SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

RED ROCKS COMMUNITY COLLEGE

September 13, 2012

SYSTEMS APPRAISAL FEEDBACK REPORT

In response to the *Systems Portfolio* of

RED ROCKS COMMUNITY COLLEGE

Academic Quality Improvement Program

The Higher Learning Commission NCA

September 13, 2012

Table of Contents

EXECUTIVE SUMMARY FOR RED ROCKS COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Red Rocks Community College**'s achievements and to identify challenges yet to be met.

- Red Rocks Community College works well within the state system and its transfer institutions to ensure programs are relevant and consistent. Additionally, RRCC has developed a number of outstanding student support services such as the Connect to Success program, Designated Transfer Degrees and the High School Relations office. RRCC is using its enhanced partnerships with business and education to enhance learning opportunities. RRCC acknowledges, however, that it has yet to identify common learning objectives for students. Additionally, RRCC has no clear assessment of student learning and indicates that only CTE programs participate in program review. Further, it appears that the impetus for setting measurements for benchmarking and for continuous improvement at RRCC appears to be primarily from external sources, such as the state system and accreditation agencies. Although RRCC indicates it conducted an AQIP Action Project on Assessment resulting in an integrated assessment approach, there does not appear to be an institution-wide analysis of the impact and outcomes for student learning. The College has an outstanding opportunity to develop and assess common student learning objectives to demonstrate the attainment of institutional and programmatic outcomes. This is an accreditation requirement, impacting Criteria 3 and 4 that warrants immediate attention.

- RRCC has a strong relationship with its business and industry partners, but much of its effort focuses on instruction. RRCC might benefit from taking a strategic look at its key non-instructional efforts. Multiple opportunities exist to develop systematic, institution-wide processes for managing, assessing and reviewing the comprehensiveness and effectiveness of these processes. There was very little to no mention of the Foundation, which is mentioned in other categories, economic impact, community enrichment, or alumni. RRCC may be active in those areas, but the Portfolio does not make this clear within this Category.

- RRCC has a student-centered culture and has made improvements to the benefit of its students and key stakeholders, as evidenced by its Student Government involvement,

Student Center, Student Life Activities, and its relationships with its key stakeholders. The College is collecting data through the Noel Levitz and Student Opinion of Instruction surveys, analyzing the data, and making data-informed changes in response. RRCC has processes in place to develop, maintain, and assess relationships with students. RRCC might benefit from a more systematic process of data analysis, including determining a broader and cohesive set of metrics, establishing targets for key performance indicators, and developing trend data, for both students and other key stakeholders. This would enable RRCC to gather performance data that would help guide its efforts in a more strategic, systematic, and efficient manner.

- RRCC is to be commended for developing new data-driven processes that help inform decisions for Valuing People. As the College continues to collect data, it will be able to draw more insights and identify trend data to help it make better decisions in this and other Categories. Specifically, in relation to the Category of Valuing People, RRCC assigns newly hired full time faculty a mentor during the first two semesters of teaching. The institution does not address, and may benefit from doing so, the training and development needs of adjunct faculty or other staff including classified staff and administration.

- RRCC presents several activities, within Category 5, Leading and Communicating, which suggest the presence of system wide processes. The Upward Evaluation Survey is an example of as a best practice and gives all employees an opportunity to be involved in the biennial evaluation of all campus leadership. Processes, however, are not clearly identified within the Portfolio as presented. There would be a benefit to clearly delineating the processes employed through enhanced awareness of the institutional operations and in developing a continuous quality improvement culture. For example, given its shared governance model, metrics should be in place to measure the effectiveness of the Collaboration Council, President's Cabinet, and various committees and teams.

- Although RRCC has made many improvements for supporting institutional operations related to students, the institution has an opportunity to replicate these processes for other stakeholders, including improving employee satisfaction. Opportunity exists to produce evidence the College systematically analyzes data longitudinally.

- RRCC appears committed to improving Measuring Effectiveness, evidence of this existing in its Banner System and dashboards which store and permit information to be shared. The Portfolio does not present evidence that a comprehensive and systematic campus-wide plan (selection of performance targets process, identified targets, and comparative and performance results over time) yet exist. Identifying, implementing, and assessing performance measures may help with effective decision-making and long-term planning.

- RRCC has developed and institutionalized processes to gather input and feedback from its stakeholders and to factor in risk and uncertainty through SWOT analysis. RRCC has a Collaboration Council in place and has hired a new Institutional Research Director to assist with data collection, yet no evidence is presented in the Portfolio to support that it has a systematic process in place for Planning Continuous Improvement. RRCC might benefit from developing metrics and targets for its planning processes. RRCC has an opportunity to develop additional priorities outside of the Colorado System and outside of AQIP that will address the specific needs of the RRCC stakeholders.

- RRCC has developed systems to support key relationships both internal and external to the organization. RRCC works extensively with local school districts, other institutions of higher education, and area employers. What is less clear is how the College creates, analyzes, and prioritizes these relationships. RRCC does not appear to have a systematic and comprehensive plan for establishing collaborative relationships or analyzing processes and performance results.

Accreditation issues and Strategic challenges for **Red Rocks Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Red Rocks Community College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile,

strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues

through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the

Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

> The Systems Appraisal team has identified gaps in the evidence Red Rocks Community College has presented to demonstrate that it complies with the Five *Criteria for Accreditation.* In the team's judgment, areas exist where you have *not yet* provided evidence that you meet one or more Core Components of the Commission's Five *Criteria for Accreditation*, or where the evidence you have presented suggests you might have difficulties, now or in the future, in meeting these expectations. The team is not suggesting that you currently fail to comply with the *Criteria*, but simply that you need to present additional evidence of compliance prior to the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation. AQIP will provide you with courses of action you can follow to provide this additional assurance. The issues regarding accreditation that the team identified are:

AI   Criterion Three: Student Learning and Effective Teaching.

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling it educational mission.

>   Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

>   Red Rocks Community College, as stated in the Improvements Section for Category One in the Portfolio, is working on but does not have General Education Outcomes established. General Education outcomes are to be attained by every graduate and are consistent with the mission and values of the institution.

AI   Criterion Three: As stated above

>   Core component 3c: The organization creates effective learning environments.

>   Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Red Rocks Community College does not have and does not assess General Education Outcomes which are to be integral part to each program of study and to demonstrate the attainment of the institution's mission and stated values of innovation, teamwork, diversity, communication and integrity.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Red Rocks Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Red Rocks Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Red Rocks Community College has a significant opportunity to improve its Systems Portfolio. It appeared to the team that various authors participated in the writing of the Portfolio, which is positive in providing a variety of contributors sharing their expertise in their particular area. The risk is that the document does not communicate with one voice the processes within the institution, encompassing each Category and the institution as a whole. The quality of responses to the questions also raised concerns as to the level of understanding of the question and/or the availability of information in response to the question. It cannot be overstated to the institution that responses to the questions need to address the question and all parts of the question so that a complete picture can be provided. Responses by RRCC to process questions often provided information on "what" but not "how." Due to the indirect and limited responses, the team questioned

whether the opportunities being identified were true institutional improvement opportunities or opportunities to be more effective in communicating within the Portfolio itself.

- RRCC has a significant opportunity to conduct programmatic assessment of student learning. The Portfolio stated that programmatic objectives are provided by the Colorado Community College System. Some forms of formative assessment were noted, such as tests, papers, and portfolios. Internships were also mentioned. External programmatic accreditation was indicated for some of the technical programs, which would indicate that some level of programmatic assessment is being undertaken for these programs, but the Portfolio does not make clear whether programmatic assessment takes place for technical as well as transfer programs. The Portfolio states that a process of assessment data integration and dissemination was being developed, but no assessment data was provided. A formalized programmatic assessment process which coordinates, collects, and compiles formative and summative programmatic assessment data is needed both for compliance with the Higher Learning Commission Criteria for Accreditation and, more importantly, for the institution to determine the effectiveness of its educational processes and overall attainment of its mission – student learning.

- RRCC has a close association with the Colorado Community College System. This close association includes the strategic planning process. The College is given goals established by the Colorado Community College System. It would be beneficial for RRCC to go through its own strategic planning process to solidify and own its own goals along with those of the Colorado Community College System. Internal goals would give the institution a sense of self-direction and ownership within the resource constraints the College is facing.

- RRCC, as part of the Colorado Community College System, receives comparative data from the system's institutions with which to benchmark. It would be beneficial, as the institution moves to become more process- and data-driven, to establish trend data and benchmarks associated with the institution's unique objectives and goals. This was also mentioned in the last Systems Appraisal as a strategic issue. Trend data will provide the institution with a historical reference on how effective the institutional processes have been over time as well as allow the College to assess the impact of changes made to

those processes. In addition, it is also important to benchmark against other institutions outside the CCCS, to institutions within the specific service community, where more direct benchmarks may reside, such as procurement costs. In this way, the College will have a more direct and accurate reflection of performance within the service environment.

- In some areas of the Portfolio where comparative data was provided to assess the effectiveness of a process and the data indicated an opportunity for RRCC to improve the process, subsequent follow-through by RRCC in acting on the results was not evident. It would be beneficial for RRCC to use the information provided by process assessment and benchmarking to direct improvement efforts. In this way, RRCC would be "closing the loop" in continuous quality improvement – moving from process to process results and assessment to improve processes.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined,

external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Red Rocks Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Red Rocks Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

OV   Red Rocks Community College (RRCC) is a two-year, public, community college, one of thirteen community colleges within the Colorado Community College System (CCCS), serving 15,197 students (6,604 FTE). RCC consists of two campuses: the original Arvada campus and the Lakewood campus.

OV1a The College is promoting efforts on the "frontend of a giant energy wave" to increase careers, employment, and the economy in the next 50 years. RRCC offers students Renewable Energy degrees and certificates; this program has doubled in size in courses offered and number of students since 2009. Red Rocks Institute for Sustainability in Education (RISE) is a collaborative venture that provides professional development for educators on the ideology of sustainability.

OV1b The vision of RRCC is to be the college of first choice. Its mission is to create a passion of learning through dedication to students, commitment to excellence, and love of learning. Its values include Innovation, Teamwork, Diversity, Communication, and Integrity.

OV1c RRCC has an infrastructure to accommodate the quickly increasing student headcount, including the Career Center, Degree Works, Learning Commons, increased staffing, and use of councils and technology to facilitate communication efforts.

OV2 RRCC has identified and addressed two co-curricular student support services, student life and the Children's Center. RRCC offers twenty-two clubs and a student lounge. Child Care Innovations provides training for parents and day care providers, and a Children's Center is also available as a training and observation site.

OV3 RRCC relies on data informed processes – including the Noel-Levitz Student Satisfaction Survey – to determine student and stakeholder needs. Outcomes of these processes include additional course scheduling options and the early alert system, Course Signals. Course Signals will allow both students and staff to track behaviors to support academic success.

OV4 RRCC recently reorganized and doubled in size its Human Resources (HR) office to better serve its constituents and to drive a mission focused orientation. HR has incorporated into all job postings the RRCC mission, vision, and values in an effort to attract and hire employees who are qualified for the position and who are aligned with the organization.

OV5 RRCC has adopted a shared governance model. Communication is facilitated through the Collaboration Council, comprised of representation from all employees, which has the ability to transfer important changes, events, and pertinent material quickly and clearly.

OV6a Administrative support at RRCC is incorporated into the strategic planning model where anyone at any level has a voice in leading and developing change initiatives.

OV6b A new light rail station scheduled for completion in 2013 will be located adjacent to the College property. Planning is underway to transport the students from the rail station to the campus entrance.

OV7 RRCC identifies three components as central to becoming a data-driven institution: the creation of an Interactive Demographics Dashboard, a survey of community partners, and College Signals to monitor student progress.

OV8 A significant constraint to RRCC has been a 25 percent increase in student population paired with a 30 percent decrease in state general funds. RRCC has also been challenged with maintaining morale given three consecutive years of no pay raises, an increasing student body, and increasing staff demands.

OV9a RRCC and Warren Tech, the career and technical high school for the Jefferson County Public School District, have collaborated on developing 10 concurrent programs.

OV9b The RRCC Foundation was recognized by the West Chamber of Jefferson County as the "Non-Profit Organization of the Year" and funds over $500,000 annually to support learning at RRCC.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Critical Characteristic

OV   Red Rocks Community College (RRCC) is a two-year, public, community college, one of thirteen community colleges within the Colorado Community College Systems (CCCS), serving 15,197 students (6,604 FTE). RCC consists of two campuses: the original Arvada campus and the Lakewood campus.

OV1a The college is promoting efforts on the "frontend of a giant energy wave" to increase careers, employment, and the economy in the next 50 years. RRCC offers students Renewable Energy degrees and certificates; this program has doubled in size in courses offered and number of students since 2009. Red Rocks Institute for Sustainability in Education (RISE) is a collaborative venture that provides professional development for educators on the ideology of sustainability.

OV1b The vision of RRCC is to be the college of first choice. Its mission is to create a passion of learning through dedication to students, commitment to excellence, and love of learning. Its values include Innovation, Teamwork, Diversity, Communication, and Integrity.

OV1c RRCC has an infrastructure to accommodate the quickly increasing student headcount, including the Career Center, Degree Works, Learning Commons, increased staffing, and use of councils and technology to facilitate communication efforts.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1	OO	While RRCC states objectives in recent years have focused on student achievement, such as developmental education and an increase in student success, the institution has yet to develop Common Student Learning Objectives as indicated in multiple locations within this category, 1I1. This question is specific to shared learning objectives, which should be the core learning outcomes shared across the institution and measured for outcome attainment. RRCC has an outstanding opportunity to develop general learning objectives and corresponding measures for attainment across the learning environment.
1P2	O	Although RRCC works to ensure that courses are aligned with CCCS guidelines and complies with third party accreditors, the College does not indicate how programmatic learning objectives are determined. RRCC has the opportunity to develop learning objectives and an assessment process for each program.
1P3	O	While RRCC states it follows the CCCS standardized guidelines for general education courses, the CCCS also stipulates that RRCC provides programs relevant to its service area. Although RRCC indicates that is has programs "relevant to the service area" and provides examples such as Sonography, the Portfolio provides no clear indication of how these new programs and courses are developed and designed at RRCC prior to moving to the system-wide approval process. RRCC might benefit from ensuring that a systematic process is in place to identify, develop, and design new programs at RRCC that incorporate new or existing courses

approved within the described Faculty Curriculum Committee and Educational Services Council.

1P4   O   Although RRCC ensures that its courses transfer to two- and four-year colleges and universities, provides multiple delivery formats, and works with employers to arrange internships for its students, the Portfolio does not explain if and how the College ensures programming is meeting the needs of the employers and industry. The College could benefit by working with its Advisory councils to develop processes to verify that options, transfer, and internships provide the needed balance and integrated response needed in academic programming and to make adjustments as needed.

1P5a   O   Although RRCC has a variety of resources for students such as the PSY110 class and the Learning Commons, and determines minimum placement through standardized testing, the Portfolio does not make clear how students are referred to services other than advising and voluntary participation.   RRCC might consider implementing a required orientation program or course ensuring that every student has the information regarding various programs and services.

1P5b   O   The Portfolio does not make clear how RRCC determines minimum levels of expectations for various programs. RRCC might develop processes to identify what minimum levels of preparation are needed in different academic programs.

1P6   S   The Student Handbook, catalog, college website, and advisors are all sources of dissemination for student requirements. Certain programs, including Physician's Assistant and Sonogram programs, have more rigorous acceptance standards. To further strengthen this area, RRCC might consider using the High School Relations effort not only to recruit, but to help communicate program preparation and expectations. The College could expand that effort to its large non-traditional audience as well.

1P7	O	Although RRCC provides students with resources, such as College in Colorado, student employment and internships, and student clubs, the Portfolio does not describe what role RRCC plays in early connections with students in its program selection process. Advising appears to be self-selected, and the faculty role appears to be informal and voluntary as well. RRCC might benefit from developing a structured and required early process to help students select programs that will best take advantage of resources such as student employment and clubs.
1P8	SS	RRCC has multiple methods and structures in place to help underprepared students, including the Office of Disability Services, Connect to Success, College Connections, tutoring, prescribed learning paths, and a new program-based non-contextualized and integrated developmental course approach. Specifically, the Connect to Success program, one of the fastest growing programs at RRCC, concentrates on giving students the skills in academics, personal, career and college readiness.
1P9	O	Although RRCC recognizes the importance of students' learning styles, the efforts are left to the individual faculty and students to determine. Further, students are introduced to the concept in the Connect to Success, but the program is non-mandatory for courses and students, particularly new and entering students. RRCC has an opportunity to take a more systematic approach to identifying the various learning styles of its students.
1P10	S	RRCC meets the needs of its diverse student population through student clubs and activities as well as the Office of Disability Services, Office for International Students, and Gay, Lesbian, Bi-Sexual, Transgender (GLBT) resource center. The light rail system will benefit commuters when it is completed, which is tied to the College's strategic plan. RRCC is encouraged to continue these efforts in the areas identified in the Noel Levitz data such as evening students and commuters.

1P11   O   The College has an opportunity to expand its efforts to define, document, and communicate its expectations for effective teaching and learning. The AQIP Action Project to build a repository may be a useful tool to help in storing and communicating these expectations.

1P12   O   While RRCC's department chairs and faculty review previous FTE and incorporate a variety of scheduling options available to students, including online, hybrid, self-paced, accelerated, weekend and evening, and learning communities, the Portfolio does not detail how the College determines how these delivery systems might be used or their effectiveness evaluated. RRCC also has an opportunity to develop a systematic process to assure that student needs are met while meeting the requirements of the program.

1P13   SS   RRCC uses mechanisms for both transfer and CTE to ensure that programs are up-to-date and effective, including bi-annual articulation meetings, advisory councils, professional development, program evaluation, accreditation, and environmental scanning.

1P14   S   The College's decision to change or discontinue a program is data-informed, and is reviewed over a designated time period. The process includes looking at enrollment data, evaluating workforce needs, and consulting with the program Advisory Board prior to making a decision.

1P15   O   Although RRCC has a variety of services available, the Portfolio does not describe how it determines and addresses learning support needs institutionally. It appears to be left to the individual programs and faculty with student participation voluntary. RRCC might benefit from developing a comprehensive and systematic process to determine and address learning support needs through its assessment, advising, advisory council, and action project efforts.

1P16   OO   With English and Art programs as exceptions, the student clubs appear to be interest-driven with no set of institutional co-curricular goals which align with curricular learning objectives. RRCC might benefit from

		developing a distinct set of co-curricular development goals to guide the alignment of co-curricular and curricular learning.
1P17	O	The CCCS sets academic standards for awarding degrees. Although RRCC identifies who is responsible for following these standards (faculty integrity), the institution has an opportunity to develop a system wide, objective, and consistently employed process for assessing whether students have met the institutional learning and development expectations.
1P18	OO	Although RRCC identifies several mechanisms employed to assess student learning in the classroom, the Portfolio makes no mention of a system wide assessment of student learning in relation to institutional learning objectives. The institution has an outstanding opportunity to identify the processes employed in designing the system-wide assessment of student progress in meeting institutional learning objectives.
1R1	OO	It appears that assessment occurs primarily at the classroom level or informally by departments, as identified with the math department with only some programmatic assessment occurring related to licensure programs. RRCC now has the outstanding opportunity to develop a systematic process to collect institution-wide general assessment data on a regular basis to assure general education outcomes are being attained.
1R2	OO	RRCC has an outstanding opportunity to clearly identify common program outcomes and measures that can be collected and analyzed on a regular basis, which would enable the institution to report results.
1R3	OO	For CTE programs where professional licensure is required, RRCC collects minimum program level information such as pass graduate rates. The Portfolio presents no indication that programs other than CTE participate in program review, which is a requirement of accreditation. Red Rocks has the outstanding opportunity to develop a systematic process to collect programmatic assessment results, assuring programmatic outcome attainment.

1R4	S	Employer responses to the RRCC internship exit survey indicated very strongly they believe RRCC has taught the skills necessary for the industry and they would consider the student intern for an available position (no year provided).
1R5	O	Although performance results are measured in the number of students served, the outcomes for students after using the services and student satisfaction, this occurs only for specific support services. RRCC has an opportunity to develop and analyze measures that are systematic across all learning support services.
1R6	O	RRCC provides a variety of different measures which compare the institution with others in the state; however, an opportunity exists to provide an analysis of what these data indicate to the institution. Such an analysis would serve to connect the steps in the CQI process at the institution.
1I1	O	Although RSCC has made improvements in Learning Support Services, the Portfolio does not make clear what improvements have occurred in Helping Students Learn. Once the College establishes common learning objectives for its students, it will be able to create measures and identify additional areas for systematic and comprehensive improvement.
I2I	O	Although the shared governance structure at RRCC provides a process where any individual, department, or organization can identify areas for improvement within the College, there does not appear to be a systematic and aligned approach to identifying processes needing improvement and setting targets. The College might benefit from a more centralized, purposeful approach to selecting specific processes to improve and to setting targets for improved performance results.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the
achievement of your institution's major objectives that complement student learning and fulfill

other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* **section covering Category 2, Accomplishing Other Distinctive Objectives:**

Item	*Critical Characteristic*
OV2	RRCC has identified and addressed two co-curricular student support services, which are student life and the Children's Center. RRCC offers twenty-two clubs and a student lounge. Child Care Innovations provides training for parents and day care providers, and a Children's Center is also available as a training and observation site.
OV9b	The RRCC Foundation was recognized by the West Chamber of Jefferson County as the "Non-Profit Organization of the Year" and funds over $500,000 annually to support learning at RRCC.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1	O	Although RRCC operates several non-instructional programs and activities, the Portfolio does not explain how it designs these key processes. Further, RRCC uses the terms "offices" and "processes" interchangeably, indicating the effort may be fragmented. RRCC might benefit from developing a comprehensive and systematic approach to how it designs and operates key non-instructional efforts which align the various activities.
2P2	O	Although RRCC presents activities by College administrators as effectively determining objectives for external stakeholders, the Portfolio does not explain whether others are involved in setting these objectives.

The institution has an opportunity to convert these activities into a systematic, institution-based process such as the Collaboration Council to coordinate and approve non-instructional department objectives and to review and communicate progress towards these objectives.

2P3	O	RRCC has an opportunity to develop mechanisms whereby the objectives of the non-instructional areas are communicated to internal stakeholders and those who will have to carry out activities to meet these objectives.
2P4	O	While non-instructional objectives are evaluated in the annual Performance Contract Report developed by the President, the non-instructional units have an opportunity to determine if each objective has been attained.
2P5-2P6	O	Although RRCC provides information regarding faculty and staff, the focus appears to be on instructional programs and internal support services. The College would benefit from instituting affirmative and proactive methods of gaining feedback directly from faculty and staff (e.g. campus open forums, surveys, etc.) related to their needs in meeting these non-instructional goals.
2R1	S	RRCC assesses its non-instructional objectives and activities by reviewing the number of community members served, the revenue generated from services with a fee, and the satisfaction ratings of customers.
2R2	O	While RRCC provides a range of recent data (headcounts, revenues amounts, and satisfaction ratings) for RMEC, Child Care, Student Services, and the Arts, a process of gathering, reporting and comparing data over a number of years will allow the institution to understand better the value of its other distinctive objectives while aligning needed resources with the budgeting process.
2R3	O	The College provides comparison data in only a few areas related to non-instructional objectives. RRCC has an opportunity to identify additional peers and data comparison areas to benchmark, beyond participation data, which measure performance.

2R4	O	RRCC collects a significant amount of data on activity and revenue generation involving non-instructional initiatives. Opinion surveys are also collected for those who receive or are involved in non-instructional initiatives. RRCC now has an opportunity to develop measures related to non-instructional objectives in order to assess whether the objectives have been attained.
2I1	O	It is not clear if improvements in RMEC, with an apparent mission in training and instruction, are the best indicators of Accomplishing Other Distinctive Objectives; these outcomes might link more closely with Helping Students Learn.
2I2	O	The College reports that its culture affords all stakeholders opportunities to make suggestions for improvements; the Portfolio does not make clear, however, how the culture drives the selection of processes for improvements or sets targets to measure these efforts.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   Critical Characteristic

OV1c RRCC has an infrastructure to accommodate the quickly increasing student headcount including the Career Center, Degree Works, Learning Commons, increased staffing, and use of councils and technology to facilitate communication efforts.

OV2 RRCC has identified and addressed two co-curricular student support services, student life and the Children's Center. RRCC offers twenty-two clubs and a student lounge. Child Care Innovations provides training for parents and day care providers, and a Children's Center is also available as a training and observation site.

OV3 RRCC relies on data informed processes – including the Noel-Levitz Student Satisfaction Survey – to determine student and stakeholder needs. Outcomes of these processes include additional course scheduling options and the early alert system, Course Signals. Course Signals will allow both students and staff to track behaviors to support academic success.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	*S/O*	*Comment*
3P1	SS	Using the Office of Student Services, RRCC employs a range of processes to gather information to identify and respond to student stakeholder needs, including advising surveys, Accuplacer testing, and student services staff. Of particular note is the "We're Listening" survey, which may serve as a best practice.
3P2	SS	Relationships with students begin while they are still prospects through the High School Relations Office. Student Life, which is charged with building relationships with students, has developed 22 clubs, provided gathering space for the students, student leadership, and an honor society, which has gained distinction. Student government is active, and student representatives serve on advisory boards and the College's Collaboration Council.

3P3	S	RRCC uses multiple processes to solicit and analyze stakeholder input, including meetings with employer and community partners, student government input, formal/informal surveys and advisory committees.
3P4	O	Although RRCC uses multi-tiered communication networks to maintain relationships (notable is the resulting $500,000 annual support to RRCC from the foundation), opportunity exists to formalize systems of communication with key stakeholders to assure that needs are identified and relationships maintained.
3P5	S	RRCC stays attuned to different opportunities for students and programs, as evidenced by its efforts with returning veterans, renewable energy, academically underprepared students, and an action project on diversity and multiculturalism. It collects and monitors demographic and environmental trends to determine new student and stakeholder groups to target.
3P6	O	Although RRCC identifies how it analyzes and selects actions for formal complaints, because the process was not presented in the Portfolio, it is unclear how the College collects complaint information formally and informally for students and other stakeholders. Nor is it clear how RRCC communicates its actions back to the students and other stakeholders.
3R1	O	Although RRCC identifies several measures of stakeholder satisfaction in this Category, the institution has an opportunity to create an institution-wide, systematic integration of these measures. Such a process could provide information on areas of developing or missed needs in a proactive manner.
3R2	O	Although RRCC uses the results of the Student Opinion of Instruction (SOI) Survey, the Noel Levitz (NL) Student Satisfaction Inventory, and the Institutional Priorities survey to identify the level of student satisfaction, the Portfolio provides minimal performance results (with internally designed services as its only source of longitudinal data). RRCC might benefit from establishing a broad set of metrics intended to provide

information on performance. Analyzing trend patterns could enhance the use of the data presented as a tool for planning.

3R3	O	While survey results would seem to indicate that students feel welcome on campus, the challenges identified by RRCC's students through the Noel Levitz Student Satisfaction Survey indicated that the College has an opportunity to identify data points as well as collect and analyze data that will evaluate objectives around building relationships with students.
3R4	O	Although faculty/staff and alumni satisfaction appears strong, results for employer/industry partner satisfaction are not provided. RRCC now has an opportunity to develop mechanisms to evaluate satisfaction and building relationships with other key stakeholders.
3R5	O	While performance results with feeder and receiver schools appear consistent and higher than other CCCS colleges, the Portfolio does not present any evidence that trend data over time was analyzed. The College also reports that feedback is collected through Advisory Board meetings, but results are not provided. RRCC has an opportunity to explore collecting satisfaction and performance data over time with key stakeholders in industry to gauge performance in these areas.
3R6	O	Although RRCC provides data for the National Community College Benchmark Project and Noel Levitz Student Satisfaction Inventory, this data is for only one year, and it is unclear how the College incorporates these results into its data analyses. RRCC might benefit from using a broader set of metrics such as foundation comparators, and analyzing the data longitudinally.
3I1	O	Although RRCC has implemented surveys and made target improvements in advising, this approach is relatively new and has yet to become systematic and comprehensive. RRCC is encouraged to become more strategic in determining metrics, gathering data, and developing systematic processes for improvement.
3I2	S	RRCC's student-centered culture directs decisions with the needs of students as the first priority. RRCC demonstrates its commitment to a

student-centered culture through its Action Projects and other changes implemented based on the results of the Student Opinion of Instruction and Noel Levitz Student Satisfaction surveys.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

OV1b The vision of RRCC is to be the college of first choice. Its mission is to create a passion of learning through dedication to students, commitment to excellence, and love of learning. Its values include Innovation, Teamwork, Diversity, Communication, and Integrity.

OV4   RRCC recently reorganized and doubled in size its Human Resources (HR) office to better serve its constituents and to drive a mission focused orientation. HR has incorporated into all job postings the RRCC mission, vision, and values in an effort to attract and hire employees who are qualified for the position and who are aligned with the organization.

OV5   RRCC has adopted a shared governance model. Communication is facilitated through the Collaboration Council comprised of representation from all employees, which has the ability to transfer important changes, events, and pertinent material quickly and clearly.

OV8   A significant constraint to RRCC has been a 25% increase in student population paired with a 30% decrease in state general funds. RRCC has also been challenged with maintaining morale given three consecutive years of no pay raises, an increasing student body, and increasing staff demands.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
4P1	S	RRCC identifies a clearly defined and implemented formal process for identifying the preferred, specific qualities for classified and non-classified staff. The CCCS system requires a Colorado Career and Technical Credential for instructors teaching in career and technical education programs.
4P2	S	RRCC uses a collaborative hiring process that ensures new personnel possess the credentials, education skills and common values between applicants and the institution. Search committees at RRCC are trained by HR personnel on screening for credentials and required skills.
4P3	O	Although RRCC has established a primary medium to recruit diverse and qualified personnel, as well as placing a strong emphasis on development from within, the institution has an opportunity to explore other avenues to be proactive in retaining employees.
4P4	O	Although RRCC provides on-going orientation and information related to history, mission, and values through new employee orientation, regular in-service efforts, and a mentor program, the Portfolio does not make clear how new classified staff and administration are guided through the start of their careers at RRCC. The College has an opportunity to create a parallel process for these key employees.
4P5	SS	The RRCC Director of Human Resources (HR) analyzes personnel reports to ascertain which employees are retirement eligible and also

works with the senior leadership team every academic year to plan

strategically for future leadership needs.

4P6	O	RRCC reports that collaboration and involvement in decision-making drives employee satisfaction, but no details are provided in the Portfolio to explain how work processes and activities are designed to facilitate those goals, as results from Table 4.2 indicate.
4P7	S	RRCC has monitoring processes in place, such as the whistleblower policy and the code of ethics policy. A disclosure of outside employment statement is completed by employees and evaluated by HR to identify where a conflict of interest or unethical behavior may be present.
4P8	S	RRCC uses direct observation and annual performance planning sessions to determine training needs are aligned with the College's objective and strategic plans.
4P9	S	Although RRCC provides faculty and staff a variety of opportunities for training and development, the Portfolio does not clearly articulate how the College trains and develops its employees to contribute effectively throughout their careers. It also does not articulate a process for reinforcing such a process.
4P10	S	RRCC has personnel evaluation systems specific to the categorization of the employee being evaluated – Professional-Technical and Administrator, Classified Employees, and Faculty. Competencies and goals against which the employee is evaluated are consistent with the objectives of the institution.
4P11	S	Compensation and benefits follow Colorado legal statutes. HR recently implemented a recognition program entitled "Words of Wisdom," which is a peer-to-peer recognition program. Exceptional faculty are recognized through "Faculty of the Year" awards, and the Classified staff uses a similar process for their peers.
4P12	O	RRCC has an opportunity to complete the process of implementing a "Stay Interview" to be conducted after the first 90 days on the job. The

intent is to discover any motivational issues and to identify salient areas that will give the new employee the desire to "stay" with the institution.

4P13   S   RRCC is OSHA and ADA compliant, and analyzes worker's compensation claims to react to possible hazards. The C-SEAP program offers services to enhance a healthy lifestyle, and leadership developed an emergency preparedness plan.

4R1   S   Some of the performance measures reviewed are the number of individuals participating in professional development opportunities, employment data such as the number of retirees and those who leave for other opportunities, the number of grievances and harassment reports, and service awards earned each year. Employee satisfaction is measured every two years through a detailed survey and report that is issued through CCCS.

4R2   O   RRCC reports only limited results for the several measures identified in this Category. RRCC might benefit from establishing specific metrics for the area of Valuing People. No trend data are included concerning performance for terminations, grievances, harassment claims, and service awards (listed as measurements in 4R1).

4R3   O   Outside of performance evaluations and a student survey, the Portfolio provides little evidence of the productivity and effectiveness of its faculty and staff. Opportunity exists to develop and report systematic measures of employee productivity.

4R4   S   RRCC conducts comparative analysis both nationally through the National Community College Benchmark Project and with the Colorado Community College System.

4I1   S   A new director of HR has been hired, and as a result, data-related concepts are being used, such as a framework of measurement and evaluation and the Approach/Deploy/Learn/Integrate (ADLI) employee engagement and commitment.

4I2	O	The Portfolio presents no specific evidence of addressing how the RRCC culture and infrastructure helps to select specific processes to improve or provide targets for improved performance results in Valuing People.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

OV1b   The vision of RRCC is to be the college of first choice. Its mission is to create a passion of learning through dedication to students, commitment to excellence, and love of learning. Its values include Innovation, Teamwork, Diversity, Communication, and Integrity.

OV5   RRCC has adopted a shared governance model. Communication is facilitated through the Collaboration Council which is comprised of representation from all factions of employees and has the ability to transfer important changes, events, and pertinent material quickly and clearly.

OV6a   Administrative support at RRCC is incorporated into the strategic planning model where anyone at any level has a voice in leading and developing change initiatives.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	*S/O*	*Comment*
5P1	O	Although RRCC formally reviewed its mission in 2005 and identified specific core values, there does not appear to be an on-going formal process to review and refine the mission and core values over time. RRCC might benefit from identifying a systematic process to review mission and values beyond the informal processes used during kick off week.
5P2	O	RRCC uses a cross-institutional Collaboration Council to guide the institution in alignment of mission and values to high performance, including AQIP Action Projects, strategic planning, and master planning. The Portfolio states that throughout the process of writing annual strategic goals, the institutional mission and vision are integrated; however, no details are provided. RRCC has an opportunity to identify how leaders set direction consistent with the institutional mission.
5P3	S	RRCC identifies the support needs of student and stakeholders through focus groups, Advisory Councils, foundations, and automated surveys.
5P4	O	RRCC identifies several activities that demonstrate efforts to identify future opportunities while focusing on student learning. The institution could benefit, however, from mapping the process by which these efforts are organized and directed. The College also has an opportunity to develop a systematic process to seek future opportunities while enhancing the focus on students and learning.
5P5	O	Although the President's Council and Collaboration Council guide and determine which projects to move forward based on constituency (such as faculty), the Portfolio does not describe how teams, taskforces or groups are assigned projects or initiatives to move forward. RRCC could benefit from developing a process to determine for whom and how projects are moved forward.

5P6	O	Although RRCC has made recent improvements that promote and facilitate the use of data and performance results (as evidenced in 7P3 and Table 5-1), and the use of data to make informed decisions has been improved by the College's data collection methods through the Institutional Research Office, an opportunity exists to identify the process by which that data is integrated into the decision making.
5P7	O	RRCC uses a number of communications methods including a weekly "Monday Update," shared governance participation, the College website, Facebook, and Twitter; however, the College has an opportunity to develop and describe how communication takes place across and between functional units of the organization.
5P8	S	RRCC promotes mission and values through kick-off week recognition opportunities, "right-fit" hiring, and Words of Wisdom and Praise Journals.
5P9	O	Although RRCC provides for and supports professional development, the Portfolio does not make clear how the College focuses specifically on leadership abilities, with the exception of a few civic opportunities identified in Category 4. The College might benefit from developing a cohesive plan to promote, support, and communicate leadership development and opportunities.
5P10	O	While the HR Office is charged with training search committee members on RRCC's mission and values, there does not appear to be a comprehensive effort among leaders and board members to ensure that the College maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession.
5R1	O	While RRCC has developed measures for leadership effectiveness, the College has an opportunity to do the same in regard to communication.
5R2	O	RRCC presents one year of data for the measures identified in 5R1 which support the assessment of Leadership and Communication within the institution as well as compares results with other institutions; the College, however, has an opportunity to develop trend data and systematic processes for measuring results for Leading and Communicating. Such

trend data could be of benefit in monitoring overall institutional performance.

5R3	O	Although the Portfolio provided some data points comparing RRCC to the CCCS average in the 2010 Climate Survey (results of comparison show that only 61% of the faculty feel that they have the information that they need to do their job), no longitudinal data was shared, and there was no explanation on how the campus was addressing issues identified in the results provided. The College might benefit from developing metrics and providing measures against institutions and organizations outside the CCCS.
5I1	O	The College has made recent improvements in the areas of Leading and Communicating, such as creating the online portal and hiring the new HR director, who started the new process of using data-driven decision making. The College is encouraged to capitalize on this momentum and develop processes that are systematic, comprehensive, and aligned.
5I2	O	While the Portfolio details several future initiatives in this area, no information was provided on how culture and infrastructure inform the selection of specific processes to improve or helps the College to set targets for improved performance results in Leading and Communicating.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item **Critical Characteristic**

OV1c RRCC has an infrastructure to accommodate the quickly increasing student headcount, including the Career Center, Degree Works, Learning Commons, increased staffing, and use of councils and technology to facilitate communication efforts.

OV6a Administrative support at RRCC is incorporated into the strategic planning model where anyone at any level has a voice in leading and developing change initiatives.

OV6b A new light rail station scheduled for completion in 2013 will be located adjacent to the College property. Planning is underway to transport the students from the rail station to the campus entrance.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations*.*

Item	*S/O*	*Comment*
6P1	O	Although RRCC does articulate how it identifies the support service needs of students, the Portfolio provides little information about how this is done for other key stakeholder groups. RRCC might benefit from developing a process for determining other key stakeholder support needs similar to the process used for students.
6P2	OO	Although RRCC follows CCCS-governed procedures when identifying support service needs of students,' with departments led by deans or vice presidents implementing needed changes, the Portfolio does not describe how the College identifies the changes needed or determines new needs in its own support services. RRCC might benefit from developing a process to determine needed administrative support services for its different employee groups.
6P3	S	RRCC has been proactive about key processes that contribute to the safety and security of employees and students. RRCC adheres to Clery Act, has a Crisis Management Team, and has implemented Connect Ed,

an automatic alert system for cell phone texting and emails accounts and holds employee safety orientations.

6P4   S   RRCC manages key student, administrative, and organizational support through the RRCC President and Leadership Council as well as other student, faculty, and staff councils; it also annually conducts the Employment Satisfaction Survey and has in place procedures for adhering to federal mandates; the English and Math departments work with Student Support Services to tutor students.

6P5   O   Although RRCC documents its processes informally through electronic means and through campus wide activities and special events, such as the 100 Great Ideas address which led to two AQIP Action Projects, an opportunity exists to develop a systemic process of documentation and sharing.

6R1   O   Although RRCC has identified methods of formal and anecdotal measures of support processes, an opportunity exists to identify and systematize measures of student, administrative, and organizational support services beyond customer service, Noel Levitz, and some department and campus units.

6R2   S   RRCC has documented results in areas where improvement can take place through the Noel Levitz Student Satisfaction Inventory as well as the Noel Levitz Institutional Priorities Survey. Data show that employees consistently rate RRCC services higher than student results.

6R3   S   The Computer Services Evaluation Survey results show high marks for administrative support services. The Employee Satisfaction Survey Results appear to be low, but are comparable to Colorado and national benchmarks. The College uses regular financial audits, follows GAAP practices, and has set aside a 5 percent reserve to protect against unanticipated tuition shortfalls.

6R4   O   Although RRCC uses a combination of data services to identify trends and problems in student, administrative, and organizational support areas and provides three examples of improved services based on this data, the

Portfolio is not clear about what actual data is used to improve these services. The College acknowledges it has work to do to systematize the use of information to improve systems and processes. RRCC is encouraged to continue its efforts to move in this direction.

6R5   O   RRCC reports slightly lower scores on the 2011 Noel Levitz Student Satisfaction Survey, and comparable results for the 2011 Colorado State Employee Engagement Survey. Gathering and analyzing data longitudinally, and exploring possible reasons for the lower scores, may allow RRCC to discover possible improvements and assist it in its efforts to be the "College of First Choice."

6I1   O   RRCC has made recent improvements in supporting institutional operations, including investing in a Facilities Master Plan that includes a comprehensive planning element related to support operations. The College has also used feedback from "100 Great Ideas" to evolve an AQIP Action Project in space needs.

6I2   S   The shared governance infrastructure of RRCC supports a culture of continuous improvement. An example is the Collaboration Council where institutional priorities are set and budgets are recommended. RRCC is building an "inclusive" culture and, purposely creating diverse teams for such processes as hiring and mediation. A data repository is a step in the right direction.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   Critical Characteristic

OV1c   RRCC has an infrastructure to accommodate the quickly increasing student headcount including the Career Center, Degree Works, Learning Commons, increased staffing, and use of councils and technology to facilitate communication efforts.

OV3   RRCC relies on data informed processes – including the Noel-Levitz Student Satisfaction Survey – to determine student and stakeholder needs. Outcomes of these processes include additional course scheduling options and the early alert system, Course Signals. Course Signals will allow both students and staff to track behaviors to support academic success.

OV7   RRCC identifies three components as central to becoming a data-driven institution: the creation of an Interactive Demographics Dashboard, a survey of community partners, and College Signals to monitor student progress.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item   S/O   Comment

7P1   O   Red Rocks Community College (RRCC) uses the Banner System, dashboards, and Desire2Learn to manage and distribute data and performance information. The Portfolio does not describe, however, how RRCC selects the data for these purposes. The College might benefit from developing a systematic and aligned process to select data and performance data.

7P2   OO   RRCC appears to use an informal set of methods to select and share data related to planning and improvement efforts. RRCC might benefit from developing systematic and comprehensive processes to identify, select, manage, and distribute information related to planning and improvement.

7P3	S	The College's IR department responds to CCCS information mandates and facilitates data collection and dissemination. RRCC has an Action Project for an electronic repository to collect, store, and access data.
7P3	O	Although the College recognizes a need for a repository (through its Action Project that provides for centralized digital storage, which will make assessment data and best practices available to all departments as well as maintain institutional memory), RRCC has an opportunity to continue the work that it is doing in collecting, storing, and accessing data.
7P4	O	While organizational data is posted on RRCC's Dashboard for accountability and it is stated that through various councils analyses are made and planning for change is recommended, the Portfolio does not make clear what processes are used for measuring institutional effectiveness.
7P5	O	Although RRCC participates in comparative data sources, such as NCCBP, it does so at the direction of CCCS. The Portfolio presented no evidence on how the College determines its needs and priorities for comparative data and information or what criteria and methods it uses for selecting sources of comparative data and information.
7P6	O	The Portfolio presents no evidence about how RRCC ensures department and unit analyses of data and information align with College goals for instructional and non-instructional programs and services nor explains how these analyses are shared.
7P7	S	RRCC has an aligned systematic set of processes to ensure the timeliness, accuracy, reliability, and security of its information systems.
7R1	OO	RRCC does not appear to have measures specifically identified to evaluate the performance and effectiveness of its information and knowledge management systems.
7R2	O	While the Portfolio indicated satisfaction on Student Responses to survey questions on RRCC's Vision–College of First Choice, students might

choose an institution based on several reasons. The Portfolio provides no evidence that the College's system for measuring effectiveness specifically meets the organization's needs in accomplishing its mission and goals.

7R3   OO   Although the Portfolio provides data related to employee satisfaction for RRCC, it does not provide data related to Measuring Effectiveness.

7I1   O   RRCC understands it needs to move beyond information analytics into predictive analytics to complete its improvement loops in measuring system effectiveness; the institution is encouraged to continue these efforts until the processes and performance results are systematic and aligned.

7I2   O   Although RRCC uses its strategic planning processes and Action Projects to select processes to improve and for which to set specific improvements targets, these targets have not been clearly identified.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* **section covering Category 8, Planning Continuous Improvement:**

Item   Critical Characteristic

OV1a The College is promoting efforts on the "frontend of a giant energy wave" to increase careers, employment, and the economy in the next 50 years. RRCC offers students Renewable Energy degrees and certificates; this program has doubled in size in courses

offered and number of students since 2009. Red Rocks Institute for Sustainability in Education (RISE) is a collaborative venture that provides professional development for educators on the ideology of sustainability.

OV5   RRCC has adopted a shared governance model. Communication is facilitated through the Collaboration Council comprised of representation from all employees, which has the ability to transfer important changes, events, and pertinent material quickly and clearly.

OV6a   Administrative support at RRCC is incorporated into the strategic planning model where anyone at any level has a voice in leading and developing change initiatives.

OV8   A significant constraint to RRCC has been a 25 percent increase in student population paired with a 30 percent decrease in state general funds. RRCC has also been challenged with maintaining morale given three consecutive years of no pay raises, an increasing student body, and increasing staff demands.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	*S/O*	*Comment*
8P1	O	Although the Collaboration Council and participatory leadership are key to how planning should occur at RRCC, the Portfolio does not explain the institution's process of planning. RRCC has an opportunity to incorporate input from alumni, industry and the community.
8P2	O	Although there appears to be a process in place to determine short-and long-term strategies at the system level, there does not appear to be a process in place to determine these internally at the institutional level. Having short- and long-term strategies tied to the mission, vision, and values of RRCC are critical for furthering the unique nature of specific students and the community.
8P3	S	Key action plans are developed through a process that involves council and committee input, focus groups, surveys for students and employees, and Action Projects, with the Collaboration Council and committee

members producing, implementing, measuring, and revising action plans, and with IR available to manage data when requested.

8P4   S   RRCC uses two-way communication channels and assigned groups to coordinate and implement organizational strategies and action plans that are coordinated and aligned with institutional planning and strategies.

8P5   O   Although the process RRCC uses to define objectives, select measures, and set performance goals involves task force and committee members, the process has not been fully explained. RRCC has an opportunity to set institutional objectives and measures to meet its institutional mission.

8P6   O   The processes by which the taskforce/committees balance recommendations from the various governing boards as well as how strategy selection are linked to action plans was not evident in the material presented in the Portfolio. Opportunity exists to involve coordination of the wider campus community in determining priorities, strategies, and action plans.

8P7   O   Although RRCC planning committees and task forces use Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis to identify challenges that may arise in a planning process, the Portfolio does not explain the process of assessing and addressing risk.

8P8   O   While the Portfolio talks about communication with employees, it does not detail how RRCC will develop and nurture faculty, staff, and administrator capabilities to address the changing requirements demanded by organizational strategies and action plans.

8R1   O   RRCC does not appear to have specific measures for the effectiveness of planning processes and systems and might benefit from identifying specific measures to collect and analyze regularly.

8R2   S   Results from the RRCC Upward Evaluation and CDHE's Performance Contract Results show that the College's employees believe its supervisors exemplify Innovation, Teamwork, Diversity, Communication, and Integrity, and that RRCC is meeting CDHE's goals. The College is

also completing Action Projects and Strategic Initiatives that drive continuous improvement.

8R3 O While Red Rocks Community College has specific plans related to strategies and action plans over the next 1-3 years, including on-going strategic planning, CCCS, and systems appraisal generated Action Projects, the Portfolio does not provide any projections or targets for the next 1-3 years.

8R4 O Although Red Rocks Community College provides performance data related to student enrollment and completion rates, there does not appear to be any comparisons related to its planning processes. Opportunity exists to use AQIP's Action Projects and its archives of Portfolios to address improvements in planning. RRCC might benefit from developing clear metrics for this Category that include external comparators.

8R5 OO Although RRCC has evidence that Planning Continuous Improvement is effective, the Portfolio describes no clear measures or evaluation process for planning processes and activities.

8I1 O Although RRCC indicates AQIP cycles have contributed to improvements in its planning and points to an increased role of Institutional Research and a more centralized system, opportunity exists to demonstrate a linkage among processes, results, and improvement in Continuous Improvement.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Red Rocks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* **section covering Category 9, Building Collaborative Relationships:**

Item   Critical Characteristic

OV6b A new light rail station scheduled for completion in 2013 will be located adjacent to the College property. Planning is underway to transport the students from the rail station to the campus entrance.

OV9a RRCC and Warren Tech, the career and technical high school for the Jefferson County Public School District, have collaborated on developing 10 concurrent programs.

OV9b The RRCC Foundation was recognized by the West Chamber of Jefferson County as the "Non-Profit Organization of the Year" and funds over $500,000 annually to support learning at RRCC.

Here are what the Systems Appraisal Team identified as Red Rocks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

9P1	S	RRCC works extensively, and has developed strong partnerships, with local school districts, WarrenTech career and technical high school, Colorado Division of Corrections and Colorado four-year public institutions.
9P2a	S	Guaranteed Transfer (GT) programs ensure that courses student taken at RRCC will transfer to 4-year public institutions in Colorado. RRCC also has articulation agreements with other institutions. The College holds a Public Safety Fair, and the Career Resources Center is available for students.
9P2b	O	Although RRCC participates in the Guaranteed Transfer program and has multiple articulation agreements, the institution has an opportunity to identify more clearly the processes employed as it creates and prioritizes its relationships with receiving institutions and employers.
9P3	S	Through its shared governance model, departments are given the authority to build collaborative relationships with organizations that

provide services to students. As a member of CCCS, RRCC is required to adhere to system-negotiated contracts.

9P4   S   RRCC follows state prescribed guidelines for creating, prioritizing and building relationships with organizations that provide supplies or services to the College. Relationships not covered by state guidelines are determined competitively or are developed through faculty personal contacts and past professional experiences.

9P5   O   While RRCC provides a listing of its relationships with education associations, external agencies, consortia partners and the general community, the Portfolio does not describe how these relationships are prioritized within each area and overall.

9P6   S   RRCC has communication processes and standardized meetings in place to ensure that the needs of partners are identified and met.

9P7   S   The Collaboration Council of RRCC is made up of an intradepartmental group of employees, and promotes communication across campus; the College practices shared governance, uses focus groups, and uses the HR and Marketing offices in the communication dissemination process.

9R1   S   RRCC uses headcounts, activities, articulation agreements, satisfaction surveys, and donations to measure results for Building Collaborative Relationships.

9R2   S   RRCC presents performance results that demonstrate the strength of its partnerships, including number of high school students enrolled in the PSEO program, transfer rates to four-year institutions, and employer satisfaction survey results.

9R3   O   Although RRCC provides a single year data point for transfers of high school students to the College and RRCC students to other 4-year institutions, the institution has an opportunity to present evidence of a systematic comparison of results for the performance of RRCC processes for Building Collaborative Relationships with the performance results of other higher education organizations; opportunity also exists to compare

the College's results with those of organizations outside of higher education.

9I1   O   Although RRCC joined a regional consortium led by Eastern Arizona College in an effort to provide more comparison data to establish and maintain relationships with key partners, the institution still has an opportunity to develop systematic and comprehensive processes of improvement.

9I2   O   RRCC is currently working to determine a process for setting targets in Building Collaborative Relationships. The College is encouraged to continue in this effort.