Quality Highlights Report

HLC Comprehensive Quality Review

September 14, 2018

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Table of Contents

Introduction 3

Overview & Background 3

Summary of Feedback from Systems Appraisal 4

Strategic Challenge 4

Criteria for Accreditation 7

- Core Component 4.B 7
- Core Component 5.C 9
- Core Component 5.D 12

Conclusion 12

Appendix A: Student Demographics 15

Appendix B: Key Performance Indicator Report 16

Appendix C: Collaboration Council Roster 22

Appendix D: Sample Division Goals & Reporting 23

Appendix E: Continuous Improvement Plan Template 58

Appendix F: Continuous Improvement Plan Summary Template & Sample 65

Appendix G: Student Learning Assessment Plan Template (Narrative) & Sample 70

Appendix H: Student Learning Assessment Plan Template (Grid) & Sample 73

Appendix I: Co-Curricular Report 2017-2018 76

Appendix J: Action Project Charter & Declaration 82

Appendix K: Timeline of Quality Initiatives 87

Appendix L: Strategic Planning Process 88

Appendix M: Budget Process 89

Introduction

Since receiving feedback in the 2016 Systems Appraisal, Red Rocks Community College has taken clear and decisive steps toward quality improvement. This report provides an overview and background information on the college. First, we review the findings of the 2016 Systems Appraisal, particularly in regard to the Strategic Challenge – developing the complete CQI cycle throughout the institution. We discuss our approach to quality improvement at RRCC in what we hope is a more coherent presentation than that given in the 2016 Systems Portfolio.

From there, we turn to the System Portfolio appraisal of the HLC Criteria and Core Components with greatest attention to the three Core Components appraised as Unclear and/or Incomplete. Our efforts at improvement of these Criteria also address our Strategic Challenge.

- 4.B – Demonstrates commitment to ongoing assessment of student learning
- 5.C – Conducts systemic planning integrating assessment of student learning with budgeting
- 5.D – Institution works systemically to improve its performance

We conclude with an overall summary of quality improvement at RRCC, including our assessment of next steps for building on our foundation of CQI. Included appendices provide key documentation for this report and are meant as a sample of the larger corpus of documentation in the evidence file which will be provided to the peer review team prior to the Comprehensive Quality Review visit.

Overview and Background

Located at the foot of the Rocky Mountains in Lakewood, Colorado, Red Rocks Community College (RRCC) is a two-year, public institution that has been serving the Denver Metro area since 1969. The College offers certificates and degrees in 150 program areas to approximately 15,000 students each year through its two campus locations – its main campus in Lakewood and its branch campus in Arvada, located approximately 10 miles to the north. Together, the two college campuses total 155 acres. The college employs 740 individuals including 98 full-time and 353 adjunct faculty, working alongside 289 other professional and support staff. For more information, see https://www.rrcc.edu/.

Oversight and accountability for higher education in Colorado comes through the Colorado Department of Higher Education (CDHE) a branch of the Governor's Office. CDHE works directly with several higher education systems and governing boards, such as the Colorado Community College System (CCCS) (https://www.cccs.edu). CCCS is governed by an 11-member board, the State Board for Community Colleges and Occupational Education (SBCCOE). Nine of the Board are appointed by the Governor and two are at-large. RRCC is one of 13 colleges governed by the Colorado Community College System (CCCS) (https://www.cccs.edu/). SBCCOE hires a System President who, in turn, hires each college president and delegates authority to them. At RRCC, the President and the three Division Vice Presidents are the effective decision making body for planning, budgeting, and setting campus procedures to carryout SBCCOE and System President policies (https://www.cccs.edu/about-cccs/state-board/policies-and-procedures/. Shared governance is accomplished through three constituency groups and a cross-functional Collaboration Council.

The broad nature of the RRCC service area provides the college with great diversity in its student population. The College is an open-access institution that serves more than 600,000 residents of four counties – Jefferson, Park, Clear Creek and Gilpin. The four-county region represents a diverse

population ranging from resort communities to former mountain mining towns with 75% of the student population residing in Jefferson County. The college is challenged by a changing demographic in its service area with greater numbers of first-generation and low- income students, as well as 51% of the student population representing academically underprepared students. Of the 7,500 students enrolled in the fall 2017 semester, 67% were part- time, 28% were students of color, and 50% were female. Appendix A details the breakdown of our student body demographics.

As well as our selection of associate degrees and certificates, RRCC offers two degrees which are not typical for a community college. On July 16, 2015, RRCC broke ground for a new building that tripled the size and capacity of the Arvada campus. The new RRCC Arvada campus opened in August 2016 and is anchored by RRCC's Physician Assistant program, one of only two programs in Colorado, and, to our knowledge, the only Master's degree-offering community college program in the United States. Likewise, RRCC is the first community college in Colorado to offer a Bachelor of Applied Science (BAS) degree. The degree is in the field of Water Quality Management Technology and will develop graduates who are capable of addressing water quality delivery in both regional and international contexts.

Summary of Feedback from Systems Appraisal

In both our strategic challenge and in the three core components which were unclear and/or incomplete, the theme is a lack of systematic assessment in our operations and of student learning. The Systems Appraisal report pointed out that our Systems Portfolio often lacked specific data; it wasn't always clear to reviewers how data informed decision-making, when and how targets and benchmarks were established, and how planning and assessment aligned with budgeting. Furthermore, assessment that was occurring often existed in isolation from other areas of the college, or the alignment with other areas wasn't made explicit. The next sections will reference specific feedback from the Systems Appraisal and how the institution has responded.

Strategic Challenge

In the 2016 Systems Appraisal, the appraisers identified one primary Strategic Challenge. The portfolio reviewers "struggled to identify that RRCC demonstrated application of the complete cycle of CQI." The reviewers wanted to see "appropriate tools and results, together with…an integrated process for reflection and insight which links to actionable strategies." The reviewers also noted that RRCC has been reactive regarding "assessing student and program learning outcomes at the institutional level." The appraisers noted our awareness of silos within RRCC and encouraged us to "bring forth a solid foundation upon which to build a culture of quality."

Continuous Quality Improvement occurs at the institutional, divisional, and operational levels of the college. At the institutional level, we didn't clearly articulate how college leadership and the school's governance structure approaches CQI. Our quality journey centered on quality improvement through engagement and innovation, embodied in the Strategic Plan. In this report, we hope to give the visiting team a better perspective on how Red Rocks Community College practices quality improvement through engagement and innovation, and demonstrate how the institution measures its effectiveness through climate surveys and Key Performance Indicators.

Institutional Level

The data at the core of improving systemic quality at RRCC since 2008 has been and continues to be our Key Performance Indicators of student success (see Appendix B for most recent report). This data, along with faculty, staff, and student climate survey data, provides a cross-functional view of strengths and weaknesses across all work units by stakeholder type. It also allows us to measure the impact of quality improvement efforts across the college. The KPIs are measured consistently throughout institutions within CCCS. Annual targets are set between the College President and System President, with input from key stakeholders throughout the college.

Declining enrollment since the 2012-2013 academic year has made accomplishment of our targets for Key Performance Indicators more difficult to achieve. Comparison of RRCC indicators with IPEDS peer institutions suggest that RRCC is performing at an average or above average level. However, based on actual performance compared to KPI targets, institutional priorities in retention and enrollment growth, particularly for underrepresented students, remains a persistent and important priority.

Key Performance Indicator	***2015-16 Target***	***2015-16 Actual***	***Met Target?***	***2016-17 Target***	***2016-17 Actual***	***Met Target?***	***2017-18 Target***	***2017-18 Actual***	***Met Target?***
Undergraduate credentials - All students	+4%	-11%	No	+4%	+53%	Yes	+4%	+6%	Yes
Transfer out rate - Degree seeking students	+1%	-6%	No	+1%	-7%	No	+1%	+8%	Yes
Fall to fall retention rate - Full and art-time students	+1%	-1%	No	+1%	-1%	No	+1%	-1%	No
Developmental course completion rates	+1%	-2%	No	+1%	-1%	No	+1%	+1%	Yes
Success rates* for resident underrepresented students	+5%	-1%	No	+5%	+20%	Yes	+5%	+12%	Yes
FTE enrollment for all students	+1%	-3%	No	+1%	-7%	No	+1%	-2%	No
Resident headcount for all underrepresented students	+2%	-2%	No	+2%	-1%	No	+2%	+1%	No

** Combined completion and transfer rates*

The Collaboration Council at RRCC is the cross-functional part of shared governance that combines quality improvement, strategic planning, and accreditation. This council was established through an AQIP Action Project in 2009 in order to facilitate more collaborative decision making and strategic planning. The initial charge of this group was to review and make recommendations concerning proposed initiatives and programs to ensure alignment with the mission and vision of the college.

The Council is composed of representatives from each of our constituency groups – Faculty Senate, the Administrative-Technical-Professional (ATP) Council, and the Classified Council – as well as Student Government, student organizations, and the Executive Team. A current roster for the Collaboration Council is found in Appendix C.

The process for approving special initiatives at the college is reflective of Collaboration Council's role in CQI at the institutional level. This body aligns various RRCC plans such as the Academic Master Plan, Facilities Master Plan, Strategic Plan, etc. to produce annual implementation goals. The Collaboration Council recommends annual goals to help the President develop key implementation goals for the college budget document presented for approval by the Colorado Community College System (CCCS).

Collaboration Council recommendations to address critical quality improvement areas include a variety of focused actions that have been accomplished over the past several years. Examples include the development of innovative instructional and support programming, such as a First Year Experience and Honors Program, as well as the expansion of experiential learning and high impact practices through the establishment of The Hub: Center for Engagement & Innovation.

Climate survey results have suggested improvements in faculty and staff satisfaction with their work and work environments. Some areas, such as professional development and workload, have remained persistently difficult to address although progress in understanding these critical areas has improved as faculty and staff have become more engaged in defining and suggesting solutions through the channels of constituency groups.

While constituency representatives are charged with bringing forward concerns specific to their areas, any portion of the committee and governance structure at RRCC may suggest special initiatives and improvements for review by the Collaboration Council. Initiatives are considered through a proposal process with the determining factors being how they would advance the quality of education for our students and whether there is a plan to assess the initiative for efficacy. Such special initiatives are then evaluated and prioritized for special funding as it becomes available. More detail on the budgeting process is provided in our response to 5.C.

Various facets of CQI occur at the committee level. The following committees have a determinative voice in approving new courses, reviewing and updating existing curricula, setting institutional policy and procedures, assessing student learning, maintaining academic integrity, and establishing best practices.

Committee	Role in CQI
RRCC Academic Standards Committee	Reviews, analyzes, and makes recommendations to the Vice President of Instructional Services on matters pertaining to Academic policies or procedures that affect the academic learning environment and contribute to the maintenance of high academic standards
RRCC Curriculum Committee	Reviews proposals for new and revised courses to ensure alignment with instructional goals
State Faculty Curriculum Committee	Oversees curricula across the Colorado Community College System. It reviews and approves or declines proposed curriculum revisions, deletions and new curriculum submitted by all schools in the community college system
Student Learning Assessment Council	Coordinates assessment of student learning at the institutional level
Co-curricular Council	Coordinates assessment of student learning in co-curricular programming
Collaboration Council	Provides input into strategic plan, reviews progress on KPIs, brings forward new initiatives to advance institutional quality
Diversity Council	Reviews climate survey data and enrollment trends to set goals for the Strategic Diversity Plan
Faculty Senate	Provide data and input for issues affecting college faculty and representing faculty in shared governance at the college
Instructional Technology Advisory Committee	Reviews processes related to technology to improve efficiency; gather and evaluate information about how instructional technology can enhance instruction and make recommendations to Instructional Services on implementation.
Web Accessibility Committee	Monitors progress on the college web accessibility plan ensuring that targets are met

Division Level

Since the Systems Appraisal, we have made strides in CQI at the division and operational levels. The major divisions of the college now engage in annual reviews of data with their respective leadership teams, and from that data review, develop annual goals. Reports on goals from 2017 – 2018 and the goals established for 2018 – 2019 can be found in Appendix D. In each division, attention is paid to the RRCC Strategic Plan as well as the KPIs and other data sources in order to set the annual goals. While the first year of division goal development didn't include discreet targets, we have included these in the current year's outcomes. Additionally, leadership teams in our Instructional and Student Success divisions have developed regular schedules of data review to assess student success and needs in order to be more responsive in our planning.

Operational Level

To further advance CQI at the institution, in February of 2016, the college sent a team to the HLC Assessment Workshop in Scottsdale, AZ. At this time There, the team outlined a general path forward to implementing assessment both in operations and in student learning. Two team members, one a faculty member and one from Student Success, were then charged with implementing the project college-wide. This project, Improving the Learning Experience Across Red Rocks Now (ILEARN), is an integrated process intended to support continuous quality improvement and student learning assessment in both instructional and non-instructional areas. Initially, the college planned on having three cohorts move through the 4-year cycle, but upon reflection and in response to the Systems Appraisal, the implementation was condensed into two cohorts to ensure a quick start to onboarding all areas.

Our approach with ILEARN was very intentional. Past assessment efforts at the college had been sporadic and unsustainable. This time, we focused on changing the culture of the college, and wanted to start with something manageable and sustainable. Based on self-identified common interest, collaborative groups formed to look at CQI for their areas, which were designated as "Operational Units" (OUs). In the first year of ILEARN, each OU sent representatives to a series of meetings and workshops which guided them through development of a mission statement, data review, development of goals and objectives, desired outcomes, and a timeline for implementation.

OUs developed Continuous Improvement Plans (CIPs) that were operationally focused and intended to support the college's strategic goals and system-wide key performance indicators. The templates for the Continuous Improvement Plans and the CIP Summaries can be found in Appendices E and F, respectively. These plans are then reviewed by the unit supervisors and ultimately will be reviewed by the Executive Team as a way to connect the operational level to the institutional level of planning and budgeting.

In the second semester of ILEARN, Operational Units shifted focus to assessment of student learning. Assessment of student learning is addressed more completely in the next section of this report.

Criteria for Accreditation

Core Component 4.B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Reviewer Comments

RRCC summarizes what reviewers also found to be accurate. RRCC's "current approach is still too reactive in nature and we need to become more proactive through systemic assessment at all levels, but particularly so at the institutional level. We need program-level assessment to help us establish and manage clear guided pathways."

Strategies & Improvements

Improving the Learning Experience Across Red Rocks Now (ILEARN) serves as the framework for quality improvement across the college at the operational or program level. While the first semester of ILEARN was dedicated to understanding quality improvement, connection to various levels of assessment at the college, and development of Continuous Improvement Plans (CIPs), the second semester shifted the focus to assessment of student learning for instructional and co-curricular units. Operational Units developed Student Learning Assessment Plans (SLAPs) which integrated course learning outcomes as well as the RRCC Common Learning Competencies. The assessments in these plans were small and manageable in order to build confidence among faculty and build a culture of assessment. Two templates were offered for these plans – a narrative option and a grid option – in order for units to express how they were assessing learning in the simplest terms. Sample templates can be found in Appendices G and H. Our target was to have participation and documented CIPs and SLAPs for 80% of operational units by fall 2018. As of fall 2018, 42 operational units have completed CIPs across the college, and 25 units have completed SLAPs.

The ILEARN model has provided a framework and a manageable process for assessment and supported broad participation across the college. In order to further systematize assessment of student learning, the college looked to transition the responsibilities of the ILEARN leaders to groups which could distribute ownership more broadly and create a stronger peer-to-peer model of assessment support. In fall of 2017, a college-wide call went out to solicit interest for service on two new teams – the Student Learning Assessment Council and the Co-Curricular Council. These groups were charged with leading student learning assessment efforts in their respective areas of focus.

The Co-Curricular Council met during spring of 2018. This council has representation from Student Success, faculty, and other support services. They have defined co-curricular learning at RRCC, developed a process for approving and collecting data on co-curricular learning assessment, and are in the process of securing software which will ease this data collection moving forward. A report of their first year, including co-curricular learning assessment, is attached in Appendix I. Assessment of the RRCC Common Learning Outcomes, in most cases, was done utilizing the AAC&U LEAP Rubrics. These were chosen initially because of the Colorado Community College System choice to utilize these outcomes in our gtPathways courses. They align with the RRCC Common Learning Competencies (CLCs), and for that reason, the rubrics are an excellent assessment tool.

AQIP Strategy Forums and Action Projects have played a pivotal role in developing quality improvement at RRCC, particularly in regard to assessment. The 2013 Strategy Forum and Action Project focused on Developing and Implementing Common Student Learning Outcomes for Students. Mentioned above,

these Common Learning Competencies (CLCs) as we now call them are aligned with the AAC&U LEAP rubrics for assessment standardization. The 2018 Strategy Forum developed another Action Project, "Formalizing Institutional Assessment of Student Learning," to scale up existing assessment practices into an integrated system across the college (see Appendix J). This project resulted in the development of a Student Learning Assessment Council to be primary drivers of assessment at RRCC. The Student Learning Assessment Council was then established in spring 2018 and has been working to build on the architecture that set in ILEARN and further systematizing our assessment processes in instructional areas. In addition to the OU Student Learning Assessment Plans, the Assessment Council is working with academic programs to develop program learning goals and curriculum maps. At this time, 59 of our academic programs have developed maps to identify where program outcomes and common learning competencies are both taught and assessed. At the System level, each category of General Education courses has been assigned a LEAP competency. Those outcomes have been mapped to our Common Learning Competencies to ensure that each CLC is addressed throughout each degree program. This alignment is recognized as part of each curriculum map. This council will also be the body which reviews the aggregate assessment data on the RRCC Common Learning Competencies to develop standards and targets across the college.

Our work in program outcomes assessment is supported by parallel efforts in program review. At the time of our last Systems Portfolio, much of our program review was conducted at the state level. Degree requirements are, for the most part determined at the state level, and Degrees with Designation (DwDs) were being phased in. These latter degrees were developed in statewide faculty meetings between faculty from public two- and four-year institutions throughout Colorado. Annual reviews of course offerings at the discipline level occur at a statewide conference between two-year faculty. In addition, CTE programs are required to go through a review process every five years. Finally, a few of our programs are accredited by outside agencies. The appraisers noted we were reviewing Career and Technical Education (CTE) programs, but lacked a comprehensive process for all instructional programs.

We also identified the need for a more thorough program review process as we were preparing our Systems Portfolio, and knew it would need to be internal to RRCC, address our institutional needs and values, and be data-informed. To begin to address those needs, elements of program review were included as part of the ILEARN process. However, because the ILEARN process is faculty directed and Operational Units were self-defined, they don't all correspond directly to a degree program. To rectify this situation, the Instructional Leadership Team (ILT) put together Annual Data Reviews (ADRs) for each program. In the first pilot stage, information was collected for each program and reviewed by the ILT for comment and consistency. This information was shared with some chairs and leads as well.

We are now entering the second year of this practice and have developed a process for regular Annual Data Reviews to be conducted in collaboration with chairs and leads and then shared with the ILT as a whole. The ADR process begins with data being pulled and compiled over the summer, and shared with faculty during the months of September and October, in time to inform the budget process. Moving forward, the ADR process will follow a four-year cycle, in concert with ILEARN, beginning with a discussion of the health of the program, continuing with two years of check-ups, and concluding with a summary report to inform the next cycle.

Based on discussion from the past year, we decided to include budget information, faculty credentials, and CIP and Student Learning Assessment Plan (SLAP) updates to guide discussion on planning and

budgeting needs related to each program. In particular, although ILEARN discusses incorporating the needs of CIPs into the budgeting process, the needs were generally addressed by making expenditures out of existing budgets rather than being incorporated into budgeting. For that reason, budget information is included in ADRs so that budget information can be gathered before requests are due. By including all of these components in program review, we are providing a basis for discussion on the current status of each program, outcomes for students, and future directions. This new system will enable us to align program needs with academic planning and budgeting.

Core Component 5.C – The institution engages in systematic and integrated planning.

Reviewer Comments

There was no evidence or discussion regarding how the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Strategies & Improvements

The current RRCC Planning Process is Mission-driven. The general mission for all Colorado community colleges is established by the Colorado legislature. Each college develops its own aligned mission, vision, and values to deliver programs and services to the local service area. Similarly, RRCC develops strategic directions to accomplish the mission. These strategic directions are aligned with strategic plans developed by the Colorado Department of Higher Education and the Colorado Community College System, RRCC's direct governance agency.

Strategic planning at RRCC is a five-year cycle that establishes strategic directions for the college to guide operations and new initiatives. The cycle begins with environmental scanning and a college-wide review of the mission, vision, and values. Currently, the Collaboration Council is the cross-functional governance body that guides the planning process. The Council receives the results of structured review from faculty, students, classified staff, administrative-technical-professional staff, and external stakeholders. Based on this input, and more extensive feedback from college development days and forums, the Council discusses and finalizes the mission, vision, and values.

Once the mission, vision, and values are established, the Collaboration Council solicits input from the various constituencies and external stakeholders to develop Strategic Directions for the next five years. Environmental scanning is also applied to the development of these five-year directional goals which frame the divisional and operational efforts for the college during the cycle. Once these directions are in final draft form, the entire college is given the opportunity to review and comment on them. The mission, vision, values, and strategic directions are reviewed annually by the Collaboration Council at the first Council meeting in September. This meeting also serves as an orientation for new members.

Also in each academic year, the Collaboration Council collects input from the various college constituencies and stakeholders to develop annual goals for accomplishment of the strategic directions. These annual goals are aligned with annual budget development and presented to the State Board for review and approval as priorities for the college. The prior year performance on previous annual goals is also reported as the college's effectiveness report which serves as the vehicle to evaluate the performance of the college president.

In addition to alignment of planning, budgeting recommendations, and quality improvement, the Collaboration Council reviews HLC accreditation work such as the AQIP Systems Portfolio, Systems Feedback Appraisal feedback, and the final reports from Comprehensive Quality Review. Through this

function, the Collaboration Council supported the 2010 college-wide retreat, "100 Great Ideas", aimed at the engagement of the entire college community and sought their input in developing new directions for RRCC. "100 Great Ideas" also served as a foundation for a new Strategic Plan developed later.

The milestones that followed that initial launch are well documented in Collaboration Council notes and additional supporting documents. The RRCC quality journey has evolved from first removing barriers to innovation through engagement of internal and external stakeholders, to cross-functional innovative programming from internal and external stakeholders, to the current embedding of quality tools and concepts throughout the college. President Haney observes that "we first had to take away barriers to innovation formally so the informal could take place." A brief timeline of our quality efforts can be found in Appendix K.

The current annual budget cycle occurs in several steps:

1. Each fiscal year in November, the Budget Office distributes spreadsheets to budget account (org) owners their prior 4-year budget-to-actual revenue and expenditures. This information is also aggregated and provided to division Vice Presidents. The current fiscal year serves as a baseline budget for the upcoming fiscal year.

2. Org owners complete a Budget Change Request Form for any modifications they would like. Any requests for new/increased funding must be tied on the form to one of the strategic plan directions for the college.

3. Once the VP of Administrative Services has reviewed the new fiscal year budget change requests, the Vice Presidents can schedule their Budget Request meetings with the President. Each Vice President will discuss any changes to the Current Fiscal Year Baseline Budget with the President and VP of Administrative Services. Only approved changes will be added to the new fiscal year budget. This is an opportunity to discuss how and the extent to which these changes support the Strategic Plan.

4. The Budget Office will compile all approved changes and add them to the appropriate orgs in Banner.

Based on new CCCS reporting, and upon comments from the 2016 AQIP Systems Portfolio Appraisal, the Executive Team devoted part of its annual retreat in 2018 to developing a better alignment of the next strategic planning cycle with annual budgeting and performance planning. The intent is to take a more comprehensive approach to planning by tightening the alignment of resource allocation across system, institution, and operations to improve effectiveness and efficiency. The strategic planning process itself will be guided by a new council comprised of members of our last strategy forum team, as well as members appointed by our various constituency groups and college leadership. This Strategic Planning Steering Committee will set the framework for our new plan as well as review input from internal and external stakeholders. To give ourselves the time required to implement this new approach, we decided to continue using the 2013-2018 Strategic Plan and Strategic Directions through 2018-2019.

The new integrated planning and budgeting model will operate on a timeline that will allow alignment of (1) Annual Division and Operational Unit Goals, (2) Annual Performance Planning and (3) Institutional Budget development. The following milestones, and the process flowcharts in Appendices L and M, illustrate the new process.

- We will begin meetings of the Strategic Planning Steering Committee in Spring 2019 to work on the 2020-2025 Strategic Plan. Addressed will be (1) The process, (2) environmental scanning and service area needs assessment, (3) Mission, Vision, and Values Review, (3) draft strategic directions/goals, (4) basic framework of the plan
- Input on the proposed directions will be solicited from stakeholders via on-campus open forums, as well as through online feedback forms. Groups targeted for input include faculty, staff, part-time instructors, board members, and community members.
- Work on the Plan will continue over the summer and a review draft will be developed. A smaller subset of the Strategic Planning Steering Committee will compose a draft of the plan including assessment methods, targets, and benchmarks.
- In fall 2019, the new draft is reviewed by the whole college and a second round of feedback is solicited from stakeholders. The Plan will be reviewed at the all-college meeting in October. Once approved in final form, the Strategic Plan will guide planning and budgeting throughout the college.
- Quality Teams will also be established in fall 2019 to steer major initiatives identified in the plan. These team will have representation from across the college in order to break down silos and encourage further collaborative efforts toward CQI.
- The Budget process will be launched in November, 2019 utilizing the new Strategic Directions/Goals. Personnel and budget for hiring new faculty will be posted by December 1, 2019. Replacement faculty hiring will be ongoing.
- Division and Operational Unit annual implementation planning will take place during February and March 2020.
- At the end of March 2020 Division and Operational Unit budgets will be returned to the VP for Administrative and Business Services.
- During April and May 2020, individual performance planning for the coming year will take place for staff and administrators; faculty performance planning occurs in the fall.
- New positions in Admin-Pro-Tech will be finalized and announced in June 2020.
- July 1, 2020 begins the first implementation year under the new Strategic Plan. In fall 2020 annual implementation plan indicator and evaluation data will be reported at the all-college meeting in October as part of the annual progress review of the Strategic Plan. At this same time, the Mission, Vision, and Values will be affirmed on an annual basis.

Core Component 5.D – The institution works systematically to improve its performance.

Reviewer Comments

RRCC describes key performance indicators, targets set by the CCCS, IPEDS, Noel Levitz, Climate Surveys and other data, but none of these data are shared in the portfolio. Including elements of these reports will be key in providing evidence that the college documents evidence of its operational performance. Without data to review and indications that the data is reviewed the college is unable to demonstrate it is utilizing the data to inform quality improvement.

Strategies & Improvements

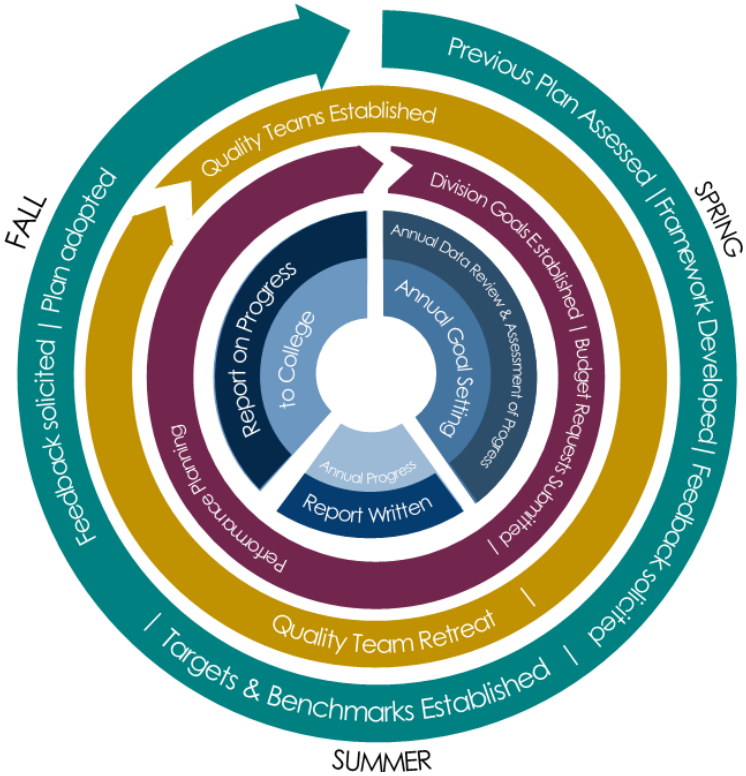
Evidence of these data points and their utilization will be provided to the peer review team as part of our evidence file for the Comprehensive Quality Review. While this will address the major concern in this area, we have also developed new frameworks for quality improvement.

The Collaboration Council is the body who reviews progress on the Strategic Plan and the KPIs on an annual basis and uses that information to develop annual implementation goals. The KPIs and strategic plan also inform goal-setting at the division level. While in the past, there were pockets of operational areas using data in an intentional way to improve performance, it was not necessarily a universal practice across the college.

Perhaps the most important aspect of the ILEARN process was our effort to build a more unified understanding of CQI throughout the college. Whether looking at operations or student learning, it was critical for each area to understand the plan, do, check, act cycle. They needed to determine what relevant data should be informing their work, what it was telling them, and how they could improve upon what they were doing. Through this process we also developed and provided templates so that we could document these reviews and decisions at the operational or program level. The Continuous Improvement Plan (CIP) summaries from each operational unit are reviewed by the Executive Team to better understand what areas for improvement are being addressed and also to identify gaps within the institution that should be addressed through other channels or reallocation of resources.

In a similar way, the development of the Student Learning Assessment Plan templates for use by instructional and co-curricular areas provided a starting point for conversations about how to improve student learning. For some it was the act writing these plans that created the time and space for important conversations about pedagogy and outcomes, and at the same time now provides documentation for our efforts at improving learning in a regular and systematic way.

In the past, the Collaboration Council has been the central body who reviewed and monitored many of our quality efforts. The creation of Quality Teams to steer major initiatives in the next Strategic Plan will provide an avenue for increased participation in the CQI cycle, as well as cross-college ownership of challenges and input for problem-solving. Collaboration Council will continue to examine progress on the Strategic Plan and provide recommendations to the Quality Teams for implementation.



During the 5-year course of our next Strategic Plan, targets and benchmarks will be reviewed on an annual basis to inform annual goal setting, and progress on goals will be reported annually to the

college as a whole. These components form the core of our annual review cycle, noted in blue in the diagram to the above.

Summary

We at RRCC are proud of the work we have done to address the feedback we received in the Systems Appraisal. Based on the ongoing efforts toward quality improvement discussed in this report, and the evidence we can provide of our processes, assessments, and accomplishments, we feel we have taken the HLC Appraiser feedback seriously and made significant progress in a short time to address the Strategic Challenge and the three Criteria judged to be Unclear or Incomplete. We recognize that we still have more work to do on our quality journey, including the further integration of all levels of assessment and student learning. We look forward to working with the team to clarify any processes or improvements which may remain unclear and to demonstrate our institutional commitment and strategies to ensure that we follow a complete and ongoing cycle of continuous quality improvement.

Appendix A – Student Demographics

Student Demographics (unduplicated headcount)	Fall 2013 (201420)		Fall 2014 (201520)		Fall 2015 (201620)		Fall 2016 (201720)		Fall 2017 (201820)	
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
Full-Time /Part-Time Student										
Full-Time	2778	32.30%	2675	32.98%	2477	31.80%	2525	32.65%	2372	32.25%
Part-Time	5822	67.70%	5437	67.02%	5312	68.20%	5209	67.35%	4983	67.75%
Total	8600		8112		7789		7734		7355	
Student Type										
Continuing or Readmit	5790	67.33%	5335	65.77%	4916	63.11%	4791	61.95%	4090	55.61%
High School Student	375	4.36%	367	4.52%	605	7.77%	737	9.53%	798	10.85%
New First Time Anywhere	1330	15.47%	1259	15.52%	1183	15.19%	1175	15.19%	1456	19.80%
Transfer	1105	12.85%	1151	14.19%	1085	13.93%	1031	13.33%	1011	13.75%
Total	8600		8112		7789		7734		7355	
Residency										
Non-Resident	388	4.51%	388	4.78%	387	4.97%	364	4.71%	291	3.96%
Resident	8212	95.49%	7724	95.22%	7402	95.03%	7370	95.29%	7064	96.04%
Total	8600		8112		7789		7734		7355	
Gender										
Female	4319	50.22%	4090	50.42%	3927	50.42%	3845	49.72%	3620	49.22%
Male	4268	49.63%	4021	49.57%	3859	49.54%	3885	50.23%	3732	50.74%
Unknown	13	0.15%	1	0.01%	3	0.04%	4	0.05%	3	0.04%
Total	8600		8112		7789		7734		7355	
Race / Ethnicity (new method)										
Nonresident Alien	123	1.43%	128	1.58%	132	1.69%	138	1.78%	123	1.67%
Race and Ethnicity unknown	443	5.15%	341	4.20%	299	3.84%	404	5.22%	471	6.40%
Hispanics of any race	1131	13.15%	1069	13.18%	1138	14.61%	1380	17.84%	1400	19.03%
American Indian or Alaska Native	85	0.99%	67	0.83%	76	0.98%	66	0.85%	49	0.67%
Asian	213	2.48%	213	2.63%	204	2.62%	219	2.83%	223	3.03%
Black or African American	173	2.01%	151	1.86%	143	1.84%	172	2.22%	143	1.94%
Native Hawaiian or Other Pacific Islander	14	0.16%	13	0.16%	15	0.19%	13	0.17%	13	0.18%
White	6137	71.36%	5846	72.07%	5490	70.48%	5085	65.75%	4700	63.90%
Two or more races	281	3.27%	284	3.50%	292	3.75%	257	3.32%	233	3.17%
Total	8600		8112		7789		7734		7355	
Age Category										
< 18	364	3.75%	352	4.23%	444	4.34%	687	5.70%	743	8.88%
18 - 20	2151	23.73%	2150	25.01%	2038	26.50%	2080	26.17%	2005	26.89%
21 - 25	1960	24.60%	2004	22.79%	1913	24.70%	1852	24.56%	1762	23.95%
26 - 30	1180	15.95%	1215	13.72%	1235	14.98%	1185	15.86%	1127	15.32%
31 - 35	1044	9.85%	780	12.14%	735	9.62%	695	9.44%	656	8.99%
36 - 40	520	6.11%	497	6.05%	420	6.13%	418	5.39%	394	5.40%
41 - 45	480	5.33%	377	5.58%	324	4.65%	270	4.16%	220	3.49%
46 - 50	320	4.24%	292	3.72%	244	3.60%	197	3.13%	181	2.55%
51 - 55	286	3.07%	214	3.33%	201	2.64%	163	2.58%	120	2.11%
56 - 60	145	2.10%	137	1.69%	132	1.69%	106	1.69%	81	1.37%
> 61	150	1.26%	94	1.74%	103	1.16%	81	1.32%	66	1.05%
Total	8600		8112		7789		7734		7355	

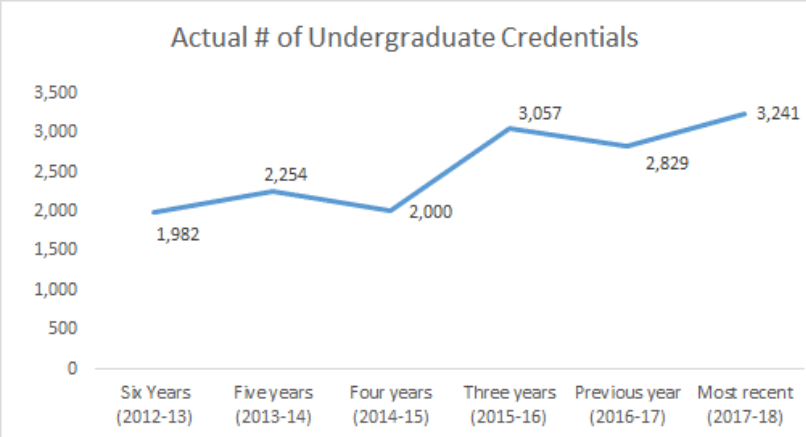
CCCS Performance Indicators – RRCC Data Summary June 1, 2018 Update

The Colorado Community College System (CCCS) sets the following indicators for each community college as part of the Performance Contract between the System and the Colorado Department of Higher Education (CDHE). The seven indicators address the CDHE Strategic Plan for higher education in Colorado, and also are consistent with metrics for the Performance Funding Allocation Plan for Colorado Higher Education. The indicators provide a scaffolding of statistics to which RRCC and other decision makers can relate other data elements to make decisions on operations, procedures, and policies. The indicators also tell a story of student progress at each stage of engagement at RRCC from entrance to outcome.

The following document gives our current situation, with the most recent data available, concerning the seven CCCS indicators. Note that CCCS determines what the official performance number will be based on their calculations and source data. Accordingly, all 2017-2018 data, and some 2016-17 data, is subject to future revision.

1. Number of Undergraduate Credentials

Credentials indicate the completion of a degree or certificate. Each degree or certificate earned by a person counts.



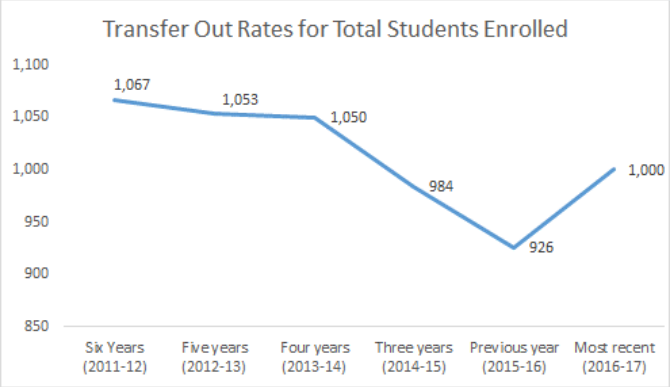
	*Actual Number of Undergraduate Credentials**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	1,982	-----	-----
Five years ago (2013-14)	2,254	2,061	193
Four years ago (2014-15)	2,000	2,344	-344
Three years ago (2015-16)	3,057	2,080	977
Previous academic year (2016-17)	2,829	2,886	-57
Most recent academic year (2017-18)**	3,241	3,118	123

* Degree and/or certificate completion

** Approximate value, not final

2. "Transfer out" Rates

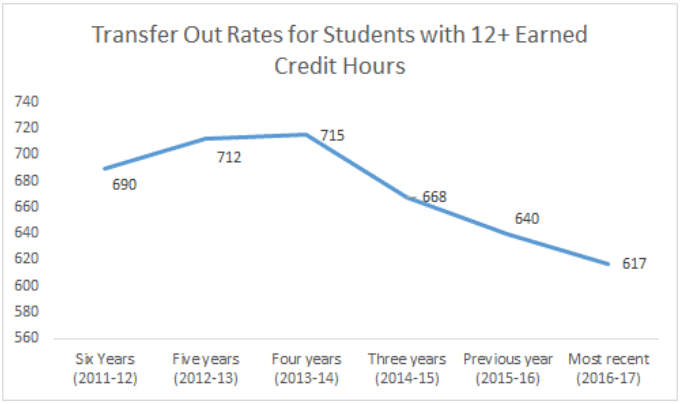
- Total students enrolled



	"Transfer Out" Rates for Total Students Enrolled	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2011-12)	1,067	-----	-----
Five years ago (2012-13)	1,053	-----	-----
Four years ago (2013-14)	1,050	1063	-13
Three years ago (2014-15)	984	1060	-76
Previous academic year (2015-16)	926	993	-67
Most recent academic year (2016-17)	1,000	935	65

* Based on total academic year enrollment

- Students with 12+ earned credit hours

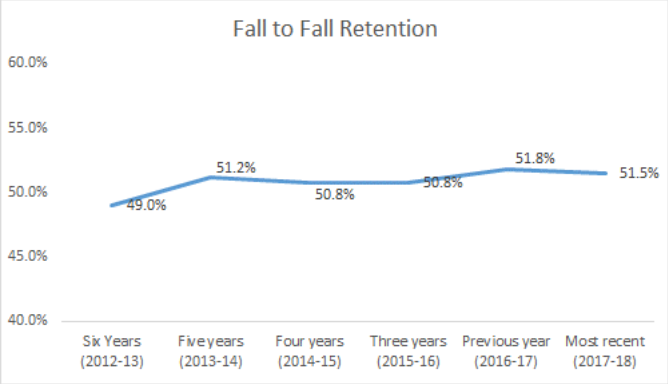


	*"Transfer Out" Rates for Students with 12+ Earned Credit Hours**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2011-12)	690	-----	-----
Five years ago (2012-13)	712	-----	-----
Four years ago (2013-14)	715	719	-4
Three years ago (2014-15)	668	729	-61
Previous academic year (2015-16)	640	674	-34
Most recent academic year (2016-17)	617	646	-29

* Based on total academic year enrollment

3. Fall-to-fall retention rate across all full-time and part-time students

Calculated as the number of students re-enrolling in the fall plus those students who graduated during the year between fall semesters and who did not re-enroll.

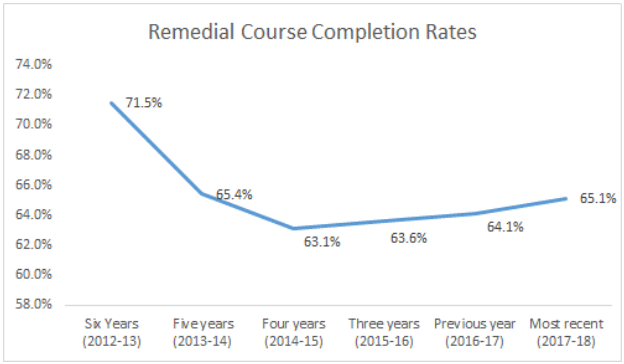


	*Fall to Fall Retention Rate**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	49.0%	-----	-----
Five years ago (2013-14)	51.2%	50.0%	-1.2
Four years ago (2014-15)	50.8%	52.2%	-1.4
Three years ago (2015-16)	50.8%	51.8%	-1.0
Previous academic year (2016-17)	51.8%	51.3%	5.3
Most recent academic year (2017-18)**	51.5%	52.8%	-1.3

* All full-time and part-time students
** Approximate value, not final

4. Remedial course completion rate

Calculated as the number of students enrolled in a course numbered less than "100" during the academic year, and receiving a grade of "A", "B", "C", or "D".



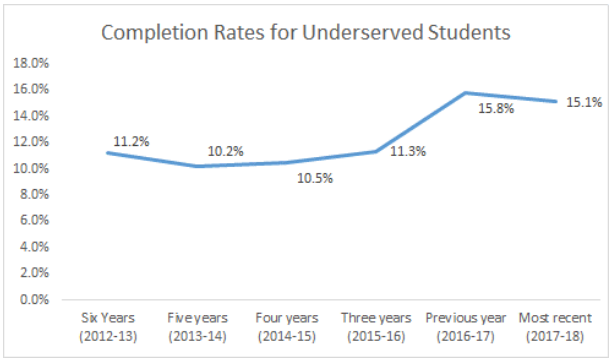
	*Remedial Course Completion Rate**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	71.5%	-----	-----
Five years ago (2013-14)	65.4%	72.5%	-7.1
Four years ago (2014-15)	63.1%	66.4%	-3.3
Three years ago (2015-16)	63.6%	64.1%	-0.5
Previous academic year (2016-17)	64.1%	64.6%	1.6
Most recent academic year (2017-18)**	65.1%	65.1%	-----

* Students receiving a final grade
** Approximate value, not final

5. Disparity in success of underserved students

Underserved Students are American Indian or Alaskan Native, Asian, Black Non-Hispanic, Hispanic, Multiple Ethnicities and Native Hawaiian/Pacific Islander. *Non-Underserved Students* are Non-Resident Alien, Unknown, and White Non-Hispanic.

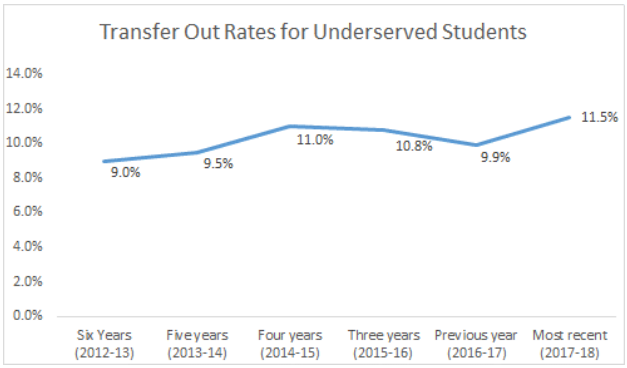
- Underserved Completion rates



	Completion Rates for Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	11.2%	-----	-----
Five years ago (2013-14)	10.2%	-----	-----
Four years ago (2014-15)	10.5%	13.0%	-2.5
Three years ago (2015-16)	11.3%	13.0%	-1.7
Previous academic year (2016-17)	15.8%	14.3%	1.5
Most recent academic year (2017-18)*	15.1%	17.8%	-2.7

* Approximate value, not final

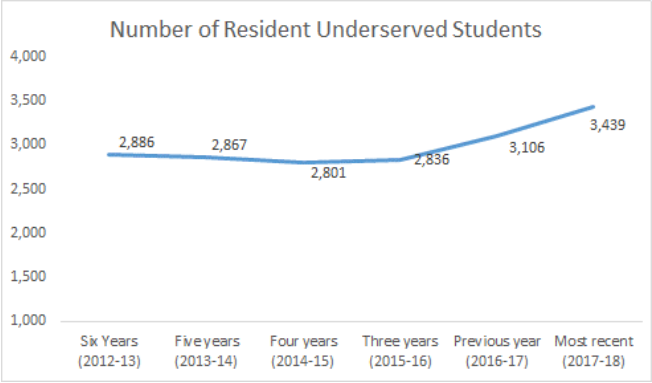
- Underserved Transfer rates



	Transfer Rates for Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	9.0%	-----	-----
Five years ago (2013-14)	9.5%	-----	-----
Four years ago (2014-15)	11.0%	12.0%	-1.0
Three years ago (2015-16)	10.8%	13.0%	-2.2
Previous academic year (2016-17)	9.9%	13.8%	-3.9
Most recent academic year (2017-18)*	11.5%	11.0%	0.5

* Approximate value, not final

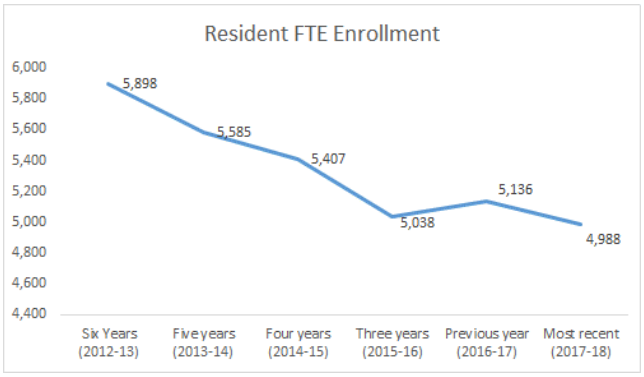
6. Number of resident underserved students



	Number of Resident Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	2,886	-----	-----
Five years ago (2013-14)	2,867	2,944	-77
Four years ago (2014-15)	2,801	2,924	-123
Three years ago (2015-16)	2,836	2,857	-21
Previous academic year (2016-17)	3,106	2,893	213
Most recent academic year (2017-18)*	3,439	3,168	271

* Approximate value, not final

7. Resident FTE enrollment levels



	*Resident FTE Enrollment**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	5,898	-----	-----
Five years ago (2013-14)	5,585	5,898	-313
Four years ago (2014-15)	5,407	5,585	-178
Three years ago (2015-16)	5,038	5,407	-369
Previous academic year (2016-17)	5,136	5,038	98
Most recent academic year (2017-18)**	4,988	5,136	-148

* Based on total academic year enrollment
** Approximate value, not final

Enrollment Trends: Full-Time Equivalent (FTE), Total Unduplicated Headcount, and Total Unduplicated Headcount for Underserved Students

CCCS Indicator Trends for RRCC

	Total Annual FTE Enrollment	*Total Annual Unduplicated Headcount*	*Total Annual Unduplicated Underserved Headcount*	*Percent Underserved of Total Annual Unduplicated Headcount*
Six Years Ago (2012-13)	6,186	13,580	2,886	21.3%
Five years ago (2013-14)	5,971	13,097	2,867	21.9%
Four years ago (2014-15)	5,672	12,304	2,801	22.8%
Three years ago (2015-16)	5,297	11,836	2,836	24.0%
Previous academic year (2016-17)	5,373	12,415	3,154	25.4%
Most recent academic year (2017-18)*	5,198	11,845	3,439	29.0%

* Approximate value, not final

Appendix C – Collaboration Council Roster

President	Michele Haney
VP, Instruction	Linda Comeaux
VP, Student Success	Lisa Fowler
VP, Administrative Services	Bryan Bryant
Associate VP, Institutional Advancement	Ron Slinger
Director of Human Resources	Arnie Oudenhoven
Executive Director, Planning, Research, Institutional Effectiveness	Tim Griffin
Executive Director, Rocky Mountain Education Center	Joan Smith
President, Faculty Senate	Paige Casabona
Chair, ATP Council	Glenn Holly
Vice Chair, ATP Council	Rita Case
Chair, Classified Council	Stephanie Powers
President, Phi Theta Kappa	Manisha Jaiswal
President, Student Government	[TBD - elections Sept. 2018]

RED ROCKS COMMUNITY COLLEGE

Student Success Goals

Goal #1: Encourage students in increase the number of credit hours taken per semester.

Goal #2: Implement retention and completion strategies for underserved and first generation students.

Goal #3: Increase number of reverse-transfer degrees and certificates awarded.

Goal #4: Focus recruitment strategies for underserved and high school students.

To achieve success all Student Success staff should include performance plan objectives that align with the above Goals.

Goal #1: Encourage students in increase the number of credit hours taken per semester.

Supporting Data:

	Fall 2011 (201220)		Fall 2012 (201320)		Fall 2013 (201420)		Fall 2014 (201520)		Fall 2015 (201620)	
Credit Hours Enrolled	**Student Count**	**Percent**	**Student Count**	**Percent**	**Student Count**	**Percent**	**Student Count**	**Percent**	**Student Count**	**Percent**
a) 0.1 - 6.0 credits	3,578	37.5%	3,478	38.5%	3,291	38.3%	3,002	37.0%	3,082	39.6%
b) 6.1 - 11.9 credits	2,762	28.9%	2,703	29.9%	2,543	29.6%	2,445	30.1%	2,230	28.6%
c) 12.0 - 17.9 credits	3,000	31.4%	2,660	29.5%	2,616	30.4%	2,490	30.7%	2,293	29.4%
d) 18 or more credits	204	2.1%	190	2.1%	150	1.7%	175	2.2%	184	2.4%
Total	9,544		9,031		8,600		8,112		7,789	

Activities:

1. 15 to finish/30 to finish marketing campaign & internal communication. *(Cynthia & Lisa)*
   Target: *Will measure RRCC FT students taking 12- 15+ credit hours in FA '18, SP '19 and FA '19, to see if there is an increase in students taking 12-15+ credit hours. Would like to see increase of 3 credits per student.*
   Outcome: *Emphasis is on "15 to Finish" campaign using collaborative marketing materials developed by Complete College America. Data will be available fall 2018.*

2. Ask Michele to send a message in support of the campaign (with data) *(Lisa)*

   Target*: Internal Marketing campaign with 2018-2019 catalog with President's Message and other internal marketing as needed. Dr. Fowler to spearhead this goal.*
   Outcome: *Message has been prepared for the President to deliver college wide. New Marketing Director and Advising Director are working with materials from Complete College America to support President's message. Will be available fall 2018.*

3. Look into scholarship/incentive options (including International Students) *(Sheila Stevenson & Linda Yazdani.)*

   Outcome: *Scholarships for international students are still not available in general. Most donors specify that donations go to US citizens or permanent residents. There is a very small fund in the foundation from a donation over less than $200 for international students; however, as it is very limited, no plans to donate have been made at this time. Anyone can donate to the fund, but there is no advertising for it and no plans to advertise for it. International students and other non-residents are not eligible for the three credit scholarships or other scholarships. Terri Cedillo worked with the Foundation to create a Be the Change scholarship to support RRCC student who are undocumented or are DACA/ASSET recipients. While other public colleges are giving scholarships to these groups, we remain unable to do so because the funds are considered public funds and are not available to non- tax payers. In reality, all of these students pay taxes on everything they purchase and contribute millions to the Colorado economy. The Foundation has said that with a new controller, they may be able to look at loosening some of the scholarship restrictions, but nothing has happened with this so far.*

4. Support smart track for Lakewood *(Linda Comeaux)*

   Outcome: *Instructional Services is working on an implementation plan for Smart Track at the Lakewood Campus.*

5. Financial incentive for more credits (over 12, or continue at same tuition rate) – talk to Bryan Bryant *(Linda Y)*

   Outcome: *Linda Yazdani spoke with Bryan Bryant after she did research on the 12+ same tuition movement. Metropolitan University of Denver is one such college which has set tuition rates at 15 credits and above. Red Rocks does not seem to be able to do this per Bryan due to the nature of our community college system and its governance. We don't have the independence to set tuition.*

6. Housing Options *(Mundy & Linda Y)*

   Outcome: *Student Life is working on updating their website to reflect the local rental market. Linda Yazdani and Emelda Jones have spoken with local apartment complexes to ensure that students without social security numbers are able to secure local rental accommodation. Due to the tight rental market in the area and the escalating price of rent, none of the nearby rental complexes are willing to offer student discounts. There is no motivation to do so. Linda has explored private funding for local housing. While there are business people willing to discuss building student specific housing, it is tied to conditions such as housing exclusively for Chinese high school students whose course work would have to be coordinated between RRCC and Jeffco schools. Linda has done some research on housing built for Emily Griffith students – low cost housing with retail operations on the lower lever. However, Bryan doesn't think that the market would sustain a lower than average rent in this area.*

Goal #2: Implement retention and completion strategies for underserved and first generation students.

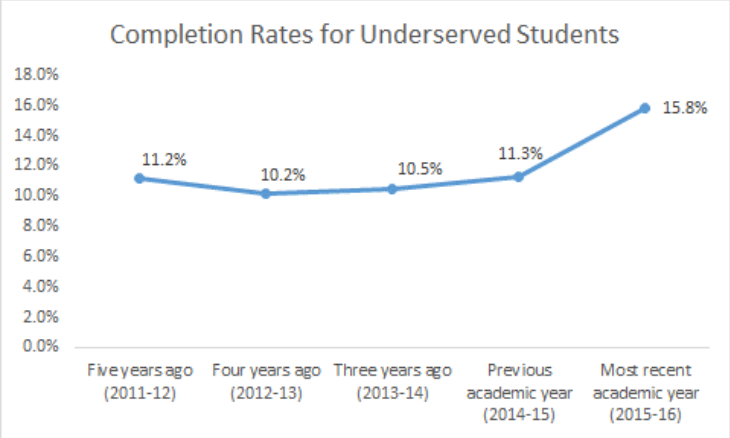
Supporting Data:

RRCC OFFICE OF PLANNING, RESEARCH, AND EFFECTIVENESS RESEARCH BRIEF

RRCC SERVICE AREA DIVERSIFICATION AND GROWTH IN TRIO-ELIGIBLE STUDENTS

MARCH 9, 2015

- These trends reflect major changes in the demography of the RRCC service area. The "graying" of the RRCC service area is one major trend that occurred between 2000 and 2010. Growth of the Hispanic population in the service area is another. Both the decline in the White, not Hispanic population and the increase in the Hispanic population were fueled by younger age groups.
- Another important enrollment trend has been an increase in first-generation and low income students at RRCC. Since Fall 2009, the number of these students, who are eligible for support services from the Federal TRIO program, has increased by 27.7%. At the same time our pool of students who are not TRIO-eligible has decreased. The needs of TRIO-eligible students are important considerations for increasing our retention, graduation, and transfer rates.



	*Completion Rates for Underserved Students**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2011-12)	11.2%	-----	-----
Four years ago (2012-13)	10.2%	-----	-----
Three years ago (2013-14)	10.5%	13.0%	-2.5
Previous academic year (2014-15)	11.3%	13.0%	-1.7
Most recent academic year (2015-16)	15.8%	14.3%	1.5

* Based on total academic year enrollment

Activities:

1. Develop a comprehensive FYE program *(Seidel & Glenn)*

   Outcome: *FYE coordinator was hired summer 2018. Development of FYE program will proceed in fall 2018.*

2. FYE programs for SRC (first year experience trip)/lock in *(Kirk)*

   Outcome: *SRC not able to provide any FYE programs through the SRC due to the all the changes that happened with the FYE Coordinator (new hire in summer 2018).*

3. Mandatory first time advising *(Lisa & Cynthia)*

   Outcome: *All Students given the option of online or in-person advising orientation. Measurement of both groups planned as a comparison of success. This was to be a measurement of FYE student online or in-person orientations. There were not enough FYE students/nor orientations to do a sizeable measurement. This activity may change with the hiring of the FYE Coordinator.*

4. Mandatory IC training for all staff *(Jen M. & Lisa)*

   Target: *80% of full-time SS staff have taken at least one level of Intercultural Competence by 6.30.18*
   Outcome: *86% have taken IC Level 1*
   Target: *70% of full-time SS staff take one I&D training this academic year (2017-2018)*
   Outcome: *76% have taken at least 1 training this year*

5. Mentoring program *(Seidel, Glenn & Gina)*

   Outcome: *The mentoring program is part of the FYE program and was postponed due to unforeseen circumstances with staffing issues and scalability. We are on track now to roll out the FYE mentoring program within the FYE program for Fall 2019.*

6. Co-curricular activities targeted to student needs *(Co-Curricular committee)*

   Outcome: *The co-curricular committee met during spring 2018 and developed and framework for aligning programming with the common learning outcomes as well as student development needs. Education about this process and outreach to additional areas to provide co-curricular programming will continue in fall 2018.*

Co-Curricular Report 2017 - 1018.c

7. Trio overlay *(Mundy & Jean)*

   Outcome: *TRiO SSS contact model overlay for tracking of services that have been delivered: Accessibility Services (AS) will determine how applicable this model is to the students they serve. AS will track how the TRIO SSS required services are provided to their student population.*

8. Spanish for frontline staff *(Lisa, Mundy & Linda Yazdani)*

   Target: *Pilot Spanish conversation training to be completed over Summer 2018.*
   Outcome: *Kevin Forslund had put together a Spanish communication group which has been operating for eight months. The group is still fairly informal. Kevin will be leaving the college August 27th. Lisa Fowler discussed the possibility of finding software so that Student Services personnel could learn basic Spanish (needs definition). The RRCC has MANGO- language training software- in its collection. Staff can use this. We still are trying to explore if there are any software programs which would specific enough for our needs or if Spanish language faculty would be willing to lead this training.*

9. Intentional programs that appeal to multiple cultures *(Kirk & Jen)*

   Target: *Create and execute 10 programs in spring 2018*
   Outcome: *14 programs were offered from Inclusion & Diversity, with an additional 6 programs that addressed civil engagement and dialogue across differences*

10. Build relationships at enrollment stage to encourage advising, support services *(Tena, Janis, Gina & Seidel)*

    Outcome: 201910 – 574 registered out of 4,112/13.96%,
    201920 – 553 registered out of 4,112/13.45%

11. When students request transcripts have a small survey for them to complete saying "why" transferring *(Cynthia, Jen B. & Gina?)*

We created an online/iPad and paper survey that is given to every student that request their transcript here at Red Rocks or through Parchment. The survey asks the following questions 1) Are you a current or former student? 2)Please select the reason for requesting a transcript 3) If you are transferring, where are you transferring? 4) Please rate your satisfaction with your time at RRCC, on a scale of 1-5. The questions are designed for current students, if the student is a former student, the only question they answer is question #4, Rate your satisfaction with you time at RRCC, on a scale of 1-5.

Outcome: *To date, we have had 1506 students answer the survey, with the majority of the students requesting the transcripts for transfer (#220), and a majority of those transcripts were to 4-year universities (#156) and not with other neighboring community colleges. The satisfaction rating averages with #820 votes of the number 5 indicating highly satisfied with their time at RRCC.*

We plan to run this survey from one registration period to the next (April 1, 2018 thru November 1, 2018)

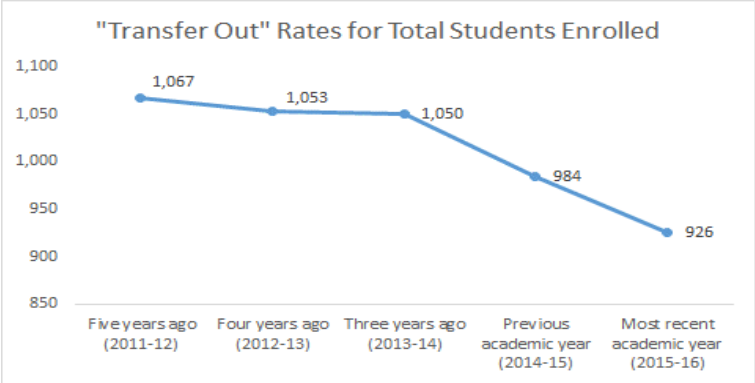
12. Customer service training for all staff *(Seidel)*

Outcome: *Work has begun to create a comprehensive manual and training program for all front-line staff. A test pilot program for the Admissions Navigators was conducted in the Spring of 2018 as an in-process needs assessment for new employees. Throughout the Fall of 2018 meetings will continue and more input will be sought to expand the training to other areas. A survey will be sent out to collect information on needs, gaps, wants, constraints, and any other issues within our current customer service model. We will then finish the manual and training materials and create a plan for scalability and delivery to all Student Success Staff by end of Summer 2019. Customer satisfaction will increase and be measured through customer satisfaction surveys.*

Supporting Data:

"Transfer out" Rates

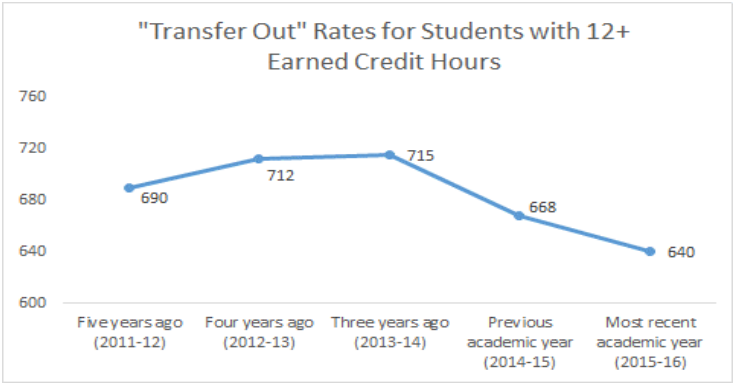
Total students enrolled



	*"Transfer Out" Rates for Total Students Enrolled**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2011-12)	1,067	-----	-----
Four years ago (2012-13)	1,053	-----	-----
Three years ago (2013-14)	1,050	1063	-13
Previous academic year (2014-15)	984	1060	-76
Most recent academic year (2015-16)	926	993	-67

* Based on total academic year enrollment

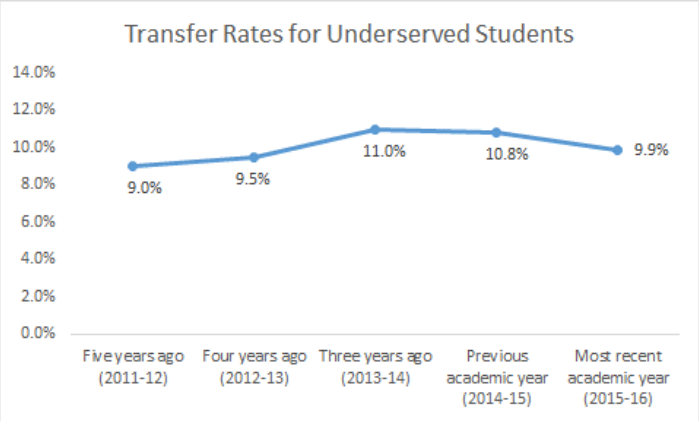
Students with 12+ earned credit hours



	*"Transfer Out" Rates for Students with 12+ Earned Credit Hours**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2011-12)	690	-----	-----
Four years ago (2012-13)	712	-----	-----
Three years ago (2013-14)	715	719	-4
Previous academic year (2014-15)	668	729	-61
Most recent academic year (2015-16)	640	646	-6

* Based on total academic year enrollment

Underserved Transfer rates



	Transfer Rates for Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2011-12)	9.0%	-----	-----
Four years ago (2012-13)	9.5%	-----	-----
Three years ago (2013-14)	11.0%	12.0%	-1.0
Previous academic year (2014-15)	10.8%	13.0%	-2.2
Most recent academic year (2015-16)	9.9%	13.8%	-3.9

* Based on total academic year enrollment

Activities:

1. Develop a contact list of 4-year institutions' representatives who work on reverse transfer as well as their procedures. *(Dean)*

   Outcome: *CDHE has a very informative website that lists contacts for all CCCS and four-year institutions in Colorado. The policy is explained and includes a frequently asked questions sections.* https://degreewithinreach.wordpress.com/contacts/

2. Give or send out reverse transfer information to anyone applying for a transcript *(Dean)*

   Outcome: *Cards with information on reverse transfer have been created and distributed to all advisors. Advisors have been instructed to hand the cards out individually to students who shared or disclosed with the advisor through their discussions, they would be leaving our campus and enrolling in a 4-year university. The students selected would also be close to graduating at Red Rocks and could do a reverse transfer once they completed the final community college classes needed for their degree or certificate.*

   It was requested not to make the reverse transfer a highly publicized procedure, as we did not want students withdrawing from Red Rocks to do reverse transfers that really did not qualify. It has been done on a case-by-case basis with students.

3. Familiarize students with reverse transfer procedures *(Dean)*

   Target: *Obtain more information after February meeting at FRCC and place CDHE link on the following websites: Advising, Career Services, Recruitment, Student Records, and TRIO.*
   Outcome: *We have made the CDHE reverse transfer information available on the stated websites*
   Target: *design a simple brochure explaining the benefits of reverse transfer and how students can locate information on the process*
   Outcome: *"Reverse Transfer Cards" are created and have been distributed to all advisors*

4. Include reverse transfer process in transfer agreements with 4 year schools. *(Dean)*

   Outcome: This is a decision that would have to be made by CDHE in conjunction with all Colorado four-year state schools.

5. Educate frontline staff on the benefits of reverse transfer for RRCC *(Gina)*

   Outcome: *We have presented to Student Success directors, managers, and deans. Information covered included discussions at the state Reverse Transfer meeting held in FRCC in February. This included the reverse transfer procedures and responsibilities of CDHE, CCCS, and RRCC. Also reviewed was a tentative calendar of what will be completed in the near future by both CDHE and CCCS.*

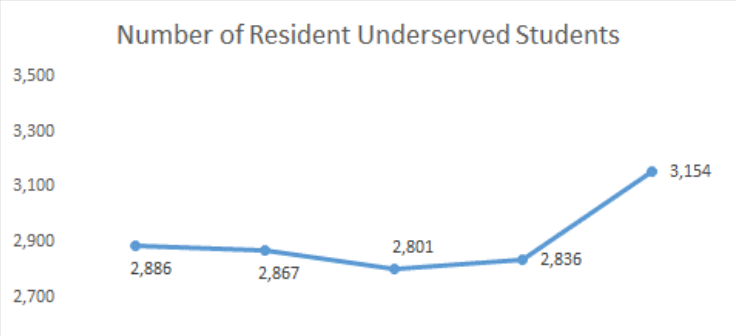
Goal #4: Focus recruitment strategies for underserved and high school students.

Supporting Data:

	Fall 2011 (201220)		Fall 2012 (201320)		Fall 2013 (201420)		Fall 2014 (201520)		Fall 2015 (201620)	
Student Type										
Continuing or Readmit	6,503	68.1%	6,042	66.9%	5,790	67.3%	5,335	65.8%	4,916	63.1%
First Time	1,776	18.6%	1,469	16.3%	1,330	15.5%	1,259	15.5%	1,183	15.2%
High School Concurrent	245	2.6%	317	3.5%	375	4.4%	367	4.5%	605	7.8%
Transfer	1,020	10.7%	1,203	13.3%	1,105	12.8%	1,151	14.2%	1,085	13.9%
Total	9,544		9,031		8,600		8,112		7,789	
Race/Ethnicity										
a) Non-Resident Alien	108	1.1%	99	1.1%	123	1.4%	128	1.6%	132	1.7%
b) Race and Ethnicity unknown	960	10.1%	586	6.5%	443	5.2%	341	4.2%	299	3.8%
c) Hispanic, Latino	1,175	12.3%	1,169	12.9%	1,131	13.2%	1,069	13.2%	1,138	14.6%
d) Native American or Alaska Native	93	1.0%	97	1.1%	85	1.0%	67	0.8%	76	1.0%
e) Asian	199	2.1%	188	2.1%	213	2.5%	213	2.6%	204	2.6%
f) Black or African American	200	2.1%	205	2.3%	173	2.0%	151	1.9%	143	1.8%
g) Native Hawaiian or Other Pacific Islander	30	0.3%	23	0.3%	14	0.2%	13	0.2%	15	0.2%
h) White	6,570	68.8%	6,416	71.0%	6,137	71.4%	5,846	72.1%	5,490	70.5%
i) Two or more races	209	2.2%	248	2.7%	281	3.3%	284	3.5%	292	3.7%
Total	9,544		9,031		8,600		8,112		7,789	

Data Source: SURDS End of Term Enrollment file unless otherwise noted
Note: This report only includes those students who are considered countable for FTE reimbursement purposes.

1. Number of resident underserved students



	*Number of Resident Underserved Students**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2012-13)	2,886	-----	-----
Four years ago (2013-14)	2,867	2,944	-77
Three years ago (2014-15)	2,801	2,924	-123
Previous academic year (2015-16)	2,836	2,857	-21
Most recent academic year (2016-17)	3,154	2,893	261

* Based on total academic year enrollment

Activities:

1. Develop list of high schools in underserved areas to visit *(Cynthia & Tena)*

   Target: *Look at underserved high schools in our entire service area (McClain; Alameda; Arvada; Brady Exploratory; Jefferson and Lincoln High Schools) and see if outreach to those schools will result in increased enrollment of 3-5% from these underserved populations. (Underserved defined as % of free/reduced lunches)*
   Outcome: *Success measurements will be from Enrollment numbers, admissions applications completed and enrollment numbers. To be analyzed after Fall 2018 Census Date (September 5th). Deadline Census Fall 2018: To compare numbers from Fall 2016 and Fall 2017 to Fall 2018.*

2. Jeffco 504 plan counselors *(Jean)*
   School Counselors are the people who work with students with disabilities in the high schools who are under a 504 plan.

   Target: *Accessibility's goal is to reach out to each counselor in Jeffco who is responsible for the 504 plans. Accessibility Services wants to make sure that community college and especially RRCC are on the counselors' minds as they guide students on 504 Plans. Accessibility also would like to offer meeting with parents and students to help them understand the process for students to get accommodations and support in place at RRCC.*
   Outcome: *Accessibility Services Director, Jean Kelly reached out to counselors at 22 of the Jeffco High Schools. From that number she received responses from 12 which resulted in 3 visits to high schools.*

3. Build relationships with high school counselors (Explore RRCC Day during school year) *(Tena & Gina)*

   Target: *Invite the underserved school counselors to the counselors in residence this summer. Planning a Counselor in Residence week long training in Summer 2018.*
   Outcome: *Counselor in Residence training postponed until Summer 2019 as RRCC will host a Counselor Workshop for the Colorado Council of High School and College Relations on September 28, 2018.*

   From October 2017 to May 2018 the office of Student Outreach and Retention visited all but 2 schools in our area (Long View and Warren Tech North). Student Outreach worked with Warren Tech to do an onsite registration event and registered 59 students outreach efforts we were able to do on site enrollment for 59 students transitioning from the high school programs to First time in college.

4. Training for staff to work with different populations (track) *(Jen M & Linda Y).*

   Target: *80% of full-time SS staff have taken at least one level of Intercultural Competence by 6.30.18*
   Outcome: *86% have taken IC Level 1*
   Target: *70% of full-time SS staff take one I&D training this academic year (2017-2018)*
   Outcome: *76% have taken at least 1 training this year*

5. Ensure marketing includes multiple populations *(Seidel, Linda Y)*

   Outcome: *Pictures have been more intentional to capture a diverse student population International students participated in the making of the college video- you are welcome here. International students also participated- posed for and their images are used- in our "You are welcome here" posters.*

6. Think of communities outside high school and participate in community events. *(Jen, Gina, Tena).*

Events	Dates	Past Involvement	Cost
AVID Conference			$375.00
La Raza Youth Leadership Fair			$50.00
RMACAC College Fair			$225.00
National Hispanic College Fair - AVID			$295.00
Colorado Council on High Conference	Nov/Dec		$150.00
National Hispanic Career Fair	February 1		$295.00
Wheat Ridge Kite Festival	April	booth	**
Boy Scouts Shout Show	April 28		$0.00
Arvada Harvest Festival	September 1	booth/parade	$10.00
Cinco de Mayo Festival	May 5 - 6	booth	$400.00
PrideFest	June 16 - 17	booth/parade	$290/$250
Carnation Festival	August 10-12		
Hispanic Chamber of Commerce			
Marketing			
Sand in the City	June 22 2018		$1,500.00
Jeffco Fair and Festival	August 10-12 2018		$0.00
Arts and Ales	Sep-18		$2,500.00
Arvada Center / Book Fest	19-May-18		$5,000.00
AWRSAY recognition Cermony	Apr-18	attendance	$0.00

1. Learn and utilize communication through their social media to reach students on mobile devices.*(Matt & Marketing)*
   Currently reaching out through FB, Twitter, LinkedIn, Instagram and Snapchat.

   Outcome: *No deadline; this is ongoing. Matt Adrian from Student Outreach and Recruitment was using Snapchat with various departments during the Spring 2018 Semester. He will continue this outreach with Marketing again in Fall 2018.*

2. Develop Family Guide to RRCC *(Seidel)*

Outcome: This is ongoing and will hopefully be completed for use in 2019 in both English and Spanish.

DIVISION OF STUDENT SUCCESS

Goals for 2018 – 2019

Mission

The mission of the Student Success Division is to equitably provide resources and services for students that foster personal growth and goal achievement in a supportive environment.

Goals

1. Increase completion rates of Black/African-American and Latinx students.
2. Improve the campus climate for evening and weekend students.
3. Offer increased opportunities for professional development of Student Success staff.
4. Complete a successful Comprehensive Quality Review and re-accreditation through the Higher Learning Commission.

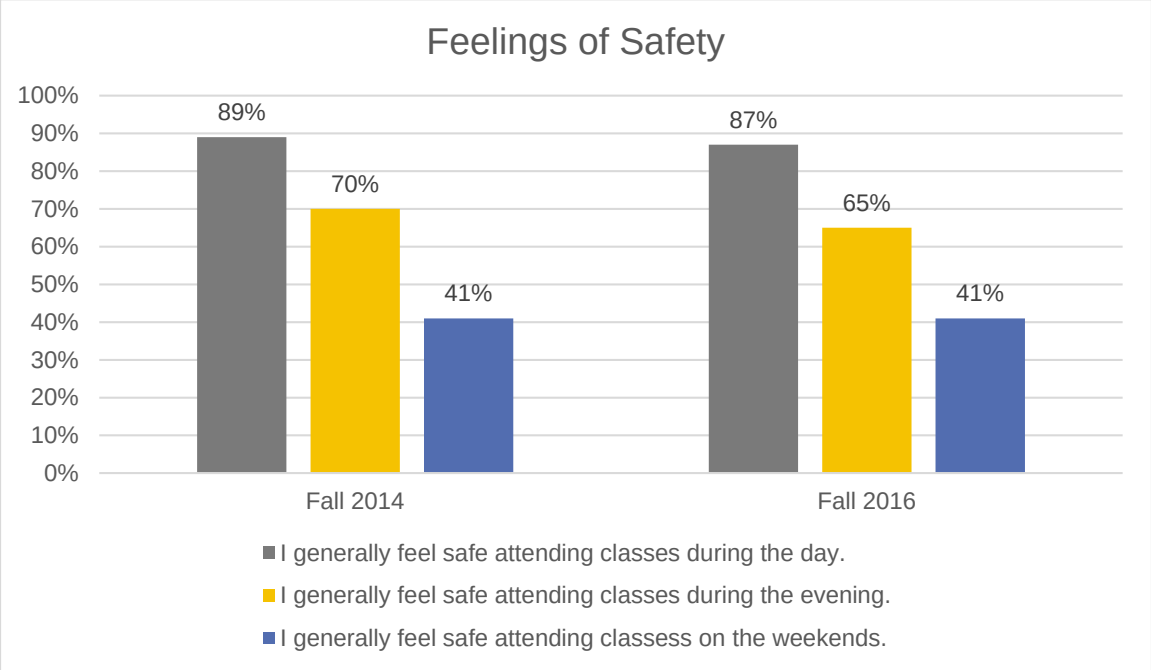
Goal 1: Increase completion rates of Black/African-American and Latinx students.

Full-Time, First-Year Student, 3 Year Earned Credential Rate	Fall 2012	3 Year Grad Rate	Fall 2013	3 Year Grad Rate	Annual Grad Rate Over 3 Years
American Indian or Alaska Native	6	16.7%	2	0.0%	12.2%
Asian	20	20.0%	16	33.3%	21.7%
Black or African American	7	14.3%	7	28.6%	14.3%
Hispanic	81	18.5%	78	24.3%	19.7%
Native Hawaiian or Other Pacific Islander	1	0.0%	1	0.0%	0.0%
White	383	27.4%	392	27.2%	28.6%

Objective	Outcome/Target	Person Responsible	Timeline
Departments/Operational Units will complete internal assessments of equity for Inclusive Excellence	80% of Student Success units will complete an assessment	Jen	April 2019
Student Success staff will learn basic Spanish speaking skills	2 departments will complete a course of language training	Lisa, Tena, Shannon, Sean, D-M	June 2019
Translate new student materials into Spanish	Top 5 pieces utilized by families will be translated	D-M	March 2019
Student Success staff will complete training through Inclusion & Diversity	85% of Student Success staff will be trained in IC2	Jen	June 2019
We will have authentic representation with community groups representing Black/AA and Latinx people.	Identify a list of potential community 10 partners; survey RRCC on current volunteer/community relationships	Cynthia, Steve, Shannon	December 2018

Goal 2: Improve the campus climate for evening and weekend students.

RRCC Fall 2016 Campus Climate Survey



CCCS 2016 Student Survey

Question: Please indicate on a scale of one to five, one meaning strongly disagree and five meaning strongly agree, how committed you believe this institution is to the following:

	Strongly Disagree				Strongly Agree	No Response
Quality of education	8	12	43	136	194	19
Customer assistance/satisfaction	10	26	60	130	159	27
Evening students	8	17	52	92	124	119
Older, returning learners	7	17	48	106	163	71
Serving students of color	8	12	18	83	133	158
Serving students who are veterans	9	5	22	86	138	152
Serving students with disabilities	8	4	23	88	138	151
Current technology	16	23	60	140	137	36
Offering training relevant to today's job market	9	18	54	123	146	62
Creating a smooth transition from high school to college	10	9	26	76	116	175
Helping students successfully transfer to four-year colleges	11	11	40	84	129	137
Helping me find a job	9	12	39	100	199	53

Objective	Outcome/Target	Person Responsible	Timeline
Administer survey of evening and weekend students to determine their need	Data collected and analyzed	Steve, Kirk	December 2018
Increase online presence during hours when offices are closed (text/chat options)	Identify potential solutions	D-M, Dean	December 2018

Goal 3: Offer increased opportunities for professional development of Student Success staff.

Spring 2018 Employee Climate Survey - ATP

I need more opportunities for professional development

Answer Choices		
1-Rarely	13.98%	13
2	9.68%	9
3-Sometimes	35.48%	33
4	19.35%	18
5-Usually	20.43%	19
Don't Know/NA	1.08%	1
Answered	**93**	
Skipped	**0**	

Spring 2018 Employee Climate Survey - Classified

I need more opportunities for professional development

Answer Choices		
1-Rarely	17.65%	6
2	14.71%	5
3-Sometimes	23.53%	8
4	23.53%	8
5-Usually	14.71%	5
Don't Know/NA	5.88%	2
Answered	**34**	
Skipped	**1**	

Objective	Outcome/Target	Person Responsible	Timeline
Dedicate time during Coffee and Catchup for Professional Development	30 minutes of each session	Jean	Ongoing
Collaborate between areas and budgets to bring in big name or high impact training	Bring in one person during 18-19	Lisa, Cynthia	June 2019
Complete web accessibility training	100% of department content managers have completed web accessibility training	Jean	June 2019
Develop programming for staff for mentorship or succession planning	A plan will be developed for implementation for fall 2019	Linda, Seidel	June 2019

Goal 4: Complete a successful Comprehensive Quality Review and re-accreditation through the Higher Learning Commission

2016 Systems Appraisal on the Criteria for Accreditation

Core Component	Strong, Clear, and well presented	Adequate, but could be improved	Unclear or incomplete
1A	X		
1B	X		
1C		X	
1D		X	
2A		X	
2B	X		
2C		X	
2D	X		
2E		X	
3A		X	
3B		X	
3C		X	
3D	X		
3E		X	
4A		X	
4B			X
4C		X	
5A	X		
5B		X	
5C			X
5D			X

Objective	Outcome/Target	Person Responsible	Timeline
Student Success Operational Units will complete their CIPs and SLAPs as appropriate.	80% of OUs will submit a CIP for review	Lisa	September 2018
Preparation handouts will be created for frontline staff	100% of frontline staff will receive handouts; 80% of staff will feel prepared for the CQR visit	Jen	October 2018
Student Success leadership will report data quarterly to the team	Quarterly data reviews will include summary data and discussion/decisions that result	Jen	June 2018
Operational Guidelines and Procedures will be located in one place	A web page will contain all guidelines and procedures for Student Success	Mary, Jen B.	November 2018

RED ROCKS COMMUNITY COLLEGE

Instructional Goals

Goal #1: To promote our students' efficient path to successful completion of their certificate or degree goals, we will implement the Guided Pathways strategies.

Goal #2: To achieve a culture of continuous quality improvement (CQI), we will formalize the program review and program assessment process called ILEARN.

Goal #3: To align Red Rocks with accreditation requirements, we will lead the implementation of priority strategies to successfully fulfill all HLC Standard Criterion.

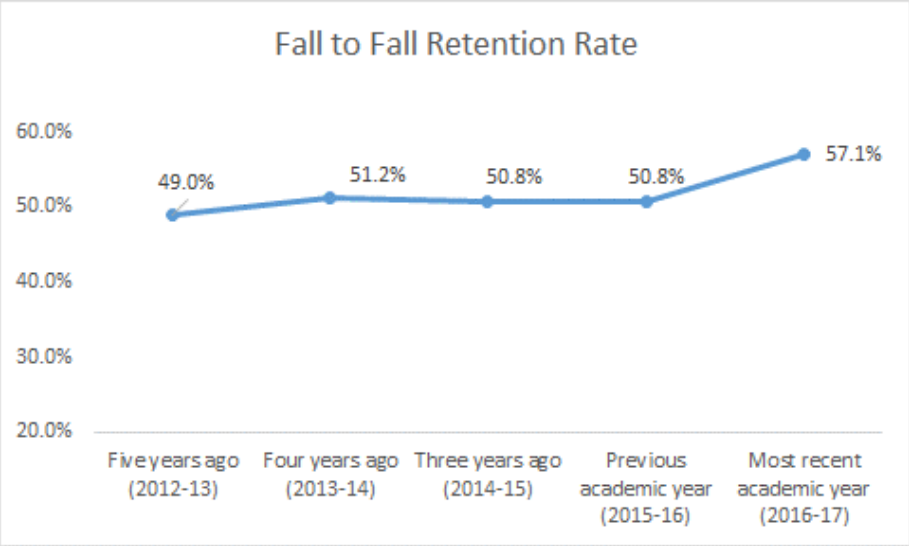
Goal #4: To ensure all of our instructional offerings are accessible to the broadest population of students, we will fully execute the Universal Design principles outlined in the Red Rocks Community College Web Accessibility plan.

To achieve success all Faculty and Instructional Staff should include performance plan objectives that align with the above Instructional Goals.

Goal #1: To promote our students' efficient path to successful completion of their certificate or degree goals we will implement the Guided Pathways strategies.

Supporting Data:

1. **Fall-to-fall retention rate across all full-time and part-time students** Calculated as the number of students re-enrolling in the fall plus those students who graduated during the year between fall semesters and who did not re-enroll.



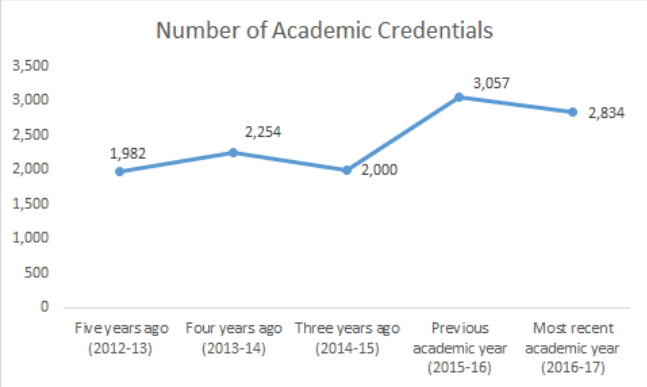
	*Fall to Fall Retention Rate**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2012-13)	49.0%	-----	-----
Four years ago (2013-14)	51.2%	50.0%	-1.2
Three years ago (2014-15)	50.8%	52.2%	-1.4
Previous academic year (2015-16)	50.8%	51.8%	-1.0
Most recent academic year (2016-17)**	57.1%	51.8%	5.3

* All full-time and part-time students

** Approximate value, not final

2. Number of Undergraduate Credentials

Credentials indicate the completion of a degree or certificate. Each degree or certificate earned by a person counts.



	*Actual Number of Undergraduate Credentials**	*Indicator Target*	*Amount Above or Below Target*
Five years ago (2012-13)	1,982	-----	-----
Four years ago (2013-14)	2,254	2061	193
Three years ago (2014-15)	2,000	2344	-344
Previous academic year (2015-16)	3,057	2080	977
Most recent academic year (2016-17)**	2,834	3118	-284

* Degree and/or certificate completion
** Approximate value, not final

Activities:

1. Faculty will work with their department to explore and employ retention strategies.
    a. Year End Assessment:
        i. There was a deliberate effort to advise students and use the existing course / curriculum maps.
        ii. Group advising opportunities were provided for some CTE programs
        iii. Some areas utilize a cohort student model i.e. CTE and Honors Program
        iv. Data collection processes & student success research occurred in many areas in relation related to ILEARN projects i.e. ENG, PHI, SPA…
        v. Intentional and strategic scheduling i.e. SOC, PSY, ART, MGD
        vi. Many departments worked more with adjunct faculty on retention strategies
    b. CTE programs during program renewal process
    c. During program the renewal process CTE programs have retention plans in place for non-traditional students

d. Had more student engagement activities and high impact practices (HIP) i.e. STEM Core, Science Expo, IDEA lab, Honors (workshop)

2. Faculty and Deans will assist in the creation of curriculum maps for each certificate and degree.
    a. Mid-year review:
        i. During Fall semester the Deans as Guided Pathway facilitators worked with departments and related faculty to develop the first draft of curriculum maps.
        ii. By January 19th will have all drafts of curriculum maps on the S Drive for further review.
    b. Year-end review:
        i. Advising reviewed all curriculum maps. Most drafts of degree maps are on the S Drive.
        ii. Noticed there is a need for alignment of curriculum maps and program learning outcomes (PLOs).
        iii. Deans have begun analyzing / integrating course sequences into the college course schedule.

3. Deans will facilitate one Career and Academic Community Team to ensure consistency with the broader process of Guided Pathways.
    a. Mid-year Review:
        i. Fall meeting completed and will have further activity in Spring 2018
    b. Year-end Review:
        i. Performed more curriculum map refinement

4. Ensure the broader campus community is aware and informed of the Guided Pathway implementation strategy.
    a. Mid-year Reivew:
        i. Dean Mike Coste has met with ATP, Student Government, Advisors, Managers for Student Success, Department Chairs, Faculty Senate, and the President's Cabinet.
    b. Year-end Review:
        i. This is ongoing. We will continue to expand the campus message regarding GP Communities in the coming year.

Measures of Success: We know we will be successful when we…

1. Increase the RRCC Fall to Fall retention rate by 2% from 57.1% to 59.1% for the 2017-2018 academic year.
    a. Year-end Review: Final year-end values are still pending.

2. Increase the actual number of undergraduate credentials by 5% or from 2834 to 2976 for the 2017-2018 academic year.
    a. Year-end Review: The most recent academic year (2017-2018) actual number of undergraduate credentials = 3,241. This data is approximate and is not yet final.

Goal #2: To achieve a culture of continuous quality improvement (CQI) we will formalize the program review and program assessment process called ILEARN.

Supporting Data:

Criterion Four. Teaching and Learning: Evaluation and Improvement

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

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Appraisal Feedback: ☒Unclear or incomplete

Criterion Five. Resources, Planning and Institutional Effectiveness

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

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts

Appraisal Feedback: ☒Unclear or incomplete

Activities:

13. All Instructional operational units will participate in the ILEARN process.
    a. Mid-year Review:
        i. We have 80%-85% of Instructional operational units in compliance.
    b. Year-end Review:
        i. 95% of Instructional Operational Units in compliance. Working to get all CIP Summaries and SLAPs on the S Drive.

14. The Instructional Leadership Team will become coaches and facilitators for all of the Instructional operational units as they progress through the ILEARN process.
    a. Mid-year Review:
        i. The Deans have met with faculty during goal setting along with follow up meetings with the Department ILEARN coordinators. ILEARN is an ongoing process.
    b. Year-end Review:
        i. Throughout the year there was good coaching from ILT members and we are now transitioning to the Student Learning Assessment Council.
        ii. Not all CIPs and SLAPs are on the S Drive but there is ongoing work on accomplishing this.

Measures of Success: We know we will be successful when…

1. RRCC receives at least an "adequate, but could be improved" appraisal for Criterion 4.B and 5.D in the 2018 accreditation report.

   The final assessment of this measurement will not be realized until the HLC report or our reaccreditation / reaffirmation visit. This will likely be by April 2019.

Goal #3: To align Red Rocks with accreditation requirements we will lead the implementation of priority strategies to successfully fulfill all HLC Standard Criterion.

Supporting Data:

Appraisal Feedback was ☒Unclear or incomplete on the following Criterion core components.

Criterion Four. Teaching and Learning: Evaluation and Improvement

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

4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Criterion Five. Resources, Planning and Institutional Effectiveness

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

5.C. The institution engages in systematic and integrated planning.

5.D. The institution works systematically to improve its performance.

Activities:

6. Participate on Criterion Teams to implement priority strategies for areas of improvement.
    a. Mid-year Review:
        i. Members of the Instructional Leadership Team (ILT) have participated in the Criterion Team events through the beginning of Fall 2017 semester.
        ii. Deans have created and conducted HLC Pop up information sessions.
        iii. ILT has reviewed the Key points document created by the Institutional Effectiveness office and is actively addressing these prioritized items.
    b. Year-end Review:
        i. The criterion team effort was changed mid-year so there was no additional work on this effort.
        ii. All of the Deans of Instruction along with two faculty members and student success representatives attended the HLC Conference. The VPI and VPSS was also in attendance. A conference google document of feedback and action items was created after the conference.
        iii. Nicole Lacroix, Mike Coste and Joe Murdock from Instructional Services attended the AQIP Strategy Forum and created a college Action Project in relation to continued implementation of ILEARN.

iv. Mike Coste, Jen Macken and Nicole Lacroix lead the content and agenda for a college-wide AQIP Retreat on June 11, 2018. The outcome was very successful.
v. There is more integration of planning in Instruction i.e. goal setting exercises, refining data, refining processes, the Annual Data Review (ADR), and development of a Program Review process. We are still working to establish processes to make our work more systematic.
vi. The Deans are working to be more systematic and consistent within their divisions.
vii. The following processes are actively being developed: Curriculum development procedure / operational guidelines (Curriculum Committee), Academic Standards syllabus template and syllabus repository, hiring process guideline, personnel request process, how to utilize data from the annual data review (ADR), New Faculty Orientation.

Measures of Success: We know we will be successful when…

1. RRCC receives no major deficiencies on the 2018 Higher Learning Commission site visit report.

   The final assessment of this measurement will not be realized until the HLC report or our reaccreditation / reaffirmation visit. This will likely be by April 2019.

Goal #4: To ensure all of our instructional offerings are accessible to the broadest population of students we will fully execute the Universal Design principles outlined in the Red Rocks Community College Web Accessibility plan.

Supporting Data:

U.S. DEPT. OF JUSTICE

PROPOSED TECHNICAL REQUIREMENTS FOR WEB ACCESSIBILITY

TITLE II, AMERICANS WITH DISABILITIES ACT (ADA)

SUMMARY

- Proposed technical requirements open for public comment until **October 7, 2016**.
- Proposed standards to be adopted: WCAG 2.0, Level AA, which is the current standard the System adopted in SP 3-125c, Web Accessibility Procedure.
- DOJ considered adopting Section 508 standards; however those standards are based on WCAG 1.0 (outdated).
- *NOTE-DOJ states Section 508 requires Federal Government to ensure the electronic and information technology it develops, procures, maintains, or uses, including Web sites, is accessible. I am still of the opinion Section 508 does not apply to us; however, in any event, The "United States Access Board" has proposed to revise Section 508 to require conforming with WCAG 2.0 as well.

Red Rocks Community College
Web Accessibility Plan

WCAG 2.0 AA:

"WCAG 2.0 is a stable, referenceable technical standard. It has 12 guidelines that are organized under 4 principles: perceivable, operable, understandable, and robust. For each guideline, there are testable *success criteria*, which are at three levels: A, AA, and AAA." (Henry, 2005) The President's Procedure (SP 3-125g) states that all CCCS institutions will meet level AA.

Web Accessibility:

Web accessibility means that a person with a disability can perceive, understand, navigate, interact with, and contribute to Web content with the same effectiveness as a person without a disability. Accessible

information systems are developed to be flexible enough to accommodate the needs of the broadest range of users, regardless of age or disability. (Henry, 2012)

Web content and Services:

All information, content or visual/auditory media hosted or displayed directly through the RRCC Website or related systems.

Instructional Services Action Plan

To be completed by *May 1, 2016:*

- Meet with department chairs to identify training and support needs for implementation of the Red Rocks Community College Web Accessibility Plan.
- Provide personalized trainings to faculty/instructors on developing accessible course documents and multimedia for new content.
- Ensure Website content mangers have attended trainings provided by the RRCC Website Team in conjunction with Disability Services on Web accessibility.
- Conduct in-person and online trainings sessions with faculty/instructors to make instructional documents accessible.
- Develop resource guides, to be included, in the New Instructor Orientation manual on how to make instructional materials WCAG 2.0 AA compliant.

To be completed by *May 1, 2017:*

- Design and create a Universal Design for Learning (UDL) training course in D2L.
- Conduct in-person and online trainings with faculty/instructors to make instructional documents and multimedia accessible for existing content.
- Identify faculty/instructors mentors to assist with ensuring course documents and multimedia are WCAG 2.0 AA compliance.

To be completed by *May 1, 2018:*

- Ensure content uploaded to the campus LMS meets WCAG 2.0 AA compliance.
- Mentors assist with ensuring course documents and multimedia are WCAG 2.0 AA compliance.

To be completed by *May 1, 2019:*

- Ensure all content on the LMS meets WCAG 2.0 AA standards.
- Remove all content on LMS that does not meet WCAG 2.0 AA standards.

Ongoing

- Develop webinars on how to make instructional documents accessible as needed.
- Train and assist faculty/ instructors to ensure accessibility of course documents and multimedia on a case by case basis.
- Review and assess the Desire2Learn platform to ensure software is WCAG 2.0 AA compliant.
- Provide regular open lab hours in the Instructional Design and Innovation Center (IDIC) to provide one-on-one assistance with ensuring WCAG 2.0 AA compliance.

Activities:

1. Integrate a web accessibility goal into all 2017-2018 performance plans.
    a. Mid-year Review:
        i. Deans have worked with all of their faculty to add accessibility goals into their respective performance plans.
    b. Year-end Review:
        i. 100% of full-time faculty created a performance goal that included web accessibility activities.

2. Ensure all full-time faculty, adjunct instructors and Instructional staff are trained in web accessibility strategies.
    a. Mid-year Review:
        i. So far 345 out of approximately 500 individuals have signed up for the Fall 2017 Accessibility 101 training sessions (71 FT Faculty & 264 Adjunct Instructions plus 10 various Instructional staff)
            1. 65% completion rate
            2. Issued 130+ Credly badges
        ii. There will be some Spring hybrid & online training sessions
        iii. Working to get 2-3 part-time staff to assist in making current instructional documents accessible.
    b. Year-end Review:
        i. 100% FT Faculty completed training / 30% of Instructors

3. Ensure all instructional documents are compliant with Universal Design / accessibility standards.
    a. Mid-year Review:
        i. In progress
        ii. Would like to continue ensuring new instructional documents will be in an accessible format. There will be assistance to help convert current Instructional documents into an accessible format.
    b. Year-end Review:
        i. Generally, all newly created documents are compliant with WCAG 2.0 standards yet, there is still some difficulty reaching those standards in regards to highly technical materials i.e. mathematical formulas, graphs etc.

Measures of Success: We know we will be successful when…

1. Ninety percent (90%) of all instructional documents have implemented the Universal Design/accessibility strategies by May 2018.

INSTRUCTIONAL GOALS

2018-2019

College Mission Statement:

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

GOAL #1

Demonstrate a commitment to educational achievement through effective teaching, ongoing assessment of student learning, and program improvement.

Supporting Data:

1. The current Systems Appraisal has assessed RRCC as "unclear and incomplete" for:

    a. **Criterion Four. Teaching and Learning: Evaluation and Improvement**
    The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

        i. 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
            1) The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
            2) The institution assesses achievement of the learning outcomes that it claims for its curricular and co- curricular programs.
            3) The institution uses the information gained from assessment to improve student learning.
            4) The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

    b. **Criterion Five. Resources, Planning and Institutional Effectiveness**
    The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

i. **5.D.** The institution works systematically to improve its performance.
    1. The institution develops and documents evidence of performance in its operations.

    2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts

2. ABC Completion rates by course and delivery average the following:
    a. Face to Face
    b. Red Rocks Online
    c. Hybrid
    d. Overall average by CTE courses
    e. Overall average by Academic courses

Activities:

1. We will continue implementing our program assessment process, ILEARN, to ensure the quality of teaching and learning (Criterion 4.B.1 and 4.B.3).
    a. A faculty driven Student Learning and Assessment Council will be formed to support assessment initiatives.
    b. Instructional operational units will continue to implement their continuous improvement plans (CIP) and student learning assessment plan (SLAP).

2. Provide professional development on high impact practices, innovations in teaching, and instructional technology.

3. Support the implementation of high impact practices.

4. Create and implement hybrid course quality standards.

Measures of Success:

1. By May 2019, we will "meet" the HLC Criterion 4 and 5 results of the peer reviewed Comprehensive Quality Report (CQR).

2. By May 2019, 100% of ILEARN Cohort 1 will have reached the third stage of the assessment cycle with comparative data and 100% of ILEARN Cohort 2 will have reached the second stage of the assessment cycle with baseline data.

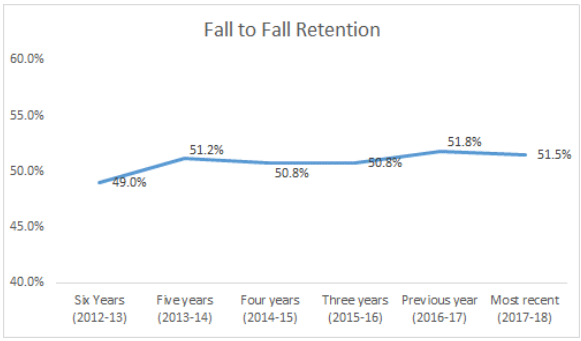
3. The average ABC Completion rate for all delivery methods (face to face, Red Rocks online and hybrid) will increase by 2%.

GOAL #2

Increase student success through an increase in fall to fall retention rates, an increase in completion of certificates and degrees, and a decrease in the equity gap for underserved students in regards to ethnicity.

Supporting Data:

1. **Fall-to-fall retention rate across all full-time and part-time students** Calculated as the number of students re-enrolling in the fall plus those students who graduated during the year between fall semesters and who did not re-enroll.

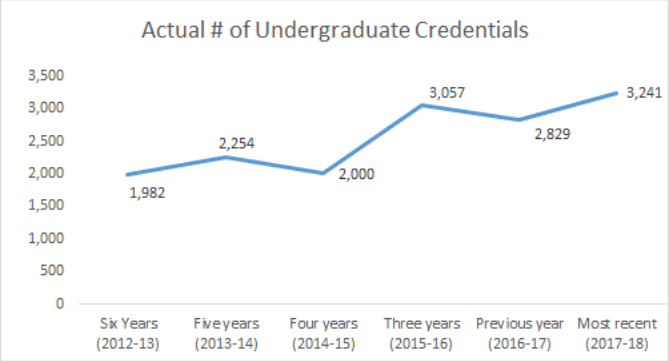


	*Fall to Fall Retention Rate**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	49.0%	-----	-----
Five years ago (2013-14)	51.2%	50.0%	-1.2
Four years ago (2014-15)	50.8%	52.2%	-1.4
Three years ago (2015-16)	50.8%	51.8%	-1.0
Previous academic year (2016-17)	51.8%	51.3%	5.3
Most recent academic year (2017-18)**	51.5%	52.8%	-1.3

* All full-time and part-time students
** Approximate value, not final

2. Number of Undergraduate Credentials

Credentials indicate the completion of a degree or certificate. Each degree or certificate earned by a person counts.



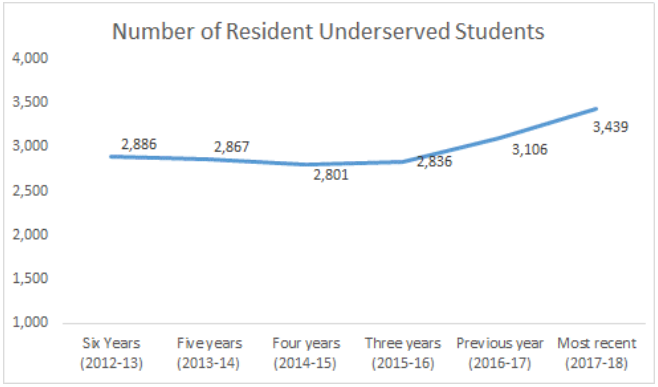
	*Actual Number of Undergraduate Credentials**	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	1,982	-----	-----
Five years ago (2013-14)	2,254	2,061	193
Four years ago (2014-15)	2,000	2,344	-344
Three years ago (2015-16)	3,057	2,080	977
Previous academic year (2016-17)	2,829	2,886	-57
Most recent academic year (2017-18)**	3,241	3,118	123

* Degree and/or certificate completion
** Approximate value, not final

3. Disparity in success of underserved students

Underserved Students are American Indian or Alaskan Native, Asian, Black Non-Hispanic, Hispanic, Multiple Ethnicities and Native Hawaiian/Pacific Islander. *Non-Underserved Students* are Non-Resident Alien, Unknown, and White Non-Hispanic.

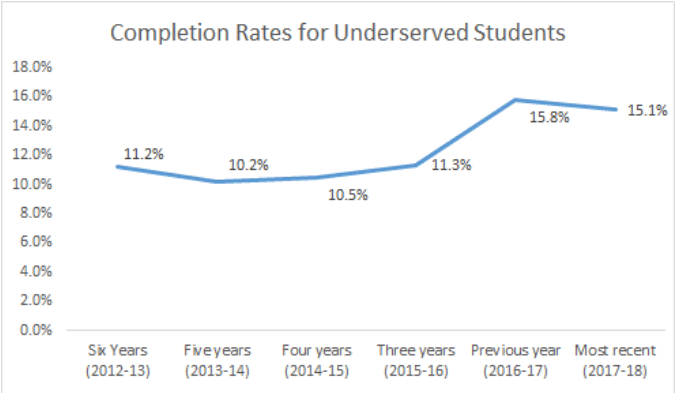
- **Number of resident underserved students**



	Number of Resident Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	2,886	-----	-----
Five years ago (2013-14)	2,867	2,944	-77
Four years ago (2014-15)	2,801	2,924	-123
Three years ago (2015-16)	2,836	2,857	-21
Previous academic year (2016-17)	3,106	2,893	213
Most recent academic year (2017-18)*	3,439	3,168	271

* Approximate value, not final

- Underserved Completion rates



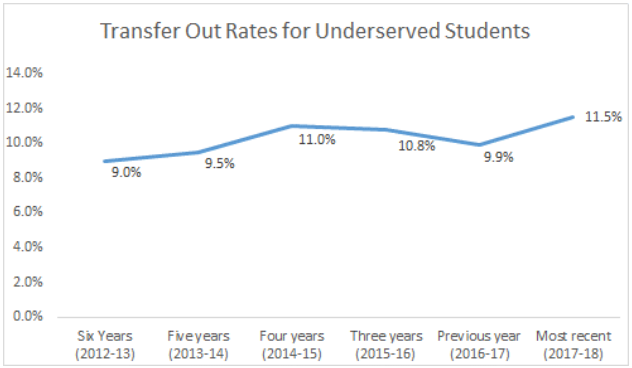
	Completion Rates for Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	11.2%	-----	-----
Five years ago (2013-14)	10.2%	-----	-----
Four years ago (2014-15)	10.5%	13.0%	-2.5
Three years ago (2015-16)	11.3%	13.0%	-1.7
Previous academic year (2016-17)	15.8%	14.3%	1.5
Most recent academic year (2017-18)*	15.1%	17.8%	-2.7

* Approximate value, not final

- Underserved A,B,C Completion rates

Count of FINAL_GRADE *Row Labels*	(1) Non-Comp-leter	(2) Unsuccess-ful	(3) Success-ful	Grand Total	Percent Completers
2018	**3018**	**5437**	**40471**	**48926**	83%
1) Non-Resident Alien (International)	54	108	704	866	81%
2) Unknown	134	260	3092	3486	89%
3) Hispanic	648	1391	7005	9044	77%
4) American Indian or Alaskan Native	22	40	239	301	79%
5) Asian	96	145	1122	1363	82%
6) Black or African American	65	165	635	865	73%
7) Native Hawaiian or Other Pacific Islander	9	20	50	79	63%
8) White	1845	3102	26322	31269	84%
9) Multiple Races	145	206	1302	1653	79%
Grand Total	**3018**	**5437**	**40471**	**48926**	83%

- Underserved Transfer rates



	Transfer Rates for Underserved Students	*Indicator Target*	*Amount Above or Below Target*
Six Years Ago (2012-13)	9.0%	-----	-----
Five years ago (2013-14)	9.5%	-----	-----
Four years ago (2014-15)	11.0%	12.0%	-1.0
Three years ago (2015-16)	10.8%	13.0%	-2.2
Previous academic year (2016-17)	9.9%	13.8%	-3.9
Most recent academic year (2017-18)*	11.5%	11.0%	0.5

* Approximate value, not final

Activities:

1. Faculty will continue to explore and employ retention strategies.

2. All of Instruction will continue the implementation of Guided Pathways.
    a. Faculty and Deans will finalize pathways for each degree and certificate.
    b. Create and promote a culture of “community” in regards to the academic pathways.
    c. Implement smart scheduling strategies.

3. Pilot the D2L student success system.

4. We will collect and analyze data for the number of students in a declared program/degree and the number of completers in that declared degree.

5. Using Carl Perkins funding we will hire a college CTE Advisor.

6. All faculty and instructional staff will attend at least one professional development opportunity on underserved populations and decreasing the equity gap.

Measures of Success:

1. The 2018-2019 Fall to Fall retention rate will increase from 51.5% to 52.8%.

2. The 2018-2019 Undergraduate Credential value will increase from 3241 to 3305.

3. The 2018-2019 Underserved Completion rate will increase from 15.1% to 15.9%.

GOAL #3

To align Red Rocks with accreditation requirements, we will continue the implementation of priority strategies to successfully fulfill all HLC Standard Criteria.

Supporting Data:

According to the most recent HLC Systems Appraisal Report RRCC should generally focus on the following priorities:

1. Creating a culture of continuous quality improvement.
2. Documenting and implementing continuous improvement with the assessment of program and student learning outcomes.
3. Demonstrate alignment of budget with the college’s strategic direction and priorities.

The Appraisal Feedback was ☒Unclear or incomplete on the following Criterion core components.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

5.C. The institution engages in systematic and integrated planning.

5.D. The institution works systematically to improve its performance.

The 2016 HLC Systems Appraisal Feedback Report can be accessed at https://www.rrcc.edu/sites/default/files/2016%20Red%20Rocks%20CC.Systems%20Appraisal.pdf.

Activities:

1. Conduct additional informational and educational sessions to educate and learn more about the HLC standards for accredited institutions.

2. Conduct a comprehensive syllabus audit to demonstrate consistent quality of instruction over all modes and locations of course delivery.

3. Conduct an audit of all full-time faculty and adjunct instructors' qualifications.

4. Continue to develop essential instructional procedures and operational guidelines.

5. Send at least two faculty to the Educause, League of Innovation, and HLC National conferences.

6. Continue implementing assessment of student learning at the course level while creating program and college level assessment.

Measures of Success:

1. RRCC will receive no major deficiencies on the 2018 HLC comprehensive quality review site visit report.

GOAL #4

To ensure all of our instructional offerings are accessible to the broadest population of students we will continue to execute the Universal Design principles outlined in the Red Rocks Community College Web Accessibility plan.

Supporting Data:

Instructional Services Action Plan

To be completed by *May 1, 2016:*

- Meet with department chairs to identify training and support needs for implementation of the Red Rocks Community College Web Accessibility Plan.
- Provide personalized trainings to faculty/instructors on developing accessible course documents and multimedia for new content.
- Ensure Website content mangers have attended trainings provided by the RRCC Website Team in conjunction with Disability Services on Web accessibility.
- Conduct in-person and online trainings sessions with faculty/instructors to make instructional documents accessible.
- Develop resource guides, to be included, in the New Instructor Orientation manual on how to make instructional materials WCAG 2.0 AA compliant.

To be completed by *May 1, 2017:*

- Design and create a Universal Design for Learning (UDL) training course in D2L.
- Conduct in-person and online trainings with faculty/instructors to make instructional documents and multimedia accessible for existing content.
- Identify faculty/instructors mentors to assist with ensuring course documents and multimedia are WCAG 2.0 AA compliance.

To be completed by *May 1, 2018:*

- Ensure content uploaded to the campus LMS meets WCAG 2.0 AA compliance.
- Mentors assist with ensuring course documents and multimedia are WCAG 2.0 AA compliance.

To be completed by *May 1, 2019:*

- Ensure all content on the LMS meets WCAG 2.0 AA standards.
- Remove all content on LMS that does not meet WCAG 2.0 AA standards.

Activities:

1. Ensure all new full-time faculty and remaining adjunct instructors are trained in web accessibility strategies.

2. Ensure instructional materials are compliant with WCAG 2.0 level AA standards.

3. Develop guidelines for faculty and instructors to support the implementation of the WCAG 2.0 level AA standards.

4. Develop a self-paced online course to inform all of instruction on benefits of implementing Universal Design for learning.

Measures of Success:

1. By December 2018, 100% of all new faculty will have completed the Accessibility 101 training.

2. By May 2019, 100% of all adjunct instructors will have completed the Accessibility 101 training.

3. By May 2019, 100% of instructional materials will be compliant with WCAG 2.0 level AA standards.

ILEARN

IMPROVING THE LEARNING EXPERIENCE
ACROSS RED ROCKS NOW

[Name of Operational Unit]

Continuous Improvement Plan

[Date}

Contributors

[Name]

[Name]

RRCC Mission

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

RRCC Goals[1] & Objectives

Goal 1 – Student Success

1. Increase remedial completion
2. Improve retention and completion rates
3. Develop innovative academic programming
4. Develop ongoing program review for all programs
5. Expand innovative use of instructional technology
6. Upgrade facilities to resolve space issues
7. Improve advising and "smart scheduling"

Goal 2 – Community Engagement

1. Increase access for underserved students
2. Increase attainment for underserved students
3. Lower student debt load and default rates
4. Build programs and services that benefit community
5. Build enrollment through community partnerships
6. Build international education and global programs
7. Higher education marketing in West Metro

Goal 3 – Institutional Renewal

1. Digitize and share student information for advising
2. Develop technological and facilities infrastructure
3. New methods and platforms for instruction
4. Increase diversity through hiring
5. Develop health and wellness services and training
6. Expand professional development opportunities
7. Implement Process Improvement Team findings

Goal 4 – Culture of Inquiry & Evidence

1. Develop Common Student Learning Outcomes
2. Develop co-curricular learning goals
3. Establish clear pathways to completion
4. New instructional delivery centers and options
5. Complete an Academic Master Plan

[1] For more information, see the RRCC Strategic Plan: http://www.rrcc.edu/sites/default/files/strategic-planning-RRCCStrategicPlanFinal.pdf

6. Develop career planning and experiential education
7. Develop systemic data collection and dissemination

Operational Unit Mission Statement

Operational Unit Goals & Objectives

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Evidence & Supporting Documentation

[This section will require some narrative on your part; attempt to answer the following questions, using graphs and charts where appropriate]

- How did you go about determining your goals utilizing data?
- What data points, research, or best practices did you look at to determine your OU goals?
- What did the data tell you?
- Why did you decide on this specific quality improvement plan?
- What do you hope to accomplish?

Implementation Timeline

Spring 2018	Summer 2018	Fall 2018

Spring 2019	Summer 2019	Fall 2019

Spring 2020	Summer 2020	Fall 2020

Spring 2021	Summer 2021	Fall 2021

RESOURCES AND SUPPORT

Anticipated Challenges

[Include here any challenges you anticipate in reaching your goals and how you plan to address those challenges]

Resources

[This section is for a narrative of what resources (human, monetary, etc.) you would need to accomplish your goals.]

Use the chart below to outline any budgetary needs you foresee.

Budget

Item	Cost	How the resource supports the Operational Unit goals
Total Request Amount	$0.00	

OU Goal	Objective	Data used to Evaluate (the objective)	Benchmark/ Internal Target (Outcome)	Deadline/Date to Assess	Person Responsible
Goal 1:	1a.				
	1b.				
	1c.				
Goal 2:	2a.				
	2b.				
	2c.				
Goal 3:	3a.				
	3b.				
	3c.				

Appendix F – Continuous Improvement Plan Summary Template & Sample

CIP: ILEARN Cohort 2: Fall 2017 – Spring 2021

QUESTION 1

At this point, you should be able to articulate your ILEARN, Operational Unit, improvement plan. The questions below are three ways to ask the same thing.

In less than 50 words, please respond to the question that makes the most sense to you.

1. What is the focus of your Operational Unit improvement plan?
2. What problem(s) have you identified in your Operational Unit that you will work to address?
3. What is your Operational Unit's strategic plan for improvement?

QUESTION 2

What data supports the focus of the Operational Unit's improvement plan?

QUESTION 3

By fall 2020, how will you know if your Operational Unit's improvement plan worked? In other words, what are your indicators of success?

QUESTION 4 (comparative data)

What comparative data indicates success or areas of improvement?

QUESTION 5 (conclusions and future action)

What conclusion can be drawn from the results? What action will be taken based on the results?

CIP Summary – Theatre Arts & Dance

QUESTION 1

At this point, you should be able to articulate your ILEARN, Operational Unit, improvement plan. The questions below are three ways to ask the same thing.
In less than 50 words, please respond to the question that makes the most sense to you.

1. What problem(s) have you identified in your Operational Unit that you will work to address?
2. What is the focus of your Operational Unit improvement plan?
3. What is your Operational Unit's strategic plan for improvement?

ECE/EDU programs' improvement plan is to reorganize under an Education Department to create ease of access to students for recruitment, retention, and completion in various educational pathways (ECE, Teacher Ed., Secondary/Post-secondary Instructor Professional Development)

The identified problems that motivates this project are

a) being able to identify who our EDU students are when they apply for admissions to RRCC
b) following through with program advising to achieve a higher completion rates as measured by certificates and degrees awarded
c) improve VE-135 response rates above 50% (current response rate is 26.8% in 2015) for ECE program pathways.

Strategic plan:

1. Update and implementing new degree maps -- in progress SP17
    a. Working on MOU with CU-Denver for AA degrees (El. Ed and EC Ed) to create customized transfer agreement
    b. Pursuing CTE program approval for AAS-ECE degree revisions
    c. Implement new degree maps in fall 2017.
2. Update EDU website and program brochures for recruitment – in progress SP17
3. Request data sets for implementing student navigation/program specific advising plan
    a. Current FTE disaggregated by course, and course format
    b. Enrolled student contact info, and declared program of study
    c. ABC completion rates for coursework
    d. Graduation/program completion rates
4. Create student navigation/advising plan.
5. Build access database for student navigation/advising and/or utilize EAB software.
6. Implement student navigation/program-specific advising plan.
7. Provide faculty training on student key assessment rubrics.
8. Implement on-going evaluation of student key assessment data and navigation/program specific advising data

QUESTION 2

What data supports the focus of the Operational Unit's improvement plan?

- ILEARN June data sets
  - Access up-to-date FTE numbers,
  - ABC grade completion data,
  - graduation data for certificates and degrees,
  - institutional retention rates
- Student enrollment data (assessment scores, courses attempted/completed, personal contact info, declared program of study)
- VE-135 data
- Key assessment rubric data (from D2L)

• Program	201730 – Spring 17 FTE	201630 – Spring 16 FTE	Change	%Change
EDU - Education	6.53	5.50	1.03	18.8%
ECE - Early Childhood Education	28.53	29.67	-1.13	-3.8%

VE-135 data – ECE program

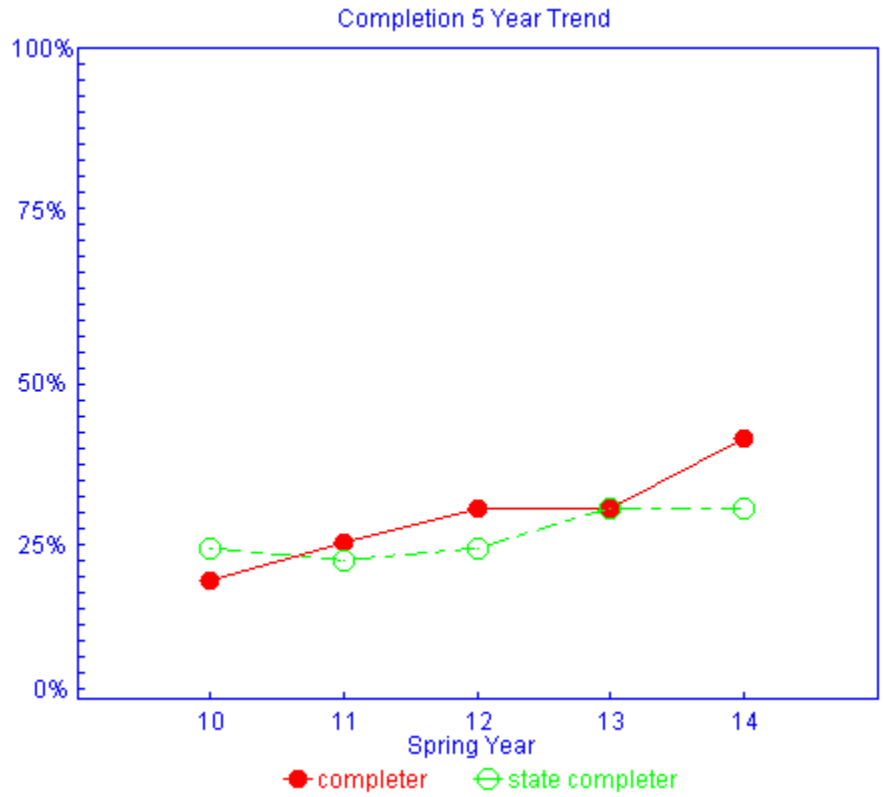
5 Year Completion Rate Trends

School	Red Rocks Community College	School Code/Suffix	303
Program	EARLY CHILDHOOD EDUCATION	Level	Postsecondary
Program ID	75155	CIP ID	131210
Program Request ID	3890	Non Trad	Yes, Female Dominated
Approval Date	06/26/2015	Expiration Date	06/26/2020
Status	Active		

5 Year Completion Rate Trends

		Program at Red Rocks Community College			This CIP Statewide		
School Year	Status	Number Enrolled	Number of Completers	Completion Rate	Number Enrolled	Number of Completers	Completion Rate
14	Active	123	49	40%	954	276	29%
13	Active	90	26	29%	912	262	29%
12	Active	112	33	29%	1075	251	23%
11	Active	126	30	24%	1163	243	21%
10	Active	176	32	18%	1314	306	23%

5 Yr Avg †	125.4	34.0	27%	1083.6	267.6	25%
Male	3.8	0.6	16%	39.8	6.6	17%
Female	121.6	33.4	27%	1043.8	261.0	25%
Ethnic Minority	21.8	5.0	23%	375.6	113.2	30%
Disadv	35.6	11.4	32%	413.0	108.8	26%
Disab	2.6	1.2	46%	22.4	10.4	46%
Limited English	1.8	0.0	0%	35.4	8.6	24%



QUESTION 3

By fall 2019, how will you know if your Operational Unit's improvement plan worked? In other words, what are your indicators of success?

Through the re-organization of ECE & EDU programs into an EDU department, we want to increase to following by 2019:

1. Recruitment of students into designated EDU pathways (~5 FTE)

2. Retain 50% of EC Entry certificate students into next certificate, and 30% of PS Teacher II students retained to AAS degree.
3. 55% of enrolled students will receive program specific navigation/advising, as measured by 4 designated touchpoints and successful program graduation.
4. 95-98% ABC grade completion of key course offerings [TBD] in each educational pathway.
    a. Key assessments for SLOs in specific courses
    b. ABC course completion
5. Increased VE-135 responses (>50%) to measure completion rates in the ECE program pathway.

Appendix G – Student Learning Assessment Plan Template (Narrative) & Sample

Student Learning Assessment Plan *Summary*

Operational Unit:

OU broad learning goals (copy from website):

Step 1: Provide a narrative overview of the assessment process.

4. What course(s) or co-curricular activities will be involved in the assessment?
5. Who will be involved in administering, evaluating, and assessing the results?
6. What professional development will be necessary to start the assessment process?
7. What estimated cost will be associated with the assessment process?

Step 2: Specific Student Learning Outcomes

8. What RRCC Common Learning Outcome will the evaluation measure (other times referred to as CLO, RRCC Competencies, or LEAP standards)?
9. What specific Student Learning Outcomes will be evaluated?

Step 3: Describe the measurement tool.

1. What measurement tool will be used to evaluate each learning outcome? Briefly describe the assignment, quiz, activity, survey, essay, observation, etc.
2. Will the RRCC Common Learning Outcomes and the course or assignment Student Learning Outcomes be blended in the same measurement?
3. What is the timeframe of the evaluation (when will it take place)?

Describe the evaluation tool.

1. Briefly describe how the learning outcomes will be evaluated (rubric, checklist, etc.)

Step 4: Baseline Data

1. Summarize the baseline results
2. Describe the action plan and implementation strategies for improvement
3. How will you know if your improvement plan worked? In other words, what are your indicators of success or benchmark for improvement?

Step 5: Comparative Data

1. Summarize the comparative results

Conclusions and future action

1. What conclusion can be drawn from the results? What action will be taken based on the results?

Student Learning Assessment Plan *Summary*

Operational Unit: ENGLISH (ENG)

OU broad learning goals (copy from website): Students will learn rhetorical principles in order to help them communicate effectively.

Step 1: Provide a narrative overview of the assessment process.

10. What course(s) or co-curricular activities will be involved in the assessment? ENG department will evaluate student understanding of rhetorical principles in all ENG 121 courses.
11. Who will be involved in administering, evaluating, and assessing the results? Both full-time and adjunct ENG faculty will be involved in the administration and assessment process. Full-time ENG faculty will be involved in the evaluation of results.
12. What professional development will be necessary to start the assessment process? Professional development required to begin the assessment process will include norming faculty to use the rubric to assess rhetorical principles.
13. What estimated cost will be associated with the assessment process? Estimated costs associated with the assessment process will include pay for adjunct faculty involvement.

Step 2: Specific Student Learning Outcomes

14. What RRCC Common Learning Outcome will the evaluation measure (other times referred to as CLO, RRCC Competencies, or LEAP standards)? Written Communication 1a: "Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation."
15. What specific Student Learning Outcomes will be evaluated? To understand rhetorical principles (message, method, purpose, audience, context, etc.) and be able to apply them to a variety of texts."

Step 3: Describe the measurement tool.

4. What measurement tool will be used to evaluate each learning outcome? Briefly describe the assignment, quiz, activity, survey, essay, observation, etc.
5. Will the RRCC Common Learning Outcomes and the course or assignment Student Learning Outcomes be blended in the same measurement?
6. What is the timeframe of the evaluation (when will it take place)?

In order to measure ENG 121 students will compose an artist's statement, in which the student explores the rhetorical choices made while constructing a late semester composition.

Describe the evaluation tool.

2. Briefly describe how the learning outcomes will be evaluated (rubric, checklist, etc.)

The ENG department will use a rubric to evaluate student understanding of both the RRCC Common Learning Outcomes and Student Learning Outcomes. Using a 0-4 scale, the rubric will measure student understanding of purpose, audience, rhetorical appeals, and genre conventions at the end of the semester in ENG 121.

Step 4: Baseline Data

4. Summarize the baseline results
5. Describe the action plan and implementation strategies for improvement

6. How will you know if your improvement plan worked? In other words, what are your indicators of success or benchmark for improvement? Although we are still awaiting data, the ENG department has set a benchmark that 80% of ENG 121 students will score at least a 3 average on the rubric.

Step 5: Comparative Data

2. Summarize the comparative results

Conclusions and future action

2. What conclusion can be drawn from the results? What action will be taken based on the results?

[OPERATIONAL UNIT] STUDENT LEARNING ASSESSMENT PLAN

Contact: [Contact name] | [contact email] | [contact phone]

Mission: [write your OU mission here]

Student Learning Goal 1:						
Student Learning Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	Comparative Results

Student Learning Goal 2:						
Student Learning Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	Comparative Results

RRCC Common Learning Competency 1:						
Common Learning Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	Comparative Results

Assessment Narrative: As a result of the baseline data, describe the action plan and implementation strategies for improvement. Then summarize comparative results.

Professional Development / Projected Cost	Focus	Timeframe	Estimated Cost	Responsible Party

ILEARN

Social Science STUDENT LEARNING ASSESSMENT PLAN

Contact: Social Science Faculty

Mission: The Social Sciences department is comprised of the departments of Psychology, Sociology, Communication, Political Science, Criminal Justice, Anthropology, Geography and Economics. It is our mission to develop capable citizens who are empowered with knowledge to make informed and socially responsible decisions in a diverse and interdependent world.

Students completing degree paths in the Social Sciences will be equipped with an education that:

1. instills critical thinking
2. employs strategies to improve written and oral communication skills
3. develops global awareness.
4. identifies informed and responsible decision making skills.

Student Learning Goal 1: Instilling Critical Thinking						
Student Learning Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	Comparative Results
Explain Issues	In class assignment per discipline with department-wide rubric (see attached). For example, critical thinking assignment where students are asked to synthesize materials from class on related issues and relate those materials to, their personal experiences.	Students will earn a 2 or higher on rubric – we will assess after initial baseline.	Fall 2018	Full-time Faculty members in each discipline.	TBD	
Understand Implications and Make Conclusions	In class assignment per discipline with department-wide rubric (see attached). For example, current topic in Sociology where students are presented all pertinent information and background on current sociological topic (ie: welfare recipients being drug tested). Students will make conclusions through an in –class written assignment.	Students will earn a 2 or higher on rubric – we will assess after initial baseline.	Fall 2018	Faculty members in each discipline	TBD	

RRCC Common Learning Competency 1: Critical Thinker						
Common Learning Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	Comparative Results
Analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.	In-class assignment per discipline as above using rubric	Students will earn a 2 or higher on rubric – we will assess after initial baseline.	Fall 2018	Faculty members in each discipline		

Assessment Narrative: As a result of the baseline data, describe the action plan and implementation strategies for improvement. Then summarize comparative results.

Professional Development / Projected Cost	Focus	Timeframe	Estimated Cost	Responsible Party

Appendix I – Co-Curricular Report 2017-2018

RRCC Co-Curricular Programming

ANNUAL REPORT

2017 – 2018

Co-Curricular Assessment Council

In Fall 2017, a call was put out to the college for participants for a new co-curricular committee. The original charge of this committee was to (1) define co-curricular learning at RRCC, (2) aggregate information on co-curricular learning opportunities, and (3) coordinate assessment of the RRCC Common Learning Outcomes in co-curricular activities. After reviewing the names of those interested, an initial group was selected by the VPs of Instruction and Student Success, along with the coordinators of ILEARN, in order to form a group that was representational of both instruction and student success, as well as included those who support a variety of co-curricular programs.

The 2017 – 2018 Co-Curricular Assessment Council Membership was as follows:

Wendy Bird, Faculty and Co-Coordinator of Center for Service Learning and Civic Engagement
Julia Bordeaux, Instruction Librarian
Armando Burciaga, Director of TRiO Student Support Services
Melissa English, Career Services and Experiential Learning Coordinator
Tim Griffin, Executive Director of Planning, Research, and Institutional Effectiveness
Lynnette Hoerner, Faculty
Nicole Lacroix, Instructional Dean
Jen Macken, Director of Inclusion & Diversity (Chair)
Linda Yazdani, Director of International Student Services & Programs
Steven Zeeh, Director of Campus Life

As initial steps to our charge, the committee reviewed definitions of co-curricular learning from other institutions, higher education agencies, and a variety of publications. The committee settled on an initial definition and sent it out to the college for feedback. At the same time, the committee asked for college faculty and staff to list any co-curricular programming that was occurring in their areas. After reviewing the feedback and holding more discussion, the committee revised the definition of co-curricular to be as follows.

Co-curricular programming is defined as learning experiences which support curriculum beyond the scope of classroom requirements. The learning environment at Red Rocks Community College is enriched by our co-curricular programming. Co-curricular programs at RRCC contribute to the educational experiences of our students by complementing academic programs and courses, supporting the RRCC Common Learning Competencies, and contributing to each student's personal and professional growth.

Once the committee identified the various types of co-curricular programming taking place, categories were identified in which students might be able to follow a particular path or grouping of activities in order to achieve a higher level of competency or stronger focus. These categories and potential programming in each one were mapped to the RRCC Common Learning Competencies and some were identified for assessment (see appendix A).

Process Development

The committee then worked to develop a process to identify and assess co-curricular programming throughout the college (see appendix B). This process will need to be updated to incorporate any nuance necessary once appropriate tracking software or mechanisms have been identified. For the current year's student learning assessment data, the Co-Curricular Assessment Council chair reached out to those who were developing co-curricular programs to ask for data on student learning in relation to the RRCC Common Learning Competencies.

Student Learning Assessment

During the 2017-2018 academic year, student learning assessment was conducted for a sampling of co-curricular programming related to two of our Common Learning Competencies: Effective Communicator and Globally Aware and Respects Diversity. The data on student learning is below, along with notation of which specific LEAP Outcomes (aligned with the RRCC Competencies) were measured. For each outcome, the number of students who scored at a 4, 3, 2, 1, or 0 (meaning they didn't achieve the minimum expectation for the learning outcome) are totaled.

Effective Communicator

Oral/Presentational Communication 4A: Students should be able to demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

Program	**LEAP Outcome**	**4**	**3**	**2**	**1**	**0**
Speech Competition	4A	5	6	4	0	0
Pitch Expo	4A	9	4	1	0	1

Globally Aware and Respects Diversity

Diversity and Global Learning 1A: Students should be able to demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

Diversity and Global Learning 3A: Students should be able to make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Civic Engagement 2A: Students should be able to connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Program	LEAP Outcome	4	3	2	1	0
Transgender Day of Remembrance	DGL 3A	0	0	1	8	8
Our Journey to Healing	DGL 3A	0	0	6	12	5
Dia de los Muertos	DGL 1A, DGL 3A	0	0	0	10	14
Meet Malcolm X	DGL 1A, DGL 3A	0	1	6	11	9
Rigoberta Menchu: Daughter of the Maya	DGL 3A	0	0	5	14	4
ACLU Know Your Rights Workshop	CE 2A	0	0	3	7	10
LGBTQ 101	DGL 3A	0	21	2	1	2
Ouch! Recognizing and Responding to Microaggressions	DGL 3A	0	10	3	0	2

In addition to assessing learning via direct assessment with the LEAP Outcomes, our Global Conversations program conducted a survey to do indirect assessment of the RRCC competency of Globally Aware and Respect Diversity. Twelve total sessions were held over the course of the Spring 2018 semester. Overall 17 RRCC students and 4 staff members participated. All 8 students surveyed either agreed or strongly agreed that the activity helped them (1) communicate with a diverse mix of students and (2) learn more about other cultures and the world.

Analysis

The Co-Curricular Council reviewed data on student learning and came to the following conclusions:

Effective Communicator outcomes were strong. This may have been the consequence of multiple factors such as pre-program preparation through Pitch Workshops and speech or communication courses. Additionally, the competitive nature of the programs assesses likely led to a very strong effort made by students in knowing a winner would be determined based on assessment. However, it remains that these are clearly outstanding opportunities for students to practice and demonstrate learning in a co-curricular environment.

The Globally Aware & Respects Diversity outcomes were not as high as we would have hoped, however, the Council also felt that perhaps the assessment strategies could use some tweaking. Several Council members we present at these events and felt that more was being learned than the results would imply. Assessment took place in the form of evaluations (including questions aimed to get at the content in the AAC&U LEAP Rubrics) and perhaps this method isn't yielding the most representative results. In the future, the Council will ask for assessment questions up front to assist faculty and staff in ensuring they are collecting student learning data as effectively as possible.

Knowing that these two Common Learning Competencies (CLCs) will continue to be offered in the years to come, the Council has identified where we will focus our efforts in the coming year to encourage assessment specific to additional CLCs.

- Ethical and Professional – Career Center (internships, Career Conversations) and National Society for Leadership and Success
- Technologically Literate – IDEA Lab, D2L Orientations

At the beginning of fall 2018 members of the committee will reach out to these areas to encourage assessment and assist them with developing any instruments or processes as needed.

APPENDIX A: CO-CURRICULAR PROGRAM MAP SAMPLE

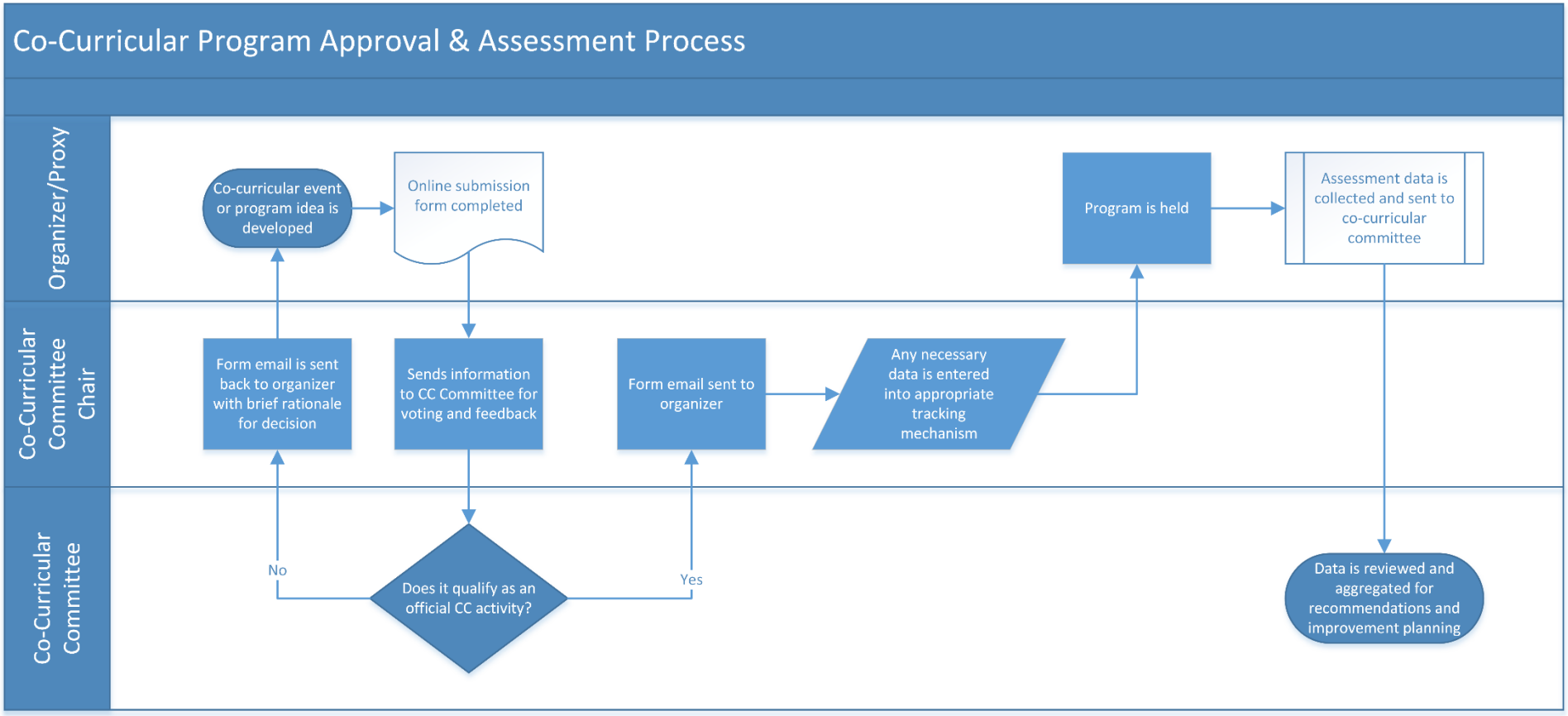
Co-Curricular Program Map – *Draft 4.16.18*

RED ROCKS COMMUNITY COLLEGE

Activity	Time	Learning Outcomes	CT	TL	EC	GA/RD	EP	QR
Community Service								
Volunteering	Varies					X	X	
Club Service	Varies					X	X	
Diversity/Global Awareness/Inclusive Excellence								
Global Conversations	1 hour					X		
LGBTQ 101	3 hours					X		
Ouch! Recognizing & Responding to Microaggressions	2 hours					X		
Individual programming by topic	Varies					X		
Social Justice Reading Group	3 hours		X			X		
Perspectives Discussion Series	1 hour					X		
Leadership								
Phi Theta Kappa	TBD		X				X	
Student Government	TBD						X	
Student Clubs (Officer)	TBD						X	
National Society for Leadership & Success	TBD						X	
Innovation								
IDEA Lab Superuser Program	TBD			X				X
IDEA Lab Workshops	Varies			X				X
Professionalism								
Non-credit Internships	Varies						X	
Student Ambassadors	Varies						X	
Student Involvement								
Student Clubs	TBD						X	
Academic/Disciplinary Focus								
Obscura	TBD						X	
Peer Counseling Program	TBD						X	
Theatre Productions	TBD				X			
Speech Competition	TBD				X			

CT – Critical Thinker
GA/RD – Globally Aware/Understands and Respects Diversity
TL – Technologically Literate
EP – Ethical and Professional
EC – Effective Communicator
QR – Quantitative Reasoning

APPENDIX B: CO-CURRICULAR PROGRAM APPROVAL & ASSESSMENT PROCESS



APPENDIX C: QUESTIONS FOR CO-CURRICULAR PROGRAM APPROVAL FORM

- Name
- Email
- Name of Co-Curricular Program
- Date
- Time
- Location
- Which of the Common Learning Outcomes does this program support? (Note: You will be expected to assess any outcomes you check)
- Does this activity support any course or program outcomes?
    - If yes, list outcomes.
    - Associated course or program
- How do you plan to assess student learning? (If asking specific questions of students, please include what those are.)
- Attach any information which may be helpful in tracking co-curricular programming (flyers, assessment rubrics, etc.)

Appendix J – Action Project Charter & Declaration

ACTION PROJECT CHARTER

Institution, City, and State: Red Rocks Community College, Lakewood, Colorado
Project Title: Developing and Implementing Common Student Learning Outcomes for Students
Problem and Opportunity: No common learning outcomes; Opportunity to improve student success
Key Stakeholders: Students, faculty, Executive Team
Project Vision and Objectives: 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.
Project Sponsor: Executive Team, AQIP Strategic Committee and Collaboration Council
Project Scope: Planning, implementation, assessment and integration of common student learning outcomes for students.
Budget and Timelines: 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.
Constraints and Assumptions: 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.
Critical Success Factors and Risks: Necessary conditions and pitfalls Involvement is the critical success factor and also a potential pitfall. Assessment measures must be meaningful across programs and translatable/embedded within program assessment.
Approach and Organization: The "how-to" ingredients needed to carry out this project Sufficient time for faculty and staff to work on the outcomes and measures, both within and across their usual areas of operation.

Action Project Declaration

1. *Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.*

   Our project, "Formalizing Institutional Assessment of Student Learning," scales up existing assessment practices into an integrated system across the college. This project will require commitment and participation from all of Instruction, will be guided by a faculty-led Student Learning Council, and will improve our processes for determining, communicating and ensuring the stated program learning outcomes and common learning outcomes.

2. *Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goal high among your institution's current priorities? Also, explain how this project related to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.*

   The Systems Appraisal we received from our 2016 Systems Portfolio identified the following strategic issue in Category One: Helping Students Learn.

   Assessment of student learning outcomes and program assessment presents the greatest challenge for Red Rocks Community College. The lack of supporting data in many areas presented challenges for the reviewers to accurately rate the college's level of maturity. Overall, RRCC has been very reactive in its approaches to assessing student and program learning outcomes at the institutional level. There does not appear to be a mature CQI culture: data gathering appears sporadic, data are often anecdotal, and it is often unclear how data are used to inform strategies. There is little indication of targets and benchmarks, few results shared, little analysis provided. Fortunately, processes being finalized such as iLearn have great potential to correct some of these challenges.

   The feedback on the Criteria for Accreditation aligned with this category also pointed toward a need to establish processes for assessing student learning at the program level and across the institution for our common learning outcomes. Since we received the Systems Appraisal, ILEARN has engaged more units throughout the college and all instructional areas now have a plan in place to collect data on student learning, with some areas also having one year of data to review and make improvements. With this widespread engagement in place, now we are prepared to take the next step and align those learning outcomes at the program level and look at common learning outcomes as a college both in the curriculum and co-curricular activities.

3. *List he project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.*

   We anticipate submitting our project for formal review between January and March 2019.

Goal	Deliverable	Due Date	Metric
Assemble Student Learning Council	Committee structure and procedures are documented	Assembled in May 2018; Procedures by Fall 2018	Written procedures and structure for the council exist
Project Acceptance and Promotion	Messaging from President/Executive Team	May 17th Approval at cabinet meeting; Messaging goes out during June Retreat & Work Week in Fall 2018	Three tiers of messaging are communicated: President, VP, and Deans, as well as from the SL Council after it forms
Draft Forms and Templates Created	Drafts are prepared for the Student Learning Council to review	June 2018	Drafts are delivered to council; notes on edits are collected and incorporated.
Presentation of Action Project to the College	Summary of Action Project is written for dissemination; action project is presented orally	June retreat – presented to directors, deans, etc.; Fall faculty retreat & work week – presented by SL Council	At the close of each retreat, participants can dentify/summarize the new action project

4. *Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.*

   The project will begin with the formation of a faculty-led Student Learning Council. This group will be the primary driver of the project, and will receive support from an instructional dean – specifically the dean who has been a leader in the ILEARN project. The dean will share information with the council about the current process in place and the direction we need to move, and then will become the support for the council and their champion as they develop the institutional processes for assessment of program learning outcomes and the RRCC Common Learning Competencies (CLCs).

   Every faculty member in the college will participate in this project, as they will be aligning their course outcomes with the program outcomes and CLCs. A large group of faculty have already been involved in developing student learning assessment strategies for their operational units, and now these assessments will be scaled up and aligned with each program. Faculty will be involved in writing/adopting the program learning outcomes and in collecting assessment data which will be reviewed by the Student Learning Council. Additionally, while slightly outside the scope of this action project, Student Success staff will also be involved through assessment of co-curricular programming.

   The role of the college leadership in this project will be to demonstrate their support on the front end and to help to address any challenges or barriers that may arise through the duration of the project.

5. *Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.*

The team that attended the Strategy Forum will continue to meet and monitor progress on this project over the course of the next year. Progress of the project will be evaluated at the following times:

Meeting Date	Items to Review	Measures Evaluated
August 2018	Project Messaging Student Learning Council	• Has appropriate messaging been delivered to the college through the president, VPs, and deans? • What percentage of participants from the summer retreat could identify/summarize the new action project? • Does the council have written procedures and structure? • Have draft templates for curricular maps been provided to the council?
November 2018	Project Messaging Student Learning Council	• Has appropriate messaging been delivered to the college through the president, VPs, and deans? • What percentage of participants from the fall (faculty) retreat could identify/summarize the new action project? • Has the council edited and adopted the curricular maps? • What percentage of programs have curricular maps showing where each outcome is assessed?
February 2019	TBD Based on November Meeting	
May 2019	TBD Based on February Meeting	

Ultimate project success will be determined by the results from our next Systems Appraisal. We hope to reach the following benchmarks related to this project.

Category One – Helping Students Learn	Current State	Target State
1.P.1. – Assessing Common Learning Outcomes	Reacting	Systematic
1.P.2. – Assessing Program Learning Outcomes	Reacting	Systematic
Criterion Four – Teaching and Learning: Evaluation and Improvement	Current State	Target State
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.	Unclear or incomplete	Strong, Clear, and well presented

6. *Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.*
   Red Rocks has a very relational culture, and as such, communication in a broad sense can be a challenge for us. Keeping the whole college informed as to the goals of the project, progress, and next steps will need to be communicated clearly and consistently.

   Faculty buy-in will be crucial. As this project is focused on assessment of student learning, it must be faculty-led and shaped. For that reason, our strategy forum team has intentionally only mapped initial steps to get the project started, but will rely on the to-be-formed Student Learning Council to articulate additional outcomes in more detail, based on broad faculty input.

   We will also need to clearly connect this project to the work that has already taken place. There has been great progress on student learning assessment through the ILEARN process, and as we scale up these efforts, we need to help participants to see the connection so that the value in the previous work is seen and integrated into the institutional processes developed.

7. *Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.*

Appendix K – Timeline of Quality Initiatives

- **2012-13** – First annual college implementation goal recommendations developed by Collaboration Council based on CCCS Strategic Plan and Key Performance Indicators. College constituencies provide systemic input to Collaboration Council for the first time. Input was based on Challenges and Opportunities that RRCC faced over the next year, and the Goals we need to set in order to meet these challenges or opportunities. Input was also collected concerning who needed to be involved to accomplish these goals and the actions that were required to make the desirable outcomes a reality.

  Discussion and responses to these areas were collected through meetings that included: the RRCC President; the Executive Director of Planning, Research, and Effectiveness; each constituency; and student groups. This basic template has been followed each year to the present to gather annual implementation goals, with the addition of open forums on goals and budget development engaging each constituency and the college as a whole.

- **2013-2014** – College strategic plan developed aligned with CCCS strategic plan and using KPIs from CCCS. Annual goal recommendations developed on the basis of aligned RRCC strategic plan, and engage constituencies, Advisory Boards, and Collaboration Council. Mission, vision, and values reviewed and revised with internal and external stakeholders. Emphasis was placed on how well we lived our Mission, Vision, and Values in our day-to-day work. AQIP Strategy Forum establishes Common Learning Outcomes as an Action Project.

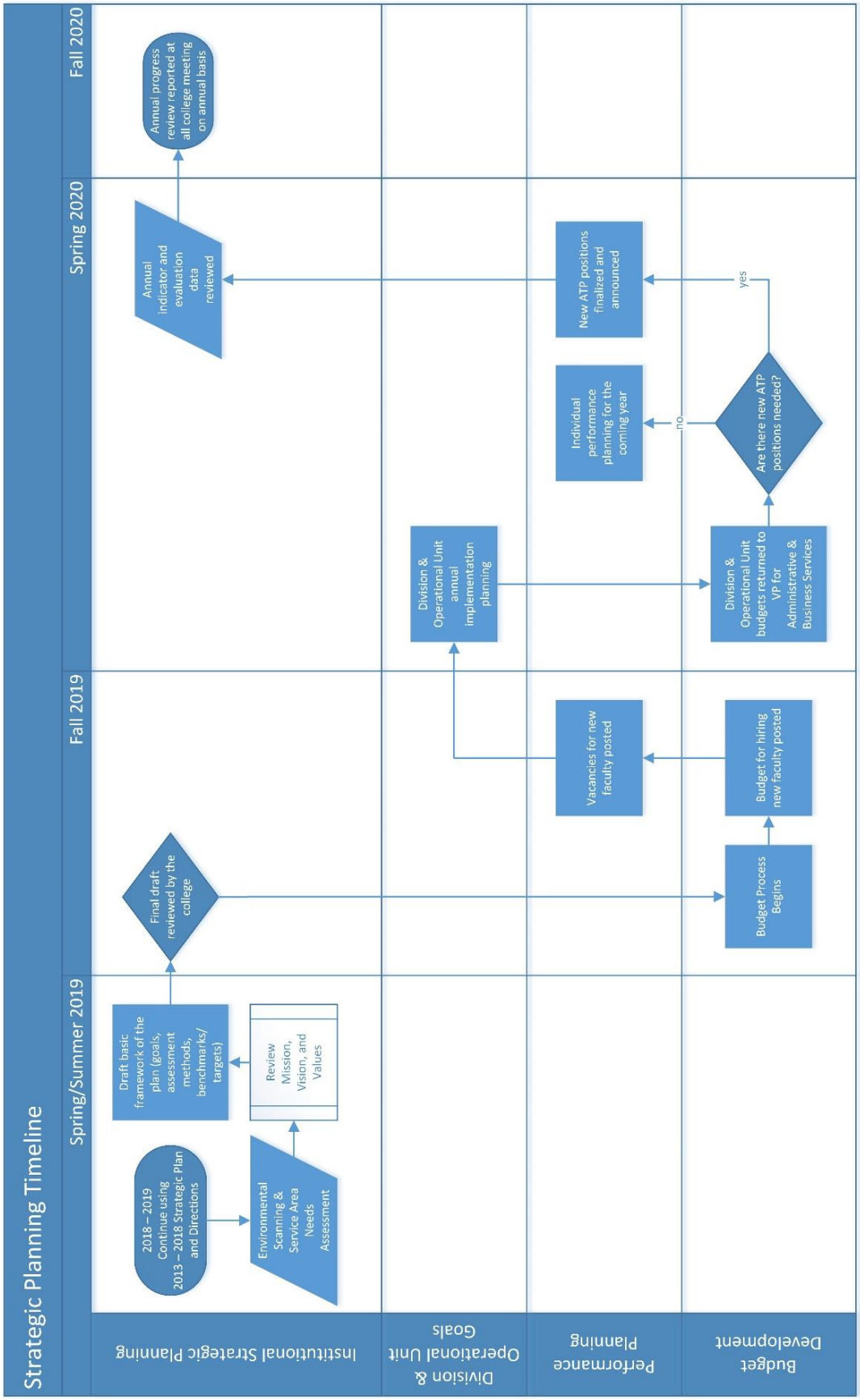
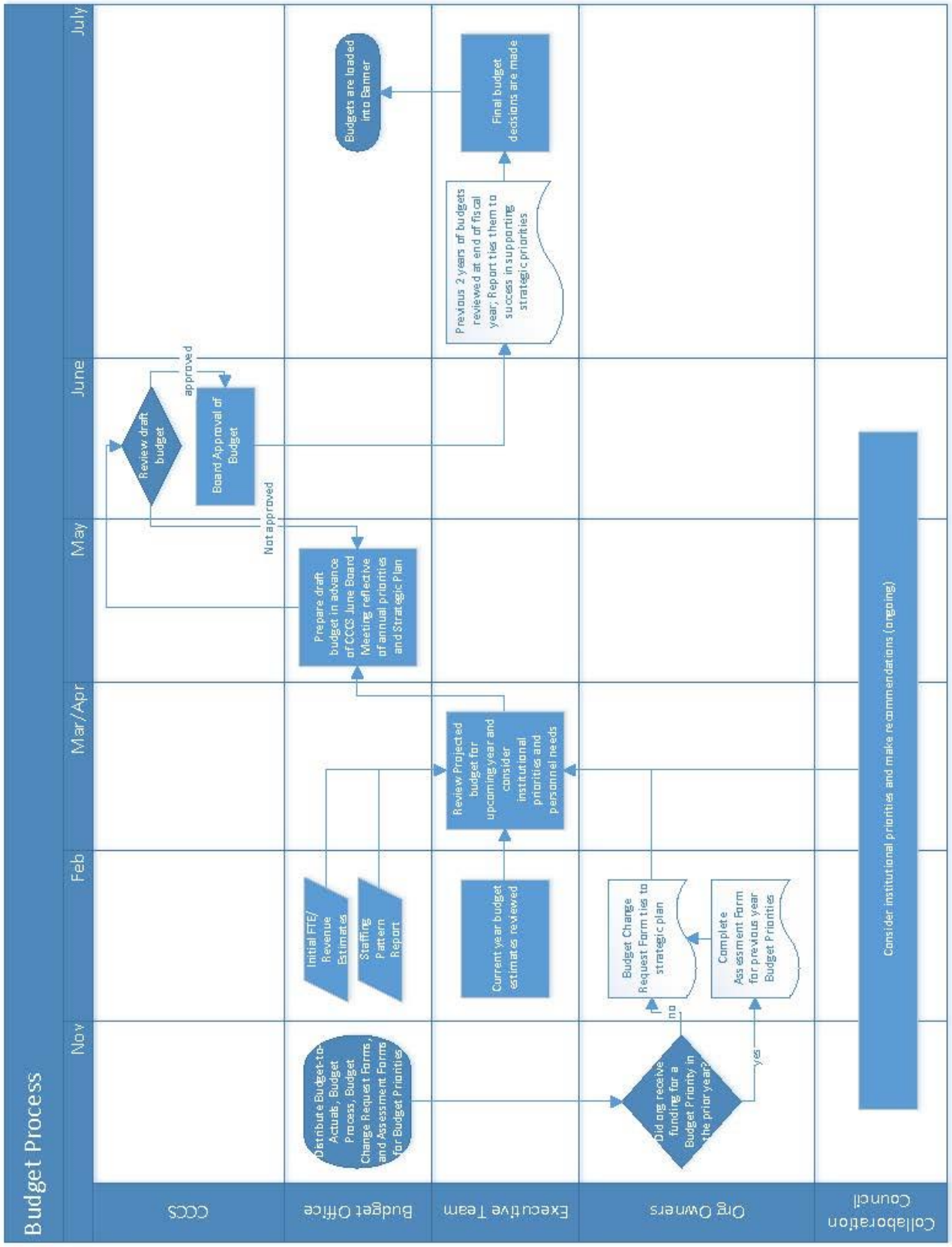
- **2014-2015** – Collaboration Council retreat, assessment of Council functioning, and change in Collaboration Council role to support President and Executive Team in developing new directions for quality innovation across the college. President Haney works with Collaboration Council to establish directions for RRCC innovation with Collaboration Council. First yearly Council Orientation Handbook developed. Quality Improvement Task Forces initiated by President Haney and recommendations established, including tighter alignment of planning and budgeting at the operational level

- **2015-2016** – College-wide retreat on Development Day to review and assess what we need to do to improve. The framework for the retreat is again AQIP categories throughout the college. Results are applied to the 2016 AQIP Systems Portfolio. New innovation projects are proposed and reviewed by Collaboration Council for funding next year. First budget request forms at the operational level used.

- **2016-2017** – New innovation projects underway. The Hub is established. AQIP System Portfolio review leads to Collaboration Council recommendations, including ILEARN. New expanded Arvada branch campus opens and Lakewood campus restoration begins. Communication Action Project establishes that college constituencies need to know when and how they can become involved in key college decision-making processes.

- **2017-2018** – Innovation Projects continue and are refined. AQIP Strategy Forum targets engagement in assessment of student learning as an action project. New directions for the strategic planning process to expand engagement of both internal and external stakeholders. Process and timelines for alignment of planning and budgeting revised. A new initiative to develop best practices for student success is underway moved forward by a cross-functional team of instructional and student support staff.

Appendix L – Strategic Planning Process



Appendix M – Budget Process