

Executive Summary and Action Plan

Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment
(MAKE SURE THE COMPONENT AREAS APPLY TO YOUR PROGRAM)

NAME OF PROGRAM at Community College of Denver; *KEYS Scholarship Program*

DATE TOOK PLACE

October 5th 2015- Program review processes and the committee's role

October 16th 2015 – Group consensus criteria 1-4

October 26th 2015- Receive and review documentary evidence/criteria 5-8

November 6th 2015- Complete assessment/ criteria 9-12 and needed improvements

The Self-Assessment Process

SUMMARY OF PROCESS

This review and action plan is part of a strategic initiative by the Student Development and Retention Division. KEYS Scholarship Program has conducted a comprehensive and systematic review of the program. The KEYS Coordinator convened an evaluation committee in October 2015. The committee sought to utilize performance-indicator of benchmarks for best-practice to assess existing practices with in the program. The intent was to identify areas in needs of improvement and to develop an action plan to improve the efficient and effective delivery of the Program in order to yield greater benefits to students, as well as the program. In the review, KEYS Program utilized CAS because of its focus on the breadth of the program evaluation and its focus on student learning and outcomes The Coordinator of the program requested asked the committee to deliver all recommendation of each component, for future developing.

Committee members met four times. The first meeting involved program review processes and the committee's role in the evaluation of the KEYS Scholarship Program. During the first phase, the evaluation committee learned about the history of the KEYS Scholarship Program. The second meeting explored consensus criteria 1-4 and reviewed preliminary print-outs and evidence for all 12 components. The third meeting was to retrieve and gain input on what the evaluation committee questions and findings were. Furnished more documentary evidence and covered criteria 5-8. The fourth meeting, completed assessment/ criteria 9-12 and needed improvements. During each meeting, recommendations and action steps were discussed after each component. In the last meeting, committee members revisited the processes and gave more input on areas of weakness as well as strengths.

WHO WAS FACILITATOR AND ON REVIEW COMMITTEE (NO MORE THAN 1 PAGE)

Benita Olivas-Senior Advisor, Academic Advising Center

Tanika Vaughn- Retention Specialist, Resource Center

Marvena Baker-Shiver- Operations Manager, Accessibility Center

Crystal Hernandez- KEYS Scholarship Program Coordinator

Component Areas Overview 1-2 PARAGRAPH FOR EACH COMPONENT AREA

Part 1: Mission

The KEYS Scholarship Program provides support and services to assist displaced homemakers with achieving or developing self-sufficiency. KEYS is committed to empowering displaced homemakers through education and employment, to enter or reenter the workforce with the goal of becoming economically self-sufficient.

The mission statement is clearly stated on the CCD website and among other KSP documents, which incorporate diverse community, community opportunity to gain quality higher education. KSP complements the mission of CCD by providing students with the financial support to take advantage of the quality higher education that CCD has to offer. The mission statement should be reviewed regularly. This could be done during an annual report and meeting with new students.

Re-word mission statement to the following:

The KEYS Scholarship Program is committed to empowering displaced homemakers by providing support and services to enter or re-enter the workforce and become economically self-sufficient with the knowledge and skills to achieve the personal success they desire.

Part 2: Program

The KSP offers excellent and responsive services to displaced homemakers. Due to understaffing, the staff member works to meet all the demands of all qualified students in a timely manner. The program strives to assist men and women in their efforts toward self-sufficiency and emphasizes financial literacy (earning potential, budget, and debit, loans and Pell lifetime usage. The KSP has demonstrated empowering students to meet long-term goals in a variety of ways. The program has verified and provided evidence on assisting students with funds for training, tuition, books and fees. The program must meet certain guidelines required by the Colorado Department of Labor Employment. Many of these guidelines help the program navigate and track fiscally and objectively. Evidence was provided to confirm achievement of program goals, which are the following:

- *Tracking spreadsheet*
- *Use of O-Net to determine wage/degree by occupation choices*
- *Previous letters from former KSP participants*
- *Student documents, such as Degree Plan*
- *Student documents, digital stories and degree plans*
- *Assisting students in creating budgets and having them learn about financial literacy*

Part 3: Organization and Leadership

KSP functions as a one-person unit and still is well-organized and manages to support its operations. As program leader, Crystal Hernandez, advances the organization by consistently staying informed on the best practices and current literature about similar programs, collecting data, assessing the needs of the

participants and creating ways to meet those needs; as well as informing all stakeholders of the successes, gaps, and possible solutions. The program leader stays abreast of the needs of the students/program by keeping informed on best practices and assessing the needs through data collected from and about students. She is required to collect data and keep records which are submitted daily, weekly and monthly to her direct supervisor and the respective stakeholders. The program leader provides motivation, mentoring, and education to push students who are a part of the program in the right direction. The approach creates a space to develop rapport, which allows the leader to be direct with the participants and assist them with making realistic life choices. The leadership practices of authentic leadership best describe the program leader. The program leader provides services to students and mentors them to become successful and self-sufficient. The program leader helps students to create/develop a realistic plan to achieve their goals. She also supports and believes in the KSP program and in the students.

The primary concern regarding leadership is that Ms. Hernandez is the only one managing the program. Over the past few years, after transferring into another department, she and the program have had support from the Dean of Student Development and Retention and many other Student Services departments. She has reported that she has been trying to increase staff for about four (4) years, but lack of funding inhibits staff growth. However, she has managed to hire work-studies and will be reviewing hiring a student intern.

Part 4: Human Resources

While the KEYS staff is very much capable, qualified, the size of the staff in terms is deficient. KEYS currently have one full time employee, the Program Coordinator of the program and one work-study employee. Committee members also noted that there has not been a staff increase in the last six years. During this time the Coordinator duties have continued to expand. It was mentioned to update job descriptions and to increase staff to support recruitment of students and administrative work. Committee members suggest a possible expansion in the KEYS area, for more student support, tutoring, mentoring and to consider use of the computer area for students.

Part 5: Ethics

KEYS staff member is fully committed to practicing in accord with ethical standards with Community College of Denver and Colorado Department of Labor Employment. The evaluation committee confirmed commitments to ethical practices and protection and confidentiality of the rights of students. It is suggested to revisit and update ethical standards on the KEYS handouts to students

Part 6: Law, Policy and Governance

Evaluation team agrees that KSP seems to be well-informed of Law, Policy and Governance and is highly committed to protecting student confidentiality. Students are informed through the intake process of documents and FERPA that protects the privacy of the student. Review team agrees that staff member is informed by CDLE and CCD's Human Resources polices, however the team suggested developing a risk management plan.

Part 7: Diversity, Equity and Access

The criteria for Diversity, Equity and Access are well met. This is another strength area for the KSEYS department. Even though, with limited staff, KSP staff member participates and collaborates in diversity related program within internal and external partnerships.

Annual employee training and periodic review of institutional policies are conducted with all employees. Some recommendations were suggested during the team's evaluation to increase opportunities for students and update current publications.

Part 8: Institutional and External Relations

The committee agreed that KSP must maintain effective relationships with Workforce Development Centers Fiscal, Financial Aid and CDLE. Program also maintains relationships with other institution programs such as; Center for Special Programs, Resource Center, Transfer Success Center, Career Development Center, WIA, WIN and Trio/EOC and Accessibility Center. There are also external agencies such as, Warren Village and Family Tree. Student digital stories and letters of acceptance for either employment or acceptance to four year college/university are all evidence of effective relationships with program constituents. Program participants also keep in touch with program leader and make themselves available to be guest speakers and or panelist.

Part 9: Financial Resources

KEYS is funded by the Colorado Department of Labor and Employment, which is an auxiliary fund. This is an excellent way to fund displaced homemakers with tuition, fees and books. KSP does receive a pre-set amount per year. However, the program may receive additional funding throughout the grant year to increase enrollment and increase the needs for additional scholarships.

Funding strategies are to award the maximum to qualified displaced homemakers each semester based on their academic standing and credits earned. There are provisions in the grant to accommodate several of the goals of the program and award more to students who take out fewer loans in an effort to decrease loan debt for students and default rates for the institution. Data collected to provide weekly, monthly, semiannual and annual reports serve as evidence to confirm fiscal responsibility. In addition, funds are distributed to students through financial aid and fiscal is involved as well as CDLE.

Part 10: Technology

KEYS technology equipment is good, but needs to be updated. However, it's recommended to add some additional technology such as a smart pen, and cell phone. This way, KEYS will be able to add support to participants at other institutions when away from the office. KEYS will be able to create a digital/electronic storage for filing student's files.

Part 11: Facilities and Equipment

KEYS is located in a very attractive and comfortable facility on the first floor of the Community College of Denver Confluence building. KEYS shares a partially divided area with two other departments. Some concerns with front counter check in, where students sometimes appear to be bothered by this arrangement due to limited Interaction with KSP. Much of this concern or problem is the location of KEYS; it's well-hidden and has no student access.

Part 12: Assessment and Evaluation

Measurable outcomes are based on student learning that is evaluated by their completion each semester. Strategies are developed to keep focus of their completion and retention is monitored on a semester by semester bases. This way is to enhance retention throughout the program and to evaluate

each student's outcome of their academics performance. KEYS will continue to improve guidelines to improve program by utilizing CAS Standards. The program will continue to evaluate each semester the progress of each student, to ensure student is on track with their career pathway.

Judgment of Performance

IDENTIFY AREAS OF STRENGTH

Component 1: Mission

- The Mission statement is clear on who they serve and defines “economically self-sufficient. “
- KEYS mission statement reflects the how program serves a diverse population that is inclusive of women, men, age groups and ethnicity.
- Mission statement identifies the under-represented student.
- Mission statement reflects what is being done and exceeds the college’s mission statement
- Diverse, supportive and inclusive environment (men-women, different ages, ethnicity)
- Mission statement adequately reflects what the program does and seeks to do for the displaced homemaker student population
- Specifically states the student population identified for support and services
- Highlights succinctly the focus of the program, the goal, and how the goal will be achieved

Component 2: Program

- Program successfully prepares students with Financial Literacy preparedness. Students are emerged in how to develop their work & financial planning, tools that can be used later in their personal lives.
- Intense teaching (mentoring) & learning for students which includes degree planning, career development & leadership building.
- Holistic Approach in directing students towards self-efficiency.
- Consideration given to loan debt and Pell Grant availability
- Essay requirement to determine eligibility
- Provides services to an under represented student population
- Increases student retention and completion
- Facilitates self sufficiency
- The autonomy to adjust programming to better fit the needs of the displaced student population collectively and individually.

Component 3: Organization and Leadership

- *Knowledge of student population-how to direct their success.*
- *Data used to make decisions & develop program-transparency.*
- *Strong leadership & affective management skills.*
- *Connection with students*
- *Increased and improved program status through placement within SDR*
- *Autonomy*
- *Programming*
- *Staff/leader*

Component 4: Human Resources

- *Job manual*
- *Has a program manual*

Component 5: Ethics

- *Development of integrity and self in program, building leaders within the student population*
- *Ethics mentioned in contract*
- *All students have to sign a Policy Agreement every semester*
- *Authentic, rapport*
- *Teach students about ethics through mentoring*
- *Honor student's place in their journey*
- *Transparency*
- *Teaching and mentoring*
- *Holding students accountable*
- *Retention and completion focused*

Component 6: Law, Policy and Governance

- *Access to many resources*
- *More than one source to consult for legal advice*
- *Has CCD Human Resources & CDLE*

Component 7: Diversity, Equity and Access

- *Help students with personal acceptance*
- *Safe Zone for students*
- *Know students personally*
- *Training of HIS- Accessibility*
- *Help students to be aware of differences and acceptance by building trust.*

Component 8: Institutional and External Relations

- *Strong connections with internal & external organizations*
- *Strong student buy-in*
- *Student Rapport/Relationship building*

Component 9: Financial Resources

- *Helps students understand and decrease loans*
- *Provide financial literacy opportunities for students (budget preparation and workshops)*
- *Strong financial/ fiscal support through CDLE & Financial Aid.*

Component 10: Technology

- *Personal scanner*
- *Space with access to computers*
- *Students have access to computers for resume writing, Connecting Colorado and employment sites.*

Component 11: Facilities and equipment

- *Confidentiality of student records*

Component 12: Assessment and Evaluation

- *Assessment of self & programing open to developing*
- *Creating assessments*
- *Self-evaluations and performance reviews*
- *Data collected*

IDENTIFY AREAS OF MEETS STANDARDS

In its findings, it should be noted that while KEYS meets the majority of the CAS Standards, there were some areas of need for improvements that were identified in different areas within the 12 components of the CAS Standards guidelines. KEYS is committed to addressing all items within the recommendation and action plan emanating from this review in order to improve the efficient and effective delivery of the program. As KEYS identified these actions steps and recommendations, it has been described as vibrant, relevant and needed at the Community College of Denver serving the student population of non-traditional students.

IDENTIFY AREAS OF WEAKNESS NEED IMPROVEMENT

Component 1: Mission

- *Mission statement and KEYS Scholarship statement need to be more defined from each other.*
- *Build Mission Statement to be stronger, yet including government agency.*
- *Clarify that it is a Mission Statement rather than KEYS Scholarship Statement.*

Component 2: Program

- *1:1 coaching creates limitations due to lack of staff*
- *Lack of staffing to expand program/resources is limited by state and may not allow expansion*
- *Lack of other similar programs to network and gain professional development/mentors*
- *Program has one full-time employee which is not enough staff.*
- *Need career development to assist 50 + year old students to find employment.*

Component 3: Organization and Leadership

- *Only one person in the program limits professional networking and growth*
- *Growth of the program is hindered by not having more staff.*

Component 4: Human Resources

- *Short staffed*
- *Needs to update manual*

Component 5: Ethics

- *Other staff and departments need to become more knowledgeable of who qualifies for Keys.*
- *Receive requests and pressure from others for students that may not be eligible.*

Component 6: Law, Policy and Governance

- *No designated legal representative*
- *Process can open wounds for students who may need counseling referrals that the college does not have.*
- *Need direct legal contact.*
- *Hard on students who may need referrals.*

Component 7: Diversity, Equity and Access

- *While individualized effort is great, there are no opportunities for persons to come together as a group.*
- *Unable to provide other services besides scholarships because lack of additional funding.*

Component 8: Institutional and External Relations N/A

Component 9: Financial Resources N/A

Component 10: Technology

- *Cell phone for work-related issues*
- *Technology has not been updated*
- *Not having a business cell phone to provide additional support to participants and or answer calls from participants at other institutions when away from one office.*
- *Not having a database or electronic storage options.*

Component 11: Facilities and equipment

- *Office and student space is partially inaccessible to students with disabilities*
- *The location of office limits student interaction and prolongs wait times*
- *Not accessible to students with disabilities- space and programing*
- *KEYS lacks visibility-hidden*

Component 12: Assessment and Evaluation

- *Lack of funding*

FILL IN NUMBER CORRELATING TO JUDGEMENT AND FILL IN RATING (STRENGTH, MEETS, ETC).

| CAS Component Area | Judgment | Rating |
|--|-----------|--------|
| Part 1: Mission | Exceeds | 4.6 |
| Part 2: Program | Exemplary | 5.0 |
| Part 3: Organization and Leadership | Meets | 3.5 |
| Part 4: Human Resources | Meets | 3.7 |
| Part 5: Ethics | Meets | 3.5 |
| Part 6: Law, Policy and Governance | Exceeds | 4.0 |
| Part 7: Diversity, Equity and Access | Meets | 3.5 |
| Part 8: Institutional and External Relations | Exceeds | 4.7 |
| Part 9: Financial Resources | Meets | 3.5 |
| Part 10: Technology | Meets | 3.0 |
| Part 11: Facilities and Equipment | Meets | 3.0 |
| Part 12: Assessment and Evaluation | Meets | 3.3 |

Prioritized Action Plan

1. FIRST ACTION ITEM-DESCRIBE ACTION PLAN, BULLET MAIN POINTS, WHO WILL COMPLETE, AND DEADLINE/DATE.

All tasks will be assigned to Crystal Hernandez

2. KEYS Program will evaluate all recommendations and take actions steps towards improving its best practices and review regularly. Once reviewed of actions plans, the Coordinator (Crystal Hernandez) will take appropriate methods of developing and improving recommendation given. **Deadline ongoing**
3. Have CAS committee reevaluate the KEYS Program on the improvements of the recommendations that were identified through the CAS standards. This shall be conducted at the end of each semester. **Deadline:**

MORE ACTION ITEMS

1. To increase and strengthen collaboration relationships within CCD and expand partnership outside into the community.
 - o Develop a plan to expand awareness of program and develop interpersonal relationships with CCD faculty and outside organizations. **Deadline ongoing**
2. Recommend to re-word mission statement.
 - a. Plan of action is to revisit the mission statement and make it stronger and revise to clearly state goals: inclusive of program, students and mission for future growth. Yet including government agency and a stronger statement that identifies the “economically-self-sufficient”.
 - b. Develop mission statement separate from the KSP statement and develop program standards that are specific to the program. **Deadline July 1, 2016**
3. Evaluate other resources to gain additional staff support for staff.
 - a. Discuss a plan with the Career Services Center, CCD Human Services Department and Workforce Center to develop initiative plan to hire staff. (interns) **Deadline March 2017**
4. Find ways to increase networking and professional growth.
 - a. Create a plan with the Dean of Student Development and Retention and Colorado Department of Labor and Employment to hire additional staff that will support and assist with promoting the program visibility. **Deadline December 2016**
5. Expand and implement recruitment of students into the KEYS program. Look for ways to access other program, orientations and off- campus sites to assist in recruitment.
 - o Develop and explore different opportunities or approaches of getting information about KEYS out to new incoming students, staff, faculty and community. **Deadline June 30, 2016**
6. It is suggested to revisit and update ethical standards on the KSP handouts to students.
 - a. Will recreate and update standards and create statement that KEYS follows ethical practices. **Deadline September 15, 2016**

7. Add statement of non-discrimination to all publications.
 - a. KSP will review all documents and update and add a statement of non-discrimination to all appropriate documents. **Deadline October 30, 2016**

8. Find opportunities to offer other services/resources other than scholarships, for the diversity services to student for retention.
 - a. KEYS will implement a more of a breakdown of diversity resources to expand other opportunities for students. **Deadline February 2017**

9. Provide opportunities of additional group activities for support.
 - a. KEYS will review all instruments of ongoing workshops and accommodations to support students. **Deadline January 15, 2017**