

**Advancing the Climate for Continuous Improvement**  
**AQIP Strategy Forum Pre-Work**  
Red Rocks Community College Strategy Forum Team  
October 2, 2013

*1. Reflection on lessons learned from AQIP participation.*

The team reviewed past RRCC AQIP projects to generalize about what worked and what did not (see Appendix 1 for the list). We first considered our active AQIP projects and it was suggested that the current AQIP Diversity Project might be our biggest success story because it resulted in a focal point through the new Office of Inclusion and Diversity. Other team members suggested that the Faculty Advising Pilot completed in 2006 was the best example because many parts of the project were incorporated into the life of the college and were still in operation today. It also brought together general advisors and faculty to find common ground and establish connections.

The team also examined what didn't work. The example that received the most attention was Tutors without Borders. From the faculty standpoint, this project was disruptive because the tutoring took place during class. A more serious problem with the project was that the tutor often ended up doing the work, not the student. To make the project successful would have called for a lot of intervention from the classroom instructors to supervise the tutoring so that it would have good correspondence with the course and actually develop required student competencies.

From the standpoint of student support services, there were several challenges regarding the Tutors without Borders' goal of having tutors in classrooms to assist students with specific tasks. One was the mandatory two-hour orientation for instructors who wanted to utilize a tutor in the classroom; another was the request process itself; a third was reluctance to invest the time to appropriately incorporate a tutor into lesson plans; and the fourth was the requirement to create a tool to assess the difference having a tutor made. The classroom location made the program appear as a means to place an additional teacher in the classroom, and this led the project away from its immediate goals.

Although the Tutors without Borders project was not successful in terms of its immediate goals, it did lead to the highly successful supplemental instruction we have today at RRCC. Three initiatives of the Tutors without Borders AQIP project have become part of the fabric of the college. One initiative was to de-centralize tutoring and offer it in outlying areas of the college. This continues with EIC and HVAC tutoring being held in the Construction Technology building. Second, the collaboration with Student Life to provide tutors for study groups organized via their Study Group Central program continues. The third initiative was a unified approach to learning support services. Tangentially, Tutors without Borders led to the creation of the College Prep Zone and Connect to Success Services, both vital student success services today.

It was also suggested that the Assessment of Student Learning (completed in 2005) had major impact and had been incorporated into instruction on a routine basis. The project asked faculty to include assessment of student learning outcomes as part of regular performance planning. Since the project many faculty have been collecting assessment data regularly. While assessment is a key component of any classroom, the Assessment AQIP project simply made it a bit more formal and connected it with a mechanism for improvement. However, a place where the results of this assessment activity, where lessons learned and methods could be shared, was absent.

In the end, based on the Faculty Advising Pilot, we agreed that the criteria for a good AQIP action project were (1) grass roots coordination, (2) addressing meaningful problems, (3) connecting people with different work roles (e.g. general advisors and faculty), and (4) incorporation into the life of the college after conclusion. These criteria will also be the steps for our AQIP story board.

## *2. Review your Systems Portfolio and prioritize one challenge to address.*

We then turned our attention to the nine categories and the results of the system appraisal. It was suggested that our focal point was the development of common student learning outcomes for RRCC, and assessment of these outcomes. The relevant AQIP Category we chose is Category One – Helping Students Learn. Others added that Category Seven – Measuring Effectiveness is also relevant to address assessment of common student learning outcomes, and to broaden our approach to assessment on a college-wide basis. Likewise, Category Eight – Planning Continuous Improvement is relevant because we need to capture the results and improvements made through assessment so we don't lose our collective institutional memory.

The group seemed to be in agreement that common student learning outcomes and Categories One, Seven, and Eight were relevant. The two directions for AQIP projects are (1) a process to develop and sustain common student learning outcomes and (2) assessment procedures and data capture related to common student learning outcomes.

### *3. Our list of 8 to 10 questions we would like answered at the Strategy Forum*

#### ***Questions About Developing and Assessing Common Student Learning Outcomes***

1. Do you have an established set of common student learning outcomes? If so, what are they?
2. What process did you follow to develop common student learning outcomes?
3. Who should be at the table to develop common student learning outcomes?
4. How do you assess common student learning outcomes? What challenges did you face?
5. How do you use the results to make improvements?
6. Do you have student development outcomes that support, add to, or compliment common student learning outcomes? How do you assess these outcomes?
7. What role(s) do external stakeholders and partnerships play in establishing, assessing, and using assessment data from common student learning outcomes?

#### ***General Questions About Assessment***

1. How do you involve students in assessing learning outcomes?
2. How do you make assessment meaningful for faculty?
3. What kinds of assessment methods and data do you use given differences in types of student learning outcomes among instructional programs?
4. How do you use student learning outcomes data to make decisions and allocate resources?
5. Do you use any special methods or types of data, such as embedding or benchmarks? If you do, how do you use the results to improve?
6. How do you balance the need for qualitative assessment measures with demands for quantitative measures?
7. How do you collect, share, and access assessment data?

## ***APPENDIX ONE – Summary of AQIP Action Projects at RRCC***

### ***Assessment of Student Learning (Completed in 2005)***

Category: 8-Planning Continuous Improvement

Goal: Embed continual improvement practice of setting clear learning goals and/or performance expectations throughout instructional processes. Develop formative strategies to reflect on student performance.

Results: Assessment goals developed as part of annual performance planning. Documentation of assessment activities submitted as part of year-end evaluation and posted to an intranet Share Point site. VPI, Deans, and Department Chairs published “Our Commitment to Instructional Excellence. The document showcased every department of the college with specific evidence of student success. As part of the plans for dissemination this document will be updated regularly to communicate to all stakeholders the result of the College’s practices in teaching and learning.

### ***Faculty Advising Pilot (Completed in 2006)***

Category: 3-Understanding Students' and Other Stakeholders' Needs

Goal: Increase the number of students accessing academic advising. Engage faculty as part of the general advising team during peak times for the first two to three weeks around a semester start. Develop training for faculty to help ensure consistency in how the advising services are delivered.

Results: A “Triage Area” was opened immediately adjacent to the general advising and admissions offices of the Student Welcome Center. The Triage Area provides a walk up service staffed by faculty for four weeks during peak enrollment periods at the start of each semester. Thirteen participating faculty were trained by the general advising staff to offer immediate assistance to students seeking information about course registration, placement testing, and other enrollment and registration processes. The Triage Area reduced the time students wait in line to see an advisor. General Advisors “sweep” the line and students with general enrollment or registration questions are directed to immediate assistance in the Triage Area. Participating faculty have reported the connection made with students in the Triage Area has led to students being much more likely to follow up with the faculty member if they should need additional support during the semester. General advisors can spend more “one-on-one” time with students.

### ***Tutors without Borders (Completed in 2006)***

Category: 1-Helping Students Learn

Goal: Improve the success measured by passing grades and retention of students by adding supplemental teaching activities of tutoring in the classrooms and tutoring sessions held in highly trafficked student areas on campus.

Results: Seven faculty who taught a total of 12 classes requested and received tutors in their classrooms as part of the Tutors without Borders Action Project (TWB). A math tutor was requested by the Heating and Ventilation (HVA) instructor to assist students to apply math concepts required to calibrate the heating units. The class has historically tracked a 20-25 percent drop- out rate. Adding a math tutor to the course resulted in ALL students that enrolled in the class passing. A survey administered to students participating in classrooms with tutors was overwhelming positive with all respondents indicating high satisfaction with the availability and helpfulness of the tutors. Students are introduced to the Writing and Math Centers in the LARC much earlier in the semester.

### ***Increase Numbers of Graduates (Completed in 2006)***

Category: 6-Supporting Institutional Operations

Goal: Increase the number of students applying for and receiving associates degrees.

Results: The CCCS Graduation Culture (GC) Action Project promoted the benefits of applying for a degrees and certificates. Red Rocks Community College students that have earned more than 45 credits with a GPA of 2.0 are notified by letter that an online degree audit request is available to assist in determining their progress toward a degree. As the deadline approaches each term to apply for graduation, articles in student publications, posters and table tents in the cafeteria and hallways promote the benefits of earning a degree. Faculty and staff task forces recommended that project activities should be standard procedure although the best way to contact students was unclear.

### ***Improve the Retention of a Diverse Campus Population (Completed in 2009)***

Category: 4-Valuing People

Goal: In order that our educational programs, services and activities reflect this commitment, we propose to implement a plan to understand the underlying barriers in the college culture and identify those strategies that will lead to the feeling of inclusiveness and support.

Results: The Diversity Action Project Committee designed a Diversity Climate Survey which was administered to Faculty and Staff during the All College Meeting on January 11, 2010. It was also administered to a sampling of students during the Spring 2010 semester on both campuses. The Institutional Research office analyzed the results and presented them to the Diversity Action Project Committee near the end of the spring semester. The results were also disseminated to all faculty and staff via email. The survey efforts resulted in 168 Faculty and Staff completing the survey as well as 1,072 students. Overall, 87% of Faculty and Staff feel that RRCC has an inclusive environment along with 79% of students feeling the same way. Initial findings pointed to two areas that may need addressing: discrimination on campus and visible leadership in diversity. We would like to investigate these areas further.

***Collaboration Council: Develop Shared Decision Making (Completed in 2009)***

Category: 5-Leading and Communicating

Goal: Improve the strategic planning process by increasing the engagement of college stakeholders in making recommendations and carrying out and measuring the outcomes of the decisions.

Results: Collaboration Council met monthly during the year. Documentation regarding Roles and Responsibilities, an outline of scope of authority, responsibilities, membership, and terms was drafted, presented and approved. The Noel-Levitz Satisfaction survey was administered during the year with results presented to Collaboration Council highlighting areas of crossover regarding strengths and challenges identified between the student and faculty/staff surveys. The Council recommended investigation into the identified challenges, primarily relating to student advising and financial aid, for developing into future action project items. A primary function of Council is to serve as a communication vehicle to constituency groups.

***Expand Presence in Mountain Communities (Completed in 2009)***

Category: 9-Building Collaborative Relationships

Goal: RRCC has several Mountain Communities within our service area whose only access to post secondary education requires traveling. We propose to survey the communities to determine interest and needs and to design and implement a plan to bring educational opportunities to these communities.

Results: Efforts to offer Small Business Management courses in Park County (through RMEC) were not successful. Only six students enrolled in the course, and the instructor did not submit grades until the VP of Instruction intervened. While the school and county administration in Park County felt they had a sense of what the community wanted, we learned it is best to go directly to the citizens of the communities inquiring about additional locally based course

options. Other efforts included a Mountain Community Survey to the residents of Clear Creek County in the Spring of 2010. Institutional Research analyzed the results which were sent to the President's Cabinet. The survey resulted in 238 respondents of which 96% indicated they would be interested in taking RRCC courses if they were available in their local community.

***Using Data in Continuous Quality Improvement through Documentation of Student Learning (Completed in 2011)***

Category: 7-Measuring Effectiveness

Goal: Design and populate a web presence to showcase best practices in documenting teaching and student learning excellence. The dissemination of best practice will incorporate multiple modalities to ensure broad sharing and awareness of teaching and learning strategies occurring throughout the college.

Results: The web presence has been initiated featuring consistent documentation of student learning outcomes by program areas at [www.rrcc.edu/edu](http://www.rrcc.edu/edu). Creating a single point of contact and developing a consistent format to collect, document, and publish the information proved to be the most successful component of the project. Now that the foundation has been laid and a plan for continued updating has been put in place, a strong buy-in and commitment from faculty has been instilled to continue this most important communication of what we do as a college and how our students are benefitting from the education received. As faculty contemplates new programs and or program modifications the discussion of documentation of the quality of student learning is now part of the initial development conversations, instead, as has been the case in the past...well after the program has already been in place.

**APPENDIX TWO – Category Improvement Worksheet–Creating the Climate for Continuous Learning**

Complete this worksheet and email it as an electronic file to AQIP before the Strategy Forum Pre-work Deadline. The boxes will expand to fit whatever you write; keep the total to 3 pages or fewer. Questions? Call AQIP at 800-621-7440.

<b>Institution:</b> Red Rocks Community College	<b>City &amp; State:</b> Lakewood, Colorado
<p><b>URL of the page on your college website where your Organizational Overview can be found. If you have experienced major changes in your organization since submitting your last System Portfolio, you may update it, but do not recreate it solely for this pre-work. (This URL will be shared with the facilitators and other institutions in your Strategy Forum group so they can become familiar with your college. Review the Overview with your team members as well so all share understanding of the major focus and challenges of your institution.)</b></p> <p><b>HTTP:</b> <a href="http://www.rrcc.edu/accreditation/pdfs_docs/RRCC_SystemsPortfolio.pdf">http://www.rrcc.edu/accreditation/pdfs_docs/RRCC_SystemsPortfolio.pdf</a></p>	
<p><b>List the two or three AQIP Categories where your institution needs the most improvement. Base this on your Systems Appraisal and other surveys, data, and plans in place.</b></p> <p>Category One – Helping Students Learn.                  Category Seven – Measuring Effectiveness                  Category Eight – Planning Continuous Improvement</p>	
<p><b>Identify the one AQIP Category that you believe it is most critical for you to work on first. (This will be the category that you will focus on at the Strategy Forum and the area where you will target a specific campaign for improvement including future Action Projects.)</b></p> <p>Category One – Helping Students Learn.</p>	
<p><b>Within this most critical Category, identify a more specific and significant challenge — i.e., one or two processes or performance results that you consider <i>targets</i> for change. Explain why improving these is important.</b></p> <p>The two directions for AQIP projects are (1) a process to develop and sustain common student learning outcomes and (2) assessment procedures and data capture related to common student learning outcomes. This will be the focal point for comprehensive renewal of the college.</p>	
<p><b>Which opportunities for improvement (identified as O or OO or comments in your Systems Appraisal) led you to identify this Category and this significant challenge?</b></p> <p>Category 1 (Helping Students Learn) – While RRCC states objectives in recent years have focused on student achievement, such as developmental education and an increase in student success, <b>the institution has yet to develop Common Student Learning Objectives</b> as indicated in multiple locations within this category. This question is specific to shared learning objectives, which should be the core learning outcomes shared across the institution and measured for outcome attainment. RRCC has an outstanding opportunity to develop general learning objectives and corresponding measures for attainment across the learning environment.</p>	

**What feedback from other sources (consultant reports, other accreditation reports, research studies, performance results data, complaints, system breakdowns, etc.) led you to your conclusion that this Category and its significant challenge represent a key opportunity for your institution?**

The System Portfolio appraisal was the primary reason why we came to this conclusion. However, various effectiveness studies and setting annual goals for the college also brought attention to this Category as a focal point for our efforts.

**What positive forces and support exist among your leadership and employees for addressing this challenge now?**

1. Shared governance
2. Integrated planning efforts for facilities and programs
3. Student service infrastructure
4. Green economy educational initiatives
5. New HR Office, especially strategic planning for staff needs
6. Foundation connections with the community
7. Multiple ways to help underprepared students
8. Mechanisms that help transfer and CTE programs stay current
9. Range of processes to identify and respond to shareholder needs
10. Multiple ways to develop relationships with students
11. Strong programs in STEM and transfer to four year institutions

**What strengths have been identified as S or SS in your Systems Appraisal that will assist you in addressing this challenge?**

*SS items are:*

Category 1 (Helping Students Learn) - RRCC has **multiple methods and structures in place to help underprepared students**, including the Office of Disability Services, Connect to Success, College Connections, tutoring, prescribed learning paths, and a new program-based non-contextualized and integrated developmental course approach.

Category 1 (Helping Students Learn) – RRCC has **mechanisms for both transfer and CTE to ensure that programs are up-to-date and effective**, including bi-annual articulation meetings, advisory councils, professional development, program evaluation, accreditation, and environmental scanning.

Category 3 – (Understanding Students’ and Other Stakeholders’ Needs) - Using the Office of Student Services, RRCC employs a range of processes to gather information to **identify and respond to student stakeholder needs**, including advising surveys, placement testing, and student services staff.

Category 3 – (Understanding Students’ and Other Stakeholders’ Needs) - **Relationships with students** are built throughout the student career at RRCC.

Category 4 – (Valuing People) - The RRCC Director of Human Resources (HR) analyzes personnel reports to ascertain which employees are retirement eligible and also works with the senior leadership team every academic year to **plan strategically for future leadership needs**.

**What obstacles to addressing this challenge currently exist that will need to be considered to make any change effort successful?**

Change in curriculum is occurring on multiple fronts, especially in a major re-work of pre-collegiate programs. Resources for teaching and learning improvement, especially for part-time faculty, are very thin if not unavailable. The service area is undergoing major demographic change and diversifying with increasing numbers of first-generation and low-income students.

**How would addressing this challenge better meet the needs of your students, external stakeholders, faculty, or staff?**

The development of Common Student learning Objectives would bring together all parts of the college and external stakeholders in a focus on how we can better serve students and increase student success. Assessment of these outcomes would bring transfer, career and technical, developmental, and workforce development divisions together to discuss what we, as a college, want our students to be able to know and to do. Perhaps most importantly, in an age of increasing specialization, it would allow us to grapple with how we provide our students with both breadth of learning, employability, and a path to continuous learning throughout their lives.

**APPENDIX THREE – Strategy Forum Exercise Outputs**

**RRCC – AQIP Action Project: Development, Implementation, Assessment, and Integration of Common Student Outcomes**  
**AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013**

<b>Current State</b>	<b>Strategies for Improvement</b>	<b>Future State</b>
No common learning outcomes	Development, implementation, assessment, and integration of common student learning outcomes (repeat for each cell below)	We have them. Syllabi template available. Goal setting process in place. Enmeshed in college culture. Repetition and consistency in use.
No culture that measures effectiveness		Identified student needs and outcomes. Aligned with budgeting and planning. Applied to student hiring and evaluation. Consistency in assessment of student support outcomes.
Large adjunct faculty numbers		Support & training. Participatory voice.
Lack of capstone measures		Collegiate measures in place. Measures collected & applied consistently.
No consistent use of assessment data in decision making		Aligned with budget & planning. College-wide understanding of how assessment is used.
No identified champion/assessment group		We have an assessment team. System portfolio updated annually with data. Shared utilization of assessment data to assist and inform decision making. Students have clear expectations of student outcomes.

## ACTION PROJECT CHARTER

<b>Institution, City, and State:</b> Red Rocks Community College, Lakewood, Colorado
<b>Project Title:</b> Developing and Implementing Common Student Learning Outcomes for Students
<b>Problem and Opportunity:</b> No common learning outcomes; Opportunity to improve student success
<b>Key Stakeholders:</b> Students, faculty, Executive Team
<b>Project Vision and Objectives:</b> The development of common learning outcomes for students which will bring together all parts of the college and external stakeholders in a focus on how we can better serve students and increase student success.
<b>Project Sponsor:</b> Executive Team, AQIP Strategic Committee and Collaboration Council
<b>Project Scope:</b> Planning, implementation, assessment and integration of common student learning outcomes for students.
<b>Budget and Timelines:</b> April 2014 CLOs identified and finalized; Summer 2014 Pilot faculty assessment workshop; Fall 2014 Pilot with full-time faculty; Spring 2015 all full-time faculty, adjunct faculty and student support in Fall 2015 Budget – TBD.
<b>Constraints and Assumptions:</b> Constraints include budget, lack of AQIP understanding, reactive institutional culture Assumptions are that this project will lead to student success, data informed decisions, and a culture that measures effectiveness.
<b>Critical Success Factors and Risks: Necessary conditions and pitfalls</b> Involvement is the critical success factor and also a potential pitfall. Assessment measures must be meaningful across programs and translatable/embedded within program assessment.
<b>Approach and Organization: The “how-to” ingredients needed to carry out this project</b> Sufficient time for faculty and staff to work on the outcomes and measures, both within and across their usual areas of operation.

**RRCC – AQIP Action Project: Force Field Analysis of Leveraging Drivers and Neutralizing Restrainers**  
**AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013**

**Goal or Ideal State:** Establishing and Implementing Common Student Learning Outcomes

**Success Indicators or Measures:** Faculty adoption and Assessment measures embedded in courses

<i>Enhancement Strategies</i>	<i>Drivers</i> 	 <i>Restrainers</i>	<i>Reduction Strategies</i>
Syllabi template Recognition of past faculty success	1. Faculty care about student success	5. Large percentage of classes taught by adjuncts	Hire more full-time faculty
	2. Grassroots faculty involvement	6. Lack of adjunct involvement in instructional planning	Paid adjunct training Better & more department communication
	3. Successful collaboration between faculty and instructional administration	7. No perceived benefit to assessment	Demonstrate use and value of assessment
	4. AQIP Systems Portfolio review recommendations	8. Resistance to change	
		9. Faculty burn out	Chair/Lead faculty workload
		10. Lack of understanding of AQIP/Accreditation	Communication plan
		11. Turn-over in instructional leadership	Fill VPI position
		12. Reactive culture	

**RRCC – AQIP Action Project: Principles of High Performing Institutions**  
**AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013**

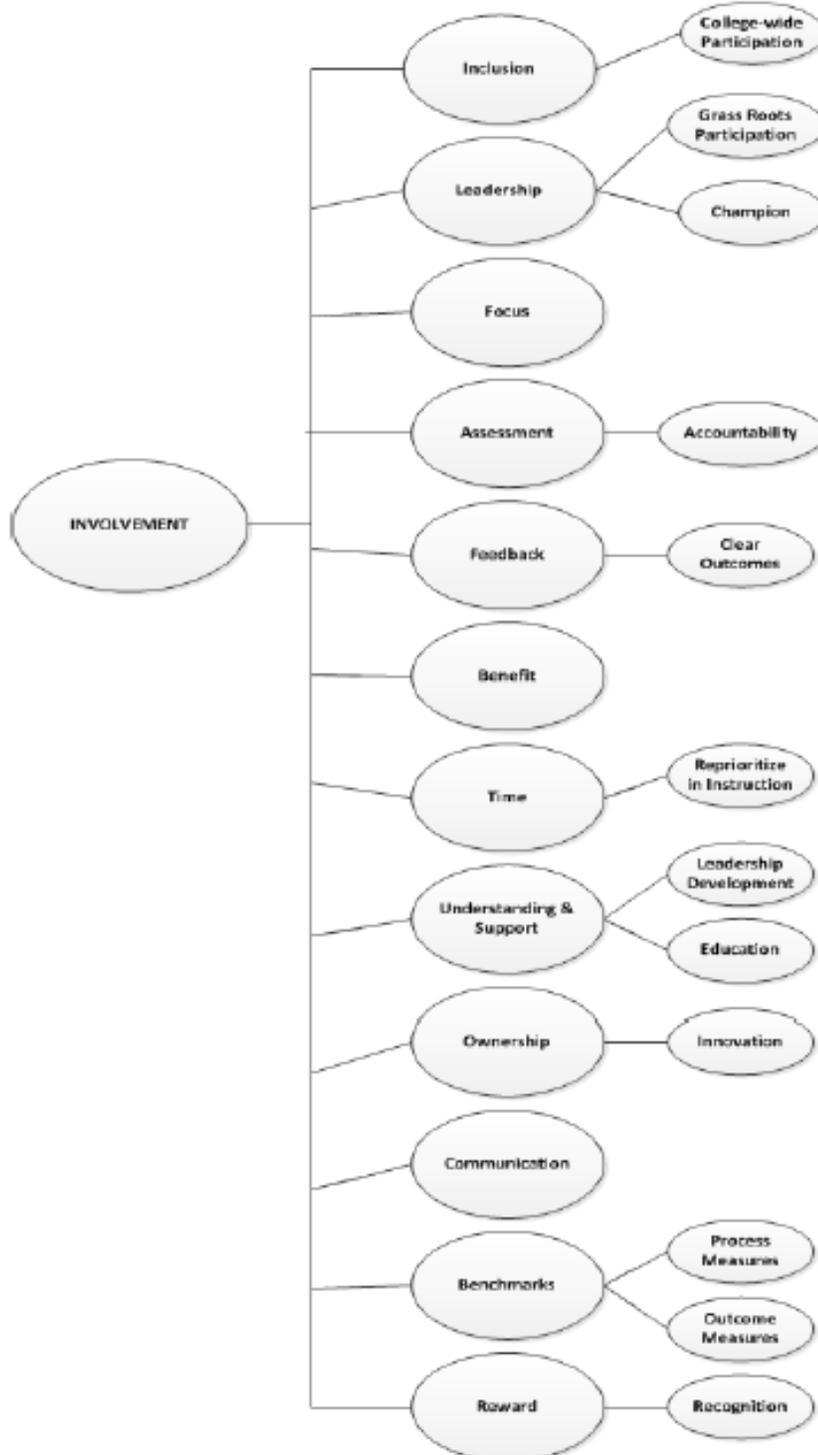
<i>Principles of High Performance</i>		<i>RRCC Driver</i>	<i>RRCC Restrainer</i>
Focus	A mission and vision that focus on students' and other stakeholders' needs provide quality-driven higher education organizations with the foundation they need to shape communication systems, organizational and decision-making structures, and planning and improvement processes.	3,1	3,1
	Actively developing and regularly employing listening tools essential for gathering and understanding their diverse and distinctive perspectives.	3,1	8,7
	The institution interprets and weighs these expressed needs, preferences, hopes, and requirements to frame ongoing communication, discussion, and refinement of a common mission and vision.	1,3	12,7
	Faculty, staff, and administrators integrate this shared focus into their individual work goals and decision-making strategies.	3	None
Involvement	Broad-based faculty, staff, and administrative involvement encourage better decisions and strengthen individual and group ownership of systems, activities, and initiatives.	1,2	6,5,9
	Individuals understand how what they do affects others within and outside the organization, and appreciate how their work helps further the institution's mission.	2	10,9
	A culture of involvement draws on the expertise and practical experience of those people closest to a situation and helps leaders across the organization anticipate the complex implications of decisions.	1,2	9
	A culture of involvement requires ongoing development of people's skills in making fact-based decisions, working with diverse groups, resolving conflicts, and using quality-based tools to build consensus.	1,2	9

<i>Principles of High Performance</i>		<i>RRCC Driver</i>	<i>RRCC Restrainer</i>
Leadership	Leaders and leadership systems that support a quality culture consistently model those values and behaviors that communicate to all constituents a clear and compelling vision of the future. Leaders have a responsibility to make sure that everyone understands and values the institution's mission, goals, and directions — and uses this understanding to inform individual work goals and decision-making strategies.	3	11,12
	Leadership must ensure that an institution's systems and processes align with its mission and vision, making certain that the necessary resources — people, policies, funds, facilities, equipment, supplies, time, energy, and other assets — are allocated and used to support the overall mission and vision.	2,3,11	11
Learning	A learning-centered environment allows an institution dedicated to quality to develop everyone's potential talents by centering attention on learning — for students, for faculty and staff, and for the institution itself.	1	None
	By always seeking more effective ways to enhance student achievement through careful design and evaluation of programs, courses, and learning environments.	1	None
	Seeing itself as a set of systems that can always improve through measurement, assessment of results, and feedback.	None	7
	The institution designs practical means for gauging its students' and its own progress toward clearly identified objectives.	1,2,3	None
	Conscious of costs and waste — whether human or fiscal.	None	7
	Leadership champions careful design and rigorous evaluation to prevent problems before they occur, and enables the institution to continuously strengthen its programs, pedagogy, personnel, and processes.	None	12
People	Respect for people and the willingness to invest in them leads the quality-driven institution to prize and support the systematic development of its individual faculty, staff, and administrators through ongoing education, training, and opportunities for continuing development.	1	9

<i>Principles of High Performance</i>		<i>RRCC Driver</i>	<i>RRCC Restrainer</i>
	Leadership encourages individuals to take responsibility in crafting and following through on professional and personal growth plans aimed at acquiring, practicing, and using new skills and knowledge to better serve students and other stakeholders.	1	9
	The institution nourishes a sense of responsibility and ownership in which all individuals understand how their role contributes to the measurable success of the institution and how they can become engaged as full participants in its improvement processes.	1	11
Collaboration	Encourages active collaboration among and within different internal departments and operational areas, and, externally, between the institution and other institutions or organizations.	1,2	None
	Removes internal barriers to collaboration, such as the constraints individuals often experience within a hierarchical chain of command or when they find themselves working for a sub-unit rather than the larger organization.	1,3	None
	Rewarding effective cooperation and celebrating model collaborative efforts with internal or external partners.	None	9,10
Agility	Agility, flexibility, and responsiveness to changing needs and conditions allow high performance institutions to transform themselves.	1,2	8,12
	Redirects its attention and resources in response to new requirements, and accurately monitors its performance in responding to such demands.	1,2	8,12
Foresight	Planning for innovation and improvement allows quality-driven institutions to think into the future, tracking trends in order to better predict how conditions will change, and anticipating how those changes may affect students and other stakeholders, operations, and performance.	4,1	None
	Open to new approaches and techniques, the institution designs, tests, and improves its planning structures and processes through practical use and experience.	11,1	8,12

<i>Principles of High Performance</i>		<i>RRCC Driver</i>	<i>RRCC Restrainer</i>
Information	Fact-based information gathering and thinking to support analysis and decision-making give the quality-driven institution and its personnel the ability to assess current capacities and measure performance realistically. Faculty, staff, and administrators track progress concretely and consistently, and use performance results to set ambitious but attainable targets that increase and improve the institution's capability to meet its students' and other stakeholders' needs and expectations.	4	10,7
	Data-enriched thinking nurtures evaluation and a results-orientation that maximizes the benefits and value produced for students and other stakeholders.	None	7
	The institution develops and refines systems for gathering and assessing valuable feedback and data, and continually seeks better methods for obtaining the most useful information on which to base improvements.	None	7,10
Integrity	Integrity and responsible institutional citizenship – the institution treats people and organizations with equity, dignity, and respect.	1,3	9,6
	Anticipates and takes into account the consequences of its actions upon the various larger communities to which it belongs, and upon the higher education system, regionally, nationally, and globally. Mindful that education serves society, the institution continuously examines its practices to make certain its effects and results actively contribute to the common good.	2,1,3	10,6,9

RRCC – AQIP Action Project: Involvement Tree Diagram  
 AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013



RRCC – AQIP Action Project: Tree Diagram of Common Student Outcomes and Strategies for Change  
AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013



RRCC – AQIP Action Project: Tree Diagram of the Process for Development of Common Student Outcomes  
 AQIP Strategy Forum – St. Charles, Illinois, October 2-4, 2013

