

Red Rocks Community College
Performance Report for 2012-13 Annual College Goals

June 21, 2013

Colorado Community College System Goal for Student Access

Goal: All Coloradans shall have access to comprehensive community college educational programs.

RRCC 2012-13 Annual Goal – Increase access to a Red Rocks education through the development of a call center as a point of first response that will make college enrollment easier and increase applicant registration.

To increase access we must respond effectively to student questions and obstacles to registration. To do this RRCC will establish its first call center to be a point of first response.

Based on CCCS Climate and Noel-Levitz survey data, we found that a major area for improvement is to reduce and eliminate student frustration with their inability to access people and to get their questions answered. The use of a call center throughout the year will eliminate the long list of calls to be returned and can be done so in a timely manner.

Indicators and Specific Measures

1. Collect needs assessment, student satisfaction data, and student feedback forms.
2. System analytics on number and length of contacts. There will be a 20% reduction in call-backs.

The implementation of the new Call Center took place this year through several important steps.

- Cross-training has occurred in Admissions, Cashiers Office, Advising and Financial Aid to help identify frequently asked questions and responses.
- New space at the Lakewood campus has been identified and has been painted and wired for the new VOIP phones. Furniture, computers, double monitors and phones have been ordered for the new space.
- Search committees have formed for both the Call Center Manager and the 2 Call Center Specialist positions and we hope to have all call center staff on board no later than July 1, 2013.
- RRCC has purchased IntelliResponse a very robust “frequently asked questions” software system which will be beneficial for both the call center staff as well as students to find answers to their questions. FRCC has this system and you can see what it is like from their home page – where it says “Ask FRCC”. Their call center calls have dropped over 40% since implementing IntelliResponse. This system has the functionality to produce reports on the types of questions students are asking as well as the numbers of questions being asked. We will be able to use this

information to tailor our answers or add new questions/answers as well as add some of these frequent questions/answers to the information in the mandatory new student orientation that goes live June 1, 2013.

- All involved departments have completed their flowcharts for the new VOIP phone programming that the system office is putting in place now. This is a **huge** task that we have marked off our list as we have identified all messages callers will hear as well as how calls are routed, etc. When the new phones are installed the flowcharts for the call center will be loaded and ready to go.

Systems analytics data will not be available until full implementation of the new Call Center in 2013-14. During the 2012 to 2013 academic year, the Division of Student Success collected student Feedback Forms to ascertain the quality of service and determine obstacles for students. Student feedback was asked in regard to all processes, including:

- Advising and Counseling
- Bookstore
- Cafeteria
- College Prep Zone
- Connect to Success Services
- Disability Services
- International Student Services
- Internship Services
- Registration
- Student Life
- Student Records
- Student Services
- Testing Center
- Tutoring
- Veterans Services.

Over 200 students gave feedback on one or more of these processes. Ninety-two percent rated overall service as excellent or very good. Areas of concern cited restroom accommodations, the availability of food service in the evening, and parking. Only one feedback form cited unreturned phone calls as an area of concern. This suggests that the installation of the new call center during 2012-2013 has already yielded positive results for customer service.

In conclusion, based on progress to date, this goal is well on the way to full accomplishment. Student feedback data suggests that it has already made strides in removing obstacles for RRCC students.

RRCC 2012-13 Annual Goal – Increase access to a Red Rocks education through the development of support programs to increase the financial viability of college, increase persistence, and lower default rates.

In 2012-2013, RRCC developed programs that assisted students who were struggling academically and already had a high level of debt. The Financial Aid Office and Connect to Success Services offered students a new program called “Boost Your Financial IQ.” The program was developed for students with high student loan debt who have had to appeal suspension of their aid due to failure to meet satisfactory academic progress standards. In addition, the *For Your Information (FYI)* Success Series also offered financial literacy modules for any student who could benefit.

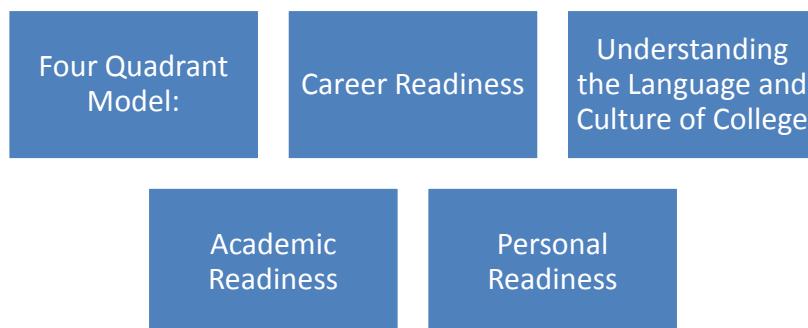
Indicators and Specific Measures

1. Default rate benchmarking comparing RRCC student default rates to Colorado and national benchmark data
2. Pre and post-test assessment of program outcomes with a 40% increase in scores
3. Tracking to determine whether at least 25% of the seminar participants were able to move off Warning status.

Among Colorado community colleges, Red Rocks Community College has the second lowest three-year cohort default rate (17.7%) and second lowest two-year cohort default rate (16.9%). The 2009 to 2010 three-year default rate has declined slightly (-1.3%) while the 2010 to 2011 two-year default rate increased by 5.3%. These rates are not surprising given major increases in both the number of students and the number of low-income students from the 2010-2011 academic year to the present.

Increased enrollment growth at RRCC, along with a turbulent economy, has increased the numbers of first generation, low income students, and students with disabilities. Another growing trend is the number of students who need developmental course work. These changes also reflect changes in the demographic composition of the RRCC service area. All the trends suggest that to maintain and improve our financial aid default rate, we must make efforts to intervene with financial aid recipients in academic distress, and to increase the financial literacy of all students before they experience problems.

The student workshop portion of this annual goal was based on the theoretical foundation of the 4 Quadrant Model of Post-Secondary Success developed by the National College Transition Network. The model is founded on a holistic view of prospective and current college students, examining how persistence and retention can be either diminished or increased based on strengths and weakness in each of the quadrants. Quadrant areas are:



The 2nd Quadrant of Student Success states that “Knowledge of the language and culture of college as well as an awareness of how departments and systems work together can increase student persistence and retention.” A lack of understanding about the relationship between financial aid and classroom work is a serious impediment toward certificate or degree completion.

Many students are unaware of the overall cost of attendance at Red Rocks, fail to budget their money during the semester and are ignorant of financial aid terms and conditions surrounding completion rates and grade point average. Consequently, they may find themselves on financial and academic probation with few strategies for extricating themselves from this situation.

Often, after they receive a letter stating they are now on financial aid probation or suspension, individuals engage in frantic efforts to “put a Band-Aid on the problem” with little regard for the long-term implications of falling further into debt and farther behind in their academic work. The collaboration between Financial Aid and Connect to Success Services staff aims at reversing this negative spiral that works against student persistence and achievement.

In the fall of 2012, a determination was made to work with students who had received a letter stating they were being placed on financial aid suspension. Reasons for suspension are two-fold: 1) a student’s GPA has fallen below 2.0 for 2 semesters; 2) the student has failed to successfully complete at least 67% of their attempted credit hours. In order to receive financial aid for the fall semester, individuals were required to submit an appeal stating what issues had caused them to be suspended and *more importantly, what was their plan for success?*

Warning letters were sent to 693 students at the end of fall semester 2012. Enclosed in the mailing was a list of the seminars with dates and times and students were strongly advised to attend. Although attendance at the seminars was not mandatory, students were told that if they failed to improve their financial and academic standing during the spring, a lack of attendance at the seminars would deter them from receiving further aid.

Connect to Success Services staff developed the presentations for the three topics addressed in the seminars. Each topic was offered twice on two different days and times to accommodate the needs of as many students as possible.

- Time Management (Held prior to the semester beginning so students could plan schedules);
- Boost Your Financial IQ
- Overcoming Obstacles & Meeting Challenges: Success Strategies for the College Journey

A total of eighty individuals attended these seminars in spring semester. Average learning gains for each of the seminars were as follows.

- Time Management
 - Pre-test = 3.0, Post-test = 4.6, Gain/loss = +1.6 (53%)
- Boost Your Financial IQ
 - Pre-test = 2.8, Post-test = 4.5, Gain/loss = +1.7 (61%)
- Overcoming Obstacles & Meeting Challenges: Success Strategies for the College Journey
 - Pre-test = 3.0, Post-test = 4.4, Gain/loss = +1.4 (47%)

Of the eighty participants, 29 (35.4%), had moved off Warning status by the close of Spring 2013. These students completed at least 67% of their course load with a GPA of 2.00 or higher.

Target learning outcomes for this Goal were exceeded. In the next academic year, long-term data tracking of overall student persistence of students who attend the seminars will also be used in combination with Academic Advising critical checkpoint methodology and continued checks on whether students attending the seminars were able to move off Warning status. This will enable RRCC to refine intervention strategies.

RRCC 2012-13 Annual Goal – Increase access to a Red Rocks education through a major review of the scheduling grid, class demand, and class availability to promote retention to goal completion.

To meet this annual goal we conducted a major review of class availability to increase accessibility for RRCC students, many of whom have multiple demands on their time and need more options for academic planning. Using the Ad Astra Strategic Scheduling Check-up we conducted a major review of our scheduling practices, our instructional capacity, and our historical course offerings with the goal of identifying opportunities for change that can impact enrollment behavior, the success rates of students, and the effective use of teaching resources.

Indicators and Specific Measures

1. Conduct a capacity management study of current use of academic instructional space and ways to optimize its use. The study will also suggest ways to accommodate enrollment growth and reduced space during maintenance and renovation.
2. Conduct a historical course analysis that compares enrollment in courses offered over several historical terms with seats and sections in a sample term. This study will enable RRCC to consider changes for more effective scheduling.
3. As the result of these reviews and analyses, class availability will increase for 20% of the RRCC student body.

The Strategic Scheduling Checkup had two parts.

- The **Capacity Management Study** provided findings that speak to current use of academic instructional space and makes recommendations that suggest ways to optimize its use. The study data supports process change and suggests opportunities for accommodating enrollment growth and reduced space during maintenance and renovation.
- The **Historical Course Analysis** compared enrollment in RRCC courses offered over several historical terms with seats and sections in a sample term, enabling RRCC to consider changes for more effective scheduling. This analysis provides data in support of informed decisions in building course schedules to reduce oversupply while balancing the need for efficiencies.

A number of key findings were generated from these studies. Two of the most critical from the historical analysis were:

- Excess Seats – 8,185 or 30.1 % of all seats offered (27,222 seats). This is the sum of seats offered but not needed based on historical demand of all courses in the dataset.

- Additional Seats Needed – 5,607 seats or 20.6% of all seats offered (27,222 seats). This is the sum of additional seats required to meet the historical demand.

These and other supporting findings in greater detail were presented to Department Chairs and Deans. Together, the Deans and Department Chairs then reviewed the data for Fall 2013 schedule decision making. The focus was on the Ad Astra course history analysis and finding ways to expand the 21% of seats required to meet historical demand while reducing or eliminating the number of sections identified in the analysis as excess seats. Deans and Department Chairs felt that this conversation was productive and lead to a deeper understanding of scheduling procedures and program needs. However, the true impact on scheduling will not be apparent until we conduct an analysis of the changes after census date in Fall, 2013.

Other Significant RRCC Accomplishments under this CCCS Goal area

- RRCC received legislative approval of the Physician Assistant's Program to grant a Master's Degree.
- The AQIP Project for the development of Multiculturalism established a new Center for Inclusion and Diversity.
- Faculty and staff engaged in the re-design of remediation curricula supported by holistic advising.
- The RRCC Foundation increased access for students through a variety of accomplishments.
 - The Foundation is on Track to raise over \$750,000 this year.
 - The Foundation awarded over 200 scholarships totaling \$325,000.
 - The Foundation Created and Implemented a Scholarship Recipient Orientation to introduce the recipients to the various Student Success Services available to them.
 - The Foundation awarded \$12,000 in Professional Development Grants to the Faculty and Staff.
 - The Foundation awarded \$5,000 in Mini-Grants to Faculty and Staff.
 - The Foundation awarded the Mike Leprino Family Endowed Teaching Chair to Wend Bird, Business Faculty.
 - The Foundation awarded the other two Teaching Chair Finalists, Berndt Savig – Art Faculty and Craig Faulhaber – Math Faculty, both \$2,500 Professional Development Awards for making to the final three Endowed Teaching Chair finalists.

Colorado Community College System Goals for Student Success

Goal 1: The demands of Colorado businesses and communities shall be met through the development of a highly skilled workforce.

RRCC 2012-13 Annual Goal – Support the development of a highly skilled workforce in the communities served by RRCC and for Colorado by establishing a new workforce development division at RRCC.

Over the past academic year RRCC consolidated several existing workforce development centers and departments to increase the scope and focus of workforce development as a coordinated, whole-college effort. The new division will respond to local workforce needs and develop and maintain relationships with the business sector of the college service area. The VP will be responsible for the designing, developing and coordinating workforce education in concert with Jefferson Economic Council, the Jefferson County Workforce Center, OSHA, and the Rocky Mountain Education Center (RMEC).

Indicators and Specific Measures

1. Establish new division as part of senior administrative team and in coordination with service area communities and organizations.
2. Using environmental scanning tools we will develop standard reports for RRCC programs that suggest potential overlaps and coordination between non-credit and credit programming.
3. Develop or expand at least two new partnership initiatives with business, industry, or community-based organizations.

The new Division of Workforce Development exceeded performance on these indicators through the following accomplishments.

- We have performed environmental scanning and developed new high demand, high wage programs in emerging industries.
 - OSHA oil and gas safety course completed, leadership course being developed
 - HVAC customized training
 - Soft skills customized training for business and industry (A-Game)
- We have developed new partnership initiatives with the following public and private entities.
 - Ingress Partners - Saudi Arabia
 - CDOT corporate training - Colorado
 - ORISE (Oak Ridge Associated Industries) - Tennessee
 - Secure Beginnings Michigan
 - Keene OSAH training Institute (region 1) - New Hampshire
 - RRCC joined Conifer Chamber
- We have expanded partnerships with the following public and private entities.
 - Formed Jefferson County Workforce Center/RRCC advisory Council
 - Magna Oil and Gas - Colorado
 - Staff on the board of the Jefferson County Business Resource Center
- We have conducted business and industry surveys on meeting employer demand. As a result, the following numbers of workers have been trained.
 - By June 30th, 302 workers will have been trained through the Colorado First and Industry Grants.
 - On-site noncredit training as of May 31: number of workers trained—1,353
 - Off-site noncredit training as of May 31: number of workers trained—1,182 (within the US)
- RISE (Red Rocks Institute for Sustainability in Education) developed IDEA courses designed for pre-engineering students to do hands on engineering and experiential learning activities.

Other Significant RRCC Accomplishments under this CCCS Goal area

- To advance connections with community stakeholders, Marketing and Communications organized and headed up committee to plan digital communications program for both campuses. Staff also researched campus needs, wrote an RFP, selected a vendor, and will deploy 12 new digital monitors over the summer. Communications will include events, deadlines and due dates, campus directory and maps, weather, and news feeds.
- Marketing also held a W-Line Light Rail station party to welcome and engage with our community. An estimated 30,000 people rode the rails that day. Those that visited RRCC met the fox mascot, listened to live music, received gift items, and one lucky visitor won a drawing for a free 3-credit class.
- Marketing generated weekly coverage in print and online press for RRCC news and features, including HVAC lab renovation, Water Quality expansion, student success stories, powwow, and grant awards.
- RRCC continued and expanded robust social media presence to engage current and prospective students. The results were increased Facebook and Twitter followers, and newly created Pinterest and Linked In media.
- Marketing designed and printed award-winning viewbook to recruit students, and hired a media relations firm to develop advertising schedule and campaigns with metrics that allowed us to track results of our campaigns.

Goal 2: Colorado students shall have seamless opportunities to transition from high school into college and from two-year institutions into four-year institutions.

RRCC 2012-13 Annual Goal – Provide high-quality, cutting-edge instruction and educational services through the development of a First-Year Experience for Red Rocks Students to increase success and persistence.

To increase retention rates we must also increase academic performance. Students who have the skills and knowledge to perform well academically are more likely to persist. We tested various modules that will compose the First Year Student Experience course to gauge the effect on student success and persistence. Additionally, RRCC also developed and tested an on-line orientation pilot for new and re-admit students.

Indicators and Specific Measures

1. Student satisfaction data collected through evaluation of individual modules.
2. Pre and post-test assessment of course outcomes with a 40% increase in scores.
3. Analysis of persistence for students in the *For Your Information (FYI)* Success Series compared to a control group of students who did not participate in FYI. Persistence rates will be 2% higher for target groups than for control groups

Connect to Success Services staff spearheaded the idea to pilot modules for the First Year Experience. It was presented this year to students as a series titled *For Your Information (FYI)* and had the following modules, satisfaction survey results, and learning score outcomes. Over 500 students (duplicated headcount) participated in the module deliveries. We will use the results from this evaluation of the FYI Success Series to guide the development of a First Year Experience course.

- Taming Time/Time Management
 - Pre-test = 2.7, Post-test = 4.6, Gain/loss = +1.9 (70%)
 - Students indicating that information was useful - Yes – 100%, No – 0%
- Note Taking and Smart Pens
 - Pre-test = 2.6, Post-test = 4.0, Gain/loss = +1.4 (54%)
 - Students indicating that information was useful - Yes – 100%, No – 0%
- Psychology of Money
 - Pre-test = 2.1, Post-test = 4.1, Gain/loss = +2.0 (95%)
 - Students indicating that information was useful - Yes – 92%, No -8%
- Money 101
 - Pre-test = 2.9, Post-test = 4.1, Gain/loss = +1.2 (41%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- College Technology 101
 - Pre-test = 2.8, Post-test = 4.2, Gain/loss = +1.4 (50%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Resume Critique
 - Pre-test = 2.5, Post-test = 5.0, Gain/loss = +2.5 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Academic Organization
 - Pre-test = 2.3, Post-test = 4.7, Gain/loss = +2.4 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Resume and Cover Letter Development and Critique
 - Pre-test = 2.9, Post-test = 4.2, Gain/loss = +1.3 (45%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Research Basics
 - Pre-test = 2.5, Post-test = 5.0, Gain/loss = +2.5 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Stress and the Student Brain
 - Pre-test = 2.1, Post-test = 4.5, Gain/loss = +2.4 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Learning Styles
 - Pre-test = 2.3, Post-test = 4.3, Gain/loss = +2.0 (87%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Identity Theft
 - Pre-test = 2.8, Post-test = 4.8, Gain/loss = +2.0 (71%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Dream Team (Campus Resource Utilization)
 - Pre-test = 1.0, Post-test = 4.5, Gain/loss = +3.5 (100%)

- Students indicating that information was useful - Yes – 100%, No -0%
- Test Anxiety
 - Pre-test = 2.5, Post-test = 4.7, Gain/loss = +2.2 (88%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Sleep and the Student Brain
 - Pre-test = 2.4, Post-test = 4.5, Gain/loss = +2.1 (88%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Getting the Job You Want
 - Pre-test = 2.7, Post-test = 4.4, Gain/loss = +1.7 (63%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Money Management
 - Pre-test = 2.5, Post-test = 5.0, Gain/loss = +2.5 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%
- Online Career Resources
 - Pre-test = 1.4, Post-test = 5.0, Gain/loss = +3.6 (100%)
 - Students indicating that information was useful - Yes – 100%, No -0%

For evaluation purposes, an unduplicated cohort of 462 students who participated in FYI during Fall 2012 was compared to 468 students similar to the FYI cohort, but who did not participate in the program. The control group was selected to correspond to the FYI group in terms of characteristics such as age and gender, type of classes taken, course loads, and stage of academic career at RRCC. There was a statistically significant difference ($p = .000$) between fall-to-spring retention for the two groups. The FYI participants group had a fall-to-spring retention rate of 78.0% compared to 68.7% for the control group.

In conclusion, the piloting modules for the eventual First Year Experience course and implementing the online orientation have been successfully developed and tested. Performance measures for this goal have been exceeded.

Other Significant RRCC Accomplishments under this CCCS Goal area

- The Office of High School Relations developed a Counselor in Residence program to better inform high school counselors about RRCC programs and admission processes, and familiarize them with the campus amenities and services. The goal is to send the counselors back to their respective high schools with extensive knowledge of RRCC to share with their students.
- RRCC surpassed 2011-12 concurrent enrollment levels by growing 15% to over 1,200 students.
- The RRCC website was updated to enhance College Bound recruitment, Concurrent Enrollment and Campus Tours/Information Sessions.
- RRCC faculty and staff attended dozens of educational fairs and conducted over 100 high school and middle school visits.
- RRCC faculty and staff attended community events and fairs, which have been beneficial to parents seeking information for their children, employers/employees looking to build skills, 50+ population, and Hispanic demographic.
- The RRCC Marketing Office developed materials that are specific to demographics of incoming freshman, non-traditional students, and admission checklist for new students.

Goal 3: Colorado students shall have the opportunity to succeed through high quality, cutting-edge instruction and educational services.

RRCC 2012-13 Annual Goal – Increase Student Success through Effective Instructional Delivery Formats and Student Support Services

For the 2012-2013 annual college goals, we placed emphasis on understanding what is most effective to increase Red Rocks student success, particularly in regard to those formats and services that would help students make critical transitions. The evaluation of this goal will also help us understand how to improve student retention and persistence to graduation.

The CCCS Strategic Plan defines the following Key Performance Measures. Red Rocks Community College has performed quite well on all of these key metrics.

- The RRCC IPEDS retention rate increased from 54% to 57% from last year. The graduation rate also increased slightly from 23% to 24%.
- RRCC has seen a 48.23% increase in resident student FTE enrollment between Fall 2006 and Fall 2012 compared to 0.73% increase in service area population.
- RRCC has increased the percent share of fall semester resident students relative to the RRCC service area population from 1.61% to 2.20%.
- RRCC increased minority enrollment 60.8% between Fall 2006 and Fall 2012 compared to a 13.74% increase in minority enrollment in the service area.
- RRCC has increased the percent share of fall semester resident minority students relative to the RRCC service area population between Fall 2006 and Fall 2012 from 1.75% to 2.34%.
- The number of RRCC students who transfer to four-year colleges and universities has increased by 41.91% compared to a 7.53% increase in Public Four-Year Resident Student FTE Enrollment.
- The RRCC developmental successful completion rate ("C" grade or better) for developmental mathematics was 70.1%, for developmental English 73.8%, and for Reading 76.7%. This rate placed RRCC at or better than half of a national group of community colleges participating in the National Community College Benchmarking Project. While this could be improved, it indicates that we have established a solid foundation to improve student success.
- Of the developmental students who successfully completed the developmental sequence, and went on to college level work in mathematics and English at RRCC, 83.1% successfully completed college-level mathematics ("C" grade or better) and 89.6% successfully completed college-level English ("C" grade or better). Based on the National Community College Benchmarking Project, this placed RRCC as doing better than two-thirds of national group of community colleges in mathematics, and better than 86% of the national group of community colleges in English.

To evaluate this goal area we conducted evaluation studies on specific instructional delivery formats, supplemental instruction, and support services to see if these had a positive effect on student success. We examined the following areas:

1. Learning communities combining developmental courses and mainstream courses;
2. Tutorial services, including students receiving help from the writing and communications lab;

3. The College Prep Zone and Connect to Success Services.

Indicators and Specific Measures

1. Student satisfaction with services collected through focus groups, surveys, and feedback forms. The Spring 2012 Noel Levitz survey of Student Satisfaction documents that RRCC students feel that the college is very strong in the quality of instruction and the support of intellectual growth. The same survey polled faculty on the same items as students. As in the case of students, faculty felt that instruction and support services for intellectual growth were strong points, along with the adequacy of the level of services offered. However, students felt that the level of support services could be greater, as well as academic advising. This brought about the question of which support services would be most appropriate to expand in order to increase student success. Goal 1 for 2012-13 was developed to answer this question.
2. Analysis of academic performance and persistence for a) students in the alternative instructional format or receiving the support service compared to b) a control group of students in a traditional instructional format or who did not receive the support service.
 - Measure for academic progress: Average GPA will be .25 higher for target groups than for control groups
 - Measure for persistence: Persistence rates will be 2% higher for target groups than for control groups
 - Where possible, long term tracking and comparison of persistence rates for groups in alternative formats or receiving services with those that did not

We evaluated learning communities at RRCC by comparing student success in the combined sections of Math 030 and AAA 075 (Personal Empowerment for College Success) with the success of students taking Math 030 without the benefit of the AAA academic achievement class. Success was defined as earning a grade of S/C or better. Learning Community students were also given pre and post-test surveys regarding attitude and approach, classroom and homework habits, and test preparation habits to determine learning gain in these critical academic skill areas.

The RRCC learning community had the highest percentage of students receiving a grade of S/C or better at 82.8%. This compared to 35.4% for traditional fifteen week delivery of Math 030. The difference was statistically significant at $p = .000$. Likewise, the learning community had the lowest percentage of withdrawals, also significant at $p = .000$.

The learning community also demonstrated higher persistence rates than the comparison group. For the learning community, fall to spring retention was at 89.7% and fall to fall retention was 65.5%. For the comparison group, fall to spring retention was at 78.7% and fall to fall retention was 53.2%. The differences in these rates are all statistically significant at $p = .001$.

For students in the learning community, the pre- and post- test survey results for attitude and approach, classroom and homework habits, and test preparation habits showed an average gain of .47 across all items. Enjoyment in using math in day-to day activities, familiarity with campus resources, and the adoption of more effective study techniques all showed gains of .71 or higher. The only area in which

the average rating did not increase was for "I make a habit to attend all classes" which declined from an average rating of 4.48 to 4.14. This echoes the assessment finding of the Connect to Success Services staff that study and success strategies are keys to student success.

We also evaluated supplemental instructional services to see if these services made a difference for student academic achievement and persistence. In each of the services we evaluated we found highly positive effects in both areas. The overall conclusion of our efforts this year is that supplemental instruction, along with learning communities and other innovative instructional designs, provide a solid foundation for our student success goals next year. We need to continue expansion of these services into a program of holistic support and advising that coordinates with instructional delivery.

Tutoring in a wide variety of subjects is available free to RRCC students at the Lakewood and Arvada campuses. Tutoring is done in coordination with class instructors and is delivered in both study group and individual delivery formats. For evaluation purposes, a cohort of 323 students who received tutoring services in Fall 2011 was compared to 529 students similar to the tutored who did not receive tutoring. The control group was selected to correspond to the tutored group in terms of characteristics such as age and gender, type of classes taken, course loads, and stage of academic career at RRCC.

The evaluation study found that tutored students finished Fall 2011 with an average G.P.A. of 3.09 while the non-tutored control group finished the semester with an average G.P.A. of 2.92. Although comparison of mean G.P.A. as a measure of academic achievement does not take relative difficulty of courses into account, it still suggests that tutoring has a positive effect on academic achievement that, in this study, was statistically significant at $p = .005$.

Tutored students also persisted at higher rates than the control group. The tutored group had a fall-to-spring retention rate of 81.7% compared to 70.9 for the control group. This difference was also significant at $p = .005$. Fall-to-fall retention for the tutored group was 70.8% compared to 44.2% for the non-tutored control group. This difference was significant at $p = .001$.

The College Prep Zone grew out of the larger vision of the College Prep Studies program to provide support for underprepared students. This service provides drop-in tutoring for students taking remedial classes in English, mathematics, and reading. It provides reading and test taking strategies for all classes, as well as tutoring for students trying to improve Accuplacer scores.

To assess results, the College Prep Zone over the 2010-11 academic year tracked student outcomes by developmental class for those who received tutoring versus those in the same class who did not. A total of 182 developmental students were tutored. Student pass rates for developmental English were 78% for students who received tutoring and 70% for those who did not. Student pass rates for developmental Math were 72% for students who received tutoring and 61% for those who did not. The difference in pass rates for tutored Reading students, at 83%, was greatest in comparison to the non-tutored students who passed at a 67% rate.

The College Prep Zone also collected satisfaction survey data from the students it served. All students agreed or strongly agreed that the Zone helped them to learn and 90% strongly agreed that they were

more likely to enroll in spring classes because of the service. The major areas for improvement were to expand hours in the evening and on the weekend, and to increase the number of tutors available.

Connect to Success Services develops skills in academics, personal, career, and college readiness for students of all abilities. The Office has web-based tools for students online, makes classroom visits, and assists hundreds of students each semester through holistic support services. To assess these efforts, the Office tracked student success rates (GPA equal to or greater than 2.0) for fall and spring semesters from 2007-08 through 2009-10. Over the six semester tracking period, an average of 83% of students who received services through Connect to Success Services were successful and 87% returned for the following spring semester. The fall-to-spring retention rate compares favorably with the average of 61% for all RRCC students over the same six semester tracking period.

In conclusion, the targets for this Goal were exceeded by the learning community format and the supplemental services evaluated. The results of the evaluation add further credence to the 2012 AQIP Systems Portfolio Review that cites student success services at RRCC as a strong point, particularly student service infrastructure, the multiple ways offered to help underprepared students, and the range of processes to identify and respond to student needs in general. The results also demonstrate the importance of supplemental instruction for the planned re-work of developmental curricula.

RRCC 2012-13 Annual Goal – Provide high-quality, cutting-edge instruction and educational services through the development of health and wellness services to students.

This goal concerns the development of an initiative from RRCC student government to develop health and wellness support services to students. The college will open its first ever student health clinic and will actively engage in an integrated model of wellness inclusive of both mental and physical health.

Indicators and Specific Measures

1. Student feedback forms, surveys, and focus groups will provide formative data to fine tune clinic operations. Students will be asked about the effect of early intervention health care on class attendance and persistence.
2. Percent of total students using the health care facility will increase by 1% from fall to spring semester.

Student feedback forms indicate high satisfaction (95%) with clinic operations. Students greatly appreciate the availability of affordable health care on campus. There was no opportunity to collect more extensive survey data that might suggest a connection between early intervention health care on class attendance and persistence. Collection of this data is anticipated in the coming academic year.

The predominant types of clinic services are preventative care and early intervention. These include routine physicals, well woman examinations, flu shots, and tobacco cessation.

Student utilization of the health clinic grew at a faster rate than anticipated. Between September, when the clinic opened, and April, the latest month with available statistics, the clinic averaged 130 students per month. High utilization occurred in October, 2012 (268 students) and February, 2013 (184

students). Monthly average use of the clinic grew by 17% from 133 in the fall semester to 155 in the spring semester. Monthly average use for spring was 2% of the total RRCC student body.

Other Significant RRCC Accomplishments under this CCCS Goal Area

- The Division of Student Success, working in consultation with Academic Impressions, conducted a series of retention workshops for faculty and staff to identify strategies for retention.
- The RRCC VE-135 job placement rate remained well above 60%.
- A Colorado Department of Higher Education report found that entry salary levels for RRCC degree graduates are the highest among Colorado community colleges and third highest for all Colorado institutions of higher education.
- Academic departments in the areas of science, mathematics, English, and humanities conducted major projects to assess student learning outcomes. These projects took two general directions: curricular congruence among different instructional areas within RRCC and after-graduation performance of RRCC students at four-year institutions. The results of the studies helped to revamp course offerings, tighten sequential curricula, and suggest directions to continuously improve transfer student success. Assessment efforts will continue to expand in the coming year with a focus on integration of assessment data for program decision making, and the evaluation of different instructional delivery modalities in regard to student success.

Colorado Community College System Goal for Operational Excellence

Goal: The financial stability of the system's institutions and the physical safety of its students shall be ensured.

RRCC 2012-13 Annual Goal – Increase operational excellence for RRCC by completing a new facilities master plan.

At Red Rocks Community College we are implementing several of the Key Strategies outlined by the Community College System to direct our efforts in this critical area, such as maintaining fiscal stability and a functional and adequate facilities and technology infrastructure. A major milestone in support of these strategies will be accomplished this year with the completion of a new RRCC facilities master plan.

Accomplishment of this Goal will help us articulate RRCC physical space needs and allow us to begin program plans to address space priorities.

Indicators and Specific Measures

1. Completion of the 2012-13 Facilities Master Plan and approval by the State Board.

The 2013 Facilities Master Plan has been completed and approved by the State Board.

Other Significant RRCC Accomplishments under this CCCS Goal

- The safety of RRCC students was greatly enhanced through several new initiatives.
 - An ADA Compliance team was established with the Vice-President of Student Success and Director of Human Resources serving as co-coordinators.
 - A Title IX Compliance team was established with the Director of Human Resources serving as the Title IX administrator and the college having seven trained Title IX investigators.
 - A Student Behavior Intervention Team was established with the Vice-President of Student Success leading the team.
- RRCC conducted several major facilities initiatives, such as expansion of the Water Quality Management and other sustainable technology program facilities.
- Successful HLC Systems Portfolio Review and re-affirmation of AQIP accreditation for RRCC with the next reaffirmation of accreditation in 2018-19.
- Advancement of shared governance through process redesign for planning and the Collaboration Council
- Broadened annual goal setting to include all college constituencies based on climate and satisfaction data, and the following important findings.
 - A total of 55 RRCC faculty, about half of full-time faculty, responded to the 2012 CCCS Employee Climate Survey.
 - A total of 113 RRCC Administrative, Professional-Technical, and Classified staff responded to the 2012 CCCS Employee Climate Survey.
 - About 80% of faculty and 75% of staff like working at Red Rocks.
 - The Faculty survey respondents indicated the following major strengths.
 - Faculty found their work sufficiently challenging, meaningful, and overall like the work they do.
 - Faculty indicated a sense of personal satisfaction and accomplishment, and they enjoyed working with their colleagues.
 - The Faculty are satisfied with the types of courses they teach, and the level of independence they have in how they teach classes.
 - Faculty know the mission, vision, and goals that have been set by the college, and understand how to do their part in helping the college to achieve its mission, vision, and goals
 - Faculty respondents indicated the following top areas for improvement
 - Faculty felt their salaries should be higher, more in line with other employers in the area, and more reflective of their performance and contribution to the college.
 - Faculty are concerned about having enough people in their unit to get the work done, a more appropriate full-time/part-time faculty ratio in their academic area, and job "burn out".
 - Faculty expressed concern for the fairness of college/system pay policies and whether their retirement benefits will give them enough money when they retire.
 - Faculty felt we could improve levels of training and support for part-time, adjunct faculty

- Administrative, Professional-Technical, and Classified respondents indicated the following major strengths.
 - Staff found their work sufficiently challenging, meaningful, and overall like the work they do.
 - Staff had a sense of personal satisfaction and accomplishment, and enjoyed working with their colleagues.
 - Staff felt motivated to do a good job and stated that people in their work unit cooperated with each other.
 - Staff knew the mission, vision, and goals that have been set by the college, and understand how to do their part in helping the college to achieve its mission, vision, and goals.
 - Staff felt that their most recent performance evaluations were fair.
- Administrative, Professional-Technical, and Classified staff indicated the following top areas for improvement.
 - Staff felt that promotions and pay increases should be based primarily on upon merit rather than length of service.
 - Staff felt their salaries should be higher, more in line with other employers in the area, and more reflective of their performance and contribution to the college.
 - Staff felt that the college should do a better job of developing employees for job opportunities and advancement in the organization.
 - Staff expressed the need for better career advancement opportunities at RRCC, especially for employees that work hard and do a good job.