

ENROLLMENT ADMINISTRATION AND STUDENT SUCCESS

2014-2015 ANNUAL REPORT



Start Here, *Go Anywhere!*

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Enrollment Administration & Student Success 2014-2015 Annual Report

Executive Summary

For much of the last decade CCD has been in a state of transition, but with the hiring of Dr. Everette Freeman in November 2013, presidential leadership has stabilized. Under his watch, President Freeman created a newly transformed division of Enrollment Administration and Student Success (EASS), which encompasses the previous division of student affairs joined by the office of institutional research. The intention of this reorganization is to leverage the recruitment and retention expertise of this division and expand data on student academic progression to help ensure that our CCD students are successfully completing their degree programs and/or transferring, while holding true to the access mission of the community college.

With the departure of the previous vice president, the division was split with some staff reporting to the Provost and others reporting to the CFO, again creating a time of transition for the student affairs division. The new Vice President of Enrollment Administration and Student Success (VPEASS) arrived in January 2015. Despite the transitioning process, EASS achieved many accomplishments this past year, and has set ambitious and attainable goals for the 2015-2016 academic year.

This annual report provides a brief background of services and programming offered during the 2014-2015 academic year by each unit within EASS as organized under four distinct, but integrated primary units: Enrollment Services, Student Development and Retention, Student Life, and Institutional Research. Historically, each of these units have been charged with maintaining daily functions regarding student services. With the development of the new College-wide strategic plan, EASS is intentionally focusing on daily operations in addition to advancing the four themes established by the CCD Strategic Planning Committee: Student Learning & Success, Organization Integration & Effectiveness, Eternal Engagement & Partnerships, and Transparency and Shared Information.

Accomplishments related to the strategic planning themes are highlighted in the following pages but notable EASS achievements over the last six months include, the development of a comprehensive enrollment dashboard, the creation of an operations calendar focused specifically on student communications and student enrollment, communicating the tracking efforts regarding student enrollment patterns, and auditing the impacts on student retention programming occurring in Student Life, Student Support Services and with the Denver Scholarship Foundation (DSF).

The division did encounter challenges which primarily centered around the lack of a comprehensive student tracking system that would identify students' program utilization and impacts on student success. An additional challenge has been vacant and/or frozen positions that inhibited the ability to provide premier customer service. Both areas will remain a focus of EASS leadership for improvement in the coming year.

EASS Accomplishments for 2014-2015

EASS Accomplishments- Strategic Priority: Student Learning & Success

- Academic Advising Proposal: A significant contribution for the year was working with a cross-campus team to develop a recommendation to the President for a new structure for academic advising that would support student success. As the model impacted various areas across the college, the work involved a significant amount of input and collaboration from several college departments, which was not without its challenges or points of contention. The new model will not go into effect until the 2015-2016 academic year and will be reviewed and refined to advance student academic success.
- Mental Health Resources: CCD moved into compliance regarding mental health services, and advanced this initiative in a creative manner. Rocky Mountain Health Crisis Partners, a state-wide non-profit has been engaged to provide the necessary resource at no cost to the college.
- Open House and Red Carpet Days: CCD hosted both the first annual open house in fall 2014 and DPS Red Carpet days in Spring 2015. At the CCD open house, we had a tremendous amount of participation from across the college (including a welding simulator, telescope that enabled the user to stare at the sun and see sun flares, and several featured health science programs). Approximately 100 community members attended the inaugural event, and scholarships were awarded to potential students. As a result of DPS Red Carpet days, 150 DPS high school seniors were able to complete CCD orientation, advising, and were incorporated into CCD's First Year Experience Fall 2015 cohort.
- Loan Default Status: The Enrollment Services team is to be commended for their diligence on this particular topic, especially our financial aid experts. They have worked extensively on the proactive pieces regarding financial literacy as well as monitoring the days in default in an attempt to prevent students from defaulting on their loans. On February 23, 2015 CCD was notified by the Department of Education (DOE) that our draft default rate had dropped nearly three (3) percentage points to 28%. Moving forward, our goal is to continually reduce the three (3) year loan default rate. With a comprehensive effort and sense of urgency across the college, it is quite possible to continue to reduce the default rate by 1-2 percentage points per year.
- United We DREAM (UndocuPeers): Training for 25 EASS staff members to better support DREAMers was completed in March 2015, and CCD joined the national coming out day in support of undocumented students. CCD is committed to developing a website, support a student club, implement UndocuPeers ally training and create a scholarship fund to support the success of our DREAMers, with the goal to support an inclusive environment supportive of all diverse, urban students.
- Texts and Waitlist: By implementing two new initiatives, Enrollment Services dramatically increased enrollment in fall 2014. By using text messages, CCD was able to increase in the number of new students attending CCD. Enrollment Services used additional text messages with those registered for classes in order to retain students so they were not dropped for non-payment or non-attendance. Additionally, the Registrar's office manually registered students from the waitlist, which resulted in a significant increase in students registering for a course after adding themselves to a waitlist. Both of these initiatives had a significant impact on enrollment and will continue to be done in the future.
- The Student Government Association (SGA): SGA saw the need to increase funding for the Lending Library, Food Pantry, and student events. As a result, SGA made the decision to place a referendum on the ballot to increase the Student Activity Fee. By holding several Student Fee Forums, they were able to educate students and passed the referendum by 61% of the vote.
- TRIO Student Support Services served 207 student and achieved an 89% persistence rate, 39% four year graduation rate, and 35% four-year graduation and transfer rate on the most recent Annual

Performance Report (the respective rates of SSS eligible students not served by the SSS program are 54% persistence rate, 15% four year graduation rate, and 5% four-year graduation and transfer rate).

- Transfer Center has served a total of 1,224 students with 839 in Fall 2014 and 385 in Spring 2015
- Students-Empowered-Educated-Determined (SEED): This is a service offered for Denver Foundation Scholars who are interested in transferring to University of Colorado Denver or Metropolitan State University of Denver designed to help students with supports such as, transfer advisor, application completion assistance and fee waiver, tour of universities, registration assistance, degree planning, and tutoring and mentoring.
 - 82 DSF Scholars have enrolled in SEED since its inception in fall 2012
 - 78% of current SEED participants have completed transfer or are on track to transfer to MSU Denver or CU Denver as of spring 2015.
 - Prior to the SEED program, only 2% of DSF Scholars transferred to a four-year college within 3 years of entering CCD.
 - 71% of the students who have transferred to MSU Denver or CU Denver are on track to complete a bachelor’s degree within 5 years of entering college.

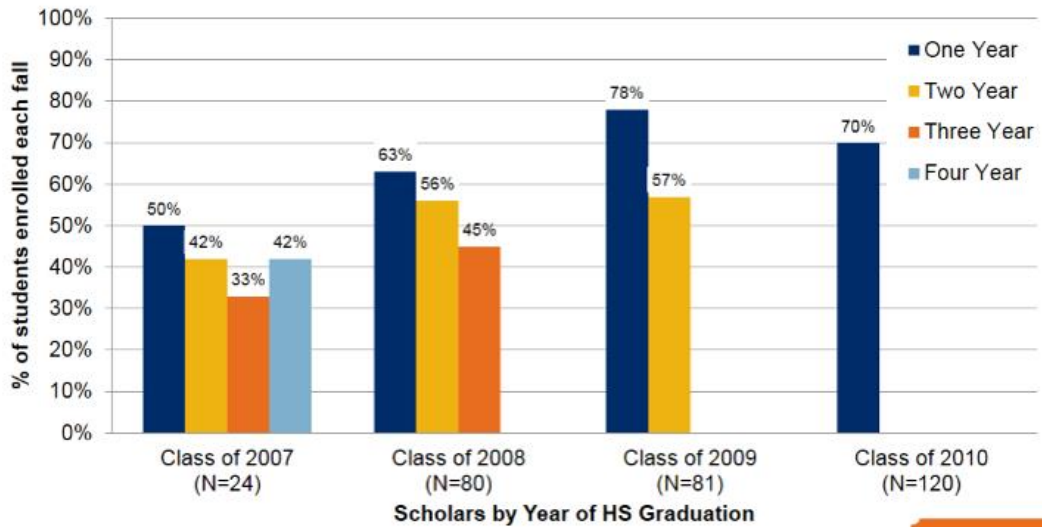
The Resource Center continued to excel in serving DSF scholars
DSF Scholar Retention Rate

DSF Persistence Cohort	1st Fall	2nd Fall	Rate	3rd Fall	Rate	4th Fall	Rate	5th Fall	Rate	6th Fall	Rate
2008	80	54	68%	37	46%	21	26%	13	16%	13	16%
2009	81	62	77%	39	48%	29	36%	19	23%	19	23%
2010	120	78	65%	59	49%	32	27%	26	22%	-	-
2011	112	64	57%	40	36%	29	26%	-	-	-	-
2012	81	52	64%	35	43%	-	-	-	-	-	-
2013	98	68	69%	-	-	-	-	-	-	-	-

CCD DSF recipients (876) had a 69% retention rate and a 55% graduation rate

CCD Scholar Persistence or Graduation

Persistence at any College



- The Office of Student Life and Institutional Research: Student Life and Institutional Research started a project to determine the retention, transfer and graduation rates for students who use our services. With the assistance of Institutional Research, they were able to generate numbers that gave them information about past services, which will help with more specialized assessment and targeted Student Life Services going forward.

Data on students that do and do not utilize Student Life Services:-Institutional Research compared the retention, transfer, and graduation rates of students who utilized the services provided by the Office of Student against those who did not. Graduation rates for students who use Student Life programs are three times the institutional average, and retention rates for students who use Student Life programs are 10% higher than the institutional average. Following are two tables with detailed information.

The table below shows the number of students that did NOT utilize Student Life services and retained or earned a credential, and the type of certificate or degree earned

	# unduplicated students	# / % students retained for at least 2 semesters	# / % students transferred to 4-year	# / % students received an award at some point	AA	AAS	AGS	AS	CERT
Did NOT use Student Life Services	20,853	10,148 49%	1,565 8%	857 4.1%	83 9.7%	67 7.8%	58 6.8%	43 5%	606 70.7%

The table below shows the number of students utilizing Student Life services that retained or earned a credential, and the type of certificate or degree earned

	# unduplicated students	# / % students retained for at least 2 semesters	# / % students transferred to 4-year	# / % students received an award at some point	AA	AAS	AGS	AS	CERT
Lending Library	2281	1137 50%	420 18%	283 12.4%	67 23.7%	43 15.2%	52 18.4%	37 13.1%	84 29.7%
Food Bank	1554	1024 65.9%	144 9.3%	210 3.5%	40 19.05%	54 25.7%	25 11.90%	23 10.95%	68 32.4%
Child Care	60	50 83%	12 18%	16 26.7%	0 0%	3 18.8%	5 31.3%	2 12.5%	6 37.5%
Housing	60	42 70%	3 5%	11 18.3%	2 18.2%	1 9.1%	2 18.2%	1 9.1%	5 45.5%
Thanksgiving Baskets	559	441 79%	61 11%	135 24.2%	20 14.8%	43 31.9%	23 17%	11 8.1%	38 28.1%
ID Vouchers	305	160 52%	6 2%	7 2.3%	2 26.8%	2 28.6%	1 14.3%	0 0%	2 28.6%
Human Services Intake	232	125 54%	10 4%	15 6.5%	2 13.3%	1 6.7%	2 13.3%	0 0%	10 66.7%
Eye Care Referrals	29	18 62%	0 0%	4 13.8%	1 25%	1 25%	0 0%	0 0%	2 50%
Career Dev Center	1027	763 74%	24 2%	109 10.6%	19 17.4%	34 31.2%	7 6.4%	11 10.1%	38 34.9%
Student Leadership Programs	323	239 74%	59 18%	97 30%	22 22.7%	39 40.2%	7 7.2%	13 13.4%	16 16.5%
Student Conduct Cases	638	189 30%	22 3%	45 7.1%	8 17.8%	11 24.4%	7 15.6%	5 11.1%	14 31.1%
Care Team Referrals	269	119 44%	5 2%	15 5.6%	2 13.3%	3 20%	1 6.7%	2 13.3%	7 46.7%
Academic Integrity Cases	62	42 68%	1 2%	2 3.2%	0 0%	0 0%	0 0%	1 50%	1 50%

EASS Accomplishments- Strategic Priority: Organization Integration & Effectiveness

- Program Review and Specialized CAS Update: Beginning fall 2014, EASS embarked on a staggered start for a self-audit according to the Council for the Advancement of Standards (CAS) in Higher Education. All EASS units will be complete by Fall 2015, and the following departments have completed CAS review to date:
 - Office of Student Activities
 - Student Events
 - Office of Student Conduct
 - Human Services
 - Career Development Center
 - Recruitment
 - Admissions
 - International Admissions
 - Orientation
 - TRIO Support Services
- Communications Plan-The Enrollment Management Operations Calendar was finalized and structured for the summer of 2015 through the fall of 2016. This plan breaks down the operations and communications necessary to proactively encourage on-time student registration and include responsible parties, start and end dates, expected outcomes and measurements for outcomes. Measurements include items such as stabilizing and/or increasing student enrollment and decreasing the number of students dropped for non-payment, and is specified by the targeted population. An example is below. The document can be accessed via the G-drive, then CCD Commons under the Enrollment Services folder.

Fall 2016									
Office of the Provost		Office of the Enrollment Administration & Student Success			Office of the Vice President/Chief Financial Officer			All Departments	
Item	ACTIVITY	RESPONSIBILITY	PARTICIPANTS	START DATE	END DATE	EXPECTED OUTCOME	MEASUREMENTS	COMPLETED	TARGET POPULATION
1	Schedule Orientation Days	Kester	CCSD, Enrollment Services, Dates are	3/19/2015		Publish dates; Texts	Student awareness		All Students
2	Schedule Fast Track Days	Kester	CCSD, Enrollment Services, Dates are	3/19/2015		Publish dates; Post Cards, Texts	Student awareness		All Students
3	First Fall Enrollment meeting	Judi Diaz Bonacquisti	All committee members	3/19/2015		Review current enrollment status, plan next steps, assign responsibility for activities	Consensus achieved		All Students
4	Text students newly applied, but not registered students and advise them to register	Kester	Call Center, Registrar, CCSD	3/23/2016		New applicants get notifications	Increased enrollment		All Students
5	Text continuing students not registered and advise them to register	Poss; Kester	SDR, Call Center, Registrar, CCSD	3/23/2016		Continuing students get notification to register	Increased enrollment		All Students
6	Advisors visit classrooms	Advisors, Directors of Advising Faculty		3/30/2016					All Students
7	Registration of Concurrent Enrollment students at CCD	Protas	College Pathways	4/13/2016		na	concurrent enrollment students registered in classes at Auraria		All Students
8	Second Fall Enrollment meeting	Judi Diaz Bonacquisti	All committee members	4/19/2016		Review current enrollment status, plan next steps, assign responsibility for activities	Consensus achieved		All Students
9	Set up concurrent enrollment classes at HS	Protas	College Pathways, Center Office Managers	5/12/2016		email	concurrent enrollment class sections at HS sites set up in Banner		All Students
10	Increase course caps and/or open new sections for waitlist classes	Instructional deans	Chairs and Office Managers	5/12/2016		More class sections available	Impact on waitlist; Increased Enrollment		
11	Third Fall Enrollment meeting	Judi Diaz Bonacquisti	All committee members	5/19/2016		Review current enrollment status, plan next steps, assign responsibility for activities	Consensus achieved		
12	Fourth Fall Enrollment meeting	Judi Diaz Bonacquisti	All committee members	6/23/2016		Review current enrollment status, plan next steps, assign responsibility for activities	Consensus achieved		New Students
13	Process all new hire requests from the Academic Centers	HR/Flycan	HR staff	6/17/2016		All adjunct faculty properly processed into the Payroll system	All adjunct get paid, proper adjunct staffing levels		New Students
14	Steer Process Protocol - Weekly unassigned student lists	Ryan Poss	Rachel - runs/distributes reports	7/12/2016					
15	Steer Process Protocol - Weekly roster updates	Ryan Poss	IR (BJ) to Sue	7/12/2016					
16	Ensure staffing is sufficient to handle peak registration	Kester, Poss, Hudak	Enrollment Services, Advising, Cashiers	7/19/2016		Short wait times	Student feedback		
17	Fifth Fall Enrollment meeting	Judi Diaz Bonacquisti	All committee members	7/28/2016		Review current enrollment status, plan next steps, assign responsibility for activities	Consensus achieved		Concurrent Enrollment students taking classes at Auraria
21	Task: Message to unassigned students								

- Texting campaign: a total of **495,174** texts were sent in 2014-2015
- Call campaign: for students not enrolled in Fall 2014 or Spring 2015 semesters, a total of **4,577** calls were made see Appendices H & I.
- EASS Division Meetings: In FY 15 we held three division meetings with the goal to introduce IR to the new team, disseminate national, statewide and CCD college enrollment trends so all staff had baseline information, and to recognize outstanding full time and student employees. The annual end

of year division meeting and celebration provided vision of where EASS is moving and ensured all staff were up-to-date on pertinent information regarding the CCD and System Strategic Plans. Divisional meetings are also intended to support the professional development of EASS staff (see Appendices J)

- EASS Teamwork and Recognitions: At the end of the year EASS division and celebration we recognized a student and two employees who were nominated by their colleagues in the following areas:
 - Spirit of Auraria-Angelica Mardones (Testing Center)-this award was presented to the staff member who embodies the idea that access to, and success in a quality educational experience can transform the lives of our students. Not only do they believe our students can be successful, they are active in ensuring that they are.
 - Leading Through Change-Jerry Darnell (Resource Center)-this award was bestowed upon someone who not only accepts change, but is a leader in developing change that benefits our students. They are flexible, positive, student focused, and persistent in their work toward student success
 - Outstanding Student Employee-Mark Harper (Resource Center)-this went to the recognized student employee who not only excels in our office, but also in the classroom. This student is a model among their peers and showcases the brilliance that are CCD students. (Note: Must meet Satisfactory Academic Progress (SAP) requirements).
- Java with Judi: Every other Wednesday morning, the VP of EASS hosts “Java with Judi” which was established in an effort to better get to know staff. In the fall, the time will be adjusted in an effort to include students which will allow the VP to continue to build community and keep an open-door policy for ideas and concerns.
- HSI Growth and Awareness: An informal advisory group to the VPEASS convened and is working to develop cultural competencies for staff, with long term support for student success in mind.
- Cherry Creek Courtyard: Student Life is ahead of schedule and paying five times the agreed upon payment amount toward the Cherry Creek Courtyard.
- Student Development and Retention Report: Student Development and Retention completed a review of all services and functions related to support services, persistence, and completion and used the information to develop a robust department data collection and continuous program evaluation report. This report will be used to collect monthly feedback and assessment on retention and completion services, how the services relate to students, as well as provide up to date information on how many and through what methods students have been served.

EASS Accomplishments- Strategic Priority: External Engagement & Partnerships

- Denver Public Schools: CCD staff at all levels continued to build and increase collaboration with Denver Public Schools. In addition to new initiatives like the Red Carpet Days, the VPEASS began visiting partner high schools to introduce self and further solidify partnerships.
- Denver CAN: CCD has joined and becoming the moving support system behind the DenverCAN collaborative. The DenverCAN is a collective impact initiative designed to increase postsecondary outcomes for graduates of Denver Public Schools (DPS). The initiative is focused on the City and County of Denver, striving to increase the number of DPS graduates who earn a college credential from an Auraria Campus institution or Emily Griffith Technical College. With postsecondary completion as the long-term goal, DenverCAN will focus specifically on first-to-second year persistence. To achieve this, DenverCAN has four action teams comprised of higher ed professionals and staff from more than 20 community-based organizations. The action teams focus on strategies to improve student success systems in the following areas: Enhanced early alert,

internships and high impact educational programs, support for undocumented Dreamer students, and summer bridge programming. DenverCAN is an initiative of the Lumina Foundation's Community Partnership for Attainment (CPA). CCD has leadership on every aspect of the collaborative; including the VPEASS on the Steering committee, the Dean of Student Development and Retention chairing the Summer Bridge Committee, ARR staff leading the Undocumented students support initiatives.

- Ford Southwest Corridors for Success: Impressive launch of a new group. Dr. Freeman traveled with the leadership team and represented CCD on a national level. VPEASS is serving on steering committee to determine overlap and synergies with Ford and DCAN.
- Denver Scholarship Foundation (DSF): CCD has had a significant partnership with DSF for many years. Building on this solid foundation, CCD worked to determine overlap and synergies with Ford and DenverCAN, as well as advancing the Tri-institutional advising summit.
- Tri-Institutional Academic Advising Summit: For the first time in at least a decade, an intentional collaboration regarding academic advising on the Auraria campus was convened at CCD in January 2015. With professional development topics and presentations from CCD leadership, Denver Scholarship Foundation and the Colorado Department of Higher Education, more than 100 members of Auraria campus were impacted.
- Denver Hispanic Chamber of Commerce: VPEASS is on the board and CFO is on Education board. CCD hosted one DHCC New Member orientation session. Expected to partner with DHCC and a bank member to expand proactive financial literacy efforts for fall 2015. Determine feasibility to leverage partnership to hire our CCD students and graduates. The VPEASS will continue our membership in an effort to advance CCD's HSI status.
- Colorado Coalition for the Educational Advancement of Latinos (COCEAL): VPEASS is a member of the steering committee. VPEASS will secure an Institutional membership for 1516, which will open membership to any CCD employee who wishes to become actively involved in a COCEAL committee.
- MLK Commission: Student Development and Retention worked to forge a relationship with the Colorado Statewide MLK Commission in order to support culture and community on campus. The relationship building resulted in a formal event with nearly 160 students, faculty, staff, and community members present, as well as, CCD receiving \$5,000 in scholarships for students and the commitment an ongoing scholarship named for former mayor and community college champion the Honorable Wellington Webb, in the amount of \$2,000.

EASS Accomplishments- Strategic Priority: Transparency & Shared Information

- Cognos Reports: Institutional Research has created 58 Operational Data Store reports that are available to end users of the college, available depending on their functional user group permission. These reports are available for end users to run when they need to, without asking IR for data. IR has also created 24 reports that are used internally by IR to complete our daily job functions and to complete the ad-hoc requests received. (See Appendices)
- Enrollment Dashboard: Created by Institutional Research, these reports capture point in time data from the previous academic year and compare to the current academic year. It is available college-wide for both summer and fall enrollment with detailed breakdown including data on new, continuing, and other (concurrent and international) enrollment. The report is posted weekly on the CCD intranet and in the President's Office weekly report that goes out to the entire campus. The report includes:
 - Front_Page-a summary of total FTEs, demographic, orientation and enrollment details with links to the following:
 - FTE_BY_PREFIX-details the number of FTEs in particular courses

- Tally-
- Point-In-Time-a comparison of week to week data including all students, new, continuing, and other.
- EnrollmentByProgram_EOT_PIT-student headcount information based on program classification for End of Term
- EnrollmentByProgram_PIT_PIT- student headcount information based on program classification for that specific week.

The information can be accessed weekly at: <http://insideccd/content/563> under the Enrollment Administration & Student Success tab and includes the previous week's data under Archives, and the screen shot of the overall enrollment summary is included on the next page:

The screenshot shows a web browser window with the address bar at 'insideccd/content/9034'. The page header includes the Community College of Denver logo and navigation links like 'Home', 'Enrollment Administration & Student Success', etc. The main content area displays a file upload interface for 'Fall_Enrollment_Comparison 06-26.xlsm' (953kB), with a 'Download' button and a 'Replace' button. Below the file information, there is a summary of enrollment data as of June 26, 2015.

Fall_Enrollment_Comparison 06-26.xlsm
 Add tags Page owner: **Angelica Rueda** Updated 5 hours ago

Fall_Enrollment_Comparison 06-26.xlsm (953kB)
 File version 10 Updated 5 hours ago by Angelica R.
 Download Replace

Summer_Enrollment_Comparison 06-26.xlsm

As of June 26, total enrollment for Fall 2015 is **up .57% FTE (7 students)** compared to the same point last year. Continuing student enrollment is **down 4.1% FTE (40 students)**, new student enrollment is **up 20% FTE (52 students)**, and other enrollment is **down 4.5% FTE (4 students)**.
 The Fall 2015 census goal is **2,757.01**. To date we are at **49%** of our goal.

Add comment

Community College of Denver									
Point-in-Time Comparisons									
Fall 2015 compared to Fall 2014 as of 7/6/2015 and 7/7/2014									
All Students									
(New - Old) / Old x 100% = %Change									
Student Type	Fall 2014				Fall 2015				FTE Percent Change
Student Type	Count (HC)	Credits	FTE	% of total	Count (HC)	Credits	FTE	% of total	FTE Percent Change
NEW									
New Transfer with credit	527	4,579.0	152.63	10.48%	582	5248	174.93	12.13%	14.6%
New First Time	481	4,524.0	150.80	10.36%	573	5760	192.00	13.32%	27.3%
TOTAL NEW	1008	9103.0	303.43	20.84%	1155	11008.0	366.93	25.45%	20.9%
Continuing									
Readmit	255	2,151.0	71.70	4.92%	236	1952	65.07	4.51%	-9.3%
Continuing Student	3,128	29,419.5	980.65	67.35%	2913	27518.5	917.28	63.62%	-6.5%
TOTAL CONTINUING	3383	31571	1052.35	72.28%	3149	29471	982.35	68.13%	-6.7%
Other									
Metro/UCD remedial send	8	45.0	1.50	0.10%	6	44	1.47	0.10%	-2.2%
Concurrent Enrollment	312	2,350.0	78.33	5.38%	316	2274	75.80	5.26%	-3.2%
Intl Student			0.00	0.00%	37	438	14.60	1.01%	
Undeclared	55	612.0	20.40	1.40%	3	23	0.77	0.05%	-96.2%
TOTAL OTHER	375	3007.00	100.23	6.88%	362	2779	92.63	6.42%	-7.6%
Total	4766	43680.5	1456.02		4666	43257.5	1441.92		
Green highlight indicates growth.									
Age Category	Fall 2014				Fall 2015				FTE Percent Change
Age Category	Count (HC)	Credits	FTE	% of total	Count (HC)	Credits	FTE	% of total	FTE Percent Change
< 16	16	109	3.63	0.2%	18	113	3.77	0.3%	3.7%
16 - 17	266	1985	66.17	4.5%	276	1909	63.63	4.4%	-3.8%
18 - 20	1095	11115	370.50	25.4%	1175	12442	414.73	28.8%	11.9%
21 - 22	671	6400	213.33	14.7%	717	7036	234.53	16.3%	9.9%
23 - 25	740	6962.5	232.08	15.9%	722	6679.5	222.65	15.4%	-4.1%
26 - 30	749	6727.5	224.25	15.4%	733	6613	220.43	15.3%	-1.7%
31 - 35	435	3881	129.37	8.9%	397	3389.5	112.98	7.8%	-12.7%
36 - 40	273	2325	77.50	5.3%	236	1963	65.43	4.5%	-15.6%
41 - 45	172	1356	45.20	3.1%	130	1055	35.17	2.4%	-22.2%
46 - 50	144	1165.5	38.85	2.7%	109	876	29.20	2.0%	-24.8%
51 - 55	95	771	25.70	1.8%	71	567.5	18.92	1.3%	-26.4%
56 - 60	64	517	17.23	1.2%	42	336	11.20	0.8%	-35.0%
61 - 65	30	249	8.30	0.6%	23	160	5.33	0.4%	-35.7%
66 - 70	9	71	2.37	0.2%	12	82	2.73	0.2%	15.5%
> 70	6	36	1.20	0.1%	5	36	1.20	0.1%	0.0%
UNDEFINED/Unknown	1	10	0.33	0.0%				0.0%	-100.0%

Our students at Community College of Denver are the reason for our existence. Following is demographic information regarding our diverse, urban student and utilization of various programs by our students.

CCD Student Profile/Demographics	Fall 2012	Fall 2013	Fall 2014
Unduplicated Headcount	11901	10432	10294
	Count	Count	Count
Students of Color	6136 - 52%	5422 - 52%	5047 - 49%
Native American or Alaska Native	133	114	123
Asian	537	546	535
Black or African American	1916	1554	1322
Hispanic/Latino	3090	2756	2598
2 or More Races (non-hispanic)	425	426	446
Hawaiian or Pacific Islander	35	26	23
Hispanic	26%	26%	25%
New Students	1720	1335	1263
New Transfer	1078	1020	1117
New High School	607	631	1063
New GED	268	200	147
Transfer	1121	1058	1173
Readmit	406	405	422
Continuing	6069	5449	5631
High School	992	1066	1063
Metro/UCD Remedial	1593	1059	677
Male	5143	4588	4588
Female	6692	5796	5796
Veterans (includes dependents)	332	554	566
Resident	10992	11901	10992
Full Time	2781	2415	2514
First Generation	6679	6100	6284
Pell Eligible (paid)	5594	4910	4571

	AY 10-11	AY 11-12	AY 12-13	AY 13-14
Degrees Awarded	407	504	512	599
Certificates Awarded	420	456	455	451
Top 3 Degrees/Certificates	AA	Nur Aide	Nur Aide	AA
	EMS	AGS	AA	AGS
	Nur Aide	AA	AGS	AS

	AY 10-11	AY 11-12	AY 12-13	AY 13-14
FTE¹	8,272.9	8,277.2	7,328.7	6195.1
Resident	7,579.4	7,667.8	6,707.3	5665
Non-Resident	693.5	609.4	621.4	530.1
	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Headcount	13,053	11,901	10,432	10,294
Resident²	12,128	10,489	9,686	8,757
Non-Resident²	925	1,412	746	1,537
% Male	42%	43%	44%	44%
% Full-time	23%	23%	23%	24%
% Minority	51%	50%	52%	52%
Hispanic	25%	26%	26%	25%
Average Age	27.0	26.7	26.1	25.7
Mode Age	19	19	19	19

Fall 2014, the majority of CCD students came from four counties:

Denver (51%), Arapahoe (19%), Adams (10%), Jefferson (10%)

Grad Rate² 10% • Transfer Rate² 10% • Yr. Retention Rate³ 53%

The majority of our transfer students enroll at MSU Denver & UCD.

86% of first-time recent high school graduates require remediation.

2,622 HS Concurrent Enroll Students took 6,015 courses in AY 15

CCD had partnerships with 48 high schools in AY15.

²2011 1st-time, full-time, degree seeking cohort

³2013 1st-time, full-time, degree seeking cohort

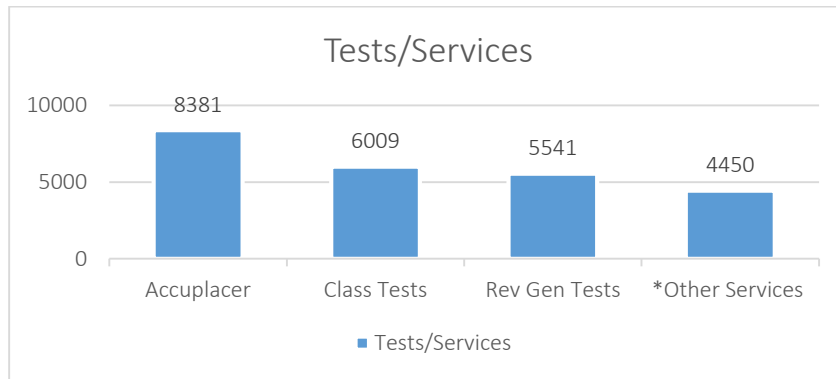
Student Fees	AY14	Frequency
Registration	\$12.55	per term
Activity	\$6.37	per credit hour
Auraria Bond	\$36.96-\$78.12	varies by cr hr enrolled
Clean Energy	\$5.00	per term
RTD	\$89.00	per term
Immunization	\$2.00	per term
Building	\$8.00	per credit hour
Auraria Library	\$4.57	per credit hour
Health Center	\$24.00	per term
High Cost Course	\$6.60	per credit hour

The number of student admission applications for 2014-2015 totaled **21,099**

- Fall 2014: 12452
- Spring 2015: 5792
- Summer 2015: 2855

	2013-2014	2014-2015	% Change
Orientation Attendance Annual Comparison Data			
# Registered	3810	3200	-16%
# Attendees	3086	2687	-13%
# Attendance Rate	81%	84%	+4%
# Sessions Offered	50	54	+4 sessions
# Students/Session	62	50	-12 students/session
# Registered (online)	1898	2962	+56%
# ONLINE Completers	1871	2205	+18%
# Online Completion Rate	99%	74%	-24%
# Total Orientation Attendees/Online Completers	4957	4892	-1%

The CCD Testing Center has served 24,381 students as of May 31, 2015



Financial Aid: Loans and Pell Grant

	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Pell Grant					
Students Awarded	7894	8361	7,463	6480	6002
Amount Paid	\$24,473,370	\$23,016,918	\$20,795,225	\$17,601,486	\$16,298,996
Subsidized Loans					
Students Awarded	6307	6894	6114	4861	3840
Amount Paid	\$16,833,044	\$19,859,118	\$17,422,042	\$13,543,925	\$9,299,854
Unsubsidized Loans					
Students Awarded	5621	6208	5382	5382	2347
Amount Paid	\$20,521,934	\$24,096,245	\$20,591,667	\$20,591,667	\$7,287,482
Total Disbursed					
Students Awarded	9850	10365	9211	7987	7309
Amount Paid	\$67,493,515	\$74,047,232	\$65,767,453	\$47,072,672	\$40,901,568

Scholarships Disbursed by Aid Year

Scholarship Type	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Institutional Scholarships *					
Students Awarded	634	875	1,110	875	709
Amount Paid	\$569,007	\$517,246	\$579,873	\$668,709	\$563,884
CCD Foundation Scholarship **					
Students Awarded	152	154	142	85	465
Amount Paid	\$106,361	\$99,945	\$99,154	\$98,400	\$413,502
Federal and State Scholarships***					
Students Awarded	193	258	220	167	369
Amount Paid	\$211,282	\$340,576	\$222,800	\$194,561	\$417,434
External Scholarships **					
Students Awarded	506	445	368	354	111
Amount Paid	\$736,428	\$614,642	\$459,060	\$393,860	\$220,826
Total Scholarships Paid					
Students Awarded	1,485	1,732	1,840	1,481	1,654
Amount Paid	\$1,623,079	\$1,572,409	\$1,360,888	\$1,355,530	\$1,615,646
*Institutional Scholarships: 2014-2015 disbursement and awards as of 06/10/15					

** Starting 2014-2015, DSF scholarship funds now go through the CCD Foundation and not through CCD (Private Scholarships). The decrease in the number of private scholarships paid and awarded is a reflection of the reduction of DSF awards throughout the year the years.

***State and Federal Scholarships had a significant increase due to the Merit Scholarship.

Satisfactory Academic Progress

Term	Number Ineligible	Number Warning for GPA <2.0 and <67% completion	Number Alert for >110% completion	Appeals Processed	Appeals Approved	% of Appeals Approved
Summer 2016	1129	287	554	545	259	48%
Spring 2015	1347	421	516	515	277	54%
Fall 2015	595	374	295	206	128	62%
Summer 2015	909	1121	551	577	358	62%
Spring 2014	1006	1119	496	NA	NA	NA
Fall 2014	673	468	277	NA	NA	NA

Community College of Denver - Faculty and Staff

	AY11-12	AY12-13	AY13-14	AY14-15
Faculty (FT)	121	124	123	105
Faculty (PT)	436	393	312	280
Student to Faculty Ratio:	24/1	23/1	22/1	25/1
Classified	20	34	49	51
Exempt Employees	175	165	185	178

Community College of Denver - AY16 Tuition

	Resident		Non-Resident		
On-Campus	\$124.90		\$512.35		
Nursing	\$182.85		\$512.35		
Dental	\$245.00		\$512.35		
On-Line	\$220.75		\$336.50		
MSU Denver/UCD	\$62.45		\$512.35		
	FY11	FY12	FY13	FY14	FY15
General Fund Budget	\$38.9MM	\$48.9MM	\$49.9MM	\$51.3MM	\$47.5MM
COF	\$62.00 ¹	\$62.00	\$62.00	\$64.00	\$75.00
Fed Fin Aid	\$62.7MM	\$68.1MM	\$59.6MM	\$41MM	N/A ²
State Fin Aid	\$3.1MM	\$4.3MM	\$4.5MM	\$4.5MM	N/A ²
Institutional Aid	\$479K	\$483K	\$564K	\$659K	N/A ²

¹Spring 2010 EOT and Summer 2010 1st half—\$44

²N/A = Not available at time of publication.

GOALS for 2015-2016 to support the achievement of CCD's Strategic Plan and/or System Strategic plan and CCHE Performance Contract

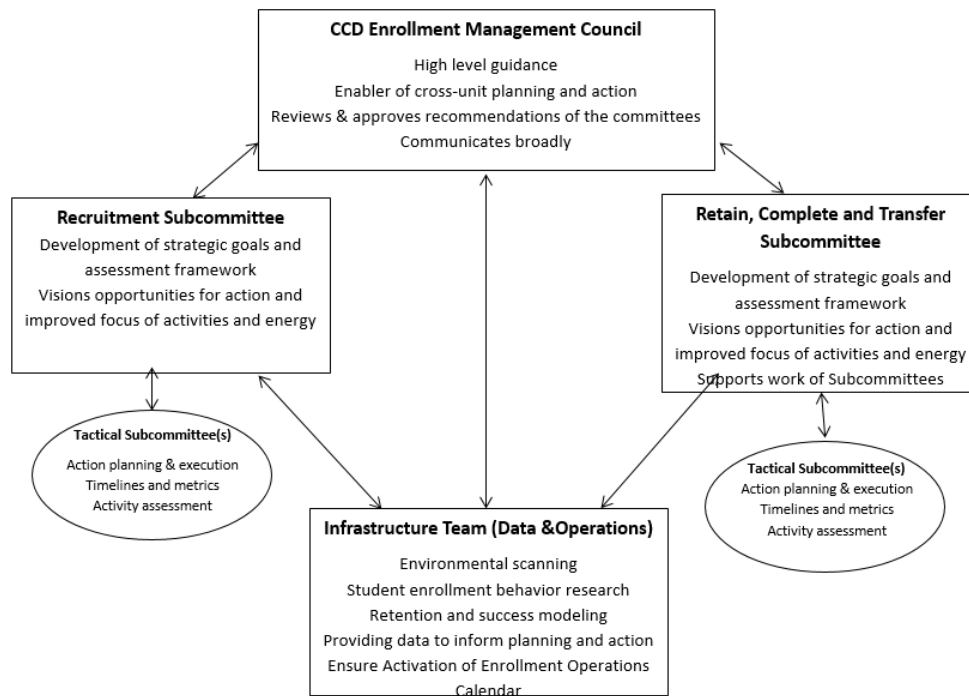
Goal-Strategic Priority: Student Learning & Success

- Communicate a 2% collegiate FTE enrollment growth for FY16 over FY15. After having set this goal, we learned of an anticipated enrollment decrease due to concurrent enrollment. However, EASS will continue to shoot for this ambitious increase.
- Goal to increase new student enrollment by 1% during 2015-2016 over 2014-2015. Leverage newly supplied data from the Office of Institutional Research to better identify CCD feeder information, which will be used by Enrollment Services to update their strategic recruitment plan for targeted populations.
- In alignment with the timeline for the CCD strategic plan, increase the numbers of Latino students to grow our HSI status to 30% by 2019. The intention will be to grow this population by focusing on student success initiatives that will better retain students.
- Advance System goal of 1% increase in numbers of graduates and certificate holders over FY15.
- Target strategies to impact our default rate. Goal will be to decrease our default rate by two percentage points.
- Leverage new and existing student activities and programming to promote CCD student pride, increase engagement and support retention.
- Leverage Council for the Advancement of Standards in Higher Education (CAS) to develop baseline information regarding EASS program assessment. Design on-going improvements based on the self-assessments, and determine long term resource allocations based, in part, on these evaluations. Stagger timing of assessments and impact all units within the Division.
- Revamp processes for pre-enrollment testing to support CCCS moving to CCPT testing and decrease dependency on Accuplacer
- Investigate current structure of summer bridge programs and develop ways to eliminate EASS program duplication while also increasing services offered and students served for summer 2016.
- Review and update Academic Integrity and Student Discipline processes at CCD, including impacts on Tri-I partners and CCCS institutions.
- Review existing student organization and activities to understand students served and to what extent they are served.
- Revamp the Academic Advising model to 1 student: 1 advisor model using Meta Majors, College Pathways, and defined courses with a focus on a four semester completion.

Goal-Strategic Priority: Organization Integration & Effectiveness

- Transition program and general advisors into a single functional group with a common reporting structure within EASS. Develop a student-centered mission statement, goals and objectives for this new advising group. EASS goals will be to redistribute and level the student caseload of academic advisors, increase the numbers of continuing (new in fall 2015) students who register early in the enrollment cycle for spring 2016, and conduct student satisfaction surveys to leverage the results for process improvement.
- Investigate current structure of retention programs under Dean of Student Development and Retention and consider ways to eliminate program duplication while increasing services offered and students served
- Pilot Priority Registration for spring 2016 registration cycle

Community College of Denver Enrollment Management Organization Framework



- Align committee work to support collegiate goals including development of a charged Enrollment Management Council consisting of subcommittees to encompass and institutionalize existing retention committees of the strategic planning group and HLC persistence and completion.
- Support collegiate emphasis to conduct and submit the Higher Learning Commission self-study.
- Review and update emergency preparedness plans
- Review existing and necessary publications produced by EASS, eliminate duplication while increasing numbers of publications and students served

Goal-Strategic Priority: External Engagement & Partnerships

- Denver Public Schools
- Denver Scholarship Foundation
- Ford Southwest Corridors for Success
- Denver College Attainment
- Tri-Institutional Partnerships, including formalization of the Memorandum of Understanding (MOU) with MSU Denver to replicate UCD Promise and International Admissions promise
- Denver Hispanic Chamber of Commerce

Goal-Strategic Priority: Transparency & Shared Information

- Develop new Enrollment reports by Institutional Research for dissemination including:
 - Develop new report identifying by race/ethnicity, gender, student progression, including retention, transfer, completion, and attrition. Determine the gaps and develop programs to remedy.
 - Race and ethnicity enrollment by program

- Profile of a CCD completer, including financial aid information, time to completion, credits, etc.
- Develop new student enrollment projection model.
- Analyze holds that are placed on CCD students, look for enrollment barriers (i.e. immunization vs GPA).
- Monitor enrollment and retention of ASSET students and compare to other student cohorts



Start Here, Go Anywhere!

Enrollment Services

OFFICE OF ADMISSIONS, REGISTRATION & RECORDS

Executive Summary:

Successes

- Inter-Institutional Registration (CU Denver and MSU Denver)
 - Through the Inter-Institutional Agreement/MOU with MSU Denver and CU Denver, CCD students enrolled in six credit hours or more are permitted to take course(s) offered by the other two institutions on campus at CCD's affordable tuition rate. In order to collect tuition and fees for credit hours enrolled at the host institution, the college created a closely matching subject prefix special topics course (Title: "MSC / UCD Inter Institutional Course") for students to enroll in. There was an on-going need to update the Catalog and request use of new classes through Academic Standards. Additionally, there were concerns about the use of the 175/275 course number interfering with true Special Topics classes. As a result, ARR implemented the 950 course number to easily identify all inter-institutional courses in the Catalog.
- Course Registration Waitlist
 - ARR modified the course registration waitlist in Fall 2014 to efficiently move students from waitlist to registered status. As a result, more students were able to get into classes they need to complete their degree plan. There were 1,390 course registrations from the waitlist after the last day to register in Fall 2014 (F15 POT) compared to 1,221 in Fall 2012. Consistent with the findings in Fall 2014, course registrations from the waitlist was higher in Spring 2015 (1,209) compared to 1,090 in Spring 2014.
- E-Transcripts
 - As one of four pilot colleges for Parchment E-Transcripts, ARR enhanced the process for transcripts to be requested and electronically delivered to any institution of higher education or employer in the world near the instant speed that is expected of top-of-the-line services. E-Transcripts went live as of Feb. 9, 2015.
- SMS Communication
 - To inform students of important deadlines and processes that impact them, ARR embraced SMS as a communication tool to 1) remind students to authorize their College Opportunity Fund Stipend, 2) verify schedule to ensure they are attending classes in which they are registered for, 3) deadline to submit residency documents, 4) apply to receive their degrees or certificates, and 5) inform international students of missing documents or specific enrollment requirements for F-1 Visa holders.
- Secure Print
 - Cyber Center implemented Secure Print to protect students' privacy when sensitive documents containing personally identifiable information are printed to an unattended, shared printer.
- Welcome & Residency Letter
 - ARR streamlined the process in which new students are notified of their admission status to the college with "Welcome" letters sent on a daily basis and "Residency" letters sent on a bi-weekly basis.
- Degree Within Reach
 - Academic Credentials Specialist served on the CCCS Reverse Transfer Committee and evaluated thousands of courses equivalencies from participating CO colleges and universities to allow automation of credit transfer for the Degrees Within Reach initiative.

- Enrollment Reporting
 - CCD was the only college within the system that did not have a Financial Aid Program Review finding related to National Student Loan Data System for Students (NSLDS) enrollment reporting. Student Information System Specialist’s monthly enrollment reporting timeline was recognized as a best practice for other colleges to adopt.
- Auto-Conferral
 - The Graduation Specialist implemented degree auto-conferral as part of efforts to raise college completion.
- Transcript Evaluation
 - ARR improved the evaluation time from 30 days to 5-7 business days by eliminating the requirement for the “Transcript Evaluation Form.” Since then, most transcripts are evaluated well within the promised timeframe. During this time, ARR also increased support for student registration by entering testing exemptions to enable students to sign up for classes earlier and eliminated the need for students to contact the Testing Center for exemptions.

Challenges

- Higher Education Landscape
 - ARR operates in an ever-changing and challenging environment that requires us to do more with less as CCD stakeholders expect top-of-the-line services and programming.
- Technology
 - Need technology support to help with projects and system issues (i.e. automate manual processes, online graduation application, Clearinghouse reporting, unanticipated registration problems, etc.).
 - Without automation support from technology, we experienced an increase in staff workload (i.e. administratively registering students from the waitlist within a 24 hour window).
 - The Banner System is shared within CCCS – modification or requesting use of existing functionalities in Banner require a project request that must be vetted through CCCS Registrars first. Because Banner is shared, small modifications or new system integrations and upgrades require extensive testing. This is time and resource sensitive.
- Process Improvement
 - ARR experienced difficulty focusing on process improvement within the department while juggling day-to-day operations, new initiatives or College/System directives, and keeping up with changes due to state or federal regulations.
- CRM / Online Admission Application
 - The new online application for admission that is part of the CRM / Recruiter implementation posed challenges for ARR: 1) loss of functionality, 2) data integrity and accuracy concerns, 3) new application for Concurrent Enrollment, and 4) changes to processes will require additional training support for staff.
 - ARR processes large volumes of admission applications from DPS students who are encouraged to find out how the college application works. CCD receives more applications compared to other similar CCCS college in the Denver Metro area, resulting in a lower yield rate and heavier processing load for staff.

Actions to support the achievement of CCD’s and your Unit’s Strategic Plan and/or the CCHE Performance Contract

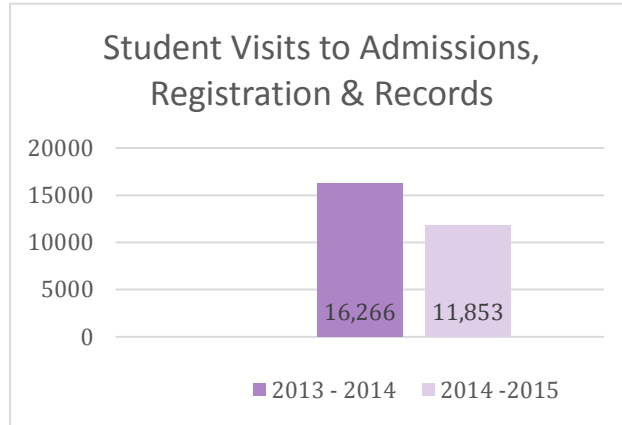
- Process Refinement Goal – ARR continues to work toward refining student processes that may pose potential challenges to student enrollment. This is related to Strategic Priority 2 – Organizational Integration & Effectiveness. ARR revamped the process in which records may be disclosed to third-parties with students’ written consent and consolidated numerous FERPA forms to ease confusion for students and staff. We streamlined the movement of students from waitlist to registered status, increased efficiency and enhanced services for official transcripts, streamlined welcome & residency communication to new and re-admit students, and achieved efficiency in building courses for inter-institutional registration.

Unit Accomplishments for 2013-14

Jul 24 & July 25	BAS Degree Workshop
Jul 23	IR/FA/Registrar Joint Retreat
Jul 31	CCD/ DPS Transition Program Summit
Aug 1	Military Transcript Training from ACE
Sep 11	Employer's Unity Supervisory Training
Sep 15	Concurrent Enrollment Retreat
Sep 18	Reaching Generation Hashtag: Leveraging Social Media to Support Student Success
Sep 19	Supervisor Training (CCD HR)
Sep 30	Violent/Aggressive Person
Oct 23 – Oct 25	2014 NASPA Law & Policy Conference
Nov 11	E-Transcript End User Training with Parchment
Nov 13	Reverse Transfer Demo & Training
Nov 14	Strategic Planning Retreat
Nov 21	Financial Literacy Training
Nov 30	Website Training Part 1
Dec 2	Parchment Exchange Colorado 2014 Users Conference
Dec 3	Website Training Part 2
Dec 4	SEVIS 6.18 Post-Release Webinar
Jan 29	Mental Health Resource Training
Feb 3 – Feb 5	Banner XE Implementation Kick-Off
Feb 20	Tri-Institutional Advisors Meeting
Mar 6	PLA 101 Workshop
Mar 13	Assessment Day: Program Level Assessment
Mar 17 – Mar 19	Degree Works Training
Mar 20	CCD Conversation Day
Mar 26	ASSET/DACA/Undocumented Session
Apr 1	McCann/CCPT (Marilyn Smith)
Apr 1	Billing Training Pilot School E-Transcripts
Apr 10	Higher Education Diversity Summit 2015
Apr 21 – Apr 23	Recruiter Onsite Training

- May 1 2015 CO/WY International Educator Meeting - University of Johnson and Wales
- Jun 2 – Jun 4 DegreeWorks Training
- Jun 19 Student Services Summer Conference

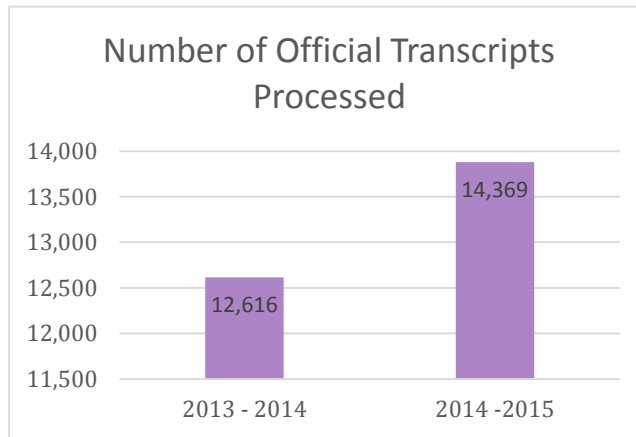
- Admissions, Registration & Records Student Visits



- Student Contact at Front Counter

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Total
2013-2014	1,692	1,993	1,058	1,012	1,642	1,063	2,434	588	590	1,403	1,692	1,099	16,266
2014-2015	1,356	2,266	503	302	456	1,010	2,320	543	605	1,001	1,170	594	12,126
												* As of June 12th	28,119

- Official Transcripts Processed



Reporting Year	Number of Official Transcripts Processed
2013 - 2014	12,616
2014 - 2015	14,369*
* As of June 30th	

- Graduation Application

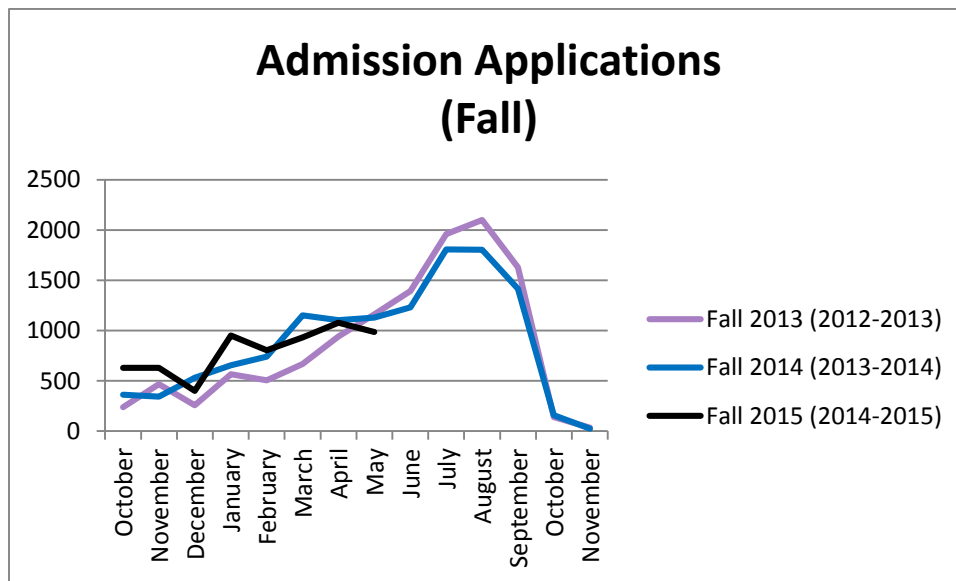
Degrees & Certificates Awarded by Term

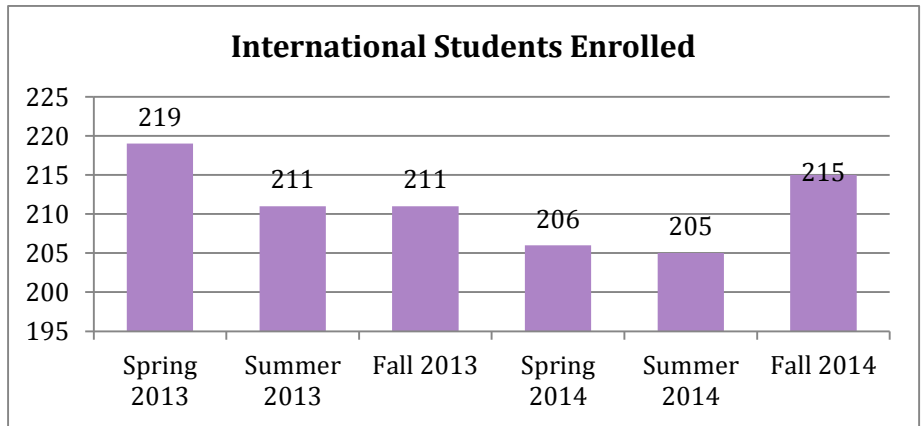
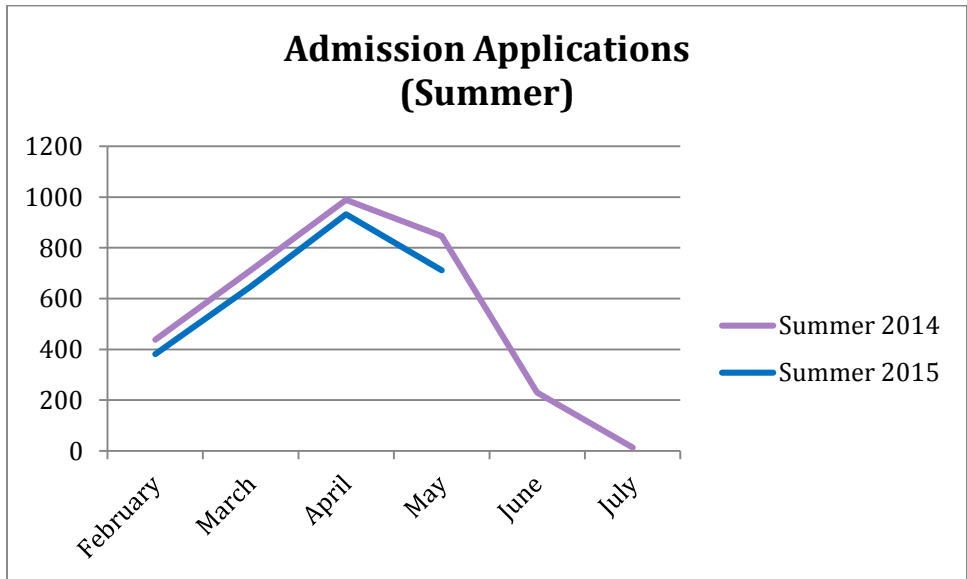
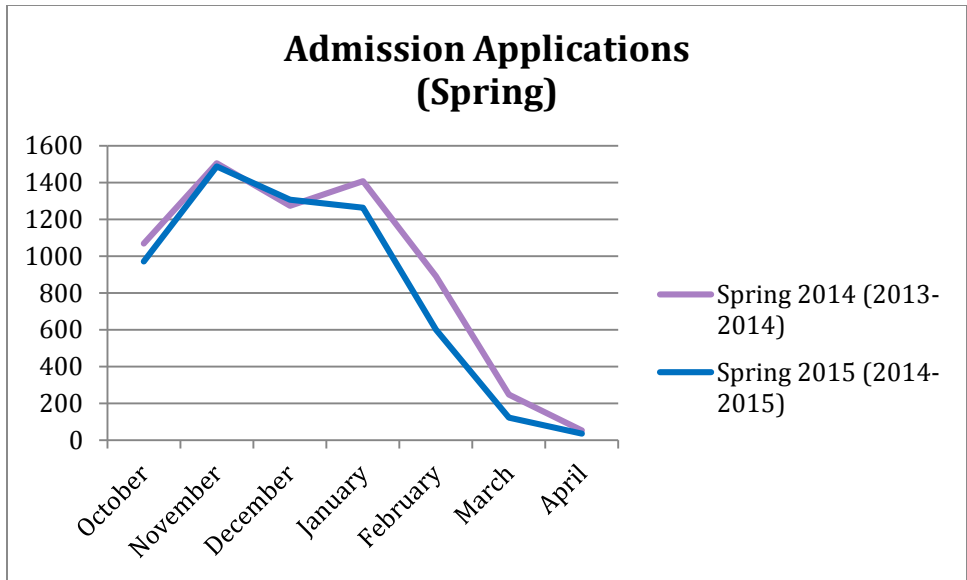
Term	Graduation Applications Received (Certificates)	Graduation Applications Received (Degrees)	Total Graduation Applications Received	Certificates Awarded	Degrees Awarded	Total Awards by Term	Total Awards by AY
Summer 2011			225	66	75	141	
Fall 2011			400	166	158	324	
Spring 2012	278	368	646	247	272	519	984
Summer 2012			292	135	94	229	
Fall 2012			389	190	126	316	
Spring 2013	178	375	553	163	292	455	1000
Summer 2013	136	111	247	122	82	204	
Fall 2013			440	155	205	360	
Spring 2014	182	394	576	174	311	485	1049
Summer 2014	111	123	234	108	97	205	
Fall 2014	158	277	435	143	214	357	
Spring 2015			640			535	1097

* Implemented Auto Conferral and Reverse Transfer Starting Fall 2013

** Figures based on actual diplomas printed and mailed by ARR

- Admissions Application Processed (See Appendix F)





- Transfer Evaluation (See Appendix G) – ARR maintained a 5-7 business day turnaround for transcript evaluation. This is a significant change compared to 30 days in 2013-2014.

Service Activities

- International Student Services partnered with NAFSA: Association of International Educators to offer a workshop titled “F-1 Student Advising: Intermediate” on December 12, 2014.
- International Admissions Specialist and International Admissions Manager will present on “Intercultural Communication on Campus” at the 2015 CCCS Student Services Summer Conference on June 19, 2015.
- Registrar served as chair of the CCCS Registrar’s Group

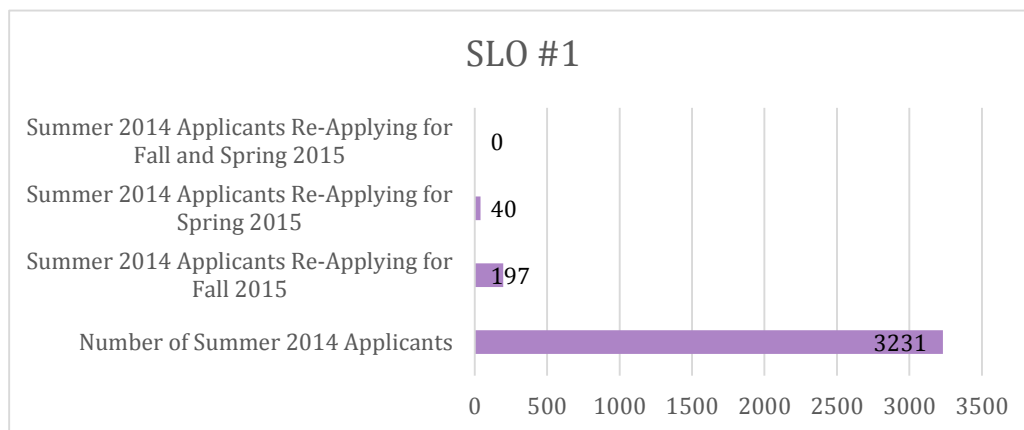
SLO #1: As a result of improved web applications and personalized interaction with Admissions, Registration & Records staff, students will be able to identify when it is necessary to re-apply for admission.

CAS Student Learning Outcome: Practical Competence

Method of Assessment: Utilize admission report to track the number of applications completed by a single student within three consecutive terms.

Desired Outcome: Students will apply to the college once and will only re-apply after experiencing an enrollment break of three or more consecutive semesters.

Measurement for 2014 – 2015:



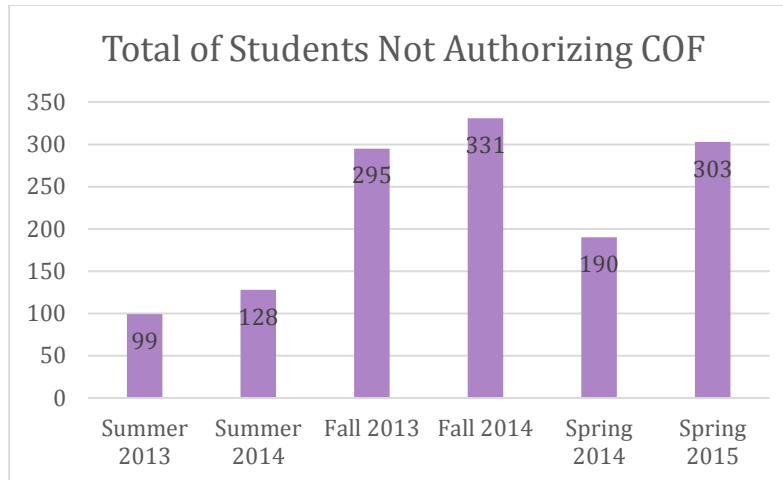
SLO #2: As a result of a heavier communication campaign, at least 2% more students will authorize COF compared to previous corresponding semesters.

CAS Student Learning Outcome: Practical Competence

Method of Assessment: By tracking amount of unresolved COF issues at the end of the semester, we will be able to determine the percentage of students who have authorized COF compared to the previous term.

Desired Outcome: 5% more students will learn to authorize their COF by the end of the semester.

Measurement for 2014 – 2015:



Program Review (PR) and Specialized Accreditation Update, as applicable

- Council for the Advancement of Standards in Higher Education
 - CAS Program Review for Registrar Programs and Services (RPS) & International Student Programs and Services (ISPS) are still underway. We anticipate that the self-study will be completed sometime in the third quarter, before the start of Fall 2015. We hope the results from RPS And ISPS CAS Self-Assessment will help inform and identify new areas of focus or goals for ARR.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Benchmarking Peers Staffing and Services for Admissions, Registration & Records. ARR is currently understaffed compared to other CCCS colleges in the Denver Metro area, specifically, Arapahoe Community College and Community College of Aurora. We are currently working to fill two vacancies in the office.



Executive Summary

The main Call Center oversees CCD's main line. Under the supervision of the Dean of Enrollment Services. We are responsible for the ARR, Financial Aid and Cashiers line. Aside from resolving inquiries via phone, chat and email, the Call Center is also in charge of text and call campaigns and the traffic they generate. Throughout the semester, we contact students with reminders in regards to registration, payment, hours of operation, new student orientation, waitlist, financial and admissions requirements, amongst others.

Successes

- As a result of the success of the initial text campaigns, we secured additional funding for future campaigns.
- Text campaigns helped to address the fall 2015 enrollment decrease, which resulted in an increase of enrollment (see table below).
- In the process of finalizing an institutional procedure that assigns the Call Center as the central hub for text communication going to students, this documents includes: responsible parties, policy, submission process, funding, and message requirements
- Created a text communication calendar for Enrollment Services (see appendix B).
- Improvements in telephone service and drop and talk time rates; implemented 3-minute queue voice alerts to reduce drop rate, provided a broader customer service experience, which resulted in high customer satisfaction on exit surveys.
- Negotiated a 15% discount on all text purchases beginning May 2015.
- Awarded the Pat-on-the-back Award for our continuous support to other departments and improving the telephone, chat and text services.
- The Call Center will present at the 2015 CCCS Summer Student Success Conference.
- ARR: Calls we decreased wait time by 36%. We answer an average of 2000 calls per year and drop date has been reduced by half. Our annual average wait time is 27 seconds less than MSU and our drop rate is 2.4% lower.
- Financial Aid: This line had an average wait time of 5 minutes per caller; we have been able to cut it by half. In addition, we are also answering an average of 2,000 more calls per year and reduced call drop by 10,000 calls.
- Cashiers: After one year, drop rate improved from 7,000 to only 2,000 calls. Prior to the incorporation, calls not answered by Cashiers overflowed the Financial Aid line. We have completely minimized this occurrence. Our annual average wait time is 10 seconds less than UCD's and our drop rate is 1.8% lower.
- Customer Service: On average, 96% of surveyed students are satisfied or very satisfied with the service provided and 97% are very satisfied or satisfied with our wait time. In order to provide a comprehensive customer service to our students, we spend 22% more time on each call compared to UCD and Metro State. This equals to 34 seconds more per caller.

Challenges

- The challenge, not only us but for the majority of those departments that heavily rely on student employees, is the turnover ratio. Throughout the year, we lose employees constantly due to graduation, dismissal, resignation or job abandonment. Due to the fast-paced work environment,

employees sometimes choose to quit after training has been completed. This sets us back until we can hire a suitable replacement and complete his/her training.

- Constant phone coverage in some departments outside those handled by the Call Center. Lack of coverage directly impacts us as our students expect a fast response when being transferred. Hearing an after-hours voice message or being asked to call back or send an email decreases caller satisfaction.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Decrease in dropped for non-payment: During our first payment deadline text campaign in summer 2014, we sent out 1,181 text messages to students that would be dropped the next day for non-payment for summer semester. The text caused a spike in call center activity going from 0 to 15 people in the queue within 5 minutes. This caused a trickledown effect to the Cashier's Office where they had three hours of constant calls to set up payment plans. By the next day only 658 students were dropped for non-payment, a 56% improvement. 2015 marked our first summer semester texting students "before" the payment deadline. On May 11th, 1,097 students with neither financial aid nor payment arrangement were contacted. This number decreased to 789 by May 18th (due date) and only 417 (38%) were dropped on the deadline.
- Increase in student awareness: In contrast with summer 2014, we have noticed an increased awareness, students are contacting us before the payment due date and know that they need to make a payment. We have experienced a 50% decrease in escalated calls of upset students who "did not know" they had to submit payment.
- Compared to year 2013-14, and due to the implementation of a new and more comprehensive answering procedure, our talk time increased an average of 26 seconds per caller. Although we stayed for an additional 26 seconds per caller, our average wait-time only increased by 12 seconds. In addition, we spend 36 seconds more than MSU.
- Compared to last year, our overall drop rate decreased by 1%, which translates to 827 additional calls answered.
- Savings in work-study fund: text messages have helped to free time that was used to complete call campaigns. 100,000 calls would cost us \$15,000 in work-study funds in comparison to \$3,500 utilizing text messages. This means an overall savings of 77%.
- Savings in work-study time resources. We can reach every single student at CCD in less than 20 minutes. A student employee will complete on average 45, 30-second, calls in 90 minutes while 45 texts only take 1 minute to send. We used over 200,000 texts this fiscal year; it would have taken us 6,000 staff-hours to complete such campaigns vs. 3.5 hours. Instead, employees focus on answering inquiries via email, telephone and chat.
- Increase enrollment. The Call Center joined forces with COSO to address the continuous enrollment decrease in fall 2015. We sent text reminders for Fast Track days as well as enrollment deadline reminders to new and current students who had not registered for any fall classes. The table below shows the direct impact of text campaigns in our enrollment rate. Rate increased from -10.27% in late July to 1.51% by Census Day.

Fall 2014 Enrollment	2013 FTE	2014 FTE	Count	Percentage	Text Reminder
July 29th	2,153.87	1,932.72	-221.15	-10.27%	
July 31st	2,237.20	2,002.88	-234.32	-10.47%	July 30th
August 1st	2,271.82	2,052.02	-219.8	-9.68%	
August 4th	2,312.60	2,100.32	-212.2	-9.18%	
August 6th	2,409.87	2,198.92	-210.95	-8.75%	August 5th
August 8th	2,492.70	2,312.35	-180.35	-7.24%	August 7th
August 11th	2,548.30	2,390.30	-150	-5.89%	August 10th
August 14th	2,304.68	2,291.18	-13.5	-0.59%	August 13th
August 19th	2,523.47	2,514.85	-8.62	-0.34%	August 18th
August 22nd	2,584.87	2,591.65	6.78	0.26%	
September 19th	2,755.87	2,783.62	27.75	1.01%	
Final Census	2,744.12	2,785.42	41.3	1.51%	

Unit Accomplishments for 2013-14– related to Strategic Plan

Professional Development

Jan 29 – Mental Health Resource Training
 Feb 6 - E-Transcript Demo
 Feb 20 - Call Center Retreat
 Mar 6 - Conduct Consultant Training
 Mar 13 - Assessment Day
 Mar 20 - CCD Conversation Day
 Mar 26 - ASSET & DACA Training
 Apr 1 - McCann New Assessment Test Informational Session
 Apr 28 - Drive Stronger Customer Relations Workshop
 Jun 19 – CCCS Student Services Summer Conference
 Jul 15 - CSLA Meeting
 Jul 18 - Directors’ Retreat
 Jul 29 - P-Card Training - Gustavo
 Oct 27 - Satisfactory Academic Progress Training
 Oct 30 - Financial Aid Verification Training
 Nov 7 – Enrollment Services Retreat
 Nov 12 – Work-study/Consortium Training
 Nov 14 – Strategic Planning Retreat
 Nov 19 - Auraria Hunger & Homeless Student Panel
 Nov 21 - Financial Literacy Training
 Nov 21 – Scholarship Training
 Dec 10th - Web Management Training - Gustavo

- Student employees attended diverse trainings all year long: department shadowing, orientations and monthly meetings with presenters from other departments.
- Students served by the Call Center
 - 82,685 via phone calls
 - 4,523 via chat
 - 1,364 via email

Scholarly Activities

Presenting about “The Impact of Text Campaigns in Higher Education” on June 19th at the 2015 CCCS Student Services Summer Conference.

Service Activities

- Alumni Committee - Nicholas
- Alumni Scholarship Committee – Nicholas
- CCD Portal Examination Group - Anthony
- CCD Web Council – Anthony
- Conduct Liaison Committee - Nicholas
- Higher Learning Commission Criteria 2 Writing Team - Gustavo
- Institutional Scholarship Committee – Nicholas
- Strategic Planning Steering Committee - Gustavo
- Strategic Planning, External Engagement & Partnership Group - Gustavo
- Student Affairs Council – Gustavo
- Student Awards Selection Committee – Nicholas
- Technology Planning and Priority Committee – Gustavo
- Telephone System Committee - Gustavo
- CAS Review Team: Veteran Affairs, Financial Aid, and Admission, Registration & Records – Anthony, Nicholas & Gustavo

Assessment

- After reviewing 384 phone exit surveys, the results show that 97% of our callers were extremely or very satisfied with their experience and 95% rated our representatives as extremely or very knowledgeable.
- The Dean of Enrollment Services expressed high satisfaction on the overall performance of the Call Center and staff. She added to the end of the year evaluation that “text campaigns had a significant impact on our enrollment numbers in fall and spring semesters. The text campaigns were managed exceptionally well, which allowed CCD to have a positive impact on our ongoing communication with students.” In addition, the Call Center was “able to provide numerous trainings for part-time staff throughout the semester. [The Call Center] opened these trainings up to additional ARR, FA, COSO and Cashiers office staff members].

2014 SLO # 1: As a result of taking over the Cashiers Call Center, students will receive concrete, clear and specific information to speed up their payment.

CAS Student Learning Outcome: Practical Competence

Method of Assessment: Year comparison through the Telephone system database (BCMS), and number of escalated calls reaching the Dean of Enrollment Services and Head of Cashiers. Number of dropped for non-payment cases.

Desired outcome: Decrease of at least 30% on hold and drop rates. High quality customer service will enable students to clear any questions related to their tuition accounts, which in effect will decrease the dropped for non-payment cases.

Measurement: Hold time was cut in half, drop rate was reduced by 40%, and we have experienced considerably less bounced back calls trying to reach Cashiers in the Financial Aid and main lines. Bounced back calls happened when callers were not able to get a hold of Cashiers in the past and tried

to contact the Financial Aid office and main line as a last resource.

In order to measure our performance, we surveyed the frontline staff and department heads of both Cashiers and Financial:

- 100% feel that the call traffic has decreased in their respective areas as a result of the incorporation
 - 75% of those surveyed agreed that the number of escalated calls had decreased
 - 75% feel that the Call Center has fulfilled its SLO
- At the same time, we also surveyed a portion of our callers:
- On average, 97% of our callers are satisfied with the service received
 - Positive comments include: “good! bounced around in the past; you guys answered quickly, Metro takes like 20 minutes; keep doing what you are doing; nicest call to cashiers office I've ever had”

As a conclusion, the data above shows that we not only have fulfilled our SLO but the results are better than expected. Students now receive concrete, clear and specific information that speeds up their payment.

2014 SLO # 2: As a result of implementing a customer quality survey, we will be able to focus on those areas within the Call Center that need additional training and clarification.

CAS Student Learning Objective: Practical Competence

Method of assessment: Survey monkey results, main number calls since calls drop when departments start addressing the issues for effectively.

Desired Outcome: An overall rate of satisfaction between “Satisfied to Extremely Satisfied.” A better informed staff results in a more informed student in Cashiers, Financial Aid, and ARR, and a little to no-hassle enrollment process, award and tuition payment amongst others.

Measurement: On average, 98% of those surveyed rated their call experience as satisfactory or extremely satisfactory. Escalation to Deans, Directors and Supervisors has been maintained at a minimum.

- 70% of the chat visitors were either satisfied or extremely satisfied. Due to FERPA regulations, we cannot release personal information through chat and a percentage of the visitors are required to visit or call CCD.
- Based on the above data, we can conclude that our SLO was fulfilled as we have been able to identify areas that needed training.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Reduce the overall drop rate (13%) through analytical metrics, surveys and additional resources. This will allow our students to receive prompt and accurate information that will facilitate the achievement of educational goals without coming to campus to resolve a matter. This SLO is related to the Complex Thinker Institutional Outcome. By reducing drop rate and improving channels of communication inside and outside Enrollment Services, we will be able to reach out to more students, thus enabling our students to explore and evaluate multiple channels of information. This will help to solve their initial inquiries and make relevant education connections inside and outside of the classroom. Student Learning & Success (Strategic Priority #1) and Organizational Integration & Effectiveness (Strategic Priority #2).

- Develop a closer relationship with CCD departments outside of Enrollment Services and Cashiers. The Call Center will receive updates, direction and support that will allow us to provide comprehensive and more detailed information to students, thus reducing the transfer rate and call incidence. This SLO is related to the Effective Communicator Institutional Outcome: Students will interpret and draw inferences utilizing provided tools/information. These campaigns will not only allow students to solve problems but help them to achieve educational goal and stay current with relevant information from student support services. Organizational Integration & Effectiveness (Strategic Priority #2); Student Learning & Success (Strategic Priority #1).

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Staffing: In and outside the Call Center. A reduced turnover ratio and reliable phone coverage will result in better transfer rates, customer satisfaction and reduction of call traffic as students will not have to call us more than necessary.



Start Here, Go Anywhere!

Executive Summary:

Housed within the College Opportunity & Student Outreach (COSO) Department, the On-Campus Outreach and Student Engagement team serves the college and its students by providing campus information, visitor services, student orientation, student ambassador leadership, and event space management services. The face of the college, our team serves as the first point of contact to community members and prospective students and aims to provide high quality service and information to all current, future and prospective students. Our intentional, purposeful and multicultural programming is designed to expose students and community members to the qualities of our institution and prepare those who choose to apply for success at CCD.

Implementing best practices from both the National Orientation Director's Association (NODA) and the Campus Information and Visitor Services Association (CIVSA), our services and programs continue to innovate to best serve the diversified needs of our students, community and college. Recently combined into one functional unit, our programs and services have grown in scope, integration, creativity, and quality, despite facing some significant staffing and funding challenges.

Three areas were the primary focus throughout the 2014-2015 academic year. We made significant progress in all areas, with more room for improvement going forward to 2015-2016. A few are highlighted below while the rest are included under unit accomplishments.

- Enhance college-wide participation in programming to improve retention
- Improving enrollment systems and processes to decrease melt and leaky enrollment pipeline
- Gain improved understanding of the impact of programs through data collection/analysis

Enrollment concerns in July 2014 prompted the development of the Fast Track Orientation Program, an enrollment-focused initiative to close the significant gap in enrollment (-11%). Employing a text messaging campaign to applied-not-registered students to attend, within four weeks enrollment had grown by 12-13%. In addition to the text campaign, a key influence of this program initiative was the commitment college-wide to being active participants in the program. Since the launch of this program the standard orientation program has adopted the texting and campus-wide components that made this program so successful.

To improve the impact of our programs on retention and further enhance college-wide involvement in our programs a faculty-led Syllabus & Classroom Expectations session was created by New Student Orientation which now more than 40 faculty members have facilitated since its' launch (Nov. 2014). Facing concerns for enrollment decline, our team has worked to (re)design all programming to grow enrollment at the college. It will be important, however, going forward that we consider the impact of these enrollment initiatives on the longer term success of students to persist and complete, and balance both needs of the college. Our programs are more unique than most in that they lay on the fence between enrollment and retention of students; we are eager to take advantage of this distinctive vantage point for the enrollment and retention processes at CCD.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Enhance college-wide participation in programming to improve retention
 - Developed and integrated a new “Syllabus & Classroom Expectations” session during orientation which is led by CCD Faculty from all 5 academic centers; over 40 different faculty members have participated since launching the session in November, 2014.
 - Created a hands-on “CCD Technology” session during orientations supporting students with login and training on CCD Connect, Outlook student email, D2L, and Degree Works.
 - Strengthened bi-institutional partnership with Metro to provide large group tours of Auraria campus.
 - Innovated the Student Ambassador Program to have leadership/advancement structures providing ‘Ambassador Leads’ with opportunities to develop programming and increased relationships across the campus.
 - Integrated a 40-minute campus resources tour into orientation content to showcase student services, advising, and faculty offices/departments
 - Collaborated with Testing Center to provide all orientation attendees with testing referral sheets and advising
 - Partnered with Program and Academic Advising to expand advising services day of orientation, transiting students to advising appointments with program & general advisors.
 - Comprehensive training provided in Event Management System (EMS) to all CCD administrative staff for room reservation request process in Confluence
- Improving enrollment systems and processes to decrease melt and leaky enrollment pipeline
 - Launched the Fast Track Orientation Program in Fall 2014 & Spring 2015, an enrollment-growth program initiative, improving enrollment by 13% in August, 2014.
 - Partnered with Denver Public Schools to pilot 3 Red Carpet Orientation Days for graduating high school seniors. The enrollment impact of this program is being explored.
 - In partnership with DPS College and Career Readiness, College Pathways & Campus Recreation, developed and piloted the ASCENT Program Extended Orientation (2.5 days) focused on student engagement and development including low ropes course activities and outdoor rock climbing in Golden, CO
 - Hosted the 6th annual DPS 9th Grade Expo in collaboration with MSU Denver & UC Denver. Both the ‘College 101’ and ‘Program/Activities Fair’ sessions were hosted in Confluence and Cherry Creek to gain exposure of students to our neighborhood on campus.
 - Implemented follow up calls, emails and texting campaigns for orientation attendees as well as similar system for no-shows.
 - Implemented reminder and follow up calling and emailing systems for individual and group campus visits
 - Increased operating hours at both Cherry Creek and Confluence Welcome Centers to accommodate service needs for evening students (8:00am – 7:00pm Mon -Thurs)
- Gain improved understanding of the impact of programs through data collection/analysis
 - Established data system to track monthly campus visits and welcome center contacts.
 - In partnership with OIR, established weekly orientation enrollment and attendance report now included in the EASS weekly report.
 - Streamlining dashboard for monthly reporting on welcome center contacts, campus visits and orientation attendees.

- Identifying additional roles for student ambassadors and providing training to accomplish new roles.

Challenges (Overcome)

- Understaffing
- Student Orientation Specialist Vacant (July – November 2014)
- Welcome Center Specialist Vacant (November 2014 – January 2015)
- Dramatic cuts in hourly budget to fund summer hourly student employment (decreased from \$30,000 to \$10,000)

Unit Accomplishments for 2013-14– related to Strategic Plan

Professional Development

- Assistant Director and two student ambassadors attended the Campus Information and Visitor Services Association National Conference (January, 2014)
- Assistant Director attended the HLC National Conference (April, 2014)
- Assistant Director and student ambassador lead attended the Colorado ACT Conference (September, 2014)
- Assistant Director and Student Orientation Specialist attended the CO State CIVSA Regional Meeting (November, 2014)
- All full time staff to attend the CCCS System Conference (June 19th, 2015)
- All full time staff and student ambassador leads attended CCD’s conversation day (March, 2015)

Orientation Data (Summer 2014, Fall 2014, Spring 2015)	Total
<i>Registered</i>	3200
<i>Attended</i>	2687
<i>Attendance Rate</i>	84%
<i>Sessions Offered</i>	54
<i>Students/Session</i>	50
<i>Registered (online)</i>	2962
<i>Online Completers</i>	2205
<i>Online Completion Rate</i>	74%
<i>Total Orientation Attendees/Online Completers</i>	4892

Orientation Attendees by Student Type (2014-2015)	In-Person Attendees	Attendance Rate	Online Completers	Attendance Rate
High School Students	102	79%	41	73%
New First Time Anywhere	1821	88%	951	81%
Transfer with Credit	625	84%	1028	70%
Re-Admit	113	75%	178	67%
Undeclared	89	92%	7	39%

Annual Attendance Comparisons (2013-2014)

Orientation Attendance Annual Comparison Data	2013-2014	2014-2015	% Change
Registered	3810	3200	-16%
Attendees	3086	2687	-13%
Attendance Rate	81%	84%	+4%
Sessions Offered	50	54	+4 sessions
Students/Session	62	50	-12 students/session
Registered (online)	1898	2962	+56%
ONLINE Completers	1871	2205	+18%
Online Completion Rate	99%	74%	-24%
Total Orientation Attendees/Online Completers	4957	4892	-1%

Fast Track Orientation’s Marketing Strategy – dramatic increases in walk-ins at orientation

One of the key changes in the Fast Track Orientation model from the Standard Orientation Model is the implementation of marketing (text message & website) marketing of Fast Track Orientations the day before. What was the impact? We have seen a dramatic increase in walk-in students who have not registered for an orientation in advance. We recommend the marketing strategy campaign implemented for Fast Track Orientations be expanded and used for all orientation sessions throughout the year.

Average number of walk-ins	Walk-ins/Session
New Student Orientations (all previous semesters)	6 students/session
Fast Track Orientations (Fall 2014)	37 students/session
Fast Track Orientations (Spring 2015)	25 students/session

Enrollment and Retention Rates by Semester & Orientation Session Type

	Semester Attended Orientation	Session Type	Enrollment Rate	Retention Rate	Total Students Attended
	Summer 2014	Fast Track			0
	Summer 2014	Orientation	60%	70%	609
	Summer 2014	Online Orientation	45%	54%	629
	Fall 2014	Fast Track	69%	59%	557
	Fall 2014	Orientation	76%	69%	762
	Fall 2014	Online Orientation	69%	53%	756
This	Spring 2015	Fast Track	59%		444
	Spring 2015	Orientation	64%		314
	Spring 2015	Online Orientation	61%		852
	Overall	All	63%	62%	4,923

information includes whether students enrolled in courses the semester immediately following the orientation attended, and first-to-second semester retention of those students who did enroll. This does not include year-to-

year, though we would like to work with Institutional Research to help build a report that can make this data more easily accessible.

Campus Visit/Tour Data	2015 Total	Total Attendees
<i>Individual Tours</i>	203	971
<i>Group Tours</i>	64	1125
<i>DPS 9th Grade Expo</i>	30	1600

*Welcome Center Staff is on pace for 375 or more individual tours and 150 group tours

Service Activities

- Assistant Director and two student ambassadors presented a session on developing a student leadership program at the CIVSA National Conference (January, 2014)
- Assistant Director and student ambassador lead presented same session at the Colorado ACT Conference (September, 2014)
- Assistant Director co-presented with Faculty at CCD’s Assessment Day (March, 2015)
- Assistant Director co-presented at CCD’s Conversation Day (March, 2015)
- All staff served on the DPS 9th Grade Expo Steering Committee
- Assistant Director is (co) chair of the following committees: COM 175 Collegiate Communication Steering Committee, Orientation Steering Committee, ASCENT Orientation Planning Committee
- Assistant Director serves on the following committees: HLC Oversight Committee, Strategic Planning Priority Team 2, HLC Writing Team – Component 2, Persistence and Completion Committee, SAP Appeal Level 2 Committee, Financial Literacy Task Force
- Student Orientation Specialist is member of the Orientation Steering Committee, ASCENT Orientation Planning Committee
- Welcome Center Specialist serves on the Event Space Request Task Force, Bi-Institutional Campus Visit Program Committee
- Administrative Assistant II serves on the Administrative Staff Committee

Assessment, Program Review (PR) and Specialized Accreditation Update, as applicable

SLO: As a result of students participating in orientation, students will receive essential information to increase awareness of college resources, and increase overall knowledge and confidence with attending college.

Desired Outcome: By attending orientation, students on average will rate higher than 70% levels in confidence in attending college and increase knowledge in CCD and its resources. Content for data will be gathered and college from all content/session areas of orientation including: overall knowledge and confidence with attending college, connection to and understanding of the campus and community, campus services and resources, students’ rights and responsibilities, financial aid literacy, and advising and registration

2014-2015 Student Learning Outcome Results

2014-2015 Annual SLO#2 Data	Total
Avg. Pre-Survey Confidence & Knowledge	67%
Avg. Post-Survey Confidence & Knowledge	84%
Avg. Improvement by attending Orientation	+17%

- CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

This academic year 2014-2015 our team completed both the National Orientation Director's Association (NODA) and Campus Information and Visitor Services Association (CIVSA) CAS program assessments. Combined, these assessed 4 of the 5 functional units within our area including orientation programs, campus visits, welcome center/information desks, and student ambassador leadership programs.

Program Strengths

- Orientation program assessment, data collection and utilization
- Provides evidence of program impact and responsive to change and need for improvement
- Staff size, recruitment, training, and development
- Work Study funding structures
- Student learning outcomes are clear, well defined and easily measured
- Collaboration with campus partners across all programs
- Strategic planning aligned with enrollment and retention needs of the college and its students
- Provides channel for feedback of other college offices and programs through welcome centers and orientation integration with college
- Facilities and equipment for programs and services
- Student Ambassador training and development
- Sensitivity to and recognition/support of diversity
- Ethical practice

Greatest Needs for Improvement

- Funding limits programming and marketing opportunities
- Limited hourly funding for non-WS eligible student employees
- Emergency Preparedness plan needs to be developed and training provided for all programs and staff
- Updated system to access college information (e.g. Outlook is inaccurate as source for CCD staff/faculty contact information)
- Evidence collection of program impact for welcome centers, campus visitation, and student ambassador programming
- Standardized training, structure and system of accountability for student ambassador program staff
- Assessment and evaluation of campus visit program
- Funding for professional development of staff
- Lengthen and diversify orientation programming, including transfer, parent and/or specialized programming
- Improve online orientation program quality and platform

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Revamp of online orientation program; considering transition of programming to D2L interface.
- Explore potential Transfer Student Orientation Programming
- Add application as part of campus visits
- Partnering with Campus Recreation to offer CCD students the opportunity to participate in the Wilderness Orientation that is becoming tri-institutional.

- Will host a modified, extended Red Carpet Orientation Day with Adams County and Lester Arnold High School with registration session added. Will serve as a pilot for registration during orientation as an impact on yield.
- Exploring potential of Student Ambassador Mentorship program pairing current student ambassadors with incoming new students to increase yield, persistence, and completion.
- Investigating potential impact of Banner CRM as tool for tracking campus visit and welcome center contact yield.

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Increased Operating Budget
 - Would expand program length and programming opportunities (e.g. offering lunch during orientations)
 - Specialized extended orientation programming (low ropes, service learning, etc.)
 - Increased funding for program giveaways/swag (orientation attendees/campus visitors currently only receive a CCD folder and pen)
- Increased program length
 - Orientation program currently 4 hours in length (Community College of Aurora and Metro SOAR sessions are full day)
 - Could add registration and guaranteed advising during orientations – potential positive impact on yield of applicants to enrolled
- Program length increased for Fast Track Orientation and Red Carpet Orientation programs
 - Current 2 hour program leads to significant amount of programming eliminated, potentially negative impact on retention of students
- Find alternative, cost-saving orientation registration and online orientation software
 - Currently pay high quality, high cost for 3rd- party orientation software program VisualZen (\$7000 annual)
 - Seeking alternatives in Banner CRM and D2L should they meet the needs and quality currently provided by VisualZen
- Increase quality & decrease high usage rate of online orientation
 - The current low quality and high usage rate of our online orientation could have potentially negative impacts on retention of students and is currently available to all incoming students
 - VisualZen, while a high quality software for in-person orientation registration and data analysis, it is low quality platform for online orientation

Executive Summary:

Successes

- In effort to support the growing veteran student population at the Community College of Denver, the Office of Veteran Services, a designated “Military Friendly” campus for the second year in a row, dedicated a lounge space to the student veterans who have served in the U.S. Armed forces to honor their service. The Veteran Services Lounge serves as a reminder of CCD’s appreciation for the sacrifices our student veterans have made for our country. The Veteran Services lounge is a space used for all students to study, socialize, and enjoy. It also provides literature for on campus and off campus events and resources.
- In collaboration with the two Universities on Auraria campus CCD Veteran Services organized the annual Veteran’s Day Ceremony.
- Director of College Opportunity and Student Outreach attended the Stars and Strikes bowling event, to help raise Scholarships for CCD Veterans, alongside Dr. Freeman, Katrina Wert, John Atland, and Carol Miller
 - The fundraiser brought in nearly \$30,000 total with \$18,000 being held by the CCD Foundation for scholarships for Veterans
- VA conducted Compliance Audit of 35 files
 - 0 errors were found. Audit reviewed files dating back to 2011.

Challenges

- Visibility of the Veteran Services Office continues to be a concern. There is currently no separate signage for the Veteran Services Office. Digital images were created to be placed on digital screens in Confluence and Cherry Creek directing students who are using the GI Bill to the Admissions Office for assistance. As a result of a lack of signage many Veterans are unaware on where to be routed to for their questions. Several institutions, Community College of Aurora, Arapahoe Community College both have visible directional signage for their Veterans office.
- Institutional mental -health resources have been increasingly seen as a need for our student Veterans. When students disclose they need these services we have been referring them to off campus sites or referring them to the MSU Denver Counseling Center. Since the service is not affiliated with CCD many Veterans are hesitant to pursue this resource. As a Military Friendly institution, mental health resources on campus is a huge need.
- The Department of Defense will no longer authorize Tuition Assistance for classes to a service member who is also receiving benefits under the Montgomery GI Bill-Selected Reserve Program Chapter 1606, Reserve Education Assistance Program Chapter 1607, or any other GI Program other than Active Duty Chapter 30 or Post 9/11 BI Bill program Chapter 33.

Unit Accomplishments for 2014–2015 related to Strategic Plan

- CCD Veteran Services Office has worked in conjunction with CCD Cashiers Office to ensure students are not certified for any Chapter under the GI Bill while also receiving Tuition Assistance. If a student is wishing utilize GI Bill education benefits and federal Tuition Assistance they must choose which benefit to apply to which course to be in compliance with the Department of Defense.
- Served 338 Veteran students.
- 9 Student Veterans were awarded the Boundless Opportunity Scholarship
- 340 Enrollment Certifications were sent (this down 7 Certifications from last year)
- School Certifying Official worked with the Orientation Specialist to incorporate Veterans information into the new student orientation.
- School Certifying Official created a Veteran Services newsletter to connect Veteran students to services and resources available.
- Graduation cords were given to student veterans for the first time for the Commencement ceremony to honor their accomplishment and service.
- New President of Student Veterans Club
- The Veteran Services Coordinator, Leslie Rodriguez attended the Statewide School Certifying Official Workshops, Association of Veterans Program Administrators Conference, the National Association of Veterans Program Administrators Conference

Program or unit assessment report

CCD Veteran Services Office received a report from Institutional Research that included the following information from 2012 through 2014:

- Average GPA
- Retention semester to semester
- Retention year to year
- Average Credit hour
- First Generation

Term	# Students	Summer 2012	Fall 2012	Spring 2012	Summer 2013	Fall 2013	Spring 2013	Summer 2014	Fall 2014	Spring 2014
Retained Next Term		45.1%	56.8%	60.1%	63.8%	55.8%	57.9%	67.0%	62.4%	0.0%
Retained Next Year		39.0%	44.9%	62.2%	26.3%	35.3%	61.0%	0.0%	0.0%	0.0%
Average GPA		2.80	2.65	2.74	3.08	2.67	2.67	2.75	2.57	2.61
Average Credit Hours		9.16	12.06	12.02	8.28	11.54	12.18	8.65	12.27	12.06
Graduated		32.9%	27.1%	29.1%	27.5%	24.4%	24.4%	21.4%	10.8%	10.1%
First Generation		68.3%	65.3%	64.2%	61.3%	65.4%	64.6%	66.1%	71.5%	66.1%

**Important note: report was pulled in Summer of 2014. Year to year retention and semester to semester retention for Summer 2014, Fall 2014 and Spring 2015 was not available at the time of data request*

Program Review (PR) and Specialized Accreditation Update, as applicable

- CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable
 - Veteran Services assessed Veterans and Military Programs and Services
 - A committee of 3 took part in the assessment
 - Overall 12 Sections of the Veteran Services at CCD were assessed.
 - Final write up will include strengths and identified areas of opportunity
- Issues response ongoing follow-up
 - Final write up will include items that will need to be addressed for improvements in various areas of the Veteran Services Office.

Plans for the Current Year (2015-2016) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Create single points of contact with outside organizations that provides resources and support for Veterans to streamline referral process.
- Create a master of calendar for communication sent out to Veterans.
- Create a veteran task force within the CCD Enrollment Administration and Student Success Division.
- Work closely with veteran's organizations such as VFW Post 1 and American GI Forum



Executive Summary:

Successes

- The Recruitment staff connects with an average of 554 prospects each month.
- Approximately 6640 prospective students were contacted by a Recruiter in 14-15.
- Conducted and participated in over 425 recruitment events this year (High School Visits, College Fairs, Presentations, etc.)
- Established Memorandum of Understandings (MOUs) with International Language Consultants, Spring International, Colorado School of English and New America College to increase our presence and partnerships with English Language Schools in Colorado
- Hosted first ever Open House in October, which was attended by more than 50 prospective students not including guests.
- Hosted Second annual Preview Night in April, which was attended by more than 40 prospective students. This number is up from last year's attendance which was 21 attendees.
- As of June 1, 2015 we are up in Fall Applications 6%.
- Creation of Denver Public School Red Carpet Day that served more than 150 DPS students across 10 DPS schools. This event was well received and supported by DPS. Plans are already in place to schedule dates for next Spring
- Created a single point of contact for prospective students to contact for inquiries
- CCD came in second (only to MSU Denver) for the most number of Admissions Applications (74) over 5 DPS Application Days. CCD beat out the likes of other major 4 year universities such as UCD, Mesa State, UNC, DU and CU Boulder
- Collaborated with Marketing to create CCD Video (marketing purposes) as well as individual Admissions Recruiter Videos.
- Creation of a direct email address for prospective students to contact Recruitment Office
 - COSO Admissions Recruiters responded to 1420 emails
- Fast Track Days in August 2014 was a pilot program developed through the College Opportunity and Student Outreach department to streamline the student experience, increase application to enrollment yield and entire strategically enhance the enrollment management process. We averaged 75 RSVP's per session and approximately 30 drop-ins
 - The data below demonstrates the effectiveness of the Fast Track initiative on enrollment. Enrollment was down -10.27% and -221.15 FTE two days prior to the first Fast Track day and just three weeks before classes began. Each Fast Track Event contributed to (on average) a 2% increase in enrollment to lower the overall deficit until there was a positive gain on enrollment at +.26% after six Fast Track events in a three week period. Overall, enrollment was up +1.51% for Fall 2014.

Fall 2014 Enrollment	2013 FTE	2014 FTE	Count	Percentage	
July 29th	2,153.87	1,932.72	-221.15	-10.27%	
July 31st	2,237.20	2,002.88	-234.32	-10.47%	Fast Track Day 1
August 1st	2,271.82	2,052.02	-219.8	-9.68%	
August 4th	2,312.60	2,100.32	-212.2	-9.18%	
August 6th	2,409.87	2,198.92	-210.95	-8.75%	Fast Track Day 2
August 8th	2,492.70	2,312.35	-180.35	-7.24%	Fast Track Day 3
August 11th	2,548.30	2,390.30	-150	-5.89%	Fast Track Day 4
August 14th	2,304.68	2,291.18	-13.5	-0.59%	Fast Track Day 5
August 19th	2,523.47	2,514.85	-8.62	-0.34%	Fast Track Day 6 (8/16)
August 22nd	2,584.87	2,591.65	6.78	0.26%	
September 19th	2,755.87	2,783.62	27.75	1.01%	
Final Census	2,744.12	2,785.42	41.3	1.51%	

Challenges

- Our International Recruiter, Dat Bui, moved on to other employment opportunities. Dat was instrumental in the creation of several MOU's with English Language Centers. Dat also played a vital role in the on campus pre-enrollment for our International students. He ensured students had all paperwork needed in order to be send to the processing side of the International office. His position has been vacant since May 1, 2015.
 - Dat also served as the International Student Club Advisor
- The delay of the Ellucian CRM by CCCS has been costly to our recruitment and marketing campaigns as our current Microsoft Excel database is very static in nature and severely limits our ability to effectively manage our prospective contacts.
- The general stigma from parents, counselors and students of community colleges not being perceived at the same level as four-year institutions.
- Having large pools of applicants who have no intent of enrolling at CCD.
- Finding our niche in the international student recruitment realm.
- Our 2015 Fall enrollment goal for new students is to be up 1% from Fall 2014. One challenge that our recruitment team has to overcome when promoting the college is the college's low graduation and retention rates. In addition, the recruitment of students in our service area is very competitive nature with every major four-year institution in the state (And up to 30 out of state colleges stationed in Colorado) having designated representatives stationed in Denver.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Collaborated with Marketing to develop and maintain various publications such as:
 - Fast Track Post Cards
 - High School Senior check list
 - Open House Post Cards
 - Preview Night Post Cards
 - Steps for Successful Enrollment Insert
 - Admissions View Book
 - Welcome Wednesday Post Cards
 - Update for Colorado Council Handbook
- Recruitment staff conducted Admissions Presentations (1-2 per semester) in Concurrent Enrollment Classes in Denver Public schools.
 - Letters were sent out to the parents of concurrently enrolled students (seniors) informing them of the benefit of CCD and inviting them to take a tour of the CCD Campus.
- Over 300 seniors enrolled in concurrent enrollment classes were awarded/offered the CCD College Power Scholarship. We awarded 374 Scholarships at **\$374,000.00** and anticipate paying out about 25% of this number or 94 scholarships for **\$94,000**.
- Utilized data sets from IR to more strategically focus on specific feeder zip codes and high schools. Utilizing the data sets helped us identify important high schools out of district that have many students apply and enroll successfully.
- Monthly or biannual visits were made at ALL DPS secondary institutions in our service area.
- Worked with Denver Parks and Recreation to support their Summer Program "Night Moves." COSO staff attended and support six of the program days to outreach and support our community.

Additional recruitment opportunities include the following:

- Financial Aid and Parent Nights at CEC Middle College, Denver North, Abraham Lincoln, Denver West, Montbello Campus and Denver East High Schools.
- Denver Scholarship Foundation recruitment events (i.e. "Transition to College", Parent Nights)
- Partnering with the Center for Health Sciences at Lowry to assist with their strategic recruitment planning.
- Visit five GED centers every semester.
- Attended LEARN Fairs at the following locations:
 - Direct TV
 - Jefferson County
 - Buckley Air Force Base
 - Century Link (4 locations)
 - Arapahoe County Sheriff's Office
 - City and County of Denver
 - Hunter Douglas
 - Ameristar

Unit Accomplishments for 2014–2015 related to Strategic Plan

- The Assistant Director of COSO, Andrew Garcia, provided a presentation on “Essentialism and Mindfulness: the Disciplined Pursuit of Workplace Efficiency” and attended the Colorado Council on High School College Relations Conference, and the CCCS Recruiters Conference
- Assistant Director of Outreach, Andrew Garcia, obtained a Certificate of Completion from the Hispanic Chamber Education Foundation Leadership Program.
- Admissions Recruiter, Julia Montijo, attended COCEAL membership meetings.
- Assistant Director of Outreach, Andrew Garcia, and Admissions Recruiter, Alex Thompson attended the Colorado School Counselor (CSCA) 2014 Annual Conference
- Colorado Council on College and High School Relations 2014 Annual Conference (Julia, Alex and Andrew)
- Global Career Development Certificate (GCDF) Training 2015 (Alex)
- Global Confucius Day (Dat and Andrew).
- Study Colorado International Delegates Summit (Dat and Andrew)

Students served by student affairs offices

- All Admissions Recruiters are on the Financial Aid scholarship committee.
- Admissions Recruiter, Julia Montijo, is the club advisor to Dreamers United which was awarded as the 2015 Student Club of the Year at CCD.
- International Student Recruiter, Dat Bui, was the club Advisor to the International Student Club.
- COSO recruitment staff also conducted shift hours at the Admissions, Records and Registration (ARR) counter through January 2015.
- The Recruitment Staff also participates in the execution of New Student Orientation and Fast Track Days during Peak Registration periods. Includes assisting with the check-in process, Welcome Center staffing, and presenting during Orientation sessions.
- Collaborated with the Office of Financial Aid to participate and sponsor in the La Raza Annual Youth Leadership Conference.

Service Activities

- Admissions Recruiter, David Williams, is a board member with COMPASS Aurora.
- Admissions Recruiter, Alex Thompson is a board member of Denver Arts Street.
- Admissions Recruiter, Alex Thompson was a board member on the LEARN Adult Education organization.
- Admissions Recruiter, Alex Thompson attended the CESDA Annual Conference.
- Colorado Educational Services and Development Association (CESDA) serves on the Fundraising Committee (Andrew).
- HACU Youth Leadership Development Program Committee Members (Andrew and Julia)
- Admissions Recruiter, Julia Montijo, was a member of the planning committee on the Keeping the Dream Alive Conference.
- Admissions Recruiter, Julia Montijo, was a member of the Denver College Access Network.
- Andrew Garcia, Assistant Director of Outreach and Director of Student Outreach Nahum Kisner were participants in the Corridors of College Success Outreach Southwest Denver Initiative.

Top 50 feeder high schools from summer 2012 to spring 2015				
For first application by new, transfer, re-admit, and undeclared status				
	Name	Accepted Total	Enrolled Total	Yield Rate Accepted to Enrolled
1	South High School	340	19	5.59
2	West High School	268	0	0.00
3	Montbello High School	188	28	14.89
4	Abraham Lincoln High School	180	24	13.33
5	Bruce Randolph School	176	13	7.39
6	Fred N Thomas Career Edu Ctr	156	6	3.85
7	John F Kennedy High School	149	24	16.11
8	Overland High School	146	57	39.04
9	Adams City High School	140	21	15.00
10	East High School	135	39	28.89
11	Southwest Early College	132	0	0.00
12	North High School	119	9	7.56
13	George Washington High School	108	22	20.37
14	Smoky Hill High School	91	37	40.66
15	Cherry Creek High School	84	48	57.14
16	Eaglecrest High School	73	25	34.25
17	Cherokee Trail High School	73	30	41.10
18	Westminster Senior High School	67	22	32.84
19	Cntr for International Stds HS	64	3	4.69
20	Thornton High School	60	20	33.33
21	Thomas Jefferson High School	59	22	37.29
22	Grandview High School	56	23	41.07
23	Arrupe Jesuit High School	55	11	20.00
24	Lakewood High School	52	20	38.46
25	MLK Jr. Early College	50	8	16.00
26	Alameda High School	50	22	44.00
27	Aurora Central High School	49	18	36.73
28	Bear Creek High School	46	22	47.83
29	Contemporary Learning Academy	44	2	4.55
30	Hinkley High School	44	9	20.45
31	Prairie View High School	42	10	23.81
32	Denver PS Online High School	39	3	7.69
33	Rangeview High School	36	12	33.33
34	Jefferson High School	33	7	21.21
35	Gateway High School	32	5	15.63
36	Manual High School	30	7	23.33
37	Chaparral High School	30	14	46.67
38	Northglenn High School	29	11	37.93
39	Littleton High School	29	13	44.83
40	Douglas County High School	27	13	48.15
41	Highlands Ranch Hs	27	12	44.44
42	Wheat Ridge Senior High School	21	14	66.67
43	Arvada Senior High School	21	7	33.33
44	Horizon High School	20	10	50.00
45	Columbine High School	20	8	40.00
46	Emily Griffith High School	19	4	21.05
47	Englewood High School	18	6	33.33
48	Denver School Of The Arts	17	5	29.41
49	Thunderidge High School	16	8	50.00
50	Dakota Ridge High School	16	5	31.25

Yield Rate of Accepted to Enrolled by student type Summer 2011-Fall 2015 *as of June 4 th , 2015	Applied Total	Enrolled Total	Average Yield Rate
CCD Use Only for Consort Student	6148	6133	99.80%
High School Student	9676	4095	42.32%
Ascent	93	90	96.77%
Concurrent	4674	3789	81.06%
New First Time Anywhere	40672	9414	23.14%
Re-Admit	9902	3259	32.91%
Transfer with Credit	29580	8335	28.18%
Undeclared	1890	644	34.07%
GED	1529	427	27.92%

Program Review (PR) and Specialized Accreditation Update, as applicable

- SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

The recruitment staff focuses on five main areas when presenting and meeting with prospective students which are the enrollment process, financial aid, academic programs, campus resources and college expectations.

SLO: As a result of a prospective students participating in a recruitment presentation, they will be able to describe: the enrollment process, identify campus resources, understand Financial Aid options available to them, academic programs, expectations of a college student

Desired Outcome: An average 80% "Understanding level" will be obtained from the assessed participants

(N=841)

	Do Not Understand	Understand	Strongly Understand
Enrollment Process	1.8%	58.2%	40%
Financial Aid	5.4%	51.8%	42.7%
Academic Programs	5.4%	58.3%	37.3%
Campus Resources	.91%	51.8%	47.3%
College Expectations	2.7%	51.8%	45.5%

CAS Assessment:

Student Outreach assessed "Undergraduate Admissions Programs and Services."

- Final write up will be completed July 1, 2015. 12 Sections of Admissions/Outreach were assessed and evaluated by a committee of 4 CCD staff members. Program Strengths and areas of opportunities will be identified in the final write up
- Issues response ongoing follow-up
- Outcomes from the assessment will be detailed in the final write up.

Plans for the Current Year (2015-2016) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Our goal is to be up 1% in new student enrollment. With the success of Fast Tracks last year, and a more organized texting campaign this number I believe is achievable. This is not mention we are doing more marketing now than in past years. This marketing includes:
 - Advertisements on local radio stations
 - Advertisements in 4-Year College newspapers (UNC, CU Boulder and CSU)
 - Purchasing of addresses in specific codes for targeting marketing
- Implementation of the Ellucian Recruiter will be a huge asset for supporting our customer relations. The CRM will benefit the college as it will allow us to better track (in real time) student prospects and inquiries as well as provide us with the necessary data to better understand the types of events and populations of students that may require additional communication in effort to complete the Admissions process.
- COSO will be taking over the program and logistics of the Counselor Breakfast which will occur on September 24th and September 25th.
- DPS Red Carpet Days have been solidified for April 8th, April 15th and April 20th for 2016. Goal is to increase student participation by 1-2%
- Cross-train staff recruitment and welcome center staff to better partner and assist each other.
- Goal: Increase High School Presence and relationships
 - Expected Outcome: Stronger partnerships with our high school counselors and more direct access to their students will result in increased enrollments from high school students.
- Goal: Improve Prospect Tracking, Pre-Enrollment experience and Communication Strategies
 - Expected Outcome: Consistent and regular tracking of prospective students and implemented communication plan to aid in data informed decisions about recruitment efforts.
 - The much anticipated and long delay of the Ellucian CRM has been detrimental to our ability to track and report critical information regarding prospective students in the recruitment funnel.
- Goal: Work with Program Directors, Chairs and Deans for targeted program growth
 - Expected Outcome: Targeted programs will see increased enrollment due to specific outreach efforts.
- Goal: Continue to effectively target and recruit adult students
 - Expected Outcome: Adult students will continue to find value and benefit from CCD and will contribute to an increase in adult prospects and an increase in CCD enrollment.
 - The Adult Learner market is been a challenge for us to find our niche. The ability to partner with specific academic centers and build relationships with specific companies and public sectors will be important to increase our connections.
- Goal: Increase International student enrollment and retention
 - Expected Outcome: Stronger partnerships with our local English language centers and more direct access to international student populations will result in increased enrollments from F-1 visa students.

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Funding to purchase ACT names/scores
- Resources to staff and fund direct marketing to parents via emails and letters developed in our future drip campaign.
- Funding to support an annual HS Counselor Breakfast (once a year). Projected \$3600 cost for 120 counselors.

- Ability to offer to pay for high school student transportation costs for specialized visits programs and/or provide lunch.
- Funding and human resources to be active in the International student recruitment realm. The funding, attention to detail and relationship building skills necessary to be competitive in international student admissions will be challenging to sustain a strong recruitment funnel if we expect to grow and sustain our enrollment.
- Funding to create new source materials, letters, and emails that will go out to prospects according to interests and tracks.
- Look to host the DPS 12th Grade Career Fair on the Auraria Campus. Up to 1,500 seniors are expected to attend.
- Faculty and staff participation to sustain and grow our Open House Programs.
- Continue to work closely with the Marketing staff to effectively promote the college through social media channels.



Executive Summary:

Successes

- Financial Aid Office restructure:
 - The Scholarship Manager and Financial Awareness Manager were shifted to report directly to the Director to relieve the supervisory strain on the Assistant Director as well as promote and grow these program areas.
 - The Processing Manager assumed supervision of the Loan Coordinator from the Associate Director, allowing the Associate Director more time to coordinate, manage, test and ensure quality of financial aid processing as well as develop new processes to ensure timely operations and compliance.
- Financial Awareness:
 - Last Year CCD's cohort default rate reached 30.8% requiring the FA Office to produce a Default Management Prevention Plan to maintain federal student aid compliance. This year the plan was developed and completed by the Financial Awareness Manager and sent to the US Department of Education.
 - This is the first full year utilizing the services of Educational Capital Management Corp (ECMC) in an effort to address CCD's cohort default rate. ECMC services include delinquency resolutions and resources; communications campaigns using phone calls, letters and email; advanced skip tracing; and cohort default reporting and tracking with predictive modeling of future Cohort Default Rates.
 - Produced 36 Financial Literacy presentations for CCD students and our community. Financial Literacy efforts are also now reflected in Scholarship recipient cohorts and SAP processes.
 - Money Smart Week engaged 170 students and community members with financial information enabling sound financial decisions and provide a path toward improving financial well-being while at CCD and for years to come.
 - Created the.ccd.edu/moneysmarts webpage which includes a multitude of delinquent prevention and financial literacy resources.
 - Successfully resolved 360 delinquent borrower accounts through internal default prevention initiatives (not through ECMC).
- Financial Aid Operations:
 - State FA audit returned with no findings in CCD FA office/process or fiscal management.
 - FA Operations has maintained processing turnaround from file complete to packaging within one week.
 - Verification processors worked with CCCS Verification committee to develop universal verification forms which students can access more quickly through the student portal.
 - Awarding priority was restructured to allow higher dollar grant awards to go stretch further into middle EFC ranges outside of Pell eligibility.
 - Tested and implemented enhancements to the Book Advance Report allowing students to receive multiple book advances up to \$500 per eligibility.
 - Reported 115 cases to the OIG for suspected financial aid fraud.
 - Assumed full responsibility for all ARR document imaging.
 - Tested all banner upgrades and routinely led all CCCS schools in the implementation of new, streamlined initiatives.

- Operations Stats:
 - 21,597 Unduplicated FAFSAs (1415)
 - Paid more than \$40,901,567.72 in student aid
 1. \$16,298,996 in Pell Grant
 2. \$16,815,193 in federal loans
 - 9,531 Book advances issued
 - 2,286 files verified (1415)
 - 3,008 Return of Title IV funds and post-withdraw disbursements processed
- Work-Study allocation model: This is the first year using an allocation model for work-study funding. Each org is allocated work-study funding for the year and asked to manage the funding at the departments' discretion. This has yielded an unprecedented level of predictability, stability and accounting within the work-study program producing excellent result for work-study spending within federal and state allocation.
- Communications, Customer Service and Resources for Special Populations:
 - FA Customer Service and Scholarships streamlined services for special populations of CCD students including unaccompanied homeless youth and undocumented students.
 - The Assistant Director now acts as a single point-of-contact for involving unaccompanied homeless youth and similar student populations who interface with the FA Office effectively eliminating significant barriers to enrollment.
 - The Scholarship Manager has worked with a select group of CCD staff to develop resources and services to undocumented students including web communications, network of staff to assist, scholarships and resources for student success. The intention is to integrate resources and services more effectively for CCD students in general, but specifically for these special student populations.
 - Assistant Director participated in web redesign to enhance FA resources via CCD's webpages.
 - Created a customized online resource and developed support for DACA/ASSET students.
 - Hired an Outreach Specialist to meet FA outreach demands.
 - Scholarship:
 - Successfully lobbied CCD Executives to allow institutional scholarship dollars to be awarded to any CCD student. This initiative was intentionally created to help serve financial needs and reward scholarship to undocumented students.
 - Created Scholarship Walk-In hours serving over 200 students
 - 16 undocumented students awarded institutional scholarship in inaugural year of increased flexibility with institutional scholarship dollars.
 - Received 1,334 scholarship applications nearly double the amount from 1314 (675 applications).

Challenges

- Travel budget reduced by 90% did not allow for attendance at some conferences and professional forums related to financial aid.
- Significant regulatory changes and major regulatory compliance initiatives (like gainful employment and SULA) are proving difficult to implement and relate to students in an effective manner.
- Gathering and reporting data in a meaningful way to produce actionable changes to process. This relates to efforts internally and through the CCC system office.
- Adjusting FA mission, goals and procedures to adapt to enrollment initiatives, data requests, strategic plan initiatives and innovation while ensuring federal student aid compliance.

- Debt Management Specialist position is unfilled. CCD's Financial Awareness program could be supported more directly and effectively by filling this position.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Award policy goal: Restructured awarding policy to optimize institutional funding, merit based funding and Colorado student grant to help drive enrollment as well as serve middle-need students. Began 1516 awarding at the end of March 2015 which was a month before both Auraria universities and two months before other CCCS schools.
- Special Populations goal: Developed services, resources and communication to help reach special populations of students especially undocumented and homeless students.
- Internal Communication goal: FA Managers develop regularly staff meetings and trainings for employees. Worked with new web designer to present FA info to students in an effective way given new CCD web design.

Unit Accomplishments for 2013-14– related to Strategic Plan

- RMAFAA Summer Institute—Shawn, Jana & Anjeli
- FSA Conference – Thad
- Ellucian Conference – Theresa
- CAFAA Conference – Theresa and Shannon
- CAFAA Federal Update – multiple staff
- CCCS Webex Consumer Information Requirements – Theresa
- Pathways to Financial Health – all staff
- Scott Lewis Training – Theresa, Shannon, Thad
- Performance Management Training – Andrea, Theresa, Gabe, Jessica
- CCD Mental Health Training – VanUyen, Richard, Tyler, Andrea
- Trio Summer Bridge Presentation-Andrea
- EDU Expo-Andrea
- Training with Cashiers-Andrea
- NSPA membership Committee-Andrea
- Denver College Attainment Network Team –Andrea
- Enrollment Service Retreat—all staff
- CCCS Default Management Meeting—Gabe
- Student loan Training—all staff
- Strategies for Reducing Cohort Default Rate training by the DOE—Gabe Conversation Day at CCD
- ASSET/DACA Training—Gabe, Andrea, Theresa
- CCD Website Training—Shannon, Gabe
- R2T4 QA training—multiple staff
- Grant Proposal Training—Gabe

Students served by student affairs offices

- Financial Awareness events: 36 events with 371 attendees
 - Scholarship Outreach: Walk-in hours served 212 students, 2 Scholarship application events resulting in 160 new applications.
 - Front Desk: 19,819 contacts
- Grants written, funded, purpose

- Higher One grant proposal was written to create a financial literacy fair for our ASSET/DACA student in partnership with COSO and Denver Public Schools.
- Assisted in the application for the Educators for Fair Consideration “Investing in the Dream” national scholarship matching grant.

Scholarly Activities

Service Activities

- CAFAA BOD—Shannon
- Forward Steps Advisory Board—Shannon
- Pathways to Success Educational Opportunities Workgroup—Shannon
- Membership in CAFAA, RMAFSA – all staff
- Presented at CAFAA conference—Shannon, Theresa
- Urban Male Initiative mentor—Sean
- CCCS Default Prevention Committee—Gabe
- CCCS SAP Committee—Shannon, Thad
- CCD Money Smarts Committee—Gabe, Shannon, Thad
- CCCS Loan Redesign Committee – Theresa
- CCCS R2T4 Committee – Theresa and VanUyen
- CCCS Verification Committee – Tyler and Gwen
- CCCS Statistical Reports Committee –Theresa
- Volunteered at Commencement – Tyler, Theresa, Andrea, Shannon
- CCD Professional Development Committee – Tyler
- CCD Persistence and Completion Committee – Tyler
- CCD Extenuating Circumstance Committee – Theresa
- RMEC Conference on Financial Opportunities to Help Fund Early Childhood Educations Courses - Theresa
- Presented SULA training to Transfer Success Center – Theresa
- Volunteered at College Goal Sunday –Theresa, Shannon, VanUyen
- Volunteered at numerous FAFSA nights – all staff
- Served on the Portal Evaluation Focus Group – Theresa
- CCD Hiring Committees – Asia, Tyler
- Presented at multiple NSO
- Presented at multiple DPS Orientation Days
- Presented at multiple Financial Awareness Workshops
- Presented DL Streamline information at CCCS Loan Training – Theresa
- Trained ACC Loan Coordinator on DL reconciliation and batch loan processing

Assessment

- FA CAS assessment is currently underway and will be completed by July 1.
- New SLO focuses on Financial Literacy-Through mandatory financial literacy requirements in scholarship cohorts and loan adjustment requests, scholarship recipients with loans and students borrowing extra loans for school expense will demonstrate better understanding of personal educational finance options and experience lower levels of delinquency or loan default than other loan borrowers at CCD.

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

- Issues response ongoing follow-up
 - Scholarship SLO yielded positive results in retention and completion of students within institutional scholarship cohorts.
 - 81% Fall to spring persistence and 64% retention from prior year with a 24% completion rate overall.
 - Informed change to Challenge Scholarship to include a Challenge II Scholarship as a retention/reward for completing remedial within one year.
 - Processing SLO needs to be revisited. It could not be evaluated properly given system constraints.
 - Created a Financial Awareness SLO for the coming year.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Develop financial awareness offerings for the use of Boys and Girls Club in CCD service area. Work towards creating a solid partnership with BGC for regular financial awareness training and seminars.
- Continue to build mutually beneficial partnerships with CCD community to provide additional financial literacy resources.
- Implement new banner Direct Lending streamline.
- Implement COA adjustments per algorithmic budgeting.
- Create statistical reports for SAP and R2T4 processing.
- Test and implement Cognos V4/V5 Compliance Report.
- Established the top ten scholarships to incentivize enrollment in the summer and to work towards the completion of their program at CCD.
- Establish College Power Scholarship as a new CCD institutional scholarship.
- Adjust program assessment process by using NASFAA standards and FSA Assessments to evaluate financial aid performance, compliance and programs.
- Increase CCD community involvement in Scholarship application reviews.
- Work with COSO and CE to build a scholarship incentivizing enrollment to CCD through current CE and ASCENT students.

Financial Aid: Loans and Pell Grant

	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Pell Grant					
Students Awarded	7894	8361	7,463	6480	6002
Amount Paid	\$24,473,370	\$23,016,918	\$20,795,225	\$17,601,486	\$16,298,996
Subsidized Loans					
Students Awarded	6307	6894	6114	4861	3840
Amount Paid	\$16,833,044	\$19,859,118	\$17,422,042	\$13,543,925	\$9,299,854
Unsubsidized Loans					
Students Awarded	5621	6208	5382	5382	2347
Amount Paid	\$20,521,934	\$24,096,245	\$20,591,667	\$20,591,667	\$7,287,482
Total Disbursed					
Students Awarded	9850	10365	9211	7987	7309
Amount Paid	\$67,493,515	\$74,047,232	\$65,767,453	\$47,072,672	\$40,901,568

Scholarships Disbursed by Aid Year

Scholarship Type	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Institutional Scholarships *					
Students Awarded	634	875	1,110	875	709
Amount Paid	\$569,007	\$517,246	\$579,873	\$668,709	\$563,884
CCD Foundation Scholarship **					
Students Awarded	152	154	142	85	465
Amount Paid	\$106,361	\$99,945	\$99,154	\$98,400	\$413,502
Federal and State Scholarships***					
Students Awarded	193	258	220	167	369
Amount Paid	\$211,282	\$340,576	\$222,800	\$194,561	\$417,434
External Scholarships **					
Students Awarded	506	445	368	354	111
Amount Paid	\$736,428	\$614,642	\$459,060	\$393,860	\$220,826
Total Scholarships Paid					
Students Awarded	1,485	1,732	1,840	1,481	1,654
Amount Paid	\$1,623,079	\$1,572,409	\$1,360,888	\$1,355,530	\$1,615,646

*Institutional Scholarships: 2014-2015 disbursement and awards as of 06/10/15

** Starting 2014-2015, DSF scholarship funds now go through the CCD Foundation and not through CCD (Private Scholarships). The decrease in the number of private scholarships paid and awarded is a reflection of the reduction of DSF awards throughout the year the years.

***State and Federal Scholarships had a significant increase due to the Merit Scholarship.

Satisfactory Academic Progress

Term	Number Ineligible	Number Warning for GPA <2.0 and <67% completion	Number Alert for >110% completion	Appeals Processed	Appeals Approved	% of Appeals Approved
201610	1129	287	554	545	259	48%
201530	1347	421	516	515	277	54%
201520	595	374	295	206	128	62%
201510	909	1121	551	577	358	62%
201430	1006	1119	496	NA	NA	NA
201420	673	468	277	NA	NA	NA



Executive Summary:

Instructional Resources was responsible for the following in AY 2014-2015: Create the catalog; create the schedule; ensure the accuracy of courses built in banner; review and approve FLAC contracts, administer and troubleshoot student evaluation of instruction; review and troubleshoot CCD-CCCS-CDHE CTE program approvals; conduct Chair, OM, and faculty trainings; coordinate tri-institutional classroom; special projects

Successes:

- Recoded prerequisites for developmental education redesign
- Recoded prerequisites for Spring sections with CCPT scores
- Redesigned and implemented Academic Standards tracking system
- Moved Academic Standards process to D2L
- Worked with Fiscal to eliminate most errors in class fees and attributes
- Designed and implemented AV troubleshooting communication process between IT, scheduling, and AHEC
- Created 3 year academic planning calendar
- Implemented electronic student evaluation of instruction
- Designed and implemented process to verify CTE programs with CCCS and CDHE
- Instituted Office Manager professional development opportunities
- Streamlined catalog process, including verification by Chairs, Directors, and Deans
- 0 unroomed classes for past 3 years

Challenges

- Student Evaluation of Instruction
Survey completion rates remain steady at approximately 39%. Efforts to increase this rate have proven unsuccessful.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Goal 1: Academic Standards

Moved AS process to D2L. Worked with AS chairs to review all AS submissions for accuracy before each meeting. Kept all electronic documentation for this committee. Updated 309 courses in catalog and banner for all semesters. Updated 40 programs in catalog.

Goal 2: Contract review and processing

Summer, Fall, and Spring faculty contracts were reviewed for Center for Math and Science, Center for Health Sciences, and Center for Performing Arts, Behavioral and Social Sciences.

Goal 3: CTE program review

All CTE programs were review for accuracy between CCD, CCCS, and CDHE databases (72 degrees and certificates; 13 with issues that were addressed). Worked with chairs to fix problems. Conducted 2 trainings for CTE chairs on process. Worked with 4 chairs individually to complete their program reviews.

Goal 4: Student Evaluation of Instruction

Evaluations were conducted for Fall and Spring. All lecture and lab courses were evaluated by students. The response rates did not increase as hoped for. Certain Chair areas were able to increase their response rates. The response rates for online courses, concurrent enrollment, and specific prefixes remain very low.

Goal 5: Strategic Plan

Participated in Strategic Plan Team #2 and Team #4

Goal 6: Phi Theta Kappa

Responsible for co-advising the honors society at CCD. Completed two service projects, one academic panel on hydraulic fracturing, and took students to 3 conferences. Named the Colorado Region's Distinguished Chapter Advisor.

Goal 7: Catalog and Schedule creation

Streamlined the catalog process. Implemented documentation process and deadlines for chairs and directors. Began the process of creating a three year schedule of classes; coordinating chairs, creative services, and office managers.

Unit Accomplishments for 2013-14– related to Strategic Plan

Completed the following professional development opportunities; primarily internal focus:

Office Manager Professional Development

- Accessibility Training 6/26/14
- Customer Service Webinar 2-24-15
- Communications Training 5/22/14
- IT Training 4/24/1
- Excel Training 3/27/14

Conversation Day

Assessment Day

EMS and Fiscal Training

Divisional Meetings

Money Smarts Workshops

Violence and Aggressive Persons Seminar

CPR and AED

Emergency Preparedness Workshop

Care Team Presentation

Outlook Training-TLC

EMS Training- AHEC

Writing Across the Curriculum

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Goal 1: Recode Summer and Fall sections with CCPT scores

Challenges: Substantial project in terms of scope.

Resources: Hiring new College Scheduler to assist with this project.

Goal 2: Increase Student Evaluation of Instruction participation rates to 45%.

Challenges: Working with Chairs and faculty to use their resources to improve the participation rates

Resources: Chairs and Faculty; Creative Services; Student Government

Goal 3: Revise PLAC process and roll out to students and staff

Challenges: Financing roll out. Coordinating between several disparate departments

Resources: Creative Services, Advising, Marketing/web development

Goal 4: Review and update CTE programs statewide

Challenges: Working with chairs and system administration to complete these on time and accurately

Resources: Chairs

Goal 5: Increase professional development opportunities for office staff

Challenges: Working with outside vendor (Fred Pryor). Organizing payments across centers.

Resources: HR

Goal 6: Create 3 year academic planning guide and 3 year schedule of classes

Challenges: Substantial project in terms of breadth. Need to organize process for maintenance of schedule, guide, and calendar for future years.

Resources: ARR, Office Managers, Creative Services.



Start Here, Go Anywhere!

Student Development and Retention

Executive Summary:

The Office of Student Development and Retention includes nine areas of programming which serve as an educational access hub for students with an intentional focus on development and retention. The following nine areas are identified as:

-Academic Advising -Accessibility Center -Center for Special Programs -Keys Scholarship -Resource Center	-Testing Center -Trio Educational Opportunity Center (Grant) -Trio Student Support Services (Grant) -Transfer Success Center
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Each of our Centers serve the general population, with exceptions in the Trio programs who serve a percentage of the college, and also have a primary focus that include the following demographics: low-income, first generation, students with disabilities, Urban Males, 50 plus, Women, Denver Scholarship Foundation Students, community based testing needs, transfer, as well as students needing accommodations.

The 2014 – 2015 goals were set in July of 2014 with our annual retreat. Using the themes from the college, information from the system office, and the college vision and mission we created our comprehensive theme for the year: “Going Pro” Coaching our Students to Success. Using the theme division wide initiatives (in addition to departmental activities) were created to support the following goals:

- 1) Program Assessment and engaging with data
- 2) Supporting and Developing Retention Strategies
- 3) Developing and understanding SDR relationships
- 4) Making adjustments to support completion and Success
- 5) Increasing efficiency and Operations in academic advising

Initiatives	Accomplished	Process
Develop a SDR Retention Model and SLO's	Yes	SDR Leaders
Decide a tool and begin Program Assessment	Yes	CAS
Strengthen Relationships with DSF	Yes	SEED Program
Engage the Student Voice	Yes	Digital Story Campaign and Focus Groups
Create a new reporting model that captures center specific data	Yes	SDR Leaders
Develop a holistic Student Service Model in the Resource Center	Yes	RC Director and Dean of SDR
Develop an Accommodated Testing Process	Yes	TC/ AC Collaboration
Support HSI programming	Yes	Wear it Work & Hispanic Heritage Month
Increase collaboration across departments	Yes	Meeting visits and report sharing
Begin to leverage community for scholarship opportunities for students in collaboration with the foundation	Yes	MLK Event and Women in Energy
CCD SDR Graduation Celebration	Yes	Secured Amir Windom as the speaker

The centers of Student Development and Retention are made up of a combination of 147 full and part time employees.

Full Time Employees	Part time/Work Study
56 (10 Vacant) Total=66	81

Retention Activity:

As we discussed our goals, the following 6 areas were identified as the aspects of a student we must serve in order to successfully serve and retain students and ensure they “Go Pro.” We have identified services under each area that allow us to successfully coach our students. (See visual in the Resource Center section).

Retention Model: 6 Areas	
1. Intentional Interactions	4. Financial Wellness
2. Intrusive Advising and Relationships	5. Personal Wellness
3. Academic Support and Advocacy	6. Leadership and Social Responsibility

In addition to programming our office implemented the Retention call campaign. Contact is made to students not enrolled in order to gain information on their experience, learn why they stopped our, and information is given to support them in re- enrolling the next semester successfully. We analyze the data and compile a comprehensive report to help us identify any gaps in services.

Challenges

- One of our biggest challenge has been Data Collection (with the exception of our Trio Grants). This year we have modified our monthly reports to help aide our data collection efforts in hopes to be ready for an easier transition when we are able to secure an appropriate database.
- Leadership turnover at the Vice President level cause many points of start and stop and our assessment process was halted several times
- Data assessment experience varies across the department of Student Development and Retention. This has created some inconsistency in data use and exploration but has also identified areas for intention professional development.

Actions to support the achievement of CCD’s and your Unit’s Strategic Plan and/or the CCHE Performance Contract

- Ensured all programs moved from implementation to baseline data gathering and being ready for assessment.
- Partnered with Admissions Registration and Records on Counselor breakfast and student experience focus groups
- Provided SLO and CAS Standard training to directors
- Created new Partnerships with City and County of Denver My Brother’s Keeper Program, ACE Scholarship Foundation Parents, College Summit, and bolstered DSF partnerships
- Developed Student Development and Retention framework for Retention and service to students
- Leveraged CCCS Retention Funds to begin call campaign, bolster texting service in ARR, grow the Center for Special Programs
- Created two new scholarship sources for the college and foundation
- Served on the Strategic Planning Coordinating Committee and as a Priority team chair
- Individualized leadership and supervision training for directors

- Served on the Academic Advising Taskforce

Unit Accomplishments for 2014-15– related to Strategic Plan

Tortillas for Tepeyac	This was an event that raised funds for the health and wellness services.
Higher Education Diversity Summit	Tri institutional event
Undocumented Peers Training	Training on how to best help Our ASSET/DACA students
Women Rocking the Rockies	Presentations and Resource Fair
Amir Windom	Committing to complete
Youth Build / Mile High Youth 2015 Spring Postsecondary Education Initiative Convening	Community College and CBO partnership

Students served by student affairs offices

The 5th annual CCD Annual Martin Luther King Celebration Honoree’s Dr. Evie Dennis and Dr. Nita Henry. This year the MLK Commission, Vern Howard in partnership with the CCD Foundation gave the first CCD MLK Scholarship of \$1000 to student: Yoruba Jones. We then partnered with Dr. Nita Henry to create two additional scholarships in the amount of \$2,000 to be used for allied health and education.

Student Participants	31
Staff	42
Community	55

Women Rocking the Rockies

In Honor of Women’s month we held our annual “Women Rocking the Rockies” a series of empowerment sessions to provide valuable information to our students. Presenters: Tina Maestas – Bringing You, Being True: Creating Space to Share Your Authentic Self and Heidi Loshbaugh – Getting Out of Our Own Way. On Wednesday we held our first Women’s resource fair where the following community partners came to share valuable information with our students. The following were our community partners sharing resources:

Karen	Hodge	Susan G. Komen Colorado
Ruth	Offerman	CRHDC
Alyssia	Alex	Educational Opportunity Center
Stephanie	Martin Shewfelt	MSU Denver IWSS
Amy	Blackwell	AAUW
Susie	Roman	The Blue Bench
Lauren	Archuletta	Mi Casa Resource Center
Tanaka	Shipp	The Center for African American Health
LeNitra	Oliver, PharmD.	Denver Section - NCNW, Inc.
Carisa	Weaver	Women's Resource Center
Crystal	Hernandez	KEYS Scholarship Program
Felicia	George	Warren Village, Inc.
Derek	Nelson	Wells Fargo
Beth	Sandlin	Health Center at Auraria
Jennifer	Doe	The Phoenix Center at Auraria

Andrea	Law	Kaiser Permanente
Maya	Wheeler	Colorado Black Women for Political Action
Student Participants		101

Wear it Work:

In Honor of Hispanic Heritage Month we held “Wear it to Work” an event geared to help students start preparing for job interviews, dressing for success as well as networking. Presenters Amara Martin, Dress for Success’ Marcus Weaver, Denver Works, and Tarsha Degay and Casey Shank, Resource Center provided tips on dressing for success, how to tie a tie, and how to tie a scarf. Community members were available to answer questions about their professions. This gave our students the opportunity to share their 5 min elevator speech and network. Community members: Anne Trujillo, Channel 7, Jessica Alvarado, Entravision, Christine Mendias, City and County of Denver, Simone Ross, Kaiser Permanente, Jessica Acosta, Small Business Owner, Jason Strauss, Colorado Convention Center, Glen Holly, CCD Career Services, Ed Wingfield, Small Business Owner/ President of the Chamber Foundation, Abel Medrano, CRESA Denver. At the end of the event our students were able to select from a variety of professional work attire donated by Denver Works, and CCD Faculty and Staff, friends and family.

Student Participants	70
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SDR Graduation Celebration: SDR held our 2nd annual graduation Celebration where students got to hear Speaker Amir Windom.

Year	FY 2015	FY 2014
Number of SDR Graduates	185	168

Ace Scholarship “College 101” Resource Fair

Partnered with Ace Scholarship Foundation and provided information to High School students and their parents regarding the Community College of Denver.

Students/ Parents Participants	60
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DPS Counselor Breakfast

Partnered with ARR and COSO to provide counselors updates on CCD, the value proposition of Community College, and to address the stereotype the Community College is a last choice or somewhere to go only if you aren’t accepted into a four year college or university.

Night Moves

Community program offered by the City and County of Denver created in partnership with Dean Ross to engage student in the 80205 and 80207 zip codes in the areas of educational access, arts, and staying out of trouble.

My Brother’s Keeper

Community program offered by the City and County of Denver inspired by President Obama to address issues concerning young men of color. SDR petitioned and was able to host an event with 150 community members and educators.

Grants written, funded, purpose

Boundless Scholarship – Daniels Fund in cooperation with the CCD Foundation
Student Support Services – TRIO Department of Education

Scholarly Activities-Presentations by Dean Ross

- Denver Public Schools
 - Choosing the right college and career readiness
 - Getting Culturally Accountable
- Bannered Host Ministries – CCD the Right College for you
 - DSST- Making College Count
 - Sims Fayola – The Value Add of Community College

Service Activities

- Boards- Mile High Youth Corps

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

Assessment

Leading CAS Assessment and SLO review for the centers of Student Development and Retention.

Plans for the Current Year (2015-16) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Implement Academic Advising Model
- Re- Introduce Academic Advising to the Accessibility Center
- Implement the CCPT
- Re-Org of Trio programs
- Bolster Retention Call Campaign process
- Continue to grow relationship with DSF
- Bolster Transfer Services and data
- Align all departmental goals with Strategic plan, performance contract, and CCCS Strategic Plan
- Departmental Wide ASSET/ DACA training
- Support college goal of enrollment increase by 2% and Increasing HSI percentage to 30 by 2019 through retention based functions
- Implement a CCD Standard Summer Bridge Program
- Grow DenverCan partnership
- Increase communication with Academic Affairs
- Continue to implement Retention model across all centers

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Database Solution
- Discuss filling vacant position
- Funding
- Prioritization
- Dramatic Culture shift



Executive Summary:

For the staff of the Academic Advising Center, this year has been characterized by change, and adaptation, as well as overall team cohesion. In the midst of a year when the function of advising at CCD was analyzed and scrutinized across campus, the AAC staff and department achieved and accomplished a great deal, with a focus on serving students more effectively and with excellence.

As the AAC Director, I am most proud of the overall cohesion and strong team dynamic of the AAC staff despite the uncertainty and instability that was felt this year due to the advising model redesign and the climate that it created on campus. Throughout the process, the AAC staff have remained engaged and open, participating honestly, engaging in communication with me/Dean Ross, and, for the most part, staying positive and hopeful. They have done this, while also being required to adjust their practice and adding to their knowledge base, in order to serve students as a result of adjustments made over the course of 6 months in the summer/fall of 2014 regarding the students that we serve. The ACC went from serving mainly new undecided/undeclared college level students, to then also serving developmental education students per the dissolution of the CEA, and finally to then serving ALL new students. They adapted, learned quickly, and sought to provide the highest level of advising services throughout.

Departmental achievement highlights include:

Operational initiatives - Establishment of operational processes that created a higher level of data collection, effective and streamlined services, and greater levels of customer service; continually working to create a data-driven departmental culture; honing advising management and flow process into fabric of departmental culture for better prioritization of services and staff; STEAR – utilizing advising best practices and improving software use/norming

Strengthening of Partnerships – Further relationship enhancement with key partner offices on campus – staff committed to liaison roles and dissemination of information to staff and students; vast representation of and leadership by staff on divisional and college-wide committees

Highlighted initiatives - Suspension Reinstatement Program enhancements and partnership; International Student Services partnership and enhancement of enrollment/advising services

In addition to the operational, staff training, and partnership initiatives, the main focus of the year was participation in the Advising Task Force and the year-long process that evolved from that project, including the subsequent Advising Implementation Team participation and facilitation of the recent Advising Summit. As an individual professional, the time that was invested, the mental energy dedicated, and the challenges that I experienced this year, as a result this process, is extensive. Yet, I remain committed to implementing and honing a strong advising model for CCD, in collaboration with the yet-to-be determined leadership team, excellent advising staff, our invaluable campus partners, and most importantly, our students.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

GOALS:

Effectively adjust and refocus the Academic Advising Center staff per the advising service changes so as to efficiently, accurately, and intentionally advise undecided, undeclared and exploring students.

- Created and streamlined New Advisor Training manual and onboarding process (in collaboration with a team of three GSAs)
- Facilitated onboarding process and successfully integrated former CEA staff into AAC staff and culture
- Honed peak registration front desk management and flow process for high traffic seasons consistently maintaining average wait times of 30 minutes or less
- Established phone call tracking system for student staff in order to track types of calls and referrals made through the AAC Call Center
- Established staggered lunch shift schedule and advisee load partners to sustain advising availability to students during regular and extended business hours
- Implemented end of semester (Fall 2014) advisee load review process for referrals/reassignment of declared students to PAs (per current model)

Create, implement, and utilize a monthly task, project, and training calendar for the AAC which will determine and direct staff as to monthly duties and priorities on an annual cycle.

- Completed calendar/guide for AAC to include all that is listed above
- Created Student Advising Load Management and Flow expectations in conjunction with calendar
- Implemented timely and relevant Best Practices discussions/mini-trainings in staff meetings related to annual cycle

Hone and more effectively develop campus partnerships through liaison roles with other campus offices and departments that relate more directly to our work in the AAC resulting in collaborative programming opportunities, more consistent referrals, and/or event participation by the department.

- Maintained liaison role assignment of staff to 8 partner offices on campus; staff met with partner offices, as deemed appropriate, and served as point person for dissemination of program and event information to the AAC staff
- Notable strengthening of key relationships with International Student Services (staff liaison, Kobra Rezaeikhah) and Resource Center related to reinstated suspension students (Suspension Advisor, Benita Olivas)
 - Collaborative revision of Intl Steps to Enrollment
 - Participation in campus meetings with Saudi Arabian Cultural Mission (SACM) and the Qatar Embassy
 - Establishment of held/reserved seats in key first semester courses for spring 2015 and fall 2015 to accommodate late arriving students
 - Presented to C3 with the Registrar
 - Communicated with Department Chairs and Registrar to coordinate sections and the process
 - Formalization with SACM as to approval of developmental education courses in FT student load if/when needed, as determined by placement scores
 - Regular advising participation in Intl Student Orientation
 - Establishment of new Reinstatement Orientation for suspension students; collaborative facilitation

- Administration of reinstatement exit survey (qualitative)
- Developed data tracking mechanisms for CDC/EOC career related referrals
- Created, with guidance from Financial Aid Office, an Advising Conversations half sheet on Financial Aid/Financial Literacy (Best Practices discussion/mini-training)
- Many staff participated and assisted each semester with Scholarship Days event
- ISS staff liaison, Kobra , created, with guidance from International Student Office, Tips for Successful Communication with International Students (Best Practices discussion/mini-training)
- Vast participation of staff on key campus committees and engagement in college-wide/division-wide efforts:
 - Advising Task Force
 - CAS Review Committees – NSO, ISS, FA
 - PCA
 - HLC Writing Team
 - HLC Oversight Committee
 - Scholarship Review Committee
 - 2nd SAP Committee
 - Academic Appeals Committee, Co-Chair - Benita Olivas
 - Strategic Planning Priority Team – Student Learning and Success, Co-Chair – Rachel Davis and member, Lynne Stefanowski
 - PLAC Implementation Team
 - Advising Model Implementation Team

Unit Accomplishments for 2014–15

Professional Development

- DegreeWorks Plans/Scribes Session, July 10, 2014 – Rachel
- International Student Services Training, July 18, 2014 – all staff attended
- Monthly CCCS Advising Directors meetings, 3rd Thursdays – Rachel
- MSU Transfer Luncheon, Oct. 24, 2014 – all staff attended
- DegreeWorks Program Plan Development Training (in house), Nov. 6, 2014 – all staff attended
- DegreeWorks CCCS Work Day, Nov. 19, 2014 – Rachel
- Banner XE Training/Feature Overview, Feb. 3, 2015 – Rachel
- Tri-Institutional Advising Summit, Feb. 20, 2015 – all staff attended
- PLAC Training Workshop, Mar. 6, 2015 – Rachel
- Pre-Collegiate Conference, March 13, 2015 - Christa and Brenda attended
- NACADA Regional Conference, Mar. 10-11, 2015 – Rachel, Natalie, Brenda attended
- CCD Conversation Day, Mar. 20, 2015 – all staff attended
- ASSET/DACA Training, Mar. 26, 2015 – Christa attended
- HEDS Conference, April 10, 2015 – Kobra attended and presented
- CO/WY International Educators Conference, May 1, 2015 – Kobra attended
- Academic Advising Summit, May 18, 2015 – all staff attended
- (Upcoming) CCCS Student Affairs Conference, June 19, 2015 – Kobra, Queen, and Benita attending
- (Upcoming) CDHE State Student Affairs Conference, June 24, 2015 – Rachel attending

Students served by student affairs offices

- 6338 advising sessions, July 2014 - May 2015
- 1950 alerts reviewed and responded to, *Total* for Fall 2014 *and* Spring 2015

- 10,322 students assigned an advisor in Banner, July 2014 – May 2015 (mostly done by AAC staff, larger lists distributed among PAs too)
- 2500 advisee files reviewed and reassigned if deemed appropriate – Dec 2014/Jan 2015
- 97 students reinstated and intensively advised thru reinstatement semester, Summer 2014 – Summer 2015
- 303 students referred to the Career Development Center, Spring 2015 (*started tracking in Spring 2015*)
- 835 phone calls received and directed/referred, February – May 2015 (*started tracking in Spring 2015*)
- Average wait times through high traffic/peak registration months:
 - August 2014 = 33 minutes
 - December 2014 = 21 minutes
 - January 2015 = 31 minutes
 Grants - N/A

Scholarly Activities

- Engaged in 7 month review of advising services at CCD as part of Advising Task Force, which included best practices research and a literature review, as well as staff and constituent survey administration. Many campus meetings and presentations regarding recommendations provided to President and Executive Staff. (Rachel as member of Task Force)
- HEDS Workshop Presentation, April 10, 2015 – Kobra Rezaeikhah, with ISS staff and students
- CCCS Student Services Conference Workshop Presentation, June 19, 2015 (upcoming) – Benita Olivas(/Rachel)

Service Activities

- Denver CAN Early Alert Action Team member and active participation – Rachel
- Southwest Denver Ford Foundation listening session participation – Rachel
- Mile High Youth – liaison relationship established; attendance at meetings if/when needed (Queen as advising representative)

Assessment

See Section IV, b regarding timing of SLO Survey and CAS process

Data tracking implemented for department:

- Established protocol and process for end of semester SGAADVR advisee review and reassignment process (Cognos/ODS)
- Regularly running and processing weekly SGAADVR unassigned report (Cognos/ODS)
- Developed data tracking mechanisms for CDC/EOC career related referrals and SLO survey implementation (preparatory)
- Created SLO survey via SurveyMonkey
- Established phone call tracking system for student staff
- Regularly pulling numbers from Netpage as to advising sessions
- Regularly pulling and interpreting information from STEAR regarding Early Alert advising activity

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOS

General Office SLOs

As a result of engaging with the Academic Advising Center in general students will:

- Understand who their General Studies Advisor is and how to connect with them.
- Understand next steps as to course registration and how to engage in future advising, including referrals to Program Advisors if/when applicable.
- Understand the connection between CCD coursework and transfer/program completion career goals.
- Be directed and referred to resources and offices on campus that contribute to their overall retention and individual needs pertaining to the completion of their academic and career goals.

Advising Session SLOs

As a result of engaging in an academic advising session with a General Studies Advisor, students will demonstrate an understanding of:

- The Connection between CCD coursework and transfer/program completion goals.
 - *Advisors accomplish this by* having a basic review/discussion of the program plan information and academic/career goals.
- The Use of their Portal as to the Student tab resources including checking for holds, academic standing status, looking up classes, Degreeworks and registration.
 - *Advisors accomplish this by* using this tool to advise the students during the session. Having the student log into their portal and building the conversation around reference points on the Student Tab.
- How to register for their determined courses using the CCD Connect Portal including receipt of Intake Form original, Steps to Register handout and a schedule building handout.
 - *Advisors accomplish this by* reinforcing registration as a next step and student responsibility to do so by providing these directional tools/handouts at the end of the session.
- Resources on campus for support services, basic needs, financial related issues, etc. that might be helpful to them based on the information students have shared with the Advisor during the session.
 - *Advisors accomplish this by* use of strong intake advising questions and follow up referrals to offices or resources on campus. This could include providing students with the name of offices or staff, providing them with related flyers/brochures about offices on campus, and use of the Student Referral/Contact Form.

Issues/ responses ongoing/follow up:

Over the course of the late fall and early spring, I worked to implement an SLO survey. This included, implementing an advising session data tracking via an Excel spreadsheet so that the VLookUp process would work for mass emailing of the survey, creating the survey in Survey Monkey, and obtaining training on the VLookUp process. As the advising model redesign process got underway, other priorities took precedence and then, due to the significant service shifts that are on the horizon, it was determined not to launch this assessment process at this time. However, all of the pieces are in place to do so in the coming months as the advising model is implemented pending any SLO revisions and the need to train new staff as to processes/expectations regarding data collection.

CAS Review was also determined to make more sense as to timing and evaluation function as a part of the evaluation of the model implementation. Therefore the newly established, centralized Academic Advising Center will engage in the CAS process during the 2015-2016 year (possibly 2016-2017 year if determined as better timeframe).

Plans for the Current Year (2015-16) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Due to the pending implementation of the new advising model and the centralization of the advising department, departmental goals beyond the successful and effective implementation and evaluation of the advising model have yet to be specified and determined.
- Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions:
 - Continued college leadership support for the integrity of the advising model implementation related to college-wide messaging and understanding at all levels.
 - Support of VP of EASS and Dean of Student Development and Retention as advising leadership is established and the advising model implementation, and all that that will entail, is accomplished on a tight timeline.
 - Assistance with the personnel and organizational changes required by advising model implementation, both practically by college leadership, VP of EASS, and Dean of SDR but also as it relates to trust in the advising leadership and staff tasked with the process.
 - Collaboration with partner offices and colleagues as it relates to the implementation of the advising model and alignment with system and campus initiatives such as adjustments needed for NSO, CCPT, Badges, and PLAC.
 - Hiring of an Administrative Assistant for the newly centralized Academic Advising Center.



Executive Summary:

In July 2014 the Director of the Accessibility Center has been in this position for seven months, long enough to have gained a sense of the strengths and weaknesses of the unit. The strengths included the staff itself: hard-working, long-serving, good hearted **individuals**, each of whom was committed to doing her/his best for CCD students with disabilities. The major weakness of the unit was directly related to the word, "individuals". Both because the unit had been without a director for nearly a full year and also on account of personal temperament, members of the staff had their own ways of doing things which ran the gamut from simply short-sighted to idiosyncratic. The staff seemed to have little awareness of the ways of higher education, and the critical, sometimes delicate interaction that takes place between the academic and administrative sides of the institution. Neither did they see themselves as invested in the flow of activities necessary for a healthy enrollment. In the last year, the Director has tried to reorient them: helping them recognize the context in which they work on an institutional and divisional level, and even within the unit itself, in terms of what they owed one another.

Successes

- Heightening staff awareness of all aspects of the larger institution, and bringing ourselves more in line with that. We no longer think of ourselves as isolated or siloed.
- Improving communication with other units both within the EASS division and on the academic side. Most important was the need to rethink advocacy; we tried to think more deeply and clearly about issues before allowing warm-hearted enthusiasm to kick in.
- Making steady progress on the idea of what a well-written file should include.

The most serious obstacle we face in terms of our responsibilities to the larger institution involves developing a measureable SLO so that we can assess our efforts. This task is difficult because in disability services, the students are always in control of any interaction they have with us. By law, they decide if they wish to seek services, and when. They decide whether to follow through with delivering their letters of accommodation to their faculty. They are not obliged to return to see us except when they want to. This summer, I am pursuing conversations both within and outside of CCD to seek a solution.

Challenges

- Regularizing the way in which information was entered in student files so that it was appropriate and complete. My goal was to have them develop record-keeping habits which resulted in the files so well organized that any member of the executive team could immediately understand the history of our interaction with our students.
- A disappointing experience with a database system. Symplicity's ACCOMMODATE system had been purchased before I arrived and we looked forward to implementing this tool with real confidence. However, our experience with the system and with the company was so completely disappointing that we ended our relationship.
- The loss of two of the key players in the unit: Assistive Technology Specialist Leyna Bencomo accepted a better position at another Colorado institution and Accessibility Specialist Jenna Hess left on account of a family move out of state.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract:

Completion and progress toward the previous Academic Year's goals: For 2014-2015, the Accessibility Center had three goals: first, to become more aware of all the stakeholders in the CCD community and to deepen our sense of investment in the larger institutional endeavor. Second, to ensure that the AC was current on issues in disability services, including best practices, by consistently attending Consortium meetings and gatherings of other regional and local groups and by developing a relationship with the national organization, AHEAD. Third, to encourage a consistently professional approach in our work within and outside of the unit.

We met those goals.

Unit Accomplishments for 2014-15– related to Strategic Plan

Professional Development: The Accessibility Center actively pursues opportunities for professional development on the national, regional, and local levels. Because we are acutely aware of budget limitations, we have been quick to take advantage of cost-effective ways to pursue training, including seeking to partner with MSU Denver and the University of Colorado/Denver to share subscriptions for webinars. Specific activities in 2014/2015 include:

- **AHEAD:** AHEAD is the national organization supporting professionals in higher education who provide services for students with disabilities. Chris Flug attended both the two-day preconference workshop for new Directors of Disability Services offices and the annual meeting of AHEAD in Sacramento, CA, in July, 2014.
- **Colorado/Wyoming Consortium:** All members of the Accessibility Center professional staff (Accessibility Specialists, Assistive Technology Specialist, and Alternative Media Specialist) regularly attend the day-long meetings of the Colorado/Wyoming Consortium, an organization for all those who work at 2- and 4-year institutions of higher education providing services for disabled students. The Consortium meets 4 to 5 times a year in a variety of locations. Members of the professional staff of the Accessibility Center often serve on the Executive Committee; additionally, the AC is proud to have served as the host institution for the February meeting twice since Chris Flug became AC Director.
- **Disability Services Council:** The DSC is a sub-group of the Consortium exclusively for those providing services to students with disabilities at the two-year schools. Two-year schools face particular challenges in serving their students and so we felt a need to stay in closer touch with one another.
- **Accessing Higher Ground:** AHEAD sponsors a national conference on Assistive Technology held annually in Westminster, CO. Because it's expensive, the Accessibility Center has been able to send staff members by trading their services as conference volunteers for the right to attend specific sessions.
- **ATHES:** Several times a year, local Assistive Technology and Alternative Media professionals gather for an afternoon-long discussion of trends and to share challenges/solutions. These meetings were especially critical this year in light of the DOJ action against the University of Colorado/Boulder. Although UC/Boulder was initially prohibited from sharing details of importance to other schools, ATHES meetings were eventually the vehicle for full disclosure.

Students served by the Accessibility Center: The Accessibility Center provided academic accommodations to the following numbers of students:

- **Summer, 2014:** 102
- **Fall, 2014:** 327
- **Spring: 2015:** 300

Grants written, funded, purpose: The Accessibility Center did not write any grants in the past year.

Scholarly Activities: Although the Accessibility Center actively participates in the regional and local organizations listed above, the meetings are largely discussion-based, and do not call for formal scholarly presentations.

Service Activities:

- In addition to the regional and local organizations listed above, the Accessibility Center is a member of the recently formed METROPOLITAN INTERAGENCY TRANSITION TEAM, a diverse group of academic, non-profit and for-profit agencies involved with services for persons with disabilities in all phases of life. The group seeks to share information and resources as broadly as possible.
- Chris Flug volunteered to serve as Chair for the Disability Services Council listed above.

Assessment: As noted in the Executive Summary, the most serious obstacle we face in terms of our responsibilities to the larger institution involves developing a measureable SLO so that we can pursue assessment of our efforts. Our first SLO was written to track the number of students who picked up their letters of accommodation promptly and compare/contrast their academic performance with their colleagues' who were either slower to claim their letters or who didn't ever pick up their letters at all. This failed first because we were unable to define a reliable control group: even if a set of students picked up the letters they requested promptly, we had no way to know if those letters ever made it into the hands of faculty. We also realized that we were only establishing correlation, not causality.

Defining a SLO and then measuring our progress is difficult because in disability services, the students are always in control of any interaction they have with us. By law, they decide if they wish to seek services, and when. They decide whether to follow through with any accommodation we offer or any recommendation we make. They are not obliged to return to see us except when they want to. This summer, I am pursuing conversations both within and outside of CCD to seek a solution.

Program Review (PR) and Specialized Accreditation Update, as applicable

The Accessibility Center looks forward to the CAS Standards process.

Plans for the Current Year (2015-16) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

We plan to contribute to CCD's Strategic Plan in the following ways:

Student Learning and Success

GOAL: We will remain attentive to each individual student's situation and offer support not simply through providing academic accommodations but by engaging each student in a reflective process that may enhance their chances of being successful.

Organizational Integration and Effectiveness

GOAL: We remain committed to developing and maintaining excellent relationships with all CCD stakeholders, both academic and administrative. Specifically, we will deepen our collaboration with the Testing Center as we take over the scheduling of accommodated tests and explore other ways to make the process of accommodated testing go more smoothly. **CHALLENGE:** Offering accommodated tests in a manner that is satisfactory requires the conscientious participation of faculty. So far, they are not yet part of the discussion.

GOAL: We also anticipate returning to the role of academic advising in Spring, 2016. **CHALLENGE:** We need to be thoroughly trained in order to be effective in this role. We also need to make the currently vacant half-time Accessibility Specialist position a full-time position to meet this and other increasing demands on staff time.

External Engagement and Partnerships

GOAL: We will remain actively involved with the groups and organizations listed above, conscientiously participating in these endeavors.

Culture of Evidence, Transparency and Shared Information

GOAL: We will address our need to develop a measurable SLO, and to learn how we may responsibly assess our efforts. **CHALLENGE:** Working with students with disabilities is governed by law which limits the extent to which we can insist on their participation.

GOAL: We will continue to work on effective communication to all stakeholders, both in writing and orally.



Executive Summary:

During the 2014-2015 Academic Year, the Center for Special Programs (CSP) experienced growing pains as well as growth within our individual programs. Overall, the main challenge we have faced has been consistent student engagement. During the academic year, we would see peaks and valleys with student engagement, but we saw sustainable growth and progress in our core group of students who were consistently engaged and taking advantage of the resources and support, we provide. We were able to build collaborative partnerships with internal and external stakeholders that increased the resources and services we are able to provide our program participants including the KEYS scholarship, Workforce Initiative Now (WIN), Goodwill Industries of Denver, AARP, and the Colorado Department of Labor and Employment Hire for Colorado Program. One of the biggest challenges we faced was finding a consistent time that worked for the majority of our participants to attend workshops and monthly meetings. Another challenge our department faced was staffing growing pains (both professional and student staff) as well as staffing transitions that effected overall department growth.

At the beginning of the 2014-2015 Academic Year we implemented an intake process for the 50 Plus Program that allows us to track resources accessed and our interactions with our participants. Initially we started the program with 29 participants; we have been able to grow that number to 54 active participants. Overall, for the Academic Year program participants achieved a 2.855 cumulative semester GPA and an overall cumulative GPA of 2.915. We achieved an overall retention rate of 89% of the original 29 participants for the year.

The WISE Program saw tremendous growth during the Academic Year. We started the Academic Year with 99 Active Participants and we have grown to 202 members. Of the original 99 participants, we retained 68% of this cohort (4 graduated from CCD this spring). WISE also graduated 13 WISE participants this Academic Year with nine transferring to a 4-year institution. Overall, for the Academic Year WISE program participants achieved a 3.08 cumulative semester GPA and an overall cumulative GPA of 2.8.

The UMI Program saw an increase in membership this Academic Year, but a decline in student engagement in regards to workshops, monthly meetings and community service projects. UMI began the Academic Year with 97 participants, that number increased to 135 for Spring 2015 and as of June 10, 2015 UMI currently has 109 participants. UMI had eight participants graduated (6 transferred to 4 year institutions), and three members transfer prior to obtaining their degree from CCD. Overall, UMI participants showed gains academically raising the semester cumulative GPA from a 2.19 in the Fall to a 2.33 in the Spring semester. For the Academic School year, the overall cumulative for the UMI program was a 2.49.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.

- CSP was able to build a collaborative partnership with AAA classes resulting in one faculty member mandating students to join a CSP program
- CSP Presented information about our programs to various Academic departments resulting in the increased referrals to our programs
- Through STEAR alerts CSP build working relationships with faculty that have increased interventions for students who are involved in our programs
- Math faculty Jackie King conducted a math workshop for 50 Plus students at the beginning of the Academic Year
- Through participation on Strategic Planning Committee and HLC, CSP has been able to come to the table, discuss the services and resources we provide and collaborate with other stakeholders to identify ways we can improve student learning and success
- AARP sent out a request for volunteers from their database that has resulted in two potential math tutors for the 50 Plus Program.

CCD will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.

- CSP has created collaborative partnerships with WIN to connect participants with workforce readiness resources including employment opportunities, and soft skill training
- CSP met with CDLE to regarding the Re-Hire Colorado Grant that can provide funding for training for individuals who have been unemployed for 6 months or more.
- CSP has collaborated with Goodwill Industries of Denver to provide access to Career Connection Centers in the Denver Metro Area
- CSP has collaborated with the KEYS scholarship to conduct Career Panels for students who are interested in careers in Business and Human Services
- Using the STEAR alert system CSP full time staff communicated with students who were alerted by faculty to ensure these students connected with campus resources, understood policies for withdrawing from classes and Satisfactory Academic Progress

CCD will double the percentage of students who complete certificates and degrees.

- CSP saw 23 participants graduate this Academic school year.
 - 22 graduates with their Associate Degree. 1 student graduated with a certificate
- This academic year CSP saw its first participant transfer to an out of state University
- CSP currently has 43 participants with 45 or more credits towards their declared major

CCD will re-energize and redefine the College as the destination for high-quality transfer and workforce preparation.

- CSP has been active in building relationship with organizations in the community that work with individuals who can potentially become CCD students. This includes the following organizations:
 - Goodwill Industries of Denver
 - Girls Inc.
 - The Generation Next Program through the Arapahoe/Douglas County Workforce Center
 - AARP

- Adams 50 School District
- Denver Public Schools
- CSP has been an active participant in many CCD sponsored events to recruit students and provide information about institutional student support services
- CSP has actively recruited students at new student orientation ensuring incoming student are aware of resources in place that will help them be successful and to speak to the dedication of CCD to help students obtain the education and experience they seek.

Unit Accomplishments for 2014-15– related to Strategic Plan

Professional Development	Outcome
HACU Conference	Through workshops and guest speakers, CSP staff identified to improve program delivery, student engagement, resources, services available to students, and HIS institutions.
CO Leads Conference	Best practices were discussed that can be utilized in CSP programming and individual student meetings that will improve student engagement.
Minority Male Community College Collaborative, “Supporting Men of Color in the Community Colleges: Teaching and Learning Strategies for Classroom Faculty” webinar	This webinar provided information about strategies that can be implemented in the classroom to help facilitate retention and persistence of UMI participants.
Minority Male Community College Collaborative <i>Counseling and Advising Strategies: Advancing Success for Men of Color in the Community College</i>	<i>From this webinar we learned methods we could implement to better counsel and advise UMI participants that will provide a more holistic approach to advising. This approach includes being able to address non-cognitive factors that our male students face.</i>
Equity Planning to Advance Outcomes for Men of Color in Community Colleges	<i>This webinar provided in depth knowledge about developing equity plans for the UMI programs that ensured we set clear goals, objectives, and put in place interventions designed to improve the rates of success for UMI participants.</i>
Driving Student Success at Minority-Serving Institutions: National, Research and Institutional Perspectives Webinar	This webinar discussed retention and student success information and challenges faced by minority serving institutions in these areas. CSP staff gained valuable knowledge about national data surrounding retention and student success that informed departmental practices. One of the biggest takeaways from this webinar is the importance of addressing non-cognitive barriers to success within a holistic approach to working with students.
Denver Housing Authority – Resident and Community Services Department: Senior Summit	This event allowed us to gather resources to pass on to our 50 Plus participants and better understand the community efforts to meet the needs of current day seniors who are looking to stay active.
MDRC & IHEP Present “Using Evidence-Based Strategies to Innovate: A Case Study for College Achievement by Men of Color” Webinar	This webinar provided helpful information regarding federal grants for institutions looking to improve retention and success of males of color. Another takeaway was highlights of best practices of minority male initiative programs nationwide.
Women Rocking the Rockies Workshops	The two Women Rocking the Rockies Workshops CSP staff attended provided us with information and ideas to utilize during one on one sessions with students, as well as programming that will invoke a positive outlook on various situations, encourage self-efficacy, and really engage students in conversation, activities, and events that empower them.

DU Women's Leadership Conference	This was a great opportunity to inform the leadership development aspect of our programming. It also presented the opportunity to connect with professionals with an expertise in leadership development to continue to provide resources and information to contribute to the intentionality and progress of the programming, as well as possible workshop facilitators, guest speakers, and panelist.
Webinar: Overview of Examples of Excelencia 2015	This webinar provided information about creating a profile for CSP in so that we could potentially apply for the Excelencia grant.
Latino Leadership Summit	
Academic Advising Cross Training for CSP Professional Staff	This cross training professional development provided CSP full time staff a base line for advising all CSP participants as well as information that helped CSP staff cover the front desk and telephones in the Academic Advising office. updates
Urban Leadership Foundation Program (Formerly Chamber Connect Leadership Program)	This program has provided opportunities to engage in personal, professional, and leadership development that is instrumental to personal continued growth and efforts to support students in their continued progress and persistence. This program also offers the chance to engage with community members and acquire additional information and resources to also assist our students with their academic, personal, professional and leadership development.
Mental Health Crisis Services for the CCD community Professional Development	We took away information regarding new resources that were put in place on campus to help work with students who have a mental illness.
United We Dream ASSET Training	We were able to take away key information and resources that allow us to better serve DACA and ASSET students.
GoToWebinar - Peer Mentoring: A Discussion with Experienced Practitioners	Through this webinar, we gained ideas on how to bolster the roles of our CSP peer mentors that increase their engagement with peers.
EN SUS VOCES: NASPA WEBINAR: Latinos working at Community Colleges	This professional development opportunity provided professional insight and advice about advancement in higher education for individuals of color.
Minority Male Community College Collaborative: Assessing Initiatives Serving Men of Color in Community Colleges Webinar	This webinar, highlighted current trends and issues that affect the experiences and outcomes of men of color in community colleges. This webinar also covered best practices for student success for men of color and introduced institutional needs assessment to inform practice in serving men of color in community colleges.
VP Enrollment Administration and Student Success Professional Development	Institutional Research overview as well as updates of resources and supports in place at CCD for undocumented students.
Inside Higher Ed Survey of Community College Presidents Webinar	This webinar provided CSP staff an opportunity to be better informed of the possible future of Community College and the role of student support service practitioners. The information gained from the webinar will inform current and future programming in order to ensure our programs are effective and efficient in supporting students and increasing persistence
Higher Education Diversity Summit	The focus of this event was retention in higher education. The session CSP staff attended provided some best practices and information to influence programming efforts, as well as individual and group discussions. The mentoring session was

	instrumental in providing direction on a possible mentoring aspect of our programming in CSP as a part of retention efforts.
GoToWebinar - Introduction of Federal Financial Aid, brought to you by UWD and the U.S. Department of Education, Office of Federal Student Aid	This webinar provided valuable information about the FAFSA and financial aid eligibility for undocumented students.
Mental Health Centers of Denver Mental Health Training	This workshop provided CSP staff with tools and resources to work with students who have a mental illness
CCD Website Training	This professional development gave us baseline information regarding updating the CSP website.

Students served by student affairs offices

Program	Student Served Fall 2014	Student Served Spring 2015
50 Plus (BOOM)	45	55
W.I.S.E.	136	210
U.M.I.	138	128
TOTAL	319	393

Scholarly Activities

- Latino Leadership Summit
- Higher Education Diversity Summit
- DU Black Male Initiative Summit
- CSP Presentations in AAA classes
- Black World Conference

Service Activities

- DU Black Male Initiative Summit
- Urban Leadership Training Program Participant
- Colorado Encore Network Committee Member
- Colorado Association of Financial Aid Administrators (CAFAA) Member
- Built a collaborative partnership with AARP
- Chair of the Education Committee - National Council of Negro Women
- Chair of the Young Adult Council - National Council of Negro Women
- Auraria Women's Conference Participant
- Conducted Presentations for Girls Inc.

Assessment

- 13 Graduates from WISE Program
 - 9 graduates transferring to 4 year university
- 2 Graduates from 50 Plus
 - Both graduates are transferring to Metro State University
- 8 Graduates from UMI
 - 1 UMI member transferring to the University of Alabama
 - 4 UMI graduates are transferring to CU-Denver
 - 1 Entering the work force
 - 1 transferring to Metro State University

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

Below are the SLO's for the Center for Special Programs for the 2014-2015 Academic School Year:

- Utilizing an intrusive approach and self-assessment, CSP staff will help participants identify short and long-term academic, professional, and personal goals
- CSP participants will display an increased comprehension of college policies and procedures related to students college experience at CCD evidenced by proactive usage of resources and support services
- CSP participants will develop leadership skills through activities that identify personal strengths, leadership strategies, and team building activities
- CSP participants will recognize the importance of cultural, community and social awareness through participation in community service projects, campus events, and increased social responsibility.

Issues response ongoing follow-up

We will continue with these SLO's for the 2015-2016 school year. The issues we have run into with these SLO's are related to a decrease in student engagement. We have revisited our SLO's and determined new programming delivery that will allow us to see sizable improvement in the achievement of our SLO's.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Improve CSP programming to re-engage students and reach goal of 200 participants for each CSP program
- Develop a peer mentor program that connects sophomore level students with students who have 0-15 credits earned
- Enhance UMI mentor program making it a CSP wide program. We will recruit mentors both on campus and in the community at large
- Increase collaborative partnerships with faculty so CSP programs are seen as a viable tool for student success
- Increase guest speaker occurrences, connecting CSP participants and CCD students with community stakeholders
- Increase career and soft skill training opportunities for BOOM participants and all CSP participants who have indicated they are looking to get back into the workforce
- Revamp UMI Leadership training series to be more thorough
- Increase the number of community service projects for CSP participants
- Continue to explore ways that we can partner with the WIN program to create opportunities for participants to gain employment and career training
- Identify 5 community organizations we can partner with to increase resources and tools available for both staff and participants
- Identify 5-7 off campus professional development opportunities that CSP full time staff can attend to improve programming, and departmental functions

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Increased Operating Budget
- Increased budgeting will increase our ability to bring in community stakeholders
- Increased budgeting allows us to creatively incentivize participation
- Increased budget will allow us to provide training for both professional and peer mentors

Increased opportunities to connect with community stakeholders

- Create new collaborative partnerships
- Increase mentor pool
- Increase opportunities for grant funding to initiate departmental projects



Executive Summary:

The TRIO Educational Opportunity Center (EOC) successfully wrapped up grant year 3 of the current cycle at the end of August 2014. 207 students were served during the academic year (118 continuing, 89 new participants). EOC exceeded the grant requirement of 3681 total number of participants was a challenge, particularly with lower community college enrollments area-wide, and making the transition to a new office space and phone number during the year prior. We had an excellent participation rate for July and August by utilizing creative outreach strategies, including a call phone campaign to previous participants. August was the EOC's biggest month on record with 644 participants assisted, bringing us to a total **3829** for the grant year. Annual performance report for year 3 was submitted in November 2014, with all program objectives being exceeded. SSS exceeded all objectives by attaining an 89% persistence rate, a 94% good academic standing rate, a 39% four-year degree/certificate rate, and a 35% four year degree/certificate and transfer rate.

This was also a good year for new partnerships. Of note, the EOC signed partnership agreements with the Jefferson County American Job Center (formerly Jeffco Workforce Center) and the Financial Empowerment Center (FEC) through the Denver Office of Strategic Partnerships. Other external partnerships initiated for 14-15 include CEC Middle College, Lookout Academy, Sims Fayola International Academy, and the WIA program at DPS. External FAFSA nights kept staff very busy during February and March 2014. Increased participation with Orientation at CCD was an important internal partnership for the program, with all orientation participants now having exposure to EOC services through a financial literacy presentation developed by our office. The EOC continued to partner with the Resource Center to offer a variety of workshops, with a heavy focus on FAFSA prep during the spring semester.

As an externally-facing program, participation in community committees was also an important function of the EOC. We participated in CDE's Graduation Guidelines committee for Endorsed Diplomas, CDE's convening on the Postsecondary Workforce Readiness definition, Mile High United Way's Asset Building Committee, and Lumina Foundation/Denver College Attainment Network Committee and Summer Melt Subcommittee. To strengthen our bonds within the institution, EOC staff also participated on multiple internal committees, including three Strategic Planning Priority Teams, the Persistence and Completion Committee, multiple CAS teams, Alianza, LUAA, Money Smarts Team, SAP Level 2, multiple search committees, and an HLC writing committee.

The EOC continued to have a strong staff in 2014-15. We experienced the challenge of covering duties during the extended leave of an Educational Access Specialist (EAS), then ultimately hiring and training a new EAS, Monica Bellaire, as a replacement. Staff turnover always presents challenges, but a seasoned staff of professionals did a great job of providing training and shadowing opportunities for Monica. All staff participated in a wide range of professional development opportunities, as detailed below. Of particular value was the EOC annual retreat held in September, where the staff spent time reviewing our program mission and goals and contributed to a new action plan for the year, with considering recent challenges of client participation. Two EOC staff also stepped up to leadership positions in our state TRIO organization, Colorado ASPIRE, serving as President-Elect and Support Staff Representative.

An unexpected challenge was the delayed delivery of the report from the CCCS audit conducted in spring 2014. While both TRIO programs were taken by surprise by some of the findings and the timeliness of

the information, the report was ultimately used to make program improvements and have a greater understanding of the audit process.

Grant year 4 has continued to challenge us to see the required number of participants, with our goal for the year having increased to 3884. Staff remain aware of the challenge, and we are on track to reach this goal by utilizing some of the same strategies as last year.

Actions to support the achievement of CCD’s and your Unit’s Strategic Plan and/or the CCHE Performance Contract

Review your completion and progress toward the previous Academic Year’s goals; if some Goals for the EOC align with approved grant objectives and all were exceeded:

	Goal %	Actual%
Participants received HS Credential or GED	15%	36%
College-ready participants who completed a financial aid application	60%	87%
College-ready participants who completed a postsecondary admissions application	50%	76%
College-ready participants who enrolled in postsecondary education during the grant year or following fall	45%	47%

Unit Accomplishments for 2013-14– related to Strategic Plan and/or CCHE Performance Contract

Professional Development

- National Career Development Association Conference, July 2014, Lisa Lonneman-Doroff
- Colorado Adult Learning Symposium, July 2014, Khara O’Connell, Mike Nowicki
- Council for Opportunity in Education National TRIO Conference, September 2014, Khara O’Connell
- ACT State Conference, September 2014, Mike Nowicki
- Summer Melt Summit, September 2014, Khara O’Connell, Mike Nowicki, Laura Escarcega
- EOC Staff Retreat, September 2014, all staff
- Colorado Career Development Association Conference, September 2014, Lisa Lonneman-Doroff, Mona Carey
- Career Development Facilitator Certifications, September 2014-December 2014, Lisa Lonneman-Doroff, Mona Carey
- ASPIRE Regional TRIO Conference, October 2014, Mike Nowicki, Laura Escarcega, Khara O’Connell, Delmar Hamilton, Mayra Guzman, Larry Porter
- Emily Griffith Technical College tour and info session, October 2014, all
- CCCS Career Services Roundtable, October, 2014, Mike Nowicki
- Colorado ASPIRE TRIO Collaborative Forum, November 2014, all staff
- ICAP Summit, December 2014, Khara O’Connell
- Leadership and Team Building Training, February 2015, Shantel Torres
- CCCC Career Services Roundtable, February 2015, Mike Nowicki, Lisa Lonneman-Doroff
- Webinar on advising students with criminal backgrounds, February 2015, all staff
- TRIO Day at the Capitol, February 2015, Khara O’Connell, Laura Escarcega, Mike Nowicki
- Council for Opportunity in Education Policy Seminar, March 2015, Khara O’Connell
- Colorado ASPIRE State TRIO Conference, April 2015 all staff
- Webinar on new federal uniform guidance, May 2015, Khara O’Connell
- Cross-training at staff meetings with CCD advising, financial aid, and COSO, various times, all staff

Students served by student affairs offices

- Grant year 4 (current): 2579 participants served so far (Since September 2014). 1022 of those participants were seen at a Community College of Denver location. It is important to note that these are not all current students. Enrollment for these participants will be checked after census date in fall 2015.
- Grant year 3 (September 2013-August 2014): 3829 participants seen for the grant year. 452 participants who were not already enrolled went on to enroll at CCD.

Scholarly Activities

- Using the MBTI for Successful Career Advising, CO ASPIRE State TRIO Conference, April 2014, Mike Nowicki

Service Activities

- Colorado ASPIRE Executive Board, CDE's Graduation Guidelines committee for Endorsed Diplomas, CDE's convening on the Postsecondary Workforce Readiness definition, Mile High United Way's Asset Building Committee, and Lumina Foundation/Denver College Attainment Network Committee and Summer Melt Subcommittee, Khara O'Connell

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable

- SLOs: see above.
- CAS: first CAS review in progress, projected completion August 2015

Issues response ongoing follow-up

- CCCS audit process almost complete, pending final report

Assessment (e.g., progress on student learning outcomes, satisfaction/utilization data, changes resulting from assessment, etc.)

SLOs reflect program objectives:

- SLO#1: As a result of offering EOC college access services through community partnerships, at least 45% of participants not already enrolled will go on to enroll in postsecondary education.
Result: 13-14 project year, 47% enrollment
- SLO#2: As a result of receiving financial aid services and advising, at least 60% of college-ready participants will complete a financial aid application for the current academic year.
- Result: 13-14 project year, 87% completion

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- List the strategic priorities (goals) for your unit at the beginning of the upcoming Academic Year, including potential or anticipated challenges and issues.
 - Goals remain constant with approved grant objectives (see above). Additional priorities include creating increased partnerships in the community. EOC grant application will be due late fall semester 2015, so this will be a top priority as well. Keeping participant numbers up remains a concern. In addition, two staff members with planned medical leave will create a challenge to fill those duties in fall 2015.
- Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- We will require additional staff resources during late fall/early spring, but I believe the grant will have sufficient financial resources for this purpose. Support will be required with human resources to ensure we are not lacking staff at a critical time. Also, institutional resources will be needed to assist with grant application preparation, as grant funds cannot be used for this purpose.

Executive Summary

The mission of TRIO Student Support Services (SSS) is to empower students to graduate from Community College of Denver and transfer to a four-year college or university of choice. The program works specifically with students overcoming obstacles to education, including limited income, first generation to college, and need for accessibility services. Toward this mission, SSS achieved considerable success in multiple areas during the 2014-2015.

First, SSS delivered an exemplary breadth and depth of service to its participants. Across ten service categories, SSS provided 4980 services to its participants, which equates to 3068 hours and an average of 37 minutes per service. In addition to its marquee programming, SSS also used 2014-2015 to lay the groundwork for new programming: a multimedia learning platform using D2L, math and science boot camps, an international service learning project, and scholarship partnerships with four-year institutions.

Second, SSS provided a formidable level of service to the College in its efforts to build an institutional culture of support, scale out best practices, and share out staff talent. Between four professional staff members, SSS participated on 18 committees, supported 16 institutional events and completed three college-wide presentations.

Third, SSS crafted strategies, tools and procedures to enhance its administrative processes. This renaissance emerged from a year that included a grant proposal, a CCCS internal audit, a CAS assessment, and the addition of new reporting requirements.

Fourth, SSS successfully forged institutional and external partnerships in order to enhance service provision and increase outreach. SSS developed new professional relationships with over 50 faculty members, garnered 24 letters of support from administrative leaders, and received a 41% increase in direct institutional funding for the 2015-2020 SSS Grant Proposal. SSS established new external partnerships with eight community-based organizations and fortified partnerships with four-year institutions. Of note, SSS secured an MOU with Colorado State University to provide a renewable \$2500 scholarship to SSS participants.

Fifth, SSS provide its staff an admirable level of professional development opportunities, including 13 internal trainings and 12 external trainings/conferences. One member of the SSS CAS Review Team observed that SSS has an exceptionally strong track record in training and retaining talented student and staff employees.

SSS challenges included: a limitation on number of students served, a difficulty figuring out external funding opportunities, limited resources to complete data analysis for sophisticated assessment and evaluation strategies, and a struggle to develop meaningful strategies to assess student learning within an appropriate scope.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Student Learning Goal

Utilize early and intentional academic planning and career development experiences to shorten time to degree completion.

SSS partially completed this goal. SSS structured its service provision to increase early and intentional academic planning and career development. However, not all SSS students participated equally in these services.

Accomplishments include:

- Guided new SSS participants to create a Student Success Plan.
- Connected SSS participants to internship opportunities with HACU, Habitat for Humanity, and the Goodwill Youth Career Development Program.
- Coordinated career exploration activities for SSS participants with the CU Anschutz Medical Campus and the Colorado State University Graduate School.
- Provided professional development to staff on career development through the Global Career Development Certification training.

Student Learning Goal

Develop leadership and networking confidence through "outside the comfort zone" experiences. SSS completed this goal.

Accomplishments include:

- Connected 12 SSS participants to the Student Leadership Track of the HACU Annual Conference.
- Facilitated 16 SSS participants on the TRIO SSS Transfer and Cultural Tour.
- Facilitated college-wide student presentations on experiential learning opportunities.
- Connected SSS students to service-learning opportunities with Dress for Success, CCD Student Life, and Bonfils Blood Center.
- Assessed student learning through reflection activities and presentations regarding experiential leadership opportunities.

Program Goal

Increase faculty awareness of TRIO SSS and seek opportunities to integrate service provision into the classroom. SSS completed this goal.

Accomplishments include:

- Met with Academic Deans and Program Chairs in order to explore opportunities for collaboration.
- Developed professional relationships with over 50 faculty members.
- Garnered the participation of faculty members at SSS student presentations, Annual Thanksgiving Potluck and the TRIO Day Open House.
- Leveraged leadership position on the Strategic Plan Organizational and Integration Priority Team to create structures leading to more collaboration with faculty members.
- Partnered with faculty members to enhance collaboration with the CCD Honors Program.
- Partnered with faculty members to create a writing workshop series for SSS students.
- Partnered with faculty members to develop geography course for the SSS international service-learning project.
- Partnered with faculty members to complete SSS outreach presentations in AAA, CCR, and MAT courses.

Program Goal

Expand TRIO engagement and outreach efforts with a focus on students in their first semester. SSS completed this goal.

Accomplishments include:

- Created a data report that identifies all new students that are SSS-eligible. Sent an e-mail at the beginning of each semester to welcome/invite all 207 students to join SSS.

- Focused outreach strategy on classroom presentations in developmental AAA, CCR, and MAT courses to target new students.
- Increased peer mentoring involvement with new student orientations, classroom presentations, the SSS intake process and check-ins with new SSS participants.
- Provided early and frequent follow-up with new SSS participants in the Summer Bridge cohort.
- Utilized SSS engagement data to identify and reach out to new SSS participants with low participation.

Program Goal

Build on the TRIO SSS “brand” as a premiere program of student persistence and completion through student digital stories, faculty networking, PR campaigns, and leadership on college committees. SSS completed this goal.

Accomplishments include:

- Shared the results of the TRIO SSS Annual Performance Report with all CCD executive administrators, faculty and staff.
- Created a trailer and full-length video highlighting the opportunities available to students through SSS. These videos were shared on the CCD website, in classroom presentations, and on the Auraria Library Discovery Wall.
- Marked National TRIO Day with a day of service and an open house.
- Recognized the successes of SSS participants through award nominations. Consequently, 9 SSS participants received a CCD Student Award. Also, the Colorado Chapter of ASPIRE recognized an SSS participant as its Continuing Student TRIO Achiever of the Year for the state of Colorado.
- Increased networking with faculty members as specified in II(c) of this report.
- Provided leadership on college committees as specified in III(e) of this report.

Program Goal

Use TRIO data to assess “time to degree completion” and accordingly create an action plan that addresses barriers and leverages opportunities to shorten time to degree for TRIO students.

SSS partially completed this goal. SSS collected preliminary data. However, SSS did not analyze the data or create an action plan. SSS planned to leverage statistical models created by the Persistence and Completion Committee in support of this goal, but these tools did not come to fruition.

- Utilized the SSS Annual Survey to identify common issues to degree completion.
- Collaborated with CCCS to explore a course predictor tool to shorten time to degree completion.

Program Goal

Develop a suite of videos and implement a pedagogy to “flip” advising and academic skills development.

SSS partially completed this goal. SSS developed a handful of videos and built a D2L platform for implementation. However, SSS came up short of its target number of video productions.

- Provided staff training on screencast video production software.
- Secured software and hardware in order to scale out video production.
- Rolled out the SSS D2L page as a platform for flipped advising.
- Created 3 screencast videos and 9 blog posts (trioacademicsuccess.blogspot.com).

Unit Accomplishments for 2014-15 related to Strategic Plan and/or CCHE Performance Contract

Professional Development

- SSS staff members participated 13 internal professional development opportunities.
 - CCCS Course Predictor Training; SSS Annual Retreat; Student Development and Retention Annual Retreat; Digital Storytelling Workshop; New Student Employee Orientation; Program Advisor Cross-Training; Phoenix Center Cross-Training; GLBTQ Student Services Cross-Training; Financial Aid Department Cross-Training; Dealing with a Violent Person Seminar; DegreeWorks Training; Emergency Preparedness Training; and VITA Tax Preparation Training.
- SSS staff members participated in 12 external professional development opportunities:
 - COE SSS Proposal Writing Workshop; HACU Annual Conference; Global Career Development Training; Colorado Career Development Association Conference; Driving Student Success at MSIs Webinar; CU Pre-Health Advising Training; Department of Education Grant Technical Assistance Webinar; Department of Education Federal Uniform Grant Guidance Webinar; National College Opportunity Programs Leadership Summit; Council for Opportunity in Education Policy Seminar; Department of Education Relations Seminar; and Rocky Mountain Peer Leadership Institute Conference.

Student Services

- Provided 4980 services which equates to 3068 hours and an average of 37 minutes per service.
 - SSS orientation and intake: 158 services, 151 hours, 57 minutes per service.
 - Academic tutoring: 1491 services, 1209 hours, 49 minutes per service.
 - Referral to academic tutoring: 20 services, 2 hours, 6 minutes per service.
 - Academic planning and advising: 1076 services, 395 hours, 22 minutes per service.
 - Referral to academic planning and advising: 5 services, 1 hour, 12 minutes per service.
 - Financial aid information: 319 services, 143 hours, 27 minutes per service.
 - Referral to financial aid information: 94 services, 33 hours, 21 minutes per service.
 - Financial aid application assistance: 165 services, 57 hours, 21 minutes per service.
 - Referral to financial aid application assistance: 7 services, 2 hours, 17 minutes per service.
 - Financial and economic literacy: 285 services, 121 hours, 25 minutes per service.
 - Referral to financial and economic literacy: 67 services, 8 hours, 7 minutes per service.
 - Transfer assistance: 284 services, 198 hours, 42 minutes per service.
 - Referral to transfer assistance: 36 services, 4 hours, 7 minutes per service.
 - Graduate school assistance: 7 services, 3 hours, 26 minutes per service.
 - Referral to graduate school assistance: 4 services, 2 hours, 30 minutes per service.
 - Personal counseling: 469 services, 538 hours, 68 minute average.
 - Referral to personal counseling: 104 services, 14 hours, 8 minutes per service.
 - Career advising: 121 services, 90 hours, 45 minutes per service.
 - Referral to career advising: 9 services, 1 hour, 7 minutes per service.
 - Academic and cultural enrichment activity: 184 services, 79 hours, 26 minutes per service.
 - Referral to academic and cultural enrichment activity: 104 services, 14 hours, 8 minutes per service.
- 73.2% of SSS participants completed 3 or more one-on-one contacts with SSS during the academic year, averaging 5.9 one-on-one contacts.
- 207 SSS participants served during the academic year (118 continuing participants, 89 new participants).
- SSS produced 42 graduates in the 2015-2015 academic year – a new record for the department.
- SSS is on target to exceed program objectives for 2014-2015 academic year with the SSS reporting year concluding on August 31 and the SSS Annual Performance Report due in November of 2015.
- Delivered marquee SSS programming: comprehensive advising, math and science tutoring, Summer Bridge program, Transfer and Cultural Tour, service-learning leadership projects, and peer mentoring.

- Developed emergent programming: multimedia learning platform using D2L, math and science boot camps, student leadership track of academic conferences, international service learning project, and scholarship partnerships with four-year institutions.

Grants and Foundation

- Completed the 2015 TRIO SSS Grant Proposal.
- Offered a free building in Jendouba, Tunisia by the Tunisian Department of Education to develop as part of the SSS international service-learning project.

Scholarly Activities

- Published 12 articles on the CCD Open Forum (openforumccd.blogspot.com).
- Presented at the Colorado ASPIRE State Conference – “The Promise and Peril of Predictive Analytics.”
- Presented at the Colorado Department of Education Summer Melt Symposium – “Summer Bridge.”
- Hosted a CCD Book Club on *Community Colleges and the Access Effect*.
- Completed a literature review of 7 books and 18 articles in order to structure the TRIO SSS plan to provide services for the 2015-2020 grant.

Service Activities

- Co-chaired 2 CCD committees.
 - Persistence and Completion Committee and Strategic Plan Organizational Integration and Effectiveness Priority Team.
- Served on an additional 13 CCD committees.
 - Strategic Plan Student Learning and Success Priority Team; Enrollment Administration Committee; Summer Engagement Committee; Financial Aid SAP Appeals Committee; Financial Aid Scholarship Committee; HLC Writing Group; Financial Literacy Taskforce; the Social Media Committee; CCD Assessment Day Planning Committee; CCD Conversation Day Planning Committee; Boundless Opportunity Scholarship Committee; Transfer Success Center CAS Committee; and TRIO SSS CAS Committee.
- Served on 3 external committees.
 - Denver College Attainment Network Early Alert Action Team; Auraria Disability Awareness Festival Planning Committee; and the Colorado Department of Education Graduation Guidelines Committee.
- Provided support to 16 institutional events.
 - Welcome Back Resource Fair; CCD Scholarship Drive; Center for Special Programs Resource Fair; Cyber Center; Ask Me Tables; Fast Track; Lending Library; MLK Day Event; Completion Week; Money Smarts Week; CCD Open House; Auraria Disability Awareness Festival; Dean of PABSS Open Forum; Vice-President of EASS Open Forum; Provost Open Forum; CCD Commencement.
- Completed 3 presentations at college-wide events.
 - “Student Learning, Persistence and Completion” at CCD Assessment Day; “Persistence and Completion” at CCD Conversation Day; and “A Decision-Making Model” at CCD Conversation Day.
- Provided an interview to Columbia University Community College Research Center.

Assessment

- Collected the SSS Annual Student Survey and analyzed results.
 - 100% of respondents agreed or strongly agreed that the SSS application process to be admitted into the TRIO Student Support Services program was informative and straightforward.
 - 95% of respondents agreed or strongly agreed that my TRIO advisor is genuinely interested in my personal wellness and academic success.

- 98% of respondents agreed or strongly agreed that my TRIO advisor provides the guidance and tools to plan and navigate my academic path to degree completion and transfer.
- Implemented assessment tools to measure student learning during Summer Bridge, HACU Conference, and the Transfer and Cultural Tour.

Administration

- Secured institutional commitment of \$29,834 in direct institutional funding for the 2015-2020 SSS Grant, a 41% increase over the funding commitment in the 2010-2015 SSS Grant.
- Secured institutional commitment of 24 letters of support from across all three divisions of the College for the 2015-2010 SSS Grant, a 118% increase over the letters of support received in the 2010-2015 SSS Grant.
- Developed new partnerships with 8 community-based organizations to enhance service provision and improve outreach.
 - Dress for Success, Bonfils Blood Center, Habitat for Humanity, the Bridge Project, HACU, Denver Youth Employment Academy and the Tunisian Department of Education.
- Strengthened partnerships with four-year institutions.
 - Established referral pathways with Educational Opportunity Programs CU-Denver and SSS at MSU-Denver.
 - Solidified MOU with Colorado State University to establish the Community for Excellence/SSS Partners Award, a renewable \$2500 scholarship available only to SSS participants.
- Developed strategies, tools and procedures to enhance administrative processes.
 - Authored an entirely new SSS Procedures Manual.
 - Created procedures to enhance internal controls and standardize quality assurance.
 - Created TRIO SSS Decision-Making Model to increase transparency.
 - Created the SSS Culture and Expectations Guidelines to improve the work environment.
 - Created SSS Conduct and Ethical Standards and a procedure for monitoring and enforcing the standards.
 - Established standardized and objective performance benchmarks for all staff as part of the performance management process.
 - Worked with IR and IT to build data reports in order to increase efficiency.
 - Built procedures and reporting structure to capture data for the new monthly report format.
- Developed and implemented a fiscal plan to spend down remaining grant funds from the 2010-2015 SSS grant in a prudent and allowable manner, which included carryover of \$33,000.
- Secured technology to respond to emergent student needs: staff iPhones for two-way text messaging capability; software and hardware for digital storytelling; and software and hardware for video conferencing.

Program Review (PR) and Specialized Accreditation Update, as applicable

TRIO Annual Performance Report

- Compiled, verified, submitted and publicized the TRIO SSS 2013-2014 Annual Performance Report, which consists of 14,355 individual data fields. This took nearly 200 staff-hours to complete.
- SSS exceeded all objectives by attaining an 89% persistence rate, a 94% good academic standing rate, a 39% four-year degree/certificate rate, and a 35% four year degree/certificate and transfer rate.
- SSS earned all possible Prior Year Experience Points during the 2010-2015 SSS Grant.
- The TRIO SSS 2014-2015 Annual Performance Report period ends on August 31, 2015 with the APR due in November of 2015.

CAS Self-Assessment

- Created a CAS Review Team that included representation from all three divisions of the College.
- Compiled evidence and documentation per CAS Criterion Measures.
- Completed a judgment of CAS Criterion Measures.
- The Executive Summary and Action Plan is scheduled for completion by the end of June 2015.

CCCS Internal Audit

- Completed a review of the draft report produced by the CCCS Internal Audit Department as part of the review process that began in March of 2014.
- Produced responses to the draft report.
- Completed an update to SSS procedures to respond to all findings agreed to by CCD.
- Completed the exit conference with the CCCS Internal Audit Department.
- The process is scheduled to be finalized by the end of June 2015.

Plans for the Current Year (2015-2016) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract**Strategic Priorities and Goals**

- Establish appropriate scope and meaningful strategies for assessing student learning attained through comprehensive advising.
- Implement expanded scope of the 2015-2010 SSS Grant in terms of number of participants, the addition of innovative services, and sophisticated assessment and evaluation techniques.
- Accelerate development of multimedia learning tools and platform.
- Implement our first international service-learning project to Tunisia in December 2015.

Resources Needed

- If the SSS grant is not refunded, then institutional funds will be needed to maintain the program.
- Need institutional research resources for developing sophisticated assessment and evaluation techniques based on statistical modeling and multivariable regression.
- Need support and guidance to secure external funding for SSS activities such as the international service-learning project.

Executive Summary

Attracting and supporting to promoting human diversity the KEYS Scholarship Program is in partnership with the Colorado Department of Labor and Employment (CDLE). CDLE has positively impacted State and Federal funding to displaced homemakers. The funding and FTE ranged year to year. The funding for this academic year was in the amount \$275,916.30. The Grant is divided into different ORG's, such as, the following; scholarship awards \$199, 687.30; out of that amount CCD received \$172,716.30 and FRCC with \$20,000.00. KEYS awarded eighty-six (86) scholarship to CCD and 17 scholarships to FRCC, from funds that were provided through CDLE. This year FRCC was unable to match funds, but will be matching funds for this coming academic year, in the amount \$10,000.00.

These funds provide displaced homemakers an opportunity to strive to become self-sufficient. The grant serves a diverse population in age, ethnicity and gender. KEYS program provides scholarship opportunities for women and men who have worked in the home for a number of years, but who now find themselves providing their own income. These are non-traditional students who in many cases, never been in the workplace or has been out of work for an extended period of time and therefore is underemployed and has difficulty finding employment.

The uniqueness of this population has had challenges including, post-traumatic disorder (PTSD) to domestic violence to the loss of a family member, in any type capacity. KEYS have broadened these displaced homemakers skills and have opened a pathway for them to engage in a learning environment. KEYS' provides connections with staff and faculty and through outside partnerships for student's growth. Students learn to implement change in overcoming barriers such as, being sheltered, homeless, timid to lack of confidence, and not having enough work experience or education experience. Students are excelling by receiving this grant and as evidence over 70% of students are carrying a 3.0 GPA's and 20% are holding a 2.5 GPA and the 10% of students are below a 2.3 GPA, but are still working hard and taking advantage of mentoring and tutoring to get back on track.

KEYS held their first Signing Ceremony Event in January. We had a successful turnout with 53 students, from CCD and from FRCC. Our special guest was the Colorado Department of Labor Employment (CDLE). Students were given their scholarship awards for the semester and with the recognition of digital stories that were presented by students throughout the ceremony.

For the academic year 2014-2015, KEYS has awarded a total 103 students and with the \$75,000 roll over funding from last year we were able to award additional students for this academic year. The program has increased participation and has continuously been successful with outreaching to outside agencies.

KEYS has subcontracted Front Range Community College, to coordinate and administrate and expanded training options of the KEYS Scholarship Program. Awards were provided through the MOU subcontract to assist displaced place homemakers and will continue to do so moving forward.

Another challenge KEYS faced was with the Auraria bookstore. Each semester we had to resolve each invoice that was incorrect. There were many inconsistencies on students accounts, therefore, meetings were conducted to concluded the corrections and be credited back to KEYS accounts.

Actions to support the achievements of CCD's and your Unit Strategic Plan and/or the CCHE Performance Contact

Targets of CCD Strategic Plan

CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.

- KEYS was able to collaborate a partnerships with Financial Aid to increase awareness on Financial Aid Literacy.
- KEYS collaborate with Resource Center by providing workshops for students who were suspended from financial aid. This also covered academic suspension as well.
- KEYS collaborate with CSP to provide students with additional workshops to enhance students' abilities in self-sufficiency and personal strengths.
- KEYS establish a relationship with academic advisor through STEAR reports and assisting students with an intervention with mentoring and one on one tutoring.
- KEYS conducted a one on one Budgeting and Employment goal setting system that enhanced their awareness on their loan debt and the educational goals of completing their degree plan.
- Through participation with HLC, KEYS has been able to gather information from other members on the board and KEYS has been able to identify the type's resources and services they assist students with.
- FRCC and Warren Village have supported KEYS students with additional support with tutoring, support services and mentoring.
- Collaborated with CSP and WIN with CSP Boot Camp and Summer Bridge Workshop around career exploration

CCD will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.

- KEYS has participated in many fairs within the CCD community, to increase awareness to all CCD students and staff to encourage students to take advantage of the KEYS scholarship Program.
- KEYS has been able to collaborate with WIN, to provide KEYS students with workforce readiness, which includes resumes building, employment opportunities and some soft skills training.
- CDLE has implanted a Re-Hire Colorado Grant and reconnected with KEYS to establish another ongoing partnership that can provide funding to dislocated workers who been unemployed for six or more months.
- KEYS has collaborated with CSP to conduct Career Panels for students who are interested in different careers within the student's majors.
- KEYS continues to collaborate with different Workforce Centers throughout the region, with the support of additional funding for students and support services for students who are in need.
- KEYS has and will continue to collaborate with CDLE for additional funding for a greater outcome for students with tuition, fees and books for each semester.

CCD will double the percentage of students who complete certificates and degrees.

- KEYS had 19 CCD students graduate this academic year and two more pending summer semester outcome.
 - Out of the 19 students, three students received their certificate and will continue on with their Associate's Degree. Sixteen (16) students' graduated with their Associates Degree and will transfer to a four university. Out of the 16 students, two students were employment.
- *KEYS enrolled and accepted 105 students into the KEYS Scholarship Program. Down below is a breakdown of the enrollment status and outcome.*

Student Completion and Continuous

Student Per College	# Students Served	Completed	Continue with Certificate/Associates	Drop or Transfer
CCD	88	19	88	11
FRCC	17	4	17	

Total of 105 participants for academic year 2014-2015

CCD will re-energize and redefine the College as the destination for high-quality transfer and workforce preparation.

- KEYS actively recruited students at orientation and vendor fairs throughout the academic year.
- KEYS has established a partnership with CSP to foster a recruitment event called the “Fantastic Four” which we will continue to conduct this event to recruit students.
- KEYS has had the opportunity to cultivate and build new relationships with outside organizations as well as maintain the current relationships’ already established. KEYS has worked with these organizations in the community and will continue to work with individuals for potentially CCD students.
 - **Warren Village** -helps motivated low-income, previously homeless single parent families move from public assistance to economic self-sufficiency.
 - **Workforce Centers** -helps their customers who meet the guidelines and qualifications for displaced homemakers.
 - **Center for Work Education and Employment (CWEE)** -assists self-sufficiency.
 - **Adams County Resource Fair**- to inform agencies about the resources available within their community.
 - **Wildflower Women’s Foundation**- is to support women and families going through the transitions of divorce and widowhood, by providing educational, legal, and financial advocacy, with a strong community network.
 - **Front Community College Foundation** Attended a Scholarship/foundation social event to enhance the awareness of available scholarships for Displaced Homemakers,
 - **Adult Learner Programs, such as 3CE**- The Center for Career and Community Enrichment Program.
 - **Colorado Department of Labor Employment (CDLE)**-Displaced Homemaker Funding
 - **GoodWill** – Provides a wide range of employment, training and job placement services.
 - **Dress for Success**- Assist KEYS students with interview clothing, boosts confidence and career development for women.
 - **“Finding Your Bliss”** women who are struggling as a displaced homemaker or other personal circumstance. Life coaching organization.

Unit Accomplishment for 2014-2015

Professional Development

The Hispanic Chamber of Commerce of Metro Denver	The Hispanic Leadership Program is a 6-month culturally relevant program delivering training and insight for individuals. The programs focus is on developing leadership skills and to become a more effective leader within your current job role. This program also provides opportunities to engage in personal, professional development and personal growth. This program also offers the chance to engage with other community members.
United We Dream ASSET Training	We were provided vital information and resources that will allow us to serve our DACA and ASSEST students.

DU Women's Leadership Conference	This conference was held in March which connected students and staff, to learn and share in leadership that provided resources and information to advance the success of women's leadership growth.
Tortillas for Tepeyac	This was an event that raised funds for health and wellness services.
Higher Learning Commission (HLC)	This is an ongoing committee. KEYS Coordinator is on the HLC committee and is serving on the draft writing report for CCD's regionally accredited.
VP Enrollment Administration and Student Success	We were provided an IR overview as well as updates on resources to support undocumented students.
EN SUS VOCES: NASPA WEBINAR (Latinos working at Community Colleges)	This professional development webinar provided opportunity with a diverse insight and advice about advancement in higher education for individuals of ethnicity.
Mental Health Crisis Training for CCD employees for Professional Development	KEYS was provided information regarding new resources that will situate on campus that will help staff who work with students who have mental illness.
Connecting Colorado Training (Individual Training)	KEYS was provided a professional development training. This is the state and county-run system that delivers immediate, tangible results for KEYS students with Job seeking skills and labor marketing information.

KEYS served a total of 173 awards for fall, spring and summer semester. Some student received the scholarship for all three semester, and others for one or two semester; other awards depended on student eligibility.

TERM	# AWARDS
CCD Fall	52
FRCC Fall	17
CCD Spring	66
FRCC Spring	10
CCD Summer	28

Total awards =173 for 105 students

Grants written, funded, purpose

- **KEYS was awarded with additional funds in the academic year 2013-2014 in the amount of \$75,000.** For 2014 summer semester, \$19,970.70 dollars was used to award additional scholarships. This left an additional \$55,029.30 in funding. The reaming funds were rolled over to this academic year 2014-2015 and were used for additional awards.
- The KEYS Grant had to modify the contract to assets with this academic year.

Scholarly Activities

- Digital Story Workshop
- Financial Literacy Workshop
- Overcoming Barrier and Time management workshop

Assessment

Student Per College	Completed	Continue with Certificate/Associates	Drop or Transfer
CCD	19	88	11
FRCC	4	17	

CCD

- 19 Graduates from the KEYS Program
 - 3 students will continue with their Associates Degree
 - 16 graduates have transferred to a 4-year university
 - 2 students of the 19 have landed an employment

FRCC

- 4 Graduates from the KEYS Program
- 13 FRCC students will continue with their Associates Degree

Program Review (PR) and Specialized Accreditation Update, as applicable

SLO’s and CAS standards based on a 7 year PR cycle and/ or specialized accreditation cycle as applicable.

Issues response ongoing follow-up

Below are the SLO’s for the KEYS Scholarship Program for the 2014-2015 academic year. Each SLO gives a brief synopsis of the outcome and the completion of this year.

Student will gain and learn a budgeting system on their current budgeting expenses; their future wages of their occupational career choice and gain the knowledge in the loan process while in college.

Students attend different workshops to gain and learn a budgeting system. Students were introduced to a new and different budgeting system on their current budgeting expenses and their future wages of the occupational career choice and have the advantage and this knowledge in the loan process. Students have continued to express interest in financial literacy and we evaluate each semester. Students are grasping the knowledge of loans and the impact of their debt that’s been accumulating through their educational career. Students have learned to gain and continue to express interest in financial literacy. They are realizing how taking out loans and withdrawing from classes, affects them with their financial aid and their degree works. After each one on one meeting, students are given a budget to modify to their monthly budgeting.

Students will learn how to overcome barriers that they face on a day-to-day basis. They will learn how to navigate through their barriers and gain access through different resources within CCD and outside community resources.

Students have and are continuing to overcome barriers that they face on a day-to-day basis. KEYS has continued to motivate students to learn how to navigate through their barriers and gain access through different resources within CCD and outside community resources. KEYS conducts work-shops on barriers for participants, and will continue to collaborate with the Resource Center to develop other workshops for KEYS participants on other circumstances they are facing day to day.

As part of the success and accomplishments that KEYS has demonstrated, we have initiated and implemented a digital story with goals and achievements for their enrollment into the KEYS program. Students create and share their story of being a displaced homemaker and overcoming of a being displaced homemaker. They share their barriers and how being college students is helping them reach their goals and striving for excellence.

Digital stories are conducted after their first completed semester. Students are instructed and trained on a one on one basis.

KEY participants will learn how to develop and explore a career plan by researching their career choice that will assist them in developing their plan.

KEYS co-facilitate with CSP, our 1st Annual Agents for Success Career Panel career panel. The panelists were invited to discuss their experiences within their industry and wide range of career building experiences. Students were engaged and requested to have more career panels each semester.

KEYS has supported Colorado's competitive advantage to educate and train on the workforce of the future, by providing students training with Connecting Colorado Employment program. This is to help students to identify study programs that meet business needs throughout Colorado. This is an ongoing process and will continue to grow to meet more needs that the students are seeking. Students are also provided additional resources for career assessment, resume building by Workforce Centers.

Plans for the Current Year 2015-2016 to support the achievement of CCD's and your Units Strategic Plan and or the CCHE Performance Contract.

(Goal 1) Create a professional development committee designed to increase students' academic achievements by establishing and maintaining support mechanisms for underperforming students. KEYS will analyze the academic performance of all KEYS students and considered the effectiveness or its prevention and intervention systems for students who are failing classes.

(Goal 2) Bolster the external partnerships and opportunities associated with the KEYS program. The objective is to increase education and provide real time resource data as well as up to date business and industry information that increases internships, employment, and success for program participants.

(Goal 3) Develop a mentoring program with a cross functional team. Select team members to assist with developing goals for the mentoring program and implement specific needs for students who are struggling with barriers or personal issues.

- Continue and increase partnerships with CCD community.
- Identify 5 additional community organizations to partner with the KEYS Scholarship Program to increase participation with the KEYS program as well as potential CCD students.

-

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- To increase scholarship funding for the academic year 2015-2016
 - Conduct a proposal for additional funding from CDLE.
 - With increased funds this will allow more FTE enrollment for the KEYS Program.
 - Establish new MOU's with Front Range Community College and Community College of Aurora.
 - To have match funds from CCA/FRCC foundation to support students for additional semesters.



Executive Summary:

In 2014-2015 the Transfer Success Center set out to improve our program deliverables in the following areas: International student engagement, data collecting and reporting, staff knowledge of transfer, and transfer sessions. These goals aligned directly to the CCHE Performance Contract Goal #1: Increasing attainment, Goal #2: Improving Student Success, and Goal #3: Reducing Gaps.

September 29, 2014

TSC hosted an international student transfer information session by Stacey Chen from California State University-Northridge (CSUN). TSC partnered with International Admissions (Nu Tran and Aubrey Winbigler) and COSO (Dat Bui) to recruit international students to attend the CSUN information session. No students attended but it provided an opportunity for Dat, Stacey and Cortney to discuss the potential of creating a transfer agreement between CSUN and CCD targeting international student transfers.

November 19, 2014

TSC partnered with International Admissions to host international admissions counselors from both CU Denver (Clay Harmon) and MSU Denver (Patrick Fay). By providing an informal drop by setting more students participated than in prior transfer programming marketed to international students. 8 international students participated.

Data collection and reporting was identified as an area of need to help demonstrate why a stand-alone transfer center is necessary for the college to fund. It has been difficult to collect such pertinent information manually through work-study support with intakes. We have also leveraged such tools as survey monkey, tatango, and interest cards. (See Appendix for departmental data collected).

In May of 2014 we lost a full-time Transfer Specialist which impacted the department's ability to offer numerous transfer sessions, talk and tours, and college-wide events. As a result, we were forced to reduce the number of transfer sessions, talk and tours, and transfer events overall to adjust to the growing number of students persisting to a 4-year institution.

International student engagement was a focus of the departments as international students yield a large number of completions for the college as well as funding.

Unanticipated Activities for the department came in the form of Fast Track days, red carpet days, DPS expo day, Money Smart Week, and an influx of resource fairs and new student orientations.

Unit Accomplishments:

Professional Development:

- CCCS Transfer Initiative Work Group/Transfer Advisor Meeting
- CU Boulder Engineering Advisors Meeting
- Student Development and Retention Retreat-Go Pro
- CCD Welcome Back for Faculty and Staff
- Volunteer, National HACU Conference
- Conference Attendee, National HACU Conference
- MSUD Advisor Luncheon

- CU Boulder Engineering Talk & Tour
- MLK Jr. Event
- Transfer Engineering Panel and Transfer Business Panel
- MSU Denver Talk & Tour
- CCD Conversation Day
- Auraria Higher Education Diversity Summit
- CCD Last Lecture
- Colorado School of Mines Talk & Tour
- Tri institutional Conference

Student/Hourly Staff

- Women Rocking the Rockies: Being Authentic by Heidi Loshbaugh
- Money Smart Week
- Latina Youth Leadership Conference
- School of Mines Talk & Tour
- MSUD Talk & Tour
- CU Denver public affairs graduate presentation
- Business Panel during Completion Week\
- Johnson & Wales University Visit
- Career Developmental Center: "Career Chats"
- Building your professional network
- DPS Expo-College 101
- Mandatory Student Employee Supervisor Meeting

Students Served (DATA)

Fall 2015: 839 students

Spring 2015: 385 students

Grants Written

Collaboration on the Department of Education Hispanic Serving Institutions Proposal for \$2,409,470 over five years

Scholarly Activities

Presentation Proposal Accepted for the CCCS Student Services Conference 2015

Service Activities

Chair/Member of CCCS Transfer Initiative Work Group

- Adventist University of Health Sciences Nursing Advisory Committee
- FIPSE/Auraria Transfer Plus Committee

Assessment

As a result of utilizing data and a universal design in our strategic planning to influence program design our department implemented the following changes that increased student learning outcomes:

- *Reduction in pre/post survey questions in transfer sessions*
- *Curriculum redesign (financial-aid 600% Pell grant rule and loan rule)*
- *Altered intake form and procedures*
- *Streamlined unofficial transcript evaluation request process through front desk support and tools*

- *Designed a new student orientation interactive activity*
- *Generated Transfer Checklist for the top Colorado transfer destinations*
- *Designed a D2L shell to deliver pre/post assessment's on Transfer sessions*
- *Updated Classroom presentation request form and deliverables*
- *Increased out of state 4-year institution participation in Transfer fairs*
- *Systematically changed Transfer Week to Completion Week to align with the strategic plan*

Student Learning Outcomes

Students who utilize the Transfer Center’s services, events, and programs will demonstrate the ability to access, utilize, and integrate new transfer information learned into their transfer planning.

[ISLO: Critical Thinking]

Students who utilize the Transfer Center’s services and resources, and participate in the center’s events, will demonstrate an increased level of confidence in their transfer knowledge.

[ISLO: Communication]

Students who utilize the Transfer Center’s services and resources, and participate in the center’s events, will demonstrate an increased level of confidence in their transfer knowledge.

[ISLO: Self-Awareness and Interpersonal Skills]

Our department supported the college-wide HLC process as an HLC Accreditation Writer for team five. The contribution and participation in HLC provided a great snapshot into the necessary collaboration amongst the learning and student services sides of the house to ensure our institution holds an accreditation for our doors to stay opened.

CAS Standards

TSC CAS Standards Team

Name, Title	Department & Role in CAS	Institution
Elizabeth Collins, Academic Coordinator	TRIO, Experienced Assessor	CCD
Cortney Paddock, Transfer Specialist	Transfer Success Center, Assessor	CCD
Shantel Torres, Program Assistant	TRIO EOC	CCD
Luke Jackson, Admission Counselor	Colorado MESA University, Assessor	Colorado MESA University, CMU
Monica Bellaire, Educational Access Specialist	Educational Opportunity Center, Assessor	CCD
Theresa Gatewood, Transfer Success Center	Transfer Success Center, Support	CCD
Melissa Sypniewski, Operations Support Staff	Transfer Success Center, Point of Contact	CCD

HLC is ongoing as well as CAS Standards

Plans for the current year (2015-2016) to support unit, plan, and contract

- *The baseline goal is for 20% of CCD graduates to utilize at least one service provided by our department*
 - Aligns with Goals #1,#2, and #3 in the CCHE Performance Contract
 - Supports the Strategic plan Goal area in Student Learning and Success, Organizational Integration and Effectiveness, External Engagement & Partnerships, and Culture of Evidence, Transparency and Shared Information

- *Increase communication about transfer with CCD Specialist and Advisors by creating a bi-monthly newsletter on transfer programming, deadlines, and articulations.*
 - Aligns with Goals #1,#2, and #3 in the CCHE Performance Contract
 - Supports the Strategic plan Goal area in Student Learning and Success, Organizational Integration and Effectiveness, External Engagement & Partnerships, and Culture of Evidence, Transparency and Shared Information
- *Increase transfer advising and support of CCD's Hispanic and International student populations*
 - Aligns with Goals #1,#2, and #3 in the CCHE Performance Contract
 - Supports the Strategic plan Goal area in Student Learning and Success, Organizational Integration and Effectiveness, External Engagement & Partnerships, and Culture of Evidence, Transparency and Shared Information

Human Capital is essential to the execution of the transfer process so the recommendation would be the agility to hire two full-time staff members (Admin III and Technical Professional) to support the college-wide goal of retention, completion, and persistence.



Executive Summary:

In late fall 2012 academic advising and educational case management redesign were underway and the concept of the Resource Center (RC) was born. In January 2013 the restructuring of the Resource Center was finalized, formally naming a director, one retention specialist, and an administrative assistant. Three full time positions for retention specialists were approved and the RC became fully staffed on the first day of the physical relocation and official opening of the Resource Center, in mid-August 2013.

2013-14 was a year of staff training and relationship building with other departments. Understanding the RC's purpose, development and scope of services, and role within the college became the major goals. 2014-2015 was a year of structured program development and strategic implementation. The focus was on perfecting program services while embedding major theoretical approaches to service delivery: Client Centered, Motivational Interviewing, and Developmental advising. These approaches allowed the RC to create an eclectic service delivery methodology that serves our unique and diverse population.

In 2014-15, an estimated average of 584 contacts were made per month, not including the numerous emails and phone calls that are made each month. Data collection has been a slow and hard process because we are without database. The hope for 2015-16 is that a reliable database will be available and used to track contacts and services in order to inform our work and areas of needed improvement.

We have 3 program categories that help us with co-horting and RC intake organization/needs:

1. First Year Experience (FYE)-Cohort specific – must have a RC intake (caseload)
2. Denver Scholars - Cohort specific – must have a RC intake (caseload)
3. The Link- not cohort specific, any CCD student can receive help

2015-2016 is the year the RC will focus on assessment in order to inform the improvement of services, programming, and establishing a solid, best practices model for retention. Utilizing feedback from students in the form of surveys and focus groups is a goal. In addition, if a database is available, the ability to track services as they related to interventions that increase retention and graduation rates is also a great hope for 2015-16.

Financial Highlight

The RC is primarily funded by general funds. The Center gained a Retention Specialist in fall 2014, a position funded by Colorado Challenge. The Center's budget provides a private office, telephone, supplies, desktop computer, and access to a copier, printer, and fax machine. This staff is committed by the MOU to serve Denver Scholarship Foundation (DSF) university degree seeking students who are in the 2014 and 2015 DSF cohort. The freedom to serve the greater CCD student community is not permitted. In addition, in September 2014, the RC lost a full time Retention specialist and has yet to get approval to fill that position, though desperately needed. DSF has partnered with CCD in the grant funding of the SEED program, where 15-16 will be the last year of funding. In 14-15 this grant provided the following access to funds to help support services to students who fit this grant criteria (DSF students who are University bound and likely to complete a bachelor's degree by their fifth year of college). In 16-17, if the college wishes to continue with the work of the SEED program, alternate funding must be planned for. 100% of the Director's salary will need to come out of general funds after June 30, 2016.

In May 2015, CCD competed for an HSI grant. The grant would provide an opportunity to scale up the services which have been successful within the SEED grant. Awarding of this grant has not been made as of the date of this annual report.

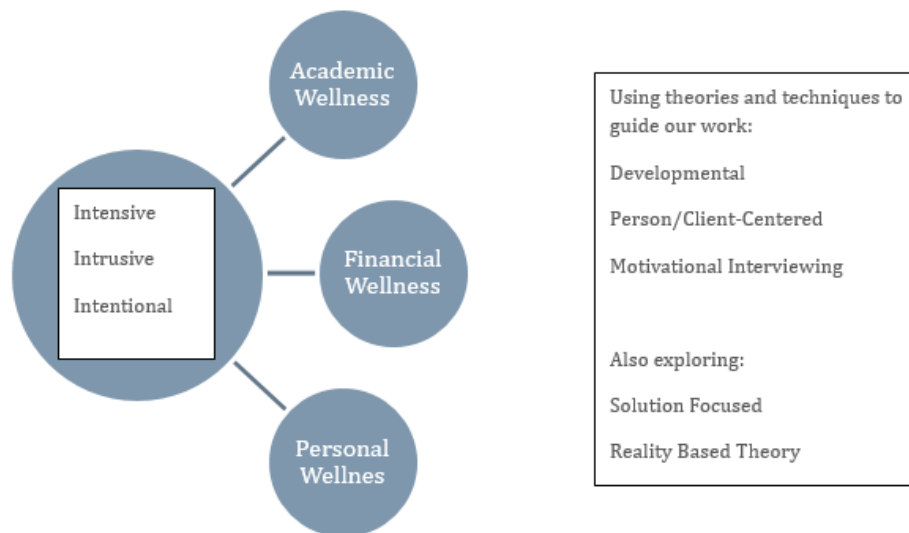
Actions to support the achievement of CCD’s and your Unit’s Strategic Plan and/or the CCHE Performance Contract

The RC recognizes the need to support achievement in our students, and we must do so providing wraparound services to our students. Academic success cannot be achieved in a vacuum, the students’ finances and personal barriers must also be addressed. Students are served one on one and/or in small groups. The RC provides Student Success Workshops and lends laptops to eligible students.

The Resource Center is a “one stop shop” supporting students in three major life domains:

1. Academic Wellness
2. Financial Wellness
3. Personal Wellness

Our staff are cross trained and knowledgeable with the admission process, academic advising, financial aid, and helping with personal issues.



Operating Highlights

This year the Center has forged new partnerships and nurtured existing partnerships with other programs throughout the college and in the community, increasing the level of communication regarding support programming, sharing resources and best practices, and overall, outreaching to more students providing greater access to services.

- Denver Scholarship Foundation
 - RC is the MOU mandated (by DSF choice) support service provider
 - SEED grant started in 2012 and was originally awarded for three years. The funders are pleased with the results thus far and have granted an extension of one year. The grant will be terminate at the end of 15-16, versus at the end of 2015. In addition, the funders expanded their definition of a successful transfer to include any 4 year university and not just MSU Denver and CU Denver.
- Mile High Youth Corp

- Participants are exposed to Student Success workshops in the fall and spring semester. They are advised by another support program at CCD once they become students.
- Warren Village (WV)
 - CCD students at WV receive support via the Student Success Workshops that are presented to them at WV. This partnership allow these students to begin relationships with the RC staff in the event they continue college education at the Auraria Campus.
- AAA 109and COM 175
 - Late spring RC's FYE program began partnering with the AAA 109, whereby all students enrolled in this course in fall 2015 will be mandated to participate in the RC's FYE program. FYE student success time management curriculum will be facilitated in the classroom and attached to course assignments.
 - Likewise, students in the FYE program that are not in AAA 109 will be offered COM 175 as part of their registration.
 - The 15-16 year will be used for RC to evaluate the success of students who receive either intervention, helping FYE identify variables to assist in the advising for FYE students.
- Denver Kids, Inc. (DKI)
 - June 2015 DKI met with RC and COSO to begin to establish a cohesive partnership for those seniors in DKI as they transition to CCD.
- DPS
 - In April 2015 COSO and RC partnered together with DPS and hosted Red Carpet Days. Students who attended completed a contact card and are being outreached to by the RC as they transition to their first year of college at CCD.
 - The goal is to get 100% of the students who choose to attend CCD (and attended the Red Carpet events) to participate in with the RC as their support program.
- STEAR
 - The RC Retention Specialists assigned to a caseload of students are acknowledged at a primary advisor with in the STEAR system. This allows students the ability to maintain relational consistency versus allowing a "stranger" to respond to their STEAR alert.
 - The RC is also available to be assigned as a "resource referral" within STEAR, thereby allowing academic advisors to have a partner when it comes to recommending and tracking referral to community resources.
- Multicultural Film Festival
 - November 2014, two RC staff volunteered for and hosted the film of the month and let discussions with participants as they related to the success of first generation students.
 - March 2015, two RC staff volunteered for and hosted the film of the month and let discussions with participants as they related to the success of students who are single parents.
- Student Conduct
 - November 2014 the RC began partnering with the Office of Student Conduct. Students with certain sanctions were able to be serviced at the RC. These services included 1:1 sessions as well as small groups with topics such as personal responsibility, values, communication, and conflict resolution.
- Financial Literacy Task Force (Money Smarts Team)
 - A RC Retention Specialist is a member of the financial literacy task force. The Money Smarts team facilitates Student Success Workshops each money, helping students stay accountable within the realm of financial wellness. This Retention Specialist is also responsible for helping with the execution of Money Smarts week in April.
- CCD Scholarships

- The RC is an approved support program for students who are receiving an institutional scholarship. These students choose to opt into our program and receive the same caliber of services as all of the other caseload students.
- Higher Education Diversity Summit (HEDS)=
 - A RC Retention Specialist is a member of the HEDS, allowing the RC to have a voice.
- Digital Story Telling (DST)
 - January 2015 a RC Retention Specialist won, by peer votes, and his DST video is on the CCD website. This partnership is with faculty.
- Adjunct Speak Out Day- February 2015
 - Two RC Retention Specialists provided workshops for classes that needed a substitution lecture.
- CARE Team
 - The RC Director is a member of the CARE Team, utilizing professional education and expertise in triaging students who have CARE reports.
- Higher Learning Commission (HLC)
 - The RC Director is a member of the HLC steering committee, oversight committee, and the HLC writing teams.
-

Unit Accomplishments for 2014-15

The Resource Center is still a relatively new program at CCD, perfecting the services and programming is our focus and continued goal into 2015-16.

Without a database, hard data driven accomplishments are difficult to track, however, DSF has the ability to track and has given us tremendous data points that drive our accomplishments (see attached DSF reports).

While these reports are DSF scholar specific, the philosophy in which these students are served, is fundamental to the RC.

Overall accomplishments:

Average contacts made each month (NOT including emails and phone calls): 583

Workshop attendees: July 2014-May 2015: 1180

College and community partnerships

The final retention and persistence reports for 2014-2015 are still being calculated. Initial estimates show that 73% of the total RC caseloads that were registered in fall 2014 have or will persist to fall 2015.

The overwhelming reasons for not persisting include: financial aid ineligibility and balances owed. In 2014-2015 the financial aid status of ineligibility was assigned in the first semester for any student who withdrew all or failed all, versus the status moving to ineligible in semester 2. This change in policy has contributed to a drop in persistence.

Despite and because of the lack of a college database being available, in April 2015 the RC began piloting a data collection and tracking system whereby contacts, services, intakes, and needs assessments are being collected. This collection will be instrumental in the 2015-2016 goals for evaluation and assessment. As a sample, in May 2015, the RC was able to document 79.9% of the Academic Wellness contacts were related to academic advising and 31.7% were related to student schedules. The highest rates in the Financial Wellness area are attributed to: award advising, scholarship research/help, and assistance with financial aid missing documents. The ability to track services needed at particular months will inform programming in the years to come. This is a great accomplishment for our department.

Program Review (PR) and Specialized Accreditation Update, as applicable

CAS

The RC was scheduled to undergo CAS review in spring 2015, however, due to shortage of staff and other prominent tasks, the CAS review will shift to a summer and fall 2015 undertaking.

Plans for the Current Year (2015-16) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

The RC will continue with services and partnerships as in 14-15 and in 15-16 the RC will focus on:

- CAS Review
- Establishment of Evaluation and Assessment Procedures
- Data Collection and reporting

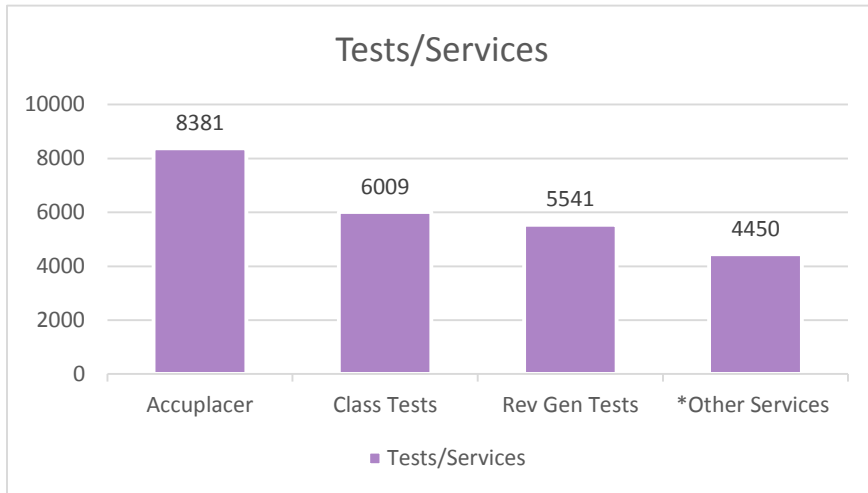
Anticipated challenges:

- Shortage of qualified Retention Specialists
- Lack of uniformed and reliable database



Executive Summary:

Successes This year has been a very successful year for the CCD Testing Center. We fully transitioned to specialized teams resulting in greater accuracy and efficiency. Each team specializes in a particular area of the Testing Center and works collaboratively with their Team Leaders to create, update and implement improved processes. The CCD Testing Center has served 24,381 students as of May 31, 2015.



Other services includes transcript and test score review, students served at NSO and Fast Track as well as other on campus events.

Scheduling Software

One of our greatest successes this year was a direct result of the implementation of our new scheduling software. We started out small and have slowly expanded with appointment based testing. The move to appointment based testing has provided us with the data we need to support many of our staffing decisions as well as vendor testing windows. We have the data to support some larger changes which will increase our accuracy and efficiency.

In addition, the scheduling program only allows students to schedule for tests we actually have and within the instructor’s time frame. While this may seem very simple and basic, it was not something we had the ability to control with walk in appointments. Students were often turned away because we simply did not have the test or it had expired. Scheduling has eliminated these types of issues.

Finally, our check in process is drastically different from a year ago. We no longer have long lines during midterms and finals and can control the number of students checking in at any given time. The new software is much more user friendly for TC staff and students and adaptable to our changing needs.

Fully Funded CLEP and DSST Military Site

In an effort to better serve our veteran students we reassessed our internal processes for CLEP and DSST. We became a fully funded CLEP site and have begun the process to become a fully funded DSST site. In addition, we have begun waiving the proctor fee for any active duty military personnel, whether or not they qualify for a fully funded CLEP or DSST exam.

Vendor Recognition

This year we obtained a perfect score on our Prometric Secret Shop. It is very rare for any testing center, academic or professional, to achieve. We were contacted by the Director of Security as well as our District Manager at Prometric to congratulate us on this accomplishment. We accomplished this as we also experienced a 23% increase in our Computer Based Testing area (as of May 31, 2015).

Challenges: Most of the challenges we encountered this year were related to our outreach efforts. Testing is an area that most are largely unfamiliar with. This year we collaborated a great deal with academic departments to provide services that had never been offered before.

High School Testing

Testing with DPS had many challenges, however, we did see great success with the creation, approval, and implementation of the Offsite Testing Manual. We received buy-in from DPS and trained several DPS staff to administer the Accuplacer test under our license. Maggie was able to create a comprehensive training program which was uploaded into D2L and accessible 24/7 by DPS staff. In addition, Maggie hosted several training webinars via WebEx to assist with the training process. This year we have tested 2743 high school students and invoiced DPS for \$6540 in retest fees. We are the only metro area college that does not bill high school students for retest fees, but rather we bill the high school as per our agreement with DPS.

Accommodated Testing

The unique needs of accommodated students presented several challenges. We were able to meet most technological needs and provide readers and scribes, however, the scheduling process was extremely time consuming and labor intensive. At the request of the Accessibility Center, we made the exception that students could schedule their exams without the exam actually being available in the Testing Center. We saw many instances in which the test did not arrive in time for the scheduled appointment. Despite our best efforts to reach out to instructors, we were not always able to reach the instructor to request the exam. In addition, we were not always able to reach the student to notify them that their test was not available. It's very difficult to hold instructors accountable when we have no authority to do so.

Class Test Delivery

There continues to be confusion about Class Test Delivery and while we collaborated with faculty, department chairs and office managers on our processes, we continued to see confusion. The entire process proved to be more labor intensive than originally anticipated and we are in the process of reassessing our current practices.

Transitioning to Teams

Moving to teams has been an overall success, however there have still been some challenges. In particular, we have struggled at times with some teams being short staffed and others being overstaffed. We are utilizing data from our scheduling software to better predict our needs throughout the center and throughout the semester.

Budget

Unfortunately the projections we needed for staffing were not timely or accurate and we did not utilize the data we collected to make the best staffing decisions. In response, we have made several changes to the way we staff based on the data we have collected from our scheduling software. In addition, we have drastically changed the way we hire and have begun to utilize CCD work study students. This presents new challenges as faculty and the Accessibility Center have expressed their concern about test security

and confidentiality. However, we are proceeding and have taken additional measures to ensure security of tests and personal information.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE

Performance Contract

One of our goals was to explore new revenue sources. We have been in communication with Prometric to offer more MCAT tests. Our plan is to open up 16 more seats for this exam which will bring in an additional \$1000 per administration. We do not believe there will be any upfront costs at this time, however we are working with the Prometric IT team to confirm that we have all necessary equipment. We anticipate a minimum of 16 administrations next year.

In addition to adding seats for MCAT, we are looking into adding seats for CLEP as well. We can open up an additional 20 seats and are in communication with our IT as well as CollegeBoard's IT departments to ensure we can make this upgrade. This will be a great opportunity for us to open up CLEP testing to large groups.

Overall this year we have seen our revenue generating testing increase by 17% from last year as of May 31, 2015). This includes vendor testing, courtesy exams, and retest fees. This year we also saw an increase in expenses. We upgraded one of our labs to better meet the needs of our vendors. We also purchased new work stations for our CBT center. These purchases will enable us to now expand our MCAT testing and creates some new revenue generating opportunities.

Unit Accomplishments for 2014-15

The CCD Testing Center has been very active in attending, hosting, and facilitating professional development for our own staff as well as other CCCS testing center staff.

- July 1, 2014—Ana met with Steve Hennessey, Director of Security at Prometric to discuss security protocols for new MCAT administrations. Steve spent the entire day in our center observing and coaching our CBT staff.
- July 11, 2014—Hosted the CCCS Testing Center Directors Quarterly Meeting
- July 31, 2014—Attended the CCD/DPS Transition Program Summit
- July 31, 2014—Visited Prometric professional site and collaborated with Anahi Nevarez, site manager, on their security measures for MCAT administrations.
- August 1, 2014—SDR Annual Retreat
- August 7, 2014—Hosted Anahi Nevarez from Prometric (professional site manager) for a tour and collaboration on our MCAT security processes.
- September 3-5, 2014—All full time Testing Center staff attended and participated in the NCTA Conference. Accommodated Testing Specialist, Michele Hosaka, presented on Accommodated Testing services through the Testing Center. Ana Rodriguez and Maggie Bodyfelt assisted at the Hospitality Desk.
- September 18, 2014—Ana Rodriguez and Maggie Bodyfelt attended the CCCS Concurrent Enrollment Retreat.
- September 26, 2014—Maggie Bodyfelt facilitated the Rocky Mountain College Testing Association Conference at Colorado Mesa University.
- September 26, 2014—Hosted the CCD Testing Center Open House for staff and faculty.
- October 1, 2014—Ana Rodriguez and Maggie Bodyfelt attended GED Professional Development by the CDHE and hosted by Red Rocks Community College.
- November 7, 2014—Maggie Bodyfelt facilitated our first Testing Center retreat.

- November 14, 2014—Ana and Maggie attended the CCCS Testing Center Directors Quarterly Meeting
- December 5, 2014—CCCS TC Director’s Meeting
- January 30, 2015—CCCS TC Director’s Meeting
- February 20, 2015—Ana attended the CCCS PLA 101 Workshop
- February 20, 2015—Maggie attended the All Advising Meeting
- March 5, 2015—CCCS Testing Center Director’s meeting with McCann to discuss implementation.
- March 6, 2015—RMCTA Spring Conference. Co-facilitated by Ana and Maggie.
- March 10, 2015—CCD Testing Center hosted a McCann training for other CCCS Testing Center staff in the Confluence Assembly Rooms.
- March 13, 2015—Maggie attended and presented at Assessment Day.
- March 20, 2015—Full time staff attended College-Wide Conversation Day.
- March 26, 2015—Ana attended ASSET Training
- April 10, 2015—Maggie attended the Auraria Higher Education Diversity Summit.
- May 12, 2015—Maggie participated in the AACRAO Webinar on Legal Issues for Associations.
- May 29, 2015—Ana and Maggie attended the CCCS TC Directors Meeting.
- June 19, 2015—Full Time staff to attend the SS Summer Retreat.
- June 23, 2015—Ana and Maggie to attend the CCCS TC Directors Meeting.

Ongoing Professional Development

- Maggie Bodyfelt created a comprehensive training program with video tutorials in D2L for DPS staff to become trained Accuplacer proctors. In addition, Maggie hosted several webinars via WebEx for all DPS staff interested in becoming Accuplacer proctors.
- The Testing Center actively participates in all New Student Orientation and Fast Track days to offer testing information to incoming students.
- All full time Testing Center staff actively participate in the “Ask Me” tabling events during the first week of classes.
- Collaboration with the Math and English Departments on new course placements, score reports, scoring process, etc.
- Collaboration with the PLAC committee on CLEP and DSST marketing.
- As the President of the Rocky Mountain College Testing Association (RMCTA), Ana facilitates all meetings and conferences. In Ana’s absence, Maggie, the RMCTA Treasurer steps in to facilitate these meetings and conferences. As part of her practicum, Maggie applied for and was awarded a grant from NCTA to organize a larger conference for RMCTA as well as an Officers Retreat.
- The CCD Testing Center Director is actively involved in the NCTA Certification Committee and has served for three years on this committee.
- The CCD Testing Center actively assesses all practices.

Candidate Feedback

All candidates are asked to provide feedback on their experience in the Testing Center. We utilize secret shoppers to assess our services. Our vendors gather feedback from their candidates on our services and regularly send secret shoppers into our center.

Feedback from Part Time Staff

Part time staff provide feedback on full time staff twice a year. In addition, we utilize an anonymous, electronic suggestion box for any staff member to utilize.

Feedback from Faculty

We solicit feedback from faculty at the end of each semester on our services and suggestions for improvement.

Feedback for Part Time Staff

Team leaders are expected to observe each of their Team Members a minimum of once per month in six performance areas. This feedback is used in our monthly feedback sessions with each part time staff.

Coaching, pay rates, and rehire eligibility are impacted by this feedback.

In addition to the feedback we solicit and share, the Full Time staff comes together every week to assess and prioritize adjustments to our processes. Each week we focus on a specific area of the TC (Check In, CBT, Class Testing, etc.).

Program Review (PR) and Specialized Accreditation Update, as applicable

- We have begun the CAS process and are pleased with the reviewers we have chosen. Each reviewer brings a unique perspective and experience. We have included reviewers from within the college as well as testing colleague from a four-year institution. Testing is in a unique position as CAS does not have any testing specifications. We will be utilizing NCTA standards as well as vendor standards and best practices to provide some context.
- We will begin the process of recertification with NCTA this year. We have several months before we need to begin and the information we gather from CAS will be helpful in this process.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- This upcoming year we will be focusing on creating a new full time front counter position
- We will be securing some additional sources of revenue with the addition of 20 CLEP stations which will bring us up to a total of 24 CLEP machines. In addition, we will be adding 16 more seats for MCAT administrations.
- The implementation of the CCPT exam will present several challenges, particularly since we do not have access to the test yet. Planning and creating manuals and training programs has been stalled without adequate access.
- While some of our revenue may be decreasing from our retest fees, we will still have the expense of purchasing Accuplacer units for students requiring accommodations as well as our ESL population.

Summary of Fees for 2014-2015 DPS Testing Sessions

School Name	# Tested	Retest Fees	Non-CCD Fees	Workbook Fees	Proctor Fees	Site Visit Fees	Total
Abraham Lincoln High School	325	\$330	\$600	\$620	\$100	\$70	\$1,720
Bruce Randolph High School	118	\$120	\$120	\$80	\$0	\$0	\$320
CEC	302	\$80	\$0	\$160	\$0	\$0	\$240
Contemporary Learning Academy	23	\$290	\$480	\$80	\$0	\$70	\$920
DC-21	27	\$60	\$600	\$20	\$0	\$70	\$750
DCIS	111	\$430	\$735	\$160	\$0	\$140	\$1,465
East High School	270	\$150	\$255	\$410	\$0	\$210	\$1,025
Excel Academy	20	\$30	\$0	\$70	\$100	\$0	\$200
George Washington	78	\$280	\$150	\$100	\$100	\$140	\$770
John F. Kennedy High School	254	\$690	\$0	\$1,220	\$100	\$140	\$2,150
Kunsmiller CAA	64	\$250	\$0	\$0	\$0	\$70	\$320
Manual High School	74	\$370	\$40	\$10	\$300	\$0	\$720
North High School	268	\$860	\$40	\$130	\$0	\$210	\$1,240
PREP Academy	13	\$140	\$0	\$0	\$100	\$0	\$240
Respect Academy	27	\$330	\$0	\$0	\$100	\$0	\$430
South High School	246	\$1,440	\$1,720	\$350	\$0	\$70	\$3,580
Summit Academy	32	\$90	\$0	\$0	\$0	\$140	\$230
West Generation Academy	283	\$600	\$0	\$170	\$0	\$140	\$910
Totals	2535*	\$6,540	\$4,740	\$3,580	\$900	\$1,470	\$17,230
Percent of total		38%	28%	21%	5%	9%	

We also tested an additional 217 students at schools that did not end up getting invoiced (e.g. they came to the testing center to test on their own). Here are the additional schools that we tested students from: Academy of Urban Learning, ACE Community Challenge School, ASCENT, Collegiate Preparatory Academy, Colorado High School Charter, Compassion Road Academy, Denver Online High School, Denver School of Arts HS, DSST: Stapleton HS, Escuela Tlatelolco School, Florence Crittenton High School, High-Tech Early College, Justice High School Denver, KIPP Denver Collegiate High School, P.U.S.H. Academy, Ridge View Academy Charter School, Southwest Early College, STRIVE Prep - SMART Academy, Thomas Jefferson High School, and Venture Prep HS.

We tested a total of 2,752 high school students in 2014-2015.

Executive Summary:

Successes

- Graduation Rates for students who use Student Life programs are THREE TIMES the institutional average.
- Retention Rates for students who use Student Life programs are 10% above the institutional average.
- Student Life in 2014-2015 is paying five times the agreed upon payment toward the Cherry Creek Courtyard
- Conduct and Care reports were at a total of 560-a clear indication of community involvement toward a safe campus

The Academic Year 2014-2015 has been a dynamic one for the Office of Student Life. We have had staff transition and turnover, and have continued to provide effective and innovative services to our students.

Career Development Center – 1240 student visits (108% of last year)

Human Services – 1833 office visits

Office of Student Conduct – 560 reports

Fiscally, we were responsible and frugal. Knowing that we are making payments toward the deficit created by the funding of the renovation of the Courtyard in Cherry Creek Classroom, we saved money, spent wisely, and are returning not just our goal of \$50,000, but closer to \$250,000. (Exact numbers will be calculated when the fiscal year is fully closed out).

Assessment: All areas of Student Life did CAS self-assessments this year and will be building on that information as we move forward. We also worked with Institutional Research to assess baseline information of how many students who participate in the services of Student Life are retained. Student Life did several important trainings for CCD this year. We did trainings on how to deal with a violent person (in conjunction with AHEC), we did trainings on the Care Team and mental health resources for students we hosted a regional training for the Association for Title IX Administration (ATIXA). The Office of Student Conduct hosted several regional events for the Association for Student Conduct Administration (ASCA) and the College Personnel Association of Colorado.

HLC Contributions: Student Life was heavily involved with “The Year of the Writing” for HLC accreditation. The Dean of Student Life led one of the Criterion writing teams while 5 of 6 of the professional staff participated on writing teams.

Strategic Planning Contributions: After not being included in the first cycle of the Strategic Plan, Student Life is represented on working groups for Strategic Plan Goals and is contributing in a constructive manner.

Mental Health Resources for CCD Students: Several months of effort went into forming a partnership with Rocky Mountain Crisis Partners to provide mental health support for CCD students. We have in place a relationship with the Colorado Crisis Line and the Walk-in Crisis Center on Colfax and Clermont.

Students, staff and faculty are welcome to use it. These resources have already become very valuable to the campus.

Student Fee Increase: After years of attempting a fee increase, this year's SGA in a cooperative effort with the Coordinator of Student Activities (SGA Advisor), the Dean of Student Life and budget staff, was successful in increasing the fee to \$7.00 per student per credit per semester. They specifically wanted the increase to go toward hiring an Events Coordinator and supplementing the food bank and lending library.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Student Learning and Success

Student Fee increase – The fee increase, promoted by Student Government will help us widely broaden our scope of helping students through our Food Bank and Lending Library. By getting more students into the Office of Student Life for these services, we can educate them on the other opportunities we have. Research shows that when students are involved, they retain, persist and graduate.

Student Grievance Process – In working with Financial Aid, the Dean of Enrollment Services and the Registrar, the Office of Student Life/Office of Student Conduct integrated all forms of student grievances as defined by federal regulations, as well as system policies into our Maxient System so as to track grievances and respond appropriately.

The Office of Student Life offers programming and services through our Tri-Institutional partners, the Phoenix Center and the Health Center at Auraria. Below are the number of CCD students participating in services offered.

- Phoenix Center
 - Events: 242 attendees
 - Office visits: 26
 - Helpline: 34
 - On scene response: 5
- Co-Leads Conference: 19 attendees
- Women's Leadership conference: 15 attendees
- Health Center at Auraria
 - There were 1062 CCD Students and 16 CCD Staff Members who were served by the Medical Services.
 - The Health Center at Auraria responded to a total of 159 Medical Emergencies on campus, 14 of which were CCD constituents.
 - A total of 1313 CCD students attended health, wellness or educational programming where there was an option to sign in.
 - There were a total of 23,639 individual visits to Student Health 101, a health and wellness e-magazine coordinated and funded by the Health Center at Auraria.
 - Sponsored chair massages for two CCD events; 50+ Expo and the Woman's Resource Fair.
 - Supplies condoms and safer sex supplies to students and CCD offices.

- 10 CCD students accessed the tobacco cessation program, *Light Up Your Life in a New Way*.
- The Health Center tabled 21 times in the Confluence or Cherry Creek buildings
- CCD Specific Events that the Health Center at Auraria attended:
 - CCD Fall Welcome Back
 - CCD 50+ Expo
 - CCD Faculty/Staff Wellness Event
 - CCD Spring Welcome Back
 - CCD Woman's Resource Fair
 - CCD Orientations

Organizational Integration and Effectiveness

- The Office of Student Life actively represents CCD on many Tri-institutional Committees:
 - Student Advisory Committee to the Auraria Board (SACAB) (professional staff serve as CCD ex-officios)
 - Policy Development and Shared Operations Committee (PODSOC)
 - Emergency Preparedness (EPARC)
 - Campus Assessment and Response Team (CART)
 - PE Events Center stakeholders committee
 - PE Events Center renovation committee (no longer active)
 - Sustainable Campus Programs (SCP)
 - Latinos United Across Auraria (LUAA)
 - Campus Safety Advisory Council
 - Women's Leadership Conference
 - Higher Education Diversity Summit
 - Co-Leads (Colorado Leadership, and Discovering Social Justice)
 - Student Activities Planners (SAPs)

External Engagement and Partnerships

- **The Office of Student Life is active in groups/committees/organizations outside of CCD**
 - SLDC – Kathryn Mahoney was chair of this system wide committee
 - Student Affairs at Community Colleges Association (SACCA)
 - Association for Title IX Administration (ATIXA)
 - College Personnel Association of Colorado (CPAC)
 - Individual Career Academic Plan Committee (IPAC)
 - Rising Star Committee (CCCS)

Culture of Evidence, Transparency and Shared Information

The Office of Student Life is compiling a large data assessment project (see attachment: Student Life IR data project 2015). This report will be shared widely.

Unit Accomplishments for 2014-15

Professional Development:

- NASPA Law and Policy Conference – Denver Oct. 2014
- ATIXA Advanced Investigation Training – CCD/Office of Student Life hosted

- D-Event – prominent experts in behavioral intervention and threat assessment were on Campus to do a training for regional conduct officers. Event was organized by Jake Kasper
- NaBITA training through system office (National Behavioral Intervention Team Association)
- Students served by Student Life – Many numbers are reflected in Annual Reports of Student Life areas.
- Grants written, funded, purpose – No grant funding for this past year
- Scholarly Activities – No scholarly activities for this past year
- Service Activities - Several staff members have leadership positions on boards/committees etc. They are listed above in Section II.
- Assessment - See attachment for Student Life IR Data Project 2015

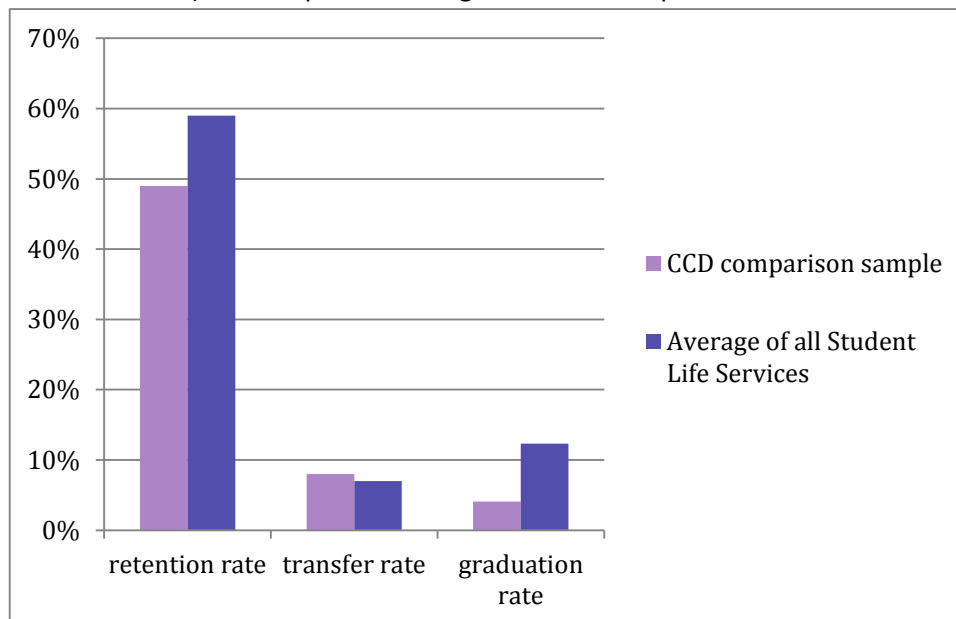
Program Review (PR) and Specialized Accreditation Update, as applicable

- Each area in Student Life conducted a CAS self-assessment this year. Based on any gaps in that analysis, each area is setting goals around meeting those gaps and adjusting services as necessary.
- In February of 2015, the Office of Student Life started on a project to determine the retention, transfer and graduation rates for students who use our services. With the helpful assistance of Institutional Research, we were able to generate numbers that give us information about past services and will help us with more specialized assessment and targeted Student Life Services going forward.

The Office of Institutional Research calculated retention, transfer and graduation rates to provide us with an accurate CCD comparison sample. Those rates were 49%, 8%, and 4.1% respectively.

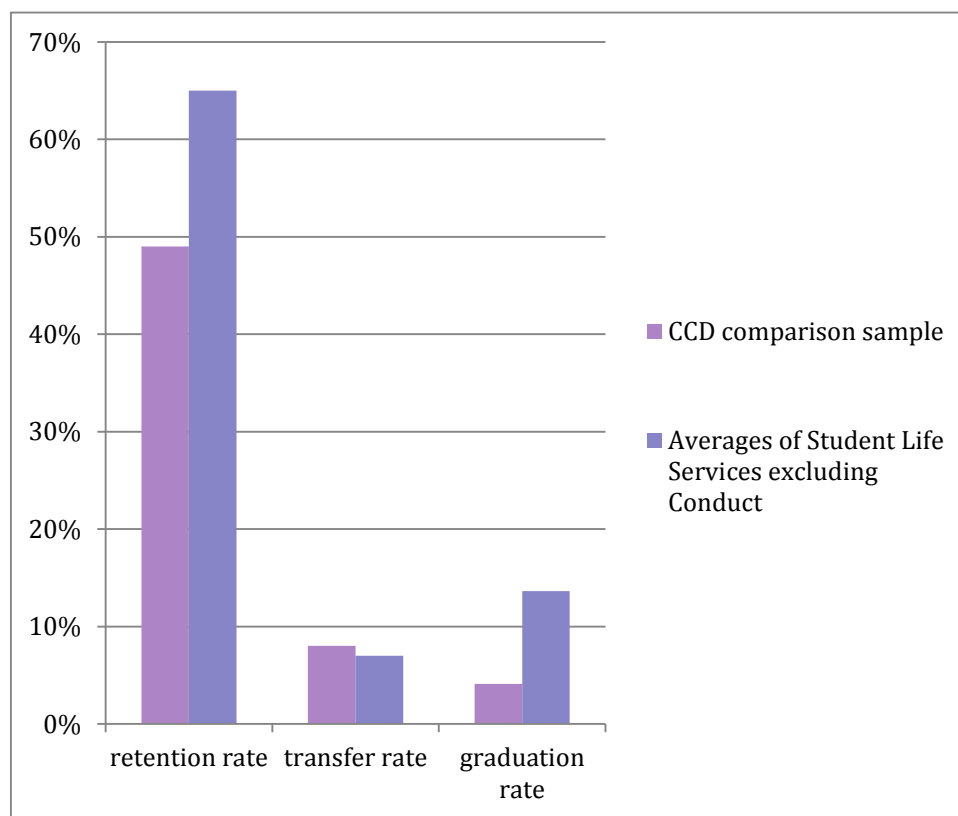
Overall Student Life Numbers

The overall average Retention, Transfer and Graduation rates of Student Life Services (including the Office of Student Conduct) are compared to the general CCD sample below:



Overall, the Office of Student Life has a 59% retention rate, which is 10% higher than the institutional average. We have a 7% transfer rate, which is a 1% difference from the institutional average, and we have a 12.31% graduation rate, which is 8.2% higher than the institutional average. *The graduation rate of students who participate in the services that Student Life provides is three times the institutional average.*

The Office of Student Conduct numbers for retention, transfer and graduation are below the institutional averages. This is typically because students we see in the Office of Student Conduct are already students who are at-risk of not succeeding. Measuring success in Student Conduct more accurately comes from recidivism rates, which are low and therefore good, and the Qualitative Data of students expressing what they have learned through their Conduct experience (refer to Office of Student Conduct Annual Report). Since numbers from the Office of Student Conduct are slightly different than for overall Student Life Services, we created a table with the Conduct numbers removed.



Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

- Assessment Systems building: The Office of Student Life will be working actively to build assessment systems based in part on the information we gained from our Student Life/IR Data Project 2015. We will begin our work and planning at our staff retreat on August 5.
- Student Life Marketing: We will begin to work on getting our information out to the campus community much more widely and regularly. Again, planning for that will happen at our retreat on August 5.
- Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions

- Our **staffing issues** are significant in the area of Career Development. Our current full time professional is handling all areas of Career Development. And while Andrea Wieland is agile at creatively meeting the demands put on the office, it is not sustainable to have our strategic plan be so focused on workforce outcomes, and graduate job placement and only have one staff member.

Comparison: Career Staffing models at metro schools:

CCA – 3 total professional staff

PPCC – 4 specific career advisors (Model is joined with Academic Advising)

FRCC – 5 total Coordinator/Employer Relation Specialist/Career Advisor at each campus

ACC – 2.5 total Career/Transfer Coordinator/Advisor and .5 FTE Employer Relations Specialist

RRCC – 5 total Manager/3 Career Advisors/internship coordinator. One of our goals for next year is to continue to use our money wisely. This year, we made significant progress in paying back the Courtyard Debt. The courtyard debt will be paid down by approximately \$250,000.

Executive Summary:

During the last year the Career Development Center has continued to see an increase in student traffic and use of our office. Over all we have an 8% increase in the total number of visits to our office over the last year. The demand for our services as well continues to grow and in the last year we were added to the Orientation programming to present during regular orientations and to table and inform students about our services during fast track orientations.

Spring 2015:	359 visits	Spring 2014:	505 visits	71%	Of last spring
Break 2015:	65 visits	Break 2014:	51visits	127%	Of last winter break
Fall 2014:	543 visits	Fall 2013:	405 visits	134%	Of last fall
Summer 2014:	273 visits	Summer 2013:	182	150%	Of last summer
Total: 14/15	1240	Total: 13/14	1143	108%	Of total visits last year

In December of 2014, we lost full-time staff member Glenn Holly to Red Rocks Community College leaving one full-time staff member to run the office, see students, manage the employment system (Career Connections) and manage the work-study staff. Our visits decreased because of being able to hire only a part-time professional staff member for 16 hours until February, and since then a 12 hour a week professional staff member.

Creatively we have added some services to deal with the loss such as “Resume/Cover Letter Lab” which was approximately 9% of our office visits in the spring. This lab is staffed by Career Peers who have worked at the Career Development Center for a longer period of time or who brought exceptional skills from their previous work-experiences to be able to assist students on resume and cover letter development. Both students’ skills have grown and expanded over the last semester. One of those students is graduating but we hope to be able to retain his services while he finishes his degree at Metropolitan State University of Denver in the fall. The second student should remain with us for at least two more years before moving on to graduate school. As well, we had a third student who had worked at the Arapahoe Community College’s Career Center and who is a Social Work major at Metropolitan State University of Denver and has been able to assist with walk in advising and intake of students for career assessments so the professional staff can concentrate on interpreting results of assessments and helping students with choosing majors and careers that fit their personalities and interests.

Another success this semester was working with a professor’s communication class where we worked with students on their interviewing by doing “Mock Interviews” using a video camera and digital recording to work with students on their interviewing skills. As we did this, we realized the need of students to be able to practice interviewing with a camera on them because it helps create nervous energy and students tend to react often times how they would in a real interview helping make the experience more authentic. Because of this experience we have since purchased a camera and are offering Mock Interviews to our students this summer.

An additional service that was purchased this spring is called Focus II. Focus II is an online program that will be able to assist students in career development and planning by taking them through a series of assessments for interests, personality, values and self-assessed skills. The program which has had our programs directly placed into our profile will have careers directly related to CCD majors and transfer majors so students' can see how their careers paths relate to the programs at CCD. This program should be up and running mid-summer to start working with student. We will collaborate with the EOC to share the use of the program over the next year as well; we have been discussing with Orientation how to use the program with undecided students entering CCD. Finally the program will hopefully be used with the AAA classes and the COM 175 class in the fall semester.

In July of 2014, the Community College of Denver's website was redesigned. Since then the CDC has worked closely with IT to update the materials and information that is on our website to assist students with their career development and choices.








Finally, the CDC ran out of the Career Guides, *(a publication to assist students with all aspects of career development from choosing a major, resume and cover letter writing and getting employed)*, that had been purchased on grant funding and was copy-written by another company. By rewriting the document based on our website and services updating and making resumes and cover letters more contemporary we were able to produce a new document for the office and have them printed locally saving a significant amount of money for the department.

Academic Goals 2014-2015 for the Career Development Center

Due to the change in leadership mid-year with Glenn Holly's departure, the fall goals for 2014 to maintain our services and work with students, faculty and staff *and continue to increase our student visits* became difficult. We were able to maintain services and still effectively serve students' needs with less professional staff - but could not increase student visits.

In the spring we implemented student learning goals based on the student survey done of why students visited our office in the fall 2014.

Reason for today's appointment? (check all that apply)

		Response Total	Response Percent
Take a Career Assessment/Review results		302	57%
Resume/Cover Letter Assistance		126	24%
Learn about majors , jobs, or careers		103	20%
Info about internships/volunteering		28	5%
Class Assignment		73	14%
Help with online job board		10	2%
Find part- time / work- study jobs		47	9%

Prepare for an interview	■	10	2%
Job search strategies	■	22	4%
Other, please specify	■	26	5%
		Total Respondents	526
		(skipped this question)	17

Student Learning Goals for spring 2015

Career/Major Exploration

Goal: To assist our students in choosing a major and/or career path during their first year at CCD.

Learning To Create Resume/Cover Letters

Goal: To assist our students in finding part-time/work-study jobs to assist in their educational and career goals.

Helping Students Find Part-Time Or Work-Study Positions

Goal: Our students will be able to articulate the process of finding positions on and off campus.

Assessment Results for Student Learning Goals are as follows:

Question 1:

I feel more confident in my career and academic major choice after utilizing the Career Development Center **91% agree with this statement**

Question 2:

I better understand how career paths are connected to my academic major after utilizing Career Development Center resources/services **88% agree with this statement**

Question 3:

I know how to find accurate information on careers and academic majors after utilizing the Career Development Center and its resources/services **94% agree with this statement**

Question 4:

I feel more confident in my ability to find a part-time or work-study position after utilizing the Career Development Center resources **53% Agree with this statement**

Question 5:

I better understand how networking, and creating an effective resume and cover letter, will help me find a position to fit my needs after utilizing Career Development Center resources/services **47% agree with this statement**

Question 6:

I know how to find accurate information on creating up to date and contemporary resumes and cover letters for my educational goals **27% agreed with this statement and 30% said it did not apply**

Question 7:

The front desk staff at the Career Development Center made me feel welcome **76% agreed with this statement**

Overall our students were very satisfied with our services during the spring 2015 academic semester.

Unit Accomplishments 2014-2015

Professional Development:

- CCD Welcome Back
- Career Services Round Table Professional Meeting (Fall)
- Colorado Career Development Association Fall Conference
- Coaching for the Millennial Generation (webinar)
- GoToWebinar - Introduction of Federal Financial Aid, brought to you by UWD and the U.S. Department of Education, Office of Federal Student Aid
- Training for Staff and Faculty on Mental Health Resources
- Website Editing Training (In House)
- Career Services Round Table Professional Meeting (Spring)
- CCD Conversation Day
- MBTI - Leading with Style: Getting the Best from Your MBTI® Type
- NACE Career Services Workshop: Designing a Career Curriculum
- CSO (Career Connections Software) Round Table
- NCDA (National Career Development Association) Annual Conference

Scholarly Activities:

- Student Life Presentation on Leadership Style
- COM 175 Course Committee Meeting

Collaborations:

- RRCC Federal Internship/Job Discussion for Students
- Student Employee Supervisor Training (4)
- CCCS ICAP Work Group Meetings

Budget:

The CDC has maintained a very conservative budget this year and spent money in places where we could get the most out of the expenditures; including purchasing the Focus II program which will help us with our assessment budget and serve our AAA classes more effectively than giving each student the MBTI assessment. As well, the Career Guide needed redeveloping this year since the expenditure of purchasing new guides would have cost the department \$3500 we were able to redesign and rewrite the document and spend \$1758 on printing, and the design was done by creative services saving a significant amount of money.

Assessment:

Student learning outcomes for the spring 2015 semester show students are satisfied and happy with their visits to the Career Development Center. Institutional Research data shows that students are retained for at least two semesters after visiting the office at 74%.

Goals for the 2015-2016 year are to implement rubrics for resumes, cover letters and mock interviews in order to gauge whether or not students are learning and preparing to apply, and actively seek out employment opportunities with the skills needed to be employed. As well, interview effectively and get the job of their choice.

Program Review:

The CAS report was completed in 2012. In the spring of 2015 the document was reviewed and updated based on links that were no longer on our website since in the summer of 2014 the website of the college was redesigned and new material was updated and placed on the website.

Our spring 2015 Student Learning Outcomes led us to add services for the summer 2015 to include Resume/Cover Letter Lab on an ongoing basis as well, we have added mock interviews with a video camera in order to help students learn to more effectively interview. A goal still would be to get a TV in order to play back those videos on a larger screen for the students. As well, we are currently investigating a way to place the videos in a private online viewing source for the students for future reference.

In order to help students who are seeking employment be more effective in obtaining internships, work-study and jobs during the school year, rubrics as mentioned above will be introduced in the 2015-2016 school year. As well, in the summer of 2015 two workshops have been added as a collaboration between Financial Aid and the Career Development Center to teach students how to find work-study jobs that mimic the “real-world” experience of creating effective resumes, cover letters and interviewing as well as following up in appropriate ways. Development of these soft skills will help students develop better skills for real work experience.

Plans for 2015-2016

Recently there has been a much higher demand of employers seeking to speak with students through Career Fairs, on campus tables and advertising jobs through Career Connections. Currently, the department is understaffed by two professionals. With the demand for services for helping students choose a major and a career continuing to, the focus has been on providing students with career assessment and information, and helping students decide on Careers and Majors. Currently a part-time student manages the career and employer database. Over the next month we plan to evaluate the amount of employer contacts we are receiving but believe if we were to be granted an additional staff member there could be more outreach to employers and better handling of providing opportunities for students on an ongoing basis.

As the Career Development Center has been written into the Strategic Plan of the College, our partnerships growing, and employers want to make connections with our services and students we need to expand the Career Development Center to include a Director (Arapahoe Community College has just made it's coordinator a director), A Full-time Career Advisor, A Part-time Career Advisor (with the increase of appointments specifically for career exploration), and replace the position for the Employer Relations Coordinator due to the uptick and demand of employers for posting and wanting to come to campus for career fairs. The follow is the staffing at other community colleges in the system.

Comparison: Career Staffing models at metro schools:

CCA – 3 total professional staff

PPCC – 4 specific career advisors (Model is joined with Academic Advising)

FRCC – 5 total Coordinator/Employer Relation Specialist/Career Advisor at each campus

ACC – 2.5 total Career/Transfer Coordinator/Advisor and .5 FTE Employer Relations Specialist

RRCC – 5 total Manager/3 Career Advisors/internship coordinator

Conclusion:

The CDC has become crucial to many areas of the institution and with the location move the CDC has become very visible. Faculty are referring students to our services, we are part of the academic advising best practices, and we are bench marked in the strategic plan of the college to help engage students in employment opportunities. Because of this, we need to increase our ability to serve our students because the current staffing has hit a ceiling in its ability to provide services for the demand. As well, we want to continue to provide a valuable and customer oriented service to students and the staffing is currently at its capacity to provide student centered service.

Attachments:

- Fall 2014/Spring Intake Form Overview
- Student Learning Outcomes spring 2015
- Institutional Research Data for the CDC
- Career Development Center Report-Annual 2014-2015

Fall 2014 Intake Data:

1. Reason for today's appointment?

81% of Students came for an appointment to take an assessment or learn about majors, jobs or careers.

2. How did you learn about the Career Development Center?

56% of students learned about our office from a faculty member or advising.

Stats of Note:

42% of the Students are Hispanic/Latino, and 34% are White

37% of the students English is a second language

Spring 2015 Intake Form:

1. Reason for today's appointment?

72% report Assessment results and to learn about majors, jobs or careers.

2. How did you learn about the Career Development Center?

56% report that an advisor or instructor referred them.

Stats of Note:

35% of the students English was their second language.

About half the students who visit our office both semesters were walk in advising appointments.

Institutional Research Data for the CDC

There are 3,719 records in the Career Center lists. There were 7 lists that I compiled.

There were 1,027 unduplicated students who were observed during the Spring 2014 term.

Of the 1,027 unduplicated students, 763, or 74% were retained for at least two semesters after the first semester they were seen in the Career Center.

Of the 1,027 students, 24, or 2%, transferred to a 4 year at some point.

Of the 1,027 students, 109, or 10.6%, received an award at some point.

Of the awards received, this is the breakdown.

Awards	Count	Percent
AA	19	17.4%
AAS	34	31.2%
AGS	7	6.4%
AS	11	10.1%
CER	38	34.9%
Total	109	100.0%

The average overall GPA is 2.589 as of the last term attended.

Career Development Center Report-Annual 2014-2015

Career Advising Data (08/18/2014-5/11/2015)

Summer (6/30/14-8/15/14)

<u>Advisor</u>	<u>Count</u>
Glenn Holly	66
Andrea Wieland	90
TOTAL	156

<u>Appointment Topics</u>	<u>Count</u>
Assessment Interpretation	18
Assessment Intake	16
Assessment Research/Follow up	6
Career Connections assistance	1
Career/Academic Exploration	10
Class Project	5
Experiential Learning	0
Interview Prep	0
Job Search Strategies	7
Mock Interview	0
No Show	8
Resume/Cover Letter	85
TOTAL	156

Fall (8/18/14-12/8/14)

<u>Advisor</u>	<u>Count</u>
Glenn Holly	117
Allison Repp	217
Andrea Wieland	208
TOTAL	542

<u>Appointment Topics</u>	<u>Count</u>
Assessment Interpretation	141
Assessment Intake	149
Assessment Research/Follow up	19
Career Connections assistance	2
Career/Academic Exploration	34
Class Project	31
Experiential Learning	5
Interview Prep	1
Job Search Strategies	10
Mock Interview	1
No Show	33
Resume/Cover Letter	116
TOTAL	542

Winter Break (12/9/14-1/16/15)

Advisor	Count
Allison Repp	27
Andrea Wieland	41
TOTAL	68

Appointment Topics

Appointment Topics	Count
Assessment Interpretation	20
Assessment Intake	17
Assessment Research/Follow up	1
Career Connections assistance	2
Career/Academic Exploration	2
Class Project	0
Experiential Learning	0
Interview Prep	0
Job Search Strategies	2
Mock Interview	0
No Show	8
Resume/Cover Letter	16
TOTAL	68

Spring (1/19/15-5/11/15)

Advisor	Count
Peer Mentors	70
Allison Repp*	23
Mackenzie Tompkins	42
Judy White**	63
Andrea Wieland	141
TOTAL	339

*1/2 time until 2/13

**1/4 time since

Appointment Topics

Appointment Topics	Count
Assessment Interpretation	83
Assessment Intake	85
Assessment Research/Follow up	27
Career Connections assistance	1
Career/Academic Exploration	12
Class Project	1
Experiential Learning	0
Interview Prep	2
Job Search Strategies	12
Mock Interview	8
No Show	20
Resume/Cover Letter	88
TOTAL	339

Student Contacts

Total Appointments = 1,105

Walk-in Times/Student Count

- Mondays, 11:00 – 1:00 # of students: 68
 - Tuesdays, 1:30 – 3:30 # of students : 59
 - Wednesdays, 11:00 – 1:00 # of students: 80
 - Thursdays, 12:30 – 2:30 # of students : 108
- TOTAL Walk-ins: 315**

Classroom Presentations/Workshops/Career Events/Orientation

- # of *classroom* presentations: 62
- # of contacts - presentations: **508**
- # of workshops/events: 5
- # of contacts – workshops/events: **299**

TOTAL student contacts from presentations/workshops: 807

Daily Office Contacts – Office Tally Sheet

	Email	Phone	In Person
Totals	74	373	1329
TOTAL # of office traffic contacts:			1776

TOTAL *duplicated* student contacts for 2014-2015: 4003

-Total for appointments, walk-ins, presentations, events, orientation, email contacts, phone calls and office traffic

The 2014-2015 academic year was a very busy year. Student Life lost its Student Events Coordinator mid-September and as a result we did not have the time to develop and implement new initiatives. Never the less, we were able to continue to support students in the areas of leadership and events.

Events

Fall- 41 total events

- 27 Tri-Institutional Programs (includes Charlene Yi, The Buried Life, Fall Fest, Welcome Week activities, Red Flag Campaign, Open Mic Nights, Hot Topics, and Volunteer Fair)
- 7 CCD only events (includes Fall Leadership Symposium, Pizza with the President, Welcome Back BBQ & Resource Fair, the Student Involvement Fair, and Haunted Harvest)
- 5 SGA events (includes Welcome Back Bagels, the Governor's Forum, Holiday Dinner, and food for finals)
- 2 Student Organization Councils

Spring – 46 total events

- 25 Tri-Institutional Programs (includes Emily May, Frank Warren, Spring Fling, Welcome Week activities, Clothesline Project, Denim Day, Women's Leadership Conference, Latino Leadership Summit, Higher Education Diversity Summit, Open Mic Nights, Hot Topics, and Volunteer Fair). Jessica Williams and comedienne Emily Heller had planned to come to campus, but they had to be rescheduled.
- 9 CCD only events (includes the Spring Resource Fair, Pizza with the President, Pi Day, and Student Awards Ceremony)
- 8 SGA events (includes Welcome Back Bagels, Student Fee Forums, the Tri-Institutional SGA Gaming Event, Co-Sponsored the Veteran Lounge Opening event, Favorite Faculty Reception, and the Graduate Reception)
- 2 Student Organization Councils

With the exception of leadership conferences, very little assessment other than attendance was done around events. MSU Denver did do assessment at Spring Fling on how students heard about events. CCD students received most of their information from flyers and social media. I had planned to do focus groups on the type of events students would like to see, but I did not have enough time complete. We typically advertise for events by posting flyers, digital signs, the CCD Calendar, and through Social Media.

Student Organizations

- We had 23 Recognized Student Organizations this year. The Muslim Student Organization and Black Student Alliance were not very active in the spring because they both lost officers and/or advisors. The Anthro Club, Art Club, ASL Club, BSA, Business Success Club, Dreamer's United, and MSA were newly recognized this year.
- All Student Orgs were required to participate in a student organization training at the beginning of the fall. If they were unable to attend the trainings we worked with them on an individual basis.
- The Student Involvement Fair was held at the beginning of each semester to showcase our Student Organizations and to help them the recruitment of new members. We only had about 7 student organizations participate in the Fall and 4 in the Spring.

- Attendance at events was poor this year. We did not have time to speak with club members to assess why. My plan for the upcoming year is to conduct more assessments related to Student Organizations.
- There were at least two organizations at CCD (TRIO and the Society for Professional Journalists) that did not complete the process to become an officially recognized Student Organization. I did reach out to advisors and/or members of both organizations.
- Two Student Org Councils were held each semester. These were created to increase communication between student organizations, including SGA. Student leaders were consulted at the Fall Leadership Symposium before establishing the meeting. Despite student input and free food, attendance was typically 5 students. However, different students from different organizations attended each meeting. More assessment needs to be done, better advertisement for the meetings, and more SGA involvement needs to take place.

Leadership

- Six leadership conferences took place this year: CCD's Fall Leadership Symposium, Co-LEADS, State Student Advisory Council's Fall Leadership Conference, Women's Leadership Conference, Latino Leadership Summit, and the Higher Education Diversity Summit.
- Attendance at the Tri-Institutional conferences is typically low. More assessment needs to be done.

SGA

- This SGA has been the most successful SGA in the last five years. While they never had a full board, they actively worked to make CCD a better school for students.
- SGA had members on the Strategic Planning Steering Committee, Strategic Planning Priority teams, Provost Search committee, the Auraria Board of Directors, the Colorado Commission on Higher Education, Auraria Library Committee, the Advising Restructuring Committee, and Sustainable Campus Programs.
- SGA held 12 successful programs including: Welcome Back Bagels & Food for Finals each semester, the Governor's Forum, the Annual Holiday Dinner, the Tri-Institutional Gaming Event, Favorite Faculty Reception, and the Graduate Reception. The Favorite Faculty and Graduate Receptions were brand new events and they plan on continuing them next year.
- SGA successfully put an increase in the Student Activity Fee to a vote this year. By holding several Student Fee Forums, they were able to educate students on the issues and were able to pass the referendum.
- After the elections SGA only had 5 out of 12 positions filled. By the time they had their transition retreat on June 6th, they had 8 positions filled and two more students express interest in open positions.
- One of the challenges they had this year was that they were not able to fill the Lowry Representative position. The challenge is that students' schedules are intense and often do not fit into SGAs schedule. We are planning on looking at ways to adjust the requirements for the position and working with the dean and program chairs to determine what will work best for Lowry students

Quantitative Results

A complete program assessment of the Human Services program was completed at the end of December 2014 using the *Council for the Advancement of Standards (CAS) in Higher Education*. The program is currently pursuing a plan of action and follow up for improving identified weaknesses. A copy of the assessment is available in the Office of Student Life.

Lending Library Lottery

- Total Number of Student Borrowers : **827**
- Total Number of Books Borrowed: **1,461**
- Average number of Books Borrowed: **1.76 per student**
- Purged **587** outdated and unused textbooks from our collection
- Donated **459** textbooks to Bridge to Asia and Better World through the Bookstore at Auraria (April)
- Recycled **128** CCD Custom and unbound textbooks (unable to donate)
- Collected \$3,500 in late fees from 100 students

Food Bank/Gobbler Baskets

- **474** Unduplicated Student Users
- **1,543** Visits and an average of **3.25** visits per student
- **53** hygiene kits given
- **200** Gobbler Baskets given to CCD Students
- **25** Gobbler Baskets given to Lowry Students (New This Fall)
- Received, Picked Up and Distributed **50 food boxes** from 9news Colorado Shares donation drive to offset the cost of food purchase for the month of November

Student Housing Subsidy (New This Semester)

- Awarded 9 students in an effort to retain and support homeless students or students on the verge of homelessness as rental assistance and in cases of housing emergencies.

Childcare Scholarships

- Awarded 9 students the Childcare Scholarship to offset their cost of childcare to students attending at least 6 credit hours.

Student I.D. Assistance

- 71 student I.D. Vouchers to support students lacking sufficient funding for their I.D.

Student Crisis Case Management

- 30 students scheduled for one on one crisis advising session in Student Life receiving advise, resources, counseling referrals, assistance and human service support to meet their basic human needs and remain enrolled in classes

Colorado PEAK Enrollment: Students enrolled to receive food, cash and medical assistance programs from the State of Colorado.

- **Total 71**

Eyes: Students having difficulty with vision and the need of glasses. This is an Eye Program that a student can use once a year.

- **Lions: 15**
- **Lens Crafters: 6**
- **Total 21**

TOY DRIVE

- **Students: 35**

Health Enrollment Event: To assist students with health insurance enrollment.

HEALTH COVERAGE (Health Fair)

- **Students Outreached 294**
- **Appointments 38**
- **Assisted during event 13**
- **Follow – up 13**

HUNGRY and HOMELESS AWARENESS WEEK

Project George’s Kids: Raise awareness of the homeless students, giving knitted caps, scarfs and winter jackets to keep students warm.

- **NEW CAP and SCARF-Students: 48**
- **WINTER SKI JACKETS-Students: 24**

IR/Student Life Data Project Results

Spring 2011-Fall 2014

Lending Library

- There are 2,562 records in the “Lending Library” Student list.
- There are 2,281 unduplicated students on the “Lending Library” Student list.
- Of the 2,281 students, 1137, or 50% were retained for at least two semesters after the first semester they were seen.
- Of the 2,281 students, 420, 18%, transferred to a 4 year at some point.
- Of the 2,281 students, 283, or 12.4%, received an award at some point.
- Of the awards received, this is the breakdown.

Awards	Count	Percent
AA	67	23.7%
AAS	43	15.2%
AGS	52	18.4%
AS	37	13.1%
CER	84	29.7%
Total	283	100.0%

The average overall **GPA is 2.299** as of the last term attended.

Food Bank

- There were 2,860 student records by term for people seen at the Food Bank from Fall 2011 through Fall 2014.

Semester	Count
Fall 2011	430
Spring 2012	240
Summer 2012	218
Fall 2012	529
Spring 2013	330
Summer 2013	302
Fall 2013	21
Spring 2014	275
Summer 2014	85
Fall 2014	250
Total records	2680

- Overall, there were 1,554 individual students seen during that time period.
- Of the 1554 students seen, 1,024 (65.9%) returned the following semester or the 2nd semester out. If a student first came to the food bank in the fall, if they returned in the Spring or the Summer, they are counted as retained. If they were seen first in the Spring, and they returned to school in the Summer or the Fall, they were counted as retained.
- 1,197 students, (77%), were enrolled in a program.
- 210 students, (13.5%), graduated with a certificate or degree.
- Of the 210 students who received an award there were 40 AA degrees, 54 AAS degrees, 25 AGS degrees, 23 AS degrees, and 68 certificates.
- 144 students, (9.3%), transferred to a 4-year institution.
- 61.6% of the students were seen in the food bank one term only. The other 38.4% were seen up to 8 terms in the food bank.

Number of Terms	Count of Students	Percent
1	957	61.6%
2	300	19.3%
3	159	10.2%
4	83	5.3%
5	34	2.2%
6	6	0.4%
7	11	0.7%
8	4	0.3%
	1554	

Childcare Scholarship

- There are 60 students on the child care list. The list was set up in such a way that it was already an unduplicated list with 60 students.
- Of the 60 students, 50, or 83% were retained for at least two semesters after the first semester they received child care.
- Of the 60 students, 12, 18%, transferred to a 4 year at some point.
- Of the 60 students, 16, or 26.7%, received an award at some point.

- Of the awards received, this is the breakdown.

Award	Count	Percent
AAS	3	18.8%
AGS	5	31.3%
AS	2	12.5%
CER	6	37.5%
Total	16	100.0%

- The average overall GPA is **3.246** as of the last term attended.

Housing Scholarship

- There are 60 students in the Housing Scholarship Student list.
- There are 60 unduplicated students on the Housing Scholarship Student list.
- Of the 60 students, 42, or 70% were retained for at least two semesters after the first semester they were seen.
- Of the 60 students, 3, or 5%, transferred to a 4 year at some point.
- Of the 60 students, 11, or 18.3%, received an award at some point.

Of the awards received, this is the breakdown.

Awards	Count	Percent
AA	2	18.2%
AAS	1	9.1%
AGS	2	18.2%
AS	1	9.1%
CER	5	45.5%
Total	11	100.0%

The average overall GPA is 2.870 as of the last term attended.

Gobbler Baskets

- There are 698 records in the Gobbler Basket list. There were 638 useable records because of bad or missing S-numbers.
- There were 559 unduplicated students who received turkeys over 4 years, from Fall 2011 through Fall 2014.
- Of the 559 unduplicated students, 441, or 79% were retained for at least two semesters after the first semester they received turkeys.
- Of the 559 students, 61, 11%, transferred to a 4 year at some point.
- Of the 559 students, 135, or 24.2%, received an award at some point.
- Of the awards received, this is the breakdown.

Award	Count	Percent
AA	20	14.8%
AAS	43	31.9%
AGS	23	17.0%
AS	11	8.1%
CER	38	28.1%
Total	135	100.0%

The average overall GPA is **2.755** as of the last term attended.



Start Here, Go Anywhere!

OFFICE OF STUDENT CONDUCT

Executive Summary:

Successes

AY 2014-2015 saw a rise in incident and Care reports. Compared to last Academic Year (2013-2014) Conduct reports increased 61% from 193 to 310 incidents reported and Care reports increased 32% from 157 to 207 cases reported. We believe this rise is progress towards a baseline for CCD. We've been utilizing Maxient for approximately 3 years, we're hoping AY 2014-2015 will solidify a benchmark moving forward.

Report Type	AY 2013-2014	AY 2014-2015	% Increase
Conduct	193	310	61%
Care	157	207	32%

Case Type	Number
Academic	28
Appeal	1
Care	205
Conduct	244
Conduct REPORT ONLY	66
Conflict Resolution	5
Grievance	11
TOTALS	560

- OSC was busy this past year participating in numerous community trainings and presentations.
 - Dealing with Disturbed Individuals/ Emergency Preparedness with Auraria Police Department
 - Mental Health 101- Working with Rocky Mountain Crisis Partners to launch the new Auraria-Specific mental health crisis line
 - New Student Orientations
 - Faculty Council and Adjunct Senate Meetings every semester
 - Chair Academy Presentation
- OSC completed their CAS program review for best practices and assessment.
- OSC received funding and permission to pursue new position, Care Case Manager. This individual will assist in facilitating care proceedings and engage with community resources to assist students in need in addition to executing emergency response as needed. This individual will report to the Director of Student Conduct.
- We had an intern from Johnson and Wales who helped organize and develop robust resources on our webpage and the intern assisted in Care proceedings.

Challenges

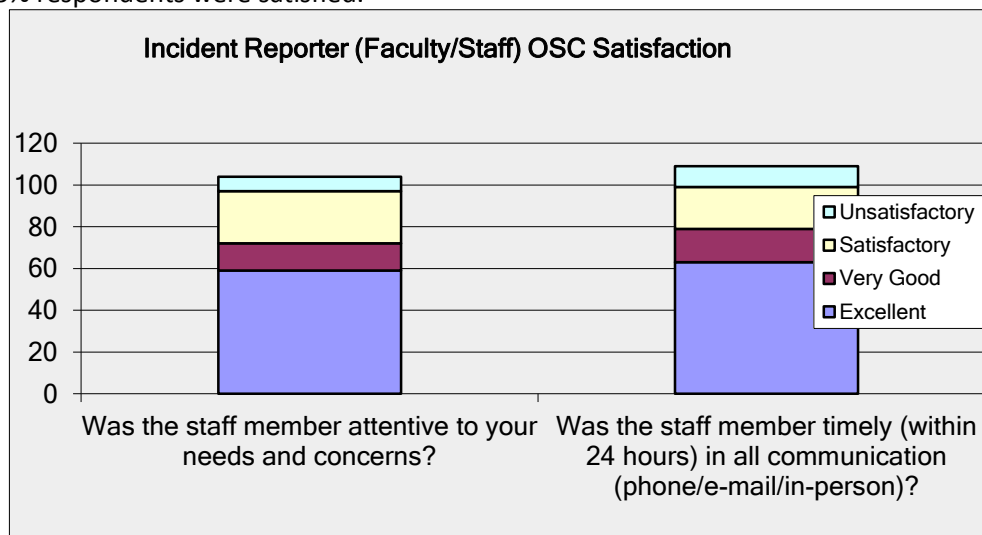
- AY 2014-2015 was also a busy year for legal involvement. OSC staff were subpoenaed 4 times and spent approximately 65+ hours with attorneys (not including Angie Gramse) and attending trial proceedings. Compared to 1 hearing in AY 2013-2014.
- Operating budget was a challenge. We were not given adequate funding for the basic operation needs as rental costs were miscalculated. We're hoping for more operational costs in order to purchases needed supplies and equipment.
- We're still struggling with the implementation and enforcement of the CCCS Common Code. There are still procedures and actual codes that could use clarification and updates from system.
- Going through the CAS program review has displayed gaps in our program that we need to remedy over AY 2015-2016.
- OSC Staff were unable to participate in the ASCA annual conference for much needed professional development, training, and legislative updates. Thankfully funding has been secured for the Director to attend a Gehring training in summer 2015.

- OSC Staff were involved with other procedures such as HLC, Strategic Plan Committee, hiring committees etc. While we're committed to CCD's other responsibilities, at times it felt it took us away from our main responsibilities.

Actions to support the achievement of CCD's and your Unit's Strategic Plan

We had numerous goals for AY 2014-2015

- Complete CAS Program Review (Completed) (SP4)
- Develop resources for community (Completed)
 - We launched new Conduct Liaisons to assist students going through Conduct or Title IX proceedings. Liaisons are faculty and staff who were trained specifically in assisting said students. (SP2)
 - Website now has conflict resolution resources and more clarification regarding code and conduct operations. (SP4)
- Continue to foster relationships with campus partners. (always ongoing)
 - For half the year, Conduct Officer spent every Friday at Lowry to assist staff and faculty off-site. This is being re-evaluated for next year. (SP3)
 - We have an annual checklist of presentations and office trainings to conduct. (SP2,4)
 - We survey all reporters every semester for their satisfaction of our attentiveness and response. 93% respondents were satisfied.



- Iron out/clarify other procedures that are intertwined with OSC
 - Worked with financial aid to develop a complaint procedure for identity theft and fraud. (SP2)
 - Served on CCD Compliance Committee to ensure compliance related to Clery, FACTA, VAWA etc. (SP2,3,4)
 - Grievance procedure/form was developed. (SP1,4)
- Assuming responsibility of Academic Integrity. This goal was not realized, as changes with provost and policy confusion still needs to be ironed out. Conversations started with Interim provost, Vice President, Dean of Student Life, Director of Student Conduct and Chair of Faculty Council. (SP 1, 2, 4)

Unit Accomplishments for AY 2014-2015– related to Strategic Plan

Professional Development (SP3):

In order to stay atop the ever changing Higher Education legal/conduct landscape, it's essential to keep staff trained and informed of changes. Fortunately in AY 2014, the staff was able to participate in 4 trainings put out by industry-leading experts from NCHERM (National Center for Higher Education Risk Management) trainings included:

- ATIXA Title IX Investigator Training CCCS-System wide October 21-22, 2014 (Both)
- NCHERM Behavior Intervention Training CCCS-System wide February 11-12 2015 (Both)
- ATIXA Advanced Title IX Investigator Training CCD-Only April 21-22, 2015 (Both)
- Mental Health First Aid Certification Training- May 19, 2015 (Both)
- ASCA Gehring Director of Student Conduct Academy- June 15-18, 2015 (Jake Only)

It's always challenging to articulate the amount of students we assisted. While there were 560 reported individuals, we're unable to ascertain how many other students were indirectly support by removing or remedying reported behaviors. (SP1)

- No grants were funded or submitted per request from Foundation.
- Because we were unable to attend professional association conferences, no presentations were made. On the local level, Jake and Nicole did a round table presentation on the current state of racial matters (focusing on recent events with Michael Brown in Missouri) (SP3)

Service Activities:

- Jake Kasper served as President for CPAC (College Personnel Association of Colorado) and State Coordinator for ASCA (Association for Student Conduct Administrators). He'll serve as CPAC Past President and State Coordinator again in 2015. He also serves as a volunteer in the leadership at his church.
- Nicole Taylor is an active member of Colorado Black Arts Movement (CBAM) which was founded in 2013 to promote, encourage and advance the Arts for Black artists. Active member of the Montbello Organizing Committee (MOC) Leadership Team, whose mission is to galvanize Montbello residents & help develop their leadership skills so that the community can proactively address the issues residents identify. The MOC was established in 2013. Active member of the NAACP, Aurora, Colorado Chapter. The mission of the NAACP is to ensure the political, educational, social and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination.
- We send out a semester satisfaction survey to all those who filed reports with the Conduct office. We also ask students to complete the SLO survey as well. Unfortunately, not all adjudicated students are willing to complete a survey in addition to sanctions. Other options are being considered at the time. (SP1, 2)

I understand that CCD has to have this policy because the educational environment of a college has to be a safe one, where people can focus on their interests and develop their passions for a better future and for better communities. –*Suspended Student*

Program Review (PR) and Specialized Accreditation Update, as applicable

SLOs and CAS standards based on a 7-year PR cycle and/or specialized accreditation cycle, as applicable
The Office of Student Conduct (OSC) develops and enforces standards of conduct, which is an educational endeavor to foster students' and learning development. (SP1, 4)

According to CAS standards the formal education of students (including both curriculum and co-curriculum) must promote student learning and development outcomes (SLO's) that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. CAS student learning and development outcome domains include: knowledge acquisition, integration, construction, and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence.

The OSC has worked diligently to identify all relevant SLO's that coincide with the CAS domains and dimensions – this process includes exploring all possibilities for collaboration with faculty members and other colleagues. At the same time the OSC endeavors to assess relevant SLO's and provide evidence of their impact on student learning and development. OSC must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

In order to effectively impact SLO's, the OSC must be (SP1, 4):

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

Issues; response; ongoing follow-up

Based on the CAS criteria (set forth as above) the OSC has identified the following areas containing issue that require response and revision. The OSC has set deadlines to complete all ongoing follow-up as defined below:

- Review of mission statement
- Development of specific student learning outcomes

- Promotion of outcomes
- Civic participation (students)
- Integration of OSC into institution
- Distribution of OSC publications to students
- Incorporation of sustainable practices
- Adequate staffing
- FERPA confidentiality addressed re: students online
- Processes for recognition and award
- Procedures and guidelines for communicating with media

As I previously mentioned, I would consider the issue that arose as a life experience, from which I need to learn lessons. During my suspension, I have completed 42 hours of community service and had plenty of time to reflect on my current situation... I am willing to do whatever it takes to improve myself.
-Student reflection

Plans for the Current Year (AY 2015-2016) to support the achievement of CCD's and your Unit's

Strategic Plan and/or the CCHE Performance Contract

- Review and restructure the Office of Student Conduct.
 - Mission/Vision
 - Office Strategic Plan
 - Marketing
 - Staffing
 - Expansion of Conflict Resolution and Academic Integrity
 - Expanded student learning, beyond Student Life tenants
- We'll need ongoing training, funding. Most of our bench marks are with 4-year institutions. However, the need is present for Community Colleges as well. This requires commitment and seeking to be the flagship for 2-year institutions. *(SP Target 1- CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.*

Personal responsibility can also encompass the idea that I don't know everything and that faults pointed out to me by others might have some truth engrained in them and should be considered food for thought, which in turn can improve me as a person to be considered seriously...I have learned a new way to cope with situations that can be challenging and have the means for support by talking issues out with others and getting different perspectives on proactive steps to resolution.

-Student who's been involved with 7 cases

Executive Summary: See previous pages

Goals for 2014-2015

- Develop a Peer Mentorship Leadership Program
 - Unfortunately this was not completed. When our Events Coordinator left the Student Activities Coordinator took on that position as well. The intention was to get the input on the program from the students that attended the fall Leadership Symposium and then launch the program in the spring. The added responsibilities left no time to develop the program. We believe that this will aid in retention and plan to work on this in the upcoming year.
- Develop/Improve assessment within Student Life
 - Lack of time prevented the Student Activities Coordinator from implementing new forms of assessment for these areas. However, we made more of a conscious effort to track attendance at more events. We also continued to assess leadership conferences by handing out surveys at the end of each conference.
- Develop and improve community service programs for CCD
 - More student organizations participated in community service projects this year. Several participated in the annual Haunted Harvest event and provided area children with a safe place to trick-or-treat. We had student organizations volunteer at the Disability Awareness Festival, HACU, the Botanic Gardens, Tax Help Colorado, and several food drives were held for CCD's Food Pantry. Student Life also participated in the Tri-Institutional Volunteer Fair that took place at the beginning of each semester. We had hoped to develop a volunteer data base, but was unable to do so because of lack of time.

Professional Development:

- Monthly SLDC meetings (takes place during the academic year)
- United We Dream (ASSET) training
- Divisional meetings
- SLDC sessions at SSAC conference
- ATIXA training
- BIT training

Students served by student affairs offices:

- SGA participants: 17
- Student Organization Officers: 66
- Student Organization participation: approximately 200 (many student organizations did not give me updated membership rosters)
- Leadership conferences: we averaged 10 students per conference. HEDs and Co-Leads typically drew the most students for CCD
- Events: We did not typically track how many students from each institution attended large Tri-Institutional events.
 - Approximately 500 students attended the Welcome Back BBQ & Resource Fair
 - 450 SGA Holiday Dinner
 - An average of 5 CCD students attended the weekly Hot Topics series

- 200 attended the Spring Resource Fair
- 150 attended Pi Day
- 60 attended the SGA Graduate Reception

Service Activities

- *Tri-Institutional Committees:*
 - Women's Leadership Conference
 - Latin@s United Across Auraria
 - Higher Education Diversity Summit
 - Co-Leads (CO Leadership, Education, and Discovering Social Justice)
 - SAPs (Student Activities Programmers)
 - Outreach and Education Committee

- *System*
 - Student Life Development Council (SLDC)- Chair
 - SSAC Annual Conference planning Committee
 - Rising Star Committee

- *CCD*
 - Strategic Planning Team 2
 - HLC Criterion 3 writing team
 - HLC Oversight Committee (my role ended in April)
 - Commencement Committee
 - Social Media Council
 - Web Council
 - Student Affairs Council

Assessment: We were able to work with IR to determine graduation and retention rates of students that participated in SGA, student organizations, and leadership programs. The results are as follows:

- There are 694 records in the leadership information provided. There were 11 lists compiled.
- There were 323 unduplicated students who were first included on the lists from Fall 2011 through Spring 2015.
- Of the 323 unduplicated students, 239, or 74% were retained for at least two semesters after the first semester they were first included on the list.
- Of the 323 students, 59, or 18%, transferred to a 4 year at some point.
- Of the 323 students, 97, or 30%, received an award at some point.
- The average overall GPA is 3.042 as of the last term attended.

Program Review (PR) and Specialized Accreditation Update, as applicable

We did complete the CAS standards for the Leadership and Events area. We learned that that we meet the national standards of what we provide, but we need to do more in the area of assessment. While we can adequately explain what we do, we do not always have the data to support the value of what we do. Assessment strategies for our events need to be improved. We do a decent job assessing the educational value of our leadership conferences, but not of our events. That needs to be improved.

Plans for the Current Year (2014-15) to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Goal #1: Develop a peer mentorship programs for student leaders. If students have a peer that is able to mentor them through their time here, they will be more likely to persist.

- One of the biggest obstacles to this goal will be finding students that would like to serve as both mentors and mentees. Based on my own experience and the conversations that I have had with several student organization advisors, CCD has a hard time engaging students outside the classroom. There is a lot of student organization officer turnover and student organizations have a hard time recruiting and keeping students. Like many institutions, our student leaders tend to be involved in everything. I do not want to run the risk of burning them out. I will need to develop strategies to recruit students that have not been involved before.

Goal #2: Develop an assessment strategy for events that is more than keeping track of attendance. Look into the possibility of using tablets and/or email surveys to students.

- Funding could potentially be an obstacle to this goal. We need to be more creative in our forms of assessment. I would like to use tablets and card readers, both of which would require monetary resources. Since CCD uses ID with smart card technology, I would like to use IDs to at least help us keep track of attendance at events. I have already spoken with Chris Arcarese about this and he said that he would need to launch this as a project so that they could investigate what kind of resources and budget they would need to invest in card readers.
- Student Life would have to develop a strategy that would not overwhelm students with surveys. The entire college is examining its assessment plan and the amount of surveys that students receive may overwhelm them.

Goal #3: Better market Student Life so that the CCD community is better aware of our services, resources, and events.

- Student Life is become more and more aware that many students at CCD are not aware of all the services we offer. We will need to set aside funding to create an awareness campaign around our services. We also need to be creative about how we advertise. Students, faculty, and staff get oversaturated with information. We need to stand out.



Start Here, Go Anywhere!

Institutional Research & Planning

Executive Summary:

Institutional Research & Planning (IR&P) staff have worked hard to meet the college's ever-increasing demands for data. The work produced by this department serves every center and department of the college. On the academic side we provide data for program renewal and program and course outcomes. IR&P also provides student data for all areas under the Department of Administrative Services and the Department of Enrollment, Administration, and Student Services. The data we provide may come from ODS reports we have written, regularly scheduled reports that are produced by this office, or as data provided to fill ad-hoc requests

From July 1, 2014, through June 15, 2015, the office of IR&P has completed over 275 ad-hoc data requests and has written over 50 new Operational Data Store (ODS) reports to be used internally by IR&P or by other college employees. This office completes data requests or surveys on a weekly or monthly basis or on a semester timeline for Federal, State, System, mandated or internally required reports. For a complete list of these reports and their scheduled timeline please see Appendix A.

IR&P team members completed a variety of projects that ranged in complexity from simple data requests to developing a black box report that tracks all students through the fall and spring semesters (Appendix B). This office also has a part time data analyst on staff that spent time on a student retention model for the Persistence and Completion committee and is currently working on an assessment model for the new advising model.

IR&P also faced many challenges this year. While we were down one staff member, the demand for data has increased. The job description has been written to fill this open position and the process to fill the position has begun.

Due to both a version change and to upgrading functionality in both Banner and the ODS at the System Office and to an increase in the number of reporting functions being run through the ODS, there has been a marked increase in unforeseen and urgent testing requests for System Business Intelligence (BI) written reports and ODS canned reports. This office worked with IT and BI at the System Office to verify that their reports and data are accurately loading and reporting.

IR&P staff spent a significant amount of time becoming familiar with ODS Report writing, and has been using these new skills to increase access to data college wide. Report writing is an iterative process: write, test, verify, correct, & repeat, which is time consuming under the best of circumstances. However the past two years this process has been more challenging due to the newness of the system and the fact that everyone is learning as they go, including the team that supports the system.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract

Goal #1: Create performance measures and persistence & completion dashboards for College. This goal is related to Strategic Priority #4: Culture of Evidence, Transparency & Shared Information.

Status: IR personnel attended training at the System Office to learn how to create dashboards in the Student Retention and Performance (SRP) module, which runs off the Cognos Enterprise Data Warehouse (EDW) which is a summary Cognos ODS. This product contains summary data fields that are used to create performance dashboards and charts. The System Office IR has asked the IR departments at the schools to test the SRP built in reports to determine which parts of the components and packages have data that will produce reports and to determine if the data loaded is accurate. IR&P staff participated in this testing, but because of our uncertainty in the accuracy of EDW data we are not yet able to use the SRP to create dashboards for CCD.

With guidance from our VP of EASS, IR&P has created a new dashboard report in Excel (Appendix C). This Excel dashboard contains information on application and enrollment yields, as well as year-to-year FTE comparison, year-to-year student demographic detail comparisons, year-to-year program enrollment comparison, and FAFSA completion information. This dashboard was presented at the April 17 division meeting, is updated weekly, and is published on the EASS intranet page. IR&P has also created a drill through report in the ODS that displays headcount and FTE by Center.

Goal #2: Where possible IR will re-create reports in ODS for individuals to run themselves. Create 25 reports that are made available to college staff to run without assistance from IR. This goal is related to Strategic Priority #4: Culture of Evidence, Transparency & Shared Information

Status: Of particular note, IR&P staff supported the strategic plan priority number 4, by developing 42 ODS reports that are available to end users of the college, with access to the reports being determined by functional user group permission (Appendix D). Having these reports published puts data at the fingertips of employees and removes the need to submit a data request when individuals need data. IR&P has also created over 25 reports that are used internally by IR&P staff to complete our daily job functions and to complete the ad-hoc requests we receive.

This office also produces the CCD Pocket Card, a reference sheet containing information about CCD that folds to wallet size. (Appendix E) This card is easy to carry, access and distribute.

Unit Accomplishments for 2013-14– related to Strategic Plan

Professional Development

IR staff participated in ODS report writing training, SRP dashboard training, the new website training, ODS functional user training, monthly ODS report workshops, EASS department training, and ASSET training. In May, all full-time IR&P staff attended the Association of Institutional Research Forum held in Denver. A summary of all workshops and sessions attended is available upon request.

In support of strategic priority number 2, Organizational Integration & Effectiveness IR&P has developed ODS report access training. To date, we have conducted three workshops where we presented training, which is open to all college employees. There are a total of 6 trainings planned for this summer.

Grants supported by IR&P

Another function of the IR&P office is to provide data for grant reporting requirements. This past year we have helped with the following grants.

- TAACCCT – CHAMP quarterly reports
- Accuplacer Prep Lab reporting as part of TAA grant
- Walmart Digital storytelling
- TRiO
- Developing Hispanic Serving Institution
- National Science Foundation
- Eligibility for Federal Title III and V Funds

Service Activities

Another way that IR&P staff serves the college is by being part of the following committees:

- Gainful Employment taskforce
- Student Learning committee
- Perkins Advisory Committee
- Diversity and Inclusion Council
- HLC Oversight Committee
- Strategic Planning
- Persistence and Completion

Goal	Strategic Plan
1. Create a key internal performance indicators dashboard. This may be an ODS report or it may be an interactive Excel workbook	1) Student Learning and Success 4) Culture of Evidence, Transparency & Shared Information
2. Increase the Visibility of IR reports by reviewing and enhancing the availability of reports on the IR intranet website	4) Culture of Evidence, Transparency & Shared Information

Plans for the Current Year (2015-16) to support the achievement of CCD’s and your Unit’s Strategic Plan and/or the CCHE Performance Contract

Institutional Research Goals and how they relate to CCD’s strategic plan are presented in the table below.

Goal	Strategic Plan
1. Create a key internal performance indicators dashboard. This may be an ODS report or it may be an interactive Excel workbook	1) Student Learning and Success 4) Culture of Evidence, Transparency & Shared Information
2. Increase the Visibility of IR reports by reviewing and enhancing the availability of reports on the IR intranet website	4) Culture of Evidence, Transparency & Shared Information
3. Promote end users access to and use of the ODS reports by creating instructional videos	4) Culture of Evidence, Transparency & Shared Information
4. Create the Data Definitions document for Community College of Denver	4) Culture of Evidence, Transparency & Shared Information

Professional Development Opportunities for IR&P staff for the 15-16 plan year.

On the third Friday of every month Institutional Research (IR) staff from all 13 Community Colleges and the System Office, meet at the System Office. During these monthly meetings we receive updates and information from the state and review upcoming reporting requirements. We also are updated on changes to data systems, as well as enhancements and timelines for System BI projects.

On the third Friday of every month staff from the System BI team conduct the Cognos Report Open Workshop (CROW) sessions. Here we receive training on Cognos report writing and get support on questions we may have as we write reports for our college.

IR&P staff will attend the EASS divisional monthly meetings where there will be professional development sessions offered

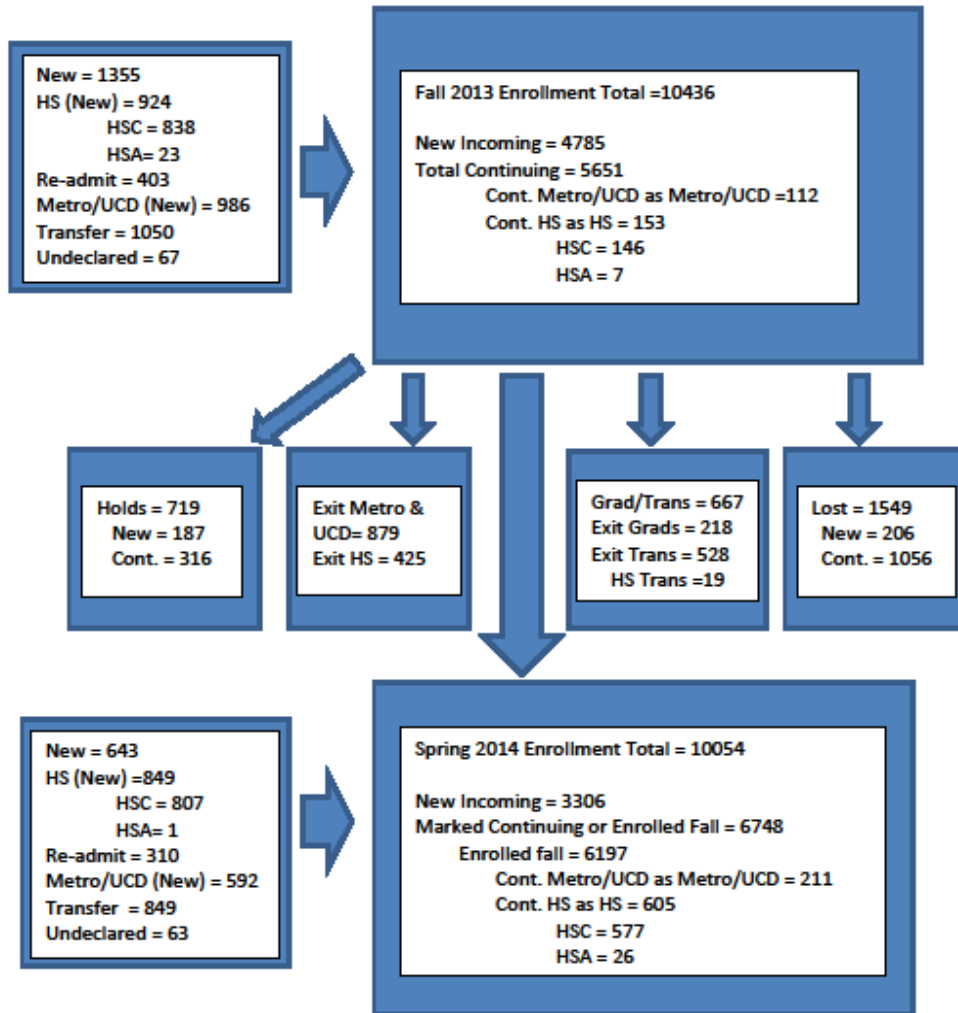
Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions
The office of IR&P needs to fill the open 1FTE and 0.5 FTE Research analyst positions

Appendix A

Institutional Research		JUL				AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUN			
ACTIVITY/TASK		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
CCD Academic Calendar		Summer				Fall Semester																Spring Semester																Summer											
FEDERAL	IPEDS					IPEDS Reg. map, ID & IC-Head					IPEDS FALL COLLECTION PERIOD - Inst. Characteristics, Completions, 12-mo.													IPEDS WINTER COLLECTION PERIOD - FinAid, Grad & 200 Grad rates													IPEDS SPRING COLLECTION PERIOD - Finance, HR												
	VE135 graduate follow-up																	Order Cards	Retrieve completers	Begin Survey														March 30 follow-up due															
	WIA																																																
STATE	WUE													enrollment due Oct 14																													update profile						
	SURDS ENROLLMENT													SUMMER																													SPG						
	SURDS COURSE																																																
	SURDS UAF					SPRING																																											
	SURDS DEGREE GRANTED									FULL YEAR													SUMMER FOR IPEDS GRS																										
	SURDS GRAD AND RETENTION COHORT																																																
	COF					Sp prev correction	Summer - 1st Recon			Final Sum Recon	Fall Invoice							Sum and prev Correction					1st Fall Recon	Final Fall Recon			Sp Invoice					Fall and prev correction	1st Sp Recon	Final Sp Recon			Sum Invoice												
	COMMON DATA SET																																																
	FTE IMPUTED CENSUS					AY/FINAL																					Fall Imputed	Fall Final																					
	BUDGET BOOK FORMAT 40/100																																																
BUDGET TEMPLATE DATA																																																	
IMMUNIZATION RPT																																																	
SYSTEM	FREEZE DATA									Fall 1st day			Fall census			Sum EOT							SP 1st Day	Fall EOT			SP census							Sum 1st day			Sum census	Sp EOT											
	VALIDATE DATA AND REPORTS					Ongoing throughout the year																																											
INTERNAL	Daily FTE, Weekly FTE, Tally, DATA PULL																																																
	FEE and FTE REPORTS FOR FINANCE																																																
	INCENTIVE FUNDS & HISTORIC DASHBOARD UPDATE																																																
	FACULTY/COURSE EVALUATION LIST																																																
	END OF TERM REPORTS																																																
	FACT SHEET																																																
	QUICK FACTS on Web					Sum Census	Sp	EOT						Fall Census	SUM	EOT									Fall	EOT	Sp	Census																					
	WEB UPDATES other																																																
	GRADUATION/RETENTION TRANSFER																																																
	TREND REPORTS																																																
	POCKET CARD																																																
	WEEKLY DASHBOARD																																																
	Daily AccuTrack																																																
	Daily IMPUTED																																																
	AA/AS/AGS 50 plus credits																																																
WEEKLY STEAR																																																	
PTK census																																																	
EXTERNAL	PETERSONS																																																
	COLLEGE BOARD																																																
	EOC OUTCOMES																																																
	NCA - HLC ANNUAL REPORT																																																
	DENVER BUSINESS JOURNAL																																																
	RTD List																																																
RAVE List																																																	
ACT																																																	

Identifying and following Fall 2013 enrollment through Spring 2014 enrollment

Source ODS Fall 2013 EOT freeze file, Spring 2014 EOT freeze file, SURDS Fall 2013 Graduation File, ODS Holds report, National Student Clearinghouse. In the ODS file, high school and consortium students student type was updated from student attributes.



The *Holds* category includes students with holds who did not register in spring 2014 and who are not included in any other *exit/lost* categories. The *Exit Grads* and *Exit Trans* categories include graduates and transfer students who did not register in spring 2014. The *Lost* Category includes students who did not register in spring 2014, who did not have holds, were not Metro, UCD, or HS students, and did not exit by graduating or transferring.

Appendix C

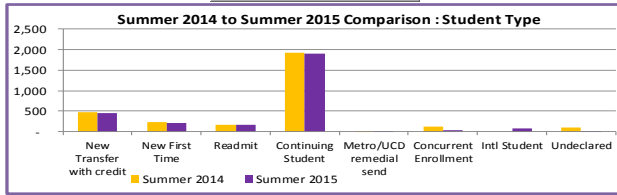
Community College of Denver Summer to Summer Point in Time Comparison June 13, 2014 to June 12, 2015													
												View FTE by Prefix Detail	
Summer 2014						Summer 2015						Percentage Change	
Day	Date	Unduplicated HC	FTE		AFTE	Day	Date	Unduplicated HC	FTE		AFTE	HC	AFTE
Monday	13-Jun-14	3,028	491.43	111.57	608.13	Friday	12-Jun-15	2,863	467.97	105.43	578.83	-5.45%	-4.82%

Community College of Denver Summer Application to Enrollment Yield				
	Summer 2014 thru 6/13/14	Summer 2015 thru 6/12/15	Difference	% Change
Summer Applicants	3028	2713	-315	-10%
Applicants Enrolled	746	694	-52	
% Applicants Enrolled	24.6%	25.6%	0.94%	4%

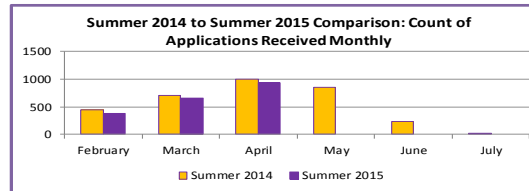
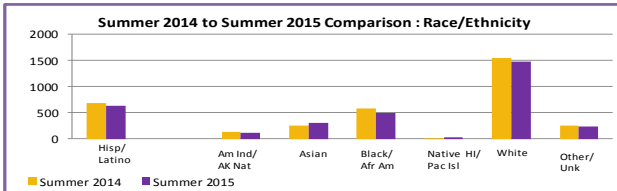
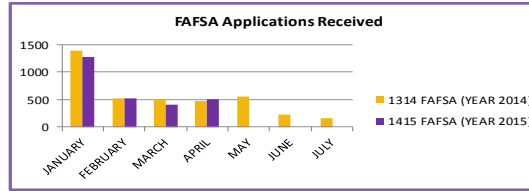
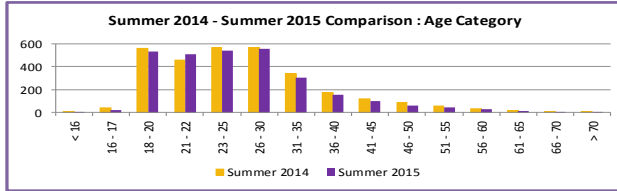
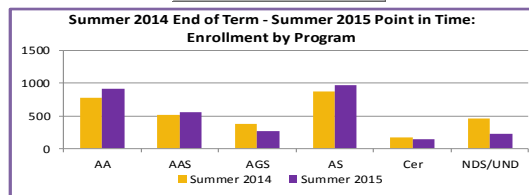
Community College of Denver Summer 2015 Orientation Yield											
Summer 2015 thru 6/5/15	On-Campus Orient	% Attend & Enroll	Online Orient	% Attend & Enroll	Red Carpet Orient	% Attend & Enroll	Intl Stu Orient	% Attend & Enroll	ASCENT Orientation	% Attend & Enroll	Total attended
Total attended 4/1 - present	413		498		143		18		31		1103
Summer 2015 Applicants Attended	139	33.7%	218	43.8%	0		6	33.3%	0		363
Summer Attended & Enrolled	67	48.2%	118	54.1%			5	83.3%			190

Upcoming Summer & Fall Orientations					
	Tues, June 16th, 2015	Thurs, June 18th, 2015	Tues, June 23rd, 2015	Friday, June 26th, 201	Tuesday, June 30th, 2015
# Scheduled for Orientation	102	66	29	14	7

View Demographics Detail



View Program Detail



Total number of students on waitlists

0

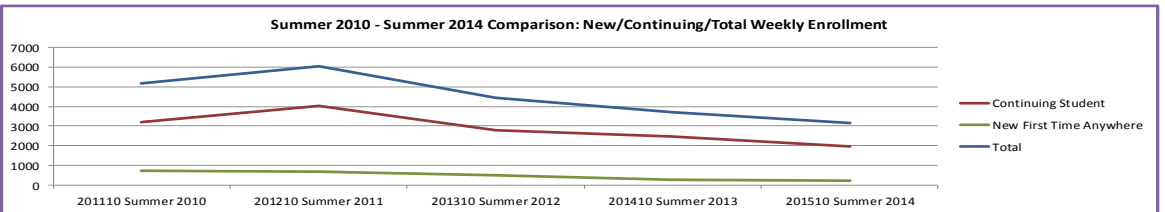
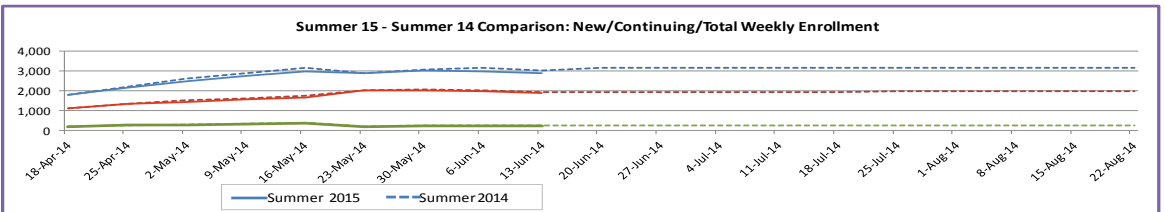
View Tally

Number of students on waitlist by course

Select Course

Waitlist Count

#N/A



Appendix D

Functional Access Group	Report Name	Report Output/Description
Advisors	Current Students Not Enrolled Next Semester by Advisor	Prompts for current semester and next semester, returns advisor name, S#, student type, contact data of current students who have not enrolled in next open semester
Advisors	Enrolled Students by AdvisorType-Advisor	Prompts for semester, one advisor type, one or more advisors; returns S#, student type, student name by advisor
Advisors	Enrolled Students by AdvisorType-Advisor-StudentType	Prompts for semester, the student type, the advisor type, advisor name; returns advisor type, advisor name, student type, S#, student name on one Excel tab.
Advisors	Enrolled Students by Semester-Advisor Type-StudentType	Prompts for semester, the student type, the advisor type, advisor name; returns advisor type, advisor name, student type, S#, student name on different Excel tabs by advisor.
Advisors	No_Advisor_Assigned	Prompts for semester; returns student name, S# and program for students who are not yet assigned an advisor, excludes NDS and Consortium
Advisors	No_Advisor_Assigned_Includes_NDS	Prompts for semester; returns student name, S# and program for students who are not yet assigned an advisor, includes NDS and Consortium
Concurrent Enrollment Services	Concurrent_Student_CourseList	Daily report listing Concurrent students and classes to review and make corrections
Concurrent Enrollment Services	Concurrent_Student_List	Daily report listing Concurrent students to review and make corrections
Concurrent Enrollment Services	Course_Section_840-869_Verify_HSC	Used to double check that all students in 840-869 sections are coded HSC
Concurrent Enrollment Services	Element 9_Verify_HSC	Daily report listing Concurrent students and classes to review and make corrections
Instruction - Dean	Compare AY Actual and Max Course Registration by Course	Tally report by course (3 terms) showing actual enrollment, max enroll field from Banner and percent of max actually enrolled
Instruction - Dean	Pass Rate by Selected Course Instructor	Prompts for semester, instructor name; returns course grade distribution and pass rate for all instructors courses
Instruction - Dean	Pass Rate by Selected Prefix	Pass Rate by Course - able to select for current year or previous two
Instruction - Dean	Pass Rate by Selected Prefix - Historical	Pass Rate by Course with more years available - able to select semester from fall 2006 through current
Instruction - Dean	Pass Rate by Selected Prefix and Course Number	Prompts for semester, course prefix, course number; returns pass rate by course number by section
Instruction - Dean	Pass Rate by Selected Prefix by Course Meeting Type	Course pass rate by section type groups (daytime, evening, weekend, 13-week, online, hybrid, self-paced)
Instruction - Dean	Pass Rate by Selected Prefix, Course Number With Instructor	Prompts for semester, course prefix, course number; returns instructor name, grade distribution and pass rate by course number and section
Instruction - Dean	Program Enrollment counts	Prompts for college and semester; returns CIP code, program name, program code, degree, major concentration and headcount by program
Instruction - Dean	Program Enrollment Student List Select Program	Prompts for college, semester, program code; returns list of students in a specific program.
Instruction - Dept Chair	5-Year Program Enrollment by Term with Concentration	5 Year program enrollment counts by term with AY total
Instruction - Dept Chair	Average Class Size by Center By Prefix	Prompts for semesters; returns average class size by center by prefix. Online, Metro, UCD, Stacked, off campus, and courses with fewer than 4 enrolled are removed from data set.
Instruction - Dept Chair	Average Class Size by Prefix	Prompts for semesters; returns average class size by prefix. Online, Metro, UCD, Stacked, off campus, and courses with fewer than 4 enrolled are removed from data set.

Functional Access Group	Report Name	Report Output/Description
Instruction - Dept Chair	Completers by Gender and Ethnicity by Termam - 3 Year Trend	Completer headcount by Term, previous three years. By degree level this report has counts of degrees awarded for gender and ethnicity.
Instruction - Dept Chair	Degree by Term by Program - 3 Year Trend	Degrees awarded by Term includes concentration previous three years.
Instruction - Dept Chair	Compare Current Program Enrollment Counts to EOT Previous Like Term	2 like term (ie summer to summer) comparison of program enrollment counts. Prompts for term
Instruction - Dept Chair	Course Enrollment By Instructor Type	Coun of sections and students by course taught by FT faculty and adjunct instructors. Prompts for term, may select multiple terms
Instruction - Dept Chair	FTE by Prefix by Semester	Semester FTE by prefix. Prompts for term and prefix, may select multiple
Instruction - Dept Chair	FTE_by_Center_Report	Prompts for semesters and centers to compare; returns FTE by prefix for selected semesters
Instruction - Dept Chair	List Course Enrollment	Current year, single subject search; returns students currently enrolled
Instruction - Dept Chair	List Course Enrollment Select by Course Number	Prompts for semester, course prefix (look up available), course number; returns list of students, course title, S#, student name and contact data
Instruction - Dept Chair	Program Completion Counts	Report Degrees and Certificates by Program
Instruction - Dept Chair	Wait_List_Students_Email&Phone	Prompts for semester and center code; returns wait list.
orientation	VZ Applicant Student List	List of applicants. Prompts for search begin and end date or user may search only by term applicant listed
Registrar	Active_Students_With_Holds	Prompts for semester and hold code; returns S#, student name, hold type, hold creator, from and to date, student contact data for active students. Active = students who were enrolled at least one of the past three semesters or individual who is a new applicant. Active students may or may not have holds
Registrar	Admission Applications Activity	Prompts for semester; returns total admission applications by activity on SFASTCA (not yield of registered students) Any student who has applied and then registered for a course. This could be students who have dropped all classes.
Registrar	Admission_Applications_Summary	Prompts for semester; returns application counts by student type
Registrar	Admission_Applications_Yield	Prompts for semester; returns total count unduplicated admission applications by total registered (Y/N). Any student who has applied and then registered for a course. This will not include students who have dropped all classes.
Registrar	Advisor_Call_Campaign_Students_No_Holds	Prompts for current semester and next semester; returns advisor name, residency, citizenship, # holds, S#, student name, contact data of currently active students not yet registered for next term if no holds
Registrar	Advisor_Call_Campaign_Students_With_Holds	Prompts for current semester and next semester; returns advisor name, residency, citizenship, # holds, S#, student name, contact data of currently active students not yet registered for next term if holds on record
Registrar	Call_Campaign_Applicants_Not_Registered_In_Semester	List of currently applied, active students not yet registered for next term - applied but never registered
Registrar	Compare Actual and Max Course Registration by Semester and Course	Tally report by course (2 terms) showing actual enrollment, max enroll field from Banner and percent of max actually enrolled
Registrar	Recent_ACT_Test-Application_Registration	List of students completed testing recently at testing center and if applied or registered
Registrar	Recruitment Outreach HS	Prompts for application date, HS graduation date, semester; returns list of applicants who will complete GED or high school and have applied to CCD in next term(s)

Appendix E



Established in 1967 • Opened in 1970.
 Moved to the Auraria Campus in 1975
 Located on 150 acres in downtown Denver.
 Nearly 60% of students qualified for financial aid.

COMMUNITY COLLEGE OF DENVER

	AY 10-11	AY 11-12	AY 12-13	AY 13-14
Degrees Awarded	407	504	512	599
Certificates Awarded	420	456	455	451
Top 3 Degrees/ Certificates	AA EMS Nur Aide	Nur Aide AGS AA	Nur Aide AA AGS	AA AGS AS
	AY 10-11	AY 11-12	AY 12-13	AY 13-14
FTE ¹	8,272.9	8,277.2	7,328.7	6195.1
Resident	7,579.4	7,667.8	6,707.3	5665
Non-Resident	693.5	609.4	621.4	530.1
	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Headcount	13,053	11,901	10,432	10,294
Resident ²	12,128	10,489	9,686	8,757
Non-Resident ²	925	1,412	746	1,537
% Male	42%	43%	44%	44%
% Full-time	23%	23%	23%	24%
% Minority	51%	50%	52%	52%
Hispanic	25%	26%	26%	25%
Average Age	27.0	26.7	26.1	25.7
Mode Age	19	19	19	19

¹Includes imputed FTE ²As reported on DHE FTE report

Fall 2014, the majority of CCD students came from four counties:
 Denver (51%), Arapahoe (19%), Adams (10%), Jefferson (10%)

Grad Rate² 10% • Transfer Rate² 10% • Yr. Retention Rate³ 53%

The majority of our transfer students enroll at MSU Denver & UCD.

86% of first-time recent high school graduates require remediation.

2,622 HS Concurrent Enroll Students took 6,015 courses in AY 15

CCD had partnerships with 32 high schools in AY13.

²2011 1st-time, full-time, degree seeking cohort

³2013 1st-time, full-time, degree seeking cohort

Community College of Denver - Faculty and Staff

	AY11-12	AY12-13	AY13-14	AY14-15
Faculty (FT)	121	124	123	105
Faculty (PT)	436	393	312	280
Student to Faculty Ratio:	24/1	23/1	22/1	25/1
Classified	20	34	49	51
Exempt Employees	175	165	185	178

Community College of Denver - AY16 Tuition

	Resident		Non-Resident		
On-Campus		\$124.90			\$512.35
Nursing		\$182.85			\$512.35
Dental		\$245.00			\$512.35
On-Line		\$220.75			\$336.50
MSU Denver/UCD		\$62.45			\$512.35
	FY11	FY12	FY13	FY14	FY15
General Fund	\$38.9MM	\$48.9MM	\$49.9MM	\$51.3MM	\$47.5MM
Budget					
COF	\$62.00 ¹	\$62.00	\$62.00	\$64.00	\$75.00
Fed Fin Aid	\$62.7MM	\$68.1MM	\$59.6MM	\$41MM	N/A ²
State Fin Aid	\$3.1MM	\$4.3MM	\$4.5MM	\$4.5MM	N/A ²
Institutional Aid	\$479K	\$483K	\$564K	\$659K	N/A ²

¹Spring 2010 EOT and Summer 2010 1st half--\$44
²N/A = Not available at time of publication.

Student Fees	AY14	Frequency
Registration	\$12.55	per term
Activity	\$6.37	per credit hour
Auraria Bond	\$36.96-\$78.12	varies by cr hr enrolled
Clean Energy	\$5.00	per term
RTD	\$89.00	per term
Immunization	\$2.00	per term
Building	\$8.00	per credit hour
Auraria Library	\$4.57	per credit hour
Health Center	\$24.00	per term
High Cost Course	\$6.60	per credit hour

Appendix F **2014-2015 Admissions Applications Processed by Month**

Fall 2013			Fall 2014			
Month		Applications Received	Month		Applications Received	% Δ
October	2012	237	October	2013	361	52%
November	2012	467	November	2013	342	-27%
December	2012	258	December	2013	530	105%
January	2013	566	January	2014	655	16%
February	2013	504	February	2014	741	47%
March	2013	667	March	2014	1152	73%
April	2013	940	April	2014	1103	17%
May	2013	1162	May	2014	1130	-3%
June	2013	1393	June	2014	1229	-12%
July	2013	1961	July	2014	1806	-8%
August	2013	2098	August	2014	1805	-14%
September	2013	1629	September	2014	1414	-13%
October	2013	139	October	2014	159	14%
November	2013	34	November	2014	25	-26%
		12055			12452	3%
Spring 2014			Spring 2015			
Month		Applications Received	Month		Applications Received	% Δ
October	2013	1068	October	2014	972	-9%
November	2013	1505	November	2014	1489	-1%
December	2013	1274	December	2014	1307	3%
January	2014	1408	January	2015	1264	-10%
February	2014	892	February	2015	601	-33%
March	2014	248	March	2015	123	-50%
April	2014	52	April	2015	36	-31%
		6447			5792	-10%
Summer 2014			Summer 2015			
Month		Applications Received	Month		Applications Received	% Δ
February	2014	438	February	2015	381	-13%
March	2014	711	March	2015	647	-9%
April	2014	989	April	2015	932	-6%
May	2014	846	May	2015	712	-16%
June	2014	230	June	2015		
July	2014	13	July	2015		
		3227			2672	

Fall 2014			Fall 2015			
Month		Applications Received	Month		Applications Received	% Δ
October	2013	361	October	2014	628	74%
November	2013	342	November	2014	629	84%
December	2013	530	December	2014	399	-25%
January	2014	655	January	2015	950	45%
February	2014	741	February	2015	803	8%
March	2014	1152	March	2015	930	-19%
April	2014	1103	April	2015	1077	-2%
May	2014	1130	May	2015	987	-13%
June	2014	1229	June	2015		
July	2014	1806	July	2015		
August	2014	1805	August	2015		
September	2014	1414	September	2015		
October	2014	159	October	2015		
November	2014	25	November	2015		
		12452			6403	

Appendix G

Transfer Evaluation

	Official Transcripts Received	Credits Posted	ATVS Cert	Undeclared / Non- Degree Seeking	Not Admitted	Other (duplicate, no passing grades, NRA, dev ed, etc.)	JST	AP	CLEP	IB	DSST	Challenge Exam	Portfolio	Foreign
Jul 2014	586	393	2	24	1	51	4	168	1		1			3
Aug 2014	623	545	3	27	8	88	10	17	5	3	4			2
Sep 2014	209	189		5	1	31	2	1	2		1		1	1
Oct 2014	187	153	1	9	2	44	2	3	2					3
Nov 2014	255	219	1	8	1	28	3	3	2		1	1		1
Dec 2014	349	257		11	1	57	6	1	4					5
Jan 2015	527	432	1	20	2	107	5	1	3		1			4
Feb 2015	66	138		4		40	2	2	4	1		1		3
Mar 2015	228	73		7	4	26	5	1						
Apr 2015	403	381	1	54	2	84	10	3	35			2		5
May 2015	456	320	1	28	6	95	4	6	7		1	4	1	4
Jun 2015	118	105		7	3	23	4	1	5	1		2	2	

Appendix H

List 1: Incorrect list

1200

* These are students enrolled in the fall that were provided Spring information

Non enrolled in fall List	3390
----------------------------------	-------------

Answered:	
Yes	486
No	1463
No Phone numbers	1441
Total	3390

Are you enrolling in the Spring?	
Yes	128
No	233
Maybe	82
Wrong #	5
Hung up	23
Unknown	15
Total	486

Did not Answer	
Left Message	986
Wrong #/unavailable	477
	1463

Of those who answered: Reasons for not attending in the Fall	
Appeal Denied	2
Appeal Pending	2
Badground Check Pending	1
Balance Due	4
Boot Camp	2
Break	5
Dissatisfied	3
Financial Aid Appeal	3
Financial Aid Probation	1
Financial Reasons	17
Got in Trouble (not specific) poss conduct	1
Grades	2
Graduated	3
Health/Medical Reasons	5
Language Barrier	1
Military	3
Missed Deadline	1
Moved/Moving	18
No Daycare/New Mom	7
No Financial Aid	3
No Longer Interested	2

Non Degree seeker(1 Class/Grad/MA Prog/Fac or Staff	25
Past Due Balance	4
Personal Reasons	133
Suspension	5
Time	14
To many credits	1
Transferred	96
Undecided (College goals)	2
Unknown (hung up, couldn't talk, LM with fam mem, didn't give reason)	67
Was enrolled	2
Wasn't Ready	1
We don't have Program of Study	2
Work	48
	486

Appendix I

SPRING 2015 RETENTION Call Campaign

This list excludes fall Metro & UCD remedial send students and fall high school students

This list excludes students who graduated fall 2014, students who transferred after fall 2014, and students with these hold codes:

like "AS" or like "CE" or like "FA" Or Like "FD" Or Like "RF" or Like "S1" Or Like "S8" Or Like "T1" Or Like "T2" Or Like "T3" Or Like "T4" Or Like "T5" Or Like "T8" Or Like "T9" Or Like "TA" Or Like "TC" Or Like "TD" Or Like "TF" Or Like "TL" Or Like "TM" Or Like "TN" Or Like "TO" Or Like "TP" Or Like "TR" Or Like "TT" Or Like "TU" Or Like "TW"

Total Students received from IR:	1692
No Phone Numbers	143

Students with a GPA of 0-0.99	580
Students with a GPA 1.0-1.99	221
Students with a GPA 2.0 -2.99	380
Students with a GPA 3.0 - 3.99	347
Students with a GPA 4.0 +	164
	1692

Degrees declared in Banner		Breakdown by GPA:				
		0-0.99	1.0-1.99	2.0-2.99	3.0-3.00	4.0 GPA
Accounting	29	8	2	4	13	2
Administrative Assistant	1					1
Applied Technology	12	1	2	8		1
ARC Welder	1		1			
Architectural Technologies	6	3		1	2	
Associates of Arts	488	173	86	114	88	27
Associates of General Studies	255	108	37	56	36	18
Associates of Science	473	158	49	113	109	44
Autocad Upgr d-Mech/Arch Draft	1			1		
Basic Architectural Designer	3				1	2
Bookkeeping/Payroll	1	1				
Bus Admin Real Estate	1			1		
Business Administration	13	10	1	2		
Business Management	21	16	4	1		
CNC Machine Tool Operator	2	1				1
CNC Manufacturing Emphasis	1				1	
Comp Med Asst Emph	1	1				
Computed Tomography	10				7	3
Computer Information Systems	25	8	2	10	4	1

Degrees declared in Banner		Breakdown by GPA:				
		0-0.99	1.0-1.99	2.0-2.99	3.0-3.00	4.0 GPA
Computer Information Tech	2	1				1
Computer Service & Support	1	1				
Computer Support Technician	1	1				
Computerized Accounting	1			1		
Criminal Justice	5	3		2		
Dental Hygiene	2			2		
Early Childhood Director	11	2		6	1	2
Early Childhood Education	20	6		4	9	1
Early Childhood Teacher Level	11	1		2	3	5
Early Childhood Teacher Lvl II	2		1	1		
Electroneurodiagnostic Tech	1			1		
EMT Basic	6		2		4	
Eng Graphics- Mech Drafter	2	1			1	
Entrepreneurial	2				2	
Graphic Design	18	6	3	6	3	
Human Services	64	18	12	11	20	3
Industry Up-Grade Inventor	1					1
Industry Upgrade Rev'it	1	1				
International Business	1	1				
IT - Information Technology	10	7		2	1	
Journalism/Mass Media	2	1		1		
Machine Tool Technology	1		1			
Mammography	1					1
Medical Administrative Assist	16	8	3	1	4	
Non Degree Seeking	2	1			1	
Office Manager	1			1		
Paralegal	14	6	1	6		1
Paralegal Transfer Degree	12	6	2	2	1	1
Practical Nursing	2			1	1	
Radiologic Technology	1				1	
Radiology Technology	1			1		
Retail Management	1	1				
Revit	1				1	
Undeclared	124	18	11	16	32	47
Veterinary Technology	6	2	1	2	1	
Welding	1					1
	1692	580	221	380	347	164

Reasons	
Appeal Denied	1
Appeal Pending	1
Break	15
Class Not Offered This Semester	3
Classess needed were full	3
Death in the Family	3
Didn't want to give Reason	32
Dissatisfied	2
Financial Aid Appeal	6
Financial Aid Probation	4
Financial Reasons	36
Grades	1
Graduated	8
Had a Baby	2
Health/Medical Reasons	21
Immunization Hold	1
Looking for another school	1
Military	4
Missed Deadline	3
Moved	14
No Daycare	1
No Financial Aid	5
No Longer Interested	12
No reason	8
Non Degree Seeker	13
Not Accepted In Dental Hygiene Prog	1
Online classes	2
Pending Acceptance into Program	1
Personal Reasons	36
Problems with Math	1
Suspension	2
Time	13
To many credits	1
Transferred	30
Undecided	10
Already Enrolled	12
Wasn't Ready	3
We don't have Program of Study	2
Work	48
Total	362

Other	CountOfOther
Call back	30
Disconnected	71
Hung up on us	21
Left Message	803
Line Busy	29
Mailbox Full	24
No Voicemail	20
Number not valid	70
Out of Service	52
Wrong Number	67
Total	1187


Summer Term	CountOfYes-No
Undecided	28
Yes	82
No	252
Total	362

Fall Term	CountOfYes-No
Undecided	30
Yes	190
No	142
Total	362

College Enrollment in Colorado and the Community College of Denver

Judi Diaz Bonacquisti

Enrollment Administration and Student
Success Division Meeting
Friday March 6, 2015



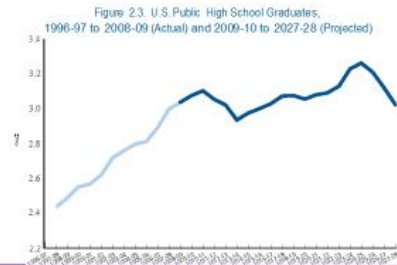
College Enrollment in Colorado and the Community College of Denver

- 8:00 Introductions of new staff, including OIR
- 8:15 Enrollment Trends
- 8:45 Small groups: My sphere of influence in student success
- 9:30 Small groups: Report Outs
- 9:45 Announcements
- 10:00 Adjourn



Knocking at the College Door
Projections of High School Graduates
2012
National Snapshot

- > 2008-2009: 3 Million
- > 2013-2014: 2.9 Million
- > 2022-2023: 3.1 Million



Knocking at the College Door
Projections of High School Graduates
2012
Colorado Snapshot

- 2010-2011: ↑54,700
- 2013-2014: ↓51,200
- 2024-2025: ↑61,000

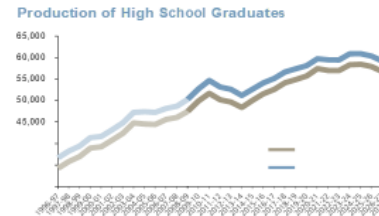


Figure 7. Enrollment In-State and Out-of-State (2012)

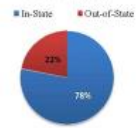


Figure 8. Enrollment 2 and 4 Year Institutions (2012)

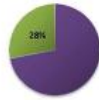


Table One Summary Statistics for High School Graduates

High School Graduation Year	Total High School Graduates	Total College Enrollment	Graduates Enrolling in College
2012	52,813	29,635	57.0%
2011	52,306	29,919	57.4%
2010	51,702	29,937	58.1%
2009	50,334	29,535	58.8%

Table Two In-State and Out-of-State Enrollment Summary

High School Graduation Year	% HC Graduates Enrolling in the State	% HC Graduates Enrolling at Out of State College	% HC Graduates Not Enrolled
2012	44.6%	12.3%	43.0%
2011	46.2%	12.2%	41.6%
2010	46.9%	12.0%	41.1%
2009	47.8%	11.4%	40.2%

Source: CCD, 2014 (updates regarding the Preliminary Program and National High School Graduates, May 1, 2014, p. 1)

High School Class of 2012

Category	% of Students
Female	50.5%
Male	49.5%
American Indian or Alaskan Native	0.9%
Asian	3.2%
African-American	5.0%
Hawaiian/Pacific Islander	0.2%
Hispanic	25.3%
Two or More Races	2.5%
White (not Hispanic)	62.9%
Free Reduced Price Lunch	27.0%

Table 5. Class Characteristics:

College-Going Students from 2012 Class

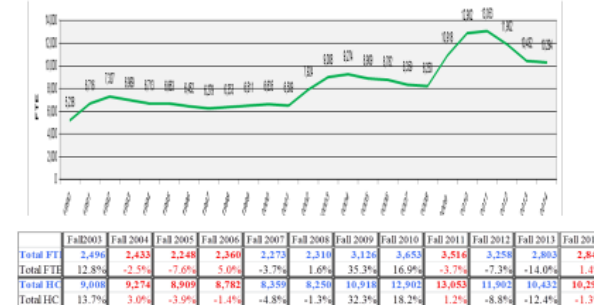
Category	% of Students
Female	54.1%
Male	45.9%
American Indian or Alaskan Native	0.6%
Asian	4.0%
African-American	4.6%
Hawaiian/Pacific Islander	0.2%
Hispanic	18.4%
Two or More Races	2.7%
White (not Hispanic)	69.4%
Free Reduced Price Lunch	19.7%



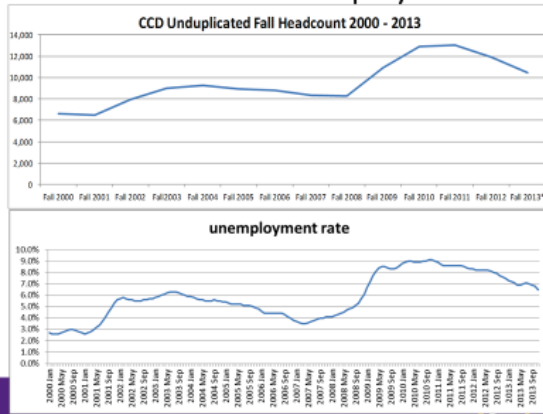
CCD Enrollment by Student Type

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Minority Fall	4526	4282	4963	4200	3809	5054	6174	6608	6136	5422	5047
Asian	478	500	590	515	466	548	585	575	537	546	535
Black, Non-Hispanic	1424	1320	1200	1127	1088	1589	2009	2247	1916	1554	1322
Hawaiian or Pacific Islander						32	35	35	26	23	
Hispanic	2470	2306	2968	2444	2155	2755	3212	3225	3090	2756	2596
International	611	493	151	171	484	525	525	483	500	528	614
Native American/Alaskan Native	154	147	122	114	100	162	156	138	133	114	123
White, Non-Hispanic	3946	3940	3320	3671	3483	4460	4638	4424	3970	3459	3493
Unknown	191	194	330	417	474	870	1564	1538	1236	1023	1142
More than one						180	388	425	426	446	
ASSET										70	84
Total Enrolled	9274	8909	8782	8359	8250	10918	12901	13053	11901	10502	10390
Continuing	5769	5484	5374	5744	5272	6934	8629	8371	8046	6899	5734
New	2969	2685	2283	1730	1369	2445	2593	2251	1742	1461	1608
Other	536	740	1125	885	1089	1539	1679	2431	2113	2142	3038

CCD Fall Enrollment Trends 1990-2014



CCD Enrollment vs. Unemployment Index



FY09-FY13 CDHE Graduate Counts by Colorado Public Two-Year and Community Colleges

Community College System	Certificate	Associate	Inst Total	2009	2010	2011	2012	2013
Arapahoe Community College	Certificate	603	797	742	865	863		
	Associate	496	485	562	686	732		
	Inst Total	1,099	1,282	1,334	1,551	1,595		
Colorado Northwestern Community College	Certificate	60	106	175	132	89		
	Associate	92	102	104	116	119		
	Inst Total	152	208	279	248	208		
Community College of Aurora	Certificate	272	407	356	296	323		
	Associate	340	390	404	439	485		
	Inst Total	612	803	760	735	808		
Community College of Denver	Certificate	271	294	402	437	438		
	Associate	483	419	405	500	510		
	Inst Total	754	713	807	937	948		
Front Range Community College	Certificate	1,492	1,728	1,747	1,701	1,717		
	Associate	1,006	1,116	1,311	1,460	1,668		
	Inst Total	2,498	2,844	3,058	3,161	3,385		
Lamar Community College	Certificate	61	22	73	72	87		
	Associate	134	83	134	116	118		
	Inst Total	195	105	207	188	205		

<http://highered.colostate.gov/Publications/Reports/Deplw/FY2013/FY2013.pdf>



CDHE Transfer (at Entry) Summary FY13

Originating Institution	Receiving 4-Year Public Institution													PRCAL YEAR	
	CNC	ASU	CSM	CSM	CSU	CSUP	CSUN	FLG	MSU/Denver	UCB	UCSD	UNC	UNCS		
Two-Year Public Institutions															
Arapahoe Community College	2	3	6	34	1	48	1	46	12	6	3	382	1	7	306
Colorado Mountain College	8	3	68	2	38	3	18	6	42	38	3	38	4	4	166
Colorado Northwestern Community College	4	27	1	3	6	1	5	1	2	1	1	1	1	1	58
Community College of Aurora	1	1	4	4	15	9	30		35	18	1	90	25	1	416
Community College of Denver	5	4	6	8	13	1	23	2	43	34	3	300	35	1	614
Front Range Community College	34	2	27	13	117	6	146	7	40	39	38	151	175	9	1,716
Lamar Community College	9	3	3	6	8	8	6	1	1	11	1	1	1	1	40
Morgan Community College	6	3	3	3	7	1	11	1	1	1	1	1	1	1	40
Northeastern Junior College	1	8	6	39	8	1	1	12	5	4	3	46	1	1	140
Otero Junior College	18	8	1	32	48	2	2	11	11	11	11	9	1	1	116
Pikes Peak Community College	3	13	17	5	30	41	43	7	18	38	363	21	23	6	111
Public Community College	1	16	14	1	182	21	33	17	2	23	4	6	6	1	317
Rocky Mountain Community College	8	1	17	10	41	44	6	30	46	8	10	13	6	1	630
Trinidad State Junior College	1	8	7	2	17	3	3	1	1	1	1	1	1	1	42
Total Transfers from Two-Year Public Inst	47	112	245	88	810	240	447	89	1,013	418	746	813	961	45	6,831
% of Total Rec'd from Two-Year Public Inst	0.7%	1.6%	3.3%	1.4%	11.8%	3.7%	6.7%	1.2%	14.1%	6.1%	10.3%	11.3%	13.2%	0.6%	100%
% of Total Rec'd by Inst	14.3%	89.9%	18.9%	55.7%	43.3%	62.0%	15.2%	13.3%	41.7%	24.0%	29.4%	24.9%	16.4%	18.0%	29.9%

http://highered.colostate.gov/Publications/Reports/Enrollment/FY2012/2012_Transfer_Summary.pdf



CDHE Graduation Rates (2010 Cohort)

Institution Name	Fall 2010 Entering Class	Graduated at Original Institution			Graduated at Transfer Institution			Graduated at Other	
		Ass. Deg. & Cert. (3+ years)	Cert. (3+ years)	Rate	Ass. Deg. & Cert. (3+ years)	Cert. (3+ years)	Rate	#	Rate
Arapahoe Community College	399	71	50	25.3%	4	6	2.5%	131	32.8%
Colorado Mountain College	432	54	27	17.3%	0	3	0.7%	84	19.4%
Colorado Northwestern Community College	366	53	27	21.3%	0	0	0.0%	80	21.9%
Community College of Aurora	494	53	47	20.2%	4	6	2.0%	119	22.3%
Community College of Denver	873	55	36	10.4%	3	3	0.7%	97	11.1%
Front Range Community College	1,540	162	114	17.3%	7	6	0.0%	289	18.8%
Lamar Community College	134	27	10	27.6%	1	0	0.7%	38	28.4%
Morgan Community College	87	20	10	24.3%	2	1	3.4%	33	37.9%
Northeastern Junior College	407	132	14	35.9%	2	0	0.5%	148	36.4%
Otero Junior College	283	52	33	30.0%	0	3	1.1%	88	31.1%
Pikes Peak Community College	1,305	130	68	14.4%	3	1	0.3%	192	14.7%
Public Community College	666	84	79	23.6%	7	6	2.3%	172	25.8%
Rocky Mountain Community College	836	86	90	21.7%	9	14	2.8%	199	23.8%
Trinidad State Junior College	302	33	85	39.7%	1	9	3.0%	128	42.4%
Grand Total	8,310	1,041	699	20.9%	47	60	3.9%	1,847	22.2%

http://highered.colostate.gov/Publications/Reports/Enrollment/FY2012/2012_GradRates.pdf

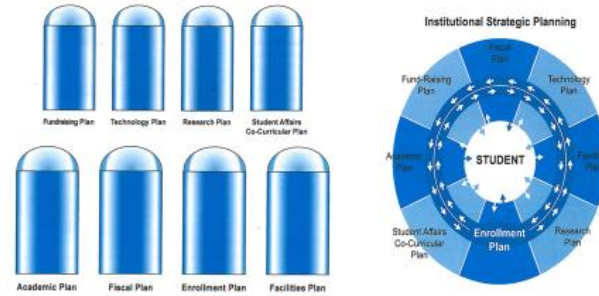


Student Experience Continuum

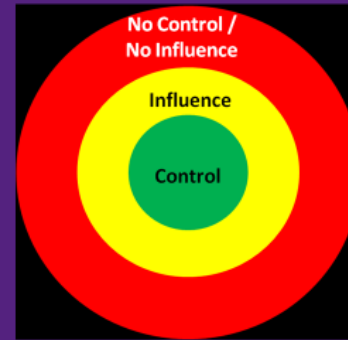
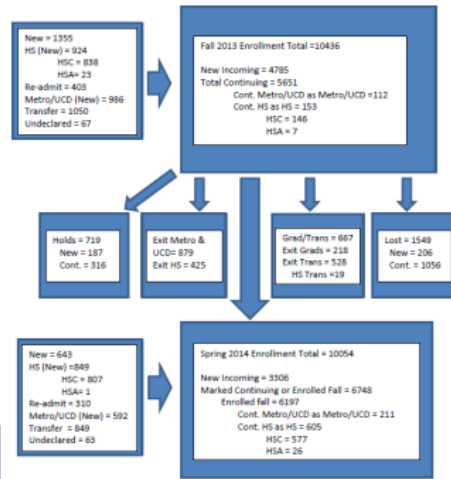


Figure 2. Student Success Continuum

Contrast how students “see” college to how colleges are set up



©Neel Levitz



- Spheres of Influence
Are our programs helping our students progress?
How do we know?



Scenarios

Discussion:

In your everyday role what could YOU do within your job function to support the success of the student in question?

Who are the individuals/departments that YOU could partner with (not hand off) to support the success of this student?

What can each of US do differently to have a positive impact on the success of our students?

- CCCS Goal #1: Transform the student Experience
- CCCS GOAL # 2 Transform our own workforce experience
- CCCS Goal #3: Create education without barriers through transformational partnerships
- CCCS GOAL # 4: Redefine our value proposition through accessibility, affordability, quality, accountability, resource development and operational excellence

