



RED ROCKS
COMMUNITY COLLEGE

Systems
Portfolio
May 2008

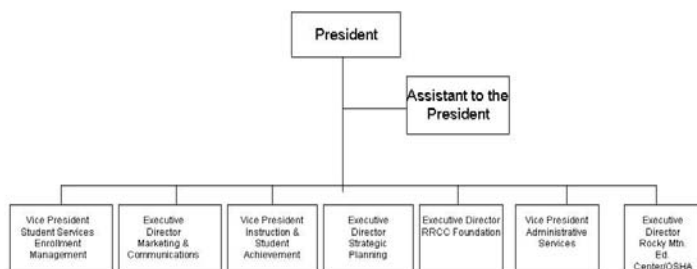
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May 2008

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Updated May 2009

1. Distinctive Features

RED ROCKS COMMUNITY COLLEGE EXECUTIVE STAFF



Each term more than 7,000 students look to [Red Rocks Community College](#) (College) to advance their educational goals. Located 10 miles due west of Denver, Colorado, the main Lakewood campus sits adjacent to the foothills; the campus features breathtaking views of the Rocky Mountains. Located approximately 15 miles to the north of the main campus, the Arvada campus is home to several high tech programs that include medical imaging with emphases in radiologic technology, and sonography. In fall 2007, the Industrial Science and Operations (ISOD) moved to the Arvada Campus (**see Overview Q. 6**).

In January 2004, the College launched a major re-engineering of our strategic planning processes. Culminating in

October 2004 with participation in the Vital Focus, the College made the collective decision to apply to become an AQIP institution and attended the Strategy Forum in March 2006. To reflect our commitment to a continuous journey of quality improvement, the vision and mission of the College were revised through a participatory process involving faculty and staff. The vision of Red Rocks Community College is to be the college of first choice. The College mission reflects the commitment of Red Rocks' faculty and staff to the primary purpose of student success. The College's mission is to create a passion for learning through our dedication to students, our commitment to excellence, and our own love of learning. The values as published in the mission documents are the guideposts by which the College seeks to achieve its mission: Innovation, Teamwork, Diversity, Communication, and Integrity.

The Colorado Community College System (CCCS) comprises the state's largest system of higher education serving more than 107,000 students annually. Red Rocks Community College (RRCC) is one of five community colleges serving the Denver metropolitan area. A state map with locations of the colleges appears in **Figure OV-2**.

The College Opportunity Fund (COF) has created a "voucher" program for higher education, which has shifted funding for public higher education from formula funding to a stipend paid to the colleges based on individual student enrollments. The COF provides a stipend for new and continuing in-state students going to college in Colorado. To receive the stipend, students must [apply](#) for and authorize the use of the stipend at their respective institutions. The stipend replaces traditional direct legislative appropriations to the state's colleges and universities. Without the stipend, a student is responsible for the full amount of tuition which equals in-state tuition plus the stipend amount.

2. Scope of Educational Offerings

Red Rocks Community College offers more than 150 programs and 650 courses leading to two-year degrees or professional certificates. Innovative partnerships with universities have allowed the College to provide co-enrollment options for transfer students, which is an important growth market for the College.

Transfer Students – Of the 1,637 students reporting education goals in Fall 2007, 62 percent are seeking transfer degrees.

Physician Assistant Program – The College is one of only six community colleges in the country to offer a [Physician Assistant](#) (PA) Certificate. The PA program is one of only two in the state of Colorado and the only program that prepares PAs for general practice. Students have the option of co-enrolling concurrently in a Master's Degree in Clinical Leadership from Regis University or a Master's Degree in Medical Science through St. Francis University.

Associates to Baccalaureate – The Emergency Services Department has developed baccalaureate options for in-service fire fighting personnel through the [Associates-to-Baccalaureate](#) initiative with Regis University.

Students may transfer up to 90 credits from Red Rocks and graduate with a baccalaureate in Public Administration from Regis University within one year of transfer. The College expects to launch a similar program for law enforcement personnel.

Teacher Education – The National Science Foundation estimates that more than 40 percent of classroom teachers begin their post-secondary education in community colleges. Thanks to a grant from the National Science Foundation, the College was part of a statewide initiative to create teacher education programs in Colorado's Community Colleges that, through [statewide articulation](#) agreements in early childhood and elementary education, transfer seamlessly to Colorado's public universities.

Workforce Education – The energy industries of Colorado which include power generation, oil exploration and production, and the new and expanding manufacturers of renewable technologies have partnered with Red Rocks Community College to develop and expand the Construction Technology and Industrial Science and Operations Programs at the College. New degree programs created as a result include Process Technology, Industrial Maintenance, and Renewable Energy Technology. Suncor USA Community Investment Program awarded a three year \$300,000.00 to RRCC January, 2009 to provide resources for scholarships and training for incumbent workers. January 2009 Colorado's Governor presented RRCC with the institutional award of Excellence in Renewable Energy, and April 2009, Lakewood, Colorado's Mayor presented RRCC with the Mayor's Sustainability Award.

Colorado School of Mines – RRCC transfers the highest number of students to the Colorado School of Mines (CSM) of any college or university in the country. CSM is a public research university devoted to engineering and applied science. CSM has the highest admissions standards of any university in Colorado and among the highest of any public university in the U.S. CSM has determined that Red Rocks Community College general education transfer courses are the curricular equivalent of designated CSM courses and can be applied to the undergraduate requirements in the eight engineering degree programs offered by CSM. Students may co-enroll at Red Rocks and CSM and benefit by paying Red Rocks tuition for the required CSM courses of EPIC 151 and EPIC 251.

3. Student Base

FINAL FALL 2008 HEADCOUNT ENROLLMENT: 7604

Part-time: 68%

Minority: 18%

Female: 49%

2007-2008 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Liberal/General Studies	Business & Management	Protective Services	Health Sciences	Other	Total
Certificate- less than 1 year	-	43	43	291	166	543
Certificate- at least 1 but less than 2 years	-	3	49	45	47	144
Associate of Applied Science	-	21	47	45	67	180
Associate Degree (AA or AS)	203	-	-	-	-	203
Associate of General Studies	34	-	-	-	-	34
	237	67	139	381	280	1104

FY 2007-2008 FULL-TIME FACULTY: 69

Ratio of courses taught by Full-Time Faculty – 41.2 percent

	*Spring 2009				* As of 4/29/09 (not final)	
	FULL-TIME COUNTABLE		PART-TIME COUNTABLE		All Credit Hour Categories COUNTABLE	
	Head Count	FTE(Annual)	Head Count	FTE(Annual)	Head Count	FTE(Annual)
RRCC Arvada Campus	45	20.20	244	39.93	289	60.13
RRCC CCCOnline	91	40.48	440	83.43	531	123.92
RRCC Miscellaneous High School	153	87.25	440	83.43	615	177.85
RRCC Lakewood Campus	1,868	870.37	3,980	798.33	5,848	1,668.70
RRCC Off Campus	96	54.73	220	40.18	316	94.92

	*Spring 2009				* As of 4/29/09 (not final)	
	FULL-TIME COUNTABLE		PART-TIME COUNTABLE		All Credit Hour Categories COUNTABLE	
RRCC Online Campus	139	60.77	655	122.12	794	182.88
RRCC Total	2,437	1,157.17	6,013	1,178.07	8,450	2,335.23

As Red Rocks seeks to increase the enrollment of underserved students, meeting the needs of these students has launched several quality improvement initiatives to improve the access, retention, and graduation rates of these students (**See 3C2**).

4. Collaborations

Red Rocks Community College, Lakewood Campus is part of the Life Long Learning Campus. Jefferson County School District's Warren Technical High School and McClain Community High School are located less than ¼ mile and within easy walking distance from the Red Rocks Campus. Beginning in Fall 2007, RRCC sought approval from the Colorado Community College System to grant degrees and certificates to students completing technical education coursework at Warren Technical High School upon successful completion of the general education course work specified. The newly approved degrees and certificates formalize the process to allow students to earn dual high school and college credit and shorten the time to earn an associate of applied science degree after high school graduation. RRCC added Warren Technical High School as a degree site to our HLC Status of Affiliation.

Based on the needs of the industry partners in our service area and the emerging high growth technical career fields in the energy and related advanced manufacturing industries, the College renovated 5,900 square feet of the existing cafeteria building on the Arvada Campus to create the Industrial Science and Operations facility. The addition includes two laboratories, two classrooms, and a computer simulation control room, bringing the asf of the Arvada Campus to 21,879. The College offers the largest construction technology program in Colorado that requires laboratories and current equipment in its Carpentry, Electrical, HVAC, Fine Woodworking, and Plumbing programs. In Spring 2008, the College launched the Renewable Energy Program with Solar Photovoltaic and Solar Thermal degrees and certificates. The Arvada campus is home to several high tech programs that include radiology and sonography. Industry partners have been instrumental through both equipment and cash donations in assisting and maintaining the currency of the equipment found in the College's career and technical education laboratories.

5. Faculty and Staff Base

TYPE	Bachelors	Masters	Professional or PhD	Minority	FEMALE	MALE	TOTAL
ADMINISTRATION	6	13	2	1.00%	16	8	24
FULL-TIME FACULTY	11	37	9	1.00%	37	25	62
PART TIME- FACULTY				12.07%	170	269	439
TECHNICAL PROFESSIONAL	31	16	1	14.71%	75	27	102
CLASSIFIED	8	2	0	31.03%	54	33	87
TOTAL	56	68	12		352	362	714

6. Facilities, Equipment, Technologies

Colorado ranks 48th in funding for higher education

Regulatory Environment -

In 2005, the Colorado Community College System entered into a Performance Contract with the Colorado Department of Higher Education. The Performance Contract stipulates the services to be funded from state support in addition to the student stipend voucher program, the Colorado Opportunity Fund. Community colleges are expected to provide general education courses approved as guaranteed transfer courses (**see 1C1**) as well as basic skills courses, high school dual enrollment options, education services in rural areas, and services to increase economic development opportunities. The Performance Contract states specific benchmarks that are to be reached in promoting student “access and success” measured by retention and graduation rates (**see 3C2**). Funding for capital construction has been most challenging for higher education in Colorado because of the lack of public funding available for higher education (**see Figure OV-1**). With the passage of Referendum C in 2005, the state has begun the process of restoring funds lost through the significant reductions in General Fund appropriations that community colleges experienced. After falling from \$3,565 per resident FTE in FY 2001-02 to a low of \$2,306 in FY 2004-05, funding for community colleges improved because of Referendum C. In FY 2005-06, the per-resident FTE General Fund appropriation increased to \$2,756, including fee-for-service and unfunded enrollment moneys. The College submitted a program plan requesting a new trades and technology building in 2002. That plan has been on hold pending state funding. The plan will be revised to reduce the costs using a phased approach beginning with a proposed major remodel of the existing construction technology building in August 2008.

Exhibit 1-9: States' Ranking in Higher Education Funding

States	FY05 State and local support for higher education per \$1,000 in personal income	Rank	FY05 State and local support for higher education per capita	Rank
Wyoming	\$17.24	1	\$586.28	1
New Mexico	\$15.43	2	\$398.23	2
U.S. Average	\$7.42		\$243.23	
Rhode Island	\$4.90	46	\$168.24	46
Colorado	\$3.86	48	\$137.45	48
Vermont	\$3.45	49	\$109.32	49
New Hampshire	\$2.42	50	\$88.07	50

Source: National Center for Higher Education Management Systems

Fig. OV-1

Facilities - Red Rocks Community College is located on two main sites, Lakewood and Arvada, Colorado. The main campus is in Lakewood and all administrative operations and management decision are delivered from this location. All academic programs offered at both locations are centrally determined, coordinated, and managed from the Lakewood Campus. The campus sizes are as follows:

Campus	Buildings	asf	gsf
Lakewood Campus, 13300 West 6 th Avenue	2	228,219	349,200
Arvada Campus, 5200 Miller Street	2	21,879	25,900

The total gross area of the permanent facilities on the Lakewood Campus is approximately **349,200 gsf**. Of this amount, approximately **213,200 gsf** is in excellent condition and **136,000 gsf** is in good condition but will likely require renovation before 2013. During the last 20 years, the Lakewood Campus has received minimal funding for capital construction. The exceptions have been \$9,000,000 for the Learning Resource Center and \$3,200,000 for student facilities space. The additions have been a considerable improvement to the facility, and it is believed they have been a factor in continued high enrollments. The Lakewood Campus is one primary building, which is long, low (one to three stories), and designed to be sympathetic to the site. Programs are linearly arranged along a major corridor, which acts as a



pedestrian street. The composition of the Lakewood Campus is not without its challenges. When all programs are located in the same building, the growth of one program typically infringes upon adjacent programs. Generally, each time a program grows, adjacent program space must be modified or relocated.

The Arvada Campus was established in 1990 with nine general purpose classrooms, a computer classroom, and a Learning Resource Center. In January 2000, the College opened a new \$4,400,000 facility funded with State Capital Construction money. It has approximately 20,000 gsf and 15,979 asf. The State Board of Land Commissioners deeded 15 acres of land and a cafeteria building (built in 1962 and renovated in 1988) to the College, establishing the Arvada Campus.



Equipment/IT – The College maintains laboratory space and computer labs with the goal of recreating the technologies found in the 21st century workplace. Funding to maintain currency continues to be challenging. Due to year-end budget surplus, more than \$500,000 will be invested in IT infrastructure refresh of computer systems in labs and classrooms prior to Fall 2008. In 2004, the General Assembly passed legislation recommending that the state system of community colleges install a centralized, standardized, integrated, information technology system solution for the colleges. Accordingly, on February 16, 2005, CCCS and SunGard entered a contract to license Banner software to CCCS and to procure SunGard's consulting services to implement the system. In July 2008, Human Resources, Payroll, and Finance modules will go live in addition to the Student Information System module that has been operational since Fall 2006. The implementation has not been without its challenges. The Colorado Community College System is the first application of SCT Banner requiring virtual private databases (VPD) installation because of the 13 colleges that make up the System. The VPD installation has complicated timelines of end user tools, requiring process adaptations at each of the colleges. However, with all of its challenges, the SCT Banner is progressing to be a robust platform with the potential to offer leveraged efficiencies through its centralized application. Category Six in the portfolio provides a detailed analysis of the IT infrastructure and supportive services available across the College.

Program Accreditations --

1. PA Program – Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
2. Radiology – Joint Review Committee on Education in Radiologic Technology
3. Medical Assisting – Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE), a Committee on Accreditation of Allied Health Education Programs (CAAHEP)
4. Emergency Management Services – Emergency Medical and Trauma Services of the Health Facilities Division of the Colorado Department of Public Health to offer Primary and Continuing Education for EMT-Basics.
5. Law Enforcement Academy – POST Certified

Service Area - Shown as 12 in **Figure OV-2** on a map of the Colorado Community College System, Red Rocks Community College serves the Colorado counties of Jefferson, Clear Creek, Gilpin, and Park which comprise a total population of 540,000. Jefferson County is the fourth most populous county in Colorado and home to the largest school district in the state.

Colorado Community College System *Fig. OV-2*



Financial – A summary of policies and regulations governing the accounting structures of the College include the following:

- o Federal laws and regulations such as Department of Education (EDGAR) regs
- o Federal Acquisition Regulations-applicable to some grants
- o OMB Circulars A133, A21, and some portions of A87
- o Colorado Revised Statutes
- o Colorado state fiscal and purchasing regulations
- o Generally accepted accounting principles as detailed by the FASB and GASB
- o Colorado Commission on Higher Education regulations
- o Colorado Higher Education Institutions Financial Advisory Committee policies and procedures
- o System-wide accounting policies
- o Internal RRCC accounting and other policies and procedures

Grantor requirements are monitored and evaluated by the Assistant Controller with supervision from the Controller and Vice President of Administrative Services. Files are maintained for each grant and are reviewed with monthly billings prepared by the Assistant Controller and reviewed and approved by the Controller. Billing and reporting deadlines are in the process of being consolidated into a departmental calendar.

Financial reporting is completed quarterly and submitted to the System Office and the State Board for Community Colleges and Occupational Education as well as to the Office of the State Controller. Compliance is reviewed on a continual basis internally but is also evaluated as part of the annual external Financial and Compliance Audit performed by KPMG under contract from the Office of the State Auditor. This report is provided to grantors or other external parties on an as needed basis.

Health and Safety Requirements –The Red Rocks Community College Campus Police Dept. is responsible for law enforcement, security, and emergency response at Red Rocks Community College. The primary office of the RRCC Campus Police is located at the Red Rocks Community College Lakewood campus, room 1453, and is open 7 a.m. through 11 p.m. Monday through Friday, 8 a.m. through 10 p.m. on Saturday, and 8 a.m. through 6 p.m. on Sunday. The Arvada Campus is patrolled 7 p.m. to 10 p.m. Monday through Thursday and Friday when weekend classes are in session. Graduates of the College Law Enforcement Academy are recruited to work as interns. The Police Internship Program has developed a strong reputation among local police departments as many of the interns field multiple employment offers. The RRCC Campus Police have a close working relationship with the Lakewood Police and West Metro Fire Protection District. Table Top Exercises are conducted regularly to ensure coordination of communication in a multi-department response to any emergency situation on the RRCC campuses. As a proactive measure in response to the escalating campus violence across the country, RRCC administrative staff are in the process of developing a comprehensive emergency response in conjunction with the RRCC Campus Police. March 2009 the college launched a reverse 911 that alerts all students and staff through email and phone in the event of emergencies and or campus closure.

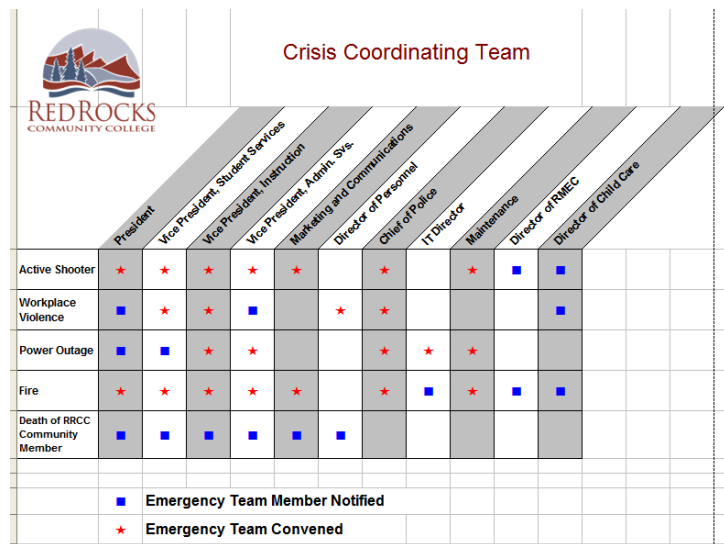


Figure OV-3

An organizational chart of the **Crisis Coordinating Team** can be found in **Figure OV-3**.

It is the philosophy of Red Rocks Community College to plan proactively for the prevention of crimes. A primary vehicle for accomplishing this goal is the college's comprehensive crime prevention program, a [copy](#) of which is located on the RRCC Web site.

Updated May 2009

The Red Rocks Community College Fitness Center provides wellness options for faculty, staff, and students that include a wide variety of cardiovascular, weight training, and functional training equipment. The Center's layout and equipment selection is fully compliant with the Americans with Disabilities Act (ADA). An upper body ergometer and an adjustable dual cable make it easy for wheelchair-bound students to perform a variety of exercises. Two cobblestone walkways are available for students who wish to provide a reflexology-like walk treatment for their feet. A court area provides space for stretching and yoga positions. Functional training equipment includes balance boards, fit balls, BOSU balance trainers, and a foam roller for deep tissue activation. A massage therapist is available on Wednesdays, and the Center maintains a library of fitness and wellness-related publications. Hours for the Fitness Center are as follows:

Monday through Thursday	7:00 a.m. - 7:00 p.m.
Friday	7:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 1:00 p.m. (No Saturday hours during semester breaks)



7. Key competitors

As part of the Colorado Community College System strategic planning, the McREL Group facilitated Envisioning Scenario Planning with leadership participants from all 13 Colorado community colleges in Summer 2007. The planning resulted in four scenarios that identified competitors among the private sector, led by consumer demand for flexible “just in time” education aligned with workforce demand. The planning resulted in action steps grounded in the strengths of community colleges in continuing the growth of strong industry partnerships and workforce development.

8. SWOT Analysis

<p style="text-align: center;">Internal Factors</p> <p style="text-align: center;">External Factors</p>	<p>Strengths (S) <i>Current and Future</i></p> <ol style="list-style-type: none"> Community partnerships Co-location of services aids recruitment Committed Foundation members Instructional Excellence at a competitive price Committed Employer Partners Learning Environment Culture Committed to Customer Service GT Pathways University Transfer Agreements Arvada Campus – Potential new space for growing programs 	<p>Weaknesses (W) <i>Current and Future</i></p> <ol style="list-style-type: none"> Consistent Process for Data Driven Decision-Making Strategic Planning Technology Marketing 60% adjunct instruction Faculty salaries below median for similar size schools Comprehensive services that keep pace with underserved student needs
<p>Opportunities (O) <i>Current and Future</i></p> <ol style="list-style-type: none"> College options for high school students Increasing demand for technical workforce Renewable Energy Industry Expansion ERP – Implementation of Banner Governor’s Agenda prioritizing higher education Funder Focus on STEM education 	<p>Strategies Based on Analysis of Strengths and Opportunities</p> <ol style="list-style-type: none"> Student Welcome Center – Physically centralize enrollment services. Completed Expand outreach and improve college transitions as goal of 4 Community Learning Centers located throughout service area. Centers Open enrollment increases documented. Based on employer demand and support, create Renewable Energy Solar PV and Thermal degrees and certificates. Expand medical imaging. Completed Work with CCCS colleges and universities to develop engineering 2+2 statewide articulation. In process for Engineering Monthly showcase “Programs of Excellence” through hallway campaigns and Web site that detail successful student learning assessment strategies. Academic Excellence Action Project 	<p>Strategies Based on Analysis of Weaknesses and Opportunities</p> <ol style="list-style-type: none"> Fill Director of Marketing position. Completed 1 FTE Network Specialist/Assistant IT Director hired 07 – Standardize infrastructure/IT Strategic Planning 08-09. Analyze FT/PT instruction ratios to determine priorities for new faculty hires. Pursue grant funding for transition services of new students relative to Energy STEM careers. 2008-9 : GEO, DOLA, NSF Pending Use new fee revenue 08-09 from ENG and MAT to expand tutoring services and admin support in Learning and Resource Center. In process NEW Re-organize Collaboration Council with responsibility for data review and setting of college strategic directions/priorities. NEW Updated Data Book based on data needs identified by Collaboration Council
<p>Threats (T) <i>Competitors, vulnerabilities</i></p> <ol style="list-style-type: none"> ERP – Implementation of Banner Resource Limits for Capital Improvements Space to accommodate program growth Student expectation of learning engagement K-12 environments that are better equipped technologically Five-year state funding moratorium on capital construction on campuses 	<p>Strategies Based on Analysis of Strengths and Threats</p> <ol style="list-style-type: none"> Using reserves for 07-08, complete first phase of library remodel that includes wireless connectivity. * Hold Pursue additional space for FIW off campus. *Hold Add dedicated staff to enrollment services to improve ERP Colorado Opportunity Fund tracking and reporting. Completed Expand staffing of AV resource area to improve technology support in classroom. Completed Analyze aging infrastructure and safety issues in construction and FIW labs to develop priority refurbish schedule. *Hold Identify the niche for Arvada Campus. Complete remodel using reserve funds to refurbish space in ISOD lab building. Pending 	<p>Strategies Based on Analysis of Threats and Weaknesses</p> <ol style="list-style-type: none"> Use funding allocation increase from legislature 08-09 to increase faculty salary base and add 5 new FT faculty positions. Completed. Salary freeze for 09-10. Add intern position to IR office to improve data report generation and analysis to keep pace with new data availability as a result of ERP implementation. Completed six month temporary Complete IT refresh according to priority schedule in all classrooms. Completed

AQIP Category One: Helping Students Learn

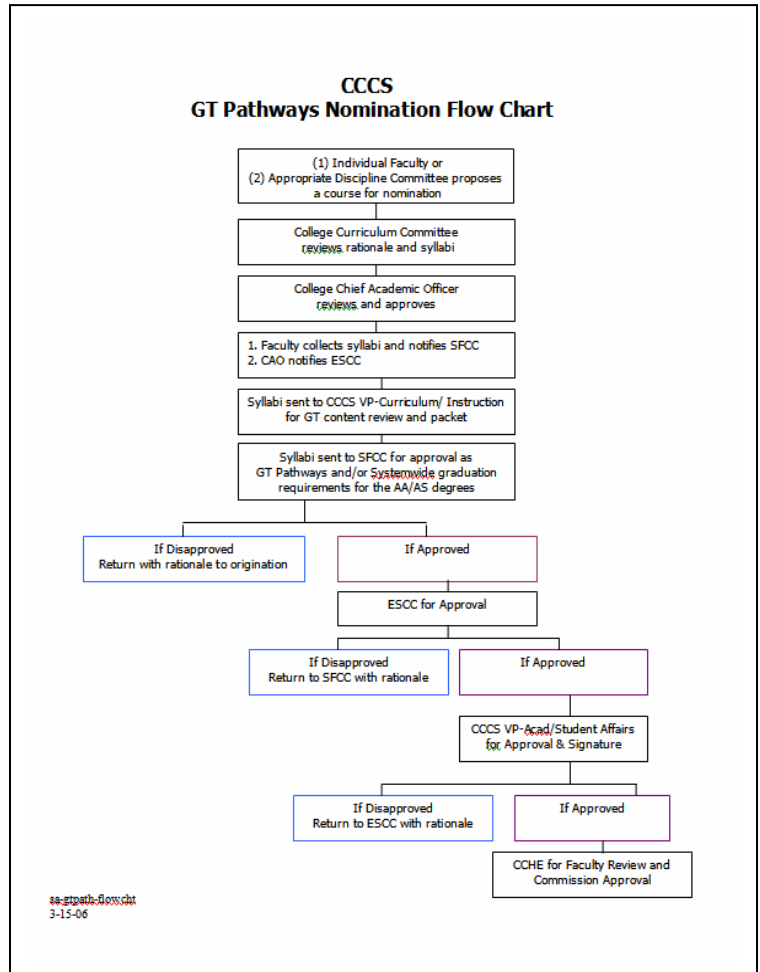
1C2 Common Student Learning Objectives , 1P1 Determine Common Learning Objectives

Red Rocks Community College is part of the 13 colleges comprising the Colorado Community College System (CCCS). In 1995, the Colorado Common Course Numbering System (CCCNS) Project began as a way to organize courses with common credits, competencies, and outlines. Faculty from across CCCS colleges in conjunction with the community college instructional leaders identified the many courses (more than 12,000) in the System database. Faculty formed writing teams to develop topical outlines and competencies for the courses that were commonly described. Over a five-year period, these teams worked at combining courses and deleting duplicates within each discipline. Instructional Officers started the process of approving the courses submitted by faculty and eliminating duplication among disciplines. This process was completed during the Summer of 2002. Full implementation of the [CCCNS](#) began in 2003.

The Colorado Department of Higher Education (CDHE) has statutory authority for approving degree programs. The Colorado Community College System (CCCS) is authorized to offer two, 60-credit-hour transfer degrees: the Associate of Arts and the Associate of Science. Both degrees are generic liberal arts degrees. In 2001, legislation was passed (HB 1263 and HB 1298) which created the GE-25 Council. The Student Bill of Rights, Colorado State Statutes, stipulated the requirement to develop a common core of general education courses to satisfy general education requirements across Colorado’s public institutions of higher education. The GE-25 Council, a general education committee representing all Colorado public higher education institutions, was established to develop a core of statewide guarantee transfer courses. The GE-25 committee and faculty work groups defined the competencies and credit hours in five general education discipline areas: Communication, Mathematics, Social/Behavioral Sciences, Arts/Humanities, and Physical and Life Sciences. The Colorado Department of Higher Education lists the [competency criteria](#) used as common general education guidelines in approving general education transfer courses. The criteria are specified in five areas: Critical Thinking, Mathematics, Reading, Technology, and Written Communication.

The Colorado Community College System implemented the recommendations of the GE-25 Council as the general education requirements for the Associate of Arts and Associate of Science degrees. A flow chart (see above) developed by the GE-25 committee manages a faculty-initiated process whereby colleges may submit courses for approval as transfer degree courses. Red Rocks Community College lists the College’s general education courses that have been approved as GT Guaranteed Transfer Courses in the College’s catalog.

The table in **Figure 1-1** illustrates a process flow used in creating course syllabi. The process includes cross-referencing between the criteria established by the GE-25 committee for transfer courses and the student competencies that have been identified in the CCCNS database for an individual course. The CCCNS provides



a consistent platform from which faculty across all disciplines (general education and career and technical disciplines) align course content with teaching and learning activities and student assessment strategies (see 1P11).

Figure 1-1

<u>Written Communication</u> <u>CDHE Guaranteed Transfer Criteria</u>	<u>CCCNS ENG 121</u> <u>Competencies:</u>	Sample RRCC <u>ENG 121</u> Syllabi Student Assignment
<p>1. Information Acquisition</p> <ul style="list-style-type: none"> Find, select, and synthesize information from appropriate primary and secondary sources. <p>4. Synthesis</p> <ul style="list-style-type: none"> Integrate own ideas with those of others. <p>3. Analysis</p> <ul style="list-style-type: none"> Critique own and others' work. 	<p>I. Practice critical/logical thinking and reading skills - such as evaluation, analysis, synthesis, and criticism - through written assignments that stress analytical, evaluative, and persuasive/argumentative writing.</p> <p>II. Practice critical reading skills.</p>	<p>This course focuses your research around a multi-genre paper. According to Tom Romano,</p> <p>“A multi-genre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor a collection of poems. A multi-genre paper is composed of many genres and subgenres, each piece self-contained making a point of its own, yet connected by theme or topic and sometimes by language, images, and contents. In addition to many genres, a multi-genre paper may also contain many voices, not just the author's. The trick is to make such a paper hang together.”</p> <p>Multi-genre Categories</p> <p>Group 1: poem, letter, short story, narrative, script, journal entry</p> <p>Group 2: newspaper article, magazine article, pamphlet, manual, brochure, reference document, encyclopedia article</p> <p>Group 3: editorial, letter to the editor, interview, book review, film review, survey, business letter, advice column</p> <p>Group 4 (visual): photograph, picture, movie clip, collage, chart, graph, advertisement, comic/cartoon, poster</p>
<p>2. Application</p> <ul style="list-style-type: none"> Apply knowledge of syntax, grammar, punctuation, and spelling in writing assignments. Use appropriate vocabulary, formats, and documentation for different writing tasks. 	<p>III. Use accurate grammar, mechanics, and spelling and will choose diction and usage appropriate to their [students'] writing purposes and audiences.</p>	
<p>5. Communication</p> <ul style="list-style-type: none"> Convey a primary theme or message in a written text. Use a variety of research tools, including current technological resources. <p>6. Evaluation</p> <ul style="list-style-type: none"> Clarify ideas and improve the quality of a written paper by using feedback. 	<p>IV. Plan, write, and revise multi-paragraph compositions that not only demonstrate competence in the following but also function as an integrated whole: generating and exploring ideas, writing for a variety of purposes and audiences, and focusing and developing a thesis by exploring a variety of appropriate organizational strategies.</p> <p>V. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information</p>	

1C2 Student Learning Aligned with Mission

The mission of Red Rocks Community College reflects the commitment of our faculty and staff who have chosen to work in a community college setting. We believe in the mission of community colleges as the gateway to higher education for those who, for a range of reasons, seek alternatives to the university setting. Typically, students attend Red Rocks to acquire either the first two years of general education transfer credits or to gain specific employment-related preparation. As a community college, our vision may seem to the outsider to be boastful; Red Rocks Community College is to be the college of first choice. The College's mission declares the pursuit of our vision through a commitment to excellence in our teaching and the services we provide to Red Rocks students. The Red Rocks mission is to create a passion for learning through our dedication to students, our commitment to excellence and our own love of learning. Our values of innovation, teamwork, diversity, communication, and integrity provide the guideposts in developing processes to improve the quality of service and instruction that promote the vision and mission.

The faculty performance review includes annual reporting of student assessment results. This reporting provides an archive of evidence of the innovative strategies occurring across the college to continually improve student learning as evidence of our commitment to excellence. Instructional deans prepare a summary report of

strategies used, and the Vice President of Instruction posts these summaries to an electronic intranet with the goal of promoting inter-disciplinary sharing of best practices in student learning and assessment. A sample teaching strategy and assessment results from the Math Department are included below:

Course Mat 202 (Calculus II) Semester: Fall 2007

Several mathematics faculty members have continued to develop and modify *Interdisciplinary Lively Application Projects (ILAPS)* as a result of a grant in partnership with the University of Colorado at Denver. These projects used skills and concepts learned in the classroom and applied them to actual workplace situations. For instance, Terry Reeves' Calculus II class project was titled "Modeling the Spread of a Disease." The project description states, "We will conduct an activity that will model the spread of a disease in a closed environment. We will then analyze the data collected from the activity by using a discrete model (difference equations) and a continuous model (differential equations). This project mimics a realistic activity when scientists are trying to project the spread of infectious or other types of disease such as Bird Flu.

Students worked in groups to gather data and analyze the results. Upon completion of the project, students completed a student project evaluation form. Terry's assessment objective was to assess whether or not to continue these types of projects for future classes. Students' comments included, "It was lot tougher than I thought. Working with others helped a lot." Additional comments stated, "The first projects got me excited about derivative applications. The second project was not so fun, but helpful. I think integrals are a lot more abstract than derivatives, so it was good to see an application." Terry's observations stated, "I will definitely do these types of projects again. Overall, the class seemed to enjoy applying their new math knowledge." Closing the assessment loop helped Terry Reeves conclude that she will continue trying these types of applicable projects.

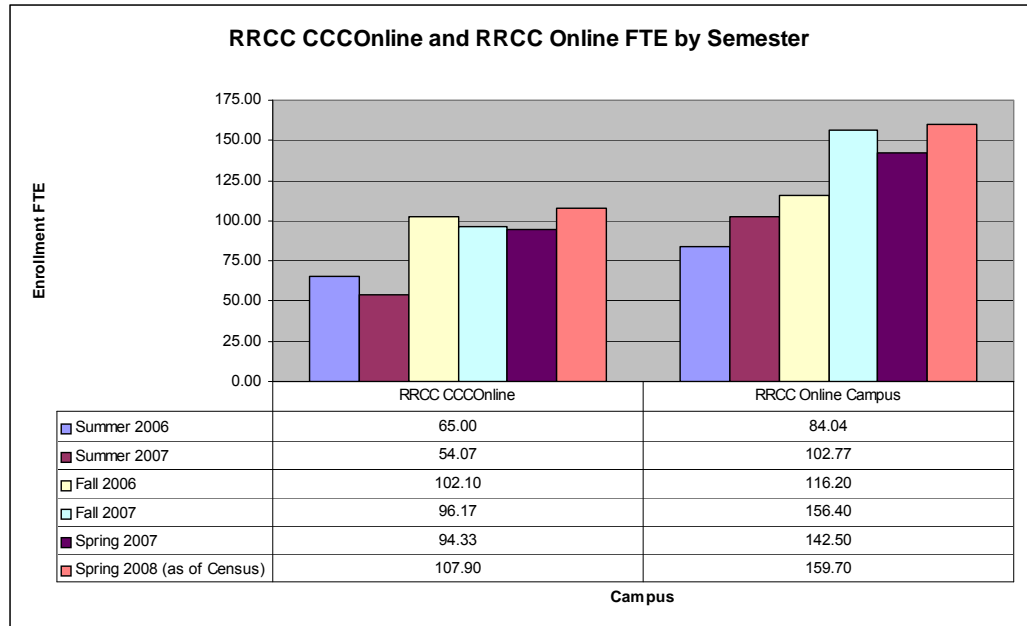
1C3 Key Instructional Programs

- The Emergency Services Division offers academies, degrees, and certificates in Law Enforcement and Fire Science. Graduates are prepared as first responders for police and fire districts across the region. These academies attract students from across the Rocky Mountain states. All emergency services programs articulate into university bachelors' programs in emergency management.
- Because of an ATE grant from the National Science Foundation, Red Rocks Community College was instrumental in leading the statewide dialogue creating the Colorado Community College Statewide transfer agreements in [Elementary](#) and [Early Childhood Education](#). These agreements assist students in seamless transfer without credit loss into Schools of Education at Colorado's public universities.
- The Pre-Engineering Program transfers more students to the Colorado Schools of Mines through a guaranteed [transfer articulation agreement](#) than any other school in the nation. Pre-engineering students also transfer into the Colorado University System colleges.
- Comprehensive allied health programs include medical imaging with emphases in Radiologic Technology and Sonography. Red Rocks is one of only six community colleges in the nation to offer a Physician Assistant Program. These programs are highly competitive and attract hundreds of qualified students each year. Availability of clinical sites and physical plant classroom space limit matriculating class sizes.
- As a result of the high demand among the energy and related advanced manufacturing process industries, Red Rocks opened the Industrial Science and Operations Program in Fall 2005. The program offers degrees and certificates in process technology, industrial maintenance, and water quality and water treatment management.
- The Construction Technology Program, the largest in the state of Colorado, has submitted for approval by the Colorado Community College System new degree and certificate programs in Renewable Energy, which initially is offering solar thermal and solar photovoltaic emphases.

- o The Fine Woodworking Program has gained a national reputation. The program has been featured on the DIY (Do It Yourself) network more than once and has enrollment from across the country as a result.

These programs are taught using a combination of online, hybrid, classroom, and laboratory experiences. Most programs also require workplace experiences through internships, clinicals, and apprenticeships prior to graduation (**see 1P10**).

Students may complete coursework using online options through either [Red Rocks Online](#) or through the [Colorado Community Colleges Online \(CCOnline\)](#). CCOnline is a consortium that supports all 13 Colorado Community Colleges. CCOnline is approved by HLC as the platform from which students may earn complete two-year degrees. Students select a “home college” from

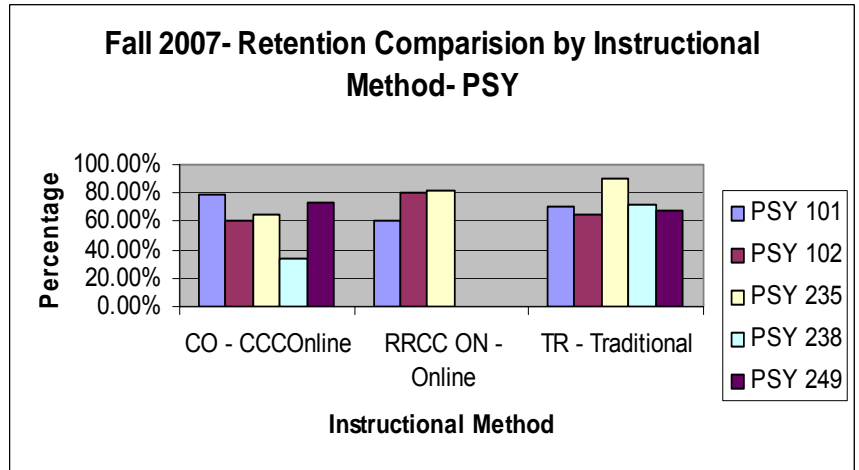


among the system colleges supported by CCOnline when registering. The “home college” receives \$117 per registered student per credit hour. CCOnline tuition is \$234 per credit hour as of spring 2008. Of this amount, in-state students may apply for the Colorado Opportunity Fund (COF) stipend of \$86 per credit hour with the remaining balance due and payable to CCOnline from the student.

Red Rocks received approval from the Higher Learning Commission to offer an AAS in [Fire Science Management](#) as an online degree through Red Rocks Online. The degree is part of a 3 + 1 transfer program through an articulation with Regis University. Students may transfer up to 91 credits into Regis from Red Rocks toward a baccalaureate degree in Fire Science Management offered completely online.

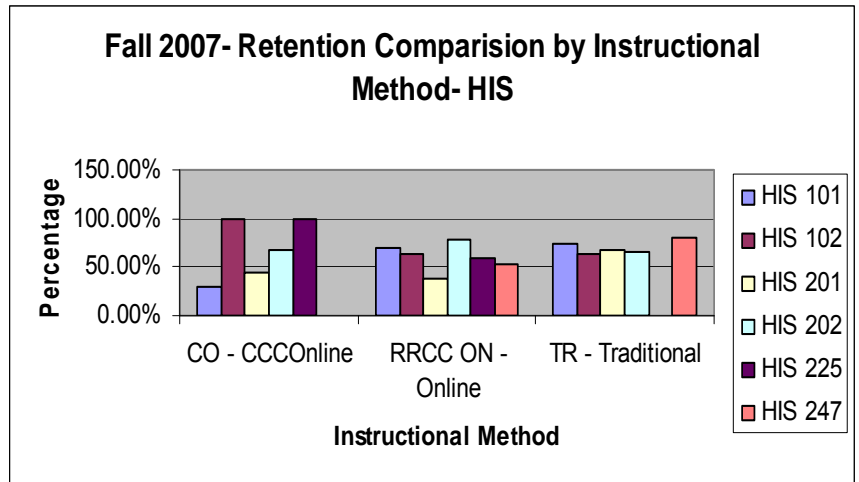
1C4 Student Learning Options Prepare Students to Live in a Diverse World

In Fall 2007, 10 percent, or 87 courses, were offered in multiple sections using more than one delivery method. These methods include totally online, hybrid (combination of online and classroom), traditional classroom delivery, and self-paced. Initial efforts to compare retention (students earn C or better) rates from courses with multiple sections delivered using multiple methods indicated interesting trends in slightly higher retention with online or hybrid delivery. More data collection and analysis is needed that would include factoring in student satisfaction with instruction and students' reasons for selecting certain delivery methods before evaluating "best" delivery methods for particular courses.



Student Life, Student Employment, Advising, Special Services, Diversity Council, and the Learning and Resource Center each provide specific services and activities that promote the skills necessary to succeed in a global economy.

Student Life – Student Government and Phi Theta Kappa offer multiple options, including a broad range of student-led and faculty-sponsored clubs promoting leadership development and the free exchange of ideas among students and faculty.



Student Employment – Service Learning, workplace internships, on-campus employment experiences, and employee training services offer students substantive engagement in the workplace and the community as part of the college experience.

General Advising – Interest inventories, career counseling, and degree planning assist students in developing achievable educational goals aligned with industry and university requirements.

Special Services – Students with documented learning and/or physical challenges may access comprehensive resources that include educational counseling, one-on-one tutoring, interpreters in the classroom, and learning and technological accommodation devices and supports.

Learning and Resource Center – A new addition to Learning Support Services is the *Connect To Success Office* (see 3P1) which has launched online modules to assist students in understanding their specific learning styles and identifying and accessing appropriate learning assistance as needed; brush-up seminars to help students regain math and English skills upon school re-entry; group tutoring; discipline-specific one-on-one tutoring; interactive self-paced learning media; and the Writing and Math Centers.

Diversity Council – The Red Rocks Diversity Council meets once a month and sponsors many activities on campus each year. The Vision of the Council is to promote unconditional acceptance of human worth. The mission of the Council is to respect, honor, and celebrate our similarities and differences. The purpose of the Council is to

- Establish a welcoming environment that supports, acknowledges, and values our diversity,
- Serve as a proactive and educational resource for students, faculty, and staff,
- Foster networking and cooperation among local communities, and
- Facilitate ongoing education and social activities that promote an awareness of diversity.

Community Engagement – Events such as the Celebration of Humanity recognizing Black History Month, International Speaker Series, Cesar Chavez Day, Voter Registration and Education featuring candidate debates, and the Earth Day Celebration (see Green Campus Initiative 1P2) link faculty, staff, and community members in open forums that increase awareness of current events and encourage community involvement.

International Study Abroad – Faculty in multiple disciplines have developed study abroad opportunities that have included Ireland, Scotland, Costa Rica, and Italy. The purpose of the short term study abroad trips is to bring to life the subject matter taught in class in a way not otherwise possible. Statements from faculty conducting the study abroad experiences are as follows:

Students participating in the Scotland study abroad can see and touch the Salisbury Crags, the rock formation that led Hutton, the father of modern geology, to his conclusions. Students on the Ireland trip walked in James Joyce's shoes and looked out over the lake where William Butler Yeats wrote his most famous poem.

Biology field excursions to places like Costa Rica provide experiences which parallel Darwin's original voyage on the H.M.S. Beagle. Students are exposed to experiential learning, ecology, field biology, marine biology, rainforests, botany, zoology, and local cultural influences and creatively write in their journals.

1C5 Create and maintain intellectual freedom, inquiry, reflection, differing and diverse opinions

The College community endeavors to create a culture that embodies a passion for learning among faculty, staff, and students. The mission statement was revised in 2005 to explicitly state our commitment to excellence. The

July 2004 revision of the Faculty Handbook completed by a cross-discipline team defined faculty excellence as the core of a learning culture. In summary, excellent faculty create a dynamic learning environment that responds to the diverse needs of students. This learning environment challenges and empowers students to make informed decisions, to reach their highest potential, and to contribute to the communities in which they live and work.

It is required in criminal justice careers to have healthy discretion, and that is impossible without strong critical thinking skills. RRCC works at being a warm and inclusive environment. This effort is evident with the excellent programs we have for the diverse population we serve. -- Faculty response to 1C5

The expression of opinion entails students' reflection on the topic and evaluation of attributes. Soliciting opinions from different viewpoints creates an environment in which any student feels free to agree or disagree with other students or even the teacher. -- Faculty response to 1C5

The primary responsibility of all Red Rocks Community College faculty, both in teaching and in general, is education. Whether a faculty member is

We listen to our students' ideas at the same time that we report the scientific information in what we feel is a non-threatening manner. I always tell my students that the mark of a good scientist is to be open to all possibilities no matter how far fetched or bizarre it may sound to us. The facts tell a great story of life; they are not the whole story. -- Faculty response to 1C5

explaining a concept in a classroom, advising and counseling students, or providing library resources to students, faculty encourage students to achieve success. Excellent faculty understand the philosophy and the mission of the community college. They adapt their teaching and work to the needs of diverse students without compromising the high standards necessary to maintain the integrity of their discipline or work area. As life-long learners, excellent faculty demonstrate their love of learning. They are both mentors and models to their students and to colleagues in collaborative efforts, in the application of what they know to specific problems and issues, and in their critical thinking skills. Red Rocks Community College faculty possesses the knowledge base, the personal qualities and skills, and the mastery of the teaching/learning process that exemplify faculty excellence. The full text of the Statement of Faculty Excellence is available in the Faculty Handbook.

In an effort to reduce ambiguity in the value placed in fostering a culture that embodies a passion for learning, the College publishes statements concerning Academic Integrity in the Catalog and Schedule.

At RRCC, academic integrity is the ethical foundation upon which the academic community pursues professional, administrative, and scholarly endeavors. Everyone associated with the college's academic community has a responsibility for establishing, maintaining, and fostering understanding and respect for academic integrity. Following are principles associated with academic integrity we expect you [students] to follow:

1. Assume responsibility and take credit only for the words and/or ideas in an academic exercise that are expressly your own.
2. Use information and materials only when allowed by the instructor.
3. Remove materials from the library, labs, and other college facilities only when an official representative of the college grants permission.
4. Use copyrighted materials only with permission.
5. Refuse to help another commit an act of academic dishonesty.

Additionally, a [formal policy](#) has been adopted by the College to ensure consistency in the practices associated with academic integrity.

For the past three years, Red Rocks has hosted the *Exploring Diversity in Education* conference. This year's theme—*Retaining Diverse Faculty, Staff, and Students* featured the seminars listed below. Seventy-five participants attended the 2008 conference from K-12, City of Lakewood, and neighboring colleges.

1. Tools for Respecting Differences: An Introduction to Anti-Defamation League's A Campus of Difference® Institute
2. Who ARE these students?...A Look at Generational Diversity On Our College Campuses
3. Recruiting and Retaining Diverse Faculty and Students: Breaking the Cycle of Negative Educational Experience
4. Recruitment and Retention of People with Different Abilities
5. Retaining GLBT Students, Faculty, and Staff: Creating an Inclusive Environment
6. Making Feminism Relevant to the Hip Hop Generation: Race, Gender, and Revolution

1P2 New programs and courses developed are balanced with educational market issues

New programs are a direct result of specific workforce needs of employer partners as well as a response to societal interest. As an example of the latter, Red Rocks has launched a "[Green Campus Initiative](#)." The addition of the Renewable Energy Technology solar degrees and certificates is a result of the growing workforce demand for technicians trained in renewable technologies. The Green Campus Initiative is engaging students, faculty, staff, and the community in efforts to promote sustainable technologies and behaviors reinforcing energy conservation, such as the conscious effort to reduce by half the paper used on campus. The employer advisory members referenced in the chart in **3P4** serve a primary role in guiding the program development and even program discontinuance based on workforce demand. These Councils, which meet a minimum of twice annually with program faculty, are essential in the process of reviewing curricula and proposing new and/or adapted content. Specific courses are added to programs as part of the continuous process of aligning student preparation with expectations of employers and transfer universities. Courses may also be added based on student interest and special faculty expertise. Refer to **Figure 1-2**.



Fig. 1-2

Program Area	New/Proposed Degree Program Description	Rationale
Speech	AA Communication Disorders – Speech language pathology and audiology. Articulation with UNC.	Based on faculty expertise and success in generating interest among students and development of university transfer
Engineering Graphics	AAS Civil, AAS Interior Design CAD	Industry demand based on program review and interviews with industry

Program Area	New/Proposed Degree Program Description	Rationale
Medical Sonography	AAS Vascular Technology, and AAS Diagnostic ECHO Cardiography	Health care industry partners' request based on insurance reimbursement demand; clinics/drs/hospitals must have certified Echo Cardiologist
Construction	AAS Renewable Energy Technology	Industry demand for technicians in the emerging solar thermal and solar photovoltaic industries
Health Careers	PROPOSED RN Refresher, Advanced EMT Certification	Industry plan to re-introduce RNs into clinical settings through improved shift scheduling and other employment benefits. ADV EMT Cert expands EMT employment options.
Science	PROPOSED Engineering and Geologic Technician	Respond to rapid growth in fossil fuel exploration and production
New Online Courses	Summer '08: MAT 030450, Fundamentals of Mathematics; MUS 125450, History of Jazz Music; MUS 126450, History - American Popular Music; PHO 143450 Perception & Photography I Fall '08: AST 10460, Astronomy; BUS 216460, Legal Environment of Business; HWE 275460, Fitness Management; PHI 275460, Environmental Ethics	Student/employer requests, interest in program expands outside of service area, and/or faculty interest in converting classroom content to online platform

Each course prefix is represented by an Academic Chair (Colorado Community College System, CCCS) faculty member with expertise in the prefix area. The Academic Chair (AC) represents discipline faculty from across the state and is their main voice. The AC conducts discipline-specific meetings at the 2:2 Conference (annual gathering of all CCCS faculty) and other venues. The AC will coordinate writing teams for new courses, competency changes, and GT-Pathways Syllabi. Individual community college faculty may propose new courses based on local needs only after consulting the AC and the respective discipline team. Each CCCS college staffs a Curriculum Approval Committee as the first step in vetting a course to ensure it is not a duplication of other courses already in the CCCNS database. The Red Rocks Curriculum Approval Committee members represent a broad range of disciplines. Red Rocks Community College has a Web-enabled process that assists faculty in submitting consistent information. Upon approval from the Committee, the proposed course is submitted to the Vice President of Instruction (VPI) for review. The Colorado Community College System procedures for course submission are detailed as follows:

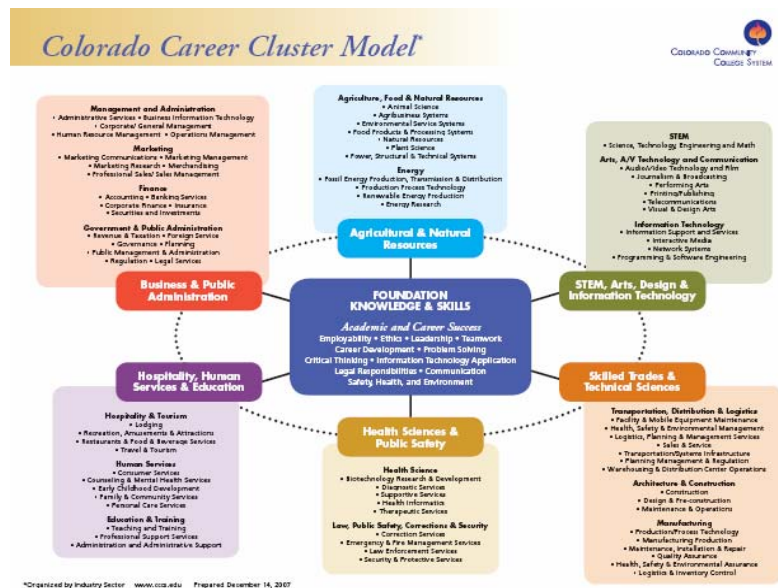
Procedure for Entering Courses into the System Courses Developed at an Individual College

1. Faculty member develops a course guide/template and submits it to the curriculum committee at the individual college for approval.
2. As part of the approval process, the college's Curriculum Committee reviews other courses currently in the database, both within and without of the discipline, to assure that no other like course exists.
3. Upon approval, the chair of the Curriculum Committee forwards the course guide/template to the institution's Chief Academic Officer for approval. Once approved, the course guide/template template is forwarded to the CCCS Office of the Provost, where it is checked for number availability and appropriateness, and entered into the Proposed Database. Only course guide/template templates submitted by the college's Chief Academic Officer will be accepted for entry into the Proposed Database.
4. At the same time that the course is entered into the Proposed Database, the CCCS staff member will notify the current State Discipline Chair of the addition. The Discipline Chair then forwards the notification to the Discipline Committee for review of the proposed course.
5. If there is no identified Chair, the course information will be forwarded to the Chief Academic Officers at each community college to have the information reviewed by the appropriate faculty.

6. On the first of every month (September through April), a CCCS staff member posts a notice on the CCCNS Bulletin Board indicating the addition of the course to the Proposed Database so that it can be reviewed by faculty for possible duplication or other objections. It will stay in the Proposed Database for 30 days. If no objections are heard from either the Discipline group or other faculty within that period, the course is first reviewed by the Statewide Faculty Curriculum Committee and then sent to the Education Services Curriculum Committee for review, for either final approval or disapproval. Courses submitted between April 1 and August 30 will be posted in September.
7. Any faculty objections will be considered by the Statewide Faculty Curriculum Committee for resolution. If the SFCC is unable to resolve the issue, the Education Services Curriculum Committee will make a final recommendation to the Vice President of Education Services for approval or disapproval.
8. After each course has been approved by the Education Services Curriculum Committee, the Committee will make recommendation to the Educational Services Council to have the course moved from the Proposed Database to the Official Database.
9. If disapproved, it is returned to the individual college's Curriculum Committee with a reason for disapproval and a suggested course of action for changes and resubmission.
10. If approved, a staff member in the Office of the VPES enters it into the Official Database and posts the approval to the CCCNS Bulletin Board.

1P3 Preparation required for specific curricula; 1P4 Communicate preparation; 1P5 Students select programs that match abilities

Colorado's Career and Technical Education (CTE) Strategic Plan outlines strategies to address what has become known as the Colorado Paradox, which refers to the fact that Colorado is one of the most educated states in terms of residents with college degrees, yet it ranks near the bottom in high school graduation and high school graduates continuing on to college. Colorado's economy suffers as the number of native workers with high school diplomas and college degrees continues to decline. The CTE Plan has developed several strategies to create a seamless transition from K-20 education to high wage careers. Using the [Career Clusters](#) model adapted from Texas and Nebraska, Colorado colleges and their high school partners are developing 9-14 grade Plans of Study (POS). POS provide course mapping in the Career Clusters' 81 program pathways. The POS reflect existing articulation agreements and high school graduation requirements as the basis for the course guides. POS have created a common marketing tool for use among high school and college students to consistently communicate formal education preparation specific to each pathway. Sample POS by program pathway are available from the [Colorado Community College System](#) Web site.



The Colorado Department of Higher Education (CDHE) implements legislative policies specific to state-supported institutions of higher education. The adoption of assessment practices for first-time undergraduate students is stipulated in these policies. CDHE has specified the assessment tests that will be used displayed in the scoring metric in **Figure 1-3** below.

Fig. 1-3

SKILL AREA	ACT Subscore		SAT Subscore		ACCUPLACER Score	
Mathematics	Math:	19	Math	460	Elementary Algebra:	85
Writing	English:	18	Verbal	440	Sentence Skills:	95
Reading	Reading:	17	Verbal	430	Reading Comprehension:	80

The policy stipulates that advising information must be made available at each institution to ensure students scoring below cut scores and needing remediation can complete the coursework within the first 30 semester hours. Developmental education options include three levels of mathematics, reading, and English (030, 060, 090). Students' scores on the Accuplacer indicate which level is appropriate.

In the 2006-2007 school year, Red Rocks underwent a significant physical renovation to streamline the enrollment process. Recognizing that multiple enrollment services, including assessment, were spread across the campus, the concept for the Student Welcome Center (SWC) was initiated as a "one stop" service center. The SWC is both a physical and processes centralization of enrollment services that include registration, financial aid, advising, and assessment.

Several examples of Action Research conducted by faculty to evaluate pre-requisites and establish advising guidelines to help students improve success based on course placement have been completed. A recent example is the study conducted by the Physician Assistant Program (PAP) based on concerns of progress of students in biochemistry (PAP 200) and on the national certifying PANCE exam that had not completed an undergraduate BIO course prior to enrollment. Based on the evaluation of the data, the PAP has revised entrance pre-requisites. Refer to **Figure 1-4** below.

Figure 1-4

	PAP 200 – Biochemistry Grade 2005, 2006, 2008, and 2009 combined			
	%A	%B	%C	%D/W* (*withdraw)
No BIO 111	0	43.5	43.5	13.0
No Upper Division BIO	6.4	42.6	43.5	10.6
3+ Upper Division BIO	32.4	64.7	7.9	0

The Math Department continued to experience only a 50 percent pass rate in College Algebra of students scoring within three points of the ACT cut score. A pre-test was given to students the first day of class. The test had been validated to indicate score levels associated with student success in College Algebra. The test was administered to 426 students. The results below indicate an improved 90 percent pass rate when students enrolled in the appropriate math course based on their pre-test scores. The results continue to fuel the debate concerning raising the cut scores to improve student performance.

- 55.4 % of the 426 students passed with a C or better (with drops omitted - 68.2%).
- 91.3% of the students who transferred to a lower class passed.
- 50% of students who had an ACT score of 19-22 passed.
- 79.2 % of students who had an ACT score of 23 or higher passed.

These research data played a role in impacting the increase of the ACT cut score for college-level mathematics at the state level. Because of this research, math faculty continue to assist students in proper math placement by looking at more than one criteria when advising students: Accuplacer scores, ACT scores, past performance, previous courses, and the students' higher education goals.

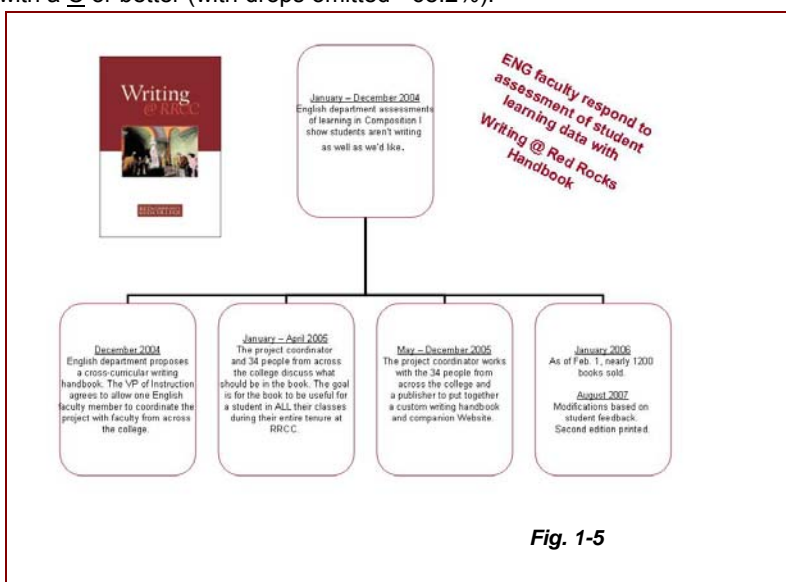


Fig. 1-5

The evolution of the *Writing @ Red Rocks Student Handbook* (**Figure 1-5**) was a multi-year English Department effort. Upon review of student performance in the English Composition course, trend data indicated consistent issues across multiple sections of the course. The creation and publication of the handbook *Writing @ Red Rocks* is a specific example of faculty collaborating to address student preparedness. (**See 1P11**).

As listed in **1C4**, students with documented disabilities may access advising and educational accommodation services from the [Office of Special Services](#). Efforts to continuously improve advising services were the motivation in the development of the **Faculty Advising Action Project**. Faculty advising was implemented to increase the number of students receiving advising early in the registration process and to integrate discipline faculty into the general advising area to improve the detail of information available to students. The Action Project has been implemented for three semesters, and the preliminary data collected from faculty participants and general advisor surveys indicate that the project is succeeding in meeting its goals:

Academic Liaison: Terry Reeves, Math Dept. Chair **Action Project Chair:** Cindy Somers, Science Dept. Chair

Strategic Priority: Student Success

Committee's Main Goal: Increase retention rates by connecting students with the advising they need by

- increasing student access to advising,
- improving accuracy and currency of advising information given to students, and
- improving the delivery of academic and program advising.

Secondary Goal: Bring faculty and advisors together in an effort to improve communication and relations between these areas so that students are better served but also to help faculty and advisors develop mutual respect.

Tasks established by the committee to achieve goals:

1. Define the role of faculty advisors.
2. Develop strategies to implement a consistent faculty advisor system which integrates faculty advisors with general advisors.
3. Develop a training program that prepares faculty to advise students while working with general advisors.
4. Implement the faculty advising pilot (Spring 2006 and continue through spring 2008).

IP6. Document Effective Teaching and Learning

The **Assessment of Student Learning Action Project** resulted in assessment practices becoming embedded as part of faculty performance goals. The Assessment Action Project began with course assessment. The Vice President of Instruction charged the instruction deans to work with faculty to align course objectives with teaching strategies using the full cycle of assessment (PLAN, DO, CHECK, ACT). Professional development was conducted to help faculty become familiar with the collection, documentation, analysis, and reflection of assessment strategies. A rubric was developed to assist the deans and faculty in carrying out the course assessment goals. The development of the rubric was helpful to identify the process of alignment of course competencies. It was not used as an evaluation tool, but more as a process guide. Assessment has continued to evolve to allow faculty and departments to pursue action research in evaluating their teaching effectiveness (**see 1P11**). All faculty members develop assessment projects as part of their annual performance goals that examine student performance in subsequent coursework and across disciplines. The faculty-initiated Achieve Classroom Excellence Center (ACE) will expand professional development offerings to include support for faculty in conducting action research assessment at the classroom level and beyond.

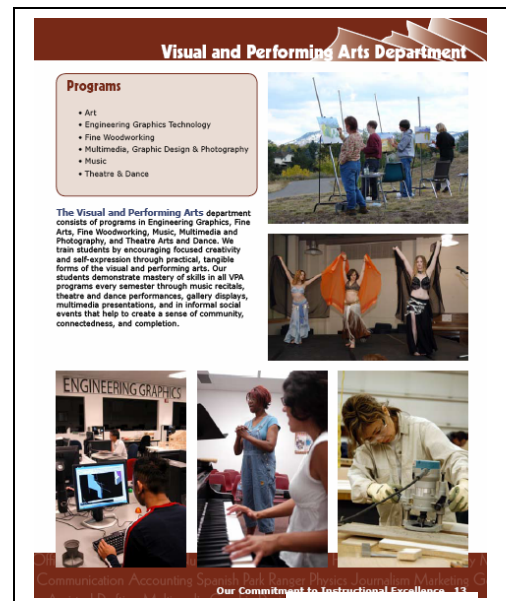


Fig. 1-6

During the 2007 search process for a new president of Red Rocks Community College, Instructional Services produced a Learning Impact Statement: *Red Rocks Community College Commitment to Instructional Excellence (figure 1-6)*. The document featured outcome statements concerning student and program performance. The document was widely distributed to stakeholders engaged in the search process.

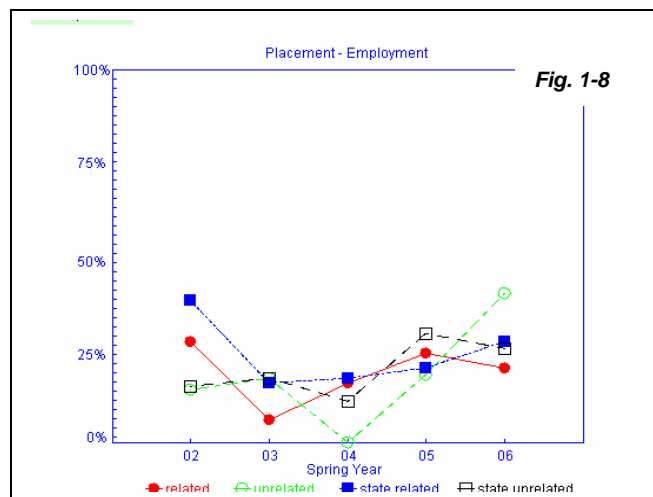
1P7. Effective and efficient course delivery system balances student and institutional needs

Student demand and degree and certificate requirements drive sequencing of course delivery. Based on program growth, full-time faculty have been added in emergency services, photography, and water quality management. General education faculty have been added in English and history. Enrollment trends are studied to determine the time of day and frequency of course offerings. With the migration of the Student Information System to the ERP Banner System, and through the COGNOS data warehouse utility which batches student enrollment data daily, reports are available to monitor enrollment patterns sorted by campus, time of day, weekend, and online. These reports are archived for reference in planning scheduling for subsequent terms. In addition to daily enrollment reports, weekly annualized full-time enrollment (AFTE) reports are generated and posted to the campus network comparing prefix enrollment to same time in the last term. These reports, along with course enrollments, are referenced when considering increasing or decreasing numbers of course sections to offer. A sample of prefixes from the weekly AFTE report from Fall 2007 is illustrated in the adjacent table (Figure 1-7). The College has experienced more than ten percent growth in AFTE in the last two semesters. Increased enrollment occurred primarily in the general education courses. Based on the enrollment data analysis, the decision was made to remodel some of the library space to add three additional general purpose classrooms. The classrooms were completed in Spring 2008.

AFTE FALL 2006 TOTAL:	Fig. 1-7	AFTE FALL 2007 TOTAL:
1,852.55		1,996.92
FALL 2006 AFTE FINAL	PRGM	Weekly AFTE ending 001/30/08
24.75	RTE - Radiologic Technology	31.13
29.70	ECO - Economics	35.20
36.65	FIW - Fine Woodworking	35.70
29.37	ACC - Accounting	37.03
39.10	BUS - Business	39.13
34.70	SPE - Speech	41.1
49.40	MGD - Multimedia Graphic Design	43.50
42.60	CRJ - Criminal Justice	45.57
44.73	EMS - Emergency Medical Service	49.20
51.00	CHE - Chemistry	50.40
69.73	FST - Fire Science Technology	61.30
54.80	ART - Art	62.60
68.40	HIS - History	69.10
66.80	PHI - Philosophy	80.70
66.07	PSY - Psychology	81.47
100.77	BIO - Biology	106.90
147.10	ENG - English	151.47
219.03	MAT - Math	229.83

1P8. Monitor the currency and effectiveness of curriculum

The Annual 2:2 conference joins faculty by discipline from all Colorado Community Colleges System colleges. Faculty review curriculum guides posted in the Colorado Common Course Numbering System and determine changes and/or updates that need to occur in the course competencies. Based on changing market demand, discipline faculty led by the discipline chair may determine the need to close or re-engineer programs. As an example, Red Rocks Manufacturing Technologies program was closed in Fall 2007 as it no longer reflected the shift in demand from heavy industry employers toward the emerging trend of multi-craft technicians and the growing demand for generalist process operators. In



Spring 2008, Red Rocks opened the Industrial Maintenance program offering multi-craft, electro-mechanical degree and certificates.

The table in **3P4** reflects the investment of the College's employer stakeholders in meeting with program faculty a minimum of twice each year to verify the currency of the program's learning objectives and teaching pedagogy. Career and Technical Education programs must undergo program reviews every five years. The program reviews are evaluated by the Colorado Community College System (CCCS) [program directors](#) (Agriculture Education, Business and Marketing, Family and Consumer Sciences, Health/Education, Technology/Trades and Industries) using [consistent metrics](#) and five-year trend analysis of student completion rates and student employment placement. Using surveys of graduates six months after program completion (**see 1P11**), response data is uploaded to CCCS specific to employment in fields related and unrelated to training. A sample five-year report shows the employment placement of students graduating from the Engineering Graphics Technology program. The red line representing the College's placement indicates a close correlation with EGT programs statewide (blue line) specific to employment-related training (**Figure 1-8**).

The College has formed task forces comprised of Red Rocks faculty and staff to evaluate program cost and instructional effectiveness. Task forces were formed to assist the Theater Department in developing new strategies to improve enrollment and completion rates and to reduce costs per FTE. Task Force members interviewed employers and students and researched other educational institutions for best practices. A Task Force appointed to review the Engineering Graphics Program determined that the program must add civil engineering emphasis to remain current with employer demands and to compete with other private educational institutions. Annually, the *Academic Master Plan*, developed by the Vice President of Instruction in concert with the instruction deans, summarizes and communicates plans for new program development and/or program discontinuation.

1P9 Determine student and faculty needs relative to learning support

As an open-door institution, RRCC has embraced its responsibility to provide resources that empower every student in his or her pursuit of new knowledge. Aligning learning objectives with the common learning criteria set in state policy is the first step in pursuit of educational excellence. The real evidence of commitment to excellence in student learning is demonstrated in the range of student support services that are designed to meet students where they are and to support their progress in successfully achieving the established common learning criteria. Two of the Action Projects derived from the identification of "What Matters Most" as part of the College's Vital Focus participation were specifically designed around the priority the College has for developing and improving student support resources:

Tutors Without Borders (TWB)

Improve student performance by expanding tutoring access through the provision of tutors in the classroom.



Faculty Advising

Improve student retention by assisting students early in developing degree plans and selecting courses during peak enrollment times through the use of faculty as "triage" advisors.

Staff from the Advising Center and the Learning and Resource Center (LaRC) joined faculty to form the Action Project committees charged with the design and implementation. LaRC staff teamed with faculty to develop training for tutors working with faculty in the classroom. As the Tutors Action Project was implemented, it was quickly apparent that faculty would also need support through training in how to effectively engage a tutor as part of their classroom instruction. Advising Center staff assisted faculty in developing the training and delivery of the training for faculty advisors.

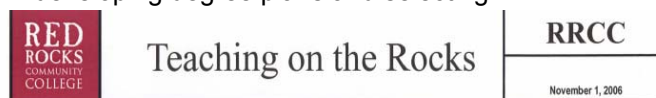


Fig. 1-9

FYI

- Current FY07 fall AFTE is 1817. Last fall final was 1825.
- 4 new RRCC community learning centers will open in January.
- RRCC is considering building a skate park.
- Abnormal Psychology and Discrete Mathematics are being sent for GT pathways approval by the system.
- In the library, 22 laptops are now available for student use. Checkout time is for 3 hours and limited to the LARC and Library.
- Five students have completed our new Gateway Program.

RRCC Reinvigorates Teaching Excellence

This fall Colleen Jorgensen, Vice-President of Instruction, and Cliff Richardson, President, committed RRCC to building collegial bridges and creating an environment for inspired education by supporting a center for teaching excellence.

During the summer, Marjorie Berman, history and humanities faculty, submitted a proposal to improve faculty morale and teaching excellence by establishing a faculty driven center to provide a focus for collegial discussions, improved teaching methodology, and resources.

Marjorie received a release from teaching one course to establish a steering

committee, develop a clearing house for all RRCC faculty development, establish a resource center, work with part-time faculty, and encourage faculty driven programs.

The new Steering Committee met on October 10 and brainstormed a list of priorities. Establishing an environment to encourage collegiality and the exchange of ideas topped the list. Other ideas including establishing a clearing house for all RRCC training, providing faculty designed workshops and seminars, and encouraging part-time instructors to become an integral part of the college community filled out the list.

Based on the pilot implementation of the Action Projects and the need to continue to provide training for participating staff and faculty, and the goal of instructional services to develop consistent faculty-driven professional development support, the Achieve Classroom Excellence Center (ACE) was created in Spring 2007. The article announcing the development of ACE appeared in the November 2006 *Teaching on the Rocks* Instructional Services newsletter (**Figure 1-9**).

Faculty are encouraged to seek conferences and other training opportunities that are specific to their discipline and/or the art of teaching. During the '06-'07 school year, \$50,000 from the instructional budget was expended in support of faculty professional development.

1P10 Co-curricular development goals aligned with curricular learning objectives

Experiences in the community and in the workplace prior to graduation are widely endorsed by both students and faculty as essential to successful preparation for the next steps after Red Rocks. Those next steps may include employment, continuing education, or in most cases, both. Through the [Student Employment Office](#), students have a range of options for completing work and community service experiences.

**AmeriCorps Participation Data
Sept. 2002-August 2006**

- RRCC enrolled 215 students in AmeriCorps
- RRCC AmeriCorp students have worked in over 150 agencies: Coalition for the Homeless, health care clinics, Red Cross, fire departments, Habitat for Humanity

2002-2007

- Students have collectively earned \$332,208 in vouchers.
Physician Assistant Program -- 38 students received vouchers equaling \$48,726
General Student Population -- 13 students received vouchers totaling \$17,339

Because of an agreement with Campus Compact, Red Rocks participates in AmeriCorp, which provides

educational stipends to students who complete volunteer work benefiting underserved populations. Students enrolled in the Physician Assistant Program are required to complete clinical experiences in medically underserved communities. AmeriCorp has assisted these students with education stipends while they have provided a much needed medical resource to communities lacking sufficient health care services. A searchable database assists students in locating college credit bearing internships in an extensive array of industries. A screen capture in the adjacent graphic gives a snapshot of the wide range of options. Employer survey data concerning

Job Title	Employer	Job Type	Full-time	Date Posted
Non-Profit Administration(#730)	Teen Suicide Prevention	Internship	No	4/7/2008
U.S. Senate Internship - D.C. and CO(#2533)	Office of Senator Ken Salazar	Internship	No	4/7/2008
Park Rangers(#3705)	City and County of Denver	Internship	Yes	4/7/2008
State Capitol Dome Guide(#3707)	Colorado General Assembly	Internship	No	4/7/2008
Internet Developer I - Web # N8400-1870(#4043)	National Renewable Energy Laboratory	Internship	Yes	4/7/2008
PHP Programmer(#4032)	Search Engine	Internship	No	3/31/2008
HTML Developer & Graphic Designer (#4033)	Search Engine	Internship	No	3/31/2008
Interpretation Evaluation Intern (#4021)	Denver Non- Profit	Internship	No	3/28/2008
Office Intern(#4022)	Adventure Guides	Internship	No	3/28/2008
Web Site Designer(#4023)	Sprinkler Business	Internship	No	3/28/2008
Web Design Assistant(#4024)	Business Advisory Board	Internship	No	3/28/2008
Visitor Experience Program Intern (#4025)	County Government	Internship	No	3/28/2008
Environment CO Internships(#4029)	Environment Colorado	Internship	No	3/28/2008
Youth Center Program Assistant (#4000)	Girls Inc.	Internship	No	3/24/2008
IT Trainee (Web Services)(#4001)	U.S. Geological Survey	Internship	Yes	3/24/2008
Education and Training Technician (STEP)(#4007)	U.S. Geological Survey	Internship	No	3/24/2008
Lab Assistant (STEP)(#3995)	U.S. Geological Survey	Internship	No	3/21/2008
Institutional Research Department Intern(#3996)	Red Rocks Community College- Institutional Research Department	Internship	No	3/21/2008

satisfaction with student interns' performance is presented in **3R4**.

The RRCC Student Employment office also coordinates the Service Learning Program which connects community service with academic instruction, focusing on critical, reflective thinking, and personal and civic responsibility. Programs that routinely require Service Learning as part of the degree program are teacher education (EDU) and computer information (CIS). Students successfully completing Service Learning credits receive Service Learning notations on their transcripts.

Service Learning @ RRCC

Fall 2005
40 from Teacher Ed

Spring 2006
25 from Teacher Ed and
12 from CIS

Fall 2006
28 from Teacher Ed

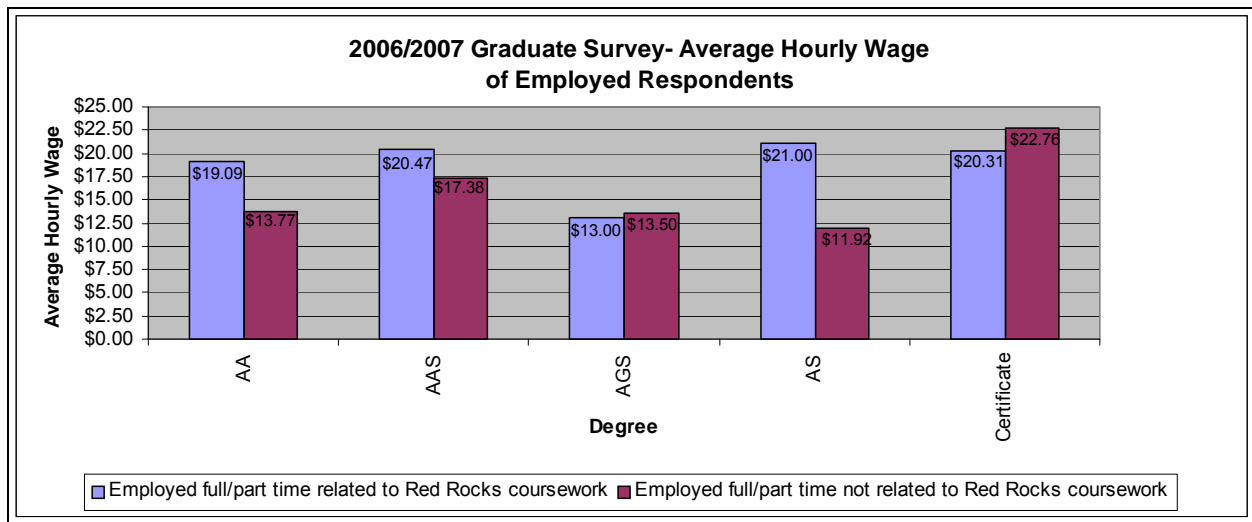
Spring 2007
15 from Teacher Ed and
15 from CIS

1P11 Processes for student assessment, 1P12 Determine preparation of students completing programs, and 1P13 Measures of student performance analyzed regularly

As a result of the **Assessment of Student Learning Action Project**, formative assessment practices are a required goal in faculty performance plans. Faculty have been engaged in aligning their course learning objectives with their teaching practices as a precursor to developing assessment strategies that measure the effectiveness of the teaching practices in helping students master the course competencies. Faculty have been engaged in closing the loop of assessment; they have developed assessment strategies, collected data on student performance, reviewed the data, and reflected on possible alterations to their course/and or teaching practices to improve student performance (see **1R1**). Six months after graduation, students receive a Web link by email to complete an online survey. The survey collects student-reported data concerning employment and wage status (**Figure 1-10**).

In addition to the Graduate Survey, and as reported in **1R2**, pass rates on industry certification exams are reviewed and trends noted for use in curricula modifications. The National Clearinghouse data provides university transfer information of Red Rocks' students (see **1R2**).

Figure 1-10



1R1 Results for common student learning objectives

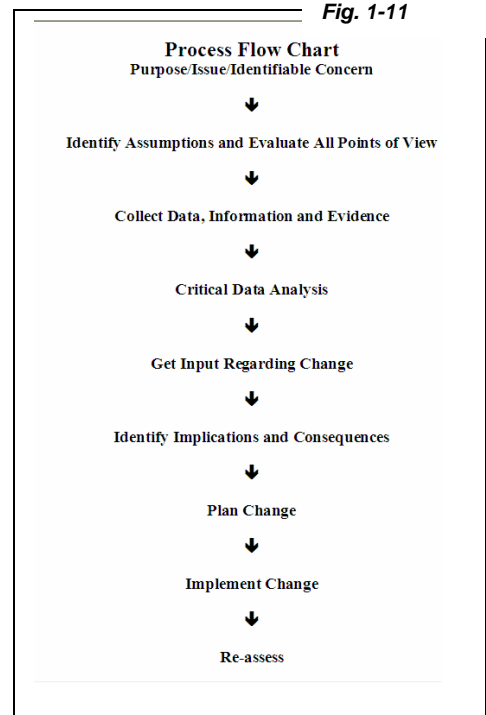
Full texts of the summaries prepared by the instruction deans of assessment strategies underway across instructional departments are posted using SharePoint as the intranet platform. The deans' summaries are meant to distill into a user-friendly format the breadth of assessment activities outlining the processes used and any conclusions reached, including program modifications that may be underway. However, access and organization of the intranet site continues to be cumbersome with only a small percentage of faculty accessing

the information. With the expectation that all faculty engage in assessment, it is evident in review of the summaries that a good deal of activity is occurring.

Using the **Process Flow Chart** in **Figure 1-11**, Assessment of Student Learning activities are engaged at various levels in these processes. While examples exist in a range of disciplines as to how the results of assessment of student learning have impacted teaching and learning, a systematic approach to the collection, analysis, and dissemination of the results has yet to occur.

Examples of the assessment activities include the efforts of the Math Department resulting in the development of the common final for MAT 106 the pre-requisite course to College Algebra. Faculty examined the effectiveness of MAT 106 in adequately preparing students for subsequent success in College Algebra. MAT 106 faculty met to determine the learning objectives that would be on the common final based on the pre-requisite knowledge required for success in College Algebra. Twenty learning objectives were identified. Two full-time faculty, soliciting feedback from the group at every step, drafted and then finalized a 20-question final. They also generated ten different versions of that final using a test generator. The common final is being piloted during the '07-'08 school year. The pilot data will be examined for trends relative to the common learning objectives, and the results will be used to evaluate the teaching strategies used in MAT 106.

The English Department collected unmarked anonymous essays from all students completing ENG 090, the pre-requisite course to college-level ENG 121. Papers were read by a minimum of two faculty using a common scoring rubric that identified the learning objectives needed for entry into ENG 121. The department discovered that 79 percent of the essays written by students earning a C or better were ready for ENG 121. Twenty-one percent of the essays written by students earning a C or better were not ready for ENG 121. As a result of the data, faculty will be developing an exit exam to provide further information concerning student performance. A student handbook specific to ENG 090 will also be developed. The department will also reach consensus on the use of a common text for ENG 090 with the goal of reducing the variance in student performance.



1R2 Evidence that students have acquired knowledge and skills

In addition to surveys tracking employment placement and employment retention of completing students, Red Rocks requests regular reports from the National Student Clearinghouse. The “3 + 1” relationship with Regis University, a private school, has made this prestigious university a popular choice with Red Rocks students. Students may earn up to 90 credits at the tuition rate of the community college before transferring to Regis to complete degrees in Fire Science Management and Teacher Education. Red Rocks Community College has partnered with the Colorado School of Mines offering students guaranteed acceptance into one of the most prestigious engineering universities in the country.

The Guarantee

A student who completes the prescribed Red Rocks courses listed here, with a grade point average of 2.75 or higher and without any grade below a C, will be accepted to Colorado School of Mines.



Figure 1-12

NATIONAL STUDENT CLEARINGHOUSE STUDENTTRACKER AGGREGATE REPORT : ANALYSIS OF INITIAL TRANSFERS FOR RED ROCKS COMMUNITY COLLEGE (009543-00) 02/01/2007- 09/12/2007						
SCHOOL NAME	SCHL TYPE	PUB/ PVT	STATE	% OF TOTAL STUDENTS SUBMITTED	% OF STUDENTS FOUND	# OF STUDENTS
RED ROCKS CC	2	Public	CO	55.71%	82.38%	3,722
METRO ST CLG DN	4	Public	CO	2.65%	3.92%	177
REGIS U-SEM	4	Private	CO	1.51%	2.24%	101
CO SCH OF MINES	4	Public	CO	1.24%	1.84%	83
U OF COLORADO	4	Public	CO	1.17%	1.73%	78
ARAPAHOE CC	2	Public	CO	0.52%	0.77%	35
U OF CO BOULDER	4	Public	CO	0.49%	0.73%	33
FRONT RANGE CC	2	Public	CO	0.45%	0.66%	30
COLORADO STATE	4	Public	CO	0.39%	0.58%	26
ST FRANCIS U	4	Private	PA	0.37%	0.55%	25
CC OF DENVER	2	Public	CO	0.36%	0.53%	24
CC OF AURORA	2	Public	CO	0.27%	0.40%	18

The table in **Figure 1-13** details the pass rates on industry certification exams from the Physician Assistant Program, Plumbing, Law Enforcement Academy, and the Medical Assisting program.

Figure 1-13 (cont. next page)

Career Tech Programs Certification Exam Pass Rates						
Program	Term	#Enrolled	Exam	#Took Exam	#Passed	Percentage Passed
Physicians Assistant Program (PAP)			Physician Assistant National Certifying Examination (PANCE)			
	2000	25		24	23	95.83%
	2001	24		23	22	95.65%
	2002	25		25	25	100.00%
	2003	25		24	24	100.00%
	2004	24		23	23	100.00%
	2005	29		29	29	100.00%
	2006	23		23	23	100.00%
2007	27		26	26	100.00%	

PLU 205&215			American Society of Sanitary Engineering (ASSE)			
	2008	12		12	12	100.00%
Law Enforcement Academy			Colorado Peace Officers Standards and Training (POST)			
	Fall 2004	21		21	21	100.00%
	Spring 2005	25		25	25	100.00%
	Summer 2005	20		20	18	90.00%
	Fall 2005	24		24	22	91.67%
	Spring 2006	27		26	26	100.00%
	Fall 2006	28		28	28	100.00%
	Spring 2007	30		28	28	100.00%
	Fall 2007	26		26	25	96.15%
Medical Assistant			Certified Medical Assistant (CMA)			
	2004	22		10	10	100.00%
	2005	23		17	13	76.47%
	2006	11		4	4	100.00%

1R3 What are your results for processes associated with Helping Students Learn?

As a commuter school, it is challenging for RRCC to effectively communicate the availability of services to help students outside of the classroom. The Tutors without Borders (TWB) Action Project was conceptualized to increase the availability and visibility of support services by bringing tutors into the classroom. The following section includes a list of faculty and their courses that participated in TWB in Fall 2007. A survey to evaluate the knowledge of students concerning the learning support services available on campus was administered in Fall 2007 to the classes with tutors and to comparable courses without tutors. Twenty percent of students in the classes without tutors were unaware of the range of learning support services available, whereas in classes with tutors, fewer than two percent indicated no knowledge of the learning support services available.

- EIC 240 001 Rich Thatcher
- MAT 030 001 Peggy Harnish
- MAT 090 003 Peggy Harnish
- MAT 090 009 John Stein
- HVA 105 002 Larry Snyder
- HUM 121-003 Marjorie Berman
- CON 105 001 Larry Snyder
- HVA 102 001 Larry Snyder
- HVA 102 002 Larry Snyder
- HIS 247-002 Chris Howell
- MAT 090-001 Bill Thompson
- MAT 060-004 Bill Thompson

Faculty comments concerning TWB:

“I am very pleased with the results of the extra work I put into the TWB program. Student retention rates for Fall 2007 HVA 105 were improved dramatically. Only two students did not finish the course (10%). I set up the Spring 2008 HVA 105 with a tutor in the classroom and with tutoring available before class as walk-in support for the students.”

Tutor-facilitated mid-term chat with an ENG course encouraged candid feedback with the instructor out of the room: The instructor reported as a result of mid-term chat that “It gave me great ideas that I've already started implementing to improve my curriculum and strategies between now and the end of the term. I also think it was a great opportunity to reiterate and clarify some of my lessons, priorities, and points to them; in other words, I realized that I was still sort of ‘teaching’ and my students ‘learning’ while we were debriefing.”

A task force of faculty and staff evaluated the two-year-old **Tutors without Borders Action Project** during Spring 2008. A sample from the student survey administered in a developmental math course indicated strong support among the students, which was a common theme from all the student surveys collected.

Sample from Student Survey

Did you find it helpful to have a tutor in the classroom?

Yes: 22 No: 0

- I found it helpful because I would have one on one help in class.
- I didn't need the tutoring (this semester anyway), but it was nice to have help available. I would be more inclined to seek help from a tutor who is in class than to make the extra effort to seek help in the LARC.
- I was able to get some help on the spot. He knew what we were learning in class making it easier for him to help me.
- I liked having someone there to ask my questions to, if I had any.
- I thought it was helpful because if I had a question on how to solve a problem, I didn't have to go all the way to the LARC.
- Yes, I felt it was very helpful to me because the tutor was easy to find and when you had a question, you were able to get an answer right away.
- The tutor knows exactly what was covered in class and can greatly enhance my experience and answer my questions.

As the **TWB Action Project** to add tutors in the classroom progressed through the first semester, faculty members requested that training be added to help faculty use tutors effectively. The task force charged with evaluating Tutors without Borders noted that while students were positive on the value, the number of faculty participating did not meet expectations. The task force made several recommendations, and the TWB Project continues to evolve. Among the recommendations was to focus the classroom tutoring in the developmental math and English courses to allow faculty training and staff support required to administer the coordination of the tutors and requests from faculty to be further developed before expanding throughout instruction.

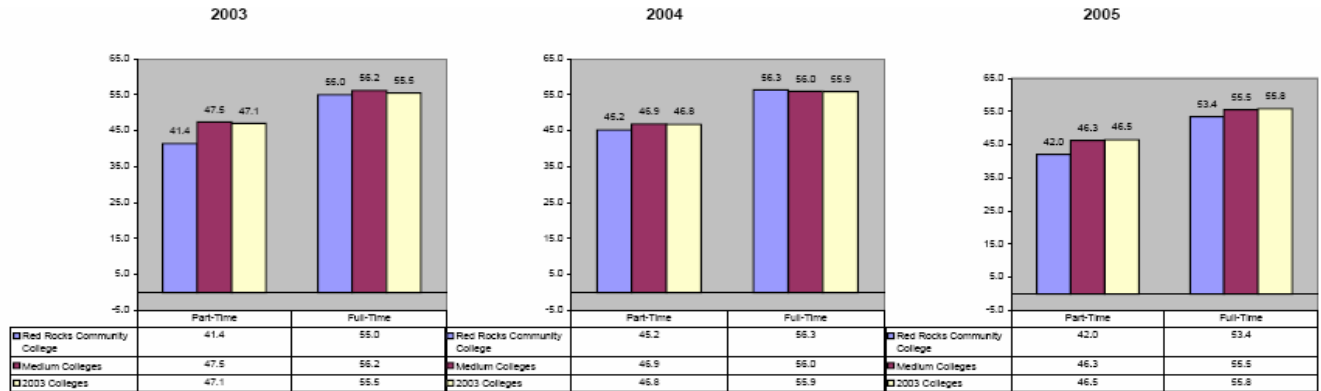
The **Faculty Advising Action Project** pilot introduced discipline faculty into the general Advising Center during the peak enrollment period before Fall term 2006. The initial pilot had some success since it did increase the availability of the advising staff, and students were pleased to have ready access to discipline-specific advising. Surveys of faculty participating in the Project were positive, appreciating the early interaction with the students and the advising staff. The record keeping required in the new Banner Student Information System as part of the advising visit detracted from the experience of faculty meeting with students. The Project has evolved subsequently to engage faculty in the Advising Triage area. The Triage does not require the data input of the regular advising session; thus, faculty had more time to interact directly with students and answer initial questions as they provided more in-depth, discipline-specific information. The Advising Triage area is located in an open area adjacent to the Advising Center. The faculty are highly visible to walk-in student traffic during peak enrollment times. Triage Advising is considered to be highly successful by both the faculty and the advising staff. Students receive immediate assistance, and advising staff are free to provide more in-depth enrollment and degree-planning assistance and can attend to the information tracking required by the Banner Student Information System. A task force of Red Rocks faculty and staff reviewed the Faculty Advising Project in Spring 2008. The task force conducted a "hallway" survey of the students participating in the Triage. The task force summarized the survey and their review as follows:

- **Effectiveness for Students** Overwhelmingly, students received the help they were seeking at registration time. Ultimately, this is the primary goal: to effectively and creatively meet students' needs during peak times.
- **Foster collaboration between Student Services and Instructional Services** Reading from the **AQIP Summary** as well as from prior surveys and faculty self-reports, the investigation/evaluation task force found a high level of enthusiasm on the part of faculty participants and the Academic Advising staff.
- **Mandatory Initial Advising** The task force found positive responses from new and returning students for the idea of requiring an advising experience prior to the first semester of classes taken at Red Rocks Community College.

The **Assessment of Student Learning Action Project** increased the number of faculty participating in formative assessment from 17 percent in 2005 to 95 percent according to the assessment summary reports filed by the instruction deans in Fall 2007. The Assessment of Student Learning Action project began as the

ABC's of Assessment. Faculty were supported through professional development workshops in the completion of the course alignment matrix using the Colorado Common Course Competencies. Faculty aligned their teaching and learning activities with the competencies and then described the assessment strategy to determine the student learning in each competency. While the ABC's were looked upon by some as too prescriptive, the ABC's created a broader understanding of the PLAN, DO, CHECK, ACT Cycle. This cycle has continued to guide the collection and analysis of data relative to student learning as assessment has moved beyond the course level in several departments. As described in **1R1**, faculty have been engaged in the collection, analysis, and modification of their teaching strategies at the course and program level. Effective sharing of assessment strategies across disciplines has yet to be developed.

1R4 Comparison of results with the results of other higher educational institutions



- Student Effort**
- 1c. Prepared two or more drafts of a paper or assignment before turning it in
 - 1d. Worked on a paper or project that required integrating ideas or information from various sources
 - 1e. Come to class without completing readings or assignments
 - 3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
 - 7a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
 - 10d. Frequency of use: peer or other tutoring
 - 10e. Frequency of use: skill labs
 - 10h. Frequency of use: computer lab

Other than the three years of 2003-2005, Red Rocks participated in CCSSE, but the College has not had an opportunity to effectively compare its results for student learning with those of other institutions. As shown above in the Student Effort Benchmark comparisons with similar sized institutions (red bar) and Red Rocks (blue bar), none or very little difference exists for full-time students. However, Red Rocks part-time student responses lagged behind those of other similarly sized schools. Discussions are underway to create a peer exchange in Colorado with other AQIP schools. Red Rocks is also very interested in assistance from AQIP staff in pursuing effective comparison data collection protocols and examples of best practices methods in responding to and subsequently reassessing the resulting information.

1I1 Improve your current processes and systems for helping students learn

In addition to the continuing evolution of the Action Projects based on student results detailed in **IR3**, students' access and success are the key indicators which drive the College's processes. Student access is measured in terms of enrollment, which for the past two terms has increased by more than ten percent. Student success is measured using metrics of course completion with a grade of C or better and retention through educational goal completion. The Red Rocks Dashboard, included in Category 7, uses IPEDS data to track progress in meeting the key indicators.

More than 15 percent of high school graduates entering Red Rocks from the school district in the service area require developmental education based on placement scores using the Accuplacer. As described in further detail in **3P1**, Red Rocks is working closely with K-12 to improve the preparation of students prior to enrolling in the College. Efforts include bringing the Accuplacer test to high schools to help students target basic skill

competencies in mathematics, written communication, and/or reading who may need additional work prior to graduation and college matriculation. In Spring 2008, Red Rocks partnered with Jefferson High School to pilot after-school seminars at the high school to help students improve their placement scores in mathematics. Curriculum has been developed in partnership with high school science and math faculty with college career and technical education faculty in Construction and Process Technology. The curriculum is taught high school science and math courses using contextual learning specific to the 21st century workplace. These initiatives are in the beginning stages; thus, data is being collected and will be reported in subsequent updates.

1I2 Set targets for improvement and prioritize targets while communicating current results

As the **Assessment of Student Learning Action Project** is institutionalized, the Vice President of Instructional Services has proposed a half-time release for an interested faculty member to work specifically on assessment. The release could rotate in subsequent years to encourage broad faculty involvement in the leadership and continued development of the assessment of student learning. With the adoption of the Assessment Action Project, faculty have diligently collected and analyzed data relative to student learning. Most of the efforts have centered on either course assessment or program assessment. However, efforts to build upon these findings are episodic, typically remaining within the discipline. By prioritizing the value of assessment as evidenced by the commitment to a substantial faculty release, the goal is to use assessment data to examine cross-discipline student learning issues. Examples of possible assessment activities include evaluating the effectiveness of developmental education in preparing students for college course-level success. Assessment goals also include improving the use of student learning data in the budgeting process. The Commitment to Instructional Excellence publication (**see 1P6**) created an important foundation for sharing the hallmarks of student learning occurring across the institution. Efforts are underway with the hiring of a new marketing director to improve the sharing of Instructional Excellence by creating a monthly campaign that will spotlight learning outcomes occurring in Red Rocks programs.

In Spring 2008, the State Board for Colorado Community Colleges approved the assessment of a \$5 fee per English and mathematics credit hour. The resulting revenue is to be used by System colleges to increase the availability of tutoring in both areas. Discussions are underway as to how best to use the new funding source and how to measure and demonstrate improved student outcomes. Subsequent updates of the Red Rocks Community College Systems Portfolio will document this important improvement effort.

Category Two Accomplishing Other Distinctive Objectives

2C1 Address explicit Institutional objectives in addition to Helping Students Learn.

2C2 Ensure distinctive objectives align with mission, vision, and philosophy.

2C3 Distinctive objectives support Helping Students Learn.

Among the distinctive institutional objectives which align with RRCC's mission and which complement the processes of helping students learn are three identified through the AQIP Action Project selection process and the needs of the community. The objectives support RRCC's dedication to students, commitment to excellence, and love of learning. **Figure 2-1** lists the objectives and summarizes their purposes and support for learning and achievement.

Figure 2-1

Other Distinctive Objectives	Support for Learning and Instruction
<p>Foster a Culture of Graduation: Identified as a need during all-college Conversation Day and subsequently chosen as an Action Project, the project team members created a plan and administered steps to make students aware of the opportunity to graduate from RRCC with associate's degrees and/or to earn certificates.</p>	<p>Culture of Graduation: Students (including those who plan to transfer to four-year institutions) are often not aware that earning associate's degrees will facilitate the transfer process. The Action Project team launched a campaign to inform students, and also faculty and staff, of the benefits of successfully completing a course of study and graduating from RRCC.</p>
<p>Support and House Child Care Programs: RRCC is home to the (1) Children's Center, which provides high-quality child care for children of students, faculty, employees, and the community.</p> <p>(2) Child Care Innovations assists and educates parents in eight Colorado counties who are seeking child care and provides training for child care providers.</p> <p>(3) School-Age Child Care primarily delivers consistently high quality child care services for elementary school children at their schools.</p>	<p>Support and House Child Care Programs:</p> <p>(1) The Children's Center works with the college's Early Childhood Education Program (ECE), providing students not currently working in a child care setting with a means to satisfy a portion of their laboratory experience. (Fall 2007: 24 students; Spring 2008: 19 students)</p> <p>(2) The Child Care Innovations program helps parents within its eight-county service area find quality child care and family services. The program assists RRCC students by providing referrals to quality child care and other supportive community services that help alleviate family stresses, thus allowing RRCC students to concentrate on their classes and pursue their educational goals.</p> <p>(3) School-Age Child Care also provides RRCC's Teacher Education and ECE students with opportunities to work in their areas of study through employment or practicum. The program's staff brings RRCC's message of "learning is for life" to children and their families while developing continuing liaisons among the community, Jefferson County School District, and the college.</p>
<p>Revitalize the Library and the Learning and Resource Center (LaRC): Recognized during Conversation Day as under-used areas with great potential, the library at the Lakewood campus has been undergoing physical renovation as well as changes in procedures and holdings initiated in 2006 by the Library Advisory Committee with follow-through by the new head librarian hired in Fall 2006. The objectives are to increase student, faculty, and staff patronage. Phase I of the library's physical renovation is complete. Phase II involves the redesign of the college foyer and the adjacent LaRC space, including the addition of an Internet café.</p>	<p>Revitalize the Library and the Learning and Resource Center (LaRC): Phase I involved the construction of three classrooms with direct access to the library, as well as a highly visible and welcoming second-floor entrance that opens directly into the library. The classrooms provide much-needed space to accommodate the college's growing enrollment and the need for faculty to hold classes near the library to facilitate instruction and student learning. Phase II's purpose is to better integrate the LaRC space and its functions with those of the library and to create an inviting, accessible, and comfortable atmosphere for students, faculty, and staff.</p>

2P1 Determine and set other distinctive objectives.

Discussions during Conversation Day and the results of the Constellation Survey (Fall 2004) led to the determination of other distinctive objectives. In addition, the Colorado Department of Higher Education (CDHE, formerly CCHE), Colorado’s State Board for Community Colleges and Occupational Education (SBCCOE), and the Colorado Community College System (CCCS) leaders set goals for the system’s colleges that influence the choice of distinctive objectives. Other groups and individuals involved with determining objectives include RRCC’s president, her cabinet, and the College Advisory Council whose members include community business leaders; the president’s Collaboration Council; the Foundation Board; the Institutional Research and Strategic Planning Dept.; Student Life; Faculty Senate; program and department advisory councils; faculty, staff, and students; community organizations; and K-12 representatives (**See 8C2**).

2P2 Communicate expectations regarding objectives.

Communication of expectations is accomplished through various methods, including those shown in **Figure 2-2**.

Figure 2-2

Distinctive Objective	Method	Description
General Fund Raising	RRCC Foundation Golf Tournament held in 2005	Held to raise funds and increase awareness among community leaders and RRCC employees of college initiatives and activities
Child Care Programs	Triad Early Childhood Council (Jefferson, Clear Creek, and Gilpin counties)	A coalition builder and partnership with the Triad counties that responds to the needs of children, families, and the community
Fundraising to purchase equipment, supplies, and resources for the Child Care Center	Internal Fundraising Events	Include the poinsettia sale, the butter braid sale, and Wine Tasting 101 held at a nearby restaurant
Culture of Graduation; Child Care Programs; Library/LaRC	Task Forces and Advisory Committees	Provide analysis, ideas, and feedback through constituency groups affected and/or interested in specific objectives
Culture of Graduation	Action Project Team and Review Committee	Analyze, plan, and implement steps to create a culture of graduation among RRCC students, parents, faculty, and staff
Culture of Graduation; Child Care Programs; Library/LaRC	Web Sites; E-mail Communication	Inform internal and external stakeholders of activities, updates, and status; provide access to forms and specific information about services
Culture of Graduation	Direct Mail	Inform students with 40-45 credits of their nearness to graduating with associate’s degrees and/or certificates
Child Care Programs	Brochures and Print Materials	Inform internal and external stakeholders of services, classes, and training available

Distinctive Objective	Method	Description
Library/LaRC	Presentations to Internal and/or External Stakeholders	Inform faculty, students, staff, and community members of completed and proposed renovation plans
Culture of Graduation; Library/LaRC	All-College Meetings	Inform faculty and staff of progress, updates, training, and professional development opportunities

2P3 Determine faculty and staff needs relative to objectives.

2P4 Assess and review objectives; incorporate feedback.

- Culture of Graduation:** Faculty and staff voiced their needs and concerns during Conversation Day, Fall 2004, resulting in the formation of four Action Projects, including this one. The Project’s team members collaborated with the Advising Center, Student Life, Marketing and Communications, Student Services, and the Office of Student Records to obtain information and subsequently designed an action plan to promote the culture of graduation. From October 2007-March 2008, a faculty and staff review team examined the Action Project team’s processes, results, and outcomes and made recommendations for improvements. The review team’s recommendations are currently under consideration by college leaders.
- Child Care Programs:** The Child Care Center, Child Care Innovations, and School-Age Child Care work with the college’s Early Childhood Education Program faculty, thus facilitating the exchange of ideas and assuring quality. Directors and coordinators regularly communicate with RRCC’s offices of Business Services, Facilities Management, and Campus Security to coordinate resources and maintenance. Professional development, employee training, staff meetings, and staff retreats occur periodically. Directors and staff interact with community leaders, task forces, and boards in order to inform colleagues and improve services.
- Library/LaRC:** The College president asked interested faculty and staff to volunteer for service on the Library/LaRC Advisory Committee, which met in 2006-2007. Committee members asked for input and recommendations from their constituency groups, which they shared with the president, vice presidents, deans, librarians, tutor coordinators, and library director. Based upon information, data collection, and feedback, Phase I of the Library/LaRC renovation project was planned, funded, and completed in Spring 2008. Phase II’s plans are currently undergoing review by a College leadership committee whose recommendations are expected by Spring 2009.

2P5, 2R1. Accomplish collection, analysis, and results of distinctive objectives

Refer to **Figure 2-3.**

Distinctive Objectives	Measures	Results
Culture of Graduation (Action Project)	<p>1.a. Number of students who received letters mailed 12/07/5 and 04/17/06 who requested degree audits and then went on to graduate</p> <p>1.b. Student awareness campaign: produced and displayed posters and staffed a graduation information table in Jan. 2006; the external review committee staffed a table in during New Student Orientation in Jan. 2008</p>	<p>1.a. <u>12/07/05 mailing:</u> 1,149 letters mailed; 50 students requested degree audits and 12 of those graduated; <u>04/17/06 mailing:</u> 1,297 letters mailed; 24 students requested degree audits and 3 of those graduated</p> <p>1.b. 2006 table: 75-100 students stopped to ask questions and receive information over a three-week period. 2008 table: approx. 15 students visited the table during a three-hour period</p>

Distinctive Objectives	Measures	Results
Culture of Graduation (Action Project) (cont.)	2. Review Committee (10/07-03/08): Reviewed processes established by the Action Project team and analyzed a detailed report written about the project	2. The Review Committee's recommendations were presented to the college on 04/08/08. Recommendations are undergoing review by college leaders in order to determine which aspects should be retained.
Child Care Programs	<p>1. Child Care Center: This is a training, observation, and laboratory practice site where RRCC's ECE students can fulfill part of their observation and lab requirements. The Center currently is in the self-study phase of application for accreditation by the National Association for Education of Young Children (NAEYC).</p> <p>2. Child Care Innovations: Staff members host a table during RRCC's New Student Orientation three times year to make students aware of the services provided. The director is exploring ways to provide additional services to families and early childhood profession- als through increased strategic partnerships.</p> <p>3. School-Age Child Care: The program is accredited as a National School-Age Child Care Program. The director identifies the programs in the elementary schools as "Red Rocks," using the name on banners and posters. RRCC's Vice President of Finance visits each school yearly with the School-Age Child Care director. Staff members distribute surveys to parents annually and to children and principals periodically to assess satisfaction with services.</p> <p>4. All Child Care Programs contribute to events arranged by the ECE Dept. Chair to promote the Week of the Young Child.</p>	<p>1. RRCC's ECE students learn to work effectively with children through observation and practice; parents and children become acquainted with RRCC and the community college culture which promotes learning for life and indirectly provides recruitment of students. The Center's director works with the ECE Dept. chair to ensure that curricula is supported by current practices. Accreditation by NAEYC will provide opportunities for growth.</p> <p>2. The first contact with RRCC by potential ECE students is often through Child Care Innovations. Many start out taking seminars and workshops or participating in some type of grant project before they decide to enroll in a credit class at RRCC.</p> <p>3. Through School-Age Child Care's connections with students, parents, teachers, and principals at local elementary schools where after-school programs are delivered, the School-Age Child Care staff brings RRCC's commitment and love of life-long learning to those whom they contact. Children in after-school programs refer to their programs as "Red Rocks," thus fostering at an early age an awareness of the College and higher education. Results from surveys inform the director and staff so that they can respond to requests for changes, such as adjusting hours of operation and implementing a tight tracking system of the children.</p> <p>4. The ECE Dept. worked with the Programs and facilitated 7 work-shops, 2 lectures, and an all-campus activity at the Lakewood campus in April 2008. 127 students and community members attended.</p>

Distinctive Objectives	Measures	Results
<p>Revitalize Library/LaRC</p>	<p>Phase I of the library's renovation plan was completed in April 2008.</p> <p>Phase II: A committee of college leaders under the direction of the new college president is preparing a formal Program Plan to eventually undergo review by CDHE.</p> <p>The library has measured usage since Jan. 2006.</p>	<p>Phase I's completion has resulted in three additional classrooms and increased accessibility to the library.</p> <p>The committee's Program Plan regarding Phase II is expected to be submitted to CDHE by Spring 2009.</p> <p>Patronage has increased steadily by 20-30% from semester to semester; in addition, circulation, student work-studies, research sessions, and faculty involvement also are on the rise.</p>

2R2 Regarding 2R1: Comparison of results with peer institutions.

Culture of Graduation: The Action Project committee members examined information and data from the Pikes Peak Community College (Colorado Springs, CO) Web site and used the information to draw two conclusions that gave the committee its direction: (1) make students aware of CCCS's 60+60 bachelor's degree transfer program, and (2) emphasize students' completion of their associate's degrees as evidence of their ability to succeed.

Child Care Programs: (1) **Child Care Center** staff visit other centers in the Denver metro area each year and adopt any beneficial practices. In Spring 2008, the director surveyed 14 Colorado community colleges to find out if they provide drop-in care and how they staff and finance the service. The Center's director states, "We have discovered through this process that we provide some of the highest quality education for young children in the state." The decision of whether to include drop-in child care has not been made. (2) **Child Care Innovations'** resource director and staff review comparative data prepared by the program's funders. Through regular attendance of the director and staff at state-wide gatherings of other grantees, discussion and comparison occurs. The program is the largest child care resource and referral agency in Colorado in terms of staffing and numbers of licensed facilities per service delivery area and is often viewed as a model program which is consulted by similar agencies. (3) **School-Age Child Care** compares its services with those of competitors by asking specific questions, conducting cold calls, and observing similar programs, which help the director and staff reassess the tuition rates and activities they provide for children. RRCC branding brings the message of life-long learning to children, their families, and school districts. Specific results are not reportable.

Library/LaRC Revitalization: Upon recommendations made by the initial Library/LaRC Advisory Committee, the College president, head librarian, the library director, and selected vice presidents visited area bookstores and community libraries in 2005-2006. They examined and assessed physical spaces, signage, holdings, and customer service techniques. As a result of their research and comparison between RRCC's library and the facilities they visited, the group made a list of the features they wanted to include in the library's physical renovation. They conveyed the information to the Facilities Management director and Engineering Graphics department chair who then worked with RRCC students to create preliminary plans and a visual presentation for RRCC faculty, staff, and students to review in Fall 2007-Spring 2008.

With regard to updating the library's holdings, the head librarian has made changes to ensure that the College library compares favorably with the state-of-the-art academic and community libraries he visited in the Denver metro area, such as adding and subtracting the library's holdings to increase student, faculty, and staff access to digital materials and online resources. He has reversed a long-standing policy that did not allow students to check out audio and video materials, recognizing both the academic value and the popularity of this service with library patrons. He also placed shelves containing popular culture print materials close to one of the

library's two entrances so that they are visible to anyone entering the library, and he has reconfigured furniture and décor to create a more attractive and inviting space for students, faculty, and staff.

Comparisons of RRCC's Learning and Resource Center (LaRC) with those found in area community colleges will be part of the Phase II committee's information-gathering process during 2008; thus, results are not yet reportable.

2R3 Results strengthen the Institution and enhance relationships with the community.

Culture of Graduation: Promoting graduation and its benefits to students, faculty, and staff provides a common goal which draws together constituency groups within the college, especially faculty and advisors. Business and community leaders, as well as legislators, are more inclined to provide donations and funding if they observe students successfully completing their courses of study. Transfer students who have earned associate's degrees benefit from CCCS's 60+60 bachelor's degree program, allowing them to transfer to designated state universities and colleges as juniors.

Child Care Programs: RRCC's support and housing of the **Child Care Center**, **Child Care Innovations**, and **School-Age Child Care** draw favorable recognition to the college from surrounding communities and beyond. RRCC's ECE and Teacher Education students are served by the programs' presence on campus since they can fulfill portions of their requirements through the departments' alliances with the programs. All three programs draw the community to the college and/or establish a recognized presence within the community, thus serving as a means of recruiting students.

Library/LaRC Revitalization: The addition of three classrooms with direct access to the library enhances students' learning and faculty members' teaching since library use is vital as students conduct research: faculty, librarians, and thousands of sources come together to help students learn in a collaborative environment. Faculty and students benefit from increased holdings and the head librarian's philosophy of asking the library's users to tell him which materials they want him to purchase. A warm, welcoming environment and current holdings that are tied to course content and to students' interests help to attract potential students to RRCC and enhance the college's image.

2I1 Improve systems and processes for accomplishing your other distinctive objectives.

Culture of Graduation: The external review committee members' report presented during the Spring 2008 Staff Development Day currently is under review by college leaders. The committee's recommendations include assigning a specific advisor to track the number of degree audits, engaging in a more aggressive student awareness campaign, and maintaining and monitoring the online degree audit request form available on the College Web site.

Child Care Programs: (1) The **Child Care Center's** director and staff are in the process of applying for accreditation with the National Assoc. for Education of Young Children which will provide opportunities for growth and meet not only local but national accreditation standards. The Center currently is gathering information from college employees and students to determine how best to meet their child care needs.

(2) The **Child Care Innovations program** currently serves children and families in eight counties. Rather than expand the service area, the director wants to be able to offer more comprehensive services and is looking at ways to serve families as well as early childhood professionals through increased strategic partnerships. The program recently has partnered with the Developmental Disabilities Resource Center to access tax credit funds the Center has received to help families who experience a crisis that prevents them from paying for child care. The partnership can benefit RRCC students and staff who are not eligible for state subsidies and who, without assistance, would have to suspend their studies or quit their jobs in order to care for their children. Finally, **Child Care Innovations** plans to expand its fee-for-service onsite technical assistance and training for early childhood programs and to examine the possibilities of creating internal partnerships that will increase public knowledge of the program.

(3)The **School-Age Child Care** director and staff use survey results to improve systems and processes. (Refer to Figure 2-3, School-Age Child Care.) The director has no plans to change this method of receiving timely feedback.

Library/LaRC: Some of the key processes for **revitalizing the Library/LaRC** are originating with the head librarian who was hired in 2007. His mission is to actively engage students and faculty in selecting the library's materials and to make the library accessible and friendly. Since his hiring, he has started a Skateboard Club composed of not only RRCC students but of high school students as well. Club members come into the RRCC library and bring their friends who are now using the library's resources for a variety of projects. Other goals for revitalizing the library include identifying outdated holdings and methods; systemizing processes; giving ownership of materials to faculty and students; tying materials to course content; developing a long-term strategic plan for providing digital materials; periodically attending department meetings to receive feedback and requests; giving his staff the control of basic, day-to-day operations of the library, including work-study students; conducting research methodology workshops for students; creating ties with the community by regularly visiting area high schools and meeting with students and teachers; and meeting regularly with RRCC's Community Learning Centers' directors. The focus of Phase II in the revitalization plan is the Learning and Resource Center (LaRC), which is in the hands of a recently formed committee of college administrators whose recommendations are expected in Spring 2009.

2I2 Select, set, and communicate targets for improvement.

Culture of Graduation: The Vice President of Instruction and other College administrators are currently reviewing the report written by the external review committee who met from October 2007-March 2008; thus, they have not yet set targets for improvement or determined priorities. The external review committee presented its findings and recommendations orally to an all-college audience during the April 2008 Staff Development Day.

Child Care Programs: (Refer to the **2I1** response.) Directors of the three programs, in concert with their staff members, accrediting agencies, community councils, and/or funders, work with RRCC's Vice President of Finance to set targets for improvement and determine priorities. Each program's director communicates results and priorities during staff meetings, staff retreats, all-college meetings at the beginning of the fall and spring semesters, through meetings with parents, through phone calls to parents, through print materials, through program Web sites, through e-mail, and through collaboration with child care professionals across the state.

Revitalizing the Library/LaRC: (Refer to the **2I1** response.) The College president and her cabinet members, in concert with the head librarian and the deans who supervise the library and the LaRC, set targets for improvement and determine priorities. In addition to methods of communication mentioned in **2I1** above, other methods include a PowerPoint presentation showing ideas for the physical renovation of the LaRC and library, the library and LaRC Web sites, and meetings with college constituency groups.

AQIP Category Three: Understanding Students' and Other Stakeholders' Needs

3C1 Define and differentiate students and other stakeholders

The students attending Red Rocks Community College have traditionally been grouped as transfer (students seeking academic degrees for university transfer) and Vocational or Career and Technical Education students attending college as full- or part-time students. Given the expectation from the Colorado Department of Higher Education's Performance Contract (**see Overview Q6**) for community colleges specifying measurable benchmark improvements in IPEDS student completion and graduation rates, Red Rocks has worked to develop responses (detailed in **3C2**) to the risk factors associated with student success, such as being the first in the family to attend college and the need to remediate math, reading, and written communication skills.

- Average student age is 28 years old. (Fall 2007)
- Sixty-nine percent the student body attends school part-time and is employed at least part time.
- Students are pursuing a variety of goals:
 - 1,637 students reporting educational goals (Fall 2007):
 - 62% stated they were pursuing an Academic Degree- AA/AS/AGS
 - 26% stated they were pursuing Personal Interests
 - 12% stated they were pursuing a Vocational-Tech Degree (AAS) or Certificate
- Spring 2008: 48.6% of students were first-generation college students

As detailed in the chart posted in **3P4**, the College relies on the participation of employers and community representatives to advise faculty and staff in the delivery of current curricula relevant to today's industries and/or university transfer agreements. These stakeholders volunteer their time for a range of reasons, including belief in the mission of community colleges as the gateway to higher education and/or the need to ensure a steady supply of well prepared workers with job ready skills for their industry.

The Rocky Mountain Education Center (RMEC) of Red Rocks Community College responds to the non-credit training needs of industry. As an OSHA Region VIII Training Center, RMEC provides the required safety and health training for a range of construction and industrial industries. RMEC offers contract training globally for Cargill, an international provider of food, agricultural, and risk management products and services. Countries where training was provided in the last year include Canada, Kuala Lumpur, Holland, Nicaragua, and Honduras. Annually, more than 6,000 participants complete training programs offered by the RMEC. In addition to OSHA-related training, the RMEC offers Business Spanish, Microsoft Applications, Real Estate Appraising, and Mortgage Loan Officer Certification. Major companies nationally rely on the RMEC to meet their employee training needs. A sample of these organizations is listed in the chart labeled **Figure 3-1**.

Figure 3-1

Company	Location	Type	#s Trained 07
Cargill	Intl.	Manufacturing	280
Advancement Foundation	IN	Construction	217
Agilent	CO	Manufacturing	65
Safety Council	Natl.	Professional Membership	112
Const. Employers Assn	OH	Const. Contractors	36

3C2 Requirements and expectations student and other stakeholder groups

As noted in the list of educational goals identified by students in **3C1**, expectations of students attending RRCC vary. However, consistent among all student groups is an expectation of high quality customer service, flexibility in course delivery modalities, and instruction that attends to the range of learning styles as a result of the diversity of student groups served by the College.

The chart in **Figure 3-2** details the performance benchmarks directed by the Colorado Department of Higher Education in the Performance Contract with the Colorado Community College System (**see Overview Q6**). Sections of the chart have been extracted from the dashboard maintained by the System Office to measure the performance of all System colleges. The chart lists the aggregate for all System community colleges and the comparable benchmark outcomes for Red Rocks Community College.

Figure 3-2

Colorado Community College System Performance Contract Benchmarks	Red Rocks Community College Outcomes	
1.1 By December 31, 2008, the System shall increase its fall-to-fall retention rate for first-time, full-time certificate or degree-seeking freshman from 52.4% to 54.4%. The System shall increase its fall-to-fall retention rate for first-time, full-time certificate or degree-seeking freshmen, including transfers to other institutions, from 61.3% to 63.3%.	CCCS Fall-to-Fall '04 Cohort Retention 48.7%	RRCC Fall-to-Fall '05 Cohort Retention 51.4% RRCC Fall-to-Fall '06 Cohort Retention *53% *IPEDS 07-08
2.1 By December 31, 2008, the System shall increase its three-year degree completion rate for first-time, full-time certificate and associate degree-seeking freshmen from 20.1% to 21.2%.	CCCS Fall-to-Fall '02 Cohort Retention incl. transfer 61.3%	RRCC Fall-to-Fall '02* Cohort Retention incl. transfer 64.3% *Awaiting CCCS decision on data source to be used to update
3.1 Title 23, Article 5, Section 129, Colorado Revised Statutes requires that each performance contract addresses "increasing enrollment of underserved students, including low-income individuals, males and minority groups."	Fall 2006: RRCC opened five Community Learning Centers staffed full time by RRCC coordinators at McClain Community High School, Arvada and Jefferson high schools, Jeffco Action Center serving homeless clients, and the Jeffco Workforce Center Laramie Building. New students enrolled through Community Learning Centers Fall '06-Spring '08 = 226.	
a. Solicitation of grants for scholarships for underserved populations	Active Scholarship Grants (in addition to federal and state aid): Red Rocks Community College Foundation '06-'07 Awards = \$294,440; Daniels Opportunity Fund '05-'09 = \$50,000; Suncor USA 2008 = \$50,000; Process Technology Scholarships, Denver Foundation '07-'08 = \$7,500; After-school MAT and ENG seminars in high schools, COBE Medical Equipment Foundation = \$3,500	
b. "Early warning" programs that will help students who are struggling receive out-of-classroom assistance	Fall 2006: Connect to Success Office opened and staffed by a full-time coordinator. Students are referred by faculty or may self-refer to access assistance either in person or online through resource links that address common barriers to college success. Support includes resources of campus and community contacts to help students succeed. Student visits Fall '07 = 975. Learning and Resource Center (LaRC) Learning Support Services Programs: Academic Achievement classes for first-time students, Marvin Buckels Campus Library, computer access for all students, ESL/Foreign Language Lab, GED prep, International Education, Office of Special Services (see d.), Writing and Math Centers, Online Writing Center, Tutoring, and Tutors without Borders that provides classroom tutoring and tutors to Study Group Central through Student Life.	
c. Distance learning instructional opportunities provide access for students needing more flexible course offerings and for those in isolated communities	(See 1C3.) RRCC Online Spring 2008: 122 online classes with 1,608 enrollments; 50 hybrid classes with 337 enrollments	
d. Programs that identify students at risk for unsatisfactory progress and offer them special assistance.	Office of Special Services '06-'07 provided accommodations (academic advising, tutoring, interpreter services, books on tape, etc.) Of the 154 career and technical students, 84% successfully completed courses and received assistance. (See b. above listing LaRC Learning Support Services.)	

3P1 Identify the changing needs and analyze and select a course of action for students

Annually, more than 15 percent of the 6,000 high school graduates from the Jefferson County School District (the largest district in Colorado) enroll at Red Rocks Community College. A sample of the enrollment data collected and reviewed for each high school is displayed in the table in **Figure 3-3**. Analysis of the Accuplacer placement exam required of students with ACT or SAT scores below cut levels (**see 1P3**) have continued to drive the effort to reduce the number of students entering the College requiring developmental education. Fall 2007, 44 percent, or a total of 412 students, required developmental education in one or more subjects. Noting the lower than average retention rates (under 40 percent) for students requiring developmental education upon entry, efforts to address the systemic causes of the requirement for developmental education were the impetus behind the opening of the Community Learning Centers in the Fall 2006 (**see Figure 3-2 in 3C2**). College coordinators are located full time in three high schools and two community locations to assist prospective students with early placement testing (before high school graduation); to provide math and English seminars, after-school tutoring, and advising; and to assist prospective students with financial aid applications in preparation for college.

Figure 3-3

Jefferson County High School	# of High School Graduate Freshmen	# DEV ED	% DEV ED	# DEV MAT	% DEV MAT	# DEV ENG	% DEV ENG	# DEV REA	% DEV REA
ALAMEDA HIGH SCHOOL	58	10	17.24%	5	8.62%	4	6.90%	1	1.72%
ARVADA SENIOR HIGH SCHOOL	91	13	14.29%	3	3.30%	6	6.59%	4	4.40%
ARVADA WEST HIGH SCHOOL	116	19	16.38%	5	4.31%	12	10.34%	2	1.72%
CONIFER HIGH SCHOOL	65	9	13.85%	4	6.15%	5	7.69%		
GOLDEN SENIOR HIGH SCHOOL	111	20	18.02%	7	6.31%	7	6.31%	6	5.41%

Part of the mission of community colleges is to provide developmental education to prepare students for success in college-level coursework. Efforts to improve the retention rates of enrolled students in developmental education have included an earlier iteration of the Connect to Success (**see Figure 3-2 in 3C2**) approach with a student mentoring effort. Students with GPAs below 2.0 were contacted, and mentoring by a staff or faculty member was offered; however, fewer than a dozen students took advantage. Back to the drawing board...after much discussion with students, faculty, and staff, it was determined that a consistent location must be identified and staffed full time. The location would serve a different purpose than the Learning and Resource Center since students could receive assistance in a much broader range of topics beyond the discipline-specific tutoring and Writing and Math Centers available in the LaRC.

The Connect to Success Office opened in Fall 2006. Since that time, 976 student contacts have been made. The Connect to Success Coordinator has offered seminars through classroom visits (20 in Fall '07 and 22 in Spring '08) on time management, study skills, and learning styles. Additionally, in conjunction with the Office of Student Life, campus-wide seminars on similar topics were presented (12 in Fall '07 and 7 in Spring '08) with an average attendance of 15 participants per session.

Early data analysis of the students receiving individual assistance through the Connect to Success Office indicates that 88 percent of the students earned a GPA of 2.0 and passed all developmental education courses in which they were enrolled with a grade of C or better.

As a result of conducting the seminars and meeting individually with students, the Connect to Success Coordinator worked closely with faculty, and as a result the [Learning Skills](#) online modules were developed. The modules— 1) Self-Assessment, 2) Time Management and Goal Setting, 3) Note-taking in Class, and 4) Text-book Reading—are posted on the Connect to Success Web site. Students may access the self-help resources at anytime. A description of the modules from the Learning Skills Web page follows:

Welcome to the learning modules for hidden skills and knowledge necessary to succeed in college. Each module contains instructions, concepts, and exercises to help you gain awareness of that area and learn how to use the information so you can study more efficiently. Many of these skills are "Life Skills," which you will find useful beyond the academic setting.

3P2 Build and maintain a relationship with students

Welcome to Student Life at Red Rocks. Engaging students outside of the classroom on the college campus is particularly challenging for commuter schools without residence halls. Red Rocks Community College Student Life offers an array of programs and services that promote leadership development and encourage involvement. The Student Center offers an inviting atmosphere, vibrant with activity centers and comfortable areas for students to congregate and interact with peers, faculty, and staff. In addition to numerous student clubs and organizations, the Alpha Kappa Sigma Chapter of Phi Theta Kappa Honor Society at the College fulfilled all requirements to earn the distinction of being named a "5 Star Chapter." Five Star Level standards emphasize increased participation at the regional and international levels.

The Student Life Vision Statement

- Enhance/supplement classroom experiences via collaborations
- Provide opportunities for leadership development
- Build community

The adjacent photo depicts the annual Relay for Life, an American Cancer Society community event co-hosted by Student Life. Annually, more than 300 community members and students raise funds and form teams for the 24-hour event held on the Lakewood Campus' multi-purpose field. The Office of Student Life is the hub for extra-curricular programs and services. Student Life facilitates student-led and staff/faculty-sponsored clubs and organizations, leadership development, activities and events, sports, and more.



The Student Voice is Red Rocks' student government. The Student Voice members represent the student body in a variety of capacities, including serving on college committees and advisory groups. Student Voice members must be enrolled in at least one credit hour, maintain a grade point average of 2.5, and be committed to attending weekly meetings and other Voice-related activities. Student Voice activities and projects include the following:

- Allocating student fees to campus groups for student-related projects
- Researching and funding campus improvements
- Instructor of the Year election

Student Center

- Study and relaxation area
- Event and conference facilities
- TV room
- Ping pong, bubble hockey, pinball, pool table and video games
- Bulletin boards
- Student Life Desk—photocopier and fax, stamps, locker rental, board games, theatre vouchers, activity signups, and discount tickets for movies, restaurants and sports.

Student Project Center

The Student Project Center is an open lab funded with student fees.

The following are available for currently enrolled students:

- PCs and Macs equipped with Microsoft Office
- High-speed internet access
- Free email
- Fee printing (up to 20 pages per day)
- Scanners
- Book exchange
- Free tea (while using the Project Center)

Student Life uses various communication strategies to promote involvement in sponsored activities and events, such as the following:

- Designated bulleting boards: clubs, services, community notices, instructional notices
- Weekly *John Letter*
- Student Handbook
- Flyers/posters/banners
- Club Roundtable (meets monthly with student leads from each sponsored club)

Community Learning Centers coordinators' (**see 3C2 and 3P1**) onsite location in high schools and community locations creates consistent presence and has been very successful in building relationships with potential students. College events such as "College Days" and Career Fairs have engaged not only the students enrolled in the host high schools but also members of surrounding communities.

Red Rocks has worked closely with K-12 to provide a range of options in which high school students may earn college credit and began creating a relationship with the College. Red Rocks Lakewood Campus shares its "Life-Long Learning Campus" with Warren Tech High School and McClain Community High School. In the 2007-2008 school year, 324 Warren Tech students were enrolled as concurrently at RRCC, earning both college and high school credit.

High School Students/ Dual Credit

1. *Traditional Post-Secondary Options:* A high school student takes an RRCC course taught by RRCC faculty. The credit is transferred back to the high school, and the student receives both high school and college credit.
2. *Concurrent Enrollment:* A high school student takes a high school course taught by a high school teacher; the course has been approved and aligned with an equivalent college course. The student receives both high school and college credit.
3. *Fast Track:* A high school student who has met all graduation requirements begins college while still in high school.
4. *Jump Start:* A high school senior takes college courses on the RRCC campus during spring semester and receives both high school and college credit.

In the '07-'08 school year, 13 high schools participated in one or more of the high school dual enrollment options with RRCC for a total enrollment of 239 students.

3P3 Identify the changing needs of key stakeholder groups

Regular meetings with employer and community partners through program and College advisory councils as detailed in the table in **Figure 3-5 of 3P4** are an important communication strategy. These sessions provide the external perspective that either verifies or provides the necessary input concerning adaptations to programs and/or services.

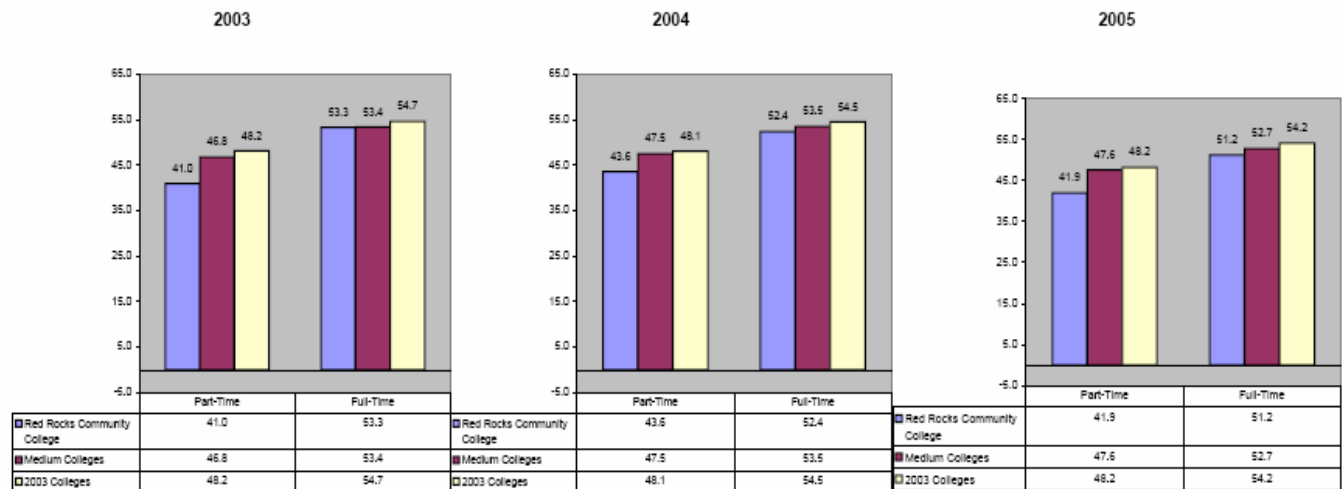
Multiple processes are used to solicit input from students. The Student Voice student government meets regularly for the purpose of encouraging student input. Members of Student Voice meet with college staff, serving as part of committees and task forces. The College participated in the self-evaluation Vital Focus process in Fall 2004. Focus groups were held with students and external stakeholders. The surveys and focus groups gathered input from more than 200 students and 300 external stakeholders specific to the following questions:

1. What does excellence in higher education mean to you?
2. What do our students need to be successful?
3. What should our graduates be prepared to do?
4. What do you think RRCC does well?
5. What do you think RRCC needs to work on?

The [responses](#) were posted to the College IR Web site. The stakeholder comments, along with the results of the Constellation Survey, provided the data that defined the Action Project priorities of Advising, Assessment of Student Learning, and expansion and improvement of accessibility to Learning Support Services.

Between 2003 and 2005, Red Rocks participated in the Community College Survey of Student Engagement (CCSSE). The Five Benchmarks of Student Engagement provided important comparisons to other schools. A screen capture from the Student Support Benchmark (RRCC is the blue bar) indicates consistent trends that need to be addressed in improving learning support services for part-time students. The Action Project Tutors without Borders used these data as part of the rationale for the need to expand the access and availability of support services outside of the Learning and Resource Center; thus, tutors are now available in evening and weekend classes.

Figure 3-4



- Support for Learners**
- 6b. Providing the support you need to help you succeed at this college
 - 6c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 - 6d. Helping you cope with your non-academic responsibilities (work, family, etc.)
 - 6e. Providing the support you need to thrive socially
 - 6f. Providing the financial support you need to afford your education
 - 10a. Frequency: Academic advising/planning
 - 10b. Frequency: Career Counseling

3P4 Build and maintain a relationship with key stakeholders

Career and Technical programs offering Associate of Applied Science Degrees are required to conduct a minimum of two advisory council meetings each year as a condition of receiving program approval through the Colorado Community College System in order to remain eligible for federal funding through Carl Perkins. Membership rosters of the advisory councils are on file with the College’s Institutional Research Office. **Figure 3-5** offers a sample of the more than 300 industry representatives who serve on program advisory councils. Advisory members represent the College’s employer customers. The representatives serving on the councils are involved to ensure that College programs are producing graduates who are prepared to work in their industries. Question **3R4** includes charts of employer survey results tracking satisfaction with student interns. These data assist participating programs with specific indicators of student performance at the worksite and are used to continually modify program delivery.

Figure 3-5

Program	Industries Represented	Date of Last Meeting	# Attended	Action Taken
Industrial Science	Shell Oil, PEARL, Suncor Energy, Mesa Oak Consulting, Molson Coors, Metro Denver Wastewater Reclamation District, U. S. Dept. of Veterans Affairs, Jefferson High School, Alameda High School, K-12 Science Education	3/21/08	24	Mock Interview Seminar Development Sub-Committee Formed

Program	Industries Represented	Date of Last Meeting	# Attended	Action Taken
Construction Technology	Griener Electric, Milender White Construction Co., Avatar Construction, Mortenson Construction, MTech, Saunders Construction, Adolphson & Peterson, H & L Architecture, Associated Builders & Contractors, Colorado Contractors Association, Goodwill Denver	12/05/07	37	Jobsite visits planned for counselors, administrators, and students.
Renewable Energy	Starfire Energy, Namaste Solar Electric, Ferguson Hydronics, Jefferson Co. Schools, Sustainable Solutions Inc., Colorado Solar Design, American Solar Technology, Cast, Aqua Care, Red Rocks Community College, Renewable Energy Center, S.E. Environments, LLC, Solar Savers, Cool Energy Inc.	4/11/08	21	New Course Content Guides Reviewed. Task force of members formed to develop NABCEP certification courses.
Plumbing	International Association of Plumbing and Mechanical Officials, Side Car Plumbing, Colorado Division of School Building Inspection, Advanced Hydronics 2 – RRCC Students, Colorado Department of Corrections	12/17/07	10	Advisory committee voted to change plumbing program to a four-year apprenticeship program based on the national Plumbing, Heating, Cooling Contractors (PHCC) and incorporating existing RRCC courses. The committee also voted to maintain specialty or up-grade courses.
Emergency Medical Services	Action Care Ambulance, American Medical Response, Highland Rescue, Rural/Metro Ambulance	11/7/2007	11	Discussed the needs the ambulance industry has from higher education; discussed what RRCC should be including in the EMS program; discussed trends in EMS recruiting efforts.
Fire Science Technology	Fire Departments – Federal Heights, Elk Creek, Arvada, Lake Dillon, Colorado Springs, Pleasantview, Wheat Ridge, West Metro	11/08/2007	10	Approved the request to adopt the Fire and Emergency Services Higher Education (FESHE) program as developed by the National Fire Academy. Approved the expansion of the FST 206 course to full term.
Medical Assisting / Phlebotomy	Quest, Jefferson County Workforce, Denver University Health Clinic, AAMA, Regis University	11/08/07	14	AAMA exam requirement changes, Background Checks, Graduate Surveys, Math requirement Review
Medical Imaging	Exempla Healthcare, Kaiser Permanente, Colorado Department of Health	4/4/08	11	Discussed changes to RT curriculum that would better prepare new graduates for success as new hires.
Physician Assistant	Salud Clinic, Panorama Orthopaedics	12/14/2007	14	Goals set for coming year: Write Self-Study by October 2008; prep for site visit December 2008; get input from varied sources. Distributed Process Flow Chart as working document. Proposed added requirements for admission to PA program: (1) bachelor's degree and (2) pre-req of cell biology or path physiology. Require students to have inpatient medicine; gather data/define standards for preceptors/facilities.
RRCC Advisory Council	Summit Brick & Tile, Jefferson Economic Council, Exempla Lutheran Medical Center, City of Arvada, Jefferson County Public Schools, and Colorado School of Mines	April 2, 2008	14	This was the first meeting with Red Rocks Community College's new president; the meeting was spent with introductions and updating the council on what's been accomplished during this past year.

Program	Industries Represented	Date of Last Meeting	# Attended	Action Taken
RRCC Foundation	AMG National Trust Bank; Retired President, Colorado School of Mines; Wells Fargo Bank West; Retired Partner, Notarianni and Notarianni; Hi Country Wire and Telephone; Resources Opportunity Corporation Int.; President John G. Brant of Professional Corp.; Retired Orthopaedic Surgeon; Lennox Industries, Inc.; Ride Provide, Inc.; Retired Director, Mobile Sources Program; Colorado Dept. of Health and Public Environment; Former State Representative; Retired CEO, Industrial Expositions, Inc.; RRCC	3-20-08	13	Dr. John Trefny announced the two Teaching Chair winners for 2008, Stephanie Berg Oram, Music, and Steve Kaye, Science. Each will receive a gift of \$22,500 over three years, \$5,000 of which will be salary enhancement and \$2,500 to be used for professional development annually.

The **Office of Advising and Recruitment** works to maintain a high profile in the community participating in career fairs and college information events. As an example of the recruitment activities, a summary from the monthly President's Reports submitted to the Colorado Community College System Office follows in the next section.

March 2008 Recruitment Activities -- Jefferson County Workforce Career/Ed Fair, three presentations at Chatfield High School's College Night, College in Colorado Fair, Transition Fair at Pomona High School and Bear Creek High School, Rep visit at Chatfield High School, presented at Eagle Crest (Cherry Creek School System) and spoke about community colleges and RRCC's specific programs, TransAction Fair at CSU, Career Day/Rep Visit at Golden High School, College Friday Breakfast – College in CO, attended a Statewide Advisors Meeting, attended Urban Peaks High School College Fair at the College in Colorado conference.

April 2008 Recruitment Activities – The Office of Advising and Recruitment coordinated the following recruiting efforts during the month of April: Lakewood College Fair, Johnson & Wales CARE Fair, La Raza Youth Leadership Conference, Chatfield Career Fair, North Arvada Middle School Career Day, participation in Arvada/Wheat Ridge Service Ambassadors to Youth, Recognition Ceremony at Pomona HS on April 9, and presentation on Career Resources. Visits at D'Evelyn HS, Dakota Ridge HS, Bear Creek HS, Lakewood HS, Columbine HS, Evergreen HS, Pomona HS, Ralston Valley HS, Arvada West HS, and Alameda HS. Prospective Student Open House and middle school campus visits to Deer Creek Middle School, North Arvada Middle School, and Skinner Middle School. UpLift Campus tours, application and FAFSA X 2, and Alameda HS and Standley Lake HS Special Services visit. Hosted Columbine High School ACE program campus visit (approx. 22 students) and attended Diversity Training.

Through the RRCC Honors program, students are engaged in a community of learners that nurtures their intellectual and personal growth. The program's goals are to recognize excellence, provide opportunities for community service, develop students' leadership skills, and challenge participants through experiential learning, interdisciplinary course work, scholarly research activities, and educational partnerships. Students may select from Honors courses taught in the academic or general education disciplines; however, the majority of Honors work is done in regular sections in which students contract with professors to raise the level of work to Honors. Rather than producing more work, Honors students go into more depth and specifics in their studies. For example, a student in a history class who is writing a nine-page paper on the U.S. Civil War might be required to write a paper of equal length on a single battle. Honors scholarships available each year for two students from each high school within RRCC's service area cover tuition and books for four semesters to a maximum of 60 credits. An average of 12 students participate in Honors each term. Students receive Honors designation for successful completion of Honors work as specified in the student-teacher contract. If the student graduates the program earning a minimum of 15 credits of Honors, *Graduated Honors* is also noted on the transcript.

3P5 Determine if new student and stakeholder groups should be addressed within your educational offerings and services

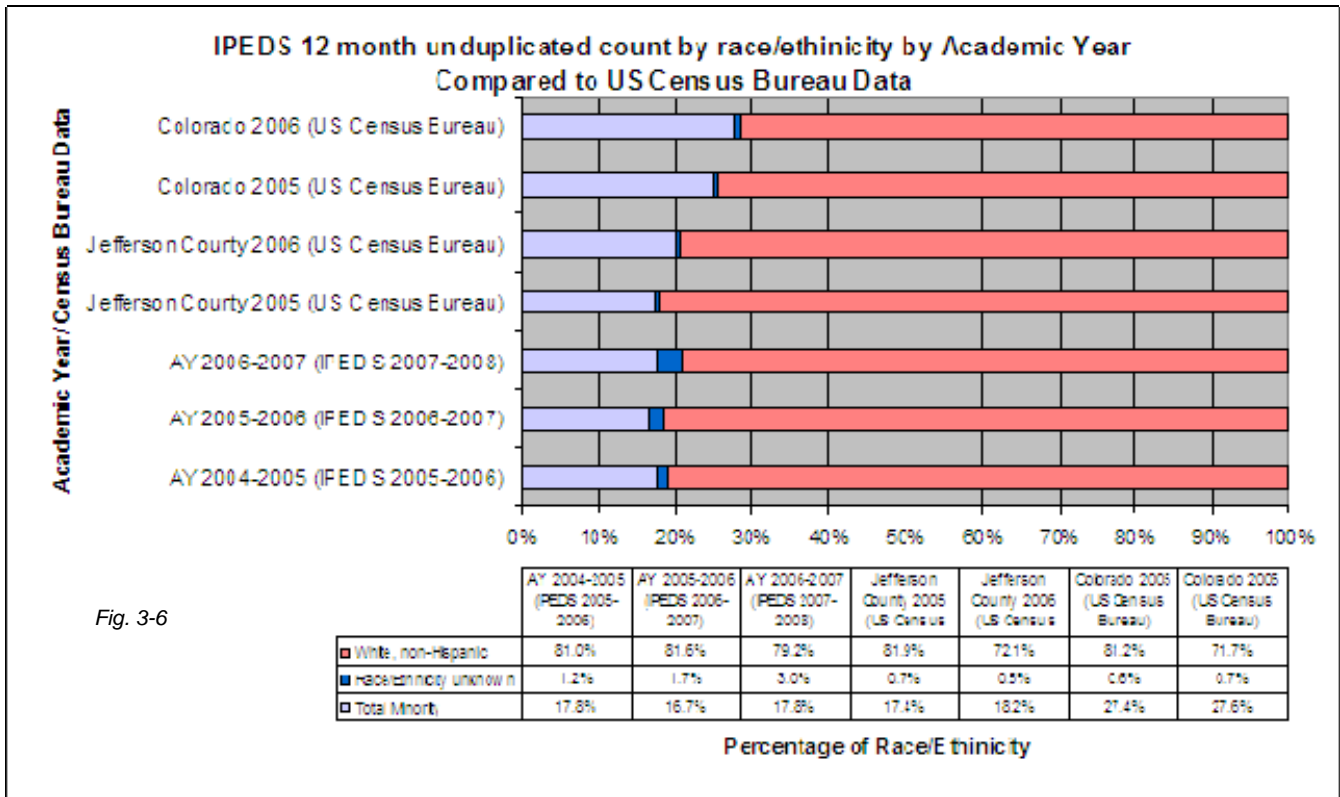


Fig. 3-6

The chart in **Figure 3-6** indicates that RRCC’s enrollment of minority students is lagging behind the minority population growth occurring in the College’s service area. The Community Learning Centers were strategically placed to improve the outreach to minority and other underserved students. Grants including private contributions to the RRCC Foundation have been received and are used to assist underserved students with tuition (see **Figure 3-2 in 3C2**). As the College seeks to increase enrollment of under- served students, discussions are underway concerning the ability of the College to successfully meet the expectations and learning needs of an increased population of underserved students. These discussions are expected to drive new Action Projects that involve improving the bridging or transition experience of new, underserved student populations as they enter college.

Based on the findings of a community panel charged with addressing issues of recidivism among probationers in the First Judicial District, the College Gateway Program was launched in 2006 with the First Judicial District Probation Department to provide an educational alternative activity for individuals on probation or in diversion programs. Since its inception, the Gateway Program has expanded to include participants from every metro-Denver county. Gateway offers a nine-credit intensive cohort program that remediates participants’ basic skills and prepares probationers for success as college students. The community panel concluded that additional education would lead to improved job skills which, in turn, could reduce the likelihood of probationers resorting to illegal activities. To date, 139 individuals have participated in the program, with 38 percent of the participants continuing to enroll in traditional college programs.

As a result of student and faculty input, the College opened the Gay, Lesbian, Bisexual, and Transgender Resource Room in Fall 2006. Regular training sessions for faculty and staff interested in becoming allies are held, resulting in the creation of "Safe Zones." A safe zone sign is posted outside the offices of staff and faculty who have completed the training, signaling students that these individuals are available to talk with students about GLBT issues. Student retention is positively impacted when students feel welcomed and see the school as a safe, supportive atmosphere where they can learn. The commitment of the college to designate permanent space to the GLBT Resource Room sends an important message of acceptance and value of all Red Rocks students.

3P6 Collect complaint information from students and other stakeholders

The culture of a customer-oriented organization demands timely responses to student issues, the responsibility of all faculty and staff of RRCC. Regardless of the employee's position, when a student indicates a need or a concern, that individual maintains a connection with the student until either the issue is resolved or the student is assisted in making the appropriate connection on campus. Students have multiple venues for voicing issues and concerns and/or commenting on the performance of the College, including the following:

- Suggestion boxes are placed throughout the campus.
- Faculty syllabi encourage continuing dialogue via email, classroom discussions, and/or discussions during office hours concerning issues that arise.
- Students with concerns about a course and/or faculty member may seek out the department chair and/or dean if their issues/concerns have not been or cannot be effectively addressed by the faculty member.
- The Student Voice (student government) posts meeting notices throughout the campus, and students are invited to address The Student Voice members at these meetings.
- Student Surveys are used to collect feedback. Examples include
 - ✓ Student Opinion of Instruction conducted at the end of term at the course level, and
 - ✓ Graduation survey conducted six months after a student completes a degree or certificate program.
- Student Service programs conduct surveys to collect feedback and gauge interest as offering a new service is considered.

Providing multiple contact points and venues to encourage student feedback and/or to bring issues forward are an important strategy in demonstrating Red Rocks' commitment to student satisfaction with the College's learning environment. Results of these informal processes in responding to student issues are reviewed at the department and institutional leadership levels as warranted. Results of these reviews impact college operations, such as determining the hours of operation and services offered by the cafeteria, coffee shop, library, and other college offices whose staff rely on these feedback channels from student users. While the processes described in the previous paragraphs have been effective to date in responding informally to students' issues and/or needs, the processes are not consistent across College areas, nor are mechanisms in place to share best practices. Efforts to review the various efforts and make recommendations based on best practices in responding to students could prove useful in projecting ongoing resource needs.

If the informal processes are not sufficient to rectify to a student's issue or concern, the College publishes in the [Student Handbook](#) the complete formal student grievance procedure. The Handbook is posted online and is available from multiple locations on Red Rocks' campuses.

From the Handbook:

Chain of Administration for Grievance Procedure

Student
 Respondent (identified by grievant)
 Respondent's Supervisor
 Vice President of Instruction
 OR
 Vice President for Student Services
 President

Red Rocks' Lakewood Campus is located in a suburban neighborhood. Complaints from neighbors about noise or traffic are the responsibility of the campus police. The Chief of Police will make contact, frequently in person, to assure the neighbors their concerns have been heard. The Chief follows up with each complaint until rectified, or he refers the issue to the Vice President of Student Services for further action if necessary. Neighbors' concerns about smoke from the pottery kiln were resolved by limiting the days and hours that the kiln is fired. Concerns about speeding have been addressed when the city added roundabouts to slow traffic along the service road leading to the College and by increasing the visibility of campus patrol cars.

3P7. Determine student and other stakeholder satisfaction

Students complete the Student Opinion of Instruction at the course level at end of term. Eleven questions are rated on a Likert Scale:

- 1.1 I was provided a syllabus within the first week of classes that told me how I would earn my grade.
- 1.2 The instructor used a variety of tools and methods to help me learn.
- 1.3 The instructor used a variety of methods to evaluate my performance.
- 1.4 The instructor showed respect for the students in the class.
- 1.5 My performance was evaluated in a manner consistent with course material.
- 1.6 The instructions for completing assignments were clear to me.
- 1.7 The instructor provided a way for me to understand the grades I received on my assignments.
- 1.8 My work was graded and returned to me within a reasonable amount of time.
- 1.9 Having taken this course, I am better able to apply the subject matter to real life situations.
- 1.10 The course was well organized.
- 1.11 I would recommend this instructor to other students.

Two open ended questions ask students to provide feedback that can be used to improve the course.

The graduation survey is administered six months after students complete a certificate or a degree. Students respond concerning their employment status and the relationship of the coursework to helping them obtain or keep employment. Students also evaluate whether the coursework met their educational goals.

The Student Employment Office manages the internships offered for college credit. These internships require extensive involvement of the employer mentor/preceptor. The office collects employer satisfaction surveys concerning the performance of student interns. The Medical Assisting Program and the Physician Assistant Program have additional accreditations that require evidence of employer feedback concerning student performance upon placement.

3R1 Results for student satisfaction with performance

The Student Opinion of Instruction (SOI) is transitioning to the Scantron Class Climate program. Prior to the transition, face-to-face courses' SOI data have been manually distributed with the surveys sent to the faculty member and copies forwarded to department chairs and deans. Because of manual collection, the data has not been tracked electronically and is not available to be included in aggregate at this time in the Systems Portfolio. The SOI data is used consistently by individual faculty to inform them of common trends regarding their students' learning experiences. Department chairs and deans use the SOI data when working with new and part-time faculty to note successful strategies as indicated by responding students and to develop improved teaching strategies if needed based on consistent issues noted by students.

Students enrolled in courses delivered via RRCC Online complete the SOI online; aggregate results from Fall 2007 are included in **Figure 3-7** below.

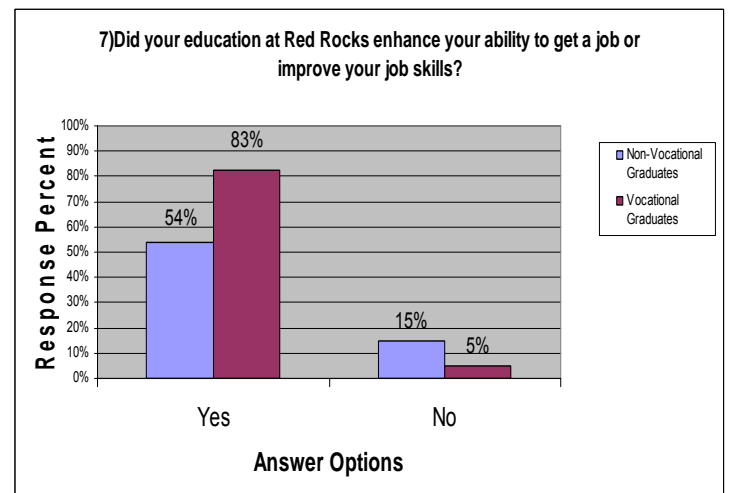
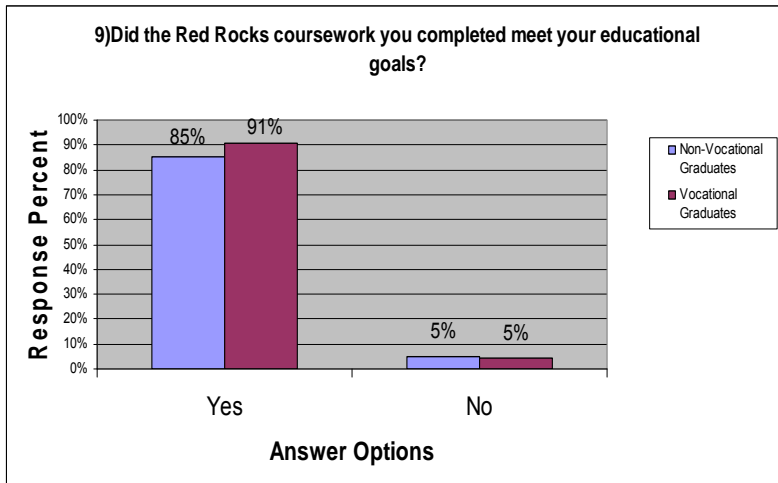
Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
This course was well organized.	42.1% (93)	45.2% (100)	6.3% (14)	6.3% (14)
Overall I plan on taking future online courses.	42.9% (94)	34.2% (75)	14.6% (32)	8.2% (18)
This course used a variety of tools and methods to help me learn.	34.1% (75)	43.2% (95)	14.5% (32)	8.2% (18)
During this course I received clear statements of course objectives.	44.1% (97)	41.8% (92)	7.7% (17)	6.4% (14)
This course provided a way for me to monitor my progress.	36.4% (80)	45.9% (101)	13.2% (29)	4.5% (10)
During this course I received clear statements of course assignments.	45.7% (101)	42.1% (93)	6.8% (15)	5.4% (12)
During this course I improved my ability to solve problems relating to the course material.	38.6% (85)	44.5% (98)	10.9% (24)	5.9% (13)
The Instructor/Facilitator of this course was willing to help me solve problems related to the course material.	46.6% (102)	39.7% (87)	6.8% (15)	6.8% (15)

Fig. 3-7

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
During this course I was encouraged to think for myself.	51.6% (114)	44.3% (98)	3.6% (8)	0.5% (1)
The Instructor/Facilitator of this course provided opportunities for me to interact/work with other students in the course.	41.6% (91)	41.6% (91)	10.0% (22)	6.8% (15)
During this course I found my performance was evaluated in a manner consistent with course material	42.5% (94)	43.9% (97)	7.7% (17)	5.9% (13)
The Instructor/Facilitator of this course responded to my requests for assistance/feedback in a timely manner.	45.7% (101)	40.3% (89)	7.2% (16)	6.8% (15)
This course focused on the essential concepts and elements related to the course.	45.2% (100)	50.2% (111)	2.7% (6)	1.8% (4)
Overall this course met my learning expectations.	41.6% (92)	38.9% (86)	12.2% (27)	7.2% (16)
This course encouraged me to participate in the learning process.	40.5% (89)	45.5% (100)	10.0% (22)	4.1% (9)
Overall I found the course Web site easy to use.	41.0% (89)	42.9% (93)	10.1% (22)	6.0% (13)

Results from 261 respondents on the satisfaction questions from the 2006-2007 survey of program graduates are displayed in **Figure 3-8**.

Fig. 3-8



3R2 Results for building relationships with students

Fig. 3-9

	Fall 2006		% Change	Fall 2007		% Change
	HeadCount	FTE (annual)	FTE	HeadCount	FTE (annual)	FTE
Resident	5739	1776.25	2.07%	6639	1898.04	6.86%
Non-Resident	244	66.95	22.91%	400	98.88	47.69%
Total	5983	1843.2	2.71%	7039	1996.92	8.34%

	Spring 2007		% Change	Spring 2008 (04/28/08)		% Change
	HeadCount	FTE (annual)	FTE	HeadCount	FTE (annual)	FTE
Resident	5012	1783.72	-0.56%	7018	1996.69	11.94%
Non-Resident	288	77.53	26.21%	319	83.19	7.30%
Total	5300	1861.25	0.33%	7337	2079.88	11.75%

Red Rocks has achieved number-one ranking of the 14 Colorado community colleges in terms of year-to-year enrollment growth for Spring 2008. The Colorado Community College System (CCCS) conducted student surveys in Spring 2008. Four “pocket surveys” were sent to four different randomly selected groups of currently enrolled students across CCCS that represented the headcount of each college. Those four surveys include a general satisfaction survey, a student services survey, an assessment and advising survey, and an instruction and learning survey. A screen capture of student response results concerning general satisfaction with Red Rocks appears in **Figure 3-10**.

9. My impression is that this college is highly committed to the following:							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Response Count
Quality of education	38.4% (48)	52.8% (66)	5.6% (7)	2.4% (3)	0.0% (0)	0.8% (1)	125
Customer assistance/satisfaction	24.0% (30)	41.6% (52)	21.6% (27)	7.2% (9)	4.0% (5)	1.6% (2)	125
Evening students	24.0% (30)	42.4% (53)	19.2% (24)	1.6% (2)	1.6% (2)	11.2% (14)	125
Older, returning learners	28.8% (36)	40.8% (51)	19.2% (24)	3.2% (4)	0.8% (1)	7.2% (9)	125
Students of Color	19.2% (24)	26.4% (33)	34.4% (43)	0.0% (0)	0.0% (0)	20.0% (25)	125
Students with disabilities	20.8% (26)	28.0% (35)	30.4% (38)	1.6% (2)	0.8% (1)	18.4% (23)	125
Current technology	29.6% (37)	46.4% (58)	16.8% (21)	4.8% (6)	0.0% (0)	2.4% (3)	125
	<i>answered question</i>						124
	<i>skipped question</i>						3

Fig. 3-10

The following chronology demonstrates the investment Red Rocks students have been willing to make in their College:

-In **1994**, students approved a fee to support a bond indenture which provided funds to construct the Student Center, which included The Great Hall, game room, student organizations office, fitness center, coffee bar, The Den, as well as bookstore and cafeteria additions.

-In **2002**, student fees were allocated for the construction of the outdoor pavilion and a multi-purpose field.

-In **2004**, The Student Voice allocated \$347,500 from reserves to be used in the following manner:

- o \$125, 000 Teaching Chair Endowment
- o \$22,500 Immediate Teaching Chair
- o \$100,000 Student Scholarship Endowment
- o \$50,000 Student Scholarship
- o \$50,000 Grand Fund

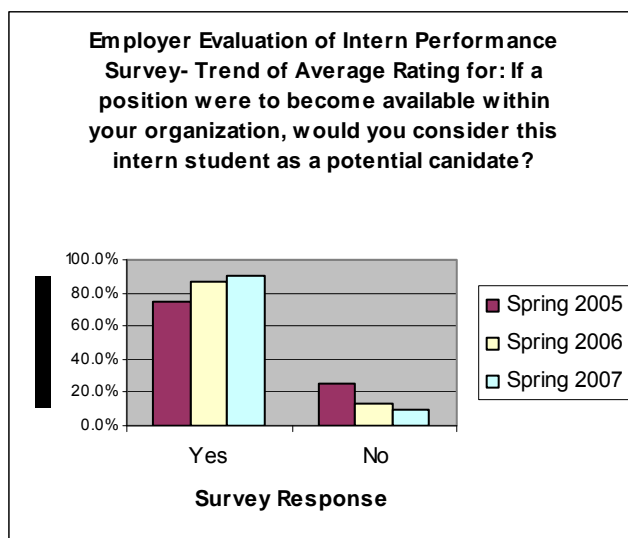
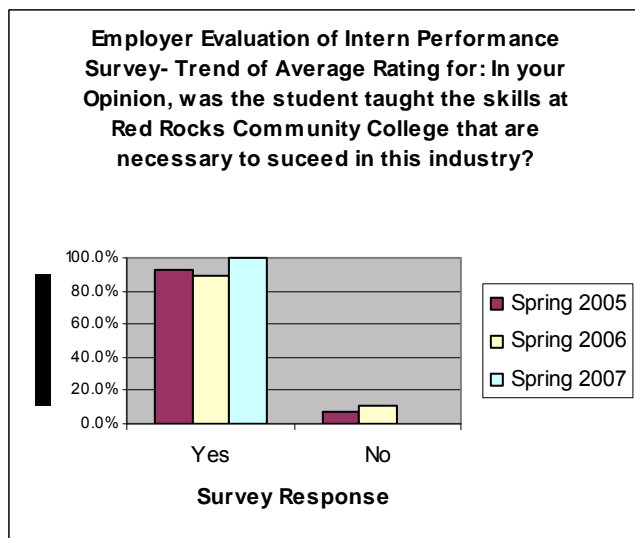
Other evidence of students excelling as Red Rocks Community College include the following:

- o Annually, more than 120 students are successfully inducted in PTK (see 3P2).
- o As of Spring 2008, there are 263 active student members of PTK.
- o In March 2008, two RRCC students, Dylan Stone and Kayla Jensen, were recognized as members of the All-Colorado Academic Team at a luncheon at the Colorado History Museum.

3R3 Results for stakeholder satisfaction with performance

Surveys from employers from the Medical Assisting program have exceeded 90 percent satisfaction ratings since 2004. Results from responses of employers working with Red Rocks student interns are analyzed each term. Questions ask employers for feedback on students' abilities specific to interpersonal skills, communication, work ethics, technical and/or job specific skills, and problem-solving skills. Overall evaluation of student interns' performance as rated by the employers is graphed in the charts in **Figure 3-11**. On average, 15 employers respond each term.

Figure 3-11



The charts appearing below detail the results of the survey administered to graduates six months after completing a Red Rocks degree or certificate program.

What was your primary objective in attending Red Rocks Community College?			Did the Red Rocks coursework you completed meet your educational goals?		
Answer Options	Response Percent	Response Count	Answer Options	Response Percent	Response Count
University/ College Transfer	27.6%	72	Unknown	6.1%	16
Preparation for job entry employment	23.8%	62	Yes	89.3%	233
Improvement of existing job skills	18.8%	49	No	4.6%	12
Preparation for career change	19.2%	50	<i>answered question</i>		261
Personal Interest	5.0%	13	<i>skipped question</i>		0
Other:	5.7%	15			
Other (please specify)		26			
		answered question			261
		skipped question			0

As indication of their commitment to the success of the new Industrial Science and Operations Program which opened Fall 2006, employer partners contributed \$100,000 in 2007 toward the purchase of the Industrial Science and Operations mobile lab and recruitment center. The 35' Center equipped with four multi-media hands-on stations travels throughout the service area of the College to promote careers in energy and related advanced manufacturing industries in Colorado.



The Rocky Mountain Education Center (see 3C1) has been consistently rated by the DOL/OSHA as one of the best Institutes in the country for the past 15 years. DOL/OSHA have collected evaluation data from all the institutes over a period of time which demonstrates effective training outcomes. Additionally, the RMEC has been consistently rated as one of the top three institutes in the country as far as number of students trained, which is indicative of an Institute that provides consistent high quality training.

3R5 Regarding 3R1 through 3R4, how do your results compare with the results of other higher educational institutions?

Comparison charts from the 2006-2007 IPEDS collection indicate Red Rocks graduation and retention rates are tracking closely with the IPEDS generated comparison group (Figure 3-12). Graduation and retention benchmarks are considered important measurements of student success and satisfaction with Red Rocks' ability to meet students' educational expectations and goals by the Colorado Department of Higher Education (CDHE), as stated in the Performance Contract (see 3C1) between CDHE and the Colorado Community College System

3I1 Improve current processes and systems for understanding the needs of key student and other stakeholder groups

Efforts to address Colorado's Paradox (see 1P3) with regard to the low college matriculation rate of high school graduates have propelled the expansion of existing partnerships with Red Rocks' K-12 partners. As the RRCC Community Learning Centers located in high schools and community centers expand, resulting in increased enrollments of underserved students, the College must attend to ensuring that the services required for these students' success are ready to meet students were they are. In other words, are the College's Learning Support Services robust and flexible? Are the services RRCC provides to English as Second Language Learners sufficient to meet the growing demand? As the numbers of

Figure 7. Graduation rate cohort as a percent of all undergraduates (Fall 2006); graduation rate and transfer-out rate (2003 cohort); and retention rates (Fall 2006)

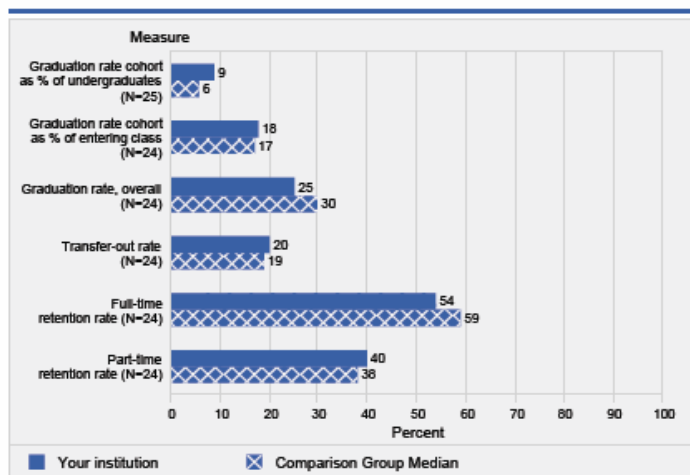


Figure 8. Number of degrees or certificates awarded, by level: Academic year 2005-06

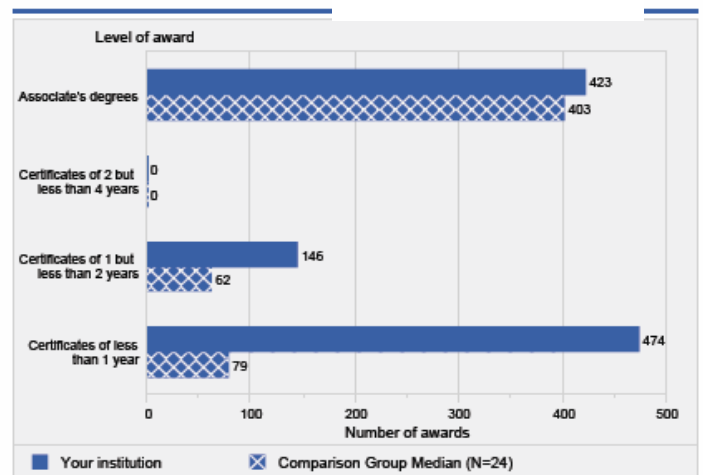


Figure 3-12

students requiring remediation increases, is the College addressing systemically the causal factors by working closely with K-12 to close the remedial gap? Is RRCC's financial aid office staff prepared to effectively and efficiently assist native-born students of foreign-born parents? Students most at risk of school failure benefit the most from individualized case management; however, this is a costly approach that is difficult to sustain. How can RRCC and its K-12 partners team to provide cost-effective case management services to students prior to, during, and after college matriculation? These questions and many more are part of the Round Table dialogue planned for Summer 2008 with the College's K-12 partners as we launch together our shared commitment to assisting all students in our service area with post-secondary opportunities.

3I2 Set targets for improvement

Section **3C2** identifies the measurement benchmarks established by the Colorado Department of Higher Education in the Performance Contract with Colorado Community College System (CCCS) colleges. Section **8R2** defines the one-year and five-years measurements set in the CCCS Strategic Planning. The table in **Figure 3-13** aligns Red Rocks' improvement targets with the CCCS benchmarks used to measure the effectiveness of the planned activities.

Fig. 3-13

<u>CCCS Performance Benchmarks</u>	<u>Red Rocks Improvement Targets</u>
Increase enrollment by 2.5 percent	1. Explore expansion of outreach efforts such as the Community Learning Centers to increase underserved student enrollment.
Increase the graduation rate by 1.0 percentage point	2. Prioritize new funding to staff increase in support services in response to increased enrollment of underserved students.
Increase the retention rate by 1.0 percentage point	3. In partnership with K-12, reduce the remediation gap to increase the number of high school graduates prepared to enter college-level MAT and ENG.
	4. Pursue partnership with community mental health to provide mental health counseling services on campus.
Increase the number of unduplicated degrees and certificates by 2.0 percent	5. Continue to respond to workforce needs as defined by employer representatives participating on program advisory councils.

AQIP Category Four: Valuing People

4C1 Distinctive organization of work environment, work activities, and job classifications to strengthen focus on student learning and development

RRCC’s job classifications fall into the categories of faculty, classified, technical professional, and administrators. The positions are benefit-eligible and funded on an on-going basis. Other position categories include part-time instructors, temporary employees, student hourly, and work-study employees. These positions are filled as needed and are temporary.

The primary focus of Human Resources is ensuring the satisfaction of employees who will portray Red Rocks as the employer of choice to potential applicants who, in turn, can become successful people as they grow in their jobs and careers. Satisfied employees are the most productive, thus providing a professional yet nurturing environment in which students can learn and grow. A strong culture of inclusivity, continuous learning, and open communication sustains happy, productive employees and creates an environment which allows employees to focus on student learning and development.

4C2 Key institutional and geographic factors affecting work environment and job classification; use part-time employees and work-study students

Work environment is highly reflective of the institution’s leadership, but other factors also affect work environment and job classification, including the cultures of the State Classified and Non-Classified systems, each of which has rules, compensation plans, retention rights (Classified only), grievance rights, and specific performance management systems. Additional factors include community partnerships with businesses and other institutions of higher education, as well as partnerships with the Jefferson County K-12 public school system.

Part-time employees and work-study students are employed throughout the college and are vital to day-to-day operations.

4C3 Analysis of demographic trends over next decade

For approximately ten years, RRCC has been tracking the changing demographics at the College and comparing the information with that of the communities served as described in **Figure 4-1**.

Figure 4-1

Red Rocks Community College

		<i>Date:</i> <i>February</i> <i>14, 2007</i>							
<u>Classification</u>	<u>Sex</u>	<u>Total</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Am.Ind.</u>	<u>Other</u>	<u>Total</u> <u>Minority</u>
Human Resources Executive, Administrative, and Managerial	Male	9	8	0	1	0	0	0	1
	%	3%	3%	0%	0%	0%	0%	0%	0%
	Female	11	11	0	0	0	0	0	0
	%	4%	4%	0%	0%	0%	0%	0%	0%
Faculty	Male	25	23	0	2	0	0	0	2
	%	9%	8%	0%	1%	0%	0%	0%	1%
	Female	39	36	0	2	1	0	0	3
	%	14%	13%	0%	1%	0%	0%	0%	1%
Other Professionals	Male	14	13	0	1	0	0	0	1
	%	5%	5%	0%	0%	0%	0%	0%	0%

	Female	30	26	1	2	1	0	0	4
	%	11%	9%	0%	1%	0%	0%	0%	1%
Clerical and Secretarial	Male	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
	Female	44	34	2	8	0	0	0	10
	%	16%	12%	1%	3%	0%	0%	0%	4%
Technical and Professional	Male	13	11	0	2	0	0	0	2
	%	5%	4%	0%	1%	0%	0%	0%	1%
	Female	53	41	4	7	1	0	0	12
	%	19%	15%	1%	3%	0%	0%	0%	4%
Skilled Craft	Male	4	3	0	0	1	0	0	1
	%	1%	1%	0%	0%	0%	0%	0%	0%
	Female	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Service/Maintenance	Male	26	11	3	12	0	0	0	15
	%	9%	4%	1%	4%	0%	0%	0%	5%
	Female	9	5	1	3	0	0	0	4
	%	3%	2%	0%	1%	0%	0%	0%	1%
Total by sex	Male	91	69	3	18	1	0	0	22
	%	33%	25%	1%	6%	0%	0%	0%	8%
	Female	186	153	8	22	3	0	0	33
	%	67%	55%	3%	8%	1%	0%	0%	12%

 Total **White** **Black** **Hispanic** **Asian** **Am. Ind.** **Other** **Total Minority**

Percentage

Total Employees/EEO	277	222	11	40	4	0	0	55
Total Percentage	100%	80%	4%	14%	1%	0%	0%	20%

% People Available in Jeffco	100%	81.9%	1.1%	12.8%	2.5%	0.9%	1.6%	
Under-Utilized?		N/A	NO	NO	YES	YES	YES	
					-	-	-	
					1.30%	0.90%	1.60%	-2.00%

The four/fifths rule was used to determine that three groups—Asian, American Indian, and the Other category—are under-utilized when compared to the numbers of people available to work in the service area. Recruiting these groups includes advertising in diverse publications, such as La Voz and Spectrum; networking; attending local and regional diversity recruiting fairs; and advertising on selected listservs.

In 2007, the RRCC Diversity Council hosted a conference at the College with the theme of recruiting diverse faculty, staff, and students. Local diversity officers from other regional colleges and universities discussed current issues and strategies. The April 2008 diversity conference focused on retaining diverse faculty, staff, and students; the keynote address was given by Paul C. Gorski, founder of *EdChange* (See 1C5).

4C4 Key faculty, staff, and administrative training initiatives

Currently, RRCC implements training four times a year, minimally: two “work-week” sessions, one at the beginning of each fall and spring semester, and two All-College Development Days in the fall and spring semesters dedicated to faculty and staff professional development. In addition, the College funds \$50 per semester to each part-time instructor for conference costs and/or training fees.

Human Resources is in the process of implementing sexual harassment training for the entire workforce and plans to conduct the training for each department in addition to holding “work-week” sessions. The goal is to update all faculty and staff on sexual harassment issues by 12/31/08.

The State of Colorado Professional Development Department is offering a class during 2008 entitled “Leveraging Cultural Differences” which faculty and staff are encouraged to attend.

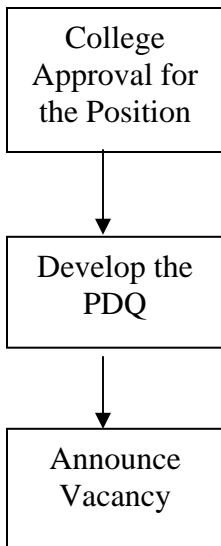
Additional professional development specifically designed for faculty is coordinated through the College’s Academic Center for Excellence (ACE) and includes the following:

- Technology Boot Camps, including sessions on Podcasting and Clickers
- Round tables and workshops, such as “Responding to Written Assignments” and r sum  and cover letter writing for faculty applying for Endowed Teaching Chair awards
- Faculty Showcases held during All-College Development Days

4P1 Identifying specific credentials, skills, and values; hiring processes

Credentials, skills, and values required for faculty, staff, and administrators are identified in the initial process of developing each position. These characteristics are included in the job description and vacancy announcement. Then, the applicants are screened on these competencies in both the minimum requirement review and preferred qualification review. The following two charts outline the processes for hiring new employees.

Hiring a New Regular Classified Employee

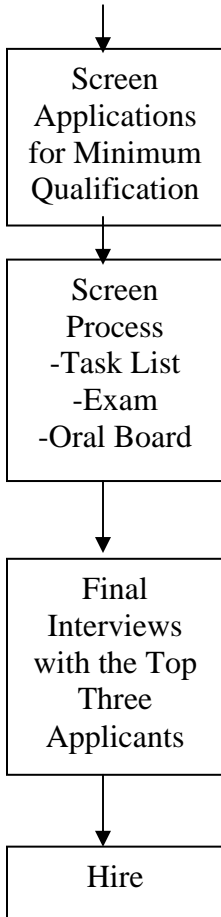


Complete a Requisition for Personnel and obtain the appropriate signatures.

The supervising administrator prepares, in consultation with Human Resources, a PDQ. The supervising administrator and HR determine the appropriate selection process.

HR is responsible for announcing the vacancy, prescreening applicants, assisting the supervising administrator and/or screening team in the screening process, as well as ensuring compliance with all Federal and State employment laws.

Screening process options include:



Task List – List of weighted tasks are scored for each candidate by subject matter experts.

Oral Board Interview – Subject matter experts interview and score candidates based on pre-determined questions.

Exams – Exams can be obtained from the State Personnel Office and may include written exams, computer exams, multiple choice exams, etc. Exams may also be developed in conjunction with Human Resources.

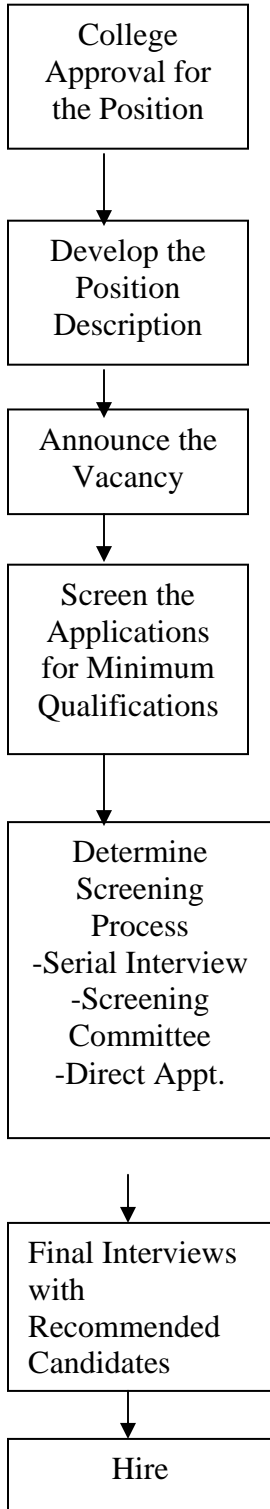
The hiring supervisor then receives the top three candidates based on the scores from the screening process. Supervisors interview all recommended applicants forwarded. The supervisor must also check the preferred applicant’s employment references and credentials before making a recommendation to the appropriate vice president or the College president.

The supervisor may then recommend an applicant to the appropriate vice president or the president with reasons supporting his or her selection. After consultation with HR, the supervisor will also submit a recommended salary to the appropriate vice president or the president. After a pre-employment background check is conducted successfully, the hiring supervisor may offer the position to the applicant.

In the event the supervisor, the appropriate vice president, and/or the College president does not believe a qualified applicant exists to extend an offer to, the supervisor can close the position and reopen it **SIX MONTHS LATER**.

Human Resources is responsible for notifying unsuccessful applicants, as well as maintaining all applicant records for a period of two years from the date the position vacancy is filled.

Hiring a New Regular Non-Classified Employee



Complete a Requisition for Personnel and obtain the appropriate signatures.

The supervising administrator prepares, in consultation with Human Resources, a comprehensive job description. The supervising administrator and HR determine the appropriate selection process.

HR is responsible for announcing the vacancy, prescreening applicants, assisting the supervising administrator and/or selection team in the interviewing process, as well as ensuring compliance with all Federal and State employment laws.

Screening options for Non-Classified include the following:

Screening Committee – A selection committee should be comprised, whenever possible, of employees and students who reflect the demographic composition of the College. The selection committee must also, whenever possible, be comprised of a minimum of two subject matter experts. For Regular Faculty positions, a faculty member is recommended to serve as the committee chairperson. The screening committee will interview selected applicants and forward the names of all applicants they feel comfortable with in the position to the hiring supervisor in alphabetical order. Regular Faculty interviews must include a teaching demonstration.

Serial Interview – A serial interview process involves interviewing candidates on a one-on-one basis by multiple interviewers using a predetermined sequence. Candidates may be interviewed by as few as three interviewers. The supervising administrator must serve as one of the interviewers.

Direct Appointment – Direct appointments may be made in lieu of a selection committee or a serial interview process in those instances where circumstances merit direct appointment. The College president must approve direct appointments.

The hiring supervisor interviews all recommended applicants forwarded by the selection committee. The supervisor must also check the preferred applicant’s employment references and credentials before making a recommendation to the appropriate vice president or the College president.

The supervisor may then recommend an applicant to the appropriate vice president or the president with reasons supporting his or her selection. After consultation with HR, the supervisor will also submit a recommended salary to the appropriate vice president or the president. After a pre-employment background check is conducted successfully, the hiring supervisor may offer the position to the applicant.

In the event the supervisor, the appropriate vice president, and/or the College president does not believe a qualified applicant exists, the supervisor can reconvene the selection committee and request additional candidates from the current pool, re-announce the vacancy at a later date, or terminate the recruitment and selection process. It is the option of the supervisor, after consultation with HR, to reconfigure the selection committee if the position is re-announced.

Human Resources is responsible for notifying unsuccessful applicants, as well as maintaining all applicant records for a period of two years from the date the position vacancy is filled.

Instructors teaching in career and technical education (CTE) programs must hold a current Colorado Career and Technical Credential issued through the Colorado Community College System (CCCS). Under the SBOCCE [Rule and Regulations](#) governing credentialing, all instructors who teach in a CCCS-approved program must hold a valid credential. A credential ensures that the CTE program provides students with qualified instructors possessing appropriate occupational and educational experience.

CTE instructors must have completed a minimum of 4,000 hours of occupational experience within five years of the date of hire as instructors. The credential application process also requires verification of formal education and industry certification. The initial credential is issued for a period of three years. Renewing the credential to obtain a five-year professional credential requires a satisfactory performance signature from the department chair and completion of continuing education requirements. The [CCCS credentialing Web site](#) details the credentialing requirements based on the industry cluster in which the individual will be teaching. Each college in the CCCS appoints a credentialing officer who receives training through CCCS in administering the credentialing process for his or her college.

4P2 Recruit, hire, and retain employees; orient employees; plan for changes in personnel

The recruitment method varies based on class of employee. Faculty positions are publicized nationally, and Classified positions are mandated to recruit at the state level. Admin/Tech Pro positions are typically advertised regionally unless a position is difficult to fill; then, HR recruits nationally.

All regular positions have one-on-one orientations with their new hire paperwork, benefits, position description, and performance planning and evaluation form. Once a year, HR hosts an orientation open to all employees to cover the college culture, college history, and sexual harassment training. Additional orientations for part-time faculty are coordinated through the college's Achieve Academic Excellence Center (ACE) with two sessions in the fall, two in the spring, and one in the summer.

Each newly hired full-time faculty member is assigned a faculty mentor during the new faculty's first two semesters of teaching. The new hires and mentors meet each other during a luncheon that is held at the College during the week before classes begin (known at RRCC as "work

week.”) Mentors meet regularly with their mentees who have a series of goals to achieve, such as observing other faculty members’ classes.

The Colorado Community College System is looking at Succession Planning in order to plan for the high rate of people retiring in the next five – ten years: 11.7 % of employees will be eligible to retire in the next five years, and 36.7% will be eligible in the next ten years. The goal is to implement the plan across the System by 7/1/08.

4P3 Work processes and activities; ethical practices

Work processes and activities are highly collaborative at RRCC. Typically, representatives from each classification (Admin/Tech Pro, Classified, Faculty) are involved in the decision-making process, allowing each group a voice in the direction the college is heading. This practice ensures a collective wisdom by gaining employee buy-in, resulting in empowered employees. In April 2008, the new College president convened a Collaboration Council whose 20-plus members are drawn from constituency groups across the campus. The Council’s mission is to come together to establish common purposes, achieve common goals, discuss and solve problems, and establish a direction for the College. A Collaboration Council retreat is planned for July 2008 with the College budget as the main topic.

Additionally, the College requires that its officers to sign an ethical behavior commitment statement. The State Board has a whistle blower protection policy and a code of ethics policy.

4P4 Training, development, and reinforcement of all faculty, staff, and administrators

Faculty and staff are encouraged to participate in continuous professional development throughout their careers at RRCC. Training goals are included in employees’ performance plans and evaluated at the end of the year. When employees attend workshops and conferences, they are encouraged to bring back information and train fellow employees, thus sharing ideas as well as implementing knowledge gained. Professional development is reinforced in the performance planning and evaluation process as well as by funding training for faculty and staff to attend.

The College’s Foundation Office funds a minimum of seven mini-grants of \$1,500 each year for which faculty and staff can apply. The money must be used to enhance student learning and success, create or enhance student support programs, engage in professional development, develop innovative instructional activities, or purchase instructional equipment. Applications are available online at <http://www.rrcc.edu/foundation/> or in the Foundation office.

4P5 Determine training needs, align with continuous improvement, augment focus on helping students learn and accomplishing other distinctive objectives

Training needs are typically determined on a case-by-case basis between the employee and supervisor or through collaboration within department. RRCC participates in leadership training and sends several employees each year to AMI (Academic Management Institute for Women) and the Jefferson County Leadership group. These attendees are determined by the current officers of the college by selecting employees who are rising to fill leadership roles.

4P6 Design and use of personnel evaluation system for administrators, staff, and faculty

The personnel evaluation systems were developed collectively by the respective employee groups. Each employee and supervisor collaboratively creates a performance plan at the beginning of the year that includes job duties, performance goals, and work competencies. The supervisor and employee both review these at mid-year and make any necessary changes. At the end of the plan year, the supervisor evaluates the employee on all the factors and assigns the appropriate evaluation rating.

4P7 Design recognition, reward, and compensation systems and support employees through benefits and services

Regular 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.

Human Resources supports employees’ understanding of benefits by providing information sessions that address the details of benefit plans and by providing work – life discounts through the State of Colorado.

4P8 Determine, analyze, and select key issues related to the motivation of faculty, staff, and administrators

Motivational issues are identified by supervisors and addressed in the performance management process. Action is determined with the assistance of Human Resources on a case-by-case basis.

4P9 Provide for and evaluate employee satisfaction, health and safety, and well-being

A system-wide climate survey was conducted in Spring 2008 to help determine community college employee satisfaction and retention factors (**See 3R2**).

Currently, Human Resources conducts exit interviews with employees who are leaving their positions. Trends are tracked and analyzed based on those interviews.

Worker’s compensation is managed by HR in collaboration with the third-party administrator, Pinnacle Assurance. The number of claims went down in 2007; however, the cost increased by \$18,475, as shown in **Figure 4-2**.

Figure 4-2

Fiscal Year ‘07		Fiscal Year ‘06	
Claim Count	Gross Incurred Total		
35	\$57,547	39	\$39,072

4P10 Measures of valuing people that are collected and analyzed regularly

Human Resources tracks trends through exit interviews (**see Fig. 4-3**). In addition, employees’ yearly evaluations include an opportunity for them to relate to supervisors how the college can help employees better perform their jobs.

4R1 Results in valuing people

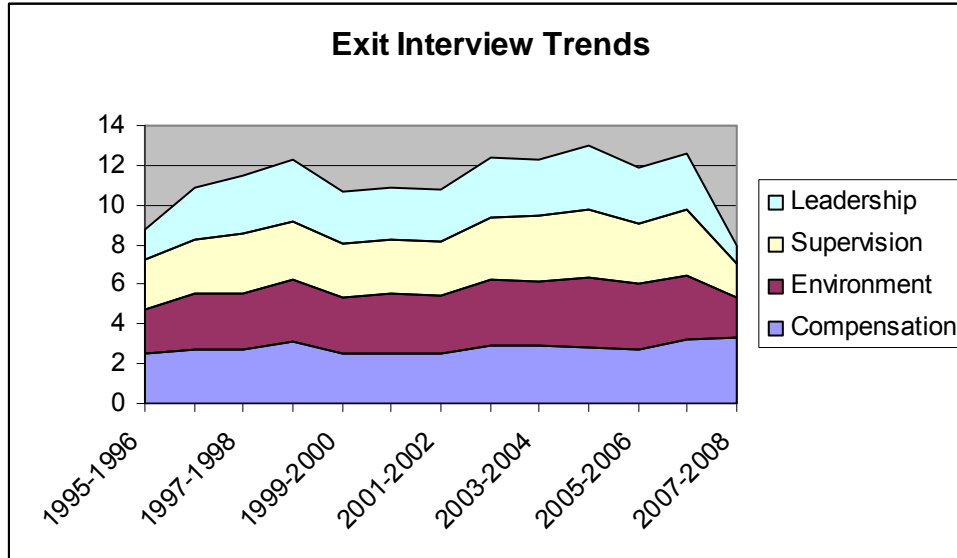
The exit survey tracks employees’ satisfaction with the environment, leadership, supervision, and compensation using a four-point scale. Aggregate results are listed in **Figures 4-3 and 4-4**.

Figure 4-3

Fiscal Year	Compensation	Environment	Supervision	Leadership
1995-1996	2.56	2.22	2.44	1.56
1996-1997	2.69	2.88	2.65	2.65
1997-1998	2.76	2.82	2.94	2.94
1998-1999	3.12	3.12	2.88	3.15
1999-2000	2.55	2.80	2.70	2.60
2000-2001	2.56	3.00	2.72	2.60
2001-2002	2.48	2.97	2.68	2.65

Fiscal Year	Compensation	Environment	Supervision	Leadership
2002-2003	2.92	3.28	3.20	2.96
2003-2004	2.92	3.24	3.28	2.84
2004-2005	2.81	3.55	3.40	3.21
2005-2006	2.78	3.26	3.00	2.85
2006-2007	3.18	3.09	3.14	2.95
2007-2008	3.30	3.30	2.93	2.67

Figure 4-4



The employee turn-over ratio is as follows:

- FY 99-00 16.79%
- FY 00-01 15.26%
- FY 01-02 13.74%
- FY 02-03 8.39%
- FY 03-04 14.50%
- FY 04-05 12.21%
- FY 05-06 12.97%
- FY 06-07 12.21%

4R2 Results in valuing people

Human Resources recently implemented stronger guidelines in the screening process for non-classified employees, emphasizing the need for diversity as well as the responsibility for holding bias-free processes. The overview and etiquette are described below.

**Red Rocks Community College
Screening Committee Process**

Your job is to review all the application packets that meet minimum qualifications, interview the top 6 – 8 candidates, and forward the top candidates to the hiring supervisor. You are responsible for producing and supporting a bias-free hiring process. Red Rocks Community College is an Equal Opportunity Employer and is committed to diversity in its people and its programs.

- The hiring supervisor may be in attendance for the first meeting to assist the committee in understanding the responsibilities and qualifications required for the job.
- Qualifications/selection criteria (preferred qualifications) will be weighted.
- Application packets will be released after criteria are set.
- Develop interview questions, and if a faculty position, include a teaching demo.
- The chair will lead the discussion of whom the committee would like to interview.
- The interview day(s) will be scheduled. (Please allow HR a minimum of two weeks to contact candidates and allow the candidates time to form travel plans.)
- The hiring supervisor may choose to be present during interviews to observe but should not be present during the committee’s final deliberations.
- Human Resources will provide the committee with interview evaluation forms for each candidate.
- After all interviews are complete, the chair will lead the discussion of whom the committee would like to recommend to the hiring supervisor.
- The chair will generate a memo to the hiring supervisor (cc Human Resources) of recommended candidates listed in alphabetical order.

Red Rocks Community College Screening Committee Etiquette

- Discussions and notes about the applicants should have a direct correlation with how they will perform on the job.
- Committee members should be introduced or introduce themselves when a candidate enters the room.
- The candidate should be offered a glass of water.
- The candidate should be given an adequate amount of time to answer the questions he/she has been asked.
- This is not the time to talk to the candidate about schedules, benefits, etc. This is simply a screening process to determine if the candidate can succeed at the job.
- Topics should remain focused on the candidates, their answers to the questions, and their teaching demos.
- Please keep the conversations professional.

Human Resources also recently implemented a stronger first-day orientation program.

Previously, HR representatives covered new-hire paperwork and benefits during an employee’s orientation. The orientation has been expanded to include covering the position description and the performance and evaluation form as well as clarifying the expectations of setting goals with the employee’s supervisor.

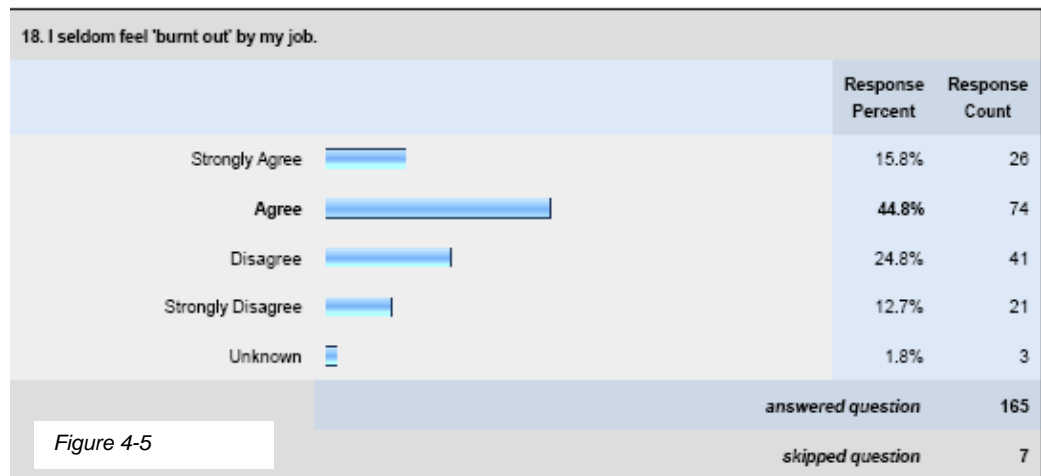


Figure 4-5

In April 2008, CCCS administered a climate survey from which HR and College leaders hope to gain critical retention information that can be used continuously to track and analyze trends in the future. **Figure 4-5** indicates results sorted by Red Rocks employees.

4R3 Evidence indicates the productivity and effectiveness of faculty, staff, and administrators in helping achieve goals

From 2006-2008, RRCC promoted six employees to management-level positions. Believing highly in “growing our own,” College leaders placed these highly effective people in management positions and provided them with supervisor training both on and off campus. Supervisor training consists of conflict management, performance management, coaching, and time management skills.

In Spring 2008, faculty completed two online surveys, one assessing their deans and one assessing the Vice President of Instruction (**See 5R1**). Faculty members’ annual performance plans include goals directly related to teaching effectiveness (65%), service to the College (25%), professional development (15%), and service to the community (5%). Each fall, faculty set goals with their respective deans in each of the four areas, and each spring faculty are evaluated largely based upon completion of their performance goals. (Refer to sections **1R1 through 1R4** for results pertaining to teaching effectiveness and assessment of student learning.)

Classified staff complete performance planning and evaluation forms with their supervisors. They are evaluated annually based on their competencies, job duties and performance goals. The College does not track how many goals are accomplished (or not accomplished); thus, data indicating productivity and effectiveness is not reportable.

4R4 Regarding 4R1 and 4R3: comparison of results

The College has received Red Rocks specific results of the Climate Survey administered by the Colorado Community college System (See 4R2). Analyses of these data in comparison with the aggregate of other System colleges are underway.

4I1 Improve current processes and systems for valuing people

Human Resources is constantly receiving feedback and implementing improvements that affect the entire college. Listening to employees and having an open-door policy are the best ways to receive this information. After receiving and discussing suggestions from individuals and constituency groups, the HR Director and appropriate College leaders decide if changes will be implemented across the institution.

RRCC’s new president, who assumed her duties in January 2008, is in the process of examining processes and systems through individual and group meetings with employees across the College in order to determine the effectiveness of current practices. Improvements from this process are not yet reportable.

4I2 Current results lead to setting targets for improvement; prioritizing and addressing specific improvements; communicating results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders

Targets are set in collaboration with supervisors and Red Rocks’ leadership. Current priorities are as follows: increasing the number of minority applicants, employees, and students on campus; tracking climate survey information through the system-wide CCCS survey; tracking turnover ratios; and completing and managing a succession plan for the College.

Communication with employees is typically accomplished through e-mail and hard copy to internal mailboxes. This information filters to the stakeholders through committee chairs and constituency groups. During the fall “work week,” the president and vice presidents typically give an oral “state of the college” report during the All-College Meeting. (Refer also to 4I1.)

AQIP Category Five: Leading and Communicating

5C1 Describe your leadership and communication systems.

Red Rocks Community College is part of the Colorado Community College System (CCCS). CCCS is governed by a nine-member State Board for Community Colleges and Occupational Education (SBCCOE). The Board 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. The [Board Roster](#) is available from the CCCS Web site.

Please see **8P1** which includes a chart of the planning/communication groups of Red Rocks Community College.

- **President's Cabinet** – College Executive Leadership is the decision-making authority and approves budget allocations as changes in programs/staff are determined by planning groups as proposed to College Collaboration Council. **(See proposed Process Flow 8I2.)**
- **Constituency Council** – The elected leaders (by respective constituencies) of College employee groups and student government—The Student Voice—meet regularly with the College president to promote two-way communication regarding employee and student issues.

The remaining groups serve to provide information sharing and two-way communication between employee groups and College functional areas:

- Faculty Senate
- Administration/Technical Professional Council
- Student Services Managers
- Classified Forum
- Department Chairs
- Instructional Deans

The **College Collaboration Council** consists of representatives from all College Planning Groups along with Institutional leaders. The Collaboration Council is transitioning into a broader role of determining and affirming alignment of proposed College initiatives, Action Projects, and program/staff changes with the College mission and vision.

5C2 Ensure leadership practices align

Monthly Presidents' Meetings are convened by the CCCS President to inform and discuss strategies and procedures associated with policies set by the SBCCOE Board with colleges' leadership. The System College presidents meet monthly with the SBCCOE Board. Presidents provide [monthly reports](#) (posted to the CCCS Board Web site) to the Board concerning activities associated with key functional areas:

- Enrollment and Access
- Workforce/Resource Development
- Leadership and Professional Development
- Community-Connectedness
- Learner Centered

Monthly Education Services meetings convene the instructional leadership of all System colleges. Red Rocks President Haney meets weekly with the President's Cabinet to inform and discuss System policy modifications or additions specific to Red Rocks' operations. Monthly Education Services meetings are convened by the CCCS provost. Vice Presidents for Instruction and Student Services meet jointly to discuss policy implementation as directed by the SBCCOE Board. Red Rocks Vice Presidents communicate Education Services meetings'

information through the planning groups noted in **5C1** that include the Instruction Deans, Department Chairs, and Student Services Managers.

5C3 Institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement

RRCC's mission and vision statement publicly defines the College's values and describes how these values are to be practiced.

Red Rocks Community College is

- A committed business partner, responding to industry and community needs through innovative solutions.
- A coalition builder, initiating opportunities for creative problem-solving through teamwork.
- A proponent for diversity, providing an environment that respects differences among us.
- A believer in communication, fostering a culture that promotes an open exchange of ideas.
- A model of integrity, supporting our mission with thoughtful and judicious decision-making.



All-College Volunteer Day is your chance to join with your colleagues and make a difference in our community. All projects are scheduled for Tuesday, April 8, 2008 – Development Day! Project descriptions are below.

Sign Up Today!

Fill out [this form](#) with your first choice and one or two alternate choices.

Volunteer Opportunities

Jefferson County Action Center

Description: sorting food at a warehouse
 Time: 1:00 – 4:00 p.m.
 Address & Phone Number: 8755 W 14th Ave, 303-237-7704 x243
 Contact: Anne
 Volunteers Needed: 15
 Special Instructions: Bring water

Frontage Road Clean Up

Description: Litter pick up on 6th Ave Frontage Road
 Time: 1:00 – 4:00 p.m.
 Phone: x6298
 Contact: Jen Squire
 Volunteers Needed: unlimited
 Special Instructions: wear outdoor clothing including sturdy shoes and bring water

King Adult Enrichment Program

Description: Helping Adults with MS with hands on activities
 Possibility that this is an 'outing'
 Time: 1:00 – 4:00 p.m.
 Address: 2851 W 52nd Ave, Denver 80221
 Volunteers Needed: 15

Jefferson Center for Mental Health

Description: Clean out and organize used clothing donation closet
 Time: 1:00 – 4:00 p.m.
 Address: 9808 W. Cedar Lakewood
 Contact: Mary Jo Starmer 303-432-5124
 Volunteers Needed: 3 – 4

SHARE Warehouse

Description: sorting food in the warehouse
 Time: 1:00 – 4:00 p.m.
 Address: 9630 Federal Blvd., 720-335-9569
 Volunteers Needed: 30
 Special Instructions: dress in launders

Red Rocks faculty and staff serve as members and officers on 26 service clubs and community organizations within the community that the College serves.

For the last two years, Red Rocks has dedicated one day each year to volunteerism. Faculty and staff may choose from a broad range of volunteer opportunities as part of the regular work day. Faculty performance objectives include evidence of service to the College and the community:

Service to the College (Weight = 20%)

Components of service to the college include departmental service, including curriculum coordination and development, advising, and outreach, administrative assignments; standing and ad hoc committee work; sponsorship and participation in student activities; participation in college recruitment activities; and attendance at college activities and events.

Service to the Community (Weight = 5%)

Components of service to the community include college representation on a local board or commission, involvement with the College's K-12 activities, making community presentations, college representation at community events, and participation in service learning activities.

In an effort to provide a consistent process in evaluating ethical issues related to instruction and academic student issues, the Academic Standards Committee, comprised of faculty leaders and Student Records staff, meets monthly to review issues related to catalog revisions, academic standing of students, and policies involving academic probation. The Council reports to the Vice President of Instruction who then forwards their findings and

recommendations to the President's Cabinet.

5P1 Leaders set directions in alignment with mission, vision, and values

As diagrammed in **8P1** and detailed in the process flow of **8I2**, College leadership communicates through constituency groups' councils, student government, and as is currently proposed, the Collaboration Council when planning or seeking input concerning new initiatives or modifications of existing practices. Dr. Haney assumed the presidency of Red Rocks Community College in January 2008. As described in **8P2**, she is working in partnership with the existing planning groups of the College to strengthen the communication channels between the planning groups and to re-examine the function of the college-wide representation which comprises the Collaboration Council. As a representative body of the College, the Collaboration Council can provide invaluable assistance in reviewing proposed College initiatives to affirm initiative or strategy alignment with the College mission and vision and, of course, with the Colorado Community College System's Performance Contract benchmarks (**see 3C2**).

5P2 Leaders guide the Institution in seeking future opportunities

Descriptions of developing strategies designed to impact the CCCS Performance Contract Benchmarks are found in **3C2** with process development further defined in **8I2**. College Leadership completed a SWOT analysis to determine how the developing strategies could position the College in response to external and internal opportunities and threats. The SWOT is available for review in the **Overview, question 8**.

5P3 Decision-making processes using teams, task forces, groups, and/or committees

The committees and councils involved in the decision-making processes of the College are diagrammed in **8P1** with process flow details described in **8I2**. Implementation of decisions, such as the migration of the initial Action Projects to standard operating procedures, requires input in the refinement of staffing and budget proposals from the committees formed to develop and implement each Action Project. Task forces of faculty and staff formed and met in Fall 2007- Spring 2008 to review each Action Project's results and to provide recommendations concerning program implementation, staffing, and budgeting of the Action Projects as the processes evolve into standard operating procedures (**see 1R3**).

The President's Cabinet, consisting of College executive staff, makes final decisions and completes the annual budget. Dr. Haney is interested in making this process more inclusive by adopting a process flow as proposed in **8P1**.

5P4 Leaders use information and results in their decision-making process

The benchmarking results tracked by the Colorado Community College System (CCCS) in the Dashboard displayed in **3C2** provide macro views of performance reflective of all the College's functional areas. These summative results are only a small part of the data required to help Red Rocks be a data INFORMED institution. Examples of data used by the College leaders include instructional program reviews that examine quantitative data, such as FTE growth, cost per FTE, completion rates, and job and/or continuing education placement. As new initiatives, such as the Action Projects, Community Learning Centers, and the Connect to Success Office emerge from pilot phase, College leaders use quantitative data to evaluate the effectiveness of efforts related to increasing student enrollment, retention, and service satisfaction (**see 3R2**).

Systematic use of data in the decision-making process is an area with great opportunity for growth. With the implementation of the new Information System SCT Banner across all System colleges, data reporting features are still under development. An application known as COGNOS has been developed by CCCS IT staff to assist individual colleges with data reporting. The College's Institutional Research Office is continually modifying the customized data reporting functions to assist all functional areas of the College with substantive information concerning the results of the services provided by these areas. Examples of reports that are produced by the IR office using COGNOS data files include the following:

- DEVELOPING Cohort retention analysis across three years of students enrolled in developmental education
- Trend analysis of growth in financial aid by student loan volume

- o Daily, weekly, and end-of-term FTE enrollment by course and prefix
- o Enrollment by time of day by campus
- o Semester retention by instructional method
- o Percentages of FTE taught by full-time and part-time instructors

Qualitative analysis in the form of customer/and or student satisfaction surveys has been automated by the Institutional Research staff. Surveys are currently in process with the Assessment Center, Cafeteria, and Student Life. Each area identified specific services for which to collect performance information. The results are expected to be used in deciding service delivery, such as menu variety for the cafeteria, operating hours for the Assessment Center, and the type of technology available for student use in the Student Life Project Center.

5P5 Communication between and among institutional levels

In addition to the process flow described in 8I2, College-wide meetings are held each term. The first summer retreat of the Collaboration Council has been scheduled for July 2008. Agenda items include the continued development of the Council’s role as proposed in 8I2. Faculty “Work Week” kicks off the Fall term with a *State of the College* message from the President that also outlines the goals for the term. Staff Development Day in October provides updates on the term’s progress in meeting the goals established in August. January’s Faculty “Work Week” welcomes faculty back from winter break. The college-wide meeting provides updates from all college areas as the Spring term gets underway. Staff development day in April follows up with a College-wide meeting that details results from the past year and begins the process of planning college priorities and budget for the next year. Minutes from the President’s Cabinet meetings, other college planning groups (see 8P1), and the monthly President’s Reports prepared for the State Board for Community Colleges are disseminated electronically to all faculty and staff.

5P6 College leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement

As noted in 5C3, the primary mode of communicating the College’s mission and values comes through leading by example and modeling the behaviors expected of all faculty and staff. As described in 8P1, Dr. Haney is meeting individually with all faculty and staff. She has asked everyone to complete responses to three questions in preparation for the meeting:

1. Think back through your career at Red Rocks. Locate a moment that was a high point, when you felt most effective and engaged. Describe how you felt and what made the situation possible.
2. Without being humble, describe what you value most about yourself, your work, and the College.
3. Describe your three concrete wishes for the future of Red Rocks.

As Dr. Haney engages personally with each employee of the College, initially around these questions, she is gaining perspective that will be invaluable in developing continuing professional development, as well as recognizing and celebrating the excellent work already underway by each College employee.

The wish responses are being collected and grouped by common themes. Dr. Haney intends to use the responses in the process of developing priorities with the College planning groups.

5P7 Leadership abilities are encouraged, developed, and strengthened

Professional development with regard to preparing emerging leaders is another area with great growth potential for the College. Some leadership

INSTRUCTION & STUDENT ACHIEVEMENT

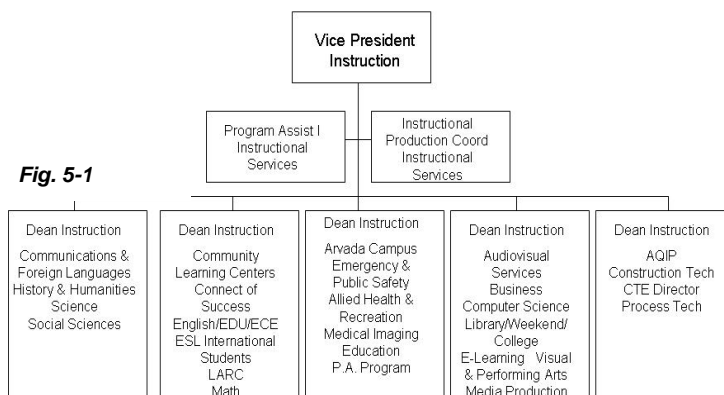


Fig. 5-1

development opportunities, such as the Management Institute for Women in Higher Education and a leadership academy, have been System-wide efforts. However, each college is limited in the number of members who may participate annually. Dr. Haney, as a president of a small rural school before coming to Red Rocks, developed several innovative strategies to “grow our own” leaders. Building upon the wealth of information collected as part of Dr. Haney’s individual meetings with each college employee, she will work with College leaders to analyze the information concerning the strengths and aspirations identified by College employees. A survey also may be developed to help identify development areas of most interest. The potential exists to develop academies to help faculty transition into chair responsibilities and develop faculty with an interest in serving as instructional deans.

In 2006, the Vice President of Instruction worked with the instruction deans to develop leadership teams responsible for the College’s instructional program areas. The program-area leadership teams include the dean, the program assistant reporting to the dean, and the chairs responsible for the departments included in the program-area clusters (**Figure 5-1**). These teams meet as a group to define the four key qualities of leadership: 1) Communication, 2) Integrity, 3) Developing Relationships, and 4) Staying true to a Clear Vision. These leadership qualities will be included as hallmarks in the development and support of new and existing leaders at Red Rocks Community College.

The College’s leadership (**see organization chart in the Overview, Q. 1**) participates in the Performance Planning process for administrators, technical professionals, and classified staff as developed by the Colorado Community College System. The Performance Planning Process identifies the job performance indicators listed in the next section which are used by supervisors to develop and evaluate College employees. These indicators also are used by the College President in addition to the performance goals established by each of the direct reports (vice presidents and executive directors) in job performance evaluations.

Interpersonal skills

Employee interacts effectively with others to establish and maintain smooth working relations.

Communication

Employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s), and customers so as to anticipate problems and ensure the effectiveness of the department.

Accountability

Employee’s work behaviors demonstrate responsible personal and professional conduct, which contribute to the overall goals and objectives of the department.

Customer Service

Employee works effectively with internal/external customers to satisfy service/product expectations.

Job Knowledge

Employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

5P8 Leaders and board members ensure that the mission, vision, and values are passed on during leadership succession; develop a leadership succession plan

During the presidential search, Red Rocks held community forums to allow College stakeholders, including community members, faculty, and staff, to meet the final four candidates and ask questions concerning each candidate’s commitment to advancing Red Rocks’ vision as the College of First Choice. More than 200 community members and college employees attended each forum, indicating stakeholders’ strong interest and commitment to ensuring that the leadership transition resulted in a new president committed to the mission and vision of the College.

Section 5P7 details efforts underway to launch leadership development. As part of the hiring process, position announcements include the mission and vision of the College. The Colorado Community College System president has charged all college presidents to develop formal succession plans. This is an area currently under development at Red Rocks. Continued development of the College’s succession plan will be included in subsequent Portfolio updates.

5P9 Measures of leading and communicating collected and analyzed regularly

The Colorado Community College System (CCCS) maintains a dashboard of all system colleges to measure performance using the Colorado Department of Higher Education performance benchmarks (**see 3C2**). The chart

in **Figure 5-2** has been extracted from the dashboard relative to Red Rocks' Operational Excellence benchmarks. Operational Excellence benchmarks include increasing the percentage of budget devoted to instruction and maintaining budget reserves of at least six percent.

Figure 5-2

Red Rocks Community College		Actual	Goal	
Strategic Priority		FY 2006-07	FY 2007-08	
Operational Excellence	Finance Report FY 07-08 Reserve Calculation	Actual		
		Target Reserves		
		Instruction Expenditures	\$11,500,555	\$13,247,030
		Total Unrestricted Education & General Expenditures	\$21,767,286	\$23,886,819
		% of Budget for Instruction	52.8%	55.5%
Unrestricted Net Assets as % of Total Annual Operating Expenses		28%	6%	

Annually, System presidents complete self-assessments which are submitted to the Colorado Community Colleges System president. Areas evaluated as part of the leadership review are listed below:

- Recruitment, Retention, and Graduation Rates
- Commitment to Student Success
- Academic Management and Leadership
- Dedication of Resources to Instruction
- Fiscal Management and Stability
- Achievement of Goals as Established with the System President
- Cooperation with System-Wide Needs of All Colleges
- Community Relationships
- Survey responses from faculty, staff, and community members
- Observations of college presidents by the System President:
 - ⇒ Leadership Skills
 - ⇒ Interpersonal/Communication Skills
 - ⇒ Management Skills
 - ⇒ Accountability
 - ⇒ Responsiveness
 - ⇒ Professional Contributions and Accomplishments
 - ⇒ Contributions to the System

5R1 Results for leading and communicating processes and systems

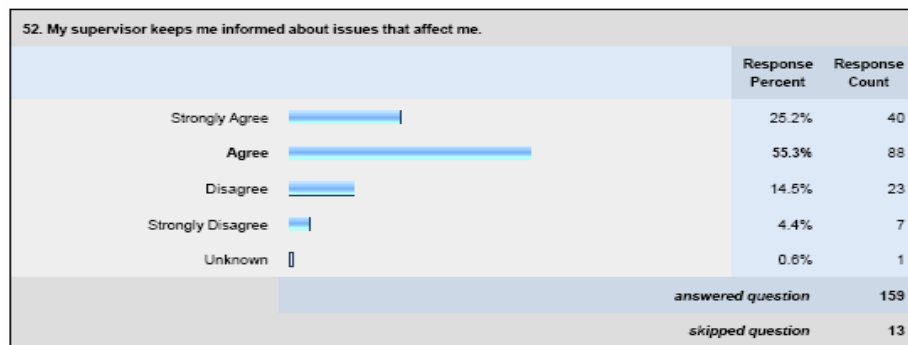
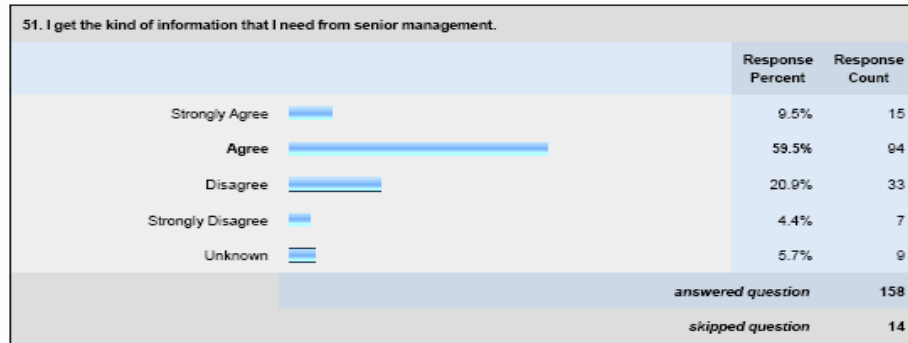
Faculty Senate conducted a survey of deans and the Vice President of Instruction (VPI). The VPI met with the Faculty Senate to review aggregate results, which noted the largely positive responses from faculty concerning the leadership of the deans and the VPI. The deans' survey asked for feedback concerning deans' responsiveness to faculty and program needs, professional development support, communication, and ability to foster a collaborative work environment. Individual results were distributed to the VPI and each dean for use in further development of leadership and supervision skills. The results will also help to identify trends that can be addressed as part of the development of leadership training (**see 5P7**). Dr. Haney began her tenure as president of Red Rocks Community College January, 2008. Nothing of significance is available to report so early in Dr. Haney's tenure, other than to say she has made an impressive start. She has made herself very available to staff

and faculty. Due to the leadership transition, the Red Rocks' Climate Survey planned for 2007 was postponed (see 8P8).

Figure 5-3

The Colorado Community College System Institutional Research Office conducted a system-wide Climate Survey of faculty and staff in Spring 2008. Results for RRCC employees concerning communication from senior leadership are posted in **Figure 5-3**.

Indirect evidence of leadership results are reported relative to increased enrollment, retention, graduation rates, fiscal management, and stakeholder satisfaction from graduate and employer survey results. These results are reported in **1R3, 3C2, 3P7, 3R3, 5P9, 8C2, and 8P1**.



5R2 Compare results with the results of other institutions

The College has nothing of significance to report at this time.

5I1 Improve current processes and systems for leading and communicating

Sections 8P1 and 8P2 detail the process to strengthen the role of College planning groups. These groups constitute the key points of communication throughout the Institution. As the role of the Collaboration Council continues to develop, it is anticipated that a more representative structure will be adopted with regard to identifying and implementing quality improvement strategies aligned with the Colorado Community College Performance Benchmarks and Strategic Planning (see **3C2 and 5P9**).

5I2 Current results for leading and communicating and relationship to setting targets for improvement

The improvement efforts detailed and charted in **8I2** will engage College leadership in broadening the participatory process involved in identifying, developing, implementing, and most importantly, communicating quality improvement efforts. This process is expected to formalize and measure how faculty, staff, and students are engaged in the College's decision-making processes. As noted in earlier sections of **Category Five**, the College is in the process of determining formalized leadership development as part of its succession plan.

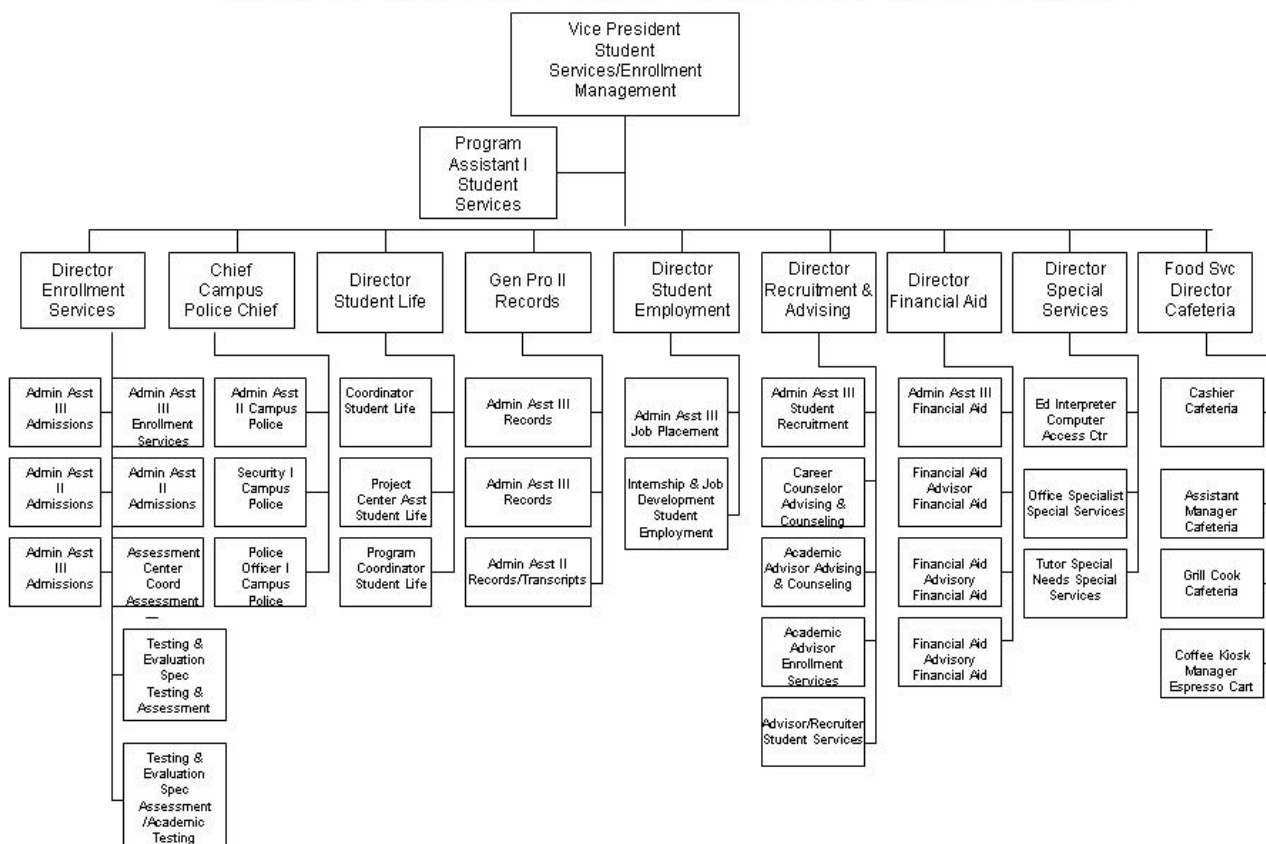
AQIP Category Six: Supporting Institutional Operations

6C1 Key student and administrative support service processes and needs

The organizational chart (**Figure 6-1**) provides an overview of the student support areas under the direction of the Vice President of Student Services. Barnes and Noble operates the College’s Bookstore as a contracted vendor as described in **section 9P1**.

Figure 6-1

STUDENT SERVICES AND ENROLLMENT MANAGEMENT



Computer Services manages computing under the direction of the IT Director who reports to the president. Excerpts from the Technology Master plan relative to identifying support service needs of students are in **6P5**.

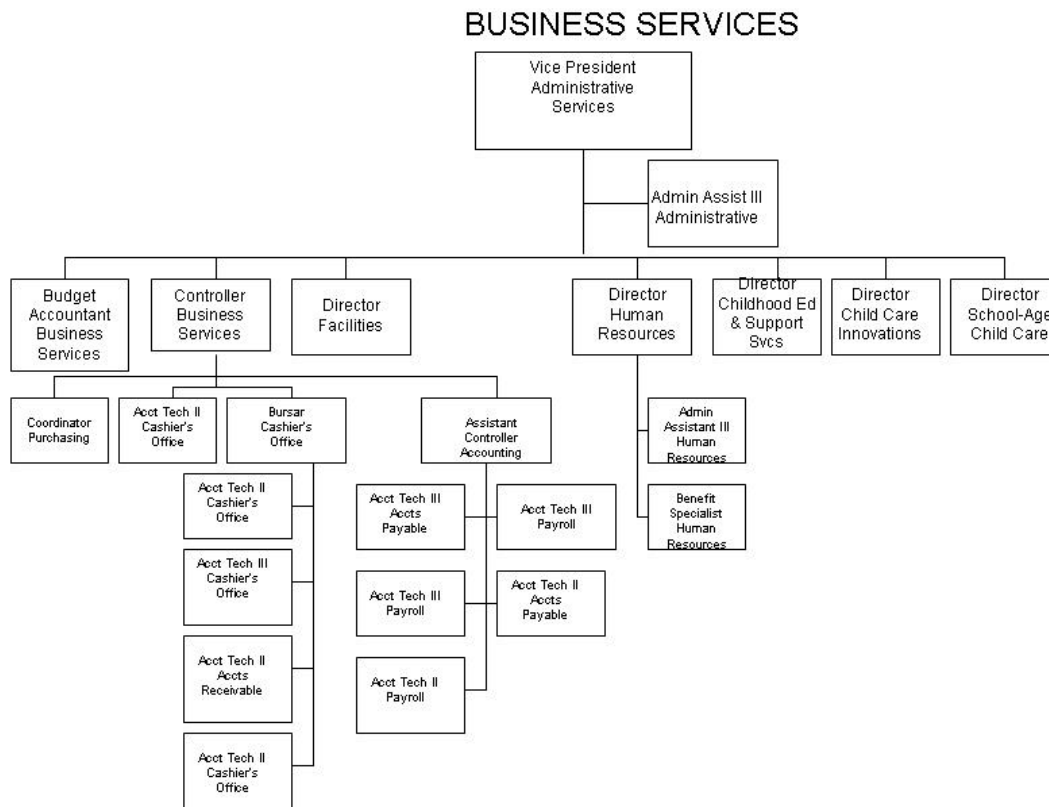
The College’s library staff consists of two circulation and reference librarians, two library technicians, and work-study students who report to the Director of Library Services/Learning Resources (also referred to as the head librarian). The Director of Alternative Delivery and the Library, who shares her administrative assistant with the Learning and Resource Center (LaRC), oversees the library’s operations and budget. She reports to the Dean of E-Learning and Computer Technology. (Refer to **Category 2, the Library/LaRC sections**, for additional information concerning the renovation of the library and planned renovation of the LaRC in response to student, faculty, and staff needs.)

The Learning and Resource Center (LaRC) is directed by one of the deans of Instruction whose employees include a shared administrative assistant, a tutor coordinator, and staff and faculty members who provide services

for students seeking academic tutoring, GED preparation, and administrative assistance with their online courses. The LaRC at the Lakewood campus is home to the Math and Writing Centers, the Online Writing Center (OWC), and the Gateway Program, which assists ex-offenders as they emerge from the criminal justice system. Computers are available in the LaRC at the Lakewood and Arvada campuses for student and faculty use.

The organizational chart in **Figure 6-2** provides an overview of the administrative support services under the direction of the Vice President of Administrative and Business Services.

Figure 6-2



6C2 Key student and administrative support services reinforce processes and systems

As detailed in **1P3**, a major renovation has created a Student Welcome Center that opened in Spring 2008. The Student Welcome Center has created a cross-functional service center, which provides in one location all enrollment management and processing services required by new and continuing students.

Section 1P5 discusses processes associated with tutoring and the Tutors without Borders Action Project, and the Faculty Advising Action Project. **Section 3P2** details the processes and services of Student Life.

Administrative and Business Services manages the implementation of policies across the College's departments as established by the State of Colorado and the State Board for Colorado Community Colleges. Functions include overall financial management (budget accountant, controller, the bursar and cashier's office, accounts payable, payroll, and purchasing), human resources, the mailroom, facilities management (including grounds-keeping services, physical plant maintenance, and house-keeping services), and children's programs (refer also to **Category 2, Children's Programs**).

Library and LaRC Services: Refer to **Section 6C1** and Library/LaRC sections in **Category 2**.

6P1 Identify the support service needs of students

In addition to the processes identified in **1P9** in identifying needs relative to learning support, analysis of the Community College Survey of Student Engagement (CCSSE) indicated that 80 percent of student respondents agreed that advising is important while only 20 percent actually met with an advisor. Additionally, only 20 percent of responding students indicated use of learning support services outside the classroom, while the IPEDS fall-to-fall cohort retention rate was at 50 percent. Analysis of these data would seem to indicate that students who could benefit from support services are not accessing those services and may be leaving school as a result. These data provided the rationale to develop Action Projects to add faculty to the advising area and bring student support services, such as tutoring, into the classrooms (**see 1R3**).

Section 112 details the State Community College Board approval of additional student fees to increase the availability of tutoring for math and English students. The Colorado Department of Higher Education details the rationale in support of the fee increase in the 2007 Report to the Colorado Legislature. The remediation rate of Red Rocks Community College's 933 first-time students in 2007 was 44.2 percent.

Remedial Data Summary for All Assessed Undergraduates

In FY 2007, approximately 30% of all students were assigned to remediation in at least one discipline. At the two-year institutions, the overall remediation rate in 2007 was approximately 55%, with a low of 41.7% at Pueblo Community College and a high of 69.3% at Community College of Denver.

6P2 Identify administrative support service needs

Each spring, budgeting for the upcoming school year begins. The President's Cabinet reviews priorities submitted by the College Planning groups (**see 8P1**) in two categories: one-time facility upgrades and ongoing costs, such as employee salary increases, and new staff or faculty positions. In preparation for year-end budget close, the controller prepares the SRECNA (Schedule of Revenues, Expenses, and Changes in Net Assets) indicating reserves or cash funds that are available for one-time costs (**see 6R2**). In addition to the SRECNA summary, **6R2** details the facility upgrades planned for the next school year prepared by Administrative Services based on the priorities submitted by the planning groups and the available year-end and reserve funding.

The Colorado Community College System Office notifies colleges in the spring concerning state general fund allocations for the next year. Red Rocks has received notification of an increase to the College's base budget of \$1.2 million for the '08-'09 school year. Classified employees' salary increases are set at the state level. The College has calculated a cost from new funds of \$178,000 to pay the classified salary increase. A summary of the rationale used to support the administrative support services' needs by college areas follows in the next section.

Instruction

The Vice President of Instruction has requested a similar raise plus five percent for faculty, and the addition of five new full-time faculty positions as determined by the deans and chairs planning groups. Due to the increased use of technology in the classroom, the Audio Visual Department has requested a new full-time employee. Increased administrative support is needed in the Learning and Resource Center (LaRC) in response to the planned increase in tutoring services (**see 6P1**). The Community Learning Centers (**see 3C2 and 3P2**) have generated increased enrollment of underserved students who could benefit from the services of a transitions coordinator (**see 8I2**). A collaborative effort by the deans in defining technology refresh needs across the Institution and the pooling of year-end dollars from department budgets will allow the following IT upgrades:

1. 32 dual boot Macs to refresh room 1009
2. 83 laptops to refresh general classrooms
3. 85 Tablet PCs
4. 10 SmartBoards
5. 40 desktop PCs to upgrade existing desktops in classrooms and labs as needed
6. Upgrade the TrackIt! software to improve management of systems maintenance in computer support services
7. Purchase of Act 2008 Software for use by administrative personnel in Instruction

Student Services

Based on increased reporting demands resulting from the implementation of the new student information system, and the authorizing of the student stipends through the Colorado Opportunity Fund, Student Services has requested a new staff position in Student Records. A .5 FTE has been requested in the Assessment Center. Bids have been received to improve exterior signage and incorporate the new Red Rocks logo. The proposed refresh of the cafeteria will involve students in developing color and design schemes.

Red Rocks Community College Foundation

The Red Rocks Community College Foundation has requested general fund dollars from the College to support an addition of .25 to the .25 administrative position assigned to the Foundation to process student scholarship recipients in the Banner student information system. The Foundation, in partnership with Instruction, has requested a full-time grants person to pursue external grant funding aligned with the College's continuous improvement priorities (**see 8I2**).

6P3 Key student and administrative support service processes managed on a day-to-day basis

The organizational chart in **Figure 6-1** details the Student Services functional areas. These areas consist of a director or lead who reports to the Vice President of Student Services and Enrollment Management. The Student Services Managers (directors or leads) meet as a team monthly. These team meetings promote communication across functional areas. Each month, representatives from other areas of the College meet with the Managers to discuss cross-system issues, as well as to inform the Managers of new programs or changes occurring at the College. These dialogues are crucial in helping the Managers verify program services that are appropriate and leveraged efficiently across the College. An example of how the feedback received by the Managers from other areas of the College is used to change processes is found in the development and implementation of the Faculty Advising Action Project (**see 1P5**) and the Graduation Culture Action Project (**see Category 2: Culture of Graduation in 2P4 and in Figure 2-3**).

As evidence of their commitment to quality improvement, the Managers are working with the Institutional Research Office to analyze the service delivery in their areas. The Managers and their staff are defining key indicators in which data will be collected for analysis to evaluate the effectiveness of the services provided.

As part of the Colorado Community College System, employees of the College that include the vice presidents of Administrative and Business Services (Business Officer), Student Services, and Instruction; deans; Registrar; Director of Student Records; Coordinator of Institutional Research; Financial Aid director; and Director of Student Life participate in regular meetings with their peers from other System colleges. These meetings, and the communication links formed as a result, are key to ensuring consistency in policy implementation across System Colleges. Informally, these groups create a forum for collegiality that promotes sharing of best practices and creative approaches in order to meet the needs of the College's customers that include students, faculty and staff, and the community.

Employees in Business Services recently conducted a joint training with Financial Aid staff members to ensure a seamless transition for students eligible for Financial Aid to receive their refund disbursements. The goal of the training was to educate Business Services employees about the financial aid process and to educate Financial Aid staff about the processes of the Cashier's Office and Business Services. In addition to learning from each other, employees had the opportunity to share experiences and brainstorm ways to more effectively and efficiently serve students' needs. Many Business Services employees also participated in a "True Colors" workshop to develop their awareness and appreciation of differing interpersonal styles, thus enhancing their appreciation of diversity and aiding in their tolerance of the many approaches to solving problems and communicating results.

Since the hiring of the head librarian in August 2006, library use has increased 20 percent; circulation doubled in Fall '07 over that of Spring '07, and research orientations held for students increased by 150 percent during the Fall '06-Spring '07 academic year. The head librarian's dynamic leadership and substantial outreach efforts among faculty, students, and potential RRCC students have contributed to his goal of establishing "meaningful patronage" in an active learning environment that blends the library's services with those of the LaRC. The Library/LaRC renovation project (**see Figure 2-1, 2R2, and 2I1**) supports RRCC's efforts to give students the space and tools to prepare them for the challenges of the ever-evolving twenty-first-century academic and work environments.

6P4 Key student and administrative support areas use information and results to improve their services

Section 6P3 discusses the quality improvement efforts underway in Student Services to evaluate services. Surveys were developed and are in the process of being distributed to customers that include students, staff and faculty. Results from the 74 responses received from the Assessment Center Survey are displayed in **Fig. 6-3**.

Student Life recently polled users of the Student Project Center (**see 3P2**) to gauge frequency of use on the equipment and supplies available for student use. Even though 25 of the 27 respondents own a computer, students indicated reasons for using the Project Center because of ease of use between classes; the pleasant, quiet, and relaxing atmosphere (includes tea!); and the helpfulness of the lab staff. These customer service data are important indicators when evaluating customer satisfaction and currency of service delivery in meeting continually changing needs.

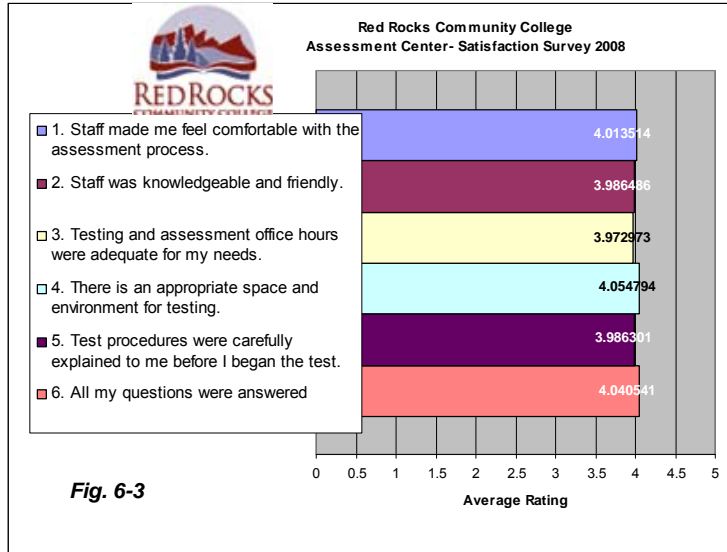


Fig. 6-3

6P5 Measures of students and administrative support service processes collected and analyzed regularly

The Technology Master Plan defines the outcomes established through intra-department feedback to meet the needs across the College. The table in **Figure 6-4** identifies the level of actual progress in meeting these benchmarks.

Fig. 6-4

Red Rocks Community College Technology Strategic Planning 2008				
Desired Outcomes		Actual		
1.0 Instruction				
1. Technology is integrated throughout the curriculum.	*44 general purpose classrooms or 68% have computer and projector installed. *Through the Achieve Classroom Excellence (ACE), faculty are supported with training and equipment in using technology such as iClickers to assist in evaluation of student learning. *Goals for 2009 include the acquisition of 10 Smart Boards for classrooms.			
2. The College embraces technology; it will be transparent within the Institution.	*All classrooms now have Internet access via a wired port and the use of 3 wireless computer carts containing 46 wireless enabled computer systems. *All faculty and staff have workstations that consist of a desktop or Tablet PC that meets end-user standards based on Level I, II, or III work function requirements.			
3. The College places a high priority on funding and supporting in-demand, technology-specific instruction.	* Perkins modernization funds and general fund operating invest an annual average of \$250K into IT infrastructure. *Instruction budget includes an \$80,000 "Gizmo" fund in base operating to assist with software and technology upgrades in classrooms. *\$500,000 planned IT upgrades for '08-'09 from year end funds.			
4. Programs and courses are available in a variety of appropriate delivery modes to meet students' and the Institution's changing needs.	2007 RRCC Online Courses		2008 RRCC Online Courses	
	Courses	Enrollments	Courses	Enrollments
	117	1422	122	1608
	2007 Hybrid		2008 Hybrid	
54	371	50	337	
Weekend 2007		Weekend 2008		
116	1283	120	1552	

Red Rocks Community College Technology Strategic Planning 2008	
Desired Outcomes	Actual
<p>2.0 Classroom Instruction</p> <ol style="list-style-type: none"> 1. Technology used in classrooms is appropriate. 2. Planning for classroom use involves faculty, technical support staff, space management, and the classroom scheduling office. 3. Support services are in place to assist users and to maintain technology in the classroom. (See 6.0) 4. Classrooms with technology are user-friendly and can be expanded in the future. 5. Classrooms with technology are designed with proper lighting, seating, acoustics, ventilation, and floor plans. 6. A plan will be developed on an annual basis to support and replace technology equipment in classrooms. (See 6.0) 	<p>*Power and data connections have not been extended in general classrooms.</p> <p>*Due to increased use of portable technology by instructors and students running on battery expansion of the wireless connectivity grid is progressing, adding modified access to a secured model. The grid still has areas of weak and no coverage that will be improved over time as budget permits.</p> <p>* Darkening blinds have been installed on a limited basis where needed.</p> <p>* AV Department with FT Coordinator supports faculty and staff with --</p> <p><u>Equipment for Checkout</u> Projection systems – Overhead, Slide, Data Projectors Computers – Mostly Individual Laptops, Laptop Carts Digital Cameras – Older, 1 Megapixel Camcorders – VHS, Mini DV Video Playback Devices – VCRs, DVD players Audio Playback Devices - Audio Cassette, CD Players, Handheld Digital Recorders, iPods</p> <p><u>Media Conversion</u> VHS to DVD to Computer Audio Cassette to CD to Computer</p> <p><u>Media Duplication</u> Small quantities, up to 10</p> <p><u>Teleconferencing Services</u> Audioconferencing and Videoconferencing equipment and services, 1 to 150 people</p>
<p>3.0 Distance Education</p> <ol style="list-style-type: none"> 1. The Institution coordinates the delivery of organized distance education programs and services. 2. Distance education is measured for effectiveness and efficiency. 3. Distance education initiatives are appropriately staffed. 	<p>*To meet the needs of a diverse learner population, RRCC provides a wide range of courses and programs for distance learners.</p> <p>*Ongoing surveys of students and faculty are used to measure effectiveness.</p> <p>*RRCC supports the Online Learning Dept. with a full-time E-learning director/instructional designer and administrative assistant to provide faculty and student support.</p>
<p>4.0 Online Learning Resources</p> <ol style="list-style-type: none"> 1. A technical support desk is available for students. 2. Students have access to learning resources from anywhere and at anytime. 3. The College has procedures and services to support distance learning students. 4. The College provides on-demand delivery of electronic resources. 5. Computer access is available for all students to support their learning outcomes. 	<p>*24/7 technical support provided by a professional call center is available for students and faculty (as of 4/23/08).</p> <p>*Web-based resources for each course and research/ library services provide for anywhere/anytime access.</p> <p>*Distance learning students have support services equal to campus students, including registration, bookstore, advising, library, and limited tutoring.</p> <p>*RRCC provides electronic resources comparable to physical resources through the RRCC library/LARC.</p> <p>*At both the Lakewood and Arvada campuses, open computer labs are available from 60-80 hours/week.</p>
<p>5.0 Web-Based Student Services</p> <ol style="list-style-type: none"> 1. The College provides a student email system. 2. The College provides an online bookstore. 3. Online advising services are available. 4. Support for financial aid services is available online. 5. The College provides online registration services. 	<p>* RRCC is one of three pilot schools implementing student email. Challenges incurred due to ERP Implementation with the creation of student distribution lists unique to each college are in the process of being resolved.</p> <p>Online Bookstore Online Registration Online Student Services Online Writing Center</p>
<p>6.0 Integrated Administrative Systems</p> <ol style="list-style-type: none"> 1. Information resources for employees are available online. 2. The College provides a help desk for faculty and staff. 3. Appropriate workstations are available to keep current with evolving administrative systems. 	<p>*Personnel website includes forms, handbooks, and policies:</p> <p>*Computer Services Online helpdesk presence- Help Desk for faculty and staff includes dedicated phone line with live support during work hours. Online work order system improved turn-around and follow-up response time.</p> <p>*Computer Services staff consisting of 1 FTE Network Admin and 4 FTE desktop technicians (supporting 1,000 workstations) . (Gartner ratio is 1/500). Computer Services uses dedicated software to improve tracking and proactive budget and acquisition response to IT maintenance and refresh throughout the Institution.</p>
<p>7.0 Professional Development/Training</p> <ol style="list-style-type: none"> 1. Technology training is a performance expectation for appropriate employee groups. 2. Training and support must precede or parallel the implementation of new technology. 	<p>*IT faculty maintain current certifications: Microsoft, A+, Unix, and CISCO.</p> <p>*Staff development days are scheduled annually and include software and hardware training as new applications are implemented. CCCS has centralized staff training in the ERP-Banner applications. Follow-up sessions are conducted on campus.</p>

Red Rocks Community College Technology Strategic Planning 2008	
Desired Outcomes	Actual
<p>8.0 Organizational Structure</p> <ol style="list-style-type: none"> 1. Technology planning is centralized. 2. Technology support services are centrally coordinated. 3. Support services staff maintains a customer-centered orientation and provides user-friendly, high quality, timely services. (See 6.0) 4. Adequate professional staff and student aides are available to support technology-equipped classrooms, to support administrative systems, to maintain the networks, to cope with crises, to continuously plan for the future, and to keep up-to-date as new technologies rapidly emerge. (See 6.0) 5. A coordinated Web site is available for learning and marketing opportunities. 6. Technology production support services are available for faculty and staff. 7. An appropriate technical support staff to desktop ratio is maintained. SEE 6.0 1/1000 (twice Gartner Ratio). 	<p>SCT Banner completed migration to Student Module Summer '06. HR/Payroll and Finance Modules go live July '08.</p> <p>RRCC IT Architecture --</p> <ul style="list-style-type: none"> • Operations Platform (Unix) • Electronic Imaging Systems (Liberty) • Communications equipment (Cisco) • Desktop application suite (Microsoft Office) • Desktop operating systems (Microsoft) • Email (Microsoft Exchange) • Global Address Books (Microsoft Exchange) • Video Conferencing (PicTel) • Data Warehousing (Oracle) COGNOS End User Report Application • Web browser (Microsoft IE) • PDA's (Windows Mobile) • Network Operating Systems (Windows 2003 Server) • Wireless Standard (Cisco) • www.rrcc.edu College Web site <p>Technology production support includes 1 FTE e-learning instructional designer and 1 FTE Digital Media Production Specialist.</p>
<p>9.0 Physical and Technical Infrastructure</p> <ol style="list-style-type: none"> 1. A robust network meets current technology requirements and anticipates future needs. 2. Minimum technology standards are assessed and defined annually. 3. Technology standards are supported through annual budget planning. 4. All institutional activities are interconnected through technology. 	<p>*There has been limited improvement when a remodeling project involves space containing wiring closets. Some vertical stacking and lockable storage space has been created. Power and data connections have not been extended in general classrooms. Portable computing is requiring focus shift to wireless connectivity.</p> <p>*08-'09 IT Planning will pursue Total Cost of Ownership Tracking through upgrade to TrakIt software (see 6.0)</p> <p>* Share Point is accessible for use as an intranet storage and information sharing.</p>

The Colorado Community College System Office conducted a survey of faculty and staff in Spring 2008. Results concerning the question about effectiveness of support services for faculty are displayed in **Figure 6-5**.

6R1 Results for student support and service processes

Section **3P2** details the recognition received by Red Rocks' Phi Theta Kappa as a Five Star Chapter and the success of the High School Relations Office in recruiting students to pursue dual credit through post-secondary options. The addition of Warren Technical High School as an HLC approved degree site is in large part due to the efforts of High School Relations and Instruction teaming to develop new dual enrollment degree programs.

66. How effective is your college in providing the following for faculty? **Fig. 6-5**

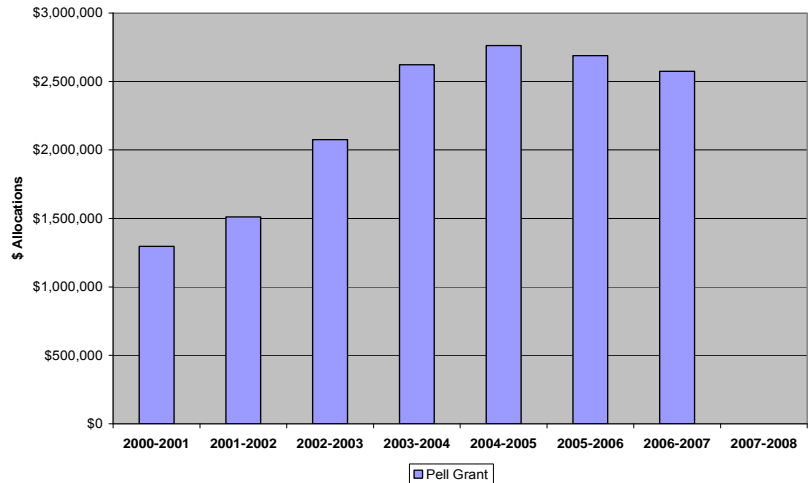
	Very Effective	Effective	Somewhat Effective	Not Effective	Unknown	Response Count
Orientations	4.3% (2)	44.7% (21)	40.4% (19)	6.4% (3)	4.3% (2)	47
Mentoring	6.4% (3)	36.2% (17)	38.3% (18)	14.9% (7)	4.3% (2)	47
Professional Development	23.4% (11)	40.4% (19)	23.4% (11)	12.8% (6)	0.0% (0)	47
Administrative Support	19.1% (9)	36.2% (17)	29.8% (14)	12.8% (6)	2.1% (1)	47
Classroom Technology	17.0% (8)	34.0% (16)	34.0% (16)	14.9% (7)	0.0% (0)	47
Office Technology	10.6% (5)	36.2% (17)	42.6% (20)	6.4% (3)	4.3% (2)	47
	<i>answered question</i>					47
	<i>skipped question</i>					1

Figure 6-6 illustrates the Pell Grant recipients, 2001-2007. Efforts to improve access for underserved students has involved the Financial Aid office in providing outreach services in partnership with High School Relations and Instruction to offer onsite FAFSA application help in high schools and community centers.



**FINANCIAL AID ALLOCATIONS
AT RED ROCKS COMMUNITY COLLEGE
Pell Grant**

Fig. 6-6



6R2 Results for administrative support service processes

The SRECNA (see 6P2) indicates the financial health of the College shown in **Figure 6-7**. **Figure 6-8** details the planned facility upgrades for the '08-'09 school year using reserve funding. Section 5P9 notes the 28 percent budget reserves, which exceeds by 22 percent the budget reserve required of all System colleges by the Colorado Community College System.

Fig. 6-7

Institution Name: Red Rocks Community College			
Schedules of Revenues, Expenses, and Changes in Net Assets (UN AUDITED SCHEDULE)			
Information Sources Include Audited Financial Statements and Exhibits.	FY 2007		Year to Date Change
	Actual		
Operating Revenues			
Student tuition and fees (including revenues pledged for bonds and net of scholarship allowances)	23,189,766		4,622,371
Grants and contracts	5,835,558		1,273,017
Fee for Service State Contracts	1,800,566		(414,568)
Gifts	90,124		
Sales and services of educational activities	53,095		8,454
Auxiliary enterprises (including revenues pledged for bonds and net of scholarship allowances)	3,121,248		352,069
Other operating revenues	305,203		59,759
Total Operating Revenues	34,395,560		5,901,102
Operating Expenses			
Instruction	14,009,000		1,062,268
Public Service	1,063,038		(91,837)
Academic Support	2,234,854		270,737
Student Services	2,761,330		116,497
Institutional Support	2,971,059		114,592
Operation of Plant	2,640,040		278,425
Scholarships & Fellowships	456,251		33,170
Auxiliary Enterprises Expenditures	3,135,049		135,523
Depreciation	1,170,190		(17,065)
Other Expenditures			
Total Operating Expenses	30,440,811		1,902,310
Operating Income (Loss)	3,954,749		3,998,792

Fig. 6-8

Red Rocks Community College Facilities Update 4/21/08				
Building	Funding Source	Description	Estimated Costs	Status
ConstructionTech Building	State Controlled Maintenance Fund	Replace multi-ton HVAC equipment - M07040	150,000	Contract Issued
Avada Main Building	RRCC cash funds	Repair sinking floor Radiology Classroom	25,000	Quote received, ready to issue PO
Avada Main Building	RRCC cash funds	Repair pipe	unknown	Minor project - quote requested
Avada Main Building	RRCC cash funds	Repair sidewalk	3,000	Quote received, ready to issue PO
Avada ISOD Building	RRCC cash funds	Water tap, City to retire water tower currently providing water	70,000	Tap Fees
Avada ISOD Building	RRCC cash funds - Capital Asset		8,200	Quote for labor-ready to issue PO
Avada ISOD Building	Maintenance Requirement	Asbestos Abatement	16,000	Engineering
Lakewood - East	RRCC cash funds - Room rental receipts	Welcome Center	89,000	Budget for Labor
Lakewood - West	Barnes & Noble	Bookstore Renovation	147,000	Nearing completion - ordering furniture
Lakewood - East Parking Lot				Planning - Construction to begin June 2008
Lot	Auxiliary - parking fees	Repair	230,000	
Avada Main - Parking lot	Auxiliary - parking fees	Repair	unknown	To request quotes
Avada ISOD - Parking Lot	RRCC cash funds	Rebuild	unknown	To request quotes

In addition to the facilities upgrades listed in **Figure 6-8**, the Colorado Community College System has approved \$130,450.00 from the Capital Construction and Controlled Maintenance Projects budget to repair the College's Fire Alarm Panel.

6R3 Results compare with the results of other higher education institutions

The College has nothing of significance to report at this time.

6I1 Improve current processes and systems for supporting institutional operations

See sections 6P3 and 6P4.

The Library: Beginning July 1, 2008, the former integrated library system (ILS) known as CARL will be replaced by Auto-Graphics, a more flexible ILS that includes additional features for patrons, including e-mail capabilities. Patrons can access the new system from home and review materials online. Patrons also can check their library accounts using their student ID numbers provided through Banner. Essentially, the new ILS will be easier for library staff and patrons to use and will save the College \$8,000 yearly.

6I2 Set targets for improvement

Section 6P5 details targets established in the Technology Master Plan. **Sections 6P3** and **6P4** note improvement efforts underway in the Student Support Services Areas. As these efforts develop improvement targets, this information will be detailed in future updates to the Colleges' System Portfolio.

AQIP Category Seven: Measuring Effectiveness

7C1 In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those who need it?

As part of the Colorado Community College System (CCCS), Red Rocks Community College is currently in the process of moving centralized functional data stores from SIS (Student Information Systems software by SCT) to a new enterprise resource plan from SCT named Banner. With this migration, information is moving to a System level from an institutional level collection and storage. Banner is an Oracle-based system and is used to input and house the data. CCCS recently upgraded to Banner version 7.4. COGNOS (**see 5P4**) is used to warehouse and provide data reporting functions.

Banner currently houses institutional data for the following areas:

1. Student-related data, including applicants, demographics, courses, financial aid support, and assessment (placement exam student scores: ACT, SAT, Accuplacer). Completed FALL 2006

Banner will house institutional data in the following areas: PROPOSED GO LIVE SUMMER 2008

1. Human Resources Management data, such as staff demographics, work titles, and salaries
Modules supporting contracting processes are already in use.
2. Finance-related data, including day-to-day finance operations, general ledger data, and budget information

COGNOS currently warehouses institutional data in the following areas and is continually being modified and improved with new reporting features:

1. Student Data Warehouse including applicant, demographic, course, and assessment data
2. Financial Aid – In progress, Financial Aid staff are completing COGNOS training May 2008.
3. Finance-Cashier's Office uses COGNOS queries to verify student enrollment and payment information.

Other data sources where user specific information is stored include the following:

1. Student Unit Records Data System (SURDS) files: Enrollment, Financial Aid, Undergraduate Applicant File (UAF)
2. CCCS graduate follow-up Web sites
3. CCCS Program approval Web site
4. IPEDS' National Center for Educational Statistics (NCES) Peer Analysis System
5. RRCC Institutional Research Web site
6. Colorado Financial Records System (COFRS) - state financial accounting system

RRCC's Institutional Research (IR) Office responds to data requests (**see 5P4**) from faculty and staff. IR staff have the technical ability to manipulate the tables from COGNOS to provide comparison analyses. For example, daily and weekly enrollment reports compared to same time last year by prefix, time of day, classroom, and faculty assigned are distributed college-wide via email and stored on a password-protected common network drive. Institutional data stored in Banner is made available to Red Rocks faculty and staff based on security roles. These roles have been defined at the system (CCCS) level to allow (1) the broadest access needed to perform functional responsibilities and (2) to limit exposure of restricted student- and staff-specific information to unnecessary distribution. To ensure the flexibility of access, these "established roles" may be modified upon the request and approval of appropriate supervising authorities.

7C2 Key institutional measures for tracking effectiveness?

As detailed in the chart found in **3C2 (Figure 3-2)**, the Performance Contract between CCCS and the Colorado Department of Education determines institutional measures:

- a. Increased Student Retention (for all students and for underserved student cohorts)
- b. Increased Graduation Rates (for all students and for underserved student cohorts)
- c. Increased Enrollment

Each college prepares the Student Unit Record Data (SURDS) report and submits electronically to CCCS. The SURDS data includes Student Enrollment, Degrees Granted, and Undergraduate Applications. IPEDS prepared at the college level and submitted at the federal level is used to track cohort retention and data enrollment.

CCCS has defined measures of operational excellence using the standards listed below:

- a. Maintain a reserve level of 6% or higher (RRCC's is 28%).
- b. Have no audit comments—Denver metro System Colleges received an audit comment in the 2007 Audit concerning the rates charged students through the WUE (Western Undergraduate Exchange Rate); the rates charged were not current with Board Policies. Corrections have been made.
- c. Have appropriate financial control policies in place (**See Overview Q. 6**).
- d. Increase the percentage of budget devoted to instruction (RRCC's is 52.8%).

In addition to the CCCS measurements, Red Rocks relies on the data reports listed below:

1. FTE (full-time enrollment)
2. CCCS Program Approval Web Site
3. [CCCS Reporting Web](#) site (**see 1P8**)
2. Student Opinion of Instruction (SOI) Surveys
2. Graduate Surveys from the VE-135 reporting (**see 1P11**)
4. Employer Surveys (**see 3R1**)
5. Licensure exams (**see 1R2**)

7P1 How do you select, manage, and use information data?

As a result of the focus on continuous improvement, faculty and staff have initiated action research starting with questions that may not be easily answered by existing or traditional data stores. An example of this action research includes the tracking of graduation applications received from students pursuing transfer degrees in mathematics and English during the '07-'08 school year. The dean who conducted the research tracked the number of semesters students took to graduate and whether students enrolled in developmental education required additional semesters to graduate. As expected, the finding shows that developmental students require an average of three additional semesters to graduate. However, the finding also suggests that more research is needed (1) to examine the methods used in delivering developmental education relative to retention efforts, and (2) to measure the level of preparation students receive for their subsequent coursework. Additional examples of how data are used in the following areas are described below.

Support Student Learning

Chairs and deans use comparative enrollment reports to determine staffing needs and frequency of course offerings.

Overall Institutional Objectives

In addition to the data reports used by RRCC as listed in **7C2**, the College uses generally accepted accounting principles, as detailed by the FASB and GASB, to prepare revenue and expense reports detailed in **6P5**. Budget reports are updated continuously with quarterly reports distributed to College leadership and College planning groups. Through the FRS data warehouse (soon to migrate to COGNOS), all cost center administrators can access real time information concerning year to date expenditures. Hard copy printouts of budget reports are distributed monthly as requested by cost center administrators.

Strategies

SURDS and IPEDS indicate performance progress in meeting CCCS benchmarks (**see 3C2**). Strategies are prioritized based on performance reporting to increase enrollment (including enrollment of underserved students), to improve retention, and to increase graduation rates (**see 8C2**).

Improvement

The Student Opinion of Instruction (SOI) tracks trends relative to student satisfaction and faculty performance that deans and chairs use to further continuous teaching improvements. Graduate and employer surveys evaluate stakeholder satisfaction and indicate trends in specific areas that help the College target improvement efforts. Data is accessible to all faculty and staff through the intranet facility Share Point.

7P2 Determine the needs of your departments and units related to information

As detailed in **7C1**, IR staff respond to data requests submitted by faculty and staff and store resulting information in common drives. College planning groups (**see 8P1**) determine use of data information to assist in evaluating the progress of College strategies. As described in **8P5**, the College has been challenged in effectively and efficiently defining and using measurement data as part of the planning process when developing or modifying improvement strategies. However, meeting the goal of defining the purpose and processes of the College's Collaboration Council, as described in **Category 8**, will strengthen communication across the College. In addition, this college-wide representative group could lead the way in systematizing data requests and modeling effective use of data to inform planning and decision-making processes.

7P3 Determine the needs and priorities for comparative information and data

IR officers from the 13 System colleges have formed the IRAG (Institutional Research Advisory Group). This group, along with the colleges' Registrars Group and Financial Aid Officers, has had a significant role in defining the data reports that are and will be available through COGNOS. CCCS employs the programmers and project managers charged with ensuring that COGNOS is responsive to colleges' information and data needs.

Red Rocks is improving its efforts to use comparative data by the College planning groups. Examples include the National Student Clearinghouse (**see 1R2**) and the National Center for Educational Statistics (NCES) Peer Analysis System (**see 3R5**).

As defined in the SWOT analysis (**see Organizational Overview Q.8**), Red Rocks is pursuing increases in faculty compensation and will be collecting survey data by using nationally established information stores that include comparative information at the regional and local levels.

7P4 Analyze information and data, how is this analysis shared

In addition to the response in **7P1**, four all-college meetings are held each year (**see 5P5**). Well attended by faculty and staff, the meetings provide opportunities to share the progress of College strategies and present data updates concerning enrollment and budget.

7P5 Department and unit analysis of information and data aligns with your institutional goals regarding student learning?

Section **7C2** describes the CCCS goals to which all System colleges are accountable and also specifies the data sources used to measure performance. The goals and data sources defined in **7C2** are summative.

Examples of formative analysis include the Assessment of Student Learning Action Project and engagement of faculty in action research at the formative level (**see 1P11**). Student Support Services is launching quality improvement efforts to examine customer service satisfaction and gauge effectiveness of services offered. IR staff currently are supporting Student Service areas in collecting and analyzing survey information (**see 6P4**).

7P6 How do you ensure the effectiveness of your information system(s) and related processes?

With migration to the SCT Banner System and the centralization of student, finance, financial aid, and HR data stores, retrieving the information for effective reporting when needed has been challenging. The development of the COGNOS data warehouse has greatly improved access of secured centralized stores for reporting functions. Current processes, pending completion of SCT Banner System implementation, entail retrieving information tables from COGNOS and importing the information into flat file systems such as Excel,

which is not ideal. Development of a comprehensive approach to data information collection, analysis, and reporting is pending the full implementation of Banner and the completion of the reporting functions in COGNOS.

7P7 Measures of effectiveness measurement

Red Rocks does not currently have a system for measuring the total effectiveness of its measurement process.

7R1 Evidence that your system for measuring effectiveness meets mission and goals?

Red Rocks' benchmark comparisons to the CCCS System College dashboard (**see 3C2**) indicate that the College is on track with all performance measures. As noted in **7P6**, processes to protect and store information are under development as the migration to SCT Banner nears completion. Common data drives with password protection avoid the unnecessary storage of sensitive student information on individual computers.

At the formative level, work continues in defining data and analysis processes that will be most useful in measuring the effectiveness College initiatives such as the Action Projects, the Community Learning Centers and the Connect to Success Office (**see 3C2**).

Qualitative measures using participant satisfaction surveys have been useful in evaluating the pilot phase of the projects. Through the improved planning process detailed in **8I2**, the College anticipates continuing to build upon the data resources coming online through SCT Banner and COGNOS to establish quantitative data collection and conduct analyses that will provide the information required to modify, and measure the College's strategies in support of the mission.

7R2 Results compare with the results of other higher education institutions

As described in **3R5**, Red Rocks uses the IPEDS' National Center for Educational Statistics (NCES) Peer Analysis System to review comparative analysis of the information collected through IPEDS. **Section 3C2** details Red Rocks' performance compared to that of the CCCS System Colleges aggregate.

7I1 Improve your current processes and systems for measuring effectiveness?

Refer to section 7P6.

7I2 Set targets for improvement, and communicate results and improvement priorities

The IR Office will initially conduct a survey of faculty and staff to begin the process of determining information needed to measure program and area effectiveness. From this survey, IR will prepare a detailed analysis to identify data gaps. This information will be used as part of the larger improvement effort defined in **8I2** to improve the processes used by the College planning groups.

The College has engaged in conversations with sister colleges in Colorado concerning efforts underway to collect, analyze, and store data. As an example, Pikes Peak Community College has developed custom databases with college-wide access to collect and analyze information specific to the assessment of student learning and to establish budgeting priorities through consensus planning.

As the College systematizes data information specific to improvement efforts, opportunities exist to create relationships with organizations that can assist in benchmarking the College's performance with other institutions. The College's Institutional Research office has made contact with the National Community College Benchmark Project (NCCBP) as a possible resource to assist in providing comparison data.

AQIP Category Eight: Planning Continuous Improvement


8C1. What is your institution’s vision – next 5-10 years?




The vision of Red Rocks Community College to be the college of first choice intentionally sets the bar high. The vision and mission of Red Rocks, established in 2005 as a result of a methodical and inclusive process led by faculty and staff, publicly commits the Institution to the pursuit of excellence.

8C2 What are your institution’s short- and long-term strategies – aligned with mission and vision?

In concert with the Colorado Community College System (CCCS) and as directed by the Performance Contract (see 3C2) between the Colorado Community College System and the Colorado Department of Higher Education, Red Rocks’ action projects and institution priorities align with the performance benchmarks and CCCS mission areas as illustrated in the table in the next section. CCCS has stated that the primary strategic goal of the System’s colleges as *being the leading provider of highly skilled and educated workers in the state.*

Figure 8-1

1. 21st Century Workforce	
<ul style="list-style-type: none"> Increase Career and Tech degrees and certificates 	New degree and certificate programs 2007-2008 in response to workforce demand (see 1P2).
2. Concurrent Enrollment	
<ul style="list-style-type: none"> Provide post-secondary options to high school students 	Warren Tech High School has been added to the HLC SAS (Jan. 2008) as a Red Rocks degree site. Students may earn up to 50% of a college degree while still in high school at Warren Tech. Post-secondary education dual enrollment options are offered at 13 high schools in Red Rocks service area. (See 3P2).
3. University Transfer	
<ul style="list-style-type: none"> Prepare students for successful university transfer 	Of the 6,681 student names (enrolled at RRCC '06-'07) submitted to the National Student Clearinghouse in 8/07 to verify retention or transfer information, 67% or 4,518 were found; 3,722 or 82% of the found students continued at Red Rocks while 11% or 796 of the found students transferred to four-year universities.
4. Pre-collegiate education	
<ul style="list-style-type: none"> Reduce remediation gap for high school graduates prior to college entry 	See Community Learning Centers in 5a below
5a. Student Access	
<ul style="list-style-type: none"> Increase total enrollment 	<p>STUDENT WELCOME CENTER: Physical plant remodel completed spring 2008, resulting in a central location joining the services of advising, financial aid, assessment/placement testing, and enrollment services.</p> <p>ENROLLMENT MANAGEMENT: Adjusted RRCC school calendar to align with K-12 in service area and added more online courses based on demand.</p>  <p>FACULTY ADVISING: Faculty are completing orientation/training and then providing discipline-specific advising in the Advising Triage area during peak enrollment times.</p>
<ul style="list-style-type: none"> Increase enrollment of underserved students 	<p>COMMUNITY LEARNING CENTERS: RRCC staff are located at five sites that include high schools and community resource sites serving low income and under and unemployed individuals. Services offered in the Learning Centers include GED Prep, ESL, career counseling, tutoring, after-school basic skills seminars, and Accuplacer testing, while also providing alternative sites to offer college courses.</p> <p>GATEWAY PROGRAM: Through a partnership with the First Judicial District, individuals on probation or in diversion programs may enroll in the Red Rocks Community College Gateway Program in partial fulfillment of their probation or diversion activity requirements.</p>

5b. Student Success	
<ul style="list-style-type: none"> Increase student retention and graduation 	<p>LEARNING SUPPORT SERVICES FAIR: Each semester, staff from the LaRC host a fair promoting the services available for students outside the classroom that include tutoring (individual, group, and Study Group Central), the writing and math centers, and services for special populations.</p> <p> TUTORS WITHOUT BORDERS (TWB): Faculty request tutors to come into their classrooms and work with students during class time. Faculty complete training to learn how to use classroom tutors effectively. New ENG and MAT fee revenue approved by CCOES '08-'09 will allow continued tutoring expansion and the addition of administrative support for TWB.</p> <p>CONNECT TO SUCCESS: The Connect to Success office is staffed full time with 1FTE. Students are welcomed on both walk-in and appointment bases. Students receive individualized services that facilitate accessing college and community resources in support of learning goals. The Coordinator's visits in classrooms include short, interactive presentations on study skills and time management. Online modules addressing learning styles, study skills, and time management have been created as part of the Connect to Success Web resources. Partnership with community mental health services may result in mental health counseling becoming available on campus.</p> <p> ASSESSMENT OF STUDENT LEARNING: All faculty complete assessment goals as part of their performance planning. Summaries of the assessment data and how the data is used in the modification of instruction to improve student outcomes are posted to an intranet site using Share Point.</p> <p> CULTURE OF GRADUATION: The promotion campaign has included letters to students with 45+ credits to encourage their requests for graduation audits; hallway posters and notices in student publications remind students of the value of an associate's degree when transferring or pursuing job opportunities.</p>

8P1 What is your planning process?

Dr. Michele Haney, hired as the President of Red Rocks effective January 2008, is working closely with all Red Rocks faculty and staff to review the existing planning structures and to share the high value she places upon a participatory planning process. Dr. Haney diligently has sought the counsel of College faculty and staff as evidenced by individual meetings she is holding with all 350 full-time faculty and staff.

By way of history, in January 2004, the College launched a major re-engineering of its strategic planning processes. Culminating in October 2004 with participation in the Vital Focus, the College made the collective decision to apply to become an AQIP institution. To reflect RRCC's commitment to a continuous journey of quality improvement, the vision and mission of the College were revised through a participatory process involving faculty and staff.

As a result of the Vital Focus, four committees formed and were charged by the College President with the development and implementation of the Student Success Action Projects. The committees periodically reported their progress and sought input from the Collaboration Council (**see the chart in Figure 8-2**). In 2008, as the Collaboration Council determines that the Action Projects should be integrated into College culture and become standard operating procedure (SOP), the Student Success Committees charged with development and initial implementation of the Action Projects are considered to have completed their charge and are disbanded.

The existing groups illustrated in **Figure 8-2** share in the responsibility of representing college employee groups and planning college functions, thus promoting shared communication across the Institution.

See Figure 8-2 on the next page.

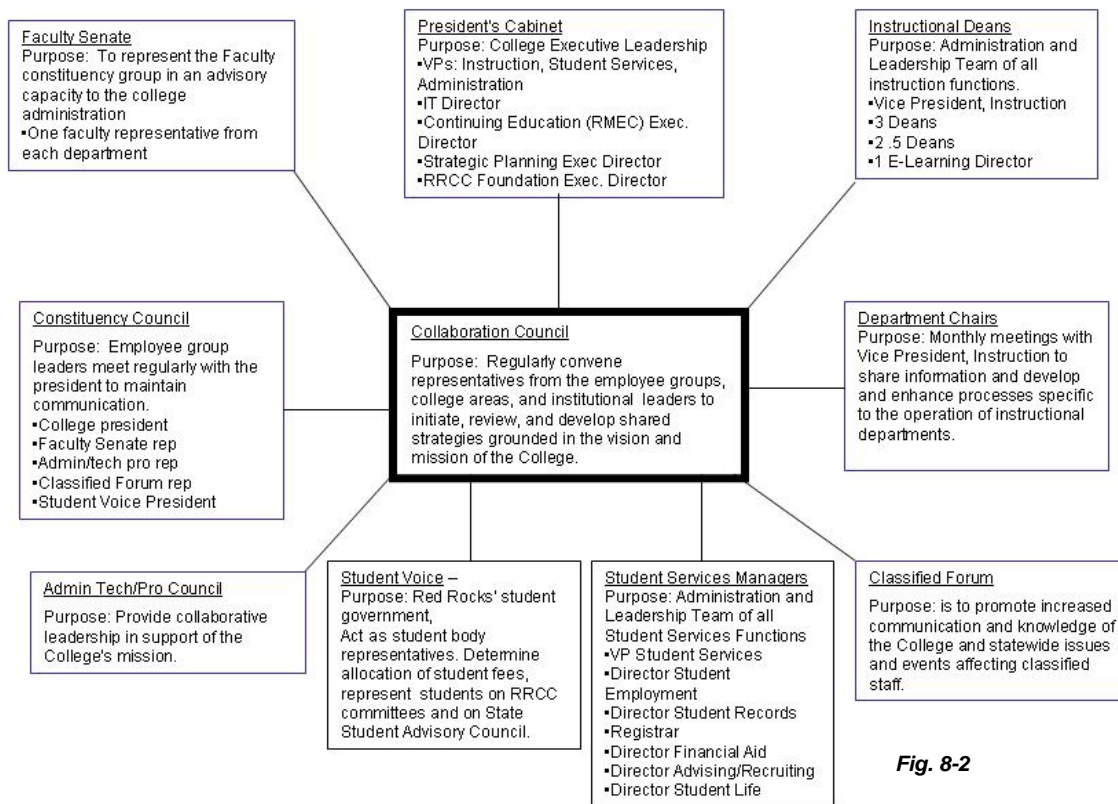


Fig. 8-2

8P2 How do you select short- and long-term strategies?

As described and illustrated in **8C2**, the College has focused improvement efforts in areas that can directly impact the CCCS performance benchmarks. Initiatives such as the opening of five Community Learning Centers to increase outreach and enrollment of underserved students has resulted in recognizing areas of the College that will need additional support and resources to respond to the needs of new students. Each group represented above has a role in helping to identify and prioritize the strategies of the College. As Dr. Haney assumes new leadership, she has encouraged the strengthening of communication links among the groups and defining the role each group plays in representing its constituents, bringing forward issues, and identifying priorities specific to the vision and mission of the College.

As the strategies identified drive resource and facility needs from across the campus, the President's Cabinet relies on the planning groups to bring forward short term or one-time priorities that can be addressed with year-end or reserve funding. The Collaboration Council has not been used effectively in the last year, but as the College transitions into new leadership, it is expected that College leaders will make the budget decision process more inclusive by inviting input from the Collaboration Council. A half-day retreat has been scheduled during summer 2008 for the purpose of re-examining the role of the Collaboration Council. Given the wide representation members of the Collaboration Council bring, the Council could have significant impact in improving College-wide communication and developing a more inclusive planning, budgeting, and decision-making process.

8P3 How do you develop key action plans [Action Projects] to support your institutional strategies?

As noted in **8P1**, the College participated in the Vital Focus to identify, define, and prioritize the first set of Action Projects. Committees comprised of faculty and staff began with a focus area and then developed plans for implementation. The Action Project committees initiated pilots (**see 1R3**) which were used to continually modify the implementation of processes in order to effect desired changes, measured initially using satisfaction surveys of groups involved. Evaluation committees were formed two years into the implementation of the Action Projects. The committees' findings will be used to modify yet again the aspects of the Projects as they retire into SOP.

8P4 How do you coordinate and align your planning processes and overall institutional strategies?

8P1 details the organizational planning structures that are responsible for facilitating two-way communication across campus areas and functions. In the initial stages of development, the Collaboration Council received updates and provided input into the pilot implementation of the Action Projects. During All-College Development Day, April 8, 2008, the Action Project evaluation committees made full reports of their findings to the entire campus body.

8P5 Select measures and set performance projections?

8C2 and **3C2** detail performance measures being used for College strategies. An important lesson learned in the process of developing the College's initial Action Projects was the need to explicitly detail performance measurements as part of the development phase. While the Action Project pilots were underway, it was difficult to be objective in defining measurements. Also, collecting and analyzing data requires additional resource allocations beyond those needed for implementation. When these resource needs are not identified initially in the planning phase, already limited resources can become even more so.

8P6 How do you account for appropriate resource needs within your strategy selection?

It has been challenging to anticipate all resource needs when launching new initiatives. Examples include the need to attend to resource expansion and service modifications of existing college functions as enrollments of underserved students increases, resulting from the effective work of the Community Learning Centers staff. Developing formal resource allocation forms that detail process flow for new implementation would greatly assist the planning groups charged with reviewing requests for new resources. The analysis of data obtained from the forms also would serve as a valuable tool to help committees and planning groups charged with developing proposals for new strategies or Action Projects.

8P7 How do you ensure that faculty, staff, and administrator capabilities will be developed?

Section 1P9 details the development of ACE to support the professional development needs of faculty. ACE has expanded its role to include the training of the tutors involved in the Tutors without Borders Project. ACE will assume ongoing training support of faculty engaged in the assessment of student learning.

The Assessment of Student Learning Evaluation Committee has recommended that the deans complete training to assist in creating a common understanding of assessment among instructional leaders. Faculty participating in the Faculty Advising Project also complete training conducted by the general advisors before participating in the Advising Triage area.

Expanding professional development beyond the faculty ranks is an area with much opportunity for the College. Dr. Haney has been networking with other institutions concerning their processes for developing staff talent and building leadership. Under consideration is creating an inventory to determine the professional goals of all staff and faculty. These data would then be used to launch initiatives such as Chair and/or Dean Academies and other development opportunities. Currently the staff development that has been required in the implementation of the Community Learning Centers and Connect to Success Office has relied heavily on informal support from supervisors and other College staff as the coordinators pursue new territory in carrying out functions completely new to the College. The College has enjoyed relative success in the processes in existence to match the best employee with the right job; however, these successful matches require continued nurturing, which is an area yet to be fully developed.

8P8 What measures of the effectiveness do you collect and analyze regularly?

A Climate Survey conducted in 2002 of faculty and staff produced the following results relative to questions concerning planning (**see Figure 8-3**). Plans to conduct the subsequent Climate Survey in 2007 were postponed due to the pending change in leadership. The Colorado Community College System (CCCS) conducted a system wide Climate Survey of staff and faculty April 2008. Results specific to Red Rocks are posted in **5R1** and **4R2**. As Dr. Haney assumes her new role as President, she will work with faculty and staff to define measurements, appropriate data collection, and assessment strategies.

Fig. 8-3

RRCC CLIMATE SURVEY 2002 PRELIMINARY FINDINGS		SCALE (1=Strongly Dissatisfied to 6=Strongly Satisfied)				
Part I: Individual Experience		OVERALL	ADMIN	CLASSIFIED	FACULTY	TECH/PRO
1	I understand RRCC's Strategic Plan.	4.32	4.75	4.29	4.14	4.37
2	I use the Strategic Plan when setting my individual goals.	4.12	4.50	4.18	3.73	4.28
3	The College communicates pertinent information to me.	3.93	4.59	3.85	3.50	4.14
4	I participate in my department's planning process.	4.80	5.24	4.56	4.70	5.02

While specific measurements for the college planning processes have yet to be developed, indirect measurements of increases in enrollment, retention, graduation, and student and customer service satisfaction surveys are important accountability indicators and are reported at least annually as part of the CCCS Performance Contract Benchmarking (See 3C2, 3R1, 3R2, 3R3, 8R1).

8R1 What are your results for accomplishing institutional strategies and action plans?

Measurements Identified by Strategy are located in 8C2. A summary of the results for institutional strategies follow below:

New Career and Technical Degrees and Certificates – The list of new programs added as a result of workforce demand is found in 1P2.

Provide Post-secondary Options for High School Students -- Warren Tech High School has been added as a degree site with degree programs in Auto Collision Technology, Automotive Service Technology, Culinary Arts, Precision Machining Technology, Welding, and Cosmetology. In the 2007-08 school year, 324 of Warren Tech's students enrolled as concurrent RRCC students earning both college and high school credit, and 13 high schools participated in one or more of the high school dual enrollment options with RRCC for a total enrollment of 239 students. (See 3P2.)

Reduce Remediation Gap, Increase Enrollment, and Increase Enrollment of Underserved Students – Enrollment increases are tracked as a result of the onsite location of the Red Rocks Community Learning Center Coordinators in the high schools. The table in the next section, Figure 8-4, illustrates the increased enrollment from the three high school locations. (See also 3C2, 3P1.)

Fig. 8-4

Community Learning Centers Enrollment						
Head Count, Credit Hours, and FTE						
Community Learning Center Sites	Fall 2006			Fall 2007		
	HEADCOUNT	CREDIT HRS	FTE (annual)	HEADCOUNT	CREDIT HRS	FTE (annual)
Arvada	107	678.5	22.62	121	853.5	28.45
Jefferson	12	54.5	1.82	42	237.0	7.90
McClain	35	244.0	8.13	79	559.0	18.63
	Spring 2007			Spring 2008		
	HEADCOUNT	CREDIT HRS	FTE (annual)	HEADCOUNT	CREDIT HRS	FTE (annual)
Arvada	96	805.5	26.85	151	1,045.5	34.85
Jefferson	24	88.0	2.93	30	206.0	6.87
McClain	49	422.5	14.08	99	811.0	27.03

Community Learning Centers Enrollment (cont.)		
Head Count, Credit Hours, and FTE		
	Fall 2007	Spring 2008
Jeffco Workforce Ctr	9	11
Jeffco Action Center	19	10

Gateway Program – Number of students registered in the program January 2007 – March 31 2008: 139. Number of students continuing as college students: 20, or 38%. **(See 3P5.)**

Increase Retention and Graduation – IPEDS RRCC Fall-to-Fall 2005 Cohort Retention = 51.4 percent; RRCC Fall-to-Fall 2006 Cohort Retention = 53 percent **(See 3C2)**. Student Success Action Projects’ results are reported in **1R3**.

8R2 What are your projections of performance for your strategies and action plans over the next 1-3 years?

Colorado Community College Strategic Planning guidelines have defined the following performance indicators. Red Rocks Community College will continue to work to align its strategies to impact these benchmarks. **(See 3I2.)**

Measurable One-Year Goals – Established September 2007 for FY 2007-08

- Increase enrollment by 2.5 percent.
- Increase the graduation rate by 1.0 percentage point.
- Increase the retention rate by 1.0 percentage point.
- Increase the number of unduplicated degrees and certificates by 2.0 percent.

Long Term Goals – 5 years

- Measure job placement.
- Measure business satisfaction.
- Increase the number of unduplicated degrees and certificates by 7.4 percent.
- Increase/enhance high school partnerships – Increase the high school/College concurrent enrollment by 10.0 percent.
- Achieve seamless articulation with Colorado’s four-year colleges and universities.
- Assure community, policy-maker, and student recognition of community colleges as the clear value proposition in higher education in the state of Colorado.

8R3 How do your projections for your strategies and action plans compare?

The College has nothing of significance to report at this time.

8R4 What is the evidence does your system have that for planning continuous improvement is effective?

Employee satisfaction with the College’s planning processes has not been measured formally since 2002. **(See 8P8.)** Indirect evidence is found in the increased enrollment and performance outcomes of the strategies reported in **1R3, 8C2, and 8P1**.

8I1 How do you improve your current processes and systems for planning continuous improvement?

Section 3I2 identifies strategy improvement targets currently under discussion for future development. The planning chart and subsequent narratives found in **8P1** and **8P2** describe the need to strengthen the role of the College’s planning groups to ensure broad institutional support and efficient and effective leveraging of existing resources in the planning, development, and implementation of future strategies. Subsequent updates to the

Systems Portfolio will document the processes and results of improving the engagement of planning groups as described above.

8I2 Set targets for improvement, communicate results and projections

Formalizing communication between the planning groups of the College will require defining a process flow of information. A proposed flow for each of the Improvement Targets identified in 3I2 follows in **Figure 8-5 below**.

Red Rocks Improvement Targets	PROPOSED—Process Flow (See Planning Groups 8P1) Planning Groups to Involve in Development
<p>1. Explore expansion of outreach efforts, such as the Community Learning Centers, to increase underserved student enrollment.</p>	<p>⇒ Collaboration Council—Considers current outreach efforts’ results data. Considers proposal to increase underserved student enrollment and improve student basic skills placement scores by expanding locations offering pre-college services. Based on Collaboration Council recommendation, the proposal moves forward to President’s Cabinet.</p> <p>⇒ President’s Cabinet— Considers input from Collaboration Council and makes decision relative to other College budget priorities. Decisions are communicated college-wide through Cabinet minutes.</p>
<p>2. Prioritize new funding to staff increase in support services in response to increased enrollment of underserved students.</p>	<p>⇒ Deans—Consider value of transitions coordinator as compared to as example a new full-time faculty hire. Deans make recommendation to Collaboration Council.</p> <p>⇒ Collaboration Council—Collaboration Council considers proposal and weighs potential return on investment with regard to increased enrollment of students prepared for college. Collaboration Council makes recommendation to President’s Cabinet.</p> <p>⇒ President’s Cabinet—Considers input from Collaboration Council and makes decision relative to other College budget priorities. Decisions are communicated college-wide through Cabinet minutes.</p>
<p>3. In partnership with K-12, reduce the remediation gap to increase the number of high school graduates prepared to enter college- level MAT and ENG.</p>	<p>See 1 above.</p> <p>⇒ Chairs work with departments to identify and approve post-secondary dual credit courses for high school students.</p> <p>⇒ Chairs submit post-secondary courses for dean’s signature.</p> <p>⇒ Collaboration Council reviews post-secondary dual enrollment course offerings and makes recommendations for continuation and/or additional courses.</p>
<p>4. Pursue partnership with community mental health entities to provide mental health counseling services on campus.</p>	<p>⇒ President’s Cabinet considers pros/cons of housing mental health counselor on campus. Presents proposal to Collaboration Council for input and recommendation on path to move forward.</p> <p>⇒ President’s Cabinet considers Collaboration Council input, reviews budget impact of housing Jefferson Center for Mental Health counselor two days per week on campus and makes decision. Decisions are communicated college-wide through Cabinet minutes.</p>
<p>5. Continue to respond to workforce needs as defined by employer representatives participating on program advisory councils.</p>	<p>⇒ Program chairs/coordinators work with employer advisory councils to identify new program needs and or program modifications.</p> <p>⇒ Chairs present new program addition proposals to Collaboration Council for review and input.</p> <p>⇒ New program requests are considered by deans. Chairs/coordinators submit new programs through RRCC curriculum review and CCCS review. Deans make staffing recommendations based on CCCS/CDHE program approval to Vice President for Instruction as needed for new program development.</p> <p>⇒ Vice President of Instruction brings budget requests for additional staffing/faculty for new programs to President’s Cabinet.</p> <p>⇒ President’s Cabinet reviews staffing request with other College priorities and budget available and makes decision. Decisions are communicated college-wide through Cabinet minutes.</p>

AQIP Category Nine: Planning Continuous Improvement

9C1 Key Collaborative Relationships

9C2 Reinforce College Mission and Support Changes

Throughout the years, administrators, faculty, and staff have recognized the importance of forming key strategic, collaborative relationships as stated in two guiding principles from the College's Vision-Mission Statement:

RRCC is:

- A committed business partner responding to industry and community needs through innovative solutions.
- A coalition builder initiating opportunities for creative problem-solving through teamwork.

The means and methods of current collaboration with a number of external partners at the local, regional, state, and national levels are addressed throughout the Systems Portfolio.

For the purpose of responding to Category 9, the College has limited its focus to discussion of the **Red Rocks Foundation** and the **Rocky Mountain Education Center (RMEC)**, both of which have formed vital external relationships with community leaders and organizations, business and industry, and educational institutions in order to benefit RRCC's students by (1) attracting monetary support through the **Foundation** and (2) responding to the needs of employers through the **Rocky Mountain Education Center (RMEC)**. Services provided by the **College Bookstore** are described in bullet #3 of 9P1.

The Red Rocks Community College Foundation

The **Foundation** is a 501(c)(3) nonprofit organization committed to providing opportunities, offering options, and recognizing excellence among the College's constituency groups, with particular emphasis on students: a lack of financial resources is the number one reason people are unable to attain higher education (<http://www.rcc.edu/foundation/>). The **Foundation** was established in 1993 with the vision of removing that barrier and helping students of all income levels gain access to higher education. Now, 15 years later, hundreds of supporters have raised over \$6.5 million, awarded more than \$2 million in scholarships and over \$1.5 million for other RRCC programs, and helped over 2,000 students meet their educational and life goals.

In addition to its extensive student scholarship program, the **Foundation** operates and manages other programs, including New Images, which provides an array of gently used business attire to students planning interviews with employers. The **Foundation** also oversees the distribution of money donated by RRCC's student body organization The Student Voice, community leaders, and local businesses. These contributions fund two Faculty Teaching Chair awards annually that recognize teaching excellence.

The **Foundation** continues to meet its fund-raising goals with help from many generous supporters and active board members. The **Foundation** is governed by a board of up to 30 community, educational, and business leaders whose current members are as follows: **Dr. Agneta Albinsson; Kristen Anderson**, Vice-President; **Robert E. Barber; Kevin Bervik**, President; **John G. Brant; Tim Campbell**, Treasurer; **Shelley Cook; Michael Coughlin; Jim Dascalos; Dr. David Donaldson; Dr. Michele Haney**, Secretary; **Jacque Haughton**, Past President; **Dan Leach; Thomas W. Lemcke**, Past President; **Al Meiklejohn; Tom Menk; Aldo G. Notarianni; Skip Olson; Carol Salzman; Bob Short; Glenn Stroehrer; Dr. John Trefny; Shirleen Tucker; Denise Waddell; Jim Whitfield; and Paulann Doane**, Executive Director.

As stated on page 1 of the **RRCC Foundation's 2006-2007 Annual Report**, "The core mission of RRCC remains—*Education, Employment, and Economic Development*. . . . The heart of Red Rocks [is] its students, faculty, staff, and supporters like you. The community of people who

make up Red Rocks will ensure that it remains a top educational institution, regardless of where the winds of change take it." The **Foundation's** collaborative relationships with donors and community leaders, coupled with prudent and strategic stewardship of funds, furthers the **Foundation's** primary objective of supporting the needs of the College, its students, and external stakeholders.

The Rocky Mountain Education Center (RMEC)

The **Rocky Mountain Education Center (RMEC)**, located at the Lakewood campus, provides continuing education and workforce development. Its mission has expanded over the years from environmental, safety, and health training. The **RMEC** specializes in customizing all facets of environmental, health, safety management, and supervisory training programs to fit an organization's needs and will bring courses onsite to the companies. **RMEC** administrators, instructors, and staff are dedicated to providing high quality, effective, and affordable training for employers and students.

In 1992, the U.S. Dept. of Labor/OSHA (DOL/OSHA) selected RRCC as one of four training centers in the U.S. to offer OSHA training. The **RMEC** has the distinction of being one of two Dept. of Labor-authorized OSHA Training Institutes in Region VIII, which consists of CO, WY, MT, SD, ND, and UT. The cooperative agreement with DOL/OSHA is competitively bid every ten years and reviewed every five years for quality and number of students trained. The current agreement will be re-bid in 2012.

In 2005, the **RMEC** formed a new partnership with Laramie County Community College (LCCC). LCCC is offering selected RMEC courses at its facility in Cheyenne, WY.

In addition to the DOL/OSHA and LCCC, the **RMEC** has partnered with such major companies and entities as Cargill (manufacturing), the Construction Advancement Foundation (construction union contractors), Agilent Technologies Inc. (manufacturing), Chesapeake Region Safety Council, the Construction Employers Association (assoc. of construction contractors), and the U.S. Dept. of the Interior. (Refer to **Figure 9-2** for identification of services provided to these companies by the **RMEC** and the results realized.)

The **RMEC** responds to industry and community needs by devising and implementing innovative solutions, such as bringing classes into the workplace and customizing programs and courses to fit the needs of its clients. By respecting and incorporating the College's values of innovation, teamwork, diversity, communication, and integrity, the **RMEC** has become a model workforce development and training center that has successfully partnered with the federal government and high-profile business and industry.

9P1 Creating, Prioritizing and Building Relationships

- **educational institutions and other organizations**
- **educational institutions and employers that depend on students and graduates**
Refer to responses in 3C1, 3C2 (specifically to section 3.1a in the table), 3P1, 3P4, 3P5, and 3R3.
- **organizations that provide services to your students**

In May 2001, the College contracted with Barnes & Noble College Bookstores, Inc., to operate and provide services for the **College Bookstore** located at the Lakewood Campus. The contract has been extended through June 30, 2010, with three additional

three-year automatic renewal options subject to the stipulations listed in the renewed contract dated June 1, 2007, and signed by RRCC's Vice President of Business Services and Barnes & Noble's Vice President of Stores.

The **Bookstore** Manager receives and processes each semester's book orders for classes, sends out a monthly "Bookstore News" document to all RRCC employees, holds faculty and staff appreciation days, and coordinates and advertises each semester's text book "buy-back" event for students. The Manager also initiated formation of the Bookstore Advisory Committee whose members include RRCC faculty, staff, students, and the current president of The Student Voice. The committee currently is inactive, but the **Bookstore** Manager is planning to revive it in Fall 2008.

- **education associations, external agencies, consortia partners, and the general community with whom you interact**

The **Foundation's** Executive Director meets regularly with the College President and her Cabinet to determine and prioritize the needs of the College and its students so that the director and the **Foundation** can support those needs. The **Foundation Office** publishes a four-color annual report and a twice-yearly, four-page, full-color donor newsletter entitled Bedrock, which features faculty, staff, and students who have benefited from the **Foundation's** activities, scholarships, and endowments while highlighting fund-raising events and results. The **Foundation** plans and hosts an annual Donor Recognition Luncheon honoring donors and students who have benefited from **Foundation** scholarships. The **Foundation's** Board of Directors meets five times each year to discuss areas of need, establish goals, strategize methods of attracting donors and supporters, and review the budget.

The Rocky Mountain Education Center's (RMEC) staff is instrumental in creating, building, prioritizing, and maintaining the **Center's** relationships with employers who contract for services. The **RMEC** helps businesses meet industry and federal requirements. The **RMEC** Executive Director is the main contact for arranging contracts with employers and making decisions; the OSHA Program Coordinator organizes all on- and off-site training courses in Occupational Safety and Health; the Outreach Program Coordinator is the main contact for all outreach trainers and organizes courses that focus on computer training and soft skills; the Equipment Manager maintains all course equipment; and the Program Assistant and three Office Specialists are responsible for the day-to-day operations of the **Center** to include delivery of all online Dept. of Labor-approved courses. A Learning Center Manager and her assistant are assigned to the Coors Learning Center to provide academic and behavioral assessment of incoming students (Coors employees), to facilitate access to ESL and remedial education tutors and classes, and to benchmark testing procedures and results.

The **RMEC Advisory Committee** is composed of 12 members from across the United States, including two Colorado business owners; the OSHA Region VIII administrator; OSHA's Chief of Training & Educational Programs; the chairperson of Accident Prevention Corp. based in Woodstock, IL; officers and representatives of OMI Safety Services, Northern Indiana Public Service Company, EME Solutions, Inc., and the National Center for Construction Education & Research (NCCER); the **RMEC's** Executive Director; and one **RMEC** Program Coordinator.

Committee members provide guidance and the most up-to-date information from business, industry, and the Dept. of Labor/OSHA, thus helping the **RMEC** assess and design classes to meet clients' needs, prioritize plans for expanding and adding training programs, and suggest methods for recruiting new clients and students. The Advisory Committee meets in April and October annually.

9P2 Ensuring Needs Are Met

In 2007, the **Foundation's** Executive Director and the College President retained The Dini Partners to test the feasibility of a fundraising campaign to secure up to \$27 million of philanthropic support for capital and endowment priorities. Through their research, Dini interviewed 12 corporate executives, seven community and corporate foundation leaders, and nine high-profile community individuals. The questions asked included several pertaining to knowledge and perceptions of RRCC, proposed campaign goals and objectives, **Foundation Board** leadership, donor prospects, and level of personal support. In addition to arriving at recommendations concerning the proposed fundraising campaign, Dini's study provided the **Foundation's** Executive Director with feedback to help her determine to what extent College stakeholders' needs are met. (Refer also to **9I1** and **9I2**.)

The Rocky Mountain Education Center (RMEC) evaluates surveys taken by all clients, students, and employers in order to assess quality of instruction, materials, and facilities. The evaluation process allows the **RMEC** to enhance training programs that meet clients' needs. One of the **RMEC's** top priorities is educating businesses' health and safety officers/personnel so that their companies can meet federal requirements set forth in OSHA, EPA, and DOT regulations. DOL/OSHA conducts regular site visits and reviews instructors' credentials and résumés. The Advisory Committee also provides an external evaluation of the **RMEC's** operating procedures and business relationships.

9P3 Creating and Building Relationships Within the Institution

The **Foundation's** Executive Director meets regularly with the College President and her Cabinet, thus assuring integration and communication across the administrators of the College. The Director or one of her staff members attends Collaboration Council meetings in order to have input in the strategic planning process (refer to the text and table in **8P1**). The **Foundation** strategically places posters and flyers in high-traffic areas throughout the Lakewood and Arvada campuses to inform students, faculty, and staff of opportunities available to them through the **Foundation**. The Director also uses the **Foundation's** Web site, e-mail, and print materials placed in campus mailboxes to notify faculty and staff of fundraising opportunities, events, and accomplishments.

Within the Institution, the **RMEC's** priority is to hire and retain quality instructors. The established process for screening instructors includes (1) review of an applicant's credentials followed by (2) an interview with the Executive Director and appropriate Program Coordinator. Instructors are then monitored in the classroom. Equally important are students, all of whom evaluate each class and instructor. The evaluations are reviewed by the instructor, Executive Director, and Program Coordinator. Students enrolled in **RMEC** classes are provided with the latest course information through the printed and electronic Schedule of Courses, updates posted on the **RMEC's** Web site, and publication of a quarterly electronic newsletter.

9P4 Measuring Collaborative Relationships

Donations to the **Foundation** are a measure of successful collaboration with constituents. (Refer to **9R1**.) The **Foundation's** Board of Directors meets five times yearly and assesses the **Foundation's** processes and results. Compiling and publishing annual reports require the **Foundation's** Executive Director, the College President, and her Cabinet to examine relationships with donors and recipients and, in the process, to identify strengths, weaknesses, and areas of need.

The **RMEC** has been rated consistently by the DOL/OSHA as one of its best Institutes in the U.S. for the past 15 years. Annual evaluation of enrollment statistics, local and national trends, and industry needs determines course offerings.

9R1 Results in Building Collaborative Relationships

As presented in the **Foundation’s 2006-2007 Annual Report**, 59% of revenue, or \$699,780, came from donations. Included in that figure are donations totaling \$337,822.59 from the Foundation’s top ten donors. Perpetual Scholarship and Endowment Funds numbered 18 in 2006-2007. Information showing the growth of the Scholarship Program and the Foundation’s Statement of Financial Position are presented in **Figures 9-1a and 9-1b**.

Figure 9-1a

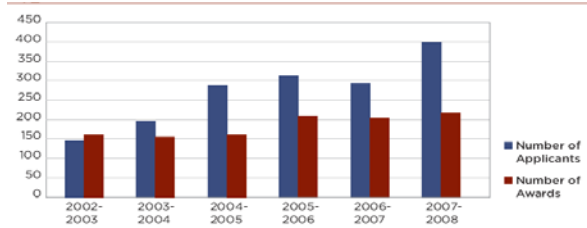


Figure 9-1b

**Red Rocks Community College Foundation
Statement of Financial Position**

	2007	2006
ASSETS		
Cash and cash equivalents	\$ 265,517	\$ 284,505
Pledges receivable	9,945	9,361
Loans receivable, students	30,418	24,751
Prepaid expenses	567	569
Investments	3,055,486	2,699,953
Art and donor recognition walls	17,758	17,758
Beneficial interest in charitable remainder trust	468,200	315,000
TOTAL ASSETS	\$ 3,847,891	\$ 3,351,897
LIABILITY AND NET ASSETS		
Liabilities:		
Accounts payable	\$ 52,834	\$ 0
Net Assets:		
Unrestricted	372,336	483,043
Temporarily restricted	1,144,453	698,149
Permanently restricted	2,278,268	2,170,705
TOTAL NET ASSETS	3,795,057	3,351,897
TOTAL LIABILITIES AND NET ASSETS	\$ 3,847,891	\$ 3,351,897

RMEC: The DOL/OSHA regularly collects evaluation data from all its Institutes that demonstrate training outcomes, with the **RMEC** consistently rated as one of the top three OSHA Institutes as far as number of students trained. The **RMEC** regularly surveys employers and uses that feedback to develop new courses and training materials, adding 11 new courses to its November 2007-October 2008 schedule and completing eight OSHA Training CDs. In response to industry needs, the **RMEC** now offers a series of Air Quality and Oil and Gas courses. Requests from employers also results in the design and implementation of customized and onsite training.

A representative list of **RMEC’s** six major partnerships that includes purposes of contracts and results/outcomes, i.e. the number of employees trained successfully, is shown in **Figure 9-2 below**. (Refer also to the **RMEC** sections in **9P2** and **9P4**.)

Figure 9-2

RMEC’s Six Major Partnerships (Aside from OSHA)					
Name of Company	Locations	Primary Function	Length of Partnership with RMEC	Purpose of Contract	Total Number of Employees Benefited
Cargill	Wayzata, MN	Manufacturing	3 years (2005-2007)	Train employees in construction & safety	2005-2007 = 849
Construction Advancement Foundation	Portage, IN	Construction Union Contractors	5 years (2003-2007)	Train members in construction safety & health	2003-2005 = 217
Agilent Technologies, Inc.	Colorado Springs, CO	Manufacturing	4 years (2004-2007)	Train employees in safety & health	2004-2007 = 237
Chesapeake Region Safety Council	Baltimore, MD	Safety Council	5 years (2003-2007)	Train members in safety & health	2003-2007 = 506
Construction Employers Association	Cleveland, OH	Assoc. for Construction Contractors	5 years (2003-2007)	Train members in construction safety	2003-2007 = 137
U.S. Dept. of the Interior (DOI)	Lakewood, CO Ruston, VA Phoenix, AZ	Federal government	Contract signed with RMEC Dec. 6, 2007	Train federal employees to meet core standards of DOI	Training began in Jan. 2008 (total number not yet available)

9R2 Results Comparison

The **Foundation** does not formally compare its results with those of other Foundations in either education or business.

RMEC: The DOL/OSHA has collected evaluation data demonstrating effective training outcomes from its institutes across the country, and the **RMEC** consistently has been rated as one of the Labor Department’s best institutions during the past 15 years based upon enrollment numbers. (Data evaluated by the DOL/OSHA concerns timely completion of government forms and reports and number of students trained per year.)

9I1 Improving Processes and Systems

9I2 Targets, Improvement priorities and communications

Foundation: In 2007, the **Foundation’s** Executive Director and the College President retained The Dini Partners to test the feasibility of a fundraising campaign to secure up to \$27 million of additional philanthropic support for capital and endowment priorities. Dini Partner’s Final Report to Red Rocks Community College Foundation, July 2007 (42 pages) includes suggestions for improving current processes and systems for building additional collaborative relationships while identifying priorities and outlining methods for setting targets for improvement. A summary of campaign objectives is found on pp. 29-30 of the Final Report, which is reproduced in **Figure 9-3** below.

The **Foundation’s** results, priorities, and relationships are communicated through annual reports; the bi-annual publication of Bedrock, the donor newsletter; the **Foundation’s** Web site; oral reports given during the President’s “State of the College” address during fall and spring “work weeks”; **Foundation** staff attendance at community meetings and functions; fundraising materials; and reports to the President’s Collaboration Council and Cabinet.

Figure 9-3

CAPITAL CONSTRUCTION	\$15,700,000
<ul style="list-style-type: none"> • Construction Trades and Industrial Sciences Building (\$10,000,000) (Total cost is \$40 million. RRCC is requesting \$30 million state appropriation and \$10 million private support.) • Wellness and Alternative Health Center (\$1,500,000) (Total cost is \$3 million for a joint use facility with Jefferson County Schools. Both RRCC and Jeffco will be responsible for raising \$1,500,000 each.) • Library/Learning and Resource Center Renovation (LaRC) (\$700,000) • Community Learning Centers (\$3,500,000) 	
ENDOWMENT	\$10,000,000
A \$10,000,000 endowment would provide funding on an annual basis for student scholarships and stipends as well as enable RRCC to acquire the most up-to-date equipment and attract and retain top-notch faculty.	
UNRESTRICTED	\$ 1,300,000
TOTAL	\$27,000,000

RMEC: Providing safety certification for oil and gas industry workers and contractors is an area of opportunity for the **RMEC**. Currently, the oil and gas industry's general contractors—including BP, Anadarko, Encana, Exxon Mobil, Shell, ConocoPhillips, and Chevron—have mandated that all contractors and sub-contractors performing work for them **must** show proof of compliance with the Contractor Assessment Programs (CAP). If the contractors and sub-contractors are not compliant with CAP and OSHA, then their contracts are either canceled or suspended. Therefore, the industry needs an OSHA-recognized training program supported and approved by the U.S. Dept. of Labor that is specific to the oil and gas industry. The **RMEC/OSHA Training Institute** is working toward offering an OSHA-approved Oil and Gas Industry Outreach Trainer Program which will address the industry's unique safety and health issues. In addition, the **RMEC** is planning to enhance its Dept. of Labor Outreach Program by offering a customized Specialist Certificate specific to the oil and gas Industry.

In response to students' and employers' needs, the **RMEC** also is working toward expanding the delivery of all its current courses by providing them online. Within the next year, the **RMEC** plans to have all the courses needed for the Construction Specialist Certificate available online. The **RMEC** also plans to extend its course offerings through satellite OSHA Institutes in North Dakota, South Dakota, and Montana.

Among the methods used by the **RMEC** to communicate results and priorities to its stakeholders are the **RMEC** Web site, the **RMEC's** printed and electronic schedule, the quarterly newsletter, Advisory Committee meetings, attendance and participation in industry conferences and workshops, formal written reports to clients, attendance at business and industry board meetings, interaction with community organizations (such as area Chambers of Commerce), and onsite Learning Centers established to foster the personal and professional growth of clients' employees who are **RMEC** students or who are interested in becoming **RMEC** students.

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in
Red Rocks Community College's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- **1C2.** The College's mission declares the pursuit of our vision through a commitment to excellence in our teaching and the services we provide to Red Rocks students. The Red Rocks mission is to create a passion for learning through our dedication to students, our commitment to excellence and our own love of learning. Our values of innovation, teamwork, diversity, communication, and integrity provide the guideposts as we develop processes to improve the quality of service and instruction that promote our vision and mission.
- **8C2.** In concert with the Colorado Community College System (CCCS) and as directed by the Performance Contract (**see 3C2**) between the Colorado Community College System and the Colorado Department of Higher Education, Red Rocks Action Projects and Institution priorities align with the performance benchmarks and CCCS mission areas.

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- **Overview Q.1.** The values are the guideposts by which the College seeks to achieve its mission: Innovation, Teamwork, Diversity, Communication and Integrity.
- **5C3.** The College is a proponent for diversity, providing an environment that respects differences.
- **3P5.** The chart in **Figure 3-6** indicates that RRCC's enrollment of minority students is lagging behind the minority population growth occurring in the College's service area. The Community Learning Centers were strategically placed to improve the outreach to minority and other underserved students.
- **3P5.** Student retention is positively impacted when students feel welcomed and see the school as a safe, supportive atmosphere where they can learn. The commitment of the College to designate permanent space to the GLBT Resource Room sends an important message of acceptance and value of all Red Rocks students.

Core Component 1c. Understanding of and support for the mission pervade the organization.

- **5C1.** The **College Collaboration Council** consists of representatives from all College Planning Groups along with Institutional leaders. The Collaboration Council is transitioning into a broader role of determining and affirming alignment of proposed College initiatives, Action Projects, and program/staff changes with the College mission and vision.
- **8P1.** To reflect RRCC's commitment to a continuous journey of quality improvement, the vision and mission of the College were revised through a participatory process involving faculty and staff.
- **1C5.** Excellent faculty understand the philosophy and the mission of the community college. They adapt their teaching and work to the needs of diverse students without compromising the high standards necessary to maintain the integrity of their discipline or work area. The full text of the Statement of Faculty Excellence is available in the Faculty Handbook.

- **5P6.** The primary mode of communicating the College's mission and values comes through leading by example and modeling the behaviors expected of all faculty and staff.

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- **8P1.** The existing groups illustrated in **Figure 8-2** share in the responsibility of representing college employee groups and planning college functions, thus promoting shared communication across the Institution.
- **5P1.** As a representative body of the College, the Collaboration Council can provide invaluable assistance in reviewing proposed College initiatives to affirm initiative or strategy alignment with the College mission and vision and, of course, with the Colorado Community College System's Performance Contract benchmarks (**see 3C2**).
- **5C3.** In an effort to provide a consistent process in evaluating ethical issues related to instruction and academic student issues, the Academic Standards Committee, comprised of faculty leaders and Student Records staff, meets monthly to review issues related to catalog revisions, academic standing of students, and policies involving academic probation.

Core component 1e. The organization upholds and protects its integrity.

- **1C2.** The College's values (as published in the mission documents) of innovation, teamwork, diversity, communication, and integrity provide the guideposts in developing processes to improve the quality of service and instruction that promote the vision and mission.
- **1C5.** In an effort to reduce ambiguity in the value placed in fostering a culture that embodies a passion for learning, the College publishes statements concerning Academic Integrity in the Catalog and Schedule.
- **1C5.** Faculty adapt their teaching and work to the needs of diverse students without compromising the high standards necessary to maintain the integrity of their discipline or work area...the statement of Faculty Excellence is published in the Faculty Handbook.
- **3P6.** The culture of a customer-oriented organization demands timely responses to student issues, the responsibility of all faculty and staff of RRCC. Regardless of the employee's position, when a student indicates a need or a concern, that individual maintains a connection with the student until either the issue is resolved or the student is assisted in making the appropriate connection on campus. Students have multiple venues for voicing issues and concerns and/or commenting on the performance of the College.

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- **IP2.** New programs are a direct result of specific workforce needs of employer partners as well as responding to societal interest. As an example of the latter, Red Rocks has launched a "[Green Campus Initiative](#)." The addition of the Renewable Energy Technology solar degrees and certificates is a result of the growing workforce demand for technicians trained in renewable technologies.
- **1C5.** For the past three years, Red Rocks has hosted the *Exploring Diversity in Education* conference. This year's theme—*Retaining Diverse Faculty, Staff and Students*—featured the seminars listed in **1C5**. Seventy-five participants attended the 2008 conference from K-12, City of Lakewood, and neighboring colleges.

- **Overview Q.8.** SWOT analysis details the College's response to internal and external strengths, weaknesses, opportunities, and threats.

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- **6P5.** The Technology Master Plan defines the outcomes established through intra-department feedback to meet the needs across the College. The table in **Figure 6-4** identifies levels of actual progress in meeting these benchmarks.
- **6R2.** The SRECNA (**see 6P2**) indicates the financial health of the College shown in **Figure 6-7**. **Figure 6-8** details the planned facility upgrades for the '08-'09 school year using reserve funding. Section **5P9** noted the 28 percent budget reserves, which exceed by 22 percent the budget reserve required of all System colleges by the Colorado Community College System.
- **1P3.** In the 2006-2007 school year, Red Rocks underwent a significant physical renovation to streamline the enrollment process. Recognizing that multiple enrollment services, including assessment, were spread across the campus, the concept for the Student Welcome Center (SWC) was initiated as a "one stop" service center.

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- **1R2.** Pass rates on industry certification exams are used to benchmark program effectiveness.
- **3C2.** Measurement benchmarks established by the Colorado Department of Higher Education in the Performance Contract with Colorado Community College System (CCCS) colleges are aligned with the Colleges Performance outcomes in **Figure 3-2**.
- **3I2.** The table in **Figure 3-13** aligns Red Rocks' improvement targets with the benchmarks that measure the effectiveness of the planned activities.

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- **8I2.** A formalized process flow has been designed to improve communication between the planning groups of the College. A planning process flow for each of the Improvement Targets identified in **3I2** appears in **Figure 8-5**.
- **6P3.** The Student Service Managers (directors or leads) meet as a team monthly. These team meetings promote communication across functional areas.
- **5R1.** Indirect evidence of leadership results are reported relative to increased enrollment, retention, graduation rates, fiscal management, and stakeholder satisfaction from graduate and employer survey results. These results are reported in **1R3, 3C2, 3P7, 3R3, 5P9, 8C2, and 8P1**.

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

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

- **1C2.** The Student Bill of Rights, Colorado State Statutes, stipulated the requirement to develop a common core of general education courses to satisfy general education requirements across Colorado's public institutions of higher education. The GE-25 Council, a general education committee representing all Colorado public higher education institutions, was established to develop a core of statewide guaranteed transfer courses.
- **IP6.** During the 2007 search process for a new president of Red Rocks Community College, Instructional Services produced its Learning Impact Statement: *Red Rocks Community College*

Commitment to Instructional Excellence. The document featured outcome statements concerning student and program performance.

- **2P1.** With regard to accomplishing other distinctive objectives, the Colorado Department of Higher Education (CDHE, formerly CCHE), Colorado's State Board for Community Colleges and Occupational Education (SBCCOE), and the Colorado Community College System (CCCS) leaders set goals for the System's colleges that influence the choice of distinctive objectives. **(See 8C2.)**
- **2R3.** RRCC's Early Childhood Education (ECE) and Teacher Education students are served by the Child Care Programs' presence on campus since students can fulfill portions of their lab requirements through the departments' alliances with the programs.
- **8R1.** Measurements Identified by Strategy are located in **8C2**. A summary of results for Institutional strategies is found in **8R1**.

Core component 3b. The organization values and supports effective teaching.

- **1C2.** The faculty performance review includes annual reporting of student assessment results. This reporting provides an archive of evidence of the innovative strategies occurring across the College to continually improve student learning as evidence of our commitment to excellence.
- **1P6.** All faculty members develop assessment projects as part of their annual performance goals that are examining student performance in subsequent course work and across disciplines.
- **3C2. Learning Support Services** Programs: Academic Achievement classes for first-time students, Marvin Buckels Campus Library, computer access for all students, ESL/Foreign Language Lab, GED prep, International Education, Office of Special Services, Writing and Math Centers, Online Writing Center, Tutoring, and *Tutors without Borders* that provides classroom tutoring and tutors to *Study Group Central* through Student Life.

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

- **8C2.** In concert with the Colorado Community College System (CCCS) and as directed by the Performance Contract **(see 3C2)** between the Colorado Community College System and the Colorado Department of Higher Education, Red Rocks Action Projects and Institutional priorities align with the performance benchmarks and CCCS mission.
- **2C1, 2C2, 2C3. The Culture of Graduation Action Project** benefits students (including those who plan to transfer to four-year institutions) who often are not aware that earning associate's degrees will facilitate the transfer process. The Action Project team launched a campaign to inform students, and also faculty and staff, of the benefits of successfully completing a course of study and graduating from RRCC.

2C1, 2C2, 2C3. The **Children's Center** works with the College's Early Childhood Education Program (ECE) providing students not currently working in a childcare setting with the means to satisfy a portion of their laboratory experience. (Fall 2007: 24 students; Spring 2008: 19 students)

Core component 3d. The organization's learning resources support student learning and effective teaching.

- **1C4.** The Student Life, Student Employment, Advising, Special Services, Diversity Council, and Learning and Resource Center (LaRC) each provide specific services and activities that promote the skills necessary to succeed in a global economy.
- **1P6.** The faculty-initiated Achieve Classroom Excellence Center (ACE) will expand professional development offerings to include support for faculty in conducting action research assessment at the classroom level and beyond.
- **2C1, 2C2, 2C3.** Phase I of the **Revitalization of the Library and the Learning and Resource Center (LaRC)** has involved the construction of three classrooms with direct access to the library, as well as a highly visible and welcoming second-floor entrance that opens directly into the

library. The classrooms provide much-needed space to accommodate the College's growing enrollment and the need for faculty to hold classes near the library to facilitate instruction and student learning. Phase II's purpose is to better integrate the LaRC space and its functions with those of the library and to create an inviting, accessible, and comfortable atmosphere for students, faculty, and staff to hold classes near the library to facilitate instruction and student learning.

Criterion Four – Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- **IP2.** The College prioritizes new program development in response to specific workforce needs of employer partners as well as in response to societal interest.
- **1C3.** Instructional programs are taught using a combination of online, hybrid, classroom, and laboratory experiences. Most programs also require workplace experiences through internships, clinicals, and apprenticeships prior to graduation.
- **3C2.** The College opened five Community Learning Centers staffed full time by RRCC coordinators at McClain Community High School, Arvada and Jefferson high schools, the Jeffco Action Center serving homeless clients, and the Jeffco Workforce Center Laramie Building.

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

- **1C5.** Excellent faculty (see the RRCC Faculty Handbook) create a dynamic learning environment that responds to the diverse needs of students. This learning environment challenges and empowers students to make informed decisions, to reach their highest potential, and to contribute to the communities in which they live and work.
- **1P3.** Several examples of Action Research conducted by faculty to evaluate pre-requisites and establish advising guidelines to help students improve success based on course placement have been completed.
- **1P3.** The creation and publication of the handbook *Writing @ Red Rocks* is a specific example of faculty collaborating to address student preparedness. **(See 1P11.)**
- **4P4.** Faculty and staff are encouraged to participate in continuous professional development throughout their careers at RRCC. Training goals are included in employees' performance plans and evaluated at the end of the year. When employees attend workshops and conferences, they are encouraged to bring back information and train fellow employees, thus sharing ideas as well as implementing knowledge gained. Professional development is reinforced in the performance planning and evaluation process as well as by funding training for faculty and staff to attend.

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- **1C2.** Instructional deans prepare a summary report of student learning assessment strategies used and the Vice President of Instruction posts these summaries to an electronic intranet with the goal of promoting inter-disciplinary sharing of best practices in student learning and assessment.
- **7C2.** As detailed in the chart found in **3C2 (Figure 3-2)**, the Performance Contract between CCCS and the Colorado Department of Education determines institutional measures: Increased

- **9C1, 9C2.** The **Rocky Mountain Education Center (RMEC)**, located at the Lakewood campus, provides continuing education and workforce development. Its mission has expanded over the years to include environmental, safety, and health training. The **RMEC** specializes in customizing all facets of environmental, health, safety management, and supervisory training programs to fit an organization's needs and will bring courses onsite to the companies. **RMEC** administrators, instructors, and staff are dedicated to providing high quality, effective, and affordable training for employers and students.

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- **1P10.** The Service Learning program at Red Rocks connects community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility.
- **7C1.** RRCC's Institutional Research (IR) Office responds to data requests (**see 5P4**) from faculty and staff. IR staff have the technical ability to manipulate the tables from COGNOS to provide comparison analyses.
- **4C4.** Currently, RRCC implements training four times a year, minimally: two "work-week" sessions, one at the beginning of each fall and spring semester, and two All-College Development Days in the fall and spring semesters dedicated to faculty and staff professional development. In addition, the College funds \$50 per semester to each part-time instructor for conference costs and/or training fees.

Criterion Five – Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- **3P5.** The chart in **Figure 3-6** indicates that RRCC's enrollment of minority students is lagging behind the minority population growth occurring in the College's service area. The Community Learning Centers were strategically placed to improve the outreach to minority and other underserved students.
- **9P2.** In 2007, the **Red Rocks Foundation's** Executive Director and the College President retained The Dini Partners to test the feasibility of a fundraising campaign to secure up to \$27 million of philanthropic support for capital and endowment priorities. Through their research, Dini interviewed 12 corporate executives, seven community and corporate foundation leaders, and nine high-profile community individuals. The questions asked included several pertaining to knowledge and perceptions of RRCC, proposed campaign goals and objectives, **Foundation Board** leadership, donor prospects, and level of personal support. In addition to arriving at recommendations concerning the proposed fundraising campaign, Dini's study provided the **Foundation's** Executive Director with feedback to help her determine to what extent College stakeholders' needs are met.
- **6P3.** Since the hiring of the head librarian in August 2006, library use has increased 20 percent; circulation doubled in Fall '07 over that of Spring '07, and research orientations held for students increased by 150 percent during the Fall '06, Spring '07, and Fall '07 semesters. The head librarian's dynamic leadership and substantial outreach efforts among faculty, students, and potential RRCC students have contributed to his goal of establishing "meaningful patronage" in an active learning environment that blends the library's services with those of the LaRC. The Library/LaRC renovation project supports RRCC's efforts to give students the space and tools to prepare them for the challenges of the ever-evolving twenty-first-century academic and work environments.

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- **3P4. Figure 3-5** offers a sample of the more than 300 industry representatives who serve on program advisory councils. Advisory members represent the College's employer customers. The representatives serving on the councils are involved to ensure that College programs are producing graduates who are prepared to work in their industries.
- **5C3.** Red Rocks faculty and staff serve as members and officers on 26 service clubs and community organizations within the community that the College serves.
- **5C3.** For the last two years, Red Rocks has dedicated one day each year to volunteerism. Faculty and staff may choose from a broad range of volunteer opportunities as part of the regular work day. Faculty performance objectives include evidence of service to the College and the community
- **6R1.** The addition of Warren Technical High School as an HLC-approved degree site is in large part due to the efforts of High School Relations and Instruction teaming to develop new dual enrollment degree programs.
- **6R1.** Section **3P2** details the recognition received by Red Rocks' Phi Theta Kappa as a Five Star Chapter and the success of the High School Relations Office in recruiting students to pursue dual credit through post-secondary options.

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- **3C1.** As detailed in the chart posted in **3P4**, the College relies on the participation of employers and community representatives to advise faculty and staff in the delivery of current curricula relevant to today's industries and/or university transfer agreements.
- **3C1.** Major companies nationally and globally rely on the College's Rocky Mountain Education Center (RMEC) to meet their employee training needs.
- **Overview Q.1.** Red Rocks Community College offers more than 150 programs and 650 courses leading to two-year degrees or professional certificates. Innovative partnerships with K-12 and universities have allowed the College to provide co-enrollment options for transfer students, which is an important growth market for the College.
- **3P2.** In the '07-'08 school year, 13 high schools participated in one or more of the high school dual enrollment options with RRCC for a total enrollment of 239 students.

Core Component 5d. Internal and external constituencies value the services the organization provides.

- **3R3.** Results from responses of employers working with Red Rocks student interns are analyzed each term. Questions ask employers for feedback on students' abilities specific to interpersonal skills, communication, work ethics, technical and/or job specific skills, and problem-solving skills.
- **3R3.** An annual survey administered to graduates six months after completing a Red Rocks degree or certificate program ask graduates if the College met their educational goals.
- **3R5.** The 2006-2007 IPEDS collection indicates that Red Rocks graduation and retention rates are tracking closely with the IPEDS-generated comparison group. Graduation and retention benchmarks are considered important measurements of student success and satisfaction.
- **3R2.** Red Rocks has achieved the number-one ranking of the 14 Colorado community colleges in terms of year-to-year enrollment growth for Spring 2008.

Glossary of Terms

AAS - Associate of Applied Science

ACE - Achieve Classroom Excellence Center

Academic Master Plan - The process of program review that determines viability of current programs and areas of potential growth.

ACCUPLACER - Computerized placement test designed to provide placement, advisement, and guidance information for students entering higher education. (52 questions, no time limit in areas of reading, sentence skills, and math.)

Banner - Integrated operations system featuring a centralized functional data store of student-related data, staff-related data, and administrative and financial support data.

CCOnline - Colorado Community College Online. Collaborative effort by all Colorado Community Colleges to provide Internet courses and degree programs.

CCCS - Colorado Community College System. Unique in the nation in its dual oversight of 13 community colleges and vocational education for the State of Colorado.

CDHE - Colorado Department on Higher Education.

CCSSE - Community College Survey of Student Engagement

COF - College Opportunity Fund – The state will pay a portion of Colorado residents' tuition who attend RRCC or any state-supported or participating private college or university. Residents must enroll online in the COF Program.

COFRS - Colorado Financial Records System

Common Course Numbering - A numbering system designed to increase ease of transferability of courses to four-year institutions.

Comprehensive Program Review - A report submitted to the System Office that focuses on program completers.

Constellation Survey – Part of HLC's Vital Focus Self Evaluation process

CTE - Career and Technical Education includes all College programs that offer certificates and or AAS degrees.

Curriculum Committee - A group of College faculty and administrators who executes a formal procedure for changes and additions to curriculum to meet student, community, and business needs.

ERP - Enterprise Resource Process (See Banner)

ESL - English as a Second Language. Courses for students whose first language is something other than English.

FTE - Refers to student Full-time Equivalent Enrollment. Figured by dividing total number of credits/15.

GASB - Governmental Accounting Standards Board

Gateway Program – Collaboration with First Judicial District to provide educational programs for probationers

GE-25 - A committee established by the Colorado Commission on Higher Education that sets the required number of hours in particular areas (e.g. social sciences, humanities) for guaranteed transfer. This committee also grants guaranteed transfer to particular courses.

GED - General Education Development

GT PATHWAYS - A statewide guaranteed transfer program and transfer policy within state-funded colleges and universities in Colorado that includes more than 300 lower-division general education courses in 20 subject areas and articulation agreements in the areas of business, engineering, elementary education, early childhood, and nursing.

Hybrid Courses - Courses that are comprised of a mix of classroom instruction and Web-based delivery.

ILS - Integrated Library System

IPEDS - Integrated Post-Secondary Education Data System

Incentive Program - 2006-2007 seed money to start new programs at RRCC. The program goal is to boost FTE by being responsive to occupational and educational needs.

Institutional Program Review - A financial report for an academic department which shows how much income the department is generating vs. costs to fund.

LaRC - Learning and Resource Center

Library - The Red Rocks Community College Marvin Buckels Library houses a collection of both print and non-print materials, such as books, periodicals, newspapers, audiovisual items, and online databases; interlibrary loan services are available.

NACUBO - National Association of College and University Business Officers

NCES - National Center for Educational Statistics

PERA - Public Employees Retirement Association

Professional Development Days – All-College Meetings - These are held four times a year and provide a venue for training all College personnel in selected topics of interest and assist in the strategic planning process.

PSEO – The Post-Secondary Enrollment Options Act prescribes high school co-enrollment options.

SBCCOE - State Board for Community Colleges and Occupational Education

RMEC - Rocky Mountain Education Center

RRCCOnline - E-Learning designed and managed by Red Rocks Community College

SIS - Student Information System. The component of the former central community college information system.

SRECNA - Schedule of Revenues, Expenses, and Changes in Net Assets

SSAC - State Student Advisory Committee

Student Life - The Office of Student Life manages and oversees extra-curricular activities for students at RRCC.

The Student Voice - RRCC's student government that represents the interest of the student body.

Student Welcome Center – Centralized location of enrollment, advising and testing services

State Faculty Advisory Committee - Comprised of a faculty member from each of the 13 State community colleges, this committee serves in an advisory capacity to the System president.

SURDS – Student Unit Record Data System that includes Student Enrollment File, Degrees Granted, and Undergraduate Applicant Files.

UAF - Undergraduate Applicant File

VE135 - A database that contains demographic and programmatic information for secondary and post-secondary-level students that includes an annual completer survey. It is primarily used to report both enrollment and follow-up information for career and technical education students, but information for post-secondary students having academic and undeclared majors is also collected.

Vital Focus – HLC's Self Evaluation process completed by the College November 2004

Wishes - Resulting from employee interviews conducted by the new president, Dr. Michele Haney

Work Week(s) – The week prior to the beginning of classes during the fall and spring semesters when faculty report back to campus.