Contents

Executive Summary

This annual report provides a brief background of services and programming offered during the 2015-2016 academic year by each unit within EASS as organized under four distinct, but integrated primary units: Enrollment Services, Student Development and Retention, Student Life, and Institutional Research. With the development of the new College-wide strategic plan, EASS continues to intentionally focus on daily operations in addition to advancing the four themes established by the CCD Strategic Planning Committee: Student Learning & Success, Organization Integration & Effectiveness, Eternal Engagement & Partnerships, and Transparency and Shared Information.

As has been the case nationally, the Community College of Denver has experienced a sharp decline in student enrollment since the college hit its peak of 13,044 students in the fall of 2011. In addition, the percentage of Latino students has hovered steadily around the minimum requirement to meet federal recognition as a Hispanic Serving Institution, though the college has had a Latino population as high as 33.8% as recently as the fall of 2006.

The college has undertaken a Strategic Planning process that strengthened conversations around student learning and success and established student success goals, such as doubling the graduation rate of first time full time students from 10% to 20% by 2019. However, the strategic plan did not identify the methods by which this goal would be accomplished. President Freeman charged an Enrollment Management Council, consisting of three action teams, to not only determine strategies to stabilize enrollment, but develop plans to advance the goals of the strategic plan with an emphasis on student success.

We have the opportunity to redefine the value proposition of attending and completing a degree from the Community College of Denver. We must encourage more students to understand these benefits and the opportunities that may exist for them and their families to have lower unemployment and higher wages.

Goals for 16-17

The EASS division recognizes and appreciates the creation of the CCD Enrollment Management Plan that intends to stabilize our recent and significant enrollment decreases in 1617 and forward guidance to support student academic progression and thus increase enrollment beyond 17. This work could not have been completed without the guidance of the EM Council and especially the work of the three action teams. It is with gratitude that we acknowledge their commitment to student success at Community College of Denver.

The EM Council consists of the President, VPs, Deans, Chair of Faculty Council, Director of Communications, Director of IT, Chairs of the Strategic Planning Committee, and Co-Chairs of each of three Committees including Recruitment Committee, Retain, Complete and Transfer Committee, and Infrastructure (Data and Operations) Committee.

Recruitment and Outreach Committee: Lead by co-chairs Nahum Kisner and Brandon Protas, this committee developed strategic goals and assessment framework for programs, procedures and strategies to increase targeted and sustainable student recruitment. They visioned opportunities for action, and improved focus of current activities and energies. Members included Andrew Garcia, Katrina Wert, Christa Saracco, Don McCoy and Lynne Stefanowski.

Retain, Complete and Transfer Committee: Lead by Bill Ashcraft, Tina Garcia and Ryan Ross, this committee developed strategic goals and assessment framework for programs, procedures and strategies to support student academic progression toward degree completion in a timely manner. Members included Meloni Rudolph Crawford, Lynn Wilson, Michael Nowicki and Naji Sandi.

Infrastructure Team (Data and Operations) Committee: Lead by Thad Spaulding, Jennifer Matthews, and Margaret Puryear, the Infrastructure Team had two primary functions: to monitor and continuously improve the Enrollment Operations Calendar, and to develop and disseminate data and suggests methods to advance and the support the work of the Recruitment and Retention Committees. Members included Ernie Post, Elizabeth Collins, Jean Hindie, Dustin Grote, Wendy Economou, BJ Wiens, Peggy Mondragon and Heidi Loshbaugh.

EASS goals for 1617 include the implementation of these recommendations, with adjustments as required as pending outcomes of implementation and other committee work, as identified in the plan. The entire EM plan can be found here: **G:\CCD Common\Enrollment Management\ EMFinalPlan_050616.pdf**

Accomplishments

Strategic Priority: Student Learning & Success

Support innovative programs that are relevant, integrated and of consistent high quality.

- Leverage newly supplied data from the Office of Institutional Research to better identify CCD feeder information, which will be used by Enrollment Services to create a strategic recruitment plan for targeted populations. Goal to increase new student enrollment by 1% during 2015-2016 over 2014-2015, with a focus on Latino students and HSI status.
    - As of October 1, 2015 new first time student enrollment was up 2.4%, however, new transfer student enrollment is down 9.6% leaving total new student enrollment at a 3.0% deficit. The COSO team does not recruit transfer students but is looking at ways to leverage the new CRM to assist with yield of this group in the future.
    - OIR created a report indicating top high school feeders to CCD, and COSO is using this information in their recruiting. Hourly staff in OIR did not create requested new enrollment prediction report, and this individual is no longer employed by CCD. This report was to be developed by the new the data analyst, but has not been completed as the position was frozen.
- Communicate a 2% collegiate enrollment growth for FY16 over FY15
    - While the goal to increase enrollment was communicated, the actual enrollment goal was not met. In addition to the new enrollment numbers indicated above, Continuing Student Enrollment for fall 2015 was down 97 FTE, Readmits down 28 FTE, Concurrent enrollment down 93 FTE, Metro/UCD down 15 FTE. Total enrollment down 264 FTE or 9.37%
- Advance system goal of 1% increase in numbers of graduates and certificate holders over FY15
- Spring 2016 -579 degrees and certificates have been awarded as of 7/26/2016, which is an 8.2% increase over Spring 2015. Please note -- these numbers may change. The degrees/certificates granted file for 2015-2016 will not be completed until August 20th.   This gives us more time to update graduation records for the Spring 2016 graduates.
- Host high school counselor breakfast
    - Hugely successful. Hosted over two days in September with 50 DPS counselors in attendance. Last year, 7 counselors attended. Presentation topics included tuition comparisons of CCD and other state colleges, health sciences programming, and support available via the resource and transfer centers.
    - In addition hosted a partnership breakfast for Denver Public Schools and Denver Scholarship Foundation that engaged high school counselors and future center coordinators to become ambassadors for CCD. Topics included training on our new academic pathways and understanding of our stackable credentials document.
- The Recruitment staff connects with an average of 554 prospects each month.
- Approximately 11,840 prospective students were contacted by a Recruiter and our CRM system in 15-16.
- Conducted and participated in over 450 recruitment events this year (High School Visits, College Fairs, Campus Tours, Presentations, etc.).
- Meet and greet targeted high school principals of feeders schools
    - The Vice President of EASS has personally met with school leaders from
        - East
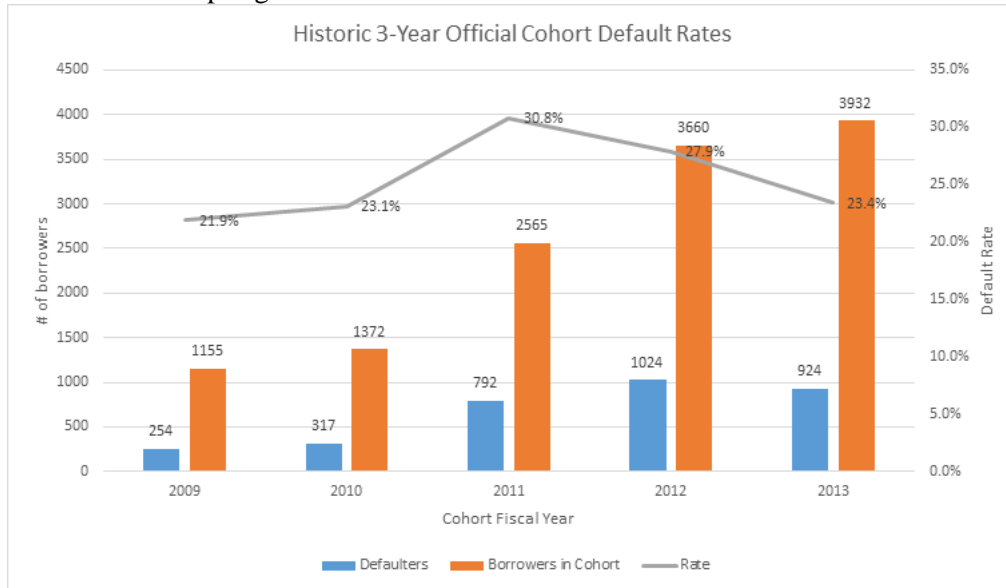   - North
        - Lincoln

- South
- Kennedy
- CEC
- Bruce Randolph
- Manual
- DSST

- Target strategies to impact our default rate. Goal will be to decrease our default rate by 2 percentage points during 2015-2016 over 2014-2015
  - Financial Aid and Enrollment Services are to be commended for the progress in this area. On September 28, 2015 we were notified that our official Cohort Default Rate (CDR) had dropped from 30.8% to 27.9%. Below is a comparison standing to other colleges and universities.
- From July 1, 2015, through June 6, 2016, the office of IR&P has completed over 205 ad-hoc data requests and has written over 50 new Operational Data Store (ODS) reports to be used internally by IR&P or by other college employees.

Cohort Default Rates

		2009	2010	2011	2012
Public					
	Less than 2 years	16.2%	16.5%	13.6%	
	2-3 years	18.3%	20.9%	20.6%	
	4yrs(+)	7.9%	9.3%	8.9%	
Private					
	Less than 2 years	23.1%	21.8%	25.0%	
	2-3 years	14.5%	14.2%	12.0%	
	4 years(+)	7.3%	8.0%	7.0%	
Proprietary					
	Less than 2 years	21.5%	20.9%	20.6%	
	2-3 years	22.9%	21.4%	19.8%	
	4 years(+)	23.0%	22.1%	18.6%	
CCD		22.2%	23.1%	31.0%	28.0%
CCCS				25.0%	
National Average		13.4%	14.7%	13.7%	

- CCD's default rate peaked at 30.8% in fiscal year 2011. While our goal for cohort entrance year 2013 was 27%, our draft rate anticipated for September 2016 is now 23.4%. A better economy coupled with intensive, campus-wide attention to address financial awareness with CCD borrowers is having a positive impact on our default rate. The number of borrowers in repayment continues to grow, and the spike in borrowers is likely a delayed mirror of CCD's enrollment spike. For 1415, CCD had 4,199 unique borrowers with a total of $17,623,282.00

in federal student loans. That's an average loan for the 1415 aid year of $4,197.14. In 1112, CCD had 7,256 unique borrowers with a total of $43,955,363.00. That's an average loan for the 1112 aid year of $6,057.79. The decrease of $1860 in average loan amounts suggests our messaging on responsible borrowing appears to be resonating with our students. CCD hosted our most well attended Money Smarts Week in spring 2016, with 275 attendees, a 62% increase over spring 2015.

Historical 3 Year Official Cohort Default Rates for CCD				
Fiscal Year	Released/Effective	Defaulters	Borrowers in Cohort	Rate
2009	September 2012	254	1155	21.9%
2010	September 2013	317	1372	23.1%
2011	September 2014	792	2565	30.8%
2012	September 2015	1024	3660	27.9%
2013	September 2016*	924	3932	23.4%

*FY2013 DRAFT rate

- Leverage new and existing student activities to promote CCD student pride, increase engagement and support retention.
  - Student Ambassadors: COSO is working on a program to train their student ambassadors in presenting along with recruiters during their visits to high schools. They would share their personal experiences with students at the high schools about applying and enrolling in CCD.
  - Allocated resources to support CCD branding and promotion including new staff work shirts, student t-shirts, #IAMCC sunglasses and locker mirrors for precollege students to be distributed initially at the November 13 COCEAL Latino Rising Scholars Forum (for high school juniors and seniors) to be held in the King Center.
  - SOMOS CCD Event, first ever CCD-only Hispanic Heritage Event held in the Confluence Courtyard

- o Hosted an expert panel titled Race, Pop Culture, Media and Crime featuring Drs. Hilary Potter of CU-B and Allison Cotton of MSU-Denver
  - o VP Diaz Bonacquisti presented a tri-institutional workshop titled "Racism on College Campuses," (in the aftermath of Mizzou).
  - o Partnered with the Latina's First Foundation to host a speed mentoring session for students that resulted in a scholarship award to CCD student and commencement speaker Angelica Prisciliano
  - o Hosted National Coming out Day for DREAMERS
  - o Hired a new events coordinator who is helping to bring relevant programming for our diverse student population, including topics focused on race, gender and GLBTQ issues
  - o Cap and Gown pick up included an entire graduation fair and be held in the CNF rather than in obscurity in the Tivoli Bookstore
  - o Professional development of cultural competencies performed by Juana Bordas, author of Salsa, Soul and Spirit
  - o Hosted PR/Media Training for entire EASS division and a smaller session for deans and directors on public speaking

- Leverage CAS standards to develop baseline information regarding EASS program assessment. Longer term, design on-going improvements based on them.
  - o EASS departments have either completed their program assessments per the Council for the Advancement of Standards in Higher Educations, or will complete these evaluations during 1516. According to the 9th edition, "CAS was established 35 years ago for the purpose of developing and promulgating standards of professional practice to guide higher education practitioners and their institutions." In addition to completing CAS, each department completed an annual report for the VP EASS that was distributed to members of President's Cabinet. Departments are now on a three year CAS review schedule and will report annually on program updates and revisions made during the prior year as a result of their CAS review. Completed CAS documents have been submitted for evidence for our upcoming HLC visit, as has the VP EASS annual report.

AY	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Enrollment Services							
Call Center (n/a)					Due		
Financial Aid			Fall			Due	
COSO/Recruitment			7/1/2015			Due	
Admissions (ARR)			7/1/2015			Due	
Orientation (COSO)			7/1/2015			Due	
Veterans (COSO)				10/1/2015			Due
Registrar (ARR)				11/1/2015			Due
International Admissions (ARR)			7/1/2015			Due	
Student Development & Retention							
Resource Center				Postponed	Due		
Academic Advising					Due		

Testing Center		7/31/2015			Due	
Accessibility Center			3/1/2016			Due
KEYS/JumpStart			3/1/2016			Due
TRIO-EOC			8/20/2015			Due
TRIO-SSS		6/26/2015			Due	
Student Life						
Student Conduct		12/1/2014			Due	
Student Activities		12/1/2014			Due	
Student Events		12/1/2014			Due	
Career Development Center	3/1/2012		Due			
Human Services		12/1/2014			Due	
Transfer Success Center			7/31/2015			Due
Institutional Research						
Assessment				Due		

- Revamp processes for pre-enrollment testing to support CCCS moving to CCPT testing and decrease dependency on Accuplacer
    - After nine months of work, the CCPT is live at CCD. Because the Testing Center was able to begin the test in September, the CCD portion of the bill for this year was reduced by nearly $29,000 and paid by a grant. The CCPT implementation team has worked diligently to develop processes to streamline enrollment for new students, and will revision the onboarding process for new students as we roll into the upcoming Orientation cycle for fall.
- Investigate current structure of summer bridge programs and develop ways to eliminate EASS program duplication while increasing services offered and students served for summer 2016.
    - During Summer 2016, the College piloted a new Summer Scholars program that served students not necessarily in the TRiO demographic, and intentionally designed to advance student success in courses with high DFW rates. From May 31 to July 1, 2016, this five-week summer program supported a dozen students in the completion of six credit hours of academic work. Students enrolled in a 4-credit MAT120 plus 1 credit MAT 092 co-requisite support course and a 1-credit AAA 175 (Digital Storytelling) course that focused on developing their personal digital story. In addition, students engaged in a variety of co-curricular programing to aid in their acclimation to college. While this could be considered an outreach program, the intention is provide new students with social and academic support that will aid in their longer term academic progression at CCD, thus supporting student retention.
- Formalize MOU with MSU Denver similar to UCD Promise
    - Completed. Signed Dec. 2, 2015.
- Review and update Academic Integrity and Student Discipline processes at CCD, including impacts on Tri-I partners and CCCS institutions.
    - Completed. SP4-30 was updated and approved June 30, 2015.
    - Completed. Vetted and approved by President' Cabinet Feb. 25, 2016 and in next year's catalog.

- Review existing and necessary publications produced by EASS, eliminate duplication while increasing numbers of publications and students served.
    - Complete overhaul of messaging and creation of a new Student Success guide and planner. Includes important CCD dates and events, tips to be a successful student, descriptions and locations of offices that support student achievement, and frequently asked questions designed by students themselves. Received feedback from the VP's Student Advisory Group for feedback and revisions to future versions of the planners which will be distributed this summer and fall.
    - Creation of a brochure for EASS division that succinctly describes the various services available to students. Promotion of this brochure at spring fling and fall fest and determining ways to incorporate into future admissions packages.
- Review existing student organization, activities to understand students served and to what extent
    - 23 student organizations are recognized by Student Life, only 3 are academic based.
    - Partnered with the Criminal Justice student club to bring a panel discussion on Race, Crime, Popular Culture and the Media and with Caminos Latinos to bring the first CCC-only celebration for Hispanic Heritage month—Somos CCD.
    - With the hiring of a new activities person in student life, emphasis was more events were planned.
- CCD was identified as a "Military Friendly" institution due to Veteran's services offered.

EASS Accomplishments-Strategic Priority: Organization Integration & Effectiveness

- Revision Academic Advising.
    - As a means to better serve the academic advising needs of our diverse, urban students, CCD engaged in a yearlong reflection of our advising services. Previously separated into two units: general advising and program advising, the two areas were intentionally joined with the goal of assigning each entering student one academic advisor to serve the student from entrance to degree completion. In addition, academic pathways were defined with several programs embedded within each pathway. Seven advising pathways were developed and refined during fall 2015 and students entering CCD spring 2016 were the initial beneficiaries of the refined model. The pathways are: Arts, Humanities, & Design; Education & Teaching; Health Sciences; Business & Public Administration; Industry, Manufacturing, & Construction; Social & Behavioral Sciences; and STEM. The combined units are organized under one Director of Institutional Advising and each pathway is managed by one of four Senior Advisors. The senior advisors manage a team of academic advisors who are assigned an advisee load based on the numbers of students who are declared in a pathway. The academic advisors have worked closely with the department chairs to create academic plans for each program that better communicates to students the program requirements and course sequencing necessary to complete their degree plans on time. These plans are separated into four semesters (2 year, full-time templates) and identify the names of courses and recommended order of classes students should take in order to complete their degree program in 100% time. The plans are on the CCD website. Work will soon begin to create the semester by semester layout in the Catalog itself for 1617, per the increased technology afforded by the new catalog software platform.
- Investigate current structure of retention programs under Dean of Student Development and Retention and consider ways to eliminate program duplication while increasing services offered and students served
    - Reorganized all three Dean's areas so each has an important portion of the student life cycle.

- o Repurposed the Center for Special programs into the Resource Center and moved staff from CNF to TV.
- o Consolidated Academic Advising into one organizational unit with staff into CNF.
- o Organized a stand-alone scheduling and catalog area as an assistant registrar with supervisory responsibilities.
- o Combined the career and transfer are into one unit, which supports their physical office configuration in CHR. However, there is more focus that will continue to remain on this area next year.
- Pilot Priority Registration for spring 2016 registration cycle
  - o The System Office has received the recommendation from the VPSS group and is developing a process to implement priority registration through the IT task force. CCD volunteered to test the system for future use, which will be available in November 2016 for spring 2017 registration. In the meantime, CCD has developed an extensive communication strategy to encourage currently enrolled students to register before they leave the campus and the semester's end. The process was piloted in the fall 2015 for spring 2016 registration. Students at 45+ credits registered begin November 2, 30+ on November 5 and open registration began November 9. Students can show their schedule to their instructors to receive an "I registered" sticker and be entered into a drawing for a $500 book scholarship. Any student who registered by Dec 7 (the last day of class) was also registered for an additional $500 book scholarship. Students were informed via in-class announcements, text messaging reminders and digital and physical banner reminders around campus.
  - o Registration for fall 2016 is underway, and priority was again promoted to students.
  - o In addition to the register now campaign, CCD developed a campaign to encourage students to enroll full time and to understand that students must complete 30 credit hours in an academic year if they want to complete an associate's degree in two years. 15+15=30 and 12+12+6 were promoted. Our long term goal is to encourage students who are here to enroll before they leave, so summer can be spent focusing on strengthening the on-boarding process for new students. We are hopeful that the eventual change to prior-prior for financial aid will also support early registration for all students.
- Align committee work to support collegiate goals including development of a charged Enrollment Management Council consisting of subcommittees to encompass and institutionalize existing retention committees of the strategic planning group and HLC persistence and completion.
  - o EM Council was introduced at the September Welcome Back Day and The EM Council and Committee members met monthly between December 2015 and May 2016 for half day sessions dissecting enrollment data trends, learning promising practices from colleges around the country, and engaging in robust discussions to determine applicability, if any, into a CCD context.
  - o Lead by three committees, Recruitment, Retention/Transfer/Completion, and Data/Infrastructure, the EM Council developed their strategies to not only stabilize enrollment, but develop plans to advance the goals of the strategic plan with an emphasis on student success. The plan development would center on specific goals to:
    - Stabilize recent enrollment decreases,
    - Develop action strategies to grow FTE enrollment by 2% for FY17,
    - Double first time full time graduation rate from 10% to 20% by 2019,
    - Increase degree attainment by one percentage point per year by 2025,
    - Increase HSI status to 30% by 2019,
    - Decrease the financial aid default rate by at least one percentage point each year through 2019.
  - o Submitted this plan on May 1, 2016 to President Freeman for his consideration.

- Allocated funding from the Innovations account to support several recommendations of the EASS Enrollment Management Plan
- Support collegiate emphasis to conduct and submit the Higher Learning Commission self-study.
  - Have reviewed documentation, evidence and writing. Team traveled to the HLC conference in Chicago. Anticipating final review of one-voiced document.
- Review and update emergency preparedness plans
  - Complete.
  - Hosted campus conversations regarding the recent shooting at Umpqua Community College in Oregon October 13 and 14.
  - Hosted active shooter trainings.
- Hired Director of TRiO SSS, Javon Brame.
- Awarded $6,000 in scholarships for Martin Luther King Jr. Celebration
- Increased summer enrollment utilizing four-year institutions online and paper advertisements which began in Summer 2015 and continued Summer 2016.

Marketing Targets:	Summer 2014	Summer 2015	Summer 2016
Colorado Mesa Univ(Mesa State)	13	15	8
Colorado State Univ - Global	2	5	2
Colorado State University	55	39	54
Colorado State Univ-Pueblo	11	16	11
Rocky Mtn Coll Art And Design	3	2	5
Univ Of Northern Colorado	46	34	43
Grand Total	**130**	**111**	**123**
Total Term Enrollment:	**3434**	**3303**	**2570**
% to Total Enrollment:	*3.8%*	*3.4%*	*4.8%*

EASS Accomplishments-Strategic Priority: External Engagement & Partnerships

- DPS
  - Hosted October 20 combined training with CCD, DSF and DPS Counselors
  - Continued meetings with high school principals
  - Presented at the annual 5280 Challenge with a proposal developed jointly by CCD, DPS and DSF
- DSF
  - Key internal staff are meeting quarterly with DSF staff
  - Chaired by Linda Bowman, VP EASS serving on the Persistence and Completion committee that meets monthly to review and recommend policy adjustments to advance DSF scholars toward graduation
  - Hosted October 20 combined training with CCD, DSF and DPS Counselors
  - Presented at the annual 5280 Challenge with a proposal developed jointly by CCD, DPS and DSF
- Colorado Challenge

- o As a key partner in the support of DSF, Gear Up and Daniels Fund scholars, our work with Colorado Challenge continues to be rewarding and important.
  - o Data shared at the April 2016 meeting demonstrated the impacts of Colorado Challenge persistence at four year colleges. CCD had not yet had that history to be included in this data report, but similar positive results are expected.
- Denver College Attainment Network
  - o Several CCD employees are engaged in this collaborative effort on the steering committee and each action team. The VPEASS served on the Steering Committee.
  - o Traveled with Denver CAN and DPS representatives to Boston for the Institute for Higher Education Policy Learning Lab, to learn from peers on strategies to support students success, especially regarding early alert and some of the opportunities and challenges inherent with data-sharing, data systems, and student advising.
- Ford Corridors
  - o VPEASS served on the Steering Committee.
  - o Final report submitted to Ford at the end of the spring semester and the steering committee was recently notified of continued funding.
  - o Has recently collaborated efforts with the DenverCAN and new work coming soon.
- Aurarians/Tri-I
  - o MOUs completed for seamless student transfer to Metro and UCD
  - o Committee work from Denver CAN is actively engaging all three institutions.
  - o Several campus events occurred.
- Denver Hispanic Chamber of Commerce
  - o VPEASS serves on the Board.
  - o The Chamber has recently experienced turnover in leadership and had recently secured a new Executive Director.
- Colorado Coalition for the Educational Advancement of Latinos
  - o Several CCD employees are engaged in this collaborative effort on the steering committee and each action team. CCD hosted COCEALs meeting in March.
- Support for ASSET students
  - o Undocupeers training occurred in the spring with United we DREAM and SDR staff was active in training those unable to attend the initial training during fall 2016.
  - o Partnered with TheDREAM.US a scholarship opportunities for undocumented students, awarding seven scholarship.
  - o National Coming Out Day Events.
- Other Community Outreach
  - o Serve on an expert panel *Colorado's P20 and Workforce Continuum.* Latino Community Foundation of Colorado Annual Forum, with DPS Chief Schools Officer Susana Cordova, VP ECE Colorado Children's Campaign Bill Jaeger, and Lisa Martinez Templeton of the Denver Office of Economic Development. Denver, CO, October 2015.
  - o Guest Lecture at University of Denver graduate course on leadership in higher education.
  - o Presented at the NASPA Community College Symposium at Arapahoe Community College in May 2016.

EASS Accomplishments-Strategic Priority: Transparency & Shared Information

- Develop new IR reports for dissemination and post on the web. The following reports are now available on the CCD IR Website:
  - o 2014-2015 Profile of CCD Graduates
  - o Five-Year Program Enrollment by Term with Concentration

- o <u>Degrees Awarded-Three Year Trend Summary</u>
- o <u>Degrees Awarded-Three Year Trend</u>
- o <u>Degrees Awarded by Ethnicity and Race</u>
- o <u>Fall Trends - By Race - New & Continuing Students</u>
- o <u>Flowchart of Enrollment Fall 2013 - Spring 2014</u>
- o <u>Completion Comparison - Fall to Fall & Spring to Spring</u>
- o <u>Retention Comparison - Fall to Fall & Spring to Spring</u>
- o <u>Transfer Comparison - Fall to Fall & Spring to Spring</u>
- o <u>Unemployment Enrollment - 2000 - 2015</u>
- o <u>Students on Auraria Campus</u>

- Develop new student enrollment projection model
  - o Completed, though not completed by IR, and not as robust as hoped. A simplified version was completed by Naji Sandi in our math department in conjunction with our EM Plan development.
- Analyze holds that are placed on CCD students, look for enrollment barriers
  - o Reviewed negative impacts of immunization holds on students and worked with Metro Health Center to try a different process for spring 2016.
  - o Even with new process with Metro, the hold is still negatively impacting students, and recommendation following spring term end will be presented to President Freeman.
  - o Also reviewing a Residency hold that placed on out of state students and inhibits their ability to register for class. Will submit a recommendation following spring end.
- Monitor enrollment and retention of ASSET students and compare to other student cohorts
  - o Have met with staff in Registrar and Financial Aid to appropriately classify students who had been processed for DACA before ASSET. Will review status after spring end.

EASS Professional Development Sponsored

- Colorado Adult Learning Symposium
- Colorado Community College System Higher
- SAACA WEBINAR "Best Practices in Retaining CC Students to Graduation"
- CCCS 2:2 Conference
- Denver Hispanic Chamber of Commerce Census Data Workshop
- Auraria Active Shooter Training
- Lumina Guided Pathways
- NASPA Region IV-West Conference
- Personality Disorder 101 Webinar
- Conversation Day
- NASPA Webinar: Simon Silva
- EAB Student Success Collaborative and Navigate Presentation
- NASPA FLSA Webinar
- Public Relations/Media Training
- NaBITA

Executive Summary

The Office of Student Development and Retention's (OSDR) mission is to provide services that enhance the retention and completion our diverse student population. Our programs consist of the Academic Advising Center (AAC), Accessibility Center (AC), KEYS Scholarship program, Testing Center (TC), TRIO Educational Opportunity Center (EOC), TRIO Student Support Services (SSS), and the Resource Center (RC).

OSDR has been actively looking internally to improve efficiency, begin to prioritize, complete program assessment, and support with intentionality the retention and student success efforts at the Community College of Denver. The most pressing initiative this year for SDR has been the implementation of the new Academic Advising model. Below is a broad view of activities accomplishments followed by specific updates from each department of Student development and retention.

- **Organizational Structure**
  - Eliminated the Center for Special Programs (CSP) and merged UMI (January) and WISE (October) programs with the Resource Center. Reviewed programming of these programs to ensure duplication of services is extinguished.
  - Filling the CSP director role with a specialist to save resources, limit the amount of leadership roles in SDR, and increase the focus on the success of our male students.
  - Eliminated one full FTE to reduce duplication, increase efficiency and save dollars
  - Testing Center – Revising the Assistant Director position to delete old job duties and add duties that are current and relevant to the operations
  - Reviewing staff duties in the AC to support needs in the AAC as well as Testing
  - Accommodated testing housed in the TC
  - Continued to leverage MOU with the Colorado Challenge to provide a Retention Specialist in the Resource center. Saves CCD one full FTE
  - Continued to leverage MOU with DSF to provide a Retention Specialist in the Resource center. Saves CCD one full FTE for FY17
  - Planning and implementation of the academic based (for credit) Summer Bridge Scholars program

- **Academic Advising Center**
  - Implementation of New Pathways Model
  - Merging of Program Advisors & Academic Advisors
  - One advisor per student service delivery model
  - Reviewing STEAR Process
  - Creation of semester-by-semester Academic plans
  - Successfully implemented priority registration process

- **TRiO Programs**
  - SSS Director hired
  - ETS grant submitted
  - Wrote the EOC grant and waiting for award notification
  - Data systems processes being approved to help limit human error

- **Scholarship support from SDR specifically**
  MLK Celebration Scholarships
  - Awarded 6k for 2016
  - Created an opportunity to increase scholarships for this event
  - Boundless Scholarship – 10 new students. Refunded by Daniels in partnership with the CCD Foundation

- **Data Implementation reporting created to support assessment and retention**
  - Call Campaign Data for Fall 2015
  - Retention Report
  - Monthly tracking Reports
  - Midyear reporting

Fall 2015 Data Collected from Call Campaign:

IR list of CCD Students Registered in Spring 2015 (201530) who are not enrolled in Fall 2015 (201570)
as of 11/6/2015.

This list does not include students who were Metro, UCD, or high school students in Spring 2015. I
not include students who graduated or transferred, or students who have a hold that would preve
them from registering.

Hold that would prevent registration = "AS" Or "CE" Or "FA" Or "FD" OR "RF" Or "S1" Or "S8" Or "T1" Or "T2"
Or "T4" Or "T5" Or "T8" Or "T9" Or "TA" Or "TC" Or "TD" Or "TF" Or "TL" Or "TM" Or "TN" Or "TO" Or "TP" O
Or "TT" Or "TU" Or "TW"

Total Students received from IR	1530
No Phone Numbers	150
	1380
Students with a GPA of 0-0.99	319
Students with a GPA of 1.0-1.99	189
Students with a GPA of 2.0-2.99	443
Students with a GPA of 3.0-3.99	408
Students with a GPA of 3.99-4.0 +	171
	1530

Call Demographics	
Answered	374
Call Back	25
Disconnected	158
Hung Up	54
Left Message	488
Line Busy	8
Mailbox Full	43
No Voicemail	14
No Phone	150
Not Valid	88
Out of Service	83
Wrong Number	45
Total	1530

Students By Major (in Banner)	
Accounting	16
Administrative Assistant	3
Applied Technology	14
Arch Tech - Basic Arch Designr	1
Architectural	1
Architectural Technologies	8
Associate of Arts	449
Associate of General Studies	227
Associate of Science	430
Basic Architectural Designer	2
Bookkeeping/Payroll	2
Bus Admin Real Estate	2
Business Administration	11
Business Management	20
CIS Networking Security	1
CNC Manufacturing Emphasis	1
Computed Tomography	6
Computer Information Systems	17
Computer Information Tech	2
Computer Support Technician	1
Criminal Justice	4
Dental Hygiene	3
Early Childhood Director	7
Early Childhood Education	21
Early Childhood Infant/Toddler	1
Early Childhood Teacher Level	11
Early Childhood Teacher Lvl II	3
Electroneurodiagonstic Tech	2

Call Outcome	
Already Enrolled	42
Appeal Denied	3
Appeal Pending	3
Break	12
Class/Program not Offerred	4
Death in the Family	1
Financial Aid Probation	1
Financial Reasons	43
Graduated	7
Had a Baby	6
Health/Medical Reasons	6
Missed Deadline	5
Military	1
Moved	25
No Daycare	2
No Longer Interested	9
Non Degree Seeker	5
Didn't Give Reason Given	61
Personal Reason	13
Time	46
Transferred	25
Work	54
Total	374

No spring 2016 data

Students by Major (in Banner)	
EMT Advanced	1
EMT Basic	4
Eng Graphics - Archit Drafter	2
Eng Graphics - Mech Drafter	2
EngGraphic - Mechanicl Drafter	1
Entrepreneurial	4
Essential Skills	1
Fabrication Welder	5
General Office Assistant I	2
Graphic Design	17
Health Info Tech Trainer	1
Human Services	51
IT - Information Technology	14
Journalism/Mass Media	1
Medical Administrative Assist	9
Medical Assisting	3
Network Security	1
Non Degree Seeking	4
Office Manager	3
Paralegal	12
Paralegal Transfer Degree	13
Radiologic Technology	3
Retail Management	5
Undeclared	102
Veterinary Technology	2
Welding	1
Total	1530

Spring Enrollment	
Enroll in the Spring - YES	128
Enroll in the Spring - NO	202
Undecided	44
Total	374

Results	%
% of Students that said they would enroll	34%
% of Students that said they were Undecided	12%
% of Students that received Voicemails	35%

* Students with a valid number
received at least 3 contacts

Data Obtained from Monthly Reports:

RUNNING TOTALS	One on One/ *Placement Tests	# of Services Provided	# Workshops Conducted	# of Stud attended Workshops	# New Stud	# Lab Use	# Calls	Text Msg (AC=email)	# SAP Appeals	Ext. Circumstances #	Transfer Tours	Hours Proctored	Non CCD Tests	DPS Tests
AAC TOTAL	11206	8579	12											
AC TOTAL	1134	3395			894	378	752	825						
KEYS TOTAL	370	308	70	76	292	4	725		9	2				
EOC TOTAL	2877	9491	38	340	1440	36	2220							
RC TOTAL	3614	9530	243	1203	271	50	59		201					
SSS TOTAL	1087	1201	6	63	30	312	219	726	22		4			
TC TOTAL	4191	24										349	5747	458
TOTAL	24479	32528	369	1682	2927	780	3975	1551	232	2	4	349	5747	458
Notes:														

* Blank's represent data was not collected or is not applicable for that department

Other:

- Database Conversations with CCD IT completed in an attempt to provide reporting and data collection needs.
- CAS standard process completed by Academic Advising Center, Educational Opportunity Center, KEYS, Student Support Services and the Testing Center
- Testing Center – CCPT College implementation
- Academic Advising new model assessment plan created
- Mile High Youth Corps Grant funded
- DSF SEED Grant funded
- UMI McCormick Grant funded

Events:

- Women's Empowerment Week
- Wear It To Work
- My Brother's Keeper

Challenges:

- Leadership Position Vacancies – In April the SDR Dean vacated his position. An interim Dean was assigned, sharing daily job duties and supervision as the Resource Center Director. The major challenge has been negotiating time and effort between the two positions. The Director of SSS and the Assistant Director of Testing have experienced vacancies in FY16.
- Data collection and data integrity- With the TRIO programs being the only two OSDR programs that collect and track data and services, it has been a challenge to complete on demand, monthly, semester by semester, and annual reports. Having accesses to adequate and reliable databases will enhance a valid reporting structure, therefore enabling the ability to analyze data and make recommendations for continuous improvement.

Professional Development

- Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external; etc.)

  Juana Bordas Diversity Training

  Latina's First Foundation Luncheon

Grants
- Grants written, funded, purpose
  - o MHYC - funded
  - o Educational Talent Search- written

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Increase graduation rate from 10% to 20% by 2019 to support system goal of increasing completions by 1% point each year.
- Support the stabilization of enrollment by retaining current students
- Support the goal of increasing HSI status to 30% by 2019

Resources needed to accomplish these priorities:

- Financial and human capital to be stabilized
- Reliable data collection, tracking, and reporting tool
- Intra-campus and cross-divisional collaboration
- As outlined in the CCD Enrollment Management Plan 2016-2019

Executive Summary

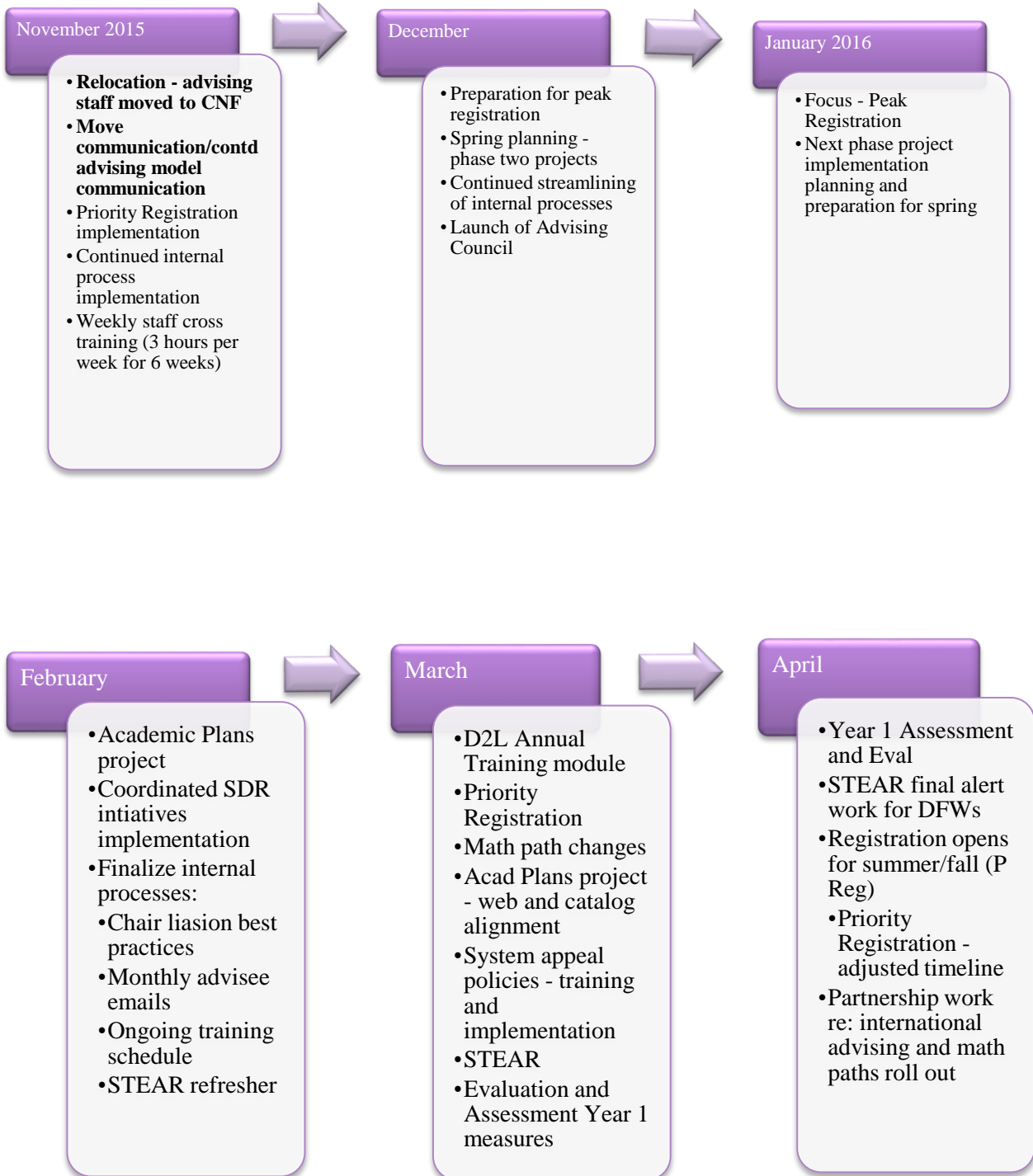The Academic Advising team has engaged successfully in a huge operational, personnel, and philosophical transition which is continuing to move us forward towards higher level, best practices in advising!

- Eight months after the physical transition occurred for staff, truly allowing us to embark on the model implementation, we are operating well as one cohesive unit, working to create a culture of accountability, establish high expectations, engage in team work, and exhibit strong service to students through consistent operational practices and ongoing professional development training.
- The staff and departmental project focus has been on communication, consistency of practice, data collection, streamlining/evaluation of processes, degree/certificate program content training, and review/revision of practices and campus engagement (Chair liaisons, Advising Council, processes, etc.); the Director and Senior Advisors have given a lot of time to personnel communication and interpersonal development, working to create a culture of accountability, high expectation, trust, and team work.
- Successfully pushing forward an aggressive implementation timeline and phases therein including:
    - Initial organizational implementation plan (relocation of staff, Pathway/advisee load work)
    - Robust 6 week cross-training program; initial team building focus
    - Process and Practices evaluation and assessment – revisions and communication
    - Administrative pieces and alignment process (1:1s, Performance Plans, administrative consistency, forms revisions, etc.)
    - Creation and structuring of Advising Council
    - Creation of Evaluation and Assessment Plan
    - Coordination with partners related to college wide initiative implementation per new advising model – NSO, Priority Registration, Peak Registration, Credit Completion, Early Alert, PLA, Math Paths
    - Monthly advisee load emails
    - Development and review of Academic Plans Project

Advising Implementation Timeline

November 2015

- **Relocation - advising staff moved to CNF**
- **Move communication/contd advising model communication**
- Priority Registration implementation
- Continued internal process implementation
- Weekly staff cross training (3 hours per week for 6 weeks)

December

- Preparation for peak registration
- Spring planning - phase two projects
- Continued streamlining of internal processes
- Launch of Advising Council

January 2016

- Focus - Peak Registration
- Next phase project implementation planning and preparation for spring

February

- Academic Plans project
- Coordinated SDR intiatives implementation
- Finalize internal processes:
  - Chair liasion best practices
  - Monthly advisee emails
  - Ongoing training schedule
  - STEAR refresher

March

- D2L Annual Training module
- Priority Registration
- Math path changes
- Acad Plans project - web and catalog alignment
- System appeal policies - training and implementation
- STEAR
- Evaluation and Assessment Year 1 measures

April

- Year 1 Assessment and Eval
- STEAR final alert work for DFWs
- Registration opens for summer/fall (P Reg)
- Priority Registration - adjusted timeline
- Partnership work re: international advising and math paths roll out

Challenges – difficulties/growth < expected and unexpected
- Continued management of impact of advising model redesign -staff and other advisors/advising types on campus as well as cross-campus dynamics and campus relationship with Learning Affairs (Deans and Chairs in particular)
- Pushing forward an aggressive timeline as to phase implementation while also recognizing impact of partnerships and communication on those initiatives causing adjustment as to focus and timeline
- Advising model implementation –Constant need for communication and need for ongoing communication awareness – internal and external
- Dealing with waves of personnel issues related to attitude and performance – managing from a leadership team perspective as to Sr. Advisor coaching as well as on an individual level with Advisors when needed
- Being so focused on the model implementation, other areas of involvement on campus – HLC Oversight, P-Team 1, and Denver CAN – had to be put aside. (lack of balance)
- Helping new Senior Advisors work through balance issues and challenges related to supervision, departmental projects/goals, and their advisee loads – time and priority management

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

- Departmental Director Goals:
  - Engage successfully in the organizational and personal transitions required by the implementation of advising model redesign while maintaining a departmental focus of continuing to provide consistent, effective, high level advising to students through the intentional and clear implementation of changes related to operations, processes, and personnel as determined by the transition.
    - See "major accomplishments" section above
  - Develop, customize, and implement a D2L training module curriculum and annual training process for all advising staff per expansion of the advising role and the express need to create consistency per the advising model redesign.
    - Focused on cross-training – trained for 6 weeks, 3.5 hours per week; "train the trainer" model
    - Obtained access to PPCC's D2L training modules in December
    - Moved to end of year and 1617 year 2 goals focus

- CCD Strategic Plan contributions – "CCD will…"
  - …serve as the model of community college education that successfully integrates the entire college to support student learning and success.
    - Early Alert coordination and communication efforts
    - Advising model implementation communication and marketing plan/phases
    - New Student Orientation: alignment with advising model; workshop facilitation for undecided and not assessed students as well as Group Advising for Pathways
    - Chair liaison roles within each Pathway – connecting and communicating; Pathway meetings with faculty and chairs

- o …provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.
  - Collaboratively developed semester-by-semester sequenced Academic Plans > currently implementing to website for fall; will have full content layout alignment per 1617 Catalog year
  - Auditing Degree Works as to plan alignment; use as partner tool for advising as well as for recruitment/enrollment; inform Financial Aid Course Program to Study audit implementation
- o …double the percentage of students who complete certificates and degrees.
  - Graduation rate increased for the first time in many years during the same semester/year of the advising model implementation
  - 1 student, 1 Advisor focus is best practice for retention and completion
- o …re-energize the college as the destination for high-quality transfer and workforce preparation.
  - Creating more accessible and user friendly program information via web and catalog per the Academic Plans implementation
  - 1 student, 1 Advisor focus creates continuity from initial enrollment to graduation/transfer
  - Point of contact referrals to student support services such as Career Development Center, Transfer Success Center, Academic Support Center, and Resource Center – direct and accountable as to advisee load management and follow-up

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

Total Students Served – 1516

August 2015 through April 2016 the AAC served 11,130 students through 1 to 1 advising sessions (duplicated headcount).

Fall to Spring Retention Information:

Data Tracking/Advisee Load Reporting Note: The AAC currently does not have the means to provide a full retention report that enables us to track key retention data for the current AAC advisee load of 5900+ students. We cannot easily do student load comparisons unless we manually count and try to match S#s from an Excel spreadsheet. Therefore, we are providing fall to spring advisee load general data to the best of my ability.

Advisee Load Distribution Notes:
- NACADA recommends advisee loads that are between 200-450 for best practices.
- For Senior Advisors, the ideal load due to supervisory and departmental responsibilities should be at 275 count.
- Best practices max load for an Academic Advisor should be at 450.

	Fall 2015 (Baseline)	Spring 2016
Total Advising Staff	18	16
Total AAC Advisees	5432	5929

- o *Fall: 15 of 16 Advisors are within best practices range, excludes cohort advisors for Intl and ESL.*

- Senior Advisors included above but *two* of four are at/below desired 275 load for ideal role function.
  - Spring: 9 of 14 Academic Advisors are within best practices range, excludes cohort advisors for Intl and ESL.
    - Senior Advisors included above but *zero* of four are at/below desired 275 load for ideal role function.

Pathway	Staff	Fall 2015 (End of Fall)	Spring 2016 (Start of Spring)
Arts, Humanities, and Design		**1053**	**1038**
	Senior Advisors	296	432
	4 Advisors	302 (each)	213/245/224/231
Business and Public Administration		**802**	**905**
	Senior Advisors	171	331
	2 Advisors	315	574
Education and Teaching		**231**	**282**
*includes 39 IMC	Senior Advisor	270	300
Health Sciences		**867**	**1014**
	Advisor – Auraria	494	473
	Advisor-Lowry	158	541
Industry, Manufacturing, and Construction		**122**	**136**
	*See Edu Note	39	18
	CHAMP, Tim Huggins	83	118
Social and Behavioral Sciences		**737**	**838**
	Senior Advisor	293	386
	Advisor	444	452
STEM		**1327**	**1391**
	3 Advisors Fall 2 Advisors Spring	450/377/294	562/829
COHORTS			
	1 International Advisor	**188**	**185**
	1 ESL Advisor	105	140

Early Alert Retention Data:

Early Alert Retention Data		
	Fall 2015 (Baseline)	Spring 2016
Total Alerts	**3521**	***not yet compiled**
0 Alerts	**38%**	
1 Alert	**23%**	
2 Alerts	**10%**	
3 Alerts	**.8%**	
**STEAR notes a higher AAC load due to the NDS students, 400+ that are "assigned" to the Director in STEAR but are not actually assigned in Banner and are not counted in the AAC total #s since we do not advise them formally as they are either MSU or UC Denver students enrolled in Mat050.		

Professional Development

- All Staff Opportunities:
  - Ropes Course and Team Development Training – Sept
  - All Staff Cross-Training: Academic Programs and Best Practices - Oct 1st thru Nov 6th
  - Student Conduct Liaison Training - September
  - MSU Community College Fall Luncheon - October
  - Regis University Community College Transfer Event - November
  - Required: Workplace Learning Course and Customer Service Training
  - Active Shooter Training – offered by Student Life through fall and spring for optional (encouraged) attendance
  - Craig Farnum (NASPA) Pro Dev – Advising Best Practices for intrusive advising - February
  - Webinar – Widening the Transfer Pipeline – February (offered by VPEASS office)
  - UCD Community College Advisor Luncheon – February
  - CCSE Webinar – Expectations Meet Reality – February (offered by VPEASS office)
  - CCD Conversation Day
  - Mestiza Leadership International – limited space available; 6 staff participated
  - MSU Denver/CCD Collaboration Event – March
  - STEAR Refresher Training - March
- Senior Advising Leadership
  - Planning and Visioning Retreat – Sept
  - R.I.S.E. Work life Supervisor Training – Oct
  - HR Performance Management Training – Feb/March

Grants

- N/A

Scholarly Activities

- Scholarly Activities (e.g., publications, presentations, exhibits, etc.)

Service Activities

N/A

CAS and Assessment Updates

- SLOs and CAS standards based on 3 year cycle – *due to the Advising Model implementation the CAS review of the AAC has been delayed to 2017 or 2018, yet to be determined based on implementation and institutional priorities*

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

Strategic Priorities (goals) for your unit from 16-17, including potential or anticipated challenges and issues:

- Develop, customize, and implement a D2L training module curriculum and annual training process for all advising staff per expansion of the advising role and the express need to create

consistency per the advising model redesign contributing to a college-wide culture that values year to year retention.

- Solidify and facilitate a year 1 (ends in October of 2016) assessment process per the Assessment and Evaluation Plan, working with the Dean of SDR and internal resources such as the Director of Institutional Effectiveness as to implementation, reporting, and analysis which will contribute to continuous improvement as it relates to retention.

- Focus on next phase projects of the advising model implementation - such as advising plans to the web and electronically enhanced catalog, departmental functions and operations (assessing departmental and college wide), training/onboarding of new staff, and implementing advising benchmarks into practice.

Identify **resource needs** to accomplish these priorities, benchmarked if possible to similar institutions (e.g., staffing, funding, student:faculty or :staff ratio, etc.):

- Main resource need is *time allotted and required* to plan and implement.

Action Plan/Outline

- Goal 1:
    - Need to develop departmental committee to facilitate this process, which would:
        - Receive training from TLC as to building D2L shell
        - review and creation of content for D2L shell; review and use model of PPCC modules
        - develop implementation timeline
        - establish annual "credentially/refresher training" expectations for staff
- Goal 2:
    - Establish meeting with Dean of SDR and Director of Institutional Effectiveness to update, implementation, and analyze year 1 plan
    - Create needed measurement tools and facilitate the use of those tools for the collection of data
    - Analysis and qualitative summary of data related to year 1 goals
    - Report out
- Goal 3:
    - Map out next phase implementation plan for academic year 1617 related to core action pieces
    - Work with campus partners, internal leadership team, and staff to strategically and methodically implement the phased projects
    - Train staff regarding Advising Benchmarks – implement into advisee load management, flow, and best practices

Start Here, *Go Anywhere!*

Executive Summary

This year, the Accessibility Center continued its more than two-year evolution from a unit accustomed to casual (if congenial) attitudes and habits to one of enhanced professionalism and accountability. Although the specific work of the unit is rooted in and regulated by federal law, the old notion that the unit was an island, largely separated from the academic and administrative work of the institution as a whole, and from accountability to outside governmental agencies such as the Office of Civil Rights and the Department of Justice, had to change. We had to stop thinking that if our practices worked for us, within the walls of the Center, they were sufficient. But change comes slowly. The AC now more fully appreciates the broader scope of its professional responsibilities not just to the students we serve but to CCD's academic Centers, departments, faculty and all administrative departments, as well as its relationship to outside agencies.

- Basic office practices continued to improve through the communication of higher expectations and enhanced training for all members of the team, including work-study students.
- Record keeping continued to improve; the creation, handling, and maintenance of permanent files reflected a greater awareness of our responsibility to clearly document all interactions with and on behalf of our students.
- In August, we welcomed a new full-time/permanent Assistive Technology Specialist, Jennifer Maxwell, who is herself disabled. As the team learned to take into account the needs of a legally blind person, our overall awareness of what faculty confront became sharper.
- This year, as part of an evolving collaborative relationship with the Testing Center, we took on the scheduling of all accommodated testing. Together we developed processes and procedures which fit the needs of the Accessibility Center, the Testing Center, faculty and students, and then continued to check for and address snags. In Fall,'15, we visited 3 of the 5 Centers as well as several departments within those Centers, not only to introduce the new procedures to faculty but to present ourselves in person so that we might become personally acquainted. Those group presentations resulted in many more individual consultative conversations with faculty who felt more comfortable asking new questions once they used the system to up-load tests.
- Similarly, we actively sought to demonstrate our commitment to the notion that the Accessibility Center works to support not only our students but faculty as well. We strove for balance in our interaction with both groups. Specifically, we wanted to work against the perception that the needs or preferences of an accommodated student trumped all other concerns. As this approach gained momentum, we were invited to attend more faculty meetings. We always went in pairs, to make sure the entire team had 'face time' with a cohort they served.
- We continued our active involvement with cross-campus activities, such as the Disability Awareness Festival, the Higher Education Diversity Summit, and, with MSU Denver's Access Center, the transition course for DPS students with disabilities exploring post-secondary opportunities.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

- STUDENT LEARNING AND SUCCESS: Continued to develop our awareness that our responsibility to our students as educators went beyond assessing their need for appropriate accommodations and extended to providing feed-back and guidance to support their full development into citizens who contributed to the larger community. **MET**
- ORGANIZATIONAL INTEGRATION AND EFFECTIVENESS: Actively sought additional opportunities to enhance relationships with academic Centers, departments, individual faculty as well as with administrative units. **MET**
- EXTERNAL ENGAGEMENT AND PARTNERSHIPS: Continued our involvement with cross-institutional activities; sought additional opportunities to do so. **MET**
- CULTURE OF EVIDENCE, TRANSPARENCY AND SHARED INFORMATION: Continued to explore opportunities to collect reliable data for reporting the full scope of the unit's activities. **NOT MET**

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

Overall: the Accessibility Center reports the following:

- Total number of students served: **306** in Fall; **253** in Spring **TOTAL: 559**
- The number who received TESTING ACCOMMODATIONS: **262** in Fall; **224** in Spring. **TOTAL: 486**
- ASSISTIVE TECHNOLOGY referrals: **54** in Fall; **40** in Spring. **TOTAL: 94**
- ALT. MEDIA as an accommodation: **86** in Fall; **66** in Spring. **TOTAL: 152**
- NOTE-TAKING as an accommodation: **97** in Fall; **84** in Spring. **TOTAL: 181**
- PERMISSION TO RECORD as an accommodation: **159** in Fall; **126** in Spring. **TOTAL**: **285**
- The number who required THREE-WAY MEETINGS to be set up: **63** in Fall; **55** in Spring. **TOTAL: 118**
- The number who required ADA furniture: **31** in Fall; **21** in Spring. **TOTAL: 52**

- Alternative Media reports:
- The total number of BOOKS requested: **310** in Fall; **238** in Spring. **TOTAL: 548**
- The number of those requests that were fulfilled: **310** in Fall; **238** in Spring. **TOTAL: 548**
- The number of books produced this semester (e.g.: not already in our library): **94** in Fall; **66** in Spring. **TOTAL: 160**
- The number of BOOKS actually picked up: **99** in Fall; **70** in Spring. **169**
- The total number of LOANS OF EQUIPMENT requested: **52** in Fall; **53** in Spring. **TOTAL: 105**
- Of that number, the number of SMART PENS requested: **49** in Fall; **41** in Spring. **TOTAL: 100**
- The number of RECORDING DEVICES requested: **2** in Fall; **9** in Spring. **TOTAL: 11**
- The number of FM devices requested: **1** in Fall; **0** in Spring. **TOTAL: 1**
- The number of LOANS MADE: **35** in Fall; **38** in Spring. **TOTAL: 73**
- The number of SMART PENS loaned: **33** in Fall; **30** in Spring. **TOTAL: 63**
- The number of RECORDING DEVICES loaned: **2** in Fall; **8** in Spring. **TOTAL: 10**

Assistive Technology reports:

- The number of TRAINING APPOINTMENTS MADE: **31** in Fall; **123** in Spring**. TOTAL: 154**

Accommodated Testing reports:

- The total number of students with TESTING ACCOMMODATIONS: **262** in Fall; **224** in Spring. **TOTAL: 486**
- The number who used their accommodation: **112** in Fall; **93 (est.)** in Spring. **TOTAL: 205**
- The total number of appointments made: **505** in Fall; **450** in Spring. **TOTAL: 955**
- The number of tests administered: **421** in Fall; **401** in Spring. **TOTAL: 822**
- The total number of documents submitted to D2L, which had to be printed: **995** in Fall; **872** in Spring. **TOTAL: 1867**

Professional Development

- External:
    - **The Consortium** (All professional staff who directly serve disabled students at Colorado/Wyoming two- and four-year institutions) 5 meetings each year
    - **ATHES** (Assistive Technology in Higher Education Subcommittee) – Ken Billingsley and Jennifer Maxwell
    - **Assessing Higher Ground** (sponsored by AHEAD) – Jennifer Maxwell
    - **CRID** (Colorado Registered Interpreters for the Deaf) – Nancy Aeschlimann
    - **COLTT** (Colorado Learning & Teaching with Technology, in conjunction with the Teaching and Learning Center) – Robin Paulson, Jan Murray, Jennifer Maxwell and Chris Flug
- Internal:
    - Academic Customer Service Training – all full-time staff
    - Active Shooter Training – all full-time staff
    - Assessment Day – all full-time staff
    - VPEASS-sponsored Diversity training presented by Juana Bordas – Marvena Baker-Shriver and Chris Flug
    - VPEASS-sponsored workshop on Transitions – all full-time staff

Grants

- N/A

Scholarly Activities

- RMCTA 2016 Spring Conference: Presentation on the challenges and opportunities for collaboration between Disabled Student Services and Testing Centers across the region: Chris Flug and Robin Paulson

Service Activities

- Participation in Disability Awareness Festival (DAF) – all full-time staff
- Participation in Higher Education Diversity Summit (HEDS) – all full-time staff
- Participation in DPS/Cherry Creek School District Transition Course (with MSU Denver's Access Center): Jan Murray and Jennifer Maxwell
- Participation in CRID: Nancy Aeschlimann
- AHEC Library Training on disability etiquette issues – Jennifer Maxwell
- Center for Arts & Humanities Professional Development Day – Nancy Aeschlimann
- CAS Process for the KEYS Scholarship Program – Marvena Baker Shriver

CAS and Assessment Updates

- We completed CAS in March 2016. We expect to study the report during Summer 2016, and begin determining appropriate next steps to address concerns.
- Given the fact that the nature of our work is determined and constrained by federal law, the Accessibility Center had considerable difficulty identifying appropriate SLOs. Three were drafted in Fall, 2015, and one, a question about the extent to which a student's interaction with the Center empowered them to advocate for themselves more effectively, was introduced in Spring 2016, and appears on our tracking sheets as a survey question (Likert scale). However, front desk staff has not yet become accustomed to encouraging students to respond.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- **STUDENT LEARNING AND SUCCESS**: Deepen our awareness that all members of the AC staff are educators and that by providing our students accurate and appropriate feed-back regarding their plans, progress, and choices, we are helping them learn to find their places as educated men and women who contribute to their families and the larger community.
- **ORGANIZATIONAL INTEGRATION AND EFFECTIVENESS**: Continue to enhance our connections to all departments and divisions of the Community College of Denver.
- **EXTERNAL ENGAGEMENT AND PARTNERSHIPS**: Continue to participate in inter-organization activities on the Auraria Campus as well as across the Denver Metropolitan area.
- **CULTURE OF EVIDENCE, TRANSPARENCY AND SHARED INFORMATION**: Continue to address the need to quantify our efforts and become more consistently data-driven.

- **RESOURCE NEEDS**: The ADA requires that we not mingle our data with the larger data collection efforts of the institution lest the privacy of students being served be compromised. In light of that, we need a database system that can enhance our ability to collect data efficiently.

Executive Summary

2015-16 was a busy year for the EOC. The CCD academic year begins as the EOC grant year is winding down, as our reporting year runs from September 1 to August 31. August is traditionally EOC's busiest month, and we saw around 600 participants to bring us to 3944 participants seen for the 15-16 grant year (target was 3884).

A full CAS evaluation was completed in August, led by EOC Program Specialist Laura Escarcega.

EOC staff retreat was held in October, providing an opportunity for staff to revise EOC mission and vision and strategize for the year.

The EOC Annual Performance Report was finalized and submitted in early December. All program objectives were met or exceeded, which resulted in the EOC program receiving all prior experience points for the grant cycle. Prior experience points are additional points added to renewal grant applications to give programs who are performing well a priority for renewed funding. CCD EOC will be receiving the maximum of 15 points on its recently submitted grant proposal.

Much of the year was focused on preparation of the EOC grant proposal, which was submitted on April 4, 2016. Notification of funding should be received this summer, and the funding cycle is for an additional 5 years.

The spring semester was an especially busy time for FAFSA consultation and preparation services, and the EOC provided approximately 20 workshops to both CCD and the community-at-large on this topic.

Partnerships remain an important part of EOC's work in the community. 2015-16 saw new or rekindled partnerships with Denver Public Library, Denver Workforce Center, Adult Self-Sufficiency Program at College View Elementary, Lookout Mountain, Longmont Workforce Center, Correctional Management Industries, Warren Village, and the Foundational Skills Institute at CCD. Continued partnerships include: Arapahoe Community College, Community College of Aurora, Front Range Community College, Red Rocks Community College, Emily Griffith Technical College, Pickens Technical College. Broomfield Workforce Center, American Jobs Center (Jefferson County), Denver Housing Authority, Salvation Army ARC, Denver Rescue Mission, Adams County Detention Facility, and Urban Peak.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

A CCD graduate is a Numeric Thinker.

For 2015-16, the EOC provided multiple financial literacy services at CCD that helped students become Numeric Thinkers. This included FAFSA preparation services which helped students understand the best ways to finance college. Coaching on student loans provided additional support in this area and encouraged students to be forward-thinking to compare potential earnings to debt incurred.

- From September 1, 2015 to May 15, 2016, 5861 financially-related services were provided to participants across the six-county service area.

The EOC just completed the first full year of partnership with the Financial Empowerment Center (FEC), which provides personalized and ongoing financial coaching services to students who need more targeted intervention with personal financial management.

- 32 FEC financial counseling services were provided at the EOC office on the CCD campus

Finally, the EOC is actively involved with the CCD Money Smarts committee, which provides a variety of ways to engage students to be more aware of their financial outlook as students.

A CCD graduate is Personally Responsible.

Personal Responsibility was encouraged through the EOC via financial aid and admissions applications preparation services. As students received assistance with these applications, EOC Educational Access Specialists took the time to thoroughly explain processes and gauge understanding so the student was empowered to complete these processes independently in the future.

- From September 1, 2015 to May 15, 2016, 169 participants received assistance with admissions applications across the six-county service area.
- From September 1, 2015 to May 15, 2016, 1567 participants received assistance with FAFSA applications across the six-county service area.

A CCD graduate is Effective and Ethical User of Technology.

Students were encouraged to be Ethical Users of Technology through FAFSA application services. Online FAFSA applications require students to be very aware of the importance of the honesty and accuracy of information submitted to the Department of Education.

Recruitment and Outreach Committee Enrollment Management Plan, 16-17 Goals

GOAL: Streamline the pre-enrollment process

In order to meet the admissions application and financial aid application goals for the EOC grant (50% and 60% completion, respectively), EOC staff will be made available to CCD students for appointments both in Cherry Creek and Confluence on a regular schedule. EOC staff will also be available in Confluence on all orientation dates to assist with pre-enrollment issues at the student's convenience.

GOAL: Engage families of students

A priority for the new EOC grant will be providing more focused services to families of students, as outlined in Competitive Preference Priority #1. While this priority was specifically written for engagement of pre-collegiate TRIO students in the service area, the same plan can be extended to families of CCD students.

GOAL: Develop a college wide culture that values our diverse student body

The EOC's goal of serving at least 2564 low-income and first-generation individuals in the six-county EOC target area contributes to supporting a diverse student body here at CCD.

GOAL: Research promising practices in recruitment and retention of a diverse student body
Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- For 15-16 grant year, 3944 EOC participants were served. So far for the 15-16 grant year, 2103 individual participants have been served.
- Of the participants who were not enrolled at first time of service who did go on to enroll in postsecondary education, 43% enrolled at CCD (14-15 grant year).

Professional Development

- External
    - CCCS Student Services Conference, 6/19/2015
    - CAEL Adult Learning Symposium, 7/31/2015
    - EOC Grant Writing Workshop, 8/17-8/18/2015
    - Federal Uniform Guidance Training, 8/19/2015
    - Council for Opportunity in Education Annual Conference, 9/16-9/19/2015
    - ASPIRE Regional Conference (TRIO), 10/4-10/7/2015
    - CCCS Career Services Roundtable, 10/9/2015
    - Colorado Chapter of ASPIRE (TRIO) Collaborative Forum with CDE/CDHE, 10/31/2015
    - Developing Emotional Intelligence Training (Fred Pryor Seminar), 12/18/215
    - TRIO Day at the Capitol, 2/4/2016
    - Colorado Chapter of ASPIRE (TRIO) State Conference, 4/14-4/15/2016
    - Colorado Association of Financial Aid Administrators (CAFAA) Annual Conference, 5/4-5/6/2016
    - Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external; etc.)
    - Online Certification for MBTI and Strong Interest Inventories
- Internal
    - SDR Retreat, 7/30/2015
    - Welcome Back Day, 9/11/2015
    - EOC Staff Retreat, 10/12/2015
    - Heart Saver Training, 11/30/2015 & 3/29/2016
    - EASS Enrollment Management Council Professional Development, 2/12/2016
    - CCSE Webinar: Expectations Meet Reality, 3/2/2016
    - Conversation Day, 3/11/2016
    - Mestiza Leadership International, 3/22/2016
    - Latino Leadership Summit, 3/31/2016
    - Academic Customer Service Training, various dates

Grants
- TRIO EOC grant written and submitted 4/4/2016. Applied for $726,961. Pending notification this summer.

Scholarly Activities

- "Taking Ownership of Your Supervising and Personal Growth", Khara O'Connell (co-presenter), Presentation at Council for Opportunity in Education annual conference, September 17, 2015, Atlanta, GA

- "The Power of Persuasion", Mike Nowicki, Presentation at Colorado Chapter of ASPIRE annual conference, April 15, 2016, Colorado Springs, CO

Service Activities

- Colorado Chapter of ASPIRE President, October 2016-present, Khara O'Connell
- Colorado Chapter of ASPIRE Support Staff Office, October 2015-present, Laura Escarcega
- Member of DCAN Summer Melt Action Team, Khara O'Connell
- Member of Corridors to College Success Transitions to Postsecondary Action Team, Khara O'Connell
- State Initiatives Regional Committee Chair, ASPIRE, Khara O'Connell
- Various Colorado Chapter of ASPIRE committee participation, various staff

CAS and Assessment Updates

- CAS During the months of April, May, June, July, and August 2016, a review team met to conduct a self-study using the TRIO and Other Educational Opportunity Programs *Self-Assessment* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization. The CAS self-assessment guide was used as a tool to assess the Educational Opportunity Center (EOC) department within Student Affairs at the Community College of Denver. The self-assessment guides consists of standards and guidelines used to evaluate the strengths, deficiencies, and to plan for improvement opportunities within the department. The overall average rating of the self-assessment was 3.51 indicating that the EOC Program meets the criteria.

  EOC, because of its mandated objectives, does a great job at creating a plan, keeping track of the progress, and showing results in achieving its short and long term plans. One criterion where the committee felt like the EOC exceeded was in the area of demonstrating accountability, criterion 12.1.2, receiving an average score rating of 4. The discussion was about the EOC having a presence in Denver for over 40 years which can only demonstrate accountability and effectiveness.

  Additionally, as a department at CCD, the EOC is constantly evaluated and to make sure objectives are on track to be completed. This by submitting monthly reports to the office of Student Development and Retention.

- SLO #1: After receiving EOC college access services, participants who were not yet enrolled will enroll in postsecondary education. May 2016 update: Tracking on this SLO is completed in the fall 2016 semester.
- SLO #2: After visiting with an EOC Educational Access Specialist, participants will have a completed financial aid application for the current aid year. May 2016 update: 71.5% of college-ready participants have completed financial aid applications in the 15-16 grant year.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- TRIO EOC's current goals are expressly outlined in the grant application:

1	Secondary school diploma: 15% of participants served during the project year who did not have a secondary school diploma or its equivalent at the time of first service in the project year will receive a secondary school diploma or its equivalent during the project year.

2	Financial aid applications: 60 % of participants served during the project year who at time of first service in the project year were not already enrolled in a postsecondary education program and who: 1) were high school seniors or equivalents in alternative education programs; 2) were high school graduates; or 3) had obtained a high school equivalency certificate will apply for financial aid during the project year.
3	Postsecondary education admissions: 50% of participants served during the project year who at time of first service in the project year were not already enrolled in a postsecondary education program and who: 1) were high school seniors or equivalents in alternative education programs; 2) were high school graduates; or 3) had obtained a high school equivalency certificate will apply for postsecondary admission during the project year.
4	Postsecondary education enrollment: 45% of secondary school graduates (or equivalents) who were served during the project year, and who were not already enrolled in a postsecondary education school at time of first service in the project year, will enroll in a postsecondary education program during each project year (or by the end of the next fall term), or will have received notification by the fall term of acceptance but deferred enrollment until the next academic term (e.g., spring term).

- The revised objectives for the proposed 16-17 grant year have been adjusted to reflect the current community need (language remains the same):

1	Secondary school diploma	33%
2	Financial aid applications	60%
3	College admission applications	50%
4	Postsecondary enrollment	40%

- Both the current grant application and the grant application submitted for 16-17 are funded to serve 3884 participants. We anticipate that it will continue to be a challenge to serve this total number considering lower interest in postsecondary education and lower postsecondary enrollments across the service area. Resources to address this challenge include continued support from the college in staff referrals and marketing.

Executive Summary

Displaced homemakers have lost their accustomed source of income and face painful readjustment and employment problems. KEYS displaced homemakers non-traditional students are divorced widowed/widower, separated, married with a disabled spouse or, received government aid and no longer are eligible for that aid. Participants are faced with financial problems that loom large over their households. One of the challenges that is defined and distinguished is finding employment for displaced homemakers. The other challenge is the loan intake; that supplements the loss of income they were once depended on financially.

KEYS success is the "students" who have struggled from day to day, but yet maintain outstanding GPA's. Example, a student was staying from house to house with her children and, sleeping on floor; with networking and reaching out for resources, we were able to move her into a safe place to live, so she could continue with her education. This student will graduate in May 2017 with over a 3.0 GPA and plans on transferring to Metro State University.

We hosted the Second Annual Signing Ceremony for all eligible students receiving the KEYS scholarship for fall semester. Our goal has been to create and establish acknowledgement of their success and support their academic beginnings and completions. We had over 25 students and their families attend this event. . .

KSP piloted their first toy-box drive for students. Many of the KSP students suffer the effects of poverty, continuously going without, but with donated new and used toys, this was a great success and had about 13 students take part of this great opportunity.

KEYS attended a meeting at the Office of Economic Development, which involved many non-profit and profit organization for an opportunity to partner with the Workforce Development services.

Many of our student's digital stories demonstrate the success of KEYS. Students create their digital story from when they first started to completion here at CCD.

KEYS has successfully continued to extend partnerships within CCD (such as WIN) and outside business to enhance internships and employment for KEYS participants to the following: Adams County District Attorney's Office, Arapahoe Workforce, and Adams County Workforce Center. Resources are also being provided within the workforce center with support services.
Student and career panels have been a success for our KEYS students; students are requesting more student and career panels each semester.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

Grant Year is to serve 85 students; KEYS has served a total of 78 with 11 potential students pending for summer semester. Final total will be calculated in mid-June.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

For reporting requirements, KEYS must collect and report a list of each assessment area showing the participants (FTE), academic grades, measuring student's demographics, eligibility and continuing/returning enrollment. Graduation rates component, this includes all students who enter at CCD seeking a degree or certificate. By collecting this data, this can demonstrate a more sufficient outcome measure for the KEYS program.

Enrolled total	Continue from fall to spring semester
CCD………………… 68 FRCC………………….. 5 CCA………………… 5 Total 78 Graduates with Associates and Certificate Total 11	CCD ………………………48 FRCC…………………….. 5 CCA……………………… 5 Total 58 Summer still pending for new enrollment 9

KEYS provides assistance to participants in devising a course of study for job-related training and write an individualized academic, employment plan and budget plan for each participant.

Professional Development

- Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external; etc.)
  - KEYS 2nd Annual Signing Ceremony
  - Hispanic Leadership Program Alumni
  - HLC Committee
  - CAS
  - Women's Leadership Conference
  - Connecting Colorado Training
  - Culture of Inquiry and Student Success Video
  - MLK event
  - First annual Breakfast of Champions hosted by the CCD Foundation
  - Conversation Day
  - Mestiza Leadership International
  - RACE, Popular Culture, Media PANEL Discussion
  - R.I.S.E with Worklife Traninng PD/ Hispanic of Chambers
  - Recognizing and Responding to Personality Disorders in College Students
  - EM COUNCIL COMMITTEE WORK SESSIONS/PROFESSIONAL DEVELOPMENT
  - NASPA professional development opportunity
  - Effective Tools to Coach Your Team
  - CCSE Webinar: Expectations Meet Reality
  - Academic Customer Service Training
  - Campus Security Authority Designation and Training

Grants

The Colorado Department of Labor and Employment is the State's administrative agency for the Federal Workforce Investment Act (WIA) funds, including 25% discretionary funds, and for the Federal Workforce Innovation and Opportunity Act (WIOA) funds. CDLE has approved the use of an additional **One Hundred Thousand Dollars ($100,000.00)** of WIA (25%) Dislocated Worker Discretionary Funds

and/or WIOA discretionary funds for each State Fiscal Year 2015-2016, 2016-2017, and 2017-2018 **to serve eighty-five (85) participants per year.**

KEYS provides scholarships to a minimum of **eighty-five (85)** eligible displaced homemakers for training and/or courses at CCD and at other community colleges within the Colorado Community College System. Scholarships awarded to displaced homemakers attending CCD will assist with the costs of tuition, and may also include fees, books, and other supplies and materials required by a specific class or training program.

KEYS support the concept that peer validation and communication can occur in many ways including, but not limited to, peer-refereed, tutoring and mentoring.

Service Activities

KEYS include community engagement, economic development, policy development, and creative activity include:

- Warren Village
- Workforce Centers
- Gathering Place
- Adams County Goodwill
- CWEE

CAS and Assessment Updates

KEYS recipients set goals to achieve and conquer their education and employment goals. Students are assisted with overcoming obstacles and continue to strive forward. They are provided a one on one Financial Literacy Budget System. KEYS has a mentoring program to assist with overcoming their circumstances of being a Displaced Homemaker.

SLO's 2015-2016
Student will gain and learn a budgeting system on their current budgeting expenses; their future wages of their occupational career choice and gain the knowledge in the loan process while in college.

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

Student Learning outcomes are listed above for 2015-2016 academic year. KEYS continues to strive to support students beyond education training and supportive services. In order to help students achieve the ultimate goal of economic self-sufficiency, long-term, holistic approach is preferred over their short-term targeting their goals by having them create an Individualized Career Plan and Self-Sufficiency Plan. To facilitate that approach, I seek to understand students both as individuals and as leaders of their families.

CAS
This review and action plan is part of a strategic initiative by the Student Development and Retention Division. KEYS Scholarship Program has conducted a comprehensive and systematic review of the program.

In its program review, the KEYS Scholarship Program utilized CAS as a guide to focus on the scope of the program evaluations and its focus on student learning and development outcomes. In addition to its findings, it should be noted that while KEYS meets the majority of the CAS Standards, there were several areas of need for improvements that were identified in different areas within the 12 components of the CAS Standards and Guidelines. KEYS is committed to addressing all items within the recommendation and action plan emanating from this review in order to improve the efficient and effective delivery of the program.

- Issues response ongoing follow-up

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

Goals 16-17

- KSP will be integrating a "Student Portfolio" in 2016-2017, to help students showcase their experiences as a college student. This will provide authentic assessment for student learning and will promote a potential hire for future employers.
- Research other displaced homemakers programs to learn their best practices that support retention and graduation of our diverse student population.
- Increase graduation rate by creatively and realistically motivating students to complete by adding curriculum to the KEYS program such as: two sessions for fall and spring semester focusing on students development workforce readiness tools (interviewing, resume building, etc.)

A challenge is difficult to predict from year to year (or even semester to semester) because enrollment of non-traditional-age college students and funding. KEYS students vary, especially those affected by divorce or other dramatic change in living status, is unpredictable and subject to change.

- Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions (e.g., staffing, funding, student: faculty or :staff ratio, etc.)
    - o Funding is pending for the academic year 2016-2017

    - o Short staff - KEYS will discuss with CDLE to develop a plan to increase staffing for next year's grant (2016-2017) and hire an additional work-study or possibly an intern. Increasing staff will support recruitment of students and administrative work.

Executive Summary

2015-2016, with the assistance of a data collection mechanism, the RC reports an average of 984 activity contacts were made per month, not including the numerous emails and phone calls that are made each month, demonstrating an approximate increase of 68.4% services provided to students in an effort to retain them. In 2015-2016, RC began to focus on assessment in order to inform the improvement of services, programming, and establishing a basic, solid, best practices model for retention, utilizing feedback from students in the form of workshop surveys and a needs assessment at intake. The hope continues as it relates to having a database available, with the ability to track services as they relate to interventions that increase retention and graduation rates.

Successes

The Mordecai Family Foundation Grant (SEED- Students, empowered, educated, and determined) is coming to a close this fiscal year. While the FY16 data is still being compiled, DSF administration reports the Mordecai Family Foundation has verbally agreed to fund 16-17 because they are pleased with the successes thus far. This fiscal year DSF was awarded the Angell fund and decided to collaborate with CCD-RC with regards to scaling up the SEED focused service delivery to all DSF students. In addition, in preparation of the SEED grant coming to an end, in fall 2015, the RC Director, who was previously the service provider for the SEED cohort, began to share the caseload with two other RC Retention Specialist- DSF Campus Contacts. In spring 2016, the overall planning and execution of semester SEED event was transitioned to the RC staffs who work with the DSF cohorts. The plan is to scale up the services, in order to do this, the RC staff must be given the ability to do all parts of the intervention, including the semester celebration events. In April 2016, DSF committed to funding a fulltime Retention Specialist for fall 2016, to specialize with following the SEED transfers as well as opening and increasing the pool of young men of color who choose to attend CCD from DPS. This person will be tasked with working with DPS Future Centers who serve the highest population of males of color.

15-16 also saw the deliberate collaboration between FYE and AAA. At CCD, faculty have never played an integral part of the FYE program, as most programs do at traditional universities. The fall data indicates the majority, 84%, of the participants tested into developmental English and Math. Data collected this far indicates 73% fall to spring retention rate for this developmental education population, one of hardest to retain. Data also helps us know why students did not return. Of the 20 students that did not return, 11 of them were ineligible for aid, meaning that they did not successfully complete the semester and lost their aid. This tells us that something occurred whereby the students could not commit to complete the semester and therefore not retained to the next semester. Intra-course retention affects overall semester to semester retention, especially for low income students who rely on financial assistance. Seven of the 20 students ended up on financial aid warning and two of them reported to transfer to another institution, and when we included those two students, the retention rate rose to 76%. The leading characteristic that we believe attribute the success in semester to semester retention rate of this population is that program participation is mandatory. By way of the syllabus, students must receive in class college transition workshops in topics such as time management, understanding credits, understanding degrees and how credits relate to degree completion. Students had to also meet with the Retention Specialist, Jerry Darnell, throughout the semester, individualizing classroom instruction,

creating ways for the student to independently relate what they are learning to their own life as well as strengthening the advisor-student relationship. Students were responsible for working collaboratively to create their semester schedule, register early, (advised to register before winter break), and show proof of registration.

For fall 2016, it should be noted that all MAT 050 sections are now being paired with AAA 109. Not all sections of AAA 109 are paired with FYE, (due to workload as we only have one FYE retention specialist).

In October 2015, the RC received a staff member from the former, Center for Special Populations. Tanika Vaughn joined our team and together she and the Director worked to redevelop the WISE (Women Intentional about Success and Excellence) program. The main goals were 1. To ensure duplication of services were extinguished and 2. Create interventions that increased self-confidence and self-efficacy in students. October 2015-July 2016 are notes as planning and implementation months. A two tiered program was created. One tier in which the student would receive all wrap around services from WISE, meaning the primary advisory would belong to the RC and the student would receive academic, financial, and personal wellness services as well as supplemental success support from WISE. If the student already had an Academic Advisor, they could choose to stay on that advisor's caseload and receive only supplemental success support from WISE. WISE created a curriculum whereby the students would opt in and commit to participating in Leadership workshops, community service events, participation in the WISE student organization, and participate in a WISE event, once a semester. The WISE program skeleton was created based on the best practices learned from the SEED program: students need a place of belonging, students need to be treated with the expectation that they are leaders, students need to be publicly recognized for their efforts, and students need to know at least one person who is cross trained and can assist and answer a multitude of questions and needs as they relate to one's academic, personal, and financial wellbeing. FY 2014, WISE had 16 graduates and in FY 2015 they had 25, for 2016-2017, WISE will focus on assessment in order to inform continuous improvement.

The RC continues to be the centralized hub for student mandated support service participation as it relates to their scholarship eligibility. While this is a success, one challenge is that some students can not fit the program requirements or commitments of our DSF and SEED cohort, our FYE cohort, or our WISE cohort. With this in mind, the RC is closing the gap with the LINK program, where program participation will be based on the some of the benchmarks that were identified when the CCD advising model began to undergo their redesign. Our hope is that is that the tools and interventions we create with the LINK can and will be used in modification not only within other RC cohorts but also within the Academic Advising Center.

Challenges

Staffing transitions:
While the RC is doing intensive educational case management work with various caseloads, the center was understaffed at various times.

The Retention Specialist (RS) position that was vacated in September 2014 was never filled. In August 2015, another RC position was vacated due to medical related reasons. This vacancy was never filled. In April 2016, we lost another who vacated her position due family and educational obligations that were overwhelmingly needing her attention. This vacancy specialized in the following cohorts: Mile High Youth Corps, institutional scholarship support services, ASSET and DACA support services,

transitioning ASCENT students to CCD, community engagement with Warren Village students, and being the RC's overall community resource specialist. Thankful, this April vacancy will be filled in June 2016.

In January 2016, the Urban Male Initiative program transitioned to the RC. UMI has a grant attached to the program whereby the timeline for this grant identified a January start. It was later identified that start of this grant was in July 2015. Months behind in implementation created a challenge in accomplishing grant objectives. In addition, the fact that a Retention Specialist for this position was identified and hired in May 2016, after the posting underwent opening for a second time.

Actions to support the achievement

The RC recognizes CCD's Values, Mission Statement, and Institutional Outcomes (IOs) with regards to the programming and need to support achievement of our diverse student population, and we must do so providing wraparound services to our students. Academic success cannot be achieved in a vacuum, the students' finances and personal wellness must also be addressed. Students are served one on one and/or in small groups, including via Student Success Workshops.

Our staff are cross trained and knowledgeable with the admission process, academic advising, financial aid, and helping with personal issues. The RC also centralizes Student Success Workshops whereby any student can attend as many workshops as they choose.

We have 5 program categories that help us with cohorting and RC intake organization/needs:
1. First Year Experience (FYE)- Cohort specific – must have a RC intake (caseload)
2. Denver Scholars - Cohort specific – must have a RC intake (caseload)
3. The Link- not cohort specific, any CCD student can receive services
4. WISE- Cohort specific (Women) – Primary advisor and secondary supplemental support options are available
5. UMI- Cohort specific (Men) – Primary advisor and secondary supplemental support options are available

The RC plan for 15-16 was to implement a data collection tool nurture and grow the FYE program, both of these goals were achieved.

RC Partnerships:

- Denver Scholarship Foundation
  - RC is the MOU mandated (by DSF choice) support service provider.
  - SEED grant started in 2012 and was originally awarded for three years. The funders are pleased with the results thus far and have granted an extension of one year. For 2015-16, the funders expanded their definition of a successful transfer to include any 4 year university and not just MSU Denver and CU Denver.
- Warren Village (WV)
  - CCD students at WV receive support via the Student Success Workshops that are presented to them at WV. This partnership allow these students to begin relationships with the RC staff in the event they continue college education at the Auraria Campus.

- AAA 109 and FYE
  - Late spring 2015, the RC's FYE program began partnering with the AAA 109, whereby all students enrolled in this course in fall 2015 were mandated to participate in the RC's FYE program. FYE student success time management and degree attainment curriculum was facilitated in the classroom and attached to course assignments.
  - For 15-16 we hoped to pilot FYE with COM 175, however, COM 175 filled and the course did not run. The RC chooses to not fill AAA 109 or COM 175, instead allowing the normal college registration process to happen. We do not want to bias enrollment or outcomes as they might relate to the enrollment of these courses.
- DPS
  - In April 2015 COSO and RC partnered together with DPS and hosted Red Carpet Days. This partnership continued in 2016. Students who attended completed a contact card and are being outreached to by the RC as they transition to their first year of college at CCD.
- STEAR
  - The RC Retention Specialists assigned to a caseload of students are acknowledged at a primary advisor with in the STEAR system. This allows students the ability to maintain relational consistency versus allowing a "stranger" to respond to their STEAR alert.
  - The RC is also available to be assigned as a "resource referral" within STEAR, thereby allowing academic advisors to have a partner when it comes to recommending and tracking referral to community resources.
- Diversity
  - Hispanic Serving Institutions (HSI) Committee – the RC Director is on this committee and the RC helped to fund the first ever Spanish translation services at commencement.
  - Diversity and Inclusion Council- The Director joined this council in April 2016.
  - Multicultural Film Festival
    - November 2014, two RC staff volunteered for and hosted the film of the month and let discussions with participants as they related to the success of first generation students.
    - March 2015, two RC staff volunteered for and hosted the film of the month and let discussions with participants as they related to the success of students who are single parents.
    - 2015-2016 the RC staff continues to partner with this event, inviting and encouraging student attendance.
  - Higher Education Diversity Summit (HEDS)-
    - A RC Retention Specialist is a member of the HEDS, allowing the RC to have a voice.
- Financial Literacy Task Force (Money Smarts Team)
  - A RC Retention Specialist is a member of the financial literacy task force. The Money Smarts team facilitates Student Success Workshops each money, helping students stay accountable within the realm of financial wellness. This Retention Specialist is also responsible for helping with the execution of Money Smarts week in April.
- CCD Scholarships

- The RC is an approved support program for students who are receiving an institutional scholarship. These students choose to opt into our program and receive the same caliber of services as all of the other caseload students.
- CARE Team
  - The RC Director is a member of the CARE Team, utilizing professional education and expertise in triaging students who have CARE reports.
- Higher Learning Commission (HLC)
  - The RC Director is a member of the HLC steering committee, oversight committee, and the HLC writing teams.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

The number of students on caseload lists is 961. This includes students that are stopped out from previous semesters and those that are new intakes for spring start. Retention specialists follow up and work with all of these students. Those that are stopped out, are outreached to in hopes they can re-register.

The following is a snapshot of fall 2015 active and registered students who were retained to spring 2016.

fall '15 registered	Spring '16 registered	transferred/graduated	transferred/graduated plus Spring '16 registered	% Retained #'s w/o including those who transferred/graduated	% retained including those who transferred/graduated
733	586	23	609	80%	83%

2015-2016

Bar chart showing MALE 35% and FEMALE 65%.

Ethnicity
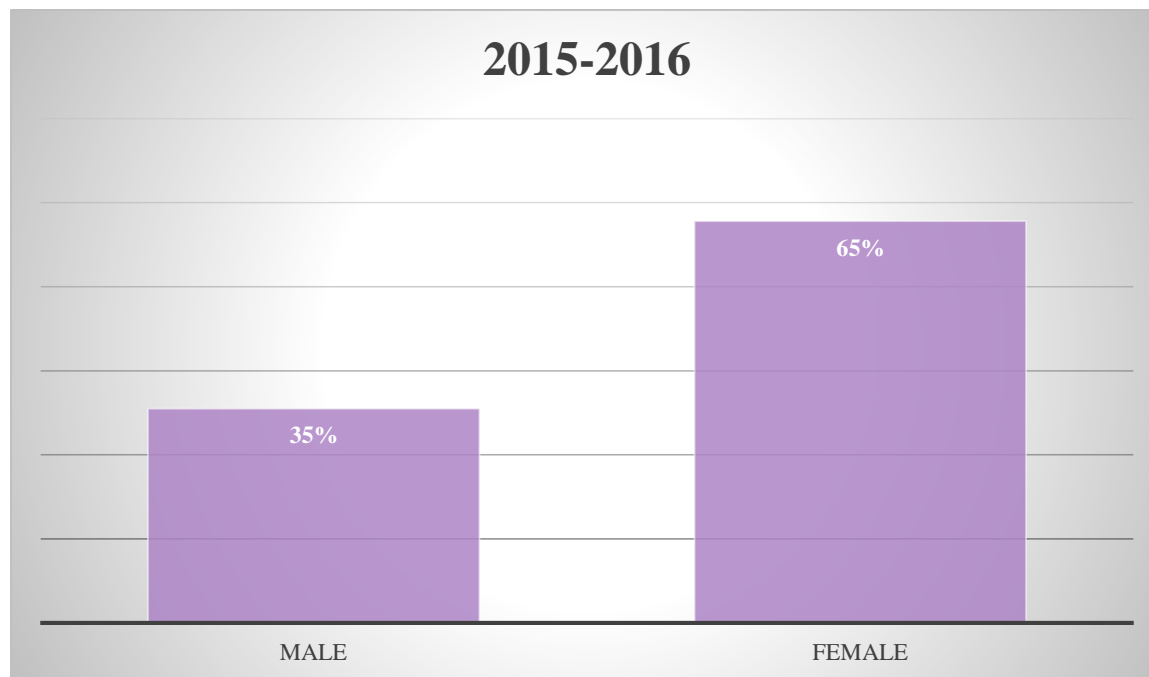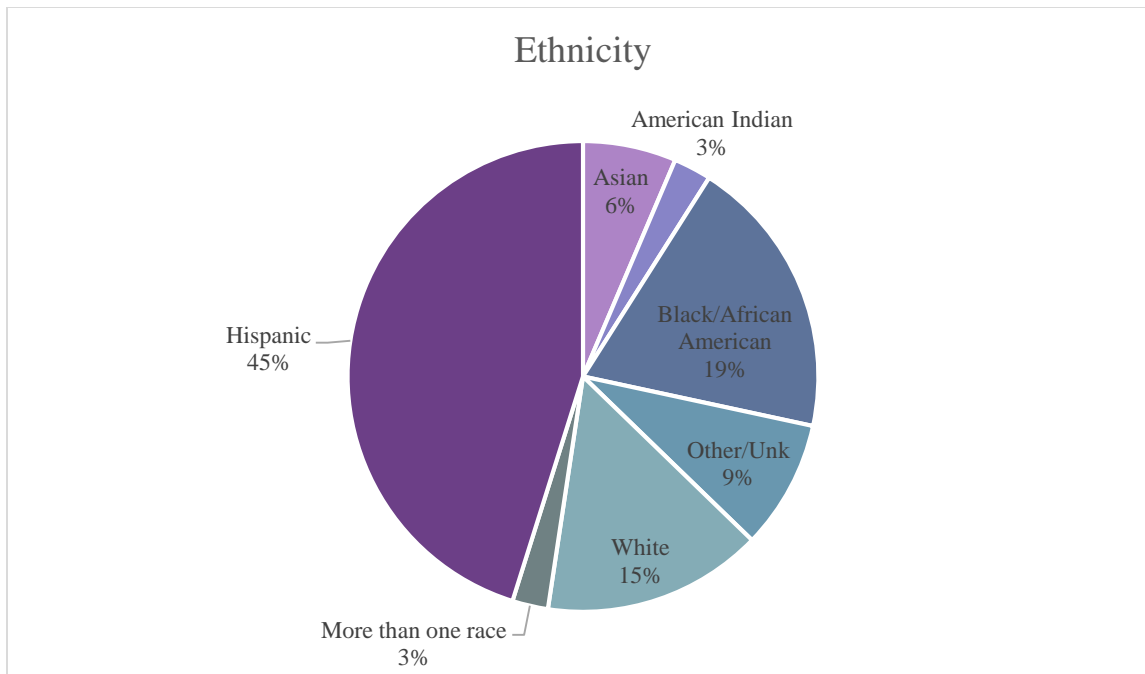
Without a database, hard data driven accomplishments are difficult to track, however, DSF has the ability to track and has given us tremendous data points that drive our accomplishments (see attached DSF report). While these reports are DSF scholar specific, the philosophy in which these students are served, is fundamental to the RC.

Overall accomplishments: July 2015-April 2016

Data collection continues to be a challenge. Duplication, user error, misinterpretation, multiple interpretations, too many staff hours dedicated to data entry in multiple systems, etc. is something we will continue to encounter as a program, until a professional data software system with data integrity is implemented. Until that day comes, the Resource Center (RC) has implemented a pilot method to aid in data collection whereby we can hope to begin to analyze data for descriptive and predictive information that will narrate strategies for retention best practices at the Community College of Denver.

While as this system is not as robust as we would hope, it does allow us to at least know what kinds of services students are accessing. It also tells us information about the students that we intake, such as demographics and their needs. Collecting this data will inform programmatic adjustments for continuous improvement.

Data: July 2015-April 2016

Services provided via 1:1- (not including emails and phone calls): 9844

Workshops: 165 workshops were offered and 1205 students participated. 41 of workshops offered had zero in attendance. These zero attended workshops occurred most often at the very beginning of the semester or at the very end.

In February 2016, the RC implemented data tracking for workshop evaluations:

Month	Number of evaluations collected	Evaluation scores
February	145	90% reported the w/s was valuable to them; 11% of the eval data for this field was left blank
March	110	78% reported the w/s was valuable to them; 11% of the eval data for this field was left blank
April	80	83% reported the w/s was valuable to them; .01% of the eval data for this field was left blank

Intakes (new students joining the RC support): 289
Gender- 191 (66%) were females

Age at Intake 2015-2016

- 36-49 y/o 8%
- 50+ 2%
- 25-35 y/o 1%
- under 24 y/o 89%
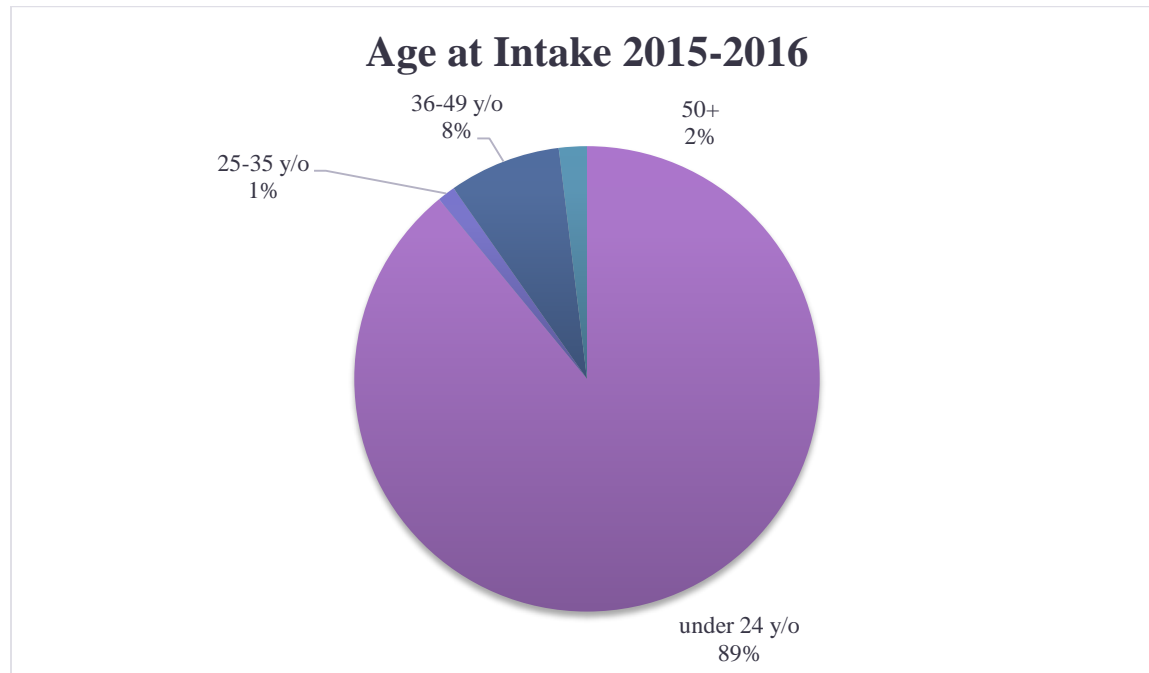
Race/Ethnicity   166 (57.4%) self-identified as Hispanic

54 (18.6%) self-identified as Black/African American or mixed race that included Black/African American

244 (84.4%) self-identified as a minority race/ethnicity

9 (3.1%) students did not self-identify

Services wanted: Of the students who responded regarding services they wanted, 1346 services were collected, the following instances were recorded:

61- access to social/cultural activities

130- career planning

86- course selection

16 - Help with English or writing or another subject

112- financial aid advising

108- financial management
1 – gym location
56- help with math
57- Personal counseling
171- scholarship search
89- selecting a major
53- self confidence building
114- study skills development
142- transfer school preparation
99- understanding my degree requirements
50- understanding the college environment

Placement: 46 (15.9%) were at college level at the time of intake

Working: 69 (23.8%) students reported they were not employed at the time of intake
              124 (42.9%) reported they were working 21+ hours per week

English language: 143 (49.5%) reported English is not their first language

Stable housing: 28 (10%) reported they do not have stable housing

Adequate Resources:37 (13%) reported they do not have adequate resources to meet their basic needs

Circumstances: 52 (18%) reported there are circumstances that they feel will affect their education.
              They named things such as finances, home life, medical issues, mental health issues,
              child care, housing, court related, felony offenders

Pell Eligibility and First Generation data was not collected for all of the intakes. We began to this information in September 2015- April 2016. We collected this data on 200 students and 114/200 (57%) were Pell Eligible and 163 (81.5%) were first generation; there were 7 students (3.5%) who did not report first generation information when they completed their CCD application.

DegreeWorks: at the time of intake 167/289 (58%) reported they do not know what DegreeWorks is.

Course registration: 133/289 (46%) reported they know what courses they need to take for the next registration period.

SAP: 155/289 (53.6%) Reported they do not know at least two reasons that will cause them to lose financial aid.

Professional Development for the RC team:

Internal

- Academic Customer Service Training
- Active Shooter Training
- Assessment Day
- VPEASS-sponsored Diversity training presented by Juana Bordas
- VPEASS-sponsored workshop on Transitions

- SDR Retreat
- Welcome Back Day
- EASS Enrollment Management Council
- Latino Leadership Summit
- MLK Jr. event
- Workplace Answers Mandatory Online Modules
- Fall Welcome Back
- Various advisor staff trainings
- Webinar: Personality 101
- HLC Retreat
- STEAR Demo
- STEAR Refresher- User Training
- EAB webinar

External

- NASPA Symposium
- HLC Conference
- CCCS Student Services Conference
- CCCS Career Services Roundtable
- DSF Auraria Breakfast
- DSF Campus Contact and Financial Aid joint meetings (fall and spring)
- Suicide Awareness
- Overview of Title IX investigations
- MSU Feminist Movement Ceremony
- Regis University Community College Partner Day of Discovery
- Leadership Training
- NASPA LiveBriefing-Weaving Together Career & Civic Commitments for Social Change
- Postvention: A Guide for Response to Suicide on College Campuses
- Black World Conference
- CU Denver's first Community College Advisor Luncheon
- CCSE Webinar: Expectations Meet Reality
- DU Women's Leadership Conference
- My Brother's Keeper
- HEDS Conference

Grants
- DSF –Mordicai grant was funded with supplemental support included from the Angell Fund (DSF is the fiscal holder of these grants). The purpose is to increase completion and transfer and bachelor degree attainment within 5 years of beginning at CCD.
- McCormick Grant- this grant was awarded to the UMI program and used to supplement salary for specialist and hourly students as well as support activities related to social/cultural and belonging.

Scholarly Activities

- n/a

Service Activities

- Service Activities: WISE student group, under the advisory leadership of the RC Retention Specialist, Tanika Vaughn, completed two service activities in spring 2016. Both activities consisted of the participants raising money to purchase menu items that were used to cook and serve dinner to residents at the Scared Heart House.

CAS and Assessment Updates

- Assessment- The RC collects needs assessment data on every student that completes an intake. Data is included in the "students served" category above
- CAS assessment will take place in 2016-17. There were two new programs assigned to the RC and leadership felt that it was in the best interest to assess after the programs transitioned into the RC.

Goals for the Upcoming Year (2016-2017) to support the achievement

- Complete CAS assessment
- Increase the number of males, particularly African American males receiving services at the RC.
- Retain more students than the college average

Executive Summary

TRIO Student Support Services had another successful academic year. Highlights include:

Fall 2015

Successes: TRIO Student Support Services successfully began project year one of the new 2015-2020 grant cycle. Following the implementation of an impactful summer bridge program which yielded 100% persistence from summer into the fall, the department successfully served 148 students in the fall 2015 semester.

In addition to supporting student success and completion TRIO Student Support Services completed the Annual Performance Report and submitted it to the US Department of Education. Highlights of student success outcomes included an **82% persistence rate**, **92% good standing rate**, **53% graduation rate**, and **48% graduation and transfer rate**.

Challenges: The TRIO Student Support Services Director role was vacant for six months (July-December). This increased the current workload for existing staff and it was somewhat difficult to accomplish routine tasks effectively in relation to time. As a result it has been a challenge to increase the amount of students funded to serve from 200 to 250 in project year one of 2015-2020 grant cycle.

Spring 2016

In the spring of 2016 TRIO Student Support Services hired Javon D. Brame as the new Director.

During the spring of 2016 semester TRIO Students Support Service increased students served to 220 (in addition several more applications are in process). The major focus of the spring semester was recruit new students to take advantage of the services available and continuing to help students be successful.

The spring 2016 TRIO SSS retention report yielded an **82% retention rate** from fall 2015 to spring 2016. Thirteen TRIO SSS student enrolled in the fall 2015 semester graduated and nine students that were not enrolled in the fall (stop-outs) returned to the College for the spring 2016 semester (numbers have been updated since spring 2016 retention report).

TRIO Student Support Services provided opportunities for students to participate in several transfer activities throughout the semester. Trips included Colorado School of Mines, Colorado State University, University of Denver, Fort Lewis College, Colorado Mesa University, and Colorado State University-Pueblo.

In the spring 2016 TRIO Student Support Service received a 3% grant increase to enhance tutoring services for grant year two. This 3% increases the SSS grant budget from $284,753.00 to $293,296.00.

Challenge: Recruitment of new Student Support Services participants is still an area where the overall project will improve going into project year two. TRIO Student Support Services team members will spend some time researching best practices for SSS program recruitment at other institutions both locally and nationally. TRIO SSS is also preparing a recruitment plan for project year two that can be updated and improved throughout the 2015-2020 grant cycle.

For the academic year TRIO Student Support Service logged over **1,350 contacts** with students which accounts for **810 hours** of direct student service.

Overall, TRIO Student Support Services continues to strive to be Community College of Denver's premier student success program.

**<u>Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE
Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)</u>**
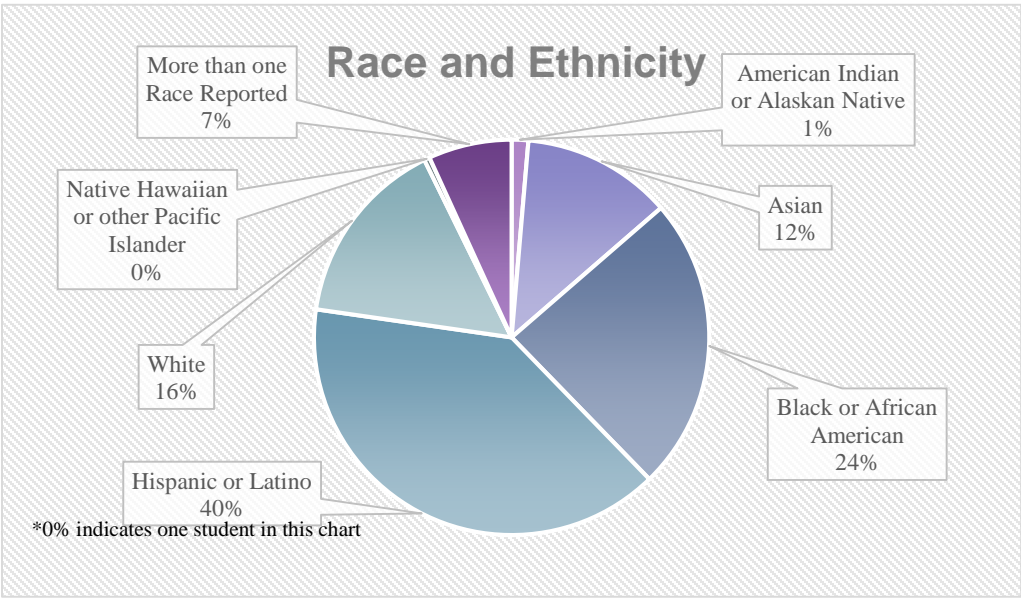
- Established appropriate scope and meaningful strategies for assessing student learning attained
  through comprehensive advising.
    - Completed monitoring report on a semester basis pulling data from banner.
    - Utilized degree works to track student progress toward degree attainment.
    - TRIO SSS completed the annual retention report which demonstrated positive outcome
      which can be contributed to successful comprehensive advising strategies.
- Implemented expanded scope of the 2015-2020 SSS Grant in terms of number of participants, the
  addition of innovative services, and sophisticated assessment and evaluation techniques.
    - Implemented a more aggressive recruitment process.
    - Streamlined application processes.
    - Implemented a new front desk structure to overall program efficiency.
- Accelerated development of multimedia learning tools and platform.
    - Implemented and updated D2L multimedia platform.
    - Improvements can be made in reference to social media.
- Attempted to implement our first international service-learning project to Tunisia in December
  2015.
    - It was determined not to be the most ideal location at this time.
    - TRIO SSS explored other options and partnership with the University of Colorado
      Denver.
    - TRIO SSS staff provided a letter of support to secure a grant that will provide funding for
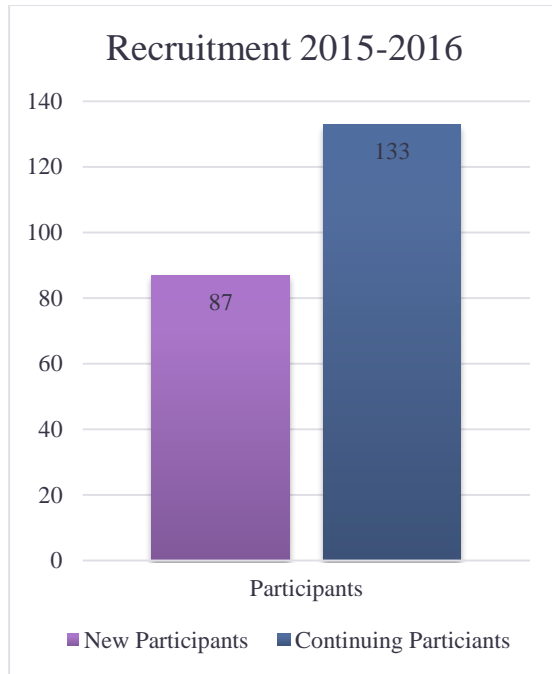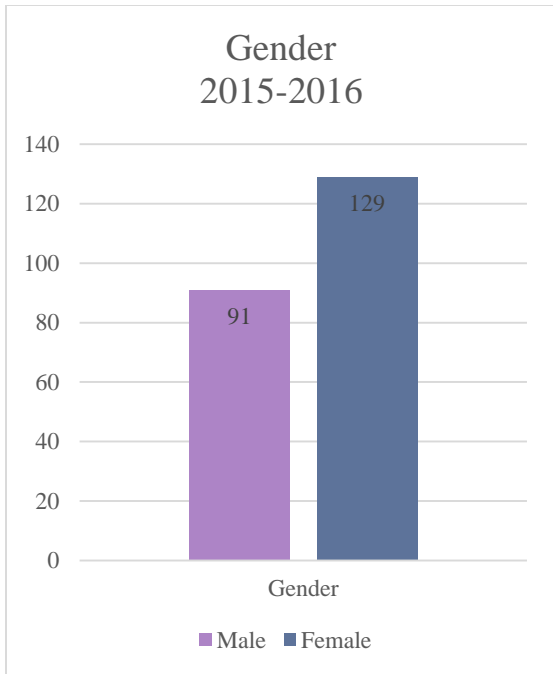   TRIO SSS students to travel internationally.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- TRIO Student support service began the fall semester with positive outcome from the annual
  Summer Bridge program:
    - Summer Bridge 2015
        - A total of 8 students completed TRIO SSS Summer Bridge
        - 100% of students from Summer Bridge 2015 cohort are registered for spring
          2016 semester
        - 87% of students from this cohort are registered full-time
        - 13% are registered part-time
        - Average cumulative GPA for this cohort: 3.66
- TRIO Student Support service submitted the Annual Performance Report to the Department of
  Higher Education which indicated the following success outcome for project year five based on a
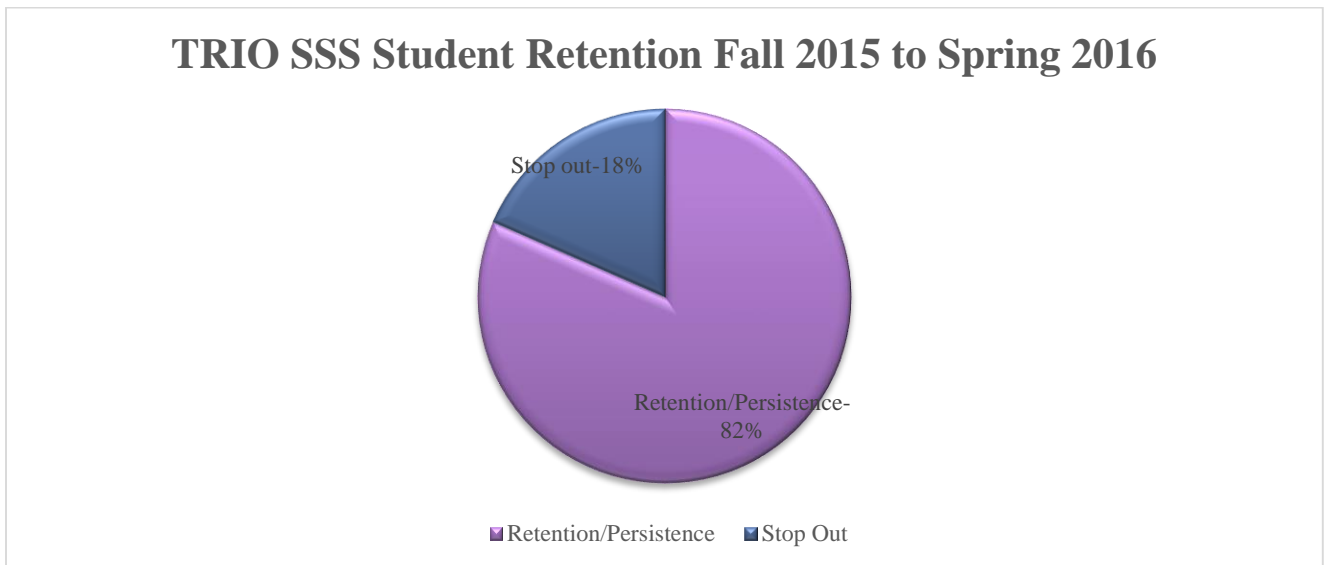 4 year cohort completion timelines.

2014-15 Summary Results for the Standard Objectives (P042A100428)				
Criteria	**Maximum Score Allowed**	**Approved Rate**	**Actual Attained Rate**	**Standard Objectives Scores**
Persistence	4	80%	83%	4
Good Academic Standing	4	83%	92%	4
Associate's Degree or Certificate	2	23%	53%	2
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	12%	48%	2
Funded Number	3	**Number of Participants Funded to Serve**	**Number of Participants Served**	**Percent Served**	3
		200	206	103%	
Total Scores	15			15

- So far in project year one TRIO Student Support Services has served 220 students. The goal of the project is to effectively serve 250 students by August 31, 2016.
- 2015-2016 Demographics as of 5/11/2016 reflect 220 current TRIO SSS Participants:

*0% indicates one student in this chart

Gender 2015-2016

Male: 91
Female: 129

Recruitment 2015-2016

New Participants: 87
Continuing Particiants: 133

- 2015-2016 Retention and Persistence:

TRIO SSS Student Retention Fall 2015 to Spring 2016

Stop out-18%

Retention/Persistence-82%
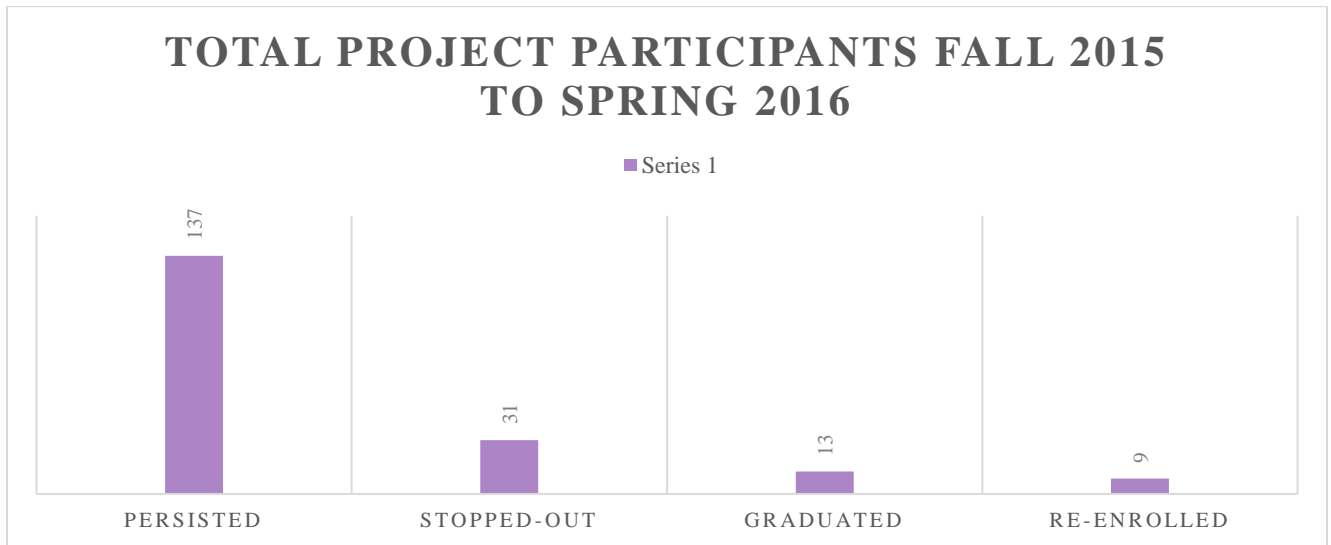
Retention/Persistence   Stop Out

*Please note that this chart reflects 137 students retained and 31 students stopped out. (168 total students)

TOTAL PROJECT PARTICIPANTS FALL 2015 TO SPRING 2016

■ Series 1

	PERSISTED	STOPPED-OUT	GRADUATED	RE-ENROLLED
Series 1	137	31	13	9

*Chart represents total project participants as of 3/2/2016 (189 total).

- **2015-2016 Graduation and Transfer:**
  - Summer 2015: 10 TRIO SSS Students Graduated
  - Fall 2015: 15 SSS Students Graduated
  - Spring 2016: 17 TRIO SSS Students expected to graduate in spring/summer 2016

Professional Development

- TRIO Student Support Services Staff members participated in the following external professional development opportunities:
  - National Career Development Association Conference (July 1-2, 2015)
  - ASPIRE Conference (Rapid City, South Dakota October 5 – 7, 2015)
  - Colorado Career Development Association Conference (Arvada, CO October 23, 2015)
  - TRIO Collaborative Forum (Denver, CO October 30, 2015)
  - MSU Denver Community College Luncheon (October 16, 2016)
  - Regis University Community College Partner Discovery Day (December 10, 2015)
  - Council for Opportunity in Education Priority Trainings (San Antonio, Texas-February 6th-11th, 2016)
  - Financial Health Institute – Financial Literacy (March 2-3, 2016)
  - 21st Annual DU Women's Conference (April 1, 2016)
  - Colorado Chapter of ASPIRE Conference (April 14-15, 2016)

- TRIO Student Support Services Staff member participated in the following internal professional development opportunities:
  - CCD Conversation Day (March 11, 2016)
  - Mestiza Leadership International/Juana Bordas Professional Development (March 22, 2016)
  - Performance Management Training presented by CCD Human Resources (March 14, 2016)

        ○   Academic Customer Service Trainings (Various Dates)
        ○   Workplace Answers Mandatory Online Modules (Various Dates)

Grants

- TRIO SSS Director, Javon Brame served on the grant interview team with Goodwill Industries to secure a grant (awarded to Goodwill) that will support student enrollment and retention at the Community College of Denver.

Scholarly Activities

- Scholarly Activities (e.g., publications, presentations, exhibits, etc.)
- TRIO Student Support Services staff member engaged in the following internal and external scholarly activities:
    - TRIO SSS staff member, Angel Rodriguez presented Couponing 101 Workshop (September 17, 2015, November 11, 2015, December 3, 2015, and April 5, 2016)
    - TRIO SSS staff member, Imane Benjelloun presented Academic Customer Service Train the Trainer (April 1st and May 2nd, 2016).
    - TRIO SSS Director, Javon Brame is working with colleagues on a book chapter about Inclusive Excellence in the Academic environment.
    - TRIO SSS staff member, Elizabeth Collins wrote a letter of support for UCD capacity building grant- 100,000 Strong Grant to build capacity for TRIO students to study abroad.

Service Activities

- TRIO Student Support Service Staff members participated in the follow service activities this year:
    - Statewide Graduation Guidelines Committee
    - CCD Study Abroad Committee
    - CCD Transfer Success Center CAS Review Assessment Committee
    - CCD Satisfactory Academic Progress Committee
    - TRIO SSS staff member Elizabeth Collins served as the Co-Chair of the Strategic Plan Priority II Committee.
    - CCD Commencement Committee
    - CCD Communications Task Force
    - CCD Honors Committee
    - CCD Enrollment Management Council
    - CCD EMS Data Sub-Committee
    - CCD Resource Center Hiring Committee
    - CCD Faculty Hiring Committee
    - CCD Diversity and Inclusion Council

CAS and Assessment Updates

TRIO Student Support Services completed the CAS assessment in June of 2015. TRIO SSS staff will begin the implementation of the prioritized action plan in project year two. Implementing the prioritized action plan in 2015-2016 was a challenge due to turnover in the department and focus on other strategic objectives.

The TRIO SSS CAS prioritized action plan includes developing and implementing a systematic assessment strategy for student learning outcomes, developing and implementing procedures to clarify levels of authority required for specific decision-making activities, increasing collaboration with mid-level staff members in the Academic Affairs Division and Administrative Services Division, partnering with CCD's Information Technology Department to ensure data security as the program moves to implement the new electronic recordkeeping standard identifying in Federal Uniform Grant Guidance, and securing the support of the Institutional Research Department to complete the sophisticated statistical regressions included in the evaluation plan.

Student Learning Outcomes for the year included:
- Through early preparation and integration (Summer Bridge), an SSS student learns the knowledge and strategies needed to successfully navigate her or his first semester at CCD.
- Through academic tutoring and support, an SSS student learns supplemental course content to improve academic performance in class.
- Through academic advising and planning, an SSS student learns strategies to increase enrollment levels and shorten time to degree completion.

*No formal assessment of these outcomes has been completed though benchmarks were set. This will be an area of improvement for next year.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Strategic Priorities and Goals
  - Implement expanded scope of 2015-2020 TRIO Student Support Services Grant in terms of number of participants, the addition of innovative services, and sophisticated assessment and evaluation techniques. (Continued from 2015-2016)
  - Meet and exceed performance objectives for grant project year two.
  - Implement our first international service-learning project in 2016. (continued from 2015-2016)
- Resources Needed
  - Continued institutional commitment in direct institutional funding.
  - Need institutional research resources for developing sophisticated assessment and evaluation techniques based on statistical modeling and multivariable regression.
  - Need support and guidance to secure external funding for SSS activities such as the international service-learning project.

Executive Summary

This year we launched CCPT. This was a huge undertaking and required a great deal of collaboration with several departments throughout the college. We chaired a CCPT Implementation Team with representatives from throughout the college, including Advising, ARR, the Prep Lab, and both the Math and English departments. In addition we worked closely with Creative Services to ensure we had a strong marketing plan in place. In August we conducted a pilot of the CCPT and on October 19th we launched CCPT.

We had some staffing challenges this year including a staff member and others who retired or resigned this fiscal year. This was a very difficult time to be without these key members of our team as we were nearing the CCPT launch date and collaborating with NSO on increasing enrollment. In October, Distance Testing Specialist brought in several vendors and new exams and continues to grow our brand in the community.

We spent a great deal of time this year on professional development. All our full time and part time staff members were provided opportunities to participate in professional development. We continued with the monthly All Staff Meetings, but were able to bring in more guest speakers than we have in the past. We had Campus Police, Academic Records and Registration, Advising, Accessibility Center, and the Prep Lab come to our meetings throughout the year to speak with our staff.

This year we collaborated with various departments including the Accessibility Center to streamline the class testing process for accommodated students. We worked closely with Advising throughout the CCPT implementation process to ensure they had as much information as possible. New Student Orientation was another high priority area for us as we all looked for ways to increase our enrollment.

The CCD Testing Center is seen as the model testing center for the region and we received several requests for other schools to come and visit our center. In addition, we receive requests for photos of our center from other centers across the country. Despite the internal struggles we have experienced this year, we can be very proud of the fact that others are looking at us as the standard in testing centers.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

We have been recovering from a budget shortfall last year and pleased with our results so far. As of April 30, 2016 we have brought in $136,715.31. This amount covers our shortfall and should provide us some funds for our hourly staff. As we look toward next year and as we continue to grow and generate revenue we would like to see our team fully staffed again with 4 specialists, an Assistant Director and a Director. Our goals for this year were:

- Reduce expenses and increase revenue.
  - This fiscal year we started with 28 part time employees:
    - 15 Hourly
    - 7 UCD Work-Study
    - 6 CCD Work Study

- As of January 2016 we have reduced our hourly staff and UCD Work Study to reduce costs. Our current breakdown is as follows:
  - 8 Hourly
  - 6 UCD Work-Study
  - 7 CCD Work Study

- In addition to cutting costs, we also generated revenue by bringing in new vendors and exams:
  - AMP
  - Certiport
  - CPCE
  - LSAT
  - MCAT STN
  - NBCC

- We have already begun negotiations and are waiting on final agreements to launch additional exams next year:
  - NexTec
  - HiSET (p/p and online)
  - TASC (p/p and online)

- Change the way we market CLEP and DSST by creating simple language and processes for all students and becoming a fully funded CLEP and DSST site.
  - We are now a fully funded CLEP and DSST military site. As a result we have seen a 12% increase in the number of CLEP tests we have administered YTD and a 425% increase in the number of DSST tests we have administered YTD.

- Continue to seek out technology to run more efficiently and provide students with the opportunity to become technologically savvy.
  - The Testing Center has several programs for student use including the following:

    - Read & Write Gold
    - Dragon
    - ZoomText
    - JAWS
    - CCTV

  - In addition, we have an online registration system which allows students to register for exams any time of the day. We are currently in the process of expanding this package to include a check in process for students which would provide an even quicker check in time at the front counter. In addition, this would allow us to track the length of time each student spends in our center and in what areas. As we continue to strategically staff, this feature has the potential to provide us with even more cost savings.

	YTD FY 15-16		YTD FY 14-15		% Difference
PLACEMENT TESTING					
Accuplacer	2730		7041		-61%
WritePlacer	161		723		-78%
Accuplacer ATB (Duplicated)	0		0		#DIV/0!
High School Accuplacer Testers (Duplicated)	451		2155		-79%
BIO 201, 202, 204, 201/204	18		6		200%
DENTAL HYGIENE-PSB	136		81		68%
ECE	30		71		-58%
FR/SP/GER-BYU	66		81		-19%
CCPT	1593		0		#DIV/0!
CCPT High School Testers (DUPLICATE)	31		0		#DIV/0!
Total number of unduplicated Placement Tests Administered	4734		8003		-41%
CLASS TESTING					
STANDARD CLASS TESTING	5142		4469		15%
ACCOMMODATED CLASS TESTING	677		485		40%
Total number of Class Testing students served	5819		4954		17%
REVENUE GENERATING-Standard					
CASTLE TESTING	75		82		-9%
CELSA	0		0		#DIV/0!
CLEP-COLLEGE BOARD	86		77		12%
COMIRA	41		29		41%
DSST-PROMETRIC	21		4		425%
TEAS-ATI	16		15		7%
CRITICAL THINKING-ATI	0		0		#DIV/0!
PROCTORED	408		371		10%
PEARSON	1326		844		57%
GED (DUPLICATE)	765		518		48%
KRYTERION	230		171		35%
WORKKES-ACT	747		721		4%
Total number of Rev Gen-Standard students served	2950		2314		27%

REVENUE GENERATING-Saturday			
MPRE	138	81	70%
GRE Subject	90	29	210%
Total number of TC Rev Gen-Saturday students served	228	110	107%
CBT TESTS			
GRE	974	719	35%
TOEFL Ibt	30	133	-77%
TOEFL STN	120	161	-25%
PRAXIS	696	654	6%
MCAT	18	63	-71%
MCAT Satellite	25	0	#DIV/0!
Total number of CBT students served	1863	1730	8%
Total number of Rev Gen tests	5041	4154	21%
Total Number of Tests Administered	15594	17111	-9%
TEST SCORE AND TRANSCRIPT REVIEW			
Test Score Review	685	793	-14%
Transcript Review	1490	2021	-26%
Total Number of Reviews	2175	2814	
OUTREACH SERVICES			
Number of New Student Orientations/Fast Tracks Days	40	0	#DIV/0!
Number of Students Served at NSO/FTD	1917	0	#DIV/0!
Number of Expos and Fairs	7	5	40%
Number of Students Served at Expos and Fairs	72	839	-91%
Number of High Schools Served	13	43	-70%
Number of High School Testers Served (DUPLICATE)	458	320	43%
Total Number of Students provided services	4224	3701	14%
GRAND TOTAL NUMBER OF STUDENTS SERVED	19818	20812	-5%

Professional Development

- External
    - Attend RMCTA Conferences: All Full Time Staff
    - CCSE Webinar—Arpana Sareen
    - NCTA Webinar on Assessment Measures—Arpana Sareen, Michele Hosaka, Ana Rodriguez
    - Attend NCTA Conference—Ana Rodriguez
    - TASC Presentation—Shelly Trujillo and Mikki Le
    - TASC Webinar—Ana Rodriguez, Arpana Sareen and Michele Hosaka
    - CCCS CCPT Implementation Team—Ana Rodriguez and Maggie Bodyfelt
    - Prometric Recertification—All Full Time Staff
    - CCCS Student Services Conference—All Full Time Staff
    - NCC Online Training: Webinar University of Hawaii at Manoa—Shelly Trujillo and Arpana Sareen
    - NASPA LiveBriefing: Weaving Together Career and Civic Commitments for Social Change
    - Webinar on Postvention: A guide for Response to Suicide on College Campuses
    - 20th Annual Women's Leadership Conference—Shelly Trujillo and Arpana Sareeen
- Internal
    - Academic Customer Service Training, All Full Time Staff
    - How to Write an Incident Report—Arpana Sareen, Michele Hosaka, Shelly Trujillo, and Mikki Le
    - NCC Online—Arpana Sareen
    - Active Shooter Training—All Full Time Staff
    - Suicide Prevention Workshop—Mikki Le
    - Heart Saver Training—Arpana Sareen, Mikki Le, Shelly Trujillo
    - Website Training—Arpana Sareen and Michele Hosaka
    - EAS Divisional Meeting: Transition an Dealing with Change—All Full Time Staff
    - CCD CCPT Implementation Team—Ana Rodriguez and Maggie Bodyfelt
    - Creating Documents with Universal Design—Shelly Trujillo and Michele Hosaka
    - Student Employee Supervision—All Full Time Staff
    - SDR Retreat—All Full Time Staff

Grants

- NA

Scholarly Activities

- NCTA 2015 Conference, Round Table Discussion, Ana Rodriguez
- RMCTA 2015 Fall Conference, CCPT Presentation, Ana Rodriguez
- RMCTA 2015 Fall Conference, Accommodated Testing Best Practices, Michele Hosaka
- RMCTA 2015 Fall Conference, High School Testing Best Practices, Maggie Bodyfelt
- RMCTA 2015 Fall Conference, Revenue Generating Best Practices, Mikki Le
- RMCTA 2016 Spring Conference, Planned by Ana Rodriguez and Michele Hosaka; All Full Time Staff Attended

Service Activities

- NCTA Certification Committee—Ana Rodriguez
- NCTA Certification Advisor—Ana Rodriguez
- NCTA Certification Reviewer—Ana Rodriguez
- RMCTA President (through April 2016)—Ana Rodriguez
- RMCTA Treasurer (through October 2015)—Maggie Bodyfelt
- RMCTA Interim Treasurer (Since November 2015)—Michele Hosaka

CAS and Assessment Updates

- We completed CAS in March 2012. Since then we have addressed areas of concern simply by moving into a bigger space. We do see some issues with safety and security that we are working with Facilities Management to address.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Increase revenue by 2%
  - The Testing Center will bring in at least three new vendors this year and will see more test dates for some of our current vendors. We have also begun a marketing campaign to target faculty across the campus. UCD does not have a testing center, however they do have students that occasionally need to make up exams. We would like to encourage faculty to send their students to us in those situations.
- Reorganize the Testing Center Full Time staff to increase productivity and efficiency.
  - We continue to see the Testing Center staff shrink and are looking at ways to adapt. Self-assessment continues to be at the forefront and from this self-assessment we will be reprioritizing our services and operations.
- Bring in additional tech resources to help simplify our internal processes.
  - We plan to utilize new features of RegisterBlast to expedite the check in process and track students in the Testing Center. In addition, we will be working with Facilities Management and IT to cover some areas we see as high risk areas for staff and students. None of our private rooms have video recording. We see this as a liability as we often have a student and staff member in those rooms together with the doors closed. For the protection of our staff and students we would like to have these rooms monitored with video surveillance. A possible challenge will be the server capabilities.

Executive Summary

The division of Enrollment Services houses the following departments:
- College of Opportunity and Student Outreach Office (COSO), which includes;
  - Recruitment/Admissions,
  - Veteran Services,
  - Visitor Services, and
  - New Student Orientation.
- Office of the Registrar (ARR), which includes;
  - Admissions Processing,
  - Records & Registration,
  - Graduation Services,
  - Cyber Student Lab,
  - Curriculum Implementation,
  - Course Management & Schedule, and
  - International Student Services.
- Office of Financial Aid (FAO), which includes;
  - Financial Aid Operations,
  - Financial Awareness, Financial Literacy & Debt/Default Management,
  - Scholarship Initiatives, and
  - Financial Aid Communications.
- Call Center Office, which includes;
  - Institutional Communication Operations,
  - Text Campaign Services, and
  - Live Chat.

Enrollment Services is the nucleus of student services for the Community College of Denver (CCD) and continues to face new challenging circumstances that require fast, direct actions to meet the continued needs of the CCD students, faculty, and staff. Under the leadership and direction from the Vice President of Enrollment Administration & Student Success, Judi Diaz Bonacquisti, the Enrollment Services division continues to reevaluate student services and process management protocols to assure the accuracy and service provided is excellent.

At the end of the 2015-16 academic year, a new Dean of Enrollment Services was named, Dr. Tami Selby, who arrived in May of 2016. Along with the transitioning of the Dean position, CCD also saw a departure of the institution's Registrar. Staff members from within the area have stepped up and have filled cumbersome interim roles while keeping their permanent roles functioning successfully. Despite the transitioning atmosphere, Enrollment Services has accomplished many momentous goals this past year that need to be recognized. This is due to the extreme focus and dedication of the professionals employed in the Enrollment Services division.

A few highlights of the accomplishments from the Enrollment Services area are as follows:

- Successful initial implementation of the new Recruit software, which facilitates the front facing applications that are accessible through our website.

- Improve enrollment systems and processes to decrease melt and gaps in the enrollment pipeline.
- Approximately 11,840 prospective students were contacted by a Recruiter and our CRM system in 15-16.
- Enhance orientation and campus visit programming to better serve specific student populations.
- Implemented alternative online on-boarding programming to service various student needs.
- CCD was identified as a "Military Friendly" institution due to Veteran's services offered.
- Created a single point of contact for Veterans Services for internal and external constituents.
- Successfully tested Priority Registration procedures that will be implemented for Spring 2017.
- In 2015-16, CCD increased the number of students who successfully completed programs at CCD, as well as increased the number of students who successfully participated in the CCD Commencement ceremonies in 2015-16.
- Successfully integrated and migrated the CCD Catalog to a new, improved software program.

Executive Summary

The College Opportunity and Student Outreach Office (COSO) includes; Recruitment/Admissions, Veteran Services, Visitor Services, New Student Orientation. The College Opportunity & Student Outreach (COSO) Department, serves the college and its students by providing campus visitor information, Admissions presentations, student orientation, student ambassador leadership, and event space management services. As the face of the college, our team serves as the first point of contact to community members and prospective students and aims to provide high quality service and information to all current, future and prospective students. Our intentional, purposeful and multicultural programming is designed to expose students and community members to the qualities of our institution and prepare those who choose to apply for admission at CCD.

COSO implements best practices from several national organizations (NAVPA, NACAC, NODA, CAEL, CIVSA) such as:

- Accurate representation and promotion of CCD, its programs, and services
- Ensure that students have access to relevant materials, and that materials are available in multiple formats, including text, web resources and other adaptive technologies when possible
- Facilitate welcome and access to the institution by providing timely and accurate information and appropriate referrals.
- Be readily accessible as the primary point of contact with and access to the institution by providing comprehensive contact information and general descriptions for many programs and services of the institution.
- Establishing a single point of contact on campus for incoming student Veterans
- Award credit for military coursework and/or experience for Veterans through the American Council on Education (ACE)
- Provide opportunities for Veterans to connect with each other

A strength of the COSO team is the cross collaboration that occurs between internal constituents. COSO will continue to build upon these relationships to ensure internal stakeholders have the tools they need to assist COSO in recruiting and enrolling new students.

Our programs and services continue to grow in scope, integration, creativity, and quality. We continued to focus on three main areas throughout the 2015-2016 academic year. We made progress in some areas, with continued room for improvement going forward to 2016-2017. A few are highlighted below while the rest are included under unit accomplishments.

- Improve enrollment systems and processes to decrease melt and gaps in the enrollment pipeline.
- Gain improved understanding of the impact of programs through data collection/analysis.
- Gain efficiency and effectiveness in the use of the CRM "Recruit" to reach enrollment targets.

Executive Summary

Successes:

- The Recruitment staff connects with an average of 554 prospects each month.
- Approximately 11,840 prospective students were contacted by a Recruiter and our CRM system in 15-16.
- Successfully planned and coordinated 2 Open House events. 120 students were in attendance.
- Conducted and participated in over 450 recruitment events this year (High School Visits, College Fairs, Campus Tours, Presentations, etc.).
- 3,968 Applications submitted through Recruit CRM for Fall 2016 as of 5/24/16.
- Spring Preview Night Metrics (Updated as 5/24/2016): 68 Prospects, 62 Applications Started, 56 Completed Applications, 9 enrolled.
- Leveraged the CRM system to manage email campaigns. Campaigns focused on the following for the 15-16 academic year:
    - Spring Preview Night
    - Paying for College
    - Summer/Fall 2016 'Start Here Go Anywhere
    - Prospect-started a profile not completed; completed profile not started an admissions application; application started not completed, Inquiry email no profile started
- Identified our Top 90 High School Recruitment feeders and visited all identified schools in the fall and spring semester.
- Re-Established Memorandum of Understandings (MOUs) with International Language Consultants, Spring International, Colorado School of English and New America College to increase our presence and partnerships with English Language Schools in Colorado.
- Finalized an MOU with the University of Colorado Denver to provide seamless transfer opportunities for our students.
- Continue to systematically utilize texting and call campaigns to students who have applied but have yet to enroll.

Challenges:

- The continued development and maintenance of the CRM. Much progress has been made as we will need to continue to build our process around the capabilities of the system. Additional training for other departments will be critical (i.e. Admissions, Records Registration, New Student Orientation, Marketing, Call Center, and Financial Aid)
- The general stigma from parents, counselors and students of community colleges not being perceived at the same level as four-year institutions.
- Need for an increase in marketing dollars for prospective student communication (post cards for students missing information or reminder post cards about completing their admissions application)
- Having large pools of applicants who have no intent of enrolling at CCD
- Finding our niche in the international student recruitment realm.

Facing continued concerns for declining enrollment, the College Opportunity and Student Outreach department will continue to evaluate all on and off campus programming to help stabilize and hopefully grow enrollment.

Actions to support the achievement of CCD's and your Unit's Strategic Plan and/or the CCHE Performance Contract
- Utilized data sets from IR to be more strategic when focusing on specific feeder zip codes and high schools. Utilizing the data sets helped us identify important high schools out of district that have many students apply and enroll successfully.
- Monthly or biannual visits were made at ALL DPS secondary institutions in our service area.
- Worked with Denver Parks and Recreation to support their Summer Program "Night Moves." COSO staff attended and support six of the program days to outreach and support our community.

    Additional recruitment events attended:

- Financial Aid and Parent Nights at CEC Middle College, Denver North, Abraham Lincoln, Denver West, Montbello Campus and Denver East High Schools.
- Denver Scholarship Foundation recruitment events (i.e "Transition to College", Parent Nights)
- Partnering with the Center for Health Sciences at Lowry to assist with their strategic recruitment planning.
- Visit five GED centers every semester.
- Collaborative recruitment efforts with the State Adult Education Literacy Grant Coordinator.
- Attended 9 LEARN Fairs
- Collaborated with Marketing and College Communications to develop, update and maintain publications:

Unit Accomplishments for 2014-15– related to Strategic Plan and/or CCHE Performance Contract – in the aggregate (refer to budget chart on last page)

Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external; etc.)
- Admissions Recruiter, Julia Montijo, coordinated the COCEAL Student Leadership Summit.
- Assistant Director of Outreach, Andrew Garcia, and Admissions Recruiter, Alex Thompson attended the Colorado School Counselor (CSCA) 2015 Annual Conference.
- Colorado Council on College and High School Relations 2015 Annual Conference (Alex and Andrew). Andrew presented on Personal Self-Reflection in the Workplace.
- Global Career Development Certificate (GCDF) Training 2015 (Alex)
- Global Confucius Day Event (Andrew).
- Study Colorado International Delegates Summit (Andrew).

Students served by student affairs offices (e.g., financial aid, student activities, academic advising, etc.)
- All Admissions Recruiters are on the Financial Aid scholarship committee.
- Admissions Recruiter, Julia Montijo, is the club advisor to Dreamers United which was awarded as the 2015 Student Club of the Year at CCD.
- Julia Montijo was recognized as the Club Advisor of the Year for 2016.
- The Recruitment Staff also participates in the execution of New Student Orientation and Fast Track Days during Peak Registration periods. Includes assisting with the check-in process, Welcome Center staffing, and presenting during Orientation sessions.
- Collaborated with the Office of Financial Aid to participate and sponsor in the La Raza Annual Youth Leadership Conference.

Grants written, funded, purpose: NA

Scholarly Activities (e.g., publications, presentations, exhibits, etc.)

- Andrew Garcia, Assistant Director of Outreach presented on Essentialism & Mindfulness: The disciplined pursuit of workplace efficiency at the 2015 and 2016 CESDA Conference and will be presenting on the same topic at the CCCS Student Services Conference.
- Nahum Kisner, Director of College Opportunity and Student Outreach presented at the CESDA conference along with DPS, College and Career Readiness staff, Sofia Janney-Roberts on "*Rolling out the Red Carpet: A Collaborative Approach to Summer Melt and College Transition.*"

Service Activities (e.g., membership on boards/councils, presentations to/participation in regional/national/global organizations [that are not scholarly in nature], etc.)

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

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

CAS Update: Admissions/Outreach Programs

Action Items:

- The Director of Recruitment will complete research on Student Learning Outcomes and develop research tools to measure them by June 30, 2016.-**In progress**
- The Director of Recruitment will develop a system to track all collaborations with faculty and other departments and link specific collaborations to student learning outcomes as measured in assessments by June 30, 2016.-**In progress. The Recruit CRM will allow for data tracking of all on and off campus events.**
- The Assistant Director of Recruitment will continue to continue to head the CRM that is projected to launch in September 2015.-**In progress. The Assistant Director and Director of COSO are making progress on the automation and communication planning for email campaigns.**

- The Director of Recruitment will Chair the Recruitment subcommittee of the Enrollment Management Steering Committee-**COMPLETED**
- The Dean of Enrollment Services and/or Vice-President of Student Development will distribute the Recruitment Plan to President's Collaboration Council and others for feedback by 6/30/12-**COMPLETED**

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

a. List the strategic priorities (goals) for your unit at the beginning of the upcoming Academic Year, including potential or anticipated challenges and issues.

   Goal: Increase High School Presence and relationships

- Expected Outcome: Stronger partnerships with our high school counselors and more direct access to their students will result in increased enrollments from high school students:
  - Our 2015 Fall enrollment goal for new students is to be up 1% from Fall 2014. One <u>challenge</u> that our recruitment team has to overcome when promoting the college is the college's low graduation and retention rates. In addition, the recruitment of students in our service area is very competitive nature with every major four-year institution in the state (And up to 50 out of state colleges represented in Colorado) having designated representatives stationed in Denver.

  Goal: Improve Prospect Tracking, Pre-Enrollment experience and Communication Strategies
- Expected Outcome: Consistent and regular tracking of prospective students and implemented communication plan to aid in data informed decisions about recruitment efforts.
  - The Recruiter CRM will be very helpful tool for enrollment management. Continued assistance and collaboration with CCCS-IT will be needed to be able to utilize the full scope of the system.

  Goal: Work with Program Directors, Chairs and Deans for targeted program growth
- Expected Outcome: Targeted programs will see increased enrollment due to specific outreach efforts.

  Goal: Continue to effectively target and recruit adult students
- Expected Outcome: Adult students will continue to find value and benefit from CCD and will contribute to an increase in adult prospects and an increase in CCD enrollment.
  - The Adult Learner market has been a challenge for us to find our niche. The ability to partner with specific academic centers and build relationships with specific companies and public sectors will be important to increase our connections.
  - The Enrollment Management Plan highlights the emphasis and opportunities to recruit at specific organizations that already sponsor students to attend CCD. Up to 90 organizations have been identified.
- Goal: Increase International student enrollment and retention
  - Expected Outcome: Stronger partnerships with our local English language centers and more direct access to international student populations will result in increased enrollments from F-1 visa students.

b. Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions (e.g., staffing, funding, student: faculty or: staff ratio, etc.)

- Funding to purchase Purchased ACT names/scores
- Resources to staff and fund direct marketing to parents via emails and letters developed in our future drip campaign.
- Funding to support an annual HS Counselor Breakfast (once a year). Projected $3600 cost for 120 counselors.
- Ability to offer to pay for high school student transportation costs for specialized visits programs and/or provide lunch.
- Funding and human resources to be active in the International student recruitment. The funding, attention to detail and relationship building skills necessary to be competitive in international student admissions will be challenging to sustain a strong recruitment funnel if we expect to grow and sustain our enrollment. Previous research demonstrated that a $60,000 budget was needed to participate in critical international recruitment fairs and programming.
- Funding to create new source materials, letters, and emails that will go out to prospects according to interests and tracks.
- Faculty and staff participation to sustain and grow our Open House Programs.

- Continue to work closely with the Marketing staff to effectively promote the college through social media channels.

Start Here, *Go Anywhere!*

Executive Summary:

Three areas were the primary focus for the New Student Orientation and Visitor services team throughout the 2015-2016 academic year:

1) Enhance orientation and campus visit programming and program offerings to best serve specific student populations
2) Increase outreach and follow up processes with prospective and incoming students to increase enrollment yield
3) Streamline and standardize data collection processes for programs via CRM

Summary of Successes

- Modified the Fast Track Program by moving to a 4 hour orientation instead of 2 hours of content.
- Piloted a successful Transfer Student Orientation Program.
- Incorporated CCD application into campus visit process for individual and high school group visits.
- Enhanced outreach and follow up services for orientation and campus visit programs.
- Transitioned data collection of prospective students into CRM.
- Restructured Red Carpet Orientation Program to include brief advising meetings with Resource Center Staff.
- Created comprehensive online orientation program in D2L shell.
- Established new password reset and printing services to current students at our welcome centers.
- Partnered with Credit Union of Denver to fund food at all orientations ($5500 annual).
- Enriched orientation check in process to include comprehensive overview and support services for students to meet all enrollment requirements.

Summary of Challenges

- The New Student Orientation Specialist vacancy has slowed the efforts to grow programs, expand pilots, expand services offered through NSO programs
  *Student Orientation Specialist Vacant (October 2015 - Current)
- Cuts in hourly budget to fund summer hourly student employment (decreased from $10,000 to $8,000) has made funding programs during our peak season (May-August) a fiscal challenge leading to short-staffed programs
- Issues with technological transition to CRM
  - Implementing the CRM as the Orientation Event Management Software requires significant change resources, including rollout of D2L as the platform for Online Orientation implementation. We were not able do this without staffing resources.
- Increased cost and decreased product and quality support from third-party orientation vendor VZ Orientation.
- Lack of access to data for weekly and monthly reporting on enrollment and retention
  - Lack of direct daily access to enrollment yield and retention data by program has made it difficult to measure ongoing success of programs and their effectiveness in enrollment, persistence and completion of students.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

1) Enhance orientation and campus visit programming and program offerings to best serve specific student populations
   a. Engaged Financial Aid, Admissions, and Testing Center Offices to expand orientation check in process including comprehensive support of all enrollment steps including: addressing major and residency issues, admissions hold requirements, assessment requirements, and financial aid steps.
   b. Expanded CCD Technology session during orientations to provide hands-on training for CCD Connect, DegreeWorks, Student Email, and D2L.
   c. Facilitated, when possible, completion of CCD applications by prospective students during high school group and individual/family campus visit programs.
   d. Piloted a Transfer Student Orientation in Spring 2016 with a 76% yield.
   e. Streamlined the Fast Track Orientation program structure and content in Spring 2016 to improve enrollment yield, closing enrollment gap by 50% when compared with standard orientation program.
   f. Continued partnership with Denver Public Schools to provide Red Carpet Orientation Days for graduating high school seniors. Advising appointments and intrusive advising processes were added to the program to enhance enrollment yield.
   g. Extended partnership with DPS College and Career Readiness, College Pathways & Campus Recreation, to continue the ASCENT Program Extended Orientation (2.5 days) focused on student engagement and development including low ropes course activities and outdoor rock climbing.
   h. Modified student assessment surveys for each new program to better assess program effectiveness (e.g. Transfer Orientation, ASCENT Orientation, Red Carpet Orientation).
   i. Created new, improved, comprehensive online orientation in D2L Shell to improve quality and user experience for online orientation completers. Awaiting resources to launch.
2) Increase outreach and follow up processes with prospective and incoming students to increase enrollment yield.
   a. Continued follow up calls, emails and texting campaigns for orientation attendees and no-shows.
   b. Implemented reminder and follow up calling and emailing systems for individual and group campus visits.
   c. Maintained extended operating hours at both Cherry Creek and Confluence Welcome Centers to accommodate service needs for evening students (8:00am – 7:00pm Mon - Thurs).
3) Streamline and standardize data collection processes for programs via CRM
   a. Continued partnership with OIR to report weekly orientation enrollment and attendance numbers as part of the EASS weekly report.
   b. Piloted CRM as event management tool for 2016 Red Carpet Orientation Days and are discussing feasibility for transitioning to this tool as replacement for VZ Orientation.
   c. Streamlining dashboard for monthly reporting on welcome center contacts, campus visits and orientation attendees.
   d. All new prospective student data is now entered in CRM.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

Orientation Data (Summer 2015, Fall 2015, Spring 2016)	2015-2016	2014-2015	Difference
Registered for on campus orientation	3107	3200	-93
Attendees	2743	2687	56
Attendance Rate	88%	84%	4%
Sessions Offered	57	54	3
Students per session	48	50	-2
Registered for online orientation	2934	2962	-28
Online Attendees	2036	2205	-169
Online attendance rate	69%	74%	-5%
Total on campus Orientation Attendees and Online attendees	4779	4892	-113

Orientation Attendees by Student Type (2015-2016)	In-Person Attendees	Attendance Rate	Online Completers	Attendance Rate
High School Students	172	87%	57	62%
New First Time Anywhere	1832	90%	962	81%
Transfer with Credit	555	83%	871	62%
Re-Admit	102	83%	146	59%
International Students	82	100%	0	N/A

Enrollment Yield Rates by Semester & Orientation Session Type

Semester Attended Orientation	Session Type	Total Attended	Total Attended & Enrolled	Enrollment Rate
Summer 2015	On-Campus	182	68	37.4%
Summer 2015	Online	242	118	48.8%
Summer 2015	International	6	5	83.3%
Fall 2015	On-Campus	942	648	68.8%
Fall 2015	Online	753	451	59.9%
Fall 2015	Red Carpet	93	44	47.3%

Fall 2015	International	43	42	97.7%
Fall 2015	ASCENT	12	11	91.7%
Fall 2015	Fast Track	409	252	61.6%
Spring 2016	On-Campus	330	204	61.8%
Spring 2016	Online	500	266	53.2%
Spring 2016	Transfer	21	15	71.4%
Spring 2016	International	11	10	90.9%
Spring 2016	Fast Track	216	118	54.6%
Overall	All	3760	2252	59.9%

Campus Visit Data (2015-2016)	
Tours Provided	502
High School Visits	59
Total Visitors	3682

Welcome Center Data (2015-2016)	
Customers Assisted in Confluence	18727
Customers Assisted in Cherry Creek	14137
Total Customers Assisted	32864

Event Space Request Data (2015-2016)	
Confluence 116 Events	340
Confluence 213 Events	379
Confluence 105 Events	273
Confluence 107 Events	241
Confluence 109 Events	208
Total Events in Confluence	1441

a. **Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external; etc.)**
   i. Assistant Director attended the NODA National Conference (October, 2015)
   ii. Student Orientation Intern attended the NODA Orientation Professionals Institute (October, 2015)
   iii. Student Orientation Intern attended the NODA Transfer Orientation Pre-Conference (October, 2015)
   iv. Student Ambassador Lead attended the NODA Online Orientation Pre-Conference (October, 2015)
   v. Assistant Director attended the HLC Persistence and Completion Academy (May, 2015)
   vi. Student Ambassador Program hosted 1st Annual Student Ambassador Summit (December, 2015)
   vii. All full time staff to attend the CCCS System Conference (June, 2015)

        viii.   All full time staff and student ambassador leads attended CCD's conversation day (March, 2016)

        ix.   Assistant Director facilitated assessment of student support programs professional development sessions at CCD's Assessment Day (March, 2016)

b. Grants

        i.   Assistant Director partnered with Credit Union of Denver to fund food for all orientations (November, 2015 - Present)

        ii.   Assistant Director provided incoming student data to support STEM Grant Proposal with Dean of Math and Science

c. Scholarly Activities

        i.   Assistant Director completed M.A. in Higher Education and Student Affairs Leadership

        ii.   Assistant Director completed graduate practicum with CCD's Office of Institutional Research

        iii.   Assistant Director completed several research projects related to CCD's persistence and completion initiatives

d. Service Activities (e.g., membership on boards/councils, presentations to/participation in regional/national/global organizations [that are not scholarly in nature], etc.)

        i.   Assistant Director, Full Time Staff and Student Ambassador Lead facilitated 1st Annual Student Ambassador Summit (December, 2015)

        ii.   Director presented Red Carpet Orientation Day Collaboration at Annual CIVSA Conference (May, 2016)

        iii.   Assistant Director facilitated assessment of student service program sessions with Faculty at CCD's Assessment Day (March, 2016)

        iv.   All staff served on the DPS 9th Grade Expo Steering Committee

        v.   Assistant Director is (co) chair of the following committees: Achieving Strategic Balance Committee, Persistence and Completion Committee, COM 102Collegiate Communication Steering Committee, Orientation Steering Committee, ASCENT Orientation Planning Committee

        vi.   Assistant Director serves on the following committees: HLC Oversight Committee, SAP Appeal Level 2 Committee, Financial Literacy Task Force

        vii.   Student Orientation Intern is co-chair of the Orientation Steering Committee, ASCENT Orientation Planning Committee

        viii.   Welcome Center Specialist serves on the Event Space Request Task Force, Bi-Institutional Campus Visit Program Committee

        ix.   Administrative Assistant II serves on the Administrative Staff Committee

CAS and Assessment Updates

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

        i.   **SLO #2**: As a result of students participating in orientation, students will receive essential information to increase awareness of college resources, and increase overall knowledge and confidence with attending college.

            1.   CAS Student Learning Outcome: Practical Competence and Interpersonal Confidence

            2.   Method of Assessment: Written post surveys provided before and after to capture data.

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

2015-2016 Student Learning Outcome #2 Results

The results below reflect the sum result of students who completed the survey

2015-2016 Annual SLO#2 Data	2015-2016	2014-2015	Difference
Avg. Pre-Survey Confidence & Knowledge	71%	67%	+4%
Avg. Post-Survey Confidence & Knowledge	89%	84%	+5%
Avg. Improvement by attending Orientation	+18%	+17%	+1%

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

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

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

Greatest Needs for Improvement

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

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

1. Consider transition of orientation registration tool and reporting to Banner Recruiter (CRM) from VZ Orientation ($6500 cost savings)
   - Would require rollout of online orientation programming to D2L interface
2. Fill currently vacant position (Student Orientation Specialist) to support EM Plan goals related to orientation program impact on yield and retention
3. Continue and potentially grow Transfer Student Orientation Programming Pilot
4. Partnering with Campus Recreation to offer CCD students the opportunity to participate in the Wilderness Orientation that is becoming tri-institutional.
5. Expand data analysis to examine closely the success of programs in student retention
6. Increase access to data for ongoing process improvements for all programs
7. Exploring potential of Student Ambassador Mentorship Program pairing current student ambassadors with incoming new students to increase yield, persistence, and completion.
8. Complete transition of tour and campus visit event data to Banner CRM as tool for tracking campus visit and welcome center contact yield.

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

1. Fill Vacant Student Orientation Specialist Position
   a. Provides ample opportunities and resources to expand programs and meet all goals set forth in EM Plan.
2. Increased Operating Budget
   a. Would expand program length and programming opportunities, particularly for active outreach and follow up processes to increase yield and retention of students completing programs
   b. Specialized extended orientation programming (low ropes, service learning, etc.)
   c. Increased funding for program giveaways/swag (orientation attendees/campus visitors currently only receive a CCD folder and pen)
3. Increased program length

a. Orientation program currently 4 hours in length (Metro SOAR sessions are full day).
b. Could add registration and guaranteed advising during orientations – potential positive impact on yield of applicants to enrolled.
4. Program length increased for Fast Track Orientation and Red Carpet Orientation programs
a. Current 3 hour programs leads to significant amount of programming eliminated, potentially negative impact on retention of students.
5. Consider reallocation of financial resources for orientation event management software
a. Currently pay high cost for 3rd- party orientation software program VisualZen ($7000 annual).
b. Seeking alternatives in Banner CRM and D2L should they meet the needs and quality currently provided by VisualZen.
6. Increase quality of online orientation by utilizing D2L as platform
a. The current low quality and high usage rate or our online orientation could have potentially negative impacts on retention of students and is currently available to all incoming students.
b. VisualZen, while a high quality software for in-person orientation registration and data analysis, it is low quality platform for online orientation.

Executive Summary

- Community College of Denver was designated a Military Friendly school for the third year in a row.
- In collaboration with the two universities on the Auraria Campus, CCD Veteran Services organized the annual Veteran's Day Ceremony.
- CCD Dental Hygiene Clinic agreed to provide free cleanings and examinations to our enrolled student Veterans. CU Denver's "Hero's Clinic" has offered to be a resource for restorative work, free of charge.
- Creation of single point of contact for various on and off campus resources.
- Veteran Services created a master calendar for timely communication sent out to Veteran students.
- Presentation by the Veterans Health Administration Clinical team to staff in EASS.

Challenges:

- Visibility of the Veteran Services Offices continues to be a concern. There is currently no separate signage for the Veteran Services Office as it is housed physically within the Admissions, Registration and Records Office. Last year digital images were created on the digital screens in Confluence and Cherry Creek directing students who are using the GI Bill to the Admissions Office for assistance. As a result of a lack of signage many Veterans are unaware on where to be routed to for their questions.
- On campus mental health resources have continued to be a need for our student Veterans. When students disclose they need these services we continue to refer them to off campus sites or referring them to the MSU Denver Counseling Center. Since these are not affiliated with CCD many Veterans are hesitant to pursue this resource. As a Military Friendly institution, mental health resources on campus is a significant need.
- Content for marketing remains a challenge. To remain compliant with the Principles of Excellence, institutions must ensure marketing is not aggressive and recruiting techniques and misrepresentations are not given to prospective student Veterans. The VA offers very limited guidance/examples of the above requirement. CCD Veterans office will be seeking guidance from the VA Educational Liaison to provide proper examples of marketing and recruiting content.
- Due to low staffing in IR this year, the process for obtaining retention and graduation numbers for Veterans has been slow. Once the IR department is fully staffed we plan to obtain data that shows retention from semester to semester, year to year, GPA.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

Below were the goals set for the 2015-2016 year:

- Creation of single point of contact for various on and off campus resources-**accomplished**
- Veteran Services created a master calendar for timely communication sent out to veteran students-**accomplished**

- Creation of single point of contact for various on and off campus resources-**accomplished**
- Work closely with Veterans organizations such as VFW Post 1 and American GI Forum-**accomplished**
- Create a Veteran task force within the CCD Enrollment and Administration and Student Success division-CCD Veteran Services shifted their focus to providing more guidance to the Veteran Student club as there was a transition with the club's leadership. This unanticipated shift in focus did not allow enough time to accomplish the above goal. This goal will be included for 2016-2017.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- 349 students used GI Bill Education benefits in the 2015-2016 academic year (this number is up from last year which was 338 students)
- Six Veteran students received the Boundless Scholarship for the 1516 aid year.
- One Veteran student received the American GI Forum-5281 Chapter scholarship.
- Mr. Trevor Wichert was named President of the CCD Student Veterans Club.

Professional Development

- Staff members attended two annual national conferences the National Association of Veterans Program Administrators conference and the Western Association of Veterans Education Specialists conference.
- Community College of Denver became a member of the National Association of Veteran Program Administrators (NAVPA).

Service Activities

- Veteran Services staff member and Student Life Human Services volunteer spent a day volunteering on the mini makeover at the American GI Forum Skyline chapter building.

CAS and Assessment Updates

- Development of appropriate student learning outcomes is still in progress. With the development of the Enrollment Management plan this will provide the Veteran Services office additional content and framework for development of the SLOs.
- Data from the number of referrals is being collected from the Office of Student Life.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Increase enrollment of Veteran and dependent of Veteran students to create a critical mass of students on campus. Increase enrollment by 5% each year.
- Creation of Welcome Event for community partners and students.
- Creation of Welcome Letter by a staff member who is a Veteran at CCD.
- Include separate student Veteran session during New Student Orientation with directed outreach and marketing including RSVP's to orientation sessions.

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

- Additional dollars to help support the Veterans Welcome Event.

Institutional Outcome-Numeric Thinker:

- CCD Veteran students using their Post 9/11 GI Bill understand the number of credits required in order to maximize their VA Educational benefits. CCD Veteran's office works to ensure Veterans understand the process of how payments are made to the institution on the student's behalf as well as additional payments made directly to the Veteran.

Enrollment Services
Admissions, Registration, and Records

Executive Summary:

ARR supports the academic mission of CCD through providing services including course set up and registration; classroom assignment; establishment and enforcement of educational policy; academic record creation and maintenance; institutional compliance with state and federal regulations; records privacy education and regulation; grade processing; transfer credit evaluation; transcripts and certification of enrollment; degree progress monitoring; data management and reporting (i.e., graduation rates, degree progress data, course demand, predictive analytics); degree clearance and diploma preparation; and graduation ceremonies. ARR is also responsible for International Student Services.

Successes:

- Completion
    - The number of students successfully completing at CCD increased for FY 1516.
- Commencement
    - The number of students successfully participating in Commencement increased.
- Rooming
    - Once again, the rooming process went smoothly, no open sections were unroomed.
- CAS
    - ARR and International completed the CAS self-assessment. The process highlighted many of our strengths, including processing, technology, and customer service.
- Catalog
    - CCD successfully migrated to a new catalog software platform. The new version is much more user-friendly for students, faculty, and staff.

Challenges:

- Staffing
    - ARR is under-staffed. This has necessitated a shifting of job responsibilities throughout the department. The positive outcome of being understaffed is a renewed understanding of the need for cross-training and an appreciation for the great work of our current staff.
- Assessment
    - The CAS self-assessment highlighted the need for high level assessment of ARR on a continual basis. Because of under-staffing, assessment of our department has gone by the wayside this year.
- Recruit Application
    - There have been on-going challenges since the implementation of the Recruit application. Students are being asked unnecessary residency questions, loss of functionality from the Grails application and students are able to self-select their student type which impacts their ability to be awarded financial aid in a timely manner.
- National Student Clearinghouse
    - There were changes to the information that is reported to National Student Clearinghouse; reporting was delayed. This caused issues with students' enrollment reporting to NSLDS deferring student loan payments.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

Goal – Strategic Priority: Student Learning and Success
- CCD's Graduation Specialist has worked diligently this last year to increase the number of graduates to meet the System goal of increasing the graduation rate by 1%. With a full year of the Auto Conferral process and Degree Within Reach expanding to all public 4 year institutions, CCD was able to confer more certificates and degrees compared to last year. Final Spring 2016 numbers are pending. This achievement also aligns with the Presidents goal of increasing the number of credentials issued.
- Academic Credentials Specialist served on the CCCS Reverse Transfer Committee and evaluated hundreds of courses equivalencies from participating CO colleges and universities to allow automation of credit transfer for the Degrees Within Reach initiative.
- In an effort to increase CCD student pride and promote applying for graduation, CCD's Commencement Planning Team piloted moving cap and gown pick-up from the Tivoli to Confluence during the week of finals. Continuing students were able to see the excitement of graduates instilling the idea of completion.
- In alignment with EASS's goal to revamp the Academic Advising model to 1 student: 1 advisor, International Students Services also moved toward the 1 student: 1 advisor model. Instead of forcing multiple advisors to stay current with federal and state regulations regarding international students, all international students were assigned to one advisor. The intention was to have one point of contact for international students and to for the advisor to attend International Student Services bi-monthly meetings to stay current with new processes.
- A new registration hold was piloted and after a successful implementation, all international students must meet with their advisor before registering for the upcoming semester. Previously, students were able to register on their own after meeting with their advisor and dropping or registering for courses not part of their program plan. This caused students to fall below USCIS requirements forcing ISS to terminate their status. Now, students cannot drop or withdraw without meeting with their advisor.
- Saudi Arabia Cultural Mission (SACM) has continued sending students over to CCD due to our MOU agreement with the University of Colorado Denver – guaranteed admissions to CU Denver after completion of Associate degree from CCD. ISS continues to have an annual meeting to discuss their changes, student transcript requests, online classes and tuition payments.

Goal – Strategic Priority: Organization and Integration & Effectiveness
- Piloted Priority Registration for Spring and Fall 2016. While the functionality exists within Banner, due CCD being part of a system there was a delay in implementing Priority Registration in the true sense of the word. However, the system office has move forward with Priority Registration and we hope to have the functionality for Spring 2017 registration. With full implementation slated for Spring 2017, ARR will meet President Freemen's goal of setting up Priority Registration.
- ARR had staff members participate in the Higher Learning Commission (HLC) self-study and were part of the initial 55 HLC writers. Additionally, ARR staff have complied with requests from the HLC Oversight Committee for further explanation on processes.
- At the annual Enrollment Services Retreat, ARR met to discuss the Emergency Preparedness Plan that was created at the ARR Retreat earlier that year. Staff were able to update their emergency contact and re-familiarized with the two meet up locations in case of an emergency. Staff were provided with the updated ARR Emergency Preparedness Plan.

- ARR has streamlined the process for undocumented students to obtain in-state tuition via Colorado ASSET tuition law or via the traditional domicile requirements for DACA students. Previously, students were responsible for faxing in their COF Affidavit, required to obtain in-state tuition, and notifying CCD when it was faxed. This caused a delay in processing as student faxes' were not received by College Opportunity Fund (COF). Effective Fall 2015, CCD began emailing the affidavit on behalf of the student. This allowed for quicker processing of non-resident status to resident. Staff were able to quickly determine when a students' tuition classification would be resolved. This aligns with President Freemen's goal of increasing Hispanic enrollment to 30% by 2019.
- ARR staff provided trainings to Financial Aid and College Pathways staff to distinguish the difference between ASSET, undocumented and DACA students. Appropriate terminology and how students self-identify were discussed. By providing these trainings, more college personnel were made aware of the differences between the sets of students and the challenges they face allowing the college to be more culturally aware.
- At the direction of President Freemen, all ARR staff attended the Academic Customer Service training this past spring semester. ARR's Adrienne Perucca was selected to be facilitator of two of the sessions due to her exemplary customer service. President Freemen had outlined as one of his goal to institute a comprehensive customer service training program for all faculty and staff.
- Rooming has continued to improve. There were no open sections were left unroomed. The Academic Office Managers and Chairs are using the process to begin of optimizing their rooming and course scheduling. ARR provides data, as requested, to Chairs, Deans, and Office Managers to facilitate scheduling optimization.

Goal – Strategic Priority: External Engagement & Partnerships
- CCD has partnered with CU Denver and MSU Denver to form the Denver College Attainment Network DREAMers subcommittee. ARR staff participated in monthly meetings to discusss the enrollment barriers ASSET/DACA/Undocumented students face. CCD took the initiative and created a webpage dedicated to this student demographic, assigned point of contacts in offices of high need, created a Steps to Enrollment dedicated to assist students through the enrollment process and presented to CCD staff at a Divisional Meeting. Due to CCD's initiative, it was recognized as the model to emulate across all Auraria institutions.
- During this past year, ARR collaborated with Center for Career and Technical Education's Welding program to offer the first ever Continuing Education program. CCD offered continuing education courses to employees of the BNSF Railway Company. This aligns with President Freemen's goal to offer non-credit certificates.
- International Student Services (ISS) has renewed MOU's with English language schools in efforts to increase international student enrollment with correlates with the President's goal of increasing international students. Currently CCD have established MOU's with the following University and Language Centers:
  - University of Colorado at Denver
  - Spring International Language Center
  - Colorado School of English
  - New America High School
  - Bridge English Center
- ARR was able to hire a new International Student and Immigrant Outreach Coordinator. With the hire of this crucial position, International Students Services is able to expand MOU's and strengthen relationships with English Language Schools in the Denver Metro area. The hire will allow ISS staff to focus on processing time-sensitive documents to ensure students are incompliance with USCIS regulations.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- Completion
    - 227 degrees and certificates were awarded in summer 2015; 464 were awarded in Fall of 2015. Final numbers for Spring 2016 are still pending.
- International Student data:
    Graduation rate is three times higher than last year. While enrollment numbers are down, CCD maintains the highest number of international students in comparison to other Community Colleges. The continued growth in international students can be attributed to the CU Denver Promise Agreement we have in place guaranteeing students acceptance to CU Denver upon completion of an Associate's degree from CCD.
    International Enrollment:
    - Summer 2014 – 205, Visiting - 102
    - Summer 2015 - 231, Visiting - 112
    - Spring 2015 – 225, Visiting - 7
    - Spring 2016 – 203, Visiting – 14
    - Fall 2014 – 215, Visiting - 15
    - Fall 2015 – 249, Visiting – 13
- Commencement
    - In 2015, CCD had 262 graduates participate; in 2016 the preliminary number of participants is 356. This is an increase of 35.9%. The jump in attendees can be accredited Health Sciences incorporating their Pinning Ceremony as part of the Commencement Ceremony.
- Transcript Evaluation
    - 2899 transcripts were received and evaluated between June 2015 and May 2016 (to date). From these, 2930 credits were posted to students' CCD transcripts.
- Reverse Transfer/Degree Within Reach
    - 48 students opted in to reverse transfer in Summer 2015. 14 were awarded degrees or certificate.
- COF
    - As of Fall 2015, ARR authorizes COF for eligible students ¾ into the semester.
        - 201620: 37 eligible students did not authorize COF
        - 201630: 0 eligible students did not authorize COF
- Application Processing
    - Number of Summer 2015 Applications Processed: 1,869
    - Number of Fall 2015 Applications Processed: 4,343
    - Number of Spring 2016 Application Processed: 6,141

Professional Development

- DegreeWorks and Scribe Training, 7/8 – 7/10 – David and Jan
- DenverCAN, Dreamers Intiative, 7/9 – Marlynn
- SEVIS 6.17 PreRelease & Batch Update Webinar, 7/11 - Aubrey
- ESL Program Advisor Selection Committee, 7/15 – 8/6 – David
- 2015 RMACRAO Conference at UCCS, 7/16 – Ryan, Adrienne, Christine and Aubrey
- EASS Division-Wide Meeting, 9/18 – All Staff
- CCPT Training Presentation, 9/25 – Adrienne, David and Marlynn
- International Students Overview Webinar, 9/30 – Aubrey

- FERPACON at Colorado School of Mines, 10/8 – David, Kate, Marlynn
- Academic Customer Service Initiative, 10/8 - Adrienne
- Fred Pryor On Demand Training: Managing the Front Desk, 10/10 – Adrienne
- Academic Customer Service Initiative, 10/12 – Adrienne
- Community Dialogue: What does Umpqua Community College's tragedy mean to us? 10/14, Marlynn
- Fred Pryor On Demand Training: Dealing with Difficult People, 10/17 - David
- CCD Community Dialogue Umpqua Community Colleges Webinar, 10/13 - Nu
- Active Shooter Training, 10/20 – Michelle, Aubrey, Christine and Marlynn
- Bullying Prevention for Higher Education Staff, 10/2015 – All staff
- Diversity for Higher Education Employees, 10/2015 – All staff
- Preventing Discrimination & Sexual Violence: Title IX, VAWA and Cleary Act for Faculty and Staff, 10/2015 – All staff
- AMC (Advanced Manufacturing Center) ES Retreat, 10/30 – All staff
- Tri-Institutional F-1 Transfer Training, 11/3 – Aubrey and Nu
- PLA Webinar with CDHE, 11/4 – David
- Banner Users of the Mountain States – Adrienne, Christine and Marlynn
- Fred Pryor On Demand Training: Project Management training, 11/17 - Kate
- Personality 101: Recognizing/Responding to Personality Disorders in College Students, 11/19 – Adrienne
- Academic Customer Service Training, throughout the year – All staff
- CSA Training, 12/2015 – Adrienne, Aubrey, Christine and Marlynn
- Online Supervisor Training, 12/3 – Kate
- Online Excel Training, 1/8 – Kate
- EMS Release Webinar, 1/14 – Kate
- PLAC CLEP and DSST webinar, 2/4 – David and Kate
- Diversity Training, 2/5 – Adrienne
- Degree Works and Scribe Training at Lowry, 2/16 – 2/18 – David and Jan
- GLBTQ Safe-Zone Training, 2/24 – Aubrey
- Student Motivation: Practical Strategies That will Increase Engagement, Learning & Persistence Webinar, 2/25 – Kate
- CCD Conversation Day, 3/2016 – All staff
- It's all in the Details: How to write an Incident Report, 3/1 – Aubrey and Michelle
- CCSE Webinar: Expectations Meet Reality, 3/2 – Michelle
- Online Student Course Evaluation Rates: 4 Strategies that Work Webinar, 3/3 - Kate
- Orientation Steering Committee, 3/4 – Aubrey and Marlynn
- Tri-Institutional Diversity Networking Annual Event, 3/15 – Aubrey and David
- FERPA compliance and parent issues webinar, 3/17 - Kate
- The Power of WE: Embracing Inclusive Excellence, 3/22 – Marlynn
- EASS-Division Meeting, 3/21 – All staff
- Beginner BDM Training for Student, Student AR and Cashiers, 3/30 – 3/31 – Christine and Kate
- Academic Customer Service Initiative, 3/31 – Adrienne
- Academic Customer Service Initiative, 4/8 - Adrienne
- Tri-Institutional Hot Topics: Middle East, 4/12 – Christina and Nu
- EASS Division-Wide Meeting, 4/17 – All staff
- Tri-Institutional Capture your Culture event, 4/18 - Nu
- CO/WY International Educators meeting at the University of Denver Anschutz Center, 4/29 – Aubrey, Christina and Nu
- Elucian Live 2016 - Banner Conference, 4/18 – 4/20 – Ryan and Marlynn
- Heartsaver; First Aid CPR AED Training, 4/22 - Christine

- CCCS Transfer/Articulation Coordinator Visit, 4/30 – David
- NASPA Community College Symposium, 5/20 – David, Christine and Rose
- 2016 NAFSA Annual Conference, 5/28 – 6/3 – Christina and Nu

Grants

- N/A

Scholarly Activities

- Nu Tran and Aubrey Winbigler presented at the CCCS Student Services Conference at Regis
- Nu Tran and Aubrey Winbigler presented at Higher Education Summit at Auraria
- Adrienne Perucca – Academic Customer Service Facilitator
- Marlynn Rocha-Vasquez – HLC Subcommittee (section 5)

Service Activities

- Adrienne Perucca, Aubrey Winbigler, Christine Vongphackdy and Ryan Bolen – RMACRAO
- Adrienne Perucca, Jan Masters and Kate Haddon – Academic Standards Committee
- Jan Masters, Kate Haddon, David Samuelson, Christine Vongphackdy and Marlynn Rocha-Vasquez – Commencement Planning Committee
- Christine Vongphackdy, Rose Cline and David Samuelson – NASPA
- Kate Haddon, Marlynn Rocha-Vasquez and Nu Tran – AACRAO
- Kate Haddon, Marlynn Rocha-Vasquez and Ryan Bolen – Council for the Advancement of Standards in Higher Education (CAS) for RPS
- Kate Haddon – Phi Theta Kappa
- Christina Irvine and Nu Tran - Service Activities – NAFSA
- Marlynn Rocha-Vasquez – Registrar Council
- Marlynn Rocha-Vasquez – DenverCAN Dreamer Initiative
- Adrienne Perucca, Christine Vongphackdy and Ryan Bolen and Marlynn Rocha-Vasquez – Banner Users of the Mountain States (BUMS)
- Adrienne Perucca – Portal Administrator, Web Council and Social Media Council
- Adrienne Perucca – Alumni Committee
- Nu Tran and Aubrey Winbigler – Auraria DSO Group
- Nu Tran and Aubrey Winbigler – Auraria International Education Celebration
- Nu Tran – Diversity and Inclusion Council
- Nu Tran – NAFSA Co-Chair
- Aubrey Winbigler – International Student Club Staff Advisor

CAS and Assessment Updates

International Student Services:

- **Mission** - Need to review and modify mission statement on a regular basis.
  - The ISS team has met bi-weekly to discuss updates as well as the future of ISS and the mission goals. No changes to the Mission Statement have been made.
- **Program** - Continue strong relationships with CCD departments to assess student development/outcomes for tracking and reporting purposes. While following policies, build a relationship with COSO where ore effort can be put into outreach utilizing other technologies (Social Media) as well as familiarizing ISS staff with tools for smooth admissions purposes

(Skype, etc.) ISS will continue to collaborate with the Academic Advising Center on ways to better assess and assist with student educational needs/ goals.

- o We have collaborated with many departments within CCD to create a smoother journey for International Students attending CCD. We now have a specific advisor who is trained in all immigration regulations and ISS policies. Also, we just hired a new outreach coordinator who works directly with the prospective students. Our team is part of the Social Media Council and is exploring all tools accessible for student admission and retention.
- **Organization and Leadership** – Create standard follow-up meetings to go over performance goals for each student employee. We will continue to work towards CCD's missions and goals while following set immigration policies. We will work closely with administrative staff in ARR/HR to manage workload, staff and other department needs.
  - o ISS team meets bi-weekly to go over updates, review CCD policy changes, talk about job performance and obtain feedback to better serve our student population.
- **Human Resources** – Continue to work with ARR/HR in future job postings and position recruitment that impact ISS. In addition to set meetings to go over student employee performance. ISS will require that these program assistance are properly trained and given the opportunity for further professional development.
  - o Nu/Aubrey created job expectations, dress code, FERPA agreement and an employee guideline document to be completed by all student employees. Additionally, we have an ISS Student Staff Workload separated by daily, weekly, monthly and semesterly tasks for our student staff to complete. These documents are to be reviewed and updated on a yearly basis. All ISS staff meet for a team meeting at least once a month to review updates and go over prospective professional development opportunities. We have encouraged our student staff to attend and participate in various professional development opportunities from learning about other CCD departments to international student-specific trainings.
- **Ethics** – Review current online webpage and physical marketing documents for clarity.
  - o Our staff continuously researches other Community College websites, reviews our policy/procedure and updates the website to reflect our department requirements for admission, orientation registration page and staff office hours. Currently, our marketing documents are under review for updates.
- **Law, Policy and Governance** – Continue to look for opportunities to cite law/regulations properly.
  - o We will continue to review areas of need to integrate into New Student Orientation for international students.
- **Diversity, Equity, and Access** – Identify and reach-out to those in the community to create a relationship with and provide information sessions to new international students (SSA, Police, etc...) Reach-out and create a relationship with the labs in order to plan tutoring services that meet the needs of the international student. Follow-up with our Cultural Awareness Team (CAT) on the possibilities of creating a workshop for staff/faculty.
  - o Our office has reached-out to the SSA and obtained a document to provide to students wishing to gain employment on-campus and therefore need a SSN. This document has been helpful in students knowing their rights/responsibilities. The campus police has agreed to come speak at future orientations - our office will follow-up for Fall 2016. The Academic Advisor for international students has a close relationship with all tutoring centers and labs to ensure our new students and current students are getting the help/resources needed to be successful at CCD. Unfortunately, the CAT is currently not meeting because most of the members are attending and participating in the Diversity and Inclusion Council (with other goals).

- **Institutional and External Relations** – Continue to facilitate all communication with the media in accordance to CCD policy.
  - CCD has a marketing team to facilitate with the media. We have worked closely with them to post and share events and awards that our International Students have received.
- **Financial Resources** – Continue to use funding to ensure that funds are given each year and communicate with administrators on further needs of the program.
  - Funding for the program is used for prospective student marketing, cultural awareness events and orientation. Additionally, a small amount of the funds are used for staff supplies and traveling for professional development. Research budgets for other community colleges and communicate possibilities to further services with more funding to admins. Continued research throughout the year has been conducted to better services provided to our student population as well as to change policies in order to align with immigration regulations.
- **Technology** – Continue to use email and text as main communication tools. Look into social media to update students and partners and possibly to beginning of an ISS newsletter. Regularly offer students information on free CCD workshops.
  - Instead of a newsletter, our team decided that regular updates and training would be more effective – on top of regular reminders and updated, we have been sending monthly emails to the ARR staff and also weekly emails to our student staff. We will continue to send reports, as needed, on violations/misconduct of technology usage. We will continue to send reports, as needed, to the Care Team at CCD and refer students to the Health Center on campus.
- **Facilities and Equipment** – ISS continues to allow facilities and administration to handle equipment purchases.
  - ISS continues to communicate with facilities on a need basis.
- **Assessment and Evaluation** – Continue to allow HR to handle all resource requirements and what is shared with community partners for ISS.
  - ISS does not share information with the community. Our only partner we have a MOU to share information is CU Denver (CC-to-CU).

Registrar Programs and Services:

- **Mission** - ARR will review and renew its mission statement and student learning outcomes at its annual retreat to determine if the mission from last year aligns with the institutional outcomes and goals.
- **Program** - ARR will conduct student focus groups to assess programs and processes in the fall term.
- **Organization and Leadership** - The Registrar will assess supervisory processes and management. Gaps will be identified and mitigated.
- **Human Resources** - Registrar position will be posted and filled. Assessment of ARR job duties vis a vis current staffing will be conducted and staffing recommendations made to Dean.
- **Ethics** - ARR staff will create, distribute, and train on Ethics Statement. CCD staff are provided with a Code of Ethics that all new faculty and staff sign as part of the new hire process, however ARR would like to create its own Code of Ethics that better captures the needs of the department.
- **Diversity, Equity, and Access** - ARR leadership will develop and model a culture of communication and learning.
  - Leadership will expand professional development opportunities and expectations for student- and full-time staff.
- **Financial Resources** - ARR leadership will share the annual budget with staff.

- **Technology** - ARR leadership will work with CCCS System and CCD IT to ensure technology is up to date.
- **Assessment and Evaluation** - Assessment and evaluation will be incorporated into the job description of the Registrar. The importance of assessment and evaluation will be stressed to all staff members and all staff members will be empowered to use data to ARR programs and processes.

Student Learning Outcome:

As a result of communication and interaction with Admissions, Registration & Records, students will understand and demonstrate competence in applying policies and procedures that guide registration, academic credentials evaluation, and graduation.

 ii. <u>CAS Student Learning Outcome:</u> Knowledge acquisition, construction, integration, and application

 iii. <u>Method of Assessment:</u> Track number of students who register late or appeal for re-enrollment after the published registration deadline, number official transcripts received and evaluated, and number of students who apply to graduate and are conferred degrees/certificates.

 iv. <u>Desired outcome:</u> Students will plan effectively as a result of understanding and applying college policies and procedures related to registration, credit transfer evaluation, and will apply to graduate when they are nearing completion of their program.

 v. <u>Timeframe for assessment</u>: July 1, 2015 – June 30, 2016

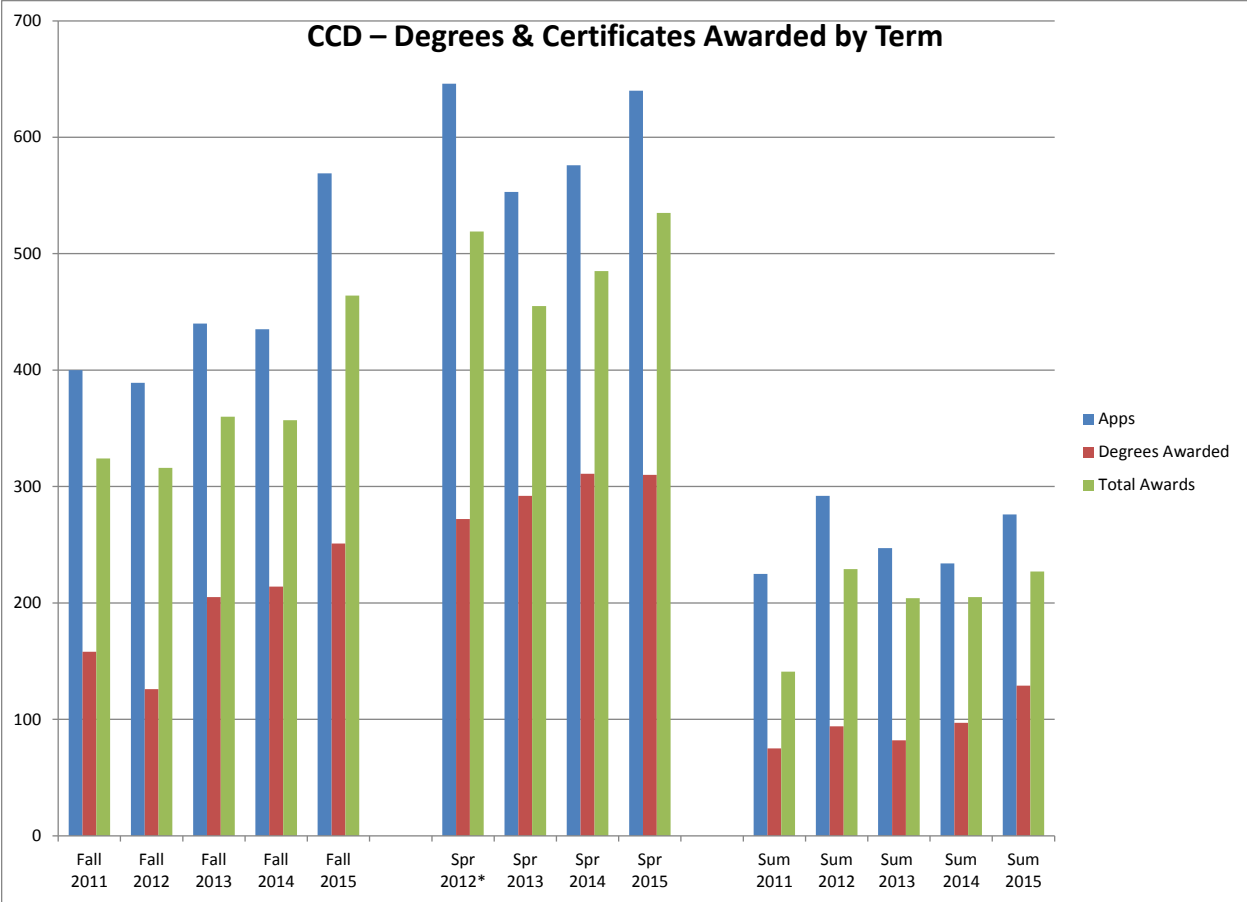This SLO is related to the following Institutional Outcome:
- Complex Thinker
- Personally Responsible

<u>Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract</u>

- **Priority Registration** – due to nature of being part of a 13 community college system, there has been a severe delay in the implementation of Priority Registration. However, there is a planned go-live date for Spring 2017 registration. Our System Information Specialist has attended meetings at the system office, as CCD is a pilot institution, to discuss the rollout of Priority Registration. This would meet President Freemen's goal of having Priority Registration in-place.
- **Recruit Application** – VP of EASS and Director of College Pathways serve on the CCCS Admissions Task Force which is tasked with reviewing the Recruit Application and provide modifications. The current focus of the task force is to eliminate unnecessary residency questions. With this change, more students will be able to successfully complete the application and be classified as residents. This will reduce the manual intervention of staff allowing for quicker turnaround time for those truly in need to resolve their tuition classification. Additionally, the task force has received feedback to prevent students from self-selecting their Student Type which impacts a students' ability to be awarded financial aid (high school student type) and provide a true picture of CCD's student population.
- **Gainful Employment** – in collaboration with the Director of Financial Aid, the Registrar will work to ensure that CCD is incompliance with new federal regulation regarding Gainful

Employment. This will allow CCD to maintain the ability to offer federal financial aid for certificates that fall under Gainful Employment regulations. The Registrar and Director of Financial Aid will have to work under the processes established by the system office that at times are not clear. This is the first year of Gainful Employment reporting with very little guidance from the system office.

- **Luminis 5** - ARR's Portal Administrator has been, and will continue, to be actively participating in all Luminis 5 implementation meetings. While not initially a pilot school on the system-wide upgrade to Luminis 5, all schools will have a projected go-live date of Spring 2017. With the added functionality of Luminis 5, it will allow students to easily navigate the student portal. ARR will partner with CCD's IT department to ensure a smooth rollout to students, faculty and staff.

- **Residency Non-Hold Code** – Currently, CCD placed a S1 Finalize Residency hold on a students' account believed to qualify for in-state tuition, however there was insufficient information to determine resident status. The residency hold prevented a student from registering until they contacted CCD about their tuition classification. With the implementation of the RS non-hold code, students will still be flagged regarding their tuition classification but won't be stopped from continuing with the enrollment process. The non-hold will not prevent registration and will still serve as a means of notifying students of their tuition classification. With the implementation of this non-hold, there will be one less barrier for students to register for courses and allow them to be flagged regarding their residency status.

- **DegreeWorks ODS Reporting** – System VP's and Registrar's have long asked for reporting functionality out of DegreeWorks. The first step in the process to allow DegreeWorks to send data to ODS was taken in Spring 2016, when the Registrar's approved that all inactive records, effective Summer 2015 be purged from DegreeWorks. The Graduation Coordinator, Academic Credentials Specialist and Assistant Registrar will work with CCCS IT on upcoming testing. This will be heavily dependent on CCCS IT, as to when testing and movement towards the next step will occur.

- **Parchment Receive** – All CCCS institutions are currently under Parchment Send that allows schools the ability to send official transcripts with ease and minimal manual staff intervention. That is not the case with CCD's ability to receive official college and/or high school transcripts. Due to issues with Degree Within Reach file uploads, there has been a delay on the go-live date for schools becoming receiving institutions. Students have to contact CCD or visit the website to obtain the email address where to send official transcripts. As a receiving institution, CCD's profile will be set and students will not need to contact us for an email address. Due to this limitation, there has been confusion from offices as to where to send official transcripts to. Students have been directed to send transcripts to the Testing Center, Transfer Success Center College Opportunity and Student Outreach and lastly, Admissions, Registration & Records email addresses. Requesting transcripts places a financial burden on students and we anticipate that by going live with Receive, students are not given the run-around.

- **Graduation Application** – The Graduation Application process will be reviewed to ensure that it is not a barrier for students to apply and degrees conferred. Currently, students can only complete a PDF Graduation Application and scan or drop it off. Sister colleges, ACC and FRCC allow students to submit their Graduation Application online. CCD plans on moving towards a web-based form allowing students to submit their application from the comfort of their home. This should increase the number of Graduation Applications received and the number of degrees/certificates conferred.

CCD – Degrees & Certificates Awarded by Term

	Apps	Degrees Awarded	Total Awards
Fall 2011	400	159	324
Fall 2012	390	127	316
Fall 2013	440	206	361
Fall 2014	436	214	358
Fall 2015	569	252	464
Spr 2012*	645	272	518
Spr 2013	553	292	455
Spr 2014	576	311	485
Spr 2015	640	310	534
Sum 2011	225	75	141
Sum 2012	291	94	229
Sum 2013	247	82	204
Sum 2014	234	97	205
Sum 2015	276	130	227

Executive Summary

CCD's Financial Aid Office (FAO) is developing as a leader among CCC system colleges as well as colleges in the state for financial aid management. There is a combination of reasons that make CCD FAO stand out:

- Operations
  - Consistent processing of missing documents and verification within one week of students turning in their missing information. Most schools give projected processing times up to 8 weeks.
  - Low error rate. Our internal Quality Assurance measures found a verification error rate of 1% and a Return of Title IV funds error rate of 0%. Quality Assurance measures are randomly selected and represent 10% of students processed.
  - Unprecedented support. FAO Operations staff are highly involved in CCCS committees to enhance processes and student information. The staff also regularly attend internal Customer Service meetings and hold counseling and on-call shifts for the Call Center and FA Front Desk.
- Financial Awareness, Financial Literacy and Debt/Default Management
  - Financial Awareness is part of the fabric of CCD. Over 120 workshops and seminars related to financial wellness were offered in the last year serving over 1600 students and community members. All financial aid recipients interface with elements of Financial Awareness through integration with Scholarship criteria, Satisfactory Academic Progress or even accepting student loans.
  - Active management of CCD's student loan borrowers in delinquency and default resulting in a precipitous fall of over 7% in the cohort default rate over two years.
  - Annual average loan debt decrease over the last 3 years of $1,860/student borrower.
- Scholarship Initiatives
  - Financial resources widely available to undocumented/ASSET/DACA students with a 57% increase in undocumented students awarded scholarships over 14/15. CCD FAO also developed a robust model for support and information for this student population, helping them through the admission process, applying for scholarship, registering for classes, assessing, networking within this student population, etc. Active in promoting access to this student population among CCD's broader community and service area through community groups, Univision and other outreach activities as well as making information on scholarship available in Spanish.
  - Strategic use of institutional dollars to promote attendance and completion. CCD FAO initiated the College Power and ABC scholarships to promote transition from concurrent enrollment programs to CCD regular programs. The Top Ten Scholarship helped 80 student employees attend, pay for and work during the summer 2015 term.
  - High level of collaboration and integration with CCD Foundation. This allows CCD to spread available dollars out to appropriately and equitably award students and help them manage their college costs.

- Communications and Service
  - Work-study program provides excellent service to 29 CCD departments, 318 students and 15 off-campus community organizations. The program is precisely on-budget and was recently granted an additional $30,000.00 by CDHE. Student employees engaged in the Work-Study program demonstrate well over 60% retention and near 50% graduation rates.
  - Responsive student services and communication ensure student emails receive a guaranteed response within 48 hours and most emails are handled in the same day. Full time staff are regularly scheduled at the Front Desk and for assistance to calls to ensure quality of information to students.
  - Outreach into the CCD community is continuing to grow and CCD's FAO developed 21 unique financial aid presentations tailored to various audiences.
- Challenges
  - While coordinating financial literacy offerings, it has been observed that there is significant overlap with the financial aid offerings. An opportunity to streamline these could be addresses by unifying the financial aid outreach and financial literacy departments.
  - With the ongoing budget concerns, the possible removal of ECMC services could hinder the default prevention efforts. The opportunity to keep the ECMC Dashboard would be highly recommended in order to maximize efficiency and effectiveness with the internal default prevention initiatives.
  - Consolidating and managing information into efficient, timely and easy-to-follow directions for students in all forms of communication: letters, web, brochures, etc.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

- Review your completion and progress toward the previous Academic Year's goals; if some were not met, provide brief explanation and/or comment on unanticipated activities
  - Develop resources for Undocumented/DACA/ASSET students: To increase access and support of this vulnerable group, CCD FAO worked to engage this population at a deeper level through students, families and community groups, building internal resources and pathways for admission, enrollment and financial resources. CCD FAO produced a 57% increase in scholarship support for these students. Preliminary data shows a good deal of potential in this student population retention and completion. Data from a survey conducted shows some insights to the group:
    - 58% of the students find out about the CCD Scholarship Opportunities from their CCD Advisor; 34.5% from Orientation and Admissions Counselors, 30% from their High School Counselor, 27% from friends/classmates and 24% from email or text received from CCD.
    - 80% responded that receiving a scholarship from Community College has allowed them to attend school.
    - 76.7% responded that receiving a scholarship from CCD has allowed them to take more classes.
    - 53% of the students are planning to transfer to UCD and 25% to MSU.

- 100% of the students have visited the ASSET/DACA Page. 34.5% find it easy to navigate and 48.3% responded that the ASSET/DACA page has good information and resources available.
  - o Financial Aid Engagement: CCD FAO's broader goals in relation to the Strategic Plan was to help re-define the CCD experience and engagement with our students, CCD faculty/staff and the CCD Community. The FAO's integration with students and CCD faculty/staff grew significantly in the last year. From Money Smart seminars and classroom presentations to over 150 reviewers for scholarship applications and faculty/staff involvement in Satisfactory Academic Progress appeal committees. The FAO staff works to identify opportunities to partner both internally and externally. The FAO outreach and support to the greater CCD community also grew, serving over 2,400 individuals. Partnerships blossomed with Forward Steps, Urban Peak and DSF through financial aid presentations, assistance or help with individual students. Also, the Work-Study program placed 38 students to work in local non-profits.
  - o Work-Study Program Data: As the last part of the Work-Study program restructure, we developed a method to continuously track student employee retention and completion to show how the program supports the CCD strategic goals and mission. The following chart reflects student employee cohort tracking for year to year retention and cumulative completion.

Student Employee Retention and Graduation*

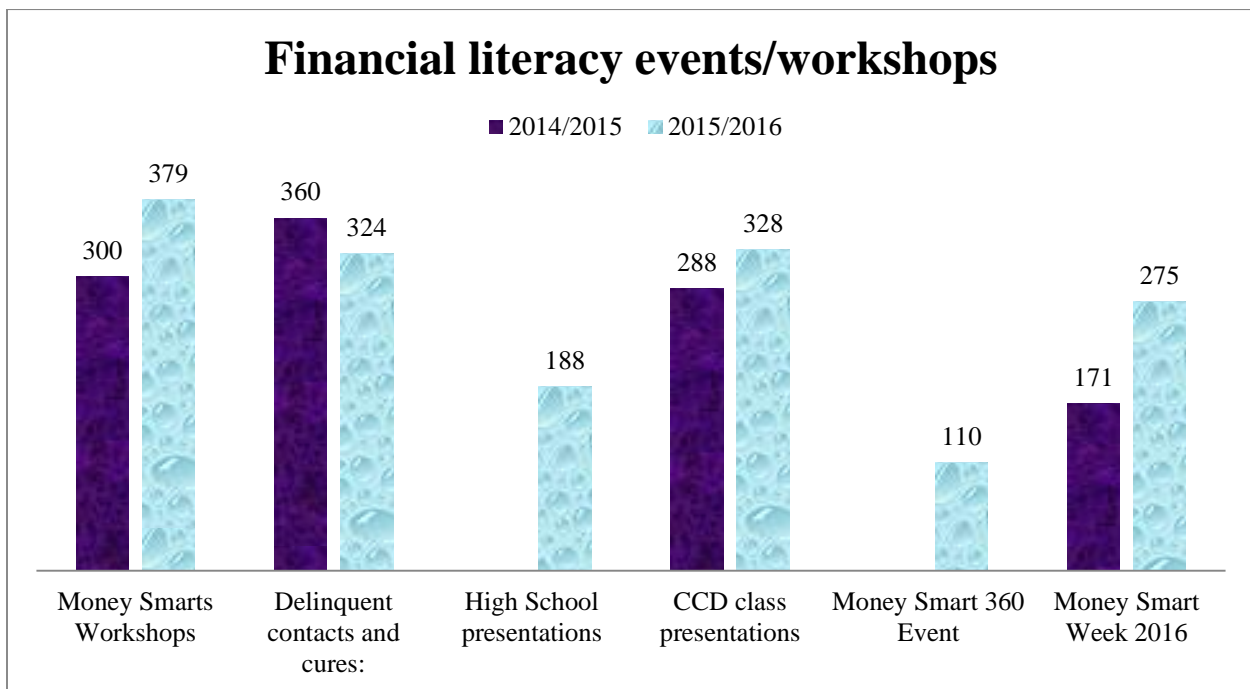| Aid Year	Initial Cohort	Enrolled in 1314**	Year to Year Retention	Enrolled in 1415**	Year to Year Retention	Enrolled in 1516**	Year to Year Retention	Graduated to date***	Percent Graduated to date
1213	162	101	62.3%	64	63.4%	33	51.6%	78	48%
1314	178			117	65.7%	55	30.9%	97	54%
1415	220					149	67.7%	53	24%
1516	159							13	8%

*1516 data is through 05/18/16
**Enrolled = ROAENRL hours
***students graduating from more than 1 program may be reflected more than once

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- Students served by various programs with the department; list of programs
- Money Smarts Workshops: 82 Workshops, 379 attendees
- High School presentations: 7 Financial literacy class presentations, 188 attendees
- CCD class presentations: 30 Financial literacy class presentations, 328 attendees
- Money Smart 360 Event: 110 Attendees
- Money Smart Week 2016: 275 Attendees
- Delinquent contacts and cures: 324 delinquencies cured, 22,364 contacts to delinquent students
- Financial Aid Outreach/FAFSA Nights: 47 events, 803 attendees
- Financial Aid Front Desk contacts: 13,333
- 18,205 Unduplicated 1516 FAFSAs (through 5/13/16)
- Paid more than $31,570,720.93 in student aid (fall and spring)
- 6,977 Book advances issued (fall and spring)
- 2,662 1516 files verified (through 5/13/16)
- 1,253 Return of Title IV funds and post-withdraw disbursements processed
- 1,356 Satisfactory Academic Progress Appeals reviewed

Financial literacy events/workshops

Legend: ■ 2014/2015 ▨ 2015/2016

Category	2014/2015	2015/2016
Money Smarts Workshops	300	379
Delinquent contacts and cures:	360	324
High School presentations		188
CCD class presentations	288	328
Money Smart 360 Event		110
Money Smart Week 2016	171	275

*High school presentations and the Money Smart 360 events were established in 2015.

*A decrease in Delinquent contacts and cures are associated with the vacancy of the Debt Management Specialist, which was one the major job responsibilities of the position.

Professional Development

- DSF Campus Contact & Financial Aid Meeting-Andrea
- Academic Appeal Committee- Andrea
- Denver Can Dreamer Action Team –Andrea
- NASFAA Summer Aid Issue Webinar- Andrea
- Displaced Aurarian Tri-Institutional Meeting- Andrea
- Assistance League of Denver Luncheon- Andrea
- RMASFAA Summer Institute—Shawn, Jana & Anjeli
- FSA Conference – Thad, Theresa
- Ellucian Conference – Theresa
- CAFAA Conference – Theresa and Shannon
- CAFAA Federal Update – multiple staff
- CCCS Webex Consumer Information Requirements – Theresa
- Pathways to Financial Health – all staff
- Scott Lewis Training – Theresa, Shannon, Thad
- Performance Management Training – Andrea, Theresa, Gabe, Jessica
- CCD Mental Health Training – VanUyen, Richard, Tyler, Andrea
- Trio Summer Bridge Presentation-Andrea
- EDU Expo-Andrea
- Training with Cashiers-Andrea
- NSPA membership Committee-Andrea
- Enrollment Service Retreat—all staff

- CCCS Default Management Meeting—Gabe
- Student loan Training—all staff
- Strategies for Reducing Cohort Default Rate training by the DOE—Gabe
- ASSET/DACA Training—Gabe, Andrea, Theresa
- CCD Website Training—Shannon, Gabe
- R2T4 QA training—multiple staff
- Grant Proposal Training—Gabe
- Financial Heath Institute training- Gabe, Shawn
- Foundational Skills Institute training-Gabe
- Hispanic Chamber of Commerce new member training
- ECMC training- Gabe

Grants
- Assisted in the application for the Educators for Fair Consideration "Investing in the Dream" national scholarship matching grant.

Scholarly Activities

- Scholarly Activities (e.g., publications, presentations, exhibits, etc.)
- Presented 3 financial aid/scholarship sessions at the Keeping the Dream Alive Conference "Dollar for Dreamers" targeted to High School Counselors and Higher Education Allies.
- Presented 'Financial Aid Popsels 101' at CCCS Student Services Retreat – Theresa

Service Activities

- Summer Institute Faculty- Thad
- CAFAA Board of Directors- Shannon
- CDHE Financial Aid Advisory Board- Thad
- Membership in CAFAA, RMASFAA – all staff
- CCCS SAP Committee—Shannon, Thad
- CCD Money Smarts Committee—Gabe, Shannon, Thad
- CCCS Loan Redesign Committee – Theresa
- CCCS R2T4 Committee – Theresa and VanUyen
- CCCS Verification Committee – Tyler and Gwen
- CCCS Forms and Verification Procedures Sub-Committee - Gwen
- CCCS Adhoc Dataload Committee –Theresa
- CCCS Financial Aid Directors- Thad
- CCD Persistence and Completion Committee – Tyler
- CCD Extenuating Circumstance Committee – Theresa
- CCD Tuition Appeals Committee – Theresa
- CCD Professional Judgment Committee – multiple staff
- CCD SAP Level 1, 3 Committee – Theresa, Gabe
- Represented CCCS Loan Committee at the Summer Loan Awarding Collaboration Meeting of the Minds at UNC – Theresa
- Created, tested and implemented the V4/V5 Compliance Report for all CCCS schools – Theresa
- Implemented new banner DL streamlined features – Jana
- Provided technical support to multiple departments within CCD. Created popsels for ARR; Created reports for TRIO, COSO, Call Center, Scholarships, the Foundation, etc.

CAS and Assessment Updates

- Assessment (e.g., progress on student learning outcomes, satisfaction/utilization data, changes resulting from assessment, etc.)
    - o FA CAS assessment was completed in June 2015.
    - o Outcome 1: Develop a list of FA program offerings oriented toward student development and student learning outcomes. Review each program as far as alignment with the FA Program and college mission. Develop assessment tools to evaluate program development and positive outcomes for students. Incorporate third-parties outside of the FA program to offer input and feedback.
    - o Outcome 2: Develop template for priority communications with FA staff and leadership. Identify and refine reportable data elements pertinent to tracking and success of the FA program. Attach/identify individual markers for CAS Standards in the communication structure. Ensure and track response/follow-up evidence (collect evidence from Executive staff meeting minutes, etc)
- SLOs and CAS standards based on 3 year cycle
    - o 15/16 SLO: Through mandatory financial literacy requirements in scholarship cohorts and loan adjustment requests, scholarship recipients with loans and students borrowing extra loans for school expense will demonstrate better understanding of personal educational finance options and experience lower levels of loan default than other loan borrowers at CCD.
        1. The FY12 cohort is the only set with full data.
        2. As the trend shows for projected cohort default rate FY13, the rates drop among all groups uniformly. While those belonging to scholarship cohorts or completing loan adjust forms have an overall lower cohort default rate, the impact appears to be fixed in relation to movement of the overall cohort default rate regardless of the intervention the FAO offers.
        3. FAO will continue to monitor since programmatic improvements have yielded significant changes in financial awareness and loan counseling options available to students which would have the greatest impact on future cohorts.
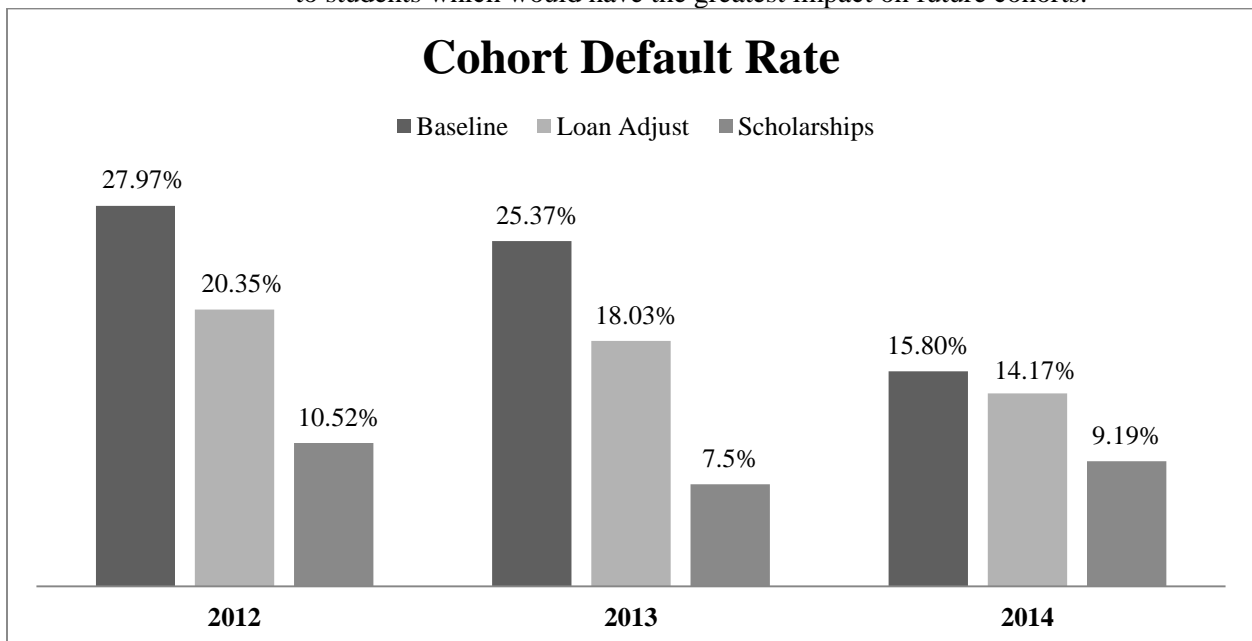
Cohort Default Rate

- Issues response ongoing follow-up

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Align and unify the efforts of Financial Awareness and FA Outreach for efficiencies in both areas, accountability and elimination of overlap in order to better serve our community network and coordinate appropriate resources to help grow program. Requires no additional resources.
- Work to continue reducing the cohort default rate and average student loan debt in line with the goals of the Strategic Plan. Continued commitment of funds for ECMC or ECMC Dashboard ranging from $22,000-$167,000.
- Purchase Formstack for all FAO forms and work toward innovating form completion process through CCDConnect, SSB or standalone web-based service. Formstack requires a monthly fee of $249.00/month.
- Implement and administer aid for BAS Dental Hygiene program, including a high-level of communication between the program, students and financial aid. Requires no additional resources.
- Define Scholarship data and collection methodology for internal and external needs. Requires no additional resources.
- Continue to build mutually beneficial partnerships with CCCS IT community to provide additional reports and functionalities to all CCCS financial aid offices
- Enhance FA's letter generation and notification processes to increase CCD's marketability to students.
- Develop new procedures to address the New Year's functional changes related to Prior Prior Year, CCD's integration of a Bachelor's Degree, Second Chances Pell and Course Program of Study.

Other Financial Aid Information (numbers for 15/16 will not be finalized until September 2016):

- Scholarships

1516 Cohort

Institutional Scholarships	Scholarships Awarded 1516	Amount Paid
Challenge	64	$55,000
Success	43	$55,250
Excellence	42	$35,000
Community	62	$50,500
Health	66	$60,500
New Generation	57	$48,500
	334	**$304,750**

Aid Year	1415	1516
Total Students	292	322
Total Paid	$291,375.00	$304,750

1415 Cohort

Institutional Scholarships	Scholarships Awarded	Students enrolled Fall 2015	Retention Rate	Students Graduated	Graduation Rate	Amount Paid
Challenge	55	23	44%	3	5%	$42,500
Success	48	21	72%	19	40%	$72,250
Excellence	28	7	58%	16	57%	$29,500
Community	64	35	78%	19	30%	$57,000
Health	51	11	73%	36	71%	$49,875
New Generation	59	30	79%	21	36%	$40,250
	305					$291,375

Health Scholarship was awarded in conjunction with Success or Excellence for 13 students

Institutional Scholarship	Description	Scholarship Criteria
Community Scholarship	Provides access and opportunity to underrepresented students from diverse background to advance their educational goals.	Be enrolled in a minimum of six (6) credits Meet with your assigned Program Advisor Maintain a 2.0 GPA Participate in a CCD support program Attend a Financial Literacy Workshop
Challenge Scholarship	Assist students taking developmental education classes and/or ESL classes to become ready for college-level courses in one year.	Be enrolled in a minimum of six (6) credits Meet with your assigned Program Advisor Maintain a 2.0 GPA Participate in a CCD support program Attend a Financial Literacy Workshop
College Success Scholarship	Promote and reward students enrolled full time to help them stay in school and graduate	Be enrolled in a minimum of twelve (12) credits Meet with your assigned Program Advisor Maintain a 2.0 GPA Participate in a CCD support program Attend a Financial Literacy Workshop
Excellence Scholarship	Designed to recruit and retain some of Denver's highest achieving students	Be enrolled in a minimum of six (6) credits Meet with your assigned Program Advisor Maintain a 3.5 GPA Participate in a CCD support program Attend a Financial Literacy Workshop
New Generation Scholarship	Support students who are the first in their family to earn an undergraduate degree.	Be enrolled in a minimum of six (6) credits Meet with your assigned Program Advisor Maintain a 2.5 GPA Participate in a CCD support program Attend a Financial Literacy Workshop
Health Scholarship	Support students accepted and enrolled in a Health Program at CCD	Be enrolled in a minimum of six (6) credits Meet with your assigned Program Advisor Maintain a 2.5 GPA Be admitted into a health care program of study at CCD

Scholarships										
Aid Year	**Institutional**		**CCD Foundation**		**Federal and State**		**Private**		**Totals**	
	Awarded	Paid	Awarded	Paid	Awarded	Paid	Awarded	Paid	Awarded	Paid
2015-2016	744	$542,506	439	$514,692	273	$306,177	115	$235,013	1,571	$1,598,388
2014-2015	754	$729,695	470	$398,502	386	$432,898	116	$233,526	1,726	$1,794,621
2013-2014	875	$669,471	85	$98,400	167	$194,561	354	$393,860	1,481	$1,356,293
2013-2012	1,110	$579,873	142	$99,154	220	$222,800	368	$459,060	1,840	$1,360,888
2011-2012	875	$519,161	154	$99,945	258	$340,576	445	$614,642	1,732	$1,574,324

Table Notes:

1516 scholarships do not reflect summer awards.

CCD Foundation major funders for 15/16 include Western Union and COSI

Starting 2014-2015, DSF scholarship transitioned from Private to CCD Foundation.
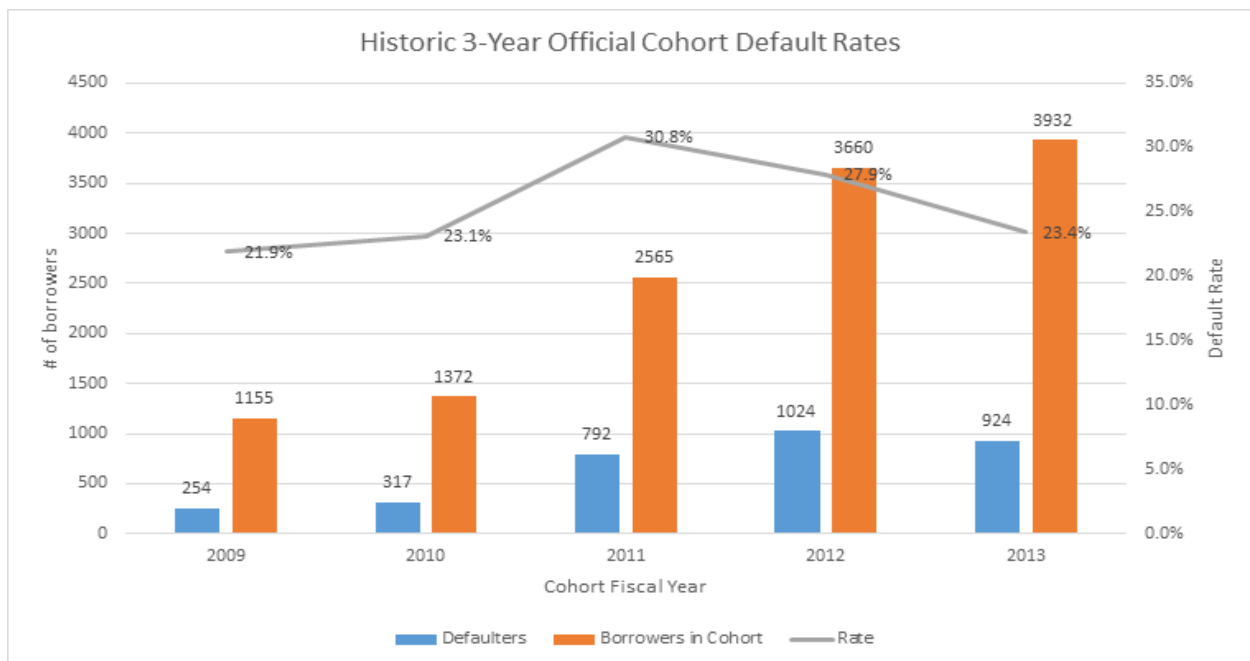
1415 State and Federal increase for Colorado Merit Scholarship.

- Student Aid (15/16 number as of 5/23/2016)

Federal Aid												
	Pell Grant		Subsidized Loans		Unsubsidized Loans		Supplemental Grant		Federal Work-Study		Total Disbursed	
	Awards	Paid	Awards	Paid	Awards	Paid	Awards	Paid	Awards	Paid	Awards	Paid
2015-2016	5,419	$13,368,194	2,990	$7,554,105	1,522	$5,040,170	196	$173,698	81	$198,493	10,208	$26,334,660
2014-2015	5,887	$16,279,195	3,604	$9,584,431	2,232	$7,512,246	281	$328,739	99	$206,571	12,103	$33,911,182
2013-2014	6,480	$17,601,486	4,861	$13,543,925	5,382	$20,591,667	378	$244,642	219	$365,720	17,320	$52,347,440
2012-2013	7,463	$20,795,225	6,114	$17,422,042	5,382	$20,591,667	188	$235,250	124	$161,041	19,271	$59,205,225
2011-2012	8,361	$23,016,918	6,894	$19,859,118	6,208	$24,096,245	442	$275,345	158	$188,508	22,063	$67,436,134
2010-2011	7,894	$24,473,370	6,307	$16,833,044	5,621	$20,521,934	175	$89,091	186	$199,727	20,183	$62,117,166

State Aid								
	Colorado Student Grant		Colorado Work-Study		Colorado Merit		Total Disbursed	
	Awards	Paid	Awards	Paid	Awards	Paid	Awards	Paid
2015-2016	5,335	$5,055,538	235	$920,512	134	$174,750	5,704	$6,150,800
2014-2015	5,392	$4,790,989	274	$920,544	230	$206,845	5,896	$5,918,378
2013-2014	4,310	$3,740,664	225	$754,618			4,535	$4,495,282
2012-2013	4,522	$3,857,576	185	$618,615			4,707	$4,476,191
2011-2012	4,810	$3,618,802	246	$695,829			5,056	$4,314,631
2010-2011	4,184	$2,378,442	288	$695,412			4,472	$3,073,854

- Cohort Default Rate (FY13 data is estimated)

Historic 3-Year Official Cohort Default Rates

Historical 3 Year Official Cohort Default Rates for CCD				
Fiscal Year	Released/Effective	Defaulters	Borrowers in Cohort	Rate
2009	September 2012	254	1155	21.9%
2010	September 2013	317	1372	23.1%
2011	September 2014	792	2565	30.8%
2012	September 2015	1024	3660	27.9%
2013	September 2016*	924	3932	23.4%

Executive Summary

Successes

- **Chat:** LiveHelpNow replaced LivePerson as our chat provider. This strategic move contributed to annual savings of $5,000 to CCD. Moving to a cheaper provider did not make us lose any functionality. In fact, LiveHelpNow in addition provides better monthly analytics and the interface is easier to use.
- **Text Campaigns:** Administration of text campaigns has successfully transitioned to the Call Center. Throughout the year, we deployed more than 400 thousand texts. Texts have become an essential part in the enrollment, retention, and student awareness efforts (Attachment A & B).
- **Texting Institution**: Due to its early adoption, CCD has become the go-to school. We have provided advice to Red Rocks Community College, Front Range Community College, State of Colorado (Colorado Gear UP), Southern Illinois University, and Central Pennsylvania's Community College. In addition, we presented with great success about the benefits of text campaigns at the CCCS Summer Student Success Conference.
- **ARR**: Average wait time decreased by 23 seconds and drop rate was reduced by 3.4%. Our annual average wait time is 26 seconds less than MSUD's and our drop rate is 3.8% less.
- **Financial Aid**: We cut average wait time by more than half (currently at 1:20 min). In addition, we reduced call drop from 15.3% to 7.6%. In comparison to MSUD, our annual average wait time is 58 seconds less and we drop 16.2% less calls.
- **Cashiers**: Decreased drop rate from 16.1% to only 8.9%. Furthermore, wait time dropped by 1 min and 10 seconds per caller.
- **Customer Service**: We surveyed 465 students throughout the year; 98.6% were satisfied or very satisfied with the service provided (up 2% from last year); 89% were extremely or very satisfied with the wait time, and 94.9% rated our employees as extremely or very knowledgeable.

Challenges

- **Hourly funds**: Since a percentage of our student employees do not register for summer classes, they are not eligible to receive work-study funds. We are forced to utilize a portion of our operating expenses to cover additional hourly. This exacerbates when the operating expenses fund is cut as it places us in a very tight spot to provide proper phone coverage.
- **Turnover ratio:** Staff hiring and retention is an on-going perplexity considering the skill level and moderate degree of expertise required to perform well in a highly intense environment. Reasons for staff leaving include personal decision, loss to other departments who require less skill & expertise at the same pay rate, dismissal, and financial aid suspension. This fiscal year, we hired 11 new student employees and lost a total of 6 (mix of new and trained).
- **Lack of phone coverage in some departments**: This has resulted in additional calls to our phone lines. Students calling to make an appointment or speak with their advisor are unable to reach the front office and become frustrated. We implemented an alternative solution to reduce dissatisfaction by providing students with their advisor's direct contact information, including email and telephone number. Banner screen SGAADVR is utilized to determine the correct academic advisor and ensure proper routing.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.

- **Response rate:** Improvements on phone response provided faster service to our students. We cut down drop and wait rates by nearly half; drops decreased from 12% to 7%, wait time was reduced from 1:48 to 59 seconds, and talk time increased by 1 second.
- **3-minute voice alert**: One of our departmental goals for 15-16 was to implement 3-minute queue voice alerts since our current phone system does not allow otherwise. This initiative successfully raised awareness amongst staff & supervisors and helped to improve drop, wait and talk rates.
- **Enrollment:** Text messages supported enrollment efforts. As seen on the table below, there is a direct correlation between increase on enrollment and text deployment:

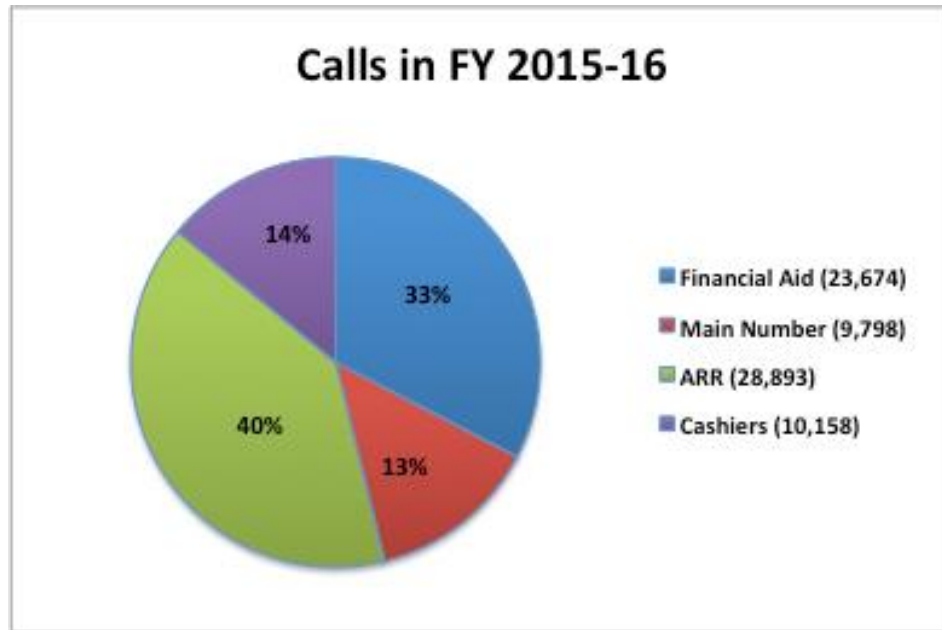| Fall 2016 Enrollment	2015 FTE	2016 FTE	Count	Percentage	Text Reminder
April 29th	723.55	630.93	-92.62	-12.80%	April 29th
May 2nd	739.72	654.33	-85.39	-11.54%	
May 3rd	757.00	671.67	-85.33	-11.27%	May 3rd
May 4th	779.70	686.73	-92.97	-11.92%	May 4th
May 5th	800.93	710.80	-90.13	-11.25%	
May 10th	859.78	770.00	-89.78	-10.44%	May 10th
May 11th	879.18	788.37	-90.81	-10.33%	
May 12th	901.27	809.70	-91.57	-10.16%	
May 13th	918.00	828.30	-89.70	-9.77%	
May 16th	952.90	864.40	-88.50	-9.29%	May 16th
May 19th	983.45	895.17	-88.28	-8.98%	
May 24th	1,001.08	941.63	-59.45	-5.94%	May 23rd

- **Payment Reminder**: Since Cashiers stopped sending paper statements via mail; text campaigns have helped to keep students informed. These campaigns considerably have increased payment awareness and decreased dropped for non-payment. For example, in Summer 2016, the success rate equaled 62%.

  o *Students contacted:*

    - 1-week prior deadline (May 16, 2016):   **1,029**
    - 24 hours before deadline (May 22, 2016):   **887**
    - Dropped for non-payment (May 23, 2016):   **389**

- **Work-Study Employment**: Part-time positions provide excellent advantages to our students, our department and CCD's student retention. In addition, it saves the institution $53,000 on annual wages. Our department provides the opportunity for our students to gain conscious, relevant and valuable professional experience before graduation. Retention and graduation efforts, as per the

Financial Aid Office, CCD retains around 65% of the students on work-study and 30% graduates. We employ an average of 15-18 students per semester.

- **Standardized New Employee Orientation:** Call Center Specialists recognized the need for the orientation. The session begins with discussing CCD's mission, values, and strategic plan. This allows employees to align their thoughts about the work they will perform in the call center with those of CCD. Our departmental expectations (policies) are also a major component of the orientation and are discussed in detail. After each expectation is read aloud, an opportunity is provided for questions and clarification. The orientation takes place before student employees begin training so that all are informed on what is appropriate and expected of staff working in the call center. A well-trained employee provides great customer service: 98.6% of our callers were satisfied or very satisfied with the service provided (up 2% from last year), and 94.9% rated our employees as extremely or very knowledgeable.

- **Text Campaigns**: We reached out to students to remind them about requirements pending, encourage class registration, complete payment, and apply for aid/enrollment. These campaigns supported the strategic plan, including lowering the drop for non-payment, increasing enrollment, raising awareness on events and programs, and increasing retention. We sent text campaigns on behalf the following offices/staff:

  - International Student Advisor
  - Financial Aid Office
  - Admissions, Registration and Records Office
  - Cashiers Office
  - Office of Scholarships
  - College Opportunity & Student Outreach
  - Graduation Specialist
  - Urban Male Initiative
  - Center for Math & Science (BIO, CHEM & GEY)
  - PTK Advisors
  - ASSET/DACA Advisors
  - Communication Degree Chair

Students served, recruited, retained, transferred, and graduated with relevant student demographics

- 536,193 students were served from July 1, 2015 thru May 24, 2016 via different channels:
  - Texts/emails: 459,358
  - Phone: 72,523
  - Chat: 3,283
  - After-hours inquiries: 1,029

Calls in FY 2015-16

- Financial Aid (23,674) — 33%
- Main Number (9,798) — 13%
- ARR (28,893) — 40%
- Cashiers (10,158) — 14%

Professional Development

- Sept 1 - SACCA Webinar: Retaining Community College Students to Graduation - Gustavo
- Sept 9 - Call Center New Employee Orientation
- Sept 10 – Academic Customer Service Training – Gustavo
- Sept 14 - CMS Advance Planning Spring – Gustavo
- Sept 24 - Webinar: Building Loyalty Through Connected Customer Service - Gustavo & Nick
- Oct 1 - Enrollment Services Leadership Retreat – Gustavo
- Oct 6 - New Member Meeting, Hispanic Chamber of Commerce – Gustavo
- Oct 8 – Academic Costumer Service Train the Trainer – Gustavo
- Oct 9 - CCPT Training – all staff
- Oct 9 - Budget Talks – Gustavo & Nick
- Oct 12 – Academic Costumer Service Train the Trainer – Gustavo
- Oct 14 - Webinar: 7 Rules for Architecting a Modern Contact Center
- Oct 14 - Community Dialogue: What does Umpqua Community College's tragedy mean for us? – Gustavo
- Oct 16 - Call Center New Employee Orientation
- Oct 19 - Active Shooter: What can you do?
- Oct 23 - CCD Reflection Initiative – Nicholas
- Oct 28 - NASFAA – Best Practice in Customer Service – Anthony
- Oct 28 - Phoenix Center Workshop – Nick
- Oct 28 - Call Center/Welcome Center Discussion – Nick & Gustavo
- Oct 29 - SBCCOE Reception for Rep. Lontine – Gustavo
- Oct 30 - Enrollment Services Staff Retreat
- Oct 6 - Call Center Mandatory Meeting
- Nov 6 – Auraria Police Department: Active Shooter
- Nov 6 - Career Development Center/Call Center semester meet-up
- Nov 13 – Call Center New Employee Orientation

- Nov 19 - Call Center/College Pathways semester meet-up
- Nov 20 - Food Bank of the Rockies Call-a-thon, volunteer – Gustavo
- Nov 24 - Stear Demo – Gustavo
- Dec 11 - International Student Information session
- Jan 15 - Final Academic Customer Service – Gustavo
- Jan 22 - Call Center New Employee Orientation
- Feb 5 - Diversity Training – Gustavo
- Feb 5 - National Leadership Society Orientation – Nicholas
- Feb 11 - NCC Online - Widening the Transfer Pipeline – Gustavo
- Feb 11 - HLC Discussion – Nicholas
- Feb 12 - EM Council Committee Work Session
- Feb 17 - Call Center/Student Life semester meet-up
- Feb 19 – Call Center New Employee Orientation
- Feb 19 - Call Center/ARR semester meet-up
- Feb 23 - CCD Text Messaging Platform Meeting – Gustavo
- Feb 25 - 50th Anniversary Focus Group – Nicholas
- Feb 26 - Writing Incident Reports – Gustavo
- Mar 1 - Writing Incident Reports – Anthony
- Mar 8 - Cross-training ARR/Call Center – Nick
- Mar 15 - Academic Customer Service Training – Nick
- Mar 18 - Mandatory Call Center meeting
- Mar 31 - Academic Customer Service Training, Facilitator – Gustavo
- Apr 1 - Academic Customer Service – Anthony
- Apr 8 - Academic Customer Service, Facilitator – Gustavo
- Apr 22 - Graduation Training
- Apr 27 - President Awards Ceremony
- Apr 29 - Call Center Mandatory Meeting
- May 2 – EASS Divisional Meeting
- May 5 – ARR CAS Review – Nick
- May 6 – 2016/17 Student Employer Supervisor Training – Anthony & Nick
- May 9 – Graduation Fair, Alumni Table – Nick
- May 9 – ARR CAS Review/Wrap up – Nick
- May 12 – CCD Commencement, Volunteer – Anthony
- May 13 – Call Center Mandatory Meeting
- May 17 – Webinar: LivePerson & Facebook Messenger: Transforming How Brands and Consumers Connect - Gustavo

Grants

- N/A

Scholarly Activities

- The Call Center and COSO presented at the 2015 CCCS Summer Student Success Conference on June 19th. This presentation raised awareness on the benefits of text campaigning in Higher Education.

- The Call Center Manager facilitated two Academic Customer Service Trainings for staff and faculty on March 31st and April 8th.

Service Activities

Call Center Manager

- Gustavo M. Rivas
  - Academic Customer Service Facilitator
  - HSI Writing Committee
  - External Engagement Committee
  - Council for the Advancement of Standards in Higher Education (CAS) for COSO
  - Volunteer at DREAMers Resource Fair

Call Center Specialists

- Anthony Brown
  - Web Council
- Nicholas Grissom
  - Council for the Advancement of Standards in Higher Education (CAS) for ARR
  - Community College of Denver Alumni Committee
  - Student Conduct Liaison (former as of April 2016)
  - Community College of Denver Student Awards Committee
  - Strategic Planning Reflection Committee

CAS and Assessment Updates

- CAS
  - The Call Center was not required to undergo CAS but full-time staff participated in the CAS assessment for COSO (Gustavo) and ARR (Nicholas).
- SLOs
  i. After reviewing 465 surveys; 98.6% of our visitors were satisfied or very satisfied with the service provided (up 2% from last year); 89% were extremely or very satisfied with the wait time, and 94.9% rated our employees as extremely or very knowledgeable.
  ii. The Interim Dean of Enrollment Services expressed high satisfaction on the overall performance of the Call Center and its full-time and part-time staff. He stated on our end of the year evaluation that our department does provide "high quality interactions" in customer service. Due to our consistency and quality management implementing text campaigning, our Dean pointed out, CCD has "been sought out by outside organizations to obtain [our] insight into using texting software."
  iii. **2015 SLO # 1**: Call Center will start a series of initiatives that will benefit internal and external communication. Through historical reports, we have identified perfect rate scenarios, and will implement courtesy check-ins and hold time "watchers" to maintain acceptable hold, drop and talk times. The Call Center Manager will also visit Heads of Departments, inside and outside Enrollment Services, on a semester basis to address ways to improve channels of communication.
    1. **CAS Student Learning Outcome:** Practical Competence

2. **Method of Assessment:** Year comparison through the Telephone system database (BCMS), and end-year survey sent to Heads of Department.
3. **Desired outcome:** Average reduced time of answering calls by 17%, fewer abandoned calls by 8.5% in addition to a more concise dissemination of comprehensive information.
4. **Measurement**: Desired outcome was surpassed. We cut down drop and wait rates by nearly half; drops decreased by 44%, wait time declined 45% and talk time increased by 1 second.

    In addition, in order to measure our improvement on channels of communication, we surveyed contact staff for each department we met during the year:
    - 100% feel that they have a better understanding of the services we provide after our meetings
    - 83% completely agreed and 17% somewhat agree that we listened to concerns and/or suggestions
    - 83% completely agree and 17% somewhat agree that we provided appropriate feedback/input
    - The surveyed departments provided feedback about visit frequency. The majority agreed that two per year are needed.

    As a conclusion, the data above shows that we not only have fulfilled our SLO but the results are better than expected. Students do not have to wait as long and we even talk longer with them. Feedback from our fellow departments does allow us to improve training processes and address any concerns for the upcoming year.

ii. **2015 SLO # 2:** Decrease Cashiers drop rate by expanding HigherOne account access and extraction capabilities to include all part-time staff. Identify and suggest changes, which could include website, mandatory orientation, and text alerts to increase student awareness and decrease dependence on phone communication.
1. **CAS Student Learning Objective:** Practical Competence
2. **Method of assessment:** BCMS telephone system report for Cashiers.
3. **Desired Outcome:** A decrease on hold and drop rates by 15% but also an increase in customer satisfaction via exit surveys.
4. **Measurement**: Annual comparison shows that drop rate decreased by 40% and wait time by 44%. Granting access to HigherOne to part-time employees has allowed us utilize less talk time to address inquiries as part-time staff does not need full-time staff support. Talk time decreased from 3:17 to 3:06 minutes, a reduction of 5.5%.
5. Based on the above data, we can conclude that our SLO was not only fulfilled but surpassed.

Goals for the Upcoming Year 2016– 2017 to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Broaden Call Center communication and coverage by analyzing phone data relevant to important dates, time intervals and text campaigns. Facilitate overviews and trainings prior to calendar events in addition to scheduling coverage after analyzing phone statistics ("spikes" in call volume). This will heighten staff preparedness in servicing callers in addition to reducing hold and drop rates. This goal is related to the Effective Communicator Institutional Outcome by encouraging the student body to listen attentively to others, respond appropriately and use appropriate syntax and grammar thereby promoting an increase in customer confidence. The results will improve service to students and community by increasing college-wide knowledge of processes, procedures, and resources (Strategic Priority 2).

- In addition to being pioneers as a centralized Call Center in Higher Ed., initiatives such as text campaigning and real time chat have placed us in the forefront of digital engagement. Continue finding ways to put CCD and the Call Center officially on the map and continue developing new and innovative methods to communicate with our students. This could result also in long-term budget savings, just as LiveHelpNow replacing LivePerson, increase in customer service satisfaction, and hopefully contribute to secure one of the 1-million dollar innovation grant. This goal is related to the Effective and Ethical User of Technology Institutional Outcome. Proper recognition will demonstrate that our technological initiatives are changing communication in Higher Ed. These new techniques not only allow our students to develop a relationship with our institution but also are examples of new and modern methods in digital academic engagement (Strategic Priority 2, 4).

Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions e.g., staffing, funding, student:faculty or :staff ratio, etc.

- Although we understand budget is limited due to the enrollment decrease, we identified the need for an increase in hourly funding to accomplish our work priorities. Particularly because operating expenses will be cut by 10% next year. During the year, we try to save as much as possible on operating since it is our backup fund to afford additional hourly students during both summer melts.

- Secure funding to attend a Call/Contact Center conference. Although Call Center full-time staff is provided with plenty of opportunities of professional development in higher education, we have never attended a Call Center conference. There was no need in the past partly because AHEC's current phone system is very limited. However, with the imminent upgrade to VoIP, there will be more opportunities to expand and improve services to our students. Attending this type of conferences will keep us up to date with new technology and use all of its potential.

Student Life

Executive Summary

The 15-16 Academic year was an interesting year for the areas within Student Life. We had a very dynamic year in all areas of Student Life. Our goals as a unit were to assess ourselves in an impactful way and to let the rest of the community know about it. Throughout the specific departmental annual reports, you will see the following.

- o When our initial data study was completed last year, it was distributed it campus wide and shared that the numbers tell us that students who use our services graduate at three times the institutional average.
- o We have created a newsletter "Student LifeLINES" which has had 5 editions.
- o We updated our brochure for Student Life, as well as several others (Human Services, Leadership)
- o The Care Team marketing has been updated and distributed widely.
- o The Office of Student Conduct and Care Team did five Active Shooter/violent individual trainings as well as several trainings that were specific to departments or groups. There were also three community conversation sessions by the Care Team to process the impact of the Umpqua Community College shootings in October.
- o Our website is up to date thanks to our ongoing monitoring and correcting.
- o During peak registration for both semesters, we fully staffed the popcorn machine and information table.
- o Dean of Student Life did three presentations on Assessment Day to spread the word not only about our study but how important the numbers were that came from that study.
- o At the Welcome Back BBQ and Resource Fair, we asked Faculty to go through the tables just as we ask students to do. This raised the awareness of Faculty of Student Life and what we do. We also distributed a survey there for students to inform our programming and event planning for the semester and year.
- o We have done regular tabling in CNF and CHR to raise awareness of our services (Events most prominently) to students who don't make it to the Tivoli very often.

Overview of *past* Academic Year successes and challenges.

The challenges for the past year have been:

- Lack of direction for us on how to move forward with the Career/Transfer combination of offices.
- Lack of mental health resources in order to have direct emergency evaluation on students and a mental health professional to sit on our team.
- The offices that are part of federal compliance functions are required by the feds to have ongoing training (especially around Clery and Behavioral Intervention Teams). This needs to be a priority going forward to support our compliance people with proper training. It is something that will help us comply with federal law but also improve morale among those who have compliance responsibilities.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

Goal #1: Assessment Systems building – Strategic Priorities supported in this goal:

- Student Learning and Success
- Organizational Integration and Effectiveness
- Culture of Evidence, Transparency and Shared Information
    - First, we completed the quantitative Data Study that gave results for the question of at what rates do students who use Student Life Services retain, transfer or graduate? Then based on that, we have done a follow up qualitative study looking at HOW our services are helpful to students (submitted on 3/30/16). In each area we have created assessment processes that are specific to that area: Attached is a compilation of our assessments specific to each area of student life.

Goal #2: Assessment professional development staff-Strategic Priorities supported in this goal:

- Organizational Integration and Effectiveness
- Culture of Evidence, Transparency and Shared Information
    - Dean Rudolph Crawford focused on assessment work with her staff in meetings as an ongoing discussion and at our Staff Retreat in December. Based on work in Dean Rudolph Crawford's doctoral class last fall, she decided to do a workshop day on assessment techniques for the SL staff. It was a productive work session and we solidified plans for the department wide assessments as well as the service-specific ones. Dean Rudolph Crawford was then a part of the planning team for Assessment Day where the staff who were on campus participated in the sessions as well as the workshop. Dean Rudolph Crawford did three presentations that day focusing on our Student Life IR Data Study.

Goal #3: Student Life Marketing - Strategic Priorities supported in this goal:

- Student Learning and Success
- Organizational Integration and Effectiveness
- Culture of Evidence, Transparency and Shared Information
    - Our website is up to date thanks to our ongoing monitoring and correcting.
    - We have created a newsletters "Student LifeLINES" which has had 5 editions.
    - We updated our brochure for Student Life, as well as several others (Human Services, Leadership)
    - The Care Team marketing has been updated and distributed widely.
    - The Office of Student Conduct and Care Team did five Active Shooter/violent individual trainings as well as several trainings that were specific to departments or groups. There were also three community conversation sessions by the Care Team to process the impact of the Umpqua Community College shootings in October.
    - At the Welcome Back BBQ and Resource Fair, we asked Faculty to go through the tables just as we ask students to do. This raised the awareness of Faculty of Student Life and what we do. We also distributed a survey there for students to inform our programming and event planning for the semester and year.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- We have had 500 reports in Conduct and Care this year.
- Through our Human Services programs we served 870 unduplicated students.
- Our CDC which only has one professional staff managed to make contact with 3204 students!
- 1658 students attended our Events.
- We had 25 Recognized Student Organizations this year.

Professional Development

- Dean Rudolph Crawford attended the Association for Student Conduct Administration conference in February 2016. CCD has recognition at a national level because of the work that we are doing on our campus, but also for the presence that Jake Kasper and Meloni Rudolph Crawford have in that organization. Also, Heilit Biehl is on the cutting edge of Behavioral Intervention Team work.
- AMI – Academic Management Institute
- SAIC – Sexual Assault Interagency Council – Sex Offenders and Title IX (March 2016)
- CCCS ATIXA Appeal Board Training – October 2015
- Close to Home Media Training (CBS4 News studios)
- Juana Bordas, Cultural Competencies – March 22

Grants
- In the Career and Transfer areas, the CCTE offered to let us utilize CHAMP grant funding for a Career Advisor to work with students from CHAMP funded majors. That search is currently underway.
- For the Care Team, we attempted to apply for a grant to help provide us with a Mental Health professional who would sit permanently on the Care Team. We were not successful in that funding attempt, but we will keep looking for additional opportunities.

Scholarly Activities

- The Dean of Student Life is also pursuing a PhD and has presented on Student Life Assessment, "How is institutional identity communicated in a shared student union?"

Service Activities

- SACCA – Dean Rudolph Crawford have served for two years on the Advisory Board for the Student Affairs in Community Colleges Association.
- Close to home Campaign- Ismael Garcia and Meloni Rudolph Crawford have been involved in Denver's Close to home campaign which is a concerted effort to end homelessness in the Denver Area.
- Assessment Day – Dean Rudolph Crawford was involved in the planning and implementation of Assessment Day presenting three times throughout the day on the assessment efforts and programs in Student Life.

CAS and Assessment Updates

Assessment compilation for Student Life 2015-2016

Events

For this year, we have been assessing how many students are attending the event, how many of those types of event they have attended (i.e. Hot Topic, etc.), and how they heard about the event using a sign-in sheet that specifically asks those questions.

Human Services

The ongoing assessment for **Human Services Student Programs** is to use the Council for the Advancement of Standards in Higher Education (CAS). There is not an evaluative self-assessment guide for Human Services Student Programs however we adapted the guide for **Commuter and Off-Campus Living Programs** criterion measures. The similarities include students who live at home with their parents, in rental housing, or with their own families. They may attend college full time, part time, or alternate between the two. They may live near the campus or far away; they may commute by car, public transportation, walking, or bicycle. These students face common needs and concerns, such as finding safe and reliable transportation, affordable housing, childcare, and other pull factors such as managing multiple life roles, integrating their off-campus support systems into their higher education experience, and developing a sense of belonging in their campus community.

This year we have been continuing to assess the retention, transfer and graduation rates for students who use the following services: Food Pantry, Lending Library, Childcare Scholarships, Housing/Homelessness Scholarship, Thanksgiving Baskets, ID vouchers, Peer Mentoring Intake Meetings, Vision/Eye Care Referrals and PEAK/SNAP enrollments.

Care Team

The ongoing assessments for the Care Team are:

-End of Semester reporter satisfaction surveys through survey monkey/institutional research

-Annual quantitative analytic report of cases (Care) for trends compared to past years.

-Care Team membership interviews with standing members of the team.

For this year, we completed membership interviews with each standing member on the Care Team. This allowed for qualitative feedback on effectiveness of the team, buy-in from each member, and understanding of how each member views their role on the team.

Additionally, we assessed off-site partnerships with mental health agencies through site visits and re-evaluating services available to CCD students.

Lastly, we benchmarked other institutions Care manuals in the early stages of development of CCD's version. This allowed us to assess common themes and best practices that should be included in our own manual.

Student Leadership Programs

Kathryn Mahoney has been doing assessment in the Leadership area in a variety of ways. We require students/participants to register for all of our conferences (COLEADS, Women's Leadership, Latino Leadership, Higher Education Diversity Summit). In the very least we are collecting data on the number of participants. Normally we have participants fill out an evaluation on at the end of the conference in order to determine what their experience was. This did not happen for Latino Leadership this year.

Student Government has begun to focus on assessment this year. In order for students to get food, swag, etc. they must fill out a brief survey. The surveys typically ask what students like about CCD, what kind

of programs they would like to have, and what things would they like to see.   Recently they asked questions about what students would like to see in the Tivoli. This was done to help CCD's SACAB reps better advocate for the needs of CCD students in the Tivoli.

Office of Student Conduct:

- End of Semester reporter satisfaction surveys through survey monkey/institutional research
- Student Life learning outcome surveys for students who go through the conduct process.
- Annual quantitative analytic report of cases (Care and Conduct) for trends compared to past years.
- Reflection paper sanctions to assess development and qualitative experiences.
- Provided S#'s to IR for retention analysis.

Conduct assessments this year:

- Assessing academic integrity cases regarding reporting/lack of reporting to assist with roll out in Fall 2016 using quantitative analytics and scholarly research.
- Would like to assess conflict resolution needs at CCD as alternative resolution opportunities instead of formal student conduct processes by reviewing caseload/type.
- Interested in 'ripple' effect analysis of how conduct supports students indirectly by intervention.
- Dean Rudolph Crawford has developed a rubric to be used when assessing student reflection papers. It is a rubric which intersects content in the paper with Kohlberg's theory of moral development.

Transfer Success Center

The ongoing assessment for this area is/will be vital to the national goal of completion, critical to the college's strategic plan, and necessary for the vitality of the college and our accrediting body.

For this year, we have been assessing the design, delivery, and reporting of student learning through D2L. In addition, all programming conducted in TSC has an evaluation component from panels to fairs to talk and tours. We have partnered with our web support and content specialist to house evaluations online. The Transfer Success Center also employs a standard of performance evaluations that demonstrates new skills and competences learned while employed at the college. Assessment is infused into the culture in transfer.

Career

We track, student contacts, type of visit (resume, cover letter, job search, career assessment, career research etc.), presentations (plus number of students in each).

This year we were going to measure how students were doing on a rubric on resumes, what we did do was have everyone trained in the rubric who saw students for resumes.

The year before we measured student learning outcomes through a survey:

> **Student Learning Goals for spring 2015 - Career**
> Career/Major Exploration
> Goal: To assist our students in choosing a major and/or career path during their first year at CCD.
>
> Learning to Create Resume/Cover Letters
> Goal: To assist our students in finding part-time/work-study jobs to assist in their educational and career goals.

Helping Students Find Part-Time Or Work-Study Positions
Goal: Our students will be able to articulate the process of finding positions on and off campus.

Assessment Results for Student Learning Goals are as follows:

Question 1:
I feel more confident in my career and academic major choice after utilizing the Career Development Center **91% agree with this statement**

Question 2:
I better understand how career paths are connected to my academic major after utilizing Career Development Center resources/services **88% agree with this statement**

Question 3:
I know how to find accurate information on careers and academic majors after utilizing the Career Development Center and its resources/services **94% Agree with this statement**

Question 4:
I feel more confident in my ability to find a part-time or work-study position after utilizing the Career Development Center resources **53% Agree with this statement**

Question 5:
I better understand how networking, and creating an effective resume and cover letter, will help me find a position to fit my needs after utilizing Career Development Center resources/services **47% agree with this statement**

Question 6:
I know how to find accurate information on creating up to date and contemporary resumes and cover letters for my educational goals **27% agreed with this statement and 30% said it did not apply**

Question 7:
The front desk staff at the Career Development Center made me feel welcome **76% agreed with this statement**

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

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- List the strategic priorities (goals) for your unit form 16-17, including potential or anticipated challenges and issues.
  - We hope to garner more mental health support for our students via the Care Team.
  - We hope to work on an awareness campaign on campus in conjunction with Denver's Close to Home campaign
  - We hope to successfully combine the Career and Transfer Centers this coming year.
  - We hope to create an ongoing training plan for Student Life staff, particularly those in the compliance areas.
  - We will implement the new policies and procedures around Academic Integrity.
  - We will move into a second phase of assessing student events.
  - We are working on goals that will also support the Enrollment Management Plan but we do not have those articulated at this moment.

- Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions (e.g., staffing, funding, student:faculty or :staff ratio, etc.)
  - We need executive staff direction for the Career/Transfer Center.
  - We need support, understanding and funding around compliance trainings and certifications, especially for our Care Team Case Manager.

Survey of the impact of Student Life Services: Spring 2016
Executive Summary

During the Spring of 2015, the Office of Student Life did a data study that showed that students who use Student Life Services graduate at three times the institutional average. Based on those encouraging numbers, we expanded our assessment to include a qualitative element in order to get deeper meaning from the data.

During January of 2016 the Office of Student Life conducted a survey to assess the impact of our services on students. We had 183 responses which were completed during the week of our lending library. These were the questions we asked:

Which of the following services have you utilized while you have been a student at CCD? (check all that apply)

Career Development Center (44)
Transfer Success Center (43)
Lending Library (162)
CCD Food Bank (30)
Student Clubs or Organizations (27)
Student Events (41)
Child Care Scholarship (2)
Housing Scholarship
Conflict Resolution Services (1)
Human Services referrals to emergency housing (3)
Contacted by Care Team (3)
Student Government (8)
Leadership opportunities (conferences) (13)
Health Center at Auraria (Tri-institutional service) (21)
GLBT Student Services (Tri-institutional service) (6)
Phoenix Center at Auraria (Tri-institutional service) (5)
Recreation Center (Tri-institutional service) (16)
Other_____ (17)

Which service listed above was most helpful/meaningful to you in helping you succeed as a student?

In reference to the service that was most helpful/meaningful, please describe HOW it was helpful/meaningful…what, if anything would you change?

Which service(s) would you recommend to a friend/classmate? And why?

Is there anything additional you would like to share with the Office of Student Life?

The initial themes that emerged were:

Use of multiple services is linked with utilizing the Lending Library – Students who use lending library are using other Student Life Services as well. We have successfully utilized the traffic flow of the lending library events to market our other services.

In our initial study in 2015, students who utilized the Career Development Center were retained at a rate of 74% (as compared to the CCD comparison sample at 49%). Qualitative responses indicate that having a focused goal was important to the students' retention.

Gratitude for those services which removed barriers for students – students were very willing to write about how they benefited (and were therefore able to focus on school) from the services that removed an element of worry. For example, one student writes that they are thankful for the food bank so that their hunger was no longer a barrier to studying for a test. Another example is of the many students who were thankful for the lending library because the cost of new books was prohibitive to them being prepared in the classroom.

The financial assistance through the Human Services areas was the most common response for the "what is most helpful/meaningful" service question. This helps reinforce the benefit of the choice made by SGA in fall 2015 which put surplus Student Fee funds into the Human Services budget.

Students appreciate the events we are able to provide for them. Many of them talked about how impactful the experiences were when specific speakers made appearances.

The personal care reflected by individual staff members is crucial – The raw data results include names of staff members repeatedly written by student participants. This is evidence of the connections that Student Life Staff make with our students on a daily basis.

Future research questions:

We acknowledge that both of our assessment projects so far do not prove a causal link that students graduate at three times the institutional average *solely based* on their use of Student Life Services. However, the data shows that there is clearly a positive correlation between our services and student retention, transfer and graduation. Future assessment on the causality (if we can determine the appropriate research question and methodology) would be invaluable.

We acknowledge that students who use our programs could be assumed to be more apt toward involvement than the average student and therefore more likely to graduate anyway. However, many of these student respondents spoke of a referral from a friend or social media. This shows that the benefits of these services is being shared in venues that are open to all students. If we could isolate more variables in future assessment projects that would show that the average student has access to our programs and also benefits from those programs, we would be able to strategically prioritize our student fee uses.

In the future, we would like to do qualitative impact studies for each professional staff member, including Dean of Student Life, which would give valuable feedback on how our work impacts the students who have had direct experience with us.

A few quotes from our student participants:

"They [Student Life] have given me an educational and employment opportunities I would never dreamed to have without their help"

"[Student Life Services] helped me stay focused in school"

"I wouldn't change anything. I feel so welcomed, supported and accepted here"

Start Here, *Go Anywhere!*

Executive Summary

The following report outlines the successes and areas for improvement from Student Events for the 2015-2016 academic year. Based on this report's findings the Student Events area has set the following goals for 2016-2017.

- Collect data at all events for the 2016-2017 year;
- Begin collecting follow-up data after events; and,
- Utilize event data from 2015-2016 to make appropriate changes for events in 2016-2017

*Several additional deposits and expenditures pending.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

- Develop assessment systems for events
  - The first stage of the assessment system for events was to collect data on how many Community College of Denver students attended each event. The questions that were asked` on each sign-in sheet included first and last name, S Number, school, and, "how did you hear about this event?" Optional questions that were interchanged depending on the event were "How many of this type of event have you attended?" and "Did you know your student fees paid for this event?" The student's S Number was collected and is used in the Office of Student Life data survey.
- Acclimate the new coordinator into Student Life and CCD.

Students Served (Recruit, retained, transferred, graduated with relevant student demographics)

- From Fall 2011 to Winter 2015, only 27 students were tracked for events in the Student Life-Retention, Transfer and Graduation rates. Three of those 27 students graduated from Community College of Denver. Below lists numerical data for the 2015-2016 academic year that relates to event attendance, and will be used moving forward to indicate whether or not participation in the events that are offered translate into a student's retention, transfer and graduation at Community College of Denver.
  - 866+ Community College of Denver students attended the 60 events for the 2015-2016 academic year.
  - Table A lists each event and its number of attendees. Unfortunately we were not able to account for the attendee numbers at all 60 events during the 2015-2016 academic year.
  - Important information we can glean from Table A is that; 1,101 of the total 1,658 event attendees who signed-in at the events during 2015-2016 answered the question, "How did you hear about this event?" 18.64 percent said they heard about the event via "Word of Mouth," 17.31 percent by poster, 9.7 percent from a faculty member, 8.98 percent from social media, and 6.37 percent from the school calendar. 30.82 percent of the 1,658 event attendees who sign-in said that was the first event they had attended.; Community College of Denver students represented on average 21.33 percent of the attendees at Tri-Institutional events.

TABLE A

	CCD Student Attendance	Total Attendance
Fall 2015		
Distinguished Lecture Series: Edward James Olmos	61	384
Haunted Harvest		153
Hot Topics: Sexual Assault	10	63
SGA Holiday Dinner	335	
Hot Topics: Religion	7	28
Spring 2016		
Welcome Week: Game Day	17	154
Welcome Week: Gone Fishing	23	208
Welcome Week: Movie Night	14	82
Welcome Week: Promo Day	40	208
Pizza w/ the President: CHR	40	
Hot Topics: Animal Rights	1	37
Hot Topics: Elections	3	21
Hot Topics: College Campus Racism	11	61
Pizza w/ the President: CNF	27	
CCD Movie Night	51	
Open Mic Night: March	9	56
Hot Topics: Abortion	34	86
Pizza w/ the President: Lowry	20	
Hot Topics: Middle East	11	61
Spring Fling Bike Giveaway	72	
Distinguished Lecture Series: Michael Sam	72	10
Hot Topics: Gun Control	8	46
Total Event Attendees per Category	866	1658

Professional Development

- Monthly Student Life Development Council Meetings
- Annual Student Life Development Council Retreat
- Divisional Meetings
- Student Life Development Council Sessions at State Student Advisory Council Conference

Grants
- No grants were written or submitted from the Student Events area for the 2015-2016 academic year.

Scholarly Activities

- No presentations were given from the Student Events area for the 2015-2016 academic year.

Service Activities

- Auraria Higher Education Center Tri-Institutional Committees
  - Latin@s United Across Auraria
  - Physical Education Events Center Stakeholder
  - Student Activities Programmers (SAPs)
  - Phoenix Center Outreach and Education Committee
- Colorado Community College System
  - Student Life Development Council
  - State Student Advisory Council Annual Conference Planning Committee
- Community College of Denver
  - Commencement Committee
  - Community College of Denver 50th Anniversary Action Committee-Chair
  - Hispanic Serving Institution Committee
  - Resource Fair Committee

CAS and Assessment Updates

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- The Student Events Coordinator will create and implement phase two of the program and event assessment plan.
  - This goal supports Strategic Priority one of the Community College of Denver Strategic Plan.
  - Phase one of this goal was to successfully collect attendance from as many programs for the 2015-2016 academic year, and to collect how event attendees heard about the event and if that was the first event they had attended. Goals for phase two of this assessment plan are to collect data at all events for the 2016-2017 year, begin collecting follow-up data after events, and to utilize data from phase one to make appropriate changes for future events.
- Chair the Community College of Denver's 50th Anniversary Action Planning Committee.
  - This goal supports Strategic Priorities two and three of the Community College of Denver Strategic Plan.

Start Here, Go Anywhere!

Executive Summary

The 2015-2016 academic year was a very busy year. We saw an increase in student organizations this year and a very active Student Government.

Student Organizations

- We had 25 Recognized Student Organizations this year. The Math Club, Architecture Club, IT Club, and Caminos Latinos were recognized for the first time. We also started a chapter of the National Society for Leadership and Success, which inducted 123 members in its first year.
- The three honor societies, Phi Theta Kappa, Psi Beta, & NSLS, held the first ever Honor Society Reception. Their goal was to celebrate their students, advertise their organizations, and promote collaboration among the groups.
- The Student Involvement Fair was held at the beginning of each semester to showcase our Student Organizations and to help them with the recruitment of new members. We only had about seven student organizations participate in the Fall and three in the Spring. Eight student organizations participated in Spring Fling and three participated in Fall Fest.

Leadership

- Five leadership conferences took place this year: Co-LEADS, State Student Advisory Council's Fall Leadership Conference, Women's Leadership Conference, Latino Leadership Summit, and the Higher Education Diversity Summit (HEDS).
- The student attendance at HEDS has dropped significantly over the years. As a result, the planning committee has decided to focus on faculty and staff in the future. Students will be welcome to attend, but there will not be any sessions geared towards them.

SGA

- SGA held 12 successful programs including, Welcome Back and Food for Finals each semester, Annual Holiday Dinner, Sit Back, Soup and Study, Favorite Faculty Reception, and the Graduate Reception. SGA gave away 37 caps and gowns at the Graduate Reception.
- SACAB, in conjunction with SGA, was able to pass three student fee referendums this year: the RTD College Pass, Sustainable Campus Program fee, and the extension of the Auraria Bond Fee.
- One of the challenges they had this year was that they were not able to fill the Lowry Representative position. The challenge is that students schedules are intense and often do not fit into SGA's schedule. The SGA President and student leadership coordinator are planning on looking at ways to adjust the requirements for the position and working with the dean and program chairs to determine what will work best for Lowry students.
- SGA had problems with recruiting members for the next year. Unfortunately they only had one person run for president. As a result, they will be holding elections for the remaining positions the last week of September 2016. The SACAB positions are the exception. In order to ensure that CCD has a voice tri-institutionally the president will appoint these two positions before July 1.

- SGA was able to have its new by-laws approved by the student body. This means that brand new students will now be able to run for student representative. They will also have 5 Auraria Campus Student Reps.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

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

- o The development of the Peer Mentor Program is underway. The first draft of the manual is complete. It now needs to be edited and we need to begin recruiting students to participate in the program. Kathryn Mahoney presented the program to the EASS Student Advisory Board and received feedback that will be helpful in the development.

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

- o Assessment efforts have improved. While we were not able to use tablets, we did increase assessment on multiple fronts. Student Government had students fill out small surveys before they were allowed to take food or swag. They did this to find out what changes/concerns students had with CCD and to find out why students visit the Tivoli and what services they would like to see it. Student Life conducted a survey to learn students' opinions on events.
- o The focus on our assessment strategy has been more focused on events. We would like to do more assessment on student organizations.

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

- o We did increase our marketing efforts this year. The Student Life brochure has been revised and we are waiting for it to be printed. During the Spring Semester we began to focus more on Social Media. In April Kathryn Mahoney began managing the Instagram and Snapchat accounts for CCD. During this time we have doubled the amount of people following us and believe this could be an important marketing tool.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- Student Government Association (SGA) - 13
- Student Organizations - 129

Term:	Sum 2015	Fall 2015	Spg 2016	Total	Retain	Transfer	Graduate	AA	AAS	AGS	AS	CER
SGA/Student Orgs			142	142			7	3	1		2	1

Fall 2011-Fall 2015

Service	Students	Retain	Transfer	Graduate	AA	AAS	AGS	AS	CER	Avg GPA
SGA-Student Orgs	323	239	59	97	22	39	7	13	16	3.04

Professional Development

- CCCS Drive-In Conference
- Monthly SLDC meetings (takes place during the academic year)
- Divisional meetings
- SLDC sessions at SSAC conference
- ATIXA training
- BIT training
- Juana Bordas Professional Development
- CPR training
- SACCA Webinar – Best practices in Retaining Community College Students to Graduation

Grants

Scholarly Activities

Service Activities

- *Tri-Institutional Committees:*
  - Women's Leadership Conference – co-chair
  - Latin@s United Across Auraria
  - Higher Education Diversity Summit
  - Co-Leads (CO Leadership, Education, and Discovering Social Justice)
  - SAPs (Student Activities Programmers) - through September
- *System*
  - Student Life Development Council (SLDC)
  - SSAC Annual Conference planning Committee
- *CCD*
  - Commencement Committee
  - Social Media Council
  - Web Council
  - Bulletin Board committee
  - Summer Bridge Planning Committee

CAS and Assessment Updates

- We conducted a survey during the fall semester to gather information on events.
  - 588 people responded
  - We learned that the days and times we have been holding programs are when people are more likely to attend
  - People would prefer to have events in Confluence
  - While the numbers are slightly higher for the preferred method of notification being e-mail and D2L, overall the responses were fairly mixed
  - D2L has not been utilized often to advertise events in the past. This is an avenue that we need to investigate.
- We did a tri-institutional survey regarding the use of the Club Hub in the Tivoli. The results can be found at https://www.surveymonkey.com/results/SM-LCHJ65QS/
  - 98 people responded

- 53% of clubs surveyed utilize Club Hub and its primary function for 56% of clubs is a hangout space. It is used as a meeting space for 23% of the clubs surveyed.
- 84% of people surveyed did not use it because they did not know it exists
- As a result of this data we are looking at how the space can be redesigned to make it more welcoming, each of the institutions will provide more information on their club recognition process & handbooks, and we are rethinking how we market the space.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

Goal #1: Better utilize social media to increase awareness of our services. By increasing our social media presence we will reach students where they are and better inform them of our resources. Will measure this by the number of posts, likes, and followers.
- The first step is creating awareness among our students, faculty, and staff about our social media outlets. With the exception of Facebook and Twitter, most people are not aware of our social media presence.
- Christa Saracco and Kathryn Mahoney both do research on best practices in social media. We've also seen that the personal stories we post on Facebook reach greater numbers than advertisements for events and services. We are looking at how we can tie the two together.

Goal #2: Launch the Peer Mentor Program. Our goal is to enroll 10 to 20 students the first year.
- The biggest obstacle will be finding mentors that can help us advertise the program avoiding burn out of mentors. Most of the students I would want to tap are already highly involved on campus. We do not want students to become burned out after participating in this program.
- We have been researching several programs at other institutions in order to determine our direction.

Goal #3: Develop an assessment strategy specifically for student organizations; specifically track member numbers, events, community service, etc. This information will be used to help determine the student organization of the year.
- One of the biggest obstacles with student organizations is that there are no real repercussions for not turning in their active member lists. In the past we could withhold funding that was provided by Student Life, but that money is no longer in the budget. We will have to find an incentive for student organizations to turn in member lists.

Executive Summary

The Human Services Program (HS) this past year addressed the basic human needs of nearly **1,000** students. Our programs fund housing and childcare scholarships as well as address hunger, vision and student peer support in finding on and off campus resources. Our programs also saw more visibility across various digital and social media platforms. The Lending Library transitioned into online registration giving busy commuter students 3 days of around the clock enrollment. Our Food Pantry received a new logo in order to give it more visibility. Our commitment to students continues to be to keep the shelves stocked all 15 weeks of the Fall and Spring semesters as well as 10 weeks of the Summer semester. The food pantry also continues to receive large donations from 9Cares Colorado Shares as well as faculty driven food drives from the Math department. Perhaps our greatest challenge is to not only provide services to our students but to enrich their educational experience and impact their behavior towards achieving self-sufficiency. It has also been challenging to find adequate and affordable housing options for students facing housing challenges.   Another challenge for our programs has been the depletion of textbooks due to several factors such as system level course redesign i.e. math as well as student's not returning borrowed textbooks. We did however collect $1,000 less in late fees from last year which is encouraging. Overall our programs continue to support persistence at a rate of 3 times more than the comparison sample at CCD. We look forward to improving our delivery of services as well as engaging students as they pursue their educational goals.

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

We have been focused on fulfilling CCD's partnership with the **Close to Home** Campaign. Activities include attending the campaign launch in November 2015, monthly Grass Roots Networking Trainings, as well as monthly collaborative planning meetings at Warren Village. We developed a relationship with a new non-profit organization named **Sunshine Home Sharing**.   In March we were able to get VP of EASS's approval to refer our students to their program for pairing senior home sharers with student home seekers. We are in the process of writing a grant proposal/idea and they are looking to establish a formal MOU with CCD in the near future. Also, we've updated CCD's Housing web information to clarify and accurately inform students about **Off Campus housing options** and our Human Service program offerings related to student housing needs.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- The Human Services Student Programs offered resources and services to meet the basic human needs of students by connecting them to on and off campus resources. This past year the program impacted **870** unduplicated students with one of eight different on or off campus resources.
- The **Food Pantry** addressed the hunger needs of a total of 178 unduplicated students. The retention rate was 12.35%, transfer rate 2.25 and graduation rate 6.
- The **Lending Library** program served 394 unduplicated students.
- The **Childcare Scholarship** served 9 unduplicated students
- The **Housing Scholarship** served 13 students.

- The **Thanksgiving Filled Baskets** served 172 students
- The **I.D.** vouchers served 75 unduplicated students.
- **Student Intake Appointments** served 77 unduplicated students.
- **The SNAP** enrollment assistance saw 12 students apply for food stamps.

Professional Development

- UnDocuPeers Training (Fall 16)
- Multicultural Leadership Training (Spring 16)
- Professional Development Opportunity: NASPA Live Briefing-Weaving Together Career & Civic Commitments for Social Change (2/16)
- Professional Development Opportunity: NCC Online - Widening the Transfer Pipeline (2/11)

Grants

Scholarly Activities

- https://prezi.com/gnfduectyqyw/ccd-human-services-retention-transfer-graduation-rates/

Service Activities

- Named Co-Chair of HSI Committee (Spring 16)
- Named Co-Chair for Latinos Unidos Across Auraria (15/16)
- Joined the CCD Care Team (15/16)
- Auraria Urban Garden Committee (CCD group) 15/16
- Auraria Hunger & Homeless Awareness Planning Committee (Fall 15)
- Member of CUFBA College & University Food Bank Association

CAS and Assessment Updates

- To improve on program areas identified by CAS assessment related to Mission visibility, follow up on students, track success rates and make data driven decisions. In addition to the off campus website information I made sure HS information was accurate and visible in the update of the **Student Life brochure**. Ismael Garcia also worked closely with our Creative Services team to ensure website visibility of new Lending Library and new Food Pantry flyers, posters, cabinet signs and digital signs for website important dates and events for students. Still pending to fulfill this goal is a Human Services flyer to distinguish and highlight our program services since it is so different from the traditional SL events, activities and leadership programming.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Increase awareness & visibility among CCD community on efforts/collaboration with the Close to Home campaign:
  - Write a blog article talking about this campaign and encourage students to participate. The article would show up on the home page, plus we can tag it to a bunch of department/program pages.
  - We can also share via social media, create polls asking students questions around this topic, and do a bunch more to engage the students.
  - Encourage everyone at CCD to sign the pledge

- o Plan a campaign kickoff at CCD with an event, experience,
- Community Partnerships (External Engagement and Partnerships)
    - o Increase awareness and collaboration with students and faculty of the 8 major services to students: Lending Library, Food Pantry, Gobbler Baskets, Housing & Childcare Scholarships, I.D. Vouchers, Vision Care referrals & Peer Mentoring/Intake. To be measured by the number of faculty/staff referrals for ID's, number of faculty food drives, number of faculty donating textbooks or encouraging students to donate textbooks to lending library.
- Professional Collaboration (Culture of Evidence, Transparency & Shared Information)
    - o Increase leadership with HSI Committee as co-chair. Measured by leading meetings, setting agendas and increasing staff and faculty participation. Increase leadership in Latinos Unidos Across Auraria representing CCD to be measured student engagement events during Hispanic Heritage Month, Latino Leadership Summit and Networking opportunities for staff. Enhance role on Care Team to support Human Services needs of students by expanding resources, supervising peer mentors and interns. To help establish inclusive, collaborative and student centered decision making across college sectors. College Operations: Organizational Integration & Effectiveness

Executive Summary

Success:

- Creation of a Care Case Manager position
- Development and implementation of a new Care Team Operations Manual
- Membership additions:
  - Added two new representatives. One from the Resource Center, Tina Garcia, and one from Human Services, Ismael Garcia.
  - Commander Jason Mollendor has had to leave the Team due to schedule conflicts and has been replaced by Detective Justin Verardi as the Auraria PD representative.
  - Dean Heidi Loshbaugh is stepping out of her role as the Academic representative in Summer 2016 and Dean Stephanie Harrison will be filling this role with an overlapping transition.
- First formal Care Team Training Retreat hosted at the Daniels Fund included sessions on Maxient proficiency, Care Team Manual review and implementation, and Case Studies from the Department of Justice on best practices and procedures for students of concern.
- Site Visits with community partners including:
  - Centennial Peaks Hospital
  - Rocky Mountain Crisis Partners
  - Colorado Crisis Centers Walk-in Clinic (Colfax and Claremont)
  - Samaritan House
  - Mental Health Center of Denver (Vocational Rehab center)
- First assessment of student and reporting party satisfaction conducted
- Monthly meetings coordinated with Care Case Managers from Auraria campus partners (CU Denver and MSU-Denver)
- Hosted a National Behavioral Intervention Team Association (NaBITA) certificate course end of June 2016. The entire Care Team and an additional CCD campus partners attended (approximately 15 representatives from CCD).
- Student Outreach efforts were increased through tabling efforts with new marketing materials specifically for students at the following events:
  - Winter Welcome Back event (Turnhalle and in Cherry Creek)
  - Spring Fling
- List of Care Team trainings and presentations hosted:
  - Community Dialogue on Umpqua Community College Shooting to general CCD community (two sessions with campus partners from APD, Auraria Health, MSU Counseling Center, and OSC present)
  - Wear it to Work presentation: "Finding Harmony: Conflict Styles in the Workplace"
  - Facilitate NASPA Webinar on "Post-vention"
  - Care Team Informational presentation to
    - STAR committee (Academic Advisors)
    - Faculty Council

- Tutoring Center

Reporting Analysis:

There were a total of **262 Care cases submitted in the 2015-2016** academic year. This is a **21% increase** from the 2014-2015 academic year which had 207 Care cases submitted. Within these 262 cases, 253 had labeled Student of Concern reports with enrolled students.

Reporting Parties
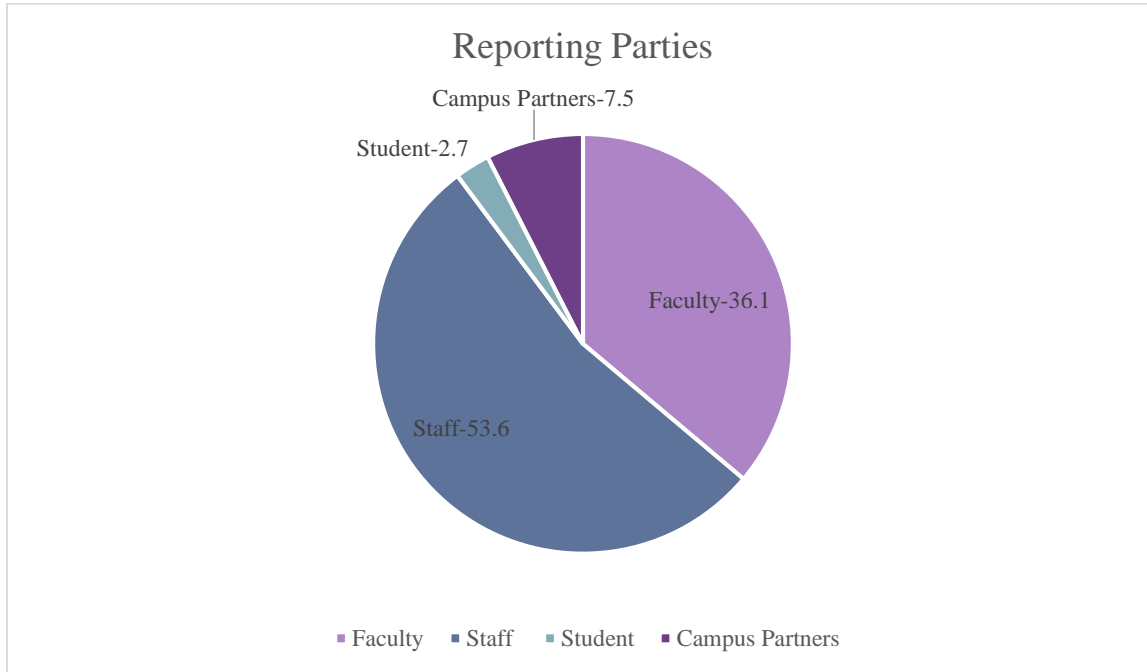
In the report student identities were reflected in the following manner:

- 136 students of concern identified as Female, and 111 were identified as Male.
- Of these individuals, 119 females and 91 males had unique cases (meaning were not in repeated Care cases labeled as Students of Concern).

Race and ethnicity breakdown (including be gender):

- White Non-Hispanic (96)
  - Male 52
  - Female 44
- Black Non-Hispanic (43)
  - Male 13
  - Female 30
- Hispanic (44)
  - Male 21
  - Female 23
- Asian/Pacific-Islander (7)
  - Male 1
  - Female 6
- American Indian/Alaskan (11)
  - Male 2
  - Female 9

- Not listed (25)
  - Male 12
  - Female 13

Case Categories (students may have more than one concern listed per case):

- 171 cases with an element of General CCD Assistance
- 82 cases had a Human Service need
- 41 cases revolved around Interpersonal Violence
- 89 cases had a Mental Health need
- 5 cases regarded Self-Harm
- 9 cases included Substance Abuse concerns
- 8 cases demonstrated Suicidal Concerns
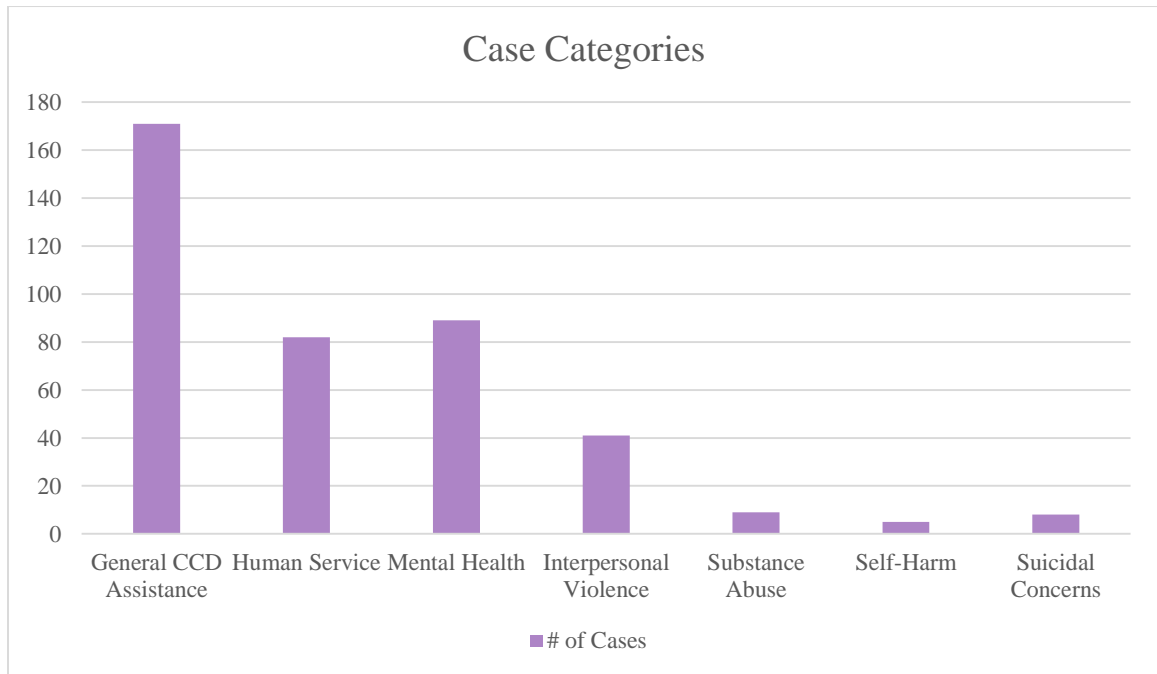
Challenges:

- Care Team supported the implementation and/or continued placement of campus bans for seven former students of concern. Three of these bans came from initial Care reports that escalated into campus violations and/or campus safety concerns. These are positive in that the Care Team is tracking these concerning behaviors but challenging in helping individuals continue in a future career path with CCD.
- Continuing to receive Care report submissions from students. Continue tabling efforts in Cherry Creek and Confluence.
- Staff and Faculty comfort in the Care process and continued report submission. Foster the collaborative nature of this relationship.
- The Care Team submitted a grant seeking funding to support costs for a mental health clinician to support the Care Team and students of concern. This was not selected. Would like to continue efforts to support new requirements from the CCCS System on maintaining a mental health professional on the Team. Eventually, seeing this transition into mental health services for students of concern.

*** Currently, Care does not have its own budget and is operating under OSC. Items listed are separate from OSC's expenses and should not be duplicated.

<u>Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)</u>

- Strategic Priority 1: Student Learning & Success
    - Increase successful persistence, transfer and completion of certificate and degree programs – Address students' personal and academic concerns by referring to appropriate resources such as tutoring, academic advisor, the resource center, computer lab, and instructor's office hours.
    - Create achievable short-term educational goals to encourage student persistence – set goals with students in crisis to establish a level of management and care through their given circumstances.
    - Identify other success measures of student learning including academic, social and personal development – working with each individual student on unique needs impacting their role as a student. Included human service needs, safety concerns, personal concerns.
- Strategic Priority 3: External Engagement & Partnerships
    - Evaluate, reestablish, increase and sustain relationships with business, industry and community organizations – Site visits hosted to various mental health community partners in Denver Metro area.
    - Evaluate, reestablish, increase and sustain relationships with educational partners – Attend academic councils and staff committees annually to update on Care Team initiatives.
    - Develop and sustain an ambitious and compelling marketing branding and image campaign – New marketing campaign targeted to increase student report submissions and personal safety.
- Strategic Priority 4: Culture of Evidence, Transparency & Shared Information
    - Develop systemic approach to gather, organize, and analyze usable data – Development of Care Operations Manual establishes procedures and protocols for documenting Care cases in Maxient.
    - Develop a systemic approach to gather, organize and share information about resources and support systems – New marketing created to inform students, staff and faculty of primary Care resources. This marketing material was also posted on the Care Team webpage.
    - Develop accurate, relevant, and easy to use systems for timely access and communication of needed information – Per new protocol, a personalized receipt of each Care report submitted to allow for additional information and follow up to occur.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- Student demographics are included above but due to the restrictions on Institutional Research's timeline for assessment projects Spring 2016's retention levels have not been assessed.

Professional Development

- Hosting NaBITA "Best Practices" Certificate Course in June 2016.
- Attended the following:

- o FBI Presentation for BIT and Security teams at CCA
- o CART Open Source Material and Social Media Training hosted by Auraria PD
- o ATIXA Appeal Panel Training hosted by CCCS
- o "Let's Talk" State legislation symposium on Title IX
- o ASCA Colorado Drive-in conference
- o CPAC Drive-in conference
- o Working Minds train-the-trainer session on "Suicide Prevention"

Grants
- Caring for Colorado grant for mental health – Not granted.

Scholarly Activities

- Care Team was highlighted in article by AACC
- Presentation at Wear to Work on conflict resolutions in work place

Service Activities

- Care Case Manager's participation in the American Foundation for Suicide Prevention – Community/Campus Walks

CAS and Assessment Updates

- There are no established CAS standards related to Behavioral Intervention Teams and no qualifiers to compare to. However, assessment on student satisfaction and reporting party satisfaction has been assessed to garner overall effectiveness in outreach. CAS has recently acknowledged the Higher Education Case Manager Association as a new member and anticipated work on CAS standards for Case Management is expected in the near future.

Student Learning Outcomes (SLO) and Enrollment Management Plan (EM)

- The creation of the Care Case Manager role at the beginning of the 2015-2016 academic year did not include training on SLO's or the EM plan. These projects were not presented as initiatives to frame work done by the Care Team this last year. With that said, in reviewing the Student Learning Outcomes, this is how work done by the Care Team fits within the given frame:
  - o Numeric Thinker: Students were encouraged to reflect on time and scheduling matters in moments of crisis. This was done in an effort to manage concerns in a relevant and timely manner that would allow the student to follow through.
  - o Personally Responsible: All action taken (both outreach and resource referrals) are left to the individual student to follow up on. Students are encouraged to take the reigns on deciding the appropriate course of action when requesting assistance.
  - o Globally Aware: Encouraging students to see their role and impact on the community around them. Additionally, establishing community partnerships with organizations in human services and mental health as a resource for students in need.
  - o Effective Communicator: Continued effort to articulate processes in Care to the larger community were made. Additionally, encouraging all community members to share concerns with the Care Team for extra support.
  - o Complex Thinker: Care utilized Motivational Interviewing techniques to assist each student in reflection of their crisis and concerns. Non-judgment listening allowed students to reframe and explore options for resolution in their personal concerns.

- o Effective and Ethical User of Technology: With the creation of the Care Case Manager position, implementing continued use of ethical documentation of case notes. Notes were required to be entered in a timely manner in an objective manner that is fact-driven. Data on student demographics was tracked periodically throughout the year as well as Care's first assessment projects to quantify effective outreach efforts.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Development of a confidentiality/non-disclosure agreement (Strategic plan 4 – Develop a systemic approach to gather, organize and share information about resources and support systems). Challenges in this may be in vetting it through legal, what obstacles we may encounter to ensure it aligns with our goals and CCCS' policies.
- Supervising a Care intern and supporting them with benchmarking and assessment initiatives (Strategic Plan 2 – Examine and refine institutional structure and processes; Improve service to students and community by increasing college-wide knowledge of processes, procedures, and resources). Potential challenges will be developing a structured supervision and support plan for this individual as it will be the first intern Care will host. I may be looking to rely on campus resources for training, pending individual experience.
- Post-vention Suicide Plan (Strategic plan 2 - Improve service to students and community by increasing college-wide knowledge of processes, procedures, and resources; Strategic Plan 1 – Identify other success measures student learning including academic, social, and personal development). Challenges are that this is the first step in many post-vention plans I hope to see be established for various health and safety concerns regarding students of concern and mental health crises, in direction of the Care Team. These plans will be stemmed from existing best practices and manuals from various organizations in the field tailored to such work.

Executive Summary

The Office of Student Conduct (OSC) saw many successes and challenges this past academic year (2015-2016). The biggest success came from hiring a new Care Case Manager, Heilit Biehl in August. As a result, Care and Conduct will have 2 separate annual reports.

Hiring a new Care Case Manager provided a much-needed shift of responsibility in OSC. It gave opportunity and resources to hone in best practices and develop stronger collaborations both on and off-campus for student conduct work. In OSC we saw a decline in conduct cases (-31%) and a slight improvement in Conflict Resolution cases (+25%) which demonstrates our commitment to restorative justice practices of coming alongside students when they make poor decisions and restoring them back to the community. While we're still assessing specific numbers (there are still cases in progress), we believe these numbers will be close to accurate (+/- 5).

Also, we were meticulous in our new student orientations for the past year, providing students with information about expected behavior and support mechanisms. However, OSC has much to develop and we're not where we want to be yet. In addition to a decline in cases, we've seen an increase in recidivism from 2 to 5 individuals who have re-violated the code which is opposite of what we'd like to see with a decline of cases. There was a significant drop in Suspensions/Expulsions, which could be an indicator of increased recidivism.

	2014-2015	2015-2016
Suspension/Expulsions	17	5
% of cases	5%	2.10%

Additionally, one of the significant developments for our office has been the absorption of Academic Integrity and developing a 2-prong approach to Academic Integrity cases. This change will take place officially in August 2016, but the catalog and procedures have been adopted by President's Cabinet, thanks to the advocacy and support of Vice Presidents, Judi Diaz-Bonacquisti and Rhonda Epper.

Throughout these changes, the OSC has continued to be a resource for the campus community. We support equitable due process for all students while maintaining an eye on the community impact. As you'll see in our goals, we have some momentum and ideas to continue working on structural improvements and implementing national best-practices. We'd love to continue to develop our arsenal of resources for the CCD students and community.

Care Case Manager and Care Team expenses are housed under student conduct budget at this time. However, in order to avoid duplication, Care Team portion of this budget is explained in Care Team annual report and omitted from OSC report*

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

Last Years Goals:

- Review and restructure the Office of Student Conduct (Ongoing- other divisional priorities in place)
- Mission/Vision (Ongoing)
- Office Strategic Plan (Ongoing)
- Marketing (Met)
- Staffing (Met)
- Expansion of Conflict Resolution and Academic Integrity (Met)
- Expanded student learning, beyond Student Life tenants. (Ongoing)
- We'll need ongoing training, funding. Most of our bench marks are with 4-year institutions. However, the need is present for community colleges as well. This requires commitment and seeking to be the flagship for 2-year institutions. *(SP Target 1- CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.)* (Ongoing- Given lack of resources, we were able to utilize many local trainings however we'd love to see funding for travel opportunity to learn from national experts in our field)

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

- *Data from 2011-2015 Institutional Research Student Life Report:*

**Fall 2011 -
Fall 2015**

Service	Students	Retain	Transfer	Graduate	AA	AAS	AGS	AS	CER	Avg GPA
Conduct	638	189	22	45	8	11	7	5	14	1.80

Professional Development

- Attended 3 ASCA regional conferences, 2 ATIXA trainings through system office.
- ASCA events
- CPAC events
- FBI BIT & Security Team presentation
- Active Shooter presentations with Auraria Police Department (Active participant)
- Hot Topics
- Jake sits on Persistence and Completion committee and also serves on Achieving Strategic Balance.

Grants
- None, collaborated with Heilit Biehl and Care Team for grant application which was not funded.

Scholarly Activities

- Hosted and supported 3 ASCA/ Case Law presentations as an office
- Attended NASPA Community College Symposium as an office on 5/20/2016
- Presented at UCD sponsored event, Know Your Rights

Service Activities

- Jake Kasper served as President for CPAC (College Personnel Association of Colorado) and State Coordinator for ASCA (Association for Student Conduct Administrators). He also serves as a volunteer in the leadership council at his church. Jake is also involved in the Program Prioritization committee and subsequent sub-committees.

- Nicole Taylor serves on the Montbello Organizing Committee (MOC) Leadership Team, whose mission is to galvanize Montbello residents & help develop their leadership skills so that the community can proactively address the issues residents identify. She is also an active member of the NAACP, Aurora, Colorado Chapter.

CAS Updates

- These were the CAS goals we sought to meet in the past year. Because of various departmental (EASS and OSL) priorities, majority of these goals were tabled for future development.
  - Review of mission statement (Attempted/Tabled)
  - Development of specific student learning outcomes (Tabled)
  - Promotion of outcomes (Tabled)
  - Civic participation (students) (Tabled)
  - Integration of OSC into institution (Met by offering numerous trainings and workshops)
  - Distribution of OSC publications to students (Met through new student orientation, digital signage)
  - Incorporation of sustainable practices (Tabled)
  - Adequate staffing (Met through hire of Care Case Manager Heilit Biehl)
  - FERPA confidentiality addressed re: students online (Tabled)
  - Processes for recognition and award (Tabled)
  - Procedures and guidelines for communicating with media (Tabled)

Assessment Updates
- We are still collecting student learning assessments from students who underwent the conduct process.
- Satisfaction from reporting parties are still satisfactory. This is being assessed at this time.
- Maxient analytics assist in long-term assessments. Maxient also helps with on-the-spot assessment of our cases.
- We assess all presentations and workshops we provide to see what is beneficial and what could be improved.
- Contribute S #'s to Institutional Research annually for review of persistence and completion.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- Many CAS standard goals still need to be met (8 of 11). These must be a priority before we begin the second round of assessment. (SP 1 & 2)
- Work to offer seamless Academic misconduct transition from Provost' office to OSC while actively training and increasing reports. (SP 1, 2,& 4)

- Improve conflict resolution offerings from the office. (SP 1, 2 & 4)
- Improve and increase presentations 'On Demand' (SP 2 & 4)
- Support and engage with the college through Program Prioritization process. (SP 2 & 4)
- Would love to have some publication/recognition for the work our office is doing. (SP 3 & 4)
- Continue to support Civil Rights/ Title IX procedures effectively(SP 4)

Resources are for the most part, in place. We have great local support with the other institutions and Maxient is a must in order for us to continue to be effective. One area that we could use support is some travel funding to be able to attend 'out of state' trainings. We believe this opportunity will help us reach some of our goals, provide critical information, and support staff morale.

Start Here, *Go Anywhere!*

Executive Summary

The biggest challenge over the last year for the Career Development Center has been moving from a staff originally 3.5 team members in 2012 to one starting in December of 2014. One solution has been to train Career Peers in the art of Resume/Cover letter development, Job Search Strategies, and Minor Employer Relations tasks and have the professional member of the staff interpret assessment results for students. The office has also been able to devote time to collaborative efforts across the college as well as Tri-Institutionally to provide Career Activities/Events/Programming to our students. Through these efforts students have gained access to major Career Fairs held by private organizations as well as the two Universities on campus as well as a multitude of Career Events such as the Diversity Networking event, WIN Workshops, Employer Panels, and Proctor and Gamble visit.

The office was also able to collaborate with faculty in several areas during the year. The most notable were working with the BUS 217 classes in the fall and spring to have students work on their resumes/cover letters. Students were required to visit the office twice and receive professional feedback on their resumes/cover letters and then improve on them for the next visit. In the fall and spring we collaborated with COM 105 to have students do Mock Interviews in our office using the camera that was purchased last year, as well, our continued partnerships with RTE, Vet Tech, COM, AAA, and PSY.

In 2015 we purchased FOCUS II, a program to help manage the number of appointments we see regarding career choices. This software is being utilized by EOC, COM and the AAA classes. We are hoping to also provide the assessment to the Orientation undecided students to help direct them before signing up for classes. This has reduced the need for assessment and assessment interpretation since there is only one qualified professional in the office to interpret the results. And by opening up the resume and cover letter lab options we have been able to see more students who need assistance.

Throughout this year due to limited capacity we haven't had the opportunities to do career fairs but have had several employers on campus to let students know about opportunities. The main ones have been UPS and On-Track, both shipping companies that provide benefits to part-time workers while going to school. We also had a photo booth company on-campus recruiting for part-time summer positions. We have also begun to send out information to faculty when career positions are posted online with Career Connections to let faculty know so that they can direct their students to our online job board. We continue to manage the work-study job search process in order to provide students with a real life experiences in applying online for internships and jobs. We created an internship board in the office. Most internships are not offered to students during their first two years but we have information for students on organizations who do offer internships to help students get experience while in college. Finally, we are letting employers know that they have access to search resumes in our system and last year approximately 300 resumes were posted by students in the Career Connections system.

We hope to have the first ever graduation survey evaluated by the end of the fiscal year to give us real time numbers of students who are employed or transferring after graduation and how their programs assisted them for employment and transfer.

Outline for the last three years of students appointments/visits to the CDC

2015/2016		2014/2015		2013/2014	
Summer 2015	182	Summer 2014	273	Summer 2013	182
Fall 2015	317	Fall 2014	543	Fall 2013	405
Break 2015	19	Break 2015	65	Break 2014	51
Spring 2016	295	Spring 2015	359	Spring	246
Total	**714**		**1240**		**884**

Actions to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract (See CCD goals, E.g. increase grad rate by 1%, grow HSI to 30%, etc.)

The demographic population counts in our office are listed below with the goal of growing our Latino students in our office, 33% of students served by CDC are Hispanic. In a retention study done last year, students who utilized our offices were retained at 74% which is above the institutional retention rate. Students who participate in "Career Activities" students retain and graduate at rates higher than students who do not participate.

Students served (Recruit, retained, transferred, graduated with relevant student demographics) Summer (7/1/15-8/14/15)

Advisor	**Count**
Peer Mentors	21
(Jennifer Lammers/Lauren Marsh)	
Judy White*	24
Andrea Wieland	38
TOTAL	**83**

*1/4 time

Appointment Topics	**Count**
Assessment Interpretation	20
Assessment Intake	20
Assessment Research/Follow up	7
Career Connections assistance	0
Career/Academic Exploration	4
Class Project	0
Experiential Learning	0
Interview Prep	3
Job Search Strategies	4
Mock Interview	0
No Show	2
Resume/Cover Letter	22
TOTAL	**83**

Fall (8/17/15-12/11/15)

Advisor	Count
Peer Mentors	214
(Jennifer Lammers/Lauren Marsh)	
Andrea Wieland	103
TOTAL	**317**

Appointment Topics	Count
Assessment Interpretation	30
Assessment Intake	58
Assessment Research/Follow up	10
Career Connections assistance	1
Career/Academic Exploration	9
Class Project	23
Experiential Learning	0
Interview Prep	6
Job Search Strategies	9
Mock Interview	15
No Show	0
Resume/Cover Letter	156
TOTAL	**317**

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

Advisor	Count
Peer Mentors	2
(Jennifer Lammers/Lauren Marsh)	
Andrea Wieland	17
TOTAL	**19**

Appointment Topics	Count
Assessment Interpretation	5
Assessment Intake	3
Assessment Research/Follow up	3
Career Connections assistance	1
Career/Academic Exploration	0
Class Project	0
Experiential Learning	0
Interview Prep	2
Job Search Strategies	1
Mock Interview	0
No Show	0
Resume/Cover Letter	3
TOTAL	**19**

Spring (1/18/16-5/13/15)

Advisor	Count
Jutta Gebauer *	11
Peer Mentors	188
(Tameaka Johnston/Jennifer Lammers/Lauren Marsh)	
Andrea Wieland	96
TOTAL	**295**

*1/4 time

Appointment Topics	Count
Assessment Interpretation	39
Assessment Intake	50
Assessment Research/Follow up	8

Career Connections assistance	4
Career/Academic Exploration	9
Class Project	8
Experiential Learning	0
Interview Prep	3
Job Search Strategies	2
Mock Interview	12
No Show	0
Resume/Cover Letter	160
TOTAL	**339**

INTAKE Survey Data (08/17/2014-5/13/2015)

Noteworthy Observations:

- Most frequent reasons for Appointment: (Based on # of Respondents)
  - Career Assessment Info/Results   34%   (204/601)
  - Resume/CL assistance   38%   (229/601)
  - Learn about jobs, majors, etc.   15%   (88/601)
  - Find part-time/work-study jobs   8%   (47/601)
  - Resume lab   21%   (129/601)

- How did you learn about the Career Center:
  - "I've been here before"   14%   (56/394)
  - Academic/Program Advisor Referral   20%   (78/394)
  - Class Instructor Referral   7%   (112/394)
  - Class Presentations   7%   (26/394)
  - Walked by office   16%   (65/394)
  - Orientation   1%   (3/394)

- Gender:
  - Female   54%   (178/328)
  - Male   46%   (150/328)

- Ethnicity:
  - Hispanic/Latino   33%   (118/358)
  - White/Non-Hispanic   27%   (98/358)
  - Black/African American   15%   (54/358)
  - Asian/Pacific Islander   12%   (43/358)
  - American Indian/Alaskan Native   3%   (10/358)
  - Other   2%   (6/358)

Classroom Presentations/Workshops/Career Events/Orientation

# of *classroom* presentations:	17
# of contacts - presentations:	**286**
# of workshops/events:	50
# of contacts – workshops/events:	**964**

TOTAL student contacts from presentations/workshops: 1250

Daily Office Contacts – Office Tally Sheet

	Email	Phone	In Person
Totals	65	323	513
TOTAL # of office traffic contacts:		**901**	

TOTAL *duplicated* **student contacts for 2014-2015:**
-Total for appointments, walk-ins, presentations, events, orientation, email contacts, phone calls and office traffic

Professional Development
June 1, 2015: GradLeaders (CSO) Round Table
June 30-July 2: NCDA Conference
October 9, 2015: NAPE Equity Workshop/Symposium
October 23, 2015: CCDA Fall Conference
October 30, 2015: GradLeaders - Interview Schedule Management and Common Reports
December 12, 2015: Challenging and Unique Strong Interest Inventory® Profiles
January 29, 2016: GradLeaders and CPP Partnership with special guest – Jack with CPP
February 12, 2016: Career Services/CCCS Round Table at FRCC Longmont
March 10, 2016: Customer Services Training
March 11, 2016: Conversation Day
March 18, 2016: Assessment Day
April 8, 2016: CCDA Spring Conference
May 20, 2016: Ethics in Higher Education with Dr. Jonathan O'Brien

Grants
Future grant suggestions are for the Career Development Center along with the Career offices in the CCCS Colleges to create an in house portfolio program for students in order to keep up to date information on their college careers and what they are learning to be able to present to employers in the future.

Scholarly Activities

November 20, 2015:
AISES (American Indian Science and Engineering Society) National Conference Presentation
February 4, 2016:
AISES Professional Meeting

Service Activities

June 6, 2015: Statewide CCCS ICAP Work Group Meeting
June 23, 2016: Care Team Interview Committee
July 7, 2015: Care Team Interview Committee
July 17, 2015: Care Team Interview Committee
July 20, 2015: Care Team Interview Committee
July 22, 2015: Collaboration Meeting with Tina on Workshops
July 27, 2015: International Student Services Collaboration Meeting
August 7, 2015: Statewide CCCS ICAP Work Group Meeting
August 14, 2015: Federal Career Day Meeting
October 12, 2015: Collaboration Meeting with ISS

October 13, 2015: Federal Career Day Meeting
November 11, 2015: City of Denver/CCD internships Collaboration Meeting
November 5, 2015: Advisory Council Meeting
November 23, 2015: Collaboration Meeting with Kathy Welsch for Health Care Panel
January 7, 2016: CDC/EOC Collaboration Meeting with Khara
February 1, 2016: Visit to the CAD Lab to Learn more about major
February 2, 2016: Statewide CCCS ICAP Work Group Meeting
February 8, 2016: Diversity Networking Event Planning Meeting
February 15, 2016: Diversity Networking Event Planning Meeting
February 20, 2016: Diversity Networking Event Planning Meeting
March 1, 2016: Government Career Day – Tri-Institutional Event
March 4, 2016: Orientation Steering Committee Meeting
March 15, 2016: Diversity Networking Event
April 15, 2016: Statewide CCCS ICAP Work Group Meeting
April 29, 2016: Diversity Council Meeting
May 6, 2016: Work-Study Supervisor Training
May 11, 2016: Work-Study Supervisor Training
May 12, 2016: Work-Study Supervisor Training
May 13, 2016: Statewide CCCS ICAP Work Group Meeting
June 2, 2016: Work-Study Off Campus Supervisor Training
June 7, 2016: WIN/CDC Career Exploration Work-Shop

CAS and Assessment Updates

The CAS assessment was done in 2012 in our office. Since then the office has not repeated the assessment or updated because of possible transition in Career/Transfer, as well, the number of staff has moved to one person who has not had the time to do the assessment again. As well, with program prioritization on the horizon the potential is for the program not to look the same as it does now.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

Currently there needs to be more work done with employers and students to create connections. Since December 2014 when the Employer Relations coordinator left, there has been very little work around employer engagement. This is an area gap that should be filled. As well, the number of student appointments has decreased in the last year due to their only being one advisor in the office. As we know, students who understand their career needs have higher retention and graduation. If the staffing is increased, there would be more capacity to serve students and help reach the strategic goals of helping students stay retained, transfer and graduate and in turn be employed in careers that will give them satisfaction while earning living wages.

Executive Summary

This academic year posed a few challenges for the Transfer Success Center in the area of human capital/resources. We lost our transfer specialist in November of 2015 which required a shift in program offerings and outcomes. Through the dynamic ingenuity and competences of our peer professionals we were able to successfully execute the goals identified for the fiscal year.

The department also experienced great collaboration with colleagues from the Center for Math & Science, TRiO SSS, EOC, Academic Advising, Accessibility Center, Center for Career and Technical Education, Metro, CU Denver, University of Northern Colorado, Adventist University and others.

Students served (Recruit, retained, transferred, graduated with relevant student demographics)

Program Goals:	Outcomes:
Graphic Art & Design/Business Panels	30 students attended/85 student attended
Nursing / Engineering Panel	46 participants attended/26 participants
New Student Orientation	920 prospective students were engaged in transfer
Transfer Session(s)	**Summer 2015:** 0-30 & 31-60 sessions, we offered 91 sessions **Fall 2015:** 0-30 & 31-60 sessions, we offered 113 **Spring 2016:** 0-60 session, we offered 78
Transfer Tuesday's	**Spring 2015:** 20 institutions, 8 dates, and 79 students contacted **Fall 2015:** 18 institutions, 7 dates, and 110 students contacted **Spring 2016:** 19 institutions, 8 dates, and 199 students
Fall Transfer Fair/Spring Transfer Fair & Breakfast	**Fall 2015:** 39 colleges/universities and over 300 students engaged **Spring 2016:** 24 institutions attended and over 350 students engaged
Talk & Tours	**Fall 2015:** 14 students attended a tour to Boulder **Spring 2016:** University of Colorado-Boulder: 6 students attended, two faculty, and one advisor **Spring 2016**: Colorado School of Mines: 29 students signed up, 18 attended the tour
Articulation Agreements & MOU's	**MSUD:** Accounting (AAS) **Colorado School of Mines:** secured three-year articulation agreement and MOU in progress **Colorado MESA University:** Radiologic Technology Transfer Agreement **University of New Mexico Highlands:** Math & Science

Students who signed up for the session	37
Students who completed a session	24
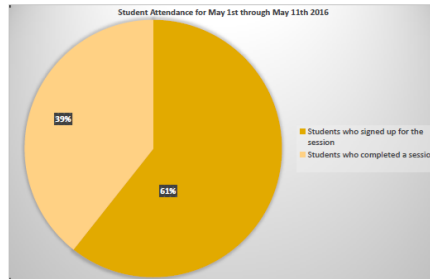
This data illustrates the number of students who signed up for a session and the students who completed a session from May 1st to May 11th.

0-60 Pre and Post- Test Session Averages for May 2016

| Date of Session	Pre-Test Score	Post-Test Score
3-May	40%	85%
4-May	46.67%	90%
5-May	40%	76.67%
6-May	66.67%	91.67%
11-May	70%	100%
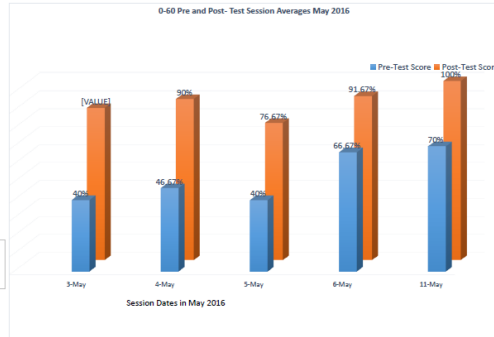
The data listed above elucidates the 0-60 Pre and Post Test scores of the students who participated in a 0-60 Credit Session during the period of May 1st through May 11th.

Colorado School of Mines Talk & Tour April 2016

CSM Student Participation	Students	%
Students who signed up for the Talk & Tour	28	100%
Students who attended the Talk & Tour	18	64%
Students who drove with CCD bus	16	89%
Students who drove their own vehicles	2	12.00%
Students who took the survey	14	88%

| Questions Asked to Students		Answers				
	My Instructor	Class announcement	Transfer Success Center	Advisor	Other	
How did you learn about the Talk in Tour?	6	3	5	5	4	
	Interested in CSM	Availability	Transfer students experience	Transferring next semester	Transferring 1-2 years	To network
Why did you attend this Talk & Tour?	2	5	5	4	8	3
	Going with CCD	Student panel	Transfer admissions overview	Tour of classrooms	Unofficial transcript evaluation	Financial aid
What did you find MOST helpful about this Talk & Tour?	7	13	10	7	3	10
	Going with CCD	Student panel	Transfer admissions overview	Tour of classrooms	Unofficial transcript evaluation	Financial aid
What did you find LEAST helpful about this tour?		1	1	2	1	4

Fall 2015 Student Participation

Total Students June 2015   338
Total Students July 2015   485
Total Students August 2015   468

Fall 2015

	Total Students June 2015	Total Students July 2015	Total Students August 2015
	338	485	468
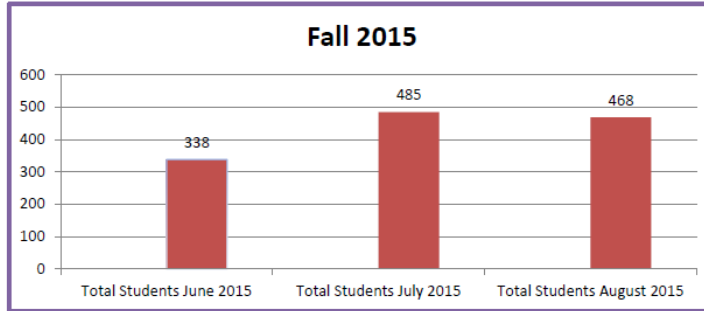
Spring 2016 Student Participation

Total Students November 2015   84
Total Students December 2015
Total Students January 2016   115

Spring 2016

Total Students November 2015	Total Students December 2015	Total Students January 2016
84		115
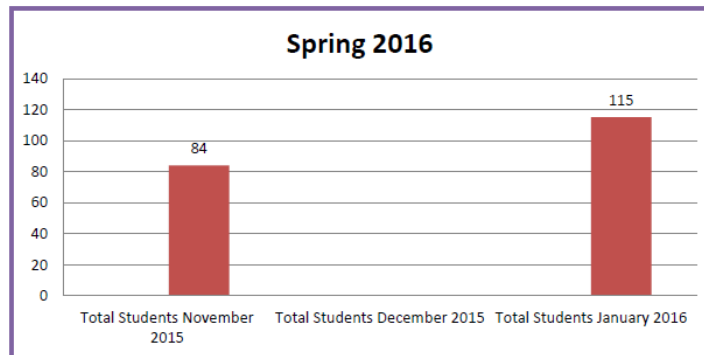
Professional Development

- Student Affairs Conference Presenters
- NCDA- Colorado Career Development Association Spring Training

Grants
- Excel Energy Grant

Scholarly Activities

- Student Affairs Conference Presenters

Service Activities

NCDA Membership

CAS and Assessment Updates

CAS Priority Action Plan/Goals:	Outcome:
FIRST ACTION ITEM: To address the centers Human Resource needs the director will work with leadership Director will check in with leadership on a 6-month bases to address budget December 2015, June 2016	The center currently has no transfer specialist(s) in place, a temporary admin, no work-study support, two peer professionals, and the director. With a 10% cut in the budget we will need to be strategic in the hiring of high performing peer professionals for transfer/career peer advising support.
SECOND ACTION ITEM: Financial Resources, Facilitates and Equipment will be addressed with fiscal services governance Director will check in with fiscal leadership on a 6-month bases for review Director may also work with the foundation and the grant department to identify additional funding sources December 2015, June 2016	TSC partnered with The Center for Math & Science in support of the execution of the Excel Energy Grant to conduct two talk and tours to University of Colorado-Boulder and Colorado School of Mines. No additional funds were provided to hire from the college.
THIRD ACTION ITEM: Improving programming, assessment and evaluation will be an ongoing process with this center and we look to combine the transfer and career centers in fiscal year 2016. The entire team will participate in the evaluation of programming, leadership, and operations December 2015, June 2016	As a result of the CAS review the Transfer Sessions were combined into a 0-60 Credit session instead of 0-30 & 31-60 Credit session. The Transfer Session has been redesigned to meet all learning styles and placed into a D2L shell as a tutorial. A revision of the TSC intake form included: identifiers of DACA and without lawful status students; FERPA Release & Student Reference Request, and Transfer Session Checklist. Designed to more effectively prepare staff to conduct group transfer sessions
FOURTH ACTION ITEM: As the college looks to combine transfer and career we will evaluate staffing options and consider repurposing positions for student success and results Director will work with leadership on staffing options Conduct an assessment in two years with the transition with the Career/Transfer Center Proposal the renaming of the combined center to the Completion Center Maintain high performance in center December 2017, June 2018	No operational movement on the transition of the combining the two centers has concurred at this juncture. Shared philosophies and a potential model are in development in collaboration with the WIN program. MOU with ResCare is under review which would bring a private company in to support workforce initiatives within a two year period. In the process of hiring for a 10-month C.H.A.M.P. Grant Career Advisor Both the Career Development Center and Transfer are suffering from diminished staffing, low enrollment, and FTE.

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

- List the strategic priorities (goals) for your unit form 16-17, including potential or anticipated challenges and issues.
- Effectively onboard new CHAMP grant advisor and realignment of program outcomes
- Strategically develop the transfer/career center infrastructure
  - o Organizational chart/reporting structure

- o Identify individual and departmental goals
- o Budget management and reallocation
- o Earn all Certifications to administer career assessment tools/instruments
- o Hire and train staff on cross-functional procedures
- o Development new protocols to enhance the student experience
- o Conduct a program review to identify essential programming and retention initiatives
- o Update job descriptions (transfer & career) to realign to college goals and institutional outcomes
- **Potential or anticipated challenges:**
  - o Streamlining reporting and system usage (database) sharing and access with transfer/career center with ResCare private organization
  - o Reporting and accountability of the ResCare employees
  - o
- **Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions**
  - o We need human capital and a healthy budget to hire support staff.

Executive Summary

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

From July 1, 2015, through June 6, 2016, the office of IR&P has completed over 205 ad-hoc data requests and has written over 50 new Operational Data Store (ODS) reports to be used internally by IR&P or by other college employees. This office completes data requests or surveys on a weekly or monthly basis or on a semester timeline for Federal, State, System, mandated or internally required reports. For a complete list of these reports and their scheduled timeline.

Institutional Research		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	ACTIVITY/TASK	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	CCD Academic Calendar	Summer		Fall Semester						Spring Semester			Summer
FEDERAL	IPEDS		IPEDS Reg, map, ID & IC-Head	IPEDS FALL COLLECTION PERIOD - Inst. Characteristics, Completions, 12-mo.			IPEDS WINTER COLLECTION PERIOD - FinAid, Grad & 200 Grad rates			IPEDS SPRING COLLECTION PERIOD - Finance, HR			
	VE135 graduate follow-up						Order Cards / Retrive completers / Begin Survey		Verify CCCS navigant Updated & Report -		March 30 follow-up due			
	WIA												
	WUE			enrollment due Oct 14									update profile
STATE	SURDS ENROLLMENT			SUMMER				FALL					SPG
	SURDS COURSE												
	SURDS UAF	SPRING						FALL					
	SURDS DEGREE GRANTED		FULL YEAR		SUMMER FOR IPEDS GRS								
	SURDS GRAD AND RETENTION COHORT							Cohorts signed off					
	COF	Sp prev correction	Summer - 1st Recon	Final Sum Recon / Fall Invoice		Sum and prev Correction		1st Fall Recon	Final Fall Recon	Sp Invoice	Fall and prev correction	1st Sp Recon / Final Sp Rec	Sum invoice
	COMMON DATA SET												
	FTE IMPUTED CENSUS	AY FINAL		Imp Census				Fall Imputed Fall Final					
	BUDGET BOOK FORMAT 40/100												
	BUDGET TEMPLATE DATA												
	IMMUNIZATION RPT					12/10							
SYSTEM	FREEZE DATA	Fall 1st day	Fall census	Sum EOT				SP 1st Day	Fall EOT	SP census		Sum 1st day	Sum census / Sp EOT
	VALIDATE DATA AND REPORTS	Ongoing throughout the year											
INTERNAL	Daily FTE, Weekly FTE, Tally, DATA PULL												
	FEE and FTE REPORTS FOR FINANCE												
	INCENTIVE FUNDS & HISTORIC DASHBOARD UPDATE												
	FACULTY/COURSE EVALUATION LIST			Lists to Kate						Lists to Kate			
	END OF TERM REPORTS												
	FACT SHEET												
	QUICK FACTS on Web	Sum Census Spg EOT		Fall Census SUM EOT				Fall EOT Spg Census					
	WEB UPDATES other												
	GRADUATION/RETENTION TRANSFER												
	TREND REPORTS												
	POCKET CARD												
	WEEKLY DASHBOARD												
	Daily AccuTrack												
	Daily IMPUTED												
	AA/AS/AGS 50 plus credits												
	WEEKLY STEAR												
	PTK census												
EXTERNAL	PETERSONS												
	COLLEGE BOARD												
	EOC OUTCOMES												
	NCA - HLC ANNUAL REPORT												
	DENVER BUSINESS JOURNAL												
	RTD List												
	RAVE List												
	ACT										Registration & EDQ / Data Upload		

IR&P also faced many challenges this year. While we were down one staff member for the entire year, and we lost our Director at the end of February, the demand for data has increased. The process to fill the Director's position is underway and may be completed by the end of the fiscal year. Due to changes in versions and functionality of both Banner and the ODS at the System Office and to an increase in the number of reporting functions being run through the ODS, there is a continuing need in unforeseen and urgent testing requests for System Business Intelligence (BI) written reports and ODS canned reports. This office worked with IT and BI at the System Office to verify that their reports and data are accurately loading and reporting.

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

IR&P has been involved in the program prioritization process, working with the template and data subcommittees. In preparation for program prioritization IR&P expanded the list of ODS Reports available to the college, and worked to help the college see what is available. In working with the Achieving Strategic Balance committee, IR&P supplied data for the pilot programs testing the templates, and is developing data sets that will be used to populate the template for various departments.

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

IR&P Goal #1: Create a key internal performance indicators dashboard. This may be an ODS report or it may be an interactive Excel workbook. This goal is related to Strategic Priority 1) Student Learning and Success; and 4) Culture of Evidence, Transparency & Shared Information.

Status: With guidance from our VP of EASS, IR&P has created a new dashboard report in Excel. This Excel dashboard contains information on application and enrollment yields, as well as year-to-year FTE comparison, year-to-year student demographic detail comparisons, year-to-year program enrollment comparison, and FAFSA completion information. In addition an application breakdown; the tally report, a waitlist count, and several graphs have been added. This dashboard debuted during the 2014-2015 year and continues to be added to and refined. It is updated weekly, and is published on the EASS intranet page. (See following page).

Community College of Denver
Summer to Summer Point in Time Comparison
June 13, 2014 to June 12, 2015

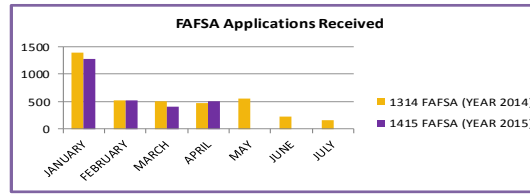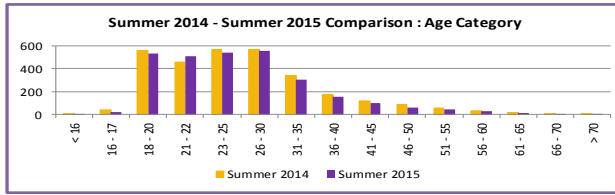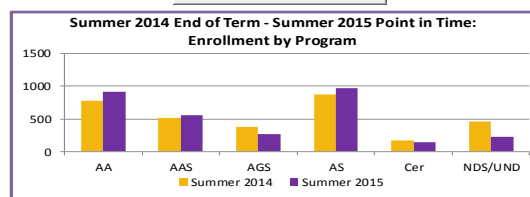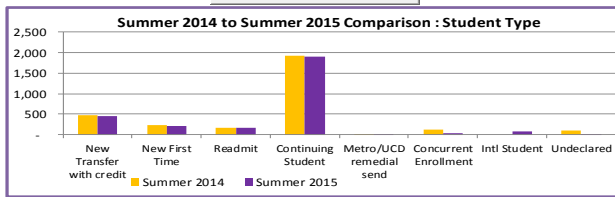|		Summer 2014						Summer 2015				Percentage	
		Unduplicated	FTE					Unduplicated	FTE			Change	
Day	Date	HC	Res	Non-Res	AFTE	Day	Date	HC	Res	Non-Res	AFTE	HC	AFTE
Monday	13-Jun-14	3,028	491.43	111.57	608.13	Friday	12-Jun-15	2,863	467.97	105.43	578.83	-5.45%	-4.82%

Community College of Denver Summer Application to Enrollment Yield

	Summer 2014 thru 6/13/14	Summer 2015 thru 6/12/15	Difference	% Change
Summer Applicants	3028	2713	-315	-10%
Applicants Enrolled	746	694	-52	
% Applicants Enrolled	24.6%	25.6%	0.94%	4%

Community College of Denver Summer 2015 Orientation Yield

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

Upcoming Summer & Fall Orientations

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

View Demographics Detail   **View Program Detail**

Summer 2014 to Summer 2015 Comparison : Student Type

Summer 2014 End of Term - Summer 2015 Point in Time: Enrollment by Program

Summer 2014 - Summer 2015 Comparison : Age Category

FAFSA Applications Received

Summer 2014 to Summer 2015 Comparison : Race/Ethnicity

Summer 2014 to Summer 2015 Comparison: Count of Applications Received Monthly
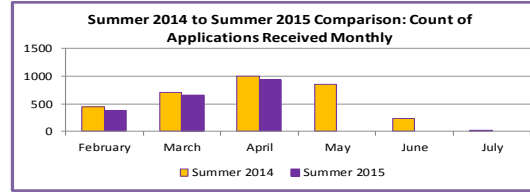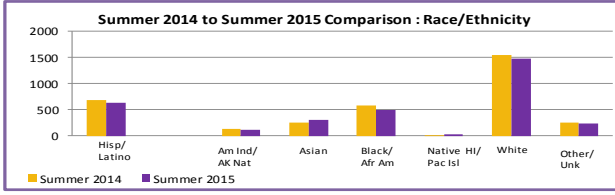
Total number of students on waitlists
0

View Tally

Number of students on waitlist by course
Select Course   Waitlist Count
                   #N/A

Summer 15 - Summer 14 Comparison: New/Continuing/Total Weekly Enrollment

Summer 2010 - Summer 2014 Comparison: New/Continuing/Total Weekly Enrollment
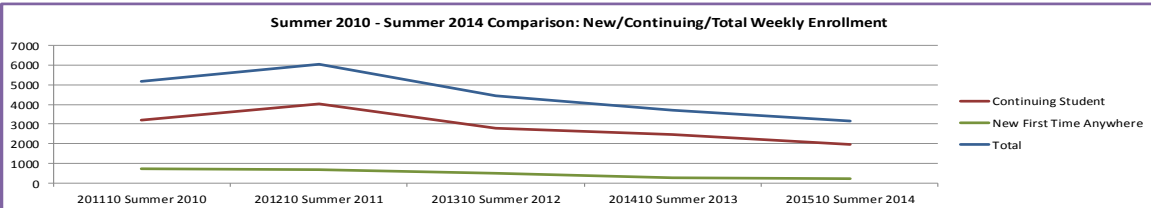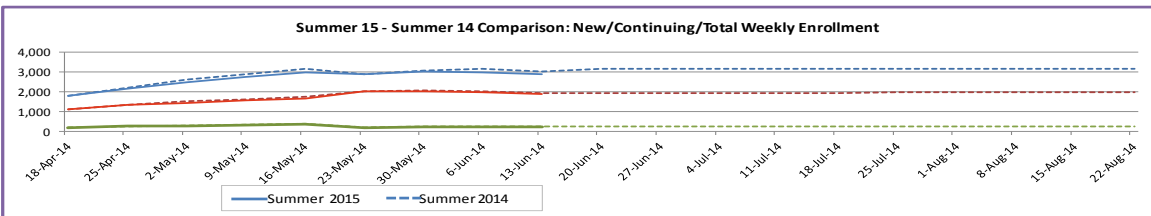
IR&P Goal #2: Increase the Visibility of IR reports by reviewing and enhancing the availability of reports on the IR intranet website. This goal is related to Strategic Priority #4: Culture of Evidence, Transparency & Shared Information

Status: IR&P has produced a comprehensive list of the ODS/Cognos reports available. We have linked the list to sample reports. This list is available on the Intranet. The goal here is to let CCD staff see all of the reports that are available.

Pathway: Cognos > Public Folders > Student > CCD

New	Click on 'View' to see a sample report.				
Report Name	Folder	Rpt	Report Output/Description	Selection Prompts	Filters
Enrollment_Point-in-Time_Comparison_by_Section	Instruction-Deans, Dept chair	View	List courses by prefix, number, section showing enrollment at a selected date in the term.	Select date and semester for two terms.	Enroll, registered
Application	Click on 'View' to see a sample report.				
Report Name	Folder	Rpt	Report Output/Description	Selection Prompts	Filters
Student_Applicant_List	Orientation	View	List of applicants by term.	Semester, application date range	
Student_Applicant_List_Email	Orientation	View	List of applicants with email address. Duplicates applicants for each email address.	Semester, application date range	
VZ_Applicant_with_TestFlag_10-28-15	Orientation	View	List of applicants with flag if admission/placement test not completed.	Semester, application date range	
Admission Applications Activity	Registrar	View	Count of any student who has applied and registered for a course (even if student drops all classes).	Semester	Invalid S# excluded
Admission_Applications_Summary	Registrar	View	Count of Applications by student type	Semester	Invalid S# excluded
Applicants_Admitted_Yield	Registrar	View	Unduplicated count of active students by count of currently registered and not registered for a class.	Semester	Invalid S# excluded
Attrition	Click on 'View' to see a sample report.				
Report Name	Folder	Rpt	Report Output/Description	Selection Prompts	Filters
Current_Students_Not_Enrolled_Next_Semester_by_Advisor	Advisor	View	List of current students who have not enrolled in next open semester.	Current semester, next open semester	No HS
Call_Campaign_Applicants_Not_Registered_In_Semester	Registrar	View	List of currently active students not yet registered for term admitted - applied but never registered.	Semester admitted	No HS, Metro, UCD
Class Size	Click on 'View' to see a sample report.				
Report Name	Folder	Rpt	Report Output/Description	Selection Prompts	Filters
Average Class Size by Prefix by Center	Instruction-Dept Chair	View	List average class size by prefix for Auraria & Lowry campus, traditional, week day classes. Grouped by center. Excludes online, weekend, stacked, and off campus.	Semester	No courses with <4 enrolled.
AVG Class Size by Prefix	Instruction-Dept Chair	View	List average class size by prefix for Auraria & Lowry traditional week day classes.	Semester	No courses with <4 enrolled.
Complete- Success	Click on 'View' to see a sample report.				
Report Name	Folder	Rpt	Report Output/Description	Selection Prompts	Filters
Completers by Gender and Ethnicity by Term - 3 Year Trend	Instruction-Dept Chair	View	Completer headcount by Term, Degrees Awarded, Gender, Ethnicity, previous three years.	Current year and prior 2	Outcome awarded

Enrollment Point-in-Time Comparison by Section

Source: Cognos ODS Active Registration
Active data, counts vary due to time of database update and time when report/data download is performed.
Inter-institutional courses may be excluded.
Selected Filters: 201530-Spring 2015, Apr 22, 2015, 201630-Spring 2016, Apr 22, 2016

Enrollment			201530	201630
BIO	105	001	31	27
		002	27	30
		40H	21	22
		72L	14	10
		C11	8	3
		C21	8	3
	106	001	21	22
		01L	12	11
		41H	14	11
		72L	14	11
		C11	3	4

IR&P Goal #3: Promote end users access to and use of the ODS reports by creating instructional videos. This goal is related to Strategic Priority #4: Culture of Evidence, Transparency & Shared Information

Status: IR&P has presented several workshops in using ODS/Cognos reports in the college. These workshops are the basis of the scripting for the instructional videos. Due to the departure of the Director mid-year, this project is moving slowly as she was writing the scripts.

IR&P Goal #4: Create the Data Definitions document for Community College of Denver. This goal is related to Strategic Priority #4: Culture of Evidence, Transparency & Shared Information

Status: IR&P has collaborated on a larger data dictionary project with the Enrollment management committee, which is in progress.

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

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

Unit Accomplishments for 2015-16– related to Strategic Plan and/or CCHE Performance Contract – in the aggregate (refer to budget chart on last page)

Professional Development

IR staff participated in various ODS report writing training sessions, a SRP dashboard training, ODS functional user training, monthly ODS report workshops, and EASS department training. In March, IR&P staff attended the Ellucian Live! Conference held in Denver. A summary of all workshops and sessions attended is available upon request.

In support of strategic priority number 2, Organizational Integration & Effectiveness IR&P has developed ODS report access training. IR&P conducted 6 workshops where we presented training, open to all college employees, last summer. Training materials are available on the Intranet.

Grants supported by IR&P

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

Service Activities
Gainful Employment Taskforce
Student Learning Committee
Perkins Advisory Committee
Diversity and Inclusion Council
HLC Oversight Committee
Strategic Planning
Persistence and Completion
Achieving Strategic Balance

Goals for the Upcoming Year (2016-2017) to support the achievement of CCD's and Unit's Strategic Plan and/or the CCHE Performance Contract

List the strategic priorities (goals) for your unit at the beginning of the upcoming Academic Year, including potential or anticipated challenges and issues.

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

Goal	Strategic Plan
1. Improve/ and add to key internal performance indicators dashboard(s). This may be an ODS report or it may be an interactive Excel workbook	1) Student Learning and Success 4) Culture of Evidence, Transparency & Shared Information
2. Promote end users access to and use of the ODS reports by creating instructional videos.	4) Culture of Evidence, Transparency & Shared Information
3. Refine the Data Definitions document for Community College of Denver	4) Culture of Evidence, Transparency & Shared Information
4. Work with the incoming Director of Institutional research & Planning to improve IR processes and make them more efficient.	4) Culture of Evidence, Transparency & Shared Information

Professional Development

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

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

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

a. Identify resource needs to accomplish these priorities, benchmarked if possible to similar institutions (e.g., staffing, funding, student:faculty or :staff ratio, etc.)

The office of IR&P needs to fill the open 1FTE and 0.5 FTE Research analyst positions.