



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

PERFORMANCE CONTRACT

**SUBMITTED TO
THE DEPARTMENT OF HIGHER EDUCATION**

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Colorado community colleges provide an array of student services – from scholarships and financial aid to tutoring and adult basic education – that help students succeed in their educational goals. CCCS colleges are successful in recruiting, retaining and graduating educationally underserved students – first-generation, low-income, and minority – because they create an environment where students identify themselves as members of the academic community. The success of a student who is first-generation, has dropped out, earned a GED, or started college after a long hiatus from high school depends on the student support services that the college provides.

Because of the unique student population they serve, Colorado community colleges constantly are adapting to provide the classes, programs and services that attract not only those students likely to seek higher education, but also those for whom college didn't appear to be an option. That adaptability – to students, local industries, and communities – is what sets community colleges apart from their four-year counterparts.

While many Colorado community college students are in the "traditional" college-age group, the majority of CCCS students are aged 25 and older, with an average age of 28.

- Women outnumber men, particularly within the older age brackets.
- CCCS colleges serve nearly half of the minority students in Colorado public higher education. In fact, minority enrollment exceeds the minority population in most CCCS service areas.
- Colorado community college students typically have at least a part-time job, a family, or other adult responsibilities that make their education somewhat of a juggling act.
- First-generation students – those who are the first in their families to pursue a college degree – make up a large portion of the community college student population nationally and in Colorado. To first-generation students, higher education is like a new world with its own language because they have no educational support system at home to help them navigate the complex application, advising, enrollment and financial aid processes, much less the actual college classes.

Non-traditional students are the norm for CCCS – mainly because the colleges provide flexibility and convenience for students with evening, weekend and online classes. Colorado community colleges also provide the services – from scholarships and financial aid to tutoring and adult basic education – that help students succeed in their educational goals.

All colleges system-wide put extra effort toward developing retention programs to keep students around through graduation. Cyclically, those programs that strengthen graduation and retention also enhance the recruiting process because they demonstrate the college's success. CCCS institutions provide the basic skills instruction that ensures students are ready for college-level



classes. All 13 Colorado community colleges provide basic skills assessment and instruction that helps students prepare to succeed in college-level classes. Prospective students take the Accuplacer™, a computerized placement test that helps college advisors select classes that are appropriate for their skill level.

CCCS college administrators and faculty realize the important needs of this unique demographic and each has programs in place to address the academic, social and personal needs of these students. Retention initiatives geared toward all students help retain underserved students.

Each of the 13 CCCS institutions targets services and programs to its specific and unique population. Much of their ability to fund student service programs comes from specific grants like the federal TRiO and Title V programs.

Efforts at CCCS colleges are paying off as some are seeing an overall increase in enrollment, retention and graduation – most notably among minority, first-generation and low-income students.

- CCCS's total 2006 graduation and retention rates exceeded the goals set among first-time, full-time, degree- or certificate-seeking students who started college in 2003 and graduated within three years.
- Colorado community colleges retained nearly 54 percent of the first-time, full-time, degree- or certificate-seeking students who started school in 2004 and 51 percent of minority students in that cohort. Those numbers do not include students who transferred their credits to another college or university.
- In Fall 2006, CCCS served 41 percent of the minority students in Colorado public higher education. In most service areas, Colorado community college minority enrollment meets or exceeds the minority population. Moreover, minority enrollment has grown at all 13 colleges.

The following narratives on college-specific efforts to increase retention, graduation, and enrollment, retention and graduation rates for underserved students have been provided directly from the individual college administration.

Goal 1 (1.2): Retention Rate Efforts

Specific examples of retention efforts for first-time, full-time, degree-seeking students at the different colleges include:

Arapahoe Community College

- ACC distributes a list of cohort students (first time, full time, degree or certificate seeking students) for 2005 and 2006 to the Advising and Admissions Offices. A new tracking system to communicate and retain the cohort is being developed. The graduation coordinator will also be looking at students' progress to determine and notify students who might be close to completing a degree or certificate. The expansion of this effort depends on getting a degree audit system that integrates with Banner.
- The IR department has also developed a report breaking down persistence of the 2004 Cohort by program and through each of the three years permitted to complete a program. This allows the College to see what is happening to their students and to determine if there are any trends. This will be expanded to 2005 and 2006.
- ACC has also introduced a new Faculty Feedback System through Hobson's web based services. Faculty are able to access rosters of their students with the student's email address, initial enrollment status and major. Faculty submit information relative to student attendance and grades (below a "C".) The results of the data provided by all faculty are combined to provide a progress report directly to the students. Students can make better decisions when they know how they are doing in their classes. Retention data demonstrate that some students do not have a realistic view of how well they are doing in their classes.
- ACC has implemented mandatory orientation for all new students. To provide an accessible and convenient option for orientation, students can attend group or individual sessions with an advisor or an online orientation. The introduction of a large orientation for students and their families for the fall 2007 semester had an attendance over 250. Success strategies and information on college policies, procedures and resources are presented during the orientations.
- ACC has implemented mandatory assessment for all new students. Placement in appropriate courses is essential for student retention and success.
- Emails are sent to new students multiple times (before classes begin and first several weeks of class) with success strategies and tips and listing resources available. Monthly email newsletters are also sent to notify students of college resources, events & important dates.



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- Intensive monitoring by advising is required for First Generation new students. Persistence of this small group from first to second year has been near 75%, demonstrating that the advising connection is extremely effective.
- A Peer Mentoring and Tutoring Center was introduced a year ago. New students are also encouraged and allowed to use the online web tutoring program to improve their English, Math & reading skills prior to taking the Accuplacer test.
- Student Retention Committee has been restructured to include a strong faculty component in addition to Student Services. By collaborating with The Instructional Development Center, this year's focus is to provide instructional strategies and teaching tips. Student Services will collect data to convey a clear picture of student persistence including a breakdown of new, continuing and transfer students.

Community College of Aurora

The Community College of Aurora has used a consistent, integrated strategy to improve student success over the past six years with remarkable results. For example, the past three CDHE cohorts ranked CCA #1 in graduation rates for all urban college graduates and ranked 1st, 2nd, or 3rd for minority graduates. This is noteworthy considering the three previous cohorts we ranked last or next to last in both areas. Retention rates have followed a similar path. CCA graduation rates are higher than 90% of urban colleges surveyed nationally.

- The President of CCA builds student success principles into the college strategic planning process. This integration makes student success everyone's responsibility. Except for ad hoc occasions, CCA generally does not "delegate" student success to a retention or enrollment management committee. Our President and Vice Presidents have consistently been visible, active leaders in improving student success. It starts at the top.
- CCA focuses on building sound enrollment management practices that help *all* students succeed, not just first-time, full-time, degree-seeking. Students, regardless of age, race, or gender respond to good quality.
- Retention and graduation rates are quality indicators of how an institution is performing. We seek to constantly improve the seven areas that have the biggest impact on student success: Advising, Instruction, Placement, Customer Service, Data Management, Financial Aid, First-year Experience, and Student Life. As the quality of these services improve, so do retention and graduation rates.
- The first six weeks of student attendance at CCA is emphasized to maximize engagement and build connectivity to the college.
- Cross-training and working closely together promotes institutional integration of divisions and departments.



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- Unique to "underserved students," CCA is consistently improving the freshman experience process, ESL and developmental education programs, and scholarship opportunities that serve these and other students.

More specific things CCA does to increase graduation and retention include the following:

- Integrate student success initiatives into our strategic planning process.
- Use the AAA 101 class as the backbone of the first year experience class with trained advisors teaching the class.
- Have annual faculty development sessions on improving student retention in the classroom (primarily sharing experience for first day activities and early testing for feedback).
- Create the semester schedule with input from advisors to maximize schedule effectiveness in serving student needs.
- Front-load student activities in the fall and spring to enhance student engagement.
- Cross-train student services staff extremely well so they can provide better customer service.
- Track and monitor customer service.
- Well-integrated student services and instructional divisions that work well together as a team.

Colorado Northwestern Community College

CNCC has implemented the following programs to increase student retention rates. Last year the college filled a student counselor position that had been dropped because of budget cuts. This year the college replaced the temporary staff member working in this position with a full-time Master's level staff member. The counselor has assisted in re-establishing an early alert program and chairs the retention committee. Students who are experiencing behavioral problems are now referred to counseling after their first offense. The college also added a student help desk to provide students assistance with technology problems. This year the college created a full-time position in the student learning center to assist students struggling with their coursework. The college also offered a two week course prior to the fall semester on student success to prep students in study and test taking skills.

Community College of Denver

CCD's Early Alert Retention Network (CCD-Learn) is an online early alert system designed to help retain students and improve their academic performance. This system allows faculty and



staff to easily and conveniently alert Learning Retention Specialists to identify students who are not making satisfactory progress. Students who are identified as needing assistance are contacted and/or referred to a center case manager or to other support services to assist in improving classroom performance.

The Center for Career and Technical Education (CTE) has implemented a database tracking system to monitor the progress of students in CTE majors. The system allows chairs and instructors to monitor students enrolled in their programs, helping to increase retention and promote student success.

CCD's FastStart program was implemented to accelerate non-college-ready students through the developmental course sequence, enabling them to complete first level courses in the first half of the semester and the second level courses in the second half of the semester. Throughout the FastStart program, students have access to an education specialist, peer mentors and CCD's nationally recognized case management system which includes intrusive advising, tutoring and assistance with registration, financial aid and educational planning.

The Division of Student and Enrollment services has devised a college-wide student retention model developed to utilize the principles of the Learning College to promote student learning, create a learning environment for faculty to engage all students, create innovative student-centered support services, and customize support for the challenges students face. CCD's retention model is centered upon student belonging, student engagement, student involvement, and student success. This approach is based on a foundation that stems from a sense of community, these four principles will be infused throughout the college programs and services to create a student-centered, inclusive retention pathway.

CCD's branch campuses have created student learning clusters where small groups meet to problem solve complex academic content and classroom issues. Additionally, CCD branches implemented a campus-wide student retention data tracking system and introduced a lecture academic delivery component in their Basic Skills and Business Labs, which traditionally have been designed in an open entry lab format.

In addition, CCD branch campuses have established a student-based initiative called the Student Leadership Committee charged to recruit, retain and advise the college regarding student success. The Student Leadership Committee will have representation, for the first time in CCD's history, on the CCD Student Government Association based on the Auraria Campus. The implementation of a student fee system at the Branch Campuses has enabled these students to have access to the many services available on the Auraria Campus including student events, student recreation services, health center programs, student food bank, lending library and child care resources, student newspaper delivery and bus pass privileges. The involvement of CCD's branch campuses in the greater CCD community increases the sense of connectedness to the traditional education experience, and creates a more cohesive community network.



Front Range Community College

Westminster Campus: In fall 2006, the Westminster Campus piloted a college coach program for incoming freshmen. The program pairs new students with college faculty and staff mentors who correspond or meet regularly with the student. As of fall 2007, 55 mentors were assisting 138 students. A second key retention strategy has been learning communities for developmental students. Piloted in 2005, the program has expanded to four learning communities with 67 students. The learning communities typically pair developmental reading or writing with a college level Humanities or Social Sciences class. In one new community this term, faculty are pairing developmental reading and writing. Preliminary data suggests higher pass rates and high performance in the both courses by the students in the communities. Other strategies have included continued improvement of the student orientation program, which has attracted more students each year since it started three years ago; over 450 new students attended in fall 2007.

Larimer Campus: The Enhanced Education Project (EEP) is a grant with the Division of Vocational Rehabilitation (DVR) and is structured around the common goal of preparing students with disabilities for the workforce by providing comprehensive case management services that is coordinated with the student's vocational goal. Since July 1, 2006 there have been 164 new referrals from DVR directly to the EEP. As a result of these Enhanced Educational Services 80% is the Retention Rate of students who attended from Fall Term 2006 to Fall Term 2007. The average cumulative G.P.A. for the students in the Enhanced Education Project is 3.2. 81% of the participants who should have completed their FRCC educational objectives have done so. 67% of the students who entered the job search process obtained employment within 6 months of completing their education at FRCC. With the recent inclusion in Larimer's First Year Experience Committee, Student Life is the lead of the campus' New Student Orientation sessions and all associated orientation event programming. The goal of orientation and it's derived programming is to better new students' success and retention by increasing awareness of campus resources, policies, and skills needed for academic success. These learning objectives have been incorporated into Student Life's programming goals. Single Parent Program serves both male and female single parent students by providing educational and enrichment opportunities that support enrollment, retention, and successful completion of certificates and degrees, as well as funding for childcare assistance.

Boulder County Campus: A college success seminar was initiated Fall 2007 to help students be more successful in college. The course teaches learning strategies, study skills, and general information about how to succeed. The concept is being extended into content specific college success seminars for Spring term 2008. There will be four sections of AAA 101 classes paired with developmental math, English or reading classes to provide additional support for these students. The Academic Success & Achievement Program (ASAP) provides individual "case management" for high risk students who are placed on academic probation or suspension. Case managers meet with each student individually to make a connection with the student, review information from their instructors via a faculty feedback form, and provide college resource information to improve academic success. The program started in the Fall of 2006 and data are currently being collected to gauge impact on retention.

Lamar Community College

Lamar Community College has implemented numerous steps to increase semester to semester retention rates and to enhance the likelihood that students will remain enrolled through to graduation. These efforts target several identified causes of students stopping out as follows:

- Resolving financial and student records issues: LCC has become proactive in identifying prior term balances and working with students to resolve those balances. Students are referred to the Educational Opportunity Center office for assistance in completing financial aid applications. For those with existing aid packages, they are referred to the Financial Aid Office to identify additional funding. All students are asked to do an exit interview and additional opportunities for assistance are identified.
- Registration Efforts: Actively encourage students to pre-register prior to winter or summer breaks, which increases the likelihood they will return for the next semester. Systematically identify enrolled students who have not registered and contact them directly.
- Advising Efforts: Encourage faculty and staff to actively engage advisees, including the need for timely registration, completing intent to graduate forms etc.
- Coordinate and support group advising for athletic teams, rodeo team and other groups as practical. Personal contact with students that have not registered.

The Learning Support Services program at Lamar Community College specifically targets low income and first generation students through the following retention efforts:

- Student progress is tracked and students are advised on a regular basis.
- Students are provided with numerous cultural enrichment events designed to increase student engagement including the Multi Culture Party, the TRiO Welcome Back Lunch and the Halloween Party.
- Coordination with the Adult Basic Education program and the EOC program to help facilitate college entry for GED graduates and other underserved populations.
- Provide both general and specific tutoring to assist students in achieving success.
- Arrange transfer advising, including transfer visits to universities, which helps to maintain student focus and goals.

Future plans to enhance graduation rates include the implementation of a student satisfaction survey, enhanced communication with students on campus through email, an improved webpage and other communications vehicles. We also intend to implement additional extracurricular opportunities in the Arts and Sciences Division to enhance the student's connection to the college including undergrad research in conjunction with the Pierre Auger Observatory Project, a competitive Speech Team etc.

Ensuring students complete all academic requirements and actually graduate is a college priority. Efforts to enhance the likelihood that students graduate include the following:

- Aggressively manage the intent to graduate process, including strongly encouraging students to file graduation intents early in the semester prior to the semester of graduation. The goal is to identify missing requirements early enough so that students can address them in a timely fashion.
- Assist students in enrolling in the coursework necessary to meet requirements, including online and independent student options if required courses are not available.
- If necessary, explore other degree options that might better facilitate graduation.
- Counsel students on additional ways to complete degrees based on individual circumstances such as transferring credits back to LCC in the event of a family relocation or similar circumstances.
- Emphasize the benefits of completing AA or AS degree under the Guaranteed Transfer Curriculum and the 60 + 60 guarantees.
- Expand tutoring and advising services for students in crucial period leading up to the semester's end, and provide some math and English tutoring in the residence hall where students live.
- Actively use the Early Alert process, which identifies all students who are struggling in courses and provide counseling and tutoring as appropriate.

Morgan Community College

Morgan Community College continues to have the highest retention rate among system community colleges in the state.

Key to that retention has been a variety of activities planned by the institution:

- Provide scholarships to graduates of local alternative high school
- Early Alert program for students who are struggling with classroom activities
- Student Support Center which provides free tutoring for all subject areas
- E-mail as well as phone calls to all returning students to encourage re-enrollment
- Bilingual staff
- Creation of a bridge program for GED recipients as they enter college courses
- Student orientations.

Northeastern Junior College

Since 2005 the retention rate at Northeastern Junior College (NJC) increased by 7%. To effect this change, NJC devised a multi-pronged plan to strengthen support of students, encourage engaging instructional strategies, and develop curriculum with integration of technology that meets the needs of today's student. Most notable is a five-year, \$1,824,662 Title III grant that provides for staff development, curriculum development as well as program and facility improvement. We are in our fourth year of the five year grant.

NJC is focusing on providing excellent instructional environments in several ways. Title III supported fifteen "Engage the Learner" staff development mini grants each year over the past three years. The purpose of these mini grants is to develop teaching strategies that will create active learners. Title III also funded staff development for 40 faculty who have developed 65 new online and hybrid classes that have been well received by the students looking for flexibility.



Non-traditional students, students who must travel a long way, and the modern student who prefers online classes are increasingly taking these classes.

NJC has implemented improvements to the campus wide student advising system. Thirty-four faculty-advisors have been trained to assist students in “developmental advising” to enhance their helping relationships with students when meeting for registration. Advisors also contact students at the third week of classes for early follow up and support. Our Early Warning System identifies students who are not attending their classes or who are doing poorly. Faculty actively refer students to the Counseling Office for assistance. Students who receive poor grades at midterm also are systematically identified and contacted by a variety of Student Support Service entities. Finally, students who do not return after attending a prior semester are contacted to seek ways the college can continue to support them and to determine why they did not return (Search and Rescue program.)

The Counseling/Residence Life staff delivered a series of life skills presentations this semester for students in their residence halls. Residence Life staff receive ongoing training to help them effectively meet the needs of students. Developing a sense of community is a priority and Residence Life provides many social opportunities throughout the year. The Comprehensive Learning Center (CLC) provides individual and group tutoring for students who are struggling, offers help with study skills, and serves students with documented disabilities. The AAA classes that offer strategies for study skills, test taking, and other skills necessary for college success were restructured this year to include more athletes.

The college continues to seek grant funds to support its efforts to retain students and to provide a successful college experience. NJC has aggressively laid out a plan for more scholarship assistance to students. We have applied for another round of the Daniels Foundation funding for non traditional student scholarships. The NJC foundation is working on building an endowment for the HOPE scholarship that would be self sustaining.

Otero Junior College

Otero Junior College has implemented a number of things to assist in retention. These include the following:

- Hired additional staff in tutoring labs to assist students in achieving their goals and are successful in their course work. Additional staff has assisted in providing more one-on-one assistance to students.
- Majority of students are pre-registered from one semester to another. This is accomplished by having faculty and staff in assisting with the pre-registration of students involved in their classes or programs. Days are set aside in Student Services for specific programs and athletic teams to pre-register.
- Faculty and staff play an active role in advising individual students so as to ensure that the student is meeting career objectives.
- Student progress is tracked on a periodic basis throughout the semester by advisors, student service staff and coaches.



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- Numerous events are held on campus so as to make individual students feel a part of the total campus community. These events include: concerts, cultural diverse programs, athletics, and theatre and lecture series.
- Early Alert Program is in place to provide students with timely advising and tutoring if necessary.
- Established a mentoring program for students. This program designates certain staff and students to act as mentors for specific students who are incurring difficulty in adjusting to college life or course curriculum.

Pikes Peak Community College

Pikes Peak Community College (PPCC) is in an urban setting and has the second largest enrollment in the Colorado Community College System. PPCC exhibits “enrollment swirl,” a high degree of student mobility combined with student use of courses to accomplish goals in addition to but not exclusively limited to degree or certificate completion. PPCC serves a large number of military personnel and dependents, a likely contributor to data from the 2000 Census showing a higher mobility rate for Colorado Springs (at 35% of the population) than metropolitan Denver.

According to CDHE data, PPCC had the second largest entry class in Fall 2004 (1,014) second only to Front Range Community College (1,515). At 48.1%, PPCC’s overall fall-to-fall retention rate was third best among metropolitan Colorado community colleges. PPCC’s rate was exceeded only by Pueblo at 54.9% and Red Rocks at 52.8%. Morgan Community College, a rural college with an entry class of 80, had the highest retention rate for all Colorado community colleges at 56.3%.

As this suggests, the challenge for PPCC is to provide more “hands-on” small college service in a large metropolitan college setting. The strategies we are pursuing to do this are: advising, opportunities to develop academic skills, professional development for faculty, student support programs, and publicizing retention efforts and strategies.

Advising

- Letters and fliers to remind students to meet with advisors
- Internet site with up-to-date advising information
- Lead advisors in each division
- Increased advising hours over breaks
- Students testing into two or more pre-college classes advised to take Study Skills classes.

Professional Development for Faculty

- Professional development opportunities for faculty about embedding learning strategies in instruction
- Faculty Academy for new faculty offered by Center for Excellence in Teaching and Learning (CETL)
- Classes/Workshops on teaching online offered by Distance Ed Department
- A class about learning communities to be offered spring 2008

- Publicizing teaching/learning tips by Retention Committee.

Admission/Enrollment

- Creation of a Velocity Center consolidating students' access to enrollment services
- Attempts (as much as Banner will allow) to require face-to-face or online orientation for full-time students
- Faculty and staff available in high traffic areas to welcome students and answer their questions the first week of each semester
- "No Late Registration" policy (in response to studies linking late registration with high attrition) will be implemented when technical resources are in place.

Student Support – Success Strategies

- Free workshops for students in time management, study skills, and test-taking through Learning Assistance Center each semester
- Additional math tutoring and learning lab for late-start chemistry class
- Online tutoring for nursing students to prepare for national tests
- Early Alert pilot
- 1-credit AAA class to be piloted in fall 2008
- Crisis referral system and two half-time crisis counselors
- Retention Plan and publicizing retention efforts/strategies
- Expansion of financial aid advising to the Downtown Studio and Rampart Campuses.

Opportunities for Students to Connect with College

- In the Classroom:
 - Service learning projects
 - Speech students making presentations to the campus and community
 - Career exploration projects
 - Portfolios
 - Assignments designed to connect students to college resources/departments
- Through Student Life:
 - Student government
 - Pizza with the Prez in which students meet with the President regarding their concerns
 - Student activities such as open Mike Night, free craft instruction, food and entertainment events
 - Most important, a new centrally-located (and very busy) student center.

Pueblo Community College

- New Student Orientation sessions. The sessions are being facilitated by the "Education Advocates" in the respective instructional divisions of Arts & Science, Business & Technology, Health Professions and the Counseling Center for those students with undecided major declarations.



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- Utilizing Title V funding sources, each division is assigned an "Education Advocate"/ "Academic Advising Coordinator" that has worked closely with this cohort group of students. Throughout the semester, our Educational Advocates are in continual communication with the cohort group implementing a variety of community building initiatives.
- An example of the community building initiatives are: a) Welcome Postcards noting special activities available for tutoring, transfer options, career placement, etc. b) Mid-semester "Divisional Gathering" and "Meet the Dean" pizza luncheons c) Postcards to announce Advising Sessions.
- Fall semester 2007 was the first semester that a "Mid-Term Grade Check" was initiated for all courses. The faculty were asked to input grades for any students with a grade of "D" or "F". The grade check information was submitted to the Education Advocates for contacting the student to aid in providing counseling, supplemental instruction, Learning Center access, tutor assignments, meetings with faculty, etc. The plan is in place to initiate a "Grade Check" during the Spring 2007 semester earlier in the semester. The students will receive a letter from the Vice President of Learning offering all of the options open to the student including the items listed above.
- The newly hired Director of Advising is sending personal welcome information to all cohort students upon the student's registration.
- A One Stop Enrollment Center was established to facilitate application, registration, financial aid, accuplacer testing, and advising. The One Stop is open from 8:00 am - 6:00 am and on Saturdays for availability of non-traditional student access.
- Through the utilization of our Title V Grant, we have hired a "Director of Retention" whose current assignment includes taking the lead to develop a Retention Plan which will include a complete overhaul of our "First Year Experience" course, the institutional plan for a "Cohort Building and Leadership Program" and "Learning Communities". The plan should be complete by March 2008 with full implementation in place for fall 2008.

Red Rocks Community College

As an AQIP Institution (Academic Quality Improvement Program) for the purposes of re-accreditation through the North Central Higher Learning Commission, Red Rocks Community College identified the need to improve placement services for first time students. An Action Project was developed that integrated general education discipline faculty into the advising process during the first two weeks of registration for the fall and spring semesters. The discipline faculty are on hand in the advising area to ensure students are appropriately enrolled in general education courses specific to their degree and transfer plans. Degree seeking students may also take advantage of Accuplacer workshops to refresh their math and English competencies prior to taking the required placement exam in lieu of sufficient ACT or SAT scores. Data collection and



analysis of the Accuplacer workshops is underway with the goal that students completing the workshops will score higher, and increase the number of students that can avoid placement in remedial coursework below 090. A three year co-hort study of RRCC students enrolled in remedial courses indicated that less than 10 percent of the students placing below 090 continue to graduation.

Trinidad State Junior College

College 101 was piloted in the fall of 2007. Freshmen students were counseled into this course. Topics include: time management, study skills, accountability, and acclimation to college life. Students were self-identified this academic year, but in the 2008-2009 academic year mandatory placement for all new freshmen will be instituted. There is a mentoring program on the Trinidad Campus. General funds purchased incentives for the mentors and students receiving the mentoring. Students are self-identified and their mentors are members of the Trinidad campus faculty, staff, and administration. Students meet with their mentors for at least 20 minutes a month, via email, text messaging, person-to-person, or telephone to discuss any issues they may be facing or need guidance on. In addition to these new programs, the school's counselor is used consistently to counsel students who may be facing depression, alcohol/drug related dependency, and peer pressure. Internship opportunities and job placement for our students have always been a priority but new staff have been added on both campuses to oversee these areas. Student Support Services are also an integral part of the retention piece: free tutoring, writing/math/reading lab, peer mentoring, etc...

Goal 1 (2.1): Graduation Rate Efforts

Specific examples of efforts to increase graduation rates for first-time, full-time, degree-seeking students at the different colleges include:

Arapahoe Community College

- ACC graduation Initiative identifies terminal courses in a degree or certificate. Students are contacted who have accumulated the required credits to graduate but have not applied for graduation. ACC's graduation coordinator has worked with academic department to expand the initiative.
- Program sheets have been uploaded to the web. The sheets provide a planning tool for students so they can clearly see how to progress through a selected degree or certificate.
- Once the implementation of academic history in the data reporting system has occurred and a degree audit process is available, additional initiatives can be developed.

Community College of Aurora

Retention and graduation rate efforts combined – refer to retention rate efforts (B1).

Colorado Northwestern Community College

CNCC has implemented the following programs to increase student graduation rates. Last year the college filled a student counselor position that had been dropped because of budget cuts. This year the college replaced the temporary staff member working in this position with a full-time Master's level staff member. The counselor has assisted in re-establishing an early alert program and chairs the retention committee. The college also added a student help desk to provide students assistance with technology problems. This year the college created a full-time position in the student learning center to assist students struggling with their coursework.

Community College of Denver

CCD's case management programs continue to provide award-winning services to minority, first-generation, low-income and persons with disabilities through its Center for Academic Support and Achievement (CASA), which houses the First Generation Student Success and TRiO Scholars programs. These programs provide intrusive advising, case management, student ambassadors, peer mentors, and wrap-around support services to increase retention and graduation.

CCD's Aerospace program operates two current projects designed at increasing graduation and transfer for students in the Science, Technology, Engineering and Math (STEM) disciplines. JumpSart into Aerospace (JSA) is a Metro Denver Wired funded project that is collaborative with



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Community College of Denver, North High School, the Denver Office of Economic Development / Division of Workforce Development, and Metropolitan State College of Denver. It builds on the NASA funded ACES (Access to Collaborative Education in the Sciences) project, which is the second Aerospace project and is a “2 plus 2” degree program (AAS and BS) in Aerospace Systems Engineering Technology, targeted to underserved minorities. Both programs are designed to strengthen the pipeline of students from high school, to CCD and transfer to Metropolitan State College. Further, the program prepares students for aerospace jobs through the use of state of the art technology, and provides real life applications through partnerships with aerospace employers.

The Denver Transfer Initiative (DTI) is a cooperative project, between Community College of Denver and the University of Colorado at Denver (UCD), which aims to increase the number of students from traditionally underserved populations graduating from CCD, transferring to UCD and ultimately completing a Bachelor of Arts or Bachelor of Science degree. The DTI, a Title V funded program, utilizes CCD’s nationally recognized educational case management model, an intensive, holistic and proactive approach to student advising and advocacy, to provide assistance, guidance, mentoring, tutoring and other interventions for student participants.

DTI also works with faculty at both institutions to create multi-disciplinary “Learning Communities” courses that integrate the curricula, teaching and assignments of up to three different courses. In addition, DTI works with the CCD Teaching Learning Center and the UCD Center for Faculty Development to create and present workshops aimed at increasing CCD and UCD faculty use of proven-effective best practices in teaching minority, low-income and first-generation college students. The project further operates a “Transfer Success Center” that offers participants career assessment and counseling, financial aid and scholarship assistance, and peer transfer mentors (*note, the DTI also addresses the performance contract response for *Underserved Students*).

CCD branch campuses have implemented a series of educational workshops for students aimed at assisting students to be successful in their programs. These workshops include time management, study skills, organization and management of personal issues.

Front Range Community College

Westminster Campus: In addition to the retention efforts, which typically also help graduation, in an expanded effort that began in 2006, advisors have been personally contacting students on probation and suspension to help develop plans for them to stay in school and succeed. Also, in part because lack of success in science courses is a key graduation impediment for some students, the Westminster campus science department has developed study skills modules for many of its classes and has begun group tutoring programs to help students succeed in science.

Larimer Campus: Student Life has and will continue to partner with academic departments to provide collaborative programming that relate to class learning objectives. Research has proven that these co-curricular programs in relation to class learning objectives will increase students’ proficiency to think critically, experience academic success, and change majors less often.



Boulder County Campus: BCC faculty members hand out graduation applications in class, explain the benefits of earning a degree or certificate, and assist students with completing the forms. Faculty members then collect and submit the forms to the Admissions and Records office for processing. This program has been particularly successful in improving Career and Technical Education program completion rates. Students are encouraged to submit a degree audit form the semester prior to graduation. The college then notifies students of the coursework that needs to be completed prior to the start of their final term. This allows students to enroll in the required course(s) to graduate in a timely manner. Graduation applications will be accepted year round starting with the Fall 2008 term in an effort to encourage students to apply and graduate.

Lamar Community College

LCC Efforts to Encourage Completion of Degrees and Certificates:

- Encourage students to work to meet graduation requirements even if that means transferring courses back in from transfer institution.
- Identify and notify student of what courses they are missing at the end of their last semester and what steps they need to take to transfer them back to the college and receive their diplomas. Identify availability of courses required for graduation.
- Encourage students to participate in commencement ceremony if they complete requirements in the preceding or following terms.
- Early Alert (in the 3rd week) and Mid-term Alert are sent to all faculty to identify students that have attendance and performance issues.
- Initiated and then expanded math and English tutoring in the student dormitories for the evening hours (6:00 p.m. to 9:00 p.m.) to facilitate success.
- Expanded tutoring and advising for students during finals week (Schedule pending).
- Perform two transfer trips per semester (last one was to CSU-Pueblo and UCCS in Oct 07) Conduct transfer fair and advise students on transfer opportunities. Advise AA/AS students of transfer policies, 60+60, GT-25, and transfer guides from Colorado Public Institutions.
- Ensure graduation requirements are met through intent to graduate process.
- Alert and encourage students to turn in the graduation intent forms early in the semester prior to graduation, so that an evaluation may be performed to ensure that the student registered for the correct courses.
- Notify students of missing requirements.
- Assist students with issues related to their graduation requirements.
- Counsel students of the option to change their degrees if necessary due to credit issues.
- Provide financial aid counseling if financial concerns are identified as an impediment to graduation.

Morgan Community College

- Sophomore Scholars Program where students who complete 30 credit hours with MCC in their junior and senior of high school are given scholarships for their next 30 credit hours allowing them to complete their Associates Degree one year after high school graduation
- Advisors and faculty help students process graduation applications



- Established a mentoring program in which the staff serves as coaches/mentors for students attending for the first time.

Northeastern Junior College

Students at NJC are closely followed from application process to graduation to determine the best ways to support their educational process and encourage graduation within at least three years of initial enrollment. Statistics are kept on student athletes and their graduation rates as well as the general student population including demographic categories of ethnicity. NJC works on programs and student support to encourage graduation.

The strongest support for our students working toward graduation is the faculty who provide high quality learning environments. The NJC campus has expanded and enhanced the instructional technology in most classrooms. The Title III faculty development projects have focused on engaging students through changed, innovative pedagogy and integration of technology into curriculum to result in improved student learning. NJC faculty also establish relationships with the students and follow their work, refer them to further support, and encourage their college success in and out of the classroom. Through this effort, we have experienced improving graduation and retention rates.

The Assessment Center (which is part of a one stop student service concept) provides required basic skill assessment to all incoming students, an important piece of information in the course planning process. New students also are required to participate in a “non-cognitive skills assessment” called the College Student Inventory. This is used by all advising staff to open discussion with students about areas they may need to work on (time management, career planning, social, etc.) that impact their early adjustment to college life. Initial advising assistance, financial aid, cashier are readily available.

Our campus has a renewed dual advising system and we’ve worked hard to improve all aspects of advising. Students are able to plan their schedule and discuss career decision making with professional advisors in a walk-in Advising Center. Students also are assigned a faculty advisor by academic discipline. All faculty advisors have received systematic and on-going training to provide effective assistance to students. Many faculty advisors have received specialized training in such topics as “Life Coaching” and “Career Development in Advising.” NJC systematically creates contact points for students, advisors and other student support staff. All new students are contacted the third week of classes. Students with poor attendance or identified problems are referred to counselors for further support.

The Comprehensive Learning Center (CLC) provides individual and group tutoring for students who need it, helps with study skills, and serves students with documented disabilities. Students who need assistance with their classes are encouraged to use the free tutoring center. This center is housed and integrated into the college library complex. The staff offer excellent workshops and recently initiated “refreshment hours” which received funding support from the Associated Student Government. The professional tutors, instructors and student staff develop close relationships with the students that frequent their area and advocate for them when needed.



NJC is constantly taking the pulse of the community to determine what classes and programs are needed by businesses and community members. The college uses its Advisory Council, program advisory councils, contacts with students and connections to the community to determine what programs are needed. Welding was recently added because there was a demonstrable need in the community for such a program. Nursing was added as a part of the Science and Health Institute funded by Title III because of the need for nurses in this area.

The Title III grant has supported the development of 65 new online or hybrid (part online part traditional) classes to bring classes and flexibility to students in our large services area as part of an effort to help students complete their degrees. Five hundred ninety-five students were enrolled in online and hybrid classes in Spring 2007, Summer 2007, and Fall 2007.

Otero Junior College

Otero Junior College has a strong commitment to graduation rate and has implemented the following to achieve success in this area:

- Student Services continually monitors and advises students on course deficiencies so as to ensure that student is on course for graduation.
- Early Alert done twice a semester alerts students, advisors and student service staff as to potential need for tutoring for student, as well as, engagement by designated mentor.
- Implemented this fall semester the Smart Thinking software to assist students who are having difficulty in different course areas.
- Study tables are conducted by faculty and coaches on campus. These study tables are at scheduled times outside of classroom work.
- Expanded tutoring and advising during finals week.
- Form partnerships with four year institutions to provide enhanced scholarship opportunities for Otero Junior College graduates.
- Concentrated counseling for all students on campus to assist in change in major or certificate program.
- Students are notified of missing requirements.
- Assist students with transfer upon graduation to four year institutions and linking specific certificate completers with job opportunities.
- Ensure graduation requirements are met through intent to graduate process.

Pikes Peak Community College

The PPCC graduation rate for the 2003 entering cohort was 13.9%. This compares to the largest metropolitan community college, Front Range, at 13.6%. Metropolitan two-year colleges with larger entering cohorts tend to have lower graduation rates. The data suggest that this is associated with the more complex enrollment mix found at the larger colleges.

For example, Red Rocks had the highest graduation rate of the five largest community colleges, but also had the least diverse entering class at 83.2% White, non-Hispanic. In contrast, PPCC had the largest 2003 African American entering class cohort of any Colorado community college. However, only 6.5% of that cohort graduated - a rate less than half of their White, non-Hispanic



classmates. PPCC also exhibits lower graduation rates for men than women, a trend shared with other large, diverse community colleges.

In 2005-06, PPCC also had the largest transfer rate to a single four-year college or university of any Colorado community college: 62.2% of all transfer students from Pike's Peak went to the University of Colorado at Colorado Springs. However, UCCS only received 9% of its enrollment from two-year colleges, a relatively low rate among four-year metropolitan colleges and universities. These data illustrate two critical points. First, the transfer relationship between PPCC and UCCS is critical for PPCC students. The second point is that there is much room for improvement.

Based on these and other supporting data, we are making efforts to increase our graduate rates through a focus on three kinds of students.

- **New students who plan to earn a bachelors degree**

Faculty advisors emphasize Colorado Community College System's **60+60 Bachelor's Degree Transfer Program**. Students beginning classes in the fall of 2003 or later must follow the guidelines established for the 60+60 Bachelor's Degree Transfer Program. Students who complete the program with a C or better in each class and earn an AA or AS degree qualify to transfer in liberal arts and sciences to public four-year colleges and universities in Colorado. Information emphasizing the advantages of following this program is prominently displayed on the PPCC web site.

Also, the college has increased its emphasis upon the **University Connection**, the UCCS program that provides tuition reimbursement for students who complete an AA or AS degree at the community college and then transfer to UCCS. UCCS advisors have increased the number of visits to all PPCC campuses to help students who are interested in the program.

- **Continuing students who have the credits and classes to graduate but who fail to apply**

Each fall and spring, announcements in the Potty Mouth flyers (displayed in each restroom at all three PPCC campuses) encourage students to check on graduation eligibility and, if appropriate, apply for graduation before the semester deadline. Similar announcements appear on PPCC web sites, its television stations and in campus email. Faculty and staff are encouraged to remind students of the graduation application deadlines.

- **Military students who are transferred after completing a number of credits at PPCC**

This is the newest area of focus in terms of retention efforts. PPCC has a large active military student population, but many are transferred before they can complete a degree. Our retention efforts fall into two areas: a plan to change tuition policy so that students will not be charged out of state tuition when they are posted elsewhere and the development of online classes tailored to the needs of active duty military personnel.

Pueblo Community College

- Our Enrollment Management staff has identified the individual students in jeopardy of not meeting the goal. The student's transcript and curriculum sheet have been provided to the "Education Advocate/Advising Coordinator" for contacting the Department Chair and student to establish a counseling session and graduation action plan to allow for degree completion.
- Included in the above discussion with students is the evaluation of completing possible first level certificates that build the student's confidence and drive to continue toward the completion of the 2-year degree. Not all programs have available "Mini-certificates".
- Through the utilization of our Perkins Grant funding source, we have hired a "Job Placement Coordinator" who meets specifically with Career and Tech students that are near completion of the program.
- Specific packets were mailed to the cohort group including graduation planning sheet, complete with Dept. Chair contact information and program completion. The packets included all necessary information to aid in the students toward completion.

Red Rocks Community College

AQIP Action Projects have been developed and implemented to improve student performance by adding tutoring in the classroom, and creating a culture that promotes graduation. The Tutors Without Borders (TWB) Action Project has brought tutors into the classroom to provide "just in time" assistance with math and writing competencies in a wide range of disciplines. The TWB provides training for faculty in how to effectively integrate tutoring in the classroom. Student Life is promoting more access to tutoring through the creation of Study Group Central. A group of students seeking additional help may request a study room and a tutor for a specific topic. Student Life arranges the room and tutor through the Learning and Resource Center (LaRC) of the College, and even provides snacks! The Culture of Graduation (COG) Action Project has created an online graduation audit that has streamlined the process that allows a student to track their graduation progress through the Advising Center. The COG Action Project has developed a multi-media campaign extolling the virtues of an Associates degree in the transfer process and in the job market. In an effort to maximize the availability of student support services, the College has opened the Connect to Success Office. Connect to Success is staffed by a full time coordinator. Students may access assistance either in person or on-line through resource links that address common barriers to college success. Support includes campus and community contacts to help students succeed. From the Connect To Success website: <http://www.rrcc.edu / success>



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Examples of topics include, but not limited to:

- Goal setting
- Time management
- Learning styles
- Procrastination/motivation
- Muscle reading
- Note taking
- Studying
- Memory/concentration
- Test taking
- Test anxiety
- Stress management
- Making college friendships
- College vs high school
- Self-assessments

Trinidad State Junior College

Academic advising sheets have been created by the TSJC Advising Team. These sheets follow the progress of the student throughout their academic tenure at TSJC. Students visit with their academic advisor at least twice each semester however, many students are seen as many as four times a semester. Student Support Services again places a critical piece in graduation rate efforts. Since such a large portion of the student population places into developmental education, the academic advising and the subsequent support to students is essential to their completion and graduation. The Athletic Departments continue to excel with the student athletes in completion and subsequent graduation by focusing on: study halls, peer tutoring, and other incentives.

Goal 1 (3.3): Enrollment and Retention of Underserved Students

Specific examples of efforts to increase enrollment, retention, and graduation rates for underserved students at the different colleges include:

Arapahoe Community College

- The ACC First Generation Scholarship Program with special advising requirements have resulted in first to second year retention of 75%. Scholarship requirements assist at risk populations through education and social programs. In Fall 2007, family members of First Generation Scholarship recipients were included in an orientation program. The scholarship consists of \$800 per semester for up to 2 years of enrollment.
- ACC offers a Diversity Grant for students who do not qualify for other scholarships. New advising requirements were added Fall 2007 to improve the success and retention of these students similar to the requirements of the First Generation Students.
- College Student Experience courses are offered and recommended for all new students. Academic advising staff frequently teach these Student Success Seminars geared toward assisting at-risk students. Seminar topics include test-taking skill, time management, study skills, & effective communication. Advisors also serve as instructors for AAA 090- Academic Achievement Strategies & AAA 101 – College Student Experience.
- Early Alert and Faculty Feedback systems. Early Alert is a program which allows faculty to refer students to the advising office for intervention of some sort. The Faculty Feedback system, implemented Fall 2007, uses faculty input relative to excessive absences or grades below a “C” to provide a progress report directly to students. The progress report sent to students by e-mail recommends that students work with faculty or advisors to make the most informed decision about their course work to avoid an academic penalty.
- The Advising Office staff also advises and track students returning from academic suspension in order to insure their success upon returning to ACC.
- Child Development Center tuition stipends have been funded for underserved populations through grant applications to several Foundations (The Denver Foundation, the Temple Hoyne Buell Foundation, the Sam S. Bloom Foundation, the Rose Foundation, and Teammates for Kids).
- A Peer Mentoring and Tutoring Center was developed to support all students at the college. This free service has grown as faculty and advisors often refer students who are struggling to the Center.



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- TRIO serves 600 disadvantaged youths from our local middle and high schools. The purpose of the program is to increase the high school graduation rate of these students and subsequent enrollment in a postsecondary educational institution of their choice. A minimum of two thirds of the participants in the program are both low-income and first generation to attend college students.

Community College of Aurora

The Community College of Aurora's enrollment of underserved students has continued to grow. For example, the percent of the student population (headcount) that is African American grew from 22.1 percent in FY06 to 24.5 percent in FY 07. For the first time in FY07, CCA no longer has a racial majority, with whites now comprising less than half (49.7 percent) of the student headcount.

- CCA's English as a Second Language programs have continued to enroll greater numbers of students. The program's 2005-06 annualized FTE of 65.2 grew to 88.5 FTE in 2006-07. Another 650 – 700 adults take non-credit classes each semester in a community program.
- The college has expanded partnerships with ADWorks, the local workforce center, and the Learning Source, a community agency, to offer more GED preparation on our CentreTech campus.
- CCA's WIRED JumpStart grant includes outreach efforts to area high school students, many from underrepresented groups, to interest them in education and training in careers in bioscience.
- In 2007, the college's Center for Workforce Development expanded its work with Adams County to transition people off Temporary Assistance for Needy Families (TANF) and to provide low-income families with education and other services that increase their household income. Most recently, the Center expanded further with a contract to serve TANF clients in Arapahoe County.
- The college, with the assistance of the Community College of Aurora Foundation, has increased scholarship opportunities for underserved students. For example, the Daniels Fund has awarded CCA Foundation funding for scholarships for recent GED completers, for those who have been incarcerated in youth facilities, and for those working in the community who would like to return to school.
- The college has opened a helpline for students and faculty with online issues; this has helped online classes to continue to grow, better serving those students needing more flexible course offerings.
- A project funded by the Xcel Energy Foundation conducts an increased number (four in 2007-08, up from 2 the previous year) of day camps that each bring 120 underrepresented students to campus to learn about opportunities in science, technology, and math.



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- CCA has initiated major efforts to partner with school districts, including Aurora Public Schools and Denver Public Schools, and with individual schools (Hinckley High School, Montbello High School, Martin Luther King Early College, and the New America (charter School) for various concurrent enrollment programs.

Colorado Northwestern Community College

CNCC has implemented the following programs to better serve underserved students. Last year the college filled a student counselor position that had been dropped because of budget cuts. This year the college replaced the temporary staff member working in this position with a full-time Master's level staff member. The counselor has assisted in re-establishing an early alert program and chairs the retention committee. The college also added a student help desk to provide students assistance with technology problems. This year the college created a full-time position in the student learning center to assist students struggling with their coursework.

Community College of Denver

CCD has several scholarship programs which target underserved student populations. The Daniels Opportunity Award provides financial assistance to students who have completed a G.E.D. (rather than a traditional High School Diploma) and students who have a history of being involved in the juvenile justice or social service systems. The Stephenson Opportunity Scholarship is a private scholarship awarded to students who show promise and do not qualify for financial aid. Both scholarship programs require that students participate in College 101, a new student orientation course, and participate in one of CCD's case management programs (TRiO, First Generation Student Success, Center for Persons with Disabilities or the Denver Transfer Initiative). Additionally, the President's First Generation Scholarship is designed to provide financial assistance to students who are first in their families to pursue a college education.

In response to the need to provide broad access to support services for underserved students, the Academic Support Center at CCD enhanced its delivery options. As in previous semesters, students have the option to register for AAA 175, Enhanced Learning Support (required for all students taking developmental education courses). In 2007, CCD expanded these services to include the general student population, increasing access to students who had not been able to utilize these programs. Services available for students in the ASC includes access to the ESL, Math and Reading Labs, the Writing Center, one-to-one tutoring and access to a number of computer-based programs, such as Focus-on-Grammar, SkillsTutor and MyMathLab, all of which are designed to enhance learning.

CCD continues to have a strong presence in secondary education as a means to improve access to college for minority and low-income high school students. The college has an extensive Postsecondary Enrollment Options (PSEO) program through a partnership with Denver Public Schools and has entered its fourth year in partnership with the Southwest Early College. The early college project is proposing a new component that will include a vertically-integrated 030 through 122 curriculums in both mathematics and English for all early college students. This new focus will address the increasing challenge of remediation and skills development needed by CCD students.



A Student Communication Team has been formed through the Division of Student and Enrollment Services to review and improve our current system of student feedback and communication in an effort to strengthen CCD responsiveness to underserved student needs by developing a formal student communication system. Using data from the Community College Survey of Student Engagement, student satisfaction surveys, as well as use of our current communication strategies, the Student Communication Team will generate responsiveness strategies aimed at: 1) integrating student feedback into college policies and procedures; 2) creating a culture of evidence regarding student issues and concerns; 3) further developing student and institutional relationships; and 4) improving dissemination of information to students.

Front Range Community College

Westminster Campus: The campus was just awarded a Gates Foundation grant to replicate a national model dropout recovery program called Gateway to College. The program allows dropouts to earn a high school diploma and credits toward a college degree by taking courses at the college. The program is a partnership between the college and two local school districts. The first students are due in fall 2008. A second key program to serve underserved students has involved hiring a high school program coordinator (2006) and a high school student specialist (2007) who are specifically helping students from low income, high minority enrollment schools take dual credit courses, and then transition those students into the college when they graduate. In large part because of this program, minority enrollment at the campus increased from about 23.8% of students in spring 06 to 26.5% in spring 07.

Larimer Campus: Student Life offers programming and student group opportunities that are specific to underserved populations. Populations that are included in these efforts for FRCC/LC students are: programming for single parents, a club offering peer support for students balancing their parental and academic responsibilities, collaborative programming with Veteran Affairs to recognize student veterans, club opportunities for the avocation of students with a physical or learning disability, increased Hispanic programming and club opportunities, programming and club opportunities to offer healthy recreational opportunities in the evening, and program offering for students in financial distress during the holiday season. The First Year Experience Program targets first-time, first generation or developmental education students. Programs consist of mentoring, workshops, case management, and early alert. Spring 2008 will include a common reading program. This program is in its infancy so we do not have data but nationally first-year experience programs positively impact graduation and retention rates.

Boulder County Campus: BCC initiated a recruitment and retention task force during the Fall 2007 term to research and prioritize initiatives designed to recruit and retain students, particularly minority students. One initiative is the Next Step program which provides middle, junior and high school students and their parents with information about the benefits of higher education, preparation needed to attend college, PSEO opportunities, etc. The program is designed to reinforce the importance of education and promote higher education in general. The Academic Success & Achievement Program (ASAP) provides case management support for specific populations (i.e. at-risk, under represented and special needs students) many of which are from ethnically diverse populations. Case management keeps students on track so that these



populations are successful in school and are working toward the completion of their degree or certificate programs. Faculty feedback forms provide an early alert so students can get the help they need before failure is imminent.

Lamar Community College

- LCC has made a concerted effort to attract and retain underserved students. Major components of this effort include the following: Partnership with the local school district in a Federal Gear-Up grant intended to identify and support underserved schools through an assortment of pre-collegiate support.
- Adult Transition Services was created to provide ESL, Adult Basic Education instruction, and GED testing. The program has a strong bridge to academic programs and Learning Support Services and encourages matriculation in regular LCC coursework by ABE students.
- Grants and Scholarships: The LCC Foundation solicits scholarship funds from several foundations to provide support for underserved students through the Community Scholarship program, including the Pueblo Hispanic Education Foundation, the Daniels Foundation and the Johnson Foundation.
- The Learning Support Services Department is centered on a Federal TRiO grant and provides specific, targeted, and research-based support for 160 first generation, low income, and handicapped students, including advising, cultural activities, tutoring and other learning support, and transfer counseling.
- LCC has implemented the FastTrack program to serve the needs of working adult students through a cohort-based, accelerated, hybrid format.
- LCC also is a partner with CSU Pueblo and other southern Colorado Community Colleges to administer a TRiO Educational Opportunity Center Grant, which provides pre-enrollment services to underserved populations of students.
- LCC, through a partnership with the SE BOCES and other schools, offers dual credit courses, which allow underserved students to gain college credit.
- LCC partners with the SE BOCES in a regional distance education network which allows us to originate courses at LCC but reach students in more remote communities.
- LCC partners with Adams State College to provide bachelor's degree programs at LCC under the REAP program.
- LCC hosts a regional Transfer fair to expose underserved students to multiple college opportunities.

Two key programs are now in the development phases and will be implemented within the next 1-2 years.

- In conjunction with the opportunities presented by the Pierre Auger Cosmic Ray Observatory, LCC will offer a new math/science program that prepares students for transfer into math/science/ engineering programs at major universities. Part of the objective is to increase numbers of women, minorities, and other underserved populations in technical fields.
- LCC is also designing a vocational program in partnership with area schools, Department of Social Services, Workforce and economic development agencies to implement a school to trades program.

Morgan Community College

- Created distance education learning opportunities with 20 different schools
- Hired a recruiter responsible for high school relations
- Received a grant from Colorado Trust for immigrant and refugee integration into the community. The project's aim is to integrate immigrant and refugee students and their parents into the school and college system by increasing immigrant and refugee parental involvement in children's education, and increasing awareness of different cultures represented at schools
- Providing distance education to 20 rural school districts
- Received money from the Daniels Fund to provide scholarships to MCC for youth offenders
- Career Ladder Grant in partnership with University of Colorado, MCC received a \$950,000 grant which provides tuition, fees, and books for para-professionals in Morgan County School Districts to assist them in completing their elementary education degree with an emphasis in ESL
- Workplace Literacy program between MCC and Cargill Meat Solutions that provides a continuum of instruction on-site from beginning ESL to college support for over 2000 employees of Cargill, the majority who are immigrants and refugees. This program has been identified as outstanding by the Lumina Foundation and also has been nominated for a Bellwether Award.

Northeastern Junior College

NJC is an open enrollment college and many underserved students find their way to Northeastern Junior College. The recruitment area of the college has developed an excellent network with schools and other entities that have an interest in assisting underserved students in moving ahead to college. The NJC campus serves many of these students who need a lot of support and sense of belonging. The large base of traditional aged students who live on campus creates many opportunities for developing not only the academic lives of these students but their leadership capabilities. The Student Activities area of the college offers many ways for our students to develop new friendships and learn about others who are different from their backgrounds. A specific program initiated by the Recruitment staff is called LEARN (Latino Education Achievement Recruitment Network). This program's purpose is to motivate students at NJC to continue their studies and works to inform, encourage and motivate high school students and their parents to make higher education a priority. The LEARN council is a dedicated group of community collaborators who assist with many efforts including "Domingo En Casa" where the Latino NJC students are invited into the community to share a meal.

Some programs target these students to help them make the adjustment to college and to help them feel comfortable in rural Colorado. The campus ombudsman is a local black minister who very effectively, informally creates connections with many students and assists their transition and thinking about their adult lives. People of Diversity, an active club on campus, plans many activities that spotlight diverse cultures and that welcome minority students. Such activities include a very successful Cinco de Mayo celebration last spring where students and community



members worked together; or recently a hosted campus visit by a famous alum, Wellington Webb, who visited classes, had lunch with the students, and spoke to students, staff, and community groups as well as signed his new book.

Associated Student Government budget allocates a certain portion of their campus activities funding specifically for “diversity” related activities that are led by student groups. ASG also provides leadership to a SPIRIT Council that looks for ways to create opportunities for cross cultural relationship building and to address any concerns that are brought forward relating to this area. This fall, the Student Services department and ASG sponsored a special campus speaker (Professor Joe Martin on Tricks of the Grade: Street-Smart Strategies for Acing College) as a part of Freshman Orientation Week.

Financial aid is offered and provided to students who qualify by reason of income level. In Fall 2007, NJC funded \$562,742 in Pell grants. \$1,355,671 in financial aid supported NJC students in Fall 2007. The College just completed a five year Daniels Foundation grant that provided funds to students who were non traditional or who came to the school with a GED. The college has recently reapplied for this funding. The Anschutz Family Foundation funds the No Single Parent Left Behind grant and the NJC Foundation also supplies financial support of this population. Next year a new scholarship, the HOPE scholarship, will provide funds to students from the five county region who have a 2.5 GPA or from the state of Colorado who have a 3.0 GPA. One of the stipulations of this scholarship is that the student must maintain a 3.0 or attend the CLC five hours a week to keep the scholarship.

Many underserved students are under prepared for college so the Student Support programs that are there for all students, are important to the success of this group. Students who are struggling with their class work are identified by their instructors if they have poor grades or poor attendance and are referred to the Counseling Office for assistance. The Comprehensive Learning Center (CLC) provides individual and group tutoring for students, offers help with study skills, and serves students with documented disabilities.

Otero Junior College

Otero Junior College efforts in Enrollment and Retention of Underserved Students:

- Targeted efforts by OJC Staff and Program Managers with area high school counselors, underserved students, their families and minority organizations to inform them about all aspects of college opportunities (financial aid, scholarships, career placement, and COF) so that they are familiar with aspects of attending college. OJC staff assists students in not only understanding all aspects, but, also assists where appropriate in filling out paperwork.
- OJC recently (fall semester) began an ESL program to assist students who are in need of these services.
- OJC in cooperation with the University of Colorado Bueno Hep program provides GED courses on campus and upon completion of the GED program staff assists students in applying to OJC for college courses.



COLORADO COMMUNITY
COLLEGE SYSTEM

- OJC partners with Adams State College to provide bachelor degree programs on campus through the REAP program. Thus allowing individuals to work and pursue a four year degree without leaving home.
- OJC recently began a non-traditional nursing program so as to assist underserved students interested in obtaining a nursing certificate. This program is offered on weekends and evenings.
- Transfer Fair is sponsored on campus to assist underserved students with multiple college opportunities.
- Mentoring and tutoring programs specific to underserved populations have been implemented to assist students in course preparation and success.
- OJC in cooperation with CSU-P has in place a targeted program to assist the underserved population with college application.
- Targeted scholarship opportunities have been put in place specifically oriented toward underserved students. These scholarships are specific to minority students, as well as, non-traditional students.
- Underserved students are made welcome on campus by incorporating them into the general student body activities and in turn highlighting cultural diversity through a number of campus activities and clubs.

Pikes Peak Community College

Based on data from the table CDHE Retention Rates by Ethnicity (2004-05), PPCC had the most diverse entering class of any Colorado community college. Fall-to-fall retention rates for underserved students were lower than those for the White, non-Hispanic category with the exception of Hispanic students who had the highest rate of any group. Retention for Black, non-Hispanic students was the lowest. Other supporting data on PPCC student retention by ethnicity indicates that the low retention rates for Black, non-Hispanic students call for special attention, especially in the case of Black, non-Hispanic men.

PPCC graduation rates for underserved populations are also lower than those for White, non-Hispanic students, particularly for Black, non-Hispanic students. However, increasing the number of graduates for all students is also important. As a large metropolitan community college with diverse students, we are striving to meet the diverse needs of these students. Our efforts target underserved students through high schools, currently enrolled students, and re-entering adults at various life transition points.

Enrollment of Underserved Students

- Bridge Program (under the auspices of the League for Innovation in Education) with Sierra High School (which has high minority enrollment) in which students toured PPCC, PPCC faculty represented the College at several Sierra functions (some involving students and their parents), and PPCC students tutored Sierra math students under the America Reads Work Study Program (2006-2007)



COLORADO COMMUNITY
COLLEGE SYSTEM

- GEAR-UP program in which PPCC instructors taught reading and math at an area junior high school with high minority enrollment, including events with students' parents (2006/2007)
- Newly hired Multi-Cultural Minority Men's Retention Specialist visiting local high schools specifically to work with minority students
- Southern Colorado Educational Opportunity Center (SCEOC, a TRIO program), helping low-income and first generation students apply and successfully enroll into college (the program helps students apply to any college, with PPCC receiving many of its students) as well as helping students find scholarships
- College prep math faculty connecting with feeder high schools.

Retention and Graduation of Currently Enrolled Underserved Students

In addition to support programs for all students, PPCC provides support specifically for underserved students:

- The newly-hired Men's Multi-Cultural Retention Specialist assertively contacts minority students
- An Early Alert Program is being piloted and will be offered on a larger scale for 2008/09.
- Student Support Services (a TRIO Program) provides tutoring and transfer information for underserved students meeting its demographic requirements.

Support for Returning Adults

- The Women's Re-Entry Program provides a support group for women attending PPCC in clarifying goals, college support systems, and networking with other students/faculty/staff
- A new Men's Re-Entry Program will provide the same support for men attending PPCC
- Veterans Upward Bound (a TRIO program) provides support to veterans in tutoring, college forms and financial aid, and admission applications.

The programs offering support specifically for underserved students carry that support beyond just success and retention all the way to graduation.

Pueblo Community College

- Our Enrollment Management staff and team established a robust schedule to visit our service area high schools which have a high enrollment with the definition of "Underserved Students".
- Our Enrollment Management team hosts "PCC First" information sessions and tours during the first week of April for all area high schools. This effort has increased our high school enrollment.



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- The Enrollment Management team has implemented "Back to the Future" sessions for our non-traditional students focusing on separate sessions for our particular programs. These sessions are also providing additional enrollment for programs.
- The same staff has implemented "Women's Re-Entry Programs" and "Men's Re-Entry Programs" for our non-traditional students. These programs have been well attended. The sessions include program information from specific Career & Tech programs as well as information regarding application, registration, financial aid, and advising. One particular session actually generated 80% enrollment during the actual session.
- The Career & Tech Programs hosted all High School Career & Tech faculty in a morning session including program information, dual enrollment options for career & tech programs, review of curriculum for Advanced Credit Pathway future discussions, tour of our campus and Pathway of Study implementation.
- Our dual enrollment through our PSEO agreement with the local charter school, Delores Huerta Preparatory Academy is strong with 68 students enrolled. This particular high school has a high enrollment in Hispanic ethnicity.
- Our "Evening and Weekend College" will again be opening in the Spring 2008 semester to better serve our underserved population of students.
- We continue to work on our "Diversity Plan" to increase the number of instructors and faculty that serve our underserved students.
- Summer 2007, PCC hosted a week-long seminar featuring the methodologies and strategies presented by Ruby Payne, PhD in her book "A Framework for Understanding Poverty". Many of our staff and faculty attended the session and have implemented many of the suggested initiatives and practices.

Red Rocks Community College

Our enrollment of minority students is tracking with the minority population of our service area. Grants including private contributions to the RRCC Foundation have been received and are used to assist underserved students with tuition. To build upon our efforts to improve the academic preparedness of disadvantaged youth and adults, RRCC has expanded our partnerships with Jefferson County Schools, Jeffco Action Center serving primarily homeless clients or those at risk of becoming homeless, and the Jeffco Workforce Center, to open five Community Learning Centers. The Centers are located in McLain Community High School, Arvada, and Jefferson high schools, Jeffco Action Center, and the Jeffco Workforce Center Laramie Building. These Centers opened in January, 2007. The Centers are staffed by full-time coordinators employed by RRCC with office space donated by the sites housing each Center. The Community Learning Centers have produced measurable results. Since January, 2007, seventy-seven participants have enrolled in college. These participants (now students) received individual assistance from the Learning Center coordinators with the steps involved in



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becoming college students. The coordinators served as mentors to the participants guiding them through the processes involved in enrolling in college. The coordinators continue to assist the students with accessing supportive services such as tutoring, and help with study skills and time management. All seventy-seven participants share one or more disadvantages that pose barriers to college success including significant financial hardship and lower levels of academic preparedness. The *College Gateway Program* was launched in 2006 with the First Judicial District Probation Department. Since its inception, to provide an educational alternative activity for individuals on probation or in diversion programs, the Gateway Program has expanded to include participants from every metro Denver county. The College Gateway Program offers a nine credit intensive co-hort program that remediates participants' basic skills and prepares students for success as college students. To date 111 individuals have participated in the program.

Trinidad State Junior College

Recruitment efforts to all populations, including the underserved student, continues on both campuses via such activities as: the annual October Fest, Red Carpet Scholarship Day, College 101-for junior and senior high students, and a Taste of Education. Scholarship opportunities are made available to this population through the Red Carpet Day Scholarship and Rising Star Scholarship. The TSJC Foundation also assists students from underserved populations by providing scholarship incentives. Career planning sessions are offered to the incarcerated and high school students starting at the ninth grade and continuing through their eventual enrollment at TSJC. Partnerships with the following agencies are critical to recruiting, retaining, and serving this population: Southern Colorado Educational Opportunity Center, Upward Bound Math/Science, Upward Bound, Rocky Mt. SER, the Workforce Center and Social Service agencies in both communities. An Early Alert system is utilized so that faculty may identify students who require additional services (tutoring, counseling, books/supplies, etc...) to ensure student success.

Section 3.2: Faculty Salaries

Average Faculty Salary Comparison AY 1999 – 2008

College	1998-1999	2001-2002	2005-2006	2007-2008	# of Faculty	Average Annual Increase	Average Years of Service
Arapahoe Community College	\$ 40,092	\$40,784	\$42,706	\$47,402	100	1.9%	7
Community College of Aurora	\$ 39,385	\$44,422	\$50,346	\$48,048	41	2.2%	8
Community College of Denver	\$ 35,269	\$35,898	\$43,208	\$46,924	70	3.2%	8
Colorado Northwestern Community College	NA	\$38,486	\$39,194	\$39,644	45	NA	5
Front Range Community College	\$ 39,278	\$40,916	\$42,686	\$47,078	209	2.0%	8
Lamar Community College	\$ 42,089	\$45,762	\$42,440	\$43,461	25.5	0.4%	7
Morgan Community College	\$ 34,563	\$37,066	\$39,705	\$41,991	35	2.2%	8
Northeastern Junior College	\$ 36,747	\$33,161	\$36,997	\$37,030	51	0.1%	7
Otero Junior College	\$ 37,530	\$38,125	\$38,927	\$39,305	48	0.5%	6
Pueblo Community College	\$ 38,753	\$42,464	\$46,112	\$46,390	91	2.0%	10
Pikes Peak Community College	\$ 38,221	\$41,169	\$41,714	\$46,011	172	2.1%	8
Red Rocks Community College	\$ 37,334	\$31,560	\$44,734	\$43,656	65	1.8%	9
Trinidad State Junior College	\$ 34,112	\$36,252	\$38,359	\$39,009	52	1.5%	8
Average	\$ 37,781	\$38,928	\$42,087	\$43,535	1005	1.6%	8
Weighted Average	\$44,771						