



COLORADO COMMUNITY
COLLEGE SYSTEM

Dear Colorado Community College System College Communications and Student Services Staff:

Your college is encouraged to submit an event for the Colorado Completes Tour with Lt. Governor Joe Garcia!

Please complete this Microsoft Word form by **August 19** to propose an event for the Colorado Department of Higher Education's *Colorado Completes* campaign. Your event should showcase innovative completion practices with proven results for ensuring students are graduating.

Upon completing this Microsoft Word form, please save it with a name identifying your college and send it as an attachment to angela.williams@cccs.edu

Name of College: Arapahoe Community Program

Name of Program/Practice: First Year Experience Program

Department: Student Services

Contact Information- Name: Connie Simpson

Contact Information- Phone Number: 303-797-5601

Contact Information- Email: connie.simpson@arapahoe.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?

In developing a true First Year Experience at ACC, we revamped our New Student Orientation and added a free, non-credit First Year Success course. ACC has had mandatory orientation, testing and advising for new college students for many years but we wanted to develop a comprehensive program that would include best practices known to have an impact on student success. The First Year Experience program resulted by extending orientation and adding the First Year Success course for underprepared students.

The New Student Orientation required of all new college students was enhanced to include breakout sessions on Career Pathways and Financial Literacy. Before the changes, Orientation focused on informing students about navigating the college scene, rules and regulations, getting started and expectations in the classroom. Much of the content was clearly presented on the website. We knew students needed more information on goal setting, career planning and financial literacy to enhance persistence and retention. To effectively present this information to students our orientation was extended from 1 hour to 2.5 hours. In addition, all students testing into two developmental education courses are automatically registered for a free, non-credit First Year Success Course.

The Career portion of the orientation includes use of the assessment tool "Focus 2" which combines self-assessment, career and major exploration, decision making and action planning. Students who complete a plan have a better chance of achieving their goals in a timely manner and are less likely to change majors frequently. The Financial Literacy content also ties into student success and graduation as students learn at the beginning of their college experience what it takes to maintain their financial aid eligibility. Both of these breakout sessions allow students to interact in smaller groups with other students and connect with ACC staff members.

The new First Year Success course goes into more depth on topics that cannot be covered adequately in the regular orientation. The content of the seven week online course is practical and encourages students to connect with people and services on campus. Modules include: Communication for a Lifetime; Career Assessment and Planning, Support Services, Financial Literacy and Academic Planning.

Outcomes we anticipate from our Enhanced New Student Orientation and First Year Experience include:

- Facilitation of more appropriate goal setting, academic decision making, and course selection which heightens commitment, and the probability of retention.
- Increased motivation, improved academic achievement, increased retention, and less time to graduate.
- Timely college degree attainment influenced by the interests / major congruence of students.

Your College's Proposed Event

What event are you proposing to host that will highlight this practice? Max. 500 words

The First Year Experience program presentation would highlight the changes that impact student success. Establishing career pathways at the beginning of student enrollment increases their potential to graduate. The First Year Success Course content and Expanded New Student Orientation promote the completion agenda by a focus on developing these career pathways early. Event participants could access the online content of the First Year Success course and view how it aligns with the enhanced New Student Orientation. At the conclusion, we would demonstrate how our efforts align with Community College Survey of Student Engagement (CCSSE) best practices to engage students, thereby leading to increased likelihood of persistence, retention and completion.

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes. Max. 500 words

The CCSSE conducts research and surveys demonstrating the need to engage students to increase college completion rates. In *A Matter of Degrees, High Impact Practices for Community College Student Engagement* (http://www.ccsse.org/docs/Matter_of_Degrees_2.pdf), Orientation, First Year Experience courses and Academic Goal Setting and Planning are high-impact practices that increase student engagement resulting in improved course completion.

- A First Year Experience program ties together the important elements presented in orientation and helps students design their pathway to completion. Elements include: communicating effectively, determining career interests, creating an academic plan and accessing resources. Exposure to these elements at the beginning of their college experience increases their potential for success.
- Orientation should help students understand the whole process of going to school: from selecting a career path to choosing and registering for classes, to using resources on campus designed to help them achieve success.
- The First Year Success Course required of new students in developmental math and composition/reading expands upon the material presented in orientation. Research shows that a multi-modal approach to learning increasing comprehension and retention of information.

The success of ACC's First Year Experience program will be measured by the persistence, retention and graduation of students enrolled in the programs compared to students who are not enrolled beginning Fall Semester 2014.

- Success in coursework will be measured by a student's completion rate and grade point average for the term and ensuing semesters. Completion rate is calculated by dividing a student's attempted hours by completed hours. Successful students should complete the courses for which they register with a grade of "C" or better.
- Retention will be measured semester to semester and year to year until 150% of time to completion or three years have been reached.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?
Max. 500 words

Yes, the First Year Success Course component of the First Year Experience has been designed to offer a more detailed orientation to students testing into developmental math and composition/reading. The non-credit course (AAA076) is free to students and does not impact COF, financial aid or grade point average. It's a win-win for eligible students who are automatically registered for the course that results in only positive outcomes. In addition to the course content, students will connect with faculty and staff and learn to navigate the course management system used in all classes. Assessments will be used to measure student learning and adjustments made to content as needed.

Promotion

How will you promote the event on campus and off-campus? Max. 250 words

The college community will receive invitations to presentations on the program with special invitations to committees focused specifically on the completion agenda. The presentation will highlight the changes in orientation and the addition of a First Year Success course for students in developmental education classes designed to assist them with a positive college experience.



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Name of College: **Community College of Aurora**

Name of Program/Practice: **Student Success Center**

Department: **Division of Student Affairs**

Contact Information- Name: Elena Sandoval-Lucero and Libby Klingsmith

Contact Information- Phone Number: 303-360-4824, 303-340-7541

Contact Information- Email: elena.sandoval-lucero@ccaaurora.edu, libby.klingsmith@ccaaurora.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?

Max. 500 words

Over the course of two years the college has moved all the cohort-based retention programming into one center. The Student Success Center provides academic support and social programming to cohorts of students receiving various scholarship awards, or with specific identified academic needs. Our partner school districts including Aurora Public Schools, Cherry Creek School District, and the northeast quadrant of Denver Public Schools all require their ASCENT students to participate in the Transfer Success Program, as do Denver Scholarship Foundation and Daniels Fund for their scholars. The Student Success Center has achieved notable successes since its inception in 2012. Most recent data shows a fall to spring retention of targeted cohorts is at 84%. The center houses two marquee programs: The TRiO Student Support Services program, a federally funded project focused on increasing the retention and completion of 160 students who are first-generation, low-income, and/or disabled, and the Transfer Success Program, a college funded program focused on the same outcomes for the same populations of students, which will serve 250 students this year. The college offers the following research-based services targeted specifically to the needs of participating students:

- A mandatory transfer success or TRiO orientation covering college expectations and resources.
- Required participation in a student success course through the Transfer Success program called AAA 101 – The College Student Experience.
- A dedicated transfer success or TRiO advisor who will work with caseloads of students on developing an academic and transfer plan.
- A minimum of two required meetings per semester to monitor academic progress and support needs.
- Participation in the college's early alert program that partners with faculty to identify students in need of academic intervention early each semester in order to prevent academic failure and promote student success.
- Tutoring is available for TRiO students in a group tutoring model specifically in English, Math, and Science.
- First Friday – motivational speakers to promote student success on various topics including stress management, financial literacy and various other topics.
- Fourth Friday – visits to four-year college campuses to prepare for the transfer process.
- A yearly recognition ceremony for Student Success Center participants and their families honoring achievements in terms of grades, progress, and degree and certificate completion.

The Student Success Center is in the process of utilizing the Council for the Advancement of Standards (CAS) in higher education as a way of evaluating both the TRiO and Transfer Success Programs' program elements related to the nationally developed and benchmarked CAS Standards. The Student Success Center is intended to align with CCAs commitment to persistence, completion and transfer as well as to closing the equity gap among white students and students of color. Our approach continues to be to engage students more deeply. Transfer is a focal point for the Student Success Center and helping to create equitable outcomes in transfer for CCAs diverse student body.

Your College's Proposed Event

What event are you proposing to host that will highlight this practice? Max. 500 words

Student Success Center participants begin their CCA journey possessing a limited college context and lacking the practical knowledge to succeed within that new environment. They quickly become a community of learners, bound by a desire to pursue a bachelor's degree and with tangible academic and transfer plans. CCA will take Lt. Gov. Garcia and other dignitaries inside the transformation by introducing them to the classes, practical advice, and technology that makes it happen as Student Success Center "students for the day." The event will, as its centerpiece, include attending a AAA101 College Success Course, which is integral to creating hyper-focused learners by filling in knowledge gaps on collegiate policies and procedures, while teaching impactful academic habits. No other AAA class in the community college system has, at its core focus, transfer planning and preparation. A tour of the center only underscores that commitment to those core principles. Transfer planning stations allow for virtual exploration of other in-state campuses. The Academic Support Center includes a tutoring space embedded within the office. College pennants adorn the walls, only reinforcing the overall messaging. But the impact on the population at the Student Success Center – largely first generation, low income, diverse students – can be best measured by the perspectives of current and former participants whose lives have benefitted from their relationship with the office and its advising staff. A broad spectrum of students representing ASCENT, Denver Scholarship Foundation, Daniels Boundless Opportunity Scholarship Program, Mile High United Way Scholars, and others, will discuss those personal experiences as community college students receiving support in pursuit of their academic and career goals. CCA graduates who have already experienced transfer to four-year institutions will share their success stories. College President Dr. Betsy Oudenhoven and Vice President of Student Affairs Dr. Elena Sandoval-Lucero will present the big-picture view by discussing the evolution of the center and what its addition has meant to the campus at large in a closing reception.

A tentative schedule is as follows:

Visit the Student Success Center – 1.5 hours

- Meeting with Student Success Center staff members
- Demonstration of the D2L Transfer Sites

Panel of Student Success Center students – 1 hour

Attend a AAA101 College Success Course – 1 hour

Reception

- Remarks from Dr. Betsy Oudenhoven, President
- Remarks from Dr. Elena Sandoval-Lucero, Vice President of Student Affairs

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes. Max. 500 words

Transfer Success Program

The Transfer Success Program served 189 students in the 2013-2014 school year. The following provides year end data about these students:

Persistence from Fall 2013 to Spring 2014	
#	140 out of 189 persisted from fall to spring
%	83.8% persisted after accounting for graduates and transfers

39 graduated and/or transferred:

25 of the 39 graduated AND transferred

14 of the 39 transferred w/out graduating

20.6% of the 2013-2014 cohort graduated/transferred – our stated objectives are measuring a 3 year graduation and transfer rate. We'll continue to track our graduation/transfer rates each year for the next two years to determine success in our overall objective (*Objective #2: 50% of entering students will successfully transfer within 3 years of starting at the Community College of Aurora*)

Average cumulative GPA	3.09
Male	32.2%
Female	67.8%
Average Age	22
First Generation College Students	67.8% an additional 11.4% is unknown

Additionally, 81 TSP students finished the 2013-2014 school year with 30 or more credits – 57 of those students have 40 or more credits. We'll be doing some follow up this summer regarding fall enrollment. It is also possible that we'll have identified more students who transferred after running the National Student Clearinghouse data in October. This is one of the ways we are using data to make program improvements.

TRiO Student Support Services Data

The TRiO program served 164 students in the 2013-2014 school year.

Persistence from Fall 2013 to Spring 2014	
#	96 out of 127 served in the fall persisted to spring
%	80% persisted after accounting for graduates and transfers

**TRiO recruited an additional 37 participants who started in the spring 2014 semester.*

25 graduated and/or transferred:

6 of the 25 graduated AND transferred

7 of the 25 transferred w/out graduating

12 of the 25 ONLY graduated

15% of the 2013-2014 cohort graduated/transferred – The TRiO objective on this is based on the year that students started the program with TRiO and is therefore not based out of the total number of TRiO students but a much smaller cohort number. It is possible, as with TSP, that we'll have identified more students who have transferred once we run the National Student Clearinghouse data in October.

Average cumulative GPA	2.85
Male	36%
Female	64%
Average Age	31
First Generation AND Low Income	73.5%

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?

Max. 500 words

The demographics of students participating in the Student Success Center programs reflect the demographics of our service area in terms of both ethnic/racial diversity, and socioeconomic status. Details for each program follow:

Transfer Success Program

Demographic Data	
American Indian	2.1%
Asian/Pacific Islander	2.1%
Black	23.5%
Latino	49.2%
White	20.7%
Unknown	2.1%

TRiO Student Support Services Program

Demographic Data	
American Indian	14%
Asian/Pacific Islander	8%
Black	30%
Latino	23%
White	23%

In addition, to qualify for participation in the TRiO Student Support services program, students must be low-income, first-generation college students, and/or have a documented disability.

Promotion

How will you promote the event on campus and off-campus? Max. 250 words

Graduation, retention and transfer rates are important educational benchmarks, and highlighting the innovative efforts for students traditionally underserved in higher education is important to disseminate to external and internal stakeholders. Promotion will reflect that mindset, focusing on CCA's abilities to leverage limited funds to produce these kinds of impactful services. District (Aurora Public Schools, Cherry Creek School District, Denver Public Schools) and foundation partners with participants in the Student Success Center programs will be invited to attend the day's activities. CCA leadership, academic chairs, faculty, and CCA Foundation board members also will be on hand. Representatives from Metropolitan State University of Denver, University of Colorado-Denver, and Colorado State University will be invited based on their collaborations with CCA around transfer. Solicitation of local media coverage will flow through multiple channels, including social media, the college website, an article in CCA's monthly newsletter. A media advisory/press release will be distributed to local publications, including the *Aurora Sentinel*, Channel 8, *Denver Post*, *Chalkbeat Colorado*, and local network TV affiliates, and phone calls to individual reporters made in an attempt to spur interest in the Colorado Completes Tour.



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Name of College: [Community College of Denver](#)

Name of Program/Practice: Resource Center

Department: Student Development and Retention

Contact Information Name: Tina Maestas

Contact Information Phone Number: 303.556.6850

Contact Information Email: Tina.Maestas@ccd.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion? Max. 500 words

The Community College of Denver (CCD) [Resource Center](#) is an example of a model program tailored to meet the needs of underprepared students. Tina Maestas, the Director of the Resource Center, oversees a comprehensive program that addresses the academic, social, and personal growth needs of students engaged with the Resource Center. The Resource Center also serves as a conduit for students to access college and community resources needed to overcome barriers to academic success.

The Resource Center (RC) is a "one stop shop" supporting students in three major life domains:

1. Academic Wellness

- Tutoring
- Laptop Lending Program
- Educational Planning
- Early Alert
- College Transition (First Year Experience Program)
- Student Success Workshops addressing themes such as time management, study skills, college transition, etc.

- Academic Reinstatement
- Referral, linkage, and follow-up to campus and community resources

2. Financial Wellness

- FAFSA Support
- Scholarship Support
- Financial Literacy workshops
- CCD Money Smart team
- Financial Aid Appeal assistance
- Referral, linkage, and follow-up to campus and community resources

3. Personal Wellness

- Student Success Workshops focusing on aspects of the individual such as values, parenting, life balance, stress management, etc.
- Student Events and Activities to create a sense of belonging for students
- Referral, linkage, and follow-up to campus and community resources that enhance personal wellness

Staff are knowledgeable about the admission process, academic advising, financial aid, and helping with personal issues.

RC Retention Specialists provide individual and small group sessions using methodology that is both intentional and intrusive.

Intentional Support Features:

- Monthly one-on-one meetings with students
- “Just in time” services matched to the tasks required at various times in the semester. For example,
 - January -- FAFSA season assistance, offered through July
 - February -- Scholarship assistance
 - March/April -- Educational planning for summer/fall registration
 - April -- First Year Experience (FYE) outreach through New Student Orientations for the upcoming academic year
 - August/September -- Welcome events
 - November -- Educational planning for spring registration
- Solution focused, “on purpose” services
- Strengths-based approach
- Retention Specialists strive to build close collaborative relationships with students. Trust is central.
- Degree planning and career exploration in conjunction with Degree Works
- Academic and non-academic barriers are a focus point for college success
- Student Success Workshops, open to all CCD students

Intrusive Support Features:

- We support the development of the underprepared student, with a holistic, wrap around approach
- We build individually based success plans
- We communicate expectations for academic success
- Placement test results are carefully analyzed to:
 - Assist with determining course sequencing,
 - determine if a retake in a certain area (with study sessions first) will help raise a score,
 - open the conversation for career exploration.
- Resources to facilitate support and success:

- Off campus support and resources--food, shelter, clothing, medical, mental health, addictions, academic, financial, etc.
- Campus events, programs, and resources -- Phoenix Center, GLBT, CU Counseling Centers, Urban Male Initiative (UMI), Women Intentional about Success and Excellence (WISE), student clubs, tutoring, etc.
- Challenging conversations about expectations, deadlines, behaviors, class attendance, financial situations, self-concept, life stressors, values, etc.
- Early Alert system monitors academic progress and barriers and facilitates early intervention

Your College's Proposed Event

What event are you proposing to host that will highlight this practice? Max. 500 words

A Student Success Expo will showcase students who have overcome barriers to college attendance and success. Students will tell their stories and describe the strategies and the CCD and community resources they used to persist, complete and/or transfer.

This expo will use a mixture of [digital storytelling](#), visual tools, and student voice to tell the educational story of students highlighting how support services at the Community College of Denver have played an intentional and intrusive role in their success, semester persistence, and overall commitment to completion. The event would consist of three to four student presentations followed by a panel of students answering audience questions. The target audience would be incoming high school students, current students, and parents. Potentially, Lieutenant Governor Garcia could moderate and/or lead a question and answer session.

The event would occur in the Confluence Building at the Auraria campus. The event would last approximately one hour. Light refreshments would be served.

Guests would include Resource Center staff, CCD dignitaries, potential DSF and other high school student's interested exploring attendance at CCD and their parents, key community/business partners, CCD faculty and staff, DPS leadership, CCD Foundation members, Advisory Board members, Colorado Community College System (CCCS), DSF, City and County of Denver, State of Colorado, and DPS colleagues.

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes. Max. 500 words

The Resource Center was "born" in spring 2012, geared at outreach and retention of the Denver Scholarship Foundation population. Services were later extended to other CCD students. The Center became fully functional and fully staffed in summer 2013. There has not been much time to collect data on the overall Resource Center student participants as yet. Fall to fall retention analytics have not been examined yet. Fall to spring Resource Center retention was 84%. Fall 2012 to spring 2013 retention for CCD as a whole was 61.7%

One group of students that the Resource Center works with is the Denver Scholars group. These are students who have attended high school at Denver Public Schools for four years and are attending CCD through the Denver scholarship Foundation (DSF). A current cohort of Denver Scholars is persisting at a rate of 90%. To put this in persistence rate into perspective, 95% of the students in the 2011 Denver Scholars cohort required developmental education. So, in contrast to national trends that reflect a correlation between the need for developmental education classes and poor persistence, the Denver Scholars group is persisting at an impressive rate.

This is in contrast to the numbers for all of Colorado, which show that nearly half of students who enroll as freshmen in two-year colleges fail to return as sophomores. (Complete College in America. <http://completecollege.org/wp-content/themes/cca/pdfs/Colorado.pdf>). Persistence can be particularly challenging at an urban commuter college, such as CCD, where students do not have the benefit of a residential experience.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?
Max. 500 words

CCD is a Hispanic Serving Institution. We have over 25% Hispanic students and over 58% first generation students. Our main K-12 feeder institution is DPS which is more than 50% Hispanic. 87% of our incoming students are underprepared and require at least one remedial course. All of these groups traditionally have lower completion rates. The Resource Center's entire service model is designed to serve these populations. Many best practices are reflected in the Innovative Practice description above.

The Resource Center assists students from CCD application through graduation which afford staff the opportunity to support students as they grow and also to help students with some of the issues common to first-generation and/or low income students, such as coping with family that may not understand what college attendance entails as well as navigating the financial process and coming to a realistic understanding that college at CCD is affordable.

The Resource Center serves as a referral source for academic advisors via the STEAR early alert system. When an advisor receives an early alert on a student who is experiencing some sort of non-academic hardship, which has the potential to increase the likelihood of non-completion, the advisor partners with the Resource Center so that an intervention is facilitated.

The fact that the Resource Center serves as a hub for services throughout to college enables program staff to tailor services to address specific individual needs and interests. For example, if a student is interested in leadership development opportunities, the Resource Center may refer the student to Student Life to explore student clubs, Student Government, or other leadership opportunities; or, if a student is undecided about a career path, the Resource Center staff can facilitate Career Development Center services.

Because CCD is uniquely co-located with Metropolitan State University of Denver and University of Colorado Denver, the process of transferring to one of these institutions is easier. The Resource Center can assist students by referring them to the CCD Transfer Success Center and can mentor them through the transition.

Promotion

How will you promote the event on campus and off-campus? Max. 250 words

The event would be highlighted on the [CCD website](#) in various locations, including on the Resource Center main page and the CCD homepage. The event would also be promoted on the CCCS website AHEC calendar of events.

Additionally staff would work with resource center to develop informational publications and invitations, for example printed flyers and posters to distribute to event guests and students to promote the event.

Media invitations would be extended to the education reporters and/or editors at local TV news stations, the Denver Post, and community newspapers such as La VOZ and Urban Spectrum.



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Name of College: Pueblo Community College

Name of Program/Practice:

Pueblo Community College partnership with St. Mary-Corwin Medical Center (SMC) — providing leading-edge, simulated training environments and classrooms in a real hospital for PCC students in nursing, Emergency Medical Systems (EMS), radiologic technology, medical assistant, respiratory care, fire science and surgical technology programs.

Department: Health & Public Safety

Contact Information- Name: Dean Mary Chavez, Erin Hergert

Contact Information- Phone Number: (719) 549-3353/ (719) 549-3226

Contact Information- Email: erin.hergert@pueblocc.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?

Pueblo Community College formed an innovative partnership with St. Mary-Corwin Medical Center (SMC) to provide leading-edge simulated training environments for PCC students in nursing, Emergency Medical Systems (EMS), respiratory care, radiologic technology, fire science, law enforcement and surgical technology programs. This partnership created one of the top simulated training environments in the country, one in which students attend classes in at SMC in real hospital settings throughout a formerly vacant floor of the hospital complete with patient rooms, a nursing station, pill dispensary and special maternity room. This partnership provides innovative learning practices using state-of-the-art simulation that not only prepares students to be successful on the job but also keeps students engaged through active learning in addition to traditional classroom instruction onsite, improving both student retention and graduation rates. The Simulation Center enables students to learn via numerous "role playing" experiences in real-profession settings that provide crucial clinical time. These innovative and meaningful learning experiences emphasize nursing processes, safety, infection control, therapeutic communication, collaboration, decision making and leadership. The Simulation Center is housed on the 6th Floor of the hospital and includes six simulators and related control equipment, classroom technology such as 42-inch TV monitors, cameras, an infant warmer, and a

medicine dispenser machine among others. The surgical technology lab is housed on the 2nd floor in a former heart catheterization surgery room, this room has been transformed into an simulated operating room for the surgical technology students to receive hands on, experiential learning.

Also part of the partnership also includes the use of a home located near the hospital where law enforcement, fire science and EMS can stage events where a crisis begins and victims and/or the sick can treated on site then transported to the 6th floor of the hospital allowing for a complete collaboration of all programs coming together during a simulated event. Medical assisting and a physical/occupational therapy lab are also in the works to be housed at SMC as well.

The Simulation Center is deemed a tremendous asset to students enrolled in the healthcare programs at PCC, creating graduates of the highest caliber while shortening the transition period from classroom training to real-world experience.

Your College's Proposed Event

What event are you proposing to host that will highlight this practice?

Pueblo Community College and St. Mary-Corwin will host an open house of the 6th floor and 2nd floor surgical technology lab where PCC faculty and students in our nursing and allied health programs will demonstrate their simulation practices and explain how the real hospital setting has improved their academic experience. Students and faculty will engage in role playing with the simulators and "doctors" showcasing how they learn in these real-life settings in ways that are as close to possible to the real-life situations. Both faculty and students would also be available to answer questions and give their personal experiences. Representative from the hospital will also be available to talk about the benefits they receive as part of the partnership as well.

As part of the open house, PCC would announce the start of our new Surgical Technician program this fall and showcase the expansion of the floor of the hospital to accommodate this program's needs. Moreover, the event would include the announcement of PCC's future cadaver lab at the facility.

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes.

With the PCC/SMC partnership and Simulation Center having been in place for only one year, the program, while yielding a minimal amount of incomplete qualitative data, hasn't been in effect long enough to provide substantive quantitative numbers that show the effectiveness and efficiency needed to produce the desired outcomes of higher retention and graduation rates. We will have true, long-term and quantitative measures after the students have been in the program for a longer period of time. However, numerous studies citing the effectiveness of experiential learning, along with positive comments we have received in PCC student and teacher testimonials, lead us to expect our rates to increase (Kirkman, 2013 and Kaddoura, 2010). Most importantly, we also know that this partnership and Simulation Center will help create graduates of the highest caliber from the program.

On exit surveys done at the end of the semester, the majority of students strongly agreed that simulation training was helpful in their curriculum, as shown in their comments. "Simulation was great." "Learned a lot in simulation." "I loved

the simulation lab at SMC. It was awesome!" "Very good learning experience." "The staff and instructors were great." "Wonderful! I learned a lot and got to work with other students." "This exercise was very beneficial and a great learning experience. I like the interaction with the mannequins." "Wonderful resource for students." "Very helpful and a lot less intimidating than the real thing!"

Moreover, our passing rates on exams have continued to be strong, and in some cases, even higher, which supports the qualitative data showing the program to be effective. Data from our Nursing program has shown pass rates ranging from 82-92% in prior years. For Nursing grads in May 2014, the NCLEX RN pass rate was 95%. Moreover, our graduation rates for nursing, radiologic technology, and respiratory care have been strong, and we expect to only be stronger. Please see below. In the tables, the "GR" columns are grad rate for nursing was 100% is 2 years, 150% is 3 years, 200% is 4 years. Respiratory rates have no difference between columns because most of those students graduated the same year as their cohort. The "EXIT GPA" columns give the average GPA of all graduates at the time they graduated. Our radiologic technology is quite noteworthy.

Nursing (AAS Only)				
Cohort	100% GR	150% GR	200% GR	EXIT GPA
2010	54.8%	67.7%	71.0%	3.251
2011	66.7%	81.5%		3.466
2012	72.4%			3.501

Rad Tech				
Cohort	100% GR	150% GR	200% GR	EXIT GPA
2010	85.7%	90.4%	90.4%	3.658
2011	100.0%	100.0%		3.858
2012	86.4%			3.874

Respiratory Care				
Cohort	100% GR	150% GR	200% GR	EXIT GPA
2010	100.0%	100.0%	100.0%	3.391
2011	92.8%	92.8%		3.420
2012	94.1%			3.392

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?

In some aspects PCC's partnership with SMC does help serve a population with lower completion rates. One major component of PCC's health programs (besides EMS) is a high enrollment by minority female students. These students traditionally have a poor completion rate at other colleges (and nationally), ahead of only minority male students. At the same time, PCC's health programs traditionally have very high completion (once students enter) for all student groups, including the minority female students. Health programs at PCC specifically close the gap between white and minority completion, particularly for female students. Within our own numbers, these programs are the sole reason that minority female students are *always* more successful *by any measure* than minority males, who tend to be drawn to business and technology programs with lower success rates. PCC's minority female students are so common in closed or limited enrollment health programs that they have success rates rivaling our white male students, which is fairly rare in community colleges. So, yes, these programs serve traditionally less successful groups.

Promotion

How will you promote the event on campus and off campus?

Pueblo Community College and St. Mary-Corwin Medical Center would invite community leaders, respective boards, and community supporters as well as faculty and staff to the open house to not only learn about the partnership, but also about the new Surgical Technician program that required further expansion on the floor of the hospital to accommodate its needs. The event would also include the announcement of PCC's future cadaver lab at the facility as part of the expansion of the partnership. A press release would be sent to all local media inviting them to the open house and to learn more about the growth of this partnership as well as the Lt. Governor's visit. Moreover, the PCC's Center for New Media would videotape and broadcast the event on Comcast Channel 18 as well as online through PCC's YouTube and Facebook pages. A copy could also be provided to the Lt. Governor's office to be used as needed.

References:

Kaddoura, M. (2010). New Graduate Nurses' Perceptions of the Effects of Clinical Simulation on Their Critical Thinking, Learning, and Confidence. *Journal of Continuing Education In Nursing, 41(11)*, 506-516. DOI:10.3928/00220124-20100701-02

Kirkman, T. R. (2013). High Fidelity Simulation Effectiveness in Nursing Students' Transfer of Learning. *International Journal Of Nursing Education Scholarship, 10(1)*, 1-6. DOI:10.1515/ijnes-2012-0009



Dear Colorado Community College System College Communications and Student Services Staff:

Your college is encouraged to submit an event for the Colorado Completes Tour with Lt. Governor Joe Garcia!

Please complete this Microsoft Word form by **August 19** to propose an event for the Colorado Department of Higher Education's *Colorado Completes* campaign. Your event should showcase innovative completion practices with proven results for ensuring students are graduating.

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Name of College: Lamar Community College

Name of Program/Practice: Student Orientation

Department: Student Services

Contact Information- Name: Jenna Davis

Contact Information- Phone Number: 719.336.1589

Contact Information- Email: Jenna.davis@lamarcc.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?

Title: From Orientation to Graduate Surveys: Keeping Pace With Students

A redesigned new student orientation event using input from across the campus; a redesigned advising and tracking worksheet for all academic advising; and a graduation survey for those students participating in the graduation ceremony.

Your College's Proposed Event

What event are you proposing to host that will highlight this practice?

A comprehensive orientation and tracking process that will strengthen Lamar CC's quality culture and infrastructure by

- 1) Providing students with a more solid, organized, and informed start to their college experience.
- 2) Helping students focus on their educational and career goals.
- 3) Allowing Lamar CC faculty and staff the opportunity to work together to provide an important orientation component to the student educational experience.
- 4) Helping the college gain the ability to follow up on students after graduation and provide an assessment on how the College is doing in helping students succeed

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and **data that proves the program's** effectiveness in producing desired outcomes.

Comparison of Orientation cohort to other new students															
First Term	Orientation Cohort	Average GPA in first term	Retained 1 term	Retained 2 Terms	Retained 3 Terms	Average Number of Terms enrolled		Average Cumulative GPA in final Term	Average Earned Hours in final term	Graduated	Transferred				
Fall 2011	151	2.513	128 85%	15 10%	77 51%	3.1		2.567	49.3	57 38%	52 34%				
Fall 2012	179	2.617	137 77%	11 6%	86 48%	2.8		2.551	44.8	25 14%	34 19%				
Fall 2013	186	2.762	153 82%	26 14%		2.0		2.796	36.0	4 2%					
Spring 2014	20	2.385	5 25%			1.3		2.382	24.8						
Totals	536	2.628	423 79%	52 10%	163 30%	2.5		2.633	42.4	86 16%	86 16%				
Control group are Students enrolled during their first term as Non-Dual Enrolled, but who did not take Orientation															
First Term	Control Group	Average GPA in first term	Retained 1 term	Retained 2 Terms	Retained 3 Terms	Average Number of Terms enrolled		Average Cumulative GPA in final Term	Average Earned Hours in final term	Graduated	Transferred				
Fall 2011	148	2.464	94 64%	20 14%	44 30%	2.6		2.487	47.3	46 31%	46 31%				
Fall 2012	126	2.410	82 65%	13 10%	52 41%	2.5		2.419	43.3	27 21%	19 15%				
Fall 2013	117	2.841	68 58%	10 9%		1.7		2.696	32.5	4 3%					
Spring 2014	62	2.628	12 19%			1.2		2.750	17.5						
Totals	453	2.553	256 57%	43 9%	96 21%	2.2		2.552	38.4	77 17%	65 14%				
Percentage point Difference between two groups (Not percent difference)															
First Term	Average GPA in first term	Retained 1 term	Retained 2 Terms	Retained 3 Terms	Average Number of Terms	Average Cumulative GPA in final Term	Average Earned Hours in final term	Graduated	Transferred						
Fall 2011	0.049	21%	-4%	21%	0.5	0.080	2.1	7%	3%						
Fall 2012	0.207	11%	-4%	7%	0.2	0.132	1.6	-7%	4%						
Fall 2013	-0.079	24%	5%	0%	0.3	0.100	3.5	-1%	0%						
Spring 2014	-0.242	6%	0%	0%	0.1	-0.368	7.3	0%	0%						
Totals	0.075	22%	0%	9%	0.4	0.081	4.0	-1%	2%						
Orientation group was higher than the Control Group except graduates.															
Graduation rates do not yet include Spring 2014 graduates so this rate will increase for both groups															

Students who attend orientation are more likely to retain, have a higher GPA, and earn more hours while attending LCC.

After the redesigned new student orientation in August 2011, the Project Team held a debriefing for campus employees to provide feedback on the event. Students who attended the orientation also completed a survey of the day's events. The next phase of the action project examined the current advising processes at LCC with the intent of improving the efficacy of academic advising as a tool to understand students' needs and broader academic goals beyond registering for the immediate semester. With this goal, the team designed an advising worksheet with questions for advisors to ask their advisees throughout the stages of the student's progress: the first meeting, subsequent advising for second, third and fourth semesters, and moving to a student's end goals whether transfer or employment. The worksheet was a collaborative effort through the fall 2011 and early spring 2012 semesters, and stakeholders on campus were invited to add elements that met their specific program or student needs. The worksheet was piloted in spring registration. Advisors were asked to use the form with each advisee, and store it as a hard copy that the student could add to in future meetings. The worksheet has been published in the college portal and any modifications will take place through the academic and student services departments. The final piece of the project was the implementation of a graduate survey administered to students as they prepared for the graduation ceremony. A simple questionnaire asked students for contact information as well as details about their future plans, whether a transfer college or employment, and also asked their rate of satisfaction with Lamar Community College. The team feels its goals for this project have been

largely accomplished, and the redesigned or new processes are stable and housed in permanent department positions where they should be sustainable.

This Project had three components: a redesigned new student orientation event using input from across the campus; a redesigned advising and tracking worksheet for all academic advising; and a graduation survey for those students participating in the graduation ceremony. All three of these new elements have been integrated into the college's practices and have been replicated, or will be replicated, as is the case with the graduation surveys.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?

It is felt that currently sub-groups of students, such as TRiO students and Agriculture Department students, receive very good orientation/advising/transfer/tracking services. However, students who step onto Lamar CC without a clear goal in mind often slip through the cracks and leave Lamar CC without ever clarifying or achieving academic or career goals. We would like to extend the excellent processes already in place in TRiO and in the Agricultural Department to all the students that arrive on campus. This process has focused and clarified the desire to meet the needs of all of our students, not just the students in some fortunate sub-groups.

Developing an orientation process is challenging, but we believe the rewards will be stimulating, worthwhile, and necessary to produce a student that is ready for college life, academic challenges, and thoroughly versed in the college policy and procedures. We believe that when students (traditional, non-traditional, athlete, disabled, etc) and their families decide that they are going to attend Lamar CC that they are excited, motivated, and energized about the whole collegiate experience. Lamar CC should not take for granted that our students would like an orientation to discuss policy and procedures that affect them, they must be worth our time to orient them to the campus.

Promotion

How will you promote the event on campus and off-campus? Max. 250 words

Orientation is promoted through radio, LCC website, direct mail, social media, text messaging, email and cold calls. Our target market for this event is students who have applied for admission to LCC.



COLORADO COMMUNITY
COLLEGE SYSTEM

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Upon completing this Microsoft Word form, please save it with a name identifying your college and send it as an attachment to angela.williams@cccs.edu

Name of College: Red Rocks Community College

Name of Program/Practice: College Gateway Program/ A Former Offender Program

Department: Gateway

Contact Information- Name: Catherine J. Lachman

Contact Information- Phone Number: 303-914-6263

Contact Information- Email: catherine.lachman@rrcc.edu

Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?

The **mission** of the College Gateway Program is to create a learning environment for returning citizens that promotes personal change, growth and a passion for learning.

What makes this program successful is that we understand the needs of the "whole individual." Gateway enrollees come into the program with a host of challenges. They come from broken families, have long criminal histories (average of nearly 7 convictions), substance abuse issues, low self-esteem and a strong feeling of hopelessness.

Gateway consists of three consecutive 7-week courses that systematically prepare students for success in their communities, college and beyond. When students walk through our doors they become part of our Gateway family. We assist them with the entire admissions and financial aid process while helping them adapt to a college environment. Our "open door" policy puts our students first and confirms to them that their success is important to us. Our Gateway offices provide an area for students to talk with staff, study or socialize. In addition, we provide an avenue for our students to volunteer with our community partners. This allows our students to give back to the community that supports them. We offer much more than basic college prep material. We offer hope, support and a future.

Your College's Proposed Event

What event are you proposing to host that will highlight this practice?

Gateway presents at prisons, half-way facilities, probation/parole offices, schools and community organizations. Students and staff educate the public on how the program operates and what makes it successful. The second Wednesday of each month a group of students from Gateway speak at the Lakewood Probation office to juvenile offenders. Not only does this educate them about the program and Red Rocks Community College, but it serves as a catalyst towards change.

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes.

In a state with the nation's third highest recidivism rate-more than 55%-Gateway students' recidivism rate is less than 8%.

Our Gateway enrollees have a host of challenges set before them. 67% did not graduate from high school. They have long criminal histories, with some serving as much as 31 years, substance abuse issues, broken families- nearly 9 out of 10 students have had at least one family member that is or has been incarcerated.

In a study completed by Dr. Neil Gowensmith from Denver University, it was found that 75% of Gateway students remain in college after completing the Gateway Program. Gateway graduates report their quality of life increased by 87%. 92% of Gateway graduates have no new arrests, charges, or violations. 65% hold steady employment after graduation. Substance abuse decreases by more than 50% and 57% are completely free and clear of any legal requirements within 2 years of graduation.

For the past three years, the Outstanding Graduate at the Red Rocks Graduation Commencement has been a Gateway student. We now have students working on Bachelors and Master's degrees at numerous colleges and universities across the state.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?

Gateway is specifically designed to work with individuals who believe they do not have the skills or aptitude for college. Not only do we recruit individuals directly from prison but we open the door to first generation students who never thought they would ever step foot on a college campus. Through the use of the Viktor Frankl material (Man's Search for Meaning), we empower individuals to see their importance in their communities while making positive and permanent changes in their behavior and thinking.

Promotion

How will you promote the event on campus and off-campus? (To be provided)



Colorado Completes!
Ensuring College Students Graduate

One focus –student success! remains Front Range Community College’s (FRCC) motto, and that emphasis has been embedded throughout various innovative practices recently undertaken at the college. FRCC, with three campuses and three off-site locations, serves over 28,000 students annually. Two practices that FRCC will address through this report are:

1. Innovative implementation of the Colorado Community College System’s (CCCS) Developmental Education Redesign and
2. Creation of a Student Success Center at the Boulder County Campus.

A common theme runs through these recent innovations: The road to student success and completion begins at the intersection of instruction and student support services.

IMPLEMENTATION OF DEVELOPMENTAL EDUCATION REDESIGN

FRCC, utilizing funds received from the Colorado Community College System’s (CCCS) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant and Complete College America (CCA), has spent the past 18 months preparing for a full implementation of the Developmental Education (Dev Ed) Redesign project. This Dev Ed Redesign project was approved by the State Board for Community Colleges and Occupational Education (SBCCOE) on February 13, 2013, specifically to:

“...accelerate students by reducing the amount of time, number of developmental credits, and number of courses in the developmental sequence so students can be successful in a college level course.”¹

A team of FRCC faculty and staff was charged with proposing how our college would successfully implement the new College Composition and Reading (CCR) and Dev Ed Math courses so that our students could reduce the number of credit hours/time spent in developmental courses and successfully

¹Colorado Community College System Developmental Education website: <https://resources.cccs.edu/education-services/developmental-education-task-force/developmental-education-redesign/>

advance to college-level courses. This team, composed of faculty and instructional and student services administrators, was charged with:

- Addressing how FRCC would “roll out” and support the curricular redesign recommendations coming from the CCCS Developmental Education Taskforce.
- Creating and adhering to an appropriate timeline for each campus and discipline.
- Assessing training needs and developing strategies to provide such training to our faculty and student services staff.
- Partnering with student services staff to best serve our students.
- Projecting impacts to the college, online, and campus budgets.
- Developing assessment of system measures of success, including success rates in college-level courses, completion and retention rates, and the overall effectiveness of the models.

As much as possible every college-wide discussion about the redesign implementation brought together instruction and student support services staff. For instance, on May 17, 2013, approximately 135 Dev Ed, CTE, and gtPathway faculty and student services staff met to discuss challenges, opportunities and next steps for the college. In July 2013, Arleen Arnsperger, Project Manager of the Initiative on Student Success for the Community College Survey of Student Success, addressed the FRCC student services staff and Dev Ed faculty to discuss the importance of promoting innovation and partnership between student services departments and instruction. Then at the fall 2013 all-college faculty in-service, Dr. Arnsperger presented on the faculty’s vital role in student success. Interwoven throughout her presentation was the need for instruction to work hand-in-hand with student services. In May 2014, approximately 100 faculty and staff gathered to celebrate success of the Dev Ed Redesign pilots launched on each campus with full implementation to occur in the fall 2014.

PRELIMINARY RESULTS

Early data show that students in a CCR 092 class with embedded advising were more likely to visit an advisor than students who did not have an embedded advisor. Results of a survey of students in CCR 092 classes with embedded tutors measured students’ awareness of 20 campus resources before they worked with an embedded tutor and after. Prior to working with an embedded tutor, 49% of respondents reported they were aware of campus resources. After completing the CCR 092 embedded tutor pilot, 83% of respondents were aware of the 20 campus resources and 100% were aware of the following four resources: writing center, library, financial aid, and academic coaching. In Studio 121, FRCC embedded writing center consultants into the CCR 094 portion of the class to assist students with the rigorous CCCS course requirements, which include five essays over the course of the semester. Again, current data are preliminary and a smaller number of students participated in the CCR 092 course, but college-wide Studio 121 students had a pass rate of 73% as compared to 71% for students who tested into ENG 121 and therefore did not have access to an embedded writing center consultant. Efforts to specifically promote partnerships between instruction and student services, and create communication channels between the two departments and students in need of developmental education, have certainly been positive.

In developmental math, a pathways model was implemented. One course, MAT 055, prepares students for a College Algebra/STEM path; a second course, MAT 050, prepares students for liberal arts disciplines, statistics, and CTE math courses. In order to provide options for students' different learning styles, FRCC chose to design the two courses in three different modalities: traditional classroom courses, computer-based modules, and online courses. Students can choose to take the developmental math course they need in the modality that works best for them. Specifically in MAT 050, the traditional classroom course incorporates a conceptual approach, including daily group work, use of technology, study skills, and higher standards for oral and written communication. Multiple training sessions before and during the course, as well as structured reflective practice groups, were provided for faculty and instructors to support this new way of teaching and learning math. Initial comments on student evaluations indicate they seem to enjoy learning math conceptually. One student wrote:

... I'll just write a little on how interesting it was in class Thursday. I didn't know that working in large groups and problem solving would be so much fun. I really learned a lot. I think the next time I have any problem in life I might need help with, maybe I will sit down with friends and family and brainstorm like this to come up with a solution. I really learned a lot that day in class.

A second option, modules, divides the developmental math curriculum into smaller "chunks" which provide students individualized instruction by allowing them to skip modules in which they demonstrate proficiency and take at their own pace modules they need. The third option, online, allows students flexibility to learn course material at a convenient time and place for them.

The developmental math model also includes a mainstreaming model: five co-requisite support labs, which offer supplemental academic instruction for students who are just below the cutoff to take certain math courses. Students who qualify can take the math course as long as they also take the support lab the same semester. Even though CCCS allows institutions to choose whether or not to offer the co-requisite support labs, FRCC chose to offer all five in order to offer mainstreaming options to the largest possible population of students.

Because the new developmental math model includes two pathways each with three choices for modalities, and five possible co-requisite support labs, it is crucial for Advisors to have a deep understanding of the model in order to explain the different options to students. It is also important for Advisors to be able to ask students the right questions in order to help them determine which pathway and modality will be best for their learning style and educational goals. Developmental math faculty held multiple training sessions with Advising, and the two groups strengthened communication and relationships during the planning and implementation phases. As a result of developmental math redesign, each department now has a liaison for the other on each campus.

To date, all presentations/promotions regarding FRCC's innovative approach to the CCCS Dev Ed redesign have been internal. However, FRCC was visited by the Community College Research Center and

Rutgers University. Both entities wanted to learn what processes/strategies were undertaken to proceed forward with this innovative and complicated developmental education redesign implementation.

Since the old and new curriculum do not strictly align, comparisons of data from old and new courses must be made with caution. For example, it is not completely appropriate to compare pass rates in ENG 090 with any of the new CCR classes. The Math 030-099 sequence does not align to either the MAT 050 or MAT 055 courses. In addition, curriculum in college-level math classes has been significantly modified in response to the Dev Ed Redesign changes. FRCC's longitudinal quantitative data will not be available for quite some time, but our preliminary data regarding the re-imagining of the roles of instruction and student services are quite positive.

FRCC's BOULDER COUNTY CAMPUS STUDENT SUCCESS CENTER

The same spirit of teamwork between instruction and student services was the inspiration for FRCC's Boulder County Campus Student Success Center. The Boulder County Campus (BCC), located in Longmont, is the smallest of FRCC's campuses, serving approximately 5,000 students annually. In 2012, the State Board for Community Colleges allocated \$100,000 to each CCCS college to use for student success initiatives. FRCC awarded those funds to the Boulder County Campus to use for a new Student Success Center designed as a functional space that combines instructional and student services to support student success.

Opened in June 2013, Boulder's Student Success Center offers academic support and advising services in a central location. The collaboration of faculty and student services professionals is at the heart of the Center's mission and was visible at each stage of its development. In the planning stage a programming team, composed of ten instructional and student services' staff representing key areas related to student success, reviewed existing programs and discussed new programs that could capitalize on the partnership between instruction and student services. The Center is staffed by faculty and student services personnel. The co-leads of the Center are directly involved with students through classroom instruction and retention efforts. Oversight of the Center is provided by a Dean of Instruction and a Dean of Student Services.

The result of this innovative collaboration of faculty and student services' staff was a dramatically new approach to student support at BCC. Before the Center opened, students attended tutoring sessions in the computer commons; they accessed academic coaching and advising in a variety of separate locations. Now, BCC students visit one location for drop-in tutoring, writing lab, and math lab; schedule and attend one-on-one tutoring sessions; and attend workshops on time management, note taking, stress management, essay writing, memory and study techniques, and other topics. In addition to academic support, the Center gives students access to advising, disability support services, veterans services, Early Alert, career counseling, and other support services. The Center provides students a holistic experience in support of their academic goals.

Preliminary assessment of the new Student Success Center has focused on usage in an effort to determine the frequency with which students access specific programs/offering. In addition, early quantitative data was gathered on the impact of workshops offered by the Center shows students attending workshops retained 12 percentage points higher than the total population and 16 percentage points higher than first-time, full-time students. In the 2014-15 academic year, using SARS and Institutional Research, the Center co-leads will assess the Center's influence on term GPA, overall GPA, specific course pass rates, and term to term retention.

In the words of FRCC President Andy Dorsey, "At FRCC, our No. 1 priority is student success. We believe that learning is a partnership among students, faculty, and staff, and we are dedicated to providing opportunities for diverse learners and communities." The Developmental Education Redesign Implementation and the opening of the Boulder County Student Success Center are examples of initiatives being undertaken to truly bring all facets of the college to focus on one thing and that is student success.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates? (To be provided)

Promotion

How will you promote the event on campus and off-campus? (To be provided)