Higher Learning Commission
A commission of the North Central Association

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Substantive Change Application, Part 1: General Questions

Branch Campuses and Additional Locations

Institution: Colorado Northwestern Community College, Craig Campus____ **City, State:** Craig, Colorado ____

Name of person completing this application: David Smith_____ **Date Submitted:** March 19, 2012

Title: Vice President of Instruction and Student Affairs   **Phone:** 970-675-3258_____
    Email: david.smith@cncc.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Please Note: If submitting a change request for a new program *and* distance offerings or a new program *and* location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

> Colorado Northwestern Community College has built a new campus facility in Craig, Colorado. This new facility will be in addition to the current Craig location. This new site will be the official branch campus in Craig with a new address of 2801 W. 9th St., Craig, Colorado 81625. The previous location at 50 College Drive, Craig CO 81625 will remain a CNCC facility housing our Community Education Program; therefore, we would also like to request that it be listed as an additional location. We now recognize that this application should have preceded the August 2011 opening of the facility; however, we didn't realize at the time that the change of address required pre-approval from the Commission and now seek to remedy the situation. Also, we have a comprehensive visit scheduled for September 23-25 2012 and would like to embed the visit required for the new facility with that already scheduled visit.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

Change in mission or student body: ☐ change in mission ☐ change in student body	**New academic program(s) requiring HLC approval:** ☐ certificate ☐ bachelor's ☐ diploma ☐ master's/specialist ☐ associate's ☐ doctorate

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New additional locations:	Distance Delivery:
☐ in home state	☐ Initiation of distance education
☐ in other state(s) or in other country(ies)	☐ Expansion of distance education
New branch campus:	☐ Initiation of correspondence education
X new or additional campus(es)	☐ Expansion of correspondence education
Consortial or contractual arrangement:	**Other:**
☐ Consortial arrangement	☐ Substantially changing the clock or credit hours required for a program
☐ Contractual arrangement	
☐ The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)	

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

In 2007 two documents were created for Colorado Northwestern Community College; the 2007 CNCC Facilities Master Plan and the 2007 Facilities Program Plan. The Facilities Master Plan was a coordinated effort from several institutional plans such as the Academic Master Plan. CNCC retained Paulien & Associates, Inc. to conduct a space needs and utilization analysis for the Craig Campus. The conclusions of that analysis indicated that the campus-wide space needs at that time was approximately 36,000 assignable square feet short of generated needs. It was estimated the campus will need approximately 85,000 assignable square feet of academic, support and auxiliary space to provide instructional delivery to the service area for all current and future programs.

The Facilities Program Plan was assembled in response to the June 2007 Facilities Master Plan. The initial plan called for the construction of two buildings. The largest building totaling slightly more than 78,000 gross square feet is the Crag Campus Academic Building and houses classrooms, laboratories, offices, leaning resource center and academic support functions as articulated in the total space requirements of the Plan. The Second building totaling just over 14,000 square feet is the Career Technical Center that primarily houses the technical programs including Cosmetology, Massage Therapy, Mine Safety Training, EMS, classroom space for the Automobile Technology Center, and Specialized Mine Training. In addition since this plan the College has constructed a 4,000 square foot Automobile Technology Center. The former location of the Branch Campus, the Belltower location, will continue to serve Community Education functions.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES NO	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES NO	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	YES NO	President left for a new position in South Carolina; the new president has been in office since February 2011.
Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES NO	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES NO	

Approvals. *Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.*

    □ Internal (faculty, board) approvals

    X System approvals (for an institution that is part of a system)

    □ State approval(s) for requests other than for Distance Delivery

    □ For Distance Delivery only: process in place to ascertain and secure state approval(s) as required

    □ Foreign country(ies) approvals (for an overseas program or site)

    □ No approval required

Specialized Accreditation

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

    □ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

    X The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.) Our nursing program has applied for—and is in the final stages of—

receiving accreditation through the National League for Nursing Accrediting Commission (NLNAC). The NLNAC site evaluation occurred in October 2011, with strong praise for the quality of the new Craig Campus facility. The Nursing Program is anticipating receiving notification of accreditation from NLNAC by the end of the spring semester.

☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

☐ Request to schedule a Change Visit.

If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: _____

X Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: Comprehensive Visit is scheduled September 24-26, 2012; and we would like to incorporate this need with the Comprehensive Visit.

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.

2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit http://www.ncahlc.org/change to ensure that there have been no changes in the application form in the intervening time.

Substantive Change Application, Part 2: Topic-Specific Questions

Branch Campuses and Additional Locations

Submitting Your Substantive Change Request

Attach the "Substantive Change Application–General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. It will be provided to future HLC review processes.

As many as three new additional locations, or one branch campus, may be requested in a single proposal.

Name of Institution: Colorado Northwestern Community College
Type of request: ( ) additional location(s)   (X) branch campus
Note: The change must be reported the same to the Commission and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition: (Same as the federal definition)
The term branch campus is "a location of an institution that is geographically apart and independent of the main campus of the institution. The Commission considers a location of an institution to be independent of the main campus if the location:
- Is permanent in nature;
- Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- Has its own faculty and administrative or supervisory organization; and
- Has its own budgetary and hiring authority.
A branch campus must have all four of these attributes.

Additional Location Definition: a place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program;

- Complete a full degree program;

- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.

- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

- There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition. An additional location may have five students or 500 students; it might be five miles or 500 miles from the main or other campus.

- An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel; such services may be provided from the main campus or another campus.

- A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities at that facility.

Part 1. Characteristics of the Change Requested

1.   Provide the name and street address of each location requested. (No PO Box addresses.)

Colorado Northwestern Community College, Craig Campus. 2801 W. 9th St. Craig, Colorado 81625 is the new branch campus location; the previous location of 50 College Drive, Craig, CO 81625 will become an "additional location," providing community education services.

2. Identify whether the location will be a branch campus (where degree programs are offered with full support services) or an additional location (where 50% or more of a degree program, diploma program, or certificate program is offered without full support services). Branch Campus

3. In addition, provide for each location the following information:

    a. The date (08/06/2011) at which the location is projected to begin operation.

    b. Whether the location offers Title IV eligible programs. Yes

    c. The *Classification of Instructional Programs* terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/. Yes

    d. Whether the location will be permanent or temporary (for a set number of cohorts).Permanent

    e. The primary target audience for the location (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group) to the extent, if any, that it differs from simple geographic considerations. **The demographic will not change significantly and will continue to mirror geographic considerations.**

    f.   Identify the level of degree completion at the new additional location. (Total Degree, Adult Degree completion, or 50 - 99% completion Total Degree

4. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students		
B. Course placement and advising of students		
C. Design and oversight of curriculum		
D. Direct instruction and oversight		
E. Other support for delivery of instruction		

5. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

Part 2. Institution's History with Branch Campuses and Additional Locations

6. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments. No

7. If the Higher Learning Commission approves you to open the additional location or branch campus, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations or branch campuses? In 2007 when the Plan was completed the projected increase from the base year 2006 to targeted year of 2011 was from a headcount of 560 students and 150 FTE to 1,026 headcount and 331 FTE. This projection had no way to account for the tremendous downturn of the economy at all levels. These initial projections are now the goals to be reached by 2016. The college site is proposed to support at least an additional 105,000 GSF in the long-term (10-20 years) scheme. The 105,000 GSF translates to approximately 1,500 total FTE.

8. How do you plan to manage this growth? This growth will be managed through the strategic planning of programs, space, and additional facilities as per standardized processes. The annual Comprehensive Development Planning/Budget Development process includes an overview of enrollment projections and resource implications for the immediate and longer term. Budget impact is analyzed for both upcoming academic year and future budget implications. The College has developed a comprehensive analysis of marginal returns resulting from enrollment growth in various programs, and established baseline performance numbers tied to program cost and return. The impact of growth on the overall College budget is a determining factor as funding priorities are established through the annual budget, and funding decisions are made in regards to program expansion and the addition of new programs. Because CNCC is a relatively small College, requiring a certain administrative capacity for baseline operation, we have significant additional instructional capacity that can be achieved with minimal increase in overhead.

Part 3. Institutional Planning for Branch Campuses and Additional Locations

9. What impact might the proposed branch campuses or additional locations have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)? The branch campus existed at the former location at the time of the last comprehensive visit. The change in location to the new facility should have minimal impact on any considerations identified in 2003. The team did identify "The Importance of the 'One College' Concept as a significant consideration in the College's health and development. CNCC remains committed to that concept, and has taken significant strides in creating a sustainable organizational structure that ensures consistent application of policy, procedures, and practices, but also respects the needs and the differences of the College's two communities, and is equitable in terms of resource allocation across the College. In order to accomplish that, we have recently developed an alternative budget model which looks at expense versus revenue at the two locations, accounts for fte generation and the revenue contribution of the respective taxing districts, and also attempts to distribute consolidated administrative costs to the individual units. That analysis demonstrated that the distribution of funds closely paralleled the revenue generated from fte combined with district tax revenue for the locations. Because the current budget model turned out to be so close, we made the decision to construct next year's budget along the previous college-wide model, which makes allocations in terms of departments, some of which include both campuses. Another area of comment involved the CNCC Library. The College has hired a full-time professional librarian to be located at the Craig Campus in the learning resource facility, which will benefit both Craig and Rangely. Any additional comments in the previous report involved the institution as a whole and we do not anticipate significant impact from this change of location.

10. For each proposed location, provide a description of physical facilities and equipment to support the programs that will be offered at each requested location. Recently constructed 70,000 sq. ft. Academic Building, 14,000 sq. ft. Career Technical Center, and a 4,000 sq. ft. Automobile Technology Center. All buildings contain all FF&E to meet the needs of the institution to provide a quality experience for students. Under design at this time is the first of 6 planned small residence hall units.

Each of these units will house 30 students. Additional units will be constructed as program and student needs require.

11. What is the evidence that the facilities at the location will meet the needs of the students and the curriculum? All facilities have been designed and built with tremendous input from faculty, staff, and students, with the design and engineering completed by a highly experienced architectural firm with experience in public sector educational facilities. Perhaps the most recent evidence of meeting the needs is the site visit as our Nursing Program seeks its accreditation. The site visitors were very impressed by the facility and how well it meets the specific education needs of the Nursing students now and for the future.

12. How do you determine the need for an additional location or campus? The necessity and viability of a CNCC branch campus in Craig is long established because it has been approved and in existence since the 1990's. This project provided an enhanced physical space, and created the opportunity for growth as its potential arises. The need for an enhanced facility was validated through the 2007 Facilities Plan and the 2007 Facilities Program Plan. Based on the limited population and number of communities in our service area, it is unlikely that CNCC would develop additional branch campuses in the foreseeable future. Should such need materialize, it would begin with the political process of re-aligning our boundaries, or community growth leading to dialogue with the College (or the Colorado Community College System) followed by feasibility planning and analysis such as the facilities and program plans discussed above, followed by internal cost/benefit analysis to determine impact on overall College location etc.

13. How do you plan for changes and future expansion of additional locations? Who is involved? How are possible new locations examined and evaluated? Currently, aside from the Craig Campus, there are not any plans for expansion of additional locations. As for any future expansion of the Craig Campus itself, this would only occur after a full analysis by the CNCC Administration with input and approval by the Colorado Community College System.

14. How do you assure that promotion, marketing, and enrollment for your branch campus or additional location stay in balance with your actual resources and technical capabilities? Colorado Northwestern Community College has established a very comprehensive budget process. This process includes budget presentations by all programs and departments, including Marketing, Recruiting, and Enrollment Management in the college. These yearly sessions include both short and long term visions and needs for the programs and departments. The ultimate budgeting for the entire college comes from the President's Cabinet after a very comprehensive analysis of needs, revenues, and expenses. These discussions and decisions look at all college settings and institution-wide needs with an emphasis on the success of the individual units and the success of CNCC as a whole.

15. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate? College wide institutional effectiveness measures include the information we disseminate to all students regardless of location. The Office of the Dean of Enrollment Services/Registrar manages official documentation regarding student matriculation such as the College Catalog. The Catalog is reviewed annually through a process that begins with a program by program review through Academic Council. Course schedules are developed and reviewed through a recursive process under the instructional deans, with draft schedules provided to faculty and program directors for review prior to publication. In terms of marketing or advertising material, the College Marketing Committee develops the marketing plan, and reviews and approves publications for consistency and accuracy. The Public Information Officer develops press releases and general interest pieces for distribution, which helps to ensure accuracy and consistency of message. The student newspaper is produced under the supervision of a faculty sponsor to enhance accuracy and journalistic standards.

16. **For additional locations only:** How do you ensure that financial planning and budgeting for your additional location are realistic? What are your projected revenues and expenses? What are your projected enrollment and staffing needs?

17. **For branch campuses only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

    a. Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.

PROJECTED 2011-2012		PROJECTED 2012-2013	
Projected Revenue		**Projected Revenue**	
In-state Tuition (215 FTE x $167.85/cr	$1,082,632.50	In-state Tuition (215 FTE x $184.63/cr)*	$1,190,863.00
COF Reimbursement (215 FTE x $80.64/cr)	520,128.00	COF Reimbursement (215 FTE x $80.64/cr)	520,128.00
Out-of-State Tuition (21.7 FTE x $210/cr)	81,100.00	Out-of-State Tuition (21.7 FTE x $231/cr)*	150,381.00
Nursing Differential Tuition (54 x $80.85)	130,977.00	Nursing Differential Tuition (54 x $88.93)*	144,066.60
MCAJCD Board	1,308705.00	MCAJCD Board	1,308,705.00
Total Revenue	**$3,528,621.00**	**Total Revenue**	**$3,314,144.10**
Budgeted Expenses		**Budgeted Expenses**	
General Fund Expenses	$1,839,497.00	General Fund Expenses	$1,839,497.00
MCAJCD Board	767,132.00	MCAJCD Board	767,132.00
All College Cost (40% of GF All-College Cost)	918,992.00	All College Cost (40% of GF All-College Cost)	918,992.00
All-College Cost (MCAJCD)	3,000.00	All-College Cost (MCAJCD)	3,000.00
Total Expenses	**$3,528,621.00**	**Total Expenses**	**$3,528,621.00**
Net Gain/Loss	**$ -406,168.50**	**Net Gain/Loss**	**$ -214,476.90**
		*Calculated with a 10% tuition increase	

    b. Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

CNCC uses a Comprehensive Development Planning Process which is linked to the annual College Budget Process. Because this is a change of location, rather than an additional operation, we have a performance history over time which helps us anticipate ongoing revenue versus expenses. Obviously, the new Craig Campus facility is designed to facilitate growth in a larger population area than the main campus in Rangely. Because we know base operating levels, as well as the additional carrying cost of a new, larger facility, we are positioned to manage growth incrementally, as the opportunity arises. As noted above, based on funding and construction cycles, the new campus project was actually launched in 2007 prior to the economic collapse, and local economic and demographic factors actually contributed to an enrollment decline during the 2011-2012 AY. However, the new Craig Campus facility is sustainable within existing enrollment levels, and it provides substantially enhanced capacity even within current operating expenditures. In other words, we are already carrying the costs associated with the new Craig facility, and when increased enrollments do materialize, they will significantly enhance marginal revenue. New programs would increase expenses, but those opportunities are carefully analyzed through the Program Approval/Comprehensive Development Planning Process. Recent enrollment levels have shown a decrease, but we are managing that across the College, since the Craig Campus has been in existence for many years.

Part 4. Curriculum and Instructional Design

18. How will the institution effectively oversee instruction at the location or branch campus?
In terms of maintaining instructional quality, all instructional and student services report up to a single Chief Academic Officer for the institution. The Vice President of Instruction and Student Affairs delegates direct oversight of Craig instructional programs to a Craig Campus Dean of Instruction, which parallels a

campus Dean of Instruction position on the Rangely Campus. A single Academic Council oversees curricular and instructional issues for the College as a whole and has required representation from all Craig and Rangely Instructional Programs, and includes the Craig Dean of Instruction and the Craig Assistant Registrar.

19. What impact (if any) will the new location have on instructional capacity at existing approved locations? Minimal, as the two campuses are 90 miles apart and each have dedicated faculty – full time and adjunct. Further, the Craig location has existed since 1985, so the change to a new address should not have any immediate, direct impact.

20. Do any of the proposed locations involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved. The College participates in the Concurrent Enrollment Program (dual enrollment) that is approved through the State of Colorado, with the program director housed at Craig. Concurrent enrollment activities are considered a college-wide function, with all concurrent activities overseen by a Director of Extended Education and Concurrent Enrollment. Eligible high school students enroll in college level courses that will count towards both college and high school graduation requirements.

Part 5. Institutional Staffing and Faculty Support

21. How do you plan to staff the additional location or branch campus, including faculty qualifications and full-time vs. part-time faculty? How does this differ from your processes for staffing at the main campus? The Craig Campus has been in existence since 1985, so additional staffing changes required to support this application are minimal, and our staffing requirements well-known. The Craig Campus has maintained a higher percentage of part-time faculty members than the Rangely Campus, but this is driven primarily by a pronounced shortage of potential adjunct faculty in the significantly smaller Rangely community. Our staffing pattern is in line with both the Colorado Community College System and the State of Colorado. Approval for new faculty positions, faculty credential requirements, teaching loads and compensation are all uniform across the College and do not depend upon location. The College Office of Instruction and the College Office of Human resources, as well as the Cabinet and instructional departments have consistent roles in the processes and are in no way linked to location.

22. What is your process for selecting, training, and orienting faculty for the additional location or branch campus? What special professional development, support, or released time do you provide for these faculty? As in the above, faculty position approval and faculty hiring processes are consistent across the institution and do not vary by location. Responsibility for orienting faculty generally resides with program directors or instructional deans, depending upon the reporting relationships. Orientation in terms of College and System expectations, as well as benefit elections etc. is provided through the Human Resources Office. General institutional orientation also occurs through the annual Convocation (a single convocation with employees from all locations in attendance), through program and faculty meetings conducted by the instructional deans and evaluation training conducted by the College Assessment Committee. All faculty members at both campuses have access to professional development funding administered by a broadly representative professional development committee. The Colorado Community College System also sponsors professional development for faculty through the annual 2+2 and 2+4 Conferences, with travel funding made available by the College.

Part 6. Student Support

23. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the location? All Student Support Services are provided through a consolidated organizational structure, under the management of the Vice President of Instruction and Student Affairs (Chief Instructional Officer/Chief Student Services Officer). Student services across the College are supervised by a Dean of Enrollment Services/Registrar, with a combined Assistant Registrar/Institutional Researcher located at Craig. Key matriculation processes, financial aid, marketing, recruiting, admissions, and registration all follow college-wide processes and structures, which involve faculty and staff from both campus locations, under centralized supervision and policies.

Membership in the President's Cabinet, which is the primary ongoing administrative vehicle for the College, has representation from both Rangely and Craig, with processes in place to address any local issues that should arise. Although there have been some organizational changes over the years, the major structural alignments have been in place for a long period of time, and we have successfully supported students at an approved Craig Branch Campus location for over twenty years. Major processes were in place to support the Craig Campus at the time of the last Comprehensive Visit in 2003.

24. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.
Not applicable, since we have operated with the anticipated student population in Craig since 1985.

Part 7. Evaluation and Assessment

25. How will you measure, document, and analyze student academic performance sufficiently to maintain academic quality at the location? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Clear processes for assessment of student learning are in place at the Craig campus. Through the activities of the CNCC Assessment Committee, we measure, document, and analyze student academic performance sufficiently to maintain academic quality. The Assessment Committee has developed processes to enable faculty to set measurable learning objectives and measure student performance. Through multiple avenues, such as the Bi-Annual Assessment Committee Report and Comprehensive Development Plans, CNCC analyzes assessment data to maintain and improve instructional quality. The focus of assessment efforts at CNCC revolve around two institutional assessment goals: 1) Equip students with skills necessary for creative problem solving, critical thinking, and analysis of values; and 2) Equip students with the communication skills necessary for effective listening, speaking, reading, and writing.

Assessment of student learning begins at the course level. Full-time faculty members are required to write assessment goals and assess student learning in two courses each year. Classroom assessment begins with individual instructors completing portion A of Assessment Form A/B. Form A is used to identify one goal for either communication skills or critical thinking. Measures for assessing the goal must be determined, as well as an explanation given for how the data will be measured, recorded and stored. At the end of the semester, the instructor completes Part B of the A/B form, which is a report of the results. A description of recommended changes in curriculum or pedagogy is noted, and new instructional resources needed to improve student learning are identified. These are submitted to appropriate program directors.

At the program level, the department chair or program director summarizes the A/B assessment plans and outcomes on a C/D form. Form C is completed at the beginning of each semester. Program Directors identify learning outcomes upon completion of the program, list corresponding courses, and note expected results from assessment efforts. At the conclusion of the year, the program director completes Form D, which serves as the mechanism through which program directors report statistical results of assessment efforts, document relevant information that may have impacted results, and discusses changes in pedagogy, curriculum and/or strategies for improving instructional quality. The degree to which the CD forms show program-wide

assessment varies according to departments and programs. Some program directors include program-specific learning outcomes on the CD forms, in addition to what is demonstrated by the learning outcomes for the courses that were assessed that year. For example, Dental Hygiene's CD form included the following: "Students will perform at or above the national average in 8-10 categories on the written National Board Exam. If the assessment results do not meet this goal, faculty will target curriculum review for subject(s) that are more than 1.5% below the National Average for 2 successive years." When one student failed to meet the goal, a new strategy for implementation was approved: "weekly progress reports to advisor for marginal students." Such action will provide early intervention and is intended to increase completion rates in the program.

26. How are the measures and techniques you use for the location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The measures and techniques used for assessment purposes are the same for the Craig campus as those employed on the Rangely campus. The Assessment Committee consists of representatives from both campuses and the Committee is co-chaired by one representative from Rangely and one representative from Craig. Craig Campus faculty use the same assessment forms A/B and C/D as Rangely faculty. Monthly Assessment Committee meetings are held through the use of videoconferencing or GoTo meetings to ensure consistency and compliance.

27. How do you assess the learning of the students you educate at your location to ensure that they achieve the levels of performance that you expect and that your stakeholders require? What types of comparisons will be made with the main campus and other locations?

CNCC's assessment plan targets assessment efforts at three levels – classroom level, academic or CTE program level, and the institutional level. Assessment efforts are first evaluated at the classroom level through the use of forms A/B and discussed in question 25. Goals set by faculty relate to the institutional goals of critical thinking and communication skills. Program assessment is evaluated through the use of forms C/D. Programs at CNCC are diverse and range from Arts & Sciences to Career Technical programs such as Cosmetology, Nursing and Auto Mechanics, and Dental Hygiene. Assessment of student learning is unique to each program, and little comparison, if any, between programs is ever made. Comparisons between Rangely Campus and Craig Campus assessment results would serve no purpose. The only comparisons made are between the classroom and program goals and the program goals and the institutional goals. All assessment of student learning at this point is tied to CNCC's two institutional goals of critical thinking and communication skills. The Craig Campus assessment effort is held to the same standard as the Rangely campus effort.

28. How do you encourage and ensure continuous improvement at the location?

CNCC is committed to improving assessment of student learning at all levels, and on all campuses. CNCC was recently accepted into the Assessment Academy of Student Learning and will attend the first meeting in April 2012. A five-member core team has been assembled to spearhead the project, which consists of the Dean of Instruction from Rangely, the Dean of Instruction from Craig, the Arts & Sciences Chair from Rangely, an English/Literature faculty member from Rangely, and a History instructor from Craig. The Craig campus is well represented, and the Assessment Academy will assist CNCC with ensuring continuous

improvements in our assessment of student learning on all campuses. Progress has been made in recent years; however, we recognize that our assessment plan does not always provide a clear and distinct connection between classroom and program goals and our institutional goals. We lack solid statistical data to prove students graduate from CNCC with improved critical thinking or communication skills. While we know curriculum has been revised with the intent of improving instructional quality, we also know we lack data to indicate improvements in curriculum are actually impacting student learning. In addition, budgetary necessities deriving from assessment efforts are often imbedded in budget requests, but prior to the current academic year, no direct reporting mechanisms were in place to document the connection. Participation of CNCC Craig faculty will be vital to the design and implementation of the new or revised assessment plan, which will ensure continuous improvement at the Craig Campus and for the institution as a whole.