

# Higher Learning Commission Comprehensive Visit

September 24, 25, 26  
2012

Is the  
Comprehensive  
Visit *really* so  
Important?

- **Regional Accreditation is essential to being eligible to provide Federal Financial Aid to Students.**
- **The Self-Study and Comprehensive Visit provide quality assurances to students, other schools, employers etc.**
- **Results will determine future accreditation options (AQIP, Pathways, Open Pathways)**
- **Results will determine the amount of follow-up work we have to do (focus reports)**

**Accreditation  
is important  
because:**

- 6 Regional Accrediting Agencies
- We also have program accreditation for Dental Hygiene, Nursing, and the NPS Academy.
- Current Accreditation path is PEAQ (*The Program to Evaluate and Advance Quality*)

## **Continuous Improvement**

- We do this all the time, but it is important that we understand how we do this:
- Assessment, Student Success, Comprehensive Development Planning, Academic Council, Faculty Senate, Cabinet etc.

## **Compliance**

- Driven by Federal Department of Education
- Minimal requirements section—Tresa completed
- Compliance corner on the website.

## **Accreditation's Two Components**

- ***Application to be allowed to expand Distance Education Offerings***

- Currently approved to offer 20% of degree programs via Distance Education
- Never had a focused visit on DE; hence we are in a gray area

- ***Application to add additional locations***

- Branch Campus in Craig
- Approved locations in Hayden, Oak Creek, Meeker, Belltower for Community Education
- UCSM is not an approved location: they are a partner

Embedded  
Change  
Applications

▪ Data from the *National Community College Benchmark Project* says:

- 99% of 244 Colleges and 92% for CCCS Colleges for Retention Rate
- Completers or Transfer after 3 years 88% and 85%
- Reading, Math, and Writing Success Rates 91% or above nationally
- Career Program Completers employed in related field 89% nationally and 92% CCCS
- Comp I and Comp II retention rates 99% and 97%; success rates 100% and 99%
- Algebra retention rate 93% and 85%
- Market Penetration rates 98% and 92%
- Average Section Size 2% and 8%
- Student to Faculty Ratio 2% and 8%
- Credit hours taught by fulltime faculty 86% and 83%
- Cost per Credit hour and cost per student FTE 91% and 92% (not in a good way)

Did You Know?  
(What's right  
about CNCC)

# What's Right About CNCC?

(You Tell Me!)

- Flight program: NIFA champions 2011
- ACT Scores coming through admission are highest ever seen – attracting a higher caliber student
- Student government has grown & is more active with the College & community at both campuses, & they have been trying to work more together
- Auto & Diesel working toward program accreditation, faculty & advisory committee are working hard together; 4-wheel club is working with county commissioners to establish a rock crawling park & 4-wheel park – will be a great community outreach
- Nursing board pass rate 95%; attrition rate 10% in current class
- VC classroom is one of the few that has personal training for instructors & students; VC is working to get high school & district into the college
- Seeing more Conference wins in athletics
- NPS got accredited through FLETC; FLETC is using CNCC's accreditation application as a model for other schools; getting postcards from graduates saying they are more prepared than people from other schools
- Dental hygiene board pass rate boards 95% over last several years; attrition rate 5% over last 3 years
- Equine up to 17 students this year; Rio Blanco county has agreed to build a new stall barn; rodeo is up to 20 students on team
- 30% FTE is up
- Remedial design started 3 years ago & CNCC is ahead of the game compared to other colleges & CNCC is doing redesign in all areas, not just math or English
- CNCC cares about people when they come to visit – hear all the time that everyone was so friendly & so helpful
- Over the summer, families were taking pictures because campus looked so good – Facilities' goal is to make it so pretty no one wants to leave
- Business office has money because of growth & are able to manage things; CDP process established so college is efficient in handling funds & activities

# Employees' feedback during Convocation

- Originally operated as a Unit of Mesa State College.
- Finally obtained North Central Association accreditation in 1976
- Most recent self study and comprehensive visit occurred in 2003.
- Two focused reports in 2003, Assessment and Strategic Planning. Note NCA is now the Higher Learning Commission of the North Central Association of Colleges and Schools.
- Following this final PEAQ accreditation, we will convert to Pathways, Open Pathways, or AQIP.

## History of CNCC's Accreditation

- *Monday, September 24*
- 8:15-8:45 Welcome Meeting with President, Cabinet, Steering Committee
- 9:45-10:30 Campus Tour
- 10:30-11:45 Business Processes
- 11:45-1:00 Stakeholder Luncheon
- 1:00-1:30 Conference Call with CCCS President and Board President (Optional)
- 1:30-2:30 CDP, Budget, Strategic Planning with Cabinet
- 2:30-4:00 Dental Hygiene Clinic Tour (Optional, Drop-In)
- 2:30-3:30 Facilities Discussion
- 3:30-5:00 Assessment Committee/Faculty Senate Meeting
- 5:00-7:00 Faculty hosted dinner

## Comprehensive Visit Agenda

- *Tuesday, September 25 (Craig)*
- 7:30-9:30 Travel To Craig
- 9:30-11:00 Welcome, tour, and facilities discussion
- 11:00-11:45 Distance Education Discussion
- 11:45-1:00 Lunch with Stakeholders
- 1:00-2:00 Community Education (joint, at Craig)
- 2:00-2:30 Arts and Sciences and Business Faculty
- 2:30-3:00 Nursing Faculty
- 3:00-3:30 Automotive
- 3:30-4:00 Cosmetology and Massage Therapy Faculty
- 4:00-5:00 Drop-in for Craig Students
- 5:00-6:00 Dinner hosted by Craig Student Government

## Comprehensive Visit Agenda

- *Tuesday, September 25 (Rangely)*
- 8:30-9:00 Arts and Sciences (Faculty and Student Sessions)
- 9:30-10:00 Dental Hygiene (Faculty and Student Sessions)
- 10:00-10:30 National Park Service (Faculty and Staff Sessions)
- 10:45-11:15 AVT and AMT (Faculty and Student Sessions.)
- 11:30-12:00 Equine and Rodeo (Faculty and Student Sessions)
- 12:00-1:00 Lunch with Marketing Committee
- 1:00-2:30 Residence Life (Staff in Housing, Security, ORP,
- 2:30-3:30 Student Support Services (Library, Counseling, and Learning Center)
- 3:30-4:30 Student Support Team meeting and Athletic Department Meeting
- 4:30-5:30 Information Technology Meeting
- 5:00-6:00 Dinner with students (hosted by Student Senate and Residence Assistants)

## Comprehensive Visit Agenda

- *Wednesday, September 26, 2012*
- 8:30-10:00 Team Work Session or Follow-up Meetings by Arrangement
- 10:00-10:30 Team Chair and President Meeting
- 10:30-11:30 Exit Session
- 11:30—Box lunches available to team members

## Comprehensive Visit Agenda

## **Presented by:**

- David Johnson
- Todd Ward
- Lee Stanley

Assessment of Student Learning  
Academy Team Members

**The Special  
Importance of  
Assessment**

- The College has spent 2.5 years discussing its performance.
- **All** College Staff members have been involved at some level through the “Conversation Day Discussion, two convocations (including today 3 convocations).
- Process—with Vision2010 as inspiration—began with a comprehensive review of the Mission and Vision Statements, which were revised and adopted as the initial step in the process (Joe Wiley was instrumental in drafting Mission and Vision and Ray worked on it as well.)

## CNCC's Self Study Process

- Major responsibility for the Self Study was assumed by the 5 Criterion Committees (over 40 faculty and staff members served on the criterion committees. The Criterion Committee co-chairs served on the steering committee. Each committee had at least one faculty member as a co-chair. Criterion 1 was chaired by two faculty members. Dave Chaired the Steering Committee. Russ served as ex-officio on the steering committee and Criterion 1.
- Criterion Committees drafted responses, Dave edited and revised, Priscilla and Joe edited final draft, and then the Steering Committee did a final reading of the document.

## CNCC's Self Study Process

■ “It’s just  
hard here!”

The beginnings of  
the *Vision*

John Bottleberghe 2009

- Began with College-Wide Discussions
- Conversation Day
- Guiding Spirit or Sense of Identity Contributed to Revised Mission Statement

*Vision 2010*

*(+)*

# ENCC Fall 2010

**Programs**

**Outdoor  
Recreation/  
Activities**

**Student  
Experience**

**Leadership  
Citizenship  
Team  
Building**

**Learning  
Communities**

## **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.

- Led to Revised Mission and Vision Statements
- Emphasis on Place-Based Education
- High impact, high engagement with students (quality as a primary feature)
- Enhanced Natural Resources Programs
- Enhanced Outdoor Recreational Programs with Fulltime Director
- Construction of the Vision+ Challenge Course
- High Impact Orientation
- Vision Learning Communities
- Student Success Committee

## Vision+ Outcomes

## Response to Comments from the 2003 Comprehensive Visit Report:

- **Consistency of Publications and Strategically-developed position descriptions for student affairs staff.**
- **De-centralized advising.** We have made (or are making) improvements to advising: Centralized advising and transfer Office; State-wide articulations for AA, AS, and “degrees with designation.” Adopted “Degree Works to Assist Students in planning and monitoring progress.

Key Elements of  
the Self Study  
Introduction

- **Professional Development for Faculty**—professional development funds by district. Professional Development through CCCS 2+2 and 2+4 conferences. Memberships in professional organizations.
- **Library**—only recently remedied problem, but hired librarian to develop a plan under contract; beginning 7/1 we now have a professional librarian at the Craig Campus, who will oversee collection development across the College.

## Key Elements of the Self Study Introduction

- **Articulation and Transfer—**  
Transfer center, with articulation agreements housed in the Transfer Office ) Charity Stolworthy. Also, 60+60, GT Pathways, and Degrees with Designation (can't offer all courses for all degrees, so there is a disclaimer in the catalog. We also have a large number of transfer agreements with private institutions.
- **Program Review—**CCCS review cycle. We also do annual review through the **Comprehensive Development Planning Process.** This allows for continuous improvement.

## Key Elements of the Self Study Introduction

- **Assessment of Student Learning**—we had a focus visit following 2003. Responded with a plan that was approved. Followed the plan until recently, until the decision was made to seek application to the **Assessment Academy**.
- **General Education**—we document this in terms of the statewide transfer programs and the gtPathways requirements.
- **Distance Learning**—increased our participation through CCCOnline, have implemented Virtual Classroom as a way to meet the needs of non-traditional degree-seeking students in our area, serve high schools, and leverage faculty between campuses

## Key Elements of the Self Study Introduction

- **Planning and Resource Allocation**—another focus report. We have had two iterations of Strategic plan. There is a 2009-2013 Strategic Plan, which is the most recent operational plan, a new draft plan. Short term planning is accomplished through the CDP and Budget Development Process. **The CDP process is designed to provide broad-based, bottom-up planning and budgeting that includes input from all College Faculty and Staff.**

## Key Elements of the Self Study Introduction

- **Linking Planning, Budgeting, and Assessment**—Strategic Planning, Comprehensive Development Planning. The CDP process is intended to be the vehicle by which assessment results enter into the budget and priority discussion. We have specifically tailored the CDP as a venue for assessment outcomes. Some of this has happened through Student Success, but doing a better job of including assessment results is part of the Assessment Academy agenda.
- **The importance of the one-College concept**

## Key Elements of the Self Study Introduction

- We acknowledge that CNCC went through a very difficult period in the years following the previous self-study. Budgets plummeted, and there was a significant loss of organizational capacity.
- Over the last several years we have re-bounded significantly. (Better budget, new or renovated facilities, filled positions with highly qualified faculty and staff.) Set the stage for the future, which we are seeing as we go into this semester.

## Summary Statement on the Condition of the College

- Vison+ (Project Wombat); Very positive indicators as we discussed. Athletics is night and day. We have closed under-subscribed programs, while increasing overall enrollments (greater efficiency and use of resources.) We believe we now have programs of universal quality.
- Have made improvements in financial processes, instructional and student services processes. We know we still have more work to do, but we believe we are very well-positioned to move the College **forward—Quality is essential!**

## Summary Statement on the Condition of the College

- Mission and Integrity.

“The organization operates with integrity to fulfill its Mission.”

Criterion 1

- CNCC's **procedures** (how we actually operate) are in compliance with institutional, state, and occasionally federal **policies** (how we are supposed to operate).

The Criterion One Committee looked at integrity at the following levels:

- Governance and Administration
- Academics
- Business and Finance
- Diversity

What does HLC  
mean by  
*integrity?*

- CNCC operates with integrity and meets the requirements of Criterion One.

Conclusion

## **Governance and Administration:**

- Clear Organizational Chart,
- CDP's , the budgeting process and the Strategic Plan(budgeting and planning flowcharts)
- Current P & P manual
- HR hiring processes
- Title IX, etc.

## **Academics (Instructional):**

- Minimum faculty qualifications
- Professional Development
- Periodic curriculum reviews (CTE especially)
- Current Faculty Handbook, core values as educators

## **Academics (Student Life):**

- Current Student Handbook, students rights and responsibilities
- Procedures for age waivers, course substitutions, non-standard course withdrawals, financial adjustments and other matriculation issues. Also: academic dishonesty, grade disputes, etc.

One aspect of integrity that HLC emphasizes is fair and proper “grievance” procedures—that if an employee wants to appeal a performance evaluation or a student a grade, those procedures are available, understandable, timely, and fair.

**Evidence**

## **Business and Finance:**

- External audits of the College's Governing Boards and the Business Office
- (GAAP) Generally Accepted Accounting Principles
- Division of duties within the Business Office
- Timely reconciliations
- Limited signature authority

## **Diversity:**

- Diversity statement in the Mission
- Comprehensive community college in terms of programs
- Students/Staff/Faculty of diverse backgrounds, beliefs, aspirations
- Demographic evidence in terms of ethnicity and gender

**Evidence  
Continued**

Essentially: CNCC's **procedures** (how we actually operate) are in compliance with institutional, state, and occasionally federal **policies** (how we are supposed to operate).

*Integrity?*

## Preparing for the Future

- Core Component 2a: Planning for the Future
- Core Component 2b: Organizational Resources
- Core Component 2c: Evaluation and Assessment
- Core Component 2d: Planning and Mission

## Criterion 2

When preparing for the future CNCC always asks and considers what is best for students.

- Using the Mission Statement as a guide all cost centers put together a **Comprehensive Development Plan** that is presented to Cabinet each spring as budgets are being prepared for the following fiscal year.

Core Component  
2a: Planning for  
the Future

- CNCC received funding from 3 primary sources: State of Colorado funds through the College Opportunity Fund; Rangely Junior College District and the Moffat County Affiliated Junior College District – both of these are local tax dollars the voters approved of that are committed to the portion of the college residing in their district.
- In addition there are dollars received from other grants (Carl Perkins) and contributions (Shell Oil).
- Human Resources are critical to CNCC being able effectively operate the institution. Hiring well qualified and committed faculty staff is an ongoing priority. Ongoing training and professional development is encouraged and supported by the Administration through ongoing support of the Professional Development Committee.
- Providing quality educational facilities is of primary importance. The renovation of the Blakeslee Building for Dental Hygiene, the construction of the new Craig Campus, the renovation of the Studer Building to the Striegel Building which houses offices, classrooms, and science labs.

## Core Component 2b: Organizational Resources

- CNCC engages assessment as a central activity in evaluating institutional effectiveness, promoting change and reporting performance results.
- Three programs that have undergone self-studies for national accreditation: Dental Hygiene, Nursing, and the National Park Service Academy.
- Key committees/groups are Student Success Committee, Assessment Committee, Academic Council, Faculty Senate, and President's Cabinet. CNCC has a dedicated Institutional Research position that also serves as the Assistant Registrar.

## Core Component 2c: Evaluation and Assessment

- A coordinated CNCC planning process is aligned and driven by the Mission Statement which defines the vision, values, priorities and goals of the institution.
- CNCC planning is aligned to also meet the directives of the Colorado Commission on Higher Education and the Colorado Community College System.
- Planning process is heavily linked to the budgeting process using the Comprehensive Development Plan submitted during the spring budget process.
- Internal and external groups used to provide input for planning purposes include: Rangely Junior College District Board, Moffat County Affiliated Junior College District Board, President's Council, President's Cabinet, Student Government, Faculty Senate, Academic Council, Program Advisory Boards, State Faculty Curriculum Committee, State Faculty Advisory Committee and the Colorado Faculty Advisory Council.

## Core Component 2d: Planning and Mission

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

Criterion 3

1. Do we have institutional goals for student learning and are we assessing student learning at the classroom, program and institutional levels?
2. Do we have data to prove students are learning?
3. Is the data from our assessment of student learning activities driving institutional change and budgetary decisions?
4. Do we hire qualified faculty?
5. Do faculty determine curricular content and strategies for instruction?
6. Do we continually evaluate curriculum?
7. Do we evaluate teaching effectiveness and provide professional development opportunities?
8. Are we open to innovative learning strategies and do we create effective learning environments?
9. Do we use technology to enhance learning?
10. Do our learning resources support student learning and effective teaching?

## 10 Questions HLC Wants Answered

***Do we have institutional goals for student learning and are we assessing student learning at the classroom, program and institutional levels?***

- Most definitely we have goals – Critical Thinking and Communication Skills.
- Most definitely we assess at the classroom and program levels – exams, projects, licensure pass rates
- Somewhat - we assess at the institutional level, but not very effectively – TER results

***Do we have data to prove students are learning?***

- Not really. We have tried to collect such data but validity and reliability have been questionable.

One and Two

**Is the data from our assessment of student learning activities driving institutional change and budgetary decisions?**

- In isolated cases but not institution wide.
- Will be fully incorporated into the CDP and budget process at the conclusion of our Assessment Academy participation.

**Do we hire qualified faculty?**

- Absolutely!
- Credential Standards, CTE Credential Requirements, Comprehensive Hiring Process.

Three & Four

## **Do faculty determine curricular content and strategies for instruction?**

- Absolutely!
- Common Course Numbering System that outlines course competencies & learning outcomes.
- Determined by faculty beginning at the program/institution level and move through state faculty curriculum committee.
- Faculty must meet 80% but determine strategies for instruction.
- Required syllabi for every course every semester that meet strict standards.

**Five & Six**

## ***Do we continually evaluate curriculum?***

- Absolutely! CTE Advisory Committees, Academic Council, CTE program renewal process, multitude of system committee approvals.

***Do we evaluate teaching effectiveness and provide professional development opportunities?***

- Yes, we evaluate teaching effectiveness. New Faculty Performance Evaluation; Classroom Observations; Student Course Evaluations.
- Yes, we provide professional development. 2+2 conferences, advising workshops, Education courses for CTE Credential requirements,, faculty symposia, funded conferences through Professional Development Committee.

Seven & Eight

***Are we open to innovative learning strategies and do we create effective learning environments?***

- Absolutely and we are leaps and bounds ahead of the rest!
- Learning Communities, Vision + activities, clinical experiences for CTE programs, complete degree completion through Virtual Classroom, concurrent enrollments for high school students.

***Do we use technology to enhance learning?***

- When appropriate and deemed effective. Polycom, Smart Boards, Virtual Classroom, electronic card catalogs, campus networks.
- CCCOnline Courses
- Virtual Classroom Courses

***Do our learning resources support student learning and effective teaching?***

- Yes. Comprehensive Library, Learning Center, Athletic Study Halls, Faculty Tutors in the Learning Lab, ALAP, ADA Coordinator.

Nine & Ten

- Participate in the HLC Assessment of Student Learning Academy (4-year project)
- Bring adjunct faculty into assessment of student learning activities
- Construct an instrument and administer adjunct faculty performance evaluations
- Secure funding for curricular and programmatic changes based on assessment results
- Maintain qualified faculty
- Continue to employ innovative learning strategies and create effective learning environments
- Maintain currency with our learning resources that support student learning and effective teaching

**Actions**

# Acquisition, Discovery, and Application of Knowledge

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

Criterion 4

**The Organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

- By providing professional development opportunities to faculty and staff
- By a commitment to freedom of inquiry
- By publically acknowledging the achievements of students, staff and faculty
- By establishing a breadth of knowledge and skills and the exercise of intellectual inquiry as integral to its educational programs

- By requiring regular academic program reviews
- By developing learning goals and outcomes: include skills and professional competence that prepare students to function in diverse local, national, and global societies.
- By providing curricular and co-curricular opportunities that promote social responsibility, responsible use of knowledge and ethical conduct
- By creating, disseminating and enforcing clear policies on practices involving intellectual property rights.

## Engagement and Service

- Excerpt from the emsi Economic Contribution Study conducted in 2012 -

“Since CNCC first opened its doors to students in 1962, the college has been serving the local community by creating jobs and income, providing area residents with easy access to higher education opportunities, and preparing students for highly-skilled, technical professions. The availability of quality education and training in the CNCC Service Area also attracts new industry to the service area, thereby generating new businesses and expanding the availability of public investment funds.”

- What does it take to be effective?  
Balancing expectations and maintaining effectiveness require collaborative partnerships where stakeholders understand the geographic challenge and limited availability of resources.

Criterion 5

**The College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- We have a number of constituencies that help us to do this –
  - District Boards
  - Foundation Board
  - Advisory Committees for or CTE Programs
  - Service Centers/Community Education
  - Student Government

**Core Component  
5a**

**The Organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- Provide Concurrent Enrollment in our area high schools
- Our Employees serve on a number of committees and civic organizations throughout communities
- Student involvement in co-curricular activities (9-health fair, highway cleanups, Colorado Mission of Mercy)
- Spartan Times & Waving Hands
- Facilities are used by businesses and individuals for a variety of activities

**Core Component  
5b**

**CNCC demonstrates its responsiveness to those constituencies that depend on it for service.**

- Concurrent Enrollment, gtPathways, articulation agreements
- Specialized trainings (EMS, Mine Training)
- Support Services (Learning Center & ALAP)
- Colorado First Grants – obtained for some specific trainings
- Partnerships with Rio Blanco County for management of the Airport & Columbine Park
- Small Business Incubator in the Bell Tower Building in Craig
- Contracts with health care providers for student clinical training in Nursing, EMS, Dental Hygiene

**Core Component  
5c**

**Internal and external constituencies value the services the Organization provides.**

- Evaluation tools – Student Satisfaction Survey
- Clinical Rotation evaluations
- Success of Major Gifts Campaign
- Community support of activities & events

**Core Component  
5d**