

Creating the college we imagine

In 2010, Front Range Community College faculty, instructors, staff, and administrators came together to envision all that FRCC could become over the next five years. Out of that discussion our Strategic Plan, known as *Vision 2015*, was born. Ambitious and sweeping, it set priorities and targets for making our vision a reality. Half a decade later, we're celebrating everything we have accomplished toward this goal – as individuals, as programs, as departments, as campuses, and as a college.

There is much to applaud. Since the inception of the plan, many faculty, staff, and instructors have embarked upon initiatives focused on improving student success: Student Learning Outcomes. Online student support teams. Developmental Education redesign. Diverse Learning Environment survey. Instructional coaching. Teaching with Purpose. And President's Innovation Grant projects. Others at the college have worked on various initiatives to enhance the overall learning and working environment, strengthen our partnerships, and contribute to the communities where we live: Employee recruiting and onboarding. Expanded professional development. Website enhancements. Workforce development. Grants and resource development. Foundation fundraising. Concurrent enrollment growth. Precision Machining Program. Facilities renovations, expansions, and improvements. Campus Security and Preparedness initiatives. The list goes on.

We've all witnessed glimpses of these accomplishments as they've taken shape. Harder to see, however, is the sum total effect of these individual initiatives. That's the reason for this publication and the 2015 poster sessions and campus ice cream socials. Let's honor our achievements and celebrate the immense progress we've made since 2010.

Andy Dorsey

President

Priority 1: Student Success

Ensure that all students have the skills to be successful in the workplace or further education.

Faculty, instructors, and staff defined five skills students should develop in addition to earning degrees or certificates. These skills are called Student Learning Outcomes (SLOs), and they are addressed in the classroom as well as in student co-curricular activities and through many of the support services we offer at the college.

- Critical Thinking
- Effective Communication
- Information & Technology Literacy
- Professional Conduct
- Quantitative Reasoning

Significantly reduce the number of courses a student who tests into developmental education must take before enrolling in college-level courses.

Many students come to FRCC lacking skills in Math, English, and Reading that are important for success in college. The reasons are many, from time away from formal education to inadequate preparation in high school for the rigors of college. At FRCC, faculty redesigned developmental education as part of a larger effort of the Colorado Community College System.

- Math went from a maximum sequence of four classes (13 credits) to one class (4 credits). Students choose between algebraic literacy and quantitative literacy depending upon their academic and career goals.
- English went from a maximum of four classes (REA and ENG) to a single 3- or 5-credit CCR class (College Composition and Reading).
- Students are now able to “mainstream” in both math and English. This means a student who tests into developmental education can take the developmental course at the same time as a college-level course.

Data show that students are passing the developmental courses at approximately the same rate as under the old curriculum, but in fewer semesters.

Student Success Task Force

A team of 13 faculty and staff researched best practices at community colleges in four states and made recommendations to improve program completion, graduation, and/or transfer. The task force recommended:

- On-time registration
- Mandatory new-student orientation
- Required student-success course
- Guided academic pathways
- Proactive Student Support (PASS) activities

Cabinet approved the recommendations, and implementation teams formed in fall 2015.

Student Success Centers

The Student Success Center opened at the Boulder County Campus to support students who need help with study skills, time management, success skills, and tutoring. It houses the Writing Center, Math Lab, and Tutoring Services. Success coaching is available, as is a contracted licensed therapist. At Westminster the Academic Success Center opened as a one-stop center housing the Writing Center, Math Center, and Tutoring Services.

Graduation and Transfer

A team looked at ways to better inform students about how to apply transfer courses toward their degree, streamlined the graduation application process, and ensured alignment of Degree Check and our college catalog. Degree Check is a software program that monitors progress toward program completion, checks for remaining requirements, and identifies alternative programs to which students' credits may apply.

Auto-confer and Reverse transfer

Students should receive the credential they have earned, but sometimes they don't know they have earned one.

- Auto-confer automatically confers a degree or certificate when students have earned the appropriate credits, unless a student opts out. After an initial review of records of students no longer at FRCC, approximately 1,000 certificates were awarded (through Spring 2015). A review of current students is under way.
- Reverse transfer awards an associate degree to students who transfer to a four-year institution and become eligible for an associate degree from credits earned there. A total of 23 associate degrees were awarded in the initial review (through Spring 2015). A review of an additional students is underway.

Career Success Center

Opened in 2013 at the Westminster Campus, the center integrates career assessment and counseling, "soft skills" training, and job search assistance. It provides a direct link to internships and employment opportunities. The center has served more than 600 students so far in 2015 alone.

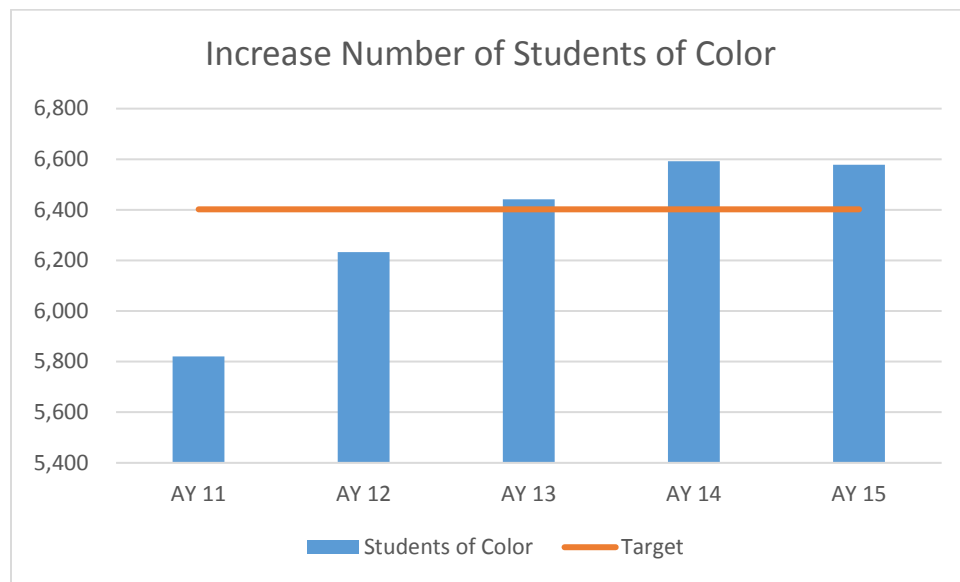
Other initiatives

- Marketing and Communications launched a new website in December 2014, making it easier for both current and prospective students to find the information they need quickly and easily. The website received the 2015 Best Higher Education Award from Telerik, our content management system software vendor, topping finalists from Australia and Singapore.



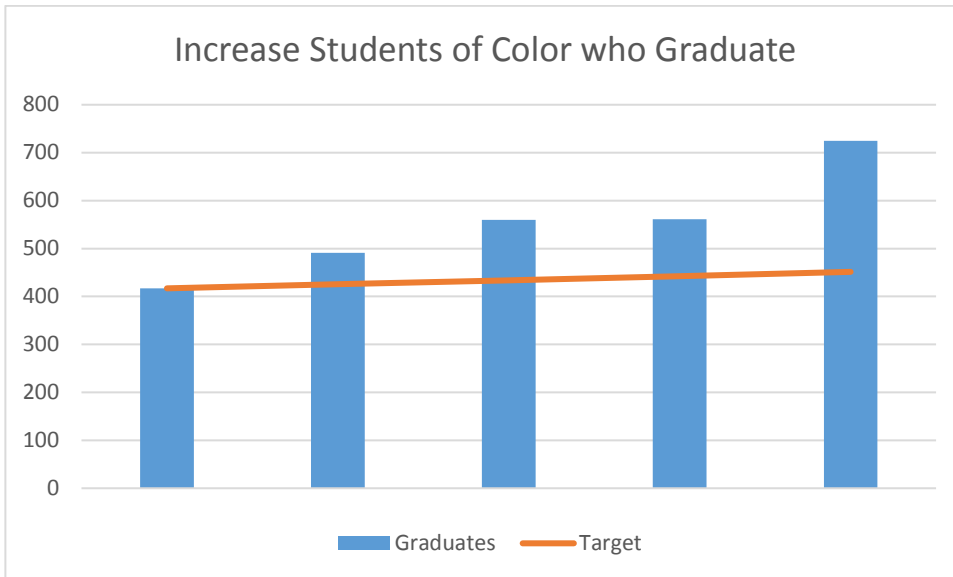
Priority 2: Opportunities for Diverse Learners and Communities

Increase enrollment of students of color by at least 10 percent. (Baseline: 5,820. Target: 6,402.)



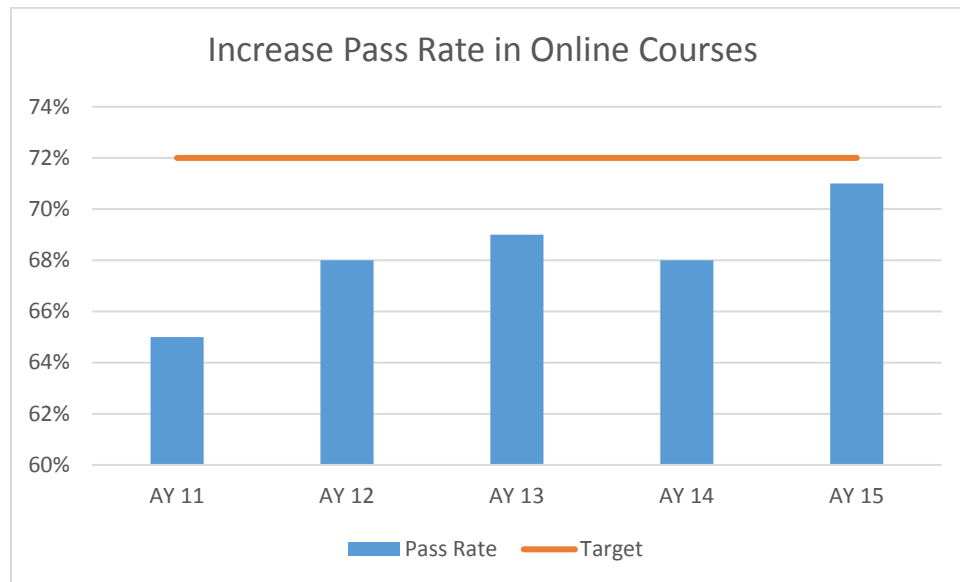
Total college enrollment decreased from AY 12 to AY 15 while enrollment of students of color increased each year or stayed flat. How? A Diverse Learning Environment Survey was administered in 2013. After analysis, key results were disseminated and survey data were used to determine initiatives going forward. Campuses formed diversity committees; among their accomplishments: enrollment checklists and resource manual for Spanish-speakers; leadership and mentoring programs; campus welcome pole; visual ethnography survey and resulting placement of 50 pieces of art reflecting cultural and social justice issues; training for faculty and instructors about inclusiveness in the classroom; diversity dialogues; and active and passive programming within academic offerings.

Increase by 2 percent per year the number of students of color who graduate. (Baseline: 417 students. Target: 451.)



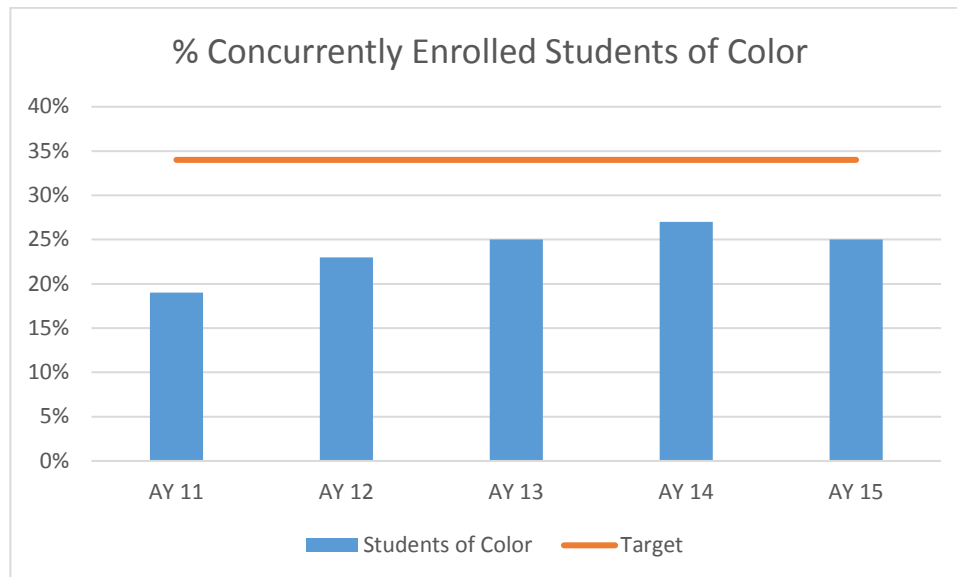
Includes students who graduated with a degree or certificate. AY 15 includes students who were awarded a certificate and/or degree through auto-confer.

Increase the pass rate (C or better) in FRCC online courses by 7 percentage points. (Baseline: 65 percent. Target: 72 percent.)



Although we didn't reach our target, the pass rate improved and moved closer to the pass rate for traditional classes. How? Online Learning hired four new student support staff, an instructional coach, and additional instructional design staff. Four Online Student Success teams support online course development. Starting in 2013, emails to students enrolled in online classes help students be more "online ready," and in 2014, an online orientation became a requirement. Students who completed the orientation earned a 25 percent higher GPA in the semester of their orientation, compared to students who did not complete the online orientation. Brainfuse, an online tutoring service that was offered beginning 2015, now supplements on-campus tutoring services.

Increase proportion of students of color in concurrent enrollment in targeted high schools by 15 percentage points. (Baseline: 19 percent. Target: 34 percent.)



FRCC’s concurrent enrollment program is called College Now, and within that program the college saw an increase in students of color of 6 percentage points – to 25 percent overall – Westminster Campus exceeded the 34% target from AY 12 forward; Brighton Center from AY 14 forward.

Diversify Applicant Pools

Faculty, instructors, and staff should reflect the communities in which they live and the students with whom they interact.

- Human Resources has broadened its job-postings through a job-board aggregator, increasing by a factor of 10 the number of websites where jobs are posted.
- A new online application process that tracks the voluntary identification of race/ethnicity among applicants shows a 5 percent increase in diversity in the applicant pool from 2014 to 2015.
- Integrated Postsecondary Education Data System (IPEDS) data show an increase in the percentage of employees who identify as racial or ethnic minority. IPEDS AY09 survey: 9 percent; AY15 survey: 13 percent. The survey is conducted every two years and does not include part-time instructors.

Priority 3: Strong Partnerships

Establish one new partnership per year, credit or non-credit.

- AY 12: Partnerships were developed with the Front Range Healthcare Consortium, Columbine Health Systems, IBM, and other businesses in the health-care and IT industries as part of a Department of Labor H-1B grant.
 - The grant provided funds to train 2,927 incumbent and 160 unemployed workers in health-care and IT industries.
 - With industry support in developing and teaching curriculum, WebLab is a non-credit boot camp certification training for web development. Ninety one students completed WebLab through December 2015, with job placement greater than 80 percent.
 - A non-credit online medical coding (ICD-10) fundamentals boot camp was developed and implemented. Training targets long-term unemployed or underemployed and has also been offered to incumbent workers at Children’s Hospital. The program has a 90 percent completion rate as of December 2015.
 - Grant funding supported development of LPN training in partnership with Columbine Health Systems.
- AY 13: Gateway to College, a national dropout-retrieval program (Westminster Campus is a network member), expanded to include six school districts: Adams 12, Mapleton 1, Adams 50, Jefferson County R-1, Brighton 27J, and Adams 14. Of the 370 students who enrolled in the past five years, 151 have graduated with a high school diploma and college credit, and 38 are currently active.
- AY 13: Industry partnerships with nearly a dozen businesses led to the development of a non-credit and later a credit Machining Program. Industry representatives, who helped select equipment, design curriculum, and staff classes, were instrumental in designing the new 11,000-square-foot Advanced Technology Center in Longmont and putting together a winning Department of Labor TAACCCT grant that helped fund start-up. The credit program includes four certificates. Results: More than 250 students have been trained since June 2014; more than 200 students have completed a program of study, and 321 credentials have been awarded (credit and non-credit). Job placement is above 70 percent. The program also has received more than \$70,000 in scholarship grants from manufacturers and manufacturing-supported foundations.
- AY 14: A partnership between Colorado State University and the Manufacturing and Energy Technology program resulted in the construction of a fully operational power plant on CSU’s Powerhouse Energy Campus. The power plant was funded by a Department of Labor TAACCCT grant and provides training opportunities for FRCC students as well as students from CSU.
- AY 15: A partnership forged between BIO and PSY faculty at the Larimer Campus and faculty at Colorado State University led to approval of a National Institutes of Health Bridges to Baccalaureate grant designed to increase the pool of students from diverse backgrounds who pursue further education/careers in the biomedical and behavioral sciences. Also, a new partnership between FRCC science faculty and Boulder-based UNAVCO, a non-profit research and education facility, resulted in a grant from the National Science Foundation to prepare more community college students for careers in the geosciences.

Other Partnership initiatives

Concurrent Enrollment

- Total enrollment increased more than 400 percent to 3,052 students in AY 15, up from 592 in AY 11. The Higher Learning Commission has approved FRCC to offer 50 percent or more of the credits required for a degree or financial-aid-eligible certificate at five partner high schools.
- The Larimer Campus has longstanding partnerships with school districts, enrolling 400 students every year in eight career/technical areas.
- Westminster Campus has awarded certificates in Automotive Technology and Welding Technology to 185 concurrent enrollment students over the past five years.
- Boulder County Campus increased its partner high schools to nine in AY 15 from one in AY 11.

Priority 4: Culture of Collaboration, Innovation, and Pride

Continue to be a great place to work by promoting campus and college-wide environments that foster collaboration, innovation, open communication, transparency, and a healthy work-life balance.

The President's Innovation Fund awarded 36 projects FY 13-FY 16, with a total budget of more than \$420,000. Some examples:

- Reconstructing the Past, a service-learning based integration of Art, History, and Women's Studies students leading to an annual multimedia exhibition that has focused in successive years on Boulder County women living in assisted living facilities, Latinas, and Jewish women.
- Installing an All-Sky Camera Network for observatories on three campuses.
- Story-Catchers, a multi-disciplinary oral history project in northern Colorado.
- Tracking Infectious Disease using GIS and GPS.
- Leadership, Excellence, Achievement, and Development Series (LEADS), a multicultural leadership experience for students.

Provide faculty, instructors, and staff with more training and professional development

- A more meaningful New Employee Orientation was designed in 2012. It is offered every other month for new staff.
- A redesigned and refocused New Faculty Orientation is offered annually in August.
- Approximately 85 faculty and more than a hundred instructors participated in semester-long Teaching with Purpose programs from AY 13 to AY 15. Four instructional coach positions were created and sustained, including one for online teaching, and other professional development opportunities have been offered for faculty and instructors, including the first in-depth training for new department chairs.
- Assessapalooza is a day-long conference about assessment and student learning that more than a hundred faculty, instructors, and staff have attended since 2013. Presentations focus on

assessment of student learning, creative pedagogies, engaged classrooms, and making data-driven decisions that benefit students. A third annual conference was held in October 2015.

- Since the implementation of an online training and professional development system in 2014, employees have taken more than 1,600 e-courses and classroom trainings.
- Essentials for Supervisors, a series for first-time supervisors, has been offered nine times so far, beginning fall 2012, with 100 percent of participants indicating they are likely to recommend the training to others. The city of Longmont has partnered with FRCC and now reserves spots for its employees to participate in the training.
- Leadership Essentials, an eight-week training for midlevel managers, was developed and piloted in spring 2015. It will be offered again in spring 2016.

Priority 5: Resource Development and Sustainability

Ensure adequate, appealing, and safe facilities on all campuses

From FY 12-FY 15, FRCC invested more than \$22.6 million for construction, and the state of Colorado provided more than \$2.7 million for controlled maintenance projects. Students in Larimer and Westminster voted on fee increases to finance campus improvements.

Boulder County Campus

- A \$1.98 million renovation was completed in September 2011, including expansion of the Learning Center. Learning Center usage increased beyond capacity almost immediately, leading to a proposal for a redesigned, reprogrammed, and renamed Student Success Center, which was completed January 2013.
- In 2014 the Advanced Technology Center opened to give students skills needed to enter or advance in the machining industry. Renovation for the center cost more than \$200,000.
- Other renovation projects have included moving walls to increase the number of offices, converting a storage room to a small classroom, adding a small classroom within the library, and converting a clubs room into dedicated space for students who are veterans.

Larimer Campus

- In December 2013, FRCC purchased an adjacent 4.2 acres (southwest corner of campus) and constructed 256 new parking spaces.
- Little Bear Peak, a 27,000 square-foot state-of-the-art building designed specifically for the Automotive Technology, Welding Technology and Manufacturing and Energy Technology programs, was constructed in 2014.
- Redcloud Peak, the 28,200-square-foot former home of the Automotive Technology and Welding Technology programs, has been transformed into a new design center (Architectural Engineering and Building Science, Computer-Aided Drafting and Design, Interior Design, and Multimedia Technology) and also houses Art, Humanities, Music, Theater, and Dance.
- About 6,000 square feet in Blanca Peak was remodeled for Veterinary Technology and Forestry, Wildlife, and Natural Resources labs and offices.

- The most recent project, begun fall 2015, will transform Mount Antero into a dedicated Student Services building. The 24,000 square-foot building will be renovated as well as expanded by 13,200 square feet, and will provide dedicated study space, meeting space, lounge space, and club space for students, as well as Student Services and administration offices. This one-stop service facility, given its central location, also will become the front door to the campus.

Westminster Campus

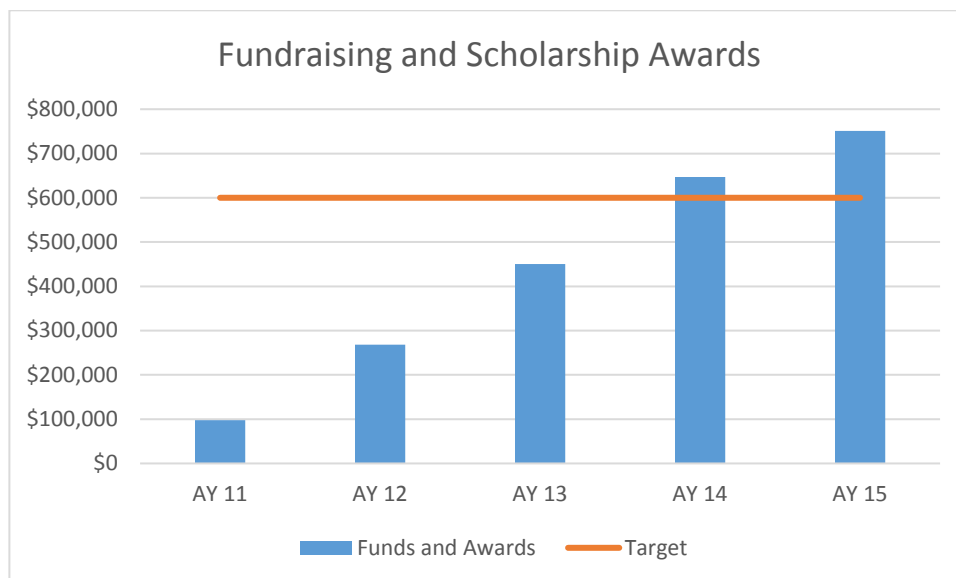
- The Student Services Center/Welcome Center was completed in September 2011.
- New math offices and classrooms were completed in May 2012, and a science remodel was completed in August 2013.
- Rooftop units, ductwork, and building automation systems associated with the heating and cooling system are being replaced and upgraded over a five-year period ending in early 2016.
- The north parking area was expanded and other improvements made, including the addition of a traffic signal. Pedestrian routes were improved, with new walkways, additional pathway lighting, ADA ramps, and stairwells.
- Renovations to student fee-funded areas and other portions of the center of the main building were completed as part of the Student Center project that filled in the former swimming pool to provide for weight room, fitness studio, and locker room spaces, and the gym and cardio area were renovated.
- On the C level, renovations took place in Student Life and Student Organizations spaces, and included the construction of a new game room and coffee bar. New student gathering and study spaces were designed and furnished with variations that allow students to self-select the space they are most comfortable in.
- Also on the C level, new space was constructed for Campus Security and Preparedness, and the Rotunda and conference rooms were remodeled.
- Renovation of the former child-care facility was completed in time for fall semester 2015, providing four art studios and one classroom, as well as student art-display space and gathering areas.
- A new greenhouse opened in September 2015 to support the Horticulture and Landscape Technologies Program.
- Still underway are renovations of corridors, conversion of former art classrooms, provision of new music space, and the creation of an office suite for the Creative, Technical Arts, Humanities, and Languages Department. Those spaces will open in spring 2016. Other work in 2016 will include renovation of other office suites and upgrading of the gallery and performance spaces.

Promote the safety of our students, faculty, and staff.

The Campus Security and Preparedness Department was created by the president in January 2013.

- Activities have included reviewing IT security and conducting threat assessments.
- An active shooter tabletop exercise with each campus leadership team and a small-scale exercise at each campus that included local response partners from police, fire, and school districts were completed by December 2014.
- Evacuation drills are conducted each semester.
- A shelter in place (tornado) drill was conducted at each campus in 2014 and 2015. Tornado sheltering maps have been updated and distributed. All tornado shelters were re-evaluated, and a safety film was applied to all view ports.
- Lockout/lockdown drills were completed at each campus in July 2015.
- Hostile intruder training is offered three times on each campus during spring and fall semesters and two times during summer semester.
- In compliance with the Violence Against Women Act (VAWA), campus-based VAWA teams were established and include staff from Campus Security and Preparedness, Student Life, and the Dean of Student Services office. During spring 2015, Campus Security and Preparedness presented “Amy’s Story,” a video on domestic violence, and invited local police departments and sexual assault support groups to provide additional VAWA-related presentations. Those activities will continue going forward.

By the end of FY 15, increase Foundation fundraising and scholarship awards to more than \$600,000 annually.



Fundraising accomplishments

- \$150,000 grant from the Colorado Garden Foundation and \$100,000 from the Boettcher Foundation for a greenhouse at the Westminster Campus
- \$100,000 from Markley Motors of Fort Collins to support the Automotive Technology Program
- \$15,000-\$20,000 annually for the past three years from the Xcel Energy Foundation for Machining Program scholarships
- \$105,000 scholarship endowment from alumnus Dr. David Davis
- Scholarship endowment from Fred and Ardith Kerst with a match from Merck and Co. for a total of \$79,000
- \$77,000 from the William and Grace Matthews Charitable Foundation for programs or scholarships

Between 2011 and 2015, the college will be awarded at least one major grant (over \$500,000) per year.

The establishment of a Resource Development Office has contributed to:

- 2011 – Department of Labor Trade Adjustment Assistance Community College and Career Training grant (Round 1), \$2.1 million for FRCC (Community College of Denver is lead institution)
- 2012 – Department of Labor H-1B Technical Skills Training Grant, \$3.9 million
- 2013 – Department of Labor Trade Adjustment Assistance Community College and Career Training grant (Round 3), \$24.9 million for consortium (FRCC is lead institution)
- 2015 – Department of Education Student Support Services (Trio) Grant, \$2.1 million
- 2015 – National Institutes of Health Bridges to Baccalaureate Grant, \$586,000 for FRCC (Colorado State University is lead institution)
- 2015 – National Science Foundation Improving Undergraduate STEM Education Grant, \$478,000

A postscript from the President

What an impressive array of achievements - and there are many more that aren't even listed here! Congratulations and thank you to all who have been striving to create a better college over the past five years. We have accomplished great things, it's clear. And yet, as our next plan, *Vision 2020: Successful Students, Successful Communities*, reminds us, our work is not yet finished. If the results of Vision 2015 are any guide, I look forward to writing an even more impressive summary five years from now.

Andy