

Assurance Argument
Colorado Northwestern Community
College

8/25/2017

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1.

The guiding principles and constituencies that guide Colorado Northwestern Community College's Mission are established through legislation Section 23-60-201, Colorado Revised Statutes. In addition, the local districts ([Rangely Junior College District](#), [Moffat County Affiliated Junior College District](#) and [CNCC Advisory Board](#)) reaffirmed the Mission Statement in the Fall of 2015.

CNCC's [Mission Statement](#) is displayed at both campuses and is found on the college website. The mission of Colorado Northwestern Community College is intended to enhance people's lives through education.

To this end, CNCC will:

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

[CNCC's vision](#) ties into its mission as it focuses on enhancing students' lives. The recreational, cultural, and athletic activities will engage students and complement CNCC's classroom goals. CNCC will be the college of choice for students seeking place-based education in Colorado. Faculty and staff will take full advantage of the surrounding rivers, deserts, and mountains to enhance the curriculum and provide unique learning opportunities. 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. CNCC's partnerships with local business, industry, and government will serve as the engine for the economic and cultural development of Northwest Colorado.

1.A.2.

Colorado Northwestern Community College is organized into three divisions, each supervised by a vice president who reports directly to the president. The three divisions include: Academic Affairs, Student Affairs, and Business and Administration. Each division of the college is required to submit an annual [comprehensive development plan](#) (CDP) that ties together the budget and programmatic goals.

The college also has an Assessment Committee that supports the assessment of student learning by providing a clear, manageable process for documenting efforts towards continuous improvement in instruction. Additionally, the committee provides evidence to stakeholders that courses, programs, and the college are meeting the stated institutional and program goals- through [Course Assessment Plan](#) (CAP) and [Program Assessment Plan](#) (PAP) reports. These reports demonstrate that all CNCC and program goals are being effectively assessed and that students are meeting the set goals/competencies. Finally, the results are used to direct continuous improvement in student outcomes and instruction and presented to stakeholders via the [Institutional Assessment Plan](#) (IAP) report.

There have been some challenges with the assessment system, in particular with the program assessment reports, with only 47% (7/15) of programs succeeding in submitting a completed PAP with results and analysis. However, most programs had CAPs submitted illustrating that the assessment program is being used, but results are not being reported at the program level. Most of the programs that are missing a completed Program Assessment Report are also missing elements of the assessment process and program development. It was determined that many programs did not have a course matrix that lines up program learning outcomes with program courses. The course matrix assists faculty in determining which courses could provide assessment data that support particular [Program Learning Outcomes](#) (PLOs) and assists program directors in determining the value of courses within a program. It is recommended that specific training and mentoring on the development of course assessment matrices be provided to assist these seven programs in developing this critical assessment tool. This training should increase overall understanding of how the PAP fits within program planning and reporting.

The Student Success Committee sets [annual goals in regard to student retention and transfer](#). This committee also monitors academic concerns entered into the [student success invention database](#), which it developed to assist in tracking concerns and progress. In addition, this committee implemented [student grade checks](#) at three-week intervals throughout the semester, utilizing the data to create specific interventions for individual students.

Under the leadership of a new president, CNCC has recently completed an [organizational review and reorganization](#) that will allow for significant realignment, with an end goal of increasing institutional

effectiveness. There will be an ongoing review process with work continuing throughout the upcoming academic year.

CNCC's mission commits the institution to offering lifelong learning opportunities and certificates and two-year degree programs. Currently, CNCC offers thirteen degrees at the associate level and thirteen CTE Associate of Applied Science or certificate programs. CNCC provides a pathway to transfer through the Guaranteed Transfer program, also known as the [gtPathway program](#). When a student completes the AA or AS degree, 60 credit hours are guaranteed to transfer to a four-year school in Colorado, upon acceptance for admission. CNCC has established [transfer agreements](#) with other colleges across the nation, which expands options for graduates. In addition, CNCC offers six Associate of Arts and four Associate of Science [Degrees with Designation](#), (DwD) providing additional avenues for transfer. [Transfer rates](#) have stabilized over the past years between 16-20%. [Increasing transfer rates](#) is an institutional priority and funds have been designated from a Minority Student Transfer Award for these efforts.

CNCC continues to increase efforts to expand workforce partnerships and development. Service on the Northwest Sub Area Workforce, Economic Development Boards, and working relationships with industry partners provide clear direction on program development needs. Curriculum for credit and non-credit offerings are created based on Advisory Board and industry partnerships. For example, the Medical Assistant program is being developed based on need identified by local medical providers for employees to fill these important roles. CNCC was recently awarded an [Innovation Grant](#) that will provide employers with a local training option for heavy equipment operators. CNCC was instrumental in moving the [Rural Jump Start](#) initiatives forward in Moffat and Rio Blanco counties. This program is sponsored by the Colorado Office of Economic Development and International Trade (OEDIT) and the Colorado Economic Development Commission (EDC), in conjunction with other government entities, and provides tax incentives to new businesses with the service region.

CNCC's Community Education program provides [educational opportunities across the lifespan](#). College for Kids, summer camps, Community Education courses, and programming for our senior citizens are available at minimal cost to residents. [Enrollment](#) in these programs has increased significantly over the past year, indicating a need for such programming.

The [Spartan Outdoor Leadership Certificate](#) develops outdoor leadership, stewardship, safety, and skills for students that want to engage their passion for the outdoors while attaining a meaningful transfer or CTE degree. This valuable program compliments other leadership experiences available at CNCC and takes advantage of the vast natural resources located within steps of the CNCC campuses. Several [academic courses incorporate an outdoor experience](#) within the course content. These out-of-classroom learning opportunities bring students into a live learning lab and allow students to experience learning in a dynamic environment.

The primary population target for CNCC enrollment are residents of Western Colorado. Enrollment statistics consistently reflect that a [high percentage of students are Colorado residents](#). In fact, 85% of the Fall 2015 students were Colorado residents. The Craig campus shows 91.1% of enrolled students are Colorado residents. Non-residents account for 14.9% of the total enrolled student population across the college.

Tuition buy-down is offered to in-district residents residing in the taxing districts of Rio Blanco and Moffat County. The incentive of reduced tuition, 100% and 50% respectively, has a positive impact on enrollment for in-district residents. The [three year average](#) of tuition assistance provided by the Rangely Junior College District and Moffat County Affiliated Junior College District Board of Control tuition buy down support is \$307,632.69.

1.A.3.

CNCC is actively developing its [2017-2022 Strategic Plan](#) through the appointment of a Leadership Council that 1) equally represents all branches of the College (instruction, student services, business office) and 2) is comprised of equal representation from Rangely and Craig campuses (see [Leadership Council minutes](#)). The team was formed in Fall 2016 at the request of new administration to devise realistic, measurable, and obtainable goals that would address areas of deficiency within the College. The Colorado Community College System (CCCS) mandates that community college member Strategic Plans be consistent with the broad and overreaching [CCCS 2015-2025 Strategic Plan](#) that sets as goals to 1) transform the student experience; 2) transform our own workforce experience; 3) create education without barriers through transformational partnerships; and 4) redefine our value proposition through accessibility, affordability, quality, accountability, resource development, and operational excellence.

The Leadership Team has identified areas of deficiency and major goals to consider the fit within the CCCS mandate through [college-wide input](#) within Leadership Council and by anonymous internal college surveys. As of February 2017, Leadership Team has identified six (6) areas of concern including communication, sustainability, growth, facilities, additional funding, and governance (see Leadership Council minutes). Three to five major goals will be chosen within these areas with subsidiary objectives that are broad, measurable, and obtainable with a final Strategic Plan presented to the college at [Fall 2017 Convocation](#) for discussion.

The college acknowledges that while working on the [2017-2022 Strategic Plan](#), the [2013-2017 Strategic Plan](#) is still the official college Strategic Plan as voted on and approved by all members of the college, though it is now outdated by the new [2015-2025 CCCS Strategic Plan](#). As [Leadership Council](#) has been investigating and developing a broad consensus for the Strategic Plan, it has also become apparent that CNCC's mission and vision statement may also be in need of revision. The Leadership Team is in an ideal position to evaluate the mission and vision statement following the approval of the 2017-2022 Strategic Plan.

Sources

- 1A 2017 Convocation Agenda
- 1A CDP Examples
- 1A CNCC Advisory Council Minutes 9-26-15
- 1A CNCC Annual Evaluation of Student Retention, Transfer
- 1A CNCC Course Assessment Plan Blank
- 1A CNCC Mission
- 1A CNCC Mission and Vision
- 1A CNCC Program Assessment Plan Blank
- 1A CNCCFinalStrategicPlan2013
- 1A college Wide Survey Results Leadership Council
- 1A Community Ed Across Lifespan
- 1A Community Ed Enrollment
- 1A Courses with Outdoor Experiences
- 1A Degrees with Designation
- 1A Grade Check Evidence
- 1A GT Pathways
- 1A Innovation Grant

- 1A Institutional Assessment Plan
- 1A Leadership Council Strategic Plan Minutes
- 1A Letter on use of minority transfer grant
- 1A MCAJCD Board of Control Meeting Minutes Mission reaffirmation
- 1A Organizational Reorganization
- 1A Program Learning Outcomes and Matix template
- 1A Residency from 15-16 Factbook
- 1A RJCD Regular Session Minutes (10-12-15)
- 1A Rural Jump Start Info, Resolutions
- 1A Spartan Outdoor Leadership Certificate
- 1A Student Success Intervention Database Analytics Fall 15, Spring 16, Fall 16
- 1A Transfer Agreements with Other Colleges
- 1A Transfer Rates from 2015-2016 Factbook
- 1A Tuition Buy Down Details
- 1ACNCCStrategicPlanDraft2017
- 9 - CCCS 2015-2025 StrategicPlan

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

Colorado Northwestern Community college clearly articulates its [mission](#) through a variety of public documents. The mission statement appears throughout college publications such as the [website](#), in the college [student handbook](#), the [course catalog](#), the [student athlete handbook](#), and [faculty handbook](#).

1.B.2

CNCC Mission documents are current and were recently reaffirmed by the college's advisor boards. The CNCC [Leadership Council](#) is currently reviewing the Mission documents to ensure relevancy as the college enters into a new phase of strategic planning.

CNCC Mission documents are current and reflect the values of the institution and strong commitment to serve the needs of the service area. CNCC serves the communities by offering transferable degrees, career and technical education, community education, 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 partners within the service region.

1.B.3

Key documents that guide CNCC operations include the [Colorado Community College System Strategic Plan](#), [CNCC Strategic Plan](#), and the [college budget](#). Each of the documents work in tandem and clearly articulate the mission and vision of CNCC. Work is still needed to ensure the alignment of these documents to ensure that the work of CNCC clearly supports the mission of vision of the institution. Under the direction of President Granger, the Leadership Council is tasked with aligning the [CNCC Strategic Plan](#) with the [CCCS Strategic Plan](#). The President's Cabinet is tasked with ensuring the resources are available to support the important work of meeting the mission and vision of CNCC.

Sources

- 1B - CNCC June Budget Template 5.19.17

- 1B CCCS Strategic Plan
- 1B CCCS YE2016 Audit
- 1B CNCC Mission
- 1B CNCC Strategic Plan Draft 2017
- 1B FY18 Budget Request Documents
- 1B Leadership Council Minutes re Strategic Plan
- 1B Student Athletes Handbook 2016-2017

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

CNCC is dedicated to serving all students, employees, and communities in a welcoming and inclusive manner. This is reflected in the [mission and vision statements](#) and throughout college processes and sponsored activities and partnerships.

These mission points speak directly to the role of diversity at CNCC:

- Provide unique learning, leadership, and recreational experiences in the diverse natural environments of Northwest Colorado
- Value and promote life-long learning
- Value and promote diversity, including cultural and ethnic diversity, and diversity of thought and opinion
- Provide holistic and broad-based student support

CNCC's college mission is supported by the [Colorado Community College System's Mission](#): "To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity, and innovation".

1.C.2.

The diversity of society drives the variety of CNCC's course and program offerings. For example, [CNCC's Community Education program](#) offers courses that serve all ages and a variety of interests including College for Kids and summer program camps as well as courses designed for senior citizens like memoir writing and knitting/sewing classes. Trips for senior citizens are designed to help make travel and exploration easier in an effort to keep them active.

The institution promotes college to 8th grade students by hosting the "[Taste of College](#)" event. This event brings over 150 eighth grade students from multiple schools to campus to try three "mini" classes of their choice in different disciplines, giving students a chance to see what college is like and to explore potential career avenues.

CNCC follows its mission/vision of changing people's lives by maintaining an environment that welcomes diversity. This is evident in the various programs and events that promote multiculturalism. These include yearly [international trips](#) that are offered as both a community education class and as credit bearing art classes. Places visited have included Ireland, Italy, Spain, Poland, and many more. These trips are then presented in community forums that are open to the public.

Another popular event that brings diversity to the forefront is [Global Awareness week](#). This week-long series features special events and speakers to campus and includes a fair where students display multiple projects that focus on world issues like permaculture and recycling.

New Student orientation is another example of CNCC promoting diversity. Orientation goals include:

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

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 who attends the school. Due to the small size of the college and its campuses, we can 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.”

CNCC is a place where diversity is supported and enhanced by our processes and activities. The college maintains a variety of [arts & humanities classes](#) that focus on multicultural society. Examples of classes include HIS 101 and HIS 102: Western Civilization, PHI 114: Comparative Religion, HIS 111 and 112: World History and the PSY 227: Psychology of Death and Dying.

[The Spartan Times](#), the college's student-run newspaper, provides an opportunity for student engagement with many of the benefits of a learning community. The paper provides opportunities for a notably diverse student staff. The paper is distributed on all campuses and at several locations throughout the service areas with exceptional support from both local newspapers. *The Spartan Times* provides an inclusive, diverse voice for students and is an excellent venue for relationship-building.

Another opportunity for students to participate in a diverse platform is Student Government. The Student Governments on the Rangely and Craig Campuses are important venues 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](#).

Sources

- 1C 2015 Global Awareness Week Flyer
- 1C Black History Month Flyers
- 1C CCCS Strategic Plan
- 1C CNCC Mission and Vision
- 1C Community Education
- 1C Constitution Day Flyer

- 1C Diversity Boards
- 1C International Trip Flyers
- 1C Spartan Times 2016, 2013 Examples
- 1C Taste of College Flyer

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

The institution's [mission](#) demonstrates commitment to the public good.

“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”

“Value and promote life-long learning”

“Continue to reach out to the Northwest Colorado community and beyond in order to create meaningful and mutually beneficial partnerships”

Since the institutions founding in 1962, [Colorado Northwestern Community College](#) has worked to serve the entire 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 the surrounding communities and beyond.

1.D.2.

The [Colorado Community College System's Strategic Plan](#) reemphasizes the CNCC mission statement by concentrating efforts for the public good on partnerships and transforming the student experience. The CCCS Strategic Plan includes the following goals:

Goal 1: *“Transform the student experience. Community colleges focus on students and their success. Excellent teaching, learning, thinking, experiencing, and succeeding are keys to the future. CCCS students learn the most up-to-date professional skills and know-how from outstanding faculty who are accomplished professionals with real-world experience in their fields. Community colleges focus on the whole student experience, inside and beyond the classroom.”*

Goal 3: *“Create education without barriers through transformational partnerships. Our colleges work to remove barriers that may impede student success by thinking creatively and disrupting old*

models. Advancing our future is a community affair, fueled by innovative collaboration, key partnerships, and collective resources.”

1.D.3.

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 effort on serving external organizations and using those partnerships to better serve the public.

The following is not an all-inclusive list of all the work done by Colorado Northwestern Community College, but illustrates a strong commitment to serving the public good.

A commitment to serving the community through a variety of actions is seen throughout all the departments of the college. For example, [Community Education](#) continually supports life long-learning, engages in the art community, and works to develop relevant workforce training. In 2016 alone, the Community Education program served [639 adult students](#) in four communities. Furthermore, CNCC offers [youth programs](#) including [College For Kids](#), which served 100 youth, and Reach Your Peak Summer Camps, which served [52 students](#), in two communities. The program also promotes life long-learning by providing customized learning opportunities supported by scholarship programs to senior citizens and developmentally-delayed adults. In 2016, CNCC served [167 senior citizens](#) and [8 developmentally-delayed adults](#).

The commitment to life-long learning can be seen through a variety of other programs and events held for the good of local community. For example, CNCC offers a [lecture series](#) where one of our instructors presents to the community on a specific topic. In addition, CNCC holds multiple events directed at engaging local youth in learning including the [Taste of College](#) and [Career Exploration Days](#).

The Concurrent Enrollment program also works to provide learning opportunities to the communities it serves. In the 2016-2017 school year CNCC served [460 concurrent enrollment students](#) at 14 different high schools. In addition, to providing concurrent enrollment opportunities, CNCC recognizes the need to provide a diversity of courses to remote service areas and has implemented a telepresence system at SoRoCo High School in Oak Creek, Colorado.

The Adult Basic Education program provides a variety of services to the community including, English as a Second Language, GED classes, GED testing, and adult literacy courses. In the 2015-2016 school year the program successfully served [79 members of the community](#).

CNCC is dedicated to showing their commitment to the public good by providing a [variety of services](#) to various groups and organizations. For example, CNCC provides subsidized office space to local non-profits, volunteers annually to provide meals at a local soup kitchen, and provides dental care service to the public.

Sources

- 1D 167 senior citizens- Senior CE Enrollment
- 1D 460 concurrent enrollment- 201710, 201720, 201730 Unduplicated Concurrent Enrollment Student List
- 1D 52 students, in two communities- RYP Summer Camps
- 1D 639 adult students CE Enrollment

- 1D 79 members of the community-ABE_Report_2015-16
- 1D 8 developmentally delayed adults - CE Enrollment
- 1D Career Exploration Days
- 1D CCCS Strategic Plan
- 1D CNCC History
- 1D CNCC Mission
- 1D CNCC Partnerships
- 1D College For Kids - CFKEnrollment
- 1D Community Education
- 1D Lecture Series Examples
- 1D Taste of College Flyer
- 1D Variety of services - CNCC Volunteer Efforts
- 1D Youth Programs

1.S - Criterion 1 - Summary

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

Summary

Colorado Northwestern is committed to enhancing educational opportunities within the service region through a variety of living and learning experiences. 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 the college material and is reflected in the diverse curriculum and program offerings. CNCC is a strong partner within the communities serviced and is committed to driving economic development within the region. CNCC embraces the mission to enhance lives through education and will continue to deliver lifelong learning opportunities across the service region.

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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As a state agency, Colorado Northwestern Community College (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](#)). Collectively, these 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 CNCC's approach to the governing board, financial functions and auxiliary services, academic affairs, and the policies governing personnel.

The SBCCOE has clear policies relating to ethical conduct. These are detailed in Policies & Procedures under [BP 2-10](#); [BP 2-15](#); [BP 2-25](#); [BP 2-30](#); [BP 2-40](#).

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 is unique to its other thirteen sister CCCS Colleges in that two local taxing boards support its funding structure: [Rangely Junior College Board](#), and [Moffat County Affiliated Junior College District Board](#). Two additional boards advise the college in its mission: [CNCC Foundation Board](#), and [CNCC Advisory Council](#). These entities provide additional ethical oversight.

The CNCC Foundation is governed by a voluntary board of business and community leaders located throughout the northwest quadrant of the state. Foundation support enables CNCC to enhance instructional programs, improve college facilities, offer student scholarships, strengthen projects, and provide cultural activities. The CNCC Foundation solicits and channels funds to worthy college programs and projects.

CNCC has a locally appointed [College Advisory Council](#) (CRS 23-60-206 and [State Board Policy 2-25](#)), made up of seven members of the College's service area communities. Council membership is comprised of three members of the [Rangely Junior College District Board of Trustees](#), three members of the [Moffat County Affiliated Junior College District](#), and one at-large member from the CNCC service area. The [CNCC Advisory Council](#) reports to the CNCC President and provides an invaluable communication link between the community and College to the SBCCOE and CCCS.

Hired in fall 2016, the new college president made some [changes](#) to his cabinet from past presidents, restructuring to include only the three vice presidents. Currently the President's Cabinet is made up of the Vice President of Instruction, Vice President of Student Services, and the Vice President of Business and Administration. The cabinet operates under a [model of shared governance](#) and transparency where the locus of decision-making is diffused. To support this shared governance model, the President created a new group to develop the five-year strategic plan and advise the cabinet on documented systemic issues within the College. The new group, [Leadership Council](#), is comprised of fourteen members that each represent a different and important function within the College. The Leadership Council meets monthly and is an open forum allowing all employees to listen to the discourse. The Leadership Council gathered [input](#) from various internal and external college stakeholders to draft the institution's [five-year strategic plan](#). The President is committed to shared governance and has been communicating to the entire college - through the [President's email updates](#) and through the [CNCC campus E-Newsletter](#) titled *The Insider* that is being transitioned to *Spartan Roads*. Plus, the President has an open door philosophy so that any employee or community member can stop by to have a productive discussion.

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](#) which outlines the delegation of signature authority and the [CNCC FIN 2.1](#) signature authority process procedure. These policies and procedures establish appropriate approval levels to ensure transactions are scrutinized for institutional appropriateness, business purpose, personal benefit, and ensure 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](#). These policies 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 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 completes 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](#).

In order 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 Colorado Community College System (CCCS). For the past four fiscal years, CNCC has had limited financial audit findings and comments, with no comment for the fiscal year ended [June 30, 2013](#). In the audit for the fiscal year ended [June 30, 2014](#) the audit identified three control deficiencies in regards to payroll expenses, non-payroll expenses, and accounts receivable reconciliations. Consequently, CNCC took immediate action to rectify the identified deficiencies, which were primarily resolved through training of existing personnel so that the existing internal controls functioned properly. However, the deficiency related to accounts receivable reconciliations and non-payroll expenses remained as of the audit for the Fiscal Year ended June 30, 2015 primarily due to a high level of turnover within the CNCC Business Office, specifically at the Assistant Controller, Controller, and Vice President of Business and Administration positions. Also, in the audit for the Fiscal Year ended [June 30, 2015](#) it was identified that CNCC failed to prepare the required purchase orders for several purchases over \$5,000.00 as required by State Fiscal Rules. As a result of the audit findings for the Fiscal Years ending June 30, 2014 and June 30, 2015, CNCC took immediate action to fill key positions within the Business Office with qualified personnel to remedy the identified issues. Once these position were filled with qualified personnel, new internal controls were established to prevent and correct the previously identified internal control deficiencies. Subsequently, no control deficiencies were identified in the audit for the Fiscal Year ended [June 30, 2016](#). Overall, CNCC recognizes the importance of internal controls over financial reporting and is now continually improving financial processes and internal controls so that possible future comments are be avoided.

Lastly, [attestation](#) is completed by the CNCC president through the Statement of Compliance with State Department Financial Responsibility and Accountability Act, as required by 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 and the student body.

Faculty are held to high ethical standards. The [Faculty Handbook](#) procedures and regulations that affect faculty members demands that all employees demonstrate the highest ethical standards at all times. To achieve this, CNCC follows the Colorado Community College System Code of Ethics governing conflict of interest and ethical principles for all faculty and staff.

CNCC faculty are hired based on our accreditation body the (HLC) Higher Learning Commission standards as well as the Colorado Community College System. This policy can be found at HLC policy CRRT.B.10.020 Section B.2 *Faculty Roles and Qualifications*. The [CCCS Career and Technical Education Administrator's Handbook](#) also has requirements for guidelines for instructor credentials and [qualifications](#). CTE faculty are requires every five years to take the [EDU 260 Adult Learning and Teaching](#) course allowing them to teach at the college level. To assure the highest quality faculty, the Vice President of Instruction reviews all official transcripts making sure faculty have the proper credits needed to teach their specific discipline. All transcripts and credentials are kept in Human Resource files.

As an area of growth, CNCC has been conceptualizing ways to offer more types of faculty training and professional development. To ensure instructional best practices, three days in the spring semester were scheduled for faculty professional development. A part of the comprehensive professional development plan included a course shell in the LMS, Desire2Learn (D2L) to provide all faculty options to add or access useful resources. Plus, as part of the larger professional development plan, CNCC increased the Instructional Technologist position from half-time to a full-time position. Having full time instructional support will give faculty opportunities for training in the integration of technology in their classroom. These training are done as one-on-one sessions as well in group seminars. Faculty are trained to use [Turnitin](#) and its plagiarism detection tool to further reduce violations of online integrity. Since Turnitin is integrated into the LMS with a single sign-on, student identity is verified through system approved processes and procedures.

Faculty are required to use a [syllabus checklist, guide and template](#). This document ensures students receive consistent information. The [syllabus](#) for BIO 204 Microbiology serves as a good example.

CNCC students are expected to learn how to make ethical decisions and how to act with integrity. Students are held to standards of academic integrity through our [Student Code of Conduct](#) in the [Student Handbook](#) and the [Course Catalog](#), which is published on CNCC's website and on Desire2Learn, our LMS site, which every student can access. When violations are suspected, such as cheating or plagiarism, students are given due process before a conclusion is reached. This is also discussed in Core Component 2.E.

The Student Services Division has set procedures to help ensure fair and consistent policies and processes for students. The [Student Success Committee](#) closely monitors student's progress throughout the year, making sure they get the proper support to be successful while at CNCC. Student success [trends](#) are reviewed and analyzed by the student success committee to ensure students are receiving a quality education.

CNCC outlines all rules and regulations in the [Course Catalog](#) and the [Student Handbook](#), however certain circumstances arise in which a student may wish to appeal for an exception to be granted. An example of this process is if a student had a medical issue that prevents successful completion of a course. If this issue arose shortly after the last day to withdraw from the class, advisors and student services staff will ensure the student is aware of their right to petition or appeal. [CNCC's appeal process](#) is considerate and fair, seeking information about the situation before a decision is granted.

CNCC works to ensure students' personal information is protected. By requiring students to use an student ID number and a password to access their information electronically, CNCC ensures information is protected from others. Students access this information by logging into the student portal, known as "Crossroads" using their "S number" or student ID number that serves as an individual identifier and an 8 character password with at least one number, one capital letter and one lowercase letter. If a student asks for information in person, a student ID card with a photo or a state issued ID card is used to verify the student's identity before sharing any information. If a student requests information via email, personally identifiable information is only sent to the student's CNCC email account which is only accessible through the secured portal "Crossroads". Students asking for information over the phone are asked for their S number, and then address or date of birth is verified before giving information over the phone. If the student does not know their S number, five additional questions are asked to [verify identity](#).

Only directory information is shared with someone other than the student unless the student has signed a [records release form](#) in front of a CNCC employee or a notary. The Admissions and Records Office staff verify the identity of the caller by asking their contact information and security question

and answer that the student has provided on the [records release form](#). Annually, CNCC gives a formal [FERPA notification](#) to all students. [Information about FERPA](#) is also shared at Student Testing, Advising and Registration (STAR) events, and orientation with students and their families. If a student does not wish for their directory information to be shared, a form is completed and this is recorded in the student information system so all who look at this student's records receive a pop-up notifying them not to share directory information. CNCC also collects a [photo/video release form](#) from willing students at orientation and keeps this on file.

Students are dropped for non-attendance based on faculty submitting [roster verification documentation](#) to the Registrar's office. As a means to ensure financial aid is allocated to those who are actually attending class, aid is disbursed after the census date and after the drop for nonattendance has occurred.

Sources

- 2A FY201617 Tuition and Fees
- 2A Annual FERPA Notification
- 2A Appeal Procedure, Forms
- 2A Attestation GJTA FY16 FRAC
- 2A BP 2-10 - Board Committee Structure - Colorado Community College System
- 2A BP 2-15 - Presidents' Council - Colorado Community College System
- 2A BP 2-25 - College Advisory Council - Colorado Community College System
- 2A BP 2-30 - State Faculty Advisory Council
- 2A BP 2-40 -State System Community College Role, Mission
- 2A BP 7-01 - Audit Committee Charter - Colorado Community College System
- 2A BP 8-60 Delegation of Signature Authority
- 2A CCCS CTE AdminHandbook FY17 2016-2017
- 2A CCCS YE2013 Audit
- 2A CCCS YE2014 Audit
- 2A CCCS YE2015 Audit
- 2A CCCS YE2016 Audit
- 2A CNCC Advisory Council members 02-17-17
- 2A CNCC Foundation Board of Directors 02-17-17
- 2A CNCC Insider Examples
- 2A CNCC Institutional Fee Plan FY18 - FINAL 6.23.17
- 2A CNCC Standing Committee Flow Chart
- 2A CNCCStrategicPlanDraft2017(2)
- 2A COFiscalRule - Chapter 3 Contracts
- 2A CTE Initial Credential Application
- 2A EDU 260 Syllabus FA16
- 2A FERPAandDisclosureConsentInfo
- 2A FIN 2.1 Signature Authority 6.21.12
- 2A FIN 5.1 Travel 6.21.12
- 2A FIN 5.2 Travel Card 6.21.12
- 2A FY16 CNCC Engagement Letter signed
- 2A Leadership Council Creation
- 2A Leadership Council Strategic Plan Minutes
- 2A Moffat County AJCD Board of Control Members 02-17-17
- 2A Photo Video Release Form

- 2A President's Change to Cabinet
- 2A President's Monthly Reports
- 2A Rangely Jr College District Board of Trustees 02-17-17
- 2A Records Release Form
- 2A Roster Verification, Fin Aid Disbursement Evidence
- 2A Rule 1-8 State Controller's COFiscalRule
- 2A SBCCOE
- 2A SP 8-61 Fiscal Management Roles and Responsibilities
- 2A SP 8-61b Travel Policy
- 2A SS Database Analytics Fall 15, Spring 16, Fall 16
- 2A State of CO Procurement_Manual
- 2A State of Colorado Fiscal Rules FR_5-1(2009-0701)
- 2A Student Conduct from Course Catalog
- 2A Student Success Intervention Process - 16-17
- 2A Syllabus Development Checklist, Guide, Template
- 2A Syllabus Example BIO.204.102.T.Ward.S2016
- 2A Tuition and Costs Webpage
- 2A TurnItIn D2L Integration
- 2A Verifying Identity Procedure

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Colorado Northwestern Community College values wide-reaching and clear communication with constituents and the community-at-large. CNCC relies on various media channels: 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.

[CNCC Crossroads](#) is the online system that allows students to see their schedule, register for classes, pay their bills, see their financial aid award, and connect with programs like [D2L](#) and [DegreeWorks](#) (CNCC's degree audit system). CNCC Crossroads also shows students their registration holds, financial aid application requirements, and connects them to their school email account. As required by FERPA, CNCC provides all information relating to individual students via this secure web-service client.

CNCC's [course catalog](#) is available [online](#) and includes complete information on tuition and fees, add/drop/withdraw deadlines and procedures, registration, advising and orientation processes, and academic and non-academic programs.

- [Academic calendar](#)
- [Title IX compliance](#)
- [Admissions requirements and registration procedures](#)
- [Student conduct](#)
- [Student services](#)
- [Tuition and Financial Assistance](#)
- [Course attendance](#)
- [Grades](#)
- [Academic integrity](#)
- [Graduation requirements](#)
- [Academic programs of study](#)

The web address—[cncc.edu](#)—is the primary medium for communicating key information about the institution. In 2014, the CNCC [Communication, Recruiting and Marketing team](#) (CRaM) redesigned the website to be the primary communication tool.

Financial information is available directly on [cncc.edu](#). This includes tuition and fee information, a cost calculator, a page for the [Free Application for Federal Student Aid \(FAFSA\)](#) that includes direct links to the FAFSA application, resources for aid, information about borrowing and student loans, and financial literacy information.

CNCC's website also provides important general information to the public and students about:

- [student organizations](#)
- [mission and vision](#)

- [civil rights compliance](#)
- [reporting requirements](#) and [notice of non-discrimination](#),
- [accreditation](#) relationships
- [faculty and staff](#)

The Colorado Northwestern Community College engages its students, alumni, and local communities through a variety of social media platforms. CNCC uses [Facebook](#), [Twitter](#), [YouTube](#), [Instagram](#), [Snapchat](#) and [LinkedIn](#) to broadcast information about programs, resources available to students, campus-wide events, conferences, and employment opportunities. In addition, CNCC posts stories about inspiring students and faculty to promote programs and the institution.

Colorado Northwestern Community College marketing materials, especially those that represent academic programs, are initially written by the chair of each program, in consultation with the Associate Vice President of Instruction and key faculty. The content is then edited by the Marketing, Communications and Creative Services Department to ensure a consistent voice and representation of the college brand. The content and descriptions of programs are scrutinized at each level of development – from drafting, editing, and design prior to print.

The aim of each marketing piece, such as our Viewbook ([Part 1](#) and [Part 2](#)) is to provide information about each program, its pathways, its related job opportunities, and to accurately portray the mission and values of CNCC.

[Convocation](#) provides an additional opportunity for employees to participate in training and to be informed about college-wide projects. This scheduled day of professional development is for the entire institution and allows the president and executive staff to inform the college community about goals for the upcoming academic year. This opportunity allows the entire college to reflect on what CNCC has accomplished the previous year and to contribute ideas for future plans.

[New Student Orientation](#) is a set of events designed for the purpose of acclimating new and transfer students to CNCC. Orientation includes both social and educational programming focusing on topics such as teambuilding, student achievement and success, college culture and atmosphere, campus safety and Title IX, and diversity and inclusion. Orientation also provides an opportunity for students to become familiar with CNCC's campuses and the services and resources available to them. The overarching goal of orientation is to successfully integrate students into the CNCC college environment and ensure their success.

CNCC's Recruiting and Admissions department host campus tours regularly throughout the year. [Campus tours](#) are generally led by students or admissions representatives and provide prospective students and parents the opportunity to see first-hand what CNCC has to offer its students. While on campus tours, visitors to CNCC are introduced to the many areas of campus including Student Services, academic departments, campus academic and recreational facilities, and residence halls.

Several times throughout the year CNCC hosts its Student Testing, Advising, and Registration (STAR) event. [STAR](#) is a day in which new students can discuss their academic program options with program directors and advising staff ultimately signing up for classes for the fall. Students are encouraged to complete placement testing prior to arrival to STAR but have the option of completing testing on STAR day. Generally, while students are testing, Student Services (Financial Aid, Academic Advising, Registrar's Office, and Residence Life) host a parent panel. After testing is complete, students meet with an Advisor to discuss placement scores, major program of study, and goals after leaving CNCC. The Advisor and student work together to complete appropriate course

selections and the Advisor then walks the student through registering for classes using the student portal, Crossroads.

The advising staff began offering [Student Success workshops](#) which communicate best practices for how to succeed in college. Such topics discussed are study skills, realistic approaches to improving academic performance, time management, and self-care. This year the staff will expand these workshops.

Each month throughout the academic year, we host [Faculty Lecture Series](#) to highlight and recognize faculty, their journeys and adventures through education, and their accomplishments.

Sources

- 2B Academic Calendars from Course Catalog
- 2B Academic Integrity from Course Catalog
- 2B Academic Programs of Study
- 2B Accrediation
- 2B Admissions, Enrollment from Course Catalog
- 2B Civil Rights Compliance
- 2B Convocation
- 2B Cost Calculator
- 2B Course Attendance from Course Catalog
- 2B Course Catalogs Published Online
- 2B CRaM_Minutes_7.31
- 2B Crossroads
- 2B D2L
- 2B DegreeWorks
- 2B Example Individual Campus Tour Schedule
- 2B Facebook
- 2B Faculty Lecture Series Examples
- 2B FAFSA
- 2B Grades from Course Catalog
- 2b Graduation Requirements from Course Catalog
- 2B Instagram
- 2B LinkedIn
- 2B Mission & Vision
- 2B New Student Orientation
- 2B Non-discrimination
- 2B Reporting Requirements
- 2B Snapchat
- 2B STAR
- 2B Student Conduct from Course Catalog
- 2B Student Organizations
- 2B Student Services from Course Catalog
- 2B Student Success Workshops Flyer SP17
- 2B Title IX Compliance from Course Catalog
- 2B Tuition, Financial Assistance from Course Catalog
- 2B Twitter
- 2B Viewbook Part 1

- 2B Viewbook Part 2
- 2B YouTube

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The [State Board](#) (C.R.S. 23-60-201) for Community Colleges and Occupational Education (SBCCOE) is an eleven-member board (nine voting, and two non-voting) appointed to four-year terms by the Governor of Colorado and confirmed by the Colorado Senate. They are charged with the oversight of the thirteen community colleges that are part of the Colorado Community College system and are located across the state, including the Colorado Community College System (CNCC).

Colorado Northwestern Community College is the only CCCS member that has taxing boards. CNCC has two: (1) The Rangely Junior College District; and (2) Moffat County Affiliated Junior College District. The five members of the Rangely Junior District Board services Rio Blanco County, Colorado.

CCCS requires all their Colleges to have a functioning [Advisory Board \(BP 2-25\)](#). Colorado Northwestern Community College has advisory boards which give it guidance and wisdom as it progresses forward; (1) CNCC Advisory Council; and (2) CNCC Foundation Board. Advisory Council membership is comprised of three members of the Rangely Junior College District Board of Trustees, three members of the Moffat County Affiliated Junior College District, and one at-large member from the CNCC service area. The CNCC Advisory Council reports to the CNCC President and provides an invaluable communication link between the community and College to the SBCCOE and CCCS. CNCC Foundation is governed by a voluntary board of business and community leaders located throughout the northwest quadrant of the state. Foundation support enables CNCC to enhance instructional programs, improve college facilities, offer student scholarships, strengthen projects, and provide cultural activities. The CNCC Foundation solicits and channels funds to worthy college programs and projects.

2.C.1 & 2.C.2

As outlined in state law and repeated in SBCCOE Board Policy, the State Board for Community Colleges and Occupational Education supports and enriches the Colorado Northwestern Community College. 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 have been applied in that adjunct instructors now receive an [inconvenience fee](#) that assures 10% of their pay if a course is cancelled less than two weeks before the beginning of the course part of term.

2.C.3

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 Colorado Community College System (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 thus Colorado Northwestern Community College, have put in place the necessary 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.

2.C.4

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 has representation both at CNCC and within CCCS. Specifically, the [State Faculty Advisory Council policy](#) mandates the creation of a faculty forum through which all faculty members will be provided opportunity to communicate 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 the making of 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 evidenced in the faculty council meeting [minutes](#). Faculty Senate also has representation on the President's [Cabinet](#) and on Academic Council, which represents all academics

on the campus.

The Academic Council 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](#).

Sources

- 2C Academic Council Bylaws 2016-17
- 2C Adjunct Overload Contracts - 8-24-16
- 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
- 2C Code of Ethics from Faculty Handbook 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

2.D - Core Component 2.D

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

Argument

Colorado Northwestern Community College (CNCC) believes that education is a critical institution that produces a healthy and dynamic society. 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. The responsibility to secure and to 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 student rights in this regard. The college maintains formal grievance processes open to all faculty as seen in the [Faculty Handbook](#) and [Board Policy 3-20, staff](#), and students as seen in the [student handbook](#) and various program handbooks or manuals. Grievance processes are vigorous, provide 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. The College's student-run newspaper, [The Spartan Times](#), provides an opportunity for student engagement with many of the benefits of the learning community. The paper provides a voice for students that is not only heard by the campus populations but also within the local college communities as well. Students are also afforded freedom of artistic and journalistic expression through the [Waving Hands](#) journal. The College annually publishes this regional, highly-respected art journal featuring juried fiction, non-fiction, poetry, and visual art work submitted by CNCC students as well as community submissions throughout the area.

The [Student Government Associations](#) (SGA) on the Rangely and Craig Campuses are important venues for student development and create a platform that encourages students to have a voice in a wide variety of College affairs, from administering funds, to setting student life and activities agendas, to advising College administration on student perspectives, needs, and opinions. Unique to the current presidential administration was the [Voice of the Students](#) meetings that allowed students to speak about any subject in a public forum with the CNCC President.

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

Sources

- 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

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

As a public institution of higher education, CNCC is committed to academic integrity. Public confidence in the integrity of the ongoing operations of CNCC demands that all employees demonstrate high ethical standards at all times. CNCC complies with the spirit and letter of the [Code of Ethics](#).

CNCC provides faculty, staff, and students with support to help navigate copyright issues. The most direct place to address plagiarism and copyright policy is in all course syllabi. Faculty follow a [Course Information Template](#) requiring a unification of information. Each syllabus has the Academic Integrity Policy statement below.

Colorado Northwestern Community College has a published [academic integrity policy](#) 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 un-permitted aid during examinations or in the preparation of reports or any other class work that the instructor will use as a basis for evaluation. The word "plagiarism" refers to the use of another person's work without giving proper credit to that person. When paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas), a student must give proper credit through the use of appropriate documentation. When copying verbatim another person's work (i.e., words, phrases, sentences, or entire passages), a student must credit that person through the use of quotation marks and appropriate documentation.

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

The [Institutional Review Board for Human Subjects Research](#) at the Colorado Community College System has the responsibility to oversee procedures for carrying out the college's commitment to protect 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. However, because CNCC only offers Associate degrees it does not offer students the opportunity to research human subjects.

2.E.2

Students receive instruction in the ethical use of information resources and the effects of

plagiarism. Every CNCC syllabus includes the 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 121 and English 122, students are taught how to use research in their writing while avoiding plagiarism. English 121, as stated in its standard [competency](#) for the course, introduces students to finding and effectively integrating research into their writing while avoiding plagiarism. English 122 builds on these skills, again as stated in its standard [competencies](#). In this class, students are taught to gather and summarize information while evaluating research and data from multiple viewpoints. This research is integrated into appropriately documented research papers. English 121 is a requirement for most degrees and certificates, while English 122 is a requirement for all transfer degrees. Both of these courses emphasize and define the difference between legitimate, documented research and undocumented, plagiarized use of sources.

Students and faculty/instructors can use TurnItIn.com to aid in preventing and discovering plagiarism. The Colorado Community College System made this tool a component of the learning management system, Desire2Learn (D2L) that is use for courses. Any instructor who uses the D2L DropBox 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 own work for possible instances of plagiarism, and to learn how to make appropriate corrections under the guidance of the instructor.

2.E.3

When [academic misconduct](#) is suspected, faculty, staff, and students can file reports to the Vice President of Instruction's Office to initiate an investigation. For students accused of their first academic integrity offense, the faculty member, after consulting with their chair, determines any appropriate grade consequence for the academic misconduct. The Program Director or Division Chair of that faculty will report the student's behavior and their resolution to the VPI. For students who are accused of more than two academic integrity incidents, the VPI pulls together a student hearing with the Program Director and Division Chair of the student's program, the Student Success Director, and the Associate VPI. This committee listens to the student's perspective. For academic violations, the Associate VPI writes up the accusation, verdict, and the consequences, and this information is sent to the student's CNCC email. For behavior violations outside the classroom, the Office of Student Conduct 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 regarding [student discipline](#) and [procedure](#).

Sources

- 2E Academic Integrity from Course Catalog
- 2E BP 4-30 - Student Discipline - Colorado Community College System
- 2E CCCS Institutional Review Board Operating Procedures
- 2E CNCC Student Discipline Flow Chart
- 2E Code of Ethics from Faculty Handbook 2016-2017
- 2E Course Information Template
- 2E ENG 122.301.DJohnson Syllabus
- 2E ENG.121.109.L.Stanley.S16 Syllabus
- 2E SP 4-30 - Student Disciplinary Procedure - Colorado Community College System

- 2E TurnItIn Evidence
- 2E US Copyright Law

2.S - Criterion 2 - Summary

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

Summary

All faculty and staff at Colorado Northwestern Community College hold themselves to the highest ethical standard, ultimately committed to ensure the highest quality education for students. CNCC's ethical standards are assured to be at the highest level because CNCC is held accountable to the State of Colorado statutes, laws, and policies and are under the policies and procedures of the State Board for Community Colleges and Occupational Education. To offer the best degree programs, CNCC seeks out input from the community and industries which employ our students. All CNCC faculty and staff continue to self-evaluate communication, procedures, and best practices to ensure the College continues to positively serve the community.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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 the program chairs are members of the Academic Council and have input and authority over the additions or changes in the curriculum. Academic Council meets once per month throughout the school year.

The Career and Technical 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 Career and Technical programs are accredited through professional accrediting agencies.

- [Nursing](#) is accredited by ACEN (Accreditation Commission for Education in Nursing)
- [Dental Hygiene](#) is accredited by CODA (Commission on Dental Accreditation)
- The [National Park Service Ranger Academy](#) program is one of seven national FLETA (Federal Law enforcement Training Center)

Two programs are in the process of obtaining accreditation. They have both been following the guidelines of the accrediting agencies over the past years in preparation of moving through the accrediting process. The Automotive program is seeking accreditation by NATEF (National Automotive Technical Education Foundation); the Early Child Education program is seeking accreditation through NAEYC (National Association for the Education of Young Children).

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).
- [Aviation Technology, FAA \(Federal Aviation Administration\)](#).
- [Aviation Maintenance](#) program is required to follow FAA guidelines.
- [Barber and Cosmetology DORA](#) (Department of Regulatory Agencies).
- [Massage Therapy 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 and writing. and career and technical education.

Those general education goals are different from those for students in career and technical education programs. For career and technical 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

Each program is required to submit a [Comprehensive Development Plan](#) each year as a part of the budget process. The college uses the CDP not only as a means of making budgetary decisions, but it is a useful tool for evaluating program success. The [CDP](#) is a way to gather the following information: Enrollment and completion, headcount, number of underrepresented gender for program, graduation rate, completion of state or national certification exam, percentage of student employed in industry, annualized FTE generation (1 FTE = 30 credit hours), staffing patterns, expected change in staffing, program goals, program accomplishments, long-range plans for program development and growth, report on Assessment of Learning (institutional, program, and course), and a budget narrative.

The Career and Technical 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 the CDP, but it is also necessary for continued program approval through the state system.

Colorado Northwestern Community College offers vocational certificates, Associate of Applied Science, Associate of Arts, Associate of Science, and Associate of General Science degrees. The college has 26 Occupational Certificates, 9 AAS, 6 AA degree with designations, 4 AS degrees with designation, and 7 plans of study for students preparing to transfer with specific objectives. All programs are required to adhere to the competencies as set forth through the [Colorado Community College Numbering System](#). 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 [minutes](#) of the Academic Council. 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 the community college system meet to discuss the courses and/or programs and align courses to others being offered in the system. 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 the Colorado Common Course Numbering System. 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](#).

Colorado Northwestern Community College provides a standardized [syllabus template](#) to each faculty, instructor, and concurrent teacher that must be submitted to the program director 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 by the program director, it is reviewed for compliance with course competencies. The program director will work with the full-time faculty who teach in the discipline and will review all syllabi received from the teacher in a concurrent program and from any part-time/adjunct instructors teaching the course.

[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 dual credit 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 dual credit programs to apply for extensions related to compliance of faculty in dual credit programs with the revision to Assumed Practice B.2. Institutions that have been granted an extension will have until September 1, 2022, to come into compliance with the revised Assumed Practice. CNCC has applied for and was granted an [extension](#).

Sources

- 3A Academic Council in Course Catalog
- 3A Aviation Maintenance Air Agency Cert, Regulations
- 3A Concurrent Enrollment Faculty Credentials
- 3A Concurrent Enrollment Faculty Credentials Confirmation of Extension
- 3A CTE Advisory Councils Evidence
- 3A Emergency Medical Certs, Regulations
- 3A FY 2016 Academic Council Minutes
- 3A Staff Faculty Curriculum Committee Evidence
- 3A1 2016-2017 Academic Council Minutes
- 3A1 Academic Council Bylaws Draft Revision May 2016
- 3A1 Advisory Membership List Example (NPS Academy)
- 3A1 Barber and Cosmetology Rules and Regulations
- 3A1 CDP Data Report

- 3A1 Combined Program Approval Details
- 3A1 CTE Program Approval Summary Snapshot
- 3A1 Dental Hygiene Accreditation
- 3A1 FAA Aviation Tech Certifications
- 3A1 Instructional CDP Template
- 3A1 Massage Therapy Rules and Regulations
- 3A1 NPS Ranger Academy Accreditation
- 3A1 Nurse Aid Approval, Rules and Regs
- 3A1 Nursing ACEN Accreditation
- 3A1 VE-135 Definitions, 2016 Results
- 3A2 Common Course Numbering
- 3A3 Syllabus Template

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs 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 that 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 Colorado Northwestern Community College 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 instill in its graduates an appreciation for and an understanding of certain broad aspects of human knowledge and experience and to promote a life of learning. Regardless of professional goals, each student will have the opportunity to develop the knowledge and skills important for college-educated adults through a core curriculum that emphasizes the fields of communication, the humanities, natural sciences, mathematics, the social and behavioral sciences, and information/technology literacy." 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.

The General Education core curriculum fulfills a purpose of the college's [mission](#) statement: "Provide

accessible, affordable, quality education in safe, rural, small-town environments; Prepare our students to achieve their educational, workplace, and personal goals; Offer educational programs that respond to evolving workforce environments, to include workforce training, occupational certificates, and Associate of Applied Science and Bachelor of Applied Science degrees; and offer excellent, two-year general education transfer degrees.”

3.B.2

Academic program [plans of study](#) 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 from all academic and CTE programs. 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.

3.B.3

The General Education course syllabi reflect a template of competencies and objectives that are performance-based. The college has consistently provided [training and informational webinars](#) for faculty that address the tenets of performance-based learning, metacognition, Bloom's taxonomy, a five-step learning cycle, and measurable demonstrations of student learning. 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](#), [Comprehensive Development Plans](#) 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](#).

Students are provided the opportunity to assess the college, program, and individual courses each semester. [Student evaluations](#) of the college and of their instruction is provided anonymously and electronically using a standardized evaluation service (Smart Evals). The students are provided links through their LMS for the course.

3.B.4

CNCC values and promotes diversity, including cultural and ethnic diversity, and diversity of thought and opinion. Diversity encapsulates all areas of personal and professional life. Cultivating cultural competency is initially developed in an entry level course, AAA 101, through engaging students in reflection on their personal and professional roles. Competencies and objectives from this course include examining the role of emotional intelligence as it relates to success; how to best handle conflict; how to appreciate interdependence as it relates to success in academic and professional environments; how to examine the roles of self-motivation as it relates to success; how to appreciate the role of choice in personal responsibility as it relates to success; how to differentiate between the response of victim and creator; and how to acknowledge the role of personal integrity and commitment as it relates to success. 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.

3.B.5

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 and community members who demonstrate excellent skill and talent in literature and art. Student-led groups produce communication for the institution as well. On the Rangely campus, students in the residence halls produce a [newsletter](#) to communicate academic, athletic, and social events for students. Students can submit articles for the [Spartan Times](#), a student newspaper, on a monthly basis. Students write and edit the articles and are supervised by a faculty member.

While faculty encourage and support students in participating in the college literary journal, faculty have taken the initiative to model research methodology and discipline by submitting scholarly or creative projects in their respective fields. Engaging students in medieval and Renaissance studies, particularly in the two-year college environment, has been rewarding for Dr. Sarah Owens. She presented [her research](#), "Insults, Illustrations, and a Road Trip: Teaching Shakespeare at a Rural Colorado Community College" at the 49th Annual Meeting of the Rocky Mountain Medieval & Renaissance Association. The presentation outlined her experience engaging students in Shakespeare. Enrollments in Intro to Shakespeare are typically low, and it is not uncommon for these courses to be cancelled for lack of students. In the fall of 2016, CNCC registered a full class of 20 students with a waitlist of two. According to Dr. Owens, "advertising, advising, and shameless self-promotion got the students into the class," but creative teaching techniques and the classroom dynamic kept the students in the course throughout the term. Dr. Owens documented her engagement techniques with students,

many of whom professed a profound discomfort with Shakespeare on day one, by creating active learning exercises: insulting each other in an epic Battle of the Sexes, writing mash-up scenes with characters from multiple plays, creating storyboards and casting notes for a play production, and writing and illustrating their own sonnets. The highlight of the course was a road trip to Salt Lake City, where the class visited Shakespeare's First Folio on its national tour. This [course](#) demonstrates that students can appreciate Shakespeare, and it created a workable model for student engagement.

Faculty vitas and biographies demonstrate evidence of creative and scholarly endeavors and campuses are encouraged to nominate faculty for teaching awards and service awards. Ms. Beverly Lyne, Nursing Program Director, travels every year abroad to assist with health and medical training for health workers in developing countries. She presented documentation of her travels and experience with community health nursing in Uganda, Nicaragua, and Haiti at the [CNCC Faculty Lecture Series](#). Ms. Lyne also travels to Uganda yearly to participate in the Teso Safe Motherhood Project (TMSP). She works at the clinic, mentors local care givers and nurses, gives vaccinations, and participates in [outreach](#) to educate the public about health initiatives. Mr. David Johnson, History faculty member, [published a book](#), "Madman in a Box: The Social History of Dr. Who" this past year, and he was interviewed about his book on Mersey Radio in the UK by radio host and fellow historian Dr. Frank Carlyle. Mr. Johnson also leads [CNCC's International Studies Program](#) trips that travel abroad with students and community members. Students can take the travel abroad trip for college credit. Mr. Johnson, in addition to other faculty, has traveled to Italy, Scotland, and Eastern Europe.

Sources

- 3B Academic Council in Course Catalog
- 3B Academic Vision Professional Development Page 1 Insider January 2017
- 3B CCCS State System Community Colleges Role and Mission
- 3B CNCC ADA compliant syllabi with numbers
- 3B CNCC Mission
- 3B CNCC Program Assessment Plan Blank
- 3B Common Course Numbering
- 3B Course Assessment Plan Peer Review Example SP16
- 3B Diversity PHI121 Course Syllabus revised for Fall 2017
- 3B English Syllabi Examples
- 3B Facebook posts on faculty creative work
- 3B FY 2016 Academic Council Minutes
- 3B GT Pathways
- 3B Institutional Assessment Goals
- 3B Instructional CDP Template
- 3B LIT 225- Intro to Shakespeare
- 3B Plan of Study Examples
- 3B Program Learning Outcomes and Matix template
- 3B Residence Life Newletters
- 3B RMMRA Program 2017
- 3B SmartEval Survey Samples
- 3B Spartan Times 2016, 2013 Examples
- 3B Uganda Birthing Center
- 3B Waving Hands Review

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

The Colorado Northwestern Community College 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 12:1 student to faculty ratio. Within the academic year 2015-2016, CNCC employed 47 full-time faculty as well as 53 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 from every division of instruction, deans of instruction, vice President of instruction, vice president of student services, registrar, director of financial aid, director of advising and housing, and the state faculty curriculum committee representative. 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 Director Meetings](#)
- [2:2 Faculty State Annual Conference/ Workshop](#)
- [State Faculty Advisory Council\(SFAC\)](#)
- [Colorado Faculty Advisory Council](#)
- [Assessment Committee](#)

3C2.

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](#).

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.3

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.4

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 theme of "Together We Create a Collegial

Community and a Continuous Culture of Reflection to Enhance Teaching and Learning.” This theme is communicated through telepresence, WebEx, and D2L. Academics will continue to build on the vision to enhance teaching and learning. These trainings strive to bring new ideas and improve student learning outcomes by sharing with peers and listening to guest speakers.

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 a beneficial. The professional development committee considers all requests. Academic administration encourages faculty to remain current in their disciplines and credentials.

3.C.5

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.

3.C.6

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

- 3C 10.6.2016 Academic Council Minutes
- 3C 2 to 2 Faculty Confernce
- 3C Academic Council Bylaws Draft Revision May 2016
- 3C CCCS Policy 3-60 Tuition Assistance
- 3C CCCS Policy 3-80 Faculty and Instructor Workload
- 3C CNCC Credential Policy
- 3C CNCC Faculty Credential Cover Sheet
- 3C CO Faculty Advisory Council Bylaws, Membership, Schedule
- 3C Common Data Set 2013-2017
- 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 Credentials from pg 9, 10 Faculty Handbook
- 3C Faculty Training Evidence
- 3C General Education Assessment
- 3C Professional Development
- 3C Professional Development Requests, Approvals
- 3C Program Director Meeting Minutes 2017
- 3C Staff Faculty Curriculum Committee Evidence
- 3C Syllabus Template

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

The College is committed to providing students with a variety of educational and developmental opportunities, both within and outside the classroom. Responsibility for student development in areas complementary to the formal classroom environment rests with the [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
- -Cashier
- -Registrar
- -Recruiting
- -Advising
- -ADA Services
- -Testing Center
- -Career Services
- -Clinic (In Rangely)
- Bookstore

CNCC provides several support services to students in order to help them be successful. A Student Success Committee meets biweekly to strategize methods to meet student needs. The Student Success Committee implemented 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 [Behavioral Intervention Team \(BIT\)](#) which is sanctioned by the state.

In fall 2015 both campuses collaborated to create [Gateway Centers](#) on each campus. These centers provide tutoring, writing and math labs, and study skills labs. Student athletes receive additional

support with designated study halls, recorded lectures that can be accessed during travel time, and posting of assignments in the learning management system. Faculty are encouraged to hold office hours in the Gateway Center. Additional student support is provided through peer and professional tutors and supplemental instruction.

Included in the Rangley [advising office](#) are services for ADA, [counseling referrals](#), a testing center, and a Colorado Work Force Center for career services. The Craig campus offers academic and CTE advising, a testing center, services for ADA, [counseling referrals](#) 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 on the Accuplacer assessment are placed into developmental education courses. The Colorado Community College System (CCCS) implemented a [redesign](#) of Developmental Education in 2013. The [redesign](#) was intended “to accelerate students by reducing the amount of time, number of developmental credits, and number of courses in the developmental sequence so students can be successful in a college level course.”

Though the system’s redesign went into effect in 2013, CNCC had already begun the process of reducing the number of [developmental courses](#) offered in an attempt to expedite students’ completion of their developmental coursework. This necessitated a corresponding curriculum redesign. In accordance with the [Developmental Education Task Force’s recommendations](#), CNCC has applied the following five principles to its Dev Ed curriculum development:

1. Use reverse curriculum design to redesign courses
2. Design courses for what students 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 services as much as possible in the process

Since 2013 CNCC has continuously evaluated the success of the developmental education program with data gathered [internally](#) and by [CCCS](#) and made [minor improvements](#).

The purpose of the Department of Developmental Education, also in accordance with the recommendations of the Task Force, is to prepare students to enter and succeed in college level classes. Student who test into the high school level in Reading, Writing, and/or Math 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 Center offers 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 .

Students enrolling for the first time at CNCC, seeking a degree or certificate, will take the [Accuplacer Assessment Test](#). This standardized, no-fail, untimed test assesses the student's readiness for college-level coursework by measuring skills in reading, language arts, and math. 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 score low on the [Accuplacer assessment](#) are placed 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. In addition, both tutoring centers are directed by qualified faculty within education and developmental education fields.

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 half-time academic advisor in Craig. In addition, program directors, department chairs, and selected faculty serve as advisors.

The advisor, using the [Advising Handbook](#), works with the degree seeking student to ascertain that all coursework taken will be guaranteed to transfer and meet degree requirements. 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, the program director, 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 including cutting-edge ventilators
- Gross anatomy lab equipped with a human cadaver
- Gateway Centers – learning support
- New 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 take downs and Taser instruction

- Airplane hanger
- Smart boards
- Telepresence between campuses and one high school
- Juried art collection
- Computer space
- Lecture Capture software
- Clinical Nursing sites – St. Mary’s, Memorial Regional Hospital, Casey’s Pond, Colorado Northwestern Health, VA, Yampa Valley Medical Center, Mindsprings
- Dental Hygiene Clinic suite chairs
- Lease with the Rio Blanco County airport
- MOU Agreement with Columbine Park for Equine, Rodeo, and Baseball programs
- Student lounges
- Fully equipped Massage rooms
- Cosmetology Salon

3.D.5

Students are provided instruction on conducting and documenting research. In Advanced Academic Achievement (AAA) courses and in Composition courses, students learn to identify credible and valid research material, locate sources, research reporting methods, and document sources. The library provides a [handout](#) on locating sources and instruction on formatting guidelines. The handout provides students with detailed instructions for conducting a library search using the catalog. The handout lists all the online resources available through the library. Students are also provided a document that explains how to use [Boolean Searching](#) to search the online library database and to use computer search engines. The state system provides online access to additional research process information.

The [Gateway Centers](#) also provide instruction on locating resources and writing a research paper. The Gateway Centers schedule peer and professional tutors who work with both small groups and individuals. Several courses, in addition to Composition, provide students with instruction on conducting research. Several courses include competencies in the methods of performing and reporting research.

Sources

- 3D Academic Advising Handbook 2014-2015
- 3D Academic Council Dev Ed MAT 055 Prereq Change
- 3D Academic Support, Counseling
- 3D Accuplacer Assessment Catalog Excerpt
- 3D Accuplacer Testing
- 3D Boolean Searching
- 3D CCCS 2015-DevEd-Report
- 3D CCCS Policy 19-40c Behavioral Intervention Teams
- 3D CCCS-Developmental-Ed-Redesign-Brochure-8-2013
- 3D Class Tour Handouts Library Online Card Catalog 1-11-2017
- 3D Dev Ed CCCS Task Force
- 3D Dev Ed Placement Matrix_06.15.2017
- 3D Dev Ed Report (Sep 2015)
- 3D Developmental Ed 2013 Redesign Crosswalk

- 3D Developmental Education Redesign - Colorado Community College System
- 3D Mind Springs Health MOU
- 3D MOU Mind Springs, CNCC Affiliation Agreement 2017
- 3D Student Services Extract from Course Catalog
- 3D Tutoring, Gateway Center

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3E1

CNCC believes that student involvement fosters student leadership skills, and helps prepare them for their future educational or workplace experience. The college offers a multitude of co-curricular activities and programs that support the college's [mission](#) of:

- “providing unique learning, leadership, and recreational experiences”;
- “value and promote diversity”;
- “Continue to reach out to the Northwest Colorado community and beyond in order to create meaningful and mutually beneficial partnerships.”

There are nine officially recognized [student clubs](#) at CNCC that enhance the learning experience of the students who choose to partake of them. These clubs include:

- A&P Club
- Aero Club/NIFA (National Intercollegiate Flying Association)
- CNCC Four Wheelers Club, Automotive and Diesel Tech Student Charter Club
- Marine Biology Club
- Phi Theta Kappa (Community College Honor Society)
- Student Member of the American Dental Hygienists' Association (SADHA)
- Spartan Rock and Ice
- Spartan Times
- Student Government Association

Most of the clubs participate in community outreach events such as book drives and recycling efforts. Each club has an active faculty/staff sponsor.

The college offers an [outdoor recreation program](#) that provides a variety of quality recreational and educational outdoor experiences for CNCC students, focusing on strengthening leadership skills, enriching relationships, and experiencing new adventures. Through the program, students have opportunities for trips ranging from going to the Winter X games in Aspen, to conducting scientific research in Utah caves. There are activities for a variety of interests and skill abilities.

CNCC also provides a robust community education program consisting of classes for all age groups. The [Community Education program](#) aims to support and supplement the growth, education, and well-being of all community members through courses that serve multiple groups within the community.

3E2

CNCC affords students the opportunity to interact with the community through activities embedded in their coursework, clubs, and special events. Activities consist of food drives, providing meals at the local Catholic Church, partnering with area senior citizens to hold community dances, giving airplane rides to children, fixing vehicles and donating them to nonprofit organizations, providing haircuts and massages to local senior care centers, and academic trips to historical European countries, including Italy and Scotland.

A particularly interesting and highlighted program at CNCC is the [Paleontology program](#). One of the benefits of being located in the heart of dinosaur country is CNCC can offer students, faculty, staff and community members the opportunity to work alongside professional paleontologists to uncover fossils that have been buried for over 74 million years! The fossils are prepped and stored on the Craig campus in a climate controlled and secure repository. Frequent tours of the onsite repository are available to students and community members.

CNCC also contributes to two publications: [The Spartan Times](#), a student run newspaper; and [Waving Hands Review](#), a literature and arts journal. Both publications feature written work contributed by students, staff, faculty, and community members. Waving Hands Review also includes original art work from contributors.

Clubs and activities are an integral part of the student experience at CNCC. Not only do they enhance the lives and education of students, but they also enhance the lives of the community members in Craig and Rangely.

Sources

- 3E Clubs & Organizations
- 3E CNCC Mission
- 3E Community Education
- 3E Outdoor Recreation Program
- 3E Paleontology
- 3E Spartan Times 2016, 2013 Examples
- 3E Waving Hands Review

3.S - Criterion 3 - Summary

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

Summary

CNCC provides educational opportunities to northwestern Colorado through its two campuses, two 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 concurrent faculty and has implemented academic plans for those educators not in compliance. The institution endeavors to assure that faculty meet high standards of preparation, as described in Criterion 3c and to the provision of professional development opportunities for faculty and staff. The college has consistently provided training and informational webinars for faculty that address the tenets of performance-based learning, metacognition, Bloom's taxonomy, a five-step learning cycle, and measurable demonstrations of student learning.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

CNCC maintains a practice of regular program reviews through various processes, both internal and external. Internally, programs undergo annual review via the [Comprehensive Development Plan \(CDP\)](#), [Strength Weakness Opportunity Threat \(SWOT\)](#) analysis, and [Program Assessment Plan \(PAP\)](#).

The CDP includes data on FTE, enrollment and completion, gender equity in enrollment, program capacity, employment after graduation, licensure and certification after graduation, staffing needs, and budget. CNCC's CDP also includes a narrative about each program's assessment activities, as well as short- and long-term successes, challenges, and goals. The CDP is the starting point for annual review at the administrative level and is a foundational document for the budget process. In the past, the CDP document was primarily concerned with budgetary needs. However, in 2015-16, the CDP underwent a major revision as part of Academic Council's efforts to include more specific instructional data in the budget process. The [Rangely Arts and Sciences](#) and [Aviation Maintenance](#) departments' CDPs serve

as examples.

Another tool in CNCC's program review process, new to 2017-18, is a [SWOT analysis](#). While program directors in the past may have included strengths, weaknesses, opportunities, and threats in their CDP, the 2017-18 form prompts program directors to articulate explicitly their [SWOT](#). It also asks program directors to prioritize those elements and justify their priorities. Although the SWOT is part of the budget process, it also provides narrative about monetary and non-monetary components for each program's goals and achievements.

A third process for annual program review at CNCC is the [Program Assessment Plan](#) (PAP). The PAP has been in place for several years (archived to at least 2008), though it has undergone significant changes in recent years as a result of [CNCC's participation in the Assessment Academy](#). The PAP was developed by the Assessment Committee and is validated using [a college-wide rubric](#). The PAP form contains three parts, to be completed at different points in the school year.

Part 1, to be completed by September 15, is a summary of the program assessment goals for the current school year. Program directors are responsible for providing an "overview of how program learning objectives and college institutional goals are being assessed within" their program. The PAP allows for the possibility that a program has a multi-year assessment plan.

Part 2 of the PAP, due at convocation the following school year, calls for a report of the links between program goals and institutional goals and evidence of whether or not the goals were met. In addition to explicitly linking program goals to institutional goals, program directors must link program goals with the [Course Assessment Plan](#) (CAP).

Part 3 of the PAP, also due at convocation the following school year, prompts program directors to not only report on their program assessment activities, but also to analyze the results of those activities.

The Assessment Committee provides training for program directors to assist in the development of the plan and to help directors develop a program-specific course matrix cross-referencing every course in the program with program and/or institutional goals. The Assessment Committee also monitors completion of the PAP, though oversight of PAP falls under the purview of the Deans of Instruction. The [Craig Arts & Sciences PAP](#) and [Early Childhood Education PAP](#) serve as examples.

Externally, CTE programs undergo review at the state level on a five-year cycle. All Career and Technical Education (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 is required to meet twice a 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. The application that is to be filled out requires the following information:

- General Information – name of program, description of program, CTE area, CIP, CIP justification, length of program, state and national employment information, state and occupation information (occupations students will be prepared for upon completion of program, degree/certificate, and advanced degrees).

- Award Information – award type, certificate or degree title, total contact hours, total credit hours, total weeks, first day of offering, financial aid status, banner status, and sequence ID.
- Course Information – general education requirements, elective requirements and other requirements for certificate/degree (course related).
- Assurances 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 member, occupational experience, meeting minutes.

Once all information is filled out, the new or changed certificate/degree can begin approval process. This [flow chart](#) indicates the different approval processes.

All CTE programs at CNCC go through this process. 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, they are opened for renewal. At this time, the program goes through a full comprehensive review where they look at [VE-135](#) (a database maintained by the state of Colorado containing demographics and programmatic information reporting enrollment and placement information for the program), program completion rates, advisory committee meetings etc. It is also recommended that the program visit with the Ad. Com. more intensely to discuss where the industry is going to allow for changing of courses for this alignment. Once all information is gathered, the program will submit the degree/certificate for revision and the approval process will begin again. If, during the revision process, the degree/certificates are revoked at the *SBCCOE* level, then this degree/program cannot renewed for an additional two years.

4.A.2

CNCC evaluates all credit it transcribes, 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 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. A continuously updated version of the crosswalk is located at pcm.placredit.com.

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 [Prior Learning Assessment Manual](#). 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, Dean/Division Chair and Vice President of Instruction who reviews the evidence and determines if academic credit should be awarded for the work.

CNCC has a policy to guide instructors and students applying for [independent study credits](#). Prior to beginning the independent study, approval must be obtained from the Dean of Instruction or Vice President of Instruction and Student Affairs. The Vice President of Instruction checks with the Registrar to determine:

1. Student progress toward their degree;
2. Where the independent study course falls in the student's rotation; and
3. The student's GPA, which indicates whether the student is likely to be successful in the course or if the independent study will require restrictions in delivery, instruction, or attendance.

Internships are required by the Accounting, Automotive, Business Management, and Equine programs. The course and the competencies within the courses are determined by the [Colorado Community College Common Course Numbering System](#). 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 for the internships which are created based on the students' interests and relevancy to their program and the program's learning outcomes. Additionally, the number of credits for each internship class is specifically chosen by the programs and may range from zero to twelve (0-12) credits. The instructor of record and the student will make goals for the internship which are recorded and tracked. Upon completion of the internship, all paperwork will be evaluated in order to award a grade resulting in credit awarded. Internship course example: [EQM 280](#).

4.A.3

The [course catalog](#) outlines the policies that assure CNCC is accepting only quality transfer credits:

- Transfer credits will be accepted from regionally accredited institutions. Credits taken within 15 years of admission to CNCC will be accepted unless restricted by program requirements. Credits taken more than 15 years prior to admission will be evaluated for transferability on a course-by-course basis.
- Courses accepted in transfer MUST match the content and meet or exceed the rigor of the accepting institution as determined by the professional judgment of the Transfer Evaluator or Department Chair.
- Transfer credit is accepted as specified by legislated and Colorado Community College System (CCCS) [articulation agreements](#). (CCHE Statewide Transfer and gtPathways Policy 4.01)
- The college may examine credits to insure that the content is not outdated or obsolete.
- Courses will be evaluated against the [Colorado Common Course Numbering System](#) (CCCNS) Catalog.
- Courses will be transcribed with CCCNS course number, title, prefix and the number of credits awarded by the transferring institution.
- Grades for transfer courses will be recorded, but will not show on the official transcript or be reflected in the student's GPA.
- Pre-requisite courses below the 100 level will not be accepted in transfer, but will be noted in the student's academic record.

- A grade of “C”, “P”, “S” or better is required for transfer. Transfer credit will not be awarded for courses with “D”, “F” or “U” grades. Individual colleges may choose to grant an exception to this rule and accept transfer courses with a grade of “D” on a case-by-case basis.
- Credits earned at the home institution with a grade of “D” may be applicable to a degree or certificate as determined by the program.
- Transfer courses that have the GT (Guaranteed Transfer) designation will be flagged as GT courses. If the course is not present in the CCCNS then it will be transcribed with the prefix GTP for GT-Pathways, the course number 999 and the course title that matches the GT designation, ex., CO1, AH3, MA1, etc.
- Transfer credits will be awarded as governed by CCHE and State Board policies and System President procedures.

Policies are in place to ensure the quality of credits CNCC accepts in transfer. Per the [Transcripts and Appeals](#) section in the CNCC catalog, the Registrar or Registration Technician reviews each transcript to look for regionally accredited coursework that may apply to the degree or certificate the student plans to pursue. Further review of each course is completed with the following criteria evaluated: age of the course, course description, student's grade in the course, attributes on the course such as [guaranteed transfer](#) (GT) course. We also use any [transfer articulations](#) we have with that institution. If the course description does not sufficiently ensure that an incoming course does not cover at least 80% of the course competencies of the CNCC course, a syllabus is requested. If the registration office staff is uncertain about is the course is equivalent upon review of the syllabus, the syllabus is sent to a subject matter expert for approval.

Coursework is then transferred in, and entered on the student's permanent record at CNCC so a student can view their transfer courses on their degree audit. An email is sent to each student as each transcript is evaluated to notify them.

Student questions about their transfer work are often answered in a satisfactory way to the student in person, over the phone or in an [email](#), but if not, the [appeal process](#) is explained to the student as detailed in the [catalog](#). The registration staff assist the appeal process by sharing requests and documents with the transfer appeal committee and communicate back to the student.

4.A.4

Policies are in place to ensure quality of concurrent enrollment courses. Course procedures, syllabi, and faculty evaluations are managed by the Concurrent Enrollment Director as described in the [Concurrent Enrollment Teacher Handbook](#). Concurrent enrollment faculty credentials may include a combination of methods and content in their graduate coursework satisfying HLC's dual credit faculty expectations.

“All credentials and transcripts are on file in the Human Resource Department. Syllabi are modeled on state templates and must meet the stipulated objectives and requirements in the CCNSystem and gtPathways curriculum, and they must be approved by the appropriate program director or Dean of Instruction. Courses taken through concurrent enrollment are a part of the students' educational records at CNCC.” – 2012 Self Study

A Concurrent Enrollment Committee was created in fall 2016 to create [Concurrent Enrollment Program Standards and Required Evidence](#).

CNCC maintains authority over prerequisites for its courses through several processes. As part of the Colorado Community College System (CCCS), CNCC participates in the Common Course Numbering System (CCNS). The CCNS facilitates the use of common course descriptions, competencies, and outcomes across CCCS. In rare cases, CCNS also includes prerequisites for the courses offered throughout CCCS, as evidenced by the CCCS course [MAT 050: Quantitative Literacy \(CCNS pre-req for MAT 050\)](#). In these cases, the system-wide discipline groups determine the prerequisite and submit it for approval through the State Faculty Curriculum Committee (SFCC). However, for most courses in CCNS, the prerequisites are determined by each school in the system. As part of the academic freedom afforded to schools within CCCS, each school maintains final authority over the prerequisites offered by the institution. CNCC uses a long-standing practice of approving prerequisites through Academic Council. If a prerequisite needs to be added or changed, Program Directors submit a proposal for the change at the monthly Academic Council meeting. Program Directors make their recommendations based on consultation with their CCCS Discipline Committee (comprised of content-area experts within the system). 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. For example, the prerequisite requirements for MAT 050: Quantitative Literacy were updated in [May 2017](#).

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 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 by the beginning of each semester. Program Directors review syllabi for approval and save them in the Institutional Archive folder on the S Drive. Program Directors also exercise authority to require faculty to change any syllabi that don't meet CNCC standards.

Also at the course level, any changes made to a course's competencies or outcomes must be submitted to and approved by Academic Council. CNCC participates in the CCNS, 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. Another tool used to standardize the delivery of courses at CNCC is the college's textbook policy. According to the policy,

“Textbook and course material selection is meant to be a collaborative effort by the department chair and faculty, including adjunct, who teach the same course. Each department chair, in conjunction with all faculty members in the discipline, will select textbooks and course materials to be used for each course. The books and course materials selected must be used for all sections of the course, regardless of mode of delivery.”

CNCC permits instructors to supplement the materials approved through the [textbook policy](#), but faculty may not substitute or change the textbook(s) used for a given course without approval per the policy. The policy also stipulates that, “Textbooks and course materials selected must remain in use for at least three years before replacement or updating of editions, unless the text is found to have serious flaws.” 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.

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 filled out by the faculty and reviewed by supervisor. The second part is the [Classroom Observation](#) which evaluates classroom procedures for a class, and then finally, the third part is the [Faculty Evaluation Form](#) which supervisors utilize 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 elsewhere in this criterion. 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; Program Directors use the assessment cycle to ensure course rigor 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. 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 Colorado Community College System (CCCS). 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. The coordinators for Gateway report directly to the Vice President of Instruction. In addition to the tutoring provided by the Gateway Centers, students have access to CCCOnline resources, including its [Student Support Center](#). This program provides five free hours of online tutoring services per semester.

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), D2L. All students enrolled at CNCC have access to D2L. All faculty (FT, adjunct, and Concurrent Enrollment) 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 standardize D2L usage in the near future.

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. 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. A recent addition to this process was approved by Academic Council in 2017 to account for [Fine Arts faculty](#) who may not have a terminal

degree in the field. [Faculty qualifications](#) in CTE programs are verified by a credentialing officer using a CTE-specific application form.

CNCC assures 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 through several policies and procedures. These policies ensure quality of concurrent enrollment courses. In addition to the expectations described above, direct supervision of CNCC's dual credit programs is exercised by the Concurrent Enrollment Director. Course procedures, syllabi, and faculty evaluations are managed by the Concurrent Enrollment Director as described in the [Concurrent Enrollment Teacher Handbook](#).

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.

In order to ensure course quality and expectations in its dual credit program, CNCC created a Concurrent Enrollment Committee in 2016. This committee established [program standards](#) in alignment with the published standards of the National Association for Concurrent Enrollment Partnerships (NACEP). The committee also plans to create a mentoring program for concurrent enrollment faculty. CNCC has identified the need to standardize mentoring processes college-wide.

4.A.5

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)
- [The National Park Service Ranger Academy](#), FLETA (Federal Law enforcement Training Accreditation Board)

Two programs are in the process of obtaining accreditation. They have both been following the guidelines of the accrediting agencies over the past years in preparation of moving through the accrediting process. The Automotive program is currently seeking accreditation by NATEF (National Automotive Technical Education Foundation); and the Early Child Education program is seeking accreditation through NAEYC (National Association for the Education of Young Children).

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).
- [Aviation Technology](#), FAA (Federal Aviation Administration).
- [Aviation Maintenance](#) program is required to follow FAA guidelines.
- [Barber and Cosmetology](#) DORA (Department of Regulatory Agencies).
- [Massage Therapy](#) DORA (Department of Regulatory Agencies).
- [Nurse Aid Training](#) Program DORA (Department of Regulatory Agencies).

4.A.6

[VE-135](#) 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 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, the legislative Career and Technical Act Annual Report, and determine Civil Rights monitoring visits. A future goal is to use the VE-135 survey as a model for all academic programs.

[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 university and complete the bachelor's degree in no more than an additional 60 credits (for a 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](#) and in the [IPEDS Outcome Measures Report](#).

Sources

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- 4A 2016-17 CTE Admin Handbook
- 4A 5.4.2017 AC Minutes
- 4A AS Craig PAP 15-16
- 4A Aviation Maintenance Air Agency Cert, Regulations
- 4A Barber and Cosmetology Rules and Regulations
- 4A CNCC ADA compliant syllabi with numbers
- 4A CNCC Course Assessment Plan Blank
- 4A CNCC Program Assessment Plan Blank
- 4A CNCC Rubric PAP
- 4A Concurrent Enrollment Teacher Handbook pdf
- 4A CTE Advisory Councils Evidence
- 4A CTE Advisory Minutes Example Spr 2012 - Spring 2017
- 4A CTE Combined State Program Approvals
- 4A Dental Hygiene Accreditation
- 4A ECE 15-16 PAP
- 4A Emergency Medical Certs, Regulations
- 4A EQM 280 Internship
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- 4A Faculty Perf. Plan
- 4A Faculty Performance Evaluation Form
- 4A June Academy Cohort
- 4A Massage Therapy Rules and Regulations
- 4A NPS Ranger Academy Accreditation
- 4A Nurse Aid Approval, Rules and Regs
- 4A Nursing ACEN Accreditation
- 4A Report of Classroom Observation Form
- 4A Textbook Adoption Policy

- 4A Transfer Credit Question Resolution Via Email
- 4A VE-135 Definitions, 2016 Results
- 4A1 Academic Council Bylaws Draft Revision May 2016
- 4A1 Agriculture SWOT
- 4A1 AMT CDP for FY2018
- 4A1 Rangely arts and sciences CDP
- 4A1 SWOT Analysis - Nursing
- 4a1. Program Approval Process
- 4A2 CCCS Policy Board Policy 9-42
- 4A2 CCCS Policy System President 9-42
- 4A2 PLA Manual
- 4A2 PLA Portfolio Review Examples
- 4A2 Prior Learning Assessment Policy from Catalog
- 4A2_2017 Catalog-Credit Transfer Policy
- 4A2_2017 Catalog-Independent Study Policy
- 4A2_2017 Catalog-Prior Learning Assessment
- 4A3_CCHE Statewide Transfer and gtPathways Policy
- 4A3_Common Course Numbering from SFCC Curriculum Handbook
- 4A4 Art Exhibition Experience Criteria
- 4A4 CCCOnline Student Support Center
- 4A4 CNCC Faculty Credential form - FT PT Adj
- 4A4 Library Online Database List for HLC
- 4A4 MAT 050 Common Course Numbering System
- 4A4_Concurrent Enrollment Program Standards and Required Evidence - 12-15-16
- 4A5 CTE Initial Credential Application
- 4A6 IPEDS_Outcome_Measures_Data 2016-2017
- 4A6 Transfer Agreements with Other Colleges
- 4A6_2015-2016 CNCC Factbook

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

Institutional goals for student learning are primarily established by the Assessment Committee with input through the combined efforts of Cabinet, Academic Council, and the Student Success Committee. CNCC's Assessment of Student Learning program has been utilized in this general form since 2003. The most current revision and improvement to the process, however, was validated as part of the [Higher Learning Commission Assessment Academy from 2010-2014](#), involving easier-to-use forms and an improved overall process to collect college-wide information. In 2013 CNCC added ['functioning in a diverse society' and 'technical skills'](#) goals to the historically utilized critical thinking and communication goals. From 2014 to the present, the Committee has been improving the collection and reporting of program- and institutional-level information. The [current institutional goals](#) for student learning are as follows:

- To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.
- To equip students with the communication skills (both written and symbolic) necessary for effective listening, speaking, reading, and writing.
- To equip students with the knowledge and skills necessary to function in a diverse society and workplace as appropriate to the specific discipline.
- To equip students with the technical skills necessary to succeed in today and tomorrow's workforce as appropriate to the specific discipline.

Program-specific goals for student learning are established by Program Directors and documented in that specific programs 'Program Learning Outcomes (PLO)' and then formed into a program course matrix where each course in the program is listed and then is linked with the PLO(s) that individual course addresses as can be seen with the [Arts & Sciences PLO and Matrix](#) in addition to the [Dental Hygiene PLO and Matrix](#). In some classes, it will be one and in others may be multiple. 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 tools, such as 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 available, such as the [Course Planning Matrix](#), help instructors and program directors to 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 them in ways to determine assessment needs and potential assessment plans.

The role of the Assessment Committee is to monitor and document student learning and achievement of learning goals. Further, the Assessment Committee supports assessment of student learning by providing a clear, manageable process for documenting assessment of student learning and continuous improvement in instruction and 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. In 2012, CNCC was accepted into HLC's Assessment Academy with the ultimate goal to streamline processes for assessment and to create easy to use forms that aid in direction of student assessment. Upon completion of the Assessment Academy, the CNCC's Assessment Committee established a college-wide [Assessment Action Plan](#), detailing the college's goals for assessing student learning. This plan was established in 2015 and updated in 2017. CNCC's Assessment Plan gives a brief overview of institutional learning goals and how each component of the assessment cycle fits with the others.

Assessment of Student Learning at CNCC involves a 3 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 Plan
2. Course Assessment Plan
3. Institutional Assessment Review

and the intricacies of the process can be visually seen through the [assessment diagram](#).

Program Assessment Plan (PAP)

The [Program Assessment Plan](#) (PAP) is started at the beginning of every academic year (due mid-September) by each program at CNCC. The PAP drives program development and evaluates instructional effectiveness of the entire program by linking program learning outcomes (PLO) with the four instructional goals of CNCC. In the PAP, the program director identifies which PLO is being assessed by the instructors and in what class by categorizing it under the corresponding instructional goal. This form, 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 go through the Course Assessment Plan (CAP) and it is not until the analysis of the CAP that the instructors determine if assessment goals were met or not met, and if the goal will continue next year. The PAP consolidates each CAP 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 PAP also provides evidence of achievement of PLOs for each course. The analysis portion of the PAP allows program directors to determine if the program met its learning objectives, supported CNCC instructional goals, and completed CAPs for all courses. The PAP also requires program directors to reflect on student learning at the program level.

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

- All college goals are addressed (if not this year, when);
- All program outcomes are addressed (if not this year, when) and with obvious link to college goals;

- How does the program determine that it is meeting all its program objectives/goals/outcomes? (ie. How results/analysis from CAPs are supporting meeting goals?;
- How results/analysis from other assessments are supporting meeting goals (licensure exams, etc);
- Required ancillary materials (ie. program goals/objectives list linked with college goals, course matrix cross referencing every course in the program with which program goal(s) it addresses).

Because of the complexity of the PAP, each PAP is peer reviewed by members of the Assessment Committee following the [PAP Rubric](#). Examples of the peer review process for the PAP are as follows: [PAP Peer Review Example 1](#), [PAP Peer Review Example 2](#). The peer review process for the PAP is one year behind because PAP's are not fully completed until August the following year. Thus, the examples above are only from the 2015-2016 year (they were reviewed in the 2016-2017 year) and the 2016-2017 PAP's will be reviewed this year.

Course Assessment Plan (CAP)

Each instructor is required to complete one [Course Assessment Plan](#) (CAP) per semester. In the CAP, instructors report which of the four instructional goals are being assessed in the course, and which PLO(s) they are focusing on. The instructor completes Part A of the CAP at the beginning of each semester for the class of his/her 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 have the ability to focus on improving their assessment goals over time as the analysis of the CAP 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 CAP. Part B is 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 in 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. The following examples are from each semester following the completion of the Assessment Academy in 2015: [Fall 2015 CAP Example](#), [Spring 2016 CAP Example](#), [Fall 2016 CAP Example](#), and [Spring 2017 CAP Example](#).

All Course Assessment Plans are reviewed by two assessment committee peer reviewers using the [CAP Review Rubric](#). 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 CAPs are completed for inclusion in the assessment committee's annual institutional assessment report. Thus, Spring 2017 CAPs will be reviewed in Fall 2017. To help faculty learn about this process, all faculty members are encouraged to look at their CAPs once the Peer Review process has occurred and the review rubrics are available. This allows for faculty to see how they did on previous CAP assessment in regards to the validity of their assessment, and it provides the opportunity for them to ask the Assessment Committee for help or training if wanted. The Assessment Committee also looks at the results from the Peer Review process to determine if there are certain faculty members that are continually providing invalid assessment plans with the goal to provide these faculty members with training and resources for improvement in the future.

Assessment is considered valid when: 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 its college educational goals, and the 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. Example of a 'valid' rubric: [CAP Peer Review Example Spring 2016](#), [CAP Peer Review Example Fall 2015](#).

Assessment is considered invalid when: if the "Assessment is valid" box is empty it indicates that the peer review determined the conclusions presented are not valid due to "Unclear" and/or "Partially" scores that the peer reviewers felt undermined the validity of the conclusions presented; or, 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. Example of an 'invalid' rubric: [CAP Peer Review Example 1](#), [CAP Peer Review Example 2](#).

Institutional Assessment Plan (IAP)

The [Institutional Assessment Plan](#) (IAP) is conducted by the Assessment Committee. The IAP documents assessment effectiveness for the entire college by looking at each program's PAP and linking it to the four instructional goals. Reviewers utilize the PAP from each program to indicate which programs are assessing and reporting on which institutional goals. The Assessment Committee uses the CAP and PAP 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 CAPs and PAPs to be fully completed, the IAPs are one year behind. The 2015-2016 IAP was completed in the 2016-2017 year in the spring, and then the 2016-2017 IAP will be completed this spring 2018. The IAP 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 support for 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 [2015-2016 IAP](#) shows that this assessment of assessment, as we like to call this form, does a good job in summarizing all of the programs at CNCC and where they are currently at with assessment and where they may need help for the upcoming year.

4.B.2

CNCC has a well-established process for assessing curricular activities. Assessment activities take place throughout the school year and are used as part of a continuous cycle of improvement. CNCC's

Assessment Committee has worked hard to close the loop on assessment by involving all faculty and sharing its results college wide.

Field trips that take place in conjunction with a course are explicitly tied to learning outcomes and course goals. Not every field trip has a formal assessment component, as the assessment piece of each course is up to the discretion of the instructor, but field trips are proposed by instructors and approved by department/division chairs. Trips are more likely to be approved when the instructor demonstrates clear connections between the SLOs and the activities of the field trip.

Co-curricular activities are also tied to institutional goals and learning outcomes. CNCC's student clubs are encouraged to state their goals in their [by-laws](#) and link their club goals to institutional goals. New student clubs are approved through the Student Government Association.

Field trips that are not part of a course are approved through various other departments. Some are under the purview of Housing/Student Life. Others are through the Outdoor Recreation Program. Still others fall under the authority of Community Education. In each of these cases, the process for approval depends on the context of the proposed trip and the department hosting the trip. However, all trips are considered with CNCC's institutional goals in mind.

Other co-curricular activities include New Student Orientation (NSO). The vision for NSO is tied to the institution's mission and goals, though the link between the two has not always been made explicitly. Assessment of NSO is a part of CNCC's efforts to assess co-curricular activities. For the last 3 years, NSO staff have conducted surveys and debriefings after the orientation activities. The first two surveys included students, faculty, and staff; debriefing meetings were held afterwards (see grouped evidence file: [2014 Orientation Survey Results and 2015 Orientation Debriefing](#)). The [third surveyed](#) faculty and staff. A revamped NSO process was adapted based on this feedback and was put into place for the incoming freshman this fall.

Surveys are also important to the assessment of events hosted by Residence Assistants and Student Life. However, CNCC has not formalized the process for "closing the loop" on the feedback from these surveys.

CNCC recognizes that its process for establishing and assessing learning outcomes for co-curricular activities is deficient at this time. Student Success and Assessment Committees have identified this as an area that needs improvement, and both committees have pledged to work together to formalize the assessment process in the near future. The Assessment Committee's efforts in recent years, including participation in HLC's Assessment Academy, have the potential to serve as a touchstone for changes to the assessment processes in both curricular and co-curricular activities.

4.B.3

Based on the evaluation of the CAP and PAP 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. This then translates into the budget process by giving program directors the ability to prioritize the program's operational budget based on the assessment analysis. This reporting is included in CNCC's [Comprehensive Development Plan](#) (CDP) for each program. In this form, specific to assessment of student learning, program directors report what faculty learned about student learning and how that knowledge will impact program development, curriculum revisions, and/or program modification. CNCC feels that the CDP is a critical part of the feedback between instruction needs and budget requests. Thus, if there is assessment evidence and data indicating the need for purchase of a new piece of equipment, it only strengthens the claim for purchasing that item for the

various departments. This helps CNCC's Cabinet to see that the budget is not being spent on items that faculty want, rather, the budget is being spent on items that faculty need for their classes to ensure and broaden student learning. The following examples are of the completed CDP form: [CDP AY 2016-2017](#), and [CDP AY 2017-2018](#) to demonstrate the budgetary link to assessment.

4.B.4

Overall, due to the nature of the 3 step process for assessment of student learning, CNCC finds that compliance with each step in the process varies. As previously mentioned, the IAP is the year end analysis of CAP and PAP completion and compliance. CAPs are completed each semester; therefore, they are up-to-date at the end of each semester. Compliance with the CAP process is very high and from the [15-16 IAP](#), CAP compliance among faculty from 2015-2016 reports 72% of CAPs were completed. All full-time faculty are required to complete the CAP once per semester and with previous years IAP results, indicates a large by-in for the faculty in the CAP process. CNCC plans to include adjunct faculty in this process in the future. However, in order to do so properly, the Assessment Committee has identified training as an absolute requirement if these plans are to come to fruition and the Committee believes that this training needs to be thoughtfully created to best guide and help the adjunct faculty. Completed PAPs are due the following academic year by convocation; therefore, there tends to see a minor lag in time in completed reports. Data from the 15-16 IAP indicates that only 47% of the programs completed the PAP. This indicates that this portion is the weakest aspect of the assessment process. CNCC has identified numerous programs that need assistance in completing the PAP and will be working with them this next year to establish that training. The lag seen with the PAP is similarly seen in IAPs, because the process requires completed PAPs in order to proceed. The IAP is a fairly recent addition to CNCC's assessment cycle, prompted by the lessons gleaned at the HLC Assessment Academy. The college is just now evaluating and reviewing the data from this process and are looking forward to seeing the data from the 2016-2017 year.

Sources

- 4.B.2_2015 Rangely Orientation Debriefing Notes_08.22.2015
- 4.B.2_2016 Orientation Feedback_12.14.2016
- 4B AS PLO.Matrix
- 4B Assessment Academy Action Plan
- 4B Assessment Meeting Minutes October 2013
- 4B CAP Example FA15
- 4B CAP Example FA16
- 4B CAP Example SP16
- 4B CAP Example SP17
- 4B CDP 2016 Example
- 4B CNCC Course Assessment Plan Blank
- 4B CNCC IAP 2015-2016 final
- 4B CNCC Institutional Assessment Plan Blank
- 4b CNCC Program Assessment Plan Blank
- 4B CNCC Rubric CAP
- 4B CNCC Rubric CAP IV Example
- 4B CNCC Rubric CAP IV Example2
- 4B CNCC Rubric CAP Peer Review Example FA15
- 4B CNCC Rubric CAP Peer Review Example SP16

- 4B CNCC Rubric PAP
- 4B CNCC Rubric PAP Peer Review Example 2 AY15-16
- 4B CNCC Rubric PAP Peer Review Example AY15-16
- 4B Course Planning Matrix
- 4B DH PLO's Matrix
- 4B FY17 Instructional CDP Template
- 4B FY18 Instructional CDP Example
- 4B Institutional Assessment Goals
- 4B June Academy Cohort
- 4B PLO and Matix template
- 4B Student Government Constitution - 2016-17
- 4B1 Program course matrix training
- 4B4 Cycle of Assessment of Student Learning Diagram

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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

4.C.1

[Student Success Committee goals](#) are established annually and have included retention, graduation, and student satisfaction as subjects of focus. These goals are based on the [CCCS Strategic Plan](#). Additionally, the Student Success Committee also developed the [2012-2017 CNCC Strategic Plan](#).

CNCC met each of its retention goals and will continue efforts to improve. CNCC measures retention of all first time, full time degree seeking students from fall to fall as the IPEDS Graduation Rate report requires, but also looks at all degree seeking students' retention from term to term.

| Retention Cohort | 2016 Goal | 2016 Result |
|---|-----------|-------------|
| Fall 2015 to Fall 2016 Retention Rate (1st Time, Full-Time Degree Seeking Students) | 52% | 56% |
| Fall 2016 to Spring 2017 Retention Rate (All Degree Seeking Students) | 67% | 68% |

CNCC understands persistence as a measurement designed to measure each students progress toward reaching an educational goal. Unlike retention and completion that take into account only the work the student has done at CNCC, persistence is a way for institutions to track and measure the long term success of students that CNCC has educated.

CNCC has not set persistence goals as it has been challenging to track students who no longer attend CNCC. Using information from the National Student Clearinghouse will aid in tracking these students to measure their persistence. Initial work has been done in this area to complete the IPEDS Outcome Measures reports which is shown in the table below, but there is a vast amount of exciting

research that can be done. CNCC's Student Success Committee plans to set defined persistence goals in 2017 as a significant portion of students are transferring out to attain their educational goal and there is now the technology to track them.

| <u>Persistence Cohort</u> (entering 2008) | 6-Year Award Rate | 8-Year Award Rate | Still Enrolled at CNCC after 8 Years | Did Not Receive an Award and Subsequently Enrolled at Another Institution |
|--|-------------------|-------------------|--------------------------------------|---|
| Full Time, First Time | 23% | 23% | 1% | 53% |
| Part Time, First Time | 17% | 17% | 0% | 26% |
| Full Time, Non-First Time | 38% | 38% | 0% | 43% |
| Part Time, Non-First Time | 0% | 0% | 0% | 65% |

CNCC did not meet the completion or graduation goal of 48% of all full time, first time degree seeking students set in 2016. However, when compared to other [two year colleges in the state of Colorado](#), CNCC's rate of 32% is well above the state average of 19.5%. While there is certainly room for improvement, perhaps the goal needs re-evaluated by the Student Success committee for its appropriateness.

| <u>Completion / Graduation</u> | 2016 Goal | 2016 Result Within 150% of Normal Time to Complete |
|--|-----------|---|
| 2013 Cohort (Full Time, First Time Degree Seeking) | 48% | 32% |

4.C.2

CNCC analyzes the data used 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. Data is gathered and analyzed to compile an annual [CNCC Fact Book](#) that provides easy to access to understand snapshots of retention, persistence, and completion information. CNCC also annually analyzes 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](#) and [Peterson's](#) surveys that are published online for easy accessibility. CNCC also collects and analyzes data internally for program specific evaluations through the budget process that includes the submission of [comprehensive development plans](#) (CDP's). Data about student's success rate after completion of a Career and Technical Education (CTE) program is annually gathered and evaluated as part of Colorado's [VE-135](#) 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](#). CNCC plans to expand its graduate survey efforts to include non-CTE students in the future. Internally a number of ad hoc and scheduled [retention reports](#) are utilized by the Student Support department to analyze student success. [Grade checks](#) and [intervention data](#) is analyzed to determine trends and areas of instruction or support that need attention.

4.C.3

CNCC's Student Success Committee is primarily responsible for analyzing information about student success, identifying areas of needed performance improvement, designing and implementing initiatives to address the needs, and evaluating the effectiveness of these initiatives to see if further work is needed. For example, the Student Success Committee identified the student intervention process as an area for improvement related to retention and created the Intervention Subcommittee to improve the process. The Subcommittee is comprised of advisors, faculty, and student affairs staff. The Intervention Subcommittee established goals for educational improvement and retention strategies as described in the [Student Success & Intervention Process](#) that relies on these goals:

1. At-risk student groups are identified, using data from grade reports and the referral process. Those students identified as at-risk are targeted with interventions such as those part of the [Intervention Process](#) and [Foundation Scholarships](#).
2. Improving advising strategies by:
 - o Ensuring that contact is made with these students via phone call or email, in order to get them in touch with an entity who can assist them (adviser, instructor, coach, etc.)
 - o Helping students identified as at risk to register for courses in which they are most likely to be successful.
3. Results of the interventions are compiled annually in the [Intervention Database Report](#) and analyzed for additional performance gaps by the Student Success Committee.

CNCC's Cabinet reviews each program's retention and graduation rates along with each program director as part of the CDP/budget process. At this time, discussion is had about any concerns or resources needed to improve retention, persistence, and completion.

4.C.4

CNCC uses the IPEDS methodology to formally track [retention](#), [persistence](#), and [graduation rates](#) of first time, full time, degree seeking students. Data is collected by CNCC's Institutional Researcher, who accesses and compiles all needed reports. Data is then shared and reviewed by Cabinet and [published 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 make 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 Institutional Researcher checks for accuracy, makes corrections, and works to help all understand the data sources and analysis to resolve any question.

Sources

- 4.C.3_Foundation Scholarship application
- 4.C.3_Intervention Database Report
- 4.C.3_Intervention Process - Updated 11-1-16
- 4.C.4_Student Success Intervention Process 2016-2017
- 4C C̄CCS Fact-Book-2015-16
- 4C CCCS Strategic Plan
- 4C CDHE Graduation Rates 2013 Cohort
- 4C CDP Data Report
- 4C CNCC - The College Board Survey Results
- 4C Common Data Set_2016-2017
- 4C Fall to Spring Retention Trend 2017
- 4C Grade Check Evidence
- 4C IPEDS Enrollment (Retention) Brochure
- 4C IPEDS General Information Brochure
- 4C IPEDS Graduation Rates Brochure
- 4C IPEDS Institutional Profile, Information
- 4C IPEDS Outcome Measures (Persistence)
- 4C IPEDS_Fall_Enrollment_Data 2017
- 4C IPEDS_Graduation_Rates_Data 2016-2017
- 4C IPEDS_Outcome_Measures_Data 2016-2017
- 4C Peterson's College Search
- 4C Program Approval Process
- 4C Program Approval Summary
- 4C Retention Report Examples
- 4C SURDS
- 4C VE-135 Definitions, 2016 Results, Email Request
- 4C_2015-2016 CNCC Factbook
- 4C1 CNCC Strategic Plan 2012-2017
- 4C1 Student Success Mission and Goals 2016 2017

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 ensures the quality of its educational programs, learning environments, and support services through a variety of assessment and improvement processes. The instructional assessment process begins with faculty at the course level and moves in ever-widening circles of influence through the program and institutional levels. At each level of assessment, data is collected and used to make improvements to in-class instruction, course design, and institutional planning. Support services are involved in the assessment process, though CNCC has identified this as an area for improvement in the coming years.

CNCC offers educational programs across many learning environments and platforms; the institution works to maintain the quality and rigor of those programs regardless of the setting. Faculty and staff are integrated into the assessment and improvement process across both campuses and in off-site learning environments. Standards for faculty qualifications apply to all programs, and institutional policies guide course development for all faculty.

Ownership of CNCC's credits, degrees, and certificates ultimately rests with the institution. Whether credit is transferred in from another institution or is granted through coursework completed at CNCC, the institution takes responsibility for ensuring the rigor and validity of that credit through several levels of oversight - from the classroom to the registrar's office. Student success is at the heart of all of the work CNCC does. Whether it be retention, persistence or completion, specific goals are set; data is collected and analyzed; information is used to determine how goals are met; and initiatives are identified to improve students' education.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

Colorado Northwestern Community College (CNCC) is one of 13 community colleges in the Colorado Community College System. Being a small rural institution the college understands the challenges that confront it and has processes in place to have sufficient fiscal, human, physical, and technological systems in place to meet the needs of its students and constituents.

CNCC's fiscal picture is framed by its unique funding mechanism as it not only receives revenue from the state of Colorado and tuition/fees, but also from two tax levies in Rio Blanco County and Moffat County. Board funding is dependent on a local property tax, which can vary due the price of key commodities produced in the region, which in this case is primarily fossil fuels. The college has, and does, adjust its funding formula and resource allocation to ensure sufficient funding based on global shifts in these commodity markets while maintaining its commitment towards a sustainable fiscal system. [Board Policy 8-160](#) establishes a requirement for each college to hold in reserve (a minimum unrestricted net asset balance) of 6% of the prior years audited average operating expenditure for the year. Reserves are calculated by the System Office based on audited financial statements for the year just closed. The requirement for a 6% reserve was to be met by July 1, 2009, and maintained in perpetuity.

In order for the college to meet its mission and maintain operations, CNCC employs approximately 120 persons with forty percent being full time instructors and another ten percent being adjunct. Administration (including IT, maintenance and administrative support) accounts for approximately twenty percent, student services accounts for twenty percent, and athletics accounts for the remaining

ten percent. When positions become vacant, a review is done by Cabinet and the department to determine if that position needs to be filled or if another program or area needs additional help. The job descriptions and duties for vacant positions are also [reviewed](#) at this time to make sure that the position matches the need of the college. In scenarios where a full time position is not necessary or additional help is required CNCC does and will continue to hire part-time temporary personnel to ensure that operations remain intact.

The college's physical plant is managed by a facilities management staff that includes skilled technicians and craftsmen, grounds keepers, and custodians. The facilities director reports to the vice president of business and administration and collaborates closely with the administration and board of trustees in annual and long-range planning. Currently, the college is focused on managing deferred maintenance to reduce legacy costs and on remodeling its older spaces, classrooms, and interactive areas in lieu of new construction.

Colorado legislation gives the Office of the State Architect (OSA) the authority to prescribe uniform policies, procedures, and submittal requirements for operational master plans, facilities master plans, facilities program plans, five year plans, and capital construction requests for the Colleges state buildings. Some buildings are held in trust by the taxing boards, but follow the same requirements as State buildings.

Planning includes:

- Operational Master Plans which outline the college's long-range planning effort. These plans define how the college will manage their facilities by developing a long term understanding of the current and future programmatic needs and the space planning parameters for the services they deliver. This plan profiles and documents the current agency's mission, goals, business plan, programs, program delivery, service areas, management structure, full time staff, facilities inventory, current planning efforts, funding sources, etc. to help identify programmatic needs and objectives.
- Facilities Master Plans (FMP) are built on Operational Master Plans (OMP) and play an extremely important role in determining best use funds as part of the state's capital construction process. This plan provides interagency review of facilities, and allows the OSA and state elected officials to attain a better understanding of college's needs. The OSA requires the college to conduct facilities master planning as the basis to justify requests for capital construction, controlled maintenance and capital renewal project funding. Within the next year, CNCC will begin the process of updating the existing Facilities Master Plans for both the [Rangely](#) and [Craig](#) Campuses.
- A [Facility Program Plan](#) (FPP) is a project derived directly from the facility needs identified in a FMP and are listed in the Plan's Five or Ten Year Capital Construction and Controlled Maintenance Project Request priorities. Generally, a FPP should provide justification for the project based on existing and projected conditions, existing and projected program and space expansions/consolidations, an analysis of program and facility alternatives, life cycle, design and construction costs, construction phasing and project delivery methodology, established detailed space requirements, spatial relationships, system/equipment, and material alternatives.
- The Statewide Planning Services Fund of the OSA has been appropriated annual funds through the operating budget to assist state agencies in the long-range planning of their facility needs. The fund not intended for or sufficient to fund FMP's but can assist in the overall effort to assess needs and contribute to planning documentation.

In regards to information technology, as part of the CCCS System, CNCC is required to use enterprise related software that is supported by CCCS IT. The large cross-section of enterprise related IT

infrastructure including Microsoft and Adobe platforms, Banner ERP solutions and integration, and instructional design LMS platform are shared between all member institutions in an effort to provide support, cost savings, and training. This includes the CCCS IT Help Desk which assists with dispatch and escalation for support groups. CNCC participates in administrative and operational discussions with CCCS IT on four primary groups of Desktop support, Collaboration (telepresence and telephone), Security, and Active Directory.

The mission critical functional areas of the college are considered network administration, instructional design, web presence, user support, and security. Except for security, which encompasses the identification, egress/access and camera systems and which is directly under the Office of the President, and the website that is under Marketing, the other mission critical functions are part of the information technology team. Being a small institution each functional area has a lead who has been hired to fit the specific duties of that functional area and who works to cross train other team members for redundancy. The college employs a Chief Information Officer that implements strategic priorities as outlined by the cabinet and CCCS. Strategic objectives as outlined in the IT Strategic plan are project managed by the CIO who oversees each functional area of the team. All network software and hardware configuration and management are controlled by the System Administrator. This critical position maintains the integrations and the datasets related to the active directory and the open source software. The learning management system (LMS) is supported by the Instructional Designer. This position has three primary roles to support faculty in curriculum design and pedagogy in the use of the LMS, student support and feedback, and ensuring integration with the Learning Technology Council at the system level to maintain and enhance use of the LMS. The college employs two technical support specialists, one on each primary campus. The support specialists manage the ticketing system and ensure customer service for support calls. Part of the technical duties of these individuals is to rebuild and maximize the computer hardware in use.

5.A.2

The concept of the Comprehensive Development Plan (CDP) process was initiated to align the institution's strategy for achieving growth and self-sufficiency in financial management and academic programs with the requirements of Title III. This template was chosen to parallel the colleges programs for the potential application of a Title III grant from the US Department of Education. This required that the comprehensive development plan include:

- Assessing the institutions strengths and weaknesses in a comprehensive manner;
- Outlining goals based on the outcomes of this assessment;
- Articulating SMART (Specific, measurable, achievable, realistic, timed) objectives intended to reach each goal, and;
- A structure to collect, evaluate, and processes information to allocate funds.

The resulting process (CDP) had a methodology based on collecting information in key areas. The resulting information did not just show strengths and weaknesses, but also attempted to provide context to align strategies and anticipate change. On a yearly basis each program must submit this information during the budget setting process.

After the [Comprehensive Development Plan](#) is submitted, a budget plan is created and reviewed by the Finance Office and Cabinet. If questions arise or changes need to be made, the budget manager is given the opportunity to address the changes or questions so that others can understand the logic behind the plan and the budget requested to accomplish the plan.

This last year the college has also created a contingency fund so that unexpected and emergency

expenses can be covered throughout the year if necessary. If this contingency is not used the balance is added to the reserves of the college.

Overall, the strategic plan drives the budgeting process. The strategic plan in conjunction with institutional priorities and the information derived from the CDP process drive the decision making of the budget committee. Due to reductions in tax revenues, CNCC had to make difficult reductions for the upcoming year. However, alignment with the strategic plan remained paramount as the reductions took place for the current year's [budget](#).

5.A.3

On a yearly basis the goals to support the mission are reviewed and revised according to the priorities that are set by internal constituents, the Colorado Community College System, and external stakeholders. These goals are then reviewed by the leadership of the college to determine what resources are available to accomplish each one of them.

This process includes matching budget to the goals, matching staff to the goals, and matching the goals to the strategic plan of the [college](#) and the [system](#). Because of the limitations the college has with revenues and staff, goals are adjusted according to the resources that are available.

The college wide goals are presented to the State Board and the Community College System for review and approval. The President of the college presents the goals and provides evidence on how those goals will be accomplished.

5.A.4

All employees are hired as employees of the State of Colorado but may or may not be subject to the rules and regulations of the state personnel system. New hires must meet minimum CCCS requirement and any additional institutional requirements unique to the position. There are two employee groups, one termed non-classified (positions exempt from the state personnel system) and one classified as indicated by [CCCS BP 3-10](#).

For classified positions the Colorado Department of Personnel and Administration (DPA) determines position titles, pay ranges, and minimum qualifications. Hiring in the Classified System is governed by [State of Colorado Personnel Board Rules and Administrative Procedures](#) and applicants must be residents of the State of Colorado.

College staff and faculty positions are considered exempt and not governed by the same procedures as classified positions by the State of Colorado Personnel Rules. Position titles and requirements are determined by the individual colleges and CCCS. Positions must meet statutory exemption criteria to be created as non-classified (exempt) as indicated in [Colorado Revised Statute 24-50-135](#).

Hiring for non-classified (exempt) positions is governed by the college and employees are employees-at-will. Faculty are considered non-classified but enjoy several protections that non-classified staff positions do not. For example, [CCCS BP 3-20 Due Process for Faculty](#) gives a faculty member recourse if involuntarily terminated and there specific situation meets certain criteria.

CNCC is located in a sparsely populated region, which presents a number of unique challenges in regards to hiring. Therefore, the usage of adjunct faculty is crucial to the success of CNCC. On the Craig campus, the number of adjuncts is higher than on the Rangely campus largely because of community size (7,000 verses 2,000 persons).

Qualifications for all of these positions are reviewed on a continual basis. These qualifications are set by reviewing the knowledge, experience, and education necessary to fulfill the duties that are required by the position. When candidates apply for the positions, they must meet the minimum qualifications to move forward in the hiring process.

The college also provides [professional development](#) opportunities for current employees so they can continually work on improving their skills and knowledge. Each employee has the opportunity to apply for this professional development as long as the professional development will provide them with better understanding, knowledge, and/or expertise in their current position. Each request is [reviewed](#) and approved, or denied, by a committee comprised of representation from faculty and staff.

5.A.5

During 2012-2015, the CNCC budget process was redesigned to be simpler with the intent to be more inclusive of all college constituencies and create a process to define overall institutional priorities. This new program submittal was more efficient and effective in allocating college funds. The process included the following steps:

- Creation and revision of comprehensive development plans to set program budgets. This step was updated based on the past year's information. The purpose of the comprehensive development plan is to establish an operating plan, identify enrollment targets, and provide supporting information for budget requests.
- Budget committee meetings are set. The budget committee meets to prioritize and establish the budget beginning.
- Follow Up meetings with Budget Managers. Once the draft budget is established, the budget committee or delegated Cabinet member will meet with budget managers to review the department's budget allocation, discuss priorities, and answer questions.
- Budget Presented to State Board for Approval at June Board Meeting
- Business Office will load budget into enterprise management and accounting system (Banner) and budgets are available by July 1.
- Monthly monitoring reports reviewed by Cabinet
- Mid-year updates and re-allocations are made as appropriate.

This program submittal included a program overview/history, department vision, development strategies, and budget narrative summary.

In 2015-16, the [CDP submittal process](#) was redeveloped to collect more and differing information. This was an attempt to create better resource allocation alignment and collect additional data points. During this change in form, the college president of the previous five years retired. As part of his retirement, the college structure was reorganized. A new president was brought in just after the budget was approved by the Department of Higher Education. In 2017, the [budget process](#) changed to adopt a "top-down" budgeting strategy rather than a "zero-based" budget strategy.

The budgeting process starts in January and is finished by the end of May. During that time input is received from all departments, the local boards, the state board, and the college system. The budget is based on conservative estimates of tuition and fees, local taxes, and state appropriations. After these estimates are established and expenses are determined, the budget is presented to all budget managers, faculty and staff, the local boards, and the state board.

Colorado Community College System's operations and activities are funded primarily through tuition

and fees; federal, state, and local grants; the College Opportunity Fund stipends; a fee-for-service contract with the Department of Higher Education; and Amendment 50 funding.

Both CNCC and CCCS undergo annual independent audits. This process is part of the activities of the State Board for Community Colleges and Occupational Education (SBCCOE or the Board). The Board functions as a separate entity and, as such, may hold money, land, or other property for any educational institution under its jurisdiction. The statute assigns responsibility and authority to the Board for three major functions including appropriations to the local college districts.

In the last annual audit of the CCCS ([Fiscal Year ending June 30, 2016](#)) Colorado Northwestern Community College (CNCC) was reviewed for their use of Banner software for their system of financial and student records and Common Origination and Disbursement (COD) system, which is how they participate in several federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965 (Title IV), including Direct Loans, Pell, and Federal Work Study. During the last audit a sample of two months of Banner to COD reconciliations for Direct Loan activity during Fiscal Year 2016 were reviewed to determine whether the colleges completely, accurately, and timely reconciled the COD reports to the colleges' records. In addition the audit reviewed COD reporting controls. The audit did not identify exceptions at CNCC related to COD to Banner reconciliations or reporting.

Sources

- 5A 13.5 Training on Crossroads
- 5A Budget Redesign
- 5A1 - BP 8-160 Reserve Requirements and Use
- 5A10 - BP 3-10 Administration of Personnel
- 5A11 - Personnel Board Rules
- 5A12 - CRS 24-50-135
- 5A13 - BP 3-20 Due Process for Faculty
- 5A14 - ProfessionalDevelopmentRequestForm
- 5A15 - Equine CDP 2015-2016 Final Draft
- 5A16 - CCCS YE2016 Audit
- 5A2 - Personnel Req
- 5A3 - RA 10 yr master plan
- 5A4 - CNCC-Craig MP Update 20070606
- 5A5 - CNCC Craig PP 2007-06-27
- 5A6 - 112200 AMT CDP for FY2018
- 5A7 - CNCC June Budget Template 5.19.17
- 5A8 - CNCCFinalStrategicPlan2013
- 5A9 - CCCS 2015-2025 StrategicPlan

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

Both the Rangely Junior College District (RJCD) and the Moffat County Affiliated Junior College District (MCAJCD) [voted for CNCC to join](#) the Colorado Community College and Occupational Education System in 1998. Effective July 1st 1999 CNCC became a member of the State Community College System. As part of the State system, the College adopted the policies and procedures of the Community College System and State agencies. The role of the RJCD and the MCAJCD changed from boards of local control to locally elected Board members administering the local tax levies and making recommendations to CNCC.

The State Board of Community Colleges and Occupational Education (SBCCOE) is the governing board for Colorado Northwestern Community College. On a monthly basis reports from the college are presented to the Board concerning financial situations, academic proposals, enrollment, and other areas. The Board members have opportunities to ask any questions and provide feedback on these reports. The members of the Board also visit the college on an annual basis where they are shown different programs, talk to faculty and staff, and get input from students. The Board is also responsible for approving the [college budget \(June\)](#) and approving any curriculum or program changes.

5.B.2

The college has [restructured](#) to bring the “One College-Two Campuses” to full implementation. Areas of responsibility are now aligned to functional activity rather than location. This organizational structure establishes distinct lines of authority and reporting. In order to facilitate best practices, established committees and teams work on specific processes to ensure implantation of CCCS policy and procedures and innovative College specific practices.

President Ronald Granger in fall 2016 initiated a restructure of his Cabinet and created a [Leadership Council](#) to reflect constituency across the college. Appointments to the council were made after the Cabinet was reorganized. The President charged the Leadership Council to draft a new strategic plan and focus on improving the internal policies and procedures. The primary duty of the Council was to develop a strategic plan, with five major goals and 3 to 5 associated sub goals. The council was also

charged with reviewing and reforming, where necessary, college policies that are not under the preview of the Colorado Community College System policy set.

Although the local boards do not have governance responsibilities, they are given the opportunity to give input on matters such as strategic planning, procedure changes, and program changes ([Rangely Junior College District](#), [Moffat County Affiliated Junior College District](#), [Advisory Council](#)).

The [College Advisory Council](#) includes seven members from within the College's service area. The Colorado Community College System's nine-member State Board for Community Colleges and Occupational Education (SBCCOE) appoints the College President nominated advisory council members. Council membership is comprised of key members of the Rangely Junior College District Board of Trustees (3), members of the Moffat County Affiliated Junior College District Board of Control (3), and one at-large member from the CNCC service area ([State Board Policy 2-25](#)). The Advisory Council meets regularly with the President to discuss and set College priorities.

5.B.3

Administration, faculty, and staff have numerous opportunities to participate in the setting of academic requirements, policy, and processes. Not only do these opportunities arise at the institutional level but also at the system level. At the institutional level, CNCC has a faculty member on Cabinet. CNCC provides opportunities for faculty and staff to serve on a multitude of [committees](#). Faculty are expected to spend 30% of their time on services which includes such committee work. Also, the newly created CNCC Leadership Council, consists of a membership that covers all employees and departments. The Leadership Council was intentionally created with a membership that attempted to allow representation across the entire college. In addition, CNCC has the [Student Government Association](#) and policies/procedures for students to provide evaluations for their classes.

Another major opportunity for faculty to participate in the setting of academic requirements and policies is the CNCC Faculty Senate. Faculty Senate meets monthly and fulfills its charge to assure continued development of educational programs and discuss and provide feedback on how the college will ensure an efficient and orderly organization. Key subjects discussed as reflected in the [minutes](#) of the senate are communication, maintaining and enhancing instruction, and ensuring involvement in all affairs of the College. The [Faculty Handbook](#) outlines these requirements and was last revised in 8-11-2016. Faculty Senate membership includes all the persons who provide instruction on at least a half-time basis. Part-time faculty are invited and encouraged to attend and participate but do not have voting privileges as per the [CNCC Faculty Senate Constitution](#).

Faculty Senate members vote for representatives to CCCS committees. This approach benefits the system as a whole and the College directly by ensuring representation in setting standards for curriculum through an oversight process. The representatives include one State faculty Advisory Council (SFAC) member, two State Faculty Curriculum Committee (SFCC-one transfer and one general education) members, and one Colorado Faculty Advisory Council (CFAC) member. This year the Faculty Senate also has one member on the CNCC Cabinet.

The Academic Council serves as the curriculum committee and reviews and recommends changes to the established CNCC curriculum. The membership of this committee is outlined in the bylaws and enforced by the Vice President of Instruction. CNCC is also governed by the [state curriculum committee](#) as required by [CCCS SP 9-71](#). CNCC is represented by an elected member of the faculty.

In Fall 2017, a [Staff Senate](#) is being formed. This association will be able to represent the staff with one voice. One member of this association will be a part of Cabinet. The Staff Senate will be involved

in the budget process, policy revisions, and procedure changes.

This last year the President created the [Voice of the Students](#). This is an open forum where any and all students have the opportunity to ask the President and the Senior Staff questions, provide feedback on proposed changes, and promote new ideas that would make the learning process better.

Sources

- 5B CNCC Organizational Chart
- 5B CNCC Standing Committees
- 5B Leadership Council Creation
- 5B Staff Senate
- 5B Voice of the Students Flyer
- 5B17 - Senate Bill98-183
- 5B18 - SBCCOE CollegeandSystemBudgets
- 5B19 - RJCD Regular Session Minutes 09-12-16
- 5B20 - BOC-March2017
- 5B21 - Advisory Council minutes 04-14-17 Banquet Room
- 5B22 - BP 2-25 College Advisory Council
- 5B23 - Rangely Student Government Constitution - 2016-17 (002)
- 5B24 - Faculty_Senate_Minutes_09_30_16
- 5B25 - CNCC Faculty Senate Constitution
- 5B26 - SFCC-Curriculum-Handbook1
- 5B27 - SP 9-71 Community College Course Numbering System
- 5B28 - 112200 AMT CDP for FY2018

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

CNCC bases the budget on the mission of college, strategic plan of the college, strategic plan of the Colorado Community College System, and the goals set for each department. During the budgeting process the college looks at the strategic priorities established at the college and the system level and budgets accordingly. Part of the process includes reviewing programs for viability and setting academic priorities before the budget is finalized.

By using the CDP process for both [instructional](#) and [non-instructional](#) departments, budget managers have the opportunity to provide information on goals for the current and new year's budget, staffing changes needed, and budget request. Along with this, all instructional departments are required to present a [SWOT analysis](#) for programs that identifies the priorities for that department or program. When the CDP's are received they are reviewed by the Vice President of Finance to see if they match the mission, vision, and strategic plan for the college. After this process is completed, the budgets for the different departments are presented to Cabinet with the explanations for final approval.

5.C.2

Each department and program maintains assessment procedures to determine the progress of the students and the department. Data for [graduation](#), [persistence](#), and [retention](#) is analyzed to determine how efficient the programs are in providing the students the opportunities to succeed.

Each year during the budgeting process, all departments and programs must provide data to show that the budget requested is appropriate through their [Comprehensive Development Plan](#) (CDP). Information on the goals of the department, how those goals align with the mission, vision, and strategic plan, and how those goals will help move the program and the college forward are reviewed to determine if the program or department is meeting the expectations of the college.

The process has begun for developing a two year budget, two year schedule, new strategic plan, and new master plan. By doing this CNCC can better connect the planning process to the budget and the goals of the college.

5.C.3

The Leadership Council, Faculty Senate, and newly formed Staff Senate are very involved in the planning processes at the college. Each of those groups have or will provide input on budgets, strategic plans, goals, and college vision based on discussions and meetings they have with the different groups on campus. A member from each of these groups sits on the Cabinet and is involved in any decision making for the college. A good example of this is the new strategic plan that is being developed by the Leadership Council. The five main goals were created by the Council and then were sent to all faculty and staff for input. Each employee had the opportunity to express an [opinion](#) on the viability, importance, and priority of each goal. Based on that input, a [strategic plan](#) is being developed and will be presented to the entire faculty and staff for final input this fall.

CNCC engages the students by having meetings with Phi Theta Kappa, athletes, student ambassadors, resident assistants, and other groups. Also, establishing the [Voice of the Students](#) forum has been very successful because the students get the opportunity to present ideas to the administration.

The local boards, foundation, and advisory board also have an opportunity to provide feedback to the college on initiatives and planning. A good example is each board member received the survey on the strategic plan goals established by the Leadership Council and were given the opportunity to respond. All of the CTE programs have [Advisory Boards](#) and those boards give input on program planning, student learning outcomes, and skills needed for the community. These boards meet on a continual basis throughout the academic year. Another avenue used to get input and provide updates to external constituents is through the different organizations college staff belong to in each community. The college has representation on the different Chambers, Economic Development Councils, Workforce Boards, and Rural Development Boards.

5.C.4

Anticipating future developments is part of being successful. This last year when the budget was being prepared, the college looked forward one year to anticipate the revenue levels of local funds, state funds, and tuition. The budget was created with very conservative estimates for tuition (95% of the previous year) and anticipation that local revenues will decrease. The college understands that outside revenues are becoming more vital and developed a plan to raise more funds through donations and grants. This was accomplished by splitting the [Foundation/Grant Writing position](#) into two separate positions so more time could be spent in each area.

CNCC also hired a full-time [Director of Institutional Effectiveness](#) for this upcoming year understanding that good data, good analysis of that data, and implementing processes based on that data is what will help the college fulfill its mission in the future.

CNCC is [building reserves](#) beyond the minimum required by the state to prepare for possible shortfalls in the future. This last year it was estimated CNCC will be able to add \$350,000 to the reserves which is 3% of the budget and an increase of approximately 42% for the reserve account. With the volatility of local funding, the college administration decided that the reserves must be strong to overcome any shortfalls in revenue in the future.

Sources

- 5C Business advisory board minutes Spr 2012 - Spring 2017

- 5C CDP Examples
- 5C CNCCStrategicPlanDraft2017
- 5C CTE Advisory Councils Evidence
- 5C Foundations,Grant Writing Position Openings
- 5C Institutional Effectiveness Position
- 5C IPEDS_Fall_Enrollment_Data (Retention) 2017
- 5C IPEDS_Graduation_Rates_200_Data 2016-2017
- 5C IPEDS_Outcome_Measures_Data (Persistence) 2016-2017
- 5C Rural Stabilization Initiative to Build Reserves
- 5C Strategic Plan Employee Survey Results
- 5C Voice of the Students Flyer
- 5C28 - 112200 AMT CDP for FY2018
- 5C29 - FY18 Non-Instruction CDP Financial Aid 115090
- 5C30 - 112200 -AMT SWOT for FY2018

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

[SP 3-31](#) and [SP 3-31a](#) requires that each year all employees must go through a formal evaluation process ([Faculty](#), [Exempt](#), [Classified](#)) to determine if they need improvement, are doing what is expected, or are exceeding expectations. These evaluations are based on the system wide and the college mission and vision. The final evaluation is a determining factor on employee performance measures which has an effect on the [salary increases](#) that the employee could receive.

The college also does both informal and formal evaluations of each academic program. Although an informal program review has been done in the past, a new formalized review is being developed to look at several areas for each program. This includes looking at enrollment, retention, graduation rates, cost of the program, community need and how the program helps serve the college's mission. Because of the transitions the college has been going through, the formalized program review will be instituted in the 2017-2018 academic year.

In nonacademic areas each department meets on a regular basis and looks at what things are working, what things need to be changed, and what things should be eliminated. This process is not formalized but is used throughout campus. A good example is the [business office](#). They meet at a minimum of twice per month and discuss the problems or issues faced and the procedures that are going well.

All of the CTE programs have [Advisory Boards](#) that meet and discuss the effectiveness of the programs in the area. Input is received from industry leaders on how the program is meeting the needs of the industry and what things can be done to improve the program.

5.D.2

Looking back on the effectiveness of each program and each department is vital in how funds and personnel are allocated. The college understands that everything cannot be provided to everyone, so through Cabinet and the boards, a determination is made on how to best utilize these resources based on performance.

Several items are looked at to determine if the processes and procedures are working correctly. Retention, new enrollees, audits, and value added to the institution are all important factors. When these factors are reviewed, a determination is made to keep the program/department as is, eliminate the program or department, or add resources to make the program/department more effective.

A good example of this is when the college looked at the academic program director model that was being used versus a division chair model that is being instituted this year. Through careful [analysis](#) it

was determined that the resources spent for program directors could be better utilized in other areas. By putting in division chairs CNCC will be able to save money, get better consistency across both campuses, and will be able to provide the students with a consistent schedule that will fulfill their needs.

Sources

- 5D 2017 Salary Increase Percentages
- 5D Academic Division Restructure
- 5D Business advisory board minutes Spr 2012 - Spring 2017
- 5D Business Office Meeting Calendar March 2016 thru June 2017
- 5D CTE Advisory Councils Evidence
- 5D32 - SP 3-31 Evaluation of Faculty Job Performance
- 5D33 - SP 3-31a Eval of Admin and ProfTech Staff Job Performance
- 5D34 - faculty_performance_eval
- 5D35 - AdminPerfEvalForm
- 5D36 - ClassifiedPerformanceManagementForm

5.S - Criterion 5 - Summary

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

Summary

As with most small community colleges, Colorado Northwestern Community College staff and faculty face challenges and opportunities as they prepare for the future. Several key things have been accomplished and the Strategic Plan identifies additional improvements in process to make the college more efficient, better prepared for the future, and better prepared to provide the students with a quality education. This institution is in a state system with some operational restrictions; however, CNCC is fortunate to have outside resources dedicated to improving operations.

The institution's budgeting process has been refined over the years to make it more efficient and to help determine where to allocate resources for future growth. The college has made great strides in aligning the planning, assessment, evaluation, and budgeting processes to meet the mission, vision, and goals. By adding key positions such as the Institutional Effectiveness Director and a full-time Foundation Director, the college is committed to a future with enhanced data to help with decision making. Developing a new strategic plan, setting a two year academic schedule, and creating a two year budget cycle are additional strategies to help the institution prepare to operate efficiently and provide quality education for the future.

Utilizing the input of different groups, CNCC has a multifaceted view on the operations of the college. Students, faculty, staff, boards, and community members all have the opportunity to have input on program development, program enhancement, operation efficiencies, and the overall college vision.

Sources

There are no sources.