Assurance Argument

Colorado Northwestern Community College

Review date: 10/24/2022

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1A1

The mission of Colorado Northwestern Community College (CNCC) is to enhance people's lives by providing an accessible, affordable, quality education. The vision is to be the college of choice for students seeking a unique education grounded in the Colorado experience. The guiding principles and constituencies that guide CNCC's Mission were established through legislation Section 23-60-201..

The Mission, Vision, Value Statements and Core Values of the college were updated in Spring 2018. This was done through Leadership Council who had representation from all campuses, divisions, and employee types. Leadership Council developed the Strategic Plan and revised the mission and vision statements. While the heart of the mission remained, it was shortened and the value statement and core values were updated and separated out from the formal mission. Leadership Council created a value statement, identified several changes to the values and crafted core values to support the mission and vision statement.

Employees were given an opportunity to review the Mission, Vision, Value Statements, Core Values and the 2017-2022 Strategic Plan before the Executive Cabinet adopted it. In addition, the local taxing district and advisory boards (Rangely Junior College District, Moffat County Affiliated Junior College District, CNCC Advisory Board) were informed of the changes to the Mission, Vision, Value Statements, and development of the Strategic Plan in Spring 2018.

Leadership Council identified major goals that align with the Colorado Community College System

(CCCS) overreaching CCCS 2015-2025 Strategic Plan. A joint Cabinet and Leadership Council meeting determined five areas of focus, which were later condensed to four areas. Four to six major goals were chosen within these areas with subsidiary objectives that are broad, measurable, and obtainable with a final Strategic Plan presented to the college at Fall 2018 Convocation.

CNCC's mission statement is displayed on campus digital displays and is found on the college website. In 2018, at the annual employee convocation, a 4x6 frame was distributed to full-time employees with the mission statement. Since 2018, the mission statement has been on the convocation training book cover each year.

1A2

The college mission was recently updated in Spring 2018 and is supported by the vision, value statement, core values, and strategic plan. The adjectives "accessible, affordable, and quality" were added to the mission statement. The vision had been a five-sentence paragraph and is now one sentence. A value statement was created that encompassed some of what the former vision statement included, with an increased focus on diversity. The 11 core values were revised to be more concise and relevant while still reflecting the values of the institution and its strong commitment to serve the needs of the service area.

The old mission and vision statements were lengthy, and our new mission, vision and value statements are more concise and to the point. A review and possible update of the mission will be part of the process to create a 2023-2028 strategic plan.

CNCC serves the communities by offering transferable degrees, career and technical education, community programming, and industrial training opportunities. CNCC supports the mission through diverse campus life activities, involvement in local community boards, and the commitment to being a strong economic development partner within the service region.

1A3

Key documents that guide CNCC operations and mission include the CNCC Strategic Plan, CCCS Strategic Plan and the college budget. Each of the documents work in tandem and clearly support the mission and vision of CNCC. Under the direction of President Granger, the Leadership Council was tasked with aligning the CNCC Strategic Plan with the CCCS Strategic Plan. The President's Executive Cabinet is tasked with ensuring that resources are available to support the important work of meeting the mission and vision of CNCC. This is proven by the budget process and budget request forms that link directly to the mission and strategic plan as discussed in Criterion 5.

CNCC's mission and vision documents are current and reflect the strong commitment to serving our students and communities. Innovative teaching, outreach education, and continual assessment will ensure that students have the skills to further their education, succeed at meaningful careers, and prosper in a complex and increasingly diverse world. Five core values provide the framework for CNCC's educational offerings and services as a transfer and career and technical institution to its intended constituents and are the foundation for all planning and activities in support of the College mission and vision: achievement, life-long learning, equity and inclusion, innovation, and community involvement/development.

CNCC's strategic plan's key performance indicators (KPI's) are directly related to our mission, vision and value statement and core values to identify the nature, scope and intended constituents of

CNCC. Twice each year, progress reports are submitted by each [focus group](#); a comprehensive report is compiled and presented to Leadership Council (which has was replaced by [Extended Cabinet](#) in 2021) and Executive Cabinet and [emailed to all employees](#) twice a year to see the [progress](#).

1A4

CNCC's primary service area includes Rio Blanco, Moffat and South Routt Counties. However, CNCC provides services to the greater northwest region of Colorado. Frequent [community networking meetings](#), [advisory groups](#) and [industry partners](#) allow CNCC to evaluate workforce needs, opportunities, educational needs, and economic opportunities throughout the region.

The profile of CNCC students has remained fairly consistent with the demographic profile of [Moffat](#) and [Rio Blanco](#) Counties as seen in the [CNCC Factbook](#). CNCC's enrollment is about 12% [more ethnically diverse](#) than our service area. 40% of CNCC's students are full time, and 85% are residents of Colorado. Student population at CNCC is primarily traditional aged college students with about 1/4 non-traditional students. CNCC attracts a variety of students from first-time students, never been to college (15%), students transferring from another institution (15%), continuing students (35%) and a large and increasing concurrent enrollment population (35%). Locals make up about 20% of non-concurrent enrollment FTE for the college. For a deeper dive into CNCC's demographics, student population breakdown, and more information, please refer to the [Fact Book](#).

Tuition buy-down is offered to in-district residents residing in the taxing districts of Rio Blanco and Moffat County. These taxing districts pay for 100% of tuition for eligible students. In FY2018-2019, the Moffat County Affiliated Jr. College District decided to [increase their tuition assistance](#) from 50% to 100%. It has had a positive impact on enrollment for in-district residents for the 2018-19 year, but then has fallen off. From [2016-2021](#), those using the Moffat County tuition buy-down make up about 20% of CNCC's FTE and headcount while the Rangely buy-down makes up less than 5%. CNCC would like to see these numbers increase in hopes they can affect the areas [overall educational attainment](#), which is below the state's. This effort continues to demonstrate how CNCC works to provide accessible, affordable education in line with the mission.

CNCC's [mission, vision and value statements](#)commit it to offering [certificates, two-year degree programs](#), and [lifelong learning opportunities](#). As of [Spring 2022](#), CNCC offers 18 associate level programs, and 3 standalone certificate programs. This includes 20 associate degrees, 19 degrees with designation (or concentrations), 3 associate degree plans of study and 34 certificates, This mix of academic opportunities serves our students well (about 1/2 of who are career and technical and 1/2 of whom are general education students). [Transfer rates](#) had stabilized between 16-20% before COVID.

CNCC provides a pathway to transfer through the [Degrees with Designation](#) and the [Bridge to Bachelor's](#) program. When a student completes the Associate of Arts or Associate of Science degree, 60 credit hours are guaranteed to transfer to a four-year public school in Colorado, upon acceptance for admission. CNCC has established [articulation agreements](#) with other colleges across the nation, further expanding transfer options for graduates.

To meet the diverse needs of students across the region, CNCC provides multiple platforms for delivery of curriculum, including traditional classes on campus, synchronized delivery (in-person delivery with live streaming to students attending remotely), and online courses.

Student are supported by services including financial aid, academic advising, career counseling,

accessibility resources, tutoring centers, and library services.

In 2019, CNCC's non-credit Community Education department began a process to review and change, culminating in the replacement of that department with the non-credit Workforce Training & Community Programming Department launched in July 2020, with a three-year strategic plan, 21 specific goals for fiscal year 2021, and a $129,000 projected budget. In May 2020, a revenue sharing agreement between the college and Ed2Go, a Cengage company, allows the College to offer hundreds of 6-week, 3-month, 6-month, 12-month and 18-month skills-based professional development courses. These efforts have resulted in a total of 414 enrollments in the non-credit short courses, 5 career training enrollments with 4 completing industry recognized credentials, and another 240 enrollments in-person courses from July 2020 to August 2022.

The Adult Basic Education program provides a variety of non-credit services to the community, including English as a Second Language (ESL), GED classes, GED testing, and adult literacy courses. Over the past four years, CNCC has expanded GED opportunities with grant funding support to new locations and new populations to meet community needs. Launched in Spring 2019, CNCC's ESL program has effectively begun to engage the regions growing Hispanic population with grant support.

Year	# GED Students	# ESL Students
2017-18	10	NA
2018-19	14	55
2019-20	28	57
2020-21	24	29
2021-22	23	35

These are examples of how CNCC is working towards its mission to enhance people's lives by providing an accessible, affordable, quality education.

1A5

CNCC clearly articulates its mission through a variety of public documents. The mission statement appears throughout college publications such as the CNCC website, in the college student handbook, the course catalog, the student athlete handbook, faculty handbook and staff handbooks.

Sources

- 1 Community Networking Meetings 2017-2022
- 1A 2018 Convocation Packet
- 1A 2019-2020 CNCC Factbook
- 1A 202230 Active Programs 3-16-22 HLC Inst Update
- 1A 4x6 Frame
- 1A Advisory Council minutes 12.08.17
- 1A Articulation Agreements
- 1A Bridge to Bachelors
- 1A Cabinet Minutes 06.19.18

- 1A College Budget 2020-2021
- 1A Course Catalog
- 1A Degrees and Programs
- 1A Degrees with Designation
- 1A Employee Hand Book 2019-2020 - Final 02.21.2020
- 1A ESL
- 1A Faculty Handbook 2016-2017
- 1A GED
- 1A In District Usage 12-2021 Institutional Effectiveness Board Report
- 1A Leadership Council and Cabinet minutes 10.31.17
- 1A Leadership Council Minutes 2.12.18
- 1A Leadership Team Membership and Tasks Updated
- 1A Life-long Learning Catalog
- 1A MC Demographics
- 1A MCAJCD Board Minutes 01.15.2018
- 1A Mission Vision on Website
- 1A Mission vision value statements
- 1A Mission Vision value statements - old
- 1A Mission Vision Value Statements - on Campus
- 1A Rio Blanco County Demographics
- 1A RJCD Minutes 11.13.17
- 1A STRATEGIC PLAN 2017
- 1A Strategic Plan CCCS 2015-2025
- 1A Strategic Plan Communication to Leadership Council
- 1A Strategic Plan Groups 10-7-20
- 1A Strategic Plan Progress Email
- 1A Strategic Plan Progress Report w Feedback 11.2020
- 1A Strategic Plan Quick View 11.2020
- 1A Student Profile
- 1A Student_Handbook_20-21
- 1A Student-Athlete Handbook 2020-21
- 1A Transfer Rates
- 1A Tutition Buydown MOF and RIOB
- 1A Workforce Strategic Plan
- 1A Workforce Training - Community Programming Update 2020
- 1A1 Budget Request Documentation Examples.docx
- 1A1 crs2016-title-23
- 1A1 Extended Cabinet Charter 2021
- 1A1 Mission Pre 2018 Post 2018
- 1A1 Mission Strat Plan Employee Involvment
- 1A1 Strategic Plan Progress Reports Nov2018-April2022
- 1A2 CE In Person Enrollment Totals
- 1A4 2022 List of CNCC Partnerships
- 1A4 CNCC Advisory Council CTE Advisory Committees
- 1A4 CNCC Service Area Ed Attainment 10-12-21
- 1A4 Ed2Go Overview
- 1A4 Ed2Go-EnrollmentTotals-CareerCerts
- 1A4 ESL Grant Y027 IELCE 21-22 GAL 08-12-21
- 1A4 GED Grant Y027 AEFLA 21-22 GAL 08-12-21

- 1A4 MCAJCD Board Minutes 05.21.2018 buy down
- 1A4 Online Career Training
- 1A4 Online Short Courses
- 1A4 Service Area Ethnicity to CNCC Comparison 7-28-22
- 2021-2022 CNCC Factbook.pdf
- 2A1 CNCC Mission Approval
- Ed2Go Enrollment 9-2-22

1.B - Core Component 1.B

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

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

Argument

1B1

Since the institution's founding in 1962, Colorado Northwestern Community College (CNCC) has worked to serve the northwest region of Colorado, as well as students from outside the direct service areas. The institution was originally established after an overwhelming percentage of the Rangely community voted to pass a bond for construction of the college. Today, Colorado Northwestern continues to foster community support by working diligently to provide learning and enrichment opportunities to Rangely, its surrounding communities and beyond.

Two of CNCC's value statements address serving the public:

- Life-long Learning: Offer educational programs that encourage continued education as well as respond to evolving workforce environments.
- Community Involvement & Development: Create and nurture meaningful and mutually beneficial partnerships with the Northwest Colorado community and beyond.

CNCC expanded workforce development offerings, increased involvement in the community, aided with community projects and events, and developed partnerships with local industries.

CNCC put on community meetings to gain insight on how CNCC can help the communities expand and provide training the communities needed. As a result of these meetings, several areas of need were identified. For example, English as a Second Language was added and GED courses were expanded to three of the communities served, providing residents an opportunity to further their education.

Knowing that the local economy in northwest Colorado is dependent on a skilled workforce and that the economic well-being of families depends on their ability to provide for their families, CNCC has developed a comprehensive workforce training program focused on local industry needs and the ongoing training needs of current and future workers. Discussions with local industry partners allowed CNCC to strategically identify the largest area needs for workforce training programs and certifications. CNCC is also working with the Colorado Attorney Generals' office to fund and develop a Cyber Security program that started in August of 2021.

CNCC also provides a robust Concurrent Enrollment program throughout northwest Colorado. This program has a large impact for isolated rural high school districts. It allows high school students to earn college credits, tuition-free. In 2019-2020, the program increased access to students, allowing for 533 high school students from 12 high schools to take concurrent classes. In 2020-2021, 13 students earned an Associate of Arts degrees, and seven students earned Associate of Science degrees through CNCC. Ninety-Five students were able to get CTE certification through automotive mechanics, cosmetology, early childhood education, EMT, and CNA. While these number fluctuate over time a seen in the 2022 program review of Concurrent Enrollment, it makes up about 35-40% of CNCC headcount and 25% of CNCC's FTE. CNCC earns about 40% of the revenue from concurrent enrollment that is does for a regular tuition paying student, but it is a vital part of helping CNCC meet its mission to provide accessible education.

CNCC recognized the need to provide a variety of courses to remote service areas and, therefore, implemented a telepresence system at SoRoCo High School in Oak Creek, Colorado. In early 2021 CNCC was awarded a RISE Grant in the amount of $900,000 to assist in 1) building 28 SMART classrooms in seven school districts to promote distance connection for the high schools with the CNCC campus and 2) building a mobile STEM lab that will allow distance students access to the technology needed to master course competencies in STEM classes.

1B2

As indicated in the Strategic Plan goal below, CNCC's emphasis is always on the students.

Goal 1: Focus on the Student: Support students' needs and expectations to align recruitment, retention, instruction, and student life accordingly.

Educational programs and activities take priority when allocating resources. The college budget is annually developed around the priorities established in the Strategic Plan. For example, in the 2020-2021 budget, roughly 70% of operating funds were allocated to instruction, academic support, student services, and scholarships. The emphasis on Concurrent Enrollment offerings even though less overall revenue is earned is a specific example where CNCC believes in reaching its mission in a generous, yet sustainable way.

1B3

The number of relationships between the college and outside agencies is large in number and high in quality. The quality and diversity of partnerships are a testament to the institution's efforts in serving external organizations and using those partnerships to better serve the public.

The CNCC Advisory Council is a seven-member council. The membership is comprised of one member each from the Rangely Junior College District and the Moffat County Affiliated Junior College District and five members at large representing college constituencies in areas served by the college and who are knowledgeable about the College. The Council Members are nominated by the President and must be approved by the State Board of Community Colleges and Occupational Education.

CNCC engages with the Rangely Junior College District Board (RJCD) and the Moffat County Affiliated Junior College District Board (MCAJCD) monthly. The boards oversee the distribution of the local mil levy dollars that cover tuition costs for in-district students and additional funds that support CNCC.

Career and Technical Education programs meet with their program advisory committees bi-annually. These committees assist the programs with identifying industry needs and ensuring the College continues to educate students based on those needs.

CNCC's strategic plan identifies partnerships and sustainability as two of its four main goals. Fostering partnerships and improving sustainability requires focused efforts to be placed on collaboration with workforce and economic development partners to:

- create education and training programs to improve the economic condition of families
- help business and industry partners fill openings with highly skilled workers
- improve the quality of life within the communities served by CNCC in an effort to attract new students, employees and citizens to the college and region
- locate and obtain alternative funding and other resources to help improve the programs and services CNCC offers

CNCC works with regional workforce centers, small business development offices, chambers of commerce, local governments, and other external stakeholders to identify additional training needs including:

- College participation in the USDA Rural Resiliency Regional Road Mapping process overseen by the Northwest Colorado Development Council
- The Northwest Colorado Development Council (DOLA)- This is a group of educators, project development specialists, elected officials and economic development directors from Moffat, Rio Blanco and Routt Counties working together to build a plan for economic development and community sustainability. The President and Dean of Workforce Development are part of this group. A Regional Plan was reviewed on August 26, 2022 with plans to outline action steps, timelines and assignment in Fall 2022.
- Coal Impacted Communities Working Group- The President serves on this committee of county commissioners, and current and former state representatives and senators, as well as Club 20 members which consists of western slope policy makers and members of the Associated Governments of Northwest Colorado (AGNC). This group serves to monitor the work of groups such as DOLA and work with leadership from that committee to move their goals forward through resource identification, partnerships and policy/legislative intervention.
- Craig Chamber of Commerce -The Dean of Workforce Development is a member of the Chamber and active in City of Craig and regional legislative and economic development activities.
- Craig Economic Development Council (EDAC)- The President serves on the Steering Committee that oversees much of this work to revitalize the business and downtown districts in Craig, CO.
- Apprenticeship Development- In early 2021, the College launched its first college-sponsored, multi-employer, the U.S. Department of Labor Registered Apprenticeship Program. Unfortunately, as a result of many challenges, the project stalled. In July 2022, the College entered into discussions with U.S. Senator Bennet's Office to address factors that could streamline the process for creating and sustaining effective apprenticeship opportunities. Written recommendations and information obtained via a follow up meeting with CNCC and community leadership on July 15, 2022 were incorporated into Senator Bennet's new apprenticeship bill in hopes that any approved changes will ease the implementation process for a CNCC apprenticeship program.
- The President is a member of the Town of Rangely Economic Development committee, The

Associate Governments of Northwest Colorado group, Club 20, The Brownsfield Steering Committee for Moffat County/Craig.
- Collaboration with the City Manager for Craig, Associated Governments of Northwest Colorado (AGNC), and the Build Back Better (BBB) Innovation Center proposal for a grant as part of a tri county collaborative spear headed by AGNC.

CNCC hosted a lecture series, the Spartan Talks, whereby industry professionals and/or instructors present to the community on a specific topic prior to COVID 19. These lecture talks were presented monthly, at a variety of locations around the CNCC service area and recorded for streaming. In the spring, the Spartan Talks culminate with a Student Symposium, when students present posters based on science, service, and leadership across campuses.

CNCC holds monthly Community Networking Events on the Rangely and Craig campuses to engage with internal and external stakeholders. These meetings offer the opportunity for CNCC to network with and determine the needs of each community.

The Adult Basic Education program provides a variety of non-credit services to the community, including English as a Second Language (ESL), GED classes, GED testing, and adult literacy courses. Over the past four years, CNCC has expanded GED opportunities with grant funding support to new locations and new populations to meet community needs. Launched in Spring 2019, CNCC's ESL program has effectively begun to engage the regions growing Hispanic population. with grant support. CNCC offers beginning, intermediate, and advanced levels of English as a Second Language (ESL) classes.

Year	# GED Students	# ESL Students
2017-18	10	NA
2018-19	14	55
2019-20	28	57
2020-21	24	29
2021-22	23	35

The above is not an all-inclusive list of all the work done by CNCC but illustrates a strong commitment to serving the public good.

Sources

- 1 Community Networking Meetings 2017-2022
- 1B 2022 List of CNCC Partnerships
- 1B Advisory Council Members.pdf
- 1B Apprenticeship Letter.pdf
- 1B CNCC Advisory Council By Laws 2019
- 1B College Budget 2020-2021.pdf
- 1B Community Networking Meetings.pdf
- 1B Concurrent Enrollment Schools.pdf
- 1B CRS 23-60-206.pdf
- 1B Cybersecurity Announcement.pdf

- 1B Diversity - Inclusion Committee.pdf
- 1B ESL.pdf
- 1B GED.pdf
- 1B Increased Involvement in Community
- 1B Local Industry Partners.pdf
- 1B MCAJCD Board of Control Members.pdf
- 1B Mission vision value statements.pdf
- 1B Program advisory boards
- 1B RISE Grant.pdf
- 1B RJCD Board of Trustee Members.pdf
- 1B Spartan Talks.pdf
- 1B STRATEGIC PLAN 2017.pdf
- 1B Workforce Training Program.pdf
- 1B1 CNCC Community Service Projects Events
- 1B1 Community Engagement Programming Meetings Presentation
- 1B1 Concurrent Enrollment Program Review 2022
- 1B3 BBB Summary for Coalition Partners (CNCC Update)
- 1B3 CNCC Apprenticeship Discussions Senator Bennett
- 1B3 CNCC New Apprenticeship Program letter March 9 2021
- 1B3 Coal Impacted Communities Working Group
- 1B3 Craig Chamber of Commerce
- 1B3 Craig Econ Dev 7_25_22 Final Agenda and Packet
- 1B3 DOLA - NW Colorado -Workforce Taskforce (July)
- 1B3 DOLA Recovery Roadmap In-Person Workshop 2 Agenda August 26
- 1B3 EDA grant- Call to discuss potential grant with CNCC
- 1B3 NW Colo Roadmap Strategies_8-22-22
- 1B3 NWCDC Minutes Agenda
- 1B3 Rangely Town Mgr Peter Brixius- Congressionally Directed Spending - Potential Funding Opportunity
- 1B3 Student Symposium
- CTE Advisory Committee Members

1.C - Core Component 1.C

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

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

Argument

1C1

CNCC is dedicated to serving all students, employees, and communities in a welcoming and inclusive manner that provides civic engagement opportunities. This is reflected in the mission and vision statements and throughout college processes and sponsored activities and partnerships.

CNCC is committed to student development through leadership, engagement, and inclusion to create the Spartan Way. To focus the myriad programs and services offered by CNCC in ways that foster students' maturity and preparation as a citizen, professional and individual with purpose, the wellness program model was adopted in Fall 2022. The wellness wheel was developed by Dr. Bill Hettler, co-founder of the National Wellness Institute. The eight dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual) were developed by Dr. Peggy Swarbrick. All dimensions are interconnected and important to a well-rounded and balanced lifestyle. This programming model serves to guide the development of out-of-class student learning in a way that ensures all wellness dimensions are addressed during a student's experience at CNCC. It has been adopted as a best practice co-curricular planning model by higher-ed nation-wide for over 45 years.

Students' experiences in and with orientation, campus life activities, student clubs, student government, athletics, academic advising, student support services, financial aid, etc. are crafted by staff with student growth as the intended outcome. Though specially crafted programs are developed and evaluated for the success of special student cohorts (athletes, residence life, student leaders, academically at-risk students, etc.), the wellness wheel programming model serves as an umbrella guide to ensure all students, whether they are residential or commuter, are exposed to learning opportunities which address all eight dimensions.

The Wellness Wheel model was first introduced to the Associate Dean of Students and Campus Life in February 2022 as a means of explaining to the Colorado Community College System auditing department the educational value of providing teaching tools to students during emotional and physical wellness programming. The items in question included distribution of stress balls while teaching stress reduction exercises and condoms, dental dams and LGBTQ+ Safer Sex Guide.

The CNCC President, a former Campus Life professional, will provide training to faculty and staff

who engage in co-curricular and student wellness programming in September 2022. The purpose of this training will be to help them understand the learning and growth value of each services activity, field trip, advising encounter, social event and leadership workshop. These campus faculty and staff will be asked to find an effective way to evaluate student learning and incorporate lessons learned to ensure continuous improvement. Standardized questions to measure learning in each dimension have been identified and will be published online for use to create survey instruments.

Another example of empowering students for success begins at student orientation. In 2021, CNCC structured cocurricular learning around PERTS growth mindset. The program is designed to promote effective study habits, increased productive abilities, and enhance mindset. In 2020, CNCC conducted a PERTS growth mindset report. Before implementing the PERTS trainings and decisions, 56% of students reported thinking with growth mindset where 69% of students reported thinking in a growth mindset after the intervention showing the exercise made a significant, positive impact.

CNCC provides curricular opportunities that prepare students for citizenship and workplace success through work study opportunities, resume and mock interview workshops, clinicals, and hands-on learning opportunities. These opportunities allow students to gain additional knowledge that will prepare them for success.

CNCC provides cocurricular activities that prepare students for citizenship and workplace success through community service required by professional membership associations, athletics, and CTE programs. Cocurricular activities in which student learning is assessed formally include athletics, campus life, advising and tutoring. A variety of student leadership opportunities are available at CNCC. Students can be part of Student Government Association (SGA), Resident Assistants (RA) through student housing, and student leadership/ambassadors. These organizations bring awareness of different social interests and civic responsibilities through events and bulletin boards on campus.

CNCC students actively engage in student life by partaking in a variety of student clubs and organizations. These groups have been formed by student initiatives to fulfill the needs and interests of today's student body. CNCC offers a variety of clubs available to students:

- Marine Biology Club
- A&P Club
- AeroClub/NIFA
- Student American Dental Hygienists' Association (SADHA)
- Spartan Rock and Ice
- Student Government Association (SGA)
- Phi Theta Kappa (PTK)

1C2

The welcome letter in the student handbook reinforces CNCC's commitment to inclusion. The first paragraph states, "Colorado Northwestern Community College is proud to provide a diverse and quality educational experience to each student. We offer a wide range of educational opportunities that foster citizenship, engagement, and academic success. Whether a student is on-line, on-campus, or part-time, we are committed to supporting student's needs." By providing a diverse education, CNCC provides a better and more holistic approach to the diverse populations CNCC serves.

Resident Life promotes the following activity objectives:

1. Encouraging tolerance and inclusivity of all students, regardless of cultural background, sexual orientation, learning challenges, etc.
2. Assisting students with connecting their own sense of self-worth to tolerance of others.
3. Emphasizing the importance (and CNCC's expectation) of treating others with respect.
4. Building a healthy sense of the CNCC Community.

In academic year 2022-2023, CNCC will be recognizing constitution day, national coming out day, world AIDS day, Black history month, and women's history month to name a few. CNCC has completed a few events including music and Labor Day trivia activities.

CNCC values and promotes diversity, equity, and inclusion, including cultural and ethnic diversity, as well as diversity of thought and opinion. Part of CNCC's core values is to promote inclusion and equity throughout CNCC's culture. Through efforts in creating an inclusive and equitable culture, the College strives to stimulate better multicultural understanding. CNCC's DIALED-In Action Plan outlines a strategy to increase diversity, equity, and inclusion by delineating tactics, measurement plans, lead personnel, and implementing timelines. CNCC has two dedicated groups to addressing equity gaps: the Equity and Inclusion (E & I) Committee and E & I in the Classroom Committee. In the classroom, cultural diversity and multiculturalism are specifically addressed in PHI112. Subsequent humanities course offerings, including Logic, Introduction to Philosophy, Ethnic Literature, World Literature, Issues & Ethics in Dental Hygiene, Comparative Religions, Philosophy of Religion, and Environmental Ethics, reflect competencies/objectives that additionally cultivate an awareness of diversity. The CCCS System offers most degree programs online to fit student needs. Cultural diversity and multiculturalism continue to be addressed through Executive Leadership support and professional development opportunities for faculty and staff. CNCC has received a grant to transition High Enrollment GT and Gen-Ed courses over to Open Educational Resources (OER), saving students $65,850.35 in AY 2020.

Another opportunity for students to participate in a diverse platform is Student Government. Student Government is a venue for student development that encourage students to have a voice in a wide variety of college affairs. The functions of Student Government range from administering the student activity fund, to setting student life and activities agendas, to advising college administration on student perspectives, needs, and opinions. Student Government members promote events and activities that encourage civic responsibility and diversity awareness and acceptance. For example, each year the Student Government helps the campus celebrate Constitution Day and Black History Month.

1C3

CNCC recognizes that diversity, equity and inclusion are multifaceted issues which nurtures a climate of respect for all. The College recognizes the need to address these subjects holistically to better engage and support all underrepresented groups. In 2020, the CNCC President signed a Diversity Action Pledge in support of this effort.

CNCC's DIALED-In Action Plan is an extension of CNCC's value statement and core values. The institution values and promotes diversity. This document was developed by the CNCC Equity and Inclusion Committee (E & I Committee), as well as professional input from content experts across the College community. In addition, the CNCC Presidential Cabinet reviewed and approved its content. This was a collective effort to ensure the quality of the final product.

College faculty and staff recognize that this is the first step to creating a positive impact at our

college. The Diversity Action Plan is a living document that will provide the catalyst to growth and change regarding equity and inclusion. As we embark on improving these goals by accomplishing our objectives, we will require both internal and external stakeholders to be fully engaged. Some of our external stakeholders include our community, foundation donors, and our alumni.

CNCC has access to a network of experts through the Colorado Community College System (CCCS) to be able to call on and receive direction or recommendations. CNCC is one of the 13 colleges in CCCS and can rely on the resources available at the System to enhance the climate of respect.

CNCC's E & I Committee has expanded offerings for the lecture/dialogue series "Let's talk about it" to students and staff, focusing on topics about social and racial justice. CNCC's E & I Committee has fostered growth for new multicultural student groups, including the African American Heritage Group. These lecture/dialogue series are held monthly and hosted by a different staff/faculty member or guest speaker.

Demographically, the institution has approximately a 50/50 split between males and females working at the college. In the student body, most ethnic diversity exists within the athletic programs. Within some Career and Technical Programs, gender equality is a challenge, but CNCC is committed to improve upon these statistics. For both employee and student demographics, the promotion of diversity, equity, and inclusion will help the College thrive and become further enriched. For this reason, many CNCC objectives relate to creating a welcoming culture, as well as specifically increasing recruitment efforts. Ultimately, it is not enough to promote and recruit for diversity but also to ensure that a culture of equity and inclusion is fostered at all levels. CNCC Executive Cabinet has developed initiatives which provide direction to accomplish the institutions climate of respect.

CNCC has pursued a Teaching Excellence with Equity grant. This grant aims to closing equity gaps through teaching excellence and building inclusive classroom environments. Grant dollars are used as part of a larger institutional effort for transformational change. CNCC has utilized the grant funds to provide professional development and implement strategies. CNCC primary strategies include those that are data-driven, evidence-based, culturally relevant, and aimed at transforming the classroom environment to be more inclusive and conducive to student success. CNCC acquire the grant in late 2021. Since receiving the grant an Equity and Inclusion in the Classroom committee as been formed and has dedicated time towards establishing training, vetting peer evaluation practices, and participating in external educational programs.

The RISE Grant awarded in 2021 is also allowing CNCC to expand its reach into diverse geographical locations. High schools that do not have access to concurrent enrollment science classes will now have the opportunity for WebEx-based instruction with qualified instructors and access to the appropriate lab equipment through a portable traveling lab bus. The Rural College Consortium that CNCC is a member of is working to increase the educational opportunities to geographically isolated communities that may not have enough funding to hold diverse subject content classes.

CNCC is utilizing cameras, WebEx conferencing software, and D2L to offer classes in multiple modalities to address geographical limitations. Hybrid classes are being offered that are half synchronous and half asynchronous, which consists of fifty percent course work and fifty percent lecture. Hi-flex classes are also being offered that are presented via live classroom and WebEx-based classroom learning simultaneously.

In 2019-2020 CNCC invested in six female staff and faculty members (one of whom is now a board member) to attend and participate in the Academic Management Institute (AMI). AMI is a yearly

training event for women leaders who are building careers and contributing to the colleges and universities of Colorado and Wyoming. AMI promotes the advancement of women to become excellent leaders who impact higher education through professional development, training, and networking.

COSI Scholarships were specifically set up by the Colorado Department of Education to provide scholarship assistance and extra student supports to Colorado students from lower income families (<250% Pell eligible) with a preference given to first-generation students and students from underrepresented populations. CNCC participates in this program with four separate grants.

General Foundation Scholarships are open to all students regardless of their demographic. A committee of Foundation Board members review the applications and award scholarships to students in need. Currently 95% of student applicants receive $500 to $1000 per award.

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1.S - Criterion 1 - Summary

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

Summary

Colorado Northwestern's mission is at the heart of all CNCC does and is a source of pride. Enhancing people's lives through education is an altruistic goal all employees can connect with in a tangible way. CNCC brings its mission to life by utilizing the vast natural resources available to across Northwest Colorado and by preparing students to embrace and continue their educational journey beyond the walls of this institution. The mission is visible throughout college signage and materials and is reflected in the curriculum and program offerings. CNCC embraces the mission will continue to deliver accessible, affordable and quality education across its service area.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

2A1

Colorado Northwestern Community College's (CNCC) mission to enhance people's lives by providing an accessible, affordable, quality education was reaffirmed during the creation of the 2018-2022 CNCC Strategic Plan. As a state agency, CNCC operates under the State of Colorado statutes, laws, and policies and under the policies and procedures of the State Board for Community Colleges and Occupational Education (SBCCOE). CNCC's mission directly aligns with SBCCOE's mission to serve Colorado residents who reside in their service areas by offering a broad range of general, personal, career, and technical education programs, however SBCCOE neither adopts nor approves the mission of any of the 13 Colorado Community College System (CCCS) institutions. CNCC's mission falls well within the objectives of SBCCOE's governing authority and the CCCS mission in that both create access to quality higher education while providing resources for student success, and all for the larger public good.

Hired in 2016, President Granger strengthened the model of shared governance restructuring cabinet, creating committees such as Leadership Council, and tasking those committees with different projects. Leadership Council was tasked with the development of a comprehensive 5 Year Strategic Plan for CNCC. This included discussion and CNCC approval of the CNCC Mission and Vision.

2A2

CNCC is a state agency and as such operates under the state of Colorado statutes, laws and policies, including the policies and procedures of the State Board for Community Colleges and Occupational Education (SBCCOE). Collectively, SBCCOE's requirements provide the framework and direction CNCC uses to develop the internal procedures and processes that help ensure operations are ethical, responsible, and carried out with integrity. This can be seen in the function of CNCC's governing board, financial and auxiliary services, academic affairs, and human resources.

The SBCCOE has clear policies relating to ethical conduct. These are detailed in the following

policies & procedures:

- BP 3-70 Colorado Community College System (CCCS) Code of Ethics
- SP 3-70a CCCS Conflicts of Interest
- BP 2-10 SBCCOE Board Committee Structure
- BP 2-15 President's Council
- BP 2-25 College Advisory Council
- SP 2-25 College Advisory Council Additional Members
- BP 2-30 State Faculty Advisory and Faculty Shared Governance

The Audit Committee Charter BP 7-01 establishes the SBCCOE Audit Committee and outlines its overall responsibilities including, but not limited to, authority to conduct internal financial, operational, and compliance audits and oversight. This ensures that CNCC is regularly held accountable for all of its actions.

CNCC has established policies and procedures that ensure all financial transactions and financial reporting requirements are completed in a timely manner and in compliance with all applicable laws, regulations, and standards. The adherence to these policies and procedures is monitored and ensured through a robust internal control structure, which is mandated by Rule 1-8 of the State Controller's Fiscal Rules and CCCS System President Procedure 8-61, that allows for the timely detection of errors, irregularities and potential issues involving integrity and unethical behavior. Examples of such authoritative guidance followed by CNCC include Generally Accepted Accounting Principles and the State of Colorado Fiscal Rules Procurement Code.

The fiscal policies and procedures that specifically address the issues of ethical behavior and integrity include:

- SBCCOE Board Policy 8-60 outlines the delegation of signature authority and the CNCC FIN 2.1 signature authority process procedure. These policies establish appropriate approval levels to ensure transactions are scrutinized for institutional appropriateness, business purpose, and ensures compliance with the State of Colorado Procurement Code.

- SBCCOE System President Procedure 8-61b Travel Policy, CNCC FIN 5.1 Employee Travel Procedure, and CNCC FIN 5.2 Travel Card Procedure ensure travel is appropriately approved by someone other than the traveler which acts as a control in preventing unreasonable travel costs to the institution and prevents attempts to request inflated expenses for personal gain.

- Procurement Services for the institution are administered and managed by a CNCC Purchasing Agent. This individual, delegated by the State of Colorado Purchasing Director, acts to purchase services and goods, including utilization of appropriate bid processes (based on dollar level) to select the lowest-priced vendor as required by the State of Colorado Procurement Code and Rules. In a situation where a written contractual agreement is required, the CNCC Vice President of Business and Administration complete the contract in accordance with State Fiscal Rule 3 which governs contracts.
- Tuition and fees charged to students and the related collection of payments are controlled by several SBCCOE policies and CNCC procedures to ensure ethical behavior and integrity. Specifically, the CNCC Institutional Fee Plan Procedure establishes the processes and guidelines to be followed in this area. Each spring, the SBCCOE approves tuition and fee rates for the upcoming academic year. Current tuition and fees are made available to the public via the CNCC website and the Course Catalog.

To verify compliance with these fiscal policies and procedures and to continually identify and improve internal control deficiencies, CNCC completes annual external financial audits through the CCCS. CNCC has had no audit findings since the fiscal year ending June 2015.

Attestation that CNCC's annual payroll are reasonable and necessary to support student enrollment, retention and completion is completed by the CNCC president through the Statement of Compliance with State Department Financial Responsibility and Accountability Act, as required by the State of Colorado statute. Also, the CNCC President, Vice President of Business and Administration, and Controller sign the annual Management Representation Letter as part of the CCCS financial audit. This letter requires verification of numerous financial representations to the auditors, including those related to ethical behavior and integrity in the area of financial activities.

CNCC's commitment to maintaining integrity in all its academic functions can be seen in the policies and procedures governing the faculty. Colorado Northwestern's academic staff strive to promote an environment of ethics and integrity as it relates to academic delivery and evaluation, confidentiality, racial and sexual harassment, favoritism, exploitation, and conflict of interest. The Faculty Handbook procedures and regulations ensure faculty always demonstrate the highest ethical standards. To achieve this, CNCC follows the CCCS Code of Ethics (BR 3-70) governing conflict of interest and ethical principles for all faculty and staff. CNCC feels it is crucial to create an environment of respect towards students to ensure their right to a fair and impartial classroom. These principles are enforced through the faculty evaluation process, course syllabus review, and classroom observations. CNCC hires qualified faculty to ensure the quality, integrity and rigor of education provided. All faculty are required to be stewards of the academic integrity policy as published in the school catalog. In addition, through Teaching Excellence funds provided by the CCCS, CNCC has selected key instructors to become classroom equity trainers to help all faculty meet the above-mentioned standards

Student Services has set procedures to help ensure fair and consistent policies and processes for students. CNCC outlines all rules and regulations in the Course Catalog and the Student Handbook. Should extenuating circumstances arise in which a student may wish to appeal for an exception, the student would be encouraged to go through CNCC's appeal process. CNCC also protects students' personal information. Only directory information is shared with someone other than the student unless the student has signed a records release form. The student also has the right to ask CNCC to withhold directory information.   Annually, CNCC emails a formal FERPA notification to all students. Information about FERPA is also shared at registration events and orientation with students and their families. CNCC also collects a photo/video release form from willing students at orientation and keeps this on file. These processes protect students' rights.

CNCC has fair hiring policies to ensure the most qualified staff are selected for open positions. CNCC complies with the standard set of CCCS established HR policies. All CNCC personnel are made aware of these policies and agree to follow them as part of the CNCC New Employee Packet. These include agreeing to abide by the BP 3-70 CCCS Code of Ethics. Finally, CNCC's president took an action pledge to catalyze further conversations and actions around diversity and inclusion within the workplace.

CNCC values fair and ethical behavior and has implemented multiple processes and procedures in order to ensure integrity across all financial & auxiliary, academic, and human resources functions.

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- 2A - 20-21 Official Course Catalog-Appeals Extract
- 2A - 20-21 Official Course Catalog-Student Conduct Extract
- 2A - Administrators-Handbook-MidYearChanges12122020
- 2A - BIO 204 102 108 T Ward SP21
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- 2A - CNCC Committee Org Chart
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- 2A - Tuition and Costs
- 2A - Turnitin Evidence Example
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- 2A BP 7-01 - Audit Committee Charter - Colorado Community College System
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- 4A4 FacultyPerformanceEvaluation
- 4A4 SyllabiDevelopmentChecklist
- 5B1 CCCS Personnel Policies and Procedures
- 5B1 CNCC Faculty Credential Policy Forms HLC Qualified Faculty Guidelines
- 5B1 New Employee Checklist Policies Forms

2.B - Core Component 2.B

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

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

Argument

2.B.1

Colorado Northwestern Community College values accurate, wide-reaching and clear communication with constituents and the community at large. CNCC relies on various media channels including local newspaper print, marketing materials, radio, college website, and social media platforms to share information about programs, requirements, faculty and staff, costs to students, and accreditation relationships. The web address— cncc.edu—is the primary medium for communicating key information about the institution. The website was redesigned in 2018 to improve ease of access to information and mobile accessibility.

The CNCC Communication, Recruiting, and Marketing team (CRaM) met regularly from 2014-2018 and one of their roles was ensuring accuracy of public representations and claims.   Employee turnover led to the dissolution of CRaM and a more informal process in which the CNCC Marketing office works directly with CNCC departments and key stakeholders when developing content for the college or any particular program. At the beginning of any project, Marketing meets with relevant department personnel to discuss needs goals and content. Once marketing materials are developed, those are run by the relevant department to review accuracy and quality of content. Depending on the piece, the item may go through several rounds of review prior to production or distribution. This ensures that all pieces are seen by multiple people and allows for any errors to be identified and corrected prior to production. Here are a few examples:

- CNCC Viewbook
  - The college viewbook has content from many different departments and has been reviewed by a large number of people and departments at the college. As it was developed, marketing and recruiting coordinated with individual departments about the content being included. As the various pages have been developed, they have been run by the appropriate departments for review and proofing. The current viewbook has been reviewed by athletics, financial aid, academic deans, student services, advising, housing, the register, and the college's executive cabinet.
- CNCC Website
  - CNCC webpages are reviewed annually by department head and deans to ensure content accuracy and relevance. This is part of the academic dean's calendar and is done each spring in conjunction with a review of the information for the college catalog. Requests for changes are submitted via an internal ticketing system and updates are made in a

timely manner after being reviewed by the Webmaster.
- CNCC Press Releases
  - Press release drafts are sent to both the Marketing director and the Executive Director of Advancement/PIO. The information is vetted for accuracy and revised for content and format depending on the final destination of the information. The Executive Assistant to the President role also reviews each press release for accuracy. Final approval of content to be sent out is provided by the individual content area expert/person who submits the draft and the reviewers. The Marketing Director sends the release out to the appropriate news sources.

CNCC's small size allows for accuracy to be routinely checked and approved by phone calls and in-person ad hoc meetings.

2.B.2.

CNCC makes a conscious effort to make information accessible by publishing it and supporting data on the website. Student Right to Know items are posted on CNCC's website. Additional student success and enrollment data in the CNCC Fact Book found on the Institutional Effectiveness website. This provides the foundation for most of the claims CNCC makes. CNCC is not a research institution. Any claims CNCC does make about community engagement, experiential learning and economic development are supported by evidence. CNCC does not make claims about the college and its programs that cannot be confirmed by a recognized and reliable source. For example, enrollment and housing data in the latest CNCC Viewbook was checked and edited by the Office of Institutional Effectiveness from the CNCC Fact Book and National Center for Education Statistics. Another example is shown by the sources used for all claims about CNCC's Cybersecurity Program. Employment data we use on our website and in marketing materials is pulled directly from the US Bureau of Labor and Statistics.

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- 2B - Outdoor Recreation Program
- 2B - Paleontology
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- 2B YouTube
- 2B1 CNCC 2022-23 Viewbook-Print Version
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- 2B1 Marketing Coordination Collaboration
- 2B1 NPS Webpage Email Chain
- 2B2 Cybersecurity claim sources
- 2B2 Institutional Effectiveness Review Edits Viewbook
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- 2B2 Students Right to Know Website
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- 3E Community Education
- 3E Outdoor Recreation Program
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- 3E Spartan Times 2016, 2013 Examples
- 3E Waving Hands Review

2.C - Core Component 2.C

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

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

Argument

2C1

Colorado Northwestern Community College (CNCC) is governed by an 11 member State Board for Community Colleges and Occupational Education (SBCCOE) (C.R.S 23-60-201). Nine board members are appointed by the Governor and confirmed by the State Senate. Of these nine, there is one board member for each U.S. Congressional district, plus two at-large members. No more than five members may be from any single political party. They have staggered four-year terms. The remaining two seats on the board are held by a community college faculty member and a student representative who serve in non-voting capacities for one year each. They are charged with the oversight of the thirteen community colleges that are part of the Colorado Community College System (CCCS) and are located across the state, including CNCC.

CCCS requires all its colleges to have a functioning Advisory Board (BP 2-25). CNCC has advisory boards that give it guidance and wisdom as it progresses forward; (1) CNCC Advisory Council; and (2) CNCC Foundation Board.

The College Advisory Council is a seven-member council appointed by the State Board and comprised of residents from the area served by the college. The membership is comprised of one member each from the Rangely Junior College District (RJCD), Moffat County Affiliated Junior College District (MCAJCD), CNCC Foundation, and four members at large representing constituents in areas served by the college and who are knowledgeable about the college and the purposes and responsibilities of the council. The Advisory Council reports to the CNCC President and provides an invaluable communication link between the community and College to the SBCCOE and CCCS.

While not governing boards, CNCC has two tax districts that currently provide financial support of the college: the Rangely Junior College District (RJCD) and the Moffat County Affiliated Junior College District (MCAJCD). The five members of the RJCD Board services Rangely, Colorado, and the five members of the MCAJCD Board services Moffat County, Colorado. From 1973 to 1999, CNCC operated as an independent college under the governance of an elected RJCD Board of

Trustees, financed by legislative appropriation and a district tax levy. In the early years, the district functioned as a citizen's advisory council and exercised considerable authority over the operations of the college. In 1989, by a landslide four-to-one vote, the electorate in Moffat County created an affiliated junior college district. This district was re-affirmed by a majority vote in 1999. This local tax continues to provide funds to expand course offerings in transfer, general education, and occupational programs on the Craig campus.

CNCC became a part of the CCCS on July 1, 1999. The ballot initiative that approved this change included a provision to retain only the financial trust aspects of the tax district. Both boards were retained in the statute; however, they no longer serve in a control board role. The RJCD Board of Trustees and the MCAJCD Board of Control now only have the authority to administer tax dollars to:

1. Continue no or low tuition for the taxing of district residents enrolled at CNCC
2. Provide supplemental funding for current or future programs offered by CNCC
3. Erect new or renovate existing facilities
4. Provide capital funding for equipment, including technology initiatives for CNCC
5. Provide for operating expenses of any RJCD or MCAJCD owned facilities.

The College functions as a hybrid of a state-funded college and a local district college retaining aspects of both in our financial administration. Both local boards meet monthly with the college administration, and more frequently as needed. The college and the SSBBOE board determine the overall college budget annually. The RJCD and MCAJCD Boards review the budget with each district appropriating separately the funds under their jurisdiction for investment in their respective campuses.

 2C2

As outlined in state law and repeated in SBCCOE Board Policy, the State Board for Community Colleges and Occupational Education supports and enriches CNCC. The central focus of the SBCCOE is to provide an operational framework for the thirteen Colorado community colleges, including CNCC so that they can best serve their internal and external constituents.

For example, SBCCOE created the Adjunct Task Force in 2014 and asked the 13 community colleges to consider the needs of adjunct instructors and to make recommendations to address these needs. Presidents at all 13 colleges signed off on these recommendations and were charged with implementing them. At CNCC, these recommendations resulted in adjunct instructors now receiving an inconvenience fee that assures 10% of their pay if a course is canceled less than two weeks before the beginning of the course.

2C3 and 2C4

Regarding the board's independence from external influence, the State of Colorado has guidelines to choose the eleven board members of the State Board for Community Colleges and Occupational Education (SBCCOE). Nine of the eleven board members are appointed by the Governor and cannot be employed in any junior college, community or technical college, school district or agency receiving vocational funds allocated by the board, private institution of higher education, or state or private occupational school in the state. At the same time, the board does not allow elected or appointed officials of the State of Colorado or a member of any governing board of any higher education institution supported by the state to serve on the board. Simultaneously, it is not possible to have more than five members belonging to the same political party and the board must have at least

one member from each congressional district. The remaining two members are a student and a faculty member from the CCCS. These two members do not have voting privileges nor can they attend executive sessions. State law and SBCCOE by-laws allow for no compensation for serving on the board aside from a per diem compensation limited to $50 per attendance. This is further limited to a maximum of five sessions per month.

In addition, the Colorado Community College System (BP 3-70) and CNCC have put in place the necessary conflict of interest policies to preserve independence from outside influences in its Code of Ethics. This Code specifically states, "No Board or employee of the Board shall participate in decisions which involve a direct benefit to them or to a related party," and further lists expectations and governing rules, including gifts and donations.

2C5

While SBCCOE has the authority to implement policies that affect college operations, the day-to-day management of the institution is delegated to the college president (BP 3-05). This includes the authority to approve all personnel actions. Institutional functions are delegated at the executive level and managed by the faculty and staff, as demonstrated by the CNCC organizational chart.

Board policy ensures that CNCC faculty have representation both at CNCC and within CCCS. Specifically, the State Faculty Advisory Council policy (BP 2-30) mandates the creations of a faculty forum through which all faculty members will be provided the opportunity to community and actively participate in the making of decisions regarding matters that affect them. CNCC's faculty forum is Faculty Senate.

The president ensures that faculty participate in decision-making as codified in the Faculty Handbook. This is carried out via Faculty Senate. The by-laws (Articles 1 and 2) of the Faculty Senate state that the purpose of the council is to represent the faculty in making decisions regarding matters that affect them, such as establishing procedures for promotion, formulating institutional procedures affecting the operation of the college, and formulating educational processes. Membership (Article 3) to Faculty Senate is open to all faculty. The Faculty Senate's role in the day-to-day management of academic matters is shown in the faculty senate meeting minutes. Faculty Senate also has representation on the Academic Council, and Leadership Council (prior to 8/2021) and Extended Cabinet (after 8/2021) .

Academic Council represents all academic departments at the college. It guarantees that faculty oversee academic matters. This committee is responsible for reviewing and recommending changes on matters of curriculum and instructional accountability. Review of new programs, changes to existing programs, and courses being added/deleted/changed in the CNCC catalog are overseen by Academic Council.

Staff Senate was established in 2017. The by-laws of the Staff Senate state that the purpose is to facilitate communication between staff and the campus community, participate, assist and advise in decision-making processes that affect the staff's relations with the larger College community, present ideas that originate from the staff the College president, foster a sense of community among CNCC's diverse population, make CNCC's education community an efficient, fulfilling, and attractive work environment, promote and advocate staff professionalism and support opportunities for the leadership development of its members. Staff Senate has representation on Extended Cabinet.

Leadership Council was established in 2017 and is comprised of 14 members that represent each

area within the College. The purpose of the Leadership Council is to be advisors to the President's Cabinet. This group is not a decision-making group but does advise and work on projects either determined by the President or the Council. In 2018, Leadership Council built and finalized a new Strategic Plan for CNCC. Leadership Council assisted in keeping the Strategic Plan a guiding, living document that is implemented college-wide. Twice a year Cabinet and Leadership Council review the Strategic Plan progress reports submitted and re-evaluate the relevancy of each KPI's, continually improving the strategic plan.

In 2021, CNCC's President Granger retired and Dr. Jones was hired. Dr. Jones restructured to do away with Leadership Council and create Extended Cabinet in its place. Operational leaders along with Faculty and Staff Senate representatives make up the voting membership of Extended Cabinet who has a direct tie to Executive or President's Cabinet.

Sources

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- 2C - crs2016-title-23
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- 2C - FacultySenateConstitutionMeetingMinutes Update
- 2C - FS Constitution and Bylaws 2015
- 2C - Leadership Council and Cabinet minutes 10-31-17a
- 2C - MCAJCD By-Laws
- 2C - MCAJCD_Board_Meeting_4.19.21_Minutes-Signed- Budget
- 2C - MCAJCDB and RAJCD Meeting Schedule
- 2C - Org Chart 2020
- 2C - Rangely Junior College District By-Laws
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- 2C - Session Laws CNCC Joins the State System 2
- 2C - Staff Senate Constitution and Bylaws (9.21.2018)
- 2C - State Board _Colorado Community College System
- 2C 34 - SP 3-70a - Conflicts of Interest - Relationships _Colorado Community College System
- 2C Academic Council Bylaws 2016-17
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- 2C BP 2-25 Advisory Council
- 2C BP 2-30 State Faculty Advisory Council and Faculty Shared Governance Policy
- 2C BP 3-05 - Delegation of Personnel Authority
- 2C CNCC Organizational Chart
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- 2C Code of Ethics from FacultyHandbook 2016-2017
- 2C Faculty Decision Making from Faculty Handbook 2016-2017
- 2C Faculty Senate Constitution
- 2C Faculty Senate Minutes
- 2C President's Change to Cabinet
- 2C SBCCOE
- 2C SBCCOE College Advisory Council By-laws
- 2C State CCHE_Bylaws
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- 2C34 - FS Constitution and Bylaws 2015-Articele 3 extract
- 2C34 - SBCCOE State Board _Colorado Community College System
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- 5A Extended Cabinet Charter 2021

2.D - Core Component 2.D

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

Argument

Colorado Northwestern Community College (CNCC) believes that education is critical to producing individuals who will contribute to their communities. CNCC values and tries to cultivate creativity, personal expression, inquiry, and open discourse. To this end, faculty exercise professional judgment in selecting and interpreting ideas, and they have the freedom to choose the methods of instruction, resource materials, guidance, tutoring, assessment, and evaluation to achieve these goals according to Faculty Rights and Responsibilities on page 7 in the Faculty Handbook. The responsibility to secure and respect conditions conducive to the freedom to learn is shared by all members of the college community.

The college supports the principles of open expression and has documented both faculty and student rights in this regard. The college maintains formal grievance processes that is open to all faculty. This process is defined in the Colorado Community College System (CCCS) Board Policy BP 4-31 and in CNCC's Faculty Handbook. The grievance or complaint process for students outlined in the CCCS System Policy 4-31and CNCC's Student Handbook. These processes provide faculty and students protection in the form of confidentiality and are founded on principles of free expression and diversity of opinion.

Students must learn about the world in which they exist, cultivate critical judgment, and engage in a sustained and independent search for truth. Students, faculty and staff are afforded freedom of artistic and journalistic expression through the Waving Hands journal. This is CNCC's regional, highly-respected art journal featuring juried fiction, non-fiction, poetry, and visual artwork submitted by CNCC students and members of the CNCC community.

The Student Government Associations (SGA) are important venues for student leadership development and create a platform that encourages students to have a voice in a wide variety of college affairs, from administering funds, to setting student life and activities agendas, to advising the CNCC administration on student perspectives, needs, and opinions. One example was the Spring 2022 referendum creating a Student Center Fee to renovate Hefley Gymnasium, the Rangely Weight Room, the Craig Weight Room and Weiss Den. This referendum failed with 76% of the vote.

CNCC recognizes and works diligently to encourage and sustain environments that encourage freedom of expression in teaching and learning.

Sources

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- 2D - BP 4-31 - Student Grievances _Colorado Community College System
- 2D - Rangely Student Government Constitution - 2016-17
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- 2D - Waving Hands
- 2D BP 3-20 - Due Process for Faculty
- 2D BP 3-50 - Employee Grievances
- 2D Grievance Process from Faculty Handbook 2016-2017
- 2D Grievance Process from Student-Handbook-16-17
- 2D Spartan Times 2016, 2013 Examples
- 2D Student Government Constitution - 2016-17 (1)
- 2D Voice of the Students Flyer
- 2D Waving Hands Review
- CNCC Student Complaint Procedure

2.E - Core Component 2.E

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

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

Argument

2.E.1

Colorado Northwestern Community College (CNCC) is not a research institution; however, some research components supplement classroom learning. Due to the nature of the research being conducted, external agencies are the lead, but CNCC provides support to help students experience hands-on research. CNCC does not offer students the opportunity to research human subjects. However, if this situation arises, the Institutional Review Board for Human Subjects Research at the Colorado Community College System (CCCS) has the responsibility to oversee procedures for carrying out the college's commitment to protecting human subjects in research. They review all requests for research on or by CNCC students and faculty and approve the research before it can begin.

2.E.2

As a public institution of higher education, CNCC is committed to consistently performing with the highest ethical standards and holds students to strict academic integrity policies. Public confidence in the integrity of the ongoing operations of CNCC demands that all employees consistently demonstrate high ethical standards. CNCC complies with the spirit and letter of the Code of Ethics found in the faculty handbook. This code of ethics is derived from the CCCS Code of Ethics, defined by Board Policy 3-70.

CNCC supports faculty, staff, and students to help navigate copyright issues. The most direct place to address plagiarism and copyright policy is in all course syllabi. Faculty follow a course syllabi template requiring a unification of information. CNCC has adopted a guaranteed transfer (GT) course syllabus template, and a non-GT course syllabus template. Each syllabus has an Academic Integrity Policy statement. Students are also notified of academic integrity expectations through the Student Handbook.

CNCC has a published its academic integrity policy in the course catalog and considers academic dishonesty, which includes cheating and plagiarism, to be an extremely serious offense, and will be dealt with by appropriate disciplinary action up to and including suspension. The word "cheating" refers to the acts of giving, utilizing, or receiving unpermitted aid during examinations or in the

preparation of reports or any other classwork that the instructor will use as a basis for evaluation. The word "plagiarism" refers to using another person's work without giving proper credit to that person. When paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas), a student must give proper credit using appropriate documentation. When copying verbatim another person's work (i.e., words, phrases, sentences, or entire passages), a student must credit that person using quotation marks and appropriate documentation.

Plus, the CNCC campus library website contains links to federal policy information about copyright and its applications in research and education.

2.E.3

Students receive instruction in the ethical use of information resources and the effects of plagiarism. Every CNCC syllabus includes policy information about academic honesty and plagiarism. Students are exposed to this through syllabus review and classroom expectation sessions run by faculty during the first day of class.

In the core English Composition sequence, English 1021/121 (ENG 1021/121) and English 1022 (ENG 1022/122), students are taught how to use various sources in their research and writing and how to cite those sources to avoid plagiarism. ENG 121/1021 introduces students to how to find, read, and synthesize a variety of sources for their writing and the use of appropriate citations. ENG 122/1022 builds on ENG 121/1021 skills, but adds more by teaching students to gather and summarize information while evaluating research and data from multiple viewpoints. This research is integrated into appropriately documented research papers. ENG 1021/121 is required for most degrees, while ENG 1022/122 is a requirement for all transfer degrees. Both courses emphasize and define what plagiarism is and how to appropriately document their sources in a variety of citation styles.

Faculty/instructors are expected to use TurniItIn.com to detect "similarity" and "dual-submission" in students' writing and to help students learn what plagiarism is and how to avoid it. CCCS made this tool a component of the learning management system (LMS), Desire2Learn (D2L) used for all CNCC courses. Any instructor who uses the D2L Assignments feature can activate this service, which assists in monitoring student academic integrity by generating a "similarity score" that can be used to indicate plagiarism. The instructor or faculty member can also make the score available to students to check their work for instances of plagiarism, and to learn how to make appropriate corrections under the guidance of the instructor.

2.E.4

When an academic violation is believed to have occurred, faculty, staff, and students can file incident reports via the Maxient reporting system, which will then send the report to the appropriate Academic Dean (CTE or Arts and Sciences) to initiate an investigation through the review of the original assignment and supporting documentation (Turnitin report or others) and consult with the faculty/instructor. If both Dean and faculty find the incident to violate CNCC's academic integrity policy, then CNCC will implement its academic integrity policy that emphasizes the principles of Restorative Justice that seeks to remove the stigma of "victim and criminal" and "guilt or innocence" so that both student and faculty can learn from the incident and be successful. CNCC has provided restorative justice training to faculty/instructors about the policy and procedures.

If this is the student's first academic integrity violation, the faculty member will meet with the

student individually to discuss the incident and make sure that the student understands what academic integrity is as outlined in CNCC's course catalog and ways to avoid it. The faculty member will award a grade appropriate to the incident. Then the student will meet with the appropriate Academic Dean to review what "cheating" and "plagiarism" are and how to avoid them. The Dean will assist the student in completing the Academic Success Plan and will provide the student with a handout with the policy, ways to prevent incidents, and the appeal process. The Dean of that faculty will report the student's behavior and their resolution to the Student, Faculty, Director of Student Support, and Registrar through the Maxient system. For students who have a second incident of misconduct, the faculty will award a zero on the assignment, the student will be placed on academic probation (for the remainder of their enrollment at CNCC), and the student will be prohibited from dropping or withdrawing from the course to avoid a failing grade. Additionally, the student is required to meet with the Vice President of Instruction (or designee) to discuss the seriousness of academic misconduct and its consequences for further violations. The Dean of that faculty will report the student's behavior and their resolution (in a letter) to the Student, Faculty, Director of Student Support, and Registrar. In the third incident of misconduct, the student will be immediately suspended from the college for one academic year. The Vice President of Student Services will meet with the student individually and present them with a written letter. The student will receive a grade of "F" in the course, a "WD" and an Administrative Withdrawal for all other courses. The Vice President will send a copy of the letter to the student's email and the Registrar, and a copy will be placed in the student's permanent file. The Dean of that faculty will report the student's behavior and their resolution (in a letter) to the Student, Faculty, Director of Student Support, and Registrar.

Students have the right to appeal any of these misconduct notices to the Vice President of Instruction and subsequently to the college president if they are not satisfied with the result. The process for a student appeal is found in the course catalog. For behavior violations outside the classroom, the Student Conduct Committee determines any institutional sanction that would be consistent with the student's prior conduct history or the egregiousness of the offense. This process is consistent with CCCS Board policy 4-30 and SP 4-30a regarding student discipline and procedure. All communications begin via sending this information to the student's CNCC email.

Sources

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- 2.E - Student Handbook 20-21 10.2.20- Academic Integrity Extract
- 2.E.1 ExtraCurricular opportunities
- 2.E.1 InstitutionalReviewBoardforHumanSubjects
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- 2.E.2 BP3-70
- 2.E.2 GTsyllabi
- 2.E.2 Non-GTsyllabitemplate
- 2.E.3 AssignmentTurnItIn
- 2.E.3 ENG1021.121CCNS
- 2.E.3 ENG1022.122CCNS
- 2.E.3 Turnitin Evidence Example
- 2.E.4 AcademicSuccessPlan

- 2.E.4 CNCCAcademicIntegrityHandout
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- 2.E.4 SubmitIncidentReportAcademicIntegrity
- 2E - BP 4-30 - Student Discipline [Effective for 2020-2021 Academic Year] _Colorado Community College System
- 2E - CNCC Course syllabus template 20-21
- 2E - FacultyHandbook2016-2017
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- 2E2 CodeofEthics

2.S - Criterion 2 - Summary

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

Summary

Colorado Northwestern Community College acts with integrity. CNCC is responsible not only because it is directly accountable to state and system laws and policies, but because it is the right and ethical way to treat CNCC stakeholders. CNCC is committed to its mission to enhance people's lives by providing accessible, affordable, quality education. To deliver on this mission CNCC faculty and staff hold themselves to the highest ethical standard. Seeking input from stakeholders and using it to continuously improve is part of normal operations that guide CNCC's current and future focus on integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

3.A.1

The courses and programs at CNCC are continuously reviewed through assessment, advisory boards, and Academic Council at the college level and through discipline meetings at the state level. All of CNCC's State representative faculty are members of the Academic Council and have input and authority over the additions or changes in the curriculum. In addition, academic Deans and Associate Deans bring forward course and curriculum changes in close consultation with the lead or expert faculty's input. Academic Council meets once per month throughout the school year.

The Career and Technical Education (CTE) programs are all current in their program approvals. The State of Colorado's approvals show details about each program. A requirement for each program is to meet with their advisory councils a minimum of twice per year. The advisory councils are made up of industry leaders. During these meetings, the members of the advisory council in partnership with faculty review the programs, discuss how to implement workplace soft skills, and recommend program changes as needed to stay in compliance with industry standards.

Several CTE programs are accredited through external professional accrediting agencies.

- Nursing is accredited by ACEN (Accreditation Commission for Education in Nursing)
- Dental Hygiene is accredited by CODA (Commission on Dental Accreditation)
- Automotive program is accredited by NATEF (National Automotive Technical Education Foundation)

We are granted federal permission to teach the following programs:

- Aviation Technology, FAA (Federal Aviation Administration) , Part 141 certified.
- Aviation Maintenance, FAA Part 147 certified.

The following programs are not accredited however they must follow the rules, regulations, and guidelines of their respective agency:

- The Emergency Medical Services program, Colorado Department of Public Health and Environment, NREM (National Registry of Emergency Medical professionals).
- The National Park Service Ranger Academy program is one of six national FLETC (Federal Law Enforcement Training Center)
- Barber and Cosmetology DORA (Department of Regulatory Agencies).
- Nurse Aid Training Program DORA (Department of Regulatory Agencies).

3.A.2

CNCC's Course Catalog articulates the learning goals for general education programs which are:

1. To equip students with skills necessary for creative problem solving, critical thinking and analysis of values;
2. To equip students with the communication skills necessary for effective listening, speaking, reading, writing, and career and technical education.

Those general education goals are different from those for students in CTE programs. For CTE programs CNCC seeks to assist students in gaining knowledge, skills and attitudes that promote occupational competence and the ability to function effectively in the workplace.

3.A.3

In 2018, a comprehensive program review was completed for every program offered at CNCC. Since this time, a five year rotating program review schedule has been developed in order to review each program, at minimum, once within a five year cycle. The CNCC academic program review gathers data for the following areas: program resources and cost, program enrollment and utilization, program student success, and program centrality to CNCC mission, vision, and strategic plan. Within each category many questions are posed and data gathered to support each component. The CNCC academic program review evaluation process gathers The following information, to list a few: fall to fall retention rates, graduation rates, program assessment of student learning, assessment program quality, community surveys, and program learning outcomes.

CNCC actively works on learning goals through Program Learning Outcome (PLO) within our academic assessment process. These PLOs are established by lead faculty within each program and relate back to the institutional goals. Once the PLOs are established, each course determines a program course matrix to address and improve upon these learning goals. Our academic assessment process ensures continuity of program qualities and learning goals as instruction works towards achieving CNCC's assessment institutional goals.

Our dual credit programs are also making strides towards common assessment models. In February 2022, CNCC hosted a concurrent enrollment math and agriculture teachers' workshop to create a set of common test bank questions, talk about learning outcomes, course pacing and content rigor for College algebra courses and similar components in agriculture courses. The workshop provided professional development opportunities to our dual credit instructors as well as an opportunity to engage with peer experts. Moving forward, CNCC has developed a four-year common course assessment schedule for dual credit courses. In addition, our Director of Concurrent Education and our Dean of Arts and Science will begin to implement and create classroom observations beginning

with one of our largest concurrent high schools, Moffat County high school.

The CTE programs are required to attempt to gather VE-135 post-graduate survey for each individual who graduated from the program the previous year. The information obtained from the VE-135 is useful information that can be used in completing Program Review, but it is also necessary for continued program approval through the state system.

CNCC offers vocational certificates, Associate of Applied Science, Associate of Arts, Associate of Science, and Associate of General Science degrees. Offering 18 associate programs that include 19 degrees, 19 degrees with designation or concentrations and 4 plans of study. 30 certificates offered are part of an associate program, while two are stand-alone programs. All programs are required to adhere to the competencies as set forth through the Colorado Community College Numbering System (CCCNS). The requirements for each program are communicated in the college catalog.   The catalog is updated annually. Any changes that are necessary for a program are documented in the Academic Council minutes. Prior to an updated catalog being printed or posted to the website, faculty and staff are provided an opportunity to review and approve the changes. If an error is found, it is checked against the minutes from the Academic Council or it brought to the Academic Council for any additional changes.

Annually, faculty from each disciplinary group within CCCS meet to discuss the courses, programs, and alignment of course components. The purpose of the annual meeting is to align courses throughout the system to maintain consistency in competencies. The disciplinary groups review each of the competencies of the courses posted in CCCNS. A monthly meeting of SFCC (State Faculty Curriculum Committee), consisting of two faculty from each college (one academic and one career and technical), meet in Denver to review any new courses or changes to existing courses. The SFCC representatives report monthly at the CNCC academic council to update the college on new initiatives, procedures, or changes that are under consideration at the state level. The academic council then review any pertinent information that may impact courses and/or programs offered at CNCC. All discussions and decisions made through academic council are then recorded in the monthly minutes.

CNCC provides a standardized syllabus template to each faculty, instructor, and concurrent teacher that must be submitted to the Dean or Concurrent Education Directory overseeing each disciplinary area. The syllabi are posted into the LMS (learning management system) for the specific course. The template provides consistent wording for policies and procedures related to ADA, academic integrity, anti-discrimination (Title IX), and others as needed. When syllabi are received, they are reviewed for compliance with course competencies. The deans work with full-time faculty within each discipline to ensure the course outlines meets all the core components of the class. Concurrent instructors and part-time/adjunct instructors are held to these same standards.

Concurrent teachers are required to have credentials that follow HLC guidelines. CNCC follows the HLC provisions for concurrent faculty and has implemented academic plans for those educators not in compliance. Rural serving institutions that work with faculty in Concurrent Enrollment programs face particular challenges. The time needed to address these types of concerns allows institutions time to assess their needs in the area of faculty qualifications and achieve compliance with the policy. HLC has provided an opportunity for institutions with Concurrent Enrollment programs to apply for extensions related to compliance of faculty in Concurrent Enrollment programs with the revision to Assumed Practice B.2. Institutions that have been granted an extension will have until September 1, 2025, to come into compliance with the revised Assumed Practice. CNCC has applied for and was granted an extension.

Sources

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- 3A Academic Council Minutes.pdf
- 3A Advisory Committee list.pdf
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- 3A Aviation Maintenance Air Agency Cert, Regulations
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- 3A CE MEETING SCHEDULE Common Assessment 2022-25
- 3A Colorado CTE Gateway General Program Summary
- 3A COM_115_BPOWELL_S22_Syllbus CONCURRENT
- 3A CommonAssessmentWorkshopMAT121
- 3A Concurrent Enrollment Faculty Credentials
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- 3A CTE Program Approval Summary Snapshot.pdf
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- 3A1 CDP Data Report
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- 3A1 Dental Hygiene Accreditation
- 3A1 FAA Avaition Tech Certifications
- 3A1 Instructional CDP Template
- 3A1 Massage Therapy Rules and Regulations
- 3A1 NPS Ranger Academy Accredidation
- 3A1 Nurse Aid Approval, Rules and Regs
- 3A1 Nursing ACEN Accreditation
- 3A1 VE-135 Definitions, 2016 Results
- 3A2 Common Course Numbering
- 3A3 CNCC Academic Program Review and Evaluation Process
- 3A3 Program Review Rollout and 2018 program review
- 3A3 Syllabus Template
- 3C 2 to 2 Faculty Confernce
- 3C ConcurrentEducationPlanExample
- 3C HLCConccurrentCredentialLetter 2022
- 3C STATE FACULTY CURRICULUM COMMITTEE

3.B - Core Component 3.B

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

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

Argument

3.B.1

All colleges in the Colorado Community College System (CCCS) share common general education core course numbers, prefixes and titles. CNCC is a member of the CCCS. If a course is listed in this database it is approved for all community colleges offer the course. GT Pathways courses, in which the student earns a C- or higher, will always transfer and apply to GT Pathways requirements in every Liberal Arts & Sciences bachelor's degree at every public Colorado institution. The mission of general education at CNCC is aligned with the CCCS mission and provides a solid foundation of core abilities, offers excellent, two-year general education transfer degrees, provides unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado, values and promotes life-long learning, and provides holistic and broadly-based student support to which other programs are supported. The General Education core curriculum at the college provides a variety of courses from across disciplines that engage students in mastering core abilities by the end of their academic programs. The core curriculum was determined "to assist students in obtaining the knowledge, skills, and attitudes that enhance quality of life and the ability to function effectively in an ever-changing society. To meet this goal, all CNCC students, vocational and liberal arts, full-time and part-time, are provided with a variety of educational experiences, both inside and outside the classroom." This core curriculum is consistently delivered across the campuses in all associate programs as well as certificate programs. The college is committed to continuing program review and subsequent dialogue with respective program directors to review industry standards to affirm or disprove particular general education course requirements. As such, the General Education core curriculum fulfills a purpose of the college's mission statement.

Each program and division assesses our four institutional goals. The third institutional goal is to equip students with the knowledge and skills necessary to function in a diverse society and workplace

as appropriate to the specific discipline. Each program lists educational objectives in order to meet our Program Learning Outcomes (PLO) that evaluate whether we are providing students with the necessary knowledge to work in diverse workplaces and society. For example, Arts and Science, for fall 2020, list a learning outcome 'to demonstrate an appreciation of diversity through research and presentation of opposing views.'

3.B.2

Academic program rollout plans illustrate general education curriculum. This curriculum supports the college's commitment to its vision: innovative teaching, outreach education, and continual assessment will ensure that students have the skills to further their education, succeed at meaningful careers, and prosper in a complex and increasingly diverse world. New courses or curriculum changes are approved through a college Academic Council before moving forward for system approval.

The Academic Council is comprised of faculty representatives, academic Deans, the Concurrent Education Director, the Vice President of Instruction and the Vice President of Student Services. In addition, Academic Council has a group of non-voting members who act as advisors to curriculum discussions. These non-voting members include the Financial Aid Director, the Registrar, and the Director of Student Support. The Council collaborates monthly to review and make recommendations about course content, curriculum, instructional materials, delivery considerations, assessments, and data-driven changes. The minutes from these Council meetings reveal the efforts, energy, time, attention, as well as expertise and experience that faculty contribute to the general education core curriculum and also indicate a superior level of commitment to the institution.

CNCC Arts and Sciences division is responsible for all general education offerings including associate of arts, associate of sciences, and associate of general studies degrees. The courses required for obtaining these associate degrees are 100 and 200 level courses and are generally transferable to other institutions of higher education (including guaranteed transfer courses, and 60+60 agreements within Colorado). All of these courses are created, maintained and vetted by discipline groups composed of faculty from all 13 state community colleges, approved by SFCC and Vice Presidents council. Further evidence of the appropriate level of the accepted articulated agreements, called degrees with designation, that exist between CNCC and all state 4-year institutions. Additionally, academic programs are expected to review their assessment and program learning outcomes via the program assessment reports annually.

The General Education course syllabi reflect a template of competencies and objectives that are performance-based. Faculty review annually current gtPathways course system assessments to determine assessment appropriateness and areas for improvement.

The role of assessment at the college is to provide the structure for measuring student learning. Assessment at CNCC has six components: Institutional Assessment Goals, Program Learning Outcomes, Program Assessment Plans, Course Assessment Plans, Program Review which feed into the Budgeting Process. The Institutional Assessment Goals are intended to measure skills necessary for creative problem solving, critical thinking, and analysis of values; equip students with the communication skills (both written and oral) necessary for effective listening, speaking, reading, and writing; equip students with the knowledge and skills necessary to function in a diverse society and workplace as appropriate to the specific discipline; and equip students with the technical skills necessary to succeed in today and tomorrow's workforce as appropriate to the specific discipline.

Courses in general education are assessed broadly within the core abilities of written/oral communication, quantitative competency, intellectual inquiry, and problem solving. Current English and math course sequences, ENG 121 and ENG 122; MAT 050 and MAT 120 or MAT 055 and MAT 121, have both formative and summative assessments with pre/post tests and writing intensive requirements. The college continues to align its course competencies and objectives with the system requirements.

Every associates degree level academic program includes a writing course. The college recognizes the importance of scholarship in higher learning and of student participation in the research process across its undergraduate academic programs. To assist students in gaining experience in library research and writing, instructors stress analytical, evaluative, and persuasive/argumentative writing that utilizes a format style, requires data analysis, evaluation, synthesis, and criticism. Research requirements are documented on each instructor's syllabus.

3.B.3

CNCC values and promotes diversity, equity and inclusion, including cultural and ethnic diversity, and diversity of thought and opinion. Part of CNCC's core values is to promote inclusion and equity throughout CNCC's culture. Through efforts in creating an inclusive and equitable culture, we strive to stimulate better multicultural understanding. CNCC's DIALED-In Action Plan outlines plans to increase diversity, equity, and inclusion by delineating tactics, measurement plans, lead personnel, and implementing timelines. CNCC has two dedicated groups to addressing equity gaps, The Equity and Inclusion (E & I) committee and E & I in the classroom committee. In the classroom, cultural diversity and multiculturalism is specifically addressed in PHI 112. Subsequent humanities course offerings, including Logic, Introduction to Philosophy, Ethnic Literature, World Literature, Issues & Ethics in Dental Hygiene, Comparative Religions, Philosophy of Religion, and Environmental Ethics, reflect competencies/objectives that additionally cultivate an awareness of diversity. The CCCS System offers most degree programs online to fit student needs. Cultural diversity and multiculturalism is continued to be address through the development of a community of reflective practices as well as continued support and professional development for faculty and staff. CNCC has received a grant to transition High Enrollment GT and Gen-Ed courses over to Open Educational Resources (OER) saving students $65,850.35 in AY 2020. CNCC's E & I committee has expanded offerings for the lecture/ dialogue serious "Lets talk about it" to students and staff, focusing on topics from social and racial justice. CNCC's E & I committee has fostered growth for new multicultural student groups including the African American heritage group.

3.B.4

CNCC's faculty-led team has coordinated and produced a literature and arts journal, *Waving Hands*, of exemplary works by emerging and established writers and artists in Northwest Colorado. Submissions remain anonymous until a quality-based selection is made. This literary journal is designed to recognize and showcase work from students, faculty, and community members who demonstrate excellent skill and talent in literature and art.

CNCC's Travel learning program launched spring of 2021 with an international trip to Scotland: "Outlander: Fact or Fiction" departed in May 2022. The travel abroad program will continue to see students and community learners enrolled and traveling together, emphasizing learning. Learners may choose to take the travel abroad trip for college credit. Any faculty or staff is able to nominate a destination, develop curriculum and propose a trip to lead. A combined staff/faculty committee convenes to advise trip leaders and recommend proposals. CNCC sees the value of promoting this

creative work in order to enhance people's lives through cultural experiences.

Sources

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- 3B CCCS Role and Mission
- 3B CNCC ADA compliant syllabi with numbers
- 3B CNCC Catalog CNCC Philosophy of General Education
- 3B CNCC Program Assessment Plan Blank
- 3B Common Course Numbering
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- 3B Email Activity Sent to Students
- 3B English Syllabi Examples
- 3B GT Pathways
- 3B HIS176_AOtt_SP21
- 3B Institutional Assessment Goals
- 3B Plan of Study Examples
- 3B PLO and Matix template
- 3B Program Learning Outcomes and Matix template
- 3B Program review with data.pdf
- 3B Residence Life Newletters
- 3B SmartEval Survey Samples
- 3B Spartan Times 2016, 2013 Examples
- 3B Summary of CNCC Assessment Plan
- 3B Travel Learning
- 3B Waving Hands Review
- 3B_ Arts and Sciences Assessment Matrix FA20
- 3B_ AS Assessment plan for FA19
- 3B_AS Craig Program Reveiw AY17-19
- 3B_AS Craig rubric PR FA20
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- 3B_Lets Talk About It
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- 3B_OER
- 3B4_ CNCC Travel Leader Handbook
- 3B4_ Re-Boot 2020 for Study Abroad
- E I Committee Charter 2021

- Equity Inclusion in the Classroom Committee Charter
- New Program Flow Chart
- Program Revision Flow Chart

3.C - Core Component 3.C

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

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

Argument

3.C.1

CNCC is making significant efforts to address diversity matters of faculty and staff in relation to its constituents and mission. Both the Teaching Excellence Committee, as well as, the Equity and Inclusion Committee are aware of CNCC's current status and have developed goals and target measures to rectify any disparities. Some specific goals we will be addressing include: ensuring equitable and inclusive hiring process, expanding on boarding protocols, and identifying salary equity gaps. CNCC is actively reviewing and analyzing demographic data within our student population as well as our employee population. From this data, we are making informed decisions towards ensuring that our overall employee composition reflects the appropriate human diversity for our institution.

3.C.2

CNCC provides the tools needed for faculty to provide quality education to students. CNCC Common Data Set information confirms the institution has an adequate number of faculty members to assume all necessary roles, at a 14:1 student to faculty ratio. Within the academic year 2021-2022, CNCC employed 32 full-time faculty as well as 43 part time adjuncts.

The CNCC faculty handbook outlines full-time faculty teaching loads as 30 credit hours per academic year. In compliance with the CCCS policy 3-31, full-time faculty fulfill a 70% teaching responsibility and 30% service responsibility for the fulfillment of the contract. Part of the service responsibility for program directors and department chairs is to serve on the Institutional Academic

Council. Academic Council is comprised of members many members from the instructional division including: Deans of Instruction, Vice President of Instruction, Vice President of Student Services, the Director of Academic Affairs, multiple faculty members serving on State Curriculum committees. In addition, non-voting members add important insight into non-academic areas of the college. those members include: Registrar, Director of Financial Aid, Director of Advising, and the ALO. By this method CNCC provides oversight of the curriculum. Furthermore, the State Faculty Curriculum Committee (SFCC) and the Education Services Council assesses, evaluates, and approves curriculum.

Additional committees faculty serve on to insure oversight of the curriculum are:

- Program Advisor Board
- 2:2 Faculty State Annual Conference/ Workshop
- *State Faculty Advisory Council(SFAC)*
- Colorado Faculty Advisory Council
- Assessment Committee

 3C.3

The faculty handbook identifies the teaching credential standards. For faculty teaching general education curriculum, as well as courses typically applied to the Associate of Arts, Associate of Science, or Associate of General Study curricula, faculty must meet the minimum standards. Faculty must have a master's degree or higher in the subject area taught or a master's degree or higher in any subject with 18 credit hours of post graduate study in the subject area taught.

Career and Technical Education (CTE) faculty must meet credential requirements defined by program accreditation standards. Minimally, CTE faculty must be eligible and maintain a Colorado post-secondary CTE credential within their discipline. CNCC maintains these credentialing standards by designating a credentialing officer to manage and maintain all CTE faculty files. For example, full-time faculty must take EDU 250: CTE in Colorado and EDU 260: Adult Teaching & Learning. Part-time faculty must take either EDU 266: Advanced College Teaching Methods, EDU 222: Effective Teaching, or EDU 250: CTE in Colorado. These requirements are designed to provide faculty with resources to help them be successful adult educators.

CNCC's October 6, 2016 Academic Council minutes, defines credentials for qualified dual credit instructors:

- The instructor will hold a Master's degree or higher within the discipline.
- The instructor will hold a Master's degree or higher within a closely related discipline and a minimum of 18 graduate credits of courses within the discipline.
- The instructor will hold a Master's degree in education in the discipline taught with a minimum of 9 graduate level credits in the content area of the discipline.

CNCC's policy requires instructors teaching developmental education courses to have at minimum a bachelor's degree within the discipline or closely related field, or a secondary teaching credential in the discipline with at least three years secondary teaching experience within the discipline. The required credentials for concurrent faculty teaching career technical education courses require a post-secondary CTE credential by a post-secondary school or a valid secondary CTE credential issued by the Colorado Department of Education.

3.C.4

All faculty members at CNCC are formally evaluated each year. CNCC follows the Colorado Community College System Board Policy, SP 3-31. The faculty performance evaluation is based on faculty job performance and is separated into two main categories: teaching and service. The teaching component of the evaluation includes student evaluation and teaching observations from supervisors. The service portion evaluates services for filling the mission and goals of the college outside the classroom. Narrative of evaluations and faculty performance goals are completed by faculty members once per year. The Faculty Performance Plan and Faculty Evaluations are then reviewed and rated based on narrative by supervisors and signed by respective parties. There are three performance ratings; exemplary, commendable, and needs improvement.

3.C.5

The Vice President of Instruction's office maintains all faculty credentials. During the hiring process, Human Resources collects transcripts with candidates' completed applications. An academic file is completed for each faculty member which includes a copy of transcripts as well as a credentialing cover sheet which identifies their degree and associated credentials. From this documentation college administrators can identify whether credentials meet requirements for teaching within the discipline.

The academic division at CNCC develops opportunities for continual faculty training throughout the academic year. One example of the Academic vision is the instructor in-service training. Topics discussed include expectations, Duties, Deadlines, Academic Integrity, Advising, D2L updates, and Assessment. Arts and Sciences held monthly Brown Bag Faculty lunch centered around Student Satisfaction survey results and faculty chosen topics of Communication Best Practices, Intervention, and Equity and Inclusion.

In addition, CNCC has a professional development committee that approves funds devoted to professional development. Faculty and staff complete a professional development form that asks why the opportunity would be beneficial. The professional development committee considers all requests. Academic administration encourages faculty to remain current in their disciplines and credentials.

CCCS Professional Development Faculty Stipend Program for Identified Faculty and Instructors to Earn Master's Level Credit was implemented in Academic year 2018-2019. To support the Colleges' ability to continue to deliver courses in disciplines in which the College is experiencing a shortage of qualified teachers, the Colorado Community College System (CCCS) will be offering financial support to the Colleges. This program will help offset the cost for current identified faculty and instructors teaching classes for the College to earn master's level credits in disciplines that have been determined to be experiencing a shortage of qualified teachers. CNCC's dual credit instructors utilized this program supports the acquisition of up to 18 master's level credit hours in a discipline in which the College is experiencing a shortage of qualified teachers for those already possessing a master's degree.

3.C.6

Instructors are required by State Board policy BP 3-80 to be accessible for student inquiry. According to CNCC's faculty handbook, instructors must designate and post a minimum of five office hours per week. Within each course syllabus (course syllabi template), office hours must be listed. Faculty may maintain office hours in the Gateway Learning Center. The syllabus serves as a written contract with

students informing them instructors will be available during designated times. That being said, CNCC faculty are available to students any time they are not in the classroom, instructors have an open door policy for student questions.

3.C.7

Every position at CNCC has minimum and preferred qualifications that each hiring committee considers when hiring any new staff member to ensure only qualified people are serving in appropriate roles. CNCC staff are encouraged to engage in professional development for training and all are eligible to apply for funding. CNCC funds a variety of professional development activities that range from attending regional registrar's and admissions officials conferences to bringing nationally renowned speakers on campus. The Community College System Office provides training and support for some professional non-academic positions. For example, registration staff attend DegreeWorks trainings in Denver put on by CCCS to learn how to build and maintain the degree audit system.

System Policy, SP 3-60e, provides a tuition assistance program for full time employees to utilize the resources within the Community College System. This policy allows for benefit eligible faculty and staff to enroll in state-funded credit courses in order to acquire a degree or certificate through the system.

Sources

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- 3C CNCC Faculty Credential Cover Sheet
- 3C CNCC Faculty Trainings
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- 3C CNCC_CDS_2021-2022
- 3C CO Faculty Advisory Council Bylaws, Membership, Schedule
- 3C Common Data Set 2013-2017
- 3C completed CCCS Prof Devel
- 3C CTE Cred Prof
- 3C CTE Credentialing Standards, Worksheet
- 3C CTE Faculty Credential File Samples
- 3C Education Services Council
- 3C Evaluation of Faculty Job Performance Policy CCCS
- 3C Faculty Annual Performance Plan
- 3C Faculty Credential Policy.pdf
- 3C Faculty Credentials from pg 9, 10 Faculty Handbook

- 3C Faculty Training Evidence
- 3C General Education Assessment
- 3C Professional Development
- 3C Program Director Meeting Minutes 2017
- 3C SFCC AGENDA
- 3C Staff Faculty Curriculum Committee Evidence
- 3C STATE FACULTY CURRICULUM COMMITTEE
- 3C Syllabus Template
- 3C_Professional_Development_RequestsApprovals.pdf
- 3C3_Student Success by Demographics
- Advisory Committee
- EDU250. MDavis. FA21

3.D - Core Component 3.D

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

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

Argument

3.D.1

CNCC is committed to providing students with a variety of educational and developmental opportunities, both with and outside the classroom. Responsibility for student development in areas complementary to the formal classroom environment rests with Student Services staff who foster programs that facilitate the student's social, cultural, emotional, academic, and recreational growth.

CNCC provides a "one-stop, one location" process for support services. The following services are located on each campus;

- Financial Aid
- Registrar
- Recruiting
- Advising
- ADA Services
- Testing Center
- Career Services
- Clinic (In Rangely)
- Bookstore
- Cashier

CNCC provides several support services to students to help them be successful. A Student Success Committee meets monthly with working groups meeting more often to strategize methods to meet student needs. The Student Success Committee uses a three-week grade check program to identify and intervene with students who are struggling. Students identified as academically challenged are referred to the Gateway Center for tutoring or to an advisor for academic counseling. Students identified with behavioral issues are referred to the Campus Assessment Resource Evaluation Team (CARE, formerly BIT) which is sanctioned by the state.

In the fall of 2015, both campuses collaborated to create Gateway Centers on each campus. These centers provide tutoring, writing and math labs, study skills workshops, and test proctoring services.

Student-athletes receive additional support with designated study halls and all students have the convenience of recorded lectures and assignments posted in the learning management system D2L (Desire 2 Learn). Through D2L, all students have access to study help booklets, links to citation and formatting guides, and links to carefully curated videos for study skills. Peer and professional tutors are offered through the Gateway Centers to support the classroom learning process.

Included in the Rangely advising office are services for ADA, mental health counseling, mental health referral, a testing center, and access to workforce and career services. The Craig campus offers academic advising, a testing center, and access to the Workforce Center. The student-to-faculty/staff ratio is small allowing for quick responses to student needs.

3.D.2

Students who score below college level according to the measures listed in the catalog are placed into developmental education courses. CNCC continues to use the redesign of developmental education implemented by the Colorado Community College System (CCCS) in 2013.

The ongoing principles that guide our Developmental Education curriculum are:

1. Use reverse curriculum design when courses need to be redeveloped
2. Design course for what student need to know for success in college
3. Encourage active learning by including active and/or experiential learning experiences with each lesson
4. Make curriculum design and assessment of student learning and success a continuous process
5. Provide students with individualized assistance through embedded affective skills, professionalism, and support serves as much as possible in the process

Since 2013 CNCC has continuously evaluated the success of the developmental education program and made improvements based on data gathered internally and by CCCS.

Students who test into the high school level in Reading, Writing, and/or Math, using the multiple measures as mentioned above, are encouraged to enroll in developmental courses. Students who test lower than high school level are offered independent opportunities to remediate and reassess for placement (referred to in the catalog and placement crosswalk as 'Soft Landing').

In addition to the coursework offered to under-prepared students through the Department of Developmental Education, CNCC offers learning support and preparatory instruction to all students through its Gateway Centers. Designed around a core purpose of student success at every level, the Gateway Centers provide tutoring, testing, proofing services, and advising. The Gateway Centers offer Math and English Labs as well as content-area learning assistance. This academic support program also offers workshops, small-group tutorials, and individualized peer tutoring. Students who have not earned a high school diploma may prepare for the GED examination, with the assistance of the Adult Basic Education department, in the Gateway Center. ESL assistance is also provided through the Craig Gateway Center.

Students enrolling for the first time at CNCC, seeking a degree or certificate, will be placed using the multiple measures assessment tools. Results of the assessment are sent to the student's advisor. The advisor and student work together in developing a degree plan and register for appropriate courses.

Students who do not place into college-level courses are directed into developmental education courses. The goals of the developmental pathway in Math, Reading, and English Composition are designed to be completed within the first year of the students' pathway. Students who score close to the cut score but slightly under will be placed in supporting developmental education classes in conjunction with the standard credit-bearing class. This allows a student who is not quite ready for college-level courses to receive the extra support they need to be successful.

Both the Rangely and Craig campuses have a Gateway Center that provides additional learning support for students. The Gateway Centers hire and train peer and professional tutors to aid student learning.

3.D.3

Advising services are designed to assist students in their academic pursuits, and students are assigned advisors who are knowledgeable both in their program area and with college policies relevant to graduation and transfer. Degree Works, software designed to track degree requirements and progress, is used to assure students stay on track to their associate degree or certificate program. There are two full-time academic advisors in Rangely and one full-time academic advisor in Craig. In addition, selected faculty serve as advisors.

The advisor works with the degree or certificate-seeking student to ascertain that all coursework taken will meet degree requirements or transfer goals. Each program has a degree plan that outlines the recommended courses and any prerequisite courses. Students who want to take courses other than those listed on the degree plan can only make those substitutions with the approval of the advisor and either the Dean or the Vice President of Instruction.

3.D.4

Colorado Northwestern Community College provides the following supports to students and instructors:

- Library resources – online and physical
- State of the art chemistry, biology, and other science labs
- Gross anatomy lab equipped with a human cadaver
- Gateway Centers – learning support with dedicated computers for testing
- New digital microscopes with WiFi capabilities
- Paleontology Repository
- Automotive shop
- NPS Shooting Range
- NPS Armory
- Nursing skill check lab
- SIM labs
- SIM mannequins
- NPS padded room for takedowns and Taser instruction
- Airplane hanger
- Flight simulators
- Aviation maintenance labs with industry-standard tools, equipment, resources, and materials
- Smartboards
- 28 telepresence nodes between our college campuses and our partner high schools
- Juried art collection

- Lecture Capture software
- Clinical Nursing sites – St. Mary's, Memorial Regional Hospital, Casey's Pond, Colorado Northwestern Health, VA, Yampa Valley Medical Center, Mind Springs
- Dental Hygiene Clinic suite chairs, 100% digital records, digital x-rays, intra-oral cameras, typodonts, ergonomic clinician chairs, diode lasers for periodontic maintenance, nitrous oxide, electronic anesthetic delivery device, air-driven polishers
- Lease with the Rio Blanco County airport
- MOU Agreement with Columbine Park for Equine, Rodeo, and Baseball programs
- Equine science program has full horse skeleton and full tack room
- Animal science program has chicken brooder, incubator, hog feeders, 3D functional reproductive models, anatomical models, and tissue samples
- Student lounges
- Fully equipped Massage therapy rooms
- Cosmetology Salon
- AR and VR viewers for history and humanities for viewing artifacts and places
- WiFi in dorms
- Computer labs

Sources

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3.S - Criterion 3 - Summary

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

Summary

CNCC provides educational opportunities to northwestern Colorado through its one main campus, five additional learning sites, and concurrent partners with a critical eye toward quality teaching and learning. The institution has a conscious process of assuring that all programs are current through a regular program review process. This process, combined with the annual review of courses and student performance by each department, assures that what is being taught is what students need. The courses and programs at CNCC are continuously reviewed through assessment, advisory boards, and an academic council at the institutional level and through discipline meetings at the state level. The Career and Technical programs are reviewed through the state system on a five-year cycle.

Additionally, the institution's commitment to concurrent education is evidenced by its budgeting for a director of concurrent education who recruits, advises, enrolls, and registers concurrent students. CNCC follows the HLC provisions for all faculty members, ensuring the standards of education are upheld across the institution. CNCC endeavors to assure faculty maintain high standards by providing professional development opportunities for faculty and staff. The college has provided opportunities for trainings and professional development through internal peer discussions and external conferences.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

4A1

CNCC's practice of regular academic and non-academic program reviews has led to tangible improvements. Comprehensive Program Review for Continuous Improvement was CNCC's HLC Quality Initiative Project that was successfully accepted. HLC reviewers said, "...the program review initiative has been impactful to the entire institution, shows genuine effort and leads them into the future."

In July 2018, the Academic Program Review Policy and Process was implemented as part of the qualifications listed in the HLC Panel Analysis in February 2018 . The Academic Leadership Team (ALT) met in December 2018 to execute a comprehensive review of all academic programs to establish baseline data by which programs could be compared year over year on a rotating basis.

When a Program is up for review, lead faculty/Dean's complete the Program Review template found in an online form (for questions asked, refer to the Review Process), that is used to compare the various categories above. The ALT, and one to two non-academic individuals comprise the Program

Review Committee, which meets to review internal program data gathered with the help of Institutional Effectiveness and the Business Office, and score it using a common objective rubric. For the 2021-22 reviewed programs, CNCC added individuals external to the academics to assist in the review process After completion of the initial Academic Program Review process in Fall 2018, CNCC created an executive summary utilized as a baseline for program review. CNCC then established a 5-year rotating program review schedule wherein only a portion of the programs will undergo a full program review, while the others will undergo a cursory review of the data sheet each academic year.

The ultimate goal of program review is to gather data that can be used to make strategic financial and programmatic decisions. Actions taken as a result of the Academic Program Reviews can be seen on pages 3-5 of the Quality Initiative Report and range from adding more faculty to cutting programs.

Non-Academic Program Review is a central part of the Quality Initiative Project. From Admissions to Student Life, CNCC is made up of a diverse mix of programs that work to support its academic mission. These programs cannot be evaluated on a one-size-fits-all measure of success. CNCC has designed an evaluative process that is flexible enough to fit all programs but has enough consistency to ensure the same high level of quality in all reviews. A draft of the policy, process and timeline was shared with CNCC employees and feedback was gathered and taken into account before Cabinet approved the policy on April 2019.

Every 4 years, CNCC non-academic program's leadership submit a program review report that is evaluated in a rubric, similar to academic program review's but customized for each program's unique outcomes. The intent of program review is to help identify the future direction, needs and priorities of each program. The program is reviewed by a committee of five people including staff, faculty and administration as assigned by Cabinet each year. A summary of their review and rubric scores are presented to Cabinet for use in the budgeting process to ensure that allocated resources are mission guided and identified or utilized to achieve program outcomes. The review with feedback from Cabinet is shared with the program for use in their efforts to continually improve. The first and second cycle of these reviews was completed in 2020 and 2021, respectively. The 2022 cycle is well underway and will be completed by November.

Non-academic program review has led to actions seen on page 6 of the Quality Initiative Report and range from programs being repeatedly reviewed to the physical bookstore at the Craig location transitioning to be hybrid.

The HLC Quality Initiative provided added incentive to ensure both the academic and non-academic program review processes were started with a strong foundation. Going forward, the benefit of these reviews has been seen and the organization is committed to continuing them with high quality and continuous evaluation for improvement opportunities.

Externally, Career and Technical Education (CTE) programs undergo review at the state level on a five-year cycle. All CTE Programs at CNCC have an Advisory Committee (Ad. Com.). The Ad. Com. suggests the direction in which the CTE program should go to meet the industry demands in Colorado, and each CTE program Ad. Com. is required to meet twice each year per the Colorado Community College System Career and Technical Education Administrators' Handbook. Upon the recommendation of the Ad. Com., a program can create new degrees/certificates and go through the process of approval through the CNCC Academic Council. Once the initial approval for a program at CNCC is completed through Academic Council, the approved program moves to the application stage of review and approval through the state. CTE programs have a specific approval process

through the Colorado CTE Program Approval process where they must submit an application for approval. In 2021, CCCS implemented a new Program Approval website that better connects CTE programs to their advisory committee, credentialed faculty, as well as to secondary plans of study. This change better aligns secondary to post-secondary pathways, and can better aid students in finding a pathway that suits them. This updated Program Approval requires:

- General, Contact, Award & Course Information
- Articulation Agreements
- Program of Study
- Assurance Information
    - program/institution strategies to ensure prevention of discrimination, ensure equal opportunity educational practices
    - preparation for advanced education and/or entry level employment;
    - instructor credentialing in specific pathways
    - compliance for common course numbering system
    - providing opportunities for students to participate in work-site learning;
    - program of study in place
    - 5-year plan on file for program strengths and weaknesses, goals, benchmarks, and improvement strategies
    - classroom/lab space, requirements, safety and ADA accessibility
    - student services program team information including instruction, counseling educational administrator, special populations administrator
    - advisory committee meeting minutes, members occupational experience

Additionally, Colorado Community College System (CCCS) requires post-secondary CTE programs to upload their Program Quality Action Plan, Advisory Committee Membership, Advisory Committee Program of Work/Work Plan, and an example of Work Based Learning opportunity available in the program.

If the program is fully approved, the degree/certificate approval is valid for five years. It is possible that some degrees/certificates may be conditionally approved for one year. This approval process generally takes two to three years to complete. As questions or problems arise, the degree/certificate can be returned to CNCC for clarification purposes. At the end of the five or one-year period, a program may be renewed. At this time, the program goes through a comprehensive review, at which time lead faculty/Program Directors/Deans will look at VE-135 (a state database containing demographics and programmatic information reporting enrollment and placement information for the program), program completion rates, and Ad. Com. minutes. It is also recommended that the program visit with the Ad. Com. more intensely to discuss the future of the industry to allow for program updates. Once all information is gathered, the program will submit the degree/certificate for revision and the approval process begins again. If, during the revision process, the degree/certificates are revoked at the State Board for Community College and Occupational Education (SBCCOE) level, then this degree/program cannot renew for an additional two years. This external review process helps ensure CNCC is evaluating and improving its programs.

4A2

CNCC evaluates all credits transcribed, including those awarded for experiential or other forms of prior learning. As detailed in the Catalog, the Registrar reviews all incoming transcripts as well as

prior learning assessment (PLA) requests . These procedures are in compliance with Colorado Community College System Board Policy 9-42 and System President's Procedure 9-42. A crosswalk/matrix maintained by the Colorado Community College System assists the Registrar in the evaluation of Prior Learning Assessment credit awards that are based on standardized measures such as CLEP or AP tests.

If a student has prior learning experiences that are not from a regionally accredited college, these may be evaluated under the Prior Learning Assessment policy and CCCS Prior Learning Assessment Manual as well as the PLA Credit Matrix . For example, students may submit a portfolio of Prior Learning experience evidence that could include a current resume, a job description, a letter from a current employer verifying duties and dates of employment, certificates of training, military documentation, approved outcomes in courses, and/or a personal narrative demonstrating course outcomes through prior training. The Registrar aids the student through the process of submitting the portfolio and then sends it to a committee composed of a discipline specialist, the Dean, and the Vice President of Instruction who reviews the evidence and determines if academic credit should be awarded for the work or other experience.

CNCC policy guides instructors and students applying for independent study credits. Prior to beginning the independent study, approval must be obtained from the Dean of CTE/Arts & Science or Vice President of Instruction. The Vice President of Instruction works with the Registrar to determine:

- Student course load;
- Student GPA;
- Availability of other courses from the same category;
- Assessment of the student's ability to successfully complete the course; and
- Extenuating circumstances necessitating the request.

A maximum of 12 credit hours may be earned by independent study. Independent study courses shall be completed within the term for which the student registered.

Internships are required by the Accounting, Automotive, Business Management, and Equine programs . The competencies within the courses are determined by the Colorado Community College Common Course Numbering System (CCCNS). These competencies are intentionally broad and generalized to provide direct relevance to all students under the direction of the instructor overseeing the internship. These are assessed according to the individual course competencies, which are created based on the students' interests and relevancy to their program and the program's learning outcomes. The instructor of record and the student must set goals which are recorded and tracked (Internship Requirements, Internship Example 1). Upon completion of the internship, all paperwork will be evaluated in order to award a grade resulting in credit awarded.

4A3

The course catalog outlines the policies that assure CNCC is accepting only quality transfer credits. Per the Transcript Policy in the CNCC catalog the Registrar evaluates each transcript for regionally accredited coursework that may apply to the degree or certificate the student plans to pursue. The review includes age of the course, course description, student's grade in the course, and attributes of the course such as guaranteed transfer (GT) course. Transfer articulations with the institution are also considered. If the course description does not sufficiently ensure that an incoming course covers at least 80% of the course competencies of the CNCC course, a syllabus is requested and if the

Registrar is uncertain whether the course is equivalent the syllabus is sent to a subject matter expert for review.

Coursework is then transferred in, and entered on the student's permanent record at CNCC so that a student can view their transfer courses on their degree audit. Students are notified by email through the Navigate student success software as a transcript is evaluated.

If student questions about transfer work are not answered in a satisfactory manner in person, over the phone, or in an email, the appeal process is explained to the student as detailed CNCC Transcript Policy. The registration staff assist the appeal process by sharing requests and documents with the Transfer Appeal Committee and communicating back to the student. CNCC's registrar has tracked transcript appeal requests.

4A4

CNCC maintains authority over prerequisites for its courses through several processes as required by State Board Policy, SP 9-71. As part of the Colorado Community College System (CCCS), CNCC participates in the Colorado Common Course Numbering System (CCCNS). The CCCNS facilitates the use of common course descriptions, competencies, and outcomes across CCCS. As part of the academic freedom afforded to schools within CCCS, each school maintains final authority over the prerequisites offered by the institution, however, will consult local and state disciplines in determining if common (state) prerequisite should be adopted. CNCC uses a long-standing practice of approving prerequisites through Academic Council. If a prerequisite needs to be added or changed, Program Directors/Deans submit an internal catalog change form for the monthly Academic Council meeting. Program Directors/Deans make their recommendations based on consultation with their CCCS Discipline Committee (comprised of content-area experts within the System), and other discipline faculty within CNCC. Academic Council approves or denies the addition or change, and the result is recorded in the Academic Council minutes. Changes and additions are then updated in the College Catalog by the Registrar.

CNCC exercises authority over the rigor of courses and expectations for student learning through several policies, procedures, and assumed practices. At the course level, all faculty (full time, adjunct, concurrent enrollment) are expected to use the CNCC course syllabus template for syllabus development . The template, which standardizes the format of syllabi and explains several college-wide policies, was developed using faculty input and approved through Academic Council. Faculty must submit completed syllabi to the appropriate Program Director/Dean by the beginning of each semester. Program Directors/Deans review syllabi for approval and save them in the Institutional Archive folder on the S Drive (S:\Instructional_Archive\Syllabi). Program Directors also exercise authority to require faculty to change any syllabi that do not meet CNCC standards.

Any changes made to a course's competencies or outcomes must be submitted to and approved by Academic Council. CNCC participates in the CCCNS, which manages major course changes through the SFCC approval process. However, minor changes in a course design, including additions to existing course competencies, are proposed by faculty to their Program Directors, then submitted for approval by Program Directors to the Academic Council. After approval, those changes are sent to the CCCS discipline group for approval, and on through the CCCS course change/new course process found within the CCCS SFCC handbook.

Another tool used to standardize the delivery of courses at CNCC is the College's textbook policy. According to the policy, textbook or course material selection is meant to be collaborative in nature

between the common instructors teaching that course. If a book is selected through this collaborative process, it must be used for all sections each term. This policy also ensures that the common textbook is used for at least three (3) years to help decrease textbook costs for students. Faculty Senate and Academic Council have agreed that a three-year cycle for textbook review is reasonable for the needs of both students and faculty. Faculty may not substitute or change the textbook(s) used for a given course without approval from the Dean(s) of instruction per the textbook policy. CNCC permits instructors to supplement free materials, but for-cost materials require approval through the textbook policy procedure. Effective fall of 2020, CNCC revised the textbook policy requiring faculty to consider adoption of Open Educational Resources or Zero Cost Textbooks during each review of new materials, as an additional means of lowering the textbook costs for students.

CNCC allows faculty to exercise their academic freedom by teaching courses according to their individual strengths and pedagogical style. However, CNCC maintains authority over the rigor of its courses through the faculty evaluation process. Full-time faculty undergo an annual evaluation process, which monitors the faculty member's adherence to college policies and procedures, analyzes his/her assessment methods, and observes his/her classroom performance. While some departments use the Faculty Evaluation process for both full-time and adjunct faculty, the process has not been applied college-wide to all faculty. CNCC has identified this as a weakness, and the institution plans to standardize the use of Faculty Evaluation procedures in the future. This three step process begins with the completion of the Faculty Performance Plan, which is filled out by the faculty and reviewed by the supervisor. The second part is the Classroom Observation which evaluates classroom procedures for a class. The third and final part is the Faculty Evaluation Form which supervisors utilize with the prior two documents to create a robust review of the faculty member.

CNCC further monitors the expectations for student learning and rigor through several assessment processes. The Assessment Committee has developed Course, Program, and Institutional Assessment procedures. These procedures are documented extensively in Criterion 4B. The Assessment Committee uses the assessment cycle to provide feedback and training for faculty and Program Directors; faculty use the assessment cycle to improve their instruction; and Program Directors use the assessment cycle to ensure that courses are supporting students in meeting course and program learning outcomes, and document student learning. CNCC maintains both college-wide and campus-specific resources to support student learning. Library services are available to all students, though the delivery of these services varies by location. On the Rangely campus, students have access to a physical library with book and multi-media resources. On the Craig campus, students have access to a digital collection, along with some physical book components for the programs on that campus. All students, including Concurrent Enrollment, have access to the academic databases managed by the library. In addition, all students have access to the CCCOnline Digital Library, maintained and managed by the Library-Learning Resource Center Coordinator, through the CNCC branch of CCCOnline. CNCC's Director of Library Services reports directly to the Vice President of Instruction.

CNCC students also have access to the Gateway Centers on both the Rangely and Craig campuses. The Gateway Centers offer tutoring services, study halls, facilitated study groups, math and writing labs, and study skills workshops. In addition, many faculty hold office hours in the Gateway Centers in order to be more readily available to students. The Gateway Centers, available to all CNCC students, are locally supervised to ensure responsiveness to student needs. In addition to the tutoring provided by the Gateway Centers, students have access to CCCOnline resources, including its Student Support Center. This center provides resources, support, and help to students enrolled in the CCCS system.

In maintaining access to learning resources and enforcing expectations for student learning for all students, CNCC expects all faculty to use the CCCS Learning Management System (LMS), Desire 2 Learn (D2L). All students enrolled at CNCC have access to D2L. All faculty (FT and adjunct) are expected (at a minimum) to post their syllabi and gradebooks in D2L. Many faculty use D2L to post additional course materials and assignments. Though most full-time and adjunct faculty comply with the D2L policy, compliance has been inconsistent for Concurrent Enrollment faculty in the high schools, in part because those instructors often use another LMS per the mandate of their school districts. CNCC has identified this issue as a priority for the Concurrent Enrollment program, and the institution plans to allow each high school to utilize the LMS in which it already participates.

CNCC exercises authority over the qualifications of its faculty through the verification of faculty credentials. All faculty, including full-time and adjunct must meet the minimum qualifications established by CNCC in order to teach for the institution. Concurrent faculty meet minimum qualification requirements as outlined in provisions by the HLC. If the Instructor does not meet minimum qualifications, Concurrent Enrollment Adjunct Instructors are placed on an approved Education Plan to obtain the required graduate credits needed by 2025, with an approved extension by HLC. Faculty credentials and transcripts are on file with Human Resources; the Vice President of Instruction or his/her designee evaluate those credentials and approve the faculty member's qualifications. CTE Credentialing Application in CTE programs are verified by a credentialing officer using guidance from the CTE Administrators Handbook for CTE credentialing.

CNCC ensures that its Concurrent Enrollment courses or programs for high school students are equivalent in learning outcomes and levels of achievement to their higher education counterparts through several policies and procedures. CNCC and the Local Educational Provider (LEP) work together to ensure that students are held to comparable achievement standards, grading standards, and assessment standards. All CNCC courses, regardless of location, are aligned with uniform learning objectives, common grading practices and scales. The institution mandates the same level of rigor in dual credit courses or programs as it does for its regular higher-education courses or programs. Dual credit courses or programs meet the same curricular standards and undergo the same institutional approval processes as the institution's regular courses or programs. These policies ensure quality of concurrent enrollment courses. Course procedures and syllabi review are managed by the Concurrent Enrollment Director as described in the Concurrent Enrollment Teacher Handbook. The evidence of these standards includes: 1) syllabi approved by Program Directors/Dean(s) and filed appropriately 2) common assessment tools in place for courses 3) common grading practices and scales for courses.

All CNCC syllabi used are approved by Program Director/Dean(s) and filed appropriately, and are modeled on CNCC templates (GT course and non-GT course templates). The syllabus must adhere to the requirements listed in the Syllabus Development Checklist that all CNCC faculty receive, regardless of location. All CNCC courses, regardless of campus, are aligned with the same learning objectives through CCCNS requirements. CNCC updated the process that made any substantial changes to any syllabi or new course offerings in January 2020 be reviewed and updated as an addendum. Additionally, concurrent course syllabi must now be approved by the Director of Concurrent Enrollment and the appropriate Instructional Dean with oversight by the Vice President of Instruction (VPI).

CNCC is moving toward common assessment by providing a collection of approved assessment tools and a common assessment question bank that will be used by all locations. The institution is making this improvement, while balancing in faculty academic freedom. The Director of Concurrent

Enrollment, the three Instructional Deans and the VPI decided to pilot the assessment process with MAT 121 (College Algebra) in February 2022. This timeline allows for sufficient preparation of a common comprehensive exam.

All high school concurrent enrollment faculty will meet in Fall 2022 for a collaborative workshop where full time CNCC faculty will guide professional development discussions to help refine existing test bank questions. Professional development will include discussing the courses' platform and technology, scope and sequence, and completion of benchmark supports. The long-term goal is for all subject matter faculty from all locations to meet at least one time per year (in-person or via web) for professional development.

The MAT 121 pilot provided information about the effectiveness of collaboration and common assessment. Once successfully implemented, other courses will begin to use common assessment. Eventually, all courses will use common assessment and approved questions will be re-evaluated for improvement by faculty every three years. CNCC is committed to moving forward with common assessment as a College academic priority.

Students who take CNCC's dual credit courses agree to abide by policies and procedures regarding Concurrent Enrollment, including meeting all prerequisites and course expectations noted in the CNCC catalog and the course syllabus.

4A5

As part of its mission to "offer educational programs that respond to evolving workforce environments, to include workforce training, occupational certificates, and Associate of Applied Science and Bachelor of Applied Science degrees," several CTE programs at CNCC maintain specialized accreditation through external governing bodies.

The following CTE programs maintain specialized accreditation through external boards. These programs and their external accrediting bodies include:

- Nursing, accredited by ACEN (Accreditation Commission for Education in Nursing)
- Dental Hygiene, accredited by CODA (Commission on Dental Accreditation)
- Automotive, accredited by NATEF (National Automotive Technical Education Foundation).

Program granted federal permission and are certificated include:

- Aviation Technology, FAA (Federal Aviation Administration) Part 141 certified.
- Aviation Maintenance, FAA (Federal Aviation Administration) Part 147 certified.

The following programs are not specially accredited however they must follow the rules, regulations and guidelines of their respective agency:

- National Park Service Ranger Academy, FLETC (Federal Law Enforcement Training Center).
- Emergency Medical Services, Colorado Department of Public Health and Environment, National Registry of Emergency Medical Professionals (NREM).
- Barber and Cosmetology, DORA (Department of Regulatory Agencies).
- Nurse Aid Training, DORA (Department of Regulatory Agencies).

4A6

In 2017, CNCC expanded its graduate survey efforts to include non-CTE students who are enrolled in the Arts and Sciences program as seen in the Fact Book. For CTE students, the VE-135 report evaluates employment, internships, volunteering, military, and voluntary services of all recent CTE graduates. This information is used internally for program review purposes as well as reported according to the Career and Technical Act, formerly the Colorado Vocational Act of 1970, CRS 23-8-101. This information is then used to calculate federal Perkins funding and performance metrics. The 5-year trend reports are used in the program approval process, and in the legislative Career and Technical Act Annual Report, and determine Civil Rights monitoring visits. This data is valuable, and after the redesign of Academic Program Review, CNCC can better address the VE-135 responses and how many students are in employed in a similar field of study as to the degree that they earned at CNCC. This data also allows the College to compare job placement rates to transfer rates for the program. This will help identify any program that is lower performing in graduate placement and/or transfer so that CNCC can then better address the issues that inconsistencies, or difference in the data would present.

Colorado Community College System (CCCS) Articulation Agreements allow students to graduate from a CCCS college with a 60-credit Associate of Arts (AA) or Associate of Science (AS) degree and enroll with junior status at a Colorado university and complete a Bachelor's degree with no more than 60 additional credits (total of 120 credits).

Students from all programs who transfer to another institution are tracked through the National Student Clearinghouse and results are reported in the CNCC Factbook, the IPEDS Outcome Measures Report, and CNCC IPEDS Data Feedback Report.

Sources

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- 4A4 ConcurrentEducationPlanExample
- 4A4 ConcurrentEnrollmentHandbook
- 4A4 ConcurrentRegistrationForm
- 4A4 ConcurrentSyllabiReview
- 4A4 CTEInitialApplicationCredentialing
- 4A4 FacultyAnnualPerfromancePlan
- 4A4 FacultyCredentialingPolicy
- 4A4 FacultyPerformanceAppraisalProcess
- 4A4 FacultyPerformanceEvaluation
- 4A4 GTSyllabiDev.Temp
- 4A4 HLCConccurrentCredentialLetter
- 4A4 InternalCourseCatalogChangeForm
- 4A4 NonGTSyllabiDev.Temp
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- 4A5 NURAccreditation
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- 4C IPEDS Outcome Measures Infographic Survey Materials 8-25-21
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- Non Academic Program Review Reports

4.B - Core Component 4.B

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

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

Argument

4B1

Academic Assessment

Since 2003, institutional goals for student learning have been established. CNCC's Assessment of Student Learning Program was validated as part of the HLC Assessment Academy from 2010-2014. Since then the Assessment Committee has been improving the collection and reporting of program and institutional level information by monitoring and documenting student learning and achievement of learning goals. They support assessment of student learning by providing a clear, manageable process for documenting assessment of student learning and continuous improvement in instruction and for meeting outcomes at the course and program level. Additionally, the Committee provides evidence to stakeholders that courses, programs, and the College are meeting the stated goals.

Program-specific goals for student learning are established by Program Directors and documented in that specific program's Program Learning Outcomes (PLOs) and then formed into a program course matrix wherein each course in the program is listed and then is linked with the PLO(s) that the individual course addresses. Some classes will address one PLO while others may address multiple PLOs. The PLO should be linked to one or more of the institutional goals as a way to help the assessment process come full circle back to the institutional level from the course level. Thus, the institutional goals are the umbrella for the PLOs. CNCC provides training to instructors and to Program Directors to help them complete the planning matrices and assessment procedures, as well as worksheets to help understand the network of PLO-to-matrices connection. Additional tools, such as the Course Planning Matrix, help instructors and program directors link the course competencies (as determined by the Common Course Numbering System for Colorado Community Colleges) to specific activities in a class and then help guide faculty in ways to determine assessment needs and potential assessment plans.

Assessment of Student Learning at CNCC involves a three-step assessment process for improvement of class curriculum resulting in improved student learning.

The current CNCC Assessment process includes the following components:

1. Program Assessment Report

2. Course Assessment Report
3. Institutional Assessment Report

The process can be visualized in the assessment diagram.

The Program Assessment Report (PAR) is started at the beginning of every academic year (due mid-September) by each program at CNCC. The PAR drives program development by linking financial decisions to the evaluation of instructional effectiveness across the entire program by linking program learning outcomes (PLOs) with the four instructional goals of CNCC. In the PAR, the program director identifies which PLOs are being assessed by the instructors and in what class via a form called the Course Assessment Report; the director then categorizes it under the corresponding instructional goal. The Course Assessment Report, although initially filled out at the beginning of the academic year, is not actually fully completed until the end of the year (due mid-May). This is because each course must complete the Classroom Assessment Report (CAR), and it is not until the analysis of the CAR that the instructors determine if assessment goals were met or not met, and if the goal will continue into the next year. The PAR consolidates each CAR within the program on the form as an easy means to determine if the instructional goals have been evaluated during that academic year's assessment period. The PAR also provides evidence of achievement of PLOs for each course. The analysis portion of the PAR allows program directors to determine if the program met its learning objectives, supported CNCC instructional goals, and completed CARs for all courses. The PAR also requires program directors to reflect on student learning at the program level.

Program Assessment Reports prompt program directors to include the following information:

- All institutional goals are addressed (if not this year, when);
- All program outcomes are addressed (if not this year, when) and with obvious link to institutional goals;
- How the program determines that it is meeting all its program objectives/goals/outcomes (i.e. how results/analysis from CARs are helping to meet goals);
- How results/analysis from other assessments are helping to meet goals (licensure exams, etc.);
- Budget requests for ancillary materials that support program goals/objectives list linked with institutional goals.

Each PAR is peer reviewed by members of the Assessment Committee following the PAR Rubric. The peer review process for the PAR is one year behind because PAR's are not fully completed until August the following year.

Using the process detailed above, the compliance rate for academic program assessment and reporting began to decrease during 2018 and went as low as zero percent in more recent years. In part, this was due to the complexity of the assessment form and the annual timing of the process. The assessment committee has identified specific challenges and has worked alongside program directors to build a academic assessment process at the program level that is more amiable to the program review cycle in general. As academic program assessment at CNCC heads into the future, the following modifications are currently being made:

1. The academic program assessment cycle will be based on a three-year cycle that will match the timing of the program review cycle. With this modification, academic program assessment will not seem like it is extra work since much of the data a program director must collect for their program review is also what will be used for their program level academic assessment.
2. Program directors will no longer be left to fill out the assessment form alone. The form will be

filled out, at some convenient time nearing that program's review period, with a member of the assessment committee. The form will be filled in by the assessment committee member via an interview with the program director, so the data is immediately available for the program director to put into their program report and the assessment committee to put into their institutional assessment report.

3. The draft academic program assessment form itself has been improved and will be piloted in spring of 2023. The improved form is designed around the interview process from part two and the prompts are on one hand more open ended so it will be easier for CTE programs to identify well established data sources but is also more specific in that the specific questions of:

   - Are students learning the competencies in their programs?
   - If so, what data do you have to support that claim?
   - Are there budgetary constraints or requests that directly address classroom level learning?

The implementation of this new process is set to begin in spring of 2023.

Each instructor is required to complete one Course Assessment Report (CAR) per semester. In the CAR, instructors report which of the four instructional goals are being assessed in the course and which PLO(s) they are focusing on. In collaboration with program directors, instructors complete Part A of the CAR at the beginning of each semester for the class of their choice. Instructors identify each course assessment goal as it links to the course competencies.

In this way, course assessment goals address course competencies and link to both PLOs and instructional goals. Depending on the goal, instructors identify if the goal is a new assessment goal or a continued one. If continued, they must indicate if it is the same or revised from a previous year and then identify the semester and year of the previous goal. This allows for instructors to modify goals from previous years for a given competency if they want to work on curriculum development for that particular class. This also allows for academic freedom; instructors are not forced to move on to a new course competency or PLO and, instead, have the ability to focus on improving their assessment goals over time as the analysis of the CAR warrants.

After establishing a course assessment goal, instructors identify the method by which the goal will be assessed and the criteria for measuring success of the goal. Typically, this is where rubrics will be utilized, though other means of assessment are acceptable. Once Part A is completed, instructors will gather evidence and data in order to complete Part B of the CAR, where the instructors report the results of their assessment and answer the question, "Did students meet the criteria for measuring success?" Instructors analyze the results and provide a narrative explaining what they learned about student learning, instructor teaching, curriculum design, course objectives, and/or assessment methods. The instructors also indicate on Part B if they want to continue the assessment of the particular goal in the future; if so, they must explain what will be modified and how it will be modified in relation to the assessment goal. If instructors choose not to continue with the current goal into the future, they must provide an explanation as to why assessment of that goal will be discontinued.

At this point, instructors are also given the opportunity to make recommendations and requests that would help students to achieve the course assessment goal. For example, an instructor can request additional instructional material or professional development if they feel that this will enhance their instruction. This is where the assessment methods directly link to budgetary requests and curriculum development. Completed CAR's serve as the foundation of assessment of student learning.

All Course Assessment Reports are reviewed by two Assessment Committee peer reviewers using the CAR Review Rubric which was revised in 2021. If their scores significantly differ (i.e. one indicates valid, the other invalid), a third peer reviewer is utilized. This review takes place biannually after fall and spring term CARs are completed for inclusion in the Assessment Committee's annual institutional assessment report. Thus, Spring CARs will be reviewed in the fall of the next year. All faculty members receive feedback from the Assessment Committee. This allows for faculty to see how they did on previous CAR assessment in regards to the validity of their assessment, and trainings are provided to those who need extra support.

A CAR assessment is considered valid when peer review indicates goal, measures, and data presented support the conclusions of the course assessment report, as indicated below.

1. Peer review indicates goal, measures, and data presented support the conclusions of the course assessment report. Regardless if the data indicates meeting the goal or not, the results are considered valid and may be used in institutional reporting to support or refute CNCC meeting our college educational goals.
2. Peer review had no marks in the "Unclear column" and any "Partially" scores do not undermine the overall validity of the assessment report or conclusions.
3. There is a clear reflection on previous results that justify or support the current classroom assessment
4. A "Valid with reservations" score suggests that there is a solid measurable goal and there are partial or mostly clear linkages to classroom competencies but there is some clarification needed. This score could mean that the reflection on past results or justification are weak but present, or the assessment is good but the incorrect form is used.

Even if the data indicates that the instructor's goal in the CAR was not met, the results can be considered valid if the instructor's plan addresses that issue.

A CAR assessment is considered invalid when peer review indicates goal, measures, and data presented do not support the conclusions of the course assessment report, as indicated below (see CAR Rubric).

1. The "Assessment is invalid" box is checked which means one or more sections are missing entirely or there are unclear or missing linkages between the measurable goal and classroom competencies, program level goals, or institutional goals which undermine the overall validity of the assessment. Sections that are missing will automatically render a CAR invalid.
2. The results and/or conclusions will not be used to support or refute meeting college educational goals. However, this information will be utilized in the identification of training needs as appropriate.
3. There is no reflection or reference to previous data to support the current direction of your current classroom assessment.

Further, the CAR examples show how the process has been fine tuned over the years since the 2015 Academy with respect to inclusion of a three year, longitudinal cycle on assessing the same goal and an improvement on the budget request sections.

The Institutional Assessment Report (IAR) is conducted by the Assessment Committee. The IAR documents assessment effectiveness for the entire institution by looking at each program's Program Assessment Report (PAR) and linking it to the four institutional goals. Reviewers utilize the PAR from each program to indicate which programs are assessing and reporting on which institutional

goals. The Assessment Committee uses the CAR and PAR to record and evaluate each program's goals, future plans, types of assessment (formative or summative), and validity of the assessments. Due to the need for all CARs and PARs to be fully completed, the IARs are one year behind. The 2019-2020 IAR will be implemented in the 2020-2021 academic year. The IAR helps the Assessment Committee identify any training needs for programs and even individual instructors. It is not a means to identify poor performance by faculty; rather, it is a means of assessment for the support of the faculty at CNCC. Additionally, analysis helps to determine where CNCC is in assessing the instructional goals, and what goals CNCC then needs to work on the following year(s) to make sure all instructional goals are being assessed. The IAR demonstrates that this "assessment of assessment" is effective in summarizing how all of the programs at CNCC are currently performing with assessment and where they may need help for the upcoming year.

Cocurricular Assessment

Cocurricular assessment ensures student learning outside the classroom is continuously improving. CNCC's process of assessing student learning in cocurricular offerings is new, being approved by CNCC's Executive Cabinet in April 2022. CNCC struggled defining cocurricular activities, and those activities' learning objectives and how to go about reporting the assessment of them; but is now on a clear path with a realistic timeline and tangible outcomes. Development of the process was time consuming and at times, ambiguous, but the final product is one CNCC is confident it can implement and sustain with improved student learning at its heart. Mirroring the classroom assessment process reporting, the process was successfully piloted in Spring 2022 by Athletics and Campus Life. It will be fully implemented in Fall 2022 for Athletics, Tutoring, Advising, and Campus Life. The effectiveness of CNCC's process will be initially evaluated by May 2023 and every subsequent spring.

The CNCC Wellness Program Model will be incorporated into learning outside of the classroom fully in Fall 2023 for all students. While faculty and staff who provide wellness programming or services to students will be asked to evaluate activities they lead using the question bank provided, only activities that are new or need evaluated will be reported on in the in-depth cocurricular assessment process. Pre and post tests, surveys and discussion documentation designed to provide more immediate feedback for learning activity leaders will be used to assess learning and make improvements.

4B2

Academic Assessment

Through the academic year of 2018-2019, the Assessment Committee began to modify the CAR form to provide space for data on a three year cycle where the same classroom objective is assessed in the same course, whenever possible, to better analyze longitudinal trends. Once an instructor has successfully met a goal for three consecutive years, they may begin a new assessment cycle on a different set of classroom objectives. The process of reporting on a three year cycle will help instructors polish methods that already work as well as find new methods. Additionally, this can provide faculty with motivation to assess goals they have perhaps not assessed before or thought little about.

Through reporting longitudinal classroom, synchronization of the reporting timeline at the program level for both assessment and budget reports, and reducing the program assessment form to a simply survey, we hope to better tie the ends of the assessment loop together and make the overall process

less burdensome for program directors.

Cocurricular Assessment

Rigorous assessment is being done in cocurricular learning areas, as seen below in Campus Life, but because a standardized process for reporting this assessment has recently been solidified and a comprehensive set of information is just being gathered, CNCC has not yet used this to improve student learning in a formal way. By following the process approved by Cabinet in April 2022 that has an explicit focus on a closed feedback loop, by Fall 2023 CNCC will have documented examples of where the assessment data gathered has led to improvement efforts.

Campus Life

- Campus Life is assessing student learning for students leaders in a variety of ways. Resident Assistants (RAs) and Student Ambassadors attend an intensive Student Leader Training prior to the fall semester. Learning is assessed at one-on-one meetings with Campus Life staff where each RA's performance is evaluated as evidence of learning. RA programming activities are also assessed to determine if goals were met and how they could be improved at these meetings. To take this to the next level, student leaders, including RAs will complete a pre and post self-assessment in Fall 2021 and RA program assessments and one-on-one meeting discussions will be done electronically to more easily pull and evaluate the results so they can inform actions going forward. Goal setting training was assessed as part of the successfully pilot in Spring 2022 Campus Life.
- RA Campus Life Program Assessment
  - Since 2016 RA's have been self-assessing the effectiveness of their campus life programs with the program evaluation form. These are discussed at monthly one on one meetings with Campus Life staff. Improvements that will be made based on this evaluation are documented in notes saved from each RA's monthly one on one meeting. This has been a paper process but Campus Life is looking to move it electronically to closely align with the monthly student leader assessment mentioned above.

Athletics is a large, impactful program that contributes greatly to students learning. A goal-setting workshop with the vice president of student services piloted in Fall 2021. The goal setting workshop helped athletes learn how to set short and long-term goals in 7 different areas of their lives (Career, Financial, Spiritual, Physical, Intellectual/ Educational, Family, and Social). Each athletes' goals are being tracked and attached to their student account in EAB Navigate. At the end of the academic year, during the students advising meeting/exit interview they will provide an update on their year one goals. Assessment of progress on goals made and on how the goal-setting workshop helped will occur at these end of year meetings. One-on-one meetings that include evaluations with athletes and coaches are occurring, but currently formal assessment is not occurring. This is an area CNCC plans expand cocurricular assessment to in the future within the framework of the approved process.

4B3

Academic Assessment

Based on the evaluation of the CAR and PAR from the assessment of student learning cycle, program directors and instructors determine future needs for instructional purposes in order to reach their student learning goals. Faculty and administration are also involved with assessment trainings that usually occur within the first two weeks of the fall semester (Fall 2020 Training PowerPoint).

Cocurricular Assessment

Cocurricular assessment processes have been developed after reviewing other institutions best practices. CNCC institutional experts in the most relevant areas (Advising, Athletics, Campus Life, Tutoring, Institutional Effectiveness, VPSS and faculty) have been part of the development of the cocurricular assessment process. A full time faculty member, has also served on the Cocurricular Assessment committee since its start. Additional faculty have been involved through the academic assessment committee involvement and assistance.

Focused on evaluating CNCC's institutional learning goals, CNCC's Cocurricular Assessment Process will incorporate the elements of CNCC's Wellness Program Model starting in Fall 2023. The eight dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual) were developed by Dr. Peggy Swarbrick. This programming model will guide the development of out-of-class student learning in a way that ensures all wellness dimensions are addressed during a student's experience at CNCC. This model has been adopted as a best practice and data-tested co-curricular planning model by colleges and universities nation-wide for over 45 years.

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4.C - Core Component 4.C

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

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

Argument

4C1

Goals for student retention, persistence and completion are created by the CNCC Student Success Committee. The process for setting these goals involves reviewing CNCC's most recent success measure trends in the CNCC Factbook and how they compare to available national averages and the IPEDS Data Feedback Reports' Comparison Groups (similar institutions selected annually by IPEDS using characteristics such as degree level, control, student population, size). The Student Success Committee ensures their goals align with the CNCC Strategic Plan and the President's Goals that are influenced by the CCCS Strategic Plan.

The CNCC Student Success Committee confirmed the definitions of retention and completion and defined persistence in January 2019. Persistence had not been formally defined prior to this.

> *Persistence Rate= Graduation Rate+ Transfer Out Rate + Still Enrolled Rate*

Once these definitions were set, Student Success gathered and analyzed data in 2018-2019 to set a baseline and developed initiatives to improve retention and completion. Below are the retention, completion and persistence goals and results for each year for this timeframe.

Fall to Fall Retention Rate	CNCC Fall 16- Fall 17	Fall 2018 Goal	CNCC Fall 17- Fall 18	Fall 2019 Goal	CNCC Fall 18- Fall 19	Fall 2020 Goal	CNCC Fall 19- Fall 20
1st Time, Full-Time Degree Seeking Students	52%	55%	54%	58%	56%	61%	54%

1st Time, Part Time Degree Seeking Students	27%	30%	43%	33%	23%	36%	44%

Completion / Graduation	Goal	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
Graduation Rate of Full Time, First Time Degree Seeking Students within 150% of Normal Time to Complete	48%	32%	37%	43%	44%	38%	32%	34%

Persistence (Graduation + Transfer Out + Still Enrolled) Rate	Goal based on 2018-19 Student Success Baseline	2015-16 (by Spring 18)	2016-17 (by Spring 19)	2017-18 (by Spring 20)	2018-19 (by Spring 21)	2019-20 (by Spring 22)
First Time, Full Time	70%	52%	60%	69%	64%	57%
Non-First Time, Full Time	85%	77%	80%	85%	78%	80%
First Time, Part Time	60%	43%	36%	53%	35%	59%
Non-First Time, Part Time	65%	74%	64%	67%	50%	60%
All Degree Seeking Students	**70%**	**60%**	**64%**	**71%**	**58%**	**63%**

In Fall 2021, the Student Success Committee re-evaluated how student success goals are set. Taking into account how CNCC performs compared to other institutions, rather than only looking at CNCC's past trends more informed goals were set. Student Success analyzed the retention, completion and persistence goals by comparing CNCC's rates to the national 2 year public college averages (from

IPEDS) and the IPEDS comparison group to make sure they were ambitious, attainable and appropriate. CNCC's goals were updated to be:

- ***Retention Goal: Exceed the IPEDS comparison group's first time, full time fall to fall retention rate by increasing 2% per year.***
  - CNCC's fall to fall retention rate has been between 52 and 56%. CNCC has been 2-5% lower than the IPEDS comparison group for the past few years and 6-10% lower than the national 2 year public college average. First-time, part time students retention has varied year to year and so while a specific goal for this population has not been set, efforts to improve retention of all students should contribute to part time students success as well.
- ***Completion Goal: Continue to exceed the national 2 year public college and IPEDS comparison group average completion/graduation rates for first time, full time students by focusing efforts on academic programs that have lower than CNCC average graduation rates.***
  - CNCC's graduation/completion rate has been 32-42%. National 2 year public college rates have been 27-31%. The IPEDS Comparison group average has been 31-40%.
- ***Persistence Goal: Continue to exceed the national 2 year public college persistence rate for first time, full time students while focusing on increasing the portion of completions.***
  - CNCC's persistence rates have ranged between 58-71% while the most recent national 2 year public college average available is 58%.

Overall, these goals are ambitious, yet attainable given CNCC's trends and how comparable institutions perform. The 2023-2028 CNCC Strategic Plan will provide even more informed and definitive retention, completion and persistence goals as CNCC becomes more proficient in analyzing the increasing breadth of data available.

4C2

CNCC collects and analyzes student retention, persistence and completion data of all degree seeking students in its program. Data is collected and analyzed to report to the federal government through IPEDS, the state government through SURDS (Student Unit Record Data System) and CCCS, the Colorado Community College System. Easy to access and understand snapshots of retention, persistence, and completion information are compiled in an annual CNCC Fact Book. CNCC also annually collects data to create a Common Data Set file that is standardized for consistent analyses across institutions for consumers. This data is used to complete many surveys such as the College Board surveys that are published online for easy accessibility. CNCC collects and analyzes program specific student success data from the CNCC Factbook along with additional internal data for academic program reviews. An additional layer of review is performed by the Colorado Department of Higher Education for all Career and Technical Education (CTE) programs. Data about student's success rate after completion of a CTE program is annually gathered and evaluated as part of Colorado's VE-135 graduate survey initiative. As part of the Colorado CTE program approval process managed by the state of Colorado, each program must provide data about enrollment, completion, and placement in a relevant career. This data is evaluated and a conclusion of whether or not a program is performing satisfactorily is issued in a program approval summary. In 2017, CNCC expanded its graduate survey efforts to include non-CTE students who are enrolled in the Arts and Sciences program. Response rates have room for improvement, but this has been integrated into the academic program review process.

4C3

In 2018, CNCC implemented a full academic program review policy and process. The process involves collecting a variety of data items for every academic program, including student retention, persistence and completion for each program for the most current year.

The Program's Student Success is directly tied to fall-to-fall retention rates, graduation or completion rates and transfer rates for first time full time students as seen in the policy and rubric.

After the initial review, a rotating review schedule has since been followed. The data for all programs is collected, analyzed and a cursory review of all programs is completed to identify if there are any immediate needs that would warrant adjusting the review schedule. Once the full review of the designated programs is completed, CNCC Instruction develops action items that are focused on improvements before they are presented to Cabinet for review and approval.

During the program review process, data is utilized to answer questions regarding program health, student retention and completion rates, to list a few items. Program review outcomes are subsequently cataloged and actionable plans put in place. Outcomes are then assessed in the next program review cycle in order to determine whether actions taken resulted positively for the program and its students. For example, retention issues were identified within the aviation technology program. Better management of waitlists was determined to be the action needed to improve this issue. The program review results document helps the college catalog and implement a continuous improvement plan for outcomes identified through our analysis.

For example, the 2018 review identified adequate full -time staffing as a challenge "...to boosting student performance and program success." As a result of this review new/additional full-time faculty have been hired. The review information and action items are tied directly to the budget in each year's Strategic Initiatives.

The Quality Initiative Report provides additional examples of how the program review process converts data to tangible improvement actions.

Efforts to improve student success outside of the program review process also occur. CNCC has made it a priority to evaluate, identify and work towards closing the success gap between underrepresented students and other students, as indicated by a CNCC Strategic Plan performance indicator. The Equity and Inclusion in the Classroom Committee (E/I in the Classroom Committee) met in Fall 2019 to determine next steps and data needed to help improve student success and satisfaction by closing equity gaps and building inclusive classrooms.   Data on student retention, persistence and completion by demographic and student satisfaction survey results was collected and analyzed in Spring 2020. The committee presented their work at the all college Convocation training in August 2020 where they gathered a list of faculty willing to support the work. The E/I in the Classroom Committee formally identified First Generation students , Pell Eligible, and Student Athletes as students that are not as successful as their counterparts in Spring 2021 with the support of the President. The effort to try and target success initiatives to these groups aligned with a Teaching Excellence grant opportunity. In Summer 2021 CNCC applied for and received $100,000 for the period November 2021 to December 2022. The grant is to provide an evidence and data-driven process to develop a Community of Reflective Practice led by two internal Teaching Fellows who were trained in Spring 2021 to help build equitable and inclusive classrooms based on the state's equity toolkit. The goal is to improve the success rates of the identified groups with lower success rates but the efforts will also benefit the broader college population. At the end of each semester the E/I in the Classroom Committee will gather most recent data and evaluate the effectiveness of the efforts.

The E/I in the Classroom Committees work led to the development of the 2022 Retention Plan that incorporates other efforts to aid in the retention and success of all students, but especially First Generation students , Pell Eligible, and Student Athletes. Along with Academic Program Review and Equity/Inclusion in the Classroom's work, additional elements of the Retention plan include Student Athlete Success Efforts, Colorado Opportunity Scholarship Initiative (COSI) and implementing Multiple Measures Assessment.

The Student Athlete Success Efforts will be fully implemented in Fall 2022 evolved out of CNCC's shared governance use of information. Data in the CNCC Fact Book indicated student athlete success rates were lower than their counterparts especially in retention. The Equity in the Classroom Committee identified student athletes as one of the underperforming populations to focus improvement efforts on. The President's call to action to address this issue resulted in the following actions in 2021-22:

- The Athlete Student Success Subcommittee drafted a Student Athlete Success Plan providing structured support designed for success
- The athletic eligibility policy was updated to help student-athletes work towards completing their requirements for graduation or to transfer
- Student Athlete Handbook improved so expectations are clear
- Head and assistant coach job descriptions were updated to reflect the focus on involvement beyond athletics
- Letter of Intent (LOI) Guidelines and Athlete Scholarship Evaluation Form were created to help strengthen athletics sustainability, accountability and focus on academic success
- An Athletic Checklist of items to make sure the student is prepared for success
- CNCC's Executive Cabinet for discussed and approved these efforts

In 2014, CNCC applied for and grants were awarded to be part of the Colorado Opportunity Scholarship Initiative (COSI). This state program's strategic plan aligns well with CNCC's efforts to:

- "Increases in postsecondary enrollment rates
- Increases persistence rates
- Increases certificate and degree completion in 100 percent time
- Increases certificate and degree completion in 150 percent time
- Reductions in average student debt"

The COSI program seeks to couple "tuition assistance and student support" to improve access and student success. The two programs that do this are Community Partner Program (CPP) Grants, that provide funding and best practice recommendations for support services and Matching Scholarship Grants (that require local counties and institutions to match state funds). CNCC began awarding student scholarships in 2015 and since 2017 almost $150,0000 has been distributed to 151 students. This grant funded a part time student support position on both campuses starting in Fall 2017 to serve the cohort of "COSI Scholars". In Fall 2021 CNCC received the new COSI "Finish What you Started" grant to supplement existing efforts by hiring one full time person dedicated to reaching out to students who dropped out, serving COSI students and implementing student support best practices for all students. The statements of work report persistence, completion and retention baselines and goals for the COSI cohorts along with actions taken and planned to help students be successful. Not all student success goals have been met, but this structured process ensures CNCC is using information to make data informed improvements. One example of a change made to improve the program was finding additional scholarship funding to award to students to increase participation.

When CNCC received the COSI CPP grant in 2018, the postsecondary group was considered too small. To increase the number of participants and assist another population in need of additional supports, CNCC chose to include students requiring developmental/remedial education (dev ed) in the CPP cohort. Unfortunately, the dev ed students did not receive the scholarship support of COSI, making it difficult to encourage participation. To address this issue, the CNCC Foundation applied for additional scholarship funds from the Western Colorado Community Foundation to provide incentives for at least 10 dev ed students' participation. These funds became available for the spring 2022 semester and the effectiveness of this change will be evaluated in the future.

CNCC changed their math and English course placement processes to remove unnecessary barriers to student enrollment and completion. Prior to Fall 2020, ACT, SAT or Accuplacer test scores were used for course placement for first time students. The movement toward Multiple Measure Assessment formally occurred in Fall 2020 adding self-placement and high school GPA and course grades as elements of course placement. Success rates of Fall 2020 students in college level English and math were compared to the average success rates of the previous five years. This data was discussed with Admissions, Advising and Academic staff in March 2021 to determine if this method should continue. College level English Composition success rates were 2.6% and College Algebra success rates were 9.4% lower than the average of the previous 5 years. It was decided to continue Multiple Measures Assessment in Fall 2021 and evaluate the success rates in Spring 2022 to determine if Multiple Measures Assessment should be continued. A series of meetings took place resulting in the math self placement exam being updated to go into affect for all Spring 2023 new students. While it is too early to tell if this will improve completion rates, the hope is that by eliminating unnecessary developmental courses from students schedules they can complete in a more timely and cost effective way.

While not a current effort, the creation of a "double dev-ed block" schedule is a past example of CNCC using data to try and make improvements. CNCC is open enrollment so some students are not ready for college level math and English. Retention and completion rates of students placing into remedial or developmental coursework have been lower than others so in Fall 2017 a block of the ideal schedule for student who placed below college level in both math and English was designed to improve retention of these students. The "double dev-ed" block was created with a developmental English class every day in the first half of the fall term and a developmental math class every day in the 2nd half of the fall term on the Rangely campus. Compared to "double dev-ed" students in Fall 2016, those in this block schedule in Fall 2017 were more successful in the subsequent college level courses (English at a 5% higher rate, math at a 13% higher rate). This did cause challenges for any career and technical education (CTE) student who was unable to take the required entry level CTE class their first term, pushing back their completion timeline by one term or requiring summer coursework (AAS in Equine Training example). CNCC is constantly evaluating the efficient use of resources and it was not sustainable to continue the "double dev-ed" block. There were not enough students to warrant teaching this block schedule for only this small cohort (14 students) rather than offering normal sections of English and math. The national shift away from developmental courses and the movement toward multiple measures assessment led to smaller "double dev-ed" cohorts which has this effort even more difficult to sustain.

CNCC will continue to take data informed actions to improve student success and evaluate their results for effectiveness. This feedback cycle will ensure CNCC is proactively and sustainably impacting student success.

4C4

CNCC uses the IPEDS methodology to formally track retention, and completion of first time, full time degree seeking students. Persistence, as defined above, includes graduation, transfer out and still enrolled rates very similar to but collected sooner than IPEDS Outcome Measures . The intent of this persistence measure is to include students who do not graduate, but transfer out or are still enrolled at CNCC. This allows for more students to be included and takes into account their educational goals beyond completion. Completion and persistence are measured for all degree seeking students (first time full time, first time part time, not first time full time and not first time part time) regardless of which term they started in.

Data is collected by CNCC's Office of Institutional Effectiveness, who compiles all needed reports. Data is then shared and reviewed by Cabinet and published in the CNCC Factbook and by IPEDS on the College Navigator website. Governance by the state of Colorado and CCCS make reviewed, standardized, and consistent data reporting required. Any report that does not match what IPEDS, the State of Colorado, and CCCS publish is carefully reviewed to analyze the differences and made note of why there are any discrepancies. Ad hoc internal data measures are used to inform performance, but these measures generally align with all data published. When questions arise about the validity of data internally, the Office of Institutional Effectiveness checks for accuracy, makes any corrections, and works to help all understand the data sources and analysis to resolve any question.

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4.S - Criterion 4 - Summary

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

Summary

CNCC's guidelines, rules, policies, and procedures ensure the institution provides and evaluates quality education focused on continuous improvement both inside and outside the classroom. Academic and non-academic program reviews are the foundational processes that have resulted in tangible improvements and a culture comfortable with investigating the data-based effectiveness of CNCC programs. Tied to the budget, these reviews demonstrate evaluation and responsibility for student learning in a way that ensure the feedback loop of continuous improvement occurs.

As part of CNCC's mission to enhance people's lives by providing an accessible and quality education, the evaluation of teaching and learning is a top priority. The college utilizes a multi-layered system of assessment for courses and programs. This system provides faculty with information they use to improve and recent improvements have been made to ensure the re-assessment of these improvements. The college is excited to see the results of the standardized reporting process for cocurricular assessment fully implemented in Fall 2022. CNCC takes the responsibility for educating students very seriously and while not perfect, has proven itself able and willing to tackle the work involved in continually improving.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5A1

CNCC's organizational structure establishes clear lines of authority and formal relationships among individual employees and across departments. Both this structure and the small campus size encourages less formal communication to occur across organizational lines. CNCC has long established a practice of engaging in collaborative planning and decision-making processes through cross-functional teams.

The institution has established formal processes to enable faculty to participate in governance. The Faculty Senate created a constitution for the purpose of establishing an orderly process whereby academic-related groups and individuals may share in the development of educational policy. The faculty has the responsibility to express its concern for the welfare of CNCC, to discuss and develop ideas for improvement, to contribute to the formation of policy, and to provide for communication among all college functions. To fulfill its functions, the faculty is free to study, to deliberate and to make recommendations on issues of faculty concern. The Faculty Handbook and Job Description/Contract generally outline the expectations for faculty participation/contribution to the college.

Through committee assignments, the faculty has a forum for participation in the development and recommendation of policies and procedures. Faculty participate on the following committees: Professional Development, Extended Cabinet, Academic Council, Assessment, Student Success, CARE Team, Equity & Inclusion, and Equity and Inclusion in the Classroom Committee. These committees meet routinely and report activities during faculty senate meetings. CNCC has also established advisory groups, consisting of faculty, staff, students, and community members, to

include those constituencies in planning processes.

CNCC's Staff Senate is the representative body of the college's staff and serves as the formal liaison between all staff and CNCC leadership.   Staff Senate's mission is to "advocate for staff at the institutional level, maximize staff potential, and serve in an advisory role to the President while fostering a sense of communication and community in order to enhance the student experience." They do this through elected representation on the Extended Cabinet which directly connects to Executive Cabinet and the President.

The Extended Cabinet acts as the line of communication with college-wide operational leadership to Executive Cabinet. Executive Cabinet is the highest level of CNCC leadership, consisting of the President, Vice Presidents of Instruction, Student Services and Finance and the Executive Directors of Human Resources, Advancement and Institutional Effectiveness. The CNCC Bookstore Change which included going online for text books and the Remote Work Policy are two examples of this shared governance in action.

The President periodically meets with internal stakeholders. The President has recognized one student organization operating at both CNCC campus locations: CNCC Student Government Association. The President met with Student Government for lunch on April 6, 2022 to gather feedback. The Student Government Association provides an avenue for student input into programming and policies and voicing suggestions and opinions. One example was the Spring 2022 referendum creating a Student Center Fee to renovate Hefley Gymnasium, the Rangely Weight Room, the Craig Weight Room and Weiss Den.   This referendum failed with 76% of the vote.

The Student Athlete Success Efforts that will be implemented in Fall 2022 evolved out of CNCC's shared governance processes. Data in the CNCC Fact Book indicated student athlete success rates were lower than their counterparts especially in retention. The Equity in the Classroom Committee identified student athletes as one of the underperforming populations on which to focus for improvement. To understand more about this issue, the President met with two representatives from each athletic team on February 17, 2022.   Feedback gathered from this meeting was shared with the Student Success Subcommittee which drafted a Student Athlete Success Plan then it was submitted to CNCC's Executive Cabinet for discussion and approval.

Cocurricular Assessment was identified as an area that needed attention by the CNCC HLC Steering Committee. A working group met many times and sought input from the Faculty Assessment Committee to draft a procedure and policy before bringing it to the Student Services Departmental meeting before seeking approval at Executive Cabinet. These examples show the various ways that CNCC engages its diverse internal constituencies to transition ideas and suggestions into actionable procedures and policies to continuously improve.

5A2

The Executive Cabinet meets regularly to discuss campus operations and review data that is used to make decisions that will positively impact the institution. This data includes, but is not limited to, enrollment statistics, credit hour generation, revenues, expense facilities, demographics, state appropriations, and economic conditions. Cabinet relies on many resources to support these decisions.

- Salary Information – Annual staff raises align with State of Colorado Legislative direction. As a support to make those decisions the Executive Director of Human Resources and VP of

Business periodically prepare spreadsheets to provide information about market data for selected positions and works with the cabinet to establish salary goal for these positions. (Examples: AVT Reorganization Proposal, Salary Net/Net Analysis and Nursing Faculty Compensation Proposal)

- CNCC Fact Book – The annual CNCC Fact Book provides a concise source for information that is used to gauge the effectiveness of marketing and retention efforts. It includes information on enrollment, student demographics, graduation rate, retention rate, completions, and credits generated. The Equity and Inclusion Committee has used this data to identify performance gaps and areas where focus is needed. The Student Athlete Success Plan is another example of action as a result of this data.
- Clarus Brand & Program Identity Report– In an attempt to better market CNCC to increase awareness, and to identify academic program opportunities that would lead to enrollment growth, CNCC contracted with Clarus Communications to perform a marketing, outreach and enrollment review to discover opportunities in our existing and surrounding markets. The final report was presented in August 2022 and provided recommendations on the topics of print and digital outreach collateral, website, marketing activities, advertising plan, outreach, enrollment, and engagement. Many of the recommendations are already in the process of implementation.
- Tuition Reasonableness –At least once per semester, CNCC's controller prepares a tuition analysis comparing the tuition at that point in time based on credits enrolled to accounts receivable records to ensure they can be reconciled. This is also used to compare real time tuition revenue to budgeted tuition revenue for that year so informed budget adjustments can be made.
- Budget Updates- The org owner can access the budget through Crossroads, the employee portal, whenever they like. At midyear, the controller prepares a midyear budget update and sends it to department directors and President's Cabinet to continually monitor the budget and discover any problems with the budget. Beginning in FY23 monthly budget updates will be automatically emailed to each major budget holder and their supervisor to ensure budget awareness and compliance.
- IPEDS Data – Integrated Postsecondary Education Data Systems is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States. IPEDS compiles data from comparable institutions in Data Feedback Reports that serve as CNCC's benchmark, assisting the Student Success Committee and Executive Cabinet set goals and identify areas for improvement.
- Annual Survey of Student Satisfaction – CNCC contracts with Ruffalo Noel Levitz to conduct this nationally normed survey about student satisfaction, a key indicator of student retention and success. It serves as a benchmarking instrument, establishing national norms on students' educational perceptions. Serving as a diagnostic tool, the survey identifies areas a college can enhance students' educational experiences and these are communicated internally so improvements can be made. Lastly, it is a monitoring device, documenting and improving institutional effectiveness over time. Improved wireless internet in 2020, cafeteria upgrades in 2020 and contracting with a new food service provider in 2021 at a higher cost are some of the actions the student survey resulted in.
- Comprehensive Program Reviews - CNCC's HLC Quality Initiative successfully illustrates how CNCC uses data to make decisions.
  - Academic Program Review – In FY18 CNCC revamped Academic Program Review. Actions taken using the information from these reviews can be seen on pages 3-5 of the Quality Initiative Report. CNCC insures that identified initiatives are funded in general budget or in concert with the taxing boards.

- Non-Academic Program Review - In FY19, CNCC began a Non-Academic Program review process - actions as a result of this can be seen on page 6 of the Quality Initiative Report including adapting bookstore operations.
- Facilities Master Plan – CNCC maintains a physical facilities plan including a 5-year Controlled Maintenance Facility Plan that sets out major projects to be accomplished in concert with the Office of the State Architect. This plan is updated and approved every year as part of the CNCC planning and budgeting process which includes review by Cabinet and the State Board of Community Colleges and Occupational Education (SBBCOE). Recently, CNCC received approval and funding to complete a updated Facilities Master Plan. (See Facilities Department Program Review)
- Institutional Effectiveness - The Executive Director of Institutional Effectiveness is responsible for the collection, management, analysis, and archiving of information in support of decision-making, planning and reporting. The Director is responsible for providing data in response to ad hoc data requests that are used for decision making.

5A3

CNCC provides several opportunities for faculty, staff and students to participate and provide feedback on academic policy and procedures.

The CNCC Academic Council is chaired by the Director of Academic Affairs and its purpose is to review, establish and recommend standards for student academic achievement, including such areas as probation, suspension and re-admission for academic reasons; grading policies and practices; and policies on admission and retention; review, establish and recommend changes in vocational, transfer, community education and adult basic skills programs, including such areas as general education requirements, program changes, academic calendar, graduation requirements and instructional policies and procedures; explore and evaluate other curriculum and instructional issues; hear and act upon specific academic appeals.

The Academic Council has the lead role in various academic processes through the annual Course Catalog approval process. Processes included in the catalog are administrative withdrawal appeals, academic grievances, new program approval, and course approval.

The Council has a broad membership, consisting of the Vice President of Instruction, Registrar, Arts & Science Academic Dean, CTE Academic Dean, Manager of the Craig Campus and Director of Academic Operations. Meetings are attended by multiple staff members whose job responsibilities are impacted by the decisions of the committee. To facilitate collaboration between administration, faculty, staff, and students, most CNCC committees have representation from those constituents. Additional committees that facilitate collaboration include, the Assessment Committee, Equity and Inclusion Committee and Student Success Committee.

As mentioned, CNCC's small size leads to blended committee membership and contribution.   For example, members of Academic Council are actively involved with Faculty Senate, and Extended Cabinet . This ensures those committees consider the impact of their decisions on the institution, external representation participates in their meetings. For example, the Faculty Senate President meets monthly with the College President, the Vice President of Business & Administrative attends Extended Cabinet meetings, and the Vice President of Instruction attends Faculty Senate meetings (when invited).

The Student Government Association typically holds meetings each week during the school year. They routinely consider items of interest to the students, budget for entertainment, and help provide for the cultural education of faculty, staff, students, and the community by hosting such events as "Black History Month". They also consider fee increases, pass resolutions, and poll their constituents on matters of importance.

The Extended Cabinet holds meetings monthly and considers items important to staff. They work closely with the faculty to collaborate on key issues items to ensure a consistency and ensure recommendations are communicated to the Executive Cabinet.

The Faculty Senate meets monthly to consider items important to the faculty and the institution, including academic requirements. Faculty and Staff Senate Presidents serve on the Extended Cabinet which works directly to Executive Cabinet.

CNCC has purposely implemented organization structure to encourage collaboration among faculty, staff and students regarding the College's Academic policies and procedures.

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5.B - Core Component 5.B

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

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

Argument

5B1

CNCC has qualified faculty and staff and provides the required supports to ensure effective operations.

Faculty credentials for teaching adhere to the minimum qualifications set by HLC, Colorado Community College System (CCCS) and CNCC. In addition, faculty content expertise corresponds to program specific curricular needs. This is especially true in CTE programs which often require additional or different qualifications.

CNCC has hiring policies to ensure qualified staff are selected. CNCC complies with a standard set of system established HR policies. The CNCC HR office guides the hiring process including requests for filling vacancies, adding new positions, consideration of position modifications, preparing position announcements, and updating job descriptions.

- Decisions regarding new positions, replacing positions and remuneration are made by the Executive Cabinet.
- Human Resources, in consultation with the department lead and supervisor, build a job description which includes minimum and preferred qualifications, essential functions, application instructions and a non-discrimination statement. The job description is used to guide the selections process.
- The Executive Director of Human Resources builds a hiring committee, typically consisting of an administrator/director from the relevant department, department staff, and faculty member.
- The hiring committee selects candidates for interviews, and the top ranked candidate is recommended for hire to the President, who has final hiring authority.

Upon hire, a new employee is guided through the CNCC onboarding process by HR and the hiring manager/supervisor. Typically onboarding includes time in small groups and/or one-on-one meetings to gain the knowledge needed to complete the job responsibilities.

- CNCC uses a New Employee Onboarding Checklist to ensure each new team member receives the information required for a successful start.

- In addition to new employee orientation/onboarding, employees of all tenure are trained in policies and procedures annually through the Human Resources Office. This includes various offerings such as online trainings for: Personal Information, Equal Employment Opportunity, Sexual Harassment, Discrimination, Diversity, Security Awareness, etc. in order to show compliance with state and federal guidelines. These trainings are provided by Colorado Community College System platforms such as Canopy or KnowB4 for mandatory cyber security trainings.
- CNCC employees collaborate with their counterparts at other CCCS colleges through participation in position and user group meetings. The user groups hold regular meetings to remain current on changes in higher education rules, regulations, and common processes.

Professional development is supported to advance employee qualifications. Types of assistance include tuition waivers, release time from duties for an employee to continue their education and funding for approved activities. To implement the policy emphasizing professional development, CNCC has a standing Professional Development Committee that serves both faculty and staff. Employees seeking financial assistance for training complete the Professional Development Funding Request to attend workshops or conferences relating to their work experience. The committee determines appropriateness of request and allocates funds to promote professional development. Members of the Professional Development Committee are selected from among faculty and staff from both CNCC locations.

The faculty and staff at CNCC are carefully selected and qualified to succeed in the essential functions of their jobs. Appropriate supports are in place to ensure ensure the success of our employees and the College's programs.

5B2

As detailed in Criterion 1A2, the goals identified by CNCC in its strategic plan and semiannual Strategic Plan Progress Reports are created to ensure they align with the mission to enhance lives and through quality education. To ensure the strategic plan goals are achievable, they are assessed annually as part of the progress report process in which groups of full time employees report the actions taken to help reach the strategic plan's KPIs through a form twice a year. This progress is reviewed and used to update the strategic plan when needed and reported to CNCC's Cabinet and reviewed at CNCC's annual all employee Convocation.

Organizationally the College is well structured to support the strategic plan. Under the College President, three vice presidents provide strategic oversight for all areas of the College that directly address the goals. The annual planning processes, key performance indicators, and shared governance structures described in 5A and 5C are effective and supportive of implementation of the strategic plan.

The College's financial resources are sufficient to support the College's mission and goals and are derived from:

- State general fund appropriations - Each year the Colorado State Legislature approves the Colorado Department of Higher Education funding formula used to distribute state appropriations. These funds are managed by the College's governing board (SBCCOE) which receives and approves CNCC's budget each fiscal year.

- Tuition and fees - are set by SBCCOE as part of the community college budgeting process and are based upon CNCC's recommended tuition and fee rates.
- CNCC Local Taxing Boards - In addition to student tuition/fees and support from the state, CNCC is supported by two local taxing boards: Rangely Junior College District (RJCD) Board and Moffatt County Affiliated Junior College District (MCAJCD) Board. These boards receive local tax dollars, which are spent for the benefit of the College and to support local residents attending CNCC. In FY22, these two boards' combined contribution to the College was over $3 million.
- Grants – Over the last 3 years, CNCC has made a robust effort to identify, apply for and then receive grant funds to support program enhancements, student success and College's mission. Our recent successes include:
    - NSF Grant – Build Drone course of studies ($300K)
    - Attorney General Grant – Stand up Cybersecurity Program at Craig Campus ($500K)
    - GEER RISE Grant– Create Hybrid Classrooms in College District High Schools. STEM2GO trucks and trailers to provide STEM lab instruction at district HS. ($743K)
    - Colorado Opportunity Scholarship Initiative (COSI): Finish What You Started Grant – Assist students impacted by COVID to complete Associates Degrees ($247K)
    - Workforce Development Increase CTE Worker Skills HB21-1264 – Provides for Nursing Program simulators ($668K)
- Community College Foundation - The CNCC Foundation was created to assist in the development and promotion of CNCC's mission and strategic goals. It raises funds annually to support scholarship awards and instructional programming. Special fund-raising campaigns are in early stages of development to support capital campaigns for construction and renovation projects. The CNCC Foundation has also recently focused developing a CNCC endowment. Earlier this year, we celebrated our first significant endowment of $400,000 and we continue to develop these relationships. Additionally, the Foundation is now promoting the Brick Campaign for donors and alumni to help build the future of CNCC while leaving their mark on campus

CNCC Facilities has successfully maintained the college's physical infrastructure including the challenges of maintaining the 60 year old CNCC Rangely campus. The college's Craig Campus opened in August 2011. CNCC continues to provide college facilities and grounds that are functional, beautiful, and supportive of student's educational needs. CNCC's Facilities Master Plan is aged and now in the process of renewal which began in March 2022. CNCC works with the Office of the State Architect to obtain state capital funding for Controlled Maintenance projects to maintain and improve facilities such as:

- Remodel of CNCC Library (2018 - $139K)
- Roof Replacement for Johnson Building and President Residence (2019 - $812K). $242K of this projected was paid by the Rangely Junior College District.
- Refurbishment of Johnson Building heating/cooling system (2020/21 - $867K)
- Upgrade of Security and Access Control (2021/22 - $511K)
- Replacement of Roof/Windows for Allsebrook/Blakeslee Buildings (2021/22 - $717K)

CNCC was awarded state controlled maintenance capital funds for FY22/23.

- Overhaul of electrical service/backup generator project (2022/23 - $1.5million)
- Repair and replace parking lot/sidewalks to improve ADA accessibility (2022/23 - $971K)
- Lighting Upgrade for the Rangely Campus (2022/23 - $108K)

CNCC's Information Technology (IT) department supports students, faculty, and staff with all their computing needs. It maintains the computer network operations, provides computers to staff and faculty, and maintains telephones, audio/visual equipment in classrooms and conference rooms. In FY22, CNCC received $1.9 million in capital funding to overhaul our IT infrastructure including a required 10% participation from the college. Most of this is being spent at the Rangely campus due to the age of existing wiring, switches, servers, and computers. The resulting improvement in performance will be felt at our Craig campus and across CNCC's service area. Additionally, CNCC was awarded $822K as part of the Rural College Consortium - Campus Classroom Technology upgrade for FY2023/24. CNCC's local IT Department works with the CCCS to ensure CNCC is current with state requirements, security, and cybersecurity related issues by attending workshops and forums. CNCC's Director of IT sits on the CCCS Council of Information Officers.

CNCC's organization and financial resources (including grant and capital allocations) make the College's goals and mission realistic.

5B3

The Vice President of Business and the Controller over see the day-to-day business operations of the college and its budgeting process. This, in addition to CNCC's other VP's, Deans and Directors overseeing departmental budgets throughout the year, creates an environment of shared accountability for the college's financial performance.

Annual budgets for the upcoming fiscal year (July to June) are formulated beginning in February and are generally submitted to the Colorado Community College System (CCCS) in May of each year. The college begins the annual budgeting process by estimating revenues and providing tuition and fee recommendations for the upcoming fiscal year. Each spring semester, a preliminary budget request is prepared/submitted by all major budget owners (Academics, Administration, Student Services, etc.). The budget request process asks each contributor to link their budget requirements to the college's mission and strategic plan. The process is transparent and begins with an email from the VP of Business (VPB) that provides guidelines and significant constraints to be used in developing budget requests.

The Academic Deans and faculty collaborate with the Vice President of Instruction and Director of Academic Operations to forecast expenses based on prior year experience. The budget includes all anticipated expenses, including lab supplies, equipment, instructional materials, professional development, hardware, software, and travel. Faculty input is facilitated by the Academic Deans and is valued with many budget requests honored depending on funds availability.

The FY budget, which includes 3 years is presented (President and VPB) o the State Board of Community Colleges and Occupational Education (SBCCOE) in June of the prior year. SBCCOE manages states allocations for and on behalf of 13 community colleges in the state system. The Governor typically signs the state long form budget in May with SBCCOE authorizing CNCC's budget in mid-June.

To help monitor budgeted expenses, CNCC's Controller regularly reviews the financial statements, sends a midyear budget update to department directors mid-year basis. Beginning in FY23, the budget update will be sent monthly to budget managers. CNCC completes a tuition reasonableness analysis at least twice per FY. The business office uses this report to test actual tuition revenue

against budget. The Controller and Vice President of Finance use this and the Enrollment Trends and Plan to determine if variance requires adjustment to FY budget.

After year end protocols are completed, the Controller prepares the HLC Composite Financial Indicator (CFI) report to calculate ratios that measure the financial health of the College. It assigns a CFI score with the desirable range being 1.1 or greater. CNCC's reserves and CFI History are the primary measures of sustainability that are shared college-wide. CNCC's 2022 CFI is 0.71. While this result is below the 1.1 and falls into concern area "the zone", it is much improved over prior years. The following chart shows CFI over the last 6 reporting years:

COMPOSITE FINANCIAL INDEX TABLE						
	2017 IU	2018 IU	2019 IU	2020 IU	2021 IU	2022 IU
Primary Reserve Ratio	0.43	0.53	0.6	0.51	0.41	0.63
Net Operating Revenue Ratio	-0.4	-0.4	1.44	1.22	0.99	1.51
Return on Net Assets Ratio	-0.4	-0.34	0.35	0.35	0.35	0.35
Viability Ratio	0.32	0.42	0.51	0.43	0.35	0.53
Composite Financial Indicator Score (CFI)	-0.04	0.21	0.39	-0.28	-0.1	0.71
Reported Institutional Reserves	$2,306,384	$3,049,922	$4,098,295	$3,295,255	$2,534,561	$3,757,350

1. Prior FY reported in March of next year. For example, FY21 reported in 2022 IU.
2. CNCC reduced over $1m in long term debt between FY2018 and FY21
3. With close budget management and using CARES/ARP Revenue Replacement increased Institutional Reserves by $1.2m in FY21 & FY22.

CNCC Local Tax Districts in Context

In addition to student tuition/fees and the state allocations, CNCC is supported by two local taxing boards: Rangely Junior College District (RJCD) Board and Moffatt County Affiliated Junior College District (MCAJCD) Board. These boards receive local tax dollars, which are used for the benefit of the College and residents attending CNCC.

Despite the challenges of the COVID economy and fossil fuel increased regulations, CNCC local tax revenues are relatively stable. When comparing the average of FY20 and FY21 revenue to FY22 actuals, local board revenues were only down 0.5% or $13,662 as seen below:

Local Board Revenue - FY20 & FY21 Average vs. FY22						
CNCC Fiscal Years	FY20 Revenues	FY21 Revenues	Avg FY20/FY21	FY22 Revenues	FY22 vs 2-Yr Avg	% B/(W)
RJCD - Operating	$1,191,886	$1,431,258	$1,311,572	$1,253,648	-$57,924	-4.4%
RJCD - Maintenance	$381,403	$458,003	$419,703	$401,967	-$17,736	-4.2%
MCAJCD	$1,280,548	$1,300,457	$1,290,503	$1,352,501	$61,999	4.8%
Local Board Revenue $ & %	$2,853,837	$3,189,718	$3,021,778	$3,008,116	-$13,662	-0.5%

Additionally, CNCC's local taxing boards report healthy reserves of $5,728,003. The following chart shows reserves reported in MCAJCD and RJCD Board's Annual Financial Statements for 2019, 2020 and 2021:

LOCAL TAX BOARD RESERVES: 3-Year Summary			
LOCAL TAX BOARD	CNCC FY19	CNCC FY20	CNCC FY21
	HLC 2020 IU	HLC 2021 IU	HLC 2022 IU
RJCD - Operating Fund Reserves	$2,363,441	$2,638,772	$2,605,012
RJCD - Maintenance Fund Reserves	$793,319	$911,069	$924,493
MCAJCD - Operating Fund Reserves	$1,591,944	$1,975,990	$2,198,498
Reserves Held by CNCC Local Boards	$4,748,704	$5,525,831	$5,728,003

Hybrid College Finance Model

CNCC negotiates each Fiscal Year Budget with three boards. As part of the Colorado Community College System, CNCC's governing board is the State Board for Community Colleges and Occupational Education (SBCCOE) with local boards providing financial support through defined taxing districts. SBCCOE by statute is the reporting board for CNCC's local tax boards and as such

authorizes taxing board recommended budgets as integral part of the college overall budget authorization.

Both local boards meet at least monthly with CNCC administration. The college and the boards jointly determine how each district will appropriate the tax funds under their jurisdiction. The boards reimburse the college on a monthly basis for expenses incurred within the budget. The local boards are mandated by statute to provide tax dollars to the College and local citizens in five budget spend categories (summarized for this report):

- Assist residents of taxing districts in defraying costs of attending CNCC
- Provide supplemental funding to the state (CNCC) for the operating cost of current and future programs.
- Erect new or renovate existing facilities.
- Provide capital funding for technology and supplemental equipment.
- Provide for the operating costs of facilities.

In the event of dissolution of the MCAJCD or RJCD boards "any assets remaining as of the date of the dissolution shall be transferred to the board (SBCCOE)". See attached Colorado Act Creating RJCD and MACJCD.

Both the Rangely Junior College District (RJCD) and the Moffat County Junior College District (MCAJCD) hold significant financial unrestricted reserves which can only be used for the benefit of the college and its students. In fact, these reserves are regularly accessed to support college initiatives, for example, in 2018 MCAJCD provided $354K and in 2019 RJCD provided $242K to roof President's Residence.

CNCC - 2022 CFI Recalculated Including Taxing Board Reserves

If CNCC had included local taxing board reserves as unrestricted college reserves for the 2022 HLC Institutional Update (IU), the following CFI numbers would be reported:

COMPOSITE FINANCIAL INDEX TABLE	CNCC Reserves w/ Local Board 2022 IU	HLC Submitted 2022 IU	CFI Variance +/(-)
Primary Reserve Ratio	0.55	0.22	0.33
Net Operating Revenue Ratio	-0.08	-0.08	0
Return on Net Assets Ratio	-0.002	-0.002	0
Viability Ratio	1.58	0.63	0.95
Composite Financial Index Score (CFI)	2.41	0.71	1.7

- Using HLC 2022 Institutional Update Report worksheet.

Rangely Junior College District (RJCD) and Moffat County Affiliated Junior College District (MCAJCD) Audited Financial Statements for 2018-21 serve as evidence of these resources as seen in a revised HLC Composite Finance Index calculation sheet showing impact of these reserves on the College's CFI score.

CNCC's fiscal position and federally funded programs are reviewed by CCCS which coordinates financial and federal compliance audits every year and operational audits every two years. CNCC is one of 13 colleges which comprise CCCS and are audited along with the sister colleges in the CCCS annual audit. The CCCS Financial Statements and Independent Auditor's Report is for the fiscal year concluded June 30, 2021. CCCS is audited by Baird, Kurtz, & Dobson (BKD) CPAs. In addition to this audit, CNCC has undergone various audits, including purchasing card, accounts receivables and civil rights. The foundation is audited by Colorado CPA.

CNCC has a well developed budget process that collaborates with local tax boards and through CCCS with the governing board - SBCCOE and the Colorado state government. CNCC vigilantly manages its budgets, revenues and expenses to simultaneously ensure student success while appropriately governing finances.

5B4

As discussed earlier, CNCC revenues come from three sources: Tuition and Fees, State Appropriations and Local Taxing Boards (property taxes). For FY22/23, CNCC Revenue Sources consisted of:

- Tuition and Fees (36%)
- State Appropriations including Fee For Service, Colorado Opportunity Fund, State Amendments (45%)
- Local Taxing Boards (19%)

CNCC received a total of $3,011,282.00 from Local Taxing Boards: RJCD contributed 55% and MCAJCD 45%. 51% of Taxing Board Revenues were used for In-District Tuition Assistance, Debt Service and Board Expenses. The balance of $1,489,075 or 49% was used to support college programing and operations.

For FY2023, 46% of CNCC's operating expenses are dedicated to Instruction/Academic Support with an additional 5% planned for Scholarships for a total of 51% of operating expenses directly tied to CNCC's educational purposes. CNCC provides 16% of its annual expense budget for Student Services. In reviewing the IPEDS Data Feedback Report, CNCC consistently spends more to support student instruction and student services than do our benchmarked comparison group proving CNCC's strong commitment to its education focused mission.

Each year, the College allocates fiscal resources for salaries, equipment, technology, and programming, all of which support the College's educational mission. Budget decisions are driven by the College's Mission and Strategic Plan and governed by projected revenues. CNCC works within the financial framework of the state budget and the SBCCOE governing board. The Council of CCCS Presidents, informed by recommendations from local college CFO's recommend tuition increases. These proposed tuition increases are responsive to local increases in cost of delivery including salary/benefit cost increases. At CNCC, salary/benefits represent 65% of the general fund

expense budget. Tuition recommendations are negotiated with the State of Colorado in a Fee For Service (FFS) agreement that determines state allocations after tuition fees are set. Tuition Rates (BP 4-20) are set system wide for the Colorado Community Colleges. For FY23, CNCC's tuition increased 3%.

Despite the significant disruptions of the COVID-19 pandemic, CNCC's commitment to support the College's mission and overall sustainability has remained strong. CNCC provided a stable commitment for Instruction/Academic Support/Scholarships as a % relative to total budget at 54% in FY20/21 and 52% in FY21/22. CNCC has actively pursued Grant funds and State Capital funds to improve the College's sustainability and investment in programing and infrastructure. Over the last three fiscal years CNCC has been awarded $3.7 million in grants and $6.4 million in IT and Controlled Maintenance Capital investments.

CNCC's appropriated budget includes unbudgeted, undesignated cash reserves equaling at least 8% of the total net tuition revenue and state appropriation of the preceding fiscal year mandated by SBCCOE Board Policy 8-160. This allows the institution time for response to negative fluctuations in revenue sources. Cost centers that do not depend on tuition and state appropriations also carry cash reserves to minimize the impact of revenue fluctuations.

As new programs or activities are added through strategic planning processes, outside funding sources are sought to meet industry and community needs. For example, the Attorney General Grant provided $500,000 in FY20 to stand up the new Cybersecurity Program. CNCC is entering the third year of that implementation.   In FY22, CNCC received $668,000 from Colorado Workforce Development Grant to increase CTE skills in the state. This grant provides for the purchase and installation of simulators for our nursing students to learn critical care skills in a non-clinical environment.

At times, fiscal allocations fall short of supporting operations or enrollment slips reducing anticipated revenue. For instance, CNCC experienced a tuition revenue shortfall during Fall 19 requiring the Fall 19 Budget Reduction Plan. CNCC implemented a 10% budget reduction of non-salary items and implemented a hiring freeze on all new/replacement hires for the balance of FY20. Exceptions required full cabinet approval to proceed. This allowed CNCC to reduce operating costs while also decreasing staff and faculty cost through breakage and avoiding layoffs or furloughs.

CNCC's focus on effective revenue management, conservative budgeting, expense control and sustainability through grant and capital acquisition ensure the College's educational goals and institutional mission are achieved even with decreasing revenue streams.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5C1

Colorado Northwestern Community College allocates resources in alignment with its mission and priorities. Through Local Taxing Boards, CNCC engages the community and seeks their advice in determining budgetary priorities consistent with their statutory priorities. CNCC's annual budget process involves input from the following stakeholders:

- Each CNCC department or program is provided the opportunity to submit budget requests. An example of CNCC integration of mission and strategic plan focus is CNCC Budget Instructions and Budget Request Form which invites budget contributors to link budget requests to CNCC's strategic plan goals. These budget instructions speak candidly to the financial challenges being managed by the College.
- Local Taxing Boards provide advice regarding the use of the RJCD or MCAJCD tax allocations in public meetings that are announced in local newspapers. All board budgets must comply with the statutory requirements (discussed earlier) which work in concert with the College's Mission and Strategic Plan.
- CNCC collaborates with the Colorado Community College System and through CCCS we coordinate with SBCCOE, CDHE and the State Legislature. CNCC's budget was presented and authorized to spend at the SBCCOE Public Board Meeting in which the State Allocation Model was approved and Student Fees were also approved.

The institution's annual budget process, described in Criterion 5B3, relies on administration, staff, and faculty to be aware of their responsibilities identified in the Program Reviews and Strategic Plan Progress Reports to ensure their tasks are accomplished in pursuit of CNCC goals. Those tasks that necessitate funding to achieve identified goals receive high priority in the budgeting process as demonstrated by the FY22 Strategic Initiatives Budget report. Under the direction of their vice president and department dean/director, employees use budget overview reports provided by CNCC's Controller to plan for the upcoming fiscal year. The appropriate vice president reviews the budget

requests, carefully assessing needs by programs and departments. Budget requests are then compared to the estimated revenue budget and adapted as necessary in order to present a balanced budget. Proposed budgets are approved by President and reviewed in Executive Cabinet Meeting. The budget is then submitted to the CCCS Vice Chancellor of Finance who reviews the budget ensuring consistency with state rules, requests clarifications, then submits to SBCCOE for final approval. In mid-June of each year, CNCC's President and VP of Business present CNCC's annual budget to SBCCOE and request authorization to spend for upcoming fiscal year. CNCC's budget is adopted by SBCCOE which includes their authorization to spend.

The annual planning and budget development processes outlined above ensure that resource allocation decisions align with the College's mission, strategic plan, complies with local statutory requirements for taxing boards and is tied to the college's key performance indicators and financial challenges.

5C2

Assessment of student learning is linked to evaluation, planning, and budgeting through program review, program accreditation, course assessment, and co-curricular assessment.

Academic and Non-Academic Program Reviews provide a direct link between assessment and evaluation processes and CNCC's planning and budgeting processes. Evidence of this link's effectiveness can be seen in the Comprehensive Program Review for Continuous Improvement HLC Quality Initiative Project.

Various academic programs pursue accreditation, which includes a comprehensive program review and site visit. Program accreditation typically includes a review of program expense budgets to determine adequacy to meet the accreditation criteria. These are examples of critical 3rd Party assessment of CNCC's budgeted resources vital to the success of these academic programs. Two examples of this include:

1. CNCC Nursing Program: Accredited by the Accreditation Commission for Education in Nursing (ACEN). One standard they hold is to ensure fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.
2. CNCC Dental Hygiene: Accredited by the Commission on Dental Accreditation (CODA). The CODA Accreditation Standards addresses multiple standards, including financial resources (Section 1.3). Program resources must be sufficient to ensure the achievement of the program's goals and outcomes and CNCC must employ sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions.

The Assessment Committee provides organization and structure to the assessment process and to promote assessment of student learning goals and outcomes as a means of continuous improvement. The Committee's responsibilities are to establish timelines for assessment activities, plans, and reports; create procedures and templates for assessment plans and reports; oversee implementation of assessment plans by program and individual faculty, provide training and consultation with faculty regarding assessment, promote campus discussion on assessment; coordinate with Academic Leadership Team and Faculty Senate to develop links between institutional priorities, assessment, program review, and general education; disseminate assessment results. Ultimately, this results in

budget submissions and requests. Examples of how this process impacts CNCC's budget include:

- Smart Evals – The Academic Leadership Team as advised by academic support, assessment, and Institutional Research that is service was not meeting the College's need resulting in the decision to terminate that contract.
- Watermark Eval Kits – After attempting to manage instructor evaluations and associated assessment with home grown applications, the Instructional Department sourced and selected Watermark Eval Kits to manage this process.
- One HE Software: CNCC purchased services from One HE to provide professional development resources for faculty to receive training in teaching excellence. This is in direct response to an assessed need for improved faculty interaction in hybrid/virtual course delivery, improved in person classroom course delivery for a more inclusive and unbiased learning environment.
- Faculty Hires evolving out assessment activities, program review process and Academic Leadership Team actions include:
  - Nursing Salary Increases
  - Aviation Program Restructure and Salary Increases
  - Craig Location FT Faculty: In FY23, CNCC budgeted for a new FT English Instructor and FT Math Instructor.

5C3

CNCC develops annual budgets guided by the perspectives of internal and external constituencies. CNCC candidly involves and invites all major budget owners into the annual budget development process. CNCC's VP of Business (VPB) leads the college's budgeting process each year with an email of budget instructions in early March with the Budget Request Form, Mid-Year Update on Budget Expenditure for owned orgs, a copy of the College's Mission Statement and a copy of the College's Strategic Plan. The VPB processes all returned budget requests and typically has personal budget review meetings with major budget owners to discuss their budgets and answer questions prior to consolidating the budget requests and submitting to the President for approval.

CNCC includes the voices of our external stakeholders through the Local Tax Board public meetings. CNCC collaborates with the Colorado Community College System and through CCCS we coordinate with SBCCOE, CDHE and the State Legislature. Additionally, CNCC includes college district business and government leaders through the CNCC Advisory Council. The Advisory council supports the college by providing insight into local economic trends, government initiatives and their recommendations on major college projects and related expenses. For example, in January 2022, the President sought the Advisory Boards advice regarding four (4) non-academic projects including: the CNCC Den, Soccer Field Development, Non-Credit Offerings and Student Mental Health Support.

The College also engages the community through program advisory committees that are required for all all career and technical education programs. These committees consist of volunteers who share experience and expertise in the occupational field that the program serves. Managed by the CTE Dean, these committees meet once per semester to advise educators on the design, development, implementation, evaluation, maintenance, and revision of CTE program within a career pathway. As an example, we have included Program Advisory Board Minutes from the Cyber Security and Dental Hygiene Programs.

CNCC considers and includes the perspectives of internal and external stakeholders in the

development of our annual plan and budget.

5C4

Annual budgets are prepared for all cost centers, regardless of the funding source. These cost centers comprise CNCC's "appropriated budget" and include tuition/fee revenue, state appropriations, and CNCC's local tax districts as sources of funding. Annual budget requests are prepared and submitted to the state based on state rules and funding formulas that are changed periodically by Colorado General Assembly.

SBCCOE requires that each college will have at least 8% of its annual appropriated revenue as a reserve. This is detailed in SBCCOE Board Policy 8-60 Reserve Requirement. Cash reserves are maintained in local funds to allow for fluctuations in revenue and expenses. Grant funding and state capital funds are pursued to assist in program enhancements, defray operating costs and to meet needs that develop because of emerging technologies.

Upon approval of the institutional budget as detailed in 5B3, department leaders monitor their budgets by routinely running budget status and budget transaction detail reports. Beginning in Fall 2022, the Business Office will set up monthly financial reports by org that will be emailed automatically to the budget owner. Unanticipated expenses do occur and it is the department directors' responsibility to ensure expenses do not exceed the budget. To further monitor fluctuations, the CNCC Controller prepares a quarterly budget review for budget owners and cabinet members.

CNCC is funded from three (3) main sources: enrollment tuition & fees, state appropriations and local tax boards (RJCD and MCAJCD). Enrollment and tuition rates are primary drivers of tuition revenue. CNCC's enrollment has generally declined over the last 5 years and has been impacted by the recent COVID Pandemic.

Over a five-year period, enrollment has declined about 120 FTE impacting the College's finances and requiring significant belt tightening. In FY19, with the hire of new VP of Instruction and VP of Business, the College implemented expenditure monitoring and approval routines to better control the College's expenses. Some of these initiatives have included:

Financial Control Initiatives: Based on CNCC leadership's commitment to maintain a balanced budget beginning in FY19, several strong financial controls were implemented:

- Several full time positions, previously on hold, were eliminated
- In December 2018, org owner approval authority was reduced from $5000 to $500. This initiative continues and was affirmed in the VPB Email
- Expenditures over $500 require VP approval before order or payment. This initiative continues and was affirmed in the VPB Email
- Quarterly review of expenses by budget owners with VP

Budget Implementation Controls:

- FY Budgets distributed at beginning of each Fiscal Year
- Local Board Budget process restructured to ensure FY spend out of appropriations
- FY organization operating budgets are decreased, flat or increase at CPI rate
- Org budget expenditures and encumbrances are closely monitored by purchasing
- Open/Blanket PO are being sharply curtailed. See VPB Email

- FY Spending closed in mid-April requiring VPB approval to spend

Seems Repetative:

All budget owners are required to closely monitor budgets. Shortly after the new VPB started in November 2018, increased financial controls were implemented including the tactics described in the _September 2019 Institution Report on Financial Indicators_. In addition, changes to org owner authority, requirements for VP approval on expenses over $500, increased scrutiny of expense requests and spend close 2 months before year-end To support these changes, the Business Office provides business process training (purchasing, travel, etc.) to all budget owners. As well, during the Fall All Campus Convocation, group trainings are typically at both the Craig and Rangely campuses.

CNCC uses a simple projection enrollment model based on new student recruitment and current student retention to anticipate changes to enrollment, allowing for the college to adjust its budget accordingly. An example of fluctuations in sources of revenue that CNCC successfully overcame through planning is the enrollment shortfall in Fall 19. CNCC experienced a 10% budget reduction of non-salary items. To weather the shortfall, CNCC anticipated these reductions and implemented a hiring freeze on all new/replacement hires for the balance of FY20. Any additions or replacements hires required full cabinet approval to proceed. This allowed CNCC to reduce operating cost while also decreasing staff and faculty cost through breakage thereby avoiding layoffs or furloughs. See FY20 Budget Reduction Plan.

Due to the College's conservative fiscal management and an infusion of federal and state COVID-19 grant funding, the college has been able to withstand the loss of revenue stemming from declining enrollment. In fact, the College's reserves have nearly returned to pre-COVID levels. This combined with the retirement of debt have resulted in an overall improvement of the College's Composite Financial Indicator improving to 0.71. While still not at the level required by HLC, CNCC is confident with the promising enrollment in FY23 and anticipated growth in the coming years that CNCC will continue to improve.

5C5

Due to demographic changes, globalization, and high costs of college education, CNCC has developed several goals as part of the strategic planning process that focus on opportunities to utilize external resources to impact college affordability for students; enhance relationships with community partners, funding, recruiting, internships, etc. One area of particular focus has been the acquisition of grants and state capital project funding to further the college's goals while minimally impacting the college's reserves.

To plan for technology advancements, CNCC's Director of Information Technology serves on the CCCS Chief Information Officers Council. The Council advises on key strategic information technology initiatives, priorities, policies and procedures. The Council also makes recommendations on information technologies, including electronic communications networks and systems, system security, computing systems, administrative information systems, academic information systems and other information technology activities, and evaluates alignment of resources with those recommendations. In FY22, CNCC was awarded nearly $2 million from State of Colorado for an IT Capital Project to update CNCC's IT Network and Security.

The CCCS Monthly Chief Business Officer Meetings are designed to monitor the state's economy, the progress of the state budget process, impacts on higher education allocations that might change funding to institutions, and to comply with state expenditure directives. These efforts help the college prepare and submit a budget that is accurate and responsive to the financial environment and the Governor's recommendations.

Changing student demographics and enrollment concerns led to CNCC hiring an independent consultant, CLARUS Corporation, to analyze the college's strengths and weaknesses with respect to marketing, student recruitment, program identification and brand identity. The final report was received in mid-September 2022 and provides recommendations on the topics of academic programs in niche markets, print and digital outreach collateral, website, marketing activities, outreach, enrollment, and engagement. These recommendations will inform CNCC's new Strategic Plan for 2023 to 2028.

Faculty continuously improve through professional development. The Professional Development Committee allocates funds to promote professional development for improvement in faculty member's teaching ability, knowledge, and skills. Many CTE faculty participate in conferences and training provided by the associations or commissions that accredit our programs. For example, Dental Hygiene Faculty attend the CODA conference and are required to complete a minimum of 30 hours of continuing education credits every two (2) years. Another example of faculty development is Automotive Service Excellence (ASE) Instructor Training that is attended by the lead auto department faculty.

CNCC, as with all higher ed organizations, is challenged by a Volatile, Uncertain, Complex and Ambiguous (VUCA) world and continues to develop the ability to identify and address emerging issues. CNCC ensures that faculty and staff have the training necessary to respond in their areas of responsibility. We recognize challenges in our ability to enroll students and have invested in consultants (CLARUS) to assist CNCC in determining strengths/weaknesses and to better identify our niche markets for recruiting. CNCC believes that the awareness of a need to change, determination to train teams and investment in obtaining information about the business environment will see CNCC well prepared to better understand its place in this changing world.

5C6

The heightened focus on college fiscal control in concert with the Comprehensive Program Review for Continuous Improvement Initiative and a College-wide Strategic Plan that encourages initiative development at the grass roots level, has shed light on several performance opportunities within the College. CNCC has closely monitored and executed on initiatives developed through these collaborative processes. Examples of initiatives evolving from these processes and the implementation outcomes delivered include:

Better Management of Auxiliary Funds: The following auxiliaries were significant consumers of college financial resources.

- CNCC's Bell Tower Building – Building closed July 31, 2019
- College Bookstore - Craig Bookstore Location closed in December 2021. CNCC contracts with eCollege to provide online bookstore services
- Community Education – Consolidated with Workforce Development in FY21

- Housing (Craig) – Closed at the end of FY22
- Student Activity Fees (Craig) – 5-Year Roll Up showing expenses now under control

Academic Program Review Areas of Focus:

- Massage Therapy Program – Program Closed
- Auto Tech/Diesel Program – Diesel Technology Closed
- Cosmetology/Barbering Program – Enrollment Increased
- Equine Studies Program – Continues to be program of focus and part of the Fall 2021 Enrollment Strategy.
- Emergency Medical Services – Worked with the program for 2+ years as a program of focus. Enrollment has not improved. EMS program will teach out in December 2022.

CNCC's planning processes are informed by the strategic plan synthesized in the Academic and Non-Academic program review processes, closely monitored initiatives evolving out of these processes and the College's focus on improving overall fiscal performance. These efforts coalesce into an effort that focuses on student outcomes while ensuring improved college operations performance.

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- HLC 5.C.2 Academic Program Review Committee Charter Form
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- HLC 5.C.2 Cabinet Meeting Minutes-May 23 2022 Academic Program Review
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5.S - Criterion 5 - Summary

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

Summary

Colorado Northwestern has built a fiscal mosaic of purposeful actions and institutional resources that develop into a roadmap that leads to enhanced lives by providing an accessible, affordable, quality education. CNCC's resources, structures, and processes are sufficient to fulfill the college's mission and strategic plan. CNCC has consistently demonstrated a willingness and capacity to improve operations based on the challenges and opportunities presented. CNCC has implemented changes to support student and institutional success:

- Comprehensive Program Reviews demonstrated the capacity to make difficult decisions regarding less than well performing programs and optimize business and service functions.
- Implemented budget and expenditure controls that support student success while assuring responsible spending.
- Acquired $10.2 million in grants and capital funds in the last 4 years to support the College's mission while allowing for continued conservative management of revenues and expenses.

CNCC's financial position has consistently improved over time and while still in "the zone" as reported by the CFI, the College's overall resources are strong:

- CNCC's 2022 IU CFI was 0.71 which reflects a positive trend over the last 5 years.
- The College's local taxing boards hold healthy reserves of $5.7 million which are restricted by Colorado statute for the benefit of CNCC students and the College.
- CNCC's FY22 estimated unrestricted reserves are $2.5 million which combined with the $5.7 million held by the local taxing boards would result in combined reserves of $8.2 million.
- CNCC is supported by the Colorado Community College System which serves over 113,000 students and holds unrestricted reserves of over $35 million.

The combined impact of mission driven budgeting process, improved expense control, use of data to define program review processes, strategic acquisition of grant/capital funds, healthy reserves among local taxing boards, growing college reserves and the support of a well funded community college system, result in CNCC's confidence to successfully deliver its mission for the foreseeable future.

Sources

There are no sources.