

Red Rocks Community College

2012 Systems Portfolio

June 2012




RED ROCKS
COMMUNITY COLLEGE



Academic Quality
Improvement Program

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Institutional Overview

Overview Introduction

At Red Rocks Community College (RRCC), student needs are the top priority. This declaration always remains the same—that quality service is extended through administration, faculty, and staff to serve each and every student. This commitment assures that RRCC is dedicated to developing mature and successful students that will be effective members of the workforce and the community (See Fig. O-1).

Figure O-1 – College Vision, Mission, and Values



RRCC is one of 13 colleges that make up the Colorado Community College System (CCCS); this consortium of community colleges is the state's largest system of higher learning. The CCCS has grown from serving 107,000 students in 2007-08 to 162,000 students in the 2011-12 academic year. The CCCS works together with all 13 colleges to integrate procedures for efficiency that can be accomplished by combining needs and services to these community colleges, e.g., budget management, articulation agreements, establishment of statewide policies, and software licensing. The current enrollment at RRCC is 6,604 FTE made up by 15,197 individual students (unduplicated headcount).

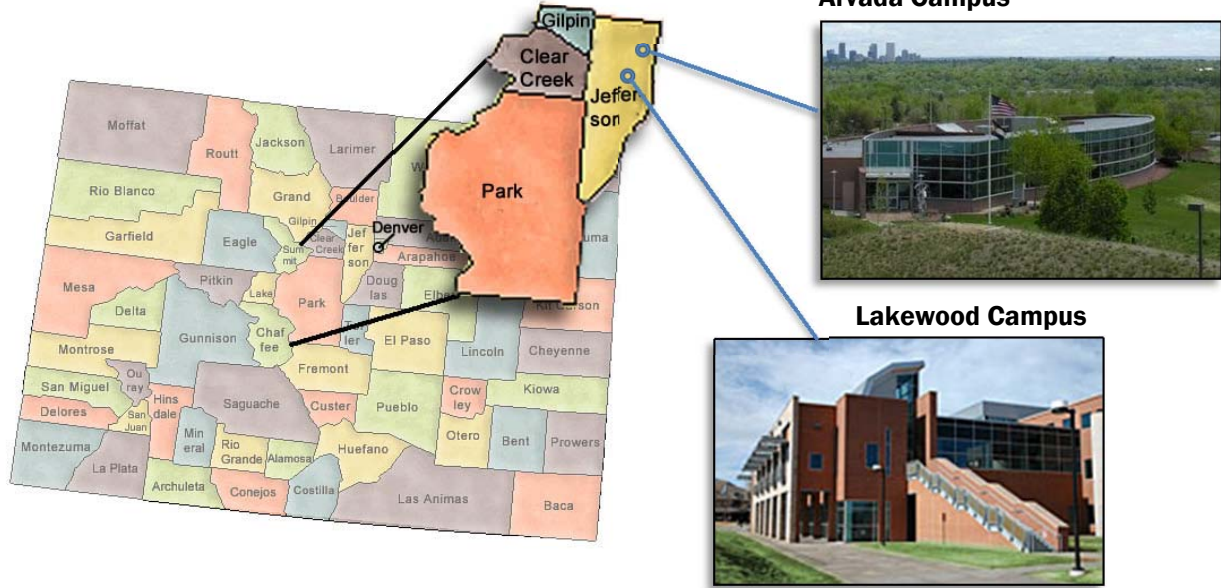
Red Rocks Community College was originally established as the new west campus of the Community College of Denver (CCD) in 1969. It opened a temporary site in Jefferson County, but the Colorado

legislature soon appropriated funds for the construction of a permanent building. It was built on 140 acres with a view of the Rocky Mountains in an unincorporated area west of the city of Denver, Colorado (See Fig O-2). The first building of the Red Rocks campus was completed in 1973, the second phase completed in 1975. The CCD campuses became more autonomous, and Red Rocks became a separate campus within the CCCS in 1983. The Denver metropolitan area saw tremendous growth in the second half of the last century and the main college location remains the same, but it is now established in the town of Lakewood, Colorado. Neighboring this campus is WarrenTech, the career and technical high school for the Jefferson County Public School District. RRCC has a collaborative partnership with WarrenTech and has 10 concurrent programs between the two schools; this professional collaboration is further described in 9P1 and 9R1.

RRCC currently consists of two distinct campuses; the original campus houses traditional college classrooms, the RRCC administration and facilities, a Fire Sciences wing, the Construction Technology Building, a small performance theatre and dance studio, and a separate structure for the Water Quality Management Department. The Lakewood campus is home to the Rocky Mountain Education Center (RMEC), the non-credit entity of the college which holds OSHA accreditation certificates and a number of other certification courses (See 2P3). The Physician's Assistant Program is also located at the main campus; more information on this program is described in 1P6.

RRCC's second campus is located eight miles north of the Lakewood campus, in the northwestern suburb of Arvada, Colorado. It is the setting of RRCC's newest building built in 2001. At this time, it is a smaller facility but with plenty of space for predicted growth. It currently contains a central classroom building with satellite services from the main campus; most core classes are available at this site. This campus is also the location of the Sonography Program at RRCC. Future plans for the Arvada campus are to centralize more medical education at this campus which will allow for greater emphasis in health care, a field that is predicted to grow exponentially over the next few years.

Figure O-2 – Map of RRCC Service Area and Campuses



Currently, RRCC has health-related fields in Medical Office Technology, Phlebotomy, Nurse Aide, Holistic Health, Physician’s Assistant and the Sonography Programs (See Tables 1-1, 1-6; 1P3, 1P6)

RRCC prescribes to an overall strategic vision that is in line with goals defined by CCCS to achieve state-wide benchmarks. AQIP Action Projects have helped to define plans for continuous improvement in many areas of the college (See 7P2). RRCC adheres to the ideology of shared governance; all employees of the institution are aware of and are asked to participate in this leadership model. Through the President’s Leadership Team, Collaboration Council, department leadership, task forces, focus groups, and conversation days, strategic planning is developed with a primary focus—the well-being of students.

The CCCS charged an outside consulting group, Economic Modeling Specialists, to conduct an economic impact study of all 13 community colleges across the state. The research determined that the financial overall gains to employers, the community, and students that attend community colleges, has a total economic impact of \$3.01 billion annual contribution; RRCC’s economic contribution was \$187.41 million. For RRCC students, every \$1 invested, on average, is an increase of \$2.70 in his or her working career. On an annual basis after inflation adjustment, an RRCC student receives a rate of return of 9.9% on

the money invested in their community college education.

O1 Goals for student learning and academic climate, key programs, and related support systems

Innovation, teamwork, diversity, communication, and integrity are the values and guiding principles that are followed and modeled for students attending RRCC. Recent trends in higher education have demanded change in the community college environment. The current student population has greater interest in learning, acquiring, and applying new skills in order to increase knowledge and education for the pursuit of better employment.

Innovation Although a number of processes could be used to describe RRCC’s ability to practice this value, none has been more active and impacting as the promotion to the growth of sustainability in education. RRCC prides itself in committing to the green initiative over the past few years. This movement is notable in areas from the Renewable Energy Program, to the 2009 National Science Foundation and its Advanced Technological Education (ATE) Program, to the Green Campus Initiative Committee, which provides practical alternatives to reduce impact on the RRCC campus.

With Colorado as a perfect climate for solar and wind as energy resources, the growth in Renewable Energy is a key feature; the college is promoting efforts on

the “frontend of a giant energy wave” to increase careers, employment, and the economy in the next 50 years. RRCC offers students Renewable Energy degrees and certificates; this program has doubled in size in courses offered and number of students since 2009. The courses are designed to teach more efficient use of current energy, the technological use of wind and sun energy, e.g., maintenance and installation of wind turbines and solar panels.

In 2009, RRCC was awarded a grant from the NSF-ATE to produce and maintain sustainability across curriculum at RRCC. The grant has expanded and developed many learning opportunities that have included the installation of solar panels for the campus, which were installed by Renewable Energy students. The purpose of these solar panels goes much further than the institution’s actual use of non-fossil energy. A display is used as a current, active teaching tool; i.e., there is a real-time graphic display viewed on the website with calculations, including savings and use of solar energy by the RRCC campus. See [website](#) for additional information. This display can be used as interactive lesson plans for a variety of courses at the college; it is also available to other school districts for use in curricula for many grade levels and subjects.

In a similar direction, Red Rocks Institute for Sustainability in Education, RISE, is a collaborative grant with other educational stakeholders to provide professional development for educators on the 21st century ideology of sustainability (See 2P1, Table 8-2). Future plans for RISE projects include the building of greenhouses at different sites in the district including one on the neighboring campus of WarrenTech, a community garden, sustainable design projects, an outreach vehicle on renewable energy; all of which will be ingrained with interactive learning. [RISE video link](#)

Teamwork The college has a solid infrastructure in place that has been able to handle the influx of an increased population that has risen steadily over the past five years (See Table 4-5). The Career Center helps guide students in a viable direction to choose an avenue of interest in a program that will best suit that individual. The Advising Office is available to help the student plan out their college career. New technology implemented at all CCCS colleges, allows a student to follow personal progress in *Degree Works*. The implementation of an early warning program, *Course Signals*, will give administration, faculty, and

staff updated information on students that may be experiencing academic distress, offering prompt assistance when help will be most beneficial. This program will be in place by the end of 2012. The Learning Commons is a model of teamwork visible by the various offices and services available in that area.

Diversity RRCC, like other community college environments, has always been a place for the alternative learner. Those who have not followed traditional life pathways, military veterans, displaced workers, students as parents, individuals over 25, and those that may have struggled in previous public education environments are but some of the populace that come through the doors of RRCC. In order to meet the needs of this diverse population, the employees of RRCC are involved in a wide-range of plans and strategies to best serve students.

Traditional assistance, such as the services provided in the Learning Commons or the Office of Disability Services are now maintained in the same general physical area. A new position, the Dean of Learning Support Services was filled in 2011; the advantage of one person to centralize and improve collaboration among services has been a noted improvement. Services needed by one student or a group of students to receive specialized attention have been streamlined to apply a number of available resources.

Communication As technology continues to matter to a greater degree, the college portal, The Rock, available to all employees, has allowed for a strong increase in overall communication on the campus. Desire2Learn (D2L), the campus Learning Management System (LMS), provides for better accessibility to students through online communication for all courses at RRCC. The campus-wide wireless internet access allows for ease of communicating while online at both campuses.

The Marketing department is highly effective in disseminating information to all areas of the college. Communication through the website has increased the availability of correct and current information at the fingertips of all students and employees. Information on RRCC communication is shared in Table 5-2. Effective communication throughout the campus is structured in the leadership model of shared governance. The Collaboration Council of RRCC is perhaps the best indication that information is given to departments and individuals in an efficient manner.

The Collaboration Council consists of all factions of employees at RRCC; it has the ability to transfer important changes, events, and pertinent material quickly and clearly has been simplified. Also, with shared leadership, all members of this council have a voice, whether an issue is best communicated by a member of the student government or the president of the college. See Category 5 for details on the Collaboration Council.

Integrity This value is present in numerous ways and is apparent when one is a visitor on campus; the people are pleasant and the atmosphere is comfortable. High points of employee participation are documented in Categories 1, 4, and 5. With data-driven information upheld throughout this portfolio, the principle of integrity at RRCC speaks for itself.

02 Other key organization services for students and other stakeholders

The Student Life Office provides a number of resources to the students at RRCC. This office has a staff that dedicates energy and resources to the extra-curricular and alternative activities for students, whether it is related to professional, academic, or recreational interests. Twenty-two clubs are active at the college and offer a variety of events for students to gain outside knowledge in areas of interest (See Table 1-3). The West Entrance of RRCC is highly student-focused with various seating areas, a fitness center, game room, TV room, and ping pong, pool, and foosball tables. There is a lounge called “The Den,” where the stage can be the setting for student-led entertainment, movies, speaker events, and meetings.

RRCC has secured the college’s investment in the future generation by its commitment to children. Two notable programs are Childcare Innovations and the RRCC Children’s Center. Child Care Innovations provides a spectrum of information for parents, training and support to licensed child care providers, increases quality child care capacity, and develops programs that enhance child care quality in the community. The office also helps parents to find exceptional and affordable child care options, coordinates other resources for parents and providers, and supplies professional development and parental education. Finally, this office supports a Triad Early Education Council providing activities and events in Jefferson, Clear Creek and Gilpin counties.

The Children’s Center is a model training center and observation site for the college’s Early Childhood Education (ECE) students. The Lakewood campus facility provides full-day care for children 18 months to kindergarten entry. The Children’s Center supports the young children of the RRCC staff, students, and members of the community. Anytime during the work-day, one can see the youngsters from the center out and about learning and exploring in the college environment, allowing them to scope out their future college plans!

03 Short-term and long-term expectations of students and other stakeholders

The college works very hard to meet the expectations of its students and the stakeholders that it serves. Understanding that the student population of RRCC is non-traditional and that a highly diverse population makes up the student body is at the forefront of improvements and planning. Course scheduling is one area where the college works to meet these needs. RRCC has a number of options that allow for class attendance during evening and weekend hours, or online courses where a student gains his or her education without attending a formal college campus. The college also provides the *Noel-Levitz Student Satisfaction Survey* to students each academic year in order to assess areas that matter to students. If a need is not effective, the college will look at ways to improve those situations (See 7P5, Table 7-1). RRCC has definitely become a data-informed institution over the last five years. For example, in order to support academics, RRCC will be implementing a computer generated early alert notification system called *Course Signals* that allows for students and the administration to track behaviors that determine success or non-success.

RRCC is clear in understanding the needs of the workforce, and concentrates its curricula in all disciplines with producing students who will be versed in real-world situations before they become workers in the job market. The employers within the community know that they can count on RRCC to provide ready workers into their fields and businesses; employers confidently send their workers to the college to learn or improve skills that are surfacing and needed in order for companies to remain up-to-date and competitive. RRCC also invests in educating teachers; those who are interested in Early Childhood Education with those who want to complete a 2-year degree. RRCC’s

Education department prepares potential teachers with prerequisites needed in order to transfer to a 4-year college to gain teaching certificates (See Tables O-1, 9-2).

One area of competition that has surfaced is the recent rise in growth of for-profit college institutions, an industry which grew by 22% in the 2008-2009 academic year according to a 2010 report sent out by

CCCS. In review, one reason why these colleges have gained in popularity is because of the ability to supply excellent customer service. These colleges meet the needs of students by admitting and enrolling them quickly, hold short intensive courses, and provide support to students with personal advisors. The CCCS is looking at ways to remain competitive with these schools; the need to be more customer-oriented is being reviewed.

Table O-1 – Short- and Long-Term Expectations

Stakeholder Group	Short-Term Expectations	Long-Term Expectations
Students	<p>Access: smooth registration/enrollment process including financial aid and advising, flexible scheduling options (online, hybrid, evening, and weekend), affordable tuition and fees.</p> <p>Experience: developmental education opportunities, high quality teaching, career and technical offerings relevant to workforce demand, current technology, challenging yet nurturing educational climate, transfer agreements.</p> <p>Services: tutoring, disability services, student activities, clubs.</p> <p>Climate: safe, secure inclusive campus environment, accommodations for students with disabilities, appreciative of diverse cultures.</p>	<p>Smooth transition to 4-year institutions</p> <p>Access to relevant and progressive careers</p> <p>Ability to compete in the global economy</p>
Employees	Safe and healthy work environment, fair compensation for work performed, professional and personal development opportunities, reliable and accountable leadership.	<p>Opportunity to grow and advance</p> <p>Retirement benefits</p>
Business & Industry	Academic programs relevant to workforce needs, customized training and workforce development opportunities, prepared workforce graduates.	Economic growth
Community Members	Well-educated and well-trained individuals, cultural events, resources open the community (e.g. library, conference rooms).	<p>Students able to serve as a productive member of their community</p> <p>Increase national education level</p>

04 Human resources

The Human Resources department (HR) meets the needs of employees at the college; in the last year this office has been reorganized with a new director and the staff in this department has doubled to better serve its constituents. The chart in Fig.O-3 illustrates the organization of college leadership and Fig. 8-1 outlines the levels of communication at RRCC and where the Human Resources Office fits within the organization. The HR department follows the protocol set forth in the CCCS policies and procedures of hiring. As quality of hiring employees is on the shoulders of the HR department, every effort is maintained to assure the most prepared and qualified individual is

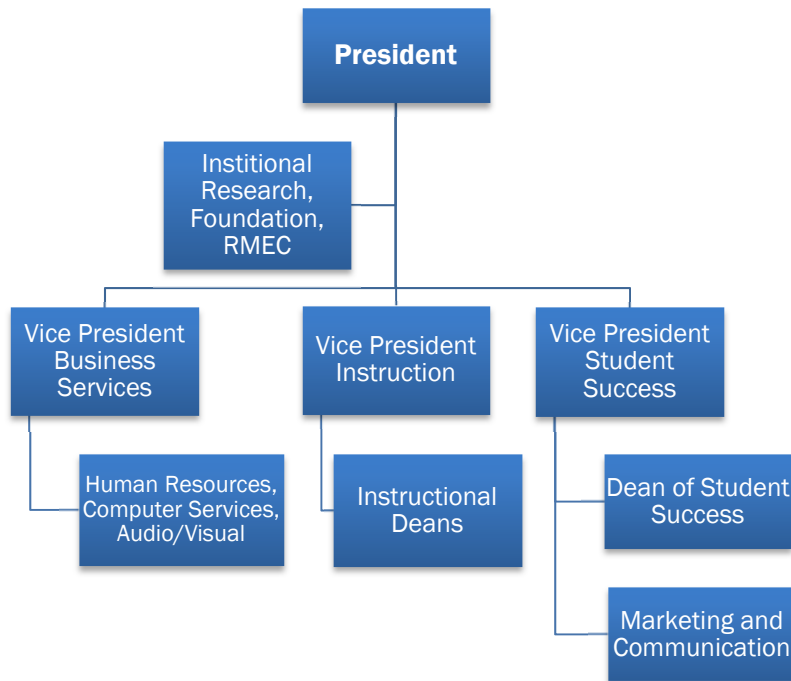
hired for any position available at RRCC. Additionally, to be sure that a potential employee would possess the attributes most attractive to the mission, values, and vision of the college, the following verbiage is included in every position announcement: *“Red Rocks supports the following attributes: Mission-oriented with the ability to translate the College’s vision and strategy in job behaviors and actions. Innovative and resourceful problem solving. Ability to adapt rapidly to changing situation. Service-oriented and approachable by others. Values learning opportunities, such as service learning, internships, and international education. Diversity-sensitive enjoying and honoring the differences of others. Willing to invest time with*

others to ensure their success. Quality-sensitive, continuously striving to exceed the expectation of others. Willing to take risks. Growth oriented, seeking out new opportunities for learning to improve job performance. Believes the collective strength of an organization is founded in the individual uniqueness of each of its members.”

In order to ensure that employees are able to uphold these values in his or her position, shared governance is explained and demonstrated with the hiring com-

mittees on campus. Hiring committees are required to be made up a diverse campus population that includes classified and admin/protech personnel, faculty, and at times, a student representative. HR is responsible for training sessions, professional development and participation during “Kick Off Week,” where mandatory orientation of the college takes place. Strategic plans are demonstrated in the belief that those employees that perform the work are best suited to be empowered to design work processes that lead to employee commitment and engagement.

Figure 0-3 – Organizational Chart



05 Leadership, decision making, and communication processes

RRCC is a supportive environment which provides a solid model of leadership through shared governance. Employees apply the college’s mission statement to daily work practices. That is, to quote the mission statement, “to create a passion for learning through our dedication to students, our commitment to excellence and our own love of learning.” Within this framework of leadership, a culture is created that is conducive to high-quality education through affordability and institutional excellence. The college adheres to the demands of CCCS, conforms to its accreditation process, and upholds rigorous academic standards. Faculty members model integrity and professionalism while bringing real-world experiences

into the classroom; each department guides and supports its teaching staff. Employees communicate care and concern for the students and each other. All the while, they promote accountability through strategic planning, fiscal responsibility, and current technology.

Shared governance is the leadership process at RRCC; all employees know that they are empowered to bring change that will improve the environment at the college. This model guides the atmosphere at the college and with anyone as a leader, maintains a high level of responsibility to its employees. The Collaboration Council is the most efficient mode of communication; by employing facets of the different departments which include members from administration, faculty, and support staff, commitment to shared governance assures that everyone at RRCC has a

voice, an opinion, and a stake in the college as a whole. See Table O-2 for a breakdown of employees in each position at the college.

Table O-2 – Human Resources

Position Category	Number of Employees
Faculty	90
Part-time instructors	442
Administrative/Professional Technical	152
Classified	96
Total	780

Because RRCC is a college that educates both fire-fighters and police officers, it takes a serious view on the college's ability to be vigilant in these unpredictable times. Training is constant, and during student testing periods, employees are recruited to participate in these exercises by volunteering to be injured accident victims or witnesses to a "crime." The police staff at RRCC is a notable presence, and they promote good customer service by being approachable and available for questions or help if needed; this includes employees, students, and visitors to both RRCC campuses.

06 Administrative support services, facilities, and equipment

Administrative support is evident by the strategic planning chart in Fig. 8-1. This chart also shows the communication levels of strategic planning, and that anyone who wants to be more involved by leading initiatives or asking for changes has a voice. It is hoped that this avenue of leadership is apparent to the students and gives a positive model to take out into the working world.

One area where supportive measures have been collaborated is the Green Initiative, outlined to a greater extent in Introduction Overview. Not only does RRCC work at educating students and employees to "Go Green," the facilities department has made strides in this same area. Recycling areas and containers are easily available all over the campus, and this service is maintained by the custodial crew. Delivery of maintenance items have been cut down to a once-a-week process instead of order on demand. The new light rail station scheduled for completion in early 2013 and adjacent to college property, is the result of

collaboration between RTD, college leadership, and facilities. Planning is now taking place for the possible transport of students from the light rail station up the hill to the college entrance, a distance of half of a mile. Discussions of shuttles that are electric or run on alternative fuel are being considered.

07 Information resources and technologies

Becoming a data-driven institution over the last five years has affected almost every area of function at the college. With the increase in student population, the Institutional Research (IR) department has also grown over the past few years with the addition of a new analyst and the upcoming executive director position. This department works closely with IT in order to provide and maintain current information to the college. The Interactive Demographics Dashboard has given all employees a better mode of accessing data. Improved interaction between employees has occurred, because gaining necessary information for meetings and planning is much more accessible. With the advantage of being more focused on data outcomes, the RRCC administration can better predict and plan for the college's future, be aware of other data trends and share information with CCCS and beyond to other schools. Currently, the college is involved in a pilot project to survey community partners. This program has contributors from all over the region; it is hoped that the data will align different types of higher education institutions toward the current and future needs of the workforce and community. With cutting edge information such as this, RRCC can incorporate it into strategic planning and use it for benchmarking.

Also, the *Course Signals* project has been one of the latest collaborative efforts by Instructional Technology and Learning Support Services, along with many other departments in the college who are invested in student outcomes. With this project, attendance, grades, learning support, and financial assistance information can be used to alert administration, faculty, and other support staff when a student may be facing difficulty in achieving his or her academic goals.

08 Key commitments, constraints, challenges, and opportunities

The largest challenge that the college has faced in the past few years are budgetary constraints. This is due to the condition of the national economy of recent years. The most notable issue has been the 30%

decrease in state general funds to community colleges since 2008-09 fiscal year (See Fig. O-4, O-5). During that same time period, enrollment has increased by 25%, creating the need for creative and innovative planning to meet student demand and to provide quality education with less funding. Some of this has been done through initiatives that have increased grant funding, the NSF-ATE Grant in 2009, The RISE Grant in 2010, The TAA Grant in 2011, and the Physician’s Assistant Program Grant which will be implemented later in 2012.

Figure O-4 – Tuition Rates per Credit Hour

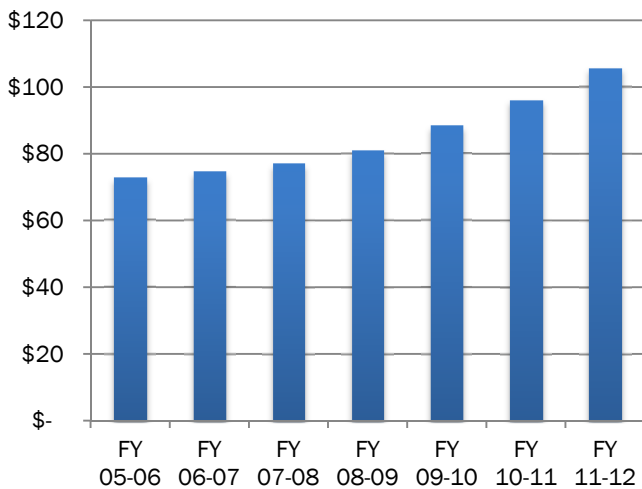
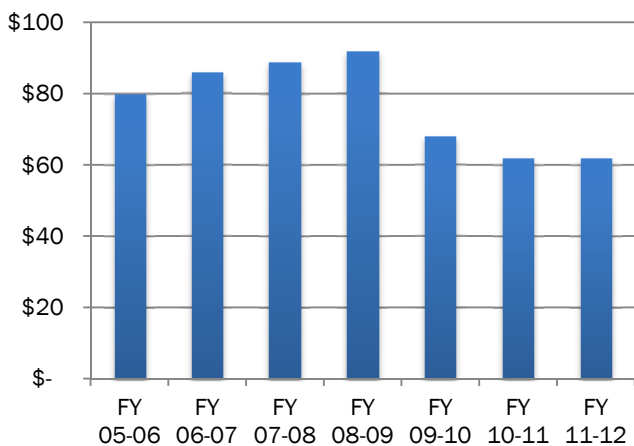


Figure O-5 – State Contribution Rates per Credit Hour



Maintaining morale in tough financial times is also a challenge. Some employees at RRCC have not seen pay increases in over three years. With such a large increase in student population, the demand on all employees can be wearing, especially during times of the day or week when the population at the main college campus is extremely high. There has also been a noticeable increase in two distinct populations: returning war veterans and students with developmental education needs (See Table O-3).

Table O-3 – Other Key Challenges

Key Challenges
Declining/flat state funding
Dramatically increasing enrollments
Keeping curriculum and technology current
Influx of dislocated workers
Influx of returning veterans
Increasing need for course and degree completions
Complying with legislative mandates

Both of these populations appear to have more challenges that must be addressed and met by the college’s current employees. The maintenance of this balance means greater adherence of honoring these diverse needs than in previous years; a number of these concerns are being met with professional development training and workshops, including more input and communication by the Office of Disability Services, The Gateway Program (See 9P1), and the Veteran’s Administration Office. The Learning Commons (See 1P1) staff has been very proactive with an approach to these issues, and the Connect to Success Office integration of services and staff members in the past year has been a positive advancement in these areas.

09 Key partnerships and collaborations

The Office of High School Relations is the department that connects RRCC with the high schools that are in its service area. Jefferson County Public Schools is the largest school district in the state and currently educates 86,000 students every year. The high schools that serve Clear Creek, Park and Gilpin counties are smaller rural regions far outside of the metropolitan boundaries and are also covered in RRCC’s service area.

CCCS oversees the needs of the college along with 12 other 2-year colleges in the system; not only is this collaborative with bringing together administrative needs, but also partnerships are gained for each specific discipline. Relationships are built with other offices within the system, and networking with the CCCS colleges is an important piece of communication. Many directors meet on a regular basis in order to develop and create new ideas; it is also a method of support for each of the colleges to compare and share data-driven processes.

Articulation agreements with many of the 4-year colleges guarantee admission for RRCC students (See 9P2). Among these colleges are: Metropolitan State University of Denver, (the urban state college), Regis University, (a private Jesuit University), and Colorado School of Mines, (the state engineering school and one of the top universities in the region.)

Industry involvement is possibly best illustrated by the Rocky Mountain Education Center, (RMEC). RMEC has grown beyond OSHA training. It is also dedicated to providing customized education services on location, or instructors travel to a number of job sites in and out of the state. Instructors include leadership

professionals with a wide range of technical backgrounds and expertise. RMEC partners with major providers of technical certifications including pre-employment testing, certifications, test prep courses, and test proctoring.

In community relations, the RRCC Foundation has been instrumental in providing a center point for growth in that area. In 2011, it was recognized as the West Chamber of Jefferson County “Non-Profit Organization of the Year.” It provides scholarships and funding of more than \$500,000 to support the students, faculty, and staff at RRCC. Since the inception of the Foundation in 1993, it has assisted over 2,000 students meet their educational and life goals. In order to develop this amount of funding, the Foundation has many partnerships throughout the community that have ensured that the college is an integral part of its community, and it continues to grow despite the challenges it has faced during the recent downturn of the economy.

Category One – Helping Students Learn

Dr. Michele Haney, College President, once shared at an all-college meeting that when a student walks into any office on campus, or into any classroom, she should be treated as if she is the only student at RRCC. This spirit of putting the needs of students first permeates RRCC. Category 1 focuses on the superior services that are available to students inside and outside of the classroom. From the tutoring services in the Learning Commons to the innovative strategies being tested through grant-funded projects, faculty and staff at RRCC are continually looking for ways to improve how they help students learn.

Category 1 Processes

1P1 Determining common or shared objectives for learning and development

The RRCC Mission Statement is to create a passion for learning for our students, a commonality that is shared among administrators, faculty, and staff members at RRCC. Employees uphold that through shared goals and expectations, students of the college will rise to the challenge. Many of the objectives that have surfaced in recent years have focused on a greater investment in student achievement. For example, developmental education is aided by the Learning Commons to help all students meet their college requirements. Some of the most effective changes have occurred through faculty-led initiatives, such as the development of a prerequisite program implemented since the 2010-11 academic year.

1P2 Determining specific program learning objectives

RRCC employees strive to educate students in the same values and principles that also define and guide the college: innovation, teamwork, diversity, communication, and integrity. In the community college environment, it is understood that one way achieve-

ment is measured is by the institution's ability to provide a spectrum of workers into the job force.

RRCC also adheres to the practices necessary to comply with all programs that require third party accreditation (See Table 1-1). For instance, in 2011, RRCC's Early Childhood Education program earned accreditation from the National Association for the Education of Young Children (NAEYC). The ECE program was noted to follow highly rigorous processes; therefore, the next accreditation will not be needed for seven years, a benefit given to only the most prestigious programs.

Throughout the last decade, CCCS required that all 13 colleges convert to the same numerical system for numbering all courses offered at each college. RRCC brought together its discipline groups in each area and made sure that all current curricula reflected the same learning objectives, descriptions, and outlines for each course offered in accordance with CCCS guidelines. This process was completed by 2003, which has greatly unified the system. Courses taught are now listed in the Colorado Common Course Numbering System (CCCNS) and are copacetic within all 13 colleges (See 1P3).

Table 1-1 – Programs with Third Party Accreditors

Program	Accrediting Agency	Current Status	Last Renewal	Next Renewal
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	Approved	10/2011	10/2018
Emergency Management Services	Colorado Department of Public Health and Environment	Approved	9/2008	3/2012
Firefighter I Academy	Colorado Division of Fire Safety	Approved	n/a	
Law Enforcement Academy	Colorado Peace Officers Standards and Training Board (POST)	Approved	12/2010	Ongoing

Program	Accrediting Agency	Current Status	Last Renewal	Next Renewal
Medical Assisting Program	American Association of Medical Assistants (AAMA)	Gold Standard	9/2004	9/2014
Medical Imaging Program – Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Approved	4/2010	4/2018
Medical Imaging Program – Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	Pending		
Certified Nurse Aide	Colorado State Board of Nursing (DORA)	Approved	11/2010	11/2012
Physician Assistant Program	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Approved	3/2012	3/2017

1P3 Designing new programs and courses that facilitate student learning

In continuance with 1P2, CCCNS has ensured continuity within the 13 community colleges of CCCS and includes general education and CTE courses. Requirements are that 80% of each course curriculum must be standard, 20% can be contributed by an individual college. The standardized system in curricula has also allowed for easier transfer into other Colorado 2- and 4-year institutions.

CCCS aggregates discipline information from across the state, along with college representatives that bring community feedback from business and industry for review; teams from each learning discipline develop objectives for every course. This type of appraisal gives current, accurate information when updates or inclusions to a course are needed. Course objectives are first approved by the State Faculty Curriculum Committee and then by the Colorado Educational Services Council, a committee of CCCS Vice Presidents and Deans.

Policy through CCCS states that RRCC recruit from its specific physical area, which includes the counties of Jefferson, Clear Creek, Gilpin and Park. With this stipulation, programs are geared to common and specialized themes that are relevant to this service area. For instance, RRCC has unique programs e.g. Physician Assistant, Sonography, and Water Quality.

Other aspects that determine new program and course design are outlined in Table 3-2. When evaluating non-credit courses or programs, as the case for courses in RMEC, student feedback sheets are com-

pleted at the end of each course. This type of participant feedback helps to implement changes that may have been noted through student assessment in regard to ideas for the instructor, the course, or the program.

RRCC has an Instructional Technology office that oversees, facilitates, and assists with meeting the variety of needs for students and faculty using technology for teaching and learning. A key component of technology at RRCC is the learning management system (LMS). CCCS supports a system-wide LMS and each college has a campus administrator who oversees and provides technical support for that institution's separate instance of the LMS. The current LMS is Desire2Learn, and each college has a branded version of D2L. Full time faculty is required to use D2L at a minimum for posting a syllabus. The CCCS has procured a 24/7 helpdesk for all students at the 13 colleges. Online classes and hybrid classes are required to use D2L for all course content. All classes have a corresponding course shell within the D2L system, which allows for the instructor to facilitate learning with technical enhancement; e.g., recorded custom lectures, synchronous sessions, discussions and other resources available through easy access from the Internet.

1P4 Balancing and integrating responsive academic programming

RRCC promotes a course schedule that allows for a variety of options in learning. Traditional face-to-face classrooms, online learning, hybrid courses, weekend classes, late-start and accelerated courses are all options at RRCC. The college is comprised of two

campuses, one in Lakewood on the west side of the Denver metro area, and one five miles further north in Arvada, serving the northwest metro area.

Many RRCC students plan to transfer after completing two years of general education coursework. To meet this need, CCCS has integrated a guaranteed transfer program between Colorado 2- and 4-year colleges. Referred to as GT Pathways, this program guarantees students that the courses labeled “GT” taken at RRCC will transfer to all of the public 4-year institutions in Colorado.

A second option for students transferring who have a specific degree in mind can take advantage of a new set of 2-year degrees called “Designated Transfer Degrees.” Students completing these degrees are guaranteed junior status in the corresponding 4-year degree. Designated Degrees are available in: Business, Economics, Early Childhood Education, History, Mathematics, Psychology, and Spanish with additional programs on the horizon.

Finally, to balance academics with work experience, the college has an internship program to allow for students to engage in areas where they have expressed interest and give educational opportunity and real-world experience to practice the skills needed for a particular field. There are approximately 70 employers who work with the college to create over 120 internships from RRCC per year.

1P5 Preparing students for curricula, programs, and courses

A student’s career at RRCC will start with an assessment of their abilities using either the SAT or ACT predictor of success scores or the *Accuplacer* placement test. This information will determine readiness for the standard college curricula, or if more preparation through developmental education courses is needed. *Accuplacer* scores determine where a student is placed within English, reading, and math. Scores are also used to satisfy prerequisites.

The Advising office consists of seven full-time specialists available to assist current and potential students with their academic needs and five part-time advisors, along with approximately five instructors during admission triage at the beginning of each semester registration. RRCC offers a Career Development course, PSY110 that uses a variety of tools and outside information to help any student explore

their personal strengths and weaknesses. Based on this information, students are more realistically prepared to focus on areas of interest where they will succeed.

A student has a variety of options available to them for assistance if more preparation is needed. If qualified, a student can receive support from the Office of Disability Services (See 1P8).

The Learning Commons is available for a plethora of services, from learning research skills through the library staff; writing, reading and math skills, along with a variety of upper level topics such as calculus or astronomy with tutoring services; other services can address readiness skills with the assistance of the Connect to Success Office. Under the Learning Commons umbrella, the Writing Center maintains tutoring for writing assignments in every discipline offered at RRCC and includes both campuses, plus an online tutoring resource for students on a 24 hour, 7 day/week service. The CommLab is the tutoring area for students with the need to practice Speech and Communication skills. Individual tutors there review speech and presentation writing, technological skills for computer software, and video recording for feedback sessions. Anywhere from 700 – 1000 students use the tutoring services every semester.

1P6 Communicating and preparing current and prospective students

The High School Relations office has a rigorous outreach program to support the RRCC vision of “college of first choice.” (See O-5, 5P1). Student Services is currently working with IR and Advising in order to pinpoint where students drop out of the registration process. The RRCC website holds initial information for anyone who may be looking to find out about the college; the majority of departments, offices, and services have worked together with the Marketing Office to create and develop pertinent information for online perusal; this allows a student to be more aware and prepared to choose a successful program. New students can apply for admissions and register completely online or come in for face-to-face service.

The RRCC Student Handbook and the course catalog are updated every academic year for general information. A course schedule that lists courses offered is published twice per year; the summer and fall course selections together and again for the spring course listing. During high volume registration, the Admis-

sions Office sets up a triage table in the front lobby in order to be readily available for those intending to register for the upcoming semester.

In regard to special programs, i.e., Physician’s Assistant Program, and the Sonography Program, students must go through a rigorous application and interviewing process in order to be accepted into these high-demand programs. Specific requirements are posted for each of these programs and are available to interested parties in printed form and on the RRCC website.

The RRCC Physician's Assistant program is one of two programs in the state, and the only program that offers a general practice certificate. Over 600 applicants from all over the U.S. apply for 30 allotted spots. In 2012, this program was awarded a \$309,000 grant from the Colorado Health Foundation to improve health care in medically underserved communities. The project is a collaborative effort between RRCC and the Foundation, Colorado Counties, Inc., Colorado Municipal League, and the Special Districts Association, a partnership developed to respond to the current health care crisis.

Table 1-2 – Communicating Requirements to Students

	In Person	Print	Technology
Prospective Students	General Advising Program Specific (Faculty) Advising Career Fairs Program Open Houses Accuplacer Assessment Placement Tours/Outreach Events	Printed Catalog Printed Schedule Course/Program Prerequisites Recruiting Brochure Program Specific Brochures Student Handbook	Program Specific Web Pages Online Catalog Marketing Viewbook (DVD) Online Student Handbook
Current Students	General Advising Program Specific (Faculty) Advising Program Orientations Academic Standards/Probation Meetings	Printed Catalog Degree Planning Worksheets Course Syllabi Student Handbook	Degree Works Program Specific Web Pages Online Catalog Student Registration System (Banner) Online Student Handbook

1P7 Helping students select programs that match needs, interests, and abilities

The *College in Colorado* website is a state-sponsored information center for interested potential students to gain direction in starting a college career. Through exploration and answering questions, students are given information on colleges and schooling that may be a good fit for that student. RRCC offers the following assistance in matching needs, interests, and abilities:

Advising is available to all students who seek assistance in understanding the pathway involved in completing a chosen degree, and show a student how a given plan will lead to success in the most efficient amount of time. The recently inducted online computer program, *Degree Works*, will permit a student to check through their personal RRCC account and update the necessary course hours and time requirements for completion of his or her degree or certificate.

Faculty members consult with students about academic progress and goals; advise students about program information and course sequences and selections; encourage exploration of certain career or transfer options; help students identify internships, scholarships, and networking opportunities; confer with preparing students’ transition to other courses, colleges, or the workplace.

Student Employment Office: The Student Employment Office links employment with student career pathways by coordinating internships, independent studies, cooperative learning experiences, service learning, and occupational experience (See 1P4).

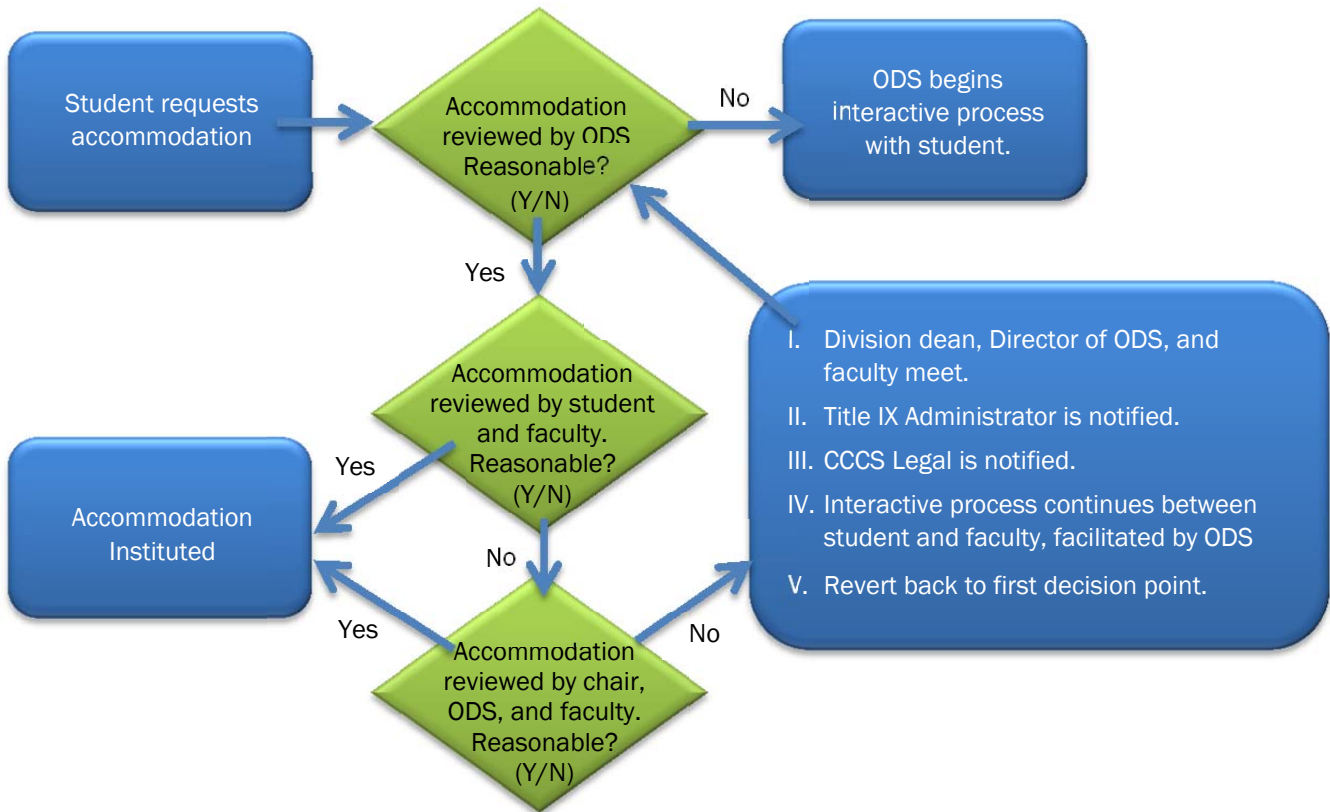
Student Clubs and Organizations are managed through Student Life (See Table 1-3, 3P1, 3P2), provide students the opportunity to learn more about particular career fields, leadership opportunities, educational advantages and social interaction through events and seminars.

1P8 Dealing with underprepared students

The Office of Disability Services (ODS) works with students to provide what they need to be successful. Services include interpreters for the hard of hearing, note taking, adapted textbooks, and technical tools. The technology for those who are physically, mentally, or emotionally challenged is ever-improving, and the

ODS has served approximately 200 students during the 2011-12 academic year; a number that has risen steadily since 2008 when 70 students were associated with ODS at that time. The ODS has two Advisory Groups that assist in compliance, one at the local level, and one at the state level. See Fig. 1-1 for a diagram of the process for accommodation review.

Figure 1-1 – Process for Determining Reasonable Accommodations in Office of Disability Service (ODS)



Connect to Success is a unique program at RRCC that concentrates on giving students of all abilities the skills in academics, personal, career, and college readiness. There are also several web-based tools for students online. In the career area, counselors assist students in defining academic or vocational goals and select a course of action. In academics for example, the College Connections course starts with meeting basic academic needs of reading, writing, and math and helps new students with little or no college skills transform into those who can successfully matriculate through developmental education courses and

beyond. The need for these skills and activities has proven to be in high demand; Connect to Success is one of the fastest growing departments at RRCC. From the inception of Connect to Success in 2006, 20 classroom visits took place. In 2009, over 75 classrooms were visited, reaching 1500 students. In its beginning year, 40 students were assisted during that first semester; in fall 2011 semester alone, over 500 students have been reached through workshops, conferences, county workforce classes, and drop-in appointments.

Options are available through tutoring advantages; The Learning Commons, as described in 1P5, handles a variety of learning needs; for example, in extreme circumstances one-to-one tutoring is available to students. Students must be at or below a “C” average in the class and have tried all other alternatives. The Director of Tutoring arranges for a learning plan with the instructor, a personal tutor, and the student. This is a positive working relationship that allows the student to succeed in a class where otherwise success may not be possible.

One of the latest areas of innovation to fulfill needs of challenged students is the National Trade Adjustment Assistance Project (TAA grant), awarded to RRCC in 2011. At this time, the process for implementation is proceeding; the grant, worth over \$650,000, has been assigned a project manager and an instructional designer to comply with grant implementation. Funds are being used for the new design of curricula to align workforce skills with energy fields. The grant supports researched strategies for improving success rates in developmental education classes. Developmental courses are “contextualized” by combining a developmental education course with a CTE course. As an example, Water Quality Management courses are linked to developmental math courses through Learning Communities so that the math concepts learned in the developmental course are tied to actual industry concepts. Included in this piece of innovative education, a newly explored curriculum source will be the WQM Mobile Lab, a transportable training center that can be moved to actual physical worksites in rural areas.

1P9 Detecting and addressing different learning styles of students

RRCC instructional leadership and faculty recognize the importance of identifying individual differences at a community college. These differences are most apparent in the way that people learn. The RRCC administration counts on faculty departments and its instructional staff to do this in the classroom. As in most community colleges, many faculty staff members come from a large pool of educators throughout the metro area. With this great variety, a wealth of many forms of pedagogy, philosophies, and styles are taught to the many different learners at RRCC. To ensure this occurs, beginning teachers attend new teacher orientation when first hired where they are

introduced to the topic of addressing diverse learning styles. Throughout the professional development opportunities at RRCC, full time and part time teachers are provided with information on how to implement content, learning activities, and assessment strategies that address varied learning styles.

To ensure that teachers are incorporating a variety of activities in their classrooms, the Student Opinion of Instruction (SOI) results are evaluated and given to each instructor by the dean or department lead. Additionally, classroom observations are conducted on a regular basis. Deans observe full-time faculty who, in turn, observe adjunct instructors. RRCC educates learners on the importance of recognizing their own learning styles through the Connect to Success program, mentioned in 1P5 and discussed at length in 1P8. Students can self-analyze their personal learning style(s), and can ask for assistance in making sure these styles are respected and addressed.

1P10 Addressing special needs of subgroups (e.g. handicapped students, seniors, commuters)

The RRCC Office of Disability Services (ODS) complies with Federal and state regulations, and invests in advocacy, assessment, directional needs, alternative learning skills, and transitioning. Qualifying students meet with the program director and the needs of every individual is assessed. See Fig. 1-1 to view the accommodation process.

Commuters at RRCC will experience an improved level of transportation services when the Denver Rapid Transit District will complete another light rail track. This is part of the strategic plan to address the commuting needs of the western metro population.

The Office for International Students has been in operation at RRCC for many years. At its inception, the international students attending the college were limited to eight countries; now that office assists students from many more—this year the International Fair hosted students from 36 countries. Two populations of international students attend RRCC; those who are considered as immigrants who are attending the college to improve their education and become citizens. The other population of international student is in America to increase efficacy in language, writing, reading and math skills to take this knowledge back to their native country and improve the conditions there. RRCC has a rigorous English as a Second Language program (ESL); as these students improve

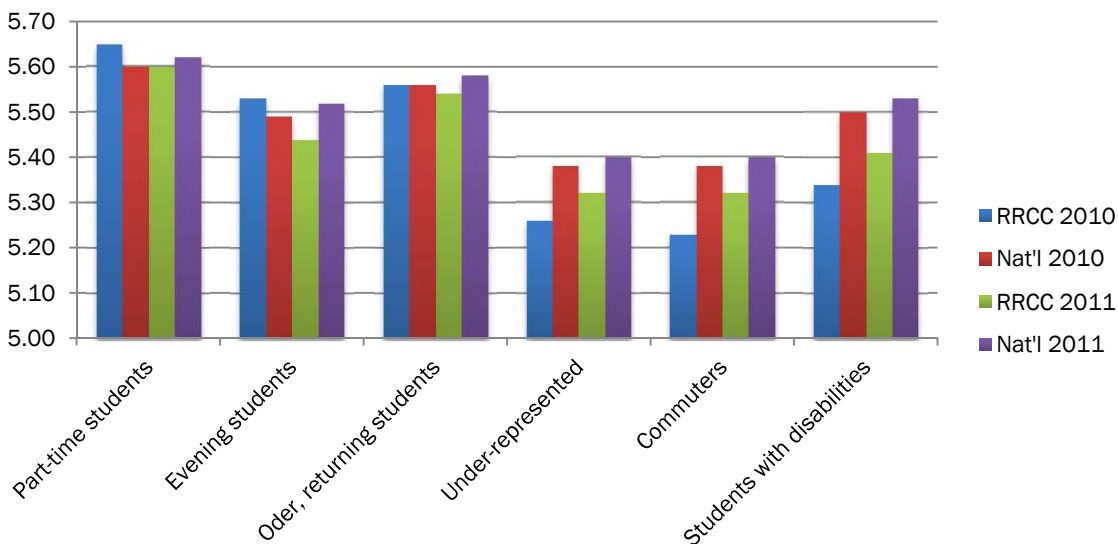
their communication skills it is reflected in their ability to be successful in mainstream courses at RRCC.

The Gay, Lesbian, Bi-sexual, Transgender (GLBT) office has been active at RRCC since 2006. The founder of this resource center wanted a place for GLBT students, faculty, and staff, along with their allies to have access to materials related to the GLBT community. This office is a safe place that provides information and supports awareness to the entire RRCC population about the GLBT community. Additionally, the GLBT Resource Center sponsors weekly drop-in support groups and social gatherings. There is also a twice-a-year workshop for staff and faculty who are interested in becoming an ally to GLBT students. After the workshop, participants have a Safe Zone sign to display in their office.

There is a wide variety of diversity in the student population at RRCC that crosses ability, social economic, race, and many other differences. There are students at RRCC from the senior population as well as students who attend the college under the age of 18. There is a strong sense of inclusion and acceptance to those that would qualify as any member of a sub-group. This sense of inclusion can come from a variety of sources within the RRCC system, including the climate of shared governance, student clubs and activities, participation on committees, and the open-door policy of college leadership. When surveyed, students respond positively to services offered (See Fig. 1-2).

Figure 1-2 – Addressing the Special Needs of Subgroups

Noel Levitz Results for the questions: “Institution’s Commitment to...



1P11 Defining, documenting, and communicating effective teaching and learning

Along with the investment that RRCC has in its faculty with orientation and evaluation, there is a strong commitment to professional development. As described in Category 4, professional opportunities are provided throughout the year and once per semester there is an all-college Professional Development Day scheduled for all employees. These opportunities support faculty and administrators in defining and exploring effective teaching and learning opportunities. All full-time faculty members are required to have an assessment goal each semester.

The AQIP Assessment Action Project is charged with implementing a repository of resources that will be housed online. The repository will include a database of documentation available to all employees as needed so that documented assessment projects from all college departments can be shared. The Instructional Services Office stays abreast on college needs at administrative, faculty and student levels. It continues to develop knowledge-based educational resources for the continued improvement of learning environments for all RRCC students.

1P12 Building an effective and efficient course delivery system

Department chairs are responsible for the course schedule and they regularly review the schedule to determine if there is a need for additional sections or new courses. Department leads are best prepared to analyze overall student needs. In order to maintain a consecutive course process, the schedule is carefully reviewed to adhere to the most effective schedule matrix for the majority of students at RRCC. This may occur through faculty input in assessing their students, FTE data from previous semesters, college-wide communication, and public trends.

RRCC has a variety of scheduling options available to students that includes online, hybrid, self-paced, accelerated, weekend and evening, and learning communities. Grant sponsored Learning Communities, for example, combine two classes from different disciplines, i.e., geography and reading, an example from the 2012 fall schedule. Learning Communities provide a great support network for instructors and classmates.

In order to fulfill internships and other experience-related credit hours, each individual department works with the Internship office which collaborates with outside employers to ensure an effective and efficient learning environment for students while learning in the real world.

1P13 Ensuring effective programs

Effective programs are influenced by a number of factors. Accreditation, as discussed in 1P2 and Table 1-1, show the integration of the college and those that accredit programs. The bi-annual “2 to 2” meetings (2-year colleges) and “2 to 4” meetings (2- and 4-year colleges) help RRCC faculty stay abreast of trends and changes that may be occurring in the academic arena and the workforce (See 9P1, Table 9-2). Also, the college counts on the outside resources brought to the college from members of the administration and faculty to bring current information to each department and discipline. When a change is recommended, the process is met with discussions among a particular discipline; the department leads will bring suggestions to the overseeing dean. The process could also be reversed, where deans or other administrators bring ideas for program development into a specified department or discipline.

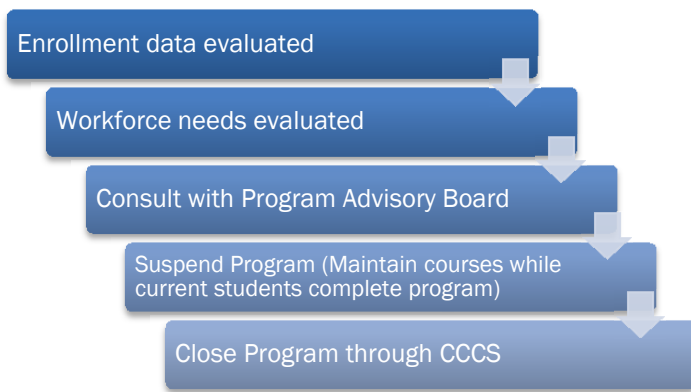
CTE programs use advisory councils as the primary means for ensuring that their programs are effective. Advisory councils at RRCC involve over 170 citizens from the community. Industry professionals serve on these councils and provide program leadership with information on necessary skills, employment data, and knowledge needed. Additionally, in high-tech programs such as Computer Information and Multimedia Design, program leads and faculty must stay constantly current on technology updates. In general education areas such as sociology, history, economics, etc., these faculty members stay current by attending industry conferences, webinars, and networking with colleagues from other CCCS colleges.

The Colorado Department of Higher Education (CDHE) outlines a prescriptive process for ensuring the approval and effectiveness of CTE programs at the community colleges. Programs are reviewed every 5 years and the process includes curriculum, degree and certificate evaluation; the collection of data on completion rates and employment placement.

1P14 Changing and/or discontinuing programs and courses

Programs and courses are most commonly discontinued due to a lack of meeting enrollment goals, which many times may indicate a trend in attrition rates. Please see Fig. 1-3, as it reviews the process for discontinuing programs and courses. The decision to change or discontinue a program is data-informed, and is reviewed over a designated time period. Although RRCC, along with other state community colleges has experienced a rapid growth in the past 5-6 years, this statistic is attributed to economic factors present during the last few years. As the economy improves, this trend will most likely reverse. The college has also experienced competition from specialty technology schools and other private schools that offer same or similar courses or programs. When a program does experience closure, a student is counseled on the outcome, and is assured that they may complete that program at RRCC, or attend a similar program that can offer comparable standards.

Figure 1-3 – Diagram on Change/Discontinue Program



1P15 Determining and addressing learning support

The majority of learning support services has been addressed throughout this category by addressing various needs of students throughout their career at RRCC. The *Accuplacer* and other assessments are given through the testing center, the Connect for Success office provides information on learning success, and a wide assortment of tutoring is provided by the Learning Commons. The English and math departments continue to create curriculum that improve the chances of success in developmental education courses. Offices for special concerns include Advising, Veteran’s Assistance and the ODS.

On a faculty level, professional development is offered to members to improve awareness when additional student support may be needed. SOI’s and evaluations include questions that refer to acknowledging the need for support and/or other student concerns. As with many other processes for helping students learn, much of the recognition for improvement or change falls on the individual instructors who work closely with students day in and day out.

1P16 Aligning co-curricular goals with curricular learning objectives

Through the Student Life office, students can apply to develop a new club. In Table 1-3, a breakdown of activity and purpose of each club is designated. Student Life also promotes recreational sports activities on campus, e.g., volleyball, tennis, Frisbee-golf, and as of 2012, rugby. The English Department publishes both *Obscura* and *Claro*. *Obscura* is a literary magazine of fiction, poetry, creative nonfiction, and art; *Claro* publishes scholarly student works. An espe-

cially unique artistic program at the college is *ArtSmart*. *ArtSmart* is a collaborative effort by staff, faculty, and students to discover art in everything. The challenge was proposed, along with a generous donation by Terry Stevinson, father of an RRCC alumnus. Participants perform in unique and unusual ways, and no one on campus is safe from an “Art Attack!”

Table 1-3 – Student Clubs

Club	Description
Student Clubs	
Anime Club	Cultural – network with other students – common interest
Baseball Club	Social/Civic – play, advance skills
Bible Study on the Rocks	Social/Civic – community Bible study
Chess Club	Social/Civic – play, advance skills
Drama Club	Cultural – promote theatre resources on campus
Engineering Club	Occupational – learning and career exploration
History Club	Occupational – learning and career exploration
International Club	Social/Civic – network with other students – common interest
Knitting and Crochet Club	Social/Civic – network with other students – common interest
Metaphysical Club	Social/Civic – network with other students – common interest
Military Veterans	Social/Civic – network with other students – common interest
Nursing Club	Occupational – learning and career exploration
Outdoor Club	Social/Civic – network with other students – common interest
Poli/Sci Club	Social/Civic – network with other students – common interest
Poker Club	Social/Civic – play, advance skills
Psychology Club	Occupational – learning and career exploration
Rainbow Alliance	Social/Civic – support GLBT students and raise awareness on campus
Recovery Club	Social/Civic – Addiction and recovery support
RR Outreach Community Club (ROCK)	Social/Civic – ex-offenders, community service and support
Rugby Club	Social/Civic – play, advance skills
Video Game Club	Social/Civic – network with other students – common interest

Club	Description
Women in IT	Occupational – share IT information on campus, encourage gender diversification
Student Organizations	
Red Rocks Student Government	Student Leadership
Phi Theta Kappa (Honor Society)	Student Leadership – National Organization

1P17 Determining that students have met degree and certificate expectations

Academic standards are set by CCCS and are upheld by the ethical standards of the college; faculty integrity follows that learning objectives must be mastered in order to pass courses and complete the requirements of a program. Every student graduation application is reviewed by the dean of that department before it is approved. *Degree Works*, the new online program available in 2011, can be used to keep a student updated and on track with personal goals and requirements. If a student has difficulty meeting the conditions of a course or a program, the RRCC Student Handbook offers direction to gain assistance in many situations for each student to be afforded the opportunity to graduate from RRCC.

1P18 Designing processes for assessing student learning

Assessment strategies are taught in new teacher orientation and in on-going workshops (See 1P4 and 1P8). D2L quizzes and assessments provide easy access for developing usable data for review of the most effective measures. This commitment to data-informed assessments has created the confidence that RRCC provides quality courses and programs, along with the metrics to enforce these methods. The faculty incorporates a wide variety of assessment strategies including research projects, portfolios, lab activities, and internships.

Due to the shared governance and belief in the values at RRCC, many faculty members have invested in conducting personal research, especially when the need for change is indicated or when an instructor may take a special interest in their discipline. For instance, the math department has conducted surveys over the last two years that indicate academics are not the only reason for a lack of success. In fact, this research indicates the top three reasons why a math student has been unsuccessful is related to work life, home life, and commuting issues.

Category 1 Results

1R1 Performance measures for students' learning and development

Faculty and adjunct instructors at RRCC regularly measure classroom performance using a variety of assessment measures. Teachers are encouraged to provide students with a variety of assessment measures in order to address diverse learning styles. RRCC teachers regularly use tests, papers, quizzes, projects, presentations, in-class and online discussions, as well as internship reviews for assessment.

For the healthcare programs at RRCC, there are industry recognized tests or licenses. Student pass rates on these tests also measure the students' learning and development. Faculty members in these programs as well as accreditation agencies use these pass rates to identify problems. Changes are made to curriculum and instructional strategies in order to ensure improvement.

Recent federal regulation is requiring that institutions of higher education also provide placement rates and completion rates to new students. This data must be publicly available and can be found on the RRCC website at www.rccc.edu/gainful_employment. Success in completing a certificate/degree and job placement can also be associated with student success in learning.

1R2 Performance results for common students' learning and development objectives

RRCC's integrated assessment processes include the practice of a required goal in faculty performance plans. Faculty engage in aligning their course learning objectives with their teaching practices. These assessment strategies are used to measure the effectiveness of the teaching as well as measure students' learning. Instructional deans summarize the assessment projects within their divisions and the data is currently posted using SharePoint. A current AQIP Action Project is underway to improve this process

with a campus-wide repository that can be available on and off campus, and it will encompass all areas of the college in addition to instruction.

The number of degrees and certificates (Table 1-4) and completion rates for RRCC students (Table 1-5) provide a summative measure of learning and development.

Table 1-4 – Degrees and Certificates Awarded

Degree Level	FY 2008	FY 2009	FY 2010	FY 2011
Certificate < 1 year	543	635	735	521
Certificate < 2 years	144	132	137	243
Associate of Applied Science	180	187	216	228
Associate of General Studies	34	36	44	40
Associate Degree (AA or AS)	203	225	205	254

Table 1-5 – Completion Rates for Sample Program Areas

Program Title	Completers	On-Time Completers	On-Time Completion Rates
Accounting	8	3	37.5%
Business	13	5	38.5%
Business – Real Estate	19	10	52.6%
Construction Technology	17	6	35.3%
Early Childhood Education	14	1	7.1%
Emergency Medical Services	158	116	73.4%
Fire Science Technology	89	67	75.3%
Law Enforcement	43	36	83.7%
Multimedia and Webmaster	4	2	50%
Nurse Aide	172	123	71.5%
Renewable Energy Technology	13	9	69.2%
Water Quality Management	12	1	8.3%
Web Design	4	3	75%

1R3 Performance results for specific program objectives

Many of the programs at RRCC lead into professional careers where an industry test is a prerequisite to employment. The pass rates of these national certifying tests reflect the performance results for program objectives.

Three examples highlighted in Table 1-6 are the Emergency Management Services (EMS), Physician Assistance (PA), and Radiologic and Sonography Technology (RTE) programs.

Table 1-6 – Industry Certification Testing – Pass Rates

Program/Test	Pass Rates
EMS - National Registry of EMTs (NREMT)	Spring 11 – 78% Summer 11 – 82% Fall 11 – 88%
RTE – American Registry of Radiologic Technologists (ARRT) American Registry for Diagnostic Medical Sonography (ARDMS)	For period 2008 – 2011 ARRT: 100% ARDMS: 97.5%
PA – Physician Assistant National Certifying Exam (PANCE)	2007: 93% 2008: 100% 2009: 93% 2010: 97% 2011: 100%

1R4 Evidence that students have acquired knowledge and skills required by stakeholders

Employers who hire or recruit RRCC students for internships are surveyed at the end of each internship. The employer satisfaction ratings are reported in Category 9, Fig. 9-3 and 9-4. Results typically indicate a high level of satisfaction with RRCC students and a strong interest in hiring.

Table 1-7 demonstrates the results of the VE-135 data collection campaigns for the last 5 years. It indicates that in 2010, 12 months after graduation, 60% of CTE graduates were employed in a job related to their field of study while 23% were employed in a job unrelated to their field of study. Over half of the CTE graduates (74%) reported continuing their education at a post-secondary level. Additional reports are available online at [CCCS website](#).

Table 1-7 – 5 Year Placement Trends – VE-135 Graduate Follow-up Survey of CTE Students

Year	Completers	Respondents	Employed Related	Employed Unrelated	Unemployed Seeking	Continuing Education*
2010 Respondent Ratio	1049	551 52%	328 60%	124 23%	27 5%	406 74%
2009 Respondent Ratio	927	427 46%	232 54%	104 24%	50 12%	215 50%
2008 Respondent Ratio	829	218 26%	128 59%	52 24%	16 7%	115 53%
2007 Respondent Ratio	561	150 27%	107 71%	32 21%	6 4%	91 61%
2006 Respondent Ratio	796	509 64%	197 39%	203 40%	89 17%	349 69%
5 Year Average	832	371	198.4 57%	103 28%	37.6 10%	235.2 63%

*Continuing education for secondary programs includes students continuing either their secondary or post-secondary education and may or may not be employed.

1R5 Performance results for learning support processes

RRCC has a robust range of Learning Support Services (LSS) as already described in 1P8. Performance results are measured in the number of students served, the outcomes for students after using the services, and student satisfaction. The *Noel Levitz Student Satisfaction Inventory* asks students to report on the quality of many of these services and those results are in Table 1-8. The LSS team has two individuals who work in the community. One is an advocate at The Action Center, a support center for low income adults. In fiscal year 2010-11, 225 clients were seen and of those, 100 were given information on the GED, 125 were brought into RRCC, 12 were given career information and another 6 were referred to other colleges. A secondary site is the Jeffco Workforce Center where, in 2011, individuals were referred to RRCC; they were able to complete to complete 1,508 credit hours, earning 36 certificates and 2 degrees.

For students who need personal counseling, RRCC provides a professional counselor from the Jeffco Mental Health department. In the Fall 2011 and Spring 2012 semesters, the counselor supported 123 students with 217 sessions.

The Learning Commons at RRCC tracks the number of users who use the space for tutoring, computer use,

Writing Center, and Comm Lab. Of the 1,858 students who logged in during FY 2011 for 11,805 visits, 936 were there for tutoring and 922 were there for computer use.

The Office of Disability Services (ODS) serves between 200 and 250 students each semester and the office has anywhere from 25 to 65 visits each week from those students. The Office of International Student Services serves 90 international students enrolled on F1 visas per semester. Additional data on performance results for the Connect for Success office at RRCC are available in Table 1-9.

Table 1-8 – Noel Levitz Student Satisfaction Inventory Questions on Learning Support Services

Question	RRCC 2011	Nat'l 2011	RRCC 2010	Nat'l 2010
Library resources and services are adequate.	5.48	5.64	5.37	5.60
Library staff are helpful and approachable	5.35	5.57	5.17	5.54
Personnel in the Veterans Services program are helpful.	4.74	4.62	4.54	4.60
Computer labs are adequate and accessible.	5.29	5.56	5.34	5.55
Tutoring services are readily available.	5.52	5.47	5.36	5.47

Table 1-9 – Connect to Success Office Performance Results

Semester	Students served Earning GPA 2.0 or Higher	Semester to Semester Retention
Spring 2010	77%	*
Fall 2009	82%	86%
Spring 2009	85%	*
Fall 2008	84%	86%
Spring 2008	82%	*

* Enrollment data for next term (summer) not considered because a large percentage of RRCC students do not take summer classes.

1R6 Comparing results with other higher education organizations and organizations outside of higher education

There are a number of benchmarks that are used to compare RRCC with other higher education organizations. Learning support comparisons are available within 1R5 and Tables 1-8, 1-9. RRCC number of degrees and certificates awarded can be compared to other 2-year schools in Colorado. See Table 1-12. Additionally, there is comparison data with national 2-year schools found in Table 1-10.

Table 1-10 – Completion and Transfer Rate Comparisons with Colorado and National Schools

	RRCC Value	% Rank CO Schools	% Rank Nat'l Schools
% Completed in 3 years	21.91%	46%	61%
% Transferred in 3 years	24.91%	69%	76%
% Completed or Transferred in 3 years	46.82%	54%	77%

Data source: National Community College Benchmark Project 2010

Certification Exams: Table 1-11 presents pass rates on RRCC Physician Assistance Program with comparison to the National Commission for The Certification of Physician’s Assistants (NCCPA) pass rates.

Placement Rates: Comparison rates for employment placement from Colorado CTE programs can be found in Table 1-13.

Table 1-11 – PANCE Pass Rate Summary Report

Year	RRCC Students	RRCC Pass Rate	Nat'l Pass Rate
Class of 2007	27	93%	93%
Class of 2008	26	100%	94%
Class of 2009	30	93%	92%
Class of 2010	29	97%	94%
Class of 2011	30	100%	91%



Learning Commons at Red Rocks Community College.

Table 1-12 – Degree and Certificates by Colorado Public 2-Year Colleges

Institution	Level	2008-09	2009-10	2010-11
Local District Colleges				
Aims Community College	Certificate	841	898	1,004
	Associate Degree	394	358	438
	Inst. Total	1,235	1,256	1,442
Colorado Mountain College	Certificate	323	422	437
	Associate Degree	347	383	401
	Inst. Total	670	805	838
Colorado Community College System (CCCS)				
Arapahoe Community College	Certificate	616	809	759
	Associate Degree	497	488	595
	Inst. Total	1,113	1,297	1,354
Colorado Northwestern Community College	Certificate	61	107	178
	Associate Degree	99	106	113
	Inst. Total	160	213	291
Community College of Aurora	Certificate	285	422	377
	Associate Degree	356	408	442
	Inst. Total	641	830	819
Community College of Denver	Certificate	293	334	420
	Associate Degree	485	422	407
	Inst. Total	778	756	827
Front Range Community College	Certificate	1527	1761	1785
	Associate Degree	1,010	1,120	1,311
	Inst. Total	2,537	2,881	3,096
Lamar Community College	Certificate	61	22	77
	Associate Degree	136	84	136
	Inst. Total	197	106	213
Morgan Community College	Certificate	209	263	273
	Associate Degree	178	163	174
	Inst. Total	387	426	447
Northeastern Junior College	Certificate	133	123	108
	Associate Degree	204	222	249
	Inst. Total	337	345	357
Otero Junior College	Certificate	269	312	256
	Associate Degree	192	178	186
	Inst. Total	461	490	442
Pikes Peak Community College	Certificate	774	808	1,087
	Associate Degree	821	953	1,052
	Inst. Total	1,595	1,761	2,139
Pueblo Community College	Certificate	563	734	793
	Associate Degree	543	560	562
	Inst. Total	1,106	1,294	1,355
Red Rocks Community College	Certificate	767	872	764
	Associate Degree	448	465	522
	Inst. Total	1,215	1,337	1,286
Trinidad State Junior College	Certificate	362	402	365
	Associate Degree	202	163	203
	Inst. Total	564	565	568

Data source: Colorado Department of Higher Education Division of Research, Planning and Performance.

Table 1-13 – Comparison Placement Rates – Colorado 2-Year Schools

School	Completers	Respondents	Employed Related	Employed Unrelated	Unemployed Seeking	Continuing Education*
Aims Community College	972	473	272 58%	87 18%	35 7%	280 59%
Colorado Mountain College	544	326	208 64%	88 27%	20 6%	168 52%
Colorado Northwestern Community College	161	54	38 70%	9 17%	2 4%	31 57%
Community College of Aurora	515	202	89 44%	65 32%	28 14%	99 49%
Community College of Denver	469	176	89 51%	44 25%	21 12%	77 44%
Front Range Community College	372	329	98 30%	123 37%	30 9%	262 80%
Lamar Community College	48	41	30 73%	3 7%	0 0%	14 34%
Morgan Community College	305	262	142 54%	61 23%	7 3%	146 56%
Northeastern Junior College	93	93	2 2%	37 40%	16 17%	75 81%
Pikes Peak Community College	387	320	81 25%	79 25%	27 8%	259 81%
Pueblo Community College	1018	807	431 53%	118 15%	61 8%	396 49%
Red Rocks Community College	1049	551	328 60%	124 23%	27 5%	406 74%
Trinidad State Junior College	466	415	258 62%	72 17%	30 7%	145 35%

Category 1 Improvements

111 Recent improvements made

In the category of Helping Students Learn, RRCC has bolstered the foundation of services by hiring a Dean of Learning Support Services to provide a wide variety of resources in that area. With the addition of a dean, the area has improved its record keeping and incorporated additional assessment measure. These include tracking the number of students served as well as the quality of service and student outcomes. Examples include tracking the success rate and retention rate of student who visit the Connect to Success Office and satisfaction surveys for students who attend workshops and participate in tutoring. RRCC recently renamed the area where most of these services are available to better reflect its identity.

Previously named the LaRC (Learning and Resource Center), the area is now called the Learning Commons.

RRCC is in the process of determining common learning objectives for every student. Ensuring that students are technically prepared, can think critically, appreciate the value of sustainability, and can communicate effectively, are just some of the objectives that are being discussed.

1I2 Selecting processes and setting targets

Several entities influence the evolution of RRCC's culture and infrastructure. They support the selection of specific processes for improvement and in setting targets for improved results. These entities are:

- Colorado Department of Higher Education (CDHE)
- Colorado Community College System (CCCS)
- Community Stakeholders
- CCCS Strategic Plan
- Higher Learning Commission Requirements
- RRCC Shared Governance Bodies (classified council, admin/protech council, faculty senate and Collaboration Council)

The RRCC vision and mission also drive strategic planning, shared governance structure, and a commitment to continuous quality improvement. They, along with the external governing bodies and stakeholders, promote the strategic goals of student access, student success, and operational excellence.

CCCS bears the primary responsibility for upholding the strategic goals and reporting to CDHE. Toward this end, goals and measurements of success in the areas of access, quality, affordability and efficiency, and economic leadership are established for all Colorado 2-year institutions of higher education.

At RRCC, there are numerous positions, departments, and efforts that support the community college mission. A few of note include:

- Institutional research
- Operational projects
- AQIP Action Projects
- Grant initiatives
- Program specific accrediting agencies
- Standing committees

The shared governance structure provides for a process where any individual, department, or organization can identify areas for improvement within the college. This includes individuals such as the accreditation liaison, classified president, faculty senate members, and student leaders. The prioritization of improvements and performance targets are managed according to protocol established for the type of action or request. The central leadership team and Collaboration Council generally have final decision-making power.

Category Two – Accomplishing Other Distinctive Objectives

The primary mission of Red Rocks Community College is to serve students and support them in meeting their goals and achieving success. Secondly, RRCC is devoted to serving the communities in which it resides. RRCC has many distinctive objectives that meet the needs of employers, serve families, and provide an array of additional services including hosting events, proctoring tests, and providing cultural inspiration. The focus of this category for the 2012 Systems Portfolio is to highlight the major programs that serve the RRCC community.

Category 2 Processes

2P1 Designing and operating key non-instructional processes

The non-instructional offices at RRCC cover a vast range of knowledge and interests. Administrators and staff members that perform these processes are dedicated, along with the rest of the college employees, to deliver the institution's mission, vision, and goals (See 5P1, 5P2). Many processes are driven by external communication with the community's leaders in business and industry. Some of these offices are the Rocky Mountain Education Center (RMEC), which delivers safety courses to workers in industry, and Red Rocks Institute for Sustainability in Education (RISE), which is a non-profit collaboration between

RRCC, Jefferson County Public School District (the local K-12), and Colorado School of Mines, a public research university in Golden, Colorado which is within the RRCC service area. The Foundation is engaged and highly active with community members and works to provide funding for scholarships for RRCC students and support faculty development.

Through the non-instructional offices such as these, priorities of external stakeholders are reviewed by various RRCC councils to examine their feasibility; the investment is ongoing, current, and constantly reviewed (See 8P1). Continual communication on this level drives the design of operational processes and future strategic planning in these important areas.

Table 2-1 – Programs and Services Contributing to the Fulfillment of Non-Instructional Objectives

Division	Programs and Services
Rocky Mountain Education Center (RMEC)	Provides customized, non-credit training to companies and their employees in a variety of fields (e.g. management, construction, renewable energy, process technology, and safety). RMEC is one of the top-ranked OSHA training institutes in the country based on enrollment and the number of courses offered.
Child Care Innovations	Child care resource and referral agency for Jefferson County. Provides training and support to child care providers, building child care capacity in Jefferson County. They conduct professional development to enhance quality and support parents in finding quality child care and support school-aged children's programs. They are also responsible for licensing family child care homes.
The Children's Center	A model training center and observation site for Early Childhood Education (ECE) students. The Lakewood campus facility provides full-day care for children 18 months to kindergarten entry. The Children's Center serves RRCC staff, students and members of the community.

Division	Programs and Services
Student Services Division	<p>Fitness Education Center (FEC) offers regular workouts, chair massage, volleyball court, tennis courts, ricochet court, and wellness information. Use of the FEC is free to students and employee memberships are available for a nominal fee.</p> <p>Conference and Catering Services provides room rentals and catering services for community events.</p> <p>Food Service provides a full cafeteria and coffee shop open for breakfast and lunch.</p>
AmeriCorps	A network of local, state, and national service programs that connects student to intensive service projects to meet the country's critical needs in education, public safety, health, and the environment.
Student Employment/Internships	Provides students assistance with on and off-campus employment resources, job search assistance, volunteer opportunities and internship opportunities.
Assessment Center	Provides a professional and comfortable testing facility for the western metropolitan area for RRCC students as well as test proctoring for external students, industry certification, and licensure testing.
RRCC Visual and Performing Arts	<p>Performances are conducted throughout the year featuring students, staff, faculty and members of the community.</p> <p>Costume Rental services available to the college and community for individuals, schools, theatre companies, church groups, businesses, and other organizations.</p> <p>Susan K. Arndt Gallery provides public gallery space. Gallery is used by art organizations, local K-12 district for displaying student work, RRCC student and faculty work, and regional art shows.</p>
Health Career Programs	Students enrolled in a number of health career programs offer a variety of quality and affordable services through clinical experiences and volunteer work at community health fairs.
Renewable Energy Program	Students provide energy evaluations for individuals in single family homes living within the RRCC service area. A checklist of items that will improve the energy efficiency of the home is provided.

2P2 Determining major non-instructional objectives for external stakeholders

The departments closely involved with working with RRCC's external stakeholders report directly to the president are: Marketing, Institutional Research, The Foundation, RMEC, and RISE. The college administrators from these offices then work to set objectives and review how strategic plans can be integrated and also fulfill the objectives from outside sources along with the needs of RRCC.

President Haney is a strong presence in the metropolitan area and is able to align many of the non-instructional processes at RRCC toward business, education, and health-care initiatives. As evidence of her commitment, in 2011 Dr. Michele Haney was among the honorees at the West Chamber's "Celebrate Women of Jefferson County" and was recognized for her professional spirit, community

leadership, a passion for life, and dedication to charitable causes. Also, many strategic goals for non-instructional objectives have been solidified within the Master Plan (See Fig. 8-1).

2P3 Communicating expectations regarding objectives

Non-instructional expectations are communicated to and with external stakeholders by RRCC's participation in governmental organizations on the local, state, and federal level. Various offices of the college collaborate with business and industry, such as RMEC which communicates with interested followers via a blog, [see RMEC Blog](#). Many other employees are involved locally with community partners and many faculty members are active in business and industry related to their fields. For example, the instructors in the Water Quality Program have connections with local water utilities. These instructors also work with

RMEC providing non-credit courses. These relationships influence ideas and plans that are brought to the attention of college leaders.

New information regarding these objectives is brought to the attention of college employees through “Kick-Off Week” at the start of each semester. RRCC’s Marketing Office updates news from the college to outside media sources with press releases and brings pertinent outside information from the community to employees and students with fliers, emails, and current happenings on the front page banners of the RRCC website and in the RRCC portal (The Rock).

The RRCC Foundation is always working with the local area, county, cities, and Chambers of Commerce. It disseminates any aligned information from and to the college. One example would be the newest initiative from that office which is cultivating a program focusing on “Female Professionals in Business, Government and Non-Profit.” The main objective of this program was to bring to the college population, especially students, various examples of women in leadership. Women leaders came to campus to communicate personal experience and abilities with focus panels and a luncheon which featured speakers and then offered face-to-face time with these dynamic women leaders.

2P4 Assessing and reviewing the value of noted objectives

For non-instructional services, President Haney includes assessment and review of non-instructional objectives in the annual Performance Contract Report. This report is sent to CCCS on an annual basis. In conjunction with external stakeholders, reviews and reports are also available to them through their specific college avenues of communication.

Advisory boards and committees are aware of progress, plans, and changes in objectives. Upon request, Institutional Research can provide data and surveys. The President’s Cabinet and the Collaboration Council are kept abreast of objectives; through this communication it is assured that this awareness allows for any concern by review of the ongoing value of non-instructional objectives.

One specific area of assessment is the connection between RMEC and the RRCC Assessment Center. Through this collaboration, testing for OSHA standards and other certifications are available. This allows non-credit students from industry the opportunity to take these tests through the Assessment Center at convenient times.

2P5 & 2P6 Determining and incorporating faculty and staff needs

Needs of the faculty and staff are determined using a variety of means. In grassroots focus, the process is identified by those most in need. Faculty Senate, college staff members, Student Government, etc., can submit needs and proposals through Collaboration Council representation. These members will approach leadership with specific needs. Once direction is determined by leadership, constituencies will work together to process how to meet the needs and how faculty and staff will be involved as the anticipated change(s) take place.

One positive example is the advancement of placing a health clinic on campus. The process started with the Student Government asking for the feasibility of a clinic. Leadership of the Student Government and specifically, the Director of Student Life supported the processes that would need to take place. RRCC Student Government worked with leadership to determine need, space, and student support for the clinic. At this time, the plans for the clinic continue to move forward; the last step was a vote to the student body in February 2012, to determine if they would support student funds for the clinic. The vote was 96% in favor of a RRCC Health Clinic on the Lakewood Campus. Next, space planning is on board for assuring that the clinic will be provided with ample space.

Other needs can be supported with grants, which are proposed by any interested employee, faculty, or administrator. The associated vice president in the area will determine if the grant meets the mission and vision of the college and then the interested department will work with RRCC’s grant writer to prepare the submission. Grants are reviewed by the associated departments and suggestions brought forth for final submission (See Table 2-2).

Table 2-2 – Samples of Improvement Projects in Response to Faculty and Staff Needs

Faculty & Staff Need	Process	Improvement Project
Improve campus landscaping with limited budget	Classified Council talked to VP of Business Services and determined that campus fundraising event practical.	Faculty and staff donate used books and classified personal oversee a weekly book sale where all proceeds go to landscaping. Named <i>Books for Beautification</i> .
Request for additional professional development for faculty and staff	Faculty approached college president and foundation requesting funding for additional professional development.	Foundation sponsored a staff golf tournament to raise funds. Faculty and staff submitted proposals and grants of \$1500 were awarded.
RMEC needed easy-to-use registration system	ERP system not designed for non-credit registration. RMEC executive director requested bids from vendors.	Vendor hired to implement a customized registration system which improved registration numbers and revenue.
Lack of administrator support for evening courses	Human Resources and College President approached Collaboration Council to brainstorm ideas.	Evening Administrator program piloted Spring 2012. Monday through Thursday there is an administrator on duty from 5:30 – 8:30 pm.

Category 2 Results

2R1 Measures for major non-instructional objectives and activities

The primary measure for assessing non-instructional objectives and activities is ultimately the number of community members that are served. Additionally, the revenue that is generated from services with a fee demonstrates success and also contributes to the sustainability of the college in general. Finally, reviewing the satisfaction ratings of customers contributes to the assessment of RRCC's non-instructional activities. Table 2-3 summarizes the measures and the results used to determine the success of many of RRCC community-related programs and services. Vice Presidents from each area report key measures to the President's Cabinet as part of a formalized performance process.

2R2 Performance results for other distinctive objectives

Within each division, the performance results are listed in Table 2-3. Some additional performance results include:

- Children's Center sent surveys to families and received very positive feedback. Here are some

sample comments: "We have been so pleased with this program we drive 30 minutes just to send our child. The staff is so loving and kind, it's a very warm environment, our son feels very comfortable and has built great relationships with his caregivers, who really understand his individual needs." "We came here from another daycare and really appreciate the attention to our child's needs. Equally important is the quality of the caregivers and the attention given to development philosophy, education, and the importance of learning through play." "This is the most amazing childcare center. The staff are just wonderful and care so much about the children. I am so lucky to have my child enrolled in the program."

- Active since 1992, RMEC has a national reputation of quality that delivers non-credit courses to workers for accreditation in safety and other knowledge that is imperative to industry of all types of facilities. RMEC fulfills OSHA mandated training and other safety needs of construction-based facilities, such as environmental businesses and renewable energy industries.

Table 2-3 – Performance Results for Other Distinctive Objectives

Division	Performance Results
Rocky Mountain Education Center (RMEC)	For 2010 and 2011, the U.S. OSHA Training Institute that approves RMEC as an official agency, reported RMEC as one of the top training agencies in the U.S. out of 24 total agencies. RMEC served 1582 students in 2011. See Table 2-5 for top 15 agencies. Additionally, students complete a course evaluation at the end of every training session. Results for Q3 2011 are provided in Table 2-4. RMEC compensates the college with a percentage of revenue. In 2011 they contributed \$160,390 to the RRCC general fund.
Child Care Innovations	The Child Care Innovations department provides a number of services and results vary by service. See Table 2-5 for specifics.
The Children's Center	On-site child care center serves approximately 75 families and about 20% are students and staff. They are a QualiStar rated site (Colorado child care rating system) and received 3 out of 4 stars. See comparison data in Fig. 2-1.
Student Services Division	<p>Fitness Education Center The Lakewood campus fitness center serves Physical Education (PED) classes, students, and RRCC employees. In 2011 there were 14,141 visits broken down as 33% PED classes, 60% students, 7% employees.</p> <p>Conference and Catering Services RRCC rents facilities to outside community organizations such as Jefferson County Schools, Office of Economic Development, etc. In 2011-12 fiscal year revenues were approximately \$9,000 and served approximately 25 different groups for multiple reservations.</p>
Assessment Center	Service to community: Proctored <i>Accuplacer</i> exam in 9 high schools delivering 4,217 tests (2011 data) The Assessment Center provides industry testing in support of RMEC and other industry training organizations. See Table 2-6 for data.
RRCC Visual and Performing Arts	<p>Performances A thriving theatre department produces 2-4 productions a year. Each production has 450-600 individuals in attendance.</p> <p>Costume Rental Community members, faculty, staff, and students rent costumes for special events, Halloween, and other holidays. Proceeds averaged \$3,660 for 2011.</p>

Table 2-4 – RMEC Course Evaluation Data – Q3 2011

Question (Scale of 1 - 5)	Average Score
The goals and objectives of this course were useful for my learning needs.	4.52
Laboratories and workshops were well integrated into the course.	3.93
The course content was relevant to my job.	4.52
The course content matched the course objectives.	4.51
The course format and content encouraged critical thinking, decision making, and problem solving.	4.48
The training materials relate to the learning objectives	4.53
Resources from the course will be helpful as I work at my job.	4.55
Workshops and laboratory exercises were conducted in a way that developed my skills.	4.07

Question (Scale of 1 - 5)	Average Score
The knowledge and skills I developed in this course will contribute to my professional performance.	4.57
I would recommend this course to my peers.	4.55
Overall, this is a good course.	4.60
The instructor used clear and relevant examples to explain ideas.	4.65
The instructor appeared adequately prepared.	4.69
The instructor encouraged student participations.	4.72
The instructor answered student questions satisfactorily.	4.71
The instructor demonstrated a level of knowledge adequate to teach the material.	4.78
The instructor demonstrated familiarity with the instructional technology in the classroom.	4.70
This instructor maintained control in the classroom, in labs, and on field trips.	4.63
I would recommend this instructor to other students.	4.71

Table 2-5 – Performance Results for Child Care Innovations

Service	Performance Results (July 1, 2011 – March 31, 2012)
Child Care Referrals	Provided 753 telephone referrals Provided 17,935 Internet referrals
Child Care Licensing Services	Licensed 4,000 facilities in 17 counties
Children with Special Needs	32 cases 47 children
Professional Development	Workshops for licensed child care providers Pre-licensing: 61 participants Licensed: 78 training sessions for 446 participants
Grants	10 start-up grants for family child care homes
HUD Homeless Child Care	Served 59 cases representing 96 children
Quality Improvement Coaching	1,395 hours of coaching to support early learning professionals

Table 2-6 – RRCC Assessment Center – Industry Testing Data Fiscal Year 2011

Test	Individuals
BPI	525
NABCEP	925
ECE	2200
Kryterion	1420
CLEP	700
PSI/Atlas	1025
CastleWorldwide	2325
WorkKeys	2800
DSST	25
WGU	400

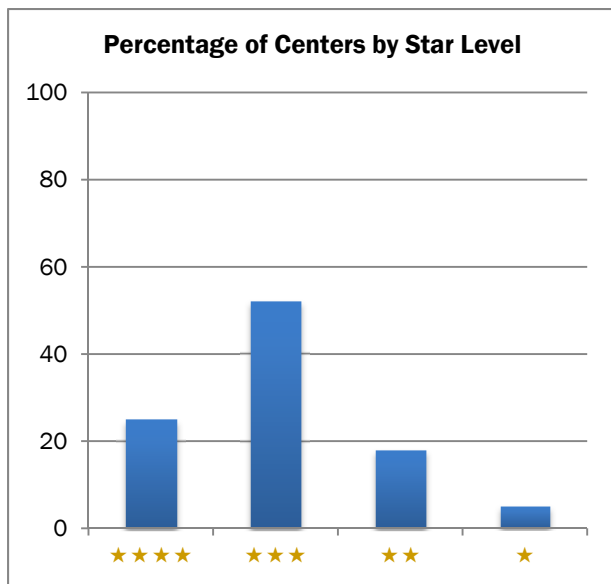
2R3 Comparing results with organizations inside and outside of higher education

Two programs highlighted in Other Distinctive Objectives have data that can be compared to other organizations. The QualiStar program recognizes the RRCC Children's Center and provides data from other centers from across the state. (See Fig. 2-1). The RRCC Children's Center received 3 stars and is therefore ranked within 52 percent of the child care centers in Colorado. RMEC can be benchmarked against other OSHA training agencies in the U.S. Data in Table 2-7 illustrates that comparison data.

Table 2.7 – U.S. Department of Labor Data – Sample Month (October 2011) OSHA Training Agencies (Top 15)

OTIEC	Total Students	Total Courses	Avg. Class Size	Total Contact Hours	Avg. Hours Per Course
Texas A&M Engineering Extension Service (TEEX)	303	27	11.2	647	24.0
University of Texas-Arlington	298	24	12.4	588	24.5
University of South Florida (USF)	383	25	15.3	564	22.6
University of California, San Diego (UCSD)	163	12	13.6	360	30.0
Red Rocks Community College	143	10	14.3	197	19.7
Atlantic OSHA Training Center (AOTC)	137	11	12.5	192	17.4
Chabot-Las Positas	120	14	8.6	218	15.5
Georgia Institute of Technology	113	6	18.8	114	19.0
Keene State College	99	11	9.0	211	19.1
National Safety Education Center (NSEC)	81	11	7.4	306	27.8
University of Alabama	80	7	11.4	131	18.7
Midwest OSHA Education Centers (MOEC)	80	12	6.7	113	9.4
National Resource Center (NRC)	79	8	9.9	194	24.3
California State University Dominguez Hills (CSUDH)	67	9	7.4	296	32.9

Figure 2.1 – QualiStar Ratings Colorado Child Care Centers



2R4 Strengthening the institution and relationships with our community

Providing services to the community, both internal and external, increases RRCC’s visibility and promotes public awareness of the opportunities and services available at the college. This increased awareness improves student recruiting and enrollment as well as the recruitment and retention of quality faculty and staff. Many of these areas also provide a much needed revenue stream for supporting the services RRCC offers to its stakeholders.

RRCC is recognized as an important partner in its service area, serving to support economic development, a quality workforce and to bring new resources to the community. Ultimately, the efforts in promoting other distinctive objectives advances RRCC’s progress toward achieving its vision of being the “College of First Choice” and its mission to create a passion for learning through dedication to students, commitment to excellence, and a love of learning.

Category 2 Improvements

211 Recent improvements made

The most recent improvements in the area of Accomplishing Other Distinctive Objectives are in recognizing the potential available through RMEC. Previously, RMEC was designated primarily for the specific industries for which it is best known—OSHA and Energy. Recently however, other departments and disciplines across campus are being encouraged to analyze the potential for creating non-credit offerings through RMEC. As an example, the computer science department as well as the Water Quality Management department are planning to create offerings under the RMEC wing.

The technical, operational, and marketing capabilities of RMEC have created a perfect mechanism for adding face-to-face and online offerings. Registration, payment, and other student support functions can easily be scaled and because RMEC does not have to offer courses on a traditional academic calendar; it can be more responsive to student needs. RMEC has outsourced web development, ecommerce site, and registration system. It also has unique web conferencing and learning management technology that is designed to support the non-credit student and teacher.

212 Selecting processes and setting targets

RRCC continually keeps the door open for possible community opportunities to serve the community and to increase exposure to the array of services available at RRCC. The culture at RRCC gives individuals at all levels of the organization confidence to make suggestions to college leadership on ways that RRCC can expand their services to the community. By maintaining strong relationships with organizations in the RRCC service area, RRCC is positioned as a partner of choice for many individuals, organizations, and businesses. RRCC will continue to expand services in the Lakewood and Arvada campus service areas.



Members of the Children's Center at Red Rocks Community College.

Category Three – Understanding Students' and Other Stakeholders' Needs

The focus on Category Three for this 2012 Systems Portfolio is to review and explore RRCC's new direction in gathering and evaluating data from students and internal stakeholders. With the adoption of several measurement instruments, there are now more data-informed decisions. Relationships with external stakeholders remain grounded in strong communication loops rather than in data. The input and ideas from our advisory boards and other external constituents are incorporated into decisions with a more qualitative approach.

Category 3 Processes

3P1 Identifying the changing needs of student groups and analyzing a selected course of action

The main source for determining student needs comes from the RRCC Office of Student Services. Current and changing needs of students are determined through a variety of resources, including statistics from Institutional Research (IR), information from the student course evaluation of instruction (SOI's), and administrative requirements (local, state, and federal). From a broad perspective, RRCC follows a master plan that is created and administered by college leadership. This plan outlines strategies for upcoming and continuing needs which are primarily driven by changes and growth within the student population.

Within the student services division, each department solicits input from a variety of sources and uses the data to make adjustments in their offerings and services. For example, approximately 45% of the high school graduates from Jefferson County School District (RRCC's largest service area) enroll at the college. RRCC has had a dramatic increase in enrollment over the last five years (See Fig. 4-5). Based on the needs of many of these new enrollees, RRCC has expanded its High School Relations Office. This service gives RRCC the opportunity to connect with high schools in its service area, supplying quality communication and disseminating information to high school students. This office will continue to maintain information and resources for new students such as scholarship availability, prerequisite information, and a list of college resources.

To identify academic needs, RRCC uses the *Accuplacer* test. This placement test is RRCC's admission assessment tool for any student without or with low ACT/ SAT scores. *Accuplacer* test scores determine placement in math, reading, and writing courses. Defined thresholds

for scores low in each area places students in developmental classes, also referred to as College Prep courses. The latest Assessment Center statistics indicate that 29% of students taking the *Accuplacer* test into developmental reading courses, 39% in developmental English courses, and 45% in developmental math courses. These core classes give students the opportunity to acquire the skills necessary to meet the expectations of college-level courses. To address this increased need, the College Prep Zone (CPZ) was created. This center coordinates the tutoring services of the regular staff with English, math, and reading instructors who teach developmental courses. These instructors are scheduled to tutor for one hour per week. Research into developmental education best practices was conducted and these are some of the appropriate strategies put into place. This new effort to meet student needs has proven to have improved communication in the classroom for students and instructors, course grades, and retention. Long-term evaluation is in place to assess further advantages of the CPZ program.

In September 2011, the Advising office determined that they wanted to gauge the effectiveness of advising services. With assistance from IR to create an effective survey instrument, they sent a survey to the approximately 2,400 students who had seen an advisor during July and August. They received 150 responses to the "We're Listening" survey. The department reviewed the results and focused on the one item that really stood out—RRCC students wanted more information on transferring to 4-year colleges and universities. Armed with this data and demographics that showed to which colleges RRCC students transfer, the advising department made major changes and implemented additional services around this transfer information.

3P2 Building and maintaining a relationship with students

Student Life is the department that invests in student engagement. An array of programs and services are available, and it maintains a prominent appearance at the west end of the campus. Student life provides students with areas for study, relaxation, exercise, socialization, and play. RRCC is very proud of its dedication to students, particularly in relation to the unique needs of a commuter school. It serves a diverse population and its mission is to involve all students who wish to be engaged in the college in a social way. Twenty-two numerous student clubs and organizations were active at the end of the spring semester 2012, including International Club and Native (American) Club to meet the needs of minority students; Nursing Club and Psychology Club for enrichment in these disciplines, along with Military Veterans and ROCK Club, which are dedicated to service learning. At the end of the 2012 semester, 22 clubs were listed, see Table 1-3 for the complete list.

The Student Center offers an inviting atmosphere vibrant with activity centers for congregating with other peers, faculty, and staff members, including “The Den,” a gathering place for students that allows for movie or video viewing and other student events. It also provides an area for a student food bank and other space for service learning activities. Throughout certain days of the month, “The Den” is set up to provide free snacks to the student population.

Alpha Kappa Sigma Chapter of Phi Theta Kappa Honor Society is the RRCC commitment to higher student achievement. The college fulfilled all requirements to earn the distinction of being recognized as one of the top 25 Chapters out of over 1200 chapters worldwide. This allows for greater participation on regional, national, and international levels. In order to meet Honor Society requirements, a student must have completed 12 hours of coursework and have earned a grade point average of 3.5. Students receive a letter of invitation from the college president. As of Spring, 2012, the RRCC chapter had 181 members.

The Student Life Vision Statement:

- Enhance/supplement classroom experiences via collaborations
- Provide opportunities for leadership
- Builds RRCC community

Student Life is also the hub for extra-curricular programs and services and believes in enriching the student body with historical, educational, and cultural balance. They facilitate student-led and staff/faculty/institutional-led activities for the betterment of all students. These include leadership development, activities and events, sports, and service learning.

RRCC’s Student Government members represent the student body in a variety of capacities, including serving on college committees and advisory groups. Student Government members must be enrolled in at least one credit hour, maintain a GPA of 2.5, and be committed to attend weekly meetings and other Student Government related activities and projects. These have included the following: Allocating student fees to campus groups for student-related projects, research and funding campus improvements, and Instructor of the Year selection. Recently, these members have been the core group of students promoting the new health clinic.

In summary, student engagement is driven by students. At RRCC students have a voice in many aspects of their education. Students serve on advisory boards, the Collaboration Council, and are active in clubs, student leadership, and improvements.

3P3 Analyzing the changing needs of key stakeholder groups and selected courses of action

Meetings with employer and community partners take place on a regularly scheduled basis for continued communication and strategy development. Information gathered from these outside resources and other input from IR report external and internal evidence when a course of action requires change. Multiple processes are used to solicit input from students. The RRCC Student Government meets regularly to encourage student input. Students are also included on many college committees and focus groups.

Table 3.1 highlights the objectives that RRCC meets for each of its many stakeholder groups. Communication is the key component of the relationship between RRCC and these individual groups. Through events, regular meetings, and formal/informal surveys, RRCC keeps a pulse on the needs of these groups. When information indicates that there is a changing need, the course of action is determined by the appropriate chain of command. In the case of instructional changes, indicated by career tech program advisory

councils, changes are made through the processes in place within instruction. Similarly, if student needs change, Student Life and Student Services will evaluate the situation and implement the appropriate course of action.

An example of this process occurred in 2011-2012 when students indicated their desire for an on-

campus healthcare clinic. Through several feedback mechanisms and processes, the need was acknowledged and verified. Student Services stepped up and supported the initiative after analysis indicated that the new service would be both beneficial to students and was financially viable. This initiative is in progress, and has the continued support of stakeholders within and outside of the college.

Table 3-1 – Key Stakeholder Groups

Key Stakeholder Groups	Key Requirements
Faculty and Staff	Respect, trust, reward and recognition programs, professional development opportunities, supportive administrators, involved in decision-making, safe working conditions, pay and benefits, and resources to do their jobs efficiently and effectively.
K-12 Feeder Schools	Access for the students, affordable option, dual enrollment/dual credit.
4-Year Institutions	Well-prepared transfer students, articulation agreements, guaranteed transfer agreements.
Employers	Work ethic; communication; technology skills; reading, writing, and mathematic skills to meet job requirements; critical thinking skills.
Community Residents	Lifelong learning opportunities; affordable, accessible; relevant offerings; friendly staff; safe, convenient facility.
Business Community	Skilled workforce for economic development.
Colorado Community College System (CCCS)	Meet system-wide goals and achieve compliance with system-wide policies and procedures. Participate in system initiatives (technology, curriculum, governance).
Colorado Legislature	Data and information for funding; enrollment, retention, and graduation data; articulation agreements; fiscal responsibility.
RRCC Foundation Board	Fiscal responsibility for fund, effective communication, visibility in the community.
RRCC Advisory Board	Effective, fiscally responsible, and innovative leadership; efficient, productive, and nationally-recognized college; quality, relevant, current courses and programs; satisfied students, faculty, staff, and stakeholders.
Regional, Specialized, and National Accreditation Agencies	Curriculum and program standards, faculty qualifications, continued regional accreditation, programs achieve and maintain specialized and national accreditation.
National Regulations	Compliance, timely response.

3P4 Building and maintaining relationships with key stakeholders

In addition to the processes listed in 3P3, the primary vehicles for maintaining relationships across stakeholder groups are a multi-tiered communication system (new student registration emails and letters, public web page, Foundation annual report, regular board meetings and mandatory regular advisory council meetings). As an example, the RRCC Foundation Office, a 501(c)(3) non-profit organization, builds and maintains relationships among current and prospective key stakeholders through a variety of programs and initiatives. The Foundation provides more than \$500,000 in support to the college each

year. By maintaining relationships with the institution, the Foundation Board and donors, it allows for students, staff, and faculty to invest in learning and research, and it promotes educational projects by minimizing financial barriers.

3P5 Determining new student and stakeholder groups to target with educational offerings and services

RRCC uses demographic data and benchmarking information to monitor changes in student and other stakeholder groups. RRCC has always provided services for students who attend the college through specialized offices such as: Veteran’s Affairs (VA), Office of Disability Services (ODS), and International Students. When national data indicated that there



was an increase in the number of veterans returning to school, the VA office increased their communication strategies and was relocated to make their presence more visible. The VA Office works to keep up with the changing needs of soldiers, as this situation is currently under continual change. Table 3-2 highlights additional changes that have been implemented.

Table 3-2 – New Offerings in Response New Market Needs

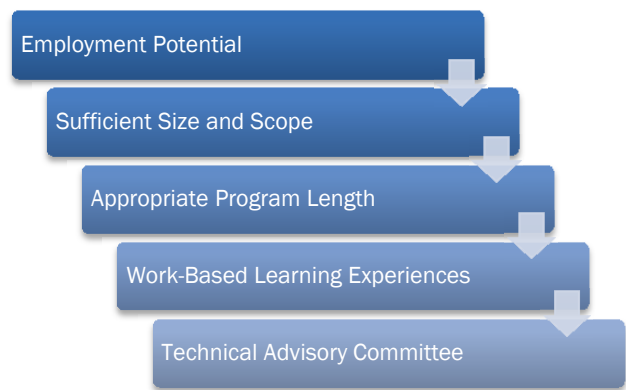
New Market Needs	Changes in Educational Offerings and Services
Increased number of jobs in Renewable Energy	Development of several new programs in Energy Technology including solar, wind, water quality, and energy efficiency.
Increased number of jobs in Emergency Planning and Homeland Security	Revised Emergency Management and Planning program to include an online degree option to support increased enrollment.
Increased number of academically under-prepared students	Development of new courses and programs: Gateway to College (ex-offenders) and Connect to Success program. Changes in the delivery of basic skills instructions. Increased tutoring and support services.
Increased number of high school students seeking dual enrollment opportunities	New partnerships and agreements with local k-12 district. Includes agreements with local high school trade school, building relationships with high school faculty, and dual credit offerings.
Increased number of students with a goal to transfer to 4-year institutions	New transfer agreements including Guaranteed Transfer courses and entire degrees that have been approved for transfer (Designated Degrees).
Increased number of students requiring flexible scheduling	Increased number of scheduling options including online, hybrid, weekend, evenings, and accelerated.
Increased number of tech-savvy students	Investments in technology, development of online resources, incorporation of technology into all learning environments and SIS system.

Over the past few years, RRCC acknowledged that it needed to invest in improving its minority student population. Addressing this need is currently happening through one of its AQIP Action Projects. The

college administered the Diversity Climate Survey in 2009, and based on the feedback has begun work on creating a culture embracing diversity on its campus. The Diversity Action Project Committee was reestablished at the beginning of the 2011 academic year and includes the college president and the director of HR. The reconstituted committee has met with an outside consultant with expertise in diversity and multiculturalism and now includes an Interim Dean with expertise in multiculturalism and inclusiveness.

In addition to services to students, RRCC also has a process in place for instituting new educational offerings; Fig. 3.1 illustrates that process. This sequence of events is driven by statewide regulation and is monitored and audited on a regular basis.

Figure 3-1 – New Program Approval Requirements



3P6 Collecting complaint information from students and stakeholders, analyzing feedback and selecting courses of action

Statistically, RRCC is fortunate to have documented less than 10 grievances over a period of three years. When a student expresses a complaint, it is brought to the attention of, and then evaluated by, either the Vice President of Student Services, Instruction, or Administration. Communication between these offices and the student is maintained until the problem is resolved.

Formal complaints escalated to RRCC leadership are aggregated and resolved through the following individuals:

- VP of Student Services (VPSS) is available to assist in the resolution of non-academic issues, complaints and interpersonal conflicts. In some cases

the VPSS may be the first point of contact when a student has a complaint.

- VP of Instructional Services (VPI) is available to assist in the resolution of academic issues which include issues with instructors, grades, and academic quality.
- VP of Administrative Services (VPAS) is available to assist in the resolution of financial issues.

The Student Handbook, available in print and online, outlines the formal process students use to place a complaint; this information is updated every academic year and directs students to the proper area, department, or person that can best serve their complaint. The RRCC president and vice presidents provide reports on complaints at monthly status meetings. These meetings are used to analyze complaints and to watch for trends. As needed, policies are reviewed and adjusted if necessary. Red Rocks Community

College welcomes input from students and views complaints as an important part of the feedback process. This includes both informal and formal approaches with the goal to resolve student issues at the lowest possible level. Faculty and staff are encouraged to provide assistance and to take action to resolve complaints as soon as possible.

RRCC Campus Police are available during peak times on the Lakewood and Arvada campuses. They are responsible for patrolling the campuses during evening and holidays and are available for campus emergencies during all operating hours. The Chief of Police handles complaints from students and stakeholders including neighborhood issues; all issues are documented and require follow up until resolved. In addition, the state of Colorado has a State Employee Protection policy (Board Policy 3-70) that provides faculty, staff, and administrators with the ability to report complaints without risk for discipline or penalty.

Category 3 Results

3R1 Student and other stakeholder satisfaction measures

Red Rocks Community Colleges assesses their relationships with stakeholders and their satisfaction levels using a variety of tools and processes. Data is analyzed at all levels of the institution through surveys and evaluation instruments that measure student satisfaction with specific courses (Student Opinion of Instruction) as well as levels of general satisfaction through the *Noel Levitz Student Satisfaction Inventory* with questions such as “Would I recommend this school to others?”

In addition to the quantitative methods of data collection, RRCC faculty and staff keep an open line of communication with all stakeholders. It includes Foundation board advisors who may be investing in the college with large donations or the employer who is looking for employees. RRCC listens, analyzes, and makes adjustments to systems and processes when warranted. Through advisory board meetings where minutes are recorded and shared, RRCC is able to keep a pulse on outside stakeholders. Through

Collaboration Council meetings, campus leadership receives input from classified, professional, and administrator staff, as well as its students. Once again, minutes are recorded and available campus-wide so issues can be addressed and changed if necessary.

3R2 Student satisfaction performance results

RRCC uses an instrument designed by faculty to measure the effectiveness of classroom and online instruction. Referred to as the Student Opinion of Instruction (SOI), students are asked to answer the questions honestly and anonymity is ensured. Results from the last six semesters are available in Table 3-3 and reflect the consistent nature of the responses. Additionally, students are polled each year for the *Noel Levitz Student Satisfaction Inventory* and staff is polled via the *Institutional Priorities Survey*. Individuals rate both the level of satisfaction as well as the degree of importance. In Tables 3-4 and 3-5, strengths are identified as high importance and high satisfaction, and challenges are identified as high importance and low satisfaction.

Table 3-3 – Student Opinion of Instruction (SOI)

Question (Scale of 1–5)	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
I was provided a syllabus within the first week of classes that told me how I would earn my grade.	4.7	4.7	4.7	4.8	4.7	4.7
The instructor used a variety of tools and methods to help me learn.	4.4	4.4	4.4	4.5	4.4	4.4
The instructor used a variety of methods to evaluate my performance	4.3	4.3	4.3	4.4	4.3	4.3
The instructor showed respect for the students in the class.	4.6	4.6	4.6	4.7	4.6	4.7
My performance was evaluated in a manner consistent with course material.	4.5	4.5	4.5	4.6	4.5	4.5
The instructions for completing assignments were clear to me.	4.4	4.4	4.4	4.5	4.4	4.5
The instructor provided a way for me to understand the grades I received on my assignments.	4.4	4.4	4.4	4.5	4.4	4.5
My work was graded and returned to me within a reasonable amount of time.	4.5	4.5	4.4	4.5	4.4	4.5
Having taken this course, I am better able to apply the subject matter to real life situations.	4.4	4.4	4.4	4.5	4.4	4.5
The course was well organized.	4.4	4.4	4.4	4.4	4.4	4.4
I would recommend this instructor to other students.	4.5	4.5	4.4	4.5	4.4	4.5

Table 3-4 – Student Satisfaction – Strengths and Challenges

Strengths
The quality of instruction I receive in most of my classes is excellent.
I am able to experience intellectual growth here.
Nearly all of the faculty are knowledgeable in their fields.
There is a good variety of courses provided on this campus.
The campus is safe and secure for all students.
On the whole, the campus is well-maintained.
Class change (drop/add) policies are reasonable.
There are convenient ways of paying my school bill.
Library resources and services are adequate.
Challenges
Classes are scheduled at times that are convenient for me.
I am able to register for classes I need with few conflicts.
Adequate financial aid is available for most students.
The amount of student parking space on campus is adequate.
Parking lots are well-lighted and secure.
Financial aid awards are announced to students in time to be helpful in college planning.

3R3 Performance results for building relationships with students

In measuring performance results for building relationships with students, there is qualitative data found in everyday conversations between students, staff, and faculty. Students regularly report that they feel “welcome” at Red Rocks Community College and that people are helpful. For quantitative data, the *Noel Levitz Student Satisfaction Inventory* provides additional reinforcement for these opinions as well as highlighting some areas for improvement (See Table 3-5).

Table 3-5 – Building Student Relationships – Strengths and Challenges

Strengths
I am able to communicate with faculty, staff, and administrators using email.
Faculty are fair and unbiased in their treatment of individual students.
RRCC uses its website to effectively communicate important information.
Faculty are usually available after class and during office hours.
It is an enjoyable experience to be a student on this campus.
Students are made to feel welcome on this campus.
This institution has a good reputation within the community.
Challenges
My academic advisor is knowledgeable about the transfer requirements of other schools.
My academic advisor is approachable.
Faculty provide timely feedback about student progress in a course.
Students are notified early in the term if they are doing poorly in a class.
Financial aid counselors are helpful.
I seldom get the “run-around” when seeking information on this campus.
The college shows concern for students as individuals.

3R4 Stakeholder satisfaction results

There are a number of other stakeholders beyond students. For instance, all alumni are surveyed within one year of completing a CTE (Career Technical Education) degree or certificate. Results are available in Table 3-6. Staff and faculty satisfaction results are reported in Table 4-9. RRCC advisory boards and foundation boards provide regular feedback during bi-annual meetings and are asked to share how well Red Rocks Community College meets the needs of business and industry. Each CTE area keeps minutes of meetings and these minutes are reviewed regularly for trends and areas that need improvement.

Table 3-6 – Graduate Follow-up Study

	2007 – 2008	2008 – 2009	2009 – 2010
Employed full or part time	86%	79%	80%
Continuing Education at a postsecondary institution	53%	47%	62%
Education at RRCC enhanced ability to get a job or improve job skills	82%	81%	80%
RRCC coursework met educational goals	87%	85%	89%

3R5 Performance results for building relationships with key stakeholders

Table 3-7 summarizes how effectiveness is measured for key stakeholders and provides results where possible.

Table 3-7 – Key Stakeholder Groups: Performance Results

Key Stakeholder Groups	Performance Metrics and Results
Faculty and Staff	The 2010 National Community College Benchmark Project and the CCCS Climate Surveys are administered. Results available in Table 4-9 on page 4.9.
K-12 Feeder Schools	Enrollment numbers as a percentage of graduating seniors. 45% of Jefferson County (service area) seniors enroll at RRCC. Additionally, the concurrent enrollment numbers continue to increase with over 1,000 students participating in 2011. Additional details in Category 8.
4-Year Institutions	Transfer data is maintained. In 2011 486 RRCC graduates transferred to 4-year colleges. Additionally, CCCS Guaranteed transfer agreement supports students’ goals with all public 4-year colleges and universities in the state. Additional details in Category 8.
Employers	Ongoing feedback loop through advisory boards in CTE areas.
Colorado Community College System (CCCS)	Red Rocks provides data for the CCCS Institutional Performance Contract Report reporting on: retention, graduation rates, minority retention and graduation rates, and reports on qualitative examples of how students are supported.

Key Stakeholder Groups	Performance Metrics and Results
RRCC Foundation Board	Regular meetings are conducted that provide the Foundation Board with the ability to provide feedback. Donor amounts also reflect results. RRCC Foundation is a \$4.1M fund and generated \$729K in donations for 2010-2011.
RRCC Advisory Board	Regular reports are made to the advisory board on the state of the institution and input is recorded in meeting minutes.

3R6 Comparing results with other higher education organizations and organizations outside of higher education

Red Rocks Community College participates in two national benchmark surveys. Results from both the *Noel-Levitz Student Satisfaction Inventory* (See Table 3-8) as well as the *National Community College Benchmark Project: 2010 Colorado and National Aggregate Data* (See Table 3-9). There are currently no resources for comparisons outside of higher education. Overall, RRCC compares favorably with national averages. The one exception is for the staff to student ratio in Student Activities (19th percentile). Since this data was reported, Student Life has added one additional staff member. For staff and faculty satisfaction and engagement benchmarks, please see Table 4-9.

Table 3-8 – Student Satisfaction and Engagement Comparisons

Noel-Levitz Summary Items	RRCC	Nat'l Comm. Colleges
College experience met expectations	4.85	4.81
Overall satisfaction with experience	5.52	5.46
Would enroll here again	5.87	5.72

Table 3-9 – Building Student Relationships Comparisons

Staff to Student Ratio	RRCC Value	Percentile	
		CO Schools	Nat'l Schools
Career Services	2,556	29 th	31 st
Counseling and Advising	1,533	56 th	84 th
Recruitment, Admissions, Registration	1,917	89 th	87 th
Financial Aid	1,533	89 th	63 rd
Student Activities	1,917	11 th	19 th
Testing & Assessment Services	3,485	78 th	59 th

Category 3 Improvements

3I1 Recent improvements made

As RRCC now participates in the *Noel Levitz Student Satisfaction Inventory* and *Institutional Priorities Survey*, these tools allow for individuals at several levels to use this data to explore areas of change. As an example, the advising department saw a challenge identified by students regarding the knowledge level of advisor and transfer information. This department, as outlined in 3P1, took the issue one step further with additional data in hand and made changes to the department to better serve students. Additionally, the SOI process was automated so that responses are now quickly recorded and aggregated.

3I2 Selecting processes and setting targets

In *Understanding Students' and Other Stakeholders' Needs*, the student-centered culture at RRCC directs most decisions with the needs of students as the first priority. When there are several choices, the first question is always “how will this affect students?” followed by traditional questions regarding fiscal responsibility and resource availability. The metrics outlined in this category, Student Opinion of Instruction and the *Noel Levitz Student Satisfaction Inventory* are the two instruments most referred and analyzed in decisions that impact students.

Category Four – Valuing People

The leadership at Red Rocks Community College understands the importance of valuing people. The emphasis during the last two years at this college has been centered on hiring a strong leader into the human resources (HR) department. In April of 2011, the college hired a new director who has experience with the Baldrige model of data-informed decision making and who understands the importance of the quality improvement journey. The majority of this section reflects this change as well as the campus-wide and state-wide emphasis on collecting and analyzing data.

Category 4 Processes

4P1 Identifying specific credentials, skills, and values

The hiring process is collaborative while employing a “right fit hiring” philosophy which involves all constituencies. In the initial step, the position supervisor creates a job description that outlines the credentials, knowledge, skills, and abilities needed for a position and this information is included in the vacancy announcement. When applicants submit an application packet, it is reviewed by a RRCC human resources (HR) specialist to ensure that minimum qualifications are met.

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 SBCCOE (State Board) [Rule and Regulations](#) governing credentialing, all instructors who teach in a CCCS-approved program must hold a valid credential. This ensures that the CTE program provides students with qualified instructors possessing appropriate occupational and educational experience. All CTE instructors are required to complete the 3 credit course *EDU260 – Adult Learning and Teaching*.

4P2 Ensuring employees possess required credentials, skills, and values

RRCC requires search team committees for all non-classified administrators, professional technical employees, and faculty members. Search teams are selected based on principles of diversity among the search committee members. This committee is trained by the HR department with assistance from the hiring supervisor. Emphasis is placed on screening for credentials and skills required and common values between applicants and RRCC. Fig. 4-1, 4-2 illustrate the hiring processes for classified and non-classified positions.

Figure 4-1 - RRCC Hiring Process Classified

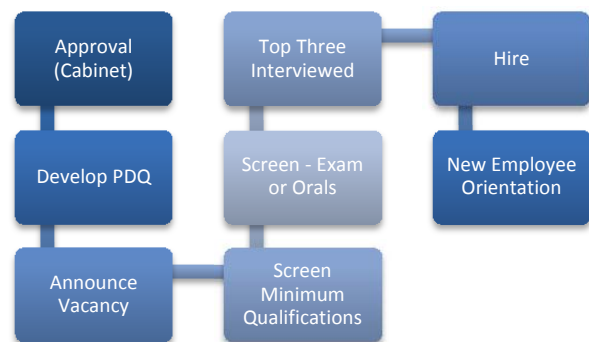
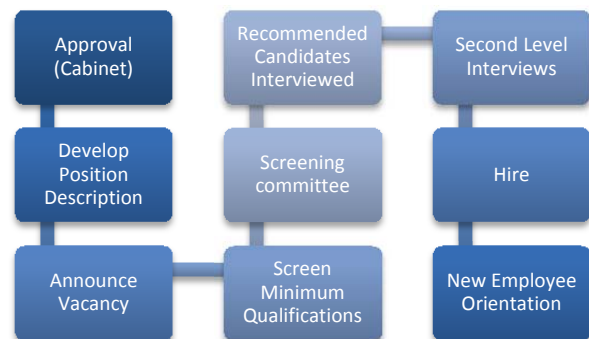


Figure 4-2 - RRCC Hiring Process Non-Classified



4P3 Recruiting, hiring, and retention of employees

The recruitment method of candidates varies based on class of employee. Faculty positions are publicized nationally, and classified positions are mandated to recruit at the state level. Admin/ProTech positions are typically advertised regionally. RRCC uses a multitude of venues to advertise for prospective employees. The primary medium is the internet and/or electronic job boards. The CCCS website advertises all full-time and part-time vacancies. The hiring supervisor can request additional internet job boards, such as HigherEd Jobs.com and Jobing.com. On occasion, *The Chronicle of Higher Education* is used for national job searches.

for administration and faculty. To encourage professional advancement and internal promotion, an “all-staff” internal email addresses all employees for awareness of every job posting for RRCC.

RRCC HR has made recent data-informed decisions to benchmark best practices of other institutions and begin a comprehensive process where supervisors will have an “onboarding” checklist for new employees, and will conduct 90 day “stay interviews” with these employees. This meeting will review performance and motivation with inquiry toward the employee’s perception of the position, department, and institution.

4P4 Orienting of all employees of college history, mission, and values

Orientation of new employees reviews history, mission statements, and values through a variety of venues and mediums—all prominently displayed on the college website for both current and prospective employees to read and review. At the beginning of fall and spring semesters, “Kick-Off Week” allows the college president to give a “State of the College” address to employees, and leadership teams to discuss the RRCC mission. During the week, new full-time and adjunct faculty members attend orientations regarding the mission of each department. In recognition of RRCC’s 40th anniversary, a timeline recording the history of RRCC was created. This timeline is prominently displayed and is a noted visual for all students, employees, and visitors to the Lakewood Campus.

Presently, all new employees are afforded one-on-one orientation with the HR benefits coordinator. Each newly hired full-time faculty member is assigned a mentor during the new employee’s first two semesters of teaching. Mentors meet regularly with their mentees who, among other requirements, develop goals, give support, and train the new individual to department processes. All new faculty, both full-time and part-time attend an orientation that focuses on pedagogy, classroom values, and classroom management.

4P5 Planning for personnel changes

The Director of Human Resources (HR) analyzes personnel reports to ascertain employees who are retirement eligible. From these lists, key positions are reported to the leadership team of the college for review. Also, the Director of HR works with the senior leadership team every academic year to strategically

ask the following questions: 1) What will our organization look like in ten years? 2) What are the “key” positions in your area? 3) Who are the “key” people you have identified as top talent? 4) Who in your area is ready to retire? 5) What knowledge, skills, and abilities are required to fill vacated “key” positions due to turnover or retirement?

Additionally, beginning in the fall of 2011-12 academic year, the Director of HR will meet with the Vice President of Instruction to review enrollment growth and academic programs to compile a prioritized recruitment list for faculty positions and adjunct instructors.

4P6 Designing work processes and activities for contributing to productivity and satisfaction

Collaboration and involvement in decision-making contribute to the work processes that drive employee satisfaction. These principles drive many RRCC work processes including performance evaluations that foster two-way dialogue. College policy for the evaluation of personnel ensures that employees have a voice in their own process. This evaluation includes accomplishments of the current academic year, identification of areas needing improvement, and establishment of mutually acceptable goals for the upcoming year that correlate with personal and institutional values.

Supervisors of employees take the role as guide, and coach employees to maximize individual or team productivity and efficiency. As a normal and important part of the work environment, employees and supervisors are expected to discuss and resolve issues, concerns, and complaints that may arise from time to time in support of employee satisfaction. Colorado Community College System (CCCS) monitors employee satisfaction through the CCCS Climate Survey conducted every two years.

Tables 4-1 and 4-2 illustrate the results from the 2010 Climate Survey.

Table 4-1 – RRCC 2010 Climate Survey Results – Top 5 Average Ratings

Top 5 Average Ratings – RRCC All Employees Scale of 1-4
The work I do is meaningful to me. (3.58)
Overall, I like the work I do. (3.44)
I am proud to tell others that I work for this college. (3.39)
I respect my supervisor. (3.36)
My college has a good reputation in the community. (3.29)

Table 4-2 – RRCC 2010 Climate Survey Results – Bottom 5 Average Ratings

Bottom 5 Average Ratings – RRCC All Employees Scale of 1-4
I believe that pay increases should be based primarily on length of service. (1.95)
At my college, employees that work hard and do a good job will have opportunities for promotions and advancement. (2.05)
I believe that my salary is competitive with other employers in the area where I could perform similar work. (2.05)
The college does a good job of developing employees for job opportunities and advancement in the organization (2.07)
Promotions in my department and college are determined based upon merit. (2.31)

4P7 Ensuring ethical practices

Red Rocks Community College requires that its officers sign an ethical behavior commitment statement. The State Board has a whistleblower protection policy (Board Policy 3-70) and a code of ethics policy. RRCC requires all full time, benefited employees to annually sign and have on record in HR a disclosure of engaging of outside employment. It is left to the discretion of first and second level supervisors to approve other employment, if such employment does not result in conflict of interest or perceived unethical behaviors.

Classified and Admin/Pro Tech employees are evaluated each year on core work competencies: interpersonal skills, communication, accountability, customer service, and job knowledge. HR development

training sessions include legal updates on topics such as diversity, FERPA, and computer use restrictions.

4P8 Determining, aligning, and strengthening training needs

RRCC uses two specific methods to determine institutional training needs. Direct observation generates data relevant to the work environment. The second method is to identify training needs through the annual performance planning system. These methods allow HR to uncover in-depth details of knowledge gaps, precursor information, solutions to identified challenges, and measurements for success.

Training needs and objectives are aligned with the organization's overall objectives and strategic goals. For example, the senior leadership team determined that performance management training for supervisors was necessary to improve organizational efficiencies and overall effectiveness. As a result, RRCC HR implemented a comprehensive performance management training and development series. This was aligned closely with the institutional goal of being the "college of first choice," and has allowed supervisors and employees to collaborate in a proactive manner.

Short-term organizational plans, such as departmental goals are set on an annual basis between managers and work groups. This identifies performance gaps that can be addressed by training. For example, new technology skills were required to complete a college goal of implementing a new LMS, Desire2Learn. Employees were encouraged to attend a series of workshops offered by the institution's instructional technology team, and D2L training is continuously offered so all employees can be trained.

4P9 Training and developing employees for full and effective contribution

Colorado Board Policy 3-65 is adhered to by Red Rocks Community College to ensure professional development for all interested employees. The Colorado Community College System has implemented the tuition reimbursement benefit (Board Policy 3-60) which encourages employees to "develop job skills and abilities which will benefit the employee or Board member as well as the college/system." This development of job skills assists in the success of an employee, and also contributes to improvement of their work life.

Training goals are to be 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 integrating knowledge gained to key job functions. Professional development is reinforced in the performance planning and evaluation process. 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 can be used to engage in professional development among other options. Each adjunct instructor is provided with \$50 per semester which can be used to earn \$10/hour for

professional development training offered on campus or put toward conference registration. All employees can take CCCS community college classes to continue their education (tuition waiver available to assist with cost).

Throughout the year, HR hosts development training sessions, a series of training opportunities that reflect the constant change and growth within the college. These include, but are not limited to, sexual harassment training, leadership, supervisory training, and ethical and legal updates.

Table 4-3 provides a partial list of the professional development opportunities at RRCC.

Table 4-3 – Professional Development Opportunities

Opportunity	Attendees	Purpose
Leadership Jefferson County	1 person/year	A one year program that begins with a two-day orientation and then one-day monthly forums to expose leaders to government, economics, healthcare, education, arts, justice system, business, regional issues, and human services.
Leadership Arvada	1 person/year	A similar program to Leadership Jefferson County with an emphasis on the City of Arvada.
Academic Management Institute (AMI)	2 women/year	A year-long institute to support the development of senior-level women administrators in higher education from Colorado and Wyoming. Research and work throughout the year with four weekend-long meetings.
New Employee Orientation	All new employees	Provides new employees with information on how to navigate through the time/leave system as well as a variety of orientation materials.
New Teacher Orientation	New full time and most part time instructors	Provides new teachers with information on how to manage a classroom, develop a syllabus, and deliver content and assessment. Includes campus specific information as well.
Desire2Learn and Technology Training	Faculty and part time teachers	Technology training on a variety of topics. Workshops range from 1 to 4 hours and cover topics such as how to work with the LMS (Desire2Learn), web conferencing, smart boards, audio and video.
Human Resources Training	Supervisors and staff	Training opportunities including supervisors training, diversity training, sexual harassment awareness and workplace violence.
Mental Health Awareness	Supervisors and staff from various departments	Meets four days throughout the semester. Facilitated by a mental health professional and provides information on basic techniques for working with students that may have mental health issues.
CCCS Training	Faculty and staff from various departments	A variety of training opportunities offered throughout the year for specific constituencies. Includes leadership initiatives, technology training, basic technology training, and human resource information.
Mentoring	Faculty	Each new full time faculty member is paired with a senior faculty member to assist with onboarding. Department chairs and leads have an informal mentoring relationship with part time teachers.
Conferences	Faculty and staff from various departments	Learning opportunities such as EduCause and industry specific conferences; leadership organizational knowledge; innovation; teaching and learning.

4P10 Designing and using the personnel evaluation system

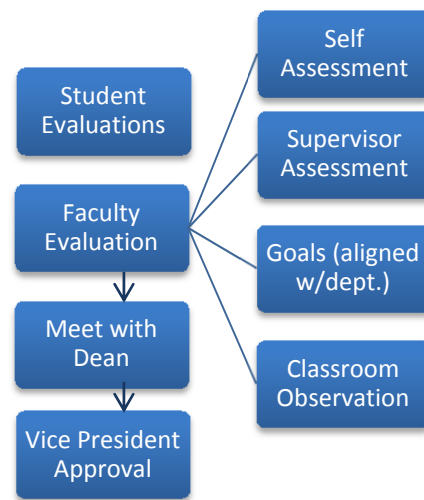
Due to the unique nature of the personnel system for employees in the State of Colorado, there are three separate performance evaluation forms used: Administrator/Professional-Technical, Faculty, and Classified Staff. These distinct forms allow for more effective measure of employment groups. Although there are separate forms, the performance evaluations remain as a consistent process that aligns employee performance with organizational objectives; goals are measured using both qualitative and quantitative methods. All personnel evaluations demonstrate a collaborative nature of personnel evaluation, with an emphasis that results in professional development, and achievement of organizational objectives. Supervisors and employees collaborate when creating these categories to align with personal, departmental, and organizational objectives.

Professional-Technical and Administrator: Three phases, which are planning, progress review, and year-end evaluation. The personnel evaluation system for this work group focuses on primary job duties, performance goals, and employee competencies

Classified employees: Three phases, which are planning, progress review, and year-end evaluation. The personnel evaluations system consists of three categories: core work competencies, major job duties, and performance and training goals.

Faculty: Outlined in State Board Policy 3-31 and System Presidents Procedure 3-31. Faculty are evaluated in four categories: teaching effectiveness, professional development, service to the college, and service to the community. Each part-time instructor is evaluated by full-time faculty members, and full-time faculty members are evaluated on an annual basis by their respective deans. Fig. 4.3 diagrams the faculty evaluation process.

Figure 4-3 – Faculty Performance Review Process



4P11 Designing and using employee recognition, reward, compensation, and benefit systems

Benefited employees are recognized annually during an all-college spring luncheon 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 years of service (See Fig. 4-4).

This academic year human resources also implemented a program titled “Words of Wisdom and Praise,” which is an informal, peer-to-peer recognition program that highlights and emphasizes employees that demonstrate the values of RRCC in their every day job duties. In this program, journals were provided to the leadership team, who then started the process with the acknowledgement of an exemplary employee with a hand-written note in the journal which was then presented to the employee. When this employee recognized an individual demonstrating the RRCC values, they would then write comments to that employee and give them the journal to pass along to another.

The compensation and benefits programs for RRCC are implemented following the legal statutes of the State of Colorado and CCCS. This includes work-life discounts through the State of Colorado.

Exceptional faculty members are recognized through the following programs: Faculty of the Year and Adjunct Instructor of the Year selected by their peers; the students also select a faculty and adjunct faculty to be recognized each year; the RRCC Foundation has an Endowed Teaching Award each year that recog-

nizes outstanding classroom instruction and provides the faculty member with a \$5,000 grant to be used for professional development; the Classified and Administrative/Professional Technical constituency groups also recognize an individual each year as an outstanding representative; these are peer selections.

At various times throughout the year, campus-wide events are held to promote morale. There are often prizes awarded such as movie tickets and bookstore paraphernalia. Additionally, HR supplies various promotional items to employees at times throughout the year. For example, there may be store coupons or other token incentives.

4P12 Determining key issues related to the motivation of faculty, staff, and administrators

Motivational issues at RRCC are determined at the individual, departmental, and college wide level. For new employees, RRCC HR is in the process of implementing a “Stay Interview” to be conducted after the first 90 days on the job. The intent is to discover any motivational issues and discover salient areas that will give the new employee desire to “stay” with the institution.

Exit interviews are also conducted with employees leaving the organization where an individual has the opportunity to express what might be motivational issues. Acquiring this information as a data-informed institution, RRCC identifies any possible trends that might encompass motivational issues.

The Colorado Community College System Climate Survey (see 4P6) is used to determine what may be motivational needs and issues in the workforce. This survey data is analyzed, categorized, and shared with all employee constituency groups. Additionally, RRCC recently participated in the *Colorado Employee Engagement Survey*. The data from these surveys, performance evaluations, “Stay Interviews,” and exit interviews are analyzed by the HR director to identify motivational issues. If concerning trends are identified, the senior leadership team convenes to collaborate on strategies to remedy motivational concerns.

4P13 Providing and evaluating employee satisfaction, well-being, health and safety

Health and safety of employees is a priority of RRCC, and the employee satisfaction and well-being of its employees is promoted through a variety of avenues. RRCC is both ADA and OSHA compliant. Health and safety incident reports and campus security logs are entered into the Incident Reporting System for review, follow-up, and trend analysis through its own police force that ensures a safe working environment. The RRCC leadership team has developed an emergency preparedness plan to be followed in the event of a natural or man-made disaster by complying with all aspects of the *Clery Act* for a safe work environment.

RRCC HR works closely with the facilities department to analyze and assess workers compensation claims to ensure safety hazards are identified and remedied in a timely manner. Worker’s compensation is managed by HR in collaboration with the third-party administrator, *Pinnacol Assurance*. The number of claims went up in 2010; however, the cost decreased by \$17,759, as shown in Table 4-4.

Table 4-4 – Workman Comp Trends

Fiscal Year 2009		Fiscal Year 2010	
Claim Count	Gross Incurred Total	Claim Count	Gross Incurred Total
39	\$133,709	40	\$115,950

RRCC, as part of the Colorado Community College System, provides the free benefit of Colorado State Employee Assistance Program ([C-SEAP](#)), for those employees that seek services to enhance a healthful life. Additionally, RRCC has many programs within the Health Careers area and there are frequent opportunities for employees to take advantage of health fairs, exercise programs, and wellness activities such as massage and reflexology.

Category 4 Results

4R1 Measuring the value of people

The metrics that RRCC uses to measure the value of people are many and are reported regularly to the leadership team. Some of the performance measures that are included in this report include the number of individuals participating in professional development opportunities. HR also reviews employment data such as the number of retirees, those who leave for other opportunities, the number of grievances and harassment reports, and service awards earned each year. Employee satisfaction is measured every two years through a detailed survey and report that is issued through CCCS (See Tables 4-1, 4-2).

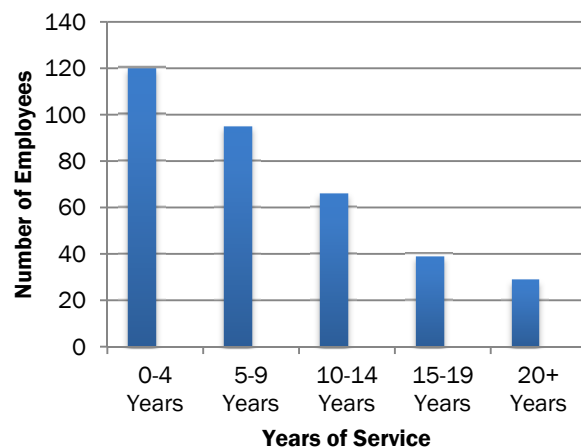
4R2 Performance results in valuing people

Summative performance results are reported to the leadership team on a quarterly and annual basis. Table 4-6 represents current performance results.

Table 4-5 – Professional Development and Training Attendance

	Number of Employees		
	2009	2010	2011
eLearning Training Workshops (Desire2Learn)			
Basic D2L	176	16	68
Intermediate D2L	125	39	37
Advanced D2L	133	38	4
Grade Book	n/a	64	49
Quizzes and Assessments	n/a	34	10
Miscellaneous Technology	2	54	36
Supervisory Training			
FLSA Training	n/a	n/a	12
Performance Management	n/a	n/a	15
Right Fit Hiring	n/a	n/a	11
Unemployment	n/a	n/a	22
Mental Health Awareness	n/a	n/a	25
GLBT Awareness/Safe Zone	21	n/a	17

Figure 4-4 – Years of Service



4R3. Productivity and effectiveness of your faculty, staff, and administrators

Determining the productivity and effectiveness of RRCC faculty, staff, and administrators is measured using several metrics. The primary means is through the performance planning process for all full time employees. The number of employees that meet and/or exceed expectations is reflective of the productivity at this college. The metric that is most indicative of the effectiveness of RRCC employees is the fact that RRCC “customers” (students) continue to return and enrollment is increasing semester after semester. In addition to performance planning, all instructors and their courses are evaluated by students through a survey instrument called the Student Opinion of Instruction (SOI). Results of the SOI’s are reviewed by instructor supervisors and monitored by division deans. See summary of SOI results within Category 3, Table 3-3.

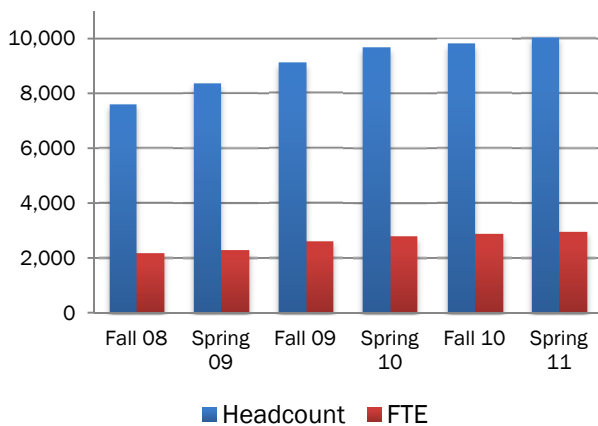
Table 4-6 – Performance Evaluations Overall Ratings

	2009	%	2010	%
Classified	61		70	
Level 2	19	31%	30	43%
Level 3	41	67%	39	35%
Faculty	59		59	
Meets Expectations	49	83%	49	83%
Exceeds Expectations	10	17%	10	17%
Admin/ProTech	92		103	
Meets Expectations	6	7%	11	11%
Exceeds Expectations	26	28%	24	23%
Meritorious	58	63%	64	62%



Sculpture faculty member Berndt Savig works with students in the art studio.

Figure 4-5 – Enrollment Statistics



4R4 Comparing results with other higher education organizations and organizations outside of higher education

To benchmark our assessment data against other institutions and also against organizations outside of higher education, RRCC institutional research staff use two tools. The 2010 National Community College Benchmark Project and a comparison sponsored by CCCS in cooperation with The Segal Company to compare CCCS 2010 Employee, and the Faculty Satisfaction Surveys

to the Segal/Sibson Rewards of Work (ROW) Survey. The ROW surveys represent answers of employees nationwide in the following sectors: Public Sector, Private Sector, and Higher Education (primarily 4-year institutions). Table 4-8 provides a sample of the over 100 questions and responses that were analyzed. Table 4-7 provides data from the Benchmark Project.

Table 4-7 – National Community College Benchmark Project Comparison

	RRCC Value	% Rank for CO Schools	% Rank for Nat'l Schools
Retirements Rate	0.00%	18%	9%
Departures Rate	5.99%	9%	62%
Grievance Rate	0.12%	78%	64%
Harassment Rate	0.00%	56%	56%

Table 4-8 – Employment Satisfaction Results Comparison with State and National Data

Question	RRCC Survey 2008/2010		CCCS Survey 2010		Segal Sibson Row Survey 2009		
	Admin/ ProTech	Faculty	Admin/ ProTech	Faculty	Public Sector	Private Sector	Higher Educa- tion
Overall, I like the work I do							
Favorable	96%/100%	100%/98%	95%	99%	77%	82%	80%
Neutral	1%/0%	0%/0%	0%	0%	13%	11%	13%
Unfavorable	3%/0%	0%/2%	5%	1%	10%	7%	7%
I rarely think about quitting							
Favorable	68%/64%	64%/54%	63%	63%	61%	70%	68%
Neutral	3%/6%	0%/3%	3%	1%	16%	15%	17%
Unfavorable	29%/30%	36%/43%	34%	36%	23%	15%	16%
I am appropriately paid for the work I do at my college/Level of pay satisfaction							
Favorable	49%/38%	9%/11%	43%	20%	56%	58%	50%
Neutral	4%/3%	0%/3%	3%	2%	13%	21%	17%
Unfavorable	47%/59%	91%/86%	54%	78%	31%	21%	34%
I believe our health benefits compare well with those offered by other employers							
Favorable	46%/65%	30%/58%	60%	52%	61%	NA	NA
Neutral	19%/13%	15%/17%	15%	20%	20%	NA	NA
Unfavorable	35%/22%	55%/25%	25%	28%	19%	NA	NA
My supervisor shows respect to his/her staff							
Favorable	81%/81%	89%/76%	83%	83%	79%	NA	NA
Neutral	3%/5%	0%/0%	3%	2%	11%	NA	NA
Unfavorable	16%/14%	11%/24%	15%	15%	10%	NA	NA
My college gives me the training I need to do my job well							
Favorable	77%/49%	72%/61%	65%	69%	54%	54%	56%
Neutral	2%/4%	0%/3%	2%	1%	18%	23%	22%
Unfavorable	21%/47%	28%/36%	32%	30%	28%	22%	22%
I feel the college cares about its employees							
Favorable	79%/75%	78%/67%	65%	65%	57%	72%	65%
Neutral	9%/5%	2%/8%	6%	5%	18%	17%	19%
Unfavorable	12%/20%	20%/25%	29%	31%	25%	11%	16%

Category 4 Improvements

4I1 Recent improvements made

Human Resources: RRCC has hired a new Director of HR as of April 2011 from outside the organization. He has implemented more data-related concepts, and has brought other fresh aspects to the HR Department and RRCC as a whole. Examples include a framework of measurement and evaluation, utilizing the Approach/Deploy/Learn/Integrate (ADLI) employee engagement and commitment has been instituted at RRCC. Another HR member has been added who exclusively works on the hiring of employees. There is added emphasis on the training of search team committees.

Implementation of new ERP: CCCS invested several years and several million dollars on the implementation of Banner as the system-wide ERP. Replacing a home-grown, outdated system, Banner has streamlined many processes for employee value and improvement in the last three years. For instance, there are fewer delays in the payroll process with the Time/Leave function and the implementation of an employee portal “The Rock” centralizes information, forms, and data. The availability of Banner has also allowed the Marketing department to alert and update employees of quickly changing items which include events, locations, scheduling, and employee recognition.

4I2 Selecting processes and setting targets

RRCC culture is one that is data-informed in its decision making. It also promotes collaboration through its five identified organizational values: innovation, teamwork, diversity, communication, and integrity. Improvements in valuing people are prioritized based on the needs identified through processes described in this category including the performance evaluation process, surveys, all-campus meetings, and feedback from specific constituency groups. In addition, HR continually works in collaboration with staff to gain ideas and insights for improvements as well as participation in extensive best practice sharing, networking with the CCCS Human Resource Directors, and attendance at conferences.

Category Five – Leading and Communicating

Since the 2008 Systems Portfolio, RRCC has flourished under the leadership of Dr. Michele Haney. Her vision and commitment to shared governance and her leadership in directing the Collaboration Council (2008-2010 Action Project) has provided the organization with a strong foundation in college leadership. Communication methods throughout the campus have improved with the integration of the Collaboration Council into institutional policy as well as implementation of additional technological resources, primarily the portal (*The Rock*) for providing employees, faculty, and students with information and announcements in one, easy to access location. Fiscal challenges and increased federal regulation have generated ongoing challenges, however the RRCC leadership team has weathered the storm well and RRCC continues to offer quality education for students and ample resources for its key stakeholders and employees.

Category 5 Processes

5P1 The Red Rocks Community College Mission Statement and Core Value

The current RRCC mission statement was defined and reviewed in 2005. RRCC'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 long-term vision of RRCC is to be "The College of First Choice." Both statements reveal RRCC's commitment to people as its most important core value. RRCC has also identified the following values: innovation, teamwork, diversity, communication, and integrity as being instrumental to meeting its mission. The mission statement and vision are reviewed at the beginning of fall and spring semesters during the RRCC "Kick-Off" week. At any given time, most employees can affirm the ideal that RRCC is the "college of first choice."

5P2 Aligning mission, vision, values, and commitment to determine high performance

The RRCC Collaboration Council is a 10-member team made up of administrators, students, both full-time and adjunct faculty, and staff members and is the main liaison between employees and administration. This council shares with designated staff and faculty members by disseminating the information through the vice presidents. They, in turn, are responsible for the relay of information to their different departments.

The Collaboration Council also reviews ideas for new AQIP Action Projects. Once an action project is identified, the associated VP will recruit for a committee through individual interest and/or expertise. Progress reports for these committees are reviewed regularly by the Collaboration Council.

During master planning sessions and throughout the process of writing annual strategic goals, the institutional mission and vision are integrated. The focus on students never leaves the table and the vision to be the "college of first choice" keeps quality and accessibility on the forefront of performance measures.

President Haney counts on each department to be accountable for strategic planning. Leaders of individual departments are the most knowledgeable about departmental goals and can better meet the needs of its students and key stakeholders. For example, in 2008, the English Department initiated a standardized exit exam for students in developmental education courses in order to measure ENG 121 (College Composition), readiness. The success rate at that time was 70%. A team of full-time faculty reviewed curricula and textbook usage. This team designated the same mandatory textbooks throughout developmental courses for the 2009–2010 academic year and implemented a pilot test for an exit exam. By 2010, a department-wide exit exam was adopted to assess ENG121 readiness. After students completed the exit exam, a team of full-time and part-time faculty graded each test. Through this careful process and implementation, improvement in writing success of developmental students has increased from 70% (2008) to 83%, as of the end of fall semester 2011.

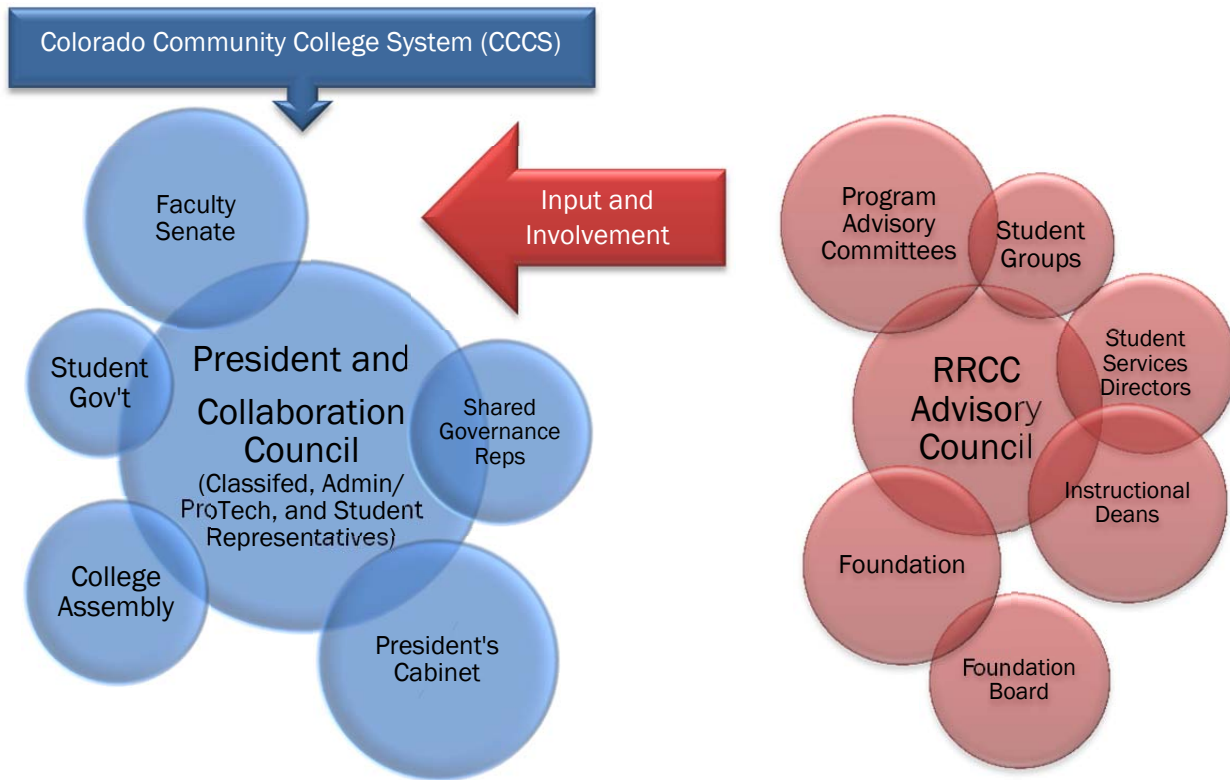
5P3 Accounting for the needs and expectations of students and stakeholders

Mandates from CCCS determine governing processes, and necessary information is distributed through administration, particularly in areas that effect stakeholders. RRCC has an advisory council made up of local leaders who provide the President's Cabinet with

feedback and suggestions on current events. Focus groups, student surveys, and now electronic surveys are in use to uncover the needs and expectations of students. The Communication Web in Figure 5-1 describes the flow of communication and the implementation of decision-making outcomes. Recruitment for involvement in action projects is open to most campus-wide employees, as RRCC believes that strength in diversity creates improved outcomes. In

budget planning and fiscal budgeting, the President's Cabinet reviews financial needs and requests. The Cabinet has the final decision on budget, as this group of individuals is the most apprised of RRCC's financial standing. Keeping student needs as the top priority, they are best positioned to make difficult financial decisions.

Figure 5-1 - College Leadership and Communication Web



5P4 Seeking future opportunities while focusing on student learning

RRCC is highly focused on students and learning; looking to the future ensures that RRCC will stay abreast of the current trends in education. Strong partnerships have been developed with the many community groups and key organizations that are served through RRCC. For example, The Action Center, Jefferson County Workforce Center, neighboring law enforcement agencies, and civic clubs in the cities of Arvada, Wheat Ridge, Golden, and Lakewood (RRCC service area), ensure open communication and investment that flows in both directions.

RRCC houses the [Rocky Mountain Education Center \(RMEC\)](#). RMEC provides non-credit offerings that range anywhere from computer technology to project management courses. While developing corporate partnerships, they are responsive to industry in order to meet training needs. Students can train for OSHA certification for compliance with the Department of Labor. Over the years since its inception in 1992, RMEC has grown beyond OSHA certifications to include non-credit courses in Water Quality Management (WQM), Green Technologies, and the Renewable Energy Program.

Leaders in student services at RRCC have looked to enhance student success through the reorganization of the Advising Office. This department can now more

closely track students, and be available prior to each semester registration. Research indicates that advised students are able to maintain higher focus and graduate more quickly from the institution

The High School Relations Office, which also went through reorganization in 2011, oversees the building of partnerships with area high schools. This includes dual credit for high school and college through the Concurrent Enrollment Program. The ASCENT Program allows for high school seniors to develop a college course work schedule with tuition paid for by their school district. This office promotes an easier transition for all newly attending high school students, including alternative learners, i.e., under-age students or home-schooled students as they successfully transfer into college.

5P5 Decision-making and implementing recommendations

The President's Cabinet functions as the implementing and executing body of RRCC, and makes decisions by a majority vote of all members. Planning and improvement recommendations are made by the Collaboration Council, which are then reviewed by the

Cabinet. The Collaboration Council reviews proposals for policy or other considerations submitted by the different constituency groups or departments that have made a request to develop/review new or existing policies to ensure their validity and effectiveness. Also, the administration at RRCC believes in a reverse pyramid of leadership, in that the faculty members promote the need for changes, as they are the group most closely involved with the student body.

5P6 Using data, information, and results in decision-making processes

The use of data to make informed decisions has been greatly improved by RRCC's data collection methods through the Institutional Research Office. The ability to make more data readily available and accessible to all employees at RRCC has reallocated how the college reviews and receives information. This has been instrumental in changing the way that decisions are made since the last AQIP portfolio of 2008. Please see 7P3 and Table 5-1. This constant use of data ensures that RRCC stays current with the ever changing information available and helps to compare and improve the college with the expectations of stakeholders, students, and other community colleges.

Table 5-1 – Examples of Decision-Making Hierarchy

	Idea Introduction	1 st Level Approval	2 nd Level Approval	3 rd Level Approval	4 th Level Approval
New Procedures	Department	VP Overseeing Department	Human Resources	Collaboration Council	President's Cabinet
New Courses	Faculty Member	Department Chair	College Curriculum Committee	System-wide Discipline Committee	State Faculty Curriculum Committee & System VP's
New Programs	Department Chair or Industry Stakeholder	Dean Overseeing Department	Vice President of Instruction	CCCS	CCHE
New Position	Department	VP Overseeing Department	Human Resources	President's Cabinet	
Action Projects	College-wide Discussion	Constituency Groups	AQIP Accreditation Officer	Collaboration Council	
New Facilities	Stakeholders (department/students)	President's Cabinet	Colorado Community College System	SBCCOE	

CCHE – Colorado Commission on Higher Education

SBCCOE – State Board for Community Colleges and Occupational Education

5P7 Communicating throughout the organization

The employees of RRCC communicate to each other through a variety of mechanisms. When walking down the halls of the main campus, one can observe much communication taking place between varieties of workers. The transference of information occurs in other ways, such as email and the Interactive

Table 5-2 – List of Communication Methods

Stakeholder Group	Communication Method
Faculty	<ul style="list-style-type: none"> Monday Updates from VPI Faculty Senate Meetings Department Chair Meetings Email from HR/eLearning regarding professional development opportunities New teacher orientation
Campus-wide	<ul style="list-style-type: none"> Kick-off week President's meeting State-of-the-Campus addresses Portal (The Rock) Announcements Faculty/Staff email Security Alert System Meeting minutes posted online/distributed via email Events on monitors throughout campus
Students	<ul style="list-style-type: none"> Web Site Portal (The Rock) Announcements Student email Security Alert System Open Houses Class schedule online/print College Catalog online/print RRCC Facebook /Twitter John Letter (Student Life) Posters/Flyers Bulletin Boards Student handbook (print/online)
External Stakeholders (Community/ Industry)	<ul style="list-style-type: none"> Advisory Board meetings Local press releases published Online <i>The Hub</i> news Billboards Advertising
Employees	<ul style="list-style-type: none"> New employee intake process New employee orientation Benefit seminars

Demographics Dashboard. The Vice President of Instruction sends out a weekly "Monday Update" with RRCC business that is addressed to all employees. See Table 5-2 for a more complete list.

As shared governance is promoted at RRCC, committees and councils are comprised of members of administration, faculty, staff, and students whenever possible. This system allows for the majority of employees to come together and share information that may not be disseminated as easily in other forms of administrative governing. The college website contains a wealth of information, and is constantly updated through the Marketing department. When information needs to be quickly distributed, employees know that this is one of the most effective ways in giving and gaining information.

RRCC is also moving toward meeting students "where they are" with a communication page in Facebook, a Twitter account, and cell phone notifications for emergencies and all-campus announcements. The CCCS has a social media policy in place to ensure the appropriate use of these communication methods.

5P8 Reinforcing characteristics of high performance

The leadership team at RRCC promotes a "people-first philosophy." The philosophy is reinforced in "Kick-Off Week" gatherings and meetings where each department is encouraged to foster these and other high performance ideals with communication, cooperation, and encouragement during the all-faculty, all-staff meetings that take place during fall and spring semesters.

When a department, member of a group, or an individual is recognized either inside or outside of the community, at the very least, an email is sent to the employee list-serve so all can be aware of these accomplishments. At many times, the Marketing department will post individual notices or articles that honor these groups and/or individuals on the RRCC website and send out press releases to local publications. The "Words of Wisdom and Praise" Journals (See 4P11) that are passed from employee to employee give recognition of noteworthy performance on a peer level.

The HR department's commitment to "right-fit" hiring reinforces the characteristics of RRCC's mission and vision through new employee orientations. New faculty, staff, and administrators are required to attend an orientation session that introduces them to

the RRCC culture. The hiring process also provides an introduction of the RRCC mission through a posting of the mission on all position descriptions and a focus on hiring candidates that reflect the values of RRCC.

5P9 Encouraging Leadership

RRCC promotes both internal and external development, inclusive of leadership potential. Each semester, an “All College Development Day” is planned and presented with a variety of workshops by staff and faculty; this alerts others to new knowledge and allows for employees to excel by example in their field. The HR department trains employees and staff in various aspects of necessity of leadership by offering training sessions. Outside stakeholders can use college facilities to host workshops and conferences; for example, The Literacy Coalition uses RRCC facilities to present a yearly mini-conference; instructors are offered free attendance. CCCS supports professional development opportunities for all employees by providing tuition reimbursement for any RRCC course. The Foundation has scholarships for attending conferences and workshops. The Endowed Teaching

Chair Awards honor exemplary faculty, which sets examples for others to also strive for recognition.

5P10 Maintaining Mission, Vision and Values

Review of the above processes will ensure that the current internal practices will maintain the mission and vision of RRCC. Externally, when looking to hire employees that will adhere to RRCC’s values, the HR Office plays a large role. An example of external processes can be reviewed by the present search for a new instructional dean. Currently, the interim dean was appointed by the college president for one year while the search for a new dean takes place. HR contributes with extending RRCC’s mission and values by training each search committee.

In succession planning, HR reviews personnel reports to determine employees who are retirement eligible (See 4P5). When a department is in need of replacing an employee through succession, the questions listed in 4P5 are proposed.

Category 5 Results

5R1 Performance measures of Leading and Communicating

The performance measures of the annual strategic goals for RRCC set through the President’s Cabinet and the CCCS strategic goals are the most appropriate for measuring leadership. RRCC enrollment, retention, graduation rates, and transfer rates are assessed each year indicating the level of operational excellence. Members of the leadership team are evaluated annually by supervisors through the performance evaluation process (see Category 4 for more detail) and the college president is evaluated by the system president. Every two years, the instructional leadership team—deans and Vice President of Instruction—is evaluated by the faculty and other instructional employees. A survey is distributed and anonymous feedback is provided to the team to provide information on areas that are working well and those that need improvement. Table 5-3 is a summary of the aggregated results.

Table 5-3 – Results from RRCC Upward Evaluation Survey

Question (Scale 1-5)	Average Rating
The administrator/supervisor being reviewed exemplifies the value of Innovation.	3.73
The administrator/supervisor being reviewed exemplifies the value of Teamwork.	3.64
The administrator/supervisor being reviewed exemplifies the value of Diversity.	3.91
The administrator/supervisor being reviewed exemplifies the value of Communication.	3.39
The administrator/supervisor being reviewed exemplifies the value of Integrity.	3.82

5R2 Processes and systems results for Leading and Communicating

Results for RRCC during the 2009-2010 academic year were reported by President Haney to the system office. Additionally, a report on how RRCC meets the CCCS Strategic goals was also submitted. See Tables 5-4 and 5-5.

Table 5-4 – CCHE’s Performance Contract Results Reported (Actual) for 2009-2010

Measure	Goal	Actual
Increase enrollment	5%	21.16%
Increase minority enrollment	1%	4.53%
Increase graduation rate	1%	3.37%
Increase minority graduation rate	1%	2.52%
Increase retention	2%	2.44%
Increase minority retention	1%	-.5%

Table 5-5 – RRCC Results for CCCS Strategic Goals

CCCS Strategic Goal	2009–2010 RRCC Results
Access	<ul style="list-style-type: none"> Implemented an advising “triage” to support peak advising periods. Increased use of the CommLab. Usage doubled compared to same previous period. RRCC became a certified BPI and RESINET testing site. New recruiting website.
Highly-Skilled Work Force	<ul style="list-style-type: none"> Press release with State Governor Ritter to announce GreenAdvantage. New CTE Programs in Interior Design, Wind Energy and Digital Journalism. RMEC/OSHA Institute merged with Energy & Environmental Technology to expand credit and non-credit courses. Implemented new Wind Turbine Maintenance program.
Seamless Transition Opportunities	<ul style="list-style-type: none"> ASCENT program for students from Jefferson County K-12 District will enroll in RRCC this fall. Hosted Post-Secondary Enrollment Options registration event specific for high school students. Hosted a group of educators from Japan to explore possibilities of an exchange program.
High Quality Service	<ul style="list-style-type: none"> Electronic textbook support in the library. Checkout availability for iPads and Kindles in library. CommLab Completed an additional five high-tech classrooms. Updated computers in two computer labs. Upgraded computers in student common areas. Purchased laptop carts for Arvada campus. Water Quality Management program provided service learning project in Hardeman, Bolivia to install systems for safe drinking water. Greater than 50% of faculty have developed an eSchedule for one or more classes. Contracted with Jefferson Center for Mental Health for part time mental health professional on campus. Working with Colorado State University-Pueblo on 2 + 2 agreements. Renewed agreements with Colorado School of Mines and Jefferson County K-12 district. Continue to work with Regis University on expanding offerings in health areas and providing a bulletin board with transfer guides. Free educational seminars on <i>Brain Rules</i>, by John Medina. Supports neuroscience and how it affects learning.
Financial Stability	<ul style="list-style-type: none"> Unrestricted reserves increased by \$3.5 million. Provides RRCC with reserves of 37.8% of net operating expenses. FY10 expense budget for instruction is 55% of total operating budget. \$3,366,717 was awarded in grant money.

5R3 Comparing results with other higher education organizations and organizations outside of higher education

The Colorado Community College System office administered to faculty and staff members a survey measuring satisfaction levels, the quality of instruction and educational services that resulted in

increased student success. The title of the survey was the 2010 Climate Survey. The following questions relate to Leading and Communicating. Table 5-6 illustrates how RRCC compares with other community colleges across the state.

Table 5.6 – Comparison of results with other higher educational organizations

Question	Faculty % favorable response		Staff % favorable response	
	RRCC	CCCS	RRCC	CCCS
Overall, I believe that my college is a well-run organization	58%	65%	76%	72%
I know the mission, vision and goals that have been set by my college	91%	86%	93%	86%
I believe that the college is achieving its mission, vision and goals	71%	71%	72%	74%
I understand how to do my part in helping the college to achieve its mission, vision and goals	85%	84%	85%	86%
My supervisor keeps in informed about issues that affect me	72%	80%	71%	77%
I get the kind of information that I need from senior management	63%	62%	61%	65%

Category 5 Improvements

5I1 Recent improvements made

Areas where RRCC has seen recent improvements in Leadership and Communication include the hiring of a new HR Director. When selecting a candidate, RRCC leadership ensured that the candidate matches RRCC strategic goals. Specifically, the new director needed to be data-informed in decision making, aware of outcome-based strategic planning, and an increase in professional development opportunities through all levels of the organization. The new director was hired in April of 2011 and has had a positive impact on the leadership and communication.

For communicating campus-wide with employees and students, RRCC implemented an online portal that serves employees, faculty, and students. The portal was named *The Rock* based on input from students and includes announcements, student finance, budget information, library resources, and access to technical resources such as the campus learning management (Desire2Learn), Banner, and Self-Service Banner.

The Financial Aid office at RRCC has improved their student communication methods with the addition of Financial Aid TV (online videos that provide financial aid education), face-to-face workshops, and literature available to walk-in students. The department is also available for additional financial aid advising.

5I2 Selecting processes and setting targets

In moving forward, the processes that are in place for selecting targets for improvement in Leading and Communicating flow down from the CCCS strategic goals and the goals of the campus. Leadership and communication goals for the future include managing morale during a high-stress economic climate for community colleges in Colorado, controlling costs while still providing high quality education, and monitoring the organization of the leadership team to ensure it is operating efficiently and effectively.

Category Six – Supporting Institutional Operations

Providing resources for the students and employees of Red Rocks Community College is a top priority for the college administrators. Even in a time of depressed economics, RRCC continues to evaluate its processes and systems to uncover ways to improve services and quality. Student learning is at the heart of the institution and the primary focus of this section is on how RRCC approaches the evaluation and systematic analysis and improvement processes to support its mission: To be “The College of First Choice.”

Category 6 Processes

6P1 Identifying the support service needs of students and stakeholder groups

The main tool for measuring institutional operations at RRCC is the *Noel Levitz Student Satisfaction Inventory*, given to students each year after Spring Break. Additionally, on a daily basis, students communicate with departments such as Advising, Learning Support Services, the Office of Disability Services, and the Office of Instruction. Student Life is a constant source

of information from students and additional areas of importance are relayed to the administration or council that can best serve those needs. Focus groups are developed when requested to identify service needs of a particular topic. The RRCC Foundation supports both external and internal needs of the students and faculty, and is apprised to the current happenings of RRCC stakeholders. See Table 6-1 for a list of support areas and how needs are identified.

Table 6.1 – Identifying Student Support Needs

Area of Student Support Need	Needs Identified Via	Solutions/Services Provided
Academic Assistance/Remediation	<i>Accuplacer</i> - assessment test taken as part of enrollment process Faculty recommendation Student self-identification Disability Services Office Academic Progress requirement	Developmental Courses, Tutoring Services, Writing Center, Online Writing Center, Communications Lab, College Prep Zone, Connect to Success (student success office), RRCC Library, library databases
Academic Outreach Program	Communication with K-12 district (within our service area) Advisory boards	Office of High School Relations, PSEO (dual credit), Gateway (ex-offenders), Community Learning Centers (RRCC representation at workforce centers and homeless relief center)
Admissions, Registration, and other student processes	<i>Noel Levitz Student Satisfaction Inventory</i> RRCC local student surveys Student participation on Collaboration Council Reports from student government Enrollment Data Advisor feedback	Walk-in advising, faculty advising, online advising services, self-advising with online catalog and <i>Degree Works</i> , online registration process, walk-in registration process
Student Life and Engagement	Club Presidents feedback Student government <i>Noel Levitz Student Satisfaction Inventory</i> Student referendums	Student Life Office, study groups, fitness center, student clubs, future healthcare center
Student Finance	Student polling Advising reports Data from financial aid: default rates, average student loan balances	Financial Aid office, financial aid TV, committee to address default rates, seminars on financial literacy, RRCC <i>One Card</i> (easy refunds)

Area of Student Support Need	Needs Identified Via	Solutions/Services Provided
Career, Community Relations, and Alumni	VE-135 data Completion and graduation rates Enrollment data Foundation contributions data Foundation and advisory board feedback Employer surveys	Internship program, career counseling, career, assessment testing, program review process, culture of graduation program
General Support	Student focus groups Helpdesk statistics Student demographics Faculty recommendation NCCBP data	Campus IT helpdesk, 24/7 phone helpdesk, audio visual helpdesk, learning management system (LMS), disability services, student computer labs, mental health counselor, veterans services, International student office, GLBT office, The Den, Library media and technology check out
Academic Quality and Improvement	Student Opinion of Instruction (SOI) Faculty Performance Evaluation process Full time/part time teacher ratios, Academic Standards Committee Departmental Meeting Feedback	Faculty professional development, faculty mentoring, instructional design support

Meeting future needs include the promise of a student health center. This project is one noted example of how RRCC identifies service needs. The students of RRCC expressed interest in a health clinic to members of the Student Government which brought the request to the attention of Student Life. Student Life issued a survey to students, staff, and faculty with the results of increased positive interest. Planning continues with participants from Student Life and the Office of Student Services working together to accomplish steps from inception toward completion.

6P2 Identifying administrative support service needs

RRCC states in its Vision and Mission Statement that its people; all students, staff, and faculty are the most important asset to the college. The college follows procedure when identifying needs governed by CCCS which are implemented through the identified administrative area(s). Departments, led by the associated dean or vice president, undertake the change in process or service to meet the unmet need or regulation.

The infrastructure at RRCC includes: access to wireless internet, a local area network, and an upgrade in the server room with the addition of a streaming server that will improve many virtual learning situations. It will be available to both campuses late 2012 to allow for streaming in classrooms and other prime areas for campus-wide video availability. The

Audio/Visual department is accessible during all college hours to fulfill multiple teaching and administrative technical needs, answer questions, and send out a service person upon request. The IT department staff is also available on an as-needed basis to maintain and repair computers, monitor servers, purchase and install software, and other IT needs.

The facilities department constantly upgrades, maintains and repairs situations that are related to the structural buildings of the RRCC campuses. Various members of the facilities department are visible on the campus every day to work on maintenance, repairs and improvements. The Lakewood campus consists of approximately 350,000 square feet, built in the 1970's, and is need of continual upkeep. The Arvada campus, built in 2003, is in prime condition.

RRCC students are charged a minimal parking fee each semester as part of their tuition (\$1.22/credit hour) and employees have a small amount withheld from their monthly paychecks so parking at RRCC is extremely reasonable for students and employees. Administrators at RRCC worked with the *FasTracks* expansion project of The Denver Regional Transportation District (RTD) to include RRCC in its *Light Rail* system on the West Rail Line. It will be available to the college in 2013, as RTD will have completed construction to its monorail system at the RRCC entrance.



FasTrack station similar to the one being built on the RRCC campus.

RRCC also provides instructional programs and the institution at large with an on-campus Marketing department. The Marketing department supports the college with a variety of functions including: website design and maintenance, design and production of printed materials, catalog and schedule creation, social networking programs, and public relations.

6P3 Maintaining physical safety and security

In accordance with CCCS and national standards, RRCC has adhered to the changing times and has implemented many procedures that have placed campus safety and security at high importance. Inclusive of changes put forth by the *Clery Act*, the Campus Crime Statistics report is available in the Campus Police Department, or viewed on our website <http://www.rrcc.edu/police/crimereport.html>. Registered Sexual Offenders information is found at <http://www.rrcc.edu/police/sexoffenders.html>. For more on campus security and safety, [click here](#).

In development of the Crisis Management Team, the *Emergency Management Plan* is a booklet available to all employees, and contains easy-to-follow Action Steps outlining the necessary procedures to follow in any perceived emergency. Also, new employees and faculty are oriented to the police department's services and policies on safety/security. In 2009, RRCC implemented an automatic alert system for cell phone texting and email accounts. The software *ConnectEd* program notifies all employees, students, and faculty of any emergencies that may occur on campus. This system is tested twice per year to assure its continued effectiveness. Users of this system can update or add information at any time through the RRCC website.

The RRCC Campus Police Department is responsible for maintaining the law and public safety on both campuses. The department has access to the 911 Communications Center, which allows for immediate response. Police are available during campus hours; guarded security covers campus needs between the hours of 11:00 p.m. Friday and 6:00 a.m. Monday. RRCC Campus police are dedicated to customer service, communication, and accountability for a crime-free and secure campus.

6P4 Maintaining and addressing student, administrative and organizational support

The RRCC President and Leadership Council address anticipated needs by encouraging and supporting open communication between the organizational and administration councils. The Vice Presidents are accessible to other administrators, faculty, students and staff. The councils, previously named in the Overview, also include Classified, Admin/Pro Tech, the Faculty Senate, and the Student Government Council. Each council has involvement in student issues that may be brought to the attention of any employee; that issue is resolved and accomplished by the most logical method available to the student, faculty, or staff member.

Currently, the formal Employment Satisfaction Survey is conducted annually. The Faculty Senate meets on a monthly basis to work on continuing faculty needs and requests communication with other administrative parties to achieve faculty goals. Monthly scheduled department meetings for full-time faculty personnel are held in order to address other possible areas and are supported by the administration and various councils.

RRCC provides services through adherence to federal mandates in programs for Financial Aid, Veterans Administration, and HLC. For example, tracking through Financial Aid covers debt predictions, financial education, and relationships with federal agencies. State mandates are upheld through CCCS and are referred to departments accountable for those processes. Daily, weekly and monthly tracking of implementation takes place in departments such as: IR, IT and AV departments, and the Facilities Department schedules heavy maintenance, i.e., painting and carpet replacement during holidays.

The inner workings of various departments offer and receive the support they may need, either through

CCCS or other designated departments within RRCC. For one example, the math and English Departments work closely with the Learning Support Services for on-going improvement in tutoring services. Another area where RRCC has improved institutional support is through the transfer of data-based information available on the Dashboard. Email is a common communication method that is used for a variety of information distribution. For example, it is used to inform employees of department projects, disseminate campus-wide information, and share press releases from the Marketing office.

6P5 Documenting support services for sharing, innovation, and empowerment

Employee related activities such as “100 Great Ideas” support and enforce employee equity. Through that one college-wide conversation day, strategic planning has advanced from many of those ideas and moved successfully toward fruition. For example, two of the current AQIP Action Projects, the Facilities Master Plan to improve space allocation (both as physical space

and efficient use of space), and the Assessment Repository (inclusive of all campus departments) have been implemented and are in active process. Another current example is the continuous collaboration of the Learning Commons, which is under constant improvement as it reorganizes to group student learning needs and services within the same general locale. Learning Support Services are based in the Learning Commons and additional information is available [online](#).

Again, employee email, The Rock (portal), and the Dashboard are intrapersonal arenas where information is documented and shared. The various councils hold meetings and the minutes of these meetings are disseminated to the appropriate designated departments or groups. There is always opportunity to improve and increase effective and meaningful communication; campus administration, staff members, and faculty are invested in sharing and empowering each other for quality interaction between all departments, as those who benefit the most are RRCC students.

Category 6 Results

6R1 Measures of student, administrative, and organizational support service processes

Performance and effectiveness at RRCC are measured in several ways. RRCC takes great pride in acknowledging its high level of customer service and much of this can be credited to the fact that employees listen. Faculty members listen to students, administrators listen to faculty, administrative service departments listen to employees, and student support areas listen to students. In addition to this informal method of measuring our performance, RRCC participates in the Noel Levitz surveys. The student survey compiles specific data on what students think about student services and the *Institutional Priorities Survey* compiles opinions from employees on how well they think they are meeting student needs.

Some departments on campus also manage their own performance and effectiveness measurement strategies. Information follows on how the Computer Services department tracks employee satisfaction with that department, and 3P1 outlined an important assessment project where the advising department measured their effectiveness and used the

data to implement professional development and training for their staff.

6R2 Performance results for student support service processes

RRCC uses the *Noel Levitz Student Satisfaction Inventory* as well as the *Noel Levitz Institutional Priorities Survey* to determine adequate performance results for student support services and processes. Based on a scale of 1-7, students and employees alike responded positively to all questions related to student services with each earning at the minimum 4.7, with the exception of parking which has become an increasingly serious issue over the last three years with the increase in enrollment.

An interesting trend to note is that internal constituencies (administrators, faculty, and staff) rate the campus higher than students on almost all categories. This discrepancy could be the result of many factors including a strong sense of ownership on the part of the employees and therefore inflating their perception of the quality of RRCC services. Or, the students may not take advantage of all services and therefore rank them lower. It would be beneficial to explore this discrepancy further.

Table 6-2 - Student Satisfaction Survey Results for Support Services (Scale: 1-7)

Noel Levitz - Student question / Institution question	Student Response 2010	Institutional Response 2010	Student Response 2011	Institutional Response 2011
Security staff are helpful / Security staff respond quickly in emergencies.	5.41	6.14	4.72	5.93
Academic advisors are approachable.	5.28	5.81	5.28	5.55
I am able to register for classes I need with few conflicts. / Students are able to register for classes they need with few conflicts.	5.32	5.20	5.34	5.03
Library resources and services are adequate.	5.37	5.58	5.37	5.57
Financial aid counselors are helpful.	4.72	5.21	4.72	5.07
The career services office provides students with the help they need to get a job.	4.70	5.59	4.70	5.20
The campus is safe and secure for all students.	5.49	5.92	5.49	5.08
Academic advisors are knowledgeable about program requirements.	5.14	5.26	5.14	5.08
Computer labs are adequate and accessible.	5.34	5.40	5.34	5.31
The student center is a comfortable place for students to spend their leisure time.	5.19	5.69	5.19	5.64
The amount of student parking space on campus is adequate.	4.40	4.34	4.40	3.85
The equipment in the lab facilities is kept up to date.	5.20	5.37	5.20	5.28
Tutoring services are readily available.	5.34	6.22	5.34	6.15
There are convenient ways of paying my school bill. / Billing policies are reasonable.	5.32	5.71	5.36	5.28

6R3 Performance results for administrative support service processes

To track the general opinion of support services on campus, the *Employee Engagement Survey* conducted by the state of Colorado provides the following results for RRCC employees (See Table 6-3).

The Computer Services department sends out a follow-up survey after each helpdesk call. These results are shared with individual technicians in order to improve quality and service where necessary. See Table 6-4 for Fall 2011 results.

Table 6-3 - Employee Satisfaction Survey Results

	Employee Satisfaction Response
I have the resources and equipment I need to do my job well.	60% Favorable 14% Neutral 26% Unfavorable
In my work group, we have the capacity (people, time, resources) to act on innovative ideas.	31% Favorable 23% Neutral 46% Unfavorable

Table 6-4 - Computer Services Evaluation Data

Question (Scale of 1-3)	Avg. Score
Customer Service	
Did the technician give you the work order number and refer back to it when completing the assigned task?	2.69
Did the technician respond to your problem in a prompt and friendly manner?	2.94
Did the technician listen to your entire problem and resolve it?	2.94
Did the technician maintain confidentiality and exercise good judgment?	2.94
Did the technician provide clear and effective information both orally and written on the status of your problem throughout the process?	2.94
Accountability & Job Knowledge	
Did the technician possess appropriate expertise in your particular problem or project?	2.95
Rate the quality of work provided.	3.00
Did the technician follow up on completed work?	2.95
Rate the quality of professionalism.	3.00
Was the technician prepared with the proper tools available if needed to correct your problem?	3.00

The financial stability of RRCC is ensured through the process of regular audits. CCCS hires KPMG to conduct a system-wide audit of all 13 community colleges. RRCC has made a practice of keeping a 5% reserve in place to protect against any unanticipated tuition shortfalls. RRCC's financial practices follow Generally Accepted Accounting Principles (GAAP) and the Colorado State Fiscal Rules.

6R4 Use of information and results to improve services in student, administrative, and organizational support areas

RRCC uses a combination of data sources to identify trends and problems. These data sources include student satisfaction surveys, SIS data, focus groups and staff feedback. The following processes and strategies are also used:

- Planning that includes departmental strategic planning, annual planning, and budgeting
- New program design, new initiatives, and new facilities
- Monthly reports from each VP to the president to monitor primary indicators

Some examples of how RRCC has used information and results to improve services include:

- The physical re-organization of enrollment services into a more logical sequence (The Welcome Center)
- The planning of a student health center.
- Changes to advising to increase knowledge on transfer opportunities

RRCC excels at collecting relevant data, but continues to work on the systematic use of information to improve systems and processes. The focus on assessment institution-wide and the Action Project to systematize the process of collecting assessment data, storing it, and making it accessible will provide the necessary tools to improve this process.

6R5 Comparing results with other higher education organizations and organizations outside of higher education

To compare the results of RRCC students and employee data, Tables 6-5 and 6-6 illustrate the national comparison data from the *Noel Levitz Student Satisfaction Inventory* and the statewide data from the *2011 Colorado State Employee Engagement Survey*. RRCC student opinions fall slightly below the national average and employee opinions are right in line with their counterparts at other higher education institutions in the state and other state employees.

Table 6-5 – Student Satisfaction Survey Results (Noel Levitz) – National Comparisons 2011

	RRCC Student Survey Response	National Community Colleges
Security staff are helpful.	4.72	4.95
My academic advisor is approachable.	5.28	5.41
Library resources and services are adequate.	5.37	5.60
Personnel in the Veterans’ Services program are helpful.	4.54	4.60
Financial aid counselors are helpful.	4.72	5.04
The career services office provides students with the help they need to get a job.	4.70	4.99
The campus is safe and secure for all students.	5.49	5.55
My academic advisor is knowledgeable about my program requirements.	5.14	5.37
Computer labs are adequate and accessible.	5.34	5.55
The student center is a comfortable place for students to spend their leisure time.	5.19	5.22
The amount of student parking space on campus is adequate.	4.40	4.44
The equipment in the lab facilities is kept up to date.	5.20	5.44
Tutoring services are readily available.	5.34	5.44
There are convenient ways of paying my school bill.	5.36	5.47
Academic support services adequately meet the needs of students.	5.11	5.28

Table 6-6 – Employee Satisfaction Survey Results (Statewide Employee Engagement Survey) – State Comparisons

	RRCC Employee Satisfaction Response		All State Employees
		State Higher Education	
I have the resources and equipment I need to do my job well.	60% Favorable 14% Neutral 26% Unfavorable	61% Favorable 14% Neutral 25% Unfavorable	56% Favorable 17% Neutral 28% Unfavorable
In my work group, we have the capacity (people, time, resources) to act on innovative ideas.	31% Favorable 23% Neutral 46% Unfavorable	33% Favorable 21% Neutral 46% Unfavorable	30% Favorable 24% Neutral 46% Unfavorable

Category 6 Improvements

6I1 Recent improvements made

RRCC has a renewed commitment to meeting the needs of students and employees by investing in a Facilities Master Plan. In 2010, RRCC hired Paulien & Associates, Inc., to conduct a comprehensive planning project that included high level data collection that includes mapping, discussions with leadership, and staffing data/projections. The second phase included site and space needs analysis and then a concept exploration phase that included forums for students, faculty, and staff as well as a formal presentation at an all campus meeting.

Although funding in higher education in Colorado has been limited, RRCC is committed to looking at ways to implement the recommendations from the evaluation. A Master Plan Action Project is in place and is being coordinated by the VP of Business Services. One component of the master plan includes the purchase and installation of a VOIP phone system. This project launched Fall of 2011, and the completion is scheduled for December 2012.

6I2 Selecting processes and setting targets

The culture and infrastructure at RRCC supports the ongoing improvement process for *Supporting Institutional Operations* through the strong interconnected culture at RRCC. The often referred to “silos” that are common in higher education are rare within this institution. Everything from search team committees to task forces to mediation groups are comprised of diverse populations including the purposeful inclusion of individuals from a variety of departments. This “inclusive” culture creates the opportunity for discussion, evaluation, and analysis of areas that require improvement as well as identifying opportunities for growth, innovation, and/or expansion.

The communication culminates at the top through Collaboration Council meetings where priorities are set and budgets are recommended. An example of this process is the Master Plan described in 6I1. Beginning as hallway meetings, conversations with students, and formal surveys, RRCC determined that space was an issue and needed to be addressed. Discussed in Collaboration Council and within the constituencies, the Master Plan evaluation process began and now is being supported through an AQIP Action Project.

Category Seven – Measuring Effectiveness

In looking at the last four years since the 2008 Systems Portfolio for RRCC, this is the category that has seen the most dramatic improvement – Measuring Effectiveness. Through the information provided in response to these category questions, it is clear that RRCC's data collection methods, the use of data to inform decisions, the ability to make data available and accessible to stakeholders, and the security of data have all made significant advancement. This is due to the implementation of Banner and inclusive of the reporting tools and accessibility modules, i.e., the portal. RRCC leadership is committed to the Office of Institutional Research and the dedication of management in that office has contributed to its success in this category.

Category 7 Processes

7P1 Selecting, managing, and distributing data and performance information

Through CCCS, RRCC uses Banner for its student information system. It records and houses all data that is relevant to college function. Within this system, RRCC accesses information such as: a) student-related data; demographics, courses, financial aid support, grades, assessment results; b) employee and faculty data; HR material, RRCC administrative forms, etc.; and c) finance-related data, including day-to-day operations, general ledger data, and budget information. This information helps RRCC to stay abreast of day-to-day activity, development, and improvement processes.

The RRCC Dashboard is maintained by the Office of Institutional Research (IR), to provide information for planning, decision-making, and policy formation at RRCC. In support of its mission, IR responds to internal and external requests for data and provides appropriate research design and statistical analysis of that data, in relation to numerous campus activities. These include areas such as accountability, long range planning and curriculum development, assessment of student learning, student enrollment, retention, staffing, and program review.

Desire2Learn (D2L) is a commercial Learning Management System (LMS), hosted by the vendor and is administered through the CCCS and CCCOnline. Each institution is individually branded with its customized information and that information is exclusive to each school. Analytic tools are available for the class instructor to access the system and find out individual student participation level which allows for early intervention and effectiveness in online learning.

7P2 Selecting, managing, and distributing data and performance information to support planning and improvement

The President of RRCC disseminates reports from the Cabinet; VP's are responsible for distributing data related to their specific departments, HR provides employee-based information and the regular changes that occur in that department. Marketing, IR, RISE, and the Foundation Offices report directly to the RRCC President. Current leadership steadily seeks feedback from the entire campus for continuous planning and improvement projects from campus wide events, such as those implemented in "100 Great Ideas."

As of December 2011, RRCC has complied with the following designated AQIP Action Projects:

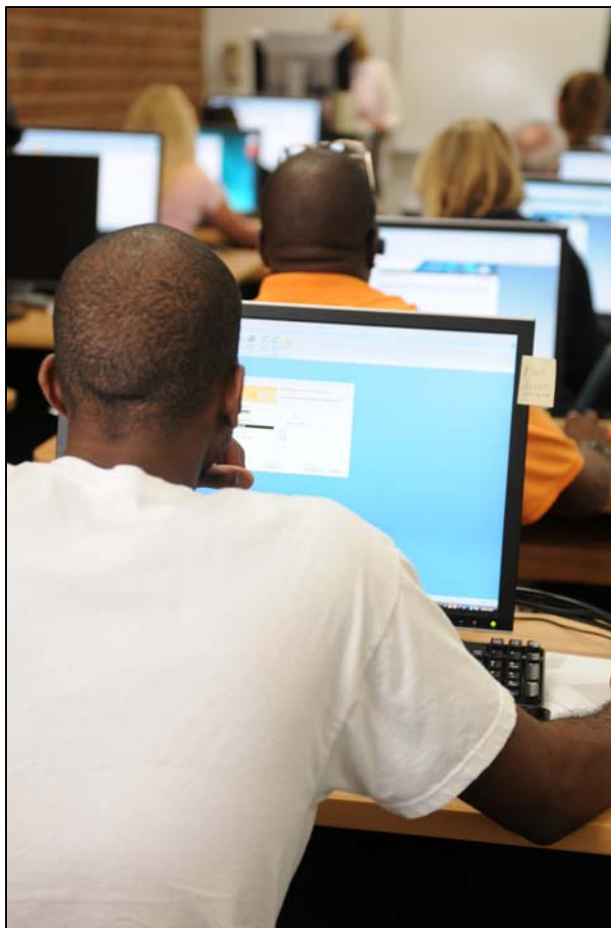
- Closed – Assessment to Improve Retention
- Closed – Collaboration Council
- Revised – Diversity Council
- Opened – Repository for Assessment Data
- Opened – Master Plan

7P3 Determining needs related to collection, storage, and accessibility of data and performance

At RRCC, IR has effectively integrated information mandated from CCCS, college surveys, and assessments and is consistently available to send out reports, updates, and progress of data. Collecting, storing, and accessing data continues to evolve and is determined by need and requests for information. An RRCC IR representative serves on the CCCS Institutional Research Advisory Group where requests and recommendations can be made to other system steering committees (i.e. BIG--Banner Integrity Group). Cognos is the current data warehouse, which is being "upgraded" to the ODS/EDW (Operational Data Store/Enterprise Data Warehouse). Additionally, there

are standard system-wide and institution specific reports that are available in Cognos and are used regularly by staff and faculty.

Action Projects, executed through AQIP policy reflect the most current needs of the college. Action Project topics are determined through a trickle-down process that begins with campus wide input and then prioritized through campus leadership teams. An Action Project recently opened is directly related to the need to collect, store, and access data. The project is the development of an electronic repository for all assessment data. This project is the result of RRCC's integration of the assessment process throughout the institution. It became clear through internal surveys that there was a need for a repository that provides for centralized digital storage. This new repository will make assessment data and best practices available to all departments, as well as maintain institutional memory. The system will provide individuals the ability to attach metadata and keywords to documents so that data can be analyzed and searched more easily.



Students working in a computer classroom.

7P4 Analyzing organizational data and information for performance and sharing of information

Much data and information is already posted on the Dashboard for benchmarking and accountability, this is copacetic with the data that is available from the RRCC Data Book available from the RRCC IR website: <http://www.rccc.edu/ir/databook/RRCCDataBook.pdf>. Through the various named councils, analyses are made and planning for a change or a new direction is then implemented.

The college president delivers a “State of the College” address at the beginning of fall and spring semesters or more often if determined by necessity. Other council, management, and department meetings communicate needs of students, faculty, and staff members; the information generated within those meetings can become a basic premise for setting college goals.

Table 7-1 – Data Used for Performance Indicators

Performance Indicator	Data Resources
Student Satisfaction	Student Opinion of Instruction (SOI), Noel Levitz Student Satisfaction Inventory, personal feedback to Department Heads or Deans.
Employee Satisfaction	CCCS Employee Climate Survey, Noel Levitz Institutional Priorities Survey, Colorado State Employee Engagement Survey.
Student Success	Pass rates, retention data, transfer data, graduation and completion rates, concurrent enrollment rates, minority enrollment FTE, industry advisory feedback, and enrollment in other specialty programs.
Operational Excellence	Enrollment data, program FTE data, budget reports, diverse population data, performance evaluations, AQIP feedback.
State, Regional, Specialized, and National Requirements	CCCS Performance Report results, industry test pass/fall rates (i.e. Physician Assistance PANCE test), accreditation reports and feedback, Title IV reports.

7P5 Prioritizing needs for comparative data and information

The CCCS commands many of these needs and priorities. CCCS will purchase comparative data and will then solicit and aggregate data from all 13 community colleges within the system. RRCC uses this information from CCCS along with other sources to review its strengths and needs. These comparisons are related to enrollment, attrition and graduation rates. The IPEDS Peer Analysis System provides comparative data from other 2-year institutions that are similar in size and urbanization to RRCC. RRCC is also a member of NCCBP, which compares its results with areas that include next-term persistence predictions, college and developmental course retention and success, high school enrollment, instructional faculty load, and per credit hour costs. RRCC has participated since 2010 in the *Noel Levitz Student Satisfaction Inventory*; this also gives comparative data that relates to student engagement and satisfaction. For career-technical programs, part of the measurement process relies on national average scores on licensure examination and accounts for the effectiveness of these programs.

Many department directors are involved with CCCS committees or professional organizations and consortia that allow them to share issues, review and evaluate best practices, and benchmark RRCC in alignment with these community groups. Once related data are collected, it is disseminated to each perspective department where it is available to faculty and staff members for evaluation. With this complete information, RRCC employees can compare areas of accomplishment as well as areas of opportunity and include this data for department projects and/or personal goals.

The IR office has gathered historical long-term enrollment data since 1988. More recent performance outcomes are recorded in the RRCC Data Book and Dashboard. This data is used to determine trends, possible problems, and growth from year to year or decade to decade. Comparisons can be made in most areas which include, among others, student enrollment and demographics, degrees per discipline, retention and graduation rates, and post-grad employment data.

7P6 Aligning data with organizational goals

It is the vision of RRCC to be the “college of first choice” for students, and to ensure that data aligns

with the RRCC Mission Statement. The following teams receive comparative data: President’s Cabinet, Collaboration Council, Academic Standards (Faculty) Committee, Curriculum Committee, Faculty Senate, Classified Council, and Admin/ProTech Council.

Table 7-2 – Comparative Data Utilization

Data Source	Comparison Level
NCCBP	Compares RRCC to Colorado colleges and national college data
IPEDS	National education data
CCCS Climate Survey	Compares employee satisfaction levels between community colleges and public/private sectors as well as higher education in general
State Employee Engagement Survey	Compares Community College employee satisfaction and engagement to other state departments
Noel Levitz Student Satisfaction Inventory	Compares RRCC to National Community College Data
Noel Levitz Institutional Priorities	Compares RRCC to National Community College Data

7P7 Timeliness, accuracy, reliability, security and related processes of information systems

Directors of IT, both at RRCC and from the 13 community colleges that make up CCCS, meet monthly to discuss and share improvement to information security processes. These meetings review best practices, initiate changes and ensure that effective measures of these systems are in place to keep up with the demanding needs of IT (See Table 6-4).

RRCC’s *The Rock* is the Luminous Portal that provides an easy-to-use interface to Banner and a secure system for current students, faculty, and employees to work and navigate online. Once within *The Rock*, all related RRCC information and navigation into Banner and D2L are under CCCS and RRCC IT security.

All full time employee computers are owned by RRCC; security access is controlled by a double password system which covers both college accessibility and internet coverage. The campus-wide system is backed up daily and a tape is sent monthly to CCCS to prevent computer coverage loss in case of disaster.

CCCS IT staff keeps authorized users informed of the status of Banner/Cognos through email communica-

tion. At the college level, employees are required to comply with any computer-related policies (e.g. software and hardware usage, student data, information security and confidentiality). Access to computers, networks, and Banner/Cognos is granted according to assigned duties and modified or removed as necessary.

Security into the Computer Data Center is restricted to IT staff, AV department, and vendors with a double lock security system; no other individuals are allowed in that area without IT supervision. The equipment in the Data Center room is monitored by *NetBotz* technology; servers, routers, and switches are covered if an unforeseen emergency occurs.

In late 2011, a full updated backup system was put in place for all employee files. RRCC maintains a high level of virus control (5x/day) and sends out alerts immediately to all employees when notified of a possible threat. There are “flash drive scan stations” available at all computer labs; students are strongly

encouraged to use these stations to keep college computers clean of any viruses. Assistants and tutors within these labs are professionally aware, and they are trained to rigorously check on these and other security practices.

The IR, Admissions and Records, Financial Aid, and the Veteran’s Administration Offices submit federal and state reports on a timely basis. Official data submitted to the SURDS, IPEDS, and VE-135 websites is automatically checked for errors (e.g. incorrect codes, inconsistencies, blanks, duplicates). Data are not accepted until errors are corrected or an explanation is provided. CCCS mandates that all colleges have a system in place which double checks for data errors. Quality checks are performed regularly by internal and external auditors to maintain the accuracy of computerized information.

Category 7 Results

7R1 Information and knowledge management — performance and effectiveness measures

As reported in a whitepaper from IBM, *Predicting the Outcome: Business Analytics for Education*, data has become the lifeblood of education. The challenge is to make data available to the stakeholders within the institution in such ways that is not overwhelming. Key information must be easy to access and share. To this end, the Institutional Research (IR) department at RRCC provides data via the portal (The Rock) in a number of ways, including the Dashboard, the Data Book, Cognos reporting, and concise summaries of the many surveys already mentioned in this category. See Table 7-2 for a list of data sources. The results of the recent statewide employee survey indicate that RRCC employees report:

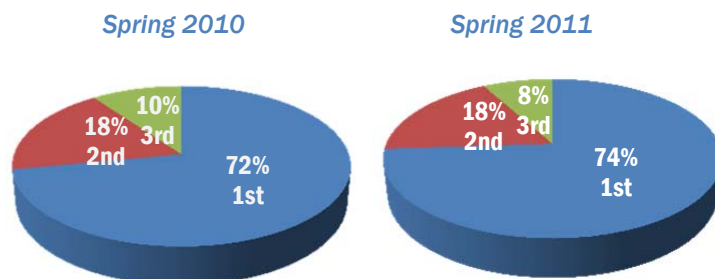
- 60% report having the resources and equipment they need to do their jobs well.
- 77% indicate RRCC uses customer feedback to make improvements to RRCC processes.
- 75% indicate RRCC uses customer feedback to make changes to how customer needs are met.

These statistics demonstrate that RRCC employees have the resources and information (data) necessary to do their jobs and use that information to make data-informed decisions.

7R2 Evidence of Measuring Effectiveness system supports for accomplishment of mission and goals

The Red Rocks Community College vision to be the “college of first choice” is measured each spring with a custom question on the *Noel Levitz Student Satisfaction Inventory*. In spring of 2010, 72% of the respondents reported RRCC was their college of first choice and in spring 2011, it was 74%. RRCC competes with 12 other community colleges, several 4-year public universities, and many prominent private schools.

Figure 7-1 – Student Responses to Survey Question on RRCC Vision–College of First Choice



RRCC’s strategic goals are driven by the system-wide goals developed at the Colorado Community College System (CCCS) as well as goals that “bubble up” through the strategic planning process. These local goals are put into place through the AQIP Action Projects. The performance measures for both system-level goals and internal action projects have been identified. The systems that are in place for tracking these measures are working effectively as evidenced throughout this document.

7R3 Comparing results with other higher education organizations and organizations outside of higher education

The State of Colorado, under direction of the governor aggregated responses from all state departments on a range of questions including employee satisfaction and institutional effectiveness in the *2011 Employee Engagement Survey*. The following questions relate to the access of information, data, and customer feedback. Table 7-3 illustrates how RRCC compares with other community colleges as well as all statewide departments

Table 7-3 – Comparisons - 2010 CCCS Climate Survey

Question	Percentage Answering Favorably		
	RRCC	All CO Community Colleges	All CO State Departments
I have the resources and equipment I need to do my job well.	60%	63%	56%
We use customer feedback to make improvements to our processes.	77%	70%	57%
We use customer feedback to make changes to how we meet their needs.	75%	70%	58%

Category 7 Improvements

7I1 Recent improvements made

In measuring effectiveness RRCC is moving ahead in information analytics by progressing into the area of predictive analytics. With a solid base in Banner for data storage and the ability to make data easily accessible and sharable, the next step is to begin using it in a proactive way. In 2011-2012, RRCC with support from the CCCS, has implemented *Degree Works*. This is a software tool that allows students to track their progress toward a specific certificate or degree. Advisors work collaboratively with students to ensure that students are on track. It is anticipated that this tool will increase completion and graduation rates by giving students added focus toward their degrees.

Secondly, in the fall of 2012, the implementation of a software tool from Sungard called *Course Signals* will be implemented. This tool gives RRCC the ability to tie disparate data together and look for relevant variables that have an impact on an outcome. For example, the likelihood of a student failing to graduate is tied to multiple variables: absenteeism, health records, developmental coursework, and teacher performance evaluations. By reviewing this data, RRCC will catch at-risk

students early enough to have an impact on outcomes. *Course Signals*, will improve retention and pass rates among other measures.

7I2 Selecting processes and setting targets

The RRCC culture and infrastructure help to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness by:

- Having a specific and direct strategic planning process as outlined in Category 8.
- Ensuring that all goals and Action Projects have specific measurable results.
- Continuing to encourage qualitative feedback loops between supervisors and employees, as well as between the college and outside stakeholders (i.e. industry advisory committees).

These items drive the need to improve or create new models of measuring effectiveness, defining data resources, and accessing tools for the sharing of data.

Category Eight – Planning Continuous Improvement

The adoption of AQIP as the accreditation process for RRCC has contributed the most to the systems and processes that are now in place for planning continuous improvement. Throughout the process of taking employees through a “conversation day” (the most recent was named ‘100 Great Ideas’), to the shared governance process practiced in the Collaboration Council, RRCC has seen significant advances in the planning process. Secondly, the leadership at the Colorado Community Colleges System office has supported RRCC in this process. Through the direction of state-wide strategic planning, common goals drive decisions, processes, and initiatives at all of the 13 community colleges. The process supports RRCC in strategic planning which reflects RRCC’s mission, vision, and institutional goals.

Category 8 Processes

8P1 Key planning processes

The process of planning is most affected by the communication of the Collaboration Council because of the outreach and diversity of its members. The Collaboration Council members are from all factions at RRCC; administrative, full time and adjunct faculty, staff, and students. Other administrators, who are leaders in their own right, serve as support to the Collaboration Council. Figure 8-1 serves as an overview and pertains to most questions asked in this category.

The use of participatory leadership is a continuous process; strategic planning is an on-going endeavor by employees of various departments. With AQIP firmly ingrained in the RRCC culture, AQIP Action Projects are an organized process that follows AQIP guidelines from fruition to completion. Adding AQIP accreditation to the institution’s administrative functions has given much more depth and direction to the operational growth of the college in the last few years.

8P2 Selecting short- and long-term strategies

State benchmarks are handed down by CCCS and RRCC plans initiatives around those mandates with financial and facility resources in mind (See Table 8-1). An investment in planning is continuous and remains current with the initial “100 Great Ideas,” which are kept in the forefront to help maintain overall employee investment. Specific plans are processed

and reviewed by various councils. In order to maintain feasibility, traditional reports and updates are required and are given the appropriate attention until the plan is completed.

Recent system-wide strategies have been primarily geared toward bringing up technology enhancements to support the mission of the community colleges. Technology strategies are first evaluated by a state-wide executive leadership team and then presented to college presidents. Each president then provides feedback and determines whether the initiatives are fiscally possible and if human resources are available (See Table 8-1).

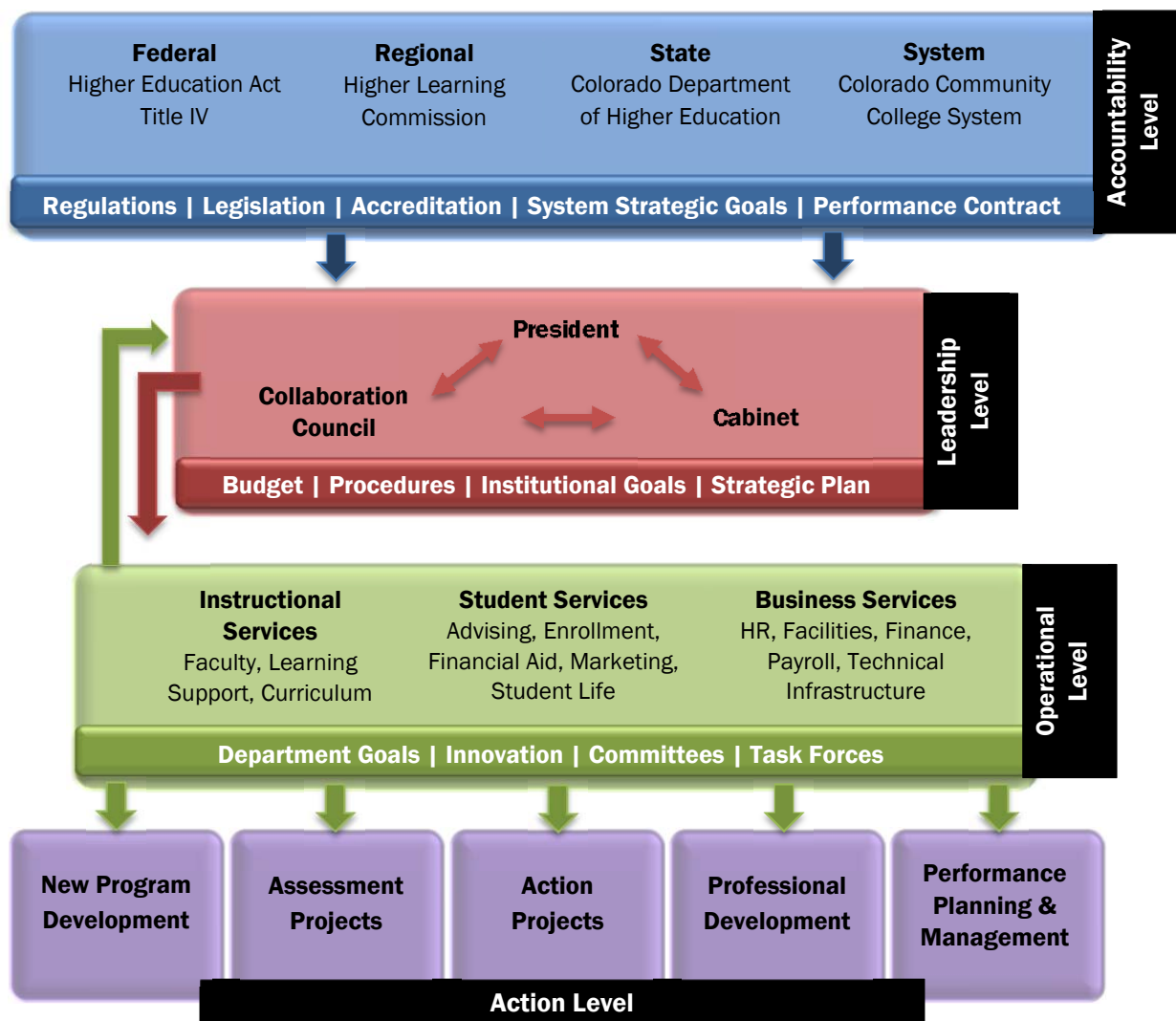
8P3 Developing key action plans

Action plans are developed with council and committee input, focus groups, surveys for both students and employees, and through AQIP Action Projects, etc. If need is determined, RRCC Collaboration Council and committee members produce, implement, measure, and revise action plans. The IR department is available to manage data when requested. Governing boards and institutions are involved by active communication with internal stakeholders. External stakeholders are involved by attending ad hoc meetings and communication strategies that are geared specifically around plans and planning. See additional information in Category 6.

Table 8-1 – CCCS Strategic Goals and Measures

Goal	Key Performance Measures
Student Access Goal	
<i>All Coloradans shall have access to comprehensive community college educational programs.</i>	<ul style="list-style-type: none"> • Percent increase in FTE enrollment compared to the overall statewide percent increase. • Increase in minority enrollment FTE compared to the increase in the state's minority population. • Share of minority resident student enrollment compared to the overall population of minorities in our service area. • Level of resident tuition and fees compared to peers and compared to family income. • Up-time percentage of the SIS (Banner) system for applications during high registration periods.
Student Success Goals	
<i>The demands of Colorado businesses and communities shall be met through the development of a highly skilled workforce.</i>	<ul style="list-style-type: none"> • Percentage of resident CTE student enrollment compared to the overall state population. • Number and type of new programs developed in high demand, high wage industries as well as program development for emerging industries. • Increase in the number of partnership initiatives with public and private entities. • Results of business and industry surveys on meeting employer demand.
<i>Students shall have seamless opportunities to transition from high school into college and from 2-year institutions into 4-year institutions.</i>	<ul style="list-style-type: none"> • Increase in concurrent enrollment compared to overall increase in high school enrollment. • Increase in number of resident transfers compared to the increase in statewide, 4-year institution resident enrollment growth. • Increase in success rates of students in the developmental sequence, both through the development sequence and in completion of college level work. • Evaluate and increase opportunities for comprehensive diagnostic placement assessment.
<i>Students shall have the opportunity to succeed through high quality, cutting-edge instruction and educational services.</i>	<ul style="list-style-type: none"> • Percentage of full-time faculty compared to the previous fiscal year, normalized by student enrollment growth. • Retention rates of resident students. • Graduation/transfer success rates of resident students, where available. • Results of student surveys on instructional and service performance. • Develop additional measures of success as new data tools emerge to track educational goals and progress. • Ensure that professional development plans address strategic initiatives. • Maintain accreditation.
Operational Excellence Goal	
<i>The financial stability of RRCC and the physical safety of its students shall be ensured.</i>	<ul style="list-style-type: none"> • Ensure that reserve levels meet or exceed state board policy and that expense levels compare favorably to state and national benchmarks. • Completion of emergency preparedness plan. • Ensure that financial aid is maximized for our students, including the successful implementation of direct lending. • Annual evaluation of physical space needs and plan to make progress toward space priorities.

Figure 8-1 – Strategic Planning Process across Organizational Levels



8P4 Coordinating planning for aligning processes, strategies, and action plans

Two-way communication across campus is a combined process, and defined in Fig. 8-1. The levels of goal achievement are supported by divisional and departmental levels. Accountability first starts with government agencies that oversee RRCC administration and leadership; in turn, specific designated departments report to those levels of leadership. These two factions stay in communication and oversee each other in areas where innovation, strategies, and planning are a joint effort. Then, the actual activities are implemented with each particular action plan reporting back to the select department, committee and/or leadership teams. For an example, see the Facility Master Plan outlined under Table 8-3, and for

further measures of effectiveness on RRCC goal accomplishments (See Tables 5-3, 5-4).

8P5 Defining objectives, selecting measures, and setting performance targets

CDHE governs many of the objectives and performance targets that keep the college updated and current. HLC reviews plans for new sites and new programs for either face-to-face or online delivery. Per accreditation processes, plans are submitted to AQIP for feedback. Once reports are received from these various governing boards, the task force/committees balance recommendations, decide upon appropriate data measurements, and gear plans and goals with these parameters in mind.

Most often, task force and committee members are recruited through individuals from leadership positions. Once formed, these groups review given objectives, create and develop plans, and determine measurements. As RRCC employees share with each other to achieve strategic goals, input from other administrators, staff members, and employees is generated in order to create the most efficient means to achieve performance targets.

8P6 Linking strategy selection and action plans

The process for selection and planning is commented in 8P5, but also by the prioritization of the use of general funds, which is reviewed by the President's Cabinet. This level of leadership decides on priorities and then the assignment of tasks for lead individuals that will define selection. Additionally, RRCC personnel apply for outside resources, grants, and other forms of available funding. For a current example, a TAA Grant (National Trade Adjustment Assistance Program) was awarded to CCCS in 2011. Funds from the grant will be used at RRCC to enhance the Water Quality Management program by creating new online classes. This will enable more students to access courses, many of who are in rural areas where water quality expertise is most needed. This grant also supports a system-wide innovative program to improve success rates in developmental education courses by pairing these courses with a CTE course. Curriculum will be combined, reviewed, and assessed. Please review Table 8-2 for more information.

8P7 Assessing and addressing risk

RRCC planning committees and task forces use SWOT diagramming to help identify possible areas of concern when addressing the planning process. Also the Strategic Planning Process, Fig. 8-1, shows the checks and balances in place for assessment, and allows for

concerns of possible risk to be mentioned and reviewed if needed. All employees are aware and are asked to be invested in the institution's mission and vision (See 5P1, 5P2). Training and staff development through the HR Office offer every employee many opportunities to become more educated and involved in the planning processes of RRCC.

8P8 Developing and nurturing employees and their capabilities to address change

The investment of shared governance at RRCC guarantees that the employees of the college are aware of the changes that will take place with innovation, planning, and growth. Category 4 addresses the importance of employees and recognizes that human resources are one of RRCC's greatest assets. The employee evaluation process assures that some personal performance goals reflect institutional goals. Communication through leadership is paramount, and information necessary for employees to plan and make decisions is readily available through the Dashboard, the email system, and weekly updates. See 7P2 and 7P6 for detailed information.

The awareness of needs in each department is done with adherence to succession planning within that office or department; employees are kept abreast to these future changes. With the current AQIP Action Project related to a repository for student assessment, the data will show alignment with processes that will report improvement in student learning. This will keep employees in the loop of student growth and achievement and allow for educated and informed planning processes. Finally, the latest CCCS Climate Survey states that 67% of RRCC employees feel confident in RRCC administrative processes (See Table 5-4), including those that relate to growth and change.

Category 8 Results

8R1 Performance measures of planning processes and systems

The overall measure of effectiveness in the planning system is the quality of results produced by RRCC. These results are reflected in the measures outlined by CCCS, as well as the Colorado Department of Higher Education (CDHE). Within the institution, the President's Cabinet routinely analyzes the progress of internal projects and reviews the measurement

criteria established by the projects' lead individuals. As an example, each Action Project lead is required to report to Collaboration Council on the progress of his or her project. Part of the report includes sharing how projects will be measured and these assessment strategies are reviewed and approved by Cabinet and Collaboration Council.

8R2 Performance results for organizational strategies and action plans

Overall measures of effectiveness are recorded in Tables 5-3 and 5-4. RRCC continues to exceed or surpass goals set by CCCS and CDHE.

RRCC has met or exceeded the requirements for HLC's AQIP Action Projects. Table 8-2 is a summary of the Action Projects since RRCC became an AQIP institution. The process of defining, conducting, analyzing, and reviewing Action Projects has become an integral part of the organizational strategies at RRCC. Action

Projects drive continuous quality improvement and support the institution's commitment to shared governance, as all Action Projects have had their start in a conversation day that incorporated feedback from the entire college.

Success in other strategic initiatives reflects performance results, too. Since the 2008 Systems Portfolio, RRCC has undertaken and successfully completed several key strategic initiatives. Table 8-3 summarizes these projects.

Table 8-2 – AQIP Action Projects

Action Project	Start	End	Designation
Assessment of Student Learning	2005	2009	Integrated
Faculty Advising Pilot	2006	2009	Integrated
Tutors Without Borders	2006	2008	Integrated w/ Modifications
Increase Number of Graduates	2006	2008	Closed
Improve the Retention of a Diverse Campus Population	2009	2011	Closed
Collaboration Council	2009	2011	Integrated
Expand Presence in Mountain Communities	2009	2011	Closed
Using Data for Continuous Quality Improvement	2010	2011	Integrated
Master Plan: Improve Space Utilization for Greater Efficiencies	2011	n/a	In Progress
Building a Diverse Campus	2011	n/a	In Progress
Analyze and Define Effective Strategy for Preserving Institutional Assessment Data	2011	n/a	In Progress

Table 8-3 – Strategic Initiatives and Operational Projects Status

Project	Active	Complete
Implement Luminous Portal With assistance from CCCS, RRCC implemented a portal for students, faculty, and staff. Implementation process including planning for cultural changes, communication plans, as well as technical requirements.		X
Facility Master Planning In July 2011 RRCC contracted with <i>Paulein and Associates</i> to evaluate and report on campus facilities for the Lakewood and Arvada campuses. The consulting group led RRCC through the analysis by holding focus groups and interviewing key stakeholders. They then measured the existing facilities, recorded usage, analyzed enrollment data, and reported back on the surplus/deficit of space.	X	
VOIP Implementation In order to Update all CCSS institutions with the most current technology, all analog phone systems are being replaced with VOIP systems. RRCC is currently in the process of managing this extensive, multi-million dollar project to rewire and implement a voice- over IP phone system.	X	

Project	Active	Complete
Learning Management System Transition All CCCS colleges are legislated to support instructional activity using the same learning management system (LMS). After repeated outages and poor customer service from previous vendor, colleges transitioned to a new LMS (Desire2Learn). The project entailed migrating courses, training faculty, and integrating with the current SIS.		X
Develop Energy Program In response to industry, state, and national goals, RRCC implemented a New Energy Program that includes wind, solar, and water quality degrees and certificates.		X
Develop Cyber Security Program RRCC is offering a comprehensive Cyber Security program. Students identify computer network threats and determine incident response to include defenses, counter-measures, and computer forensics.		X
Gateway Program The Gateway Program is designed to reduce recidivism and provide positive outcomes for individuals involved with the criminal justice system. It assists ex-offenders in reconnecting with their career, community, and family. It addresses professional, educational, and social goals in an innovative and structured academic environment.		X
Student Health Clinic This student-led initiative will put a health clinic in place at the Lakewood campus for student use. Services will include immunizations, diagnostics, reproductive health, and minor injury care.	X	
Participation in NSF Advanced Technological Education Program RRCC proposed Sustaining a Green collar Workforce: An Interdisciplinary Approach. The focus is on workforce preparation for the renewable energy and environmental technology industries. See www.rrcc.edu/green for details.	X	
RISE (Red Rocks Institution for Sustainability in Education) RISE is a collaboration of RRCC, Jeffco K-12 District Schools, and Colorado School of Mines (4-year university) to find ways to integrate higher education with K-12 around sustainability, 21 st century skills, and STEM disciplines.	X	
NSF and TAA Grants – Water Quality Management Additional funding from the Advanced Technological Education Program will be used to put the WQM program online in order to reach more students—especially those in rural areas. In combination, the TAA program (part of the American Recovery and Reinvestment Act) will support WQM by identifying strategies for increased success in remedial programs and classes.	X	

8R3 Performance targets for strategies and action plans for the next 1–3 years

As RRCC moves into the next 1-3 years, strategic planning will continue to be conducted as it has been, as this has proven successful for the culture at RRCC. Long-range strategic goals will continue to be driven by the Colorado Community College System Office (CCCS) and the president of RRCC will be accountable to that office. The president will continue to oversee planning so that RRCC meets the stated goals of the institution which align with system-wide strategic goals. Additionally, feedback from this document, the 2012 Systems Portfolio, will drive priorities as well as future Action Projects. Targets for this specific

time frame will focus on the ongoing CCCS goals of student access, student success, and operational excellence.

8R4 Comparing results with other higher education organizations and organizations outside of higher education

Since the overall measure of effectiveness of the planning system is the quality of the results produced, RRCC can compare itself to other higher education organizations (See Table 8-4). Direct comparison of RRCC planning process results with other organizations outside of higher education is not conducted at this time.

Table 8-4 – CCHE’s Performance Comparisons (SURDS data)

Measure	RRCC	Colorado 2-year Institutions	Colorado 4-year Institutions
Increase Enrollment (2007 to 2009)	29.7%	26.7%	6.1%
Increase Minority Enrollment (2006 to 2008)	12.9%	-0.5%	1.9%
Graduation Rates	22.6% (original and transfers)	20.9% (original and transfers)	51.0% (within 5 years)
Minority Graduation Rates	16.0% (original and transfers)	14.8% (original and transfers)	37.0% (within 5 years)
Retention Rates (2009 to 2010)	54.3%	55.0%	75.7%
Minority Retention Rates (2009 to 2010)	54.0%	53.6%	72.2%

8R5 Evidence supporting effectiveness of the Planning Continuous Improvement System

The effectiveness of the systems for Planning Continuous Improvement is broadly reviewed for performance and comprehensiveness. The Advisory Board and President’s Cabinet members meet for annual retreats and are asked to reflect upon the Strategic Plan progress and achievements in order to recommend additions or adjustments.

At the beginning of each new academic year, key stakeholder groups react to the RRCC’s performance of the stated institutional goals and suggest areas for greater focus. The measures of performance are similarly reviewed each semester to determine whether these are the most effective measures for each direction and if not, where changes and different measures might provide better information.

Category 8 Improvements

8I1 Recent improvements made

RRCC’s processes for continuous improvement have seen far-reaching improvement over the last three years. These improvements are due, for the most part, to the increased role of Institutional Research on campus. This department is now charged with making information and data available to a wide range of constituencies and has done so through the Dashboard, the summarization of reports and surveys, as well as regular reports sent out via email. With this additional information, college leaders at the institution level and department level are empowered to make data-informed decisions and to incorporate ways to improve the college at all levels.

RRCC has also “settled in” to the AQIP cycles and the incorporation of Action Projects, Strategy Forums, and assessment measurements throughout the college, especially in instruction. The culmination of these practices has improved the process for Planning for Continuous Improvement.

Additionally, the move toward a more centralized system has provided structure for all of the community colleges as they share the common goals from the CCCS Strategic Plan.

8I2 Selecting processes and setting targets

To continue to Plan for Continuous Improvement and to set targets, President Haney’s vision for a shared governance system encourages communication and feedback. The strategic planning process is presently on an annual cycle as RRCC stays limber and flexible in a volatile legislative and economic cycle. The college has evaluated a new position within the Institutional Research (IR) department, and has made the decision to hire a director or executive director position. This individual would be responsible for institutional effectiveness, quality, assessment, and future accreditation.

Category Nine – Building Collaborative Relationships

The focus of this category for RRCC is primarily based on the relationships with the high schools that feed students into RRCC, as well as the transfer agreements in place with 4-year schools which often serve as the next step for RRCC students. In fact, 10-15% of incoming students report that they “take some classes and transfer” as their primary educational goal. As RRCC continues to value all collaborative relationships, a project for collecting regional data on workforce relationships is on the horizon and is being met with great enthusiasm. In collaboration with other colleges in the region, RRCC is participating in a survey to community organizations with which there is a relationship and polling those organizations on the pros and cons of working with RRCC. Data will be shared among all participating colleges to begin the benchmarking process.

Category 9 Processes

9P1 Building relationships with other educational organizations from which students are received

RRCC receives its students from metro-wide K-12 educational institutions, predominately in-state, but also out-of-state, international students, and other 4-year colleges and universities. CCCS guidelines permit RRCC to recruit students from within the RRCC service area (Jefferson, Gilpin, Park, and Clear Creek Counties). For specialized programs that are not offered at other metro community colleges, such as the Radiologic Technology Program and Physician’s Assistant Program, RRCC can recruit state-wide. Students also come to RRCC through the collaboration of business relationships in and beyond the community. For an example, the metro fire departments and law enforcement agencies that work with RRCC advisory boards provide students and the students who become law officers within neighboring communities refer individuals to RRCC.

RRCC has a strong relationship with Jefferson County Public Schools. Referred to as “Jeffco,” the district is the largest school district in Colorado with almost 86,000 students. The superintendent of Jeffco, Dr. Cindy Stevenson, serves on the RRCC Advisory Council at RRCC, and she is very involved in RRCC and Jeffco events. Relationships between RRCC and the Jeffco high schools are managed by the Office of High School Relations ([click](#) for additional information).

RRCC has a distinctive relationship with the career and technical high school for Jeffco, WarrenTech. An option school for Jeffco high school students, it carries technical training programs such as Auto Technology, Cosmetology, and Welding. These students can receive college credit at RRCC through concurrent enrollment agreements. Additionally, in

collaboration with WarrenTech; RRCC will admit students who have graduated from high school, received a GED, or are age 21 or older. These students may attend WarrenTech by enrolling through Red Rocks Community College and paying RRCC tuition. Conveniently, both schools share the same campus which makes it easy for RRCC students to attend these two schools in tandem.

To maintain and strengthen relationships with other community colleges, there are “2 to 2” meetings set twice per academic year to bring the CCCS colleges in communication with each other. Representative faculty members from each discipline across all colleges meet in discipline groups. With the 4-year Colorado public institutions there are “2 to 4” meetings. These meetings relay information back and forth between the 2- and 4-year institutions and focus primarily on transfer agreements (See 5P4).

RRCC has a particularly effective relationship with the Colorado Division of Corrections, where ex-offenders are admitted into the college and are monitored through the Gateway Program. Approximately 1300 students have gone through the program since its inception in 2006. Other collaborators in this program are county and community counseling centers, along with families who are investing in a better future. These students are given opportunity to work on social and academic skills through specific classes. They then attend regular college courses in order to advance toward more education and/or a career, effectively reducing recidivism back into the penal system.

9P2 Building relationships with others that depend on RRCC students and graduates

Colorado Department of Higher Education, (CDHE) determines the transfer courses that can be guaranteed to transfer to all 4-year public institutions. Named Guaranteed Transfer, or GT, it is a prescriptive program that allows RRCC students to take courses that are guaranteed to transfer. Additionally, CCCS has developed Designated Transfer Degrees (See 1P4).

The majority of RRCC students transfer to Metropolitan State University of Denver and the other large 4-year public institutions in Colorado. The GT Pathways and Designated Degrees facilitate these relationships (See 1P4). RRCC has built articulation agreements with specific universities, i.e., Regis University in Denver and Colorado School of Mines in Golden to allow for transfer of RRCC courses. The college has a number of articulation agreements with many 4-year institutions that have been built on the needs of students' and ease of transitioning into these institutions, including online universities, such as Capella University. RRCC has a unique relationship with Al-Huson University College, Al-Balqa, Jordan, which allow for their students to attend RRCC and gain knowledge and experience in the solar industry. The RRCC advising staff holds a Transfer Fair twice a year where all local and regional colleges are given the opportunity to set up tables and provide information to RRCC students.

At times, employers will come to RRCC to ask for classes and training in specific areas, such as the many relationships that RMEC has developed with

industry (See 2P2 – 2P6). The Foundation has proven its positive influence out in the community; the continuous investment of those relationships are made to keep the focus on efforts to financially assist students and build on-going relationships reaching far into the future, benefiting both the college and the community.

The Career Resource Center at RRCC is available to students in order to review employment options through career exploration, resources, and educational planning. These services take place with the assistance of outside sources, including workforce entities. New partnerships are created to constantly meet the changing job market and assure that RRCC students are aware of present and future employment opportunities. In the fall and spring semesters, RRCC hosts a Public Safety Fair for EMT's, Fire Science departments, and Law Enforcement agencies.

9P3 Building relationships with organizations that provide services to students

RRCC is able to take advantage of consortia purchasing with several vendors as a member of CCCS. Table 9-1 demonstrates the top organizations and institutions that work with RRCC to provide necessary services to students.

RRCC prescribes to a process where leadership is shared governance; departments are given authority to build important collaborative relationships in areas of those disciplines. Other offices of the college continue to work with organizations or institutions that take the lead in providing services, i.e., the area county Workforce Center in Jefferson County for career advising.

Table 9-1 – Examples of Outsourced Suppliers that Provide Services to Students

Support Area	Service Providers	Services Provided
Instruction	Desire2Learn* Perceptis* Sungard* Blackboard*	College-wide learning management system (LMS) 24/7 technology helpdesk. Students call 800# or website for tech support Banner registration system, college portal (Luminus), advising solution (DegreeWorks) Web conferencing solution for teaching and learning – Blackboard Connect
Billing Office	Higher One*	Faster delivery of financial aid refunds to students via a debit card
Bookstore	B&N College	Retail service for textbooks, college paraphernalia, supplies
Library	Auto-Graphics	Students use the AGen platform for managing, sharing and searching library resources
Testing Center	CollegeBoard	Accuplacer exam for English, reading, and math placement

* Contracts negotiated through CCCS.

9P4 Building relationships with organizations that supply materials and services

RRCC is bound by the State of Colorado's procurement code and rules. The State of Colorado purchasing department bids out numerous goods and services and establishes price agreements also known as state awards with a variety of vendors. The price agreements are typically established on a year-to-year basis with options to renew for up to five years. Almost all price agreements are "mandatory," which means that state agencies bound by procurement code must purchase from a specific vendor. For instance, all furniture purchases must be made through Colorado Correctional Industries.

Purchases that are not covered through the state's price agreements and exceed certain dollar amounts must be procured through a competitive process. For example, goods that cost \$10,000 or more and services that cost \$25,000 or more must be processed through the State of Colorado BID system. If the goods or service needed is below this amount, it is considered a discretionary purchase and departments can buy from the vendor of its choice. These vendors are found through networking, attending conferences, or through professional publications and catalogs.

Another important area of relationship is through the faculty, where many members are past and/or present employees of companies that collaborate with supplies, materials, and services to the college. For example, a Water Quality Management faculty member has a former relationship with a local water district and the district has been generous in providing equipment for a student simulation center.

9P5 Build relationships with education associations, external agencies, consortia partners, and the general community

These relationships fall under several areas. Within each area there are unique processes for building and maintaining relationships.

Consortia: Colorado Community College System (CCCS) assists and serves its 13 colleges in such areas as: budget management, articulation agreements, establishment of statewide policies, and software licensing. Being part of CCCS enables individual colleges to share their resources and, as a result, more efficiently deliver high quality services

and compete with private institutions. CCCS colleges maintain communication with each other by holding regular state-wide meetings for specific roles at the campuses. For example, all eLearning directors meet monthly to review, discuss, and prioritize budgetary and instructional technology decisions for all of the community colleges. Vice presidents for all areas meet monthly across the system as do college presidents.

Accrediting Agencies: RRCC joined AQIP in 2006 to introduce continuous quality improvement into daily institutional practices. In addition, six CTE programs are accredited or certified by national or state agencies; these departments work hand-in-hand with those agencies to maintain accreditation standards. See RRCC [Accreditation](#) website for additional information.

Professional Organizations: Many administrators, faculty, and staff members participate and are affiliated with professional organizations, consortia, or networks in their field of expertise. For example, the Computer Technology program is actively working with Microsoft to implement the Microsoft IT Academy Program.

General Community: RRCC participates in local events such as the 9 HealthFair on a metropolitan level, and hosts a booth at the annual Buffalo Bill Days. At the city level, with both Lakewood and Arvada where the campuses reside, RRCC participates in numerous events for the community. Events take place for the community at the college, i.e., the Native American Club revitalized and hosted the 2011 Fall Powwow that took place at the Pavilion, RRCC's multi-purpose field. Many members of the RRCC staff are involved with the West Metro Chamber of Commerce, serving on its board and attending regular meetings. The Marketing Office at RRCC sends out press releases to inform the community of activities, events, and outstanding personal recognition of its faculty and employees.

9P6 Ensuring that partnerships meet varying needs

Table 9-2 represents the collaborative relationships in the various areas where partnerships have been developed to meet the needs of students, faculty and employees. These distinct relationships fit together in multiple ways in order to provide quality educational services to RRCC students.

Table 9-2 – Feedback Mechanisms to Ensure Partner Needs are Met

Key Partnerships	Feedback Mechanism
K-12 District that provides RRCC students	<p>High School Relations is a department at RRCC dedicated to this partnership. The department has the following events to provide for 2-way feedback:</p> <ul style="list-style-type: none"> • Annual faculty-to-faculty meeting between RRCC and Jeffco teachers • Annual faculty-to-faculty meeting for all Denver metropolitan community colleges and K-12 districts—<i>Metrowide Faculty Institute</i> • High School Relations staff members serve on WarrenTech and ASCENT advisory boards • High School Relations staff meet regularly with high school counselors • RRCC CTE Dean meets regularly with WarrenTech counselors
Two Year Colleges that transfer credit to/from RRCC	<p>The primary mechanism for feedback between the 2-year colleges in Colorado is a meeting that occurs once in during Fall semester and once during Spring semester. Faculty members from every discipline meet to discuss issues, ideas, and changes. The 2 to 2 Meeting includes the 13 colleges within the CCCS, as well as the two district colleges: Aims Community College and Colorado Mountain College.</p>
Four Year Colleges and Universities that Receive RRCC Students	<p>Feedback between 4-year institutions and RRCC occurs in the following ways:</p> <ul style="list-style-type: none"> • Each fall and spring the 2 to 4 Meeting is where faculty members from 2-year and faculty from 4-year schools in Colorado meet to discuss and to vet new courses into GT Pathways. • RRCC received data from 4-year schools with RRCC transfer students on success factors such as retention and grades. • Ongoing meetings to create and/or renew specific articulation agreements and additional Designated Transfer Degrees.
Employers	<p>Employers are involved at RRCC in several ways and use these events for 2-way feedback:</p> <ul style="list-style-type: none"> • Mandatory twice per year advisory board meetings in all CTE programs (and associated meeting minutes) • Career fairs • Direct contact with department leads and instructional leadership (Vice President of Instruction and College President)
Consortia	<p>RRCC is a member college of the CCCS. Feedback between the college and the system office (consortia) is ongoing through monthly meetings between the college presidents and the system president.</p>
RRCC Foundation	<ul style="list-style-type: none"> • Executive Director of the Foundation meets regularly with the college president and is a member of the Collaboration Council. This role provides the foundation with the opportunity to have a voice in most major college decisions and planning processes. • College president also attends board meetings of The RRCC Foundation. • Foundation Executive Director provides an annual report that is distributed to all donors and is available on the Foundation website.
RRCC Vendors	<p>RRCC's coordinator of purchasing and staff provide open two-way communication for vendors that conduct business with RRCC. During any formal bid process, vendors have the opportunity to ask questions and to submit feedback on the process and vendor selection criteria. The purchasing department also provides major vendors with the opportunity to meet face-to-face with employees at scheduled events (office supplies, copiers, etc.)</p>

9P7 Building relationships among departments to assure integration and communication

The Collaboration Council of RRCC promotes communication across campus (See 5P2). As this council is made up of an intra-department group of members, it is the most effective way to keep all employees and students at RRCC in communication with each other. Also, because of the shared governance of the college’s leadership system, integration of processes, procedures, and changes are readily available to students, faculty and employees, as mentioned in 5P7, 5P8, and Table 5-2. Focus groups, employee and student surveys, both hard copy and electronic, are

used to define and anticipate any growing needs of the college and its students.

The HR Office continually informs and updates RRCC employees regarding necessary information, such as professional development opportunities and mandatory changes from administration, as reviewed throughout Category 4. The Marketing Office also participates in informing personnel and students of events, programs and activities on a constant basis, assuring that all facets of the college have access to information through the RRCC website.

Category 9 Results

9R1 Performance measures for building external and internal collaborative relationships

There are a number of measures reported in determining the quality of external and internal collaborative relationships, Table 9-3 summarizes examples of the measures that are currently in place to assess the performance of some of RRCC’s key partnerships.

Table 9-3 – Performance Measures

Key Partnerships	Performance Measures
K-12 District that provides RRCC students	<ul style="list-style-type: none"> • Number of PSEO students (concurrent enrollment) • Number of outreach activities and number of students contacted
Four Year College and Universities that receive RRCC Students	<ul style="list-style-type: none"> • Number of transfer students • Number of articulation agreements
Employers	<ul style="list-style-type: none"> • Satisfaction surveys
RRCC Foundation	<ul style="list-style-type: none"> • Donation amount, number of donors, number of student scholarships awarded

9R2 Performance results for building external and internal collaborative relationships

Performance results are included here by key partnership area. Figures and tables follow the narrative.

- **K-12 Districts.** RRCC has 884 high schools students enrolled in the PSEO (Post-Secondary Enrollment Option), as well as 25 students in other concurrent enrollment programs.

Collaboration with WarrenTech provides RRCC with additional FTE of 199.8. Figure 9-1 provides statistics on concurrent enrollment. The office of High School Relations participates in approximately 175 events or activities a year, which contacts over 63 high schools in the RRCC service area.

- **Receiving Colleges/Universities.** Relationships with key colleges and universities are measured through the number of transfer students. See Fig. 9-2 for a summary. RRCC is the number one transfer school for Colorado School of Mines (CSM). See comparison data in Table 9-5. CSM is a small state engineering college with a rigorous curriculum; the number of RRCC students that transfer there is commendable. Additionally, the number of articulation agreements RRCC has with 4-year institutions is a measure of the quality of these relationships. RRCC, through CCCS, has legislated transfer and articulation agreements with public Colorado 4-year institutions. Also, RRCC has articulation with three private Colorado 4-year institutions, three institutions in other states, and one international agreement with an institution in Jordan for the RRCC Solar Program.
- **Employers.** The RRCC Internship Program runs a survey for each internship placement. Data is available in Fig. 9-2 and 9-3.
- **RRCC Foundation.** Over the last three academic years, RRCC Foundation has supported 200+ students each year with scholarships averaging a financial commitment of approximately \$300,000 each year. The Foundation fiscal data is available in Fig. 9-5.

Figure 9-1 – Concurrent Enrollment

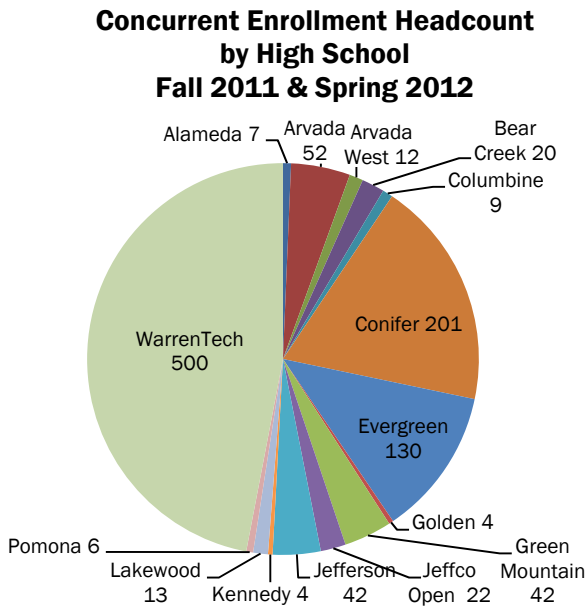


Figure 9-3 – Employer Ratings of RRCC Internship Employees

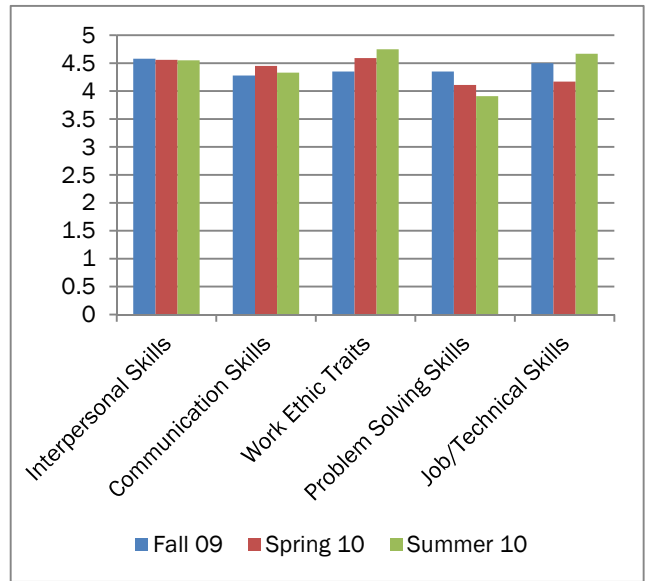


Figure 9-2 – RRCC Transfer Rates to 4-year Institutions

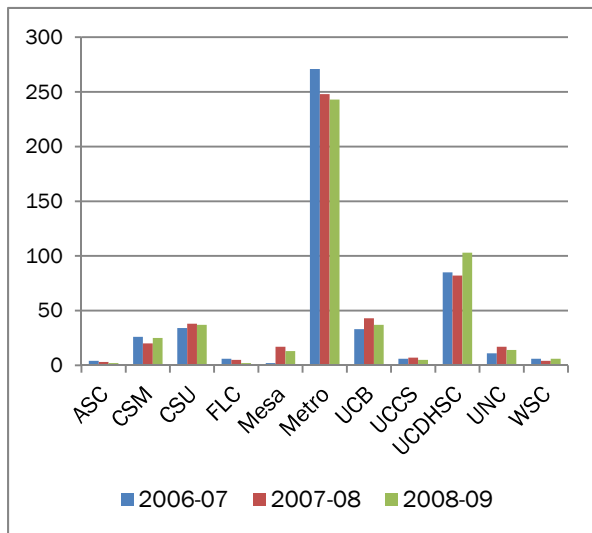


Figure 9-4 – Employer Response to RRCC Exit Interview +

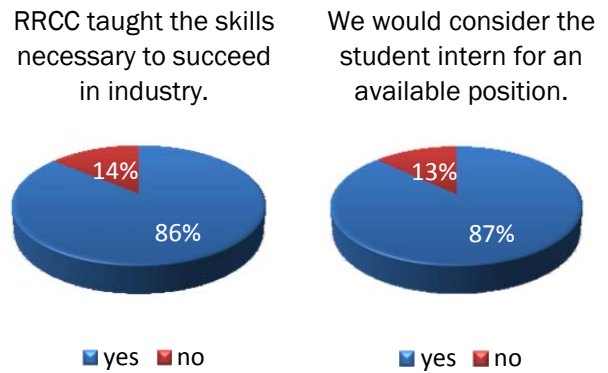
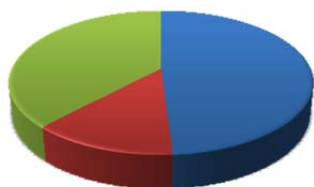
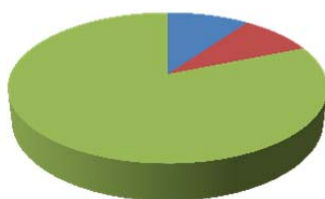


Figure 9-5– RRCC Foundation Financial Position 2010-2011



2010-2011 Revenue

● Donations	\$728,788	49%
● Contributed Services	\$196,777	13%
● Investment Income	\$571,454	38%
	\$1,497,019	100%



2010-2011 Expenditures

● Fundraising	\$79,151	10%
● General and Admin.	\$73,373	9%
● Program	\$675,991	82%
	\$828,515	100%

9R3 Comparing results with other higher education organizations and organizations outside of higher education

The comparison data available for collaborative relationships is available from the Colorado Department of Education and provides RRCC with benchmark data in regard to higher education in Colorado. When size of institution is taken into consideration, RRCC is performing at average or higher in all measures.

Table 9-4 – Colorado 2-year Colleges PSEO Comparisons FY2010-11

	# of Students	
	PSEO Option	Other HS Program
Aims Community College	-	908
Arapahoe Community College	233	1627
Colorado Mountain College	-	867
Northwestern Community College	-	423
Community College of Aurora	29	113
Community College of Denver	20	932
Front Range Community College	292	819
Lamar Community College	-	379
Morgan Community College	750	1
Northeastern Junior College	-	366
Otero Junior College	81	535
Pikes Peak Community College	834	680
Pueblo Community College	1067	1
Red Rocks Community College	884	25
Trinidad State Junior College	-	367
Totals	4196	8043

Data from the Colorado Department of Higher Education

Table 9-5 – Colorado 2-year Colleges Transfer to 4-year Institutions Comparison FY2008-09

Originating Institution	Receiving Institution												Totals
	ASC	CSM	CSU	CSU-P	FLC	MESA	METRO	UCB	UCCS	UCDHSC	UNC	WSC	
Aims Comm. College	2	1	39	2	4	4	47	4	4	9	153	1	270
Arapahoe Comm. Coll.	11	2	34	7	3	11	324	25	10	119	24	3	573
Colo. Mtn. College	2		37	2	11	46	33	43	3	27	7	8	219
Colo. NW Comm. Coll.	1		1	1		18	11		1	1	2	1	37
Comm. Coll. of Aurora	3	5	15	1	1	7	186	16	5	105	12	3	359
Comm. Coll. Of Denver	2	4	12	1	3	3	289	21	1	178	5	1	520
Front Range Comm. Coll.	3	7	391	9	8	20	328	243	10	132	139	8	1298
Lamar Comm. Coll.	8		6	7	3	1	1		3		7	1	37
Morgan Comm. Coll.	8		8		1		9	1		4	11		42
NE Junior College	3		33	4		7	16	2	3	3	31	4	106
Otero Junior College	14		21	35		6	8	1	5		6	2	98
Pikes Peak Comm. Coll.	5	3	26	89	4	10	50	17	462	19	19	9	714
Pueblo Comm. Coll.	15	1	7	139	38	8	16	2	13	5	3		247
Red Rocks Comm. Coll.	2	25	35	2	2	13	243	37	5	103	14	6	487
Trinidad State Jr. Coll.	8		4	20	2	1	10		3	1	6		55
Totals	87	48	669	319	81	155	1571	412	528	706	439	47	5062

Data from the Colorado Department of Higher Education

Category 9 Improvements

911 Recent improvements made

In order to provide more comparison data to establish and maintain relationships with college partners, RRCC started participating in a regional consortium effort to survey outside organizations. Led by Eastern Arizona College, several colleges in the Midwest are participating as of Spring 2012 to collect data and aggregate it for all colleges to use and benchmark.

Additional improvements include:

- **K-12 Districts.** RRCC's Department of High School Relations is investing more resources in the ASCENT (Accelerating Students through Concurrent Enrollment) program, as well as the new High School Fast Track program. These two programs will be in addition to the current PSEO (Post-Secondary Enrollment Option) currently in place.

- **Receiving Colleges/Universities.** After reviewing Noel-Levitz data and conducting an in-house survey of students, the advising department identified a need for additional support around transfer information. Each member of the advising staff is now "championing" each one of the major transfer schools to put together resources and knowledge that can then be shared with the entire staff.

912 Selecting processes and setting targets

The commitment to improving the benchmarking mechanism for Building Collaborative Relationships highlighted in 911 is the initial process for setting targets for improvement. When the results of the survey are returned, feedback from RRCC partners will be reviewed, in addition to the information gathered from the other colleges participating in the survey. This data will inform RRCC processes and targets in order to define improvements and set new targets.



Aerial photograph of Red Rocks Community College, Lakewood Campus.

RRCC Systems Portfolio Index

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

- The college mission, vision, and values are included in all printed catalogs and are available online at the RRCC website. [Institutional Overview, 5P1]
- The current mission, vision, and values statements were created through a shared governance process in 2005. [5P1]
- Public marketing materials and news releases reflect the college mission and vision in articles that are posted on the college website as well as those in print. [5P8]
- On its website, RRCC expands on the meaning of its mission on the Mission Statement page to include details on how values are demonstrated. [www.rrcc.edu/about/mission.html]

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

- RRCC includes Diversity as one of the key values in its mission, vision, values statement. [www.rrcc.edu/about/mission.html]
- RRCC staff and faculty provide an inclusive environment for diverse student populations through shared governance, diverse student clubs, inclusion on committees and an open-door policy. [1P10]

- Diversity is a key focus of a current Action Project at RRCC. Titled *Building a Diverse Campus: Encouraging diversity and its many dimensions while appreciating and nurturing campus, local, state, and world community*. [AQIP Action Project Directory at www.ncahlc.org]
- RRCC provides a wide range of services to a diverse student population (e.g. students with disability, returning veterans, first generation, etc.). [1P8, 1P9, 1P10]

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

- All new employees are welcomed with a new employee orientation and new instructors with a teacher orientation. Discussing the college mission is integral to these sessions. [4P4, 5P1, 5P8]
- Mission, vision and values are maintained through current internal practices. [5P10]
- Faculty and staff survey results indicate that both constituents know the mission, vision and goals and believe that the college is following them. [Table 5-4]
- *Noel Levitz Student Satisfaction Inventory* results indicate that in fact RRCC is the "College of First Choice" for the majority of students at RRCC (72%). [7R2]

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

- Collaboration Council aligns mission to strategic decision making. This council supports the shared-governance philosophy at RRCC. [5P2]
- To maintain the mission of RRCC, right-fit hiring is part of the hiring at RRCC as search committees are charged to ensure that candidates are a good fit with the RRCC mission. Additionally, succession planning helps to safeguard an ongoing commitment to the institution's mission. [5P10]
- College structure provides for decision-making at the appropriate levels. Decisions are made by the CCCS, President's Leadership Team, Collaboration Council, departments, and individuals. [5P5, Table 5.1]
- The college Advisory Board and department industry advisory boards act as liaisons between RRCC, area employers, and school boards to advise the college president on workforce and community needs and strategies. [1P13, Table 3-1, 8R5, 9P1]
- Institutional research data collection and reporting functions are driven and supported by the college mission, a collaborative process that supports the college in fulfilling its mission. [7P6]

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

- RRCC takes pride in its accreditation status with HLC and promotes it through the web and in all printed materials. [2011 Federal Compliance Materials Packet p. 10]
- RRCC complies with all ethical practices defined by the CCCS including the adoption of an ethical behavior commitment statement signed by RRCC officers and is in compliance with the State Board whistle blower protection policy. Employees annually sign a disclosure of outside employment. [4P7]
- RRCC has maintained financial integrity through annual audits and by following the Generally Accepted Accounting Principles (GAAP) and state fiscal rules. [6R3]
- RRCC has a student grievance policy that is posted clearly online and in the student handbook. Complaints and grievances are documented, reviewed, and resolved as appropriate. [3P6]
- Data integrity and security is maintained in the software, hardware, and networks at RRCC to protect data and information. [7P7]

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.

- The planning processes at RRCC include internal and external environmental scans with emphasis on local, state, and national trends. [2P2, 8P1, 8P2, Table 8-1]
- RRCC develops short- and long-term operational strategies and projects to address external trends. [Table 8-2, 8R3]
- The economic contribution and support of economic development in Colorado can be measured in the number and quality of students entering the workforce as well as the economic advantage of earning a degree. [Institutional Overview, 2R4]
- The Facilities Master Plan, developed in cooperation with internal and external stakeholders, guides decisions with regard to facilities development in alignment with the college's mission and vision. [6P5, 6I1, 8P4]

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

- RRCC has key partnerships with external organizations in order to stay current on trends that affect educational programs and student learning. [5P4]
- Current economic trends have adversely affected RRCC. State support has diminished as enrollment has increased. Strategic fiscal planning has been instrumental in maintaining quality. [Overview Item 8, 6R3]
- Red Rocks Foundation provides support to educational programs, student scholarship, and faculty development. [4P9, 4P11, 6P1, 9R2, Fig. 9-5]
- RRCC continues to support quality, innovative programs through state and national grants. [1P8, 8P6, Table 8-2]
- The RRCC budget process includes campus-wide transparency with regular "state-of-the-campus" forums. [5P7, Table 5-2]

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

- RRCC has defined processes to assess academic courses and programs that contribute to the continuous improvement of those programs. [1P2, 1P3, 1P11, 1P13, 3R2, Tables 3-3 and 3-4]
- RRCC Collaboration Council is charged with identifying targets for improvement and organizing Action Projects to address institutional effectiveness. [1I2, 5P2, 7P6, 8P3]

- RRCC faculty members incorporate assessment into their annual goals. Assessment projects range from a single class to department-wide. [1P11]
- The budget and finance departments track financial indicators of operational excellence (e.g. revenues, grants, Foundation donations, reserve level) and college leadership are kept informed. [6R3, 7P1]
- RRCC has an office of Institutional Research that has been responsible for collecting, organization, and making data accessible to appropriate stakeholders. As reported at the 2011 Quality Checkup Visit, RRCC is served well by this office. [7P1, 7P3, 7P4]

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

- Strategic planning at RRCC is driven by a number of entities at the local, state, regional, and national level, of which all contribute to planning and fulfilling the mission. [1I2, 2P4, 5P3, Table 5-4, Fig. 8-1]
- By effectively communicating mission, vision, and values to the college community, RRCC ensures that individual, department, and division plans align with the institution's mission. [5P10, 7P6]
- RRCC's commitment to shared governance and participatory leadership contributes to the alignment of planning and the organization's mission. [1I2, 8P1, 8P8]
- RRCC's strategic measures and operational and Action Projects all emanate from its mission, vision, and values. [1I2, 5P2, 7R2, 8P4]

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.

- Specific program objectives and learning outcomes are defined through a collaborative approach between department chairs, faculty, and advisory councils. [1P2, 1P17]
- RRCC adheres to the Colorado Common Course Number System which prescribes student learning outcomes for all courses. [1P2, 1P3]
- The college catalog is the primary resource for determining program requirements. [Table 1-2, 1P6]
- To evaluate how well graduating students have mastered program outcomes in many career areas, results from industry assessments are used to guide improvement. [1R3]

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

- RRCC provides support to improve pedagogy through internal professional development opportunities. [4P9, Table 4-3]
- The Faculty of the Year, Adjunct Instructor of the Year, and the Endowed Teaching Chair award and publicizing other teaching awards received by faculty members are means by which RRCC recognizes effective teachers. [4P11]
- RRCC encourages and supports faculty members remaining current in his/her area of expertise, on teaching and learning technologies, and on technology in the classroom and provides resources for faculty to participate in professional development and conference activities. [1P13, 4P9, 5P9]
- Supervisors evaluate teaching effectiveness for all classes as a major component of the annual faculty performance review. [4P10, Fig. 4-3]

- Evidence of teaching effectiveness is also collected through the student evaluation process. Results of these evaluations are analyzed by IR and communicated to supervisors. [3R2, Table 3-3, 4R3]
- RRCC's expectations are initially communicated to new instructors through highly detailed job descriptions, new teacher orientation, and reinforced through formal and informal mentoring. [1P9, 4P4, 5P8, Table 4-3]
- Career-Technical (CTE) program areas require instructors to complete courses on teaching and learning. [4P1]

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

- RRCC departments use a variety of teaching and delivery methods to accommodate the varied learning styles and special needs of students. [1P4, 1P12, Table 3-12]
- RRCC incorporates technology into all classrooms and online creating effective learning environments. Faculty members receive regular training. [1P3, Table 4-3]
- A system of assessment and placement into appropriate courses is used with new students to ensure successful learning. Advising/counseling services help students with concerns that might interfere with academic success. [1P5, Table 1-2, 1P8, 1P15, 3P1]
- The Learning Support Services division provides a wide range of programs and support services to help RRCC students learn. [1P7, 1P8, 1P10]

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

- Learning support services are a comprehensive set of services with oversight by the Dean of Learning Support Services. [1P8, 1P10, 1P15]

- RRCC has implemented a learning management system (LMS) into all courses to facilitate student learning in online, hybrid, and face-to-face classes. [1P3, Table 6-1]
- RRCC has implemented an Action Project to create a repository for assessment projects and information to support student learning and effective teaching. [1p11, 1R2, 6P5]
- The needs of diverse students are supported through International Student Services, student clubs, and student organizations. [1P16, 3P2]

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.

- The RRCC Mission includes “a commitment to excellent and our own love of learning.” [Institutional Overview, Fig. O-1, 2R4, 5P1]
- Every employee is provided the opportunity to participate in professional development as well as attend community college classes. [4P9]
- RRCC offers flexible and convenient course scheduling to accommodate lifelong learning. The community depends upon RRCC for keeping their skills updated, advancing in their careers, and changing careers over a lifetime. [1P4, 1P12, 3P5, Table 3-2]
- Through RMEC, RRCC offers a range of non-credit classes and seminars to RRCC students, industry, and the community. [1P3, 2P1, Table 2-3]
- RRCC has partnerships and collaborative relationships with K-12 school districts and other colleges/universities to provide opportunities for students from pre-college to post-retirement. [3P2, 3P4, 3P5, 9P1, 9P2]

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.

- College catalog documents that all degree programs have integrated general learning outcomes along with the program learning outcomes ensuring a well-rounded degree. [1P4, 1P6]
- RRCC supports an honors program and an active Phi Theta Kappa Chapter. [Table 1-3, 3P2]
- Course requirements such as research projects, portfolios, lab activities, projects, and internships support the active learning process. [1P18]

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.

- Faculty members develop curriculum. A curriculum committee reviews curriculum, including new courses and programs. [1P3, 1P13, 7P6]
- RRCC has a process for developing new programs, program review, and the discontinuation of programs. [1P13, 1P14]
- Industry advisory boards and external program assessment bodies assist with the review of program curriculum to ensure that it is relevant and current. [1P13, 2P4, 3P3]

- Employer surveys and graduate job attainment data is monitored to assess the quality of RRCC students in the workplace. [1R4, Table 1-7, 9P2, 9R2, Tables 9-3 and 9-4]

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

- Students are notified of RRCC's position on academic integrity through course syllabi and student handbook. [1P17, *Student Handbook* www.rrcc.edu/handbook/]
- RRCC's mission statement includes integrity as a top value for RRCC faculty, staff, and students. [Institutional Overview, 1P2, 5P1]

- RRCC has an Academic Standards Committee to provide oversight for responsible academic activities. [6P1, Table 6-1, 7P6]
- Hiring policies include a pre-employment background check on all employment finalists. The CCCS requires leadership to sign an ethical behavior contract. [www.rrcc.edu/hr/jobs.htm, 4P7]
- The CCCS has established policies and procedures to support intellectual property rights and ethical procedures [*Faculty Handbook*, www.rrcc.edu/instruction/docs/FacultyHandbook_2010.doc]

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.

- RRCC relies on data received from students and other stakeholders to understand the changing needs of service to students. [Fig. 1-2, 1R5, 3P1, 3R2, 6R1]
- RRCC uses a variety of feedback processes to ensure that the needs of its partners and stakeholders are being met. [Table 9-2]
- RRCC monitors employment market needs and trends and responds appropriately with changes to programs or new programs. [1P3, 3P5, Table 3-2, Fig. 3-1]
- Collaboration Council is an entity that embodies the idea of shared governance and learning from internal constituencies on how to better meet their needs. [5P2, 5P5, 8P1, 9P7]
- Institutional Research (IR) uses a variety of survey tools and benchmarks to gather feedback from key stakeholder groups. [Tables 6-1, 7-1, 7-2]

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

- RRCC provides services through two campuses in order to meet the capacity and necessary commitment to its community. [Institutional Overview]
- RRCC is flexible enough to respond to surges in student or stakeholder needs. [Overview 8]
- RRCC maintains a number of partnerships with government agencies, business and industry, and various community organizations. [9P3, 9P4, 9P5]

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

- Collaborative arrangements exist with other 2-year and 4-year institutions including articulation agreements, transfer policies, and grant projects. [9P2, 9P5, 9R2]
- The Office of High School Relations demonstrates a commitment to responsiveness regarding the needs and expectations of K-12 partners. [3P1, 5P4, 9P1]

- The general opinion of the college within the community is very positive and employers report high ratings for RRCC students and graduates. [2R4, Fig. 9-3, 9-4]

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

- Performance results for student learning and development consistently rank high. [1R1, Tables 1-4, 1-5, 1-6, 1-7]
- The majority of RRCC students report that RRCC is their “College of First Choice.” [7R2, Fig. 7-1]
- Faculty and staff report positively about their work environment on the 2010 Climate Survey. [Table 4-1]
- The RRCC Foundation is supported by over 500 donors who appreciate the services the organization provides. Donations support a \$4M fund. [2P2, 3P4, 9P5, Fig. 9-5]

Glossary of Terms

ACC – Arapahoe Community College, one of 13 community colleges in the CCCS, and most closely related to RRCC in demographics, size, and population served.

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.)

ArtSmart – A collaborative effort at RRCC of staff, faculty, and students to artistically explore and discover “the art in everything.” The planning group schedules events that can include theatre, painting, sculpture, pottery, etc. Its purpose is for RRCC students and employees to become more aware and involved in the art of everyday life.

ASCENT Program – Accelerating Students through Concurrent ENrollment, a dual credit/concurrent enrollment program that allows for high school seniors to develop a college coursework schedule so they may attend classes at RRCC; in turn, those classes are paid for by the student’s school district.

Assessment Center – The college testing center where numerous testing practices are instilled; *Accuplacer*, RMEC certification testing, and academic make-up tests are but a few testing services available.

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

Board Policy 3-70 – The Colorado State Board policy that will allow for an employee to safely report breaks in ethics within the state system without threat of negative repercussions to that individual.

CCCOnline - Colorado Community College Online, a collaborative effort by Colorado Community Colleges to provide Internet courses and degree programs that serves students at all 13 community colleges.

CCCS - Colorado Community College System is a consortium of 13 community colleges with central leadership at a system office. CCCS supports colleges with system-wide legal, IT, and instructional services.

CCCS Climate Survey – A survey for employees of the colleges issued every two years to rate employee satisfaction.

CCCNS - Common Course Numbering System designed to increase ease of transferability of courses to 4-year institutions and to provide unity among the 13 colleges that share common courses.

CCD – Community College of Denver, the original name and college of the west campus which became RRCC; CCD is still the urban community college located in downtown Denver and one of 13 colleges in the CCCS.

CDHE - Colorado Department of Higher Education

The Clery Act – A federal requirement of all colleges and universities that participate in financial aid programs to disclose and keep information about crime that occurs on or near their respective campus(es).

COF - College Opportunity Fund is the state subsidy of residents’ tuition (setup as an optional stipend) for students who attend RRCC or any state-supported or participating private college or university. Residents must register online and authorize current institution.

Cognos – a data warehouse and reporting tool

College in Colorado – A website that gives information to students for starting into the process of college placement.

CPZ – The College Prep Zone is housed in the Learning Commons and is a tutoring center reserved for students improving in math, reading, and writing skills in developmental education.

C-SEAP – Colorado State Employee Assistance Program

CSM – Colorado School of Mines

CTE - Career and Technical Education

The Dashboard – The Interactive Demographics Dashboard is a web-based interface with current enrollment and demographic information available to all RRCC employees via the portal (The Rock).

Degree Works – An online module of Banner that informs advisors and students on student progress of his or her degree and hours of completion.

Designated Degrees – Degrees that have state-wide articulation agreements with all public 4-year colleges and universities in the state. Currently Degrees with Designation are available in business, economics, history, psychology, Spanish, and mathematics, with more under negotiation.

DORA – Colorado State Board of Nursing

D2L – Desire2Learn, the LMS used at RRCC. It facilitates online instructional resources and technology for all courses.

Employee Engagement Survey – A state-wide survey done in 2011 for all state employees under recommendation of the governor, John Hickenlooper.

EMS- Emergency Management Services

ESL – English as a Second Language courses for students whose first language is another language other than English.

F1 Visa – A student visa acquired by a foreign student to study at an educational institution for a certain time period.

FTE – Refers to student Full-Time Equivalent enrollment which is figured by dividing total number of credits/15.

GAAP – Generally Accepted Accounting Practices

Gateway Program – Collaboration with First Judicial District to provide educational programs for adult offenders who are enrolled in both RRCC courses and specialized classes to improve success rates outside of incarceration.

GLBT – Gay, Lesbian, Bisexual, Transgender; in the capacity at RRCC, it refers to the GLBT support office on campus.

GT PATHWAYS – Guaranteed Transfer Program, a transfer policy between state-funded colleges and universities in Colorado.

Incident Reporting System – A system of reporting in the Security office within the college for documentation of incidents of health and safety that are kept in campus security logs; these reports are then available for further review.

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

IPEDS – Nationwide Integrated Postsecondary Education Data System

Kick-Off Week – The week prior to the beginning of classes during the fall and spring semesters when faculty report back to campus.

Learning Commons- The physical area at RRCC comprised of a wide variety of student resources, e.g., ODS, VA, Connect to Success, and services such as The Writing Center, CPZ and the library. It is administered by the Dean of Learning Support Services.

LMS – Learning Management System, an online technology learning system which allows for students to participate in an online class. The LMS at RRCC is Desire2Learn.

LSS – Learning Support Services

NCCBP – National Community College Benchmark Project is a comprehensive national data collection and reporting consortium for 2-year colleges.

Noel Levitz Institutional Priorities Survey – Survey for employees of the college to review areas of perception of student experiences, expressing the possibility of needed changes to improve effective processes and services at RRCC.

Noel-Levitz Student Satisfaction Inventory – A survey given to all students once per year at RRCC, to rate personal satisfaction with their chosen college. It also allows students to rate services and resources that are provided within that institution.

ODS – Office of Disability Services

Paulien and Associates - A consulting firm employed by RRCC in July 2011, to evaluate and report on the functionality of each of the RRCC campuses.

PA - Physician's Assistance Program – One of two programs in the state that prepare Physician's Assistants to meet the demands of growing health care.

Performance Contract Report – An annual report sent to CCCS summarizing institutional performance.

Professional Development Days – All-College Meetings - These are held two 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 which prescribes high school co-enrollment options.

QualiStar Ratings – A Colorado Child Care Center Rating that is based on a center's ability to provide the following components: learning environment, family partnerships, training and education, adult-to-child ratios and accreditation; based on strengths and areas of improvement listed from 1–4 stars.

RISE – RRCC Institute for Sustainability in Education

RMEC - Rocky Mountain Education Center

The Rock – a specialized secure portal to gain access to web-based campus resources for accessing necessary college information available to students and employees; for students, it holds information on registration, scheduling and grades, etc. For employees, it holds information on work hours, benefits, payroll, etc.

RRCC Online – Completely online courses and degree programs offered by RRCC and taught by RRCC faculty.

SBCCOE - State Board for Community Colleges and Occupational Education

SOI – Student Opinion of Instruction, the student evaluation survey given to students at the end of every semester to rate a faculty member's performance in that course.

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

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

Student Life - The Office of Student Life manages and oversees extra-curricular activities for students at RRCC; this office houses the Student Government assembly and Phi Theta Kappa Honor Society chapter.

Student Government - RRCC's student government assembly that represents the various interests of the student body and gives a voice to that population within the RRCC leadership system.

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

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

State Faculty Curriculum Committee – Approves all new courses and updates for CCCNS.

TAA Grant – The Trade Adjustment Assistance Project awarded a \$650,000 grant to RRCC in 2011.

VE-135 - 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

VOIP Phone System – Voice over Internet Protocol digital phone system.