A COMPREHENSIVE
Self Study Report
Prepared for the
Higher Learning
Commission of the
North Central Association
of Colleges and Schools
Comprehensive Visit
SEPTEMBER 23-26, 2012
Set Yourself Apart.

Colorado Northwestern
Community College
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INTRODUCTION

Enabling Legislation, § 23-60-201, Colorado Revised Statutes:

There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the state board for community colleges and occupational education. 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, vocational, and technical education programs. Each college shall be a two-year college. No college shall impose admission requirements upon any student. The objects of the community and technical colleges shall be to provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, basic skills, workforce development, and a broad range of personal and vocational education for adults.

Colorado Community College System Mission Statement
"Colorado community colleges are unsurpassed at providing quality educational opportunities for all who aspire to enrich their lives."

Colorado Northwestern Community College Mission Statement
The mission of Colorado Northwestern Community College is to enhance people's lives through education. To this end, CNCC will:

- Provide accessible, affordable, quality education in safe, rural, small-town environments;
- Prepare our students to achieve their educational, workplace, and personal goals;
- Offer educational programs that respond to evolving workforce environments;
- Offer excellent, two-year general education transfer degrees;
- Provide unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado;
- Value and promote life-long learning;
- Value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion;
- Provide holistic and broadly-based student support;
- Manage fiscal and overall resources to best serve institutional goals and responsibilities;
- Provide campuses and facilities with innovative technology;
- Continue to reach out to the Northwest Colorado community and beyond in order to create meaningful and mutually beneficial partnerships.
CNCC Vision Statement

CNCC will be the college of choice for students seeking place-based education in Colorado. We will take full advantage of the surrounding rivers, deserts, and mountains to enhance our curriculum and provide unique learning opportunities. Our recreational, cultural, and athletic activities will engage students and complement our classroom goals. Innovative teaching, outreach education, and continual assessment will ensure that our students have the skills to further their education, succeed at meaningful careers, and prosper in a complex and increasingly diverse world. Our partnerships with local business, industry, and government will serve as the engine for the economic and cultural development of Northwest Colorado.

Governance

Colorado Northwestern Community College (CNCC) is a member of the thirteen-college Colorado Community College System (CCCS). The Colorado Community College System is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). Executive authority is delegated to the CCCS President, who delegates chief executive authority to the CNCC President. CNCC is also served by two taxing districts and their boards, the Rangely Junior College District Board of Trustees and the Moffat County Affiliated Junior College District Board of Control. CCCS Colleges are also required to maintain college advisory committees, which include local representatives appointed by the governor. The Colorado Commission on Higher Education and its executive department, the Colorado Department of Higher Education, are the long range planning and oversight agencies guiding the state system of higher education as a whole.
## Demographic Profile
### Head Count and FTE by Residency Fall 2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Resident Head Count</th>
<th>Non-Resident Head Count</th>
<th>Resident FTE</th>
<th>Non-Resident FTE</th>
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<th>Total FTE</th>
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<td>Meeker</td>
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### Head Count and FTE by Enrollment Status

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<th>Part-Time FTE</th>
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<td>Meeker</td>
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<th>Female Headcount</th>
<th>Undeclared Headcount</th>
<th>Male FTE</th>
<th>Female FTE</th>
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### Head Count and FTE by Age

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<td>&gt;70</td>
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<tr>
<td><strong>Total</strong></td>
<td>1368</td>
<td>376.7</td>
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</tbody>
</table>
The College

Colorado Northwestern Community College (CNCC) serves the vast, northwestern region of Colorado, sharing borders with Utah and Wyoming and serving multiple small communities including Rangely and Craig, where the main campuses are located, and Hayden, South Routt, and Meeker, where satellite offices are maintained. CNCC is a member of the Colorado Community College System (CCCS), but – unique among CCCS Colleges – CNCC also has two local taxing districts that support the college with Rangely Junior College District (RJCD) serving the Rangely Community in western Rio Blanco County, and the Moffat County Affiliated Junior College District (MCAJCD) serving Moffat County.

A sparse population and the omnipresence of the natural environment distinguish this region and color CNCC's challenges and opportunities. The primary campuses in Rangely and Craig are nearly 100 miles apart, with a total service area population not exceeding 25,000. The region is energy rich, with some of the nation's most abundant oil, natural gas, and coal reserves. Much of the CNCC region is public land. The Yampa and Green Rivers, major tributaries of the mighty Colorado, wind through the CNCC service area and have carved the sublime canyons of Dinosaur National Monument. Wildlife is startlingly abundant, including a deer herd that lives on the Rangely Campus and one of the largest migrating elk herds in the United States in the Craig area—big game hunting is a major attraction. The winters are as hard as the craggy, high desert landscape. The Craig Campus is only 40 miles from the world renowned ski area, Steamboat Springs.

CNCC's challenges and its advantages are both directly linked to its environment. As a community college, CNCC takes its responsibility to meet the post-secondary educational needs of the region seriously, though the multiple programs that vibrant communities require – and community colleges provide – are difficult to sustain in sparsely populated frontier areas. College viability, and the viability of many College programs, depends upon successful recruiting efforts and innovations in program delivery. CNCC is distinguished by several highly regarded Career and Technical Education (CTE) programs including Dental Hygiene (a long standing program acknowledged as a regional leader), Aviation Technology, and Aviation Maintenance Technology Programs on the Rangely Campus, and the Nursing Program on the Craig Campus. Students are also attracted by athletic opportunities in six varsity sports including softball, baseball, men's basketball, women's basketball, volleyball, and men's and women's rodeo. The National Park Service Academy's Seasonal Law Enforcement Training Program, the first community college program to be nationally accredited by the Federal Law Enforcement Training Center, is a program of increasing prominence and attracts future National Park Service Rangers from across the United States. The CNCC Virtual Classroom (VC) is a synchronous distance education platform that is increasingly important in providing instructional opportunities for working adult students dispersed across the western slope of Colorado and beyond. The VC platform is also proving to be a powerful tool in providing instruction to the College's many concurrent enrollment high school partners. These regional high schools share many of the challenges CNCC itself faces – small population, large geographic areas, limited resources, and the disadvantages of scale – so the College's effort to assist the high schools by providing specialized instructional opportunities is an important service to the region.
Given the significant educational needs of northwestern Colorado, and the fact that CNCC is its sole higher education provider, the College has faced challenges in defining its niche and its focus. The Institution has believed that it needed to serve the local energy extraction industry, and it implemented a series of programs designed to do so, though those programs have had very limited success and most have been closed. In 2009, the College launched a new initiative, Vision 2010 (now Vision+). This initiative acknowledged both the challenges and opportunities the College's location provided. It directly asserted the importance of "quality" as a key condition of future success, and it acknowledged deficiencies. The Vision+ agenda asserts the benefits of CNCC's location through an emphasis on place-based education, an emphasis that seeks to exploit the natural and cultural legacy of the region as an enhancement to the students' educational experience. The area's canyons, mountains, and rivers extend the classroom, providing opportunities for students to experience the natural environment through the Outdoor Recreation Program, in concert with class field trips and related activities.

Moreover, CNCC has recognized that its relatively isolated Rangely Campus presents a unique opportunity to foster a high degree of student engagement, commonly acknowledged as among the most important factors in student success. We view learning as a holistic experience that extends beyond the classroom with ongoing opportunities in a 24/7 learning environment. On the Rangely Campus, the majority of students live on campus in four residence halls, many being student athletes. CNCC views the athletic programs as Learning Communities in and of themselves, with the engagement, close support, and mutually reinforcing leadership activities that Learning Communities provide. Coaches are considered instrumental in student learning and are expected to participate in student development planning such as course scheduling, the annual new student Vision+ Orientation, and the Student Success Committee. CNCC continues to publish a student newspaper, The Spartan Times, which, rare among small colleges, is published on a weekly basis and provides not only an information outlet for the campus and the community (The Spartan Times is distributed in town as well as on both campuses) but provides valuable educational and professional development opportunities for students. Students also participate in Phi Theta Kappa, the national Associate Degree honor society. The CNCC Aero Club provides many opportunities for students in the Aviation Technology Program, including the National Intercollegiate Flight Association (NIFA) competition where CNCC was named the number one community college flight team for the 2011 national finals.

In August 2011, CNCC debuted a new 88,000 square-foot facility in Craig, replacing the well-worn Bell Tower building, a converted office building, that served as the Craig Campus for over 20 years. This eco-friendly facility is on a bluff, adjacent to Memorial Hospital, and heated and cooled by a geo-exchange field that was constructed with the assistance of a federal Department of Energy grant in partnership with Chevron Energy Solutions. The CNCC Nursing Program, which received National League of Nursing Accreditation Commission.
accreditation in spring 2012, is located on the Craig Campus, as is the Automotive Technology program, the Cosmetology Program, and the Massage Therapy Program. Historically a commuter campus, serving nontraditional students, CNCC Craig is in the process of investigating the viability of residence facilities and is seeking to attract more traditional-age students to CTE and Arts and Sciences programs. The Craig Campus is also recognized for an outstanding Community Education Program, which provides a variety of enrichment and development activities to citizens of the Craig community. A key challenge for the College will be to ensure that the inevitable growth that occurs with the new campus facility is managed in a way that enhances CNCC as a whole.

The Division of Extended Studies and Concurrent Enrollment supports a variety of outreach activities, including centers in Meeker, Hayden, and South Routt, as well as a partnership with the University Centers of the San Miguel that is located in Telluride. The centers provide a platform for Community Education, VC, and recruiting for the main campus programs. Center coordinators also coordinate concurrent enrollment courses with local high schools, providing registration and academic support. VC is a synchronous distance education program that delivers real-time instruction for students dispersed across western Colorado, and it offers cohort-based degree opportunities in Early Childhood Education and Banking and Finance.

**College History**

CNCC was established in 1960 as Rangely College, though the first freshman class of 82 students was admitted in 1962 after completion of the main campus facility. Rangely College was originally chartered as a branch campus of Mesa College (now Colorado Mesa University) in Grand Junction, Colorado, but became an independent district college in 1970 when the relationship with Mesa College was severed. In 1974, in recognition of the increasingly broad reach and scope of the College, the name was changed to Colorado Northwestern Community College. From 1970 through 1999, CNCC operated as an independent college governed by the RJCD Board of Trustees and was financed by a state appropriation and a RJCD tax levy.

The Craig Campus origins date to 1989 when a vote by the Moffat County electorate created an affiliated community college district, which provided direction and support for the development of Craig facilities and programs. The locally elected, five-member Board of Control governs the MCAJCD and oversees a local tax levy that supports and enhances Craig Campus activities. In 1998, the electorate of both the RJCD and the MCAJCD voted to allow CNCC to join the Colorado Community College System, which it did in July of 1999.
The new Craig Campus facility, financed by both public and private support, opened with the start of the fall 2011 semester.

Since the 2003 Self-Study, CNCC has faced significant challenges. The conditions present at the College's beginnings, a vast geographic region, sparse population, limited amenities, and the need to attract students from outside the region were exacerbated by acute budgetary challenges. Beginning with late 2003, over the next several years, the College was forced to institute significant budget reductions totaling nearly 30% of the College budget. Dramatically diminished state funding, funding formula revisions within CCCS that redistributed funds among all the colleges, and the end of a grace period that had provided CNCC with higher funding when it entered the CCCS all impacted the College's financial viability. From 2004 through 2006, CNCC was operated by a CCCS appointed and subsidized Chief Administrative Officer charged with expenditure reductions and "bringing CNCC on formula" – in other words, creating a financial model similar to the other 12 colleges in the System. While the effort achieved budgetary compliance, it also resulted in a significant talent drain with a corresponding effect on College capacity. CNCC struggled to maintain its facilities, provide high-quality programs in some areas, and attract and retain qualified staff. For the next several years leadership instability in senior administrative positions afflicted the College. Moreover, many College employees were asked to assume multiple combined job responsibilities that were obviously difficult to sustain over time.

Dr. John Boyd served as the CNCC President from 2006 through 2010, a tenure that began the process of healing and rebuilding the College. Although a number of the new programs launched
during this period were unsuccessful, CNCC began to be forward thinking again. One result of
Dr. Boyd's tenure was a successful fundraising effort through a major gifts campaign that
generated approximately eight million dollars. Another result was the securing of funds that led
to the planning and construction of the new Craig Campus facility that replaced the inadequate
Bell Tower building and several leased spaces dispersed around the city of Craig.

Although CNCC has faced significant difficulties in the decade since the last accreditation visit,
the College's most recent history has been increasingly promising. Lost organizational capacity
in Enrollment Services, Instruction, Facilities, and Business Operations has rebounded
significantly. Key leadership positions have been filled with highly qualified administrators, and
faculty searches have been very fruitful with recently hired faculty likely to contribute to the
health and vitality of the Institution for years to come. The College acknowledges the challenges
of the past, is not complacent in face of the challenges resulting from its location and larger
budgetary uncertainty, and is poised to achieve increasing performance in the future. It retains
strong support from its communities across the region and has a dedicated faculty and staff. The
College's current president, Russell George, is a highly regarded leader in Colorado.
Improvements over the past several years are dramatic, and though CNCC endured a very
difficult period since the last HLC visit in 2003, we believe we can demonstrate an ever
narrowing gap between our aspirations and our performance.

Accreditation History
Colorado Northwestern Community College first achieved Recognized Candidate Status in the
spring of 1971, gaining accreditation in 1976. Rangely College had been accredited as a branch
of Mesa College from its founding until 1967, when college stakeholders chose to seek
independent accreditation. The College was evaluated as a separate institution by a team from
the North Central Association in April of 1967. At the annual meeting of the North Central
Association in March 1968, Rangely College was denied accreditation as an autonomous entity
and was precluded from being accredited as a part of Mesa College due to modification of rules
governing branch campuses. The College remained in non-accredited status through the 1968
and 1969 academic years.

In the fall of 1970, an interim status report was prepared by the College, followed by an
evaluation team visit. CNCC gained candidacy status in 1971, a full self-study was completed in
1975, and the College received initial accreditation in 1976. The College's accreditation was
reaffirmed in 1978 and then again in 1986 through the normal accreditation process, though a
follow-up visit to address record-keeping issues, strategic planning, and service center
development was required following the 1986 visit. The 1989-90 focus visit resulted in
continued accreditation by the North Central Association of Colleges and Schools. The next
comprehensive self-study report and team visit occurred in 1992-93 with the result being
continued accreditation. In March 2001, the College began the self-study process to prepare for
the 2003 comprehensive NCA-HLC site visit scheduled for 2003.

Response to the Previous Site Visit
In spite of the budgetary and organizational challenges that afflicted CNCC in the years
following the 2003 self-study, the college was able to respond to HLC concerns through focused
follow up reports on assessment and on strategic planning, both accepted by HLC. Nevertheless,
budgetary and organizational issues dramatically impacted the College's ability to "continuously improve." CNCC was in a fight for survival and faced significantly diminished organizational capacity. As a result, attention to processes and the ability to implement planning agendas proved to be highly problematic. Over the last four years, the College's outlook has improved significantly and many lost processes and procedures have been rebuilt, though other areas remain on the to-do list. The 2003 Site Visit Team recommended the following:

**A. Student Services: Clearly Defined Responsibility for College Publications**

The College has made significant progress in establishing internal consistency in various publications, both print and electronic. Oversight of publication style and content is now coordinated through a Marketing/Recruiting Committee that meets bi-weekly through the year. The committee includes staff located at both the Rangely and Craig Campuses – an effort to enhance the internal consistency the previous Site Visit Team identified. The Marketing/Recruiting Committee is charged with supporting the instructional programs at both campuses, and it makes funding available for program use, a mechanism to ensure consistency and equity in program support. This effort has led to a noticeable increase in quality and quantity of information materials. The Director of Marketing and Recruiting, who administers the Marketing and Recruiting budget for the College, now reports directly to the Dean of Enrollment Services/Registrar, an arrangement that enhances the accuracy of student information and required disclosures.

**B. Student Services: Strategically-Developed Position Descriptions for Student Affairs Staff**

CNCC has made a concerted effort to reduce layered or split responsibilities among all staff, particularly those in key student services areas. The College now has two full-time Residence Life Coordinators under the Dean of Support Services. Also under the Dean of Support Services is the Safe Campus Coordinator who provides a variety of student safety and wellness services. The Athletic Department is now administered by full-time head coaches who all have paid assistant coaches. The Dean of Enrollment Services/Registrar manages the marketing, recruiting, and matriculation efforts of the College, with each area supported by qualified staff members. The overly burdensome number of roles attached to some positions has been dramatically reduced and positions are now much more manageable than what was observed in 2003 (and that continued for the next several years). (See PEAQ Materials\Job Descriptions\Student Support Services.)

**C. All CNCC faculty serve as academic advisors… the decentralization of academic advising puts both students and advisors at a disadvantage, particularly with regard to transfer advising**

CNCC advising efforts have been enhanced both organizationally and through technology. Transfer advising has been partly addressed through a centralized Counseling and Career Services Office, which provides multiple support functions including coordinating advising efforts, though students still benefit from faculty advisors, particularly in CTE programs where advising tends to be specialized and industry specific. For Associate of Arts and Associate of Science students, legislation has greatly enhanced a student's ability to transfer between Colorado public institutions of higher
education. The Associate of Arts Degree is articulated through the gtPathways process, which guarantees transferability of both individual courses and complete AA/AS degree programs. Many programs of study require additional course work at the lower division level beyond the general education component, and these recommended plans of study are developed by four-year institutions under the sponsorship of the Colorado Department of Higher Education (CDHE). The state also has several statewide articulation agreements in place, which somewhat lessens transfer challenges. Transferability is also enhanced by the CCCS Common Course Numbering System, which makes transferability between public community colleges in the state seamless. Finally, CNCC has adopted the technology platform DegreeWorks, which allows students to monitor in real time progress toward completion. The software provides students with a degree template, a checklist of completed courses, and recommends additional courses needed to meet program requirements. The College prides itself on ensuring that students are able to progress through their programs with appropriate courses, and not have graduation delayed because of course availability issues.

D. Professional Development for Faculty
Funds have remained tight, and the College has continued to try to make efficient use of faculty development money. Sabbaticals have not been granted since the previous Site Team Visit. However, faculty have been supported on a continuing basis through departmental funds as well as through a college wide professional development fund, which is administered by a Professional Development Committee that grants funds based upon application and is a separate line item in the College budget. Department chairs and program directors are encouraged to include mandatory professional development requirements in their annual budget requests. Out-of-state travel is allowed, but requires an additional approval process and the sign off by the College President. A significant amount of professional development is provided for college faculty and other staff by CCCS at events such as the annual 2+2 faculty conference, the 2+4 faculty conference (faculty discipline meetings between community college faculty and the state's four-year faculty), and the annual Student Services Conference. An additional faculty and staff benefit provided, beginning in 2011, is College support for professional organization membership fees to all faculty members.

E. Library
The 2003 Evaluation team made the following comment regarding library services: "Although college staff at the Rangely Campus Library have maintained access and services, enhanced the electronic collection and remodeled the facility, the college is operating without a trained professional librarian. This lack is evidenced by numerous obsolete volumes in Rangely and limited access to library services in Craig."
Unfortunately, although the College acknowledges the validity of the team’s comments, this is an area that we have only recently begun to fully address. We believe the College has maintained adequate services and access to information, and the contributions of current staff have been exemplary. Program-specific resource needs in the nationally accredited Nursing and Dental Hygiene Programs have been reviewed by their professional accrediting agencies and found acceptable. The monumental changes in information access, storage, and even educational uses have certainly altered the role of
hard copy resources. Nevertheless, the lack of a trained professional librarian has remained a significant and ongoing issue for the College. We began to address this issue in the summer of 2011, when we retained the services of a professional librarian who was contracted to develop an overview and plan to address not only collection development issues, but the appropriate resourcing and staffing of the new Craig Campus facility. This report was accepted by the College at the beginning of the spring 2012 semester, budget adjustments in response to collection development recommendations have been adopted, and the College now has a professional librarian overseeing the libraries and broader information across the College.

F. Articulation and Transfer
Articulation and transfer processes are now centralized by the Coordinator of Counseling and Career Planning. Articulation agreements are publicized on the Counseling and Career Planning webpage. CDHE facilitates transfer among state public institutions in a variety of ways including the 60+60 legislation, which guarantees that a full 60 credits of an approved AA or AS degree will transfer; gtPathways, which approves specific courses as meeting general education core requirements state-wide; and new "degrees with designation" legislation, which creates specific statewide articulations for approved degree programs, in addition to earlier statewide articulations in individual discipline areas such as Business, Engineering, and Elementary Education.

G. Program Review – The team suggests that as part of the program review process, each program/department should develop its own vision statement, mission statement, goals, objectives, and assessment plans
As a member of CCCS, CTE programs remain on a five-year renewal cycle intended to promote program quality and currency. Programs now have departmental learning outcomes, and fulfill the need for mission and vision statements through their Comprehensive Development Plan (CDP). Each department is responsible for completing Assessment Forms C/D, which serve as assessment plans. The program renewal process for Arts and Sciences transfer programs have most recently been renewed on an ongoing basis as part of the gtPathways course submission process and the new degrees with designation, which now allows the CCCS colleges to offer articulated subject-area degrees in multiple (and expanding) subject areas. Additionally, all programs are now required to complete an annual CDP that serves as a central planning document, provides a rationale for budget requests, and allows the President's Cabinet to evaluate program performance on a like basis. The template for the CDP has been revised several times, with an objective of eliciting a relevant program snapshot, establishing an operating plan, and providing a foundation for the annual budget request. The intention is for individual department assessment efforts to inform the CDPs, and this has been true to a limited extent. However, CNCC has also recognized that, because the College had difficulty sustaining previous planning efforts based on turnover and limited staff resources, the CDPs are relatively brief. Nevertheless, they have proved to be an excellent foundation for discussion regarding measures of program success, program growth, and long-term viability. Each program director meets annually with the President's Cabinet to discuss the status of the program and the annual budget request. The CDPs support a program or department budget request, and budget allocation decisions are tied directly to the case
made in the CDP. The Comprehensive Annual Budget serves as the key short-term planning tool for the College, linking departmental planning with overall College Mission and annual College goals.

H. Assessment of Student Learning
The comments pertaining to the Assessment of Student Learning from the 2003 Site Visit Team were extensive and resulted in a requirement for a follow-up monitoring report, which was subsequently completed and accepted by the Higher Learning Commission (HLC). The College has sustained its assessment agenda in the intervening years. It can document the ongoing and regular activities of the Assessment Committee as well as course level assessment and assessment of general education outcomes. Nevertheless, over the last two years, a consensus has emerged that assessment activities need to be revised since the amount of usable data resulting from those activities has been lacking. In an attempt to reformulate its assessment agenda, CNCC has applied and been admitted to the HLC Assessment Academy, and the College is in the process of revising its assessment agenda to provide better data, better integration of assessment of student learning with assessment of support activities, and better integration of assessment with campus planning processes and culture. (See PEAQ Materials\Assessment\Assessment Academy Documents.)

I. General Education
The general education curriculum and processes, and policies for determining that curriculum, have evolved considerably since 2003. General education for all public institutions of higher learning in Colorado is circumscribed by several key pieces of legislation: §§ 23-1-125, 23-2-104, 23-1-108, 23-1-113, 23-60-201, 23-60-202, 23-60-211, 23-71-123, 23-1-125, and 23-1-108.5, Colorado Revised Statutes. The resulting general education framework is known as gtPathways, and it guarantees transfer among all public institutions of higher learning in several ways. First, students are assured that at least 31 credit hours, in five content areas, will apply to the general education requirement of any public institution. Second, a completed 60-credit Associate of Arts or Associate of Science degree will be accepted in full as part of a 120-credit bachelor's degree program at a public institution. Although there are numerous exceptions to these regulations, including exceptions resulting from specific lower division degree requirements in specific majors at individual institutions, gtPathways has gone a long way to enhancing transferability and ensuring the consistency of general education programs. Although the gtPathways course approval process is somewhat labyrinthine based on its comprehensive, statewide nature, it is well-defined, is faculty driven, and offers an increasing menu of approved courses. The five content areas include Communication; Mathematics; Arts & Humanities; History & Social and Behavioral Sciences; and Natural and Physical Sciences.

J. Distance Learning
CNCC fully participates in CCCS's Online consortium (CCCOline). This participation gives students access to hundreds of additional courses beyond what a small college can offer. In order to more directly and fully meet the needs of the CNCC service area, the College has also developed Virtual Classroom, a synchronous, web-based platform that
delivers both cohort-based degree programs and enrichment courses through concurrent education partnerships with regional high schools. Beyond the benefits to the student experience a synchronous platform provides, VC allows the College to target marketing and recruiting efforts, support students with similar needs, and effectively manage course enrollments. In order to expand beyond the currently approved VC programs in Banking and Finance and Early Childhood Education, CNCC has embedded a change application within this self-study/comprehensive visit to be allowed to add additional targeted degree programs to be offered via the Virtual Classroom.

K. Planning and Resource Allocation
The 2003 Team's comments in this area were most directly related to particular – and unique – conditions occurring at the time, conditions that accelerated over the following several years. Planning in the years following 2003 was certainly inhibited by budgetary uncertainty and the difficulty of planning in the context of problematic budget forecasting. The College survived and planning efforts over the last five or so years have improved dramatically. Although the College continues to seek ways to improve linkages among various aspects of planning, effectiveness and planning comprehensiveness continue to improve. The 2003 Team comments point to the importance of the connection between College finances and its ability to complete its Mission. CDPs are updated annually by all instructional departments and other departments where there is a revenue/expense correlation. The CDPs are presented by program directors to the President's Cabinet as the initial step in the annual budget development process. The process ensures widespread participation in planning and budget development and very effectively links departmental plans to overall college planning. The CNCC President is directly involved in planning, beginning with the annual update of the Strategic Plan, through the CDP/Budget hearings, and including the public presentation and discussion of the proposed budget with the SBCCOE, the two local Boards, and the College Advisory Council.

Under this heading, the 2003 Team also included the bullet point "Increasing Enrollment." Enrollment management has been an ongoing area of emphasis, most directly documented in the enrollment quotas for academic and athletic programs that provide a revenue baseline as included in the CDPs. The College has made significant effort to improve efficiency, and, over the last several years, has nearly doubled average class size enrollments in general education courses at both campuses. Also, a significant number of undersubscribed CTE programs have been eliminated in an effort to consolidate resources and more adequately support a smaller number of more effective programs. Existing programs have been better funded and unrealistic teaching loads in some CTE programs have been eliminated. Nevertheless, attracting the numbers of students from out of the area necessary for sustainable enrollment numbers is always difficult and remains an ongoing challenge. We now have a qualified Director of Marketing and Recruiting with much more robust staffing in key recruiting and marketing positions.

L. Linking Planning, Budgeting, and Assessment
The 2003 Team's brief comments are discussed in the previous section. Planning is now
more robust and interconnected, though work remains to be done and the processes put in place must be fully institutionalized. We hope that one outcome of CNCC's participation in the Assessment Academy will be enhanced linkages through planning processes as they are informed by the assessment agenda.

**M. The Importance of the "One College" Concept**

CNCC's political organization is unique in that the College is governed by the SBCCOE in the context of the CDHE and has two local taxing districts – with part of the service area not in either taxing district including the Rio Blanco County Seat of Meeker. The current President has assembled an Advisory Council, pursuant to BP 2-25, that includes membership from the two Boards as well as at-large representation. The College and the communities have adopted a one-college philosophy, with administrative process designed to ensure consistency across the College. Nevertheless, the communities are geographically far-ranging, with the two primary campuses almost 100 miles apart, and significant funding streams restricted geographically. This is an ongoing challenge that has been made more complex by the dedication of the new Craig facility.

**Self-Study Purpose and Audience**

The impetus for this self-study is to provide the HLC with the College's self-appraisal of its current condition and to demonstrate that CNCC meets the Criteria for Accreditation. Beyond that, the College has approached the Self-Study as a vehicle to realistically and forthrightly gauge the quality and effectiveness of its programs and services. Other areas of this Self-Study make reference to some of the financial and organizational challenges that were appearing in 2003 and worsened over the next several years. Staff efforts, particularly by longtime staff members who have experienced both the ups and downs, have never waned; the ongoing effort to provide students with the best possible learning experience has been consistent over time. Nevertheless, College capacity plummeted for a several-year period, only beginning to rebound in recent years. Efforts to rebuild CNCC, increase the College's organizational and resource capacity, and establish a culture of excellence have yielded many tangible results. This Self-Study is timely because it provides an opportunity for the College to assess its progress, tout its many accomplishments, and acknowledge the areas still needing improvement so that progress can continue. Our audience for this endeavor is ourselves in the largest sense to include all of our stakeholders beginning with students, faculty, staff, and the many communities CNCC serves.
NORTHWEST COLORADO'S GATEWAY TO HIGHER EDUCATION
CRITERION ONE: MISSION AND INTEGRITY
The Organization operates with integrity to ensure the fulfillment of its mission through structures and process that involve the board, administration, faculty, staff, and students.

Overall, CNCC has dedicated people at all levels who are committed to ensuring that we operate with integrity and are committed to fulfilling our obligations as outlined in our Mission Statement, enabling legislation, and other documents. The following will provide evidence that the College is serious in its efforts to meet its mission and to do so with the utmost dedication and integrity. For a small college, CNCC is very complex and has broad responsibilities. Its rural and remote location sometimes creates staffing challenges, which create problems of institutional memory and loss of organizational capacity. In the course of the Self-Study Process, the Criterion One Subcommittee took an uncompromising approach to reviewing questions of mission and integrity and discovered ample evidence that we meet all the Criterion One Core Components, but also identified areas needing improvement, gaps in our processes, and inconsistencies. We have, for example, been very concerned about audit findings and taken multiple steps to address identified shortcomings in financial controls and oversight. Because of past organizational capacity issues, the College has struggled to remain current and be consistent in policies and procedures, and maintaining documentation of our efforts has sometimes been a challenge. Nevertheless, all shortcomings identified by the Criterion One Committee have been addressed or are being addressed, and we can state with both confidence and enthusiasm that we meet the requirements of Criterion One.

Core Component 1a
The Organization’s mission documents are clear and articulate publicly the Organization's commitments.

- **CNCC periodically revises its mission documents.** Effort to continuously improve is evidenced by a review of past College Catalogs. Most recently, in 2010, recognizing that its mission documents were not as articulate as they should be in communicating the College's purpose and did not fully capture its emerging focus on "place-based" education, CNCC initiated a process to review and revise them. The process was launched at the annual Convocation Day, where all college faculty and staff critiqued the current Statements and collectively brainstormed ideas for revision. Draft bullet points were then reviewed by the President's Council, Academic Council, Faculty Senates, and Student Governments. Final versions of the new Mission and Vision Statements were approved by all local constituencies in November 2010. The documents were reviewed for consistency with the CCCS Mission Statement by the CCCS President, under SBCCOE-delegated authority, and authorized in February 2011.

- **CNCC's varied internal and external constituencies are clearly identified in its mission documents.** The guiding principles and constituencies that inform CNCC's Mission and Vision Statements are established through legislation as follows:

  There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the state board for
community colleges and occupational education. 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, vocational, and technical education programs. Each college shall be a two-year college. No college shall impose admission requirements upon any student. The objects of the community and technical colleges shall be to provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, basic skills, workforce development, and a broad range of personal and vocational education for adults. Section 23-60-201, Colorado Revised Statutes.

- CNCC's mission documents clearly express the College's commitment to provide excellent teaching and diverse learning opportunities and service to both internal and external constituencies as evidenced in the following Mission Statement bullet points:
  - Offer excellent, two-year general education transfer degrees;
  - Offer educational programs that respond to evolving workforce environments;
  - Provide unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado;
  - Prepare our students to achieve their educational, workplace, and personal goals;
  - Value and promote lifelong learning;
  - Continue to reach out to the Northwest Colorado community and beyond in order to create meaningful and mutually beneficial partnerships.

The language and content of the documents characterize CNCC as a connected, future-oriented, learning-centered, and distinctive institution.

- CNCC's Mission documents state goals for the learning to be achieved by students. This is most directly evidenced by the following passage from the Vision Statement: "Innovative teaching, outreach education, and continual assessment will ensure that our students have the skills to further their education, succeed at meaningful careers, and prosper in a complex and increasingly diverse world." The College has established (and published in the College Course Catalog and other documents) key objectives for all students in meeting these broad goals through its assessment agenda that has prioritized critical thinking and communications skills. This prioritization is consistent with the Colorado state gtPathways core curriculum, which is a broader statement of general education outcomes across all public institutions of higher education in Colorado.

- CNCC's mission documents are widely available to stakeholders, the general public, and potential students. The Mission and Vision Statements are included in whole or in part in the following College publications and marketing material:
  - The CNCC website (See www.cncc.edu)
  - Facebook (See https://www.facebook.com/CNCC.SPARTANS)
Core Component 1b
In its mission documents, the Organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- In its mission documents, the Organization addresses diversity within the community values and common purposes it considers fundamental to its mission. Valuing and promoting diversity is a fundamental College goal and is recognized as such in the CNCC Mission Statement. In developing the most recent iteration of the Mission Statement, CNCC took great pains to reflect the unique operating circumstances of the College. The Mission Statement's first bullet specifically refers to the College's "safe, rural, small-town environments." These environments condition the cultural, demographic, and programmatic composition of the College. They are the base from which all things CNCC proceed. Highly significant in both the Mission Statement and the Vision Statement is a self-conscious assertion regarding the value of "place" to the educational experience the College provides. A pervasive sense of community, self-reliance, independence, personal responsibility, connection to the natural environment, mutual support and obligation, hardiness, and frankness of opinion are determining qualities in the region's culture.

Small, rural communities, as HLC suggests in The Handbook of Accreditation (3.2.3, Version 1:10/03), are often homogenous by nature, and this characterizes the small communities of CNCC's service area to some degree (though locals will point to distinct cultural differences between even the region's closely connected communities). Nevertheless, part of CNCC's recognized value is to bring something of the "outside" to a relatively isolated region. CNCC would not be sustainable based solely on the labor pool of the service area by itself. Faculty and staff qualifications are too specialized to be readily available in a region of only 25,000 people, and the service area population alone is an insufficient student base to support the College's two campuses and numerous programs. The very nature of the College is, therefore, grounded in an appreciation of diversity in the context of the region within which it operates. By nature, CNCC brings to Rangely, Craig, and its other small communities a diversity of training, background, experience, regional outlook, and cultural orientation that would otherwise be unavailable. This is a far different dynamic than in communities whose values are merely self-reinforcing. The appreciation for post-secondary education is evident in the actions of the community by the very founding of the college, which itself is collateral to an appreciation of diversity of thought and, by nature, is part of the genetic material of CNCC. If an appreciation of the need for community diversity is an underlying factor in the College's
being, then recognition that the "place" the College occupies—both geographically and culturally—can itself enhance the diversity of students' experience is made explicit in the College's Mission Statement and other documents. On the one hand, our communities as well as our local students who attend the College benefit from encounters created by the presence of the College itself (as described in the preceding paragraph); moreover, the majority of students, who come from outside CNCC's service area, benefit from an engagement with the characteristic regional values outlined above.

This dialogue plays itself out in ways both simple and complex. In simplest terms it can be seen in the opportunity created for an inner-city student athlete who has the unique opportunity at CNCC to saddle up and go for a trail ride, or the Aviation Maintenance Technology student who participates in the department canoe trip on the Colorado River. In more complex terms, it is evident in the programmatic breadth the College strives to offer as students in diverse programs, with very different backgrounds and aspirations, co-mingle as members of the student body. Perhaps more subtly, the cultural values of independence and individuality (again related to our emphasis on "place-based education") make indirect appearance in the Mission Statement and directly shape the attitude and relationship between CNCC and its students.

- **The mission documents affirm CNCC's commitment to honor the dignity and worth of individuals.** This recognition of the inherent value of the individual student, which is partly attributable to the small town and small college environment and partly attributable to our students' widely ranging backgrounds, allows us to make the Mission Statement bullet point that CNCC provides "holistic and broadly-based student support" rather than being viewed as parochial. "Holistic" support is possible only in the context of the needs of individual students, and, in fact, recognizes the fundamental diversity in the learning needs of the College's student population. Smallness, rather than being a liability, allows for close student engagement and an affirmation of the inherent worth and needs of unique people, an acknowledged and essential ingredient in student success.

- **The mission documents present the Organization's function in a multi-cultural society.** In a more emphatic confirmation of CNCC's fundamental commitment to diversity, the Mission Statement contains the following bullet point: "CNCC will value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion." The directness of this point serves as a reminder that, although the value of diversity is foundational to the College and its activities, it is not a value that can ever be taken for granted. Diversity implies not just proximity or contact, but also an acknowledgement of the educational, social, cultural, and creative advantages of that contact. Community is a term that pervades the Organization – from its appellation as a community college to the efforts taken to create a community in the Residence Life program to frequent and ongoing discussions of the nature and advantages of learning communities. In each case, community represents the engagement of diverse people from diverse backgrounds with diverse points of view; by one definition, diversity is engagement of different people in a community.
When we say we "value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion," we mean in part that the College acknowledges and celebrates difference, and CNCC strives to create an appreciation of diversity among students as one of the intended learning outcomes. The small campuses in general, but the residential learning environment of the Rangely Campus in particular, provide excellent opportunities to model an appreciation for diversity, grounded in individual difference, and we attempt to do so with deliberation.

- **The Organization's required codes of belief or expected behavior are congruent with its mission.** A perusal of the *Student Handbook* results in an impression of an institution committed to the values and responsibilities of an inclusive community experience. The initial "Welcome" page suggests the degree to which the College is committed to diversity, which is seen in how *diversity* is mentioned in multiple places. The introductory paragraph refers to the "diverse" educational experience the College strives to achieve, reinforcing the idea that both *breadth* and *difference* are positive values we seek to instill in CNCC students, and the paragraph further recognizes that even within the College the student experience can be highly varied based on where and how students access CNCC's services. (See PEAQ Materials\Handbooks\Student\Student Handbook, p. 3.)

Almost all of the values included in the "Core Values as Educators" section have, at some level, an element of the importance of diversity to the College. Clearly and most directly, the second bullet point declares "diversity and mutual respect" as among the paramount values. The fact that "diversity" is paired with "mutual respect" is suggestive of our view of *community* as the ground or context for which *diversity* as a value becomes fundamental. This theme of diversity in community as an essential part of the learning experience flavors all of the bullet points. The values of *integrity and honesty* are essential traits individuals bring to a diverse community.

*Collaboration/Teamwork/Inclusiveness*, along with the obligation of each individual to the community, i.e. accountability, are at once mechanisms and value structures that characterize healthy interactions in a diverse community. *Community Development* emphasizes the greater sum of individual differences, and *Innovation and Creativity* are often associated with the dialogue engendered by encounters between diverse cultures or technological systems.

Finally, the "Welcome" page includes a diversity statement that makes manifest, in no uncertain terms, the Institution's commitments:

"Colorado Northwestern Community College derives strength from diversity. The college recognizes and affirms difference and variety as integral to an inclusive representation of humanity, especially in such areas as color, race, and ethnicity, educational and political philosophy, gender, sexual orientation, religion, age, geographic origin and physical, mental and sensory capabilities. Students, staff, administration, and faculty serve as mirrors and models for each other in order to reflect and nurture a healthy, pluralistic environment."

(See *Student Handbook*, p. 3)
The *Student Handbook* also delineates the conduct policies and judicial process CNCC enforces to ensure a positive student experience for all members of the college community. Again, the College's dedication to diversity can be identified in multiple sections of the *Handbook*. The "Community Responsibility" section emphasizes that conduct standards apply to all members of the college community, and that students are expected to "respect the dignity” of others. Furthermore, "any acts that denigrate an individual's race, gender, sexual orientation, heritage, culture, religion, national origin, age or disability are not tolerated." The College's computer use policy extends the College's concern with equal treatment into the technological realm and the special problems computer use engenders as CNCC will not allow any "network and computer resources to transmit any message, create any communication of any kind, or store information which violates any CNCC procedure regarding discrimination or harassment…." (*Student Handbook*, p. 18)

- **The mission documents provide a basis for the Organization's basic strategies to address diversity.** Programmatically, CNCC's commitment to diversity manifests itself in myriad forms. CNCC, though it is a small, rural community college, is truly a "comprehensive" community college in that it serves students of widely varying interests and needs in numerous programs. The College offers programs of study in areas specifically designed to meet community infrastructure needs, such as Early Childhood Education, Mine Safety Training, and Emergency Medical Services. CNCC provides GED training and testing, remedial education, and conversational Spanish. The ADN/RN Program on the Craig Campus and the Dental Hygiene Program on the Rangely Campus are not only essential in meeting rural health care needs, but also in providing access to quality health care programs for highly qualified out-of-area students. The Seasonal Law Enforcement Training Program (SLETP), one of a handful of academies accredited by the Federal Law Enforcement Training Center (FLETC), creates a point-of-career entry for students aspiring to careers in the National Park Service. Our co-curricular activities through community education programs sponsor biannual international trips for community members and intensive study trips for CNCC students.

Moreover, CNCC has made a special commitment to the quality of the experience for all students. This commitment was most directly apparent in the ongoing Vision+ agenda that was initiated in 2009. The concept of the *Learning Community*, and the learning community's power to engage students, was much discussed on campus. A formal learning community program, supported by scholarship and additional operational funding, was created with the intention of attracting larger numbers of highly qualified, academically oriented students. Subsequent learning communities have been planned, including a learning community designed to attract and support students from several Ute Tribes native to the region through programs such as summer camps for Ute high school students, where the program will take advantage of the area's outdoor recreation opportunities and also serve as an introduction to the possibility of attending CNCC after graduation. The College also encourages and supplements the "natural" or spontaneous learning communities that arise from the close experience provided by many of our career and technical education programs that form close, mutually supporting associations on their own. This phenomenon is also apparent in CNCC’s athletic programs, which represent many challenges for students and for the College, and contain the largest percentage of minority students in any of the College’s activities. The idea that
academic success for athletes is a College priority is apparent in many ways from having athletic department participation on the Student Success Committee, to required study halls for each student participating in an athletic team, to the intervention provided for all students, including student athletes, through the Early Alert and grade monitoring processes that attempt to identify struggling students as early as the third week of the semester.

We believe there are several other activities important to mention in terms of how our stated commitment to diversity manifests itself at the College:

- **The Spartan Times**, the College's student-run newspaper, provides another opportunity for student engagement with many of the benefits of a learning community. The paper deserves mention because it attracts and provides opportunity for a notably diverse student staff and also because the paper is not only distributed on campus but at several locations in the community with exceptional support from the local newspaper. *The Spartan Times* provides a voice for students, is an excellent venue for relationship-building, and develops skills in writing, analysis, design, team building, and business operations.

- **The Student Governments** on the Rangely and Craig Campuses, like *The Spartan Times*, are important venues for student development and create a platform that encourages students to have a voice in a wide variety of College affairs, from administering the student activity fund, to setting student life and activities agendas, to advising College administration on student perspectives, needs, and opinions.

- **The New Student Vision+ Orientation** is significant evidence of CNCC's commitment to valuing difference and laying the foundation for a healthy campus community. All new students arriving on the Rangely Campus interact with College faculty and staff. During student orientation, the goal is to engage students immediately in a high impact, high energy environment. This sets the stage for a positive learning experience for new students...
arriving at CNCC, and it is designed to equip students with the navigation skills and build
the community support that will increase the likelihood of their success. The Vision+ Orientation for new students is a three-day event, with the major learning activities occurring on the Saturday before the start of the fall semester. The activities are designed to be high energy and catch students’ attention, but also result in specific learning outcomes. One session in particular, "Embracing Differences," provides evidence of how the College's stated commitment to diversity becomes manifest programmatically. Listed objectives include the following:

- Encourages tolerance and inclusivity of all students, regardless of cultural background, sexual orientation, learning challenges, etc.
- Assists students with connecting their own sense of self-worth to tolerance of others.
- Emphasizes the importance (and CNCC’s expectation) of treating others with respect.
- Builds a healthy sense of the CNCC community

(See PEAQ Materials\Instructional Documents\Orientation)

- **Changing Demographics:** The evolution of CNCC’s demographic profile provides additional data suggesting that the College has taken its commitment to diversity seriously and made increasing progress in creating a less homogenous student population. Beginning with the 1992 percentage of minority students of 4.8%, the College's most recent numbers are almost triple what they were in 1992. By 2003, the time of the last self-study, the population of minority students had increased to 7.5%; the most recent numbers show an increase to over 13%. Moreover, on CNCC's residential campus in Rangely, the percentage of minority students currently stands at 19.1%.

**Core Component 1c**
Understanding of and support for the mission pervade the Organization.

- **The board, administration, faculty, staff, and students understand and support the Organization's mission.** In a fall 2011 institutional survey of all CNCC employees and board members, 90% indicated that they understood the mission of the college and how each of their positions contributed to the mission. The majority also expressed confidence that strategic and long-range planning, as well as administrative actions, reflect the organizational commitment to the goals of the mission. (See PEAQ Materials\Mission and Vision Statements\Mission Survey.)

The Mission and Vision Statements are featured in all College documents, including the CNCC website, the College Course Catalog, the College Viewbook, the Student Handbook, and other college publications. Additionally, components of the Mission and Vision Statements are prominent in advertising and marketing items, as well as signage around the campuses.

- **The Organization’s internal constituencies articulate the mission in a consistent manner.** Understanding of the college mission is conveyed through employee support of the mission, which translates to the programs and services the College deliberately chooses to offer. The
specific goals/aspirations (the bulleted mission points) are evident in CNCC's actions, structures, and programs. A few are highlighted here:

- In assisting students in meeting their goals, the college makes available a wide variety of degrees and instructional programs; however, providing this variety in a small college environment is an ongoing challenge that must be balanced against the imperative of the following Mission bullet: "Manage fiscal and overall resources to best serve institutional goals and responsibilities." This balance is negotiated through the various planning processes employed by the college, though most directly in the annual comprehensive development planning process that seeks to link program viability with the College Mission and Strategic Plan. (See Appendix A, p. 28-39 (CDP form); PEAQ Materials\CDPs and Budget Requests)

- All College instructional programs, program revisions, new courses, and course revisions must be approved through a formal process that includes many steps, but is centered on the College's Academic Council. Substantive changes to the College Course Catalog, as well as degree templates, are made by the College Dean of Enrollment Services/Registrar, upon Academic Council Approval. Further, the Dean of Enrollment Services/Registrar supervises the Director of Marketing and Recruiting, which helps maintain consistency between official program requirements and marketing material. Consistency in communications is further enhanced through the College Communications Committee, which consists of representatives from various departments.

- The College strives to provide programs responsive to evolving workforce needs through regular engagement with business, industry, state government, etc. in both formal and informal processes. All CTE programs are required to have an advisory committee with members from the industry. (See PEAQ Materials\Instructional Documents\Advisory Committees). CTE faculty must have significant practical work experience in their field in order to receive a CTE Teaching Credential. Further, CNCC hosts programs for regional industry such as the mine training program on the Craig Campus or industrial safety training conducted regularly on the Rangely Campus. In the past five years, the College initiated multiple new programs to support local industry and, though a few of these programs proved unsuccessful, other programs, such as the Seasonal Park Ranger Academy, the Equine Science Program, and the Banking and Financial Services Program, are providing new career opportunities for regional students.

- CNCC is increasingly taking advantage of the natural environment to "provide unique learning, leadership, and recreational experiences" for students. For example, students in Biology 111 classes explore nearby caves to collect organisms for lab specimens; the environmental ethics class has taken field excursions to the energy extraction sites and the regional power plants that make use of the fuel; in Geology, a lab period consists of a field trip to Dinosaur National Monument to view the fossils and exposed strata. Student clubs, Residence Life,
and the Outdoor Recreation Program conduct excursions for skiing, ice and rock climbing, rafting, and other outdoor activities. The Aviation Maintenance Technology students begin the fall semester with a team-building overnight canoe trip on one of the regional rivers, and new students attending college orientation have taken short river trips for entertainment and to learn to solve problems together. Prominent on the Rangely Campus is the new Vision Challenge Course, which will be used for skills training, leadership development, team building activities, and decision-making skills.

Evidence that CNCC "values and promotes lifelong learning," another Mission bullet point, also abounds. Both main campuses in Rangely and Craig, as well as the satellite centers in Meeker, Hayden, and South Routt offer Community Education programs, with courses developed in response to community need. In each instance, specific staff members are assigned to develop community education opportunities, and community education is regularly funded in the College budget. Recent offerings are as diverse as country swing dancing, weight training, cardio dance, martial arts, pottery, scrapbooking, painting, computer basics, basic English conversation, simple estate planning, first aid/emergency services, 4-wheel vehicle modification, concealed weapons permitting, and numerous study abroad opportunities.

CNCC’s activities, operations, and processes, are consistent with the Mission declaration that it will "provide holistic and broadly-based student support." Providing support services for students includes suitable residential facilities; financial aid assistance that includes not only Title IV funds but local funds from our two taxing districts, foundation dollars, and...
institutional money; academic advising and registration processes; learning assistance centers; personal counseling; and an intensive college orientation.

- **The Organization's planning and budgeting priorities flow from and support the Mission.** Historically, the College's activities have generally been consistent with its stated Mission and statutory purpose. In recent years, CNCC has become increasingly thoughtful and deliberate regarding the many activities and processes that are contained within overall planning and budgeting. (See Appendix A, p. 8-27) The planning outline provides a graphical representation of CNCC’s primary planning activities, and it clearly depicts the relationship of the College's Mission with strategic planning, operational budgets, and annual goals. (See PEAQ\CDPs and Budget Requests\planning process flow chart.) The CDP templates directly link funding requests with the Mission and, new for this year, with the Strategic Plan. The College budget is built based on requests substantiated within the CDPs, yet still in the context of overall College goals and priorities.

  - The College's Mission plays a key role in the budget planning for each fiscal year as well. Budgeting the College's resources is the primary tool for accomplishing the mission and goals for the work done on behalf of the students who choose to learn at Colorado Northwestern. The CNCC President's Cabinet holds numerous one-on-one meetings with program directors, department chairs, staff directors, and committee chairs to discuss needs and requirements to efficiently provide a climate conducive to student learning.

  - The CNCC Mission, which originates in state statute, § 23-60-201, C.R.S., is, as is typical of comprehensive community colleges, very broad in nature, and the revisions to the Mission Statement over the years demonstrate shifts in emphasis rather than dramatic reversals of direction. Because of the nature of the Mission Statement and the cultural fabric of CNCC, there have been no discernible activities since the last self-study that extend beyond the Mission's geography. Nevertheless, because this breadth of Mission is very difficult to manage for any community college, let alone a small rural college such as CNCC, and because it makes prioritization of activities very challenging, CNCC elected to develop its current Mission, which delineates in specific fashion an emphasis guiding its activities.

The planning and budgeting flowchart depicts the inter-relationships in the planning and budgeting components. The Mission bullet point that CNCC will "Manage fiscal and overall resources to best serve institutional goals and responsibilities" speaks to a specific planning challenge for the College that results from its unique political arrangement. Because CNCC is the only college of the 13 colleges in CCCS to have local taxing districts, its financial model is inconsistent with the other colleges; the cited bullet point speaks to this distinction and the College's desire to be a good steward of all its funds regardless of where they originate.

The primary planning mechanism that makes the College's choices tangible is the CDP/Budget process, which serves as the platform for the college-wide budgeting process. (See PEAQ Materials\CDPs and Budget Requests.) Prior to implementation, new academic programs and other services are vetted for consistency through the college and state
approval processes. The CDP makes specific the financial and enrollment model, sets targets, and establishes funding requests. In previous years, the CDP templates have asked budget managers to specifically link budget requests to the Mission Statement, which reinforces CNCC's commitments in a coherent fashion, but has seemed overly obvious to budget managers. The most recent iteration of the CDP template also asks that relevant budget requests be tied to identified annual goals in the strategic plan. The attention CNCC pays to planning and budgeting, as depicted in the planning flowchart, and through the evidence of CDPs and annual budgets, clearly establishes that the College's planning and budgeting flow from an ongoing consideration of its Mission and purpose.

Core Component 1d
The Organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the Organization to fulfill its Mission.

As a public institution of higher education, CNCC's governance structure and prerogatives are relatively complex – from the SBCCOE to the College Advisory Council to the Rangely Board of Trustees and Moffat County Board of Control to the College President, and from the CDHE to the SBCCOE to the CCCS to CNCC. (See PEAQ Materials\Policies and Compliance\Human Resource\PP Article 2.) Statute establishes the SBCCOE as the governing board for System community colleges. SBCCOE maintains Board Policies and System President Procedures as the guiding policy documents for the CCCS colleges. (See PEAQ Materials\Governance Documents.) Executive responsibilities are delegated by SBCCOE to the CCCS President. The CCCS President delegates local executive responsibilities to the College President who establishes appropriate structures and processes to successfully operate the College within its mission. The College President leads the administrative team that manages college departments and processes. Communication is enhanced not only through hierarchical structures as depicted in the College Organizational Chart, but also horizontally through College committees that have broad representation and through constituency groups organized through the CCCS central administrative structure. Examples include: working groups in financial aid, registrar, deans, information technology, business officers, controllers, etc. Departments and committees concentrate on distinct functions. The administrative structures are set up to foster leadership within and to provide communication channels throughout the college. Committees take two forms: permanent committees established by policy and ad hoc committees formed to deal with emerging agendas.

- Governance structure and practices demonstrate an organizational commitment to the college's mission. CNCC's Mission Statement exists as a subset of state law and the Mission, Vision, Values, and policies of CCCS. The College's operational performance and financial performance are reviewed at multiple levels through System reporting processes and performance reports submitted annually to the CDHE. (See PEAQ Materials\Business Office\CDHE.) The College's annual operating budget is reviewed at the System level and formally approved by the SBCCOE Board. CNCC's Mission Statement was reviewed and approved by the System President for consistency with the System Mission Statement, state law, etc. CNCC policies and procedures are instituted to serve internal and external initiatives, and programs are universally developed with the input of various constituencies through both
formal and informal processes including program advisory committees, the College Advisory Council, local boards, etc. The College administration designs procedures to comply with the established policies of CCCS and SBCCOE. Further, the College administration establishes policies and guides internal practices to fulfill the Mission and Strategic Plan for the College.

The current Mission Statement for CNCC encompasses the new design and initiatives for the College. The Mission was adopted by the President's Council and other college constituencies in the fall of 2010 with CCCS approval granted the following February. One of the factors in the revision of the Mission Statement was a realization that, as a result of the financial and organizational challenges CNCC faced from 2003 and for the next several years, the College needed to refocus and regroup. A college-wide discussion of the mission was an important aspect of that effort. Multiple agendas were undertaken to restore or revive processes or procedures that had lapsed. The Policies and Procedures Manual had been substantially revised in 2002-2003, but multiple organizational changes and loss of key staff positions left it highly problematic. In 2007, an effort to thoroughly revise and update the Manual was undertaken, but it was never completed or ratified. In recent years, much attention has been devoted to reforming, simplifying, and institutionalizing operational processes in multiple areas including Human Resources, Instruction, Business Services, and Student Services. The creation of a comprehensive manual is an ongoing process that has yet to be completed, and the College has acknowledged that this is an important working agenda that needs completion and clarification. In spite of some work still to be completed in the areas of documenting processes and procedures, all aspects of College processes, procedures, governance structures, and, less formally, cultural sensibility, flow from and are related to CNCC's Mission and mission documents.

- The board enables the Organization's chief administrative personnel to exercise effective leadership.

  - State Board Policy (BP) 3-14 delegates executive responsibility through the CCCS President to the College President, who administers college operations and has broad executive responsibility at the College level. The College President delegates authority for various college functions through three Vice Presidents who oversee major functions such as instruction and student services and the College's business operations. The College President has sufficient authority and responsibility over CNCC to design and implement the College organizational structure, specific positions, departmental organization, etc. to effectively lead the College. Changing needs, staff capabilities, and external imperatives have led to continual reevaluation and adjustment to the CNCC staffing pattern, with the last major adjustment occurring in the summer of 2011 following the arrival of the current President at the beginning of the 2011 spring semester. The current organization chart effectively meets the operational and leadership needs of the College as determined by the President in consultation with college staff.

  - Beyond the hierarchical operating structure (as depicted in the organization chart) that meets a variety of needs including delegation of duties, HR and employee review processes, and daily operating processes, the College has less formal, more dispersed and horizontal processes. The President's Cabinet, which consists of the three Vice Presidents,
all Deans, a faculty representative, and the Facilities Director, oversees operating processes, general policy and procedural questions, as well as the development and approval of the College budget. Cabinet meets weekly to assess and act on college matters. Information from the weekly Cabinet meetings is disbursed through various college committees and departmental meetings. The organizational chart shows the departmental responsibilities for each of the Cabinet members. All hold regular meetings with their departments and are involved with College committees.

- State Board policy allows, and in some cases mandates, broad constituency input in the direction and priorities of the College. The President is advised by a required College Advisory Council that includes representation from both taxing districts and at-large membership. The RJCD Board of Trustees and the MCAJCD Board of Control meet regularly and oversee funds from the two taxing districts, as well as provide conduits from the communities to the College. All CTE programs have advisory committees, which influence college direction from the program level upwards.

- State Board policy supports centralized administrative functions that leverage college and System resources to assist Chief Administrative personnel in effectively leading the institutions. There are, for example, a well-defined course approval process and new program approval and review processes that are supported by the State Faculty Curriculum Committee (SFCC) and the Vice President's Curriculum Committee, which ensure appropriate input and review for quality and consistency. There is also a centralized Enterprise Resource Planning (ERP) through SCT SunGard's Banner System that leverages Information Technology resources across the 13 colleges. College financial audits are overseen at the System level. Necessary lobbying functions are also coordinated through the CCCS central administrative function. All in all, there is a reasonable balance between local jurisdiction at the college level necessary to responding directly to community and student needs and the leveraging of support resources that give small colleges access to resources made possible through large-scale and consolidated decision-making.

- The distribution of responsibilities as defined in the governance structures, processes, and activities is understood and is implemented through delegated authority.

- The Colorado General Assembly has the overall responsibility for higher education in Colorado. The General Assembly made the Colorado Commission on Higher Education (CCHE) responsible for planning and coordinating higher education in Colorado (§ 23-1-102, C.R.S.). CCCS, and therefore CNCC, is under the governance and management of SBCCOE (§ 23-60-201, C.R.S.). CCHE, an agency within the CDHE, is the central policy and coordinating board for Colorado's system of public higher education. CCHE serves as a bridge between the Governor, the General Assembly, and the governing boards of the state-supported institutions of higher education. Eleven commissioners oversee the state's system of higher education by working with one constitutional and five statutory governing boards. By statute, CCHE is responsible for Higher Education Finance and Appropriations, Academic

- SBCCOE is a nine-member board that is responsible for Post-Secondary Career and Technical Education and Community College Governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in nonvoting capacities for one year each. The current SBCCOE Organizational chart is available online. SBCCOE website: http://www.cccs.edu/SBCCOE/sbccoe.html

- Administrative and executive responsibilities are delegated to the CCCS President who maintains a centralized support structure based on organizational requirements and specialized needs. Authority is delegated to the CNCC President for administrative and executive functions on the local level of the College.

- College Administration and Governance
  - The President’s Cabinet consolidates administration of various operational processes, bringing together the administrative decision-makers from across the College in one umbrella group to advise the president and develop institutional consensus and direction. Cabinet meetings are conducted via video-conference in order to include administrators from both campus sites. Membership of the President's Cabinet includes the Vice President of Instruction and Student Affairs, the Vice President of Business and Administration, the Vice President of the Craig Campus, the Dean of Instruction-Rangely Campus, the Dean of Instruction-Craig Campus, the Dean of Student Support Services, the Dean of Enrollment Services, a faculty representative (currently the Chair of Arts and Sciences serves), and the Facilities Director. The delegation of administrative authority for Cabinet members from the President, through the Vice Presidents and other staff, is outlined in the current organizational chart. (See PEAQ Materials\Policies and Compliance\Human Resource\PP Article 2)

As the organizational chart indicates, the three Vice Presidents report directly to the President. The Vice President of Business and Administrative Services is responsible for the College budget and fiscal operations, physical plant, grounds, purchasing, and printing services. The Vice President of Instruction and Student Affairs oversees the instructional, academic support, and student services divisions across the College. The Vice President of the Craig Campus serves as on-site administrator for the Craig Campus, represents the College as a liaison to the Craig Community, and oversees the Community Education Program on the Craig Campus. In the summer of 2011, the President completed and institutionalized a new organizational chart that clearly details the personnel structure within the college. Further, over the past year the position descriptions for many classified and administrative personnel have been updated to reflect changes in responsibilities. Personnel were informed of changes to the organizational chart through departmental meetings and college-wide email. This chart is posted on the S-Drive (S:\Official CNCC Org Chart).
CNCC Local Boards (RJCD and MCAJCD) oversee the distribution and use of local mil levies on behalf of the College, and each Board's members are elected. (See PEAQ Materials\Board Documents.) The appropriate use of funds is delineated § 23-71-207, C.R.S., and administered by the two Boards. (See PEAQ Materials\Governance Documents\C.R.S. 23-71-207.) The RJCD Board of Trustees and the MCAJCD Board of Control have the decision-making authority to administer tax dollars to:

1. Continue no or low tuition for the tax-district residents.
2. Provide supplemental funding for current or future programs offered by CNCC.
3. Erect new or renovate existing facilities.
4. Provide capital funding for equipment, including technology initiatives, not otherwise supported by state funding.
5. Provide for operating expenses of any locally owned facilities.

Annual Board Budgets are developed in collaboration with the College President in a process that reconciles Board Budgets with the overall CNCC Budget. Community support for the College, as evidenced by a substantial revenue stream, is a major CNCC strength, though several factors associated with the two taxing districts do complicate processes and decision-making for the College.

Among the complicating factors is the long-standing, evolving relationship between the Boards and the College. During the College's initial period, the RJCD Board was not only a taxing district, but the governing Board for the College. In 1998, however, the electorate of both the RJCD and the MCAJCD voted for CNCC to join CCCS, and the College became a member of CCCS on July 1, 1999. With state affiliation, the role of the RJCD and the MCAJCD Boards changed dramatically. There was a shift in emphasis from local control to that of state control as legal oversight authority became vested in the SBCCOE. Locally elected Board members continued to have oversight of local funds, but also provided representation for the required College Advisory Council, so governance was reasonably consistent with other CCCS Colleges. CNCC was already subject to CCCS processes for program approval, modification, or termination. The RJCD and the MCAJCD have historically relied on funding generated from levying property and specific ownership taxes that are used to fund the operations of CNCC. When CNCC became part of the state System, reduced Board revenues had to be replaced by state sources. Affiliation did not dissolve the RJCD or the MCAJCD, but it did decrease the RJCD mil levy to 5 mils that are administered by the Board of Trustees solely to support CNCC (MCAJCD oversees a 3-mil levy in Moffat County).

A major working agenda for the College in recent years has been to clarify the implications of restricted board funding on the overall College Budget, the College's obligations to its various communities, and the College's obligations as a state institution with a service area that extends beyond the two taxing districts; this agenda has become increasingly important with the dedication of the new Craig Campus in the fall of 2011.

CNCC has a College Advisory Council made up of seven members of the College's service area communities, which meets quarterly. The College President nominates members for the Council, and they are approved by the SBCCOE. Council membership is
comprised of three members of the RJCD Board of Trustees, three members of the MCAJCD Board of Control, and one at-large member from the CNCC service area. (§ 23-60-206, C.R.S., and State BP 2-25). The CNCC Advisory Council reports to the CNCC President and provides an invaluable communication link between the community and College to the SBCCOE and CCCS. The Council meets quarterly.

- CNCC established a Peer Review Committee in accordance with CCCS procedures. The process is an appeal procedure for all full-time (at least 50% of full-time contract or at least .5 FTE), nonprovisional faculty in the event of nonrenewal, dismissal, or suspension. In September of each even-numbered year, the College faculty elect a 13-member panel. When an employee requests a hearing, the College President selects nine members from the panel; then, the employee selects five from the nine for the hearing committee. A decision is final when the College President and the Peer Review Committee concur. If the two decisions differ, the employee may send a written notice of appeal to the System President and State Board. The entire process is outlined in State BP 3-20, "Due Process for Faculty". (See PEAQ Materials\Governance Documents\State Board Policies)

- The College Grievance Committee provides for fair and prompt internal resolution of complaints pertaining to a policy, procedure, or established practice that is in force at CNCC. The Human Resources Director is also the Affirmative Action Officer and serves as a permanent advisory member to the Committee. The Committee is composed of two full-time academic staff persons, two full-time vocational staff persons, and one full-time contractual administrative or classified staff person. The Human Resources Director is an ex-officio member of the Committee.

- People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

  - Members of the SBCCOE are appointed by the Governor based on congressional district representation. The Governor's Office reviews candidate qualifications and makes recommendations to the Governor. Members of the RJCD and the MCAJCD Boards are elected by district vote.

  - The process of hiring College faculty and staff is administered by the Human Resources Department under various state policies and CNCC practices and procedures, which ensures appropriate qualifications upon hire. Because the College is located in a sparsely populated rural area, attracting and retaining appropriately qualified staff and faculty is an ongoing challenge. The President has the discretion to hire nonclassified staff based on a search recommendation or a direct appointment, the latter being reserved, by custom, for special organizational challenges or compelling circumstances. All professional positions are advertised locally, regionally, and nationally; other positions are advertised locally and may be advertised regionally and nationally depending on the nature of the position. Classified openings are filled through collaboration between the College, CCCS, and the State Personnel Board.
All positions require a formal job description. (See PEAQ Materials\Job Descriptions.) Qualifications and specific job duties are generally determined by the hiring supervisor, subject to Cabinet review and the President's final approval. Faculty job descriptions are created in the context of "faculty credentialing standards," (see PEAQ Materials\Instructional Documents\Credentialing) common faculty expectations, and specific disciplinary demands. Candidate credentials are reviewed by representative hiring committees, with members recommended by the Committee Chair (typically the department supervisor), and approved by the Division Vice President. Significant candidate travel funds are budgeted each year to ensure that no candidates are hired without an in-person interview and a visit to the College.

-The College conducts formal employee evaluation processes on an annual basis with mid-year reviews in between. These processes ensure employee commitment to the College's mission and appropriateness of effort and direction. The President is evaluated annually by the CCCS President, who seeks broad input from the College community in formulating the evaluation. College Administrative Staff are evaluated through a designated instrument. Classified employees are evaluated through a process delegated to the College through the State Personnel Board. Faculty members are evaluated through the use of an instrument designed and approved in a collaborative process by the Chief Academic Officer and the Faculty Senate. (See PEAQ Materials\Instructional Documents\Faculty Performance Evaluation Materials).

-The administrative structures within CNCC function as avenues of communication for the operation of and decision-making within the College. The organizational chart divides the College into departments and shows assignments of the Cabinet members. In addition to their departmental leadership positions, Cabinet members serve on various college committees. The combined department and committee service broadens the scope of communication for information dissemination and for informed decision-making.

**Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic processes.** Multiple processes and procedures on the College, the System, and the state levels ensure academic integrity as follows:

-The Academic Council governs the academic and curricular offerings of the College. New courses, certificates, or degree programs; or changes to courses, certificates, or degree programs require Council approval, as do new academic policies and policy revisions. Membership of the Council consists of the Vice President of Instruction and Student Affairs (facilitator), Dean of Instruction-Rangely Campus, Dean of Instruction-Craig Campus, Dean of Enrollment Services, all directors of academic programs, and the representative to the SFCC. The Academic Council meets monthly. (See PEAQ Materials\Policies and Compliance\Human Resource\Appendixes Committee procedures and By-Laws\Appendix B Academic Council By-laws.)

-The Assessment of Student Learning Committee is charged with ensuring and promoting instructional quality and integrity. The hard work and sustained effort of the Assessment of Student Learning Committee have led CNCC to shared understanding of the purposes,
advantages, and limitations of assessment. The Assessment Committee consists of at least one faculty member from each discipline, the Deans of Instruction, the Dean of Enrollment Services/Registrar, and a Student Services representative. The committee meets monthly. In an effort to reevaluate the College's assessment agenda, to develop the capacity to gather more meaningful data, and to develop a more comprehensive assessment plan, CNCC has been admitted to the HLC Assessment Academy.

Through the Student Success Committee, CNCC fulfills its Mission Statement commitment to provide "holistic and broadly-based student support." The integrity of the academic mission extends beyond the scaffolding of curricular and course integrity to the actual effectiveness of instructional and support services, particularly as they overlap in an interdepartmental context. The Student Success committee brings together multiple departments on a regular basis in an effort to reduce the challenges faced by students, and to monitor the effectiveness of varied instructional, support, and student services processes. The Student Success Committee is made up of a diverse representation across College departments: The Vice President of Instruction and Student Affairs, the Dean of Enrollment Services, the Dean of Student Support Services, both Deans of Instruction, the Chair of Arts and Sciences, the Learning Center Coordinator (Rangely), the Adult Learning Assistance Program (ALAP) Director (Craig), one member of the Counseling Office, and an athletics coach. The Student Success Committee meets weekly. The following areas have been recent priorities for the Committee:

1. Provide meaningful direction for orientation and advising activities;
2. Continuously improve the Early Alert Program;
3. Explore opportunities for increased student engagement;
4. Identify and address support needs for special populations;
5. Analyze retention and attrition data and make recommendations for improved student support services;
6. Ensure clear communication and coordinate support services among varied campus departments.

Well-developed review and approval process on the CCCS and state levels promote curricular integrity, program and degree standards, and ease of transferability among state public institutions of higher education in Colorado.

- All CNCC courses are part of the Colorado Community College Common Course Numbering (CCN) System. New courses are developed by college faculty, approved by the CNCC Academic Council, and submitted to the CCN Bulletin Board where they are then reviewed by a faculty discipline chair, the SFCC, and the Vice President's Curriculum Committee in a highly structured approval process that results in consistency of course offerings.
- CNCC CTE programs are approved and renewed through a multi-layer process. Program proposals are developed by faculty or academic administrators, approved by the CNCC Academic Council, submitted to the CCCS program approval process, reviewed and approved by the CCCS CTE discipline area program director, and finally reviewed and approved by DHE.
- CNCC faculty and academic administrators participate in the development of courses.
for the gtPathways curriculum. Approved CCN Courses, meeting content standards, may be submitted for review and inclusion in the State Guaranteed Transfer Curriculum (gtPathways, also known as 60+60).

- CNCC is represented by faculty and administrators on all relevant committees on the CCCS level including the SFCC, the State Faculty Advisory Committee (SFAC), various program discipline committees (including representation as chairs), the Vice President's Curriculum Committee, and the Education Services Council. Faculty also has two representatives, one from general education/transfer and one from CTE, to the Colorado Faculty Advisory Council (CFAC). This Council serves as a liaison between faculty of all Colorado public higher education institutions and DHE, and it meets twice per year.
- CNCC faculty regularly participate in the annual "2+2" conference, which brings together a broad representation of faculty from all CCCS Colleges by discipline to address and resolve curricular issues.
- CNCC faculty and administrators have participated in the design and implementation of statewide articulations for multiple new "degrees with designation", which, for the first time, allows CCCS colleges to grant transfer degrees in specific academic disciplines beyond the historical Associate of Arts and Associate of Science degrees.

- **Effective communication facilitates governance processes and activities.** A streamlined committee structure, with consolidated cross-disciplinary committees enhances communications and effectiveness. Principal committees are as follows:

  - **The CNCC President's Council** is comprised of a representative from each constituent group at all campuses and centers throughout the CNCC district. This includes the directors at the three CNCC Service Area sites (Hayden, Meeker, and South Routt), a faculty member, a classified staff member, and a student representative from the Craig Campus, and representatives from general education faculty, vocational faculty, classified staff, professional/technical staff, maintenance/custodial staff, and Student Government members on the Rangely Campus. The Council advises the President on the development and support of College instructional programs, support services, and facilities planning. It also reviews the Strategic Plan and the Mission Statement. When the President's Council was formed, it met monthly, but after the current President expanded his Cabinet, the Council met less frequently. Plans are to reestablish the convening of the President's Council on a regular basis.

  - **The CNCC Marketing Committee** is responsible for publicizing and promoting CNCC programs, services, and resources. It works with each campus to enhance the image of CNCC as a quality provider of educational services and programs. Members include representatives from the CNCC Marketing Department, Enrollment Services, Admissions, the CNCC Foundation, the Craig Campus, and the Meeker, Hayden, and South Routt Service Centers. It has met twice per month in past years; this year it meets monthly.

  - **CNCC maintains a Faculty Senate.** The Rangely and Craig Campuses meet jointly for institutional decisions and recommendations. The Faculty Senate's purpose is to share in the determination of the mission, goals, and objectives of CNCC, and to promote the
development and maintenance of excellence in teaching and education. Membership is composed of full-time faculty and part-time faculty who teach at least 50% of a full-time teaching load. The part-time faculty are invited and encouraged to attend and participate, but are not voting members. The Faculty Senate sends representatives to the President’s Council, and one representative each to the Colorado Faculty Advisory Committee (CFAC), the State Faculty Advisory Committee (SFAC), and the State Faculty Curriculum Committee (SFCC).

- Students on the Rangely and Craig Campuses are represented by Student Governments that act on behalf of the interests and concerns of the students and support and fund campus clubs and organizations. Officers actively participate in various campus-governance standing committees and community associations. The Rangely Student Government is the governing body of the students of the Rangely Campus and consists of the following voting members: President, Vice President, Secretary, Treasurer, one representative to the State Student Advisory Council (SSAC), and six representatives – two from each of the Freshman and Sophomore classes and two off-campus representatives. The Craig Student Government is the governing body of the students of the Craig Campus and consists of the following voting members: President, Vice President, Secretary, Treasurer, and two representatives.

Some of the functional communications necessary to effective college management occur within departmental working groups, including the following:

- Residence Life Department – the responsibilities formerly assumed by the Student Affairs Committee have become a function of the Residence Life Department. Residence Life deals with matters relative to student life and welfare, student success and orientation, coordinating activities with the Office of Student Services and the Student Senate. Social life, residence hall living, and regulation of student conduct are examples of matters of concern to this Department. The Residence Life Coordinators meet regularly with the Dean of Student Support Services.

- Campus Safety and Security – the responsibilities formerly assumed by the Campus Safety and Security Committee have become a departmental function of the Dean of Student Support Services. This change allows more direct monitoring and intervention in the concerns of safety and security. In the fall of 2011, the Safe Campus Coordinator was hired to oversee matters relative to campus safety, including such items as safety management, safe work conditions, and safe classrooms and laboratories. The Dean convenes a weekly meeting of the concerned parties: the Safe Campus Coordinator, the Assistant Security Director, Residence Life Coordinators, a representative from Career and Counseling Services, a faculty representative, the Title IX Coordinator, the Rangely Campus Facilities Director, and the Director of Information Technology.

While there are several channels of communication throughout the college, the main ways that internal information is passed along is through meetings and frequent use of email, telephone, and electronic archiving. The committee most concerned with governance is the President’s Cabinet. Information and updates from Cabinet meetings are disseminated at department and
committee meetings by members of the Cabinet. This information is also emailed to concerned parties. The committee-to-committee communication assumes a pyramid model of communication that disseminates information from the top of the pyramid to the bottom and from the bottom up. Email, telephone conversations, and personal meetings are used for messages directed to specific audiences, and these methods are effective for communicating clear information. Electronic archiving of policy and procedural information, as well as meeting minutes, is an effective means of storing information that is retrievable when needed.

- **The Organization evaluates its structures and processes regularly and strengthens them as needed.**
  
  - The college reviews and updates the structures and processes of governance. CDP/Budget processes are reviewed on an annual basis, with a collateral review of the Staffing Pattern and Organizational Chart. In the past few years, there have been substantial revisions to the Mission and Vision Statements (2010), the Strategic Plan (2011), faculty performance evaluation procedures (2009), and various other policies and procedures. The College Catalog is reviewed on an annual basis on both the program and the institutional levels. Job descriptions for new positions are reviewed for appropriateness at the Cabinet level.

  - Budget support for strengthening programs has been specifically provided by funds from the RJCD, the MCAJCD, state Gaming Funds set aside for community colleges, and Perkins funds.

  - College finances are audited on a regular basis on the state, district, and foundation levels, and audit findings are regularly incorporated into decision-making process. For example, based on the auditor's 2011 comments to the RJCD Board, major simplifications to College funding requests to the Board occurred at the November 7, 2011, RJCD Regular Session Meeting. (See PEAQ Materials\Board Documents\RJCD\Minutes\2011 Regular Session MINUTES.)

  - The College conducts various surveys of faculty, staff, and students that are used to evaluate performance of various college operations. Some of the surveys have been on an *ad hoc* basis while others are intended to form a major source of information regarding processes and procedures. Following 18 months of development, CNCC implemented a comprehensive Student Satisfaction Survey (see PEAQ Materials\Institutional Research\Institutional Surveys\Student Satisfaction Survey), to be administered annually to a broad representation of students (all students are the target). The survey was specifically designed to provide both institutional and departmental performance issues, which will be evaluated regularly through the Student Success Committee and on other governance levels.
Core Component 1e
The Organization upholds and protects its integrity.

- Financial Integrity
  - For its annual budget and financial reports, the College maintains its financial records in accordance with the accounting guidelines prescribed in the National Association of College and University Business Officers (NACUBO) publication on college and university business administration. CNCC follows Generally Accepted Accounting Principles (GAAP) and stays in compliance with all state and federal accounting policies and procedures. The College conducts an annual budget development process that includes input from virtually all internal stakeholders. The budget is reviewed and approved by the SBCCOE and is presented to external stakeholders (the local boards and Advisory Council). An annual budget is available to all employees to view on the "S" drive. Operating performance and budgetary accountability are reviewed on a regular basis by the President's Cabinet, which also conducts a comprehensive mid-year review and reallocation.

  - To maintain and implement internal controls, the College operates under Colorado Revised Statutes; the Colorado fiscal rules, policies, and procedures for CCHE and SBCCOE; CCCS procedures; the Colorado Higher Education Accounting Standards; and its own internal procedures and practices. The College maintains budgetary controls to ensure compliance with these legal requirements. Moreover, the State Board policies provide overall guidance to the College in budget management and control. Internal operating procedures ensure effective internal accounting controls and provide step-by-step procedures for daily business activities. (See PEAQ Materials\Governance Documents\State Board Policies; PEAQ Materials\Governance Documents\CCCS System President's Policies.)

  - Besides budgetary controls, the College has implemented many other internal control practices including division of duties, timely reconciliations, limited signature authority, and outside verification and testing. For example, the SBCCOE employs two internal auditors who are responsible for periodic testing and verification of various financial systems at CCCS colleges. In September 2010, the System internal auditor reviewed CNCC's cash control processes and identified internal control issues in cash handling and inventory. An external audit confirmed those issues (see below), which the College addressed and resolved. Additionally, other state agencies review the College's financial systems. These reviews from outside entities provide unbiased recommendations for improvements and substantiate the strength of its systems of internal control.

  - External audits of CNCC occur under the direction of the State Auditor, who contracts with KPMG, an independent certified public accounting firm. The contracted firm audits all of CCCS for financial stability and compliance with federal and state guidelines. They provide a consolidated report on all System colleges, which includes audit information and findings for each individual college, along with audit recommendations. The College notes all recommendations from the audit and implements them within the next operating year. In some cases, the recommendations are adopted through specific implementation plans and
timelines, based on recommendations made in the audit report. (See PEAQ Materials\Business Office\Financial Audits\CNCC Financials.)

- RJCD, MCAJCD, and the CNCC Foundation maintain their integrity through external audits. The CNCC Foundation is a separate nonprofit organization that receives gifts, bequests, and donations for the College and actively seeks donations for scholarships. The Foundation administers these monies in conjunction with the Office of Business and Finance. In recent years, the Foundation's Major Gifts Campaign has raised approximately eight million dollars from businesses and individuals. All reports filed by the CNCC Foundation are in accordance with federal and state reporting requirements, and/or the requirements of the individual funder, and the Foundation is audited annually. The College's two governing boards, the RJCD Board of Trustees and the MCAJCD Board of Control, have annual external audits, and they employ outside bookkeepers as well. Finally, the Office of Student Financial Assistance complies with all federal, state, and institutional regulations.

- **Employee Integrity**
  - The CNCC Human Resources Department, under the supervision of the Human Resources Director, is charged with maintaining integrity in all College employment and hiring processes. HR updated many of its procedures in July 2010, which includes guidelines for position creation and approval, the hiring processes, preparations for the arrival of a new employee, hiring adjunct or hourly instructors, and processing hourly and adjunct contracts. (See PEAQ Materials\Policies and Compliance\Human Resource\PP Article 3 Personnel.)
  - CNCC protects its integrity through a commitment to nondiscrimination and equal accesses for all stakeholders. CNCC operates according to State BP 3-120 for affirmative action, which states:

    The System shall not unlawfully discriminate on the basis of race, color, creed, national origin or ancestry, sex, sexual orientation, religion, veteran status, age, or disability. The Board recognizes that the quality of instruction and educational opportunities for all are enhanced when the diversity of the community served is represented in the student population and workforce. The Board also recognizes that women and minorities have been historically underutilized in the higher education work force. Therefore, the System shall have an Equal Employment Opportunity/Affirmative Action ("EEO/AA") Program which promotes diversity and remedies underutilization of women and minorities in its System.

    All CNCC positions listed on HigherEdJobs.com contain the following statement: "Colorado Northwestern Community College has a strong commitment to the principles of diversity and welcomes responses from women, men, minorities, and persons with disabilities."

  - Integrity in the exercise of job duties is ensured through a variety of well-defined processes and procedures. A CCCS "Code of Ethics" is included in State BP 3-70, and CCCS
maintains a "Concerns Hotline," an externally hosted service that allows for employees to register complaints or concerns with whistleblower protection. Senior Staff are required to submit conflict of interest statements on an annual basis or as circumstances change. Additionally, the College maintains a standing Grievance Committee with policies and procedures gleaned from CCCS Grievance Policies and Procedures. (See PEAQ Materials\Policies and Compliance\Human Resource\Appendixes Committee procedures and By-Laws\Appendix C Grievance Committee-Procedure Rev12.) The Colorado Department of Personnel Rules define grievance procedures for all Colorado classified employees. The CCCS Office and all 13 community colleges jointly developed the classified grievance procedure. The CNCC employee grievance procedure and the College Grievance Committee by-laws may be found in the CNCC Policies and Procedures Handbook. (See Materials II; PEAQ Materials\Handbooks\Faculty.) In October 2011, all employees attended a CCCS training session on sexual harassment and hostile work environments, followed by training for specific teams in the areas of Cleary Act, Title IX enforcement, and Investigating Workplace Complaints.

- Integrity in faculty standards is ensured through a variety of requirements and procedures. All CNCC full-time and part-time faculty meet minimum instructional qualifications as established through CNCC Faculty Teaching Credential Standards. (See PEAQ Materials\Instructional Documents\Credentialing.) CTE Faculty must obtain a post-secondary CTE Teaching Credential. (See PEAQ Materials\Instructional Documents\Credentialing\AdminHandbook.) Full-time faculty hired for permanent positions serve under provisional, one-year contracts for the first three (or four) years of their employment, and receive permanent, nonprovisional status only after extensive review and recommendation. (See PEAQ Materials\Instructional Documents\Faculty Performance Evaluation Materials.) Both provisional and nonprovisional faculty are evaluated annually, with a mid-year review, and students complete an online course evaluation for most courses. Faculty can appeal a performance rating by following the CNCC Performance Appeals Process.

- Student Integrity
- Students occupy a different relationship to the College than faculty and staff or external stakeholders. In one sense they are CNCC’s customers, but, in another sense, students have their own ethical obligations as members of the College community and in terms of broader scholarly culture and expectations. CNCC protects the integrity of the College and the student community through a variety of procedure and expectation documents. Among the most important of those documents are the following:

- The Student Handbook establishes the College's expected student behavioral standards:

  Students of the College, in addition to being members of our academic community, are also citizens of local, state, and national governments. College students are expected to conduct themselves as law-abiding citizens of each community. College students are expected to conduct themselves in a manner that does not disrupt the normal processes of teaching, learning, research or
the normal operation and administration of Colorado Northwestern Community College. (p. 30)

The College communicates to students not only conduct expectations, but also potential consequences, including disciplinary action and due process. The CNCC student grievance procedure is outlined in the "Judicial Procedures" section of the Handbook and provides a process for students to address a variety of issues. (See Student Handbook, p. 33ff.)

Because student athletes represent a significant percentage of the student population on the Rangely Campus, and because of the visibility of the Athletic Department, CNCC implements measures to ensure the integrity of athletics in general and student athletes in particular. The College demonstrates integrity and honesty in intercollegiate athletic programs and is in good standing with the National Junior College Athletic Association (NJCAA), and the National Intercollegiate Rodeo Association (NIRA). CNCC belongs to NJCAA Region 18 (Idaho, Colorado, Utah, and Nevada) and abides by all Title IX requirements. Eligibility reports are filed for every sport before the start of the season. CNCC student-athletes are required to behave in a manner that reflects well on them and on CNCC. Study hall sessions are mandatory for each team, though each team's requirements are different. Basketball study hall requirements are typical: all freshmen are required to attend and sophomores with a GPA below 3.0 are required to attend. Study halls typically meet twice a week for two hours for a minimum of four hours per week. The Athletic Code of Conduct is published in the Athletic Handbook and the forms for acknowledgment are contained in the annual Colorado Northwestern Community College Athletic Participation Packet. Every athlete receives a copy upon arrival and is required to sign and obtain signatures from the coach and athletic director. (See PEAQ Materials\Handbooks\Student\Athletic Handbook.)
CNCC devotes significant effort to ensuring student integrity in the areas of grading, transcripts, and graduation. Plagiarism and academic dishonesty are discouraged on a variety of fronts. The College has a subscription to Turnitin.com, and encourages faculty to use the service to not only detect plagiarism but as a mechanism to discourage it before the fact. The Student Handbook and the College Course Catalog make clear the high value that CNCC places on academic integrity:

The foundation of a college is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic dishonesty. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All at Colorado Northwestern Community College are responsible for and affected by the cooperative commitment to academic integrity. Colorado Northwestern considers academic dishonesty to be a serious offense, which will be dealt with by appropriate disciplinary action.

Academic Standards, including student academic standing, readmission to the college, academic distinction, transcripts, and the student's rights to an academic appeal, are clearly outlined in the College Catalog.

- **CNCC maintains its integrity by having a variety of Processes and Procedures in place to rapidly address student and other constituents' suggestions, concerns, complaints, or grievances.**

  - CNCC culture is such that all staff members have a responsibility to assist students in meeting their needs and negotiating higher education requirements, obstacles, and culture. One mechanism to encourage this culture is the annual orientation on the Rangely Campus that introduces faculty and staff and their roles to all new students.

  - All College senior staff, including the President, the Vice Presidents, and all College Deans, have an open door policy, are readily available, and encourage students to seek help in solving problems.

  - CNCC has a designated Title IX Compliance Officer who monitors Title IX compliance, and oversees complaints within Title IX purview. (See PEAQ Materials\Governance Documents\CCCS System President's Policies.)

  - Student concerns are often handled informally, at the lowest appropriate level. Nevertheless, CNCC maintains a variety of processes to formally address and respond to student complaints. A petition process provides students with a mechanism to redress a variety of academic and administrative issues, including age waivers, course substitutions, nonstandard course withdrawals, financial adjustments, and other matriculation issues. (See PEAQ Materials\Policies and Compliance\Student Services\Student Complaints.)

  - Course evaluations, exit surveys and interviews, and the annual Student Satisfaction Survey all provide students with an opportunity to express their opinions regarding their CNCC
experience at http://www.cncc.edu/cms/content/cncc-community-institutional-research-surveys

Students and others also have the opportunity to voice concerns through electronic Student and Faculty and Staff Suggestion Boxes that are located on Crossroads, the CNCC Portal.
Student Residency status may be appealed by petition through the Dean of Enrollment Services Office. Financial Aid suspension resulting from lack of satisfactory progress is appealed through processes within the Office of Financial Aid. Student appeals regarding the transfer of incoming credit are processed by the Admissions and Records Office and require timely review, up through and including review by the Vice President of Instruction and Student Affairs. (See 2011-2012 Catalog, p. 43)

The Academic Appeals Process provides available steps and completion dates to ensure a timely review and resolution to academic issues, including sanctions for academic dishonesty, grade disputes, and other possible issues related to instruction.

The Student Handbook provides detailed judicial procedures for addressing student conduct, including an appeals process with prescribed completion/response dates.
CRITERION TWO: PREPARING FOR THE FUTURE
The Organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its Mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Two addresses the four following areas: future preparation shaped by multiple societal and economic trends; financial planning that maintains and strengthens future quality in programs; institutional effectiveness ensured through ongoing evaluation and assessment processes; and effective planning that is aligned with the Mission of the College. Planning takes place at multiple levels from the faculty and staff through program directors and department managers, to administration, and ultimately to the CCCS. Planning activities are both robust and ongoing, though coordination and timing of various activities is more challenging. A variety of funding sources, including student tuition and fees, state College Opportunity Fund (COF), and community tax support from the RJCD and the MCAJCD, diminish reliance on a single funding source, add a measure of stability, and provide necessary support to a wide variety of programs, services and activities. Expenditures for each program and department are tracked closely, and annual adjustments are set in place to make certain that each dollar invested in the Institution is used wisely, though a very complex account structure, particularly in conjunction with district funds, has been an area of ongoing attention.

CNCC has been forward thinking and able to make gains across the College in spite of significant challenges, the impact of a receding state budget, and staffing issues resulting from our remote rural location. A variety of resources are necessary for an educational institution to run efficiently and effectively and to provide an appropriate mix of programs and services responsive to stakeholder needs. Chief among necessary resources are the faculty, staff, and administrators who provide the means of delivery for operations and ultimately for successful learning in the classroom and laboratory settings. In recent years, the College has been able to fill positions with highly qualified faculty and staff, resulting in greater stability and capacity. Facilities must support all aspects of the learning experience and must have up-to-date technology that is current with the ever-evolving nature of information delivery. CNCC has been able to make considerable progress in facilities in spite of the recession, most notably in the new Craig Campus and the remodel of the Striegel Building on the Rangely Campus. An annual technology fund, combined with the impact of the new technology infrastructure in Craig, has kept CNCC remarkably current. The College has expanded and upgraded technology to keep pace with ongoing changes in different programs, and it has been able, through a variety of mechanisms, to provide facility upgrades, improvements, and renovations, though much remains to be done, particularly on the aging Rangely Campus.

CNCC has attempted to unify and simplify its planning processes, and it views the annual operating budget as the place where planning and operational decisions become one. The foundation for the budget rests on bottom-up comprehensive development planning, which is informed by broader agendas including the Mission and Vision Statements, Assessment, strategic planning, and information gathering that comes from a variety of sources. Although there is a generally shared view that communications regarding some of our planning outcomes isn’t as complete as it might be and that planning could be better coordinated, the College’s many
successes demonstrate that planning has been effective and that CNCC readily meets the Criterion Two Standard.

One aspect of institutional planning has been the discussion and adoption of the Vision+ agenda. Vision+ is an overarching principle that informs planning at multiple levels. It was a contributing factor to several bullet points in the recently revised Mission and Vision Statements, and it has led to the implementation of, or reemphasis on, several programs. It has also been a factor in quality goals, particularly as they relate to the broad category of student engagement, and it has shifted the College's focus from generating enrollments as its highest priority to offering a high-quality learning experience for our small student population. At its core, Vision+ is an acknowledgement of the strength of CNCC's uniqueness resulting from its location and regional identity. The campuses of CNCC-Rangely and CNCC-Craig reside in a region that is rich in natural resources including such fascinating features as Dinosaur National Monument, numerous pictograph and petroglyph sites, and the Yampa and White Rivers, to name a few. Our area also offers rich mineral deposits, including coal, natural gas, and oil reserves, so CNCC has benefited from the industries that are associated with mineral extraction. The Vision+ agenda seeks to deliberately engage this incredible region to the maximal benefit of our students.

**Core Component 2a**
The Organization realistically prepares for a future shaped by multiple societal and economic trends. (NOTE: The final point in Core Component 2d responds to these comments as well. A detailed listing of internal constituencies and external components is provided along with the influence these groups have on the Organization's planning process.)

- The Organization's planning documents reflect a sound understanding of the Organization's current capacity. Capacity is most directly reviewed through the annual budgeting process, which is informed by the comprehensive development planning process on the department and program level. CNCC is a very complex institution with multiple funding sources and broad responsibilities. The CDPs are developed and revised each year by program and department-level budget supervisors. The CDP includes useful information to stakeholders in need of an overview for every academic program and administrative department on campus. The CDP provides a brief history of each program/department and states the details of the development agenda to include short term goals, long term goals, and changes from the previous year. The CDP also includes development strategies, an action plan, and a budget justification and summary. The CDP and its related Budget Request Template are intended to directly connect multiple planning activities, including input from program advisory committees, assessment results, and annual or strategic goals, with concrete action in the form of budget allocation. The combined CDP/Budget process was designed to meet multiple needs while not being overly burdensome on the administration or departments of the College.

- A complicating factor in CNCC's financial planning has been the nature of the College's funds. COF and tuition are general fund revenues that may be used across the CNCC Service area. However, significant funds derived from the RJCD and the MCAJCD are restricted by geographic location. The impact of funding from two community college districts, with funds restricted by geographic area and, in some cases, by use, does result in
some competing priorities that make a "one-college" agenda more difficult to maintain and enhance. In order to better understand these relationships, and to better delineate the College's obligations to the various communities it serves, the President's Cabinet has undertaken a review and analysis of revenue and expenditure relationships by campus, which should clarify spending priorities in the context of Board support, and help in the allocation of program development funds, particularly as the Craig Campus grows. This analysis is intended to be ongoing and review will take place on an annual basis in conjunction with the CDP/Budget process. (See PEAQ Materials\Business Office\Budget and Exp Reports.)

- A variety of other processes and resulting documents support the institution's understanding of its capacity. Each CTE program must complete a Comprehensive Program Review for the state every five years. These reviews are instrumental in evaluating a program's effectiveness in terms of accomplishing program goals, meeting curriculum objectives, and demonstrating accomplishment of stated outcomes. Data obtained from these reviews is incorporated into the planning process. The Facilities Master Plan and the 2009-2013 Five-Year Strategic Plan represent in full detail a sound understanding of CNCC's current capacity; they provide a broad overview of the direction CNCC envisions for its future.

- The Organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. CNCC continues to monitor broad external factors with the potential to affect the College as a whole. Circumstances that are likely to have the most direct effect on the College are those resulting from legislative and administrative action taken by the state government. Managing these contingencies is part of the function of CCCS, which monitors pending legislation and administrative actions through the CDHE. Because legislation can have a dramatic impact on everything from role and mission to College finances, this activity gets highest level priority in terms of weekly briefings of the CCCS President's Council by government affairs staff and lobbyists for the System. Because of CNCC's location in an energy-rich region, the College is affected by the energy industry and tracks events affecting the College through the local boards, advisory committees, and other regional formal and informal engagements, all of which well-represent the intersection of local government and industry. These engagements appear in planning documents in various ways, including the President's annual goals, budget revenue projections, and emerging program initiatives.

Because CNCC has a broad menu of instructional programs, much of the impact resulting from changing technology, demographics, or globalization is addressed in the CDP process, through which faculty leadership in individual programs monitors and discusses the impact of emerging trends. This effort often leads to technology enhancements that can be easily identified in programs such as Automotive Technology, Dental Hygiene, and Aviation Technology. It has led to broad program revisions, including significant new budgetary support for the National Park Service (NPS) SLETP.

- The Organization's planning documents show careful attention to the Organization's function in a multicultural society. CNCC's Mission Statement reflects a commitment to
functioning in a multicultural society: we "value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion." Activities supportive of an understanding of the Institution's commitments in a multicultural society abound.

- As a subset of the Vision+ agenda, CNCC has cultivated efforts with regional Ute Tribes to create a learning environment supportive of the special needs of their population. Multiple measures were established to attract Utes to CNCC, including funding for a specific Ute Learning Community, cultural preservation activities important to Ute elders, etc. Although we have yet to attract large numbers of Ute students, we have been successful in developing future students through summer activity camps that have attracted significant numbers of Ute middle and high school students on the Rangely Campus.

- There is significant activity at CNCC to ensure students are prepared for the multicultural environments they are likely to encounter in their academic and professional careers. For example, the Dental Hygiene Program has an arrangement with the Rifle Correctional Center to transport 12 inmates per week to be seen as patients in the dental hygiene clinic. This population represents virtually every racial, ethnic, and socioeconomic group in Colorado. Outside clinical rotations for the Nursing and Dental Hygiene Programs also expose students to the diversity of other cultures as they impact professional practice. Specific rotations give students the opportunity to experience how and to what extent various systemic and oral diseases affect different cultures and ethnic groups. Through these experiences, students must identify how various cultures value and identify health and wellness and design treatment and educational plans while including factors of culture or race that would influence treatment outcomes.

- The CNCC Rangely Campus is impacted by the large percentage of student athletes that comprise the student population. The athletic programs are the source of much of the diversity in the campus community, including racial, ethnic, and geographic diversity. The College recognizes both the benefits and challenges inherent in athletics at a small college in a small town. The Vision+ agenda asserts the benefits that can accrue from the close engagement provided by CNCC's environment, but it also recognizes the challenges diverse student populations face in attending a college in a cultural context very different than the one they are from. The College takes several deliberative steps to ensure the success of student populations including new student orientation, close monitoring of student success through early alert grade reports, counseling, athletic study halls, and the monitoring of multiple student issues through the Student Success Committee, which serves as a ready response team to addressing emerging student problems.

- The Organization's planning processes include effective environmental scanning.

  Environmental Scanning is apparent in the 2009-2013 Strategic Plan, Initiative 4:

  "To develop and deliver quality, innovative classes and programs that meet the expressed needs of its learners and communities; Action 4.1, Assess community and learner needs, Strategy 2: Administer environmental scans to determine instructional needs throughout the CNCC service area. Environmental Scanning is also used in Action 4.3, Promote flexibility and options for learners, Strategy 1:
Based on environmental scan results, schedule classes at times most convenient for potential learners."
(See PEAQ Materials\Strategic Planning Documents\Organizational.)

Application of Scan findings includes designing the Banking and Finance Program and Early Childhood Education (ECE) Program around the schedules of working adults or scheduling one dental hygiene clinic per week in the evenings to make patient appointments more accessible to the working community. Satellite campuses use environmental scans to develop and meet the unique needs of their communities. CNCC adjusts planning documents to plot the course of growth and development. These documents are both broad (CNCC Strategic Plan) and narrow (program CDPs). Plan documents are used for reference throughout the year and updated regularly. They are the benchmark used to track performance, development, achievement, and delivery of CNCC's educational services to the community.

- **The Organization's environment is supportive of innovation and change.** As an institution, CNCC is very progressive in adopting emerging technologies, identifying and pursuing new program opportunities, seeking external funds to support program development, and aggressively pursuing unique approaches to facilities maintenance and improvement. Because of its reliance on recruiting students to its rural campuses, the College is entrepreneurial in its program building strategy, and it has demonstrated a willingness to try different approaches to marketing and recruiting.

  - The Blakeslee Building renovation in 2004-2005 resulted in a state-of-the-art learning facility for Dental Hygiene students. This renovation was supported through private funding as well as funding from various philanthropic foundations and the RJCD. This facility acquaints students with much of the current technology they will encounter upon entering the work force, and it attracts students from throughout the region.

  - The facilities in the Aviation Technology Program (AVT) have undergone numerous upgrades. New fencing, a new security gate, and new hangar doors provide added security and address aviation community concerns. GPS systems have now been installed in most of the airplanes. Students benefit from the experience provided by a flight simulator. The AVT Program has also adopted, and the RJCD has supported, a five-year plan to upgrade its current fleet of 12 aircraft with state-of-the-art avionics, new cockpits, and compelling exterior paint schemes. These upgrades will provide aviation students with exposure to current trends in aviation equipment and design, as well as attract students to our program.

  - The newly constructed Craig Campus, designed to Leadership in Energy and Environmental Design (LEED) standards, was completed with the assistance of a Department of Energy Grant through a novel partnership with Chevron Energy Solutions.
Geothermal technology has been incorporated into the building design, resulting in less reliance on nonrenewable resources. The Rangely Campus completed a six million dollar energy audit upgrade of heating and cooling systems, which not only resulted in more comfortable spaces, but also significantly increased heating and cooling efficiency and made heating and cooling costs more predictable.

- The Institution values and promotes new teaching and learning opportunities. Instructors have the academic freedom that is necessary to motivate and challenge students in the classroom and laboratory settings. Continuous improvement is encouraged through assessment plans, Academic Council discussion and action, and networking through the 2+2 and 2+4 state faculty conferences, which encourage interaction with other faculty on both the community college and university levels by academic disciplines. Individual programs and departments utilize the CDP process and program reviews to communicate new ideas with the administration and to initiate funding requests for emerging opportunities and new technology. Professional development funds are available to encourage opportunities for growth and innovation for faculty members.

- A collegiate rodeo team was established in the summer of 2011 to respond to community interest, supplement the Equine Program, and attract regional students who have a desire to continue their pursuits in a sport that has broad appeal. The Rodeo and Equine Programs have received facilities upgrades, including new stalls, and there is ongoing discussion of how to fund and implement the Columbine Park Master Plan. (See PEAQ Materials\Facilities\Master Plans\Equestrian Center Master Plan.)

- Within the College, a variety of committees foster innovation and change, including Student Success, the Assessment Committee, Facilities Committee, and the Security Committee. A significant example of a process leading to change was innovation in the development of accelerated models for remedial education, which came from Student Success Committee discussion and analysis of remedial education persistence and success rates. These activities have received support from a Federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. (See PEAQ Materials\Grants\TAA Award.) Advisory committees, which draw on professional expertise and assist in keeping programs current with industry standards and expectations, frequently lead to program upgrades. Numerous upgrades and enhancements to the NPS Academy SLETP have resulted from the Program's efforts to successfully secure national program accreditation through FLETC, for example.

- The College has responded to emerging technologies and new instructional practices in a variety of ways. The Dental Hygiene Program has experimented with using tablet computers as a basic instructional learning platform. Simulators appear in several departments including AVT, NPS Academy, Automotive Technology, and Nursing. The virtual classroom has become a reality for the College and, along with online courses, is addressing the ongoing concerns for creating a greener learning environment by reducing student travel and enhancing access to learning for students in our vast region for whom travel to our campuses is impractical. The Learning Management System Desire to Learn (D2L) is being implemented to enhance instructional support functions, and more and more
modules are being added to the Banner ERP to increase its functionality and utility. DegreeWorks software enhances both student advising and back end processes in the Registrar's Office. Intelliiworks software provides a central database for managing student prospects and recruiting functions.

- **The Organization clearly identifies authority for decision-making about organizational goals.** The decision-making hierarchy, from college programs and services, through various departmental structures, to the CNCC President, the CCCS President, and the SBCCOE is clear and well-established. Numerous mechanisms are in place whereby the Institution makes decisions regarding organizational goals, and the decision-making process occurs at a variety of levels, as appropriate. Departmental plans and goals are developed within individual departments, but approved through the budget process. Major expenditures are addressed in the context of overall College priorities through the CDP process, or, in the case of emergency requests, through the President's Cabinet. Policy and procedure matters often follow a similar course. In addition, faculty members can present concerns to the Faculty Senate, which meets on a monthly basis. The Faculty Senate President then acts as the faculty representative to the higher levels of administration for a consideration and resolution. For example, last year the annual faculty evaluation process was completely revised. The Vice President of Instruction and Student Affairs and the Dean of Instruction introduced the process to the faculty senate, the faculty then had an opportunity to provide input, and finally the administration worked to present a final document outlining the process. This process was fully implemented for the AY2011-12.

- CNCC has an organizational chart which clearly delineates the hierarchy and reporting relationships necessary to implement College agendas and plans. The organizational chart is accessible on the S drive in the "Official CNCC Organizational Chart" folder. Each position on campus has a detailed job description that identifies employee duties, responsibilities, and expectations. The Cabinet meets on a weekly basis to rapidly respond to emerging issues. Additionally, there are regularly scheduled program director meetings with the Deans of Instruction, where updates are provided to the directors, and the deans can communicate information and emerging concerns from the administration. Noninstructional departments such as facilities, security, and marketing have similar committees and processes.

- The College President has broad latitude for decision-making, but key decisions are functionally collaborative with the President's Cabinet being the recommending and approval body. The effect is consensus building based on the broad representation that constitutes the Cabinet. The Cabinet also functions as the review and approval body for the CDP/Budget development and approval processes.

- The Academic Council, which includes all faculty program directors, as well as the Vice President of Instruction and Student Affairs, the Deans of Instruction, and the Dean of Enrollment Services (Registrar), has approval authority for new programs, program revisions, new courses, course revisions, and questions of academic standards and processes. Several Academic Council members are also members of the President's
Council, which enhances communications since funding for new instructional agendas is decided at the President's Cabinet level.

**Core Component 2b**
The Organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Multiple accomplishments since the 2003 Self-Study certainly suggest an active and supportive resource base, and in recent years, particularly, CNCC has been able to dedicate new and renovate existing buildings, upgrade technology, cultivate emerging instructional programs, and attract remarkably qualified faculty and staff. The athletic programs on the Rangely Campus show significant improvement in terms of academic expectations for student athletes; quality of coaching, facilities, and equipment; and competitiveness in the Scenic West Athletic Conference. The Vision+ agenda has materialized in a variety of ways, including the resources to support scholarships for Learning Community students and academically competitive students, a new challenge course to be used for leadership development and outdoor recreation, and a multitude of educational and recreational opportunities linked to the natural environment that students are unlikely to encounter at other colleges. The College now has three CTE programs with national professional accreditation, and it offers accelerated, cohort-based programs for working adult students through the VC format. Generous support from the RJCD and the MCAJCD provide tuition support for district students.

- **The Organization's resources are adequate for achievement of the educational quality it claims to provide.** The College is fortunate to have an adequate funding base to support its educational programs and its plans for maintaining and strengthening their quality in the future. CCCS reallocates base COF funding to provide more realistic levels of support for the System's rural community colleges than would be provided through a one for one, direct allocation. Moreover, CNCC is unique among the 13 community colleges in CCCS in that it has two local taxing districts that provide about a third of the College’s funds. This local support is the necessary foundation to operating in our rural, remote area and has provided for staff, facilities, and technological upgrades that would otherwise be highly problematic. The local districts also make available significant tuition support for residents of the two districts (100% tuition buy down for Rangely residents and 50% for residents of MCAJCD). These varied funding streams also allow us to provide more direct outreach in our service area's smaller communities including Hayden, South Routt, and Meeker, as well as through the University Centers of the San Miguel partnership. Although limited financial resources are always a challenge and expenditures are closely scrutinized and monitored, the College has made significant recovery from earlier financial difficulties following the 2003 Self-Study. This recovery is evident in additional faculty and staff positions, upgrades to technology, and facilities enhancement.
The generosity of the CNCC community, even beyond local tax support, is a fundamental aspect of our financial strength and allows the College to meet needs it might not otherwise be able to meet. The CNCC Foundation, formed in 1979 for the purpose of expanding the College's resources through grant funding requests, corporate/individual solicitation activities, and special fundraising events, is the formal vehicle for this community support. The Foundation is governed by a voluntary board of business and community leaders from throughout the northwest quadrant of the state. Foundation support enables CNCC to enhance instructional programs, improve facilities, offer student scholarships, and strengthen projects and programs. The successfully concluded major gifts campaign demonstrated both institutional capacity and community support, as it successfully met its fund raising target of almost eight million dollars.

CNCC evaluates its budget capacity on a regular basis to ensure alignment between revenue and expenses and to identify gaps between spending requirements and the resources needed to maintain educational quality. Strategic planning, facilities planning, comprehensive development planning, and the annual budget development and management process are all tools used to identify resource needs, allocate resources effectively, and ensure that performance is meeting expectations. These processes, particularly the CDP and Budget, have been given a great deal of attention in recent years and are becoming more and more effective in providing a barometer of financial needs and performance.

• Plans for resource development and allocation document CNCC's commitment to supporting and strengthening the quality of the education it provides. The College annual budgeting process, which flows from the Mission and Strategic Plan, ensures that funding is allocated for program quality, and a review of previous budgets will show multiple funding streams being made available specifically for program development. The budget template requires budget managers to identify new and developing funding needs as a matter of course, and they are encouraged to propose agendas to enhance program quality. Input regarding program enhancement derives from a variety of sources including assessment processes, advisory committee input, and environmental scans.

- Facilities planning and development, as well as successful fundraising efforts, demonstrate a clear commitment to maintaining and advancing the CNCC learning environment. These activities have resulted in the new Craig Campus with both Academic and Career and Technical Education buildings, which provide state of the art technology and equipment. The Rangely Campus has seen major renovations for the Dental Hygiene Department, the newly renovated Striegel Building, and a major upgrade to efficient environmental systems and controls. Other upgrades include an improved firing range for the NPS Academy and a new challenge course that will provide additional outdoor leadership and recreational opportunities within the Vision+ agenda. Additional facilities enhancements, expansions, and renovations have been planned on the Rangely Campus, including renovating the science labs currently housed in the Rector Building, a Wellness Center, and a community partnership leading to an indoor riding facility at Columbine Park to be used by the Equine and Rodeo Programs.
The CNCC Foundation is an effective development organization that provides ongoing support to various College activities as well as a platform for further community engagement and input. The Foundation Director position is supported by funding from both the RJCD and the MCAJCD. Planning efforts include a CDP that identifies grant solicitation opportunities from private foundations, corporations, local governments, and federal funding opportunities. An example of the private funding the College frequently receives would be the support provided by the Caring for Colorado Foundation (an organization that, by mission, supports rural health care) for Clinic Manager staffing in the dental hygiene clinic. An example of a Federal grant is the Colorado Energy Training Consortium (COETC) grant that provides support to reform remedial and developmental education to increase retention and student success, particularly for students interested in the emerging energy fields. The CNCC Foundation values every gift and handles each one professionally and efficiently. Non-cash gifts (securities, real estate, personal property, etc.) are converted to cash promptly, unless prevailing market conditions indicate that a delay will secure a better selling price. If the gift is non-endowed, the foundation disburses the entire gift as designated by the donor. If the gift is endowed, it is invested until there is sufficient income to fund the endowed program.

Carl Perkins grants provide a substantial amount of funding that is devoted strictly and specifically to enhancing educational quality in CTE programs. The award amounts over the past three years are as follows:

2009-2010 - $138,646
2010-2011 - $120,186
2011-2012 - $115,030

Perkins funds have provided support to virtually all the CTE programs the College offers. These funds have purchased everything from simulators for the Nursing Program to cut-away engine models for the Automotive Technology Program. (See PEAQ Materials\Business Office\Perkins Funding.)

- The Organization intentionally develops its human resources to meet future changes. The Institution has a vibrant Professional Development Program that enables faculty and staff to remain current in their areas of expertise; the Professional Development Committee administers this program, and the Committee evaluates each request for professional development and distributes funding in a balanced approach to address the needs of College programs. A separate budget line item, typically about $40,000, has been allocated to the Professional Development Committee for professional development. Examples of approved requests for professional development support include attending the Association of Recreation and Education Conference; Webinar hosted by the National Council for Marketing & Public Relations; Colorado State EMS Conference; CCCS State Discipline Chair Training; Colorado Association of Financial Aid Advisors Conference; Nurse Tim Webinars; Colorado Dental Hygienists' Association 2011 Annual Scientific Session and House of Delegates; CISCO Training; Retention Workshop; Read Right® Training and Conference; Clinical Scholars Courses; and Wilderness First Responder Training; as well as numerous college-level coursework and various certification programs. Benefited employees may submit requests with
their supervisor's approval to attend seminars, workshops, classes, or other offerings to enhance the employee's job performance. Non-benefited employees (typically those working less than 20 hours per week) may be considered if the request demonstrates a clear benefit for CNCC. (See PEAQ Materials\Organizational Committees\Professional Development Committee\ProfDevPolicies.) For example, in AY10-11, NPS faculty and staff were able to attend FLETC conferences and trainings; Residence Life staff were able to attend the Association of Intermountain Housing Officers annual conference; other faculty were able to take continuing education or certification courses in their field. (See PEAQ Materials\Organizational Committees\Professional Development Committee\PDC 10-11.)

- CNCC, because of its remote rural location, which sometimes results in turnover and the accompanying loss of institutional memory and capacity issues, seeks to develop qualified staff members with links to our communities, who have the potential to contribute to the College over time. All professional positions are advertised nationally, though current College employees are encouraged to compete for open higher level positions. An ongoing challenge has been to retain staff, and experience shows that turnover is a significant problem, particularly for new employees from out of the region who find lifestyle issues resulting from limited local amenities, particularly in the small Rangely Community where the College's administrative offices are located. CNCC's stability has been enhanced by aggressively promoting from within – for example: the Rangely Dean of Instruction, the Vice President of Business and Administration, the Controller, several support positions, and some new faculty positions are filled with employees who all have strong community ties and should result in long tenures with the College. We have also adopted a faculty professional development plan that allows promising new faculty members to teach under supervision. (See Appendix A, p. 40.; PEAQ Materials\Instructional Documents\Faculty Credentialing Standards.)

- The Organization uses its human resources effectively. A major challenge for the College resulted from the budget crises in the years following the 2003 Self-Study when the College was forced to place multiple responsibilities on limited numbers of staff members. While the approach saw the College through a difficult period, it was not sustainable over time, and recent years have seen much attention given to building an effective workforce, including the analysis of workloads and breadth of responsibility. Over the last several years, CNCC has been able to achieve a more reasonable and effective staffing structure, though employees at small colleges generally have broader responsibilities than their counterparts at larger colleges. The Vision+ agenda recognized the importance of program quality and unique opportunities – a different emphasis than the focus on maximizing enrollment that had previously prevailed. This change of emphasis resulted in a significant number of undersubscribed programs being cancelled based on long-term viability issues identified through comprehensive development planning. This, along with better than expected revenues over the last two years, resulted in additional faculty positions in areas of focus such as Automotive Technology, Equine Studies, and the Seasonal Law Enforcement Training Program – all positions intended to enhance program viability and performance. CNCC remains a lean institution, with a relatively small faculty and staff, given the breadth of its Mission and two-campus structure. Nevertheless, the College is committed to creating a manageable, sustainable work environment, and the CDP/Budget process represents a formal way to evaluate overall staffing levels, departmental staffing levels, and appropriateness of job descriptions within departments.
During the 2011-2012 academic year, the College employed a total of 110 full-time employees, of which 38 were full-time faculty. The classified group, consisting of clerical and support employees, has a total of 23 full-time employees; the Administrative and Technical employees classification has a total of 49 College employees. The demographic characteristics of the full-time employee groups represent a broad mix of education, ethnicity, and gender, which mix creates the effective and engaged workforce necessary to meeting the College's very broad Mission.

- CNCC ensures that its employees are qualified by appropriate education and experience for their positions, a key aspect of ensuring that the College makes effective use of its human resources. The College maintains credential guidelines for consideration in the development of faculty position job descriptions, and it requires a post-secondary CTE Teaching Credential for faculty teaching in CTE disciplines. (See \PEAQ Materials\Instructional Documents\Credentialing.) Adjunct faculty must meet the same credential requirements as full-time faculty. The staffing pattern is formally reviewed on an annual basis as part of the budget development process. Program directors and area supervisors identify needs through the CDP and then create requests for new or currently unfilled positions as part of the department budget requests. Positions are funded in the context of overall institutional priorities as they emerge through the budget hearings and based on budgeted revenue projections for the upcoming and subsequent years. Once positions are budgeted, hiring supervisors complete requisition forms that grant specific approval to initiate a search process to fill a position.

An ongoing challenge for the College is to have a sufficient number of qualified applicants for applicant pools. In spite of this challenge, CNCC has generally been able to hire quality faculty and staff who meet qualification standards. The application process is available online, and hiring procedures can be found at S:\Policies and Procedures\HR. Full-time employees are screened by hiring committees. Adjunct instructors are hired by appropriate program directors or Deans and must meet department expectations and minimum requirements. Strong evidence of the talent, experience, and qualification of CNCC’s employees comes from the large difference between the minimum qualifications and the qualifications of the employees that generally are hired. CNCC currently has 16 full-time instructors with master's degrees and two with doctorates from accredited institutions.

While the Human Resources Department, program directors, and College administration, are continually seeking highly qualified potential staff members, the concern with attracting and retaining qualified faculty and staff is ongoing. Recruitment for new job openings includes several different avenues. Position openings are promoted internally, advertised locally through The Rio Blanco Herald-Times and the Craig Daily Press, and posted on the CNCC webpage with a link to the state of Colorado job opportunity webpage. All faculty positions and many other professional and technical positions are advertised nationally in Higher Ed Jobs, the Chronicle of Higher Education, and appropriate specialized publications and websites. Craig and Rangely are both relatively small communities that lack amenities found in more densely populated areas; these communities are limited in terms of entertainment, shopping, and healthcare, though the
natural environment of northwestern Colorado is attractive to a narrow but enthusiastic group of candidates. In order to ensure that candidates understand the context the College operates in, the selection process begins with a phone interview followed by a personal interview on campus for position finalists. All job candidates are required to visit campus prior to an offer of employment in an effort to ensure the candidate is comfortable with the College's rural location. To support campus visits by potential employees, the College provides travel expenses of up to $500 per person.

- CNCC provides additional opportunities for professional development to those mentioned previously, designed to support employee retention and professional success. Program directors may submit funding requests for activities necessary for recertification or other training required by their specific disciplines through the budget development process. CCCS makes professional development conferences available through regular annual activities such as the Student Services Summit and the 2+2 and the 2+4 Conferences. Other recent one-time events have included the Community College Summit and a faculty evaluation workshop for administrators and department heads. A specific budget line item provides $10,000 in support for faculty and staff professional memberships. There is also a System-wide employee-dependent tuition benefit that provides for 100% paid tuition for dependents to attend any of the 13 community colleges. (See PEAQ Materials\Governance Documents\State Board Policies\BP3-60.) In order to ease some of the stress of moving to our area, newly-hired employees on the Rangely Campus are offered transitional, short-term housing through apartments on campus on a space available basis.

- The Organization's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g. investments in faculty development, technology, learning support services, new or renovated facilities). Infrastructure has and will continue to be addressed with upgrading and renovation of existing buildings and the construction of new facilities. For example, on the Rangely Campus, the formerly-named Studer Building was completely renovated in 2010-2011 from a defunct residence hall to classrooms and science labs and renamed the Striegel Building to honor the principal benefactor, Bud Striegel. Future plans, as outlined in various planning documents, include a complete renovation of the Rector Building (currently science labs and classrooms) and a new Wellness Center, as well as upgrades to Columbine Park, the site for the CNCC Equine and Rodeo Programs.

- The Blakeslee Building renovation in 2004-2005 resulted in a state-of-the-art learning facility for dental hygiene students. This renovation was supported through private funding as well as funding from various charitable foundations and the RJCD. This facility acquaints the student with much of the current technology they will encounter upon entering the work force. Annual budgets include funding line items necessary to maintain program currency.

- The facilities in the AVT Program have undergone numerous upgrades. New fencing, a new security gate, and a new hangar door provide added security needed to address current concerns facing the aviation community. GPS systems have been installed in most of the 12 aircraft and students gain the advantages of a new glass cockpit and a flight simulator.
These technological upgrades allow the aviation student exposure to current trends in aviation equipment and design and well-prepare them for careers in the industry.

- In the design and construction of the new Craig Campus facility, emphasis was placed on energy efficiency, sustainability, and aesthetic regard for the natural environment. Geothermal technology has been engineered as the primary heating and cooling source – an approach that diminishes reliance on nonrenewable resources and sets a positive example for the community. The campus setting is both commanding and inspiring and, along with the recently dedicated hospital, provides a new geographic locus for the City of Craig. The two primary buildings are a 70,000 square-foot academic and student services structure and a 14,000 square-foot Career and Technology building; the buildings both share a geo-exchange system for heating and cooling, and both buildings provide state-of-the-art instructional technology for students, faculty, and staff. The academic building is LEED certified. The Career and Technology facility is home to the Cosmetology, Massage Therapy, and Emergency Medical Services Programs, as well as the Mine Safety Training and Specialized Mine Safety Training Centers. A third building meets the specialized needs of a growing Automotive Technology Program. This 4,000 square-foot shop provides space for current technology and equipment for the gasoline and diesel engines that students will encounter in the workplace. The facility may become the home of a proposed program to train mechanics in Compressed Natural Gas conversions and maintenance.

- The Vision+ agenda emphasizes close student engagement as a crucial aspect of student success, and the College maintains a wide array of readily accessible student services. On both primary campuses, student services are consolidated in a one-stop shop where most activities are directly available in a combined space. Support services include a variety of academic and guidance services to help students meet the challenges of the college experience and prepare for the future. From academic advising to career exploration, from personality profiling to placement testing, from learning assistance tutoring and study halls to job and health fairs, students at CNCC are offered support that honors their personal choices and encourages them to excel. CNCC's Counseling and Career Planning Office Mission Statement as found on the CNCC website is to "provide confidential and quality academic, career, and personal counseling to a diverse population of students." Among the
services offered: Personal and Group Counseling and Crisis Intervention, Career Counseling, Academic Advising, Accommodations and Disability Services, Transfer Coordination, Accuplacer Testing/Placement, and Academic Counseling. These activities are reviewed on an ongoing basis through the Student Success Committee.

- The Organization's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth. One of the College's most significant challenges is effectively managing an environment that continually changes; however, the College has taken significant steps to ensure it has the ability to do so. The changing environment often materializes in year-to-year budgetary uncertainty and, while CNCC is funded through a variety of sources that provide a measure of security by distributing risk, the funding sources are, nevertheless, often subject to the same common economic pressures. CNCC funding includes student tuition and fees, state general fund support in the form of the COF, local support from the two taxing districts, and other smaller funds as follows:

As a result of ever-changing financial considerations, a great deal of emphasis has been placed on the relationship between budgetary accountability and program enrollment performance. The CDPs as they intersect with the department budget requests are given ongoing attention and review. Also, the process is designed to allow for mid-year budget adjustments based on actual year to date performance. The College also builds in several layers of contingency, beginning with the State Board mandated cash reserves, the President's and Vice President of Instruction's contingencies that are built into the budget, and, finally, substantial reserves maintained by the RJCD and the MCAJCD.

In the past few years, the Institution has strengthened programs in Nursing, Dental Hygiene, NPS Academy, and Aviation through funding to upgrade equipment and facilities. These programs continue to thrive because the Institution has recognized their value and made a concerted effort to keep them current. In contrast, CNCC has closed programs that have not
sustained a sufficiently high level of performance in terms of attracting or retaining students or being able to provide expected program quality. Programs such as Global Information Systems, Petroleum Technology, and Engineering Technology have been discontinued and funds shifted to more viable and effective programs. The planning process involves different levels, including CDPs that are presented by each department and program, with a review of each CDP by the President's Cabinet. The institutional Strategic Plan provides an over-arching picture of the direction that the College will take.

- **The Organization has a history of achieving its planning goals.** CNCC has a long and distinguished record of following through on institutional goals. Recent examples include the Craig Campus construction project, the renovation of the Studer Building (renamed the Striegel Building to recognize a generous contribution from W.C. "Bud" Striegel) to a classroom building, and the renovation of the Blakeslee Building that houses the Dental Hygiene Program. These examples demonstrate the commitment of the administration, Board, benefactors, faculty, and staff in terms of making certain that the Institution continues to thrive. The Vision+ agenda has led to noticeable changes at the College. The new Vision Challenge Course is a symbolically visible presence on the Rangely Campus and the Vision+ Orientation plays an important role in integrating new students with the campus environment and pointing them on the path to success. Students have the opportunity to experience outdoor and other activities they would otherwise not experience. The attention paid to supporting developmental education and the learning support activities of the College more generally can demonstrate increases in student success measures. The implementation of VC, with its potential to address many issues faced by nontraditional adult students and high school partners, demonstrates the College’s ability to respond to stakeholder input and student needs. The implementation of major IT systems and software platforms, including the new Crossroads Portal, the D2L Learning Management System, Intelliiworks, DegreeWorks, and the new Faculty Load and Compensation (FLAC) process and payroll systems, demonstrate for a small college a significant ability to execute new technologies and processes.

**Core Component 2c**

The Organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

As documented in our application to the HLC Assessment Academy, CNCC has a long history of engaging assessment as a central activity in evaluating institutional effectiveness, promoting change, and reporting performance results. From a broader perspective, our evaluation processes touch virtually all CNCC activities and include instruction, student support services, facilities, and business operations. The College has allocated a .50 FTE position to institutional research, a position that responds to myriad reporting requirements on the College, Board, state, and federal levels, as well as providing both regular and ad hoc reports for the College community. The CDP process provides a firm link between planning and evaluation activities and the College budget. Evidence that CNCC is forward-thinking and dedicated to continuous improvement is evident across the College both in our activities and the many examples of significant progress to be found at the College. CNCC now has three signature programs that have undergone self-studies for national accreditation: the Dental Hygiene Program with the Commission on Dental
Accreditation (CODA); the Nursing Program through the National League of Nursing Accreditation (NLNAC); and the NPS Academy SLETP through FLETC. CNCC can also document significant facilities upgrades, ongoing efforts to maintain and improve instructional and informational technology, as well as concerted efforts to ensure a highly qualified faculty and staff. The College's application to the Assessment Academy was, nevertheless, engendered by an emerging consensus on the part of faculty and administration that CNCC's assessment efforts have not always provided the quality of data desired, that the formal assessment agenda addressed only certain specific activities and needed to be expanded, that ongoing activities of various groups, particularly those of the Student Success Committee and the Assessment Committee, could benefit from better integration, and finally that the bureaucratic burden on a small institution was significant and that CNCC could benefit from fewer, more productive, and more concise evaluation activities. (See PEAQ Materials\Assessment\Assessment Academy Documents.)

- The Organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

- Faculty assess and report student learning each semester utilizing a web-based instrument (Combined Forms A/B – for assessment), which encourages instructional goal-setting and the corresponding evaluation of effectiveness in meeting goals. In addition, Combined Forms C/D (for program and development planning) is also available on the web as an effective evaluation tool for CNCC programs. These plans, like the Combined Assessment Forms, are completed each semester and are intended to inform the CDP process and provide a significant rationale for budget requests. In order to evaluate student performance, CNCC utilizes the Web to conduct vocational student surveys (VE-135) which are required of CTE programs with Carl Perkins funding. Programs are reviewed through the state CTE approval process on a regular five-year cycle, and they are evaluated internally as part of the CDP process. More general student success reports are generated by the Student Success Committee, which has established a goal of creating performance benchmarks over time. Students, with very few exceptions, complete course evaluations for courses each semester.

- Financial reporting and controls provide another aspect of measuring institutional effectiveness. CNCC utilizes the Banner ERP System to consolidate and integrate financial and student databases. Myriad reports are available to all account managers, department heads, and administrators. The Vice President of Business and Administration is the budget manager for the College and provides ongoing oversight of the budget as well as regular year-to-date performance reports to the President's Cabinet. Cabinet reconciles actual expenditures with budget projections, ensuring that actual performance is aligned with planning. CNCC reviews fiscal operations and procedures annually. An independent auditor, KPMG, evaluates the College's process yearly, makes recommendations for improvement, and verifies compliance with State Fiscal Rules. Audit recommendations are used to strengthen the College's business processes. CDPs require program directors to review performance in the areas of instructional effectiveness (assessment), enrollment management, budgetary requirements and outcomes, and emerging opportunities or threats. This annual review provides the College with an operating history by department and
allows it to gauge actual versus projected performance with a direct link to funding requests.

- **The Organization maintains effective systems for collecting, analyzing, and using organizational information.**

  - CCCS utilizes the Banner ERP, which warehouses all data (including financial, human resources, and student information) into an integrated system for all 13 colleges in CCCS. This system allows budget managers to monitor all accounts in real time; allows student services staff to maintain student information; and is the platform for course scheduling, instructor teaching loads and contracts, and grade reporting. The Learning Management System D2L, which is the platform for CCCOnline and used by VC in conjunction with Elluminate Live!, is integrated with Banner, and there are several supplemental programs that work with Banner such as DegreeWorks and Cognos.

  - CNCC has dedicated a .50 FTE to an Institutional Research Coordinator (IR) position; this assignment is now combined with a .50 FTE Assistant Registrar, which consolidates aspects of reporting particularly as it pertains to student data. The IR/Assistant Registrar is responsible for numerous reports including Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS), and other reporting required by the CCCS and Colorado DHE. In addition, various other evaluation tools including course evaluations are administered through the Institutional Research Office. CNCC has made positive strides in collecting and analyzing information that is relevant and useful in generating organizational improvements and change. The "S" network drive functions as a common warehouse for official College operating information, including departmental policies and procedures, HR policies and procedures, budget process information, the Organizational Chart, etc.

  - The Student Success Committee has begun to benchmark more direct and refined indicators of the effectiveness of instructional and support programs over time. It also maintains an early alert system that includes the prescribed intervention steps needed to identify at-risk students. Faculty report student progress on a regular schedule three times each semester as well as through an *ad hoc* referral process that encourages intervention as soon as problems begin to emerge.

- **Appropriate data and feedback loops are available and used through the Organization to support continuous improvement.** Feedback and input loops are robust and ongoing. Communication is structured and formal – as in the CDP, budget, performance review, Academic Council, strategic planning, advisory committees, etc. – and less formal and more ongoing such as through the discussions that regularly occur in the President's Cabinet, Faculty and Student Senates, Student Success Committee, Assessment Committee, Marketing Committee, etc. The College also gathers student input through several processes including the recently implemented annual Student Survey, the VE-135 report, course evaluations, and a general College-wide open door culture. The organizational structure and staffing patterns are reviewed annually by the President's Cabinet with input and recommendations gathered from program directors and other supervisors. While the Organizational Chart outlines specific lines
of communication and formalizes reporting responsibilities, day-to-day communications are fluid, participatory, and horizontal.

Data is mined at the program, department, and institutional levels. With this approach, the College maintains its focus on building on its strengths and creating strategies that maximize potential. Individual programs collect and aggregate data specific to program goals and outcomes. Many of the CTE programs collect data through graduate and employer surveys, and licensure and certification test results; all CTE programs are required to elicit feedback through advisory committees with mandated industry representation. Examples of how the use of data drives continuous improvement in instructional programs include specific curricular adjustments implemented by the Dental Hygiene Program based on analysis of National Board results and similar adjustments in the Associate Degree in Nursing (ADN) Program based on National Council Licensure Examination for Registered Nurse (NCLEX-RN) results. The Aviation Maintenance Technology Program (AMT) gathers data from program surveys to inform program success strategies; feedback gathered through the AMT Advisory Committee and industry relationships is used to identify the workplace performance of recent graduates as well as to assess workforce trends and changing training needs.

- Student support service decisions are also based on data collected regarding student success and support needs. For example, the Adult Learning Assistance Program, located on the Craig Campus, uses a combination of data from attendance records and feedback from student requests to set service hours, establish staff coverage, and disseminate program information. The Student Success Committee tracks student referrals to monitor the effectiveness of retention efforts and it has been in the process of benchmarking success rates among students in remedial education courses. Additionally, data is also used to improve faculty support services and identify technology support issues, particularly in the VC Program.

- The Institutional Research Coordinator generates ad hoc reports as needed by College faculty and staff. Requests are submitted through the use of an IR request form. (See PEAQ Materials\Institutional Research\IR Request Form.) Regularly collected data sets include, but are not limited to, enrollment, financial aid, graduation rates, student course evaluations, and student survey results. Data is then used to inform general College and specific program improvement projects including recruitment and retention efforts, graduation and completion rates, and student assessment.

- Periodic reviews of academic and administrative subunits contribute to improvement of the Organization. CNCC recognizes that periodic review of College processes, procedures, and the effectiveness of its various operations is essential to continuous improvement. In part, the need for ongoing evaluation is met through formal meetings of various groups or committees including the Faculty Senates, Assessment Committee, Academic Council, and President's Cabinet. These scheduled meetings assure that there is an ongoing review of both academic and administrative functions. CNCC has also implemented the use of the CDP, which, as a condition of the annual budget request, requires an annual review of departmental effectiveness, performance, and efficiency. Faculty, classified, and administrative employees are evaluated through performance review instruments annually. CTE programs are reviewed
at the state level on five-year cycles. Transfer programs are reviewed on a regular basis through the gtPathways process and the CCCS curriculum committees and processes.

- **The Organization provides adequate support for its evaluation and assessment processes.** CNCC provides significant financial support to evaluation and assessment activities, including line-item requests to fund Assessment Committee activities as well as multiple other budget requests related to evaluation and assessment that appear in individual department budgets.

  - CNCC provides adequate time for instructors’ performance reviews and classroom observations. Professional development opportunities related to evaluation and assessment activities are encouraged through professional development funding and release time. Gathering evaluation and assessment information is facilitated by IR who supports data collection activities of the Assessment Committee, the Student Success Committee, and various departments. In addition to this position, the Accounting Coordinator/Assistant Controller provides training and support for the use of the Banner administrative system that is used to collect data concerning student success (i.e. grades). Deans and program directors assist in the evaluation of courses and programs through a variety of assessment tools. Instructors also serve a pivotal role in evaluating courses and programs and are the direct means by which improvements and changes are implemented. Often, the ALAP and Student Learning Center are the means by which students are evaluated for academic competence. The first assessment administered to incoming freshman is the Accuplacer, a standardized test developed to place students into appropriate reading, English, and math courses. CNCC instructors determine student outcomes for each of their courses, within approved guidelines established through the CCN System, and they develop measures to evaluate learning. They use a variety of formative and summative measures, including Classroom Assessment Techniques (CATs), scoring rubrics for assignments and projects, surveys, homework, quizzes, tests, and externally developed standardized tests. Instructors use the data throughout the semester to adjust teaching strategies, materials, etc., and to plan for future courses. They report classroom data to program directors at the end of each semester.

  - All programs are responsible for developing and measuring student outcomes. Program directors prepare and submit annual planning forms detailing their assessment plans for the academic year. In addition, each submits a mid-term report at the beginning of the spring semester and an annual report at the end of the spring semester. By evaluating student success in meeting outcomes, program faculty and directors can determine strengths, challenges, and strategies for improvement. CTE program assessment involves classroom assessment data, employer and graduate surveys, and, in some cases, standardized, qualifying exams required for professional practice by outside agencies (Federal Aviation Administration, state licensure boards, other professional exams). General Education Program assessment is determined primarily through compilation and analysis of classroom data of student outcomes. Some content areas have also developed projects or scoring rubrics to assess student outcomes. Development of these assessment methods is ongoing. Institutional assessment of student learning involves both program assessment and standardized measures. Evaluation of student performance over time helps to determine curriculum, instruction, course requirements, etc.
Core Component 2d
All levels of planning align with the Organization's Mission, thereby enhancing its capacity to fulfill that Mission.

CNCC's planning processes are necessarily complex, and they occur at multiple levels simultaneously. The recently revised Mission Statement, for example, has implications for other levels of planning such as the strategic planning process and the comprehensive development planning process. The CDP/Budget level process clearly links planning with budget development, a key to ensure effective implementation of College plans. All programs and activities are necessarily within the Mission and Vision Statements, though the CDP and the Budget request templates have been revised to call specific attention to budget requests in the context of overall institutional priorities. The direct link between long-range planning and budget development is more problematic due to the continually fluctuating nature of College funding and the rapid pace within which changes occur. Clearly, CNCC has become more deliberate, accountable, and strategic in its short-term decisions and planning and makes direct connections to budgeting. Moreover, CNCC has been very successful in following through with developmental planning of various sorts including the Major Gifts Campaign and the facilities planning that led to the new Craig Campus and significant renovations on the Rangely Campus. More difficult, however, is the impact of operational, short-term changes on long-term projects—for example, several of the programs that were the foundation for new or renovated facilities proved not to be viable, hence the gap between necessarily long-term planning and on the ground decision-making. The planning flow chart indicates the relationship between higher levels of planning, including the development of the Mission and Vision Statements, the annual Strategic Plan, Board goals, etc.

- Coordinated planning processes center on the Mission documents that define vision, values, goals, and strategic priorities for the Organization. CNCC aligns all its activities in accordance with its Mission and Vision Statements and multiple planning and oversight processes ensure that College activities and priorities are within the spirit and intention of our guiding statements. (See PEAQ Materials\Strategic Planning Documents\Organizational.) The Mission Statement focuses on students and the services we provide to them. The institutional Strategic Plan is the medium-term framework for operationalizing tenets of the College Mission. The CDP process proposes both strategic and ongoing expenditures, establishes departmental goals and strategies, and consolidates from a broader to a more strategic plan directly relevant to specific departments and programs. The operating budget is the most direct and material expression of College intentions, and it is the mechanism by which the College disciplines itself to ensure that performance corresponds to expectation. How specific agendas develop provides substantial evidence of the link between the College's Mission and Vision, broader planning, and the specific assignment of resources appearing in the College's annual budget.

- CNCC's Mission includes the following bullet points: we "prepare our students to achieve their educational, workplace, and personal goals; offer educational programs that respond to evolving workforce environments; offer excellent, two-year general education transfer degrees." Initiative 4 of the 2009-2013 Strategic Plan addresses these goals in developing and delivering quality innovative classes and programs that meet the expressed needs of the
students and communities in our service areas. Learner needs are identified through a variety of mechanisms including the various community outreach processes, program advisory committees, the CNCC Foundation, assessment activities, student surveys etc. New programs such as Equine Studies, Outdoor Leadership, and NPS SLETP have been developed in response to the needs of the local economy, identified employment opportunities, or various forums for discussion such as the President's Cabinet, the Academic Council, the program advisory committees, and departmental staff. Program needs are coalesced on a strategic level then implemented through the budget process, which allows for program directors to establish program development funding in the annual budget. The budget asks program managers to identify the extent to which funding commitments in the short term will impact subsequent budgets for the next three years and beyond.

That "CNCC will provide unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado" is another bullet point in the current CNCC Mission Statement. One of the exciting features of the CNCC experience is the multitude of opportunities for students to take advantage of our surrounding natural resources, an opportunity that was a clear focus in the Vision+ agenda and the subsequent Mission and Vision Statements. Outdoor recreational activities are regularly scheduled and have included whitewater rafting, overnight canoe trips, hikes to the various pictograph/petroglyph exhibits that are a short drive from the Rangely Campus, spelunking as a regular part of biology coursework, and ice-climbing both as a credit class and as a community education offering using both a fabricated ice wall on the Rangely Campus as well as the world-class ice climbing park in Ouray, Colorado. These activities are fully supported by the Vision Statement as follows: "We will take full advantage of the surrounding rivers, deserts, and mountains to enhance our curriculum and provide unique learning opportunities."

Influenced by the Vision+ agenda, and delineated in the revised Mission Statement and the new Vision Statement, CNCC has deliberately emphasized the Natural Resources Program and unique recreational opportunities through the enhanced Outdoor Recreation Program. In doing so, the College seeks to leverage the amazing environment and geography of our region, including prominent geographic features – the desert, the rivers, the mountains, and the ever-changing seasonal weather patterns – to enhance student engagement through learning tools that they can actually touch, smell, and see. Under the direction of the Natural Resources Program Director, a challenge course has been constructed and will be used for the new Outdoor Leadership Program, for leadership training in conjunction with new-student orientation, and for team-building experiences for learning communities on the campus. The NPS SLETP is a natural fit for CNCC and complements other outdoor activities with a well-defined career path that makes available both professional academy training and an Associate of Applied Science for Park Rangers.
The Mission Statement asserts that CNCC will "provide campuses and facilities with innovative technology." This commitment to staying current in technology is long-standing and has resulted in regular technological improvements. Succeeding budgets will demonstrate an ongoing financial commitment to technology upgrades. The Craig Campus facility provided an all new technological backbone and hardware, and the renovation of the Blakeslee Building for the Dental Hygiene Program resulted in one of the most current dental hygiene facilities in the region. The Nursing Program is now equipped with interactive manikins and simulated clinical scenarios. AVT Program upgrades include Global Positioning System (GPS) instrumentation and a glass cockpit (touchscreen controls) in aircraft.

The academic building at Craig houses the Nursing Program while also providing classroom and lab space for a variety of classes. The funding for this building came from state of Colorado Federal Mineral Lease monies, Build America Bonds, and a grant from the Department of Energy; the Career and Technology building funding came as a result of the Major Gift Campaign, MCAJCD funds, and a grant from the Colorado Department of Local Affairs; the Automotive Technology Center came through Build America Bond funds.

- **Planning processes link with budgeting processes.** CNCC is very aware of the importance of solid planning, budgeting, and budget management to the degree that it developed the following Mission Statement bullet point: "Manage fiscal and overall resources to best serve institutional goals and responsibilities." Due to the economic challenges that the CNCC service area counties, state, and nation have faced in recent years, it is vital for the College to assess and reevaluate the best way to use the funds that are allocated in a responsible, judicious manner. Budgeting procedures are outlined in the Policies and Procedures manual of the Institution and in the Budget Development Process Guidelines. (See PEAQ Materials\CDPs and Budget Requests\Forms & Templates\ CNCC Budget Development Process; PEAQ Materials\Policies and Compliance\Human Resource\PP Article 10\FIN 7.1 Budget Development Process 6.21.12.) Additionally, the College must align its budgeting practices with those of CCCS and it must gain final approval through the SBCCOE. Once the budget and accompanying expenditures are approved, the procurement of requested equipment is initiated. Requests for purchases that exceed a certain dollar amount must go through a bid process, while smaller items may be approved in-house for purchases. Recent examples of Mission related expenditures that developed through the CDP/Budget process include the following:

  - **2009-2010**
    - Salon Management Software Program used in industry salons for scheduling appointments, billing customers, and retaining contact information.
    - Diagnostic hardware and specialized tools for the AMT Program.
    - Travel expenses for nursing faculty to attend Accreditation meetings.

  - **2010-2011**
    - Equipment that provides a variety of component system repair and troubleshooting simulations and activities in electronics, transmissions chassis and routine maintenance for the Automotive Technology Program.
- Updated software for use in accounting and tax preparation for the Business Program.
- Manikin simulator scenarios and Noelle birthing simulator updates for the Nursing Program.
- Magneto Bench tester for the AMT Program.

- **2011-2012**
  - Three diesel injection pump cutaways for Cummins & CAT engines to assist students with learning and understanding how each diesel injection pump operates.
  - Ballistic vests, arrest control gloves, shock knives, focus mitts, spit hoods, and traffic cones for use in the NPS Academy.
  - Two new state-of-the-art dental chair systems that include assistant's arm; air, water, and electrical lines/systems; and the operators' stools.
  - Stretchers, resuscitators, spine boards, extractions devices, intubation (open airways) equipment, blood pressure cuffs for adults/children, and resuscitator resources for the Emergency Medical Services Program.
  - Backpacks, climbing ropes, tents, climbing harnesses, raft and frame, oar frame, raft repair kit, back country ski equipment, and ice climbing equipment for the new Outdoor Leadership Program.

- **Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.** A major responsibility of CNCC is to adapt to the ever-changing workforce demands of the surrounding community. CNCC's Strategic Plan is reviewed annually. Initiative 4 of the 2009-2013 Plan addresses the dynamic nature of community college education by planning for the development of quality, innovative classes and programs that meet the expressed needs of its learners and communities. Section 4.2 states "evaluate existing programs, develop new programs, and increase offerings," which suggests the College's understanding of the need for continuous improvement and the ongoing reevaluation that accompanies it. Institutional Research, working along with the President, Cabinet, and Community Education Directors, conducts and analyzes environmental scans to assess community and learner needs. New programs are developed and existing programs are evaluated to determine which programs have the most potential for training the most students for current workforce needs. The Nursing Program is new since CNCC's last accreditation. This program was established due to the need for professional healthcare providers in our region. The Banking & Finance Program was developed as a collaboration between the College and the needs of a regional financial institution, and it was deployed through the new VC platform in an effort to meet the needs of full-time bank employees who preferred a format more conducive to their professional obligations. Also, there was a desperate need to train ECE professionals on the Western Slope in rural areas. The Colorado Department of Education implemented new educational/certification requirements, but professionals in remote, rural areas did not have access to the training. CNCC updated the ECE curriculum to meet the new state guidelines. The ECE Program is delivered through VC, as is the Banking & Finance Program. In addition, the Automotive Technology Program is another new program established due to a lack of qualified mechanics in the area and was a partnership between CNCC and Moffat County High School to provide high school students an early start on earning a CTE degree and entering the workforce.
Another example of CNCC's ability to rethink its direction in regards to long-range planning has been its willingness to reevaluate facilities' needs in the Facilities Plans the College has developed. For example, over the past year, a general consensus has emerged that the proposed "Wellness Center Facility," which is identified not only in facilities planning documents, but was a major fund-raising activity with a commitment from the RJCD, needed to be rethought for a variety of reasons. The College reprioritized its facilities project and identified the inadequacies of science labs in the Rector building as a higher priority, and it recognized that a better integration needed to occur with the Johnson Cafeteria and the functions currently provided in the Weiss Activity Center. The recent decision to relocate the NPS Academy to a central facility in the Cramer Building resulted from emerging issues created by new-found success and the emerging importance of the program in the context of new accreditation conditions from the Federal Law Enforcement Training Center. These conditions required a rapid response and were not identified in the strategic planning process, though they did appear in the 2011-2012 CDP and budget requests.

- **Planning documents give evidence of the Organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the Organization and its students exist.** An awareness of the multiple factors influencing CNCC is evident at all levels of planning from the Mission Documents through the long-range and strategic planning mechanisms to the annual CDP, budgeting, and assessment processes. The CDP templates specifically ask managers to do environmental scans that include broader factors such as technology, emerging industries, competition, and student demographics. These factors then become background for specific program planning, most directly evident in enrollment targets, staffing levels necessary for program effectiveness, operational requirements for supplies and materials, travel, professional development, etc. Individual program requests are consolidated by the Cabinet, which identifies institutional priorities, including both programmatic and financial priorities, establishes the budget, and finally reports back to the program.

- **Planning Processes involve internal constituents and, where appropriate, external constituents.** CNCC widely involves internal constituents in planning for virtually all processes and activities. The recent Mission and Vision Statements were revised through very open processes with all College faculty and staff in an appreciative inquiry style format and multiple discussions with the broadly representative President's Council, the Student Governments, and the Faculty Senates. The Mission was also reviewed by the RJCD Board and the MCAJCD Board of Control and approved by the CCCS President.

- CNCC has several formats that structure our planning processes. At the program level, collecting and evaluating information for construction of the CDP is an activity that occurs annually. Program directors in collaboration with program faculty and advisory committees shape the priorities of the CDP – an example of an internal constituency (the faculty within a program) collaborating with an external constituency (advisory committee). The advisory committee for each program has the charge to:

  1. Provide industry-specific advice as to program objectives, general policy statements, operating procedures, and course content.
2. Facilitate communication between the College and the constituents it serves.
3. Represent the interests and needs of the corresponding business or industry.
4. Provide input to program revisions and changes.
5. Adjust general education requirements to reflect industry needs.
6. Accurately assess skill levels of students.
7. Introduce and access current technology as it applies to the field.
8. Provide internship opportunities for students in CTE programs.
9. Help develop the reputation of vocational programs, making students marketable.
10. Raise funds to support the goals of the program.
11. Send their own employees to the program's classes, not only to learn from the training, but also to provide mentoring opportunities the students in the program.

Other examples of internal groups collaborating with external constituencies would be the Faculty Senates, program directors, and the Academic Council (all internal groups) working with the State Faculty Curriculum Committee, State Faculty Advisory Committee, and the Colorado Faculty Advisory Council (all external).
CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The Organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

CNCC takes seriously its mission to provide a quality student learning experience through effective teaching. Assessment of student learning, collection of data to provide evidence of such, and efforts to improve teaching effectiveness serve as the cornerstones of our instructional efforts. A brief overview of our assessment of student learning efforts over the past several years is necessary to understand CNCC's commitment to student learning and effective teaching.

A primary concern of the CCHE review team, as well as the 1993 North Central Association (NCA) Consultant-Evaluator (C-E) Team, was that CNCC's accountability plan lacked a faculty assessment of student outcomes component. In response, an Accountability Task Force was created by the President's Cabinet in October of 1994. The Vice President of Student Services had his title changed to Vice President for Student Services and Accountability and was given responsibility for leading the Task Force.

The 12-member (seven faculty members) Task Force had two primary responsibilities: (1) Meet the NCA requirement of developing a plan for the Assessment of Student Academic Achievement; and (2) Update and revitalize the state-mandated Accountability Plan for the CCHE through assessment of student outcomes via increased faculty involvement. Initial planning and momentum needed for establishing a viable assessment process at CNCC seemed to be in place. It was not. The last memorandum from the Vice President for Student Services and Accountability to Task Force members was sent on October 11, 1996. At this point, implementation of the CNCC assessment plan ended. No further Task Force meetings were held, and no formal reporting of student assessment to the Task Force occurred. Efforts were not renewed for nearly five years.

The 2001-2003 institutional Self-Study was the catalyst for renewing the assessment of student learning processes at CNCC. Much progress was made toward creating a culture of assessment. Four CNCC Development Day workshops established program missions, goals, student outcomes, and structured reports. Lines of communication between faculty on the Rangely and Craig Campuses were enhanced, and discussions about formative versus summative assessment or direct versus indirect measures became routine rather than rare. Nine faculty members, including the Assessment Committee co-chairs, played a leading role in the development of the College's Assessment of Student Learning Plan and were a driving force in making the Assessment of Student Learning/Institutional Effectiveness Committee a top priority at CNCC. This Committee developed academic department assessment plan and program mission and goals worksheets; developed the student support services and administrative support services institutional effectiveness plan and mission and goals worksheets; established two institutional assessment goals (critical thinking and effective communication); established the Institutional Accountability budget as the funding source for assessment activities; developed a format for program assessment reports; administered ACT-CAAP (American College Testing-Collegiate Assessment of Academic Proficiency) modules in reading, writing, and mathematics; adopted the Test of Everyday Reasoning (TER) as an incoming freshman pre-test/graduating sophomore
post-test to measure critical thinking; and administered the ACT Student Opinion Survey to all
students at both campuses and all three service centers.

A five-member assessment team attended the June 2002 NCA-AAHE (American Association for
Higher Education) Assessment Workshop in Kansas City and returned with two critical
contributions that helped bring focus to the assessment process. First was an awareness that the
College needed to clearly define a limited number of institutional assessment goals. This
realization led to the two goals that now form the core of the College’s assessment effort:

**Goal 1:** Equip students with skills necessary for creative problem solving, critical
thinking, and analysis of values.

**Goal 2:** Equip students with the communication skills necessary for effective
listening, speaking, reading, and writing.

The second was a capstone project that mapped out the College's three- to five-year plan for
establishing and phasing in assessment goals.

During 2001-2003, most faculty members concluded that a formal assessment process improves
student learning and teaching effectiveness. The administration realized that student learning
should be a core institutional value, backed by CNCC's Mission and Goals, and requires
continuous support and encouragement. Moreover, students began to understand that assessment
of student learning adds value to their classroom and college experience. All in all, a great deal
was accomplished during the period between 2001 and 2003, and Assessment of Student
Learning once again became a viable, ongoing, and productive enterprise at CNCC.

Following the 2003 comprehensive evaluation visit, the evaluation team noted, "As a result of
this focused professional development and concerted efforts in assessment, the Institution can
point with pride to a number of encouraging developments in the areas of assessment." However,
they also noted that CNCC needed to "demonstrate that the new assessment program [was]
sustainable; revise its goals for general education and/or develop appropriate tools to effectively
assess these goals; and use the results of assessment to inform the planning and budgeting
processes, and, ultimately, improve student learning."

The College has continued to utilize and improve the assessment of student learning process it
first initiated in the fall of 2001. The Assessment Committee continues to meet monthly
throughout each academic year. Membership has increased to include faculty representation from
each academic and vocational program as well as the Deans of Instruction from both campuses.
Faculty members have progressed in sharpening their academic assessment methods and tools. In
addition, assessment goals have been refined and formalized to include assessing student
academic achievement at the classroom, program, and institutional levels to improve learning.
The collection and evaluation of assessment data has continued. Professional development
opportunities regarding assessment have been provided for faculty, staff, and administration. The
Assessment Committee has developed and maintained a centralized data collection, analysis, and
reporting function and regularly publishes assessment results.
As this overview of CNCC's assessment history indicates, the College has committed substantial effort to this critical activity during the past ten years. CNCC has demonstrated that the assessment program is sustainable, and the College has established general education goals and developed the tools to assess these goals. Nevertheless, the College has come to recognize that the tools it worked so hard to develop have not produced data of sufficient reliability or validity to substantially enhance student learning. In addition, results of assessment efforts have not directly informed the planning and budgeting processes to the extent the Assessment Committee and CNCC administration expect. Assessment and other planning and evaluative activities are robust and ongoing, but need to be more directly connected to the choices the College makes. Therefore, CNCC has applied to the HLC Assessment of Student Learning Academy to seek support and guidance in moving its assessment agenda forward in a meaningful and manageable manner.

**Core Component 3a**

The Organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The first minimum expectation of this component—and its most important—is the clear statement of student learning outcomes for each educational program, and CNCC has learning outcomes for specific classes, the Associate of Science degree, the Associate of Arts degree, and CTE programs. In addition, learning goals have been identified that are shared by all college programs.

The other minimum expectation includes processes for assessment of student learning (that have been in effect at CNCC for most of a decade) including deadlines and accountability procedures. The following section describes CNCC's assessment of student learning initiatives over the past ten years.

- **Assessment provides evidence of student learning: Programs, majors, degrees and general education have stated learning outcomes.** As a two-year college, CNCC awards certificates and associate degrees in programs that enable students to adapt to their workforce environment; empower them to be self-disciplined, lifelong learners; and create opportunities for them to appreciate diversity, including cultural and ethnic diversity and diversity of thought and opinion. This mission requires CNCC’s graduates to have good critical thinking and communication skills. All CNCC programs share two goals for assessment of student learning:

  - **Goal 1:** To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.

  - **Goal 2:** To equip students with the communication skills (both written and symbolic) necessary for effective listening, speaking, reading, and writing.
The general education and transfer programs have established learning outcomes for both of these goals. These learning outcomes, listed below, are also listed on the CNCC website at http://www.cncc.edu/cms/content/academic-assessment-general-education-assessment and in an internal computer network Assessment file, which is accessible to all faculty.

- **Goal 1:** To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.
  - Apply the scientific method in designing and carrying out an experiment;
  - Demonstrate familiarity with fundamental physical and biological science principles;
  - Contrast the government of the United States with those of other nations;
  - Explain the contributions of diverse groups to the advancement of civilization;
  - Appraise current social issues from a historical and/or scientific perspective;
  - Evaluate the role of the arts in transmitting ideas;
  - Demonstrate an understanding of the impact of values and beliefs on societal dynamics by learning to approach ethical dilemmas analytically;
  - Understand concepts of social and civic responsibility;
  - Apply critical thinking to solve problems;
  - Interpret data accurately from tables, graphs, and charts;
o Solve word problems both in the context of applied situations and in extending knowledge of mathematical theory;
o Work with functions that are constructed as models of real-world problems, including such things as the use of logarithmic and exponential functions as models for population growth, compound interest, etc.;
o Perform basic analytic functions, such as categorizing information, distinguishing between relevant and irrelevant data, and predicting outcomes of situations from analysis of information;
o Use computers for analysis and research;
o Use conceptual information specific to the subject area to propose solutions to theoretical and actual problems, formulate long- and short-term goals, prioritize tasks in completion of a project, and create strategies for achieving goals;
o Analyze, summarize, or evaluate textual material.

Goal 2: To equip students with the communication skills (both written and symbolic) necessary for effective listening, speaking, reading, and writing.
o Demonstrate the ability to conceive ideas about an assigned topic; organize, select, and relate ideas and outline and develop them in coherent paragraphs through a well-constructed, documented composition or business plan;
o Develop research skills, including the ability to gather information from primary and secondary sources; write a report using this research; quote, paraphrase, and summarize accurately; and cite sources properly;
o Develop oral communication skills, including the ability to select topics appropriate to an audience; determine the appropriate general and specific purpose; organize, arrange, rehearse, and deliver a presentation;
o Evaluate, lead, and participate effectively in group discussions;
o Apply active listening skills in interpersonal and group settings;
o Communicate scientific ideas through oral or written assignments, critiques of the content of scientific articles regarding experimental design, assumptions, analysis of data, results, etc.;
o Interpret and apply mathematics using formulas and graphical representation;
o Use computers for analysis, research, and communication.

Located in the internal Assessment folder are General Education Goals Matrices that indicate which learning components are embedded in courses within a discipline. (See PEAQ Materials\Assessment\Assessment Goals & Program Matrices.) These have been completed for "Arts and Humanities" and "Math and Science," as well as several CTE programs.

In addition to the matrices, which address only communication and critical thinking skills, many CTE programs have specifically defined program learning outcomes. (See PEAQ Materials\Assessment\Program Goals & Learning Outcomes.) These outcomes are driven by both internal assessment efforts as well as external accreditation requirements for programs such as Dental Hygiene, Nursing, Aviation Maintenance, Aviation Technology, and Cosmetology. These Program Learning Outcomes are readily available on the internal network and are available online in the Assessment section of the website.
Expected student learning outcomes are faculty driven. Arts and Sciences faculty selected the learning outcomes for AA and AS degrees while CTE program directors and all faculty members determined the learning outcomes for their programs. In all cases, faculty, whether AA, AS, or CTE, create the strategies to determine how learning outcomes are achieved in their own classes. Strategies include such assessments as the following:

- Pre- and post-testing of math or science skills;
- Assessment of a critical essay on the basis of criteria that directly reflect the learning objective;
- Assessment of an explanation of the meaning of a confidence interval the student has calculated;
- Assessment of identification of experimental components and an explanation of their importance;
- Assessment of students' ability to follow a list of instructions over several months;
- Assessment of identification and resolution of a problem in a clinical setting, etc.

**Assessment provides evidence of student learning: Processes for assessment of student learning are in effect.** Clear processes for assessment of student learning at both the classroom level and the program level have been developed and implemented. The CNCC Assessment Committee developed two forms to be used by faculty and program directors for setting assessment goals and reporting results of assessment efforts.

- **Course Assessment:** At the course level of assessment, each full-time faculty member is required to assess two courses of the instructor's choice each year, although a program director may request particular courses be assessed to allow all courses in a program to be assessed in rotation. While adjunct instructors are not currently required to participate in the assessment program, they have been encouraged to assess one course each semester. The Assessment Committee realized classes taught by adjunct instructors need to be included in the assessment of student learning. As part of the refined assessment plan being constructed through the Assessment Academy, adjunct faculty training is scheduled for fall 2012, voluntary participation will be sought during spring 2013, and required participation in assessment activities will begin no later than fall 2013 for adjunct instructors.

Classroom assessment begins with individual instructors completing portion A of Assessment Form A/B (see Appendix A, p. 90.) at the beginning of each semester for at least one course. A clear learning goal is established in the area of communication or critical thinking, methods for measurement are determined, and assessment processes are identified. A variety of evaluation tools such as a final course projects, hands-on activities, presentations, exams, quizzes, process evaluations, and rubrics are used by instructors for measuring student learning. The completed A portion of Form A/B is submitted to the appropriate program director for approval and placed in the Assessment folder for review by Assessment Committee members. Upon completion of the course, the instructor completes the B portion of Form A/B documenting assessment results and describing changes that need to occur in curriculum or pedagogy. Instructors also identify new instructional resources that are needed to improve student learning. Once again, instructors
submit the completed form to the program director and it is placed in the Assessment folder.

- **Program Assessment:** Assessment at the program level incorporates assessment results at the classroom level submitted by individual faculty. Using completed Form A/B, the program director summarizes assessment efforts and outcomes on Form C/D at the conclusion of each year. The assessment results are used to determine necessary changes in program curriculum. While the process, in theory, lends to college-wide program assessment, the degree to which Form C/D proves changes have been made based on assessment of student learning varies according to departments and programs. It has become apparent that they key to successfully utilizing assessment results depends heavily upon the quality and specificity of assessment goals written by individual faculty on Form A/B and on assessment goals written by program directors on Form C/D. Some instructors and program directors include specific learning outcomes on the Form C/D. For example, the Dental Hygiene Program’s Form C/D included the following: "Students will perform at or above the national average in 8-10 categories on the written National Board Exam. If the assessment results do not meet this goal, faculty will target curriculum review for subject(s) that are more than 1.5% below the National Average for 2 successive years." Program goals from other departments include "Students completing developmental courses will be successful in college entry courses"; "Students will demonstrate a comprehensive understanding of how different systems in a Power Plant operate"; and "Learner will successfully be able to walk, trot, and canter a horse in both English and Western Saddle while still maintaining control of the horse." However, other assessment goals have been vague and difficult, if not impossible, to measure. For example, in AY2010, of the 11 programs turning in departmental reports, four listed learning outcomes of only "communication skills" and "critical thinking." This practice suggests that additional training on writing valid and measureable assessment goals is necessary. This will be addressed beginning with a comprehensive full-day faculty assessment workshop during the fall of 2012. Follow-up workshops are planned for full-time and adjunct faculty throughout the AY2012-13 in an effort to improve assessment efforts and reinvigorate the commitment to institutional assessment of student learning.

- **Institutional Assessment:** CNCC has made a good-faith effort in incorporating classroom and program assessment efforts into an overall institutional assessment effort. In addition to classroom and program level assessment, Test of Everyday Reasoning (TER) was administered for most of the past ten years in an attempt to assess student learning at the institutional level. The test was administered to incoming freshmen and graduating sophomores, and the results were evaluated in several ways over the years. Initially, the test was used as a way to demonstrate to stakeholders that, as a group, the critical thinking of CNCC students increased from college entry to exit. The scores of all entering freshmen for one fall were compared to all exiting sophomores 20 months later. However, the Committee eventually realized that comparing the average of all entering students to the average of only those students who graduated yielded a biased result since the students who scored lower in critical thinking in the first group may not have made it to graduation. As a result, the Committee decided to evaluate the test longitudinally and took several years to match entering to graduating students. The results were most often inconclusive due to
small numbers. Few programs such as Dental Hygiene and Nursing graduate students as a cohort. Additionally, the Committee ultimately concluded that the results were not being used in any meaningful way that affected classroom instruction, program curriculum, or budget decisions. The resources being committed to the administration and compilation of results were greater than the benefits. The TER was abandoned after AY2011. Defining "institutional assessment" has been one of the Assessment Committee's challenges, and efforts to quantify student learning in the areas of critical thinking and communication skills have proved highly problematic. This realization was one of the driving factors that led CNCC to apply for admission into the HLC Assessment Academy. Defining "institutional assessment," refining and redesigning the College's existing assessment processes and activities, and creating a real culture of assessment of student learning at the institutional level are all pieces of the existing Assessment Academy Action Plan. (See PEAQ Materials\Assessment\Assessment Academy Documents.)

CNCC has defined processes for assessment of student learning and has been moderately successful with implementing assessment efforts at the classroom and program levels. However, CNCC administration and the Assessment Committee recognize that process in and of itself does not necessarily yield measurable results or lead to improvement. CNCC's participation in the HLC Assessment Academy will provide support in helping the Committee continue to build upon those elements of its plan that work and to redirect those efforts that have made little contribution. The Assessment Committee understands the need to review current processes and make necessary changes, especially with institutional assessment efforts. The Committee needs to establish a direct connection between completing the forms and utilizing the information to drive curriculum and budgetary decisions. Revitalized training for new and existing faculty needs to occur. An educated faculty who contributes to the process and recognizes the benefits of effective assessment efforts will serve as the foundation as CNCC moves forward.

- **Assessment of student learning provides evidence at multiple levels: course, program, and institutional.** CNCC has made efforts to measure and provide evidence of student learning at multiple levels. Classroom assessment efforts have had the most direct impact on student learning as instructors adjust their teaching to improve students' critical thinking and communication skills. A select number of programs have provided evidence of improved student learning, but this has not pervaded all programs. While the Assessment Committee has attempted to provide evidence of student learning at the institutional level, this has proven difficult.

Evidence of student learning at the classroom level if captured primarily from instructor comments on Form A/B. For example, according to one biology instructor,

"When students were asked to write a hypothesis prior to drawing a conclusion, they succeeded to a much higher degree in developing an appropriate conclusion than when supplied background data and a hypothesis. Less than ½ of students understood the differences between hypothesis, theory, and law in science. I could incorporate similar questions on every exam of the
semester for practice and to ensure familiarity. Need to emphasize sciences' definition of a theory better in class."

Similarly, a developmental English instructor noted,

"It was effective to the extent that it helped students focus on one specific issue within a paragraph and maintain a consistent stance throughout their paragraph. I noted that some students struggled to use decisive language to identify their stance. Instead, they used noncommittal words such as 'seems' to hint at a stance but not commit to it. Next year I will make sure that all students know what noncommittal words are and stress the importance of using words that commit to a stance. Next year I will develop a lesson plan for that specific purpose."

It has proven to be more difficult to provide evidence of student learning through program assessment. Program level assessments are inconsistent in that some provide evidence of student learning at the program level while others only provide evidence of course-level assessment. As mentioned earlier, the use program directors make of the information varies according to each program. Some directors change curriculum or instructional practices based on the program-level assessment, although almost all program directors make some decisions based on the results on the C/D forms. For example, when the Aviation Maintenance Technology Program assessment showed the following results during AY2009, the program director instituted instructional changes in at least two of the three courses shown (General, Airframe, and Power Plant):

Learning objective: AMT students will perform at or above the national average on FAA written exams.  
Expected Results: Students will achieve scores of 88% or better.  
Actual Results: Gen: 62.5% above 88%; Air: 87.5% above 88%; PP: 75% above 88%.  
Adjustment: Review weak testing subjects & increase focus on those areas.

Dental Hygiene also uses the program assessment to affect curriculum: "Target curriculum review for subject(s) that are more than 1.5% below the National Average for 2 successive years." As a result of the AY2010 assessment, Developmental Studies recommended the following: "1) Schoolhouse Write should be offered in the following combinations: ENG030/ENG060/ENG090; and 2) All students should be allowed to register at half semester," which involved instructional practices as well as changes in registration procedures. And while the Arts and Sciences Department Chair has not made curriculum decisions based on the results on the C/D form, he has made budget requests based on it.

- **Assessment of student learning includes multiple measures of student learning.** CNCC has multiple direct measures of student learning throughout the assessment efforts. For example, learning is measured directly through students' improved skills in math problem-solving on both a pre- and post-tests; students' written analysis of their own writing elements and mistakes in an essay written the first week of class and edited at the end of the course; selection of valid
evidence and integration with their ideas; interpretation of data and application to real life; application of the scientific method to everyday questions; and successful completion of a capstone bacterial identification report. These examples of various measures are assessed directly in the classroom and reported to assess the AA and AS programs as a whole. Similarly, other programs use several different direct measures to assess their students' learning. On the other hand, CNCC has very few indirect measures of student learning used in its formal assessment program, although some individual programs or departments integrate external accountability data into their assessment of student learning as discussed below.

- The Organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates). Several individual programs or departments integrate external accountability data into their assessment of student learning. For example, as documented on the C/D forms for program assessment planning and reporting, Dental Hygiene, Aviation Maintenance, and Aviation Technology use the passage rates on licensing exams for their program assessment while Developmental Studies uses the grades of graduates in college-level English or Math courses as part of their program assessment. Although CNCC has a variety of other external accountability measures available (exit surveys, graduation rates, transfer rates, etc.), a comprehensive use of that data has yet to be included as part of the formal assessment of student learning through the CNCC Assessment Committee.

While external data such as graduation rates and transfer rates have not entered into the formal assessment practices, CNCC’s Student Success Committee has used such data to drive curriculum changes and student support services. Completion rates and transfer data have been analyzed for several student cohort groups, including all students, student athletes, and developmental students. That data was used to inform a restructuring of the Learning Center to include additional tutors and implementation of athletic study halls for athletes. It also led to the decision to place general education and transfer faculty in the Learning Center during peak hours for tutoring. Analyzing remedial education data led to CNCC’s pilot project of offering compressed remedial courses, discussed at length in Criterion 3b.

In the fall of 2011, the Student Success Committee and the Assessment Committee recognized that collaboration between the two Committees would be greatly beneficial and assist CNCC with moving toward a comprehensive institutional assessment plan and process. A representative from the Student Success Committee began attending Assessment Committee meetings in December 2011. Several Assessment Committee members also serve on the Student Success Committee, including both Deans of Instruction and the Department Chair of Arts and Sciences on the Rangely Campus.

- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. The program assessment plans and reports are included in the College's Biannual Assessment reports. (See PEAQ Materials\Assessment\Bi-Annual Reports.) Biannual Assessment reports are placed on the CNCC website under Assessment and in the Assessment folder located on the internal network drive.
The Assessment Committee has discussed the need to place compiled results from professional licensing exams on the CNCC website. Examples of such results include Dental Hygiene National Board pass rates, National Nursing Licensure pass rates, Aviation Private, Instrument and Commercial flight pass rates, and Aviation Maintenance Certification pass rates. With the addition of a Webmaster in 2011, programs are in the process of updating websites. Results from professional licensing exams will be posted to the revised web pages during AY2012-13.

- **The Organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.** Though all faculty assess student learning through a variety of means, only full-time faculty currently are required to formally document and report on their assessment activities in one class per semester. As a result, the adjuncts who teach many of the credit and noncredit classes do not formally report their assessment strategies and outcomes to their supervisor or the Assessment Committee. Of more than 30 adjuncts on the two campuses and the three main service sites during AY2010, none turned in a formal assessment report. Similarly, the two program directors who are part-time employees do not consistently participate in the formal assessment process, even though they assess their students' learning to report licensing rates to advisory committees or college administration. As mentioned earlier, plans to include adjunct faculty in the assessment process are underway and will be implemented in the upcoming year. CNCC does not offer noncredit certificate programs.

- **Faculty and administrators routinely review the effectiveness and uses of the Organization's program to assess student learning.** To date, review of the effectiveness and uses of CNCC's formal assessment of student learning program has been the responsibility of the Assessment Committee, which includes three administrators as ad hoc members. The 2006 Focus Report, which was written by the Committee, primarily reviewed the effectiveness of our assessment program. In addition, the agendas and minutes of Assessment meetings reflect the discussions on how well the assessment process is working.

CNCC recognizes that its assessment of student learning processes and measurable outcomes are not fully functional and meaningful. A great deal of progress has been made since the last accreditation visit, but there are challenges yet to be met. In regards to the expectation to have clearly stated learning outcomes, CNCC has made significant progress. However, the Assessment Committee has defined the following two challenges:

1. The College does not have learning outcomes for individual discipline areas within the Associate of Arts and Associate of Science degrees, beyond the criteria defined through the gtPathways approval process. For example, in the major subdivisions of requirements for programs (Communications, Arts & Humanities, Mathematics, Social/Behavioral Sciences, Physical & Life Sciences), CNCC needs to define what it wants students to know from courses in each area, no matter which ones they take for graduation. Clear learning outcomes are not showing up on course-level assessments. Too many courses simply use the generic "think critically" and "communicate effectively" goals instead of using outcomes specific to courses or to the learning outcomes from the general education matrix. Some are too vague (particularly with regards to communication skills) to assess and some are too narrowly stated to reflect learning outcomes for the course.
2. Even among CTE programs that have student learning outcomes, those outcomes are not finding their way onto the A/B or C/D forms for assessment. One or two programs list only "critical thinking" and "communication skills" for learning outcomes, while others list those vague statements plus one or more learning outcomes that are specific to the program or course, and others whose students have to pass standardized tests to be certified list only learning outcomes that reflect the need to have students pass the test, yet a few others list two to four learning outcomes that are specific to the program or course.

Because the above two challenges make assessment an exercise in following the rules rather than improving student learning, instructors need assistance with writing measurable learning outcomes, measuring those outcomes, and applying the assessment results in a way that improves student learning.

In regard to the expectation that CNCC has processes in place for assessment of student learning, CNCC has, again, made progress since the last accreditation report. However, the following challenges have been identified:

- Lack of clarity about program learning objectives has led to a failure to integrate existing program learning objectives into our formal assessment program, with the result that the assessment program doesn't clearly document the College's attempts to improve student learning.
- Moreover, although CNCC spent the past ten years trying to assess student learning at the institutional level, the College has been unable to come up with a process that provides results affecting budget, curriculum, or instruction.
- CNCC's formal assessment process includes only one course per semester per full-time faculty member, which means that the published assessment results refer to only a small number of courses that are actually taught at CNCC, providing a very limited picture of students' learning.
- CNCC lacks a clear process for reviewing the effectiveness and uses of its formal assessment program, so even the Assessment Committee members' view of the program depends on how much they know about assessment outside of the formal documentation.

These challenges make very clear that CNCC needs some additional direction in refining its existing assessment program to be a more useful, effective, and significant process for faculty. The hope is that joining the Assessment Academy will provide the guidance and feedback CNCC needs as it improves its assessment program.

**Core Component 3b**

The Organization values and supports effective teaching.

The Mission of CNCC is to enhance people's lives through education. CNCC's primary purpose is to provide quality instruction by highly qualified faculty to prepare students to achieve their educational goals. The College recognizes that effective teaching serves as the foundation of
student learning, and CNCC values and supports efforts aimed at excellence in teaching. Faculty members are current in their disciplines and employ a variety of teaching strategies that best suit their students. Faculty members and appropriate administrators design instructional processes and implement instructional strategies to maintain and improve the effectiveness of teaching. Structured assessment procedures are followed by program directors and faculty members so that there are meaningful measures of success in the classroom and guidelines for making improvements and corrections where necessary. CNCC recognizes that effective teaching is not restricted to the classroom and implements programs that facilitate support networks for students for whom regular class time is not sufficient to meet learning objectives. The following sections contain discussion and cite evidence demonstrating ways in which CNCC promotes effective teaching.

- **Qualified faculty determine curricular content and strategies for instruction.** First and foremost, CNCC is committed to hiring qualified faculty. CNCC faculty members are degreed and/or credentialed professionals whose education and experience are appropriate to the positions they hold.

For faculty teaching in general education (GE 25 Curriculum) and generally transferable courses, faculty must meet minimum credentialing standards or be placed on a professional development plan leading to the completion of the coursework required to meet the standards.

Minimum standards are as follows (in order of descending preference):
1. A master's degree or higher in the subject area taught;
2. A master's degree or higher in any subject with 18 credit hours of post-graduate study in the subject area to be taught; or
3. A bachelor's degree with 18 credits post-graduate study in the subject area to be taught.

In the interest of promoting faculty development, and in recognition of the difficulty of attracting qualified faculty in our underserved rural area, CNCC offers a faculty development process where promising potential faculty members with a bachelor's degree may begin teaching for the College on a limited basis as follows:
1. If teaching concurrent enrollment courses in the high schools, they have a minimum of two years teaching experience;
2. They submit a professional development plan;
3. They are enrolled in a subject area graduate program;
4. They take EDU 222 from CNCC (the College will scholarship); and
5. Continued employment will require completion of at least six credits per year progress toward a master's degree in subject area, which may include CNCC's EDU 222.

Faculty teaching in Career and Technical Education Programs must meet the minimum standards required for the specific discipline, which may be defined by program accreditation standards. Minimum standards are:
1. Eligibility for a Colorado Post-Secondary Career and Technical Education Credential within the discipline.
Additional standards may include:
1. A master's degree in the discipline area.
2. A bachelor's degree in the discipline area.
3. An associate's degree in the discipline area

Curricular content and strategies for instruction are faculty driven. As a member of the 13 colleges within the Colorado Community College System, course content is approved through the CCN System. The CCN System project began in 1995 as a way to organize courses with common credits, competencies, and outlines to facilitate transfer of credit among System colleges. Faculty writing teams developed topical outlines and competencies for the courses that were included in the CCN System. Over a five-year period, these teams worked at combining courses and deleting duplicates within disciplines. In 2001, chief instructional officers from CCCS colleges started the process of approving courses submitted by faculty and eliminating duplication within disciplines. This process was completed during the summer of 2002. Full implementation was achieved during the fall of 2003.

In order to maintain the CCN System, proposed new courses or changes in competencies for existing courses must pass through a comprehensive approval process. Individual faculty members or appropriate statewide Discipline Committees can submit new courses or request changes to existing courses. On the College level, faculty members first propose new courses or request course revisions through the CNCC Academic Council. CNCC Academic Council membership is made up of program directors from all academic and CTE programs, the Deans of Instruction for both campuses, the Dean of Enrollment Management/Registrar, and the Vice President of Instruction and Student Affairs. Once approved through Academic Council, the CNCC Vice President of Instruction and Student Affairs (Chief Academic Officer) submits the proposal to the CCN Bulletin Board. The proposal is reviewed by statewide Discipline Committee Chairs, the State Faculty Curriculum Committee (SFCC), and the System Vice President's Curriculum Committee. If no objections arise, the new or revised course is included in the CCN System.

Further, legislation requires that community colleges work with four-year institutions to provide commonly accepted, lower-level general education courses that are easily transferred. The mechanism the CDHE employs to accomplish this is gtPathways. gtPathways establishes common general education outcomes, against which colleges (CCCS is considered a single unit for this purpose) may submit courses for statewide gtPathways approval. Additions to gtPathways courses or changes in competencies for those courses originate through faculty with final approval resting with the gtPathways committee under the CCHE. Again, either an individual or an appropriate state discipline committee can request a course to be included as a gtPathways course under a rigorous review process. If the request is generated from CNCC faculty, approval begins with CNCC Academic Council and the Vice President of Instruction and Student Affairs. From there, the course is sent to the SFCC. If approved by the SFCC, the course moves to the CCCS Vice President's Curriculum Committee. The course is finally sent to the DHE gtPathways Committee for final review and approval. If approved, the course becomes part of gtPathways and is guaranteed to meet general education requirements at any of Colorado's public institutions of higher education.
While statewide course competencies are clearly defined through the CCN System, instructors have academic freedom to design courses in a manner of their own choosing. Instructors are required to meet a minimum of 80% of the stated course competencies defined by the CCN System. All instructors are required to submit a course syllabus each semester that clearly identifies competencies and lists learning outcomes. To insure compliance, syllabi are submitted to the program director for initial approval and then forwarded to the Deans of Instruction for final review and approval. A Syllabus Development Checklist (see PEAQ Materials\Instructional Documents\Course Syllabi) guides faculty in the development of quality syllabi, and all full-time and adjunct faculty members have access to it through the CNCC Crossroads Portal.

- **The Organization demonstrates openness to innovative practices that enhance learning.**

  CNCC has a strong commitment to innovative practices that enhance learning. The Vision Statement supports this commitment by stating, "We will take full advantage of the surrounding rivers, deserts, and mountains to enhance our curriculum and provide unique learning opportunities. Our recreational, cultural, and athletic activities will engage students and complement our classroom goals." This Vision serves as the catalyst for innovation in all learning environments at CNCC, including classroom, residential life, and campus community. The College strives to provide a holistic approach to learning and has implemented several innovative strategies that enhance student learning.

  - Students experience a diverse array of learning environments from traditional classroom settings to the great outdoors of Northwest Colorado. CNCC's CTE programs utilize a combination of workshops, laboratories, and classrooms to prepare students with occupational skills. CNCC is committed to outdoor education and using its geography to the fullest extent to provide students with a truly unique college experience. In spring 2009, CNCC embarked upon an initiative called Vision 2010 (now Vision+). The overriding emphasis of Vision+ is to create a total student experience that enhances student success in instructional programs by creating a high level of engagement through leadership development, participation in learning communities, outdoor education, and recreation that support learning. Utilizing the natural environment surrounding the College to enhance the student experience has become a key component of CNCC's Vision Statement, and achieving high impact, high engagement student learning is recognized as the College's most attractive aspect, an aspect that distinguishes it from other institutions. Since the beginning of the Vision+ project, CNCC has adopted numerous innovative practices. For example, as a lab experience, Biology students travel to a cave to explore the quantity and diversity of living organisms, atmospheric conditions, water quality, and water flow rates within the cave environment. Environmental Science students collect samples from local water sources for study and analysis. Environmental Ethics students visit area mining and power plant facilities to better understand the impacts and issues of conventional energy industries. Unique clinical experiences abound within the Dental Hygiene and Nursing Programs – for example: the Dental Hygiene students practice at the Marillac Clinic to provide care for low-income patients; fall 2011 saw the hosting of a "Cavity Free at Three" day that offered over 100 community members education in proper dental screenings; Dental Hygiene students participate in the Colorado Mission of Mercy where dental screenings
and services are provided for transient and indigent patients; Nursing students travel to area hospitals and clinics, which provides experience working with patients in a natural work environment. Marine science students traveled to Florida during the spring semesters of 2010 and 2012 to study marine biology and to Costa Rica in the fall of 2011 to participate in a sea turtle rescue project. CNCC offers travel to Europe every spring break, and students have visited England, Ireland, France, Prague, Italy, and Greece to study history, art, and architecture.

- Part of what underlies Vision+ is an assumption that a substantial amount of learning occurs outside the traditional classroom or learning environment, and the College has special advantages based on its small scale and close campus communities. CNCC strives to enhance extracurricular activities so that they connect to learning. Athletic teams are viewed as having some of the advantages of learning communities, and activities such as study halls or outdoor activities such as horseback riding trips to establish community frameworks of mutual support are constructed. Similar connections occur within the CTE programs, which also have some elements of learning communities. In order to enhance this closeness, Aviation Maintenance students, for example, take a team-building canoe trip on a scenic regional river. Fall 2011 saw the construction of a challenge course on the Rangely Campus that will be used extensively in new student orientation, academic programs, and recreational activities. Students will be challenged on a personal level to take risks, experience success when they otherwise thought it not possible, build communication skills, and work as team members to accomplish tasks. CNCC believes that unique opportunities offered in a rich, rewarding environment enhance student engagement and positively impact learning.

- Among the College's challenges are vast geographic distances within its rural, remote service areas. Long drives and inclement weather are obstacles for students that do not reside close to the campuses or centers. The College recognizes that the classroom must be brought to learners since not all learners can come to the College. A major tool for addressing the challenge of distance is through the CCCOnline Consortium, which provides a large number of asynchronous distance education courses. This learning platform works well for many students, but does not necessarily meet the focused needs of area residents looking to enhance job skills or obtain degrees. In 2009, CNCC began using the synchronous distance education platform Elluminate Live! to replace courses historically offered over a problematic teleconferencing system. The College recognized an opportunity to deliver two previously approved AAS degrees in Early Childhood Education
and in Banking and Finance to reach a widely dispersed student population. The Virtual Classroom (VC), as this effort came to be known, is web-based, giving students access to classes from any location with Internet, but it is also synchronous, giving students the advantage of direct interaction with their instructors.

- The design of remedial courses through the CCN System is somewhat restrictive because it is based on credit and contact hour requirements, not necessarily on the competencies for which individual students need to be remediated. There is currently a CCCS task force that seeks to address issues with remedial education; however, CNCC has been very progressive in working within current limitations in an effort to reduce obstacles to student success. CNCC initiated a pilot program in the fall of 2010 designed to offer accelerated remedial courses for underprepared students. The goal was to decrease the length of time between college entrance and admission to college-level English and math courses for students who had sufficient skills to progress more quickly. While some students need a full semester of developmental coursework, others merely need quick remediation of basic concepts before moving forward. Courses in the pilot project were designed to allow students to progress through two semesters of remedial English and/or math in one semester. Those who did not successfully complete the first level of coursework within the first eight weeks of the semester were allowed to continue through the semester in the first level course without penalty. Those who were successful within the first eight weeks were moved forward to the next level, thus allowing them to complete two levels of coursework in one semester. This project proved relatively successful and is serving as the cornerstone to a new approach to remedial education. In fall 2010, 66% of those enrolled in the program successfully completed two levels of remedial English in one semester and 43% of those enrolled successfully completed two levels of remedial math in one semester. Of those who successfully completed ENG 060 and ENG 090 in the compressed format in fall 2010, 68% successfully completed ENG 121 by the end of fall 2011. Of those who took MAT 030 and MAT 060 in the compressed format in fall 2010, 75% moved on to successfully complete college-level math courses by the end of fall 2011. By Colorado policy, students who test into MAT 030 currently have four semesters of required remediation prior to enrolling in a college-level math course. CNCC’s pilot project allowed students to complete up to four semesters of remedial math in as little as two semesters.

- Also, in an effort to address reading deficiencies, CNCC began a specialized reading program in the Adult Learning Assistance Program on the Craig Campus. In place of REA 030, 060, and 090 classes, CNCC-Craig offers Read Right, which is an interactive constructivist model for reading instruction based on the pioneering work of Jean Piaget. Phonics and reading study skills had not been effective with our lower-level reading students, who were unable to understand what they read without multiple readings. Read Right is one of only three programs found to be effective for comprehension and secondary reading improvement by the National Center for Response to Intervention (RTI). The research verified that Read Right could rapidly and significantly reduce students' reading problems, enabling students to comfortably and confidently use reading as a tool to obtain information. On the Craig Campus, as part of the Read Right course, students are also tutored in critical thinking skills and textual analysis, resulting in improved higher-level comprehension skills. In addition to addressing reading problems, Read Right helps
English language learners rapidly acquire English language skills, as has been demonstrated with Spanish- and Chinese-speakers on the Craig Campus. Since students progress at their own pace, they can move more quickly than the traditional three-semester program allows.

- Another innovative practice initiated at CNCC in an effort to enhance student learning was the creation of Athletic Study Halls through the Learning Center on the Rangely Campus. CNCC participates in an athletic division that requires long-distance travel. This leads to extended absences for most student athletes. To provide additional support, athletic study halls were scheduled twice a week for each sport. Arts and Sciences faculty members are assigned to spend between two to four hours per week tutoring students in the Learning Center. The majority of that time is spent in the Learning Center during designated athletic study hall time; however, faculty members are available to all students. Having faculty in the Learning Center provides direct academic support to students from qualified faculty in a variety of subject areas.

- **The Organization supports professional development designed to facilitate teaching suited to varied learning environments.** CNCC supports professional development designed to facilitate teaching suited to varied learning circumstances. While the innovative practices discussed above offer unique educational opportunities for students, they place greater demand on professional training for faculty and staff. The CNCC Administration has provided funding for training to support activities in these varied learning environments. To facilitate offerings of outdoor education courses, the College partnered with the Wilderness Medical Institute to train faculty and staff as Wilderness First Responders. The CNCC Professional Development Committee provided funding to train full-time faculty members in ice climbing, rock climbing, and mountaineering instruction. Instructors have been trained as whitewater rescue technicians to support rafting and canoeing activities and as river guides. In conjunction with the construction of the Vision Challenge Course, RJCD contributed $8,000 for facilitator certification training. Such trainings ensure instructors know how to safely manage groups in any outdoor activity/environment likely to be encountered in this part of the country. Many of CNCC's academic programs also require specialized professional development. The NPS Academy is taught in an unusual learning environment, often times in remote mountainous locations off campus. NPS Academy lead instructors now must be certified through FLETC in firearms, arrest control, and TASER®. CNCC allocated funds to pay for all training required. In addition, NPS Academy instructors were trained as Wilderness First Responders along with faculty leading outdoor recreation activities. Nursing faculty attends annual conventions that offer trainings to assist with appropriate selection of clinical sites. The Director of Extended Learning and Concurrent Enrollment received training in the software package used to create a virtual classroom. A total of $40,000 is allocated annually to the Professional Development fund, and additional dollars are allocated each year through general funds, RJCD Board funds, and Moffat MCAJCD Board funds.

- **The Organization evaluates teaching and recognizes effective teaching.** CNCC evaluates the effectiveness of instructors and recognizes effective teaching through a variety of avenues. Faculty Personnel Evaluations are conducted on an annual basis through a comprehensive evaluation process, and student course evaluations are conducted every semester for every
course taught. (See Appendix A, p. 56; PEAQ Materials\Instructional Documents\Course Evaluations; PEAQ Materials\Instructional Documents\Faculty Performance Evaluation Materials.)

The faculty personnel evaluation process underwent a radical revision in 2010. A faculty evaluation process was in place when the current Vice President of Instruction and Student Affairs arrived in 2008. The process required evaluation of provisional faculty annually and nonprovisional faculty every three years. Consistent evaluation of faculty was sporadic at best, and the practice of evaluating nonprovisional faculty every three years failed to provide adequate information for the evaluation of effective teaching; it also failed to correspond to CCCS termination policies that are effective if faculty receive unacceptable evaluations for two consecutive years. During AY2010-2011, the Dean of Instruction – Rangely Campus worked with Faculty Senate to revise the evaluation instrument and redesign the process to include annual reviews for all faculty members. The new instrument and process were approved by Faculty Senate in the fall of 2010 and implemented for AY2010-11. Faculty Performance Evaluation documents can be accessed through the CNCC Crossroads Portal and are available to faculty.

The Vice President also realized that while a process existed for moving provisional faculty to nonprovisional status, no formal written record documenting such was in place. Moving a provisional faculty member to nonprovisional consisted of the Human Resources Office and the Vice President of Instruction and Student Affairs communicating orally or through email. Often times, this resulted in inaccurate classifications of faculty. This process was formalized during 2011. The new process requires the immediate supervisor, along with the appropriate Dean of Instruction, to submit a Provisional Faculty Contract Renewal Recommendation form (see PEAQ Materials\Instructional Documents\Faculty Performance Evaluation Materials\Provisional Faculty Contract Renewal Recommendation Form) to the Vice President of Instruction in regards to a faculty member's renewal of contract and faculty status. The Vice President reviews the comments and recommendation and makes his own recommendation to the President of the College. Per CCCS policy, only the President has hiring authority of faculty. The President reviews all comments, documentation, and recommendations prior to making a final decision on renewal or nonrenewal of the contract for the following year. The President meets with or sends written notification to the faculty member, whichever he deems appropriate, no later than March 1 of each year. Documentation is kept in the faculty member's permanent personnel file in the Human Resources Office.

The last step in the faculty evaluation process is to develop an adjunct faculty evaluation instrument. The Deans of Instruction have been working with program directors to create a viable instrument that ensures the evaluation of effective teaching for adjunct faculty. The goal is to keep the full-time faculty performance evaluation and the adjunct instructor evaluation consistent where possible. Implementation of adjunct performance evaluations will begin AY2013. Once the instrument is designed and the process implemented, ongoing oversight will continue and refinements made as necessary.

In addition to faculty evaluations, instruction is evaluated through student evaluation of courses. Prior to 2009, course evaluations were administered in paper and pencil format and
recorded on Scantron sheets. When a full-time IR was hired in the summer of 2009, three years of course evaluations were waiting to be processed and analyzed. CNCC no longer had a working Scantron machine that could score the evaluation sheets. At that time, the IR purchased a license for SurveyMonkey and began devising an online course evaluation instrument. Once a sample was created, the IR worked with the CNCC Assessment Committee to refine and complete the instrument. Electronic course evaluations were administered for the fall 2009 and spring 2010 semesters using the SurveyMonkey platform. In the summer of 2010, a new IR was hired, and she suggested using Constant Contact as the platform for conducting student course evaluations, and it has been used ever since. Course evaluations have been administered, processed, and analyzed on a semester basis since fall 2009. Student evaluations have been positive in the areas of effective teaching. Students are asked to rank the effectiveness of the instructor on a scale of one to five, with five being "Strongly Agree" and one being "Strongly Disagree." When students were asked to rank the overall quality of the class, students have responded with a cumulative average above 4.0 for all electronic evaluations. When asked if "Coursework was presented in an organized and understandable manner," students rated CNCC instructors 4.3 out of 5 over the course of six semesters. When asked if "Instructors gives examples that make the subject matter relevant," students ranked CNCC instructors 4.4 out of 5. Through the self-study process, CNCC has recognized a few omissions on the course evaluation such as the inadvertent omission of an evaluation for Library resources. The instrument was updated prior to administration of evaluations for spring 2012 courses.

While evaluating faculty is essential in promoting teaching effectiveness, so, too, is the recognition of exceptional teaching. CNCC has long supported the naming of two Outstanding Full-Time Faculty Members of the Year and two Outstanding Adjunct Faculty Members of the Year. Faculty, staff, administrators, students, and CNCC Board members nominate deserving faculty each spring semester. A committee comprised of past award recipients reviews the nominations and makes final selections. Recipients are presented with a plaque during an all-campus luncheon prior to graduation. Recipients also attend a statewide luncheon hosted by the CCCS where they are honored among other outstanding faculty from sister colleges. Articles are published in the CNCC Newspaper, The Spartan Times, which highlights achievements and cites quotations from the nominations. In addition, both outstanding faculty members are invited to serve as keynote speakers at graduation, providing another opportunity for public recognition of their achievements.

Recognition of teaching excellence by CNCC faculty extends beyond the Institution. Two of CNCC's faculty members were featured in the CCCS Portfolio of Faculty Excellence publication titled "When Teachers Love to Teach, Students Love to Learn." Mr. Mark Patterson, Program Director and Instructor of Dental Hygiene, was recognized for his teaching excellence, as well as commended by the CCCS President in her statement, "Remarkably, when the American Dental Association reviewed his program's self-study and conducted a site visit in 2008, not only did the program impress, they could not find any aspects of it warranting any recommendations or suggestions." Dr. Todd Ward, Arts and Sciences Department Chair and Instructor of Biology, was also featured for his excellent teaching in Microbiology, Human Gross Anatomy, and General Biology. Dr. Ward was noted for publication of his own Microbiology lab manual, "Microbiology: Laboratory Techniques and Bacterial Identification."
The Organization provides services to support improved pedagogies. CNCC administration strongly supports faculty in developing skills and gaining knowledge to improve pedagogies. A total of $40,000 is committed annually to professional development. Several instructors have taken advantage of these funds to attend conferences and trainings aimed at improving teaching methods. For example, faculty members from the Natural Resource Program attend the annual Association of Outdoor Recreation and Education (AORE) conference. The AORE conference offers educational sessions, skills workshops and certifications, and peer networking opportunities to assist faculty with curriculum design, instructional methods, and industry expectations that are critical to the success of our Outdoor Recreation and Leadership students. Dental Hygiene faculty members annually attend the Rocky Mountain Dental Convention. Faculty members learn new clinical techniques and complete continuing education credits for CTE credentialing. NPA Academy faculty members attend the annual Ranger Rendezvous through the Association of National Park Rangers. Faculty attended sessions on "Understanding the National Park Service through Resource Law and Policy," "Using Oral History to Observe and Protect the NPS National Heritage," and implementing service learning projects. English and reading instructors from the Craig Campus attend the Read Right Conference to keep abreast of emerging research and impact on instructional methodology.

In addition to sending faculty to off-site conferences and trainings, CNCC provides faculty development opportunities on campus. In 2010, a two-part workshop was presented by the Dean of Instruction-Rangely Campus on effective teaching for various learning styles. Skills classes have been offered in the use of Excel to assist faculty with maintaining grade sheets, logging attendance, and presenting data, including charts and graphs, in classroom presentations. During 2011-2012, D2L workshops were presented to assist instructors with using technology in the classroom. The Dean of Instruction-Rangely Campus and the Vice President of Instruction and Student Affairs began holding a monthly faculty symposium in the fall of 2011 at which faculty discuss effective instructional methods and teaching strategies. This symposium is open to all instructors, but the initiative began as an effort to provide support and training for new instructors. Topics have included the use of grading in assessment of student learning, identifying effective and ineffective instructional practices, and discussion of teaching philosophy. Future topics will include effective test construction, engaging students in the learning process, and instructional methods for CNCC's Vision+ project, to name just a few. The symposiums have been well received and well attended. Finally, CTE instructors are required to hold a post-secondary education credential in their discipline area. Education courses focusing on teaching effectiveness are required for a Colorado CTE professional credential. EDU 222, Effective Teaching; EDU 250, CTE in Colorado; and EDU 260, Adult Learning and Teaching can fulfill this requirement. CNCC offered these classes in the fall of 2011 and spring of 2012 through the VC platform and provided scholarships to all CTE instructors taking the courses. Twelve instructors, many of those adjunct instructors, completed EDU 222 during the 2011 fall semester.
Core Component 3c
The Organization creates effective learning environments.

CNCC values an effective learning environment as stated in both our Mission and Vision Statements. Our Mission is to provide students with an "accessible, affordable, quality education in safe, rural, small-town environments, [and] unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado." Our goal is that "CNCC will be the college of choice for students seeking place-based education in Colorado." We strive to provide quality education in an environment that supports our unique surroundings. Through our assessment program, program reviews, and student surveys, CNCC constantly evaluates and makes necessary improvements to provide learners with an effective learning environment.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

- **Classroom and Program Level:** CNCC has been working diligently and continually to improve our assessment program. As discussed in 3a, the Assessment Committee continues to seek ways of connecting Forms A/B and Forms C/D to measurable improvements in curriculum, pedagogy, instructional resources and student services. The Committee meets regularly throughout the academic year and undertakes a comprehensive review in the spring term to evaluate the effectiveness of our efforts. A comprehensive bi-annual report (see PEAQ Materials\Assessment\Bi-Annual Reports) is assembled by committee members and posted to the CNCC website at http://www.cncc.edu/cms/content/academic-assessment-home
The Student Success Committee continues to analyze data in order to drive improvements in student support services and identify additional staff or learning resources to improve student success. The assessment program not only honors educational freedom, it helps instructors examine their teaching effectiveness and the completeness of their curriculum, and it gives them the opportunity to indicate the need for budgetary changes within instruction.

- **Institutional Assessment:** In addition to the assessment of critical thinking and communication goals at the classroom level and the program of study level, critical thinking has been assessed at the institution level since AY2003. As stated in Criterion 3a, the Assessment Committee gave the TER in an attempt to assess student learning at the institutional level. Because a small sample of data was collected, the data's validity was questioned, and the Committee determined that this tool did not drive decisions that improved curriculum. When results indicated deficiencies, CNCC responded. For example, when students scored below average in deductive reasoning, the Committee responded by conducting faculty workshops and distributing information on critical thinking. The results showed some improvements but did not convince the Committee that they were conclusive in establishing a positive effect on deductive reasoning.

- In addition to instructional assessment, CNCC is serious in its efforts to demonstrate that educational needs are being met, that students are satisfied with the courses they have taken, and that the services offered by the College are effective. One way we glean this information is through student course evaluations. (See Appendix A, p. 56-57.) Evaluations are completed by students at the end of each semester for every course taught. Students rate overall course satisfaction, instructor quality of teaching, instructor ability to communicate the outcomes for the course, and the assessments that were used to evaluate student learning. This tool also gathers information relevant to student utilization of instructional services offered by the instructor or the Institution in general. The results for the spring of 2011 showed that, out of 708 Rangely Campus course evaluations, 254 students rated their course satisfaction at "Excellent;" 248 students rated their course satisfaction at "Very Good;" and 172 at "Good." Twenty-seven students ranked their satisfaction at "Fair" and only seven marked "Poor." When the evaluation questions become more specific, the students still showed that over 80% "Agreed" or "Strongly Agreed" to the following comments:

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course outline or syllabus provided guidance for this class</td>
<td>372</td>
<td>233</td>
<td>44</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>35%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>The goals of this course and assessment strategies were well defined.</td>
<td>355</td>
<td>239</td>
<td>53</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>36%</td>
<td>8%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The variety of materials and activities provided are sufficient for me | 319 | 258 | 69 | 12 | 4  
| 48% | 39% | 10% | 2% | 1% |

Coursework is presented in an organized and understandable manner | 335 | 243 | 59 | 16 | 9  
| 51% | 37% | 9% | 2% | 1% |

The methods being used for evaluating my work are understandable | 338 | 242 | 58 | 17 | 7  
| 51% | 37% | 9% | 3% | 1% |

Graded materials are returned in a timely manner | 333 | 224 | 82 | 14 | 9  
| 50% | 34% | 12% | 2% | 1% |

At the end of this course, I feel I have obtained the skills presented | 318 | 262 | 57 | 16 | 9  
| 48% | 40% | 9% | 2% | 1% |

I would recommend this course to other students | 335 | 226 | 80 | 10 | 11  
| 51% | 34% | 12% | 2% | 2% |

Through this evaluation tool, students are asked about their use and satisfaction of CNCC's educational services. The results, illustrated below, show that about 35% of the students utilized at least one of the three services offered. The second table indicates that 70% of the students using these services did, in fact, find that the services helped them be successful.

### What services did you utilize for this class? Check all that apply.

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of Response(s)</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Center</td>
<td>60</td>
<td>9.0%</td>
</tr>
<tr>
<td>Individual tutor</td>
<td>49</td>
<td>7.3%</td>
</tr>
<tr>
<td>Instructor's Office Hours</td>
<td>127</td>
<td>19.1%</td>
</tr>
<tr>
<td>Study Groups</td>
<td>174</td>
<td>26.2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>374</td>
<td>56.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>663</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Did the services you used help you to be successful in this course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Response(s)</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>519</td>
<td>70.1%</td>
</tr>
<tr>
<td>No - Enter Comment</td>
<td>143</td>
<td>19.3%</td>
</tr>
<tr>
<td>No Responses</td>
<td>78</td>
<td>10.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In the fall of 2010, the Student Success Committee undertook the task of redesigning the CNCC Student Satisfaction Survey. (See PEAQ Materials\Institutional Research\Institutional Surveys\Student Satisfaction Survey.) Surveys had not been administered in a few years, and the existing survey did not meet college needs. In the redesign, the goal was to create a survey that provided a well-rounded picture of students' satisfaction with the totality of their experience at the College. The redesigned survey addresses instruction, facilities, residence life, student services, athletics, desired goals, and goal accomplishments. It also includes an
evaluation of why students leave CNCC prior to accomplishing their goals. The redesigned survey was completed in the fall of 2011 and it was piloted with a limited number of students in December; adjustments were made to the survey after the pilot responses and the survey went out to the full student body during the 2012 spring semester. The intention is to conduct the survey annually to a broad representation of students and to administer it to students who leave mid-semester or mid-year.

- **The Organization provides an environment that supports all learners and respects the diversity they bring.** CNCC provides a wide range of support services for students to ensure academic, personal, and professional success. The College works to ensure that its student services fit the needs of each individual student and the various student populations such as traditional, nontraditional, athletes, learning challenged, physically challenged, program of interest, and cultural backgrounds.

  - CNCC Rangely Campus houses the Learning Center. The Learning Center is currently staffed with one full-time coordinator and part-time lab assistants. During 2010-2011, CNCC budgeted for one part-time lab assistant, but, with increased demand placed on the Learning Center, two part-time lab assistants were budgeted for 2011-2012. In addition to these staff members, CNCC general education and transfer faculty are required to spend a portion of their office hours in the Learning Center tutoring in their areas of specialization. Student athletes make up a large majority of the residential population on the CNCC-Rangely Campus. To ensure success of these students, CNCC initiated mandatory study halls for athletes in the fall of 2010. Every student athlete must attend assigned study halls twice a week. The study halls are supervised through the Learning Center and staffed with both lab assistants and faculty members. Every student athlete has an opportunity to receive one-on-one tutoring or individual assistance from qualified instructors during this study hall time. In addition to athletic study halls, the Learning Center is open to all students for tutoring and homework assistance throughout the day. Learning Center schedules are posted around campus and in the Residence Halls advertising hours and faculty availability.

  - The CNCC Craig Campus operates the Adult Learning Assistance Program. ALAP is run by a full-time Developmental Studies faculty member who receives three credits of release time to serve as director of the program. The director typically tutors in ALAP two or three hours per week as part of her required office hours. For the remainder of the approximately 35 hours per week that ALAP is open, the lab is staffed by one of three part-time tutors/proctors. Most of the tutors/proctors teach as adjuncts in Developmental Studies and are therefore able to tutor students in almost any entry-level course, although math tutoring is the most frequently requested assistance. In addition to tutoring and homework assistance, ALAP provides all placement testing, make-up test proctoring, test proctoring for students attending other colleges, GED pre-testing and preparation courses, and access to books put on reserve by instructors. It also houses a student computer lab and small-group study area, as well as software and equipment for disability access. The ALAP schedules are posted around the campus listing times and availability of services.

  - In order to enhance student success in both academic and athletic realms, CNCC athletic teams and programs participate in team building activities throughout the academic school
year. This serves our Vision+ initiative to engage students in learning activities outside the classroom and build a foundation of support to ensure student success. Examples of activities held include: a horseback riding trip for the basketball teams, rafting trips for the Aviation Maintenance students, caving trips for biology students, and hiking and camping trips for various groups. These activities have specific budgetary support and a budget line item was created in 2010 to fund such activities. A total of $6,600 was committed the first year and $4,800 was committed for FY2011-2012.

- CNCC provides a supportive environment for students with physical, mental, emotional, learning, or temporary disabilities. Only students who have met the criteria and definition to receive services as outlined by the Americans with Disabilities Act and section 504 of Rehabilitation Act of 1973 and 1974 receive educational and physical accommodations. Each campus has a designated ADA Coordinator. The Coordinator's job is to review requests for accommodations, review qualifying documentation, and then assign appropriate accommodations that do not alter the design and intentions of a given program or course. The Disability Services established policies and procedures in 2009 for requests for accommodations and documentation required to receive accommodations. In 2010, policies and procedures were published on the CNCC website to ensure that information is available to students. The goal of disability services is to provide appropriate and timely accommodations that will help to ensure student success. However, students who do not fit under this umbrella, but who are experiencing academic challenges, can also receive support services through the Learning Center, ALAP, or the Career and Counseling Services Office upon request. For example, a struggling pre-Dental Hygiene student may receive tutoring or one-on-one help from the course instructor through the Learning Center or ALAP, or an informal educational plan of support may be developed. A student struggling with personal issues can receive counseling through the Career and Counseling Services Office.

- Beginning in the fall of 2010, CNCC initiated new opportunities for students through structured Learning Communities. The first year's cohort students were accepted into the Learning Community based on college-level readiness. The Learning Community is designed to help students develop leadership and citizenship skills and enhance opportunities for success through increased student engagement. Students in the Learning Community enroll in an AAA 175 course during each of their four semesters at CNCC. This course is led by two full-time faculty members. During the first semester, all students in the Learning Community enroll in nine credits including BIO 111, AAA 175, and ENG 121 as a group; individually they take an additional three to six credits specific to their unique needs. The courses that the Learning Community must take together are defined before each semester's registration. This provides students an opportunity to build a support network of friends and study partners. Students meet once a week with their faculty leaders to learn about leadership styles and build leadership qualities. As part of the Learning Community, students are also required to develop and carry through with a service project of their choosing. Some students choose a project for each of their two years while others choose a two-year project. By the end of the students' two years at CNCC, they have completed a portfolio that includes their learning service project or projects. In the fall of 2011, CNCC began a second Academic Learning Community. Second-year Learning
Community students will mentor first-year Learning Community students, thus building leadership skills. CNCC is currently working with the Ute Indian Tribes in the surrounding areas to develop a Learning Community that will address the unique challenges of Native Americans entering higher education. The goals of leadership and citizenship will remain the same; however, an added component will be added that allows Ute tribe students to explore their cultural heritage. Service projects will be designed to encourage the sharing of Ute culture and traditions with the College community and local community members. Through Learning Communities, CNCC strives to provide an environment that supports all learners, including those of diverse backgrounds. Students participating in a Learning Community receive a Learning Community scholarship.

➢ To help support student success at CNCC, faculty members are provided opportunities for professional development. One way in which such opportunities exist is through the offering of workshops and seminars hosted on campus using the expertise of our faculty and staff. Workshops that have been offered by campus faculty and staff in the last two years include "Teaching to Different Learning Styles," "Utilizing D2L to Enhance Instruction," "Utilizing Excel," and "Accessing DegreeWorks." CNCC also has a professional development program through which faculty can request funding to attend trainings, workshops, and seminars. A total of $40,000 is allocated annually to support this effort. Application is made through the Professional Development Committee, which is made up of a cross-section of faculty and staff. Over the past several years, a variety of professional development activities that allow faculty to keep current in their fields and improve curricula have been funded.

● Advising systems focus on student learning, including the mastery of skills required for academic success. All students who attend CNCC, including our distance education students, have access to advising. Students are encouraged by faculty and staff to meet with their advisors to discuss degree requirements, register for classes, share academic problems, or receive guidance with transferring to a senior institution. CNCC has a shared/split model of advising: faculty advisors complete a majority of advising and the Counseling and Career Planning Coordinator serves as a resource and support for the faculty advisors and advising program. In response to the last accreditation report, the structure and organization of the Advising Program was modified, specifically in regards to the designation of a transfer coordinator. The Counseling and Career Planning Coordinator office now serves as the Transfer Coordinator. Transfer guides, articulation agreements, contact information for senior institutions, and transfer assistance are available to all students through the Counseling and Career Planning office. CNCC's Academic Advising Program is based upon a composite of policies, procedures, publications, personnel, and services that are supervised on a college-wide basis by both Deans of Instruction.

The advising program is organized in the following structure:

➢ Deans of Instruction are responsible for:
  o Final Decisions on advising components and programming;
  o Development of appropriate procedures for the academic advising program;
  o Review and evaluation of the academic advising program;
  o Determining training needs.
The Counseling and Career Planning Coordinator serves as a resource to the faculty advisors and academic advising and will:

- Update the Academic Advising Handbook;
- Act as a reference and information service for faculty and students concerning advising and registration;
- Coordinate advising – setup of pre-registrations days and email alerts on registration;
- Assign students to advisors based on program major and career objective;
- Help with coordination and organization of workshops and trainings;
- Serve as Transfer Coordinator;
- Maintain relationships with other institutions' transfer coordinators;
- House transfer resource material and maintain transfer coordination webpage;
- Organize Transfer Day with four-year institutions;
- Assist students with transfer to in-state and out-of-state colleges and universities;
- Gather and disseminate appropriate academic advising and registration related materials;
- Be familiar with campus-wide advising and registration concerns and formulate suggestions for improvement of the advising program; and
- Coordinate and organize workshops and trainings.

Outside of teaching, academic advising is one of the primary responsibilities of the faculty. Faculty advisor/advisee loads do not exceed 30 students. Faculty advisors:

- Meet with each advisee at least once per semester;
- Ensure advisees are on track to graduate and/or transfer; and
- Provide information on the steps to transfer and refer students to the Counseling and Career Planning Coordinator for transfer assistance, especially for transfers to out-of-state colleges and universities.

A revised handbook was published in AY2011-12. All advisors received the revised Academic Advising Handbook (see PEAQ Materials\Handbooks\Academic Advising) and a digital copy is available on CNCC Crossroads Portal.

The Student Success Referral Process was first initiated to increase student achievement in developmental courses. The goal was to address identifiable academic problems early so that interventions were timely and occurred early enough in the semester to actually enhance student outcomes. This strategy was so successful that the process was expanded institution-wide. In the beginning stages of the student referral process, instructors sent referrals via email to the Student Success Coordinator throughout the semester. Instructors were encouraged to report academic problems, behavior problems, attendance problems, or any problems that were obstacles to student course completion. Once the Student Success Coordinator received referrals, the Coordinator contacted and met with students. If the referral was academic in nature, the Learning Center coordinator or ALAP director on the appropriate campus was contacted, who then met with the at-risk student. In the fall of AY2008-09, the College developed two formal referral forms: one form for a single student and one form for multiple students. In the spring of AY2008-09, CNCC incorporated mandatory instructor grade reporting in the referral process. The mandatory grade reporting requires faculty to post grades at four appointed times throughout the semester. The first grade reporting begins three weeks...
into the semester to ensure early alert, the second grade reporting is mid-term to further identify at risk students, and the third grade report is a week before the last day to withdraw from classes. The last grade reporting is the semester grade for the course. In addition to the mandatory grade reporting and student success referral, instructors are asked to report any student missing two or more classes during the first week of school.

In the fall of AY2010-11, the Student Success Referral Process had a couple of changes take place. The Student Success Coordinator became the Counseling and Career Planning Coordinator and the oversight of the referral process became the responsibility of the Counseling and Career Planning Office. To increase success in the Student Success Referral Program, all referrals are filtered through the Counseling and Career Planning Office and then academic issues are forwarded to the Learning Centers. Referrals relating to behaviors and personal issues become the responsibility of the Counseling and Career Planning Office.

In AY2010, the referral form and process was converted to an electronic format with the intention of stream-lining the referral process:

Electronic forms not only simplified the approach, but made it more widely available to faculty and staff.

- **Student development programs support learning throughout the student's experience regardless of the location of the student.** As stated in the Vision Statement, CNCC's goal is to provide "innovative teaching, outreach education, and continual assessment [that] will ensure that our students have the skills to further their education, succeed at meaningful
careers, and prosper in a complex and increasingly diverse world." To achieve this goal, the College provides programs that support learning regardless of a student's location.

- Disability services are available for on-campus students, online students, and VC students. To access Disability Services, students must contact the ADA Coordinator on their respective campus. Once all appropriate documentation is received, the ADA Coordinator will assign appropriate accommodations and distribute accommodation letters to instructors. For VC students, letters will be sent via email or mail. For CCCOnline students, the ADA Coordinator sends the letter to the CCCOnline Registrar to be distributed to instructors. The ADA Coordinator also works with the VC and CCCOnline students to assist them in finding additional resources in their communities. If documentation does not meet disability criteria, the student may be assigned temporary accommodations for the semester in order to present the needed documentation. If students do not provide the required documentation, they will not receive accommodations the following semester.

- CNCC offers a variety of services to its on-campus students, VC students, and CCCOnline students. On the Rangely Campus, there is the Learning Center, Library, and Counseling and Career Services.

  - The Learning Center provides tutoring and assistance with homework and classes, as well as mandatory athletic study halls. The Learning Center also teaches techniques to enhance student learning. CCCOnline has developed online tutoring options for its developmental courses and are looking to expand online tutoring options. The Student Success Committee has recognized that there is a need for support in the VC courses and programs. The Committee is exploring how to offer tutoring services and instructor assistance through the Elluminate Live! platform. In addition, there are plans to offer workshops on study skills such as time management, test preparation, and writing skills through the Elluminate Live! platform.

  - The CNCC Library has many resources available to students. Students have access to the online card catalog and databases; 21,000 print books, over 7,500 electronic books, 105 print periodicals, a growing collections of audio books, music CDs, Videogames and DVDs; and Interlibrary Loan services. Craig and Rangely Campus students, VC students, and CCCOnline students have access to the resources available through the Library. Craig, VC, and CCCOnline students can use the databases, online card catalog, and interlibrary loan to access the resources they need.

  - Counseling and Career Services offers a wide variety of student success services. This department provides academic advising, counseling and crisis intervention, career counseling, placement testing, mediation services, and academic accommodations. Virtual Classroom students, Craig students, and CCCOnline students can receive counseling and career services in one of two ways: over the phone and through the Elluminate Live! platform.
On the Craig Campus, students have access to ALAP and the Library. ALAP provides tutoring and assistance with homework and class work, placement testing, disability accommodations, and a student computer lab. Student usage logs are maintained by ALAP, and the services are used quite regularly as seen in the ALAP Student Usage table. (See PEAQ Materials\Institutional Research.)

- The Organization employs, when appropriate, new technologies that enhance effective learning environments for students. Students come to this Institution with widely varying backgrounds, and their exposure to technology differs tremendously; it is CNCC’s intention to expose all students to the technologies they will encounter as move forward in their college or professional careers. CNCC deploys technology in multiple ways based on program needs and campus differences. Highlighted here are several of the ways the College uses computers and related technology to enhance student learning.

- Technology Available College-Wide – CNCC provides all students with the user rights to campus network, and computers are located in places where the network can be easily accessed. Students have an unique email address and the ability to communicate with their instructors and staff electronically. Students have ready access to technical support through the Information Technology Department (IT). Both campuses provide wireless internet access throughout campus. CNCC offers distance learning labs to allow students to take courses that the College would not be able to offer locally.

- Technology Unique to Craig – In addition to open labs and wireless internet on the Craig Campus, the College strives to provide students with innovative ways to learn through the support of technology. Tablet PCs were purchased for use in offsite labs and classroom experiments. Most of the classrooms have projectors, document cameras, and DVD players. Many of the classrooms are equipped with interactive whiteboards for active class involvement and better instructional delivery. The Nursing Program uses Simulated Computerized Patient Models. These manikin simulators allow students to perform assigned tasks with immediate feedback. The Emergency Medical Service Program training also uses simulators, and they have access to AEDs for training.

- Technology Unique to Rangely – There are several labs such as the Dental Hygiene clinic where students learn to use content management system software integrating X-rays, patient tracking, and diagnostics. The Dental Hygiene and NPS programs use Turning Point (an audience response system) to enhance learning, evaluate teaching effectiveness, and provide increased student engagement. The Aviation Technology program uses technology for flight simulations, repair, diagnosing problems, and testing. Two of these systems are Frascas: one is a 131 older model and the second is a 141 with full-screen display. The third system is a Precision Flight Control (PFC). All three systems can be used
for most of the instrument training required for an instrument rating. These systems can be used to keep the pilots current for instrument flying. The PFC can be set up to portray a twin engine airplane or a single engine aircraft. All three are used extensively by students to complete their instrument training, and instructors use them to maintain proficiency. Instructors also use the interactive whiteboards, projectors, and classroom responders to engage our students in the classroom environment. The NPS SLETP is starting to go paperless by using laptops with Adobe Acrobat files and PowerPoint presentations rather than books. The Library is open for student use for most of the day and keeps multimedia rooms available to students. There are two labs in nearly constant use, and a third smaller lab in use as a small study hall with several advanced graphic arts programs.

- Technology Unique to Remote Campuses – The College provides interactive classrooms that allow instructors to teach remotely to classes online or, vice versa, remote instructors to teach to classes on the main campuses. The campuses use digital signs, interactive classrooms, and provide computer access to the students making CNCC able to reach a broader range of people across diverse geographic locations. Hybrid classes are a combination of at least 51% face-to-face instruction with various guided learning activities, and not more than 49% technology supported learning activities using D2L, threaded discussions, one-on-one instruction, email, and guided learning activities.

VC Instruction is a cutting-edge, educational opportunity for students to enroll in classes from any location where internet access is available. The virtual classroom is a simple concept: put the instructor in one place, the students elsewhere – wherever it is convenient – and let the class begin. Classes are held at designated times and days, filled with six to fifteen fellow classmates, and taught real-time by a qualified teacher trained in the technology. The VC includes real time, live instruction, classmates, interaction, discussions, and feedback. Elluminate Live! is the platform through which VC courses are offered. Elluminate Live! features high-quality voice over the Internet and robust interactive functionality, and it supports multiple platforms and low-bandwidth connectivity. Elluminate Live! provides high-quality audio, multi-point video, polling, quizzes, whiteboard, application sharing, file sharing, rich media, plus recording.

- In order to keep students up-to-date with current technology, the Dental Hygiene Program received a grant from the RJCD Board in order to convert the clinic into a computerized patient filing system and install digital X-ray equipment. This new technology allows Dental Hygiene students to enter the workforce fully qualified in these new technological skills.

- Prior to 2011-2012, CNCC routinely utilized Carl Perkins funding to support professional development activities for CTE faculty. However, Administration decided during the budget process in spring 2010 to utilize professional development dollars for these activities and commit Carl Perkins funds to CTE classroom instructional resources aimed at
enhancing student learning. Funds were approved for the purchase of two diesel injection pump cutaways for the Automotive Program. Students are now able to study the internal workings of diesel injection pumps through hands-on experiences. The NPS Academy was funded to receive a variety of instructional tools including a shock knife, ballistic vests, spit hoods, arrest control gloves, and driving helmets. CNCC’s Emergency Medical Services program received $15,000 to update emergency medical equipment including state-of-the-art backboards and stabilization equipment. The Dental Hygiene Program purchased two state-of-the-art dental hygiene chairs that are ergonomically correct and reduce repetitive injuries for students. Administrative commitment to funding classroom instructional tools and technology ensures currency in instructional programs and effective learning environments for students.

In order to keep current, CNCC is constantly assessing its access to and use of technology. In efforts to enhance learning through technology, all academic classrooms contain at least one instructor computer and projector. The effectiveness of teaching using various types of technology is assessed regularly through Instructor Course Evaluations by asking for student response to the following: "The technology was up to date and relevant" and "The instructor integrates technology into the classroom environment." The table below from the spring 2011 course evaluations shows that over 90% of the students feel positively about CNCC’s ability to enhance learning through technology.

<table>
<thead>
<tr>
<th>Top number is the count of respondents selecting the option.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilities were conducive to learning the material</td>
<td>339</td>
<td>265</td>
<td>47</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>40%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>The technology was up to date and relevant</td>
<td>339</td>
<td>265</td>
<td>48</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>40%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Equipment and tools were sufficient for this course</td>
<td>349</td>
<td>257</td>
<td>43</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>39%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

• The Organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. CNCC is very concerned with the quality of its educational programs and services. All CTE programs undergo a re-approval process every five years through CCCS. The Dental Hygiene, Nursing, and NPS Academy Programs are accredited through independent professional accrediting agencies. The Dental Hygiene and Nursing Programs recently completed a successful review and were fully accredited through their respective accrediting bodies. The NPS Academy was approved for accreditation in November 2011 through FLETC. The Aviation Technology and Aviation Maintenance Programs undergo regular Federal Aviation Administration (FAA) inspections. All of these review processes include mandated curriculum reviews. While the general education and transfer programs were formally reviewed through a similar cyclical process, they are now subject to ongoing review through the curriculum approval and gtPathways apparatus. Further, enormous change has occurred in the Associate of Arts and Associate of Science degrees as a result of legislation that now allows Colorado
community colleges to offer "degrees with designation," meaning degrees in specific, articulated subject areas, in addition to the more general AA and AS degrees CNCC has been allowed to offer in the past. The negotiation, approval, and articulations with public four-year institutions have served as the review in recent years, though the normal cyclical review process should resume once the process is completed and the degrees are finalized.

Program directors make changes to curriculum according to the results from their submitted instructor assessment forms. If degree requirement courses need to be changed, the program directors go through Academic Council with their proposals. They also complete annual CDPs and accompanying budget requests that link identified needs with the budget prioritization process. Above all else, CNCC values and fosters student learning. CNCC has great strengths in this area with checks and balances that validate educational quality. One issue that emerged from assessment activities conducted by the Student Success Committee regarded qualitative information collected from students. As a result, the Student Success Committee conducted a year-long redesign of the Student Satisfaction Survey, which was completed in the fall of 2011 and piloted to a small number of students in December. Results were analyzed by the CNCC Student Success Committee and adjustments made to the new survey as needed. A college-wide survey distribution occurred in the spring 2012 semester with results being compiled and analyzed during the summer of 2012. The Student Satisfaction Survey will be conducted annually in the spring (April) and periodically throughout each year as students choose to leave CNCC.

Core Component 3d
The Organization’s learning resources support student learning and effective teaching.

CNCC's Libraries provides a welcoming environment, widely varied services, and substantial resources for students to achieve their education, workplace, and personal goals. The Rangely Campus Library, located in the McLaughlin Building, is accessible through four entries. The east and west entrances are on the second floor. The west entrance is a conventional staircase; the east entrance is an ADA lift located next to the Office of Instruction. The north and south entrances on the lower level will provide direct access into the Library and to the lift if one needs to access the upper level of McLaughlin.

- The Organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

  - The Library is open seven days a week for a total of 74.5 hours. This gives all students, employees, and community patrons ample access to library resources. CNCC's main library is presently located on the Rangely Campus. The Craig Campus has recently completed construction on a new library facility that includes a circulation area, information services/computer resource desk, group study tables, and study rooms. The Craig Library is expected to be full-service FY2012-13. The Rangely Campus library has six study rooms: three with hard-wired computer/Internet access and three with wireless access on personal media devices (e.g. laptops, smartphones, and Kindles). One specialized study room provides Dental Hygiene students with a dental chair and practice manikin, two office...
chairs to work on clinical ergonomics, an Ektagraph/Caramate, a computer, and a whiteboard. Another room offers materials specific to Anatomy & Physiology, and is designed for studying the muscular/skeletal system. All of these study rooms are available during normal library hours and can be requested by staff, faculty, and students.

Library access is only effective if students, faculty, and staff are aware of the services that the library offers. The CNCC Library is involved in the College's Fun, Fact, & Fitness Fair that students attend at the beginning of every fall semester. This helps promote the Library as a helpful learning environment as students are becoming familiar with the College and how to best utilize its services. Also, Library staff members offer an introduction to services for instructors at the Craig Campus and satellite centers so that they are aware of how the Library can assist them. Over the past ten years, Library staff has worked closely with faculty to help students learn about the Library. Many instructors have held Library orientations for their classes so that students can see the practical application of Library services in class activities. In addition, the CNCC Library is now part of the new students' Vision+ Orientation at the Rangely Campus.

The three satellite locations have computer access for Library resources. Craig students formerly accessed online resources directly at the ALAP, but now have access at the Craig Campus Library. Bibliographic training sessions occur at Rangely, Craig, and the satellite centers.

In order to reach students, staff, and faculty more effectively, materials are purchased in a variety of media including print, audio books on CD and cassette, DVDs and videos, and online databases. This increases access for students and supports those with different learning styles as well as individuals with older technology.

In recent years, online resources have greatly expanded availability and variety. The College's online learning resources currently include an online card catalog of materials, GED resources, online periodical databases (EBSCOhost, LexisNexis, Unbound Medicine, Wilson's, and Wiley), e-books, various online forms and search tips, Interlibrary Loan guidelines, and the Colorado Virtual Library's new Acquisition of Information Resources Statewide (AIRS) site, along with AskColorado. AskColorado is an online information service provided by participating Colorado libraries that allows patrons to ask questions 24 hours a day, 7 days a week (excluding holidays). Access to EBSCOhost and Unbound Medicine are available through remote access. The CNCC library provides its students with a wide array of educational technologies to enhance access to learning resources. Computers in the library are now equipped with Microsoft Windows 7, and audio/visual materials range in format from cassette to CD, VHS to DVD and Blu-Ray. Students are invited to check out items such as graphing calculators, laptops, etc. In addition to the classrooms and study areas equipped with interactive technology, the library has a study room with a computer, digital projector, and document camera. CNCC faculty and staff may check out equipment such as laptops, DVD players, TV/VCR units on carts, LCD projectors, cameras, and digital camcorders.
The College ensures access to broader learning resources through our laboratories, performance spaces, and clinical practice sites. The Rangely Campus offers science labs in the Rector Building; labs are used by many students in their progression through science courses at CNCC. These labs consist of chemistry in Room 11, biology/anatomy and physiology/microbiology in Room 16, and cadaver dissection in Room 17, each available during class times and as otherwise requested by students for independent study. The labs are staffed by CNCC science faculty members, and the College is working to increase access to the science labs through architectural improvements to the Rector Building. Student access to science labs at the Craig Campus is facilitated by four committed science labs and three science instructors (two full-time and one adjunct). Room 265 supports physics, Room 275 supports chemistry/microbiology, Room 285 supports biology, and Room 295 supports anatomy & physiology. These labs include computer access and are adjacent to their respective storerooms, where equipment, materials, and supplies are easily accessible to instructors and students. Work study students enhance access and support lab operations under faculty supervision.

Both campuses have computer labs for students to access online learning resources as well as hybrid or completely online classes. The Rangely and Craig Campuses have computers in their library and additional computer labs. The Rangely Campus has two computer laboratories in the Allsebrook Building, with 46 computers available for student use. Students have access to these labs during scheduled class times. The new facility in Craig also has two computer labs, with 24 computers each, in addition to those in the ALAP.

CNCC also ensures access to its many outdoor learning areas. In AY2011-12, the College hired a full-time Outdoor Recreation Coordinator who is responsible for scheduling facilities such as the Climbing Gym, the Ice Wall (when built in winter), and the new Vision Challenge Course. This coordinator also conducts training for facilitators and hires and trains work study students to increase access to these resources. Use of the facilities can be scheduled by college employees as well as community members.
The Blakeslee Dental Hygiene Facility incorporates an array of learning resources ranging from classroom space to clinical practice sites. The radiology and clinical labs are open on Fridays during the fall semester to Dental Hygiene students. Classroom spaces are available during class times and as otherwise requested by Dental Hygiene faculty. Open clinic provides students with one-on-one instruction and is open 8:00AM to 5:00PM Monday through Friday. All Blakeslee facilities are staffed by Dental Hygiene faculty members. Off-campus clinical practice sites include local or student hometown dental offices that offer a site for pre-dental hygiene internships; these internships are scheduled individually by each student and require both a CNCC faculty mentor and supervision by a Doctor of Dental Medicine.

The NPS Academy runs three annual sessions – one each in spring, summer, and fall. Facilities available for these academies include a classroom in Hill Hall staffed by an Academy Chief Ranger; a simulator in Holland West used for judgmental shooting; the Live Fire Range south of CNCC’s Rangely Campus used for practice, familiarization, and qualifications; the driving track at Columbine Park used for learning emergency response driving techniques; the Weiss Colorado Room used for learning defensive tactics and arrest control; and the Weiss Weight Room and Hefley Gym used for physical training. All facilities listed above, except the classroom in Hill Hall, are staffed by CNCC NPS faculty members.

The Aviation Technology Program has a multitude of learning resources available to students, all of which support student learning and effective teaching, and all are adequately staffed. Learning resources include not only classrooms and laboratories at the Rangely Airport, but also varied equipment such as eleven airplanes and three flight simulators. In larger urban areas, schools often have to contract with local airports to borrow planes and aviation students have to compete for limited resources, resulting in fewer flight hours during the course of their program. CNCC owns its own planes and partners with Rio Blanco for management of the Rangely Airport. This partnership allows students to gain greater familiarity with airport management and operations; it also increases the availability of flight time.

The Equine Program offers access to approximately a dozen horses on loan from community members and faculty. This allows students the opportunity to work with and train horses both during class time and also by appointment to get additional experience. The Equine Facility is located at Columbine Park through a unique partnership with the Columbine Park Board and Rio Blanco County; CNCC has partnered with Countryside Veterinary Clinic and also with a local farrier for leveraged resources and greater access to services in support of the Equine Program.

All Craig CTE programs are now centralized in new, highly accessible facilities and have state-of-the-art instruction space. The new Automotive and Diesel Technology Lab was dedicated in the fall of 2011, and it joins the new Cosmetology Clinic, the new Massage Therapy Clinic, and new offices and labs for the Nursing Program.
• The Organization evaluates the use of its learning resources to enhance student learning and effective teaching. The College's course evaluations include a review of available learning resources so that students can provide feedback on the specific resources that they utilized for their classes. Based on an Assessment Committee recommendation, the course evaluation was updated to include the Library starting the spring of 2012. Refer to chart on page 91 for data.

Students, faculty, and staff are encouraged to also complete the Library Survey (see PEAQ Materials\Institutional Research) giving their feedback and a suggestion regarding the Library's learning resources.

### I use the library during the week for the following reasons:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>1-2</th>
<th>3-4</th>
<th>5-8</th>
<th>More than 8</th>
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<tbody>
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<td>Class Assignments</td>
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<td>7</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Group or Committee</td>
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<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Meetings</td>
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<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>Personal Interest</td>
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<td>10</td>
<td>8</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>37%</td>
<td>30%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Socializing</td>
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<td>4</td>
<td>6</td>
<td>3</td>
<td>1</td>
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<td>15%</td>
<td>22%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Studying</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
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<td>24%</td>
<td>21%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>23</td>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
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<td></td>
<td>85%</td>
<td>7%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Library materials and resources are evaluated through the use of Library surveys and purchase requests, as well as traditional collection maintenance techniques such as circulation statistics and material review. The Library's circulation statistics are kept through the online library management software, which is currently Destiny.

From a college-wide perspective, learning resources are evaluated within the Facilities Master Plan, in which the effectiveness of the library, research laboratories, and performance spaces are scrutinized closely. This helps to ensure that classrooms are big enough, there are enough computers for students, and there are a sufficient number of lab stations in the labs. For example, CNCC's most recent Facilities Master Plan revealed that the Rector Science Labs no longer provide adequate space, so an architectural plan for a new science lab is in the works.

The Library and all College learning resources are evaluated annually through the CDP/Budget process, where input, scans, enrollment information, and other types of data are evaluated for
their operational ramifications and implications for budget requests. The evaluation forms part of the CDP narrative and if required translates to departmental funding requests.

- **The Organization regularly assesses the effectiveness of its learning resources to support learning and teaching.** One way in which CNCC assesses the effectiveness of its learning resources is through student course evaluations. Students are in the best position to tell the College if the resources it offers are adequate to support learning. Course evaluations are completed at the end of each semester, and students are asked to rate the following statements: "The facilities were conducive to learning the material," "The technology was up to date and relevant," and "Equipment and tools were sufficient for this course." Recent course evaluations indicate that students are satisfied with the learning resources available at CNCC.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
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<td>The facilities were conducive to learning the material</td>
<td>339</td>
<td>265</td>
<td>47</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>40%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>The technology was up to date and relevant</td>
<td>339</td>
<td>265</td>
<td>48</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>40%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Equipment and tools were sufficient for this course</td>
<td>349</td>
<td>257</td>
<td>43</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>39%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**What is your level of satisfaction with the following areas?**

<table>
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<tr>
<th></th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printer Access</td>
<td>20</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>67%</td>
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<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Computers</td>
<td>17</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>57%</td>
<td>33%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Computerized Card Catalog</td>
<td>7</td>
<td>11</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>39%</td>
<td>4%</td>
<td>32%</td>
</tr>
<tr>
<td>Audio Materials</td>
<td>10</td>
<td>11</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>38%</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>Video Materials</td>
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<td>7</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Book Collection (Stacks)</td>
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<td>9</td>
<td>2</td>
<td>8</td>
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<td></td>
<td>34%</td>
<td>31%</td>
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<td>28%</td>
</tr>
<tr>
<td>Periodicals - Newspapers</td>
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<td>8</td>
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<td>9</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>29%</td>
<td>0%</td>
<td>32%</td>
</tr>
<tr>
<td>Reserve Collection</td>
<td>7</td>
<td>9</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>31%</td>
<td>0%</td>
<td>45%</td>
</tr>
<tr>
<td>On-Line Periodical Databases</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>25%</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td>Video Games (PS2/3, XBox/360, Wii)</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>39%</td>
<td>0%</td>
<td>32%</td>
</tr>
</tbody>
</table>

- Learning resources are also evaluated within each program by the program director. Directors request new and updated materials through the CDP process. Program directors evaluate current resource usage in their programs and propose updates and innovations. Often, the need for new technology or learning resources is identified through program advisory committee input. Once needs are identified, program directors provide rationale in their CDPs and explain how the technology or resource will enhance the program or increase the effectiveness of student learning. These needs are identified in the Budget Request Form and presented to Cabinet in a budget hearing. Cabinet members review and make final decisions regarding funding prioritization, with a consideration of student learning and teaching effectiveness as top priorities.

- Library collection development and weeding processes are also an important way in which learning resources are evaluated. Keeping materials up-to-date is essential in maintaining support for both learning and teaching. Within the Library, the staff is continually purchasing new materials for each program and evaluating the effectiveness of current materials. This evaluation is based on the item's frequency of circulation, its physical condition, the relevance of the content, and the influx of new material in that subject. A "Weeding Procedures" manual is retained in the CNCC Library. Students, faculty, and staff also contribute to the assessment of learning resource effectiveness in the library survey.

- The Organization supports students, staff, and faculty in using technology effectively. The CNCC IT Department can be contacted by means of an online work request form by any student, staff, or faculty member. The form is immediately sent to IT staff. Response time is typically within 24 hours. Training necessary for new technology is provided to faculty and staff members in a variety of ways. IT staff have provided training on new computer programs and distance learning technology such as D2L, Elluminate Live!, and Pictel. The latest of these training sessions occurred in August 2011 with more scheduled throughout AY2011-12. Community Education classes in Excel and other basic work platforms have been regularly conducted, as have training...
sessions in the Crossroads Portal, new Banner modules, and Banner business practices such as
the Finance Module. Also, VC and D2L instructional video clips are available on the web.
CCCOnline maintains a Helpdesk available to students, faculty, and staff. Support for
CCCOnline is available 24/7 and includes an online library, research and writing toolkit,
tutoring services from NetTutor, and technical support via phone. Within the Rangely Campus
Library, point-of-service help from staff is offered for online courses and other student needs
such as accessing the Crossroads Portal. Several brief how-to guides have been developed and
are available at the circulation desk to support students as they encounter difficulties. The
Student Services Office in the Johnson Building maintains and provides staff support for a
bank of four computers that students use for registration, account access, financial aid, and
other purposes.

- **The Organization provides effective staffing and support for its learning resources.**
  Maintaining qualified staff, given our remote rural area and budget issues, has been one of
  CNCC's most significant challenges. The College, however, has made significant progress over
  the last several years and has been able to attract and retain qualified applicants for key
  positions such as Learning Center Coordinator, Librarian, IT staff, and faculty.

The Librarian position has been particularly challenging and was identified as a problem-area
in the previous site visit report. Several searches for a librarian with a Master's Degree in
Library Science from an ALA-accredited program failed. In 2005, the College requested
collaborative assistance from the library directors at Mesa State College (now Colorado Mesa
University), Moffat County Public Library, and the Meeker Regional Library District, none of
which were able to offer much assistance. Library paraprofessional staff members took on a
number of additional duties and further training in order to keep the library functioning and
maintain an appropriate level of support for students. A professional librarian was recently
retained under a contract to evaluate the collection and develop a library plan. Subsequently,
the College was able to retain her in a full-time professional position, based at the Craig
Campus. The position will provide professional oversight for both campus libraries and all
library functions.

A significant student work force assists in supporting the Library and maintaining hours of
operation and access to services; an average of 10 to 12 students are employed in the Library
each year, depending on Library needs and student availability. These students help with many
Library duties including checking material in and out, cataloging and shelving items, and
customer service. Prior to beginning work, student staff members receive training through a
Library scavenger hunt and LC Easy training program (an introductory course for those
working with the Library of Congress classification system) to familiarize them with basic
Library functions.

With regard to instructional practice sites and research laboratories, CNCC ensures that these
are accessible to students on a regular basis. All facilities noted in Criterion 3d are staffed by
departmental faculty and are open both during class times and as needed by students; for
example, the cadaver dissection laboratory is open to students taking the class during regularly
scheduled class times, and is opened by the cadaver dissection instructor should students wish
to spend extra time studying (hours arranged by instructor and student) and also for visiting groups as arranged by the course instructor.

The Rangely Campus Learning Center is staffed with a full-time coordinator and two part-time lab assistants. General education and transfer faculty hold a portion of their office hours in the Learning Center so that students have additional access to their instructors. The Craig Campus ALAP is staffed by full-time faculty member and three part-time tutors/proctors.

- **The Organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.**

  - All CTE programs at the College have advisory committees comprised of stakeholders, and all the advisory committees include professionals employed in the industry. (See PEAQ Materials\Instructional Documents\Advisory Committees.) An example of the way these advisory committees have provided input regarding instructional innovation is the Dental Hygiene Advisory Committee, which made the recommendation that the program begin training students on the use of laser treatment. The Program Director then used the CDP/Budget process to justify and request funding for this activity. The SLETP partnered with FLETC to provide approved instruction meeting FLETC standards. Following a similar CDP/Budget process, the program was able to purchase upgraded technology including a STAR firearms scenario simulator and equipment required by FLETC. The Automotive Technology program has responded to interest regarding a partnership with the EnCana Corporation to develop a training program related to compressed natural gas. The College has partnered with the Workforce Center to offer Commercial Driver License (CDL) training, and it partners with local businesses for industry-related safety training. The Aviation Technology program has partnered with school districts to provide concurrent coursework related to the program's ground school coursework.

  - CNCC Library has partnered with Amigos Library Services to get discounted prices on EBSCOhost and LexisNexis online periodical databases. The Library participates in the Cooperating Libraries in Consortium (CLiC), Western Colorado Academic Library Consortium, and Colorado Library Consortium for discounted purchasing on Wilson's database. Membership in this consortium also provides the Library with courier service to more than 380 libraries across the state. The Library utilizes StateWide Interlibrary Loan Fast Track (SWIFT) for its Interlibrary Loan process, and has agreements with universities such as the University of Wyoming, the University of Kansas, and the University of Nebraska to lend and borrow materials free of charge.

  - Allied health programs have been highly effective at creating partnerships for clinical experiences. One such partnership is the pre-dental hygiene internship available to students with Dr. Kenneth Myers, DDS, a dentist in the Rangely community. Dr. Myers oversees hours completed by students hoping to be accepted into CNCC's Dental Hygiene Program, and this partnership provides both a learning experience for students and some extra assistance to Dr. Myers’ staff. The CNCC Nursing Program has partnered with the Memorial Hospital in Craig, as well as other regional hospitals, for clinical experiences. The Equine Program partners with businesses and the community to provide as many
resources to students as possible, as discussed in section 3d.1. The College's management of the Rangely Airport in conjunction with the Aviation Technology Program and the management of the Columbine Park facility in conjunction with the Equine program are both examples of novel partnerships that provide instructional opportunities to students.

- **CNCC, as a member of CCCS, gains the advantages of scale that a collaboration of 13 colleges provides.** The College participates in CCCOnline, which gives students ready access to a huge number of online courses, which CNCC would otherwise not be able to offer, as well as significant instructional support. The College also benefits from the curriculum development process and approval that CCCS provides, as well as statewide articulations in areas such as Business and Early Childhood Education, and the lobbying and negotiation that led, for the first time in Colorado, to the community colleges being able to offer "degrees with designation," or articulated subject area degrees.

- **Budgeting priorities reflect that improvement in teaching and learning is a core value of the Organization.**

- **College budgets demonstrate a significant, ongoing commitment to enhancing teaching and learning at CNCC.** Recently this commitment has become visible in efforts to offer fewer, but higher quality programs that have appeal to students. This commitment is apparent in the AY2011-2012 Budget through the addition of several new faculty positions. Positions were added in Automotive Technology, Equine Science, Nursing, Massage Therapy, History, English, and Life Sciences, all in an effort to better staff CTE departments or fill needs for core faculty in general education disciplines.

- **The Vision+ agenda, which directly addresses the quality of the student experience at the College, has resulted in substantial new investment in focus areas such as outdoor leadership and recreation and developing a high degree of engagement in the student experience.** A very visible recent addition to the College skyline is the Vision Challenge Course that will be used for leadership training and development, as well as for recreational purposes. CNCC has also developed Learning Communities with the intention of providing further engagement for students who are not already connected to the College through intensive activities such as athletics or the CTE programs where natural learning communities form.

- **The College has significantly revised its Board-funded scholarship program to attract, encourage, and support more academically inclined students.** This program provides scholarship opportunities for all entering students with a 3.0 GPA or above, provides full-ride scholarships to graduating seniors who are valedictorians, and provides substantial scholarship opportunities for students who are admitted to the learning communities.

- **The Institution has made significant facilities improvements in recent years, all intended to enhance teaching and learning.** Notable in these improvements are the new Craig Campus academic facilities, the Nursing Program facility, the new Massage Therapy facility, the new Automotive Technology facility, and the new Cosmetology salon and facility. This commitment is evident on the Rangely Campus as well where recent facilities projects have
upgraded instructional space. The Dental Hygiene clinic was renovated five years ago and presents as one of the premier clinics in the region, with state-of-the-art equipment that is kept current through annual budget allocations. The new Striegel Building houses high-quality instructional space, faculty offices, and a conference room that is frequently used for instructional purposes. Most recently, laboratory space and Arts and Sciences classrooms have been highly prioritized facility projects, with fundraising and design work that will lead to a completely renovated Rector Building with new science labs and classroom facilities.

- Subsequent budgets demonstrate the emphasis placed on teaching and learning in myriad ways, from program development funding to technology enhancements that appear both in the IT budget and individual department budgets. Approximately $40,000 is devoted annually to supporting the Professional Development Fund, most of which goes to faculty and instruction-related opportunities. All instructional programs are encouraged to use the CDP process to collect and identify instructional needs and enhancements, and to use the Budget Request Process to ensure those needs are identified and prioritized appropriately. Significant instructional funding requests are sometimes taken directly to the Boards for special consideration. An example of this was the request by the Aviation Technology program to upgrade its fleet of aircraft for updated technology and currency with industry expectations. The department developed a five-year plan to upgrade numerous aircraft with avionics and GPS systems, enhanced interiors, and compelling paint schemes. The RJCD Board agreed to fund the renovation of at least one plane per year over the next five years.
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The Organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its Mission.

The revised Mission and Vision Statements are clear indications that CNCC promotes learning as its central value. Of the twelve bullet points in the Mission Statement, six speak directly to learning in its various aspects, while the other six are all collateral support to the central value of learning. The Vision Statement attempts to capture CNCC's unique geography and culture that makes it a special learning environment to CNCC students. The vast distances in our region, along with a small, relatively dispersed population, create challenges for CNCC as a comprehensive community college. Nevertheless, CNCC is the platform to encourage learning in all its variety across an area of over 10,000 square miles. For CNCC, its small size is a strength rather than a liability. CNCC's small scale has the potential to enhance student engagement and the close contact between faculty, staff, students, and community stakeholders, which are the hallmarks of an exemplary education.

As a community college, CNCC prioritizes acquisition and application of knowledge over the discovery of knowledge. Nevertheless, CNCC can make a strong case that it fosters an intellectual environment – in all instructional activities – and champions learning as a central value. Many of the students attending the Rangely Campus are attracted by the College's athletic programs and specialized CTE programs. Moreover, most of the students live on campus within Residence Life. CNCC deliberately extends learning opportunities beyond the classroom curriculum to provide, as the Mission Statement indicates, "holistic and broadly-based student support." For example, the College has come to view the athletic teams as forms of Learning Communities because they have many of the features shown to enhance student success: strong engagement with the College and with peers, significant incentives to perform well not only in the athletic realm but also in the classroom, focused opportunities for learning support through required athletic study halls, and leadership opportunities. The College also encourages the athletic department to broaden the student experience by taking advantage of the place-based learning opportunities the region provides: athletes have participated in trail rides, hikes in Dinosaur National Monument and Arches National Park, rafting trips, and many other activities. Similar opportunities are provided for students in CTE Programs. For example, students in the Aviation Maintenance Program experience a class canoe trip as part of their team building and bonding activities. Aviation Technology students experience the structured didactic instruction and flight instruction necessary to attain a commercial pilot's license, and they also have the opportunity to participate in the National Intercollegiate Flight Association (NIFA) team that competes in regional and national flight competitions. NIFA not only engages students through competition and enhances their flight skills, it also develops collateral skills such as the logistical and fundraising activities required to support the team through the competition. A similar benefit occurs within the Automotive Technology Program and its new Four-Wheel Drive Club. Students in the club build and modify high performance off-road vehicles (also activities that are considered fun and engaging), and they also develop analytical skills, creativity, and mechanical background directly related to their vocational paths. Faculty members are encouraged to utilize creativity and innovation in and out of the classroom to further enhance the learning
environment. For example, faculty and students travel to foreign countries to experience works of art, architecture, and culture through the Craig Community Education Program. Marine biology students and faculty dive in tropical reefs and participate in activities such as the “Sea Turtle Rescue” program. Faculty and students in the National Resources Program spend time in the environment conducting field research.

CNCC’s approach to orienting new students is a significant example of the College's effort to create a focused learning environment. The Rangely Campus has now produced three consecutive high-impact Vision+ Orientations with participation by all new students and most College faculty and staff; the Craig Campus has recently produced its first event adapted to the needs of the Craig student population. Orientation is developed around learning outcomes designed to enhance student success and prepare students for the challenges they are likely to encounter as they negotiate their college careers. The Vision Challenge Course was constructed partly as a leadership and team building activity for Orientation, again intended to be a fun, stimulating learning experience for students. All of these events are designed to prepare students for learning and enhance their success.

CNCC’s commitment to the acquisition and discovery of knowledge is also reflected in the College's scholarship program. The program was revised in 2010 to encourage academically inclined students to attend the College. All students who participate in the formal Learning Communities Program, which has minimum academic standards for acceptance, are awarded a $2,500 scholarship. The intention of the program is not necessarily to emphasize academic competition, but to ensure that students have the skills and background necessary to fully participate in the program activities, which includes both structured course sequences and a service project to the College or community. There is also a Dean's Scholarship awarded to all students with a 3.0 GPA, a Vice President's Scholarship awarded to all students with a 3.4 GPA or above, and a Presidential/Valedictorian competitive scholarship awarded to no more than two students each year. Both Craig and Rangely Campuses also host an Honors Banquet where top students are recognized for their academic and other accomplishments. The College also sponsors students for the Phi Theta Kappa All USA Academic Teams, the Colorado Community College System Rising Star award, and multiple program awards within Dental Hygiene, Nursing, Aviation Technology, and the NPS Academy.

CNCC also supports professional development opportunities for faculty and staff through a separate budget line (typically $40,000 contributed by the local boards) administered by the Professional Development Committee; it has made available another budget line ($10,000) for professional association memberships for faculty and staff. All faculty members are encouraged to attend the CCCS 2+2 annual conference, which brings together faculty from the 13 CCCS colleges for special disciplinary discussions by academic discipline, and faculty also have the opportunity to attend the 2+4 Conference with faculty from the state's public four-year institutions. Outstanding faculty and staff are recognized annually, both at the College level during the Commencement Day luncheon, and at special ceremonies at the state level with the SBCCOE.
**Criterion Four: Core Component 4a**
The Organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The College's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. As the planning flowchart indicates, planning derives from the Mission Statement, and flows through various processes to the point of annual budget development where material resources are actually allocated. The Mission Statement itself, as indicated above, has half its bullet points devoted to learning with the other half being agendas that support learning. The 2009-2013 Strategic Plan also shows a similar priority to learning. (See PEAQ Materials\Strategic Planning Documents\Organizational.) Through the Strategic Planning process, CNCC demonstrates its commitment to planning and creating a healthy environment for student learning. As part of the budgetary process, faculty program directors are asked to complete an annual CDP, which reviews planning and assessment of student-learning activities as well as fosters the development of budgetary rationale that supports learning.

The governing board for CNCC is the SBCCOE located in Denver, Colorado. The Board provides leadership, collaboration, and support for various functions at the College. It sponsors recognition awards for faculty, staff, and students on an annual basis. Examples are the Rising Star recognition for students and the outstanding faculty, staff, and administrator awards for each college in the CCCS. SBCCOE also regularly showcases outstanding instructional programs with one college invited to present a selected program at the monthly board meeting. In addition, it provides leadership opportunities, such as the Dean's Academy, as well as professional development scholarships provided by the CCCS Foundation.

The Education Services Division of CCCS develops and implements a Professional Development and Leadership Academy for the CCCS staff and faculty and for CTE staff and faculty in secondary schools, and it manages the Center for Teaching, Learning, and Technology that provides professional development for secondary and postsecondary faculty. The EDS sponsors six major committees:

1. State Faculty Advisory Council (SFAC);
2. State Faculty Curriculum Committee (SFCC);
3. Education Services;
4. Education Services Curriculum Committee (ESCC);
5. Credit for Prior Learning;
6. Basic Skills Committees.

Two local taxing districts, the RJCD and the MCAJCD, demonstrate a commitment to lifelong learning opportunities for the Rangely and Craig communities. Both districts support learning opportunities for residents by providing funding for scholarships, professional development for faculty and staff, discounted tuition to residents and special tuition rates for seniors, vibrant community education programs, and funds for capital projects that enhance the learning environments on the two campuses. In FY2011-12, the RJCD directly supported the salaries of the majority of the Rangely Arts and Sciences faculty.
The RJCD contribution to student scholarships is significant: students who attend the Rangely Campus are awarded over $250,000 in scholarships annually. Other financial assistance programs, including work study positions, are available based on financial need. The funding for these positions comes primarily from state and federal monies with institutional contributions where appropriate. CNCC averages about 100 work study positions per year; students earn up to $2,500 annually. In addition, Residence Assistant (RA) positions are available to students who qualify. RAs must have lived in an on-campus residence hall for one year, maintained a 3.0 GPA, and successfully completed a formal application and interview process. There are eight RA positions available each year. The compensation includes room and board plus a $100 per month stipend. Resident assistants benefit from professional development activities, including several full days of training prior to the start of the fall semester, as well as expectations that they participate in programming, including developing the bulletin boards around campus as learning venues for fellow students.

- **The Organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.** The College also supports its staff and faculty in pursuing ongoing educational attainment. Funding for professional development is awarded in several ways including:
  1. Through specific funds administered by the Professional Development Committee (generally about $40,000 per year);
  2. Through specific budget line requests for faculty or staff to maintain credential currency in program specific areas;
  3. Through specific budget line requests to support CCCS sponsored conferences such as the annual 2+2 conference.

The College also provides professional development through College-wide activities such as the "Teacher as Actor" workshop that was presented as part of the 2010 convocation or the Faculty Symposia on the Rangely Campus. Other unanticipated opportunities are sometimes funded on an as-needed basis through the President's or the Vice President's contingency funds, such as supporting a new faculty member who was honored at a national forum in Washington, D.C., for her thesis work in criminal justice and providing funds for a staff member to become a certified Title IX coordinator.

The professional development fund allows many employees to attend relevant workshops and presentations, register for courses both at CNCC and other colleges, and participate in conferences that enrich their professional lives and enhance their jobs. For example, the Clinic Coordinators in the Dental Hygiene Program regularly attend a "Clinical Educators' Workshop," an annual event hosted by the University of Texas Health Science Center – San Antonio. This unique workshop involves dental hygiene clinical educators from around the nation who are introduced to new and innovative methodologies. The information is shared with other clinical faculty in the department and has proven extremely useful in enhancing CNCC's Dental Hygiene clinical instruction.

- **A commitment to freedom of inquiry for students, faculty and staff is implicit in State, System, and College culture, practices, and procedures.** Explicit guarantees of a commitment to academic freedom are evident in SBCCOE Policies. Board Policy 2-30 which
states, "Each college president shall ensure that the college has a faculty forum through which all faculty members will be provided opportunity to communicate and actively participate in the making of decisions regarding matters which affect them." (See PEAQ Materials\Governance Documents\State Board Policies\State Board Policies.) It also mandates that "a State Faculty Advisory Council (Faculty Council) shall serve in an advisory capacity to the Board and to the President of CCCS and shall act in a liaison capacity between the college faculties and the Board." Board Policy 3-20 states one of its four primary purposes is to "protect academic freedom and intellectual inquiry." The policy also explicitly defines academic freedom as follows: "Academic Freedom: 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 Organization publically acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.** Numerous awards ceremonies, pinning ceremonies, and other events celebrate the accomplishments of students, faculty, and staff. Primary activities include recognition for top NPS Academy Seasonal Law Enforcement Training Program students in conjunction with their commencement ceremony, pinning/recognition ceremonies for the Nursing and Dental Hygiene Programs, the Aviation "Wings" ceremony that recognizes the accomplishments of flight students in various categories, the Phi Theta Kappa Induction Ceremony, the Phi Theta Kappa Academic All-Star recognition on campus and statewide banquet in Denver, and the CCCS Rising Star award. Student accomplishments are also recognized at the local Board Level; for example, when CNCC's NIFA (National Intercollegiate Flying Association) Team was recognized as the top community college team in the nation in 2011, they were formally recognized at the RJCD Board meeting. The Public Information Officer and other members of the marketing department acknowledge student and faculty accomplishments through press releases and media contacts. Articles are frequently submitted to *The Rio Blanco Herald-Times* and the *Craig Daily Press; The Spartan Times* (the College newspaper), which is distributed in the community through a partnership with the *Herald Times*, regularly publishes profiles celebrating the accomplishments of faculty and staff. For example, the Director of the Nursing Program was highlighted in the *Craig Daily Press* for her accomplishments as a neonatal nurse, exceptional nursing instructor, and director of the Nursing Program. Other faculty, administrators, staff, and students receive local attention for their accomplishments.

CNCC provides lifelong learning opportunities for community members on both campuses – as well as the satellite locations in Meeker, Hayden, and South Routt. In Moffat County, the Board of Control provides $15,000 annually for community education tuition reduction and another $32,000 to support seniors participating in community education classes and programs. Activities include classes on memoir writing, watercolors, basic computer software, archeology, local history, and historical sites. The classes carry over into other activities such as sewing, quilting, and UFOs (unfinished objects). Each year the Craig Community Education Director plans travel for seniors. In the past, participants have visited Ireland, England, Scotland, and New Orleans. The College has developed a series of courses in partnership with Northwest Colorado Visiting Nurse Association (VNA) entitled "Wellness Wednesdays." In Rangely, the Community Education Program offers special interest classes such as computers and western swing dancing. The Rangely Community Education effort is growing under the
leadership of a new director after languishing for several years. The Dental Hygiene Program provides community education courses to encourage good dental practices such as Cavity Free at Three, periodontal instrumentation, ultrasonic scaling and \( \text{N}_2\text{O}/\text{O}_2 \) (nitrous oxide/oxygen sedation).

- **Summer Camps and Special Activities.** For over a decade, the Rangely Campus has hosted special camps including Colorado American String Teachers Association (CASTA) Strings Camp, the Episcopalian Church group, and the Colorado Youth Summit. In 2011, the Rangely Campus hosted five additional camps including two Ute Tribe summer camps for high school students. CNCC created an educational retreat where students engaged in numerous high-touch activities, focusing on the natural environment and Ute culture. Several College faculty and staff members created programs for students including the following activities: developmental life skill activities, creation stories, rafting, stargazing, meeting instructors, exploring the campus, and creating a specimen book. One of the intentions of the program was to create College awareness for students and to create an impression of CNCC as a safe and welcoming environment. The Craig Campus has hosted a Science Spree camp for middle school students in the summers of 2009, 2010, and 2011. The 2011 activity allowed students to participate in a science camp at a Colorado Springs college that has a much larger campus.

**Criterion Four: Core Component 4b**

The Organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- **The Organization regularly reviews the relationship between its Mission and values and the effectiveness of its general education.** CNCC thoroughly reviewed its Mission and Vision Statements in 2009-2010 to enhance what is now referred to as the Vision+ initiative. In keeping with the revised emphasis of the Mission and Vision Statements, CNCC promotes a holistic approach to the student experience, with an emphasis on student engagement through a place-based synergy of activities. From the CNCC perspective, the interpretation of the word holistic implies that students benefit from a planned approach to activities beyond the classroom, such as residence life, athletics, outdoor recreation, etc. The cultivation of relationships with peers and with faculty and staff through high-impact activities is likely to enhance student engagement and positively impact success rates. The goal at CNCC is to facilitate the student in becoming personally, professionally, and socially actualized; in other words, to awaken potential in students. Specific courses and specific credit hours are certainly required for programs, but the diversity of courses along with co- and extracurricular experiences are what demonstrate the very apparent and all-encompassing value of lifelong learning fostered at the College.

General education courses are required in all CNCC degree programs; both transfer and CTE programs (AA, AS, AGS, AAS) have mandated general education requirements. Breadth of knowledge and skills are an inherent part of the programs at CNCC, as can be seen by articulation agreements, program and course requirements, syllabi, and the College’s response to input from industry and the various advisory committees. In addition, to ensure success in
college, all students must meet minimum standards in the areas of reading, math, and English (mandated placement scores as prerequisites for college-level math and English classes).

The College's Course Catalog offers a variety of general education, liberal arts, and CTE programs. Within each of these programs, a complement of general education courses, along with program-specific curricula, is required for program completion. This follows the SBCCOE mandate in Associate Degree and Program Designations and Standards, Policy BP9-40 (see PEAQ Materials\Governance Documents\State Board Policies\BP940), that requires all CTE associate programs to have 15 credit hours of general education coursework along with the required courses for the program itself, and it is in line with the values of CNCC as well. The Dental Hygiene Program, for example, has one year of prerequisite science coursework, but also must include 15 credit hours of the following: speech, psychology, sociology, English, and nutrition. These are in addition to the required credits in dental hygiene coursework that are driven by the American Dental Association CODA. Similar structures also exist for the Nursing Program (National League for Nursing Accrediting Commission) and the Aviation Technology and Aviation Maintenance Programs (Federal Aviation Administration). The specific general education course requirements included in each CTE degree are developed through the program approval process beginning with input from program faculty and the program advisory committee; local approval by the CNCC Academic Council, which reviews courses for appropriateness, consistency, and broader impact on the curriculum; and final approval through the state CTE approval process.

The general education requirements for the AA, AS, and AGS degrees meet a separate set of requirements and are intensely reviewed by faculty through a multi-layer process at the Program, College, System, and State levels. gtPathways is a statewide collaboration that includes all the state's community colleges and public universities, and establishes common general education content and competency criteria for general education courses across the state. (See PEAQ Materials\Policies and Compliance\Curriculum\gtPathways Transferring Coursework and Degrees.) Courses from individual institutions (the CCCS is considered one institution for this purpose) are nominated and submitted to the GE 25 Council for review in terms of meeting content and competency standards. Upon approval, courses are then guaranteed by the CDHE to transfer to any public institution in the state. The state actually guarantees approved courses on an individual basis and, for students completing an Associate of Arts or Associate of Science Degree, guarantees that the full 60 credits required for the AA and AS will transfer to public colleges and universities in the state. Although there are many exceptions and caveats in this process, it does provide significant advantage to students, and it ensures an appropriate breadth and attention to agreed-upon content and outcomes. gtPathways courses account for just over half of the 60 credits required for an AA or AS degree. The balance of credits for the AA and AS degrees is approved internally through the CNCC Academic Council. CNCC's philosophy in regards to the balance of the credits is to encourage students to explore a wide variety of discipline areas, including a limited number of courses in specific CTE Programs. The College does this because the distinction between "transfer" courses and CTE courses is sometimes arbitrary (for example Introduction to Business is considered a CTE course though it is a discipline specific course on the senior institution level), and CNCC wants to encourage students to consider varying career paths. Until very recently, the AA and AS degrees were defined in specific terms as general education degrees:
the first two years of bachelor's degrees to be completed at four-year institutions. Recent legislation, however, now allows community colleges to offer "degrees with designation" – associates' degrees that not only meet gtPathways content and competency standards, but also articulate with specific disciplines at the state's four-year colleges. (See previous citation.)

- **The Organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.** Co-curricular and extracurricular activities abound at CNCC, offering unique experiences to participants. The Vision+ agenda emphasizes the value of place-based opportunities and the importance of student engagement. By definition, Vision+ speaks to a comprehensive general education experience. College activities are designed to broaden students’ knowledge and skills, stimulate curiosity about areas outside of the students' comfort zones and previous experience, and enable students to participate in activities with people of diverse backgrounds. The Outdoor Recreation Program (ORP) sponsors many activities for students, employees, and community members. From ice climbing to caving to mountain biking to rafting and more, these offerings are intended to allow participants to explore not only the region's natural environs, but to learn about themselves, develop new interests, discover their own capabilities and limitations, and develop relationships with people they might otherwise never meet. The newly constructed Vision Challenge Course on the Rangely Campus is a highly visible manifestation of the College's emphasis, and will be used for team building, leadership development, and enhancing confidence – all subsets of student engagement.

College publications are important extracurricular offerings that contribute to educational breadth at the College. *The Spartan Times*, a student-produced newspaper, is published bi-weekly, and is available in both online and print versions. Students develop collateral writing, editing, design, marketing, and management skills outside the formal classroom environment.*Spartan Times* staff members are encouraged to attend a national journalism conference for professional development, and they plan and implement fundraising activities to support their attendance at the conference. Each spring the College also publishes a literary journal, the *Waving Hands Review*, a publication of "exemplary works by emerging and established writers and artists of northwestern Colorado." (See PEAQ Materials\PR Materials & Publications\Waving Hands Review.) Contributors include students, College faculty and staff, and other residents of the region. The publication is edited by a faculty member in the English Department, an art instructor, a marketing staff member, and several student editorial assistants. The *Waving Hands Review*, named for a well-known local pictograph, is free and eagerly anticipated.

- Several CNCC programs have unique activities that broaden and deepen the educational experiences created for students:
  - **Aviation Technology**, CNCC's pilot development program, provides the training necessary to progress through flight certifications from private pilot to flight instructor. AVT is governed by the FAA, which allows for private pilot licensure with a minimum of 35 hours of flight time and commercial pilot licensure with a minimum of 190 hours. Each instructor must comply with the Training Course Outline approved and on record
with the FAA. Instructors are also required to be proficient in all training aircraft and must comply with all FAA regulations.

- Associated with AVT is the Aero Club. The members of this club participate in the NIFA competition, which allows students to compete in a range of flying and ground events pertaining to the aviation skill set they are developing to advance their professional careers. This event is sponsored every year by a regional college, with the top three of about 20 teams qualifying to go to the national competition. The CNCC team, although a small community college team in the company of such esteemed institutions as the United States Air Force Academy, competes very well. In 2011, CNCC placed second in the regional event, with several first-place finishes in individual competitions, and went on to the national competition earning recognition as the top community college flight team in the nation. The NIFA competition provides skill development in other areas: students must plan and organize fundraising activities; they interact with corporate CEOs from the aviation industry; and they network with other students and industry professionals. The Aero Club also plans and organizes the annual "Wings" ceremony that honors the attainment of flight certifications and other marks of distinction as student pilots advance through the various curriculum levels and experience the learning opportunities CNCC provides.

- The Aviation Maintenance Technology Program provides a rigorous curriculum and certifies mechanics under FAA regulations just as AVT does. AMT also has a student club, the Airframe and Power Plant Club (A&P). Through the A&P Club, students have the opportunity to interact with AVT faculty and fellow students and to network with industry professionals. They also participate in an unusual team-building activity: the annual canoe trip on a regional river that is led by the Program Director.

- The Automotive Program sponsors an Automotive Club, the Four-Wheelers Club, and offers community education courses in hot rod modification.

- The Dental Hygiene Program at CNCC is the oldest dental hygiene program in the Rocky Mountain Region, and it is very well-respected by the dental community in the state and region. Students in this program have the opportunity for many experiences beyond the classroom and clinic. Student American Dental Hygienists' Association (SADHA) is Dental Hygiene's student professional organization and is very active on campus, in the community, and across the state. Members participate in community events such as Health Fairs, SeptemberFest, parades, Meals on Wheels, Colorado Mission of Mercy (COMOM), dental education in the public schools, and others. SADHA members also actively participate in Colorado Dental Hygienists' Association (CDHA), attending the organization's Annual Scientific Session, House of Delegates, Lobby Day, and other association-sponsored events.

- The Equine Studies and Management Program sponsors the CNCC Ranch Team, which provides a variety of co-curricular experiences for students related to their professional pursuits. Activities have included participation in the production of the annual "Rock N'
Bulls and Barrels" rodeo (a bull riding and barrel racing performance and fundraiser for the rodeo team and club), attendance at stock shows, etc.

- Other student organizations not associated with specific programs include Phi Theta Kappa (PTK), College Christian Fellowship (CCF), Student Governments, and Rangely Rock and Ice Club. The Residence Life program provides formal leadership training and other professional development to RAs.

- Within the classroom itself, several unique assignments take place that are intended to stimulate intellectual inquiry. One example of this is in Microbiology (BIO 204) where students participate in an experiment studying vectors of disease transmission. The experiment is set up to include participation from various people on campus, and the goal of the assignment is to determine who "gets the disease" and how it is transmitted from one person to another. Another example is in the Dental Hygiene research assignment. Second-year students in Periodontics II are required to research a topic of their choice related to periodontology. Then, using only peer-reviewed journals and following specific guidelines, they complete a professional literature review. Each student orally presents a brief synopsis to the class of what he or she has discovered through research about that topic. Equine Program students complete an internship as one of their program requirements and, upon completion of the internship, report back to the department and other interested students and staff on their experiences.

CNCC also provides opportunities to community members throughout its service area for lifelong learning through community-based education programs. Course offerings range from computer literacy classes, local history classes, national and international learning trips, geology field trips, Shakespeare festivals, memoir writing, art classes, concealed weapons training course, creating wills and trusts, and swing dancing. In addition, specialized training courses are offered: Emergency Medical Services (EMS), hunter safety, commercial driver licensing, and mine safety training. Additional courses are created as needs are identified.

- **Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.** In addition to the state gtPathways process that establishes content and outcome areas that ensure breadth of knowledge, CNCC places emphasis on special general education areas as follows:

**CNCC Philosophy of General Education**
"General education at Colorado Northwestern Community College seeks to assist students in obtaining the knowledge, skills, and attitudes that enhance quality of life and the ability to function effectively in an ever-changing society. To meet this goal, all CNCC students, vocational and liberal arts, full-time and part-time, are provided with a variety of educational experiences, both within and outside the classroom."

CNCC emphasizes two general education outcomes for every student:
"1) To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values, and
2) To equip students with the communication skills necessary for effective listening, speaking, reading, and writing." (See 2011-2012 Catalog, p. 50).

Because measuring critical thinking skills is an essential aspect of demonstrating the above, CNCC has attempted to assess critical thinking skills over an extended period of time. The approach was to use the Test of Everyday Reasoning as a benchmark administered when students entered the College and then retest upon graduation to measure gains resulting from their programs. Obtaining meaningful results, however, proved problematic on several fronts. Although the approach to implementing the test was revised on several occasions to address identified problems, the fluidity of the student population, the small sample size upon graduation, and general difficulties with test administration were sufficient to cause the Assessment Committee to abandon the exam in 2011. One objective of CNCC’s participation in the HLC Assessment Academy will be to establish an effective (and efficient) procedure for measuring the College's prioritized general education outcomes. Individual programs do measure these outcomes, however, through professional licensing requirements and exams, internships, and capstone requirements.

- **Learning outcomes demonstrate effective preparation for continued learning.** Courses offered as part of the Associate of Arts and Associate of Science degrees are developed through a comprehensive process that ensures that courses will easily transfer to higher level institutions in the state. For 31 of the 60 credits required for the AA and AS degrees, general education breadth requirements and expected course outcomes are created and approved through a multi-layered process that ensures consistency, course rigor, and appropriateness of learning outcomes. Students completing these gtPathways courses are guaranteed that the courses will meet the requirements of public four-year institutions in the state. Further, if students complete the AA or AS degree, they receive guarantees that four-year institutions will accept the full 60 credit degree in transfer.

  - Colorado now has multiple "degrees with designation" that are prescribed programs of study that, if followed, will guarantee transfer into specific degree programs on the bachelor's degree level. Currently these degrees include the following:

    - Business
    - Economics
    - History
    - Mathematics
    - Political Science
    - Psychology-BA
    - Psychology-BS
    - Sociology
    - Spanish

    Although CNCC is unable to offer the full curriculum for all degrees with designation, students who complete required courses through CCCOnline or transfer may be awarded the degree.
All CNCC courses are developed as part of the CCCS Common Course Numbering System. This ensures course transferability among the 13 CCCS colleges, as well as district colleges such as Aims Community College, Colorado Mountain College, and Western Community College, and includes some technical colleges such as Delta Montrose Technical College. Courses are approved based on consistency of outcomes, uniformity within the CCN System, and appropriateness of prefix classification. This is another measure that enhances student transferability and ensures preparation for further study.

CNCC maintains an extensive list of articulation agreements with four-year colleges and universities, on both the institutional and the departmental levels. Current articulations include the following:

- **American Public University System**
  - www.apus.edu
  - • Transfer Agreement

- **Ashford University**
  - www.ashford.edu
  - • Transfer Agreement

- **Capella University**
  - www.capella.edu
  - • Letter of Agreement

- **Colorado Christian University**
  - www.ccu.edu
  - • Transfer Agreement

- **Colorado Department of Corrections**
  - www.doc.state.co.us
  - • Transfer Agreement

- **Colorado Technical University**
  - www.coloradotech.edu
  - • Transfer Agreement • Addendum • Articulation Agreement Appendix

- **DeVry University**
  - www.den.devry.edu
  - • Transfer Agreement • Addendum • Articulation Agreement Appendix

- **Drexel University**
  - www.drexel.com
  - RN to BSN
  - • Educational Cooperation Agreement

- **Franklin University**
  - www.franklin.edu
  - Administration, Computer Science, Technical Administration, Health Service Administration, Management Information Systems.
  - • Educational Alliance

- **Johnson & Wales University**
  - www.jwu.edu
  - Business Administration, Marketing, Management, Financial Services Management
  - • Transfer Agreement

- **Jones International University**
  - www.jonesinternational.edu
  - • Transfer Agreement

- **Kaplan University**
  - www.cc.kaplan.edu
  - • Transfer Agreement

- **Metropolitan State University of Denver**
  - www.mscd.edu
  - Individualized Degree Program.
  - • IDP Agreement

- **Northcentral University**
  - coloradocc.ncu.edu
  - AA/AS to Baccalaureate
  - • Transfer Agreement

- **NW Missouri State University**
  - www.nwmissouri.edu
  - BS Business Management
  - • Transfer Agreement

- **Regis University**
  - www.transferoregis.org
  - Associate's to Bachelor's® Program
  - • Transfer Agreement
Core Component 4c
The Organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Regular academic program reviews include attention to currency and relevancy of courses and programs.
  
  - New students are assessed for their readiness for college courses through mandatory placement testing in the areas of mathematics, English, and reading. The Accuplacer test used by CNCC and CCCS provides scores that are used to place students into appropriate remedial or college-level math or English courses. Developmental reading courses do not lead directly into college courses, but are necessary for overall success in college courses. The entire developmental education curriculum is under System-wide review for effectiveness, appropriateness, and relevancy, with a significant funding contribution from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant allocated to fund revisions and improvements in remedial education. The remedial education effort at CNCC has been reviewed on an ongoing basis by the Student Success Committee, which established accelerated and blended remedial courses even before the advent of the system-wide effort.

  - Faculty and program directors participate in statewide curriculum committees to develop and modify courses and programs of study. Additionally, CNCC faculty members develop courses for inclusion in gtPathways (the CCN System) to ensure transferability between CCCS colleges and universities in the Colorado DHE. All changes, including additions, deletions, and modifications of curriculum, making policy recommendations for the revision of the Catalog, and monitoring the quality and coordination of instruction within these programs and courses, are communicated from the state committees to faculty and staff through faculty representatives, program directors, and Academic Council. Discipline Committee reviews ensure ongoing dialogue regarding course currency, appropriateness, and consistency, and courses are updated frequently through the Education Services Bulletin Board process. All CTE programs have regular five-year program reviews at both the College and CCCS levels to maintain relevancy to industry needs. The CTE programs are monitored and approved by both CCCS and DHE.

  - Faculty members conduct assessment of courses including assessment of student learning, and students regularly evaluate course quality. Faculty, along with the program directors, the CNCC Assessment Committee, Deans of Instruction, and the Vice President of Instruction and Student Affairs use the data and comments from the assessment instruments to revise program curricula and to establish budgetary recommendations. (See PEAQ Materials\Assessment\Assessment Process and Forms.)

  - Each program is assessed for its strengths and efficacy via departmental assessments and CDPs that review and track program performance, quality, and currency. All CTE programs are required to maintain an advisory committee with representation from industry professionals who assist program directors in maintaining program currency.
report necessary for the Carl Perkins grant provides data regarding students' post-graduation career performance and success. (See PEAQ Materials\Grants.)

- **In keeping with CNCC's Mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.** Several bullet points within the CNCC Mission Statement speak to the College's aspiration to prepare students to function both personally and professionally in a diverse, technologically connected, and competitive world:

  - **Prepare our students to achieve their educational, workplace, and personal goals:** CNCC assesses students upon entry to appropriately place them in courses based on their educational attainment and development. Career counseling, career resources, and partnering with the Workforce Center are also provided in an effort to enhance the transition from college to workforce. The majority of CNCC's CTE programs prepare students for qualifying professional exams – for example the N-CLEX for Nursing, FAA exams for the Aviation Technology and Aviation Maintenance Programs, or state licensing examinations for Cosmetology.

  - **Offer educational programs that respond to evolving workforce environments:** Although CNCC has many long-standing programs, it also has numerous examples of programs implemented in the last several years that are specifically responsive to the evolving workforce environment. For example, the College discontinued the Peace Officer Standards of Training (POST) academy based on low enrollment, but significantly enhanced the NPS Academy program and gained accreditation through FLETC. Based on regional input, the Natural Resources Program was redesigned. Customized training to business and industry through our Community Education activities are also provided, including ongoing industry safety training at the Rangely Campus and mine safety training at the Craig Campus. CNCC provides several programs that respond to regional workforce needs, including Emergency Medical Services training and Early Childhood Education. The AAS Degree in Banking and Financial Services was developed through collaboration with a regional bank as a way to create upward mobility for existing bank employees. (See PEAQ Materials\Catalog and Marketing\Catalogs.)

  - **Value and promote lifelong learning:** CNCC maintains a relatively robust lifelong learning agenda, primarily through its Extended Studies and Community Education Programs. Community Education activities are produced on the Rangely and Craig Campuses as well as at satellite offices. Community Education builds programming based on input from community members. Often, programming is recreational or for personal enrichment – for example, scrapbooking or swing dancing courses – but we also provide computer instruction for seniors, CDL training, Wilderness First Responder certification, etc. (See PEAQ Materials\Instructional Documents\Course Schedules.)

  - **Value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion:** CNCC’s diversity agenda is a very deliberate effort to ensure that students have the skills and sensibility to function in the diverse workplace or educational setting they are likely to encounter when they transition from CNCC. All of the CTE programs engage the larger workforce environment as part of the program. This happens,
for example, through the varied clinical sites for the Nursing Program; the variety of clientele that take advantage of the on-campus clinical or salon opportunities through the Dental Hygiene and Cosmetology Programs, respectively; the internships for the Equine programs; etc. Residential students on the Rangely Campus experience deliberate efforts to create a functional, responsible community, bringing together a diverse population of students. This approach views the Residence Life program as an inherent component of the Vision+ experience with an intended outcome of better equipping our students to thrive in a highly complex, multicultural environment. (PEAQ Materials\Handbooks\Student\Student Handbook.)

- **Provide campuses and facilities with innovative technology:** CNCC invests a great deal of money in maintaining technological currency and is very proactive in exposing students not only to industry-standard technology, but emerging technology as well. The College makes use of instructional simulators in a variety of programs including Nursing, the NPS Academy, and Aviation Technology. The Dental Hygiene Program provides a clinical experience in a renovated clinic with technology infrastructure that is recognized to exceed what students will experience in all but the most advanced dental clinics. The Craig Campus, which was opened in the fall 2011 semester, has advanced computer labs, science labs, and conference spaces. Although there are always funding limitations, the contributions from the two taxing districts have done a great deal to enhance the technological infrastructure of the College and provide students with an experience that is commensurate with what they are likely to encounter in the 21st century workplace.

Several College processes assist in ensuring that CNCC meets the needs of external stakeholders, maintains currency with industry standards, and builds relationships that enhance employment opportunities for students. The overall College philosophy is for the students to be as engaged as possible with business and industry. All program directors are expected to maintain and develop industry relationships; they are specifically required to have an advisory committee, with membership including current industry practitioners. The advisory committees are required to meet at least twice a year, though some meet more frequently. (See PEAQ Materials\Instructional Documents\Advisory Committees.) Committee input is incorporated in the CDP process, and it is often used to justify expenditure requests for program enhancement or revision. Program CDPs synthesize assessments and recommendations from a variety of sources to provide direction for budgetary and curriculum changes to respond to the ever-changing needs of a global community. Faculty, program directors, and the Academic Council are involved in state and institutional-level development of course and program competencies. These groups meet regularly and monitor program quality and appropriateness on an ongoing basis. (See PEAQ Materials\Organizational Committees\Academic Council.)

- **Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.**

- gtPathways guarantees appropriateness and transferability of general education credits between System community colleges and to public four-year colleges and universities in Colorado. As listed in earlier bullet points, CNCC maintains a large number of articulation agreements with a variety of four-year institutions. Based on recent lobbying efforts by
CCCS and extensive curricular work by faculty, students are now guaranteed transferability in approved disciplinary areas in addition to the generic AA and AS degrees. The process to evaluate courses, both for the gtPathways curriculum and the inclusion in the CCN System is comprehensive, and the process involves recommendation by faculty at individual colleges, approval by a faculty discipline committee with representatives from all colleges providing an area of instruction, the SFCC, the Vice President's Curriculum Committee, and, in terms of gtPathways, by the GE 25 Council (a CDHE Committee that includes representation from both two- and four-year colleges in the state).

- All CTE programs are subject to a regular program review, and must be authorized for renewal based on both CCCS CTE recommendation (done by program specialists with expertise in individual CTE area disciplines) and by the DHE. Renewal requires programs to submit performance data in the areas of program enrollment, program employment placement, letters of recommendation from industry or advisory committee representatives, program completion rates, and program demographics aimed at increasing the participation of nontraditional students in various occupations.

- CNCC completes an annual VE-135 report as required by the Perkins grant, which tracks student employment and success following graduation.

- CTE program directors track student performance on external professional exams. The majority of CNCC CTE programs prepare students for professional exams, and they use success rates on those exams as measures of program performance. The Nursing Program is evaluated by the State Board of Nursing for pass rates on the N-CLEX exam that is required for practice. Dental Hygiene students must pass the National Board Dental Hygiene Exam, a written test, as well as a clinical practical exam administered by the Central Regional Dental Testing Service. Both the Aviation Technology Program and the Aviation Maintenance Technology Programs prepare students for a series of professional licensure exams that determine their credentials for employment in the aviation industry. The NPS Academy maintains a novel relationship with FLETC, which oversees the qualifying exams for employment with the National Park Service. For that program, the qualifying FLETC Exams are administered online in real time by FLETC.

- Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

- All CTE Programs are required to maintain advisory committees including industry professionals for the express purpose of building linkages with industry, developing, and evaluating the curriculum for appropriateness and currency, and advising the program on industry trends and emerging concerns.

- An indirect measure is provided through the VE-135 data collection process, which evaluates job placement and professional development after graduation.
CTE Programs undergo program review on a five-year cycle, and they must demonstrate program results, currency, and industry support through letters of recommendation.

Faculty members evaluate programs and individual courses on an ongoing basis through the CCN Approval Process and the gtPathways submission and approval process.

The comprehensive development planning process provides a mechanism for continuous improvement and requires program directors and administrators to monitor program effectiveness and status, resource issues, technology, etc., on an annual basis.

Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice. Virtually all of CNCC's CTE programs are designed to develop independent professional judgment and lifelong learning as a matter of course.

The Dental Hygiene Program requires a substantial number of clinical hours, which, by definition, ground the Program in the primary activity of clinical judgment. Dental Hygiene students must pass a clinical competency exam administered by an external evaluation organization. Students have the opportunity to participate in SADHA (Student American Dental Hygienists' Association), which promotes extracurricular values of learning and service. As an aspect of the program experience, students attend the Rocky Mountain Dental Convention, which exposes them to continuing education and professional development while they are still students.

The Aviation Technology Program utilizes scenario-based training as recommended by the FAA. Responses to the scenarios require students to exhibit appropriate independent judgment and make a determination as to a safe and prudent course of action. For example, students are confronted with a specific weather pattern on a cross-country flight and asked to respond based on the facts presented in the scenario.

The Natural Resources Program uses multiple techniques to assist students in developing independent, professional judgment. These techniques include lab and field experiments and exercises, internships, volunteer projects, and team activities. The techniques are designed to create the opportunity for the student to make choices based on their knowledge and experience. The "Range of Tolerance" lab in Environmental Science 101 is a good example of how students develop independent judgment and critical thinking. Students design their own labs in an investigation of a live cricket's tolerance to light and temperature. Student investigators critically analyze the results of their experiments, determine whether their hypothesis was supported, and evaluate whether their designs and procedures produced accurate results.

In keeping with sound curriculum design principles and the expectations of the NLNAC, the Nursing Program has established Student Learning Outcomes (SLOs). These SLOs are the basis for all activities related to the teaching and learning process, including delivery of instruction and evaluation of student progress. The second SLO focuses on the student's ability to engage in critical thinking and clinical reasoning to make patient-centered care
decisions. Critical thinking is a broad term that encompasses all the thought processes that relate to and provide the basis for clinical decision-making and clinical reasoning. It is defined by the National League for Nursing (2010) as "nursing judgment which encompasses three processes: critical thinking, clinical judgment, and integration of best evidence into practice." Critical thinking is evidenced not only by the student's use of the nursing process, but also when interfacing with the clinical microsystem and the larger healthcare system to deliver quality, safe, patient-centered care. Examples of tools that assess, evaluate, and document the progression of critical thinking skills throughout the Nursing Program include the Clinical Evaluation Tool (a standardized critical thinking exam) and examinations. Students are evaluated on their ability to utilize the nursing process as a decision-making model to identify and prioritize patient specific problems. Critical-thinking skill development is also evaluated through comparison scoring on an entrance and exit critical-thinking standardized test developed by Assessment Technologies Inc. (ATI). The exam evaluates the skills of interpretation, analysis, explanation, inference, and evaluation. In addition, unit tests in all nursing classes are blueprinted according to Bloom's Taxonomy. Test questions gradually increase in difficulty and higher order thinking skills from knowledge through application and analysis to meet the standards of the National Council of the State Boards of Nursing Licensure Examination (N-CLEX).

Another student learning outcome directs the student to assimilate professional, legal, and ethical guidelines in practice as a professional nurse. The general term professionalism is used to include all professional, ethical, and legal principles to guide the practice of the Registered Nurse. This outcome also relates to one of NLN's Competencies for ADN Graduates (2010): "Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context." Ongoing professional development is part of this competency, which includes lifelong learning. Lifelong learning is defined as both continuing education and achieving advanced degrees. Beginning in the first semester, students are encouraged to initiate a plan for ongoing professional development and lifelong learning. This is evidenced in their clinical portfolio. For example, students participate in continuing education activities at clinical agencies and receive additional certifications in Mental Health First Aide and Applied Suicide Intervention Skills Training (ASIST). To facilitate advanced education, a number of colleges and universities in Colorado are collaborating with the CCCS nursing programs to create seamless pathways to bachelor's and master's degree programs. The Nursing Program at CNCC is developing partnerships with both Colorado Mesa University and the University of Colorado-Colorado Springs to offer dual enrollment in their RN to BSN programs. (See National League for Nursing, Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. New York, 2010.)

The Aviation Maintenance Technology Program is designed to prepare students for a career working with aircraft. Two end goals of the training are for students to develop independent, professional judgment and awareness of lifelong learning opportunities in aviation. A variety of lab activities assist students in developing critical judgment skills:
when evaluating results of engine and airframe inspections, students determine which discrepancies are critical to safe operation and what corrective procedures will be taken; when altering or repairing components, students must weigh the effect to structure, interrelated systems, and aircraft flight characteristics. Once the initial decisions are made, students must determine which resources to consult in order to follow a course that is safe, legal, efficient, and effective.

- When students complete the Aviation Maintenance curriculum and the FAA tests for certification, they are granted, essentially, a "license to learn." Graduates realize several roles that further education will help them to advance professionally. Classes and seminars are available to technicians seeking training in aircraft advancements, federal regulation, new technologies, specific aircraft systems, and general refresher courses. On a broader scope, bachelor's degrees in aviation business, management, and engineering are offered in Colorado and other states. CNCC stresses the importance that lifelong learning plays in personal and professional growth, technical expertise, and in maintaining career currency.

- The Organization provides curricular and co-curricular opportunities that promote social responsibility. CNCC provides a multiplicity of opportunities for students to experience and participate in meaningful activities that promote broader social responsibility.

- The Vision+ Learning Communities have a component built into their program that requires students to design and implement a service project. Service projects have included the design, implementation, and maintenance of a snow park on campus, including a ski/sledding hill and an ice climbing tower. They have also been involved in the "Wilderness Survival Planning Project," the "Northwest Colorado Wild Horse Project," volunteer service with the Rangely Animal Shelter, the "Assisted Living Activities Project," a campus recycling project, a biography project for Long-Term Care Clients, the Sea Turtle Rescue project, and others.

- The athletic department teams perform a variety of community services activities.

  - The new Rodeo Team participated in the College coat drive project; construction of the Vision Challenge Course; as well as production of the "Rock N' Bulls" Rodeo.
  - The Men's Basketball Team volunteered at the elementary school, assisting with P.E. classes, recess, and reading activities. They are also encouraged to support athletic programs at the local high school.
  - The Softball Team attended high school athletic events; participated in the creation of the Recreation Center's annual Haunted House; and helped maintain the municipal golf course.
  - Volleyball volunteered to read or be read to by students at Rangely Elementary School; hosted summer camps for high school athletes; and served as volunteer coaches for a middle school volleyball clinic. The team also serves as "hosts" for faculty and staff at the annual convocation as well as performing an annual skit. The team has also conducted community education volleyball classes for community members, and they worked on the Vision Challenge Course construction project.
  - All athletic teams assist in multiple areas with Rangely's annual SeptemberFest.
The Presidential Honors/Valedictorian Scholarship recipient – who essentially receives a full scholarship to the College based on the highest academic standards – is required to perform 20 hours of per semester of service to the College or the community.

The RAs provide community service or informational programming through the bulletin boards located at multiple locations around campus.

Many CNCC degrees and certificates have curricular requirements that promote social responsibility and ethical professional conduct. For example:
- In the Nursing Program, NUR 230, "Transition to Professional NSG," includes elements of ethics, current professional trends and issues, and the impact of Nursing on the broader healthcare delivery system;
- The AAS Degree in Banking and Financial Services requires MAN 102, "Business Ethics and Values"; the AAS in Small Business Management requires the same course;
- The AAS Degree in Natural Resource and Ecology Management requires PHI 218, "Environmental Issues and Ethics";
- The Dental Hygiene Program requires PHI 121, "Current Issues and Ethics in Dental Hygiene," as well as DEH 204, "Community Dental Health."

Core Component 4d
The Organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. CNCC's Mission Statement directly supports the responsible use of knowledge by valuing and supporting diversity of thought and opinion: "Value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion."

The Vision+ Orientation, which new students are required to attend, includes outcomes directly related to student success, such as "Making Healthy Choices" with the following learning outcomes:
- Provide an opportunity for students to experience making healthy life choices.
- Set the stage for a positive, healthy culture at CNCC.
- Make clear CNCC's expectations of students functioning as responsible adults and within the student code of conduct.
- Highlight the consequences of making both positive and negative choices as students functioning as responsible adults and within the student code of conduct.
- Discuss healthy choices in the context of nutrition, drugs and alcohol, relationships, and other topics relevant to success in college.

The Vision+ Orientation also includes outcomes related to building a sense of responsibility and community and has the following specific learning outcomes:
Encourage tolerance and inclusivity of all students, regardless of cultural background, sexual orientation, learning challenges, etc.

Assist students with connecting their own sense of self-worth to tolerance of others.

Emphasize the importance (and CNCC's expectation) of treating others with respect.

Build a healthy sense of CNCC community.

The Residence Life program maximizes student engagement through a deliberate effort to create a responsible, functioning community, extending its service to students well beyond providing the essentials of room and board. The Student Handbook emphasizes the importance of values such as "personal responsibility and empowerment," "respect, honesty, and genuine consideration in all our communications and actions," and "diverse, engaging group activities that strengthen the bond of community involvement" (p. 8). RAs are provided with leadership development opportunities that stress positive values and responsibility in the context of healthy communities. The RAs deliberately contribute to enhancing student success and responsibility through bulletin board programming; each RA is responsible for designing and producing bulletin boards around the campus, each of which stresses positive values and information.

The Organization follows explicit policies and procedures to ensure ethical conduct in its instructional activities.

Student Academic Standards

The College encourages ethical responsibility in its students both inside and outside of the classroom. The Student's Rights and Responsibilities section of the CNCC Student Handbook identifies the standards of conduct expected of CNCC students:

"Students have equivalent responsibilities for studying, learning, and conducting themselves with academic integrity in a manner compatible with the College's function as an educational institution. The College expects its students, as well as its staff and faculty, to obey federal, state, and local laws and to respect the rights and privileges of other people." (p. 32)

CNCC's commitment to academic honesty is stated in the Course Catalog, the CNCC Student Handbook, and on the CNCC Website: (Policies and Procedures Manual – Section 5.6.9: Academic Dishonesty):

"Colorado Northwestern considers academic dishonesty, which includes cheating and plagiarism, to be an extremely serious offense which will be dealt with by appropriate disciplinary action."

A discussion defining academic dishonesty, "appropriate disciplinary action," and the judicial academic appeal process follows the statement.
CTE programs also require an understanding of ethics in the context of their specific profession. Courses of study such as Business, Natural Park Service, Cosmetology, Dental Hygiene, and Massage Therapy require students to not only know, but also practice ethical conduct in their classes and in their professional endeavors. A more traditional approach to ethics is offered in Arts and Sciences courses through content-specific discussions and classes such as Philosophy and Ethics.

CNCC upholds a college-wide policy on academic dishonesty and plagiarism. (2011-2012 Course Catalog, p.41). The policy has been revised in recent years to provide more deliberative steps in addressing dishonesty or plagiarism, and to provide a graduated intervention to alter behavior should incidences reoccur, including notification of the appropriate campus Dean of Instruction when an instructor detects dishonesty or plagiarism. The College also purchases an annual subscription of Turnitin.com and encourages faculty to use the software as a deterrent rather than just for detection for plagiarism.

Program Specific Standards (Nursing and Dental Hygiene). CNCC has Associate of Applied Science degree programs in Nursing and Dental Hygiene, healthcare programs with specific state and federal policies regarding the acquisition, distribution, and use of confidential patient information (programs follow HIPPA standards). Program specific policies beyond the normal Student Academic Standards have been formulated:

- ANA Code of Ethics for Nurses. The CNCC Nursing Program faculty and students are expected to adhere to the ethical standards of the American Nurses Association's Code of Ethics for Nurses. This Code provides guidance for carrying out nursing responsibilities consistent with the ethical obligations of the profession and with the high quality expected in nursing care. (See PEAQ Materials\Instructional Documents\Program Accreditations\Nursing\ CNCC Nursing Program NLNAC Self Study – see Appendix E)

- National Student Nurses Association, Inc. (NSNA) Code of Academic and Clinical Conduct. The NSNA Code of Academic and Clinical Conduct is based on the understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed on them. The Statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment, but can assist in the holistic development of the person. (See PEAQ Materials\Instructional Documents\Program Accreditations\Nursing\ CNCC Nursing Program NLNAC Self Study – see Appendix F)

- The NSNA Bill of Rights and Responsibilities for Students of Nursing. The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006). (See PEAQ Materials\Instructional Documents\Program Accreditations\Nursing\ CNCC Nursing Program NLNAC Self Study – see Appendix G)
The CNCC Dental Hygiene Program maintains its own "CNCC Dental Hygiene Student Code of Conduct" (See PEAQ Materials\Handbooks\Student\CNCC Dental Hygiene Clinic Manual 2012\ Section I Policy & Procedure, pp. 22-26.) The Program also requires students to abide by an "Honor Code" (Clinic Manual, p. 23), and has sanctions in place to address ethical or professional incidents within the department or clinical settings (see also Critical Incident Report, Clinic Manual, p. 20-21.)

**General Student Behavioral Standards.** The introduction of the "Student Rights and Responsibility" section in the Course Catalog and Student Handbook establishes the College's expected student behavioral standards:

"Colorado Northwestern students neither gain nor lose any of the rights and responsibilities of other citizens by virtue of their student status. The College recognizes the student as an adult pursuing an education. Just as a student does not lose citizenship rights upon enrolling at a college, the student also does not become immune to society's obligations and laws or to responsibilities of daily living in a broader society. In general, behavioral norms expected of the college student are those of common decency and decorum, recognition of the non-infringement upon the rights and property of others and of the college, honesty in academic work and all other activities, and observance of local, state, and federal laws."

Disciplinary action may be taken for failure to comply with rules and regulations of the College and for uncooperative attitudes toward CNCC faculty, staff, or fellow students.

**Athletic Code of Conduct.** The College demonstrates integrity and honesty in intercollegiate athletic programs and is in good standing with the National Junior College Athletic Association (NJCAA). CNCC belongs to NJCAA Region 18 (Idaho, Colorado, Utah, and Nevada). Eligibility reports are filed as required by the NJCAA for every sport.

- CNCC student-athletes are required read the Athletic Handbook, to acknowledge that they understand and will abide by the Code of Conduct, and to behave in a manner that reflects well on themselves and on CNCC. Learning Center sessions are mandatory if a student's GPA falls below a 2.0 average. The Athletic Code of Conduct is published in the Colorado Northwestern Community College Athletic Participation Packet. (See S:\Accreditation 2010-2013\Steering Committee\PEAQ Materials\Handbooks\Student\Athletic Handbook.) Every athlete receives a copy upon arrival and is required to sign and obtain signatures from the coach and Athletic Director.
- The Athletic Review Committee reviews facts and determines actions in Athletic Code of Conduct matters not under the jurisdiction of the Academic Judicial Board or the Student Life Judicial Board. The Committee reviews circumstances and determines appropriate disciplinary action in cases involving a breach of Athletic Department policy.
• The Organization follows explicit policies and procedures to ensure ethical conduct in research and instructional activities.

  ➢ CNCC values and places ethical behavior from students, faculty, and staff at a premium. Policies in place include an overall policy on ethical behavior. (See PEAQ Materials\Policies and Compliance\Human Resource\PP Article 6 Behavior.)

  ➢ CNCC has set high standards for the ethical conduct of instructional activities. As outlined in the Policies and Procedures Manual, faculty are required to submit clear and concise syllabi outlining course policies.

• The Organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. CNCC offers a wealth of opportunities for students to practice responsible use of knowledge and social responsibility.

  ➢ As part of the Vision+ program, a Learning Community focused on Outdoor Leadership has been developed. The curriculum includes classes on developing leadership skills, outdoor activities, and the responsible use of our natural outdoor resources.

  ➢ Phi Theta Kappa (PTK), an international honor society, has a strong chapter presence that highlights students who excel academically and are socially responsible. PTK provides students many opportunities to practice social responsibility through such activities as Relay for Life, Rangely Reads, and highway cleanup program. Past activities have included fundraising events for many charitable causes.
Student Government offers opportunities for students to take on leadership roles on campus and in the community. Past sponsored activities have included Halloween Trick-or-Treat Street, a Christmas Santa Claus for local children, support for providing Thanksgiving dinner in conjunction with the local church groups, and many other activities.

Many of the athletic teams volunteer at the local school district, as well as conduct several training camps.

Academically, CNCC supports an annual science fair with middle school and high school students from the surrounding area bringing their projects to CNCC. They are judged by students from CNCC's science classes, which provide a learning opportunity for involved students.

The Organization creates, disseminates and enforces clear policies on practices involving intellectual property rights. CNCC sets out several clear policies on intellectual property rights based on state and federal policies.

The CNCC Library publishes explicit statements of Copyrights Law, which is codified at 17 U.S.C., including the text of the U.S. Copyright Law on Fair Use:

- One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in the Copyrights law in §§ 107-118. One of the more important limitations is the doctrine of "fair use," which is contained in § 107. It sets out a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research, and also sets out four factors to be considered in determining whether or not a particular use is fair.

- The doctrine of fair use has developed through a substantial number of court decisions over the years prior to its codification in 17 U.S.C. § 107. The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

All course syllabi include the statement defining plagiarism and consequences for abusing intellectual property rights from the CNCC Course College. For example, this is the statement from one syllabus:
"Colorado Northwestern Community College considers academic dishonesty, which includes cheating and plagiarism, to be an extremely serious offense, which will be dealt with by appropriate disciplinary action. The word "cheating" refers to the acts of giving, utilizing, or receiving un-permitted aid during examinations or in the preparation of reports or any other class work that the instructor will use as a basis for evaluation. The word "plagiarism" refers to the use of another person's work without giving proper credit to that person. When copying verbatim another person's work (i.e., words, phrases, sentences, or entire passages), a student must credit that person through the use of quotation marks and appropriate documentation (e.g., MLA or APA Style). When paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas), a student must give proper credit through the use of appropriate documentation.

If an instructor ascertains an act of academic dishonesty, he or she may assign the student involved a double F (failing) grade for that exam or assignment. This means a student may receive two (2) failing (F) grades for that assignment, and will not be allowed to withdraw from the course. Furthermore, the instructor will report the incident to the Vice President of Instruction and Student Affairs who, after consulting with both the instructor and the student and after obtaining sufficient proof of dishonesty, may place that student on probation (second act). The student shall be notified in writing of the probationary action. If the same student commits a subsequent (third) act of academic dishonesty, then the Vice President may suspend or expel the student from the College."

(See PEAQ Materials\Instructional Documents\Course Syllabi.)

- The Course Catalog has an explicit statement regarding academic dishonesty, cheating, and plagiarism, and it outlines a specific sanction process (p. 41).

- The Student Handbook outlines computer and network use policy at the College and includes specific guidelines regarding copyright policy and software licensing requirements (p. 15-16).
CRITERION FIVE: ENGAGEMENT AND SERVICE

CNCC has a vast service area that is sparsely populated and natural-resource rich, with a diverse group of constituencies that have an equally diverse set of interests. The scant local population challenges the College to be innovative, flexible, and responsive. Balancing expectations and maintaining effectiveness require collaborative partnerships where stakeholders understand the geographic challenge and limited availability of resources. The College is central to the region's economic health and cultural vitality, making continuing engagement across the region essential as demonstrated by the economic impact studies for this area. (See PEAQ Materials\Institutional Research\External Studies\2012 Economic Report.)

Responding to the diversity of its constituents, the College works with businesses ranging from large multinational corporations, with significant regional assets, to local ranchers, who have been in place for many generations. As a comprehensive community college operating in an area that is over 70% public lands, understanding each constituent's relationship to its place takes on great significance. This is one of the reasons the Vision+ agenda refocused the College on place-based educational and workforce programs, which positions CNCC to enhance and support local communities and encourage sustainable development. CNCC directly serves a vast region that is defined as residents and businesses in counties throughout Northwest Colorado, as well as many online students in Colorado and a number of other states. Understanding this vast service area allows the College to recognize that it must seek out ways to serve its present constituents and cultivate relationships with new constituents. One of our newest initiatives is an outreach to surrounding Native American Tribes, particularly the Ute Tribes of eastern Utah and western Colorado.

Core Component 5a
The College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The Organization's commitments are shaped by its Mission and its capacity to support those commitments. In accordance with CNCC's Mission Statement, the College recognizes that its constituency is made up of residents throughout Northwest Colorado who are seeking services to meet their educational, workplace, and personal goals. CNCC values and promotes lifelong learning, and, as a result, students range in age from the very young – through College for Kids – to senior citizens who benefit from a variety of community education programs in Craig, Rangely, and the service area centers. (See PEAQ Materials\Instructional Documents\Course Schedules.) The College offers ongoing business and workforce training; CTE programs leading to degrees and professional credentials; remedial education that supports college attainment; and general education transfer degrees providing quality, cost effective paths to bachelor's degrees.

Clearly, one of CNCC’s most significant challenges is balancing the breadth of needs across a vast geographic area (with a paucity of services) with the fluctuating financial realities within which it operates. The College is continually seeking input from its various stakeholders through the RJCD Board of Trustees; the MCAJCD Board of Control; the College Advisory Council; the College Foundation Board; advisory committees for CTE programs; the
community centers in Hayden, South Routt, and Meeker; and the University Centers of the San Miguel partnership. (See PEAQ Materials\Board Documents; PEAQ Materials\Instructional Documents.) The input from these stakeholders and others enters College discourse in several ways including the Strategic Plan, the comprehensive development planning process where operational realities are analyzed, and the budget development process where the hard job of prioritizing needs in the context of annual funding projections occurs in a manner that is both comprehensive and deliberate.

- The Organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

- At the time that CNCC began planning its very successful Major Gifts Campaign in 2007-2008, the College President conducted numerous forums, interviews, and meetings with local business, industry, and community leaders. The overwhelming consensus from these initiatives was that workforce availability and training are critical to the successful growth and development of the College's communities. Course enrollment distribution for the fall of 2007 shows that 46% of enrollment was in the area of workforce training and CTE.

- Regular monthly meetings are held with the RJCD Board and the MCJCD Board. Both of these Boards are comprised of elected officials from each of the communities. These Board members, while primarily charged with overseeing district mil levies, serve to keep the College apprised of the needs within their respective communities. (See PEAQ Materials\Board Documents\MCAJCD; PEAQ Materials\Board Documents\RJCD.)

- Program advisory committees are required to meet at least twice a year, with the express purpose of keeping programs connected and current with changing industry requirements, practices, and needs. Committee members include industry professionals who ensure that programs are up-to-date and responsive to evolving technology as well as to ever-changing workplace issues. (See PEAQ Materials\Instructional Documents\Advisory Committees.)

- Each instructional program completes an annual CDP that incorporates an environmental scan in program planning and development. (See PEAQ Materials\CDPs and Budget Requests\2011-2012 Budget Process.)

- The Craig community has a large population of active senior citizens; the Region XI Council on Aging facilitated a SWOT Analysis for strategic planning for senior services in Moffat County in 2010. The results of this analysis helped CNCC develop a schedule of community education classes to promote the lifelong learning for this constituency. (See PEAQ Materials\Institutional Research\External Studies.)

- Both Rangely and Craig Campuses sponsor student government organizations that provide an ongoing opportunity for voicing student perspectives on College programs and services. (See PEAQ Materials\Student Activities_Events\Student.)
CNCC recently revised and implemented a comprehensive Student Satisfaction Survey designed to provide input on multiple aspects of the student experience at CNCC. (See PEAQ Materials\Institutional Research\Institutional Surveys\Student Satisfaction Survey.)

- **The Organization's outreach programs respond to diverse needs identified in each community.** Each community in CNCC's service area is unique and has specific needs based on the population of individuals living within the community. Due to budget challenges, the service centers in Hayden, Meeker, and South Routt were closed for a period of time from 2001 to 2005. CNCC attempted to cover the needs of these communities using one Community Education Coordinator based on the Craig Campus. It became very apparent that CNCC needed to have a physical presence and at least part-time coordinators in these areas in order to truly serve the needs of the communities. Staffed service center sites were reopened in 2006 and have continued to provide support for concurrent enrollment, community education, community engagement, and recruiting. Each service center is staffed by one part-time coordinator. The coordinators work with the local area high schools to arrange concurrent enrollment classes for high school students. Coordinators also continually network with community groups. Examples of these groups include the Chamber Business groups in each community, local school boards, and town government. These connections help the coordinators to identify the community needs for consideration in the upcoming schedules and CDPs. In keeping with the Mission Statement, courses cover a wide range of topics and include general education and transfer, workforce training and certification, personal enrichment, and physical fitness. (See PEAQ Materials\CDPs and Budget Requests\2011-2012 Budget Process.)

The Rangely and Craig Campuses have Community Education Coordinators as well. The Rangely Campus was without a coordinator for a period of time and participation in community education courses dwindled. Currently Rangely has a part-time coordinator who functions in much the same capacity as the Service Center Coordinators. Rangely Community Education has been directed to return to a robust program with a wide spectrum of course offerings that enhance lifelong learning for the residents of Rangely. Course offerings will be much the same as those offered throughout our service area, and offerings will include the continuation of safety training for local oil and gas companies through White River Safety. Additional courses have included small business management classes, tax-related courses, simple estate planning, and computer courses. Popular recreational courses are being scheduled once again for community members such as quilting, cooking, stained glass, photography, and swing dancing. Courses for senior citizens include basic computer skills, use of email, senior physical fitness, etc. Given the Rangely School District's four-day week, it is a part of the vision for the program to bring back College for Kids and offer educational programs on Fridays and during the summer for local youth. Past class offerings ranged from "The Study of Bugs, Bugs, Bugs" to "Babysitting Certification."

The Craig Campus is located in CNCC's largest community and has a robust Community Education Program. For many community members, the Community Education Program is the face of CNCC. It provides lifelong learning through short courses; semester-long art, music, and physical education classes; workshops; community presentations; and job-related training. Community Education serves as a liaison between Trapper Fitness Center and the College to
coordinate and provide physical education classes that run at that facility. In the fall of 2010, Community Education, Extended Studies, and Business faculty partnered with the Colorado Workforce Center (CWC), Economic Development Partnership (EDP), and Craig Chamber of Commerce (CCoC) to review resources and training offered by each entity and share information. As a result, the Smart Business Alliance meets to coordinate and disseminate information to job seekers, employers, and businesses. Computer short courses are offered on-site in Craig and Maybell (30 miles from Craig). Public information is released in the form of print advertisements, publication on the CNCC website, hand-distributed promotional flyers and emails to a Craig community distribution list, public service announcements for KRAI radio, publication in the Craig Daily Press "Datebook" and "P2 in Brief," newspaper articles, the College marquee sign, and statements at public meetings. (See PEAQ Materials\CDPs and Budget Requests\2011-2012 Budget Process.)

➢ First-Hand Learning Adventures
Craig Community Education runs monthly day trips to regional historic sites and an annual Spring Break international learning adventure. Community members learn first-hand about the destination. A 90-year-old who attended the Missouri Heartland road trip a few years back recently said she would like to go back even though the last time she went, the group ended up in a tornado shelter. Elderly students from Meeker, Oak Creek, Rifle, and across the United States have attended the College's Community Education classes. Moffat County Housing Authority allows CNCC to use their bus to transport senior citizens on day trips and to cultural events for only the cost of fuel. International Spring Break trips started a decade ago when CNCC instructors Mary Karen Solomon and Kathy Simpson began guiding students to Europe on their own time. In 2009, Craig Campus Community Education took on administering these trips, taking over financial and organizational responsibilities. In March 2010, 44 community members traveled to Ireland. The 2011 spring break trip took 29 students to Italy.

Craig Community Education values community partnerships. Currently partnering with the program are the Moffat County School District, Colorado State University Extension, Northwest Colorado Visiting Nurse Association (VNA) Aging Well Program, Wyman's Museum, Museum of Northwest Colorado, CCoC, EDP, CWC, and Moffat County Housing Authority. These partnerships created a computer lab at Maybell School for CNCC computer classes, provided sewing machines from CSU Extension Office, and provided a facility for art and memoir writing on Wellness Wednesday from the VNA. Both museums have accompanied Craig Campus lifelong learning adventures, providing historical narratives. The Museum of Northwest Colorado allows the College pottery class to hold its annual fundraiser in the museum.

➢ To further support CNCC's mission of providing "accessible, affordable, quality education in safe, rural, small-town environments," the College has partnered with the University Centers of the San Miguel (UCSM).

  o In harmony with CNCC's mission, UCSM's mission is to ensure that the residents of the San Miguel watershed and neighboring communities have equitable access to accredited post-secondary education, workforce development training, continuing education, and
college counseling. In fact, CNCC was the impetus for the development of UCSM. An adjunct faculty member from UCSM started teaching Early Childhood Education classes for CNCC in 2000; by 2003, people were asking if CNCC could offer additional topics for adult education. UCSM was then established, and the center has grown ever since. CNCC is a partner with UCSM covering the territory of Delta, Montrose, Ouray, and San Miguel counties. The coordinator works with the high schools throughout the area and also advertises and supports distance adult education through the Elluminate Live! platform, which is discussed in more detail below.

- UCSM recently received a grant to conduct a Community Assessment of San Miguel and the western part of Montrose County. The analysis of the results will be shared with CNCC with the goal of fulfilling some of the communities' educational needs through the Elluminate Live! platform.

- UCSM has a program called Pathways to College where the counselor visits schools and assists students with college preparation, applications, and options. In 2010, the UCSM Coordinator assisted with college tours of several institutions making CNCC the highlight. These tours are a positive marketing tool that will increase enrollment and exposure. UCSM is also assisting schools with "financial aid and college information" evenings.

- Recognizing an underserved constituency in the region, the College has been developing outreach efforts to Native American tribes. To date, this has resulted in several summer camps and discussions on how to develop particular instructional programs. Summer camps have included rafting through Dinosaur National Monument, a flora/fauna hunt, and trips to the various pictographs in the area. Some of the tribal leaders from the Northern Ute and the Southern Ute Tribes have indicated their support by offering to teach sessions on tribal customs and language as they do not want their young people to become disconnected from their heritage.

- In responding to external constituencies, the Organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

- The VC program is specifically designed to respond to workforce and other educational needs across our vast, sparsely-populated geographic area. (See PEAQ Materials\CDPs and Budget Requests\2011-2012 Budget Process\Extended Studies & Concurrent Enrollment.) Through connections with CNCC's service centers, the need to offer programs such as Banking and Finance and Early Childhood Education was identified. These courses had to be offered in a manner that would serve all of the communities and give CNCC the enrollment numbers to make the classes viable. Additionally, the classes had to be offered at a time convenient for nontraditional students. The Elluminate Live! software platform was selected as the means of delivery for these classes.

Staffing for the VC Program includes a full-time Director of Extended Studies and Concurrent Enrollment and approximately ten adjunct instructors. The VC Program allows CNCC to offer web-based, synchronous, distance learning opportunities to both traditional
and nontraditional college students, concurrent enrollment high school students, community members, and businesses. In the past year, the VC Program has grown steadily in course offerings and class size. The web-based nature of VC courses allows CNCC to access a nationwide pool of adjuncts in all areas of study, resulting in an almost limitless variety of courses that can be offered. The web-based nature of the courses also allows quick input, modifications, and improvements. Two programs are currently being offered exclusively via VC classes: 1) Early Childhood Education; and 2) Banking and Finance. Concurrent enrollment, general education core courses, remedial courses, and community education courses are also offered through the VC Program.

The CNCC VC Program was initiated as an alternative to the asynchronous delivery provided by CCCOnline. VC meets a direct need for CTE degree offerings in a synchronous, cohort-based format suited to nontraditional, working adult students. The VC Program also has increasing potential to provide diverse course opportunities to regional high schools that individually would not be able to sustain enrollments.

- A relatively limited traditional curriculum creates a need for access to varied day, evening, and weekend classes, as well as short and compressed courses, internet courses, and other independent study options. CCCOnline, a consortium comprised of the 13 community colleges in CCCS, offers courses – not degrees or certificates – to students who can benefit from an asynchronous learning environment. The benefit of CCCOnline courses, beyond their flexibility, is that CNCC students have access to a large number of course offerings. All CCCOnline courses are offered online, 24 hours a day, 7 days a week. Both a 15-week and a 10-week session are offered in the fall and spring semesters; summer offers a 10-week session. Qualified faculty members facilitate each course, interacting with students through email, discussions, and other online tools. All CCCOnline courses are quality controlled and are continually redesigned and kept current to ensure academic quality and meet current employment demands.

- CNCC attempted to respond to regional industry by developing CTE programs such as Process Technology, Industrial Electrician, and Power Plant Operator. However the economic cycles prevalent in the energy industry have made consistent program enrollment problematic. Recent state budget pressures and a drop-off in hiring by industry have deprived these initiatives of a sufficient student base to continue at this time. Further, the small number of placements by companies in the region is not collectively large enough to sustain those degree programs. Nevertheless, short-term workforce training is robust and ongoing, and CNCC provides numerous programs related to mine safety training, environmental health and safety training, commercial driver license, and Emergency Medical Services (EMS). (See PEAQ Materials\Instructional Documents\Course Schedules\Course Schedules 2011-2012.) These areas have proven to be sustainable partly due to regulatory training requirements.

- CNCC responds to regional needs through novel partnerships such as the partnership between the College and Rio Blanco County for management of the Rangely Airport and the Columbine Park facility. By having the County and the College collaborate, each is able to underwrite part of a full-time position resulting in several sustainable full-time jobs,
an arrangement that has worked well for both parties. The Airport Manager and the Columbine Park Manager, though partially funded by the County, are both College positions, the former within the Aviation Technology Program, and the later within the Athletic Program.

- The College partners with the Colorado Workforce Center by providing space for the local CWC Office on the Rangely Campus. Because of funding cuts, Rangely faced losing the Center and its part-time staff. CNCC provides office space at no cost to CWC and employs the CWC Director part-time as the Coordinator of Community Education. The Center sits alongside the Advising and Career Planning Office in the Johnson Building and job listings are posted and assistance is provided on a daily basis. Without this arrangement, residents of Rangely would have to travel to Craig (90 miles), Meeker (60 miles), Grand Junction (90 miles), or Vernal, Utah (50 Miles), for job-seeking assistance.

- Learning centers exist on both Rangely and Craig Campuses. Tutoring and other support services geared toward academic success are the primary focus of these centers. In the Learning Center on the Rangely Campus, faculty members have regularly scheduled hours, which provide students with greater access for assistance in courses such as Math, English, Chemistry, Biology, Microbiology, Anatomy and Physiology, and Nutrition. Additionally, GED prep classes are held through the Learning Centers.

- CNCC maintains an extensive financial aid program for students who would otherwise not be able to afford a college education. (See PEAQ Materials\Policies and Compliance\Title IV – CNCC financial aid program information.) Types of financial aid fall in four categories: scholarships, grants, loans, and employment opportunities. Grants include Federal Pell Grants, Colorado Student Grants, and Federal Supplemental Education Opportunity Grants. Loans are provided through the Federal Direct Loan Program and the Federal Perkins Loan Program. Employment Opportunities are available through the College Work Study Program. In addition to the federal and state programs, CNCC offers a significant amount of institutional need-based grants and academic scholarships. The CNCC Foundation works with private donors to provide scholarships.

Core Component 5b
The Organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The Organization's structures and processes enable effective connections with its communities. The College serves a rural setting reaching thousands of residents who reside on the Western Slope of Colorado through service centers located in Meeker, Hayden, South Routt, a partnership with the University Centers of the San Miguel, and campuses in Rangely and Craig. This structure allows CNCC to effectively connect with its communities. The College employs a Director of Extended Studies and Concurrent Enrollment. The position oversees the activities of CNCC’s Service Center Coordinators and provides a main connection and line of communication to the campuses and administration. Each campus and service center is staffed by at least one part-time coordinator. These coordinators continually network
with community groups in each community they serve. Each service center provides community education courses to residents who may not otherwise have the opportunity to gain knowledge and credentials. The Centers also make available a limited number of credit-bearing courses. All high schools in the region participate in concurrent enrollment agreements. (See PEAQ Materials\Business Office\Contracts.) In most cases, students take the class right in the high school, though for both Rangely High School and Moffat County High School students, the opportunity to come to campus for classes is available. CNCC has also provided College instructors who have taught concurrent courses on the Rangely High School Campus.

- College faculty and staff take great pride in being involved with community boards, community outreach programs, and networking with community organizations and citizens. (See PEAQ Materials\Organizational Committees\CNCC Employee Board Participation.) For example, our Community Education Coordinator in Craig is a member of Smart Business Partners, a steering committee for the needs of businesses in that county, and the Vice President of the Craig Campus serves on the Yampa Valley Partners group. The President of CNCC service on the Community Networking Group in Rangely as well as the Colorado Water Conservation Board, which is a position appointed by the Governor of Colorado. The Dean of Student Support Services serves on the IntraBasin Compact Commission, which is an elected position. Some of these boards address issues that involve the entire state and region. Participation allows the College to be well-positioned to address needs that fit within the Mission and Vision of CNCC.

- CNCC actively engages regional high schools through recruiting efforts, and it encourages the high schools throughout the service area to come to the campuses for a college tour that includes a tour of the facilities and program overviews of each program. Our recruiters also work with the high school counselors to arrange for program directors to visit the high schools at a day and time convenient for the school to discuss the various programs CNCC offers and the career opportunities available to graduates of the program. (See PEAQ Materials\Student Activities Events\Student\Day-Night Schedule 2012.) The financial aid department also conducts financial aid workshops in the high schools throughout our service area.

- CNCC has implemented the Crossroads web portal to provide uniform, web-based access to key processes, services, and current sources of information.
The CNCC website provides access for the general public and potential students to current, timely information regarding College activities, services, and requirements.

- Regular meetings of the RJCD Board, the MCAJCD Board, the College Advisory Council, the College Foundation Board, program advisory committees, and other engagements keep the College current with community needs. (See PEAQ Materials\Board Documents.)

- The CNCC student newspaper, *The Spartan Times*, is published with distribution in the community through a partnership with *The Rio Blanco Herald Times*. (See PEAQ Materials\PR Materials & Publications\Spartan Times.)

- The Organization's co-curricular activities engage students, staff, administrators, and faculty with external communities. CNCC is involved in a variety of co-curricular activities each year, both through academic programs and student organizations. Larger programs such as Dental Hygiene and Nursing have active clubs that emphasize community service. Our faculty and staff create opportunities for co-curricular activities and encourage and support students to participate. Student organizations include a wide variety of experiences – the Aero club sponsors an annual "Fly-In" that brings pilots and their aircraft from all over the region to the airport; *The Spartan Times* is published bi-weekly in the county newspaper; Equine Studies and Management students, in conjunction with an area veterinary clinic, host a clinic to float horses' teeth to educate students and area horse owners about the proper care of horses. Each
student organization on campus must have at least one advisor from the College faculty or staff.

- Dental Hygiene and Nursing students continue to be an active part of the annual 9Health Fair and the Children's Health Fair. The SADHA club, located on the Rangely Campus, directs service projects to the Rangely community and beyond. Annually, students from the Dental Hygiene Program volunteer to attend the state outreach program COMOM. This two-day (12 to 13 hours per day) clinical outreach program travels throughout the state of Colorado helping those in need of dental care who otherwise would not receive the care. The Dental Hygiene students work with dentists and dental hygienists to treat as many patients as possible, to provide oral hygiene instruction, and even to lend an ear to the patients seeking treatment. The focus of this outreach program is to treat dental disease and give to those in need; the students take pride in representing CNCC at the annual event.

- One of the College's most widely recognized activities is through publication of The Spartan Times. This student run newspaper currently has five core staff members and three advisors. Student reporters interview faculty, staff, administrators, and local businesses each week for articles for the paper. The paper is published online weekly and in print biweekly. The print edition is included with the weekly county newspaper, The Rio Blanco Herald Times, which has a distribution of approximately 6,000 readers. Students from both campuses and all service areas are encouraged to participate by submitting story ideas, articles, and photographs.

- Every fall semester, CNCC hosts the Fun, Fact, and Fitness Fair for students on the Rangely Campus. (See PEAQ Materials\Student Activities Events\Student\FunFactFitnessFair.) Organizations from the community attend and provide information pertaining to their organizations. The Western Rio Blanco Metropolitan Recreation District offers students information about the recreation center and community recreation activities. The Rio Blanco County Health Nurse offers information on health topics particularly relevant to college-age students, as well as vaccinations at a nominal cost. Other community participants include First National Bank of the Rockies, EnCana Safety, Rangely District Hospital Radiology Department, CWC, and School-to-Work Alliance Program. Student clubs such as the Aero Club, Phi Theta Kappa, The Spartan Times, the Student Government, and SADHA also use the fair to recruit new members and promote their activities.

- Each spring the College publishes the Waving Hands Review, a literary magazine that features the work of emerging and established writers and artists of Northwest Colorado. (See PEAQ Materials\PR Materials & Publications\Waving Hands Review.) The magazine solicits submissions in fiction, poetry, drama, photography, and art from throughout CNCC's service area. Submissions remain anonymous until a
quality-based selection is made, and each issue has seen broad representation of work from faculty, students, staff, and community members. The print run is 1,000 copies, which are distributed across the College and placed in libraries, bookstores, and other retailers throughout the service area. Copies are free. Additionally, the *Waving Hands Review* website publishes and archives an electronic copy of each issue online at http://www.cncc.edu/cms/content/waving-hands-review-welcome

- The CNCC Athletic Department provides a source of entertainment for the isolated Rangely Community. (See PEAQ Materials\Student Activities Events\Athletic.) The Volleyball Team holds an annual game in Craig at the Moffat County High School in an effort to connect the College's two primary communities. Athletic Department coaches provide summer skills camps in their respective sports.

**The Organization's educational programs connect students with external communities.**

- The Dental Hygiene Program has clinical hours that are open to the public three days per week, and they serve an average of 70 patients each week. Dental Hygiene students also travel to Grand Junction and Craig to provide services. These outside clinical opportunities provide the students with experience in varying work environments. (See PEAQ Materials\Business Office\Contracts.) CNCC has clinical agreements with hospitals, doctors' offices, the Visiting Nurses Association, and public elementary schools throughout the Western Slope of Colorado to provide the Nursing students with required clinical experience. (See previous citation.)

- The Equine Studies and Management program has a seven-credit-hour internship requirement. (PEAQ Materials\Instructional Documents\Course Syllabi\2011-2012\Summer 2012.) Instructors work closely with the students and equine industry professionals to pair the students with an internship opportunity that will benefit them in meeting their educational and career goals. A culminating internship requirement is a presentation on their experience to fellow students, faculty, and staff. Through the Equine Studies and Management Program, students have trained horses for community members in Silt, De Beque, Craig, Loma, Elbert, and Rangely.

- The Cosmetology Program salon is open to the public. During 2011, the students served 5,469 salon appointments.

- The Natural Resources Program conducts a variety of field study activities for students such as a recent Sea Turtle Rescue trip.

- The NPS Academy has included as part of its curriculum a travel trip to multiple national parks for students to be exposed to a variety of working conditions, make potential career contacts, and come to better understanding of the National Park Service as a career option.
The Learning Communities program requires students to perform a service project as part of the Program's capstone requirement. (PEAQ Materials\Instructional Documents\Learning Communities.) Examples of recent projects have included the construction and maintenance of an ice climbing tower and a snow park, and a highway cleanup activity.

A major role of the Counseling and Career Planning Office is to make available opportunities for students moving on to careers or four-year college programs. The Office maintains information and contacts for other colleges and universities, employment information from business and industry, as well as providing a point of contact for CWC activities. (See PEAQ Materials\Policies and Compliance\Academic\Transfer Coordination.pdf.)

- **Resources – physical, financial, and human – support effective programs of engagement and service.** The CNCC budgeting process takes into consideration the physical, financial, and human resources needed, to not only support our current programs of engagement and service, but also for future development. Each department and budget request is evaluated based on the College's Mission, Strategic Plan, and priorities. Each year, the College submits a plan for Federal Perkins Funds. (See PEAQ Materials\Business Office\Perkins Funding.) These funds are used to support CTE Programs and to support workforce needs related to the extensive Emergency Medical Services training needs throughout CNCC's service area.

- The College conducted a successful Major Gifts Campaign (see PEAQ Materials\Board Documents\Foundation.) focused on raising the resources necessary to improve facilities and to provide financial support to programs. The campaign raised approximately $8 million and engaged donors at all levels of support.

- The College continues to make facilities and services available to the community for a variety of needs. The Weiss Student Center is the largest building available in Rangely for large events, and it is utilized for CNCC graduations and program ceremonies, wedding receptions, public forums, and community programs. In Craig, with the relocation to the new campus, CNCC is making the Bell Tower available to a business incubator and a variety of community-based nonprofit organizations.

- A portion of all student activity fees collected from students in Rangely and Craig is used to purchase recreation center passes in each of the respective communities. In Rangely, students take full advantage of the Recreation Center's swimming, cardio workout room, racquetball courts, weight room, and game room facilities. Students have access to the Recreation Center at no charge and this connects students with community members. In Craig, the Trapper Fitness Club was donated to the College by Trapper Mine. CNCC ran it for years; it is now independently operated, but has maintained strong ties to the College through physical education courses as well as faculty and student access to the facilities.
The new Craig Campus will increase visibility and community engagement with CNCC in Craig. The facilities include a large academic building with state-of-the-art classrooms, computer labs, student areas, and academic and student service offices. CNCC was also able to build dedicated buildings to house its Cosmetology, Massage, and Automotive programs, all venues for public engagement. The buildings are located with high visibility – on a hill just west of the main part of town next door to the new hospital. This has made the hospital more accessible to the College and more visible to the community.

CNCC supports a network of satellite locations in the communities of Hayden, South Routt, and Meeker, provides community education classes in Maybell, and has an important partnership with the University Centers of the San Miguel, which partnership serves multiple small communities including Telluride, Norwood, Nucla, and Naturita.

Core Component 5c
CNCC demonstrates its responsiveness to those constituencies that depend on it for service.

CNCC's constituencies include traditional students, adult learners, and high school students, all from diverse communities, and all are served by collaborative relationships including Concurrent Enrollment, 2+2 programs, articulation agreements, gtPathways, and other transfer policies designed to facilitate educational success. (See PEAQ Materials\Policies and Compliance\Academic\Academic Transfer.pdf.)

Concurrent enrollment courses provide high school students the opportunity to earn college credit while still attending high school. Each year CNCC works closely with school boards and administrative staff to negotiate the appropriate contracts for participation. (See PEAQ Materials\Business Office\Contracts.) This program exists at the five high schools in the CNCC service area, as well as high schools farther away, such as Ouray, Delta, Hotchkiss, Telluride, Norwood, and Ridgway. Concurrent Enrollment Program legislation was recently updated, and it now provides a comprehensive framework for students from grades 9 through 12 and beyond to obtain a wide range of college credit.

High school teachers who wish to participate in the Concurrent Enrollment Program must meet the same academic credential requirements of other adjunct instructors employed by the College. All credentials and transcripts are on file in the Human Resource Department. Syllabi are modeled on state templates and must meet the stipulated objectives and requirements in the CCN
System and gtPathways curriculum, and they must be approved by the appropriate program director or Dean of Instruction. Courses taken through concurrent enrollment are a part of the students' educational records at CNCC. Each year, there are students who successfully complete and graduate with their Associate of Arts or Sciences degree and simultaneously receive a high school diploma, giving them a head-start on their higher education, and saving them thousands of dollars.

CNCC has served the population well by transferring students to the four-year degree programs offered throughout Colorado, Utah, and other states. Most CNCC transfer students continue to Colorado Mesa University (formerly Mesa State College) in Grand Junction. (See PEAQ Materials\Institutional Research\External Studies\TransferReportFall2007toFall2008.) Some adult graduates, who do not want to leave the area, will look for four-year options that provide distance delivery such as CSU Global. The College also has a number of formal articulation agreements with private universities such as Western Governor's University, Regis University, Franklin University, and Colorado Christian University, which the CDHE lists on its website at http://highered.colorado.gov/Academics/Transfers/gtPathways.

Colorado ensures transferability among Colorado's public institutions of higher education through §§ 23-1-125 and 23-1-108.5, C.R.S. The CCHE supervises a 60+60 initiative that guarantees students who meet specific requirements are guaranteed that a full 60-credit Associate of Arts or Science degrees will transfer in full. Specific courses included in the gtPathways curriculum are also guaranteed to meet equivalent general education core areas at public institutions of higher education.

New legislation now allows CNCC and other Colorado community colleges to offer "degrees with designation" or associates degrees in articulated disciplinary fields, which also function as binding statewide articulations between community colleges and four year colleges. Specific, previous articulations also exist in the areas of business, engineering, elementary education, and early childhood education.

The Counseling and Career Planning Office is committed to help pave the way for students who wish to transfer to four year schools. The Transfer Coordinator assists students in developing an individualized transfer plan, select transfer courses, obtain applications for admission to Colorado colleges and universities. Additionally, students can access transfer guides and college catalogs either in hard copy by visiting the office or through links on CNCC's website.

CNCC seeks to serve its business and industrial partners in the community by providing programs and training that fit their needs. Each semester, EMS continuing education courses are held throughout the CNCC service area. Mine Training classes are held monthly. The College responded to regional needs for professional training and credentials in the banking and finance industry and in early childhood education by offering degrees over the VC platform. The Community Education program responds to needs from community members for education in a wide gamut of subjects, ranging from family history and memoir writing to computer literacy and cooking classes. (See PEAQ Materials\Instructional Documents\Course Schedules.)
CNCC has support networks in place to help students achieve success. The Student Success Committee, which includes key members from both Rangely and Craig Campuses, continually monitors student performance through early alert and referral systems, reviews processes and procedures to reduce barriers to student success, and identifies new opportunities to enhance student learning. (See PEAQ Materials\Instructional Documents\At-Risk Student Referral Forms.) Important safety nets for students are the learning centers, which are located on both the Rangely and Craig Campuses. The student population on each campus is different, so each learning center has its own structure, priorities, and strengths. Each year the needs of the student population are evaluated and adjustments are made to schedules to maximize availability and effectiveness.

The Learning Center on the Rangely Campus was restructured in AY2009-10. Currently the Center is staffed with an hourly Learning Center Coordinator, a part-time Athlete Study Hall mentor/tutor, and work study receptionists. Staffing also includes math/science tutors and general education faculty who hold some of their office hours at the Center, all of which have helped students be more successful. The Learning Center Coordinator addresses, organizes, and fulfills many academic and mentoring needs of students. The College is still working to increase the number of qualified Athlete Study Hall mentors and math/science tutors because the Athlete Study Halls have been successful in promoting academic success and retention among those students. (See PEAQ Materials\CDPs and Budget Requests\2012-2013 Budget Process\Learning Center Rangely.)

Because the Learning Center functions as an instructional facility for all CNCC students, necessary operational expenses include support beyond office supplies, copies, and printer supplies. These include purchases of current classroom books for tutor use and study, as well as checkout materials such as headphones and calculators for student use. Food, awards, coffee, hot chocolate, etc., are crucial for the interpersonal connections needed for mentoring during study halls and the creation of a relaxing, welcoming environment for students. In particular, at-risk students and those from underserved populations respond positively to the environment and personal connections created by this service. The Center has accomplished creating a more effective environment with relaxing and focused study surroundings.

The Adult Learning Assistance Program has been operational in Craig since 1985 and has undergone many transformations. With the expansion of the Craig Campus, more assistive technology, accommodations for students with disabilities, and a supplemental services program have been implemented. ALAP staff supports faculty needs for students by providing an environment and staff for make-up tests as well as tutoring in-need students. Because the Craig Campus has a high proportion of nontraditional adult learners who attend classes mostly in the evening, ALAP has extended hours of operation until after 6:00PM four nights per week. (See PEAQ Materials\CDPs and Budget Requests\2012-2013 Budget Process\ALAP Craig.)

Like the Learning Center in Rangely, ALAP has faced staffing challenges, sustaining itself for the past several years because of committed and caring tutors with master's degrees and special education experience. Many of the staff have retired, and the remaining staff are within five years of retirement. Future needs may include establishment of full-time staff for ALAP, including a director who teaches developmental courses only, runs the program, and tutors in
ALAP; and one full-time faculty member who teaches developmental courses and tutors in ALAP. The next several years will see expansion and change in this program.

The Student Success Committee has determined that, in general, the sustainability of the learning centers and the continued offering of current services require further staffing. Therefore, the Committee has sought expanded funding and staffing to include a full-time director with a Master's in Education or a Master's in Special Education, a full-time coordinator/supervisor of mentoring and study halls, a part-time math/science professional or paraprofessional tutor, peer tutors, and work study receptionists. Successful changes will help maintain current activities (such as Athlete Study Halls, classroom outreach, and math/science tutoring) to address many critical student learning needs, and expand study hall/mentoring hours for Athlete Study Hall.

CNCC provides a supportive environment for students with physical, mental, emotional, learning, or temporary disabilities. CNCC complies with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973 and 1974. Students are informed of their rights in the College Course Catalog, which is published on the CNCC website; also, disability policies are placed in every course syllabus. Only students who meet the ADA criteria and definition receive accommodations. CNCC suggests that students contact the Coordinator of Counseling and Career Planning (Rangely Campus) or the ALAP Director (Craig Campus) four to six weeks before the beginning of school year to ensure that accommodations are in place. Students can find documentation requirements and applications for such services at http://www.cncc.edu/cms/content/counseling-and-career-planning-educational-accommodations.

Several kinds of resources are available to students with mental, emotional, physical, learning, or temporary disabilities (such as recent surgeries or injury, for example). In order to receive accommodations such as isolated testing, extended testing time, or audio books, appropriate documentation must be submitted to the Coordinator of Counseling and Career Planning (Rangely Campus) or the ALAP Director (Craig Campus). Tutoring and assistive technology are available to students on both campuses. The computer labs in the Library (Rangely Campus) and ALAP (Craig Campus) have assistive technology such as a reader program available for students to use. Counseling and Career Planning is available to students on both campuses.

Low population numbers within the region make providing services to disabled students a unique challenge. Beyond the recent physical plant improvements in Rangely and the new facility in Craig, each campus's learning center focuses on student success including being prepared for the
various needs of disabled students. Given the low numbers of such needs in CNCC's service areas, this approach has allowed the College to rapidly and flexibly respond to students' disability needs. While a conventional approach requires expensive materials and physical facilities, CNCC is able to flexibly individualize to the specific needs of each student without incurring much additional cost.

In the past two years, the Disability Services Program has greatly improved. It has evolved from instructors adjusting to students' needs to an established program with policies and procedures that consistently provides appropriate accommodations to students. The program has also made strides to involve faculty in promoting services to serve the disabled populations. The goal is to continuously improve the program. This approach allows us to address the fact that, statistically, more and more students with learning disabilities, intellectual disabilities, physical disabilities, and other disabilities are entering college.

- **Community leaders testify to the usefulness of CNCC's outreach effectiveness.**
  
  - Community members are represented on the College's local mil-levy Boards, both for Rangely and Craig, as well as for the College Foundation Board and the College Advisory Council; their active, volunteer participation is testimony to the effectiveness of the College's outreach activities. A tangible measure of their support is through the Major Gifts Campaign conducted by the CNCC Foundation. (See PEAQ Materials\Board Documents.)
  
  - All CTE programs have advisory committees drawn from the supporting communities. For example, the CTE business programs have advisory committees consisting of business leaders and industry professionals in the service area. (See PEAQ Materials\Instructional Documents\Advisory Committees.) Advisory committees have included bankers and company presidents, former educators, farmers, nurses, publishers, mayors, postal workers, and homemakers. Advisory committees meet at least twice per year. CNCC Business faculty also attend the Small Business Alliance, which meets every other month, and the Moffat County High School Business CTE Advisory Board, which meets at least once a year.
  
  - The College works closely with county commissioners and city officials resulting in ongoing engagement and tangible partnerships such as the management of the Columbine Park and Airport facilities in Rangely. Businesses and other agencies support College efforts. Colorado First, a regional foundation, has distributed grant funds for specific business training through the College. This relationship partners new businesses in the area, attracts new businesses from outside, and trains incumbent workers. This program has assisted in economic development. CNCC has become an essential and respected partner in all communities where it has a presence; it contributes to new jobs, new business, and effective training for both.

- **The Organization's partnerships and contractual arrangements uphold the Organization's integrity.** CNCC only enters into partnerships and contractual relationships as they pertain to the Mission Statement, the policies of the State Board for Community Colleges and Occupational Education, and state law. The Vice President of Business and Administration
is responsible for reviewing contracts to ensure that they meet these standards, and contracts are maintained and archived in the Business Office. If contracts are proposed that the College is uncertain of for reasons of legality, wisdom, or appropriateness, the contracts are forwarded to CCCS Legal Affairs for review. Most contracts require signature of the College President, and all contracts are regularly reviewed and reissued if everything is properly in place. The Director of Human Resources, the Controller, the Vice President of Instruction and Student Affairs, and the Vice President of the Craig Campus also provide analysis as appropriate.

The College follows state purchasing requirements and procedures, with purchases over $10,000 for goods and over $25,000 for services requiring a bid process. All senior staff members at the College are required to sign an annual conflict of interest disclosure, and CCCS maintains a formal whistle-blower process for employees or others to report ethical breaches.

CNCC maintains a variety of productive partnerships that assist the College in meeting its Mission. While some of these are based on actual contractual relationships, all require ongoing cultivation and nurturing to ensure the partnership is mutually beneficial. For example, CNCC has a very productive relationship with Rio Blanco County through which the College manages the Rangely Airport and the Columbine Park facility on behalf of the County. Beyond the contractual aspect of the relationship, ongoing engagement ensures mutual confidence. This occurs through the Columbine Park Board meetings, which the College attends monthly, and regular interaction with County Commissioners and Managers. Arrangements with school districts for concurrent enrollment partnerships are validated through contracts updated annually (see PEAQ Materials\Business Office\Contracts), which are based on state templates and reviewed by CCCS Legal Affairs; however, the relationships are cultivated through regular engagement by service center coordinators in Hayden, South Routt, and Meeker, the Director of the University Center of the San Miguel, and, for Rangely and Craig, the Deans of Instruction and the Vice President of Instruction and Student Affairs. This regular engagement with partners addresses issues before they become more problematic, identifies additional mutually beneficial opportunities, and protects the integrity of the College.

**Core Component 5d**

Internal and external constituencies value the services the Organization provides.

- **The Organization's evaluation of services involves the constituencies served.** CNCC is committed to continual improvement, and it recognizes that one measure of quality is the satisfaction levels of the College's stakeholders and partners. Multiple constituencies are actively engaged in the regular and ongoing evaluation of the College's services, through both formal and informal (quantitative and qualitative) measures. Examples include the following:

  - CNCC seeks the input of students in a variety of ways. The College has recently redesigned its Student Satisfaction Survey instrument. The instrument measures student satisfaction in a relatively comprehensive way – from satisfaction with instruction to support services to student life and even athletics. The survey will be administered annually to a broad group of students, and students leaving the College mid-year or mid-semester will be asked to
complete the form. Course and instructor evaluations are administered for most classes each semester, which provide feedback on student perceptions, with a generally favorable response regarding the classroom experience. CNCC also includes student input, when appropriate, on major planning initiatives. The process for revision of the Mission Statement was completed with input from the Student Governments. Also, Student Government provides input through the student life process that often results in campus improvements including The Den, the new student activities center, and the addition of a sidewalk between the Ross Residence Hall and the Weiss Parking Lot.

- CNCC has numerous relationships with its communities and the community members it serves. Very active and frequent dialogue occurs between the College and the RJCD Board and the MCAJCD Board of Control. (See PEAQ Materials\Board Documents\RJCD\Minutes; PEAQ Materials\Board Documents\MCAJCD\Minutes.) Minutes from the monthly Board meetings will almost always reflect a "President's Report," which is used as an opportunity not only for the President to update the Boards on current activities, but also to gain Board opinion in terms of upcoming funding requests and for general informational purposes. An example of the RJCD Board being involved in an evaluation of services and planning is an ongoing discussion regarding facilities priorities on the Rangely Campus. Minutes from the March 2012 Board Meeting show the Board being briefed on the College's reprioritization of the Rector Building remodel and enhancement of science labs over the previously prioritized Wellness Center project. (See PEAQ Materials\Board Documents\RJCD\Minutes\2012 Regular Session MINUTES.)

- Program advisory committees are frequently consulted regarding program currency, effectiveness, status, and revisions. The input of these committees finds its way into the CDP/Budget process, which results in program enhancements or changes. An example of advisory committee input resulting in tangible changes is the laser treatment procedure added to the Dental Hygiene Program. ((See PEAQ Materials\Instructional Documents\Advisory Committees\DEH\Advisory Meetings.)

- CNCC seeks input from the constituencies served through the various programs that involve community interaction. For example, local hospitals, extended care facilities, medical clinics, and various clinical health agencies provide feedback to the Nursing Program during semester debriefing meetings that occur at the beginning and end of each semester. The Clinical Coordinator, Program Director, and clinical faculty meet with hospital leadership, nurse preceptors, and other hospital representatives to enhance the clinical aspects of the Nursing Program into a quality experience. The Dental Hygiene Program has a formal outside rotation evaluation that is completed by a representative at
the outside rotation site to evaluate the student. (See PEAQ Materials\Instructional Documents\Course Evaluations\Outside Rotation Evaluation of Student Participation.) The student also completes an evaluation of the outside rotation. (See PEAQ Materials\Instructional Documents\Course Evaluations\Student Evaluation of Outside Rotation.) The President of the College is part of the Community Networking Group. Through the monthly meetings, the President is able to learn of the various needs throughout the community. Other College employees serve on a variety of boards and service organizations such as Rotary Club, Lions Club, Moffat County Economic Development, Rangely District Hospital, and Rangely Planning and Zoning Commission. Through interaction with these boards, the College becomes aware of the needs expressed by these boards.

- **Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.**
  - Students participate in a number of projects such as annual community health fairs, hospital disaster drills, and assisting local nonprofits at holiday time through such activities as Salvation Army food drives, Adopt a Family, etc. Students also sponsor an area BBQ/Chile Cook-off and conduct community blood drives. Dental Hygiene Program students are members of SADHA. This group, together with faculty and staff, is involved with community outreach in several areas such as COMOM, which is a large weekend clinic held in different parts of the state once a year. Staffed by about 300 volunteers, it provides free dental care to about 1,300 to 1,500 low income, uninsured patients. Last year, the value of the services provided was $1.6 million. CNCC has participated in this program for four years and will continue to participate. Sealant Saturday, which is possible through sponsorship from local and corporate constituencies, is another free clinic held by the Dental Hygiene Program once a year. Student volunteers provide free sealants and fluoride varnish treatments to children in the College's service area.
  - CNCC, with the help of student organizations like PTK, SADHA, and Student Government, also participates with Adopt-a-Highway. Twice a year, the College cleans several mile-long highway sections that it is responsible for maintaining.
  - The Nursing Program at CNCC values its role as an integral part of the larger community. The Nursing Faculty believe that, for practicing and future nurses alike, participating in service to the community is essential to further understanding and appreciating the professional discipline of nursing. The goal of community service is to help students gain an understanding of their ability to impact their community and make a recognizable difference. In the fall 2011 semester, Nursing students were asked to commit to at least four hours of community service. The Nursing Program, in partnership with the healthcare agencies that provide clinical experiences for Nursing students, provided opportunities for service in the communities of Craig and Steamboat Springs, Colorado. For example, students helped with measuring blood pressures at the Senior Health Fair at Yampa Valley Medical Center. Additionally, in congruence with the student learning outcomes that emphasize nursing care across the lifespan, students are also volunteering at local elementary and high schools and the Early Childhood Health Care Center in Craig.
Colorado, to aid in vision, hearing, and other health care screenings for children in the community.

- **The Organization's economic and workforce development activities are sought after and valued by civic and business leaders.** CNCC maintains a close working relationship with the Colorado Department of Labor (DoL) and Workforce Centers. The Rangely branch of the CWC is housed on the Rangely Campus next to the Counseling and Career Planning Office. Additionally, CNCC partnered with DoL and the Associated Governments of Northwest Colorado to produce and distribute statewide an educational video on Colorado careers in the energy cluster. Staff and instructors participate on a number of local business boards. Each CNCC educational program has an advisory committee made up of local, regional, and state professional leaders. Advisory committees are responsible for the development of new programs such as the Banking and Finance Program, and the revamping of others such as the Park Ranger Program.

In the last decade, the College has endeavored to augment its existing programs and discover what new programs can be integrated that will enhance its existing program base. Starting in the early 2000s, the service area of the College began to experience an energy boom. Vast deposits of natural gas have been tapped and new pipeline interconnects developed. The potential of oil shale as a petroleum source is again being explored. In response, CNCC implemented several new programs including Process Technology and Civil Engineering. The College also restructured its Natural Resources Program as all these activities are interrelated with wildlife, land use, and resource management. Funding has come from a number of sources including grants, donations, and the local taxing districts. (See PEAQ Materials\Grants.)

Being in a fossil fuel resource rich region provides an economic template that both enriches and limits. During times of economic expansion, the demand for trained labor can reach points of tremendous stress. The opposite can happen during periods of contraction. Due to the need to import regional labor, there are limited opportunities to train a local workforce, which is a nuance of the region. As employment opportunities are reduced due to global economic shifts, maintaining program viability via imported students becomes increasingly difficult.

CNCC recognizes the need to provide workforce for local industries; however, the economic cycles prevalent to the energy industry have made consistent program enrollment problematic. Recent state budget pressures and a drop-off in hiring have robbed these initiatives of a sufficient student base to continue at this time. The small number of placements by companies in the region is not collectively large enough to meet class sizes. Two areas of success are CNCC's certificate-related mine safety training program and Environmental Health and Safety training for the oil and gas industry, which have proven to be sustainable partly due to regulatory training requirements.

For a number of years the College initiated many customized training ventures. Lately the demand has decreased, likely due to the recession. Many companies in the region are too small and too specialized to warrant viable training programs; therefore, customized training has struggled with achieving critical mass for delivery to individual companies or even collaborations. Any specific requests for training currently are referred to departments for
appropriate assistance where possible. CNCC led a regional effort in implementing Colorado FIRST (For Inspiration and Recognition of Science and Technology). The College's grant program reached out not only to CNCC's approximately 10,000 square-mile service area, but also into Mesa State College (now Colorado Mesa University) and Colorado Mountain College service areas (via mutual service agreements) – all based on filling the need of the regional workforce. The project was designed after hosting one-on-one business forums and asking how we compete as a region and how CNCC could support that effort. One meeting held in Craig with Masterworks Mechanical focused on training needs of the construction industry. Technicians were not being offered the continuing education programs offered in larger urban areas such as Denver, Colorado, and Salt Lake City, Utah. CNCC applied and received the Colorado FIRST grant from the Office of Economic Development and International Trade. The grant paid 80% of total training costs. The project brought together seven different HVAC companies with over 20 technicians receiving advanced continuing education certificates. Without this training, hundreds of thousands of dollars of bid work would have not been eligible for Northwest Colorado companies. (See PEAQ Materials\Grants.)

- **External Constituents participate in the Organization's activities and co-curricular programs open to the public.**

  - The CNCC Foundation hosts an annual dinner dance with 200 to 250 participants annually. The event typically generates from $7,000 to $11,000, and is an effective way to connect the community to the College. Students auction off their time as a fundraising activity, which further connects the College to the community. (See PEAQ Materials\Board Documents\Foundation\Dinner Dance.)

  - The CNCC Rodeo Program and Equine Studies Program produce the annual "Rock N' Bull" event, a fundraising activity that has had a gate of 1,200 with up to 40 bull riders and barrel racers participating. (See PEAQ Materials\Student Activities Events\Student.)

  - *The Spartan Times* hosts a Wild Game Dinner fundraiser that is well-attended by community members. (See PEAQ Materials\PR Materials & Publications\Spartan Times.)

  - The Softball team hosts an annual golf tournament as a major fundraising activity.

  - The Craig Campus hosts an annual community barbecue intended to connect the community with the College and its staff. The event typically attracts 200 to 300 community members.

  - CNCC hosted a presentation in January 2012 by Hasan Davis, noted Civil War re-enactor, in recognition of Black History Month. The event was attended by more than 250 students from the College and local schools. (See PEAQ Materials\Student Activities Events\Student.)
The Organization's facilities are available to and used by the community. CNCC has the largest facilities available for public use in the Rangely area. Various meetings and public forums are held on campus. Each month, the Community Networking Group meets in the Weiss Conference Room. Local companies schedule class and conference rooms for meetings and training. A number of large events are held on campus, such as the annual Rangely Chamber of Commerce Crab Crack, the CNCC Foundation Dinner Dance, and numerous weddings, birthdays, and family events. (PEAQ Materials\Facilities\Outside Use.) Each spring, area middle school students are invited to campus for a science fair. For several days each summer, a band camp uses the College facilities, including housing, food service, and classrooms. Our Dental Hygiene program has regular clinical hours during which patients from the local and surrounding areas have access to the services provided at little or no cost.

- CNCC's main campus Library works with its satellite centers to maximize its resources and students' access to information. The Library has an extensive online catalog and database to provide the resources needed by patrons. Extensive materials include more than 21,000 print books, over 7,500 electronic books, 105 print periodicals and growing collections of Audio books, Music CDs, DVDs, and Videogames (PS2, PS3, Xbox, XBox360, and Wii). Community members are welcome to use the services provided by the Library at no charge. (See PEAQ Materials\Learning Resources - Library Documents.)

- Local law enforcement agencies utilize NPS Academy equipment and facilities, particularly the firing range. In Rangely, Columbine Rodeo and Fair Grounds and the disc golf course are open to the public for little or no charge. Outdoor gear can be rented from the Outdoor Recreation Program.

- CNCC has recently finished construction of the Vision Challenge Course with both high and low ropes elements. This course will be available for CNCC students, groups, and teams. It will also be available by reservation for community groups at a very reasonable fee. Leadership skills, teambuilding, climbing, and other outdoor skills are some of the course outcomes. The use of the course is always with trained facilitators to ensure safety and facilitate the goals of the group.

- The Craig Student Government has supported the Toys for Tots Christmas program with collection locations on campus. It has also sponsored picnics and chili contests for the community, as well as doing food drives for local food banks and welfare kitchens each semester.

- Currently the Bell Tower is home to the Community Education classes offered by CNCC-Craig Campus. The College also currently allows nonprofit groups to use office space within the building. In addition, Colorado Student Care uses an office and also Yampa Valley Data Partners. The Craig/Moffat County Economic Development Partnership has also relocated to the building; they are the recent recipients of a grant that will be used to develop a small business incubator/help center. (See PEAQ Materials\CDPs and Budget Requests\2012-2013 Budget Process\Bell Tower.)
• The Organization provides programs to meet the continuing education needs of licensed professionals in the community. To fulfill CNCC’s Mission of preparing students to achieve their workplace goals and to promote lifelong learning, the College offers a number of classes that keep licensed professionals current with required certifications.

- Over 20 years ago, CNCC partnered with a regional co-op of oil and gas companies and formed the Central Rockies Industrial Training Center (CRITC) to provide a safety training program that meets OSHA requirements for continuing education training. The co-op has since dissolved, but CNCC continues to provide the safety training through a local contractor for companies and individuals. (See PEAQ Materials\Business Office\Contracts\CRITC White River Safety.pdf.)

- With the number of mines and the safety requirements of the industry, CNCC offers Mine Safety Training courses each month. (See PEAQ Materials\Instructional Documents\Course Schedules.)

- New state requirements for individuals working with young children in preschools and daycare facilities created a large need for many professionals to have additional training. CNCC added early childhood education courses to the VC schedule to accommodate this need for working professionals. (See PEAQ Materials\Instructional Documents\Course Schedules.)

- To support CTE instructors and adjuncts, CNCC offers a series of education courses for post-secondary credentialing. (See PEAQ Materials\Instructional Documents\Course Schedules.) Scholarship funds to cover tuition are available.

- CPR, Hazmat, Wildland Fire Training, and Wilderness First Responder are further examples of the training CNCC offers.

- The Emergency Medical Services Program is currently the sole provider of initial EMS training at the basic and intermediate level in the CNCC service area, thus all communities within the service area are directly affected by these opportunities. All instruction is provided by adjunct instructors and services have been consistent over the past few years – initial EMS training, EMS continuing education, EMS refresher courses, standard certification classes (CPR, ACLS, PALS, etc.) to maintain employment eligibility, and EMT-IV approval classes. As part of this service structure, delivery has evolved to be more responsive to the needs of the EMS community by accommodating start dates for EMS classes to avoid conflicts with seasonal employers, and improve standard certification and access to Level IV classes scheduled at the convenience of agencies. (See PEAQ Materials\Instructional Documents\Course Schedules.)