



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

PERFORMANCE CONTRACT REPORT

SUBMITTED TO
THE DEPARTMENT OF HIGHER EDUCATION

DECEMBER 2009



Colorado Community College System Performance Contract Report Enrollment, Retention, and Graduation December 2009

The Colorado Community College System Office has undertaken many initiatives in order to better understand the enrollment, retention and graduation trends of its students, as well as to more effectively aid individual institutions with their current strategies and programs.

In the past year, CCCS conducted research on the impact economic factors have on enrollment, retention and graduation at community colleges. This research showed that as unemployment increases, community colleges can expect to see associated increases in enrollment. However, in times of increased unemployment, retention rates have decreased. Unemployment had no measurable impact on graduation rates. This knowledge can be used to more effectively set goals for institutions and target those segments of the population that are likely to be impacted by these economic factors with additional support and programming.

CCCS has also continued and expanded reporting on course completion rates for remedial courses. Over 20% of CCCS students were enrolled in at least one remedial course over the past year, with 61.5% of these enrollments resulting in successful completion. In order to retain and eventually graduate these students, it is essential to ensure they are able to complete developmental coursework and are prepared for college level study. Understanding which campuses and courses have greater success in developmental education can aid in increasing overall system performance through shared strategies and approaches. Further demographic study of the remedial student population has shown that students enrolled in remedial courses are more likely to be at an urban campus and from an underrepresented minority than the overall system population. This information is extremely important and further demonstrates the significance of targeted strategies for increasing the success of underserved students.

In the past year, CCCS has implemented several technological changes in order to increase retention and graduation of its students. The Colorado Community College System Institutional Research Office has continued to develop a student tracking system, which allows researchers to follow students longitudinally through their time with the system. In addition, the Information Technology office has implemented an operational data store and data warehouse, which allows for more efficient and effective capture of student data, both for reporting and research purposes. Finally, the Information Technology office has upgraded the student information system used system wide (Banner) in order to create more efficient processes for both staff and students. One notable result of this upgrade is the ability for institutions to identify and track students by State Assigned Student ID (SASID). Having this ID available will allow for an increased understanding of a student's educational history beginning at the secondary level, and will allow the system to more effectively implement and track concurrent enrollment programs. All of these technical advances will allow the system and institutions to more successfully create and implement programs that can further student success.

As part of CCCS' ongoing system-wide efforts to provide access and success for underserved populations, CCCS has partnered with the Colorado Department of Education in a drop-out



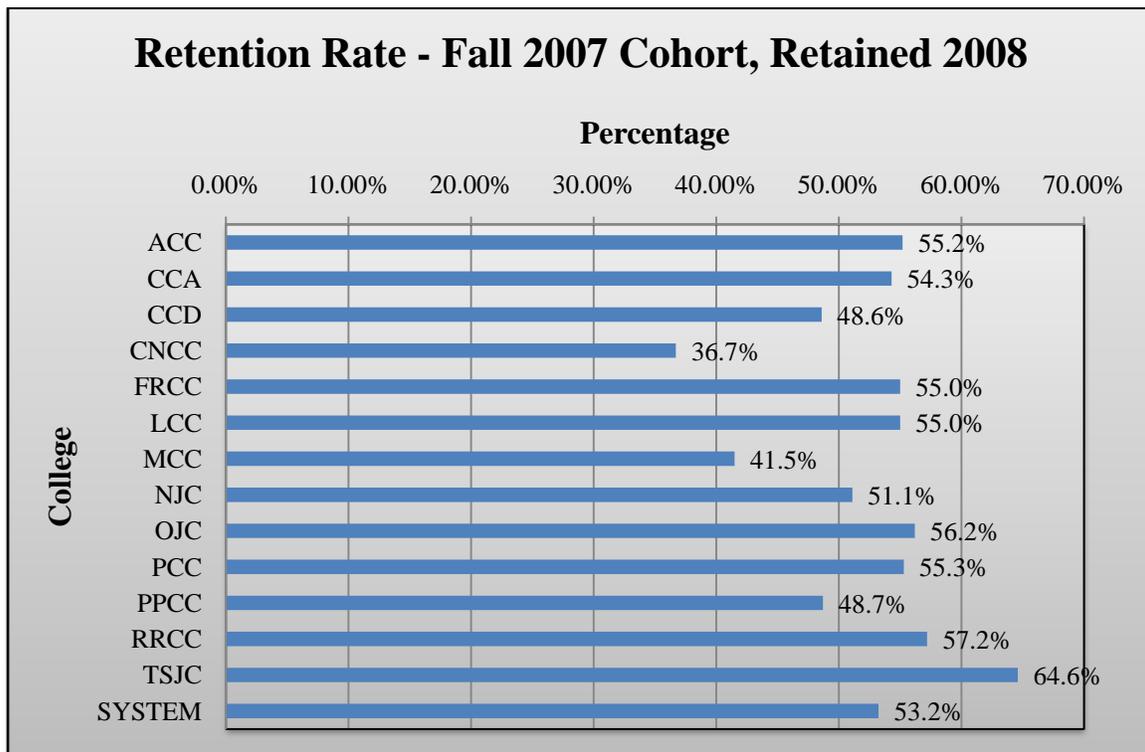
recovery initiative funded by the U.S. Department of Education. Selected as one of only 4 states (out of 47) to participate in the nationally recognized Ready for College grant, The Colorado Success UNlimited project addresses the cognitive, affective, and systemic challenges that impede learner success and negatively influence transition to post-secondary education. Seven community colleges and Colorado's successful, innovative college transition strategies and management models will be disseminated by the U.S. Department of Education upon closure of the grant. Research indicates that there are more than one million adults in Colorado without any higher education and over 300,000 adults have not completed high school. The Colorado SUN initiative offers hope for this population to obtain family-sustaining employment. The intensive skill enhancement programs, which fully integrate academic and career goal-setting strategies and career assessment, exploration, and planning into the curriculum, support Governor Ritter's plan to increase the number of degrees and certificates by 50% and locally develop a skilled workforce.

In 2009, the State Board for Community Colleges and Occupational Education (SBCCOE) developed a comprehensive strategic plan for CCCS that focuses on five goals including:

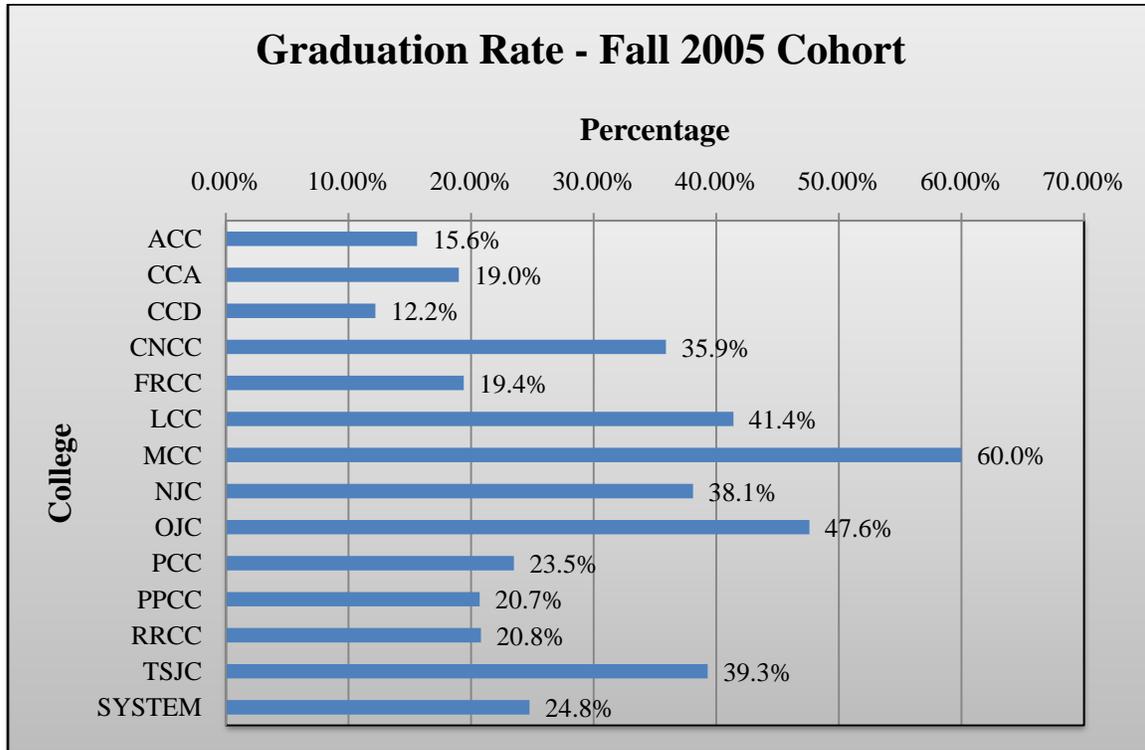
- Student Access Goal: All Coloradans shall have access to comprehensive community college educational programs.
- Student Success Goal: The demands of Colorado businesses and communities shall be met through the development of a highly skilled workforce.
- Student Success Goal: Colorado students shall have seamless opportunities to transition from high school into college and from two-year institutions into four-year institutions.
- Student Success Goal: Colorado students shall have the opportunity to succeed through high quality, cutting-edge instruction and educational services.
- Operational Excellence Goal: The financial stability of the system's institutions and the physical safety of its students shall be ensured.

Serving minority students and improving outcomes for all students are high priorities in this plan. A copy of the plan is available at <http://www.cccs.edu/Docs/About/StrategicPlan.pdf>.

For the Fall 2006 cohort retained in Fall 2007, CCCS exceeded its fall to fall retention goal of 54.4% by retaining 54.9%. However, for the Fall 2007 cohort retained in Fall 2008, the overall system rate was 53.2%, just shy of the goal established in the performance contract. As mentioned previously, in times of increased unemployment, retention rates tend to decrease, which could explain the lower retention rate in 2008. The following chart shows the retention rates for students in the Fall 2007 cohort that are retained in Fall 2008 by college and system-wide.

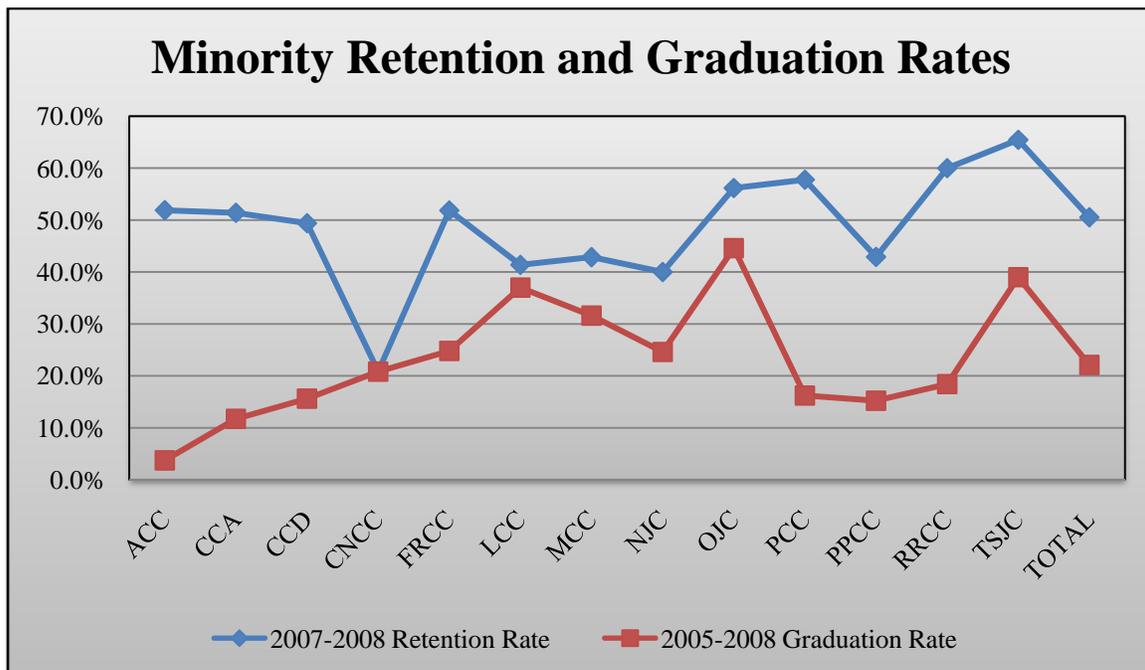


The three-year graduation rates for the cohort of students beginning in Fall 2005 is shown below. 24.8% of students system wide received a degree or certificate within three years, which exceeds the goal of 21.2% established in the performance contract. Graduation rates have steadily increased over the past three years, from 21.2% in 2006 to their current rate.





The Colorado Community College System (CCCS) is the largest higher education provider in the State of Colorado, serving more than 117,000 students each year. Community colleges serve 45% of all minority undergraduate students in higher education in Colorado and 38% of all undergraduates in the state. 27% of CCCS students are minorities. The following graph shows CCCS minority retention rates for 2007-2008 as well as three-year minority graduation rates from 2005-2008.



Examples of college-level efforts to recruit and retain underserved students include creation of minority-based campus clubs; targeting minority-majority high schools with dual enrollment opportunities; development of bridge programs that help ease the transition from high school or GED completion to higher education; offering scholarship opportunities for specific low-income populations such as former foster children, GED completers, and high school dropouts; and providing specialized academic advising and guidance throughout the semester, both face-to-face and through the use of technology.

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

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

- First Generation Scholarships - Students receiving these scholarships are all first time degree/certificate seeking students and are therefore part of the ACC cohort of first-time, full-time, degree-seeking freshmen. They are closely monitored and required to participate in activities that support their success including having a mentor, attending a three day transition program, securing progress reports and participating in tutoring in the Success Center. The intense advising requirements provide them the tools to complete a degree or certificate. Retention rates for the 2008 First Gen students from Fall 2008 to Fall 2009 were 73% (more than 20% over our general population persistence.) The graduation rate for the 2006 First Generation population was 40%, more than twice the full cohort group.
- The President's Scholarship is awarded as an incentive for new high school graduates to enroll at ACC. The **President's Success Scholarship** was added this year to extend the scholarship to a second year for students who maintain a 3.25 GPA and complete at least 27 credit hours.
- Summer Bridge Program – The bridge program for 10 underserved, under-prepared students provided resources and support for transition to college life. Ten students were enrolled during the Summer 2009 semester with 50% completing the semester and 70% returning in Fall 2009. One student raised assessment scores enough to qualify for the First Generation Scholarship during the Fall 2009 semester.
- The Success Center consolidated professional tutoring services, the Writing Center, the Math Lab, and peer tutoring and mentoring into one centralized location and has tripled student usage from the prior years. Almost 1,000 students were served in Fall 2008 and 1,200 during Spring 2009.
- Supplemental Instruction funded by Perkins for BIO 201 (Anatomy & Physiology I) has had a significant impact on student success (2.7 vs. 1.6 GPA for participants compared to non participants) and a retention rate of 75% for students who take advantage of SI.
- Mentoring Alliance Program -This program paired 36 new students with 29 faculty and staff mentors during the 2008-9 academic year. New First Generation Scholarship students were required to work with a mentor to establish a connection and link to ACC for the purpose of increasing support and retention.
- Advising Initiatives supporting Student Success for all students
 - Academic Alert - Early in the semester faculty are requested to notify the advising office of students who have not attended, who have sporadic attendance or who are academically deficient. The advising office attempts to contact these students and encourage them to attend, use the Success Center or officially withdraw or drop rather than fail due to non-attendance. 61 instructors submitted 424 student reports in Fall 2008. During Spring 2009, 65 instructors submitted 576 student reports.



- Mid-Term Grades -ACC transitioned from Hobson's Retain to the mid- term grading function in Banner last year.
- Student Progress Reports – The information collected (grades below a “C”) from mid-term grades are merged into a letter sent to students with suggested options to help them to make informed decisions about withdrawing or seeking assistance. Efforts are continually being made to increase faculty participation in this option. Students are also instructed to check their grades in Banner and to contact their instructors if they have questions about their academic status.
- Communication with students in academic jeopardy – Advisors contact students on suspension, probation, or warning by email. Students on suspension must appeal through the Advising office.

- Cohort tracking and contact of students
The Admissions, Advising and Institutional Research offices continue to work together to verify and clean up the cohort list of new, full-time, degree seeking students which is based on student's self -identification. The Admissions and Advising Offices also contact students or former students on the list to encourage their re-enrollment or continued enrollment. To that end, degree audits were conducted for 120 students in the Fall 2006 cohorts still in attendance and initial contact was made with students in the 2008 cohort.

- E-mail Communication plan – All new students receive several emails through the semester to support enrollment, retention and success. Retention tips, payment deadlines, drop, withdraw and registration dates are provided in these communications. A bi-monthly newsletter of events is also sent to all students to encourage their involvement and connection to ACC, advertise new programs and events, and promote use of resources for their success.

- New Student Orientation is required before registration. New students get exposed to success strategies, advisors, and general information to navigate college life. Orientation also includes a session for parents who play a pivotal role in their students' college enrollment.

- Assessment in Reading, English and Math is required for all new ACC students. Secondary assessments are also being conducted in all developmental Reading and English classes. Students placed appropriately tend to persist better than those who might be in a class for which they are over or under prepared.

- Faculty involved with developmental education have begun a broad based effort to promote student success and persistence. All developmental faculty have been meeting to discuss best practices with a focus on incorporating study skills directly into the curriculum. Specific courses with low success rates have been targeted for supplemental instruction. Mid-day math is offered for MAT 060 and MAT 090 students specifically.

- Learning communities have been designed with a developmental focus to encourage community and a connection to the institution. In Spring 2009 a MAT060/REA 060 course had an 83% success rate with 80% of the students enrolling in the subsequent course this fall. More learning communities will be offered this year.



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- Disability Services - DS staff hold workshops on “Learning Disabilities and Teaching Strategies” for instructors. Disability Awareness training is offered to all ACC community members and self-advocacy training is provided to students with disabilities.

Community College of Aurora

The Community College of Aurora (CCA) uses a consistent, integrated strategy to improve student retention. That strategy emphasizes the following:

- The entire college community is responsible for student success, as evidenced by CCA’s adoption of “Increasing student retention, completion, and transfer rates” as the first of the college’s five strategic goals for 2009 – 2013.
- Retention and graduation rates reflect institutional performance in the areas that affect student success. Therefore, CCA seeks to constantly improve performance in advising, instruction, placement, customer service, data management, financial aid, first-year experience, and student life. The college cross-trains its student services staff so they can improve customer service and then track and monitor that service.
- The first six weeks of student attendance are critical to engaging and connecting students to the college. To encourage engagement and connection, CCA uses a variety of workshops for entering students, including new student orientation, the AAA 101 Freshmen Experience class, and the hosting of numerous activities for students early in the fall and spring semesters.

Specific CCA activities to increase retention include the following:

- Faculty members use the Early Alert Program to identify and refer students who are having academic difficulty by the fourth week of the semester to prevent low midterm grades. Academic advisors contact referred students to pinpoint problems, address their needs, and provide referrals to tutoring and other services. Advisors enter early alerts into Banner for tracking and contact faculty members to report action taken with referred students.
- Academic advisors use first-time student tracking reports to identify students who may need extra academic support, identify student needs, and remove barriers to student success.
- Faculty members attend professional development sessions on retention, take student attendance, emphasize to students how crucial attendance is for success, and remind students of registration and other important dates. Instructors also do first-day diagnostic tests to make sure that students are appropriately placed. Department chairs use a database to track student feedback and student success rates for each instructor.
- The First Generation program supports first-generation college students through an assigned advisor who monitors their progress and quickly identifies their needs. It provides the “big picture” of college life and helps students see the end in sight early on in their college careers.

Students in the program have five required advising sessions each year, three required instructional progress reports reviewed with the advisor each semester, tutoring, and required participation in student activities. They must also enroll in AAA 101, the Freshman Experience course, and in AAA 075, New Student Orientation.

- The college provides free pre-assessment workshops to help students recall skills prior to their taking the Accuplacer exam. Students who do these workshops typically place one course higher in the developmental sequences.
- The college uses a student advising hold, requiring that all first-time students meet with an advisor prior to enrollment.
- Advising conducts hourly first-time advising orientations during peak registration times to provide an overview of the application and enrollment processes and to assure that all new students receive accurate information on CCA policies and procedures.
- The Office of Student Life sponsors new student orientation (AAA 075) which introduces students to the college and the services that can assist them. The orientation includes advice on how to be a successful student, tours of the campus, and discussion of the importance of students utilizing free tutoring and the Learning Resource Center and of their asking questions and talking to their instructors.
- In the fall of 2009, CCA launched its new Academic Enrichment (AcE) Department, an extensive revision of the college's earlier developmental studies efforts. A new department chair and three new faculty positions were hired to support students' development.
 - Academic Enrichment faculty have been selected for their ability to "connect" with students in addition to their content knowledge, and faculty members act as academic coaches for students in their courses, regularly meeting students outside of class time to provide academic and personal support.
 - Academic Enrichment classes include the traditional areas of basic skills in English, mathematics, and reading with a new emphasis on developing students' academic self-esteem, their beliefs about knowledge and education, and their sense of community and commitment to their studies and their peers.
 - An experimental course, dubbed "cc60," combines instruction in English and Reading at the 060 level with instruction in study skills, goal-setting, and self-confidence. Another experimental course called "ENG 090 Workshop" allows students to complete the highest-level developmental English class in five weeks so that students can immediately progress to ENG 121 and complete both courses in the same semester.
 - Academic Enrichment emphasizes opportunities for students to accelerate the completion of the required developmental courses by careful assessment and course placement, and the offering of shorter terms within each semester to allow students to progress from one level to the next without waiting for the next semester.
 - Academic Enrichment utilizes streaming video and DVD technology to help students prepare better for mathematics.



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- College instructional departments have developed their own efforts to increase retention. English as a Second Language, for example, has two faculty members interviewing basic-level ESL students to understand student goals and what kinds of support the students need to achieve them. The department also offers many activities outside of class to reinforce what students learn in their courses and to build community.
- CCA's Office of Student Life involves students in cultural experiences, leadership training, and team building. Other opportunities for students include participation in student organizations, a health and wellness program, and a student food bank for students. Among the numerous events to make students feel more connected to the campus are Pizza with the President, recreational activities such as free days at the Denver Zoo and Botanic Gardens, and observance of Disability Awareness Week and National Mental Health Week. Students also participate in events such as Constitution Day, National Day on Writing, Take Back the Night, and many others.
- The college is committed to creating a learning environment to which students want to return. A remodeling project in the Student Centre has added individualized seating, additional quiet study space, and a more comfortable environment for students.
- The Student Success Awards, a faculty-initiated program held each December, recognizes student achievement and encourages role models for other students.
- The CCA Foundation and the college are applying for a U.S. Department of Education TRIO Student Support Services Grant to provide academic and personal support to 160 first-generation, low-income students, and students with disabilities.
- The College has partnered with the CCA Foundation to offer more than \$600,000 in student scholarships for the 2009-2010 academic year.

Community College of Denver

- FastStart@CCD, an accelerated developmental education program combines two developmental classes in one semester and also requires a co-requisite AAA 101 College Experience class to help students determine a career decision and an academic education plan. Course combinations include Math 030/060, Math 060/090, Math 090/099, English 060/090, English 090/COM 115 and Reading 060/090 with English 090.
- FastStart@CCD uses a cohort-based learning community approach to provide a supportive classroom-based academic structure in conjunction with a first-year student success course, advising, tutoring, career exploration and other support services to supplement the formal learning experience. A case manager is assigned to FastStart@CCD students to assist them in navigating their initial experiences in CCD's developmental course work.
 - Success of FastStart Cohorts (Spring 2006 through Spring 2009)
Results portray a pattern of completion and retention that is logical and expected. Students taking developmental course work who are nearer the college level

placement requirement are more likely than students needing more developmental education to pass the college gatekeeper course in the respective discipline of math and English/reading. For example, for FastStart students taking MAT 030-060, between 17.4% and 46.2% pass the college gatekeeper course in math (referring to a course 100 or above in the CCD course numbering schema). By comparison, between 52.9% and 83.3% of students taking MAT 060-090 pass the college gatekeeper course in math, and between 78.6% and 84.6% of students taking MAT 090-099 pass the college gatekeeper course in math. Because the MAT 090-099 course combination is relatively new, having been offered three semesters only, the pass rate may increase for college gatekeeper courses in math as more cohorts get the opportunity to participate and more time passes subsequent to FastStart enrollment.

- o Comparison of Baseline and FastStart Cohorts on Credentials, Retention and College Performance, by Semester

Cohort	n	Percent Grad with Certificate	Percent Grad with 2-Year Degree	Percent Still Enrolled by 24 Months	Average Last Term or 24 Mo. GPA	Average college credits earned by 24 Months
Baseline MAT 030	172	1.7	0	13.4	2.29	9.5
Baseline MAT 060	115	1.7	0	14.8	2.28	12.6
FastStart MAT 060-090	60	0	1.7	28.3	2.68	14.5
FastStart MAT 030-060						
Spring 2006	18	0	5.6	27.8	3.25	8.9
Fall 2006	38	0	0	5.3	2.72	11.1
Spring 2007	23	0	0	30.4	2.31	5.3
FastStart 060-090						
Spring 2006	15	0	0	33.3	3.25	18.3
Fall 2006	18	0	0	11.1	2.73	14.4
Spring 2007	27	0	3.7	37.0	2.32	12.4

Colorado Northwestern Community College

- CNCC has implemented a new developmental education program designed to improve retention of remedial students. Students are allowed to move to the next developmental level as they show that they have met the skill sets rather than having semester limitations for movement.

Front Range Community College

- **First Year Experience (FYE):** FYE are programs and initiatives that seek to enhance students' successful transition to college. FYE programs and initiatives are designed to assist students in achieving academic and personal success, both in and out of the classroom and to assist them in connecting with individuals and resources on campus. All FYE programs are intended to help support our new students, so they will be more likely to succeed at FRCC, continue at FRCC and ultimately complete their educational plan at FRCC.
- **New Student Orientation and Convocation** are events designed to welcome new students to campus and to provide important information in a fun and relaxed atmosphere, prior to the start of the semester. Convocation is a campus tradition to honor commitment to education and welcome new students' into our community.
- **Early Alert Initiative** is a collaborative effort between faculty and the Advising, Career, and Counseling Centers. The objective of Early Alert is to identify students who exhibit academically risky behavior during the first four weeks of class and launch an intervention designed to help those students improve their academic success.
- **College Coach Program** offers first-year students a yearlong opportunity to have a FRCC faculty or staff member as a mentor. Mentors assist students with educational goal-setting, connecting to college resources, and serving as a point of contact students can look to for questions or concerns.
- **Advanced Academic Achievement (AAA 101)** is a first-year seminar that develops approaches to learning and succeeding for easier transition into college. Topics include goal-setting, time management, textbook reading strategies, note-taking, test-taking, listening techniques, concentration and memory devices, and critical thinking for student success.
- **Learning Communities**
 - A central retention strategy at FRCC is development and expansion of our learning communities program. National data recommends learning communities because their reported outcomes include improved rates of retention, graduation, and course success, grade point averages, and student satisfaction. The favorable results are attributed to the active, contextual and collaborative learning environments that create shared versus isolated learning experiences. These learning environments are particularly beneficial for students traditionally under-represented in postsecondary education and/or under-prepared for college-level coursework.
 - All FRCC campuses have growing learning communities' initiatives. The Larimer Campus initiative started in 2002; the program was built with funds from a grant from the Lumina foundation. The Westminster Campus' learning community initiative commenced in 2005. Boulder County's initiative began this year, with one learning community underway and two additional communities to be offered during spring 2010.

- All campuses emphasize connecting developmental level courses, typically ENG 090 (Basic Composition) or REA 090 (College Preparatory Reading), with a college-level course, to help students make the transition to college-level work. The course combinations have also proved beneficial to students because they provide the opportunity to write or read about the content of the general education class being taken, e.g. Humanities, History, Sociology, or Psychology.
- Across the college there are more than a dozen learning communities operating in Fall 2009. Some examples include:
 - College Preparatory Reading with General Psychology I
 - College Preparatory Reading with Intro to Sociology I
 - Basic Composition with Humanities, Early Civilization
 - Basic Composition with Western Civilization I
 - Basic Composition with Ethics
 - Writing Fundamentals with Foundations of Reading
 - U.S. History II with Public Speaking
 - Humanities with College Preparatory English.
- The college's feedback on learning communities has been very positive, with faculty and students voicing strong support. Additionally, advisors report strong student interest in learning communities. Consequently, most learning communities fill quickly.

Lamar Community College

- Increased registration efforts: Actively assisting students with pre-registration. This includes contacting students directly if they have not pre-registered.
- Advising efforts: Faculty and staff are directed to actively pursue advisees. Specific advising sessions are coordinated to advise and register athletic teams.
- Resolving financial aid/student record issues: Continuing to be proactive in working directly with students in applying for aid and paying on prior term balances. Utilization of both the EOC and Financial Aid Director in efficiently applying for aid. Students are directed to make payment plans with cashier to allow for pre-registration.
- If a student does decide to withdraw, exit interviews are attempted to determine if anything else can be done.
- Each athletic program at LCC is required to have a minimum number of students involved in the program. Quota numbers are somewhat high for the individual programs. Coaches are making efforts to retain those students that do not make the team. Utilizing them as managers is a way to keep them involved, as well as retain them as a student. This also allows them to participate in study hall, which can contribute to student success and retention.



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- Utilization of Learning Support Services (TRiO): Specific attention is provided to students that are low income, first generation, and/or disabled. Students are advised and tutored, and progress is tracked on a regular basis. The Early Alert System during the third week of the semester and Mid-Term are critical in identifying students that need assistance, prior to it being too late. Faculty make LSS aware of students that are not succeeding, and then these students are personally contacted, and provided a needs analysis, followed by a plan of action. This plan of action may consist of tutoring, academic skills brush up, or academic counseling.
 - Cultural enrichment activities such as Multi Culture Celebration, TRiO Welcome Back, and other events are coordinated.
 - Each TRiO student receives a personal needs assessment during the fall semester. This outlines their academic and personal goals, vision, and expectations
 - Coordination exists between TRiO LSS, Adult Basic Education Program, and the Southern Colorado Equal Opportunity Center (SCEOC) to help facilitate college entry for GED graduates and other underserved populations.
 - Tutoring services, advising, transfer services, and counseling are all concentrated services provided by TRiO. Special tutoring is also offered within Todd-Birch Hall, that allows us to service a captive audience.

Morgan Community College

- Implemented in-person orientation for online courses, which demonstrated how to log in and navigate Blackboard and Desire to Learn.
- Identified and recruited student ambassadors to provide peer help in both academic and social settings.
- Created a “Fall Frenzy,” in which prizes were offered to students who registered early for the upcoming terms.
- Pushed the Sophomore Scholars Program to local high schools by providing high school counselors’ with information on how many credits students had earned and how close they were to completing the 30 hours needed to qualify.
- Worked with concurrent enrollment students to register earlier - Fall students were preregistered in March and Spring students preregistered in late October.
- Created a “Completer Scholarship” for students who had stopped out at least a year and were within 15 hours of completing a program of study.
- Offered college sponsored day visits to 4 year schools for transfer students.
- Developed mass emails to notify students of upcoming deadlines and events.
- Worked with faculty to modify times courses were offered to meet student needs.

- Added AAA101 College Student Experience course.
- Moved up notification of financial aid awards by 4 weeks.
- Participated in meetings where Workforce, Economic Development, Caring Ministries, Dept of Human Services, and Adult Basic Ed were at the table together to maximize resources to support student success.

Northeastern Junior College

- The rate for Northeastern Junior College (NJC) for first time, full time degree or certificate seeking students who retained from fall to fall or graduated is 64 percent. To support continued strong retention and student success, NJC has 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. Notable is a five-year, \$1,824,662 Title III grant that provides for faculty and staff development, improved advising, curriculum development as well as program and facility improvement. This grant ended September 30, 2009.
- NJC has focused on providing excellent instructional environments in several ways. Title III supported fifteen "Engage the Learner" staff development mini grants each year over the past five years. The purpose of these mini grants is to develop teaching strategies that will create active learners. Title III also funded staff development for 58 faculty who have developed 88 new online and hybrid classes that have been well received by 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. Three-fourths of our classrooms now have capacity for incorporating technology into the learning environment.
- NJC continues to support an effective campus wide student advising system. 100 percent of NJC's faculty-advisors have been trained to assist students in "developmental advising" to enhance their helping relationships with students when meeting for registration. Advisors 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. This year we made a concerted effort to reach out to students at both the 4th week and mid-term through the Early Warning System. Faculty actively refer students to the Counseling Office and the Comprehensive Learning Center for assistance. Students who receive poor grades and miss class are systematically identified and connected to 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). Results of our annual Graduation Survey and Noel-Levitz Satisfaction Survey show high satisfaction with advising.
- The Counseling/Residence Life staff delivers a series of life skills presentations each semester for students in their residence halls. All freshmen are required to attend sessions on healthy lifestyle choices and on healthy relationships. Residence Life staff receive extensive



training to help them effectively meet the needs of students. Developing a sense of community is one of the priorities, and Residence Life provides many social opportunities throughout the year. NJC also offers 30 clubs and organizations as well as a very active Associated Student Government.

- 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 are part of the “academic improvement plan” for students on academic probation and are required for most athletes. NJC provides a stipend for the AAA classes for 50-60 students who test into multiple remedial classes and who succeed in them.
- The college continues to seek grant funds to support its efforts to retain students and to provide a successful college experience. The college received a \$100,000 Daniels Opportunity grant to assist non-traditional and GED prepared students. NJC has aggressively laid out a plan for more scholarship assistance to students. The HOPE Scholarship, developed by the President’s Office, is providing strong incentive for academically prepared students from local, regional, and statewide high schools to attend NJC. Students can maintain their HOPE Scholarship by maintaining a 3.0 GPA or by attending the CLC 50 hours per semester.

Otero Junior College

- Added one tutor specifically to assist students in math and science.
- Honor students act as mentors for students who need assistance both with academics and campus life integration.
- Introduced Plato Software for Remedial English and Math so as to allow students to progress at an individualized pace with assistance of instructors. This allows students to complete remedial courses in shorter time and move on to core English and Math courses.
- Program directors monitor student progress continually and refer students to tutoring and or advising if needed.
- Faculty and staff serve as mentors to students to assist them with academics and campus involvement.
- Students continue to pre-register from one semester to another.
- Grade checks are done every two weeks by all program directors and coaches. Grade checks provide program directors and coaches with information as to whether a student is attending classes and is passing course work. If not, direct intervention by directors or coaches to address issues with the student and make arrangements if need be for tutorial assistance.



- Many different events are held on campus to help engage students as well as make students comfortable with campus life.
- Early alert systems are in place to ensure students that are having difficulties are identified and assisted.

Pikes Peak Community College

- Fall to Spring retention rates for first-time, full-time, degree-seeking freshmen improved from 65.7% (unadjusted for graduates and transfers) for the Fall 2007 cohort to 77.3% (unadjusted for graduates and transfers) for the Fall 2008 cohort.
- Analysis of developmental student academic success and retention showed that successful completion of entering students in developmental classes is critical. PPCC has conducted workshops to improve the instructional effectiveness of adjunct college-prep faculty, held retreats for full-time college-prep faculty to develop student success and retention strategies, and is supporting faculty research efforts in such areas as student mentoring and motivation.
- Evaluation of PPCC Learning Community classes demonstrated that this approach was highly effective for both student learning and retention of students. New Learning Community classes are being developed, including combined developmental skills and content classes.
- The PPCC Retention Committee, which has faculty, staff, and student representation, has developed a Web site for retention tips and is beginning a college-wide newsletter. Members of the committee attended and presented at the Denver Scholarship Foundation Colloquium over the summer. This year, the Committee is focusing on improving retention through developing better retention target groups, and evaluation of late registration policies and late start classes.
- PPCC will administer the Community College Survey of Student Engagement in the coming spring semester to gain student engagement and retention data.
- A new Director of Retention has been hired after a national search.
- PPCC has continued to work on student advising through (1) an improved Internet site with up-to-date advising information; (2) assigned lead advisors in each division, (3) increased advising hours over breaks; (4) continuing the development of an E-advising system; and (5) policy developments that require students testing into two or more pre-college classes to be advised to take Study Skills classes.
- Admissions and enrollment further refined the Velocity Center by consolidating students' access to enrollment services and continuing to add faculty and staff that are available in high volume enrollment areas, including testing and assessment, to welcome students, answer their questions, and speed up enrollment processes during the two weeks before and the first week of each semester.



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- Student Services continues to implement many success strategies including (1) free workshops for students in time management, study skills, and test-taking through the Learning Assistance Center each semester; (2) additional math tutoring and a learning lab for late-start chemistry class; (3) online tutoring for nursing students to prepare for national tests; (4) successful piloting and continuation of 1-credit AAA classes; (5) continued development of a crisis referral system and crisis counselors; (6) the development of a retention plan and publicized retention efforts/strategies; and (7) continued expansion of financial aid advising, testing, and assessment services to the Downtown Studio and Rampart Campuses.
- PPCC continued to increase opportunities for students to connect with the College through service learning projects, career exploration projects, portfolios, student government activities, Pizza with the Prez, and student activities such as Open Mic Night, free craft instruction, and food and entertainment events.

Pueblo Community College

- **The New Student Orientation** was redesigned with a cross-campus employee integrated team. More than 280 new students attended the four orientations sessions held during August 2009. Students participated in a PCC Resource Fair during the orientation. More than 200 concurrent enrollment students from area secondary schools participated in the PCC Early College Orientation.
- The PCC Enrollment Center was redesigned as the **Go Zone**. The GoZone has become the central information center for students.
- Faculty participated in an **Early Success Check** to refer and identify students experiencing academic difficulty at the four-week point of the semester. Academic Advisors and the Director of Retention initiate outreach to students to provide tutoring information and other resource connections for students.
- The pilot **21st Century Classroom courses** were designed and implemented for dual instruction in a traditional classroom environment while simultaneously teaching students to utilize Blackboard for hybrid and fully online courses. 130 students were enrolled in the three courses during Fall 2009.
- The Library tutoring program **“Pro Shops”** provide drop-in tutoring services where professional tutors assist students with Math and English. Pro Shops are heavily utilized by students.
- The **Library revitalization** project was completed providing students with wireless connections and the availability to checkout laptop computers.
- The Director of Retention and the Executive Director of the PCC Foundation collaborated to host **VIP Scholarship** recipient early advising and registration sessions to promote retention

among students receiving scholarships. 185 Students received invitations to the first VIP Scholarship event. The event was scheduled for early November 2009.

- PCC sponsored a **Matching Scholarship Program** awarding Pueblo High School graduates with concurrent enrollment credits up to six credit hours. 52 Scholarships were awarded in May 2009.
- A **College Learning Council** was approved by faculty and staff to serve as a college-wide governing body for coordinated quality learning. The 19 member council includes members of the faculty, academic services, student services, virtual campus, and branch campus staff to address issues affecting student learning.

Red Rocks Community College

- In addition to all-college New Student Orientation, where we strive to engage family support for the student's college success, we implemented a new advising program, Red Rocks 101, where we stress college success strategies, such as study skills, advising tips, etc. Ten sections of this class filled for the Fall start, 2009.
- A counseling and referral resource team was formed and training took place to provide intervention, counseling and referral skills to staff with significant student contact.
- We strengthened our Academic Progress procedure, requiring interviews with Academic Advisors or, ultimately, the Vice President of Instruction, for students struggling with grades, or for those suspended and appealing an academic suspension.
- Student Life has added numerous study group sponsorships. For any student group that wants to form a study group, Student Life will find dedicated space, and fund "study snacks" for the group on a weekly basis.
- Student Life is collaborating on co-curricular activities with faculty – putting on activities that align with course topics or outcomes. This addresses some of the social development needs of our students, helping them to feel connected with the college and their peers, as well as providing other perspectives on the relevance of course content.
- A Veterans' Club was formed and sponsored by several faculty and staff to provide a social network for this growing population.
- The Student Employment and Internship office developed a student employee professional development program, helping students develop critical job skills, as well as developing a work-related network within the college
- Financial Aid has developed First Generation scholarships.
- RRCC is developing new strategies for delivering developmental courses to improve retention.

Trinidad State Junior College

- A 65% retention rate was reported for the Fall 2007 to Fall 2008. This is a 5% increase over last year's report.
- Through the Title V and CCRAA (College Cost Reduction and Access Act) Grants, a Student Success Center opened on the Trinidad Campus in June 2009 and a site has been identified for a Student Success Center on the Alamosa Campus with an opening date of Spring 2010. The two Department of Education Grants were written specifically to assist the underserved population in retention, intervention and transfer activities.
- A full-time Intervention Specialist has been hired through the Title V grant funds for the Trinidad campus. This individual is charged with aiding and assisting students who are in danger of not completing coursework and/or failing out of their classes. Instructor referrals, via an Early Alert Form, are logged. A performance improvement contract is generated and the student is tracked. Services to enhance student performance are prescribed, such as tutorial services, counseling or one-on-one meetings between the instructor and student to facilitate improvement and persistence.
- A full-time Intervention Specialist will be hired for the Alamosa campus in Spring 2010.
- Career and Technical Education certificates, such as the Rocky Mountain Lineman Certificate and Energy Production and Industrial Construction (EPIC,) have added to the increase in retention. A concerted effort has been made on both campuses to create audit degree forms for each student. The advisor and student work in unison to ensure that the student is on-track to complete their coursework, apply for graduation and complete their program of study.
- Partnerships with business and industry remain critical to the retention of our student population. A \$250,000 donation to the third-year Gunsmithing Program has shown an increase in our first year Gunsmithing curriculum with indications that a high percentage of students will remain to complete the third year. This donation has allowed Trinidad State Junior College the opportunity to outfit a lab to simulate a gunsmithing shop which specializes in service and retail income.
- The Student Support Services Grant continues to be utilized, as does the Carl Perkins Grant, to promote student success and retention efforts. These grants enable the College to offer free tutorial services, job placement counseling, student persistence tracking programs and one-on-one advising.
- A professional counselor is retained to assist students who are in mental crisis. When necessary, external agencies are utilized to counsel in drug/alcohol abuse and mental health issues.
- Student satisfaction surveys are distributed yearly and data collected from those instruments allows the college to respond to student concerns and input in order to promote student



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success. A committee comprised of students, faculty, and staff meet quarterly to discuss concerns in many areas, including programming, resident life, the cafeteria, student activities, customer service and much more. Areas of concern are dealt with immediately.

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

- **Expansion of ACC Completion Initiative** with the addition of 4 new certificates. Students in courses that can be considered terminal in their program are automatically graduated rather than being required to apply for graduation. This effort has resulting in an increase in program graduation.
- **Program Audits for Cohort Students** - Conducted 120 audits of students in 2006, 2007, and 2008 cohorts that are still enrolled. Students are encouraged to see an advisor to plan schedules to complete graduation requirements. Audits help students understand their progress and may encourage them to persist to degree/certificate completion.
- ACC will be going live on **Degree Works** during the Fall 2009 semester. At that time, all students will be proactively contacted with information to assist them with meeting graduation requirements
- A **CTE case manager** position was created using Perkins funds for the 2009-10 academic year. This semester she has sent 551 letters and course planning guides to new students and made presentations in 13 ACC 121, Bus115, CNG 122 and CIS 124 classes targeting 293 students. Additionally, letters have been sent to all 2007 and 2008 cohort members enrolled in the selected CTE programs, with an academic plan and an invitation to meet with an advisor.
- **The President's scholarship** is awarded as an incentive for new high school graduates to enroll at ACC. This year the **President's Success Scholarship** was developed to provide a second year scholarship for these students as an incentive to persist to graduation. With requirements of a 3.25 GPA and 27 earned credit hours, these students have already demonstrated success and commitment. The goal is for the financial award to keep them at ACC until they graduate.

Community College of Aurora

The Community College of Aurora seeks to improve student graduation rates using a strategy that emphasized the following:

- The entire college community is responsible for improving student graduation (completion) rates. Reflecting this responsibility, the college has adopted increasing student retention, completion, and transfer rates as a strategic goal for 2009 – 2013.



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- Sound enrollment management practices help *all* students succeed, not just first-time, full-time, degree-seeking students. All students respond to high quality programs, services, and instruction.
- CCA emphasizes institutional integration of divisions and departments. College employees cross train and work closely together. Academic advisors give advice on the semester schedule to ensure that the schedule serves students, including offering courses they need for graduation when they need them.

The things CCA does to increase graduation include the following:

- CCA's many efforts geared at fall-to-fall retention (discussed more fully in the retention section) contribute to graduation success. These include the Early Alert and First Generation programs, first-time student tracking reports, the AAA 101 class, and faculty efforts including professional development on student success, first-day diagnostics for best student placement, development of an academic enrichment plan, ongoing efforts to ensure student transition such as pre-assessment workshops, and departmental chair tracking of student feedback about instruction.
- The college runs near-graduation reports for students who have completed 45 or more credit hours at the college. Academic advisors contact identified students to review their academic progress and degree or certificate options.
- The new Degree Works online course planning system allows student to easily access and view their academic record. Students can utilize this program to determine how many courses they have to take to graduate and in what instructional areas. Degree Works also provides the opportunity for students to explore "what if" scenarios, where they can switch between degrees to see what would be required if they decided to pursue a given career or career field.
- Student orientation specifically addresses the importance of program advising sheets and discusses graduation procedures.
- A graduation committee has worked to increase graduation rates. Informational tables are set up during the transfer fairs and at the beginning of each registration period. A new form, "Getting Finished," has been created to help students with the process of graduation. Updated letters have been created to be sent to students who have 30 plus credits to encourage them to speak to an advisor regarding program requirements and discusses the graduation process. A PowerPoint slide discussing how to apply for graduation and commencement info has been created to play on CCA televisions around campus. The graduation application fee of \$25.00 has been eliminated and there is no longer a fee for the graduation application.

Community College of Denver

- The college's efforts to improve the graduation rates for first time, fulltime, degree seeking freshman have yet to produce the desired result. While our case management approach has had an impact on retention (hence a future effect on graduation,) new efforts have not had time to impact the cohort measures. One major effort includes shortening the response to financial aid applications from nine months to 3 days. This Fall (2009), CCD upgraded our Registrar position to that of a Dean for Enrollment Management and Registrar. Guiding the improvement of retention and graduation rates are among the new responsibilities attached to this position. A retention/graduation committee is being formed and new strategies to address the issue will follow.

Colorado Northwestern Community College

- CNCC is creating a site-based education program for the fall of 2010 that will also include the creation of learning communities. The intent is to create an atmosphere that builds student relationships and a connection to the college. Committees are putting the final touches on the program plan.

Front Range Community College

All of the retention programs listed previously are also designed to increase graduation rates. In addition, The **Academic Success and Achievement Program** is designed to support and monitor students that have been placed on academic probation or suspension. If a student is placed on probation, they receive a notice from the college that it is *recommended* that come in to meet with an academic advisor. If a student is placed on suspension, they receive notice that they are *required* to meet with an academic advisor. The Advisor's role is to provide students with information and recommendations that will give them with the greatest opportunity for future academic success. After the student and Advisor have collaborated together, goals are created and the resulting appeal is presented to the Dean of Students for review. The Dean of Students will then determine if and when the student can enroll as well as any additional requirements such as number of credits or specific courses to be taken.

The Academic and Achievement Program contributes directly to student retention and graduation by:

- Educating and referring students to the variety of support services available at FRCC. Examples of the services that are frequently recommended are: Learning Lab, Math Help Center, Writing Help Center, Science Help Center, Stress Management and Counseling Services, Disability Services, Academic Achievement Classes, and Career Advising.
- Creating an individual relationship with an advisor so as to support the needs of the "whole" student.
- Ongoing monitoring of student academic statistics so as to understand academic performance trends and future programming development.

- Allowing student information to be available to Advisors, over time leading to a more effective continuum of support.
- Assisting students to have a greater understanding of how academic standing contributes to future academic and career goals as well as the opportunity to create an educational plan.
- Assisting students in exploring the impact that their personal efforts have on academic success.

Lamar Community College

- Continued to manage the Intent to Graduate process. Students must complete the Intent to Graduate form, so that we have the opportunity to identify any missing requirements. This allows us to assist students in completing requirements in a timely manner. It also emphasizes the benefit of completing AA or AS degrees under the Guaranteed Transfer Curriculum and the 60 + 60 guarantees.
- Required students to complete the Intent to Graduate form in the fall semester. This allows Student Services to quickly determine if they will meet all requirements by the spring semester.
- The early alert system coordinated through TRiO continues to serve as a very important role in both retention and graduation. Faculty identifies students that are struggling in their class. This is done by the third week of the semester so students are able to receive help in a timely manner. This provides them with an opportunity to be successful in the class.
- Tutoring on Sunday evenings in Todd-Birch Residence Hall and the science labs of the Bowman Building has been very effective in capturing our on-campus students. In addition, we have made efforts to increase our tutoring and advising during finals week.
- Coaches of the athletic programs are encouraged to implement study hall as part of their regularly scheduled events. This helps to ensure student/athletes are making an effort outside the classroom to be successful.
- Counseled students on what is left to obtain their degree, and looking at all potential options for students to successfully obtain the appropriate degree. LSS TRiO advisors complete degree plans for students within the program. This provides a visual tool and enhances communication to ensure academic goals are on track and achievable.
- Provided financial aid counseling if financial ability becomes an impediment to students successfully graduating.



Morgan Community College

- Developed and implemented short term certificates (Nurse Aide, EMB, EMTI, and ABM) and graduated students without them having to submit a graduation application.
- Allowed advisors to submit graduation apps for students, which had not been done in the past.
- Developed an electronic graduation application as well as a paper application.
- MCC Student Services staff continues to identify degree-seeking freshmen who had completed a majority of course work in various courses of study but had withdrawn prior to the completion of degrees. Subsequent to the identification of these students, personal phone calls are made by staff to encourage completion.

Northeastern Junior College

- The most recent total graduation rate three years after entry reported by CCHE for NJC was 38.1 percent. 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 the demographic category of ethnicity. NJC works on programs and student support to encourage graduation.
- NJC associate degree completers lead the state with 86% of them completing their bachelor's degree after transferring from NJC.
- First and foremost, the strongest support for students 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 pedagogy and integration of technology into curriculum to result in improved student learning. NJC faculty members 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.
- The Assessment Center (which is part of a one stop student service center) provides required basic skill assessment to all incoming students which is an important piece of information in the course planning process. All 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, financial aid, and cashier assistance are readily available.
- Our campus has developed a renewed "dual" advising system that offers both professional and faculty advisors. Students are able to plan their schedule and discuss their career decision making with professional advisors in a walk-in Advising Center. Students also are assigned a faculty advisor by program area. All faculty advisors have received extensive training and

updates to provide effective assistance to students. Many faculty advisors have received specialized training in such topics as “Life Coaching” and “Career Development in Advising.” We systematically create 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 targeted and provided support. NJC uses mid-term grades as part of a system of follow up to help students. We have a thorough Early Warning Notification System in addition to the mid-term effort.

- 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 avail themselves of these services. This center is housed in and made an essential part of the college library complex. The staff offer many excellent workshops and recently have initiated “refreshment hours” which have 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.
- The Title III grant has supported the development of 88 new online or hybrid (part online part traditional) classes to bring classes and flexibility to students in our large service area as part of an effort to help students complete their degrees. 320 students were enrolled in online and hybrid classes in Summer 2009 and Fall 2009.

Otero Junior College

- Expanded tutoring and advising during finals week.
- Enhanced advising in Student Services to ensure a student is on track to graduate and in turn assists students in their efforts to transfer to four year institutions.
- Formed partnerships with four year institutions to provide enhanced scholarship opportunities for Otero Junior College graduates.
- Ensure graduation requirements are met through intent to graduate process. This is a process in which the student makes official notice to the Registrar’s office that the student plans to complete his/her degree requirements within a specified term. After receiving this intent to graduate form, Student Services audits the student’s academic file to determine which degree requirements have been met and which ones are still incomplete. The student receives a final clearance letter with a final evaluation with the remaining requirements needed for graduation. Student Services follows up by meeting with students to advise them as to which requirements are still needed for graduation.
- Student Services staff continually monitors and advises students on course deficiencies so as to ensure that a student is on course for graduation.



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- Concentrated counseling for all students on campus to assist in change in major or certificate programs.
- Coaches play an active role in tracking their respective student/athletes to ensure that they are on track to graduate and provide weekly study tables.

Pikes Peak Community College

- PPCC has arranged for two graduate interns from UCCS to work with PPCC students on advising and career planning issues. This will benefit the graduate students with a real-life practicum while benefitting PPCC students with additional advising services toward degree or certificate completion. PPCC has also arranged for a transfer specialist from UCCS to be present at PPCC campuses at least two days each week.
- PPCC 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. Those 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.
- PPCC 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.
- Articulation efforts with Colorado State University at Pueblo and other four-year schools have also created more opportunities for students this year and incentives to continue at PPCC through graduation.
- PPCC is continuing efforts to contact and assist students who have earned enough credits for graduation but who have not applied.
- PPCC continues to focus on military students who are transferred after completing a number of credits at PPCC. 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

- Through cross-campus initiatives to promote increase graduation rates, **PCC graduation rates** increased from 21.9% in 2007 to 23.5% in 2008. 2009 graduation rate information is



pending. More than 475 students received certificates and degrees in Spring 2009 with 380 students participating in the graduation ceremony.

- **The Transfer Program with CSU-Pueblo** was reaffirmed during the last year with 42 articulation agreements available to students. The Transfer Program initiatives were supported through the Title V Cooperative Grant with CSU-Pueblo.
- Articulation efforts with **Adams State College** resulted in two new transfer programs in Early Childhood Education and Healthcare Management with 18 students and 21 students, respectively, representing the first cohort groups.
- The **Academic Advising Office collaborates with the Office of Retention** to outreach to students through phone calls, direct mail, and emails extending assistance in completion and submission of graduation planning applications.

Red Rocks Community College

- The Academic Quality Improvement Program (AQIP) goal “Culture of Graduation” continues to be an on-going business practice at Red Rocks. We have developed posters around the campus highlighting the various benefits of completing a degree or certificate with Red Rocks.
- We have worked with our corporate sponsors to ensure that students in related industry programs will only be hired after completing their program of study, not mid-program.
- Faculty have been instructed to discuss graduation requirements with students and encourage them to follow through in applying for graduation.

Trinidad State Junior College

- Working one-on-one with advisors on both campuses, a student’s program of study is tracked throughout their course of study at Trinidad State Junior College. Students are advised and followed closely to monitor success in developmental coursework.
- General education requirements continue to be a challenge for many of the students, particularly Math. The Math Lab has served this population by allowing students the opportunity to work at their own pace, with an instructor geared toward their individualized needs. This lab format has been emulated at other system colleges.
- An individual on both campuses is charged with the responsibility of working with students with special needs. When necessary an IEP (Individualized Educational Plan) is created for the student. The student’s persistence is tracked and when necessary, adaptive equipment or accommodations are made to promote student persistence, success and eventual completion of the degree.



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- An annual job fair is hosted each year to promote student completion of their program of study and subsequent movement to the workforce. Potential employers stress the importance of degree completion and earning power with a degree.

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

- **First Generation Scholarship**
These students are all underserved, Pell eligible first time degree/certificate seeking. The intense advising program is designed to promote success, engagement and responsibility. Students are closely monitored and required to participate in activities that enhance their success including having a mentor, attending a three day transition program, securing progress reports and participating in tutoring in the Success Center. The intense advising requirements provide them the tools to be successful with the ultimate goal to complete a degree or certificate. Retention rates for the 2008 First Gen. students from Fall 2008 to Fall 2009 were 73% (more than 20% over our general population persistence.) The graduation rate for the 2006 First Generation population was 40%, more than twice the full cohort group.
- **Diversity Grant** -Recipients receive financial, academic and social support to enhance their retention and success. There are no academic requirements to receive the award which is designed to attract and serve students from diverse ethnic and cultural backgrounds.
- **The 21st Century Program** with Sheridan High School serves traditionally low income, underserved and diverse populations. Advising and social support are provided under the same guidelines as the First Generation and Diversity Grant requirements. There are no minimum entrance requirements for this program, so many participants are also under-prepared contributing to success rates that are not as evident as the First Gen. program.
- **Summer Bridge Program** - The bridge program for 10 underserved, under-prepared students provided resources and support for transition to college life. Ten students were enrolled during the Summer 2009 with 50% completing the semester and 70% returning in Fall 2009. Some raised academic scores enough to qualify for the First Generation Scholarship during the Fall 2009 semester.
- **Scholarship for students aging out of foster care** - A \$50,000 Daniels Opportunity Scholarship grant was applied for and awarded in November 2008 for youth aging out of foster care. While the scholarship provides financial support in the amount of \$2500 per year for the students, extensive support services have been designed to assist their transition to college. Two students were awarded the scholarship for the Fall 2009 semester and three more students are at various stages of the application process.

Community College of Aurora

The Community College of Aurora's enrollment of underserved students has continued to grow. For example, the percent of the fall semester student population (headcount) that is African American grew from 19.6 percent in 2004 to 25.5 percent in 2009. In the fall of 2009, CCA had no majority group, with whites, the largest ethnic group, comprising 42 percent of the student headcount.

The efforts to enroll and retain underserved students include the following:

- CCA's English as a Second Language programs continue to enroll more students. The ESL Department's 2005-06 annualized FTE of 65.2 grew to 88.5 FTE in 2006-07 and to 106.8 in 2007-08. The majority of the Department's students are from Africa, specifically from Ethiopia. Another 850 adults take non-credit classes each semester in the college's community ESL program on the Lowry campus.
- The college has an expanded partnership with the Learning Source, a community agency, to offer more GED preparation classes, expanding the number of classes at our Lowry campus and continuing to offer classes at our CentreTech campus.
- CCA's Science Department has been awarded or participated in a number of grant projects (National Science Foundation, U.S. Department of Labor, Health Resources and Services Administration) that have included outreach efforts to area high school students, many from underrepresented groups, to interest them in education and careers in bioscience, health professions, and renewable energy.
- The college's Center for Workforce Development contracts with Adams and Arapahoe counties to transition people from Temporary Assistance for Needy Families (TANF) to employment and to provide Adams County low-income families with education and other services that increase their household income. Significant numbers of clients from these programs enroll in CCA's Essential Skills for the Workplace Certificate or in college courses paid for by the CHOICES program with its goal to raise household income. The economic downturn has brought increased numbers of clients to these programs in the past year.
- 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.
- The College and CCA Foundation created the Student Success Program which serves unrepresented and low-income students. The program is very successful; the program



participants have an average GPA of 3.14 and an 87% retention rate from fall to fall. The program includes required advisor meetings, mandatory campus participation, and regular progress reports are the impetus behind this program.

- A project funded by the Xcel Energy Foundation conducts day camps that bring underrepresented students to campus to learn about opportunities in science, technology, and math. Camps in 2008-09 brought students from an Aurora Public School's dropout recovery program to the college, among others.
- CCA has initiated major efforts to partner with school districts, including the Aurora Public Schools and Denver Public Schools, and with individual schools (Hinckley High School, Montbello High School, and Martin Luther King Early College) for various concurrent enrollment programs. Concurrent enrollment has grown dramatically in the past year with significant enrollment of students from underrepresented groups.
- CCA has a Begin Early to Achieve (BETA) Program for high school students enrolled in college courses. High school counselors nominate students for the program and they receive training on Postsecondary Education Options policy and procedures. The BETA students then speak in high schools on the benefits of going to college and high school at the same time. BETAs are currently working with students that might not have the grades or tuition to attend school. Many of these students currently attend alternative high schools.
- CCA is a participant in the New Frontiers Initiative for students preparing to go into nontraditional careers. In the first year, the initiative will serve women in occupations traditionally held by men through a support group where students will learn about the challenges and victories of successful professional females in male – dominated careers and professional etiquette and job-seeking techniques to assist them in accessing work.
- The college offers various faculty in-service workshops designed to help faculty and staff understand and better connect with students. A workshop on teaching in multicultural classrooms is one example.
- CCA and the CCA Foundation are submitting an application for a U.S. Department of Education TRIO Student Support Services Grant to provide academic and personal support to 160 first-generation and low income students and students with disabilities.
- In response to the economic downturn, CCA has created eXpress Ed programs designed to get people the job training they need fast, as well as conduct "recession-proof" workshops on finding and keeping employment open to the community, free of charge. Both programs bring a diverse community to the college, including many people over the age of 30.

Community College of Denver

- College Connection is CCD's 8-week summer intensive program for High School and GED Graduates who need to improve their skills in math, reading, or English in order to be ready for college level work. College Connection has been offered at CCD in summers 2007, 2008 and 2009, and helps students in their transition to college, including help with the financial aid process, registering, and overcoming any issue that are standing in the way of success. College Connection also helps students set educational and career goals and guides students to plan the courses that they should take in the fall semester.
- Students for College Connection are recruited from GED sites and Denver high schools. Students enrolled in the program take the Accuplacer assessment test to determine their basic academic skill level. Reading, English and Math instruction is provided to the student Monday – Thursday for four hours. The AAA 101 College Experience course and study skills instruction is provided on Friday for four hours. Students retake the Accuplacer after 8 weeks of instruction to determine their new academic skill level, with most students increasing their basic skill level and either going into an advanced level of developmental education courses or testing into college level work. College Connection decreases the amount of time in developmental education courses and helps students begin college level work more quickly. The combination of building a foundation of strong basic academic skills and helping students determine specific academic and career goals increases retention and graduation efforts.

Colorado Northwestern Community College

- CNCC feels that the previously mentioned programs particularly impact the underserved students. Students' moving through developmental course in a timelier manner allows them to begin taking their curriculum courses earlier. CNCC also has faculty serving as tutors in the learning success center to assist students and our athletic teams have dedicated study halls in the learning success center.

Front Range Community College

- **College Connection (Colorado SUN Grant):**

The Colorado SUN (Success Unlimited) Initiative is a college prep program that moves GED graduates and adult learners forward, reduces remedial training, and builds confident, successful students in an 8-week (minimum 110 contact hours) bridge program consisting of:

- developmental education curriculum for math and English/reading
- a college orientation and career exploration course, and
- study groups

Key points:

- SUN directly supports Governor Ritter's Colorado Promise to reduce high-school drop outs and increase the number of post secondary degrees and certificates awarded.



- SUN fills a critical unfunded gap in Colorado’s path to post secondary education.
- SUN increases understanding of college processes and the importance of establishing well-planned and achievable career goals. The SUN Initiative provides Colorado with substantial value for its dollar by leading at-risk and under-prepared students into higher-demand and higher-paying jobs and careers.
- The goal of College Connection is to encourage GED graduates to attend college and to prepare them for the college experience academically, psychologically, and socially. Retaining these students is a necessary part of a successful outcome.
- Academic preparation includes intensive study in the basic skill areas of reading, writing, and math. Participants are pre- and post-tested using the TABE assessment as well as the Accuplacer exam. A majority of students in the GED graduate population place into developmental level classes, and one of the goals of the program is to increase their placement scores by at least one course level. We know that the more developmental classes a student has to take in college, the less likely it is that this student will persist. Eliminating one or more developmental courses from the student’s load increases his/her chances of completing degree. In addition to increased test scores, another program outcome is to prepare students for their classes. The students will experience college-level materials delivered at a faster pace with a typical homework load. Students from the first cohort expressed a strong sense of readiness for college after participating in College Connection.
- Another aspect of College Connection which contributes to retention is the “Student Success” topics which are presented every Friday. Topics include computer skills, introduction to Blackboard, learning styles assessment, personality type assessment, career exploration, note-taking, test-taking, health, stress management, unspoken expectations, and information specific to the Larimer Campus including student clubs, mentors, learning communities, and a tour. These interactive presentations foster the development of a close-knit community of learners which, research shows, also contributes to retention. We witnessed the development of this social connection among the first College Connection cohort; they socialized together outside of class, arranged rides when needed, and attended a campus event together.
- Finally, students develop a strong relationship with their personal navigator of College Connection, who guides them through the intricacies of becoming a college student, helps them find solutions to problems that arise, and continues to act as their college advisor. They are also introduced to a number of different FRCC instructors and staff members, which helps them to develop a sense of belonging in the college environment. Once again, these are factors which contribute to student retention.
- While it is important to attract a diverse body of students to the community college, it is equally important to help them be successful once they arrive. The College Connection program makes a promising contribution to student success and retention.

- **Gateway to College Program**

- The Gateway to College program is a high school drop-out recovery program that specifically targets minority students. The program is beginning its' second year at the Westminster Campus and is funded by a replication grant from the Gateway to College national network. There are currently 25 replication sites that use the Portland Community College model developed in 2000. The \$325,000 grant for program start up is funded by the Bill & Melinda Gates Foundation, the Kellogg Foundation and other donors.
- This program specifically targets students less than 21 years of age that are significantly behind in their diploma credits compared to others in their age or class status, or students who have already dropped out of high school. The goal of the grant is for the students to take course work at the college for dual credit to complete their diploma requirements and earn college credits towards a certificate or degree.
- One performance requirement of the grant is that at least half of the students that we serve are of minority ethnic status and at least half are male. In the fall semester of 2009, our fourth semester of offering the program, the ethnic and gender mix is below (Table 1).

Table 1: Minority Enrollment Data for Fall 2009 Gateway to College

Hispanic	Undeclared	Asian	Caucasian	Black	Native American	Other	Total	Total Minority
44.6%	2.5%	1.7%	44.7%	2.5%	0%	1.7%	121	52%

** 55 males, 66 females

- **Concurrent Enrollment Program**

A major effort has been made to reach ethnic minority students at the high school level in order to increase the high school graduation rate and the college going rates by creating concurrent enrollment opportunities for these students. The biggest push has been at high schools served by the Westminster campus, which have an average of 58.6% ethnic minority enrollment based on school district data from the 2007 academic year (Table 2). Another strong concurrent enrollment program exists at Skyline High School in Longmont, another ethnically diverse school.

Table 2: Minority Enrollment in Adams County School Districts, 2007

District Total Enrollment	Adams 1 6000	Adams 12 37,658	Adams 14 6,702	Adams 27J 9,862	Adams 50 10,455	Average
Hispanic	52%	29.11%	68%	42.60%	65%	51.34%
Minority Total	58%	37.96%	74%	48.90%	74%	58.6%

- **Other Efforts**

- Recruitment and retention of ethnic minority students is a focus of the FRCC-Larimer Campus Enrollment Management Committee. This past year, a survey was conducted with the Hispanic student population to determine processes for retaining the Hispanic student population. Information collected has assisted with outreach and a new Latino Club was started on campus.
- FRCC-Boulder County Campus has also started the Latino Student Club and provided the students in the club with academic support through peer mentors and student services staff. The support provided includes tutoring, general academic assistance, intensive academic planning and advising, and referrals to resources both on campus and within the community. Efforts are also underway to build ties within the Latino community to recruit more students to FRCC-BCC. Recently, the BCC Total Learning Community initiative for faculty provided them with feedback from our underserved and minority populations about the educational experiences of students at BCC.

Lamar Community College

- Learning Support Services is centered on a Federal TRiO grant that provides specific, targeted, research-based support for 160 first generation, low income, and/or disabled students. This includes advisement, tutoring, assessment, cultural activities, transfer counseling, personal counseling, and other learning support activities geared towards promoting success. LSS will always be a major factor in ensuring the college is and remains a diverse environment. Percentages of minority students are much higher in this program than across campus as a whole.
- LCC continues to offer FastTrack programs to serve the needs of working adult students through a cohort-based, accelerated, hybrid delivery method.
- Adult Transition Services continues to be instrumental in providing ESL, Adult Basic Education, and GED testing. Partnering with LSS is vital to the success of these programs.



- The LCC Foundation solicits scholarship funds from several foundations to provide support for underserved students through the Community Scholarship Program. Examples include the Pueblo Hispanic Education Foundation, Daniels Foundation, and Johnson Foundation.
- Nearly 80% of our student population is eligible for some form of financial aid. Combined efforts of Student Services, EOC, and LSS in working with students to complete all financial aid paperwork helps to ensure those students will receive the aid they are eligible for.
- Continued to work with SE BOCES in offering dual credit classes to service area students. Also working to assess these students at the high school to determine their level of ability.
- Continued partnership with Adams State College (REAP) to allow students to complete both LCC and ASC classes towards the completion of their bachelor's degree. This program is also designed for the working adult.
- Coordinated events that expose students to a variety of educational opportunities. The Transfer Fair, Career Fair, Taste of Traditions, and other events are designed to educate our students.
- Partnership with a local school district in a Federal Gear-Up grant, intended to identify and support underserved schools through an assortment of pre-collegiate support.
- Lamar Community College has a great interest in providing vocational/technical education to family members that would qualify for Temporary Assistance for Needy Families (TANF), through development of a WorkKeys program as a tool to reduce the high school dropout rate in our area and to provide a pathway to move those students into a vocational program of their choice. WorkKeys has been used successfully in this manner in other community colleges. In this type of training the student has the opportunity to develop employable skills while finishing the academic portion of their high school diploma requirements.
- Strengthened LCC by creating new academic programs through Title III. To build enrollment and much needed enrollment based revenues, LCC will propose to expand academic offerings through new degree programs and concentrations, enhancing both academic and career options for students.
- The Learning Support Services office, under the direction of Student Services, has initiated a College-Level Examination Program (CLEP) with the Spanish Language test that targets Hispanic and Latino students in the 16 to 18 year old age group. In the 2008-2009 *Summary of Scores Reported*, the College Board has reported that out of 56 students that have tested in the Spanish Language, 56 have achieved at least a score of 50 that has enabled them to receive college credit for the Spanish Language. LCC has also tested one student in the German Language test and that student has also achieved a score of above 50 and received college credit. Out of these 57 students that has tested, 17 students are currently enrolled in dual-credit, high school fifth year, or first year college courses.

Morgan Community College

- MCC has engaged a part-time grants writer to pursue (among other pursuits) a number of funding streams to recruit and retain underserved students. Among these initiatives are the following:
 - Anschutz Family Foundation Grant for Workforce Training Older Adults (most of this population is underserved). This grant (\$5,000) was awarded in May, 2009.
 - Eastern Colorado Workforce Center for counseling of older adults for part-time employment. Awarded \$10,000.
 - Awarded multiple grants by the El Pomar Foundation – including technology needs for Family Literacy (\$8,333.00).
- Grants to address enrollment and retention of underserved students that are still in progress include:
 - Title III – first phase eligibility completed. Focus will be on first-generation college students. [\$1.3 million]
 - Seeking FIPSE grant – “Bridges out of Poverty.” [\$600,000].

Northeastern Junior College

- The enrollment of Resident Minority Headcount at NJC has increased from 7.2 percent in FY 2001-02 to the current 13 percent. 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.
- There are several other programs here that target underrepresented students to assist them in making the adjustment to college and to help them feel comfortable in rural Colorado. The campus Ombudsman is a local black minister who very effectively and 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. The Counseling and Advising Services area coordinates a mentoring program that supports underserved student populations.

- The Associated Student Government (ASG) budget allocates a certain portion of their campus activities funding specifically for “diversity” related activities that are lead 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 based on income level. In Fall 2009, NJC funded \$1,170,453 in Pell grants. A total of \$3,446,535.19 in financial aid supported NJC students in Fall 2009. The College recently received a Daniels Foundation grant that provided scholarship funds to students who were non-traditional or who came to the school with a GED. The NJC Foundation also supplies financial support to this population. The HOPE scholarship provides funds to students from the five county service region that 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 50 hours per semester 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 free individual and group tutoring for students, offers help with study skills, and serves students with documented disabilities.

Otero Junior College

- Targeted scholarship opportunities have been put in place specifically oriented towards underserved students. These scholarships are specific to minority students, as well as non-traditional students.
- OJC has received a Title V grant which is directed toward assistance of underserved students. This grant assists in finances, as well as support efforts, for underserved students.
- OJC continues to partner with Adams State College to provide bachelors degree programs through a modified Rural Education Access Program. This program allows students to remain at home and take bachelor degree programs.
- Underserved students are involved in campus activities through clubs and other extracurricular activities on campus.
- A Transfer Fair is sponsored on campus to assist underserved students with multiple scholarship opportunities.

- OJC, in cooperation with the University of Colorado, provides GED programs on campus, and in turn advisors work with GED participants in planning a bridge from GED completion to college enrollment.
- OJC, through the Title V grant, designates a person on campus (Minority Recruiter) who is responsible for assisting underserved students and their parents with enrollment and financial aid and continually tracks students to ensure that they are on course to graduate and have a positive college experience.
- In cooperation with CSU-P, OJC provides counseling and advising to students who meet TRIO guidelines on college opportunities, enrollment, and advising.

Pikes Peak Community College

- Fall to Spring retention rates for first-time, full-time, degree-seeking freshmen who are students of color improved from 62.6% (unadjusted for graduates and transfers) for the Fall 2007 cohort to 79.9% (unadjusted for graduates and transfers) for the Fall 2008 cohort.
- Fall to Fall retention rates for first-time, full-time, degree-seeking freshmen who are students of color improved from 38.4% (unadjusted for graduates and transfers) for the Fall 2007 cohort to 58.0% (unadjusted for graduates and transfers) for the Fall 2008 cohort.
- Fall 2008 PPCC first-time, full-time, degree-seeking freshmen who are students of color had better Fall to Spring and Fall to Fall retention rates than either the student population as a whole or White, Non-Hispanic students.
- The IPEDS Graduation Rate for the 2005 PPCC first-time, full-time, degree-seeking cohort who were students of color was 12.8%, lower than the graduation rate for all graduates (19.0%) and for White, Non-Hispanic graduates (20.4%).
- PPCC increased efforts to engage staff and faculty in the recruitment, retention, and graduation of the growing Latino student population through membership in CO CEAL, the Colorado Coalition for the Education and Advancement of Latinos, a coalition of Colorado schools, colleges, and universities, as well as through participation in El Cinco De Mayo INC. of Colorado Springs, a non-profit organization providing scholarships in support of Hispanic students.
- Students, staff and faculty formed the Latino Student Union at PPCC to encourage PPCC students who represent the wide varieties of Latino culture to come together with one voice, and to promote a greater understanding and appreciation of Latino cultures among the PPCC and Colorado Springs communities.



COLORADO COMMUNITY
COLLEGE SYSTEM

- PPCC and the 21st Century Charter School are engaged in a collaborative agreement allowing the Charter School to conduct classes at the PPCC Downtown Studio Campus, an effort to bridge the secondary and postsecondary gap for underserved students.
- The PPCC Early Alert Program is currently being evaluated to determine how we might expand the program on a larger scale.
- Student Support Services (a TRIO Program) provides tutoring and transfer information for underserved students meeting its demographic requirements.
- The Southern Colorado Educational Opportunity Center (SCEOC, a TRIO program), helps low-income and first generation students apply and successfully enroll in college (the program helps students apply to any college, with PPCC receiving many of its students) as well as helping students find scholarships.
- The Women's Re-Entry Program, Men's Re-Entry Program, and Veterans Upward Bound (a TRIO program) provide tutoring, help with forms and applications, provide a support group for clarifying goals, and networking opportunities with other students/faculty/staff.
- The Multi-Cultural Minority Men's Retention Specialist visits local high schools specifically to work with minority students and also advocates for enrolled minority students.

Pueblo Community College

- **The Math Connections**, an AQIP Action Project mentoring program was implemented during the last year connecting students in MAT 030 with PCC Administrators and Staff mentors. The program was so successful in Spring 2009 that the mentoring program expanded to the MAT 060 classes in Fall 2009. The AQIP Action Project Feedback report graded the project as exemplary with recommendation to submit a proposal to present at the HLC Conference in April 2010.
- The **TRiO Student Support Services** program provides both academic and student services resources to first-generation students.
- The First Semester Experience Course was expanded to include computer literacy curriculum. The AAA 101 course was renamed **S.T.E.P.S. for College Success**, Strategies for Creating Success in College and in Life.
- The Title V Grant supported the **Supplemental Instruction Program** for tutors in Gateway Courses with traditional high failure rates. The Supplemental Instruction Program has been successful in the retention of underserved students.
- PCC co-sponsored **College Goal Sunday** providing early Financial Aid information and assistance. Total attendance at the February 2009 event was 269 students, who completed FASFA forms and early advising.



- PCC co-sponsors an annual **Financial Aid Breakfast** with CSU-Pueblo to encourage recruitment, registration, and retention of underserved students. The Financial Aid Breakfast is a long standing collaborative Pueblo event.
- The Office of Retention and Financial Aid collaborate in a program for **early alert of students receiving Financial Aid Suspension** notices to provide assistance and resources.

Red Rocks Community College

- Gateway program - serves students who have been previously incarcerated.
- Community Learning Coordinators - serves high school students, workforce center and students from Jeffco Action Center. We have developed a workforce readiness certificate that is delivered at the workforce center. We have RRCC representatives at Jefferson High School, Alameda High School and McClain High School. We have 80 disadvantaged students from Jeffco Action Center.
- Financial Aid has developed First Generation scholarships.
- We've had a tremendous growth in the International Education area.
- Veterans for Green Jobs - RRCC is working with Veterans for Green Jobs to provide co-herthed classes in energy efficiencies and weatherization.

Trinidad State Junior College

- 37% was reported on the IPEDS report for the 2005 Cohort and total Minority Completers within three years.
- Mini-certificates have been created to serve populations described in the Temporary Assistance to Needy Family (TANF) grant. This grant emphasizes basic skills necessary to secure employment for the underserved population in Las Animas County.
- Each year both campuses host October Fest on their respective campus. Last year this outreach activity impacted over 425 students. In addition to hosting junior and senior high school students, a team from the Trinidad campus visited area high schools to help students identify potential career opportunities utilizing the Plan of Study matrix designed by the CCCS Office.
- The GED/ESL received grant funds under the SUN (Colorado Success Unlimited) Initiative to hire instructors in the summer to focus on basic skills attainment (Reading, English and Math). This program targeted GED completers who were planning on enrolling at TSJC, the purpose of which was to bridge the gap between competencies learned to pass the GED tests and those needed to place into college-level classes. Reducing the time, even by one

semester, that students need to spend in developmental coursework has helped retention of this population by making the transition to college less of a struggle.

- Institutional scholarships remain a vital component to recruit underserved students. The Red Carpet Scholarship (given to high school students who participate in October Fest and the local spring recruiting activity) and the Rising Star Scholarship (given to GED graduates) affords students the opportunity to believe they can succeed in college. Receiving a scholarship and having his/her name called out during his/her high school graduation or GED ceremony gives students the impetus necessary to leave their comfort zone, apply for entrance to the college, and complete their FAFSA application.
- In addition to the institutional scholarships, the Daniels Fund Scholarship is also utilized to assist students of underserved populations, many of whom are first-time, full-time students.
- A partnership with Colorado State University-Pueblo allows an Equal Opportunity Coordinator to be housed on our campus to assist students who are non-traditional and from the underserved population.
- Partnerships with outside agencies, such as Monster.Com, allow professional speakers to present to students from our local high schools on our campus.
- A close relationship with our local high schools has produced opportunities of concurrent enrollment, through the Postsecondary Enrollment Options Act (PSEO) on both campuses.
- Partnerships with agencies, such as the Alamosa Police Department, have created mutually beneficial opportunities for students to earn their Colorado Law Enforcement Training Academy (CLETA) certificate.
- Four articulation agreements were recently (August 2009) confirmed with Western State University. Environmental Biology, Environmental Chemistry, Chemistry and Geology each have signed letters of agreement from the institution's V.P. for Academic Affairs.



Goal 2 (3.2): Faculty Salary Information

College	2001-2002	2005-2006	2007-2008	2008-2009	2009-2010	2009 Faculty FTE	2009 Average Years of Service as of Original Hire Date
Arapahoe Community College	\$40,784	\$42,706	\$47,402	\$51,105	\$49,832	104.85	8.2
Community College of Aurora	\$44,422	\$50,346	\$48,048	\$53,710	\$52,599	44.5	6.1
Community College of Denver	\$35,898	\$43,208	\$46,924	\$47,716	\$46,250	90	9.1
Colorado Northwestern Community College	\$38,486	\$39,194	\$39,644	\$43,640	\$44,289	38.5	6.4
Front Range Community College	\$40,916	\$42,686	\$47,078	\$49,728	\$49,855	195.5	7.7
Lamar Community College	\$45,762	\$42,440	\$43,461	\$43,908	\$40,474	23	6.1
Morgan Community College	\$37,066	\$39,705	\$41,991	\$47,404	\$44,334	34.9	8.7
Northeastern Junior College	\$33,161	\$36,997	\$37,030	\$41,559	\$40,090	54	8.3
Otero Junior College	\$38,125	\$38,927	\$39,305	\$43,351	\$42,115	37	7.1
Pueblo Community College	\$42,464	\$46,112	\$46,390	\$46,731	\$44,220	97.75	8.4
Pikes Peak Community College	\$41,169	\$41,714	\$46,011	\$44,744	\$44,220	158.7	8.9
Red Rocks Community College	\$31,560	\$44,734	\$43,656	\$47,292	\$46,296	80.8	9.3
Trinidad State Junior College	\$36,252	\$38,359	\$39,009	\$36,343	\$40,898	39	8.0
Average/Total*	\$38,928	\$42,087	\$43,535	\$45,941	\$45,235	998.5	8.18

Reflects average annualized salary

*Total is for the FTE column

Goal 5 (1.3): Perkins Act State Plan

CCCS has received an extension on the federal Perkins Act submission so data for this portion of the report will be submitted separately in late February 2010.