

TOUCHSTONE 6: SUPPORTING INSTITUTIONAL OPERATIONS

6C1: Key student and administrative support service processes

CCD provides two primary methods for students and other stakeholder groups to access the support services the college provides. These processes are via the college Web site and by calling or visiting the appropriate office.

Among the key student support programs are financial aid, enrollment services, bookstore, library, and Student Life for food, housing, transportation, health and counseling needs. Other support services include the learning labs, tutoring, academic advising and educational case managers. There is also a number of support services for specific needs such as for veterans, disabled and foreign students, testing and credit transfer.

Among the key administrative support processes are human resources, training, accounting and payroll, institutional reporting, information technology and the Auraria Higher Education Center consortium services.

6C2: Reinforcing processes and systems

CCD maintains support offices and standing committees to assess and intervene on behalf of students and college employees.

The Student Success Committee is an example of a standing cross-functional and cross-representational committee that is charged with the role of identifying student and college needs with a view toward developing systems to improve processes.

The office of Creative Services partners with the President's Office and IT Services to provide effective print, Web and broadcast publications, including marketing and recruiting materials, resources like the catalog and schedule booklets, internal newsletter production, public service announcements, news releases, external communication and relationships with lawmakers, and local, state and national media representatives.

Under the leadership of the college president and resource development specialist, the CCD Foundation's mission is

"To develop partnerships with individuals and organizations to secure and invest resources that contributes to the well-being of Community College of

Denver (CCD) students and the community." (Mission Statement for CCD Foundation)

The Foundation's fund-raising for college programs supports a priority list including the President's First Generation Scholars program. Providing financial aid to students is a key college objective and, to that end, a member of the foundation sits on the scholarship selection committee. The CCD Foundation sponsors an annual fund-raising event.

Grant writing and development is coordinated through the President's Office.

6P1: Identifying support service needs of students

Section 3P1 addresses the process of providing appropriate support for the changing needs of student groups. In addition, student support needs are identified in some of the following ways.

- Student engagement survey (CCSSE)
- Case management system through CASA and Title V advisors
- Direct feedback from students through contact with the Student Life office

6P2: Identifying support service needs of employees and other stakeholders

CCD maintains a number of employee groups that meet regularly and forward concerns, issues and requests to Executive Staff. These include: Hispanic Council, African-American Staff Council, Classified Council, Administrative Council, Technical Professional Council, Part-Time Faculty Relations Council and the Faculty Council. Human Resources is one of the primary support service resources for CCD employees. HR provides a range of personnel services from position development and advertising, payroll and benefits, regulatory compliance, training, professional development, leadership and performance evaluation (Table 6.1).

The Assessment, Planning and Research Office provides accurate and timely response to institutional data requests.

Section 3P3 provides a comprehensive analysis of how CCD meets the needs of other stakeholders.

6P3: Managing key student and administrative support services

Ongoing oversight of key support service processes occurs through the respective center and department staff. Support services staff receives feedback through student focus groups, student evaluations of faculty and internal department student satisfaction surveys. Departmental quality improvement efforts are based on the results of these measures. In addition, the AQIP quality improvement process supports day-to-day management of the processes.

Table 6.1 refers to the process of documentation.

Support offices within CCD strive to insure that work completed meets the needs of those requesting information or assistance. IT Services has implemented an online satisfaction survey for every job request completed.

6P4: Improving services through information and results

Statistical information on enrollment and revenue is used for budgeting and staffing, with service levels set accordingly. More subjective information is obtained through student satisfaction surveys. Examples of how specific offices use information for improving their services is presented in Table 6.2.

6P5: Measures of student and administrative support service processes

Student support services processes are monitored through an academic program review process called Quality Review & Enhancement (QRE).

QRE data are collected from enrollment, course success rates, retention rates, graduation rates, and graduate job placement, earning data, and student and employer satisfaction surveys.

The QRE process also monitors administrative support services with annual assessments of academic programs, through both qualitative and quantitative data, regarding general program information, program demand, program efficiency, effectiveness, outcomes and quality, along with student and faculty full-time equivalency (FTE), program costs, and return on investment (via cost-per-FTE).

Other measures of CCD's student support services process include:

- new applicant information
- Survey of Currently Enrolled Students
- Student encounter database analysis of student evaluations of faculty and courses (Educational Advising and Planning)
- Community College Survey of Student Engagement (CCSSE);
- ongoing collection of enrollment, financial and demographic data;
- Human Resources employee demographic reporting, accountability and employee benefits.

6R1: Results for student support service processes

CCD student services are coordinated among several different areas under the Office of the Vice President for Student & Enrollment Services. Each student service office develops its own methods for evaluating program effectiveness and support services by student utilization rate. For example, the Academic Technology Center computer lab conducts a survey every semester for users' feedback on lab equipment, staff helpfulness and attitude, wait times for assistance and general comments. The results for spring 2005 were very positive, with wait times of less than five minutes reported by about 75 percent of respondents, and general comments being overwhelmingly appreciative. Areas for improvement, according to 20 percent of the respondents, include background noise and staffing. Enrollment Services reports an interest in studying the amount of time required for enrolling a student given different complications. The Educational Planning & Advising Center reports that analysis of the retention and GPA of each student using its services would provide a method for improving student results.

Results on the Community College Survey of Student Engagement (CCSSE) indicate our students are very satisfied with our support services. In fact, in a few areas like the use of, importance of, and satisfaction with the CCD skills labs, CCD students rate their satisfaction significantly higher than students do at similar institutions. (See CCSSE survey results on www.ccd.edu/)

The Survey of Currently Enrolled Students also supports that students are very satisfied with the support services on campus (See 3R1). As you can see in Appendix 3b, a high percentage of our students rate our support services as satisfactory, good or very good.

Table 6.1 Support Service Processes and Documentation		
Department	Support Service Processes	Documentation of Processes
Enrollment Services (<i>financial aid, admissions, registration/ records</i>)	<ul style="list-style-type: none"> • Staff meetings to review office procedures and student issues. • Feedback from other college staff, faculty & administration is evaluated. 	<ul style="list-style-type: none"> • Financial aid statistics, student demographics, enrollment data are collected and reported. • Data is stored in the student information system. • Monthly reports of contacts with prospective students/ groups.
Center for Educational Planning & Advising /Center for Persons with Disabilities	<ul style="list-style-type: none"> • Confidential student satisfaction surveys are collected each semester and used in conjunction with annual performance evaluations to ensure quality of advising. Students with ongoing issues are contacted for follow up a minimum of twice each month until resolution. • Staff meetings discuss barriers to student access and success which are identified by advisors, and for ideas on resources that may be provided to students. 	<ul style="list-style-type: none"> • Student advising sessions and other contacts are documented through the student Information system, and through paper files when necessary. • Student satisfaction survey results are collected and discussed with each advisor. • Bi-weekly staff meetings and email facilitates communication among advisors regarding issues and processes for resolving them.
Assessment, Planning & Research (APR)	<ul style="list-style-type: none"> • The ARC office of Institutional Research and Reporting manages a tracking system for the completion of requests. • Supervisor support for individual creativity in resolving issues and promotion of teamwork is a vital aspect of problem solving and staff effectiveness. 	<ul style="list-style-type: none"> • Documentation for processes is stored on a shared network drive available to the ARC staff. • Reports of suitable/relevant research are published on the ARC website.
Teaching/Learning Center	<ul style="list-style-type: none"> • Professional development opportunities for faculty are scheduled through the academic year. • Designed to meet the needs of faculty and staff, schedules are produced and distributed prior to the beginning of each term. • Special events (e.g., Learning Success Day and Convocations) are planned and implemented as requested by the Vice-President. 	<ul style="list-style-type: none"> • Documentation through professional development database to track faculty participation in year-round seminars to be applied to the annual faculty performance/appraisal process.
Human Resources	<ul style="list-style-type: none"> • The HR department often receives direct and immediate contact from employees with regard to emerging issues. • Employee councils, such as for Technical Professional, Hispanic, etc. provide feedback on issues, while the classified employees have the State Department of Personnel the primary advocacy organization. • Other state and federal agencies have reporting requirements which are defined by the requesting agency. 	<ul style="list-style-type: none"> • The Human Resources department documents processes in its policies and procedures manual, position descriptions, etc., shared on a need-to-know basis with employees and managers. • Processes and policies are documented on the HR Web page, and checks and balances are provided through collaborative work with administrative services and payroll. • State and federal reports are produced as necessary

Table 6.2 Methods of Using Information and Results to Improve Services

Enrollment Services	Information on enrollment is used for determining funding and staffing of the Enrollment Services office. Recommendations developed from this information are used for developing new or revised procedures, which are then placed in a policies and procedures handbook.
Advising Center	The director provides a collective, democratic-management environment providing for the free expression of innovative solutions to the wide range of problems addressed by advisors.
Testing Center	The staff is encouraged to attend workshops, remain current on testing literature, and participate in a national testing e-mailing list. They are encouraged to share what they learn and think of ways to enhance our own center based on their acquired knowledge.
Recruitment Office	The Recruitment office has every willing student fill out a contact card which is entered into an MS Access database for generating reports on retention and success rates.
Institutional Research and Reporting	Frequent staff meetings as well as impromptu conversations about various aspects of the work, and the profession in general, aids in the understanding of issues and tasks and of methods of addressing the work of the department.
Teaching/ Learning Center	The T/LC Advisory Team, comprised of full and part-time faculty members, provides diverse perspectives on the needs of instructors to ensure that training projects targeting the needs of CCD faculty are met.
Human Resources	Encouragement is emphasized for HR staff to work together to resolve issues as needed, with process flow charting for specific issues addressed in department meetings.

Results from the CCSSE indicate CCD students are very satisfied with college support services. In fact, in a few areas like the use of, importance of, and satisfaction with the CCD skills labs, CCD students rate their satisfaction significantly higher than students do at similar institutions.

6R2: Results for administrative support service processes

The CCD 2003-04 Annual Report states that, "CCD earned recognition from the 2004 Colorado General Assembly for its administrative efficiency in 2003-04. '(CCD's) administrative efficiency is distinguished for its effective analysis and adoption of programs...its partnerships with local industry and governments...commitment and innovative approach to higher education and its standards of excellence.' CCD's administrative efficiency is facilitated through a range of different processes among its support services departments. These are targeted in the strategic planning process called "Thin-to-Win" (See 8P1). Each administrative support department identifies a set of activities and measurable outcomes with reference to the AQIP criteria. For instructional departments the Quality Review and Enhancement (QRE) process is used to assure effectiveness (See 6P5). Through QRE a range of program need, efficiency and quality parameters are monitored including a return-on-investment report, all of which are considered for the begin-

ning, development or ending of specific instructional programs.

CCD develops a set of "Reporting Measures and Strategies" for the Colorado Community College System's Strategic Plan. The 2005-06 plan includes three "Operational Excellence" strategic priorities for CCD:

- Successful ERP implementation,
- Fiscal stability, and
- Financial aid.

For each, a set of measures and strategies is developed, with results reported at the end of the period. The recent report stated that the ERP project is in development, while the fiscal priority reported a successful end to the last fiscal year with the mandated budget reserve exceeding the required amount by \$80,000. (See www.ccd.edu/APR)

6R3: Comparisons with other institutions and organizations

Anecdotal evidence and testimonials from students as reported in student surveys and focus groups indicate that the range and effectiveness of student services at CCD is of better, higher quantity and quality than other local higher education institutions. Focus groups suggest that they chose or remained at CCD because of the high quality student support services offered, in comparison to other local colleges and universities (See 3R2).

6I1: Improving current processes for supporting institutional operations

All college units participate in the strategic planning process. Through this process, the institution makes major operational changes that are relevant to and consistent with the overall college plans. Process and system improvements also are made to individual college areas, including unit-level communication functions, staff meetings and problem-solving using feedback from staff and unit-level stakeholders. Different areas of the college can request feedback from in-house clients, as suggested for the Assessment, Planning & Research Office, and through regular employee satisfaction surveys (see 4P10). Current staff vacancies create challenges in maintaining systems for ongoing data collection.

6I2: Setting targets for improvement and communicating results

Setting targets to improve systems and processes in student services, faculty support, staff functions, administrative concerns, external stakeholders' interests, and institutional operations, are integrated within the college's long-range planning (See 8P1), and in CCD's continuous quality improvement efforts through AQIP.

Typically, CCD integrates its long-range planning and quality improvement efforts in communication with academic partners, program advisory committees, regulatory agencies and accreditation association.

CCD's current strategic planning process, Thin to Win, assures progress toward the Performance Contract established by the Colorado Commission on Higher Education (See 1I2) and targets for integration with the college's accreditation process through AQIP. Thin-to-Win currently involves three primary goals. In support of these strategic goals and of the 2004-05 AQIP Action Priorities, each college unit drafts two or three action steps, which include a description of the activity, its measurable outcome(s), person(s) responsible for implementation, and associated costs.

Communication of strategic goals, action priorities and steps, reporting activities and results analysis, ongoing evaluation, planning and action cycles continually evolves, but typically is done via staff and faculty councils, program area meetings, college-wide e-mail, intranet or publications, student services and community outreach by the president or other college representatives.