SHAPING THE FUTURE:
THE 2019-2025 RED ROCKS COMMUNITY COLLEGE STRATEGIC PLAN

October 11, 2019

RED ROCKS COMMUNITY COLLEGE 2019-2025 STRATEGIC PLAN
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President's Introduction

Red Rocks Community College Mission, Vision, and Values statements guide our Strategic Plan Goals and Strategies. We list under each Goal the Strategies through which we will accomplish it, and the CCCS Key Performance Measures that will allow us to gauge our progress and determine Goal completion. Our Strategic Plan addresses the needs of our students, the communities we serve, and the governance priorities set for Colorado higher education. These goals are based upon our past success while, at the same time, look toward the challenges and opportunities that face us.

ACKNOWLEDGEMENTS

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Many individuals contributed information, time and their insights in the development of the Red Rocks Community College Strategic Plan for 2013-18. The author extends special thanks to the members of the Strategic Planning Team
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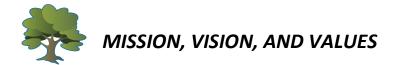Rhiannon Gerhardt - PTK Representative
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MISSION, VISION, AND VALUES

Vision

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

Mission

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

Values

Red Rocks Community College values *Integrity*. This value is expressed when we:

- Are in compliance with legal and professional standards;
- Exhibit honesty, fairness, and ethical behavior;
- Take responsibility for our work and are accountable to our internal and external stakeholders;
- Are transparent in our goals and methods;
- Care about the quality of our work and actively pursue innovation and efficiency in what we do.

Red Rocks Community College values *Collaboration*. This value is expressed when we:

- Strive to create a supportive environment for our students and for each other;
- Work together outside of our immediate unit or division to improve student academic success and development;
- Demonstrate that we value people, especially students and our co-workers, in our working relationships;
- Engage in teamwork that is based on trust, empowerment, and respect.

Red Rocks Community College values *Learning*. This value is expressed when we:

- Demonstrate a passion for life-long learning and develop this in our students and community;
- Create learning opportunities for our current and future students through community involvement and connection with external stakeholders;
- Dedicate ourselves to scholarship and professionalism that creates innovative and creative learning environments for students, the community, and ourselves;
- Develop and deliver engaging learning opportunities that promote student growth as a whole person: intellectually, through their career, and through the development of personal abilities such as adaptability and initiative.

Red Rocks Community College values *Inclusiveness*. This value is expressed when we:

- Develop procedures and programs that weave diversity throughout the daily work of the college;
- Demonstrate respect for differences among students and within the community in all we do as a college;
- Expect students to share that same respect and communicate that expectation to them often, both in and out of the classroom;
- Develop our students' and our own abilities to recognize and engage with human differences through understanding and inclusion.

Red Rocks Community College values *Communication*. This value is expressed when we:

- Practice meaningful, considerate communication with our students and with each other;
- Whenever possible seek opportunities for an unconstrained exchange of information and ideas through dialogue that is timely, respectful, and appreciative of others;
- Give appropriate feedback in a way that makes room for others' perspectives and encourages rather than constrains continuing dialogue;
- Purposefully build our ability to communicate effectively as part of working and learning with others.

Goal 1: Engage students through high quality, impactful, educational programs

Regardless of mode of delivery, type of program or degree, whether students are starting, extending or supplementing their lifelong path of learning and personal enrichment, RRCC is committed to student engagement. RRCC is committed to developing and supporting diverse and flexible pathways which lead to student success.

Strategies
- Create an environment that focuses on inclusive excellence for students, faculty, and staff
- Develop effective organizational systems that support and promote excellence in teaching and learning college-wide through
- Utilize academic assessment to inform decisions, resource allocation, and improvements in curriculum, teaching, learning, and educational environments
- Implement Guided Pathways to help students identify their goals and to ensure course offerings move students in a timely manner through their degree program.
- Expand access to online education through increases in offerings and robust quality control.
- Support the learning outcomes of responsible citizenship, global learning and respect for diversity through curricular and co-curricular offerings
- Expand experiential and interdisciplinary course offerings so that more students are afforded these opportunities within their first two years of college
- Invest in continuous professional development to meet the needs of all full- and part-time faculty and staff that focuses on improvement of educational opportunities, disciplinary trends, programs and services, and supports culturally responsive and appropriate institutional change.

Goal 2: Commit to Equity across all levels of the institution

The RRCC service area is changing, and we are becoming more racially and ethnically diverse. If we are to fulfill our mission of providing opportunities for growth and development, we must ensure that our delivery and supports are also responsive to the changing needs of our student body. We recognize that institutions of higher education were initially designed for a very specific subset of the population, and while access for other identities has expanded, curriculum and service delivery has not to the extent that it allows all students to be successful. Therefore, we will employ the following strategies to close equity gaps and ensure that we are responsive to the needs of all learners in our community:

- Foster a culture that promotes openness, trust, collaboration, accountability, and mutual respect that is shared among students, faculty and staff from a range of diverse backgrounds and perspectives
- Assure equity in outcomes for students of color, as compared to overall student outcomes
- Infuse cultural competence across the institution to respond to the unique needs of diverse learners
- Ensure that faculty and staff demographics reflect the communities we serve
- Gather and use empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring and retention of historically under-served populations of students, faculty and staff
- Examine and evolve the curriculum to create globally aware and culturally intelligent students
- Equitably provide opportunities and support services so that all students are successful
- Identify and maintain affordable options for students to complete their education through flexible financing options, affordable textbooks and open educational resources, transparent access to a well-funded array of scholarships, degree-related apprenticeships, internships and practicums

Goal 3: Develop and support partnerships within our community

RRCC is committed to developing and maintaining partnerships with transfer institutions, concurrent enrollment partners, employers and community organizations. Developing a highly-skilled workforce is critical to the economic development and competitive vitality of the region. Collaborating with business and industry, the College must be responsive and flexible in its curriculum delivery to meet evolving workforce and employer needs. Partnerships and collaborations contribute to the overall economic health of the region and enrichment of the academic experience.

Strategies
- Foster engagement strategies to understand and address the needs of the communities we serve in a timely manner
- Promote the college as a community resource so that external partners see ways RRCC can serve their needs
- Develop programs that draw learners from beyond the immediate community and provide extended access to education and training
- Nurture and strengthen partnerships with four year transfer institutions to ensure a smooth transition from RRCC
- Initiate, develop and support partnerships with business and industry across the College service area to address workforce needs
- Establish partnerships with potential for development of new revenue streams in support of the institutional mission
- Strengthen concurrent enrollment partnerships to ensure that faculty are supported in delivering a high quality engaged education
- Explore the feasibility for expanding, developing, and implementing a community education program

Goal 4: Proactively address challenges and opportunities to ensure institutional effectiveness

RRCC values responsible citizenship and stewardship. Students and the community are best served though consistent communication, responsiveness and agility in the provision of education and services, and by taking a long-term view in the use of its resources. Sustainable practices at every level of the institution will result in a consistently high level of service to students and the community, regardless of budget fluctuations.

Strategies
- Ensure institutional effectiveness through processes grounded in transparency, collaboration, and communication
- Develop and communicate a process for decision-making to enable initiatives that align with strategic goals to move forward with institutional support
- Implement integrated processes that allocate resources based on the institution's strategic priorities
- Promote the good health and well-being of students, faculty, and staff
- Provide stewardship of our resources to ensure financial and environmental sustainability through proactive planning, data-informed decision making, application of best practices, and strategic investments
- Promote a culture of environmental literacy, which prepares our community to be advocates for environmental and sustainability issues both on- and off-campus
- Establish efficient procurement and training for use of current and new technology across all sectors of the college
- Create infrastructure which encourages truly collaborative practices between units, constituencies, and stakeholders within the institution
- Adhere to accreditation expectations through continuous improvement and the development of an annual monitoring process
- Promote and sustain a culture of continuous improvement

 APPENDIX ONE – HOW THIS PLAN WAS DEVELOPED

The new RRCC strategic planning process began at the November 2018 meeting of the Collaboration Council. In 2018-2019 RRCC continued to use the current Strategic Plan (2013-2018) to set directions for budgeting changes. This gave us time to get the budgeting process and the new strategic plan "in sync." In addition, it gave us time to align our planning with our governance board priorities.

In the 2013-2018 RRCC Strategic Plan the RRCC Collaboration Council directed development of the plan. The "ground rules" for planning at RRCC in both the new and previous planning cycles are found in the 2013-2018 plan. The Collaboration Council had no objections to maintaining them in this new cycle.

A group of 36 individuals begin work on the Goals and Strategies for new Strategic Plan in January 2019. Next, a core writing group of five individuals met over the summer in 2019 to create a review draft. The Collaboration Council reviewed all work as it took shape from both the Strategic Planning Team and the Writing Team. A chronology of Strategic Planning Team activities is as follows.

- January 2019 – Establish planning process and review Mission, Values, and Vision
- February 2019 – Review important external considerations for the future of RRCC and formulate external environmental assumptions for the development of the new strategic plan. Collect supporting data, trends, and benchmarks.
- March 2019 – Review important internal considerations for the future of RRCC and formulate internal environmental assumptions for the development of the new strategic plan. Collect supporting data, trends, and benchmarks.
- April 2019 – Based on internal and external assumptions, draft RRCC strategic directions and assessment measures.
- June through August 2019 – The Core Writing Group will complete a final draft of the new Strategic Plan, including the collection of any additional supporting data and review input from external stakeholders as to the adequacy of the strategic directions to address community needs.
- August 2019 – The draft plan was introduced to the college as a whole at the all-college gathering that begins fall semester. The draft was posted on the web for review by the entire college, and comments and suggestions from all.
- September 2019 – The Collaboration Council approved the final Strategic Plan. Ongoing working groups, based on the college assurance system for accreditation, will be established to assess the progress on the strategic plan and report back to the Collaboration council. The new Strategic Plan will be used for the 2019-2020 budget process, beginning with the transmittal of cost center budgeting materials in November 2019.

Recruitment of the Strategic Planning Team was done in the same way that Collaboration Council members are recruited: through constituency groups that provide representation and perspectives from across the whole college. The President sent out a general call asking for faculty and staff who were interested in being members of the Strategic Planning Team to indicate their interest, and to submit a written description of what they might contribute to the planning process. The Planning Team members were involved in researching and writing draft assumptions about external and internal forces that will influence the college in the next several years.

The Planning Process Roadmap had four steps completed in four meetings.

- Step 1 – Review Mission, Values, and Vision
  - o Individually reviewed the Mission, the planning process and roles of the Strategic Planning Team, the Collaboration Council, College Divisions, and College operational units. The group found no changes to the Mission at this time.
  - o Members generated individual aspirations they have for RRCC over the next three years. What are the strategies we need to get from our current state to the aspiration?
  - o Groups developed a group synthesis of the aspirations and strategies, and present these to the group.

- Step 2 – External Challenges and Advantages
  - o The groups used external scanning data provided by the Executive Director of Planning, Research, and Effectiveness. The group discussed any significant environment data in addition to the handout that they felt should be considered.
  - o The groups then generated significant environmental trends\challenges that we should address, and specified key considerations for RRCC.

- Step 3 – Internal Challenges and Advantages
  - o The groups used internal scanning data provided by the Executive Director of Planning, Research, and Effectiveness. The group discussed any significant internal data in addition to the handout that they felt should be considered.
  - o The groups then generated significant internal trends\challenges that we should address, and specified key considerations for RRCC.

- Step 4 – Goals and Scenarios
  - o The groups presented their individual strategic goals/scenarios to the working groups, and generated a force field analysis that suggested actions and measures that RRCC needs to take to position the college to take advantage of opportunities and reduce inhibiting factors.
  - o Each Group then developed one or more Strategic Goals for RRCC with an associated Scenario that tells the story behind (a) what will happen if we meet, the Goal and (b) what will happen if we do not. Each team then presented these goals and scenarios to the Strategic Planning Team as a whole.
  - o The President and Executive Director of Planning, Research, and Effectiveness then discussed the next steps (e.g. Writing Team and Quality Follow-up Teams). The Strategic Planning Team requested that they be called together to review and discuss the draft Strategic Plan when it was available.

APPENDIX TWO – ALIGNMENT WITH CDHE AND CCCS

Red Rocks Community College aligns its planning with the Colorado Community College System Strategic Plan, and with the Colorado Commission on Higher Education (CDHE) Master Plan. The CDHE Master Plan notes that higher education is critical to the state's future economic and social vitality in several areas. These include (1) increasing credential completion, (2) closing equity gaps in achievement, (3) improving student success as measured by student persistence and completion, and (4) investment in affordability and innovation.

The CDHE Master Plan notes that increasing the number of Coloradans with postsecondary education is crucial to Colorado's future economic vitality.
- Research suggests that by 2020, almost three-fourths of jobs will require some education beyond high school. Colorado's 2016 Talent Pipeline Report found that 97 percent of in-demand jobs that show high growth and pay above a living wage— demand some level of formal postsecondary education or training. On the other end of

the jobs spectrum, the demand for high-school educated workers in Colorado was second lowest in the country.

- However, today only 55 percent of the adult population in the state has a degree or certificate and only 49 percent has an associate or higher degree. Almost one-third of Colorado's adult population lacks education of any type after high school. Moreover, attainment levels are not equal: Only 29 percent of Hispanics, our fastest-growing population, and 39 percent of African Americans have a certificate or degree, as compared to 64 percent for the white majority.

The Master Plan sets the following Targets and Indicators.
1. Improve student persistence and retention.
   a. Increase first-to-second-year and second-to-third-year retention rates.
2. Reduce remediation needs of students
   a. Increase number of students successfully completing introductory gtPathways courses in English and math.
3. Reduce average time-to-degree.
   a. Improve on-time graduation rates.
4. Reduce average credits to degree
   a. Improve percentage of students who return for the second year with sophomore standing (30 credit hours or more).

The fourth and final goal of the CDHE Master Plan concerns affordability and innovation. This goal addresses the fact that as Colorado has disinvested in higher education, financing the cost has increasingly been through tuition increases. Students currently shoulder 65% of the cost versus 35% from the state. This has increased student loan debt. Today, over 60% of students enrolled at Colorado public institutions graduate with debt. The average debt is $25,877 for a bachelor's degree and $13,374 for an associate degree. An overly burdensome debt can prevent students from purchasing a home, obtaining access to other credit, and being economically upwardly mobile in the future.

The State Board for Community College and Occupational Education (SBCCOE), the governance board for Red Rocks Community College, has refined these goals for community college implementation. The Board notes several challenges for community colleges.
- Funding for community colleges, and all of higher education, remains low. The Colorado Community College System will continue to work with policy makers to improve funding and create innovative partnerships that build prosperity.
- Changing workforce needs demand that community colleges continue to be innovative and responsive with programs that meet business and industry needs, both today and in the future.
- Campus infrastructure needs additional investment. We will continue to work on creative ways through partnerships and grants to keep our buildings safe and provide the optimum learning environment.

The SBCCOE plan mentions numerous hallmarks of Colorado Community Colleges. Three are of special importance to Red Rocks.
- Business and organizational partnerships are the lifeblood of community colleges' ability to provide high quality education, and RRCC must work hard to ensure that our academic programs reflect the true needs of the careers of tomorrow.
- Technology is critical to providing the best services to both students and staff. Our classrooms should be equipped with the latest technology. There are also opportunities

to provide new online delivery and innovative programs such as immersion classes that provide remarkable learning environments.
- Professional Development is a priority for community colleges. Professional development enables faculty and staff to access information on new trends and developments to enhance their knowledge base to better provide students with the freshest and most-up-to-date information.

The plan also highlights transfer from community colleges to four-year institutions, the Bachelor of Applied Science degree, and college-level courses for high school students (concurrent enrollment). The four goals are (1) Transform the student experience to increase student success, (2) Transform our own workforce experience (including reflection of student diversity), (3) Create education without barriers through transformational partnerships, and (4) Increase accessibility, affordability, quality accountability, resource development, and operational excellence.

The CCCS Strategic Plan dovetails with the CDHE plan, and together they provide the framework for the RRCC Strategic Plan. Both governance plans focus on student success, equity and inclusion, transformative partnerships, and effectiveness. To measure progress on the strategic plan, the RRCC strategic plan will use two important sets of data. The CCCS Key Performance Measures (KPMs) and annual patterns of evidence to document how RRCC is addressing the Higher Learning Commission (HLC) Criteria and Core Components for accreditation. This framework is presented below in Appendix Three.

APPENDIX THREE – STRATEGIC PLAN ASSESSMENT

The Higher Learning Commission (HLC) Criteria and Core Components for Accreditation specify those areas for which each institution provides evidence in support of the assertion that the college addresses each one. In addition, the Colorado Community College System (CCCS) asks each college to provide key performance indicator data for the governance master plan. Together, the HLC Patterns of Evidence and CCCS Key Performance Indicators serve as a framework to evaluate formative targets and summative completion for the RRCC Strategic Goals and Strategies. The table below shows how both correspond with the RRCC Strategic Goals and Strategies.

Goal 1: Engage students through high quality, impactful, educational programs

Strategies
1. Create an environment that focuses on inclusive excellence for students, faculty, and staff

HLC Patterns of Evidence	- Core Component 2.D – Commitment to the pursuit of truth in teaching and learning - Core Component 2.E – Policies and procedures for responsible research and scholarship - Core Component 3.E – Fulfillment of claims for an enriched educational environment
CCCS Key Performance Indicators	- KPM 1.1 – Number of degrees and certificates awarded annually - KPM 1.2 – Fall-to-Fall retention rate for full and part-time students

	• KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates

2. Develop effective organizational systems that support and promote excellence in teaching and learning college-wide

HLC Patterns of Evidence	• Core Component 3.A – Degree programs appropriate to higher education • Core Component 4.A – Responsibility for quality of educational programs
CCCS Key Performance Indicators	• KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

3. Utilize academic assessment to inform decisions, resource allocation, and improvements in curriculum, teaching, learning, and educational environments

HLC Patterns of Evidence	• Core Component 4.B – Commitment to assessment of student learning • Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates

4. Implement Guided Pathways to help students identify their goals and to ensure course offerings move students in a timely manner through their degree program.

HLC Patterns of Evidence	• Core Component 4.A – Responsibility for quality of educational programs • Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds

5. Expand access to online education through increases in offerings and robust quality control.

HLC Patterns of Evidence	• Core Component 3.D – Support for student learning and effective teaching • Core Component 5.A – Resource base supports current programs and future quality improvement
CCCS Key Performance Indicators	• KPM 1.7 – Increase online, hybrid, and interactive video course success rates

6. Support the learning outcomes of responsible citizenship, global learning and respect for diversity through curricular and co-curricular offerings

HLC Patterns of Evidence	• Core Component 3.B – Acquisition of broad learning and skills in programs

	• Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds

7. Expand experiential and interdisciplinary course offerings so that more students are afforded these opportunities within their first two years of college

HLC Patterns of Evidence	• Core Component 5.B – Effective leadership and collaborative processes • Core Component 5.D – The college systemically works to improve performance
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates

8. Invest in continuous professional development to meet the needs of all full- and part-time faculty and staff that focuses on improvement of educational opportunities, disciplinary trends, programs and services, and supports culturally responsive and appropriate institutional change.

HLC Patterns of Evidence	• Core Component 2.D - Commitment to the pursuit of truth in teaching and learning • Core Component 3.C – College faculty and staff are sufficient for high quality programs and services • Core Component 5.B – Effective leadership and collaborative processes
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

Goal 2: Commit to Equity across all levels of the institution

Strategies
1. Foster a culture that promotes openness, trust, collaboration, accountability, and mutual respect that is shared among students, faculty and staff from a range of diverse backgrounds and perspectives

HLC Patterns of Evidence	• Core Component 1.C - The college understands relationship between its mission and societal diversity • Core Component 3.B - Responsibility for quality of educational programs • Core Component 5.B – Effective leadership and collaborative processes
CCCS Key Performance Indicators	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

2. Assure equity in outcomes for students of color, as compared to overall student outcomes

HLC Patterns of Evidence	• Core Component 1.C – The college understands relationship between its mission and societal diversity • Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

3. Infuse cultural competence across the institution to respond to the unique needs of diverse learners

HLC Patterns of Evidence	• Core Component 3.B – Acquisition of broad learning and skills in programs • Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

4. Ensure that faculty and staff demographics reflect the communities we serve

HLC Patterns of Evidence	• Core Component 1.A – The college mission is broadly understood • Core Component 1.C – College understands relationship between its mission and societal diversity • Core Component 4.C – Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

5. Gather and use empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring and retention of historically under-served populations of students, faculty and staff

HLC Patterns of Evidence	• Core Component 1.C – The college understands relationship between its mission and societal diversity • Core Component 2.D - Commitment to the pursuit of truth in teaching and learning • Core Component 2.E – Policies and procedures for responsible research and scholarship • Core Component 3.D - Support for student learning and effective teaching • Core Component 5.C – Systemic and integrated planning
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds

	• KPM 1.4 – Increase remedial course success rates
	• KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students
	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

6. Examine and evolve the curriculum to create globally aware and culturally intelligent students

HLC Patterns of Evidence	• Core Component 3.B - Acquisition of broad learning and skills in programs
	• Core Component 4.B - Commitment to assessment of student learning
CCCS Key Performance Indicators	• KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

7. Equitably provide opportunities and support services so that all students are successful

HLC Patterns of Evidence	• Core Component 1.C – The college understands relationship between its mission and societal diversity
	• Core Component 3.D - Support for student learning and effective teaching
	• Core Component 3.E - Fulfillment of claims for an enriched educational environment
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually
	• KPM 1.2 – Fall-to-Fall retention rate for full and part-time students
	• KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds
	• KPM 1.4 – Increase remedial course success rates
	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics
	• KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

8. Identify and maintain affordable options for students to complete their education through flexible financing options, affordable textbooks and open educational resources, transparent access to a well-funded array of scholarships, degree-related apprenticeships, internships and practicums

HLC Core Components	• Core Component 2.B – The college presents itself clearly and completely to students and the public in regard to programs, costs, and governance
	• Core Component 3.D - Support for student learning and effective teaching
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually
	• KPM 1.2 – Fall-to-Fall retention rate for full and part-time students
	• KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds
	• KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

Goal 3: Develop and support partnerships within our community

Strategies
1. Foster engagement strategies to understand and address the needs of the communities we serve in a timely manner

HLC Patterns of Evidence	• Core Component 1.B – The college articulates its mission publicly • Core Component 1.D – The college demonstrates commitment to the public good
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

2. Promote the college as a community resource so that external partners see ways RRCC can serve their needs

HLC Patterns of Evidence	• Core Component 1.A – The college mission is broadly understood • Core Component 1.D - The college demonstrates commitment to the public good • Core Component 2.C – The governing board is sufficiently autonomous to make decisions and assure integrity
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics • KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college

3. Develop programs that draw learners from beyond the immediate community and provide extended access to education and training

HLC Patterns of Evidence	• Core Component 1.A – The college mission is broadly understood • Core Component 1.D - The college demonstrates commitment to the public good • Core Component 2.C – The governing board is sufficiently autonomous to make decisions and assure integrity
CCCS Key Performance Indicators	• KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

4. Nurture and strengthen partnerships with four-year transfer institutions to ensure a smooth transition from RRCC

HLC Patterns of Evidence	• Core Component 3.D - Support for student learning and effective teaching • Core Component 4.A - Responsibility for quality of educational programs • Core Component 4.C - Commitment to student retention, persistence, and completion

CCCS Key Performance Indicators	• KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

5. Initiate, develop and support partnerships with business and industry across the College service area to address workforce needs

HLC Patterns of Evidence	• Core Component 2.B - The college presents itself clearly and completely to students and the public in regard to programs, costs, and governance • Core Component 4.A - Responsibility for quality of educational programs
CCCS Key Performance Indicators	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

6. Establish partnerships with potential for development of new revenue streams in support of the institutional mission

HLC Patterns of Evidence	• Core Component 1.D - The college demonstrates commitment to the public good • Core Component 2.C - The governing board is sufficiently autonomous to make decisions and assure integrity • Core Component 5.A - Resource base supports current programs and future quality improvement
CCCS Key Performance Indicators	• KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college

7. Strengthen concurrent enrollment partnerships to ensure that faculty are supported in delivering a high quality engaged education

HLC Patterns of Evidence	• Core Component 1.B - The college articulates its mission publicly • Core Component 1.C – The college understands relationship between its mission and societal diversity • Core Component 1.D - The college demonstrates commitment to the public good
CCCS Key Performance Indicators	• KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college

8. Explore the feasibility for expanding, developing, and implementing a community education program

HLC Patterns of Evidence	• Core Component 1.A - The college mission is broadly understood • Core Component 1.D - The college demonstrates commitment to the public good • Core Component 5.A - Resource base supports current programs and future quality improvement
CCCS Key Performance Indicators	• KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics

Goal 4: Proactively address challenges and opportunities to ensure institutional effectiveness

Strategies
1. Ensure institutional effectiveness through processes grounded in transparency, collaboration, and communication

HLC Patterns of Evidence	• Core Component 2.A – The college operates with integrity in its financial, personnel, and auxiliary functions following policies and procedures for fair and ethical behavior • Core Component 2.B - The college presents itself clearly and completely to students and the public in regard to programs, costs, and governance
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates

2. Develop and communicate a process for decision-making to enable initiatives that align with strategic goals to move forward with institutional support

HLC Patterns of Evidence	• Core Component 2.A – The college operates with integrity in its financial, personnel, and auxiliary functions following policies and procedures for fair and ethical behavior • Core Component 5.A - Resource base supports current programs and future quality improvement • Core Component 5.B – Effective leadership and collaborative processes
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college

3. Implement integrated processes that allocate resources based on the institution's strategic priorities

HLC Patterns of Evidence	• Core Component 5.A - Resource base supports current programs and future quality improvement • Core Component 5.B – Effective leadership and collaborative processes • Core Component 5.C - Systemic and integrated planning
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates • KPM 2.1 – Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

4. Promote the good health and well-being of students, faculty, and staff

HLC Patterns of Evidence	- Core Component 1.D - The college demonstrates commitment to the public good - Core Component 3.E - Fulfillment of claims for an enriched educational environment - Core Component 4.C - Commitment to student retention, persistence, and completion
CCCS Key Performance Indicators	- KPM 1.1 – Number of degrees and certificates awarded annually - KPM 1.2 – Fall-to-Fall retention rate for full and part-time students - KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds - KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

5. Provide stewardship of our resources to ensure financial and environmental sustainability through proactive planning, data-informed decision-making, application of best practices, and strategic investments

HLC Patterns of Evidence	- Core Component 4.B – Commitment to assessment of student learning - Core Component 5.A - Resource base supports current programs and future quality improvement - Core Component 5.B – Effective leadership and collaborative processes - Core Component 5.C - Systemic and integrated planning - Core Component 5.D - - The college systemically works to improve performance
CCCS Key Performance Indicators	- KPM 1.1 – Number of degrees and certificates awarded annually - KPM 1.2 – Fall-to-Fall retention rate for full and part-time students - KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds - KPM 1.4 – Increase remedial course success rates - KPM 1.7 – Increase online, hybrid, and interactive video course success rates - KPM 3.1 – Increase successful credit completion through concurrent enrollment, and matriculation to a CCCS college

6. Promote a culture of environmental literacy, which prepares our community to be advocates for environmental and sustainability issues both on- and off-campus

HLC Patterns of Evidence	- Core Component 1.D - The college demonstrates commitment to the public good - Core Component 3.B – Acquisition of broad learning and skills in programs
CCCS Key Performance Indicators	- KPM 1.1 – Number of degrees and certificates awarded annually - KPM 1.2 – Fall-to-Fall retention rate for full and part-time students - KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds - KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

7. Establish efficient procurement and training for use of current and new technology across all sectors of the college

HLC Patterns of Evidence	Core Component 3.B - Acquisition of broad learning and skills in programs

	• Core Component 4.A - Responsibility for quality of educational programs
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.7 – Increase online, hybrid, and interactive video course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

8. Create infrastructure, which encourages truly collaborative practices between units, constituencies, and stakeholders within the institution

HLC Patterns of Evidence	• Core Component 5.B – Effective leadership and collaborative processes • Core Component 5.C - Systemic and integrated planning • Core Component 5.D - The college systemically works to improve performance
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

9. Adhere to accreditation expectations through continuous improvement and the development of an annual monitoring process

HLC Patterns of Evidence	• Core Component 4.B – Commitment to assessment of student learning • Core Component 5.B – Effective leadership and collaborative processes • Core Component 5.C - Systemic and integrated planning • Core Component 5.D - The college systemically works to improve performance
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds • KPM 1.4 – Increase remedial course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

10. Promote and sustain a culture of continuous improvement

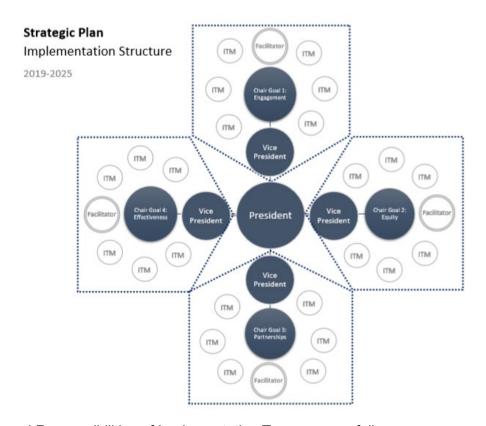|	
HLC Patterns of Evidence	• Core Component 4.B – Commitment to assessment of student learning • Core Component 5.B – Effective leadership and collaborative processes • Core Component 5.C - Systemic and integrated planning • Core Component 5.D - The college systemically works to improve performance
CCCS Key Performance Indicators	• KPM 1.1 – Number of degrees and certificates awarded annually • KPM 1.2 – Fall-to-Fall retention rate for full and part-time students • KPM 1.3 – Assure equity in outcomes for students from underrepresented backgrounds

	• KPM 1.4 – Increase remedial course success rates • KPM 3.2 – Increase percentage of successful transfers to four-year institutions, and specifically underrepresented students

APPENDIX FOUR – GUIDELINES FOR IMPLEMENTATION

The President, four Implementation Teams (one for each Strategic Plan Goal), and the Executive Team will be responsible for oversight of the plan and reporting to CCCS. The Executive Team will work with their Divisions and Offices to develop annual performance goals, and to collect the results of these goals toward progress on each area at the institutional, divisional and operational levels. The Executive Team will also develop a transparent, sustainable institutional budget that supports strategic planning goals and strategies.

The Roles and Responsibilities of Implementation Teams are as follows.

President
The College President is responsible for the deployment of the college's strategic plan. Yearly, the President submits an institutional effectiveness report to the Colorado Community College System (CCCS). The report summarizes college performance on CCCS key performance indicators (KPIs) and results specific to individual college plans, such as the Strategic Plan. In this way, the report contains effectiveness data on three levels: institutional (KPIs), divisional (annual action plans), and operational (unit Continuous Improvement Plans). The president provides leadership in the prioritization of resource allocation to support the plan, and entrusts

the vice presidents with aligning strategic strategies with budgeting and performance planning through Divisional action plans and operating unit Continuous Improvement Plans (CIPs). The Vice Presidents also review progress throughout the year with the Implementation Teams for each Strategic Planning Goal, identify results that forward goal accomplishment, and remove roadblocks to implementation.

Vice Presidents
The Vice Presidents serve as core members of the strategic plan implementation network and each serves as a liaison to their chosen implementation team. They serve as advocates for budgeting and resource allocation, remove roadblocks to implementation, help the team navigate college processes, communicate with various "process owners" within their division, and report team process to the college president alongside the implementation team chair. Vice Presidents remain responsible for specifying and assessing outcomes within their Division and operational units. For example, assessment of student learning outcomes shall remain as the concern of the Vice President for Instructional Services.

Implementation Team Chairs
Each Implementation Team determines the Chair of each implementation team. The Chair serves as the team leader and coordinator. The chair brings the team together for regular meetings, sets the agenda with team member guidance, tracks progress on strategies, and reports progress to the President alongside their Vice President liaison.

Implementation Team Members (ITM)
Implementation Teams address several important functions. First, the Implementation Teams continue employee engagement in the Strategic Planning process, engagement generated through past accreditation teams and the cross-functional Strategic Planning group. The Team will also align institutional plans and CCCS indicators at the College level with Divisional action plans to assess institutional effectiveness. Implementation teams coordinate tactics for each strategy under their goal, write an implementation and assessment plan for their goal, and serve as advocates for change through the implementation process. Implementation team members can expect a time commitment of approximately 8 hours per month, devoted to meetings, data and document review, and communications.

Implementation Team Facilitators (Facilitator)
Strategic Plan Writing Team members serve as facilitators for the implementation teams. As such, they serve as conduits from the implementation teams to the Executive Director of Institutional Effectiveness and will regularly communicate with the Exec Director to share monitoring methods and data- based recommendations. Facilitators attend implementation team meetings and assist to align the work of the team with the HLC Criteria for Accreditation and the CCCS Key Performance Indicators. Facilitators meet quarterly to share data, progress, and concerns as they relate to data tracking and evidence collection.

Strategic Plan Accountability Network
The Strategic Planning Accountability Network includes the President, Vice Presidents, Implementation Team Chairs, Facilitators, and the Executive Director of Institutional Effectiveness. This group meets once per semester to review progress on the plan and determine how well we are infusing the strategic plan into the fabric of the college. The responsibility for ensuring the success of the plan rests with this body. This group will also have responsibility for providing the President with institutional assessment results for the annual report to CCCS. Finally, the Accountability Network with review and determine which data files

should be submitted to the HLC Assurance System each year to demonstrate our improvement efforts on the HLC Criteria and Core Components.

Recruiting Members for the Strategic Plan Implementation Teams
To encourage engagement across the College, membership on the cross-functional Implementation Teams will be open to all faculty and staff. However, members of the cross-functional Strategic Planning Team, who drafted the significant directions for 2019-2025 Strategic Plan, will be encouraged to become members of the Implementation Teams. Likewise, key staff with expertise for particular goal teams may be specifically recruited, especially "process owners" from within Divisions. For example, key staff from Human Resources may be valuable to have on the Equity goal team. We anticipate five to seven additional members on each team, in addition to the Vice Presidents and Facilitators.

The four Implementation Teams, as cross-functional effectiveness groups, will develop baseline data and annual targets to meet annual goals. They will monitor progress on the strategic plan, and continue progress on sustainable, evidence-informed decision-making, reporting, and increasing engagement throughout RRCC. The Implementation Teams will use the review of the annual results to further "close the loop" between institutional planning, budgeting, and assessment. The annual review will also be coordinated with the annual submission of data to the HLC accreditation assurance system and use the same data collected from across the college.

Each year, the annual review of Patterns of Evidence, Key Performance Indicators, and metrics devised by the Team will use external and longitudinal benchmarking to evaluate college performance. The review will examine key developments that occurred in implementing the goals and strategies. The review will also highlight significant college strengths and areas for improvement annually. The Team will write a summary evaluation of our annual progress that considers the evidence produced, stakeholder participation, resources and time devoted to accomplishing the goals and strategies, and how appropriate and beneficial it was to decision making at the institutional, divisional, and operating unit levels.