Red Rocks Community College

HLC ID 1049

OPEN PATHWAY: Open Pathway Year 4 Assurance Review   Review Date: 7/31/2023

Dr. Michele Haney
President

Stephanie Brzuzy   Michelle Malott
HLC Liaison   *Review Team Chair*

Julie Dinger   Clyne Namuo   Sarita Rhonemus
Team Member   *Team Member*   *Team Member*

Kimberley Turner-Rush
Team Member

Context and Nature of Review

Review Date

7/31/2023

Review Type:
Open Pathway Year 4 Assurance Review

Scope of Review

- Assurance Review

There are no forms assigned.

Institutional Context

Red Rocks Community College (RRCC) was established in 1969 and is one of 13 institutions that make up the Colorado Community College System (CCCS).   The institution offers a breadth of degrees and certificates to serve students interested in pursuing many of today's in-demand careers. Programs and courses are offered on two distinct campuses and are delivered in multiple formats from traditional in-person instruction to fully online instruction.   RRCC also houses a continuing education center specializing in industry training. The institution is facing demographic challenges in the region it serves and has recognized the need to remain adaptable while also managing their financial resources to remain mission centric. Despite the regional demographics, RRCC is in a healthy financial position and has seen their enrollment increase since the COVID-19 pandemic.

Interactions with Constituencies

None.

Additional Documents

None

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Colorado State Statute (23-60-201) governs the scope of mission of the Colorado System of Community Colleges. The mission of Red Rocks Community College (RRCC) is derived from this overall mission and is reviewed by the institution at the start of every strategic planning cycle. This process is overseen by a long-standing (~ 15 year) shared-governance body, the RRCC Collaboration Council. One function of the Council is to serve as a steering committee for strategic planning which includes any revision to the institutional mission. The team confirmed this role through the review of the RRCC Collaboration Council Bylaws.

The RRCC 2019-2025 Strategic Plan provided as evidence, documents that the Council last reviewed the Mission, Values, and Vision in 2018 by reflecting on the relevance of the existing statements as well as whether the mission statement emphasized what the institution does and who it serves. The group found no changes to the mission at that time. As the RRCC Collaboration Council represented constituents and stakeholders from across campus, as well as a community representative, their role in reviewing the institution's mission as part of developing a new strategic plan is an appropriate process for the institution. The team suggests that for their next assurance argument the institution consider providing the minutes of the RRCC Collaboration Council as evidence of the review of the mission.

The team reviewed the institution's mission and related vision and values statements and determined that they are aligned with the scope and intended constituents as outlined in Colorado Revised Statute 23-60-201. Academic offerings are reviewed and approved by by an internal Academic Standards and Curriculum Committees was well the the Colorado Department of Higher Education and the Colorado Community College System to ensure the appropriateness to mission. The team's review of the academic portfolio revealed an appropriate mix of technological and skills-based programming, as well as the curricula to prepare students to pursue a baccalaureate degree.
 Likewise, the availability of student support services (TRIO, Veteran's Services, Learning Support, Tutoring, Accessibility etc.) reflects a dedication to student success as stated in the mission.

The mission statement is readily found on the institution's website through a link on the homepage. It is also found in the Strategic Plan, as part of the Strategic Plan Scorecard, and on the Human Resources webpage.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The primary focus of Red Rocks Community College is on its educational responsibility to serve the public good. The team reviewed evidence documenting the role and work of the President's College Advisory Board, as well as the Foundation Board. The work of each of these groups is to review, provide feedback, and plan how RRCC contributes to the public good through its educational programs and external partnerships. The vision of the Foundation Board is to remove financial barriers for students, as well as connect community members with the college.

The institution provided copies of the Colorado Commission on Higher Education (CDHE) and the Colorado Community College System (CCCS) Strategic plans in on Higher Education, both of which outline the the ways in which higher education does and should continue to contribute to the public good of the state. RRCC responds to the needs of its external constituents not only by educating and graduating students trained for in-demand workforce needs, but also by providing continuing education for industry partners on topics such as environmental health and safety and technical certification requirements.

The team encourages the RRCC to consider including evidence in their next Assurance Argument, such as meeting minutes (when possible) or other specific examples (number of participants enrolled in RMEC courses, or specific industry partnerships and grant opportunities resulting in program development).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Red Rocks Community College offers students a number of cocurricular club opportunities that support career development as well as diversity and inclusion.   The institution prepares their students for workplace success through their First Year Experience Class, as well as by providing curricular that meets common learning outcomes such as "Ethical and Professional, and "Globally Aware and Understands and Respects Diversity".   In addition, the team noted from the institution's website that faculty offer service learning opportunities for students through their Community Engaged Learning that promotes civic action and service.

The institution provided evidence of a commitment to inclusive and equitable treatment of diverse populations through the addition of a cabinet-level position focused on diversity, equity, and inclusion, and belonging (DEIB), as well as the addition of another staff member in the DEI office. Inclusive teaching is a pedagogical practice that is being supported by the institution through professional development for faculty. RRCC also provided evidence of a detailed DEIB plan that has been used to measure progress. The plan will be revised as they move into a new overall strategic planning process. The Center for Inclusion & Diversity, which hosts programming, faculty-staff affinity groups, and student meet-up groups to support ways to recruit, retain, and support underrepresented students, faculty, and staff, and to create a culture of belonging.

RRCC is currently working with the Education Advisory Board (EAB) on an equity initiative to introduce and scale 15 best practices to promote equity within the institution. This work will be incorporated into the revisions of the exisiting DEIB plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Red Rocks Community College's mission statement is "..to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment...through high quality, innovative educational programs that convey our passion for learning, our commitment to excellence, our dedication to our students, and the communities we serve".   The statement clearly articulates the institution's desired outcomes for their students and the ways in which they will help their students achieve these outcomes.

Institutional operations are guided by the mission statement as evidenced by the variety of cocurricular student support services and activities, the breadth of the curriculum offered, and the community outreach that is occurring.   The institution's educational responsibilities in serving the public good are its primary focus, and evidence was provided of regular engagement of community stakeholders.

RRCC's diversity, equity, inclusion, and belonging strategic plan and the work accomplished in this area demonstrates its commitment to creating a campus environment that prepares students for careers in a multicultural society and globally connected world.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Red Rocks Community College (RRCC) establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty, and staff as set forth in Title 23 of the Colorado Revised Statutes. This statute outlines the role of RRCC as a postsecondary institution of higher education in the state of Colorado including its governing board which sets the scope of RRCC's mission. While policy provides the broad scope of the mission, the specifics of the mission are developed by the institution and adopted by the board according to statute. The mission of RRCC is reviewed at least every five years as part of its regularly scheduled strategic planning process through the work of the RRCC Collaboration Council, of which there is broad campus representation from the campus and community. Evidence indicates a clear charge and authority of the council as a representative group of members of the college community to create task forces, receive and integrate feedback from advisory boards and the college community, and recommend the strategic plan and mission of the institution to the governing board for approval.

Red Rocks Community College operates with integrity in its financial, academic, human resources and auxiliary functions as set forth by the Colorado Community College System (CCCS) Code of Ethics. The institution conducts regular reports (monthly and annually) to the State Comptroller, the Colorado Department of Higher Education, and the State Board for Community College and Occupational Education. The annual budgeting process including auxiliary functions is audited annually and evidence shows that the institution has had no findings in recent audits. As a member of CCCS, the institution complies with policies and procedures regarding student application, admission, registration, and student complaints. Evidence indicates that the institution follows system policy and procedure regarding human resources practice for faculty, staff, and administration.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Red Rocks Community College (RRCC) presents itself clearly and completely to its students and to the public. Evidence from the RRCC catalog indicates that the institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. RRCC communicates with students and the public through several channels including the website and catalog which is available in both digital and print format. Evidence points to clear communications through the website regarding academic offerings, costs to students, and academic requirements. The institution's Planning and Effectiveness page also publicizes all college accreditation relationships, institutional planning, and outcomes.

The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagements, experiential learning, and economic development through the website for Planning and Effectiveness. Evidence for claims may come from the RRCC Data Book which includes multiple indicators for the institution including enrollment, course pass rates, graduation rates etc., and includes demographic characteristics. The institution provides evidence of service learning through its Service Learning Center showcase available on the website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The governing board of Red Rocks Community College (RRCC) is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

RRCC is a member of the Colorado Community College System (CCCS) and is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). Evidence for the appropriate training and knowledge of board members is provided through SBCCOE bylaws and the formal orientation held when a member joins the board.

Evidence points to RRCC's governing board deliberating in such a way that reflects the priorities of RRCC and works to enhance the institution. The SBCCOE complies with the Colorado Open Records Act. The agendas and minutes for the board are publicly available online and indicate the topics and scope of board work including legislative priorities, system committee work, planning and budgets, and reporting by presidents.

The SBCCOE appoints an Advisory Council for each college that meets at least four times per year and is broadly represented within the college's service area. Evidence indicates that these advisory councils serve in an advisory capacity to college presidents and the board through analysis of the

serve area's long-term needs and provide the board with an expanded ability to increase deliberations, involvement, and support of the college mission. In addition, the college presidents provide reports and updates during these regularly scheduled, public meetings, representing the college's interests to the board. The SBCCOE holds regular open meetings in accordance with the Colorado Sunshine Act, with all meetings being held publicly to ensure reasonable external interests are represented.

The SBCCOE maintains its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties. The membership of the board is dictated by the State of Colorado to ensure independence. The board must represent each congressional district and may not hold more than five members of the same political party. Members cannot hold elected or appointed office in the State or serve on any other educational governing board. Further, members cannot be employed by an educational institution receiving funds from the State. The SBCCOE is governed by the Code of Ethics that specifically outlines that no board employee shall participate in decisions that involve a direct benefit to them or a related party.

The SBCCOE delegates day-to-day management of RRCC to the president and expects RRCC's faculty to oversee academic matters. Faculty lead and participate in academic oversight through several committees as evidenced by the Student Learning Assessment Council, Curriculum Committee, Faculty Senate, and CTE Program Advisory Committees. These committees each oversee academic affairs, assessment, quality, and improvement. The Collaboration Committee, charged with the development and review of the Strategic Plan also provides evidence of shared governance for faculty as representatives and voting members of the committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Red Rocks Community College (RRCC) demonstrates its commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning through State Board Policy 3—20 which defines Academic Freedom as the "absence of constraint or coercion of choosing what one will teach (within the constraints of official course descriptions and official course syllabi), investigate, study or present in all fields of learning." Further evidence in the accompanying system procedure SP 3-20a establishes the centrality of academic freedom as a means of promoting excellence. The RRCC Student Handbook also explicitly provides rights to students for freedom of expression, and student complaints process and procedure ensure the fair application of this policy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Red Rocks Community College's (RRCC) policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students. RRCC's Institutional Review Board provides a handbook to guide and ensure compliance, ethical behavior, and fiscal accountability for scholarly undergraduate and professional research. Evidence for best practices in the handbook include a review and approvals process for any human subjects research and appropriate safeguards for the welfare of those involved in any approved research. The Institutional Review Board is comprised of faculty from the scientific and behavioral sciences and an external member with significant external research experience. Non-human subjects research is also subject to IRB approval to ensure ethical and fiscally appropriate oversight. All research at RRCC is subject to IRB review and approval. Research involving animals is reviewed by the CCCS Institutional Animal Care and Use Committee, faculty do not engage in this research, but any student wishing to involve animal subjects may submit to IACUC for review and approval. For the scope of the mission of RRCC, research subject to review and approval to ensure appropriate oversite and effective support is primarily undergraduate student research projects.

RRCC's Common Learning Competencies are widely publicized in syllabi, catalog, the student handbook, and the website. The library provides research literacy support and scholarly practice resources on its website and trainings provided in classes for which research is a component. The institution enforces policies on academic honesty and integrity according to System Procedure 4-30a, Student Behavioral Expectations and Responsibilities Resolution Procedure. Academic integrity is overseen by faculty who report suspected cases identified by the faculty member or by the *Turnitin* software system to the Dean of Students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Red Rocks Community College (RRCC) acts with integrity; its conduct is ethical and responsible. The institution's commitment to financial integrity is evident in its regular reporting to relevant authorities and annual audits. The institution adheres to CCCS Code of Ethics, ensuring ethical conduct in financial, academic, human resources, and auxiliary functions. RRCC's delegation of day-to-day management to the president and shared governance through faculty-led committees fosters a culture of collaboration and academic oversight. The institution maintains clear and accurate communication with students and the public through multiple channels, including the website and catalog.

The governing board of RRCC operates autonomously, safeguarding the institution's integrity and ensuring decisions align with board policies. RRCC's commitment to these principles is evident in its comprehensive policies and procedures, which emphasize responsible acquisition, discovery, and application of knowledge among faculty, staff, and students. The presence of an Institutional Review Board (IRB) with a well-documented handbook further demonstrates RRCC's dedication to compliance, ethical behavior, and fiscal accountability in scholarly research.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Red Rocks Community College's (RRCC) curriculum is developed and approved using both institutional and system-wide faculty curriculum committees. This development is guided by Colorado Community College system procedures for each credential type, as part of the Board Policy regarding Approval of Academic programs. The team reviewed these procedures and noted the clearly defined program designations and minimum standards for each credential type, including the master's degree which RRCC credentials as a Physician Assistant Master's Degree.

Curriculum proposed and developed at RRCC is approved by the State Faculty Curriculum Committee (SFCC). The State Faculty Curriculum Committee Forms, Links & Processes, and Procedures ensure a standard of quality as well as ensuring transferability of courses among the two and four-year institutions in the state. This is also achieved through the Colorado Community College Common Course Number System (CCCNS), which provides a repository of approved courses across the colleges, including common learning outcomes, titles, and course numbers.

RRCC has developed a set of six common learning competencies (CLC) and program learning outcomes that are aligned with AAC&U LEAP framework. The Common Learning Competencies are communicated on the RRCC website. The institution also ensures that course competencies are appropriate for general education courses as well as for courses and programs related to career and technical education, or other accredited areas such as their Physician Assistant Program. The team reviewed the RRCC Catalog and observed that both course learning goals and graduation requirements were present. Information in the Catalog also included Statewide GT (Guaranteed Transfer) courses, approved electives, and total credits required for completion. Other AAS degree

requirements noted are explicit to the specific program.

The RRCC faculty committees, as well as the CCCNS and the SFCC ensure that learning program and learning outcomes are consistent across all modalities. The institution also provided evidence that the same student evaluation and classroom evaluation forms are used across all modalities. Classroom observations are done by a supervisor.   Although RRCC uses the same set of classroom observation parameters for in-person and online instruction, it wasn't clear how the form was adapted for evaluation of online courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Red Rocks Community College's (RRCC) program of general education is appropriate to the mission, offerings, and degree levels of the institution. This is supported by the fact that general education is defined by Colorado Community College System (CCCS) procedures. The team reviewed Procedure 9-30a which states that all CCCS Colleges much include the General Education Core Curriculum into each A.A. and A.S. degree. The policy defines the General Education Core Curriculum as fifteen credits for these degrees and as "..intended to impart common knowledge, intellectual concepts and attitudes which every educated person should possess." The Colorado Department of Higher Education has developed a Guaranteed Transfer (GT) Pathways Matrix that outlines major content areas, criteria, and student learning outcomes. Procedure 9-30a and the GT Pathways Matrix provide a framework for a general education program that is appropriate to the mission of RRCC. The team also notes that RRCC further defines the general education requirements for the AAS degree. The Colorado Technical Contents Standards are used as the framework for the general education outcomes of Career and Technical Education Programs (CTE).

RRCC's general education program also reflects their set of Common Learning Competencies with is aligned with the American Association of State Colleges & Universities (AAC&U), Liberal Education and America's Promise (LEAP) framework of competencies. The institution's CLCs were developed and identified through a process that allowed all campus stakeholders to have input. The team reviewed the RRCC Catalog and noted that the general education requirements for the AA, AS, and AAS degrees as well as the two BAS degrees offered at the institution are clearly outlined in the

Catalog. For the two-year degrees the Catalog also articulates the Guaranteed Transfer/Pathways.

One of the common learning outcomes for all Red Rocks Community College (RRCC) graduates, is that an "RRCC graduate is Globally Aware and understands and respects Diversity". In addition to the coursework students take to meet this competency, the institution supports students in meeting this outcome by providing faculty with professional development opportunities with pedagogical techniques such as the Inclusive Teaching Mindset (ITM) as well as the opportunity to participate in Professional Learning Communities. In addition, a cabinet-level position (Executive Director of Diversity, Equity, and Inclusion) which oversee the Inclusion and Diversity Center. A review of the Center's webpage provided evidence of an institution actively engaged in this work, providing resources, student clubs, and supporting a variety of events. A review of the Catalog also provided evidence of coursework available to students on these topics.

RRCC faculty and students participate in scholarly and creative work at a level that is appropriate to their mission and offerings. The Innovation, Design, Engagement, and Action (IDEA) Lab provides students with hands-on experience in design-making, technology, and engineering by providing a maker space on the Lakewood Campus. Students from all disciplines are encouraged to utilize the IDEA Lab for class projects, club activities, or personal projects. Prototyping equipment includes 3D printers, a CNC mill, a laser cutter, a soldering station, microcontrollers, podcasting, VR, and more.

The Honors Program at RRCC provides exceptional learning opportunities through interdisciplinary education and problem-solving experiences. The program learning outcomes include Intellectual Inquiry/Research Skills, Interdisciplinarity, Leadership, and Civic and Global Learning. Students in the program can engage in undergraduate research with faculty and present their results in an annual poster fair.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

The first goal of the Red Rocks Community College (RRCC) 2021-2022 Affirmative Action Plan (AAP) is "…to have a qualified workforce that, as closely as possible, represents the available area workforce as well as the student population we serve." The College is an equal opportunity educational institution that prohibits all forms of discrimination and harassment, including those that violate federal and state law or the State Board of Community Colleges and Occupational Education Board Policies 3-120 and 19-60. A review of the AAP demonstrated that the institution analyzes the utilization of specific demographic groups by SOC codes to set recruitment and hiring goals. The RRCC hiring process is designed to help ensure equity with the stand-alone Title IX/EEOC/ADA position in Human Resources certifying applicant pools at each step of the process.

A review of Fall 2021 IPEDS data shows 95 full-time instructional staff and 248 part-time (adjunct) instructional staff. The same IPEDS report indicates a headcount of 1,939 full-time students and 5,938 part-time students. The Argument did not specify the average teaching load or FTE of the part-time instructional staff, which the team encourages be included in their next Assurance Argument. Filling full-time faculty positions requires a careful analysis of existing faculty FTE, student enrollment trends, and number of degrees awarded. The Vice-President of Academic Affairs makes a recommendation to the Executive Leadership Team regarding needs based on these metrics as well

as the time required for non-instructional work by full-time faculty. Adjunct or part-time instructor numbers are determined by Academic Deans and Department Chairs based on needs.

As defined by Board Policy 3-80, Full-time Instructional Faculty Workload requires faculty to complete at least 40 hours per week throughout the contract period, including non-teaching assignments. All work done as overload is in addition to the required minimum of 40 hours per week and is included in each faculty member's performance evaluation.

RRCC provided the Faculty and Instructor Qualifications Instructional Services Procedure as evidence of how the institution establishes guidelines for determining instructor qualifications. It applies to all regular, limited, adjunct, and concurrent enrollment faculty. Tested experience may substitute for an earned credential or a portion thereof. RRCC can determine if a faculty or instructor is qualified based on experience equivalent to the degree it would otherwise require for a faculty position. Discipline/program and subject prefix outline minimum qualification requirements and evaluation methods. The Faculty Qualifications Review Form documents the extent to which the faculty member meets the required qualifications according to a specific program/discipline.

RRCC utilizes the Colorado Community College System Procedure SP 3-31 Evaluation of Faculty Job Performance. Review of this document illustrated that all full-time faculty create an annual Faculty Performance Plan. The plan is focused on faculty goals in teaching and service based on Board, College Mission, and department and program priorities. Deans approve the goals which are reviewed mid-yea. Evaluation of the progress towards these goals occurs at the end of the academic year. Faculty goals are based on Board, College, and department/program priorities. Newly hired faculty remain on "provisional status" for a minimum of three years and may be non-renewed without cause at the end of each contract year. Once a faculty member no longer has provisional status, non-renewal can occur after two years of evaluations resulting in "needs improvement".

Departmental budgets contain allocations for faculty professional development costs such as membership fees and conference attendance. Funding for professional development can also be applied for from the RRCC Foundation and a pool of CCCS funds for this purpose. Additionally, the Colorado Community College System offers many free professional development opportunities. Professional development funds are also made available through the RRCC Foundation. The team reviewed the agenda from the October 19, 2021, Professional Development Day and observed a variety of topics relevant to higher education and the professional development of faculty and staff. RRCC holds two mandatory Professional Development Days each year although the team was not provided agendas for this day from last academic year.

As evidenced in RRPR 3-80, faculty are required to schedule a minimum of five on-campus office hours per week at times likely convenient to students. Office hours may include weekends and shall be planned and organized in a way acceptable to the faculty member, the department, and the dean. In addition to being stated in the course syllabus, office hours for each faculty member are posted on or near their office door, with a copy submitted to the dean. Accessibility is also available virtually and through email correspondence.

Personnel working in student support services are hired with qualifications that have been established the Vice President of Student Affairs, and Human Resources. New staff are trained on systems and about policies and procedures for their specific work areas, as well as given information about institutional and divisional plans. Professional Development funds are available for staff although the Argument did not specify how much or what type of professional development staff pursue with the funds.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Red Rocks Community College (RRCC) assesses student groups regularly to ensure student support needs are identified and actions taken to meet those needs effectively. Assessment instruments include the Community College Survey of Student Engagement, the Campus Safety Survey, the Student Climate Survey, and the Student Mental Wellness Survey. The Division of Student Affairs will begin utilizing the Council for Advancement of Standards (CAS) in Higher Education in AY 2024.

The breadth of student support services, centers available to RRCC students is significant and appropriate to their student body. For example, childcare is provided to support students with family responsibilities. The institution provided evidence of a new Campus Life platform called "Fox Life" that serves as a central resource for students regarding cocurricular and extracurricular services and activities.

As evidenced by the RRCC's Organization Chart, Student Affairs Administrators include:

- Vice President of Student Success
- Dean Enrollment and Student Success
- Dean of Students
- Director of Advising, Transfer, and Special Programs
- Director of Marketing and Communication
- Director of Financial Aid
- Director of Supplemental Learning
- Director of International Services
- Chief of Campus Police

RRCC utilizes English and math self-directed placement assessments to help students and their

Pathway Advisor register for the correct courses their first semester. The team reviewed the placement tests on the RRCC website and noted that students using these tests in lieu of Accuplacer must agree to a waiver of liability, assuming full responsibility in deciding which course to enroll in. RRCC also offers remedial math and English courses for students. The team would encourage the institution to provide evidence in the next Assurance Argument regarding the effectiveness of their placement process using the self-directed assessments.

Additional learning supports include supplemental learning, First-Year Experience, The College Prep Zone, ESL classes and tutoring, the Learning Collaborative in conjunction with The Learning Source, accessibility services, study rooms, tutors for study groups, one-on-one tutoring, and a 24/7 help desk. The Argument provided a listing of these services as well as service for specific cohorts include TRIO Student Support Services, STEM Leadership Academy, and Finish What You Started. The team confirmed this through a scan of the RRCC website.

RRCC encourages students to meet with a Pathway Advisor on a regular basis and conducts advising appointment campaigns before the start of each semester. Pathways Advisors are well-versed with the curriculum for the career pathways they advise; they attend academic departmental meetings as well as connections to four-year colleges. Faculty provide early academic alerts for at-risk students and the team was provided evidence of the directions and information faculty receive on how to use the system. A Student Support Specialist reviews the early alert reports and contacts students to assist them. A review of the RRCC Advising website shows nine academic advisors, and one student support specialist.

Collaboration among Colorado Community College System (CCCS), Information Technology (IT), CCCS Business Intelligence, and RRCC IT Governance identifies and addresses technological infrastructures impacting student learning. Active project updates are tracked through CCCS and include identifying information in addition to new project review, project initiation, planning, analysis, design and development, internal testing, end-user testing, and promotion to production. Evidence was provided of a five-year Technology Plan (2021-2025) as well as an agenda from a 2019 Instructional Technology Advisory Committee meeting. U

In 2019, the RRCC Library and Learning Commons were renovated to provide a user-friendly space for the Writing Center, Math Support, and Communications Lab. Library Services provide information technology sessions for students and the library was renovated in 2019 to serve students better. Additional areas unique to teaching and learning include Hy-Flex classrooms, the Online Learning Resource Center, and the IDEA Lab. Clinical rotations are organized and scheduled for the Health Sciences programs. A Cadaver Lab is located at the Arvada campus for healthcare students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Red Rocks Community College (RCCC) supports quality teaching and learning wherever and however its offerings are delivered.

The Colorado Community College System (CCCS) has established comprehensive guidelines and processes for curriculum development and approval. These include a course numbering system, course guide development, content review, and course approval, all accessible through the State Database. The Community College Common Course Numbering System (CCNS) promotes seamless student transfers between institutions. Red Rocks Community College (RRCC) aligns its educational goals with the AAC&U LEAP Common Learning Competencies, ensuring that assignments and learning outcomes meet institutional standards.

RRCC emphasizes collaborative learning through Professional Learning Communities and supports high-impact teaching practices through the Teaching and Learning Center. The IDEA lab provides hands-on experiences in design and technology and the Honors Program offers interdisciplinary education and problem-solving experiences to prepare students for leadership in a global society. Faculty and instructor qualifications are evaluated according to well documented and detailed guidelines.

RRCC regularly assesses student groups to address their support needs and provides a broad array of cocurricular and extracurricular opportunities. Pathway Advisors guide students in their chosen career pathways. Lastly, collaborative efforts among CCCS IT, CCCS Business Intelligence, and RRCC IT Governance ensure that technological infrastructures enhance student learning.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Red Rocks Community College (RRCC) employs a four-pillar approach to ensuring the quality of its educational offerings that incorporates program review, reporting, planning, and continuous improvement. RRCC's program review process is guided by ILEARN (Improving the Learning Experience across Red Rocks Now). ILEARN guides programs through a four-year process outlining specific tasks that must be completed during five specific phases. Upon reviewing the evidence provided, the team confirmed that the RRCC maintains a practice of regular program review. The review process uses a rubric developed by a cross-disciplinary Program Review Committee that incorporates both qualitative and quantitative data provided by the program faculty and staff. There is evidence of mapping course level outcomes to the programmatic learning outcomes and then to the institution's mission and goals.

Academic Program Review at RRCC informs the overall viability of program offerings as programs are categorized based on their "Health Status." The institution provided as evidence that results of the 2022-2023 program review process, where sixty-five programs were reviewed and recommendations made to the President about programs to be closed, put on a watchlist, or to maintain. Additionally, for all career and technical programs, RRCC follows guidelines and requirements of the State Board of Community Colleges and Occupational Education as well as the Colorado State Perkins Plan for program review.

RRCC provided evidence that it has processes for evaluating all credit that it transcripts. The institution accepts credit in transfer from regionally accredited institutions for subjects it offers. Information about this process is made available to students on the website and in the Academic Catalog. RRCC also offers credit for prior learning. Prior learning assessment (PLA) is guided by Policy BP 9-42 and the Prior Learning Assessment Manual of the Colorado Community College System. The team reviewed the manual and noted that it outlines process used for assessing prior learning for credit, such as the awarding of credit for military service, standardized options (AP courses, CLEP, DSST, DLPT, IB, and UEXCEL), institution-based challenge exams, industry, and workplace credit (evaluated by faculty), and portfolio evaluation. The team also noted that policy BP 9-42 indicates that an appeal process should be made available for students however the team did not find appeal process information in the catalog, or in any of the areas of the website that discuss prior learning assessment.

The Colorado Community College System (CCCS) policy BP 9-71 directs RRCC to ensure quality of the credit it accepts in transfer. Faculty are acknowledged as the content experts and should be involved in review of credit. In addition, a statewide common curriculum assists in transfer of courses between community colleges. The policy indicates that any equivalent course taken at a four-year, regionally accredited institution meets the requirements for the two-year credentials with CCCS. There are state guidelines regarding transfer evaluation from technical colleges. The team saw evidence of a clear process accessible to potential transfer students on the RRCC application page with links to appropriate forms and a timeline for when to expect a response.

As part of the Colorado Community College System (CCCS), RRCC uses a curriculum, including course learning outcomes and prerequisites, that is common across all community colleges. The Common Course Numbering System (CCNS) used by the CCCS provides policies and procedures regarding standardized prerequisites. The team confirmed that RRCC faculty do have autonomy in determine whether to adopt a standardized prerequisite through a campus-based process.

All faculty within a discipline teaching the same course are required to use the same book, selected by the chair, or lead faculty. This occurs regardless of the modality the course is being taught, including dual credit. Faculty use the same course and common learning outcomes for courses regardless of where or how the course is taught. The team reviewed evidence of a syllabus template used by the faculty in the high schools as well as documentation of the classroom observation process is maintained by the Concurrent Enrollment Manger. It was not clear how often these observations occur.

RRCC Procedure 3-291 as well as the HLC Assumed Practice B.2. guide the evaluation of faculty credentials. The same process is applied to full, part-time, and dual credit faculty hires. In addition to educational background, RRCC uses tested experience within the Career and Technical Education field the faculty member will teach. The team reviewed Procedure 3-291 and notes that it clearly defines faculty requirements for each type of program and discipline.

The College maintains specialized accreditation for seven programs on campus verified by each accreditor's website. The program listing can be found on the accreditation webpage, and all are appropriate to the mission of RRCC.

RRCC administers multiple methods of evaluating graduate success, with a focus on tracking graduates from four-year transfer programs for completion, using the National Student Clearinghouse. This data is used as part of the Career and Technical Education (CTE) Program Review Process. Graduate placement rates could be found on the webpages for some health-career programs such as Radiologic Technology. However, data for licensure/certificate pass rates as well as job placement was difficult to find. The team encourages RRCC to make this information readily available to prospective students for each program where graduates go directly into the workforce.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Red Rock Community College (RRCC) has provided evidence of effective processes for assessment of student learning. Assessment related to academic curricula is overseen by the Student Learning Assessment Council (SLAC). The team reviewed the Council Charter, found on the RRCC webpage, and appreciated the details this document provided. The SLAC is led by faculty and plays a key role in the program review through the ILEARN process. The Council is charged with collecting assessment data, provide mentoring on best practices of student learning assessment, and help with planning the annual Assessment Day. The agenda and summaries provided of an Assessment Day agenda demonstrated that faculty and staff are provided coaching on the development of effective assessment processes.

Assessment of student learning at RRCC is performed in a three-step process.

1. All programs document student learning goals that are linked to the six RRCC Common Learning Competencies (CLC).
2. Following the development of student learning goals, programs develop an assessment plan that includes identification of assessment tools and methods for collecting data. The outcomes developed within these competencies are assessed using AACU Value Rubrics. The institution provided examples that clearly illustrate how learning outcomes are mapped to a course and tied to the CLC's.

3. Faculty establish a baseline (based on data collected from previous assessment cycles) to determine if the student learning has occurred at the level necessary. This data is used for identifying methods to improve future assessments.

Co-curricular activities are not as advanced in the assessment of outcomes as the academic departments. However, this is, in part, due to COVID-19 and the altering of how co-curricular activities were made available to students. The College does indicate a new director has been hired and that the Co-Curricular Council has reformed and will continue the process of co-curricular assessment.

RRCC provided examples of three assessment presentations (Learning Commons, Radiation Technology, and Theater) that illustrate the mapping of program learning outcomes to assessment and, provide insight into the data collected over time, and discussions of continuous improvement to programs and courses to improve student learning. Within the documents, there are examples of data highlighting areas where the outcome was less than the goals or less than desired (Learning Commons) and the changes made to improve the outcomes.

During the assessment process programs are provided with a scorecard that shows students success broken down in a variety of ways for analysis by faculty. Faculty and Deans develop improvement plans based on the assessment outcomes and faculty are encouraged to include these in annual teaching goals. There are some Student Learning Assessments posted on the public ILEARN website; however, it is limited. The College acknowledges this in the argument and indicates that they are currently discussing development of a repository to house all assessments.

The process for assessment of student learning at RRCC has been developed using a variety of best practices as illustrated by the detailed iLEARN manual. The glossary of the manual provides links to a wide range of reference materials about the entire assessment process. RRCC's iLEARN process is used across campus to guide curricular and cocurricular assessment work. Additionally both faculty and staff are involved in the dissemination of data, development of assessment day agendas, and other valuable resources for addressing outcomes of student learning.

RRCC has developed systematic assessment processes that are used in a comprehensive way across academic units and some cocurricular units. The evidence provided demonstrated a focus on the planning of assessment activities as well as the collection of assessment data. The team did not see many examples of how the assessment data was being used to effect improvements in student learning. RRCC has many, if not nearly most, of the pieces of the assessment cycle in place. The team encourages RRCC to continue to move forward with this work and anticipates that the Year 10 Assurance Argument will contain more examples of how the changes driven by assessment data have become part of a continual assessment model. As noted earlier, the co-curricular programs and services are revisiting the process with a new director following the halting of many programs and services during the COVID-19 pandemic.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

The Red Rocks Community College (RRCC) President consults with the Director of Institutional Research, the Dean of Enrollment Management, and her cabinet in setting annual retention, persistence, and completion goals. The metrics are compared to the other twelve Colorado Community Colleges as well as comparison institutions nationally using IPEDS data. A screenshot of a retention dashboard was provided showing retention goals and trends, disaggregated by student load. The fall-to-fall and fall-to-spring retention goals are appropriate to the mission of RRCC.

RRCC collects and analyzes information on student retention, persistence, and completion of its programs as evidenced by the provided screenshots of a Strategic Plan Scorecard with Key Performance Metrics (KPM) performance relative to set goals, a screenshot of the retention dashboard, and by the information provided in the Enrollment Management Plan.

The Enrollment Management Plan (EMP) ties information from the KPMs to the strategic plan and provides action plans for student retention, persistence, and completion as well as closing the gap for underserved students. Some goals in the EMP are still incomplete, although the institution may have made those decisions since the submission of their Assurance Argument. The argument provided by RRCC discusses the process by which collaboration and reporting occurs with the Executive Leadership Team and progress to goals; the next step for RRCC is to assess the impact of of the tactics outlined in the EMP relative to the goals set.

The processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs at RRCC reflects good practice. The institution participates

in system level data reporting on student retention, persistence, and completion of programs. This is performed using multiple databases and CRM systems. Colorado Community Colleges all use Elucian Banner and data are uploaded into an Operational Data Store where they are maintained at the system level with oversight from functional groups made up of representatives from around the system. The charge of this team is to maintain data integrity.

A systemwide system, Student Unit Record Data System (SURDS) is used for standardized reporting. There is a Data Advisory Group (DAG) with statewide membership that discusses the systems and trends occurring in the data.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

Red Rock Community College demonstrates a strong commitment to the quality of its educational programs, learning environments and support services, as demonstrated by their assessment efforts. The institution evaluates the effectiveness of instruction through processes designed to promote continuous improvement. This is evidenced in the four-year, five-phase process for program review, assessment of student learning, and a dedication to continuous improvement. There is evidence of a thorough process that designs and assesses student learning on a regular and consistent basis. The information obtained from those assessments are used in developing Action Plans that feed the continuous improvement plans designed by each department to improve student learning over the next cycle.

RRCC has indicated areas of improvement around training new faculty, and around the need to return to the cocurricular assessment efforts that were sidelined due to COVID-19. The argument, links, and website would support the lack of assessment in those areas. To address these issues RRCC has hired a new Director of Student Life and they have put assessment training in place for new faculty.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

RRCC demonstrates a commitment to shared governance through the Collaboration Council which is consists of cross-functional and diverse groups across the college community. It includes all campus stakeholders, including students.

RRCC has also formalized the operations and expectations of the Collaboration Council through published bylaws that were reviewed by the team. The Council Bylaws align with RRCC's mission, vision, and values.

RRCC uses dashboards and industry-recognized and respected survey instruments to ensure its decisions are data-informed. The by Council Bylaws outline the role of a standing committee, the Planning Committee, which reviewing and reporting on the Strategic Plan.

RRCC's work through the Collaboration Council serves to coordinate and collaborate among the different governance committees at the college. Artifacts of the Council and the process demonstrate a commitment to inclusive governance. This is evident in the documented Procedures of the Council which state the meetings are open to all college employees and students, documents are made public, and decisions that would benefit from campus wide feedback undergo two readings before a vote occurs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

A review of the Red Rocks Community College's (RRCC) hiring process indicates that operational staff are qualified. Student Affairs staff require a minimum of a bachelor's degree and professional development is available for staff and faculty. The number of staff and full-time faculty support the college's operations, with a notable increase in exempt staff FTE since FY 2020-21, estimated for FY 2022-23. The management of instructional teaching and non-instructional (service) work assigned to faculty appears to be balanced with the use of adjuncts, as evidenced by a slight increase in faculty FTE while adjunct numbers remain below what is budgeted. In addition, the institution has eleven full-time Information Technology and two full-time Instructional Technologists that support the core mission of the institution. Technical support is available 24/7 for students.

The State of Colorado has invested in RRCC's facilities by providing funding for a variety of deferred maintenance projects and new projects in FY 2021-22. The evidence provided shows the remaining projects are funded through institutional funds.

RRCC's 2019-2025 Strategic Plan goals are focused on students and are both realistic and supportive of the statements made in the institution's mission. The strategies to meet these goals are reviewed annually for alignment with need, priorities of the Colorado Community College System, and available resources.

RRCC provided evidence of a clear budgeting process that is aligned with the strategic plan. The annual process begins with departmental budget requests with the requirement they be aligned with the objectives of the strategic plan. The President and the Vice Presidents consider the requests before final decisions are made. Evidence of a budgeting process that is aligned with strategic objectives include the RRCC Operating Budget Development and Monitoring Process document and the budget request form.   In addition, evidence of monthly budget reports, FTE enrollment reports were provides as examples of some of the information used by the administration in making budgetary decisions. The team also noted that 78.4% of FY23 expenses are the result of instruction,

academic support, and student services. A healthy primary reserve ratio of 0.75 for FY 2022 and 2021, is also evident that the institution's resources are sufficient to support the mission while directing 78% of expenses towards instruction and student services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The Red Rocks Community College (RRCC) Strategic Plan and Enrollment Management Plan have been developed to support the institutions mission. The evidence provided regarding the institution's budget process demonstrates that allocation of budgets, including position requests and infrastructure improvements is prioritized based on the Strategic and Enrollment Management Plan. It was not clear from the Argument however what processes are involved in the allocations of state funding to the institution and would encourage RRCC to provide additional detail/evidence of this in their next review.

RRCC has a clearly define assessment process and manual (ILEARN) which implicitly states that that ". Operational Units will request budgetary needs to complete or carry out continuous improvement plans, student learning assessment plans, or action plan implementations". RRCCs recent investment in a partnership with the Education Advisory Board (EAB) to address equity gaps in student achievement through the Moonshot initiative is also evidence of how the institution allocates funds in direct support of its mission.

RRCC demonstrates a comprehensive approach to the inclusion of internal and external stakeholder voices during their planning process. The Collaboration Council is an inclusive, campus committee that is charged with strategic plan development and ongoing review. External constituents including the President's Advisory Board, the Foundation Board, and other community members who interact with members of the President's Cabinet. A community survey was included as part of the argument with questions that related to priorities to be considered as part of strategy planning, however a number of the questions appeared to be directed at employees. Earlier in the argument, evidence was provided regarding the institutions responsiveness to industry needs. RRCC should consider, where

possible, including as evidence minutes of Advisory Board meetings where external stakeholder perspectives are considered.

The planning process at RRCC involves consideration of the previous fiscal year's expenditures, the institution's financial health, projected enrollment goals and demographic changes, legislative updates, and evolving external factors. The synthesis of this information to help inform budget development is done by the Executive Leadership Team. The evidence provided indicated the RRCC's enrollment projections were in line with actual enrollment numbers and the healthy reserve ratio indicates that the institution is managing its operational budget appropriately.

RRCC has provided evidence of a commitment to continuous improvement of student outcomes and operations. Budget planning occurs annually and considers the outcomes of the previous year's budget allocations relative to strategic initiatives. The institution is responsive to student needs that impact their success and has recently established a food pantry, the Moonshot initiative to address equity gaps, and expand mental health support for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Red Rocks Community College has provided evidence that it is able to fulfill its mission with a commitment to quality improvement through a clear link of it's assessment processes (curricular and cocurricular) to budgetary planning within the context of their Strategic Plan. The human resources and physical facilities of the institution are also considered as part of annual budget planning and ultimately, the campus mission. The team reviewed evidence that both of these aspects of their operations are sufficient to support the mission of the institution, while also remaining responsive to enrollment changes and needs of the community. The financial indicators of the institution, as well as current initiatives demonstrate that they have the resources to respond to future challenges, and opportunities, and this ability is considered as part of the planning process.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Red Rocks Community College's Year 4 Assurance Argument provided evidence of careful planning linked to fiscal management and budgetary processes that supports mission-centric operations. This is evident in the recent increases in enrollment and the institution's solid fiscal position. RRCC is attentive to student success measures, setting reasonable goals for these metrics, as well as monitoring progress. As part of this work the institution has recently started an initiative focused on addressing equity gaps in student success. The team encourages RRCC to continue their work on assessment of student learning, especially in demonstrating how assessment data is being used to effect continual improvement (closing the loop).

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.