

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

RED ROCKS COMMUNITY COLLEGE

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Contents

I. Reflective Overview	2
II. Strategic Challenges Analysis	5
III. AQIP Category Feedback	6
IV. Accreditation Evidence Screening	11
V. Quality of the Systems Portfolio	13
VI. Using the Systems Appraisal Feedback Report	13
APPENDIX A: Stages In Systems Maturity	15
APPENDIX B: AQIP Category Feedback	16
APPENDIX C: Criteria for Accreditation & Core Component Evidence Screening	59

I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Since 1969, RRCC has served as a community college for the Denver metro area and has grown to encompass two campus locations on 155 acres. As one of 13 colleges in the Colorado Community College system, with a service area of 600,000 people, the college employs 740 individuals including 98 full-time and 353 part-time faculty, working alongside 289 other support staff. The four-county region represents a diverse population ranging from resort communities to former mountain mining towns with 75% of the student population residing in Jefferson County. The college is challenged by a changing demographic with greater numbers of first-generation and low-income students, as well as 51% of the student population representing academically underprepared students.

RRCC's mission is "...to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment. We do this through high-quality, innovative educational programs that convey our passion for learning, our commitment to excellence, our dedication to our students, and the communities we serve". To that end the college's strategic goals are to increase student success, expand community engagement, renew the college, and build a culture of evidence and inquiry. The college offers certificates and several types of associate degrees and will begin offering a bachelor's degree in Water Quality Management in fall 2016 and a master's degree in Physician Assistant Studies in fall 2017. RRCC has been an AQIP institution since 2003.

Category Summary Statements

- 1. Helping Students Learn:** RRCC's mission includes delivery of transfer and career/technical education and in so doing, teaching and learning is governed by several external entities: the Legislature, Colorado Commission and Department of Higher Education, State Board for Community Colleges and Occupational Education and the Colorado Community College System. RRCC has attempted alignment between statewide initiatives set forth by the

Colorado Community College System, advisory committee feedback, and external accrediting with its learning processes. Faculty review transfer curriculum every year while career and technical programs have a five-year program review cycle.

The college has made progress in aligning its learning outcomes, degree and program pathways, and academic support strategies. There are 10 general education outcomes and 6 college-wide learning outcomes. Degree programs have begun curriculum mapping to verify where these outcomes are taught. Red Rocks is also building a foundation for aligning results stemming from their accomplishments in this area. However, the college is still in the beginning stages in their processes and have only limited assessment results. The college indicates that a possible area of improvement is the institutional coordination of academic processes to foster greater alignment, which will affect resource allocation and evaluation of effectiveness. The college rates itself as mainly Systematic, with Academic Student Support listed as Aligned.

- 2. Meeting Student & Other Key Stakeholder Needs:** Enrollment has declined over the past several years while at the same time the college is experiencing an increase in diversity of its service area. Over the past five years, the number of low income first generation students has been steadily increasing, and now this cohort is larger than non-low income first generation students. There has also been an increase in average age of students over the past ten years, along with an increase in the number of veterans. An Office of Inclusion and Diversity has been created to meet the needs of these students. As a result, RRCC has enhanced its focus on community engagement as part of the strategic plan. Stakeholder needs are identified through surveys, environmental and instructional program scans. To improve in meeting other stakeholders needs RRCC has also formed a new division called Institutional Advancement to embrace alumni relations, fund-raising, public relations, internal and external communications, and government relations.

The college enjoys success with favorable retention, completion, and transfer rates. It appears from the institution's data increased enrollment or stabilization in enrollment is happening among their youngest and oldest student populations. Outcomes of the college's effort to build and put in place strategies for addressing diversity has resulted in gains in state performance incentive funds. The institution also indicates it has experienced advancements in outreach and recruitment relative to partnerships while internally, improvements have been made regarding the student complaint process. RRCC indicates that processes are at varied levels of maturity for this category.

- 3. Valuing Employees:** Red Rocks mission is reflected in the tenant of its hiring practices. The college uses environmental data to better understand its community stakeholders and puts processes in place to ensure that Red Rocks workforce is representative of the community. The Human Resources staff have deployed an ADLI (Approach, Deploy, Learn, Integrate) process as their mode of continuous quality improvement. This approach is described as a way to incorporate data-based decision-making into an integrated strategic planning and implementation model. As a result, RRCC has measured improvements in faculty and staff satisfaction. The category commentary indicates that Human Resources, within a shared governance model, works with the executive leadership team to achieve institutional goals. The college acknowledges the opportunity to better align development and training for faculty and staff with institutional objectives and identifies an integrated professional development model as a potential area of improvement. RRCC indicates varying levels of maturity for this category, with the majority categorized as Systematic.
- 4. Planning and Leading:** Since the last AQIP Portfolio and Systems Appraisal, the college has crafted new vision, mission and values statements, along with a new strategic plan that aligns with the AQIP review cycle, concluding with the Comprehensive Quality Review scheduled in the 2018-19 academic year. The strategic plan was developed with broad stakeholder input, including both internal and external constituents, and is integrated with planning for facilities, budget, and information technology. Annual goals are developed in alignment with state and system-driven goals, accreditation, Collaboration Council goals as well as college and student-driven goals. For planning and leading, the college recognizes four main groups: the Executive Team, campus Leadership Team, Cabinet, and Collaboration Council. These are the main conduits for decision-making and communication within a shared governance model. Structures and processes appear to be in place to ensure input and communication across all level of stakeholders. RRCC indicates that most processes within this category are at the Systematic level of maturity.
- 5. Knowledge Management & Resource Stewardship:** RRCC recognizes that recent enrollment declines have created budgetary concerns and thus the need to effectively allocate resources is more important than ever. The annual budgeting process implemented two years ago has facilitated increased participation in planning and monitoring of budgets college-wide. The college has lower per student costs than the majority of peer institutions in the NCCB peer group, and when compared to IPEDS peers, spends more on instruction

per student and less on student support and administration. At the turn of the century, college enrollment spiked 42%, yet the number of college-ready students declined from 75% to half. Despite enrollment challenges and declining resources, RRCC maintained their faculty to student ratio.

The Colorado state system provides an integrated system for all of its institutions to access important data. While Red Rock admits that this system has many limitations associated with providing actionable data analysis for decision making, the college has managed to systematically track its performance on key metrics. Capital improvements and the most current facility planning and construction activity clearly align with the institution's mission and commitment to serving its students and the surrounding communities. IT infrastructure improvements have been costly but necessary, however these enhancements are underutilized at this time. Some of these infrastructure improvements appear to be less mature than other aspects of Red Rock's efforts to manage its knowledge and fiscal resources. The majority of processes are described as Systematic for this category.

- 6. Quality Overview:** Continuous Quality Improvement initiatives at RRCC are coordinated through the Collaboration Council. The structure of the council includes representation from all constituencies across the college including college leadership and student representatives. The Council also serves as the college planning council and the strategic planning steering committee. The Council agenda culminates each year in the development of recommendations for annual goals and budget priorities in the coming year. RRCC states that they are at a Systematic and Reacting level of maturity in this category.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Throughout the portfolio reviewers struggled to identify that RRCC demonstrated application of the complete cycle of CQI. Although the portfolio describes some effective strategies and plans, actual results and analysis are limited. Demonstrating

appropriate tools and results, together with developing an integrated process for reflection and insight which links to actionable strategies, will allow the college to capitalize on its strengths. Red Rocks' greatest challenge is developing the appropriate measures to align with its strategic goals. Overall, RRCC has been very reactive in its approaches to assessing student and program learning outcomes at the institutional level. There does not appear to be a mature CQI culture: data gathering appears sporadic, data are often anecdotal, and it is often unclear how data are used to inform improvements. There is little indication of targets and benchmarks, few results shared, and little analysis provided. RRCC acknowledges that most CQI activities occur within silos; that the college is aware of these silos suggests there is the will to learn and create a stronger quality culture. It is imperative that leadership solve these issues and bring forth a solid foundation upon which to build a culture of quality.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

As part of a state-wide system for community colleges and higher education, RRCC enjoys several advantages which can lead to consistent standards, benchmarking opportunities, and resources.

RRCC employs multiple strategies which allow it to deliver quality programs and services including effective program design, strong tutoring services, a successful developmental education program (with favorable comparisons to peer colleges for student achievement in math and English), and a strong STEM program.

The college describes many initiatives which clearly support the needs of various and diverse stakeholders: collaboration on diversity, developmental education redesign, First-Year Experience, Hispanic Orientation and Leadership Academy, Ascent program for transition from high school, and Degree Works software for student advising to cite just a few. Student support services are evident, as are policies on integrity and ethical behavior.

Throughout the portfolio Red Rocks has discussed several external partnerships developed to enhance the success of its growing underprepared and at-risk populations. This section outlined several internal programs and services that assessed and supported these students' matriculation at the college.

There is a distinct lack of target setting and benchmarking, which makes data-based decision making difficult. Also, it is not clear how results inform improvements, leading to a culture of continuous quality improvement at the college. While some processes are briefly described, often the approval process or committee structure is unclear. It is also unclear at times how activities, processes and expectations are communicated at the college. RRCC has an opportunity to demonstrate alignment across the institution, to identify program and discipline outcomes and measuring processes. Measurement tools and reporting of results needs detail. RRCC has an opportunity to cite more actual results relative to direct assessment of both common and program learning in all programs.

Given Red Rocks acknowledgement that CDHE is still in the process of finalizing its adopted competency model to be used to measure course learning outcomes alignment, there is not sufficient information to clearly assess the quality of interpretations presented in this category. Category 1 presents many opportunities for Red Rocks to build multiple action projects and continue this area as a priority quality improvement focal point in a future strategy forum.

Strategic Issues:

Assessment of student learning outcomes and program assessment presents the greatest challenge for Red Rocks Community College. The lack of supporting data in many areas presented challenges for the reviewers to accurately rate the college's level of maturity.

Overall, RRCC has been very reactive in its approaches to assessing student and program

learning outcomes at the institutional level. There does not appear to be a mature CQI culture: data gathering appears sporadic, data are often anecdotal, and it is often unclear how data are used to inform strategies. There is little indication of targets and benchmarks, few results shared, little analysis provided. Fortunately, processes being finalized such as iLearn have great potential to correct some of these challenges

Category Two: Meeting Student & Other Key Stakeholder Needs

Red Rocks clearly appears to be an institution that values its internal and external stakeholders and it has deployed many new structures and technology over the past three years to advance the quality of students' academic and non-academic educational experiences. Equally, its foundation has played a pivotal role in increasing resources through effective collaborations and partnerships external to the college. RRCC's most impactful programs substantiated by measurable outcomes are the CTE programs.

In recognition of changing demographics and as the result of an Action Project, the college has created a new position, the Director of Inclusion and Diversity. In this category, the college also describes a clear complaint process with timelines, clear roles and responsibilities, and expectations for resolution.

RRCC lists the 2013-2018 Strategic Plan Direction of Community Engagement and a transition from outreach and recruitment to building community and industry partnerships. The President's office has mobilized the Foundation, Grants Development Office and RMEC to reach out to identify and meet the needs of these key stakeholders.

While groups and individuals have undertaken action, it does not appear that conversations have taken place at the college regarding internal targets, external benchmarks, or continuous quality improvement. While certainly "more is better" can help drive activity, useful data can help inform these activities and ensure effectiveness. The college has an opportunity to identify quantifiable metrics for this category to allow for internal and external comparison.

Strategic Issues:

Results shared often lack specificity and are anecdotal. Only one year of information has been presented, making it difficult to determine if there is a repeated process or a one-time effort. Given the lack of results reported, RRCC will need to develop and implement an

aggressive process/program for data gathering and analysis as it is not clear from information provided in the Systems Portfolio that consistent CQI is taking place.

Category Three: Valuing Employees

RRCC has systematic to aligned processes for hiring, evaluation, and recognition of employees and acknowledges the need for improvement in the area of professional development of employees. In general, in most sections of Valuing People, the college demonstrates that it has established effective strategies and in some cases selected appropriate measurement tools. However, the results and interpretation sections are not detailed, making it difficult for reviewers to determine quality. Citing actual results through tables and figures and creating a separate section to discuss interpretation and insights gained from the analysis is a critical component of a complete continuous quality improvement process/cycle.

Strategic Issues:

Red Rocks' greatest challenge in this category is developing the appropriate measures to align with its strategic goals and desired employee competencies across different employee classifications. RRCC needs to identify and employ a comprehensive system that includes benchmarks, outcomes measurement, collecting and analyzing data.

Category Four: Planning and Leading

RRCC has incorporated ethics and integrity into many regular operations of the college. From the onboarding process, to regular professional development, to discussions at roundtables and in-services, the college has kept these issues front and center with their faculty and staff. This, along with the inclusion of ethics as a college value, demonstrates commitment to these issues that move beyond mere compliance to ownership. The identification of teams to monitor important areas of legal compliance such as ADA and Title IX ensure that the college can respond quickly if issues arise.

The college appears to be at a systematic level of maturity regarding processes in this area. In the results and interpretation section, however, RRCC needs to identify appropriate assessment tools and measurements, in order to report concrete and specific data. Furthermore, the reflection, analysis and the insights gained which can lead to improvement, need development. It may well be that some of these tools and results are in place, but the portfolio does not describe or discuss them.

Strategic Issues:

RRCC needs to identify and employ a comprehensive system that includes benchmarks, outcomes measurement, collecting and analyzing data.

Category Five: Knowledge Management & Resource Stewardship

The college appears to be on sound financial footing, having passed fiscal audits and remaining eligible to grant Title IV funding. RRCC has also invested in IT infrastructure, creating more storage through cloud computing, greater processing speed with a wide pipe backbone and additional wireless access. The college has also focused on security with on-campus police and an emergency management plan that is prominently posted. Finally, improvements to facilities indicate long term investments in green technologies and processes.

These decisions appear to be sound and to serve the college mission and vision; however, it was difficult to understand the processes surrounding these decisions. Furthermore, the data gathered were not available in the portfolio for reviewer commentary. The college would benefit from an increased focus on creating repeatable processes, data benchmarks, targets and comparisons that can objectively verify that the college is on the right track with their improvement plans.

Strategic Issues:

RRCC needs to demonstrate application of the complete cycle of continuous quality improvement. Although the portfolio describes some effective strategies and plans, actual results and analysis are missing. Demonstrating appropriate tools and results together with developing an integrated process for reflection and insight which links to actionable strategies, will allow the college to capitalize on its strengths.

Category Six: Quality Overview

RRCC states it “requires a more accessible, focused, and integrated system of assessment throughout the institution. To accomplish this, we must align our efforts with the distinguishing cultural features of the college.” Determining appropriate metrics for each category, developing ongoing measurement processes, finding comparison data, setting targets, and using the information to drive improvement should be the commitment of all AQIP institutions. In addition, the college has indicated that benchmarking and trend

identification are important, as these are key features of a CQI organization. This, combined with the targets and goals set forth by the state of Colorado should position the college for gathering and interpreting data to make sound, data-based decisions. Interpretation of data and resulting insights should assist the college in learning from the data it gathers to make sound decisions and improvements. These are first steps in moving organizational systems to a more mature level.

Strategic Issues:

RRCC appears to accomplish multiple effective projects in several areas. However, based on the discussion of how that occurs, what processes are employed, how measurement tools are selected, and how results are collected and analyzed, a true continuous quality culture is not evident. There has been some movement toward collaboration, but most actions seem to occur in separate silos. The statement that “faculty and staff are very aware of silos and determined to break them down through aligning systematic assessment of results throughout the institution” suggests that there is the will to learn and create a stronger to quality culture. The institution is asking the right questions (p. 125). It is imperative that leadership solve these issues.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution’s Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution’s accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a “soft review” of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution’s accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is “Strong, clear, and well-presented”; “Adequate but could be improved”; or “Unclear or incomplete.” When the Criteria and Core Components are reviewed formally for

reaffirmation of accreditation, peer reviewers must determine whether each is “Met,” “Met with concerns,” or “Not met.”

Appendix C of this report documents in detail the Appraisal team’s best judgment as to the current strength of the institution’s evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission’s website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution’s present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution’s Systems Portfolio and thus may be limited.

Criterion One. Mission:

RRCC has publicly articulated its mission and the portfolio provides evidence that the mission guides the work of the institution. Reviewers believe that examples of how diversity is included in the curriculum or what events regarding diversity occur on campus, for example, are essential in demonstrating support of Criterion 1C.

Criterion Two. Integrity: Ethical and Responsible Conduct

RRCC provided evidence within the systems portfolio to support compliance with Criterion Two. In areas 2A, 2C and 2E strong evidence was not provided regarding processes that support policies and actions in these areas.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

RRCC demonstrated quality education across offerings via data presented in the systems portfolio. Additional examples and/or specific information regarding policy/process/program review at multiple locations and varying delivery modalities would strengthen the institution’s claims in this area. Additionally, movement toward a higher level of maturity will aid in demonstrating the collection, analysis and communication regarding program and degree requirements.

Criterion Four. Teaching and Learning: Evaluation and Improvement

While RRCC provided adequate data regarding compliance with Criterion 4, overall identification and measurement of outcomes appears to have been a common area lacking

specific evidence. Information on assessment methods, processes and outcomes was extremely limited. RRCC has acknowledged the need to increase efforts in this area.

Criterion Five. Resources, Planning, and Institutional Effectiveness

In the area of planning, RRCC has clear data in regard to fiscal and physical resources and the budgeting. However additional information regarding communication between and among divisions and the linkage between processes for assessment of student learning, evaluation of operations, planning and budgeting needs to be more clearly articulated in order for the team to gain a clear understanding of how RRCC demonstrates its compliance with Criterion 5.

V. Quality of the Systems Portfolio

The Systems Portfolio Review team found the portfolio to be informative and was very appreciative of the embedded links throughout the portfolio and, in particular, the index for core components and criteria. The overall layout and presentation of information was easy to follow and provided a pathway for the reader to gather appropriate information. For future portfolios RRCC might consider utilizing additional graphs and data presentations to assist in providing evidence of results of measurement and benchmarking. As the institution matures in its CQI journey, collection of data will become more prominent making the results sections of the portfolio easier to compose. As with most institutions, it appears that various sections of the portfolio were written by different individuals and then edited to provide “one voice”; however the specific answer to the question and or meaning of the original narrative may have been “lost” in the editing process.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution’s third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution’s next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution’s seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform

institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	<p>Systematic Red Rocks has accomplished the task of determining a set of learning outcomes that further aligns with the institutions' degree pathways. The process for determining these six learning outcomes was inclusive of all major stakeholders (faculty, staff, student, advisory committees and boards).</p>
Determining common outcomes	<p>Systematic While the state system defines 10 CLO's, RRCC has identified its own six outcomes through an inclusive and explicit process involving input from advisory committees, the Board, faculty, staff and students. The college is in the process of mapping where these outcomes are taught within all programs and VALUE rubrics will be used to measure outcomes at a future date.</p>
Articulating the purposes, content, and level of achievement of these outcomes	<p>Reacting Statewide development of Degrees with Designation (DwD) in 24 disciplines established the content and expected level of achievement for core liberal arts and science courses delivered at community colleges. RRCC is currently in the process of articulating the level of achievement expected for each of the common learning outcomes and mapping the outcomes in the curriculum.</p>
Incorporating into the curriculum opportunities for all students to achieve these outcomes	<p>Reacting Not enough progress has been made for reviewers to assess the level of incorporation of outcomes into the curriculum. An inventory of where the outcomes are taught and where they might be assessed is in development. This should allow RRCC to ensure the outcomes are present in all programs, would allow for comparison across programs, and will help ensure that all students have the opportunity to achieve the CLO's.</p>
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	<p>Systematic The Colorado Technical Content Standards requirement for CTE courses as well as the gtPathwys yearly review of transfer curricula by the statewide Faculty Curriculum Committee, state-wide discipline committees, and local college discipline chairs help ensure that outcomes are relevant, current, and address stakeholder needs. Additionally, the CTE course outcomes are validated by business and industry.</p>
Designing, aligning, and delivering co-curricular activities to support learning	<p>Reacting RRCC indicates that the Division of Student Success has "woven" common learning outcomes into its Four Quadrant Model of</p>

	<p>Postsecondary Success, deploying services such as the Learning Commons, tutoring, TRIO, ESL, and career and skill development. The college has an opportunity to clarify how these activities are integrated with and mapped to the CLO's and delivered.</p>
<p>Selecting tools/methods/instruments used to assess attainment of common learning outcomes</p>	<p>Reacting RRCC has developed a Course Assessment Record (CAR), which faculty will use to report results to IR. It is not clear from the evidence provided how the VALUE rubrics were chosen nor is it clear if other methods and ways of documentation were reviewed by a team and rejected. How faculty will be trained in using the VALUE rubrics and standardizing leveling within the scoring of the rubrics has not been described. The college describes "pockets"/examples of several effective tools for directly assessing student achievement in the program assessment section. However, it appears that RRCC has not identified <i>direct</i> assessment measures for common learning outcomes.</p>
<p>Assessing common learning outcomes</p>	<p>Reacting RRCC is just beginning to develop the processes for assessing the 6 CLOs on their campus and acknowledges that the opportunity for assessing achievement of learning outcomes among its graduates requires further development. The college describes surveying students about whether they believe the CLO's were "experienced"; however, surveying students does not provide an effective direct indicator of learning for those outcomes. In addition, RRCC reports that faculty must conduct annual assessment as part of their performance and evaluation. Providing examples of what these "assessments" consist of would improve the college's case that CLO's are in fact measured. Furthermore, in order to ensure integrity of the assessment process, the college may consider separating assessment of student achievement from faculty evaluation of performance.</p>

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Reacting Although Red Rocks has established a process for mapping curriculum and co-curricular outcomes, its limited tracking of results and insufficient description of tools utilized to measure these outcomes places the college in a reacting stage. An opportunity exists to better detail the measures, tools and associated outcomes in this area.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Reacting At the institutional level, Red Rocks appears to remain at the design and development phase of its outcomes assessment activities and little evidence of data outcomes could be verified with certainty.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting No internal or external benchmarks were indicated and no comparisons could be found.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting Interpretations are not discussed.</p>

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The statewide transfer pathways and CTE oversight has provided guidance in outcomes and courses. The college has an opportunity to determine measurement processes, not only for the CLOs, but also the statewide outcomes. These processes should include all faculty and not be limited to just full-time, since they represent a small minority of the faculty. Discussion of how the CLO's are assessed for the CTE programs also needs discussion. The idea that each department selects courses which address a CLO and conduct a "trial run with one class in the fall of 2016" is an excellent way to move the process forward.</p> <p>To reach the next level of maturity, RRCC also has an opportunity to:</p> <ul style="list-style-type: none"> ➤ measure a current benchmark that would be the basis for future comparison ➤ set targets, ➤ identify best practices, ➤ create a process for interpretation of data to inform improvements. ➤ continue refining course and program mapping processes ➤ produce measurable outcomes that inform academic decision making that support student success, completion and career-readiness.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	<p>Systematic For CTE programs, system-wide discipline committees and the Colorado Course Numbering System dictate what the program learning outcomes are, and advisory committees and state program review help ensure that the learning outcomes remain relevant.</p>
Determining program outcomes	<p>Aligned Red Rocks process for determining CTE program outcomes aligns with institutional and national accrediting standards. There are standardized courses, learning experiences and documented competencies.</p> <p>Reacting For non-CTE programs Red Rocks iLearn approach demonstrates efforts to determine program outcomes. However, it is not clear from the iLearn draft document how or at what stage program outcomes will be determined.</p>
Articulating the purposes, content, and level of achievement of these outcomes	<p>Systematic CTE programs are methodically evaluated on a five-year review cycle that inherently provides a means to articulate goals, activities and outcomes on a continuous cycle. However, an opportunity exists to establish a mechanism beyond gtPathway program descriptions to articulate program learning outcomes.</p>
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	<p>Systematic Program Advisory Boards and the college Foundation Board help to ensure relevance and currency of programs which meet stakeholder need. Additionally, the college reports initiatives (student</p>

	<p>organizations and events on international relations, a joint initiative on peace and justice with UC Boulder which fosters human and cultural diversity), that further engage and meet the needs of stakeholders. The college has secured funding to ensure continued improvement and quality of workforce training in select programs. Explaining what processes and people coordinate these activities could move the college to a higher level of maturity in this category.</p>
<p>Designing, aligning, and delivering co-curricular activities to support learning</p>	<p>Systematic The RRCC Student Services Division uses process improvement teams and a PDCA method of continuous quality improvement to assess efforts according to the CAS standards that link to CLOs. Persistence, retention and completion are also used as measures for success. The Student Success Division teams have implemented a First-Year Experience, Hispanic Orientation and Leadership Academy, and Connect 24 and 45 to Finish, a collaboration with Financial Aid and Advising. Some of the student professional organizations might also be a conduit for delivering co-curricular experiences which support learning.</p>
<p>Selecting tools/methods/instruments used to assess attainment of program learning outcomes</p>	<p>Systematic Some CTE programs have certifications and accrediting bodies that determine the successful attainment of skills and knowledge upon graduation. Other disciplines and programs have indirect and direct measures embedded within courses, while gtPathways uses course level assessment. Citing examples of these course level assessments and identifying courses as representative of major disciplines (such as Economics or Mathematics) might be used as program outcomes measures. The college therefore has an opportunity to improve the comprehensiveness of how programs learning outcomes are assessed.</p>
<p>Assessing program learning outcomes</p>	<p>Reacting Process for assessing program learning outcomes are unclear other than reporting Perkins data to qualify for funding. The assessment studies demonstrate substantial faculty involvement in developing strategies and approaches to assessing student learning in some key programmatic areas such as STEM and developmental education.</p>

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Reacting Licensure pass rates in some CTE programs were presented, along with accreditation status for programs. Several anecdotes of continuous improvement in disciplines were described; however, it is not clear how results are being measured in a quantifiable way, how results compare longitudinally, or if there are benchmarks or targets. RRCC has an opportunity to articulate outcomes for all disciplines and programs.</p>
<p>Overall levels of deployment of assessment processes within the institution</p>	<p>Reacting There does not appear to be a uniform process for assessment, setting targets, and measuring results. RRCC has the opportunity to develop metrics and processes to measure student achievement, and to develop a less “siloeed” approach to evaluating learning outcomes across all of its programs.</p>

Summary results of measures (including tables and figures when possible)	Reacting Some Instructional Departments are listed with summaries of what improvements are being implemented as a result of reviewing assessment. However, more specific lists of program direct and indirect assessment, how often conducted, and improvements planned would clarify quality and frequency of program assessment across the institution. The examples discussed offer excellent models for other program assessment and if presented more clearly, suggest ways the college can move toward a systematic maturity level.
Comparison of results with internal targets and external benchmarks	Reacting Pass rates on the CTE certification exams range from 82% for Medical Assistant to several programs above a 90% pass rate, an excellent record. Explaining how other programs are benchmarking results of student achievement should be a goal of the college. At this time, Red Rocks has not demonstrated that it has evolved beyond the reacting level. The college could benefit from utilizing information from other institutions with comparable programs to establish external benchmarks.
Interpretation of results and insights gained	Reacting Consultation with advisory committees and external stakeholders appears to be taking place, however without targets, benchmarks or quantifiable results, the college does not demonstrate interpretation or insight into the results. Some continuous improvement anecdotes were reported, but there does not appear to be a systematic process in place.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The college appears to understand and acknowledge that it needs to move from a reactive approach to implementing comprehensive assessment to a more systematic process which can be replicated and repeated over time. A team which attended an HLC Assessment Workshop in February 2016 has developed a new assessment plan, iLearn, which combines outcomes assessment and program review. The iLearn process could potentially benefit programs with improvements informed by a systematic and comprehensive assessment process.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Systematic Academic program design and program approval is dictated by the Colorado higher education system (CDHE and CCCS) with input from disciplinary faculty. The College Advisory and Foundation Board of Directors are important to expressing the student needs they observe in the community. Student government, the Phi Theta Kappa (PTK) honor society, and student clubs provide feedback to understand enrolled student needs. A variety of surveys collect information from enrolled students and graduates concerning improvement of their learning experience.
Identifying other key stakeholder groups and determining their needs	Systematic RRCC develops some of its programs based on its own stakeholder needs, relying on environmental scans, information from Concurrent

	Enrollment of high school students, advisory groups, a Foundation Board, local Chambers of Commerce, local governments, and regional Workforce Centers to determine those needs. The narrative for this topic seems too general in that it is not specifically targeting other stakeholder groups and sub groups.
Developing and improving responsive programming to meet all stakeholders' needs	Systematic A Curriculum Committee, Academic Standards Committee and Instructional Leadership Team provide leadership to review requirements and ensure that programs are responsive to stakeholder needs and meet standards. The new Degrees with Designation transfer agreement and Degree Works degree audit software helps students select a "best path" to a major at a four-year college and are excellent tools to help students find the "shortest path" to transfer on to 4 year colleges. Quality Matters provides an external standard for online course quality. Reacting However, it is unclear how new programs or improvements to existing programs are developed and presented to institutional committees to assure responsiveness to stakeholders' needs.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Reacting While Student Opinion of Instruction surveys are given in each course each semester to solicit student feedback about instruction, RRCC has the opportunity to find other methods to assess effectiveness and currency of programs such as a program review process.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic The Colorado State Board for Community Colleges and Occupational Education requires that every occupational program undergo a comprehensive program review every five years or more often, and every academic program at least once every seven years. For gtPathways courses at each institution, academic discipline chairs have the responsibility of maintaining courses, reviewing prerequisites and syllabi, and removing obsolete courses on the basis of an annual review. RRCC uses enrollment, program completion and employment data to determine whether probation or suspension is needed. Advisory boards also provide feedback about program viability. The portfolio mentions a seven-year academic program review process, yet it was unclear what is included in this process: clarification regarding program review may move the college to the next level of maturity.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Although the narrative describes a process, no results other than enrollment are provided. The success of the redesigned developmental education courses might serve as a model for tracking stakeholder needs. Both internal tracking and external benchmark comparisons support the notion that the college's efforts were effective.
Summary results of measures (including tables and figures when possible)	Reacting Although only enrollment numbers and anecdotes were provided, there is important information to be learned from Red Rocks declining

	online enrollments, especially given that the trends aren't consistent with the college's overall enrollment pattern. Additionally, RRCC cited several examples of new programming or program changes including initiatives for Sustainability Education, the Gateway Program, and transitional program for ex-offenders, and redesign of developmental education. There is an opportunity to develop tools for measuring how well these programs and services meet the needs of stakeholders.
Comparison of results with internal targets and external benchmarks	Reacting For developmental education, RRCC uses the NCCBP, noting that RRCC students are doing better than two-thirds of the national peers in mathematics and better than 86% of that group in English. While comparison for developmental education is very positive, the college has an opportunity to find other benchmarking peers to determine how well it meets the needs of other stakeholders.
Interpretation of results and insights gained	Reacting Interpretation of results and insights gained are absent.

113. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC's improvements show positive movement in many areas including</p> <ul style="list-style-type: none"> • The new Bachelor of Applied Science in Water Quality Management Technology illustrates the program design process at the RRCC Department Level. The planning process revolved around several different types of internal and external stakeholders, and involved the full spectrum of RRCC faculty and staff. • The new master's degree in Physician Assistant Studies is another example of RRCC changing programs to meet student and other stakeholder's needs. • Positive improvements and growth in the STEM programs as a result of work with the Foundation and creation of the Red Rocks Institute of Sustainability. The RISE initiative could be a best practice that informs program development in other areas of the college. • The redesign of developmental education, including compressed curricula and the pathways model for math, and changing to the Community College Placement Test (CCPT) is another strong improvement in programs.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Systematic A combination of Academic Standards Committee, Curriculum Committee, and Instructional Advisory Committee help determine appropriate levels of academic preparation required for various curricula, programs and courses. Specialized accreditation, several AQIP action projects and general advising have helped to communicate requirements for courses and programs. The same framework and practice for these programs could also be used as a model for other programs at the college.

<p>Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs</p>	<p>Systematic The portfolio describes state legislation regarding concurrent enrollment information and a process is in place to review these courses for rigor. In addition to the state’s process for evaluating concurrent enrollment programs, Red Rocks performs an annual review to ensure course consistency and educational quality.</p> <p>Reacting There was no information on evaluating and ensuring rigor across different modalities or at different locations. Given the concerns mentioned in previous sections pertaining to declining enrollment in online courses, this would have been a great opportunity to include more details on this modality.</p>
<p>Awarding prior learning and transfer credits</p>	<p>Aligned CCCS recognizes five methods for awarding CPL: Standardized Tests, Institutional Challenge Examinations, Published Guides and Portfolios and successful completion of a CCCS approved Colorado Department of Corrections CTE certificate program. CCCS maintains and updates a comprehensive matrix of CPL credits for standardized tests. A variety of published guides pertaining to veterans, industries, and other areas are used. The portfolio does not describe the process for evaluating transfer courses outside of the CCCS network.</p>
<p>Selecting, implementing, and maintaining specialized accreditation(s)</p>	<p>Systematic Red Rocks has a very streamlined systematic process for approving, implementing and maintaining programs with specialized accreditation at the college level. The process begins at the department level, is reviewed and approved at the college and state levels and ends at the departmental level. These programs are maintained and monitored for compliance by the department.</p>
<p>Assessing the level of outcomes attainment by graduates at all levels</p>	<p>Systematic The Colorado Community College System, based on its Performance Contract with Colorado Department of Higher Education, sets performance indicators for each community college. These include retention, graduation, transfer rates, and with pass rates for specialized accreditation. CTE programs report several measures to the CCCS during the 5-year program review.</p> <p>Reacting Assessment of student learning outcomes is still being developed. It is unclear how assessment of direct student learning outcomes in other areas takes place.</p>
<p>Selecting the tools/methods/instruments used to assess program rigor across all modalities</p>	<p>Reacting Although RRCC has identified a number of committees that select tools and methods to assess program rigor, it is not clear who serves on each of these committees, how often they meet, how they interact, how the approval process moves throughout the institution, how they are reviewed, etc. Clarifying how these entities relate to each other and coordinate processes could move RRCC to a higher level of maturity in this area. There is no discussion of modalities or comparison of success rates in like coursework in differing modalities.</p>

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic CTE programs use student enrollment, completion, and job placement as three of the most important outcomes for generally indicating that the programs are aligned with student, workplace, and community</p>

	needs. However, it is unclear how gtPathways disciplines are evaluated. While the college is utilizing indirect measures it is important to use direct measures of student learning as an indicator of program quality.
Summary results of measures (including tables and figures when possible)	<p>Systematic The number of employed completers ranged from 83% in 2010 to 77% in 2014. RRCC reports that it has increased the number of students graduating in the last five years. The CTE completion rates in Figure 1.4.1 suggest that over 50% of students enrolled in these programs don't complete; thus the high employment percentages may only represent a select number of students. There is an opportunity for Red Rocks to further explore issues of persistence within these programs. It is important to understand what variables are associated with students most at risk of not completing these programs.</p> <p>Reacting There is no discussion of gtPathways or data for different modalities.</p>
Comparison of results with internal targets and external benchmarks	<p>Reacting This section of Red Rocks portfolio highlights several noteworthy accomplishments associated with national certification pass rates, and student comparisons across specific programs (such as STEM). In 2014, the Colorado Commission on Higher Education sponsored an independent research study on graduate outcomes from public institutions and RRCC compared very well with other Colorado institutions. RRCC was awarded \$750,000 in performance incentive funds from the CCCS. With the exception of the results from the sponsored research study and the awarding of incentive funding, some assertions lacked supporting data to validate claims. Comparative results were only discussed as required by state compliance. There was no description of how internal and external targets are set. Benchmarked comparisons would improve the college's maturity level in this area.</p>
Interpretation of results and insights gained	<p>Reacting It is unclear how ongoing analysis and interpretation is conducted and how results inform improvements in a CQI framework.</p>

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bright Space Online Course Standards developed through a work group and using Quality Matters are positive improvements and a good way to mobilize a best practice to enhance the student experience, student success and program quality. Other identified improvements discussed do not directly address program quality.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	<p>Systematic The college indicates that it uses basic skills assessment, faculty referral and student self-referral to identify underprepared and at-risk students. Intake assessment results place students at the appropriate level of coursework. The Learning Collaborative, a cooperation between an adult basic education agency and RRCC, provides</p>

	alternatives to students who might struggle. Other methods to determine at risk students were not discussed. More detail on what processes ensure that all students can be identified to determine readiness would improve clarity on this process. In light of decreased enrollment and underprepared students, increasing supplemental support beyond basic skills would potentially help the college on multiple of levels as well.
Deploying academic support services to help students select and successfully complete courses and programs	Systematic All new students must complete an online session titled "Red Rocks 101" in which they are informed about a wide variety of academic support services and tips for collegiate success. The Learning Collaborative and the Connect to Success program assist students in developing skills to succeed. Multiple support services are offered to students including AAA Academic Achievement courses, tutoring, Math, Writing, and Communications Labs, College Prep Zone targeted tutoring for developmental students, Study Groups, 24/7 Helpdesk, Phi Beta Kappa organization, etc. Explaining how these resources are efficiently deployed could improve the college's level of maturity in this section.
Ensuring faculty are available for student inquiry	Systematic The college ensures that full-time faculty are available to students by requiring 5 office hours and 25 hours a week on campus. All faculty are expected to respond to student requests with 24-48 hours. Given the large numbers of adjunct faculty, some system which ensures their availability to students might benefit the college and its students.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Reacting Instructional departments discuss student support services and coordinate with the library and other areas to articulate student needs for training in the effective use of research and information resources. However, it is unclear how often these meetings take place and how communication between faculty and support services occur. A systematic method such as a survey to query students about support needs would improve the college's response in this area. Even though the faculty address learning support including information on the syllabi regarding tutoring and support programs, there is little mention of support regarding research or laboratory work to substantiate learning required in these areas as well as the classroom.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Reacting There is a brief discussion about the College Reading and Learning Association accreditation process, but the description is not complete. The portfolio indicates that there are incentives for tutors to receive training, but it is not required. It is not clear how tutors are selected and evaluated, and unclear how other staff qualifications are reviewed. More explanation of this process could be helpful in understanding tutor and support staff qualifications. Discussion of how other support services staff are provided professional development would also be useful.
Communicating the availability of academic support services	Systematic Mechanisms and processes are in place to ensure that academic services are communicated broadly. An opportunity exists to evaluate the effectiveness these mechanisms as well as other outlets such as social media.
Determining goals for retention, persistence and program completion	Reacting The Colorado Community College System determines annual KSA retention, persistence, and institutional completion targets for each community college. At RRCC, the cross-functional Enrollment

	Management Team reviews retention, persistence and program completion data to determine how RRCC can improve. The college indicates that there is no formal process to determine appropriate levels of persistence, retention and completion at the program level. RRCC is missing a tremendous opportunity to enhance targets set by the state to perform analysis on its own data while also benchmarking against the state figures to inform internal improvements
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Reacting Academic support services use a student sign-in system (SARS) that tracks student usage in the various labs and services around campus. In the past IR has looked at student success related to use of services. However, this does not appear to be an on-going process. A new interface (SRP) is being integrated with the Banner system, but is not currently operational. Red Rocks appears to be at the beginning stages of fully integrating its technology.

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college appears to be conducting limited research and statistical analysis (FYE module study, tutoring study) however, these do not appear to be an ongoing effort to measure results
Summary results of measures (including tables and figures when possible)	Reacting Although RRCC describes effective results in some areas there does not appear to be an overall systematic process for evaluating all of the academic support services.
Comparison of results with internal targets and external benchmarks	Reacting Results were measured and benchmarked for the First Year Study. This is an opportunity for the college to expand comparison data both internally and externally.
Interpretation of results and insights gained	Reacting Interpretation and insights are not noted. Furthermore, there does not appear to be a repetitive process that involves standing committees or a wide inclusion of college constituents.

1I5. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Task forces in the Division of Student Success studied barriers to student success and identified targets for improvement. RRCC listed a number of improvement targets ranging from student-centered scheduling, adjunct faculty training, creating a permanent retention task force, to piloting Denver Scholarship and Ascent group students in a First-Year Experience pilot. The analysis regarding STEM and gateway courses is good and could potentially be extended to other areas of the college. The college indicates this will be an area for future improvement. The new iLearn initiative shows promise that a comprehensive process will be completed. These strategies suggest movement in a positive direction.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	<p>Aligned Red Rocks process for ensuring academic integrity aligns clearly with its mission and goals at the institutional and state level. The process is explicit, transparent and aligned with teaching and scholarly practices. Academic integrity policies are established through board policies and system procedures at the state level (CCCS). The college publicizes that integrity is one of its core values. An Academic Standards Committee and Institutional Review Board monitor academic integrity and ethical practices. RRCC lists opportunities for faculty and students to conduct research: a Professional Seminar course, Faculty –led Student Academic Travel, and Endowed Teaching Chair teaching salary enhancement. Clarifying how these address freedom of expression and integrity of research would improve this section.</p>
Ensuring ethical learning and research practices of students	<p>Aligned Red Rocks has two designated committees to review, monitor and make recommendations on academic policies and procedures and to ensure ethical learning and research practices. Committees are responsible for communicating to a larger audience. In addition to communicating that integrity is an institutional core value on the website and in publications, students are taught academic integrity and ethical research practices in specific courses. Policies about student academic integrity are explained on syllabi, in publications, online, and in courses. Faculty have access to plagiarism detection software.</p>
Ensuring ethical teaching and research practices of faculty	<p>Aligned RRCC supports an Institutional Review Board (IRB) through the Office of Planning and Effectiveness. The IRB exists to protect the welfare of human subjects used in research. A faculty handbook (currently being updated) explains FERPA, use of copyrighted material, and integrity related policies. A process for review and dismissal of faculty in violation of policies is outlined.</p>
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	<p>Reacting There are several system and institutional policies guiding academic integrity. How tools or methods are selected to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity is not explained.</p>

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Reacting For a broad evaluation of the effectiveness of processes or systems for ensuring academic integrity the college should explain who and how the Maxient reporting system and faculty performance evaluations are deployed. No measures for reporting and tracking staff or faculty issues were presented.</p>
Summary results of measures (including tables and figures when possible)	<p>Reacting A summary of MAXIENT data was presented for a 4-month period; however, no context was given. Also, no data on faculty or staff integrity or ethics was presented.</p>

Comparison of results with internal targets and external benchmarks	Reacting There was no discussion of benchmarks or targets
Interpretation of results and insights gained	Reacting There was no discussion of interpretation or insights, no comparison given

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>Updating the Student Handbook, adding information about academic integrity to orientation (including online orientation) and having the Academic Standards Committee evaluate Maxient system reports are positive improvements.</p> <p>The college is also looking at who should analyze the MAXIENT data. RRCC has the opportunity to also develop staff/faculty measure of integrity and how tracking and analysis of issues can be conducted and might also provide some insights to inform future improvements.</p> <p>The Academic Standards Committee might provide a mechanism for the broader evaluation of the systems which deliver academic integrity support. How effectively do handbooks and syllabi communicate practices? How well does the Maxient system reporting assist in improving academic integrity? There are additional opportunities to expand development efforts beyond tracking student misconduct. This would allow for greater ability to share results in a manner that supports transparency and ensures compliance.</p>

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Systematic RRCC identifies key student groups through environmental scanning (i.e., population characteristics, age, gender, and ethnicity, educational attainment, socioeconomic status indicators, labor market trends, business and industries, etc.), student surveys such as Noel-Levitz and CCCS, and CTE program enrollments. With the exception of the Noel-Levitz and CCCS, the frequency of the process is unclear. Student representation on the Collaboration Council, Student Government, and various student clubs and organizations provide further information on key student groups.
Determining new student groups to target for educational offerings and services	Systematic The Enrollment Management Team, Division of Student Success and Office of Planning and Effectiveness uses enrollment and demographic data trends to identify new student groups. Recent attention has been given to students 40 and older, younger Hispanic students, and first generation/low income students. However, the frequency of this process could not be determined.

Meeting changing student needs	<p>Systematic</p> <p>Red Rocks has improved its efforts to collect data on student needs by expanding the use of its call center to collect student feedback and satisfaction. Enhancements in staff training and web resources (Ask the Fox feature) have positioned the college to be more responsive to student needs. Lastly, Red Rocks' accomplishments in the area of securing external funding for building its capacity to service its first generation, access, low income and STEM students demonstrates its institutional efforts to move toward alignment of effective practices with institutional goals. It is important to note there was no mention of how Red Rocks utilizes routine student services such as advising, counseling and library to assist changing student needs.</p>
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	<p>Aligned</p> <p>Red Rocks' investment in building an infrastructure to support its distinct subgroups is well demonstrated. Its AQIP Action Project aided the college in aligning key processes with the institution's core values pertaining to inclusion and diversity. The Inclusion, & Diversity, Accessibility Services, International Student Services and Programs, along with student clubs and other groups demonstrate the college's strong commitment to inclusion and diversity. As Figure 2.1.4 illustrates, these processes appear well-integrated, defined and deployed through an Inclusion and Diversity Strategic Plan. Additional resources have been secured and implemented to enhance the institutions' ability to better serve its LGBT, veteran and Native American students. For example, a grant was secured to hire a Suicide Prevention Project Coordinator. It is not clear how this plan interfaces with budgeting at the college and how leadership may be involved in these efforts.</p>
Deploying non-academic support services to help students be successful	<p>Systematic</p> <p>Red Rocks appears to be progressing in its efforts to coordinate and deploy services throughout its operational units (assessment, student records, advising, student life, diversity and inclusion, accessibility services, financial aid, and veteran's services), Career Success Center and a variety of supplemental instruction programs. Since 2014, several diversity and career services have been put in place to enhance these efforts. The college could move to the next level of maturity by making clear the process, structure and decision-making authority associated with coordination of these efforts.</p>
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	<p>Reacting</p> <p>The college provides annual on-line training on FERPA and other issues. Most recently, RRCC added an intensive intercultural competency training which aligns with its most recent processes to increase support for student groups with distinctive needs. RRCC mentions that ongoing training and development is a part of its performance review activities, however there is not enough information to assess the quality and effectiveness of these efforts particularly given that the intercultural competence training highlighted in this section appears to be optional. Lastly, it is unclear how staff are determined to be qualified and are trained and supported in their job responsibilities.</p>
Communicating the availability of non-academic support services	<p>Reacting</p> <p>Currently, new faculty orientation appears to be the primary venue for communicating information to faculty about non-academic support services. How the faculty share this information with students is unclear. Here is an area where Red Rocks has an</p>

	<p>opportunity to ensure that multiple means are in place to assure that all instructional faculty and staff are receiving, accessing and sharing knowledge pertaining to these services.</p>
<p>Selecting tools/methods/instruments to assess student needs</p>	<p>Systematic The Office of Planning and Effectiveness works with the Office of Development and the Division of Student Success to select methods and tools to assess student needs. Assessment and evaluation design are based on mandated compliance reporting, operational reporting, student feedback, and process improvement teams. In addition to routinely assessing student needs through feedback and service usage, Red Rocks has designated units and teams charged with assessing and evaluating students need. Trend data pertaining to student placement and transfer rates has guided the college in identifying students most at-risk for non-completion. It is not clear how frequently the offices meet, how options are evaluated and communicated to leadership, and if there is a committee or reporting structure. RRCC has not clearly articulated appropriate tools that are used for assessing students' needs as required for this section.</p>
<p>Assessing the degree to which student needs are met</p>	<p>Systematic RRCC states that feedback forms, surveys, and program evaluation are methods to assess the degree to which student needs are met. One example of how placement data were used to develop success goals and measure program impact associated with meeting college readiness was given, but no process describing the frequency of administration and how results are interpreted was provided.</p>

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic RRCC uses the following tools to track and measure student needs: The Colorado Community College System survey, Student Satisfaction and Climate surveys, the Student Feedback Forms, College's Default Management Plan and service usage data. It is not clear from the evidence provided how these tools are correlated to specific measurements and outcomes.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Reacting A number of services have been expanded including a reorganized Office of Accessibility which has implemented assistive technology services, financial literacy initiative, Default Management Advisor and Loan Tracker software, and new Call Center which has fielded 144,000 calls since September 2013. However, very few summary results were provided. Many of the results were based on one survey administration or one year of data, which does not demonstrate a repeated process that informs continuous quality improvement.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting No apparent targets, benchmarks, comparisons to peers, or longitudinal information was described with enough clarity to confirm. Opportunities exist for Red Rocks to compare its results against other state institutions given that the Colorado Community College System assesses student satisfaction of all its institutions on a bi-annual basis.</p>

Interpretation of results and insights gained	<p>Systematic Red Rocks appears to have made some effective decisions pertaining to call center services and process improvements. However, a clear pattern of data gathering and interpretation of information was not apparent from information provided.</p>
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2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC is establishing the foundation for a guided pathways approach, one that supports each stage of coherent program pathways, aligned with the requirements for success in further education and careers. The next step in this process is to develop and use program maps and co-curricular learning goals to assess and improve learning support across these program pathways for the Division of Student Success as a whole. This new process along with setting internal and external data targets should help RRCC mature in this area. The college is encouraged to continue the use of teams/groups to create solutions and to implement numerous student-centered strategies.</p>

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	<p>Systematic RRCC has systematic processes in place for collecting and tracking student retention, persistence and completion data on select classification of students such as IPEDS, underrepresented students, PELL eligible, etc. However, there is no mechanism in place for tracking student progress for all students regardless of program enrollment status. At this point, the process for collecting this data is in silos.</p>
Determining targets for student retention, persistence, and completion	<p>Systematic RRCC’s retention, persistence, and completion rates are based on performance indicators tracked by the state system with annual targets established and performance funding in place. CTE programs are compared with other programs which compete for the same federal Perkins funds. It is not clear how the college sets targets for specific subgroups.</p>
Analyzing information on student retention, persistence, and completion	<p>Systematic The RRCC Offices of Planning and Effectiveness, Inclusion and Diversity, and Recruitment and Outreach analyze persistence and completion information. Additionally, RRCC general advisors serve as liaisons to receiving institutions, creating a successful advisor-to-advisor network and collaboration. However, this section contains more information about the collection as opposed to the analysis process. It is not clear how it might inform improvements in program planning or changes in teaching and learning.</p>
Meeting targets for retention, persistence, and completion	<p>Systematic The state system sets performance indicators based on institutional targets developed during RRCC’s annual effectiveness reporting and goal setting. A performance contract for all community colleges with the Colorado Department of Education helps ensure accountability. The portfolio states that</p>

	over the past two years, RRCC has been successful in meeting most of its institutional targets for persistence, retention and completion. Data are aggregated however, there does not appear to be a comprehensive list of targets for individual programs. While data are being collected, the process for distributing the data and using it in decision-making is not evident.
Selecting tools/methods/instruments to assess retention, persistence, and completion	Systematic RRCC extracts data from the state and through the National Student Clearinghouse. Recent purchases of business intelligence, performance tracking and scheduling software (The selection of AdAstra scheduling software was an outcome of the college's AQIP Action Project) will allow for better tracking of student learning outcomes at RRCC. However, these systems were either not in place or recently implemented at the time of the portfolio submission.

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Results discussed in relationship to RRCC's CTE programs provide clear information pertaining to results and decisions made based on systematic program review processes.
Overall levels of deployment of assessment processes within the institution	Reacting Given the college's alignment with its statewide system, RRCC's deployment of RPC measures appears to be present. However, with the exception of the CTE program review and graduate surveys, the information presented in this section is too limited for the reviewers to rate the level of deployment of RRCC assessment process.
Summary results of measures (including tables and figures when possible)	Reacting RRCC analyzes some of its RPC data to improve. However, developing a different way to show results—for example, how these are aligned with the tools for measurement, what program targets are—would allow the institution to demonstrate an increased level of maturity. Some of the statements in this portfolio contradict others; in this section RRCC states that it has met or exceeded most of its annual retention and completion targets. However, in the next section it states that the college performance metrics for all CTE programs are below the expected state and federal metric requirements. Given that the state is the primary driver of RRCC's targets this cannot be overlooked. The limited result summary along with the absence of comparisons and trend data has made it difficult for the reviewers to decipher its accuracy.
Comparison of results with internal targets and external benchmarks	Reacting RRCC mentioned comparisons made to other community colleges in the Metropolitan Denver area. However, limited if any comparative data associated with retention, persistence and completion outcomes were available.
Interpretation of results and insights gained	Reacting No concrete evidence or interpretation of results was provided in this section of the portfolio.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC has made progress in its attempt to systematically align processes and improve performance within its CTE programs through improving advising, realigning programs, increasing funding for clinical and lab positions, increasing support for program chairs, and further developing “stackable” certificates. Several strategies for improving the CTE performance metrics show promise. These improvements should include further development of its performance metrics as well. RRCC reported that new business intelligence, performance tracking and scheduling software has been purchased to assist the college in better tracking and analysis of student retention, persistence and completion outcomes. This area may be an opportunity for AQIP Action Projects involving CTE advisory groups as well as students.</p>

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Determining key external stakeholder groups (e.g., alumni, employers, community)</p>	<p>Reacting With the exception of CTE advisory board appointments, the President, VP for Instructional Advancement and Executive Director of the Rocky Mountain Education Center (RMEC) appear to be the primary collaborators in determining key external stakeholders. Transfer articulation partners were also identified as contributors to this process.</p> <p>Whereas the college utilizes information from environmental scanning, there doesn’t appear to be a repeatable, systematic, data informed process for identifying key external stakeholder groups. An opportunity exists for RRCC to develop an integrated system for gathering input from alumni, adult learners, business and professional learners and other relevant stakeholders as well as using this information in actionable ways.</p>
<p>Determining new stakeholders to target for services or partnership</p>	<p>Reacting In some areas efforts are in place to identify and target agencies that enhance the college’s ability to advance student success initiatives and workforce preparedness. For example, the office of grant development identified grant opportunities that contributed to the college’s STEM education efforts mentioned in previous sections within category two and in category one.</p> <p>In addition to the primary decision makers cited in the previous question, board members, CCCS, faculty or community members can inform the college of a need or recommend a new stakeholder group. An opportunity exists for the college to implement an annual review, survey, or other instruments to move to the next level of maturity.</p>
<p>Meeting the changing needs of key stakeholders</p>	<p>Systematic RRCC has processes in place that include measures and input (i.e., environmental scanning, compliance reports, focus groups and internal reporting analysis) from a cross-section of internal stakeholders who can evaluate institutional needs from different vantage points. This is important for ensuring that critical areas needing external stakeholder involvement is not overlooked. There</p>

	is an opportunity to create more clarity on how information is gathered and compiled, how trends are identified and if there is a repeating process (survey, environmental scan, focus groups, etc.) to identify that key stakeholder needs are met.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting The college identified some tools and instruments to assess key stakeholder needs. RRCC's Office of Institutional Research works with the Foundation Office to determine appropriate methods or tools to gather information on stakeholder needs. It appears that student services, academics, faculty and students are absent from these conversations. Overall, there does not appear to be any systematic process for assessing stakeholder needs.
Assessing the degree to which key stakeholder needs are met	Reacting The college provides some sampling of information in Figure 2.3.1. Again, it is not clear how this information is used to verify that stakeholder needs are being met. A broader range of tools such as satisfaction surveys of business and community could improve ability to evaluate successes in this area.

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college appears to track number of clients in custom training programs (RMEC), foundation fundraising, grants received, number of collaborations with other educational providers, etc. However, there are no systematic measures in other areas that identify what tools are utilized and how results are tracked. RRCC recognizes that while these successes are important, "we have yet to bring all areas within the college up to this same level." p. 53.
Summary results of measures (including tables and figures when possible)	Reacting RRCC has an opportunity to expand its ability to track stakeholder satisfaction. Currently, it cites the number of individuals receiving RMEC training, Foundation scholarships and fundraising and being awarded three million dollars in grant funding. However, it was difficult to determine if RRCC's activities and foundation results mentioned in this section clearly represented a cohesive summary of the college's progress. RRCC's portfolio description suggests that targets exist and were exceeded, but no longitudinal information, targets or measures were shared.
Comparison of results with internal targets and external benchmarks	Reacting RRCC's Foundation has contributed greatly to the college's ability to increase external funding for the college. Although the college mentions that the foundation exceeded its fundraising goal there are no figures to substantiate this claim. There was discussion of one external benchmark (National Scholarship Providers Association recognition). Seeking external benchmarks could help RRCC move to the next level of systems maturity.
Interpretation of results and insights gained	Reacting Interpretations and insights were too limited. It is not clear how current successes will inform future outcomes and improvements.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC's Foundation's capital campaign has played a critical role in not only assisting RRCC with generating funding for expanding programming and facilities but building external partnerships as well. It is difficult to infer with certainty what RRCC's future focus will be in this area beyond planning efforts associated with its new Health Professions and Science building. This should strengthen community partnerships even more as the project nears completion. Lastly, RRCC would benefit from creating outcomes, measures, and systematic data collection processes for understanding other stakeholder needs.</p>

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	<p>Systematic</p> <p>The college has a well-articulated process for student complaints. Clear processes for informal and formal complaints from students and faculty and staff are outlined in the handbook and range from feedback forms to formal grievance procedures and are depicted in the flow chart in Figure 2.4.1. It should be noted that RRCC recently underwent process improvement in this area to streamline efforts. This was based on task team feedback. The college has an electronic system, a hard copy submission, and the option to lodge complaints in person, which provides a multitude of avenues for students. This is important in accommodating a variety of student needs and preferences. Although the process appears to be well designed, RRCC can improve its data collection activities associated with the process (“ . . . operational processes may not generate data or the data is not collected, aggregated, or analyzed.”) to increase organizational learning and decision-making.</p>
Collecting complaint information from other key stakeholders	<p>Systematic</p> <p>Complaints from faculty and staff are registered in the MAXIENT system and referred to the BIT if needed. The process for complaints by staff and faculty about other staff and faculty or complaints about supervisors are handled and Human Resources is involved in these matters.</p>
Learning from complaint information and determining actions	<p>Reacting</p> <p>The response in this section belongs under collecting information. It is unclear what has been learned from gathering this data.</p>
Communicating actions to students and other key stakeholders	<p>Systematic</p> <p>RRCC's complaint process has explicit points of communication aligned with each step of the complaint process ranging from communication from an instructor, department chair, Dean, or Student Success employee. Final decisions are communicated by designated employees based on whether the complaint is academic or non-academic (Figure 2.4.1). The Chief Student Services Officer is designated to handle civil rights and Title IX grievances and communicates those decisions in writing. The college notes that there is no tracking system but rather handles complaints on a case-by-case basis.</p>

<p>Selecting tools/methods/instruments to evaluate complaint resolution</p>	<p>Reacting The Colorado Community College System provides a procedural process for colleges to evaluate and resolve complaints using supporting documentation and evidence provided by the complainant. While the college reports that it has a Title IX review group for discrimination and/or sexual harassment, no such review of other complaint processes is evident. The college has an opportunity to develop such a group (or a mechanism) to evaluate the success of all complaint processes. It is also unclear from evidence provided if the college reviews the number or frequency of complaints to determine if they are increasing or decreasing and if there are patterns to the complaints (racial, bullying, cheating, Title IX, etc.) RRCC could consider a method to track type of complaints to create a proactive response to emerging concerns.</p>
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2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Reacting The college acknowledges that it does not have a comprehensive system of tracking and reviewing complaint processes. Complaint outcomes are tracked at the department and division level only. Accordingly, with the exception on the early alert/BIT system, there is no evidence to support that RRCC systematically tracks complaint outcomes.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Reacting There were no summary results provided in this section. Some of the positive actions taken such as the Call Center issues reported, Student Success patterns of complaints, and the Maxient Early Alert system suggest that if RRCC could develop a way to systematize the complaint process, more complete results and thereby more comprehensive intervention might be possible.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting RRCC provided no comparison results in the form of internal targets or external benchmarks with the exception of some reference to timeline for completion.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting The portfolio describes patterns, but the data are not shared in this section. Also there is a description of student satisfaction, however it is not clear what data informed this interpretation. Without a process for collecting and analyzing the complaint data, interpretation of results is anecdotal. RRCC has an opportunity to track and analyze data and results of student complaints to learn how to make things better for the students and the college. Comparison data should be used internally as a summative tool to explain areas of major concern.</p>

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC has processes for instructional, Civil Rights, and Title IX complaints. The college acknowledges that processes to collect and analyze the data need to be developed to mature in this area. A formal system of tracking complaints could provide actionable data for the college and result in higher student satisfaction and opportunities for proactive behavior. While communication in a multi-campus environment can be challenging, the college recognizes that improving in this area can have benefits to all. A live chat function can be well-received by students. The D2L improvements are also a great way to increase student satisfaction and communication. In both cases, the immediacy of response can help solve small problems before they develop into larger ones.</p> <p>RRCC improvement plans include developing a system for tracking complaints and enhancing its Call Center services through continued staff training and technological enhancements such as live chat features. Special attention is needed to address staffs' ability to respond to online student concerns in a timely manner. Lastly, RRCC recognizes its need to improve and expand communication between the Arvada and Lakewood campuses as well as expand diversity training for faculty and staff.</p>

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	<p>Systematic The CDHE, CCCS, and the RRCC Mission, Vision, and Strategic Plans provide a framework for selecting partners for collaboration. Environmental scanning, compliance reports, and internal reporting also provide data that suggest potential collaboration that may benefit students and the community. As previously noted, several councils, advisory groups and key departments and units make recommendations to RRCC President and Vice President for Institutional Advancement concerning partnerships that may further the interest of the institution. Additional details of coordination and function of these processes would have been helpful to the reviewer in determining the level of maturity.</p>
Building and maintaining relationships with partners	<p>Systematic RRCC describes three main avenues to build and maintain partnerships: the Foundation, the Grants Office and RMEC. Program advisory committees, service organizations, etc. also serve a role in relationship maintenance, although not described in this section. There is an opportunity for RRCC to increase faculty and staff involvement in order to capture the full spectrum of opportunities to build and maintain relationships with external partners.</p>
Selecting tools/methods/instruments to assess partnership effectiveness	<p>Reacting The portfolio states that the Grants Office has a process to identify partnership opportunities, but no other specific processes are described, and the process to select tools and measures is not evident.</p>
Evaluating the degree to which collaborations and partnerships are effective	<p>Reacting Although RRCC does have a set of qualifying questions to guide the college's assessment of its collaborations and partnerships, further information is needed to assess other components</p>

	necessary to validate that a process exists, frequency of actions and documentation of outcomes.
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2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college does not describe a clear set of tools for tracking the success of partnerships and relationships with stakeholders.
Summary results of measures (including tables and figures when possible)	Reacting RRCC lists a number of partnerships and goals for those partnerships rather than explaining how successful those partnerships are. It is difficult to provide feedback for this section as the tables provided indicate goals to provide future direction, but do not provide an appropriate measure of success.
Comparison of results with internal targets and external benchmarks	Reacting There do not appear to be internal targets and external benchmarks.
Interpretation of results and insights gained	Reacting No interpretation was provided. Once the college establishes specific, measurable targets, they can track data year after year and use this information to inform improvements. This repeated process will help the college reach the next level of maturity.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The addition of an Institutional Advancement position could affect the college in many positive ways: fundraising, “friend-raising”, and internship opportunities. Creating regular mechanisms to measure stakeholder needs will ensure that the college is aligned with industry and community needs. Engaged alumni can also play an important role in college marketing and promotion, along with mentoring students. Despite the existence of effective and established partnerships, RRCC has no process in place to truly evaluate or guide the college in building on the success of these partnerships in a strategic and transparent way.

AQIP Category Three

VALUING EMPLOYEES explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Aligned RRCC has identified a recurring, structured process for hiring and retaining employees which includes HR trained search committees for all faculty, administration, and technical/professional roles. The search committees are selected to ensure that there is representation from multiple areas and constituencies within the college. The interview and selection process ensures congruence with RRCC’s values as well as appropriateness with state and

	federal regulations. RRCC hiring processes include on-boarding, compliance training, and an innovative 6-month “stay interview”.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Aligned The design of Red Rocks’ hiring process clearly aligns with its key values pertaining to maintaining an inclusive workforce that is service driven. The college ensures proper screening of individuals that possess the institution’s core values through its incorporation of behavioral based interviewing and “unconscious bias” training. A preferred qualification grid is used by the search committee to ensure rating consistency. Faculty candidates present a teaching demonstration, and upper-level administrators give a college-wide presentation.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Systematic RRCC’s policies mirror the HLC guidelines on qualified faculty for both full- and part-time instructors. The credentialing standards and procedures for all academic positions are developed and vetted by the Instructional Leadership Team (ILT). Qualified faculty teaching in the CTE programs must meet the Colorado Vocational Credential Initial Credentialing Qualifications as established by the State Board for Community College and Occupational Education (SBCCOE). There was no explicit discussion of dual credit credential verification, so it is not clear from the evidence provided if the credentialing standards for these instructors follow the guidelines for regular instructors employed by the college. The college has an opportunity to clarify qualifications for this group.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Systematic To deliver its curriculum and programs, RRCC uses a responsive supply and demand model which is based on enrollments. The Executive Leadership and the Executive Director of Human Resources collaborate to ensure that the institution has sufficient numbers of faculty for its programs. Figure 3.1.1 provides a clear structure of how a position at the college is filled. While Red Rocks does have this systematic approach for workforce planning, a faculty governance body doesn’t appear to be represented in the planning process. Red Rocks could increase its transparency in making these decisions by including faculty representation in the strategic planning discussions given that they are close observers of instructional needs at the classroom level.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Systematic The process for identifying appropriate numbers of staff is parallel to the process for faculty: HR and Executive Leadership examine the data to determine need. To further ensure that sufficient numbers of staff are available, full-time faculty and staff are cross-trained in some areas, thus employing an effective strategy for filling unexpected gaps until a new hire can be made.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic The college tracks turnover rates, employee satisfaction, and demographic composition of employees relative to the community to measure effectiveness in recruitment, hiring, and orientation. Additionally, RRCC is in the process of creating a dashboard for

	benchmarking and internal targets. Data are archived and available to evaluate progress.
Summary results of measures (including tables and figures when possible)	Systematic Key Performance Indicators and HR Metrics have been established and are in the second year of a three-year data gathering process with the end objective being to create a dashboard of internal targets and measures while benchmarking against leading external indicators. Performance tracking of institutional goals is beginning to yield some trend data and produce comparative measures in some areas: turnover rates by different employee designations, ethnic composition of employees compared to the community statistics, and increased employee satisfaction from 2012-2014. The college may have an opportunity to benchmark with peers in the state and region to move to a greater level of maturity in this area.
Comparison of results with internal targets and external benchmarks	Reacting Although ethnicity comparison with the community was presented, no targets or benchmarks were mentioned. Furthermore, other state-wide or regional benchmarks relative to recruitment, hiring, and orientation could help the college identify areas for improvement.
Interpretation of results and insights gained	Reacting Interpretation and insights are not evident.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The portfolio lists several improvements to be implemented in the next few years, including more data collection and setting targets, a new Senior HR Coordinator, applicant tracking software, and data placed into departmental action plans. Some of the improvements suggest the college is moving in the right direction. For example, training supervisors to understand an employee’s life cycle is an effective way to create a broader understanding of processes and effective interventions at each stage of an employees’ time at the college. The creation of a readily accessible dashboard with data snapshots related to internal targets and external benchmarks is also an effective strategy. Exploration of employee turnover could help the college identify trends when employees decide to leave. It might be worth considering if some employees or positions are at higher risk of not being retained so that effective approaches can be identified and deployed, similar to the stay interview.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Aligned Regular evaluation of faculty, staff, and administrators is specified by CCCS Board Policy 3-31 and System President’s Procedures (SP3-31 and 3-31a). Classified staff are under the purview of the Colorado Department of Personnel and Administration. All constituencies follow the same evaluation process which aligns performance with organizational objectives. Supervisors hold at least three conversations with employees each year; Planning, Progress Review, and Final Evaluation. RRCC also has a five-year formal recognition process for each employee, as well as an

	employee of the year and an endowed teaching share program for faculty.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Aligned Employees submit self-evaluations and meet with their supervisor at least three times during the year for planning, process review, and final evaluation. This process assures frequent communication between employee and supervisor, as well as clear expectations for performance, stretch goals, and potential coaching. Furthermore, using the climate survey is a good approach to ascertain the perceptions of the larger campus community and how much they have bought into the new evaluation process.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic RRCC reports that it links its performance evaluation system with college goals, which are measured cyclically using both quantitative and qualitative methods. There is a requirement that performance conversations between employees and supervisors must address alignment with departmental and organizational objectives. However, the narrative in this section does not clarify whether performance evaluation alignment refers to all faculty, staff, and administration. Several responses in this section seem to relate more to staff with little specific information about faculty or administrator evaluation. More detail about the actual process or reference to a template/forms used would be helpful.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Systematic RRCC faculty, staff, and administration are regularly evaluated as specified by CCCS Board Policy and System President Procedures. Classified staff use an evaluation system from the Colorado Department of Personnel and Administration. Although links to these evaluation documents are provided, more detail in the narrative actually describing the processes would improve the explanation.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Systematic Tuition reimbursement, public recognition, “employee of the year” and other strategies promote employee engagement. Red Rocks has incorporated constituency groups and councils which have student representatives to elicit increased employee engagement across different classifications. These enhancements promote and incorporate effective practices for increasing employee participation and satisfaction. During the performance evaluation meetings supervisors also discuss motivation and satisfaction. The climate survey appears to be a way the college is measuring these efforts, but it is not clear if this has been a regular or recurring part of the process. It is also unclear how comprehensive the process is and what impact it has on all employees.
Promoting employee satisfaction and engagement	Systematic RRCC offers multiple tangible means that demonstrate a willingness to invest in employee success that advances the goals of the institution. Some of these include years of service pins, public rewarding of high achievers, and stipends for ongoing professional development. Employee of the year awards for each category are also given professional development funds. The Foundation also awards a faculty scholarship of \$5000. RRCC HR takes a multi-faceted approach during the annual open enrollment season to ensure all employees have a complete understanding of all benefits

	offered to them by communicating through a variety of mediums. An annual health and benefits fair is held every year where employees are able to engage with multiple outside vendors regarding benefits and health issues.
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3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting RRCC tracks a number of metrics related to employee performance such as the percentage of employees who receive a "needs improvement" on their annual performance plan, as well as the number of involuntary terminations and disciplinary actions. Student Opinions of Instruction surveys are conducted each semester to help gauge faculty performance. It is unclear, however, if these tools are systematically used to assess employee contributions to the college. Therefore, the college has an opportunity to develop a variety of tools that are coordinated for evaluating employee contributions.
Summary results of measures (including tables and figures when possible)	Reacting It appears the college has a number of processes in place to measure employee performance, but descriptions of the tools rather than results were provided in this section. Furthermore, it is unclear how these results measure employee contributions, making it difficult to provide actionable and accurate feedback.
Comparison of results with internal targets and external benchmarks	Reacting The college has set internal targets for performance in terms of acceptable number of disciplinary actions and involuntary terminations. It is not clear how the college compares itself Colorado state peers or if there are targets set for climate survey results to gauge success.
Interpretation of results and insights gained	Reacting No interpretation was provided.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>RRCC's use of the ADLI cycle of improvement suggests that it has the ability to apply continuous quality improvement to the processes for Valuing Employees: hiring, orientation, compensation, reward and recognition. In particular, continuing to align employee performance goals with institutional goals, more synchronization of performance evaluation across the institution, and the use of more documented processes and quantitative measures move the college in a positive direction.</p> <p>Red Rocks provided a good summation of what should be its focus pertaining to improving processes, performance, knowledge and decision-making in relationship to workforce planning and employee development. It was important to see that Red Rocks has set the further examination of its turnover rates as a priority.</p>

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	<p>Reacting RRCC recognizes that work needs to be done to advance the maturity level of professional development activities. The use of a survey to inform improvements and the identification of the five guiding principles for professional development is a great first step, providing a plan and framework. The college has an opportunity to describe how these goals are being implemented for all employees.</p>
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	<p>Systematic The college has a variety of structures and activities in place to support instructional content design and quality control. Having a one stop shop such as the Instructional Design and Innovation Center allows the college to have a central repository for best practices. RRCC described faculty course development training, Innovative Educators online training, and faculty participation in eLearning Consortium of Colorado, so faculty are clearly sharing what works with their colleagues, multiplying the impact of their good work. Of particular note are activities explicitly focused on improving online education including the Bright space Workgroup and subscription to Quality Matters to assess and improve online course quality.</p> <p>Reacting While there are multiple professional development opportunities listed, it appears that faculty self-select into these activities and many activities focus on FT faculty. The college has an opportunity to create a well-planned, comprehensive and ongoing professional development program to ensure all instructors are current in instructional content for their disciplines and pedagogical processes in <i>all</i> modalities.</p>
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	<p>Reacting Training is provided for Intercultural Competence, Safe Zone Training, and Workplace Answers Online Training. It remains unclear how employee skills and knowledge in their areas of expertise are increased and how the success of this effort will be measured other than the completion of training. RRCC might consider how the effect of this training will be felt and can be measured to inform further improvements. Furthermore, the college has an opportunity to ensure the training is comprehensive and coordinated.</p>
Aligning employee professional development activities with institutional objectives	<p>Reacting RRCC acknowledges the need to better align professional development opportunities with institutional objectives.</p>

3R3. what are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Reacting RRCC has identified the Employee Satisfaction Survey as the only tool for determining whether employees are assisted and supported. The college has begun discussions to develop additional tools and metrics for professional development and expects them to be implemented within two years.</p>

Summary results of measures (including tables and figures when possible)	Reacting Only one measure was referenced, the 2014 Employee Satisfaction Survey, which documents significant drops for both faculty and staff concerning career opportunities and advancement. However, the actual numbers are not given. The college needs to report its actual results through figures and tables, as well as provide multiple year trend data.
Comparison of results with internal targets and external benchmarks	Reacting The college has an opportunity to identify benchmarks for future comparison, to set targets, and to create measurable outcomes to ensure that improvement efforts are on the right track. While the college states it is working on targets and metrics, these details have not been included in this section for comment. Even though information may be in the early stages, including them here would have allowed reviewers to provide some guidance and feedback to assist the college in its efforts.
Interpretation of results and insights gained	Reacting No interpretation has been provided.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Red Rocks has listed key critical areas such as supervisory training and employee career pathways that if improved will advance its level of organizational maturity. These and other improvements noted in this section seem logical. Perhaps most important to the college is the establishment of a valid and reliable process to track continuous quality improvement including multiple years of trend data. This will help the college focus its efforts, maximize best practices, and become more effective and efficient in its activities. Furthermore, it is acceptable for institutions to have some level of diversification in processes to meet the unique needs of different staff as long as the processes are explicit, transparent and yield results that inform decision-making as well as increasing the college’s capacity to achieve its mission and goals.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Systematic The Colorado legislature has defined a common mission for all community colleges under Colorado law 23-60-20. In the 2012-2013 academic year, as a preface to developing a new Strategic Plan, Red Rocks Community College began a review of its Values, Mission, and Vision throughout the college. The Collaboration Council, various constituency councils, the College Advisory Board and the College Foundation Board were involved in reviewing the existing Mission and updating it to its current statement.

<p>Ensuring that institutional actions reflect a commitment to its values</p>	<p>Systematic A reflective process was used including faculty, staff, students and various governance groups to shape the new mission statement. The college has an opportunity to further explain what institutional actions and processes ensure that their values are now reflected in programs and services.</p>
<p>Communicating the mission, vision, and values</p>	<p>Systematic RRCC communicates its mission, vision and values through its website and other publications shared with internal and external stakeholders. To move to the next level of maturity, the college could consider a comprehensive communication plan to inform all stakeholders.</p>
<p>Ensuring that academic programs and services are consistent with the institution's mission</p>	<p>Systematic The Colorado Department of Higher Education and the Colorado Community College System approves programs based on the mission of a community college. At RRCC, the Academic Standards Committee and Curriculum Committee serve as the primary venue for ensuring mission alignment of its programs. To ensure consistency, these two committees review all proposals which are then approved by the college's leadership team.</p>
<p>Allocating resources to advance the institution's mission and vision, while upholding the institution's values</p>	<p>Systematic RRCC's president holds open forums with the college and its stakeholders to discuss priorities used to advance the mission and vision of the college. The Collaboration Council has primary responsibility for setting priorities for budget allocations based on recommendations from various operational units and open forums. The Executive Team then creates the final budget and the State Board of Community Colleges and Technical Education gives final approval.</p>

4R1. What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Reacting Appropriate outcomes and measures for this category are not identified. RRCC has indicated that a systematic assessment process has not yet been developed. A clearly defined and recurring assessment process is essential in determining and analyzing the results of performance measures and metrics to gauge alignment.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Reacting Although data was presented, it does not align with the purpose of the category.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting When developing outcomes and measures for this category RRCC should provide comparison data to be utilized.</p>

Interpretation of results and insights gained	<p>Reacting The data presented were not appropriate for this category, and therefore could not be interpreted.</p>
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4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>It is noted that there was no discussion regarding specific improvements or plans relative to the mission, vision and value over the next 1 to 3 years. Under the improvements section, the college has described its results for key institutional performance indicators. This narrative belongs in Category 1.</p>

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution’s plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	<p>Systematic The college’s Collaboration Council served as the primary owners of this process and was used for vetting feedback from both internal and external stakeholders, including business and industry. Similarly, they also sought the perception of 14 four-year colleges and universities in reviewing the strategic plan. It is not clear from the evidence provided if this is a recurring process that is embedded within the strategic plan or just a one-time endeavor.</p>
Aligning operations with the institution’s mission, vision, values	<p>Systematic RRCC has a structure that involves multiple layers of responsibilities and wide participation from stakeholders. Aligning operations with the institution’s mission and vision falls to President and Vice Presidents, the Collaboration Council, Executive Team, and President’s Cabinet as well as the College Advisory Board and Foundation Board. It is unclear, however, how these groups are coordinated and integrated to ensure that all activities are aligned with the mission of the college. Clarification of the process would help move the college to a greater level of maturity.</p>
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	<p>Systematic RRCC notes clear reporting lines and mechanisms for aligning with the college mission and goals set by the Colorado Community College System. Each division vice president is responsible for aligning efforts across departments and divisions to address both the strategic direction and annual goals of the college. This is an annual process that corresponds with CCCS and RRCC strategic plans and resource allocation. The review of the performance reports, based on the annual goals, helps to optimize effectiveness and efficiency across RRCC departments and divisions.</p>
Capitalizing on opportunities and institutional strengths and countering the impact of	<p>Systematic The college conducts frequent environmental scans to help determine opportunities and threats. While regular meetings are taking place, the college could move to the next level of maturity</p>

institutional weaknesses and potential threats	by conducting a more formal, repeated process that continues to involve a diverse array of stakeholders. RRCC has an opportunity to show the process for these analyses, as well as how faculty, staff and students may be involved.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic RRCC states that annual goals are developed in alignment with state and system-driven goals, accreditation and Collaboration Council goals, and institutional and student-driven goals. The annual goals are also aligned with the four strategic plan goals and strategies and actions to accomplish those goals. However, it is unclear how the college assures that action plans maximize current resources and meet future needs.

4R2. What are the results for communicating, planning, implementing, and reviewing the institution’s operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Although the portfolio indicates major, moderate or minimal progress for annual goals, it does not state how these designations were determined. No outcomes/measures or tools were described.
Summary results of measures (including tables and figures when possible)	Reacting In regard to summary data and results, the college has an opportunity to provide more detailed explanation. For example, what percentage of underserved students have gained access or the retention and completion results. It is imperative that a summary of measures associated with the results be included in the narrative. This is a clear opportunity for the college to move to the next level of maturity
Comparison of results with internal targets and external benchmarks	Reacting No comparison data outlining results for internal or external targets including formal benchmarks or targets were highlighted in the narrative.
Interpretation of results and insights gained	Reacting No interpretation or insights were discussed other than the perception that the college was doing well in some areas but not in others. A more detailed and nuanced data collection process might provide more actionable data for decision making.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
RRCC lists several successful projects and initiatives in the past few years to reach institutional goals, all of which are positive directions for the college. However, the results, interpretations and improvements described would be more appropriate in the results section of category 1 or 2. Category 4 addresses planning and leading, and while much of what is described aligns with the college’s mission, the portfolio does not address an overarching structure or process related to planning and leading. RRCC should consider outcomes, measures, and analysis processes to appropriately evaluate each action plan. In doing so it presents an opportunity for the college to move to the next level of maturity.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Systematic Leadership for RRCC begins with governance from the Colorado State Board of Community Colleges and Occupational Education and the System President who, in turn, delegates authority to the College President.
Establishing oversight responsibilities and policies of the Governing Board	Systematic The System President along with the Colorado SBCCOE sets policies and procedures. The President's Council, made up of the individual college Presidents and the System President, advises the SBCCOE on policy development.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic SBCCOE policies and practice indicate that the Board delegates authority to the President, and RRCC's practice is for the President to delegate operational authority to the divisional Vice Presidents and the Associate Vice President for Institutional Advancement. The President of the Faculty Senate sits on the Collaboration Council, and meets regularly with the Executive Team, and the college president.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic Regular meetings between the Executive Team and the Faculty Senate President and Chairs of Classified Council and the Administrative/Technical/Professional group help ensure that information flows between leadership, faculty and staff. Each committee and subgroup has clear areas of responsibility. The Collaboration Council also serves to communicate to the college through open meetings. However, the portfolio does not describe how communication between academic divisions and departments occurs.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic The Academic Standards Committee reviews, analyzes, and makes recommendations to the Vice President of Instruction on matters pertaining to academic policies or procedures that affect the academic learning environment and contribute to the maintenance of high academic standards. The Curriculum Committee oversees everything related to course proposals, program proposals, and pathways. The Catalog Committee works to assure accuracy in online and print information.
Providing effective leadership to all institutional stakeholders	Systematic RRCC has a system for evaluating the effectiveness of its leadership & administration. Reviews of key leaders' performance are conducted annually and include feedback by external constituents and subordinates. Division Vice Presidents are also annually evaluated by the faculty and staff in their respective divisions. However, it is unclear who reviews performance results and how it is used to ensure effective leadership.
Developing leaders at all levels within the institution	Systematic The establishment of the Leadership Academy and the GREAT Center, and the designation of space, technology and funds is a tangible commitment by the college to the development of new leadership.
Ensuring the institution's ability to act in accordance with its mission and vision	Systematic RRCC's leadership has established an approach to ensuring that all segments of the college community are informed of its annual goals and priorities in alignment with the college's mission and

	vision through monthly meetings, forums and electronic communications.
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4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college leadership has tasked the Collaboration Council with tracking measurements related to effective institutional leadership. RRCC developed and deployed a survey to measure areas of concern which took place in 2014. The college can move to the next level of maturity by repeating this survey on a regular basis. By gathering information, designing a plan or intervention, taking action, and measuring results again, the college can close the loop and implement a complete continuous quality improvement
Summary results of measures (including tables and figures when possible)	Reacting There are limited data to support decisions regarding outcomes. It would be appropriate to describe the results from the survey mentioned above.
Comparison of results with internal targets and external benchmarks	Reacting No comparisons were provided
Interpretation of results and insights gained	Reaction No additional interpretation or insights were provided.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The narrative for this section focused predominately on student achievements that the college had made. The section did not deal specifically with leadership. It did speak about the LEAD mentoring program under the guidance of the Office of Diversity and Leadership. Opportunities exist for RRCC to include targets and benchmarks to further communicate and engage stakeholders in tracking institutional progress on key strategic and operational goals.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Aligned The overall process for developing and communicating legal and ethical standards are in accordance with Colorado state statute, state fiscal rule and state board policies. RRCC communicates standards through its website and internal portal. All new employees receive an information packet outlining policies and procedures regarding ethics. This method is used to ensure transparency and compliance.
Training employees for legal and ethical behavior	Systematic RRCC employees are required to participate in annual workplace training on relevant legal and training topics. The mandatory 24-hour online Workplace Answers helps to ensure that all faculty and staff

	including new hires complete an online workplace training each year that speaks to legal and ethical behaviors. College policies are covered and case studies are incorporated to exhibit how the laws are applied.
Modeling ethical and legal behavior from the highest levels of the organization.	Reacting The guidelines for modeling ethical and legal behavior are orchestrated by legislators statewide. RRCC demonstrates its commitment to ethical practices by its policies and procedures which are outlined on the human resources website where all employees are required complete training on this topic. However, it is unclear how these behaviors are modeled in leadership.
Ensuring the ethical practice of all employees	Systematic The Human Resources Supervisor provides training and development as well as policies which include ethical practices for all employees. RRCC has an opportunity to explain how this training translates into ethical practice. Some discussion of policies relating to breeches of ethics would also be helpful.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Systematic RRCC reports monthly and yearly to the State Comptroller’s Office, the Colorado Department of Higher Education, and the State Board for Community College and Occupational Education (SBCCOE). This is done to ensure fiscal stewardship and verify that operational efficiencies are routinely practiced and regularly evaluated in accordance to state policy.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Systematic RRCC uses the website, internal portal and social media to communicate information concerning programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Discussion is limited to the work of Marketing and Content Editors. A broader and more standard measurement tool for determining how well the institution manages and demonstrates legal and ethical behavior is needed.
Summary results of measures (including tables and figures when possible)	Reacting No summary results or tables were provided for feedback.
Comparison of results with internal targets and external benchmarks	Reacting No comparison data, benchmarks or targets outlining results for internal and external targets were provided in the narrative.
Interpretation of results and insights gained	Reacting No interpretation data, results or insights were provided.

414. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
RRCC has implemented several improvements including an ADA and Title IX compliance team, and a Student Behavior Intervention team, all of which are excellent steps for ensuring integrity of the college in these areas. RRCC has also purchased an accessibility management platform which is used to manage (Site Improve). The tool provides reports regarding activity on the college's website.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Systematic The CCCS supports knowledge management through Banner. Banner includes modules that serve basic enterprise business functions in the following major areas: students, instruction, financial aid, finance, human resources, accounts payable, and accounts receivable. Primary users on each campus may access the system to input and retrieve data. There is also web access (the Rock) for students, faculty, and staff to access information, like registration, leave balance, and time sheets. ODS and SRP are tools for creating reports from Banner data. However, how data are analyzed is unclear.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Systematic The Office of Planning and Effectiveness manages data related to academic programs and five-year and annual planning. Information is shared with the divisions of Instruction, Student Success, and Administrative Services, and through the Collaboration Council and on the web site. IR manages compliance and operational reporting. Business Services utilizes Cognos to manage reports for operations and required reporting to the state and external users such as grantors. Figure 5.1.2 illustrates a clear and systematic process for units and departments. However, the portfolio does not explain how data, as well as information and performance results that departments need, are determined.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Systematic The Student Opinion of Instruction data are shared every semester, and a monthly budget report is generated and e-mailed to the budget manager. Cognos reports can be requested. The implementation of the SARS software should provide another view of performance for the college. The Office of institutional Research "...produces mandated federal, state and local reporting. The Office also produces daily enrollment, FTE, headcount, room usage, and other reports as well as semester and annual reports on demographics, enrollment trends, student characteristics, and key institutional performance indicators. These reports provide a knowledge base that suggests student trends and needs." There appears to be access to a great deal of data for planning and improvements and these

	data are used in strategic planning and annual planning cycles. However, it is unclear how information flows to all constituents, for example from a dean to the department faculty or from the supervisor to staff.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	<p>Systematic</p> <p>The college scans information to ensure a backup is produced and has a five-year electronic archive with two years readily available to users. Security is maintained at the central CCCS office. There was no discussion of password protection, malware monitoring, security software and other security features that might take place at the system office. There was no discussion about policies related to use of secure data on private devices. The college acknowledges that ensuring accuracy, timeliness, reliability and security are challenges due to the fact that data from Banner and Cognos are located at the central systems office.</p>

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Reacting</p> <p>Although some recent changes for knowledge management are discussed, no outcomes, measures or tools are mentioned.</p>
Summary results of measures (including tables and figures when possible)	<p>Reacting</p> <p>No tables were shared. The narrative describes facility planning, but no facilities index, space utilization tables or other metrics were provided for commentary.</p>
Comparison of results with internal targets and external benchmarks	<p>Reacting</p> <p>No comparisons were identified or provided.</p>
Interpretation of results and insights gained	<p>Reacting</p> <p>There does not appear to be a systematic process to measure, review and analyze results, nor to interpret them and make quality improvements based on that information.</p>

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The elimination of the old CCCS Legacy data warehouse, and the initiation of the new Operational Data System (ODS), required a complete re-development of the RRCC operational reporting system. The Business Services and IR Offices created new batteries of reports written in the COGNOS retrieval language for use throughout all divisions of the college. The new Banner Document Management tool allows staff to access student information and answer questions more readily, instead of sending the student to another office. The grants accounting process with a designated e-mail is a great idea to ensure that institutional knowledge is not lost when an employee leaves the college. Ad Astra reports have the potential to provide information that will allow the college to plan for facilities usage and improvements. D2L tracking will could also be useful.</p>

A new AQIP Action Project is designed to remove information silos in order to improve communication across all areas of the college, as well as employee performance. RRCC plans to conduct additional training around knowledge management for all employees.

RRCC is correct when it states “We need to be strategic about determining what data is most crucial to which decision-making process, and develop guidelines to outline which data is being utilized to inform specific decisions, and relate both to our Strategic Plan.” It appears there is access to data, but it’s important that users be coached on how to use the data most effectively and appropriately or risk analysis paralysis when people become overwhelmed.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Systematic RRCC reports that it manages its resource base through its four-year rolling budget and a facilities plan. A 2015 Planning Committee oversaw space planning for the Lakewood campus renovation, an Arvada building project, and a student recreation center. Maintaining finances follows State Controller Fiscal Rules and State Board for Community Colleges and Occupational Education policies and procedures. It appears that decisions are made by a committee, but it is not clear who serves on this committee and if their capacity is advisory or decision-making.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Reacting Computer Services surveys users to determine goals for improvement. Facilities improvements are based upon needs, utilization analysis, and management. The discussion states that the facilities planning is “grounded in the RRCC mission, vision, and values,” but it does not indicate exactly how the college sets goals aligned with the mission, resources, and needs of its stakeholders. RRCC has an opportunity to explain the alignment of its process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Reacting Redundant connections and technology equipment reduce the possibility of network failure that would result in a loss of learning time and productivity. Budgets are rolled over and a 4- year trend is used to determine the next allocation. Staffing is determined by the Executive Team, which determines how the request aligns with the mission and goals. The college has an opportunity to better demonstrate just how resources are allocated and aligned with mission, vision, and goals. For example, it might show percentages of budget that are assigned to instruction and services.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college references two areas, the Facilities Master Planning for capital building projects including a feasibility study and the IT Department survey information, however these tools are limited. RRCC has an opportunity to research ways it can comprehensively assess the quality of its resource management.

Summary results of measures (including tables and figures when possible)	Reacting The only data relative to resource management are from the IT Department survey which appropriately includes targets and a list of areas they plan to address. Resource management is a broader area requiring more detail.
Comparison of results with internal targets and external benchmarks	Reacting The IT surveys have set an internal target of a 4.0 rating or 55% or higher customer satisfaction. There is no discussion of external benchmarks or longitudinal survey data to track trends.
Interpretation of results and insights gained	Reacting Red Rocks states that based on survey data, a new Help Desk model is being installed; however, without access to the data, it is not clear what interpretation led to this decision. A student referendum with student input was mentioned, but it is unclear from the evidence provided what data were reviewed to reach the decision.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
RRCC cites a number of major improvements which indicate it is moving in the right direction. These include a new Health Professions and Science building on the Arvada campus and a new Student Recreation Center, as well as upgrades in network infrastructure and IT improvements in Helpdesk, a new VoIP phone system, virtual computer labs and the vCloud initiative.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Systematic A revised, more inclusive budget planning process was created to give Deans and Directors greater involvement with their budgets. Deans, Directors and VP's are, in turn, encouraged to get feedback from faculty and staff before they submit requests. A budget request packet helps ensure consistency and knowledge sharing, and the cycle (which includes quarterly monitoring meetings) described in Figure 5.3.1 appears systematic.
Monitoring financial position and adjusting budgets.	Systematic Monthly budget to actual expenditures reports are sent to organizational owners. The Board is updated regularly about the budget and notified of any necessary reallocations. However, it is unclear how faculty or student input is incorporated into the budgeting process. The college states that VPs, Deans and Directors are encouraged to seek feedback, but it is not clear if or how often this takes place.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Reacting The CCCS system holds monthly directors' meetings to review and troubleshoot technological infrastructure problems. RRCC has a number of working groups in place to monitor and suggest adjustments to IT. The college could improve to a greater level of maturity in this area by explaining how these entities accomplish their tasks, who makes decisions and how these activities are coordinated.

Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic The college conducts building audits every four years, follows state goals for energy efficiency, and created a Maintenance Connection database to improve service related to facilities.
Managing risks to ensure operational stability, including emergency preparedness.	Systematic The college has recently created an Emergency Operations Plan and uses a standard response protocol based on the CCCS model to provide clear direction in the case of emergency. This information is posted so that everyone has ready access if needed. A team meets each semester to review and update these procedures. There is also a campus police department with police officers on staff. The college has an opportunity to explain who coordinates these teams and groups and how each separate entity works in a coordinated way.

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The college undergoes regular financial auditing and measures the facility condition index. This is a good start, but systematic data gathering and tracking in other areas is an area for improvement.
Summary results of measures (including tables and figures when possible)	Reacting Some data are gathered and cited including the number of participants who have completed training and the results of an all-staff survey, however these data are limited. Red Rocks recognizes that data gathering at the institutional level is still at the Reacting stage.
Comparison of results with internal targets and external benchmarks	Reacting There was no mention of internal targets or external benchmarks beyond the fiscal audit.
Interpretation of results and insights gained	Reacting As a result of the Facilities Condition Index, the college has made some decisions regarding areas needing improvement, but it is not clear what process or specific data led to these insights.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>Energy efficient lighting upgrades and other green initiatives can have a large impact in terms of long term cost savings, safety, and productivity. This is a great investment for the college that should produce good results.</p> <p>Links between the budget and strategic plan are very important and should verify that resource allocation is aligning with college mission and vision. Expanding the process to include budgeting at the programmatic level might also involve additional stakeholders in the process and thus become more inclusive. This could aid understanding of available resources and buy-in for the allocation process. The creation and distribution of the budget report supports transparency, understanding, and communication. The college might consider advancing from a distribution and training to an input model that creates a process for broader input into budgeting and resource allocation.</p>

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	<p>Reacting The Collaboration Council is an inclusive team that works across college silos as a platform for discussion and selection of quality initiatives. It determines annual goals and resource allocation. However, it is unclear how projects/initiatives are evaluated and how these data are used to make changes. Other than evaluative feedback stemming from the college’s participation in AQIP Action Projects and Strategic Forums, information provided in the portfolio does not allow the reviewer to assess the processes in place for deploying and evaluating quality improvement initiatives.</p>
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	<p>Systematic RRCC appears to have aligned AQIP processes with strategic quality initiatives and goals as demonstrated by Figure 6.1.1. However, it is unclear how these separate inputs are analyzed, prioritized and implemented as actions.</p>

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	<p>Reacting RRCC shares a narrative of CQI projects and action plans which demonstrate that projects are being started and completed with some results; however, no benchmarks, targets, comparison or quantifiable data are shared, making it difficult to comment on the impact or success of these activities.</p>

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The implementation of annual goal setting and the all-college development day involving faculty and staff appears to be an appropriate vehicle which the college can repeat to achieve further successes relative to continuous quality improvement planning. Engaging the entire campus community in development of potential improvement projects is one way to aid understanding, demonstrate the importance of CQI, and create buy in. Developing work teams based on the six categories is a creative idea; allowing people to then rotate through all categories and add their thoughts may generate additional actionable feedback. However, it is important that identified improvement priorities align with strategic institutional priorities.</p>

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	<p>Reacting There is no mention of developing an infrastructure and providing resources to support a culture of quality. The Foundation provides mini-grants for faculty, staff, and adjunct instructors to support innovation at the college. RRCC has an opportunity to expand its explanation of how quality culture is supported via these mechanisms.</p>
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	<p>Reacting RRCC is beginning to use the Collaboration Council, engagement in shared governance, and opportunities for faculty, staff and student involvement to ensure that CQI is understood and impacts the culture. Information about CQI and strategic projects, as well as opportunities to become involved, are communicated through the college’s website, email, and newsletters. There is an opportunity to describe how these processes are coordinated and will be sustained for further projects.</p>
Ensuring the institution learns from its experiences with CQI initiatives.	<p>Reacting The 2013 RRCC Strategy Forum Team reviewed all past Action Projects and established four criteria for evaluating potential AQIP action projects based on past experience. The criteria identified include (1) grass roots coordination, (2) addressing meaningful problems, (3) connecting people with different work roles (e.g. general advisors and faculty), and (4) incorporation into the life of the college after conclusion. The college reports that the “Collaboration Council generally uses these criteria as guidelines for new initiatives and action projects.” However, it remains unclear how the Collaboration Council, the Strategy Forum Team, and the Executive Team relate to each other to prioritize and implement potential action projects. There was minimal information regarding what RRCC learned as a result of its experiences with the CQI initiatives.</p>
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	<p>Reacting RRCC’s portfolio states “While we still have room for improvement in the degree to which the college understands and applies AQIP, we have a solid foundation for doing so.” The structure does seem to be in place for successful AQIP implementation. In fact, recent successes with program development indicate the college has a newfound appreciation and is now ready to move to the next level of maturity with its CQI processes.</p>

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	<p>Reacting RRCC acknowledges that it is at a reacting stage of maturity in this area. This section primarily listed processes rather than results for continuous improvement, demonstrating the college has begun to learn how to use CQI processes on individual projects. The data presented are a snapshot and were more appropriate for Category One.</p>

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

RRCC has stated that further development of its educational and workforce pathways are important aspects of its mission and will be a major focus area for improvement. While this indicates the college has identified the need to strengthen partnerships, it does not appear to be a clear continuous quality improvement process leading to overall culture of quality.

“How much do we really know about our students? How are we applying this to instruction and support? Most importantly, how can we continuously improve given on-going changes in our service area? Beyond diversity, how can we support equity in our work with students and the community?” are questions to ponder in other categories. The college needs to consider questions to ponder about institutional quality culture.

However, for all of these questions, the college must also determine how they will know, in quantifiable ways, when they are answering these questions and the degree to which the institution is moving forward in its level of maturity regarding CQI.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>RRCC’s mission reflects the Colorado statute parameters for all community colleges. In 2012-2013 the college reviewed its mission, vision and values to develop the current mission statement. External stakeholders as well as faculty, staff and students participated in the review.</p> <p>The Colorado Department of Higher Education and Colorado Community College System approve programs. At the institutional level, the RRCC Academic Standards and Curriculum Committees review all new and modified course proposals to see whether the course competencies, content and instructional delivery modality is consistent with the RRCC mission.</p> <p>The President holds open forums with the college as a whole, as well as formal meetings with each of the college constituencies and leadership groups, to discuss the priorities RRCC needs to establish in the coming year to advance the Strategic Plan, mission and vision of the college. These priorities are reviewed by the Collaboration Council for further refinement and budget allocation through identification of annual implementation goals. The Executive Team creates the final budget and the State Board of Community Colleges and Technical Education grants the final budget.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values,</p>	<p>RRCC’s mission, vision and values are communicated via its web page and college catalog.</p> <p>RRCC’s mission is “to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment. We do this through high quality innovative educational programs that convey our passion for learning,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>our commitment to excellence, our dedication to our students, and the communities we serve.” The mission is further explained in value statements that can be found on the college’s website. RRCC updated mission documents in 2012-2013 through stakeholder review.</p> <p>Furthermore, RRCC is also guided by the common mission defined by Colorado law 23-60-20, which specifies characteristics of two-year colleges include open access, course delivery for transfer, occupational and technical training, basic skills, and workforce development.</p>	
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>RRCC’s procedures, policies, student handbook, and website declare that no student will be discriminated against or denied equal opportunity, ensuring in part that it addresses its role in a multicultural society.</p> <p>Offices of Accessibility and Inclusion and Diversity provide leadership and review of activities to ensure that the college gives attention to human and cultural diversity.</p> <p>Wherever possible and appropriate, RRCC states that instructional programs are tailored to the needs of local students and communities, addressing their diversity. The Curriculum Committee reviews course content and instructional delivery to verify that student diversity and general education goals related to multicultural awareness and globalization of the curriculum are addressed.</p> <p>While there are multiple statements and declarations within the portfolio regarding diversity, it is not clear from the evidence provided how this aspect, along with multiculturalism, is included in the curriculum. Specific examples could assist reviewers to determine if this effort is</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	solely based on legal compliance or is an extension of the college mission and its role in society and related constituencies.	
<p>Criteria 1.D. The institution’s mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>RRCC ensures that its mission appropriately reflects its public role through program approvals by the Colorado Department of Higher Education and Colorado Community College System. The college website also details how the mission, vision and values are demonstrated within the community.</p> <p>Reviewers can infer from the portfolio that the institution treats educational responsibilities as its primary role. The Executive Leadership Team along with the Academic Standards Committee and the Curriculum Committee, which review courses and programs, all provide leadership for assuring that educational responsibilities are foremost. There is no evidence to suggest that the college focuses on generating financial returns for investors or a related parent organization nor toward supporting external interests.</p> <p>Activities of the Rocky Mountain Education Center and the RRCC Foundation demonstrate collaboration with the greater community; in fact, RRCC has identified various services offered by the institution; however, a listing of identified external constituencies and communities of interest and evidence of this service were not provided in this section of the portfolio.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for</p>	<p>RRCC generates monthly and yearly reports to the State Comptroller’s Office, The Colorado Department of Higher Education and the State Board for Community College and Occupational Education (SBCCOE). The State Comptroller’s Office conducts an annual audit of the RRCC budget. The Audit Committee of SBCCOE also</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

<p>its governing board, administration, faculty, and staff.</p>	<p>conducts regular audits focused solely on state support. Reporting and auditing are performed in accordance with the requirements of the funding source.</p> <p>The State President's policies specify that administrative, professional and technical staff should be evaluated annually on the basis of their documented responsibilities, job description, and their ability to meet program, System and college goals related to their areas of responsibility. This evaluation includes review of adherence to ethical policies and procedures.</p> <p>Additional examples of the process utilized to establish policies and processes in this area would have assisted the reviewers in better determining the completeness of RRCC's operations.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>RRCC clearly communicates its public mission, purposes and values through the website, catalog, syllabi and student and staff handbooks. Program requirements, costs, and accreditation status including specialized accreditation status are available in institutional publications and on the website. Additionally, student advising and support service staff work with students to ensure that they are aware of financial responsibilities and program options.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <ol style="list-style-type: none"> 1. The governing board's deliberations reflect priorities to preserve and enhance the institution. 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. 3. The governing board preserves its independence from 	<p>The Colorado State Board of Community Colleges and Occupational Education (SBCCOE) is the primary governing board for Colorado community colleges. The Board includes faculty and student representation from the colleges. Specific evidence was not provided regarding governing board deliberations to reflect priorities and preserve and enhance the institution nor how the governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during decision-making deliberations.</p> <p>Policies and procedures are set by SBCCOE and the System President. The President's Council, made up of the individual college presidents and the System President, advises the SBCCOE on policy development. Individual colleges develop <i>processes</i> to implement Board policies and procedures. Additionally, they have significant latitude to articulate SBCCOE and System policies and procedures to meet the needs of the individual college and the communities they serve. Staff annually submit documentation to the</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>System President’s office identifying potential undue influence that might arise from interests, associations or ownership that would not be in the interest of the college or the community college system.</p> <p>Day-to-day management of the college resides with the president as delegated by the System President and the SBCCOE. RRCC’s president in turn delegates her authority through her executive team consisting of three division vice presidents and an associate vice president. SBCCOE policy states that “each college president shall ensure that the college has a faculty forum through which all faculty members will be provided opportunity to communicate and actively participate in the making of decisions regarding matters which affect them.” At RRCC this is the Faculty Senate. The Faculty Senate president sits on the Collaboration Council and meets regularly with the executive team and RRCC’s president.</p>	
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>At RRCC, freedom of expression and integrity of research and scholarly practice starts at the system governance level. Institutionally, integrity is a primary value, formally affirmed by faculty and staff through the strategic planning process. RRCC provides opportunities for faculty and students to engage in research and scholarly activities, including undergraduate research in STEM projects at selective four-year colleges and universities.</p> <p>The college’s commitment to freedom of expression and pursuit of truth is also evident in state policies and procedures, institutional statements in the catalog, student, faculty and staff handbooks, and syllabi declaring a commitment to academic integrity.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p>	<p>The Curriculum Committee and Academic Standards Committee provide oversight as well as review of courses and practices to ensure that research and scholarly practice are enforced.</p> <p>RRCC’s Institutional Review Board (IRB) exists to promote scholarly work and research and to protect the welfare of human subjects used in research and is comprised of faculty and staff.</p> <p>Students are taught academic integrity and ethical research practices in a variety of courses, particularly English. Policies about student academic integrity are explained in syllabi, institutional publications, website and individual</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>courses. Faculty and students have access to plagiarism detection software.</p> <p>RRCC describes appropriate penalties for breaches of academic integrity. How the institution enforces these policies is not evident from the portfolio.</p>	
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Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>	<p>RRCC's Program Review process, along with specific advisory committees, ensures that courses and programs are current and maintain a certain level of achievement.</p> <p>The Colorado Community College System and Colorado Department of Higher Education set program standards appropriate to RRCC's mission. The state of Colorado regulates and differentiates many of the learning goals for the college based on degree offerings. State transfer agreements and review committees help ensure that transfer courses have appropriate requirements and standards.</p> <p>Evidence was provided about concurrent enrollment; however, there was no discussion of consistency at multiple locations or with differing modes of delivery. Evidence was provided regarding learning goals completed in 2005, yet documentation as to what has occurred in the years thereafter regarding review/revision of learning goals was not provided.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of</p>	<p>Policies and procedures at the state level provide some assurance that RRCC's general education program is appropriately aligned with the community college mission. Transfer and GTE general education courses meet standards set by the state.</p> <p>RRCC utilized the AAC&U LEAP Essential Learning outcomes as a basis/framework for further development of the college's general education learning outcomes. However, the information presented in the portfolio does not provide sufficient evidence that RRCC has a standardized process with associated results.</p> <p>RRCC is at various levels of engagement pertaining to collecting, analyzing and communicating information pertaining to program and degree requirements. Evidence presented on CTE programs supports this engagement; however, the portfolio lacks evidence to support that other programs also ensure that engagement, analysis, and communication of information occurs. As reported by RRCC "The stated goal was that by the time they complete a plan of study, each student will have taken courses that assess each of the CLOs, hopefully at least twice, regardless of their degree plan."</p> <p>Review of the description of programs and courses offered at Red Rocks did not reveal explicit evidence that those programs and courses address cultural diversity.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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<p>the world in which students live and work.</p> <p>5.The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.</p>		
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in</p>	<p>The Executive Leadership Team and the Executive Director of Human Resources review requests for faculty positions and supporting data. In so doing, they rely on enrollment data to identify faculty and staff needs and to ensure that sufficient numbers of faculty and support staff are present. Discussion also includes various non-instructional activities that must be performed by faculty and these responsibilities are built into the faculty member’s required service or release time.</p> <p>Qualifications for full-time faculty and part-time instructors include completion of a master’s degree from an accredited institution including 18 graduate level hours in the specific discipline to be taught. Qualified full-time faculty and part-time instructors teaching in occupational programs meet the Colorado Vocational Credential Initial Credentialing Qualifications as established by SBCCOE. A records management process for tracking and housing official documents has been established to ensure required documentation of credentials is on file. However, there is no mention of dual credit instructor credentialing.</p> <p>Regular evaluation of faculty, staff and administrators is specified by CCCS Board Policy 3-31 and the System President’s Procedures (SP3-31 and 3-31a). Classified staff are under the purview of the Colorado Department of Personnel and Administration. However, all constituencies follow the same evaluation process which aligns performance with organizational objectives.</p> <p>Several professional development opportunities are provided for faculty through the Instructional Design and Innovation Center. CTE instructors must complete 6 credits of training every five years for renewal, and the center provides faculty and staff support for course development, pedagogy, and technology training. However, it appears that faculty self-select into these activities</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>and there does not appear to be a well-defined and ongoing professional development program to ensure all instructors are current in instructional content for their disciplines and pedagogical processes.</p> <p>Full-time faculty are required to hold five office hours and 25 hours per week on campus. It is unclear whether part-time faculty, which constitute over 60% of faculty, have the same requirement.</p> <p>The following training is provided: Intercultural Competence, Safe Zone Training and Workplace Answers Online Training. It is unclear how these trainings increase employee skills and knowledge in their areas of expertise. Although RRCC has created five guiding principles for professional development, the college has yet to develop a comprehensive implementation plan for all employees. Additionally, how staff are determined to be qualified and are trained and supported in their job responsibilities needs to be explained.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and</p>	<p>RRCC provides comprehensive student support services through operational units for assessment, student records, advising, student life, diversity and inclusion, accessibility services, financial aid, veteran’s services, Career Success Center and a variety of supplemental instruction programs. Students are informed of these resources through a mandatory information course, Red Rocks 101. Indicating how these resources are efficiently deployed would enhance documentation.</p> <p>As a result of an AQIP project, RRCC developed a faculty advising process which has increased the number of faculty involved in advising.</p> <p>RRCC’s technological infrastructure is supported by a state system which provides Banner and Wide Area Network Support. On campus, Business Services and IR control and manage data, with Business Services primarily responsible for financial data and IR responsible for student data. The IT staff ensures individual access to data appropriate to user needs. Technology improvements include upgrades in network infrastructure and IT improvements in Helpdesk, virtual computer labs and vCloud initiative.</p> <p>RRCC maintains its physical infrastructure and cites a number of capital improvement projects including a new Health Profession and Science Building and a new Student Recreation Center.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>The college ensures the integrity of its buildings by conducting building audits every four years and utilizing a Maintenance Connection database to improve service to related facilities. RRCC also follows state goals for energy efficiency.</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>The Division of Student Success has created co-curricular opportunities with initiatives linked to common learning outcomes. Among these initiatives are the First Year Experience, the Hispanic Orientation and Leadership Academy, Connect 24 and 45 to Finish which guides students through Financial Aid and Academic Advising to smoothly transition to a four-year institution.</p> <p>In addition to providing educated graduates for employment in the region, RRCC contributes to the economic development in the region through its continuing education division. The Rocky Mountain Education Center functions as an auxiliary of the college which offers training in workforce areas specific to the region. The RRCC Foundation engages with community partners, area chambers of commerce, county governments and regional Work Force Centers.</p> <p>While the above highlight several areas where RRCC is making progress in enriching students' educational experience, documentation of outcomes supporting claims in this area is lacking.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p>	<p>Academic program design and program approval is dictated by the Colorado higher education system with input from disciplinary faculty. The state requires that programs undergo a “comprehensive program review every five years.”</p> <p>RRCC bases the majority of its curriculum on state-mandated guidelines for transfer curriculum and CTE courses. Procedure BP9-42 within the CCCS System President’s office governs standards for awarding credit for prior learning. These policies assure the quality of academic credit.</p> <p>The Curriculum Committee, Academic Standards Committee, and the Instructional Leadership Team provide leadership to review requirements and ensure that programs are responsive to stakeholder needs as well as meet standards. The new Degrees with Designation transfer agreement and Degree Works degree audit software helps students select a “best path” to a major at a four-year college. Quality Matters guidelines provide an external standard for the quality of online courses.</p> <p>RRCC describes state legislation regarding concurrent enrollment information and a process is in place to review these courses for rigor. In addition to the state’s process for evaluating concurrent enrollment programs, Red Rocks performs an annual review to ensure course consistency and educational quality.</p> <p>RRCC has seven programs which maintain specialized accreditation, appropriate to its mission.</p> <p>RRCC indicates the CCCS sets performance indicators for each community college. These include retention, graduation and transfer rates. Annual performance targets are set and measured as part of RRCC’s effectiveness assessment. Other measures, such as employment rates, internships, etc., were not discussed. Identifying program outcomes and measuring the results of these outcomes is necessary for all programs.</p> <p>Although the college reports it tracks completion rates, the data reported is limited to the CTE</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>programs and the seven programs with specialized accreditation. The institution acknowledges it needs a more systematic method for collecting data.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p>	<p>RRCC bases its common learning outcomes goals on the state system goals and has recently developed its own nine institutional CLO's. It is in the process of mapping these to curriculum and identifying assessment tools and reporting results.</p> <p>RRCC summarizes what reviewers also found to be accurate. RRCC's "current approach is still too reactive in nature and we need to become more proactive through systemic assessment at all levels, but particularly so at the institutional level. We need program-level assessment to help us establish and manage clear guided pathways."</p> <p>Information on assessment methods, processes and outcomes was extremely limited. Without data to analyze, the institution is not yet ready to use assessment of student learning information to improve learning.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>		
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use</p>	<p>RRCC uses and reports on the state-level CCCS annual KSA retention, persistence and completion targets. An Enrollment Management Team reviews results. The Office of Planning and Effectiveness tracks CDHE retention and completion.</p> <p>RRCC describes several Teaching and Learning Quality Initiatives at the program level which detail changes individual programs are making to improve student learning. While many are effective strategies, there is limited evidence to suggest that student data was used in a systematic process to make decisions related to changes.</p> <p>RRCC participates in the College Measures Project and data from this project suggests the college is making progress on underrepresented student achievement. However, RRCC also acknowledges the need to increase efforts to understand what persistence, completion, and transfer behavior mean at the instructional and departmental level.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>		
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Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or</p>	<p>RRCC has successfully completed fiscal audits and has remained eligible to grant federal Title IV funding. The technological infrastructure has been updated and redundant connections and technology equipment reduce the possibility of network failure that would result in a loss of learning time and productivity.</p> <p>The annual budgeting process begins in November when departments are provided historical data, process timeline and forms. The board makes final approval in June after reviewing current data and projected trends. Monthly budget to actual expenditure reports are sent to organizational owners. The Board is updated regularly regarding the budget and notified of any reallocations that need to occur. When these reallocations occur, a more inclusive budget planning process has resulted in better participation in the monitoring process. There is no evidence of distribution to a superordinate entity.</p> <p>It does not appear that RRCC has experienced any fiscal difficulty, suggesting that its goals were realistic in light of the institution’s organization, resources and opportunities. The budget process is aligned with the strategic planning process.</p> <p>RRCC is developing a plan for succession planning and internal leadership development, but</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>there was little discussion of the budget or resource allocation related to these areas. The college explores current staffing levels to make sure that high impact areas are covered and that job descriptions are current. RRCC seeks efficiencies in staffing and work completion. A mature evaluation process is evident. Professional development is not currently at a high stage of maturity; however, the college is focusing on how to improve this area in a systematic, valid and reliable way.</p> <p>An electronically scheduled budget-to-actual report is distributed monthly to budgetary code owners. Budget training sessions and hands-on workshops offering on-going budget monitoring and expense management are offered. Budget forecasts are required by the state joint budget committee and report to the Board throughout the fiscal year. In the event that reallocating existing budget dollars is not an option, reserve funds are available.</p>	
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration,</p>	<p>RRCC relies on a Collaboration Council and a stated commitment to "shared governance" to engage stakeholders in governance at the institutional level. The Faculty Senate President and the Chairs of the other two constituency groups, the Classified Council and the Administrative/Professional/and Technical, meet regularly with the Executive Team to discuss issues of concern and give advice on the direction RRCC is taking. Information is then disseminated to their respective groups. The Collaboration Council also serves to communicate to the college and everyone is invited to meetings. However, the portfolio does not describe how communication between academic divisions and departments occurs.</p> <p>The SBCCOE is the main governing board for community colleges in the state and delegates its authority to the System President who in turn delegates authority for individual campus leadership to the college president. Advisory boards at the state and local institutional level serve to inform and advise individual colleges. The portfolio did not provide specific information regarding the level of institutional knowledge espoused by its board members.</p> <p>Each division vice-president is responsible for aligning efforts across departments and divisions to address both the strategic directions and annual goals of the college. The review of performance reports, based on annual goals, helps</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>to support optimization of effectiveness and efficiency across RRCC departments and divisions.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <ol style="list-style-type: none"> 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. 	<p>Annual goals are developed in alignment with state and system-driven goals, accreditation and Collaboration Council goals, and college and student-driven goals. Annual goal review has also been beneficial in effecting RRCC's understanding of the four strategic goals in the RRCC strategic plan.</p> <p>There was no evidence or discussion regarding how the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.</p> <p>The planning process engages both internal and external stakeholders. During the most recent strategic plan, the college conducted environmental scanning by surveying business and industry stakeholders, as well as four-year colleges and universities. Internally, the Collaboration Council serves as the strategic planning group with representation from diverse groups across the college. Division vice presidents each represent their areas in annual goal setting which aligns with the strategic plan.</p> <p>The process of determining opportunities and strengths, and counter weaknesses and threats, begins with environmental scanning and is then incorporated into the strategic planning process.</p> <p>As part of the planning process, the president, division of Institutional Advancement and Rocky Mountain Education Center determine institutional opportunities and threats which the executive leadership team and division vice presidents communicate to the Collaboration Council. These groups consider this information in the strategic planning process.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
<p>5.D. The institution works systematically to improve its performance.</p>	<p>RRCC aligns quality initiatives with AQIP principles and processes; the framework for a</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p>

<p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>culture of CQI is in place. The creation of criteria to evaluate action project feasibility is an example of quality guidelines ensuring a quality product. RRCC has conducted in-services, invested in professional development opportunities, foundation min-grants, and a communication plan to infuse CQI principles throughout the organization.</p> <p>RRCC describes key performance indicators, targets set by the CCCS, IPEDS, Noel Levitz, Climate Surveys and other data, but none of these data are shared in the portfolio. Including elements of these reports will be key in providing evidence that the college documents evidence of its operational performance. Without data to review and indications that the data is reviewed the college is unable to demonstrate it is utilizing the data to inform quality improvement.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
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