

Mid-Cycle Report
Northwest Commission on Colleges and Universities

Appendices

Rocky Mountain College
Billings, MT
March 13, 2018

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Appendix A: Responses to Year-Seven Recommendations

Recommendation 1: “The evaluation committee recommends that Rocky Mountain College re-evaluate its objectives and indicators for each core theme to better identify meaningful and manageable measures (Standards 1.A.2, 1.B.2).”

The Commission requested that the College respond to this recommendation as part of its Year-One Self Evaluation. The response of the College was reviewed and accepted by the Commission on July 8, 2016.

Recommendation 2: “The evaluation committee recommends that Rocky Mountain College determine priorities within its strategic and core theme planning to guide decision making. The planning should be informed by more consistent and clearly defined use of data to demonstrate accomplishment of core theme objectives (Standards 3.A.3, 3.A.4, 3.B.3, 4.A.1, 4.A.4, 4.A.5, and 4.B.1)”

In the Fall of 2017 Rocky Mountain College began its review and revision of strategic planning with the goal to have a comprehensive and updated strategic plan by December 2018. Early in the process the College established the following strategic goals within its strategic and core theme planning:

Enrollment Growth and Degree Completion: Undergraduate enrollment will grow to 1100 students by Fall 2022. This goal is principally aligned with the core theme of Shared Responsibility and Stewardship. Key performance indicators include the following:

- Fall-to-fall first-year retention of 75% (four-year average is 69.5%, most recent is 67%);
- Four-year graduation rate of 45% (four-year average is 32%, most recent is 40%);
- Six-year graduation rate of 60% (four-year average is 47%, most recent is 52%).

Annual Fund Growth: The annual fund will increase to \$1.5 million by AY 2020-21. This goal is principally aligned with the core theme of Shared Responsibility and Stewardship.

Human Capital: The College will responsibly prioritize and enhance investment in human resources.

- Currently the College is focused on investments in faculty compensation as the most direct alignment with the core theme of Academic Excellence. Goals for faculty compensation have been established using Montana peer institutions. These are all four-year institutions with similar missions, programs of study, and student-faculty ratios. It is the goal of RMC to have average faculty compensation within 5% of our aspirational peer, Carroll College, by 2022. Currently we are 9% below Carroll College in average faculty compensation.

College	Assistant	Associate	Full	Average
Carroll	50,742	59,751	66,546	59,013
Western	47,862	54,243	65,799	55,968
RMC	50,211	51,201	61,407	54,273
Northern	44,028	52,308	58,356	51,564
Providence (UGF)	40,509	48,555	53,748	47,604

Stewardship: RMC will realize annual budgetary surpluses that result in a reserve fund of \$1.5 million by 2020.

The following is a summary of several enrollment-focused goals and initiatives that are intended positively to affect institutional revenues and materially aid in the achievement of the budgetary surplus goal.

- 1) Review and revise core curriculum outcomes, content, and structure toward an emphasis on a transformational, high-impact, integrated learning model (Core themes of Academic Excellence and Transformational Learning). Data that informed this decision included retention and graduation rates and core curriculum outcomes assessment relative to critical thinking. This data is presented in the attached appendices.
- 2) Improve first to second year fall-to-fall retention to 74% by Fall 2020. Initiatives include but are not limited to the development of a more robust academic and student support system; incentivizing course redesign; and core curriculum redesign (core themes of Academic Excellence, Transformational Learning, and Shared Responsibility and Stewardship). Data includes retention and graduation rates.
- 3) Develop new graduate and undergraduate programs that are aligned with emerging opportunities and regional comparative advantage to achieve a goal of 1100 undergraduate students by Fall 2022.
- 4) Implement a new Strategic Enrollment Management Process that will include all campus constituencies in growing overall student enrollments.

Recommendation 3: The evaluation committee recommends that Rocky Mountain College monitor its external environment for relevant higher education standards to inform, review, and revise, as necessary, its core theme objectives, and establish external targets for its intended outcomes and indicators of achievement. Further, the evaluation committee recommends that the college use these finding to make determinations of quality, effectiveness, and fulfillment of its educational mission (Standards 5.A.2, 5.B.3).

Since the Year-Seven Evaluation, the College has been robust in enhancing processes for monitoring its external environment to inform decision making and set appropriate strategic goals according to the College's core themes. Among the enhancements are the following:

1. The Assessment Committee has begun discussions with core curriculum areas to incorporate AAC&U VALUE student learning outcomes. Social sciences, English, and mathematics are completed, and discussions are currently ongoing with communication studies, the humanities, and the fine arts. (Academic Excellence)
2. Continued partnership with Hanover Research to identify new program market opportunities. (Shared Responsibility and Stewardship)
3. Expanded use of ETS Area assessment instrument in Business (Academic Excellence).
4. Expanded use of ETS Proficiency Profile to freshmen to measure transformation (Academic Excellence and Transformational Learning).
5. Continued review and revision of the Core Curriculum with attendant review of current best-practices models and, where appropriate, alignment with AAC&U VALUE Rubrics. (Academic Excellence)
6. Student life is conducting self-assessments using the Council for the Advancement of Standards in Higher Education (CAS) guides. So far we have completed a review of new student orientation and are currently finishing housing. Community Engagement will be the next area of assessment. (Transformational Learning)

Appendix B: Sample of Major Assessment Report

Major/Program of Study Assessment Report (revised April 2016)
Rocky Mountain College

Major/Program of Study: Aeronautical Science

Academic Year: 2016-2017

Date Submitted: May 12, 2017

Contact person: Dan Hargrove, Director of Aviation

Notes: All rubrics are based on 4 point scale. (This is a change from Previous years where some were 5 point scales.)

Student Learning Outcome	Evaluation Methods/Tools	Performance Standard	Assessment Results	Recommendations: Intended use of results
1. Graduates will demonstrate attributes of an aviation professional, career planning and understanding of certification.	Feedback from “outsider” aviation professional conducting mock interviews of seniors in AVS400 course, a capstone course. Internship supervisor eval Senior exit survey Feedback from graduates	3.0 score on interview (rubric) 3.0 score on internship eval 3.0 on exit survey Overall positive	3.2 on interview 3.6 on internship eval 4.0 on exit survey 100% positive	Improvement over last year. One of 8 students below 3.0. Satisfied. Feedback from graduates is somewhat hard to define but is perhaps the ultimate assessment tool. See remarks. No change required.
2. Graduates will demonstrate understanding of aircraft design, performance, operating characteristics, and maintenance.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot Internship supervisor eval Senior exit survey	3.0 score on topic from LOFT instructor (rubric) 3.0 on internship eval 3.0 on exit survey	3.3 from LOFT instructor 3.7 on internship eval 3.2 on exit survey	Responses from alumni in informal survey continues to show AVS318 Systems class is very strong and prepares them well.
3. Graduates will demonstrate understanding of aviation operations in terms of aviation safety and human factors.	Score from LOFT flights in AVS404 CRM conducted by form airline pilot	3.0 score on topic from LOFT instructor (rubric)	3.4 from LOFT instructor	Instability in Director of Safety position continues to take a toll. Hopefully solved summer 2017.

	AVS308 Aviation Safety final exam	75% AVS308 final exam	80% on AVS308 Aviation Safety final exam	Perception of Safety Culture is strong. Safety audit/survey April 2017 shows strong culture in critical areas.
	Internship supervisor eval	3.0 on internship eval	5.0 on internship eval	
	Senior exit survey	3.0 on exit survey	3.8 on exit survey	Need more SMART reports next year. Improving recently due to dynamic Safety Officer.
4. Graduates will demonstrate understanding of national and international aviation law, regulations and labor issues.	AVS312 Aviation Law tests: International law – chapters 1, 8, and 15 National law – chapters 4, 5, 6, 7, 11, 13, and 14 Regulations – chapters 2, 3, 9, 10, 12 Labor – chapters 16 and 17	80% average AVS312 chapter tests on International Law, National Law, Regulations, Labor	78% on AVS312 chapter tests	Disappointing results but improving from last year. Concern is the drop is a change in the way students learn and test. Will monitor. AVS312 continues to get rave reviews from graduates.
	Internship supervisor eval	3.0 on internship eval	3.5 on internship eval	
	Senior exit survey	3.0 on exit survey	3.2 on exit survey	
5. Graduates will demonstrate understanding of design and operations of airports, airspace, and the air traffic control system.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot.	3.0 score on topic from LOFT instructor (rubric)	3.2 from LOFT instructor	No change.
	Internship supervisor eval	3.0 on internship eval	3.7 on internship eval	
	Senior exit survey	3.0 on exit survey	3.7 on exit survey	
6. Graduates will demonstrate understanding of meteorology and environmental issues.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot.	3.0 score on topic from LOFT instructor (rubric)	3.3 from LOFT instructor	Continue emphasis on real-world application at Flight Operations. Survey feedback shows student desire to apply meteorology more to the real world.
	Internship supervisor eval	3.0 on internship eval	3.6 on internship eval	
	Senior exit survey	3.0 on exit survey	3.2 on exit survey	
7. Graduates will apply mathematics, science, and applied sciences to aviation-related disciplines.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot	3.0 score on topic from LOFT instructor (rubric)	3.4 from LOFT instructor	No change.

	Internship supervisor eval	3.0 on internship eval	3.3 on internship eval	
	Senior exit survey	3.0 on exit survey	3.3 on exit survey	
8. Graduates will analyze and interpret data.	AVS405 Air Transportation management airline simulation evaluation	3.0 score AVS405 evaluation tool (rubric)	2.6 AVS405 eval	AVS405 still very strong capstone course. No change. overall AVS405 showed significant drop. Class could be an outlier but also senior motivation is an issue due to industry hiring. Will monitor closely, including messaging from guest speakers.
	Internship supervisor eval	3.0 on internship eval	3.4 on internship eval	
	Senior exit survey	3.0 on exit survey	3.3 on exit survey	
9. Graduates will work effectively on multi-disciplinary and diverse teams.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot	3.0 score on topic from LOFT instructor (rubric)	3.3 from LOFT instructor	Teamwork in CRM is strong. No change. Students sometimes might be confused about what “diverse” means.
	AVS405 Air Transportation Management airline simulation evaluation	3.0 score AVs405 evaluation tool (rubric)	2.5 AVS405 eval	
	Internship supervisor eval	3.0 on internship eval	3.4 on internship eval	
	Senior exit survey	3.0 on exit survey	3.0 on exit survey	
10. Graduates will make professional and ethical decisions.	Ethics paper, AVS400	75% on ethics paper	97% on ethics paper	Student survey results are not as strong concerning “little to no cheating.” No change but constant vigilance.
	Internship supervisor eval	3.0 on internship eval	3.7 on internship eval	
	Senior exit survey	3.0 on exit survey	3.9 on exit survey	
11. Graduates will communicate effectively, using both written and oral communication skills.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot	3.0 score on topic from LOFT instructor (rubric)	3.3 from LOFT instructor	AVS404 CRM end-of-course reflective essays have improved again this year.
	AVS405 Air Transportation Management airline simulation evaluation	3.0 score AVS405 evaluation tool (rubric)	3.0 AVS405 eval	
	Internship	3.0 on internship	3.2 internship eval	

	supervisor eval	eval		
	Senior exit survey	3.0 on exit survey	3.7 on exit survey	
12. Graduates will engage in and recognize the need for lifelong learning.	Internship supervisor eval	3.0 on internship eval	3.5 internship eval	Tough to assess, but strong feedback from internship supervisors, which is good to see. And strong results on exit survey. No change.
	Senior exit survey	3.0 on exit survey	3.7 on exit survey	
13. Graduates will assess contemporary issues.	AVS312 Aviation Law tests	Feedback from professor about in-class discussion of current events	Difficult to evaluate because not directly tested, but professor feedback is 3.0	No change.
	Senior exit survey	3.0 on exit survey	3.5 on exit survey	
14. Graduates will use the techniques, skills, and modern technology necessary for professional practice.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot	3.0 score on topci from LOFT instructor (rubric)	3.4 from LOFT instructor	Excellent continuity with a strong adjunct professor in AVS325 Advanced Flight Systems is helping (course is elective, however). AVS405 – continue to monitor. No change.
	AVS405 Air Transportation Management airline simulation evaluation	3.0 score AVS405 evaluation tool (rubric)	2.5 AVS405 eval	
	Internship supervisor eval	3.0 on internship eval	3.7 internship eval	
	Senior exit survey	3.0 on exit survey	3.5 on exit survey	
15. Graduates will assess the national and international aviation environment.	AVS312 Aviation Law in-class discussions	Feedback from professor about in-class discussions	Professor assesses 3.0	No change.
	Senior exit survey	3.0 on exit survey	3.2 on exit survey	
16. Graduates will apply pertinent knowledge in identifying and solving problems.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot	3.0 score on topic from LOFT instructor (rubric)	3.3 from LOFT instructor	No change. AVS405 – continue to monitor.
	AVS405 Air Transportation Management airline simulation evaluation	3.0 score AVS405 evaluation tool (rubric)	2.5 AVS405 eval	
	Internship supervisor eval	3.0 on internship eval	3.6 internship eval	

	Senior exit survey	3.0 on exit survey	3.5 on exit survey	
17. Graduates will apply knowledge of business sustainability to aviation issues.	AVS405 Air Transportation Management airline simulation evaluation Internship supervisor eval Senior exit survey	3.0 score AVS405 evaluation tool (rubric) 3.0 on internship eval 3.0 on exit survey	3.0 AVS405 eval 3.4 internship eval 3.0 on exit survey	No change.
18. Graduates will meet FAA commercial pilot standards, with instrument and multi-engine ratings and demonstrate the ability to operate in a crew environment.	Score from LOFT flights in AVS404 CRM conducted by former airline pilot Check ride pass rates FAA written exam pass rates Senior exit survey	3.0 score on topic from LOFT instructor (rubric) 80% pass rate 85% written test pass rate 3.0 on exit survey	3.3 from LOFT instructor 100% of graduating seniors have passed all 4 required check rides: Private: 73% Instrument: 62% Commercial: 60% Multi-Engine: 83% Written test pass rate Fall 2016 and Spring 2017: Private: 88% Instrument: 94% Commercial: 92% 3.7 on exit survey	Commercial pilot examining authority obtained this year. Private pass rates are down third year in a row. Instrument and commercial are also down. Written pass rates for private and commercial are up. Rewrite of TCO hasn't caught up yet. New procedure for having student flying last flight with a different instructor just recently implemented. Great challenge is increasingly less experienced CFIs and scheduling challenges. Limited student enrollment to improve flight continuity. Considering more CFI standardization training. Need stable Director of Safety for mentoring.
19. Graduates will demonstrate knowledge and application of aerodynamic principles.	Senior exit survey	3.0 on exit survey	3.2 on exit survey	AVS410 Advanced Aerodynamics required for bridge programs. Continue to advise students to take that class. Consideration was given to making it required, but not a good time at the college to expand core curriculum in the major.

Evaluation metrics:

1. Please include a copy of any rubric(s) that were used to evaluate student data.

AVS404 Crew Resource Management is the capstone course. The last Line Oriented Flight Training event in the simulator is scored by the instructor. (See rubric—scale is 1 - 4)

AVS405 is the capstone course for the Aviation Management major, but is required also for Aeronautical Science majors. The course is taught once a year in the fall semester. The final project in the course is based on competitive online airline management simulator, it will be scored by the instructor. (See rubric—scale is 1 - 4)

AVS400 is a senior course and includes mock interview. (See rubric—scale is 1 - 4)

Internship supervisor eval is scaled 1 - 4.

Internship evaluation form has been modified to include all SLOs (as appropriate). See example evaluation form.

Senior exit survey is scaled 1 - 4.

2. Please provide rationale for the performance standard/benchmark stated above.

Based on experience and input from “outsiders” as appropriate. Particularly in AVS400, AVS404 and internship evaluations.

3. Have you added or revised your learning outcomes since last year’s program assessment? If so, please indicate which outcomes have been revised and which outcomes have been added or removed.

None have been changed. Our SLOs are dictated by our accreditors, Aviation Accreditation Board International.

In terms of the achievement of student learning outcomes:

1. What are your program’s principal strengths?

Professionalism and preparation for a career. Three years ago we began saving data from graduates. We acknowledge that graduates who stay in touch with us more likely were more satisfied with their education, but we think this feedback is invaluable. Perhaps the single most important assessment tool is what our graduates think. See attached document on feedback from graduates. They strongly appreciate their career preparation, emphasis on professionalism, and specific courses that helped them in training, such as Advanced Aircraft Systems. One professor has had 14 graduates stop by for visits in his office after traveling from out of town. No changes necessary based on their feedback.

2. How might you help assure that those strengths are maintained?

As desired last year, we have now obtained Examining Authority of commercial pilot flight training.

We must continue to recruit the right number of students. We’ve placed more emphasis on outreach, including to young students who may not ever consider RMC. We still believe it our responsibility to recruit the next generation to the aviation career field.

Retention of freshmen one year ago was at an all-time high, but has dropped again this year. We are continuing to examine how to raise admissions standards and how to properly eliminate students early who will not succeed. It is taking longer than in the past for students to progress through flight training because of volatility in flight instructor manpower and age of aircraft fleet. We have emphasized CFI recruiting with all staff and faculty and been more open to CFIs working for us with non-traditional backgrounds. CFIs are leaving earlier than in past years, which is just industry reality. We are implementing more CFI training and standardization and seeking stability in the Director of Safety position which will help with mentoring.

3. What are the program’s principal challenges?

Aircraft replacement continues to be a significant issue. Industry Advisory Committee has always been involved but in April 2017 they approached the college president. A campaign to raise funds will begin soon. This is a very significant step forward. Surveys of students who dissatisfaction with flight training scheduling, which is often because of the aging fleet.

Students motivation, particularly with seniors, has become more of an issue. Assessment in AVS405 bears this out. One concern is the number of airlines visiting campus and conducting interviews and giving bonuses. We will

thoughtfully invite speakers to campus with this in mind, and emphasize to students the necessity to finish strong, etc.

Retaining expertise at Flight Operations. Our greatest program challenge last year was flight instructor manpower. It is better. We have limited the number of new students who can fly in the fall and have formally said that student enrollment is at capacity.

Our graduation rate for military veterans has been lower than our other students in general. This past year, however, the quality of new veterans has risen significantly.

Success of women in the program has take a one-year dip, but new efforts to mentor women students with aviation professional women in the community has been very successful. Two meetings at a local coffee shop this spring were very successful.

4. What programmatic/curricular changes are planned for addressing these challenges, and what is the implementation timeline?

We are continuing to limit the number of students who can fly in the fall. This is necessary to ensure we are taking good care of the students we have in the program.

We leased a complex single engine airplane this past year which has helped with bottlenecks in the schedule soon, but the Bonanza continues to be a significant issue in student progress. We are hopeful the FAA will change the rule concerning the definition of a complex aircraft.

We are more aggressively recruiting our own students to be flight instructors. We have involved all staff and faculty in that recruiting effort.

Flight Ops scheduling due to aircraft and flight instructor limitations continues to be our number one concern and area of emphasis.

The RMC Veteran Affairs Office remains strong and is helping with veteran success.

5. How does your program intend to address the College initiatives to enhance writing and critical thinking throughout our curriculum?

We are incorporating more input from the RMC Writing Center in courses. We require a great deal of writing and oral presentations now, but their input will help improve. For example, in fall in AVS100, the research paper was graded differently. Students were given a better grade for complete milestone on their paper rather than just turning in a finished product with no intermediary steps.

Program Mission:

Mission: To educate and train individuals to be professionals and leaders in the aviation industry.

Vision: To be the leader in Collegiate Aviation in the Western U.S., where our graduates are sought-after and where selective admissions and thoughtful growth ensure high quality students who graduate at a rate well above that of a public university.

We Value:

- Safety as our #1 priority.
- The education of the whole person and the development of independent thought—all based on a strong foundation in the liberal arts.
- Being on the leading edge of educational techniques, curriculum content and technology in collegiate aviation.
- The professional development of all students and employees. We'll teach and model professionalism throughout our program and help our employees grow.

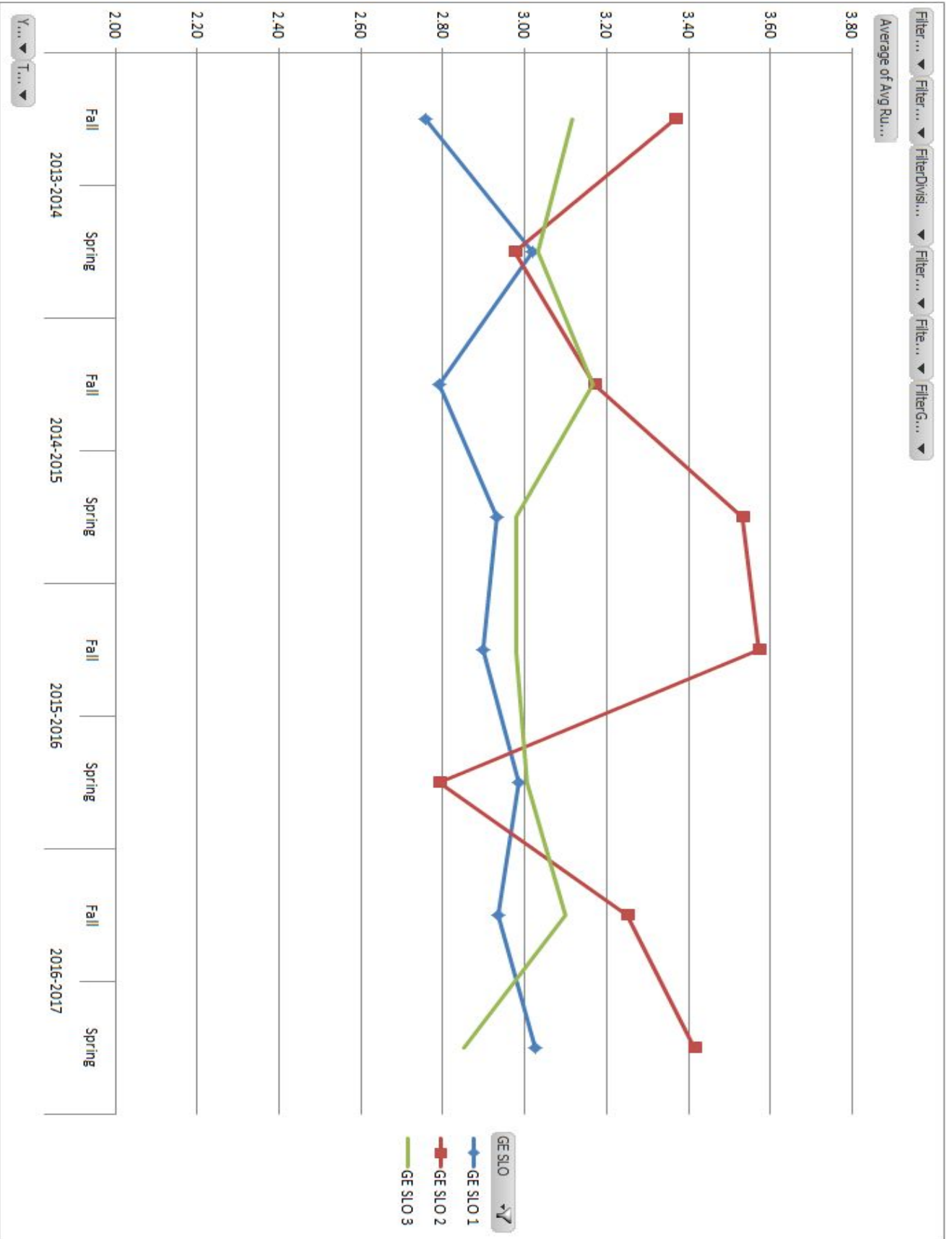
- Marketability of our graduates and flight instructors.
- Efficient and cost-effective flight training.

Appendix C: Core Learning Objectives 1, 2, 3

Gathered from classroom-based assessment rubrics, this data is used to assess the overarching core curriculum student learning outcomes. At the end of the semester, the instructors of each core class collect artifacts from their students and assess them on a 4-point scale according to the respective core area rubric (1 = beginning, 2 = development, 3 = competent, 4 = accomplished). Scores from area-based rubrics are averaged and mapped to the corresponding core curriculum student learning outcome. Data points for each core curriculum student learning outcome are derived from the average of all applicable area-based student learning outcomes.

The overarching core curriculum student learning outcomes shown in the following chart are:

1. Compose essays that demonstrate critical thinking, command of standard grammar, and logical organization;
2. Demonstrate critical, analytical, and creative problem solving skills;
3. Analyze texts and other materials critically and creatively.

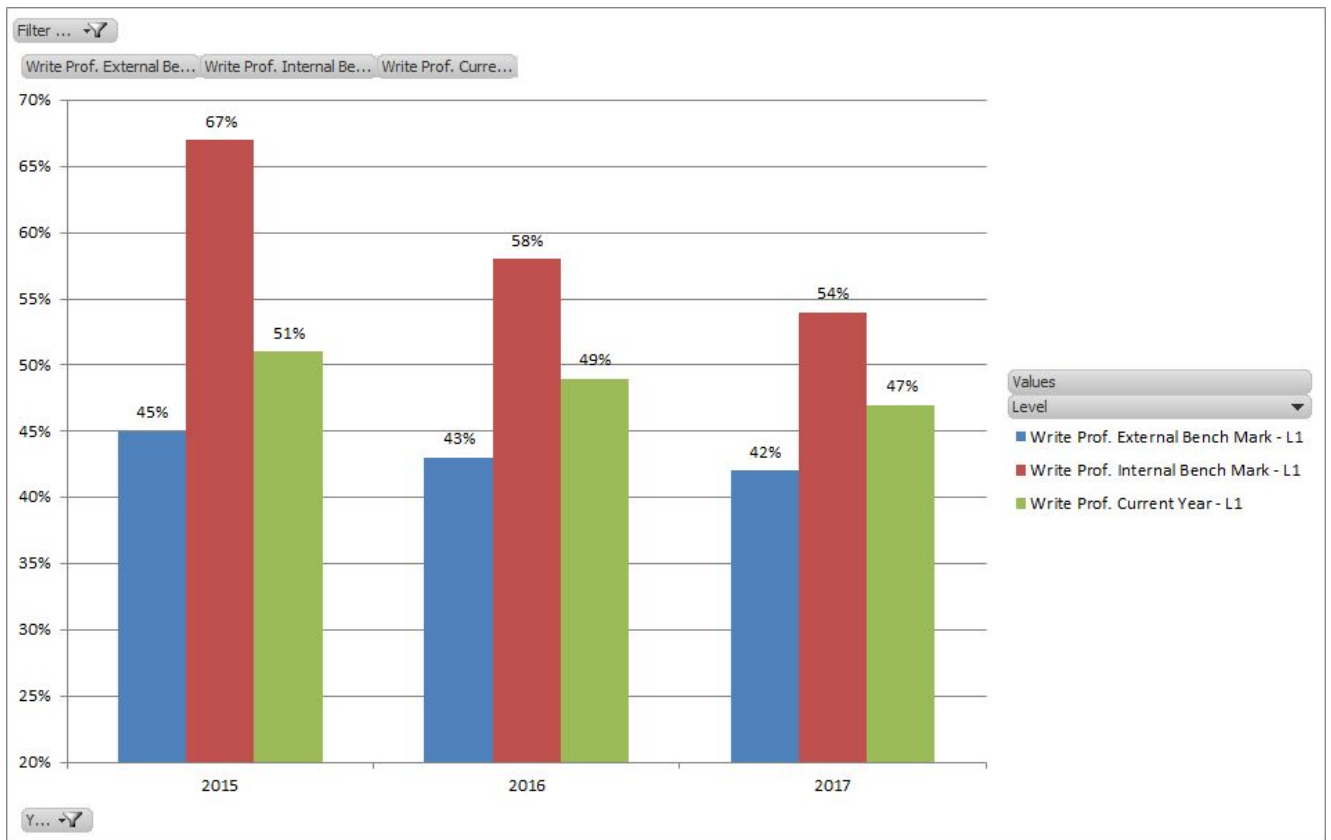


Appendix D: ETS Writing Proficiency

The ETS Proficiency Profile is a national, proprietary exam that measures proficiency in four Skill Areas (Critical Thinking, Reading, Writing, and Mathematics) and three Context Areas (Humanities, Social Sciences, and Natural Sciences). Proficiency in the four Skill Areas are categorized as “proficient,” “marginal,” or “not proficient.” This chart measures the percentage of students classified as “proficient” at Level 1.

The “current” year scores are compared to an external benchmark (blue) and an internal benchmark (red). Both the external and internal benchmarks are a prior three-year average of scores. The external benchmark is derived the ETS Summary of Proficiency Report, which compiles scores of institutions across the United States.

This chart shows Rocky Mountain College’s Level 1 “Proficient” scores in the Skill Area of Writing.

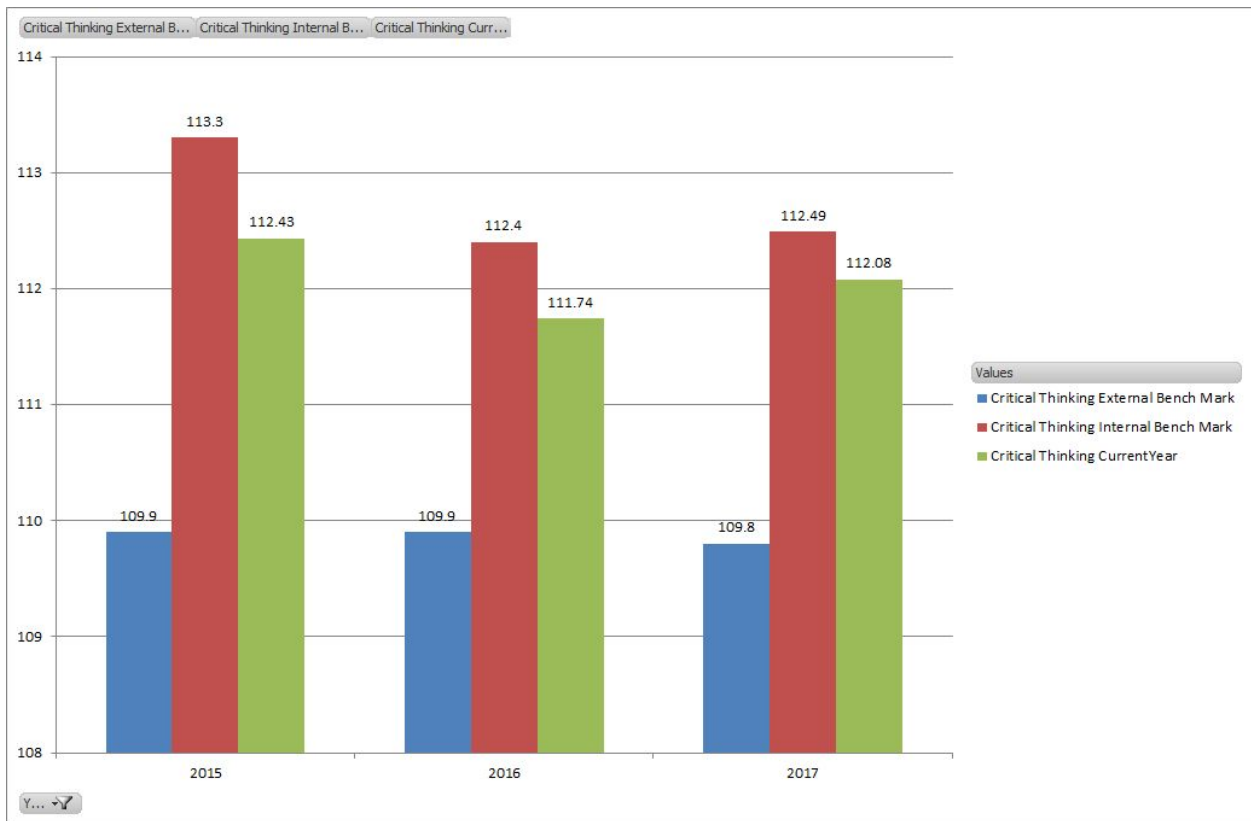


Appendix E: ETS Critical Thinking

The ETS Proficiency Profile is a national, proprietary exam that measures proficiency in four Skill Areas (Critical Thinking, Reading, Writing, and Mathematics) and three Context Areas (Humanities, Social Sciences, and Natural Sciences). Proficiency in the four Skill Areas are categorized as “proficient,” “marginal,” or “not proficient.” This chart measures the percentage of students classified as “proficient” at Level 1.

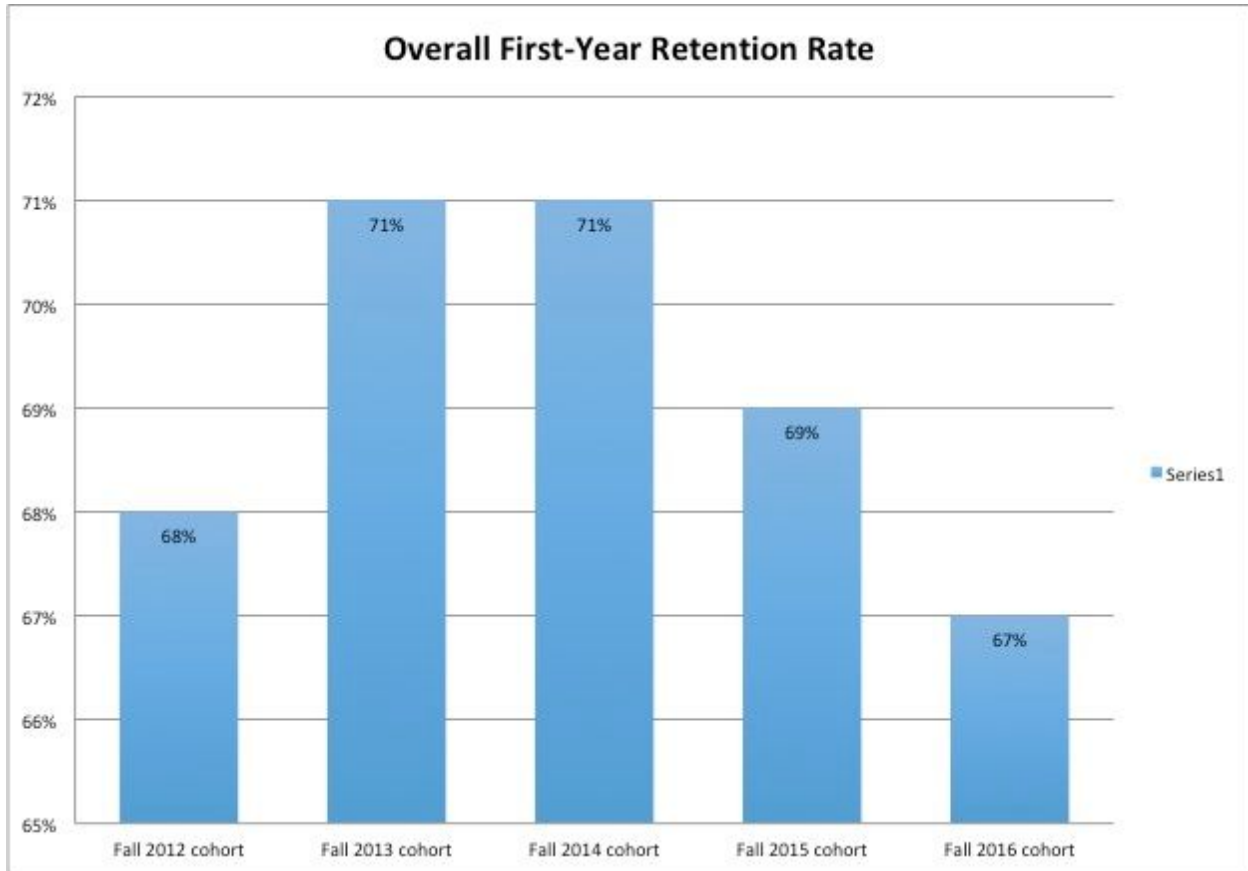
The “current” year scores are compared to an external benchmark (blue) and an internal benchmark (red). Both the external and internal benchmarks are a prior three-year average of scores. The external benchmark is derived the ETS Summary of Proficiency Report, which compiles scores of institutions across the United States.

This chart shows Rocky Mountain College’s Level 1 “Proficient” scores in the Skill Area of Critical Thinking.



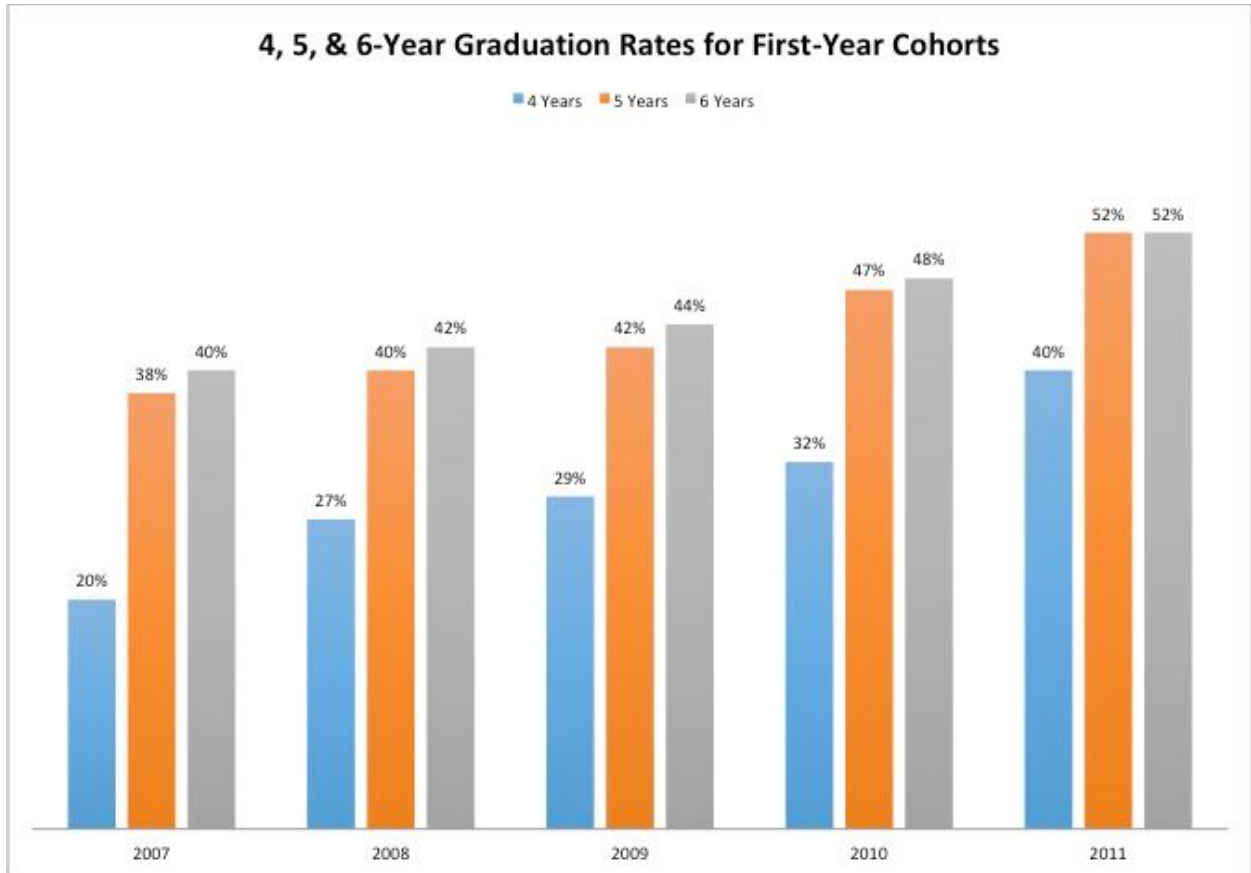
Appendix F: Freshmen Retention Rates

This chart shows the overall retention rate for first-time, full-time freshmen students entering during the fall semester.



Appendix G: Freshmen Graduation Rates

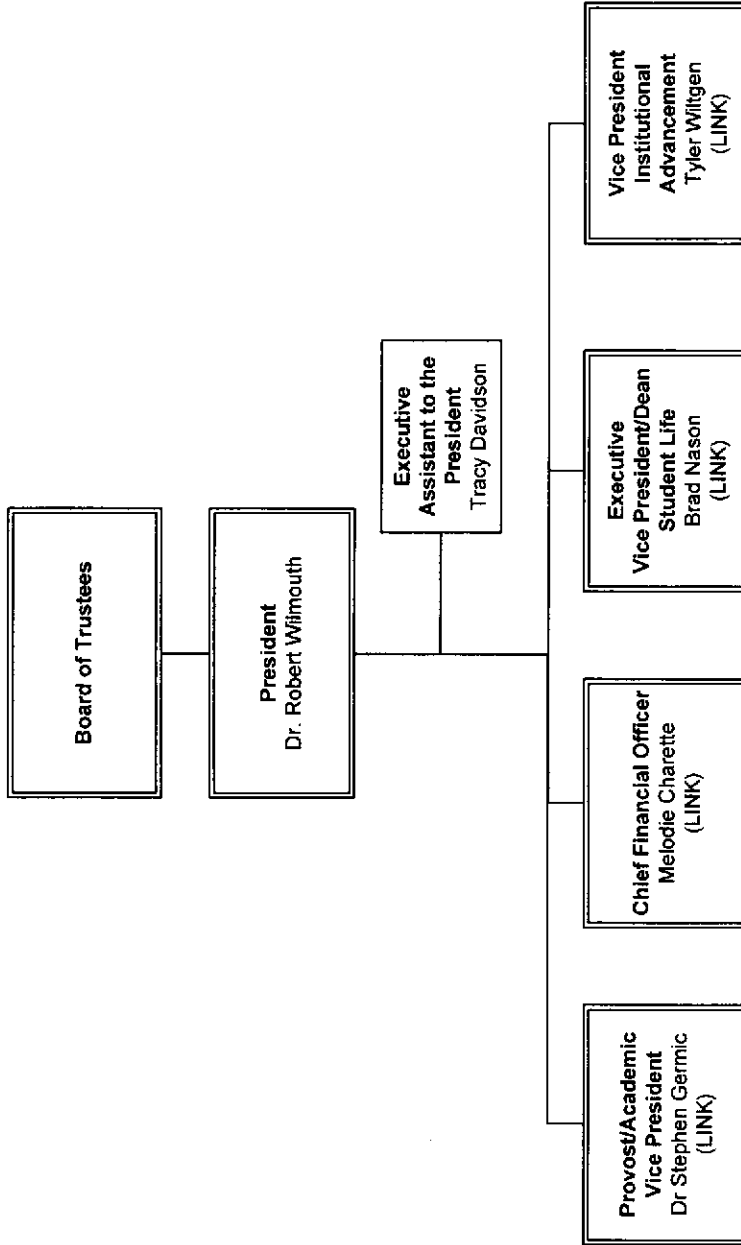
This chart shows the four-, five-, and six-year graduation rates for the 2007-2011 first-time, full-time freshmen cohorts beginning in the fall semester.



ROCKY MOUNTAIN COLLEGE

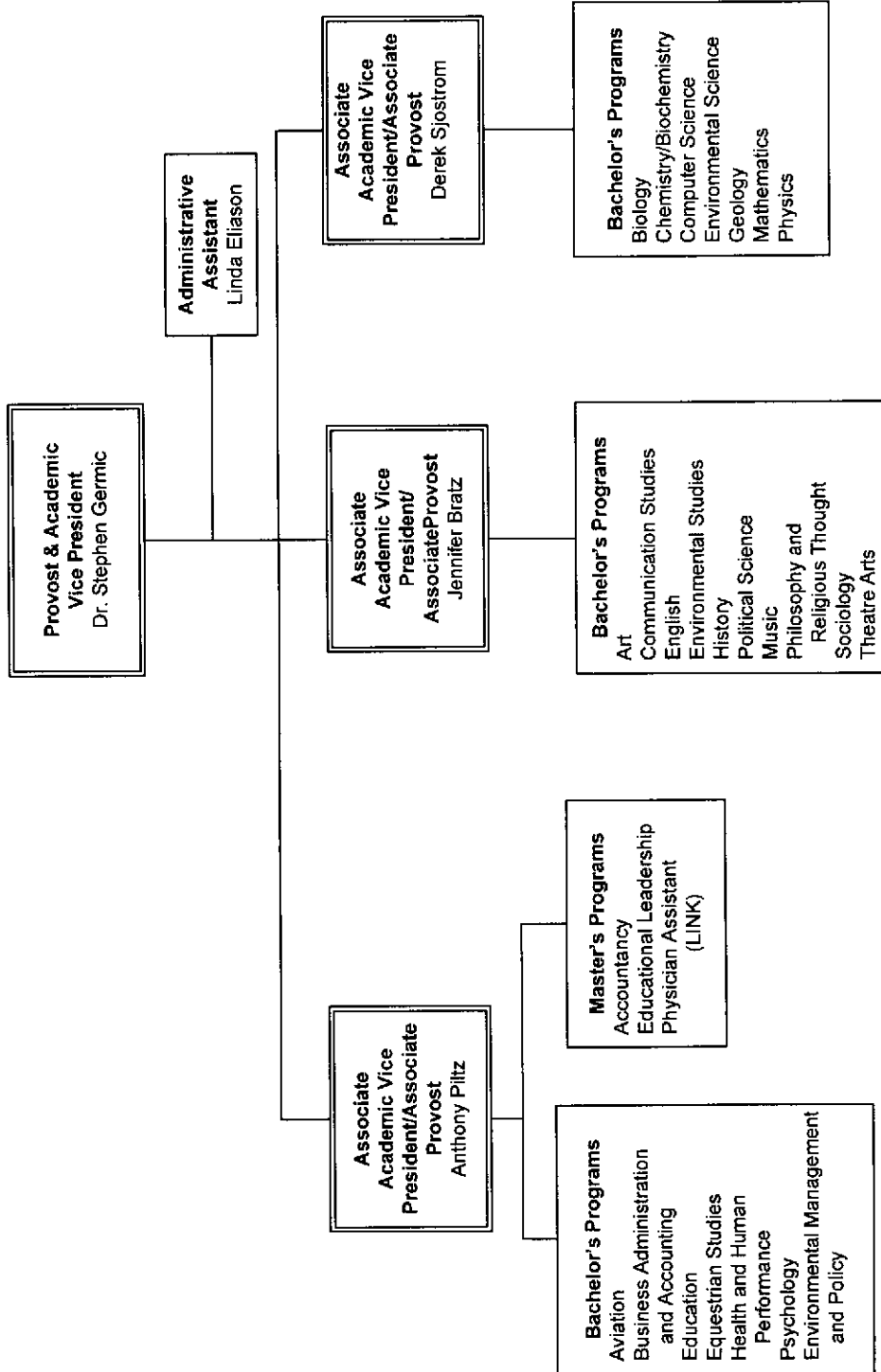
Appendix H: Organizational Charts

OFFICE OF THE PRESIDENT



ROCKY MOUNTAIN COLLEGE

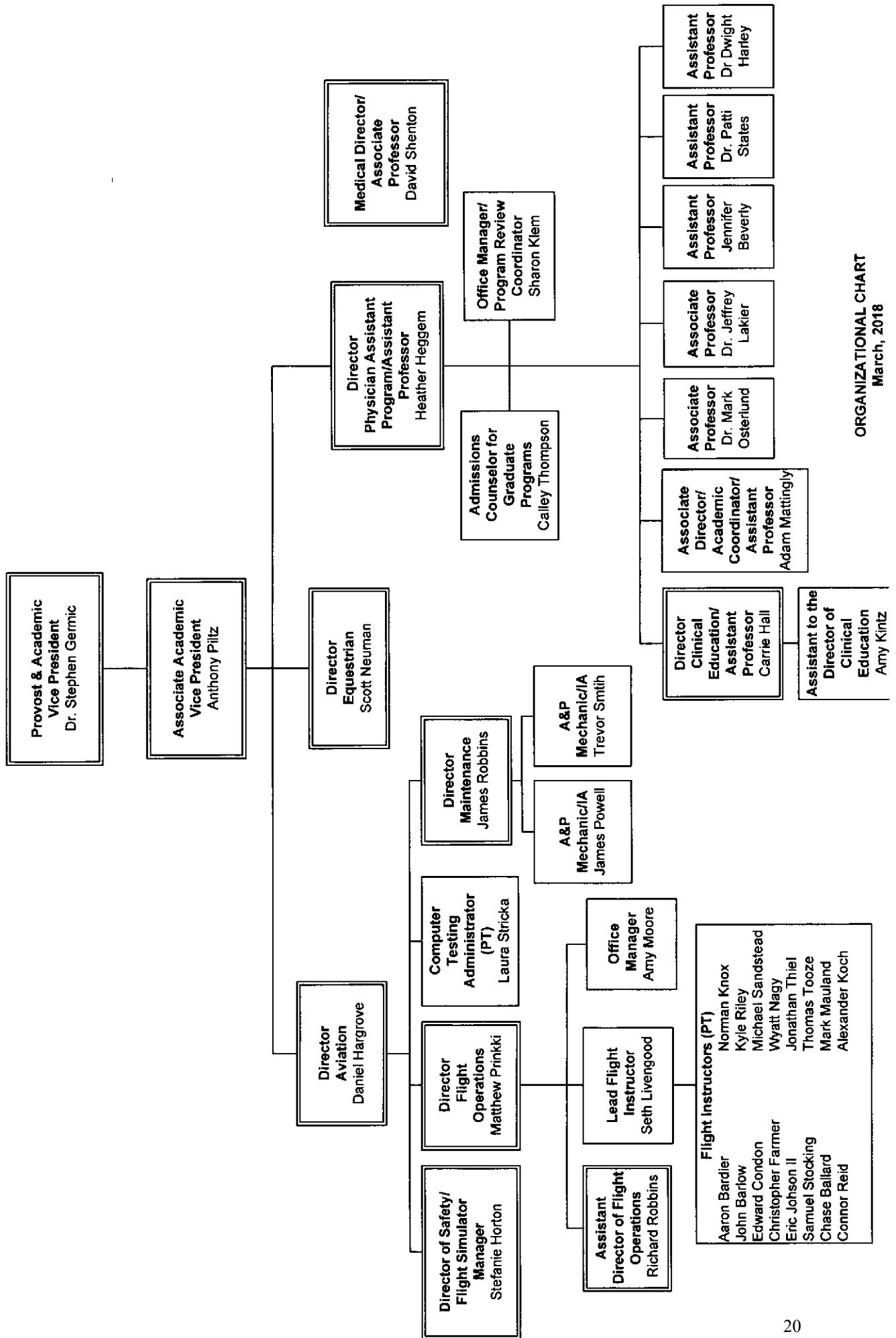
ACADEMIC AFFAIRS



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

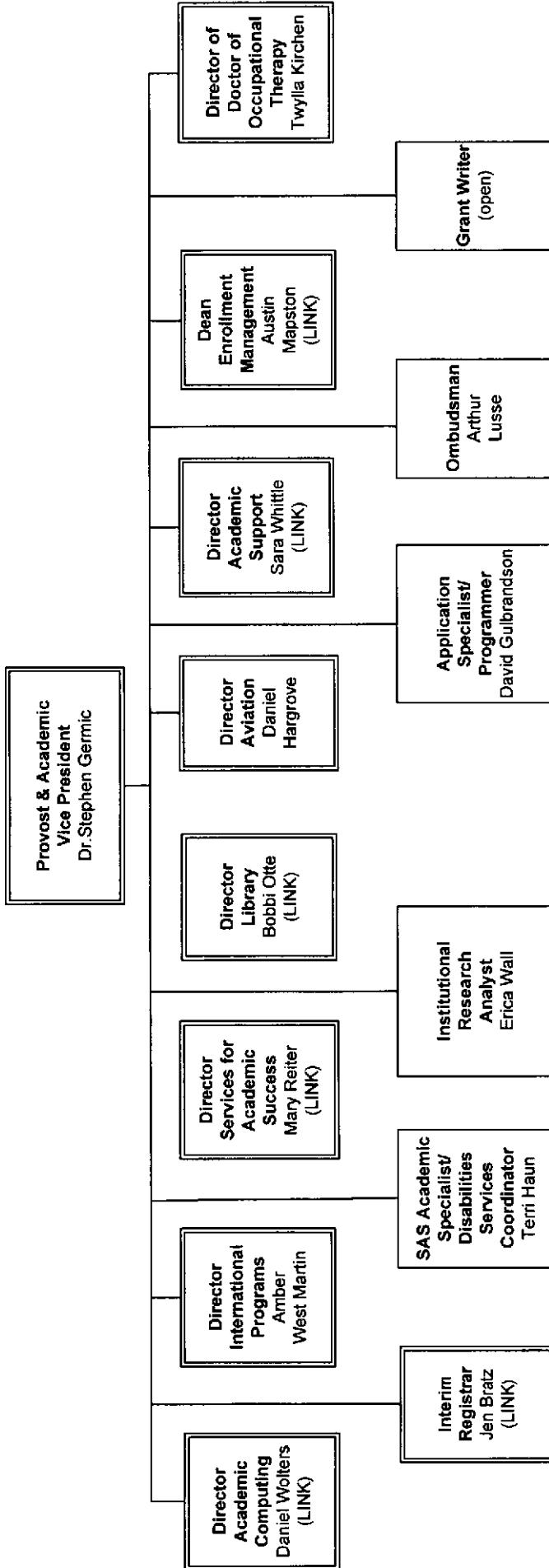
PROFESSIONAL STUDIES



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

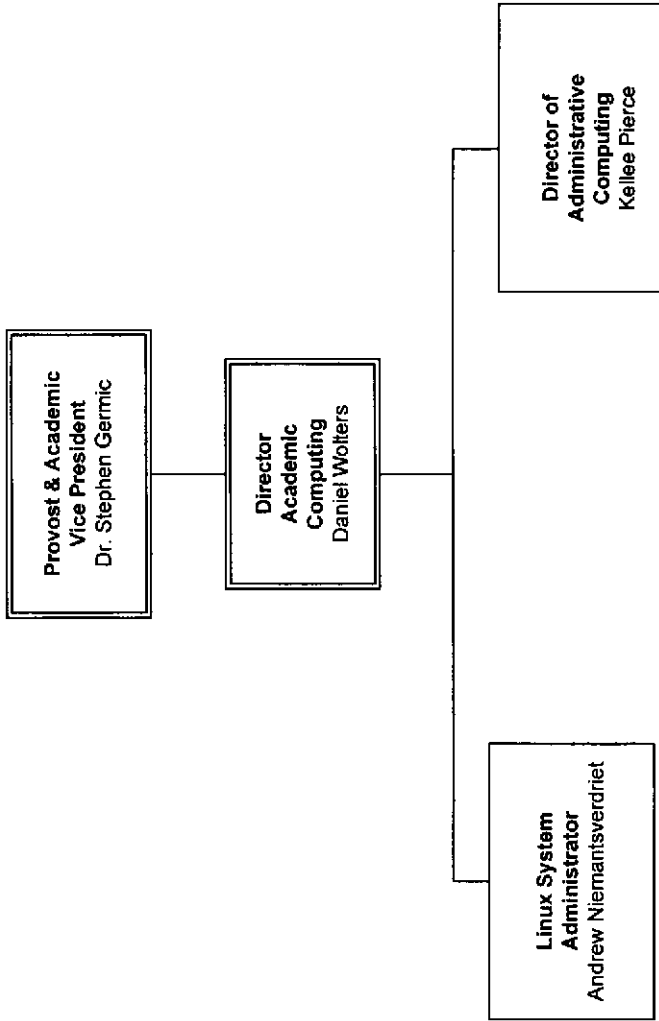
ACADEMIC AFFAIRS



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

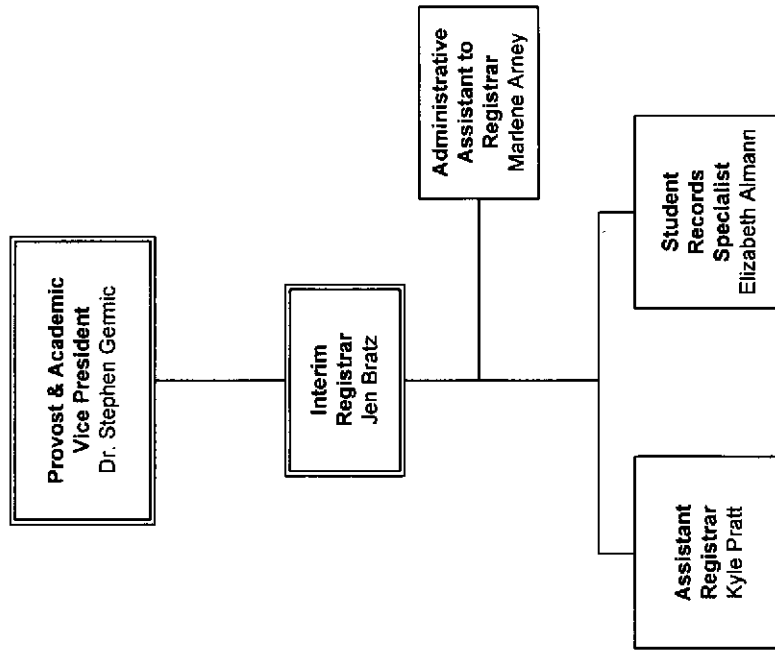
ACADEMIC COMPUTING



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

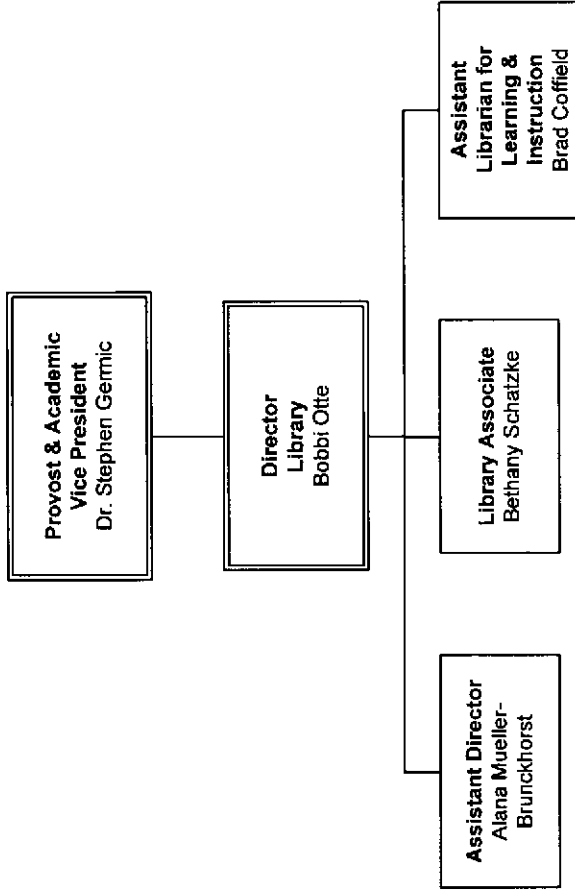
STUDENT RECORDS



ORGANIZATIONAL CHART
March, 2018

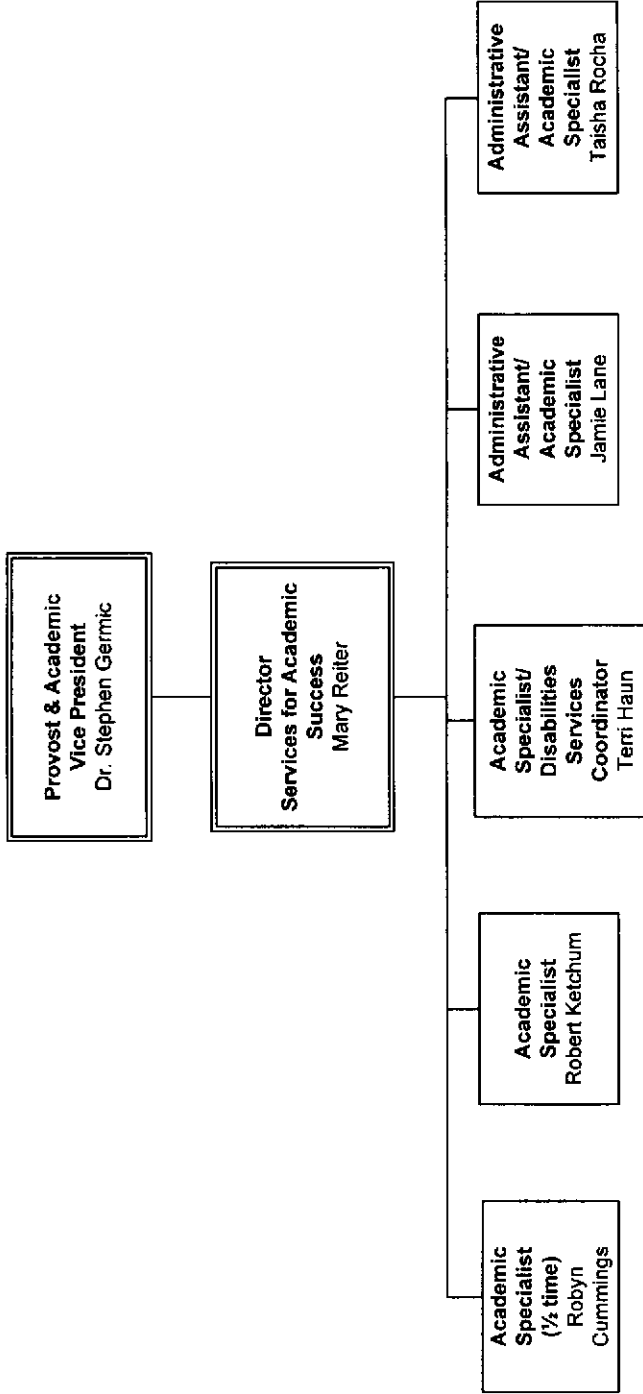
ROCKY MOUNTAIN COLLEGE

LIBRARY



ROCKY MOUNTAIN COLLEGE

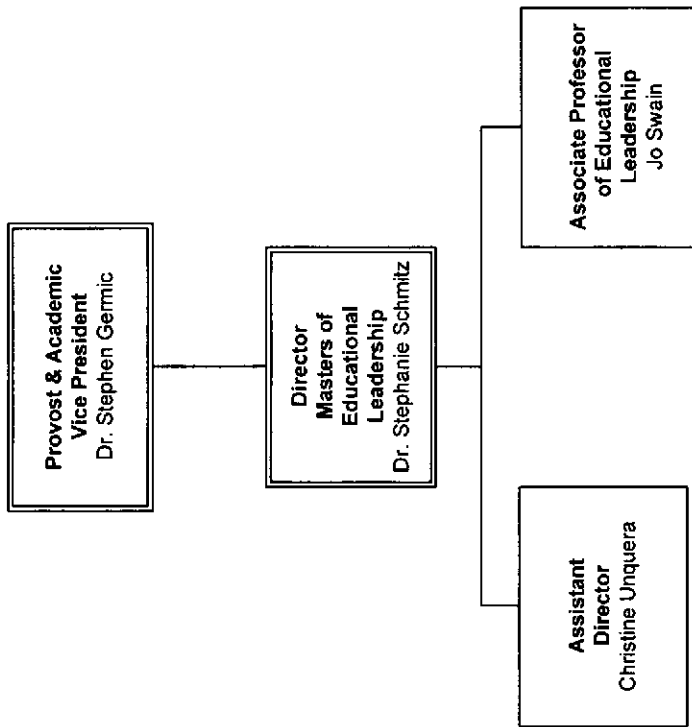
SERVICES FOR ACADEMIC SUCCESS



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

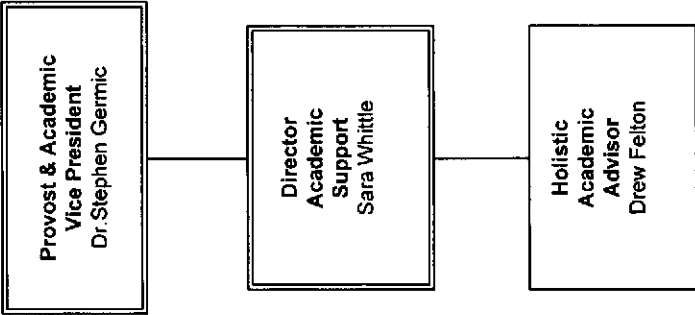
EDUCATIONAL LEADERSHIP



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

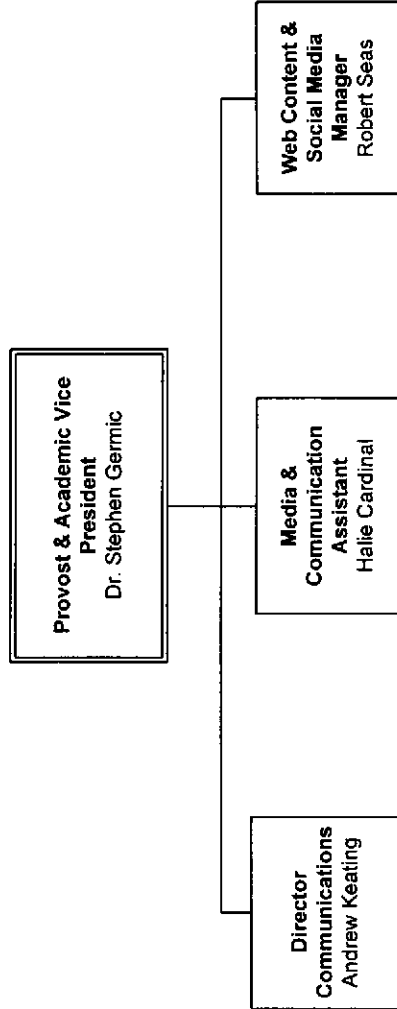
ACADEMIC SUPPORT



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

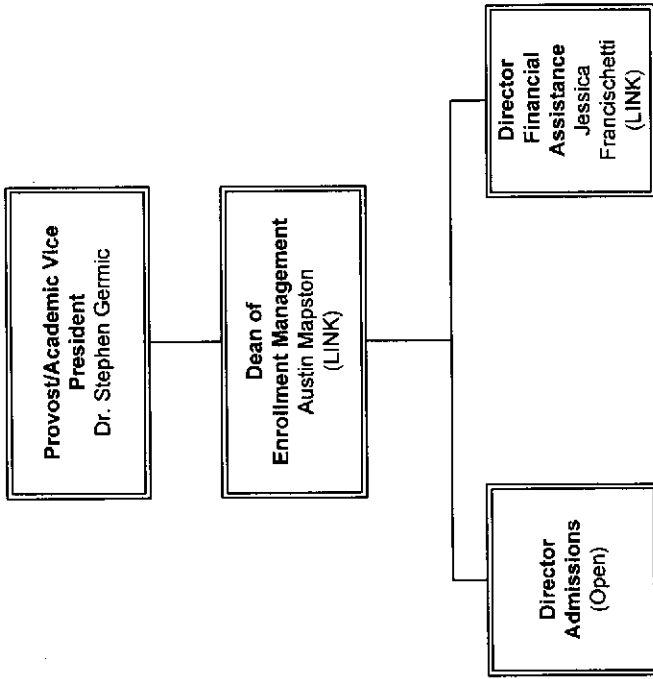
MARKETING & COMMUNICATIONS



ORGANIZATIONAL CHART
March, 2018

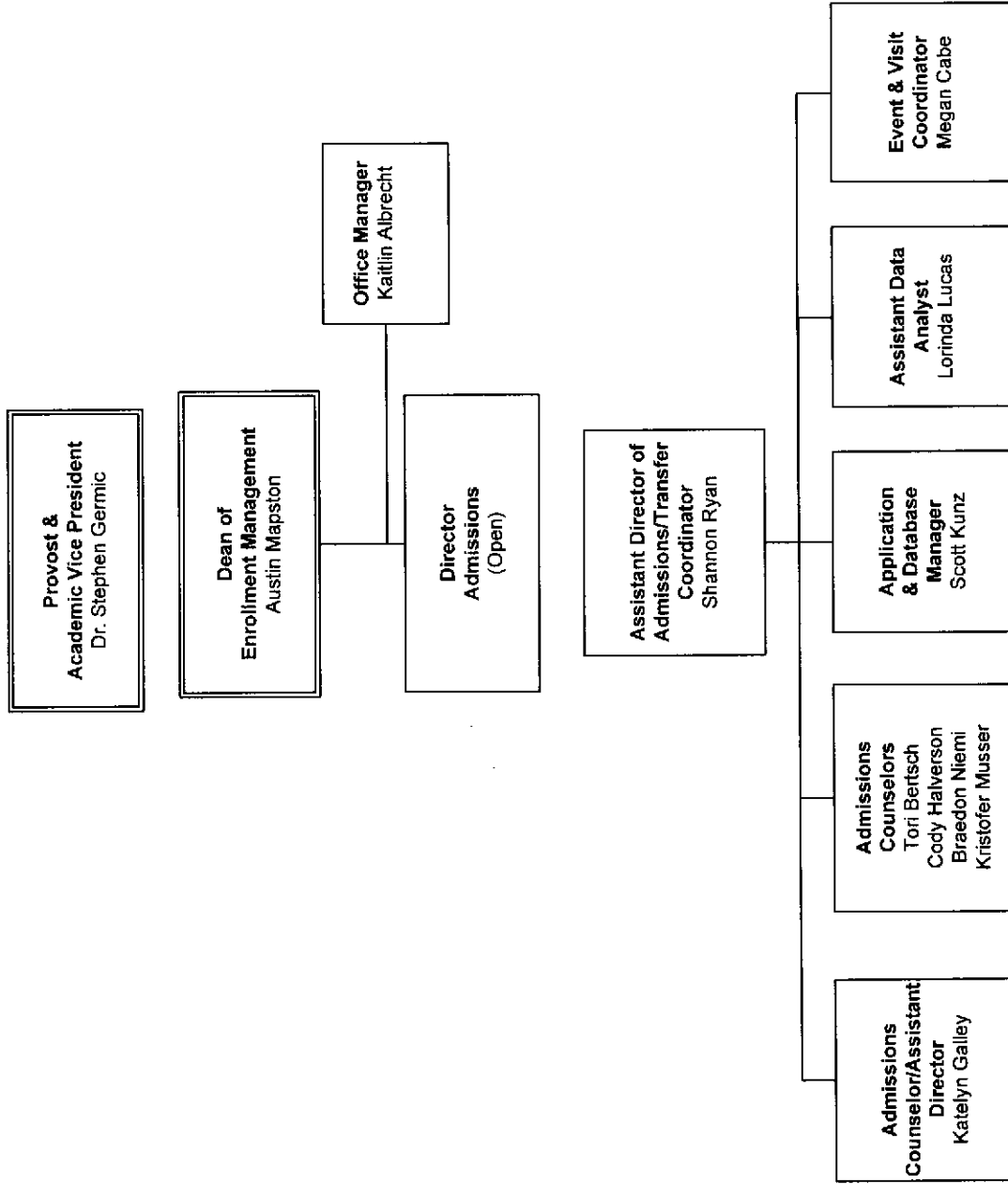
ROCKY MOUNTAIN COLLEGE

ENROLLMENT SERVICES



ROCKY MOUNTAIN COLLEGE

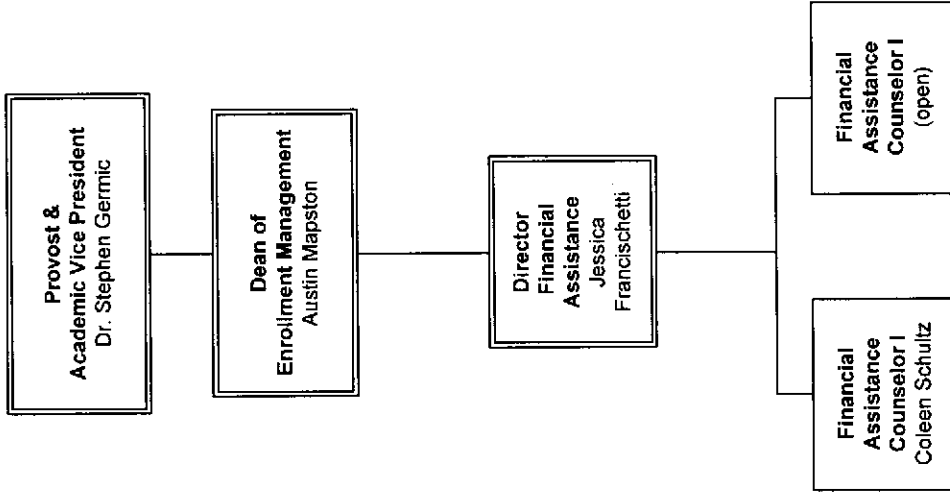
ADMISSIONS



ORGANIZATIONAL CHART
March, 2018

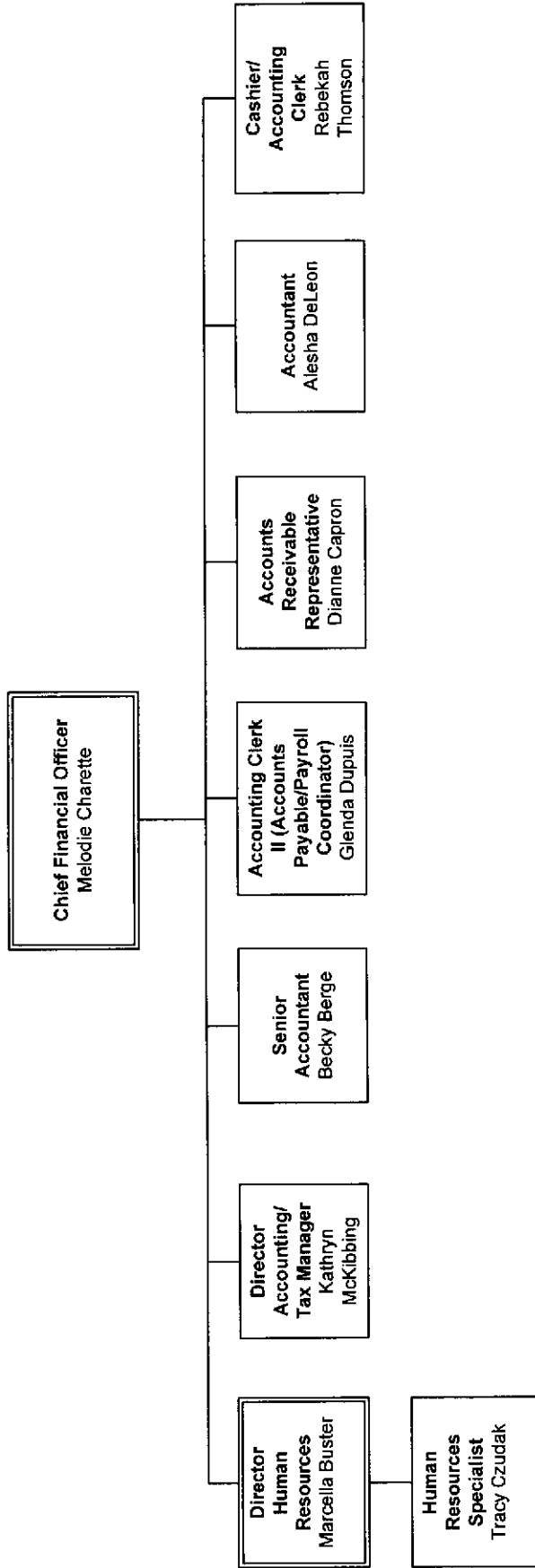
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FINANCIAL ASSISTANCE



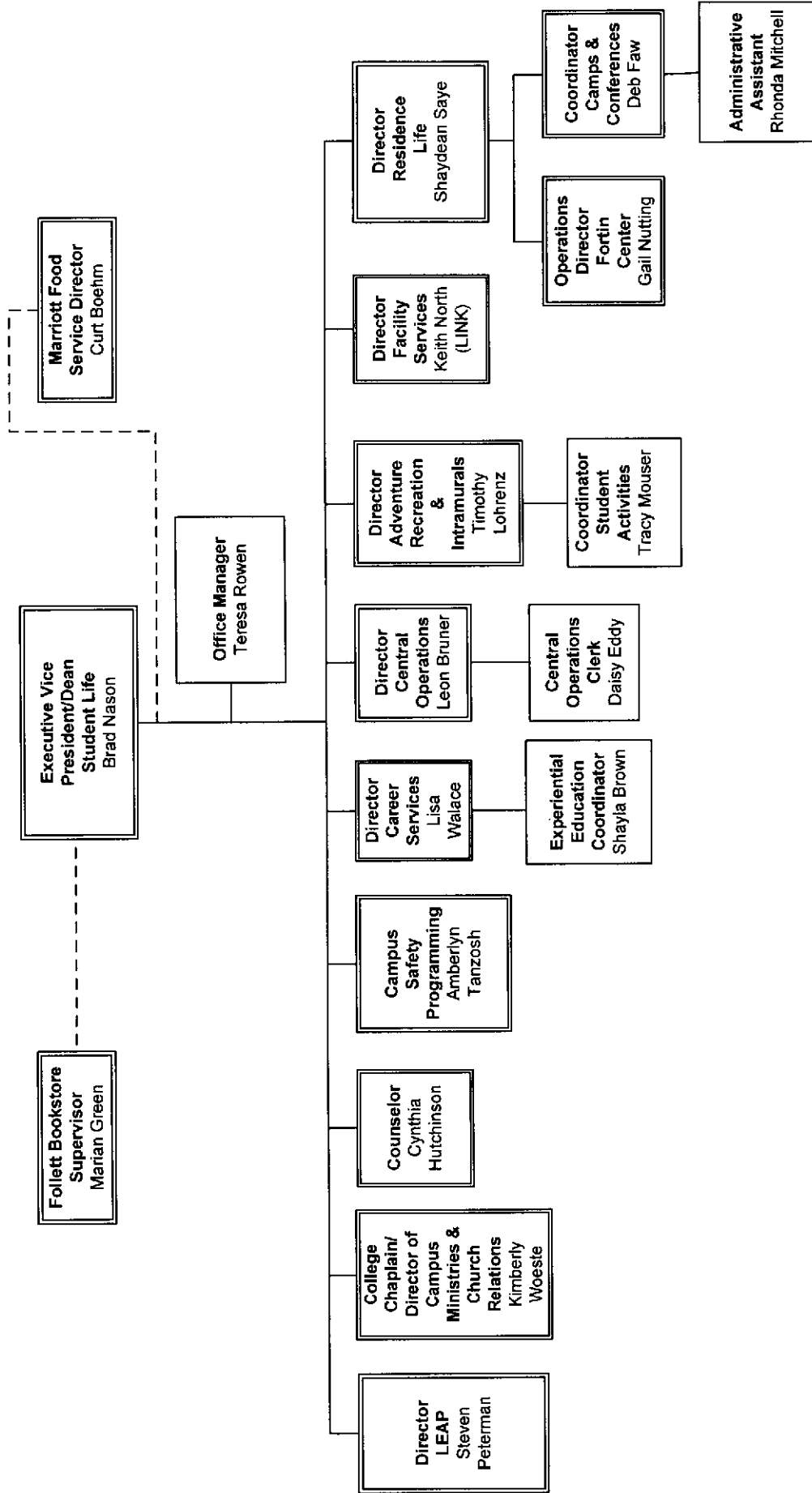
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FINANCE



ROCKY MOUNTAIN COLLEGE

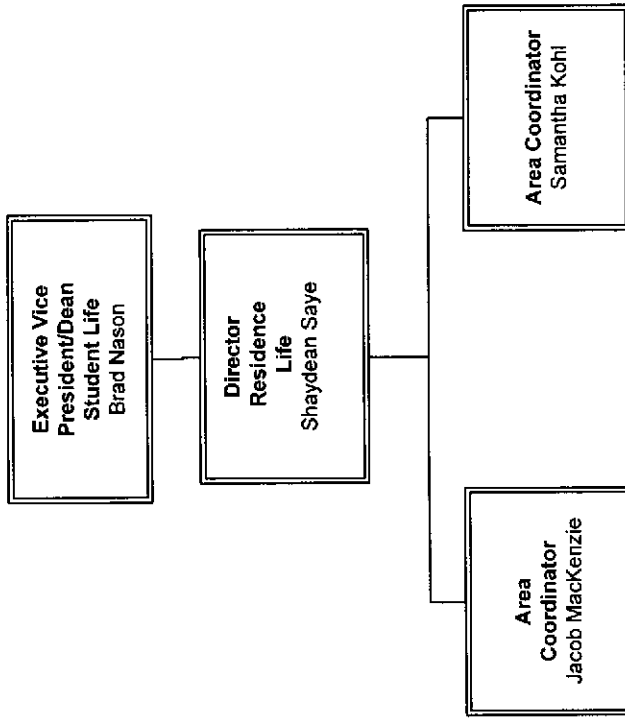
STUDENT LIFE



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

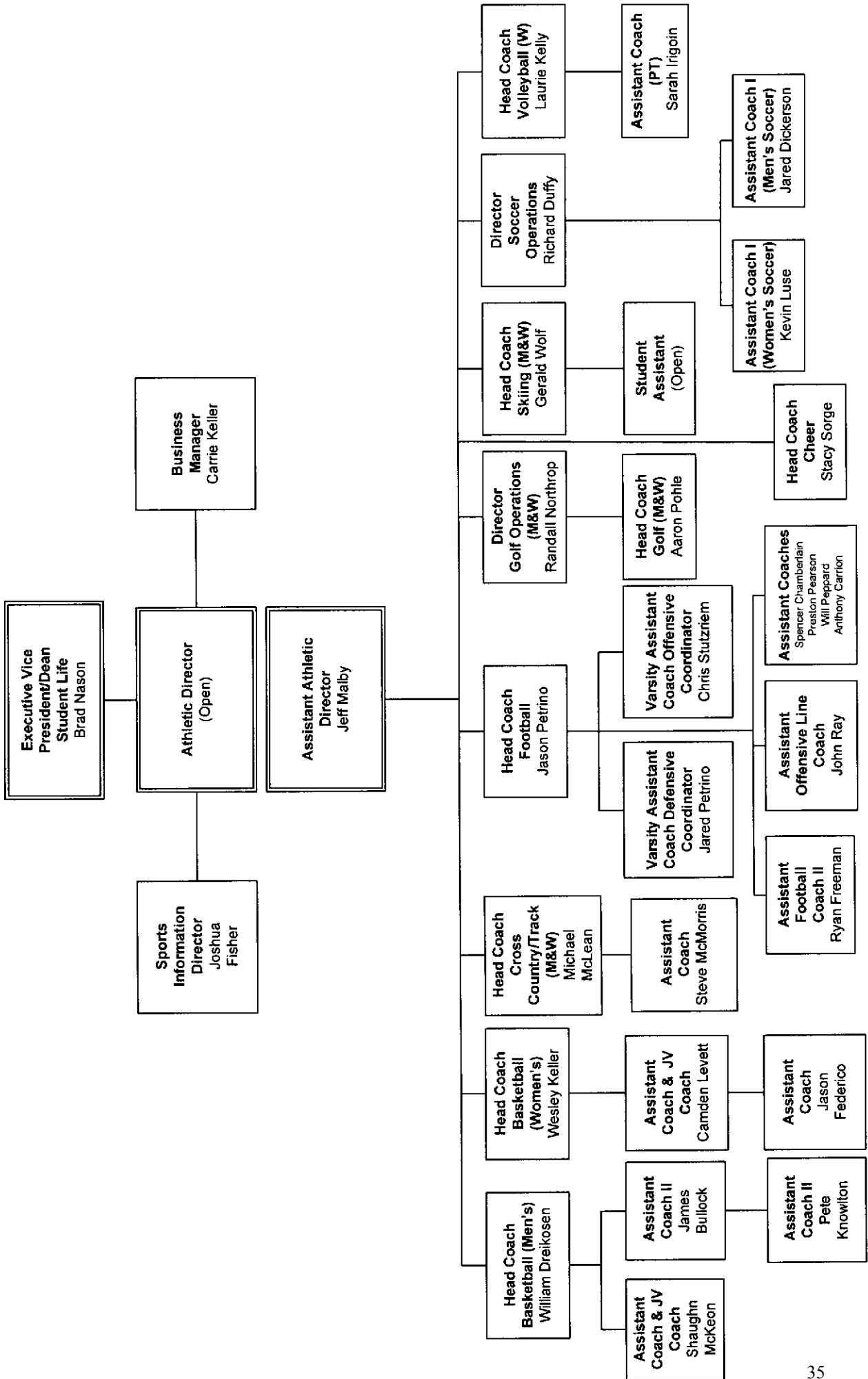
STUDENT LIFE



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

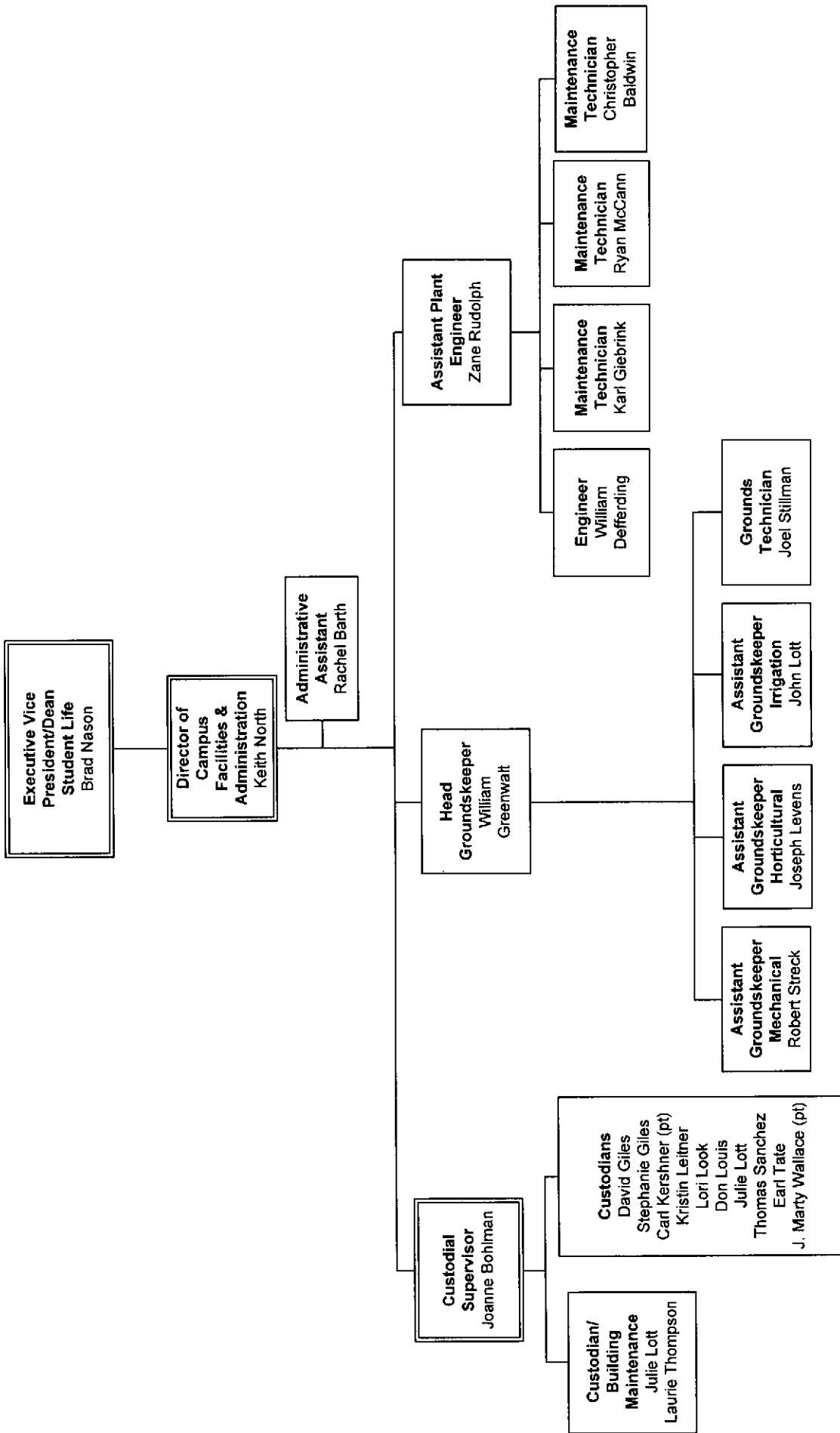
ATHLETICS



ORGANIZATIONAL CHART
March, 2018

ROCKY MOUNTAIN COLLEGE

FACILITY SERVICES



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March, 2018

ROCKY MOUNTAIN COLLEGE

INSTITUTIONAL ADVANCEMENT

