RED ROCKS
COMMUNITY COLLEGE

AQIP Pathway
Systems Portfolio
2016

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Special Thanks To
Dr. Geri Anderson, Former Provost of the Colorado Community College System and
Candace Garrod, RRCC Professor of Computer Technology and State Faculty Advisory
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The Red Rocks Community College Collaboration Council and the students, faculty and staff who
helped to develop this AQIP Systems Portfolio.

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Table of Contents

Helpful Tips for Navigating through the RRCC System Portfolio

There are a number of features added to this Systems Portfolio document in order to make it easier to read and also to locate the HLC Criteria and Core Components. We wanted to make you aware of them to facilitate your experience with our portfolio.

- The *Table of Contents* contains links to each of the sections. Simply click on the page number to jump to the section.
- We have provided an Index to our documentation for each of the Criteria and Core Components that includes those required in the HLC Guide (in **bold** font), as well as other locations (in regular font) that provide assurance we are in compliance,.
- The page numbers in the Index are also links.
- A glossary of acronyms is included as an appendix.
- We have placed the terms for stages of maturity in the front of a summary section for each Process, and at the beginning of each Results section.

There are numerous process maps in this portfolio, and the following shape key applies to all of them:

Cross-Functional Flowchart Shapes

■	Process	◆	Decision
▥	Subprocess	▬	Start/End
▤	Document	▱	Data
▢	Database	▢	External Data
◣	Custom 1	▼	Custom 2
▰	Custom 3	⬡	Custom 4
●	On-page reference	▽	Off-page reference
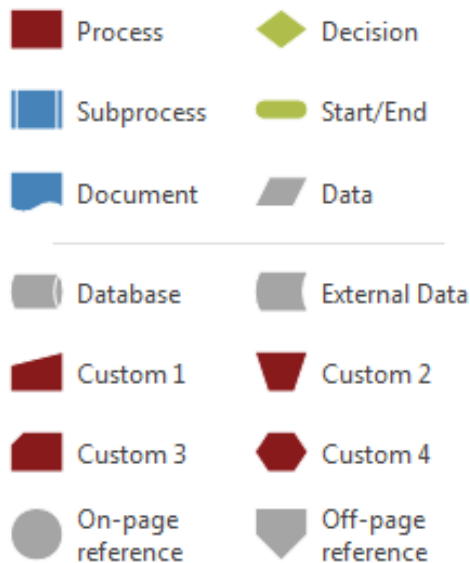
Index of Higher Learning Commission Criteria and
Core Components for Accreditation

Note: Locations for the Criteria and Core Components in **Bold** are specified in the Systems Portfolio Guide. Locations in regular type are other examples of evidence presented by RRCC.

Criterion	HLC Criteria and Core Components	Section Location	Links to Page(s)
1A The Institution's mission is broadly understood within the institution and guides its operations.			
1A1	The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	**4P1**	76
1A2	The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.	**4P1** Overview,	76 1
1A3	The institution's planning and budgeting priorities align with and support the mission.	**4P1**, 5P2, 5P3	76, 104, 107
1B The mission is articulated publicly.			
1B1	The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.	**4P1**	76
1B2	The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	**4P1** Overview	76 1
1B3	The institution addresses its role in a multicultural society.	**4P1**	76
1C The institution understands the relationship between its mission and the diversity of society.			
1C1	The institution addresses its role in a multicultural society.	**1P3**, 1P1, 1P5, 2P1	16, 4, 29 39
1C2	The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	**1P3**, 2P1	16, 39
1D The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.			
1D1	Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	**4P1** 2P3, 2P5, 2R5	76 50, 104, 105
1D2	The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	**4P1** 5P2	76 104
1D3	The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	**4P1** 2P3, 2P5, 2R5	76 50, 104, 105
2A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration faculty, and staff.			
2B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.			
2C The governing board of institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.			

Criterion	HLC Criteria and Core Components	Section Location	Links to Page(s)
2C1	The governing board's deliberations reflect priorities to preserve and enhance the institution.	**4P3** 4P4	86 92
2C2	The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.	**4P3** 4P4	86 92
2C3	The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.	**4P3** 4P4	86 92
2C4	The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	**4P3** 4P4	86 92
2D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. *2E The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*			
2E1	The institution provides effective oversight and support services to ensure the integrity of research.	**1P6**	34
2E2	Students are offered guidance in the ethical use of information resources.	**1P6**	34
2E3	The institution has and enforces policies on academic honesty and integrity.	**1P6**	34
3A: The institution's degree programs are appropriate to higher education.			
3A1	Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.	**1P4** 1P3, 1R3, 1R4	24 16, 21, 28
3A2	The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, and certificate programs.	**1P4** 1P3, 1R3, 1R4	24 16, 21, 28
3A3	The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortium arrangements or any other modality).	**1P4** 1P3, 1R3, 1R4	24 16, 21, 28
3B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.			
3B1	The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	**1P1** 1R1, 1P3, 1R3	4 7, 16, 21
3B2	The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college education person should possess.	**1P1** 1R1, 1P3, 1R3	4 7, 16, 21
3B3	Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.	**1P1, 1P2** 1R1, 1R2	4, 9 7, 12
3B4	The education offered by the institution recognizes the human cultural diversity of the world in which students live and work.	**1P1,**1P2, 4R2, 4I2	4, 8, 84, 85

Criterion	HLC Criteria and Core Components	Section Location	Links to Page(s)
3B5	The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	1P1 1P6, 4I3 2P1, 1I3, 2R5	4 34, 92 39, 23, 58
3C The institution has the faculty and staff needed for effective, high-quality programs and student services.			
3C1	The institution has sufficient numbers and continuity of faculty members to carry out the classroom and non-classroom roles of faculty, including, e.g., oversight of the curriculum and expectations for students performance, establishment of academic credentials for instructional staff, assessment of student learning.	3P1 1P4	62 24
3C2	All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs.	3P1 1P4	62 24
3C3	Instructors are evaluated regularly in accordance with established institutional policies and procedures.	3P2	68
3C4	The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.	3P3	72
3C5	Instructors are accessible for student inquiry.	1P5	29
3C6	Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.	3P1, 3P3 2P1	62, 72 39
3D The institution provides support for student learning and effective teaching.			
3D1	The institution provides student support services suited to the needs of its student populations.	1P5, 2P1	29, 39
3D2	The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepare.	1P5, 2P1 2P2, 2I2	29, 39 47, 50
3D3	The institution provides academic advising suited to its programs and the needs of its students.	1P5 2P1, 2R1	29 39, 45
3D4	The institution provides to students and instructor the infrastructure and resources necessary to support effective teaching and learning technological infrastructure, scientific laboratories, performance spaces, clinical practices sites, museum collections, as appropriate to the institution's offerings.	1P5 5P2, 5I2, 5I3	29 104, 106, 110
3D5	The institution provides to students and instructors the infrastructure and resources needed.	1P5 5P2	29 104
3E The institution fulfills the claims it makes for an enriched educational environment.			
3E1	Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.	1P1, 1P2 4I3	4, 8 92
3E2	The institution demonstrates any claim it makes about contributions to its students' educational experiences by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.	1P1, 1P2 4P4, 4R4	4, 8 92, 95
4A The institution demonstrates responsibility for the quality for its educational programs.			
4A1	The institution maintains a practice of regular program reviews.	1P3 1P4, 1R4, 1I4	16 24, 28, 29

Criterion	HLC Criteria and Core Components	Section Location	Links to Page(s)
4A2	The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.	**1P4** 2I1	24 47
4A3	The institution has policies that assure the quality of the credit it accepts in transfer.	**1P4**	24
4A4	The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement for its higher education curriculum.	**1P4** 1R2, 1R3, 1I3	24 12, 21, 23
4A5	The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.	**1P4** 1R2	24 12
4A6	The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparations for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admissions rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).	**1P4** 1P2, 1R4, 4R1	24 8, 28, 79
4B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.			
4B1	The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	**1P1, 1P2**	4, 8
4B2	The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	**1P1, 1P2**	4, 8
4B3	The institution uses the information gained from assessment to improve student learning.	**1R1, 1I2** 1R2	7, 16 12
4B4	The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	**1P1, 1P2** 1P3	4, 8 16
4C The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.			
4C1	The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	**1P5, 2P2** 4P1	29, 47 76
4C2	The institution collects and analyzes information on student retention, persistence, and completion of its programs.	**1P5, 2P2** 4R1, 6R2	29, 47 79, 121
4C3	The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	**1I5, 2I2** 4I1	34, 50 80
4C4	The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)	**1P5, 1R5, 2P2** 6R2	29, 33, 47 121

Criterion	HLC Criteria and Core Components	Section Location	Links to Page(s)
5A The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.			
5A1	The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	**5P2**	104
5A2	The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.	**5P2** 4P3	104 86
5A3	The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.	**5P2**	104
5A4	The institution's staff in all areas are appropriately qualified and trained.	**3P3**	72
5A5	The institution has a well-developed process in place for budgeting and for monitoring expense.	**5P3** 5I3	107 110
5B The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.			
5B1	The institution has and employs policies and procedures to engage its internal constituencies-including its governing board, administration, faculty, staff and students-in the institution's governance.	**4P3** 4P1, 4P2	86 76, 80
5B2	The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets it legal and fiduciary responsibilities.	**4P3** 4P1, 4P2	86 76, 80
5B3	The institution enables the involvement of its administration, faculty, staff and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.	**4P3** 4P1, 4P2	86 76, 80
5C The institution engages in systematic and integrated planning.			
5C1	The institution allocates its resources in alignment with its mission and priorities.	**4P2** 5R3	80 110
5C2	The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.	**4P2** 5P2, 6R1	80 104, 115
5C3	The planning process encompasses the institution as a whole and considers the perspective of internal and external constituent groups.	**4P2** 4P1, 6I1	80 76, 116
5C4	The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's source of revenues, such as enrollment, the economy, and state support.	**4P2** 5P1, 5I1	80 97, 102
5C5	Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	**4P2** 6I2	80 123
5D The institution works systematically to improve its performance.			
5D1	The institution develops and documents evidence of performance in its operations.	**6P2, 6P1** 4P2, 4R2	**118**, 112 80, 84
5D2	The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.	**6P2, 6P1** 4P2, 4R2 6R1	**118**, 112 80, 84 115

INSTITUTIONAL OVERVIEW

Located at the foot of the Rocky Mountains in Lakewood, Colorado, Red Rocks Community College (RRCC) has been serving the Denver Metro area since 1969. The broad nature of the RRCC service area provides the college with great diversity in its student population. The College serves more than 600,000 residents of four counties – Jefferson, Park, Clear Creek and Gilpin. These counties are widely different in demography and geography. Jefferson County is bounded on the west by the mountain counties of Gilpin, Clear Creek and Park. All of these three are former gold mining areas and very sparsely populated. Gilpin County, less than an hour from downtown Denver, has turned its former mining areas into brand-new casinos and offers limited stakes gambling to the Denver area. Clear Creek is primarily a tourism spot on the way to ski areas. Park County contains South Park, the geographic center of Colorado, formerly the rendezvous site for mountain men, and now made infamous by two young men who graduated from Conifer High School.

Jefferson County is the fourth largest county in Colorado in terms of population and approximately 75% of RRCC enrollment resides there. Jefferson County, despite over two-thirds of its area being located in the foothills or mountains, started as the dairy and truck farming area that supplied food for Denver. Then it transformed into a suburban area for Denver. Those suburban areas, while still in Jefferson County, have moved further west to the edge of the county and into mountains areas such as Evergreen and Conifer. Jefferson County with its aging infrastructure, especially the areas closest to Denver, have become an inner ring, urban area.

As a result, the service area for the college is changing, becoming more diverse, including more students who are low-income and whose families have never attended college. The educational attainment of the population varies dramatically across the service area. Areas closest to the urban metropolitan core have the highest percentage of the population with no postsecondary credential.

Vision: We envision Red Rocks as a national and international leader in community college education that is recognized for accomplishments of our students' goals, engagement with our community, empowerment in our workplace, and commitment to our values.

Mission: Our mission is to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment. We do this through high quality innovative educational programs that convey our passion for learning, our commitment to excellence, our dedication to our students, and the communities we serve.

Values
- Red Rocks Community College values *Integrity*. This value is expressed when we are honest, fair, ethical, and accountable.
- Red Rocks Community College values *Collaboration*. This value is expressed when we demonstrate teamwork, trust, empowerment, and respect.
- Red Rocks Community College values *Learning*. This value is expressed when we evidence professionalism, growth, engagement, and achievement.
- Red Rocks Community College values *Inclusiveness*. This value is expressed when we promote diversity, respect, community and understanding.
- Red Rocks Community College values *Communication*. This value is expressed when we practice dialogue, appreciation, feedback, and connection.

2013- 2018 Strategic Goals and Directions

Increase Student Success through
- Improving persistence and completion rates.
- Innovative academic programming and review.
- Innovative use of instructional technology and upgraded facilities.
- Improved advising and "smart scheduling".

Expand Community Engagement through
- Access and attainment for underserved students
- Lowered student debt load & default rates
- Build enrollment, programs and services through community partnerships.
- Build International education and global programs.

Renew the College through
- Develop technological & facilities infrastructure with expanded information sharing.
- Increased diversity through hiring and inclusiveness.
- Health and wellness services & training.
- Expansion of professional development opportunities.

Build a Culture of Inquiry & Evidence through
- Common Student Learning Outcomes and co-curricular learning goals.
- Clear pathways to completion for student academic planning.
- An Academic Master Plan founded on systemic data collection and dissemination.
- Development of career planning & experiential education.

Figure O.1 Mission, Values and Plan (1.B.1, 1.B.2)

RRCC is one of 13 colleges that make up the Colorado Community College System. Red Rocks Community College was originally established as the new west campus of the Community College of Denver (CCD) in 1969. Since then, the college has grown to two campus locations. The Lakewood campus lies on 140 acres in the foothills of Jefferson County—minutes from downtown Denver to the east and the Rocky Mountains to the west. Neighboring the Lakewood campus is Warren Technical High School, the career and technical high school for the Jefferson County Public School District. The Health Sciences at Arvada campus is also located in Jefferson County, approximately ten miles to the Northeast.

RRCC became an AQIP institution in 2003. Our first Systems Portfolio was submitted in 2008 with an update in 2009 and a second portfolio in 2012. This Systems Portfolio engaged a broad range of internal and external stakeholders. In July 2015, the Office of Planning and Effectiveness developed and delivered training on the AQIP process and System Portfolio structure to the President, the Division Vice Presidents, the Associate Vice President for Advancement, and the Instructional and Student Support Deans. The goal of this training was to establish the President's Cabinet as the steering committee for the first round of Portfolio development. The Cabinet picked 28 individuals, leads to research and develop content for the Portfolio processes, results, and improvements. Another training session was held in early October for these 28 leads on how to define and describe a process, reporting on results, and linking results and improvements.

Annual Credit Enrollment
2014-2015 – 14,038 Headcount

Fall 2014 Credit Enrollment
Total Fall 2014 – 8,112
Part-Time – 67.0%
Female – 50.4%
Hispanic – 13.2%
Other Ethnicity/Race – 9.0%
White, Not Hispanic -72.1%

Enrollment by Degrees Offered
Masters of Physician Assistant Studies (MPAS)
    (Starting Fall Semester 2017)
Bachelor of Applied Science in
  Water Quality Management Technology
    (Starting Fall Semester 2016)
Associate of Arts – 1,972
Associate of Applied Science – 1,883
Associate of General Studies - 469
Associate of Science – 2,131
Certificate - 846
Non-Degree Seeking – 41
Undeclared - 770

Total number of credit classes – 1,980

Fall 2014 Faculty and Staff
Full-time Faculty – 98
Part-time Faculty - 353
Academic Support - 7
Student Development – 79
Administration – 35
Computer Support - 12
Business and Finance – 33
Services (e.g. Grounds) - 61
Student Health Clinic - 2
Office Support - 60
Total - 740

Campus gross square footage – 383,072
Campus total acreage - 155
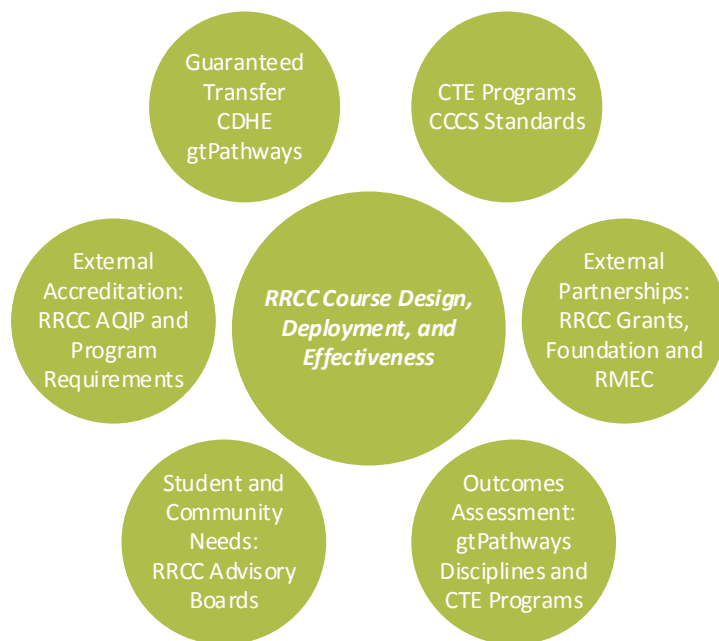
Figure O.2 Data Snapshot

In late October an all-college development day reviewed the six AQIP Portfolio Categories, assessed our progress, and suggested what we needed to do for future performance improvement. Approximately 200 faculty and staff from every college operation participated in this event. The Collaboration Council, a cross-functional shared governance group that aligns planning, accreditation, and annual implementation goals, planned and conducted the event. After the event, the assigned leads pulled together resource groups and developed material for the Portfolio. The three Division Vice Presidents collected and reviewed this material before sending it to the Executive Director of Planning and Effectiveness in January 2016 to develop a review draft of the Portfolio. The review draft was complete by the end of March and posted on the college portal so that the entire college could review the draft and comment. The Collaboration Council particularly focused on reading through the whole document and bringing it to the attention of the college constituencies. The Planning and Effectiveness team produced the final draft and posted it to the RRCC web on June 1, 2016.

AQIP Category One: Helping Students Learn –Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Category Overview:

Teaching-learning processes at RRCC are shaped by governance agencies such as the Legislature, the Colorado Commission and Department of Higher Education, the State Board for Community Colleges and Occupational Education, and the Colorado Community College System. Design and review of credit programming includes annual two-year and four-year faculty review of transfer course offerings, and the five-year review cycle for CTE programs. The individual community college has latitude in the deployment and assessment of programming to meet the needs of local students and communities. At RRCC, tailored program design, deployment, and assessment involve Advisory and Foundation Boards, program advisory boards, external RRCC program accrediting agencies, and needs identified at the course, program, and institutional level.

We have a variety of state-wide and local teaching and learning processes that meet critical student needs, such as seamless transfer and employability. However, we could improve our performance by better alignment of these processes at the institutional level, so that we can more effectively determine strategic needs, allocate resources to them, and assess how well our efforts succeeded. This alignment work is the next stage of our quality journey.

Figure 1.0.1 Components of RRCC Teaching and Learning

Section	Maturity of Processes	Maturity of Results
1.1 Common Learning Outcomes	Systemic	Systemic
1.2 Program Learning Outcomes	Systemic	Systemic
1.3 Academic Program Design	Systemic	Systemic
1.4 Academic Program Quality	Systemic	Systemic
1.5 Academic Student Support	Aligned	Aligned
1.6 Academic Integrity	Systemic	Systemic

Figure 1.0.2 Levels of Maturity for Category One Processes and Results

1.1 Common Learning Outcomes - Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs.

1.P.1 – Process - Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process Summary:

We consider Process 1.P.1 to be at a _Systemic_ level of Systems Maturity. The current process of determining, communicating, and ensuring Common Learning Outcomes for RRCC students depends upon whether the Outcomes are associated with a gtPathways transfer discipline or a Career and Technical Education (CTE) program. The gtPathways transfer course system is state-wide across all community colleges.

General education in gtPathways derives from the AAC&U LEAP Essential Learning Outcomes https://blogs.lt.vt.edu/inventthefuture2020/leap-report/. Learning Outcomes are set by discipline using content and competencies guides, and the AAC&U Value Rubrics. Courses offered in State approved CTE programs have general education outcomes based on the Colorado Technical Content Standards http://www.coloradostateplan.com/content_standards.htm. Like the gtPathways courses, these outcomes are system-wide across all community colleges. General education requirements are based upon competencies and skills required for a particular career pathway. These competencies and skills are applied to build courses for review and approval. In the case of CTE programs that have external program accreditation requirements, such as the RRCC Physician Assistant Program, there may be additional requirements for general education learning outcomes.

The last RRCC Systems Portfolio review observed we had a great opportunity to develop and assess RRCC student performance on Common Learning Outcomes at the institutional level. In 2013, the RRCC AQIP Strategy Forum Team prioritized this area for quality improvement efforts, including an AQIP Action Project. RRCC has developed a Common Set of Learning Outcomes across the institution, and co-curricular support for these CLOs has been put in place. Alignment of the RRCC Common Learning Outcomes with gtPathways disciplines and CTE programs has begun and indirect measures of student learning have taken place. Direct assessment of RRCC Common Learning Outcomes will be done after alignment with the new gtPathways LEAP Essential Learning Outcomes.

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (Core Components 3.B.1, 3.E.2)

The Colorado Legislature specifies the RRCC mission which is to deliver transfer and career and technical education courses. The Colorado Department of Higher Education governs a statewide system of guaranteed transfer and guided pathways for transfer credit courses (gtPathways) which sets up the core courses for most bachelor's degrees. Career and technical course common learning outcomes are established through the Colorado Community College System (CCCS) program approval process for career and technical education programs (CTE).
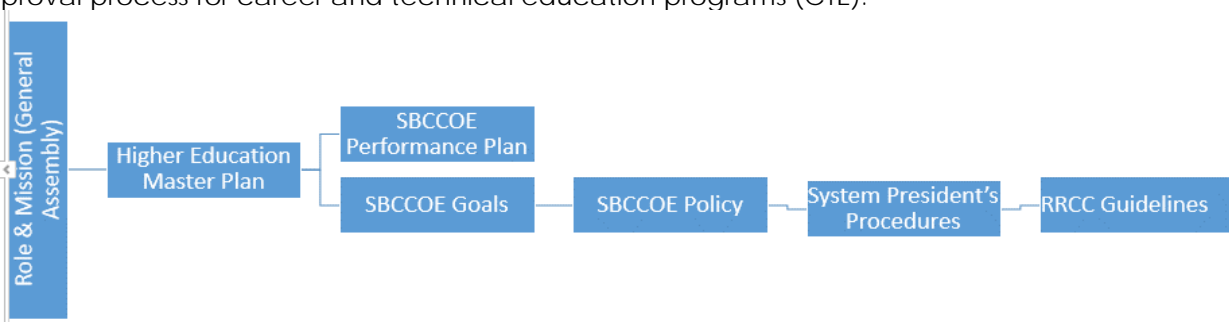
Both the gtPathways and CTE program approval processes are focused on individual course development and delivery through a statewide Common Course Numbering System, a statewide Faculty Curriculum Committee (SFCC), and statewide disciplinary groups of faculty. The disciplinary

groups cut across all the colleges in the system and, in the case of the transfer disciplines that deliver approved gtPathways courses toward AA and AS degrees, the faculty meet with their four-year counterparts yearly to assess changes to the transfer curriculum in their disciplinary area. CTE faculty participate in the development of statewide and local institutional program plans for distributing federal dollars.

This system has great benefits for transfer articulation and CTE curricular coherence. However, the last review of RRCC Systems Portfolio in 2012 observed we had a great opportunity to document RRCC student performance on common learning outcomes at the institutional level. RRCC acted on this recommendation and at the 2013 AQIP Strategy Forum prioritized this area for quality improvement efforts, including an AQIP Action Project devoted to RRCC collegial development and assessment.

Determining common outcomes (Core Components 3.B.2, 4.B.4)

Courses in the gtPathways curricula lead to an Associate of Arts (AA), Associate of Science (AS) or and AA or AS Degree with Designation. The new Bachelor of Applied Science (BAS) degree has derived its general education requirements from gtPathways.   In the course approval processes under each degree pathway, general education outcomes are addressed in course design and assessment. While there are nuances and variation, both degree pathways share a common set of ten learning outcome expectations for courses.

Ten Learning Outcome Expectations for Courses	
Civic Engagement	Inquiry & Analysis
Creative Thinking	Oral Communication/Presentation
Critical Thinking	Problem Solving
Diversity & Global Learning	Quantitative Literacy
Information Literacy	Written Communication

Figure 1.1.1 gtPathways and BAS Common Learning Outcomes

General education requirements for both gtPathways and BAS are based upon the American Association of Colleges and Universities (AACU) Statement of Liberal Learning, and the AAC&U Essential Learning Outcomes and Value Rubrics. The courses leading to various certificates and AAS degrees must also include general education requirements by pathway and business and industry cluster. The Colorado CTE program plan requires each local program to create and review each program based on these standards and outcomes.

The RRCC Common Learning Outcomes team saw the value of developing common learning outcomes at the collegial level as a key strategy to improve student learning outcomes and program review. The RRCC team created a survey asking respondents to rank the draft list of CLOs online using Survey Monkey. It was sent to all faculty and staff. Advisory committee and board chairs were asked to send the survey out to all college advisory committees and boards. A Team member also staffed a table in a busy common area for several days using iPads to gather student input.

Survey results included responses from 130 faculty, 86 students, 52 administrative and professional technical staff, 18 classified staff and 21 community members. After reviewing the data gathered through the surveys, the CLO Team recommended a set of six common learning outcomes: Critical Thinking, Technological Literacy, Effective Communication, Global Awareness, Ethics and Professionalism, and Qualitative Reasoning. A general presentation on CLOs and the proposed RRCC process was given at an all-campus meeting at the beginning of the fall 2014 semester.

Articulating the purposes, content, and level of achievement of the outcomes (Core Components 3.B.2, 4.B.1)

To improve statewide transfer articulation, the gtPathways program added several Degrees with Designation (DwD) over the past 3 years in 24 disciplines. This development further established the content and expected level of achievement for core liberal arts and science courses delivered at

community colleges. Likewise, the new Bachelor of Applied Science (BAS) degree uses the Degree Qualifications Profile (DAP) from the Lumina Foundation to differentiate 300 and 400 level coursework with respect to specific disciplinary content and competencies.

RRCC is currently in the process of articulating the level of achievement expected for each of the common learning outcomes. To do this, the RRCC common learning outcomes team began by mapping the common outcomes in the transfer and CTE departments throughout the college. The goal was to see how well embedded these outcomes were within the curriculum, to investigate the possibility of embedded assessment, and to ensure opportunities for all students to achieve the outcomes.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (Core Components 3.B.3, 3.B.5)

In the spring 2015 semester, the RRCC CLO Team began to gather data from each of the college's academic and Career and Technical Education (CTE) departments. A presentation was made at a department chair meeting at which the chairs were asked to review degrees and Guaranteed Transfer (GT) courses and indicate which courses would assess and document specific CLOs. The stated goal was that by the time they complete a plan of study, each student will have taken courses that assess each of the CLOs, hopefully at least twice, regardless of their degree plan.

Information was distributed to the department chairs electronically in April of 2015. Each chair was provided with a course list inventory for the courses in their disciplines. For CTE programs, the task was to determine which courses were common across degrees for each discipline and to document which CLOs were addressed in those courses. The information was provided on a form structured as a matrix, along with instructions for the chairs to gather information as to which CLOs were specifically addressed in each course. Chairs for academic programs were asked to make a determination as to which outcomes they would document in their guaranteed transfer pathways courses. At this point in the process, programs were only asked to create the list of which outcomes they would assess and document in the future. They also were provided other documents providing a preview of the next stage in the process.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (Core Components 3.B.4)

The gtPathways statewide transfer articulation yearly examines transfer curricula to ensure that core courses remain relevant and aligned between two-year and four-year programs. The Statewide Faculty Curriculum Committee, state-wide discipline curriculum committees, and local college discipline chairs all have the ability to implement needed changes. Local college academic and CTE discipline chairs have responsibilities to review curricula and make changes to prerequisites and student basic skills placement, fix errors in descriptions and competencies, removing obsolete courses from the Colorado Common Course Numbering System, and other activities related to coordination and maintenance of Colorado Common Course Numbering System courses.

Courses offered in state approved CTE programs must be based on the Colorado Technical Content Standards. These standards, developed through efforts of secondary and postsecondary instructors and validated by business and industry representatives, are arranged by cluster and pathway

Full implementation of the RRCC Common Learning Outcomes is still forthcoming and the college has not yet determined what the final relevancy review process will be. The Team tentatively plans to create a five-year review cycle after full implementation.

Designing, aligning, and delivering co-curricular activities to support learning (Core Components 3.E.1, 4.B.2)

The Division of Student Success has been a participant throughout the development of RRCC Common Learning Outcomes. In terms of operational processes, co-curricular support for the

common learning outcomes is woven into a Four Quadrant Model of Post-Secondary Success developed by the National College Transition Network. The model is holistic and examines how persistence and retention is either diminished or increased based on strength and weakness in each of the quadrants: personal readiness, academic readiness, career readiness, and understanding the language and culture of college.

The Division Vice President, Deans, and Directors have translated the RRCC common learning outcomes into initiatives that address and assess critical focal points in student development. These chiefly revolve around student academic planning and opportunities to increase advising as an intervention at critical loss and momentum points in the student's career. The common learning outcomes guide supplemental instruction for student learning in both general educational and the field of study. These services, known as the Learning Commons, are located in proximity to the college library. Services in the Learning Commons include tutoring, accessibility, TRIO programs, ESL and international education, academic and career skill development, and learning labs focused on skill building in the general educational areas of communication, writing, and math.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (Core Components 4.B.2)

The gtPathways process currently uses the AAC&U VALUE rubrics as a common assessment tool for 2 and 4-year faculty to annually review their disciplinary courses in terms of the expected competency outcomes. The RRCC CLO Team reviewed various models for assessment and selected an Assessment Record form to be used by the instructor. For each course identified as one that will assess one or more common learning outcomes, the faculty member will complete a Course Assessment Record (CAR). The CARs will be submitted to the Office of Institutional Research (IR) at the end of each semester. IR will break down data to the course, department and college level to determine the level of integration and success of each outcome. More on CARS can be found here.

Assessing common learning outcomes (Core Components 4.B.1, 4.B.2, 4.B.4)

Since 2005, annual gtPathways Faculty-to-Faculty Conferences bring together 2-year and 4-year faculty in transfer and CTE disciplines to assess how well students are prepared and any changes required in the competencies, content areas, and rubrics. Through these conferences, gtPathways coursework is modified in regard to purpose, content and level of achievement. For the results of these conferences, go here.

To establish a baseline for future assessment of RRCC common learning outcomes, all students who applied for graduation also were surveyed beginning in February of 2015 regarding their impression of whether the common learning outcomes had been addressed in their experience at RRCC. These graduates generally indicated that the six core areas had been addressed in their RRCC experience. There was a small number of respondents and even though the responses were positive, there is a need for more focused data from individual programs.

1.R.1 - Results: What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?
   a. Outcomes/measures tracked and tools utilized
   b. Summary results of measures (include tables and figures when possible)
   c. Comparison of results with internal targets and external benchmarks
   d. Interpretation of results and insights gained

We consider Results 1.R.1 to be at a Systemic level of Systems Maturity. At the institutional level, annual assessment of gtPathways courses and CTE general education standards are both part of faculty performance planning and evaluation. Results of gtPathways annual assessment may be found here.

Assessment of the alignment among RRCC common learning outcomes with gtPathways disciplines and CTE Programs have shown patterns of coverage but broader mapping is required. Student survey data indicate students have experienced all core areas through their experience at RRCC, but more specific data at a programmatic level is needed. Assessment of co-curricular student outcomes has progressed more quickly than academic assessment. Assessment of modules for student skills and supplemental instruction to support learning outcomes showed significant improvement for students receiving this support in contrast to those who did not.

Based on information received to date, curriculum mapping suggests coverage in 100-level courses of critical thinking, communication, global awareness, and technological literacy. Quantitative reasoning is centered in math, but also occurs at upper course levels (200 and up). Ethical and professional CLOs occur at different places in different programs, with some in lower level courses and some upper. Broader mapping must be carried out to fully determine where CLOs are occurring across the curriculum.

The graduating student survey provided data generally indicated that the six core areas had been addressed in the graduates' RRCC experience. There were a small number of respondents and even though the responses were positive, there is a need for more focused data from individual programs in order to identify areas for curricular and instructional improvement.

1.I.1 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years? (Core Components 4.B.3)

The Colorado Department of Higher Education (CDHE) is aligning competencies for Guaranteed Transfer Pathways (gtPathways) courses to the competencies established by Liberal Education and America's Promise (LEAP). While the LEAP alignment is being finalized by the CDHE, the RRCC Team is discussing the probability of increasing the RRCC CLOs from six to nine and following the LEAP rubric. RRCC must finalize and integrate the new CLOs before proceeding to assess them.

Consideration has been given to having a selection of RRCC faculty, perhaps one from each department, each do a trial run with one class in the fall of 2016. This group would then convene with the CLO Team to determine whether adjustments would be needed in the process. The group would then be enlarged to include all full-time faculty.

1.2 Program Learning Outcomes - Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess.

Process Summary:

We consider Process 1.P.2 to be at a *Systemic* level of Systems Maturity. As in the case of general education, the current process of determining, communicating, and ensuring program learning outcomes for RRCC students depends upon whether the Outcomes are associated with a gtPathways transfer discipline or a career and technical education (CTE) program. The gtPathways system of guaranteed transfer is based upon disciplinary groups of faculty that cut across community colleges and four-year colleges and universities. This ensures that transfer course learning outcomes are aligned with four-year institutional program requirements, but the focus is on program learning outcomes at the four-year institutional level. The two-year college process is focused on disciplinary learning outcomes for gtPathways courses rather than discrete program learning outcomes at the two-year college.

The Colorado Community College System (CCCS) shapes CTE learning outcomes requirements through its program approval process for career and technical education programs (CTE), and as part of the state plan for career and technical education. Like gtPathways programs, CTE programs also set learning outcomes through system-wide discipline committees and the Colorado Common Course Numbering System. Local advisory committees and a statewide program review system

ensure relevancy and alignment of learning outcomes. Several Division of RRCC Student Success advising and orientation initiatives align and deliver co-curricular activities to support learning.

The gtPathways situation at RRCC and other two-year colleges is changing with the development of Degrees with Designation (DwD). The AA and AS Degrees will in the future have designated areas of concentration, such as Chemistry or Economics that will transfer directly to that program at a four-year public college or university so long as it meets the requirements of the program area articulation agreement. The new *iLearn* program under development at RRCC will develop program learning outcomes at the institutional level through Operational Unit Review (OURs) that connects with the RRCC planning and budgeting process.

1.P.2 - Process - Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (Core Components 3.E.2).

The Colorado Community College System (CCCS) administers CTE learning outcomes requirements through a program approval process, and as part of the state plan for career and technical education. Although CTE programs at RRCC do have some hallmarks of a unique academic program at the institutional level, (e.g. program majors and, in some cases, program accreditation), the basic structural feature of CTE programs is the system-wide discipline curriculum committee, the State Faculty Curriculum Committee, and the Colorado Common Course Numbering System.

In this Systems Portfolio, we will use the term "discipline" to refer to the particular content area of gtPathways delivered at RRCC, e.g. history or chemistry. While groups of CTE courses are also referred to as disciplines, we will designate these in the more conventional sense as "programs." One exception to this pertains to English and math. These foundational curricula, while fitting under gtPathways as disciplines, will use discipline and program interchangeably. This is due to the great deal of attention these areas have received over the past several years in the areas of developmental English and math. These programs have been foci for a great deal of curriculum revision and assessment of outcomes, the results of which are discussed in greater detail below.

Determining program outcomes (Core Components 4.B.4)

In terms of transfer courses, Red Rocks Community College has departments that group disciplines with affinity in terms of content, position in the curriculum, and other course delivery requirements (e.g. labs or other facility requirements). But there are not "programs" per se and no systemic process to determine "program" learning outcomes. Until three years ago, when the new "Degrees with Designation" were authorized by the Colorado Legislature and developed as part of the gtPathways system, students pursuing an AA or AS degree did not have a program major, and discipline enrollment and outcomes at the institutional level could not be tracked.

Given this arrangement, determining program outcomes at the institutional level is challenging. However, we think we have developed a solution to developing program learning outcomes at RRCC through an approach we have named iLearn ("Improving the Learning Environment across RRCC Now"). This approach is currently being developed and implemented. See http://www.rrcc.edu/sites/default/files/ILearn%20Overview%20Draft%20April%202016.pdf.

Many of the established CTE programs, especially those with state and national accreditations, currently have required program learning outcomes that they must address and document for accreditation approval and renewal. Most CTE accrediting bodies have standardized course work as well as competency-based learning requirements, especially in healthcare. These competencies are documented and are evaluated at the institutional level for student program completion and by accrediting boards for determining if programs meet standards for student learning outcomes.

Articulating the purposes, content, and level of achievement of the outcomes (Core Components 4.B.1)

Basic skills assessment is a foundational process for articulation of expected levels of achievement. Each Colorado Community College, pursuant to Colorado Community College Board and Colorado Commission on Higher Education Statewide Developmental Education Policy, must assess the basic skill levels of all first-time undergraduates in reading, writing, and mathematics. Basic skills assessment sets standards for expected student capabilities in these three critical general educational areas. This area has been a major focus of assessment activity for Red Rocks Community College for several years as both a governance system and an initiative prioritized in the college strategic plan. While CTE programs in Colorado have an established five-year cycle of program review and modification, academic programs do not currently have a standard model or practice at the institutional level. Transfer course purposes, content, and level of achievement are articulated through the gtPathways program.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (Core Components 3.B.4)

All RRCC CTE programs have advisory groups consisting of local business and industry leaders. Industry partnerships are found actively working with programs and the college and by involvement with the College and program Advisory Boards and with the Foundation Board of Directors. The college, through funding from the state legislature is in the process of hiring positions from industry that will work to increase enrollment and training (i.e. HB13-1165 – Manufacturing Career Pathways). RRCC is developing pilot and processes that meet higher education performance metrics while accommodating industry training and educational need by creating a responsive, flexible, turn-key, sustainable process meeting current industry training and educational needs.

Human and cultural diversity are core general educational requirements for both transfer disciplines and CTE programs. Student clubs and organizations engage our growing international student group in student-to-student events and are involved in various international issues such as the Middle Eastern refugee situation and clean water for Nepal and the Sudan. As part of the globalization strategic direction in the RRCC Strategic Plan, Red Rocks Community College partnered with University of Colorado Boulder and brought Dr. Sylvester Maphosa, noted scholar and practitioner of peace and restorative justice, from the Africa Institute of South Africa through the Fulbright Scholar-in-Residence Program. This joint project allowed both Red Rocks Community College and CU Boulder to strengthen their transfer relationship, increase global awareness and diversity of subject matter, and share with their communities the opportunities for growth in critical thinking around the areas of shared responsibility, conflict resolution, and the Ubuntu spirit (I am because of who we all are).

Designing, aligning, and delivering co-curricular activities to support learning (Core Components 3.E.1, 4.B.2)

The RRCC Division of Student Success creates and offers opportunities that nurture and support holistic student development and success. Division operations are assessed using process improvement teams that gauge effectiveness using standards from the Council for the Advancement of Standards (CAS) in Higher Education. Designing, aligning, and delivering co-curricular articulation are efforts woven through the Division's initiatives, including the assessment of these activities. Each student support initiative is linked to one or more common learning outcomes. Several current initiatives seek to increase persistence and completion through advising, supplemental instruction, college readiness, and early alert. More details may be found in the Student Success Assessment Plan here.

The Division of Student Success is committed to integrating assessment of what we do in order to determine how our efforts are meeting students' needs, monitor progress towards divisional and institutional goals, as well as to inform strategic planning. The assessment of key projects utilize the Plan, Do, Check, Act continuous improvement model and inform the Processes, Results, and Improvements sections of our Systems Portfolio.
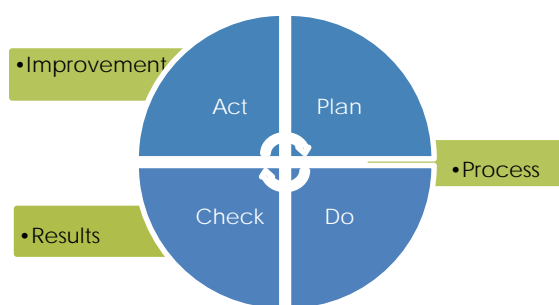
Figure 1.2.1 Student Success Outcomes Assessment Process

Examples of initiatives that address the design, alignment, and support for co-curricular learning outcomes are the First Year Experience, the Hispanic Orientation and Leadership Academy (HOLA), "Connect 24", and "45 to Finish" initiatives.

The First Year Experience promotes student success at the community college level and beyond through successful academic performance. It directly touches on all of the RRCC Common Learning Outcomes except for Quantitative Reasoning. The Hispanic Orientation Leadership Academy is a one-day event for Latino/a students who have shown great promise and could benefit from more information about higher education. HOLA builds skills and resources for attending college. Both the Connect 24 and 45 to Finish Initiatives are collaborative efforts between the RRCC Financial Aid Office and the RRCC Academic Advising Office. Transfer planning is conducted by both departments for students who indicate that four-year transfer is in their future.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (Core Components 4.B.2)

Individual CTE disciplines use a wide variety of methods to assess the level of outcomes, both formatively within the curriculum and on a summative basis for graduates. Some CTE programs have certifications and accrediting bodies that determine the successful attainment of skills and knowledge upon graduation. Academic programs have outcome attainment assessment embedded throughout many disciplines. For example, all physics students take a nationally-normed assessment to determine their gains in level of conceptual understanding. Many programs have capstone, practicum, or clinical courses. The following chart summarizes current methods and assessment levels for current program learning outcomes at RRCC.

Assessment Level	Direct Assessment	Indirect Assessment
Individual Courses	All gtPathways Courses – Competency and content guides specify outcomes and LEAP rubrics articulate achievement levels. CTE programs – Knowledge, Skills, and Abilities (KSAs) specified in Colorado Technical Program Content Standards CTE programs with external accreditation and/or competency and content guides that specify competencies, content, and curricular delivery standards.	Selected gtPathways and CTE course assessment as faculty performance goals • Outcomes by instructional methods (e.g. "flipped classrooms) • Course completion rates • Evaluation of curricular change • Comparative studies of regular classroom versus on-line and hybrid course delivery All gtPathways and CTE courses - Student Opinion of Instruction course evaluation
Clusters of courses within a particular field of study or across disciplines	STEM disciplines with nationally-normed examinations	Student Tracking Studies • Students in STEM fields, social and behavioral science, and the arts and humanities: persistence, completion and transfer rates and destinations • Outcomes by level of student preparation, mode of preparation (e.g. on-line versus traditional classroom), and student characteristics. • Student retention

Assessment Level	Direct Assessment	Indirect Assessment
Program Learning Outcomes	CTE programs with accreditation examinations (e.g. Physician Assistant, other Allied Health) CTE Programs with competency and content guides, or external standards to articulate achievement levels (e.g. Water Quality Management, Fire Science, Criminal Justice)	Comparative studies of successful completion rates for the curricular sequence of old and new developmental courses mandated by the Colorado Legislature, and CDHE and CCCS policy Evaluation studies of completion rates for, and progression to college-level developmental courses after, a "soft landing" program alternative for students excluded from RRCC developmental education by the new developmental education policy
Institutional Learning Outcomes	Under development	Key Performance Indicators for Retention, Completion, and Transfer

Figure 1.2.2 Current Program Learning Assessment Methods and Outcomes

Assessing program learning outcomes (Core Components 4.B.1, 4.B.2, 4.B.4)

Given that the primary focus of gtPathways is the delivery of core courses, the primary focus of assessment has been at the course level. Assessment activities for these courses typically meet the procedural requirement that faculty evaluations include a student learning outcomes assessment goal. However, RRCC faculty have not been content to restrict their assessment activities to individual courses and have conducted assessment studies of student outcomes for students enrolled in clusters of related transfer courses, both within and across disciplines. These studies have suggested ways to improve student achievement and where faculty and staff may develop interventions to increase persistence and completions.   This has especially been the case for STEM disciplines and for the re-design of developmental education in English and mathematics. Learn more here.

CTE programs are required to address how the programs will continuously improve the Perkins performance metrics in the local RRCC Plan for use of Federal Perkins funds. These metrics include enrollment numbers, completers, and job placement rates and are primarily used for program review. See http://www.coloradostateplan.com/formsReports.htm.

1.R.2 - Results - What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?
  a. *Outcomes/measures tracked and tools utilized*
  b. *Overall levels of deployment of assessment processes within the institution*
  c. *Summary results of assessments (include tables and figures when possible)*
  d. *Comparison of results with internal targets and external benchmarks*
  e. *Interpretation of assessment results and insights gained*

Because we seek to develop an aligned assessment of learning outcomes across all RRCC disciplines and programs, **we consider Results 1.R.2 to be at a Systemic level of Systems Maturity.**

The direct and indirect assessment of program learning outcomes at RRCC has different levels: individual course, clusters of courses within a particular field of study or across disciplines, programs with external accreditation and standards, and institutional performance indicators.
  • Classroom assessment has resulted in major changes to instructional delivery modalities and methods.

- Student tracking assessment across curricular sequences in STEM disciplines have revealed "loss of momentum" points for students, particularly first-generation, low income students, and suggested support to meet student needs.
- Analysis of persistence and transfer destinations for primary curricular sequences in Biology, Chemistry, and Math have informed instructional method refinement in these areas.
- Comparative assessment of student success in baseline and re-designed developmental education curriculum has increased student persistence rates.

As part of the development of this Systems Portfolio, instructional departments were asked to identify significant results of continuous quality improvement in their work currently under development.

Instructional Department	Teaching and Learning Quality Initiative
Medical Office Technologies/ Health Professional	Courses are being modified based on student internships and clinical experiences. The program is continuously reviewing and changing skills taught based on feedback to stay current with industry standards. One example would be an increased number of blood draws done with a butterfly needle.
Engineering Graphics Technology	The program is in constant communication with the industry. We ask them to make presentations to students in intermediate and advanced classes, which gives them the opportunity to offer summer internships, and beginning entry level position jobs. Many students have found jobs related to their discipline this way. Students are also exposed to the real applications of their new skills in the job place. The industry is also helping us identify needed skills and supporting the program in conversations with future part-time instructors and new software programs.

We have modified the 3D curriculum to increase hands-on projects, especially with electronics content, and better align with the Precision Manufacturing Program at Warren Tech |
| Mathematics | The Mathematics Department is the largest on campus at 800 annual FTE (about 8,000 students). The Department is collecting data on the Dev Ed redesign. We're looking at raw numbers as well as a progression of students through the new Developmental Math sequence compared to the old sequence. The Department has also developed common final exams and common grading in the new Developmental Math classes (Mat 050 and 055). This allows faculty to collect data on what instruction methods are most effective, and make department adjustments accordingly. The Department is moving to a common final model in College Algebra (MAT 121) as well. Standardization of curriculum helps us keep our standards where we want them, gives our adjuncts a clear expectation as to what we expect, and allows us to collect good data on what works and what doesn't. |
| Physician Assistant | The program has program assessment meetings weekly and an "ongoing program assessment" form that we complete for our major decisions and changes made. Our entire full-time faculty are intimately involved in one or more aspects of the accreditation process. The curriculum has been transitioning towards the Master's degree curriculum. By our accreditation standards, the public health component has not been as robust as what is needed. A Public Health faculty was hired and is prepared to deliver this piece of the curriculum. |

Instructional Department	Teaching and Learning Quality Initiative
Holistic Health	We are working toward recruitment of more male students for increased gender balance in the field. The program has also been able to add hours to program Certificates that allow students to register with National Associations and take state boards for their program. (i.e. National Reflexology Association).
Humanities	We are actively collecting student data and developing feedback loops to the constituent disciplines for improvement projects. After collection of data for demographics via student feedback, retention via completion rates from our RRCC D2L office, and transfer completion rates via National Student Clearinghouse Database from our Institutional Research Office, we have used the data to retool courses consistent with the needs of transfer students and student course demand. New classroom retention efforts, using data from D2L-Brightspace, will be implemented over the next one to two years with a checklist for faculty who teach online, and help for those faculty who seek to get online course standards at a base quality level.
Early Child Education	We are developing writing across the curriculum for our ECE students since students are not required to take a college English Composition course in the certificate programs for ECE.
Communication	An articulation agreement between the RRCC Communication Disorders program and the University of Northern Colorado's Speech-Language Pathology and Audiology program was renewed in the spring of 2015. The Communication Lab implemented the SARS scheduling system during the spring 2015 semester. The SARS system allows the Communication Lab to track various data regarding student usage. Students who wish to receive tutoring in the Communication Lab can make appointments online using the SARS system which is linked on the Communication Lab web page.
Outdoor Leadership/Park Ranger	We are aligning certificates with industry needs and plan to offer courses in a hybrid format beginning in fall 2016. The reorganization allowed the program to offer several national certifications and new transfer articulation agreements with Western State University and Colorado State University.
Fire and Emergency Services	We added a new A.A.S. degree to incorporate the credits earn in the Fire Science and Emergency Medical Academies. To allow our Emergency Medical students to improve their skills, the program is building a simulated emergency room to expand didactic and experiential learning.
Renewable Energy Technology	We are moving solar energy concepts into the electrical curriculum. We are also rebuilding the solar lab for use by the Physics, Electrical, and Mechanical Departments.
Physics	We are using the FCI (Force Concept Inventory) as a pre- and post-test in Physics 111 and Physics 211 classes to test conceptual knowledge gain. A normalized gain score is used to determine the level of mastery achieved.
Theater and Dance	Our students were involved in the Kennedy Center College Theater Festival with certificates of merit for set design, costume design, cast and best ensemble, lighting design, and

Instructional Department	Teaching and Learning Quality Initiative
	performance. The Theater and Dance students and faculty have collaborated internally with the RRCC Library, Office of Inclusion and Diversity, Student Life, and Office of Planning and Effectiveness on various events and productions. External collaborations include local high schools, children's theaters, and the Lakewood Mayor's Office.
Instructional Technology and Distance Learning	The faculty Bright Space committee developed and piloted Course Quality Guidelines for online and hybrid courses. When the system is fully implemented in fall 2016 it will ensure quality instruction in the online format and increase student success.
Computer Information Systems	RRCC sent a team of our NSF Cyber Security scholars to the Cyber Security Defense Competition regional event sponsored by Regis University. We were the only community college present and competed against such schools as the Air Force Academy. RRCC placed 6th out of 8 entries. The RRCC team is working with Community College of Denver students to help them create a team.
Geology	We are completing analysis of five years of tracking data on former students who are pursuing geology-related degrees and careers concerning how well we prepared them for their career and what changes we could make to improve the program at RRCC.

Figure 1.2.3 Teaching and Learning Quality Initiatives by Instructional Department

CTE programs with external accreditation have been successful in meeting all requirements, including student program learning outcomes improvement. Pass rates on national examinations for certification for RRCC programs are consistently high.

Program	Accrediting Agency	Program Status	Certification Examination?	Examination Pass Rate
Certified Nurse Aide	Colorado State Board of Nursing (DORA)	Approved	Yes	98% (Highest in Colorado)
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	Approved	No	_____
Emergency Management Services	Colorado Department of Public Health and Environment	Approved	Yes	92%
Firefighter Academy	Colorado Division of Fire Safety	Approved	No	_____
Law Enforcement Academy	Colorado Peace Officers' Standards and Training Board	Approved	Yes	100%
Medical Assistant Program	American Association of Medical Assistants	Approved	Yes	82%
Physician Assistant Program	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Approved	Yes	94%

Program	Accrediting Agency	Program Status	Certification Examination?	Examination Pass Rate
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRC-RT)	Approved	Yes	98%
Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	Approved	Yes	90%

Figure 1.2.4 Results for Instructional Departments with External Program Accreditation

1.I.2 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years? (Core Components 4.B.3)

Current assessment of learning outcomes suggests once students commit to a clear pathway, long-term indirect outcomes indicate they do quite well. Our challenge is to help our students understand where they are going, how to get there, and when to ask for help. However, our current approach is still too reactive in nature and we need to become more proactive through systemic assessment at all levels, but particularly so at the institutional level. We need program-level assessment to help us establish and manage clear guided pathways. As one faculty member wrote, after the faculty member's department established program goals for their gtPathways courses in the last year:

> *Composing the goals was a very successful practice because it helped unify the department and our teaching approach. Each faculty member in the department participated in the process of at least one of the goals. Each of the goals focused on student success and persistence...more as a program rather than stand-alone courses.*

To develop a way to become more aligned in our approach to program learning outcomes, RRCC sent a team in February 2016 to HLC workshops in Scottsdale, Arizona. From those workshops, the *iLearn* (Improving the Learning Experience across Red Rocks Now) assessment plan was established. The *iLearn* long-term goal is to create a culture of learning at RRCC. The link to the draft plan is here.

The *iLearn* process combines outcomes assessment and program review at the program level, defined at RRCC as an Operational Unit Review (OUR). Instructional operational units will include academic and CTE departments. Student learning outcomes will be defined and assessed. Student Success programs that provide support and supplemental instruction will assess co-curricular learning outcomes while units that primarily provide administrative services, such as accounting, food, grounds, and facilities, will assess outcomes linked to operational goals and improvement of the learning environment.

1.3 Academic Program Design - Academic Program Design focuses on developing and revising programs to meet stakeholders' needs.

Process Summary:

We consider Process 1.P.3 to be at a Systemic level of Systems Maturity. Higher education governance in Colorado sets the parameters for academic program design through program approval processes. The framework for transfer (gtPathways) courses is established by disciplinary groups of two and four-year faculty. CDHE and CCCS governance guidelines shape Developmental and CTE programs. However, for both transfer and CTE programming, identification of program stakeholders and assessment of outcomes is done at the institutional level. RRCC tailors programs to the needs of local students and communities.

RRCC uses several sources to determine stakeholder needs. One source is environmental scanning from the Office of Planning and Effectiveness. Another comes from compliance and operational reporting supplied to external agencies and internal RRCC units. Programs such as Concurrent Enrollment of high school students also are a source of information concerning student needs. CTE

program advisory groups, the College Advisory Board and Foundation Board of Directors, and tracking and evaluation of scholarship students also routinely help to determine if current programs meet the needs of students and stakeholders. Student government, student organizations, general student surveys also provide information.

1.P.3 - Process - Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Identifying student stakeholder groups and determining their educational needs (Core Components 1.C.1, 1.C.2)

Wherever possible and appropriate, RRCC tailors instructional programs to the needs of local students and communities and addresses their diversity. The RRCC Curriculum Committee reviews course content and instructional delivery for recognition of student diversity and general education goals related to multicultural awareness and globalization of the curriculum. This information also comes from ongoing review and assessment of what works and what does not for particular types of students. One such area is the RRCC Concurrent Enrollment program. High school students can take RRCC classes to earn college credit and credit toward high school graduation at the same time. Concurrent Enrollment staff work between RRCC and local high school teachers and administrators, and in this capacity compile and share a valuable knowledge base on the needs of younger students in the service area who are interested in a college education.

Another source of information on student stakeholder needs comes from college and CTE program advisory groups. The College Advisory and Foundation Board of Directors are important to expressing the student needs they observe in the community. Finally a very important source of information about student needs comes from the students themselves. The RRCC Recruitment Office is continually engaged with students who will potentially enroll. Student government, the Phi Theta Kappa (PTK) honor society, and student clubs assist us to understand enrolled student needs. Recipients of RRCC Foundation scholarships also provide a valuable source of student needs throughout the student career. Finally, a variety of surveys collect information from enrolled students and graduates concerning improvement of their learning experience.

Identifying other key stakeholder groups and determining their needs (Core Components 1.C.1, 1.C.2)

As part of the program approval process, CTE programs make assurances that the program and institution has strategies in place to ensure that no student is unlawfully:
- Discriminated against on the basis of age, race, religion, color, national origin, sex, or disability in its activities or programs as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the ADA.
- Denied an equal opportunity to benefit from occupational education solely on the basis of race, color, religion, national origin, sex, age, or disability. Additionally, CTE staff work with students with qualified disabilities (including the learning disabled and those with physical, sensory, and temporary disabilities) to provide appropriate assistance to students so that they may participate in approved CTE programs as fully as possible.

RRCC procedures assure this holds for all students in transfer programming as well. All instructional areas and support services receive support and training from the Office of Accessibility Services and from the Office of Inclusion and Diversity to ensure that student diversity and needs are addressed.

All CTE programs have advisory groups consisting of local business and industry leaders. These groups; advise faculty leads and chairs on the work relevance of course offerings, they express their desire to hire RRCC graduates and their performance once hired, and they counsel faculty and deans on program health and viability. Industry partnerships are found actively working with programs. The college, through funding from the state legislature is in the process of hiring positions

from the manufacturing industry who will work to pilot and implement processes that meet higher education performance metrics while accommodating industry training and educational needs.

Rocky Mountain Education Center (RMEC) is the Continuing Education Division of Red Rocks Community College. RMEC is a self-funded auxiliary of the college. With the award of the U.S. Department of Labor's designation in 1992 as an OSHA authorized institute and training center, RMEC has developed niched programming particular to the compliance training and incumbent skill enhancement needs of the technical workforce to include construction, general industry (manufacturing) and oil and gas upstream production. RMEC is not restricted by service area and conducts training both in the United States and internationally. For more information see RMECOSHA.

RRCC Foundation staff also regularly engage with community partners to identify and address needs. These include:
- The chambers of commerce with our city partners; Arvada, Golden, Lakewood, and Wheat Ridge;
- Work Force Centers for Jefferson, Clear Creek, Gilpin, and Park counties;
- County government in Jefferson, Clear Creek, Gilpin, and Park counties;
- Clear Creek, Denver, Gilpin, Jefferson, Park County, and Platte Canyon school districts

Developing and improving responsive programming to meet all stakeholders' needs (Core Components 1.C.1, 1.C.2)

All associates degrees have specific general education and completion requirement. These requirements are tailored to the type of degree and are clearly outlined and communicated. The Curriculum Committee, Academic Standards Committee, and Instructional Leadership Team all have a strong impact on academic program design. This includes review of new and adjusted programming to advance the RRCC mission and address the growing diversity of the communities and students we serve.

Transfer courses have enforced prerequisites to ensure students are prepared for the rigors of the courses. All new and revised gtPathways courses must go through an extensive system of review to determine if the course meets the content and competencies required by four-year colleges and universities. The Degrees with Designation (DWDs), introduced above, were developed over the past 3 years. These defined degree pathways, coupled with the Degree Works degree audit software, were implemented to empower students to find the "shortest path" to transfer as juniors in their chosen major to any public 4-year college in Colorado.

There is an online implementation of quality standards based on Quality Matters rubrics to increase and maintain the quality of online course delivery. A master syllabus template was created to gain consistency for students taking online course work.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

Every course is surveyed each semester via our Student Opinion of Instruction (SOI) instrument.   Both electronic and paper surveys are used in order to get the greatest percentage of participation. Survey results and student comments are emailed to each faculty member and instructor. Complete results and data analysis are sent to supervising deans and department chairs. The SOI is a major tool that is used in course, faculty, and instructor evaluations.

We are in the process of implementing Degree Works. This software is a strong tool for students to see where they are in their degree path and what they have left to reach completion. It is also a timesaving device for faculty, staff, and administration when completing degree applications. During the process of implementing the developmental education redesign the selection of a new placement tool became necessary. The new placement tool is named the Community College Placement Test (CCPT) and came online on March 1, 2016.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (Core Components 4.A.1)

The Colorado State Board for Community Colleges and Occupational Education requires that every occupational program undergo a comprehensive program review every five years or more often, and every academic program at least once every seven years. For gtPathways courses at each institution, academic discipline chairs have the responsibility of maintaining courses, reviewing prerequisites and syllabi, and removing obsolete courses on the basis of an annual review.

RRCC uses enrollment, program, completion and employment data to determine whether to award Perkins and RRCC Foundation grants as well as the continuation of CTE program approvals. This data is collected and complied from data that the college submits to the system office. The Perkins and program approval process also compiles the data for each approved CTE program and compares the program against other similar program offered in the state.

If a CTE program exhibits major decline in a moving five-year average on numbers of enrolled students, graduates, or placement rates, the program is placed on probation. If the program continues to decline, it will be discontinued. Even if the program is not on probation based on Perkins indicators, an institution may choose to discontinue the program due to poor enrollment, or a lack of relevancy for students and employers. The Process Technology program at RRCC, currently in a "teach out" phase, is one such example.

Red Rocks CTE advisory boards are also another major form of program review that ensures viability and relevance. These Boards, in addition to program faculty and staff, also contain representatives from the community and business/industry. Meetings are held once per semester per state and federal requirements. Approximately 180 such representatives participate on CTE advisory boards each year.

Meetings involve discussion and approval of the following issues: new courses to be offered, certificate and degree changes needed to meet changing or evolving industry demands, problems that are found within the program such as weaknesses in course/program content, student completion strategies, internship opportunities, student retention and needs within the program. The board reviews and approves the five-year plan for the program, vision and mission statements, and program needs that can be addressed through changes and Perkins requests. Ways to expand, retain students or meet industry needs are common issues that all CTE programs need to address and work on. Accreditation issues, if applicable, are a vital role of the board as well.

Discussions and advice from all members are part of the advisory board roles on the health of the program. Each board meeting is a small program review that shows an ongoing assessment of where the program is and where it needs to go in the near future.
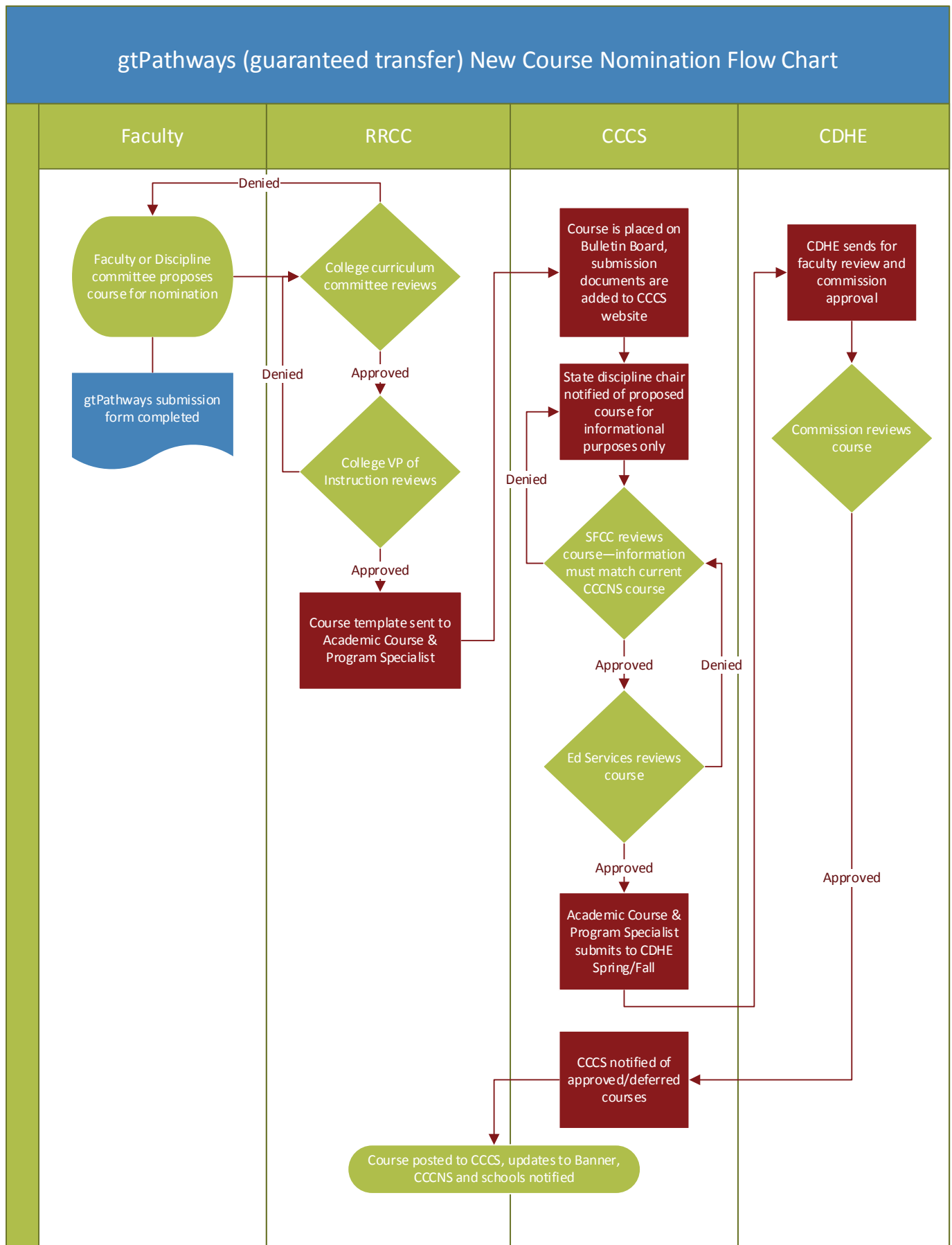
Figure 1.3.1 gtPathways Course Review and Approval Process

> **1.R.3 - Results** - What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?
> a. *Outcomes/measures tracked and tools utilized*
> b. *Summary results of assessments (include tables and figures when possible)*
> c. *Comparison of results with internal targets and external benchmarks*
> d. *Interpretation of results and insights gained*

We consider Results 1.R.3 to be at a Systemic level of Systems Maturity. At entry to RRCC, student basic skills are assessed and their level of college readiness determined. Competency levels required for taking courses and, in some cases, being admitted to CTE programs, are part of overall programming design. Courses are surveyed each semester using the Student Opinion of Instruction instrument to determine possible improvements to course design and delivery. The vitality of gtPathways courses is reviewed annually while CTE courses are reviewed on a five year cycle. Most recently STEM program development and the redesign of developmental education at RRCC have been the two most comprehensive efforts to upgrade program design to meet student and stakeholder needs.

New programming initiatives for Sustainability Education initiated by the RRCC Advisory Board and implemented by college staff and faculty have led to the present flowering of STEM programming. New allied health, alternative energy, environmental technology, instrumentation and control courses in electrical and construction programs, and Cybersecurity also have their origins in advisory board engagement in the design processes.

An example of an RRCC program responding to meet the particular needs of some of the members of our community is the Gateway Program. This transitional program is for ex-offenders and builds both academic and life skills. External evaluation of the program has noted that the program is highly effective in launching this group of students on their way toward continuing their college education, establishing themselves in a career path, and not returning to prison. Participants in the program also report that it is effective and has significantly improved their quality of life. See http://www.rrcc.edu/gateway.

Since the last Portfolio, the largest RRCC effort in redesigning educational programs has been a complete redesign of developmental education. All system colleges were involved in this effort to improve outcomes and increase completers in our English and math developmental courses through compression of the curricular sequence. Early results are very promising.

The basic skills sequence in English and Reading was compressed to two courses. The same took place for developmental Mathematics. A baseline assessment study of the old curricular sequence was conducted followed by a progression study of student outcomes in the new curricular sequence. We also engaged in a community partnership to provide adult basic education for students who tested into the lowest levels of the sequence and who were no longer able to enroll in developmental courses at RRCC.

Of the developmental students who successfully completed both English and math developmental courses, and went on to college level work in mathematics and English, 83.1% successfully completed college-level mathematics ("C" grade or better) and 89.6% successfully completed college-level English ("C" grade or better). Based on the National Community College Benchmarking Project, this placed RRCC as doing better than two-thirds of national group of community colleges in mathematics, and better than 86% of the national group of community colleges in English.

On July 16, 2015, RRCC broke grounds for a new building that will triple the size and capacity of the Arvada campus. Construction is expected to be complete in the summer of 2016 in time for fall semester. The $22.5 million project is the largest building campaign in the history of RRCC. The new RRCC Health Sciences campus will be anchored by RRCC's Physician Assistant program which, to our knowledge, is the only Master's degree-offering community college program in the United States.

The class entering fall of 2017 will be the inaugural Master's class. Likewise, pending approval from the Higher Learning Commission, RRCC will become the first community college in Colorado to offer a Bachelor of Applied Science (BAS) degree. The degree will be in the field of Water Quality Management Technology and will develop graduates who are capable of addressing water quality delivery in both regional and international contexts.

RRCC offers sixty-two other programs in Career and Technical Education (CTE) leading to an Associate Degree in Applied Science (AAS). Within these AAS programs, and on a stand-alone basis in a few instances, 183 Certificates provide focused, intensive training in technical fields.

RRCC Fall Semester Headcount Fall 2010 through Fall 2014 Headcount Five Year Average by Instructional Area Instructional CIP Family	Five Year Average Headcount	Five Year Average Semester FTE
Parks and Recreation	28	15.87
Multimedia, Web, and Graphic Design	31	17.71
Computer and Information	181	100.11
Cosmetology and Culinary Services	105	80.29
Early Childhood Education and Preschool	195	80.44
Engineering Technologies and Related Fields	433	239.92
Liberal Arts and Sciences, General Studies	4,499	2,793.93
Law Enforcement, Firefighting, and Security	406	313.73
Construction Trades	235	128.63
Mechanic and Repair Technologies (Auto)	65	43.22
Precision Production and Fine Woodworking	191	110.49
Theater, Photography, and Video Production	217	121.22
Health Professions	767	455.84
Business, Management, and Marketing	532	306.97
Undefined or Undeclared	1,136	496.54
Total Enrollment	9,023	5,304.90

Figure 1.3.2 Average Fall Enrollment for Instructional Departments

RRCC also grants Associate of Arts (AA) and Associate of Science (AS) degrees for students wishing to complete a bachelor degree at a four-year institution. The Associate of General Studies has two pathways: pre-professional transfer or a generalist that combines transfer and occupational courses. The AGS general education course requirements transfer to all public baccalaureate colleges and universities in Colorado. Career courses within this degree may be accepted in a four-year baccalaureate program; however, each course will be considered on an individual basis.

Red Rocks, like other community colleges in Colorado and around the nation, has experienced a steady enrollment decline over the past five years as economic conditions have improved. Students declaring a transfer degree account for about 50% of average headcount enrollment while Career and Technical students seeking a degree or certificate account for about 37%, and Undeclared students about 13% of average headcount enrollment. CTE degrees and certificates have experienced both the largest rates of increase and decrease over the past five years.

Currently most course offerings are fifteen week semester classroom and laboratory format. New delivery options are increasing in the form of accelerated, self-paced, and Weekend College formats. Experimentation with "flipped" classroom delivery is also underway. Online learning and hybrid classes are the largest of the new learning options. RRCC students may enroll in online learning courses offerings from RRCC departments or from Community College of Colorado Online (CCCOnline). CCCOnline is an extension of and a service to each of the home colleges it serves. By offering courses through CCCOnline, the home colleges are able to offer their students courses and programs that they may not be able to offer individually.

Semester	Total Enrollment	Students Enrolled Exclusively in Online Courses	% of Total Enrollment	Students Taking Some Courses Online, but not Exclusively	% of Total Enrollment
RRCC Headcount Enrollment of Students in Online Courses Excludes Hybrid Classes					
Fall 2015	7,789	1,160	15.0%	1,035	13.3%
Fall 2014	8,112	1,195	14.7%	1,083	13.4%
Fall 2013	8,600	1,304	15.2%	1,142	13.3%
Fall 2012	9,031	1,580	17.5%	1,526	16.9%
Fall 2011	9,544	1,580	16.6%	1,561	16.4%

Figure 1.3.3 Headcount Enrollment Trends in Online Courses

Of all those taking distance courses at RRCC, 95% are Colorado residents. As this suggests, RRCC distance education is a convenient way of taking classes for students already in our service area, a delivery option that gives them more flexibility in scheduling and in learning. Recently the numbers of students enrolled exclusively in online courses has fluctuated much more than enrollment for the college as a whole. The numbers of students taking online courses has declined as the economy improves, total enrollment has declined, and the numbers of underprepared students has increased. Student technological literacy and support needs have begun to take on importance as a result.

In addition to credit degree and certificate programs, The College also houses the Rocky Mountain Education Center (RMEC), a regional training center for the Occupational Safety and Health Administration (OSHA). Over the past several years, RMEC has expanded its non-credit programs regionally throughout the United States, and internationally to Saudi Arabia and Jordan. This, along with strong transfer articulation with the Colorado School of Mines, has also increased the numbers of international students at RRCC.

Red Rocks also supports a Child Care Center and houses Child Care Innovations (CCI). CCI is a contracted partner of Qualistar Colorado and serves as a training, resource and referral agency serving the RRCC service area and three additional counties. It operates as an auxiliary department of Red Rocks Community College, and manages diverse funding provided by state, federal, county, and private contracts. CCI serves as a "one stop shop" for meeting child care licensing training requirements and ongoing training related to the Colorado Core Knowledge content areas. Each year CCI trains over 1,500 early childhood professionals.

1.I.3 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

RRCC has historically provided students with strong academic programs in STEM fields, and many opportunities to get hands-on experience both in and out of the classroom. These opportunities were disjointed and often difficult to replicate. A focused and unified approach was need. With the help and leadership of the RRCC Foundation, RISE (Red Rocks Institute of Sustainability) was created to meet this challenge. Since that creation, STEM initiatives coupled with an experiential learning pedagogy have grown exponentially at the College. Whether through a biology research experience, Engineering Club workshop, or real world project in the IDEA Lab, RRCC has many and exciting programs now where students can develop relationships with other students who share similar academic and career goals in STEM

The redesign of developmental education reflects a shift in philosophy about developmental education in a number of ways, from placing students in the lowest course for which they can demonstrate readiness to placing them in a college level course whenever possible and providing additional support structures to help them succeed is a notable change. The new Community College Placement Test gives us a tool to more consistently place students in the highest course for which they are prepared.

Another major shift in developmental education is the pathways model for math. Before the redesign, all math students were assumed to be on a path to college algebra. In the new model, the math course that a student takes is determined by the student's plan of study. For example, college algebra is the required course only for students who are pursuing a STEM program or whose degree specifically identifies college algebra as the required course. Many other students can take a college level, career and technical math course, or courses like Math for Liberal Arts or Statistics.

The new Community College Placement Test (CCPT) aligns with the pathways model. The first question that students taking the math portion of the CCPT assessment will see is "What math course do you want to take?" Their answer to this question will be a factor in their placement (see http://www.rrcc.edu/assessment. Following best practices in other two-year colleges, study guides for basic skills assessment are provided on-line for students before they assess at http://www.rrcc.edu/assessment/accuplacer-study-guides. Distance education students are also required to assess basic skill levels before registering for classes (see http://www.rrcc.edu/assessment/distance-learning-students.

The new Bachelor of Applied Science in Water Quality Management Technology illustrates the program design process at the RRCC Department Level in its fullest application. The planning process revolved around several different types of internal and external stakeholders, and involved the full spectrum of RRCC faculty and staff. Business and industry leaders from around the Denver metropolitan area were invited to participate in a structured group discussions of the feasibility and possible design of a BAS-WQM. The second type of planning focused on students who were pursuing an AA or AS degree, or planning to transfer to a four year college or university after completing science and mathematics general education courses. Students who were currently enrolled in Water Quality Management (WQM) program courses and those who recently graduated with an RRCC WQM credential were also surveyed in regard to continuing interest in an applied Bachelor's Degree from Red Rocks Community College.

Red Rocks Community College also hired Interact Communications, a third-party consultant group, to conduct an environmental scan to examine the feasibility of the proposed program. The environmental scan and interviews contributed a variety of planning data in regard to the perceived value of the program, need, growth, delivery formats, and overall viability. Red Rocks Community College faculty, particularly the Water Quality Management program faculty and staff, were involved in all phases of planning. The development of planning was incremental, making use of each round of planning and data to further build and refine the program. All new program curricula have gone through program review and approval processes as per Colorado Community College System policy and RRCC procedures. The development of the program has been comprehensive with numerous faculty and staff working groups addressing all aspects of the program from admissions and financial aid to assessment and advising.

1.4 Academic Program Quality- Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations.

Process Summary:

We consider Process 1.P.4 to be at the *Systemic* level of system maturity. Several types of RRCC processes determine and communicate the preparation required of students for RRCC common learning outcomes, gtPathways courses, and CTE programs. RRCC faculty committees, advising centers, supplemental instruction, and basic skills assessment are key components. Dual credit courses are subject to the same standards as other college-level for credit courses and meet statewide standards for ensuring quality. RRCC staff have also developed relationships with local high school advisors to ensure that dual credit students understand the expectations for college-level work. CCCS policies and procedures set standards and methods for assessing and awarding credit for prior learning.

Specialized accreditation plays a major role in ensuring academic quality at RRCC, as the recent successful development of a new Physician Assistant Master's Degree demonstrates. Assessing the performance of transfer students and CTE program graduates, and the methods and tools used, varies by the committee, discipline, or program involved. Transfers are tracked at the institutional level and for some gtPathways discipline departments at RRCC. STEM disciplines at RRCC have been most active in tracking outcomes and making changes to teaching and learning. The five-year CTE program review cycle, with additional review from local program advisory boards, results in continuous improvement of curricula, instructional methods, support, and course delivery modalities.

1.P.4 - Process - Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (Core Components 4.A.4)

At RRCC several key committees are involved in determining and communicating levels of student preparation. These include the Academic Standards Committee, the Curriculum Committee, and Instructional Advisory Committee. General advisors and academic advisors work closely together to ensure students receive current and consistent information. Several past AQIP action projects have strengthened the relationship between academic and general advising. In their 2013 assessment of past AQIP Action Projects, the RRCC Strategy Team considered past advising projects as the most beneficial to the college.

The advising center at RRCC communicates most program requirements to students. General advisors are yearly assigned as liaison to the major transfer destinations for RRCC students and convey four-year transfer information back to RRCC students and academic advisors. Academic advisors are available to help students obtain program information, evaluate assessment results, select courses, identify course prerequisites, complete graduation evaluations, and assist with transfer planning to a four-year college or university. Prerequisites are found in the RRCC course catalog.

There are particular programs on the RRCC campus that communicate academic requirements to students separate from the advising center, notably some CTE programs and concurrent enrollment. These programs work closely in relationship with advising, community partners, other stakeholders, and students to ensure that students are aware of academic requirements as well as other administrative and logistical requirements.

For example, advanced EMS certificate students are required to meet with an advisor specific to the program. EMS advising also communicates requirements for the National Registry Test, holds orientation sessions, stages a series of welcome e-mails, and utilizes an online texting service to communicate about clinical courses and other relevant information. In the EDU/ECE program, the chair of the department personally advises students through various communications regarding academic pathways and facilitates placements for courses that require field experience.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (Core Components 3.A.1, 3.A.3, 4.A.4)

In May 2009, the Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, the Concurrent Enrollment Programs Act. The act created the concurrent enrollment program, defined as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education. The collective intent is to broaden access to and improve the quality of concurrent enrollment programs, improve coordination between institutions of secondary education and institutions of higher education and ensure financial transparency and accountability. Beyond coordinating and clarifying the existing concurrent enrollment programs, the bill also creates the "5th year" ASCENT program for students to continue participating in concurrent enrollment for one year following their 12th grade year.

In addition to Concurrent Enrollment, RRCC also participates in the ASCENT program (Accelerating Students through Concurrent ENrollmenT). Students who have completed at least 12 credit hours of postsecondary course prior to completion of his/her 12th grade year may be eligible for the ASCENT Program. They remain students in their Local Education Provider (LEP) for one year following their 12th grade year, and the LEP receives ASCENT specific per-pupil state funding that it uses to pay their college tuition at the resident community college rate. Students receive their high-school diplomas at the end of their ASCENT year.

CCCS maintains standards and best practices for Concurrent Enrollment. These standards apply to all concurrent enrollment programs to ensure quality for all students while allowing the flexibility needed for colleges to design programs that meet the needs of state recognized secondary institutions in their service areas. In addition Community colleges may be required to submit evidence of implementation of these standards through periodic program reviews conducted by the Higher Learning Commission during self-study visits and by the Colorado Department of Higher Education. RRCC conducts annual evaluation of Concurrent Classes to ensure the same academic quality for these classes as all other RRCC offerings. See http://www.rrcc.edu/high-school-relations/concurrent-enrollment.

Awarding prior learning and transfer credits (Core Components 4.A.2, 4.A.3)

CCCS System President's Procedure BP9-42 governs Standards for Awarding Credit for Prior Learning (CPL).

- Academic credit will be awarded only for those courses directly applicable to curriculum requirements at the college of enrollment and to the student's declared certificate or degree program as outlined in college publications.
- A student may use CPL to fulfill all degree, certificate or graduation requirements except the residency requirement. CPL cannot be used to meet residency credit requirements of certificate or degree programs.
- CPL may be applied toward the courses in the core general education curriculum only for the purpose of satisfying degree or certificate requirements. CPL may not be applied to courses in the core general education curriculum for the purpose of determining whether the core curriculum has been completed and the transcript should be stamped "core program completed."
- All work assessed for CPL must meet or exceed "C" level work. Minimum cut-off scores on standardized tests are set at "C" level work.

There are five methods for awarding CPL: Standardized Tests, Institutional Challenge Examinations, Published Guides and Portfolios and successful completion of a CCCS approved Colorado Department of Corrections CTE certificate program. CCCS maintains and updates a comprehensive matrix of CPL credits for standardized tests. A variety of published guides pertaining to veterans, industries, and other areas are used. A student may apply for CPL at any time, but credit will be posted on the transcript only after successful completion of at least one semester's credits in the student's declared program of study. Other procedures concern charges for CPL, excluding CPL for state FTE reimbursement, and transferability of CPL. See http://www.rrcc.edu/assessment/credit-for-prior-learning.

Selecting, implementing, and maintaining specialized accreditation(s) (Core Components 4.A.5)

The selection, implementation and maintenance of specialized accreditation for an RRCC CTE program depends upon the requirements for the specific program and whether such specialized accreditation is required for either program continuance or as a benefit to students. Depending on the program and the accreditation requirements the process of obtaining accreditation may be complicated. The best example of what the entire process may entail is given by the recent HLC approval of the RRCC Physician Assistant program to confer a Master of Physician Assistant Studies to fulfill the requirements of its national accrediting agency.

The RRCC Physician Assistant program prepares the student for the Physician Assistant National Certifying Exam (PANCE), which is administered by the National Commission for the Certification of Physician Assistants (NCCPA). Upon passage of the PANCE, graduates are eligible for licensure in any state. The program has been granted the status of "Accreditation-Continued" by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The program has been a foundational health careers program at Red Rocks since1998. Recent changes in accreditation requirements from ARC-PA specified that the program credential must be at the Master's level. The program, one of two in Colorado, provided Physician Assistant practitioners to underserved populations and it was vital that the program continue.

The ensuing process required five years and involved approval by the Colorado Legislature in 2013, the State Board for Community Colleges and Occupational Education, the Colorado Commission on Higher Education and the Higher Learning Commission. The program will begin advertising the graduate degree this fall with admissions for the degree opening spring 2016. The first MPAS class is expected to begin their studies in fall 2017.

Not all specialized accreditations are this involved. The proposal for a new accreditation would typically be reviewed by the relevant instructional Department Chair and brought forward to the Vice President for Instruction and the President's Office. If affirmed, the President would then bring the proposal to CCCS for review. After obtaining the approval of the State Board for Community College and Occupational Education (SBCCOE), the program would go through the required initial process from the accrediting agency.

Maintenance of the accreditation is the primary responsibility of the program with support from the RRCC Office of Planning and Effectiveness. The Office of Planning and Effectiveness serves as the liaison to the Higher Learning Commission as well as providing data and other support services to programs with specialized accreditation.

Assessing the level of outcomes attainment by graduates at all levels (Core Components 3.A.2, 4.A.6)

The Colorado Community College System, based on its Performance Contract with Colorado Department of Higher Education, sets performance indicators for each community college. These include retention, graduation, and transfer rates. Rates are determined for both White, non-Hispanic and underrepresented students. Annual performance targets are set for the college and measured annually as part of the college's effectiveness assessment.

The numbers and receiving institutions of students who transfer each year are tracked by CDHE. A new system of higher education performance funding will increase the importance of transfers for each community college. Success of transfers at receiving institutions is idiosyncratic and is sometimes developed by the receiving institution and sometimes tracked by the individual transfer discipline at RRCC. We need to develop data in this area more systemically.

Each CTE program goes through a 5 year cycle of program renewal/approval within our Colorado Community College System. Programs must gain approval at the System level in terms of the 5 year trend data of their total enrollment, demographic trends (percent male and female, ethnic minority, disadvantaged, handicapped, and limited English status) and completion rates. Placement rates are also tracked by program area. National and state accreditation examination results are also reviewed by programs as to the effectiveness of the program and to identify any program strengths and weaknesses.

Selecting the tools/methods/instruments used to assess program rigor across all modalities

Several RRCC Committees and state-wide groups select the tools, methods, and instruments to assess program rigor across all modalities.

- The Academic Standards Committee reviews, analyzes, and makes recommendations to the Vice President of Instruction on matters pertaining to the following: (1) Academic policies or procedures that affect the academic learning environment and contribute to the maintenance of high academic standards; and (2) Procedures for changing, developing, or deleting instructional policies or procedures.
- The Colorado Faculty Advisory Council (CFAC) is a group of faculty members selected to represent their colleges/universities in meetings designed to give input on a wide range of subjects to and receive information from the Colorado Department of Higher Education (CDHE).
- The Curriculum Committee reviews and makes recommendations for gtPathways course nomination forms. It also reviews and approves new and revised courses. The Committee works as the liaison between RRCC Instructional Services and SFCC/CCCSN, and mentors and advises faculty with course changes and proposals.
- The role of the State Faculty Advisory Committee (SFAC) is to advise the State Board (SBCCOE) and the system president of issues pertaining to faculty.
- The State Faculty Curriculum Committee oversees curricula across the Colorado Community College System. It reviews and approves or declines proposed curriculum revisions, deletions and new curriculum submitted by all schools in the community college system. The Committee reviews GT submissions and make suggestions before sending them on for GT Review. It also organizes annual 2:2 meetings bringing together 2 and 4-year faculty by discipline.
- The Instructional Advisory Committee provides direction and sets priorities for the use of instructional technologies that support the learning and teaching environments at Red Rocks Community College. The goal of the committee is to gather and evaluate information about how instructional technology can enhance instruction and make recommendations to Instructional Services on implementation.

1.R.4 - Results – What are the results for determining the quality of academic programs?
  a. *Outcomes/measures tracked and tools utilized*
  b. *Summary results of assessments (include tables and figures when possible)*
  c. *Comparison of results with internal targets and external benchmarks*
  d. *Interpretation of results and insights gained*

We consider Results 1.R.4 to be at the Systemic level of system maturity. Program review of RRCC CTE programs includes several metrics to determine program viability. Student enrollment, completion, and job placement are three of the most important outcomes for generally indicating that the programs are aligned with student, workplace, and community needs. Five year trends for RRCC CTE programs show that these programs remain healthy in spite of fluctuating enrollments.

Year	# Enrolled in CTE Programs	Completion Rate for CTE Programs	Employed Completers	Unemployed Completers	Continuing Ed (Employed or Not)
2014	2,992	49%	77%	8%	72%
2013	3,015	49%	82%	10%	66%
2012	3,372	46%	81%	10%	66%
2011	2,843	33%	78%	14%	66%
2010	2,756	38%	83%	5%	74%

Figure 1.4.1 CTE Program Review Results

Over the past five years, about three out of four RRCC graduates from CTE programs successfully enter the workforce within a year after graduation with high wages compared to other graduates from Colorado two and four-year institutions. CTE graduates from programs with external accreditation consistently perform very highly on national certification examinations.

STEM disciplines at RRCC have found that once students successfully complete basic college-level Math and English, they have a very great chance of successfully entering and completing STEM-

based curriculum. However, first-generation and low income students struggle more with STEM course work and new support systems and initiatives should help to increase success in the future. The first-place finish of a RRCC team at a nation-wide National Science Foundation competition suggests we are on the right track. In addition, RRCC has significantly increased the numbers of students graduating over the past five years. Efforts to increase short-term transfer rates, and obtaining performance information for former RRCC students at receiving institutions, are currently under development.

After graduation performance is another indicator of academic program quality at RRCC. In 2014, the Colorado Commission on Higher Education sponsored and independent research study on graduate outcomes from public institutions. The study found that RRCC had the highest starting salary for community college graduates in Colorado and third highest in the state, following the Colorado School of Mines and Regis University. In the same year, Red Rocks was awarded $750,000 in performance incentive funds from the Colorado Community College System for achieving the highest Colorado community college increase in undergraduate credentials in the Denver metropolitan area at 54.1%.

1.I.4 Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?
- Results/Outcomes/Measurements
- GTE - Need Pathways
- Scans of graduating students
- Organized Assessment

The RRCC High School Relations Office advises concurrent enrollment, dual enrollment, and the credit recovery program, in relationship with high school counselors and RRCC's central advisors. The office works with RRCC's advising center to serve the ASCENT 5th Year Program, as well as Mines-pathway students, and connects students with CTE for certificate program pathways when relevant. In addition, communication efforts include information sessions and advising sessions at Warren Tech; informational workshops about the application process on local high school campuses; and maintenance of a website that communicates information such as relevant testing information. The Office assisted 1,648 dual credit students last year and anticipates continuing growth.

Based on observations about student information needs and advising themes, the Office of High School Relations developed a Counselor in Residence program to better inform high school counselors about RRCC programs and admission processes, and familiarize them with the campus amenities and services. The goal is to send the counselors back to their respective high schools with extensive knowledge of RRCC to share with their students.

RRCC's Bright Space (D2L) Online Course Standards work group has devised an Online Course Standards Rubric with the goal of increasing the quality of online courses delivered through RRCC. The rubric is based in Quality Matters (QM); RRCC is a QM institution. This rubric was disseminated at the end of the fall 2015 semester, and trainings were scheduled through the spring 2016 semester. Beginning in fall 2016, the Online Course Standards Rubric will be formally integrated into existing faculty evaluation processes. Further, the work group has recommended a process for increasing the quality of courses that do not meet the minimum standards for course quality at a rate of 85%. The process of facilitating improvement is a peer-to-peer model, a faculty member who serves in the capacity of an eLearning mentor. The anticipated goal of this process is that all online courses delivered through RRCC will increase in quality. The work group is currently devising standards to assess and measure the successful increase in quality. See http://www.rrcc.edu/instructional-design.

1.5 Academic Student Support - Academic Student Support focuses on systems designed to help students be successful.

Process Summary:

We consider Process 1.P.5 to be at the *Aligned* level of system maturity. Underprepared and at-risk students at RRCC are identified through basic skills assessment and faculty referral. Academic support includes supplemental instruction and services to increase personal growth, career planning, and wellness. Faculty are available to students as are trained academic support staff. Student needs are tracked through usage statistics and assessment of support service effectiveness. Student clubs and organizations are a source of support, as are programs in peer mentoring. Student Government and the PTK Honors Society are actively engaged in outreach to students as well as conducting annual projects that address common learning outcomes in such areas as globalization, refugees, and diversity.

1.P.5 - Process - Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Identifying underprepared and at-risk students, and determining their academic support needs (Core Components 3.D.1)

For students whose basic skills assessment places them below the lowest score admissible to the college's entry level math and English classes, the college has created the Learning Collaborative, a joint effort between the Learning Source, (an adult basic education agency) and the college. The Learning Collaborative, though not a college class, offers classroom instruction in basic skills. See http://www.rrcc.edu/the-learning-collaborative.

Syllabi are required to include a statement about Accessibility Services so students can self-identify as needing support. Those students who are not academically prepared for a program they are interested in are counseled and referred to both general education, and lower level courses within the profession, that will prepare them to meet entrance requirements. Learners who are identified as struggling with test taking skills, study habits, and other academic related skills are referred to the Connect to Success program to evaluate their individual situations and provide support. See http://www.rrcc.edu/student-success-services.

Deploying academic support services to help students select and successfully complete courses and programs (Core Components 3.D.2)

AAA (Academic Achievement) courses are offered to help students with study skills. The college has an excellent walk-in tutoring program, with professional tutoring offered in the Math Lab, the Writing Lab, the Communication Lab, the College Prep Zone (tutoring targeted for students taking Developmental English and math courses), and 22 other subjects.

At the students' request, the college provides a room, snacks, and a tutor for Study Groups. For students who are failing or at risk of failing, the college offers up to two hours of one on one tutoring each week. A 24/7 Helpdesk is staffed to answer student questions about technology. The Connect-to-Success office provides students with resources on time management, test anxiety, learning styles etc. In addition to the tutoring offered by the college in general, several CTE programs offer tutoring and small group sessions let by adjunct faculty and skills (lab) instructors at no cost to the student. See http://www.rrcc.edu/connect-to-success.

The library serves as a resource for instructors and students to share research and writing methods. They visit courses, upon request of the instructor, and show students how to effectively utilize the libraries resources for their coursework. This includes, but is not limited to conducting a scholarly literature review, how to find reputable resources, and how to appropriately cite information in a formal paper. See http://library.rrcc.edu/.

All new students must complete an online session titled "Red Rocks 101" in which they are informed about a wide variety of academic support services and tips for collegiate success. The Outdoor Leadership program has equipment that students borrow for their classes. Having gear available for students to use increases retention, enrollment, and assists students being

able to analyze future personal or business purchases.

Our Phi Theta Kappa (PTK) honors society is a major resource for students. RRCC supports an active, award-winning chapter of Phi Theta Kappa, the International Honor Society for two-year colleges. Our members have opportunities to develop leadership skills while engaging in in-depth research and service projects for the benefit of the college and community.

Over 110 members join each semester. 466 current RRCC students are members. Phi Theta Kappa members are four times more likely to complete college than an average student and 44% more likely to complete when compared to students with similar GPAs (3.5 or higher.) 98 % of PTK members complete their degree or credential and/or transfer to a four-year institution. Our chapter has an acceptance rate of 15.2% compared to the national average of 9.5%. RRCC's chapter of the National Society of Leadership and Success was chartered in 2013. We currently have 291 members. NSLS achieves profound results in helping students discover and attain their goals, offering life changing lectures from leading presenters and a community where students help one another succeed. All students are welcome to join.

Ensuring faculty are available for student inquiry (Core Components 3.C.5)

Full time faculty are required to be on campus for a minimum of 25 hours/ week and must have at least 5 office hours each week. Full time faculty must post their schedules on their doors. Adjunct instructors are not required to hold office hours, but are given shared office space that they can use to meet with students. All faculty are available by appointment. All faculty are also asked to have a standard of responding to students inquiries within 24-48 hours. All RRCC courses whether on ground or online have a Desire to Learn (D2L) course shell where students can post questions or comments.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (Core Components 3.D.1, 3.D.3, 3.D.4, 3.D.5)

The College Prep Zone and Math department meet to determine when additional review sessions should be held for students. Instructors address learning support needs by including information about tutoring, etc. on their syllabi and encouraging students to use these services. Representatives from the various student support programs are available to visit the classroom upon the instructors request to provide information about their program, its benefits, and how students can access the program

During departmental meetings faculty discuss and review the success of current support programs and if additional programs are needed. Many instructors include a requirement that a student utilize academic support services as part of specific assignments. For example in the writing of a formal paper the student must visit, and show proof of the visit to the Writing Center, at least once during the completion of the assignment. Instructional departments coordinate with the library to articulate student needs for training in the effective use of research and information resources.

Ensuring staff members who provide student academic support services are qualified, trained, and supported (Core Components 3.C.6)

All tutors receive a thorough orientation before beginning tutoring. Additionally, they are encouraged to sign-up for a one-credit class on tutor training. Upon completion of the class, they receive tutor training certification, along with a $1/hour raise.   The college is certified to offer three levels of tutor training through the College Reading and Learning Association accreditation process. Additional tutor trainings and support activities are scheduled throughout the semester Individuals who provide tutoring in the CTE programs are current adjunct faculty or skills (lab) instructors who are licensed or certified within the profession. Additionally many of them possess academic degrees specific to their field and/or education, or possess various instructor certifications that are issued within their profession.

Students are made aware of academic support services through the following.
o Handouts at an information table at a Kick-off event before classes start
o Announcements from their teachers in class
o A visit to their class by tutors from the tutoring center
o Announcements in the campus newsletter
o Posting on D2L (the college's online learning environment)
o The college's website
o Students visit various support services (library, computer labs) in some of their classes
o Faculty are made aware of support services through department meetings

Academic support services are also available on the RRCC web site. See
http://www.rrcc.edu/instructional-services/orientation-materials/student-success.

Determining goals for retention, persistence and program completion (Core Components 4.C.1, 4.C.4)

The Colorado Community College System determines annual KSA retention, persistence, and institutional completion targets for each community college. At RRCC, the cross-functional Enrollment Management Team reviews retention, persistence and program completion data to determine how RRCC can improve.

15 Week RRCC Courses over the Past Five Fall Semesters

Gateway Classes with Total 5-Year Enrollment of 100 Students or More

Course	Description	Total 5-Year Enrollment	Pass Rate	Fail Rate	Withdrawal Rate	Below Average Pass Rate (73.9%)
MAT121	College Algebra : MA1	1,857	59.0%	23.4%	17.6%	-14.9%
PHI111	Intro to Philosophy: AH3	1,126	64.8%	24.2%	10.8%	-9.1%
CIS118	Intro PC Applications	797	63.5%	24.6%	11.7%	-10.4%
ACC121	Accounting Principles I	674	61.3%	26.9%	11.9%	-12.6%
MAT122	College Trigonometry: MA1	599	62.9%	21.0%	16.0%	-11.0%
BIO106	Basic Anatomy And Physiology	447	62.0%	25.3%	12.8%	-11.9%
SPA111	Spanish Language I	402	66.4%	19.4%	14.2%	-7.5%
CSC119	Introduction to Programming	374	56.4%	27.5%	16.0%	-17.5%
HIS101	Western Civ:Antiquity-1650 HI1	353	67.4%	22.4%	10.2%	-6.5%
MUS120	Music Appreciation: AH1	344	58.4%	23.5%	18.0%	-15.5%
ENY101	Intro to Energy Technologies	168	61.3%	26.8%	11.9%	-12.6%
SPA101	Conversational Spanish I	151	68.2%	17.2%	14.6%	-5.7%
ACC101	Fundamentals of Accounting	147	63.9%	22.4%	13.6%	-10.0%
ART111	Art History Ancient/ Medieval	136	62.5%	25.7%	11.8%	-11.4%
MAT125	Survey of Calculus: MA1	114	68.4%	16.7%	14.9%	-5.5%
HIS112	The World: 1500-Present: HI1	111	57.7%	26.1%	16.2%	-16.2%
ASL121	American Sign Language I	109	57.8%	28.4%	12.8%	-16.1%
MUS100	Intro to Music Theory I	108	57.4%	29.6%	13.0%	-16.5%
JPN111	Japanese Language I	103	65.0%	18.4%	16.5%	-8.9%

Figure 1.5.1 Pass Rates for Largest and Most Difficult Gateway Classes

There is currently no formal process at the institutional level to determine retention, persistence, and completion targets at the level of RRCC disciplines and programs. We anticipate this will be developed as part of the forthcoming *iLearn* initiative. However, the Office of Planning and Effectiveness does track retention and completion by CDHE approved program category. The rates calculated on this basis yield information on which areas seem to be sticking points for students. Likewise, the Office has generated reports and performed analytical studies on course completion and gateway courses to assist in determining where students may be most "at risk."

Analysis of student progression from college entry to completion in a STEM major field suggests that as much as half of student attrition takes place in these gateway courses.   College mathematics and English composition are avoided until the last minute for many students, if these courses are taken at all. Further analysis and action planning is planned for this area of concern.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services (Core Components 4.C.1, 4.C.4)

Academic support services uses a student sign-in system(SARS) that tracks student usage in the various labs and services around campus. In the past, the Institutional Research department has compared the grades, retention, and graduation rates of students receiving tutoring with those who do not. Individual faculty members are able to compare progress and success both before and after students use academic support services. Another tool - deployed but not yet widely used - is the Student Retention and Performance (SRP) data utility. SRP holds great promise for deep analysis of student retention and performance, but at this time there are few reports written using it. The SRP system interface with the Banner transactional system is still under development.

1.R.5 - Results - What are the results for determining the quality of academic support services?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)*
   c. *Comparison of results with internal targets and external benchmarks (4.C.4)*
   d. *Interpretation of assessment results and insights gained (4.C.2)*

We consider Results 1.R.5 to be at the *Aligned* level of system maturity. Assessment of co-curricular support for common learning outcomes, as specified in the gtPathways courses and CTE fields of study, has progressed more quickly that the academic assessment. There were two principle areas of inquiry in regard to co-curricular support. The first was an assessment study to test the value of content for a First Year Student Experience (FYE). The results of this assessment study was a full-blown FYE pilot study discussed below under Category 1.2. The second direction was assessment of tutoring services, done in coordination with instructors and, while touching on particular fields of study, had its main emphasis on general education.

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

For the tutoring study, a cohort of 323 students who received tutoring services in fall 2011 was compared to 529 students similar to the tutored who did not receive tutoring. The control group was selected to correspond to the tutored group in terms of characteristics such as age and gender, type of classes taken, course loads, and stage of academic career at RRCC. The study found that tutored students finished Fall 2011 with an average G.P.A. of 3.09 while the non-tutored control group finished the semester with an average G.P.A. of 2.92., a statistically significant difference at p = .005.

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

Based on these results, the modules for the eventual First Year Experience course and a corresponding online orientation were successfully developed and tested. The performance goals, a 40% increase in module scores based on pre and post- testing, were exceeded. Even though comparison of mean G.P.A. as a measure of academic achievement does not take relative difficulty of courses into account, the results of the tutoring assessment still suggest that tutoring has a positive effect on achievement of general educational learning outcomes. Targets for the tutoring assessment, ((1) average GPA will be .25 higher for target groups than for control groups, and (2) persistence rates will be 2% higher for target groups than for control groups) were also exceeded.

Student surveys and service satisfaction data cards assess student satisfaction and feedback. Process improvement task forces assess services and results. Improvement targets were set and are being monitored. Gains in student retention suggest that these projects are having a positive effect.

While progress has not been equally successful across all program areas, in 2015, RRCC was awarded $750,000 in performance funds for RCC was the winner of performance funds for the CCCS Retention Key Performance Indicator, growing from 46.9 percent in 2010 to 51.2 percent in 2013, an increase of 9.3 percent in the number of entering full and part-time students retained.

1.I.5 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

During 2013 and 2014, the Division of Student Success developed several process improvement Task Forces to examine possible barriers to students. The following areas were specified as targets for improvement efforts.
- Student-centered scheduling
- Late registration
- Postcard 2-3 weeks before class
- Adjunct Faculty Training
- Identify best practice and high retention programs
- Website Homepage Revitalization
- Kick off week inclusion activities
- Late Start as Recruiting Opportunity
- Permanent Retention Task Force
- A First Year Experience pilot the Denver Scholarship students and those students who are part of the Ascent group.

The Community College Placement Test replaced Accuplacer in March 2016. This test was designed with new Math and English pathways in mind. MAT 025, a support class for MAT 050, will be offered in the future to allow students who have placed just below the cutoff for MAT 050 get support on prerequisite skills while simultaneously taking MAT 050.

1.6 Academic Integrity - Academic Integrity focuses on ethical practices while pursuing knowledge.

Process Summary:

We consider Process 1.P.6 to be at the *Systemic* level of system maturity. At RRCC, freedom of expression and integrity of research and scholarly practice starts at the system governance level. At the institutional level, Integrity is a primary value, formally affirmed by faculty and staff through the Strategic Planning Process. RRCC provides opportunities for faculty and students to engage in research and scholarly activities, including undergraduate research in STEM projects at selective four-year colleges and universities. At RRCC, the Academic Standards Committee and the Institutional

Review Board ensure academic integrity and ethical practices. Faculty have several resources available to ensure student academic integrity, including the course management and the MAXIENT system.

1.P.6 - Process - Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Ensuring freedom of expression and the integrity of research and scholarly practice (Core Components 2.D., 2.E.1, 2.E.3)

Red Rocks Community College (RRCC) is committed to freedom of expression and the ethical pursuit of knowledge.   The commitment to academic integrity starts at a system level. The Colorado Community College System (CCCS) maintains board policies and system procedures that control the entire system, including RRCC. The purpose of Board Policy (BP) BP 3-20 Due Process for Faculty is to "promote excellence and protect academic freedom and intellectual inquiry." The policy ensures freedom of expression and scholarly practices. This is evidenced by its definition of Academic Freedom:

> *The absence of constraint or coercion of choosing what one will teach (within the constraints of course descriptions and course syllabi), investigate, study or are present in all fields of learning.*

At an institutional level, RRCC expresses its commitment to providing high quality innovative educational programs in many venues, starting with our vision, mission, and values and to individual scholarly activities.   For example, we stress commitment to our values, dedication to our students and alliance to the communities we serve through our vision, mission, and values. The first value listed is Integrity. Integrity at RRCC includes: compliance with legal and professional standards; honesty, fairness and ethical behavior; responsibility and accountability to our stakeholders; transparency in our goals and methods; and finally, quality of our work and the pursuit of innovation and efficiency.

At an instructional level, RRCC promotes many opportunities for both students and faculty to pursue scholarly activities. A few innovative approaches to obtaining knowledge and gathering research at RRCC are:

- The Professional Seminar course in the Physician Assistant (PA) Program, which focuses on learning through evaluating research. Students must research resources available in rural areas for behavioral health issues and clinical practices. They must compile a research study; evaluate the results; and present it to their peers.

- Faculty-Led Student Academic Travel courses, which combine course content with overnight travel components. Student Academic Travel is not tourism. It is an experiential learning opportunity that allows students to interact with different cultures and environments. These courses include strong academic elements that could not be achieved in the classroom.

- The Endowed Teaching Chair program recognizes and rewards exceptional faculty. Nominated full-time faculty members submit a portfolio which is evaluated by a committee consisting of full-time faculty members from different disciplines. Individuals are then selected to deliver a classroom presentation to the committee. The committee then forwards the name of the finalists to the RRCC Foundation where the finalists perform another classroom presentation to the RRCC Foundation Board members. The Endowed Teaching Chair recipient is awarded a three-year salary enhancement of $5,000 per year in addition to $2,500 per year for professional development. The other two finalists also receive a one-time stipend of $2,500 for professional development.

RRCC supports an Institutional Review Board through the Office of Planning and Effectiveness. The Institutional Review Board (IRB) at Red Rocks Community College exists to protect the welfare of

human subjects used in research. It is federally-mandated, made up of College faculty and staff, and exists to ensure that research practices are in keeping with federal guidelines as well as in conformity with best ethical practices. The RRCC IRB also exists to promote scholarly work and research and to assist researchers in carrying out their obligations to respect and protect participants. The RRCC IRB is registered with the Federal Office for Human Research Protections (OHRP) and derives its institutional authority from the Colorado Community College System (CCCS). For more information, go to http://www.rrcc.edu/office-planning-effectiveness/IRB.

Ensuring ethical learning and research practices of students (Core Components 2.E.2, 2.E.3)

There are two RRCC bodies responsible for academic integrity and ethical practices, the Academic Standards Committee and the Institutional Review Board.

The Academic Standards Committee is responsible for making recommendations to the Vice President of Instruction pertaining to academic policies and procedures affecting the academic learning environment. It also reviews sections of the catalog, student handbook, and college website referencing student conduct and academic issues. The committee also grants exceptions to established academic policies and reviews student appeals on academic matters.

The Academic Standards Committee on September 19, 2014 suggested the following action steps:
1. The diagram on page 34 of the Student Handbook (completed spring, 2015) should be updated and also posted on the college's website;
2. A link should be added to the A to Z directory on the college's website for Academic Integrity and Plagiarism Policy;
3. The committee agreed that a stronger statement with related consequences should be posted to the college's website;
4. The *WRITING @ RRCC* publication should be given to all new students and there should be an electronic link to it;
5. Faculty should be advised to report academic misconduct via the MAXIENT system (completed spring, 2015);
6. The Academic Standards Committee would create a webpage for the College's website focused on the Academic Integrity and Plagiarism Policy. This policy would be modeled after Purdue University's *Responding to Academic Dishonesty: A Guide for Faculty.*

Students have several resources and are exposed to the concept of academic integrity through several sites. Students also have access to the Communication Lab and the Writing Center, where tutors are available to assist students with oral presentations and writing skills. Academic integrity is addressed in English classes, Course Syllabus (template), page 29 in the Student Handbook, the College Catalog, and the College webpage on Academic Integrity (policies and procedures).

Academic integrity is enforced by individual faculty members, but it is also fostered by the whole RRCC academic community. Penalties for committing academic dishonesty include: failing the assignment and/or the course and/or being expelled from the college.

Ensuring ethical teaching and research practices of faculty (Core Components 2.E.2, 2.E.3)

Faculty also have several resources available to them to use as guidelines for academic integrity in teaching and the classroom. BrightSpace, also called Desire2Learn, our college's course management system has plagiarism detection software. A group of faculty, deans and other interested parties developed a Faculty Handbook on RRCC Faculty-Led Student Academic Travel in spring, 2015. This handbook provides information and guidelines for faculty-led student academic travel. The college library has presented various presentations on copyright laws and policies for faculty members.

There is a Faculty Handbook that is in the process of being updated and will be available on the college's website. The Faculty Handbook gives a template for the first-day handout or syllabus that

contains the Academic Integrity Policy, a reference to the Student Handbook for Code of Conduct, guidelines for use of copyrighted materials, an explanation of FERPA, and a summary of the State Board Policies and Red Rocks Procedures. Another resource is the Faculty Orientation booklet that includes information on reporting academic misconduct, and resources available to students in the Student Success Center. The MAXIENT system is used to identify cases where plagiarism and other possible problems involving academic integrity are identified and addressed.

The Peer Review Committee hears appeals by a faculty member facing suspension or dismissal. RRCC evaluates faculty effectiveness and support of academic integrity. Faculty members are evaluated via the Faculty Performance Evaluation Plan and classroom observation by their deans, which is then approved by the vice president of instruction. Faculty members are also evaluated by students using the Student Opinion of Instruction.

Policies and procedures that are specifically related to academic integrity, ethical scholarly practices, and evaluation for students are: Red Rocks Procedure (RRPR) 1-50 Academic Integrity, RRPR 4-35 Academic Renewal, RRPR 4-32 Appeal of Final Grades, and RRPR 9-40 General Education Requirements for Associate of Applied Science Degrees.

CCCS Board Policy 3-31 Evaluation of Job Performance provides a general overview of the evaluation process of faculty to ensure "the highest quality of instruction and services… with efficiency and integrity." The related CCCS Systems President's Procedure SP 3-31 further delineates the methodology used to evaluate faculty job performance.

Procedures and guidelines that are focused on scholarly practices and ethical behavior of faculty include: RRPR 3-29 Faculty Qualifications, RRPR 3-45 Faculty Performance Plan, RRPR 3-80 Full-Time Instructional Faculty Workload, RRPR 3-57 Internship & Independent Study, Full-Time Faculty & Part-Time Instructors and Compensation Schedule, RRPR 3-67 Departmental Leadership Team, HROG7 Disclosure of Outside Employment, and RRPR 3-11 Employment Practices for Part-Time Instructors.

RRCC also has several policies and procedures, Red Rocks Procedure (RRPR) and Human Resources Operational Guidelines (HROG) that mandate integrity and ethical behavior for students and faculty. All of our RRCC policies and procedures can be found at RRCC HR Policies and Procedures.

> **1.R.6 - Results** - What are the results for determining the quality of academic integrity?
> a. *Outcomes/measures tracked and tools utilized*
> b. *Summary results of assessments (include tables and figures when possible)*
> c. *Comparison of results with internal targets and external benchmarks*
> d. *Interpretation of results and insights gained*

We consider Results 1.R.6 to be at the Systemic level of system maturity. Academic integrity is tracked and assessed in several ways. Faculty utilize the MAXIENT system to Identify and report problems with student academic integrity, and violations of the student code of conduct. The Behavioral Intervention Team (BIT) is available to handle more demanding instances of problems where integrity and conduct have not been upheld. Faculty performance planning, system and college policies and procedures, and faculty and student handbooks provide clear guidelines for integrity and ethical behavior. Integrity is also reinforced through student learning projects and throughout the curriculum.

MAXIENT is used as an Early Alert, reporting and data collection tool. See http://www.rrcc.edu/sites/default/files/u185/Instructional-Services-Using-Maxient.pdf. It is available for anyone in the college community to report a concern about numerous issues ranging from academic early alert to violations of laws and concern for well-being. It is also a tool for faculty to use to report academic misconduct and violations of the student code of conduct. The Behavioral Intervention Team (BIT) suggests using MAXIENT to report academic violations, even when the faculty member has resolved the situation through grading. When the faculty member reports an academic

violation it allows the BIT to review it and address it the individual student is guilty of repeated offenses.

MAXIENT Incident Reports Summary Nov. 2015 –Feb.2016	
Type of Incident	*Frequency*
Academic Early Alert	24
Concern for Well-Being	17
Concerning and Threatening Behavior	14
General Conduct Report	15
Public Safety Report	1
Sexual Harassment/Misconduct	5
TOTAL	76

Figure 1.6.1 Type of MAXIENT Incident Report

Also on an institutional level, RRCC procedure, RRPR 3-45 Faculty Performance Plan, requires all full-time faculty to complete the Faculty Performance Plan and have a classroom visitation by a supervisor on an annual basis.   The faculty member and his or her dean meet at least twice during the academic year. The first meeting is to discuss the teaching, service, and professional development plans of the faculty member for the academic year. The second meeting is to discuss the faculty member's updated performance report that includes year-end self-report. At this time, the dean provides the faculty member with a written evaluation.

An example of outcomes/measures used on an instructional level, is the Faculty-Led Academic Student Travel (FLAST) courses. These courses may consist of one class or a combination of classes. Either way, the course must adhere to the standard competencies listed in the Common Course Numbering System maintained by CCCS for each class offered as a FLAST. One faculty member that has facilitated a few of these programs commented, "While we had more traditional assessments in the classroom portions of the course, we asked students in travel classes to journal about their experiences. When the trip was over, students were either required to prepare a digital storytelling final project or answer questions related to specific places they visited."

1.I.6 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

RRCC is in the process of implementing additional ways to inform students about academic integrity and the student code of conduct. The topic has been added to student orientations and will be added to the on-line orientation. The Student Handbook has been updated, and the Academic Standards Committee is designing a new webpage to be added to the A-Z directory on the college's website. The new webpage will focus on Academic Integrity and our Plagiarism Policy. It will include samples of appropriate and inappropriate ways to cite information, circumstances of when collaborations are acceptable, and emphasize the consequences of misconduct.

A suggested syllabus template has been added to new faculty orientation materials. The college is also in the process of updating the Faculty Handbook. The Academic Standards Committee has suggested that it or another body, review and evaluate the academic misconduct reports on the MAXIENT system. If a review group is formed, it will have to develop a process to evaluate the data collected.

The FLAST faculty handbook states, "As in any academic course(s), student feedback regarding their experience with the FLAST course, logistics, and instructor evaluation are an essential part of ensuring the quality of the course and providing feedback for future improvements." To improve FLAST, we intend to start tracking students that participate in academic travel and determine what percent graduate or transfer to a four year institution. Hopefully, this program will also prove to be a great retention and completion tool.

AQIP Category Two: *Meeting Student and Other Key Stakeholder Needs – This category focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.*

Category Overview:

RRCC continuously strives to identify and meet student and external stakeholder needs. Our efforts to do this have been increasingly important as the college student population, service area, and economic base become more diverse with a wider range of needs. Recent enrollment declines have made it imperative that we become more skillful and nuanced in our response. The 2013-2018 Strategic Plan Direction of Community Engagement has become more focused from outreach and recruitment to a greater emphasis on the building of partnerships with external stakeholders. These partnerships will be based on a more formal understanding of stakeholder needs.
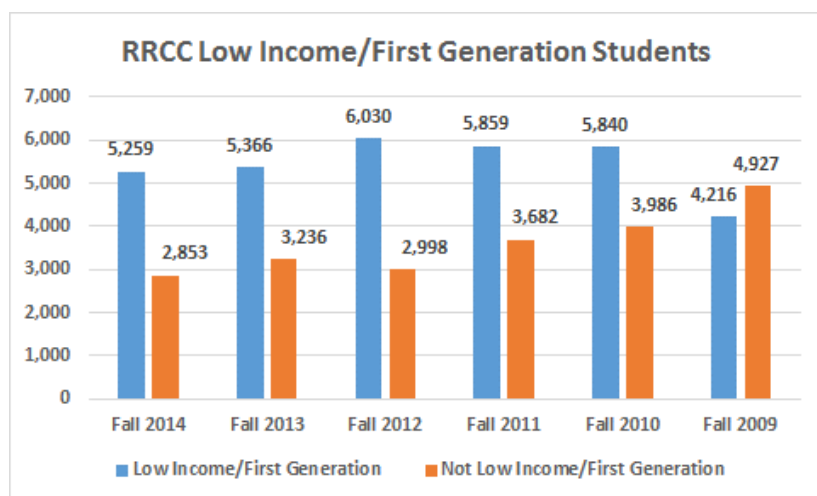
Figure 2.0.1 Low Income/First Generation Student Enrollment

RRCC determines, understands and meets the non-academic needs of current and prospective students through surveys, environmental and instructional program scanning, and feedback from faculty, staff, and students. Process improvement task forces based on such comparative measures as the CAS standards provide ways of gathering information on student obstacles and ways to remove them. The new Office of Diversity and Inclusion, the expanded Office of Accessibility Services, initiatives to better serve veterans, and efforts to improve retention, completion, and

transfer rates through advising and orientation all reflect the RRCC response to non-academic needs of an increasingly diverse population.

Retention, Completion, and Transfer rates are all key performance indicators for RRCC and for the Colorado Community College System as part of its performance contract with the Colorado Department of Higher Education. RRCC improvements for retention and completion have earned it additional performance funding although transfer rates have not improved as dramatically. Effectiveness assessment of existing partnerships, as well as complaint processes at RRCC, have been extensively and systemically conducted according to the nature of the partnership or complaint. However, in the future we need to improve the maturity of both these areas to a more aligned approach on which continuous improvement can build.

Section	Maturity of Processes	Maturity of Results
2.1 Current and Prospective Student Needs	Aligned	Aligned
2.2 Retention, Persistence and Completion	Systemic	Systemic
2.3 Key Stakeholder Needs	Reacting	Reacting
2.4 Complaint Processes	Aligned	Systemic
2.5 Building Collaborations and Partnerships	Systemic	Reacting

Figure 2.0.2 Levels of Maturity for Category Two Processes and Results

2.1 Current and Prospective Student Need - Current and prospective student need focuses on determining, understanding and meeting the non-academic needs of current and prospective students.

Process Summary:

We consider Process 2.P.1 to be at an *Aligned* level of Systems Maturity. RRCC conducts environmental scanning, student surveys, instructional program scanning, operational reporting,
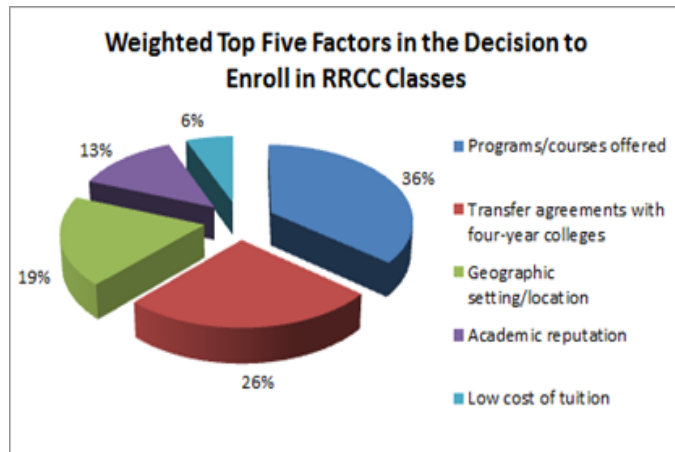

Figure 2.1.1 Top Factors in the Enrollment Decision

institutional research, and feedback from governance and student groups to determine and understand needs. The RRCC Enrollment Management Team, the Office of Outreach and Recruitment, and college leadership determine new student groups to target. Student surveys, the RRCC Call Center, web site inquiry features and analytics, and assessment of support services help identify current and changing student needs. The new Office of Inclusion and Diversity leads efforts to identify and support subgroups with distinctive needs. The Division of Student Success deploys services and trains staff to address current and new needs. Communicating the availability of non-academic support services, and assessing the degree to which student needs are met, is a comprehensive process involving both instruction, supplemental instruction, and student support.

2.P.1 - Process - This area includes, but is not limited to, descriptions of key processes for:
- Identifying key student groups
- Environmental scanning
- Student surveys
- Action Projects (i.e., FYE)
- Cross-functional planning/annual goals

Identifying key student groups

Identifying key student groups is an ongoing process at Red Rocks Community College. Environmental scanning informs college decision making of the wider trends in the state, the metropolitan region, and the college service area. Major areas that are scanned include general population characteristics, especially age, gender, and ethnicity, educational attainment and other socioeconomic status indicators, labor market trends, and major industries and employers.

For RRCC environmental scanning information see the following reports.
- Environmental Scan Research Brief
- Environmental Scan Update
- Colorado State Population Demographic Overview

Student surveys, in conjunction with environmental scanning are also a major tool. Noel Levitz and then CCCS surveys have been administered on an annual basis. These surveys have corresponding surveys for faculty and staff to compare the perceptions of both on key items. Students generally are quite satisfied with RRCC instruction and services. However, there are some areas where students need attention. Scheduling and accessibility to classes is one such area. Students also feel they need more advising for educational planning and assistance with financial aid and financial literacy.

Survey responses from older students, 45 years or more, indicate that RRCC has some work to do to make the campus a more welcoming place. The growing numbers of aging baby-boomers in the RRCC service area make this an important area for future attention. Further surveys of enrolled students in this age category revealed that most took classes at RRCC for personal enrichment and mental stimulation. However, a large number were also taking classes to build their job skills for a current job or a career change. Over half of the respondents were seeking an Associate Degree, a Certificate, or fulfilling a technical certification requirement for their work. About two-thirds of the respondents were still working full-time, self-employed, or owned their own business.
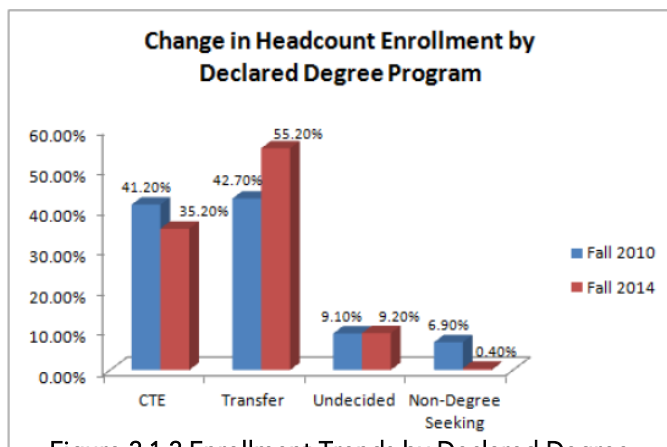
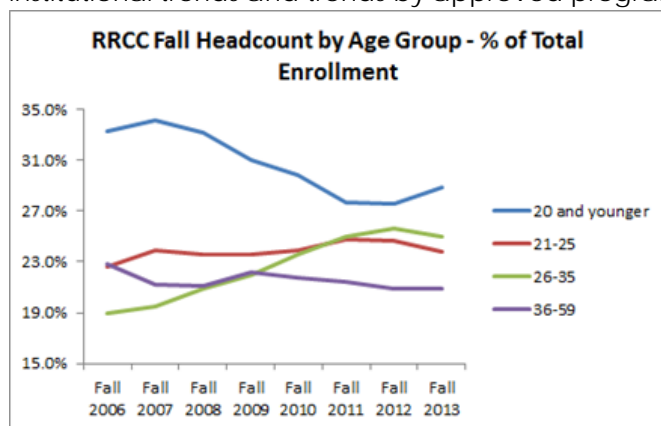**Change in Headcount Enrollment by Declared Degree Program**

Figure 2.1.2 Enrollment Trends by Declared Degree

CTE programs also scan for trends in their programming area, and for new programming directions to meet future student needs. The recent successful Water Quality Management - Bachelor of Applied Science degree approval process, and the NSF funded program in Cybersecurity, provide two examples. These efforts are all the more important since CTE programs have experienced the greatest enrollment declines since the enrollment peak in fall 2010. The age group that accounted for the largest share of this decline were the millennial generational group (born 1981 to 1997). It is this group of students who either left RRCC CTE programs when the job market improved, or who continued enrollment at reduced credit hour loads. In either case, it is clear that incumbent workers and workforce development are critical areas for RRCC enrollment management for years to come.

The Office of Planning and Effectiveness and Office of Institutional Research provide daily reports and periodic research briefs to isolate trends in key enrolled student groups. This data concerns both institutional trends and trends by approved program area. This analysis carries over to examination of retention, completion, and transfer rates.

RRCC Fall Headcount by Age Group - % of Total Enrollment

Figure 2.1.3 Fall Enrollment by Age Group

Feedback through governance and student groups is also an important source of information to identify key student groups. Student representatives on Collaboration Council, Student Government, Phi Theta Kappa (PTK), and student clubs and organizations also provide insight into key student groups, especially through special projects. One such project – Rock Stars – was conducted by PTK to inform students of the wide range of students who are enrolled and emphasize that RRCC was a college for everyone.

Determining new student groups to target for educational offerings and services

In addition to students 40 years or older, the Enrollment Management team, and particularly the Division of Student Success and the Office of Planning and Effectiveness, have isolated several new student target groups. Since peak enrollment in 2010, RRCC is undergoing enrollment decline. Younger student enrollment, especially for recent high school graduates (18 to 20 years old), is now growing again. This trend may be attributed in part to the anticipated reversal in a recent demographic "trough" for these ages. However, it is also driven by growth rates in the younger age categories for Hispanic and other under-represented groups.

These trends reflect major changes in the demography of the RRCC service area. The "graying" of the RRCC service area is a major trend that occurred between 2000 and 2010. Growth of the Hispanic population in the service area is another. Younger age groups account for both the decline in the White, not Hispanic and the increase in the Hispanic population.

The most important enrollment trend has been an increase in first-generation and low income students at RRCC. Since fall 2009, the number of these students, who are eligible for support services from the Federal TRIO program, has increased by 27.7%. At the same time our pool of students who

are not TRIO-eligible has decreased. The needs of TRIO-eligible students are important considerations for increasing our retention, graduation, and transfer rates.

Based on CCCS student surveys of RRCC students, and Noel-Levitz survey data, RRCC found that a major area for improvement was to develop a new call center to eliminate student frustration with inability to access people and get questions answered. The new call center has been a tremendous success and has expended its operations to include needs assessment, student satisfaction data, and student feedback forms. It also collects system analytics based on number and length of contacts. Cross training has occurred with Admissions, Cashiers Office, Advising, and Financial Aid to help identify frequently asked questions and responses. These are an excellent source of information on changing student needs.

Many of the frequently asked questions find their way to the "Ask the Fox" feature on the RRCC web site. This web utility allows students and the community to search the RRCC web site for answers to questions and who they might contact for more information. A full range of analytics from RRCC web site usage in general is also helpful information used to identify student needs.

RRCC is also meeting changing student needs through several initiatives. Details on many of these initiatives are at: RRCC Student Success Assessment. An additional example is the RRCC response to student needs for child care. The college successfully obtained a CCAMPIS grant to increase access of low income students. Details on the CCAMPIS program are at: RRCC CCAMPIS. The college has also obtained its first TRIO grant for first generation, low income, and students with disabilities. This grant provides additional support toward the academic success of these students. Details on RRCC TRIO are at RRCC Trio Support Services.

Last, but not least, RRCC has received a $500,000 grant from the National Science Foundation to provide mentoring, research experiences, and learning support to enhance success of Low Income First Generation (LIFG) community college students in STEM. The 3 year grant will facilitate the creation of the STEM Scholars Program - a community of support for students who are either low-income and/or the first in their family to earn a baccalaureate degree and who plan on transferring to a four-year college or university to complete a degree in engineering. STEM Scholars provides learning support, mentoring, research experiences, leadership opportunities and more.

Inclusion is a core value at RRCC, and an AQIP Action Project on Diversity brought this to forefront as a focal point for effort. As such the Center for Inclusion and Diversity was created in fall of 2013.   A Director of Inclusion & Diversity was hired—making this position the first of its kind in the Colorado Community College System. The goal of the Center for Inclusion & Diversity is "to create a climate of inclusion where students, faculty, and staff are supported and empowered in their personal journeys. Through equity in access, developmental opportunities, and holistic education, we will prepare all members of the RRCC community to actively engage in an increasingly diverse and global society." Internal collaborations and partnerships have been built between Inclusion & Diversity, Accessibility Services, International Student Services and Programs, academic departments, student clubs, and other college constituents. Programming has included opportunities for cultural awareness and celebrations, a reading group open to students, faculty, and staff, workshops to develop intercultural communication skills for students, and performances to inspire dialogue and critical reflection. See Inclusion and Diversity Strategic Plan here.

Two campus climate surveys were developed in 2014—one for students and one for employees. The student survey was administered in spring of 2015 and the employee survey was administered in the fall of the same year. The results for the student climate survey indicate that students feel accepted and safe at RRCC. Likewise, students reported a very low incidence of observed harassment or discrimination.
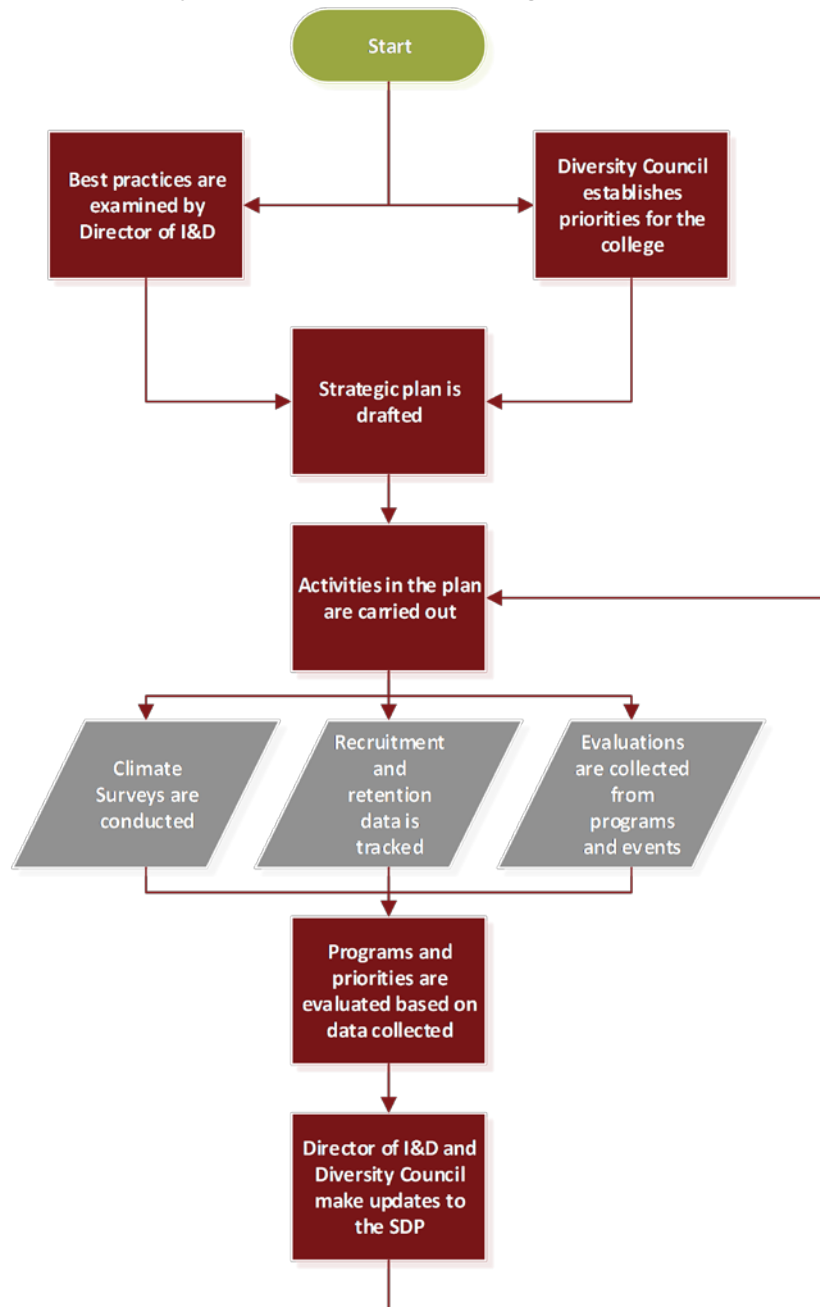
In 2015, Inclusion & Diversity has expanded services in two major areas—Suicide Prevention and Veteran Services. RRCC was awarded a 3-year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to build capacity at the college for suicide prevention and behavioral health services. With this grant, RRCC has hired a Suicide Prevention Project Coordinator who will organize trainings and programs to increase our skills and processes around suicide prevention, especially targeting our LGBT, Veteran, and Native American students.

Our treatment of veteran and military students has always been a source of pride at RRCC. Veterans using their VA educational benefits comprising approximately 4% of our student population. More details on how we address the needs of this group, are on the Veteran's Service Addendum.

Figure 2.1.4 Process of Strategic Diversity Planning

Deploying non-academic support services to help students be successful (Core Component 3.D.2)

The Division of Student Success deploys support services through operational units and special initiatives. Operational units include assessment, student records, advising, student life, diversity and inclusion, accessibility services, financial aid, veteran's services, and a variety of supplemental instruction programs that share the Learning Commons space with TRIO Support Services, the new Suicide Prevention grant, and the NSF-funded IDEA Lab.

Prioritized as a critical support service in the RRCC Strategic Plan, the Career Success Center (CSC) officially opened December 1, 2014 to provide Red Rocks Community College (RRCC) students, alumni, and community members with career skills development and education. Backed by student

survey and performance improvement task force recommendations, the CSC takes an active role in consulting with RRCC Faculty and Staff to integrate career development topics into existing curriculum and advising. The Center also collaborates with employers to develop employment and experiential learning opportunities, including internships and service learning.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (Core Component 3.C.6)

Professional development for non-academic student support services staff is an ongoing process handled through performance evaluation and planning. On-line training is annually provided to all staff to address issues of critical concern, such as FERPA regulations, or identifying and acting to address bullying and harassment behavior.

In addition, training for special student support initiatives is developed and delivered "in-house." A current example is the RRCC deployment of a 6-part (18 hour) series of trainings to assist faculty and staff in the development of intercultural competence. Each Level of Intercultural Competence consists of a 3-hour workshop which includes information and activities designed to teach core principles. In addition to those employees who signed up as individuals, two work areas have elected to go through the training as a cohort—the RRCC Advising Team and the Health Sciences Campus faculty and staff. As of December 2015, 76 faculty and staff members have completed Level 1 of Intercultural Competence and 34 have completed Level 2.

Communicating the availability of non-academic support services (Core Component 3.D.2)

In instruction, communicating availability of non-academic support services is part of new instructor orientation, which serves both full time faculty and part time instructors, to provide information to help students who may need non-academic services. This information has been assessed, essentially by vetting information through Student Services and surveying the people who attend orientation. This information currently includes how to access various tutoring options, Behavioral Health, Student Health Clinic, Career Services, and services related to Health Sciences at the Arvada Campus.
In addition, faculty and instructors have access to an online "Report a Concern" form. This is submitted to our Behavioral Intervention Team (BIT) and allows members of the college community to report behavioral issues in order that the students be contacted, assessed, and matched up with any services that may be helpful. Detailed information concerning available student support services are found here.

Selecting tools/methods/instruments to assess student needs

The Office of Planning and Effectiveness works with the Office of Development and the Division of Student Success to select methods and tools to assess student needs. Assessment and evaluation design are based on mandated compliance reporting, operational reporting, student feedback, and process improvement teams.

First generation, low-income students are at-risk and present a special set of needs. The imperative to address those needs is evident in the completion and transfer rates for these students. Recent changes in developmental education cut-off scores have documented that these students are also at very low levels of preparation for college work.

'First Time In' College Students at RRCC Full-Time, Recent High School Graduates				
Term and Low Income, First Generation (LIFG) Status	Entry #	Fall-to-Fall Retention Rate	Three Year Graduation Rate	Three Year Transfer Rate to Four-Year Colleges
Fall 2013 - LIFG	467	52.7%	18.4%	20.1%
Fall 2013 – Not LIFG	353	56.7%	35.7%	33.1%
Fall 2012 - LIFG	552	46.2%	17.8%	17.8%
Fall 2012 – Not LIFG	269	49.4%	38.3%	38.3%

'First Time In' College Students at RRCC Full-Time, Recent High School Graduates				
Term and Low Income, First Generation (LIFG) Status	Entry #	Fall-to-Fall Retention Rate	Three Year Graduation Rate	Three Year Transfer Rate to Four-Year Colleges
Fall 2011 - LIFG	237	46.8%	27.4%	23.2%
Fall 2011 – Not LIFG	128	54.7%	46.9%	41.4%
Fall 2010 - LIFG	302	49.7%	27.2%	31.1%
Fall 2010 – Not LIFG	196	54.1%	40.8%	48.0%

Figure 2.1.5 Student Success by Low Income, First-Generation Status

Assessing the degree to which student needs are met

RRCC assess the degree to which student needs are met through student feedback forms, surveys, and program evaluation. One such evaluation illustrates this process. Low income, first generation students who assess lower than the threshold for RRCC developmental coursework are not lost but referred to a new Learning Collaborative program. This transition program was established as collaboration between Red Rocks Community College and The Learning Source in April 2013 and continues to grow and develop as an integral part of Student Success Services. To date, 77% of the 108 students who have gone through the Learning Cooperative program were able to matriculate to the new RRCC developmental courses. This success rate is all the more remarkable when the Pre-test administration scores of the Test of Adult Basic Education (TABE) are considered. Although all students had a high school diploma, both the median English and math levels for entering students were fifth grade. For more data can be found here.

2.R.1 - Results - What are the results for determining if current and prospective students' needs are being met?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider Results 2.R.1 to be at an *Aligned* level of Systems Maturity. Student satisfaction and climate surveys indicate that RRCC is ac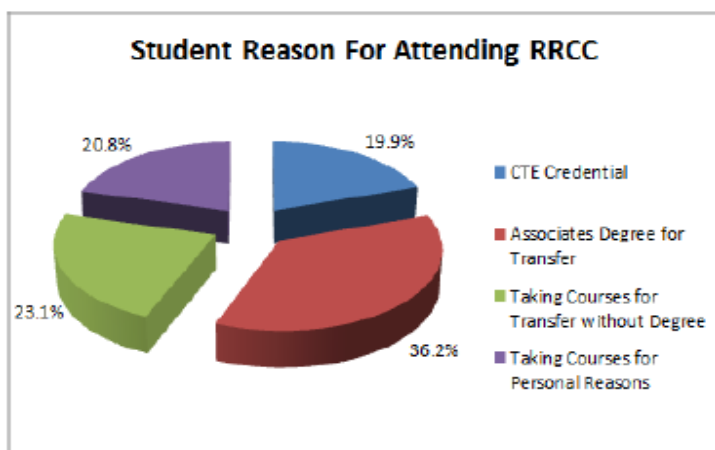curately determining and responding to current and prospective student needs. Usage statistics and student feedback forms also provide evidence that we are providing quality service and addressing obstacles to student success. RRCC has expanded services to students with disabilities, financial literacy services to help lower student debt and default, improve retention through speedier resolution of student problems, health and wellness services, and expanded supplemental instruction, especially to first generation, low income, and students with disabilities.

Figure 2.1.6 Student Reasons for Attending RRCC

The Colorado Community College System conducts a bi-annual student satisfaction survey for RRCC and all other colleges in the System. About 20 percent of RRCC enrolled students were randomly selected. Full-time and part-time status of students was taken into account. Red Rocks Community College students are very satisfied with their experience at the college. Ninety-four percent of those reporting said they were satisfied or very satisfied with their overall experience at RRCC. Ninety-seven percent of those reporting said they had already recommended or would

recommend RRCC to others. Students were generally satisfied with RRCC Instruction, student services, and assessment and advising with no item receiving less than 80% of students expressing they were Very Satisfied or Satisfied with their experience in these areas.

RRCC Division of Student Success operational units, and special initiatives, collect usage statistics, student satisfaction forms, and climate surveys as important tools to determine if needs are being met. Student Feedback Forms help to ascertain the quality of service and determine obstacles for students. Service in operational units is generally rated excellent or very good. Areas of concern are broken vending machines, the availability of food service in the evening, age and cleanliness of restroom accommodations, and parking. New vending machines and restroom "make-overs" have helped address these concerns while evening food service and parking remain as thorny problems. Since the development of the new call center, the number of feedback forms citing unreturned phone calls as a problem has dropped to only one or two each year.

RRCC has also expanded services to students with disabilities through a re-organized Office of Accessibility Services. The Assistive Technology Lab is housed and maintained within Accessibility Services and exists to provide support to students with disabilities in areas including, but not limited to, reading, writing, and note-taking. Certain barriers exist which may prevent a student from fully participating in or completing a course. Our goal in Accessibility Services is to ensure that students whom encounter those barriers, have the appropriate tools necessary to allow them to access to their course materials.

Over the course of the past 12 months, the following has been provided to students:
- 238 assistive technology trainings totaling 341 combined hours in the following:
  - Dragon Naturally Speaking (speech-to-text)
  - Read: Outloud (text-to-speech)
  - Livescribe Smartpen (notetaking)
  - Zoomtext (low-vision)
  - Kurzweil 3000 (Reading comprehension, text-to-speech, writing support)
  - 470 books in alternative format were processed and provided to 169 students. (print accessibility)
  - There are currently 168 active Kurzweil 3000 student accounts out of 227 allocated licenses.

Default management and financial literacy efforts began at RRCC in fall 2010 when the college developed and implemented a voluntary Default Management Plan along with creating a slogan entitled "Show Me the Money" and a mascot named "Banks, the Pig".   Since 2010, the college has expanded its offerings of workshops and initiatives focusing on decreasing debt, educating students on budgeting and student loan repayment strategies, along with collaborating with colleagues on graduation fairs, financial aid orientations, and outreach activities.

In addition to the workshops and presentations conducted, the RRCC Default Management Advisor uses Loan Tracker software purchased through ECMC to monitor and impact the college's cohort default rate, which dropped 5.1% from 2013 to 2014.   Through Loan Tracker capabilities, in 2015, 1,077 phone calls, 2,892 delinquent letters, and 3,703 emails were made. Serving as a third party between student loan borrowers and servicers, the Default Management Advisor has also been able to assist with numerous repayment-related negotiations.

The financial aid office is also actively working to reduce student indebtedness. In academic year 2013-14 RRCC certified $2,405,612 in unsubsidized loans (the "additional" loan amount that independent students can take out beyond the base loan). This was a 59% reduction from the $5,855,984 in unsubsidized loans certified in 2012-13, a very significant intervention to lower student loan debt.

From the date of its inception in September 2013 through the end of October 2015, the Call Center has received over 144,000 calls. Additionally, for the period of time from October 2014 through

October 2015, the Call Center received a total of 65,822 calls. Having this direct contact with so many of our customers definitely plays a part in achieving RRCC retention goals and allows the Call Center to build a welcoming relationship between callers and RRCC.

2.I.1 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

Based on process improvement team recommendations, student surveys, and other feedback, operational units have made several improvements. Student Records has implemented a faster process for transcript evaluation, more communication with the student and imaging the transcripts. This helps all the stakeholders, students, advisors and the transcript evaluator. Sending the students an email acknowledging receipt of the transcript and where to view the accepted credits has helped reduce phone calls and helped the students plan their schedules. Imaging the transcripts helps the advisor who can pull the imaged transcript up on the screen saving them needed time.

Student Records has also implemented a new transcript ordering process through a company called Parchment. The biggest advantage to this contract is that students can order e-transcripts. This site gives a student an opportunity to order transcripts 24/7. An additional advantage to RRCC is that more students are ordering transcripts through Parchment than on campus. This allows our transcript clerk more time to help and cross-train with other areas of the department.

New initiatives based on Strategic Plan Directions have also added to the RRCC list of current and future improvements for support services. We are establishing the foundation for a guided pathways approach, one that supports at each stage of coherent program pathways, aligned with the requirements for success in further education and careers. The next step in this process is to develop and use program maps and co-curricular learning goals to assess and improve learning support across these program pathways for the Division of Student Success as a whole.

2.2 Retention, Persistence, and Completion - This area focuses on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making.

Process Summary:

We consider Process 2.P.2 to be at a *Systemic* level of Systems Maturity. RRCC tracks retention, graduation and transfer-out rates at the institutional level. These areas are analyzed toward increasing enrollment and addressing the needs of underrepresented student groups. Targets for retention, graduation, and transfer are set annually through annual RRCC effectiveness assessment and reporting to the Colorado Community College System. These annual goals address progress on the CCCS performance contract with the Colorado Department of Higher Education. Retention, transfer, and completion rates are tracked as part of CTE program review and by some transfer discipline departments. However, there is currently no process to develop retention, graduation, and transfer targets for all RRCC disciplines and programs. We anticipate this will be addressed through the new *iLearn* process under development. The Offices of Planning and Effectiveness, Inclusion and Diversity, and Recruitment and Outreach analyze retention, completion and transfer information. The results are reviewed by the cross-functional Enrollment Management Committee, the college executive team, and the college Collaboration Council for interpretation and action planning.

2.P.2 - Process - This includes, but is not limited to, descriptions of key processes for:

Collecting student retention, persistence, and completion data (Core Components 4.C.2, 4.C.4)

Red Rocks tracks IPEDSs retention rates, both for all full-time, first-time students and for underrepresented students. Completion rates, transfer rates, rates for part-time students, and rates for Pell recipient students are also tracked to meet governance board performance funding requirements. Underrepresented students are also tracked jointly by the RRCC Office of Diversity and Inclusion and the Office of Planning and Effectiveness.

Enrollment levels, completion, and occupational placement rates are important data used in CTE program review. Some transfer discipline departments, such as Humanities and Social Sciences and Natural Science, collect and analyze transfer rates for students taking key sequences of courses as indirect assessment of student outcomes. RRCC is beginning to track completions in the new Degree with Designation programs to examine student demand. Key members of the Enrollment Management Committee attended a HLC workshop on Retention in 2016 and developed new targets for data analysis and action.

RRCC Fall 2015 Census Students With a GPA 2.0 to 2.8	
Successfully Completed Credit Hours	Number and Percent
1 to 24	414 (40.2%)
25 to 44	291 (28.2%)
45 or greater	326 (31.6%)
TOTAL	1,031

Figure 2.2.1 The "Murky Middle" at RRCC

These targets, such as the "murky middle" group of students with a GPA between 2.0 and 2.8, are under consideration by the Enrollment Management Committee as a whole. The institutional trend data used to track these students can be found here.

Determining targets for student retention, persistence, and completion

Retention, Persistence, and Completion are performance Indicators in the RRCC [2013-2018] Strategic Plan and are linked to the Colorado Department of Higher Education (CDHE) and Colorado Community College System (CCCS) master plans. These measures are also referenced by the performance contract between the Colorado Department of Higher Education and the Colorado Community College System for performance funding. Annual targets are established for each community college as part of institutional effectiveness assessment and key indicators of improvement for strategic planning. CTE goals are set by the Federal government and system for Perkins funding. This program-level data is compared to other similar state approved programs.

Analyzing information on student retention, persistence, and completion

The RRCC Offices of Planning and Effectiveness, Inclusion and Diversity, and Recruitment and Outreach analyze persistence and completion information. The results are brought for review to the President's Cabinet, Collaboration Council, and the Enrollment Management Team for more interpretation and action planning.

Annually, the Office of Advising, Transfer, and Career Services contacts the Office of Institutional Research to update data on the numbers of RRCC students who are transferring to four-year colleges and universities. Each RRCC general advisor is assigned as a liaison to the receiving institutions. They initiate or maintain contacts with their counterparts, collect information on updates and changes that transfer students need to know and, whenever possible, collect data on the after-graduation performance of RRCC transfer students. One such study, at the University of Colorado at Denver, found that RRCC transfer students had higher retention rates than transfers from Colorado community colleges as a whole.

The liaisons keep RRCC current on transfer details for each four-year receiving institution. They host a fall and spring transfer fair as well as a one hour reception for all the participating four-year institutions before each fair. The advisor-to-advisor network thus established has proven quite effective for both keeping current on four-year changes and how well our transfer students fare at their receiving institutions.

Meeting targets for retention, persistence, and completion (Core Component 4.C.1)

As part of the annual effectiveness report, and annual goal setting, RRCC proposes retention, persistence, and completion targets to CCCS for the college as a whole. These are reviewed, sometimes changed, and approved by the System President. The targets are for the key indicators

set by the Colorado Community College System Strategic Plan. This plan, in turn, is based on the Performance Contract developed between CCCS and the Colorado Department of Education. The Performance Contract is the major vehicle for higher education accountability in Colorado.

The Office of Planning and Effectiveness assists the RRCC President to set targets based on annual goal development with the Collaboration Council which includes Division Vice Presidents and constituency group representation. Over the past two years, RRCC has been successful in meeting most but not all of the institutional targets for persistence, retention and completion. More details on the targets and results, and annual performance reports can be found here.

Selecting tools/methods/instruments to assess retention, persistence, and completion (Core Component 4.C.4)

The CCCS Business Intelligence Unit, as part of the information system shared by the thirteen colleges of the Colorado Community College System, has introduced a new system module. The Student Retention Program (SRP), when it is fully compatible with the source Banner data, will assist colleges to do cohort tracking. Utilizing data from a new Operational Data Store, accessed with the COGNOS retrieval language, individual colleges extract data such as course completion, retention, persistence, and completion. There is also secondary data collection such as transfer data from the National Student Clearinghouse. This data is scrubbed and organized into files suitable for analysis.

Based on survey data indicating that availability of classes and scheduling were major obstacles to retention, and a subsequent AQIP Action Project targeting overall effectiveness in facilities use, RRCC selected a new scheduling package to help us understand demand for courses and couple that with addressing student course needs. Based on these and other results, the Ad Astra Scheduling and Diamond Analytics software packages were purchased and have recently begun to be installed and used at RRCC.

2.R.2 - Results - What are the results for student retention, persistence, and completion?
a. *Outcomes/measures tracked and tools utilized*
b. *Summary results of measures (include tables and figures when possible)*
c. *Comparison of results with internal targets and external benchmarks*
d. *Interpretation of results and insights gained*

We consider Results 2.R.2 to be at a *Systemic* level of Systems Maturity. Over the past three years, RRCC has met or exceeded most retention and completion targets set as institutional annual goals. Process improvement efforts for application, recruitment, scheduling, and other enrollment process and academic planning processes have paid off in major improvements to retention and graduation rates. Initiatives in advising and academic planning, including financial literacy, based on a "touch early, touch often" approach, have also contributed to improved institutional rates. CTE program review has identified low enrollment and completion programs and programmatic changes are underway. Transfer rates, while notable in certain instructional areas such as STEM, have lagged behind other Colorado community colleges in the Metropolitan Denver area. Analysis of Gateway classes shows that RRCC students who may desire a four-year degree are not achieving success at certain key "loss and momentum" points. This is especially the case for general educational entry points into the college curriculum, such as College Composition and College Algebra. Further analysis of student risk factors will help us develop strategies and programs to improve transfer rates.

CCCS and RRCC conduct an ongoing a review of CTE programs and the certificates and degrees that these programs offer. Programs with low enrollment and completers were identified. There were several programmatic changes as a result.
- The Computer Generalist (CIP 11001) and Database Tech (CIP 11001) programs were closed and some of the program content reorganized into other computer programs.
- Programs such as Fire Science, Medical Office, and Business had low completion numbers due to a need to improve the graduation applications.

- Medical Office Technology, a 2 year program, will have students apply for a Fundamentals certificate.
- Programs with high completers and enrollment, such as Emergency Medical Services and Nurse Aide, began on a cohort model which allows for increased completion.
- Giving graduation applications to all Warren Tech programs has improved many programs to 100% completion.
- Cosmetology, a Warren Tech program, has a low completion due to the length of the certificate (2 years to complete for most students).
- "Stackable" career certificates gained greater emphasis to eliminate course duplication and a streamlined ability to complete in a timely manner.
- We have increased advising for certificate students, and underserved student populations.

In general, our local improvement plan for CTE certificates or degrees also focused on increasing the graduation applications and as a result these doubled. Likewise graduate follow-up survey response rates also doubled. Also, adding graduate survey questions about the program yielded more relevant feedback.

2.I.2 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

The college performance metrics for all of our CTE programs are below the expected state and federal metric requirements. A plan to improve these levels for the next year and beyond was also included in the Perkins application. Red Rocks Community College (RRCC) will take several steps to improve our performance on these metrics.
- We have conducted a review and realignment of the programs to match classroom instruction, catalog, and program approval. Changing industry needs and student completion greatly impact Construction, Electrical, and Early Childhood programs. All have low completion due to students leaving before completing a certificate.
- We have increased funding for clinical and lab positions to help improve student technical and skill attainment.
- We have provided increased direction and support with program chairs and leads about program approval, completers, graduation applications, and graduate surveys.
- We are making efforts to have current information on the correct degree or certificate that students declare. We are working with advising and admissions to register students in the correct major.
- We are conducting a decrease in the number of certificates or realigning certificates to better fit industry employment and hiring needs. Changes to date include Computer Information Systems, Photography, Outdoor Education, and Electrical Technology to reorganize the certificates.
- We have created "stackable" career useable certificates that students can get to complete anywhere from an entry level certificate to an AAS degree. We have added graduate survey questions about the program and how relevant it was to workforce employment for program feedback. We have eliminated course duplication and streamlined the ability to complete in a timely manner.

2.3 Key Stakeholder Needs - *focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners.*

Process Summary:

We consider Process 2.P.3 to be at a *Reacting* level of Systems Maturity. The President's Office, Foundation, and Grants Office are the primary focal points for identification of key stakeholders. Transfer articulation partners and CTE program advisory committees also identify key stakeholders and needs. College and Foundation Advisory Boards, the Foundation, Rocky Mountain Education Center (RMEC), and the Grant Development Office are primary sources of new stakeholders to target for services or partnerships. Instructional departments and support services also identify key

stakeholders and changing key stakeholder needs. The Foundation and RMEC regularly assess how well stakeholder needs are met.

2.P.3 - Process - This includes, but is not limited to, descriptions of key processes for:

Determining key external stakeholder groups (e.g., alumni, employers, community)

While any faculty or staff at the college may identify key stakeholders in the community, the President's Office is the primary focal point for this activity. In this effort, the President is assisted and advised by the Associate Vice President of Institutional Advancement. The RRCC Foundation, a 501(c) 3 non-profit organization, was established in 1991 with the vision of removing financial barriers and helping students of all income levels to have access to higher education.

The Executive Director of the Rocky Mountain Education Center (RMEC) also assists the president to identify external stakeholders. RMEC serves as the Continuing Education Department of Red Rocks Community College. It also serves Federal Region VIII which includes Colorado, Wyoming, Utah, Montana, North Dakota and South Dakota. This involves delivering courses in the areas of Safety and Health, Environmental, Energy and the Oil & Gas Industry. RMEC also provides training in energy efficiency and other related courses for the energy industry, such as heating, ventilation, and air conditioning (HVAC).

The 29 member Foundation Board, which includes the college president, is a primary group of stakeholders for the college. Another is the College Advisory Board, convened by the President to review issues facing the college and responses. The Advisory Board is drawn from other primary institutional stakeholders, including municipalities, Chambers of Commerce, county governments, and school districts.

Each CTE program has an advisory board of employers who regularly review the program and provide guidance on the content and competencies developed by the program, the curricula, and potential partnerships with employers. Such employers may range from international corporations and state and federal regulatory agencies to small businesses employing from five to ten people.

Determining new stakeholders to target for services or partnership

The RRCC Office of Grants Development Office works with internal programs and external partners to develop grant proposals and obtain external funding to advance the RRCC Strategic Plan. The Office has developed successful recent proposals for National Science Foundation funding in STEM and Cybersecurity, TRIO programs in CCAMPIS and Student Support Services, and Trade Adjustment Act funding to support development of the Water Quality Management program. The Office of Planning and Effectiveness assists in the development and external evaluation of proposals and programs.

RMEC responds to employers' workforce needs through intensive training programs aligned with industry standards and certification requirements, as well as national environmental and occupational safety and health regulations.   RMEC contracts with independent consultants as instructors on an as needed basis which allows RMEC to be nimble in responding to customized training needs.

Meeting the changing needs of key stakeholders

The CDHE, CCCS, and RRCC Strategic Plans provide a framework for analysis of key stakeholder needs. Environmental scanning, compliance reports, and internal reporting also provide data that suggest key stakeholder needs. Informed by these sources, the RRCC President, the Associate Vice President of Institutional Advancement, and other RRCC staff participate in and serve on the boards of community organizations. RMEC scans industry needs, presents at industry trade shows, and receives feedback from employer clients as specified by federal regulations.

The college Advisory Board and the foundation Board of Directors also suggest needs. RRCC instructional and service program faculty and staff also bring needs forward through the Vice Presidents of their Division. President's Cabinet and the Collaboration Council discuss external stakeholder needs and possible RRCC responses.

Selecting tools/methods/instruments to assess key stakeholder needs

The methods and tools used to assess key stakeholder needs vary by project. The Foundation works with the Office of Institutional Research to develop data and outcomes databases for RRCC graduates and alumni. The Foundation also works closely with Marketing and web operations to review relevant data that suggests stakeholder needs.

RMEC evaluates training and is reviewed for compliance with Federal Regulations. These regulations guide the choice of evaluation instruments and methods. The Foundation also tracks return on investment to see how effectively stakeholder needs are met. The Foundation Return on Investment for 2014-2015 Academic Year was 9 to 1, or nine dollars returned for every dollar expended on Foundation operations.

Assessing the degree to which key stakeholder needs are met

Foundation scholarship recipient outcomes are regularly tracked and reported. Results from a 2016 survey of Foundation scholarship recipients echo general student survey reasons for attending RRCC.

RRCC Scholarship Recipient Survey 2016 (N = 362) Reason for Attending Red Rocks	Number of Times Cited by Respondents
Quality of instruction and support for learning	89
Proximity to work and home	68
RRCC reputation in the community	63
Campus learning environment	55
Affordability	47
Ease of transfer to four-year colleges and universities	46
Attracted to individual program mission, reputation, and courses	39
The ability to build a diverse student portfolio	31
Campus physical environment	24
Articulation with highly selective four-year colleges and universities	23
Attended RRCC through articulation with Warren Tech	10
Online courses	10

Figure 2.3.1 Reasons Why RRCC Scholarship Recipients Chose the College

A recent branding/marketing study (2014) found that the business community is not well-informed about RRCC's capabilities, whether they are online/on-campus programs or locations. Many businesses are looking to partner with resources to build the skill base of current or future employees. Some level of outreach could impact the number of working adults who seek career-enhancing education, and this is an area of key stakeholder needs that should be addressed further.

2.R.3 - Results - What are the results for determining if key stakeholder needs are being met?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider Results 2.R.3 to be at a *Reacting/Systemic* level of Systems Maturity. While some RRCC operations, like RMEC and Grants, systemically address specific stakeholder needs, we have yet to bring all areas within the college up to this same level.

The RMEC provided training for 2,564 individuals in fiscal year 2015, both through open enrollment and off-site non-credit courses. In 2014-15, the RRCC Foundation awarded 236 scholarships totaling nearly $425,000. Both of these numbers are all-time records for the RRCC Foundation. The Grants office successfully applied for and received $3 million dollars in grant funding for the College. We have another $3 million in requests that have been submitted.

For the second time, two RRCC students received Jack Kent Cooke Foundation Undergraduate Transfer Scholarships. The program selected 85 scholarship recipients from 3,705 applications representing 737 community colleges across the U.S.

The RRCC Foundation significantly exceeded fundraising goals. The RRCC Foundation was named the National Scholarship Provider of the Year by the National Scholarship Providers Association. RRCC is the first community college foundation to receive such recognition. Previous winners include the University of Colorado, University of Texas and Auburn University.

Other highlights include collaboration with Colorado State University and Cherry Creek High School on a joint presentation about transfer programs for high school counselors. The three institutions have presented together at numerous conferences at the state, regional, and national level about the benefits and unknowns of transferring.

2.I.3 - Improvements – Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

In 2014-15 we began design and planning activities on a college-wide basis and with specific programs for a new RRCC Health Professions and Sciences Building. We have now raised $19.85 million of the $22.5 million dollars for building the new campus. The Foundation successfully completed the largest gift in the history of the Foundation and College. Community First Foundation contributed $1 million dollars to our Arvada Capital Campaign. The Foundation also successfully completed our second $1 million dollar contribution to the Arvada Capital Campaign this time coming from the City of Arvada.

In regard to building partnerships with transfer institutions, each Red Rocks advisor serves as a liaison to two to three transfer 4 year partner schools. This has expanded our communication and resource sharing with the 4 year colleges and universities. Our liaison model has also been adopted by other community colleges in the CCCS system. An RRCC advisor also serves on the statewide Transfer Initiative Committee, a collaboration between 2 year and 4 year schools in Colorado. More details on transfer agreements can be found here.

2.4 Complaint Processes - This area focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

Process Summary:

We consider Process 2.P.4 to be at an *Aligned* level of Systems Maturity. The Student Success Division has had its current mechanism for complaints in place for three years. Student feedback forms are located in every department of the Division. Student feedback forms have led to a number of improvements. The process for admission was considered too cumbersome, so the number of "next steps" were reduced and the process generally streamlined. Student feedback and complaints were also the springboard for the formation of process improvement teams, including student members, that examined admissions, registration, and advising processes. All of the recommendations that came forward from these task teams have been implemented as a result.

The RRCC complaint process includes student complaints and instructor and staff complaints. Serious complaints are registered on the MAXIENT early alert system for Behavioral Intervention Team (BIT) review and response. There are a variety of ways less serious complaints are registered and tracked to resolution, such as email, the RRCC Call Center, and a link on the college Portal. Complaints associated with CCCS on-line present more of a problem for resolution. Communication with the person making the complaint depends on the type and process involved. The method of complaint resolution also depends upon the nature of the complaint. There are formal processes designated for both communication and resolution.

2.P.4 - Process - This includes, but is not limited to, descriptions of key processes for:

Collecting complaint information from other key stakeholders

The RRCC Student Complaint Process is explained on page 44 of the Student Handbook. Students who have a dispute or issue related to their instructor, curriculum, or other issue related to the classroom should try to resolve the dispute with the faculty member or instructor. If the issue is not resolved, the student should follow these steps in the grievance process: Contact the Department Chair, next the Dean of Instruction, and finally the Vice President of Instruction. If the complaint involves discrimination or harassment, the complaint is then handled under relevant procedures and conducted through the RRCC Office of Human Resources.

Learning from complaint information and determining actions

The Division of Instructional Services has one form for student complaints and one form for instructor complaints. Each form records the date, time, and names of those involved and stores this information electronically. The Division responds and attempts to resolve the complaint within the week when possible. If the complaint is more serious the department reports through the MAXIENT early alert system for Behavioral Intervention Team (BIT) response.

There are both formal and informal ways for students to submit complaints, and for RRCC to learn from the complaints and act. Informally, there are postcards that students can complete and submit (in a box). Students may also voice concerns to employees at the front desk. Such complaints are usually handled on a one-on-one basis unless they are more serious in nature, such as harassment or discrimination, and then referred to Human Resources.

Student emails are handled and recorded formally. Such complaints are also referred to the appropriate instructional Department Chair or Supervisor. High level criminal or code of conduct complaints may be filed as police reports. Complaints associated with CCCS online courses present more of a problem. CCCS Online staff at CCCS make the decision and then RRCC staff communicate with the student. We become the "middleman" with no decision making authority. We often aren't given the reason for the decision and can't explain it to the student.

Complaints are also collected through the "Report a Concern" link on the portal. Efforts are being made to educate staff, full-time faculty, part-time faculty, and students how to use this method. Students are most comfortable with this method, especially recent high school graduates who have attended Jefferson County and other "feeder" high schools. Adjunct faculty appear to be the least familiar. Parking complaints and tickets are handled separately through a parking appeals committee.

Communicating actions to students and other key stakeholders

As described above, students are directed to the appropriate person for the complaint. Generally, this is the instructor, then the chair or lead and then the Dean. If the student starts with an employee in Student Success, and the issue is instructional in nature, they are directed back to the instructor or chair/lead. There is no tracking system to monitor the number of students who complain. Each incident is handled on a case by case basis.
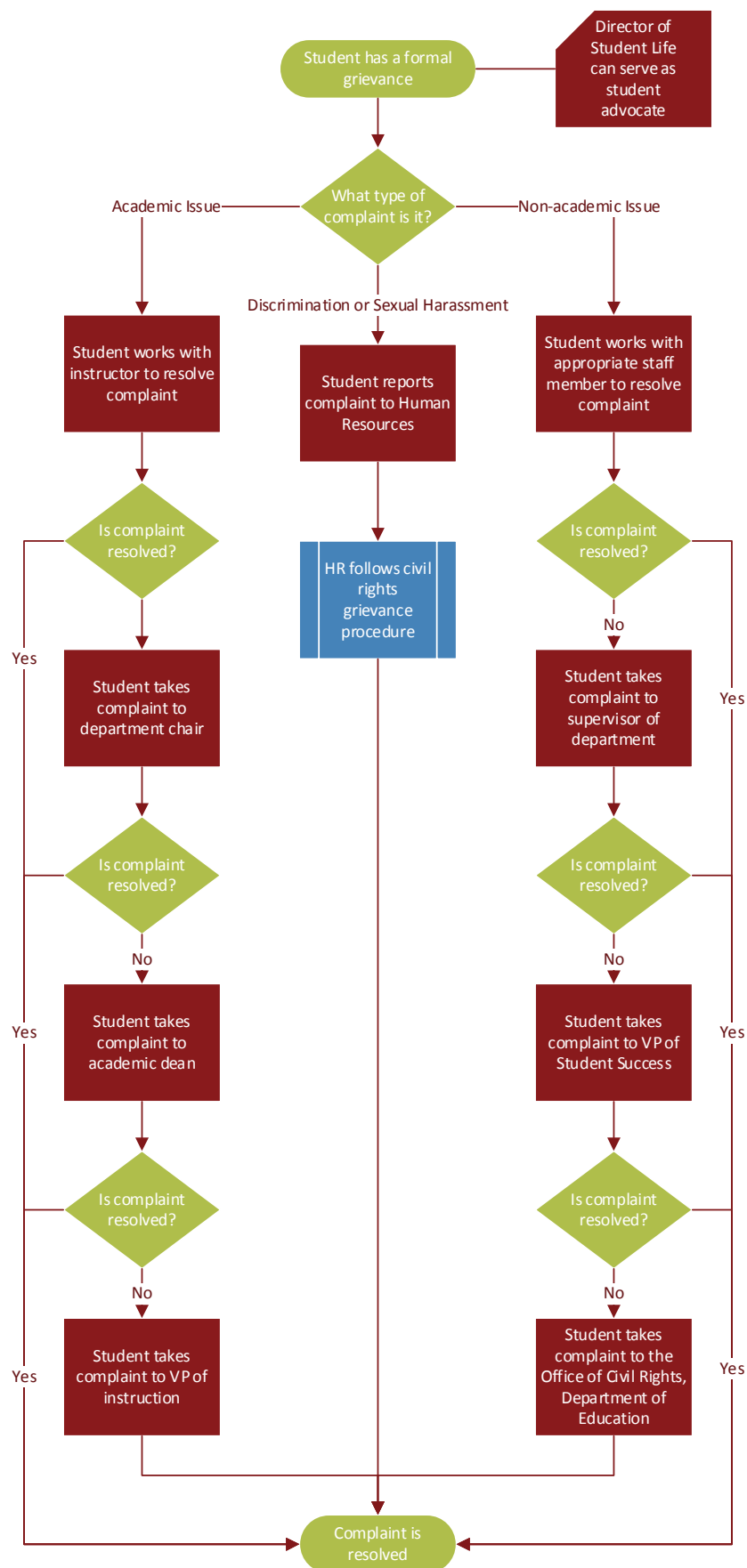
Figure 2.4.1 RRCC Complaint Process

State Procedure SB 4-31 designates the Chief Student Services Officer (CSSO) as the College employee designated by the College President to administer non-Civil Rights or Title IX student grievances, including communication with the student making the complaint. The CSSO may delegate the responsibility over student grievances to another person.

The CSSO shall initially determine whether the complaint is grievable or not grievable. If grievable, the CSSO shall inform the Complainant and Respondent of the grievance. If the CSSO determines the complaint is not grievable, s/he shall inform the Complainant of this decision in writing. This decision is final. Notices which are required to be given are considered served when given by personal delivery, mailing by certified mail, or emailing the parties to their official college email address requesting a delivery receipt notification. If notice is mailed, the parties shall be given three (3) additional days to respond.

Selecting tools/methods/instruments to evaluate complaint resolution

As described above, the method of complaint resolution depends upon the nature of the complaint. In the Informal Grievance Process the Complainant is encouraged to resolve the issue with the Respondent through the informal process. The CSSO shall facilitate the informal process. If the

informal grievance process is unsuccessful, or if the College or the Complainant chooses not to pursue the informal process, the CSSO will open a formal grievance case.

In the Formal Grievance Process, the CSSO will contact or request a meeting with both the Complainant and the Respondent. Both parties will be given the opportunity to discuss the allegations of the grievance and may offer any documentation, witnesses, or other materials in support of the complaint. The CSSO may also contact or request a meeting with relevant college staff, students, or others as part of the investigation. At the CSSO's discretion, he/she May discontinue meetings with anyone that is causing disruption, and will proceed to make a determination based on the information known at that time.

The Respondent shall be advised of his/her right to appeal the decision, subject to specified conditions, by filing a written appeal with the CSSO within seven (7) days of service of the decision. In the event of an appeal, the CSSO gives written notice to the other party to allow him/her the opportunity to submit a response in writing. Further appeal processes are available as defined in SP 4-31. For more details see https://www.cccs.edu/wp-content/uploads/2013/09/SP4-31.pdf.

In addition, to SP 4-31, RRCC also has a local Title IX review group. The Executive Director of Human Resources is the designated ADA, Title VI and Title VII/Equal Opportunity Coordinator and convenes the group in the event of a complaint involving discrimination or sexual harassment.

> **2.R.4 - Results** - What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:
> a. Outcomes/measures tracked and tools utilized
> b. Summary results of measures (include tables and figures when possible)
> c. Comparison of results with internal targets and external benchmark
> d. Interpretation of results and insights gained

We consider Results 2.R.4 to be at a *Systemic* level of Systems Maturity. Complaint outcomes are tracked at the department and Division level, but we do not have a comprehensive way of capturing all complaints and formally reviewing them at this time. What assessment we have done shows that most issues are resolved before reaching the Vice President for Student Success, the RRCC employee designated by Colorado Community College Board Procedure SB 4-31 to administer non-Civil Rights or Title IX student grievances. The processes and results for these two areas have been previously discussed under Category Three. Assessment of results from the MAXIENT early alert system has helped staff and faculty to become more proactive in outreach to students.

The Call Center continues to reduce call backs and work toward "one call resolutions." Most issues that now originate in the Call Center are resolved at the department level.   Likewise, most issues involving Instructional Services are resolved at Chair level through a conversation with the student. The biggest issue appears to be students not receiving consistent and timely feedback on assignments.

Based on patterns of complaints that find their way to Student Success, we have learned that students need to know their options when there's an issue. This can be a problem when the teacher is also the department lead or chair.   Hence, strong communication between the Instructional Deans and Student Success helps to resolve issues in a timely manner.

Also, students are more satisfied if they understand the "why" of a decision even if the decision goes against them. There is some frustration if students feel like they are getting "the run around." The MAXIENT early alert system has been very helpful in identifying potential problems and advisors are reaching out to students with options before the situation is beyond repair. Likewise, in regard to the Behavioral Intervention Team (BIT) we have found that students are very good about reporting concerns and the BIT is able to address a wide variety of issues.

2.I.4 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

Institutionally, we need to develop a formal tracking system for complaints. RRCC needs a system that will ensure nothing slips through the cracks. This is part of the larger need to improve and expand communication between the Arvada and Lakewood campuses. At the same time, we need to continue to expand Diversity training for faculty and staff.

We plan to continue to increase training within the Call Center, working with each instructional and support department to learn the specifics of each area. We also plan to Implement a live chat feature and increase staffing. In the Division of Instructional Services, we plan to continue to provide timely feedback through Desire 2 Learn, our distance education course management system, so students understand where they are grade-wise at any given point in the semester and to document communication in case there is a misunderstanding.

In the Division of Student Success, we will develop a structured process and procedures to handle late withdrawal and tuition credit requests which we implemented in spring 2016. The Behavioral Intervention Team will continue to work on closing the loop with reporting parties while maintaining privacy.

2.5 Building Collaborations and Partnerships - This area focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

Process Summary:

We consider Process 2.P.5 to be at a *Systemic* level of Systems Maturity. RRCC collaborations and partnerships are selected based on the college's strategic directions. The President's Office, the Foundation, Division of Administrative Services, and the Rocky Mountain Education Center (RMEC) all have major involvement in maintaining partnerships and assessing their effectiveness. Externally funded projects represent the most involved effectiveness evaluation. State policy and procedures also set guidelines to assess effectiveness. The cornerstone of building RMEC relationships with stakeholders is effective training while the Foundation builds philanthropic relationships to provide scholarships, program improvements, and capital construction. The Foundation role has expanded to comprehensive Institutional Advancement to better address a wider range of stakeholders and their needs systemically, and align the response with the RRCC mission.

2.P.5 - Process - This includes, but is not limited to, descriptions of key processes for:

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

As in the case of determining stakeholder needs, the CDHE, CCCS, and the RRCC Mission, Vision, and Strategic Plans provide a framework for selecting partners for collaboration. Environmental scanning, compliance reports, and internal reporting also provide data that suggest potential collaboration that may benefit students and the community. Informed by these sources, the RRCC President, the Associate Vice President for Institutional Advancement, and other RRCC staff may approach potential partners and investigate the potential for collaboration. Such potential collaborative arrangements will be first discussed informally with the President's Cabinet, with the Collaboration Council, and any relevant programs or services that may have an interest or will be affected. Formal arrangements, such as MOUs or contracts, must be approved through several administrative layers, including the President and Vice President for Administrative services.

Building and maintaining relationships with partners

The Foundation essentially defines its role as building relationships with RRCC partners to meet student and community needs. Celebrations of partner involvement and acknowledgement of donor generosity at annual events are important ways of maintaining relationships. Communication is

another. The Foundation does this with a newsletter, an annual report, and news releases, which can be found here.

The Grant Development Office builds both internal and external relationships with partners through proposal development and follow-up evaluation. The Grant Development Office helps faculty and staff translate ideas that advance the mission of RRCC into fundable grant proposals, including the involvement of external partnerships. See http://www.rrcc.edu/grants/getting-started.

The Rocky Mountain Education Center builds and maintains relationships with workforce development partners by producing efficient and profitable solutions for employers.   RMEC provides focused training and development that builds workforce competencies to increase employability and advance career paths. Building relationships depends on continually evaluating training to measure improvements in productivity, profitability, and improved safety performance.

Selecting tools/methods/instruments to assess partnership effectiveness

The results of a partnership or collaboration are a primary method to judge whether it is an effective one. The RRCC Grants Office has a strong process oriented system of both identifying and developing of grant ideas. The tools, methods and instruments used to assess partnership effectiveness vary by project requirements. The Office of Planning and Effectiveness usually serves as an outside evaluator for externally-funded projects, or aids in the selection of a qualified external evaluator.

Evaluating the degree to which collaborations and partnerships are effective

When identifying and evaluating potential partnership opportunities, the Foundation looks to answer many questions:
1. Is there a benefit to the College and the College Community (Students, Faculty & Staff)?
    a. Financial – such as Capital funding that would replace the need for the College to use either general funds or reserves to fill the same need
    b. Developmental – tremendous training that would benefit both employees and students – a perfect example is the Suicide Prevention Grant
    c. Faculty and Staff Support – Our Endowed Teaching Chair Program where we reward and support Teaching Excellence and our Mini-Grant Program where we support both Faculty and Staff with professional development opportunities as well as funding for innovative program ideas.
    d. Student Support – Scholarships, Experiential Learning Opportunities, Internship Scholarships.
2. Is there a benefit to the Communities for which we serve while at the same time not being cost prohibitive to the College?
3. Is this simply something that we feel we should do to honor our College Mission and Values?

These same criteria apply to evaluation of when a partnership or collaboration may or may not be effective.

2.R.5 - Results - What are the results for determining the effectiveness of aligning and building collaborations and partnerships?
*   a. *Outcomes/measures tracked and tools utilized*
*   b. *Summary results of measures (include tables and figures when possible)*
*   c. *Comparison of results with internal targets and external benchmarks*
*   d. *Interpretation of results and insights gained*

We consider Results 2.R.5 to be at a *Reacting* level of Systems Maturity. Results of collaborations and partnerships are assessed according to the type of project. Work-related project goals generally involve meeting employer and employee needs through customized training. This also creates

opportunities for RRCC students, such as internships. K-12 and community partnerships have a wider range of goals and often place more emphasis on meeting long-term community needs, such as cultivating middle-school interest in college. Such long-term outcomes are more challenging to track, but we intend on doing this as RRCC moves from engaging the community through recruitment and outreach to the establishment of even more work-related , K-12, and community-based partnerships in the future. As the following current list of partnerships documents, RRCC has a well-established track record of establishing and maintaining partnerships to meet student and community needs.

Partnership	*Goals*
Four-Year College and University Articulation	
Colorado School of Mines	Articulation agreement for RRCC pre-engineering students to directly transfer
Regis University 3+1 Program	Students attend RRCC for 3 years and then 1 year at Regis to complete a BA or BS
University of Colorado Boulder/Fulbright Scholar in Residence Program	To support Dr. Sylvester Maphosa from South Africa to teach and build global education and peace studies on both campuses
Metropolitan State University of Denver	Articulation agreements for Social Work and AAS Holistic Health degree transfer into the Integrative Healthcare BS degree
University of Colorado Health Sciences Center College of Nursing	Integrated Nursing Pathway 2+2 Bachelor of Science in Nursing
Workforce Development	
First Bank	Customized training leading to a "First Bank Certificate" for career advancement
RMEC/Easter Owens Company	Customized training for welders
Career Services Department/Sundyne	Establish a pipeline of potential employees completing RRCC CTE programs
RMEC/Professional Independent Insurance Agents of Colorado	Recruitment and training program for new insurance agents.
Executive Leadership Team/Service Area Chambers of Commerce	Connect with the business community through service on Boards of Directors
Executive Leadership Team/Service Area Economic Development Corporations	Connect with the business community and local government through service on Boards
RMEC/Occupational Safety and Health Administration	OSHA Region VIII training center to provide OSHA numbered courses to the public
RMEC/Hispanic Chamber of Commerce/Mexican Consulate/Latino-owned construction firms	Cultural and language training for front line supervisors of diverse workers
RMEC/Colorado First and Existing Industry grant programs	Assistance with the grant application process and grants management support
RMEC/HVACR/CO Department of Corrections	Ready2Work Academy, an 80 hour program to earn HVAC industry certifications
K-12 and Community	
Executive Leadership Team/Wheatridge Pennington Elementary	Pilot outreach to encourage low-income students to academically achieve and to consider higher education as a possibility
Foundation/Jefferson High School/Edgewater Collective	Address low academic achievement and drop-out rates by support for students, especially Hispanic students
Foundation/Arvada Wheat Ridge Service Ambassadors for Youth (AWRSAY)	Fiscal agent for AWRSAY, a group of service club leaders who recognize 7th through 12th graders who have overcome adversity.

Partnership	Goals
Speakers Bureau	Provides community groups and schools with speakers.
Foundation/Jefferson County Fair	Educational Sponsor of the Fair and utilizes the Speakers Bureau for "Tent Talks", a play on "Ted Talks".
Tax Help Colorado	Students and alumni who are IRS certified provide tax preparation services to low income families in RRCC communities
Health and Wellness Initiatives	
Student Health Clinic	Maintained by student fees to provide primary health care on campus
Student Health Clinic/Jefferson Center for Mental Health	Provides full-time behavioral health counseling to RRCC students
Student Health Clinic/Jefferson Center for Mental Health/RRCC Psychology Department	Peer counseling program – outreach to students needing support
Student Health Clinic/Luna Bars Company	A film series to raise money to defray the cost of laboratory work for well-woman exams
Grants	
Physician Assistant Program/ Health Resources and Service Administration	Train health care providers to use Patient-Centered Medical Home (PCMH) principles
Student Health Clinic/Jefferson Center for Mental Health/ Substance Abuse and Mental Health Administration	Suicide Prevention Project
Physician Assistant Program/Colorado Counties Inc./Colorado Municipal League/Colorado Health Foundation	Collaboration to expand Physician Assistant training in Colorado rural communities
RISE/National Science Foundation	STEM scholarships to support low-income, first generation students to enter science, technology, engineering, and mathematics.
Computer Information Systems/National Science Foundation	Cyber Security scholarships to meet growing workforce demands in this field.
Colorado School of Mines/University of Colorado at Boulder/ Colorado Space Grant Demo Sat and Robotics program	Intercollegiate student team competition and internships for project-based learning.
Water Quality Management Technology/National Science Foundation	Program development funds for curriculum and instruction in the water quality field.
Water Quality Management Technology/ Department of Labor: COETC - Trade Adjustment Assistance	Improve delivery of education and career training programs that prepare students for employment
Certified Nursing Assistant and Home Health Care/Department of Labor: CHEO – Trade Adjustment Assistance	Improve delivery of education and career training programs that prepare students for employment
Precision Machining/Department of Labor: CHAMP – Trade Adjustment Assistance	Improve delivery of education and career training programs that prepare students for employment
Engineering Graphics/ Department of Labor: CHAMP – Trade Adjustment Assistance	Improve delivery of education and career training programs that prepare students for employment
Student Success/TRIO Support Services	Support for First Generation, Low Income, and/or students with Disabilities to achieve academically
Student Success/TRIO CCAMPIS	Child care support for low income students
RMEC/Department of Labor/Susan Harwood Grant Program	Training-of-trainers in the upstream oil and gas industry in Colorado and North Dakota

Partnership	*Goals*
Individual, Corporate, and Other Foundation Giving	
RRCC Legacy Society	Planned giving
Johnson Family Foundation	Scholarships

Figure 2.5.1 RRCC Partnerships

2.I.5 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

To better build and maintain relationships with partners, as of October 1, 2015, RRCC has formed a new Division called Institutional Advancement. The rationale for the creation of this mode, as written by President Haney, is as follows:

> As we will define it, Institutional Advancement will embrace alumni relations, fund-raising, public relations, internal and external communications, and government relations. It will be a total program which will foster understanding and support of the College. The need for this office is based on the fundamental principle that we must live in partnership with the public we serve. Advancement must be the locus of innovation; it is no longer "just" fundraising. This office will now include the foundation, grants, capital campaigns, alumni relations, community relations, public relations, speaker's bureau, and marketing.

Future improvements include systemic routine data gathering on external stakeholder needs. One important group is RRCC alumni. Currently, Alumni are engaged when they self-identify. When they do, we ask if they would be willing to return to the college to talk about how RRCC was a key stepping stone to launching their careers. Recent examples include a local mayor, the Vice President of a bank, a local attorney and a local physician. While these events are important, we intend to become more systemic in the way we build and maintain relationships with alumni in the future.

AQIP Category Three: Valuing Employees - *This category explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.*

Category Overview: The Red Rocks Community College Human Resources (RRCC HR) team has made strides over the last 3 years to integrate an Approach/Deploy/Learn/Integrate (ADLI) quality improvement approach to move from a *Reacting* stage in our processes and results to a more *Systematic* and *Aligned* maturity level. Our execution strategy incorporates the proven methodology of the Approach/Deploy/Learn/Integrate (ADLI) model being carried out by empowered and engaged employees in the RRCC HR department and across the institution. The RRCC HR team leverages a data-informed paradigm to align the valuing of our people with the achievement of the institutions strategic planning processes, strategic planning, and goal accomplishment. The following pages will provide a narrative synopsis of the current processes, results, and improvements while also detailing those areas for further improvements.

Section	Maturity of Processes	Maturity of Results
3.1 Hiring	Systemic	Systemic
3.2 Evaluation and Recognition	Aligned	Systemic
3.3 Development	Systemic	Reacting

Figure 3.0.1 Levels of Maturity for Category Three Processes and Results
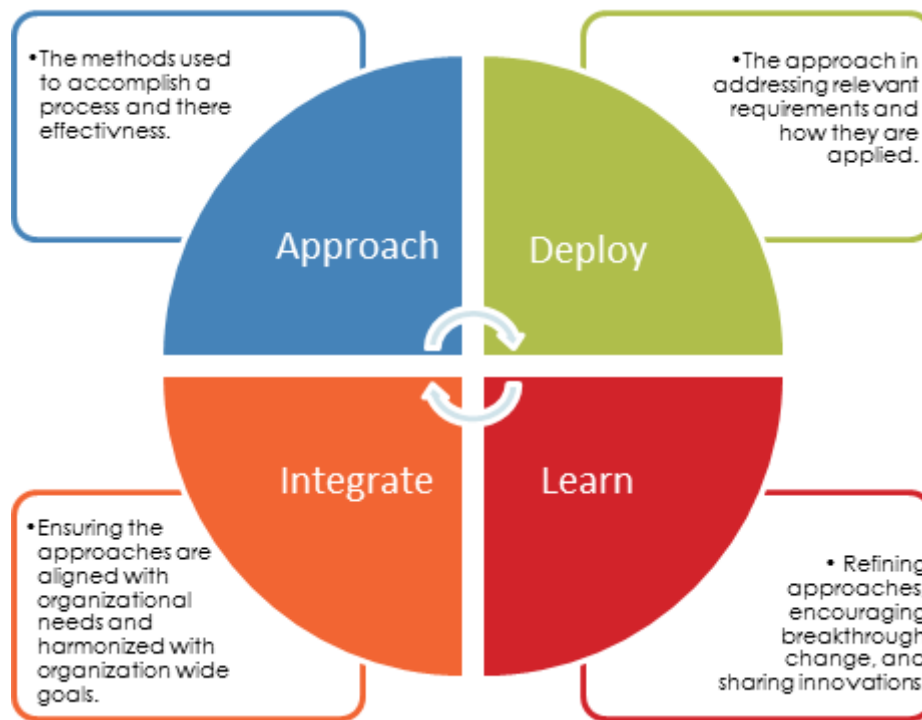
The ADLI Paradigm for RRCC HR

- The methods used to accomplish a process and there effectivness.

- The approach in addressing relevant requirements and how they are applied.

Approach

Deploy

Integrate

Learn

- Ensuring the approaches are aligned with organizational needs and harmonized with organization wide goals.

- Refining approaches, encouraging breakthrough change, and sharing innovations.

Figure 3.0.2 ADLI Paradigm for Human Resources

3.1 Hiring - Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided.

Process Summary:

We consider Process 3.P.1 to be at a *Systemic* level of Systems Maturity. The hiring process at RRCC is a collaborative effort between the hiring supervisor, area Vice President, and Human Resources. When a position is vacated or created, it is reviewed to determine what need it fills at the college as well as what qualifications, skills, or credentials an employee would require to be successful in that role. The position is then advertised via multiple channels to develop a pool of applicants. RRCC utilizes search committees for all faculty, administration, and technical/professional roles to ensure that there is representation in the selection from multiple areas and constituencies within the college. These committees review applications and determine which applicants move forward in the hiring process. The committee for a particular position would then hold the first level of interviews and determine candidates to move forward to the second level interview, after which selection occurs. Once selected, Human Resources then completes background checks and verifies credentials before the offer letter is extended. New employees to the college go through an onboarding process with orientation, compliance trainings, and a "stay interview" with a member of the executive team in their first 6 months.

3.P.1 - Process - This includes, but is not limited to, descriptions of key processes for:

Recruiting, hiring, and orienting employees

The recruitment process begins when a hiring supervisor identifies a need to hire a qualified individual in support of achievement of departmental and organizational goals. The recruitment process is a collaborative approach between the hiring supervisor, area vice-president and Executive Director of

Human Resources. Upon the completion of these initial conversations, the hiring supervisor completes a *Requisition for Personnel* form which details the necessary information to complete the hiring process. The *Requisition for Personnel* is then presented by the Executive Director of Human Resources to the Executive Leadership Team for review and approval every Thursday. The following Friday, the position announcement is reviewed by the hiring supervisor and then posted for the agreed upon time. In the recruitment stage, RRCC HR advertises using multiple mediums to ensure that diverse applicants are reached. This data is tracked each year in the annual HR KPI/Metrics to review how the RRCC workforce reflects the local service area. RRCC HR has purchased new technology that will improve our current recruitment and application process.

The hiring process at RRCC HR is designed to support supervisor through ease of use and understanding, while also ensuring that "right fit" candidates arrive at the finalist stage. The RRCC HR website provides the tools and mediums for supervisors to access the needed information to successfully hire employees. When a candidate is hired they are sent an official job offer letter from the Executive Director of Human Resources outlining their salary and welcoming them to RRCC.

The orientation and onboarding of employees is conducted in such a manner so as to complete the candidate experience in the recruitment/hiring/orientation process. Prior to each employee commencing their position, they hold a one-on-one meeting with an RRCC HR Senior Coordinator to review all new-hire paperwork and benefits information. Also included in this session is information about essential college services, such as IT Services, Police Services, and applicable compliance information. This "high touch" approach allows for a first day cultural assimilation experience. The orientation/onboarding process continues in that supervisors meet with employees during their first week of employment to review the affected position description and departmental expectations. During the first six months of employment, a member of the Executive Leadership Team meets with new employees to conduct a "stay Interview", to assess and review the employee's professional experience thus far in their tenure. Finally, RRCC HR has implemented ongoing online compliance training which all new employees are automatically enrolled in and must complete within 120 days of their hire date.

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (Core Component 3.C.6)

The hiring process at Red Rocks Community College (RRCC) is collaborative and employs a "right fit hiring" philosophy involving all affected constituencies (faculty, administrator, technical-professional, and classified). The initial step in the hiring process requires the position supervisor to craft/create a job description that outlines the credentials, knowledge, skills, and abilities required of the vacant position. These criteria are then reviewed by the Executive Director of Human Resources at which time both parties sign the job description. Every time a position is vacated, the hiring supervisor is required to review the position description to ensure that the essential job functions, along with the required knowledge/skills/abilities/competencies Human Resources then advertises the position announcement, which is driven by the position description, and subsequently screens applications to ensure minimum qualifications are met by applicants prior to placing an individual in the final position pool.

RRCC requires search team committees for all administrators, professional/technical, and faculty. Search teams members are selected based on multiple criteria to ensure diversity in the composition of the search team. Each search committee is trained by RRCC HR with assistance from the hiring supervisor, with emphasis being placed on screening for credentials and skills required as well as congruence of values between applicants and the institution. Special emphasis is placed on behavioral based interviewing techniques, compliance with applicable state and federal law. Upon the search committee being trained, interview questions and a preferred qualification grid are created by the committee which must be approved by the Executive Director of Human Resources prior to the qualified applicant pool being released for review. The RRCC HR Team identified the need to begin addressing *unconscious bias,* and in collaboration with the Director of Diversity and Inclusion now requires every search committee member to view a tutorial on *unconscious bias* and

how it could affect the hiring process. For all first-level faculty interviews, a teaching demonstration is required of all candidates. For all upper-level administrators, a college-wide presentation based on professional philosophy and values is required.

Pre-determined interview questions are required to be created by the search committee. All committees must address in their questions two competencies required of all, eventual RRCC employees: A commitment to customer service and creation and sustaining of an inclusive work environment. Upon approval of interview questions, the applicant pool is released and the search committee screens based on the preferred qualifications. The committee then conducts the first round of interviews and forwards the most qualified candidates to a second level interview to the hiring supervisor. The hiring supervisor then conducts second level interviews and checks references prior to making a hiring decision. All upper-level administrators and faculty are required to interview with the affected vice-president and college president prior to an official offer being extended.

When a staff for administrator candidate is hired, a records management system has been implemented where official transcripts (when necessary) and all other required documents used to arrive at determining the qualifications of applicants (resumes, applications, letters of recommendation) are scanned into the individual's personnel file. Official transcripts are housed in the RRCC HR department in a fireproof fire cabinet. All official documentation is required to be delivered to RRCC HR within one month of the employee's start date.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (Core Components 3.C.1, 3.C.2)

Academic credentialing standards have been established by the RRCC Instructional Leadership Team (ILT) and documented in college procedure. Qualified full-time faculty and part-time instructors teaching in academic programs will have a master's degree from an accredited institution. Successful completion of 18 graduate level hours will be required in the specific discipline to be taught. Qualified full-time faculty and part-time instructors teaching in occupational programs will minimally meet the Colorado Vocational Credential Initial Credentialing Qualifications as established by the State Board for Community College and Occupational Education (SBCCOE); general faculty members will have a master's degree from an accredited institution. Successful completion of 18 graduate level hours will be required in the area of specialization. A records management process for tracking and housing of official documents has been created in a collaborative effort between RRCC HR and Instructional Services to ensure required documentation is on file.

Prior to all faculty candidates being interviewed, their application is pre-screened by the Executive Director of Human Resources and the affected academic dean or department chair/lead to verify that all credentials are met. Upon the hiring of a faculty member, official transcripts are delivered to RRCC HR by a representative of the ILT. Official transcripts and/or credentials are housed in RRCC HR. The same process is mirrored for adjunct instructors in that these individuals apply for positions through the RRCC HR website.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (Core Component 3.C.1)

Workforce planning for sufficient faculty members is conducted in a collaborative manner between the Executive Leadership Team and the Executive Director of Human Resources. The planning is guided by using a data informed approach while working within the boundaries of budget planning and enrollment data. Every January, the Vice-President of Instruction, in collaboration with the Executive Director of Human Resources, meet to discuss current vacancies as a result of turnover, faculty prefix priority planning, and possible recruitment strategies. Additionally the discussion concerns the various non-instructional activities that must occur to be performed by faculty, and build these responsibilities into the faculty member's required service or release time.
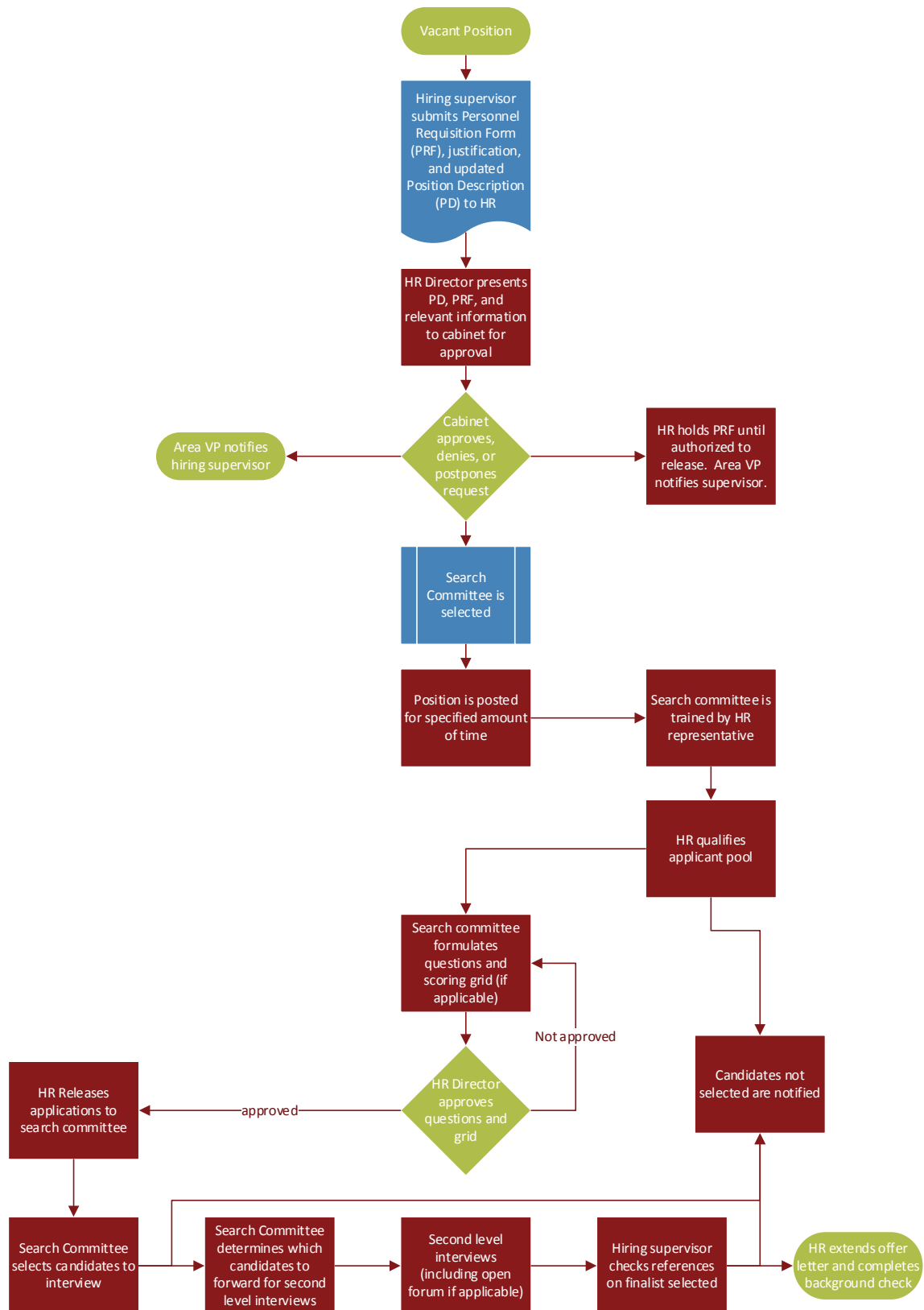
Vacant Position

Hiring supervisor submits Personnel Requisition Form (PRF), justification, and updated Position Description (PD) to HR

HR Director presents PD, PRF, and relevant information to cabinet for approval

Cabinet approves, denies, or postpones request

Area VP notifies hiring supervisor

HR holds PRF until authorized to release. Area VP notifies supervisor.

Search Committee is selected

Position is posted for specified amount of time

Search committee is trained by HR representative

HR qualifies applicant pool

Search committee formulates questions and scoring grid (if applicable)

Candidates not selected are notified

Not approved

HR Director approves questions and grid

HR Releases applications to search committee

approved

Search Committee selects candidates to interview

Search Committee determines which candidates to forward for second level interviews

Second level interviews (including open forum if applicable)

Hiring supervisor checks references on finalist selected

HR extends offer letter and completes background check

Figure 3.1.1 Search and Hiring Process

The appropriate staffing level for adjunct instructors is driven by course enrollment. RRCC HR, in collaboration with the ILT, has created a strong "bench" of adjunct instructors who are qualified and able to facilitate courses should enrollment warrant this. The ILT and affected department

chairs/leads are intentional in their assignment of courses for adjunct faculty so as not to "under or over" employ these individuals.

RRCC HR and the Executive Leadership team utilize the same data informed approach to ensuring that there is sufficient staffing filled with qualified employees to provide the necessary services to support students, thus fulfilling a primary objective of the college: that all students are successful. This process begins by the Executive Director reviewing the RRCC Vacancy Report with the Executive Leadership team and identifying in a seamless manner that vacant positions are filled in an efficient manner. Additionally, full time faculty and staff have volunteered to be cross trained in key processes such as academic advising, in order that during peak times of registration, student's needs can be addressed in a timely and correct manner.

> **3.R.1 - Results** - What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?
>   a. *Outcomes/measures tracked and tools utilized*
>   b. *Summary results of measures (include tables and figures when possible)*
>   c. *Comparison of results with internal targets and external benchmarks*
>   d. *Interpretation of results and insights gained*

We consider Results 3.R.1 to be at a Systemic level of Systems Maturity. RRCC utilizes multiple measures for determining if recruitment, hiring, and orienting practices are effective. Turnover rates are tracked on an annual basis and are reflective of right-fit hiring as well as the health of the onboarding process. The composition of the workforce by constituency group is used to ensure adequate staffing, and the composition by race/ethnicity is compared against our service area to ensure that our employees reflect the community of learners that we serve. Faculty and staff Climate Survey data indicates that overall employees feel supported at the college and have a voice in decision making. Results of the 2013 Human Resources Effectiveness Survey also demonstrate that employees have confidence in the knowledge and service of the Human Resources team.

Since the last Portfolio, RRCC has moved from a *Reactive to Systematic* maturity level in its hiring processes. Key Performance Indicators and HR Metrics have been established and are in the second year of a three year data gathering process with the end objective being to create a dashboard of internal targets and measures while benchmarking against leading external indicators.

Figure 3.1.2 Turnover Rate
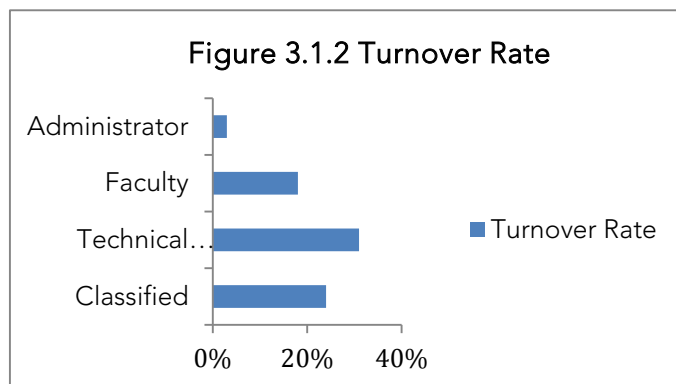
Research indicates that employees make employment decisions within their first 90 days as to whether or not they will remain in their positions. As such, RRCC HR measures employee turnover (measured by retirements, voluntary and involuntary turnover) on an annual basis, segmenting the data by employee group. For 2014-15, the first year in the three year process, the data indicates the highest turnover rate for Technical and Professional positions followed by Classified (Support) staff.

Another results metric utilized by RRCC HR is analyzing how the current composition of our workforce compares with the RRCC service area derived from census data. The White, not Hispanic RRCC workforce is at 80.0% compared to 80.5% for the service area. Our Hispanic workforce at 11.0% is slightly below the 13.8% for the service area. Other underrepresented ethnic and racial groups compose 9% of the RRCC workforce compared to 5.7% for the service area.

The institution utilizes data from its *Faculty and Staff Climate Survey (2014)*, with the following data demonstrating that recruiting, hiring, and orienting processes implemented have had an overall positive result:

Faculty:

I have opportunity to participate in search and selection processes for new faculty
90.4% (2014)
87.7% (2012)
+2.7

*I have a voice in decision making within my college*
90.4% (2014)
86.0% (2012)
+4.4

I get the support I need from my Department Chair
90.4% (2014)
76.0% (2012)
+14.4

A third measurement used by RRCC HR to help ensure adequate staffing is to annually track the composition percentage of the full-time workforce to aid in strategically assessing planning workforce needs in order to meet student and community needs.

Figure 3.1.3 Composition of the RRCC Workforce
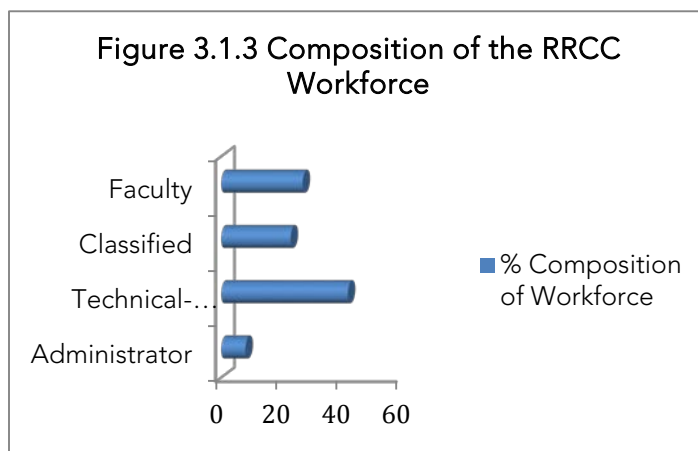
Finally, RRCC HR implemented a Human Resources Effectiveness Survey in 2013-14. In our cycle of improvement, the same survey will be given in spring of 2016 to assess improvements and results. A major theme derived from the survey is that RRCC Employees believe the HR Team provides a high level of service in the realms of employment, benefits administration, and payroll. Specifically that there is a strong understanding of HR issues with high levels of customer service, confidentiality, and respect in the employment life cycle.

3.I.1 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

The information above provides ample evidence that in the employee hiring/life-cycle process, RRCC has moved from *Reacting* maturity level in its processes to an *Aligned* and *Systematic* level of maturity. In the recruitment/hiring/orienting life-cycle, the processes are complementary across the departmental units of the college while supporting organizational strategic goals and objectives. The data from Results must continue to move toward the spectrum of data collection to creation of organizational and departmental action plans that are compared against internal measures and external benchmarking best practices. Specifically:
- RRCC HR is in the process of implementing new applicant tracking software which will be fully functional in the spring of 2016. This will allow for a more robust recruitment process while being intentional in reaching and attracting diverse, top talent.
- RRCC HR must cascade operational guidelines for recruitment and hiring across the organization, targeting hiring supervisors, in order that there is a fuller understanding of the employee life-cycle.

- Data collected must begin to be placed into organizational and departmental actions plans in order that meaningful goals can be set to create a balanced scorecard approach for cycles of improvement.
- In the summer of 2015, a new Senior HR Coordinator was hired and charged with the task of benchmarking best practices as it relates to employee orientation and onboarding.
- Employee turnover at the 90 day, 180 day, and one year anniversary of employees must begin to be measured to ascertain, using a data informed approach, as to the effectiveness of orientation and on-boarding processes.

3.2 Evaluation and Recognition - Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution.

Process Summary:

We consider Process 3.P.2 to be at an Aligned level of Systems Maturity. Regular evaluation of faculty, staff, and administrators is specified by CCCS Board Policy 3-31 and System President's Procedures (SP3-31 and 3-31a). Classified staff are under the purview of the Colorado Department of Personnel and Administration. However, all constituencies follow the same evaluation process which aligns performance with organizational objectives. Supervisors hold at least three conversations with employees each year: Planning, Progress Review, and Final Evaluation.

Formal recognition through the college occurs at 5-year increments for each employee. Additional recognition occurs with awards for Employee of the Year in each constituency group as well as the Endowed Teaching Chair program open to faculty. RRCC utilizes a merit pay compensation and rewards system based on employee performance. Employees are further encouraged to engage with the college through their constituency group which serves as the foundation to a bottom up approach for shared governance.

3.P.2 - Process - This includes, but is not limited to, descriptions of key processes for:

Designing performance evaluation systems for all employees

The RRCC Executive Leadership Team, in collaboration with RRCC HR, has arrived at the keen understanding that talent across the organization should be segmented, with employees being placed in positions and overall environment where they can leverage their strengths to better serve our customers and community.

Due to the unique nature of the personnel system in the State of Colorado, there are three separate performance evaluation forms used for the three employee groups: Professional-Technical/Administrator, Faculty, and Classified Staff. Although there are three separate forms, the performance evaluation administration at RRCC remains a consistent process that aligns employee performance with organizational objectives as it relates to instructional and non-instructional programs and services. The use of three distinct forms allows for more effective measurement and leveraging of talents due to the diverse and unique nature of the separate types of work conducted by the three employment groups.

RRCC HR operates at the *Aligned* maturity level in the process of faculty and staff evaluation. Using our cycles of improvement/ADLI approach, the evaluation programs for classified/technical professional/ and administrators has been enhanced to not only measure performance for essential job functions, but also requires supervisors and their direct reports to focus on stretch goals while also assessing job related/behavioral competencies in a quantitative and objective manner. The faculty evaluation system, in alignment with System Policy, was revised in August of 2013, and has brought an increased focus on improved pedagogical practices, innovation, and service to the college and students.

Soliciting input from and communicating expectations to faculty, staff, and administrators

Under the guidance of the RRCC Executive Leadership Team and Executive Director of Human Resources, the culture of performance management has shifted from a "top-down" discussion to a collaborative conversation that is characterized by mindfulness and transparency. The results of this paradigm shift indicate success, as reflected in the 2014 Climate Survey.

Faculty:
My most recent performance evaluation was fair
86.3% (2014)
80.0% (2012)
+6.3

Staff:
My most recent performance evaluation was fair
91.3% (2014)
83.5% (2012)
+7.8

RRCC also views the performance management system as an ongoing performance management cycle. Supervisors are trained to meet on a regular basis with employees to solicit feedback and to also coach employees for performance improvement. At a minimum, 3 conversations (Planning, Progress Review, and Final Evaluation) are held every year between the supervisor and employee to discuss performance. A final enhancement to the performance management program for faculty and staff is the encouragement and opportunity for all employees to engage in self-assessment. This allows for supervisors to view performance from the employee's perspective when assessing overall achievements.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The RRCC performance evaluation system requires supervisors to converse with their employees about the "line of sight" for their positions, meaning that the job duties and expectations and how they relate to college success are discussed. The supervisor and employee collaborate when creating performance measures to ensure alignment with personal, departmental, and organizational objectives. In every performance cycle, these goals are then measured using both qualitative and quantitative methods.   All personnel evaluations are used to build a culture of collaboration, organizational effectiveness and efficiency, and as a means to develop and engage employees. This is demonstrated by the collaborative nature of the personnel evaluation and the emphasis on professional development and achievement of organizational objectives.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (Core Component 3.C.3)

Regular evaluation of faculty, staff, and administrators is specified by CCCS Board Policy 3-31 (see https://www.cccs.edu/wp-content/uploads/2012/08/BP3-31.pdf and System President's Procedures (SP 3-31 for Faculty and SP 3 – 31a for Administrative, Professional, and Technical Staff). (See https://www.cccs.edu/wp-content/uploads/2012/08/SP3-31_Rev11_13_13.pdf and https://www.cccs.edu/wp-content/uploads/2012/08/SP3-31a.pdf. Classified staff in Colorado have their own personnel system collectively administered by the Colorado Department of Personnel and Administration.

At RRCC the evaluation and recognition systems are aligned in that specific processes and timelines have been established, are reliable and valid, and are reviewed on an annual cycle by RRCC HR for possible improvements and elimination of non-value added activities. Recognition processes are valued by employees, and the RRCC Executive Leadership Team continually searches out new avenues to reward employees.

Faculty are evaluated annually according to principal evaluation categories: teaching and service. A faculty member would typically be expected to devote 70 percent of his or her effort and attention to teaching activities and 30 percent to service activities. The evaluation of teaching

includes but is not limited to consideration of student evaluations and direct observation by supervisors. The Deans who evaluate faculty consider various a number of components of teaching, including course materials, presentation, student engagement, assessment of student learning, and integration of technology into course work as appropriate to the discipline.

Service includes fulfilling the mission and goals of the college outside of the classroom. Components of service to be considered in evaluation may include but are not limited to departmental service, including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; system, college-wide and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events.

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

Regular, benefited employees are recognized annually during an All-College luncheon at the beginning of the spring semester for their dedication with service awards based on 5, 10, 15, 20, 25, and 30 years of service. Awards consist of an RRCC lapel pin with a stone correlating to the years of service and a two movie tickets. RRCC also recognizes an employee of the year from each employee group: faculty, administrator, technical-professional, classified, and adjunct instructors. Each employee receives a stipend for recognition that they can in turn use for professional development. The RRCC Foundation also awards each year a Foundation Scholarship for a faculty member, where the chosen faculty member receives a $5,000 scholarship for the length of 5 years.

RRCC HR utilizes labor market data from both national and local salary surveys (CUPA-HR and Mountain States Salary Survey) to establish competitive pay ranges that are internally aligned, externally competitive, and legally compliant.   Pay ranges have been established for administrator and technical professional positions that have eliminated pay compression.   RRCC utilizes merit pay compensations and rewards system, based on employee performance. This system motivates employees while also validating the RRCC performance management programs.

Benefits administration at RRCC strives to communicate to employees the value of "fringe" benefits, as well as knowledge of legally required benefits. The philosophy of RRCC HR in the administration of benefits is to provide all employees with a robust understanding of the full scope of benefits available in order that employees can feel satisfied and engaged in their work life. RRCC HR takes a multi-faceted approach during the annual open enrollment season to ensure all employees have a complete understanding of all benefits offered to them by communicating through a variety of mediums. An annual health and benefits fair is held every year where employees are able to engage with multiple outside vendors regarding benefits and health issues. RRCC provides tuition assistance is provided to all full-time employees and adjunct instructors. This comprehensive approach to benefits administration allows all employees to be more fully engaged in their personal and departmental job duties, thus being able to more fully achieve organizational objectives.

Promoting employee satisfaction and engagement

Motivational issues at RRCC are determined at the individual, departmental, and college wide level, respectively. At the individual and departmental level, as part of the performance management process, supervisors are expected to meet with employees regularly to determine and identify what may be motivational issues.

At the college-wide level, the Executive Leadership Team has implemented a shared-governance model where all employee groups and student constituencies are represented in order that their perspectives can be heard. In addition to this body being formed, emphasis has been placed on increased participation by all employees in their respective constituency councils. The College President and Executive Director of Human Resources collaborated in 2013 with the constituency heads of the classified council and administrator/technical professional council to award a

professional development stipend for the respective council's president and president-elect to encourage engagement.

Every fall semester, new employees to the college are introduced and welcomed to the RRCC team. In another cycle of improvement, the Divisions of Student Success and Administrative Services provide all employees, students, and customers to provide feedback on performance, thus increasing the codified knowledge of staff and faculty to further improve services offered.

> **3.R.2 - Results** - What are the results for determining if evaluation processes assess employees' contributions to the institution?
> a. *Outcomes/measures tracked and tools utilized*
> b. *Summary results of measures (include tables and figures when possible)*
> c. *Comparison of results with internal targets and external benchmarks*
> d. *Interpretation of results and insights gained*

We consider Results 3.R.2 to be at a *Systemic* level of Systems Maturity. RRCC HR uses multiple metrics to ascertain the level of correlation between evaluation, contributions to the institution, and overall institutional effectiveness. The maturity level for the results is in the *Systematic* stage in that data is analyzed in an intentional manner to identify potential trends that may need to be addressed prior to problems occurring.

A primary metric tracked by RRCC HR is the percentage of employees, in each employee classification, that receive a "needs improvement" on their annual performance plan. The Executive Director of Human Resources analyzes this information to examine if there are certain departments across the organization that are experiencing challenges and to provide coaching to those affected departments. The threshold level percentage has been set at 2%. Should this be exceeded, the Executive Director of HR would address this with the Executive Leadership team to collaborate on possible root causes and subsequent action plans. Conversely, when high performing employees or work groups are identified; best practices try to be cascaded across the institution.

The Executive Director of Human Resources also tracks on a quarterly basis the number of disciplinary actions and involuntary terminations. This data coincides with the above referenced annual data collection to provide a more granular perspective of overall evaluation of employees and how individuals and work groups are contributing to the achievement of organizational goals. If negative trends begin to become evident, assessment and coaching with the affected parties occurs.

At the institutional level, evaluations of high potential employees are evaluated by the Executive Leadership Team in conjunction with the Executive Director of Human Resources to sustain the succession planning for the institution. Every fall semester the Executive Director of Human Resources reviews with the Executive Team the list of employees who are either eligible to retire or are within 5 years of retirement. This data is compared against those positions which are considered "high impact" across the organization. The Executive Leadership Team then assesses the following questions.
1) What will our organization look like in five-ten years?
2) What are the "key" positions in your area?
3) Who are your "key" people in your area who you have identified as top talent?
4) Who in your area is ready to retire?
5) What knowledge, skills, and abilities are required to fill "key" positions that may be vacated due to turnover or retirement?

Instructional effectiveness by faculty is assessed through the process of Student Opinions of Instruction (SOI's). SOI's are conducted on a semester-by-semester basis, and are used in a data-informed manner, collaboratively, between academic deans and faculty to continuously improve pedagogy in the classroom.

3.I.2 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

There are continued areas for growth, using the ADLI cycles of improvement that will need to take place over the next 1-3 years to ensure that evaluation of employees is meaningful while also cultivating talent across the organization.   The improvements should include:

- The performance evaluation system should continue to include the "line of sight" discussion as mentioned above. As an improvement, supervisors will be trained on how to use this information to set performance and stretch goals for employees.
- The performance evaluation and goal setting processes will become more synchronized across the organization to eliminate activities that might occur in a silo.
- A more intentional and documented process, focusing on quantitative results, will be implemented to further build the crosswalk between performance and organizational actions, which in turn will lead to achievement of organizational goals.
- Turnover data will be analyzed in a more specific fashion to identify performance trends. The data will begin to be segmented by employee group, with established goals and metrics.

3.3 Development - Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution.

Process Summary:

We consider Process 3.P.3 to be at a *Reacting* level of Systems Maturity. At this point in time, the processes for training, educating, and supporting employees are not fully articulated throughout the institution. However, we have made great strides in expanding our professional development opportunities within the college. Five goals have been established in this arena to guide future directions in the professional development program. Currently, faculty are kept up-to-date in a variety of ways. RRCC has an in-house Instructional Design and Innovation Center which assists faculty in utilizing the Quality Matters rubrics for improvement of online and hybrid course delivery. Faculty have also developed workshops and teaching opportunities to share best practices with each other. Other sources of training available to all employees include online training on a breadth of topics from Innovative Educators and internal trainings inclusive best practices for serving students from underrepresented groups. Advancement needed in the area of professional development will require aligning our development activities with institutional objectives.

3.P.3 - Process - This includes, but is not limited to, descriptions of key processes for:

Providing and supporting regular professional development for all employees (Core Components 3.C.4, 5.A.4)

In response to the results from the 2013 Human Resources Effectiveness Survey, RRCC HR, with ardent support from the College President, created a professional development model that is being utilized as the basic framework from which all professional development occurs. The components are:
1. A Leadership Academy;
2. Intercultural Competence Training;
3. Ongoing Learning and Professional Development for Faculty and Staff.

Red Rocks Community College has identified five (5) professional development goals that support our mission and love of learning while also creating a learning and development program design that both values and develops the knowledge worker while ensuring the creation of a learning organization. These goals are:
1) RRCC understands the need for sustainable, transformational leadership and providing opportunities for top performers to acquire skills that will ensure a "leaderful" organization;

2) RRCC understands that we operate in a knowledge economy. As such, it is our goal that through our professional development we build communities of practice and knowledge;

3) RRCC understands that in the 21st century, and the age of hyper-competition, that it is of paramount importance to attract and retain top talent in its human resources. As such, a goal of our professional development is attract top talent by our emphasis on learning while also retaining this talent by encouraging professional and personal growth;

4) RRCC recognizes that an emphasis on quality and quality improvement are expected from key stakeholders. As such, RRCC practices an Approach-Deploy-Learn-Integrate cycle of improvement in cascading learning and development across the college at both the individual and institutional level;

5) RRCC values the diverse and inclusive environment in which we function. As a result, a goal of our professional development is to create and grow an environment of intercultural competence where differences are valued and celebrated, knowing that this allows us to remain an employer of first choice.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (Core Component 3.C.4)

RRCC has a variety of ways to ensure that instructors are up-to-date. The Instructional Design and Innovation Center is a design center for both campuses to assist faculty/staff with pedagogy of online/hybrid course development. The mission is to guide and support faculty and staff to integrate technology into the classroom. See Instructional Design at RRCC.

The Bright Space Workgroup is working on creating quality standards for all RRCC online/hybrid courses and course shells. The Red Rocks course quality standards have been modified from the research based Quality Matters guidelines. Scholarly research is used to development the Quality Matters Rubric and Red Rocks Community College is currently a subscriber of Quality Matters.

Quality Matters Training introduces faculty to the Quality Matters Rubric - a set of eight general standards and forty-one specific standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

RRCC also supports course development training by RRCC faculty for RRCC faculty. Here are a few examples of offerings that are directed towards best practices and pedagogy.
- Developing Effective Online Discussions Using Current Research on Best Practices.
- Best Practices for Designing and Facilitating Online Learning
- The Good, the Bad and the Ugly of Blended Course Development

Innovative Educators has a wide variety of online training opportunities and with this subscription to this organization comes the opportunity for any staff or faculty in the Colorado Community College System to attend their live webinar sessions for free.

RRCC faculty have also recently given the following eLearning Consortium of Colorado Conference Presentations
- How a Technophobic Art instructor Merged Tech and Art - Use Camtasia, Audacity, Vimeo, YouTube and other Tools
- Prepare to Create a Great Video
- You Need a Team to Climb a Mountain: Using Collaborative Projects in Online Education
- Avoiding Multimedia Traps in the Classroom: How to Increase Learning Outcomes Based on Current Best Practices

Red Rocks Standing Committees also support instructor development. For example, the Academic Standards Committee reviews, analyzes, and makes recommendations to the Vice President of Instruction.   Other faculty committees provide direction and sets priorities for the use of instructional technologies that support the learning and teaching environments. New working groups in Instructional Services assess current RRCC instructional delivery, and research and develop resources and professional development for instructional delivery best practices.

Some RRCC departments, including English and philosophy, get together in groups to discuss articles relevant to their fields. Additional activities include the following.
- In conjunction with Colorado Campus Compact we have had trainings on service learning.
- The English department has conducted trainings on Multimodal, multi-genre composition for their faculty and instructors, as well as for writing tutors.
- Instructors and faculty who teach humanities meet about once a year to discuss the approaches they take in their different disciplines.
- In addition to D2L training, the Instructional Technology area also offers more specialized training in online and hybrid pedagogy.
- We sent faculty to the Colorado Learning and Teaching with Technology conference, the Connect Conference offered by CCConline, and the E-Learning Consortium conference.
- The writing center staff have offered trainings in better preparing students for reading assignments and developing writing rubrics.
- The Early Childhood Education department had conducted an in service on integrating writing in to the ECE curriculum.
- There are a few faculty led Reflective Practice groups to allow sharing of best practices in the classroom.
- We have had training in preparing accessible documents with more to come as part of our Accessibility Plan.
- The Zoo (faculty technology working group) is developing an online clearing house for publicizing professional development and best practices. They will also be sponsoring brown bag discussions starting next semester.
- The library has had trainings on how faculty can use library resources.
- Representatives from textbook companies provide training on how to use web based material related to their texts.
- On the CTE side of the house, CTE credentialing requires 6 credits or 90 hours of professional development in the field every 5 years for professional renewals.
- In the Skilled Trades most of the instructors are currently working in the field of their specialty, typically the same field in which they teach courses for RRCC. Many of these instructors are required by their employers to attend a specified number of hours of professional development each year.
- Also in the Skilled Trades, we typically provide training for instructors when new software is purchased in their discipline. For example, we recently purchased heat transfer software for our HVA 140 course and two instructors attended the training for the software.
- Full-time faculty typically attend professional development workshops several times a year. They also typically attend professional conferences in their fields. Following these events, they work with their adjuncts to pass along new information.
- Our community advisory committees include working professionals in specific disciplines who provide input as to new developments in the field and who review curriculum and make suggestions to ensure that we are teaching what students will need in order to secure jobs and be successful in their chosen field.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (Core Component 3.C.6)

The RRCC professional development program providing learning opportunities for RRCC student support staff to increase their skills and knowledge.

- **Intercultural Competence:** The Intercultural Competence series consists of six initial sessions which employees must complete in sequence.
- **Safe Zone Training:** Training for GLBT awareness development.
- **Workplace Answers Online Training for Faculty & Staff:** This mandatory training is measured by completion rates of all employee groups.

Aligning employee professional development activities with institutional objectives

This is an area which RRCC has identified as an opportunity for improvement. While the institution is moving towards a *Systematic* approach as it focuses on professional development, we must become more systematic in aligning and integrating professional development activities with the performance management process. Using our cycles of improvement approach, over the next performance management cycles, the Executive Leadership team will begin communications with the RRCC Collaboration Council and employee constituency groups to create strategies to align professional development goals with the achievement of organizational objectives.

3.R.3 - Results - What are the results for determining if employees are assisted and supported in their professional development?
  a. *Outcomes/measures tracked and tools utilized*
  b. *Summary results of measures (include tables and figures when possible)*
  c. *Comparison of results with internal targets and external benchmarks*
  d. *Interpretation of results and insights gained*

While RRCC has made progress in this area, it still requires continuing development. **We consider Results 3.R.3 to be at a *Reacting* level of Systems Maturity.**

The 2014 Employee Satisfaction Survey documents significant drops for both faculty and staff concerning career opportunities and advancement. In response to this data, RRCC is emphasizing and highlighting professional development for all employees. Metrics have been proposed, and there are ongoing conversations to finalize professional development metrics, which will be implemented over the next two employee performance cycles.

3.I.3 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

As outlined above, RRCC has begun to implement improvements in response to the data collected from our RRCC HR Effectiveness Survey. Among these has been the implementation of the RRCC Leadership Academy, the creation of the GREAT Center, and Intercultural Competence Training. Further improvements that have been identified, and that will be implemented over the next 1-3 years are:
- The establishment of a valid and reliable process that aligns professional development with performance management and achieving of organizational objectives.
- The creation of career pathways for all employees.
- The creation of a comprehensive Supervisory training program.

AQIP Category Four: Planning and Leading – *This category focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.*

Category Overview:

Since the last AQIP Systems Portfolio, Red Rocks Community College has developed new institutional Mission, Vision, and Values statements. The college has also developed its own strategic five-year plan that culminates in the Comprehensive Quality Review in the 2018-2019 Academic Year. The

plan has been developed through numerous conversations with students, faculty, staff, and external stakeholders.

Figure 4.0.1 Components of Planning at RRCC
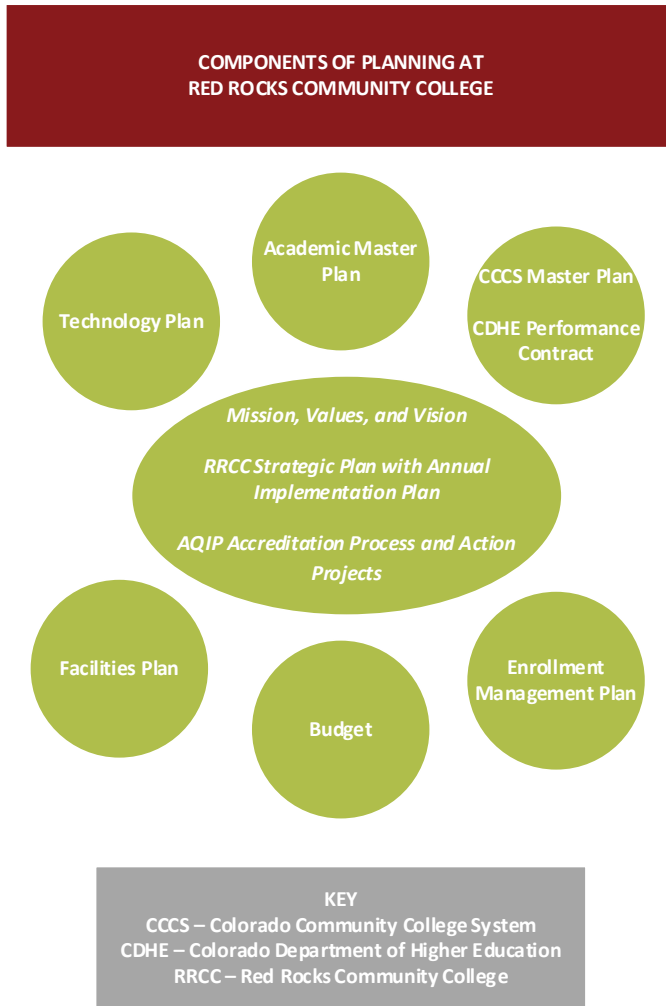
The RRCC Strategic Plan shapes annual goal setting and budgeting at the College. The plan's strategic directions provide a framework for other planning processes, such as facilities and technology plans.

There are four key leadership groups at RRCC. The Executive Team is made up of the President and Vice-Presidents. The Campus Leadership Team is the Executive Team plus the Faculty Senate President, and the four Constituency Groups: Faculty, Students, Administrative, Professional, and Technical Staff, and Classified Staff. The third group – Cabinet – has direct reports to the President. The fourth is the Collaboration Council which has cross-functional representation from the constituencies, the executive team, student government, and the Phi Theta Kappa President.

Red Rocks ensures legal and ethical behavior and fulfills its societal responsibilities by communicating decisions and standards of behavior through these groups, and engaging the college community through shared governance. The college is moving from a systematic integration of legal and ethical standards distributed among individual departments to a more integrated communication and compliance structure for these key processes.

Section	Maturity of Processes	Maturity of Results
4.1 Mission and Vision	Systemic	Reacting
4.2 Strategic Planning	Systemic	Systemic
4.3 Leadership	Systemic	Systemic
4.4 Integrity	Aligned	Systemic

Figure 4.0.2 Levels of Maturity for Category Four Processes and Results

4.1 Mission and Vision - Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision.

Process Summary:

We consider ourselves to be at the *Systemic* level of Systems Maturity. Colorado law 23-60-201 expresses a common mission for all of the community colleges in the state. Since the last Portfolio, RRCC also has developed its own institutional mission, vision and values as a precursor to a new Strategic Plan. The existing mission was reviewed by key stakeholder groups and constituencies

throughout the college; some elements from the old mission were included in the development of the new mission. A similar process was utilized to develop the current values of integrity, collaboration, learning, inclusiveness, and communication. Much like our mission, we have both a vision from CCCS as well as an institutional vision which was developed from discussion among faculty, students, staff, and external stakeholders. The two are aligned.

RRCC has several processes in place to ensure that academic programs and services are consistent with the mission of the college. As a part of CCCS, RRCC program areas and courses are approved when they are found to be appropriate to the mission of a two-year institution. Internally, the RRCC Academic Standards Committee and Curriculum Committees review all new and modified course proposals to ensure alignment with our mission. The Collaboration Council also serves as an oversight committee to ensure all new programs and initiatives are in alignment with the mission as well.

Budgeting processes begin each February when operational units submit a proposed budget to their division Vice President and the Vice President for Administrative Services. The budgets are then assembled in consultation with the Executive Team before a final draft budget goes to the State Board of Community Colleges and Technical Education for review and approval.

4.P.1 - Process - Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Developing, deploying, and reviewing the institution's mission, vision, and values (Core Components 1.A.1, 1.D.2, 1.D.3)

The Colorado legislature has defined a common mission for all community colleges under Colorado law 23-60-20. The statute specifies the characteristics of the two year college as open access and providing course delivery for transfer, occupational and technical training, basic skills, workforce development, and a broad range of personal and vocational education for adults.

In the 2012-2013 academic year, as a preface to developing a new Strategic Plan, Red Rocks Community College began a review of its Values, Mission, and Vision throughout the college. The Collaboration Council, various constituency councils, the College Advisory Board and the College Foundation Board were involved in reviewing the existing Mission and updating it to its current statement.

The Mission review process was conducted in two parts. First we considered the current mission statement and asked several key questions.
1. Do you like anything about the current mission statement? Are there any words or phrases you would like to keep? Please list them.
2. Does the mission statement clearly and concisely state what we do, our basic purpose, and for whom we do this?
3. Does the mission statement clearly and concisely state how RRCC uniquely does this?

We then defined and wrote the new Mission statement based on those parts of the old statement we wished to preserve and the following considerations.
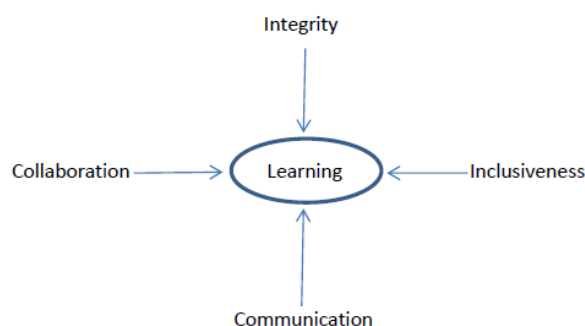1. What does RRCC do - the basic purpose of the college?
2. For whom does RRCC do this?
3. What is distinctive or unique about RRCC?
4. How does the RRCC core purpose express our values as a college?

From this process emerged our current Mission statement. For more details see our mission here.

Ensuring that institutional actions reflect a commitment to its values

We then reviewed and defined our College values. Faculty, staff, students, and external stakeholders participated in a process of values clarification and review. We based discussion on the key questions of what RRCC stood for, and which behaviors would mirror those values. A new set of values statements, and behaviors reflecting these values, emerged from the process.

The following graphic was developed by Brian Yates, RRCC Faculty Member and current Faculty Senate President, to express the primacy of learning and student development to our values. All RRCC faculty and staff are engaged in teaching and learning, whether in the Learning Commons, in student clubs and activities, in the classroom and laboratory, in advising, in financial aid, in all of the many parts of the college. As members of the RRCC learning community we also recognize the importance of our own professional and personal development to the success of our students, our service to the community, and the performance of the college as an institution of higher learning. Integrity, collaboration, inclusiveness, and communication are the values we embrace to foster our primary value and goal: learning.

Figure 4.1.1 RRCC Values

These new values were then reviewed by RRCC Student Government and the College Advisory Council before final review and approval from the Collaboration Council.   For more detail on our new Mission, Values, and Vision statements, go to http://www.rrcc.edu/about-us/our-mission.

Communicating the mission, vision, and values (Core Components 1.B.1, 1.B.2, 1.B.3)

The RRCC Vision Statement was crafted from discussion among faculty, students, staff, and external stakeholders. We approached the vision as an image of how our institutional purpose unfolds, leading to the preferred future we seek. We also posed several key questions for ourselves to ponder.
1. If we could be the kind of college we wanted to be, what would we be?
2. How would we know when we arrived at our destination?
3. What would be worth committing to over the next five years? The next ten years?
4. How are we different from other institutions of higher education in the Denver metropolitan area? In Colorado? In our region?

The new mission, vision, and values statements were published on the web and college students, faculty, and staff were informed that the Collaboration Council had given final approval after college-wide review and comments. To read the new vision statement go to here.

Ensuring that academic programs and services are consistent with the institution's mission (Core Component 1.A.2)

The Colorado Department of Higher Education and Colorado Community College System approve programs and assign CIP Codes based on the appropriateness to the mission of a two-year institution. At the institutional level, the RRCC Academic Standards and Curriculum Committees review all new and modified course proposals to see whether the course competencies, content, and instructional delivery modality is consistent with the RRCC mission. Academic and student support services are developed, proposed to the College Leadership Team, and approved in regard to the appropriateness and need for the service to advance the RRCC mission and promote student success.

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (Core Components 1.D.1, 1.A.3)

The RRCC budget allocates resources to two ends: operational budgets and new initiatives. Each RRCC operational unit submits a proposed budget in February annually to initiate the resource allocation process. At the same time, the President holds open forums with the college as a whole, and formal meetings with each of the college constituency and leadership groups, to discuss the priorities RRCC needs to establish in the coming year to advance the Strategic Plan, the mission, and the vision of the college. These priorities are compiled and brought before the Collaboration Council for further refinement.

The Council suggests which priorities should serve as annual implementation goals for the Strategic Plan and guide budget development for the coming year. The Executive Team then develops the final budget for review and approval from the State Board of Community Colleges and Technical Education. The formal budget states these goals and budget initiatives intended to advance the college mission and vision. The goals also serve as the framework for the annual effectiveness report submitted to the Colorado Community College System.

4.R.1 - Results - What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?
  a. *Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)*
  b. *Summary results of measures (include tables and figures when possible)*
  c. *Comparison of results with internal targets and external benchmarks*
  d. *Interpretation of results and insights gained*

We consider ourselves to be at the *Reacting* level of Systems Maturity. The new Mission, Vision, and Values are in place and are guiding projects and resource allocation. We have yet to develop systemic assessment to see the degree to which college operations are supporting the mission as an extension of institutional purpose. Currently, RRCC operations are aligned to the institutional mission, vision, and values through performance measurement and metrics. The metrics are taken from two indicator arrays: (1) the performance contract between the Colorado Department of Higher Education and the Colorado Community College System and (2) the Colorado Community College System metrics for performance funding.

These key performance indicators, which are also used in the RRCC Strategic Plan are:
  • Improvement of student success through increased completion rates in basic skills education, successful college course completion, increased persistence through the college curriculum, and reduction in average time to credential;
  • Increased student attainment of postsecondary credentials through annual increases in degrees and certificates, and transfer rates to four-year institutions;
  • Enhanced access to postsecondary education that reflects changing community demographics while annually reducing attainment gaps and increasing transfer rates for students from underserved communities;
  • Develop resources to meet projected enrollment and program demands while promoting affordability, accessibility, and efficiency.

These four areas of performance measurement, along with the specific metrics associated with them, are incorporated under the four goals of the RRCC Strategic Plan. These arrays of performance indicators provide guidance for goal accomplishment, and to guide annual institutional planning and resource allocation. The last two annual assessments of RRCC results for these metrics indicate that the college is generally improving with some areas requiring focused attention, particularly enrollment management.

Performance Indicator	2013-14 Target	Met Target	2014-15 Target	Met Target
Undergraduate credentials – all students	+5%	Yes	+4%	Yes
Transfer out rate – degree seeking students	+2%	Yes	+1%	Yes
Fall to fall retention rate – Full and part-time students	+2%	No	+1%	Yes
Developmental course completion rates	+1%	Yes	+1%	Yes
Completion and transfer rates – resident minority students	+2%	Yes	+5%	Yes
Enrollment levels – all students	Hold at 2012-13 Levels	No	Hold at 2013-14 Levels	No
Enrollment levels – minority students	+2%	Yes	+2%	No

Figure 4.1.2 Results for Strategic Plan Performance Indicators

4.I.1 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

RRCC results for key institutional performance indicators over the past two years suggest that alignment of mission, vision, and values is succeeding. In 2014, RRCC had the highest increase in undergraduate credentials among Denver metropolitan community college. The college gained $750,000 in performance funding as a result. In 2015, RRCC had greatest increase in fall-to-fall retention among Denver metropolitan community colleges, growing from 46.9 percent in 2010 to 51.2 percent in the fall of 2013, an increase of 9.3 percent. Again, the college gained $750,000 in performance funding.

4.2 - Strategic Planning - Strategic Planning focuses on how the institution achieves its mission and vision.

Process Summary:

We consider ourselves to be at a *Systemic* level of Systems Maturity. In the 2012 Appraisal of the RRCC Systems Portfolio, the reviewers noted that *"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."*

Since the last review, RRCC has successfully accomplished the development of a new Strategic Plan as well as developing a college-wide process for annual goal-setting that implements the Strategic Plan. Each Division Vice President is responsible for aligning efforts within their departments with the directions from the Strategic Plan and the annual goals of the college. In addition to the Strategic Plan, a new Facilities Master Plan was also developed. The Facilities Plan is a cornerstone component for college strategic developments in both instruction and student support.

The processes for communication, planning, implementation, and reviewing the Strategic Plan currently reside with the Collaboration Council. This multi-constituency group serves as the planning council and steering committee for strategic planning at RRCC. When they embarked on a strategic planning process in 2013, they began by developing guiding principles which reflected the college's values, mission, and vision. Their initial draft plan was aligned with external governance and accreditation requirements. This draft was circulated and reviewed by internal constituencies and external stakeholders, and recommendations were collected and integrated before the final plan was approved. The final plan included four goals which aligned RRCC mission, vision, and values with key performance measures from both CDHE and CCCS.

4.P.2 - Process - Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Engaging internal and external stakeholders in strategic planning (Core Component 5.C.3)

As a preface to strategic planning, RRCC conducted environmental scanning in the spring and summer of 2013. This included a survey of 479 major external stakeholders in business and industry with 56 responding. Fourteen four-year colleges and universities were also surveyed with ten responses. Selection was based on the numbers of RRCC transfer students to these institutions. These external stakeholders were asked about the RRCC mission, the value RRCC provided to their organization, and RRCC strengths, weaknesses, opportunities and challenges. Business and industry indicated opportunities in flexible, innovative programming aligned with industry needs, particularly in Career and Technical Programming. Our four-year receiving institutions saw opportunities in articulation partnerships, particularly in health professions programming.

In September 2013, the Collaboration Council embarked on the strategic planning process. The Council, which serves to review and align planning and accreditation, approved a set of guiding principles, reflective of the college Values, Mission, and Vision, and that affirmed shared governance and data-informed decision making as basic processes. For more detail on these principles, the RRCC Strategic Plan may be found here.

Aligning operations with the institution's mission, vision, values (Core Component 5.C.2)

RRCC operations are aligned with the Mission, Vision, and Values of the college through the structure and process of organizational decision making. The President and Vice Presidents have direct responsibility for college operations. They make final decisions concerning personnel and resource deployment to advance the mission. The Leadership Team adds representation from the four college constituencies to the Executive Team. The focus of this group is the exchange of points of view on issues of concern to individual constituencies. The Collaboration Council compliments the Leadership Team with a focus on issues of concern for the college as a whole, such as the integration of AQIP and Strategic Planning. The President's Cabinet is also concerned with whole campus issues, but with emphasis on operational coordination. The viewpoints of external stakeholders are regularly gathered through the College Advisory Board, the Foundation Board, and other community groups.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (Core Component 5.B.3)

Each Division Vice-President is responsible for aligning efforts across departments and divisions to address both the strategic directions and annual goals of the college. The goals, which align annual effort toward both the CCCS and RRCC Strategic Plans, are assessed annually in the College Performance Report. The CCCS System President uses the Performance Report to assess the institutional performance toward strategic goal accomplishment, and the individual performance of the college President. At the same time, the process of setting annual implementation goals aligns the college mission with priorities for resource allocation. The review of the performance reports, based on the annual goals, help to support optimization of effectiveness and efficiency across RRCC departments and divisions.

Alignment of RRCC Strategic Plan and Annual Collaboration Council Recommendations with Operational Results			
Goal 1: Student Success	*Goal 2: Community Engagement*	*Goal 3: RRCC Renewal*	*Goal 4: Accountability*
Revision of Developmental Education Curricula	Partnerships with other Educational Institutions, globally and locally	Professional Development, Cross-training, and Job Sharing	Student Progression through the Curriculum and Transfer Rates
Student Career Development Planning	Internships, Externships, and Workforce Partnerships	New Student Recreation Center	Performance Funding for Increased Completion
Student Health and Wellness Initiatives	New Degree Programs that Address Community Needs	New Facilities Development to House Health and Environmental Programming	Facilities Master Planning and Annual Goal Setting
Diversity and Inclusion Support to Meet Student Needs	Revised and expanded Accessibility and Recruitment	Initiatives to Reduce Student Financial Burden and Indebtedness	Performance Funding for Increased Retention Rates
Improved Access to Technology	CTE Program Revision and Business/Industry Partnerships	RRCC Technol0gy Infrastructure Improvements	ADA Accessibility for RRCC Website and Learning Managements System Materials
Teaching and Learning for Continuous Improvement of Learning	New Program Delivery Modalities	Instructional Coaching, Mentors, and Adjunct Faculty Development	Analysis of Class Offerings and Scheduling Improvements

Figure 4.2.1 – Alignment of Strategic Plan and Annual Collaboration Council Recommendations

For more information on RRCC Annual Performance Reports see:
- Performance Report2014-15
- Performance Report2013-14
- Performance Report2012-13

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (Core Components 5.C.4, 5.C.5)

The process of determining opportunities and strengths, and countering weaknesses and threats, begins with environmental scanning. For more details see the following scan documents:
Environmental Scan Research Brief
Environmental Scan Update July2015
Population Economic Overview/ Colorado State Demography Office

The President, Division of Institutional Advancement, and the Rocky Mountain Educational Center also provide information concerning college opportunities and potential threats. In the President's Executive Leadership Team meetings, Division Vice Presidents and constituency chairs communicate what they have learned concerning programming, needs, problems, and governance issues. The College President reviews these with the Collaboration Council as part of their regular meetings with discussion of actions that should be taken.

Creating and implementing strategies and action plans that maximize current resources and meet future needs (Core Components 5.C.1, 5.C.4)

Annual goals are developed in alignment with state and system-driven goals, accreditation and Collaboration Council goals, and college and student-driven goals. Assessing annual goal accomplishment reveals that some strategies worked and some did not. In 2014-15, to increase retention rates two strategies were set. The first, hybrid course delivery, had enrollment declines in courses and was not as effective as we hoped as a retention strategy. The relationship between instructional delivery modality and student persistence is not as strong as we first thought. The second strategy, targeted intervention with students, worked much better. The approach, summarized by the President as "Touch early, touch often", proved to be effective and endures as a principal retention strategy at RRCC. Likewise, an expenditure of $750,000 gained through

State and System-Driven Goals
1. Fall-to-fall retention
2. Completion
3. Transfer
4. Enrollment growth
5. Underserved enrollment
6. Developmental student persistence
7. Foundation
8. Bachelor of Applied Science Degrees

Accreditation/Collaboration Council Goals
1. iLearn Process
2. Common Learning Outcomes
3. First Year Experience
4. Communication Project
5. System Portfolio
6. Student Success through engagement of all full-time and part-time employees

2013-2018 Strategic Plan Annual Implementation Goals
1. Student Success
2. Outreach and Support
3. College Renewal
4. Accountability

College and Student-Driven Goals
1. Complete Arvada Campus
2. Complete Recreation Center
3. Facility planning for Lakewood
4. Class scheduling – student needs
5. Guided pathways development
6. Physician Assistant Master's Degree
7. Enrollment Management

Figure 4.2.2 Annual Implementation Goal Setting

performance funding has been applied to Instructional Technology and improvements to technology infrastructure. The process of identifying "tech gaps among students and faculty" continues now that we have infrastructure to address such gaps.

Annual goal review also has had a beneficial effect on our understanding of the four strategic goals in the RRCC Strategic Plan. The second strategic direction – Community Engagement –has been "unpacked" in terms of strategies and action plans to maximize current resources and meet future needs. The goal has been developed into two sets of actions. The first and more immediate is Outreach and Support. The second, which builds on the first, is Community Partnerships, especially workforce development. Outreach and Support are the "front end" of community engagement and build our capacity to develop successful partnerships. Updates to our environmental scanning data suggest that incumbent workers, especially those in the millennial generation, need to be a focus. This further supports and qualifies our future directions for community partnerships, workforce development, and enrollment management.

4.R.2 - Results - What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?
   a. *Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider ourselves to still be at a *Systemic* level of Systems Maturity. We still have much work to do in aligning Strategic Directions with operational planning. However, an assessment of the annual goals that the Collaboration Council recommended over the past three years indicate that annual goal setting is advancing RRCC Strategic Directions. Major results include HLC approval for a Master's Degree (Physician Assistant Program), HLC approval for a Bachelor of Applied Science in Water Quality Management Technology, significant growth in dual enrollment, major reductions in the level of student indebtedness, comprehensive health and wellness initiatives for students, a new Arvada Health Sciences Campus, a new student Recreation Center, and developments in globalization of the curriculum, including a partnership with the University of Colorado at Boulder that allowed us to host Dr. Sylvester Maphosa, noted scholar and practitioner of peace and restorative justice, from the Africa Institute of South Africa through the Fulbright Scholar-in-Residence Program.

Process Improvement Teams are a major assessment method we have used at RRCC since the last Portfolio. In academic year 2013-2014, Student Success Process Improvement and a Retention Task Team, both based on CAS standards, examined current practices, perceived gaps and potential improvements, and made recommendations for improvements. These process improvement recommendations touched all operational areas of Student Success.

RRCC 2013-2018 Strategic Plan Strategic Directions Dashboard Progress from Academic Year 2013-14 to 2015-16	
Strategic Goal and Direction	**Present Status**
Goal 1 - Student Success	
Developmental Education	Major Progress
Retention and Completion	Major Progress
Innovative Academic Programs	Major Progress
Comprehensive Program Review	Minimal Progress
Instructional Technology	Major Progress
Facilities Upgrade	Major Progress
Advising with Smart Scheduling	Moderate Progress
Goal 2 – Community Engagement	
Underserved Student Access	Major Progress
Underserved Student Attainment	Moderate Progress
Lower Student Debt and Default	Major Progress
Workforce and Community Partnerships	Moderate Progress
Concurrent Enrollment	Major Progress
International and Global Education	Major Progress

Targeted Marketing	Minimal Progress
Goal 3 – Institutional Renewal	
Digital Advising Information	Moderate Progress
Technology Infrastructure	Major Progress
Innovative Instructional Delivery	Moderate Progress
Diversity and Climate	Major Progress
Health and Wellness	Major Progress
Professional Development	Moderate Progress
Process Improvement Teams	Major Progress
Goal 4 – Culture of Inquiry and Evidence	
Common Learning Outcomes	Moderate Progress
Co-curricular Learning Goals	Moderate Progress
Guided Completion Pathways	Moderate Progress
Instructional Options for Students	Moderate Progress
Academic Master Plan	Minimal Progress
Career Learning Opportunities	Major Progress
Data Systems for Improvement	Moderate Progress

Figure 4.2.3 Strategic Directions Dashboard

The effect of the Task Force recommendations varied across the groups. However, a few created new or articulated existing directions for RRCC is such areas as consolidation of student recruitment efforts, fall and spring open house events, a student ambassador program, outreach to students from four year partner schools in regard to summer programs, more internal engagement of faculty and staff in the budgeting process, and establishment of a career center for students as a top priority.

4.I.2 – Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

Based on the results from Process Improvement Task Forces, there were several new developments in the Division of Student Success.
- Financial Aid and RRCC advisors worked collaboratively to create a 'Total Withdrawal' procedure.
- New "Connect 24" and "45 to Complete" initiatives worked to retain students.
- There was a 59% reduction in unsubsidized loans, a very significant intervention to lower student loan debt.
- Financial Literacy Workshops, five sessions of group counseling and individual counseling for students entering repayment, and intervention counseling for students in different stages of delinquency.
- Among Colorado community colleges, Red Rocks Community College has the second lowest three-year cohort default rate (17.7%) and second lowest two-year cohort default rate (16.9%).
- RRCC initiated Express Registration in April, encouraging students to register early for summer and fall classes.
- The College held a variety of recruitment and registration events for students and parents.

- Increasing the number of our advising staff has resulted in significant improvements to customer service.
- The Embedded Advising initiative had all full-time advisors visiting classes in fall and spring terms.
- Cross-training has occurred in Admissions, Cashiers Office, Advising and Financial Aid to help identify frequently asked questions and responses.

During the 2012 to 2013 academic year, the Division of Student Success collected student Feedback Forms to ascertain the quality of service and determine obstacles for students. Student feedback was asked in regard to all processes. Over 200 students gave feedback on one or more of these processes. Ninety-two percent rated overall service as excellent or very good. Areas of concern cited restroom accommodations, the availability of food service in the evening, and parking. Only one feedback form cited unreturned phone calls as an area of concern. This suggests that the installation of the new call center during 2012-2013 has already yielded positive results for customer service.

As a result of the experience with the Fulbright program, the RRCC International Student Services & Programs Department (ISS&P) researched how the lessons learned from this experience could be further applied. The ISS&P department applied for and received innovation funding to begin the Global Education and Innovation Institute (GEII) which focuses on non-credit courses with a global focus aimed at meeting unmet needs of populations served by RRCC.

ISS&P has also developed student development activities for all students. In the Global Conversation hour non-native English speaking students mix, discuss topics of the week, and practice their English with native English speakers. The Institute also established a Global Speakers bureau in which guest speakers are brought to the college to speak to faculty, staff, students and the public on issues such as immigration, the oil industry, conflict resolution and community, the militarization of police forces, and the Armenian genocide. These events were well attended, involved collaboration across multiple academic disciplines, and increased global awareness.

Through annual reviews, the ESL program will become more comprehensive in its tracking of ESL graduates in college English classes and other college classes. This data will be used as a reflective tool for the ESL program in order to determine if there are other areas for improving the ESL curriculum and co-curricular activities in order to improve ESL graduate success rates. Through an MOU with the RRCC Learning Collaborative program, the first cohort of students completing the ESL Learning Collaborative will be ready to transition to the RRCC Advanced ESL program and college level courses in the fall of 2016.

In addition, the Faculty-Led Trips Handbook went through a review committee, was edited, approved, and now available for faculty use as a process, procedure, and guide for faculty led trips. Two courses in Au Pair Nutrition and Fitness and Au Pair Early Childhood Development were launched in November 2015. The curriculum for further offerings in the series have been written and faculty hired. Curriculum for Conflict Resolution has been established. Study abroad trips went to Ireland, India, Brazil, Tanzania, and China. RRCC also hosted a variety of international guests interested in RRCC international programs and community college systems. Guests included Education Minister from Uganda, 25 higher education leaders from 25 countries, and a Brazilian education delegation.

4.3 Leadership - Leadership focuses on governance and leadership of the institution.

Process Summary:

We consider ourselves to be at a _Systemic_ level of Systems Maturity. The process for ensuring sound and effective leadership at RRCC begins with the Colorado State Board of Community Colleges and Occupational Education (SBCCOE). SBCCOE delegates authority to the System President, who in turn

delegates authority to the College President. At the institutional level, we implement board policy appropriately for the college. The leadership team at the college includes the President, three division Vice presidents, and the Associate Vice President for Development.

There is strong leadership at the college for ensuring high academic standards. The Chair of Faculty Senate sits on the Collaboration Council, and additional committees provide guidance in determining our academic offerings. These include the Academic Standards Committee, Curriculum Committee, and Catalog Committee. RRCC is also committed to developing leaders within the institution. Through the RRCC Leadership Academy, faculty and staff are provided with a structured, 9-month professional development program to equip them with additional knowledge areas and competencies. Communication and feedback between divisions, departments, and leadership occurs in an ongoing basis through Collaboration Council, as well as Development Day at the college held twice each year.

4.P.3 - Process - Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Establishing appropriate board-institutional relationships to support leadership and governance (Core Components 2.C.4)

The Colorado State Board of Community Colleges and Occupational Education (SBCCOE) is the primary governing board for Colorado community colleges. The Board includes faculty and student representation from the colleges. SBCCOE delegates its authority to the System President who then delegates authority for individual campus leadership to the College President. The local college advisory boards are advisory only.

Key SBCCOE Committees include Budget and Operations, External Initiatives, Strategic Initiatives, and Auditing. In addition, there is a State Faculty Advisory Council composed of one regular faculty member from each state system college. These faculty are selected by the regular faculty of each college in a manner to be determined by the regular faculty of the college.

Establishing oversight responsibilities and policies of the governing board (Core Components 2.C.3, 5.B.1, 5.B.2)

Policies and procedures are set by SBCCOE and the System President. The President's Council, made up of the individual college Presidents and the System President, advises the SBCCOE on policy development. Individual colleges set procedures to implement Board policies and procedures. The individual colleges have significant latitude to articulate SBCCOE and System policies and procedures to meet the needs of the individual college and the communities served. At RRCC, this includes such areas as:
- Academic Integrity, Academic Ranks and Titles and Academic Renewal
- Appeals, Complaints, and Grievances
- Departmental Leadership
- Developing, Revising, and Abolishing Procedures
- Faculty Compensation Plan, Faculty Qualifications, and Full-Time Instructional Work Load
- Employment Practices for Part-Time Instructors
- Use of Facilities

Staff annually submit documentation to the System President's Office listing any potential undue influence that might arise from interests, associations, or ownership that would not be in the interest of the college or of the community college system.

The RRCC President delegates her authority through the three Division Vice Presidents (Instruction, Student Success, and Administrative Services) and the Associate Vice President for Institutional Advancement. The President and these four positions constitute the Executive Team. The Executive Director of Planning and Effectiveness also sits on regular meetings of the President's Cabinet as a direct report to the President.

SBCCOE policy specifies that "each college president shall ensure that the college has a faculty forum through which all faculty members will be provided opportunity to communicate and actively participate in the making of decisions regarding matters which affect them." At RRCC this the Faculty Senate, a group elected from the faculty. The RRCC Faculty Senate President sits on the Collaboration Council, meets regularly with the Executive Team as the faculty senate representative, and also meets informally on a regular basis with the College President.

Ensuring open communication between and among all colleges, divisions, and departments

The Faculty Senate President and the Chairs of the other two constituency groups, the Classified Council and the Administrative/Professional/and Technical (or Admin/Pro/Tech), meet regularly with the Executive Team to discuss issues of concern and give advice on the direction RRCC is taking. The heads of the three constituency groups then convey information to their members at their monthly meetings, via pages on the RRCC web site, and through email lists. Likewise, all three constituency groups sit on the RRCC Collaboration Council.

The Collaboration Council assesses what is important for the college as a whole. What do we need to address as a college, both annually and on a long-term basis? Where should we put our efforts? How do we translate what we hold as important into priorities, especially cross-functional priorities that support and advance our Mission and Vision? The Collaboration Council only concerns itself with those procedures and issues that affect all constituencies. The group is not involved with curriculum issues, individual salary, benefits, assignments, or individual department decisions. All employees are encouraged to attend the meetings should schedules permit.

Collaborating across all units to ensure the maintenance of high academic standards (Core Component 5.B.3)

Several RRCC committees ensure the maintenance of high academic standards. Three are of special importance.

The Academic Standards Committee reviews, analyzes, and makes recommendations to the Vice President of Instruction on matters pertaining to academic policies or procedures that affect the academic learning environment and contribute to the maintenance of high academic standards. The Standards Committee is also responsible for changing, developing, or deleting instructional policies or procedures. The Academic Standards Committee also considers cases not falling within established policy, is able to grant exceptions to academic policy, and hears appeals from students on academic matters. The membership of the Committee is made up of:
- Four faculty members with at least one from the academic and one from the CTE faculty.
- The Coordinator of Student Records.
- A Financial Aid Office representative appointed by the Vice President of Student Success.
- An Advising representative appointed by the Vice President of Student Success.
- Ex-officio members: Vice President of Instruction or designee, President of the Faculty Senate, and the Vice President of Student Success or designee.

The Curriculum Committee reviews and makes recommendations for gtPathways course nomination forms. The Committee reviews and approves all new and revised curriculum courses. The Committee also works as the liaison between RRCC Instructional Services and the CCCS State

Faculty Curriculum Committee (SFCC). The RRCC Curriculum Committee also mentors and advises faculty with course changes and proposals. Membership includes:

- Seven full-time faculty members.
- The two SFCC representatives on the RRCC faculty.
- One part-time instructor.
- One representative from Enrollment Management Services.
- One academic dean.
- One academic advisor.

Finally, the Catalog Committee reviews submission to the catalog and works with the Marketing Director to prepare each year's catalog and ensure that online and printed versions contain accurate information. The Committee also makes recommendations to the Vice President of Instruction and the Vice President for Student Success regarding any significant changes.

Providing effective leadership to all institutional stakeholders (Core Components 2.C.1, 2.C.2)

The President is evaluated on her leadership in regard to internal and external stakeholders annually. All faculty and staff are asked to provide this evaluation. Division Vice Presidents are also annually evaluated by the faculty and staff in their respective divisions. Deans and Directors are also evaluated on their leadership by direct reports and by other Deans and Directors. This information is applied to annual performance planning.
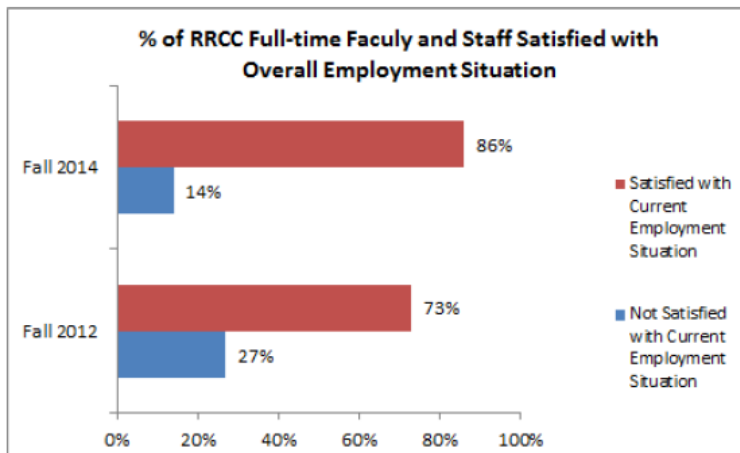
Figure 4.3.1 Faculty and Staff Satisfaction with RRCC

In addition, all RRCC all full-time faculty and staff are asked to evaluate the college climate bi-annually. CCCS administers this survey which also covers college leadership. The aspects of the RRCC climate that faculty liked the most were meaningful work, working with colleagues, and involvement in decision making. Of greatest faculty concern were salary and workload. Staff also indicated meaningful work, working with colleagues, and helping to achieve college mission and goals as most positive features. Staff concerns centered on compensation, promotion, and career advancement.

Developing leaders at all levels within the institution

Professional development to develop abilities, especially in the area of leadership at all levels, is a primary focus in the RRCC Strategic Plan. In response, and with the use of additional performance funding, $100,000 was allocated to create the GREAT (Growth, Renewal, Education, Advancement, and Training) Center. The Executive Leadership Team made the decision to dedicate a current classroom for professional development, and in the summer of 2015, the room was retro-fitted to become a dedicated space, with 21st century technology, where development and training is conducted for all employees. One of the first programs to use this new facility is the RRCC Leadership Academy. The establishment of the Leadership Academy was in response to data collected from our employees about the need for increased professional development. Up to twelve participants are nominated by the RRCC Leadership Team using established criteria.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Engagement in decision making through shared governance is the key toward ensuring RRCC's ability to act in accordance with the college mission and vision. To provide leadership at all levels of

the Institution, the President and Division Vice Presidents regularly communicate with all segments of the college through monthly meetings of the Executive Leadership Team with the college constituencies. The President and administrative leaders also visit the constituency councils on a regular basis to listen to concerns and inquire about college annual goals and action priorities. The President and Vice Presidents also hold open forums for all faculty and staff. Three budget forums in the spring keep the college informed and provide opportunities to discuss concerns. The website, portal, posted minutes of committees and councils, and newsletters also convey leadership directions to all faculty and staff, and provide avenues for feedback and response. Divisional planning supports the long-term alignment of efforts within and across divisions. For more on facilities and academic planning see http://www.rrcc.edu/strategic-planning.
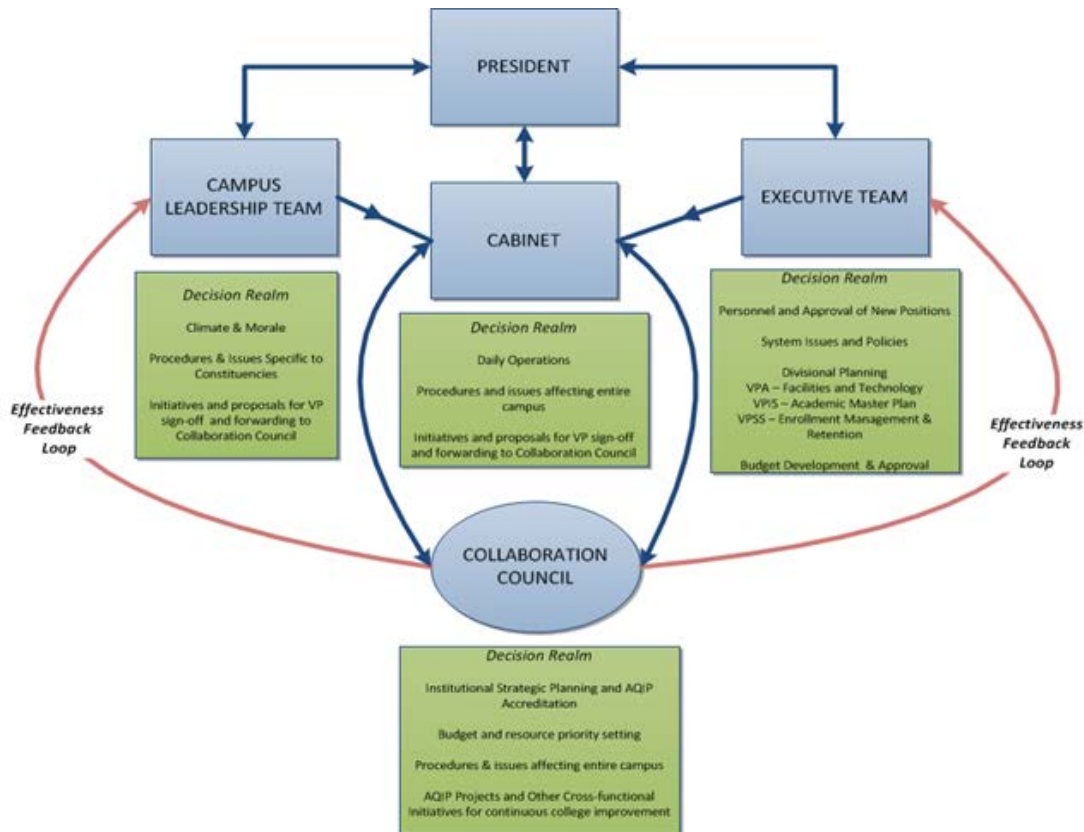
Figure 4.3.2 RRCC Decision Making Realms Supporting the Mission and Vision

4.R.3 - Results - What are the results for ensuring long-term effective leadership of the institution?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider ourselves to be at a *Systemic* level of Systems Maturity. We assess leadership development in shared governance and in professional development. Both areas have gone from a Reactive to a Systemic level of maturity since the last Portfolio with the Collaboration Council taking a leadership role for college-wide development days and the new Learning for Life conference at which individual faculty and staff teach and facilitate sessions highlighting their special abilities and interests. In addition, we measure this area in terms of the extent to which the college plays a role in

developing student and community leadership. Our next step is to align these efforts in support of our strategic directions.

As an example of assessment in a key leadership group, in spring 2014, the Collaboration Council determined it should assess its responsibilities, effectiveness, and membership. The Executive Director of Planning and Effectiveness prepared an assessment instrument based on the key areas of concern, as expressed by Council members. Using a Likert scale, members evaluated the Council functioning based on 37 statements associated with leadership, role in the college, participation, communication, goal setting, shared vision, and unique purpose.

Based on the results of this instrument, the Council established three general areas of responsibility: (1) alignment of plans, initiatives, and projects to accomplish the RRCC mission, (2) communication among constituencies in regard to issues, problems, and solutions, and (3) general oversight of AQIP and AQIP projects. The group quickly found areas that overlapped all three areas.
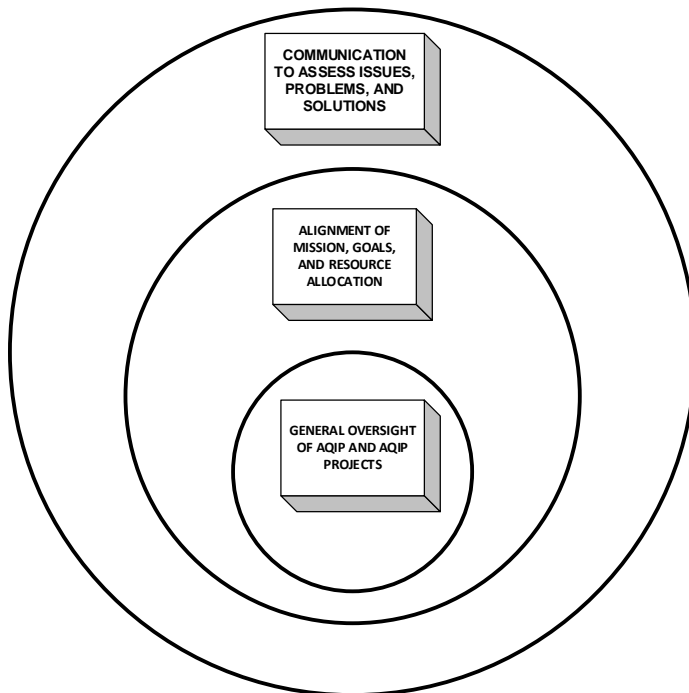
- Providing oversight and review for strategic and annual goals of the college;
- Constant striving to address problems, and suggesting ways to address these problems and improve the health of the college learning and working environment;
- Constantly "taking the temperature" of the college on present and potential issues and problems, that is, serving as the eyes and ears of the college;
- Sharing perspectives on what these issues and problems mean and how they affect each constituency;
- Making recommendations as to what the college should set as priorities in regard to planning and resource allocation;
- Providing two-way communication across the college through a unified voice providing both "feed forward" as well as "feedback."

Figure 4.3.3 New Collaboration Council Responsibilities

President Haney clarified that review of budget initiatives was to promote transparency and to see if the CC felt such initiatives aligned with college mission, plan, and AQIP improvement efforts. The group agreed they were more comfortable in calling this aspect of their work "alignment" rather than "setting priorities." Finally, the Council has the responsibility to review surveys, performance data, and other institution-wide information to see if we are accomplishing our mission and goals, and whether we are actually addressing our priorities in our budget.

For more detail see the RRCC Collaboration Council Orientation Guide at http://www.rrcc.edu/sites/default/files/CollaborationCouncilOrientationHandbook2015.pdf. Also see The Collaboration Council page at http://www.rrcc.edu/collaboration-council

RRCC has also had some noteworthy results in the area of student, faculty, and staff leadership development.
- A student team from RRCC placed first in the nation-wide Community College Innovation Challenge (CCIC) sponsored by the National Science Foundation. CCIC is a contest in which community college students were asked to propose innovative science, technology, engineering, and mathematics (STEM) based solutions to perplexing, real-world problems.

- In 2014, the RRCC Phi Theta Kappa chapter won six Regional awards and eight International awards, including Top Ten ranking (7th runner-up to Most Distinguished Chapter) among 1,300 chapters worldwide. One year later, the Red Rocks chapter of Phi Theta Kappa - Alpha Kappa Sigma won a Distinguished Chapter Award and placed 33rd in the top one hundred chapters out of 1300+ world- wide. RRCC also founded a chapter of National Society of Leadership and Success.
- The Jefferson Economic Development Corporation recently awarded RRCC the Genesis Award for "Economic Developer of the Year." This award honors an organization that has significantly contributed to sustained economic vitality in Jefferson County through creative leadership, innovation, facilitations, and collaboration both within and outside of Jefferson County.

These awards reflect the continuing emphasis on developing leadership at all levels at RRCC.

4.I.3 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

Based on its past success, RRCC plans on continuing to develop new initiatives to develop student, faculty, and staff leadership. RISE (Red Rocks Institute for Sustainability in Education) developed IDEA courses designed for pre-engineering students to do hands on engineering and experiential learning activities. Xcel Energy granted $15,000 to RRCC to fund hands-on STEM learning in the new IDEA lab. The Introduction to Design and Engineering Application (IDEA) Lab supports students interested in engineering with the goal of transferring to a four-year institution, with special support for first-generation and low-income students. RRCC also has an Honors Program for students under development. The program is building on NSF-funded programs that have established undergraduate research partnerships with Colorado School of Mines and the University of Colorado at Boulder, the two most rigorous public research institutions in the state.

The Office of Inclusion and Diversity created the Leadership, Empowerment, and Diversity (LEAD) Mentor Program to pair first generation students and students of color with more experienced students and faculty/staff mentors to increase persistence and connection to RRCC. When adjusted for students who transferred to a 4 year college, we had a 96% retention rate from fall to spring semester. The Office also held our first Veteran Student Orientation session to provide resources and a chance for veteran students to meet administrators and faculty. Student leadership is also fostered through Student Ambassadors who provide quality customer service to prospective students and their families through campus tours and special registration events such as open houses.

RRCC renewable energy and skilled trades programs developed a series of badge opportunities in STEM areas for Girl Scouts in grades 4 through 12. The program seeks to engage young learners – especially women- in career fields in renewable energy, energy efficiency, plumbing, HVAC, carpentry, and electrical.

4.4 Integrity - Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities.

Process Summary:

We consider ourselves to be at the *Aligned* level of Systems Maturity. The processes for developing and communicating legal and ethical standards begins with federal and Colorado state statute, state fiscal rules, and state board policies. Board policies are then further articulated through CCCS System President's Procedures, RRCC Procedures and Guidelines, and faculty and student handbooks. These documents are all readily available through the college's public website and internal portal.   Additional training in ethics and legal compliance are required college-wide through Workplace Answers online training, and are offered in departments based on staff needs.

Information about the college is readily available through the RRCC Website. In order to ensure optimal utilization for all constituents, RRCC has implemented a Web Accessibility Plan with a goal of 100% compliance with the WCAG 2.0 AA web accessibility standard. Within the website, tools such as Intelliresponse/Ask the Fox and Form Stack allow for data collection and analytics regarding what information users need to find.

4.P.4 - Process – Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Developing and communicating standards

As a state institution and a member of the Colorado Community College System, Red Rocks observes the legal and ethical standards, principles, and policies established by federal and Colorado state statute, state fiscal rules, and State Board policies. Employees and students may access these resources on-demand in The Rock, the college portal. Moreover, the college augmented this required framework and further enmeshed ethics and integrity directly into campus culture, in collaboration with faculty and staff.

Resource	Relevant Policies (examples-not a complete list)
State Board Policies	• BP 3-70 Colorado Community College System Code of Ethics • BP 3-71 Whistleblower Protection Policy • BP 3-120 Affirmative Action / Anti-Discrimination
CCCS System President's Procedures	• SP 3-70a Conflicts of Interest-Relationships • SP 3-120a Sexual Misconduct Procedure (Employees) • SP 3-120b EEO/AA Program • SP 3-125a Electronics Communication Procedure • SP 4-120a Sexual Misconduct Procedure (Students)
RRCC Procedures and Guidelines	• RRPR 1-50 Academic Integrity • RRPR 3-121 Non-Discrimination • HROG 7 Disclosure of Outside Employment • RRPR/HROG 3-120a Sexual Misconduct Procedure for Employees, Students, and Volunteers • RRPR 19-10a Violence on Campus
Faculty Handbook	• Mission, Vision, and Values • Reproduction of Copyrighted Materials • FERPA (Buckley Amendment) • Sexual Harassment • Conflicts of Interest
Student Handbook	• Academic Integrity • FERPA • Student Code of Conduct

Figure 4.4.1 Legal and Ethical Standards Framework

In 2013, in part as a result of a focus on integrity, Human Resources upgraded the hiring packet for new employees. Each new employee also receives and acknowledges a variety of policies and procedures including the state-wide Colorado Community College System ("CCCS") Code of Ethics, which all RRCC employees observe. All CCCS and Red Rocks policies and procedures are available on-demand on the college's publicly accessible website and on the internal portal, The Rock.

Training employees for legal and ethical behavior

All faculty and staff, including adjunct instructors, are required to complete 2-4 online Workplace Answers training sessions each year covering a variety of relevant legal and ethical topics and reviewing these important policies. Each session reviews both federal and state law and CCCS System and college policies and presents practical settings and case studies to aid comprehension.

Required for all Staff in 2013-14	Required for all Staff in 2014-15	Required for all Staff in 2015-16
FERPA for Higher Education	Ethics in the Workplace	Bullying Prevention for Higher Education Staff (All Staff)
Title IX Awareness and Violence Prevention for Faculty and Staff	Unlawful Harassment Prevention for Higher Education Staff (All Staff)	Preventing Discrimination and Sexual Violence Refresher: Title IX, VAWA & Clery Act for Faculty & Staff
Unlawful Harassment Prevention for Higher Education Staff (Supervisors)		Diversity Benefits for Higher Education Employees

Figure 4.4.2 Required Legal and Ethical Training for all RRCC Staff

Individual departments also conduct required training focused on their particular staff needs and compliance requirements. Faculty and adjunct instructors receive training in FERPA and working with students as part of their in-service requirements. Student Success and Financial Aid staff receive training in FERPA and other department specific legal and compliance requirements such as Return to Title IV. Business Services leadership conducts annual ethics and compliance trainings. This year, Business Services implemented the Giving Voice to Values ethics curriculum developed at Harvard Business School, along with the Ethics Unwrapped video series from the University of Texas. The Accounting, Purchasing, Payroll, Grants, and Cashiering departments integrated these modules into their regular staff meetings to ensure continued training in ethical behavior.

Modeling ethical and legal behavior from the highest levels of the organization

All Board Policies (BP) and System President's Procedures (SP) can be found at here. Board policies pertaining to ethical behavior of administrative, professional, and technical staff are in the BP-3 Series.

The System President's Procedures found here, provide more in-depth coverage of ethical and integrity expectations, such as evaluation, sexual misconduct, conflicts of interest, and communications using social media and the internet.

Red Rocks Community College procedures articulate general Board and System President's Procedures in terms of college specifics. For more details see RRCC's policies and procedures.

Ensuring the ethical practice of all employees (Core Component 2.A.)

The Human Resources Supervisor & Employee Training & Development Series cover a wide range of topics ranging from compliance issues to interpersonal communications.   These sessions are then measured and assessed in the affected employees ongoing performance discussions with their supervisor.

The Supervisor Roundtable is held on a monthly basis and is an opportunity/venue for supervisors to share best practices based on research and vicarious experience. Outcomes vary contingent on departmental needs. Assessment and outcomes are qualitative in nature, with the primary outcome being "best practices" becoming codified across the organization. Ethical issues and integrity are perennial topics.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (Core Component 2.A.)

As a state-funded institution, RRCC generates monthly and yearly reports to the State Comptroller's Office, the Colorado Department of Higher Education, and the State Board for Community College

and Occupational Education (SBCCOE). Budget development goes through an annual cycle with steps to generate revenues and expenditure, and then confirm the final data.   In the case of the Colorado Opportunity Fund (COF), which subsidizes in-state resident tuition, and other financial areas reporting takes place on a monthly or quarterly basis.

The State Comptroller's Office conducts an annual audit of the RRCC budget. The Audit Committee of SBCCOE also conducts regular audits of the college for state support only. Grants and auxiliary operations vary according to the funding source requirements. Reporting and auditing are performed in accordance with the requirements from the funding source. In the case of Federal funding this may include review team visits as part of auditing procedure.

SBCCOE policy and State President's policies specify that administrative, professional and technical staff should be evaluated annually on the basis of their documented responsibilities, job description, and their ability to meet program, System, and college goals related to their areas of responsibility. Part of this evaluation concerns adherence to ethical policies and procedures.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (Core Component 2.B.)

In addition to the college catalog and schedule, digital media are the primary sources of information concerning programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. These digital media include the RRCC website, the RRCC Portal, and increasingly social media as a tool for starting conversations with students, and by extension gathering impressions of what content and issues are most important to, or prompt the best reaction from, all constituents.

4.R.4 - Results - What are the results for ensuring institutional integrity?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider ourselves to be at the *Systemic* level of Systems Maturity. Marketing is continually working with program staff to revisit program page content and, in some cases, entirely overhaul sections of the website to improve quality and relevance to the student population. We have also been training and supporting Content Editors to review, modify, and update content on program pages, with the intent of ultimately eliminating or altering outdated or overly "dry" information, and maximizing relevance to students.

For web, print, and all digital communications, our goal is to present RRCC clearly and completely to our students and public with regard to our programs, requirements, faculty and staff, costs to students, and our accreditation relationships. Since the approval of CCCS Procedure SP 3-125g in 2014, a particular emphasis on web accessibility has been established and a Web Accessibility Plan has been developed for the college, with the eventual goal being 100% compliance with the WCAG 2.0 AA web accessibility standard for all online media hosted or utilized by RRCC. This standard ensures that all users, including those using assistive technologies such as screen readers, are able to obtain relevant information from the RRCC website reliably and easily.

4.I.4 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

An ADA Compliance team was established with the Vice-President of Student Success and Director of Human Resources serving as co-coordinators.   A Title IX Compliance team was established with the Director of Human Resources serving as the Title IX administrator and the college having seven trained Title IX investigators. A Student Behavior Intervention Team was established with the Vice-President of Student Success leading the team.

As a first step in the fulfillment of our Web Accessibility Plan, we have secured the purchase of an accessibility management platform (SiteImprove) and begun quality assurance improvements in the site content. This tool provides a full report of the RRCC website's content every five days, allows us to efficiently track down and remediate or remove any content which does not meet our web accessibility or quality user experience standards, and monitors improvements to web content and accessibility over time. Security and uptime of the website and its content is monitored constantly both by the SiteImprove platform and our hosting client, CSD.net. Any security breach, downtime, or other anomaly is reported to RRCC web staff immediately so that steps can be taken to resolve issues. Security of the portal system is managed by CCCS, with similar procedures.

AQIP Category Five: Knowledge Management and Resource Stewardship – *This category addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.*

Category Overview:

Knowledge management, resource stewardship, and budgeting are perhaps the most critical areas for the future of the college. The enrollment fluctuations experienced over the past ten years have heightened the importance of sound decisions based on timely and relevant data. This is especially so given that RRCC has historically been resource-challenged. According to the National Community College Benchmarking Project, the college has lower instructional costs per student than eighty percent of all public community colleges in the United States. When benchmarked against the IPEDS peer group, RRCC expends $100 more on instruction per FTE students. The college spends $507 less on academic support, $300 less on administration, and $446 less per FTE student than IPEDS peer colleges.

Even with lower levels of resources, RRCC is committed to stewardship of the resources entrusted to us by our students, community, and donors. Between 2000 and 2010, the RRCC service area population grew by 1% while enrollment grew 42%. Between 2002 and 2012, students

Figure 5.0.1 Fall Enrollment Trends

entering RRCC who were not prepared to do college-level work rose from 25% to 51%. Rising to these challenges, RRCC has maintained an overall faculty to student ratio between 23 and 21 to 1. However, if we are to manage rather than react to such changes, we must increase our capacity to operate from a shared knowledge base that will increase our effectiveness, and student success.

Section	Maturity of Processes	Maturity of Results
5.1 Knowledge Management	Systemic	Systemic
5.2 Resource Management	Systemic	Systemic
5.3 Operational Effectiveness	Aligned	Systemic

Figure 5.0.2 Levels of Maturity for Category Five Processes and Results

5.1 Knowledge Management *- Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution.*

Process Summary:

We consider ourselves to be at a *Systemic* **level of Systems Maturity.** All colleges in the Colorado Community College System share the same data management system—Banner from Ellucian—to fulfill our data needs in regard to students, instruction, financial aid, finance, human resources, accounts payable, and accounts receivable. Banner is an excellent tool for transactional operations, but data retrieval and reporting occurs through the Operational Data Store (ODS), Cognos, and most recently a Student Retention and Performance utility(SRP).

There are multiple ways that data is accessed for departmental use. Reports from Cognos are pulled from ODS and either accessed in Cognos by users or e-mailed to users at regular intervals. The Director of IR and several members of Business Services are also authorized and trained to create reports in Cognos Query Studio and/or Report Studio. Financial information is accessed through the internal Banner portal, and additional monthly summaries of financial data are e-mailed to department heads for budget monitoring and planning purposes throughout the year. Five years of transactional financial data is securely archived for retrieval and review through Banner. Any changes to information systems, as well as they physical space for servers, are performed at the system level, and generally must be approved for all thirteen colleges on the system.

5.P.1 - Process - Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

RRCC is one member of the Colorado Community College System (CCCS) and shares information management resources with other CCCS colleges. The backbone of this arrangement is Banner from Ellucian. Banner includes modules that serve basic enterprise business functions in the following major areas: students, instruction, financial aid, finance, human resources, accounts payable, and accounts receivable. Banner provides live, real-time access to hundreds if not thousands of users simultaneously across CCCS. It is how our students register, drop, or withdraw from a course; and are graded; it is how our instructors are contracted and paid; it how capital assets and budgets are tracked; in short the Banner software is **the** transactional software for CCCS.

Banner is accessed in one of two ways: Users in primary areas of responsibility access the software over the local network using an Internet browser to create a "portal" to directly access Banner. Users in this category are typically heavy users in one or more primary roles: HR, financial aid, finance, etc. The programs run from this kind of Banner connection are typed at a prompt. The user interface is reminiscent of DOS programs and indeed the heart of the Banner software can be traced back for decades. Most high-volume and administrative interactions with Banner are done through these Banner "screens." Typical uses include creating courses, setting semester start and end dates, catalog revisions, setting fee schedules, etc.

The other interface is much more user friendly and is modeled on a web page. Each CCCS college has a portal customized to the college's specifications, within parameters set by the software's limits and CCCS IT. In RRCC's case the portal is branded as **The Rock** and a link to it is provided in the main

Figure 5.1.1 Portal Icon

RRCC web page. The links provided on the portal allow students to register for classes, employees to check their leave balances and contact information, hourly part-time employees turn in their hours through the portal; their supervisors approve them through the portal. Most individual student, faculty, and staff interactions with Banner occur through the portal. The selection of tasks that can
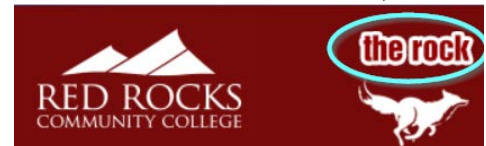
be accomplished is rich enough that the individual, whether student, faculty, or staff need only access Banner through this system.

While Banner excels at simultaneous read/write operations, the interface and data structures are optimized for recording transactions; Banner has very limited stand-alone reporting capability. Most reports run directly from Banner can be described as lists and "data dumps" that need further refinement and transformation once the data is extracted. To meet this deficiency Banner data is extracted and reconfigured into an Operational Data Store (ODS) that is optimized for retrieval and reporting. Some components of the ODS are real-time but most are refreshed overnight. Business intelligence software from IBM called Cognos is used to create and save reports that query the ODS. The ODS is also a product of Ellucian.

Another Ellucian product - deployed but not yet widely used - is Student Retention and Performance (SRP) holds great promise for deep analysis of student retention and performance, but at this time there are few reports written to take advantage of this rich data set. The distinguishing feature between ODS and SRP is that SRP data items are more specific and detailed, thereby making the writing of reports using SRP simpler.

There are also secondary data systems that integrate with some of the Banner data that go further than Banner does or provides data that is lacking in Banner. Three such systems include: Ad Astra, a classroom resource allocation management system; SARS, a student advising and appointment scheduling application; and Degree Works, which provides comprehensive degree-auditing capability that doesn't exist in Banner proper.

Cognos is a browser-based interface that interacts with ODS or SRP and most fundamentally makes data available to users by selecting a report from a web page. Cognos also creates the environment for Report Studio, which is used to write reports to pull data from the ODS.

Access to Cognos reports reflects access to Banner; depending on their Banner roles, a user can access student data appropriate to an advisor, or a financial aid worker, or the Registrar. There are over twenty different roles. One of the Banner roles assigned to the Director Institutional Research is "BA MGR - RRCC Student", which translates to "Business Area Manager for the Student Role" and means that the director of IR can make reports written for the student business area available to the appropriate people by associating a report with one or more of the IR roles listed above.

The Director of IR and several members of Business Services also are authorized and trained to use Cognos Query Studio and/or Report Studio, one of the software tools that is deployed with Cognos. Both Query Studio and Report Studio are used to create reports that are saved to the Cognos environment and run by others. Stated most simply, both Query Studio and Report Studio generate the SQL code that is sent to the database that houses the ODS or SRP and stores it as a report. Clicking on the report executes the SQL.

Cognos reports can be executed to display the results on the screen or they can be emailed to the user. Most Cognos reports are distributed by email and are executed on a schedule. The Deans of Instruction receive several reports on a daily basis, and they have Cognos access to run reports at will. The IR department fields data requests from many departments at the college. In most cases a report has been written to address the request and it is becoming more a matter of searching for a report rather than writing one from scratch.

Not surprisingly several of the most popular reports sent to deans and others are those that indicate enrollment, FTE and headcount as measured by campus, subject, course CIP code, area of responsibility, or some other divisor. Each semester the IR department sends out student success rates for each course and lists generated to send to the contractor responsible for printing our student course evaluations (Student Opinion of Instruction – SOI).

Financial data is also accessible on Banner by org code, and a monthly budget report is automatically emailed from the Purchasing department on the 6th of every month to the organization code owner. Self-service financial information is also available by organization code so that individuals can view the amount of their budgets currently available, funds encumbered, and details of individual transactions within each of those "pots." For Instructional Services, this information includes items such as faculty and staff salaries, equipment purchases, licensing for online services and subscriptions, and library materials.

Determining data, information, and performance results that units and departments need to plan and manage effectively

RRCC stakeholder needs for academic programs come from a variety of sources. The Office of Planning and Effectiveness collects and analyzes data that indicates demographic, socioeconomic, business, industrial, and occupational changes in the RRCC service area. This data is used in five-year strategic and annual planning and is distributed to the President's Office and the three major RRCC Divisions: Instruction, Student Success, and Administrative Services. It is also shared with the three constituency groups of the college – faculty, administrative/professional/technical, and classified staff – through the Collaboration Council, the college's shared governance body. The reports and results of review are regularly posted on the College web site.

The Office of Institutional Research, a division of the Office of Planning and Effectiveness, manages compliance reporting and operational reporting for the college. The Office produces mandated federal, state and local reporting. The Office also produces daily enrollment, FTE, headcount, room usage, and other reports as well as semester and annual reports on demographics, enrollment trends, student characteristics, and key institutional performance indicators. These reports provide a knowledge base that suggests student trends and needs.
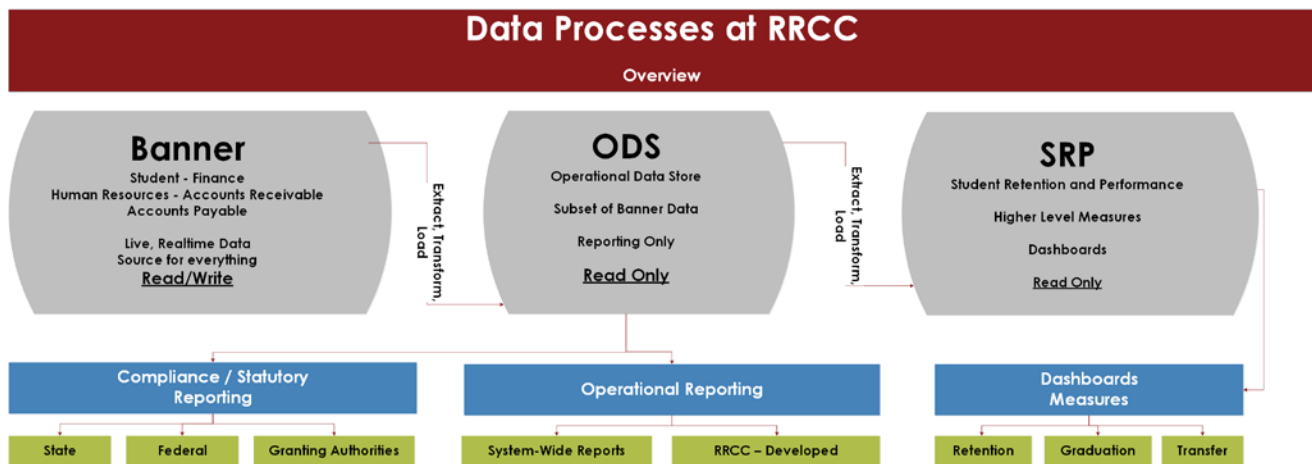
Figure 5.1.2 Decision Support Data Processes at RRCC

Business Services extensively utilizes Cognos reports created in Query Studio and Report Studio to generate the data needed for routine monthly journal entry transactions, for analysis of operating results, and for required financial reporting on a monthly, quarterly, and annual basis to the State, to the CCCS System Office, and to other external users such as grantors. Business Services Grants Accounting staff meet monthly with grant program staff and provide budget-to-actual reporting as well as preparing required invoicing. Each grant invoice package is extensively reviewed internally and that review is thoroughly documented using standard auditing tick marks as well as a comprehensive checklist tailored to the requirements of each grant.

After this internal, Business Services detailed review, each RRCC grant program manager receives an electronic invoice package, including the grant invoice, supporting financial reports generated in Cognos or in Excel from Banner data, budget-to-actual data, and a scan of each supporting document such as invoice or journal entry. The RRCC grant program manager reviews all and approves prior to submission to the federal or other grantor. This unique and comprehensive review process has been noted by several federal grant auditors as a "best practice," improving both grant fiscal and operational management as well as enhancing compliance with regulations. Grant program managers also have access to data on-demand, similarly to other RRCC department managers, but find this monthly focused communication particularly helpful.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

The Information Technology Division of the Colorado Community College System (CCCS-IT) provides enterprise-wide systems and support including BANNER and Wide Area Network support for the 13 Community Colleges in the Colorado Community College System, the CCC Online group and the CCCS System Offices, serving over 165,000 students and their administration and faculty. Each team within CCCS IT as well as each internal college information technology department perform specialized duties and provide expert support for specific areas and audiences.

- Help Desk Staff
- Project Managers
- Business Intelligence Team
- Development Staff
- DBA Group
- Network Teams
- Operations Team
- Desktop Team

The 24×7 CCCS Support Desk and CCCS Help Desk. These two areas provide support for the System Office as well as support on enterprise-wide systems and Wide Area Network support for the System as a whole for the following areas.

- Student or faculty portal logins
- Student email
- Online course use
- D2L setup
- Faculty grading and course assignment questions
- System Office Support
- Programming
- Job scheduling and infrastructure
- Email, phone, video conferencing
- Network assistance

Each college has its own internal IT group and Help Desk to work with front-line administrative issues, desktop needs, network issues on site and other local issues. They provide services for:

- Network password resets
- Phone password resets
- Computer lab assistance
- Software updates
- Front line system troubleshooting
- Printer requests
- Supplies and on-site desktop or equipment needs

At RRCC, two offices have major responsibilities for institutional data and knowledge: Business Services and Institutional Research. Both have the most interaction with the CCCS IT Business Intelligence Team and utilize the Operational Data System and Banner, but for different types of data. RRCC Business Services has access to and handles reporting based on financial data while Institutional Research accesses and reports student data. The major overlap between the two Offices and data types is Full-time Equivalent (FTE) reporting. The Institutional Research Office reports RRCC FTE to the Colorado Department of Higher Education at the end of the academic and fiscal years, and shares this information with Business Services and the Comptroller.

Financial data is also accessible on Banner by org code, and a monthly budget report is automatically emailed from the Budget department every month to the organization code owner. Self-service financial information is also available by org code so that individuals can view the amount of their budgets currently available, funds encumbered, and details of individual transactions. For Instructional

Services, this information includes items such as faculty and staff salaries, equipment purchases, licensing for online services and subscriptions, and library materials.

Business Services also maintains an extensive archive of scanned financial data and all supporting data such as purchase orders and supporting documentation, and all documentation supporting every financial transaction such as paid invoices and journal entries. All are scanned into searchable pdf files and maintained on the Business Services internal shared server. Data access is controlled internally by RRCC IT staff to ensure each person has access to data appropriate to their position.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

The Institutional Research Office has compliance and operational reporting as its primary Mission. The IR department creates both regular reports, such as the Colorado Student Unit Record Data (SURDS) Series and the Federal Integrated Post-secondary Educational Data System (IPEDS) series. IR also utilizes ODS and COGNOS to generate on-demand reports that are disseminated via email.

The President, Vice Presidents, Deans, and Directors receive select reports on a daily basis, and may make requests for new information to support decision-making. These reports include headcount and FTE enrollment, course completion and success rates, scheduling, and course cancellations. The reports are useful for short-term decision making as well as long term, such as anticipating additional faculty and service levels.

RRCC routinely provides org code owners and expenditure approvers, scans of purchase orders and invoices to allow an electronic flow of data, improve efficiency, and enhance control over unpaid items. RRCC also uses Banner Document Management (BDM) to electronically link scans of supporting documentation to the transactions within the Banner Enterprise Resource Planning (ERP) system. This method is used CCCS system-wide but not all items are linked. However, RRCC scans all supporting documentation and archives it separately to ensure full backup for all transactions is archived electronically. Currently, RRCC Business Services has over five years of transactional data securely archived electronically to ensure easy access and review. Two years of selected data is available directly within Banner via BDM. Business Services plans to continue to archive all data in searchable pdf files and index selected data directly into BDM as specified by CCCS system policy.

The economies of scale achieved in the shared operation of Banner, Cognos and other IT resources poses several challenges to addressing timeliness, accuracy, reliability, and security. The servers that provide Banner and Cognos are physically located at the Colorado Community College System. Changes to information systems go through the central office. With the needs of thirteen colleges to address, central staff need to prioritize skillfully and this does occur through consultation with the various administrative "end-user" groups at each college. The speed with which changes to the system can be made does constitute a challenge.

5.R.1 - Results - What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?
   a. *Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d. *Interpretation of results and insights gained*

We consider ourselves to be at a *Systemic* level of Systems Maturity. With the installation of a new ODS data warehouse in 2014, the Business Services and IR offices went through a process of creating new reports written in COGNOS that would benefit all Divisions of the College. This tool has provide increased opportunities for departments to utilize data to make improvements. Banner Document

Management (BDM) has also been a tool for improved efficiency. Documents which are scanned and upload can be accessed by multiple areas of the college, thus eliminating the need for students to be routed to different areas for resolution of issues that may arise. Employee documents are also uploaded to this system and can be retrieved by both Human Resources and Business Services staff with appropriate access.

The elimination of the old CCCS Legacy data warehouse, and the initiation of the new Operational Data System (ODS), required a complete re-development of the RRCC operational reporting system. The Business Services and IR Offices created new batteries of reports written in the COGNOS retrieval language for use throughout all Divisions of the College.

A new Facilities Master Plan was completed and approved in 2013 and approved by the State Board for Community Colleges and Occupational Education. The plan documented major overall space deficits for both the Lakewood and Arvada campuses. All categories of space were problems but this was especially the case for instructional lab space. SBCCOE approved four capital construction projects to address the space deficits.
- Arvada Health Science Building
- Arvada Student Center
- Lakewood Annex and CTC Re-purposing
- Lakewood Renovation of "Backfill" Space

The college prepared a design plan for the Arvada Health Science Building that was given top priority by both the Colorado Commission on Higher Education and the Colorado Legislative Capital Construction Committee. The state funding of $10,000,000 provided the initial funding for the new Health Sciences Building currently under construction, with the other half of the $21,000,000 building cost coming from college reserve funds and a highly successful capital campaign orchestrated by the RRCC Foundation.

Banner Document Management (BDM) is used in areas other than Business Services to enhance communication between departments, increase efficiency, and provide better service to students. BDM documents, such as paper enrollment documentation scanned by the Enrollment Services department, are accessible via Banner by the Bursar's Office, allowing cashiers working at the window to answer student questions real-time. The reverse is also true, financial aid staff working the counter may access student payment plans scanned by the cashiers into BDM to help answer questions as well. This reduces student wait time and help eliminate some of the silo, "go talk to the other department" responses student previously received. While not eliminating the need to talk with department specialists entirely, shared access to BDM reduces some of the needless wait time spent by students in multiple lines in multiple departments.

BDM is also used to improve administrative efficiency. Personnel documents are scanned by Human Resources staff and indexed into BDM, accessible from Banner, depending on user role. Those documents are accessible by Payroll and other Business Services staff with appropriate access roles. This allows Payroll to respond to employee questions in a timely manner with accurate and complete data to aid them in a comprehensive response.

5.I.1 - Improvements - Based on the above results, what improvements have been implemented or will be implemented in the next one to three years?

The Library uses enrollment data to determine areas of importance for developing and maintaining physical and virtual collections, including purchase of online databases and course reserve textbooks. There has also been increasing demand for historical knowledge management. Multiple departments, including the President's office and the Theatre Arts & Dance department have indicated a need for an institutional archive in order to systematically capture the college's history.

Many documents crucial to our institutional history are stored in personal emails and files, which is tantamount to storing important personal documents in a pile of mail: important documents are stored with information of only fleeting or minimal importance. Further, as individuals leave the college, knowledge that they have been charged with making may be lost after their accounts and files are removed from the network, if they are not preserved by a supervisor or colleague. For example, within instructional services, there is no one place to easily store and access documents such as procedures, which could easily be posted to the division's web page. Meeting minutes, reports, and knowledge and documents created by workgroups, which are sometimes temporary, are not collected and preserved in one location.

Business Services has addressed these challenges proactively. Grant emails which may provide a trail of important information are archived in a special email category accessible for a 10-year retention period and are separated into separate archive folders for each individual grant. In addition, all Business Services grants accounting staff, the Assistant Controller, and Controller have access to a generic RRCC.Grants@rrcc.edu email account which is copied on every Grants Accounting message. Other generic email accounts are used in Business Services functional areas such as Pcard (Purchasing card emails), Travel, and Fixed Assets. Multiple staff may access those generic email accounts to ensure the timeliness of response to other staff or external parties.
In practice this has worked exceptionally well for Business Services and its users. The first generic email account was established about six years ago, when the college's primary grants accountant had a serious medical condition. Other Business Services staff were able to take over seamlessly and provide a smooth transition for all invoicing, reporting, and other grants tasks, relieving worry on the staff person with the medical condition as well as to ensure excellent internal and external customer service. As a direct result of the success of that first generic email account, Business Services added generic email accounts to the other functional areas and has seen similar, positive results in both response time and shared knowledge among staff.

An additional data system, Ad Astra, which can extract and manipulate data from Banner, was implemented in the fall 2015 semester. It is hoped that Ad Astra will be more flexible and customizable for providing necessary reports. For example, Ad Astra provides reports about classroom capacity, which is valuable for optimally planning course offerings with regard to campus spaces.

Further training in all systems for all staff can also improve decision-making processes. Cognos is a data warehouse that can help sort and display data as needed, and training with this tool could reduce frustration in how data is formatted and shared, but few know how to use it.

For faculty, D2L's Brightspace includes the Learning Object Repository module, which can be explored for supporting faculty teaching activities and instruction assessment and improvement. There is a desire to see failing grades in real time to improve retention, and the potential for tracking grades, if faculty used them consistently, exists in Brightspace. In addition, the Zoo is a recently formed workgroup that will focus on knowledge management for faculty professional development.
The Library is beginning an RFP process to purchase a new integrated library system (ILS). This new system will provide better access to library data and offer improved reporting about use of collections and student account and fine data. Additionally, an archives feasibility study conducted during fiscal year 2016 will examine the best way in which to address the need for historical knowledge management for the college.

We need to be strategic about determining what data is most crucial to which decision-making process, and develop guidelines to outline which data is being utilized to inform specific decisions, and relate both to our Strategic Plan. Our data analysis should be more proactive relative to reactive. Often, additional help from the experts in the department generating a report or data set is required to interpret the data. Training and open labs for end users help, but the current level of resources devoted to the RRCC information management is not adequate to produce customized reports that address end user needs in a way that is more intuitively comprehensible, and in a context that relates to the Strategic Plan.

These are issues that RRCC Institutional Research will continue to improve over the next one to three years. A new AQIP action project that targets improving internal communications will assist in this. Directed from the President's Office the main goals of this project center on removal of information silos in order to improve both communication across all areas of the college, as well as employee performance.   As it evolves, this project should help the college improve its shared knowledge base through a more explicit and articulated system of decision making informed by data.

To aid data users in both their knowledge and application of financial data, Business Services purchasing and budget staff conduct monthly training/open-lab sessions where staff may ask questions, query transactions, and receive help completing purchasing card statement reviews or help resolving other financial questions. Moreover, Business Services staff are currently developing on-demand, electronic classes through the D2L learning management system platform to allow users to both learn and demonstrate proficiency in the following areas: Basic Budget Management, Purchasing 101, and Grant Time and Effort Reporting.

Over the next couple of years classes in other financial areas will be developed and implemented by Business Services staff. Staff with delegated ability to purchase are required to attend purchasing training annually and this will allow them to attend on their own time, on demand, and demonstrate competence by passing a quiz on the most important compliance elements. In addition, the electronic trainings were designed in conjunction with the college's Director of E-Learning, to ensure that differing learning styles are fully accommodated.

5.2 Resource Management - Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations.

Process Summary:

We consider ourselves to be at *a Systemic* level of Systems Maturity. The processes for managing the resource base at RRCC primarily fall into two areas: budgeting and facilities. RRCC utilizes a four-year rolling budget as the starting point for annual requests. As an institution, RRCC follows State Controller Fiscal Rules as well as State Board of Community Colleges and Occupational Education (SBCCOE) policies and procedures in order to ensure compliance and integrity in resource management. Facilities management follows the infrastructure developed in the Master Plan. Using the plan as a guide, the 2015 Planning Committee is currently overseeing Space Planning on the Lakewood campus, while construction is occurring for a new student Fitness Center, as well as new and updated health sciences facilities on the Arvada campus.

5.P.2 - Process - Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (Core Component 5.A.1)

RRCC Facilities staff have been actively engaged and involved in Master Planning. We have collaborated with professional facility planners to evaluate physical resources, identify solutions for deficiencies, and respond. The 2015 Planning Committee was established to oversee Space Planning for Lakewood campus renovation to incorporate both 2013 Master Plan reorganization priorities and opportunities generated by the new Arvada building project. Then Committee established methods to comply with State of Colorado, State Buildings High Performance Building Program standards, and implemented feasibility study/program planning process in partnership with Student Government for student recreation center

As a state funded institution, RRCC follows State Controller Fiscal Rules as well as policies and procedures promulgated by the State Board for Community Colleges and Occupational Education that require sound fiscal management to ensure continuity of operations while allowing a level of

autonomy for the college executive team to develop and maintain a budget that meets our strategic objectives.

The Computer Services Department utilizes semiannual surveys from faculty and staff to gauge performance levels and get a general understanding of how we are doing as a department. We have surveyed our department and help desk users and from these surveys we have fundamentally changed our department to accommodate the need.

Our facilities planning is grounded in the RRCC mission, vision, and values, and based upon the needs of our students and the communities we serve. Through this process, based upon needs, utilization analysis, and management, we develop capital Improvement projects that will enable us to develop new facilities and reconfigure existing ones to better serve our students and advance the health and welfare of the communities we serve. Our current priorities are (1) building the new health sciences and occupations building, (2) creating new student support space on the Arvada campus, (3) renovation of "backfill" space on the Lakewood campus created by the new Arvada campus, and (4) provide infrastructure upgrades on the Lakewood campus.

Facilities Management has implemented contractual requirements for design and construction partners to offer student career exploration opportunities including classroom speakers, jobsite tours and job shadows. This area also involved continued outreach to faculty, students and local high schools to increase utilization of student opportunities in this area.

In regard to the distribution of information technology resources, RRCC has incorporated redundancy into the design of the information technology network as a means of providing fault-tolerance for our students, staff and faculty. Redundant connections and equipment reduce the possibility of network failure that would result in a loss of leaning time and productivity. It also allows IT staff to perform its duties (software/hardware updates, management, etc.) with little to no disruption of service.

Historically, educational purposes for the college are maintained by rolling-over the budget from year-to-year, rather than zero-based budgeting. The previous year budget provides a baseline for examining needs and changes to the support of departments and services. The biggest adjustment is in regard to staffing which is the biggest cost driver. This method buffers against the unconsidered elective resource allocation that would adversely affect core programs and functions.

The new budget request process uses a four-year rolling budget as the basis for the next year annual request. The new process also involves discretionary funding only and not staffing. Staffing requests go to each Vice President and the President for deliberation by the Executive Team. The request is weighed according to Mission, Strategic Planning Goals, annual goals, and the degree to which the request will help RRCC meet student needs and promote student success. This also ensures that resource allocation remains aligned with Mission, strategic goals, and annual implementation plans.

5.R.2 - Results - What are the results for resource management?
   a. *Outcomes/measures tracked and tools utilized*
   b. *Summary results of measures (include tables and figures when possible)*
   c. *Comparison of results with internal targets and external benchmarks*
   d.   *Interpretation results and insights gained*

We consider ourselves to be at a *Systemic* level of Systems Maturity. Assessment of resource management has primarily occurred in the area of facilities management. Several efforts have both assessed our current effectiveness and needs, and provided the basis for future improvements.

These include the recommendations for capital improvement projects found in the current Facilities Master Plan, and capital building projects targeting LEED Gold certification and utilizing Xcel Energy's Energy Design Assistance Program. In spring of 2013, Red Rocks Student Government began researching the feasibility of funding and constructing a campus Recreation Center for Red Rocks students. The planning/feasibility study, including a period of student input, was conducted from October 2013 – April 2014. Information on the final plan was distributed to students between April 21st and 28th, 2014. A student referendum regarding the plan/fee increase was held in April and May 2014. A vote was taken and the referendum passed. A stepped fee will be in place beginning spring 2016 semester. The facility is projected to open in January 2017.

The IT Department also collects customer service and needs survey information from students, faculty, and staff. In regard to the results of this survey, the IT Department goal is to achieve a 4.0 or higher rating, or 55% or higher on questions involving percentages of respondents. The areas addressed include:

- Satisfaction with phone support;
- Hardware and software purchasing;
- New PC setup/ walk-up and depot service (laptops);
- RRCC Computer Services field technician skill level;
- Overall service experience satisfaction.

Based on these survey results, a new Helpdesk model is being installed. The current Helpdesk and Desktop staffing workflow is acceptable but there are a number of work tickets that are not being serviced in time. IT Department review of work process for these tickets showed that work tickets need to be on some staff's "radar screen" every five business days. Depending on the status of the work order, work tickets need to be completed or have an updated status report every three business days, or even within a 24 hour time frame in case of an emergency. Also, the current staffing pattern uses the same helpdesk software for their projects so it becomes cumbersome trying to pull reports and exclude them from the current helpdesk/desktop work flows. This needs better tracking.

5.I.2 - Improvements - Based on the results above, what improvements have been implemented or will be implemented in the next one to three years?

Facilities staff, in addition to planning and supporting the construction of the new Arvada campus Health Professions and Science building, are engaged in multiple phased projects to improve faculty, staff, and student service adjacencies and efficiencies. In addition, they have specified cost design items to reduce long term operational costs and improve efficiency. We anticipate a $46,000 rebate from Xcel upon moving into the new Arvada facilities. We also anticipate lower than standard operating costs upon completion of construction. The Student Recreation Center construction has begun.

Information Technology (IT) improvements include investment of a large amount of money over the past several years to increase network infrastructure. Updates were required for RRCC to transition to VoIP based telecommunications and RRCC used this opportunity to upgrade older 10/100 infrastructure with 1GB backbone connectivity to 100/1000 with 10GB backbone with Power over Ethernet (PoE) capabilities. With these capabilities, the college is able to take advantage of high-resolution virtual desktop infrastructure (VDI).

This investment in infrastructure afforded the college the ability to increase wireless infrastructure as well. Prompted by demand from students and an increasing number of troubleshooting incidents reported, Red Rocks Community College installed 250 wireless access points at the Lakewood campus that are 802.11ac Wave1 capable, a threefold increase. The technologies incorporated in these new devices also increase throughput to match that of the wired infrastructure (1Gbps). A similar upgrade of the wired and wireless networks is planned during the construction and renovation of the Arvada Health Sciences campus.

Based on these changes to the college information infrastructure, and customer service and needs, the RRCC IT Department is going through a transformation. The Department is changing its hiring strategy, and fundamentally changing the helpdesk and other areas to accommodate the need of students, faculty and staff. The time frame for this will be less than a year.

Finally, in addition to re-organization and the new Helpdesk Model, there have been several other significant improvements. The new VoIP phone system was successfully brought on-line during 2013-14. RRCC continues to build out the EIC labs to accommodate new program offerings that align with emerging energy sector jobs. The college also developed new virtual computer labs for the CCSS vCloud initiative, a private cloud used for CIS labs where students learn/perform things that we would not want taking place on the CCCS network.

5.3 Operational Effectiveness - Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future.

Process Summary:

We consider ourselves to be at an *Aligned* level of Systems Maturity. The processes to ensure effective management of operations include both fiscal management as well as emergency preparedness procedures in cases of threat to the safety of students, faculty, and staff. The annual budgeting process implemented two years ago has facilitated increased participation in planning and monitoring of budgets college-wide. Vice Presidents, Deans, and Directors each receive a budget planning packet in November and submit budget change requests in February. Requests for increased staffing go through a separate process and are approved by the Executive Team. The annual RRCC budget is presented to the Board for approval at their June meeting. Throughout the year, budgets are continually monitored at various checkpoints to ensure responsible fiscal management of operations.

The College Emergency Operations Plan (updated 2015) addresses major emergencies that may threaten the health of safety of the RRCC community, affect our facilities, or disrupt operations. Additionally, the college has adopted a Standard Response Protocol (SRP) used by all system colleges and area high schools. Faculty and staff have been trained in the protocol, and posters with the protocol are located in all public areas of the college. The College also has an on-site Campus Police Department as an additional resource for safety.

5.P.3 - Process - Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Building budgets to accomplish institutional goals

The RRCC budget allocates financial resources for ongoing programs, courses and services and for strategic initiatives. Budgets are created for one year, beginning July 1 and ending June 30. The College budget for the coming fiscal year is presented to the Board for approval at the June Board meeting. The presentation includes data for the prior year, estimated final numbers for current fiscal year which is ending and the budget for the coming year. This allows the Board to see the trends in all data elements. The data elements reported include student FTE, faculty and staff FTE, revenue by source, and expenses by NACUBO functional category. In addition the College lists initiatives planned for the coming year to address strategic objectives with the estimated cost of each, capital expenditures and any planned use of reserves. The budget process has become integrated in many areas with an overall increase in awareness of budget best practices.

Budgeting has become very challenging given fluctuations in RRCC enrollment. Two years ago, after requests from Deans and Directors for more involvement with their budgets, a more inclusive budget-planning process was developed. Monthly budgets reports, various training options and an overall

increased interest have aided in monitoring of budgets. A Program Cost Analysis and a recently added resource, a Course Fees Plan, supplement the Instruction departments' budget planning.

Budget Planning & Monitoring Process

September	October	November	January	February	April	July
Institution Budget meetings	Quarterly Monitoring meeting	4-year Rolling Budget-to-Actual Reports and Course Fees Plan Distributed	Quarterly Monitoring meeting	New Fiscal Year Budgets and Course Fee Plans Due	Quarterly Monitoring meeting	New fiscal year Budget entered

Figure 5.3.1 Schedule for Budget Planning and Monitoring

The Budget Planning packet is distributed in November for requests for the next fiscal year. The packet includes:
1) A rolling 4-year history of budget-to-actual expenses along with the current fiscal year budget and expenses to date
2) The RRCC Budget Development and Monitoring Process document
3) A Budget Change Request Form

Vice Presidents, Deans and Directors are encouraged to get feedback from their staff and submit any change reallocation requests by February 15. The budget is built in three major sections:
1) Salary and fringe-benefit budgets are determined using existing faculty and staff records and applying future salary schedules and benefits based on approved pay policies.
2) Wages and fringe-benefit budgets for Part-Time Instructors are based on a projected need analysis and then approved pay and benefits policies are applied.
3) Hourly and operating budgets are established using existing budgets adjusted for inflation, approved budget change requests and other known changes. Emphasis is placed on reallocating existing budget dollars rather than requesting new dollars.

The challenge is to keep an ever-watchful eye on the economy and the effect of enrollment on tuition while maintaining greater affordability for the students and providing the financial resources for the college's strategic priorities. Facility and administration review of operational expenses and practices help to identify targets for improvement. We maintain physical infrastructure by means of a four year cycle building audit that coordinates with energy efficiency goals. New software, Maintenance Connection, helps to manage work orders and preventative/repair maintenance logs. Collaboration with the Behavioral Intervention Team (BIT) allows us to identify and implement physical infrastructure changes and procedural practices to upgrade physical security of students and staff. Finally, facility services staff conduct review of Hazardous Materials disposal practices based on best practices.

Figure 5.3.2 RRCC Employee Categories

Monitoring financial position and adjusting budgets (Core Component 5.A.5)

The budget is a plan, and, during the year, changes inevitably occur that were not anticipated at the time the original budget was developed. The more inclusive budget planning process has resulted in better participation in the monitoring process. Monitoring activities include:

We consider ourselves to be at an overall *Systematic* level of Systems Maturity. Effective management of operations on an ongoing basis and in the future is ensured through budgeting processes and facilities planning. With more staff participating in the budgeting process, oversight is stronger and there are increased training opportunities for budget assistance from Business Services staff. These process have produced positive audit results in all past reviews.

RRCC financial stability is addressed through the participatory development of the overall budget. Working in collaboration is a valued tool for ensuring budget effectiveness. The ability to work within one's budget depends on the ease of accessing and understanding the financial data.
- Over 85% of employees responsible for monitoring a budget have completed training.
- Over the past year, ten Budget Training and Open Lab Workshops were offered, sixty-three one-on-one budget review appointments and numerous on-the-spot budget assistance sessions were held.
- Positive comments from a 2015 all-staff survey included the appreciation for informative budget training, support and communication.
- Based on the all-staff survey, concerns and improvements centered on specific themes that could be remedied by more on-line forms and training and more pro-active budget education.

Although the fiscal position at RRCC has remained steady, data gathering for reviewing effective processes is currently more reactive at the institutional level. However, SBCCOES audits and fiscal requirements, such as individual college reserve levels, and annual audit requirements from the Colorado State Comptroller's Office ensure that each individual college maintains fiscal stability. RRCC has received good audit results on all past reviews. State auditors wrote "We expressed an unmodified opinion on CCCS' financial statements as of and for the year ended June 30, 2015... We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses." The College remains fiscally eligible for federal funding.

In regard to facilities, RRCC measures the Facility Condition Index, updated annually via building audit. This provides documentation required for 5 year plans to request spending authority and funding from the State of Colorado, State Buildings Controlled Maintenance Program. The facilities department has:
- Implemented improved tracking of major equipment condition with the use of software to feed into building audit, facility condition index, and 5 year planning.
- Identified priorities and funding for multiple campus safety upgrades.
- Identified deficiencies in material handling practices, storage facilities and staff training.
- Identified electricity costs (power and lighting), trash volume, and housekeeping practices as priority targets.
- Implemented contractual requirements for design and construction partners to offer career exploration opportunities including classroom speakers, jobsite tours and job shadows.

There have been a number of improvements in facilities, particularly in the areas of energy efficiency and environmental sustainability. New lower energy lighting has been installed and we are implementing a plan for conversion to LED starting with exterior site lighting, to be complete in 2016 with

interior conversion to be phased in over multiple years. We will phase-in upgraded lighting controls (occupancy/vacancy sensors) where appropriate.

RRCC has replaced all grounds golf carts with electric operated models, experimenting with one that is solar powered. Additionally, we are experimenting with 10K solar power installation at one building. We have also installed additional recycling bins on campus, worked with all departments to recycle cardboard packaging, increased recycled trash from 3 yards per week to 24 yards per week with a corresponding decrease in materials sent to the landfill. RRCC has produced a Green Housekeeping Manual to document the use of "green" cleaning products, procurement of energy efficient equipment, and standardization of cleaning practices.

Additional projects recently completed or underway include new roofing, chiller replacements, replacement of inefficient HVAC system components, and installation of a new building automation system. At the same time we are continuing to expand equipment information logged in our system. We have also prepared and distributed campus room maps for first responders, finished training for Homeland Security, and posted emergency procedures signage in all campus spaces. Upcoming improvements include new door/access control systems, an expanded security camera system, and expanded staff training in emergency procedures.

A number of improvements to the budgeting process are planned in the next one to three years. All center on broadening and deepening linkages between the budgeting process and the Strategic Plan. The current connection between planning and budgeting exists at the level of institutional effectiveness. Just as the Strategic Plan needs to be more fully operationalized at all unit levels, so too the budget process needs alignment with the Strategic Plan at this level. Currently, the annual goals, recommended by the Collaboration Council to the President, are the sole set of planning priorities that influence the direction of the budgeting process. With the current beginnings of budgeting at the operational level, and the development of the *iLearn* process to assess program learning outcomes, we plan on increasing the alignment of the planning and budgeting process at both the institutional and programmatic levels. For more details on budgeting and the iLearn process go here.

The conversion to Banner did not include budget-to-actual reports available for distribution to organization code owners on a consistent basis. In-house development of a monthly summary report was warmly received and continues to be a useful tool. The following action steps, based on the all-staff survey results, will expand the number of employees trained and make budget refresher training more accessible.

- New employees required to monitor a budget will be identified using two existing reports: The weekly Vacancy Report and monthly Payroll Report. The supervisor will be contacted to confirm the new employee's need for finance data access. If needed, the supervisor will follow current procedures to request security access. Once access is active, the new employee will be contacted and invited to either a one-on-one or the next budget training.
- The on-line Budget training is available on the Portal. By the end of 2016, documents need to be reviewed and converted to an accessible format.
- We also organized budget training and forms on the Portal and promoted the site.

AQIP Category 6: Quality Overview – *This category focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.*

Category Overview:

Shared governance and engagement of faculty, students, and staff is the key to building continuous quality improvement at Red Rocks Community College. Assessment of how well we are integrating quality improvement into RRCC culture is grounded in benchmarking and trend analysis at the

institutional level.   Our current indicators and analytics focus on this level as a necessary basis to assess institutional planning, effectiveness and accountability.
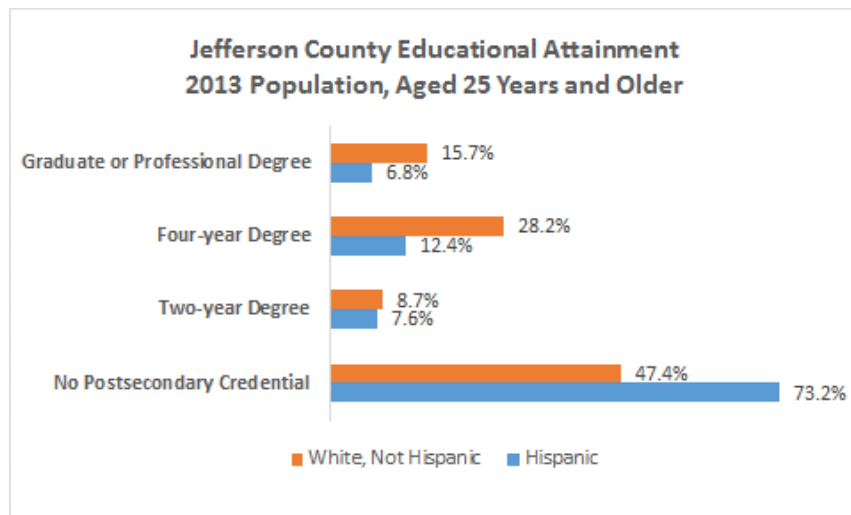

Figure 6.0.1 RRCC Service Area Educational Attainment

Our institutional indicators are based on the priorities set for Colorado higher education as a whole. However these priorities - closing educational attainment gaps and creating a sustainable economy - are consistent with the local challenges we must address.

But given the scope of these challenges, and the data we need to develop sound strategies, RRCC requires a more accessible, focused, and integrated system of assessment throughout the institution. To accomplish this, we must align our efforts with the distinguishing cultural features of the college.

RRCC's institutional culture is highly relational. Faculty and staff become engaged when an improvement involves student learning and development, and is perceived as relevant to an immediate working environment and set of relationships. Benchmarks and trends are a starting point for discussion. From that discussion we can act to improve or, if the situation seems acceptable, explore what we should act upon. Benchmarking and trend analysis also promote engagement by suggesting a standard of learning and development we can obtain for our students. In this way building a culture of quality improvement is synonymous with mission accomplishment.

Section	Maturity of Processes	Maturity of Results
6.1 Quality Improvement Initiatives	Systemic	Systemic
6.2 Integrating continuous quality improvement into RRCC's culture	Systemic	Reacting

Figure 6.0.2 Levels of Maturity for Category Five Processes and Results

6.1 Quality Improvement Initiatives - Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

Process Summary:

We consider ourselves to be at a *Systemic/Aligned* level of Systems Maturity. Continuous Quality Improvement initiatives at RRCC are coordinated through the Collaboration Council. The Council serves as the college planning council and the strategic planning steering committee. As such, the structure of the council includes representation from all constituencies across the college including college leadership and student representatives. Each year the Council develops recommendations for annual goals, which then allows for alignment of AQIP areas of improvement with other improvement initiatives and resource allocation. The Council's recommendations also take into account the Systems Portfolio, current Action Projects, Quality Check Up and Strategy Forum information. Regular communication by the President, as well as web accessibility, ensures that members of the college community are aware of and able to access information about quality improvement projects at the College.

6.P.1 - Process - Describe the processes for determining, and integrating CQI initiatives, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Selecting, deploying, and evaluating quality improvement initiatives

Red Rocks Community College has participated in the Academic Quality Improvement Process since 1993. Over the past twenty-two years, a number of AQIP Action Projects have made a major difference in the development and day-to-day life of the college. The AQIP Strategy Team, as part of their attendance at the AQIP Strategy Forum in 2013, reviewed all the AQIP Action Projects completed and ongoing since 2005. The following is a synopsis of how these quality improvement initiatives were selected, deployed, and evaluation of impact on RRCC.

1. Assessment of Student Learning (Completed in 2005) - Set clear learning goals and/or performance expectations throughout instructional processes. Develop formative strategies to reflect on student performance.

2. Faculty Advising Pilot (Completed in 2006) - Increase the number of students accessing academic advising. Engage faculty as part of the general advising team during peak times for the first two to three weeks around a semester start.

3. Tutors without Borders (Completed in 2006) - Improve the success measured by passing grades and retention of students by adding supplemental teaching activities of tutoring in classrooms and highly trafficked student areas.

4. Increase Numbers of Graduates (Completed in 2006) - Increase the number of students applying for and receiving associates degrees.

5. Improve the Retention of a Diverse Campus Population (Completed in 2009) - Implement a plan to understand the underlying barriers in the college culture and identify those strategies that will lead to the feeling of inclusiveness and support.

6. Collaboration Council: Develop Shared Decision Making (Completed in 2010) - Improve the strategic planning process by increasing the engagement of college stakeholders in making recommendations and carrying out and measuring the outcomes of the decisions.

7. Expand Presence in Mountain Communities (Completed in 2009) - Survey mountain communities to determine interest and needs and to design and implement a plan to bring educational opportunities to these communities.

8. Using Data in Continuous Quality Improvement through Documentation of Student Learning (Completed in 2011) - Design and populate a web presence to showcase best practices in documenting teaching and student learning. Encourage sharing of teaching and learning strategies throughout the college.

9. Building a Diverse Campus: Encouraging Diversity and Its Many Dimensions While Appreciating and Nurturing Campus, Local, State, and World Community (Completed in 2013) - Implement new strategies to build an organizational culture of inclusiveness and support while breaking down barriers that inhibit inclusiveness.

10. Master Plan: Improve space utilization for greater efficiencies (Completed in 2014) - This proposed project developed processes to evaluate space needs and provide avenues to best utilize the campus physical resources as the master plan recommendations are implemented.

Alignment of RRCC Strategic Plan with Quality Initiatives			
Mission: *Student growth and development through innovative, quality programs that convey our passion for learning and commitment to excellence.*			
Vision: *A leader in student goal accomplishment, engagement with community, an empowered workplace, and commitment to our values.*			
Goal 1: Student Success	*Goal 2: Community Engagement*	*Goal 3: RRCC Renewal*	*Goal 4: Accountability*
AQIP Action Project – First Year Experience	New Office of Recruitment and Retention	AQIP Action Project - Communication	*iLearn* Project for Assessment and Program Review
Learning Collaborative Partnership	New Office of Diversity and Inclusion	Physician Assistant Master's Degree Program	AQIP Action Project – Common Learning Outcomes
Advising Initiatives – Connect 24 and 45 to Finish	HOLA Summer Bridge Program	Bachelor of Applied Science in Water Quality	AQIP Action Project – Assessment Data Repository
TRIO Student Success Program	Trade Assistance Act Grant Program	Build Arvada Health Sciences Campus	Facilities Master Plan
TRIO CCAMPIS Program	Workforce Development Programs	Build Student Recreation Center	RRCC Strategic Plan and Annual Goal Setting
NSF STEM Program for First Generation, Low Income Students	NSF Cyber Security Grant/Scholarships	New Budgeting Process	Annual RRCC Performance Report to CCCS

Figure 6.1.1 Alignment of Strategic Plan with Quality Initiatives

The Collaboration Council, as the RRCC shared governance group that combines planning, AQIP accreditation, and review of new initiatives, has a special role in the alignment of the various components of the AQIP process. Shared governance is a partnership among college leadership, constituencies, and divisions that promotes collaboration toward building a culture of quality. The Council also serves as the college planning council and the strategic planning steering committee. The Council agenda culminates each year in the development of recommendations for annual goals and budget priorities in the coming year. This allows for alignment of AQIP areas of improvement with other college improvement initiatives and resource allocation.

The Collaboration Council is composed of the following individuals:
1. The President and the Executive Assistant to the President;
2. The three Vice Presidents;
3. At least two students, typically the Student Government President and the President of Phi Theta Kappa;
4. At least two faculty, typically the Faculty Senate President and a second faculty member involved in governance representation;
5. At least two classified staff, one of which should be the Chair of the Classified Council;
6. At least two administrative, technical, and professional staff, one of which should be the Chair of the Admin/Pro/Tech Council;
7. The Executive Director of Planning, Research, and Effectiveness.

The remaining Executive Leadership Team members will be asked to join the council when issues arise that involves their areas of responsibility. Meetings are open for any student, faculty, or staff member.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums are a central component of RRCC Strategic Planning and annual goal setting. The latest review of the RRCC Portfolio, current Action Projects, outcomes of past Action Projects, the results of our past Quality

Review, and key materials from the latest Strategy Forum are all posted on the web and brought as agenda items for review by every RRCC planning and governance group.

AQIP information is routinely presented and discussed by the RRCC President at the fall and spring All-College Convocations so that all faculty and staff remain cognizant of AQIP activity at the college and what they can do to support it through their unit and work. Student government also helps align the various AQIP components through informational discussions with the President, and through annual projects devoted to key quality improvement areas, such as appreciation of student diversity and promotion of student retention.

One of the four current Action Projects came from the 2013 RRCC AQIP Strategy Forum Team. The Development of Common Student Learning Outcomes project will establish common student learning outcomes for Red Rocks Community College, along with assessment procedures and data capture. A discussion of the project results to date is found in Category One.

6.R.1 - Results - What are the results for continuous quality improvement initiatives?

We consider ourselves to be at a *Systemic* level of Systems Maturity. Continuous quality improvement initiatives have led to many positive results for RRCC. The Faculty Advising Pilot and Tutors without Borders projects were considered most successful by the 2013 RRCC Strategy Forum Team, and additional success has been found with the creation of the Collaboration Council, development of the Facilities Master Plan, and graduation and diversity projects. Expanding RRCC's presence in mountain communities continues to be challenge due to a number of factors. Some results have led to new iterations of development, such as the current efforts with the *iLearn* process and discussions about how we access assessment data.

There have also been a few projects that did not have a major positive result, and we have learned from these.

- Both the *Assessment of Student Learning* and the project on *Using Data in Continuous Quality Improvement through Documentation of Student Learning* established the foundation for assessment of student learning outcomes at RRCC in a manner consistent with statewide gtPathways transfer courses and CTE programs required to meet statewide standards. Assessment goals are now developed as part of annual performance planning. Documentation of assessment activities are submitted as part of year-end evaluation. As faculty contemplate new programs and or program modifications the discussion of documentation of the quality of student learning is now part of the initial development.

  However, we have found that maintaining a single point of contact or a repository for assessment information is awkward because it involves performance evaluation of individuals rather than aggregate program learning outcomes. A further complication is that there are different concepts of what constitutes a "program". For gtPathways faculty, course assessment rubrics are both an approval tool as well as an assessment method. The discipline on a statewide basis constitutes the program.

  At the same time, CTE faculty conceive of their field of operation as a "program" in the more conventional sense. Yet, CTE programs also look to statewide standards and statewide committee process for new program approval and modification. This makes defining and assessing program learning outcomes, as well as a program review across all areas of the college somewhat counter-intuitive to most faculty. A new approach that aligns with gtPathways and CTE programs to help us increase our effectiveness needs to be developed. The iLearn process is our response. At the same time, the assessment data repository is progressing through ongoing discussions with faculty technology groups on implementation of the Comprehensive Assessment Tracking System (CATS), an extant system from Maricopa Community College in Arizona.

- The 2013 RRCC Strategy Forum Team considered the *Faculty Advising Pilot* and *Tutors without Borders* action project as the most successful of all the past action projects. These projects engaged faculty as part of the general advising team. They also developed training for faculty to help ensure consistency in how the advising services are delivered. The tutoring project introduced students to supplemental instruction earlier in their student career and was credited as a major impetus to creating the current Learning Commons.

- The two *Diversity* action projects were important to raising awareness of how much we needed to pay attention to this area, and then to address it on an ongoing bases through changes in Human Resource procedures, and the development of a new office and position – Director of the Center for Inclusion and Diversity. The projects also established a standing Diversity Committee made up of faculty and staff.

- The *Increasing the Number of Graduates* project had effects that reverberated to the present, as seen in the major increase in the number of RRCC completers. The project opened up new possibilities to encourage students to complete, and promoted the benefits of applying for a degrees and certificates. These efforts have been reinvigorated today in many instructional departments.

- The project to *Expand Presence in Mountain Communities* had very little impact and addressing the needs of the mountain communities in our service area remains problematic. RRCC has several mountain communities within our service area whose only access to post-secondary education requires traveling. Efforts to offer courses, for a variety of reasons, were not successful. Recruitment of faculty and location of courses are enduring issues.

- The project *Collaboration Council: Develop Shared Decision Making* was completed in 2009 and has been one of the most highly successful of quality improvement initiatives. The Council has grown into a primary communication vehicle to constituency groups in shared governance. It also aligns AQIP with strategic and annual goal setting, and determining resource allocation priorities for budget development.

- Another highly successful plan has been the *Master Plan: Improve Space Utilization for Greater Efficiencies*, completed in 2015. Results include completion of a new facilities master plan and the current construction of the Arvada Health Sciences Facility. The project also resulted in acquisition and use of Ad Astra software to improve scheduling based on student needs.

6.I.1 - Improvements - Based on the results above, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Our current annual implementation goal setting process has designated several essential directions for 2016-2017. These are student success, retention, workforce development, and enrollment management. We must also continue to focus on professional development and global education. These quality improvement directions also emerged from our all-college development day sessions held on October 20, 2015. The Collaboration Council designed the day, developed activities, and ran the process with support from the President's Office and the Office of Planning and Effectiveness. One hundred and ninety eight faculty and staff actively took part in activities that assessed our progress on the six AQIP Portfolio Categories and gathered ideas for future performance improvement initiatives.

Faculty and staff circulated among six work areas, each based on one of the six AQIP Portfolio Categories. At each work area, discussion and opinion gathering took place and each participant had a choice of answering the Category questions on line, or to turn in a "hard copy" forms which were later data-entered into the on-line data base. The results of discussion and opinion gathering from the six working areas can be summarized as 24 major themes that will guide RRCC in future improvement initiatives and resource allocation.

Group One – Helping Students Learn

In this group, we asked questions about how we can improve student learning, retention, and assessment.

1. Facilities, technology, and other parts of the learning environment must be a focal point for improving student learning.
2. We also need to focus on advising and "check in" with students frequently through their progression toward goal completion.
3. To obtain good student support, we need to support part-time faculty.
4. We need to clarify what kinds of methodologies and guiding principles are involved in assessment.

Group Two – Student and Community Needs

In this group, we asked what RRCC needs to do to better serve community and student needs.

1. We need to communicate RRCC opportunities to engage students and connect with community.
2. Class scheduling is still a major issue, especially the need to combine it with advising.
3. We need to follow up on opportunities to meet student community needs through community partners.
4. More communication is needed in such areas as outreach to business and improved student orientation.

Group Three – Valuing Employees

In this group, we asked about supporting employees, removing barriers, and professional development needs.

1. Our major challenge in this area is becoming more consistent – in setting performance expectations, in aligning position descriptions with actual job demands, and in supervisory practice.
2. Shared information among employees would help job performance. We need to identify what would be most helpful for professional development given each person's work.
3. We need to increase the employee voice at all points in the hiring-developing-evaluating sequence.
4. Ongoing communication among employees will help us understand what can and cannot be done in regard to issues of concern, such as salaries.

Group Four – Planning and Leading

In this group, we asked how we could ensure integrity and value, improve internal communication at RRCC, and make college planning more relevant.

1. We need to focus on explaining things more clearly, setting an example and taking responsibility for what we do.
2. We need a less hierarchical model that helps us break down silos, combined with "flattening" processes and communicating our vision.
3. We need to complete plans and operationalize them, and incorporate planning into job duties and goals.
4. We need to flow chart decision making, including contacts for input into decisions. Cross-training and understanding the work others do is important.

Group Five – Knowledge Management and Resource Stewardship

In this group, we asked about improvements in physical plant and college grounds, how Business Services could be more efficient, how information and data repositories could help students succeed, and how we could improve the planning and budgeting process.

1. The greatest theme in the data was physical improvements, both inside and outside.
2. Another theme was to get Business Services information to consumers more efficiently (e.g. via on-line and other media).
3. Information repositories are important. We need to have student access areas and areas for faculty.

4. The data also indicate the need for more involvement in the planning and budgeting process, especially for key personnel such as faculty leads.

Category Six – Quality Overview
In this group, we asked how we can continue to build a culture of quality at RRCC, particularly as our culture changes with new degrees and programs. We also asked about what kinds of projects would help us develop new future directions.
1. To build a culture of quality, we need to invigorate our engagement in evaluation and assessment for decision making.
2. We also need to focus these efforts on meeting community needs – both those of internal and external stakeholders.
3. Overall, we need to make breaking down silos at RRCC our major concern through communication and information sharing.
4. Another critical direction is recruiting faculty and staff from the millennial generation, and what that implies for the nature of work at RRCC.

Based on the review of these 24 major themes, the Collaboration Council developed two new AQIP Action Projects – The First Year Experience and Communication to Remove Silos and Improve Performance. These projects are discussed in the next section of this Portfolio.

6.2 Culture of Quality - *Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture.*

Process Summary:

We consider ourselves to be at a *Systemic* level of Systems Maturity. RRCC integrates continuous quality improvement into the culture through many channels. Resources to support innovation are shared through the Foundation Mini-grant Program, allowing employees the opportunity to request modest financial support for new initiatives. The College also has key performance targets to meet, which will require the refinement of clear, coherent educational pathways. The impact of continuous improvement at the College is communicated through the Collaboration Council, individual engagement in shared governance, and opportunities for individual involvement in shaping the quality improvement process.

After reviewing past AQIP action projects, the 2013 RRCC Strategy Forum Team established four criteria for selecting new projects that have shown success in the past: (1) grass roots coordination, (2) addressing meaningful problems, (3) connecting people with different work roles, and (4) incorporation into the life of the college after conclusion. Using these criteria, along with data collected from the 2015 All-College Development Day, two new projects have been selected: (1) First Year Experience and (2) Communication to Remove Silos and Improve Performance.

The AQIP pathway and HLC accreditation processes have become more visible at the college with the recent HLC team visits to review RRCC's substantive change applications and new degree programs. These reviews involved all areas of the college and built awareness for the importance of these processes. Still, there is always opportunity for strengthening our culture of quality.

6.P.2 - Process - Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Developing an infrastructure and providing resources to support a culture of quality

The RRCC Foundation plays an important role in developing an infrastructure and providing resources to support a culture of quality. One particularly striking example is the Foundation Mini-Grants program, which just celebrated its 20th anniversary of promoting innovation at RRCC.

Initially open to RRCC faculty only, the program has now expanded to include both faculty and staff. Classified staff and adjunct instructors may also submit proposals. Current criteria for selection are (1) advancing the college Mission and Vision, (2) new approaches to recruitment and retention. Altogether, 110 RRCC employees have conducted 105 projects for a humble $109,027.

Although the amount of money may be modest, the results have been far-reaching. Some of the results include:

- A new film program with University of Colorado at Denver
- A certificate program in Geographic Information Systems
- Distance Education for Water Quality Management

- 3D Printers
- Avalanche Mitigation Equipment
- iPads for Tutoring
- Claro – the RRCC student literary publication
- Peer Counseling

The public school system in our service area is another key component for building a quality infrastructure and providing resources. The public schools are critical for resource sharing and partnerships to serve our local communities and students. The cornerstone is our relationship with Warren Technical High School which, along with the Arvada Health Sciences Campus, is an HLC-approved RRCC site.

Administered by Jefferson County Public Schools, and located adjacent to the Lakewood campus, Warren Technical High School, in partnership with Red Rocks Community College, offers daytime and evening classes to support industry and employee advancement. Warren Tech also serves Gilpin, Clear Creek, and Denver high school students.

RRCC provides general education at the post-secondary level for students interested in concurrent enrollment. In 2015-2016, Warren Tech students earned approximately 11,100 Red Rocks Community College credits. Warren Tech also partners with industry, providing a variety of industry and career certifications at state, national, and international levels. Many programs prepare students for career licensure and for entry-level professional positions. For more information see the Warren Tech Profile.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (Core Component 5.D.1)

RRCC has three principle strategies for ensuring that quality improvement is making an evident and widely understood impact on institutional culture. The first, previously discussed, is aligning planning, accreditation, and resource allocation in one group – the Collaboration Council. The second is to engage faculty, staff, and students in shared governance in as many ways and as often as possible. The third is to create opportunities for individual involvement in shaping the quality improvement process for the institution as a whole.

The underlying point is that quality improvement can only be ensured and built upon when it means something to each member of the college community. As this implies, communication is fundamental. The RRCC website, portal, email, and newsletters serve as primary information and communication tools to convey quality improvement initiatives and ways all faculty, staff, and students can get involved. A second vehicle for quality improvement is training and professional development. Various individuals and units throughout the college provide workshops, seminars, and webinars on various initiatives that support quality improvement through building knowledge, skills, and community.

A third means is to directly involve faculty, staff, and students in articulating needs, sharing resources, and generating future directions for quality improvement. The "100 Great Ideas" all-college meeting, initiated by the Collaboration Council, was a pivotal event for both planning and the development of the last Systems Portfolio and Comprehensive Visit. The October 20, 2015 All-College Development Day was another such opportunity.

The first project, the First Year Experience, will streamline current programing done in separate departments and bring them together under one umbrella. This project is designed to improve student success and college readiness of first time college students. The organizational processes that this action will affect will be (1) the creation of new class offerings, (2) learning communities, (3) the registration process when the class becomes mandatory, (4) the college culture as a whole, and (5) the continued and expanded collaboration of the two main areas involved: Instructional Services and Student Success.

The second Action Project - Communication to Remove Silos and Improve Performance – is wider in scope. College Development Day results brought up the importance of improving and expanding communication networks throughout the college as a foundational strategy for improvement. The contextual background for such communication includes better serving student and community needs, removing barriers to employee performance, expanding professional development, making college plans a part of employee job functions, breaking down organizational "silos", and expanding information repositories for students and faculty. This project will explore all these aspects of improving our communications, set directions for improvement, and assess these directions to improve employee performance and institutional effectiveness through shared information.

Ensuring the institution learns from its experiences with CQI initiatives (Core Component 5.D.2)

In most cases, the results of AQIP Action Projects have been incorporated into the life of the college. The current AQIP Action Projects are the direct result of our experience gained through past action projects and from more recent quality initiative implementation developed to accomplish strategic plan goals.

The 2013 RRCC Strategy Forum Team established four criteria for a good AQIP action project based on past experience. These four were (1) grass roots coordination, (2) addressing meaningful problems, (3) connecting people with different work roles (e.g. general advisors and faculty), and (4) incorporation into the life of the college after conclusion. The Collaboration Council generally uses these criteria as guidelines for new initiatives and action projects.

One of our current Action Projects - Analyze and Define Effective Strategy for Preserving Institutional Assessment Data – has taken a long time to implement precisely because of the institutional learning curve required to successfully carry out the project. The project goal of aligning assessment with planning and budgeting processes, and with updating of the RRCC Systems Portfolio, involved processes that were not in place at RRCC at the time, and which are only being developed now. Turn-over in Instructional Administration (our Vice President and three Instructional Deans) also complicated the situation since Instructional Leadership was key.

With a new compliment of Instructional administrators, and faculty reviewing the possibility of a comprehensive assessment tracking system, the project is now heading in the right direction. As we have learned from initiatives such as Weekend College, Block Cohort Scheduling, and previous Assessment action projects, a certain amount and type of infrastructure needs to be in place before a project will "stick" and be incorporated into institutional life.

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

The Executive Team, Constituency Councils, Collaboration Council, and Deans and Directors have reviewed the last AQIP System Appraisal as part of the development of the RRCC Strategic Plan and annual goals development. The Strategic Plan itself culminates in our next Comprehensive Quality Review, and our intention is to address the Opportunities for Improvement identified in our last Portfolio appraisal, and by the last Quality Review Team.

The recent HLC team visits to review our HLC Substantive Change applications for the Physician Assistant and Water Quality Technical Management programs have raised college awareness of the

AQIP pathway and increased its viability. Both Substantive Change processes were quite extensive and involved every area of instruction, student support, and administrative services. Background needs assessment, program outcomes review and assessment, review of existing and development of new curricula, faculty and staff qualifications, and external stakeholder involvement were some of the major areas examined, both by the college initially and then by the visiting teams.

The successful approval of both the Master's Degree for the Physician Assistant program, and the Bachelor of Applied Science for Water Quality, were the result of years of work. While the process required our involvement and commitment to demonstrating quality, it also confirmed the importance of HLC accreditation to Red Rocks Community College. While we still have room for improvement in the degree to which the college understands and applies AQIP, we have a solid foundation for doing so.

6.R.2 - Results - What are the results for continuous quality improvement to evidence a culture of quality?

We consider ourselves to be at a *Reacting* level of Systems Maturity. We assess the degree to which we are integrating continuous quality improvement into our college culture three ways.
- The first is through all-college development days. At these events we ask for college assessment of areas of strength we may build upon and areas where we may improve the quality of learning and support.
- The second is through the performance results of our annual effectiveness report to the Colorado Community College System. The results for the annual implementation goals allow us to track our progress toward accomplishment of strategic goals and the degree to which we are building a culture of quality. These results have previously discussed under Category 4 – Planning and leading.
- The third area of assessment, related to both the first and second, is measurement of key performance indicators for the college as a whole and for instructional departments and support services.

Assembling the entire college to work on quality improvement and planning is now an established tradition at RRCC. Although the RRCC President and administration originally initiated these events, a major result of shared governance is that the Collaboration Council has taken over the planning and management of all-college development days and turned them into even greater opportunities for sharing ideas and solidifying relationships among the various parts of the college. The new Learning for Life Conference, held for the past two years as the spring all-college development day, delivers professional and personal development sessions from RRCC faculty and staff (see RRCC's Learning for Life).

The all-college development day - the "100 Great Ideas" session in 2010 - was an important launching point for the last RRCC Systems Portfolio. The all-college development day in fall 2012 was an initiation point for RRCC strategic planning. All college faculty and staff participated in values discussion and values prioritization following a Delphi group process. Our current set of college values emerged from that day. Inspired by the "100 Great Ideas" session, our fall 2015 all-college development day focused on planning and AQIP. However, this time the Collaboration Council designed the activities and ran the process with support from the President's Office and the Office of Planning and Effectiveness. We count this as a major indicator of our progress in building a quality culture.

The key performance indicators for the RRCC Strategic Plan and annual implementation goals provide measures for how well we are building a culture of quality. These indicators let us know we are improving the quality of our enterprise when performance improves in the following areas.
1. Improvement of student success through increased completion rates in basic skills education, successful college course completion, increased persistence through the college curriculum;
2. Increased student attainment of postsecondary credentials through annual increases in degrees and certificates, and transfer rates to four-year institutions;

3. Enhanced access to postsecondary education that reflects changing community demographics while annually reducing attainment gaps and increasing transfer rates for students from underserved communities;

4. Development of resources to meet projected enrollment and program demands while promoting affordability, accessibility, and efficiency.

The first and second indicators (persistence, completion, and transfer) are of particular importance to the intersection of building a quality culture and RRCC mission accomplishment. Student success is the heart of our mission and these indicators are of critical concern. IPEDS data for these indicators suggests that RRCC is consistently higher in these categories for first-time, full-time, degree or certificate seeking students who enter in the fall.

RRCC Graduation, Transfer, and Retention Rates
IPEDS Entering Cohorts, Fall 2007 through Fall 2011

	Fall 2011 Entering Cohort	Fall 2010 Entering Cohort	Fall 2009 Entering Cohort	Fall 2008 Entering Cohort	Fall 2007 Entering Cohort
Graduation Rate[1]					
Red Rocks CC	26%	21%	24%	23%	22%
Comparison Group[2]	16%	17%	16%	19%	18%
Transfer-Out Rate					
Red Rocks CC	36%	28%	31%	34%	31%
Comparison Group[2]	15%	13%	14%	15%	21%
Full-time Retention[3]					
Red Rocks CC	56%	57%	57%	54%	54%
Comparison Group[2]	55%	54%	53%	56%	56%
Part-time Retention[3]					
Red Rocks CC	40%	41%	36%	37%	38%
Comparison Group[2]	37%	38%	38%	40%	39%

[1] First-time, Full-time, Degree or Certificate Seeking Students graduating in three years or less.

[2] Benchmarked to a national comparison group of eleven medium-sized public community colleges.

[3] Entering students retained from fall to fall.

Figure 6.2.1 IPEDS Benchmarks for Retention, Completion, and Transfer

The Colleges Measures project, which lists performance data for colleges in the United States observes a 39% increase in the combined graduate and transfer rate for RRCC between 2008 and 2012 (see RRCC's graduation rates). The Colleges Measures data also suggests we are making progress on underrepresented student achievement with higher combined graduation and transfer rates for Black (70.4%) and Hispanic (59.2%) students than White, non-Hispanic students (55.5%). The Colorado Community College System comparison of the RRCC 2011 IPEDS entering cohort also suggests that RRCC has made some major strides since the last Systems Portfolio (see CCCS Factbook 2014-15). RRCC has the highest combined graduation and transfer rate (62%) of all the Colorado community colleges.

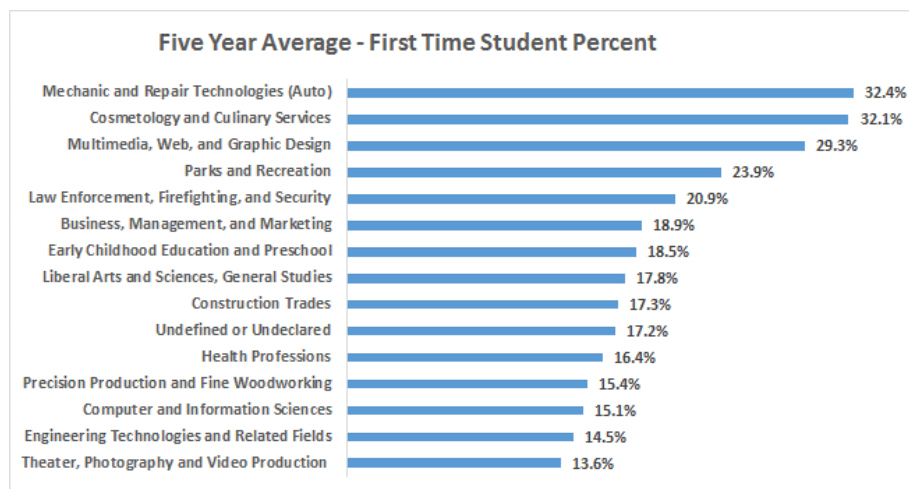**Five Year Average - First Time Student Percent**

Mechanic and Repair Technologies (Auto)	32.4%
Cosmetology and Culinary Services	32.1%
Multimedia, Web, and Graphic Design	29.3%
Parks and Recreation	23.9%
Law Enforcement, Firefighting, and Security	20.9%
Business, Management, and Marketing	18.9%
Early Childhood Education and Preschool	18.5%
Liberal Arts and Sciences, General Studies	17.8%
Construction Trades	17.3%
Undefined or Undeclared	17.2%
Health Professions	16.4%
Precision Production and Fine Woodworking	15.4%
Computer and Information Sciences	15.1%
Engineering Technologies and Related Fields	14.5%
Theater, Photography and Video Production	13.6%

Figure 6.2.2 Percent of First-time Fall Enrollment for RRCC CIP Groups

However, when data is broken out by families of programs defined by the Classification of Instructional Program Code (CIP), the situation becomes more complex. The data for first-time and continuing/ readmit registration status shows that there is a wide range of variation among RRCC programs when comes to enrollment behavior. The relatively small number of first-time students in some CTE areas suggests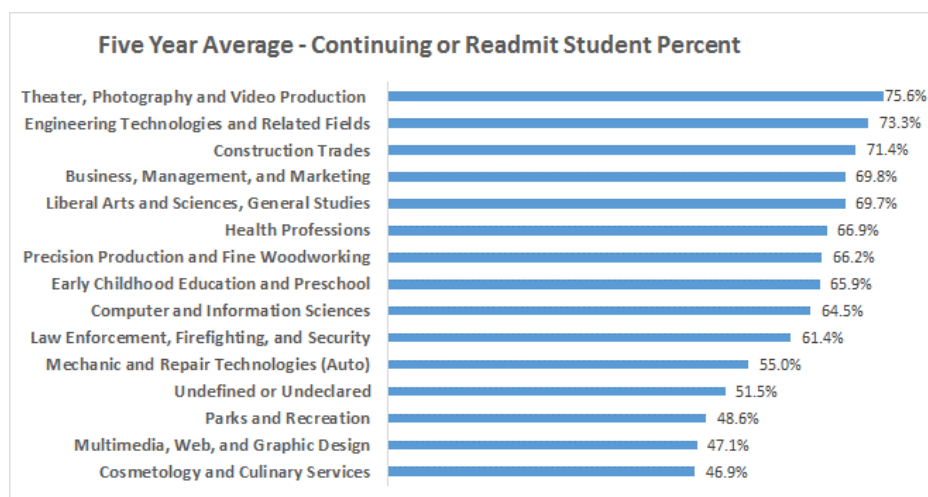 what Cliff Adelman has defined as enrollment "churn", a phenomenon indicative of two-year colleges in the United States (see U.S. Department of Education study).

Five Year Average - Continuing or Readmit Student Percent

Theater, Photography and Video Production	75.6%
Engineering Technologies and Related Fields	73.3%
Construction Trades	71.4%
Business, Management, and Marketing	69.8%
Liberal Arts and Sciences, General Studies	69.7%
Health Professions	66.9%
Precision Production and Fine Woodworking	66.2%
Early Childhood Education and Preschool	65.9%
Computer and Information Sciences	64.5%
Law Enforcement, Firefighting, and Security	61.4%
Mechanic and Repair Technologies (Auto)	55.0%
Undefined or Undeclared	51.5%
Parks and Recreation	48.6%
Multimedia, Web, and Graphic Design	47.1%
Cosmetology and Culinary Services	46.9%

Figure 6.2.3 Percent of Continuing Fall Enrollment for RRCC CIP Groups

"Churn" is a stop-in and "stop-out pattern of enrollment when individuals attend classes to gain some skill or knowledge to advance in their trade or profession, or just to satisfy curiosity about a possible change in their life or career. This makes assessing persistence and the path to completion and transfer all the more complex. The data on percent of full-time or continuing/readmit students suggests that RRCC is experiencing this enrollment churn.

The five year average for RRCC for first-time students was 17.8% of fall enrollment. The five year average for continuing and readmit students was 66.4% of continuing or readmit students. The size of the instructional area is not associated with whether a particular area is above or below the average for the college for either entering or continuing students. As this suggests, we need to increase our efforts to understand what persistence, completion, and transfer behavior mean at the instructional department level, and perhaps at a level even smaller than that.

6.I.2 - Improvements - Based on the results above, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Based on our results for 6.R.2 and 6.R.1, in the immediate future RRCC must improve through delineation of clear, coherent educational pathways for students that promote student achievement and goal completion. This must be aligned with enrollment management efforts, especially for incumbent workers. Workforce Development is a pivotal area, especially in regard to insuring that our

students, our community partners in K-12 education, employers, and the community at large all know what we offer at RRCC, and by listening even more intently to their needs.

To develop this area within RRCC will take the coordinated efforts of the Foundation, the Rocky Mountain Education Center and the for-credit Instructional Services Division. An opportunity to do this recently occurred when Colorado House Bill 1165 passed to support the development of advanced manufacturing career pathways. The legislation has four principal goals.
- Build out a talent pathway of skilled workers in the Advanced Manufacturing industry.
- Obtain industry-validated skills and industry certifications leading to employment.
- Pathway identifies educational options at the middle school, secondary, adult education and post-secondary levels.
- Pathway identifies entry and exit points of training and educational opportunities for new and returning individuals within the manufacturing pathway.

A cross functional team has begun work on deploying for-credit, non-credit, and student support services in a pilot project. The project will unfold according to several considerations.
- The flexibility to meet industry demand
- Development of a process to serve multiple programs
- Development of a process to meet short-term industry needs while creating small credit certificates for the programs
- Assessment of gaps between college programs and industry needs
- Faster processes to create certificates and deliver new trainings

Credit versus Non-credit offerings have several differences at this time. These are under discussion, especially in regard to fees, new student orientations, and the need to streamline the application process for industry. RMEC has the model we can use, but we need to resolve potential communication issues between areas of the college and their approach to training. The benchmarks for success will be (1) delivery of necessary training and assessment to meet industry needs, (2) implementation of a flexible, and sustainable process for courses and programs and, (3) an established catalog of scheduled and running micro-courses and certificates.

At the same time, RRCC is supporting the Rocky Mountain Education Center to support greater college outreach to local workforce development. RMEC has been designated by RRCC to administer the Colorado First and Existing Industry grants which are jointly administered by the Colorado Office of Economic Development and International Trade and the Colorado Community College System. Colorado First grants are for companies that are relocating to Colorado, or existing companies that are undertaking a major expansion. Existing Industry grants are designed for Colorado companies that are implementing new technology to remain competitive and keep jobs in Colorado.

Approved training in both grant programs is for transferable job skills that support both the company's economic competitiveness by re-training its workers in new skills, while enhancing the workers' resumes and long-term employment opportunities. Through partnerships with the Jefferson Economic Development Council and Colorado's Manufacturing training group - the Colorado Association of Manufacturing Technology – RMEC assists local business with support and guidance in designing technical training solutions. RMEC also assists in the grant application process and provides grant management support to companies selected for funding.

The new directions we are setting for Workforce Development at RRCC illustrate the kind of internal and external partnering that must occur in the future if we are to build our enrollment base and provide guided pathways for student retention and success.   To improve in these areas we must continue to pay attention to community needs and partnerships while breaking down internal silos. And we must expand our engagement in assessment and evaluation for decision making.

Applying the Systems Maturity rubrics for processes and results has led us to the conclusion that RRCC is generally at the Systemic level. There are many efforts underway to align processes internally to improve performance. Some processes, especially those tied to governance agency requirements,

are already at the Aligned level. On the other hand, assessment of results in many areas is still at a Reacting level of maturity. The results of the all-college AQIP review demonstrate that faculty and staff are very aware of silos and determined to break them down through aligning systemic assessment of results throughout the institution.

To do this, we must continue to pose new questions about our effectiveness, especially those questions which take us out of our comfort zone. How much do we really know about our students? How are we applying this to instruction and support? Most importantly, how can we continuously improve given continuing changes in our service area? Beyond diversity, how can we support equity in our work with students and the community? These are the questions that will guide our way as we continue our quality journey.

APPENDIX TWO – THE 2015-16 RED ROCKS COMMUNITY COLLEGE COLLABORATION COUNCIL

Michele Haney, President

Kathy Schissler, Executive Assistant to the President

Tim Griffin, Executive Director, Planning, Research and Institutional Effectiveness

Brian Yates, President, Faculty Senate

Mike Coste, Dean, Administrative, Technical, and Professional Council Chair

Peggy Morgan, Vice President of Administrative Services

Candace Garrod, Faculty, SFAC Representative

Christa Roberts, Student, Phi Theta Kappa President

Delcia Garcia, Classified, Classified Council President-Elect

Nadine Green, Classified, Classified Council President

Barbara Goodnight, Student, President of Student Government

Linda Comeaux, Vice President of Instructional Services

Joan Smith, Executive Director, RMEC/OSHA

Aaron Roppolo, Administrative, Technical, and Professional Council Co-Chair

Lisa Fowler, Vice President for Student Success

AAC&U LEAP Essential Learning Outcomes are being incorporated as the general education learning outcomes for Colorado gtPathways to guide students' cumulative progress through college. The gtPathways courses are developed and reviewed with VALUE rubrics, also from the American Association of Colleges and Universities (AAC&U).

The **Americans with Disabilities Act** (**ADA**) sets regulations for businesses and State and local governments for accessibility.

The **ASCENT program (Accelerating Students through Concurrent ENrollmenT)** serves students who have completed at least 12 credit hours of postsecondary course prior to completion of his/her 12th grade year may be eligible for the ASCENT Program. They remain students in their Local Education Provider (LEP) for one year following their 12th grade year, and the LEP receives ASCENT specific per-pupil state funding that it uses to pay their college tuition at the resident community college rate. Students receive their high-school diplomas at the end of their ASCENT year.

Banner Document Management (BDM) is used in areas other than Business Services to enhance communication between departments, increase efficiency, and provide better service to students.

The **Colorado Commission on Higher Education (CCHE)** was established in 1965 by the legislature. In 1985 the legislature gave the Commission increased authority and specific directives through the passage of House Bill 1187. CCHE coordinates with higher education Governing Boards to implement statewide policies developed by the legislature. It also coordinates with the Governing Boards to prepare an annual budget request and tuition policies. CCHE develops a funding allocation formula with Governing Boards as well as a statewide higher education master plan. Members of the Commission are appointed by the Governor.

The **Colorado Community College System** is made up of the System Office and the individual community colleges throughout the state. The System Office has responsibilities for implementing SBCCOE policies and decisions and maintains instructional program review and approval processes, and fiscal and information management systems for all community colleges and the System Office. The System President is the Chief Executive Officer for the System and directly supervises and evaluates the College Presidents. RRCC performance evaluation is based on key indicators from the CCCS Performance Contract with CDHE.

The **Colorado Department of Higher Education (CDHE)** is the administrative division of the Governor's Office responsible for implementing Colorado Commission on Higher Education policies and plans. In January, 2008, Senate Bill 08-018 made the Department of Higher Education (DHE) separate from the Colorado Commission on Higher Education. Specific CDHE responsibilities include support for long-range plans and facilities planning, administration of financial assistance programs, and oversight of institutional roles and degree programs.

Colorado Faculty Advisory Council (CFAC) is a group of faculty members selected to represent their colleges/universities in meetings designed to give input on a wide range of subjects to and receive information from the Colorado Department of Higher Education (CDHE).

Colorado Opportunity Fund (COF) - Subsidizes in-state resident tuition as a kind of quasi-voucher system.

Colorado Community College Common Course Numbering System (CCCNS). This system applies to all courses offered for credit at community colleges. The structure is specific to course content rather than to program, department, or discipline. The system was established for consistency in course offerings across the system and to ensure no duplication in offerings.

Common Learning Outcomes (CLOs) define the expectations of a RRCC education and provide the benchmarks against which the College holds itself accountable.

Community College Innovation Challenge (CCIC) is a National Science Foundation contest in which community college students are asked to propose innovative science, technology, engineering, and

mathematics (STEM) based solutions to perplexing, real-world problems. A student team from RRCC placed first in the nation-wide challenge.

Concurrent Enrollment is the Colorado state-wide program that allows students to take courses for both high school and college credit, in other words dual credit. Students may choose from several different courses and schedule options and may be eligible for tuition reimbursement or pre-paid tuition options through their school district.

The **Council for the Advancement of Standards (CAS) in Higher Education** promotes intra-campus collaboration and reflects good practices agreed upon by the profession-at-large. Comprised of 43 collaborating professional associations representing over 115,000 professionals in higher education, CAS has developed 45 sets of standards and guidelines within diverse areas of the college student experience.

Desire 2 Learn (D2L) is a learning management software (LMS) platform used by RRCC for all online course instruction.

A student **Default Management Plan** serves as a third party between student loan borrowers and servicers.

Degrees with Designation (DwD) is a statewide transfer articulation agreement among Colorado community colleges and universities. These agreements allow you to graduate from a community college with a 60-credit Associate of Arts (AA) or Associate of Science (AS) degree with designation, such as an Associate of Arts in Business; enroll with junior status at a university; and complete the bachelor's degree in no more than an additional 60 credits (for a total of 120 credits). If you attend full-time (15 credits per semester) and follow the structured schedule, you can complete your bachelor's degree in four years.

The **Degree Qualifications Profile (DAP)** from the Lumina Foundation is a learning-centered framework for what college graduates should know and be able to do to earn the associate, bachelor's or master's degree. RRCC uses the DAP to distinguish among certificate, two-year degrees (Associate of Applied Science), and the four-year Bachelor of Applied Science (BAS).

Degree Works is a web-based information utility that provides comprehensive degree-auditing capability. It is available to students through the RRCC Student Portal.

The **Family Educational Rights and Privacy Act (FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Guaranteed Transfer Pathways (gtPathways). In the gtPathways program, if a two-year college student earns a C grade or higher in an approved course, the course will always transfer and apply to Pathways requirements in every Liberal Arts & Sciences bachelor's degree at every public Colorado institution. It is administered by the Colorado Department of Higher Education in partnership with all public governance boards and institutions.

Integrated Postsecondary Education Data System (IPEDS) is a Federal compliance reporting system and a primary source of information on U.S. colleges, universities, and technical colleges.

Leadership, Empowerment, and Diversity (LEAD) Mentor Program. An RRCC program that pairs first generation students and students of color with more experienced students and faculty/staff mentors to increase persistence and connection to RRCC. When adjusted for students who transferred to a 4-year college, the program had a 96% retention rate from fall to spring semester.

MAXIENT is the software used for managing behavior records at RRCC. MAXIENT is used as an Early Alert, reporting and data collection tool. Faculty utilize the MAXIENT to Identify and report problems with student academic integrity, and violations of the student code of conduct. At RRCC, it is also used for early academic alert.

The **IDEA Lab** is an NSF funded initiative supports students in the Red Rocks Institute for Sustainability in Education (RISE) who want to work on team-based projects that promote innovative and sustainable change,

or projects as part of a STEM course, as well as entrepreneurially-minded students and anyone else who wants to experience hands-on learning.

Quality Matters (QM) is an online course standards rubric with the goal of increasing the quality of online courses delivered through Red Rocks Community College. RRCC is a QM institution.

The **Red Rocks Institute for Sustainability in Education (RISE)** began in 2010 when community member Dan Leach approached the college with an opportunity to push the educational envelope around innovation, entrepreneurship and sustainability. RISE creates community college student leaders, doers and change makers. The RISE experience is unscripted, at times messy and chaotic, but always exciting. Since problems and their possible solutions cross over multiple disciplines, RISE invites participation from students of all majors, from STEM to the arts, to collaborate, innovate, and become catalysts for creating constructive and sustainable change. The work of RISE has impacted students and faculty at Red Rocks Community College, Jefferson County Public Schools and Colorado School of Mines.

Rocky Mountain Education Center (RMEC). An RRCC training center that anticipates and responds to the occupational safety, health, environment and business training needs of clients to produce efficient and profitable solutions for the employers.

Scheduling and Reporting System (SARS). A student advising and appointment scheduling application that is used on the RRCC advising page.

The **State Board for Community Colleges and Occupational Education (SBCCOE)** governs The Colorado Community College System. SBCCOE is a nine-member State Board and is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each. SBCCOE has oversight of financial management, sets system-specific policies, hires College Presidents, sets tuition and fees, and approves degree programs.

The **State Faculty Advisory Committee (SFAC)** advises the State Board (SBCCOE) and the system president of issues pertaining to faculty.

The Standard Response Protocol (SRP) is used by all CCCS colleges and area high schools to respond to dangerous situations. Faculty and staff have been trained in the protocol, and posters with the protocol are located in all public areas of the college.

Student Opinion of Instruction (SOI) is the name for RRCC course evaluations for students.

Test of Adult Basic Education (TABE) is an adult basic skills assessment test. Educators use TABE testing to provide a solid foundation for effectively assessing the skills and knowledge of adult learners.

TRIO programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. RRCC is using Universal Design in several initiatives, especially in Web Accessibility.

Virtual Desktop Infrastructure (VDI) allows authorized users to have access to RRCC internal networks when working off campus.