



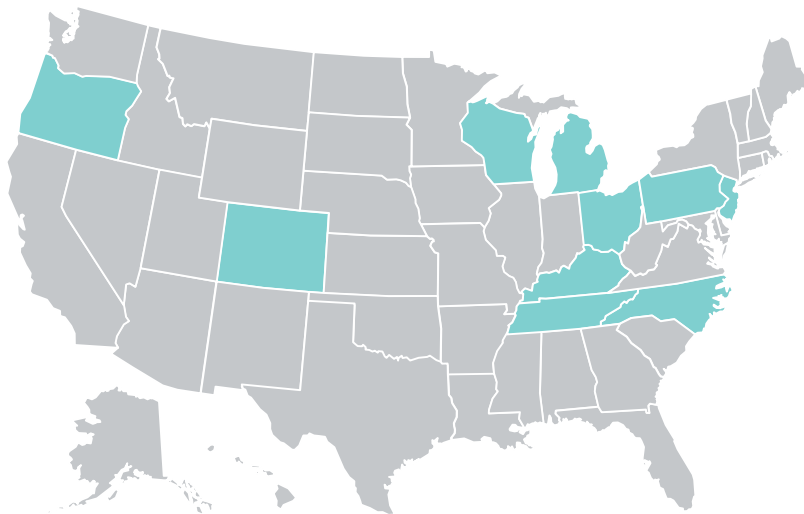
# First 100 Days Complete

Prepared for Red Rocks Community College

- 1 Update on National Recruitment
- 2 Best Practice Team Selection
- 3 Change Leadership Recommendations
- 4 Equity Mindedness Recommendations
- 5 Next Steps

# Who's Onboard

## Nine Regional Ecosystems and Vanguard Institutions in a Community of Practice



- 4** **Regional Ecosystems** comprised of two- and four-year institutions
- 6** **Vanguard Institutions** taking bold action in their regions-and recruiting ecosystem partners along the way
- 19** **Moon Shot Institutions** in a community of practice



# Current Moon Shot Progress

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# Completing Our Discover Phase

## Preparing for Team Activation

### Orientation

# 1

#### Leadership Project Planning



Introduce leadership team  
Discuss technology progress  
Outline first 100 days

### Information Gathering

# 2

#### Part II Self-Assessment and Data Agreement



Refine self assessments for:

- Change leadership
- Equity-mindedness
- Equity practices

Review outcomes data collection

# 3

#### Part II Self-Assessment Collection and Communication



Gather information from multiple stakeholders to supplement information already attained on current priorities, key individuals and region-specific needs

# 4

#### Part II Self-Assessment Findings Review



EAB team summarizes findings from across institutions and provides initial recommendations

### Launching

# 5

#### Action Prioritization & Team Selection



Leverage the self-assessment results to determine practice priorities and select team members

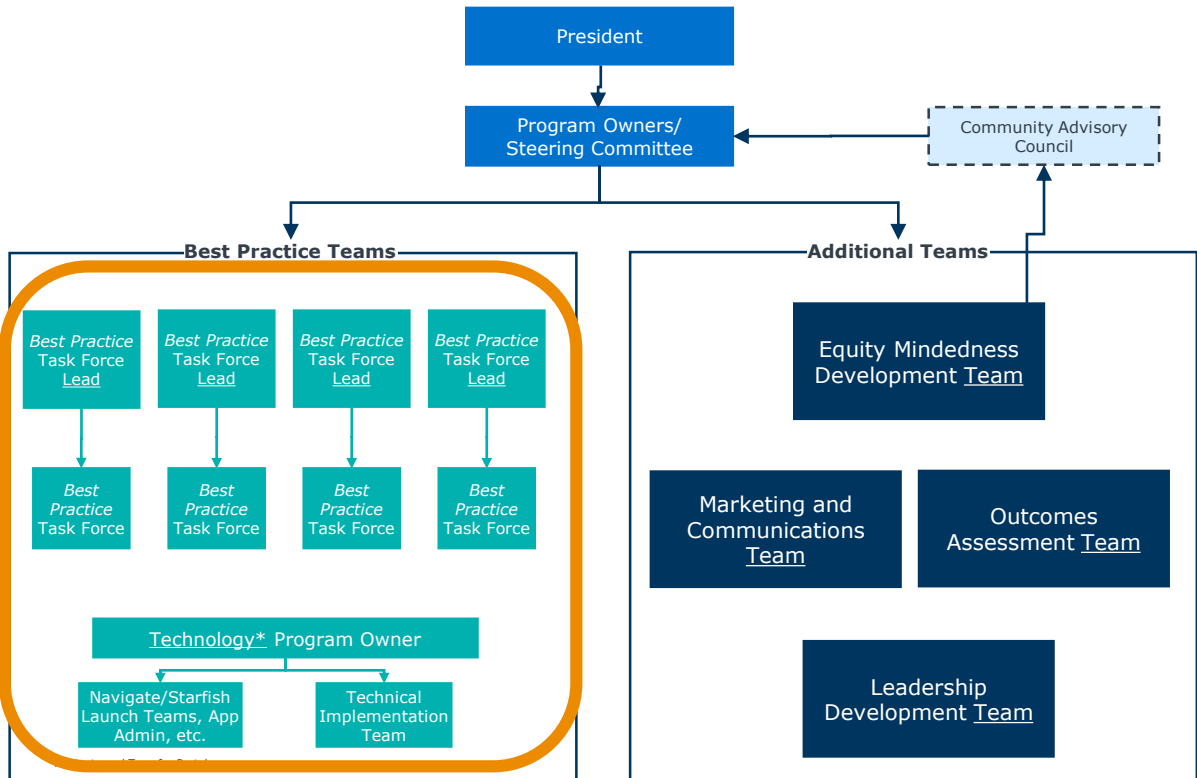


# Best Practice Team Selection

Insights from Equity Best Practice Diagnostic



# Establishing Your Moon Shot Infrastructure



# GPA Results by Practice



Category	n = 13
Registration Hold Reform	Tried, 1.00
Retention Grants and Emergency Aid	In Progress, 1.78
Academic Pathways	In Progress, 1.95
Meta-Majors and Specific Majors	In Progress, 1.68
Remediation and Developmental Education Reform	Almost Done, 2.74
Aligned Math	Almost Done, 2.65
Transfer Process and Pathways	Tried, 1.51
Access to a 2 <sup>nd</sup> Chance	In Progress, 2.27
Proactive Advising by Tech	In Progress, 2.30
<i>Advising Model</i>	<i>Open ended responses</i>
<i>Coordinated Care Network</i>	<i>Open ended responses</i>
Confidence Building & Belongingness	In Progress, 2.10

GPA Scale: **Never Tried, 0.0-0.59** | **Tried, .6-1.59** | **In Progress, 1.6-2.59** | **Almost Done, 2.6-3.59** | **Done, 3.6-4.0**



# Takeaways from Advising Open Responses



*"Appointment driven by pathway.  
**Inconsistent in-person and remote.**  
No clear relationship between faculty and SA in terms of where to send students. If there is then there is no clear "shared" document for all SA Staff to know. We don't even have an updated and easily accessible Dean/dept. chair/faculty list to refer to when helping students. Also, **no clear communication path to assistance besides pathway.**"*

*"Current advising model is a pathway model, where each advisor has a caseload. Those caseloads are not equitable...**some advisors have 300 students and some have 700.**"*

## Areas for exploration:

- *Caseload distribution across pathways and advisors*
- *(In)formal role of faculty in advising*
- *Effectiveness of current hybrid service delivery*

# Practices for Year 1



## Steering Committee assisting with team formation

Equity Best Practice	Rationale
<b>Hold Reform</b>	<ul style="list-style-type: none"><li>• Audit inequitable policies on campus</li><li>• Remove and reform unnecessary holds</li></ul>
<b>Retention grants</b>	<ul style="list-style-type: none"><li>• Ensure financial resources for students</li><li>• Align with hold strategy</li></ul>
<b>Transfer Pathways</b>	<ul style="list-style-type: none"><li>• Prepare to engage 4-year partners by completing process mapping and data mining</li><li>• Partner with CCD for requests of CCCS</li></ul>
<b>Coordinated Care</b>	<ul style="list-style-type: none"><li>• Create a holistic support model for students, enabled by technology</li><li>• Complete a student support relationship audit</li></ul>



# Change Leadership Diagnostic

Key Takeaways

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## Change Leadership Diagnostic

Category	(n=9)
<b>Approach to Leading Change</b> <i>Do respondents feel leaders have an equitable approach to leading change?</i>	Neutral, 1.81
<b>Leadership Capacity Development</b> <i>Do respondents feel leaders understand the capacity needs of stakeholders?</i>	Disagree, 1.33
<b>Current Leader Ongoing Development</b> <i>Do respondents feel leaders provide ongoing professional development?</i>	Disagree, 1.35

GPA Scale: **Strongly Disagree, 0.0-0.5** | **Disagree, .6-1.5** | **Neutral, 1.6-2.5** | **Agree, 2.6-3.5** | **Strongly Agree, 3.6-4.0**

# Change Leadership Results Overview

## Approach to Leading Change

GPA Average **1.81**

**(1.11)**: Every new initiative has an evaluation plan built into the implementation

**(1.43)**: Leaders understand how to map out the interdependencies of processes and policies that they intend to reform

## Leadership Capacity Development

GPA Average **1.33**

**(0.88)**: When we start new initiatives, we intentionally plan to sunset other activities or add project management and leadership capacity to ensure the new initiative succeeds

**(1.00)**: Initiative and permanent leaders receive guidance on balancing broad communication with the need for efficient decision making among a dedicated group

## Current Leader Ongoing Development

GPA Average **1.35**

**(1.14)**: Leaders receive training in managing group dynamics to ensure that all individuals can contribute equitably, without domination from the most vocal members of a task force or committee

**(1.25)**: Current leader support programs incorporate lessons about leadership transition and success planning to ensure progress even if there is a personnel change

GPA Scale: Strongly Disagree, 0.0-0.5 | Disagree, .6-1.5 | Neutral, 1.6-2.5 | Agree, 2.6-3.5 | Strongly Agree, 3.6-4.0

# Approach to Leading Change



## Qualitative Feedback

### **Change Management Development:**

*"...having some training in the change process would be beneficial, if the leaders will follow the steps that are effective in promoting systemwide change."*

### **Need for Communicated Alignment:**

*"There's a lot of one-off initiatives that operate independent of each other as opposed to coordinating to support a larger goal..."*

### **Strengths to Build On:**

*"We are in an interesting spot with pockets of excellent DEI work occurring."*

### **Culture of Assessment:**

*"While we've certainly moved the needle and do more with evaluation and assessment, it still doesn't seem to be an expected way we operate across the institution."*

# 3 Takeaways: Change Leadership Diagnostic



## **Multi-Modal Communication**

- Moon Shot Website
- Moon Shot "Road show"
- Campus Convening



## **Coaching & Support**

- Leadership institute
- On-going coaching and development opportunities
- Project management support
- Semesterly team reports



## **Initiative Alignment**

- Audit existing initiatives/teams
- Repurpose existing teams where applicable



# Equity-Mindedness Diagnostic

Key Takeaways

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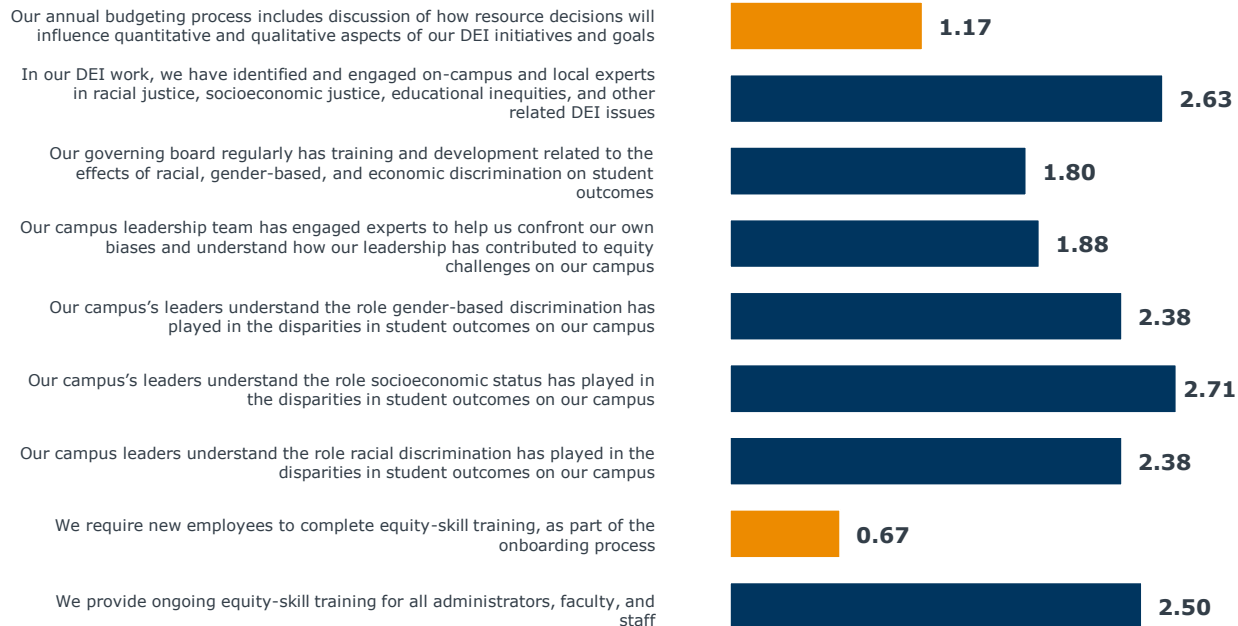
## Equity Mindedness Diagnostic

Category	(n=8)
<b>Leadership Knowledge and Skills</b> <i>Do respondents feel leaders have knowledge and skills or provide development for equity?</i>	Neutral, 2.08
<b>Regular Assessment and Evaluation of Equity Data</b> <i>Does the campus have regular assessment regarding DEI?</i>	Neutral, 1.75
<b>Flashpoint Response</b> <i>Does the campus have processes for flashpoint prevention and resolution?</i>	Neutral, 1.82
<b>Belongingness and Access to Support</b> <i>Has the campus fostered a community of belongingness and support?</i>	Neutral, 1.69
<b>Policy and Procedure</b> <i>Does the campus have equitable policies and procedures in place?</i>	Disagree, 1.43
<b>Community Relations and Engagement</b> <i>Has the campus engaged the community to assist in restoring trust?</i>	Neutral, 2.23

GPA Scale: **Strongly Disagree, 0.0-0.59** | **Disagree, .6-1.59** | **Neutral, 1.6-2.59** | **Agree, 2.6-3.59** | **Strongly Agree, 3.6-4.0**

# Leadership Knowledge and Skills

## GPA by Question



# Policy and Procedure

## GPA by Question



# Community Relations



## Community Relations

We have engaged community leaders and other residents in how their actions and treatment of students contributes to educational equity goals



We have engaged community-based organizations and social services in our region to support our student success efforts



We have engaged our local and regional community in understanding inequities in wealth, housing, K12 education, public health, and other issues that affect educational attainment



We have engaged students, alumni, faculty, staff, and the community in reconciliation around historical discrimination in access to and treatment by the institution



# Three Takeaways

## Equity Mindedness Diagnostic



### **Community Advisory Council**

Build on existing relationships with CBO's and build a robust community advisory council for Moon Shot



### **DEIJ Strategy Support**

Leverage existing opportunities through EAB research to support DEIJ strategic planning; DEIJ Strategic Plan reviewed by EAB



### **Engage with Moon Shot Consultant and EAB Subject Matter Experts on:**

- Equity-minded leadership
- Change Management
- Data Literacy





# Next Steps

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# Key Moon Shot Activities for 2022-2023

## Team Selection

- Select Tier 1 Practices
- Select Tier 1 Team Leads
- Select Tier 1 Teams

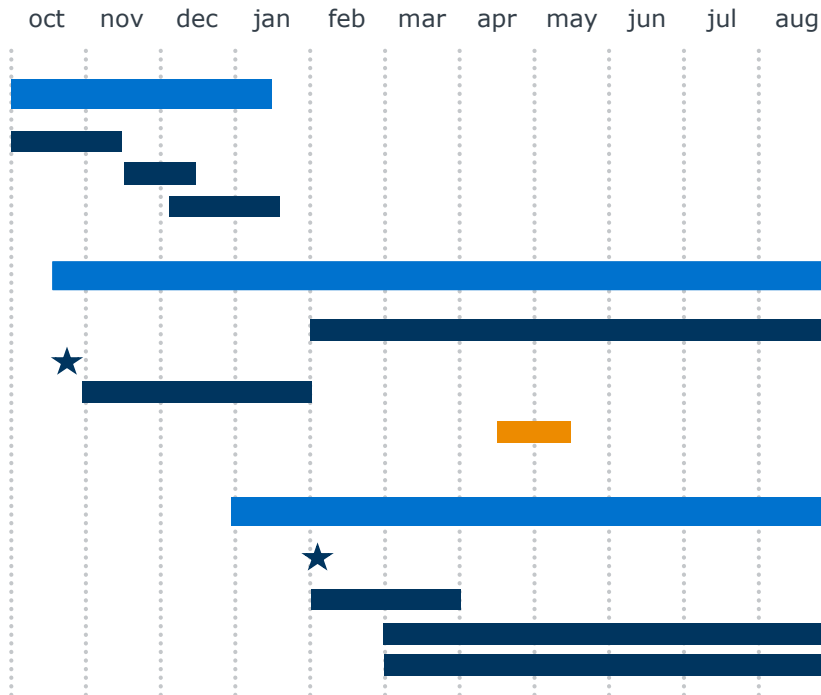
## Campus Engagement

- Monthly Newsletter
- Staff Development Day, **10/25**
- Moon Shot "Roadshow"

## Campus Convening

## Team Activation

- Leadership Institute, Feb 1/2
- Team lead one-on-ones
- Monthly cross-team meetings
- EAB-supported discovery work





# Appendix

Detailed Results for Equity Best Practice Diagnostic

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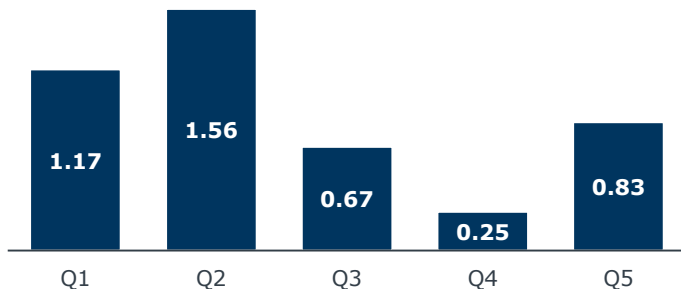
APPENDIX



# GPA Results per Question



## Registration Holds



Q1	We review student-facing registration and hold policies to ensure they do not prevent students from enrolling and returning at our college.
Q2	We regularly review policies to discover hidden policy roadblocks that may unintentionally obstruct a students' path to graduation.
Q3	Before approval, new registration holds are reviewed by a multi-disciplinary committee of faculty, staff, and administrators charged with preventing administrative barriers to student success.
Q4	Before the registration period each term, we analyze which students have holds on their accounts and proactively contact them to assist with hold resolution
Q5	We review the names of holds and the outreach related to them to ensure the language encourages students to resolve the hold rather than demoralize them

### Open Ended Responses:

I believe low-amount holds do not impede registration.

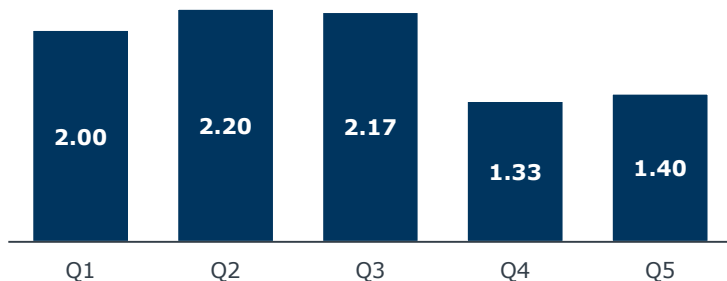
I have not heard of this practice.

We have multiple frameworks for policy review, but none that have been used consistently. A good review process/outline would be helpful in this area.

I'm fairly new to the college and can't answer those above

# GPA Results per Question

## Retention Grants and Emergency Aid



Q1	We have plans and processes in place to award mini-grants or other financial assistance to address small account balances for qualified students
Q2	We have set the dollar amount for each student, the term, and determined the administrative processing for distributing grants or awards
Q3	We have created a single application for all emergency funding available at our college on our website
Q4	We regularly review student accounts for outstanding balances and have an equity- and completion-minded approach to proactively awarding grants or balance forgiveness
Q5	We collect and report data to evaluate program effectiveness and to reinforce the need for continual funding

### Open Ended Responses:

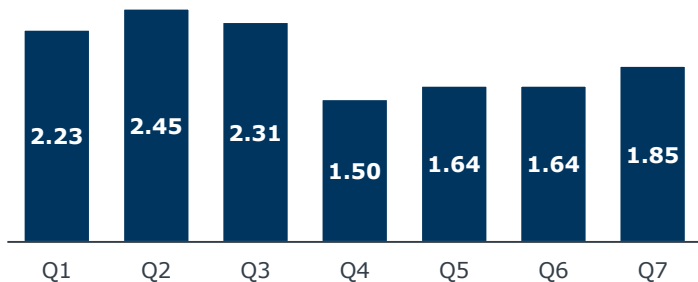
We did this when we had HEERF money available, but do not have institutional funding for this purpose.

I think we've tried but I don't hear of it happening frequently. We tend to drop a lot of classes due to low registration. I wonder if this has any relationship..?

We're evaluating program effectiveness this year, but I think it hasn't occurred with any regularity for a long time

# GPA Results per Question

## Academic Pathways



Q1	We encourage students to fulfill intro courses and general education requirements early.
Q2	We allow students to self-advise on course selection by following recommended 2-year or 4-year course progressions (degree maps).
Q3	We provide degree maps for every program of study in every department.
Q4	We provide published degree maps in a consistent format on a central website.
Q5	We encourage the use of degree maps as part of the advising discussion as early as year one.
Q6	We have an automated system for identifying students off-track and those about to go off-track due to their registration plans.
Q7	We provide students access to an academic planning tool that facilitates the creation of several models of course progression and considers future course availability.

### Open Ended Responses:

We have struggled to build all academic plans in Navigate, but are working on it.

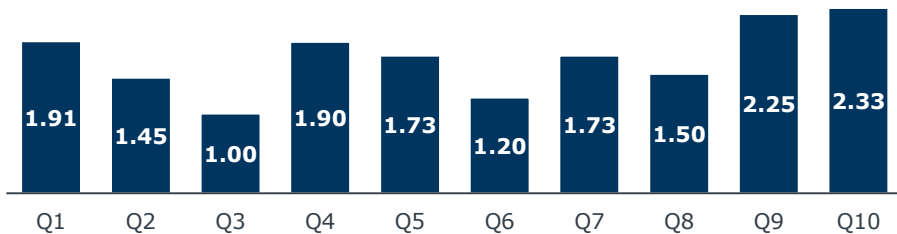
I feel we are way behind with the previous questions.

We still don't have complete maps and cannot complete the previously mentioned tools for students.

# GPA Results per Question



## Meta-Majors



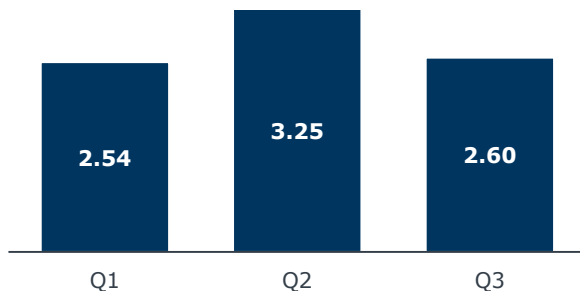
### Open Ended Responses:

We work to direct undeclared students to Career Services to determine a pathway. We are behind or I have not heard

Q1	We have organized all of our undergraduate programs into pathways based on common high-level disciplines and aligned pre-requisites
Q2	We have mapped default course sequences and created a common first semester for each pathways
Q3	We provide cost, occupational outlook, transfer destinations, and average salaries on our website for each pathways.
Q4	We recommended course sequences to students for on-time completion that emphasize 30 credits per year, completion of Gateway courses in year one, 9 credits in program within year one, and 120 credits/bachelor and 60/associates
Q5	We have created a proactive method to accurately place students in the correct pathways based on their declared program or areas of interest
Q6	We engage students in programming around their pathways that helps students build a sense of community with peers
Q7	We ensure that courses with sufficient capacity are offered during semesters indicated in academic maps.
Q8	We regularly review course demand data and schedule in various timeslots accordingly to meet student need and support on-time degree completion.
Q9	We reflect degree requirements in academic maps and they are maintained in the SIS or Degree Audit system.
Q10	We offer career-oriented and/or transfer programs based on student pathways

# GPA Results per Question

## Remediation and Developmental Education Reform



Q1	We have eliminated front-loaded, non-credit developmental education courses in favor of co-requisite introductory courses with supplemental instruction
Q2	We use multiple measures of evaluation to place students into introductory math and reading/writing courses
Q3	We have included active learning, supplemental instruction, and flexible modalities in our reform.

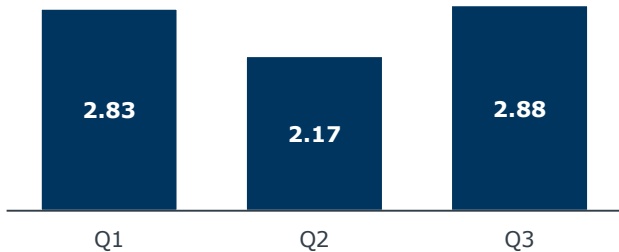
### Open Ended Responses:

The Learning Collaborative provides prep courses, and we have robust tutoring options

# GPA Results per Question



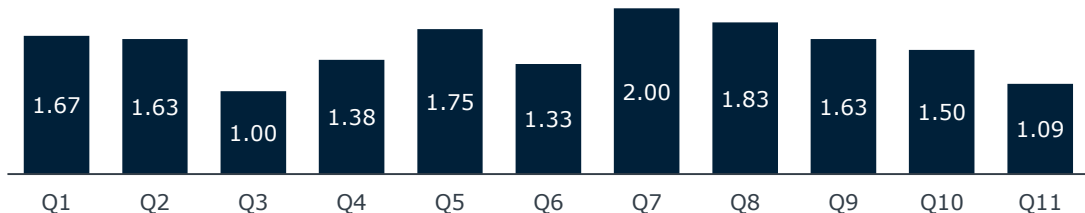
## Aligned Math



Q1	We have realigned Math requirements away from the algebra-to-calculus pathway in favor of discipline-specific requirements such as statistics and quantitative reasoning.
Q2	We require students to complete intro college-level courses aligned with their non-STEM pathways.
Q3	We have embedded Aligned Mathematics into transferrable degree maps and shared with partner colleges.

# GPA Results per Question

## Transfer Pathways



### Open Ended Responses:

As a community college, I don't believe we have as much of a focus on students transferring into the organization as we do on those transferring from RRCC to a 4-year program.

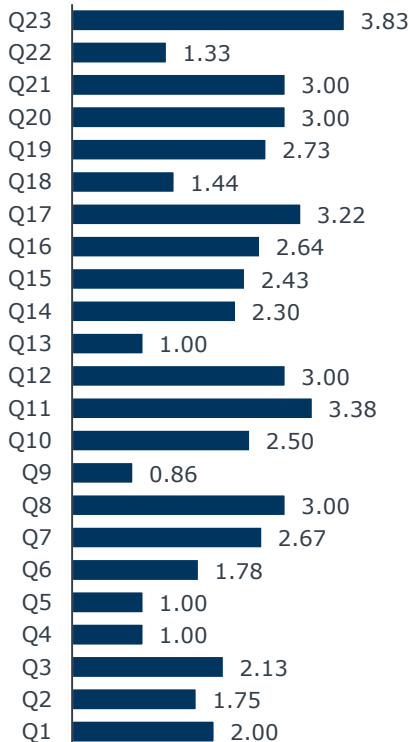
no new website, no recruitment team and never heard of an RRCC Transfer team

Q1	Our website gives prospective transfer students highly visible and easy-to-use opportunities to declare their interest and share contact information
Q2	Our in-person outreach to prospective transfer students prompts them to declare their interest and share contact information
Q3	Our prospective transfer student materials, especially our website and social media presence, include jargon-free information about cost, credit articulation, and paths to completion
Q4	We have created a transfer student enrollment plan that includes goals for applications, yield, credit articulation, retention and completion
Q5	Once prospective transfer students have declared their interest, we enroll them in dynamic cultivation campaigns using a CRM or other system
Q6	We provide students considering transfer personalized follow-up from an advisor.
Q7	Our faculty have worked collaboratively with faculty from our top feeder institutions to create articulated pathways with clearly stated career outcomes
Q8	Our faculty and transfer staff have formal communication opportunities to update common feeder schools about changes to program requirements and pathways
Q9	Prospective transfer students receive credit articulation estimates before they register for courses at our institution
Q10	Prospective transfer students receive multi-channel nudges to submit the FAFSA before enrolling
Q11	We offer a dedicated transfer student orientation that helps students understand key resources and develop a sense of belonging

# GPA Results per Question



## Access to a 2<sup>nd</sup> Chance

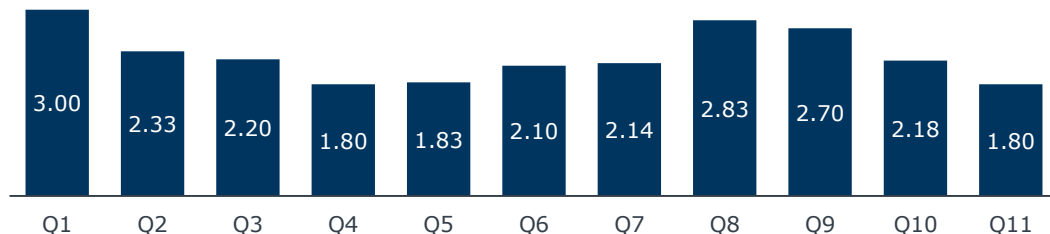


Q1	Reenrollment Campaigns - Advisors and other student support staff maintain lists of students who have stopped out for less than one academic year and regularly reach out to them to reenroll.
Q2	Advisor Training - College has dedicated advising specialists for returning stopouts
Q3	Advising for Efficiency - Advisors discuss integration of previous academic and work experiences to guide efficient program completion
Q4	Student Ally - Students are provided a single point of contact to resolve re-enrollment, academic advising, and financial aid questions
Q5	Program Outcomes - Program goals and regional demand are visible and current on all of your materials and website
Q6	Program Validation - Advisors confirm that students understand intended outcomes/ job prospects of their credential
Q7	Credit for Prior Learning (CPL) - Institution awards CPL prudently to include portfolios, military and workforce experiences, and college-level equivalency testing
Q8	Stackable Credentials - Programs include intermediate credentials for students to complete while earning their degree (may include industry credentials or college certificates)
Q9	Workplace Skills - Syllabi and assignments explicitly list skills obtained in language appropriate for resumes
Q10	Clubs and Organizations - College has major-aligned campus organizations or clubs with options for working/off-campus students
Q11	Employment Preparation - Workshops (resume, interviewing, networking, etc.) are available virtually and/or on-demand
Q12	Job/Internship Database - Students can easily find career-relevant experiences on your websites
Q13	Professional Mentors - Students have virtual/in-person access to mentors from their fields of study
Q14	Public Benefits - Students can learn about and access public benefits on campus
Q15	Campus Liaison - College has a designated liaison for students facing financial emergency
Q16	Financial Aid Promotion - Marketing materials clearly explain financial aid eligibility and options
Q17	FAFSA Guidance - Students receive support when completing FAFSA and throughout the verification process
Q18	Returning Student Incentives - Information about fiscal incentives for returning students are visible on college website and/or sent to appropriate students
Q19	Virtual Resources - Students have access to virtual student services (live chat, text, phone, and email options) that provide reliable fast responses
Q20	Reduced Credit Loss - Returning stopouts can re-enroll in the same academic program with minimal credit loss
Q21	Flexible scheduling - All of these formats are available: evening, weekend, online, hybrid, and compressed terms
Q22	Schedule Availability - Academic schedules are planned at least a year in advance to provide returning stopouts clear paths to graduation
Q23	Academic Renewal - GPA can be recalculated when students retake old coursework



# GPA Results per Question

## Proactive Advising



Q1	Advisors have defined caseloads of students for which they are responsible.
Q2	Advisors proactively use student data to prioritize, generate, and manage interventions.
Q3	Advisors track academic progress and next-term registration, reaching out to resolve persistence barriers.
Q4	Interventions have clear objectives and outcome metrics to inflect changes in behavior and align with institutional goals.
Q5	A breadth of data across systems on historical trends or current student behavior inform populations of interest for interventions.
Q6	Interventions are centrally coordinated, sequenced, and prioritized across units to avoid periods of over-communication and increase response likelihood.
Q7	Focus populations, alerts reasons, and intervention pathways are informed by historical and current student data, as well as institutional student success goals.
Q8	We have strategies in place to engage staff and faculty in early alert systems to enable just-in-time interventions.
Q9	Faculty response rates are monitored and tracked, providing nudges as needed.
Q10	The feedback loop is closed with those issuing the alerts, ensuring ongoing buy-in and high response rates.
Q11	The effectiveness of these interactions are being evaluated on a regular basis and adjustments are being made to workflows, trainings and support.

# Open Ended Responses: Advising Model



CTE faculty advise their own students and do the graduation application reviews. The advising staff have divided up responsibility for the various programs. Many students self-advise.

Current advising model is a pathway model, where each advisor has a caseload. Those caseloads are not equitable... some advisors have 300 students some have 700.

We currently do not use any faculty advisors.

Pathway Advisors manage a student caseload based on academic pathway. Faculty guide students based on program requirements, and students have the tools available to self-advise.

Appointment driven by pathway. Inconsistent in-person and remote. No clear relationship between faculty and SA in terms of where to send students. If there is then there is no clear "shared" document for all SA Staff to know. We don't even have an updated and easily accessible Dean/dept. chair/faculty list to refer to when helping students. Also, no clear communication path to assistance besides pathway.

Work with Deans to ensure they are providing appropriate advising to faculty in order to reach students effectively.

I work with department chairs to work with advising team and students to guide them to take the courses they need to complete their degree.

I am not aware of any formal model of faculty advising, but it does occur, especially with CTE programs. There is a central advising office with pathway and generalist advisors. Admission Advisors are available to assist incoming students and cross-train to support and refer current students.

Advisors (8) are assigned by Pathway. Faculty in CTE programs often do advising as well.

I'm still learning the model at RRCC (been employed 3 weeks)

# Open Ended Responses: Coordinated Care



41

Departments issue internal alerts via Navigate, prompting the responsible individual to act on the student's behalf. Departments communicate via email/phone to address student needs, and information is shared as requested. Notes are made and accessible in Navigate and the SIS.

Soft hand-offs (which is rare) because no clear schedule of staff/faculty is available. Otherwise, students are directed to make an appointment via Navigate.

two new(ish) positions will support students with financial need - one in financial aid and one retention specialist to work with our enrollment team.

I work with deans and additional faculty and staff to coordinate support for students. We share information and are in the process of creating more processes, initiatives, and procedures to ensure students are supported and successful.

We have student services and academic affairs meetings to communicate and how to support each other.

One of the most recent coordination efforts I have learned more of recently is the "Connecting the Dots" group. This started as an informal group of Deans meeting to discuss cross-functional needs. I am hoping to formalize this work for more intentional planning and tactical actions.

We also have the Collaboration Council which is the shared governance committee for the college and includes representatives from various constituency groups. It is not exactly an operational committee, but more of a political framework to ensure minority voices and opinions are heard and recognized by leadership.

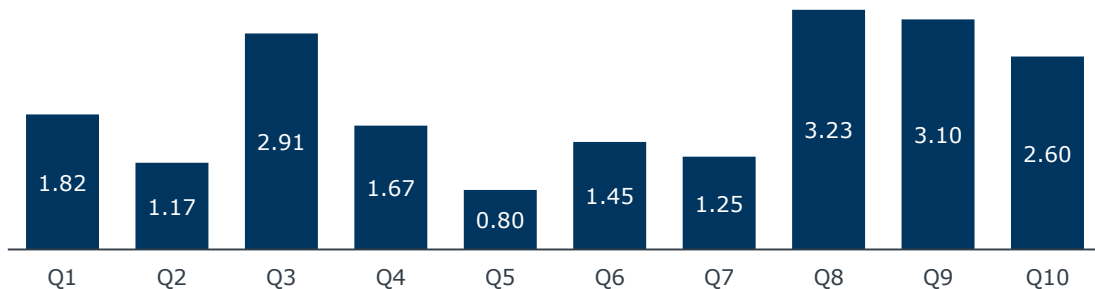
Navigate is slowly becoming the tool for cross-functional communication. I really feel we are getting the right people in the right places. The challenge has been implementation and follow-through.

Monthly meetings between academic affairs and student affairs.

Connecting the Dots is a meeting where leaders across departments share information

# GPA Results per Question

## Student Belongingness



Q1	We have a pre-college program or first term program in addition to orientation that helps students acclimate to campus, build academic confidence, and understand support services.
Q2	We survey first-year students on adjustment issues across their first year.
Q3	We offer on-campus and virtual counseling services, support groups, and wellness events for students who are struggling with mental health challenges.
Q4	We have a peer-to-peer support program to promote engagement and sense of belonging and have incorporated peer advisors into the Coordinated Care Network.
Q5	Students are proactively placed into cohorts in their first year based on declared interests, shared backgrounds, and/or program of study
Q6	Key information for success is carefully crafted to be in student friendly and accessible language, avoiding jargon.
Q7	Depending on our student population, we offer key communications in languages other than English to ensure students and families have understandable information
Q8	We offer on-campus and/or partnerships with local childcare facilities
Q9	Activities on-campus include family-friendly events
Q10	Our student activity offerings give students an opportunity to find peers with common interests and shared life experiences

# Open Ended Responses



## Student Belongingness

Childcare on campus is limited and always has a waitlist (and doesn't allow drop in care); we are starting student groups for adult learners, students of color, and LGBTQ+ students this year in order to encourage belonging, and we're running a sense of belonging quick poll to identify students for early outreach.

There needs to be recorded policies, procedures, and assessments in order to improve workflow and equitable practices.

Having a updated website that is easy to navigate, their needs to be policies in placed that are stored and people can go back and view. Their needs to be clear expectations of roles that people have to serve students.

You can access detailed  
diagnostic results in [Box](#).



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