Assurance Argument
Red Rocks Community College

Review date: 7/31/2023

Introduction

Red Rocks Community College is nestled in the picturesque foothills of the Rocky Mountains, proudly serving the communities of Jefferson, Park, Gilpin, and Clear Creek counties. With a sprawling service area covering metropolitan and rural landscapes, the college reaches over 600,000 residents. These communities encompass a wide range of needs, from former mining towns transformed into bustling gambling hubs to vibrant suburban areas housing aerospace and technology-based companies. As the region continues to evolve, the college faces new challenges in meeting its constituents' diverse demands.

One notable demographic shift in Jefferson County is the significant growth of the Hispanic population, accompanied by an increase in low-income families with lower educational attainment. Lakewood, the county's largest city, has the highest proportion of elderly residents in the state. Additionally, the school district has encountered recent difficulties, experiencing a decline in enrollment, which led to the closure of 16 schools in the last two years.

Despite these obstacles, Red Rocks Community College has displayed resilience and adaptability, experiencing a commendable upward trend in enrollment. The college has introduced innovative programs to cater to the changing needs and attract students beyond the immediate service area.

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1. The mission was developed through a process suited to the context of the institution.

The general mission of the college is defined by state statute, while the institutional mission statement is developed and reviewed by the Red Rocks Community College (RRCC) Collaboration Council, the college's formal mechanism for promoting shared governance.

Colorado Revised Statute 23-60-201 defines a common mission for state community colleges: "The mission of the community colleges shall be to serve Colorado residents who reside in their service areas by offering a broad range of general, personal, career, and technical education programs." Board Policy 2-40

RRCC also has developed its own institutional mission, vision, and values through a formal strategic planning process managed by the RRCC Collaboration Council. The Collaboration Council is comprised of representatives from constituent groups of faculty, adjunct instructors, staff, and students throughout the college's programs, services, and service area. The Council By-Laws define a major function of the Council as serving as the steering committee for strategic planning, including the review, dissemination, and approval of the institutional mission, vision, and values.

Mission

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

Vision

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

Values

Integrity, Collaboration, Learning, Inclusiveness, Communication

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The RRCC mission, vision, and values were last reviewed in 2018-19 and are reviewed at least every five years during the initial steps of the strategic planning process. They clearly articulate themes of student-centered learning, academic innovation, and engagement with community needs.

The Mission review process was last conducted in two parts. The first part considered the current mission statement and asked key questions.

1. Do you like anything about the current mission statement? Are there any words or phrases you would like to keep? Please list them.
2. Does the mission statement clearly and concisely state what we do, our basic purpose, and for whom we do this?
3. Does the mission statement clearly and concisely state how RRCC uniquely does this?

The second part involved defining and writing the new mission statement based on those parts of the old statement that were identified as needing to be preserved.

1. What does RRCC do - the basic purpose of the college?
2. For whom does RRCC do this?
3. What is distinctive or unique about RRCC?
4. How does the RRCC core purpose express our values as a college?

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

The RRCC vision statement highlights the institution's role as a "community college" and focuses on recognition of "accomplishments of our students' goals, engagement with our community, empowerment in our workplace, and commitment to our values." These aspirations are also reflected within the mission. Several sources, like the website and Strategic Plan, elaborate on the college's values. The value of "Integrity" includes being accountable to internal and external stakeholders. "Collaboration" illustrates the interconnectedness of students, faculty, and staff, while "Learning" focuses those interactions towards the primary goal of developing life-long learners by demonstrating a commitment to scholarship and professionalism to deliver engaging and diverse learning opportunities. "Inclusiveness" highlights the objective to be accessible to all learners within our community. Finally, "Communication" expresses how the college engages stakeholders through effective and thoughtful interactions.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

All RRCC faculty and staff are engaged in teaching and learning, whether in the Learning Commons, student clubs and activities, the classroom and laboratory, advising, financial aid, and all of the college's many parts. As members of the RRCC learning community, we also recognize the importance of our own professional and personal development for the success of our students, our service to the community, and the performance of the college as an institution of higher learning.

RRCC has several processes in place to ensure that academic programs and services are consistent with the mission of the college. As a part of CCCS, RRCC program areas and courses are approved when they are found to be appropriate to the mission of a two-year institution. Internally, the RRCC Academic Standards Committee and Curriculum Committees review all new and modified course proposals to ensure alignment with our mission. The Collaboration Council also serves as an oversight committee to ensure all new programs and initiatives align with the mission.

The Colorado Department of Higher Education and Colorado Community College System approves programs and assigns CIP Codes based on the appropriateness to the mission of a two-year institution. At the institutional level, the RRCC Academic Standards and Curriculum Committees review all new and modified course proposals to see whether the course competencies, content, and instructional delivery modality is consistent with the RRCC mission. Academic and student support services are developed, proposed to the College Leadership Team, and approved in regard to the appropriateness and need for the service to advance the RRCC mission and promote student success.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

RRCC uses several mechanisms to communicate its mission, vision, values, and goals. The primary repository of this information is the [RRCC Strategic Plan](#). The most recent Strategic Plan was established in 2019 and is revised every five years. The Strategic Plan and a two-page [Executive Summary](#) are published on the RRCC website. The mission, vision, and values are also published on an ["Our Mission" webpage](#) that links directly from the RRCC home page and most other web pages under the "About" menu item. Internally, the mission, vision, and values are regularly referenced in Collaboration Council meetings through tools like the [Strategic Plan Score Card](#) and Strategy Outcome Summaries. Publicly, the mission, vision, and values are prominently displayed through the use of permanent posters, signs, and window decals.

Sources

- Assessment Council SWOT Analysis Summary 2021
- BP 2-40 - State System Community Colleges Role and Mission
- Collaboration Council By-Laws 4-13-21
- Colorado Revised Statute 23-60-201
- RRCC Strategic Plan - Exec Summary 2019-25
- RRCC Strategic Plan 2019-25
- Strategic Plan Scorecard AY2022
- Webpage - RRCC Mission

1.B - Core Component 1.B

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

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

Argument

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

RRCC developed its institutional mission, vision, and values as a precursor to the Strategic Plan. A similar process was utilized to develop the current values of integrity, collaboration, learning, inclusiveness, and communication, all of which demonstrate a commitment to the public good. RRCC has several processes in place to ensure that academic programs and services are consistent with the college's mission of serving the public's needs. As a part of the Colorado Community College System (CCCS), RRCC program areas and courses are approved when they are found to be appropriate to the mission of a two-year institution. [CCCS Board Policy 9-30](#), System Procedure for [Associate Degrees](#), [Bachelor Degrees](#), [Certificates](#), [Graduation Requirements](#))

The [President](#) chairs a College Advisory Board ([CCCS Board Policy 2-25](#), [System Procedure 2-25](#)) to review issues facing the college and advise the President on responding to public needs. The Advisory Board is drawn from other primary institutional stakeholders, including municipalities, Chambers of Commerce, county governments, and school districts. The 29-member [Foundation Board](#), which includes the college president, is another group of stakeholders for the college. The board's primary responsibility is to oversee the RRCC Foundation and engage in public relations and fundraising on behalf of the Foundation. It also supports the college in its commitment to students, learning, and excellence through advisement and counsel to the College President and other executive leaders. All of these parties review, assess, and plan how RRCC is prioritizing the public in its decision-making.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

All RRCC faculty and staff are engaged in teaching and learning, whether in the Learning Commons, student clubs and activities, the classroom and laboratory, advising, financial aid, and

all of the college's many parts. As members of the RRCC learning community, we also recognize the importance of our own professional and personal development to the success of our students, our service to the community, and the performance of the college as an institution of higher learning. Integrity, collaboration, inclusiveness, and communication are the values we embrace to foster our primary value and goal: learning.

Each CTE program has an advisory board of employers who regularly review the program and provide guidance on the content and competencies developed by the program, the curricula, and potential partnerships with employers. Such employers may range from international corporations and state and federal regulatory agencies to small businesses employing from five to ten people.

The Rocky Mountain Education Center (RMEC) is the Continuing Education Department of Red Rocks Community College. This involves delivering courses in the areas of Safety and Health, Environmental, Energy, and the Oil & Gas Industry. RMEC also provides training in energy efficiency and other related courses for the energy industry, such as heating, ventilation, and air conditioning (HVAC). RMEC responds to workforce needs through intensive training programs aligned with industry standards, certification requirements, and national environmental and occupational safety and health regulations. RMEC contracts with independent consultants as instructors on an as-needed basis, allowing RMEC to be nimble in responding to customized training needs.

The RRCC Grants Development Office works with internal programs and external partners to develop grant proposals and obtain external funding to advance the RRCC Strategic Plan. The Office has developed successful recent proposals for National Science Foundation funding in STEM and Cybersecurity, TRIO programs in CCAMPIS and Student Support Services, and Trade Adjustment Act funding to support the development of the Water Quality Management program. The Office of Planning and Effectiveness assists in developing and externally evaluating proposals and programs.

The CDHE, CCCS, and RRCC Strategic Plans provide a framework for the analysis of key stakeholder and public needs. Environmental scanning, compliance reports, and internal reporting also provide data that suggest key needs. Informed by these sources, the RRCC President and other RRCC staff participate in and serve on the boards of community organizations. RMEC scans industry needs, presents at industry trade shows, and receives feedback from employer clients as specified by federal regulations. The College Advisory Board and the Foundation Board of Directors also suggest needs. RRCC instructional and service program faculty and staff also bring needs forward through the Vice Presidents of their Division. President's Cabinet and the Collaboration Council discuss public needs and possible RRCC responses.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

The President's Office, Foundation, and Grants Office are the primary focal points for the identification of key stakeholders and public needs. Transfer articulation partners and CTE

program advisory committees also identify key stakeholders and needs. College and Foundation Advisory Boards, the Foundation, Rocky Mountain Education Center (RMEC), and the Grant Development Office are primary sources of new stakeholders to target for services or community partnerships. Instructional departments and support services also identify public needs. The Foundation and RMEC regularly assess how well public needs are met.

While any faculty or staff at the college may identify the needs of the community, the President's Office is the primary focal point for this activity. In this effort, the Foundation's Executive Director assists and advises the President. The RRCC Foundation, a 501(c) 3) non-profit organization, was established in 1991 with the vision of removing financial barriers and helping students of all income levels to have access to higher education. The Foundation Board serves as a vital conduit of information between the college and community stakeholders.

Sources

- BP 2-25 - College Advisory Council
- BP 9-30 - Approval of Academic Programs
- CCCS StrategicPlan
- CCHE_Strategic_Plan_2.2.23
- RRCC Strategic Plan - Exec Summary 2019-25
- SP 2-25 - College Advisory Council - Additional Members
- SP 9-30a Associate Degrees
- SP 9-30b – Bachelor Degrees
- SP 9-30c – Certificates
- SP 9-30d – Requirements for Graduation and Credentialing
- Webpage - RRCC Foundation Board of Directors
- Webpage - RRCC Leadership

1.C - Core Component 1.C

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

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

Argument

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Red Rocks Community College recognizes the importance of serving our diverse communities in more equitable ways and providing opportunities for civic engagement in an increasingly diverse community both locally and globally. As such, this work is embedded in our mission and values, specifically Inclusiveness. Diversity is addressed in the Common Learning Outcomes of the college, which include "Globally Aware, and Understands and Respects Diversity" and "Ethical and Professional."

RRCC has established a [First Year Experience](#) (FYE) program that embeds content and principles that develop student success skills within typical entry-level courses. The FYE program utilizes four outcomes: "Responsibility to Self and Community." Faculty implementing the [embedded FYE program](#) assess these learning outcomes at least annually to make improvements and identify best practices.

RRCC hosts more than 25 student clubs, many committed to co-curricular missions, such as the American Society of Mechanical Engineers (ASME), Psychology Club, and Womxn in STEM. Many of these clubs incorporate elements of citizenship and professionalism. Several clubs are also dedicated to promoting and developing inclusion and diversity initiatives, including the Cultural Diversity Club, Rainbow Alliance, and Veterans Club.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

The Strategic Plan for [Diversity, Equity, and Inclusion](#) and the college's [Strategic Plan](#) addresses our work toward diversity, equity, and inclusion. These plans are reported once yearly to share progress and new approaches to support our goals. Metrics to support DEI are aligned between the DEI plan, the strategic plan, and the [CCCS KPMs](#).

The college has invested significantly in our diversity, equity, inclusion, and belonging (DEIB) work. There is now a cabinet position (Executive Director of Diversity, Equity, and Inclusion) to provide counsel on these areas. Leadership also approved increased staffing in AY 2022-23, which will result in one administrator and two full-time staff committed directly to these efforts. RRCC also secured two consecutive years of a grant from CCCS to provide professional development for faculty around inclusive teaching. As part of this grant, many of our administrators have also had the opportunity to participate in the eCornell DEI Certificate course.

Further, RRCC has entered a 5-year partnership with EAB in the [Moon Shot for Equity initiative](). By collaborating with EAB, we will introduce and scale 15 best practices for equity within our institution. This is a broad, college-wide effort involving faculty, staff, students, and eventually community members. As part of this partnership, we have transitioned our former Equity and Inclusion Council into several committees to accomplish this work. As the college moves forward with writing a new strategic plan, these committees will also be writing a new DEIB plan to reflect where we are now and how we need to adapt to best serve our community. With the help of external assessment, the college is prepared to improve on our next plan with specific adjustments.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

The Center for Inclusion & Diversity supports college-wide efforts to recruit, retain, and support our underrepresented and minoritized students. The Center hosts programs and opportunities for connection for students, faculty, and staff, such as our student meet-up groups and our budding faculty/staff affinity groups. The Center has two physical spaces – the Center for Multicultural Excellence and the LGBTQ+ Center. The college also sponsors various activities throughout the year to address student co-curricular learning about human diversity and create an inclusive climate. RRCC also provides meaningful opportunities for experiential learning that contribute to workplace success, such as service learning, internships, and leadership opportunities that prepare them for engagement in a diverse world.

Sources

- CCCS Strategic Plan_KPM Report
- FYE Outcomes
- FYE Sample Plan
- Plan - Diversity Equity and Inclusion (DEI) Strategic Plan - 2021-06-15
- RRCC Strategic Plan - Exec Summary 2019-25
- Webpage - RRCC Moonshot for Equity

1.S - Criterion 1 - Summary

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

Summary

Red Rocks Community College (RRCC) has developed its mission, vision, and values through a comprehensive and inclusive process that aligns with the institution's context. The general mission of the college is defined by state statute, while the institutional mission statement is crafted and reviewed by the RRCC Collaboration Council, which promotes shared governance. RRCC has its own mission, vision, and values that reflect a commitment to student growth, innovation in education, and community engagement.

The mission, vision, and values have been regularly reviewed to ensure their currency and alignment with the institution's goals. The mission review process involved assessing the existing statement and addressing key questions to refine and define a new mission statement. These statements identify the nature, scope, and intended constituents of RRCC's higher education offerings and services. The values of integrity, collaboration, learning, inclusiveness, and communication guide the institution's commitment to accountability, interconnectedness, lifelong learning, accessibility, and stakeholder engagement.

RRCC's academic offerings, student support services, and enrollment profile are aligned with its stated mission. Processes are in place to ensure program and service consistency, including approval mechanisms through the Colorado Community College System and internal review committees. Academic standards, curriculum committees, and the Collaboration Council oversee the alignment of new programs and initiatives with the mission.

The institution effectively communicates its mission through various channels, including the RRCC Strategic Plan, which is revised regularly. The mission, vision, and values are prominently displayed on the RRCC website, referred to in Collaboration Council meetings, and displayed throughout the campus. These efforts aim to ensure that the mission is clearly articulated to the public.

RRCC demonstrates a commitment to serving the public, prioritizing educational responsibilities, engaging with external constituencies, and responding to their needs. The institution's actions and decisions are driven by the goal of student success and advancing the public good. RRCC's educational role takes precedence over financial returns or external interests, and its programs and services address public needs.

The institution fosters a climate of respect, inclusivity, and diversity among its students, faculty, staff, and administrators. Efforts such as the Center for Inclusion & Diversity, student meet-up groups, and affinity groups support underrepresented and minoritized students and staff. RRCC also provides experiential learning, internships, and leadership development opportunities, preparing students for workplace success and engagement in a diverse world.

RRCC's mission development process, commitment to alignment, and emphasis on inclusivity and student success demonstrate the institution's dedication to providing high-quality education, serving the community, and fostering a supportive learning environment.

Sources

- Collaboration Council By-Laws 4-13-21
- Colorado Revised Statute 23-60-201
- Report - 2022 NCES Data Feedback Report (DFR) - 2022-09-16
- RRCC Strategic Plan - Exec Summary 2019-25
- Webpage - RRCC Mission

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

1. The institution develops, and the governing board adopts the mission.

[Title 23](#) of the Colorado Revised Statutes specifies the nature and scope of post-secondary institutions and delegates authority to respective governing boards to oversee state colleges and universities. The State Board for Community Colleges and Occupational Education (SBCCOE) governs the Colorado Community College System, which includes Red Rocks Community College. The statute also specifies the characteristics of two-year colleges as open access and providing course delivery for transfer, occupational and technical training, basic skills, workforce development, and a broad range of personal and vocational education for adults. SBCCOE Board Policy ([BP 2-40](#)) goes further to state that the general mission of community colleges "shall be to serve Colorado residents who reside in their service areas by offering a broad range of general, personal, career, and technical education programs." Each college establishes its individual mission under the scope of this policy.

Red Rocks Community College's mission is reviewed at least every five years at the start of the regular strategic planning process. This process involves input from across the college as well as external input from the community and industry stakeholders. The process is overseen by the RRCC [Collaboration Council](#), which comprises representatives from RRCC constituent groups of faculty, staff, and students throughout the college's programs, services, and service area. Various forums are used during the planning process to solicit feedback, such as posting drafts on the website with feedback forms, holding open campus forums, and collecting feedback from college and program advisory boards. The current Red Rocks Community College Mission is "to provide students with opportunities for growth and development that set the foundation for self-directed learning, academic achievement, and career accomplishment."

2. The institution operates with integrity in its financial, academic, human resource, and auxiliary functions.

RRCC recognizes the importance of all employees, as public officials, demonstrating the highest ethical standards and discharging their duties in an independent and impartial manner. External obligations, financial interests, and activities must be conducted so there is no real or perceived conflict or interference with the employee's primary obligation. The CCCS Code of Ethics (BP 3-70) establishes sixteen points to guide decision-making and procedures where any potential conflict of interest could exist. Further, it defines a "Reasonable Person Standard" to address edge case circumstances that may not be directly addressed in the code of conduct. All employees are required to read and verbally acknowledge compliance with the Code of Ethics policy during their onboarding process.

The CCCS Code of Ethic Procedure (BP 3-70)

As a state-funded institution, RRCC generates monthly and yearly reports to the State Comptroller's Office, the Colorado Department of Higher Education, and the State Board for Community College and Occupational Education (SBCCOE). Budget development goes through an annual cycle with steps to generate revenues and expenditures and then confirm the final data. In some cases, reporting occurs monthly or quarterly, such as with the Colorado Opportunity Fund (COF), which subsidizes in-state resident tuition.

The State Comptroller's Office conducts an annual audit of the RRCC budget. The most recent audit of the Colorado Community College System had no findings for Red Rocks Community College. The Audit Committee of SBCCOE also conducts regular audits of the college for state support only. Grants and auxiliary operations vary according to the funding source requirements. Reporting and auditing are performed in accordance with the requirements of the funding source. In the case of Federal funding, this may include review team visits as part of the auditing procedure.

SBCCOE policy and State President's policies specify that administrative, professional, and technical staff should be evaluated annually on the basis of their documented responsibilities, job description, and their ability to meet program, System, and college goals related to their areas of responsibility. Part of this evaluation concerns adherence to ethical policies and procedures. (Board Policy 3-31, System Procedure 3-31 and 3-31a) Policies and Procedures cover a range of factors, including employment of foreign nationals, background checks, selection and appointment of a college president, evaluation, due process for faculty and staff, drug-free workplace, administration, and evaluation. Further, policies and procedures are included for matters related to grievances and whistleblowers, including protection expectations. RRCC further specifies procedures for the employment of part-time instructors, academic rank and titles, and qualifications for faculty and instructors. These college-level procedures align with the System Policies and Procedures and provide more specific details for RRCC employees and students.

The CCCS Policies and Procedures provide guidance regarding students, such as expectations for the application, admission, and registration process. They also outline procedures for student complaints procedures. (Board Policy 4-31, System Procedure 4-31a) The Student Complaint Procedure is intended to allow students an opportunity to present a complaint that they feel warrants action. The procedure dictates that student complaints must be submitted in writing to

the designated Senior Student Affairs Officer (SSAO) and general steps the SSAO should take in reviewing complaints. Red Rocks Community College provides information on the college disclaimer and legal notices page for complaints, including a link to the formal complaint form. This form utilizes the Maxient software platform to support ease of complaint submission and managing documentation. Submissions are routed to the Dean of Students, who reviews and processes the submission per System procedure guidelines. When appropriate, the Dean will contact the complainant to gather more information and assist in securing a resolution.

Sources

- BP 2-40 - State System Community Colleges Role and Mission
- BP 3-31 - Evaluation of Job Performance
- BP 3-70 - Code of Ethics
- BP 4-31 – Student Complaints
- CCCS report from Colorado Statewide Audit Report
- Collaboration Council By-Laws 4-13-21
- Colorado Revised Statutes Title-23
- Colorado Statewide Audit Report
- RRPR 3-11 Employment for Part-time Instructors
- RRPR 3-291 Faculty and Instructor Qualifications
- RRPR 3-35 Academic Ranks and Titles
- SP 3-05a - Employment of Foreign Nationals
- SP 3-10a - Employment Background Checks
- SP 3-14 - Selection and Appointment of a College President
- SP 3-15 - Evaluation of College Presidents
- SP 3-20a - Peer Review Committee Appeal
- SP 3-20b - Due Process Timelines
- SP 3-24 - Drug-Free Workplace
- SP 3-31 - Evaluation of Faculty Job Performance [For 2021-2022 Evaluation Cycle]
- SP 3-31a - Technical Staff Job Performance
- SP 4-31a – Student Complaint Procedure

2.B - Core Component 2.B

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

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

Argument

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Red Rocks Community College utilizes several communication methods to ensure a clear understanding of the offerings and operations of the college. The most notable of any modern institution is the website. The Director of Marketing oversees the website. Faculty and staff who are designated content managers receive training on updating pages related to their programs or services, allowing departments to ensure information is up-to-date. The website includes a digital and pdf version of the catalog, which provides extensive information for students and community members. Topics include:

- [Academic Calendar](Academic%20Calendar)
- [Admission and Enrollment](Admission%20and%20Enrollment)
- [Financial Aid, Tuition, and Fees](Financial%20Aid,%20Tuition,%20and%20Fees)
- [Academic Integrity, Progress, and Renewal](Academic%20Integrity,%20Progress,%20and%20Renewal)
- [Course Instructional Method Information](Course%20Instructional%20Method%20Information)
- [Student Rights and Responsibilities](Student%20Rights%20and%20Responsibilities)
- [College Services](College%20Services)
- [Degree Requirements](Degree%20Requirements)
- [Course Descriptions](Course%20Descriptions)

The website home page includes direct links to information on academic programs, applying to college, [registering for classes](registering%20for%20classes), and information on paying for college, including [Cost of Attendance](Cost%20of%20Attendance) budget information. The academic programs page communicates the different certificate and degree options and links to specific pages for each program where students can obtain detailed information on required courses, program contact information, and related student/career engagement opportunities. The application page includes clear steps for applying depending on students' situations, such as being a new student, concurrent enrollment, returning, or transfer student. The "[How to register](How%20to%20register)" page includes links to step-by-step directions for selecting and registering for courses. It provides information on academic advising and

instructions for contacting an advisor or scheduling an appointment. It also includes information for common services like orientation, email, student ID, textbooks, and student accessibility services. The Paying for College page provides clear information on the costs per credit and typical overall costs per semester. It includes clearly identified links to the RRCC payment agreement, detailed tuition and fee tables, financial aid, and scholarships.

The About page of the website provides extensive background information about the college's history, mission, outcomes, and affiliations. This page includes information on many college services and specialized programs. Further, this page contains explicit links to campus security information, disclaimers and legal notices, and notice of nondiscrimination. The Planning and Effectiveness page also links from this page, which includes information on college accreditation relationships, institutional planning, and student and institutional outcomes.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

General enrollment and student outcomes are regularly published through the RRCC Data Book. The Data Book provides valuable summaries of data for common measures of the institution's health and outcomes, including:

- Overall Enrollment
- Course Pass Rates
- Retention Rates
- Graduation Rates
- Transfers

Data points include breakouts by full-time and part-time students and several demographic items, including race, age, gender, and first-generation status.

Community engagement and experiential learning are cornerstones of the RRCC mission. The college provides outreach to the community through several avenues, including the RRCC Foundation, advisory boards, community events, and experiential learning opportunities. The RRCC Career Center supports students with personal experiential learning opportunities such as information interviews with occupational employers, job shadowing, internships, and volunteer opportunities. They highlight the personal growth and professional connections students develop from such activities. More formally, the RRCC Service Learning Center engages with community partners, faculty, and students to foster opportunities where individuals learn about themselves and their community, take action through service, and advocate for lasting social change. The Center Coordinator works with faculty to embed service learning opportunities within courses. Faculty can also apply for mini-grants through the Center to help support developing and implementing service learning projects. Summaries of the results of service learning projects are compiled into a "showcase," available on the Center's webpage.

Sources

- Catalog - Academic Calendar
- Catalog - Academic Matters
- Catalog - Admissions and Enrollment
- Catalog - Campus Services
- Catalog - Degree Requirements
- Catalog - Example Course Descriptions
- Catalog - Financial Aid - Tuition - Fees
- Catalog - Instructional Methods
- Catalog - Student Rights and Responsabilities
- CCCS-Fall to Fall Retention by Demographics-IPEDS Cohort - accessible AY 2022
- CCCS-Three-Year Graduation Rates by Student Demographics IPEDS Cohort - accessible AY 2022
- Class Schedule - Spring 2023
- Fall to Fall Retention by Full- and Part-Time Status - IPEDS Cohort- accessible AY2022
- Overall 1-Year Transfer Counts and Rates AY 2022
- Overall Annual Headcount and FTE - accessible AY 2022
- Overall Course Pass Rates - accessible AY 2022
- Overall Three-Year Graduation Rates IPEDS Cohort - accessible AY 2022
- Service Learning Handbook_final
- Student Payment Agreement 5.2022
- Tuition and Fees FY2024
- Webpage - Cost of Attendance
- Webpage - How to register
- Webpage - RRCC Accreditation
- Webpage - RRCC Service Learning

2.C - Core Component 2.C

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

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

Argument

1. **The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.**

Red Rocks Community College (RRCC) is one of thirteen community colleges in the Colorado Community College System (CCCS), which is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE is unique in the nation, responsible for secondary and post-secondary careers, technical education, and community college governance. The [SBCCOE Bylaws] establish the organization, meeting process, committee guidelines, and other policies and procedures. The Board consists of eleven members, nine appointed by the Governor, confirmed by the State Senate, and one board member for each U.S. congressional district, plus two at-large members. Members have staggered four-year terms. The two non-voting seats on the Board are held by a community college faculty member and a student representative from among the thirteen colleges who each serve for one year. The faculty representative also serves as the president of the State Faculty Advisory Council (SFAC), and the student representative serves as the president of the State Student Advisory Council (SSAC). As a result, the governing Board maintains connections to faculty and student representatives from all thirteen colleges.

Members are selected to have diverse professional backgrounds in various areas, including small businesses, non-profits, financial institutions, law, and education. New members go through an [orientation] when they join the Board. This orientation aims to familiarize the members with statutory obligations, the Board's role and mission, the CCCS strategic plan, individual CCCS colleges, and various other topics pertaining to governance. In addition to the orientation, board

members gain awareness of the individual colleges through regular written college reports included in the Board's meeting material. College presidents attend and participate in all board meetings and routinely share information about their colleges, including program and budget requests. Lastly, individual board members are each assigned to liaise with one of the thirteen colleges.

2. **The governing board's deliberations reflect priorities to preserve and enhance the institution.**

The SBCCOE Board is subject to Colorado's Open Records Act (C.R.S. 24-72-203(1)(a)) and, accordingly, publicly posts meeting announcements and records of meeting minutes on its website. The Board meets once a month during most months of the year. Board meeting agendas generally include work sessions, consent agenda items, reports from System staff and college presidents, and public comments. Topics are typically oriented to high-level topics such as legislative priorities, updates from System committees and college presidents, and budget reviews and approvals.

Establishing an effective relationship with the board liaison is also a support mechanism for each institution. The board meetings offer an avenue to inform the Board of individual institution objectives, achievements, and needs.

3. **The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.**

All Board meetings dedicate time for verbal reports and updates from each college president. Including the college presidents in these meetings supports the preservation and optimization of the operations of each college within the system. Annually, each college presents a budget proposal for approval and includes enrollment projections, planned capital projects, and other significant budget proposals.

The Board is subject to the open meetings provision of the Colorado Sunshine Act, which states that "the formation of public policy is public business and may not be conducted in secret" (C.R.S. 24-6-401). All meetings are open to the public in person and through virtual connections and include a public comment period to allow input from any stakeholder.

The Board monitors industry sectors across the state, convenes stakeholder meetings to collect important information about regional needs and responses from the educational system(s), and identifies resources necessary to fulfill community and regional needs.

The governing Board appoints an Advisory Council for each college (B.P. 2-25 – College Advisory Council). Advisory Councils meet at least four times per year and comprise at least seven members residing within the college's service area. Council members advise the college presidents and the Board on the long-term educational needs of communities served by the college. They serve as liaisons between the college and area employers, local school boards, local elected officials, and community groups to facilitate the assessment of the community's

employment, training, and educational needs. Members are appointed to multi-year commitments purposely staggered to ensure experienced members at any given time. The Advisory Council extends the Governing Board's ability to increase deliberations, involvement, and support of the individual college mission.

4. **The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.**

The state of Colorado has guidelines to choose the eleven (11) board members of the State Board for Community Colleges and Occupational Education (SBCCOE), which fosters its independence from undue influence. Voting board members cannot be employed in any junior college, community or technical college, school district, agency receiving vocational funds allocated by the Board, private institution of higher education, or state or private occupational school in Colorado. At the same time, the Board does not allow elected or appointed officials of the state of Colorado or a member of any governing board of any higher education institution supported by the state to serve on the Board. The Board may not have more than five (5) members of the same political party and must have at least one (1) member from each congressional district.

State law and SBCCOE bylaws do not permit compensation for serving on the Board aside from a per diem limited to $50 per attendance. This is further limited to a maximum of five (5) sessions per month. These guidelines are designed to preserve independence from undue influences during decision-making deliberations. In addition, CCCS has implemented the necessary policies to protect independence from outside influences in a Code of Ethics. It specifically states, "No Board or employee of the Board shall participate in decisions which involve a direct benefit to them or a related party."

5. **The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.**

Colorado Revised Statutes specific that the Board "has the authority to promulgate rules and regulations for the safety and welfare of students, employees, and property, to promulgate rules and regulations necessary for the governance of the respective institutions, and to promulgate rules and regulations deemed necessary to carry out the provisions of [relevant Colorado Revised Statutes].' Board Policy (B.P.) 2-30 establishes the State Faculty Advisory Council, which includes representatives from each institution. The council ensures effective communication between institutions, CCCS, and the Governing Board.

Day-to-day management of the institution is delegated to the college President including personnel actions, decisions regarding academic programming, and management of shared governance processes. The RRCC President employs shared governance through the RRCC Collaboration Council. The bylaws for the Council state: "the Red Rocks Community College (RRCC) Collaboration Council provides a formal mechanism to promote shared governance"

and "is comprised of representatives from constituent groups of faculty, staff, and students throughout the college's programs, services, and service area." The respective constituent group selects representatives. Full-time faculty and part-time instructors have membership classes within the council's structure.

In addition, RRCC has several faculty-led committees that oversee and manage academic-related aspects of the college. These include the Student Learning Assessment Council, Curriculum Committee, Faculty Senate, and C.T.E. Program Advisory Committees. Each committee oversees various aspects of curriculum and academic program planning, approval, assessment, and improvement.

Sources

- BP 2-25 - College Advisory Council
- BP 2-30 - State Faculty Advisory Council and Faculty Shared Governance
- Budget Proposal FY 2023
- CCCS_EconomicImpactReport_1516_Final
- Collaboration Council By-Laws 4-13-21
- CRS 24-6-401 Open Meetings
- CRS 24-72-203 Open Records
- Faculty Senate Bylaws 3_5_19
- Legislative Board Report_April 2023_Final
- RRCC President Update - April 2023
- SBCCOE Bylaws
- SBCCOE Meeting- April 2023 (In-Person Meeting)
- SBCCOE Meeting List
- SBCCOE Working Session
- Student Learning Assessment Council Charter
- Webpage - Business Advisory Group
- Webpage - Curriculum Committee

2.D - Core Component 2.D

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

Argument

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

State Board Policy 3—20, Due Process for Faculty, establishes the scope and definition of Academic Freedom. Specifically, "Academic Freedom [is the] absence of constraint or coercion of choosing what one will teach (within the constraints of official course descriptions and official course syllabi), investigate, study or present in all fields of learning." The policy and its accompanying System Procedure, SP 3-20a, establish a precedent on the importance of Academic Freedom in promoting excellence. The RRCC Faculty Handbook directly references and affirms these policies and procedures.

The RRCC Student Handbook clearly states that classroom rights include the protection of a student's freedom of expression. "Students are free to take reasoned exception to the interpretation of data or views offered in any course of study and to reserve judgment about matters of opinion." This perception is repeated throughout the handbook to expand the freedom of inquiry and expression to all curricular, co-curricular, and extra-curricular activities throughout the college.

Sources

- BP 3-20 - Due Process for Faculty
- SP 3-20a - Peer Review Committee Appeal

2.E - Core Component 2.E

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

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

Argument

2.E.1 and 2.E.2 Combined Response

1. **Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.**
2. **The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.**

Red Rocks Community College's Institutional Review Board provides a handbook to guide ethical principles and foundations for scholarly undergraduate and professional research. The document recommends best practices for protecting human subjects' rights and mitigates risks. RRCC encourages and supports the scholarly endeavors of students, faculty, and staff. The Institutional Review Board (IRB) reviews research proposals to ensure that the rights and welfare of human subjects used in research studies by any RRCC personnel are protected; that risks have been considered and minimized; that the potential for benefit has been identified and maximized; that all human subjects only volunteer to participate in research after being provided with legally effective informed consent; that any research is conducted in an ethical manner and compliance with established standards. The committee is chaired by the Executive Director of Planning, Analytics, and Effectiveness. Members include faculty from scientific and behavioral science and an external member with significant research experience. While the committee's primary focus is on research that involves human subjects, they also review non-human subject research for any potential ethical or regulatory concerns. All student research must be conducted under the observation of an approved full-time faculty member.

Studies involving animals are reviewed by the CCCS Institutional Animal Care and Use Committee (IACUC). As a teaching institution, faculty members are not allowed to conduct research involving animal subjects. However, students who plan to conduct such research as part of the official curriculum must follow the respective guidelines established by the committee.

3. The institution provides students guidance in the ethics of research and use of information resources.

RRCC's Common Learning Competencies (CLCs) are prominent in multiple publications, including the student handbook, catalog, and course syllabi. The CLCs state that an RRCC graduate is a critical thinker, technologically literate, ethical, and professional. These CLCs are introduced and reinforced regularly throughout the institution's curricular and co-curricular activities.

The RRCC Library publishes extensive research help on the library's website. Further, librarians conduct presentations in many classrooms with a particular emphasis on courses that are common for first-time students or those that typically involve substantial undergraduate research.

4. The institution enforces policies on academic honesty and integrity.

The Student Handbook is the home of the Student Code of Conduct which includes expectations for academic integrity, cheating, plagiarism, and fabrication. Violations of these guidelines are enforced through System Procedure 4-30a, Student Behavioral Expectations and Responsibilities Resolution Procedure.

Academic integrity is most closely monitored at the course level with faculty responsible for ensuring course policies and student code of conduct issues are addressed. Faculty use Turnitin software, which is integrated into the Desire2Learn course management system, to examine the integrity and originality of students' written work. When an issue is deemed to need further review, the types and frequency of reported incidents of academic misconduct are tracked and centralized within the Dean of Students and reviewed annually. The Dean of Students maintains a record of all violations in the Maxient System for future reference and compliance.

RRCC Procedure 1-50 establishes expectations of Academic Integrity for all RRCC students, faculty, and staff. The procedure empowers the RRCC Academic Standards Committee with oversight of academic integrity matters. Violations of this procedure can result in failure of an assignment/course, expulsion from the college, disciplinary action, and, in the case of employees, possible termination.

Sources

- CCCS_IACUC
- Common Learning Competencies _ Red Rocks Community College
- IRB Handbook
- IRB HHS Renewal - 2022-23
- RRPR 1-50 Academic Integrity
- SP 4-30a – Student Behavioral Expectations
- Webpage - Research Guide

2.S - Criterion 2 - Summary

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

Summary

Red Rocks Community College (RRCC) operates under the governance of the State Board for Community Colleges and Occupational Education (SBCCOE), which oversees the Colorado Community College System. The college's mission is to offer a broad range of educational programs to Colorado residents, and each college within the system establishes its individual mission under this policy.

RRCC conducts its financial, academic, human resource, and auxiliary functions with integrity. Employees are required to adhere to the CCCS Code of Ethics, and the college undergoes regular audits to ensure compliance with financial reporting and administrative procedures.

The institution ensures the accuracy of its representations through various communication methods, with its website being the primary source of information. The website provides extensive information on academic offerings, requirements, faculty and staff, costs, governance structure, and accreditation relationships. The RRCC Data Book regularly publishes enrollment and student outcome data to support claims about the college's contributions to the educational experience, including community engagement and experiential learning opportunities.

Overall, Red Rocks Community College strives to provide students with a solid foundation for academic achievement, career success, and personal growth while maintaining transparency and integrity in its operations.

Sources

- BP 3-70 - Code of Ethics
- CCCS report from Colorado Statewide Audit Report
- SBCCOE Bylaws
- Webpage - Data book

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

1. Courses and programs are current and require differentiating levels of student performance based on the credential awarded.

Several types of RRCC processes determine and communicate the preparation required of students for RRCC common learning competencies, gtPathways courses, and CTE programs. Key components are RRCC faculty committees, pathways advisors, supplemental instruction, and basic skills assessment. Concurrent enrollment credit courses are subject to the same standards as other college-level for credit courses and meet statewide standards for ensuring quality. RRCC staff have also developed relationships with local high school counselors to ensure that concurrent enrollment credit students understand the expectations for college-level work. CCCS policies and procedures set standards and methods for assessing and awarding credit for prior learning.

According to SP 9-71 Community College Course Numbering System, all courses offered at RRCC must be part of the Colorado Community College Common Course Numbering System (CCCNS). The CCNS is a repository of approved courses for each discipline designed to ensure continuity across the system and facilitate the transfer of courses among two-year and four-year colleges. Statewide faculty discipline groups determine common course titles, numbers, topical outlines, and course learning outcomes. Individual institutions cannot change these parameters without system-wide consent. This process helps ensure relevancy and currency in courses. After the faculty-led curriculum committee reviews all changes to courses, degrees, and certificates, ensuring that they meet the appropriate academic standards, revisions and additions

to course and program offerings are forwarded to CCCS for final approval. This approval process is another avenue for ensuring the relevance of the curriculum to the current employment market.

The State Faculty Curriculum Committee oversees state-wide curriculum development for all community colleges. The committee's mission is "to support the efficient and timely approval of the curriculum by defining roles and expectations within the approval process. The State Faculty Curriculum Committee (SFCC) serves to improve the curriculum through guiding principles
of mutual respect, mindfulness, and courtesy while maintaining a standard of quality and protecting the integrity of the common course numbering system (CCNS)." The committee has established a Processes and Procedures Handbook that defines standards for curriculum at all levels.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

RRCC credentials include Certificates, Associate's, Bachelor's, and a Master's degree. With the exception of the Master's degree, each credential is defined and governed by a CCCS Procedure (SP 9-30a - Associate Degrees, SP 9-30b - Bachelor Degrees, SP 9-30c Certificates). RRCC is the only community college in the nation that grants a Master's Degree for Physician Assistants. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) accredited the Physician Assistant Program. ARC-PA awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for Physician Assistant Education. Requirements for graduation are communicated to students through the catalog. (Degree Requirements)

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

RRCC has program and learning outcomes that are consistent across all modalities. This includes delivery of coursework at both the Lakewood and Arvada campuses, concurrent enrollment sites, online offerings, and affiliate sites. Many courses have common Desire 2 Learn (D2L) course shells for multiple sections. An example is HPR 1040, Medical Terminology, offered at the Lakewood campus, Arvada campus, online, and concurrent enrollment sites. Courses offered via multiple modalities are all evaluated with the same student evaluation system, Evaluation Kit. Students have the opportunity to give course feedback regardless of the location or modality of the course. Student learning outcomes are listed on all college syllabi. This is applicable to General Education and CTE courses regardless of the modality or location of the course.

Another means of ensuring consistent quality is through classroom observations and course evaluation. All faculty and part-time instructors are observed at least annually by a supervisor.

The observation examines classroom management, faculty/instructor preparation, student engagement, and presentation skills. Expectations for all faculty and instructors across all delivery modes in all locations are consistent. Course evaluations completed by students are also collected and reviewed for trends.

Sources

- Catalog - Degree Requirements
- CCNS Record Example - HPR1040
- Classroom Observation Rubric_2021
- Common Learning Competencies _ Red Rocks Community College
- Course Evaluations Report 2023
- Example-Course-Evaluations
- SFCC-Charter-v-10.9.2020-Final
- SFCC-Curriculum-Handbook
- SP 9-30a Associate Degrees
- SP 9-30b – Bachelor Degrees
- SP 9-30c – Certificates
- SP 9-71 – Course Numbering System
- Webpage - RRCC ARC-PA Accreditation

3.B - Core Component 3.B

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

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

Argument

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

Red Rocks Community College has established a set of [Common Learning Competencies](#) that we instill in our students regardless of discipline or area of study. These competencies are assessed across the institution in instructional and student services contexts. The RRCC Common Learning Outcomes team saw the value of developing common learning outcomes at the collegial level as a key strategy to improve student learning outcomes and program review. The RRCC team created a survey asking respondents to rank the draft list of CLOs online using Survey Monkey. It was sent to all faculty and staff. Advisory committee board chairs were asked to send the survey to all college advisory committee members. A table in a busy common area was staffed for several days using iPads to gather student input. Survey results included responses from 130 faculty, 86 students, 52 administrative and professional technical staff, 18 classified staff, and 21 community members. After reviewing the data gathered through the surveys, the CLO Team recommended a set of six common learning outcomes:

- An RRCC graduate is a Critical Thinker.
- An RRCC graduate is Technologically Literate.
- An RRCC graduate is an Effective Communicator.
- An RRCC graduate is Globally Aware and understands and respects Diversity.
- An RRCC graduate is Ethical and Professional.
- An RRCC graduate uses Quantitative Reasoning.

Every competency has pre-written outcomes aligned with it from the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Competencies. These outcomes are also part of our agreement for GT Pathways courses, and specific outcomes are required from certain courses as a result. To ensure that RRCC addresses our common learning competencies as an institution, assessment data from these outcomes is filtered up from the program level to the Assessment Committee for data analysis and review.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

System Procedures primarily drive general education. System Procedure 9-30a clearly defines "General Education" for degrees as:

- It is not directly related to a student's formal, technical, vocational, or professional preparation
- It is a part of every student's course of study, regardless of their area of emphasis.
- It is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.

General education requirements must be consistent with the State Faculty Curriculum Committee Style Guide using the Common Course Number System (CCNS) Course Template.   All course approvals include the following steps at minimum.

1. Reviewed by College Curriculum Committee
2. Submission by College Chief Academic Officer to System Office
3. Posted to Bulletin Board for a 30-day review
4. Reviewed by State Faculty Curriculum Committee
5. Reviewed by all college Chief Academic Officers
6. Approved changes posted to Common Course Numbering System

Career and technical course outcomes are established through the Colorado Community College System (CCCS) program approval process for career and technical education programs (CTE). System Procedure 9-30c states, "Pursuant to Higher Learning Commission requirements, any certificate of substantial length (e.g., 45 or more credits) must have an appropriate general education component." Courses offered in State-approved CTE programs have general education outcomes based on the Colorado Technical Content Standards. (CTE Standards and Program Approval)

A statewide system of guaranteed transfer credit courses (gtPathways) is governed by the Colorado Department of Higher Education (CDHE), setting up the core courses for transfer associate and bachelor's degrees. A specific course submission template exists for Guaranteed Transfer (gtPathways) Courses to ensure factors particular to those courses are addressed, including alignment with statewide agreements. General education in gtPathways derives from the AAC&U LEAP Essential Learning Outcomes

https://blogs.lt.vt.edu/inventthefuture2020/leap-report/. The discipline sets Learning Outcomes using content and competencies guides and the AAC&U Value Rubrics. Courses for the gtPathways are defined for the following subject areas.

- Critical Thinking
- Quantitative Literacy
- Natural and Physical Sciences
- Communication
- Social and Behavioral Sciences
- Arts and Humanities
- Diversity and Global Learning
- History

Both the gtPathways and CTE program approval processes are focused on individual course development and delivery through a statewide Common Course Numbering System, a statewide Faculty Curriculum Committee (SFCC), and statewide disciplinary groups of faculty. The disciplinary groups cut across all the colleges in the system and, in the case of the transfer disciplines that deliver approved gtPathways courses toward AA and AS degrees, the faculty meet with their four-year counterparts yearly to assess changes to the transfer curriculum in their disciplinary area. CTE faculty participate in developing statewide and local institutional program plans for distributing federal dollars.

The gtPathways statewide transfer articulation yearly examines transfer curricula to ensure that core courses remain relevant and aligned between two-year and four-year programs. The Statewide Faculty Curriculum Committee, statewide discipline curriculum committees, and local college discipline chairs can implement needed changes. Local college academic and CTE discipline chairs have responsibilities to review curricula and make changes to prerequisites and student essential skills placement, fix errors in descriptions and competencies, remove obsolete courses from the Colorado Common Course Numbering System, and other activities related to coordination and maintenance of Colorado Common Course Numbering System courses.

3. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

RRCC highlights the importance of diversity and inclusion through the Common Learning Competency "An RRCC graduate is Globally Aware and understands and respects Diversity." The College has supported the development of these skills through several mechanisms. The first was the establishment of a cabinet position (Executive Director of Diversity, Equity, and Inclusion) to provide counsel on these areas. (see Criteria 1.C.2) Further, the College has a Teaching and Learning Center that promotes high-impact teaching practices that optimize and enrich student learning through collaborative partnerships, signature programs, and professional development resources and activities. These activities include workshops, presentations, and Professional Learning Communities that explore best practices for incorporating inclusive educational practices in and outside the classroom. Finally, a grant was secured to offer an

Inclusive Teaching Mindset (ITM) course based on the University of Southern California's Center for Urban Education's research and recommendations. As of Spring 2023, fifty-five faculty and staff have completed the ITM course, and the College has set a goal for all full-time faculty to complete the course by Academic Year 2025.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Through the general education pathway, students receive a formative education and learn essential principles, which they can take well beyond their time at RRCC. Students transferring to a four-year university gain the knowledge and skills necessary to excel in their chosen majors and contribute to scholarship, creative works, and the discovery of learning expected at a four-year university. Student and faculty contributions at RRCC are appropriate to the standards and goals of a community college.

Several activities support the effort of developing these life-long skills. The Honors Program at RRCC provides exceptional learning opportunities through interdisciplinary education and problem-solving experiences for a community of scholars to prepare them to be leaders in a global society. The Honors Program engages students in many ways, including undergraduate research and an annual research poster fair. The RRCC Innovation, Design, Engagement, and Action (IDEA) Lab prepares students for engineering, technology, creativity, or design careers. The IDEA Lab host several activities to build relevant skills and experiences, including a maker space where student can prototype ideas and 'bring them to life.' The RRCC Mines Academy prepares students for transfer to the Colorado School of Mines and other universities through real-world experiences like campus tours, professional speakers, and high-quality STEM courses. Finally, the RRCC STEM Leadership Academy seeks to expose, empower, and strive for excellence in our students of color in STEM education with cutting-edge and engaging experiences through innovative programming. Students in this program visit cutting-edge STEM education laboratories at 4-year universities, participate in local STEM internships, and network with local industry and community leaders.

Sources

- Course-Submission-Template-gen-ed
- CTE Standards and Program Approval – Colorado Career and Technical Education
- Final RRCC Common Learning Outcomes
- GT Pathways Matrix of Required Content Criteria and Competencies with Student Learning Outcomes 05.25.22
- gt-arts_humanities
- gt-Competency_Diversity_Global_Learning
- gt-Critical_Thinking
- gt-history
- gt-natural_physical_sciences
- gt-Quantitative_Literacy
- gt-social_behavioral_sciences

- gt-written_communication
- Mines Academy Article from MinesMagazine
- Plan - Professional Learning Communities (PLC) Framework - 2021-08-15
- SFCC-Charter-v-10.9.2020-Final
- SFCC-Style-Guide
- SP 9-30a Associate Degrees
- SP 9-30c – Certificates
- TLC Newsletter April 2023
- Webpage - STEM Leadership Academy
- Webpage-IDEA Lab
- Webpage-RRCC Honors Program

3.C - Core Component 3.C

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

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

Argument

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The hiring process at RRCC is a collaborative effort between the hiring supervisor, division Vice President or President, and Human Resources (HR). When a position is vacated or created, it is reviewed to determine what need it fills at the college and what qualifications, skills, or credentials an employee would require to succeed in that role. The position is then advertised via multiple channels to develop a pool of applicants. RRCC utilizes search committees for faculty, administration, and technical/professional roles to ensure that there is representation in the selection from multiple areas and constituencies within the college. HR does the initial review of the applicants to determine the minimum qualifications. Those qualified applicants are then forwarded to the committee to review and determine which applicants move forward in the hiring process. The committee for a particular position would then hold the first level of interviews and determine candidates to move forward to the second level interview, after which selection occurs by the hiring supervisor. Human Resources ensures equity throughout the hiring process by certifying the pool of applicants for racial diversity at each stage. If the pool does not reflect the racial diversity of the college's service area the position may be re-posted to expand the applicant pool. Once selected, Human Resources completes background checks and verifies

credentials before extending the offer letter. New employees to the college go through an onboarding process with orientation, benefit enrollment, and compliance training. (RRCC Affirmative Action Plan)

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

Workforce planning for sufficient faculty members is conducted in a collaborative manner between the Executive Leadership Team (President and VPs) and the Executive Director of Human Resources. The planning is guided by using a data-informed approach while working within budget planning and enrollment data boundaries. Every fall, the Vice-President of Academic Affairs (VPAA) and the Academic Deans meet to discuss current vacancies as a result of turnover, faculty prefix priority planning, and possible recruitment strategies. Additionally, the discussion concerns the various non-instructional activities that faculty must perform and build these responsibilities into the faculty member's required service or release time. (FT Workload Procedure) The Vice President makes recommendations for Academic Affairs to the Executive Leadership Team. The appropriate staffing level for adjunct instructors is driven by course enrollment. RRCC HR, in collaboration with the Academic Affairs leadership team, has created a strong bench of adjunct instructors who are qualified and able to facilitate courses should enrollment warrant this. The Academic Deans and affected department chairs intentionally assign courses for adjunct faculty so as not to "under or over" employ these individuals. (PT Instructor Employment Procedure)

Requests are made to the Vice President of Academic Affairs when new faculty are needed in a department.   These requests are made on a common template using data such as full-time to part-time faculty ratio, course and program FTE, workforce need, and advisory board recommendations. The Academic Dean and current faculty in each program collaborate on the recommendation to the VPAA.

Although RRCC does not award faculty tenure status, it utilizes a procedure for faculty ranks and titles to recognize faculty longevity and quality of contributions to the institution. Compensation is managed similarly to other exempt staff positions and is partially based on the results of faculty members' performance plans.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Academic credentialing standards have been established by the RRCC Academic Affairs Leadership Team (AALT) and documented in the college procedure, RRPR 3-291 Faculty Instructor Qualifications Procedure. Qualified full-time faculty and part-time instructors teaching in academic programs will have a master's degree from an accredited institution. Successful completion of 18 graduate-level hours will be required in the specific discipline to be taught. Qualified full-time faculty and part-time instructors teaching in occupational programs will minimally meet the Colorado Vocational Credential Initial Credentialing Qualifications as

established by the State Board for Community College and Occupational Education (SBCCOE); general faculty members will have a master's degree from an accredited institution. Successful completion of 18 graduate-level hours will be required in the area of specialization. A records management process for tracking and housing official documents has been created in a collaborative effort between RRCC HR and Academic Affairs to ensure that the required documentation is on file.

Prior to all faculty candidates being interviewed, their application is pre-screened by Human Resources and the Academic Dean to verify that all credentials are met. Upon the hiring of a faculty member, official transcripts are delivered to RRCC HR by the candidate. Official transcripts and/or credentials are housed in RRCC HR. The same process is mirrored for adjunct instructors in that these individuals apply for positions through the RRCC HR website.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

RRCC follows the established procedure set forth by [CCCS SP 3-31 Evaluation of Faculty Job Performance](). Full-time faculty are evaluated on an annual basis through [RRPR 3.45](), which requires each faculty member to develop goals in teaching and service. The goals are created in collaboration between the faculty member and his/her dean and are revisited mid-year (January) for any updates or changes. Every April through June, faculty meet with their respective dean to evaluate progress toward those goals and are rated on a three-point scale from "needs improvement" to "commendable" to "exemplary."

RRCC follows the system policy [BP 3-20 Due Process for Faculty]() to provide a fair and orderly process for the involuntary termination of employment of faculty members. Full-time faculty are hired as provisional faculty from the date of employment until the completion of three consecutive full-year regular contracts. The college president may extend the employee's provisional period for one additional year, but it is not to exceed four years. A provisional faculty contract may be non-renewed without cause at the end of any contract. Once the provisional period is complete, the college president may move the faculty to a non-provisional status, following the institution's process. A non-provisional faculty contract can be non-renewed on the grounds of "needs improvement" evaluations for two consecutive years.

Templates have been created for all instructional methods, including

- [Classroom-based (Traditional)]()
- [Concurrent Enrollment]()
- [Online]()
- [Remote]()
- [Hyflex (In-person and Remote)]()
- [Hybrid (In-person and Online)]()
- [Hybrid (In-person and Remote)]()

A syllabus checklist is provided to faculty to help ensure consistent use of templates. Additionally, an insert with mandatory information is provided to include in all syllabi.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

RRCC is committed to supporting faculty with regular professional development opportunities related to teaching and content areas. Department budgets may be used to improve content knowledge through membership fees for discipline-related professional organizations, conference attendance, and relevant subscriptions, and to enhance teaching by providing needed classroom/lab supplies. The Colorado Community College System offers many professional development opportunities, free to employees of system colleges. Faculty and staff also have the opportunity to apply for college-wide professional development funds beyond yearly department budgets. These are made available through the RRCC Foundation.

There are two mandatory professional development days during each academic year. Faculty typically include goals in their performance evaluations related to improving their teaching and content knowledge. In addition, every year, Academic Deans observe and evaluate the teaching of all full-time faculty and discuss the observation for potential improvements in their teaching. Part-time instructors are also evaluated on their teaching once a year. In order to advance in the tiered pay system, part-time instructors are required to complete professional development activities.

6. Instructors are accessible for student inquiry.

Expectations for instructor accessibility are clearly outlined in RRPR 3.80. Full-time faculty are required to make themselves accessible in-person and virtually for student inquiries through a minimum of 5 office hours per week, the online learning management system (D2L), and email. Syllabus templates have been developed that include these elements.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The Vice President of Student Affairs and the Executive Director of Human Resources establish the qualifications required for staff in Student Affairs. Currently, all professional staff have at least an associate's degree, with most having bachelor's or master's degrees. All degrees are verified with official transcripts for each employee. New staff in the Student Affairs Division are provided an onboarding binder that includes organization charts, divisional action plan, RRCC strategic plan, and CCCS strategic plan. There is a comprehensive program of internal training for every staff member, including a general orientation to the college and training specific to positions. The hiring supervisor and Human Resources coordinate this. For example, new advisors engage in several hours of training per week (both internally and through online resources) in such areas as using Degree Works, EAB Navigate, and Guided Pathways, as well

as in developing a thorough knowledge of course offerings, college policies, and working with a diverse student body.

All employees are required to complete mandatory training annually in Diversity, Equity, and Inclusion; Title IX; and Security Awareness. Professional development funds are available for external training, and Student Affairs staff also benefit from the Colorado Community College System's series of presentations, panel discussions, and conferences.

Peer and professional tutors receive basic onboarding and training before they begin tutoring students. The college also provides specialized tutor training based on the College Reading and Learning (CRLA) tutoring standards. The college offers a tiered pay program to incentive tutor certification and retention. The success of this model has been expanded to other hourly positions. In the Student Recreation Center, a tiered pay program has been instituted to encourage leadership development in student employees.

Sources

- AAP_RRCC 2021-2022
- BP 3-20 - Due Process for Faculty
- CCCS StrategicPlan
- CCCS Trainings
- Classroom Based Accessible Syllabus Template
- Cognos Training Announcement
- Concurrent Enrollment Accessible Syllabus Template
- Development Day Agenda Fall 2021
- Faculty Proposal Form_September 2022
- Hybrid In-Person Online Accessible Syllabus Template
- Hybrid In-Person Remote Accessible Syllabus Template
- Hyflex Accessible Syllabus Template
- Online Accessible Syllabus Template
- Org Chart - June 2023
- Procedure - Classroom Observations
- Remote Accessible Syllabus Template
- RRCC Pathways
- RRCC Strategic Plan - Exec Summary 2019-25
- RRCCSyllabusInsert 8-10-2022
- RRPR 3-11 Employment for Part-time Instructors
- RRPR 3-291 Faculty and Instructor Qualifications
- RRPR 3-35 Academic Ranks and Titles
- RRPR 3-45 Faculty Performance Plan
- RRPR 3-80 FT Faculty Workload

- SP 3-31 - Evaluation of Faculty Job Performance [For 2021-2022 Evaluation Cycle]
- Student Affairs Action Plan AY 2024
- Syllabus Checklist

3.D - Core Component 3.D

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

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

Argument

1. The institution provides student support services suited to the needs of its student populations.

To identify student groups and needs, RRCC utilizes a combination of surveys, environmental and instructional program scanning, and feedback from faculty, staff, and students. Regular assessments currently include the Community College Survey of Student Engagement (every three years), CCCS Student Climate Survey (every two years), Campus Safety Survey (annually), and Student Mental Wellness Survey (annually). Beginning in Academic Year 2024, Student Affairs offices will use the Council for Advancement of Standards (CAS) to review relevant services at least every five years. These surveys and assessments help to ensure that the college's support services are relevant to students and meet their needs.

RRCC student support services include the following:

- Advising and Transfer
- Accessibility Services for students with documented disabilities
- Behavioral Health and Counseling Center
- Career Services
- Internships and Apprenticeships
- Tutoring
- Financial aid
- First Year Experience
- Student clubs, including PTK Honors Society, Student Government, and peer mentoring.
- Learning Collaborative (high school equivalency and college preparation)
- Center for Diversity, Equity, and Inclusion
- LGBTQ+ Center

- IDEA Lab
- Veterans Services
- Colorado Opportunity Scholarship Initiative (COSI), including Finish What You Started
- TRIO Student Support Services
- Food pantry
- Children's Center, providing childcare
- Writing Center
- Communication Lab
- English language acquisition (ESL) tutoring
- Honors Program
- International Student Services
- Library
- Campus Police
- STEM Leadership Academy for students of color
- Mines Academy
- Student Project Center
- Student Recreation Center
- Rest and Relaxation Lounge

In line with the Community College's mission, some services support community members and stakeholders, including Career Success Services, Learning Collaborative, International Student Services, and the Children's Center. Students can also access information about events and services through RRCC's new Campus Life platform, "Fox Life." This platform serves as a central repository of co-curricular and extra-curricular activities and supports student leadership development and assessment of co-curricular outcomes.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Applicants to the college receive an acceptance email that includes the next steps to complete a placement assessment. After completing placement assessments, students are encouraged to schedule an appointment with their Pathway Advisor. Based on their assessment results, students' Pathway Advisor can assist them in registering for classes for which they are eligible to enroll. Students not demonstrating adequate aptitude for math or English courses are encouraged to take remedial courses. RRCC has designed remedial courses to meet students' varying needs with the goal that students need no more than one semester of remedial classes in each subject.

Faculty can make referrals to the services below and utilize EAB Navigate to issue early academic alerts that allow Student Affairs staff to connect a student with needed educational resources directly. Early Alert campaigns are initiated through Student Affairs, and all faculty are encouraged to provide individual student feedback, including accolades.

Learning supports include:

- Supplemental learning, enrolling students in co-requisite courses that pair developmental courses with college gateway courses in the same semester.
- First Year Experience provides embedded student academic skills development in entry-level courses, regular workshops, and individual student support.
- The College Prep Zone provides in-person and 24/7 online tutoring to help students improve their basic math and English skills, preparing them for college-level coursework. Services are provided through TutorMe. Services include support in developing individual study skills as well.
- ESL classes and tutoring support students working to improve English language acquisition skills.
- The Learning Collaborative, in conjunction with The Learning Source (an adult basic education agency), also provides free tutoring support to assist students in successfully completing developmental coursework.
- Accessibility Services are available to assist eligible students in acquiring reasonable classroom and campus life accommodations.
- Students can request study rooms with snacks and a tutor for study groups.
- For students who are failing or at risk of failing, the college offers up to two hours of one-on-one tutoring each week.
- A 24/7 help desk is staffed to answer student questions about technology.

3. The institution provides academic advising suited to its programs and the needs of its students.

The mission of Academic Advising is to create a partnership with students in developing their educational goals while engaging and empowering them to become self-sufficient and active learners. The guided pathway advising model is a movement that seeks to streamline student success and provide structured support, clear learning outcomes, and collaboration to help students achieve their higher education goals.

At Red Rocks Community College, students are admitted under a career pathway that they select and are matched with the appropriate Pathway Advisor. The pathways include Business, HESS (Humanities, Education & Social Science), Creative and Performing Arts, Outdoor Leadership and Emergency Services, Health Sciences, Manufacturing and Technical Trades, Computer Information Technology, and STEM (Science, Technology, Engineering, and Math). Pathway Advisors have active relationships with the Academic Affairs staff, attend academic departmental meetings, and have strong connections with and act as liaisons to four-year colleges.

New, degree-seeking students are encouraged to meet with a Pathway Advisor before registering for their first semester. They are counseled to meet with an advisor in the following semesters. Regular advising appointments help students stay on track, graduate, and maximize their college experience. New non-degree-seeking students are connected with Career Services for assistance in declaring a pathway after being admitted. Advising appointment campaigns are conducted via EAB Navigate before the start of each semester.

Advising appointments are conducted in a structured format and build on one another to achieve learning outcomes. Pathway advisors are dedicated to assisting students in navigating the educational system by clarifying college processes, helping identify their career path, and identifying the appropriate academic curriculum for each student's academic and career goals. Through regular contact with a Pathway Advisor, students are assisted in planning educational goals, completing degrees, and successfully transferring to four-year colleges and universities.

Programs that serve specific cohorts also provide individualized advising to their students. Such programs include but are not limited to, TRIO Student Support Services, STEM Leadership Academy for students of color, Finish What You Started (adult learners), and Accessibility Services.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning technological infrastructure, scientific laboratories, performance spaces, clinical practices sites, museum collections, as appropriate to the institution's offerings.

CCCS IT, CCCS Business Intelligence, and RRCC IT Governance meet regularly to identify and address technological infrastructures impacting student learning systemically. ([CCCS IT Active Projects Update](#)**)** Audio/Visual and IT services at RRCC are available outside of business hours to support virtual and on-campus classroom needs. The RRCC Information Technology (IT) [Governance Plan](#) sets direction through prioritization, decision-making, and overall technological performance. Synergies are sought among units by reviewing the IT software load and use of digital space. In addition, the college has an [Instructional Technology Advisory Committee](#) (ITAC) to evaluate the instructional technology needs of the college continually. ITAC is comprised of administrators, faculty, and staff and meets monthly.

RRCC continues to invest in the renovation of classrooms, laboratories, and student service support centers. For example, in 2019, the RRCC library and learning commons were remodeled to serve students better. The space was leveraged to become a true learning commons and offer a more user-friendly space for the Writing Center, Math Support, and Communications Lab.

[Library Services](#) provides students a free lending program for laptops and geology kits. Additionally, upon request of the instructor, Library Services visits courses to show students how to utilize Library resources for their coursework effectively. This includes but is not limited to conducting a scholarly literature review, how to find reputable resources/media literacy, and how to cite information in a formal paper appropriately.

Hy-Flex classrooms allow students to attend a class in person or virtually, depending on a student's needs. RRCC received a $40,000 grant through CCCS in 2022 to upgrade all classrooms with a camera and microphone to easily transition to remote learning for students who cannot attend the class in person. RRCC provides an Online Learning Resource Center, which includes orientations and instructions for using RRCC's online learning platform Desire 2 Learn (D2L) and support tools to help students determine the best learning environment. Synchronous D2L orientations are also held just before the semester begins.

RRCC provides and staffs an [IDEA Lab](#) for engineering projects, which includes resources like a wood shop, 3D printers, and Arduinos. The on-campus theatre provides students real-life opportunities to develop sound engineering, performance, stagecraft, and design skills. On-site gardens, art studios, and kilns facilitate hands-on learning.

The Health Science programs at RRCC connect students with clinical rotations in the community as part of the curriculum in each program. These programs include Physician Assistant, Emergency Medical Services, Nurse Aide, RN Refresher, Integrated Health, Medical Assisting, Billing & Coding, Phlebotomy, Radiology Technology, and Sonography.

Our Arvada campus houses a [cadaver lab](#) for healthcare students. RRCC's state-of-the-art Cadaver Lab facility, completed in 2016 at the Arvada Campus, is a shared space that provides hands-on human anatomical education in three ways: 1. Through the Cadaver Outreach Program that offers workshops for a fee to area healthcare professionals or students enrolled in high school, vocational or non-RRCC classes wishing to further their human anatomical education, 2. Through coursework in RRCC's Physician Assistant Program, and 3. Embedded Cadaver Laboratory curricula for students enrolled in select RRCC healthcare or related courses.

Sources

- Cadaver Program
- Campus Safety Survey Results 2023
- CAS - First-Year Experiences
- CCCS IT Active Project Updates_March-April 2023
- IT Governance Plan 2021 2025
- Library Services
- Navigate Quick Start Guide - Faculty
- RRCC Pathways
- Student Climate Survey Spring 2019
- Student Mental Wellness Survey Results 2022
- Student Mental Wellness Survey Results 2023
- Webpage - Fox Life
- Webpage - ITAC
- Webpage-IDEA Lab
- Welcome Letter_Redacted

3.S - Criterion 3 - Summary

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

Summary

Red Rocks Community College (RRCC) employs several [processes](#) to determine and communicate the preparation required for students' common learning competencies, gtPathways courses, and Career and Technical Education (CTE) programs. Key components include RRCC faculty committees, pathways advisors, supplemental instruction, and basic skills assessment. Concurrent enrollment credit courses are subject to the same standards as other college-level credit courses, and RRCC staff work closely with high school counselors to ensure concurrent enrollment credit students understand college-level expectations.

The college ensures course continuity and transferability through the Colorado Community College Common Course Numbering System ([CCCNS](#)), overseen by the [State Faculty Curriculum Committee](#). RRCC offers various credentials, including Certificates, Associate's, Bachelor's, and Master's degrees. The college is the only community college in the nation granting a Master's degree for Physician Assistants, which is [accredited](#) by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

RRCC focuses on [common learning competencies](#), including critical thinking, technological literacy, effective communication, global awareness, ethics, and quantitative reasoning. These competencies are aligned with the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Competencies, and assessment data is [analyzed and reviewed](#) at the institutional level.

The college adheres to the Colorado Community College System's (CCCS) [general education guidelines](#), gtPathways, and [CTE program approval processes](#) to ensure consistency and quality in course offerings. RRCC emphasizes diversity and inclusion through its common learning competency, supported by various programs and initiatives.

RRCC follows a collaborative hiring process, ensuring [equity and diversity](#) in candidate selection. Workforce planning for faculty is data-informed and considers budget and enrollment data. RRCC maintains strict credentialing standards for faculty, ensuring that they possess relevant qualifications. Faculty are evaluated annually, and professional development opportunities are provided to enhance teaching and content knowledge.

RRCC emphasizes accessibility for students and outlines faculty [expectations](#) for in-person and virtual accessibility. Staff qualifications and training are also well-defined to ensure efficient and effective operations.

The college places significant emphasis on technology and infrastructure to enhance student learning. CCCS IT, CCCS Business Intelligence, and RRCC IT Governance collaborate

regularly to systematically address technological infrastructures impacting student learning. The college ensures that audio/visual and IT services are available outside business hours to support virtual and on-campus classroom needs. The college seeks synergies among units by reviewing IT software load and digital space usage. The Instructional Technology Advisory Committee (ITAC) continuously evaluates instructional technology needs, consisting of administrators, faculty, and staff who meet monthly.

RRCC has invested in renovations of classrooms, laboratories, and student support services to improve student experiences. The library and learning commons were remodeled in 2019 to become a true learning commons, housing the Writing Center, Math Support, and Communications Lab. Library Services offer students a free lending program for laptops and geology kits and conduct course visits to demonstrate effective use of library resources for coursework, including literature review, resource finding, media literacy, and proper citation.

Hy-Flex classrooms, which allow students to attend classes in-person or virtually, were expanded through a $40,000 CCCS grant in 2022, upgrading all classrooms with cameras and microphones for remote learning. RRCC's Online Learning Resource Center provides orientations, D2L instructions, and support tools for choosing the best learning environment.

RRCC offers an IDEA Lab with resources like a wood shop, 3D printers, and Arduinos for engineering projects. The on-campus theater provides real-life sound engineering, performance, stagecraft, and design opportunities. On-site gardens, art studios, and kilns facilitate hands-on learning. Health Science programs connect students with community clinical rotations as part of the curriculum. The Arvada campus houses a cadaver lab for healthcare students across the state, providing hands-on human anatomical education through various workshops and curricula.

Overall, Red Rocks Community College strives for excellence in teaching and program delivery, fostering a diverse and inclusive environment and providing opportunities for students and faculty to succeed and grow.

Sources

- AAP_RRCC 2021-2022
- Assessment Day Results 2023
- BP 9-30 - Approval of Academic Programs
- Common Learning Competencies _ Red Rocks Community College
- CTE Standards and Program Approval – Colorado Career and Technical Education
- ILEARN Manual August 2017
- SFCC-Charter-v-10.9.2020-Final
- SP 9-71 – Course Numbering System
- Syllabus Checklist
- Webpage - ITAC
- Webpage - RRCC Accreditation

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

1. The institution maintains a practice of regular program reviews and acts upon the findings.

The RRCC academic program review process is one of four pillars of reporting, planning, and continuous improvement in the Division of Academic Affairs. The others are course assessments, Director monthly reports, and the Annual Division Report. Academic Program review is a collection of assessment data used to measure the health and viability of each academic program. A Program Review Committee, which consists of representatives from a range of levels and disciplines across the division, reviews reports for each academic program. All programs are divided into one of three categories (small, medium, and large) based on their three-year enrollment average. Quantitative measures include enrollment and award trends which the Institutional Research Office provides. In addition, a SWOT analysis is developed by the program faculty and the Dean. Based on the results, each program is assigned a "Health Status"

of Below Average, Average -, Average, Average +, or Above Average. Programs rated as Below Average or Average - are placed on a watch list, and the Program Review Committee makes recommendations for improvement. Programs that remain on the watchlist for two consecutive years without making the suggested improvements may be considered for closure. Out of 65 program reviews conducted during the 2022-23 review process, 12 programs were recommended for closure, ten were placed on a watchlist with recommendations, and 43 were recommended to maintain with suggestions (See Program Review Presentation for details). Most program closures were transfer articulation programs (Degrees with Designation) with six or fewer graduates over the previous five years.

In addition to the formal program review process, all curricular and co-curricular programs perform annual assessments of RRCC's Common Learning Competencies. The RRCC ILEARN process provides a guided, formalized, comprehensive program review framework for student learning assessment. The process guides faculty and staff through designing a Student Learning Assessment Plan (SLAP) for their program or department. Results from the implementation of the SLAP are intended to result in a Continuous Improvement Plan (CIP), which feeds back into the planning cycle and a new program/department SLAP. During the Spring Professional Development Day, all faculty receive training on student learning assessment and collaborate on reviewing their SLAP and assessment results. This review typically results in a CIP report and revised SLAP submitted to the RRCC Assessment Council.

Finally, all Career and Technical Education (CTE) programs must conform to Colorado CTE approval and reporting requirements (Colorado CTE Strategic Plan, Colorado CTE Adminsitrator's Handbook). Driven by the Federal Perkins Grant, the Colorado CTE office reviews CTE programs at the secondary and post-secondary levels. The purpose of the CTE program review process is to ensure a program meets the criteria outlined by the SBCCOE in the Colorado Career and Technical Act, Colorado Revised Statues 23-8-103, State System of Community Colleges and Occupational Education 23-60-202, 301-307, Board Policy and the Colorado State Perkins Plan. RRCC provides annual reporting on all CTE program completers, including employment and educational placement.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

Information regarding the transfer of academic credits and credit for prior learning is outlined in the Academic Catalog and on the RRCC website. To transfer credits, students complete the online Transfer Credit Evaluation Request Form and submit official transcripts. RRCC generally accepts transfer credits only from regionally accredited colleges and universities and only for subjects RRCC offers. Requests for credit transfer from international universities, non-regionally accredited institutions, or other circumstances are considered case-by-case in consultation with subject matter experts from the Division of Academic Affairs.

Assessment of Prior Learning complies with the policies established by the Colorado Community College System (CCCS). (BP 9-42, Credit for Prior Learning Manual) RRCC transcribes credit for specific industry certifications, Military PLA, and several higher education PLA exams recognized by the Colorado Department of Higher Education, including ACE, AP, CLEP, DSST, GED, IB, and UExcel.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

Courses accepted by RRCC must match the content and meet or exceed the rigor of the institution as determined by the professional judgment of the transfer evaluator or appropriate Dean. RRCC's guidelines for accepting the transfer of academic credit follow strict policies and procedures as determined by the Colorado Community College System (CCCS). Especially within CCCS, policies regarding credits transferred to and from system colleges are clearly laid out, as explained in BP 9-71 Transfer Credit Colorado Community College System. RRCC is bound by the Common Course Numbering System (CCNS), which dictates that all CCCS colleges must accept for transfer all courses contained in the CCNS database. Guaranteed Transfer Pathways classes (GtP) fall under the CCNS and are subject to the same policies. Courses within the CCNS database share the same prefix, course number and title, course description, course learning outcomes, credit, and, where appropriate, GtP course competencies and content criteria. There are also procedures for transferring post-secondary credits from area technical colleges to community colleges. To ensure rigor, continuing relevance, and appropriate content, the Colorado Department of Higher Education requires that GtP courses in the CCNS database are reviewed by discipline faculty at least every five years. The right to propose a change in the CCNS resides at the local college level or state discipline group. The policy recognizes that faculty are the content experts and thus must be involved in the curriculum review and development processes, ensuring the quality of transfer credits within the Colorado Community College System and between two- and four-year institutions in the state.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

As a Colorado Community College System college, RRCC follows system policies and procedures regarding its courses' transfer and learning outcomes through the Common Course Numbering System (CCNS). In 2022, the thirteen Colorado community colleges formed a consortium to collaborate on providing online courses. To create a seamless and hassle-free enrollment process, all disciplines standardized prerequisites for all online courses. The standard prerequisites are determined and regularly reviewed by all faculty in those disciplines at respective colleges. However, in consultation with their local discipline expert and state discipline chair, local colleges can ultimately determine whether to adopt the standardized prerequisites by following their college curriculum committee's recommendations and the chief academic officer's decision. Prerequisites for courses never offered online are determined by the local college faculty in consultation with their curriculum committee.

Faculty can expand on the common learning outcomes in the CCNS and determine the course instructional method. RRCC faculty are expected to develop the rigor of their courses and the expectations for student learning that align with the content and their teaching expertise. Faculty teaching different sections of the same course at RRCC, while required to use the same textbook (selected by the discipline chair or lead faculty), can design their courses' organization, assignments, and academic focus.

Access to many learning resources also falls under the authority of the college. Two good examples are the library and IT services. The RRCC Library routinely evaluates its offerings in conjunction with academic departments. The primary responsibility for material selection and withdrawal from the library collection lies with the library staff in consultation with faculty. Library staff reviews periodical subscriptions, subject materials, print materials, and online resources. Faculty members and students can submit requests for specific materials for the library's collection through the contact information on the library's website, email, or by speaking directly with library staff. The library routinely evaluates its collection of materials to ensure they fit and support the academic curriculum. Student and faculty input is sought when evaluating new library products or services to evaluate the ease of use, accessibility, and content.

While RRCC collaborated with the System office on group purchasing for many IT services and products, such as internet security and the use of D2L, RRCC has substantial authority to provide technology to students, faculty, and staff that is best suited to the college's needs. The college controls the hardware purchased and how it is used. Lead faculty make textbook selections in collaboration with other faculty and part-time instructors. The same textbook must be used for every section of a course. RRCC chooses what to implement for physical classroom equipment based on the Instructional Technology Advisory Committee (ITAC) recommendations.

Faculty qualifications for all programs are guided by the Higher Learning Commission's requirements and RRCC Procedure 3 - 291, Faculty and Instructor Qualifications. (Typical qualifications include a master's degree in the discipline being taught or in a closely related field with 18 graduate credit hours in the discipline or for CTE courses, a CTE credential, and industry experience.) RRCC determines, for example, how many years of teaching experience a faculty position should require. The institution also writes faculty job descriptions based on its specific needs. Applicants for part-time teaching are screened for appropriate qualifications and areas of expertise before being sent to the respective deans, who decide the hiring needs of their departments. Full-time faculty are screened and recommended (or not) by a representative search committee of faculty, administrators, and staff.

Dual credit instructors are subject to the same required education credentials as regular and part-time faculty. Dual credit (or concurrent enrollment) courses and programs for high school students are closely monitored by RRCC's Concurrent Enrollment Manager, who conducts instructor observations once per year. In addition, instructors at the high schools in the college's service area must use the same syllabus template, which includes learning outcomes and a course content outline. They must also use the same texts when teaching sections of the same course designated by full-time faculty. Full-time faculty regularly engage with instructors at the high schools through informal mentoring and discussion of course/teaching issues, which helps to ensure consistency across courses.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Specialized [accreditation](#) plays a significant role in ensuring academic quality at RRCC. The program faculty or Director determines whether to pursue specialized accreditation in consultation with their Advisory Board and Academic Affairs leadership. RRCC's current specialized accreditations and approvals include the following:

- Medical Assisting Program - Commission on Accreditation of Allied Health Education Programs
- Medical Imaging Program - Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Nurse Aid - Colorado State Board of Nursing (DORA)
- Physician Assistant Program - Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Emergency Medical Services - Colorado Department of Public Health and Environment
- Law Enforcement - Colorado Peace Officer Standards and Training Board (POST)
- Firefighter Academy - Colorado Division of Fire Safety

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Assessing the performance of graduates, and the methods and tools used, varies by the committee, discipline, or program involved. All disciplines at RRCC are active in tracking outcomes and making changes to teaching and learning. The five-year [CTE program review cycle](#), with additional review from local program advisory boards, continuously improves curricula, instructional methods, support, and course delivery modalities. Graduates from 4-year transfer programs are tracked using National Student Clearinghouse data for at least six years after graduating to monitor for completion of a 4-year degree. In addition, regular surveys are conducted to understand the benefits and challenges transfer students encounter in the transfer process. This data informs academic and student support improvement plans.

Sources

- Academic Program Review Process_2022-2023
- Annual Program Review Report - Example 3
- BP 9-42 - Credit for Prior Learning
- BP 9-42 – Prior Learning Assessment Credit - Colorado Community College System
- BP 9-71 – Transfer Credit
- BP 9-71 – Transfer Credit - Colorado Community College System
- Classroom Observation Rubric_2021

- Colorado Career and Technical Act
- Common Learning Competencies _ Red Rocks Community College
- Concurrent Enrollment Accessible Syllabus Template
- Continuous Improvement Plan - RTE 2022-23
- CRS 23-60-202 Duties of the Board
- CRS 23-60-301-307 Occupational Education
- CRS 23-8-103 Standards for eligibility for grants
- CTE Administrators-Handbook-2023_24_FINAL
- CTE Standards and Program Approval – Colorado Career and Technical Education
- CTE_2019-2024_Strategic_Plan_Final
- ILEARN Manual August 2017
- PD Day Assessment Agenda - 04.18.23
- Prior-Learning-Assessment-Credit-Manual
- Program Review Presentation-2023
- RRPR 3-291 Faculty and Instructor Qualifications
- Student Learning Assessment Plan SU22
- Transfer Credit Evaluation Request Form - Formstack
- Webpage - ITAC
- Webpage - RRCC Accreditation

4.B - Core Component 4.B

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

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

Argument

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

RRCC has six common learning competencies:

- An RRCC graduate is a Critical Thinker.
- An RRCC graduate is Technologically Literate.
- An RRCC graduate is an Effective Communicator.
- An RRCC graduate is Globally Aware and understands and respects Diversity.
- An RRCC graduate is Ethical and Professional.
- An RRCC graduate uses Quantitative Reasoning.

RRCC's faculty-led Student Learning Assessment Council (SLAC) is charged with gathering assessment data from faculty, working with the administration on planning Assessment Day each spring semester and coaching faculty on assessment best practices. The Student Learning Assessment Council has adopted AACU LEAP rubrics for each Common Learning Competency.   (Common Learning Competency Webpage) The committee has worked closely with the Institutional Research office to make the process as straightforward as possible. Student learning is assessed at the course and program level by faculty at RRCC. Each program has mapped the RRCC Common Learning Competencies, program-specific outcomes, and general education pathway requirements to courses within their program. These curriculum maps guide outcome assessments and help to maintain continuity across programs and changes in faculty.

The college holds an assessment day in the spring of each year to reinvigorate ILEARN. Programs are led through assessment activities. Faculty are required to have data to report out at the conclusion of Assessment Day. The data is then used to revise assignments or curriculum as necessary to improve student learning and achievement of outcomes. (RRCC Assessment Day Agenda, RRCC Assessment Day Results)

The institution began a process for assessing co-curricular activities, which was interrupted substantially by the pandemic as most co-curricular activities stopped altogether. This process involved the Director of Institutional Effectiveness collaborating with the Director of Campus Life to initiate a process to evaluate co-curricular events for the Common Learning Competencies. With the recent hiring of a new Director of Campus Life, the Co-curricular Council is reforming and picking up where the committee left off. (Co-curricular Council Report)

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

RRCC continues to focus on the improvement of student learning. (Theater, Radiation Technology, Learning Commons) Like many functions of higher education, the pandemic impacted the development of student learning assessment at RRCC. The institution has many new faculty and instructors, and a clear divide has developed between veteran faculty with established assessment practices and newer faculty that may be very novice assessment practitioners. The Student Learning Assessment Council focuses on coaching faculty and instructors in best practices for assessing student learning. To aid in utilizing this information to improve student learning, faculty can request summary and longitudinal data for their courses from the IR department. This data can be broken down by program and disaggregated by race/ethnicity. (CUE Scorecard Example) Faculty have access to and are trained in methods for planning improvement in student learning. In collaboration with their Academic Dean, faculty are strongly encouraged to include improvement plans based on assessment outcomes in their yearly teaching goals. Specific examples of using assessment to improve student learning have been shared among faculty at the mandatory meetings and various brown bag sessions. The Student Learning Assessment Council has planned these sessions.

RRCC recognizes opportunities for collecting and publicly posting goals, benchmarks, and results from assessments across the institution. Conversations regarding an institutional repository are in development.

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

RRCC's assessment processes and methodologies are grounded in best practices. The core of the assessment process is grounded in the RRCC ILEARN process. (ILEARN Manual) ILEARN is Red Rocks' take on a guided, formalized, and comprehensive assessment. Guided means that a framework has been mapped out with specific tasks to be completed over four years. Formalized means that there will be a systematic process of informed decision-making and communication. By comprehensive, it means that instruction, student success, business services, student organizations, administrative units, special projects, etc., will participate in the evaluation process *together*. Comprehensive also means that the evaluation process will explore departmental growth, student learning, and budgetary needs.

RRCC rebranded the institutional Spring Professional Development Day as "Assessment Day." The day includes presentations and topics for all faculty and staff, such as examples of assessment models and results for different departments and a presentation on best practices and assessment methods. In the afternoon, all faculty and instructors in attendance participate in guided presentations and work sessions to review results and develop assessment plans. ([2023 Assessment Day Agenda](), [2023 RRCC Assessment Day Results]())This model has helped to engage all faculty and instructors in the assessment process and resulted in more engagement in the assessment of student learning from the course to the institutional level.

Sources

- Assessment Day Results 2023
- Assessment Presentation - Learning Commons
- Assessment Presentation - Rad Tech
- Assessment Presentation - Theatre
- Co-Curricular Report 2018-2019
- Common Learning Competencies _ Red Rocks Community College
- CUE Teaching Excellence Scorecard - Example Report
- Elementary Ed Curriculum Map
- ILEARN Manual August 2017
- PD Day Assessment Agenda - 04.18.23

4.C - Core Component 4.C

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

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

Argument

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

RRCC annually sets goals for numerous objectives, including retention, persistence, and completion. The College President determines these goals in consultation with the Director of Institutional Research, Dean of Enrollment Management, and College Cabinet. All metrics are benchmarked against the twelve other Colorado Community Colleges. Additionally, many metrics are benchmarked against comparison organizations using the IPEDS system. (IPEDS Data FeedbackReport) Most college objectives are tracked on System and College dashboards that allow for near real-time monitoring. (Example Dashboards) Results from these metrics guide the RRCC Strategic Plan and related annual work plans. Results are also posted publically in the CCCS Data Books (CCCS Retention Report, CCCS Graduation Report)

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

Because RRCC has developed dashboards for monitoring critical metrics, these dashboards can easily be filtered to many dimensions, including the program, course, and student demographics levels. This allows for complex analysis to inform narrowly defined decision-making needs. These dashboards are made available to all college administrators and discipline chairs. The Institutional Research office provides regular training and orientation on these dashboards for new and existing employees. (IR Training Announcement)

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

While there are many levels of data analysis and decision-making happening on a regular basis, the most evident example of these efforts relates to the institutional strategic planning and implementation process. The Strategic Planning process heavily relies on the aforementioned metrics, with outcomes measures for most tactics tying back to these major data points. (Strategic Plan Scorecard) Every fall, the Dean of Enrollment Management presents an in-depth enrollment analysis for the RRCC Collaboration Council, the college's shared governance body. The Collaboration Council advises the RRCC Executive Leadership on opportunities for improvement and planning priorities. (Example Collaboration Council Agenda/Minutes)

In addition to the Collaboration Council, RRCC has established an Enrollment Management Team (Enrollment Management Plan). The Enrollment Management Team (EMT) provides oversight for the achievement of the goals and objectives in the Enrollment Management Plan and forwards recommendations to the RRCC Executive Leadership Team on a regular basis. With executive leadership's support, the EMT measures the periodic and ongoing progress of the enrollment goals relating to specific strategies and initiatives to ensure that the objectives produce measurable results.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

All Colorado Community Colleges utilize Elucian Banner as the system of record for all critical data. Daily, updated data is transformed and loaded into an Operational Data Store, which can be accessed via IBM access. These data functions are managed at the System level with oversight from various functional groups made of college and system representatives, including Chief Academic Affairs and Student Affairs Officers, Registrars, Institutional Research Directors, Financial Aid Directors, Finance Directors, and Human Resources Directors. This model of management helps to ensure best practices are followed and data integrity is maintained.

All Colorado higher education institutions submit data on students, courses, applications, and awards to the Colorado Department of Education (CDHE) through the Student Unit Record Data System (SURDS). This standardized reporting process helps to ensure consistent reporting and data analysis and allows for complex data analysis to occur at the State Level. CDHE convenes quarterly meetings of college and university representatives for a statewide Data Advisory Group (DAG) where discussions on current trends and issues can be discussed.

RRCC's institutional measures generally follow the standard definitions prescribed by the SURDS system, which is, in turn, driven by IPEDS definitions. However, the institution will utilize additional measures to add dimensions for analysis. For example, while IPEDS retention rates typically focus on first-time, full-time (FTFT) students, RRCC will also analyze overall retention rates to contrast the FTFT retention rate. The data collection and management processes also allow the college to utilize specialized measures to focus on niche topics, such as recent efforts to study and address the needs of non-traditionally aged students.

Sources

- CCCS-Fall to Fall Retention by Demographics-IPEDS Cohort - accessible AY2022
- CCCS-Three-Year Graduation Rates by Student Demographics IPEDS Cohort - accessible AY 2022
- Cognos Training Announcement
- Collaboration Council Agenda - March 13 2023
- Collaboration Council Minutes 2023-02-20
- Example Dashboards
- Report - 2022 NCES Data Feedback Report (DFR) - 2022-09-16
- RRCC Strategic Enrollment Management Plan 2022
- Strategic Plan Scorecard AY2022

4.S - Criterion 4 - Summary

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

Summary

The institution follows a comprehensive review process in the Division of Academic Affairs, including regular academic program reviews, course evaluations, Director monthly reports, and the Annual Division Report. Program review involves data collection and analysis to evaluate the health and viability of each academic program. A Program Review Committee with representatives from various disciplines reviews the reports. Programs are categorized based on enrollment averages, and a SWOT analysis is conducted by program faculty and the Dean. Programs with low ratings are placed on a watch list, and improvements are recommended. Some programs may face closure if improvements are not made after two consecutive years on the watch list.

The institution has well-defined policies and procedures for evaluating and accepting academic credits, including experiential and prior learning credits. Transcripts are assessed based on the institution's policies, with a focus on regionally accredited colleges and universities. International, non-regionally accredited, and other special cases are considered on a case-by-case basis. The institution also evaluates and transcribes credits for specific industry certifications, military PLA, and various higher education PLA exams recognized by the state.

The institution maintains authority over prerequisites, course rigor, student learning expectations, access to learning resources, and faculty qualifications for all programs, including dual credit programs. The Colorado Community College System and Common Course Numbering System guide many of these processes. The college actively involves faculty in curriculum development, textbook selection, and continuous improvement efforts to ensure the quality of transfer credits and dual credit programs.

The institution has established ambitious and appropriate student retention, persistence, and completion goals, aligning with its mission, student populations, and educational offerings. It collects and analyzes data on student outcomes regularly, using dashboards and reports for monitoring. Data-driven decision-making informs the strategic planning process, and various committees evaluate enrollment data and make improvement recommendations.

The institution follows best practices in assessing student learning outcomes, particularly through the RRCC ILEARN process, which guides faculty and staff in designing Student Learning Assessment Plans (SLAP). Results from SLAP implementations lead to Continuous Improvement Plans (CIP), driving improvements in teaching and learning at the course and program levels. The institution aims to publicly post assessment goals, benchmarks, and results in an institutional repository.

RRCC has several [specialized accreditations](#) and approvals for its programs, ensuring academic quality. The institution actively tracks and analyzes student outcome data to make informed improvements. These processes and methodologies follow good practice, utilizing standardized reporting systems and involving various stakeholders.

Sources

- Academic Program Review Process_2022-2023
- Annual Program Review Report - Example 3
- BP 9-42 - Credit for Prior Learning
- Comprehensive Academic Plan Annual Report - 2022
- Continuous Improvement Plan - RTE 2022-23
- Example Dashboards
- Example-Course-Evaluations
- ILEARN Manual August 2017
- Prior-Learning-Assessment-Credit-Manual
- Report - 2022 NCES Data Feedback Report (DFR) - 2022-09-16
- SP 9-71 – Course Numbering System
- Strategic Plan Scorecard AY2022
- Student Learning Assessment Plan SU22
- Webpage - RRCC Accreditation

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Established in 2008, the Red Rocks Community College (RRCC) Collaboration Council provides a formal mechanism to promote shared governance. The Collaboration Council comprises representatives from constituent groups of faculty, staff, and students throughout the college's programs, services, and service area. The Collaboration Council also promotes efficient, timely, and effective communication among faculty, staff, and students. The Collaboration Council seeks to provide an equitable voice and serve as a responsive body serving the broader RRCC community.

The Collaboration Council has standing and ad hoc committees addressing the college's current needs. Strategic planning is developed regularly due to committees that serve under the Council.

The [RRCC Collaboration Council Bylaws](#) guide the institution's orderly business and communication management. It is intended to further the work of the RRCC Mission, Vision, and Values and should be updated to reflect the college's current needs.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

As evidenced throughout this assurance argument, Red Rocks Community College is very mature in its development in using quantitative and qualitative data for decision-making. The RRCC Strategic Plan and Enrollment Management Plan extensively use data, including historical enrollment trends, population projections, and surveys of internal and external stakeholders. These documents are the primary drivers of regular data updates to the RRCC Collaboration Council. (RRCC Planning Calendar) The RRCC Academic Program Review process combines program-specific enrollment and success outcomes with qualitative SWOT analysis to determine the programs' best course of action. Human Resources utilizes internal and community data to develop the Affirmative Action Plan, which drives employee recruitment and retention efforts.

Further, the institution conducts climate surveys of students and employees every other year to evaluate initiatives' impact and identify new improvement opportunities. The institution is also conducting the Community College Survey of Student Engagement (CCSSE) every three years to focus on good educational practices and identify areas for improvement of student programs and services. The college's enrollment management dashboards allow for near real-time analysis and early identification of potential challenges and opportunities. Finally, RRCC services utilize EAB Navigate to ensure coordinated care for students, identify early alerts of students' concerns, and monitor and analyze services for opportunities for improvement.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

There is strong leadership at the college to ensure high academic standards. Several committees provide guidance in determining our academic offerings, including the Faculty Senate, Academic Standards Committee, Curriculum Committee, and Catalog Committee. These committees are all chaired by faculty and primarily constitute faculty and instructors. Pertinent staff are included on these committees, such as the Registrar's standing ex officio status with the Curriculum Committee.

The RRCC Collaboration Council oversees all policy and procedure changes at RRCC. Policies are established and managed at the System level under the direction of the Board. Proposed and final changes are shared and discussed at the RRCC Collaboration Council to identify constituent's opinions and priorities about such changes. Procedures are generally developed and managed at the institutional level and are maintained by the RRCC Human Resource Office. (HR Procedure Webpage) The RRCC Collaboration Council Bylaws specify as a responsibility "approving, reviewing, and abolishing college procedures per **RRPR 2-10**. That includes reviewing procedures on a five-year cycle, particularly with an equity lens.

The Board and System leadership engages relevant constituent groups, including faculty, from all 13 colleges in developing new policies or changes to existing ones. Three prominent standing System committees include the State Faculty Advisory Council (SFAC), the State Faculty Curriculum Committee (SFCC), and State Instructor Advisory Council.

The State Faculty Advisory Council serves in an advisory capacity to the Board and the System Chancellor and acts as a liaison between the college faculties and the Board. The Faculty Council

advises and makes recommendations to the System Chancellor and the Board on policies and other matters of interest and concern to the state system community college faculty.

The State Faculty Curriculum Committee advises and makes recommendations to the system on curriculum matters, the Common Course Numbering System, and guaranteed transfer courses. They also coordinate an annual "Two-to-Two Conference," which brings faculty together from across the system to discuss and determine curriculum changes to help ensure consistent academic standards across the state.

The State Instructor Advisory Council is a new group representing part-time adjunct instructors that was first convened in September 2020. This system-wide Instructor Advisory Council advises System leadership on issues facing instructors across the system. The Council comprises 14 representatives – one from each college and CCCOnline. The instructor representatives are selected to serve on the Council by their fellow instructors at each college and CCCOnline.

Sources

- AAP_RRCC 2021-2022
- Academic Program Review Process_2022-2023
- Annual Planning Calendar - Revised 2022-08-31
- Collaboration Council By-Laws 4-13-21
- Employee Climate Survey 2022
- Example Dashboards
- RRCC Strategic Enrollment Management Plan 2022
- RRCC Strategic Plan 2019-25
- RRPR 2-10 Developing Changing and Abolishing Procedures
- SFAC Bylaws 2021-05-03
- SFCC-Charter-v-10.9.2020-Final
- SP 3-10b – Employment Practices for Instructors
- Student Climate Survey Spring 2019
- Webpage - RRCC Policies and Procedures

5.B - Core Component 5.B

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

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

Argument

Red Rocks Community College uses its strategic plan to guide the budgeting process, which adequately supports its educational offerings. The base budget provides enough resources to both maintain and strengthen its operations.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

RRCC has the necessary employee infrastructure in place to ensure student success. For FY23, the college has 264 regular full-time employees, outside of faculty, to support the general operations of the institution. For FY23, there are 95 full-time faculty positions. The number of positions demonstrates the college's commitment to operational excellence, teaching excellence, and student success.

To fully support students and faculty in the delivery of curriculum, there are 11 full-time Information Technology staff (IT) and two full-time Instructional Technology support staff. The Instructional Technology staff trains faculty, instructors, and students on the Learning Management System (D2L) and the remote video system (Zoom). The full-time staff includes a Dean of Digital Learning and an Instructional Designer. The staff is available for technical support for students, faculty, and instructors at the Lakewood and Arvada campuses.

In addition to support from the RRCC Instructional Technology staff, students enrolled in Colorado
Community College System Online courses have access to 24/7 technical assistance. RRCC's full-service IT department provides technical assistance for computer technology to faculty, instructors, staff, and students. It provides the infrastructure, the technology, and the access for students and staff at both the Lakewood and Arvada campuses. IT support services are robust, well-designed, and a strength of the institution. All IT and Instructional Technology staff are

qualified to provide support and engage in regular training and professional development to remain current in the technology.

[Support staff in Student Affairs](#) are qualified, holding at least a bachelor's degree, with some having a master's or doctoral degree. Each staff member completes orientation training and specific training on various tools such as Degree Works and Navigate. Ongoing training on these tools is offered as updates in the products occur.

Student and Academic Affairs administrators meet regularly to review course offerings and any upcoming program changes. ([AALT-SALT Agenda](#), [AALT-SALT Minutes](#), [Deans Agendas and Minutes](#)) This has improved the collaboration and communication between the departments resulting in a more robust infrastructure to support student success.

The college has a sufficient physical plant to manage both campuses' buildings and grounds infrastructure. In addition to managing daily facilities and grounds upkeep, the college has systematically updated facilities using regular and ongoing controlled maintenance funding from the State of Colorado. In recent years, [controlled maintenance](#) projects have included expanding space for Trades programs, refurbishing science labs, and replacing and refurbishing accessibility and safety systems.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

All goals incorporated into the mission and vision are developed through a strategic planning process. The objectives of the [Strategic Plan](#) were developed through intense analysis by individuals from across the institution and from the RRCC advisory committees. RRCC's Executive Team sets direction by focusing on a five-year institutional planning process. They assess student and stakeholder needs, examine best practices and strategies of other successful community colleges, and align these initiatives with the college's strategic commitments. The focus is on the needs and success of students. Consideration is given to [CCCS priorities](#), legislative mandates, employment trends, and [economic factors](#). RRCC looks at ways to develop realistic strategies to produce results in a fiscal year and long-term strategies to keep the college poised to succeed. Each year the progress toward the established goals is [reviewed](#). Strategies are evaluated to determine success and revised as needed. The staff involvement in the strategic planning process and annual work plan development helps promote realistic plans within the current institutional context. Although some goals may be intended to take longer to achieve, their accompanying short-term strategies still promote ongoing progress.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

Red Rocks Community College is [fiscally responsible](#), is compliant with state and [federal](#) rules, has strict internal controls, and is accountable to the citizens of the state of Colorado. RRCC complies with Federal, State, and CCCS fiscal guidelines and the National Association of College and University Business Officers (NACUBO) and Governmental Accounting Standards Board (GASB) criteria. Financial [audits](#) are completed annually.

The budgeting process is aligned with the strategic plan. Each department is asked to submit a budget request for the following fiscal year in February. All budget requests must support the college's strategic objectives of Student Engagement, Equity, Partnerships, and Institutional Effectiveness. Each department must complete a form requiring each item request to be tied to one of those objectives. The department is also asked to prioritize the requests. The budget request form goes to the appropriate supervisor and the corresponding Vice President. Each Vice President then presents the budget requests to the Executive Leadership Team (the President and Vice Presidents). RRCC prioritizes all requests based on available funding and alignment with the priority objectives of the college. This process helps support the institution's goals and aligns with college and system initiatives.

As part of the onboarding process, new personnel are oriented to the budgeting process and the Banner Finance system as appropriate to positions. Through the RRCC Portal, employees can monitor their operating budgets. Budget training is offered frequently by Business Services throughout each year.

Because RRCC is an entity of the State of Colorado, purchasing is governed by the State Purchasing System to ensure cost-effective purchases. If State Purchasing Agreements do not cover a purchased service or good, RRCC strives to support local businesses. This practice cultivates relationships within communities and encourages local economic growth. Purchasing cards (PCards) expedite purchases as much as possible, allowing staff to make small dollar purchases (under $5000). Purchasing training is provided in new employee orientation, and the Purchasing Manager provides regular PCard training to cardholders.

Throughout the year, the RRCC Executive Leadership Team discusses changes that impact the budget. These discussions include analysis of revenue estimate to actual, enrollment actual compared to forecasts, staffing changes, external mandates, etc., and adjustments are made as needed.

The institution has a well-developed process in place for budgeting and monitoring expenses including:

- College FTE enrollment reports identify if enrollments are on target to meet budget projections. Revenue adjustments are made for significant changes in enrollment.
- System weekly FTE enrollment reports indicate enrollment growth or lag across the System and the impact on future college funding.
- Monthly budget reports are run through Cognos to review expenses and are sent to the appropriate staff. Staff monitors their operating budgets in real time.
- Expense reports from CCCS by way of Cognos are provided to each President monthly.
- Monthly and quarterly financial statements and variance analysis reviews are conducted by staff in Business Services.
- Staffing changes due to hires and separations are reviewed.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

RRCC's fiscal allocations demonstrate the institution's commitment to educational priorities. For example, the college's fiscal planning process places students' needs at the forefront of decision-making. This is evident, with 76.5% of RRCC's expenses in FY22 going to instruction, academic support, and student services. This compares to 67.5% at regional peer institutions in the same year. The budget for FY23 has 78.4% of RRCC expenses dedicated to instruction, academic support, and student services.

Sources

- 1049 20160609 Department of Education - A-133 Review
- AALT_SALT minutes 10-19-2022
- AALT-SALT Meeting Agenda 1-18-23
- Approved Capital and Controlled Maintenance Expenditures 2023
- Budget change request form FY24
- Budget Proposal FY 2023
- Budget to Actual Report Example
- CCCS FTE and Headcount Report Example
- CCCS report from Colorado Statewide Audit Report
- CCCS StrategicPlan
- CCCS_EconomicImpactReport_1516_Final
- Deans Meetings Spring 2023 Agenda-Minutes
- Operating Budget Development and Monitoring Process
- PCard Handbook FY18 Version 2
- Purchasing Handbook_Current.v.1_0
- Report - 2022 NCES Data Feedback Report (DFR) - 2022-09-16
- RRCC FTE and Headcount Report Example
- RRCC Strategic Plan - Exec Summary 2019-25
- Strategic Plan Scorecard AY2022

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

All college departments are required to submit budget change requests every February. All requests must be explicitly tied to the RRCC Strategic Plan, Mission, or immediate institutional priorities such as state mandates. The RRCC Executive Team reviews all budget change requests and prioritizes allocations and adjustments based on these alignments and in consideration of enrollment and budget projections.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

RRCC's ILEARN process drives assessment efforts at the institution and is intrinsically tied to the budgeting process. The ILEARN manual states, "During planning phases I, II, and implementation III, Operational Units will request budgetary needs to complete or carry out continuous improvement plans, student learning assessment plans, or action plan implementations. Cohort leaders will discuss budgetary needs with their supervisors, who will forward funding requests by February for the next fiscal year. Not all requests will be met; however, discussion and negotiation will uncover potential funding sources and align requests with the college's strategic direction."

Further, the college regularly considers summative student learning indicators when considering significant college investments for innovation or improvements. The most recent example was

when RRCC committed to a 5-year partnership with the EAB Moonshot initiative when the leadership recognized substantial and regular equity gaps in student success outcomes. This project is entering year two and is seeing the initial implementation of several efforts to address those equity gaps. Each phase of the project includes detailed planning and outcome measures.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Strategic Planning at RRCC is a very inclusive process. The initial step involves the RRCC Cabinet conducting an internal analysis to identify overall goals. These goals are shared with the RRCC Collaboration Council for review, discussion, and revision. (Collaboration Council Agenda) Collaboration Council representatives share these goals with their constituent groups (including faculty, students, and staff) to develop suggested strategies for achieving the established goals. Simultaneously, RRCC Cabinet members reach out to community members for feedback on the goals and strategies through various avenues, including the RRCC President's Advisory Board, the RRCC Foundation Board, and community surveys. The Cabinet finalizes strategies based on their urgency, relevancy, and feasibility. The Cabinet identifies primary leads for these strategies, and college divisions and departments develop tactics for implementing relevant strategies. The Collaboration Council receives regular updates on progress for institutional strategies and makes recommendations as deemed necessary. Institutional leaders and faculty will also engage external stakeholders throughout implementation processes, such as with program advisory boards, community leaders, and local employers.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

When planning the annual budget, the RRCC Executive Leadership Team starts with the previous year's budget as a starting point. Several factors impacting revenue are considered, including anticipated changes to enrollment, the state budget, and the state funding formula. The college can typically have a reasonable level of confidence on whether revenues may be likely to increase or decrease and will make budgetary changes to meet the anticipated change. In the case of budget cuts, the institution will typically look for opportunities to reduce costs that minimally negatively impact institutional operations. This can include things like not filling non-essential staff vacancies, identifying opportunities for operational efficiencies, or making cuts in areas that are regularly under budget. The institution also maintains and closely manages healthy reserves to account for unforeseen significant costs or budgetary impacts.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

RRCC's annual budgetary and work planning processes, which involve input from across the institution, help to identify emerging trends and needs related to technology and local service area changes. The RRCC Executive Leadership Team (ELT) relies on several internal and external sources for helping to drive planning efforts, including Colorado State Demographer's Reports, IPEDS Data Feedback Reports, and CCCS Legislative Updates. WHEN

ESTABLISHING BUDGET AND PLANNING PRIORITIES, the ELT brings all this internal and external feedback together.

6. The institution implements its plans to systematically improve its operations and student outcomes.

Although the RRCC Strategic Plan is only revised every three to five years, the planning cycle occurs annually and often results in strategic priorities adjustments. One could consider the operational planning cycle starts with the established budget each July. Aside from regular operations, departments, and committees will implement tactics identified through strategic planning. Updates on strategic tactics are regularly presented to the Executive Leadership Team and RRCC Collaboration Council, where feedback and adjustments may be made. Outcomes from these efforts are evaluated, and subsequent budgeting processes consider these outcomes and requests in the subsequent budgeting and operational cycles. During the evaluation and planning period ahead of budget requests, adjustments are often made to tactics, with some items being completed, retired, or prioritized. Sometimes, strategies may have to be adjusted to meet the strategic goals. This operational flexibility was evident during the COVID-19 pandemic, where operations quickly shifted to remote models that may have been limited or even non-existed in the preceding months. RRCC's operational plans were able to promptly shift not only instruction but nearly all support services to new modes. Laptop and hotspot loan programs were quickly expanded, online tutoring and advising we established, and even the Recreation Center began offering online health and fitness support. RRCC has continued to demonstrate its ability to systematically adjust with the return to in-person learning and address many new challenges in society, such as establishing a student food pantry, expanding mental health support, new initiatives to address equity gaps in student success outcomes, and flexible working arrangements.

Sources

- Annual Planning Calendar - Revised 2022-08-31
- Budget change request form FY24
- Budget Proposal FY 2023
- CCCS Legislative Update
- Collaboration Council Agenda - March 13 2023
- Collaboration Council Minutes 2023-02-20
- HR-2021-Alternative_Work_Arrangements_Guidelines
- ILEARN Manual August 2017
- Moonshot Coordinated Care Team Report - 05-19-2023
- Operating Budget Development and Monitoring Process
- Report - 2022 NCES Data Feedback Report (DFR) - 2022-09-16
- RRCC Strategic Plan - Exec Summary 2019-25
- SDO Demographic Dashboard
- Strategic Priorities Survey
- Webpage - Behavioral Health
- Webpage - Food Pantry Opening

- Webpage - RRCC Moonshot for Equity

5.S - Criterion 5 - Summary

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

Summary

At Red Rocks Community College (RRCC), the Strategic Plan undergoes revision every three to five years, but the planning cycle occurs annually, allowing for adjustments to strategic priorities. The operational planning cycle typically starts with the established budget each July. Departments and committees then begin implementing tactics identified through the strategic planning process. Regular updates on strategic tactics are presented to the Executive Leadership Team and RRCC Collaboration Council for feedback and potential adjustments.

Outcomes from these efforts are evaluated, and subsequent budgeting processes consider these outcomes and requests for the following budgeting and operational cycles. During the evaluation and planning period before budget requests, adjustments are often made to tactics, with some items being completed, retired, or prioritized. Flexibility in operations is essential, and sometimes strategies may need to be adjusted to align with strategic goals.

The COVID-19 pandemic highlighted RRCC's operational flexibility as operations swiftly shifted to remote models, which were previously limited or nonexistent. RRCC adapted its instructional and support services rapidly to accommodate remote learning and assist students in navigating the challenges posed by the pandemic. Programs like laptop and hotspot loan initiatives were expanded, online tutoring and advising services were established, and the Recreation Center offered online health and fitness support for students and staff.

RRCC's ability to adjust systematically was further demonstrated with the return to in-person learning as the institution addressed emerging societal challenges and needs. Initiatives such as establishing a student food pantry, expanding mental health support, and addressing equity gaps in student success outcomes were implemented to meet evolving student needs.

In summary, RRCC's strategic planning process occurs annually, allowing for adjustments to strategic priorities. The operational planning cycle is synchronized with the budgeting process and involves implementing tactics identified through strategic planning. Flexibility in operations enables RRCC to swiftly adapt to changing circumstances, as exemplified during the COVID-19 pandemic. The institution's commitment to addressing student needs and societal challenges underscores its dedication to continuous improvement and student success.

Sources

- Annual Planning Calendar - Revised 2022-08-31

- Budget change request form FY24
- Budget Proposal FY 2023
- Collaboration Council Minutes 2023-02-20
- Operating Budget Development and Monitoring Process
- RRCC Strategic Plan 2019-25
- Student Affairs Action Plan AY 2024
- Webpage - Behavioral Health
- Webpage - Food Pantry Opening
- Webpage - RRCC Moonshot for Equity