

# **College Opportunity and Student Outreach (COSO)** **CAS Comparator is-Campus Information & Visitor Services (CIVS)** **Assessment Written Summary (July, 1<sup>st</sup>, 2015)**

## **PART 1. Mission Overview Questions**

A. What is the program mission? (1.1, 1.2, 1.3, 1.4)

The mission of the College Opportunity and Student Outreach Department:

The mission of the College Opportunity and Student Outreach Office is to provide information about the Community College of Denver, assist in the enrollment process, develop positive relationships with prospective students, and build strategic connections with high school counselors, youth-serving community/non-profit leaders, and CCD Staff/Faculty in order to best meet the educational, learning and development needs of our community and increase enrollment.

This mission is reviewed annually at a staff retreat, usually held in the summer. This year COSO held its retreat at Johnson and Wales University in July, 2014. A component of each retreat agenda is to review the mission/vision/value statements of COSO, CCD, and CCCS. No significant changes were implemented in the mission statement at the annual meeting.

Detailed student learning outcomes are more often added, omitted, changed, or elaborated on as part of the review of program mission, goals, and impact on student learning and development. Here are the most recent versions of both Student Learning Outcome Goals that CIVSA staff and programming impacts. These closely reflect the mission of the program and department.

More time could be spent with the team discussing the program mission, vision and values, as is reflected in the above ratings. While a mission exists for the department, its existence is more covert than is helpful for new members of the program to be integrated into the mission. Perhaps it is being replaced by departmental trainings and meetings which introduce new staff members to the COSO departments, its mission, vision, values and program goals. We will take action, if recommended, to make public the mission of our department to engrain further it into daily operations in all programs.

Page 9 of the COSO Training Manual (appendix) refers readers to the direct web link of the National Association of College Admission Counseling (NACAC) Statement of Principles of Good Practice: <http://www.nacacnet.org/ABOUTNACAC/POLICIES/Documents/SPGP.pdf>.. The cover page of the COSO manual also refers readers directly to System, State, and NACAC regulations in the event of an inadvertent contradiction to maintain consistency with professional standards:

This manual is supplemental to all Community College of Denver, State of Colorado, Colorado Community Colleges System, and NACAC regulations. In the event of an inadvertent contradiction, CCCS, state and NACAC regulations should be followed.

B. How does the mission embrace student learning and development? (1.2, 1.3, 1.4)

Again, as highlighted above, our program's mission is:

The mission of the College Opportunity and Student Outreach Office is to provide information about the Community College of Denver, assist in the enrollment process, develop positive relationships with prospective students, and build strategic connections

with high school counselors, youth-serving community/non-profit leaders, and CCD Staff/Faculty in order to best meet the educational, learning and development needs of our community and increase enrollment.

Both learning and student development are included in the last sentence of our program's mission. We further the impact of our work on the mission to embrace student learning and development through concrete measurable assessment outcomes of student learning and development in all of our CIVS programs, as well as our orientation and recruitment programming. Clearly stated student learning outcomes with measurable outcomes provides the opportunity for us to continually assess and improve program mission and goals to positively impact student learning and development.

Most of the work CIVS programming does to positively impact student learning and development for prospective, current, former students and community members is through primary points of contact at welcome centers/information desks in Cherry Creek and Confluence Buildings, as well as informational campus visits offered and easily accessible to students and school groups by our student ambassador program staff. Personal, welcoming, informative and accurate communication are provided in all forms of programming and, with student ambassadors at the core of all programs offered, recognizes the integral role played by students in all of our work and mission to serve the college and community.

C. In what ways does the program mission complement the mission of the institution? (1.4)

### **COMMUNITY COLLEGE OF DENVER MISSION STATEMENT**

*CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.*

The CIVS programs and mission complement the mission of CCD by providing information about the Community College of Denver to community members and prospective students, assist in the enrollment process, develop positive relationships with prospective students, and build strategic connections with high school counselors, youth-serving community/non-profit leaders, and CCD Staff/Faculty. Of particular impact, our program helps to best meet the educational, learning and development needs of our community and increase enrollment at the college. CCD contributes to the advancement of an increasingly diverse society by producing a well-educated citizenry, intellectually and personally prepared to take their places in the 21st century. In collaboration with the State of Colorado, the Colorado Community College System and Auraria Higher Education Center, Community College of Denver benefits the state's economy and serves its citizens through public programs and community service. (CCD website, February, 2015)

## **PART 2. Program Overview Questions**

A. What are the primary elements of the program? (2.1, 2.2, 2.3, 2.6, 2.7, 2.9)

CIVS programming encompasses 4 distinct but interconnected roles and programming implemented by CIVS full time and student staff members. The most comprehensive description of each program/role is available for viewing in the student ambassador handbook ([Appendix](#)) given to all new hires in the student ambassador program. Full review and training is provided to ambassadors with this document as the guide in doing so. All staff hiring and training are compliant with FERPA laws and regulations for privacy of students'

*Welcome Centers/Information Desks (2) in Confluence and Cherry Creek buildings*

Welcome Centers at Confluence and Cherry Creek Buildings provide the first point of contact for all prospective students and community members to our college, campus and community. These spaces provide information gathering locations for those students and community members, a place for campus departments, programs and offices to provide new and updated information to the larger community. The CCD Welcome Centers act as the "Face" of the college to the students and community, a tremendous opportunity for excellence in customer service

and quality interpersonal connections with students, as well as recruitment of prospective students. Housed in prime real estate at the college, we also connect with students via multiple medias. With the support from the Creative Services and Information Technology offices, our staff manage information sharing of all college programs and services via several televisions and computer stations central to our location.

The primary purpose of the Welcome Centers is to serve as a one-stop-shop for general information to college, resources and services offered at the Community College of Denver, and referral, directional, and guidance services to all other offices on campus. The Administrative Assistant II in the Cherry Creek Welcome Center has included in her job duties the task of maintenance, updating and retrieval of new campus information. Information provided at both welcome centers is constantly filtered and updated for most current and accurate information.

Current operating hours, while classes are in session, for the Welcome Centers/Information Desks in both Confluence and Cherry Creek are as follows. These operating hours reflect recent decisions to extend hours as a result of student feedback regarding availability of resources to students attending classes in the evenings.

Monday – Thursday (8:00am – 7:00pm)

Friday (8:00am – 5:00pm)

#### *Welcome Center Role Description – Student Ambassador Handbook*

Here is a description of the Welcome Centers/Information Desks roles and responsibilities for our student ambassador staff who, primarily, staff the welcome centers along with our full time Administrative Assistant II for the Cherry Creek Welcome Center. Supervision of all activities related to the welcome centers is provided by the Welcome Center Specialist/Tour Coordinator.

Customer Service is who we are and what we do! Students and Visitors are always our first priority. We have a fun and open environment but remembering that we are here to enhance and assist in the student experience keeps us on track to be the best thing about CCD.

Everyone that approaches the desk is a VIP. Ask yourself, “Is this how I would want to interact with the President of the College?”

Basis guidelines for working the front desk

- Be on time!
- Put your things away in one of the four drawers marked “Ambassadors”
- No Food behind the desk
- Limit conversations with friends
- No personal phone calls or texting. Limit your cell-phone use.
- Answer Questions to the best of your ability.
  - a. If you don’t know... Ask!
  - b. Don’t make things up or guess.
    - i. “That’s a great question, let’s find out!”
    - ii. “I’m not sure, but I’ll find out for you right now.”
      - 1. Ask the other Ambassadors.
      - 2. Search the CCD website!
- Respect your fellow Ambassadors. Don’t interrupt or jump into another conversation with the student.
  - a. If possible, wait until after the student has left to ask or inform the other ambassador.
  - b. Politely get the attention of the Ambassador and provide the information directly to them. Allowing them to relay that info back to the student.

Accuracy of information given is vital to our programs success at the welcome center. We do a fairly good job at this, though continued training and a solid, fast, efficient process for communicating changes is an area for improvement for the department.

The importance of information symmetry is highlighted as well in the Student Ambassador Handbook:

**It’s important to give accurate information because we don’t want to give students wrong or incorrect information. That only reflects poorly on the team and negatively affects the student’s experience.**

#### *Welcome Center Daily Task Administration – Student Ambassador Handbook*

Another component of work at the welcome center are daily tasks important to the ongoing operations of all programs in our area of the college including student orientation, application contact information management, email and phone call responses for all program areas and room reservations. Here is some detail in our Student Ambassador Handbook detailing day-to-day tasks while at the welcome center.

Answering phones-

**Use the same friendly, professional demeanor when talking to people over the phone as you would in person. Get the other person "hear" your smile.**

- "Thank you for calling the Welcome Center in Confluence/ Cherry Creek, this is \_\_\_\_\_. How can I help you?"

Daily Tasks

- Beginning of Shift
  - Check and answer Gmail and Outlook e-mails
  - Review the room schedule (on Outlook) to be aware of the tours and events that are going each day.
  - Make sure the pamphlets, schedules, and Steps to Enrollment are stocked.
- Tasks to complete throughout the day
  - Enter Contact Cards
  - Orientation Group Follow Ups
  - Enter Orientation Surveys
  - Creating (stuffing) Orientation Folders
  - Other tasks as assigned
- End of Shift
  - Enter numbers in SurveyMonkey <https://www.surveymonkey.com/s/rsowelcome>
  - Enter time in CCDConnet
  - Wipe down and organized the desk
  - Log off and put away computers
  - Clean up Welcome Center

*Elite Customer Service, "Showtime"*

Each of these areas/roles within CIVS requires exceptional customer service skills. As part of the President's college-wide initiative aptly called "Showtime" our staff and ambassador program have adapted the following 7 step guide to superior customer service detailed in our Student Ambassador Handbook and copied below..:

Steps for Superior Customer Service Experience

1. Greeting everyone with a smile and eye contact.  
Let whoever approaches you know that you see and acknowledge them
2. Stop whatever task you're in the middle of.  
Tells the student or guest that they are a priority
3. Warm greeting  
Professional, friendly, and authentic.
  - Yes—
    - "Hi, How's it going?"
    - "Hi, how are you?"
    - "Good Morning!"
  - No—
    - "Sup?"
    - "Hey."
    - "Hey, What's going on?"
4. Open ended offer of service  
Engages students and guests in conversation and involves us in their CCD experience
  - Yes--
    - "How can I help you?"
    - "What are you looking for today?"
    - "What can we do for you this morning?"
  - No—
    - "Do you need help?"

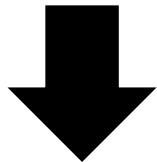
- "Finding everything ok?"
5. Take Action
    - Deliver most accurate information available going one step further when possible
    - Ask probing questions.
    - Don't make anything up.
    - If you're not the only one at the desk, walk a person to what they're looking for
  6. Follow up question
    - Follow through- Communicates our commitment to service
    - Any other questions I can help you with?
    - What else did you need help with today?
  7. Good bye.
    - Final impressions are lasting
    - "Have a good one!"
    - ""Have a great day."

*Elite Customer Service, Fast Track Orientation Days*

Similarly, a committee was gathered across the enrollment services division to create and implement a Fast Track Orientation Model as the college. This allows students to come to campus and complete all of the enrollment steps to college in one day. This has instigated major change in enrollment processes in other offices across the college, particularly in enrollment services, which has drastically improved the college's processing time of paperwork in financial aid, admissions and assessment. The schedule of fast track orientation days is included below:

### **Fast Track Day Checklist (Check as you go!)**

- Complete Application as an Active student for Spring 2015.**
  - Admissions, Registration & Records Office is located in Confluence 120
- Meet Assessment Requirements**
  - Active ACCUPLACER scores OR college level ACT/SAT Scores OR Transcript that indicate prior college credit
  - Testing Center is located in Confluence Room 216
  - ACCUPLACER Tutoring will be available from 8am-1pm in Confluence Room 406
- Complete/Attend New Student Orientation**
  - Campus Tours will be available at 11:15am and 1:15pm
  - Visit Information Tables in the Welcome Lobby
- Financial Aid**
  - Check your status through CCDConnect at [www.ccd.edu](http://www.ccd.edu).
  - The Office of Financial Aid is located in Confluence 120
  - **IMPORTANT:** Payment arrangements must be made the SAME DAY as you sign-up for classes.



- Academic Advising**
  - All requirements listed above must be met before meeting your Advisor
  - Academic Advising Center (AAC) is located in Confluence 123
  - \*General Studies Advisors at the AAC serve all NEW CCD students for initial advising
  - \*Program Advisors are housed within the Academic Centers and serve continuing students who have a declared and confirmed major/program and who are at college-level.

□ **Register for classes!**

- Register through CCDConnect at [www.ccd.edu](http://www.ccd.edu)
- Cyber Center Lab in Confluence is open 8am-5pm

<b><u>Time</u></b>	<b><u>Session</u></b>	<b><u>Presenter/Facilitator</u></b>	<b><u>Location</u></b>
7:45am – 8:50am	Check-in/Campus Resource Tabling/ Testing	Student Ambassadors & CCD Resource Offices	Confluence Lobby
9:00am – 9:10 am	Welcome to CCD/Why College	Student Ambassadors	Confluence 105/107/109
9:10am – 9:20am	Icebreakers – Person Bingo	Student Ambassadors	Confluence 105/107/109
9:20am – 9:40am	Student Rights and Responsibilities	Student Conduct/ Human Resources	Confluence 105/107/109
9:40am – 10:00am	Applying for FAFSA & Financial Literacy Presentation	EOC Staff	Confluence 105/107/109
10:00am – 10:20 am	CCD Connect/Degree Works/D2L & Email Training & Activities	Ambassadors & IT	Confluence 105/107/109
10:20am – 11:00 am	Syllabus review/Classroom Expectations	Ambassadors & CCD Faculty	Confluence 105/107/109
11:00am – 11:10am	Wrap-Up, Collect Orientation Surveys, Referral to next steps & afternoon stations	Ambassadors	Confluence 105/107/109

**Fast-Track Morning Orientation Schedule (Spring 2015)**

<b>Time</b>	<b>Session</b>	<b>Presenter/Facilitator</b>	<b>Location</b>
10:00am – 11:00 am	Check-in/Campus Resource Tabling/ Testing	Student Ambassadors & CCD Resource Offices	Confluence Lobby
11:10am – 11:20 am	Welcome to CCD/Why College	Student Ambassadors	Confluence 105/107/109
11:20am – 11:30am	Icebreakers – Person Bingo	Student Ambassadors	Confluence 105/107/109
11:30am – 11:50am	Student Rights and Responsibilities	Student Conduct/ Human Resources	Confluence 105/107/109
11:50am – 12:10pm	Applying for FAFSA & Financial Literacy Presentation	EOC Staff	Confluence 105/107/109
12:10pm – 12:30 pm	CCD Connect/Degree Works/D2L & Email Training & Activities	Ambassadors & IT	Confluence 105/107/109
12:30pm – 1:10 pm	Syllabus review/Classroom Expectations	Ambassadors & CCD Faculty	Confluence 105/107/109
1:10pm – 1:20pm	Wrap-Up, Collect Orientation Surveys, Referral to next steps & afternoon stations	Ambassadors	Confluence 105/107/109

## Fast-Track Late Morning/Afternoon Orientation (Spring 2015)

### *Campus Visit Coordination*

Offered every weekday at 10:00am and 2:00pm, prospective students, student groups, and community members are welcome and invited to take a tour of our campus offered by our student ambassador staff who knows extensive information about the history of CCD and our campus. Saturday tours are also available upon request. To sign up for a campus tour all visitors are referred to an online registration webpage: <https://www.ccd.edu/future-students/schedule-your-visit>. Group Visit requests are specialized and coordinated via email by our Welcome Center Specialist/Tour Coordinator Mark Brown. Several different versions of the group tour are offered and can be requested via the group tour request form ([Appendix](#)).

The aim and purposeful design of this program is to expose potential students to the college and community, helping students determine if our college is a good fit for them to realize their potential as a student. Detailed trainings supplement the ambassador handbook ([Appendix](#)) which guides our student tour guides/ambassadors in understanding key student learning and development outcomes of the tour program. For those students who tour the campus and find it a great fit, they are encouraged to reach out to our student ambassadors and recruitment staff for support with the enrollment process, hopefully becoming productive and satisfied students. More funding is necessary to provide COSO with the proper data management system to track and cohort applicants and tour

contacts to understand the actual impact of the program on yield, success, persistence, and graduation rates of these students.

Ambassadors are trained prior to and after each semester, with occasional supplemental trainings added during a semester as identified as needs based on feedback systems. Training for tours is all encompassing and requires college-wide participation. At least twice during the year all departments and programs are invited to present during these trainings so that they are best prepared to administer tour programming that promotes student development, learning, persistence and success.

Descriptions and marketing of campus visits is included as the following on the prior mentioned link. (<https://www.ccd.edu/future-students/schedule-your-visit>) The addition of the new [www.ccd.edu](http://www.ccd.edu) webpage has drastically improved how ingrained campus visitation is to the college's mission. Since its' launch in July 2014, we have seen a significant increase in campus tour requests by both individuals and groups. We are confidently engrained in the culture of the college now as a step in the college exploration and enrollment process.

"CCD offers an affordable, vibrant education in a diverse urban environment in downtown Denver. CCD is unique and welcomes students of all ages from various backgrounds and experiences. There is a place for everyone here and you will feel confident and at home in a learning environment that is supportive and student focused."

"As one of three colleges on the Auraria Campus, our campus boasts over 150 acres of landscape and is rich with historical buildings, dining and residential options, as well as recreation facilities, art galleries, theater and music performances, and much more. We are just a short distance to the Pepsi Center, Colorado Center for Performing Arts, Sports Authority Field at Mile Hi, and the public transportation systems—including the RTD Light Rail and bus lines—making it easily accessible to the surrounding community. Full time students on our campus will receive a student RTD pass as part of enrolling on our campus."

"But you shouldn't just take our word for it! Schedule a campus visit to meet current students, faculty, and staff, and discover what CCD can offer you. Our welcoming team in the office of [College Opportunity and Student Outreach](#) (COSO) and our Student Ambassadors, a student-run tour-guide program, provide tours every weekday! We want to make sure you have the best experience possible."

"We also welcome you to attend one of our Open House/Preview Day events, where you'll learn about academic programs, meeting current students and members of our faculty. The next event is April 15<sup>th</sup>, 2015. Call 303.352.3166 to learn more and to start planning today."

"Get in touch with COSO directly via the High School/Group Tour Request or contact Mark Brown, 303.352.3166, to set up a specialized tour for your classes."

### *Student Ambassador Leadership Program*

#### Student Ambassadors Mission Statement

As Student Ambassadors at the Community College of Denver, our mission is to develop a culture of exploration, success, and leadership within our college and community. We teach our students real world transferable skills while helping each student to cultivate and utilize their own strengths and interests on their journey to become leaders and innovators. Through a variety of on and off campus student outreach programs including campus visits, orientation programs, leadership trainings and customer service seminars, we guide and engage our current and prospective students to success. We are CCD students, leaders and advocates on campus. Student ambassador will leave CCD with a well-developed personal brand, confident in their abilities and capable of taking on leadership roles in their communities and the world at large.

#### Responsibilities and Expectations

- **Scheduling :**
  - **Be on time-** If you are more than 15 minutes late with no call, it will be considered a 'no call no show'. The old expression: "If you're early you're on time; if you're on time you're late"
  - **Availability-** You are responsible for keeping your availability up to date on the Google Calendar. You will be scheduled according to what is in the calendar.



- **Replacements-** YOU are responsible for finding coverage for any scheduled shifts you cannot make. You must let the Welcome Center Specialist or other supervisors know BEFORE your shift starts. "No-Call No-Shows" will not be tolerated and may result in termination.
- **Submitting your time:**
  - You must submit your time by Friday at 5:00pm on the bi-weekly time submission on CCD Connect. Failure to do so may result in your pay being delayed by 2 weeks. Continuous failure to submit your time and putting in inaccurate work times may result in disciplinary action.
- **Professionalism:**
  - Employees are expected to present a professional image of the college. Your image and actions are reflective of the college and our Ambassador Team.
  - Be conscious of your environment at all times. This includes monitoring your voice level and discussion topics.
  - Refrain from using profanity and inappropriate language
  - Choose your words wisely
  -
- **Dress Code:**
  - **Business Casual** is the dress code, although jeans are okay if accompanied by a nice collared shirt. Any CCD shirt with a CCD logo is fine. Shirts must cover your shoulders. Skirts must be of appropriate length.
  - **No** head gear, flip flops, hats, shorts or revealing attire.
  - Improper foot wear is a potential occupational hazard when walking around campus. If you are asked to give a tour and have this type of shoe on, you need to have a pair of comfortable walking shoes that you can change into.
- **Welcome Center- Customer Service:**
  - Someone needs to be present AT ALL TIMES to greet students, family members, and anyone who needs assistance at the Welcome Desk.
  - Student Ambassadors are expected to provide **GREAT** customer service.
  - All work studies should be able to answer basic questions about the campus, admissions procedures and programs.
  - Go one step further: if you're not the only one at the desk, walk a person to what they're looking for.
- **Phones/Headphones:**
  - Ambassadors are responsible to answer the main desk phones.
  - Headphones are not permitted at the Welcome Center.
  - Students on the clock should not be taking personal calls and texting inside the Welcome Center
- **Campus Tours/Orientation/Student Panels:**
  - You will be expected to help out with various campus visit events including campus tours, group tours, student panels, presentations, set-up and tear-down any other special events coordinated by the Assistant Directors or other COSO staff members.
- **Scheduling Campus Tours:**
  - Please refer to the Student Ambassador Recruitment Leads for scheduling general campus tours. Prospective students can schedule tours on-line.
- **Non-Discrimination:**
  - CCD does not discriminate on the basis of race, age, color, national origin, sexual orientation, veteran status or disability. Evidence of discrimination will not be tolerated. The COSO office works towards providing a safe and welcoming environment to all we encounter. Discriminatory acts will warrant an immediate meeting with the supervisor and may result in further disciplinary action.
- **Mid Year and Annual Evaluation:**
  - Student employees will undergo performance evaluations twice each year at the end of the fall and spring semester. The mid-year review is intended to be a check-in point to evaluate strengths, weaknesses, and overall progress in the position. The annual performance review evaluates these same topics and also plays a large role in determining whether or not employees are eligible to return the following year.
- **Academic Policy:**
  - Employees must maintain a level of academic success in their program of study at the Community College of Denver or Auraria Campus institution they attend.
  - A minimum cumulative CCD 2.5 GPA is needed to maintain employment.

- Employees who do not meet the GPA requirements will be placed on probation for the following semester in order to bring up their GPA. If the GPA does not improve the student employment status will be reviewed by the supervisor.
- **Always Wear Your Nametag!!**
  - We know who you are but guests do not!
- **Collegiality and Respect**
  - As defined by Miriam Webster:
    - **Collegiality:** "the cooperative relationship of colleagues"
    - **Respect:** "high or special regard; the quality or state of being"
- **Have Fun! ☺**

#### *Event/Meeting Space Scheduling & Coordination in Confluence Building*

Our Welcome Center Specialist/Tour Coordinator, since the launch of the brand new Confluence Building in May, 2013, have taken on the duties of coordinating reservation of event and meeting spaces in Confluence. This has included launch of the Event Management System (EMS), budding partnerships with the Facilities, Information Technology department and the College President's Office. Five rooms are managed by our staff in CNF while also filtering other requests to other departments for classroom spaces and other spaces on campus coordinated by the Auraria Higher Education Consortium (AHEC) team of staff members. Currently these five rooms are under the purview of our department for use:

Confluence 105  
 Confluence 107  
 Confluence 109  
 Confluence 116  
 Confluence 213

Policies for internal and external reservations have been created, reviewed, and are under final approval by the executive staff at the college ([Appendix](#)).

#### **B. What evidence exists that confirms the contributions of the program to student learning and development? (2.4, 2.8)**

Methods for feedback, both affirmative and critical, are provided at both welcome centers, after completion of campus tours, and for student ambassadors selected into the program. All communication channels for feedback are designed in reference to the COSO mission which highlights the imperative of the program's impact on student learning and development. Regular reviews of the feedback are used for evaluation of program's success and areas for improvement. As all of this work depends heavily on the individuals/groups tasked with the roles and work, more work needs to be done to evaluate specific staff and student ambassadors in implementation of programming to understand the impact and need for improvement of specific staff members. This is a focus area having been noted in the CAS program evaluation.

#### *Welcome Centers*

Daily visitor totals are calculated every day in both welcome centers. These numbers help us to understand the breadth of impact of our work at the welcome centers each day. Customer Service Feedback Boxes are located at each welcome center desk. Visitors are able to submit anonymous feedback about their experience working with our welcome centers as well as other departments and offices in the enrollment services division of the college. Results are annually compiled and reviewed by the Vice President's Office that oversees the division and are presented as compiled results at the annual division retreat. An opportunity exists here for employment of more frequent feedback as well as office/employee specific feedback in our work as welcome centers for the college. It will be important to separate the work of other departments from the feedback of our office when considering results, both positive and negative.

#### *Campus Visits/Tours*

Total numbers of tour requests and attendees for individual and group tours are tracked closely to understand breadth and trends of tour requests for our program. Changes are made to processes and procedures before, during

and after tours dependent on analysis of this data. Additionally, much like with the welcome center feedback forms, feedback surveys are sent via email to all group and individual tour attendees. Responses are collected and compiled. Typically these surveys have attached to them individual ambassadors or staff who have completed the tours, more often when complimentary of the work done. The provides more evidence of student learning and development while completing the campus tours with our programs and student ambassadors, though another opportunity for advancement exists in assessing better the learning taking place about the campus. Options need be explored for a way to do that without deterring attendees from responding to the survey.

We have interest in tracking the yield of tour attendees into the college as applicants, enrolled students and then examining the cohorted success and persistence of these students academically. We currently lack the technology capable of providing this opportunity.

*Student Ambassador Program*

Students complete a 360 degree review, including self-evaluations, of their performance as an ambassador in our Student Ambassador Leadership Program. The self, supervisor, and peer evaluations are attached (Appendix). These evaluations are instrumental in evaluations of current student employees and the decision to continue or discontinue their membership in the program in subsequent semesters.

*Room Reservations*

As this role has little impact on student learning and development, no goals or mechanisms for determining success in achieving those goals have been defined for this component of the program.

C. What evidence is available to confirm achievement of program goals? (2.5)

*Welcome Centers*

Daily visits and contacts for each welcome centers varies dramatically depending on the time of the year. Below are average visit numbers per day to the Welcome Center by the general time of year.

Average daily visitors/contacts for CCD Welcome Centers	Average Daily Visitors/Contacts
Non-Peak (Feb – Mar, June – July, Sept – Nov)	90-110
Winter & Summer Breaks (Dec – Jan, May – June)	70-90
Peak Registration Months (Jan, May, Aug)	300-500

A continual challenge for this component of the work we do is keeping our entire staff abreast of updates and changes at the college, particularly with offices and people shifting roles, positions, departments, etc. We recently received some critical feedback from a student focus group that welcome center student staff were making inaccurate referrals during fast track orientation days. While not concrete enough feedback to determine a student or office of issue specifically, a training has been scheduled to do some immediate retraining of student staff to ensure increase accuracy of referrals.

*Campus Visits/Tours*

This last year we have seen a rise in the number of campus tour requests we have received. This is, in large part, due to the new CCD website which makes much more accessible the campus visit request page to prospective students and community members. On average, about 60% of our individual tours will show up for their tour. Group tours rarely cancel their visits, and often reschedule when they do. We are working to improve the attendance rate of individual tours through reminder calls/emails and text messaging processes the day before and day of campus tours scheduled. We also are seeking funding for a database that will help us better track the yield, success and persistence rates of the students in courses here at CCD.

<b>Campus Visit/Tour Data</b>	<b>2014 Total</b>
<i>Individual Tours</i>	300

Here are a few examples of feedback we have received via email and the survey regarding the quality of the campus tours, accuracy of information, and welcoming atmosphere created by the student ambassadors conducting the tour and staff conducting the information sessions.

"Hi Dustin,

On 3/12 we toured CCD with Mark and a women from CCD (forgot her name) who were both fabulous. Our students connected with them as well as your community. I believe that trip was the highlight of the year for many of our seniors. Mark's story and his academic journey resonated with our students and we'd like to have him as a guest speaker for our seniors. He gave me his phone number, and I deleted it by mistake. I understand that he works for your department and I'm wondering if he would be available to speak with our students on Friday 5/2 anytime between 8-10."

"As a parent of a young prospective student of CCD, I want to personally thank EMMA for the wonderful tour and all her information she gave us on 1/22/15, when we came to visit. She was so bubbly, kind and educated about the campus. It made our visit so much better. I feel that it is important for you to know as well as Emma. Please relay our thanks to her as well...and to keep up the good job."

"I would like to thank Tim and others for the orientation and tour of the campus on 1/12/2015. I did had a great time that day and enjoyed the tour of the campus. I do thank you very much for allowing the tour on that day instead of the 13th. I wish you well Tim and good luck."

"Hi good morning. Thank you for having us, we sincerely enjoyed the school tour on fastrack day. Our student guide was great! (thomas?) He provided history, humor lol and positive anticipation in attending CCD. What a personable guy! Looking forward to becoming new students, thanks :D"

#### *Student Ambassador Program*

Students are greatly impacted by their participation and membership in the Student Ambassador Program. Students must maintain higher than a 2.5 GPA, and often average well higher than that minimum GPA as a group, at or above a 3.0 historically. Most importantly, these students are graduating and/or transferring at a much higher rate than the average for our college, with more than 90% of our students doing so. Here are a few examples of what our former student ambassadors are doing now:

Patrick Thibault – Staff Advisor, Senator DeGette  
 Drew Turley – Colorado College  
 Mark Brown - Welcome Center Specialist, Community College of Denver  
 Xuan Tran – Colorado School of Mines  
 Yara Weber de Santana – Metropolitan State University of Denver, International Student Hourly Staff  
 Derly Santos – University of Colorado Denver, Student Ambassador  
 Kiza Yussufu – University of Northern Colorado, Student Ambassador  
 Russell Heath – Colorado School of Mines, Staff Member  
 Omar Kelly – University of Colorado Denver  
 Ali Mahmood – Metro Graduate

\*institutional reported statistic for college grad rate of first-time/full-time: 10% for 2010\*

\*institutional reported statistic for college transfer rate of first-time/full-time: 11% for 2010\*

(<https://www.ccd.edu/administration/non-academic-departments/institutional-research-planning/ccd-fact-book>)

#### *Room Reservations*

In a typical month our Welcome Center Specialist/Tour Coordinator and his team of student ambassador support will coordinate between 100-150 event reservations in Confluence rooms 105, 107, 109, 116, and 213. An example from the January, 2015 report is provided below.

Welcome Center Conference Rooms (events/meetings) – January, 2015  
 116      25 events

213	30 events
105	17 events
107	17 events
109	18 events

### *Summary*

All of the programming in CIVS is based in student development theory and research specifically related to student success in institutions of higher education. The Assistant Director of Student Leadership and Orientation has completed M.A. coursework in student learning/student develop theory. Here is a brief summary of some of the most relevant theories:

### *Student Learning Theory*

Merriam, Caffarella, and Baumgartner (2007) provided an excellent discussion of the various ways adults learn, using Coomb's (1985) model: formal, non-formal, and informal settings. As the authors described, many individuals think only of the classroom, curriculum, and diplomas when they think about a college education. This conceptualization does a disservice to the holistic concept of learning because learning can occur in other contexts. Lewis (2008) studied five areas of learning among student workers: leadership, career development, civic engagement, ethics and values development, and responsible independence. In interviewing both students and their supervisors, he found, "The results showed that both student employees and their supervisors believed that work tasks and behavioral components encountered during the students' jobs produced learning in those five key areas." (p. A56). Lewis recommended that supervisors provide planned and structured learning opportunities for students in the work environment. He advocated for the pairing of faculty and staff members in "learning-focused research teams," to encourage learning experiences in the workplace (p. A56).

Specific to student employment, Dungy and Keeling (2006) revealed a University of North Dakota program that trained staff on how to better assess student learning on the job. Through its actions, UND appeared to have championed learning organization culture:

The course also benefits staff members by helping them to better understand what a learning outcomes-based environment is and how students can benefit from this type of experience and provides staff with supervisory techniques that they can use to help students learn and develop beyond the practical aspects of their jobs. (p. 77).

UND modeled the learning organization by training on learning outcomes design.

### *Student Development Theory*

Student Development Theory can be broken up into several key areas: (a) experiential, (b) psychosocial/identity-development, (c) cognitive-structural, and (d) andragogy.

"To be of any utility, theory must be related to practical situations found in real-life settings.... Models do not define phenomena or explain relationships; they provide guidance in using the theories that do these things." (Evans, Forney & Guido-DiBrito, 1998, p. 19).

- ⊙ Experiential Theories
  - Astin: On Student Involvement & Peer Group
    - ⊙ Alexander Astin (1993) on the strength of the Peer Group:
    - ⊙ "If the peer group can be one of the most powerful sources of influence on the student, why not take advantage of this fact in designing not only our curricular delivery systems but also our co-curricular programs?" (p. 427).

- “As [community colleges] have attempted to serve a clientele that is increasingly diverse with respect to age, social background, academic preparation, interests, career aspirations, and conditions of attendance, it has become increasingly difficult for the students to form the kinds of peer group bonds that facilitate involvement.” (p. 418).
        - “The constraints imposed by student
          - diversity and the lack of residential facilities
          - should not blind us to the ways to form
          - strong peer groups within community colleges and other types of commuter institutions. Some community colleges, for example, operate vocational or occupational programs that have very high retention rates, most likely because they generate powerful peer bonds among the student participants. Even though the students may be diverse with respect to age, academic preparation, and social background, they are apparently able to form a strong sense of community and peer identification because the programs are small, the students share common career interests and are exposed to a common set of curricular experiences.... That many of the students can also have families and even work at outside jobs is made possible because these programs often offer night and weekend classes.” (p. 417).
      - Kolb: Experiential Learning
      - Kuh: Out-of-Classroom experiences
      - Schlossberg: Mattering Theory
      - Sanford: Challenge and Support Theory
        - Sanford’s (1966) theory urges us to find the optimal range of challenge versus support for each student at each phase in their development
    - Psychosocial/Identity Development Theory
      - “Much of psychosocial development is culture-specific. It may not be possible to develop a theory that is totally valid for everyone.” (Evans, et. al, p. 51).
      - “The desire to intentionally influence positive learning and development requires those working in higher education to understand what conflicts students must resolve to develop their sense of self and in turn how we can assist them in resolving those conflicts.” (p. 3).
      - Josselson: Identity Development of Women
      - Kim, Cross, Jackson, Helms, Hardiman, Horse, Poston, F & G: Various Race Identity Development Theories
      - Cass & D’Augelli: Sexual Orientation Development
      - Chickering: the 7 Vectors
      - Schlossberg et. al: Transition Theory
      - Parks: Spiritual Development
      - Torres et. al (2003):
        - “With a new lens, administrators should work to view how things work from multiple perspectives. This shift in paradigm can make a difference in creating an environment that values diversity.” (p. 84).
        - “Diverse students *may* not have the tools and knowledge necessary to jump in and be part of the community. They may need more guidance and assistance. Administrators are in a position to help students create cognitive road maps for how to manage the college experience. It should not be assumed that all students get help and advice from parents.” (p. 85).
    - Theory of Marginality
      - Schlossberg (1989a)—“Marginality can be defined as a sense of not fitting in and can lead to self-consciousness, irritability, and depression. For members of

minority groups, marginality is often a permanent condition; others, such as new college students from dominant populations, may temporarily experience these feelings." (Evans et. al, p. 27).

- "In a study examining the experiences of students in college, Rendón (1994)... defined validation as 'an enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development' (p. 46)... Validation is most powerful when offered during the early stages of the student's academic experience, preferably during the first few weeks of classes." (p. 28).

"Both the unconscious processing of new material and the intentional or happenstance application and testing of knowledge will, more likely than not, occur outside the classroom and laboratory in the active context of students' lives. (Steffes & Keeling, 2006, p. 70)."

- ◎ Cognitive-Structural
  - Gilligan: Women's Moral Development
  - Perry: Intellectual and Ethical Development
  - Kohlberg: Theory of Moral Development
- ◎ Andragogy
  - Adult Learning Theory & Lifespan Theory
- ◎ Always use the right tool for the job
- ◎ Even when using the right tool, you could be using it incorrectly (do not saw yourself into disaster)

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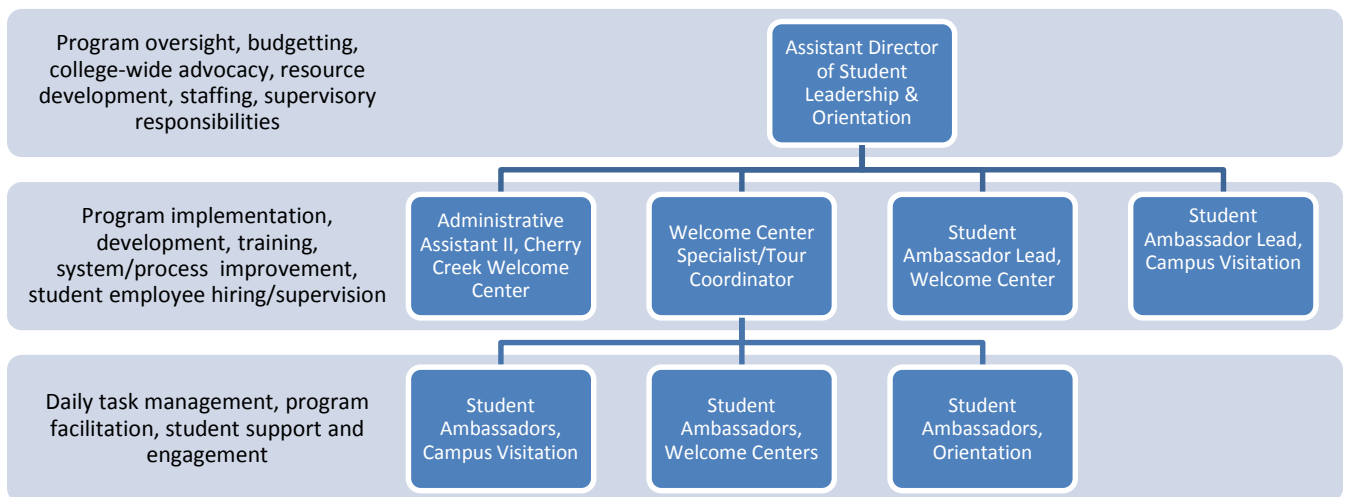
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### Part 3. Organization and Leadership Overview Questions

A. In what ways are program leaders positioned and empowered to accomplish the program mission? (3.1, 3.2, 3.6, 3.7)

The current organizational chart (below) ensures that all voices in the program are heard and are involved in the continued improvement and implementation of CIVS programming. Of particular importance is the student perspective and student voice when making program changes. In this structure the student ambassador leads selected for both the Welcome Center and Campus Visit programs reports directly to the assistant director and is structurally considered a colleague and counterpart with the full-time Welcome Center Specialist/Tour Coordinator and staff member. This has been very effective in promoting the students' perspective when making decisions on program development, implementation and change.



As diagrammed in the organizational chart above, each role, and level of authority have very specific goals to accomplish related to all programs within CIVS. High level program oversight, budgeting, college-wide involvement, advocacy, and integration, resource development and allocation, staffing and overall supervising responsibilities reside with the Assistant Director of the program. Full time staff in all programs and student ambassador leads selected by their supervisors and peers are charged with program implementation, development, system and process improvement, and all training, hiring and supervision related to daily operations and program facilitation, which are the primary goals and responsibilities of the student ambassadors in the lowest level of the chart above.

Full time staff are trained and have available to them all college, division and department policies and procedures as part of new hire training provided by the college's human resources office as well as department supervisors during the first several weeks/months of hire. All staff are evaluated formally on their ability to meet the expectations set forth in the job descriptions and job performance evaluation goals agreed on by the staff and supervisor. Copies of each job description are included for reference (Appendix). Similarly, student ambassador leads and student



ambassadors have job descriptions (Appendix) as well as the student ambassador handbook (Appendix) available to them which outline goals, objectives, expectations, and program outcomes in their respective roles. All job descriptions include clauses about ethical and responsible behavior, particularly when communicating information at our welcome centers and tours. The importance of providing and maintaining updated information for incoming students and community members, through various media and in-person mediums, is highlighted throughout the student ambassador handbook (Appendix).

All goals, objectives, expectations and program outcomes outlined in these documents align with college, division and COSO department mission, vision and values (see Part 1.A) and mirror the needs of our diverse student and prospective student population that we serve. Shared governance requires structure that promotes the student voice and perspective. This hierarchical structure of our authority for our CIVS program is intentionally designed to ensure that students have power and voice in creating an environment that facilitates student learning and development, promotes engines for change when programming need improvement to meet diverse student needs, both on the staff and the students served by the program, and promotes meaningful opportunities for student experiential learning in organizational and political governance/advocacy. Any relevant data collected for program change and improvement, like Fast Track Orientation attendance data, pre- and post-survey data, and student focus group data are shared at committee and team meetings to incite discussion of planning for improvement.

Teamwork, cohesion, and partnership/coalition building between students and full time staff are an integral part of what we do in all CIVS programming. Weekly meetings with all full time staff and student ambassador leads provide a frequent opportunity and safe space to discuss and decide on areas for continuous improvement in programs.

#### B. How do program leaders advance the organization? (3.3, 3.4, 3.5)

CIVS leaders, as is the case for all formal supervisors of student employees at the college, are required to complete mandatory supervisor training prior to taking on that role in the department. Training includes how to manage student employee human resource tasks including hiring processes, paperwork, time approval, performance evaluations, etc. This training is completed by human resources, work study coordinator staff in financial aid and student conduct staff. Trainings are offered at least once per semester for new hires. Individual trainings are provided as well as needed.

The same formal training on staff evaluations, performance management, hiring, training, development and supervision is provided formally through mandated trainings from human resources, as well as informally through second and third level supervisors in the department.

Recent changes in staffing for the Welcome Center Specialist/Tour Coordinator position have had a significant and positive impact on the leadership quality of the CIVS program and student ambassador staff. Current performance of leadership at all full time levels of authority excels and exceeds expectations in all above areas including influence of the whole student staff to accept leadership responsibilities and increase the effectiveness and improvement of all CIVS programs.

A few key areas highlight the impact of leadership in CIVS on the units as well as the college performance as a whole:

- 1) Participation (as well as formal chair leadership) in the following college committees:
  - a. COM 175 – Student First Year Success Course Development Committee
  - b. Persistence and Completion Committee
  - c. Strategic Planning Sub-Committees
  - d. Web Council
  - e. Financial Literacy Task Force
- 2) Successful implementation of the Fast Track Orientation Program
- 3) Positively impacting yield of students
- 4) Improved college enrollment processes and processing times for admissions, financial aid and assessment paperwork
- 5) Increased marketing of the college through expanded and growth in virtual and on-campus tours and visits from schools and individuals

- 6) Extended hours of both welcome centers (8:00am – 7:00pm) to meet needs/requests from evening students
- 7) Creation and implementation of entirely new event space room reservation policies, processes and procedures for Confluence building

C. How are program leaders accountable for their performance? (3.8, 3.9)

Staff performance evaluations are completed twice a year, with a mid-term and final evaluation of job performance. The Assistant Director, Welcome Center Specialist/Tour Coordinator, and Administrative Assistant II, Cherry Creek Welcome Center are evaluated on completion of job duties, which includes job goals related to CIVS programming. Student Ambassador Lead staff and Student Ambassadors are evaluated after each semester using a 360 degree evaluation technique which provides the opportunity for student staff to complete a self-evaluation of performance, evaluation of peers, and evaluation of program supervisors, or full time staff. More frequent evaluations of the CIVS program staff come from student focus group feedback, customer service dropbox feedback and post-tour survey responses by tour completers. Further investment in technology is required to analyze program impact by cohort for campus visits so that we can track tour attendees through the application, enrollment and persistence processes at the college. That does not currently exist but remains a key budget and CAS priority going forward.

Further areas for improvement include

D. What leadership practices best describe program leaders?

*COSO leadership have implemented a new leadership philosophy that has is being piloted for assessment of growth and development in the student ambassador program. The system is three-tiered and has been developed by staff leadership in the department in reference to leadership and student development coursework at the MA level in student affairs.*

*Inspire, Teach, Empower implies that students go through three distinct stages of leadership development that directly correlate with developmental stages and job performance in the ambassador program.*

*Inspire – All students begin at this stage. In order to achieve peak development and performance in their roles, student ambassadors must first go through a phase in which they find/develop inspiration for their work at the college. This stage involves understanding the basics of the role and how this work impacts students at the college and participating in the CIVS programming.*

*Teach – If and when students become inspired and invested in the work as ambassadors (some never do, and they are not rehired due to poor job performance) they transform and move to the teach stage. At this point, and only at this point, students are eager learners of all professional and program tasks. Students in the teach stage are characterized by being capable doers when asked to complete tasks, but rarely will ask questions or think for themselves. They are problem solvers, but nothing more.*

*Empower – Finally, fewer students arrive at this stage of leadership and student development, empower. At this stage students achieve autonomy, creativity and innovation, and make a significant impact on program improvements and developments. These students are self-motivated, understand the impact of their work, and know roles so well that they can employ critical thinking in their job roles. This means that they are now seeing ahead to where problems could occur and are solving them before they even happen.*

*COSO staff and leadership are trained on this leadership philosophy. Evaluations for students have been adjusted to measure job performance based on where students are in this development process.*

## **PART 4. Human Resources Overview Questions**

A. In what ways are staff members' qualifications examined? (4.1, 4.2, 4.3, 4.4, 4.7, 4.8)

Currently the CIVS programs maintain a full staff and have sufficient positions and roles in place to meet all program goals and mission. As part of the hiring process, job postings include full job descriptions and required and preferred qualifications, which are later reviewed by the Human Resources Office and the hiring committees for the Assistant Director of Student Leadership and Orientation, Welcome Center Specialist/Tour Coordinator, and Administrative

Assistant II positions. Positions are posted to various websites to ensure recruitment of diverse applicants. Those applicants who do not meet the minimum qualifications for the positions are disqualified from the application process and will not be considered for hire for the position. Current professional staff members have appropriate degree credentials for their respective roles including:

Assistant Director – MA in Higher Education & Student Affairs Leadership  
Welcome Center Specialist/Tour Coordinator – Associates Degree, BA Sports Industry Mgt (expected Dec. 2015)  
Administrative Assistant II – Associate’s Degree

Comprehensive human resources are available to supervisors hiring these positions including hiring, training, performance planning and evaluation processes and training. Promotion practices within the department, when available, are fair and equitable, dependent on job performance. For example, current Welcome Center Specialist/Tour Coordinator, Mark Brown, was promoted from Student Ambassador Lead to the full time staff position after 5 years of demonstrated work experience with increased responsibilities in the department, completion of an Associate’s Degree, and relevant full time work outside of the college.

Student Ambassador positions are posted with CCD’s Career Connection website as well as applications made available at each welcome centers. All applicants who submit a complete application and meet minimum academic requirements (2.5 GPA or higher) are invited to interview with our staff for consideration and hire in the student ambassador program. Student Ambassador Leads and full time professional staff conduct the interviews and determine the best candidates for hire. Extensive training is provided for students hired, both in group and individual forms, throughout the year. Students are evaluated each semester based on their job performance and decisions are made on whether or not students are re-hired each subsequent semester. Full time direct supervisors serve as advocates and accountability measures that ensure students understand the job descriptions, duties, and responsibilities they are to adhere to in their roles, as well as for assistance when situations arise where the student is not yet able to handle.

**B. In what ways are staff members’ performance judged? (4.4, 4.5, 4.6, 4.8, 4.9)**

Expectations are outlined in thorough job descriptions for each role, and collectively these expectations meet the needs of team performance evaluations and program needs for CIVS. Professional development opportunities external to the college are more scarce, an impact of budget constraints. However, involvement of CIVS staff on college committees is highly recommended and often included as part of job duties or job performance goals. As CIVS work often requires nights and weekend flexibility, flextime is employed to ensure staff satisfaction and work-life balance.

Currently, no graduate interns are employed by the CIVS programs, but have been in the past. Candidates for internships with CIVS must be pursuing MA in Higher Education degrees, are trained in accordance with full and part time staff training requirements, and adhere to all work hours requirements set forth in the agreed upon internship contract and employment/volunteer contract with the college. (Appendix) The job descriptions for graduate interns are included.

Formal written evaluations are administered, at a minimum, annually, of all professional, student and internship staff members. All evaluations are saved and secured in compliance with human resource policies. Key components of that evaluation center around student compliance with FERPA, student privacy, confidentiality and understanding of institutional policies. An area of opportunity and necessary growth for the CIVS department and programs is re-tooling of emergency procedures and crisis response. While this existed in prior training and CAS evaluations, the move to a new building and relocation in an old building prompted a refreshing of emergency planning and subsequent training for staff. The current Assistant Director has begun this process in partnership with AHEC’s emergency response team.

## **PART 5. Ethics Overview Questions**

**A. What ethical principles, standards, statements, or codes guide the program and its staff members? (5.1, 5.2, 5.3, 5.4, 5.6)**

All full time and student employees in charge of implementing CIVS programming are required to attend and complete multiple trainings which provide the college’s standard ethical code of conduct. During

these trainings staff and student employees are exposed to Title IX, Discrimination/Harassment, FERPA, and other ethical codes of conduct. Additionally, all student and full time staff are required to complete virtual Title XI, workplace behavior training. Further trainings and meetings are provided throughout the year for ongoing discussion of compliance with ethical codes of conduct. Supplemental training has included emergency response and risk management planning, crisis response and resource referral training, diversity and inclusion conversations, etc. Some of these supplemental trainings are department or division specific while others are facilitated college-wide.

As CIVS staff members and programs, ethical conduct trainings are particularly focused on ethical behavior training related to student privacy of records, confidentiality, mandatory reporting of ethical misconduct of others on campus, accuracy of promotional and descriptive information, and management of personal and economic conflicts of interests like proscriptions against receiving gifts and reporting of nepotism.

Page 9 of the COSO Training Manual refers readers to the direct weblink of the National Association of College Admission Counseling (NACAC) Statement of Principles of Good Practice:

<http://www.nacacnet.org/ABOUTNACAC/POLICIES/Documents/SPGP.pdf>. The cover page of the COSO manual also refers readers directly to System, State, and NACAC regulations in the event of an inadvertent contradiction to maintain consistency with professional standards:

This manual is supplemental to all Community College of Denver, State of Colorado, Colorado Community Colleges System, and NACAC regulations. In the event of an inadvertent contradiction, CCCS, state and NACAC regulations should be followed. This statement is published online through NACAC.

In addition to the NACAC Statement of Principles of Good Practices, the CIVS staff and student employee also must subscribe to CCCS and State Ethics Statements. COSO staff, including the Welcome Center Specialist/Tour Coordinator, and Administrative Assistant II are trained during the mandatory Human Resources ELMO Training in BP 3-70 State Board for Community Colleges and Occupational Education CCCS Code of Ethics (mainly proscriptions against gifts over \$50 or holding interest in something that would appear to be conflict of interest as State employee) and Disclosure of Nepotism/Amorous Relationships 3-70a

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues? (5.5, 5.7)

FERPA compliance trainings are provided for student and staff member confidentiality and privacy across the entire enrollment, administration, and student success division. Staff and student employees are trained for administering phone calls, email responses, and in person interactions while complying with all FERPA regulations. For example, student identification numbers are prohibited from being sent via email, including student email. Any in-person interaction requiring staff to look up student's information in the student database system (Banner) requires picture ID from the student to confirm identity. All typed or written student identification information is disposed of in a shred-it box to ensure privacy. Students in all programs are made aware, upon application or visit to the college, of FERPA compliance regulations and the impact it will have on them as students.

Staff are encouraged to refer to others of appropriate qualifications when a concern or issue exceeds their purview and training. For example, Banner access is restricted for student employees, with only Student Ambassador Lead staff being approved for access and use after completing necessary compliance training with student confidentiality.

Community College of Denver's contract with VisualZen, the external provider of the orientation registration and online orientation facilitation software, requires VisualZen to comply with all FERPA privacy requirements, and holds them responsible to violations of student privacy as a third-party vendor.

C. How are ethical dilemmas and conflicts of interest managed?

No decisions regarding CIVS programming at Community College of Denver are made without full consideration of what is in the best interest of the student and their successful persistence and completion at the college. Provided here are a few ethical dilemmas and conflicts of interest faced by orientation program staff and how they were addressed.

*Fast Track Orientation Programming*

*(ISSUE)* An enrollment initiative at the college: this one-day expedited orientation program was created to improve enrollment at the college. This program has had extraordinary success in increasing enrollment yield of applicants at the college. However, orientation programming was trimmed in half, eliminating 2 hours of content normally included during standard orientation programming.

*(Resolution)* Students completing the orientation process are coded into cohorts by orientation type (orientation, fast track program, online orientation) and are being reviewed after each semester for enrollment conversion, retention rates, and student success measures such as GPA and course completion rates. Student focus groups also are being held after each enrollment period to provide students the opportunity to provide feedback on programming structure, decisions and outcomes. Student's feedback and success rates by orientation program type will determine which program to move forward with.

D. In what ways are staff members informed and supervised regarding ethical conduct?

All staff members are trained formally through required new employee training on ethical conduct for employees and student staff. Formal training is also required prior to entry into a supervisory role at the college, regardless of whether supervising students or full time staff. Supervisors in orientation hold regular weekly staff meetings and bi-weekly one-on-one meetings with staff members to monitor job progress and ethical conduct, as well as supplementary training as needed for supervisory practices of student and full time employees.

Non-compliance with ethical conduct are reported to the Office of Human Resources at the college

**PART 6. Law, Policy, and Governance Overview Questions**

A. What are the crucial legal, policy and governance issues faced by the program? (6.1, 6.2)

CIVS Program Directors have worked with the Dean of Enrollment Services to update all recruitment material to meet federal Gainful Employment requirements (see <http://www.ccd.edu/ccd.nsf/html/WEBB87SQ2T-gainfulemployment>). The Federal Educational Rights and Privacy Act (FERPA) is also something that requires constant updates to training and referrals of any questions to the Registrar. State Ethics laws regulate gifts, conflicts of interest, and nepotism regarding employees. We also have to be aware of traffic and parking laws and local regulations. All CCD employees go through an extensive training in relevant Federal, State, and local laws (see 3.1.18).

While written documentation of legal rights, responsibilities and policies exist at the college and system through the Human Resources Department, the COSO Training Manual's information on general regulations surrounding student privacy like FERPA from CCD HR, CCCS, and the State, likely needs to be updated with more clearly written policies regarding legal/liability implications regarding campus visitation and assistance of visitors at the Welcome Center desk. Below are a few key areas of focus immediately to improve in law/governance/policy concerns in CIVS programming:

*Liability Waivers – Campus Tours*

Prompted by examples from other two- and four-year partner institutions at the statewide CIVSA annual meeting as well as completion of this CAS evaluation for CIVS programming, we have begun creating a waiver for all campus visitors to sign when attending a tour on campus. This will address a key legal and ethical concern when working with campus visitors. Currently we host tours regardless of the weather, and hold discussions with campus tour attendees about whether or not they feel comfortable with going outside, etc. This liability waiver will be an important ethical addition to the work we are doing.

### *Emergency Response Plan Development & Implementation (All CIVS Programs)*

A key need for CIVS at CCD will be to create and train all staff and student staff on an emergency response plan for all programming areas including campus tours, welcome center management, and orientation programs. The Assistant Director of Student Leadership and Orientation will be charged with this task and will partner closely with AHEC's emergency response team to complete and implement the plan.

The CCD HR department covers multiple things in the mandatory Employment Learning Mentoring Orientation (ELMO). Staff must read and understand these and also sign confirmatory documents that they are aware of the laws:

- Federal laws regarding Family/Educational Rights & Privacy Act (FERPA)
- BP 3-120 State Board for Community Colleges and Occupational Education policies which refer to Federal Laws (such as 1964 Civil Rights Act Title IX—students and Title VII—employees).
- SP 3-120a Colorado Community College System President's Procedure prohibiting Sexual Harassment
- BP 3-70 State Board for Community Colleges and Occupational Education CCCS Code of Ethics (mainly proscriptions against gifts over \$50 or holding interest in something that would appear to be conflict of interest as State employee) and Disclosure of Nepotism/Amorous Relationships 3-70a
- BP 3-71 State Board for Community Colleges and Occupational Education Whistleblower Protection Policy
- BP 3-24 State Board for Community Colleges and Occupational Education Drugfree Workplace
- Bp 19-10 State Board for Community Colleges and Occupational Education Violence/Firearms on Campus
- SP 3-50a Colorado Community College System President's Procedure about Employee Grievances
- Colorado Community College Employees (Title VII) and Students (Title IX) Affirmative-Action/Anti-Discrimination are covered in the Human Resource department. Further discussion and additional trainings of the direct applicability of FERPA regulations to RSO are discussed during training in regard to maintain student contact card and application confidentiality. The Center for Enrollment Services and Student Development Division offer additional larger group trainings on appropriate topics for recruiters along with other staff.

Staff inform prospective students, parents, high school counselors, Denver Scholarship Foundation coaches, and Community College of Denver officials of the legal obligations and limitations of the following regulations:

- Federal laws regarding Family/Educational Rights & Privacy Act (FERPA)
- BP 3-120 State Board for Community Colleges and Occupational Education policies which refer to Federal Laws (such as 1964 Civil Rights Act Title IX—students and Title VII—employees).
- SP 3-120a Colorado Community College System President's Procedure prohibiting Sexual Harassment
- BP 3-70 State Board for Community Colleges and Occupational Education CCCS Code of Ethics (mainly proscriptions against gifts over \$50 or holding interest in something that would appear to

be conflict of interest as State employee) and Disclosure of Nepotism/Amorous Relationships 3-70a

- BP 3-71 State Board for Community Colleges and Occupational Education Whistleblower Protection Policy
- BP 3-24 State Board for Community Colleges and Occupational Education Drugfree Workplace
- Bp 19-10 State Board for Community Colleges and Occupational Education Violence/Firearms on Campus
- SP 3-50a Colorado Community College System President's Procedure about Employee Grievances
- Colorado Community College Employees (Title VII) and Students (Title IX) Affirmative-Action/Anti-Discrimination are covered in the Human Resource department. Further discussion and additional trainings of the direct applicability of FERPA regulations to RSO are discussed during training in regard to maintain student contact card and application confidentiality. The Center for Enrollment Services and Student Development Division offer additional larger group trainings on appropriate topics for recruiters along with other staff.

B. How are staff members instructed, advised, or assisted with legal, policy and governance concerns? (6.2, 6.3)

Initial and ongoing training from human resources and supervisory staff in the program help to instruct, advise and assist all staff members with legal, policy and governance concerns. The most formal and structured training is in FERPA compliance when utilizing Banner (Sungard) and VisualZen database systems which contain private student information. Ongoing supervision, oversight, and management of staff regarding compliance with these, and other, legal requirements is provided from the Dean of Enrollment Services and Directors in the College Opportunity and Student Outreach Office.

All staff have access to legal representation and consult at the college and from the Colorado Community College System. Direct supervisors can also be consulted and will refer to these resources should the situation require it.

Based on the following System/Board Policies, RSO staff members do not participate in nor condone harassment, demeaning actions, or the creation of hostile campus environment:

- BP 3-120 State Board for Community Colleges and Occupational Education policies which refer to Federal Laws (such as 1964 Civil Rights Act Title IX—students and Title VII—employees).
- SP 3-120a Colorado Community College System President's Procedure prohibiting Sexual Harassment
- BP 3-70a Disclosure of Nepotism/Amorous Relationships
- BP 19-10 State Board for Community Colleges and Occupational Education Violence/Firearms on Campus
- SP 3-50a Colorado Community College System President's Procedure about Employee Grievances
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One specific example of this occurred August, 2011. Student workers at the Welcome Center received complaints from multiple students about an individual touching them in an unwanted manner. They communicated this to one of the full-time staff who was there, who then called campus police and had the individual arrested. The individual appeared to be homeless and mentally unstable. The arrest and incidents leading up to it was also communicated to the Dean of Enrollment Services and Vice-President for Student Development in regard to sexual harassment concerns.

C. How are staff members informed about internal and external governance systems? (6.2)

Some discussion and informal training exists to acculturate and educate new employees and student employees on the structural hierarchy of the internal college governance, up to and including the president. There is a need to formalize and mandate this training for all staff members. Also, a current gap exists in formal, and sometimes even informal, training of staff on external governance structures stretching beyond the president of the institution including the state board, governor, senate, congress and federal government agencies which impact policy, legal and governance structures at the college. This will be an area of focused growth going forward.

## **PART 7. Diversity, Equity, and Access Overview Questions**

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents? (7.1, 7.2, 7.3)

All staff members are required to complete Title IX training which fully encompasses requirements of non-discrimination and implementation of fair and equitable treatment of all constituents. Departmental and college policies mirror these clauses of no tolerance for discrimination and unfair treatment of employees, students and student staff. Situations occurring in which there is reported or perceived discriminatory action are referred directly to the Office of Student Conduct through incident reporting (<https://www.ccd.edu/administration/non-academic-departments/office-student-conduct/incident-reporting-guide>).

Students are mandated to attend/complete a Student Rights and Responsibilities session before becoming a student at the college with information sessions included in all orientation, fast track, online orientation, and alternative orientation programming. The most recent presentation is available via this link: ([https://prezi.com/7kyha5pol\\_g2/student-conduct-all-we-ask-for-is-just-a-little-respect/](https://prezi.com/7kyha5pol_g2/student-conduct-all-we-ask-for-is-just-a-little-respect/)).

All full time and student staff in orientation, much like the rest of the college, are required to complete new hire paperwork which demonstrates an understanding that any actions taken that violate fair and equitable treatment including, but not limited to, discrimination and harassment are a violation of the employee's code of conduct. Day-to-day management of those actions is completed by supervisory staff in the orientation program as well as referrals to and support from the office of student conduct. Ongoing trainings for staff and student staff is provided by the same office as well each year. Because of participation of staff in orientation programming, all staff and student staff members are exposed extensively to issues of student conduct violations including non-discrimination, fair and equitable treatment, and Title XI compliance.

One example of ongoing, mandated training on Title IX recently was the implementation of mandated workplace learning training, which required approximately 3 hours to complete online with real examples of discriminatory practice and issues of fair and equitable treatment. All full time and student staff were required to complete this training as part of their job. All students and staff completed the activity (Link). Additionally, included in the Student Ambassador Handbook is a clause of non-discrimination, emphasizing the importance of CIVS programming creating a welcoming, accessible, inclusive, equitable, and non-discriminatory environment free from harassment:

### **Non-Discrimination:**

CCD does not discriminate on the basis of race, age, color, national origin, sexual orientation, veteran status or disability. Evidence of discrimination will not be tolerated. The COSO office works towards providing a safe and welcoming environment to all we encounter. Discriminatory acts will warrant an immediate meeting with the supervisor and may result in further disciplinary action.



B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members? (7.3)

All job descriptions and postings for full time staff positions within the CIVS department include clauses about inclusiveness and diversity. As a community college in the Denver metro area we are a very diverse institution with students of all kinds of ethnicities, backgrounds, races, religions, creeds, social classes, etc. So, hiring practices and procedures for full and part time staff all include rating systems for candidates' experience, knowledge, understanding, and demonstrated excellence with practicing diversity. Additionally, each student ambassador training agenda will include multicultural and social justice training for all CIVS staff. For example, on the agenda for the meeting coming up in March, the Assistant Director will be presenting the brief history of community colleges and the access and social justice agenda of work by and through community colleges (Appendix).

Similar processes and outcomes exist for employment of students in the Student Ambassador and Orientation programs regarding diversity and balanced representation across ethnic, racial, social class, religious, and sexual orientation. With a diverse population of students at the college, the student employment programs represent well the college's diversity distribution. Because our staff embody the diversity of the college, a significant task for supervisors of the students is to train and empower student staff members to understand access/equity issues in higher education, derive commonalities between students of different cultural, ethnic, ideological, etc. backgrounds.

One initiative reflective of and developed in response to an access/equity concern brought forth from our student staff were the welcome center operating hours. While divergent opinions existed, it was agreed that students completing courses after business hours and on weekends were experiencing inequity in terms of access to support resources. As a result the Welcome Centers have established new extended hours of operation (8:00am – 7:00pm Monday through Thursday) to provide services as possible to students taking evening courses. Saturdays during peak registration periods are also days in which the welcome centers are open. Finally, any requests for Saturday campus visits are accepted and implemented by our staff to ensure fair, equitable access to all students and prospective students to CCD to CIVS services.

There are gaps, however, in the formal job postings for student employment positions regarding diversity and diverse backgrounds. Work need be completed to ensure diversity statements included in full time job postings are replicated for student employment job postings and descriptions within the CIVS program (appendix).

C. How does the program create and maintain the educational and work environment to comply with institutional policies and all applicable codes and laws? (7.3)

Comprehensive training for all new hires, both student and full time, ongoing management of staff by supervisors and program directors, formal written policy and informal discussion and follow up training on all institutional policies, codes and laws provide the strong structure to create and maintain the educational and work environment of the college's CIVS programs. Committee review of programs, opportunities for student feedback in focus groups, acknowledgement and utilization of measured student success and student learning outcomes act as checkpoints to ensure programming decisions and changes comply with institutional policies, codes and laws.

## **PART 8. Institutional and External Relations Overview Questions**

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations? (8.1)

This list includes but is not limited to the following groups. CIVS programming is connected to all internal offices at the college that work directly with students.

- Academic Advising Office
- Testing Center
- Office of Financial Aid
- Office of Student Conduct
- Career Development Center
- Transfer Success Center
- Office of Information Technology
- Academic Support Center
- Education Opportunity Center
- Office of Admissions, Registration, and Records
- Executive Administrative Staff
- Center for Arts & Humanities – Dean, Faculty & Advising Staff
- Center for Career & Technical Education – Dean, Faculty & Advising Staff
- Center for Performing Arts & Behavioral Sciences – Dean, Faculty & Advising Staff
- Center for Health Sciences – Dean, Faculty & Advising Staff
- Center for Math and Science – Dean, Faculty & Advising Staff

Additionally, our campus visitation program works closely with external organizations to conduct tour programming.

- All Denver Public School District High School, Middle School and some Elementary School counseling and administrative staff who work with campus visitation programming for their students
- By request, all other local, state and national school counseling/administrative K-12 staff including school counseling offices, college preparation and visit programs, pre-collegiate programs, TRIO funded programs, and private vendor transition to college programs/groups
- Metropolitan State University of Denver (bi-institutional tour programming)
- University of Colorado, Denver (bi-institutional tour programming)
- Auraria Higher Education Center (coordination of event space request programming in shared areas on campus)

B. What evidence confirms effective relationships with program constituents? (8.1)

Our relationships and partnerships with other offices, departments, faculty and staff internal to CCD have dramatically increased, particularly in the last year. With the launch of a faculty led session during orientations we have now created partnerships with academic departments on campus and have begun involving them as well in campus tours and campus visits. Marketing efforts of our programs and involvement in college-wide committees and initiatives by all CIVS staff members and student ambassadors have increased the awareness at the college of our work and programs.

For example, the largest campus visit day on campus is a partnership program with Denver Public Schools, Metro State University of Denver, and University of Colorado Denver, where 1800 9<sup>th</sup> grade students visit our campus for a college awareness and planning program. Our internal faculty and other department staff are the lead presenters for the entire College 101 session program, a void that has existed for many years prior.

Our involvement in discussions of summer engagement programming, event space reservations for college staff/faculty, and special event participation by our Student Ambassadors all provide further evidence of effective relationships with program constituents.

## **PART 9. Financial Resources Overview Questions**

A. What is the funding strategy for the program?

Adequate funding and funding strategies are a concern for the CIVS programs. As part of the College Opportunity and Student Outreach general fund organization, the program has seen decline in budget availability and increased constraints. However, investments have been made to ensure professional staffing needs are met despite hiring freezes in other areas of the college, an important factor in the continued growth and success of the program. One area taking a large hit in budget has been the decrease in hourly funding available to support non-work study eligible employment used commonly before to fund Student Ambassadorships for International Students and ASSET/DACA students who are not eligible for work study funds but are qualified candidates for the role.

Implementation of a funding strategy which looks to increase funding availability for the CIVS programs are a key need in the future. One option has been mentioned and is in need of executive review. Because CIVS staff members manage reservation of event space in Confluence, there is an opportunity for implementation of a donations funding strategy for clients external to the college using this space. A pilot donation funding program has been launched and has been successful, funding over \$1000 toward the Dental Hygiene program by a private dental corporation, Dentrix.

These and other opportunities will be pursued by the Assistant Director of Student Leadership and Orientation.

B. What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?

This is part of a larger enrollment decline and budget challenges at the college, and our CIVS programs have been able to balance or nearly balance budgets in FY 13-14 and will do so again in FY 14-15. This has not been true in previous years, but new leadership in COSO and in the CIVS programs have shifted a focus to ensure fiscal responsibility. In particular, the CIVS staff have done well shifting costs of hourly to work study employees and advocating for work study resources in replacement of it. The most current budgets for work study spending and the entire department budget are included below for further reference and inquiry ([Appendix](#)).

## **PART 10. Technology Overview Questions**

A. How is technology inventoried, maintained, and updated? (10.1, 10.2, 10.3, 10.4, 10.5)

CIVS staff members have access to several different types of technologies including 8 desktop computers at each welcome center, a computer in the office for the Welcome Center Specialist/Tour Coordinator, 4 iPads, 3 laptop computers by request, as well as technology systems with secure logins in the large event space CIVS staff are charged with coordinating. Training for new employees includes institutional policy and procedures for compliance with technology security.

The quality, upkeep and management of technology and the operating systems important for updated information sharing are an area of concern. For example, the presentation technology available in the large presentation space area coordinated by CIVS staff (CNF 105,107,109) has consistently experienced errors and connection/operating issues. Information Technology has been made aware of the major and minor issues and continues to work with the designer and technology provider to address those concerns, operating under a warranty. Additionally, no technology system exists right now in CIVS that allows staff to log and track the yield, persistence and completion rates of tour or welcome center visit contacts. This is an area of great need and would be a technology worth investing in going forward, but will require pursuit of institutional support to attain.

Further, Microsoft Outlook maintains a college-wide contact database. On many occasions, even as recent as this past week, this system has incorrect information listed for faculty and staff, as well as office location information programs that is outdated. This is an immediate need to improve compliance

of CIVS programs with information symmetry and accuracy in referrals to departments and staff across the college at our welcome centers.

A few advances have been made in the technology systems for enhancing delivery of programs and services. Certainly the new technology in the Confluence building spaces has allowed for CIVS staff to easily enhance tours and informational sessions with presentations and videos. Additionally, the Welcome Center Specialist/Tour Coordinator has partnered with AHEC to utilize an event management database system (EMS) that has dramatically improved efficiency and accuracy of event space request management at the college.

B. What evidence exists to confirm that technology is available for all who are served by the program? (10.6, 10.7, 10.8, 10.9, 10.10)

CIVS staff members are trained to support any student who comes to the Welcome Centers with an issue or concern, including students who have accessibility needs. On many occasions our staff leave the Welcome Center desk to navigate an ATM, computer, door or technology equipment for a student with accessibility needs, as requested and instructed by the student. FERPA compliance policies remain an important part of training, with supervisor follow up training and addressing of non-compliance issues as needed. Updates to software and technology are only suggested by CIVS staff when issues arise, with recommendations made to the Office of Information Technology for decision making on hardware/software updates, etc.

The Office of IT has been instrumental and supportive with maintenance of technology in both welcome centers. For example, printers in both welcome centers are old and constantly require attention for repair. Those concerns are sent over to the IT department, now eliciting expedited responses and support given the frequency of the issue.

Access to technology training for staff and student employees is an area for improvement. No formal training is provided to new hires regarding the technology systems. To address this issue, student ambassador trainings have included sessions for Outlook and room technologies, though follow up training individually is needed. The Assistant Director of Student Leadership and Orientation is also pursuing conversations with the Director of IT for IT staff to join in a future training of students and staff to close the gaps in technology training for CIVS staff members and Student Ambassadors.

## **PART 11. Facilities and Equipment Overview Questions**

A. How are facilities inventoried and maintained? (11.1, 11.2, 11.5)

The CIVS program has the advantage of being in charge of several event spaces in the Confluence building. The new building, Confluence, established and opened in May 2013, has provided a great space with capacity for 120 and includes 3 projectors and screens that can be connected for large group presentations. Inventory and management of the facilities is completed by the Department of Facilities, Information Technology and the CIVS staff. Our CIVS staff also have developed partnerships with instructional classroom schedule staff to coordinate the use of classroom space for requests we receive and are not able to accommodate. Since the move to the new building in May 2013 the facilities available to conduct CIVS programming including large, small group and individual information sessions prior to tours, the welcome center's central and easily accessible location, with proximity to these large event spaces has been a tremendous upgrade in facilities and equipment for CIVS and college purposes.

The building was ADA certified upon its completion and changes have been made to glass panels, doors, etc. to further accessibility in the building. The design of all spaces was carefully considered and is well regarded as student-centered design. Regular evaluations of the space and, particularly, the equipment in

these spaces like chairs, tables, and technology are completed by CIVS staff members as well as Information Technology and Facilities departments.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program? (11.2, 11.3, 11.4, 11.6)

Security, health and safety protocols are in place and are constantly reviewed and updated to meet the growing and changing needs of students and programming. An emergency plan is being developed and refined for all natural and human emergencies scenarios. All students and staff are made aware of and are instructed to include the Auraria Campus Police phone number in their speed dial and favorite contacts for immediate access to support in cases of emergency (303) 556-5000. Additionally, while conducting tours students are made aware of emergency lit buttons around campus available for emergency situations. Staff members have also been provided emergency alert buttons at each welcome center which can be used subtly to alert of dangerous situations with students or community members. All student ambassadors are trained on handling emergency situations during campus tours, and occasionally have had to make those calls and address emergencies during tours.

One key concern brought forth in this assessment are the security measures for CIVS staff members to secure their work and guarantee privacy of student information. We are in the process of ordering a Shred-it-Box for the Confluence Welcome Center, which will increase the security of private information for students. Until then, students are required to take any notes, sheets or otherwise with student identification information on them to the Shred-it-Box in the Admissions, Registration and Records office across the hall. There is reason for concern that students are not complying with this requirement 100% of the time, so the issue of ordering a Shred-it-Box is increasingly urgent.

CIVS professional staff members do have access to secure offices which can lock and doors that can be closed to ensure private conversations can take place. However, the Cherry Creek Welcome Center does not have this space and must come over to Confluence to do so. Additionally, the design of the Welcome Center restricts access for students to the Welcome Center desk without first entering through the enclosed professional staff office. This has caused challenges in meeting the needs for private space for conversations and has occasionally led to security concerns. These issues have been mentioned and await further discussion.

At this point, CIVS staff have little or no role in determining campus signage, with the exception of signage made available at our welcome centers. Better systems should be implemented to make signage and signage requests easier to manage and coordinate, providing a voice to the CIVS staff.

## **PART 12. Assessment and Evaluation Overview Questions**

A. What is the comprehensive assessment strategy for the program? (12.1, 12.2, 12.3, 12.4, 12.5)

Assessment of campus visitation and welcome center programming has been an area lacking concrete goals and direction. Most of the data collected, including customer service feedback, student focus group feedback, and post-tour surveys are not administered consistently, nor are goals for outcomes defined clearly. This is a result of prior staffing and performance issues in the Welcome Center Specialist role. Most recent hires in January 2015 will allow for significant improvement in this area. Again, while they do exist vaguely in places like the Student Ambassador Handbook, student learning outcomes are being developed for campus tours and welcome center contacts so that they are overtly stated and referred to in trainings. The Student Ambassador Handbook describes, fairly comprehensively, the roles and responsibilities of the Student Ambassador Program and its members. Some of the details it includes will need be replicated and highlighted in trainings, new hire acculturation processes, and aligned clearly with evaluation measures and defined goals or outcomes.

The CIVS program has access to human capital now that will allow for growth in assessment for the CIVS programs. However, fiscal, technological, and professional development opportunities and assets are lacking to make these

things happen. It will be a focus of the Assistant Director to improve on these areas of need so that the rest of the staff are able to generate goals for programs and concrete measures for student learning outcomes.

Again, what will be required to improve this area for CIVS is more clear definitions of goals and student learning outcomes for all four areas of purview (campus visitation, welcome centers, student ambassador program, and event space management) as well as creation of quality and consistent ways to measure the success or lack thereof in reaching those outcomes.

The only place where that currently exists well is in full time professional staff job descriptions, job goals and performance evaluations (Appendix). This provides a great foundation for creating the rest for the program. These are currently used, along with other evaluations and data collected from assessments like CAS to assess the program impact. Over the next year our CIVS team will be prioritizing creation of assessment instruments and will better define our student learning outcomes and goals for programming.

**B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?**  
(12.6, 12.7, 12.8)

Again, as mentioned above, not enough tangible measurable outcomes exist and need to be created. For example, we should have and will be creating concrete learning outcomes for campus tours that are measured in post surveys completed by tour attendees. Additionally, we measure the total amount of contacts we help at each welcome center, but do not collect any information on the issue which was addressed and any learning or goal that was achieved in the interaction. This is an opportunity currently being missed that needs to be improved.

## **Overall Program Strengths**

### 1. Diversity, Equity & Access

All programs including welcome centers, student ambassador leadership, and campus tours, are welcoming, accessible and inclusive to all persons of diverse backgrounds and abilities. Our ambassadors and full time staff take great care to adapt tour programming and welcome center support to the varying needs of all students and community members. To do so requires monthly trainings on diversity and inclusion, as well as best practices for CIVS programs. This is an area of great strength for CCD's CIVS programs.

### 2. Integrated role in the institution

CIVS programs at CCD are fully integrated into the culture of the institution and play a pivotal and growing role in the enrollment, persistence, retention and graduation goals of the college. Bi-Institutional tours with campus partner Metropolitan State University of Denver showcases further integration with the larger campus and community. Our staff and student staff serve thousands of students per month via welcome center desk support, individual and group campus tours, and student ambassador leadership programming.

### 3. CIVS Leaders and staff promote environments that empower students and staff to engage in meaningful learning and development opportunities

The commitment to student learning and development is obvious with the pivotal role played by student staff members in the daily operations of the CIVS programming. The Lead Ambassador structure provides student employees with advancement and leadership opportunities, and all current programs are student-led. Monthly trainings and weekly leadership meetings all include students and staff members with curriculum which develops students' knowledge of leadership, community engagement and service, and student development.

### 4. Staffing resources

With deployment of work study funds and high levels of student financial need, CIVS programming is well staffed with 2.5 full-time staff and 15-20 part-time student employees. The high quality and extensive recruitment, selection, training, and development processes engender a strong culture of high expectation for performance in staff and

student ambassador team members. With a strong staff, we are able to combat poor levels of fiscal resources and provide quality service to students and the community.

#### 5. Connection to internal and external partners for collaboration and program enhancement

CIVS leaders, staff and student employees have established, maintained, and promoted relationships throughout the college and external to the college which enhance programming opportunities and effectiveness. Leaders also have garnered support and human resources to accomplish the missions set forth in all CIVS programming.

### **Overall Program Needs for Improvement**

#### 1. Fiscal Resources

The lowest rated category on average during the CAS assessment, there is a clear need for increased fiscal resources for CIVS programs. Currently, community members, prospective and incoming students rarely receive more than a pen and a viewbook when participating in CIVS programming. By comparison, campus partners University of Colorado Denver and Metropolitan State University of Denver provide individual and group tours with bags, hats, t-shirts and more. Students participating in large group high school tours leave CCD disappointed and the college misses out on the opportunity for marketing and branding. This is a vital need, opportunity missed, that must be addressed. Further, students who are unable to take advantage of federal work study funding programs are not able to participate in the ambassador program (e.g. international and undocumented students). Increased hourly or alternative funding models would enable these students the opportunity to participate in the program.

#### 2. Emergency planning, preparedness, and training are lacking for all programs

No formal plan, preparation, or training for staff and student staff exists for welcome center and campus tour programming. An urban campus in downtown Denver, this is an urgent need that has already received attention to be addressed. A formal plan and training will be in place and completed by August 7<sup>th</sup>, 2015.

#### 3. Further training needed on student privacy concerns and FERPA regulations

Full-time staff receive comprehensive training on FERPA compliance requirements and student privacy concerns. Student employees lack the same levels of training, an area of immediate concern for the CIVS programs. This needs to be addressed immediately.

#### 4. Systems and structure needed for student accountability and improving student employee performance

Student ambassador staff performance on the job is variable and inconsistent. Some students are excelling in performance, contribution to program success, and development as employees and students. Others are not. The CAS committee discussed at length the need to formalize accountability and training to improve all students' performance in their roles within the Student Ambassador program.

#### 5. Little involvement in campus signage decision making

Currently CIVS program staff have little involvement in determining how campus signage is operated on campus, particularly with digital and building signage. Partnerships with marketing and increased funding to market the college and its programs would improve the impact.

#### 6. Assessment and data collection of program impact on student learning and college enrollment, retention, and graduation rates is weak

Overall, CIVS program leaders and staff would benefit from improving data collection and analysis of program impact on student learning outcomes. Further, as an integrated part of the college, collecting, analyzing, and presenting data on the impact of campus tours, welcome centers, and student ambassador leadership and mentorship

programming on the enrollment, retention and graduation rates of our students would be dynamic addition to the quality of the program and worth of financial investment by the college leadership in these programs.

7. Campus Tour and Welcome Center satisfaction and learning data not collected

CIVS leaders and staff need to develop a campus tour and welcome center satisfaction and learning survey and make them available to customers. This will assess and likely demonstrate the quality service and learning being provided by current programs.

8. Assessment of student ambassador academic performance, retention, and graduation rates currently missing

No data has been collected to assess the impact of students' participation in the student ambassador leadership program on their success at the college academically. An examination of GPA, retention, graduation and transfer rates, when compared with the rest of the college, could and likely will demonstrate the value of students participation in the program on their learning and success in college and beyond.