



# DIVISION OF STUDENT SUCCESS

## ASSESSMENT REPORT

The assessment of student learning directly relates to the mission of Red Rocks Community College: To create a passion for learning through our dedication to students, our commitment to excellence and our own love of learning. This mission focuses on the development of learning and learners. We define effective assessment as a means to determine whether students achieve their desired outcomes.

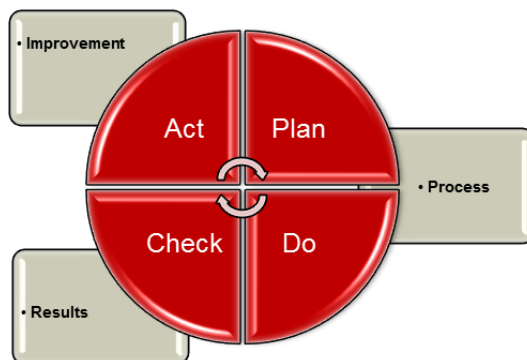
# DIVISION OF STUDENT SUCCESS

## ASSESSMENT REPORT

### INTRODUCTION

Division of Student Success creates and offers opportunities that nurture and support holistic student development and success. Through assessment of our programs and services we are able to enhance operational effectiveness, utilize data to support decision making and strategic planning, and better utilize our institutional assets. The Division of Student Success is committed to integrating assessment in to what we do in order to determine how our efforts are meeting students' needs, monitor progress towards divisional and institutional goals, as well as to inform strategic planning.

Red Rocks Community College is accredited by The Higher Learning Commission and is a member of the North Central Association. As part the accreditation we participate in the Academic Quality Improvement Program (AQIP). AQIP is premised on principles of continuous quality improvement and an example a continuous improvement model is the Plan, Do, Check, Act cycle. As part of the AQIP pathway a systems portfolio is presented every 4 years and in this portfolio we communicate our Processes, Results, and Improvements. Below is a visual representation of how these to concepts interact. This report was developed to demonstrate the assessment of key projects in the Division of Student Success utilizing the Plan, Do, Check, Act continuous improvement model and inform the Processes, Results, and Improvements sections of our Systems Portfolio.



## DIVISION OF STUDENT SUCCESS

The mission of the Red Rocks Community

College Division of

Student Success is to

create, nurture and

support holistic student

development and

success. This is

accomplished through a

collaborative,

comprehensive and

innovative continuum of

programs and services.

The mission is realized

through a qualified and

committed student

services team, other

college divisions,

professional affiliations,

as well as ongoing

professional

development and

community engagement.

**PROGRAM – FIRST YEAR EXPERIENCE (FYE)**

**1. Program Overview (Plan)**

Develop a First Year Experience (FYE) class that promotes student success at the community college level and beyond by exploring effective communication, self-concept, self-esteem, self-perception, attitude, and goal setting. This course also examines personal, health, and finance management. This course includes communication skills for leadership and community development, diversity awareness, and achieving successful academic performance and overcoming adversity.

***Alignment to AQIP Systems Portfolio***

Category One: Helping Students Learn

Subcategory Five: Academic Student Support

1P5: Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.2, 3.D.5)
- Communicating the availability of academic support services (3.D.2)

**2. Assessment Question(s) and/or Goal(s) of Assessment Activity**

The goal of this program is to assist first time/full time degree seeking college students in transitioning from high school to college or the work force into college through a focus on self-discovery and mastering key personal development skills. To increase retention in first time/fulltime degree seeking students.

**3. Common Learning Outcome(s) Addressed**

Critical Thinker	X
Technologically Literate	X
Effective Communicator	X
Globally Aware (understands and respects Diversity)	X
Ethical and Professional	X
Quantitative Reasoning	

Information Literate	
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**Critical Thinker:**

Identify intention for higher education and refine personal vision, mission, and goals through a process of intrapersonal communication and self-reflection.

Recognize the advantages and opportunities of attending a community college.

Develop self-management skills to lead healthier lives emotionally, physically, nutritionally, and financially.

**Technologically Literate:**

Identify, seek out, and utilize organizational support resources and information systems.

**Effective Communicator:**

Demonstrate growth of interpersonal communication skills by creating and establishing relationships with peers, faculty, and staff.

**Globally Aware:**

Express an understanding of intercultural communication and the value of diversity and community through an awareness of unique cultural differences.

Demonstrate an understanding of the community college organizational culture.

**Ethical and Professional:**

Demonstrate an ability to self-advocate through learned oral and written communication skills.

**4. Process (Do)**

In Fall of 2013 the VP of Student Success and the VP of Instructional Services came together to develop the idea of creating an FYE program starting with offering a one credit 6 week FYE course.

In spring of 2014 Joanna Liebelt, advisor and communication faculty, attended the National First Year Experience Conference to help in the development of the RRCC FYE program. Over the remainder of the spring and summer Joanna developed and planned the course.

In fall of 2014 RRCC ran a pilot of FYE offering 2 sections of Com 175 (a special topic designation within the communication discipline) for one credit. These classes used the Denver Scholarship Fund students and the Ascent students as the pilot cohort. Both Ascent and DSF have special requirements to receive scholarship dollars and are all first time full time degree seeking students. The two groups meet the goal criteria of the development of FYE and requiring the course was easy to add within the parameters of their programs. Communication was chosen as the designation because the content of the course was essentially communication focused largely in part on intrapersonal communication as well as interpersonal, intercultural, public, and organizational. Communication was also chosen as a designation because a communication course can be counted as an elective on the vast majority of degrees offered at RRCC including the AA, AS, AGS and AAS. If the class would someday become required it was important that the class would transfer and count towards a student's degree.

During the fall of 2014 RRCC partnered with the Communication and Student Orientation Departments at the Community College of Denver to combine our efforts. CCD was working on a similar FYE concept and liked the idea of the class falling under the communication heading. In spring 2015 CCD piloted Com 175. Together we developed the learning objectives and topical outline to present the course for addition to the CCCS common course numbering system.

In June of 2015 the FYE course proposal of Com 102, Collegiate Communication, was presented to the RRCC curriculum committee for approval to move on to the state level. In August of 2015 RRCC and CCD presented the proposed class to the State Wide Curriculum Committee and gain approval for the course. Com 102 was officially added to the CCCS common course numbering system in fall of 2015 and both RRCC and CCD with run the course as Com 102 in spring of 2016.

In fall of 2015 RRCC again ran 2 sections of the FYE course this time opening the classes up to other students in addition to DSF and Ascent students. A new mentor component was added to the class this semester incorporating the LEAD peer mentoring program.

## 5. **Results (Check)**

34 students were enrolled in Fall 2014

37 students are enrolled currently Spring 2015

### Qualitative results:

Student who participated in the fall 2014 cohort were given a survey at the end of class to better measure the outcomes and objectives of creating an FYE course.

Some significant results are listed below.

Do you have more focused goals for life and school because of this class. **80% yes**

Did you develop a stronger sense of purpose in life because of this class? **79% yes**

Do you have more of an idea of why you are in college now than when you first started? **77% yes**

Do you know more about campus resources now that you've taken this class? **81% yes**

Would you recommend this class to other first time college students? **80% yes**

Data was submitted to the National Student Clearing house to determine if any students had graduated or transferred already from this cohort. We discover that 4 students had graduated from RRCC as of 10/21/15 and 2 students had transferred (one to Metropolitan State University of Denver and one to Community College of Denver)

## 6. **Improvement (Act)**

In the spring of 2016 FYE (Com 102) will run as a learning community with a section of CCR 092. This is a pilot program to see the success and feasibility of pairing future CCR 092 classes with Com 102 automatically. Other expansions of the program will happen in late summer early fall running accelerated Com 102 weeklong courses as summer bridge programs for TRiO students and students involved in the Hola program.

The goal is to have all first time/fulltime degree seeking students enroll in this course their first semester.

## PROGRAM – LEARNING COLLABORATIVE

### 1. **Program Overview (Plan)**

The Learning Collaborative Partnership has been designed and implemented by fully acknowledging students as the main stakeholders in their educational plans. 3 main goals are addressed in the scheme of the partnership:

- designing a learning environment to help prospective students meet the necessary educational standards for success at the college level
- strengthening the information channels in our RRCC community to assist students in accomplishing their educational and career goals
- helping students increase their knowledge and skills in order to become productive workers and citizens of the community.

This transition program was established as collaboration between Red Rocks Community College and The Learning Source in April 2013 and continues to grow and develop as an integral part of Student Success Services. Since July 2014, Memorandums of Understanding have been negotiated and approved by administrators at Red Rocks Community College and The Learning Source. The agreement consists of 3 critical areas:

Purpose: to provide bundled and continuous services for students unable to enter college classes due to academic levels as defined by RRCC and CCCS.

Vision: RRCC/TLS partnership will create a strong collaboration which supports and assists students into post-secondary educational opportunities defined by entrance, completion and long-term success

Values: Student-centered, Learning-centered, Diversity-centered

Each of these concepts is woven into the Learning Collaborative in the following ways:

- proactive in helping students develop an action plan for success
- utilizing student strengths and capitalizing on these assets to address learning challenges
- working with students in a holistic capacity

### ***Alignment to AQIP Systems Portfolio***

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory One: Current and Prospective Student Needs

2P1: Current and Prospective Student Need focuses on determining, understanding, and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

- Identifying key student groups
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g. seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting tools/methods/instruments to assess student needs
- Assessing the degree to which student needs are met

### **2. Assessment Question(s) and/or Goal(s) of Assessment Activity**

How many students have participated and how many transitioned to Dev Ed classes at RRCC?

### **3. Common Learning Outcome(s) Addressed**

Competencies addressed in the Learning Collaborative courses are drawn from RRCC Common Learning Outcomes. 3 specific outcomes are addressed in TLC courses:

**Critical thinker: “Evaluating evidence and outcomes based upon student insights and original analysis”**

Integrated Reading and Writing Course Description

This course will help students develop basic-fundamental reading and writing skills. Students will improve grammar usage, punctuation skills, and critical thinking strategies. Students will become better prepared to improve their Accuplacer reading comprehension and sentence skill scores.

Course Objectives

Students will develop reading, writing, and critical thinking skills by:

- Understanding and using basic vocabulary appropriate to the study of composition and grammar
- Applying the various components of sentences and paragraphs in writing
- Matching relationships to a variety of reading and writing purposes
- Reading closely to identify, analyze, and discuss vocabulary in context, main ideas, supporting details, patterns of organization/relationships, inferences, purpose, and tone
- Applying close reading discoveries to writing summaries and responses

**Ethical and Professional: “Students understand the importance of dependability, perseverance, integrity and accountability for their choices and actions”**

- Attendance: Students must notify a Navigator, by email, if they are going to miss class. If a student misses three classes they must meet with a Navigator to establish a plan of action before returning to class. This class relies heavily on in-class participation. Your attendance is critical to how well you learn the content of this course.
- Progress Reports: Students will receive a progress report at the mid-term of the semester. At this point, navigators, instructors and students will review how students are exhibiting the ability to manage their time and accept the direction of both the Navigator and Instructor.

**Quantitative Reasoning: “Students demonstrate mathematical reasoning skills; they use quantitative analytical skills to evaluate and process numerical data.”**

- Course Description: Students will improve their skills with vocabulary, operations, calculations, and applications of whole numbers, fractions, decimals, and percent.

**4. Process (Do)**

Students are recruited and enrolled into the Learning Collaboration primarily through the offices of Assessment and Advising. A referral process using an online submission form allows students to request an appointment with a Navigator immediately after taking their Accuplacer. Advisors also use the online submission form when working with students who are questioning how to address



their developmental education issues. The Learning Collaborative program offerings are based on the RRCC academic calendar. Every Math and English course has a CRN number with a start and finish date. Students are formally enrolled through the Admissions office.

Two formal evaluation tools are used in assessing student progress:

- Pre and Post Accuplacer scores which determine student admission to credit-bearing English and Math courses
  - Students complete pre-Accuplacer prior to admission to the Learning Collaborative. The final week of class, students complete a post-Accuplacer to determine if they have developed the necessary skill sets to enter a CCR or Math course
- Pre and Post TABE (Total Adult Basic Education) batteries which determine academic grade level and assist in predicting length of time a student will need to reach RRCC 0 level courses
  - Pre TABE is administered the second day of class. Post TABE is administered prior to the post Accuplacer\*
  - \*After the Post TABE, students may opt to continue with the Learning Collaborative for another semester if they need additional skill building

## 5. **Results (Check)**

Evaluation is vital to the program and both qualitative and quantitative data is scrutinized every semester. This enables The Learning Collaborative faculty and staff to examine and refine policies, procedures and content delivery to determine how to better serve students.

### Qualitative

The MOU is implemented and assessed by:

- Maintaining and expanding the Partnership between Red Rocks Community College and the Learning Source
- Inculcating the Learning Collaborative within the language and culture of Red Rocks Community College and The Learning Source
- Deepening the partnerships between Instructional Services, Tutoring and Accessibility Services
- Navigating and assisting students with individual action plans that incorporate the 4 Quadrants of student success.

Quantitative

July 2014 through August	Total transitioned	Fall 2015 enrolled
Total English Enrolled 39	CCR 092/Studio: 25	English: 13 Data available: 12-15
Total Math Enrolled: 104	Total transitioned to MAT050/107: 63	Math: 48 Data available: 12-15

*Unduplicated Headcount  
Learning Cooperative Classes*

*Total Number*

Summer 2014	15
Fall 2014	38
Spring 2015	62
Summer 2015	15
Fall 2015	70
Unduplicated - All Terms	167

	<i>Number</i>	<i>Took One or More RRCC Dev Ed Classes</i>	
Summer 2014	15	----	
Fall 2014	38	24	
Spring 2015	62	30	
Summer 2015	15	9	
Fall 2015	----	34	
Unduplicated - All Terms	108	83	76.9%

This success rate is all the more remarkable when the Pre-test administration scores of the Test of Adult Basic Education (TABE) are considered. The median Fall 2015 score for English was 5.3 years with a high of 9.5 years and a low of 1.6 years. The median Fall 2015 score for math was 5.8 years with a high of 10.3 years and a low of 1.4 years. In short, although all students had a high school diploma, both the median English and math levels for entering students were fifth grade.

The percentage of students with disabilities in Fall 2015 LC classes is running as high as 75%. This emphasizes that these students have multiple challenges, not just academic. If we are going to successfully continue to expand the number going into college-level developmental classes, it will take increased resources. This is particularly so to meet the support needs of these students.

## 6. **Improvement (Act)**

Working with Instructional Services to identify students with numeracy and literacy deficits who may currently be enrolled in and struggling with an 0 level Math or CCR course. Identifying students who have failed or withdrawn from an 0 level course and may need the Learning Collaborative before re-enrolling.

## PROGRAM – CONNECT 24

### 1. **Program Overview (Plan)**

**Connect 24** is a collaboration between the RRCC Financial Aid Office and the RRCC Academic Advising Office whereby students who have attempted between 24 and 26 credits are invited to consult with a representative from each department to discuss where they are in their academic goal and to discuss possible financial resources to accomplish their goal.

#### ***Alignment to AQIP Systems Portfolio***

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory Two: Retention, Persistence, and Completion

2P2: Retention, Persistence, and Completion focus on the approach to collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

- Determining targets for student retention, persistence, and completion
- Analyzing information on student retention, persistence, and completion
- Selecting tools/methods/instruments to assess retention, persistence, and completion

### 2. **Assessment Question(s) and/or Goal(s) of Assessment Activity**

The desired outcome for the **Connect 24** initiative is to raise awareness of the importance of academic and financial aid advising to enable students to meet their academic goals as quickly as possible without incurring excessive student loan debt.

### 3. Common Learning Outcome(s) Addressed

#### **An RRCC graduate is a Critical Thinker:**

Students explore and evaluate degrees along with career possibilities. They strategize on the order in which they might take required classes. They consider how their personal lives will intersect with their academic goals to ensure that they will be successful in each. They determine the implications of and consequences of their decisions.

#### **An RRCC graduate is Technologically Literate:**

Students work closely with the Academic Advisor to ensure that they are using technology to register for appropriate classes and in the case of finding it necessary to drop or withdraw, they are able to do so correctly. They learn to use Degree Works to plan their course schedules over the next semesters and also stay in touch with their student loan servicer to ensure that their demographic information is current. They learn to complete a scholarship application online and learn to use The Rock to determine their financial aid status.

#### **An RRCC graduate is an Effective Communicator:**

Students communicate with Academic and Financial Aid Advising during the visit that they schedule. They use writing skills to document the conversation so as to be able to enroll in correct classes future semesters.

#### **An RRCC graduate is Ethical and Professional:**

Students learn the significance of taking responsibility for their academic and financial decisions. They gain knowledge that assists them with being self-reliant as adults once they are in the workforce and have their own families. They collaborate with the Academic and Financial Aid advisors on how they will continue to gain the information that they need until they graduate from college.

#### **An RRCC graduate uses Quantitative Reasoning:**

Working with the Academic Advisor, students plan the number of credits that they will need to complete their degrees and map out the number that they will take each semester. They make decisions on coursework required in the case of transfer plans so that they avoid making costly mistakes that impact them later. They calculate their current and future grade point average based on grades already earned and expectations of future grades. Students also calculate, based on their financial budgets whether or not to take out additional loans, what they might owe as determined by financial resources available to them, and what their expected salaries might be based on their careers.

#### **An RRCC graduate is Information Literate:**

They learn where they might find additional information that can enhance what they have already gained. Students use the information that they learn during the meetings to make decisions that will impact their futures.

**4. Process (Do)**

The Connect 24 initiative is a collaboration that began in Fall 2013. A cohort of students who have **attempted between 24 and 26 credits** up through their most recent semester is obtained through COGNOS. The students are invited by letter and email to participate in a one-on-one consultation with advisors from both Academic Advising and Financial Aid. The purpose of the Academic Advising meeting is to review the student’s academic degree plan, to discuss with them how close they might be to earning a certificate or degree, to explore the transferability of their courses, and to discuss their career path. The Financial Aid Advising meeting focuses on exploring available resources (especially scholarships) for paying for the remainder of their certificate or degree, informing them of federal limitations on the Pell Grant and student loans, and matching the remaining time left to accomplish their academic plans with the funding available to them.

The project is conducted in the fall and spring semesters, approximately 30 days before registration opens for the next semester (approx Oct 1 for the spring and approx March 1 for the fall). From the list obtained in COGNOS, alert flags are entered into SARS so that when the students come in for academic advising or financial aid advising, the advisor is aware that the student was on the Connect 24 Finish list. A contact sheet is completed by whichever office the student visits first and then given to the other office when the student moves to the next advisor. The items discussed are logged on the contact sheet, which is then returned by the advisor to the Financial Aid Office for logging onto a spreadsheet.

**5. Results (Check)**

Semester	Invited to participate in Connect 24	Participated in Connect 24	Met with Advising	Met with Financial Aid	Average Credits Attempted of participants	Average Credits Earned of participants	Number that participated in connect 24 and Updated their Major
Spring 2014	286	17 – 5.94%	3 – 1.05%	3 – 1.05%	24.9	21.0	
Fall 2014	271	18 – 6.64%	13 - 4.80%	18 - 6.64%	33.9	27.9	

Spring 2015							
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Semester	Participated in Connect 24 and were retained next semester	Did not participate in Connect 24 and were retained next semester	Participated in Connect 24 and were retained for two semesters	Did not participate in Connect 24 and were retained for two semesters			
Spring 2014	15 / 17 = 84.24%	140 / 258 = 54.26%	11 / 17 = 64.71%	110 / 258 = 42.64%			
Fall 2014	16 / 18 – 88.89%	160 / 252 - 63.49%	11 / 18 – 61.11%	115 / 252 - 45.63%			
Spring 2015							

**6. Improvement (Act)**

It certainly looks like the program is successful in helping retain students but is this correlation or causation? In other words are these students just more on top of things in general. By comparing average GPAs of those that participated in Connect 24 v. those that didn't we will start to have some insight into this.

**Recommendations**

- Find a way to get more students to participate (it looks like a good thing). Call, email, require, place registration hold?
- Use the information gleaned from this assessment in marketing/invitations for the program (i.e. students that participated in Connect 24 in Fall 2014 continued at RRCC at a 25% higher rate than those that did not participate in Connect 24).
- Create a qualitative questionnaire to be completed post interview to see how knowledgeable the student was about the information discussed before coming in and after coming in. And also to measure if the student felt more or less prepared after coming in. Do they feel that we helped them plan more effectively?
- Based on our conversations, part of the Connect 24 was to encourage students to apply for scholarships. I recommend collaboration with the foundation to identify program participants that applied for/ were awarded scholarships. (Again, use this information in the promotion of the program. i.e. student that participated in Connect 24 are x% more likely to apply for and be awarded a scholarship).

- Use information regarding the number of students that have attempted 12-15 credits and the majors that they are in to inform program resources needed (i.e. staff time/ program knowledge required, promotional materials needed, if it is feasible to require, etc.)
- Effective with the spring semester (201630), change the cohorts to capture students at the 15 and 30 attempted instead of 24. We may change the name of the project since we will no longer use 24 as our benchmark, but we can discuss that later. We will continue to make this initiative voluntary only because of staffing concerns and technology challenges of making it mandatory.
- Time notifications so that they match a few days previous to when the schedule comes out for the fall and spring semesters. Fall notifications would be sent approximately Oct 10 and spring notifications would be sent approximately March 10.
- Include in the notifications a phrase letting them know that they will be eligible for “early registration” if they participate in the initiative.
- Continue to enter alerts in SARS so that we capture students who show up without specifically coming for this initiative.

## PROGRAM – 45 TO FINISH

### 1. Program Overview (Plan)

45 to Finish in a collaboration between the RRCC Financial Aid Office and the RRCC Academic Advising Office. Students who have earned 45 credits are offered an opportunity to have a degree evaluation completed by Academic Advising and then encouraged to visit with a Financial Aid advisor to discuss what remaining financial aid is available to them to complete their degree. Transfer planning is conducted by both departments for those students who indicate that transferring to a 4 year school is in their future.

#### ***Alignment to AQIP Systems Portfolio***

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory Two: Retention, Persistence, and Completion

2P2: Retention, Persistence, and Completion focus on the approach to collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

- Determining targets for student retention, persistence, and completion
- Analyzing information on student retention, persistence, and completion

- Selecting tools/methods/instruments to assess retention, persistence, and completion

## 2. Assessment Question(s) and/or Goal(s) of Assessment Activity

The desired outcomes for the 45 to Finish initiative are to assist students in evaluating what they have accomplished so far, what classes they lack to complete their degrees, ensuring that they apply for and receive any certificates for which they are eligible, and if they have student loan debt, that they gain an understanding of their rights and responsibilities with regard to student loan repayment.

## 3. Common Learning Outcome(s) Addressed

### **An RRCC graduate is a Critical Thinker:**

Students strategize with knowledgeable advisors on what they need to complete in order to meet their academic goals. They engage in informed planning with regard to their degree requirements. Students define problems that could prevent them from completing. They explore class options available to them (such as online versus online, weekend versus week-day versus evening, hybrid versus standard classes, etc).

### **An RRCC graduate is Technologically Literate:**

Students email Academic Advising to request that the degree evaluation be completed. They learn to use Degree Works to enable them to determine what classes are still needed. They participate in most classes via D2L. They learn through repetition how to register for classes, are advised of drop and withdrawal dates, and access the portal to view their grades and financial aid status. Additionally they become familiar with federal databases where they can research their loan debt, their servicers, and loan repayment plans.

### **An RRCC graduate is an Effective Communicator:**

Students demonstrate the ability to communicate with professionals in the Academic and Financial Aid Advising Offices during the meeting that they attend. They discuss with the advisors what their interests and goals are and construct a plan for their academic success.

### **An RRCC graduate uses Quantitative Reasoning:**

Students who participate in this initiative use quantitative reasoning to compute the number of credits needed to complete their degrees. They are able to calculate and predict their approximate grade point average based on their expected final grades. They are advised of remaining student loan and Federal Pell Grant eligibility remaining in order to determine whether or not they will have sufficient funds to transfer to a 4 year school.

### **An RRCC graduate is Information Literate:**



Students learn how their eventual degree will likely impact their future earnings potential. They are able to access the RRCC portal to be knowledgeable on their total student loan debt, their academic program, and their current financial aid status. They are provided with valuable financial literacy information along with links to resources that will benefit them throughout their lives.

#### 4. **Process (Do)**

45 to Finish is an initiative that was first implemented Spring 2013 by the Academic Advising Office and was called Commit to Complete. In Spring 2014, the Financial Aid Advising Office joined the initiative and the name was changed to 45 to Finish. A cohort of students who have earned 45 credits is obtained through a data tool, called COGNOS. The students are notified by letter and email that they might be close to meeting their educational goal. It is also suggested that in some cases the students may have already completed a certificate that they are not even aware of. They are invited to contact the Academic Advising team for assistance with completion of a degree evaluation which will result in a follow-up contact by Academic Advising to discuss their progress. They are advised that it is important to plan ahead to avoid wasting time and money on classes not required for their degrees, that it is essential that they apply for graduation on a timely basis, and that they complete what they start in order to increase their earning power in the job market. They are also invited to contact the Financial Aid Team to discuss any remaining eligibility that they might have for the Federal Pell Grant and student loans, along with introducing scholarships that might be available. Emphasis on student loan repayment, understanding repayment options, awareness of who their student loan servicer is, and learning when their first payment is due following graduation are critical pieces of information shared with the student loan borrowers who respond.

The project is conducted in the fall and spring semesters, approximately 30 days before registration opens for the next semester (approx Oct 1 for the spring and approx March 1 for the fall). From the list obtained in COGNOS, alert flags are entered into SARS so that when the students come in for academic advising or financial aid advising, the advisor is aware that the student was on the 45 to Finish list. A contact sheet is completed by whichever office the student visits first and then given to the other office when the student moves to the next advisor. The items discussed are logged on the contact sheet, which is then returned by the advisor to the Financial Aid Office for logging onto a spreadsheet.

**5. Results (Check)**

Semester	Invited to participate in 45 to Finish (letter and email)	Participated in 45 to Finish	% Participated in 45 to Finish	# of online degree audits requested
Fall 2013	407	53	13%	24
Spring 2014	284	14	5%	49
Fall 2014	216	19	8.7%	8
*Spring 2015	*380	5	1.3%	29

***\* invitation not sent due to transition in staff, resulting in a lower number and percentage of students that would have been invited coming in to see an advisor and a lower number of degree audits requested.***

**6. Improvement (Act)**

- Due to variation in the number of students from semester to semester; work with Institutional Research office to verify the accuracy of the lists of students that have earned 45 credits or more (correct doing forward if necessary). Number of students should be larger than the number of students graduating with a degree each semester.
- Code students on SPACMNT in Banner field prior to the comments section begging Spring 2016 in order to pull data from Banner relating to this initiative.
- Send invitation earlier, right after grades are posted for the prior semester.
- Increase the number of touch points/ notifications about the program students receive
  - Add two additional contact/reminders to engage this group of students.
- Re-emphasize to staff that students should be accompanied over to the 2<sup>nd</sup> department to ensure that they will finish the process and speak with both departments. Have staff take responsibility for carrying the form over with the student instead of giving them the form and asking them to visit the 2<sup>nd</sup> department. If students decide they don't want to visit the 2<sup>nd</sup> department, nothing prevents them from leaving and taking the form with them, which causes us to lose data needed to track success of our initiative.
- To the notifications, add wording about the availability of the Career Services Area to encourage students to talk to staff about career planning.
- To the notifications, add wording about the importance of speaking to Academic Advisors about transfer plans and to Financial Aid Advisors about transfer scholarship opportunities.

- Financial Aid will compose a separate letter for this cohort to emphasize the importance of discussing remaining financial aid eligibility to complete their program and/or to cover remaining 2 years at a 4 year school. The letter will include valuable loan repayment information, financial literacy tips, and other scholarship resources. FA will send the notifications at the same time that the first notification is sent by the Academic Advising Office.

## PROGRAM – SUMMER BRIDGE: HISPANIC ORIENTATION AND LEADERSHIP ACADEMY (HOLA)

### 1. Program Overview (Plan)

This one-day event is for those Latino/a students who have shown great promise and could benefit from more information about higher education. HOLA will provide you with the skills and resources you need to start thinking about attending college. The program will include leadership activities, workshops with college representatives, a chance to explore careers and areas of study, and talk to current students.

#### *Alignment to AQIP Systems Portfolio*

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory One: Current and Prospective Student Needs

2P1: Current and Prospective Student Need focuses on determining, understanding, and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

- Identifying key student groups
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g. seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Communicating the availability of non-academic support services (3.D.2)
- Assessing the degree to which student needs are met

### 2. Assessment Question(s) and/or Goal(s) of Assessment Activity

Do students that participate in a summer bridge activity have higher retention rates and/ or GPA's?

**3. Common Learning Outcome(s) Addressed**

Critical Thinker	
Technologically Literate	
Effective Communicator	
Globally Aware (understands and respects Diversity)	X
Ethical and Professional	
Quantitative Reasoning	
Information Literate	X

**4. Process (Do)**

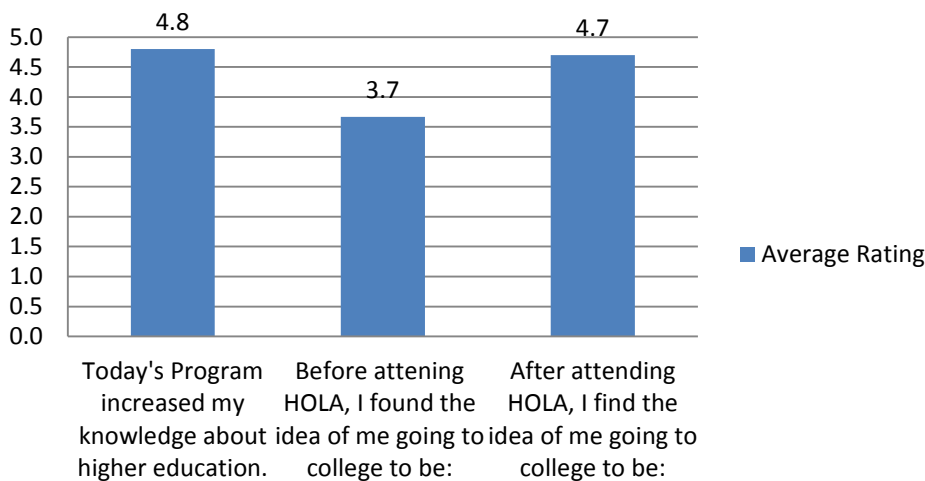
Planning for this event happened very quickly as the person running it was hired in May and the event was held on June 20, 2014. Invites were focused primarily to high school counselors to identify students to attend the one day Hispanic Orientation and Leadership Academy. Topics for the day consisted of a Leadership Style Activity, Career Exploration, the College Application Process, Financial Aid and Scholarships, an activity and a keynote speaker. The keynote speaker was Ms. Waddell, Market President for First Bank.

**5. Results (Check)**

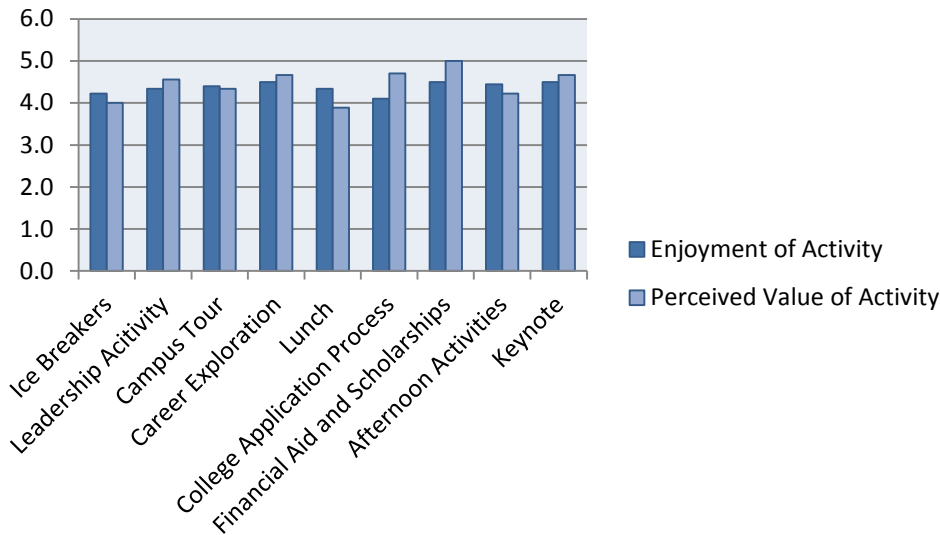
Event RSVPs = 18 students

Event Participants = 10 students, 4 parents

**HOLA Evaluation Data**



### HOLA Evaluation Data



#### 6. Improvement (Act)

There are two main areas of improvement suggested for the HOLA program. The first strategy will be to have a more formalized recruitment plan. In the inaugural year the RRCC recruiters had reached out to the high school counselors in our service area to promote the program. In the future, we would suggest reaching out to them sooner in order to provide more time for them to talk to potential students and hopefully engage more participants.

For the Summer Bridge program in the summer of 2015 we expanded the population to all first-time, first-generation college students. We primarily recruited to students that had applied to RRCC for the fall 2015 semester. This resulted in increased attendance to (102 registered, 86 attended). For future summer bridge programs it is recommended to advertise the program to both high school counselors in the area and to RRCC applicants and keep the focus of first-time, first-generation students.

The second area of improvement is programmatic. The program for the day was well-received with both high levels of enjoyment and perceived value reported by participants. In the future it would make sense to include more practical skills or guidance, such as filling out a sample application or getting a start on collecting information for the FAFSA. It is recommended to expand the program from a long one day program to a shorter multiple day program in order to spread out and add new content. It is also recommended to explore options to offer a program for non-traditional age students.

**PROGRAM – COMMUNICATION TO COLLEGE APPLICANTS**

**1. Program Overview (Plan)**

Develop and implement a communication schedule to applicants in order to increase awareness and knowledge of the steps to become a student.

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- Identifying key student groups
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Deploying non-academic support services to help students be successful (3.D.2)
- Communicating the availability of non-academic support services (3.D.2)
- Assessing the degree to which student needs are met

**2. Assessment Question(s) and/or Goal(s) of Assessment Activity**

The goal is to increase the percentage of applicants that enroll in courses at RRCC.

**3. Common Learning Outcome(s) Addressed**

Critical Thinker	
Technologically Literate	
Effective Communicator	
Globally Aware (understands and respects Diversity)	
Ethical and Professional	
Quantitative Reasoning	
Information Literate	X

**4. Process (Do)**

Developed and implemented an applicant calling campaign for spring 2014.

- a. An automated call to applicants that had not enrolled was conducted in October, November, December, and January. In person follow-up calls were conducted if indicated they would like help through the registration process.

## 5. **Results (Check)**

The applied to enrolled ratio increased from 52.4% in spring 2013 to 61.0% in spring 2014.

## 6. **Improvement (Act)**

- Continued calling campaign for summer and fall semesters
- Developed an email campaign and sent to new applicants each week during the open application period for Fall 2015 that communicated the steps to enrollment.
  - This email should be automated utilizing the new Recruiter CRM.
- A comprehensive communication campaign should be developed utilizing the new Recruiter CRM to help and remind applicants of the steps they need to take in order to enroll. This could be broken down into smaller detailed components for each step so it does not seem so overwhelming and scheduled on a drip campaign.

## PROGRAM – INAGURAL STUDENT HEALTH CLINIC

### 1. Program Overview (Plan)

- a. Creation of a Student Health Clinic at Lakewood RRCC
- b. Requested by students, approved by majority vote, passed with implementation of student fees

#### *Alignment to AQIP Systems Portfolio*

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory One: Current and Prospective Student Needs

2P1: Determine, understand, and meet the non-academic needs of current and prospective students

### 2. Assessment Questions and/or goals of Assessment Activity

- a. Students need access to healthcare services
  - i. Students researched number of students without insurance in 2012 and found that ~30% of our FTE were uninsured, and ~30% were underinsured
- b. Access to health care will help students stay in class by preventing or treating illness and aiding in completion of courses and assignments
- c. SHC can provide physicals for signature for health program classes so that students may participate in clinical rotations

### 3. Common Learning Outcomes Addressed

- a. Critical Thinker: prioritizing need (miss class vs. schedule appointment)
- b. Effective communicator: students must schedule appointments and articulate need
- c. Globally Aware and respects Diversity: aware of the impact that their actions have on others when they fail to complete an appointment
- d. Ethical and Professional: students are taught to show up on time (accountability), interact with medical providers appropriately(collaborate with others), complete required follow up visits (be dependable, accept supervision and direction)
- e. Quantitative Reasoning: time management (math trends to develop informed opinions), cost of vaccines/labs, use of insurance vs. self-pay (demonstrate mathematical reasoning skills)
- f. Information Literate: students are taught about personal health and learn to follow advice/directions from health staff or chose to make their own decisions, given HIPPA, Privacy policy, no show policy, responsibility to pay policy (they can evaluate information and its sources critically, understand economic, legal, social issues surrounding use of information, etc.)



**4. Process (Do)**

- a. SHC staff carry out all daily responsibilities of a full functioning family practice medical clinic
- b. Service includes vaccinations, physicals for signature, lab draws, and many others

**5. Results (Check)**

- a. Total Clinic Visits in:
  - i. FY13: 1,430      Approximate % utilization by FTE = 7.67%
  - ii. FY14: 1,750
  - iii. FY15: 1,560
- b. Physicals for Signature (all health programs, change through challenge class, and misc such as camp physicals or physicals for foster care):
  - i. FY13: 13% of all patient visits
  - ii. FY14: 12%
  - iii. FY15: 14%
- c. No access of SHC to online and non-fee paying students during initial fiscal year of FY13

**6. Improvement (Act)**

- a. Additional staff added to meet needs of the busy clinic: added a PT physician assistant, a PT clerical assistant, and created an office for the FT Behavioral Health counselor
- b. Provided vaccinations and health program physicals for signature for health program students which allows them to participate in the clinical aspects of their programs.
- c. Was able to approve an "opt-in" service for non-fee paying students for them to be able to access the student health clinic

## PROGRAM – ARVADA HEALTH AND SCIENCES CAMPUS STUDENT HEALTH CLINIC

### 1. Program Overview

- a. Creation of a second clinic to meet the non-academic needs of the health program students who will be located at the Arvada campus

#### *Alignment to AQIP Systems Portfolio*

Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory One: Current and Prospective Student Needs

2P1: Determine, understand, and meet the non-academic needs of current and prospective students

### 2. Assessment Questions and/or goals of Assessment Activity

- a. Identifying key student groups: As most of the health programs re-locate to Arvada, it was determined that a health clinic was essential to the success of these students

### 3. Common Learning Outcomes Addressed

- a. Critical Thinker: prioritizing need (miss class vs. schedule appointment)
- b. Effective communicator: students must schedule appointments and articulate need
- c. Globally Aware and respects Diversity: aware of the impact that their actions have on others when they fail to complete an appointment
- d. Ethical and Professional: students are taught to show up on time (accountability), interact with medical providers appropriately(collaborate with others), complete required follow up visits (be dependable, accept supervision and direction)
- e. Quantitative Reasoning: time management (math trends to develop informed opinions), cost of vaccines/labs, use of insurance vs. self-pay (demonstrate mathematical reasoning skills)
- f. Information Literate: students are taught about personal health and learn to follow advice/directions from health staff or chose to make their own decisions, given HIPPA, Privacy policy, no show policy, responsibility to pay policy (they can evaluate information and its sources critically, understand economic, legal, social issues surrounding use of information, etc.)

### 4. Process (Do)

- a. The Director of Student health presented data (see below) to the Arvada campus expansion committee to press the need that student will have for a clinic

**5. Results (Check)**

- a. Physicals for Signature: Required by all health programs at RRCC. Numbers are percentage of total visits in the clinic for each fiscal year
  - i. FY13: 13%
  - ii. FY14: 12%
  - iii. FY15: 14%
- b. Clinic Visits by Health Program Students: Data Collected and Analyzed for FY14

Total # of Physicals for Signature in FY14 = 205

Total Vaccination / Tb Tests visits in FY14 = 680

**= 858 Health Program Visits**

Absolute Total # of patient clinic visits in FY14 = 1750

% of visits Utilized by health program students =  $885 / 1750 = 50.6\%$

**% of visits Utilized by Health Program Students in FY14 = 50.6%**

- c. Clinic Visits for Vaccinations: Predominant utilization by health program students

**Vaccination Clinic Visits: FY 14 (July 2013 through June 2014)**

Vaccine Type	# Administered	Translation to # of Clinic Visits
Energix- Hepatitis B	50 shots	50 visits
Boostrix- Tdap	50 shots	50 visits
Flu	200 shots	200 visits
Tb Tests	190 placed and read	380 visits
	<b>Total Visits =</b>	680 visits

Total clinic visits in FY14 = 1750

% of patients receiving vaccinations =  $680/1750 \times 100 = 38.9\%$

**38.9% of total clinic visits are for Vaccines and Tb tests**

**6. Improvement (Act):**

- a. Due to the data presented above, it was agreed that a second health clinic was needed at the new campus.
- b. A Health clinic is on the architectural plans for the Arvada Health and Science Campus
- c. Current activities in preparation for the second clinic include budget management and purchasing an electronic medical records system for the two clinic.
- d. This will allow us to meet the non-academic needs of our students by providing health services at both campuses.

## PROGRAM – ANNUAL LUNA FEST CHARITY EVENT

### 1. Program Overview

- a. The RRCC Foundation and the Student Health Clinic partner with Luna Bars and the Luna Fest short film series to put on an annual event for promotion of women's health needs.
- b. Girls on the Run (Denver Chapter) is also a partner and beneficiary of this event.
- c. The RRCC Student Health Clinic receives 45% of the total donations from the event (LunaBars breast cancer fund receives 10% and Girls on the Run receive 45%). All of the money donated to the SHC goes directly to the cost of laboratory work for female well woman exams.

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Subcategory One: Current and Prospective Student Needs

2P1: Determine, understand, and meet the non-academic needs of current and prospective students

### 2. Assessment Questions and/or goals of Assessment Activity

- a. Identifying key student groups: access to healthcare insurance remains difficult for some despite the Affordable Care Act. We identified female patients as those with the greatest need for financial assistance for medical tests due to the frequency of and expense incurred by well woman exams
- b. Deploying non-academic support services to help students be successful: female students who receive aid from this program will have the peace of mind that their annual health care visit is taken care of financially and will therefore be more able to focus on school and the completion of their classes and programs

### 3. Common Learning Outcomes Addressed

- a. Critical Thinker: prioritizing need (miss class vs. schedule appointment)
- b. Effective communicator: students must schedule appointments and articulate need
- c. Globally Aware and respects Diversity: aware of the impact that their actions have on others when they fail to complete an appointment
- d. Ethical and Professional: students are taught to show up on time (accountability), interact with medical providers appropriately(collaborate with others), complete required follow up visits (be dependable, accept supervision and direction)

- e. Quantitative Reasoning: time management (math trends to develop informed opinions), cost of vaccines/labs, use of insurance vs. self-pay (demonstrate mathematical reasoning skills)
- f. Information Literate: students are taught about personal health and learn to follow advice/directions from health staff or chose to make their own decisions, given HIPPA, Privacy policy, no show policy, responsibility to pay policy (they can evaluate information and its sources critically, understand economic, legal, social issues surrounding use of information, etc.)

#### **4. Process (Do)**

- a. Funds collected through the RRCC Foundation
- b. Special client (RRCC) billing created by collaborating with CLS (CO laboratory system) in order to get low prices for a variety of labs and pathology needed for well woman care

#### **5. Results (Check)**

- a. Special pricing for: PAP smear, Sexually transmitted illnesses, and general health check up (blood counts, thyroid, cholesterol, basic and comprehensive panels)
- b. We are tracking the number of patients who are offered to use the charity funds (must be uninsured, must be a genetic female, must not have had a well woman check up in 2-3 years depending on age (according to national guidelines)).
- c. We are tracking the number of each lab test ordered.
- d. These funds started being utilized in Sept 2015, so data collection is still in process and has yet to be analyzed.

#### **6. Improvement (Act)**

- a. Annual event will continue to occur every spring
- b. Data will be analyzed to assure we are meeting the needs of students
- c. Will create appropriate programs or add testing if data shows that our student population has a greater need in different areas.

## PROGRAM – RRCC HEALTH COMMITTEE

### 1. Program Overview:

- a. Creation of a Health Committee to help interdepartmental and student collaboration regarding health programs on campus for students

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Category Two: Meeting Student and Other Key Stakeholder Needs

Subcategory One: Current and Prospective Student Needs

2P1: Determine, understand, and meet the non-academic needs of current and prospective students

### 2. Assessment Questions and/or goals of Assessment Activity

- a. Meeting changing student needs
- b. Communicating the availability of non-academic support services
- c. Selecting tools methods instruments to assess student needs
  - i. SH101 on going wellness needs assessment
- d. Assessing the degree to which student needs are met

### 3. Common Learning Outcomes Addressed

- a. Critical Thinker: prioritizing need (miss class vs. schedule appointment)
- b. Effective communicator: students must schedule appointments and articulate need
- c. Globally Aware and respects Diversity: aware of the impact that their actions have on others when they fail to complete an appointment
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