COLORADO NORTHWESTERN
COMMUNITY COLLEGE

RANGELY CAMPUS

FACILITIES MASTER PLAN

August, 2009

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Chamberlin Architects

Grand Junction, Colorado

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1.0 PLANNING PROCESS

1.1 INTRODUCTION

The Rangely Campus began operating as Colorado Northwestern Community College (CNCC) in 1974. Rangely, a community of approximately 2,700 residents, is located 90 miles north of Grand Junction in western Rio Blanco County along State Highway 64 and State Highway 139. Since its founding the CNCC-Rangely Campus has been the pulse of the community. The campus serves as a source for workforce training and impacts economic development throughout the region. The campus works closely with local industries and businesses to provide education and training. It also partners with the community in various projects throughout the region. The economy in the area is based on the extraction of energy, tourism, agriculture, and outdoor recreation. The majority of the local workforce is employed by these industries; however, education and specifically higher education provided by CNCC-Rangely are also prevalent contributors to the local economy.

The campus sits on a mesa overlooking the City of Rangely. The campus academic and administrative core is comprised of eight buildings (Hill Hall, Holland Hall, Striegel Hall (formerly Studor), the Blakeslee Building, the Allesbrook Building, the Rector Building, the McLaughlin Building and the Johnson Building) all built in 1962 and flanked by Hefley Gymnasium (1962) and Weiss Activity Center (1986). Nichols Hall (1970), Holland Hall (1963), and Ross Hall (1993) serve as dormitories. Two additional academic facilities, the Yaeger Building (1975) and the Cramer Building (1977), are located to the south of the main core along with the Allred-Real Maintenance Building (1990).

Additional facilities are maintained on the East end of town at the Rangely airport for the Aviation Flight Program, which include the Hayes Building and an airplane hanger.

1.2 THE AUTHORS OF THE MASTER PLAN

In 2009 CNCC retained Chamberlin Architects to update the 2003 Facilities Master Plan which was never adopted by the State of Colorado.

This Facilities Master Plan is a coordinated effort from several plans including the Five Year Strategic Plan and the IT Master Plan which are documents developed by interrelated committees which are developed with the College's mission, values and philosophy in mind. Academic planning at CNCC is a continuous process that recognizes the institution's place within the communities for which it provides services. Substantial community and business leadership input is provided to the College for instructional policy and on-going environmental scanning.

1.3 MASTER PLAN OVERVIEW

The plan that follows demonstrates the commitment of the College to provide quality postsecondary educational experiences, both in technical programs and transfer opportunities to students in northwestern Colorado. The Master Plan provides the vision to develop the physical space needs to enable CNCC to meet the growing demands of students and community members in its service area.

The physical response to the academic mission and space needs requirements will focus on:

- Campus wide utility plan/survey
- Construction of a Wellness Center
- Campus-wide Stormwater Management
- New Hanger and Facility Upgrades
- Renovation and Addition to Rector for Biology and Chemistry Programs
- Plan and Construction an Equestrian Events Center at the Rangely Columbine Park Rodeo Grounds
- Renovation of Yaeger for Natural Resources
- Campus-wide Window Replacement
- McLaughlin Exterior Concrete Repair
- Holland Ventilation System Replacement
- Asbestos Abatement
- Renovate Weiss/Bronco/and Student Union
- Construction of Multi-Family Housing on Campus
- Campus-wide Pedestrian and Landscaping Plan
- Campus-wide Signage and Directory Program
- Nichols Hall Restoom Addition
- Construction of New Residence Hall

2.0 PROGRAM INFORMATION/INSTITUTIONAL OVERVIEW

2.1 INSTITUTIONAL ROLE/GOALS

Role
Colorado Northwestern Community College (CNCC) will become the premier community college in Western Colorado and will provide accessible, affordable, quality education to prepare learners to achieve their educational, workplace, and personal goals. We will also be a leader in the economic development within our region.

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

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

College Strategic Goals (FY 09-13)

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

2.2 HISTORY

In 1955, the Colorado State Legislature endorsed the results of a statewide higher-education research study, which cited the lack of post-secondary education services in the northwestern part of the state. Planning for Rangely College began in 1960 with the approval of the state and the Board of Trustees of Mesa Junior College. The main campus in Rangely was opened in 1962 as Rangely College with a freshman class of 82 students.

Originally, the College was a branch of Mesa College in Grand Junction, Colorado, but the two separated in 1970. As a result of strong support for a community college, the Rangely Junior College District was formed in 1970 and began operating as an independent educational institution. The taxing district is comprised of the western half of Rio Blanco County, with the same boundaries as the RE-4 School District. Later, the service area was expanded by the Colorado Commission on Higher Education (CCHE) to include all of Rio Blanco County, Moffat County and the southern portion of Routt County.

In July of 1974, Rangely College officially became Colorado Northwestern Community College. It was deemed relevant to change the name since the College was serving many communities by that time. CNCC operated as an independent college under the governance of an elected Rangely Junior College District Board of Trustees, financed by legislative appropriation and district tax levy.

State legislation was subsequently approved whereby affiliated junior college districts could be created. In September 1989, a vote by the electorate in Moffat County created an affiliated junior college district and a CNCC branch campus began in Craig, Colorado on January 1, 1990. A locally elected five member Board of Control directed the development of the campus. A local tax provided the funds to expand course offerings in transfer, general education and occupational programs.

On November 3, 1998, the electorate of both the Rangely Junior College District and the Moffat County Affiliated Junior College District voted for CNCC to the join the Colorado Community College and Occupational Education System (CCCOES). The College became a member of the State Community College System on July 1, 1999

2.3 STATE/EDUCATIONAL RELATIONSHIPS

State System for Higher Education
On July 1, 1999, CNCC became the thirteenth member of the Colorado Community College System. CNCC operates under the jurisdiction of the Colorado State System for Higher Education, the Colorado State Board of Community Colleges and Occupational Education System and within the laws of the State of Colorado.

Advisory Board and Relationships
The CNCC has a Rangely Junior College District (RJCD) Board of Trustees and a Moffat County Affiliated Junior College District (MCAJCD) that control local millage monies in support of the College. The college also has an Advisory Council made up of seven community members from the service areas that are approved by the State Board for Community Colleges and Occupational Education (SBCCOE).

Governing Board
The State Board for Community Colleges and Occupational Education (SBCCOE) was established in 1967 by legislative action. The Board staff was organized under a Director of Community Colleges and a Director of Occupational Education, each of whom reported directly to the Board. The Colorado General Assembly enacted legislation HB 1237 in 1986 which reconstituted the Board. Subsequently, the new Board, on September 11, 1986, created the Colorado Community College and Occupational Education System through which to administer its responsibilities. The staff was restructured by the System President who serves as the Director of Community Colleges and Director of Occupational Education. The Vice Presidents, as well as the state system community college presidents, report to the President of the System who is responsible to the Board. The name of the system was changed on June 8, 2000 to the Community Colleges of Colorado and on June 7, 2002 to the Colorado Community College System (CCCS).

The Colorado Community College System is governed by a nine-member State Board for Community Colleges and Occupational Education. The Board is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each.

The Colorado Community College System comprises the state's largest and fastest growing system of higher education. Its career and academic programs in the 13 state community colleges and career and technical programs in 157 school districts and seven other postsecondary institutions serve more than 247,000 students annually including a majority—six out of 10—of all public college freshmen and sophomores in the state.

2.4 CAMPUS LOCATION MAPS

Rangely Campus in a Regional Context
The main CNCC campus is in Rangely, a small, rural community with an approximate population of 2,300 people. It is located 90 miles north of Grand Junction and 50 miles east of Vernal, Utah in western Rio Blanco County at the intersection of State Highway 64 and State Highway 139.

Rangely sits at 5,200 feet above sea level and is surrounded by some of the nation's most valuable cultural and natural resources. The local economic base comes from oil, coal, natural gas, and ranching along the White River. While within a 140 mile radius, you can find the Colorado National Monument, the Canyon Lands of Utah, the Flat Tops, the High Uintah Wilderness area, Flaming Gorge and Dinosaur National Monument. An interesting feature for which this area is also known is the prevalence of ancient American Fremont and Ute Indian petroglyphs (paintings on rock surfaces).

The surrounding geographic terrain is a high desert with rolling hills and mesas covered with sagebrush, cedar and pinion trees. This terrain provides shelter for an abundance of wildlife including antelope, elk, bear, including one of the largest migrating deer herds in the nation which is found between Rangely, Meeker and Rifle. This location allows students to be able to experience a variety of outdoor recreation activities including whitewater rafting, rock climbing, skiing, x-country skiing, biking, canoeing, camping, hiking, and fishing within easy access of campus.

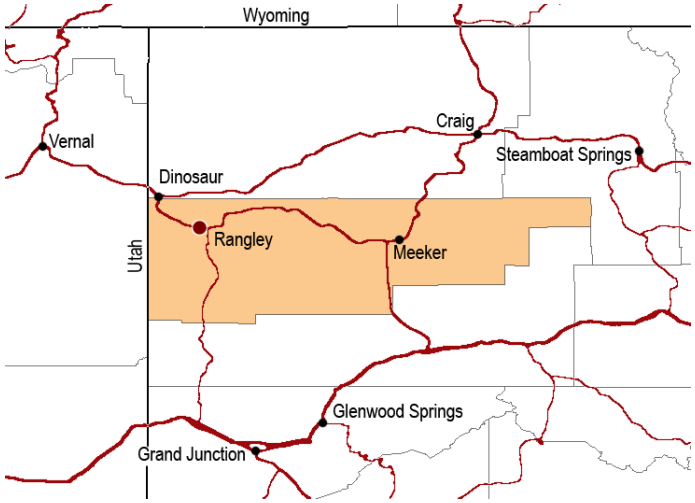


Figure 1: Regional Context

Campus in a Local Context

The campus is located at 500 Kennedy Drive in the City of Rangely. It sits on a mesa south of Highway 64, West of Highway 139 and east of the downtown business district. It is primarily surrounded by open space and BLM land with a single-family, residential neighborhood immediately to the east of campus and Kennedy Drive.

Figure 2: Local Context

2.5 SERVICE AREA

Community or Service Area
CNCC's main campus is located in Rangely with a branch campus in Craig and satellite facilities in Hayden, Meeker and South Routt.

Geographic
CNCC Rangely campus serves the populace of Rio Blanco County whose County Seat is Meeker and the Community of Rangely.

Colorado Northwestern Community College serves Moffat and Rio Blanco counties and RE 1 and RE 3 school districts of Routt County (the latter extending into a small part of Eagle County). The College's area for vocational programs is the same.

POPULATION:
Size
Rio Blanco County (2000 Census)……...5,986

Gender
Male……3,021
Female.....2,965

Age
14 and under….....1,243
15 to 19.....605
20 to 24.....289
25 to 34.....669
35 to 44.....978
45 to 64.....1,533
65 and over ….....669

Racial Characteristics
White.....5,687
Black or African American persons.....11
American Indian and Alaska Native.....46
Asian….....17
Other.....225

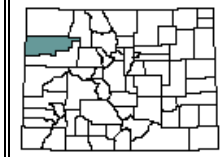
Hispanic/Latino Origin
Hispanic/Latino.....296
Not Hispanic or Latino.....5,690

Socio-economic Characteristics
Households
(1999).....2,320
Less than $10,000.....182
$10,000 to $14,999.....180
$15,000 to $24,999…...329
$25,000 to $34,999.....382
$35,000 to $49,999.....421
$50,000 to $74,999.....556
Over $75,000.....270

Median Household Income.....$37,711

The attached table is an update of census date taken the Rio Blanco County Website from date provided by STATs Indiana**.**

Overview for Rio Blanco County, CO



Rio Blanco County is one of about 3,141 counties and county equivalents in the United States. It has 3,221.0 sq. miles in land area and a population density of 2.0 per square mile. In the last three decades of the 1900s its population grew by 23.6%. On the 2000 census form, 98.3% of the population reported only one race, with 0.2% of these reporting African-American. The population of this county is 4.9% Hispanic (of any race). The average household size is 2.50 persons compared to an average family size of 2.98 persons.

In 2007 construction was the largest of 20 major sectors. It had an average wage per job of $77,232. Per capita income grew by 42.1% between 1997 and 2007 (adjusted for inflation).

People & Income Overview (By Place of Residence)	**Value**	**Rank in U.S.**	**Industry Overview (2007)** (By Place of Work)	**Value**	**Rank in U.S.**
Population (2008)	6,340	2725	Covered Employment	4,131	2154
Growth (%) since 1990	4.8%	1908	Avg wage per job	$51,682	67
Households (2000)	2,306	2771	Manufacturing - % all jobs in County	1.2%	2740
Labor Force (persons) (2008)	5,056	2389	Avg wage per job	$25,552	2568
Unemployment Rate (2008)	2.7	3038	Transportation & Warehousing - % all jobs in County	3.5%	877
Per Capita Personal Income (2007)	$41,205	227	Avg wage per job	$63,175	25
Median Household Income (2007)	$58,841	245	Health Care, Social Assist. - % all jobs in County	1.3%	2057
Poverty Rate (2007)	8.2	2863	Avg wage per job	$18,039	2078
H.S. Diploma or More - % of Adults 25+ (2000)	88.4	220	Finance and Insurance - % all jobs in County	1.0%	2698
Bachelor's Deg. or More - % of Adults 25+ (2000)	19.5	764	Avg wage per job	$29,204	2481

Table 1: Rio Blanco County, CO Census Data

Economic Basis (2000 Census)

Agriculture, forestry, fishing, hunting and mining, oil, gas	878
Construction	235
Manufacturing	50
Wholesale trade	42
Retail trade	324
Transportation, warehousing, utilities	171
Information	16
Finance, insurance, real estate, and rental and leasing	76
Professional scientific, mgmt, admin, waste mgmt services	100
Educational, health and social services	631
Arts, entertainment, recreation, accommodation and food services	291
Other services (except public administration)	91
Public Administration	253

2009 Top Ten Tax Payers	**Assessed Value** (In dollars)
Chevron U.S.A	304,521,405
Enterprise Gas Processing LLC	141,841,390
ExxonMobil Oil Corporation	87,690,690
Encana Oil & Gas (USA) INC	62,564,050
Merit Energy Company	57,903,630
Williams Production RMT CO	51,883,790
Encana Oil & Gas (USA) INC	32,984,050
Blue Mountain energy INC	17,663,250
Chevron U.S.A	15,217,230
Bass Enterprises Production CO	14,777,230
Total Assessed	482,829,831
Total assessed for County	1,104,082,440

Economic and Labor Conditions

- Unemployment will remain stable throughout the service area. Marginal workers with underdeveloped skills will be a factor.
- The federal welfare-to-work mandate will continue the need to provide skill upgrading.
- The federal No Child Left Behind mandate will significantly impact educational needs of education industry staff.
- Many historical traditional jobs and careers will continue to evolve or disappear. Workers will be challenged to acquire new or changing skill sets to retain employment.
- Dependence on information technology will increase significantly in every industry and almost every job classification.
- Service occupations will continue to increase. Computer knowledge, effective written and oral communication skills, and quantitative skills will become ever more important to the job seeker.
- The more technical and specialized jobs will outstrip the availability of qualified workers. Layoffs from the current economic downturn may at least temporarily bolster the labor supply for such jobs.
- Energy, recreation, and agriculture will continue as the mainstay of the local service area economy and will rely increasingly on technology to combat increasing production costs.
- Technological changes will advance exponentially, thus requiring new competencies for entry-level job seekers and veterans seeking career advancements.

Climate
Rangely has low humidity, bright sunshine and a rather large daily temperature range. Summer days are warm with cool nights. In winter, because of low humidity, days are moderate, nights cold. Average annual precipitation is about 10 inches. Temperatures range from 90 °F in the summer to 5°F in the winter. Rangely usually has about 26 inches of snowfall each year and about 300 days of sunshine.

Transportation Systems

- Truck lines:
  - United Parcel Service
  - Northwest Transport
- Rail Service:
  - Denver & Rio Grande at Grand Junction (90 miles)
- Air Transport:
  - Rangely Airport
  - Vernal, UT (54 miles)
  - Grand Junction (90 miles)
  - Yampa Valley International Airport, Hayden, CO (113 miles)

Existing Educational Systems (Public and Private)

- Rangely RE-4 School District FY
- Colorado Northwestern Community College (Public Community College)

2.6 ROLE WITHIN LOCAL, REGIONAL AND STATE ECONOMIES

Local Employment Opportunities
CNCC delivers instructional and support services at five locations in Northwest Colorado, including campuses in Rangely and Craig, and service area centers in Meeker, Hayden, and Oak Creek.

Rangely, where the main residential campus of CNCC is located, is a town of approximately 2,300 and consisting of approximately 950 families. The major full-time employers in the area are Blue Mountain Energy (coal mine) with 175 employees, the RE-4 school district with 125 employees, CNCC with 112 employees (and 78 part-time employees), Rangely District Hospital with 121 employees, Chevron USA with 61 employees and the Town of Rangely with 35 employees. In 1st Quarter, 2009, the unemployment rate in Rio Blanco County was 4.7%. The primary economic sectors for Rio Blanco County are, in order of importance Mining/Oil/Gas, Government and District Services, and Retail making up 82% of the average annual employment.

Craig, where the Affiliated College District Campus is located, is a town of approximately 9,317. The major employers in the area include City of Craig with 89 employees, Tri-State Generation and Transmission with 300 employees, Trapper and Colo-Wyo Mines with 600 employees combined and RE-1 School District with 400 employees. In the 1st quarter of 2009, the unemployment rate for Moffat County was 6.83%. The primary economic sectors for Moffat County are Mining, Transportation Communications and Public Utilities, Retail Trade, and Services and Government, accounting for 87.5% of wage and salary jobs in the county.

Meeker, the site of a CNCC Service Area Center is a community with a population of approximately 2,415. Located on the opposite (east) end of Rio Blanco County from Rangely, the area has been more agriculturally based; however, recently it has become more tied to the extraction industries.

Hayden (pop. 1,869) and Oak Creek (pop. 978) are the two other CNCC Service Area Centers and are both located in Routt County. The Major employers in the service area include Twenty Mile Mine with 350 employees, the two school districts with 69 employees combined, and the two town governments with 26 employees combined. The 1st Quarter 2009 unemployment rate was 5.3%. Major economic sectors in the County are Mining, Agriculture, Construction, Manufacturing, Transportation and Utilities, and Services and Government.

Colorado Northwestern Community Colleges offers programs in energy related programs including Power Plant Technology, Process Technology, Civil Engineering, and Mine Training. Health programs include includes Dental Hygiene, Nursing, and EMS. Aviation programs include flight and maintenance. Other major programs include Criminal Justice, Horsemanship and Horse Management, GIS, Business, Banking and Cosmetology. CNCC has a large population of Associate of /Arts (AA) and Associate of Science (AS) students who are preparing for transfer to a four-year institution.

On the Rangely Campus, the two largest programs (outside of AA/AS) are Dental Hygiene (54 students) and Aviation Flight (36 students). Other Rangely programs include Criminal Justice (includes POST Law Enforcement and National Park Service Academies), Horsemanship and Horse Management, GIS, Business Administration, Marine

Science, Process Technology, and Civil Engineering. The College has had a small presence in natural resources; however future plans include a large expansion in the natural resources to include water and land management, wildlife life service's and environmental services.

The state of Colorado has recognized Rio Blanco, Moffat, and Routt Counties as exceptional areas for business expansion, and subsequently awarded them Colorado Enterprise Zone status. Colorado Northwestern Community College has received this Enterprise Zone status through March 8, 2013 for construction at the Rangely and Craig Campuses. Thus, the college is now in the position to offer investors substantial tax saving incentives.

2.7 OVERVIEW OF PROGRAMS OR PROGRAM TYPES

Academic Programs
Colorado Northwestern offers the Associate of Arts and the Associate of Science degrees for the student who wishes to transfer to a baccalaureate-level college or university. Each of the programs fulfills the General Education Core Transfer Program.

Career and transfer opportunities vary according to one's intended major of concentration. Students are encouraged to explore a range of subjects through elective course work in fine arts, behavioral sciences, natural sciences and mathematics, literature, business, and humanities. Students are assisted, through the advising program, to realistically assess their goals and aspirations.

Core Curriculum
The Community Colleges of Colorado has entered into a series of agreements between Colorado's community/junior colleges and Colorado's public four-year colleges and universities on a General Education Core Transfer Program. The agreements ensure access to higher education to students who wish to meet the lower division general education requirements of most baccalaureate degrees at a local community college before continuing at a four-year college or university.

The General Education Core Transfer Program makes it possible for Colorado Northwestern Community College students to complete a core of general education curriculum requirements and be guaranteed transfer credit for these classes at Colorado's public four-year colleges and universities. Each Core course must be completed with a grade of "C" or better. Only courses taken Fall 1988 or after will count toward the Core.

Recently Approved Programs, Potential New Programs, and Discontinued Programs on the Rangely Campus

Recently Approved:

Process Technology	*AAS and Certificate*
Civil Engineering Technology	*AAS and Certificate*
Horsemanship and Horse Management	*AAS and Certificate*
Energy and Facility Management Technology	*AAS and Certificate*
Helicopter Flight	*Certificate*

Proposed Program:

Natural Resources	*AAS*
Pre-Dental Hygiene	*Certificate*
Taxidermy	*Certificate*

Discontinued Programs:
None

Calendar Structure
The College Calendar operates with (2) fifteen week semesters (Fall and Spring) and (2) five week summer terms with (1) eight week or (1) ten week summer term. Changes in the summer terms to (2) four week terms and (1) eight week term are being reviewed to better match faculty summer contracts.

Community Programs:
Community Education
Community Education is defined as either credit and non-credit classes that are offered by CNCC to meet the needs of students, local residents, and children in our communities. These classes include transfer-level courses (Cultural Anthropology, College Algebra); vocational courses (EMT-Basic and Intermediate, Nurse Aide Training); vocational courses (Quilting, Aerobics); and the College for Kids program (Jazz Dance, Jump-Start Reading).

CNCC offers community education programs at its two campuses in Rangely and Craig and its three service area centers in Meeker, Hayden, and South Routt. These offerings began in the 1970s, with the exception of the South Routt Center which opened its doors in 1984.

The communities served are rural and, in general, are decreasing in population. The largest town is Craig, with a population of approximately 9,317; Rangely's population is 2158; Meeker's population is 2,425; Hayden's Population is 1,869; and Oak Creek's population is 978.

CNCC Community Education classes are not limited to non-credit enrichment classes, as is the case at some other community colleges. CNCC's campuses and centers offer a wide variety of courses that benefit both degree and non-degree seeking students, including core classes, health professional training, job skills upgrade, high school dual enrollment classes, recreation, physical activities, special interest areas, field studies, crafts, and hobby classes.

The Community Education sites depend heavily upon and greatly appreciate the use of local facilities, access to equipment, and the cooperation of many local residents who serve as adjunct instructors.

All Community Education staff participate in their communities in various capacities. Examples of participation include memberships on chamber resort boards, college advisory boards, economic development boards, school district boards, and miscellaneous committees.

Ancillary Programs:
Business and Industry Workforce Training
Business and Industry Workforce Training is defined as credit and non-credit classes offered by CNCC to meet the needs of current and prospective business and industry owners, managers, and employees. In a broad sense, the workforce training component is responsible for selling, marketing, developing, delivering, and evaluating customized training and related services for public and private sectors. Training is available in the areas of job performance, communication, basic and technical skills, computer skills, management and supervision, and customer service.

2.8 OVERVIEW OF CURRENT POLICIES AFFECTING FACILITIES

Academic Plan and Its Implications for Facility Planning
The Learners Systems Plan 2008-2009 for CNCC recognizes that planning must be built on the foundation of the College's mission and goals. It also recognizes that the planning effort must also address the goals of the Community College System.

Academic Planning at CNCC is a continuous process that recognizes the institution's place within the communities for which it provides services. Substantial community and business leadership input is provided to the College for instructional policy and on-going environmental scanning.

The Learner Systems Master Plan addresses the CNCC programs and also addresses new programs and instructional program technology needs. In order for the College to provide high quality, access, diversity, efficiency, and accountability, facilities need to reflect the ability of faculty to provide quality instruction. As programs continue to grow on the Rangely Campus and student FTE increases, existing facilities will not be able to satisfy the requirements for delivery modalities. While the college has made great strides in facility upgrades, current facilities limit the College's ability to provide quality instruction and educational experiences due to the poor quality of the space and the limited access to technology. In order to achieve the mission and goals stated in the Learners Systems Master Plan, the Facilities master plan for CNCC-Rangely Campus will need to address the quality of the space and provide a snapshot into the future to align facilities to the programmatic needs of the institution.

Admission for Regular Students
Students who are high school graduates or who have earned a General Education Development certificate (GED) may be granted regular admission into the College. This does not include automatic admission into college-level English and math courses or admission into a particular program due to enrollment limits, academic requirements, or selective admissions. All students are subject to mandatory assessment and placement policies.

Admission for Special Students
Students who do not meet the requirements for regular admission, and students who intend to enroll under the Post Secondary Enrollment Options Act, may be admitted as special students. Special students are subject to mandatory assessment and placement policies. Students under the age of 16 must be granted an Age Waiver, approved by the Vice-President of Instructional, Support, and Learner Services, and signed by the President of the College. Age Waiver forms may be obtained from the Admissions and Records Office.

Housing
CNCC-Rangely Campus has three co-ed residence halls which can house up to 372 students at full capacity. Ross Hall capacity is 160 students if all rooms are at double occupancy. Single rooms in Ross Hall are offered to Student Residence Assistants and other students on a space available basis. Nichols Hall capacity is 144 students at double occupancy; however electrical and restroom issues have limited room assignments to singles, giving a real capacity of 72 students. Electrical upgrades were performed in 2009 which has allowed some doubling of rooms. To maximize the use of Nichols Hall, additional restroom and showers facilities need to be added to the facility. Holland Hall is made up of two distinct buildings, Holland East and Holland West. Holland East capacity is 48 students if all rooms are at double occupancy; however, restroom facilities have limited room assignments to single occupancy. This dorm is generally reserved for adult and special need students and no plans are currently underway to change this or the current single room assignments. Holland West has been out of service for the past several years due to an unfinished renovation effort. A significant portion of this building has been renovated into classroom space for the Criminal Justice Program. The remaining dorm rooms are currently under renovation into small two-room suites that will be available for multiple purposes to include rental apartments (temporary and permanent) for faculty and staff apartments, rental apartments for married students without children, visiting faculty housing, and/or double occupancy residence rooms for special programs such as the POST academy. Holland West is not and should not be included in the total campus student housing capacity. Given the above details, the current practical housing capacity is 256 students.

The residence halls of the Rangely Campus of CNCC are group living and learning centers financed and maintained in part by revenues from the residents. Providing comfortable, wholesome, and pleasant living conditions and the opportunity to make housing an educational experience are the most important goals. Residence halls play an important part in a student's development at CNCC. Grouping living in a college setting is full of social and educational experiences. Interaction with people from other geographical areas, many of whom belong to other religions and races, broadens the student's perspective. Further, the opportunity to compare one's own lifestyle and values with other individuals and groups is a vital element of the maturation process of every student.

The residence hall areas are staffed with one full-time director and a supporting staff of 12 resident assistants. The residence hall staff enforces hall policies and provides educational programming for residents. Alcohol, drugs, tobacco, and weapons are prohibited. Refer to the CNCC Student Handbook for further information.

Freshmen Live-In Requirement
All freshmen are required to live in the residence halls and participate in the Board Plan their first year at CNCC. Students who are 21 years of age, married, single parents, or living with a parent/guardian or close relative are not required to live on campus.

Off-Campus Housing
Off campus housing is available at privately owned Apartments. Rental cost in Rangely is extremely high.

Student Services
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. Student Services staff have the responsibility of fostering programs that facilitate the student's social, cultural, emotional, academic, and recreational growth.

The Division of Student Services at CNCC provides students with *"strong guidance and counseling, appropriate financial aid, quality student life, and other services not included in instructional programs"; "attractive, functional, modern facilities, library/media resources, and support services which will generate the best possible outcome for each individual utilizing such facilities"; and "an atmosphere that encourages personal well-being and active participation in extra-curricular, social/cultural, recreational, and learning activities."*

Academic Advising
Most academic advising is provided by full-time faculty on the Rangely and Craig Campuses, and by the Service Area Center Directors in Meeker, Hayden, and Oak Creek. Academic Advising is an integral part of the undergraduate educational process that assists students in developing academic goals compatible with their potential and with their career and life aspirations. Advisors provide accurate information about curriculum options, program requirements, and Colorado Northwestern Community College policies and procedures.

Academic advisors and the personnel who coordinate such advising are deeply committed to the success of all CNCC learners. When students need assistance in course scheduling, career exploration, and a host of other important areas, advisors are always willing to offer their support. In addition, the student-to-advisor ratio at CNCC is relatively low, allowing advising staff to spend adequate time with and pay sufficient attention to each student and his or her needs.

Information Central (IC)
Information Central is a carefully organized and coordinated delivery of information to all persons needing the services provided by Student Services. The goal of Information Central is to consolidate and unify the crucial information that is disseminated to potential/current students, parents, faculty, staff, the community, and other constituent groups. Some of the support provided by IC includes: special admissions procedures, assessment and placement, transfer issues, transcript requests, application procedures, residency, WUE, online services, student fees, housing, Financial Aid, scholarships, information about career counseling, transfer assistance, testing services, personal counseling, and advising procedures and much more.

Admissions and Records
As an "open-door admissions" community college, CNCC admits students as unclassified (non-degree seeking) or classified (degree/certificate seeking). Unclassified students are not required to submit transcripts or test scores; classified students are. Students must be classified to be eligible for financial aid awards and most scholarships, but classified students still enrolled in high school are not eligible for financial aid awards.

Admission to the College does not guarantee admission to programs that may carry their own specific enrollment criteria. Dental Hygiene, Aviation Technology, and the Criminal Justice Academies require students to meet additional admissions requirements. The Admissions and Records Office evaluates credentials for students in all programs, with the input of the various department chairs. Where transfer agreements are in place with other colleges or universities, these guides are used to evaluate students' transfer credits. An appeals process is in place for students who do not agree with their transcript evaluations. Credit for Prior Learning experiences are evaluated according to the Colorado Community College System's (CCCS) State Board Policy.

Financial Aid
The Office of Financial Aid is responsible for the application, verification, and awarding of all federal, state, and institutional financial aid on an annual basis. CNCC offers a comprehensive program of grants, scholarships, work-study assignments, and student loans to eligible applicants.

The Office of Financial Aid works with community agencies, the Athletic Department, and other scholarship/grant sources to provide information and application for scholarships/grants to all current and prospective CNCC students. Scholarships and grants are part of the student's financial aid award and are considered a source of aid when the student's financial aid package is completed.

Low-Income Students
Of the 486 degree-seeking undergraduate students attending CNCC during the 1999-2000 academic year, 191 received a Federal PELL Grant (thirty-nine percent). The average PELL Grant award was $1,956. Twenty-four percent of the PELL Grant recipients had an automatic zero expected family contribution. While the PELL Grant is available to the neediest of students, approximately 50% of the degree-seeking student population at CNCC received additional forms of need-based federal student aid. Twenty-seven percent of dependent and independent students have a total annual income of less than $20,000.

Career and Personal Counseling
Counseling is available to all students of the College. These services include individual and group assistance in academic, personal, and career matters. The objective is to facilitate personal and professional development to assist students in realizing their full potential. Guidance and testing are provided to assist students with career choices and appropriate academic preparation. Resources and services available include workshops and class presentations, as well as books and pamphlets on topics such as job search skills, health and wellness, relationships, time and stress management, divorce, parenting, substance abuse, and many more. Additionally, counselors provide training in résumé preparation, writing effective cover letters, interview techniques, surviving the first year on the job, salary negotiations, and assisting students through each step of the job search. Several newsletters and directories are available that list employment opportunities across the country.

Testing Services
Specialized testing is available through the Counseling and Career Services Center. Tests offered include College Level Examination Program (CLEP), General Education Development (GED), Myers Briggs Type Indicator, anxiety and depression screening, Strong Campbell, and other specialized career assessments.

Services for Students with Disabilities
The Learning Success Center provides services to disabled students who request services. Personnel in these departments work with students and faculty/staff to arrange for necessary accommodations and to address any problems or concerns related to the students' enrollment or progress at the College.

The College is able to provide a variety of special accommodations depending on the special needs of our individual students. These services are provided based upon the recommendations of licensed diagnosticians or physicians who have verified the student's disability.

Individual assistance in the Service Areas may be arranged by contacting the local Service Area Director.

Health Services
The College does not provide insurance coverage for students. Each student is encouraged to have sufficient health insurance at enrollment. For students requiring health insurance, such as athletes, the College will recommend an optional plan that may be purchased by the student through an insurance vendor.

CNCC-Rangely does not offer a campus health clinic. Students can receive medical services through Rangely Family Medicine and Rangely District Hospital.

Off-Campus Child Care Centers
Although no on-campus services are available, employees and students at CNCC have the opportunity to find child care at a variety of locally owned Child Care Centers.

Campus Security
While CNCC and its communities enjoy one of the lowest crime rates in the state, the College still considers the safety and security of its students and staff a top priority. To this end, CNCC Campus Security (Rangely Campus) employs two half-time security personnel. The Criminal Justice Department manages campus security and organizes a daily lock up of campus facilities. The security manager uses student interns when classes are in session. CNCC Security interns provide walk-out services, lock-down checks of all buildings, and security patrol of the campus. When classes are not in session, the security manager performs those duties personally. Security is also responsible for security camera operations and for issuing the keyless entry cards. The housing director is responsible for dorm security issues. Violations concerning crimes against persons and property crimes are reported to the Rangely Police Department for investigation.

Student Discipline
The Vice President of Academics and Student Services is responsible for administering and enforcing the CNCC Code of Student Conduct, and for addressing all student discipline concerns. In conjunction with the Dean of Academic Support, Director of Housing/Student Life, the Vice President receives complaints from students, staff, and faculty regarding potential violations of the CNCC Code of Conduct. The Vice President investigates complaints, conducts hearings when there is sufficient evidence to merit a hearing, declares the findings of fact, makes rulings, and prescribes sanctions when appropriate. A Student Life Judicial Board is being created to serve as a level of appeal. In instances wherein a student disagrees with the decision of the Judicial Board, the College President becomes the final level of appeal.

Physical Education/Wellness/Recreation
The Hefley Gymnasium serves primarily athletics. The heavy use by athletics leaves little time for use by recreation groups. A weight room is located in the Weiss Activity Center. The auditorium in the Weiss Activity Center is used to set up batting cages during inclement weather.

Student Center (Weiss Activity Center)
The Weiss Activity Center (WAC) offers a variety of student- and community-centered functions, activities, and opportunities. The WAC houses the Bronco Café (offering meals and entertainment for students, faculty, staff, and community members), conference rooms for a variety of meeting needs, the college bookstore, a weight room, the college bookstore and mailroom, and a large multi-purpose room (the Colorado Room) for meetings, training seminars, public engagements, and the like. The Bronco Café has an upgraded student lounge with enhanced games and video/music capabilities in the northeast corner of the building.

Student Activities
As a means of enhancing student satisfaction, retention, and success, CNCC student activities provide a wide variety of extracurricular opportunities for all students. These activities are offered in two broad categories: outdoor recreation and Campus Activity Board (CAB) activities, all in addition to the intercollegiate sporting events and intramural activities slated each year.

The Outdoor Recreation Program (ORP) takes advantage of the unique, challenging, and demanding location of the CNCC service area to provide students some of the most innovative and memorable experiences available. Some of the Outdoor Recreation events that students can access include backpacking, canoeing, rock climbing, rafting, camping, spelunking, hiking, downhill skiing/snowboarding, swimming, cross-country skiing, mountain biking, and snow-shoeing.

The Campus Activity Board/Residence Hall Association activities target all students, community members, and faculty/staff. A wide range of events attempt to meet the needs of the entire CNCC population including; shopping trips, dinner, movies, karaoke nights, comedians, mentalists, club nights, bingo nights, Super Bowl night, Laser Tag, hypnotists, Easter egg hunt, Spring Fling, and others.

Beginning the fall 2010, the ORP and student activities will become more consolidated and these activities will become more integrated with academics. Activities and outdoor programs will become a significant component of the student experience at CNCC.

Student Senate (Rangely and Craig)
The Associated Students of Colorado Northwestern Community College are the representative bodies and official voice of the students at CNCC in Rangely and Craig. These two groups play a vital role and work closely with college administration in developing and shaping student policies, expressing student opinions, and coordinating student activities and programs.

Student Clubs and Organizations
Some of the student clubs and organizations that are available to CNCC students include; Student American Dental Hygienists Association (SADHA), Phi Beta Lambda (PBL), Saddle Club, Aero Club, A&P Club, Phi Theta Kappa , Residence Hall Association, the Spartan Times Newspaper Club and many others.

Campus Parking

Parking allocation for Colorado community colleges is typically determined by local zoning guidelines. Such guidelines are often ambiguous in their requirements using language such as, "… provide adequate student parking" for the purpose of land use planning. This makes quantitative measures supporting effective planning policies difficult to come by. In contrast, specific construction requirements yield more definitive results.

For example an analysis of parking at various Colorado community colleges reveals a ratio of .48 parking spaces/FTE (Full Time Equivalent) is an appropriate target Colorado community college campus land planning.

The CNCC – Rangely Campus is a residential campus that has a first year live-on campus requirement. In addition a significant number of upper classmen continue to live on campus. In part because of its geographic location, many students at the College bring their own vehicles to campus as opposed to more traditional residential campuses. These factors combine to create an atmosphere conducive to automobile dependency among typical students.

Because of the significant automobile use by campus residents, it may be beneficial for parking needs at the CNCC – Rangely Campus to be examined in comparison to a typical urban commuter campus rather than a residential campus. It should be noted that mass transportation is not an option in the city of Rangely.

The Rangely campus currently has parking for 616 cars, including accessible parking spaces. The campus is currently projecting 520 FTE by the target year 2020. Based on the recommended .48 space/FTE noted above, the campus would require approximately 250 parking spaces. Thus, the currently available 616 spaces illustrates that quantity of parking on the Campus is not an issue.

Athletics

The athletics program is comprised of a broad range of men's and women's intercollegiate athletic sport offerings sponsored by the NJCAA Division I championship level. CNCC belongs to region 18 (Idaho, Colorado, Utah, and Nevada). The program is designed to offer individual and team sport experiences at performance levels exceeding intramural and club sport activities. Competition is provided against opponents having similar competitive emphasis. The athletics program serves the student body through direct athletic participation and attempts to promote physical, motor, mental, emotional, and social development for its participants.

There are five varsity athletic programs on campus: men's and women's basketball, women's volleyball, women's softball, and men's baseball. There are full-time head coaches and assistant coaches in each sport. These coaches have additional duties, including teaching, advising, and recruiting. The biggest hurdles coaches have with recruiting are the remote location and small size of the college, and the comparatively small amount of money available for athletic scholarships relative to other schools in the region.

The head coach of each sport determines the dollar amount that can be given in scholarships in compliance with the athletic scholarship guide. The recruiting and scholarship focus is on attracting Colorado residents. In 2008-2009, CNCC awarded $241,700 in athletic scholarships.

Whether in class or out of class, CNCC student-athletes are required to behave in a manner that reflects both on themselves and CNCC. All athletes are expected to meet a minimum GPA of 2.00; coaches are expected to track their athlete's grades and to arrange for study halls with all their athletes. CNCC athletes are also encouraged to be involved with other campus groups and programs in the Rangely community.

Class and Laboratory Scheduling
Scheduling of class and lab space is handled by the Vice President of Instruction and Student Services and the appropriate academic deans. Class needs are matched with classroom specifications.

Facilities Maintenance
The physical plant staff is a critical component in the operations of the College. The custodial and maintenance staff is responsible for maintaining the cleanliness and safety of buildings, general facility maintenance and upkeep, furniture set up and take down for meetings and special events, grounds maintenance and snow removal, central receiving for the College, and minor facility upgrades. All physical plant staff members are deemed essential employees and must report to work even if school is closed. Four maintenance and four custodial staff currently maintain the Rangely Campus.

Building Regulations
Colorado Northwestern Community College adheres to the following codes and regulations:

- **State and National Building, Electrical and Plumbing Codes** -A contracted consulting engineering firm and the State Buildings Division for Code Compliance review all new construction and remodeling jobs before a project is let for bid.
- **General Safety and Inspection** - The head of physical plant inspects all buildings once per semester. The inspection forms are then sent to the Office of Risk Management for review. All buildings are subject to inspection at any time by the Office of Risk Management.
- **Colorado Department of Health (CDH)** - All buildings are subject to inspection by the CDH. The CDH inspects the food preparation and serving standards of the residence hall cafeteria and kitchen a minimum of twice per operating year.
- **International Fire Code** - The city fire department inspects all buildings and grounds annually. The physical plant addresses inspection reports with shortfalls and comments as soon as possible.
- **Environmental Protection Agency** -Under the guidelines set forth in the Hazardous and Solid Waste Amendment (1984) and Title III of the Superfund Amendments and Reauthorization Act of 1986, Colorado Northwestern Community College is registered with the Colorado Department of Health as a conditionally exempt small-quantity generator.
- **Occupational and Safety Health Administration** - Colorado Northwestern Community College follows the general guidelines set forth in the labor Code 29 CFR 1910.1000. The College also follows regulations concerning the OSHA Communication Standard, which addresses the Employees' Right-to-Know standards.
- **Americans with Disabilities Act** -As remodeling and new construction occur on campus, the College is reviewing regulations and is incorporating accessibility into the projects. Accessibility upgrades at entry doors across campus are underway as of August 2009.

Student Satisfaction with Facilities
The CNCC president works with the Rangely Student Senate to discuss student satisfaction and facilities. The Spartan Times conducted an informal Student Satisfaction Survey in 2008 that was instrumental in the college's decision to implement a $6.5 million facilities energy upgrade. This upgrade focused on student comfort in the academic, student activities, and dorm facilities.

Controlled Maintenance
In June 2009, the college completed comprehensive building audits and identified controlled maintenance concerns campus wide. The 2009/2010 controlled maintenance program has designated projects and funding sources for both a rotational controlled maintenance. The college is currently working on a scheduled maintenance plan that will incorporate information provided by Chevron Energy Solutions.

Capital Construction
Capital construction is defined as the purchase of land, new construction, remodeling or renovation, demolition of buildings, site improvements or development, and the purchase and installation of fixed or movable equipment. The CCHE administers and prioritizes all capital construction.

Each year, the College submits the Capital Construction Report to the CCHE and the Controlled Maintenance Report to the State Buildings Program. CCHE ranks each project with or against all other state departmental requests, and the Capital Development Committee of the Joint Budget Committee of the State Legislature funds a varying list, contingent upon funds available and the priority ranking within the state as a whole.

The physical plant is mindful of the changing needs of the campus. The physical plant resources available for maintaining the global technology infrastructure on the College campus are the responsibility of the Vice President of Administration and his staff. A portion of the vice president's work includes help with preparation of program plans. All capital construction projects at CNCC require the preparation of detailed facility program plans and are the core element of the capital construction decision-making process. These plans provide full disclosure of specific planned actions, a longer-range context of operating and capital budget decisions, and a schedule for implementation of the space requirements of educational programs. These comprehensive reports address issues of technology that are both internal (pertaining to the specific program and building[s] affected) and external (pertaining to auxiliary and/or surrounding programs and/or buildings). The vice president actively seeks input from the building/program constituency during the development of program plans.

Institutional Space Allocation Guidelines

Classrooms:	31.5 ASF per student station
Teaching Labs:	Varies with Class
Open Labs:	4 ASF per FTE
Office Space:	
President:	300 ASF
Vice President:	200 ASF
Deans:	180 ASF
Directors:	140 ASF
Executive/Administrative:	150 ASF
Faculty:	120 ASF
Faculty Adjunct:	10 ASF
Professional:	130 ASF
Technical:	110 ASF
Support Staff:	110 ASF
Other Academic Space:	19 ASF/FTE
Other Administrative Space:	8 ASF/FTE
Library:	
Volumes:	1 ASF per volume up to 150,000 Volumes
Study Space:	20% of student headcount plus 0% of Faculty FTE
Service Space	25% of total volume and study space
Lounge Space:	15 ASF per student station.
Physical Education/Wellness/Rec.:	Core of 30,000 ASF
Assembly and Exhibit:	Core of 5,600 ASF
Physical Plant:	4% of total campus ASF
Residence Life:	275 ASF per bed
Student Union:	10 ASF per FTE

2.9 ASSESSMENT OF INSTITUTIONAL ROLE, MISSION AND VISION, AND TECHNOLOGY IN RELATION TO THE PROPOSED MASTER PLAN

Information Technology Plan

Colorado Northwestern Community College has some facilities that are out of date. Since the upgrade to newer desktop computers and servers all electrical except for the server room should be reviewed for power. This is especially true for Blakeslee since the installation of the Dentrix Cornerstone software and equipment. Since the current wiring in the buildings does not have surge protection built in, all critical desktops will need a external UPS device with at least 20 minutes of battery backup power to make sure all documents etc can be closed and Microsoft Windows is shut down properly. Currently some desktops have been updated to laptops for the ability to go to the battery power but more laptops need to be distributed. The college also needs to explore purchasing a backup generator that would provide a longer term power source in the event of an emergency.

The College will begin developing resources to make podcasts available to students. This would include the license agreement for ITUNEs University and the ability for student to check out I-Pods for this purpose. The College needs to focus on adding more Smart Classrooms with the capability to have outside lecturers "login" and teach courses.

The College is currently installing a Dragonwave Radio link from the campus to the Rangely Airport; this will make the "link" to the campus stable. More equipment will also be able to be installed, not only at the Hayes building, but to all the buildings on the Airport site. The Dragonwave equipment is leased from CenturyTel and in the future this equipment should be purchased with a warranty agreement. Additional fiber also needs to be pulled to incorporate the airport with the college.

Redundancy and Disaster Recovery

Currently the campus operates on 1 core switch (Cisco 3509); if this switch fails, the campus will lose connectivity including phones and current access control devices. Residential Halls are on a separate network and would not be impacted. The College needs to upgrade the current switch and us the current switch as the backup.

This year the college is purchasing a device called a Campus Manager for the Residential Housing. This device tracks all users and other devices on the residential network and will provide a clear view of "networked" devices being used in the dorms. This tool provides input to college decision makers on deciding whether or not to increase bandwidths in the residential halls or restrict certain usage.

Security and Access Control

The college is in the process of having the Access Controls installed with the ADA construction plan. This plan includes the RS2 network device that is currently in Nichols dorm. This device interfaces with DVRs that are currently installed in Nichols and Holland dorms. This same model of "networked" device should be installed in Ross. Ross currently needs at least 17 more cameras to get all views necessary for complete security of the building and surrounding area.

The college is in the process of purchasing software called Informacast. This software runs concurrently with the Cisco CallManager and will be used to inform the campus via VOIP phones of any emergencies. In the future the campus could install IP speakers so that the notices can be heard anywhere on campus. The college could also consider Digital Signage for notification in emergencies.

The college has developed and implemented a computer and hardware replacement plan. The plan creates a three year replacement plan. As Technology changes the college needs to be prepared to handle any future systems.

2.10 ENROLLMENT SIZE AND DISTRIBUTION DATA (CURRENT AND PHASED GROWTH)

Description of Satellite Campuses:

Colorado Northwestern Community College Fall Terms FTE and Headcount 2004-2008 (By Campus and Center)						
Rangely						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	167.85	30.5	198.35	579	61	640
2005 Fall	123.5	35.2	158.7	386	75	461
2006 Fall	124	35.6	159.6	369	71	440
2007 Fall	125.8	39.7	165.5	322	84	406
2008 Fall	134	34.9	166.9	346	67	401
Craig						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	172.4	1.25	173.7	1267	40	1307
2005 Fall	109.2	5.9	115.1	565	39	604
2006 Fall	108.6	5.2	113.9	525	32	557
2007 Fall	125.1	7.7	132.8	510	54	564
2008 Fall	126.3	7.2	133.5	537	46	583

Meeker						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	13.6	0	13.6	79	0	79
2005 Fall	9.1	0.6	9.7	69	17	86
2006 Fall	9.1	0.6	9.7	66	3	69
2007 Fall	11.7	0.6	12.4	84	3	87
2008 Fall	14.1	0	14.1	104	0	0

Hayden						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	10.1	0	10.1	93	0	93
2005 Fall	14.8	0.4	15.2	86	4	90
2006 Fall	15.3	0.4	15.7	88	4	92
2007 Fall	15.1	0.9	16	88	4	92
2008 Fall	13.6	0.6	14.2	65	4	69

South Routt						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	14.2	0	14.2	113	0	113
2005 Fall	11.4	0	11.4	72	2	74
2006 Fall	11.4	0	11.4	71	0	74
2007 Fall	12.4	0.1	12.5	75	2	77
2008 Fall	8.9	0	8.9	67	1	68

Out of Area HS						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	0	0	0	0	0	0
2005 Fall	0	0	0	0	0	0
2006 Fall	0	0	0	0	0	0
2007 Fall	11.5	0.5	12	71	4	75
2008 Fall	6.3	0	6.3	37	0	37

CCC Online						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	16	13.83	29.83	79	60	139
2005 Fall	14.6	8.7	23.3	71	42	113
2006 Fall	14.3	8.3	22.5	63	39	102
2007 Fall	22.4	6.9	29.2	89	39	128
2008 Fall	21.2	15.2	36.4	94	59	153

Total						
Term	**FTE Countable**			**Headcount**		
	Resident	**Non-Resident**	**Total**	**Resident**	**Non-Resident**	**Total**
2004 Fall	394.15	45.58	439.78	2210	161	2371
2005 Fall	282.6	50.8	333.4	1178	179	1428
2006 Fall	282.7	50.1	332.8	1182	149	1334
2007 Fall	324	56.4	380.4	1239	190	1429
2008 Fall	324.4	57.9	380.3	1250	177	1311

Table 2: Description CNCC Satellite Campuses

Student Enrollment Projections (Rangely)

Program	Base Year Fall 2008 FTE(Annual)	Target Year Fall 2020 FTE (Annual)	Percentage Increase/ Decrease	Program	Base Year Fall 2008 FTE(Annual)	Target Year Fall 2020 FTE (Annual)	Percentage Increase/ Decrease
AAA	**4.4**	6.3	43%	GEY	**1.2**	1.7	43%
ACC	**0.4**	0.6	43%	GIS	**2.3**	3.3	43%
AMT	**5.0**	7.2	43%	HIS	**3.4**	4.9	43%
ART	**4.2**	6.0	43%	HPR	**1.9**	2.7	43%
ASC	**0.6**	0.9	43%	HTM	**0.7**	5.0	582%
AVT	**12.1**	17.4	43%	HUM	**1.4**	2.0	43%
BIO	**8.3**	11.9	43%	HWE	**2.5**	3.5	43%
BUS	**0.0**	6.0	N/A	JOU	**0.5**	0.7	43%
CAD	**0.6**	0.9	43%	MAT	**14.8**	21.2	43%
CHE	**4.8**	6.9	43%	MOT	**1.2**	1.7	43%
CIS	**0.9**	1.3	43%	MUS	**3.2**	4.6	43%
COM	**3.6**	5.2	43%	NRE	**0.1**	15.0	14900%
CRJ	**8.0**	11.5	43%	PED	**3.1**	4.5	43%
DEH	**26.1**	26.1	0%	PER	**4.2**	6.0	43%
ECE	**0.7**	1.0	43%	PHI	**2.7**	3.9	43%
ECO	**0.5**	0.7	43%	POS	**0.1**	0.1	43%
EDU	**0.9**	1.3	43%	PRO	**3.8**	5.4	43%
EGG	**0.5**	0.7	43%	PSY	**6.7**	9.6	43%
EMS	**4.9**	7.0	43%	REA	**5.0**	7.2	43%
ENG	**14.4**	20.6	43%	SOC	**2.6**	3.7	43%
ENT	**0.5**	0.7	43%	SPA	**0.3**	0.4	43%
EQM	**1.0**	5.0	417%	THE	**0.4**	0.6	43%
GED	**0.2**	0.2	43%	WEL	**0.4**	0.6	43%
				Total:	**165.1**	**253.5**	**54%**
The enrollment figures listed above are fall term FTE.							

Table 3: Enrollment Projections

Student Residence Demographic Data

Rangely campus draws students from across the country, particularly in its athletic programs. Most out-of state students come from Utah because of the college's proximity to that state. In-state students come predominantly from western slope communities. Students coming from the Front Range are typically attending to play a sport, or attending either dental hygiene or Aviation flight.

CNCC - Rangely Headcount Fall 2008: Gender By Semester	
Female	219
Male	182
Total:	**401**
Residency By Semester	
Resident	334
Non Resident	67
Total:	**401**
Race Description	
Non-Specific	15
Black, not of Hispanic Origin	23
Hispanic Americans	27
American Indian/Alaskan Native	8
Asian or Pacific Islander	3
White, Not of Hispanic Origin	325
Total:	**401**

Age Category by Semester	
< 16	1
16 - 17	18
18 - 20	210
21 - 22	36
23 - 25	20
26 - 30	22
31 - 35	22
36 - 40	17
41 - 45	14
46 - 50	13
51 - 55	16
56 - 60	7
61 - 65	0
66 - 70	4
> 70	1
Total:	**401**
Total Full Time/Part time by Semester	
Full Time	283
Part Time	118
Total:	**401**

Table 4: Student Demographics

Impact of Distance Education on Enrollment

CNCC has a substantial distance education program. The college currently has three communities that are connected through the poly-com system; Rangely, Craig, and Meeker. This allows students in those areas an expanded opportunity to take classes without physically traveling to the campus of origin. Students may also enroll completely in online programs and never physically attend the campus.

Faculty and Staff Size and Distribution (current and phased growth)

Rangely Campus				
Organizational Unit	**Base Year 2008**		**Target Year 2013**	
	FTE	**HC**	**FTE**	**HC**
Arts and Humanities				
Art	2.1	5	2.6	5
Economics	0.4	2	2	2
Education	0.3	1	1.5	1
English	1.8	4	3	4
Geology	0.3	1	1.5	1
History	0.6	2	1.5	2
Humanities	0.4	2	2.5	4
Journalism	0.3	1	1	1
Music	1.2	2	2.5	2
Philosophy	0.9	1	1.5	1
Physical Education	2.1	6	5	10
Political Science	0.2	1	1	1
Psychology	1.4	1	2	1
Sociology	0.2	1	1.5	1
Spanish	0.5	1	1	1
Speech	0.8	2	1.5	2
Theater	0.2	1	1.5	2
Subtotal Arts & Humanities:	**13.7**	**34**	**33.1**	**41**

Comment [PL1]: Should this be 2020?

Organizational Unit	Base Year 2008		Target Year 2013	
	FTE	HC	FTE	HC
Business Information Technology				
Accounting	0.5	2	2	2
Business	0.2	1	2	2
Computer Information Systems	0.5	2	1.5	2
Management	0	0	1	2
Subtotal Business Information Technology:	**1.2**	**5**	**6.5**	**8**
Community Education				
Community Education	0	0	5	5
Subtotal Community Education	**0**	**0**	**5**	**5**
Developmental Education				
Advanced Academic Acheivement	0.6	2	1	2
Developmental Education	2.5	4	3	4
Graduate Equivilency Degree	0.1	1	0.1	1
English as a Second Language	0	0	3	1
Subtotal Developmental Education:	**3.2**	**7**	**7.1**	**8**
Math & Science				
Biology	1.5	3	2.5	3
Chemistry	1	1	1.5	1
Mathematics	1.1	2	2.5	2
Subtotal Math & Science:	**3.6**	**6**	**6.5**	**6**

Comment [PL2]: Should this be 2020?

Organizational Unit	Base Year 2008		Target Year 2013	
	FTE	HC	FTE	HC
Vocational & Occupational Education				
Aviation Technology	3.5	4	5	5
Aviation Maintenance Technology	1.9	2	5	3
Civil Engineering Technology	0.9	1	4	2
Construction Trades Technology	0	0	0	0
Criminal Justice & Human Services	3.2	5	6	5
Dental Hygiene	1.9	5	1.9	5
Early Childhood Education	0.4	1	1	1
Emergency Medical Services	1.4	1	2	1
Energy & Facilities Management	0	0	3	1
Geographic Information Systems	0.8	1	2.5	1
Horsemanship and Horse Management	1	2	6	2
Medical Transcription	0.8	1	1.5	1
Natural Resources	0.4	1	5	2
Process Technology	1.1	1	2	1
Welding	0.3	1	1	1
Subtotal Vocational & Occupational Ed.:	**17.6**	**26**	**45.9**	**31**
Academic Department Total:	**39.3**	**78**	**104.1**	**99**

Comment [PL3]: Should this be 2020?

Organizational Unit	Base Year 2008		Target Year 2013	
	FTE	**HC**	**FTE**	**HC**
Admissions & Enrollment Management				
Student Services	1.0	1	2	2
Financial Aid	1.0	1	2	2
Counseling	2.0	2	2	2
Bursar	1.0	1	1	1
Subtotal Admissions & Enrollment Mgmt.	5.0	5	7	7
Campus Administration				
Bookstore	1.0	1	1	1
Administrative Assistants	3.0	3	4	4
Information Technology	2.0	2	3	3
Institutional Research	1.0	1	1	1
Foundation	2.0	2	2	2
Marketing	1.0	1	3	3
Human Resources & Payroll	2.0	2	2	2
Housing	2.0	2	2	2
Fiscal Services/Accounting	3.0	3	3	3
Facilities & Physical Plant	7.0	7	10	10
Library	1.0	1	2	2
Clinic Management	1.0	1	1	1
Subtotal Campus Administration:	**26.0**	**26**	**34**	**34**

Organizational Unit	Base Year 2008		Target Year 2013	
	FTE	HC	FTE	HC
Cabinet Personnel				
President	1.0	1	1	1
Vice Presidents	2.0	2	2	2
Deans	3.0	3	3	3
Subtotal Cabinet Personnel:	**6.0**	**6**	**6**	**6**
Administrative Department Total:	**37.0**	**37.0**	**47.0**	**47.0**
Total:	**76.3**	**115.0**	**151.1**	**146.0**

Table 5: Faculty and Staff Distribution

Comment [PL4]: Should this be 2020?

Actual and Projected FTE by Subject

Rangely Campus					
Prefix	**Organizational Unit/Name**		**FTE Fall 2008**	**FTE Fall 2013**	**% Change**
AAA	Advancing Academic Achievement		4.40	6.30	43%
ACC	Accounting		0.04	0.06	50%
AMT	Aviation Maintenance Tech		5.00	7.20	44%
ART	Art		4.20	6.00	43%
ASC	Animal Science		0.60	0.90	50%
AVT	Aviation Technology		12.10	17.40	44%
BIO	Biology		8.30	11.90	43%
CAD	Computer Assisted Drafting		0.60	0.90	50%
CHE	Chemistry		4.80	6.90	44%
CIS	Computer Information System		0.90	1.30	44%
COM	Communications		3.60	5.20	44%
CRJ	Criminal Justice		8.00	11.50	44%
DEH	Dental Hygiene		26.10	26.10	0%
ECE	Early Childhood Education		0.70	1.00	43%
ECO	Economics		0.50	0.70	40%
EDU	Education		0.90	1.30	44%
EGG	Engineering		0.50	0.70	40%
EMS	Emergency Medical Service		4.90	7.00	43%
ENG	English		14.40	20.60	43%
ENT	Engineering Technology		0.50	0.70	40%
EQM	Equine Management		1.00	5.00	400%
GED	General Equivalency Diploma		0.20	0.20	0%
GEY	Geology		1.20	1.70	42%
GIS	Geography Information Systems		2.30	3.30	43%
HIS	History		3.40	4.90	44%
HPR	Health Professional		1.90	2.70	42%
HTM	Horse Training Management		0.70	5.00	614%
HUM	Humanities		1.40	2.00	43%

Comment [PL5]: Should this be 2020?

HWE	Health & Wellness		2.50	3.50	40%
JOU	Journalism		0.50	0.70	40%
MAT	Math		14.80	21.20	43%
MOT	Medical Office Technology		1.20	1.70	42%
MUS	Music		3.20	4.60	44%
NRE	Natural Resources		0.10	15.00	14900%
PED	Physical Education		3.10	4.50	45%
PER	Physical Education & Rec		4.20	6.00	43%
PHI	Philosophy		2.70	3.90	44%
POS	Political Science		0.10	0.10	0%
PRO	Process Technology		3.80	5.40	42%
PSY	Psychology		6.70	9.60	43%
REA	Reading		5.00	7.20	44%
SOC	Sociology		2.60	3.70	42%
SPA	Spanish		0.30	0.40	33%
THE	Theater		0.40	0.60	50%
WEL	Welding		0.40	0.60	50%

Table 6: FTE by Subject

2.11 CONCLUSIONS FROM INSTITUTIONAL DATA

The Rangely Campus of Colorado Northwestern Community College expects to implement an aggressive academic planning effort that is predicted to result in 462 fall term FTE by 2020. The space needs analysis based on this assumption shows that there is adequate space on campus to satisfy the needs for academic and academic support facilities at that enrollment level. The qualitative analysis of the existing space shows most of the buildings to be substandard from energy and code standards, and functionally obsolete from academic delivery parameters.

The current capacity for academics and support can absorb a much higher student population without adding additional academic facilities; however many of the existing facilities are in need of major upgrades, specifically the science and math and fine arts facilities. Organization of existing facilities to create a better campus flow is also a critical need.

The remoteness of the Rangely area creates the need for an exuberant student activities function. The current facilities do not allow the college to meet that critical need. Remodeling the Weiss Activity Center to add and upgrade interior recreational space for the students is necessary to attract and retain students.

The overall facility response to the previous data should concentrate on renovation of existing facilities to meet the academic and recreational needs of the campus and to provide adequate adjacencies of programs to facilitate projected staffing patterns as well as student use. There exists adequate space to begin a domino effect of facility renovations that will enhance the campus, maximize the utilization of existing space, and provide the necessary facilities to increase student success through retention and access.

3.0 EXISTING CONDITIONS ASSESSMENT AND CONCLUSIONS

3.1 EXISTING CAMPUS LAND USE

Campus Building Functions by Location
The current campus layout can be divided into three primary zones: an academic zone, a residential zone and a recreational/athletic zone.

The academic portion of the campus consists of two distinct areas, northern and southern. The northern zone includes the Allesbrook, Blakeslee, Hill, Johnson and Rector Buildings while the southern portion contains Yaeger and Cramer. Between the northern and southern portions of the Academic Zone is a large swath of parking and a series of open grass fields.

Residential Life, which includes both Student Activities and Housing, consists of Nichols Hall, Holland Hall, Ross Hall and the Weiss Student Activity Center.

The Recreation/Athletic Zone includes Hefley Gymnasium (also used for physical education) and stretches to the southwest, encompassing an area that currently contains a recently built softball diamond and plans for a soccer field.

1. President's Residence
2a. Holland East
2b. Holland West
3. Hill Building
4. Striegel Building
5. Blakeslee Building
6. Allesbrook Building
7. Rector Building
8. McLaughlin Building
9. Johnson Building
10. Hefley Gymnasium
11. Weiss Student Activity Center
12. Nichols Hall
13. Yaeger Building
14. Cramer Building
15. Allred-Real Maintenance Building
16. Ross Hall
17. Climbing Gym
18. Softball Diamond

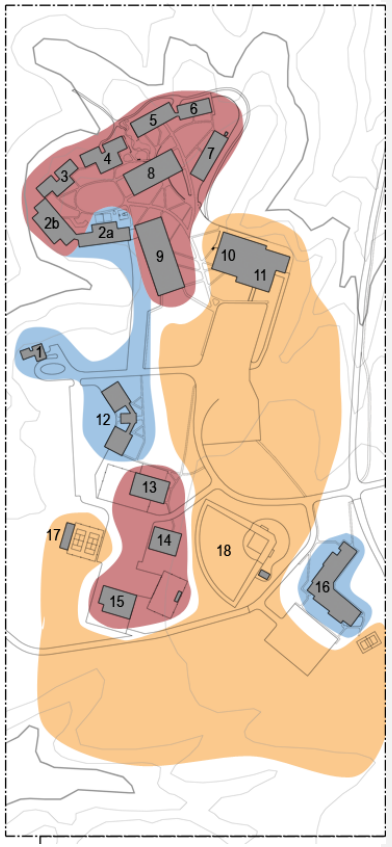


Figure 3: Current Land Use

Land Use adjacent to Campus

The CNCC – Rangely Campus is located south east of the more populated areas of Rangely, CO. The campus is primarily surrounded by open space, much of which is owned by the Bureau of Land Management (BLM). 100 acres of open space land to the south of the campus is leased by the college from the BLM. In addition, the campus is bordered to the east by a single family housing development (FIG 4).

Figure 4: Land Use Adjacent to Campus

3.2 EXISTING CAMPUS BUILDING USE

Refer to the Campus Plan on the following page (Fig 5) for building locations.

1. The President's Residence is the home of the college president.

2a. Holland Hall East is a dorm in a suites configuration. There are (6) four-suite pods; each pod shares one restroom. This dorm is primarily for adult or special needs students.

2b. Holland Hall West was originally configured like Holland Hall East. Currently, half of the building is being used for lab space for the Criminal Justice Program. Renovations are currently underway on the other half of the building to create (9) two-room suites for married housing, temporary housing, staff housing or academy housing.

3. Hill Hall was originally a dorm. It was renovated and now contains the poly-com distance learning center, the student success center, and classrooms and offices used primarily by the Criminal Justice Program.

4. W.C. Striegel Engineering Center (originally Studer Hall) was originally a dorm. It is under renovations for the engineering center and will also house the college's Information Technology Staff.

5. Blakeslee houses the Dental Hygiene Program.

6. Allesbrook houses the Business Program and computer labs.

7. Rector contains the Biology and Chemistry labs, faculty offices, and classrooms. Design for a major renovation to improve this facility is currently underway.

8. McLaughlin contains the campus library on the lower floor and college administration on the upper floor.

9. Johnson houses the college's student services, the campus dining facility, and the Fine Arts Program. It also has classroom space available that is often used by the community.

10. Hefley Gym contains the gymnasium used by the athletic programs and the coaching staff offices. It has limited recreational use for other students because of the athletic training schedule and the need to protect the gym floor damage.

11. Weiss Student Activity Center houses the Bronco Café, the campus bookstore, weight training facility, Spartan Times Newspaper, and faculty and staff offices. It also contains the Colorado Room which is used for graduation and large college and community events. The current configuration of Weiss limits its practical use as a student center.

12. Nichols Hall is a straight-line dormitory (rooms along a double corridor with group bathroom facilities). It was designed for double –occupancy rooms; however the current group bathrooms have generally limited the use to single occupancy.

13. Yaeger houses the Aviation Maintenance Program and therefore contains laboratories, classrooms and offices.

14. Cramer contains the Graphic Information System (GIS) and Process Technology Programs. It is also has classrooms that are used for multiple purposes.

15. Allred-Real Maintenance Building contains shops and offices for Facilities Operations.

16. Ross Hall is a dormitory. Rooms are generally double-occupancy with a restroom. It is the only dormitory with a student lounge.

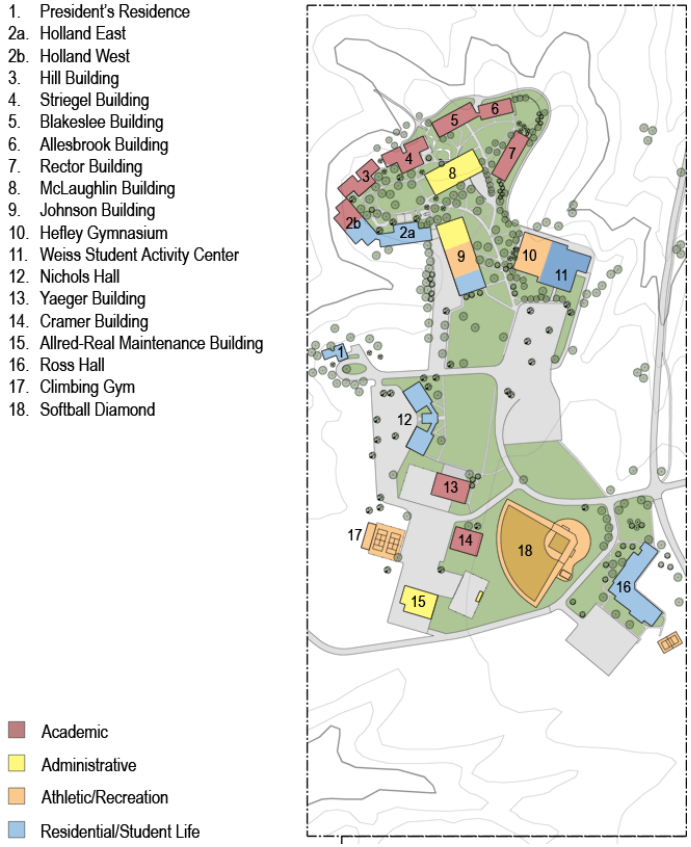


Figure 5: Existing Campus Building Use

3.3 CURRENT SPACE INVENTORY/PROJECTIONS TABLES

Utilization - Classrooms Use By Hour

Table 7 shows the percentage of classrooms being used at any hour of the day averaged over Monday through Thursday usage. Friday is not included in the average because fewer classes are scheduled then and its inclusion would skew the results. The bar graph below shows that less than 40% of the classrooms are in use at 8:00 AM. Overall, classrooms at the CNCC-Rangely Campus are showing moderate scheduled usage, with only six hours of the day showing more than 40% of available rooms in use.

The analysis, therefore, illustrates that existing classrooms are available for additional or alternative use. The consultants recommend that the College examine the renovation of some existing classrooms for alternative purposes.

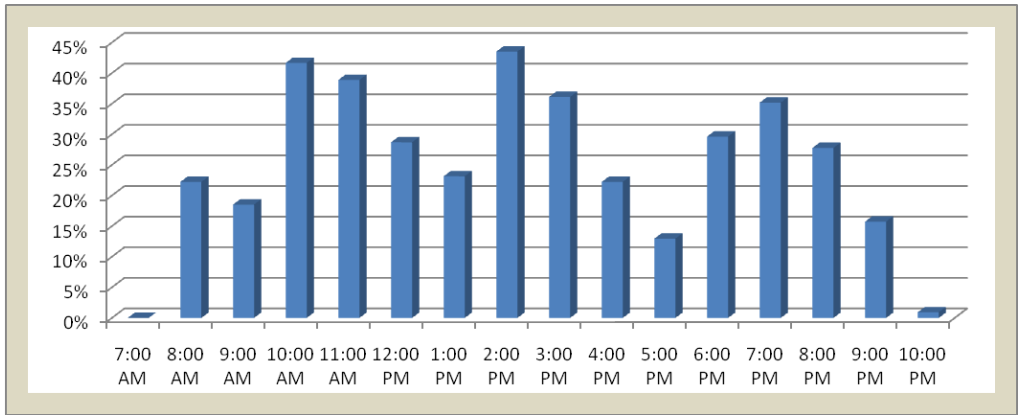


Table 7: Average Classroom Use by Hour

Scheduled Classroom Use by Day and Hour																
Time of Day	*Monday*		*Tuesday*		*Wednesday*		*Thursday*		*Friday*		*Saturday*		*Sunday*		*Average**	
	Rooms In Use	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**	**Rooms In Use**	**% in Use**
7:00 AM	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		0%	0	0%
8:00 AM	6	22%	6	22%	6	22%	6	22%	2	7%	0	0%		0%	6	22%
9:00 AM	5	19%	5	19%	5	19%	5	19%	3	11%	0	0%		0%	5	19%
10:00 AM	11	41%	12	44%	11	41%	11	41%	4	15%	0	0%		0%	11.3	42%
11:00 AM	10	37%	12	44%	9	33%	11	41%	2	7%	0	0%		0%	10.5	39%
12:00 PM	7	26%	9	33%	6	22%	9	33%	0	0%	0	0%		0%	7.75	29%
1:00 PM	5	19%	7	26%	6	22%	7	26%	1	4%	0	0%		0%	6.25	23%
2:00 PM	12	44%	12	44%	11	41%	12	44%	2	7%	0	0%		0%	11.8	44%
3:00 PM	11	41%	9	33%	10	37%	9	33%	1	4%	0	0%		0%	9.75	36%
4:00 PM	6	22%	6	22%	6	22%	6	22%	0	0%	0	0%		0%	6	22%
5:00 PM	2	7%	4	15%	3	11%	5	19%	0	0%	0	0%		0%	3.5	13%
6:00 PM	8	30%	11	41%	6	22%	7	26%	0	0%	0	0%		0%	8	30%
7:00 PM	10	37%	12	44%	8	30%	8	30%	0	0%	0	0%		0%	9.5	35%
8:00 PM	7	26%	11	41%	6	22%	6	22%	0	0%	0	0%		0%	7.5	28%
9:00 PM	4	15%	5	19%	3	11%	5	19%	0	0%	0	0%		0%	4.25	16%
10:00 PM	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%		0%	0.25	1%
Note: Based on total classrooms of 27									**Average Based on Monday thru Thursday Use.*							

Table 8: Classroom Use by Day and Hour

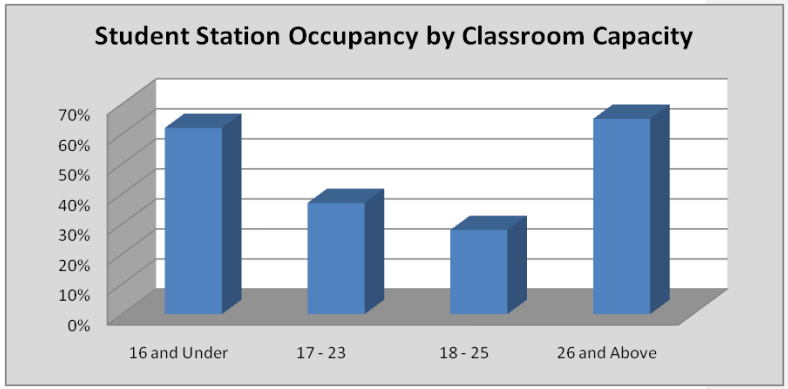
Utilization

A campus wide classroom utilization study was conducted to determine existing facility utilization as compared to the standards of the CCHE. The standard of performance set by the CCHE is that each classroom be used 60 hours per week (WRH) for academic classes, community purposes, and meetings. When the classroom is being used for scheduled academic classes, 70% Student Stations Occupancy (SSO) is expected. As shown in the table, "Classroom Utilization Analysis by Room Size Summary," the average classroom on campus is 709 ASF with a station size of 34 ASF, which means there are approximately 21 stations in the average classroom.

Non-scheduled classroom use was not included in the calculation as information was not available. The SSO rate for rooms with a capacity of less than 17 and over 26 are approximately 62% and 65% respectively. This illustrates a need for rooms with capacity less than 30, which would accommodate the average campus section size of 12.

Rangely Campus - Classrooms Classroom Utilization Analysis by Room Size Summary						
Room Capacity	**No. of Rooms**	**Average Room Size**	**Average ASF per Station**	**Average Section Size**	**Average Weekly Room Hours**	**Hours in Use Student Station Occupancy %**
16 and Under	2	442	30	10	13	62%
17 - 23	5	642	32	7	22	37%
18 - 25	5	1027	42	7	27	28%
26 and Above	4	724	31	24	16	65%
Average:		**708.75**	**33.75**	**12**	**19.5**	**48%**
Total:	**16**					

Table 9: Classroom Utilization



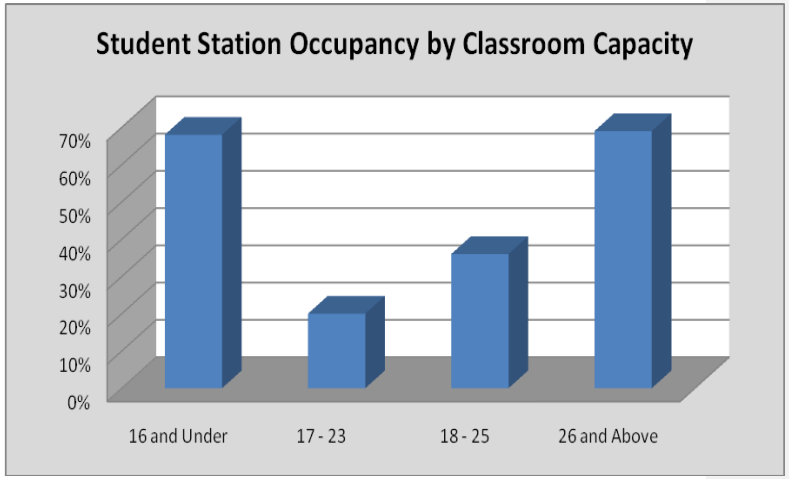
Teaching Laboratories

The consultants conducted a campus wide teaching laboratory utilization study in order to determine existing facility utilization as compared to the standards set by the CCHE. The standard set by the CCHE for teaching laboratory utilization is that each be used 40 WRH and when the classrooms are in use, 80% of the student station are occupied. The Rangely Campus uses teaching laboratories for scheduled classes an average of 12 WRH. Biology, Computer Information Systems, and Dental Hygiene each average 17 or more WRH.

Across the campus, teaching laboratories average 48% SSO. Non-scheduled use has not been documented, but many courses require substantial after-hour use of teaching laboratories. If the non-scheduled use were documented, this would assist the campus in raising the average WRH level above the 12 hours per week of scheduled use.

Rangely Campus - Learning Laboratories Teaching Lab Utilization Analysis by Room Size Summary						
Room Capacity	**No. of Rooms**	**Avg Room Size**	**Avg ASF per Station**	**Avg Section Size**	**Avg Weekly Room Hours**	**Student Station Occupancy %**
16 and Under	5	704	54	8	7	68%
17 - 23	1	473	24	4	6	20%
18 - 25	1	862	34	9	17	36%
26 and Above	4	1575	54	20	17	69%
Average:		**903.5**	**41.5**	**10.25**	**11.75**	**48%**
Total:	**11**					

Table 10: Teaching Laboratories Utilization



Building Space Projections

Space needs for 2020 have been assembled based on the enrollment and staffing projections provided in previous sections of this document. Enrollment is projected to be 462 fall term FTE in 2020, based on growth in existing programs and the addition of new programs.

FTE Projections			
	F2008	**F2020**	**% Increase**
Fall Term FTE	324	462	43%
Annual FTE	648	924	

Table 11: Campus FTE Projections

The institution provided the consultants with background information including a room-by-room facilities inventory, staffing data, and course information from the fall 2008. The determination of space needs in relation to existing facilities at the target enrollment mix stated above was accomplished by applying guidelines as established by the CCHE, the Council of Educational Facility Planners, International, and, as appropriate, the Western Interstate Commission on Higher Education. Where no guidelines exist for particular space categories, best practices and peer analysis were used by the consultants to determine space needs quantities.

In conducting the space needs analysis, the consultants met with each of the academic, academic support, and administrative units on campus. The information collected in these work sessions, along with the empirical data assembled, was used in fine-tuning the space guideline applications for inclusion in the space needs analysis recommendations. Space needs findings were compared to existing space on the CNCC-Rangely Campus to determine surpluses and deficits by various space categories as follows.

Classrooms

Classroom space needs have been calculated using the CCHE standard of 31.5 assignable square feet per student station with classrooms being used 60 hours per week for both scheduled and unscheduled use, while the student station occupancy rate when the classroom is in use should be 70%. This results in the following equation.

31.5 ASF/Student Station
*(60 Weekly Room Hours) * (70% Student Station Occupancy)*

The result of this calculation is 0.75 ASF per weekly student contact hour (WSCH) of lecture. In the base year of 2008, there were 5,099 WSCH of lecture. In order to project WSCH for the target year of 2020, individual program growth rates were applied on a program-by-program basis to determine the WSCH for each program and, hence, for the campus. Following this approach, it was determined that the campus must accommodate 7,270 WSCH of lecture, which would be 3,824 ASF in classroom and service space. The campus currently has 10,525 ASF of classroom space on campus and, therefore, illustrates a surplus of 6,701 ASF. The guideline generates 5,452 ASF of space in the target year, which is therefore a surplus of 5,073 ASF.

Teaching Laboratories

The CCHE standard for teaching laboratories varies from that of classrooms. The amount of space per student station is determined by the CIP (Classification of Instructional Programs) code of the program, while the teaching laboratory is expected to be used 40 hours a week with an SSO rate of 80%. The guidelines were applied to the fall 2001 course file and projected to 2007 using the enrollment growth factors provided by the College. The WSCH for laboratories was based upon projected growth in existing programs and programs that will be added prior to 2020, which resulted in 6,004 WSCH and 24,604 ASF (deficit of 4,188 ASF).

ASF / student station (varies by discipline)
*(40 weekly room hours) * (80% student station occupancy)*

In some academic units, guideline applications did not generate adequate space needs. This was due to several circumstances including incomplete course data, vertically integrated classes, and non-traditional program offerings. Therefore, space over and above that determined by the guidelines was added. An override was used for Aviation Maintenance Technology because the guidelines did not generate appropriate space when compared to peer institutions. Current teaching lab ASF is adequate; with program additions the target year shows a deficit of 6,461 ASF.

As programs and teaching paradigms change, more of the courses once taught in traditional lecture mode will require laboratories to provide the optimum learning opportunities for the student. For this reason, it is important to plan space that fulfills the programs' needs currently and is flexible enough to always allow the College to fulfill its vision of being responsive to diverse student goals.

Open Laboratories

The space classified as open laboratories includes laboratories that are not used on a regularly scheduled basis. Types of rooms included in this category were open computer laboratories. These areas provide places for students to obtain additional support and help to succeed in their academic endeavors. The remaining open laboratory space is in the Learning Resource Center, which provides tutoring and testing. In recent benchmarking studies and consulting work with several state systems and community college districts, the consultants have found guideline factors as high as ten square feet per FTE student allocated for space in this category. As it is assumed that state-of-the-art technology will be prevalent, most open laboratory requirements will be in student services and academic support areas. The consultants felt it would be appropriate to use a factor of 5.0 square feet per FTE student, resulting in a total space need of 2,310 ASF.

Office Space

This chart illustrates the applied office guidelines. The office guidelines generate office space according to the employee type occupying the office. These guidelines include conference and service space as shown in the table and resulted in academic office space of 6,320 ASF and administrative office space of 8,825 ASF, respectively for the target year. Projected staffing is 151 FTE, including adjunct faculty. Office space for adjunct faculty and other part-time staff is provided in office suites with shared support and service.

Office Guidelines								
Administrative	**Office ASF**	**Conference ASF**	**Service ASF**	**Total**	**2008 HC**	**ASF Needs**	**2020 HC**	**ASF Needs**
President	300	150	100	550	1	550	1	550
Vice-President	200	60	30	290	2	580	2	580
Dean	180	60	30	270	2	540	2	540
Director	140	20	20	180	1	180	1	180
Executive/Administrative	150	60	20	230	3	690	4	920
Professional	130	20	20	170	15	2550	19	3230
Technical	110	15	30	155	7	1085	9	1395
Support Staff	110	0	0	110	9	990	13	1430
					Subtotal:	**7165**		**8825**
Academic								
Dean	180	60	30	270	1	270	1	270
Faculty	120	15	30	165	23	3795	30	4950
Adjunct Faculty	10	0	0	10	55	550	110	1100
					Subtotal:	**4615**		**6320**
					Total:	**11780**		**15145**

Table 12: Campus Space Guidelines

Other Academic/Administrative Space
Space assigned to the other academic space category is program specific study and resource space, and demonstration areas for Aviation Maintenance Technology, Criminal Justice, and Dental Hygiene. Clinic space for Dental Hygiene is also included in this category. Other Administrative Space includes areas assigned to Information Technology and campus wide meeting rooms.

The Other Academic Space guideline is 15.0 ASF/FTE, while the Other Administrative Space guideline is 5.0 ASF/FTE. The guideline generates 6,930 ASF for Other Academic Space in the target year. Other Administrative Space in the target year was determined to be 2,870 ASF.

Library/Learning Resource Center
Most of the guideline systems for library space utilize one set of factors for collections, another for readers, and a third for service space. The consultants used an approach provided by the Association of College and Research Library's (ACRL) collections guideline, which is also used by the Counsel of Educational Facility Planners, International (CEFPI). The guideline assumes that 0.10 ASF per volume is used for the first 150,000 volumes, at which point the factor drops to 0.09 ASF per volume. After 300,000 volumes are reached, the factor goes down to 0.08 ASF, and then down again to 0.07 ASF for more than 600,000 volumes.

Library guidelines suggest that if the college is primarily a commuter campus, it should have reader stations equal to approximately 10% percent of the student body in the library context. Recently, many students have been performing research electronically from non-library locations, which has also affected the number of student stations required in the library. The consultants chose to apply a 20% factor to student FTE and a 10% factor to the total full-time equivalent faculty to project a need for study space in this category.

The CEFPI suggest 25% of the total collection and reader station space for service and staff space. ACRL, in its most recent guidelines, changed this category to 12.5%. The consultants used the 12.5% figure, as this represents the most accurate in the profession. This combined approach resulted in a guideline need of 10,041 ASF in the target year.

Library Guidelines Application

Volume	Current	Conv Factor	2008 Volumes	Volume Growth	2020 Volumes
Books	23,806	1	23,806	10%	26,187
Manuscripts	39	1	39	2%	40
Gov't Documents	1	1	1	0%	1
Unbound	4,206	0.5	8,412	7%	9,001
Microfilms	7	80	551	-25%	414
Audio/Visual	1,436	5	7,176	35%	9,688
		Total:	**39,985**		**45,331**
Collection Space			**3,999**		**4,533**
Study Space		**FTE 2008**		**FTE 2020**	
Student 20% of FTE		324	65	462	93
Faculty 10% of FTE		40	4	104	11
Total study Stations			**69**		**104**
Regular: 25% @ 20 ASF/station			345		520
Electronic: 75% @ 35 ASF/station			1,812		2,730
		Total Study Space:	**2,157**		**3,250**
		Total Collection & Study Space:	**6,156**		**7,783**
Service Space (25% of total Coll & Stdy)			1,539		1,946
Lounge Space (3 ASF/Study station)			207		312
		Total Dedicated Library Space:	**7,901**		**10,041**

Table 13: Library Guidelines

Physical Education/Wellness/Recreation
The Hefley Gymnasium serves primarily athletics. The heavy use by athletics leaves little time for use by recreation groups. A weight room is located in the Weiss Activity Center. The auditorium in the Weiss Activity Center is used to set up batting cages during inclement weather which causes damage to this facility. Due to the substantial use by athletics, the consultants used a guideline of 30 ASF/ student headcount for a total of 17,220 ASF for athletic and physical education. Therefore, the campus physical education and athletic space has a current shortfall of 2,890 ASF with a projected short fall in the target year of 8,080 ASA.

Assembly and Exhibit
For schools with fewer than 5,000 FTE and a less active Fine Arts program, a core of 5,600 ASF is recommended by CEFPI. Existing space on campus classified as Assembly & Exhibit is the auditorium in the Weiss Activity Center of 8,100 ASF. Therefore, the campus illustrates a surplus of 2,500 ASF when strict application of this guideline occurs.

Physical Plant
The physical plant guideline is 4% of all ASF on campus, not including physical plant space, which results in approximately 7,300 ASF target year space need. The physical plant space at the CNCC-Rangely Campus is located in the Allred-Real Maintenance Building (8,382 ASF). The consultants determined that the target year guideline should be 8,382 ASF or 6.75% of the non-auxiliary ASF to illustrate a balance of space on campus.

Residence Life
Residence Life is a calculation of the number of beds and an ASF per bed. The consultants used 275 ASF per bed based on internal benchmarking data in alignment with contemporary paradigms for residence halls. Therefore, the guideline generated a base year need of 57,750 ASF (surplus of 2,676 ASF). The campus requires all first year students to live on-campus. The Director of Student Life informed the consultants that the campus currently has 210 beds among Nichols Hall, Ross Hall, and Holland Hall. Presently some doubles are being used as singles. Additionally, the qualitative aspects of Nichols Hall and Holland Hall are not in alignment with contemporary paradigms. The target year projections show a need of 82,775 ASF (deficit of 22,349 ASF). To adequately, meet this target number, additional restroom/shower facilities will need to be added to Nichols Hall.

Nichols Hall contains straight-line doubles (currently singles), which use a community bathroom. Auxiliary spaces such as study areas, community rooms, and kitchenettes are not present. Holland Hall was designed in a suite configuration; however, its location among the academic zone segments students from activities with the other dormitories. The envelopes of both Nichols and Holland are also inadequate, increasing annual operating costs.

Student Union
Both the CEFPI and the Association of College Unions, International (ACUI) recommend a formula of eight to ten square feet per student FTE for generating student union space. This guideline space application provides space for the various functions in room use code designations that are typically found in a comprehensive student union including food service, lounge, meeting space, student government/club space, and other student service type space categories. The Weiss Activity Center is not serving students well. Although using 10 ASF per student Headcount would generate a target year guideline of 5,740 ASF, resulting in a surplus of over 13,000 ASF, the existing space layout and current usage leaves very little room for actual student union functions. Consequently, the consultants determined that an override would be appropriate to maintain the existing space assigned to Student Union of 17,500 ASF.

Summary

Using the projected target year enrollment mix, the CNCC-Rangely Campus shows an overall deficit of 36,377 (-21%) when comparing guideline space needs to existing space on-campus. This will be reduced by 3,802 ASF when the Stiegel Engineering Center comes online in 2010 and the inactive/conversion space is eliminated. While the following Space Needs Analysis Summary Table shows an overall deficit of space campus wide, surpluses or deficits by space type need to be reviewed as separate elements. The space types include academic, academic support, and auxiliary space. As the physical response to the space needs findings is developed in the facilities master plan section of this document, the space types will be assembled in relation to primary use, adjacency, and other college wide factors.

The target year space needs illustrates deficits for Teaching Laboratories, Open Laboratories, Academic Offices & Service, Other Academic Department Space, Physical Education & Recreation, library, Residence Life and Other Administrative Department Space. Surpluses are seen for Classroom & Service and Assembly & Exhibit. However, it should be noted that the surplus in Classroom & Services is not significant as the quality of this space is limiting.

The target year deficits in Physical Education & Recreation, Teaching Laboratories, Library, and Residence Life are concerning and will need to be address or they will limit the potential to meet the target year enrollment. The remaining deficits are less critical but will eventually need to be addressed.

Campus Wide Space Needs Analysis

		2008 Base Year			2020 Target Year			
		Student FTE – 324 Student HC – 401 Staffing FTE – 77			Student FTE – 462 Student HC – 574 Staffing FTE – 151			
Space Category	**Existing ASF**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus / (Deficit)**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus/ (Deficit)**	
Academic Space								
Classroom & Service	10,525	3,824	6,701	64%	5,452	5,073	48%	Based on average classroom time of 11.8 per FTE
Teaching Laboratories & Service	20,416	19,077	1,339	7%	26,877	(6,461)	-32%	Included addition of hanger for AMT.
Open Labs & Service	1,379	1,620	(241)	-17%	2,310	(931)	-68%	5 ASF/ student FTE
Academic Offices & Service	3,876	4,615	(739)	-19%	6,320	(2,444)	-63%	See Office guidelines
Physical Education & Recreation	9,140	12,030	(2,890)	-32%	17,220	(8,080)	-85%	30 ASF/ HC due to athletics programs
Other Academic Department Space	4,931	4,860	(71)	-1%	6,930	(1,999)	-41%	15 ASF/ student FTE
Academicc Space Subtotal:	**50,267**	**46,026**	**4,099**	**8%**	**65,109**	**(14,842)**	**-30%**	

		2008 Base Year Student FTE – 324 Student HC – 401 Staffing FTE – 77			2020 Target Year Student FTE – 462 Student HC – 574 Staffing FTE – 151			
Space Category	**Existing ASF**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus / (Deficit)**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus/ (Deficit)**	
Academic Support Space								
Administrative Offices & Service	8,496	7,165	1331	16%	8,825	(329)	-4%	See Office guidelines
Learning Resource Center	8,883	7910	973	11%	10,041	(1,158)	-13%	See Library Guide
Assembly & Exhibit	8,100	5,600	2,500	31%	5,600	2,500	31%	5,600 small college
Physical Plant	8,382	8,382	0	0%	8,382	0	0%	6.75% of total ASF (excluding Auxiliary)
Other Administrative Department Space	2,671	2005	666	25%	2,870	(199)	7%	5 ASF/HC
Academic Support Space Subtotal	**36,532**	**31,062**	**5,470**	**15%**	**35,718**	**814**	**2%**	

		2008 Base Year Student FTE – 324 Student HC – 401 Staffing FTE – 77			2020 Target Year Student FTE – 462 Student HC – 574 Staffing FTE – 151			
Space Category	**Existing ASF**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus / (Deficit)**	**Guideline ASF**	**Surplus / (Deficit)**	**Percent Surplus/ (Deficit)**	
Auxiliary Space								
Student Union	17,500	17,500	0	0%	17,500	0	0%	10 ASF/HC
Residence Life	60,426	57,750	2,676	4%	82,775	(22,349)	-37%	225 ASF/Bed
Auxiliary Space Subtotal	**77,926**	**75,250**	**2,676**	**3%**	**100,275**	**(22,349)**	**-29%**	
Other								
Inactive/Conversion Space (Striegel)	5,848	0	5,848	100%	0	0	0%	
Other Subtotal:	**5,848**	**0**	**5,848**	**100%**	**0**	**0**	**0%**	
Campus Total:	**170,573**	**152,338**	**18,093**	**11%**	**201,102**	**(36,377)**	**-21%**	

Table 14: Campus Wide Space Needs Analysis

3.4 EXISTING FACILITIES INVENTORY

The information that follows will describe the primary buildings located on campus (buildings located off-campus are not described), with a table showing the gross and assignable square feet by building (all campus-owned facilities are included) (Table 2).

A facility audit was performed for the Rangely Campus in May 2009. The objective of the audit was to identify deferred and controlled maintenance needs based upon calculations of a Facility Condition Index (F.C.I.). The report is used annually to develop five-year Controlled Maintenance Budget Requests based on the FCI number and current replacement value. (The minimum State Condition FCI rating is 80%). A breakdown of each building on the campus is as follows and includes square footage and condition (The CNCC-Rangely Campus in total is approximately 231,000 GSF.)

Allesbrook Building
The Allesbrook Building is 4,360 GSF located on one level. The building is used primarily for Business programs and contains offices and classroom space. The F.C.I. rating is 51%. The building was constructed in 1962, and was recently renovated at the same time as Blakeslee. Currently as part of the Entrance Security & Accessibility Upgrade, a new door operator, card reader and new doors and frame at entrances are being installed.

Allred-Real Maintenance Building
The Allred-Real Maintenance Building is 7,672 GSF located on one level. The building is used primarily for physical plant functions such as shops and offices for Facilities Operations. The F.C.I. rating is 58%. The building was constructed in 1990.

Blakeslee Building
The Blakeslee Building is 6,160 GSF located on one level. The building is used primarily for the Dental Hygiene program and contains clinics, laboratories, classrooms, and offices. The F.C.I. rating is 58%. The building was constructed in 1962. A new door operator, card reader, and new doors and frame at entrances within the Entrance Security & Accessibility Upgrade are currently being installed.

Climbing Wall Building
The Climbing Wall Building is 1,077 GSF. The building contains a climbing wall and recreational activity equipment. The F.C.I. rating is 73%**.** The building was constructed in 1997.

Cramer Building
The Cramer Building is 6,808 GSF located on one level. The building is used for numerous programs, including Physics, Mathematics, and Aviation Maintenance Technology (AMT), and contains laboratories, classrooms, and offices. The F.C.I. rating is 71%. The building was constructed in 1977. In conjunction with the Entrance Security & Accessibility Upgrade, a new door and operator are currently being installed.

Hefley Gymnasium
The Hefley Gymnasium is 19,530 GSF. The building is a gymnasium and also contains athletic/physical education storage, concession area, and offices. The F.C.I. rating is 49%. The building was constructed in 1962. In conjunction with the Entrance Security & Accessibility Upgrade, a new door, new door operators, and new card readers are currently being installed.

Hill Building
The Hill Building is 7,946 GSF located on one level. The building is used for the Criminal Justice program and Learning Resource Center and contains tutoring areas, classrooms, and offices. Originally, the building was constructed as a residence hall. The F.C.I. rating is 68%. The building was constructed in 1962 and was originally designed as student housing but in the past it underwent a renovation to its current use. In conjunction with the Entrance Security & Accessibility Upgrade, new doors, new concrete landings/ramps, new door operators and new card readers are currently being installed.

Holland Hall
The Holland Hall is 18,932 GSF located on one level and interconnected by a breezeway consisting of two separate buildings, Holland Hall East and Holland Hall West. The buildings were originally constructed in 1962 as resident halls. However, Holland West, has served numerous functions over the years. [Fifty percent of the building is assigned to auxiliary fund and the other fifty percent to general fund.] Currently this building is being renovated for short-term two-room suites for faculty housing and classrooms for the Criminal Justice Program. The F.C.I. rating prior to this remodel was 32%. Holland West is currently a residence hall as originally designed but in the future will also be developed into two-room faculty suites. In conjunction with the Entrance Security & Accessibility Upgrade project, a new door operator, card reader and new doors and frame at entrances for both Holland East and West are currently being installed.

Johnson Building
The Johnson Building is 22,140 GSF located on one level. The building contains the main campus food service, student services, conference rooms and classrooms used primarily for music, theatre and arts. The F.C.I. rating is 46%. The building was constructed in 1962. The classrooms in Johnson are in need of renovation, although there are no plans to do so at this time. The dark room is slated to be refurbished for the photo program. In conjunction with the Entrance Security & Accessibility Upgrade, new doors, new concrete landing/ramp, new door operators and new card readers are currently being installed.

McLaughlin Building
The McLaughlin Building is 21,780 GSF located on two levels. The lower level has been renovated and now contains the campus library. The upper level houses campus administration and faculty offices. The F.C.I. rating is 60%. The building was constructed in 1962. A new platform lift, new doors, door operator, card reader and concrete landings/ramps at entrances are being incorporated as part of the Entrance Security & Accessibility Upgrade.

Nichols Hall
Nichols Hall is 25,390 GSF. The building is a residence hall in the style of a double-loaded corridor. The building was constructed in 1970 and in 2006 was renovated for accessibility. Nichols Hall is a straight-line dormitory with rooms along a double loaded corridor with group bathroom facilities. In the future, more bathrooms will be required in order to change from single occupancy to double occupancy. An F.C.I. for Nichols Hall was not available.

President's Residence
The President's Residence is 3,676 GSF. The building is the President's home. The F.C.I. rating is 51%. The building was constructed in 1962.

Rector Building
The Rector Building is 7,360 GSF located on one level. The building is used primarily for Chemistry and Biology and contains laboratories, laboratory support space, classrooms and offices. The F.C.I. rating is 54%. The building was constructed in 1962. Rector is the main science and math center. In order to accommodate the student population and increase the size and quality of the classrooms, plans for a renovation

and addition have progressed through schematic design, as of September 2008. Better teaching classrooms, offices, indoor restrooms, a new student lounge, preparation room improvements and a larger dissection space are priorities in this renovation. The dark room will be eliminated and replaced by the future refurbished dark room in Johnson Hall. The addition will consist of 1,985 s.f. of new space. Construction Depending on funding, documents for this renovation/addition could be completed as early as the fall of 2009. This is a roughly $2.5 million renovation that is expected to be completed by 2011.

Ross Hall
Ross Hall is 36,637 GSF. The building is a residence hall and was constructed in 1993. Ross Hall is currently the newest building on campus, and serves as the primary campus residence hall. As part of The Entrance Security & Accessibility Upgrade Project, new card readers and new door operator at the double door main entrance are currently being installed.

Striegel Building (Formerly Studer Building)
This single story 7,366 GSF building was constructed in 1962 as a residential hall. In the past it has served as the campus print shop, changing rooms for the Dental Hygiene program, a laundry room, a natural resources lab, the Grounds office, record storage for the Business Office, Human Resources, Financial Aid, Instruction, Registration and other offices. It has also been used by the bookstore for paper storage and by the entire college for furniture and equipment storage. It is currently undergoing renovation to house the Engineering Program which will include soils and energy labs, new classrooms, conference room, lounge and offices. A new mechanical system, restrooms and refinishing of the courtyard will also be included. The existing two bedroom apartment suite will be maintained. Campus-wide IT Management Department will relocate from McLaughlin into Striegel. The gross area for the renovated building is 8,459 s.f., including previously unfinished storage space. The $1.4 million renovation is currently underway with occupancy anticipated by Spring 2010.

Weiss Activity Center
The Weiss Activity Center is 29,908 GSF located on two levels. The building is used primarily for student union functions, although 95% of the building is classified as general fund. The building contains the Bronco Café, an alternative dining service to that located in Johnson, student activities offices, an auditorium, the campus bookstore, a weight room, a cardiovascular room and Outdoor Recreation and Community Education offices. The F.C.I. rating is 45%. The building was constructed in 1986. Funding is in place and construction is underway for a replacement pedestrian bridge accessing the south entrance to the Weiss Activity Center. Construction on the pedestrian bridge should be completed in the Fall of 2009. Also, in conjunction with the Entrance Security & Accessibility Upgrade Project, new door operators and new card readers are currently being installed.

Yaeger Building
The Yaeger Building is 11,520 GSF located on one level with a mezzanine. The building is used primarily for the Aviation Maintenance Technology (AMT) program and contains laboratories, laboratory support, classrooms and offices. The F.C.I. rating is 64%. The building was constructed in 1975. In conjunction with the Entrance Security & Accessibility Upgrade Project, construction documents for a new interior concrete ramp, railing, and steps, plus a new door operator and new card reader are currently being installed.

OFF CAMPUS:

Hayes Building
The Hayes Building (2,808 SF) is located at the Rangely Airport, less than a mile east of the campus. It contains offices and classroom space in support of the aviation programs. The building was constructed in 1984 and has a F.C.I. rating of 75%. In conjunction with the Entrance Security & Accessibility Upgrade Project, a new door operator and new card reader are currently being installed.

Airport Hanger
The Airport Hanger is located at the Rangely Airport. It is 6,000 GSF supporting the aviation programs offered at CNCC-Rangely. The building was constructed in 1975 and has an F.C.I. of 49%.

GSF-ASF Comparison

On-Campus Buildings	*Gross Square Feet	Assignable Square Feet	Funding
Allesbrook Building	4,360	4,106	100% General Fund
Allred-Real Building	7,672	5,999	100% General Fund
Blakeslee Building	6,160	4,695	100% General Fund
** Climbing Wall Building	1,077	700	100% General Fund
Cramer Building	6,808	5,182	100% General Fund
Hefly Gymnasium	19,530	19,140	100% General Fund
Hill Building	7,946	5,476	100% General Fund
**** Holland East	9,466	6,153	50% General Fund
** Holland West	9,466	6,153	50% Auxiliary Fund
Johnson Building	22,140	15,978	100% General Fund
McLaughlin Building	21,780	14,888	100% General Fund
** Nichols Hall	25,390	16,504	100% General Fund
**** President's Residence	3,676	2,389	100% General Fund
Rector Building	7,360	6,254	100% General Fund
** Ross Hall	36,637	23,814	100% General Fund
Striegal Building	8,459	5,848	100% General Fund
Weiss Activity Center	28,413	24,320	95% General Fund
Weiss Activity Center	1,495	1,280	5% Auxiliary Fund
Yaeger Building	11,520	10,401	100% General Fund
Subtotal	**226,230**	**169,175**	
Off-Campus Buildings			
** Airport Hanger	6,000	3,900	100% Auxiliary Fund
** Hayes Building	2,808	1,825	100% Auxiliary Fund
Subtotal	**8,808**	**5,725**	
TOTAL	**235,038**	**147,900**	

Table 15: Campus GSF - ASF Comparison

* Campus provided Gross Square Feet.
** ASF could not be accurately determined from the information provided by the campus. Therefore, the Consultants determined ASF for noted buildings at a 65% ratio.

Facility Inventory by Functional Category

To compare existing space to guideline generated space, it is necessary to group differing types of spaces. The adjacent table groups the facility inventory by this methodology. This table represents the functional groupings used throughout the space needs analysis process.

Functional Category	2008 Assignable Square Feet
Academic Space	
Classroom and Service	10,525
Teaching Laboratories & Service	20,416
Open Laboratories & Service	1,379
Academic Offices & Service	3,876
Physical Education & Recreation	9,140
Other Academic Department & Services	4,931
Academic Support Space	
Administrative Offices & Services	8,496
Library	8.883
Assembly & Exhibit	8,100
Physical Plant	8,382
Other Administrative Dept. Space	2,671
Auxiliary Space	
Student Union	17,500
Residence Live	60,426
Other	
Inactive/Conversion Space	5,848
Total:	**170,573**

Table 16: ASF by Functional Category

3.5 TOPOGRAPHIC MAP/SUB SURFACE SOIL CONDITIONS

Topographic Map

The Rangely Campus is set on a low mesa overlooking the town of Rangely and Highway 64 below. While the topography surrounding the campus is steeply sloped on three sides the area on which the campus is built is predominately flat (FIG 6). The significant flat area provides a relatively limited and defined location for campus development. Future development will need to be cognizant of the long-range campus plan when proposing new construction in addition to relevant topographical issues.

Subsurface Soil Conditions

The master planning team has not been asked to prepare, nor contracted an outside agency for, a subsurface soil conditions report. Any available information regarding soil conditions on the campus have been provided by CNCC based on relevant, recent construction reports. It is generally understood that expansive soils are prevalent throughout the region and any future development or substantial renovations will need to take this into consideration.

All new building construction on campus should include subsurface soil testing and incorporate appropriate construction techniques as soil conditions dictate.

1. President's Residence
2a. Holland East
2b. Holland West
3. Hill Building
4. Striegel Building
5. Blakeslee Building
6. Allesbrook Building
7. Rector Building
8. McLaughlin Building
9. Johnson Building
10. Hefley Gymnasium
11. Weiss Student Activity Center
12. Nichols Hall
13. Yaeger Building
14. Cramer Building
15. Allred-Real Maintenance Building
16. Ross Hall
17. Climbing Gym
18. Softball Diamond

Note: Contour Interval equals 20'

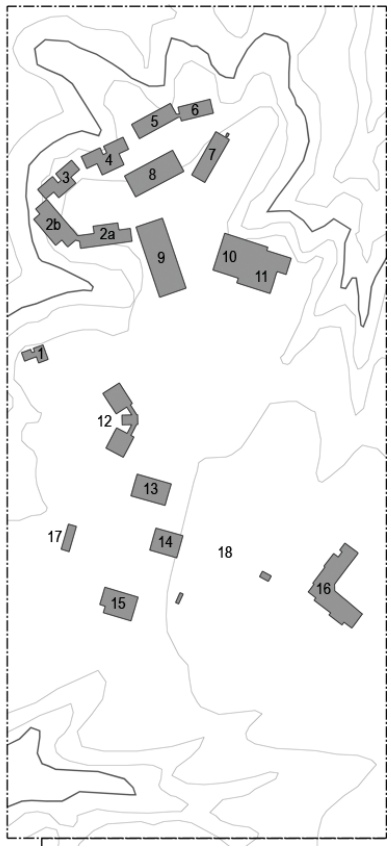


Figure 6: Campus Topographic Map

3.6 100-YEAR FLOOD MAP

The mesa on which the campus sits is approximately 250 vertical feet above the White River Valley below. Because of this vertical separation, the CNCC campus is safely removed from the White River and its 100 year flood plain. In addition to the White River below, the campus is bordered on two sides by significant drainage and spring runoff washes, St. Timothy Wash to the east and an unnamed wash to the west. While each wash has historically had a significant impact on the landscape, only the unnamed wash to the West is indicated by the FEMA map (Appx A) as having a limited potential for flooding. This wash includes a small area categorized by FEMA as a Zone AE[1]. This area is approximately 150 vertical feet below the campus minimizing its impact on the campus. FEMA specifically identifies the campus location as a Zone X[2] which does not require the purchase of flood insurance.

While storm water drainage that accumulates on site is an issue that needs to be addressed (see Section 3.9), flood risks from outside sources do not appear to be a concern.

[1] Areas with a 1% annual chance of flooding and a 26% chance of flooding over the life of a 30-year mortgage. In most instances, base flood elevations derived from detailed analyses are shown at selected intervals within these zones.

[2] "Areas outside the 1-percent annual chance floodplain, areas of 1% annual chance sheet flow flooding where average depths are less than 1 foot, areas of 1% annual chance stream flooding where the contributing drainage area is less than 1 square mile, or areas protected from the 1% annual chance flood by levees. No Base Flood Elevations or depths are shown within this zone. Insurance purchase is not required in these zones."

3.7 CIRCULATION SYSTEMS

Pedestrian Circulation

The campus is well suited for pedestrian activity. The campus is primarily flat. The heart of the original campus is compact and conducive to pedestrian activity as each of the original buildings sits within a 500' diameter circle (FIG 7). This core area of campus does not have direct vehicular access, thus necessitating pedestrian or bicycle circulation between buildings.

While the core buildings on campus are relatively compact in their setting, a number of other campus buildings (both historic and new) push the layout of the campus further afield. Nevertheless a majority of all campus buildings, with the notable exception of Ross Hall (a recently constructed residence hall), lie with in a quarter mile radius[3] of the center of campus. This means Ross Hall is just beyond the distance to the center of campus (Johnson Building) that people have been found to typically be willing to walk for routine trips. This supported bye the fact that students often drive from Ross Hall to the cafeteria in the Johnson Building for meals.

Pedestrian circulation on campus generally follows concrete sidewalks within the core of the main campus (Illustrated in Red in FIG 7). Several concrete sidewalks exist on the southern, more dispersed portions of the campus; however, students prefer more direct routes. This stutent movement to and from buildings on the edge of campus such as Ross Hall, the Cramer Building, and the Yaeger Building, typically has been 'as the crow flies.' Although vehicular traffic is not constant, pedestrian/vehicular conflicts do occur. To help alleviate this issue and promote pedestrian connections to campus from Ross Hall, the college has recently installed a concrete sidewalk with direct access from Ross Hall to the main campus parking lot. While providing direct access to the main campus, this sidewalk cuts across a vacant field and terminates in a parking lot. This poor 'quality of walk' is seen as a factor contributing to students' continued reliance on driving between Ross Hall and the main campus parking lot (south of Weiss Student Activity Center) for meal service in the Johnson Building and to attend classes.

The general campus and a majority of individual buildings are also lacking in terms of wheelchair access and compliance to ADA accessibility standards. As part of a current Entrance Security and Accessibility Upgrade project, the campus is improving access and security to a number of campus buildings. Additional accessibility issues will remain, however, in almost every building.

Pedestrian access from the campus to the town of Rangely is severely limited due to the campus being located on a mesa overlooking the town below. There is no sidewalk on Kennedy Drive, the only paved access to campus from the town. A paved bike path parallels Kennedy Drive but it is steep and provides indirect access to town and is unlikely to be used by pedestrians.

More direct access to town is available via Ridge Road, an unpaved access road to the west of campus. This road is similarly steep and while it provides more direct access to town compared to Kennedy Drive, to the east of campus, due to its primitive condition it is unlikely to be used by pedestrians accessing town.

[3] ¼ mile can typically be walked within 5 minutes by walking and is the distance people typically are willing to walk for routine trips.

In summary, the majority of the CNCC Campus is relatively compact and flat which has the potential to promote a significant level of pedestrian activity and a reduced reliance on automobiles user within campus. However, a lack of direct access and poor quality connections between the outer buildings of campus and the primary residence hall limits pedestrian activity outside the main campus core. In addition, the site of the campus in relation to the town of Rangely makes it difficult for pedestrian connectivity to exist between the town and campus, resulting in student reliance on automobiles for access to town.

1. President's Residence
2a. Holland East
2b. Holland West
3. Hill Building
4. Striegel Building
5. Blakeslee Building
6. Allesbrook Building
7. Rector Building
8. McLaughlin Building
9. Johnson Building
10. Hefley Gymnasium
11. Weiss Student Activity Center
12. Nichols Hall
13. Yaeger Building
14. Cramer Building
15. Allred-Real Maintenance Building
16. Ross Hall
17. Climbing Gym
18. Softball Diamond

Pedestrian Circulation Routes

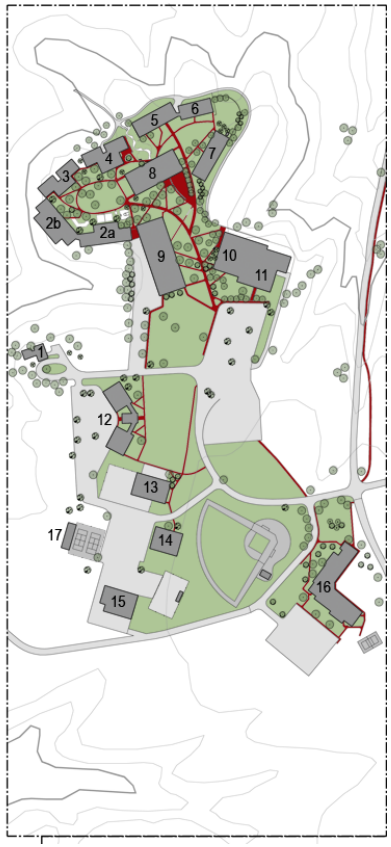


Figure 7: Pedestrian Circulation

Bicycle Circulation

The size, relative compact nature, and flat topography of the CNCC campus makes it well suited for bicycle use to get around campus. The use of bicycles as an alternative form of transportation, however, is underutilized on campus which appears to be the result of a number of factors.

The location of campus at the top of a steep hill overlooking the town of Rangely below makes it difficult for all but the most serious cyclists to consider the use of a bicycle to travel between the campus and town or off the campus in general (A city maintained bike path connecting the residential neighborhood to the west with the city of Rangely is the only bike infrastructure near campus.) This in turn limits the general focus of cycling as an alternative form of transportation in general and ensures that a majority of students come to the campus with an automobile as their primary form of transportation.

In addition the campus has no designated cycling specific infrastructure. There is currently a lack of distinction and definition between walking and bicycling routes, inadequate widths of circulation routes to support multi-modal travel, limited identification of bicycle routes, limited facilities for locking and securing storing bicycles, confusion as to how the campus system might connect with designated city and regional routes and the potential for conflicts between bicyclists, cars, and pedestrians at certain locations within the campus. Bicycle routes are often undifferentiated from footpaths so conflicts with pedestrians are inevitable.

These factors make it unlikely that the bicycle will be looked at as a viable form of transportation on the CNNC Rangely campus without focused effort put forth by the College to raise awareness and improve the physical infrastructure on campus.

Figure 8: Bicycle Circulation

Vehicular Circulation and Vehicle Storage
Vehicular access to the campus is through one primary access point from Kennedy Drive to the east. This access drive provides direct access to the main campus parking lot located to the south of the Weiss Student Activity Center, with additional parking spread across campus (see Table 16 below and FIG 9). Current vehicular circulation is two-directional through the campus.

While Kennedy Drive is presently the only access point to campus, an alternative second approach, whether permanent or for emergency access only, could occur to the west of campus connecting to Ridge Road, northwest of the campus perimeter.

Parking Facilities
The CNCC–Rangely Campus currently has parking for 616 cars, including accessible parking spaces.

The main campus parking is located to the south of Hefley Gymnasium and Weiss. Additional parking is available to the west of Johnson and a portion of Holland may also be conveniently serviced by this lot. A paved area exists adjacent to Yaeger, but the area is enclosed with a fence and its purpose is for the storage of airplane parts. The Cramer Building has substantial parking located to the west. Ross Hall has appropriate student and staff parking located to the west. A generous parkng lot also exists behind Nichols Hall. There is no parking immediately adjacent to McLaughlin, Hill, Studer, Blakeslee, Allesbrook, or Rector, although all are within walking distance from the parking lot to the south of the Weiss Building.

Table 16 illustrates the location of parking on campus as associated with the closest building.

Parking Allocation

Campus Location	Quantity of Parking Stalls
Weiss Building	203
Johnson Building	60
Cramer Building	84
Allred-Real Maintenance Building	25
Nichols Hall	136
Ross Hall	108
Total	**616**

Table 17: Parking Allocation

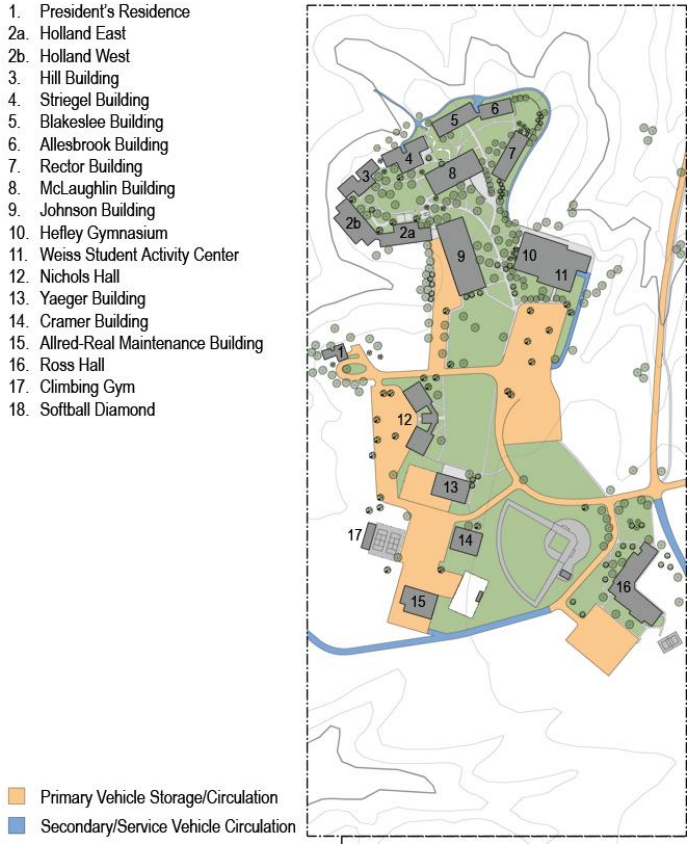


Figure 9: Vehicular Circulation / Storage

3.8 UTILITY/TECHNOLOGY SYSTEMS

The campus recently completed an upgrade on approximately 25% of the college's sanitary sewer system. In addition, approximately 90% of the buildings on the main campus have new electrical connections and transformers which is the first step in correcting the inadequate electrical systems across campus. However, the consultants have been informed by the College that utility systems, such as electricity, continue to be inadequate for many college needs.

During the electrical upgrades, additional conduit was laid to all the buildings so that all main campus buildings have recently been connected to the college computer network. Previously the college had connected many of these buildings to the network via wireless technology, but with the fiber connection reliability has increased dramatically. The Hayes building at the airport and Sagewood apartments will continue to connect to the college network via the wireless technology that has recently been installed. Computer labs have been installed in all college housing facilities and the College hopes to upgrade its educational computer facilities in the very near future.

The northern portion of the campus was originally designed with a tunnel system that connects the buildings and provides for utility runs. These tunnels have made it much easier to upgrade technology and utilities on the north end of campus as new utility and fiber lines can easily be pulled through the tunnels.

The campus and individual buildings are supplied with gas via a utility easement that circles the northern (outer) edge of campus from approximately the President's Residence to the Weiss Activity Center.

In addition, the campus has plans to continue making needed upgrades like the electrical upgrades and the sewer upgrades that have already been completed. Additional sewer upgrades, electrical upgrades, water line upgrades, HVAC upgrades, and computer network upgrades are all within the College's 5 year maintenance plans.

There currently exists no single depository of information regarding existing utility locations and conditions. The Maintenance Department in conjunction with the Vice President of Administration is working on updating all of the utility systems drawings and documentation but their ability to do so is limited to documentation of work done in the recent past. This lack of information regarding what utilities exist and where they exist makes campus wide planning and new construction difficult. New buildings cannot be planned or located to efficiently use existing utility lines.

3.9 STORM WATER MANAGEMENT

There is currently no campus-wide storm water management plan. The rain and snow moisture and irrigation water that lands on rooftops and grade eventually flows offsite or to low topographical areas and percolates or remains on roof tops and concrete and asphalt surfaces until it evaporates. This is not desirable as it develops into hazardous walking conditions and is causing building foundations to settle causing building cracks. There are several sidewalk areas around campus adjacent to building entrances where ice has formed on walkways in the winter and has subsequently caused slip and fall injuries.

As it currently stands, the lack of a cohesive storm water management plan presents a significant problem to the College both in regards to routine building/site maintenance and pedestrian safety.

3.10 ATHLETICS/PARKS/RECREATIONAL FIELDS/OPEN SPACE

The College is cognizant of the need to provide students with areas for structured and unstructured outdoor activities. The college feels outdoor facilities enhance collegiate life and provide student wellness. Additionally, they offer a manner of bringing the community onto the campus. To this end; the College participates in a number of intercollegiate athletic programs and provides a variety of recreational and athletic opportunities for the entire student body.

Currently the College Athletic Department fields teams in baseball, softball, men's and women's basketball, volleyball and men's and women's golf. To support the athletic programs, a softball diamond has been built on campus and the College has recently taken over the lease from the BLM of a former community baseball diamond located off campus a few miles to the east at Columbine Park. Basketball and volleyball games are held in the Hefley Gymnasium.

In addition to the athletic department, the College maintains an active outdoor recreation department. There is also a firing range and disk golf course on campus.

The College also maintains a small climbing gym and tennis facility at the southwest corner of campus. Both of these facilities are currently in a state of disrepair and, as a result, are seldom used. Their existing location on the edge of campus also contributes to their lack of use. In their current state, they both fall short and fail to contribute to the College's mission and goals of enhancing collegiate life and providing for student wellness.

During the winter months, many of the outdoor recreation opportunities available to students are limited by weather. CNCC currently has limited facilities and resources to meet student and community indoor recreational needs. Existing facilities such as Hefley Gymnasium are typically scheduled with more formal events such as athletic department sporting events and are not available to the general student body for other opportunities.

One aspect of a quality education and nurturing that is not provided on campus or in the Rangely community is a gathering place where students can relax and intermingle during their life away from home. Without such an amenity, students disengage from the college life and their peers and tend to leave campus. Some find reasons to drive to Craig, Meeker or Grand Junction to find social and entertainment alternatives. CNCC-Rangely strives to create a whole community and meet the complete needs of the students. It is part of their mission to provide both an academic and social environment in which the student can grow.

Off campus, the College maintains jointly with the local community a small riding arena and associated horse stalls at the Rangely, Columbine Park. This joint venture between the College and local community has the potential to help facilitate the development and advancement of equestrian programs at CNCC.

1. President's Residence
2a. Holland East
2b. Holland West
3. Hill Building
4. Striegel Building
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12. Nichols Hall
13. Yaeger Building
14. Cramer Building
15. Allred-Real Maintenance Building
16. Ross Hall
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18. Softball Diamond

Athletic/Recreation Facilities

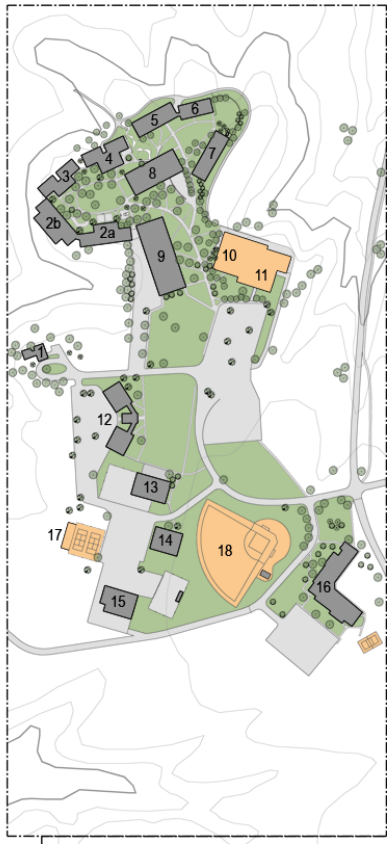

Figure 10: Athletic / Recreation Facilities

3.11 CAMPUS AESTHETICS

Planning and Urban Design

The main campus, at the north end, was developed as a compact arrangement of nine buildings in the early 1960s. The placement of the buildings around the central administration building (McLauglin) created a village of classrooms (Allesbrook, Blakeslee and Rector), residential halls (Holland, Hill and Studer Halls), student services and cafeteria (Johnson), and the gymnasium (Hefley). Interspersed within the buildings are open shaded courtyards that are linked by meandering concrete sidewalks. Between the buildings are distant views looking over the Town of Rangely toward the distant mesas. Parking and vehicular circulation is accommodated on the periphery of the building grouping.

The buildings at the south portion of the campus were added over the past 30 years and placed in a less dense arrangement with little thought to good campus planning. It appears that in contrast to the pedestrian oriented arrangement of the north campus buildings, these later campus additions are more oriented to the perimeter vehicular circulation and parking. Subsequently, it is common to find that residents of Ross Hall at the very south end of the campus actually drive the short quarter mile to go to class at the main north campus.

Architecture

The original main campus buildings complement each other in architectural design style. The structures are low in profile with low-slope roofs. Most are single story in height. The exceptions are McLaughlin and Hefley/Weiss, which present themselves as one story buildings built into the grade. The eave heights range from 10 to 15 feet from the first floor ground plane. The common building materials are deep profile glue-laminated roof beams with wedge-shaped ends that extend two feet beyond the roof eaves; light buff colored common full brick veneer; native sandstone walls; clear and tinted glazed aluminum framed windows in either clear or bronze finish; vertical cedar board siding; painted concrete columns and low walls; and tongue and groove wood roof soffits. All of the roofs sheet flow and drain over the eave edges directly to grade as there are no eave gutters, rain leaders or internal roof/overflow drains.

Continual exterior building maintenance and storm drainage have become major issues that need to be addressed as capital improvements become funded and scheduled. Although the stone and brick masonry are appropriate and durable, the wood siding and wood eave fascias require annual scraping and repainting to keep them from further splitting and deteriorating. With the current storm drainage being accommodated mostly through evaporation and ground percolation, the landscaping takes a great deal of abuse and the grassy areas remain moist and inappropriate for between class lounging and studying. In addition, ponding along walkways makes it inconvenient and hazardous for walking.

4.0 FACILITIES MASTER PLAN

4.1 IDEAL FUNCTIONAL DIAGRAMS

Nature and Relationships of Land Use Zones
The relationship between the campus property and the surrounding land zones affords the College a distinct level of autonomy. A substantial amount of the surrounding land consists of open space including land managed by the BLM. While the single family housing development to the east is slightly buffered from the campus by Kennedy Drive and existing open space on the eastern portion of campus property, any future developments in this campus zone should be respectful of the adjoining homes.

Within the campus boundaries, land zones will consist primarily of a Northern Zone, Central Zone, Southern Zone and an Open Space Zone per FIG 11.

Functional Relationships within Land-Use Zones
The development of Land Use Zones should be done with thoughtful consideration of adjacent zones and their interrelationships. Each Zone should include a mix of uses wherever possible creating a lively atmosphere across campus at all times of day.

The Northern Zone should consist primarily of academic uses with a mixture of residential facilities. A majority of the campus academic functions should be located together to help foster interaction, collaboration and openness among the various academic departments on campus. The inclusion of residential housing amongst the academic setting should be seen as an opportunity to carry academic dialogue beyond the classroom and into everyday campus life as well as an opportunity to provide life and activities on campus outside class and lecture hours.

The Center Zone consists primarily of campus support facilities such as admissions, library, dining hall, recreational facilities, etc. These facilities should be developed near the center of campus with a mix of residential housing to help create a critical mass of students and activities which will foster the development of a more active campus community both during and after classes.

The Southern Zone will consist primarily of recreational and athletic fields well suited to the large open tracts of land available on the south and east edges of campus. This Zone will also consist of some existing, space intensive academic facilities as well as some existing residential facilities. To help promote the compact nature of the campus, residential facilities in this zone should be considered for targeted, program specific housing associated with the nearby academic facilities.

Campus Open Space Zones are predominately the result of the natural geography of the area and the resultant unbuildable land predominately located on the north and western edges of campus.

1. President's Residence
2a. Holland East
2b. Holland West
3. Hill Building
4. Striegel Building
5. Blakeslee Building
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7. Rector Building
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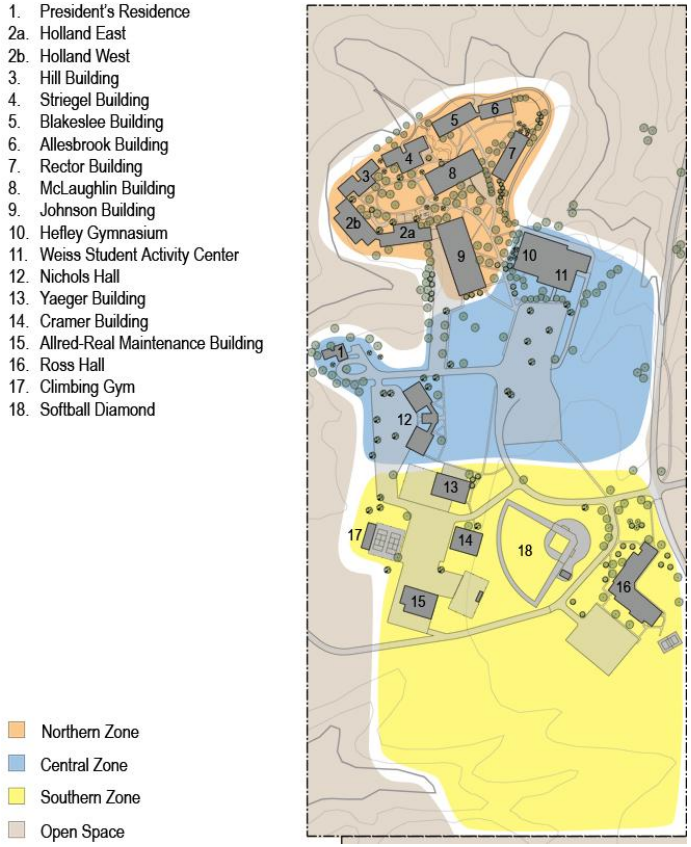

Figure 11: Proposed Land Use Zones

4.2 FLEXIBILITY FOR GROWTH

The significant amount of open space and unused land available within the campus boundary means the College is able to accommodate future growth and expansion. The struggle in accommodating growth lies rather in growing in a thoughtful way that promotes a compact and intimate campus.

While a majority of campus open space lies far to the south, away from the main campus core, the development of this land for academic or residential purposes should be resisted. Rather infilling open areas, including existing parking lots, at the center of campus are the best opportunities for future growth.

Given the inherent nature of the CNCC campus and academic program, the Master Plan itself needs to remain flexible in its ability to accommodate growth and academic program changes. As a small school, CNCC has the ability to develop programs quickly as student and academic needs change. Programs may develop suddenly as funding sources are made available or as student interests in particular fields develops. The Dental Hygiene Program is an example of a program that developed quickly to become one of the College's premier programs. One program that has been discussed as potentially expanding in similar fashion is the Natural Resources program the college is currently pursing. To this end, the Master Plan acknowledges the need to be flexible to be able to adapt as necessary to new, quickly developed programs that need physical facilities and campus support.

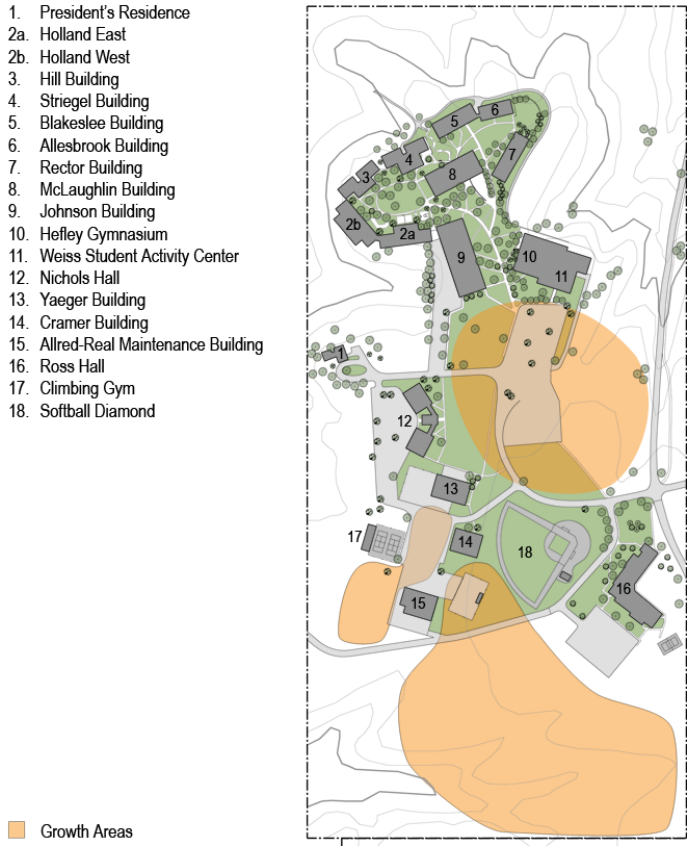

Figure 12: Growth Areas

4.3 LAND COVERAGE DECISIONS

Building Density within Building Zones

The majority of campus buildings are one-story. These include Johnson, Holland, Hill, Striegel (Studer), Blakeslee, Allesbrook, Rector, Allred-Real Maintenance and Cramer. Yaeger is a one-story building, but does contain a mezzanine used for classrooms, offices, and storage. The President's Residence, Hefley Gymnasium, Weiss Activity Center, McLaughlin, Nichols and Ross are two story or bi-level structures.

The majority of existing single-story buildings exists at the north end of campus. These buildings are sited with a relatively high density and their design and proportions create an intimate campus environment with a comfortable and appropriate sense of scale. However, their single-story nature makes inefficient use of available land and their relative density limits expansion opportunities.

In light of this and because geographic and land perimeter limitations make it unlikely the campus will acquire future land for development, the need to balance required facilities and available land should be met with multi-story facilities, at least at the campus core. New centrally located infill buildings should respect the current configuration and scale of the campus while meeting the needs of future growth with multi-story buildings. Any new construction should compliment existing architectural form. Monolithic buildings are not recommended and all construction should give consideration to adjacent residential neighbors, the detailing of existing buildings and the existing topography.

New multi-story development should be focused at the center of campus (FIG 14) creating a new, higher density campus core easily within walking distance of existing residential units and existing academic buildings. This core should transition appropriately from the existing single-story buildings at the north and south ends of campus while creating a unified whole.

Future development should also respect the traditional landscaped, open spaces at the core of campus and should be located so existing open spaces are allowed to continue and develop south from the original campus buildings through the heart of campus and any new development.

Because Ross is already a two-story dormitory, establishing a residential center with another two-story dormitory at the edge of campus may be accomplished without subverting the overall master plan.

1. President's Residence
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16. Ross Hall
17. Climbing Gym
18. Softball Diamond

Multi-Story Development Zone

Figure 13: Building Density Zones

Parking Facilities

The Rangely Campus currently has parking for 616 cars, including accessible parking spaces. The campus is currently projecting 462 FTE in the target year 2020, which based on the previously discussed methodology of .48 space/FTE (Sec 2.4) would require approximately 222 parking spaces. Thus, the currently available 616 spaces illustrates that quantity of parking on the Campus is not an issue. Because of this surplus, if parking is removed in conjunction with future building projects, it will not need to be replaced at a 1:1 ratio.

Rather than seek to provide additional parking facilities, the College should seek to improve and better integrate the existing parking into the overall aims of the Master Plan by promoting better and increased pedestrian access across campus. This can be done in part through the following measures:

- Prioritize pedestrian and bicycle access on campus over vehicular access in land development and parking decisions.
- Provide visitor signage, parking and information at key points.
- Ensure safe campus pedestrian movement by removing vehicle/pedestrian conflicts.
- Enhance and develop parking at the periphery of campus, maintaining the campus core for green space.
- Enhance the visual identity of parking areas through appropriate parking lot design standards and installation of key pedestrian linkages between parking and campus buildings.
- Parking lots currently located to the south of Hefley Gym and the Johnson Building should be considered for relocation further east to the periphery of campus, thereby providing prime development space for future expansion in their former locations near the heart of campus.
- Develop an assigned lot/parking permit system providing better direction and control over parking behavior on campus.

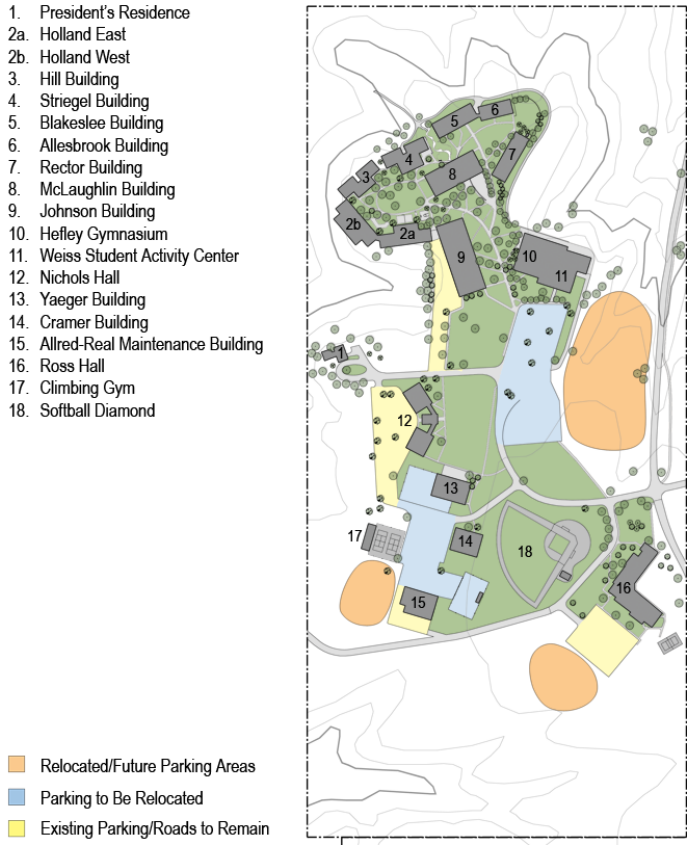

Figure 14: Parking Facilities

4.4 CAMPUS PLANS AND SUPPORTING DATA

Land Perimeter

The campus boundary was provided to the consultants by the College and a formal survey has not been performed to verify this perimeter. The campus boundary is rectangular and is not defined by any substantive landmarks. The campus is approximately 96 acres situated almost entirely on top of a mesa to the east of downtown Rangely and approximately ¼ mile south of Highway 64.

Given the campus location atop the mesa, with steep slopes descending directly from campus and being significantly surrounded by private development and public land (BLM), it remains unlikely that the boundary will be expanded or altered in the future.

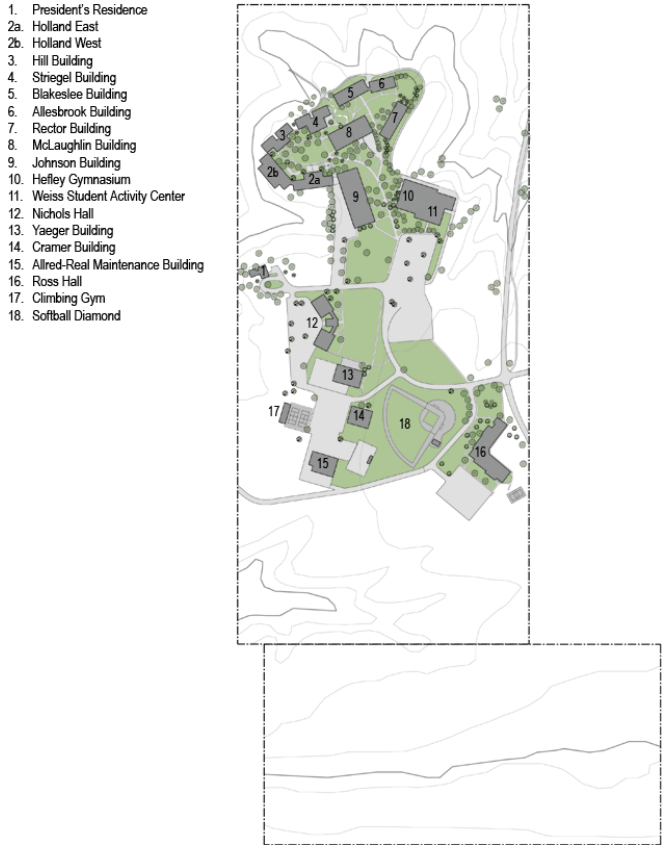

Figure 15: Land Perimeter

Future Campus Land Use

Because it is unlikely the campus boundary will be expanded, future land use should make efficient use of available buildable land within the existing campus boundary while striving to create a sense of place and campus feel that fits the Master Plan's future vision of the campus.

In striving to achieve this aim, future development should be sensitive to existing site topography and open space criteria as established in this Facilities Master Plan in the following ways: encourage campus development that contributes to campus compactness, efficiency and user convenience; foster connections between the campus and the Rangely Community; and identify and preserve campus areas for potential student housing that have clear pedestrian linkage to the campus.

Future campus land use should also strive to take advantage of and augment existing open space through the creation of a unified campus edge and sense of place through a combination of streetscapes, lighting, landscaping, signage, furniture and building placement. The development of an academic program that enhances the use of exterior laboratory settings for the promotion of long-term open space retention; and by creating a variety of indoor and outdoor spaces to meet the broad array of needs centered on academic and social activities to promote cross-disciplinary interaction.

With a majority of open space located at the southern reaches of the campus, it will be tempting for the College to direct future growth and development there. This temptation should be resisted as it will cause the campus to spread out, increasing the dependency on automobile traffic and reducing pedestrian access. Rather, future land use should build from existing development and look for infill opportunities to create a mixed use, vibrant core at the middle of campus (FIG 16). Recreation and other ancillary uses not tied to everyday campus use should be directed towards the southern open space.

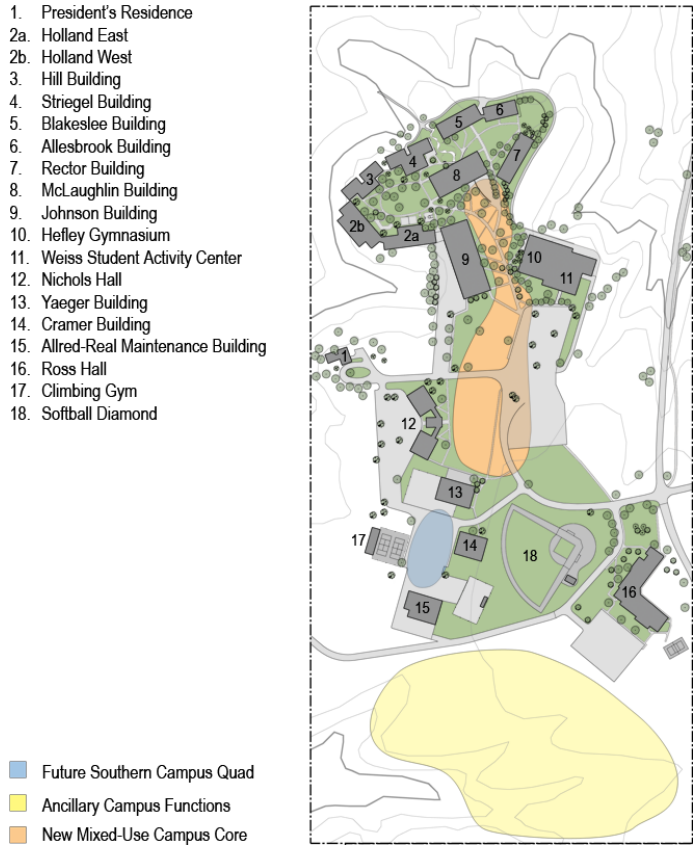

Figure 16: Future Campus Land Use

Pedestrian Circulation

The campus is well suited for pedestrian activity. The campus proper is primarily flat with a compact layout of the buildings and is conducive to pedestrian activity. However, a lack of direct access and poor quality connections between the outer buildings of campus and the primary residence hall limits pedestrian activity outside the main campus core.

To promote pedestrian activity on campus, direct pedestrian access between all buildings on campus and the residence halls should be provided. Both new and existing sidewalks should be designed or altered as necessary to accommodate persons with disabilities and promote safe pedestrian travel in addition to being signed appropriately. All new sidewalks should be built at a proper width reflecting current design standards and where necessary existing sidewalks which are too narrow to safely accommodate two-way and multi-modal traffic should be widened.

In addition, there should be a conformance of new building orientation with the overall form of the campus to help make wayfinding safer and easier. Lighting along footpaths and compatible landscaping should be provided to make walking safer and more rewarding, footpaths should be added to make the campus network more convenient and wayfinding should be extended beyond the edge of campus to surrounding streets and open areas to include possible hiking, jogging, biking trails as well as possible access to town.

Additional sidewalks and routes recommended for enhancement are indicated in FIG 17.

Bicycle Circulation

To help promote bicycle use on campus all new roadway or road reconstruction projects should incorporate bicycle lanes unless site conditions make it impossible. To help reduce bicycle – pedestrian conflicts, primary designated cycle routes should be provided connecting the main campus buildings with the resident halls. These routes could extend beyond the edge of campus to surrounding streets and open areas, including possible biking trails and access to town (FIG 17). It is unrealistic, however, to expect bicyclists to limit themselves to designated routes at all times for bicycle travel; therefore, all new and sidewalk reconstruction projects should be designed to accommodate multi-modal traffic including pedestrians and bicycle activity. In addition, all campus buildings and residence halls should be provided with adequate and securable bicycle storage facilities.

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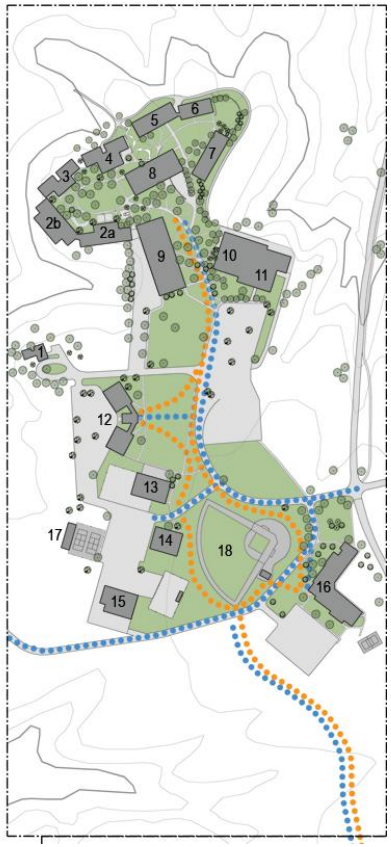

Figure 17: Pedestrian/Bicycle Circulation

Vehicular Circulation

In order to create a more unified, cohesive campus, current two-direction vehicular circulation through campus should be re-routed to the perimeters of campus (FIG 18).

The primary access from Kennedy Drive should be re-routed, keeping the center of campus free of non-emergency vehicular traffic. Access to the Johnson Building, the President's Residence and parking along the west edge of campus should be rerouted towards Ridge Road along the southern and western edge of existing development.

Access to future parking along the east edge of campus and south of the Weiss Activity Center should be rerouted along the east campus boundary immediately after accessing the campus from Kennedy Drive.

To ensure appropriate maintenance and emergency access to the heart of campus, development of grass quadangles and pedestrian malls should be designed to accommodate maintenance and emergency vehicle access.

As Kennedy Drive is currently the primary access to campus, this entrance should be redeveloped and improved to act as a gateway, with appropriate entry/welcome signs and landscaping.

In addition to Kennedy Drive, an alternative second access to campus for emergency personal and auxiliary use could be developed via Ridge Road at the southwest corner of campus.

Figure 18: Campus Vehicular Circulation

Utility Systems/Technology Infrastructure

The College has not hired outside consultants to evaluate their utility or technology systems. The planning consultants have been informed that the existing electrical service to many of the campus buildings is inadequate and needs professional evaluation. The College should retain the services of a licensed engineer to evaluate the electrical service to each of the campus buildings.

Existing Gas and Sanitary Sewer systems are assumed to be adequate as they have been updated within the last 10 years.

Following Colorado performance contracting statutes, CNCC has received funding to have a campus-wide comprehensive energy audit completed. Based on this analysis, they have proceeded to incorporate energy saving upgrades to all of the campus buildings except the President's Residence. Major improvements include more efficient lighting, replacement of steam heat with natural gas boilers and centralized cooling.

To facilitate long range planning and construction on campus, it would be beneficial for the campus to have a base utility map/survey developed showing existing utility infrastructure. This survey could then be updated as new construction or improvements take place, providing an up-to-date and accurate resource for the College's use in long range planning and construction projects. It would also provide an inventory of existing systems and their condition to help facilitate controlled maintenance projects.

Building Locations

New campus construction projects should be located at the center of campus to the immediate south of the the original, main academic building zone. Buildings should be oriented with their main entrances facing the campus core or green space running through the heart of campus. With vehicular access removed to the perimeter of campus, it will be tempting for buildings to be oriented facing the parking and vehicle access. This should be avoided as one of the main tenets of this Master Plan is to create a unified and cohesive campus that is pedestrian oriented, extending from the original academic buildings at the northern end of campus.

It will similarly be tempting to locate new construction to the open spaces at the southern edge of campus. This likewise should be resisted as it will only create a more sprawled and separated campus that further increases automobile dependence for the students.

New campus construction projects should be located per FIG 19 including: a new student wellness facility to be located in the existing green space to the south of Johnson Hall, new residence facilities to be located to the east of Nichols Hall in the existing parking lot with a redeveloped quad between Nichols and the new facility, a new support building located to the south of the Weiss Activity Center in the currently existing parking area (for relocation of existing parking areas see above) and new recreation and intramural fields located at the edge of campus south of the existing women's softball diamond.

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Future Quad
Future Wellness Center
Future Residence Hall
Future Intermural Field Area
Future Academic Building

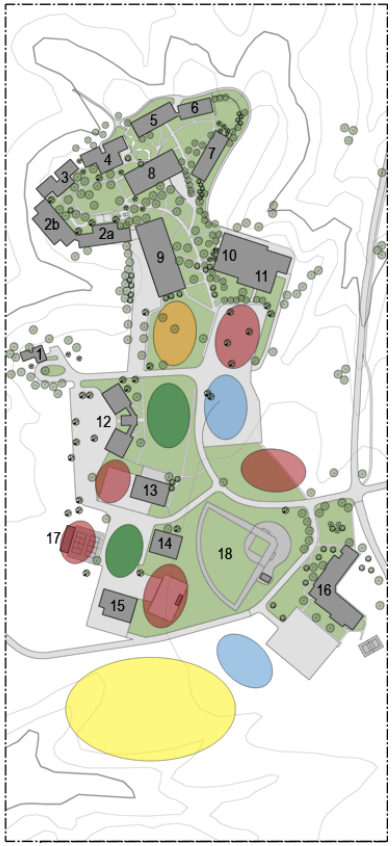

Figure 19: Future Building Locations

Storm Water Management Plan

There is currently no campus-wide storm water management plan. The rain and snow moisture and irrigation water that lands on rooftops and grade eventually flows offsite or to low topographical areas and percolates or remains on roof tops and concrete and asphalt surfaces until it evaporates.

With the current Striegel (Studer) Hall remodeling, attention is being given to the initiation of a drainage plan to address this problem. This building will have full perimeter roof eave gutters with drain leaders that will direct the rooftop moisture to drain to a localized retention or detention pond area. If retained, the water collected will percolate in appropriately designed earth and gravel substrates. If detained, the water will be directed to an interconnection of adjacent detention ponds which will be designed to drain off-site or collect in one or several larger retention areas. As the campus is not densely built-up with structures, a storm water management plan should be accomplished as remodeling, roofing and paving improvements, re-grading and new construction is scheduled. The campus could be zoned as three distinct drainage areas: the north original campus, the center residential and commons area and the south residential and industrial/classroom area.

The goal over time should be to re-grade areas around the building grouping so that stormwater flow can be directed to contoured stone and landscape retention basins. These basins can then be interconnected by dry stream beds that become landscape and sculpture features around campus.

Facility Staging Plan

Each of the Capital Improvement Projects (CIP) presented in this Master Plan is presented as an individual project. It is not the intention of the Plan or the College to pursue any of these projects for phased construction, rather each CIP will seek its own funding in its entirety.

During the construction of each CIP, the College, architect and contractors should work together to determine the appropriate placement of construction material and staging resources to ensure the construction does not significantly impede campus activities beyond a reasonable manner. Additionally any damages to the campus incurred during construction should be repaired by the contractor.

4.5 NARRATIVE CAMPUS PLANS/DESIGN GOALS AND STRATEGIES

Planning Principles
Future planning will put a focus on compact placement of buildings so that the student population will be encouraged to walk to class from their dormitories rather than driving. With this increase of density, there will be energy savings not only in fuel consumption but also in a more compact and efficient utility infrastructure. Vehicular traffic and parking will be routed and placed on the periphery of the campus in order to attain a safe separation of vehicles and pedestrians.

A network of plazas and common greens will be planned to evolve between and within building groupings. With seating and appropriate xeric landscaping, these venues will provide opportunities for students to gather for quiet studying and lounging, recreating and also create settings for impromptu outdoor classroom or even music recitals. These campus public spaces will also provide ideal environs to display artworks that are created by students in the CNCC art program and community artisans.

The following list of principles is a result of the master planning process and is presented to guide future campus development. The principles are global in nature and need to be reviewed and confirmed during all phases of future planning endeavors.

Campus and Community

- Consider the planning area and its environs, and identify key development objectives that will contribute to the long-term quality and function of the planning area.
- Redevelop a physical identity and sense of place for the campus that is consistent with campus and community objectives.
- Develop attractive, unified, and well-located signage to guide visitors to and through the campus.
- Maintain/upgrade the visual quality of access routes to and from the campus particularly along Kennedy Drive.
- Coordinate future campus development to accommodate multi-modal transit service for the campus and associated environs.

Campus Access and Parking

- Provide for visitor signage, parking, and information at the primary arrival point to campus.
- Ensure safe campus pedestrian movement by removing vehicle/pedestrian conflicts.
- Provide sufficient, convenient parking to service the campus core for students, faculty, staff, and visitors.
- Enhance the visual identity of parking areas through appropriate parking lot design standards and installation of key pedestrian linkages between parking and campus buildings.

Land Use

- Ensure that future campus development is sensitive to existing site topography and open space criteria as established in this Facilities Master Plan.
- Encourage campus development that contributes to campus compactness, efficiency, and user convenience.
- Foster development that provides connection between the campus and the Rangely Community.
- Identify and preserve campus areas for potential student housing that have clear pedestrian linkage to the campus.

Landscape Strategies / Materials

- The CNCC-Rangely Campus is surrounded by open space that provides habitat for a multitude of tree and plant species. The location of the campus on top of a mesa exposes the land to harsh conditions. Traditional green lawns are not feasible in a region where topsoil conditions are difficult, water conservation techniques are needed, and there is an inability to service due to staffing. Therefore, landscaping around campus buildings and parking lots should focus on conservation techniques. Xeriscaping is an effective manner of cutting overall landscaping maintenance and utility costs. Additionally, campus xeriscaping would tie in with the natural aesthetic of the open space surrounding the site. Xeriscaping is not rocks and non-flowering shrubs, but includes a vast range of plant material.
- Additionally, landscape concepts should be developed with a consciousness for safety. Plants should not impede visual or physical paths of movement. An appropriate clearance along paths should be consistently maintained. The use of native Colorado plants should be encouraged, mixing quick-growth trees and shrubs for immediate landscape with long-term growth varieties. A mixture of deciduous and coniferous trees and shrubs should be considered as barriers against sound, natural elements such as snow and wind, and vision.

Campus Image and Identity

- Adopt a common streetscape development standard for the College planning area.
- Unify, as opposed to differentiating, buildings in relation to the original north campus facilities to create harmony and visual connection.
- Identify and utilize key campus locations for display of indoor and outdoor art from campus or community based artisans.

Pedestrian Paths

- Develop vehicular and pedestrian movements on key pathways, creating locations for campus uses and contributing to the campus image.
- Link all major campus and outreach buildings via pedestrian connections that are appropriately signed for persons with disabilities and promote safe pedestrian travel.

Exterior Lighting

- Employ the use of shielded light fixtures to support a “dark sky” lighting concept that eliminates night sky light pollution.
- In order to create defensible space and safe night condition, meet IES standards for illuminating parking and pedestrian pathways.
- Where appropriate, illuminate major campus site and architectural elements that facilitate wayfinding.
- Illuminate directories and signage.
- Design with energy-wise light fixtures and light levels.

Signage and Way finding

- Standardize campus-wide signage to create uniformity.
- Employ a signage vocabulary for both building naming and directories. These may be different but should be consistent.
- Where signage is tactile, design to meet ADA regulations.

Gateway and Markings

- Consider developing a campus-wide “branding” concept that creates a recognizable and recallable CNCC identity.

Sustainability

- Consider low water usage in irrigation system and landscape design.
- Take common-sense design approaches in building design, placement and orientation that are environmentally sound.
- Consider energy-saving massing, use of natural light and fresh air and other principles in order to realize cost effectiveness both in construction and ongoing operation.
- Incorporate durable and long-lasting materials in building design.
- Consider use of appropriate building environmental controls that are conducive to work and study such as: natural light, operable windows, good indoor quality, noise containment and non-toxic materials.
- Consider setting LEED rating strategy objectives.

Open Spaces

- Create a unified campus edge or sense of place through a combination of streetscapes, lighting, landscaping, signage, furniture, and building placement.
- Develop an academic program that enhances the use of exterior laboratory settings for the promotion of long-term open space retention.
- Create a variety of indoor and outdoor spaces to meet the broad array of needs centered on academic and social activities to promote cross-disciplinary interaction.

Architectural Design Strategies and Materials

- Maintain the use of similar materials of the 1960s campus in the design of new buildings and, at the same time, encourage creativity in how these materials can be re-interpreted in their composition.

Building Site and Use

- Plan and program space in conjunction with CCHE requirements and achieve an appropriate quality and quantity of space in support uses.
- In all design and construction, assure future maintenance and operation impacts are minimized.
- Promote the use of regional resources and sympathetic materials in all design and construction.
- Consider site storm drainage in the placement and design of all buildings. Think holistically in evolving a campus-wide storm drainage plan.
- Consideration of conservation techniques, such as green building applications and xeriscaping
- Maintain programmatic integration with CNCC academic and technology planning initiatives.

Recommended Use of Existing Facilities

The space needs projections presented earlier in this document indicate that at the target enrollment mix, the Rangely Campus of CNCC will show a slight surplus of total square footage needed to serve the academic and academic support mission of the College. The majority of the academic core of the campus was built in the early 1960s, with few upgrades to the original facilities since that time. The core academic buildings are quite small in total footprint; however, they create a campus ambiance and a campus core that presents well to the community. Renovation of these campus core buildings should be a focus to provide up-to-date spaces for teaching and learning modalities.

Due to the isolation of Rangely and the generally long and cold winter months, there is a need to provide recreational facilities on-campus to accommodate student desires. This space must be available indoors. The Weiss Student Activity Center does not adequately support the needs of the students and should be reconfigured to provide a wider range of activities.

The Rector Science and Math Facility was built in 1962 with no significant renovations and does not meet the current needs of existing programs and students. This facility needs a complete renovation.

Overall the physical response to the space needs model and the academic planning initiatives for the Rangely Campus need to concentrate on renovation of space to realign programs to better meet the academic mission of the College. An additional outcome of the renovation of the facilities will be the ability to schedule programs and classes that are technology dependant into appropriately designed spaces.

Recommended Construction for New Facilities

Although the campus has adequate space to meet the target year and foreseeable future needs, a new building is proposed for student recreational use. A recreational or wellness center is recommended to provide students with access to more activities, including intramurals, fitness training, and large indoor activities. The new facility would remove the existing competition for indoor activity space between general support use and the five sanctioned athletic programs.

The target population in 2020 will exceed the housing capacity. Currently 60% of the total Rangely student population lives on campus with a practical housing capacity of 256. The target year housing population is 301. Adding additional shower and restroom facilities to Nichols Hall would be the most cost effective means to increase the current capacity. This addition would increase the capacity by 72 beds to 328, beds meeting the target housing population. Beyond this, new dormitory sites are envisioned at both Central and Southern Campus locations.

4.6 FACILITIES CONSTRUCTION AND RENOVATION

Implementation Project Goals
The capital improvement recommendations in this section consist of renovation and new construction in support of the academic goals of CNCC-Rangely.

The Capital Improvement Projects (CIP) for the planning cycles include, Year 2009 to 2020:

- **CIP-1**: Campus wide utility plan/survey
- **CIP-2**: Construction of a Wellness Center
- **CIP-3**: Campus-wide Stormwater Management
- **CIP 4**: New Hanger and Facility Upgrades
- **CIP-5**: Renovation and Addition to Rector for Biology and Chemistry Programs
- **CIP-6**: Plan and Construction of an Equestrian Events Center at the Rangely Columbine Park Rodeo Grounds
- **CIP**-7: Renovation of Yaeger for Natural Resource Program

Long-Range Capital Improvement Projects include:

- **LR-1**: Campus-wide Window Replacement
- **LR-2**: McLaughlin Exterior Concrete Repair
- **LR-3**: Holland Ventilation System Replacement
- **LR-4**: Campus Wide Asbestos Abatement
- **LR-5**: Renovate Weiss/Bronco/and Student Union
- **LR-6**: Construction of Multi-Family Housing on Campus
- **LR-7**: Campus-wide Pedestrian and Landscaping Plan
- **LR-8**: Campus-wide Signage and Directory Program
- **LR-9**: Nichols Hall Restroom Addition
- **LR-10**: Construction of New Residence Hall

Capital Controlled Maintenance Projects include:

- **CCMP-1**: Rock Wall Restoration and Capping
- **CCMP-2**: Electrical Service Upgrades
- **CCMP-3**: Rotational Maintenance Plan

The master plan for CNCC-Rangely identifies locations for programs impacted by the target year space needs analysis. However, specific relationships and precise space allocations should be addressed in a future phase of program planning. Diagrams in this Master Plan are intended only to illustrate appropriate programmatic relationships.

4.7 CAPITAL IMPROVEMENT PROJECT DESCRIPTIONS

CAPITAL IMPROVEMENT PROJECTS:

CIP-1 Campus-Wide Utility Plan/Survey
To facilitate long range planning and construction, the College should have a map/survey developed showing existing utility infrastructure. This survey could then be added to as new construction or improvements take place providing an up-to-date and accurate resource for the College's use in long range planning and construction projects. It would also provide an inventory of existing systems and their condition to help facilitate controlled maintenance projects.

CIP-2 Construction of a Wellness Center
The Wellness Center will be the hub of campus life while students are not attending structured classes. This facility will provide opportunities for the students to gather in both recreational/fitness and impromptu social gatherings on campus. As the Center will be used before, between and after classes, it will be centrally located so as to be convenient to both the dormitories and academic buildings.

The construction of the first two phases of a new facility is planned to be completed in 2010. The Schematic Design documents have been completed and approved. This will be a three phase project. The first phase will include a gymnasium (with basketball/ volleyball courts), weight room, climbing wall, aerobics studio, juice bar/lounge, and locker rooms. Phase two will consist of batting cages, racquetball courts, bicycle repair shop and flex rooms for exercise aerobics or classrooms. Phase three will introduce a large conferencing center (+/- 700 person capacity) that can be subdivided into three 200-person meeting rooms.

CIP-3 Campus-Wide Storm Water Management
Existing campus topography is to be re-graded around building groupings so that stormwater flow can be directed to contoured stone and landscape retention basins. These basins can then be interconnected by dry stream beds that become landscape and sculpture features around campus.

CIP-4 New Hanger and Facility Upgrades
This project would provide for a new 12,000 GSF hanger at the Rangely Airport in support of the AMT academic mission. The program is currently located in Yaeger in a less than desirable space that is poorly utilized due to its configuration. Locating the program at the airport would consolidate the AMT program and provide a more appropriate learning environment. Minor renovation of Hayes (2,808 GSF) should occur to maximize space for the Aviation programs. Yaeger would then be available (11,520 GSF) for new Natural Resources programs. See CIP-7.

CIP-5 Renovation and Addition to Rector Hall for Biology and Chemistry Programs
With the increased enrollment in the Dental Hygiene program, the prerequisite Science programs have also increased. To accommodate this growth, the laboratories, classrooms, lab prep areas, offices and storage rooms in Rector Hall need to be upgraded to current teaching and environmental standards.

CIP-6 Equestrian Events Center/Stables at Columbine Park
This events center and stables would be built in partnership with Columbine Park upon approval of the Columbine Park Board. The stables would be used to board student horses in the Horsemanship Program. The events center would be used for community events such as livestock shows and would also serve as an indoor riding arena. In the event that the Columbine Park Board does not approve this facility, the college will look at alternative sites to build this project.

CIP-7 Renovation of Yaeger for Natural Resources Program
The renovation project will be contingent on the growth of the Natural Resources program. As growth justifies this project, the building will be remodeled to meet the needs of Natural Resources. It can also be used for a planned Taxidermy Certificate program if implemented.

Long-Range Capitol Improvement Project Descriptions:

LR-1 Campus-wide Window Replacement
Windows were not replaced during the energy audit upgrades due to excessive cost. Many buildings have single pane glass that should be replaced with energy efficient windows. This project will be completed building by building over a period of time.

LR-2 McLaughlin Exterior Concrete Repair
The concrete around McLaughlin is in need of major repair/replacement due to significant deterioration.

LR-3 Holland Ventilation System Replacement
The Holland Hall (East and West) ventilation system was not replaced during the energy audit due to cost. However, the heating was upgraded and central air-conditioning was run to the facility. This upgrade will be completed as funds are available.

LR-4 Asbestos Abatement
This is a campus wide project. Much of the campus has been abated but there are pockets remaining that need to be removed building-by-building. This project will happen as funds become available.

LR-5 Renovate Weiss/Bronco/ and Student Union
The Bronco needs to be moved to the Johnson Building so that the college achieves an economy of scale with the kitchen facilities and staff. This move, along with the weight room move to the Wellness Center, will free up much needed space for the student union activities. The Colorado Room also needs a major upgrade.

LR-6 Construction of Multi –Family Housing on Campus
Married or single-parent students with children struggle to find affordable housing in Rangely. Currently the need does not justify the expense; however, in the future the college will explore a small housing unit for this group of students.

LR-7 Campus-wide Pedestrian and Landscaping Plan
The college would like to achieve a better campus flow and create an atmosphere that invites students to spend more time outside and around campus. To help achieve this vehicle and pedestrian access routes should be re-routed with improved wayfinding signage (LR-8). There is also a need to create more xeriscape projects to reduce water usage.

LR-8 Campus-wide Signage and Directory Program
This project would be designed, and if possible built, in conjunction with LR-7 and would assist in making the college more visitor and user friendly. LR-8 should also include the installation of campus art, improved exterior lighting, site furniture, and a entrance gateway welcoming students and the public to campus

LR-9 Nichols Hall Restroom Addition
While the dorm rooms in Nichols Hall were built for double occupancy, the common restroom and shower facility is not conducive to doubling the student population. Additional restroom and shower facilities on each floor would add a 72 bed capacity to this facility.

LR-10 Construction of a New Residence Hall
Once LR-9 has been completed, the next project to expand bed capacity would be a new residence Hall. When Ross Hall was constructed, the original intent was to construct a sister facility on the opposite side of the parking lot. Once bed capacity reaches 95 percent this project would need to go forward. Depending on the cost of LR-9, it may be more practical to build this project first.

Capital Controlled Maintenance Projects

CCMP-1 Rock Wall Restoration and Capping
The college has numerous rock walls around campus that are aging and deteriorating due to weather damage. Capping the walls and repairing broken walls needs to be ongoing until they are completed.

CCMP-2 Electrical Service Upgrades
Many of the buildings were constructed in 1962 and require electrical upgrades to meet the changing electrical demands. This project will be completed building by building until completed.

CCMP-3 Rotational Maintenance Plan
A new rotational maintenance plan was developed to project capital controlled maintenance needs to include roofs, mechanical systems, electrical systems, and building interiors and exteriors.

4.8 EFFECTS OF CAPITAL IMPROVEMENT IMPLEMENTATION

The facilities response to the academic planning initiatives concentrates on renovation of the historic campus academic core. The renovations will occur in such an order as to provide the campus with the ability to implement each project without major disruptions to academic or academic support programs. Each of the Capital Improvement Projects (CIP) presented in this Master Plan is presented as an individual project. It is not the intention of the Plan or the College to pursue any of these projects for phased construction. Rather, each CIP will seek its own funding in its entirety.

Implementation of the recommended capital projects will consolidate programs, provide a collegiate atmosphere, and address life safety and accessibility issues.

4.9 IMPLEMENTATION SCHEDULE AND SUMMARY

This Facilities Master Plan for the Rangely Campus of Colorado Northwestern Community College has been driven by the strategic and academic planning initiatives of the institution. Each of the Capital Improvement Projects (CIP) in this master plan integrates the strategic, academic, and technology plans of the College. The Capital Improvements summary table below highlights the Seven CIPs recommend in this plan. Full implementation of these projects will realign the facilities to better serve the College's academic mission.

Master Plan Capital Improvements Summary
The Capital Improvement Projects previously defined will now be scheduled into a ten-year projection of capital funding requests. The costs are calculated by project and by fiscal year. The total is then allocated to the funding source by year. Each project will begin by requesting physical planning funding, followed by construction and equipment funding.

The following table is a summary of the capital improvement project costs for the ten-year period starting fiscal year 2010. Funding being requested from Capital Construction Funds Exempt totals $10.14 million. Auxiliary funding is anticipated to total $5.42 million. The ten-year capital construction program is based on the assumption that funding will be available as requested by the institution. Should funding not be available for any specific fiscal year, the schedule for requested funding will be adjusted accordingly.

Colorado Northwestern Community College - Rangely **10 - Year Capital Construction Program – Fy 2009 - 2020** ($ In Thousands)														
Project	**Source**	**Total Cost**	**Prior Approp**	**FY 09-10**	**FY 10-11**	**FY 11-12**	**FY 12-13**	**FY 13-14**	**FY 14-15**	**FY 15-16**	**FY 16-17**	**FY 17-18**	**FY 18-19**	**FY 19-20**
Projected Future Projects														
CIP-1 Campus-wide Utility Plan/Survey	GF	$75					$75							
CIP-2 Construction of Wellness Center (Phase 1)	FF	$2,918	$46.4	$102	$2,007	$763								
CIP-3 Campus-wide Stormwater Management	SF	$350				$50	$100	$200						
CIP-4 New Building for AMT at Airport; Renovate Hayes and Yaeger	SF	$2,000												
CIP-5 Renovation and Addition to Rector Hall	FF	$2,461	$39.5	$177	$2,245									
CIP-6 Equestrian Events Center at Rangely Rodeo Grounds (Columbine Park)	SF	$500												
CIP-6 Renovation of Yaeger for Natural Resources	GF	$500												

Project	Source	Total Cost	Prior Approp	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Long-Range Capital Improvement Projects														
LR-1 Campus-wide Window Replacement	SF	$2,000												$2,000
LR-2 McLaughlin Exterior Concrete Repair	SF	$250											$250	
LR-3 Holland Ventilation System Replacement	AF	$500												
LR-4 Asbestos Abatement	SF	$750					$250		$250		$250			
LR-5 Renovate Wiess/Bronco/Student Union	SF	$1,000												
LR-6 Construction of Multi-Family Housing on Campus	AF	$2,500												
LR-7 Campus-wide Pedestrian and Landscape Plan	GF/RF	$50				50								
LR-8 Campus-wide Signage and Directory Program	GF/RF	$100						100						
LR-9 Nichols Rest Room Addition	AF	$1,000									$100	$900		
LR-10 Construction of New Residence Hall	AF	$8,000												

Project	Source	Total Cost	Prior Approp	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20
Capital Controlled Maintenance Projects														
CCMP-1 Rock Wall Restoration and Capping	GF	$300				$100		$100		$100				
CCMP-2 Electrical Service Upgrades	GF	$180										$180		
CCMP-3 See Rotational Maintenance Plan (Table 19)														
Note: Some projects do not have anticipated start dates at this time so spending year is not forecasted in the table above. All costs shown in thousands of dollars.														
Funding Sources:														
GF (General Funds): Funds appropriated by the CNCC														
AF (Auxiliary Funds): Funds Auxiliary Enterprises														
RF (Restricted Funds): Funds from RJCD														
SF (State Funds): State funds appropriated by Legislature														
FF (Foundation Funds) Funds raised by CNCC Foundation														

Table 18: 10 Year Capital Construction Schedule

Controlled Maintenance Ten-Year Plan – State Request											
Project Title	**FY 09/10 Budget Request**	**FY 10/11 Budget Request**	**FY 11/12 Budget Request**	**FY 12/13 Budget Request**	**FY 13/14 Budget Request**	**FY 14/15 Budget Request**	**FY 15/16 Budget Request**	**FY 16/17 Budget Request**	**FY 17/18 Budget Request**	**FY 18/19 Budget Request**	**FY 19/20 Budget Request**
Window Replacements					700,000		600,000		600,000		
Wiess Roof Replacement		150,000									
Allred HVAC Replacement			100,000								
Yaeger Roof Replacement				150,000							
Hefley Roof Replacement						150,000					
Johnson Roof Replacement								150,000			
Cramer Roof Replacement										150,000	
Rpresident's Residence Roof Replacement											100,000
Totals for each Fiscal Year:	**$0**	**$150,000**	**$100,000**	**$150,000**	**$700,000**	**$150,000**	**$600,000**	**$150,000**	**$600,000**	**$150,000**	**$100,000**
Grand Total of Ten Year Plan:	**$2,760,000**										

Table 19: 10 Maintenance Plan – State Requests

Rotational Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Roofs replacement (25 years)											
Yaeger	Roof replacement (1975)	State				$150						
Weiss	Roof replacement (1986)	State		$150								
Hefley	Roof replacement (1980)	State						$150				
Johnson	Roof replacement (1992)	State								$150		
Ross	Roof replacement (1993)	RJCD										$150
		Sub total:	**$0**	**$150**	**$0**	**$150**	**$0**	**$150**	**$0**	**$150**	**$0**	**$150**

Rotational Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Campus exterior paint schedule (10 years)											
Cramer	Paint and caulking (1997)	GF	$20									
Yaeger	Paint, caulking, repair back and front doors (1992)	GF		$25								
Ross	Stain exterior wood (1993) (Include SB restroom)	Aux	$20									
Weiss	Paint and caulking (1995)	GF		$20								
Hayes	Paint and caulking (1995)	GF			$25							
Nichols	Paint and caulking or side (1997)	Aux			$20							
Climbing Wall	Paint and caulking (1997)	GF				$15						
Allred	Painting (1990)	GF				$20						
Allsbrook	Painting and caulking (2003)	GF					$20					
Blakeslee	Painting and caulking (2003)	GF					$20					
Holland E	Painting and caulking (2002)	RJCD						$20				
Holland W	Painting and caulking (2002)	RJCD						$20				
Hill	Painting and caulking (2002)	GF							$20			
Johnson	Painting and caulking (2002)	GF								$30		
Hefley	Painting and caulking (2002)	GF									$25	
McLaughlin	Painting and caulking (2008)	GF										$20
		Sub total:	**$40**	**$45**	**$45**	**$35**	**$40**	**$40**	**$20**	**$30**	**$25**	**$20**

Rotational Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Dorm plan (Paint Carpet, and Furniture) (7 years)											
Holland Eeast	Four- Room Unit 1	Aux	$10							$10		
	Four- Room Unit 2	Aux		$10							$10	
	Four- Room Unit 3	Aux			$10							$10
	Four- Room Unit 4	Aux				$10						
	Four- Room Unit 5	Aux					$10					
	Four- Room Unit 6	Aux						$10				
	Hallway	Aux							$10			
	Sub total		$10	$10	$10	$10	$10	$10	$10	$10	$10	$10
Holland West	Complete last five units	RJCD	$50									
	Complete hallways	RJCD		$50								
	Four Units	Aux									$20	
	Five Units	Aux										$25
		Sub total:	**$50**	**$50**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$20**	**$25**

Rotational Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Dorm plan (Paint Carpet, and Furniture) (7 years)											
Nichols	Lower level/South side	Aux			$40							$ 40
	Lower level/North side	Aux				$40						
	Upper level/South side	Aux					$40					
	Upper level/North side	Aux						$40				
	Hallway Lower levels	Aux							$40			
	Hallway Upper levels	Aux								$40		
	Remainder of Dorm	Aux									$40	
	Sub Total:				$40	$40	$40	$40	$40	$40	$40	$40
Ross	Lower level/South side	Aux	$50							$50		
	Lower level/East side	Aux		$50							$50	
	Upper level/South side	Aux			$50							$50
	Upper level/East side	Aux				$50						
	Hallways Lower Levels	Aux					$50					
	Hallways Upper Levels	Aux						$50				
	Remainder of Dorm	RJCD							$50			
	Sub total		$50	$50	$50	$50	$50	$50	$50	$50	$50	$50
	Sub total dorms:		**$110**	**$110**	**$100**	**$100**	**$100**	**$100**	**$100**	**$100**	**$120**	**$125**
	HVAC (20 years)											
Allred	Replace/repair HVAC (1990)	State			$100							
Ross	Replace/repair HVAC (1993)	Aux					$150					
Climbing Wall	Replace/repair HVAC (1997)	GF								$30		
Yaeger	Replace/repair HVAC (Unk)	State										$150
	Sub total:		**$0**	**$0**	**$100**	**$0**	**$150**	**$0**	**$0**	**$30**	**$0**	**$150**

Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Campus Interior Improvement Plan (10 years)											
Hefley	Lower level (Unk)	GF		$50								
Hefley	Upper level (Unk)	GF						$20				
McLaughlin	Library (1997)	GF							$40			
McLaughlin	Upper level (Unk)	GF			$50							
Weiss	Upper level (Unk)	RJCD								$40		
Weiss	Lower level (Unk)	GF								$40		
Weiss	Colorodo Room (Unk)	GF/RJCD				$80						
Cramer	All but Process and GIS Labs (Unk)	GF	$30									
Johnson	North (Unk)	GF						$30				
Johnson	Cafeteria (1992)	Aux		$100								
Johnson	Student Services (1992)	RJCD							$40			
Allred	Floors need painting (1990)	GF	$10									
Allsbrook	Classrooms and Hallway (2003)	GF					$30					
Blakeslee	Clinic and Hallways (2005)	RJCD					$30					
Hill	Classrooms and Hallway (1992)	GF									$40	
Hayes	Classrooms and Hallways (Unk)	GF										$40
Hanger	Pending rennovation if combined with AMT											
Rector	Pending rennovation											
Yaeger	Pending rennovation if program moves to airport											
Climbing Gym	Pending rennovation after Welness Center											
		Sub total:	**$40**	**$150**	**$50**	**$80**	**$60**	**$50**	**$80**	**$80**	**$40**	**$40**

Rotational Controlled Maintenance 2010-2020 (in thousands)												
Building	**Project Name**	**Source**	**FY 09/10**	**FY 10/11**	**FY 11/12**	**FY 12/13**	**FY 13/14**	**FY 14/15**	**FY 15/16**	**FY 16/17**	**FY 17/18**	**FY 18/19**
	Asphalt (15 yrs overlay, 30 yrs resurface)											
Parking Lots	Overlay asphalt at Weiss, Ross, Cramer and main drive	RJCD									$300	
Parking Lots	Replace asphalt at Johnson, Nichols, and President's Res	RJCD			$200							
	Sub total		**$0**	**$0**	**$200**	**$0**	**$0**	**$0**	**$0**	**$0**	**$300**	**$0**
	Total Rotational Conotrolled Maintenance		**$190**	**$455**	**$495**	**$365**	**$350**	**$340**	**$200**	**$390**	**$485**	**$485**
		GF	$60	$95	$75	$75	$70	$50	$100	$100	$65	$60
		Aux	$80	$160	$120	$100	$100	$100	$50	$100	$120	$125
		RJCD	$50	$50	$200	$40	$30	$40	$50	$40	$300	$150
		State		$150	$100	$150	$150	$150		$150		$150

Table 20: Rotational Controlled Maintenance 2010-2020

4.10 CRITERIA FOR UPDATING THE PLAN

The long-range planning that occurred during this process will be reviewed during the next master planning cycle. Upon approval of this master plan by the State Board of Community Colleges and Occupational Education and the Colorado Commission on Higher Education, the CNCC-Rangely Campus will prepare facility program plans or concept papers for these projects and obtain the appropriate approvals. Funding will be pursued as available resources permit.

The dynamic nature of this facilities master plan is meant to support the academic role and mission of the CNCC-Rangely Campus. This plan expresses the commitment of the College to provide the facilities needed, to enhance the comprehensive education needs of its students, and to support the economic and cultural well-being of its service area. This master plan provides the College with a vision for an improved physical environment that will enable it to fulfill its role as a successful higher education institution.

4.11 GRAPHIC REPRESENTATION OF MASTER PLAN