

**Community College of Denver
AQIP Annual Update
September 2006**

**Action Project: Develop Early/Middle College Model
With Reviewers Comments**

A. Describe the past year's accomplishments and the current status of the Action Project.

In early November 2005, CCD initiated planning with state GEAR UP staff and Skinner and Kunsmiller Middle Schools to implement a program that places college instructors in middle school classrooms. This grant driven initiative has the goals of improving student achievement so students may prepare to enter college pathways in high school. We were able to affect 200 students, 100 from each middle school in the subject areas of reading, writing and mathematics. Kunsmiller Middle School showed significant positive change in their state assessment scores. Skinner showed a flat performance.

Initial efforts to collaborate with Adams County School District #14 were met with positive responses from the district. The initiative lost momentum when the school district indicated that they were not ready to implement an early college model at this point. However, the Montbello education community called for CCD's assistance in developing an early college and a branch campus at their site. Year long planning resulted in two college level English classes and one college level math class, as well as, three sections of College 101, a college orientation course, during fall of 2006.

Review (10-12-06):

Since its inception, this project has reflected a comprehensive approach, including Middle Schools, High Schools, CCD and the employer community. Review of the College's website provided this reviewer with more insight into the extent of this initiative. It is interesting that the results varied between Kunsmiller Middle School and Skinner Middle School. In harmony with AQIP quality principles, you are encouraged to collect, analyze and reflect upon data that might help explain the varying results in order to maximize the chances that positive results will be the outcome in the future. This project represents several of the AQIP principles, especially building collaborative relationships, focus, and learning.

B. Describe how the institution involved people in work on this Action Project.

The leadership for this effort comes from our college president. There is a director of Pre-Collegiate programs, a PSEO support specialist, a high school outreach coordinator, and the director of Bridge to Achievement Program. This team coordinates the GEAR UP project and the Bridge to Achievement labs, among other responsibilities. The team works as a clearing house for providing college services where needed in these programs. An Associate Vice President is directing efforts at Montbello Early College.

Southwest Early College (SEC) was supported by both a case manager and a dean of students that were placed in the high school. The coordinator of the CCD southwest campus and an associate dean also worked very closely with the SEC staff. This team worked with SEC coordinating the efforts to benefit the students. CCD coordinated instructional teams to work on

rewriting curriculum for use in the SEC classes to facilitate the student achievement of developmental skills needed to perform college level work.

Review (10-12-06):

It is apparent that the leadership of the College and of the local school districts are key to the initiative's success - as well as the commitment of the individuals working in the various components of the initiative. The infrastructure that has been created to support the many aspects of this project reflects the College's commitment to the initiative and ensures that it will continue after the AQIP project has been retired. It is not clear from this update the extent to which faculty were involved in the planning and implementation of this initiative, although it appears that there has been some involvement.

C. Describe your planned next steps for this Action Project.

The GEAR UP grant is in its second year of a six-year award. CCD will continue to provide college instructors and assist site coordinators as they expose middle school students to college level learning and college preparation.

Career Education Center (CEC), our first middle college school, has a strong presence on CCD's Auraria campus. CCD will continue to support this initiative in various ways with CEC.

Our next efforts for Montbello Early College is that CCD wishes to expand CCD's presence on this campus by offering additional college classes during the day and college courses for the community at night. There are plans to have a case manager assigned to assist the vice president with growth.

We are currently conducting a thorough assessment of this project to evaluate not only the success rates for the students involved, but also to examine the return on investment for the college. Students have taken a variety of college courses including Biology, English, Math, Literature, Speech, Psychology, and Nursing. Our preliminary data shows students are achieving an overall average grade of B- in these college level courses. To date, of those students who graduated high school in these programs, approximately one-fourth of them are currently attending CCD. After the evaluation is complete, we plan to retire this project by the end of this fall term. We will also celebrate our achievements with these programs at our fall Convocation ceremony this September by inviting the principals of the high schools involved in this initiative.

Review (10-12-06):

This AQIP project is clearly at a maturing state. The various components of the initiative have been implemented and initial successes have been expanded to more schools and more programs. The number of students participating (found at the CCD website) reflect a significant commitment to the success of the students. The assessment of this project mentioned in the update should be revealing and should bolster future efforts and the expansion of opportunities to students in need. Congratulations on achieving this AQIP project to the point where it is embedded within the institution.

D. Describe an “effective practice(s)” that resulted from your work on this Action Project.

This effort has the full support of CCD’s president and Executive Staff. Without the strength of this commitment, it would be much more difficult to integrate this work into the work of the college.

The merging of secondary and postsecondary entities to serve high school students requires constant communication and flexibility. We have discovered that the merging of the education entities has created a synergetic product requiring an entirely different set of methods and mind-sets to meet the goal of the new institution.

At Southwest Early College (SEC) the English/Reading instructors and CCD’s instructor and program chair have merged curriculums to meet the high school and college standards. A longitudinal study at SEC indicates consistent growth in achievement over the last two years. We attribute this growth to the work to the emerging curricula. We discovered the merging of efforts has also taken shape in a different form at CEC Middle College where a college skills support class has been developed. The Bridge to Achievement Labs are also evolving from a pull out lab to an integrated approach in the high school schedule. Curriculum and methods established at SEC are used in the Bridge to Achievement courses.

Review (10-12-06):

The College reflects the synergistic effects of collaboration - the inputs of the different participants gain from the interaction with the other participants and the result of the whole effort is more than the sum of the parts. Having such strong leadership and support at the top of the organization is also key to a successful outcome. The emphasis and visibility that are a result of that focus and commitment are critical to the project's success. Consider sharing your experiences - including the obstacles and how they were overcome - with other institutions.

E. What challenges, if any, are you still facing in regard to this Action Project?

One of the significant challenges that we face is articulating our success and need of future support from the new administration in Denver Public Schools. We are confident our new models in secondary education integrate and explicitly support the DENVER PLAN developed by the school district. Currently our initiatives are relatively small in the scheme of things. Our challenge is to demonstrate their successes to the Denver education community as a whole.

Another challenge will be the expansion of the pool of funds available for PSEO enrollment in the Denver Public School Funds. We know the amount of money available in this fund is directly related to the philosophical support of these programs.

Review (10-12-06):

Building and maintaining relationships with partners is an ongoing process. As you have discovered, changes in leadership may shift the level of support available. Although numbers and quantitative results are crucial in demonstrating the outcomes of a program, often a personal statement from a student who has been positively impacted can have a persuasive effect as well. Although this project is matured and integrated into the institution, you may need to continue to focus on it periodically when challenges occur.

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**Action Project: Create Strategic Campus Expansions
With Reviewers Comments**

A. Describe the past year's accomplishments and the current status of creating strategic campus expansions.

In order to provide focus and direction to the expansion of the branch campuses, a business plan was developed for each site. This plan includes mission, objectives, program and revenue generation, a market analysis plan, marketing strategies, management summary, and a financial plan that incorporates a Return on Investment worksheet. These business plans, while establishing a framework and foundation for both long- and short-term goals, are living documents that will be reviewed and modified as necessary on a regular basis. A major goal of the business plan is to increase visibility and involvement in the community; to this end, all three branch campuses hosted open houses that brought in more than 100 visitors to each site. Each campus has also recruited an advisory committee from its community whose purpose is to assist in marketing, new program development, current program updates, and obtaining funding and donations. Vital to the success of the branch campus expansion is the communication and cooperation with the main campus at Auraria. There is evidence of progress in this area in the inclusion of the branch campus directors as part of the college's Learning Team and their active participation in this planning and decision-making group. This includes attendance at bi-monthly meetings. In addition, branch campuses have been active at college recruiting and advising events on the main campus. Each branch has been assigned a representative from the College's Recruiting and Student Outreach department; a formal working relationship with the program chairs and directors is being formed; and the director of communications and marketing is working with each campus director on developing and implementing marketing strategies to increase enrollment and visibility.

Individual campuses made headway in expanding their programs and services. At the Southwest campus, a community business roundtable was held, business classes were offered to Teikyo University juniors and seniors, and their developmental education series was adopted by their early college, Southwest Early College (SEC), which continues to grow and thrive. The enrollment of SEC students has facilitated the offering of general education courses at this campus. Expansion at the North campus includes new courses in metal art, Commercial Drivers License training for ESL students, non-credit ESL classes, and GED preparation classes at Denver International Airport. An 18-member cohort of nurse aide students started class this fall at North, and many will continue at North taking prerequisite classes for the LPN or RN programs. The North campus director is promoting recognition of North's programs in Adams County through participation in its' youth advisory council, economic development association, and education consortium. The East campus was able to decrease its overhead through its move to the more academic setting of Cole Middle School. New initiatives at this location include an open house luncheon for 100 students from Manual high school, which was slated to be closed. These students received information on college enrollment, assessment, and financial aid. East

also offered nutrition classes for RN students and increased Medical Office Technology program enrollments by offering evening classes.

Review (10-22-06):

Congratulations on making good progress on this project. This fits well with both the Achieving other Distinctive Objectives and Helping Students learn categories. As you move forward with your community advisory groups it will be important that they view their feedback as being integral to the college's planning mechanism. Regular input and true opportunities for service will help with this perception. Inclusion of the branch directors within the decision making component of the college should prove to be a productive strategy both in the immediate and long-term.

B. Describe how the institution involved people in work on creating strategic campus expansions.

An all-college committee was formed to address this action project. The Branch Campus Advisory Committee met to offer guidance and recommendations for increasing enrollment and marketing programs. There were pages in the fall, spring and summer schedules that were dedicated to each branch campus and their course offerings. Each campus hosted the President's executive staff meetings, where progress reports were given by the campus directors. The individual campuses formed their own marketing committees and developed and implemented strategies for increasing enrollment and visibility. Reports on enrollment were disseminated on a regular basis through emails, newsletters, and presentations at meetings and all-college events.

Review (10-22-06):

Good job on finding multiple means of communicating through your constituencies. Given your desire to reach more into the surrounding communities you may want to explore opportunities for community-based forums as well.

C. Describe your planned next steps for creating strategic campus expansions.

Targeted marketing will be a key to achieving campus expansions. This will take place in the form of more specific identification of each campus's potential student base and community needs, as well as analysis of labor market demands for the metro Denver area and the State. Instruments for obtaining this information have included, and will continue to include, surveys of current and former students, advisory committee input, and development of signature events for each campus that will occur every year and become synonymous with the campus. The individual branches have plans for instituting new programs and services. For example, Southwest is looking to expand its degree offerings to include AS as well as AA. An International Business program is in development in partnership with Teikyo University. At the North campus, work has begun with the State's Division of Central Services to provide educational opportunities to their employees. There will be continued expansion of the technical trades programs at the North campus, particularly through partnering with local construction trades union apprenticeship programs to assist in remedial education, English as a Second Language, and a potential two-year degree option through credits for apprenticeship. The college's Arts Department is expanding its offerings to the East campus in form of 3-D art programs and dance classes offered by the David Taylor Dance Troupe. There are also discussions about bringing the LPN program back to the East campus.

This project formally retires this fall. The college learned how important strategic planning is to branch campus development and expansion. The college has processes in place to a) ensure fiscal stability, b) provide program offerings that are relevant to community needs, and c) develop marketing strategies that focus on keeping the branch campuses viable.

Review (10-22-06):

These are excellent next steps and show an overall integration of the project into your long-term planning. Along with your surveys and community groups you may want to consider contacting your State's labor department or local Economic Development Council to access additional data on employment trends for the state.

D. Describe an “effective practice(s)” that resulted from your work on creating strategic campus expansions.

One best practice that was a result of the effort to expand the branch campuses was the development of a business plan for each campus. The plan can serve as an overall guide during the next five years in setting goals; determining marketing strategies; addition, revision, or deletion of programs; most effective staffing patterns; and budget and other resource allocation. Another best practice that has emerged is the improved communication between the branch campuses and the main campus.

Review (10-22-06):

Good communication practices are needed by most institutions, congratulations on improving your communication flow. It is also important to see the opportunities for branch campuses to develop separately while being maintained as part of a system. Both of these components would make great presentations at future strategy forums.

E. What challenges, if any, are you still facing in regard to creating strategic campus expansions?

While communication with the Auraria campus has improved, it will continue to be a critical factor in expansion of the branch campuses. An immediate communication issue involves working with program chairs to coordinate offering of general education classes at the branch campuses. There are general education courses at Auraria that are filled to capacity, and students are turned away, while these same courses are cancelled at branch campuses because of lack of enrollment. An analysis of the enrollment patterns and willingness to move the over-enrolled classes to the branches will help serve students and increase awareness of other CCD venue options. Finally, the new Banner system adopted by CCCS has presented challenges to our ability to serve students efficiently and effectively. This is, for the most part, a matter of the learning curve inherent in transitioning to this new system, as well as the “de-bugging” that must still occur.

Review (10-22-06):

This is a significant challenge for most multi-campus/branch systems. Perhaps some type of multi-campus enrollment facilitator would help coordinate classes between campuses.

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**Action Project:
Develop Model Planning Process, Incorporating AQIP Criteria as Touchstones
With Reviewers Comments**

A. Describe the past year's accomplishments and the current status of the Action Project.

This past year, the planning process at Community College of Denver (CCD) followed the strategic planning template developed by The Colorado Community College System (CCCS). This was created in June 2005 to address the requirements of the performance contract with the Colorado Department of Higher Education. The framework for this plan requires each college to meet negotiated outcomes related to Student Access, Student Success, and Operational Excellence. CCD developed its actions, results and plans as they relate to the objectives within each strategic priority. These objectives include, but are not limited to: increased enrollment, graduation and retention rates of all students, improved career and technical education efficiency and effectiveness, and increased fiscal stability.

The college goals established in academic year 2002-2003 remain relevant to CCCS's three strategic priorities; thereby staying the same for the past year. These goals are: 1) increase student learning and success, 2) strengthen organizational culture that supports learning, and 3) attain and maintain fiscal stability through increased enrollment. Many college units developed plans to include strategies, timelines, and measurable outcomes linked to these college goals which, in turn, relate to the CCCS strategic priorities.

One of the many accomplishments in planning the past year includes the development and implementation of a business plan for each of the branch campuses. This plan includes mission, objectives, program and revenue generation, a market analysis plan, marketing strategies, management summary, and a financial plan that incorporates a Return on Investment worksheet. Each campus also has an advisory committee from its community whose purpose is to assist in marketing, new program development, current program updates, and to obtain funding and donations.

CCD made substantial progress on the Quality Review and Enhancement (QRE) academic program evaluation initiative. CCD career and technical education programs have undergone a self-evaluation every three years. This process, that assesses the curriculum, faculty development and student outcomes, has proven so successful that administrators and faculty are developing a calendar for the review every five years of every academic program and unit within Learning and Academic Affairs.

CCD is also piloting the allocation of resources based on achievement of annual goals in the distribution of funds in federal Perkins funds. Championed by the Dean and Associate Dean of Career and Professional Education, 2006-2007 Perkins Grant dollars were allocated through a competitive application process to CCD units based on proposed outcome orientated goals.

Review (10-14-06):

The college has shared successes using the strategic planning template of CCCS to help align its planning process with its goals and objectives. It is unclear the degree to which the college has progressed on this action project, what remains to be done, and the target project completion.

B. Describe how the institution involved people in work on this Action Project.

Dialogue throughout the institution has increasingly focused on strategic planning and assessment to help guide the college. Various forums were utilized to involve individuals in this process, as well as the work of this Action Project. Two forums in particular merit mentioning. They are Executive Staff meetings and the Learning Team meetings. Executive Staff membership includes the President, Executive Vice President for Student and Enrollment Services, the Vice President for Learning and Academic Affairs, the Vice President for Administrative Services, the Associate Vice President for Administrative Services, the Executive Director of Institutional Research and Planning and the Executive Director for Institutional Advancement. This group meets weekly to review current events, short and long range assessment outcomes, budgeting and planning, as well as developing the format for major planning forums such as the College Retreat and semi-annual Convocations.

The Learning Team meetings include the Vice President for Learning and Academic Affairs, the Associate Vice President for Learning, all three Center Deans; three Associate Deans; and Directors and representatives from Student and Enrollment Services and the Executive Director of Institutional Research and Planning. Institutional planning is a standing agenda item of these monthly meetings and will continue to be in the coming academic year. A focus this year includes the AQIP Process, as well as a discussion of student outcomes in academic programs (i.e. retention rates within courses, from semester-to-semester, from year-to-year, and completion/transfer rates).

Essentially, all entities of the college incorporated strategic planning initiatives into their regular activities. Some of these groups include Student Enrollment Services, Academic Standards Committee, Faculty Senate, Student Success and Retention Committee, Performance Solutions, and Workplace Learning Project. All employees at the college also linked their personal goals to the college goals as they relate to the strategic priorities.

Review (10-14-06):

The team is commended for noting that all college entities are involved in the strategic planning initiatives and individuals have linked their personal goals to the college goals. It is unclear what constitutes project success and completion?

C. Describe your planned next steps for this Action Project.

The 2006-2007 Academic Year is focused on the implementation of a comprehensive institutional planning process geared to outcomes assessment and improvement. CCD is utilizing AQIP feedback to lead a renewed emphasis on planning and assessment. This renewed emphasis relies on several existing CCD hallmarks, including the institutional strategic planning process and the Quality Review and Enhancement (QRE) academic program evaluation initiative. Both of these

hallmarks are linked to a new annual unit assessment and budgeting process that is piloted throughout this year. It is a critical component of institutional effectiveness and planning at the Community College of Denver. The annual assessment, budgeting and planning process allows CCD administrators, faculty, and staff to assess what was done in the previous academic/fiscal year and determine what must be achieved in the upcoming academic/fiscal year. The process is structured to allow units to request appropriate resources to facilitate the accomplishment of annual unit goals, as well as provide for changes needed mid-year to reflect a fluid external environment (a.k.a. early alert system). Through annual unit assessment, planning, and budgeting, the college will, in effect, evaluate how well we did in the previous year and what we want to achieve in the upcoming year.

Additional items include the full scale implementation of the Branch Campus Business plans for the 2006-2007 Academic Year. A mid-point evaluation of the plans is slated for January 2007, with a full-scale evaluation calendared for the 2007-2008 Academic Year. CCD is evaluating the 2006-2007 Perkins Funding Plan in summer 2007. This marks the conclusion of the first cycle of this new process. Thus, reallocation of grant dollars in 2007-2008 depends on successful achievement of the proposed student outcomes.

To begin this year, CCD held a College Retreat in August giving us an opportunity to develop a New Vision Statement, Mission Statement, Core Values and new College Goals. These new values and goals guide the college in its strategic planning efforts. In addition, the Teaching/Learning Center offers workshops and assistance with strategic planning, assessment initiatives, effective data-driven decision making, and budgetary planning. As we are venturing into some new initiatives concerning planning, we will keep this project current for one more year.

Review (10-14-06):

The next steps imply that the team has accomplished the stated goal of aligning the CCD's annual planning process with its ongoing goals and objectives, and is in an update phase. If this is true there is reason to celebrate, and they are encouraged to do so.

D. Describe an "Effective Practice(s)" that resulted from your work on this Action Project.

Quality Review and Enhancement (QRE) academic program evaluation initiative, along with the return on investment (ROI) financial plan are very successful. CCD is expanding this process to all academic programs and units with the development of a five-year review calendar so each area may assess curriculum (or services), faculty (or staff) development and student outcomes. Successful implementation within Learning and Academic Affairs would then lead to institutional implementation.

Review (10-14-06):

The team is encouraged to support the college in further implementing the successful processes.

E. What challenges, if any, are you still facing in regard to this Action Project?

CCD had various strategic planning processes in place during the past few years. Approximately five years ago, college goals were created by a cross-functional committee and all individuals, units, and centers developed their goals in line with the college goals. Strategies and desired

outcomes were created to meet each goal. Later, in an attempt to systemize the process, we tried using a database program that also linked our goals more tightly to budgetary resources. When feedback from college staff was very negative on this process, a new plan was created called “Thin to Win” designed to make our daily work align more closely with our college goals and AQIP action priorities. Then our fiscal crisis hit in 2004-05 and we found this type of plan (with the traditional structure of activities, measurable outcomes, responsible party and cost) was virtually ignored when the college was consumed by “crisis” planning. As our reviewer stated last year, “For planning to be flexible, it must not be too steeped in process.” The key is to design a plan that is truly continuous, fluid, and flexible enough to help us reach our future vision, despite the “bumps” along the way. We are regrouping as we come out of crisis planning as a way of doing business, and are refocusing on planning that is truly “strategic.”

Review (10-14-06):

The team has worked with the college entities and individuals to accomplish many planning initiatives. Given these challenges, the team is still working with the college to improve how it aligns its planning process with its goals and objectives. What must the team do to complete the project? When will these actions be completed?