# APPENDIX A

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Higher Learning Commission

Accreditation Self-Study Committee Structure

**Steering Committee**

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<tr>
<td>Joe Wiley</td>
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<td>English/Humanities Faculty</td>
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<tr>
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<td>Joyce Key</td>
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</tr>
<tr>
<td>Judy Allred</td>
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</tr>
<tr>
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<tr>
<td>Barbara Patterson</td>
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<td>Tresa England</td>
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<td>Dean of Enrollment Services/Registrar</td>
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<td>Russell George</td>
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<tr>
<td>Priscilla Rose</td>
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**Criterion Committees**

**Criterion One - Mission & Integrity**

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<td>Robin Brumback</td>
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<tr>
<td>Becky Dubbert</td>
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<tr>
<td>Denise Wade</td>
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<tr>
<td>Merrie Byers</td>
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<td>Garth Butcher</td>
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<td>Charity Stolworthy</td>
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**Criterion Five - Engagement and Service**

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<tr>
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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.

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.
President
Russell George

Executive Level

Director of Human Resources
Kim Tucker

Director of Information Technology
Ted Shorts

Vice President of Business and Administration
Chris Bishop

Vice President of Instruction and Student Affairs
David Smith

Vice President of Craig Campus
Gene Bilodeau

Dean of Academic Support
Jeff Devere

Dean of Instruction, Rangely Campus
Judy Allred

Dean of Enrollment Services
Tresa England

Facilities Director
John Botterberg

Burser
Janet Mackey

Controller
Lisa Lefevre

Director of Community Education
Mary Morris

Structural Trades II / Facilities Coordinator
Tony Allrich

PO/Events Coordinator
Becky Dubbert

Director of CNCC Foundation
Becky Niemi
Colorado Northwestern Community College

Five-Year Strategic Plan: FY09-FY13

The Colorado Northwestern Community College Five-Year Plan of Action is an update from the FY08-012 plan and creates a direction for the institution for the years to come.

The purpose of this plan is to provide the administration, governing boards, faculty, and staff with a focused guide to strengthen the college. While the document is short, it incorporates many changes. The vision statement draws attention to qualitative change and regional expansion. The mission statement focuses on learners and the services we will provide to them. The number of goals allows the college to concentrate on five tasks: build a regional workforce, establish a sound financial base, develop powerful classes and programs, improve communication, and continuously assess and improve student learning. Objectives are detailed beneath each goal to explain the actions planned to make continuous progress toward each of the five goals.

The plan sets a determined course, but it is a fluid document. It is our hope that as we work from this framework, better processes and solutions will evolve. This is not a plan intended to sit on a shelf, ignored. It is going to demand contributions from all of us, working in our own departments and working with other personnel to turn CNCC into the source of quality that it can be. As you read through this plan you will see an increase emphasis on recruiting, retaining, and graduating our student and a concentration on regional workforce development. You will also see the addition of targets for some of these goals.

Look at each goal, objective, and strategy, and imagine what impact it will have on your work and your department’s actions. Develop a departmental plan that will enable you to do your part to help CNCC achieve these goals and objectives. And when you get a reminder from the strategic planners that a deadline is approaching, finish the work that has to be done and report its completion. CNCC can emerge from the next five years as the premier college in Western Colorado if each of us does our part.

Please understand that at CNCC we represent hope. Hope for the student that comes to us seeking a better quality of life; hope for the communities that we serve that need their higher education institution to prosper; and hope for the many businesses and corporations that desperately need a quality workforce. For many of the students we serve, we are their only or best hope. This is a solemn responsibility but I know that each of us is up to the task.

Vision

Colorado Northwestern Community College (CNCC) will become a major force in improving the quality of life and economic development of Northwestern Colorado by developing a highly skilled and diverse workforce along with lifelong learning opportunities. CNCC will reach this vision by combining academic excellence with cutting edge technology. We will strive to be leaders within the communities we serve as well as good community partners. We will assist in the development of the local workforce by aggressively recruiting and retaining quality students and providing an appealing and collegiate environment.
Mission Statement

The mission of Colorado Northwestern Community College (CNCC) is to provide an accessible, affordable, quality education that provides the necessary tools for learners to achieve their educational, workplace, and personal goals. CNCC is committed to enhancing this mission through the development of forward thinking programs where new technology and the shifting patterns of the workforce are reflected in the classroom and imparted to students as lifelong learners.

College Goals

- To aggressively recruit, retain, and graduate quality students that meet the regional workforce needs.
- To continue construction and campus development in Craig and Rangely.
- To develop and maintain a sound fiscal base that is capable of supporting the educational mission of the College.
- To develop and deliver quality, innovative classes and programs that meet the expressed needs of its learners and communities.
- To implement and sustain a comprehensive assessment process that fosters innovation and continuous improvement in student learning.
- To build a community that employs open, effective, comprehensive, and accurate communication on all levels both internally and externally.

Initiative 1: Aggressively recruit, retain, and graduate quality students.

For CNCC, to effectively accomplish its mission it is critical that the college do the following: grow to a level that allows the college to be fiscally sustainable, grow to a level that allows the college to expand offerings, and produce a quality workforce that will support the regional needs. The college has set an enrollment goal of 1000 FTE’s by 2013.

<table>
<thead>
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<tr>
<td>Responsibility:</td>
<td>Director of Financial Aid, Recruiters, Marketing Team, Director of Outdoor Recreation Institutional Research, and Administrative Cabinet.</td>
</tr>
<tr>
<td>Strategies:</td>
<td>1. Post an application process guide on the CNCC Website. 2. Advertise the process on the Website and in College publications. 3. Solicit feedback via student surveys as to the effectiveness of the process. 4. Ask students to try the new process as a test market scenario. 5. Establish an inquiry response flow chart that dramatically decrease the first phone contact and increases the program director/advisor contact.</td>
</tr>
<tr>
<td>Source of funds:</td>
<td>Operating Budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 1.2</th>
<th>Dramatically increase recruitment and marketing for new students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Summer 2008 and yearly by February 1</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>President, Director of Financial Aid, Recruiters, Institutional Research, Administrative Cabinet, Director of Student Services, Director of Outdoor Recreation, Chair of Developmental Studies, and Community Education Directors (all sites).</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Strategies:    | 1. Develop a recruitment plan that increase recruitment efforts and staffing.  
2. Maximize use of CNCC’s website.  
3. Increase marketing budget to four percent of operational budget by 2012.  
4. Increase program director contact with potential students.  
5. Yearly review and update of marketing plan (Feb 1).  
6. Review and revise, as necessary, the orientation sessions conducted during summer and fall Student Orientation, Advising, and Registration (SOAR) activities.  
7. With the help of Rangely student services staff, establish August SOAR activities on the Craig Campus.  
8. Increase the number of academic advisors who participate in the summer SOAR sessions.  
9. Offer short (2 – 4 hour) “student success” workshops including topics such as time management, study skills, and the transition to college life.  
10. Expand the role of Resident Assistants to include specific orientation duties regarding student life and campus/community activities.  
11. Director of Financial Aid to provide ongoing updates of progress at cabinet meeting. |
| Source of funds: | Operating Budget |

### Action 1.3

**Increase student retention and graduation rates.**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Director of Counseling, Academic Advisors, Director of Athletics, Director of Student Services, and Academic Cabinet.</td>
</tr>
</tbody>
</table>

#### Strategies:

1. Establish a retention/graduation committee and develop a plan of action to increase graduation rates to 75 percent by 2012.  
2. Enhance the general emphasis on the initial training of new advisors and the ongoing training of existing advisors.  
3. Establish a specific schedule of advisor/advisee meetings, including an early-semester checkpoint, a mid-term consultation, and a subsequent-semester registration conference; refer potential problems to the CNCC counselors offer immediately.  
4. Director of Student Services to give ongoing updates of progress at cabinet meetings. |

| Source of funds: | Operating Budget |

### Action 1.4

**Revamp and rewrite the early alert system.**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>August 1, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Director of Counseling, Student Success, and Retention Committee</td>
</tr>
</tbody>
</table>
### Strategies:

1. Director of Counseling will organize the retention committee to revise and update the early alert system.
2. Additional strategies will be developed during this rewrite.

### Source of funds:

Operating Budget

---

<table>
<thead>
<tr>
<th>Action 1.5</th>
<th>Embrace the concept of a small college atmosphere with large college amenities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Advisor, Faculty, Program Directors, Director of Student Services, Director of Counseling, Institutional Research, and CNCC entire.</td>
</tr>
</tbody>
</table>

**Strategies:**

1. Advisors, faculty and program directors should take the time to know their students so that they can fully assist the student through their time here and identify potential problems prior to a crisis.
2. All employees will embrace the concept that we all play a role in retaining our students to include the understanding that a student’s problem (no matter how small be believe it to be) is probably the most important thing happening in their life at that time and needs to be addressed quickly and empathetically.
3. Research and determine the amenities that are core expectations of students.

---

<table>
<thead>
<tr>
<th>Action 1.6</th>
<th>Track student success and satisfaction after graduation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Yearly by March 15</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Institutional Research, Director of Counseling, Student Success, and Program Directors.</td>
</tr>
</tbody>
</table>

**Strategies:**

1. Continue graduate follow-up surveys for vocational students pursuant to Colorado’s VE-135 reporting requirements.
2. Establish a parallel follow-up survey for transfer and general education graduates.
3. Evaluate data from these surveys to address concerns and areas needing improvement.
4. Provide data conclusions to program directors.
5. Continue use of student opinion survey, administered to all graduating students.
6. Provide data to the Student Affairs Committee, Retention Committee, and program directors.

---

<table>
<thead>
<tr>
<th>Action 1.7</th>
<th>Increase participation in student clubs and activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Assistant Director of Student Life and Housing, Director of Outdoor Recreation, Program Directors, Club Advisors, Residence Hall Staff, Rangely and Craig Student Reps</td>
</tr>
</tbody>
</table>
| Strategies:                                                                 | 1. Advertise clubs and activities via campus posters, the CNCC Website, and residence hall staff,  
|                                                                           | 2. Target communities for college activities.  
|                                                                           | 3. Have faculty sponsors of clubs initiate campaigns to recruit new members, especially during SOAR activities.  
|                                                                           | 4. Investigate potential of incentives for club membership.  
|                                                                           | 5. Work with student government to support new and existing clubs.  
|                                                                           | 6. Research other community colleges to determine what clubs and activities are provided for students.  
|                                                                           | 7. Investigate the creation of a Skills USA chapter at both CNCC campuses.  
|                                                                           | 8. Encourage faculty participation through their annual performance plans.  
| Source of funds:                                                         | Operating Budget  

<table>
<thead>
<tr>
<th>Action 1.8</th>
<th>Monitor student satisfaction on a regular basis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Institutional research, Director of Student Services, and Director of Outdoor Recreation.</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Administer student opinion survey and expand to freshman students.  
|             | 2. Develop a Web-based (anonymous), immediate-feedback satisfaction system for students and community members.  
|             | 3. Establish a process to receive and respond to comments provided via the Web and various suggestion boxes across the College.  
|             | 4. Continue use of student evaluations to monitor student satisfaction in the academic arena. |

<table>
<thead>
<tr>
<th>Action 1.9</th>
<th>Establish a pre-semester academic program for students who need such help to place and be successful in college-level English and math courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Summer, 2008</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>VP of Academic Affairs, Associate Deans, Math Faculty, English Faculty, Director of Student Services, Chair of Developmental Studies, Community Education Directors (all sites), and Director of Athletics.</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Schedule pre-semester developmental courses for incoming students for building math and English skills.  
|             | 2. Market the program via high school counselors/faculty, letters to incoming students, SOAR, and other publications. |
| Source of funds: | Operating Budget |

Initiative 2: To continue construction and campus development in Craig and Rangely.
CNCC will continue with the construction of new facilities outlined in Phase I of the Craig Campus Master Plan. The Craig Campus currently leases property at multiple locations within Craig. Some of these locations are not conducive for instruction. Future growth is contingent on the ability to provide adequate instructional space in Craig. On the Rangely Campus, there is a critical need to improve the existing facilities and develop more student oriented facilities.

### Action 2.1  
**Update Rangely Master Plan.**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>October 1, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Dean of Craig Campus, Business Officer, owners representative and Foundation Director</td>
</tr>
</tbody>
</table>
                    2. Identify future needs in Rangely. |
| Source of funds: | Operating Budget |

### Action 2.2  
**Design and construct Craig Dorm and Career and Technical Center and Rangely Wellness Center**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>Augusts, 1, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Dean of Craig Campus, Business Officer, owners representative and Foundation Director</td>
</tr>
</tbody>
</table>
| Strategies:      | 1. Contract for A & E.  
                    2. Complete infrastructure.  
                    3. Designate Funding.  
                    4. Did out construction  
                    5. Project completion |
| Source of funds: | Foundation |

### Action 2.3  
**Implement Energy Audit on Rangely Campus**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>October 1, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Dean of Craig Campus, Business Officer, owners representative and Foundation Director</td>
</tr>
</tbody>
</table>
| Strategies:      | 1. Narrow project scope  
                    2. Identify funding sources.  
                    3. Finalize contract with Chevron Energy Solutions.  
                    4. Supervise construction and renovations. |
### Action 2.4
**Renovate Rector and Striegel**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>August 15, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Dean of Craig Campus, Business Officer, owners representative and Foundation Director</td>
</tr>
</tbody>
</table>
| Strategies:      | 1. Narrow project scope  
|                  | 2. Identify funding sources.  
|                  | 3. Finalize contract  
|                  | 4. Bid out construction.  
|                  | 5. Supervise construction and renovations. |
| Source of funds: | Foundation |

### Action 2.5
**Identify funding needs and develop funding request for state construction money and identify other possible funding options.**

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>June 30, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Dean of Craig Campus, Business Officer, and Foundation Director</td>
</tr>
</tbody>
</table>
| Strategies:      | 1. Identify space requirements.  
|                  | 2. Request state construction money.  
|                  | 3. Identify campus theme and type of building to be constructed.  
|                  | 4. Develop a computerized design of the instructional building and housing.  
|                  | 5. Develop private partnership for construction of student housing.  
|                  | 6. Develop an architectural plan and construction timeline.  
|                  | 7. Begin construction |
| Source of funds: | Operating Budget |

**Initiative 3: Develop and maintain a sound fiscal base that is capable of supporting the educational mission of the college.**

CNCC is in a difficult fiscal period of declining State financial support due to declining enrollments and a time of anticipated enrollment growth. It is of critical importance to CNCC, to stabilize our base and organization structure as the college focuses on an aggressive growth plan to reach our 1000 FTE goal by FY 12.

### Action 3.1
**Review organization structure and staffing pattern to insure proper use of fiscal and personnel resources.**
<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>Yearly by April 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Administrative Cabinet and Program Directors</td>
</tr>
</tbody>
</table>
| Strategies:     | 1. Evaluate staffing pattern in Cabinet yearly and focus resources based upon organization priorities.  
                  2. Evaluate programs periodically during a program review process to determine personnel needs.  
                  3. Provide professional development money for current faculty and staff to expand their teaching credentials.  
                  4. Continue to aggressively seek adjunct faculty. |
| Source of funds: | Operating Budget  |

**Action 3.2**  
Review athletic program revenues and expenditures in order to determine ways to develop a new funding formula.

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>June 1, 2008 and reevaluated annually by May 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Administrative Cabinet, Financial Aid Director and Athletic Director.</td>
</tr>
</tbody>
</table>
| Strategies:     | 1. Evaluate athletic program budgets  
                  2. Evaluate the merits of changing the funding formula to focus on recruiting efforts, academic performance, and athletic performance.  
                  3. Evaluate CNCC scholarship awards and availability of additional scholarships that are available to athletes.  
                  4. Recruit in-state athletes so that FTE reimbursement may be claimed and scholarship awards can be reduced. |
| Source of funds: | Operating Budget  |

**Action 3.3**  
Maintain fiscal accountability.

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>President, Business Officer, Administrative Cabinet, and Budget Managers</td>
</tr>
</tbody>
</table>
| Strategies:     | 1. Business office will provide President and Administrative Cabinet monthly briefings on budget and in-depth quarterly briefings.  
                  2. Administrative Cabinet will review and make necessary mid-year adjustments to budgets.  
                  3. Budget managers will continuously monitor their budgets to insure compliance and will notify their supervisors of possible problems immediately. |
<p>| Source of funds: | Operating Budget  |</p>
<table>
<thead>
<tr>
<th>Action 3.4</th>
<th><strong>Complete Major Gift Campaign to allow the college to successfully fulfill its mission.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Date:</strong></td>
<td>Campaign: June 30, 2012</td>
</tr>
<tr>
<td><strong>Responsibility:</strong></td>
<td>President and Foundation</td>
</tr>
</tbody>
</table>
| **Strategies:** | 1. Follow timeline to completion of the campaign.  
2. Begin building the foundation endowments to an amount equal to 25 percent of the college operating funds. |
| **Source of funds:** | Foundation and Operating Budget |

<table>
<thead>
<tr>
<th>Action 3.5</th>
<th><strong>Reduce Energy use by 25 percent.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Date:</strong></td>
<td>June 30, 2012</td>
</tr>
<tr>
<td><strong>Responsibility:</strong></td>
<td>Business Office, Administrative Cabinet, Maintenance and Facility Staff, and CNCC entire.</td>
</tr>
</tbody>
</table>
| **Strategies:** | 1. Implement Energy Audit for all college buildings to determine and implement ways to reduce energy use.  
2. Include energy use as part of controlled maintenance decision making.  
3. Maintenance staff will insure that building temperatures are appropriate.  
4. Combine renewable energy systems with existing system so that 10 percent of the college energy use comes from renewable sources.  
5. All college personnel will be conscious of energy use and turn off lights other items when not in use. |
| **Source of funds:** | Operating Budget |

<table>
<thead>
<tr>
<th>Action 3.6</th>
<th><strong>Strengthen non-FTE fiscal base through partnerships, auxiliary fund offerings, grants, and donations.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion Date:</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Responsibility:</strong></td>
<td>Foundation Director, Administrative Cabinet, Program Directors, Community Education Directors.</td>
</tr>
</tbody>
</table>
| **Strategies:** | 1. Continue to pursue grant opportunities, such as Daniels, Perkins, Energy Impact Assistance, Dept. of Agriculture, El Pomar, etc.  
2. Continue to build strong program advisory boards that can enhance partnership, grant, and recruitment potentials.  
3. Use the focus group/environmental scanning process to seek partnership opportunities, |
such as those that currently exist through the Town of Rangely, mine training, OSHA training, etc.

4. Explore customized training and workforce development opportunities.

<table>
<thead>
<tr>
<th>Action 3.7</th>
<th>Develop and implement an enrollment growth plan in order to increase student numbers in low-enrollment programs and maintain a quality student pool in high enrollment programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>November 15, 2008</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Director of Enrollment Services, Dean of Student Services, Administrative Cabinet, Marketing Team, Recruiters, and Program Directors</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Update the marketing plan annually to reflect new strategies and areas of emphasis.  
2. Continue to expand recruiting strategies that widens CNCC’s visibility to include involvement in day-night programs, counselor workshops, and high school visitations.  
3. Utilize the college website as an education/recruitment tool for counselors, students, and parents.  
4. Implement the CNCC brand identity and position the College in targeted markets to increase new enrollments  
5. Use the faculty, staff, and administrative performance review process to encourage involvement in local and state-wide recruitment efforts.  
6. Institute a systematic response to inquiries from prospective students and applicants.  
7. Create a database for student monitoring that follows the person from inquiry to graduation or job and “to infinity and beyond.” |
| Source of funds: | Operating Budget |

<table>
<thead>
<tr>
<th>Action 3.8</th>
<th>Actively market and promote opportunities for outside groups to hold camps and conferences on the Rangely Campus at any time of the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Community Education Director, Assistant of student life and housing, Dean of Student Services, Administrative Cabinet</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Talk to organizations, schools, clubs, & businesses about CNCC’s ability to provide housing, food, meeting rooms, and support equipment.  
2. Develop a brochure that explains the capabilities noted above.  
3. Post the information from the brochure to the CNCC Website. |
<p>| Source of funds: | Operating Budget |</p>
<table>
<thead>
<tr>
<th>Action 3.9</th>
<th>Actively pursue entrepreneurial educational ventures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Administrative Cabinet and Program Directors.</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Explore the use of Institutes within the college structure.  
2. Explore money producing ventures associated with the colleges existing mission. |
| Source of funds: | Auxiliary Budget |
Initiative 4: To develop and deliver quality, innovative classes and programs that meeting the expressed needs of its learners and communities.

Because the instructional enterprise remains at the center of the College’s mission, CNCC will continue to monitor and improve the quality and scope of its classroom and programmatic initiatives. Four actions accompany this planning initiative.

<table>
<thead>
<tr>
<th>Action 4.1</th>
<th>Assess community and learner needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Yearly by November 1</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Institutional Research, Administrative Cabinet, Dean of Student Services, Community Education Directors</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Use focus groups and environmental scans to determine instructional needs throughout the CNCC service area.  
2. Administer environmental scans via mailings, emails, and meetings of various community boards and business/industry groups. |
| Source of funds: | Operating Budget |

<table>
<thead>
<tr>
<th>Action 4.2</th>
<th>Evaluate existing programs, develop new programs, and increase offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Yearly by March 1</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>V.P. of Academic Affairs, Dean of Craig Campus, Programs Directors, Administrative Cabinet, Community Education Directors, and Institutional Research.</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Provide results of environmental scans to instructional and student services personnel for review and collect recommendations from standing committees and constituent groups.  
2. Review the results of program reviews.  
3. Receive and consider recommendations at Cabinet.  
4. Act upon recommendations of College personnel, as appropriate and feasible, at the Cabinet level.  
5. Use community education as a research and development arm of the College, to determine which classes should be expanded or further developed. |
| Source of funds: | Operating Budget |

<table>
<thead>
<tr>
<th>Action 4.3</th>
<th>Promote flexibility and options for learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Yearly by February 15</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>Vice President of Academic Affairs, Dean of Craig Campus, Community Education Directors, and Program Directors</td>
</tr>
</tbody>
</table>
### Strategies:

1. Based upon environmental scan results, schedule classes at times most convenient for potential learners.
2. Develop a two-year (rollover) course schedule.
3. Ensure that evening, weekend, and summer courses are available.

### Source of funds:

Operating Budget

### Action 4.4: Establish and maintain effective partnerships.

**Completion Date:** Ongoing

**Responsibility:** Vice President of Academic Affairs, Program Directors, Community Education Directors, Foundation Director, and Director of Athletics.

**Strategies:**

1. Expand business partnerships and internships for all vocational programs.
2. Increase the number of articulation agreements and transfer guides with high schools and four-year institutions.
3. Increase the number of visitation days available for high school students and counselors to experience college life.
4. Schedule CNCC in-service training with local high schools.
5. Pursue shared-grant possibilities with local government, industry, and educational entities.
6. Sponsor and participate in community sports programs.
7. Recognize and support employee participation on community boards and in local organizations.
8. Continue involvement in service area groups, including the Networking Group.
9. Explore “2 + 2 + 2” and “3 + 1” agreements with area high schools and four-year colleges (Mesa State, Western State, and University of Wyoming).
10. As a means of increasing College exposure and improving College/community relations, establish a calendar of community “open house” events on both campuses, and invite local businesses and citizens to attend.

### Initiative 5: To Implement and sustain a comprehensive assessment process that fosters innovation and continuous improvement in student learning.

Assessment at CNCC must be multi-tiered. It is needed to improve teaching and learning, contribute to the student life experience, ensure individual, program, and institutional accountability, and inform planning. Assessment includes the measurement of individual student achievement, curriculum learning outcomes, customer service, and the effective use of human and physical resources at the College. Five actions accompany this initiative.

### Action 5.1: Continue to implement the assessment of student learning plan.

**Completion Date:** Ongoing and determined by assessment calendar
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Assessment Committee Chairs, Assessment Committee Members, VP of Academic Affairs, Faculty, Program Directors, Students</th>
</tr>
</thead>
</table>
|                | 2. Continue to offer development day training to faculty.  
|                | 3. Remind faculty of upcoming deadlines for submission of assessment-related paperwork to the committee chairs.  
|                | 4. Involve new faculty and faculty from both campuses in the process by rotating assessment committee membership.  
|                | 5. Include assessment as a Faculty Evaluation Plan criterion.  
|                | 6. Include program assessment as a Program Director Evaluation Plan criterion.  
|                | 7. Annually survey faculty on levels of assessment.  
|                | 8. Maintain standardized pre- and post-testing of incoming freshmen and outgoing graduates through the TER (Test of Everyday Reasoning).  
|                | 9. Refine the General Education Matrix for both general education and vocational programs.  
|                | 10. Publish general education assessment results to the CNCC Website.  
|                | 11. Research and encourage faculty to attend quality regional workshops on assessment.  
| Source of funds: | Operating Budget |

**Action 5.2**  
Continue to implement the assessment of institutional effectiveness plan.

<table>
<thead>
<tr>
<th>Completion Date:</th>
<th>Ongoing and determined by assessment calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility:</td>
<td>Institutional Effectiveness Committee Chairs and Members, VP of Academic Affairs, Dean of Student Services, Dean of the Craig Campus, Students</td>
</tr>
</tbody>
</table>
|                  | 2. Utilize development day agendas to promote activities in the assessment of institutional effectiveness.  
|                  | 3. Ensure that all staff are aware of reporting deadlines and that all are participating in the process.  
|                  | 4. Include assessment as an evaluation criterion in the annual work plans for all staff.  
|                  | 5. Continue to administer the Student Opinion Survey to all students in April of each year.  
|                  | 6. Develop additional student and community surveys that speak to effectiveness and efficiency in the areas of student recruitment and retention, facilities and technology, customer service, and communication.  
|                  | 7. Create an assessment of institutional effectiveness page on the CNCC Website and update it yearly with new assessment results. |
| Source of funds: | Operating Budget |

**Action 5.3**  
Establish a streamlined and efficient program review model.

| Completion Date: | Academic year process, September 1 through April 30. |
### Action 5.4

**Continue to update physical resources plan annually.**

**Completion Date:** Yearly by March 1

**Responsibility:** Business Officer, Dean of the Craig Campus, IT Staff, Administrative Cabinet.

**Strategies:**
1. Using the results of the assessment of institutional effectiveness, program reviews, facilities master plan, controlled maintenance plan, and technology master plan, identify facilities and technology needs College-wide.
2. Prioritize these needs and assign budget year(s) for them to be completed.
3. Present the plan to Administrative Cabinet for review by February 15.
4. Cabinet will issue its findings and recommendations by March 1.

**Source of funds:** Operating Budget

### Action 5.5

**Continue to update human resources plan annually.**

**Completion Date:** Yearly by February 1

**Responsibility:** Business Officer, Human Resources Specialist, and Administrative Cabinet

**Strategies:**
1. Using the results of functional organizational chart review, the assessment of institutional effectiveness and the program reviews, identify human resources needs and efficiencies to be addressed.
2. Prioritize these needs and efficiencies, and develop a College-wide plan to follow for the upcoming year.
3. Present the plan to Administrative Cabinet for review by February 15.
4. Cabinet will issue its findings and recommendations by March 1.
Initiative 6: To build a community that employs open, effective, comprehensive, and accurate communication on all levels both internally and externally.

Effective communication within the organization and between CNCC and its many stakeholders is vital to the College’s mission of providing quality education and services to its students and communities. Three actions accompany this initiative.

<table>
<thead>
<tr>
<th>Action 6.1</th>
<th>Provide opportunities for open communication among faculty, staff, students, and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>All CNCC employees</td>
</tr>
</tbody>
</table>
| Strategies: | 1. Convene monthly CNCC committee meetings, as needed.  
2. Review/update committee/group distribution list membership annually.  
3. Make all meeting minutes available, as appropriate, on a common drive (N-drive).  
4. Hold CNCC president’s council meetings with designated representation.  
5. Hold bi-monthly Administrative Cabinet meetings.  
6. Hold monthly program/departmental meetings.  
7. Hold weekly Student Senate meetings.  
8. Utilize semiannual all-College institutional development days (October & February) to enhance communication and networking for all employees.  
9. Participate in monthly “networking” meetings that include business, town, school district, county commission, public safety, social services, Colorado workforce, College boards, and administration representatives.  
11. Continue Foundation Board retreats, activities, and annual dinner dance.  
12. Develop an alumni association and newsletter.  
13. Develop a Founders Day.  
14. Support weekly Spartan Times (student newspaper) insert in local paper.  
15. Increase the number of CNCC-related articles in local newspapers. |

Source of funds: Operating Budget

| Action 6.2 | Provide opportunities for open communication among the College administration, the Rangely College Board of Trustees, the Moffat County Affiliated Junior College District Board of Control, the CNCC Advisory Council, CCCS, SBCCOE, CCHE, and the legislature. |
| Completion Date: | Ongoing |
| Responsibility: | President, Administrative Cabinet, board members, Colorado Legislature |

Source of funds: Operating Budget
### Strategies:

1. Establish yearly schedules of combined meetings of the two local district boards and the CNCC Advisory Council. Each board convenes and receives questions from observers.
2. Continue monthly President’s meetings with the State Board and distribute information from the meetings to all CNCC employees.
3. Continue monthly participation in meetings with CCCS and distribution of information from the meetings as appropriate.
4. Attend CCCS Annual Statewide Workshops for Legislative Action.
5. Host local elected officials prior to the next legislative session (late November or December).

**Source of funds:** Operating Budget

### Action 6.3

**Provide tangible support to improve the communication skills of CNCC faculty and staff.**

**Completion Date:** Ongoing

**Responsibility:** CNCC-entire

**Strategies:**

1. Provide communication and team-building workshops to all employees through human resources specialist’s emails and presentations.
2. Enhance communication and team-building activities at development days.
3. Include communication performance criteria for all faculty, staff, and administration on annual evaluation instruments.

**Source of funds:** Operating Budget
The CNCC budget process is designed to be inclusive of all college constituencies; it is also designed to create overall institutional priorities and make the most efficient and effective use of college funds, particularly in these difficult budget times.

The process includes the following steps:

1. **Creation/revision of Comprehensive Development Plans and Program Budgets.**
   These should be updated based on the past year’s information. The purpose of the CDP is to establish an operating plan, identify enrollment targets, and provide supporting information for budget requests.

2. **Departments meet with Budget Committee to discuss Program CDP’s and budget request**
   These meetings will be scheduled during February and early March. This is the opportunity for programs to discuss their program needs and budget requests with the budget committee.

3. **Budget Committee Meetings**
   The budget committee will meet to prioritize and establish the budget beginning March 16, 2012 and conclude by April 20, 2012.

4. **Follow Up meetings with Budget Managers**
   Once the budget is established, the budget committee or delegated Cabinet member will meet with budget managers to review the department’s budget allocation, discuss priorities, and answer questions.

5. **Budget Presented to State Board for Approval at June Board Meeting**

6. **Business Office will load budget into Banner and budgets will be available July 1, 2012**

7. **Monthly monitoring reports reviewed by Cabinet**

8. **January 2013—mid-year updates, and re-allocations as appropriate**
CNCC Functional Roles in Annual Budget Process

Cost Center Managers:
- Meet with faculty and staff in January to discuss goals and budget needs for upcoming academic year.
- Update Comprehensive Development Plan and complete a Budget Request Form by scheduled due date – middle February to early March.
- Attend a budget hearing with Cabinet on scheduled date to defend CDP and budget request.
- Manage approved budget and monitor revenues and expenditures.

Cabinet/Budget Committee:
- Review and assign cost center manager authority.
- Update Comprehensive Development Plan and Budget Request forms annually if needed.
- Disseminate CDP and budget forms to cost center managers with due dates by January 15.
- Schedule and hold budget hearings for each department during February and March.
- Develop budget and reconcile allocated funds with assigned ORGs by July 1.
- Meet with cost center managers to discuss funding and confirm budget allocations. (May be delegated.)
- Monitor year to date performance through reports provided by the Business Officer.
- Conduct a comprehensive mid-year budget review and adjust and reallocate as appropriate.

Business Office:
- Analyze and report to Cabinet previous year’s performance by campus to establish general fund ratios.
- Maintain a record of approved budget allocations throughout the Cabinet budget sessions.
- Under Cabinet’s general direction, assign appropriate ORGs to approved allocations.
- Input and load budget into Banner.
- Develop and provide a monthly budget YTD summary for Cabinet.
- Develop and maintain a process to track reallocations, changes, or other adjustments to the approved budget.
- Prepare budgets for submission to CCCS, SBCOEE, RJCD Board and MCAJCD Board.
- Provide a year-end report to Cabinet.

Human Resource Office:
- Create and maintain staffing pattern.
- Provide staffing pattern to cost center managers for inclusion on the Budget Request Forms.
Program/Department: Arts and Sciences Rangely

Program Director/Department Chair: Todd Ward

Program Overview/History

What has your department accomplished this year? What changes in staffing occurred this year and how did those changes impact your department? What services have been added or eliminated this year and how have those changes affected your department? If your department is an instructional program, how have enrollments changed in the last few years? What challenges and opportunities do you anticipate in both the upcoming year and in future years?

AY 2011-2012 The arts and sciences program provides AA and AS degree plans for transfer to bacheliorate programs. The bulk of participants in these programs are attempting entry into nursing or dental hygiene. Another large group of participants are athletes attaining an AA prior to transferring to continue to play sports at a four year college. AA and AS degrees with designations (majors) have been approved and are now accepted as guaranteed transfers to state colleges and universities (Business, Economics, History, Mathematics, Psychology BA and BS, Spanish). Based upon course availability we have chosen to advertise for the AA in Psychology and Business (with some online requirements). Additionally, new criteria for AS and AA degrees were approved changing the number of AH, SS and SC courses required within these programs. For example, AS students must take a 2 course sequence of laboratory courses.

Due to increased enrollment in many course sections last year we chose to add courses to the Arts and Sciences schedule: GEY 111, SOC 231 to Fall semester, ART 161, AST 101, PSY 226 and LIT 225 to Spring semester thus expanding science, AH, SS and elective offerings compared to previous year (see attached course rollout).

Analysis of course enrollments has shown that total AA and AS FTE generation was at 139 (figure 1) which is 8 FTE higher than the 2 year projected from AY 09-10 and 9 higher than projected from AY 10-11 (table 1). A significant trend to note is the lack of significant loss in FTE from Fall to Spring semesters beginning in Spring 2011 (Figure 2). The three additional science classes reduced the average class size from 22.6-19.2 from AY 2010-2011 to 2011-2012. However there was a rise in head count by 23 students and a rise in FTE generation. This may indicate that we are approaching or have surpassed the optimum number of SCI course offerings for our current enrollments. SS course offerings were increased over last year by 1 (14 total) yet showed an increase in average course enrollments indicating that previous years did not have adequate offerings. AH offerings were the same as last year (9 total) and showed a small increase in the average class size. 14 SS offerings showed a headcount of 372 and average size of 26.6 per class with 9 AH offerings having a headcount of 185 and an average size of 20.6 per class. These differences are likely partly due to the requirement of 1 or 2 SS courses for pre-nursing and pre dental hygiene programs respectively. However, all AS and AA students must take courses from both categories. It is possible that the lack of a dedicated FT faculty in AH (especially ART, HUM, MUS, THE) may allow for the SS courses to remain so strong by comparison.
Figure 1.
Annual FTE generated by Rangely AA, AS and AGS students as of 1/27/12

Figure 2.
Student head count for Rangely AA, AS and AGS seeking students as of 1/27/12.
The Social and Behavioral science instructor was replaced and an additional ½ time history instructor was hired to cover expected course loads. The VP of instruction instituted a new program for new faculty including lower course loads for their first year and monthly symposia to cover pertinent issues in instruction. Additionally; four new adjuncts were hired to cover course loads; 2 were very successful and desire to continue teaching for us, one does not. Issues cited for not returning were negative experiences with attitudes of certain students, and time commitment for a 4 credit science class. With a number of new adjuncts, a new FT and a new ½ time faculty I felt that time available for faculty mentoring as a program director was inadequate.

It was determined last year that many AGS students were inappropriately enrolled in that program area and require further advising and switching to an AA or AS degree plan. Therefore; as advising gets better and housecleaning occurs we may expect to see a drop in AGS numbers with an equal rise in AA AS numbers.

It was expected that AY11-12 would have 3 learning communities as part of vision 2010: 2nd year LC, 1st year LC, and a 1st year Ute learning community. Much effort was expended by senior administration to capture a Ute cohort of 12-20 students, however, 0 enrolled. Additionally, only 2 new members of the vision LC were recruited prompting us to integrate them into the existing 2nd yr LC instead of starting a new cohort. Possible reasons for failure: lack of follow through with Ute partners and students, lack of marketing and recruitment for vision students, lack of interest by students. It is my belief that a lack in targeted marketing and recruitment for the Vision LC as compared to the previous year accounts for much of the failure. By comparison it appeared to me that the marketing and recruitment for the UTE program was strong, so student interest was lacking, or the interested students were not yet college ready.
Place based learning activities increased over the previous year with additional field activities being introduced into the curriculum of Environmental Ethics, Art History I, and Social Deviance courses. Additional opportunities for place based activities were identified for Physical Geology, and Astronomy I courses.

Facilities: Analysis of facilities usage by the Arts and sciences department has shown the following areas to be lacking:

- Inadequate ceramics studio space and equipment:

  Though enrollment in ceramics courses has been very sporadic over the last 3 years the dramatic reduction in elective offerings (32 in 2009-10 to 14 in 2011-12) is likely responsible for a resurgence in its popularity. The current capacity of the ceramics studio is 10 students, with equipment limiting it to 6-8.

- Inadequate number of lecture rooms capable of comfortably seating 30 students:

  2 rooms are available that can seat 30 students yet we have 16 courses/year that could take advantage of the space. This is limiting some class sizes to 20-24 when they could be set at 30.

- Aging Rector building:

  Of the four classrooms in Rector one has had upgraded furnishings within the last 15 years (R21); last 20 years (R16) with the remainder being older than 20 years (R4, 11, 16, 17). The lab benches in R11, and 16 were installed in 1984 and show every year of that wear. The design of R16 limits comfortable lab students to less than 16, 18 in R11 despite common course enrollments of 30 or greater. Plumbing in the concrete floor does not allow ‘easy’ remodeling or installation of new lab benches. The cadaver dissection room is supposed to have access restricted to anatomy instructors and students; however it also houses the janitorial supplies and equipment due to lack of space. The 3 offices within the building vary greatly in size and design. The location of faculty offices adjoining R11 and R16 with no out of classroom access make it disruptive to schedule any courses within those rooms that aren’t taught by the owners of the offices (On average I have to walk through R16’s ongoing classes 4 each when accessing my office due to meetings and lab prep). The lab prep rooms are not accessible accept through either R11 or R16 which either limits access or causes a disruption to an ongoing class. The bathrooms for Rector are located on the exterior of the building and can be 40 degrees or less in the winter. Compared to the other class spaces on campus Rector is not up to standards of appearance and is likely a detractor to recruitment and retention. Finally, Rector is one of the most utilized buildings at CNCC with an average of 1110 seats filled/week in the fall semester (4yr avg). By comparison the Allesbrook building sees 298 seats filled/week (4 yr avg for arts and science classes)

- Inadequate computer access was identified as a significant barrier to utilizing D2L for testing and other assignments in class, as well as completing required course evaluations by students. Factors identified as contributing to this problem are as follows:

  - During any given time block there are between 5 and 7 arts and sciences classes running simultaneously.
  
  - Some arts and science courses require the use of one of our two computer labs on a daily basis.
  
  - Neither computer lab has a sufficient number of computers necessary for our larger classes (26+ students).
  
  - Not all faculty and adjuncts have keys to the computer labs and they are not always opened despite prior scheduling.

  - D2L is especially slow in computer labs and on student network.
These challenges have affected the department’s ability to reduce printing costs as much as could be accomplished, challenged and slowed the adoption of the D2L platform for certain activities, and challenged our ability to conduct meaningful student evaluation of instruction.

Student success group has identified best practices in developmental mathematics, reading and English and has secured a TAA grant to help fund further implementation of open entry open exit, high instructor to student ratio model. Tentative plans are in place to allow for completion of the redesign and implementation of modular math, reading and English courses.

**Department Vision**

What do you want to accomplish both short term and long term within your department? How do you envision your department changing or evolving over the next few years? What services do you intend to provide or what programs do you intend to implement to better serve students and the institution? What role will assessment play in achieving your departmental vision? What impact will your development vision have on students and/or the institution? How many students do you anticipate serving in the next academic year? What is the optimal number of students served by your department?

In a dreamy future-land all Arts and Sciences facilities will meet high standards of attractiveness and comfort (classrooms, labs, studios, and offices) so as to attract new students and faculty and help to retain them. Advisors will actively track and take due care of all their reasonable assignment of advisees. Place based instructional activities will be common, effective, high energy, high impact and enhance the student learning experience. Students will come to the department because of the quality and experience of their education, with a critical mass of talented students that can help to provide support to others. Reasonable growth in non-athlete students will allow for filling of all classes and the expansion of the department’s faculty in arts and humanities. Developmental studies will be managed by an expert in the field that can provide the necessary synergy with the AS department to move students seamlessly into college coursework. Departmental assessment strategies will come full circle from the classroom to the overall efficacy of the program and success of students in graduation and transfer.

A-Maintain high quality of instructors and course offerings

All class based and departmental based assessment activities are aimed at ensuring high quality instruction, courses and successful graduation and transferability. This direct link to departmental effectiveness is not always apparent therefore we will work to improve those connections.

Support rector remodeling/improvement

Support ceramics studio upgrades

Support classroom improvement (artwork etc)

Support development of place based class activities etc

Support initiatives to increase computer access for all students in all classes.

Support TAA grant initiatives for improvement of developmental studies.

B-Maintain a quality schedule of course offerings

Continue to analyze course offerings and strategically offer courses to aid in student retention and graduation.
Support creation of Director of Developmental Studies

C-Increase enrollments in AA and AS programs

Advertise new degrees with designation and AA AS requirements.

Increase the ratio of AA+AS students to student athletes.

Support initiatives to increase efficacy of advising programs.

With some aging facilities and competition for students and instructors with much larger providers of arts and sciences we need to do all we can to improve the attractiveness of our classrooms, offices, and campus as a whole.

With current staffing patterns of FT and PT faculty it appears we can increase FTE generation by a small amount by filling existing courses; however, many courses are at their cap and have waiting lists indicating that the courses with empty seats are either in at a poor time or are not desirable choices for students or both.

D-Continue implementation of Vision strategies for Arts and Sciences.

Headcount by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>AA</th>
<th>AS</th>
<th>Total AA AS</th>
<th>AGS</th>
<th>Total</th>
</tr>
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<tr>
<td>Fall 2010</td>
<td>96</td>
<td>36</td>
<td>132</td>
<td>40</td>
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<tr>
<td>Spring 2011</td>
<td>107</td>
<td>30</td>
<td>137</td>
<td>35</td>
<td>172</td>
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<tr>
<td>Fall 2011</td>
<td>131</td>
<td>30</td>
<td>161</td>
<td>23</td>
<td>184</td>
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<tr>
<td>Spring 2012</td>
<td>129</td>
<td>25</td>
<td>154</td>
<td>21</td>
<td>175</td>
</tr>
</tbody>
</table>

Ideal student number is higher than 175, but it is a difficult number to pinpoint. Limiting this are our classes that fill with waitlists: significantly, ENG 122 and COM 115 theoretically limits us to 160 students in AA and AS. Other courses with waitlists, housing availability on campus, and off campus may limit growth. Allowing for growth are the courses that don’t fill, the rooms that are still available and low end housing in town. We could likely easily absorb an additional 25 students with the offering of another psy class and COM 115 course (currently the most limiting factors).

**Development Strategies**

How will your department reach your vision? What will be your plan of action? How will you solidify and sustain new services or programs over time? What strategies will you continue to use or will you implement to assess student learning, gauge student satisfaction or identify necessary additions or changes as appropriate to your department? If an instructional program, how do Assessment Forms C/D drive your development strategies? What will be your short and long-term needs, especially those that impact budgeting?

-Seek ways to retain quality instructors (A,B,C)

Vision provides an avenue for growth of place-based learning experiences. These outdoor and in class activities can help reduce the repetitiveness of instruction and provide instructors with the means to pursue local interests through class activities.
-Continue Learning Community(s) for the AA and AS programs (B,C,D).

-Seek professional development in support of Vision strategic plan needs (A,D).

-Analyze enrollment trends and attempt to match needs with course offerings (B,C). Growth of the Arts and Sciences will depend upon not only increased numbers of students, but also an increase in course offerings or reorganization of when courses are offered to maximize enrollments.

-All students with a laptop proposal summary:

  Addresses the following challenges: 1) not all students have a computer of their own 2) computer labs are not always available when needed by a class or class evaluation.

  a) All Rangely campus students would be required to have a laptop with minimum standards providing capability to run required applications relevant to coursework. Acceptable laptops would be available in the bookstore for less than $400 (hopefully >$300). Or

  b) AS department purchases 60-100 acceptable laptops and provides these additional computers for checkout to classes on an as needed basis.

  Support required: a) bookstore, b) IT support for students, c) IT upgrading of wireless access across campus – availability and speed, d) instructor familiarity with laptop platforms and free software packages, e) possibly CIS 118 integration or other student training opportunities.

-Instructors will need to have similar types of acceptable portable computers to ensure they are familiar with their operations, functionality and limitations prior to students bringing them to class.

-Create Developmental Studies Program in Rangely (A,B,C)

  a) Hire a Director of Developmental Studies using Sheila Harper’s position as the model (TAA grant as possible funding source) 18 cr/year faculty load in developmental MAT, REA, ENG in accordance to our program director model with some duties relating to directing the learning center.

  b) Build Developmental Studies Program as a separate program to arts and sciences, but maintain their integrations and strengthen them.

-Work with facilities and administration to push for remodel of the Rector building, or upgrading of furnishings. (A,C)

-Form C/D reinforces that instruction within the department is solid, rigorous, and meets our goals as a department. However, it is providing evidence that our in-class assessment of student learning is not coming full circle to integrate into departmental decisions about future directions in instruction. It does not address other strategic aims for growth or success of the department. (A,B)

**Budget Narrative Summary**

Provide a summary of this year’s outcomes. Did you meet your departmental goals and how did the budget support your efforts? If an instructional program, did you meet the enrollment targets upon which your budget was based? How do this year’s outcomes impact your budget request for the upcoming year? Explain
how requests for next year support your development agenda and strategies. Specifically, address requests that involve new dollars (additional staff/faculty, equipment, operation or travel).

Personnel

-Proposed new FT time director of developmental studies Rangely: Developmental studies (Reading, English composition, Mathematics) has seen a dramatic increase in enrolments beginning in Fall 2009. A key aspect of our business is the remediation of math skills lacking in most applicants. In Fall 2010 80% of incoming freshman tested into developmental math, 40% at 030 level. Additionally, with the modularization of our REA, ENG and MAT courses in conjunction with the student success agenda and TAA grant we are seeing an increased need for sections of developmental studies courses. Developmental studies on the Rangely campus generated 40 FTE 2011-2012 utilizing 4 full time faculty to varying degrees and 6 sections being taught by adjuncts. Currently all of the responsibility of directing this department is lumped into the responsibilities of the Chair of Arts and Sciences Rangely which itself generated 99 FTE in 2011-2012.

Masters degree in remedial education or related field, and some science education preferred

Developmental studies MAT, REA, ENG 18 credits/year

Direct learning center activities not covered by athletic study halls and referral processes.

Increase in adjunct costs compared to last year is due to an increase in developmental course sections required by our projected numbers. Susie was scheduled for 31 credit hours in one semester-at will, however the total volume of students has made it apparent that she cannot continue with this load and it is being reduced and needs to be parceled out to adjuncts.

Operating

-ART studio supplies to purchase and upgrade equipment required for ceramics, drawing and canvas painting. Ceramics is back in as a successful class and upgrades to the space are needed badly. New kiln, slight remodeling of space, new stools, new wheels, shelving, etc.

-Copies have not been budgeted for individual departments for over 3 years. July-January saw just over $2500 in copies from the copy codes known to be used by this department. Next year we will begin with a new copy code to ensure outside use of our code is at a minimum.

-Vision and learning community expenses directly support the service and learning projects of the learning communities ($1000 for each community)

-Waving Hands requires funds for publication and release time (3 credits).

-Membership dues and continuing education required by Sarah Ward to maintain her certification as a registered dietician, for instruction of human nutrition etc (5yr cycle).

-Vision instructor trainings have included swift water rescue, outdoor leadership, ice climbing, and rock climbing courses. With the new director of ORP and training of key faculty we are likely to be able to do more training with the same dollars by substituting some training by outside groups for faculty retreats lead by currently trained faculty. Other dollars will be used to ensure a core of well trained individuals for our particular outdoor activities (ie, SPI certification for MM, outdoor leadership for GB, WFR and outdoor leadership for JK). Additionally this money can be used to provide some training of faculty in regards to specific field activities that they are doing as part of their courses.

Furniture
Students sit in a chair in the Rector building an average of 1110 times per week. The overall conditions of the facility and furnishings are far below the norm for the Rangely Campus. Regardless of when/if a remodel of the Rector building takes place the student furniture needs replacement badly. It can be used immediately unless remodel is in progress. If a remodel is years off then improvements are needed now. We also need to have a cabinetry specialist refurbish our laboratory benches in R11 and R16 to improve upon their appearance.

**Travel**

- Vision and learning community funding supports the place based education push of our Vision project. Discretionary field trips are trips associated with a particular course to local areas related to coursework and greatly increase the impact of curriculum and depth of study. This request is increased over last year to support the actual travel costs realized, and to further development of place based, out of class experiences. 2:2 participation is required for us to have our say in discipline related decisions.

- Rangely Rock and Ice club is to be used as a mechanism to recruit and retain AA and AS students by providing synergism between ORP, Outdoor Leadership, and Arts and Sciences. These activities allow us to market to new students the concept of becoming a better climber, hiker, rafter, biker, outdoorsman, etc. while attaining their AA or AS degree at CNCC. The last two years has shown that active participation in PED outdoor skills courses, ORP and Arts and Sciences has a positive impact on retention rate compared to AA/AS students not participating. Marketing materials as well as departmental operating support of public activities can build attention to what is offered at the college and perhaps help increase non-athlete AA/S student numbers. Recruiting rallies can include recruiting trips to the Ouray Ice Festival, Rock Gyms near our target high schools, outward bound and NOELS centers, and on-campus rallies to promote community and student participation.
## Budget Request Templates

### 2012-2013 Budget Request

**Personnel Worksheet**

Program/Department: 

Budget Manager: 

*Assumed Annualized FTE Generation for 2012-2013 (Instructional Programs Only):

<table>
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<tr>
<th>Expense</th>
<th>Amount Requested 2012-2013</th>
<th>If New Expense…</th>
<th>Cabinet Use Only</th>
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<td>On-Going New</td>
<td>How Many Years?</td>
<td>Mission Strategic Funded Source ORG</td>
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<td>Adjunct Faculty Expenses</td>
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<td>Hourly Employee Salaries</td>
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<td>Temporary Employee Salaries</td>
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<tr>
<td>Other - Specify</td>
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Program/Department: 
Budget Manager: 

*Assumed Annualized FTE Generation for 2012-2013 (Instructional Programs Only):

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<th>Expense</th>
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<th>If New Expense...</th>
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<td></td>
<td>On-Going</td>
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<td>Equipment/Technology</td>
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<td>Software Licenses</td>
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<td>Membership Dues</td>
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<td>Advisory Council Meetings</td>
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<td>Marketing Materials</td>
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<td>(specify what you need)</td>
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## 2012-2013 Budget Request
### Travel Worksheet

**Program/Department:**

**Budget Manager:**

*Assumed Annualized FTE Generation for 2012-2013 (Instructional Programs Only):*

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<tr>
<th>Expense</th>
<th>Amount Requested 2012-2013</th>
<th>If New Expense...</th>
<th>How Many Years?</th>
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</table>

- **Departmental Travel**
- **Adjunct Instructor Travel**
- **Conferences/Professional Develop**
- **Class Field Trips**
  (Not covered with pass-through)
- **Recruiting**
  (specify events)
- **Other - Specify**
Faculty Credentials and Evaluation Documents

CNCC Faculty Teaching Credential Standards

General Education and Transfer Faculty

For faculty teaching in general education (GT-25 Curriculum) and generally transferable courses, faculty may meet the minimum standards as follows (in order of descending preference):

- A master’s degree or higher in the subject area taught
- A master’s degree or higher in any subject with 18 credit hours of post graduate study in the subject area to be taught.
- 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 also offers a faculty development process as follows: promising potential faculty members with a bachelor’s degree may begin teaching for the college on a limited basis as follows:

a) They have teaching experience at the secondary or post-secondary level;
b) They submit a professional development plan;
c) They are enrolled in a subject area graduate program (continued employment will require completion of at least 6 credits per year progress);
d) They enroll in appropriate EDU courses as defined by the program director and/or Dean of Instruction.

Career and Technical Education Faculty

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 include:

- Eligibility for a Colorado Post-Secondary Career and Technical Education Credential within the discipline.

Additional standards may include:

- A master’s degree in the discipline area.
- A bachelor’s degree in the discipline area.
- An associate’s degree in the discipline area.
CNCC Performance Appraisal Process

1. Program Director/Dean will meet with new faculty members within the first 30 days of the contract. The supervisor will discuss the evaluation process, the evaluation form, and, together, identify appropriate professional development activities.

2. For all provisional faculty, classroom evaluations will be administered at least once per academic year. For non-provisional faculty, classroom evaluations will be administered on a regular basis as determined necessary by the supervisor or requested by the faculty member.

3. In a mid-year meeting, provisional faculty and supervisor will review performance and professional development activities, make any necessary adjustments, note progress toward attainment, and discuss results of the fall classroom observation if one was administered.

4. Student evaluations will be administered in all courses during the fall & spring semesters, unless otherwise approved by the Vice-President of Instruction. Student evaluations will be discussed during mid-year meetings and the final performance appraisal.

5. Faculty member will present a completed faculty self-evaluation no later than April 1st for the supervisor’s review in preparation for the final performance appraisal.

6. Based on the faculty self-evaluation presented by the faculty member, the student classroom evaluations, and the supervisor’s evaluation of classroom instruction, the supervisor will evaluate the faculty member’s performance for the year and complete and sign the evaluation form.

7. The supervisor will submit the completed evaluation to the Dean of Instruction for comment and signatures.

8. The Dean of Instruction will forward the evaluation to the Vice-President of Instruction for comment and signatures.

9. The Vice-President will return the completed evaluation to the supervisor.
10. The supervisor will hold a conference with the faculty member no later than April 30th to discuss the performance evaluation and all comments made by the supervisor, the Dean of Instruction, and the Vice-President of Instruction and Student Affairs.

11. The faculty member will be given the opportunity to provide written comments on the evaluation. They will sign the evaluation and leave it with the supervisor. The faculty member also has the right to appeal an overall evaluation of “Did Not Meet Expectations” through a written letter of appeal to the President of the College within two weeks following the signature date.

12. The original Annual Performance Evaluation Form will be submitted by the supervisor to the Human Resource Office no later than June 1st.
CNCC Faculty Performance Evaluation Instrument

Please complete this form in its entirety. Faculty and supervisors shall retain copies for their files. Program directors should discuss the evaluation process within a new faculty member’s first 30 days.

**General Information and Faculty Assignments**

<table>
<thead>
<tr>
<th>Faculty Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Load</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Release time granted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>End:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor’s Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous evaluation overall rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section I - Teaching Effectiveness

Section Ia – Faculty Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated).

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

*Faculty comments. Provide evidence of how you are or strive to be an effective teacher.*

Section Ib – Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

*Supervisor comments:*
Section II – Administrative Responsibilities

IIa – Faculty Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Faculty comments. Identify ways in which you have consistently met expectations with completing administrative assignments.

IIb – Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Record of Faculty Administrative Responsibilities:

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Syllabi</th>
<th>Assessment Form A</th>
<th>Assessment Form B</th>
<th>Office Hours</th>
<th>Book Orders</th>
<th>Student Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
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<tr>
<td>Summer</td>
<td></td>
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</tr>
</tbody>
</table>

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Supervisor comments:
Section III - Professional Development

Section IIIa – Faculty Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Faculty comments. List your professional development activities this year.

Section IIIb – Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated).

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Supervisor comments:
### Section IV - Service to the College and Community

**Section IVa – Faculty Self-Evaluation** (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

**Rating:**

- [ ] Outstanding
- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Fails to Meet Expectations

*Faculty comments. Indicate how you have demonstrated service to the College and/or community as approved by your supervisor.*

<table>
<thead>
<tr>
<th>Faculty comments. Indicate how you have demonstrated service to the College and/or community as approved by your supervisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Section IVb – Supervisor Rating and Comments** (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

**Rating:**

- [ ] Outstanding
- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Fails to Meet Expectations

*Supervisor comments:*

<table>
<thead>
<tr>
<th>Supervisor comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section V – Adherence to System and College Policies and Procedures

Va – Faculty Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Faculty comments:

Section Vb – Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Supervisor comments:
Section VI – Program Development (Program Directors Only)

Section VIa – Program Director Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

*Program Director comments. Describe what efforts you have undertaken to develop your program.*

Section VIb – Program Development; Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

*Supervisor comments:*
Section VII – Program Administration (Program Directors Only)

Section VIIa – Program Director Self-Evaluation (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Program Director comments. Indicate how you have effectively managed your program and met administrative expectations.

Section VIIb – Program Development; Supervisor Rating and Comments (comments required if “outstanding” or “fails to meet expectations” rating is indicated)

Record of Required Administrative Duties:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDP</td>
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<tr>
<td>Budget</td>
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<tr>
<td>Schedule</td>
<td></td>
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<td></td>
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<tr>
<td>Syllabi</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Book Orders</td>
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<tr>
<td>Assessment Forms C/D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Supervisor comments:
Section VIII – Action plan

(Complete only if Required)

Action Plan Requirements

An action plan is developed between the faculty and the supervisor to specifically address failures to meet expectations during the current or previous evaluation period. These actions will be detailed and directly address specific issues noted in the current or previous evaluation period. Under State Board policy, failure to achieve a satisfactory rating for two consecutive years can result in dismissal. Action plans may be initiated at any point during the academic year.

Section VIIIa – Action plan

Date Initiated: ______________________________

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Action Date</th>
<th>Evaluation Date</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Faculty member’s signature indicates that this action plan has been discussed with the supervisor. Faculty members may appeal this evaluation report by following the CNCC appeal process.

__________________________________________  ______________________________
Faculty Signature                          Date

__________________________________________  ______________________________
Program Director/Dean Signature            Date

__________________________________________  ______________________________
Dean of Instruction/Vice President Signature  Date
Complete this section only if the faculty member was placed on an Action Plan during the previous evaluation or during the current academic year.

Section VIIIb – Faculty Self-Evaluation; Action Plan Outcomes (comments required if “outstanding” or “fails to meet expectations” rating is indicated).

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Faculty comments. For each action item listed in your action plan, provide detailed evidence that the desired outcomes have been met.

Section VIIIc – Supervisor Rating and Comments; Action Plan Outcomes (comments required if “outstanding” or “fails to meet expectations” rating is indicated).

Rating:

☐ Outstanding  ☐ Exceeds Expectations  ☐ Meets Expectations  ☐ Fails to Meet Expectations

Supervisor’s comments:
# Overall Performance Evaluation Rating

## Overall Evaluation of Faculty Responsibilities

<table>
<thead>
<tr>
<th>Evaluation Sections</th>
<th>Outstanding</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service to the College &amp; Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adherence to System and College Policies and Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** A rating of **Fails to Meet Expectations in Teaching Effectiveness, Administrative Assignments, and/or Adherence to System and College Policies and Procedures** will result in an overall rating of **Fails to Meet Expectations**, and an **Action Plan must be developed**.

## Program Director Responsibilities

<table>
<thead>
<tr>
<th>Evaluation Sections</th>
<th>Outstanding</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Action Plan Outcomes

<table>
<thead>
<tr>
<th>Evaluation Sections</th>
<th>Outstanding</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Overall Rating for Faculty Evaluation:

- [ ] Outstanding
- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Fails to Meet Expectations

## Overall Rating for Program Director Evaluation:

- [ ] Outstanding
- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Fails to Meet Expectations
Faculty member’s signature indicates that this evaluation has been discussed with the supervisor. The faculty member may provide written comments on this evaluation. The faculty member also has the right to appeal an overall evaluation of “Did Not Meet Expectations” through a written letter of appeal to the President of the College within two weeks following the signature date. The President shall act upon the appeal within a timely manner.

**Faculty Signature**

**Date**

*Faculty comments:*

**Supervisor Signature**

**Date**

*Supervisor comments:*

**Dean of Instruction Signature**

**Date**

*Dean’s comments:*

**Vice-President of Instruction Signature**

**Date**

*Vice-President’s comments:*
PERFORMANCE RATINGS

Performance ratings may be assigned at levels of Outstanding, Exceeds Expectations, Meets Expectations, and Fails to Meet Expectations.

**Overall performance rating** – This rating is determined by the overall ratings given in each of the evaluation sections. Failure to meet expectations in teaching effectiveness, administrative assignments, and/or fit and collegiality will result in an overall rating of failure to meet expectations and requires the development of a detailed action plan for the faculty.

**Outstanding** – This rating shall only be given to the faculty member whose performance is meritoriously sustained when compared to the overall job requirements and expectations. The faculty member is an exemplary teacher; service includes active leadership on committees and other special assignments of crucial importance to the effectiveness of the college and campus; participates in a rigorous program of professional development that enables him or her to achieve new programmatic goals of vital importance to the college; ably represents the college in assigned roles of community service leadership; is student centered; understands that all learners are unique and that experiential learning is a part of teaching and learning theory; understands students’ needs, concerns, and interests and integrates them into their teaching; creates learning situations through a variety of strategies to keep students actively involved in the learning process. The faculty member is a positive influence in the classroom, in campus activities, in the workplace, and in the community.

**Exceeds Expectations** – Performs all teaching responsibilities with consistently superior competency; college service includes active participation on committees and/or other special assignments; participates in a rigorous program of professional development that leads him or her to greater effectiveness; represents the college in roles of community service. The faculty member is a positive influence in the classroom, in campus activities, in the workplace, and in the community.

**Meets Expectations** – Performs all teaching responsibilities competently; attends college functions or committee meetings; will occasionally seek professional development opportunities; represents the college in roles of community service. The faculty member is a positive influence in the classroom, in campus activities, in the workplace, and in the community.

**Fails to Meet Expectations** – Does not competently meet teaching responsibilities; fails to attend assigned departmental and committee meetings; does not keep up to date professionally as required to maintain classroom effectiveness; does not represent the college through community service. Any disregard for established institutional policy or procedures may also result in this classification rating. The faculty member is not a positive influence in the classroom, in campus activities, in the workplace, and in the community.

Faculty members with performance ratings at the levels of Meets Expectations, Exceeds Expectations, and Outstanding are eligible to receive pay increases.

A faculty member with a performance rating of **Fails to Meet Expectations** will not receive an increase for the coming year, but will be placed on probation and will prepare and follow an action plan under direction of their supervisor, which if met will correct any deficiencies.
# Student Course Evaluation Template

## Constant Contact Survey Results

**Survey Name:** Course Evaluation Survey  
**Response Status:** Partial & Completed  
**Filter:** None

<table>
<thead>
<tr>
<th>Course Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
</tr>
</tbody>
</table>

## Please rate the following

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

Overall Course Content was

<table>
<thead>
<tr>
<th>I think my grade in this class is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What services did you utilize for this class? Check all that apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Center</td>
</tr>
<tr>
<td>Individual tutor</td>
</tr>
<tr>
<td>Instructor’s Office Hours</td>
</tr>
<tr>
<td>Study Groups</td>
</tr>
<tr>
<td>None of the above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the services you used help you to be successful in this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No - Enter Comment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many hours per week did you spend studying for this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than one hour</td>
</tr>
<tr>
<td>1 - 2 hours</td>
</tr>
<tr>
<td>3 - 4 hours</td>
</tr>
<tr>
<td>5 - 6 hours</td>
</tr>
<tr>
<td>7 or more hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am aware of ways in which I can apply the information I learned in this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
</tr>
<tr>
<td>False</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much previous learning experience do you have in this area of study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None - never completed a previous class in this area</td>
</tr>
<tr>
<td>Minimal - completed one previous class</td>
</tr>
<tr>
<td>Intermediate - completed two or three previous classes</td>
</tr>
<tr>
<td>Advanced - completed more than three previous classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much of this course's content was covered in a previous CNCC course you have taken?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>75% or more</td>
</tr>
</tbody>
</table>

The instructor integrates technology into the classroom environment.

The instructor works with all the student populations in the class.

The instructor teaches to various learning styles.

The instructor gives explanations in a way I can understand them.

The instructor is enthusiastic, shows genuine interest in the subject.

**Comment**

<table>
<thead>
<tr>
<th>Please rate the following statements.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor treats students fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor encourages and is receptive to student suggestions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor motivated me to want to learn more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel free to ask my instructor questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend this instructor to other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom time is well spent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to pay attention during class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**

**In Spring 2012, I am enrolled for**
less than 12 credit hours
12 or more credit hours

**My age is:**
under 18
18-22
23-27
28-32
Over 32

**My class standing is:**
Freshman (completed less than 30 credit hours)
Sophomore (completed 30 or more credit hours)
Colorado Northwestern Community College

Assessment of Student Learning Bi-Annual Report

Fall 2009-Spring 2011
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2009-2011 Bi Annual Assessment Report

Introduction

The purpose of this report is to ensure that Colorado Northwestern Community College (CNCC, the College) is evaluating the effectiveness of its assessment program, and that it is reporting the results of academic assessment to all stakeholders associated with this institution. During Academic Years 2009-2011, the college continued to implement and improve its assessment of student learning process that was first initiated in the fall of 2001. This is the Assessment Committee’s third bi-annual report. This 2012 report is for the purpose of reporting assessment results, and to help guide the committee’s action in order to continue CNCC’s focus on efforts to sustain and improve student learning and instruction at CNCC.

Assessment Committee’s Mission

The assessment committee has chosen the following mission: To improve student learning at CNCC through continuous, comprehensive, and meaningful assessment of student academic achievement. Starting in the AY2011-2012 this committee will work with CNCC’s student success committee to ensure continuous, comprehensive, and meaningful assessment of student success. This committee’s assessment mission is set forth in order to help CNCC reach its overall mission:

This mission is in conjunction with CNCC’s over all Mission Statement to “Prepare our students to achieve their educational, workplace, and personal goals,” and CNCC’s 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.”

Assessment Committee Goals

1. Assess student academic achievement at the classroom, program, and institutional level to improve learning.
   a. Continue to develop and improve measurable competencies for all courses, programs, and degrees.
   b. Continue the collection and evaluation of assessment data. (Refer to the Assessment calendar.)
2. Sustain and promote a manageable assessment plan based on institutional values.
   a. Continue to provide assessment training opportunities for faculty, staff, and administration.
   b. Foster an institution-wide culture of assessment.
3. Develop and maintain a centralized data collection, analysis, and reporting process.
   a. Support assessment efforts through institutional research office.
   b. Create and maintain assessment web link with participation from each department/program.
   c. Publish assessment results internally and for the local community.
4. Ensure CNCC assessment results impact institutional planning and budgeting.

**Addressing the Challenges Identified in the Previous Bi-Annual report:**

The Assessment Committee continues to meet monthly throughout each academic year. Membership has increased and whenever possible we include faculty representation from each academic and vocational program. The committee continues to have representation from the Deans of Instruction from each campus and a representative from Institutional Research.

Much of the work of the committee during the past two years (2009-2011) has been dedicated to addressing the following challenges from the previous report:

**The 2007-2009 Assessment Goals:**

1. **Challenge:** The assessment web pages need to be more inclusive to incorporate departmental or program pages, and must be updated regularly to reflect the current condition of assessment at CNCC.

   **Strategy:** to address this was to form a small committee (1 or 2 persons) to be chosen to update the Assessment web pages at least once per semester.

   a. We did set up a small sub-committee to keep the web pages up-to-date, but with constant IT staff changes updating every semester became impossible. So during the spring semester of 2008 & 2009 the entire committee reviewed the web-site. We did not incorporate departmental or program pages. Identifying the need for a web-site committee did spur on assignments for other sub-committees. We set up sub-committees for the Test of Everyday Reasoning (TER), and assessment form completion compliance.

2. **Challenge** We need to continue to rotate committee leadership roles and responsibilities within this committee.

   **Strategy:** Coordinate with the deans to determine a rotation schedule for assessment committee chairs

   a. The committee did not experience any changes in leadership during these two academic years due to faculty attrition. The Instructional Deans will continue to help to get a rotation going since they are fully aware of faculty loads and qualifications.

3. **Challenge** The formal assessment information must be used to affect institutional change at a budgetary as well as instructional level.

   **Strategy:** The Committee will ask department heads to show a tie-in to assessment on budget requests by including a section on the assessment form (C/D) to show budgetary implications.

   a. The committee has recognized that this part of our assessment process is not working along with other concerns, so it was decided at the April 2011 meeting to request funds from Cabinet to join the HLC Assessment Academy in hopes of getting some guidance and advice on how to link all aspects of assessment together.
4. **Challenge** College-wide assessment of general education is progressing, but more work remains to be done in the assessment of communication skills institution-wide.

**Strategy:** The Committee needs to continue to investigate ways to assess and report communication skills at the institutional level.
   a. Investigation of “Writeplacer” and discussions on how to assess communication skills at the institutional level were unsuccessful. Again the committee is looking for help from the HLC Assessment Academy.
   b. Funding needs to increase to cover the cost of accuplacer testing which is increasing due to the write placer exam.

5. **Challenge** Additional adjunct faculty participation in the assessment process needs to occur.

**Strategy:** The Committee will continue to work with administration as well as faculty chairs, on how we can improve assessment efforts at the adjunct level. Specifically adding assessment training with adjunct faculty training may help.
   a. Program directors and assessment committee members did do some informal academic assessment training. This responsibility of training and reviewing the completed forms has fallen on program directors.

6. **Challenge** Assessment of skills needs to be linked to the assessment of goals for the programs or departments. Each assessment should show a close relation with the program goals.

**Strategy:** Departments/programs will need to assess and report on their specific departmental goal.
   a. Again, we have found problems with this area. Not all programs had identifiable program goals. The Dean of Instruction is working with them on this, and it is the committee’s hope that the Academy will help us streamline this process.

7. **Challenge** Procure funds/budget to help in assessment training for new faculty.

**Strategy:** Continue to train full-time faculty on assessment and assessment reporting as early in the fall semester as feasible and request funds for outside training opportunities.
   a. For these two academic years all of the assessment training is being accomplished through program directors and assessment committee members. The instructional deans are supplying the committee with new faculty member names and training is done in small groups as needed.

8. **Challenge** Course assessments, program goals, and college goals need a more clearly stated connection.

**Strategy:** The committee will work with administration to see if they can help us find a way to combine and report these items
The Test of Everyday Reasoning (TER)

Results of TER for AY 2010

The majority (60%) of exiting students improved their overall critical thinking scores. Of those the average total score increased by 18.17%. The overall trimmed mean total score increased by 8.7%. Figure 1 shows the average percentile change in each category of the TER.

Figure 1: Average changes in percentile performance between entrance and exit of the students in the five categories of critical thinking tested by the TER compared by graduation year.

AY2010—Analysis of these scores indicates that students are showing improvements in all areas of critical thinking. The most growth was shown in their ability to use analysis to answer questions. The least improvement was in student’s ability to use evaluation to answer questions, followed by deductive reasoning.

Recommendation:

In the previous assessment report analysis and evaluation were noted as the areas needing most attention by our faculty. Now this current report implies that the training provided to faculty did impact student performance in a positive manner, at least with analysis reasoning. Evaluation skills were again shown to have only weak improvement for exiting students. In this report evaluation reasoning was shown to have the least improvement between students entering and exiting the college. This indicates that faculty training on how to include evaluation skills is needed in the upcoming academic year.

Previous recommendations included increasing the number of paired tests to a minimum of 70 to ensure an adequate sample size. Though the number of paired tests more than doubled from the previous report (53) the assessment committee is still concerned that this is not an adequate or random sample. The vast majority of paired results are from two CTE programs; nursing and dental hygiene. Therefore the TER is not providing adequate college wide data on critical thinking skills, or giving valuable information on how the college as a whole can adjust to meet our goal of increasing critical thinking skills. These recurrent challenges have compelled the assessment committee to discontinue use
of the TER. The assessment committee has identified alternative critical thinking assessments within CTE programs and general education and will develop these to provide meaningful reporting and recommendations.

**The Student Opinion Survey (SOS)**

This survey was not administered between 2009 and 2011. The Student Success Committee and the Admissions and Records Office, however, have planned a re-introduction of the SOS during the Spring 2012 semester.

**Student In-Class Evaluation Survey Data 2009-2011**

The student In-Class Evaluation was adopted as the source of information regarding student’s satisfaction with instruction for the college as a whole. This instrument is given to all students in each course that they take at CNCC near the end of the term, or at the completion of the course. In AY2010 the evaluation instrument was updated and modified. Questions were reorganized into groups of similar questions for better data collection. The numerical scale was also changed from a 0-4 scale [poor(0) – excellent (4)] to a 1-5 scale ([1 = Excellent, 2 = Very Good, 3 = Good, 4 = Fair, 5 = Poor] or [1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree]). This made it challenging to compare results from previous reports and conduct a longitudinal analysis.

The Student In-Class Evaluation of Instruction surveys for 2010-2011show strong satisfaction with the quality of instruction at CNCC with 93-94% of respondents rating course quality and instruction at good or above. Students felt they had obtained skills presented in the course (85-86% agree or above) and that class time was well spent (83-87% agree or above) Consistent and strong presence of assessment within the classroom across disciplines and departments is evident by high rates of response indicating that students understand how they are being evaluated and that assessment strategies were well defined (87-90% agree or above)

Additional information from the survey showed that our median student age is 18-22 but is increasing, and the majority of respondents are enrolled full-time.

**Summary of results**

- **Overall Course Content was:** 1 = Excellent, 2 = Very Good, 3 = Good, 4 = Fair, 5 = Poor

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding good or above</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous report a</td>
<td>2.06</td>
<td>90</td>
</tr>
<tr>
<td>AY 2010</td>
<td>1.94</td>
<td>93</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.88</td>
<td>94</td>
</tr>
</tbody>
</table>

I would recommend this instructor to other students: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding agree or above</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous report b</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
• The methods being used for evaluating my work are understandable: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding agree or above</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous report</td>
<td>1.65</td>
<td>90</td>
</tr>
<tr>
<td>AY 2010</td>
<td>1.67</td>
<td>87</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.66</td>
<td>88</td>
</tr>
</tbody>
</table>

• The goals of this course and assessment strategies were well defined: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding agree or above</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
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<td>90</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.62</td>
<td>89</td>
</tr>
</tbody>
</table>

• At the end of this course, I feel I have obtained the skills presented: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding agree or above</th>
<th>Responses</th>
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<td>86</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.71</td>
<td>85</td>
</tr>
</tbody>
</table>

• Classroom time is well spent: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding good or above</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous report</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>AY 2010</td>
<td>1.71</td>
<td>83</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.62</td>
<td>87</td>
</tr>
</tbody>
</table>
- My age is: 1 = <18, 2 = 18-22, 3 = 23-27, 4 = 28-32, 5 = >32

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Percent responding 18-22</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
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<td>74</td>
</tr>
<tr>
<td>AY 2010</td>
<td>2.49</td>
<td>64</td>
</tr>
<tr>
<td>AY 2011</td>
<td>2.57</td>
<td>63</td>
</tr>
</tbody>
</table>

- I am enrolled for: 1 = less than 12 credits, 2 = 12 or more credits

<table>
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<th>Percent responding 12+</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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<td>Previous report b</td>
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<td>92</td>
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<tr>
<td>AY 2010</td>
<td>1.85</td>
<td>85</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.84</td>
<td>84</td>
</tr>
</tbody>
</table>

- My class standing is: 1 = Freshman, 2 = Sophomore

<table>
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<tr>
<th>Average Score</th>
<th>Percent Sophomore</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous report c</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>AY 2010</td>
<td>1.45</td>
<td>45</td>
</tr>
<tr>
<td>AY 2011</td>
<td>1.46</td>
<td>45</td>
</tr>
</tbody>
</table>

Notes

a-scores adjusted from previous report to match current scoring format

b-new question as of AY 2010

c-previous data cannot be used due to change in scoring format

Recommendation:

High student understanding of assessment and evaluation criteria indicates success in the training of faculty in assessment methods and supports further professional development of new faculty. In the modification of the evaluation instrument in AY 2009 some questions were dropped or modified, and reorganized into sections. It is apparent through this analysis that it is important to keep the same evaluation scales when appropriate to allow long-term longitudinal evaluation of trends. With the adoption of the new scales the assessment committee needs to make recommendations on satisfactory benchmarks in these evaluations to help program directors and faculty more effectively utilize the data.

Scheduling of computer labs for administration has been identified as a challenge by faculty to completing these surveys.
Program/Department Reports

Reports were collected from the following programs: Arts & Sciences (Craig and Rangely), Automotive Technology, Aviation Maintenance Technology, Business, Cosmetology, Dental Hygiene, Developmental Studies, Equine Science, Natural Resources, and Nursing.

Arts and Sciences-Craig-Assessment Summary AY 2010 & AY 2011

Assessment 2010

Communication:

MAT 103: 80% of students in the class were assessed as successful in working effectively with others and communicating necessary information on topics assigned.

English 122: 15 out of 16 students were effective in communicating their subject matter in research papers, with only one falling below (80%) successful rates in 10 subcategories (Effective cover page, outline & abstract, focus on thesis, introduction, structure development, logical support, use of sources, bibliography, conclusion, and grammatical correctness).

Sociology 102: 90% of all students worked as a group to research a topic given by the instructor, then presented an informative and interesting 25 minute presentation to peers and instructor.

We learned from these efforts the importance of working with the students to ensure they don’t procrastinate; also, it is important to stress eye contact when presenting material.

Critical Thinking:

Mat 103: Second year nursing students needed to pass drug measurement tests with 100%. No room for error in those measurements! This is a good measure of interpreting graphical data (math) and integrating that knowledge into everyday language.

PSY 217: 75% of students achieved acceptable or superior knowledge about researching and following APA guidelines. It is important in Psychology to be able to observe, analyze, research and write in APA.

Overall, in 2010, we worked at selecting assessment measures and methods that were useful to us in planning how to teach material more effectively.

Assessment 2011

MAR 103: (critical thinking) Second-year nursing students again were given drug measurement tests, with 100% success required.

Success in 2nd year nursing students knowledge/retention of drug calculation skills, so this test is chosen to track retention of necessary calculation skills for future success in employment.

SOC 102: (critical thinking) 90% of all students worked as a group to research a topic given by the instructor, then present 20 min of interesting information to peers and instructor. Each student will
grade each member of their groups and turn in the grade with their justification.

ENG 122: (Communication) Students will give a brief oral report on research project; 95% of students completed this satisfactorily.

ENG 122 (Critical thinking): Students wrote a (min.) 10 page research paper analyzing and developing their topic, with the 10 subcategories above, with an 87% success rate.

Faculty members tend to continue the assessment projects which they have been using; this gives us more consistent and meaningful data to work with. Conclusions we have formed concern the importance of giving students clear instruction and reminders about projects that they are working on, and re-emphasizing the principles of successful analysis and of successful communication.

In the last two years, our assessment has not revealed budgetary needs, and so has had little impact on our spending.

**Arts and Sciences Rangly Assessment Summary AY2010 & AY2011**

**AY2010**

What was assessed:

Departmental faculty assessed students Critical Thinking, Communication skills, and program related goals through a variety of methods. 6 of 8 full time faculty reported with 80% completing reporting of results:

Critical thinking was specifically reported on in the following courses:

ENG 121, ENG 122, PHI 112, HWE 100, BIO 111, 201, 204, MAT 090

Communication Skills were specifically reported on in the following courses:

ENG 122, PHI 112, HWE 100, BIO 111, 201, 204, MAT 090

Additionally, specialized program goals were specifically reported on in the following courses:

MAT 090-Students will understand the meaning of mathematical symbols, translate English sentences into mathematical equations, and to solve real world problems

MAT 090- To teach a level of critical thinking that will allow the student to solve practical equations involving, fractional operations, graphing, solving simple algebraic equations, and solving real world applications using the above tools.

BIO 111- Presentation of tabular data as graph; Identification of experimental components and their importance

ENG 122- Develop and complete a formal academic research project.-data not reported

**AY2011**
What was assessed:

Departmental faculty assessed students Critical Thinking, Communication skills, and program related goals through a variety of methods. 8 of 8 full time faculty reported with again 80% completing reporting of results:

Critical thinking was specifically reported on in the following courses:

ENG 030, 060, 090, 121, 122, PHI 112, HWE 100, BIO 111, 202, 204, MAT 090, 121

Communication Skills were specifically reported on in the following courses:

ENG 121, 122 REA 090, HWE 100, BIO 111, 202, 204, MAT 090, 120

Additionally, specialized program goals were specifically reported on in the following courses:

REA 090- Reading Comprehension

BIO 111- Presentation of tabular data as graph; Identification of experimental components and their importance

ENG 122- Develop and complete a formal academic research project.-data not reported

**Overall summary of assessment AY2010-2011**

A wide variety of assessment methods are being utilized to assess student learning within program and institutionally defined goals. All returning instructors are reporting on the same assessment strategies over multiple semesters and/or years, using the gained information to make sometimes significant changes to the pedagogy of their courses. It is apparent through the individual reports that results are being utilized to plan changes in future courses. Importantly, these changes are being assessed for their efficacy in subsequent courses. Additionally it was noted in some reports that when little information is gained by assessments that impact pedagogy, instructors are moving onto new or different assessment methods to determine if changes in other aspects of their courses or instruction are needed.

Due to a failure of 20% of reports being fully completed after the planning process it is apparent that more detailed oversight by the program director is needed to ensure that the faculty’s results are reported externally through completion of the reporting process. Many of the reports included longitudinal comparisons linking previous changes affects student learning in the next course. This aspect of our utilization of assessment data to effect meaningful changes that can then be measured must be maintained and expanded to 100% of reporting where appropriate.

**Budgetary implications**

A large amount of modification in pedagogy and content have occurred these two years due to the assessment of student learning through these processes, and those not formally reported, have not required budgetary changes. Instruction is consistently being modified with the end goal of improving student learning in relation to institutional and program goals. Assessments through the departmental
CDP process have been the driving force of budgetary change within the Rangely Arts and Sciences from AY 2008-present.

**Automotive Technology Assessment Summary 2009/10 – 2010/11**

*Customer Communication Skills Assessment Report*

In 2009-2010, Automotive Students were assessed on their ability to demonstrate their use of skills by communicating with the customer as to the concerns and symptoms the vehicle was brought in for. Research through computer based information and verbally through parts department or vendor source for pricing to compile complete estimated work order, turned in to service advisor or directly to customer and explaining cost of parts labor and details of repair procedure required to correct symptom of a customer’s vehicle. Communicating with either service advisor or customer to follow up on customer satisfaction is all part of this course.

All Students were able to pass chapter tests and final for this course confirming they have retained 70% of written materials from curriculum text or web based services as well as verbal lecture and theory with 80% of them doing so with ease and confidence.

*Critical Thinking Skills Assessment Report*

In 2010-2011, Students were assessed on their critical thinking skills and will be able to diagnose problems or concerns through steps of deductive reasoning and trained diagnostic procedures to be followed enabling a technician to determine problem, cause and required repair to correct drivetrain related component symptom and problem.

All Students were able to complete their assigned hands on task with 80% of them doing so with proficiency. This confirms they are able to apply critical thinking skills they have learned.

**Impact on Curriculum or Budget**

The first two years we had changes in Curriculum, this was due circumstances beyond our control as the Automotive Service and Repair Text Book being a Fourth Edition was no longer available in the second year or our program. Fortunately our publisher offered to wave the cost of books for those students who had just purchased a book the semester before and now needed the Fifth Edition Text book.

Budget however has been an ongoing struggle for a new program still in need of required shop equipment and tooling. It has made challenges to overcome not having all equipment needed. If one were to assess the impact on the on the learning outcomes due the lack of standard shop equipment and tooling that was needed but was not available due a shortage in budget, it would be one of a negative impact.

*Aviation Maintenance Technology Assessment Summary for AY2010-2011*

*Goals of the Assessment Plan:*

The AMT Program goal is to continuously improve student performance in critical subject areas. The AMT communication goals concern technical writing skills: students will be able to follow written
instructions from lab assignments and manuals; and students will be effective technical writers in the field. Our critical thinking goals are, again, career related; students will be able to classify parts systematically and be able to use standard classification systems to identify parts; and students will apply efficient troubleshooting techniques to find the cause of a problem.

Procedures:

**Program:** As a measure of program effectiveness, we track student scores on the Federal Aviation Administration exit exams. We also track questions missed in subject areas, and note how many students miss questions in a given subject area. If two or more students miss a question from the same subject, we place additional instructional emphasis on that subject, and change our method of testing, so that students must provide more detailed proof of mastery. (Unfortunately, this year one student failed an exam—the first in ten years.)

<table>
<thead>
<tr>
<th>Student</th>
<th>General</th>
<th>Airframe</th>
<th>Powerplant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Taken in 2010</td>
<td>Taken in 2010</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>83%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>3</td>
<td>87%</td>
<td>90%</td>
<td>May2012</td>
</tr>
<tr>
<td>4</td>
<td>90%</td>
<td>97%</td>
<td>May 2012</td>
</tr>
<tr>
<td>5</td>
<td>92%</td>
<td>91%</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td>68%</td>
<td>May 2012</td>
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<tr>
<td>Average</td>
<td>83.3%</td>
<td>91.25%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Passed</td>
<td>6 students</td>
<td>4 students</td>
<td>2 students</td>
</tr>
<tr>
<td>Failed</td>
<td>1 student</td>
<td>0 students</td>
<td>0 students</td>
</tr>
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</table>

**Communication:** It is essential that students have the ability to clearly describe their work in a standard format. The assignments we have selected include technical writing in one of three standard formats: (1) composing an aircraft log entry describing work or inspection results; (2) completing an FAA Form 337 to describe a major repair or alteration; or (3) reporting the results of research on the Airworthiness Directives on a particular aircraft, engine, or component. Assignments are scored on a standardized rubric to evaluate proficiency in six areas: spelling, legibility, punctuation, clarity of expression (sentence structure/phraseology), inclusion of all required content, and conformity to the approved format. Overall, students did very well with spelling, format, and inclusion of all required content. On the other hand, expressing the content with clarity is a greater challenge for them. As a result, we assign log entries several times in each class to increase practice.
For non-technical writing practice, students are assigned a short summary-response essay in which they summarize the main points and ideas in an article from an aircraft maintenance journal or website; then, formulate a response that considers the importance or relationship to aviation maintenance. Essays are scored using a standardized rubric: following written instructions, spelling, punctuation, proofreading, summary of the key points, organization, and appropriate conclusion/response.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
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<tbody>
<tr>
<td>Followed instructions</td>
<td>1</td>
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</tr>
<tr>
<td>Spelling</td>
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<td>Summary of content</td>
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<td>Conclusion</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

To assess listening and reading skills, we evaluate select assignments that require the student to follow a sequence of instructions. Using a rubric, the scoring of student work is based on completing all the steps of the task, completing them in sequence, and completing them accurately. Results are from two courses: AMT 105 and AMT 202.

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed all steps</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Completed in sequence</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Completed accurately</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

**Critical Thinking:** Two critical thinking skills that are valuable to aircraft mechanics are the ability to classify components and to efficiently troubleshoot equipment to identify the cause of a problem or fault.

For the classification assessment, students are given ten pieces of hardware, and they must generate the correct part number and the codified size. Students are also presented ten part numbers, and must describe the hardware characteristics. Scoring is based on the number of correct answers. (If less than 70% correct, the assignment is repeated until that standard is met.)

All students met the competency on the first attempt.
To assess troubleshooting skills, students are assigned a practical project of locating and diagnosing the cause of a problem/fault/malfunction; then, they must write a report which identifies the problem, lists the sequence of steps they followed to locate the problem, and records test results (or evidence) to verify the cause. The assignment is scored on a standardized rubric that shows how well students follow proven diagnosis procedures. The student will: 1) verify that the described malfunction exists; 2) identify the paths that could influence/cause the malfunction through observation and research; 3) narrow focus to the critical path, by testing; 4) provide evidence from observations and testing to identify the cause of the fault.

All students followed the procedures and located the cause of the problem.

*Business, Accounting, Banking and Finance Assessment Summary AY2010 & AY2011*

**Assessment 2009 – 2010**

Business and Accounting students were assessed in the areas of creating a business plan and in applying math concepts to accounting problems. An area that is determined where students struggle with is speaking in front of their peers. Another problem is that if students did not complete or try to work on homework, they would struggle with some of the math concepts when presented accounting problems on exams. It was determined to continue with having students speak in front of the class and stress the importance of homework in applying concepts to exams.

**Assessment 2010 – 2011**

Business and accounting students were assessed in the areas of researching lawsuits and summarizing the results of the lawsuit for homework problems. The business plan creation and presentation were continued with for the current year. Students still struggle with speaking in front of peers but this event should become easier with more practice.

All of the aforementioned assessments were events that occurred regularly during the class period. There is not any kind of budget implications or problems with the events as they are not extras or something special that was created.

*Cosmetology Assessment Summary AY 2010 & AY2011*

No summary is available. The cosmetology director left at the end of AY2011, and the interim director is a part-time adjunct who is not familiar with the program assessment.

*Dental Hygiene Department Assessment Summary 2009/10 -2010/11*

**What was assessed?**

Our department assessment plan is quite comprehensive. We focus on three areas to assess overall student performance in both Critical Thinking and Communication. For internal assessment of student performance in these two areas, we do unannounced Mock Medical Emergencies in the clinic. We conduct these drills in the Fall and Spring Semester. When the emergency is announced, the students form into four member teams. Instructors then evaluate how quickly each member of the team assumes a specific role. Students are also evaluated on how well they communicate with each other, the clinic
dentist, and EMS to resolve the emergency. These evaluations are then scored, and the results analyzed to identify weaknesses in their response to the emergency. This data is also used to identify elements within the Medical Emergencies curriculum in need of revision or improvement. The data from these evaluations are displayed in our department Form A and B.

External measures used to evaluate student performance are the annual program performance reports for the Dental Hygiene National Board Exam and the Central Regional Dental Testing Service clinical exam. All courses in the curriculum are assessed on the National Board Exam and eight specific clinical skills are evaluated on the CRDTS exam. The results of these two exams are displayed on our department Form C and D. Our goal with these measurements was to score at or above the National average in all subjects for the National Board Exam and at or above the Regional Average for the CRDTS Exam in all topics on the Clinical Exam. Any course or topic that scored more than 1.5% below the National or Regional average for two successive years is targeted Comprehensive Review in our curriculum review process.

**Results**

For the Mock Medical Emergencies the performance was scored using a 3-2-1 Scale with 3 being the highest score. The results were as follows:

- **2010**
  - Critical Thinking
    - Rescuer – 2.0
    - Responder 1 – 2.0
    - Responder 2 – 2.0
    - Responder 3 – 2.0
  - Communication
    - Rescuer – 3.0
    - Responder 1 – 2.0
    - Responder 2 – 3.0
    - Responder 3 – 2.7

- **2011**
  - Critical Thinking
    - Rescuer – 2.5
    - Responder 1 – 2.9
    - Responder 2 – 3.0
    - Responder 3 – 3.0
  - Communication
    - Rescuer – 2.5
    - Responder 1 – 2.5
    - Responder 2 – 3.0
    - Responder 3 – 3.0
National Board Exam the results were as follows:

- **2010** Students testing - 22  Students Passing – 22  Courses below National Average – 0
- **2011** Students testing – 25  Students Passing - 25  Courses below National Average – 0

CRDTS Clinical Exam the results were as follows:

- **2010** Students testing – 22  Students Passing – 21  Topics below Regional Average – 0
- **2011** Students testing – 25  Students Passing – 25  Topics below Regional Average – 0

**Impact on Curriculum or Budget**

For this two year reporting period there were no changes in the curriculum needed other than some minor adjustments in the Medical Emergency Course. In the previous period (2007-09), Board results indicated a need for significant change in the Clinical Curriculum......Periodontal Probing and Case Presentation both had new objectives written and new Process Evaluations were developed. Results from the Clinical exam the following year indicated that we were (and still are) performing above the Regional average for these two topics. Based on student outcomes, we believe our Assessment Plan is working as intended.

**Developmental Studies Assessment Summary AY2010 & AY2011**

**AY2009-10**

**Critical Thinking:**

1. REA 090.301ff: No results from TABE testing because the test results, which were mailed off, were not returned to the instructor. Instructor will get a key to score the TABE herself.

2. ENG 090.101: No results turned in by instructor.

**Communication Skills:**

1. ENG 030-060-090.101:
   a. 030: 100% of completers achieved a B or higher.
   b. 060: 57% of completers achieved a B or higher and completed ENG 090.
   c. 090: 100% of completers achieved a C or higher; 42% achieved a B or higher and exited early.

   No students failed any of these sections.

2. ENG 090.301: During Fall 2009, overall, 2 students received a “good” ranking on their essays; 5 students received an “adequate” ranking; and 4 students received a poor. During Spring 2010, overall, 1 student received a “good” ranking on her essay; 3 students received an “adequate” ranking; and 2 students received a poor (the essay would not have let them pass into ENG 121). Between 33% and 36% of the students in each of the classes wrote a final essay that should not have let them pass into ENG 121.
Program Goal:

No data was collected on percentage of ENG 090 completers who passed ENG 121 with a C or higher.

**AY2010-11**

Critical Thinking:

1. REA 090.301ff: No results from TABE testing because the test results, which were mailed off, were not returned to the instructor. Instructor was not able to get a key to score the TABE herself.

2. ENG 303-060-090.101: No results turned in by instructor.

Communication Skills:

1. ENG 090.301: 100% of completers (15 of 23) received a good or adequate in purpose, organization, and development on the WritePlacer, and 93% were good or adequate in complete sentences, surpassing the 75% goal. Overall, five essays were ranked “good,” seven essays were “adequate,” and three essays were “poor.” Results of the WritePlacer showed 20% of students wrote an essay that would not have let them into ENG 121. Although this number is too high, it is a considerable improvement over the 33% and 36% who wrote such an essay the previous year.

2. ENG 030-060-090.101: No results turned in by instructor.

Program Goal:

Of fifteen ENG 090 completers in the two semesters, five have taken ENG 121. Two earned A’s, and three earned C’s. A percentage can’t be determined until more of the ENG 090 graduates have completed the next course. Data was not collected on MAT 090 graduates.

**Overall summary of assessment**

In communications skills, students are reaching the instructors’ goals. However, in the areas of critical thinking and program goal, instructor failure to report or follow-up and/or assessment tool failure leaves the department with no picture of how well students are learning. In addition, lack of opportunity to meet to discuss assessment within our department has made coordinating department-wide assessment more difficult.

**Budgetary implications**

The assessments during AY2010 and AY2011 had pedagogical implications, but there were no budgetary implications, based on the information collected. Had the percentages of DS enrollees (rather than just tracking the completers) who successfully completed college-level math or English been tracked, the results of that assessment may have led to the budgetary requests that are now being made as the department rebuilds the ENG and MAT curricula. What that means, however, is that the program
assessment needs to be changed from merely looking at whether developmental students are prepared for college-level work to including retention figures from the initial enrollments.

Equine Assessment Summary AY2010-2011

Assessment 2010

Communication Skills:
EQM 153 Equine Evaluation: The student will have the ability to discuss and explain the relationship between conformational flaws, training, performance and the various injuries that may result.

Why? To ensure that students can communicate effectively with the public or in a client relationship within the equine industry in regard to the conformation and balance of a horse with regards to training, performance and potential for injury.

(100%) Students were able to explain the “phases of the stride” and understand the relationship between conformation, training, performance and potential for injury based on the flaws.

The lecture portion combined with the visual/hands-on assessment of various horses used to teach the students was an effective method. The curriculum will remain the same with use of lecture materials and actual horses.

Critical Thinking:
EQM 153 Equine Evaluation: The student will have the ability to determine conformational flaws that may lead to injury of a horse based on visual assessment and knowledge.

Why? The student will be able to evaluate the conformation of a horse and determine potential for performance as well as potential for injury.

(100%) Students were able to identify the various conformational flaws on various horses and discuss where the possible injury would take place based on the location of the flaw.

The lecture portion combined with the visual/hands-on assessment of various horses used to teach the students was an effective method. The curriculum will remain the same with use of lecture materials and actual horses.

Assessment 2011

Communication Skills:

EQM 103 Management Practicum I: The student will have the ability to discuss and explain the basic care and handling of a herd of horses within a facility.

Why? To ensure that students can communicate effectively with the public or in a client relationship within the equine industry in regard to the daily care and management of a horse facility.

(100%) Students were able to understand and explain the basic care and handling of a herd of horses within a facility. Students were able to determine signs of healthy horses and sick horses. Students demonstrated a de-worming technique as scheduled.

Students were able to demonstrate daily health care and facility management.

The daily hands-on barn portion of caring for an individual horse combined with the lecture portion and demonstrations used to teach the students was an effective method. The curriculum will remain the same with daily hands-on care of actual horses and the use of lecture materials and demonstrations.
Critical Thinking:

EQM 103 Management Practicum I: The student will have the ability to determine what is required for effective management of the health and daily care of horses. When vaccinations and de-worming are required. Students will be able to decide how to manage a barn with sick horses and reduce cross contamination.
Why? The student will be able to be able to manage an equine facility and maintain the daily care and health of a herd of horses.
(100%) Students demonstrated an understanding of the importance between daily care, vaccinations, de-worming and facility management concepts in relationship to keeping horses healthy.
The daily hands-on barn portion of caring for an individual horse combined with the lecture portion and demonstrations used to teach the students was an effective method. The curriculum will remain the same with daily hands-on care of actual horses and the use of lecture materials and demonstrations.

Massage Therapy Assessment Summary AY2010-AY2011

No summary is available. The massage therapy director was a part-time adjunct during those two years and did not receive any training in program assessment, so she didn’t report the assessments she did in class.

Natural Resource Programs Assessment Summary AY2010-AY2011

Natural Resource Programs consist of Natural Resource Ecology and Management degrees, Marine Science degrees, NPS Seasonal Law Enforcement Academy, Outdoor Leadership degree, and Park Ranger degree.

AY2009-10

Critical Thinking:

No data was collected

Communication Skills:

No data was collected

Program Goal:

The Natural Resource programs were updated or created in AY2009-10, the programs will start with freshman classes in AY2010-11.

AY2010-11

Critical Thinking:

1. NPS Seasonal Law Enforcement Academy: The pretest scores ranged with 60 as the lowest and 84 as the highest, for 17 students 9 scores in 60s, 6 scores in 70s and 2 scores in the 80s. The post test scores ranged from 92 to 100 percent, for 17 students 5 scores were 100, 8 scores were 96 and 4 scores were 92. There were 5 students with perfect scores and 12 students with
scores in the 90s. Many students entered the class with limited previous knowledge about firearms safety or use. The students improved their knowledge as their high (90s to 100s scores) in the post test. This is the first Academy taking the pre and post firearms test. Additional data is necessary to determine future plans.

2. ENV 101: The student will understand the steps and application of the scientific method. The student will be able to perform the steps in scientific method to various environmental applications; includes research skills, observation skills, data collection and analysis, and summary. This is the first ENV 101 class taking the pre and post tests. Additional data is necessary to determine future plans.

Communication Skills:

1. NPS Seasonal Law Enforcement Academy: The pretest scores ranged with 60 as the lowest and 84 as the highest, for 17 students 9 scores in 60s, 6 scores in 70s and 2 scores in the 80s. The post test scores ranged from 92 to 100 percent, for 17 students 5 scores were 100, 8 scores were 96 and 4 scores were 92. There were 5 students with perfect scores and 12 students with scores in the 90s. Many students entered the class with limited previous knowledge about firearms safety or use. The students improved their knowledge as their high (90s to 100s scores) in the post test. This is the first Academy taking the pre and post firearms test. Additional data is necessary to determine future plans.

2. ENV 101: The student will have the communication skills necessary for effective listening, speaking, reading, and writing. The student will have the ability to discuss and explain the meaning and implications of ‘sustainable development’. This will evaluate the student’s broad understanding of environmental science and today’s issues and their ability to communicate effectively with the public. The lecture portion combined with the labs and field studies used to teach the students were effective methods. This is the first ENV 101 class taking the pre and post tests. Additional data is necessary to determine future plans.

NRE/NPS Programs Goal:

NPS Seasonal Law Enforcement Academy: Of the 20 Academy students in Fall 2010 17 were completers and of the 20 Academy students, in Spring 2011 17/20, and Summer 2011 12/20 (first FLETA accredited Academy) were completers. Starting Summer of 2011, the Federal Law Enforcement Training Accreditation (FLETA) will set and enforce all the NPS Seasonal Law Enforcement Academies standards. Therefore, new assessment strategies may be needed. Statistical analysis can’t be determined until more of graduates have completed Academies.

ENV 101: Fall 2010 students grades were 7 A’s, 6 B’s, 3 C’s, 5 D’s and 0 F’s. Spring 2011 grades were 9 A’s, 11 B’s, 1 C, 1 D and 0 F’s. Statistical analysis can’t be determined until more ENV 101 courses have been completed.
**Overall summary of assessment:**

From testing, lab reports, presentations, field studies and instructor evaluation results the students are reaching the instructors’ goals in both communication skills and critical thinking. However, the new NRE/NPS program director was given minimal training on CNCC’s assessments forms and their uses - leading to a lack of understanding on how to fill-out or use the forms effectively for assessment purposes. Hence, training other NRE/NPS instructors is also limited since it is the program director’s duty to train their instructors. Yes, assessment is happening, but not necessarily from the A/B, C/D forms strategy. More in depth training and/or a new assessment system is needed to meet CNCC’s goals of student learning assessment.

**Nursing Program Assessment Summary AY2010 – 2011**

The nursing curriculum is organized and leveled, increasing in difficulty and complexity. The progression is from simple to complex, with each course continuing to build upon the philosophical constructs and eight key concepts including: the individual, environment, health, nursing practice, caring interventions, professionalism, and teaching/learning. These concepts guide the development of the nursing program’s curriculum, organizing framework, and Student Learning Outcomes (SLOs). All Course Competencies (theory, laboratory, and clinical) are designed to move the student toward achievement of the SLOs. Aggregated evaluation findings that inform program decision making are used to maintain or improve achievement of the SLOs.

First-year courses emphasize fundamental assessment techniques, professional communication, and fundamental skills. Emphasis is on care of stable clients and clients with basic health care needs. Second-year courses place emphasis on more complex clients, those in critical and acute care settings. This progression requires more complex assessment skills and places stronger emphasis on independent nursing intervention and evaluation. Formative and summative evaluations in both the classroom and clinical areas measure progress and achievement of Course Competencies. Satisfactory achievement of the Course Competencies leads the learner toward achievement of the SLOs at the time of graduation.

Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes. Achievement of theory competencies is evaluated using tests, oral presentations, and written assignments. Faculty members develop test questions using a variety of sources such as test banks and NCLEX-RN preparatory materials that reflect the incorporation of professional and practice competencies. Written assignments are graded using rubrics. Laboratory competencies are evaluated using the critical elements of skills check-offs. A Clinical Evaluation Tool is used to evaluate student progress toward meeting clinical competencies for each course. Both formative and summative clinical evaluations are completed. In addition, written assignments, including case study assignments and patient history, are used to evaluate student progress toward meeting course clinical competencies. A grading rubric is used to determine student grades for each of these assignments. In all courses, students must successfully pass the theory, lab, and clinical components of the course, and satisfactorily complete an Assessment Technologies Incorporated (ATI) content unit standardized test, where applicable.
Evaluation of SLOs is also evaluated in explicit Program Outcomes. The Nursing Program Outcomes are also assessed and evaluated by the data collected from program completion rates, student performance on the RN Exit Exam, NCLEX-RN first attempt pass rates, program satisfaction ratings, and job placement rates. Data is collected through RN Exit Exam (ATI Comprehensive Predictor) summary reports, NCSBN NCLEX-RN reports, a Student Exit Survey, a Graduate follow-up Survey (VE-135), and an Employer Survey. Data supporting assessment and evaluation of the Program Outcomes is found in the following tables.

**RN Exit Exam**

One example of how the CNCC Nursing Program is using aggregated evaluation findings to inform program decisions is the addition of an explicit Program Outcome related to the expected performance on the RN Exit Exam (ATI Comprehensive Predictor). Beginning in spring 2009, CNCC began tracking this data with the expected level of achievement that 85% of the students will successfully score at or above the National average. Following an unsatisfactory first time pass rate on the NCLEX-RN in both 2007 and 2008, the faculty began to use ATI resources throughout the nursing curriculum and implemented remediation following proctored content mastery unit examinations. Table 1 demonstrates the improved scores on the RN Exit Exam following integration of ATI resources and content into the curriculum.

**Table 1. RN Exit Exam (ATI Comprehensive Predictor) Summary**

<table>
<thead>
<tr>
<th>Year</th>
<th>Test</th>
<th>National Mean</th>
<th>Program Mean (ADN)</th>
<th>Students Scoring at or above national mean</th>
<th>Students Scoring at or above program mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Comp Predictor</td>
<td>68.7</td>
<td>68.1</td>
<td>83.3%</td>
<td>83.3%</td>
</tr>
<tr>
<td>2010</td>
<td>Comp Predictor</td>
<td>71</td>
<td>71.2</td>
<td>78.9%</td>
<td>78.9%</td>
</tr>
<tr>
<td>2009</td>
<td>Comp Predictor</td>
<td>72.2</td>
<td>72.5</td>
<td>77.8%</td>
<td>77.8%</td>
</tr>
<tr>
<td>2008</td>
<td>Comp Predictor</td>
<td>64.7</td>
<td>65.5</td>
<td>29.2%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Performance on licensure exam (NCLEX-RN):** The Expected Level of Achievement established for graduate performance on the licensure examination (NCLEX-RN) is at or above the national mean.
Table 2. CNCC NCLEX-RN First Time Pass Rates

<table>
<thead>
<tr>
<th>Evaluation Period</th>
<th>CNCC Pass Rate</th>
<th>National Mean (ADN)</th>
<th>State Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/10 – 9/10</td>
<td>14/16 = 88%</td>
<td>86.5</td>
<td>88.1</td>
</tr>
<tr>
<td>4/09 – 3/10</td>
<td>16/18 = 89%</td>
<td>85.4</td>
<td>89.3</td>
</tr>
<tr>
<td>4/08 - 3/09</td>
<td>11/24 = 46%</td>
<td>85.5</td>
<td>79.5</td>
</tr>
<tr>
<td>4/07 – 3/08</td>
<td>18/23 = 78%</td>
<td>85.5</td>
<td>88.1</td>
</tr>
<tr>
<td>4/06 – 3/07</td>
<td>21/22 = 95%</td>
<td>88.0</td>
<td>83.8</td>
</tr>
</tbody>
</table>

CNCC met or exceeded the benchmark set for licensure pass rates except in the years 2007-2008. The failure to meet the established benchmark of meeting or exceeding the national mean on the NCLEX-RN during this period was concerning to the Nursing Program and the CSBON. With support of the CSBON, a plan to improve pass rates resulted in changes beginning in 2009 with improvements noted in the 2009-2010 pass rates. The plan implemented changes to admission standards, integrated standardized testing to establish ongoing competency, examined teaching and learning strategies and assessment methods, and created the opportunity for students to participate in a formal NCLEX-RN review course (Virtual-ATI).

*Program satisfaction:* The Expected Level of Achievement for Program satisfaction is that 80% of graduates will moderately to strongly agree with the statement of overall satisfaction as measured on the Student Exit Evaluation.

Table 3. Student Report of Overall Satisfaction with the CNCC Nursing Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I am satisfied with the CNCC Nursing Program.</td>
<td>12/16 (75%) Strongly agree</td>
<td>3/18 (17%) Strongly agree</td>
</tr>
<tr>
<td></td>
<td>2/16 (13%) Moderately agree</td>
<td>8/18 (44%) Moderately agree</td>
</tr>
<tr>
<td></td>
<td>1/16 (6%) Slightly agree</td>
<td>6/18 (33%) Slightly agree</td>
</tr>
<tr>
<td></td>
<td>1/16 (6%) Moderately disagree</td>
<td>1/18 (6%) Strongly disagree</td>
</tr>
</tbody>
</table>

For the graduating class of 2011, 61% reported that they “moderately to strongly agreed” with the statement of satisfaction with the CNCC Nursing Program compared to 88% the previous year. During the spring semester debrief faculty meeting, this was discussed. Many of the student comments regarding this outcome revealed ‘dissatisfaction’ with lab and classroom resources and a ‘sense of disorganization’. The move to the new campus is expected to dramatically enhance the learning environment. Disorganization may be attributed to a change in leadership and appointment of a new
DNEP in spring, 2010, preparation for accreditation, and the move. Ongoing evaluation is needed and is demonstrated in the Program Systematic Plan of Evaluation.

**Program completion:** The Expected Level of Achievement established for Program completion is 80% of the students will complete their program within 18 months of the projected completion date. Based on the student population and the history of the Nursing Program, on average, 74% without readmits and 78% with readmits, of students complete the Nursing Program within 18 months of their projected completion date.

Table 4. Program Completion Rates

<table>
<thead>
<tr>
<th>Year of Admission</th>
<th># of students admitted</th>
<th>Completion rate without readmits</th>
<th>Completion rates with readmits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>24</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2009</td>
<td>22</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>2007</td>
<td>24</td>
<td>75%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Since the inception of the Nursing Program, CNCC has typically admitted all students who applied. Many of the students met the minimum standards of the GPA requirement and admission testing. Subsequently, the attrition rate in the first and second semester averaged 25% in the years 2007-2009. Attrition in the first semester can be attributed to a variety of factors such as high course load, not understanding or being able to internalize the high expectations of nursing school and the Nursing Program, the rigor of the Nursing Program, and/or personal issues. Exit interviews conducted with students during this period revealed that 55.6% (10 of 18) of the students who left the program during the period of 2007-2009 did so because of academic and/or clinical failure while 44.4% (8 of 18) left for personal reasons or because they moved away from the area. Of the ten students who failed, five were eligible for readmission. However, only two successfully completed the program. One failed a second time, and one student decided to pursue a different career path.

In spring 2010, open enrollment was eliminated and a competitive admission process began as the pool of applicants deepened. It was the intent of the Nursing Program to establish standards for admission that would be good predictors of success not only for performance on NCLEX-RN, but for increasing the percentage of completers. Competitive admission standards were derived from similar nursing programs in the CCCS system. Beginning with the cohort entering fall 2010, tracking will take place to identify those criteria that best predict success for Program completion, as well as success on NCLEX-RN, in the CNCC Nursing Program.
The goal is to retain more students once selective admission is implemented in the admission cohort for fall, 2010. Thus far, it appears as though competitive admission and remediation procedures have improved previous first year attrition rates. For the cohort admitted in 2010, 21 of 24 students have successfully completed the first year. Exit interviews reveal one student failed clinical and is ineligible for readmission; one student withdrew for personal reasons in spring, 2011 and plans to return in spring, 2012; and one student withdrew citing a desire to follow a different career path. Program completion is therefore expected to meet the benchmark for this cohort.

Job placement: The Expected Level of Achievement for job placement rates is 90% of graduates will report being employed as a Registered Nurse within nine months of graduation as measured on the Graduate Follow Up Survey (VE-135).

Table 5. Job placement rates

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Number of Students Graduated</th>
<th>Number Eligible to work as RN at time of survey</th>
<th>Job Placement Rate (VE 135)</th>
<th>Where students are employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>19</td>
<td>17</td>
<td>100%</td>
<td>13 Colorado</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Texas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Utah</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Wyoming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 North Dakota</td>
</tr>
<tr>
<td>2009</td>
<td>18</td>
<td>17</td>
<td>100%</td>
<td>15 Colorado</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Oregon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Wyoming</td>
</tr>
</tbody>
</table>

Job placement rates are high and consistently meet the established benchmark. However, anecdotal evidence from graduates of 2011 reveals that the job market is more competitive than expected and 2010 results revealed more students seeking employment in other states. Nursing faculty members recognize that one source of employment for graduates of the Nursing Program is the agencies used for clinical experiences, the majority of which are located in the Yampa River Valley area and on the Western Slope of Colorado. A plan to invite additional members from diverse health care agencies to join the Advisory Board began in spring, 2011 and will continue in the fall to gain insight into regional workforce needs. In addition, more detailed data regarding where graduates are seeking employment and how long it took to gain employment will be included in the Graduate Follow Up Survey in February, 2012.
**Budget Implications**

As we progress through our assessment process, the college recognizes that the assessment of instruction has monetary implications that, in turn, drive institutional planning and budgeting. For this reason, the Assessment Committee recognized in our 2007-2009 Bi-Annual Report the importance of identifying and documenting budgetary needs identified through assessment efforts. However, the Assessment Committee soon realized that CNCC had no process in place for identifying or documenting a connection between assessment results, program goals, and budgetary needs. This makes it difficult to measure whether or not assessment results drive budget considerations. A new budget process was implemented at CNCC for AY 2010-2011, which included the submission of a Comprehensive Development Plans (CDP) by each program director, along with an annual budget proposal. This allowed program directors to determine program vision, set program goals, and determine budget priorities. While the new CDP and budget process was successful in assisting programs with identifying vision and goals, the process failed to directly link Assessment Forms C/D to either the CDP or the budget proposal. CDPs were thus modified for the 2012-2013 process to include direct references to assessment goals and provide a direct avenue through which budget awards can be linked. Specific budget implications for both assessment goals and program goals will now be documented and included in budget proposals submitted to senior administration. This serves as the first step in our efforts, and through participation in the Assessment Academy of Student Learning, the Assessment Committee will work with the Dean of Instruction during 2012-2013 to further revise the CDP and Assessment C/D form.

While it is difficult at this time to definitively determine if budgetary decisions for AY 10 or AY11 were a result of assessment data, budget requests from program directors and awards made by senior administration certainly indicate that CNCC supports the continual improvement of instruction. For example, over the past two years:

- $60,000 was awarded to purchase state-of-the-art patient chairs for Dental Hygiene, providing students with the most advanced technology in the industry.
- $25,350 was awarded to purchase upgraded equipment for the National Park Service Academy including fire equipment, an alcohol intoxilizer, and an AED unit.
- $5700 was awarded to Aviation Maintenance to upgrade a Magneto Bench Tester and specialized maintenance equipment.
- $5500 for specialized equipment for Cosmetology to enhance student learning opportunities.
- $6000 for equipment for state-of-the-art Emergency Medical Technology to serve the northwestern corner of the state.
- $1600 was awarded to update physics equipment.
- $6000 was awarded to Nursing faculty for professional development in curriculum design and effective teaching strategies.

Continuing our work to bridge the gap between assessment and budgetary processes will allow program directors and CNCC administrators to make decisions based on documented need. In our current climate of budget constraints, the CNCC Assessment Committee is dedicated to student learning and effective teaching, while maximizing resources.
Conclusion

A great deal of work has been accomplished by this committee. During the next two years the goals of this committee are:

1. To complete the establishment of program-level assessments that contain skills and/or knowledge peculiar to each specific program or department by adding one program-specific goal to the two institutional goals already assessed. The Committee feels that completion of this goal will ready CNCC for its next NCA self-review cycle.
2. To bring the Web page up to date
3. CNCC’s participation in the Assessment Academy program will allow our campuses to evaluate our assessment methods and measures against a variety of other programs and systems and thereby validate or refine our system to ensure the best possible assessment program in the context of both state and national measures.

Analysis and evaluation of the data collected over the past year has helped us to identify the following strengths and challenges in our assessment program.

Strengths

- Colorado Northwestern has maintained two general education outcomes, critical thinking and communication, as priorities. The faculty have been given training and access to numerous resources in order to enhance their success in assessing these two outcomes. These two outcomes continue to be measured across all programs, general education as well as vocational.
- Each semester every academic program/department continue to analyze and/or modify:
  - student learning outcomes
  - measures to assess outcomes
  - ways assessment data will be collected.
- Strong, viable assessment effort by faculty and administration.
- There is a central location for departmental and institutional assessment data, forms, and general information. All of this information is accessible through the assessment Web page linked via the CNCC home page.
- During both fall and spring semesters, each academic program/department continues to identify broad strengths, weaknesses, and strategies for improvement.
- The committee has published on the assessment Web site the general education matrix, which lists all departments and the classes taught, and identifies the objectives being used in these classes to target the two educational goals defined by the college as major priorities.
- The planning forms for departments have been revamped again to be more efficient, and less complicated to complete.
- The membership of the Assessment Committee is more broadly inclusive with representation from most programs/departments.
- Assessment efforts have been effectively coordinated among CNCC delivery sites and have addressed the challenge of long distances between campuses and service centers.
- Faculty have done a good job of responding to assessment results by indicating (on Forms A/B) how they will adjust their teaching methods/materials/curriculum to address areas that did not meet the stated goals.
Challenges

- The College needs to collect and analyze data that proves students have improved critical thinking and communication skills.
- The institution needs to identify an appropriate assessment tool that provides valid data.
- The assessment process should determine whether or not changes in instruction resulted in improved student learning.
- Course assessments, program goals, and college goals need a more clearly stated connection.
- The assessment of skills needs to be linked to the assessment of goals for the programs or departments. Each assessment should show a close relation with the program goals.
- College-wide assessment of general education is progressing, but more work remains to be done in the assessment of communication skills institution-wide.
- The formal assessment information must be used to affect institutional change at a budgetary as well as instructional level.
- Additional adjunct faculty participation in the assessment process needs to occur.
- The College needs to continue rotating committee leadership roles and responsibilities within the Assessment Committee.
- The assessment Web pages need to be more inclusive to incorporate departmental or program pages, and must be updated regularly to reflect the current condition of assessment at CNCC.
- Current procedures require faculty to record measurable student learning and to indicate ways that they will address areas where student learning could be improved, but no formal, comprehensive system is in place to guarantee that teaching strategies have been changed or refocused.

Strategies to Address Challenges

- Now that CNCC has been selected for admission to the HLC Assessment Academy, stakeholders will use the assistance of the Academy Advisor in addressing these challenges.
- The Committee will ask department heads to show a tie-in to assessment on budget requests by including a section on the assessment form (C/D) to show budgetary implications.
- The Committee will continue to investigate ways to assess and report communication skills at the institutional level.
- The Committee will continue to work with administration as well as faculty chairs in terms of improving assessment efforts at the adjunct level.
- Departments/programs will be asked to assess and report on their specific departmental goals.
- Assessment Committee members will continue to train full-time faculty on assessment and assessment reporting as early in the fall semester as feasible and request funds for outside training opportunities.
- Committee members will coordinate with the deans to determine a rotation schedule for Assessment Committee chairs.
- A small committee (1 or 2 persons) will be chosen to update the Assessment Web pages at least once per semester.
- Tentatively, the Committee will revise and refine the classroom assessment process and/or its accompanying reporting forms to reflect changes that faculty have made to their teaching/learning methodology, based upon results of their assessment plans. These actions are dependent upon the input received at the Assessment Academy meetings in June 2012.
<table>
<thead>
<tr>
<th>CNCCAssessment Goal(s) being assessed:</th>
<th>Communication Skills</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Objective:</td>
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<table>
<thead>
<tr>
<th>Measure(s):</th>
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<tbody>
<tr>
<td><strong>Why</strong> was this measure chosen?</td>
<td><strong>Why?</strong></td>
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<tr>
<th>Assessment Process:</th>
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<tr>
<td><strong>How</strong> will data be measured? recorded? Stored?</td>
<td><strong>How?</strong></td>
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<tr>
<td><strong>When</strong> will data be collected?</td>
<td><strong>When?</strong></td>
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<tr>
<td>Results (fill out at end of year):</td>
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<tr>
<td>What were the results of the assessment process?</td>
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<table>
<thead>
<tr>
<th>What did you learn?</th>
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<tbody>
<tr>
<td>How did the assessment process impact teaching, learning, or the curriculum?</td>
<td></td>
</tr>
<tr>
<td>Your plans for next year?</td>
<td></td>
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</tbody>
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Colorado Northwestern Community College

Departmental Assessment of Student Learning

Assessment Forms C & D

Department or program

Year

Program Goal:

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

<table>
<thead>
<tr>
<th>PLANNING (Form C - Complete at the start of each semester)</th>
<th>REPORTING (Form D - Complete by Sept. 15)</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Corresponding courses</strong></td>
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<tr>
<td>Upon completion of the program:</td>
<td><strong>Assessment Information Source</strong></td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong></td>
<td><strong>Expected Results</strong></td>
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<tr>
<td></td>
<td><strong>Actual Results</strong></td>
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<td><strong>Relevant Information</strong></td>
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<td><strong>New Strategies/Adjustments</strong></td>
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<td><strong>Budgetary Implications</strong></td>
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<td><strong>Communication Skills:</strong></td>
<td><strong>Program Goal:</strong></td>
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<tr>
<td></td>
<td><strong>Submitted by:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Date:</strong></td>
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</tbody>
</table>

Submitted by:  

Date:
Application Packet for the Academy for Assessment of Student Learning

Colorado Northwestern Community College Rangely CO October 10, 2011

Name of Institution City, State Application Date

Preferred Point of Entry to the Academy:
_____ November 2011 __X___ March 2012

Note: The Commission determines Academy entry point based on the Admissions Panel’s recommendations and the process of constructing cohorts based on needs, goals, institutional types, mission, size, and other factors. 

**Formal admission into the Academy is postponed if accreditation decisions are pending.**

Application Questions

**Recent Efforts**

1. What is your “assessment story”? Evaluate your past and present efforts (include here things such as your accomplishments, issues, barriers, results, strategies).

**ASSESSMENT HISTORY to 2003 (date of most recent Self-Study)**

Assessment efforts at Colorado Northwestern Community College (CNCC) began in 1987 in response to passage of Colorado House Bill 1187, “Higher Education Accountability.” In March 1989, a CNCC Accountability Committee submitted an accountability plan that was accepted by the Colorado Commission on Higher Education (CCHE). For the next four years, an annual report was submitted by CNCC and accepted by CCHE as meeting the minimum requirements of the Commission. A primary concern of the CCHE review team, as well as the 1993 NCA C-E Team, was that the accountability plan lacked a faculty assessment of student outcomes component. In response, an Accountability Task Force (ATF) was created by the President’s Cabinet in October of 1994, and 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 ATF.

The twelve-member (seven faculty) Accountability 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 CCHE through assessment of student outcomes via increased faculty involvement. An ATF-led, Institutional Development Day helped faculty articulate goals, write student outcomes, and begin the process of involving all CNCC faculty in the assessment of student learning. In April of 1995, a draft “Assessment of Student Academic Achievement Plan” was submitted to the NCA. Following review, NCA staff asked the College to “sketch out the nature of the information to be collected and how it will be analyzed and used for improvement of teaching and learning; and also describe the administration of the program as well as provide a timetable for the next 3-5 years of assessment program development.” The NCA request for additional detail was addressed in a June 1, 1996 progress report to NCA, and the 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 ATF members was sent on October 11, 1996.
The memorandum noted the repeal of Colorado House Bill 1187 and the state’s annual reporting requirement and stressed the College’s continuing need to implement and refine its assessment of student learning plan as required by NCA.

At this point, implementation of the CNCC assessment plan ended. No further ATF meetings were held, and no formal reporting of student assessment to the Accountability Task Force occurred. Efforts were not renewed for nearly five years.

Much progress was made, however, between 2001 and 2003 toward creating a culture of assessment at CNCC. 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/goals worksheets.
- Established two institutional assessment goals (critical thinking and effective communication).
- Provided examples of syllabi that included assessment goals and strategies.
- Promoted communication with faculty through a standing Faculty Senate agenda item.
- Brought in outside consultants on two separate occasions.
- Developed a timeline for implementing the overall assessment of student learning plan.
- Developed the format for program assessment reports.
- For the Fall 2002 semester, adopted the Test of Everyday Reasoning (TER) to measure critical thinking.
- Administered the ACT Student Opinion Survey for 2-year Colleges to 420+ students.

The institutional Self-Study was the catalyst for renewing the assessment of student learning process at CNCC. Most faculty came to know that a formal assessment process improves student learning and their teaching effectiveness. The administration realized that student learning is a core institutional value, backed by the College mission and goals, which requires continuous support and encouragement. And 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, sustainable, and productive enterprise at CNCC.

**ASSESSMENT HISTORY SINCE 2003**

Since the last Self-Study in March of 2003, the College continued to implement and improve the assessment of student learning process it first initiated in the Fall of 2001. The Assessment Committee continued to meet monthly throughout each academic year. Membership increased to try to include faculty representation from each academic and vocational program, as well as the Deans of Instruction from each campus. Faculty progressed in refining their academic assessment methods and tools. In addition, Assessment Goals were refined and formalized:

1. Assess student academic achievement at the classroom, program, and institutional levels to improve learning.
a) Continue to develop and improve measurable competencies for all courses, programs, and degrees.
b) Continue the collection and evaluation of assessment data.

2) Sustain and promote a manageable assessment plan based on institutional values.
   a) Continue to provide assessment training opportunities for faculty, staff, and administration.
   b) Foster an institution-wide culture of assessment.

3) Develop and maintain a centralized data collection, analysis, and reporting process.
   a) Support assessment efforts through institutional research office.
   b) Create and maintain assessment web link with participation from each department/program.
   c) Publish assessment results internally and for the local community.

4) Ensure CNCC assessment results impact institutional planning and budgeting.

The Assessment Committee has identified the following strengths, challenges, and strategies as they relate to assessment at CNCC:

**Strengths**

- Colorado Northwestern has maintained two general education outcomes, critical thinking and communication, as priorities. These continue to be measured across all programs.
- Programs continue to analyze and modify learning outcomes, measures, and data collection.
- Assessment information is accessible through the Assessment Web page linked via CNCC home.
- Programs identify broad strengths, weaknesses, and strategies for improvement.
- A general education matrix lists all programs, the classes taught, and the objectives being used to target the two general education outcomes.
- Departmental planning forms have been simplified.
- Membership of the Assessment Committee is more broadly inclusive than in years past.

**Challenges**

- The College needs to collect and analyze data that proves students have improved critical thinking and communication skills.
- The institution needs to identify an appropriate assessment tool that provides valid data.
- The assessment process should determine whether or not changes in instruction resulted in improved student learning.
- Course assessments, program goals, and college goals need a more clearly stated connection.
- The assessment of skills needs to be linked to the assessment of goals for the programs or departments. Each assessment should show a close relation with the program goals.
- College-wide assessment of general education is progressing, but more work remains to be done in the assessment of communication skills institution-wide.
- The formal assessment information must be used to affect institutional change at a budgetary as well as instructional level.
- Additional adjunct faculty participation in the assessment process needs to occur.
- The College needs to continue rotating committee leadership roles and responsibilities within the Assessment Committee.
- The assessment Web pages need to be more inclusive to incorporate departmental or program pages, and must be updated regularly to reflect the current condition of assessment at CNCC.
Strategies to Address Challenges

- If selected for admission to the HLC Assessment Academy stakeholders will use the assistance of the Academy Advisor in addressing these challenges.
- The Committee will ask department heads to show a tie-in to assessment on budget requests by including a section on the assessment form (C/D) to show budgetary implications.
- The Committee will continue to investigate ways to assess and report communication skills at the institutional level.
- The Committee will continue to work with administration as well as faculty chairs in terms of improving assessment efforts at the adjunct level.
- Departments/programs will be asked to assess and report on their specific departmental goals.
- Assessment Committee members will continue to train full-time faculty on assessment and assessment reporting as early in the fall semester as feasible and request funds for outside training opportunities.
- Committee members will coordinate with the deans to determine a rotation schedule for Assessment Committee chairs.
- A small committee (1 or 2 persons) will be chosen to update the Assessment Web pages at least once per semester.

As this overview has shown, CNCC has made significant efforts to maintain and develop its assessment agenda over the last decade. Nevertheless, it is evident that actionable data have not been commensurate with the College’s investment. We have struggled to generate actionable data, and College-wide integration remains highly problematic. The impetus behind this application to the Assessment Academy is to develop an assessment agenda more in line with other college processes, and which produces better data.

Needs and Benefits

2. What are the most pressing needs that you expect to be addressed via your participation?

- Expanding the “culture of assessment” beyond the Assessment of Student Learning Committee and its faculty membership: What strategies work best to involve non-faculty staff and administration in the College’s assessment efforts? How do we convince those employees that assessment must be an institution-wide undertaking? There is currently a standing College committee, the Student Success Committee, which addresses assessment issues from the Student Services point of view. For the past two years, the Committee has addressed both instructional and non-instructional issues, including student orientation, graduation and retention rates, student-athlete success, remedial education changes at the State level, compressed courses, and overall student satisfaction with the College and its services. The instructional deans from the Rangely and Craig Campuses serve on both committees, but that has been thus far the extent of interaction between the two. Joint meetings from time to time would be productive, but are there other strategies that would also effectively focus the efforts of both groups to meet institutional assessment goals and objectives?
- Identifying and implementing a College-wide assessment instrument or strategy: Is it necessary and/or required? If so, what tool will provide meaningful data for a very small cohort of students? (The College has administered the Test of Everyday Reasoning each year since AY 2002-2003, but the data derived from that instrument is questionable, due to the small numbers of students who have been tested.) Is a nationally-normed test preferred, or do internally developed assessment measures work better or equally well?
• Tying assessment results to budget cycles: What strategies work best in “closing the loop” and ensuring that assessment drives budget? How do colleges ensure that this is happening during times of economic downturn and continual budget cuts? Current budget request forms require that instructional programs follow a thorough and logical process, one that isolates goals, challenges, achievements, and projections. This process does not, however, explicitly tie budget requests to the historical results of the assessment of student learning. Budget forms and the process itself can be adjusted to address this issue, but the College would appreciate hearing how other community colleges ensure that scarce and precious resources are allocated based upon the assessment enterprise.

• Tying assessment results to changes in classroom materials, delivery, focus, and methodology: How can the College ensure that faculty are following up and acting upon the results of their assessment efforts? That is, what is the best way to document instructional change that is a result of assessment? Current procedures require faculty to record measurable student learning and to indicate ways that they will address areas where student learning could be improved. Yet no formal, comprehensive system is in place to guarantee that teaching strategies have been changed or refocused. Again, we would be anxious to learn what has worked well for other colleges in a similar situation.

• Using Career and Technical Education (CTE) state and national exams/boards as part of the assessment process and reporting: Where do these types of data fit into the Assessment of Student Learning Plan? How best are they reported out? Most of the students enrolled in the College’s CTE programs must pass a state or national examination upon completion of the course of study, in order to become employed in that vocational area. Programs requiring this type of capstone evaluation include Automotive Technology, Aviation Maintenance, Aviation Technology, Cosmetology, Dental Hygiene, Emergency Medical Services, Massage Therapy, National Park Service Academy and Nursing. It is clear that these exams are measurable, summative assessments of student learning, but we would like to learn how they should be integrated into our assessment plan and how their results are most effectively recorded and reported. We feel that the Assessment Academy would be of tremendous help in all of these areas to make CNCC’s assessment efforts more valuable than ever before.

3. Why is the Academy key to your success at this time?

• Part of the assessment agenda is to align Colorado Guaranteed Transfer (GT) Pathways course content and general education outcomes with CNCC’s assessment efforts. The Academy would provide invaluable assistance in addressing this challenge.

• While assessment has become a sustained effort supported by faculty and administration, these efforts have reached something of a “plateau” over the past few years, with participants doing much the same thing semester after semester. During the past nine years, for example, the Assessment Committee and College faculty have focused on two core goals: communication and critical thinking. While the Committee has considered adding to or changing these goals, it has been reluctant to do so, in the interest of compiling longitudinal data on assessment trends. How should the Committee move forward to expand assessment efforts while maintaining the integrity of what has already been accomplished?

• The Assessment Academy would provide the College’s Assessment Committee and other employees with new ideas and approaches to the assessment of student learning. In addition to addressing the questions and concerns dealt with in Section 2: “Needs and Benefits,” the Academy would also ensure success by showcasing exceptional approaches and strategies that the College and its staff could undertake to keep the assessment process vital and alive.

4. What are your goals for the Academy participation? What do you think will be your focus during the Academy (e.g., projects, initiatives, activities, work)?
• Initiative 1: Re-establish a “culture of assessment” at CNCC that includes all stakeholders—faculty, staff, students, business and industry, community members. Utilize the “Levels of Implementation” Survey to gauge awareness and understanding of various constituents about assessment practice and value. Develop a process by which the Assessment of Student Learning Committee and the Student Success Committee can compliment and support each other in their common goals.

• Initiative 2: Acquire or design a College-wide assessment tool that produces meaningful data for a very small cohort of students. Implement this tool as soon as is feasible.

• Initiative 3: Address the issue of justifying budget requests with assessment data. The College must find a viable way to tie assessment efforts into the Comprehensive Development Plans of each program and the budgeting process.

• Initiative 4: Revise and refine the classroom assessment process and its accompanying reporting forms to reflect changes that faculty have made to their teaching/learning methodology, based upon results of their assessment plans. At the same time, create a procedure by which Career and Technical Education programs can incorporate assessment results from state and national boards and exams, while illustrating how those results impacted teaching/learning strategies.

• Initiative 5: Evaluate and adjust, if necessary, the two core goals of the Assessment Plan. Utilize College-wide Faculty/Staff Development Days to address these goals and to gather input on additional or different outcomes to be measured. Ensure that potential changes do not compromise the foundations of assessment already in place.

Commitment and Focus
5. What evidence demonstrates your commitment to and capacity for assessment of student learning (include things such as evidence of presidential and academic commitment to full participation, plans for involving the people and groups to accomplish your goals, financial and other resource support, inclusion of the broader institutional community)?

• Since 2001, VPI’s and Academic Deans have participated in all assessment efforts, College-wide.
• The President has indicated his support for Assessment of Student Learning efforts at both the cabinet and program levels.
• The Assessment Committee has a rolling membership, with new faculty invited to participate on a regular basis.
• Costs for attending The Assessment Academy have already been budgeted by administration.
• Web page updates and further development will include the broader educational community.

Potential Impact
6. What results do you want to achieve by the end of four years in the Academy? What is the potential for impact on the institution? On learning and teaching? On organizational culture?

• In Year One, the institution and its employees will benefit from the roundtable discussions and from learning how other institutions approach the assessment of student learning.
• In Years Two and Three, annual progress analyses will provide valuable feedback on the assessment procedures that the College has been using in the past and on new strategies applied during Year One. This ongoing evaluation will allow the assessment plan to be systematically evaluated and improved.
• In Year Four, the submission of an Academy Impact Report will ensure that the College’s goals have been reached and that the institution has demonstrated significant progress in moving to a “Fully Maturing” level in its assessment efforts. Attending the Academy Results Forum and submitting a Sustainability Plan will ensure that a long-term commitment to improved assessment is maintained into the future.
7. How will your work in the Academy contribute to improvement of student learning at your institution?

- Classroom: The Academy will help individual instructors to understand various forms of assessment, beyond those currently being used. The faculty will also learn how to document and measure specific modifications to their teaching methodology based upon the results of their assessment practices.

- Program: Both General Education and Career/Technical Education programs will benefit from participation in the Academy. More carefully focused objectives, goals, and measurements will assist program directors and their faculty to interpret the results of assessment and adjust teaching strategies to best meet the needs of students in the program.

- Institution: The Academy is an opportunity to re-establish a “culture of assessment” and to get all faculty, staff, and administration involved in this enterprise. Because the assessment of student learning should be at the very core of the College’s mission and goals, everyone must become a participant. The Academy can help the College realize this potential.
Application Packet for the Academy for Assessment of Student Learning

Institutional Contact Information
Primary Contact Person for Academy Participation:

Judy Allred
Name

Dean of Instruction
Position Title

Colorado Northwestern Community College
Organization Name

500 Kennedy Drive, Campus Box 308
Office address

Rangely, CO  81648
City, State, Zip:

970-675-3305 970-675-8896 judy.allred@cncc.edu
Office phone(s) and extension(s) Office fax Email address

Name and address to which the Commission should send invoices for Academy participation:

Judy Allred, Dean of Instruction
Name, Title

Colorado Northwestern Community College
Organization Name

500 Kennedy Drive, Campus Box 308
Office address

Rangely, CO  81648
City, State, Zip

2011-12 HLC Academy for Assessment of Student Learning
Before you email your Academy Application to academy@hlcommission.org, make certain it has been reviewed and approved by your institution’s CEO.
Application Packet for the Academy for Assessment of Student Learning

Academy Application Affirmation
I affirm that the application emailed to academy@hlcommission.org presents our institution accurately, and that we agree, if admitted, to commit to meaningful and productive participation in the four-year HLC Academy for Assessment of Student Learning.

[Signature]
Signature of Organizational CEO

[Date]
Date

Russell George, President
Printed/Typed Name and Title

Colorado Northwestern Community College
Name of Organization

500 Kennedy Drive
Address

Rangely, CO 81648
City, State of Organization, ZIP code

Include the affirmation in the electronic delivery of the application or fax it to the Commission, attention Academy: (312) 263-7462.
Academy for the Assessment of Student Learning-Action Plan

1. INSTITUTION: Colorado Northwestern Community College

2. PRIMARY CONTACT FOR ACADEMY:
   Person: Judy Allred, Dean of Instruction, Rangely Campus
   E-mail: judy.allred@cncc.edu

   Assessment Committee Chair: Lee Stanley
   Email: Lee.stanley@cncc.edu

3. SUCCESSFUL EFFORTS TO DATE IN ASSESSING STUDENT LEARNING:
   a. CNCC has made an effort to be compliant to both HLC and Colorado State mandated assessment requirements.
   b. CNCC has developed several strategies for collecting data including the development of assessment forms and TER testing.
   c. Through the Assessment Committee, a majority of faculty have been actively involved in and are accustomed to participating in assessment efforts.
   d. Faculty currently submit data on a semester basis, and the Assessment Committee compiles an annual report to document efforts and outcomes.
   e. The CNCC Student Success Committee has been successful in redesigning developmental education courses through analyzing success and failure rates of enrolled students and making adjustments to curriculum in response to retention, attrition, and graduation rate initiatives.
   f. The Comprehensive Development Plans provide a vehicle to incorporate enrollment rates, completion rates, student satisfaction, and success rates on national and state licensure examinations to identify learning resource needs into the overall college budgetary process.

WHAT ISSUES, PROBLEMS, OR BARRIERS DID THESE EFFORTS ENCOUNTER?

   a. Two goals were established: Critical Thinking and Communication Skills; however, CNCC has not expanded or addressed any other assessment goals for ten years.
   b. Assessment forms and matrices were developed, which created busy work, but failed to provide useful information that translated to improvements in instruction.
   c. Data collected through the administration of TER was unreliable and failed to provide useful data.
   d. Assessment goals were broad in general and not clearly defined for individual programs or disciplines, nor were assessment measures directly related to program specific learning.
   e. Informal assessment activities with proven benefit have not been legitimized as part of the assessment agenda.
   f. The culture of assessment has been limited to instructional activities and only recently has CNCC taken a broad institutional view of assessment.
   g. Larger CCCS and CDHE activities and processes have not been recognized for their role in assessing student learning at CNCC (Faculty Discipline Committees, State
Faculty Curriculum Review, State Faculty Advisory Committee, Educational Services Curriculum Committee, and the GT Pathways Committee.) Too many committees!

h. CNCC has not fully recognized and incorporated CCNS and GT Pathways learning outcomes into the institutional assessment plan.

IN WHAT WAYS MIGHT YOUR SUCCESS—AND THE HURDLES YOU HAD TO LEAP TO ACHIEVE IT—FORM THE BASIS FOR FUTURE ACTION (YOUR ACADEMY PROJECT)?

a. The process design must be organic, pragmatic, simple, useful, and driven by the internal needs of individual programs versus imposing an external, prescribed, and/or preconceived assessment process.
b. Assessment should respond to questions asked by the program about the effectiveness of instruction and learning activities.
c. Program Directors will need to attend workshops on writing quality Comprehensive Development Plans using the CDP as an assessment vehicle for proposing curricular reform, identifying assessment goals, and reporting assessment results.
d. A college-wide culture of student assessment must be achieved and measureable outcomes developed to ensure the success of our Vision agenda.

4. SUMMARY OF SPECIFIC, PLANNED STUDENT LEARNING PROJECT(S)

Topic: Design a college-wide, integrated assessment framework for measuring student outcomes.

Brief overview of what will be done:

a. Review existing assessment processes at all levels.
b. Survey faculty and staff to identify areas of weaknesses and strengths.
c. Review HLC, CCCS and CDHE guidelines to synthesize and integrate commonalities into the CNCC assessment process (creating a savory gumbo palatable to a broad spectrum of tastes and dietary requirements).
d. Create a new assessment process, which incorporates the results of our analysis.
e. Create new documents for implementation as necessary.
f. Provide professional development workshops to train faculty in the proper use of new assessment instruments.
g. Run a pilot test of our plan and process.

Outcomes/Results/Shareable Products:

a. Implement the process and use of new assessment instruments college-wide.
b. Curricular changes presented to Academic Council will reflect assessment efforts and outcomes based on measurable data.
c. Establish a cycle of continuous improvement that is sustainable.
How does this project relate to your work described in Item 3?

This will meet the goals stated in #3.

5. **WHAT KIND OF IMPACT AT THE END OF FOUR YEARS DO YOU ENVISION FOR THIS PROJECT (THESE PROJECTS)?**
   a. CNCC will establish an assessment plan that effectively integrates all existing assessment requirements.
   b. CNCC will establish coherent learning outcomes that are in alignment with CCNS, GT Pathways and external accreditation requirements, licensing, or established industry expectations for CTE programs.
   c. CNCC will establish assessment practices that enhance instruction and are program specific.
   d. CNCC will have functional and meaningful data collection mechanisms in place with systematic reporting from faculty and student services.
   e. CNCC will create an assessment data repository.
   f. CNCC will require that a clear analysis of assessment data be incorporated into CDPs with documented curricular changes, retention and completion rates, and an established connection to budgetary requests.
   g. CNCC will have an established college-wide, unified culture of assessment and continuous improvement.
   h. CNCC will establish a sustainable model of assessment.

6. **WHAT KINDS OF INFORMATION WILL YOU NEED TO HELP FACILITATE THE SUCCESS OF YOUR PROJECT(S)?**
   - Research current best practices
   - Review or collect all levels of learning outcomes (CCCS, CDHE, GT Pathways, CCNS, CTE program outcomes)
   - Self-assessment from faculty to determine their level of proficiency and sophistication with assessment practices
   - Develop a toolbox of quality assessment techniques

**WHAT KINDS OF INFORMATION WILL YOU NEED TO DEMONSTRATE THE SUCCESS OF YOUR PROJECT?**

   - CNCC will have an effective operating framework for assessment. The framework will produce demonstrable improvements to student outcomes.

7. **HOW READY IS YOUR INSTITUTION TO MAKE PROGRESS IN ACCOMPLISHING THESE PROJECTS (CONSIDER KNOWLEDGE, ENTHUSIASM, COMMITMENT, RESERVATIONS, GOVERNANCE ISSUES, ETC.)**

CNCC is poised to make the necessary changes and establish an effective culture of assessment. We have faculty who are knowledgeable and anxiously engaged. Commitment from college administration is evident by the support at the Presidential and Vice-Presidential levels.
One challenge we face is ownership and commitment to existing processes from faculty who developed the original assessment plan and documents. However, the Assessment Committee recognizes the challenges we have faced and agree that a lack of valid data has hampered the efforts toward continuous improvement. Another challenge to accomplishing our project is a concern regarding our institutional capacity to handle highly complex and competing requirements and expectations.

8. HOW WILL TECHNOLOGY BE A PART OF YOUR PROJECT? OF YOUR PROCESS?
   - Create and share a database of best practices
   - Create a data repository for assessment outcomes
   - Continue posting assessment results on the HLC E-Network and the CNCC website.
   - Establish an electronic reporting system

9. OUTLINING YOUR INVOLVEMENT IN THE ACADEMY

Year One: Required Activities: Academy Roundtable and portfolio posting.

What do you want to achieve by the end of year one?

   h. Review existing assessment processes at all levels.
   i. Survey faculty and staff to identify areas of weaknesses and strengths.
   j. Review HLC, CCCS and CDHE guidelines to synthesize and integrate commonalities into the CNCC assessment process (creating a savory gumbo palatable to a broad spectrum of tastes and dietary requirements).
   k. Create a new assessment process, which incorporates the results of our analysis.
   l. Begin the revision or creation of new assessment documents.
   m. Provide professional development workshops to train faculty in the proper use of new assessment instruments.
   n. Construct new assessment goals and processes in the context of our obligations to our stakeholders.
   o. Create a formal annual progress report for Assessment Academy activities and accomplishments.

How will you know you've achieved it?

1. CNCC will have a comprehensive assessment framework in place.
2. Faculty and staff will participate in developing the framework and will have a fundamental understanding of assessment of student learning and its relationship to institutional process and decision making.
3. CNCC will begin the process of creating a culture of assessment.
4. Annual progress report will be developed and completed for year one.
How will you use Academy resources to help you achieve your goals?

1. CNCC will participate in the roundtable to begin developing the framework.
2. We will use our mentor as a sounding board and to provide ideas.
3. We will use the E-Network to connect with other institutions in the Academy and to research best practices.
4. We will declare this project as our Quality Initiative for entry into Pathways.

Year Two: Required Activities: Electronic network postings and exchanges

What do you want to achieve by the end of year two?

1. Synthesize the collection of HLC, CCCS and CDHE guidelines and integrate commonalities into the CNCC assessment process and documents.
2. Continue training of faculty in the CNCC assessment process and assist them with developing an individual departmental plan for assessing student learning and collecting meaningful data.
3. Assist program faculty with utilizing program student outcomes as the foundation for developing an assessment plan and process.
4. Revise CDP to include reporting of assessment efforts and connection to budgetary requests.
5. Begin implementation of new assessment processes and use of new or revised documents.
6. Curricular changes presented to Academic Council will reflect assessment efforts and outcomes based on measurable data.
7. Host a mentor or other consultant on campus for an all-college assessment workshop.

How will you know you’ve achieved it?

1. An institutional culture of assessment will begin to be apparent.
2. All academic programs will have a preliminary departmental plan for assessing student learning and collecting data.
3. The CDP will contain a tab for reporting assessment efforts and assessment data, which will be linked to budget requests.
4. Proposed curricular changes will include assessment data.

How will you use Academy resources to help you achieve your goals?

1. We will use our mentor as a sounding board and to provide ideas.
2. We will use the E-Network to connect with other institutions in the Academy and to research best practices.
3. Mentor or other consultant will provide an assessment workshop.
Year Three: Required Activities: Electronic network postings and exchanges

What do you want to achieve by the end of year three?

1. Implement a fully functional, institutional assessment framework with well-defined supporting plans within individual units.
2. Analyze assessment data collected in year two for relevance, reliability, validity and actionability.
3. Make adjustments, if necessary, to assessment processes and instruments.

How will you know you’ve achieved it?

1. CNCC will be able to demonstrate a linkage between data collection analysis and curricular and budgetary decisions.
2. CNCC will begin to see a positive impact in key student success indicators.
3. Assessment efforts will become an integrated component of institutional functionality, rather than being an isolated and limited activity for compliance.

How will you use Academy resources to help you achieve your goals?

1. We will use our mentor as a sounding board and to provide ideas.
2. We will use the E-Network to connect with other institutions in the Academy and to research best practices.
3. Consider attendance at an additional HLC Roundtable to encourage sustainability and continuous improvement.

Year Four: Required Activities: Electronic network postings and exchanges, Results Forum

What do you want to achieve by the end of year four?

1. Conduct an in-depth feasibility evaluation to determine sustainability.
2. Continue to refine assessment processes and documents.
3. Prepare CNCC’s Results Forum presentation.
4. Attend the Results Forum.

How will you know you’ve achieved it?

1. A synthesis of assessment processes, CDPs, strategic planning, curricular changes, and budget requests will be in place.
2. A successful presentation at the Results Forum.
3. A sustainable assessment model will be in place and functional.
4. Assessment efforts will be an integrated component of institutional functionality, rather than being an isolated and limited activity for compliance.
How will you use Academy resources to help you achieve your goals?

1. We will use our mentor as a sounding board and to provide ideas.
2. We will use the E-Network to connect with other institutions in the Academy and compare our plan and processes to best practices.

10. PEOPLE, COMMITTEES, AND OTHER GROUPS THAT SHOULD BE INVOLVED IN YOUR ACADEMY WORK

Based on your answers to questions 7 and 8, and the goals you outlined in 9, think strategically about the people and offices that need to be involved in your project(s).

Leaders/leadership needed to ensure success:

Judy Allred, Dean of Instruction, Rangely Campus
Dr. Pamela Gardner, Dean of Instruction, Craig Campus
Dr. David Smith, Vice-President of Instruction and Student Affairs

People who should be on the Academy team:

Judy Allred, Dean of Instruction, Rangely Campus
Dr. Pamela Gardner, Dean of Instruction, Craig Campus
Dr. Todd Ward, Arts & Sciences Chair, Rangely Campus
Lee Stanley, English/Humanities Instructor, Assessment Committee Co-Chair
David Johnson, History Instructor, Craig Campus, Assessment Committee Co-Chair

People who should attend the Roundtable:

Judy Allred, Dean of Instruction, Rangely Campus
Dr. Pamela Gardner, Dean of Instruction, Craig Campus
Dr. Todd Ward, Arts & Sciences Chair, Rangely Campus
Lee Stanley, English/Humanities Instructor, Assessment Committee Co-Chair
David Johnson, History Instructor, Craig Campus, Assessment Committee Co-Chair
Other people/groups that should be involved in your projects:

Assessment Committee
Student Success Committee
Cabinet
Academic Council
CNCC Community at large (all faculty and staff)
Student Representatives (already on Assessment Committee)

People/resources needed to maximize value of e-network:

Mentor
Other Institutions
IT Technicians

Others engaged at appropriate points:

CNCC IT personnel

Intended penetration across institution:

Penetration across the institution will be holistic. It is intended for the institutional assessment plan to encompass instruction and student services.

11. INTEGRATION OF ACADEMY WORK IN OTHER INSTITUTIONAL INITIATIVES AND ACTIVITIES (program review, planning, budgeting, curricular revisions, faculty development, strategic planning, etc.)

1. Strategic Planning
2. Budget Process
3. Comprehensive program development, curricular review, and program reviews at the college and state levels.
4. HLC Accreditation
5. Vision Plus project
6. Faculty development

12. PLAN FOR SUCCESS

Potential impact on the improvement of student learning in four years:

Our intent is for the impact to be significant.
Potential impact on teaching, learning, learning environments, institutional processes in four years:

CNCC wants to create a more robust, responsive learning environment, which focuses on student learning outcomes.

Potential impact on the culture of the institution:

Assessment of student learning will be an institutional value embedded in all aspects of our educational culture.

Potential artifacts or results that can be shared with other institutions:

1. We intend to create a model assessment plan that encompasses both academics and student services.
2. We will create a framework which synthesizes program review, strategic planning and budgetary and curricular considerations based on student learning outcomes.

Potential evidence of sustained commitment to the improvement of student learning:

1. Support of CNCC administration to join the Assessment Academy.
2. Creation of a sustainable plan and process, with a commitment to analyze and revise as necessary (continuous improvement).
3. A commitment to on-going professional development in best practices for assessing student learning.

13. RESOURCES NEEDED

Resources for Academy Project(s):
Funding for participation in Academy Roundtables and HLC Conferences
HLC Mentor assistance

Resources for other Academy work:
Web-based library of best practices
HLC Mentor assistance and referrals
WHO will seek, secure, or provide the resources?
HLC Mentors (referrals to resources)
Leaders of the Assessment effort – Deans, VP, Cabinet
Assessment Academy Team
Sub-Committees from the CNCC Assessment Committee as assigned to specific tasks.
Sub-Committees from the CNCC Student Success Committee as assigned to specific tasks.
Program Directors
All Faculty
Student Services Personnel

NOTE: The contents of this action plan should provide the basis for a written statement about your institution’s plans for the next four years in the Academy (100-200 words). The written statement is due on May 18, 2012, send to kDavis@hlcommission.org

Academy for the Assessment of Student Learning
Colorado Northwestern Community College
Statement of Assessment Academy Plan
Colorado Northwestern Community College has made a commitment to re-establish a college-wide "culture of assessment" that includes all stakeholders—faculty, staff, students, business and industry, and community members. Through participation in the HLC Assessment Academy, we will develop a process by which the CNCC Assessment Committee and the Student Success Team can complement and support each other in their common goals. College-wide assessment tools will be created that produce meaningful data for a very small cohort of students. Classroom assessment process and its accompanying reporting forms will be revised to reflect changes to teaching/learning methodology, based upon results of assessment plans. In addition, the College must find a viable way to tie assessment efforts into the existing Comprehensive Development Plans of each program and the budgeting process. At the core of all these efforts, CNCC will evaluate and adjust as necessary, the two core goals of the Assessment Plan. The CNCC Assessment Committee will be charged with the responsibility of insuring that potential changes do not compromise the foundations of assessment already in place and functional at Colorado Northwestern.
2011 Comprehensive Professional Development Plan

College: Colorado Northwestern Community College

Professional Development Pre-Planning:

Critical Issues for College:

- Maintain highly qualified faculty and staff in a very difficult hiring environment
- Gain greater efficiency and maintain program quality and student services in times of declining state and local support.
- Prepare for—and successfully conduct—HLC self study and accreditation renewal
- Fully assimilate Vision 2010 with the College Culture

Statement of college Vision:

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

Belief Statement:

CNCC believes that its rural, remote locations in Rangely and Craig should be seen as assets, not liabilities; it also believes that a focus on “place-based” education can enhance student engagement and positively impact student success. The virtue of our small size and location is that we can provide students with a high touch, high impact educational experience rarely afforded in community colleges.

Statement of Mission

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

Professional Development Goals to Support the Mission & Critical Issues:

• Attract and retain highly qualified faculty and staff to our remote rural area
• Provide support for diversified teaching assignment (gaining additional credentials in cross-disciplinary areas); provide support for administrative staff seeking advancement with the College.
• Provide support for faculty required to maintain currency and credentials in professional program areas.
• Enhance efforts to increase student retention and success
• Provide training and support for upcoming accreditation self study

Person(s) Responsible for Implementation of Professional Development Plan:

Gene Bilodeau, Vice President for Administration; David Smith, Vice President of Instruction and Student Affairs

Priority 1:

Objective/Purpose:

The objective of priority 1 is to reduce the impact of staff and faculty turnover and the accompanying loss of institutional knowledge and capacity in technical processes. CNCC is in a unique position due to its very remote rural area and minimal local labor force. The College must develop support mechanisms that will increase the attractiveness of commitments to the college over time.
College Goal Addressed/Supported:

- Attract and retain highly qualified faculty and staff to our remote rural area
- Provide support for diversified teaching assignment (gaining additional credentials in cross-disciplinary areas); provide support for administrative staff seeking advancement with the College.

Brief Narrative Description:

Develop an employee satisfaction survey to be completed as part of the annual evaluation process. Actively address issues of housing, cross college communications in the form of all campus, departmental and committee meetings. Revive President’s Council as a mechanism to enhance communications. Enhance employee recognition events.

Planned Evaluation of Activity:

Measure of year-to-year turnover rates of College faculty and staff over a five year period

Participant Group (choose all that apply):

- classified staff
- professional exempt
- faculty
- college administration
- administration/finance
- instruction
- student services
- support staff

Strategies Used to Implement the Objective (choose all that apply):

- All Campus Meeting/Inservice
- Faculty/Department meetings
- Professional Conference
- Webinar/Other online training
- Accreditation Activity
- Mentoring/Peer Coaching
Priority 2:

Objective/Purpose:
Provide incentives/support for diversified teaching assignments

College Goal Addressed/Supported:
Provide support for faculty required to maintain currency and credentials in professional program areas.

Brief Narrative Description:
Because of its rural location, CNCC has a limited ability to rely on adjunct faculty, particularly for the Rangely Campus. We often have to hire adjuncts from Grand Junction or Vernal, Utah and pay transportation costs to meet needs in special/technical areas. Moreover, we sometimes have fewer courses in subject areas than are necessary for a full teaching assignment. There is a distinct advantage to the College to employ faculty that can teach in more than one disciplinary area. The college’s intention is to provide support for current faculty with a demonstrated commitment to the institution that would allow them to gain the credentials to teach in additional disciplines. Implement a mentoring program allowing supervised teaching, while selected candidates with development plans seek appropriate academic credentials.

Planned Evaluation of Activity:
Progress toward completion of learning plan and attainment of required subject area credentials.

Participant Group (choose all that apply):
- faculty
- instruction

Strategies Used to Implement the Objective (choose all that apply):
- Individualized Learning Plans; Professional Development Fund

Priority 3:

Objective/Purpose:
Maintain professional currency, with a priority given to required continuing education and professional credentials.

College Goal Addressed/Supported:
Provide support for faculty required to maintain currency and credentials in professional program areas.

Brief Narrative Description:
CNCC has several high level Career and Technical Education Programs that require ongoing professional development support, including nursing, dental hygiene, aviation, aviation maintenance, Seasonal Law
Enforcement Training Academy. In times of limited funding, it is imperative that a high priority be given to this area since program viability depends upon maintaining professional currency.

Planned Evaluation of Activity:

100% currency for required credentials and CEU’s.

Participant Group (choose all that apply):

- faculty
- instruction

Strategies Used to Implement the Objective (choose all that apply):

Professional Development Fund Support for the following:

- Workshops
- Professional Conference
- Summer Institutes
- Individualized Learning Plans

Priority 4:

Objective/Purpose:

Enhance efforts to increase student retention and success

College Goal Addressed/Supported:

Brief Narrative Description:

CNCC has adopted a directed agenda to increase student success rates through several activities including Vision 2010 and various learning support activities. The intention is to impact student success and achievement through increasing student engagement, emphasizing the close personal contact our small, rural, residential campus can provide, and creating an even sharper focus on student learning.

Planned Evaluation of Activity:

President’s retention goals for 2010-2011

Participant Group (choose all that apply):

- classified staff
- professional exempt
- faculty
- college administration
- instruction
- student services
- support staff
**Strategies Used to Implement the Objective (choose all that apply):**

Funding through Professional Development Fund

Seek grant support for targeted activities within the student success agenda

**Priority 5:**

Provide professional development opportunities to support HLC self study and other accreditation processes

**Objective/Purpose:**

Prepare a successful self study for re-accreditation through Higher learning Commission of the North Central Association of Colleges and Schools

**College Goal Addressed/Supported:**

Provide training and support for upcoming accreditation self study

**Brief Narrative Description:**

A successful self study requires broad participation from College faculty and staff, with various training sessions, in-service activities, and workshops. CNCC is now within the two-year self study window and has begun the self study.

**Planned Evaluation of Activity:**

Successful completion of self-study including College developed timelines and benchmarks. Meeting Steering Committee timeline for successful completion of self-study

**Participant Group (choose all that apply):**

All College faculty and staff are involved to some degree. The Self Study Steering Committee and five Self Study Criterion committees, each with broad representation have the most directed participation.

**Strategies Used to Implement the Objective (choose all that apply):**

- All Campus Meeting/In-service
- Criterion Committee Meetings/Steering Committee Meetings
- HLC Annual Meeting and other conferences
- Accreditation Activity