

ESTABLISHED IN 1925

TRINIDAD STATE JUNIOR COLLEGE

TRINIDAD

ALAMOSA

# *Self-Study Report 2008*

Presented to the  
Higher Learning Commission  
of the  
North Central Association of Colleges and Schools

*distinctive*



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*future-oriented*



# **Trinidad State Junior College**

## **Mission Statement**

**Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.**

## **Vision Statement and Goals**

**Trinidad State Junior College will continue to be an active partner in building and maintaining academic excellence and economic vitality in the region it serves.**

**This will be accomplished through the following goals and objectives:**

### **Goal 1 - Student Access**

- To create, market, and implement innovative educational programs, including programs delivered via distance learning and other alternative approaches, in order to meet the needs of all segments of our service area.
- To encourage and value diversity in our student population.

### **Goal 2 - Student Success**

- To educate and qualify students for careers in technical fields and to assist them in securing employment in these fields.
- To prepare students to transfer and succeed in their baccalaureate studies.
- To provide supportive learning opportunities – English as a Second Language, GED, and developmental studies – which prepare students for college-level work.
- To foster an atmosphere of friendliness, civility, and respect and to provide support programs which promote student learning and success.
- To hire faculty and staff who are of the highest quality and reflective of our diverse community, to treat them with integrity and respect, to have their pay be reflective of their experience and education within the community college system, and to provide them with ample opportunities for their professional development.

### **Goal 3 - Operational Excellence**

- To ensure that the college is run efficiently and safely, using modern technology appropriately.
- To monitor the college's performance in all areas and to use the data gathered to improve the college's overall effectiveness.
- To provide shared governance opportunities by which college faculty and staff participate in significant institutional decisions.

### **Goal 4 - Community Relationships**

- To provide training and education that will enhance workforce skills for businesses in our community.
- To present opportunities for cultural enrichment and life-long learning for our community.
- To provide opportunities for students to interact positively and appropriately in the community.

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TRINIDAD STATE JUNIOR COLLEGE

TRINIDAD

ALAMOSA

# *Introduction*

*distinctive*



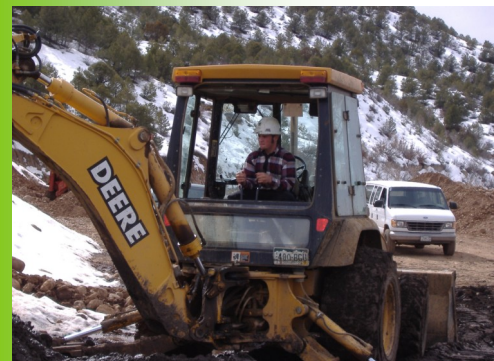
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## INTRODUCTION

### Overview

This self-study is submitted by Trinidad State Junior College as part of the application process for continued accreditation by the Higher Learning Commission (HLC) of the North Central Association (NCA). This report documents the comprehensive self-study Trinidad State Junior College (TSJC) has conducted to provide a thorough overview of the College. The mission and goals of TSJC provide the framework for the activities of the College, and the report reflects a complete study of the College. The self-study presents evidence that TSJC meets the five criteria to merit accreditation by the HLC as well as being a comprehensive analysis of the College's strengths and action items.

The introduction provides a profile of TSJC which includes appropriate historical background, accreditation history, and a description of the characteristics of the service area of the College. Actions taken in response to concerns and suggestions of the previous Accreditation Team are also identified. The self-study process is described, including an invitation for third party comments.

### Institutional Profile and Service Area Demographics

Trinidad State Junior College, the oldest community college in Colorado, was established in 1925. TSJC is one of 13 public community colleges established in Colorado and is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). TSJC's service area includes two campuses covering eight rural counties in Colorado which are characterized by low population density and small communities. The two campuses are geographically divided by the 14,000 foot Sangre de Cristo

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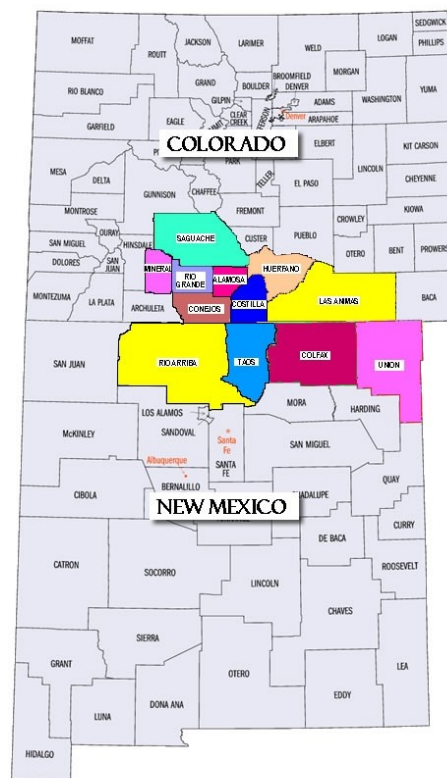
## Introduction

mountain range. While the service area covers approximately 14% of the land mass in Colorado, it has only about 1.5% of the state's population.

Through a tuition reciprocity agreement with the state of New Mexico, TSJC also provides post-secondary education to residents of the northern New Mexico counties which border TSJC's Colorado service area on the south. Tuition reciprocity agreements between Colorado and New Mexico allow students to attend TSJC at in-state tuition rates.

### *distinctive*

*While the service area covers approximately 14% of the land mass in Colorado, it has only about 1.5% of the state's population.*



The campus of TSJC in Trinidad is located in south-central Colorado, fifteen miles north of the Colorado/New Mexico border. A merger with the San Luis Valley Area Vocational School in Alamosa in 1994 broadened the TSJC service area by six counties-Alamosa, Conejos, Costilla, Mineral, Rio Grande, and Saguache. This added 8,200 square miles and 47,000 people to the College's service area bringing the population to about 72,000 people.

Data from the U.S. Census Bureau for 2004 establishes the contrast among the eight counties, showing population growth in five counties and population decrease in three counties. The population demographics are almost evenly split between Caucasian and persons of Hispanic or Latino origin. Overall the counties are 52.5% Caucasian and 43.4% of Hispanic or Latino origin. Because of the ethnic composition of its service area and its student body, TSJC is recognized as a Hispanic Serving Institution (HSI) by the United States Department of Education, Title III – Title V Application.

TSJC’s service area is also economically depressed. Six of the eight counties in the TSJC service area are among the ten of the poorest of Colorado’s 64 counties. Persons living below the U.S. poverty level comprise 17.9% of this population. The needs of this population affect the planning of new programs and the recruitment of students. The rates of poverty and ranking in the state for the eight counties comprising TSJC’s service area are shown in the table below.

*distinctive*  
**Six of the eight counties in TSJC’s service area are in the top ten of the poorest counties in Colorado.**

**Table 1  
 Poverty Comparison**

<b>County</b>	<b>Living in Poverty</b>	<b>Rank in Colorado</b>
Costilla	21.6%	2 <sup>nd</sup>
Saguache	20.5%	3 <sup>rd</sup>
Conejos	19.6%	4 <sup>th</sup>
Huerfano	19.2%	6 <sup>th</sup>
Alamosa	18.4%	7 <sup>th</sup>
Rio Grande	16.6%	10 <sup>th</sup>
Las Animas	15.4%	12 <sup>th</sup>
Mineral	9.5%	42 <sup>nd</sup>

U. S. Census Bureau 2004

**History of the College**

In April 1925, the Colorado General Assembly authorized the establishment of a junior college in Trinidad, creating the first junior college in Colorado, but no appropriations were granted at that time. From 1926, when 37

students first enrolled, to 1937, the College operated as a municipal institution, receiving its base of support from the Trinidad Public School District while functioning under the auspices of the local Board of Education and the Superintendent of Schools. In 1937, following passage of legislation permitting the formation of local district colleges (C.R.S. 23-60-201), the Las Animas County Junior College District was established by an affirmative vote of the Las Animas County taxpayers. In 1938, the College became tax-supported from a county 0.75 mill levy, with its own governing board.

In 1967, through legislative action, a state system of community colleges was created, and the SBCCOE was established. The 1967 statute also included provisions whereby a local district junior college could join the state system of community colleges through a vote of the electorate. TSJC became a part of the state system of community colleges on July 1, 1968 following a positive vote of the Trinidad area electorate. The College has functioned successfully in this system for 40 years.

Through legislation (Colorado House Bill 1330 in 1981) and a reciprocity agreement with the State of New Mexico, the College is further charged with the responsibility to provide educational programs and services for residents of northern New Mexico.

### *connected*

*TSJC's merger with the San Luis Valley Area Vocational School has provided San Luis Valley residents access to a two-year public institution of higher education.*

TSJC's merger with the San Luis Valley Area Vocational School has provided San Luis Valley residents access to a two-year public institution of higher education. This made available postsecondary vocational education certificates and degree programs.

The enrollment at TSJC has grown from 37 students in 1925 to 1,802 full and part-time students in the Fall of 2006. Fall enrollments, student characteristics, and graduate data for the last three years are identified in Table 2, Table 3, Table 4, and Table 5 that follow. Information contained in the tables came from the TSJC Executive Information System (EIS).



**Table 2**  
**Comparison of Full-Time and Part-Time Enrollment**  
**for Fall 2004-2006**

	2004		2005		2006	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<b>Full Time</b>	945	47%	889	48%	861	44%
<b>Part Time</b>	1,046	53%	1,136	52%	941	56%
<b>Total</b>	<b>1,991</b>		<b>2,025</b>		<b>1,802</b>	

**Table 3**  
**Comparison of Ethnic Groups for Fall 2004-2006**

	2004		2005		2006	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Caucasian	1,062	53.3%	1,035	51.1%	927	51.4%
Hispanic	811	40.7%	871	43.1 %	773	42.9%
Black	51	2.6%	55	2.7%	40	2.2%
American Indian	52	2.6%	42	2.1%	40	2.2%
Asian	10	0.5%	18	0.8%	18	1.0%
Other	5	0.2%	4	0.2%	4	0.2%
<b>TOTAL</b>	<b>1,991</b>		<b>2,025</b>		<b>1,802</b>	

**Table 4**  
**Comparison of Age & Gender, for Fall 2004-2006**

<u>Age</u>	Fall 2004		Fall 2005		Fall 2006	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Under 18	53	2.7%	46	2.3%	52	2.9%
18 – 20	618	31.0%	625	30.9%	609	33.8%
21 – 24	248	12.5%	238	11.8%	234	13.0%
25 – 29	205	10.3%	233	11.8%	239	13.3%
30 – 34	184	9.2%	173	8.5%	144	8.0%
35 – 44	316	15.9%	324	16%	237	13.2%
45 and up	367	18.4%	386	19.1%	287	15.9%
<b><u>Gender</u></b>						
Male	808	40.6%	779	38.5%	735	40.8%
Female	1,183	59.4%	1,246	61.5%	1,067	59.2%

**Table 5  
Graduation, Employment & Transfer Rates, 2004-2006**

<b>Graduates</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Total Number of Graduates	505	507	480
CTE Graduates	456	430	419
CTE Graduates employed	351	173	345
A&S Graduate Transfers	49	77	61

Source: TSJC Integrated Postsecondary Education Data System (IPEDS) and VE-135

***connected***

***In addition to four Associate degrees, representing both Transfer and Career/Technical programs, TSJC offers Certificates of Proficiency in 28 vocational programs.***

TSJC offers four associate degrees, representing both transfer and career/technical programs. Degrees include the Associate of Arts Degree, the Associate of Science Degree, the Associate of General Studies Degree, and the Associate of Applied Science Degree. Additionally, TSJC offers Certificates of Proficiency in 28 vocational programs.

Since the last self-study report in 1998, TSJC has undergone three major changes in the areas of financial resources and administration. While this has resulted in three major shifts of presidential philosophies, all movement within the College has been toward improvement and expansion. The president responsible for the last self-study report retired in 2001 after a 10-year presidency. His focus for TSJC was involvement in the community. The next president served at TSJC for three and one-half years and emphasized the Arts and Sciences Division and encouraged urban minority enrollment. The CCOES appointed an interim president in December of 2004. The interim president identified a sharp decline in the enrollment of Career and Technical Education (CTE) programs and began to expand and update the CTE Division. When the interim president was appointed president in December of 2005 the evaluation of each CTE program continued to bring each program into the 21<sup>st</sup> Century.

The expiration of the College’s prior strategic plan gave TSJC an opportunity to develop a new vision and to move ahead with long-range planning. The Strategic Planning/Monitoring Committee (SPMC) was appointed by the president and charged with the development of a working document that could be embraced by TSJC. The annual update of the strategic plan allows changes to take place without disrupting the operation of the College.

As a state institution, TSJC’s operating budget is funded by tuition, fees, and the State of Colorado General Fund based on Full Time Equivalency (FTE) reimbursement and variable stipends that supplement the General Fund budget. Colorado has experienced a five-year fiscal crisis that has resulted in the per student FTE reimbursement dropping from \$4,031.74 in 1998 to \$3,250.82 in 2006, a decrease of 19%. The General Fund Appropriation in 1998 was \$5,656,533. Due to changes in the funding formula, the General Fund Base Formula Funding in 2006 was \$4,713,695 which resulted in a 16.7 % decrease (See Table 6). Colorado is ranked 48th in funding for higher education.

**Table 6  
State Funding Comparison**

	<b>1998</b>	<b>2006</b>	<b>% decrease</b>
<b>FTE Reimbursement</b>	\$4,031.74	\$3,250.82	19.4%
<b>General Fund Appropriation</b>	\$5,656,533.00	\$4,713,695.00	16.7%

Source: Executive Vice-President Felix Lopez

**Partnerships and Distinctive Programs**

TSJC has made a significant impact on its service area as it moves into the 21<sup>st</sup> Century. Distinctive programs and special partnerships with businesses have brought TSJC into the national and, in one case, the international forefront of training and education. These alliances have provided unique

### *future-oriented*

***Colorado Governor Bill Ritter, in his Inaugural address, mentioned the partnership program between TSJC and the natural gas companies in Las Animas County as the wave of the future in education.***

opportunities in training and partnerships, and distinctive programs that set TSJC apart from other Colorado community colleges. In his 2007 inaugural address, Colorado Governor Bill Ritter mentioned the training partnership program between TSJC and the natural gas companies in Las Animas County as the wave of the future in education.

*“I listened to RuthAnn Woods, the community college president in Trinidad who adjusted her curriculum so she could provide local natural-gas employers with better trained welders, auto mechanics, and heavy-equipment operators.”*

The Governor indicated Colorado needs these kinds of partnerships to train its population for new jobs in the 21<sup>st</sup> century. In order to do that, TSJC responded to industry requests and designed a program to meet their needs. In recognition of President Woods’ understanding of the connection between industry and education, Governor Ritter recently appointed her as Co-chair of his Jobs Cabinet.

### *future-oriented*

***TSJC has revamped its CTE curriculums to retrain the local workforce and to train students for jobs with a future.***

TSJC has adjusted to the changing economic life of the service area over the years and is available to retrain that workforce. The population in the eight counties tends to stay where it has its roots. In order to continue to have a strong economic base, the population must be retrained to meet industry demands of our service area. A prime example is the coal mining industry in Las Animas and Huerfano counties. In the last twenty-five years, more than 500 miners lost their jobs as the coal mines closed. However, over 600 jobs have been created in the methane gas fields in these counties. These jobs require a different knowledge base and a different set of skills for the workplace. TSJC has revamped its CTE curriculums to retrain the local workforce and to train students for jobs with a future. There are currently 28 separate programs in the CTE division. This number varies year-to-year depending on additions or deletions of programs, based on need.

## Special Partnerships

Special partnerships with industry and government have been developed to expand the role of continued economic growth in the service area. The following four programs are unique in their partnership with outside agencies and have been recognized by industry and the governor as cutting-edge.

- **Aquaculture.** This program, in conjunction with the Colorado Division of Wildlife (CDOW), raises “fish for food,” endangered species, and catchable trout. Students are prepared to be employed in commercial fisheries, aquaculture industries and the Division of Wildlife.
- **Automotive Service Technology.** This program, in association with the Phil Long Family of Dealerships, gives students the competencies needed to gain employment in the highly-technical automotive industry.
- **Energy Production and Industrial Construction (EPIC).** This program, in association with the energy production companies, prepares students to gain employment with the energy industry.
- **Southern Colorado Line Technician Program.** This program began in the Fall of 2007 to train electrical linemen in partnership with San Isabel Electric Company and Tri-State Generation and Transmission Association.

## Distinctive Programs

Distinctive programs are reflective of the College’s determination to meet the unique interests of students and to help them expand their knowledge base in a small class setting. The programs which have been recognized as distinctive at TSJC are Aquaculture, Biology, and Gunsmithing.

**Aquaculture:** The aquaculture program, started in 1996, is unique at the Colorado community college level and is one of only six programs at the community college level across the nation. Aquaculture is one of the fastest growing segments in agriculture today, producing about 43% of the world-wide supply of fresh fish and seafood. The phenomenal growth of this

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*Graduates from this two-year AAS degree program in Aquaculture are ideally suited to meet the demands of the industry.*

### *distinctive*

*The Valley Campus Aquaculture Technician Program received Outstanding Program of the Year honors from the SBCCOE and the CCCS in 2006.*

industry has created a shortage of properly trained, entry-level personnel who know the fundamentals of aquaculture. Graduates from this two-year AAS degree program in Aquaculture are ideally suited to meet the demands of the industry for aquaculture technicians. Courses are taught with a hands-on emphasis using a combination of lab/field and industry exposure. TSJC leases a fish production facility in the San Luis Valley to meet instructional needs of the program. With assistance and support from the community, the College built a fish processing plant in the Spring of 2007, which provides students with hands-on experience in managing a retail outlet for the sale of fish. The profits from this enterprise will be invested in further development of the program. Representatives from the country of East Timor visited the fish farm in April of 2007 to learn about aquaculture and to determine if an Aquaculture program might help them improve their quality of life.

TSJC's Aquaculture students typically score in the upper 10 percentile on the State of Colorado Division of Wildlife exams and often hold the number one and two spots, as reported in the SBCCOE board report (March, 2007). The Aquaculture Technician Program received Outstanding Program of the Year honors from the SBCCOE and the Colorado Community College System (CCCS) in 2006.

### *learning-focused*

*Biology at TSJC has become known as a highly-regarded "hands-on" research-oriented lab program.*

**Biology:** Through collaborative efforts with a variety of local, state, and national organizations and agencies, the biology program at TSJC has become a highly-regarded, "hands-on" research-oriented lab program that uses an investigative approach emphasizing critical thinking skills. Lab projects frequently begin in the field and move to the lab with results that have been showcased at regional, national, and international conferences. Students start a research project during a regular class lab and then continue working on the project beyond what is required in the classroom. This often results in a freshman becoming a published scientist giving the student a competitive advantage in applying to colleges and universities for scholarships and jobs. In 2007, two graduates who had participated in the



Biology research program were awarded full ride Griffin Foundation Scholarships to the Colorado school of their choice and one student was awarded the Morris K. Udall Scholarship.

TSJC was the first two-year college in the United States to be awarded membership in TriBeta, a national honor society for biology students. Until TSJC became a member, only four-year schools had membership in this honor society. Since 1997, more than 70 TSJC students have presented the results of 38 original research studies at TriBeta conferences. These students have also been active participants at professional meetings, such as the Southwest Rare and Endangered Plant Conference.

In 1998, TSJC collaborated with the University of Southern Colorado (now Colorado State University – Pueblo) on a grant and received over \$80,000 of new lab equipment from the National Institute of General Medical Studies (NIGMS). This equipment created new opportunities for student research. A grant from Barrett Resources assisted TSJC in hosting a five-state Regional TriBeta Biology Conference in April 2001. (*See Resource Room for copies of all grants.*) Five students from TSJC presented research at that conference. Two of the presentations concerned marine biology research conducted in the Gulf of California at Puerto Peñasco, Sonora, Mexico as part of a TSJC Field Biology class.

The National Science Foundation (NSF) provided funding for a Louis Stokes Colorado Alliance for Minority Participation (LS CO-AMP) grant. In cooperation with Colorado State University, TSJC began providing funds for student research internships in 2000. This was a first in Colorado for a two-year college.

Highlights of research presentations and awards include:

- 2001 - Professor Rankin and three biology student interns traveled to Orlando, Florida, to present original research at a national biomedical research conference.

### *distinctive*

***TSJC was the first two-year college in the United States to be awarded membership in TriBeta, a national honor society for biology students.***

## Introduction

- 2002 - The TSJC Biology Department was honored with an Award of Excellence from the Colorado Commission on Higher Education.
- 2003 - A TSJC student presented bighorn sheep lungworm research at the National LS CO-AMP Conference in Houston, Texas.
- 2004 - A student received a second place award at a regional TriBeta conference in Salt Lake City, Utah.
- 2005 - The CDOW presented the Biology Department with \$38,000 to assist with research into Rocky Mountain bighorn sheep health issues.
- 2006 - Professor Rankin traveled to Alberta, Canada, and presented bighorn sheep lungworm research at the 15<sup>th</sup> Northern Wild Sheep and Goat Symposium.
- 2006 - One TSJC student qualified for the National TriBeta Convention and received a third place award for bighorn sheep research at the National TriBeta Conference.
- 2007 - Two students received awards at the Regional TriBeta Conference in Gunnison, Colorado.

### *connected*

*TSJC gunsmithing students have come from all over the world to study under expert gunsmiths whose backgrounds, experience and knowledge are wide and varied.*

**Gunsmithing:** As the first instructional Gunsmithing program in the United States, courses were designed and offered at TSJC beginning in 1947.

Gunsmithing has developed into a two-year degree program that is designed to teach students the basic concepts and skills needed by the professional gunsmith. TSJC Gunsmithing students (men and women), who range in age from 18 to 70, come from all over the world to study under expert gunsmiths whose experience and knowledge are extensive and varied. To celebrate its 60<sup>th</sup> year, a Gunsmithing alumni reunion was held in June of 2007.

During the last ten years, the Gunsmithing Program has been impacted by two major events- the Columbine School shootings and 9/11. The Columbine School shootings in Colorado resulted in tighter restrictions for the program. For a short time the program was not able to display and recruit at the National Rifle Association Convention and Trade Show. The events of 9/11 prohibited the enrollment of some foreign students. However,

continued national and international recognition of the program has helped to overcome these challenges. Corporate donations and sponsorships have allowed the College to begin implementing necessary updates of equipment. Over the last four years, TSJC has increased scholarships for Gunsmithing students. TSJC Gunsmithing continues to be the program of choice for students seeking the premier Gunsmithing program in the nation.

### **Alternate Delivery Programs**

Serving as the primary source of higher education to south-central Colorado presents a distinct challenge for TSJC to meet the many needs of a sparse and very diverse population. The College is proud of programs that allow us to serve the population using a variety of means. *(See Resource Room for copies of class schedules and campus catalogs.)* TSJC provides distance learning classes such as English, geography, art, and music appreciation through agreements with high schools in the service area. Informational meetings and civic programming are provided to the Trinidad area by TSJC television via Comcast, the Trinidad cable supplier. Customized training is available to any governmental or industrial complex requiring assistance. These special programs are highlighted below.

*future-oriented*

*TSJC is proud of the programs that allow us to serve area high schools and businesses using a variety of means.*

### **Distance Learning**

- Distance Learning was initiated at TSJC in 1988 on the AT&T platform of OPTEL. The two-way audio one-way graphics system was funded by Title III.
- In the mid 1990's, the CCCS moved to H.320 video conferencing using Picture-Tel equipment. The first unit was purchased by CCCS. TSJC purchased eight units using a Public Utilities Commission grant. These units were installed at local high schools in Las Animas County and in the San Luis Valley. With this improvement, classes were offered to high school students as well as to non-traditional students. Nursing courses were delivered by the Picture-Tel equipment, enabling students to participate in classes while off campus.

- The Occupational Safety and Health Program (OSH) is offered via CCCOnline. This successful program allows instructors and students to participate in class from anywhere in the world.
- Title V grant funding allowed TSJC to upgrade to H.323 video over Internet Protocol (IP) conferencing technology and update distance learning classrooms with current technology.
- TSJC, using its online system, supplements the learning environment for students as well as provides reduced on-campus instructional class hours.

### TSJC Television

- Renovation to the Boyd building began in October of 2000. Formerly used for college maintenance, the building's interior was completely remodeled and fitted with state-of-the-art multi-media equipment. State capital construction funds provided 2.5 million dollars for this project.
- The TV studio opened in April 2001 with multi-media classes starting in the fall semester of that year. Classes prepare students for work in the field of television broadcasting/production, electronic news gathering, live-to-air events, and sporting events.
- Trinidad's cable company provides a connection to the TSJC TV studio. The dedicated TSJC channel 63 carries educational and government programming produced by the multi-media students. Community events covered include area high school sporting events, school board meetings, Chamber of Commerce luncheons, Historical Society meetings, and various TSJC events. Comments from the community indicate appreciation for having access to the information via the cable station.

### *learning-focused*

*Trinidad's cable channel carries educational and government programming which is produced by TSJC's multimedia students.*

### Customized Training

The Customized Training Program was implemented in May of 2005 to meet the needs of the service area employers. A training coordinator was hired to organize and recruit businesses for the new program. The goals of the Customized Business and Industry Training department are to provide

training when, where, and how it is needed. The main objective is partnering with businesses and industry in southern Colorado to assist with employee career development, as well as meeting compliance requirements. The program evolved from serving eight to serving 21 area businesses and industries. TSJC is the business and industry training institution of choice for several companies in Las Animas County.

*connected*

*The Customized Business and Industry Training department provides training when, where, and how it is needed to assist with employee career development.*

**Table 7  
Customized Training Statistics**

	<b>Trainees</b>	<b>Timeline</b>	<b><u>Revenue Generated</u></b>
<b>2005</b>	<b>1,743</b>	8 months	\$25,800
<b>2006</b>	<b>4,097</b>	12 months	\$43,503
<b>2007 to date</b>	<b>4,286</b>	9 months	\$47,919
<b>Cumulative</b>	<b>10,126</b>	29 months	\$117,222

Source: TSJC Director of Customized Training

The courses offered are as varied as the training needs of businesses. Soft skills classes conducted include Customer Service, Positive Communication, Personal Development, and Conflict Resolution.

In Occupational Health and Safety, courses range from OSH Basic Orientation Plus to OSH 10-hour General Industry training. The OSH Basic Orientation Plus course is essential for companies with steady new hire rates to instill the rules for maintaining a safe environment. Focus is given to specialty courses in safety such as H2S Awareness Certification, CPR, First Aid, HAZWOPER, Confined Space Entry, and Defensive Driving. There are plans to expand this program to the TSJC Valley Campus beginning with the Forklift Operator Certification course. The course is designed to reach out to the area vegetable warehouse employees in an effort to help improve safety in the work place.

### Accreditation History

The accreditation process and its continuing history at Trinidad State Junior College has resulted in a receptive, strong, and growing institution.

- 1962 - After a period of candidacy, TSJC became accredited by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA).
- 1967 - Through legislative action, Colorado created a state system of community and technical colleges.
- 1968 - TSJC joined the state system of community and technical colleges.
- 1975 – TSJC was granted continued accreditation for six years.
- 1981 – Accreditation was granted for seven years.
- 1988 – Accreditation was granted for ten years.
- 1994 – The San Luis Valley Area Vocational School in Alamosa was merged into Trinidad State Junior College.
- 1996 - NCA visited the San Luis Valley campus and approved the San Luis Valley Educational Center as a branch campus to be known as Trinidad State Junior College Valley Campus.
- 1998 – Accreditation was granted for ten years.

### Response to Areas of Concern from the NCA 1998 visit

TSJC has been responsive to the concerns and suggestions of the accrediting agency. The 1998 Accreditation Team from the Higher Learning Commission (North Central Association) identified eight concerns. The response of TSJC to each concern is addressed below.

**CONCERN:** There is no evidence of comprehensive planning to lead the institution into the twenty-first century.

**RESPONSE:** *TSJC prepared an Academic Master Plan to close out the 20<sup>th</sup> Century and take the institution into the 21<sup>st</sup> Century. A twenty-five member committee comprised of faculty, staff, and*



*administrators worked with a consultant to produce the document. The document needed to be more user-friendly. This was the beginning of the revision which led to a new mission statement, vision statement, goals, and Strategic Plan. The new Strategic Plan, updated and revised annually, is designed to be a working document assisting in the development of TSJC's budget. The plan is referred to repeatedly in this self-study and may be found in the resource room and at [www.trinidadstate.edu](http://www.trinidadstate.edu). This action addresses not only the forward planning of the College but also the succession plan for future administrative turnover.*

**CONCERN:** Although some initial steps have been taken to develop a student academic achievement initiative, the Team believes the institution is far behind schedule of comparable institutions and that students are not receiving the benefits of an effective assessment program.

**RESPONSE:** *In 1998, TSJC was awarded a ten year accreditation with some stipulations. One was to develop and implement an assessment program at the College. In October of 2000, a team of consultant-evaluators made a focused visit (see Resource Room for a copy of the Report) and concluded that:*

*“With the proper administrative leadership, a serious commitment to documenting and improving student learning, an adequate allocation of resources, and a sufficient investment in professional development, Trinidad State Junior College will devise and implement an effective and comprehensive assessment plan by the year 2003.”*

*The administration demonstrated a significant level of seriousness by appointing an Assessment Chairperson - selected from the full-time faculty - and providing the chairperson with a stipend and release time. The role is to lead the*

*Assessment and Improvement of Student Learning Committee (AISLC) and the College in their assessment efforts. The primary communication medium has been a web page the chairperson has developed and maintained at [www.trinidadstate.edu/AISL](http://www.trinidadstate.edu/AISL). It includes all documentation of committee meetings, reports written by the chair and committee, a broad range of assessment resources, the online form that automatically archives course-level and program-level assessment reports to an online database, plus a search engine capable of searching that database in a variety of ways. While the computer resources required for this effort are not large, the Assessment Chairperson spends many hours updating and maintaining the AISLC website. Professional development in the area of assessment has been provided to faculty and staff primarily during each in-service. The Assessment Chairperson presents at the August, January, and April in-services. These presentations consist of a brief report of the goals and activities of the assessment committee, and they often incorporate basic discussions of what assessment is and how to assess student learning effectively. These presentations are archived on the AISLC website. Other assessment training opportunities consist primarily of attendance at various meetings, including the Annual Colorado Community College Assessment Conference, the Annual Meeting of the Higher Learning Commission, and the New Mexico Higher Education Assessment and Retention Conference.*

*The College has developed an effective and comprehensive assessment plan. This plan is outlined on the AISLC website. As mentioned earlier, assessment reporting is provided through the automated, online form and database. Program*

*assessment plans are maintained on a webpage that documents the primary goals, assessment instruments, and rubrics, in addition to reporting specifications for each program at the College. While the AISLC has done some reporting on the level of implementation of these plans, this is an active area of development.*

*The general education component of the assessment plan was a prime concern of the 2000 evaluation team. As a result, a monitoring report was required for June 2003. The report ([www.trinidadstate.edu/AISL/MonitoringReport.htm](http://www.trinidadstate.edu/AISL/MonitoringReport.htm)) presented evidence that TSJC is assessing clearly identified and measurable objectives for learning in all of its classes and that it is using results from these assessments to improve student learning. It further demonstrated that the College has published well-articulated general education objectives and it has implemented its plan to assess its general education program. Since then, the general education assessment program has changed from embedded assessments to the nationally normed Collegiate Assessment of Academic Proficiency test and back to embedded tests and productions. The general education plan is on the AISLC website. The plan uses tests and reports embedded in courses which are reported in a variety of ways. It also includes a bi-annual survey of graduates who have transferred to four-year institutions as well as an annual survey of CTE graduates.*

**CONCERN:** The institution lacks an adequately funded, written comprehensive staff development program.

**RESPONSE:** *The Title V Hispanic Serving Institutions Grant had a faculty training component for the past five years \$646,500 was spent*

*to train faculty in the use of technologies and their implementation into the instruction and assessment components of their classes. Twenty faculty were trained and received state-of-the-art computers for their offices. Twenty-three additional faculty and staff received professional technology development. (See the Resource Room for the Title V final Grant Performance Report.)*

*The Cooperative Title V Grant has a training component for five faculty members per year. The purpose of the training is to build relationships across and within race, class, gender, role and other forms of differences to identify and eliminate injurious practices and policies in educational settings. The grant furnishes \$10,610 per year to provide this training.*

*The TSJC Educational Foundation established a line item to gift monies for a staff development program. Approximately \$4,000 has been donated to assist with staff development.*

*In addition, a mentoring program has been developed for new faculty and staff as part of the orientation procedure. This program has been successful in assisting new staff with acclimation to the College. TSJC has also made a commitment to provide general fund money to support staff with off-site training opportunities.*

**CONCERN:** Additional staffing needs at the Alamosa site should be addressed beginning with the 1998-99 budget. The revised staffing patterns are to be provided in institutional reports supplied to the SBCCOE.

**RESPONSE:** *The following positions have been added to the Valley Campus to address the needs of the students and the faculty more efficiently.*

- *Half-time administrative assistant in the Student Services Office and half-time records manager for GED/ABE. Primary responsibilities include: phone coverage, workstudy timesheets, and student registration.*
- *Half-time assistant to the V.P. and half-time Polycom liaison. Primary responsibilities include assigned duties as needed from the V.P. office and video conferencing monitoring for students.*
- *Quarter-time faculty trainer. Responsible for technology training of staff for both campuses.*
- *Half-time Director of Outreach Education. Responsible for contact with high school counselors, concurrent enrollment contacts, and agreements.*

*(See Resource Room for SBCCOE staffing pattern reports.)*

**CONCERN:** Based on the sample of full and part-time faculty credentials evaluated during the visit, the Team believes the institution can greatly improve the presentation of its pattern of evidence to support compliance with GIR #9 and GIR #16.

**RESPONSE:** *A monitoring report to NCA in 1999 found that 72% of TSJC's full and part-time faculty have a Bachelor's degree or higher. Transcripts are available for every faculty member. Faculty who did not satisfy the GIR # 16 requirements in 1997 have since completed 18 graduate hours in the discipline in which they teach. The process for hiring adjunct faculty has been strengthened to certify that the faculty member is qualified to teach in a particular discipline. Files containing transcripts, credentials, etc. are housed in the President's office.*

**CONCERN:** The issue on general education and degree requirements contained in a required report to the NCA Commission on January 2, 1997, has not been addressed adequately.

**RESPONSE:** *The General Education Requirements for Associate of Applied Science (AAS) degree at TSJC were revised and accepted by NCA in 2000. In 2001 the CCCS moved to a common course numbering system, and in 2002, a Guaranteed Transfer Course agreement was implemented between the two- and four-year colleges in Colorado. These system changes address general education requirements.*

**CONCERN:** The Nursing Program is on probation with the State Board of Nursing.

**RESPONSE:** *The Nursing Program was taken off of probation in 1999 but returned to conditional approval in 2005 due to low passing scores on the State Board Exam. All requirements have been met and submitted and we are awaiting official notification of return to full approval. The nursing labs on both campuses have been updated with simulation mannequins acquired with grant funds and private donations. The square footage area for the new nursing laboratory on the Trinidad Campus was increased to 880 square feet and the nursing classroom space was increased from one classroom to two classrooms. The present pass rate for the Registered Nurse Program is 83.3%. The pass rates for the LPN Program are 94.1% for the Valley Campus and 100% for the Trinidad Campus.  
(See Appendix B for Institutional Snapshot, Table 4G.)*

**CONCERN:** The institution must include the NCA phone number as well as the address when advertising NCA affiliation.

**RESPONSE:** *TSJC includes the following information on every publication or website that mentions TSJC's accreditation:*

*TSJC is accredited by:*

*The Higher Learning Commission and is a member of the  
North Central Association of Colleges and Schools*

*30 N LaSalle Street, Suite 2400*

*Chicago, IL 60602-2504*

*Phone: 312-263-0456*

## SUGGESTIONS

1. The institution may wish to consider including the term “community” and eliminating the term “state junior” from its name.

*The name of South-Central Community College was discussed, as this name would be in line with the names of other Colorado community colleges. However, the Trinidad community felt that this change would give up the identity of Trinidad State Junior College, the oldest community college in Colorado.*

2. The institution may wish to develop written guidelines which distinguish a campus from a center.

*The Colorado Commission on Higher Education (CCHE) sets the guidelines for distinguishing a campus from a center. These guidelines define a campus as one which has full student services available on site. (See Resource Room for a copy of the guidelines.)*

3. The institution may wish to recommend a state subsidy to fund the tuition cost difference at Adams State College for TSJC students enrolled at Adams State College.

*No state funding is available for the tuition cost differential. Students have the option of taking distance learning classes or, since 2006, are able to take guaranteed transfer courses on the Valley Campus.*



4. The institution should develop a student orientation program at the Alamosa site.

*An orientation program was established at the Valley Campus in 2003. This program development was part of the HSI Title V grant. TSJC has assumed the cost of this program, and it is offered at the beginning of each semester.*

5. The institution may wish to consider a unified college name for the Alamosa site which was the San Luis Valley Educational Center.

*The unified name has been adopted, and it is the Trinidad State Junior College Valley Campus.*

6. The institution may wish to consider developing a childcare facility to provide a childcare lab for the instructional program as well as providing childcare for children of students.

*The Valley Campus has a childcare facility in cooperation with the Alamosa School District. It is called Jardin de los Niños (The Children's Garden). The Trinidad Campus closed a private daycare center because the space was needed for classes and a large, new childcare center was opened in the city of Trinidad, through the Council of Governments (COG).*

7. The institution should insure that written policies are up-to-date, implemented, and available to college personnel, including policies for functional units and all committees/councils.

*Policies and Procedures are updated on TSJC's common drive (T-drive) and are available to college personnel. They include policies for functional units and all committees/councils.*

8. The institution needs to develop policies for services such as

library acquisitions, use of computer lab, etc.

*No formal policies for library acquisitions have been developed; however, faculty compile lists of resources needed. Policies have been developed for all technologies on the campuses, such as: software acquisition, computer lab usage, and internet access. Facility usage forms are provided to reserve rooms and educational resources. All policies are available on the common drive.*

9. The institution should provide through workshops and visual training aids comprehensive staff and student training regarding sexual harassment.

*Faculty and staff have participated in sexual harassment workshops through in-service training. Posters are displayed in student areas regarding sexual harassment, and the student handbook gives information concerning whom to approach to report problems. Sections 3-5 on page 24 of the TSJC Student Handbook further define sexual harassment and the rights of the students on the campuses.*

10. The institution should note that student access to gender equity program is not clear through signage or print materials.

*Presently, no one is designated as a gender equity person. However, the CTE Student Services Coordinator also handles academically, financially, physically disadvantaged, or non-traditional-to-gender Carl Perkins problems if they arise. This information is available in printed materials that are distributed to students. TSJC meets the Carl Perkins mandates. (See Resource Room for mandates.)*

11. The institution may wish to improve room signage including handicapped access signage in some buildings on the Trinidad Campus.

*Signage including handicapped access has been improved on the Trinidad Campus as funds have become available. Handicapped*

*signage is clearly marked in every building.*

12. The institution should avoid unplanned general fund deficits.

*The institution has resolved the general fund deficits, and in spite of the drop in funding, has increased reserves far above the mandated 6% of the State Board directive.*

13. The institution should demonstrate greater recognition of the essential role developmental education and student support programs play in fulfilling the institution's mission. The documentation and analysis of student outcomes for those who participate in these programs compared to those who are given a waiver is critical to planning for program improvement.

*Due to a change in the policy of the CCCS, waivers are rarely available to students except in extreme cases. Students are required to take developmental courses if they do not test out of them. (see Resource Room for documentation and analysis of student outcomes for 1999-2000 through 2006-2007) TSJC, through its general fund, Student Support Services grant (a federal Department of Education TRiO program), and the Carl Perkins grant, administers academic support programs for all TSJC students. Programs include: a Writing Center; tutoring in the Learning Center; self-paced developmental math; developmental reading and English courses; and a Supplemental Instruction Program providing peer-led study groups on campus. Adaptive equipment for students with special needs has also been purchased using these funds and is available to students as needed.*

14. The institution's publications need to specify phone numbers and locations for assistance with special populations.

*The institution's publications such as the college catalog and the student handbook now specify phone numbers and locations for assistance with special populations.*

## **Self-Study Process**

The latest self-study process began in January of 2002 with the appointment of the self-study coordinator and the establishment of a budget to support the reaccreditation process. The Self-Study Steering Committee was appointed by the president and self-study coordinator and consists of 15 staff members who represent each College campus. Criterion sub-committee members were appointed. Volunteers were also asked to join the sub-committees.

The steering committee's first task was to revise the College's mission statement to reflect more accurately the College and its vision. The vision statement and goals were also updated. Input was solicited from the entire faculty and staff. A self-study plan was developed and submitted to the Higher Learning Commission.

Data collection was accomplished through a variety of methods including surveys developed by criterion sub-committees, the results of which were communicated college-wide. Each criterion sub-committee drafted its chapter and then presented it to the steering committee to identify gaps. These meetings were held weekly which resulted in several revisions. A weekend workshop was held to bring together the steering committee and the criterion sub-committees to continue the revision process.

Communication with the constituents of TSJC concerning the progress of the self-study process has been maintained through e-mail communications, campus-wide in-service presentations, self-study newsletters, monthly board reports, Cabinet meetings, department and division meetings, and Advisory Council presentations. Early in the process, electronic and hard-copy resource materials were gathered. Personnel were encouraged to store documentation and evidence in preparation for the Self-Study Report and the organization of the resource room.

The self-study process has presented the rewarding opportunity to reflect on the accomplishments and challenges over the last ten years. This process has provided a forum for consideration of opportunities for improvement and action items for proposed changes.

### **Committees**

The self-study process has involved representation from the entire College community. The Steering Committee consists of the Coordinator, Criterion Co-chairs, and key resource personnel. Sub-committee membership involved faculty, staff, and administrators. Due to the ever-changing nature of the college system and budget constraints, some faculty members have been promoted to administrative positions during the self-study time frame. While this may make it appear to lessen the involvement of faculty, in actuality during the self-study process, the committees were weighted toward faculty positions. For example, the self-study coordinator and the co-chairs of Criteria Three and Five were all faculty members at the time of their appointments and have now moved to administrative positions.

### Steering Committee Membership

<b>Coordinator</b>	<b>Debbie Ulibarri</b> Dean of Arts and Sciences/ Associate Professor, Mathematics – Trinidad Campus	
<b>Criterion One</b> Co-chairs	<b>Shirley Johnson</b> Professor, Business – Valley Campus	<b>Nancy Wilkinson</b> Director of Adult Education Services – Trinidad Campus
<b>Criterion Two</b> Co-chairs	<b>Felix Lopez</b> Executive Vice-President	<b>Monica Falk</b> Interim Registrar/Institutional Research Director
<b>Criterion Three</b> Co-chairs	<b>Carol Rankin</b> Associate Dean of Arts and Sciences/Professor, Science – Trinidad Campus	<b>Patricia Robbins</b> Professor, Business/Director of Outreach Education - Valley Campus
<b>Criterion Four</b> Co-chairs	<b>Tom Scarlett</b> Dean of Career and Technical Education – Valley Campus	<b>Sis Spencer</b> Professor, English/Writing Center Coordinator – Trinidad Campus
<b>Criterion Five</b> Co-chairs	<b>Sandy Veltri</b> Vice-President of Student/ Academic Affairs – Trinidad Campus	<b>Genia Rasmussen</b> Professor, Business – Valley Campus
<b>Editor</b>	<b>Miriam Zappanti</b> Consultant	
<b>Recording Secretary</b>	<b>Sharon Sciacca</b> Coordinator of Instructional Services – Trinidad Campus	
<b>Members</b>	<b>Gloria Coke</b> Institutional Research Consultant – Trinidad Campus  <b>Robert Philbin</b> Professor, Physics, Mathematics/Chair of Assessment and Improvement of Student Learning Committee – Trinidad Campus	

## Sub-committee Membership

<b>CRITERION ONE: Shirley Johnson and Nancy Wilkinson, Co-chairs</b>	
<b>Keith Gipson</b>	Professor, Gunsmithing – Trinidad Campus
<b>Rich Holden</b>	Interim Athletic Director/Basketball Coach – Trinidad Campus
<b>Marcia Heusted</b>	Director of Massage Therapy – Valley Campus
<b>Donna Meyerholz</b>	Professor, Office Technologies – Valley Campus
<b>AnnaMae Rael-Lindsay</b>	Lead Instructor/Coordinator of ABE – Valley Campus
<b>Ted Smith</b>	Professor, Aquaculture – Valley Campus
<b>CRITERION TWO: Felix Lopez and Monica Falk, Co-chairs</b>	
<b>Gloria Coke</b>	Institutional Research Consultant – Trinidad Campus
<b>Keith Dahl</b>	Manager Network Services for CCCS and IT Director for TSJC
<b>Gary Fresquez</b>	Director of Financial Aid – Trinidad Campus
<b>Antonette Lane</b>	VP Office – Administrative Assistant III – Valley Campus
<b>Rosalie Ortega</b>	Assistant Financial Aid Director—Valley Campus
<b>Laurie Weber</b>	Fiscal Officer – Valley Campus
<b>CRITERION THREE: Carol Rankin and Patricia Robbins, Co-chairs</b>	
<b>Sadie Burns</b>	Professor, Early Childhood Education –Valley Campus
<b>Kate Carlisle</b>	Title V Transfer Coordinator and Early Childhood Instructor – Trinidad Campus
<b>Karen Carter</b>	Mathematics Division Chair – Trinidad Campus
<b>Judy MacLaren</b>	Professor, Mathematics/Director of UBMS Program – Trinidad Campus
<b>Robert Philbin</b>	Professor, Physics, Mathematics – Trinidad Campus
<b>Mathilda Westerman</b>	Administrative Assistant III – Valley Campus
<b>CRITERION FOUR: Tom Scarlett and Sis Spencer, Co-chairs</b>	
<b>Judy Lee</b>	Communications Division Chair – Trinidad Campus
<b>Mike Maestas</b>	Vice-President – Valley Campus
<b>Ron Rankin</b>	Professor, Biology – Trinidad Campus
<b>Marti Jo Valdez</b>	Professor, Communications Arts –Valley Campus
<b>Peggy Weurding</b>	Director of SSS/Advising Coordinator – Trinidad Campus
<b>CRITERION FIVE: Sandy Veltri and Genia Rasmussen, Co-Chairs</b>	
<b>Student</b>	Student Government Officer
<b>Michael Atencio</b>	Special Populations Services/Enrollment Coordinator – Valley Campus
<b>Lynette Bates</b>	Career & Technical Education Advisor – Trinidad Campus
<b>Charlene Duran</b>	Student Activities Coordinator – Trinidad Campus
<b>Shannon Shiveley</b>	Title V Coordinator – Trinidad Campus
<b>Frank Wendelin</b>	Maintenance/Grounds – Trinidad Campus



## **Audience for the Self-Study Report**

The 2008 Self-Study Report was prepared for members of the evaluation team assigned by the Higher Learning Commission to visit Trinidad State Junior College on March 3-5, 2008, and for the constituents TSJC serves. Copies were given to the members of the TSJC Advisory Council, faculty, and staff. The Self-Study Report was also made available to internal and external constituents, including students, on the College website,

[www.trinidadstate.edu/self-study](http://www.trinidadstate.edu/self-study)

## **Organization of Report**

The report is organized around the five criteria as presented in the Higher Learning Commission *Handbook of Accreditation*, Chapter 3: The Criteria for Accreditation, pages 3.1-1 through 3.1-6. The report includes chapters presenting background information about the College, federal compliance information, closing and request for continued accreditation, a glossary of terms and acronyms, and the Trinidad State Junior College Institutional Snapshot. Separate icons in the margins of the text throughout the report identify the four cross-cutting themes of Future-Oriented, Learning-Focused, Connected, and Distinctive. Each chapter has a summary highlighting the material covered, strengths of the College, and proposed action items. An organizational summary of the report is given below.

## **Introduction, Accreditation History and the Process of the Self-Study**

The Introduction provides a brief overview of TSJC, its operations, and its constituents. Described are the significant changes made since 1998 and the College's response to the concerns and suggestions raised in the last self-study. The process of the self-study is explained including the organization of the self-study team, the data collection, writing processes, and methods used to communicate information to the campus and the community.

### **The Criterion Chapters**

Each chapter addresses a separate criterion and includes information and examples of evidence supporting the assertions that Trinidad State Junior College meets the criterion. Organized around the core components of each criterion, the five chapters present information and evidence that support the criteria using narrative charts and reference materials.

The criteria addressed are as follows:

**Criterion 1: Mission and Integrity**

**Criterion 2: Planning for the Future**

**Criterion 3: Student Learning and Effective Teaching**

**Criterion 4: Acquisition, Discovery, and Application of Knowledge**

**Criterion 5: Engagement and Service**

### **Federal Compliance**

This chapter describes TSJC's compliance with the following federal regulations: credits, program length, tuition, compliance with the Higher Education Reauthorization Act, advertising and recruitment materials, and records of student complaints. TSJC is in compliance with Title IV.

### **Closing and Request for Continued Accreditation**

#### **Appendices—Glossary of Terms and Acronyms**

#### **Trinidad State Junior College Institutional Snapshot**

Throughout this report, reliable, valid, and objective evidence is presented to support the assertions that TSJC meets the requirements for accreditation as outlined in the five criteria. This information was collected and evaluated over a three-year period and much of the evidence comes from more than one source thus adding to the validity of the self-study report. Most documents and sources may be found in the resource room, the College website, or the appendices to this report.

### Third Party Comments

The Self-Study Steering Committee determined that in order to best reach TSJC's constituents, notices regarding the invitation for third-party comments for submission to the Higher Learning Commission should be widely placed. Notices for comments were placed in the following newspapers: *The Chronicle News*, *The Trinidad Times Independent*, and *The Valley Courier*. The notice was also placed on the TSJC website ([www.trinidadstate.edu](http://www.trinidadstate.edu)) and *The Trojan Tribune*, the student newspaper.

The notices read as follows:

Trinidad State Junior College invites comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit March 3 – 5, 2008, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Trinidad State Junior College has been accredited by the Commission since 1962. The team will review the institution's ongoing ability to meet the Commission's requirements and Criteria for Accreditation.

The public is invited to submit comments regarding the College to:

Public Comment on Trinidad State Junior College  
The Higher Learning Commission  
North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential. Additional information about the third party comment process can be found on the Commission's website at [www.ncahlc.org](http://www.ncahlc.org).

All comments must be received by February 3, 2008.

## **Introduction Summary**

This introduction provides a brief profile of Trinidad State Junior College which includes a historical background, accreditation history, and description of the characteristics of the service area population of the College. Special partnerships and distinctive programs are highlighted, and alternative delivery programs are explained. Actions taken in response to the concerns and suggestions of the previous Accreditation Team are also identified. The self-study process is described and the organization of the report is covered.

## *Criterion One: Mission and Integrity*

*Trinidad State Junior College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

*distinctive*



*connected*



*learning-focused*



*future-oriented*



**Criterion One: Mission and Integrity**

***Criterion Statement:***

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

Trinidad State Junior College is a member of the Colorado Community College System (CCCS). Comprised of 13 community colleges from across the state of Colorado, the System is under the governance, management, and jurisdiction of the State Board of Community Colleges and Occupational Education (SBCCOE). This authority and delegation of duties is designated in H.B. 1237 (1986 legislation) concerning the powers and duties of the State Board. Members of the SBCCOE are appointed by the governor and confirmed by the State Senate for staggered four-year terms. The CCCS operates under the authority of CCHE which coordinates all postsecondary education in the state of Colorado.

The System’s role is separated into five areas which closely coincide with TSJC’s mission documents. These are:

- Open Access*
- Career and Technical Education*
- Transfer Programs*
- Basic Skills (Remedial Education)*
- Workforce Development*

The SBCCOE is charged with developing and establishing state policy for occupational education and governing the state system of community colleges. The Board’s Policy Statement summarizes its mission:

*The statutory prescribed role and mission of state system community colleges is to “...offer a broad range of general, personal, vocational, and technical education programs... To fill the occupational needs of youth and adults in*

## Criterion One

*technical and vocational fields, to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and to provide a broad range of programs of personal and vocational education for adults.” BP 2-40 (23-60-201, Colorado Revised Statute)*

The State Board’s Policies may be found, in its entirety, on the CCCS website: <http://www.cccs.edu/Docs/SBCCOE/Policies/BP/BP-TOC.html>.

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***Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.***

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Trinidad State Junior College operates under the guidance of several documents. These include the Mission Statement, the Vision Statement and Goals, the General Education Philosophy Statement, and the Strategic Plan. These documents are supported by the Policies and Procedures manual, the TSJC Advisory Council policies which are part of the state statute and Board policies, and the guidelines of the many grant-funded programs. In addition, the College has adopted an Affirmative Action statement in full compliance with the Civil Rights Act of 1964 and the Family Educational Rights and Privacy Act of 1974. These documents, as well as other programs and policies, can be found in the *TSJC Student Handbook*, the College’s website, the Strategic Plan, the course schedules and catalog, and the departmental and program publications that have been produced by the College.

**Supporting Evidence:**

***Trinidad State Junior College has adopted statements of mission, vision, philosophy, and strategic goals that together clearly and broadly define the College’s mission.***

TSJC’s current Mission Statement was developed with input from all facets of the College. When the Self-Study Steering Committee began their work



in 2002, the group recognized that the existing mission statement and documents were a disjointed collection of various statements and goals. Therefore, the group decided to merge these various documents and redefine the College's role and purpose in its communities from both an educational and community service perspective.

In order to do this, the initial step was the development of the Mission Statement. The existing Mission Statement was too lengthy, and many felt that it should more accurately reflect the true nature of what TSJC was striving to accomplish. Input was solicited through surveys and discussions from all faculty, administration, and staff at both campuses. The Mission Statement was approved by Dr. Frank Armijo in November of 2004 and was then presented to the TSJC Advisory Council at their regular meeting. (*See the Resource Room for the TSJC Advisory Council minutes.*) As a result, the following Mission Statement is now used to guide all activities:

*Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.*

Once the Mission Statement was established, the next step was to direct the College in its fulfillment of this Mission. Therefore, the Self-Study Steering Committee revisited TSJC's Vision Statement. The Committee determined that the Vision remained valid; however, the objectives of the four goals of Student Access, Student Success, Operational Excellence, and Community Relationships needed to be re-evaluated and improved in order to align with the System's goals and objectives. As a result of the self-study process and college-wide input, these goals have undergone several revisions which have resulted in TSJC's Vision Statement.

***connected***

***TSJC's Vision Statement goals of Student Access, Student Success, Operational Excellence and Community Relationships, along with their objectives, have been evaluated and improved in order to better align with the System's goals and objectives.***

**VISION STATEMENT**

***Trinidad State Junior College will continue to be an active partner in building and maintaining academic excellence and economic vitality in the region it serves.***

*This will be accomplished through the following Goals and Objectives:*

**GOAL 1 - Student Access**

- 1a. To create, market, and implement innovative educational programs, including programs delivered via distance learning and other alternative approaches, in order to meet the needs of all segments of our service area.*
- 1b. To encourage and value diversity in our student population.*

**GOAL 2 - Student Success**

- 2a. To educate and qualify students for careers in technical fields and to assist them in securing employment in these fields.*
- 2b. To prepare students to transfer and succeed in their baccalaureate studies.*
- 2c. To provide supportive learning opportunities – English as a Second Language, GED, and developmental studies – which prepare students for college-level work.*
- 2d. To foster an atmosphere of friendliness, civility, and respect, and to provide support programs which promote student learning and success.*
- 2e. To hire faculty and staff who are of the highest quality and reflective of our diverse community, to treat them with integrity and respect, to have their pay be reflective of their experience and education within the community college system, and to provide ample opportunities for their professional development.*

**GOAL 3 - Operational Excellence**

- 3a. To ensure that the campus is operated efficiently and safely, using modern technology appropriately.*
- 3b. To monitor the College's performance in all areas and to use the data gathered to improve the College's overall effectiveness.*
- 3c. To provide shared governance opportunities by which College faculty and staff participate in significant institutional decisions.*

**GOAL 4 - Community Relationships**

- 4a. To provide training and education that will enhance workforce skills for businesses in our community.*
- 4b. To present opportunities for cultural enrichment and lifelong learning for our community.*
- 4c. To provide opportunities for students to interact positively and appropriately in the community.*

*\*\* These Objectives will be referenced throughout this Criterion, using the format of 2a, 3b, etc. The Mission Statement and Vision Statement and Goals are printed on the inside back cover of this report for easy access.*

TSJC has a General Education Philosophy Statement which specifically addresses coursework and academic expectations (*see the TSJC website and the Resource Room*). Faculty members rely on the intent and spirit of this statement and its objectives in planning and conducting their classes as well as in developing their course curricula.

*The College defines general education as courses that are balanced and broadly-based, which expose the student to the mainstreams of thought and interpretation in humanities, sciences and communications, mathematics, social studies and arts; and that develop the student's understanding of the interrelationships among these fields of study. These courses must not be directly related to a student's formal technical, vocational, or professional preparation.*

*Ultimately the College works toward the creation of an informed citizenry with the ability to think critically, communicate effectively, and solve problems, both qualitative and quantitative. The College strives to provide a general education that promotes tolerance, lifelong learning, and a devotion to free inquiry and free expression, to develop sensitivity to the needs of local and global community, and to contribute to society through civil habits of thought, speech and responsible action.*

From this Philosophy Statement, measurable objectives were generated in the following areas: communication, critical thinking, problem solving, intellectual maturity, and behavior. These objectives are:

- 1. Read and comprehend college level work*
- 2. Explain and defend ideas orally and in writing*
- 3. Examine ideas using critical reasoning*
- 4. Solve problems using logic, mathematics, computers, and creative thinking*
- 5. Demonstrate responsible citizenship*

**learning-focused**

*Faculty members rely on the intent and spirit of the General Education Philosophy Statement and its objectives in planning and conducting their classes as well as in developing their course curricula.*

**learning-focused**

*Academic expectations include measurable objectives in communication, critical thinking, problem solving, intellectual maturity, and behavior.*

Lastly, the College's Strategic Plan has been updated and revised and is now a working document. The previous plan, written by an external consultant, was never embraced by the faculty and staff. In its revision, the Strategic Plan extended the goal-setting process to individual programs, departments, and classes. The Plan was developed from a "bottom-up" approach with input from all levels of the College. It contains specific goals which further define the Mission of the College, while specifically targeting the priorities of Student Access, Student Success, Operational Excellence, and Community Relationships, the four goals listed in the Vision Statement.

As with all documents, there are specific areas that are debated among the faculty and staff. One such area is the last objective from the Philosophy statement, "*Demonstrate responsible citizenship.*" Some faculty members feel that this is not measurable, whereas others feel that it can be measured – just not objectively. This is a healthy discussion because it is an indication that all involved parties can feel an investment in the College and the documents which direct its future.

***Trinidad State Junior College's mission, vision, and strategic goals define the internal and external constituencies the College intends to serve.***

Within the Vision Statement and its goals, the documents define the College's target population – students, staff, and communities. TSJC is committed to providing educational opportunities to students in the technical and vocational fields (*Objective 2a*), and also to students who plan to transfer to universities in pursuit of a baccalaureate degree (*Objective 2b*). In addition, the College is committed to providing educational opportunities for students who may or may not be prepared for college-level coursework (*Objective 2c*). Employing quality staff and faculty is a priority and is listed under Student Success (*Objective 2e*). TSJC feels an obligation to serve area businesses by providing high quality employees and training opportunities specific to businesses (*Objective 4a*).

***TSJC’s mission and vision documents include a strong commitment to academic excellence that sustain and advance higher learning.***

TSJC’s Mission Statement specifically lists “*quality instruction*” as one of the areas to which the College is committed. The Vision Statement stresses the importance of “*building and maintaining academic excellence.*” The goals of the Vision Statement mention the terms “*excellence*” and “*quality*” in reference to TSJC’s academic programs and institutional services (*Objectives 2b, 23 and 3c*). TSJC Policies and Procedure Manual also states that the standing Curriculum Committee shall be responsible for ensuring that academic excellence is maintained in its coursework.

*The Committee shall discuss and provide recommendations on matters of continuous concern about the College's curricula: ...guidance in syllabi development and improvement, and whether all programs and/or courses conform to the College's educational philosophy and objectives of "achieving total quality education, that is, excellence in teaching and learning." 2.11 Article II, pg 22*

***Trinidad State Junior College’s mission and vision documents state objectives for the learning to be achieved by its students.***

TSJC’s General Education Philosophy specifically lists measurable objectives which relate to communication (written and oral), critical thinking, and problem solving (within the areas of reading, mathematics, and technology), and intellectual maturity (i.e. the demonstration of good citizenship). This philosophy is included in the *TSJC Student Handbook*, as well as on the website, [www.trinidadstate.edu/aisl/GenEdAssess.htm](http://www.trinidadstate.edu/aisl/GenEdAssess.htm) .

Measurable objectives are included as a part of all course syllabi. As part of TSJC’s assessment program, instructors are required to assess each student’s learning. The faculty is also expected to regularly discuss these learning objectives with students. (*See Resource Room for course syllabi.*)

## Criterion One

*Trinidad State Junior College regularly evaluates and, when appropriate, revises the mission and vision documents.*

### *future-oriented*

*The SPMC will regularly review the mission documents to ensure that they will continue to be viable and applicable directives for the College.*

TSJC's goal is for its mission documents to continue to be applicable to the College, its learners, and its constituents, in order to help TSJC actively respond to the changing needs of the College and community. With this in mind, TSJC established the SPMC as a permanent, standing committee. This committee will regularly review the mission documents to ensure that they will continue to be viable and applicable directives for the College. For example, recent revisions of the Vision Statement's goals were the result of input from the Criterion I Committee members. Members decided that minor word changes would not only clarify the goals but would also define them as measurable. Presented to the SPMC, the changes were approved.

*Trinidad State Junior College makes the mission statement available to the public, particularly to prospective and enrolled students.*

TSJC's mission documents serve as a visible and constant reminder to the students, the faculty and staff, and the community and its residents that the College is committed to meeting the needs of its diverse service area. The improved visibility of the Mission Statement throughout the campus and community via a variety of different means, demonstrates the College's commitment to serving its students and its communities. Examples include:

### *connected*

*TSJC's mission documents serve as a visible and constant reminder to the students, the faculty and staff, and the community and its residents that the College is committed to meeting the needs of its diverse service area.*

- Plaques with the Mission Statement are prominently posted in each TSJC building on both campuses.
- The Mission Statement is included on College advertising.
- The Mission documents are found on TSJC's web-site as well as on the College's television station.
- The Mission documents are included in the TSJC catalog, *TSJC Student Handbook*, and other printed resources.
- Many individual e-mails and other correspondence include the Mission Statement as part of the templates.

***Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.***

Trinidad State Junior College is committed to serving its diverse service area as evidenced in all of its mission documents. Each of the documents – the Mission Statement, the Vision Statement and Goals, the General Education Philosophy Statement, and the Policies and Procedures – address the diverse population that the College serves and the commitment it has to provide quality education and service.

**Supporting Evidence:**

***Trinidad State Junior College, in its mission and vision documents, addresses diversity within the community and their values and purposes which the College considers fundamental to its mission.***

In its Mission and Vision Statements, the College defines its commitment to enriching the lives of the diverse communities it serves. As stated in its opening sentence, “*Trinidad State Junior College enriches the academic, technical, and cultural life of our **diverse** community...*” The different needs of this diverse community are defined in the Vision Statement’s goals where the different services offered are noted – vocational and technical goals (*Objective 2a*), transfer to baccalaureate programs (*Objective 2b*), pre-college and developmental needs (*Objective 2c*), faculty and staff professional development (*Objective 2e*), the service area’s businesses (*Objective 4a*), and lifelong learning for the community (*Objective 4b*). TSJC further supports students with lifelong learning through the acceptance of life experience that can be applied toward a degree, as well as College Level Examination Program (CLEP), military, and other experiences. (*See Resource Room for Student Guide to Credit for Prior Learning.*)



## Criterion One

*Trinidad State Junior College's mission documents present the College's role in a multicultural society.*

### *distinctive*

*TSJC minority enrollment from 2001-2005 averages 47% while the state-wide average for CCCS is 24% for the same five-year period.*

Taken directly from the Mission Statement, TSJC is committed to offering “*traditional and alternative approaches*” to learning. The Vision Statement and Goals clearly state that the College values diversity among its students (*Objective 1b*). The College supports a variety of classes and program offerings whose purpose is to educate the culturally and economically diverse learners and community members in TSJC’s service area. TSJC minority enrollment from 2001 - 2005 averages 47% while the state-wide average for CCCS is 24% for the same five-year period. (*See Resource Room for CCHE Student Headcount by Race/Ethnicity.*) A review of the *TSJC Student Handbook*, College catalog, and semester schedules also reveal this commitment. TSJC offers a number of different schedules and program options to meet its students’ needs including concurrent enrollment classes for high school students, independent study classes, online classes, evening and weekend classes, late-start and condensed classes, and other alternative delivery programs. Past enrollment history indicates that a diverse student body requires flexible educational options to enable a greater student success rate.

### *learning-focused*

*Past enrollment history indicates that a diverse student body requires flexible educational options to enable a greater student success rate.*

*Trinidad State Junior College's mission documents affirm the College's commitment to honor the dignity and worth of individuals.*

Fostering “*an atmosphere of friendliness, civility, and respect*” is clearly stated in the College’s Vision Statement Goals (*Objective 2d*). Throughout TSJC’s other documents, that same dedication to honoring its students, staff, and partners is evidenced as follows:

- *The General Education Philosophy Statement reads, “The College strives to provide a general education that promotes tolerance, lifelong learning, and a devotion to free inquiry and free expression.”*

- *In the Policies and Procedures Manual, academic freedom is defined and guaranteed to its students and faculty (See Resource Room for TSJC Policy and Procedures Manual, Section I.1.)*
- *The TSJC Student Handbook specifically defines Student Responsibilities and Student Expectations. Guaranteeing respect and rights for all students, staff, and faculty is the underlying purpose of these guidelines. (TSJC Student Handbook, page 23 – 32).*

***Trinidad State Junior College’s mission and vision statements reflect the codes of belief or expected behavior that are congruent with its mission.***

The commitment to academic and operational excellence is included within TSJC’s Mission Statement and its Vision Statement Goals (*Objective 3a*). In order to achieve this level of excellence, the College upholds high standards. Students, staff, and faculty are expected to abide by the rules and regulations of the College. For students, these rules and expectations are clearly stated in the *TSJC Student Handbook*.

*TSJC expects students to maintain standards of personal integrity that are in harmony with the educational goals and mission of the College; to observe national, state, and local laws and College regulations; and to respect the rights, privileges, and property of other people. Principles of academic honesty, respect for diversity, and proper classroom behavior are expected of all students. (TSJC Student Handbook, page 23)*

These rules and regulations include, but are not limited to, the use of TSJC’s technology resources, the College facilities, and the standards of conduct. The TSJC Catalog clearly states the College’s stand on academic ethics and dishonesty:

*Academic dishonesty will not be tolerated and can be grounds for compulsory withdrawal, suspension, or disenrollment. Academic dishonesty includes – but is not limited to – “cheating” and “plagiarism.” (TSJC Student Handbook, page 19)*

## Criterion One

Detailed in the *TSJC Student Handbook* on page 19 and also located on the TSJC website is the appeal process which allows students recourse if they feel they have been wrongly accused.

Staff and faculty are held to high standards. Several documents are signed by faculty and staff including a confidentiality agreement, a drug free workplace policy, a computer use policy, an oath of allegiance, and a statement regarding Social Security contributions versus PERA (Public Employees' Retirement Association) contributions. These policies ensure that they have knowledge of and adhere to specific policies and practices which are designed to preserve the integrity at TSJC and encourage excellence at all levels. *(See Resource Room for employment packet.)*

***Trinidad State Junior College's mission and vision documents provide a basis for the College's strategies to address diversity.***

In its Mission Statement, TSJC emphasizes the goal of enriching the lives of "...our diverse community." The College values its diversity (*Objective 1b*) and is committed "to encourage and value diversity in our service area."

As a member of the CCCS and in compliance with the System policies, TSJC is an open access institution. Open access encourages cultural diversity because all students who apply are accepted at TSJC regardless of placement scores or possession of a high school diploma.

TSJC encourages diversity in its student body through several agreements. The College has a reciprocity agreement with counties in northern New Mexico, whose students are allowed to enroll at TSJC and pay in-state tuition. *(See Resource Room for reciprocity agreement.)*

### *distinctive*

***The College has a reciprocity agreement with counties in northern New Mexico, whose students are allowed to enroll at TSJC and pay in-state tuition.***

	Fall 2005	Fall 2006
Colorado/New Mexico Reciprocity	77	81

Students from twelve other western states may register at TSJC as part of the Western Undergraduate Exchange (WUE) program. This Program is administered by the Western Interstate Commission for Higher Education (WICHE) <http://wiche.edu/states/> and allows students from participating states to enroll at TSJC at a reduced tuition level. *(See the Resource Room for the Course Schedule.)* The states involved in the WUE program are:

- Alaska
- Arizona
- California
- Colorado
- Idaho
- Montana
- Nevada
- New Mexico
- Oregon
- South Dakota
- Utah
- Washington
- Wyoming

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***Core Component 1c: Understanding of and support for the mission pervade the organization.***

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One purpose of Trinidad State Junior College’s mission documents is to define the College’s role in its respective communities. However, support for TSJC’s mission and purpose is most notably evidenced by activities taking place on campus and in the community which are discussed in Criteria Four and Five. The TSJC faculty and staff are committed to providing services as listed in the mission documents. This dedication can be observed in the programs and in the interactions among the staff, the students, and the community members.

In the Spring of 2007, TSJC staff and faculty were asked by the Criterion 1 committee to respond to a survey. Sixty-two questionnaires were returned. Overall, the responses covering the College’s vision and the revised mission and vision documents were positive. A brief summary follows: *(See the Resource Room for complete survey results.)*

## Criterion One

### Criterion I Survey: Questions and Responses

- Do TSJC's mission documents clearly define what you feel is the College's vision for the present, as well as the future?
  - **Yes - 100% No - 0%**
- Do these documents address the diversity within TSJC and its service area?
  - **Yes - 90% No - 2%**
- Do the documents show a commitment from TSJC to honor and value their students, staff and community?
  - **Students: Yes - 94% No - 0%**
  - **Staff: Yes - 77% No - 16%**
  - **Community: Yes - 92% No - 2%**
- Do the faculty and administration of TSJC demonstrate knowledge of the mission documents?
  - **All: 6%**
  - **Many: 60%**
  - **Few: 16%**
  - **None: 0%**
  - **Don't Know: 13%**
- Have you observed the mission and/or vision statements ...
  - a. Displayed in more than one place on campus/physical plant?
    - **Yes - 85% No - 6%**
  - b. Displayed in advertisements, brochures and school catalog?
    - **Yes - 94% No - 2%**
  - c. Incorporated into written materials, computer displays, etc?
    - **Yes - 76% No - 15%**
  - d. Displayed in the community, on materials, signs, etc?
    - **Yes - 34% No - 56%**
- Do the decision-making boards consider the mission documents when...
  - a. Establishing and executing policy?
    - **Yes - 31% No - 5% Don't Know - 56%**
  - b. Establishing and following budget?
    - **Yes - 19% No - 5% Don't Know - 69%**
- Do you feel that the organizational structure of the school (i.e. chain of command, advisory councils, standing committees, etc.) allows all components to share in the fulfillment of the mission, vision, and goals?
  - **Yes - 56% No - 13% Don't Know - 24%**
- Does TSJC represent itself in a manner that demonstrates fiscal and legal responsibility to the community, state, and nation?
  - **Yes - 77% No - 6% Don't Know - 10%**
- Does TSJC demonstrate consistent and fair policies and practices regarding the rights and responsibilities of each of its programs and divisions?
  - **Yes - 63% No - 15% Don't Know - 16%**

**Supporting Evidence:**

***Trinidad State Junior College’s administration, faculty, staff, and students understand and support the College’s mission.***

TSJC is dedicated to providing learning opportunities for those in the service area who wish to increase their knowledge without obtaining any particular certificate or degree. To address this need, the College re-instituted the Continuing Education program in the Summer of 2005. Due to institutional downsizing, the Continuing Education program had been discontinued in 2002. However, input from staff, students, and the community indicated the need still existed and it was reintroduced. Classes continue to be offered during the summer months based on demand and availability of instructors.

Because many residents are somewhat hesitant about taking college courses, efforts are made on both campuses to inform the public about available programs and encourage their participation in the College. The Valley Campus hosted an event called “A Taste of Education.” Area residents came to the College where they attended “mini-classes,” were treated to lunch, and in general, had a “taste” of what college was like. This sampling of a college environment was well-received and will be continued.

Additionally, the *College for Kids* program was established to provide learning experiences in a wide variety of areas for school-aged students during the summer. During its inaugural year in Trinidad (2005), 75 students participated. The following year, 25 of those returned and 50 additional students enrolled in classes. In 2007, TSJC received funding from the Bar NI Ranch Community Service Fund to implement a Tuition Scholarship program that allows low income students to attend classes in which they might not have been able to participate. This program utilizes the talents of a variety of people from the community as instructors.

***connected***

***The Valley Campus hosted “A Taste of Education” where area residents came to the College and attended “mini-classes” allowing them to experience a “taste” of what college was like.***

TSJC also offers summer athletic camps for area students. In the Summer of 2006, three basketball camps were offered, and 50 area girls and boys participated. In addition, a volleyball camp provided instruction to 20 students. TSJC coaches and players organized, planned, and conducted the week-long activities for the camps.

***Trinidad State Junior College's strategic decisions are mission-driven.***

The mission documents are used in conjunction with the College's Strategic Plan to ensure that the operation of TSJC continues uninterrupted. At the same time, the members of the College community recognize the need to continue to improve and grow as community and student needs change. Because of this, the Self-Study Steering Committee expanded its role and developed a Strategic Plan to guide TSJC in the future. It was determined that a new Strategic Planning/Monitoring Committee should be implemented consisting of the same membership as the Self-Study Steering Committee. As a result, there is a continuity between the Strategic Plan and the Self-Study. When the Self-Study is completed for this ten-year period, the SPMC will continue with its work.

***future-oriented***

***There is a continuity between the Strategic Plan and the Self-Study. When the Self-Study is completed for this ten-year period, the SPMC will continue with its work.***

The Strategic Plan was designed as a working document to be used by all staff at TSJC. Although it has been well-received, it has been challenging to get everyone accustomed to defining their goals and reporting on their progress and/or completion to their respective Deans. Over time, this planning and reporting cycle will become routine at all levels of the College.

The following form is the common matrix used to list goals, to indicate where and how they are going to be accomplished and who is responsible for them, and to indicate which objectives the strategic goal addresses. *(See the Resource Room for the Strategic Plan.)*



<b>Strategic Goals - for 2006 – 2009</b> (Department or Area)				
<b>Strategic Goals for this department</b>	<b>2006/2007 2007/2008 2008/2009</b>	<b>Plan of Action for this Goal and/or Status</b>	<b>Key Personnel</b>	<b>Vision Statement Goal (s) Addressed</b>
	(1, 2, or 3 Year Plan)			

Sample Form - Strategic Goals Matrix

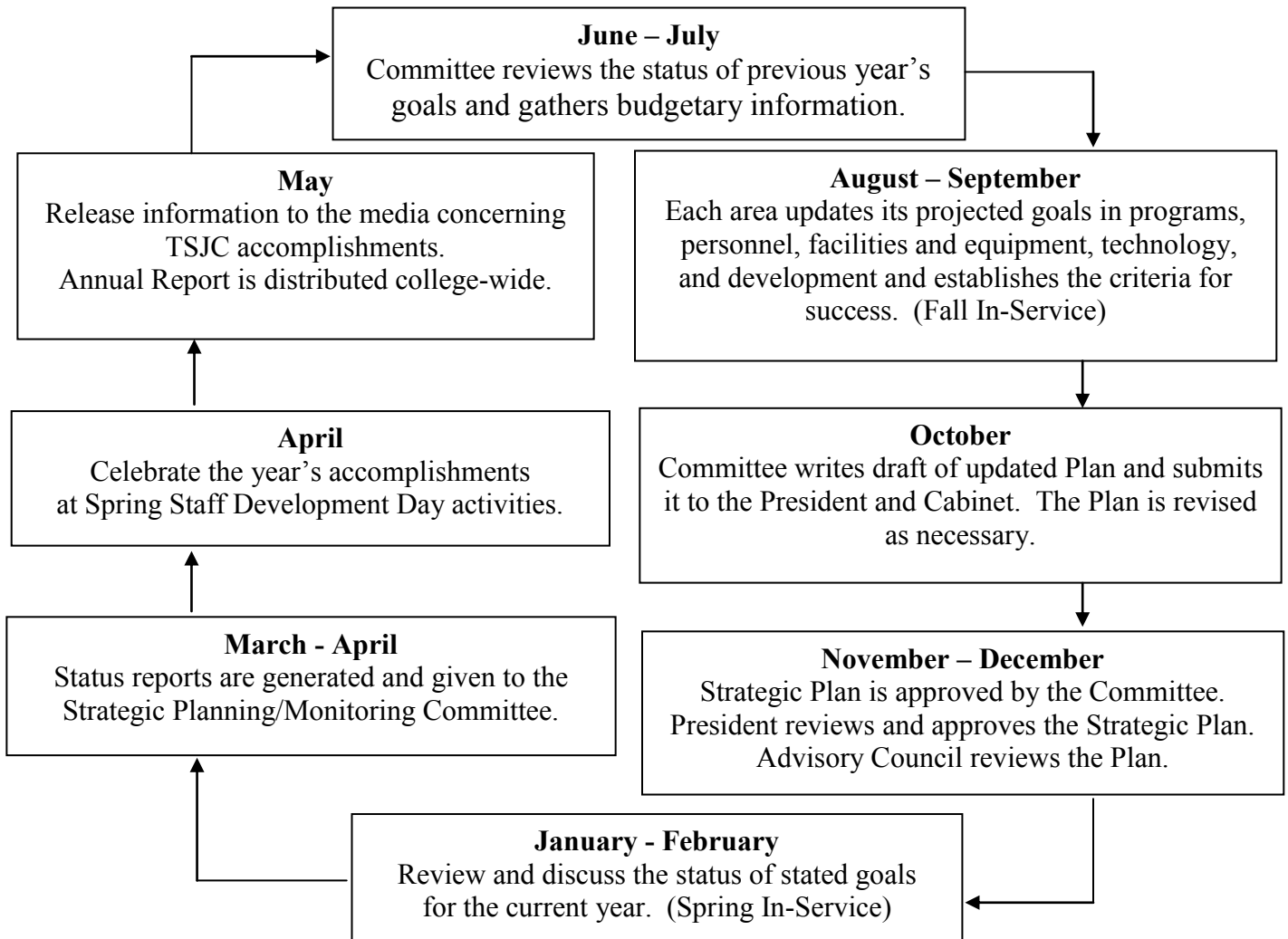
In its Self-Study process, the Steering Committee developed surveys for each criterion to solicit and receive input from all TSJC staff, administration, and faculty. Information from these surveys, which are referred to in this Self-Study Report, will be used in the future for the College’s Strategic Planning process. The results from the Criterion I Survey are listed under Core Component 1c.

***Trinidad State Junior College’s planning and budgeting priorities flow from and support its mission and vision.***

The mission documents consistently and clearly indicate the level of the College’s commitment to all individuals, businesses, and community entities within the areas it serves. Objective 3b in the Vision Statement specifically lists “*monitoring*” of the College’s performance as a priority. To remain viable, the Strategic Plan will be regularly reviewed and re-evaluated. The following Planning Cycle was developed for this purpose:

**Trinidad State Junior College Strategic Plan**

**Academic Year Planning Cycle**



The Strategic Plan is used in setting spending priorities each year – using General Fund and Capital Improvement dollars from the System and individual grant dollars. With input from staff and faculty, TSJC’s annual budget is developed, approved, and implemented. Higher level supervisors, such as Deans, Associate Deans, and Division Chairs begin the process by reviewing the Strategic Plan and meeting with their staff and faculty. The previous year’s budgets are reviewed and items are added or deleted based on needs and strategic goals for the coming year. Supervisors submit these requests to the respective Vice-Presidents who balance these requests. After discussions among all involved, an internal budget is submitted to the

President. The President and Executive Vice-President finalize the internal budget, which is then presented by the President to the SBCCOE. Once approved, Deans, Division Chairs and/or Department heads have the responsibility of managing their budgeted dollars throughout the year. Monthly reports from the Business Office are submitted to these supervisors to assist them in monitoring ongoing expenses month to month.

A wireless network system has recently been installed on each campus to improve Student Access to learning and research (*Objective 1a*). This network allows students to access the Internet from anywhere on campus. Funding for the network was a joint effort between the College and the grant programs within the College. With this technology, students and teachers can more easily communicate about courses, have greater access to research, and gain the increased flexibility to access online courses.

As with all public institutions, TSJC must find additional sources of funding in order to better meet the needs of its communities. Therefore, grants are sought in order to better serve the service areas. In 2006, a part-time grant writer was employed by the College. This commitment by TSJC has already proven itself as it was the recipient of a 1.5 million dollar federal grant – the Community Based Job Training (CBJT) grant. This three-year program will recruit, train, and place individuals in employment in the energy and industrial construction fields. The EPIC Program at TSJC began in 2006, and this grant will provide for additional support and expansion of the program. This grant also includes funding for TSJC to have a representative at the Colorado Workforce centers to recruit students to the EPIC Program as well as to the College. The unique nature of the EPIC Program is that it not only recruits and prepares students, but also places them in employment as one means of ensuring student success. (*See Resource Room for grant information and Institutional Snapshot, Table 4F.*)

*learning-focused*

*With TSJC's wireless network system, students and teachers can more easily communicate about courses, have greater access to research, and gain the increased flexibility for access to online courses.*

*future-oriented*

*The unique nature of the EPIC program is that it not only recruits and prepares students, but also places them in employment as one means of ensuring student success.*

## Criterion One

The federal Cooperative Title V Grant is another funding source which focuses on improving Student Access and Student Success. It provides a broad means of financial support to TSJC as a minority serving institution. TSJC maintains its status as a Hispanic Serving Institution by annually submitting the Title III and Title V Eligibility Application for Designation as an Eligible Institution. In 2007, the TSJC student population was 43% Hispanic, which closely coincided with the general population of the service area. Current Title V funding comes through a five-year cooperative grant with Adams State College (ASC) in Alamosa and Otero Junior College (OJC) in La Junta. These monies are designed to (1) expand educational opportunities for and to improve academic attainment of Hispanic students and (2) expand and enhance the academic offerings, program quality, and institutional stability of Hispanic-serving colleges and universities. The focus includes encouraging and supporting these students, as well as all other low-income students, in their completion of postsecondary degrees. The Title V Grant also provides funding for the part-time position of Transfer Coordinator on the Trinidad Campus, whose job is to ensure that TSJC students transfer seamlessly to four-year universities and receive the assistance necessary for completion of their degrees.

The College strives to improve its services to all of its students. For example, recently completed and current Title V projects include the reassignment and renovation of the Sullivan Banquet Room. This room has now been remodeled and equipped with state-of-the-art distance learning equipment and has been renamed the Sullivan Center Conference Room. In the Davis building, room 123 has been upgraded with distance learning and “Smart Classroom” capabilities. The Berg Little Theatre was upgraded to enhance its capabilities to also serve as a distance learning classroom. All of these projects demonstrate TSJC’s commitment to improving Student Access through the use of expanding and updating its technology. (*See Appendix B for Institutional Snapshot, Table 6A.*)

TSJC has responded to the need for trained and skilled workers in the service area by establishing a CTE program which is supported by the Carl Perkins Grant. The Carl Perkins Act established funding for competency-based applied learning to prepare individuals for employment in current or emerging occupations which do not require an advanced degree. This CTE Carl Perkins funding has provided training for 538 students in 2005 and 628 students in 2006. Training includes instruction in specific jobs and provides for peripheral services such as curriculum development or modification, supplemental services for special populations, career and guidance counseling, and remedial classes. A Carl Perkins Committee, comprised of six individuals, was organized in 2006 and oversees the disbursement of funds to both campuses through a shared governance process. Instructors submit their requests for equipment, professional development, and student training needs to this committee. Areas of improvement for both campuses are considered, and funding is sought annually. *(See Resource Room for Carl Perkins Committee meeting minutes.)*

***The goals of the administrative and academic areas of Trinidad State Junior College are congruent with its mission.***

Achieving current and future Student Success is a major goal within TSJC’s Vision Statement. In order to encourage and support this goal, tutors are provided at no charge to the students, and a Supplemental Instruction program offers peer-led content-review groups that model study skills while course content is mastered in active learning sessions. Translation services are provided for non-English speaking students and hearing impaired students. On the Trinidad Campus, the Writing and Learning Centers and the Math Lab are available to all students and provide high quality, self-paced academic support. In Alamosa, students have access to reading, writing, and math tutors who are provided free of charge in the Learning Resource Center (LRC).

*learning-focused*

***To encourage and support student success, TSJC provides tutors free of charge and a Supplemental Instruction program offers peer-led content-review groups.***

TSJC requires all faculty members to formulate an attendance policy appropriate to the courses they teach and to include this policy in the syllabus distributed to students at the beginning of the course. Most instructors use the College attendance policy unless there are additional needs specific to their program or course.

*If the Student is absent from any class for three contact hours and such absences are unexcused, his or her final grade for the course may be reduced by one letter grade. If the Student has been absent for six or more contact hours and such absences are unexcused, he or she may be dropped from the class entirely. (Student Handbook, page 18)*

Many faculty include an attendance component in their course-level assessments. From Fall of 2004 to Spring of 2006, there were 528 course assessments submitted to the automated assessment reporting system. Of these, 55 specifically reported that attendance was a factor in student success. Sample statements follow.

- *Attendance and participation helped the students stay on schedule and to make the most of the instruction. Both reinforced the notion of writing as a process and allowed the students to engage in all levels of that process.*
- *70% of the students enrolled in this course achieved a 70% or above grade. The other 30% were below 70% proficient due to those students not completing assignments or tests. Poor attendance was a contributing factor for these students.*
- *50% failed the course due to lack of attendance.*
- *Attendance encourages and reinforces active learning and helps students learn discipline.*
- *An oral in-class assessment of the class revealed that while the students grumbled about the attendance policy, most felt that it motivated them to be in class and to learn. They said that by being in class, they were able to learn and apply the tools of writing and, consequently, they did much better in the class than they thought they would.*

These comments, as well as all other assessment results can be accessed on the College's assessment website (<http://www.trinidadstate.edu/aisl>). This website serves as a resource tool for TSJC's faculty and administration.

***Trinidad State Junior College's internal constituencies articulate the mission and vision in a consistent manner.***

TSJC is committed to its students, staff, and community. The College faculty informs the students of the College's Mission Statement and how it applies to them. The Mission Statement is written on course syllabi. Student activities which function in support of the mission documents include Student Government and participation in various College standing committees. Students may address their concerns at the regular meetings of the Student Government.

Monthly Faculty Senate meetings allow faculty the opportunity to address concerns. College staff and faculty also serve on committees such as the AISLC and Curriculum Committee. Although this requires additional commitment, the College cannot function well without regular staff input. This participation ensures the continued fulfillment of TSJC's mission. For example, the AISLC monitors assessment processes and results for all courses. By specifically addressing assessments, TSJC enhances student learning, thereby increasing Student Success.

Participation in meetings, such as the Deans, Directors, and Division Chairs meetings, is intended to ensure that all aspects of the College work smoothly and efficiently. This encourages Operational Excellence (*Vision Statement, Goal 4*), which, in turn, allows TSJC to serve better and more effectively its students and community in order "to enrich the academic, technical, and cultural life of our diverse community."

## Criterion One

***Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.***

### *connected*

***Supervision is defined but does not limit leadership and shared governance between the levels of College administration.***

As with any successful organization, Trinidad State Junior College has a well defined administrative structure which allows better communication and a more stream-lined flow of responsibilities. Effort is made to use the organizational flow chart (pictured on page 61) to improve and expand collaboration between all levels. Supervision is defined but does not limit leadership and shared governance between the levels of TSJC administration.

### **Supporting Evidence:**

***Advisory Council policies and practices document the focus on the College's mission.***

Because the Mission Statement identifies our commitment to the diverse community, TSJC's Advisory Council is comprised of a cross-section of the service area's population. According to the Policy and Procedures manual, TSJC's Advisory Council is a seven member council appointed by the SBCCOE and is comprised of residents from the College's service area. Members are appointed to the Council for a term of four years. Great consideration is given to the selection of nominees for the College's Advisory Council. Diversity within the service area allows for a choice of strong representation. Currently, three women and four men, representing the TSJC service area are on the Advisory Council. One of the seven members is Hispanic. This Council serves in a strictly advisory capacity, bringing issues from the community to the President, who in turn brings them to the Cabinet meetings for discussion and action, as needed.

The TSJC Educational Foundation is comprised of a representative group of community members who are dedicated to the College and its students. The



Educational Foundation is also committed to diversity. The 30 member group consists of twenty men and ten women, four of whom are Hispanic. From this group, five members are selected to serve on the Educational Foundation’s Board and direct Foundation activities with approval and support of the entire membership. With a membership representing TSJC’s service area, the Foundation can best address the College’s needs as it offers financial support to TSJC students and its staff. The Educational Foundation supports TSJC students with annual scholarships valued at over \$200,000.

***The State Board enables the College’s chief administrative personnel to exercise effective leadership.***

*future-oriented*

***The TSJC Educational Foundation supports TSJC students with annual scholarships valued at over \$200,000.***

The President of TSJC is the chief executive and administrative officer of the College. Hired by the SBCCOE, TSJC’s President is given the task of local leadership and direction as well as the responsibility to see that TSJC operates in a responsible manner – both fiscally and academically.

*It is the intent of the Board that the college presidents and the System President be afforded broad latitude of authority within their respective areas of responsibility. Therefore, the Board hereby delegates to the college presidents and to the System President authority to approve all personnel actions, subject to Board policy and statutory guidelines and limitations.*  
[\(<http://www.cccs.edu/Docs/SBCCOE/Policies/BP/PDF/BP3-05.pdf>\)](http://www.cccs.edu/Docs/SBCCOE/Policies/BP/PDF/BP3-05.pdf)

The College’s administration is not only given a “... *broad latitude of authority*,” but it is encouraged to provide innovative and original solutions to problems. One example that has been of a mutual benefit to all parties is the lease agreement between TSJC and Holy Trinity Academy (HTA), a private K-12 school. In 2004, HTA was looking for a home for its school, and the College was seeking better use of its space as well as additional sources of income. The President at that time entered into an agreement with HTA whereby TSJC provides space and maintenance in two buildings and

allows the use of the cafeteria for meals. This successful agreement comes with a bonus, because these students are already on campus and are encouraged to enroll at TSJC and easily transition into college.

***The distribution of responsibilities as defined in state governance structures, processes, and activities is understood and is implemented through delegated authority.***

The distribution of authority is clearly defined in TSJC's Policies and Procedures Manual. The President's role is stated under Board Policy Section 3.05 and TSJC's Policies and Procedures Manual 2.1, with listings of specific duties and responsibilities. *(See Resource Room for Policy BP 3-25.)*

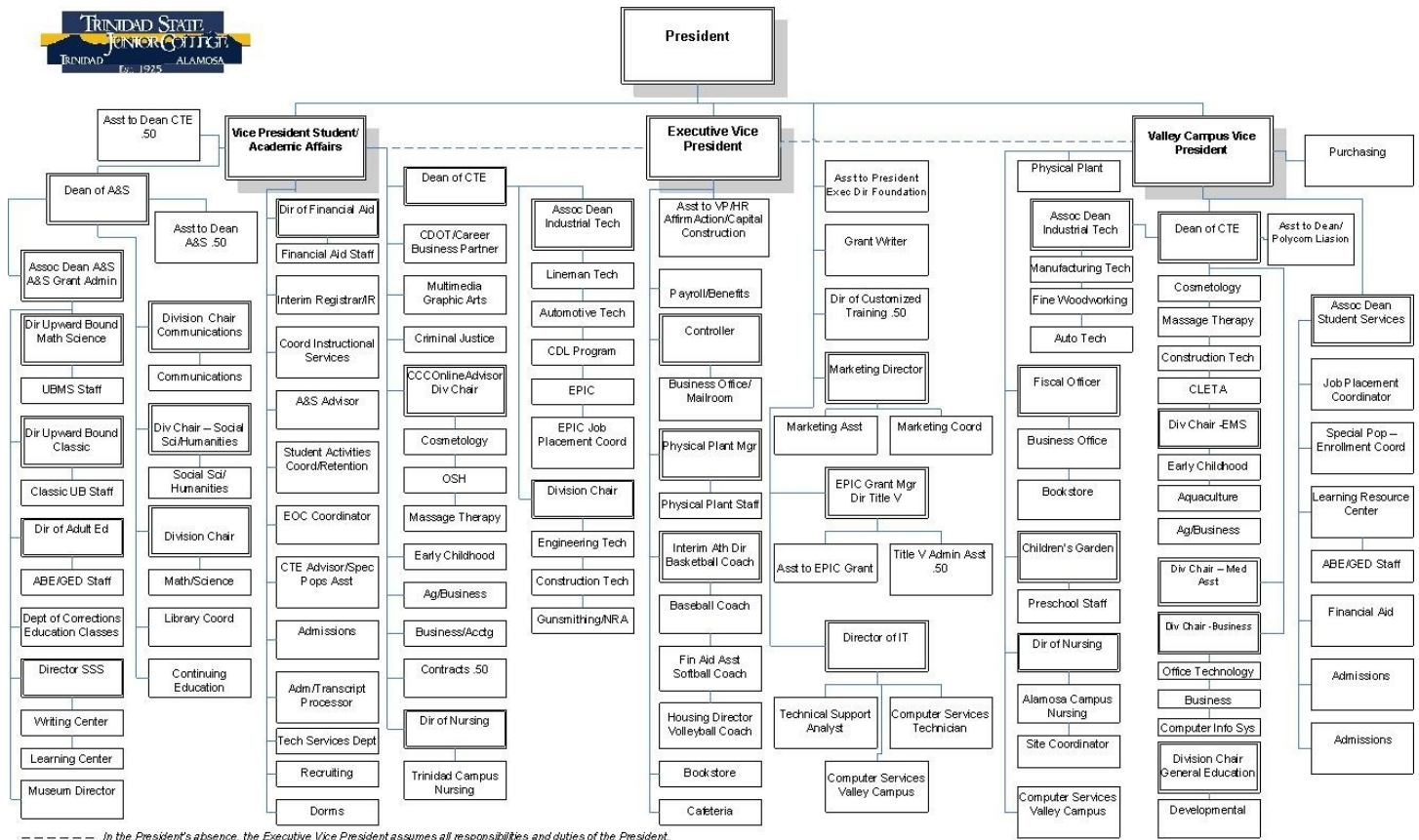
*The President of Trinidad State Junior College is the chief executive and administrative officer of the College. The duties and responsibilities of the President are defined in Policy BP 3-25. (TSJC Policies and Procedures Manual, 2.1, page 11)*

There are three Vice-Presidents who serve under the President, with positions designed to supervise operations of the College. Currently housed on the Trinidad Campus, the Executive Vice-President oversees the administrative and financial aspects for the entire College. The Vice President of Student/Academic Affairs oversees student related matters as well as instructional matters on the Trinidad Campus. The Valley Campus Vice-President supervises all matters related to the campus in Alamosa.

From an instructional perspective, the College is organized under two Deans, CTE and Arts and Sciences, on the Trinidad Campus and one Dean, CTE, on the Valley Campus. Faculty members are assigned to one of the Deans based on where the majority of their instructional load falls. This is defined in the TSJC Policies and Procedures Manual, with references to the State Board Policy BP 3-20.

The instructional divisions at Trinidad State Junior College are structured and supervised under the auspices of two Deans at the Trinidad Campus - the Dean of Arts and Sciences and the Dean of Career and Technical Education, and one Dean at the TSJC Valley Campus - the Dean of Career and Technical Education. Specific program areas are designated by the College President and the administrative staff within two broad instructional areas of academic transfer and vocational. (TSJC Policies and Procedures Manual, 2.4, page 14)

TSJC’s organizational chart visually describes the chain of command. The chart is updated regularly as the need arises. With each update, the chart is distributed to all staff and is updated in the Policies and Procedures Manual. It is also readily available on the TSJC common drive which is accessible to all personnel. (See TSJC’s common drive and the Resource Room for the Policies and Procedures Manual.)



----- In the President's absence, the Executive Vice President assumes all responsibilities and duties of the President.

\*\*\* This Organizational Chart can be viewed, in a larger format, in the Resource Room.

## ***Criterion One***

***Staff within the governance and administrative structures of Trinidad State Junior College are committed to its mission and vision and are highly qualified to carry out their defined responsibilities.***

Evidence of administrative commitment can be seen in the successful programs and services that have been initiated, supported, and/or sustained by TSJC's governance and administrative structures. Currently, the offices of TSJC President, the Executive Vice-President, the Vice-President of Student/Academic Affairs, and Valley Campus Vice-President are held by individuals uniquely qualified to carry out their assigned duties. However, realizing that change is inevitable, the College will strive to ensure that these positions will be held by individuals who exhibit similar qualities – strong educational backgrounds, significant experience in a community college setting, strong leadership skills, and other unique abilities. *(See Resource Room for job descriptions.)*

The President of TSJC serves as chief executive officer and reports directly to the SBCCOE. The President is responsible for the operation and organization of the College, implementation of policy, and evaluation of the College's performance. The President serves as liaison between the College and community leaders. The current President, Ruth Ann Woods, holds a Bachelor of Science degree from the University of Arizona and a Master's Degree from the University of North Texas. Prior to joining TSJC, Ms. Woods spent 20 years at Texarkana College in Texas as a tenured professor and an administrator. Ms. Woods also served as Vice-President of TSJC's Valley Campus from 2002 to 2004.

In recognition of the many alliances forged between TSJC and business and industry in Trinidad and the San Luis Valley, TSJC President Ruth Ann Woods earned the 2006 Business Woman of the Year award presented by the Trinidad and Las Animas County Chamber of Commerce.

### ***connected***

***In recognition of the many alliances she has forged between TSJC and business and industry in Trinidad and the San Luis Valley, TSJC President RuthAnn Woods earned the 2006 Business Woman of the Year award.***

*“Her enthusiasm for this college and community is contagious,” wrote Jay Cimino, president and CEO of Phil Long Ford, in his letter of support for her nomination as Businesswoman of the Year. “Though challenged with financial constraints she continues to develop ways to improve TSJC as a benefit to both the students and how the College serves the community of Trinidad and Las Animas County.”*

President Woods was also voted 2005/2006 State Student Advisory Council (SSAC) President of the Year among Community Colleges of Colorado in recognition of her outstanding service to students. The SSAC’s purpose is to advise the SBCCOE on matters of interest and concern to students of the community colleges and shall generally serve as a liaison between the Board, the colleges, and the students served. (see *State Board Policies and Procedures at their website at <http://www.cccs.edu/Docs/SBCCOE/Policies/BP/Web/BP4-25.htm> )*

Executive Vice-President Felix Lopez has been with the College for 13 years in various capacities including Purchasing Director, Fiscal Services Manager, and Athletic Director. His cultural and ethnic background affords him the opportunity to understand diversity as well as the educational challenges faced by students from all walks of life.

Dr. Sandra K. Veltri, Vice-President for Student/Academic Affairs, has been with the College for 22 years. As a graduate of TSJC, she can attest to the importance of lifelong learning expressed in TSJC’s Mission Statement. Dr. Veltri is proof that mentoring from the College’s instructors and administrators leads to success.

Dr. Michael Maestas, Vice-President of the Trinidad State Junior College Valley Campus, is also highly experienced, not only at TSJC but in private industry. A native of the San Luis Valley, Dr. Maestas is well-qualified to work with students, faculty, and community.

## Criterion One

*Faculty and other academic leaders share responsibility for the coherence of the College's curriculum and the integrity of its academic processes.*

Under TSJC's system of shared governance, the faculty, with the support of the administration, is responsible for developing new curricula and courses as well as overseeing existing courses. The Curriculum Committee is composed of seven voting faculty members and two ex-officio student members. Its purpose is described in the Policies and Procedures Manual:

*The Committee shall discuss and provide recommendations on matters of continuous concern about the College's curricula: accreditation and attrition of courses and/or programs; appropriate input on program reviews; course prerequisites and course standards; proposed changes in general education, Colorado Guaranteed Transfer Curriculum and Colorado Community College Numbering System; guidance in syllabi development and improvement, and whether all programs and/or courses conform to the College's educational philosophy and objectives of "achieving total quality education, that is, excellence in teaching and learning." (TSJC Policies and Procedures Manual, 2.11, page 21)*

Minutes and actions of the committee are recorded and made available for inspection. In addition to the Curriculum Committee, a Program Evaluation Committee and the Deans, Directors, and Division Chairs committee work to insure that TSJC's educational offerings are not only meeting the needs of the students and community but that they are also upholding the high standards that TSJC has set forward in its Mission documents.

In order to maintain consistency in the curricula for all courses taught in the CCCS, the state Community College Course Numbering System (CCCNS) was initiated in 1999. Once this system was developed, all courses taught in community colleges in the state were rigorously scrutinized for consistencies. Information regarding these common courses can be accessed on CCCNS website, <http://www.cccs.edu/ccns/Home.html>. All CCCS colleges must follow the common curriculum for each same course taught. In order to initiate a new course in CCCS, information concerning the course

must be reviewed and approved first by the curriculum committee at the originating college and then by the state curriculum committee for that discipline. Finally, the course must be approved by the CCCS Education Service Council.

The CCHE established a list of all general education courses guaranteed to transfer among all community colleges and four-year colleges and universities within the state. These general education courses must be submitted to CCHE for approval. This list of courses can be accessed on the GT Pathways website, <http://www.state.co.us/cche/gened/gtpathways/index.pdf>. The list includes the community college courses and courses taught in the first two years of each of the state four-year colleges and universities. TSJC also maintains articulation agreements with certain colleges for specific programs. The University of Colorado at Colorado Springs (UCCS) and Colorado State University at Pueblo (CSU-P) have agreed to transfer TSJC's emphasis in Forensic Science. CSU-P has also agreed to accept TSJC's emphasis in Exercise Science. TSJC has an articulation agreement with Metropolitan State College to accept the Criminal Justice emphasis. Other specific articulation agreements are being negotiated. (*See Resource Room for all articulation agreements.*)

***Effective communication at Trinidad State Junior College facilitates governance processes and activities.***

The TSJC Policies and Procedures Manual offers guidance in all operational areas of the College. This frequently updated manual is made available to faculty, staff, and students on the College's common drive. The manual provides a written record which covers all aspects of the administration of the College thereby protecting its integrity as an institution.

The President's Cabinet, another useful communication tool, is an active and supportive committee which meets bi-weekly. Individuals are assigned to the Cabinet based on their positions within the College.



## **Criterion One**

The Cabinet consists of:

*President*  
*Executive Vice-President*  
*Vice-President – Valley Campus*  
*Vice-President of Student/Academic Affairs*  
*Dean of Career & Technical Education - Trinidad Campus*  
*Associate Dean of Industrial Technology*  
*Dean of Career and Technical Education – Valley Campus*  
*Associate Dean of Student/Instructional Services*  
*Dean of Arts and Sciences*  
*Associate Dean of Arts and Sciences*  
*Director of Title V/Daniels Fund*  
*Director of Financial Aid*  
*Human Resources Coordinator*  
*Marketing Coordinator*  
*Asst to the President/Director of Development and College Relations*  
*Grant Writer*  
*Coordinator of Instructional Services*  
*Director of Institutional Research/Registrar*  
*Representative for Administrative Computer Services*  
*Faculty Senate Representatives*

All meetings are recorded and minutes are then distributed electronically to all College personnel (*see Resource Room for Cabinet minutes*).

***Trinidad State Junior College evaluates its structures and processes regularly and strengthens or amends them as needed.***

TSJC supports the concept of shared governance. Committees exist to improve the College's programs and services to the communities. Standing committees are formed by the institution to "*provide a vehicle in the formal organization by which the faculty and staff can study and assist in making recommendations for policies and procedures relative to institutional concern.*" (*See Resource Room for Policies and Procedures Manual, p.15.*) In addition, various committees, such as the Marketing committee and the Graduation committee, are formed as needed.



Standing Committees	
<i>Name</i>	<i>Function</i>
Student Affairs Committee - Trinidad and Valley Campuses	Deals with all matters relative to Student Life
Curriculum Committee	Discuss and provide recommendations regarding the College's curriculum – including new programs, program revisions, etc.
Permanent Campus Grievance Committee	Works to solve internal grievances, in a timely manner, in accordance with State Board Policy BP 3-50
Safety Committee - Trinidad and Valley Campuses	Deals with matters of safety, including work place safety, classroom safety, and safety management
In-State Tuition and Appeals Committee	Rules in-state tuition eligibility.
Assessment and Improvement of Student Learning Committee	Promote and monitor assessment of student learning and use findings to make recommendations for continuous improvement
Scholarship Standards Committee	Set academic standards, College recognition, and scholarships.
Disciplinary Standards Committee	Handles appeals from students who have received disciplinary action
Promotion and Appeals Committee For Faculty Pay Plan	Verify promotion requirements.
Strategic Planning and Monitoring	Monitor and revise Strategic Plan

*(See Resource Room for Standing Committee by-laws.)*

Through surveys, questionnaires, and requests for input, the Self-Study Steering Committee involved all levels of the College in the development of a cohesive Mission document, which includes the Mission Statement and Vision Statement and Goals. The same Self-Study Steering Committee was given the task by the President of developing a viable Strategic Plan. The Deans from both campuses collaborate with the Division Chairs, faculty, and staff to solicit goals from every facet of the College, in order to make the Strategic Plan a clear guide for continuous improvement. The Plan was activated in the Spring of 2006. The status of each strategic goal is collected and is reported in the Strategic Plan Annual Report. *(See Resource Room for the Strategic Plan Annual Report.)* Goals for the next two years are revised as necessary, and new goals for the third academic year are added.

*future-oriented*

***Each Dean works with the Division Chairs, faculty, and staff, to solicit goals from every facet of the College, in order to make the Strategic Plan a clear guide for continuous improvement.***

## **Criterion One**

The College's AISLC is an integral part of the evaluation and improvement component of TSJC. To oversee this committee, the President appointed a Faculty member to serve as the Assessment Coordinator. The Coordinator was given release time and compensation for this assignment which are examples of the commitment by the College to the assessment process. The committee's by-laws describe the committee's purpose:

- *To enhance the continuous improvement of student learning at TSJC through analysis and publication of information about student learning*
- *To annually review all student assessment data collected and analysis developed by TSJC*
- *To create recommendations regarding the breadth and depth of the assessment of student learning efforts at TSJC*
- *To develop strategies to increase, if needed, the assessment of student learning efforts and activities at the institution*
- *To generate recommendations to the President about needed budget requirements, planning activities, or new research directions*
- *To serve as a communication catalyst on assessment of student learning to TSJC*
- *To support institutional policy relating to assessment of student learning*
- *To produce an annual report on student learning*
- *To ensure the on-going generation and analysis of, and publication about student learning at TSJC*

If students are to succeed and communities are to be served, TSJC must operate efficiently and responsibly. That commitment is evidenced by the inclusion of “*Operational Excellence*” as one of the four Vision Statement goals. These operations include the business and financial aid offices, the advising areas, and the physical plant. Each area continues to function despite decreases in staffing due to reduced state funding. Priorities have been set, and the College moves forward and needs are still met.

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### ***Core Component 1e: The organization upholds and protects its integrity.***

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TSJC has positively impacted its service area for over 80 years. As a result, the College has established a well-deserved reputation among its residents

and communities. This reputation is not limited to education but includes social and civic contributions. TSJC strives to conduct itself in a business-like and professional manner in all areas with people and businesses in our community and also with companies, associations, and individuals with whom we do business. TSJC’s reputation is important to the staff, faculty, and administration.

**Supporting Evidence:**

***The activities of the College are congruent with its mission.***

TSJC is committed to “... offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.”

In accordance with its mission, TSJC is committed to providing strong educational programs and courses for its students. These courses are designed to educate and prepare students for academic transfers to colleges and universities, or they may be designed to provide technical and vocational instruction to prepare students to move immediately into the workforce.

The faculty members at TSJC are an integral part of the success of the College because they are the first step in providing “quality instruction.” Instructors are encouraged to participate in professional development activities, the funding for which is often provided by grants. The College, through the TSJC Educational Foundation, provides tuition for nine credit hours of job-enhancement coursework each year for full-time faculty and staff. In addition, several instructors are working on advanced degrees.

The College responds to needs within its communities in order to enrich more effectively the “academic, technical, and cultural life of our diverse community” and “promote lifelong learning” as stated in the TSJC Mission Statement. Lifelong learning often implies providing learning and education beyond what is considered “traditional” education. TSJC encourages

***learning-focused***

***The College, through the TSJC Educational Foundation, provides tuition for nine credit-hours of job-enhancement coursework each year for full-time faculty and staff.***

## Criterion One

the joy of learning at much younger ages starting with *College for Kids* at seven years of age. In addition, several programs with the area high schools have resulted in more concurrent enrollment courses and increased exposure to potential College students.

### *learning-focused*

*In the Fall of 2007, 193 students in 12 school districts in the College's service area were enrolled in concurrent college classes.*

Concurrent enrollment classes provide high school students with the opportunity to take college courses and earn not only college credits but satisfy high school course requirements as well. On-site courses are taught at the high schools whereas video conferencing classes are taught via a television network that does not require the instructor to be physically present. In the Fall of 2007, 193 students in 12 school districts in the College's service area were enrolled concurrently in college classes either through classes taught on site or through video conferencing classes. Growth in concurrent enrollment classes continues to increase as shown below.

	Fall 2005	Fall 2006	Fall 2007
High School Concurrent	140	151	193

The Valley Campus in Alamosa has expanded beyond the basic transfer courses to include CTE courses such as Web Design, Cosmetology, Construction Technology, CISCO, Emergency Medical Services, Oracle Database Design, Oracle/SQL, Nursing Assistant, Automotive Service Technology, Fine Woodworking, and Nursing. Alamosa High School has designated a wing in its building for TSJC's classes.

### *connected*

*College students provide tutoring in the Learning Center for area high school student who are referred by an instructor from the high school.*

In the Fall of 2006, TSJC's Trinidad Campus began a Cooperative Program for area high school students. College students provide tutoring in the Learning Center for area high school students who are referred by an instructor. The program was not well attended because of transportation problems. Starting in Spring of 2008, in conjunction with TSJC's Upward Bound Program, College student tutors will be transported to area high schools to assist the students. The program is designed to encourage

students to continue education beyond high school. It can also be a recruitment tool as students enter into positive mentoring relationships and become familiar with TSJC facilities and staff.

As part of the fulfillment of promoting lifelong learning, relationships are maintained between the College and local businesses and industry. Additionally, TSJC meets area employee training needs through its Customized Training Program in which both the existing workforce and potential employees are trained or re-trained.

A new program was prompted by recent economic trends in the Trinidad area. The methane gas industry has been a driving force in the positive economic turnaround in Las Animas and Huerfano counties. As a result of collaboration between the College and local business, the EPIC Program was developed. This program emerged from direct input from faculty, in conjunction with industry partners in the Trinidad area who were instrumental in developing the program curriculum. With financial support (\$490,000) and advice from their partners, TSJC's EPIC Program began in the Fall of 2006 with 40 students enrolled in its inaugural year.

***The State Board exercises its responsibility to the public to ensure that the College operates legally, responsibly, and with fiscal honesty.***

Both the SBCCOE and the CCCS President have established Policies and Procedures which reflect their commitment to responsible management on internal and external levels (*See Resource Room SBCCOE Policies and Procedures.*) The President of the CCCS is responsible for assuring that the System, as well as the community colleges within it, operates in a responsible manner.

*Rule 1-8 of the State Controller's Fiscal Rules requires the State Board for Community Colleges and Occupational Education (the "Board") to implement internal accounting and*

## Criterion One

*administrative controls which reasonably assure financial transactions are accurate, reliable, and conform to State Fiscal Rules. The Board has charged the Colorado Community College System (the "System") President with this responsibility. (SBCCOE System Policies SP8-61, page 1)*

The CCCS Legal Affairs office and Vice-President for Legal Affairs are responsible for legal compliance and advice for the System and its colleges. As policies are changed or added, the individual community colleges are informed of the changes, and revisions are made to the System's Policies and Procedures which are posted on their website. Each college is audited annually to ensure that the college is managing itself in a fiscally responsible manner and is complying with all federal and state requirements.

***Trinidad State Junior College understands and abides by local, state, and federal laws and regulations applicable to it.***

TSJC is committed to conducting itself in a manner which conforms to state and federal laws as well as to the policies and regulations of the CCCS. Legally, this includes compliance with the Americans with Disabilities Act (ADA) (<http://www.usdoj.gov/crt/ada/adahom1.htm>) and compliance with Federal Employment Opportunity (FEO) Laws ([http://www.eeoc.gov/abouteeo/overview\\_laws.html](http://www.eeoc.gov/abouteeo/overview_laws.html)). This commitment is stated in various campus publications including the *TSJC Student Handbook*, the website, and the Catalog.

*No qualified individual with a disability shall by reason of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of Trinidad State Junior College, or be subjected to discrimination by the College. (TSJC Catalog, page 2)*

*Trinidad State Junior College does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission, access to, or treatment or employment in its educational programs or activities. (Student Handbook, page 3)*

TSJC makes every effort to serve all students regardless of physical limitations. A CTE Student Services Coordinator, funded by the Carl Perkins grant, is designated to ensure that the needs of disabled CTE students with declared majors are addressed. This includes ensuring physical access to all buildings, classrooms, and offices through access to elevators and ramps. All students have access to classes, equipment, and technological resources, as needed. Funds from grants are used to acquire hardware and software programs appropriate for disabled students.

TSJC complies with all laws and regulations regarding equal opportunity for employment. TSJC's Affirmative Action statement pertaining to potential students and employees is included in all published documents.

Under the guidelines of the Family Educational Rights and Privacy Act of 1974, policies which can be found in the Employee Handbook, *TSJC Student Handbook*, College Catalog, Policies and Procedures, and on the web-site exist to protect the rights of TSJC's students.

***The College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.***

TSJC believes that mutual respect and cooperation between all components of the College should exist if it is to fulfill its mission and goals. Therefore, TSJC is dedicated to keeping the lines of communication and information open between all levels of personnel. All matters regarding faculty, staff, and administrative personnel are clearly defined. This information includes hiring procedures, equal opportunity assurances, employee benefits, faculty job descriptions, responsibilities for full and part-time employment, professional development, evaluation procedures and instruments, faculty promotion plans, and drug abuse prevention and treatment plans.

TSJC expects its students to be aware of their rights and responsibilities which are clearly defined and explained in Section 4 of the Policies and

## Criterion One

Procedures Manual and in the *TSJC Student Handbook*. Topics include admission policies, privacy rights of students, proper respect and use of College facilities, and grievance procedures.

***Trinidad State Junior College’s structures and processes ensure the integrity of its co-curricular and auxiliary activities.***

The Vice-President of Student/Academic Affairs (Trinidad Campus) and Assistant Dean of Student Services (Valley Campus) oversee a variety of activities on and off campus. These include supplemental programs and student life. All activities in which TSJC participates are expected to operate in a way that protects TSJC’s reputation in the communities. Organizations and clubs cover a wide variety of interests intended to be inclusive of all students. *(See table below for a list of all clubs and organizations.)*

<i>Honor Societies</i>	<i>Special Organizations</i>
Beta Beta Beta Biological Honor Society	Band of Brothers and Sisters
	Video Gaming Club
Phi Theta Kappa International Honor Society	Louden-Henritze Archaeology Museum
	AmeriCorp U-Can Serve
Sigma Kappa Delta English Honor Society	Educational Opportunity Center
<i>Co-Curricular Clubs</i>	<i>Extra-Curricular Clubs</i>
Phi Beta Lambda	Southern Colorado Choral Society
Construction Technology Club	Student Government Association
Artz Club	Student Senate <i>(elected by student body)</i>
Cosmetology Club	Intramural Sports Teams
Multimedia Arts Club	Adopt-An-Athlete Program
Massage Therapy Club	Baseball
Theatre Club	Basketball
Students in Free Enterprise (SIFE)	Softball
Nursing Club	Volleyball
	Golf



Student Activities Coordinators are located on both campuses. TSJC students are encouraged by the Coordinators to become involved in both campus and community organizations. Campus organizations follow policies established by the Student Leadership Council and the Office of Student Life and state and federal laws. The *TSJC Student Handbook* lists the current organizations and provides a brief explanation of how campus clubs and organizations operate in compliance with College policies. This preserves the integrity of these organizations and TSJC.

***Trinidad State Junior College deals fairly with its external constituents.***

TSJC is committed to operating in a timely and businesslike manner. Specific purchasing procedures, including a standard bid procedure, are consistently followed by all departments of the College. The purpose is to ensure consistency and fairness in all dealings. (See *Resource Room and TSJC's common drive, under Bus Off Proc rev. 0905.*)

The Policies and Procedures Manual includes guidelines for providing services to community organizations. Using these guidelines, TSJC offers its facilities to organizations such as the Chamber of Commerce, Kiwanis, and 4-H for meetings, guest speakers, and awards nights. In addition, political meetings and forums are held in meeting rooms or auditoriums. Non-profit organizations pay only for equipment use while others pay a room fee and an equipment fee. (See *Resource Room for the fee schedule.*)

***The College represents itself accurately and honestly to the public.***

TSJC represents itself in a manner that upholds its reputation of honesty and fairness. In marketing and advertising materials TSJC accurately reflects what it offers including coverage of programs and services offered to students as well as financial and statistical reporting. (See *Appendix B for the Institutional Snapshot, Table 7A.*)

## Criterion One

Costs for attending TSJC are posted in the class schedule which lists tuition and fees based on a student's residency. Additional financial information in the *TSJC Student Handbook* includes the Colorado Opportunity Fund (COF) and financial aid process (application, receipt, probation, and suspension).

The process for hiring new TSJC employees is stated in the Policies and Procedures manual, and every effort is made to follow that process whenever a job becomes available. Jobs are posted, applications are accepted, and interviews are conducted – all according to the manual's written procedures.

College-managed grant funds provide a part-time employee to the Trinidad and Alamosa Workforce Centers, which increases exposure to the community and increases inquiries and enrollments as well. This representative regularly meets with individuals who are under-educated or under-trained to find any employment opportunities through the center. Potential students are referred to the College for GED classes and/or College programs, with follow-up documentation provided to those programs. At least ten potential students, on average, are referred to TSJC each month.

TSJC responds to the community's concerns regarding training programs which may affect private individuals and businesses. For example, in the Fall of 2006, TSJC entered into an agreement with Phil Long Family of Dealerships. This agreement, approved by the System Attorney, committed over a million dollars, over the next three years, from this private company to TSJC in equipment upgrades, student scholarships, and faculty salaries. This enabled the College to expand its automotive program while continuing to provide minimal maintenance and repair services at cost to individuals in the community. In exchange, the local businesses will have a supply of trained technicians.

Local automotive dealerships, service stations, and towing companies were not supportive of this endeavor. They were concerned that the program's

expansion would negatively affect their business, and they questioned the validity of the contract. TSJC hosted several meetings inviting these businesses to discuss the validity of the contract (*see Resource Room for newspaper clippings*). These meetings have alleviated any and all concerns. TSJC works to strengthen these relationships while continuing to give its students the best training opportunities available. TSJC plans to continue to develop new CTE programs in partnerships with private businesses. Lessons gained from this cooperative automotive program will be applied to future CTE programs as TSJC works to communicate with additional input from local businesses.

***Trinidad State Junior College responds in a timely manner to complaints and grievances, particularly those of students.***

TSJC makes every effort to respond in a timely manner to complaints and grievances, both internally and externally. However, knowing that issues do arise, the College has specific policies to follow.

To insure that students' needs are addressed, a process exists in which the Vice-President of Student/Academic Affairs for the Trinidad Campus and the Associate Dean of Students for the Valley Campus document all problems and/or complaints from students and follow up with each issue, recording the steps/actions taken and the results of those actions. Student rights and responsibilities, as well as the grievance procedure, are stated in the *TSJC Student Handbook* and the *TSJC Policies and Procedures Manual*. A full investigation of all problems/complaints is completed. Written statements from all parties involved are collected and a decision is made based on the existing policies and input from those involved. In case of criminal activity, the police are contacted immediately, and their investigation takes precedence over the College's. As long as no criminal activity is involved, the Residence Hall Council acts as the first step in student discipline for dormitory students on the Trinidad Campus. The matter is simultaneously

## Criterion One

investigated by the Vice-President of Student/Academic Affairs and the dormitory staff. Due process is afforded to the student should they wish to appeal as outlined in the *TSJC Student Handbook* and *Residence Life Handbook*. (See *Resource Room for the Student and Residence Life handbooks*.)

If the Vice-President of Student/Academic Affairs is unable to reach a consensual agreement with the student, a written Notice of Decision advising the student of the code section violated, the sanction to be imposed, and an advisement of the student's rights is given to the student. The student then has seven days to file a written appeal of the decision with the Vice-President of Student/Academic Affairs. If no appeal is filed, the sanction is imposed. If a written appeal is appropriately filed, the Vice-President of Student/Academic Affairs will give at least seven days notice to the student, and the results of the investigation will be given to the Chair of the Disciplinary Standards Committee. The Chair will call the Committee into session. The procedure that is followed is outlined in the *TSJC Student Handbook*.

### Criterion One Summary

Criterion 1 provides evidence that Trinidad State Junior College operates with integrity to ensure the fulfillment of its mission and vision. It describes the systems that are in place to insure that TSJC will continue in this manner. Numerous examples were found of how the College's actions demonstrate its desire to meet the Mission Statement, the Vision Statement Goals, and the General Education Philosophy. Ways were identified that show TSJC operates under specific guidelines per our Policies and Procedures that describe the use and process of the Strategic Plan.

TSJC is structured and governed in a way that involves personnel from all levels. The guiding documents provide for accountability from all levels and allow for flexibility and revision. The Mission documents can remain valid and applicable to our service area for many years.

***STRENGTHS***

- Trinidad State Junior College designed a Strategic Plan to be a working and applicable document involving all individuals at each level of the College, thus giving them “ownership.” The Plan was also designed to serve as a link to the College’s Mission and Vision in that each Strategic Goal must be specifically related to one or more Vision Statement goals.
- Trinidad State Junior College has a comprehensive Strategic Plan which clearly sets forth the direction that the College will take in its future. It is a “living document” set to address long-range plans as well as to list specific steps to accomplish each goal. It can also be modified to remain viable in spite of changing needs of TSJC students and the service area.
- Trinidad State Junior College organized its Vision Statement Goals and Objectives into four areas which allows the College to address specifically what needs to be accomplished. These areas define the goals that the College wants to accomplish.
  1. To provide a wide range of opportunities for learning  
*(Student Access)*
  2. To be sure that our students really do learn  
*(Student Success)*
  3. To operate efficiently and effectively  
*(Operational Excellence)*
  4. To serve our Community  
*(Community Relationships)*

*ACTION ITEMS*

- Trinidad State Junior College recognizes the need to continue to review and revise the Strategic Plan to ensure that it becomes a part of everyone's annual routine. Progress will be monitored and reported upon regularly by the Strategic Planning/Monitoring Committee. Goals will be changed and updated annually by faculty and staff. Supervisors will stay abreast of each of their areas to assure its effectiveness.

ESTABLISHED IN 1925

TRINIDAD STATE JUNIOR COLLEGE

TRINIDAD

ALAMOSA

## *Criterion Two: Preparing for the Future*

*Trinidad State Junior College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

*distinctive*



*connected*



*learning-focused*



*future-oriented*



## Criterion Two: Preparing for the Future

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### ***Criterion Statement:***

*The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

---

In a challenging fiscal climate, Trinidad State Junior College has shown its ability to maximize student success and student access while promoting community relations and operational excellence. TSJC recognizes the need to ensure that all of the institution's resources are aligned with its Mission and Vision Statements and Goals as well as its Strategic Plan.

TSJC has used fiscal prudence to manage its budget. However, the College continues to experience significant challenges caused by changing demographics, faculty turnover, state budget reductions, and public perceptions of higher education. In response to these challenges, TSJC recognizes the need to carefully monitor local, state, and national trends and to be aware of the training needs of area businesses. This will allow the College to develop additional business and industry partnerships. In addition, TSJC continues to develop articulation agreements with four-year colleges and universities which assist our students in pursuing baccalaureate degrees. *(See Resource Room for articulation agreements.)*

In executing TSJC's mission and utilizing resources effectively, the College specifically addresses the following goals from the Vision Statement:

- Student Access
- Student Success
- Operational Excellence
- Community Relationships



## Criterion Two

### ***Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.***

Service to rural Colorado requires a realistic understanding of the societal and economic trends that affect the citizens of these areas. The 2004 U.S. Census reported an average median household income of \$29,665 in Trinidad State Junior College's service area which is approximately 59% of the Colorado median household income of \$50,105. The map on page two of the Introduction shows the service area of the College.

TSJC is aware of its economic and cultural leadership in the area it serves. The College contributes to the economic growth of these communities through outreach efforts and new program development and thus assumes the role of facilitator for business and industry to assess their training needs. Through this role, TSJC and its business and industry partners together design the appropriate curriculum to move the program development forward. For example, the EPIC program was implemented in response to workforce demand. Existing programs are maintained and expanded through alternative delivery methods, such as video conferencing and course management systems. TSJC monitors both the internal and external environments by strategically aligning itself with community members to collect data to determine the needs of its constituents. The need exists to gather more formalized data; therefore, an economic impact study is proposed to measure the effect of these new programs on the service area.

#### *future-oriented*

***TSJC monitors both the internal and external environments by strategically aligning itself with community members to collect data to determine the needs of its constituents.***

To meet the changing needs of students and community, TSJC began a strategic planning process. The Strategic Plan will evolve based on annual reviews of goals and committee input. Societal and economic trends are considered during the review process and play a significant role in decisions affecting changes in the programs, their productivity, and their delivery method. *(See Resource Room for employment and census data.)*

**Supporting Evidence:**

***The planning documents of Trinidad State Junior College reflect a firm understanding of the organization's current capacity.***

The faculty, staff, and administration have analyzed and prioritized TSJC's goals in order to meet the needs of its constituents. These goals are listed in the College's Strategic Plan. The Strategic Plan is reviewed throughout the academic year by personnel and is revised semi-annually by the Strategic Planning/Monitoring Committee. This committee has representation from each level of the College, such as administration, staff, and faculty. The Strategic Plan addresses both long-term and short-term initiatives of TSJC. In addition it lists the key personnel who will manage each goal. All College personnel are responsible for updating and reviewing the current goals. The completion of Strategic Plan goals is prioritized within the scope of the budget which keeps TSJC within its capacity. The Strategic Plan Annual Report is published and distributed to the College and the community. (See Resource Room for the Strategic Plan Annual Report.)

***Trinidad State Junior College's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.***

As stated in TSJC's Mission and Vision Statements, one objective is "to create, market, and implement innovative educational programs, including programs via distance learning and other alternative approaches, in order to meet the needs of all segments of our service area." (Objective 1a) As a result of this objective, strategic goals were established and placed in the Strategic Plan. These strategic goals were then evaluated in the 2006-2007 Strategic Plan Annual Report. Examples from the analysis of the goals in the Annual Report are:

### Student Access

- Implemented in Fall 2006, the following new career and technical certificate programs on the Trinidad Campus that met the needs of local businesses and industry are: Welding, Diesel Mechanics, Heavy Equipment Operation.
  - *The EPIC program was implemented on the Trinidad Campus in Fall 2006. Twenty-eight students enrolled in the program.*
  - *40 students were enrolled in Spring 2007.*
  - *Certificates earned [after the first year]:*
    - *Diesel Mechanics – 11*
    - *Heavy Equipment Operator – 6*
    - *Welding – 7*
- Maintain relationships with “outreach education centers” throughout the San Luis Valley.
  - *The Valley Campus has established additional outreach education centers with Alamosa and Monte Vista High Schools.*
  - *Additional outreach centers that are used on an intermittent basis for EMS training are: Centauri, Center, Del Norte, and Sargent High Schools.*

### Student Success

- Publish a literary magazine.
  - *The literary magazine, The Purgatoire, was published in the summer of 2007. This project gave students invaluable real life and hands-on experience with the editing and layout of a magazine and, at the same time, increased interaction with the community. Funding for this project came from the assessment mini-grants, the Arts & Sciences department, and from a reading grant.*
- Hire a Grant Writer.
  - *A grant writer was hired  $\frac{3}{4}$  time, and this past year has successfully written grants in which TSJC has received approximately 1.8 million dollars.*
- Provide budgetary support for adjunct faculty training in TSJC policies/ procedures and technology used for distance education and reporting of grades.
  - *The IT trainer provided training in SCT Banner (Self-Service*

*Banner only) which included signing on, retrieving student information, locating teaching schedules, checking class enrollment, and posting final grades. Training was conducted in Alamosa to 22 attendees consisting of full- and part-time faculty during two sessions for the Fall semester.*

- *Other professional development training by the trainer in Alamosa was for Microsoft Excel. Thirteen attendees in Alamosa consisting of faculty and staff during the April in-service.*
- *The trainer conducted a SSB Banner training session in Alamosa during the Spring semester.*
- *The trainer conducted INB (native) Banner training in Trinidad at the April in-service.*

### **Operational Excellence**

- Improve shared governance college-wide.
  - *Through strategic planning, tied to the budgetary and assessment process, programs at TSJC are now solid; and faculty are part of the decision-making process.*
  - *All Cabinet minutes are shared with faculty, staff, and Advisory Council to promote awareness and solicit input.*
  - *Faculty and staff meet regularly with the Deans and are invited to seek private meetings when a concern arises.*
  - *The Deans have the freedom to make any budgetary decisions necessary for the promotion, betterment, and improvement of any program they oversee.*
  - *The Strategic Plan continues to be updated through shared governance with administration, faculty, and staff.*
- Continue to provide effective leadership of TSJC and to evaluate changes in the structure of the College.
  - *An MOU between TSJC and ASC was signed allowing TSJC to offer associate degrees at its Valley Campus.*
  - *The Valley Campus offers Art Appreciation, Math for Liberal Arts, and Introduction to Literature. The first Associate of Arts degree (in Business/Accounting) became available Fall of 2007.*
- Provide a safe dorm environment for residential students, conducive to learning.
  - *Incident reports have dropped dramatically since we started doing the “walk-through.” We had only three or four incidents last year compared to fifteen or twenty in previous years.*
  - *Another notable change is the low number of criminal mischief complaints (i.e., broken windows, graffiti, damage to vehicles,*

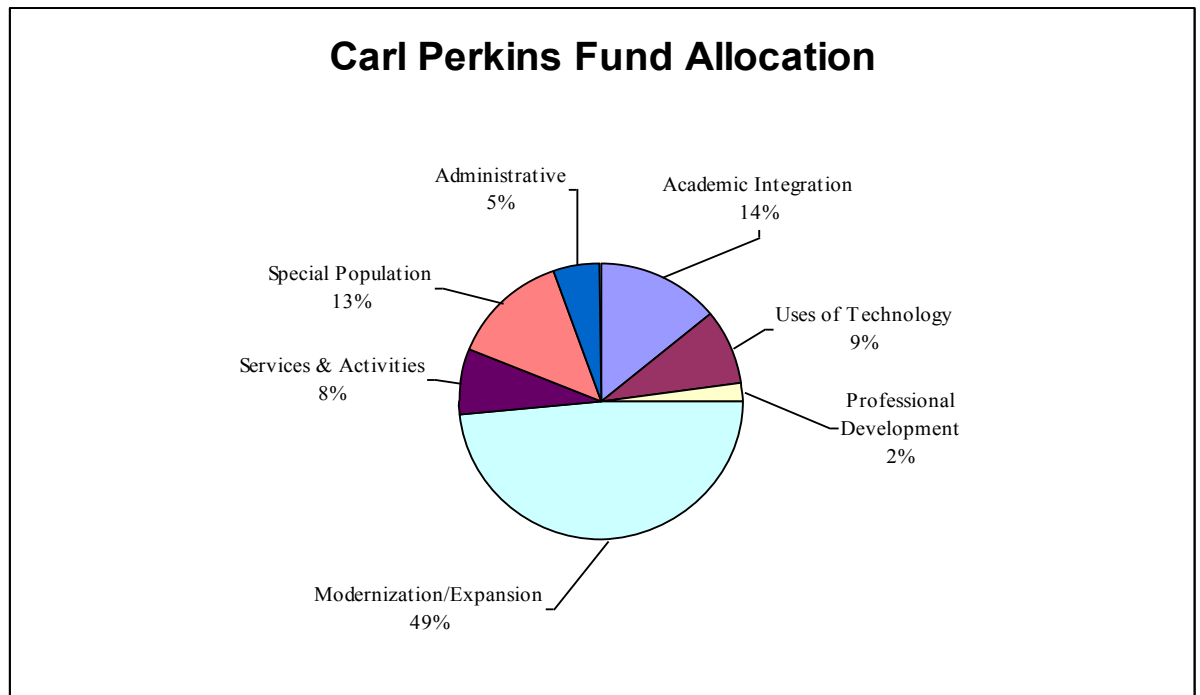
## Criterion Two

damage to state property). This was minute compared to previous years.

- Since the College started the “dry campus” policy, alcohol calls have dropped to levels we have never seen before. In previous years, calls for alcohol violations occurred nightly, whereas now it’s a total of five or six at most.

### Community Relationships

- Coordinate Perkins Grant planning with general fund planning to help faculty members prepare a trained workforce.
  - The following pie chart shows the current Carl Perkins Fund allocation:



- Strengthen community college partnerships to promote TSJC and help achieve economic goals while providing training opportunities for local businesses.
  - *Established eleven new business partnerships, six have attended more than one training program.*

R&M Energy	Borderline Construction
XTO Energy	State Oil Line (Raton)
Las Animas and Huerfano County Health Department	El Paso Exploration & Production Company
Fluid Compressor	Wilson Supply
Sawaya Wholesale	Pense Brothers Drilling
Red River Ranch – CBM	

- Promote and expand industry partnerships to help fund the financial needs of programs.
  - *Examples such as the Phil Long Family of Dealerships, Purgatoire Valley Construction, Pioneer Natural Resources, and San Isabel Electric are proof that the CTE programs are gaining not just financial assistance, but invaluable insight into industry demands for a trained workforce.*
  - *The San Luis Valley RETAC and the West Metro Fire Rescue donated an ambulance to the EMS department to be used for EMT training.*
- Develop and implement marketing strategies for the recruitment and enrollment of minorities, adults, and non-traditional students.
  - *Funded through the TSJC Educational Foundation, the Rising Star Scholarship program was developed to encourage GED graduates to continue their education at TSJC. A marketing campaign was developed that included fliers, scholarship certificates, banners, radio and print advertising.*
  - *A recent Spanish-language radio ad campaign was developed, a spot was recorded by Felix Lopez, and it was broadcast on KNKN (Pueblo) and KXMT (Taos).*
  - *The Marketing Committee has assisted with the administration’s efforts to provide flexible classes for adults and non-traditional students. This included a marketing campaign for Mini-Mester classes in March 2007. Also, TSJC offered two summer sessions in 2007 to allow more flexibility for taking summer classes.*

*(See Resource Room for Strategic Plan and Strategic Plan Annual Report.)*

## Criterion Two

*Trinidad State Junior College's planning documents are reflective of the College's function in a multicultural society.*

The first sentence of TSJC's Mission Statement is, "*Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community.*" Additionally, the Vision Statement and Goals, specifically objectives 1a, 1b, 2b, 2c, 3a, and 4c, address the College's awareness of various cultures within the service area. These statements in conjunction with the Mission Statement demonstrate TSJC's awareness of its multicultural society.

### *distinctive*

*Recruitment into College programs spans non-traditional -to-gender as well as other cultural boundaries.*

Institution, campus, and program goals listed in the Strategic Plan acknowledge support of the College's diverse constituents. Recruitment into College programs spans non-traditional-to-gender as well as other cultural boundaries. A sampling of goals which address these efforts from the 2006 - 2009 Strategic Plan follows:

- Secure the Valley Campus Aquafarm for future generations of student use and experiential learning activities.
  - *This goal is ongoing.*
- Offer post graduate Massage Therapy courses.
  - *Classes for an AAS in Holistic Health will begin in the Fall and we have several students enrolled already. TSJC will be the first college in the state to offer this degree program!*
- Improve industry partnerships and explore corporate sponsorship of facilities and equipment for the Gunsmithing Program.
  - *Brownells has donated a CNC HASS "Super Mini Mill" and five computer workstations loaded with the latest state-of-the-art CAM (Computer Aided Machining) software by GibbsCam. Students will be able to generate 3-D work pieces on the computer screen and then assign tools to view the virtual machining of the parts created. The information generated on GibbsCam can then be downloaded into the CNC mills memory in*

*order to machine an actual part. Brownells Industrial and Technical partnership with TSJC has been instrumental in providing faculty and students with professional development opportunities not often found in a two-year program.*

- *Other industries that we are pursuing partnerships with are Gander Mountain, H&S Precision, Hornady, Viper Actions, Potterfield Industries.*
- Implement the Exercise Science and Recreation program in Fall 2006.
  - *The Exercise Science and Recreation program was implemented in Fall 2006. The following courses were offered providing 3.3 in annualized FTE:*
    - *PER 100001 Recreation Principles & Practices*
    - *PER 113001 Introduction to Physical Education & Sports*
    - *PER 126001 Introduction to Coaching*
    - *PER 127001 Introduction to Sports Medicine*
  - *Spring 2007 the following courses were offered providing 4.53 in annualized FTE:*
    - *PER 232001 Care/Prevent Athletic Injuries*
    - *PER 250001 Social Recreation & Leadership*
    - *PER 252001 Principles of Outdoor Recreation*
    - *PER 260001 Sports Officiating*
- Provide more on-campus student activities on the Valley Campus.
  - *This goal is ongoing.*

***Trinidad State Junior College's planning processes include effective environmental scanning.***

TSJC uses both internal and external environmental scanning for strategic planning processes. A *Strengths Weaknesses Opportunities Threats* (SWOT) analysis of the Valley Campus programs was conducted to identify areas for improvement within the programs. The SWOT analysis was a pilot exercise conducted by the Vice-President of the Valley Campus in 2006. The purpose of the SWOT was two-fold: 1) for individuals to assess issues within his/her own department and 2) to assist the Vice-President with better understanding of what each person faces and how to better assist instructors or departments. Plans are to extend this process College-wide in 2008. *(See Resource Room for SWOT analysis reports.)*



## Criterion Two

A variety of surveys are used in the College's planning process. (*See Resource Room for survey results.*) In addition, examples of environmental scanning information used by TSJC include Community Colleges of Colorado data, Colorado Commission of Higher Education reports, U.S. Census Bureau Data by County, and High School Graduation Rates in Colorado, specifically those in the College's service areas. (*See Resource Room for copies of the referenced information.*)

### *connected*

***Program personnel update community members on program status and modifications while community members update program personnel on industry skill sets and community needs for program graduates.***

Program Advisory Committees are established for each CTE program at TSJC. The committees consist of community members working in related areas of interest, the appropriate campus dean, and program faculty members. The committees meet at least once per semester. During the meetings, information is exchanged between the community members and key program personnel. Program personnel update community members on program status and modifications while community members update personnel on industry skill sets and community needs for program graduates. (*See Resource Room Advisory Committee members.*)

### *distinctive*

***There was 100% commitment from the TSJC full-time faculty, staff, and administration during the major gifts campaign conducted in 2003 and more than \$70,000 was donated.***

In association with the College, the TSJC Educational Foundation employed the Clements Group, a fundraising firm, to conduct a feasibility study in 2003 to determine the potential success in undertaking a major gifts campaign. As a direct result of the study, the decision was made to proceed with the campaign. The results of the *Sharing the Vision, Securing the Future* campaign have been very positive. There was 100% commitment from the TSJC full-time faculty, staff, and administration during the major gifts campaign conducted in 2003 and more than \$70,000 was donated. The campaign fund drive resulted in pledges and gifts in the amount of \$1.7 million. (*See Resource Room for TSJC Educational Foundation information including the feasibility study and campaign results.*)

The table below illustrates the allocation of the major gifts campaign funds.

**Sharing the Vision, Securing the Future Campaign Results**

	IT	Scholar- ship	SLV Bldg	Teach/ Learn	Perform Arts	Un- restricted	Total
<b>Pledged</b>	\$3389	\$292,716	\$143,240	\$237,342	\$57,971	\$975,125	\$1,709,783
<b>Received</b>	\$3389	\$242,916	\$13,640	\$236,622	\$57,651	\$472,645	\$1,026,863
<b>Due</b>	\$0	\$49,800	\$129,600	\$720	\$320	\$502,480	\$682,920

As a direct result of the campaign, additional scholarship funds were created and, for the first time, a line item was added to make funds available for faculty and staff professional development.

*The College environment is supportive of innovation and change.*

TSJC is adapting to community and industry needs with the development of new/updated courses that are compliant with the CCCNS. In addition, programs such as EPIC, Automotive Service Technology, Aquaculture, and Biology are based on community and industry needs. New methods of distance learning including pod casting, audio/video courses, and web collaboration are being developed to address market trends. Due to the Valley Campus growth, a new 37,000 square foot addition to provide additional classrooms is in the planning stage. The College offered a fast track program for courses in the Summer of 2007. Typically summer classes meet for 10 weeks during the summer term. Instead of using the 10-week summer schedule, the same course work was covered in five-week and eight-week formats.

*future-oriented*  
 Due to the Valley campus growth, a new 37,000 square foot addition to provide additional classrooms is in the planning stage.

The College began offering General Education courses on the Valley Campus in 2007. Previously, because of CCHE policy and an agreement with Adams State College, TSJC was not allowed to offer General Education

## Criterion Two

courses on the Valley Campus. ASC has now agreed to remove previous restrictions on General Education course offerings through an MOU dated September 29, 2006. (*See Resource Room for CCHE section 1, part N and MOU from ASC.*) These courses will allow Valley Campus students to receive associate degrees through the TSJC Valley Campus.

CCCS has a proven track record of remaining committed to its shared vision of providing state-of-the-art technology and of being the center of excellence by providing quality education to all students enrolled in Colorado community colleges. The CCCS has undertaken an implementation of a new computer system. The SunGard Higher Education Banner Enterprise Resource Planning (SGHE Banner ERP) system will centralize the data and assimilate all efforts of reporting into one central system. Many challenges were and are associated with the transition process to the new computer system. Some of the challenges have been addressed while others are in the process of being addressed. Examples of the challenges are:

- Key personnel were required to perform regular job duties in addition to attending training meetings in Denver for as much as 60% of the work week for two years.
- Banner modules were not implemented in a timely, efficient manner. Reporting, billing, and other errors resulted in frustration for students and may have contributed to decreases in enrollment.
- Data was temporarily stored in two Enterprise Resource Planning (ERP) systems which created time consuming double entry by key personnel.
- Learning a new ERP system while performing job duties has added to the time needed to perform previously routine procedures while personnel are assisting students and co-workers. Many employees worked additional hours well beyond their required 40 hours in order to become proficient with the new system.

The Course Management System (CMS), as required by State Legislation, was implemented in academic year 2006-2007 by the CCCS. The transition from Blackboard campus edition to Blackboard/WebCT Vista is in progress college-wide with the final transition planned for Spring 2008. Two key positions, Faculty Development Trainer and Technical Support Analyst, are providing assistance to faculty during and after the transition. The Faculty Development Trainer offered professional development sessions in Blackboard/WebCT Vista to all faculty members throughout the year and assisted with course design and online teaching methods. The Technical Support Analyst provides Vista administrative support to faculty.

***The College incorporates in its planning documents the aspects of its history and heritage that it wishes to preserve and continue.***

TSJC holds its 83 year history and heritage as a source of pride and stability. The current Mission Statement, Vision Statement and Goals, and Strategic Plan are built on the groundwork of previous plans. However, the institution embraces new opportunities for innovation and growth. By understanding the principles on which TSJC was founded, by reviewing past planning accomplishments, and by understanding the College's current capacity, strategic planning for the future came into perspective. Discussion was held college-wide to ensure that the history and heritage was included in the development of the new planning documents.

*future-oriented*

***By understanding the principles on which the College was founded, by reviewing past planning accomplishments, and by understanding the College's current capacity, strategic planning for the future came into perspective.***

***Trinidad State Junior College clearly identifies the authority for decision making about organizational goals.***

The authority for decision making for organizational goals is the College President, Advisory Council, Deans, and Cabinet. (See Resource Room for TSJC's Organizational Chart.) The Strategic Plan details key personnel for the listed goals. However, all TSJC personnel are involved in the decision

## ***Criterion Two***

making process through shared governance. College committees consist of representatives from staff and faculty to ensure adequate input is received before decisions are made.

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***Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.***

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As stated earlier, in order to serve the needs and meet the demands of education in the 21<sup>st</sup> century, Trinidad State Junior College utilizes all available resources at its disposal including its human resources, its facilities, and its funding. Faculty, staff, and administration are committed to the success of the College. Personnel play many roles and frequently assume additional duties in order to support the mission and vision of the College. Facilities are effectively used college-wide and are upgraded as needed. Funding from the state is used carefully to support the College's mission. The CCCS office requires TSJC to maintain a restricted reserve fund of 6%. (See Resource Room for budgetary information and Appendix B for Institutional Snapshot, Table 7A.)

**Supporting Evidence:**

***Trinidad State Junior College's resources are adequate for achievement of the high quality of education it provides.***

TSJC has maintained the mandated financial reserves and obtained sufficient funding resources to ensure the achievement of educational quality. TSJC derives its funding from the following primary sources:

- Tuition and Fees – set by the SBCCOE
- College Opportunity Fund (COF) – state funding for Colorado college students

- Grants - Federal, State, and private

While state funding has not kept up with the inflation rate over the last ten years, grant income is up by over 600% during the same ten year period. This has allowed the quality of education to continue to thrive.

Line Item	1996-1997	2006-2007
Tuition and Fees	\$2,939,639	\$3,975,599
State funding	\$5,366,559	\$5,514,207
Grants	\$554,892	\$3,941,687
<b>Total</b>	<b>\$8,861,090</b>	<b>\$13,431,493</b>

Throughout the funding declines, the impact on instructional services has been minimal, because reductions in personnel came from areas not associated with classroom instruction. In the Criterion 2 Survey administered college-wide, one employee’s survey response is, “*All focus is on improving student access, student success, operational excellence, and community relationships.*” (See Resource Room for Criterion 2 Survey.)

An internal mini-grant fund of \$10,000 was set aside from the general fund for Fiscal Year 2006-2007 for assessment-based instructional improvement projects. The mini-grants that were awarded provided much needed instructional training, additional course supplies and/or equipment, and other activities to enhance student learning. For example, an English instructor was awarded \$500 to take students from the *English Honors Seminar: African American Literature* class to Denver, Colorado to do research at the Blair-Caldwell African American Research Library. These mini-grants will be continued for Fiscal Year 2007-2008. (See Resource Room for a complete list of mini-grants awarded for Fiscal Year 2006-2007.)

Regular training occurs for new and updated technology, procedures, and equipment to adapt to the SGHE Banner ERP system. In order to assure educational quality, new faculty members continue to be hired as needed for

### *distinctive*

*Working within their budget, each department is allowed to decide how best to maximize their allocation to improve their programs.*

new programs and courses. Classroom and lab equipment, along with technology, are updated as needed. However, it is clear that additional funding sources are needed and that state-level budget issues must be addressed from within the CCCS office.

TSJC has implemented conservative spending, internal budget reductions, and moderate tuition increases in an effort to compensate for the reductions from the General Fund appropriations. Budgetary decision-making is guided by the Strategic Plan. Cost center managers make recommendations to the President, Executive Vice-President and Vice-Presidents for funding to operate programs and departments. Working within their budget, each department is allowed to decide how best to maximize their allocations to improve their programs.

The CCCS recognizes the importance of providing an accessible, affordable, sound education to all community college students. Small tuition increases have allowed the College to continue to offer this quality education and remain affordable, particularly in comparison to four-year colleges.

*(See Resource Room for a copy of the ten-year trend.)*

Despite these funding declines, TSJC has ensured that students are working with state-of-the-art software and hardware. Replacement of instructional equipment has been possible because of a Title V grant, Carl Perkins grant funding, and internal departmental funds. The College works to assure that the instructional staff and students have access to current, viable, and dependable technology.

As evidence of the College's commitment to high standards, a three-quarter time grant writer has been hired to continue to search for funding mechanisms to ensure that delivery and course content remain at above average standards. During the 2006/2007 academic year, TSJC received

### *learning-focused*

*The College works to assure that the instructional staff and students have access to current, viable, and dependable technology.*

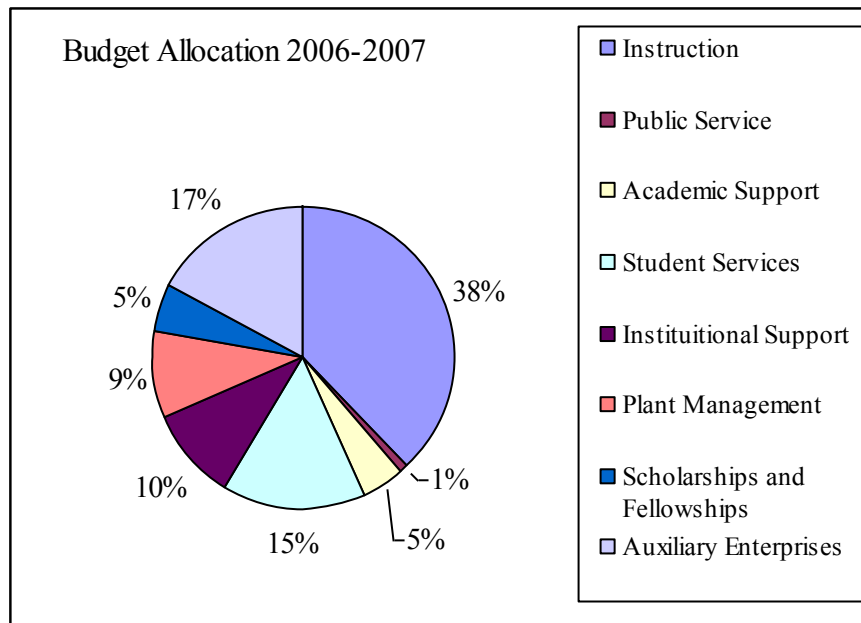
1.8 million dollars in new grant funds. To date, that amount has grown to more than 2.5 million dollars.

***Resource development and allocation at Trinidad State Junior College document a college-wide commitment to supporting and strengthening the quality of the education it provides.***

Personnel from all levels of the organization are utilized during the budgetary process. Each spring, program directors/division chairs meet with cost center managers to evaluate the adequacy of their current budget to meet their Strategic Plan goals and to prepare recommendations for operational fund allocation in the new fiscal year. Budgets are developed by the President and the Executive Vice-President for every cost center category.

These cost centers are as follows:

- Instruction
- Public Service
- Academic Services
- Student Services
- Institutional Services
- Plant Maintenance and Operation
- Scholarships and Fellowships



Budgets are distributed at the beginning of the fiscal year, and all cost center managers have access to their respective budgets. The cost center manager has signature authority and is responsible for monitoring spending within his/her budget. Throughout the year, the business office provides monthly hard copy detailed expenditure information along with the budget data available



## *Criterion Two*

to all cost center managers via Data Warehouse software applications. Cost center managers determine how best to maximize their allocation to improve their programs. Budget changes can be requested at any time during the budget cycle by contacting the Executive Vice-President. However, all requests must be made in writing and must align with the Strategic Plan. Any request for increases must be authorized by the College President.

The budget process continues throughout the year. Monthly meetings with the Deans are held with the President and Executive Vice-President for budget discussions, and periodic updates by the Executive Vice-President are made at Cabinet meetings. This process allows ongoing communication regarding year-to-date expenditures and allows Cabinet members an opportunity to address areas of concern. This shared governance provides flexibility, coordination, and ownership regarding the fiscal well-being of the College. As an example of this commitment from TSJC, the Assessment Coordinator and Self-Study Coordinator positions are funded by the General Fund. Instructional requests result from Program Advisory Committee meetings, program and course evaluations, and changes in technology.

Reports using ERP are generated monthly to disperse data. These reports include monthly budgets, financial aid status, and current enrollment figures. (*See Appendix B for Institutional Snapshot, Table 1B and 3B.*) Adjustments are made as needed to specific areas within TSJC based on monetary amounts and program needs. Current year budget expenditures and needs for the next fiscal year are assessed. In financial planning sessions the Strategic Plan, the Mission and Vision Statements, and program assessments are considered when deciding on program changes. Throughout the fiscal year, monthly budget reports are distributed to cost center managers. Also, a program profitability analysis is developed at the end of each fiscal year to determine the FTE produced, and it is a factor in the program lifespan estimation. (*See Resource Room profitability information.*)

***Trinidad State Junior College uses its human resources effectively.***

TSJC currently employs more than 150 qualified full-time faculty and staff and more than 110 part-time faculty and staff to provide teaching and support services. Faculty and staff assume multiple work roles and carry out various non-contractual duties. This has increased over the last five years because of budget constraints. The College has maintained a stable full-time/part-time workload ratio which has resulted in a constancy of instructional personnel as illustrated in the table below.

<b>Full-Time/Part-Time Faculty Workload Ratio</b>						
	2004/2005 FTE		2005/2006 FTE		2006/2007 FTE	
Full-Time Faculty	47.00	<b>(31.5%)</b>	46.00	<b>(30.1%)</b>	50.00	<b>(36.8%)</b>
Part-Time Faculty	107.00	<b>(68.5%)</b>	107.00	<b>(69.9%)</b>	86.00	<b>(63.2%)</b>
Total	154.00	<b>(100%)</b>	153.00	<b>(100%)</b>	136.00	<b>(100%)</b>

Executive Vice-President - Budget Data Book

TSJC has many committees in which all full-time faculty, staff, and administrators are encouraged to participate. Committees consist of a combination of faculty, staff, and administrators. Additionally, student representatives actively participate on committees when appropriate. The spirit of teamwork, employee loyalty, and creativity benefit the College when employees from all levels are involved in providing input.

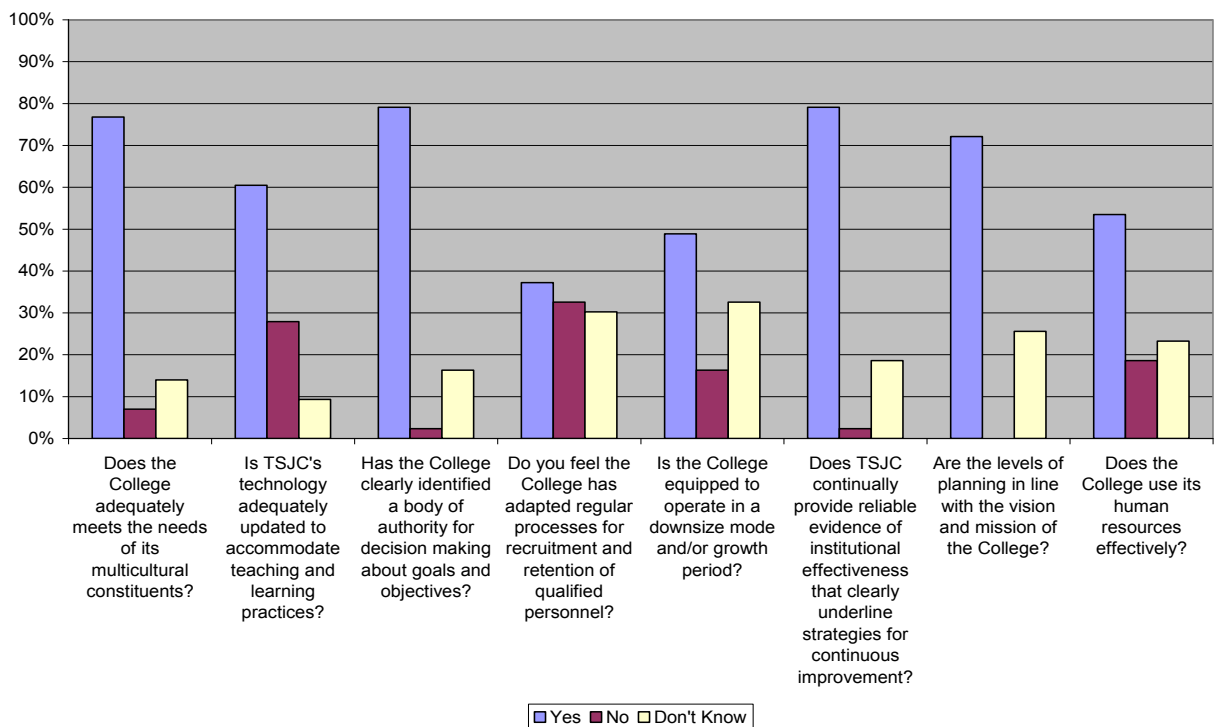
***Trinidad State Junior College develops its human resources to meet future changes.***

Vacancies due to personnel turnover or program changes provide an opportunity for administration to fill the vacancy with current employees. Many upper-level administrators hire and train employees to eventually become their successors. This helps with continuity in programs and departments. Professional advancement can also be considered for existing

## Criterion Two

personnel. Merging of positions is not acceptable to all employees as stated in the March 2007 Criterion 2 Survey comment: “...because of financial cutbacks, we have several employees with multiple responsibilities, and I believe this is ultimately detrimental to the College. It is unrealistic to believe that one person can perform two full-time jobs and successfully fulfill both roles.”

Criterion 2 Survey Results  
March 2007



Vacancies are posted internally and externally as appropriate. This process allows employees to apply for jobs if they meet the qualifications and job requirements. Concerns about retention of personnel were mentioned in the survey. One comment was “I think TSJC does a good job recruiting qualified workers, but we have trouble retaining them because of low wages and the College’s inability to offer all new hires full-time employment.”

*Trinidad State Junior College’s history of financial resource development and investment demonstrates a forward-looking concern for ensuring educational quality.*

TSJC exhibits a history of supporting student learning with sufficient funds and resources to fulfill the four vision statement goals of Student Access, Student Success, Operational Excellence, and Community Relationships. Events and services such as *College for Kids*, customized training, human interest courses, hosting community events, and concurrent enrollment promote the College and its programs to the community. In addition, the College demonstrates commitments to professional development, facilities, technology, and student services, as discussed below.

**Professional Development**

TSJC encourages faculty and staff development by offering nine credit hours annually to all full-time staff and three credit hours annually to adjunct staff, funded through TSJC Educational Foundation scholarships, for continued education in their respective fields of study or to enhance their job performance. This support provides faculty and staff additional resources for professional growth and development. The table below provides evidence of this commitment.

*distinctive*  
***TSJC encourages faculty and staff development through credits funded through TSJC Educational Foundation scholarships, for continued education.***

<b>TSJC Educational Foundation Employee Scholarships</b>			
Year	# of Employees	Credit Hours Taken	Dollar Amount
2004/2005	41	70.5	\$5,206.00
2005/2006	47	112.0	\$11,481.00
2006/2007	37	91.5	\$9,477.00

Faculty and staff evaluations assist in determining areas of professional development needs. The Carl Perkins Grant provides \$17,000 annually for professional development for CTE faculty and staff. In addition, every cost center has travel monies for faculty seminars, workshops, and conferences.

### **New and Renovated Facilities**

The Trinidad Campus has renovated several buildings in 2006 including the Davis building, Berg building, Central Facilities building, and dormitories. The Nursing classroom/lab in the Davis building on the Trinidad Campus was remodeled and updated in 2006 to handle the new simulation technology. The Berg building was remodeled in 2006 to accommodate the “one-stop” student service area. The dormitories received extensive renovations which included new sinks, upgraded shower facilities, new paint, new carpet, and new roofs. The Central Facilities building was remodeled to house the School of Massage in Trinidad allowing for approximately 9,000 square feet of classroom and laboratory instruction. Controlled maintenance funds have been requested and will be used for additional building maintenance, such as a new roof for the Valley Campus main building and new boilers for the Banta and Davis buildings on Trinidad Campus.

### *distinctive*

*The students of TSJC have shown their commitment to the campus facilities by raising funds for improvements to both campus student centers.*

The students of TSJC have shown their commitment to the campus facilities by raising funds for improvements to both campus student centers. The Valley Campus Student Government Council purchased an office building with the assistance of the TSJC Educational Foundation in 2002. The renovated office building currently houses the campus bookstore, nursing department and classrooms, student recreation room, and computer lab. The students on the Trinidad Campus added a per-credit-hour charge in order to build an addition to the existing Sullivan Student Center in 1997. The Sullivan Student Center houses the cafeteria, bookstore, student lounge, and the General Purpose Room. Title V grant funds remodeled a meeting room in this facility to serve as a distance learning classroom in 2007.

### Technology and State-of-the-Art Equipment

TSJC and its industry partners have demonstrated a strong commitment to providing students, faculty, and staff with the latest available technology.

Examples of these commitments include:

- Phil Long Family of Dealerships donated two automotive hoists for the Automotive Service Technology program.
- Members of the EPIC advisory committee donated an overhead crane, a fork lift, and twelve new welding machines.
- An overhead crane was donated by Pioneer Natural Resources to the Heavy Equipment Diesel program.
- An ambulance was donated by West Metro Fire Protection District in Littleton, Colorado, for the EMS program on the Valley Campus.
- San Isabel Electric donated the use of its equipment and facilities for lineman training.

With the help of grant funds such as Title V and Carl Perkins, TSJC has continued to update computer laboratories, equipment, and peripherals needed to achieve student success and retention. New equipment obtained since 2003 include networked copiers, an enhanced telephone system, and a wireless campus. *(See Appendix B for Institutional Snapshot, Table 6A.)*

### Student Services - TRiO

The Student Services Department provides student support in advising, tutoring, financial aid, counseling, career planning services, library services, and online resources. Advising services assist students with educational planning to meet personal goals. The Educational Opportunity Center (EOC) provides students with assistance in completing forms and the Financial Aid Department assists with monetary concerns. The counseling services on the Trinidad Campus focus on personal development, self-understanding, and

#### *learning-focused*

*Through the help of grant funds such as Title V and Carl Perkins, the College has continued to update computer laboratories, equipments, and peripherals needed to achieve student success and retention.*

### *learning-focused*

*All students have access to advising, tutoring, financial aid, counseling, career planning, library services, and online resources.*

transitioning to college life. Career planning services consist of providing information on current job opportunities, preparing résumés, and developing job interview techniques. Library services and online resources are provided to enable students to access outside information for research and other assignments. Tutoring services are designed to improve student skills so that they can be successful in college. All students have access to these services and activities. *(See Resource Room for five-year evaluations of improved student skills.)*

***The College's planning processes respond to unanticipated needs with the flexibility to conduct program reallocation, downsizing, or growth.***

TSJC makes every effort to identify program areas requiring action. Program additions, program discontinuance, faculty workload, and full-time faculty overload pay are among the areas which have required immediate attention. In addition, consideration was given to revenue and expenditure patterns, student placement, and employment trends. TSJC has exceeded its physical capacity at the Valley Campus and thus has established agreements for using facilities within the community to conduct classes. A proposal for an expansion of the current facility is being considered for the Valley Campus. This expansion will include classrooms, parking, and office space. *(See Resource Room for the Valley Campus expansion proposal.)*

From 2003 to 2006, the College experienced a 300 FTE decrease. *(See Resource Room for FTE reports.)* However, enrollment at TSJC differs by campus. The Valley Campus has experienced growth in recent years. The Trinidad Campus enrollment decreased over the last three years. This may have occurred, in part, by improved employment rates in Las Animas County. However, the Fall of 2007 brought about a turnaround in enrollment on the Trinidad Campus which can be attributed to the new CTE programs and the increase in recruitment efforts by faculty and staff.

TSJC reacts quickly and proactively to industry training needs with innovative solutions. The new or enhanced CTE programs – EPIC, Line Technician, fire fighting, CLETA, fine woodworking, massage therapy, and automotive technology – were developed in response to community and industry petitions to provide well-trained employees.

A comment from the Criterion 2 Survey sums up the current concerns about growth and downsizing saying “...the College has been operating in down-size mode for several years as evidenced by the multiple job duties and titles held by one person. A great deal of cross-training is implemented to accomplish this. [At the Valley Campus the] growth mode could be a problem due to lack of adequate space (offices, classrooms, labs, etc.)”

***Trinidad State Junior College has a history of achieving its planning goals.***

TSJC has historically used a planning process which has resulted in a compilation of outcomes and operational objectives. Prior to the 2005-2008 Strategic Plan, this process was not well structured. However, the new Strategic Plan offers an organized and ongoing sequence of planning, budgeting, and completing goals. As times change, the shift is now in the direction of new program development. Currently course assessments at both campuses and a pilot program SWOT analysis at the Valley Campus are used to determine program viability and allocation of College resources. This process holds each program director accountable for the program outcomes and operational objectives completed by faculty as documented in the Strategic Plan.



## ***Criterion Two***

***Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.***

In the ten years since the previous Trinidad State Junior College self-study, it has devoted a significant amount of time, energy, and money improving its assessment and evaluation process. TSJC created the Office of Institutional Research in 2000 to assist in bringing data gathering into one office. This Office routinely gathers and interprets data, checks institutional effectiveness, and provides information necessary for planning and budgeting. *(See Appendix B for the Institutional Snapshot, and the Resource Room for IPEDS, and statistical reports to provide pertinent information.)*

Great strides have been made in providing accurate evidence of students' achievements. One process involving the College staff is the semester assessment of student learning process. This assessment process evaluates each course for teaching effectiveness. The review of course assessments assists in making budgetary decisions for the next fiscal year. In addition, faculty and staff evaluations are completed each year, ensuring continuous improvement of TSJC's personnel. Finally, members of the College community also monitor the Strategic Plan to assure that progress is being made toward achieving the listed goals.

### ***Supporting Evidence:***

***Trinidad State Junior College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.***

Student tracking data collection begins with the administration of Accuplacer exams to each new student to determine the most successful education path on a student-by-student basis. Other evaluative reports include the VE-135

report and certifications required by industry, state boards, and national boards. Assessment details are included in Criterion 3 and certification details are included in Criterion 4.

Faculty members use various modalities of assessment throughout the students' tenure to determine students' progress. A course within a program has objectives outlined in the course syllabus. The faculty administer assessments in a form determined by particular faculty members and are based on the nature of the course. The forms of assessment can be objective assessments, skills assessments, or interviews. The faculty member evaluates the assessment results and includes the information in the post-course assessment report.

Program objectives incorporate multiple course-level objectives but extend beyond them. Program objectives are more holistic and system-wide, while course-level objectives are more specific. In addition to the course and program level assessment, institutional effectiveness is also measured by the embedded general education assessment. A recent example of the embedded general education assessment was reflected by the analysis of 31 graduating students' writing samples. This analysis was a comparison of the first paper a student wrote in English 121 and the last paper written by the student. The improvement was 13.07%. This means that overall and in each of the six-trait area, every student went up a full letter grade or more. See the assessment web site at <http://www.trinidadstate.edu/ais/>.

Faculty members revise future courses and teaching methods based on the post-course assessments and student evaluations of faculty. The assessments may also be used to determine what new or updated equipment is needed for the classroom to improve student learning.

TSJC is currently undergoing an administrative conversion to the previously mentioned SGHE Banner ERP system. The conversion presented

*future-oriented*

*Faculty members revise future courses and teaching methods based on the post-course assessments and student evaluations of faculty.*

challenges. However, the hope is that, in time, it will greatly enhance the campuses' ability to collect and analyze institutional data so that individuals can easily access necessary information. Currently, data for individual queries must be provided through the Office of Institutional Research.

***Trinidad State Junior College maintains effective systems for collecting, analyzing, and using organizational information.***

A system for collecting and using data has become more effective with the appointment of a half-time institutional research position. A HSI Title V grant provided funding for this position. TSJC assumed financial responsibility for the position before the end of the grant. This position has resulted in a more centralized data collection point to assist in the continuity of data disbursement.

The College ERP system was updated as mandated by the State Legislature. Staff members have dedicated many hours to the ERP implementation and once the ERP system is fully operational, will be able to customize and collect data based on their specific needs. The Cognos Data Warehouse is currently being utilized by the Institutional Research Director to provide requested information regarding students such as applicant files, FTE reports, student demographics, course and faculty loads, and enrollment by class. The Data Warehouse is continually being updated with additional student information. *(See Resource Room for various data reports.)*

Accuplacer, the student placement test, is included in each student's history, and provides assistance with scheduling appropriate courses. These results give students an accurate assessment of current skills and enable advisors to place them in appropriate classes to help ensure student success.

Recruiters maintain a database of high school students they visited. The information is made available to faculty members based on the student's interest in specific program areas. The database is available on the College's common drive. The instructor contacts the student to discuss their area of interest and advises the students on the registration process. The recruiter follows up with the students to address questions and concerns.

*distinctive*

*Recruiters maintain a database of high school students they visited and the information is available to faculty members based on the student's interest in specific program areas.*

Courses are assessed by faculty each semester, and regular reviews of the program level assessments are done to determine program budget requirements, teaching effectiveness, and program viability. Courses are improved and additional equipment or teaching tools may be purchased in order to improve effectiveness. When programs are no longer considered to be viable, they are discontinued. A program discontinuance policy was developed during academic year 2006-2007 for implementation during academic year 2007-2008. (See Resource Room for discontinuance policy.)

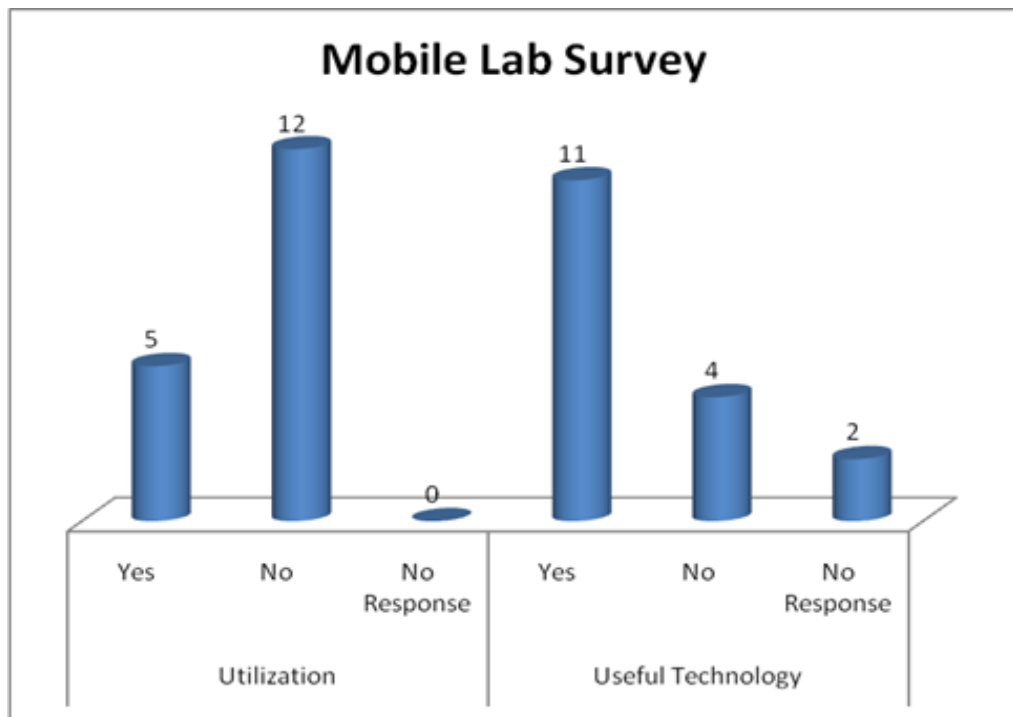
***Appropriate data collection and feedback channels are used throughout the College to support continuous improvement.***

Program assessments evaluate whether there is adequate instructional resources to provide quality instruction and educational experiences for students. Comments from the Criterion 2 Survey suggested that “*many of our programs are working with outdated technology. We need to begin to upgrade most of the CTE programs to keep them current with industry .... Nursing has had some major improvements done in [2006], and engineering technology is running the latest version of AutoCAD, where we are ahead of industry...*” and “*Though the planning and execution of new technology is spotty...it is funding-driven rather than pedagogy-driven.*”

These results and comments prompted the creation of an IT Committee. The committee comprises IT professionals, faculty, and staff representation from

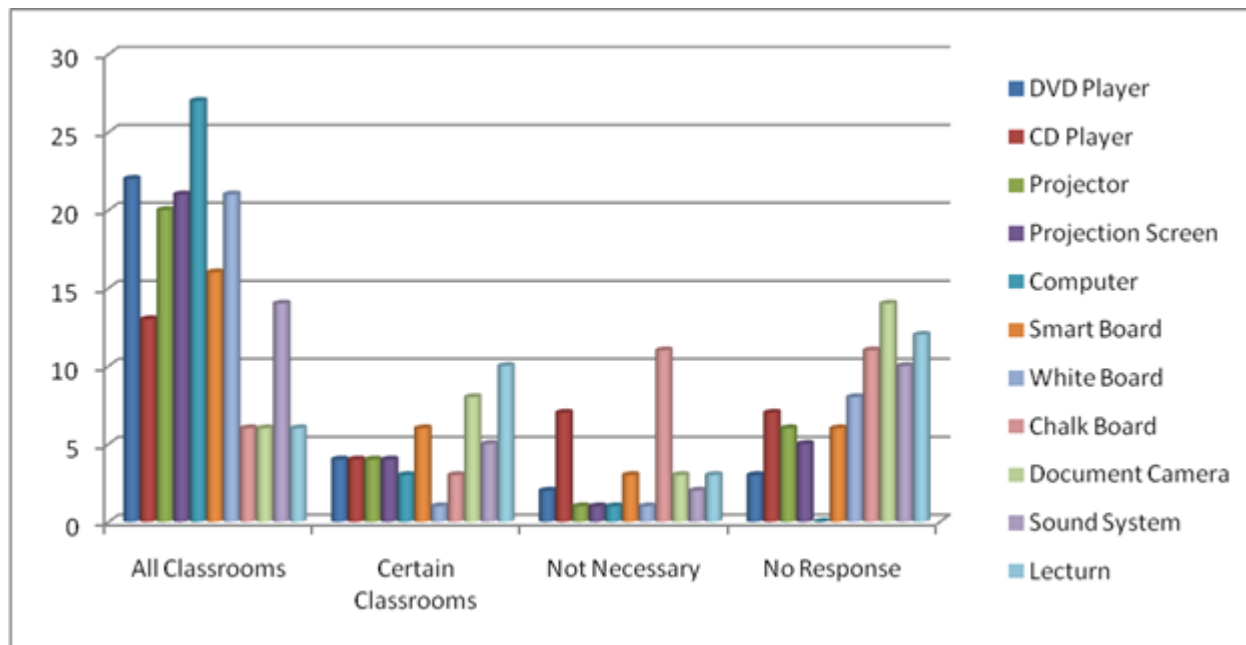
## Criterion Two

the Trinidad and Valley Campuses. The first charge of the committee was to develop and distribute two technology-specific surveys to obtain additional information from faculty and staff. The results of these surveys reflected that faculty has not taken advantage of technologies such as the mobile lab. The chart below shows that while 65% of the faculty that responded to the survey thought that the mobile lab was useful technology, only 29% of the responding faculty has utilized the mobile lab. This has been primarily due to the lack of training and knowledge of the technology.



Additionally, the committee compiled the results of the Classroom Technologies Survey and determined that six additional “Smart Classrooms” needed to be installed (three at each campus). These classrooms would be built using Carl Perkins funds for CTE areas. “Smart Classrooms” consist of: a projection system with a smart-monitor/smart-board; an audio system; DVD/VCR; a document camera; and may or may not have video conferencing capability. Other areas that were addressed using the survey included upgrades to computer labs to allow for instruction on the latest technologies. This concern is being dealt with as quickly as possible given the limited funding that is available. (*See Resource Room for survey results.*)

Classroom Technologies Survey Chart



*Periodic reviews of academic and administrative areas contribute to continuous improvement of the College.*

The process of gathering data and using assessment results improves the academic organization. Arts and Sciences courses have periodic reviews by the 2:4 Higher Education committee. This committee is comprised of faculty from community colleges and four-year institutions. The purpose of this committee is to maintain the integrity of the guaranteed transfer system. The CCCS Office approves changes for community colleges based on the review.

All CTE programs have advisory committees to assist program directors in current industry trends and community needs. *(See Resource Room for advisory committee minutes.)* The expected outcome of advisory committee input is to ensure that the needs of employers and students are being addressed. Program outcomes, release time, and expectations for respective faculty are coordinated by deans and department chairs. The periodic reviews result in annual revisions to the Strategic Plan.

## ***Criterion Two***

***Trinidad State Junior College provides adequate support for its evaluation and assessment processes.***

TSJC has budgeted resources to ensure that assessment activities are an institutional priority. Funding is allocated for a variety of assessment-related activities. Since the last accreditation visit the following activities have been supported pedagogically and financially:

- A quarter-time position was created for the Assessment Coordinator in 1997.
- The Assessment and Improvement of Student Learning Committee (AISLC) was formed.
- Faculty and administrators from both campuses attend the Higher Learning Commission annual assessment meetings in Chicago.
- Faculty and administrators from both campuses attend the annual assessment workshops in Colorado and New Mexico.
- In-service assessment and improvement of student learning presentations and workshops for all staff have been conducted on both campuses over the last ten years.

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***Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.***

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Trinidad State Junior College's capacity to enhance its effectiveness and strategic planning processes are derived directly from the Mission and Vision Statements. The Strategic Plan goals directly relate to the Vision Statement Goals and Objectives, which are also listed in the Strategic Plan.

*(See Resource Room for all planning documents.)*

**Supporting Evidence:**

***Coordinated planning processes center on the mission documents that define vision, goals, and strategic priorities for the College.***

In an effort to position TSJC for the future, strategic and operational planning occur on a regular basis. Strategic planning efforts were revised in 2005 with the formation of the SPMC which is comprised of members from each area of the College. The committee provides a shared governance review of TSJC’s direction as stated in the Mission and Vision Statements, the annually revised Strategic Plan, and Strategic Plan Annual Report.

The need to integrate and address demographic, social, and economic trends was one of the driving factors that precipitated the revision of the strategic planning process. The direction of current and proposed college activities for the next three years is one of the plan’s major components. The Strategic Plan serves as a tool for decision-making and resource allocation in the following areas:

- New/revised programs to meet the needs of the community and the industry
- Positions recommended for hire
- Facilities and equipment needed for improving the quality of the learning environment of our students
- Implementation of new and updated computer-related technology
- Financial support through donated funds received from the community and additional support through public and private grants

Annual revision of the strategic plan assists the College in adjusting to the changing needs of its constituents.

*future-oriented*

***The SPMC provides a shared governance review of TSJC’s direction as stated in the Mission and Vision Statements, the annually revised Strategic Plan, and the Strategic Plan Annual Report.***



### *Planning processes link with budgeting processes.*

Annual planning addresses the changing needs of TSJC and its constituents. College goals and operational objectives are established in the Strategic Plan. The plan indicates when the goal is to be completed, who is responsible for its completion, what resources are needed for the completion of the goal, and how the goal is connected to the Vision Statement Goals and Objectives. The Strategic Planning Coordinator and the Executive Vice-President work to maintain fiscally responsible alignment of funds as stated in the Strategic Plan. The link between the Strategic Plan and budget allocations are found in the Strategic Plan Annual Report. Examples are:

- Provide mini-grants for assessment-based instructional improvement projects funded by the office of the Executive Vice-President.
  - *The assessment committee received 19 requests for mini-grants, of which 16 were approved.*
- Increase the percentage of TSJC's budget devoted to instruction by 0.5% per year.
  - *The **estimated** budget for instruction for FY 06/07 included a 1.8% increase for instruction. **Actual** budget expenditures for FY 06/07 will be reported to the System Office in October. The College is confident this goal was attained.*

Cost center managers work directly with the Strategic Plan and budget process to plan expenditures. Goals and objectives are established to ensure communication between all levels so that desired goals and objectives are met. As a new fiscal year begins, a follow-up meeting is held to discuss the progress of goals to ensure that necessary resources are available to program areas. Course assessments directly influence budget allocations.

***Implementation of the College's planning is evident in its operations.***

TSJC's mission statement and its vision statement goals and objectives provide a solid foundation for directing the College and measuring its progress and outcomes. College activities and projects along with their status are found in the Strategic Plan. Annual revisions to the Strategic Plan are made with input from individuals directly associated with the activities.

Institutional effectiveness depends upon communication and shared governance practices. Faculty and staff are held accountable for meeting goals and objectives that impact recruitment and retention of students. Stakeholders must possess knowledge and understanding of how the strategic plan process works in order to determine that the Strategic Plan and College goals and objectives are being met. At every in-service training session, faculty and staff are apprised of the strategic planning processes and results. Information resulting from the strategic planning processes is provided at every in-service. This gives all College personnel the opportunity to review the current institutional status and to begin setting directions for the future.

***future-oriented***

***Information resulting from the strategic planning processes is provided at every in-service allowing College personnel the opportunity to review the current institutional status and to begin setting directions for the future.***

***Long-range strategic planning processes allow for reprioritization of goals when necessary.***

The SPMC annually reviews and revises TSJC's strategic planning processes. This annual review allows for revision as well as additions and/or deletions of vision statement objectives. The Strategic Plan is intended to exist in perpetuity and be adaptable to shifting educational and financial conditions. In order to satisfy the constituency and target markets, the Strategic Plan must evolve as education evolves. Current and expected trends are included within the annual review of the Plan.

*Planning documents give evidence of the College's awareness of the relationships among educational quality, student learning, and the diverse, global, and technological world in which the College and its students exist.*

TSJC's awareness of the relationship between living in a diverse world and providing quality educational programming is reflected in the Mission and Vision statements. The primary goals of the College are Student Access, Student Success, Operational Excellence, and Community Relations. The Strategic Plan maintains the status of activities which exhibit TSJC's progress towards these goals.

Current Strategic Plan activities and projects which address the College's awareness of these relationships include:

- Improve the College's internal communications and operations in relation to marketing by strengthening the relationship between the marketing committee and admissions in producing recruitment material, etc. *(Vision statement objectives 3a, 3b, 3c)*
- Improve the College's external marketing campaign by continuing to research new marketing media, updating appearance of materials, etc. *(Vision statement objectives 1a, 3a, 3b, 3c, 4a, 4b)*
- Increase concurrent enrollment at area high schools by working with superintendents, principals, and counselors in scheduling classes. *(Vision statement objectives 1a, 2a, 2b, 2d, 4b)*
- Advise and assist students seeking job placement assistance, maintain an accurate database on job placement for students, and offer job fair opportunities. *(Vision statement objectives 4a, 4b)*
- Establish agreements with community businesses needing workforce/customized training. *(Vision statement objectives 4a, 4b)*

*Planning processes involve internal constituents and where appropriate, external constituents.*

The College has a strong history of inclusion in its planning processes. Representatives from all facets of TSJC are invited to participate in the planning process. The active involvement of faculty and staff results in a solid buy-in to the entire procedure.

In addition, a variety of outside sources and external constituents have been traditionally involved in the goal setting process. Feedback from the community and local businesses through advisory committees result in participation by a large number of community members. This mix of internal and external involvement allows for institutional awareness of issues involving education.

## **Criterion Two Summary**

Trinidad State Junior College strives for the continuous improvement through evaluation of student success and program effectiveness. Analysis of collected assessment data assists in developing the annual Strategic Plan and in determining the proper allocation of resources necessary to meet the College's goals. The planning process considers trends related to education, society, and the economy. This process has enabled the College to accomplish goals and to make necessary adjustments to existing programs. It has also enabled TSJC to be future-oriented to ensure programs are current and the education afforded students is excellent.

***STRENGTHS***

- Trinidad State Junior College is the oldest community college in Colorado and has developed a reputation for being a leader in new program development.
- Trinidad State Junior College Educational Foundation actively assists the College and students in meeting the goals of the Mission and Vision Statements through their scholarship activities.
- Trinidad State Junior College students have provided financial commitments at both campuses for the improvement of student-centered buildings.
- Trinidad State Junior College student leadership and governance at both campuses provides a strong direction and support for student issues and activities.
- Trinidad State Junior College has come from a position of an extremely limited reserve base to a reserve base which provides financial stability.
- Trinidad State Junior College Educational Foundation pays tuition costs for faculty and staff members taking professional development and training classes at TSJC to enhance their careers.

*ACTION ITEMS*

- Trinidad State Junior College recognizes the need for an updated facilities master plan for the two campuses. This plan will analyze general building conditions, mechanical soundness of equipment, electric code compliance issues, and suggested plans for improvement over the next 10 years. A study on the facilities will be commissioned in 2008.
- Trinidad State Junior College recognizes the need to provide assistance to faculty in preparing alternate methods of education. A Distance Learning Task Force has been established to explore the costs of equipment and software, and to hire a Distance Learning Coordinator to provide training and faculty development of online courses.
- Trinidad State Junior College recognizes the need to reduce the workload of those individuals who have assumed additional duties as a result of budget cuts over the past five years. Efforts are underway to add administrative positions to lessen the load assumed by most College administrators over the last five years.
- Trinidad State Junior College recognizes the need to raise wages as money is available to retain qualified people at all levels of TSJC. Raises for staff are a priority and will be given as enrollment figures improve.
- Trinidad State Junior College recognizes the need to fully implement the SGHE Banner ERP system. The College supports employees who are expected to work at their jobs along with spending additional training time in Denver until the new system is operating at full efficiency.
- Trinidad State Junior College recognizes the need to conduct regular economic impact surveys to provide an accurate picture of the College's impact on its service area. Planning for the next survey will begin in early 2008.



## *Criterion Three: Student Learning and Effective Teaching*

*Trinidad State Junior College provides evidence of student learning and teaching effectiveness that demonstrate it is fulfilling its educational mission.*

*distinctive*



*connected*



*learning-focused*



*future-oriented*





**Criterion Three: Student Learning and Effective Teaching**

**Criterion Statement:**

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

Within the Mission and Vision Statement, Trinidad State Junior College states that its purpose centers on preparing students for “*academic, technical, and cultural life*” by being “*an active partner in building and maintaining academic excellence and economic vitality in the region.*” Performance indicators, such as job placement data, graduate and employer satisfaction survey results, and transfer data of graduates provide evidence that the institution has a tradition of providing a quality learning environment for south-central Colorado. TSJC ranks 5th highest among Colorado community colleges for graduation rates at 33%, based on the most recent report from CCHE, and is above the overall average for all Colorado community colleges which is 26%. (See *Institutional Snapshot for Student Graduation Rates After Three Years, Table 4C, 4D, and 4E.*)

*distinctive*  
**TSJC ranks 5th highest among Colorado community colleges for graduation rates based on the most recent report from CCHE and is above the overall average for all Colorado community colleges.**

**Trinidad State Junior College Mission Statement**

*Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.*

**Trinidad State Junior College Vision Statement**

*Trinidad State Junior College will continue to be an active partner in building and maintaining academic excellence and economic vitality in the region it serves.*

## Criterion Three

***Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.***

All programs for specific degrees and certificates awarded by Trinidad State Junior College have stated objectives. These objectives are included in each course syllabus. (See Resource Room for course syllabi.) These objectives are used as the basis for assessment of student learning.

### **Supporting Evidence:**

***Trinidad State Junior College clearly differentiates its learning goals for Associate Degrees and all certificates by identifying the expected learning outcomes for each.***

Because TSJC is part of the CCCS and is governed by the CCHE, all courses and programs must be approved by both entities. CCCS activated the Colorado Common Course Numbering System (CCCNS) in 2002. This online system is the repository of all classes offered through CCCS member colleges. At the CCCNS website, [www.cccs.edu/cccns/Home.html](http://www.cccs.edu/cccns/Home.html), all courses taught by CCCS colleges are now commonly described, and measurable learning outcomes are given for each course. TSJC was part of the original process by which the CCCNS was structured and courses were confirmed. Colorado is one of only two states having a common course numbering system.

In addition to the CCCNS, certain courses have been mutually agreed upon to become part of the CCHE Guaranteed Transfer Pathways (gtPathways). The gtPathways represents a collaborative effort among all public colleges and universities in Colorado. The guesswork of transferring general education course credits from two-year colleges to four-year colleges has been eliminated since Colorado developed this statewide guaranteed transfer

### ***distinctive***

***Colorado, one of only two states having a common course numbering system, has eliminated the guesswork of transferring general education course credits from two-year colleges to four-year colleges by developing a state-wide guaranteed transfer program.***

(gt) program and a statewide transfer policy. The gtPathways Planning Guide, which can be used by all first and second year college students for transfer information, can be found at [www.state.co.us/cche/gened/gtpathways/index.pdf](http://www.state.co.us/cche/gened/gtpathways/index.pdf).

The gtPathways applies to all Colorado public institutions of higher education. There are more than 500 lower-division general education courses in 20 subject areas approved for guaranteed transfer among state institutions. Additional courses are approved and added to the gtPathways website at least twice per academic year and apply the next semester. For example, courses approved by CCHE during the Fall Semester 2005 were transferable during the Spring Semester 2006. After students continue their education at any public college or university in Colorado, and upon acceptance to another, they can transfer up to 31 credits of previously and successfully (C- or better) completed gtPathways coursework. These courses automatically transfer and continue to count toward the student's general education core or graduation requirements for any liberal arts or science associate or bachelor degree program.

Statewide articulation agreements for the following professional degree programs prescribe specific general education courses and degree requirements: business, early childhood, elementary education, engineering, and nursing. TSJC advisors encourage students to check with their four-year institution to be clear which credits will transfer beyond any that are guaranteed by the transfer program or a statewide articulation agreement.

In Colorado, when a student transfers from a two-year school to a four-year school, they are entitled to additional guarantees. When students complete an Associate of Arts or Associate of Science degree, 60 credit hours of their AA or AS degree are guaranteed to transfer to a Colorado four-year public college or university, once they are accepted for admission. Students should then be able to complete a Bachelor of Arts or Bachelor of Science degree

*future-oriented*

*TSJC advisors encourage students to check with their four-year institution to be clear which credits will transfer beyond any that are guaranteed by the transfer program or statewide articulation agreement.*

### *distinctive*

***The Colorado 60+60 transfer plan guarantees students that 60 credit hours of their AA or AS degree will transfer to a Colorado four-year public college or university, allowing them to finish a Bachelor's degree after completing another 60 credit hours.***

after completing another 60 credit hours. This is called the Colorado 60 + 60 transfer plan. All of this is explained to the students through brochures and advising. *(See Resource Room for CCHE Undergraduate Transfers Reported by Colorado Public Institutions.)*

Four types of degrees are awarded by TSJC to graduates upon successful completion of their programs. They are:

- Associate of Arts (AA) Degree - Transfer degree for liberal arts majors
- Associate of Science (AS) Degree - Transfer degree for math and science majors
- Associate of General Studies (AGS) Degree - Designed for a student who wants to complete a broad program of both career/technical and academic transfer courses without the constraints of specialization. Transferability of the AGS degree depends upon the courses taken and their acceptance at the receiving institution.
- Associate of Applied Science (AAS) - CTE degree in a specified occupational field designed to prepare individuals to enter skilled or paraprofessional occupations or to upgrade their employment.

Learning outcomes for these degree programs are clearly stated in the catalog, on the TSJC website, and on the CCCS website.

There are many certificate programs in the CTE areas. Certificate programs are clearly explained, and the requirements are described in both the catalog and in brochures. The AAS degree and the certificate programs are not intended for transfer to bachelor degree programs; however, certain courses may be accepted toward a bachelor's degree at some institutions.

On a broader level, objectives have been established for general education courses in total. These objectives can be found on the TSJC Assessment webpage ([www.trinidadstate.edu/AISL](http://www.trinidadstate.edu/AISL)) and in the catalog. The five primary measurable objectives are:

1. *Read and comprehend college level work*
2. *Explain and defend ideas orally and in writing*
3. *Examine ideas using critical reasoning*
4. *Solve problems using logic, mathematics, computers, and creative thinking*
5. *Demonstrate responsible citizenship*

***Assessment of student learning provides evidence at multiple levels: course, program, and institutional.***

A process for assessment of student achievement has been in place since 1997. The Assessment and Improvement of Student Learning Committee (AISLC) was initiated at that time as a standing committee. The committee began by working on defining general education and by charging the faculty of TSJC with the task of developing individualized assessment plans for their respective departments and programs. The assessment plans include measurable objectives, evaluation procedures, and processes for program/department improvement.

Assessment of student learning at course, program, and institutional levels can be found on the assessment website: [www.trinidadstate.edu/AISL/aps/status.htm](http://www.trinidadstate.edu/AISL/aps/status.htm) Minutes of the AISLC are made available to all faculty and staff and can be found on the TSJC website. (*See Resource Room for minutes of the AISLC.*)

### **Course-Level Assessment**

All TSJC students are assessed in every course in which they are enrolled. Most instructors use either surveys or tests to assess student learning in their courses. The pre-test/post-test paradigm is used extensively in the CTE division, but many other varieties of testing instruments and analyses are currently practiced including nationally normed tests, test-item analysis, juries, interviews, and oral exams. In addition, instructors use students' notes, surveys, projects, laboratory reports, multimedia presentations, course

### ***learning-focused***

***TSJC faculty develop individualized assessment plans for their respective departments and programs to include measurable objectives, evaluation procedures and processes for program/department improvement.***

grades, and portfolios to assess students' progress. Short assessments such as worksheets, three-question summaries, and documented problem solutions are also used. An explanation of these techniques can be found on the Assessment website.

Instructors are encouraged to use the automated online assessment form on the Assessment website. This simplifies the class assessment reporting process for instructors. The following information is included on the form:

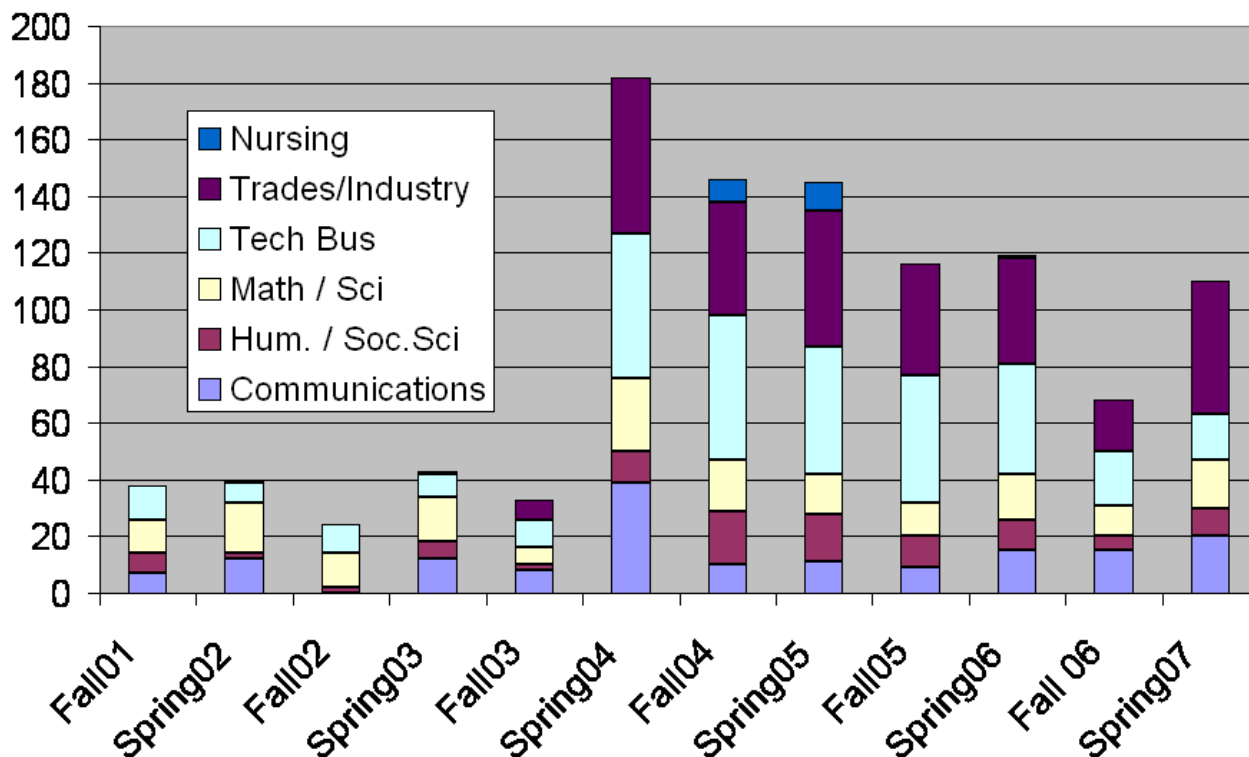
### *distinctive*

*Instructors may use the automated online assessment form on the Assessment website which simplifies the assessment reporting process.*

- Assessment Description
- Results: Summarize the results of the data collection.
- Analysis: What conclusions have you drawn from analyzing the data?
- Changes: What changes do you propose to make in the course or program as a result of this assessment?
- Continuance: What aspects of the current teaching methods and practices have contributed to the successful learning of the students and as a result will be kept in the curriculum?
- Results of Prior: List any changes and what results were observed as a result of previous assessments.

The following table displays the total number of assessments submitted to the automated, online assessment database. The notable increase between Fall of 2003 and Spring of 2004 was due to the College President mandating that course assessments would be done. The decrease in the number of course assessments since the Spring of 2004 is due to a drop in enrollment, fewer course offerings, and an increase in the number of adjunct faculty.

### Cumulative Number of Assessments Submitted



#### Program Level Assessment

Every program is required to have a current program-level assessment plan on file with the assessment committee (see the assessment website). In 1998 program area faculty began developing department goals and lists of objectives with assessment measures, but almost no one implemented these plans, because they were large and unwieldy. The assessment committee decided to encourage departments to revise those measures into more concise, practical assessment plans that would be implemented. Some departments excel with assessment plans while others do not; this is an area where additional progress is needed. To assist faculty with assessment plans, the Assessment Coordinator will offer a three-credit course on Assessment of Student Academic Achievement in the Spring of 2008.

CTE programs such as Auto Mechanics, Barbering, and Office Technologies are clearly delineated programs with their own unique set of objectives and assessment plans. All CTE programs utilize the indirect job-placement instrument required by the state (VE-135) as part of their program-level assessment plan.

A five year review process is required for all CTE programs. The CCCS assesses the program for certain core criteria, the most important being rate of retention, rate of completion, and rate of placement. (*See the Resource Room for the VE-135 report.*) When appropriate, the percentage of non-traditional-to-gender students is also considered. The CCCS then takes the recommendation to the SBCCOE for final approval.

#### **Institutional-Level Assessment**

The Institutional Research Director develops reports related to student learning such as retention and graduation rates which are used to formulate strategies for improvement. (*See Appendix B for Institutional Snapshot, Tables 4A and 4C.*) At this time, institutional research and the assessment of student learning processes have not yet melded in order to provide a vehicle for analyzing and evaluating data in order to improve student learning.

*Assessment of student learning includes multiple direct and indirect measures of student learning.*

The current TSJC assessment program consists of a broad range of activities. This assessment process, including direct and indirect measures, is described in the following paragraphs and tables.

TSJC first-semester students who have taken the ACT or SAT and have scored at the appropriate level are placed into college level classes. Students who score below the state-mandated cut scores on the ACT or SAT or who have not taken the ACT or SAT must take the Accuplacer test. This test



assesses the student’s ability level in English, math, and reading. The student’s score on this test places him/her in the correct course level in each of these areas according to his/her scores. The following table indicates what courses correspond to the student scores. Any course number below 100 is a developmental course.

**Trinidad State Junior College**  
**BASIC SKILLS ASSESSMENT TEST SCORES**  
 (Effective 07M)

<b>MATHEMATICS</b> - Students who have a score of ACT - Math (19) or SAT – Math (460) are exempt from Assessment Testing. Assessment scores will determine course placement.	
Accuplacer Scores	Course Placement
EA 85 -120	MAT 120 Math for Liberal Arts, MAT 121 College Algebra MAT 123 Finite Math, MAT 135 Intro to Statistics MAT 155 Integrated Mathematics I BUS 226 Business Statistics
EA 61 - 84	MAT 106 Survey of Algebra MAT 103 (Math for Nursing Students)
EA 45 - 60	MAT 090 Introductory Algebra MAT 107 Career Mathematics
AR 57 - 120 or (EA <45 and AR 57-120)	MAT 060 Pre-Algebra
AR 24-56	MAT 030 Math Fundamentals
<b>READING</b> - Students who have a score of ACT - Reading (17) or SAT – Verbal (430) are exempt from Assessment Testing. Assessment scores will determine course placement.	
Accuplacer Scores	Course Placement
RC 80 - 120	No reading course required
RC 62 - 79	REA 090 College Preparatory Reading
RC 40 - 61	REA 060 Foundations of Reading
RC 25-39	REA 030 Essential Skills for College Reading
<b>ENGLISH</b> - Students who have a score of ACT – English (18) or SAT – Verbal for English (440) are exempt from Assessment Testing. Assessment scores will determine course placement.	
Accuplacer Scores	Course Placement
SS 95 - 120	ENG 121 College Composition ENG 115 Technical Writing
SS 80 - 94 *TSJC ONLY	ENG 121 ITOP College Composition (w/ support lab)
SS 70 - 49	ENG 090 Basic Composition
SS 50 - 69	ENG 060 Writing Fundamentals
SS 25 - 49	ENG 030 Basic Writing Skills

EA—Elementary Algebra      RC—Reading Comprehension      SS - Sentence Skills

### *Criterion Three*

Faculty members use a wide variety of measures to assess the student's learning, both directly and indirectly. Direct measures include sampling actual student work, such as: exams - pre/post-tests, quizzes, standardized tests, and self-designed tests - portfolios, reports, presentations, jury performances, and capstone experiences. TSJC faculty members also use a wide variety of indirect measures such as satisfaction surveys, the VE-135, and the AA/AS graduate e-mail survey of transfer success.

In order to assess student learning at the academic program-level, general-education assessment began in earnest in 2001. The first step was to revisit the general-education objectives which the entire college community developed together (first at an in-service meeting with follow-up via e-mail).

In the Fall of 2000, the College moved from merely defining general education objectives to actually measuring those objectives. In January 2001 during the in-service training, the AISLC Chairperson presented a variety of options to faculty for assessing the general education objectives. A great deal of discussion followed, mostly via e-mail, where various plans were suggested - portfolios, exit exams, capstone courses, and capstone projects - all of these proved to have a variety of logistical problems. Finally, the idea of embedding general education questions at random into existing course assessments seemed to answer the logistical concerns best. The assessment committee made the effort to embed general-education questions into key general education courses during the Spring of 2001 and the Fall of 2002, but the effort failed due to lack of buy-in by the instructors.

Consequently, the committee made the decision to try using the "Collegiate Assessment of Academic Proficiency" test, or CAAP test, produced by ACT. Toward the end of the Spring semester 2002 and again in 2003, a sample of graduating sophomores took the CAAP test. The students volunteered, and in many cases, received extra credit from one or more instructors for their effort. Data from the CAAP tests showed very few clear results, so the

program was terminated after two years in favor of a return to an embedded assessment effort. The general education assessment program is now relying upon embedded assessments in English, humanities, mathematics, and science courses. The new embedded assessments have not yet generated the highest quality data desired, but the process of creating these assessments has been a valuable experience for department faculty. (*See Resource Room for examples of embedded assessment.*)

### Direct Measures

- Arts and Sciences: The academic (AA/AS/AGS) program-level assessments are constructed slightly differently from the CTE programs because of the large overlap with general-education. Each of the four major departments - communications, humanities/social sciences, mathematics, and life/physical sciences - are responsible for assessing the general-education program level objectives by embedding assessments within courses in those disciplines. The assessments themselves include the six-trait writing rubric in English composition classes, specific essay questions embedded in the College Algebra final exam, embedded hypothesis-testing questions in a statistics exam, an embedded essay in humanities and social science courses, and a laboratory report in science courses - each graded using an approved rubric. Some areas, such as math, use the pre-test/post-test paradigm to directly measure student knowledge growth. Other areas, such as science, have project requirements throughout the semester. All of these program plan details are elaborated on the assessment website at [www.trinidadstate.edu/AISL](http://www.trinidadstate.edu/AISL). (*See Resource Room for program-level assessment plans.*)
- CTE programs: CTE programs use the VE-135 and indirect measures of student success, but a direct measure of all CTE programs is developing “*graduates who can obtain work in their field of study.*” The VE-135 is a state-administered instrument and database which

contains demographic and programmatic information. Faculty and staff from all CTE programs generate the data each Spring by contacting AAS/Certificate graduates and requesting information regarding job placement or academic continuance. The data is used as evidence for five-year CTE program renewals, for Carl Perkins grant compliance, for civil rights compliance audits, and for the Colorado Vocational Act Annual Report. VE-135 data is available on the Internet at [ve135.cccs.edu](http://ve135.cccs.edu), making it an ideal component of every CTE program assessment plan. Almost all programs use the pre-test/post-test paradigm to directly measure student knowledge growth. Most have project requirements distributed temporally throughout the program. For example, Gunsmithing students are required to make an entire rifle one component at a time, starting with the stock, then the barrel, and so forth.

- The Adult Learning Center (ALC): The ALC staff uses results of pre- and post-testing to monitor and assess student progress as well as to design a Student Educational Plan (SEP) for each student. Adult Basic Education (ABE), English as a Second Language (ESL), and GED classes are provided at the Center. In order to improve the program's learning outcomes, the ALC staff uses these results for both instructional improvement and program accountability.

### Indirect Measures

- Arts and Sciences: Academic programs (AA and AS) use an indirect measure of transfer success by following up with graduates via email and telephone contact to determine: whether or not the alumnus transferred, whether he/she had any problems transferring any courses (and if so, which ones), and whether he/she has any comments that can help TSJC improve its transfer programs.

- Career and Technical Education: Some programs, including Automotive Repair, Diesel Engine Repair, and Welding have an internship program that requires a carefully designed contract between the employer and student. This contract includes objectives for the student as well as formal evaluation procedures for both the student and the employer. (See [www.trinidadstate.edu/AISL/aps/Internship\\_Handbk\\_2007.htm](http://www.trinidadstate.edu/AISL/aps/Internship_Handbk_2007.htm).)

***Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.***

Assessment results are shared with constituents of the College through a variety of information delivery systems. Instructors are required to submit their assessments within one week after each semester ends. The data submitted through the online, automated assessment management system is immediately available to anyone with access to the Internet.

([www.trinidadstate.edu/aisl/form.html](http://www.trinidadstate.edu/aisl/form.html))

***connected***

***Assessment results are shared with constituents of the College through a variety of information delivery systems.***

Information is shared and used in the following ways:

- Instructors use the results to improve classroom teaching and their specific programs.
- Assessment results are used in strategic planning and budgeting processes where allocation of resources are needed.
- The assessment results are the driving force of the mini-grant program which provides funds toward improving student learning.
- Results are discussed at department meetings, at program meetings, and at in-service and are used to develop strategic goals.
- The Math Lab, Language Lab, and Writing Center post student survey results for students to see and discuss.

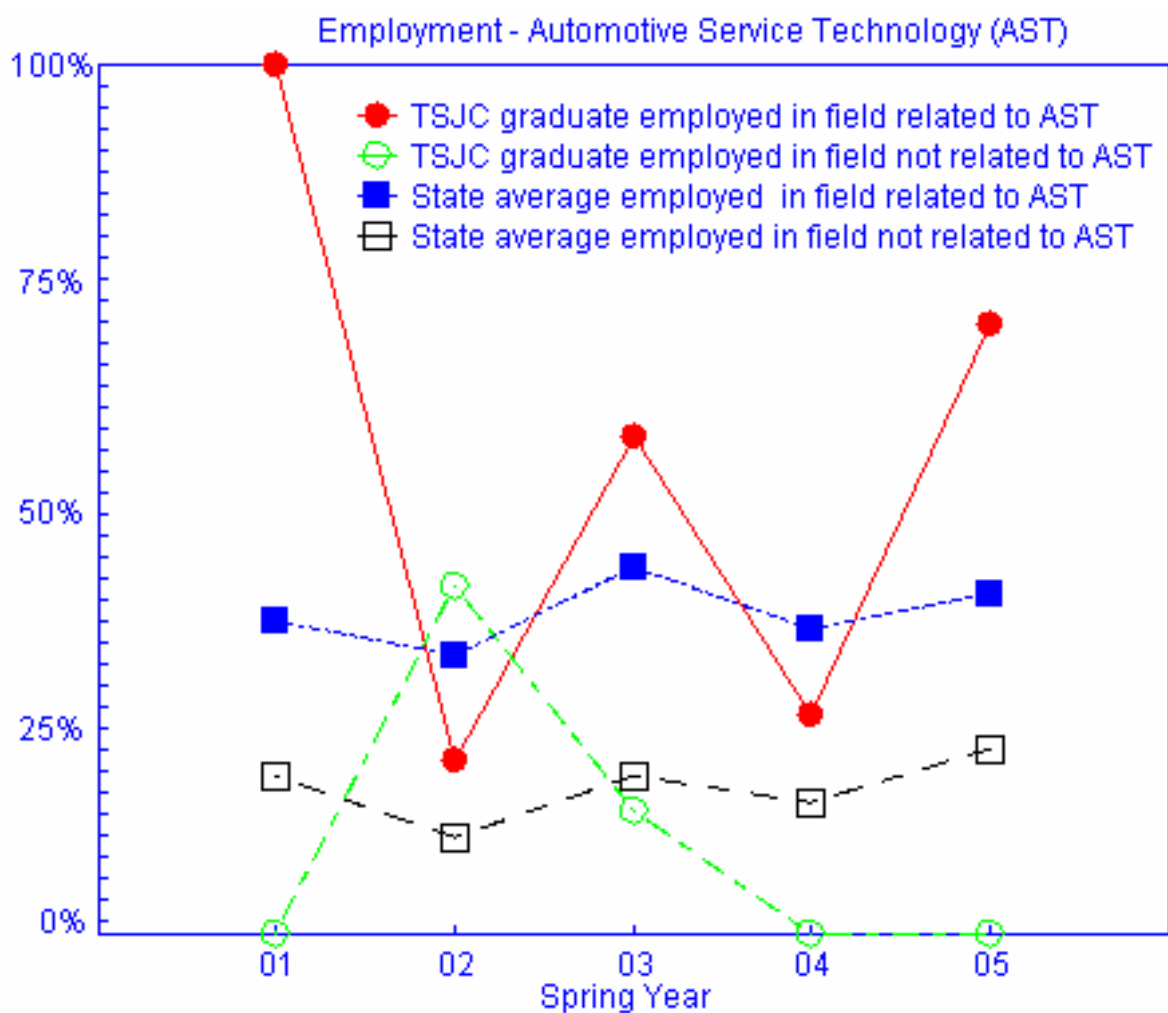
*The College integrates into its assessment of student learning the data reported for purposes of external accountability.*

TSJC data for external accountability can be gathered through evidence provided by performance indicators such as the VE-135 survey, the AA/AS graduate e-mail survey, passage rates on licensing exams, and employer satisfaction surveys.

The following CTE programs and their graduates are assessed yearly by certification and licensing exams:

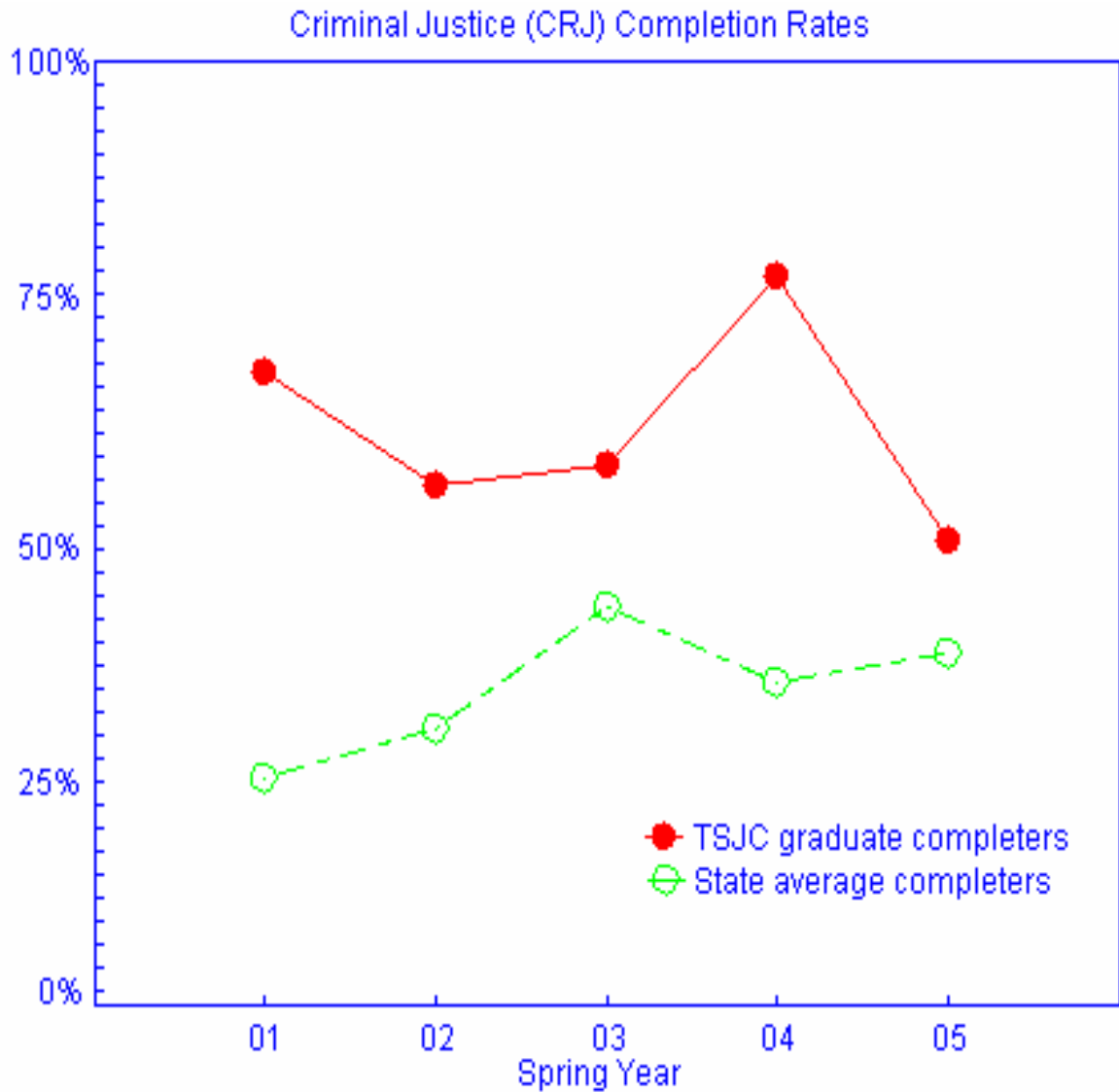
- Cosmetology - Pass rates for Cosmetology in 2005 averaged 87%, which was 16% higher than the state average. These results reflect the scores on eight different exams taken by Cosmetology graduates every year on the Valley Campus.
- Emergency Medical Services (EMS) - Of the 50 EMS students to take the National Registry exam, 45 passed. The lead faculty member on the Valley Campus is currently working on helping students improve their scores on this exam.
- Massage Therapy - Only seventeen (17) of the 48 Massage Therapy graduates elected to take the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) exam, which is both optional and quite expensive; all 17 passed. Program graduates can legally practice in Colorado without this certification, but passage of the NCBTMB exam provides them the opportunity to practice anywhere in the United States.
- Nursing - Nursing students take State Board exams to become licensed. (*See Resource Room for pass rates and complete data sets and the Institutional Snapshot in Appendix B, Table 4G.*)

The state-mandated graduate job survey, the VE-135, provides completion and job placement rates, both in tabular and graphical form on the [ve135.cccs.edu](http://ve135.cccs.edu) website. For example, the graph below shows placement data for the Automotive Service Technology program. This VE-135 graph represents the percentage of these graduates employed in job-related and non-job-related positions. The statewide averages for these data are also shown. To determine whether the job is related or unrelated to their degree/certificate, graduates of the program are contacted in the Spring, one year after their graduation, and are asked about their current employment.



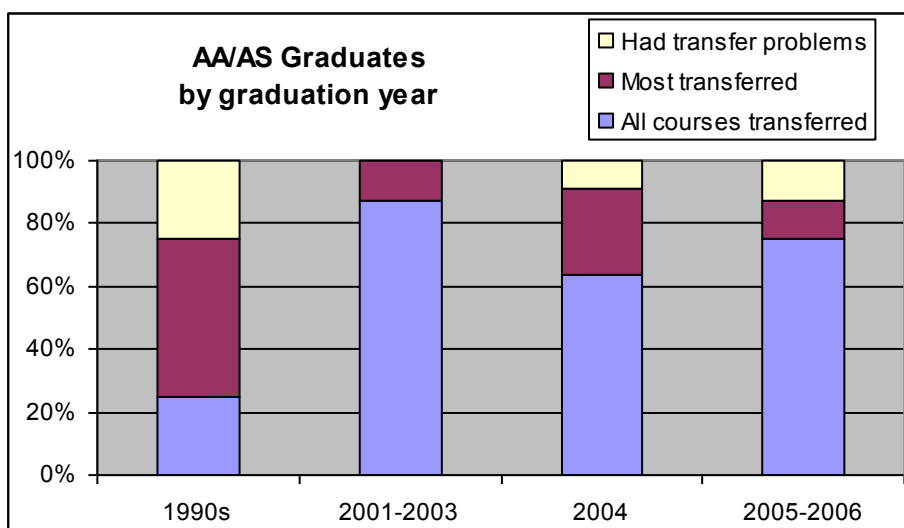
### Criterion Three

The next graph shows the percentage of students who declared Criminal Justice as their AAS program and completed that program. Statewide averages are shown for comparison. Students who transfer out of a program are not counted in this statistic.



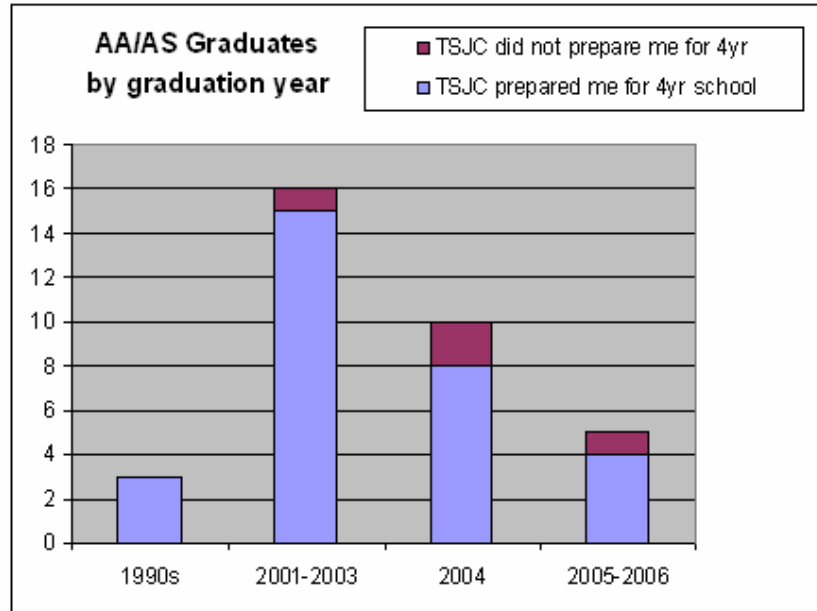


Every other year, starting in 2005, an email survey of AA and AS graduates is used to determine how well the graduates' courses transferred to the receiving institution. Transfer students generally experience a very high transfer rate for courses. This is partly due to the cooperation among all two-year colleges in Colorado and the receiving four-year schools as was discussed earlier in this chapter. However, the transfer rate for courses to out-of-state schools is similarly high. The only negative trend evident from these data is that a higher percentage – now at 15% - of responding students stated that fewer than “most” of their courses transferred (this is the definition of “Had transfer problems” in the graph below).



*future-oriented*  
**Transfer students generally experience a very high transfer rate for courses taken at TSJC.**

The next graph depicts that nearly all students who graduated from TSJC feel well prepared for four-year colleges/universities. For the year 2004 and the years 2005-2006, twenty percent of the students felt unprepared, but this percentage is based on a small sample of students (two out of ten in 2004; one out of five in 2005-2006). However, this trend has been discussed by the Strategic Planning/Monitoring Committee and will be addressed formally by the assessment committee in the Fall of 2007 as TSJC believes that all students should feel prepared for four-year institutions of higher learning.



*connected*

*Several CTE programs use internships to assess students, employers, and the program.*

Several CTE programs use internships to assess students, employers, and the program. Construction Technology, EPIC, Automotive Service Technology, Heavy Equipment/Diesel, and Welding all use the same contract, which includes assessment instruments for the employer to evaluate the student and for the student to evaluate the employer. The faculty, the deans, the Vice-President of Student/Academic Affairs, and the advisory committees review this data annually.

***TSJC’s assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.***

Assessment of student learning in non-credit classes is primarily based upon student satisfaction surveys that are used to improve future class offerings. TSJC doesn’t offer any non-credit certificate programs.

TSJC has no authority to demand assessment outcomes of CCC-Online courses from faculty because they are not on our campus. However, as TSJC instructors are now being trained in teaching and developing on online courses, this will be less of a problem.

*Faculty are involved in creating strategies to determine whether student learning outcomes are achieved.*

TSJC faculty has assumed the responsibility of assuring that student learning outcomes are achieved. This is determined through careful assessment. The assessment chairperson conducts one in-service session every semester on assessment news, strategies, techniques, and goals. All faculty members are required to participate in these sessions, and when appropriate, other staff as well. The assessment committee distributes a newsletter to all staff, including adjunct faculty. The Chairperson schedules meetings with individual faculty or departments to work on assessment projects.

Assessment committee members are assigned as liaisons to several programs in an effort to distribute this task. Generally, the communication is via email. Finally, the Assessment Chairperson maintains an Internet-accessible web page with internal information, ideas for classroom, course-level, and program-level assessment techniques, plus a wide variety of information such as course syllabus templates, placement cut-scores for advising, and courtesy links to the Banner login page.

*Faculty and administrators routinely review the effectiveness and uses of the College's program to assess student learning.*

TSJC has a history of faculty and administrative involvement in the review of assessment procedures beginning in 1997. The program to assess student learning has evolved and improved; it now includes assessment of the assessment process. Members of the assessment committee review all assessment reports on an annual basis. The summary of this review is published on the AISL website, and an email is sent to all staff encouraging them to read it. A copy is forwarded to the SPMC as well as to the AISLC. Individual departments are encouraged to discuss the results and make internal recommendations. As a result of this effort, many specific recommendations are added to the strategic plan or are used to modify

*connected*

*The Assessment Chairperson maintains an Internet-accessible web page with internal information, ideas for classroom, course-level, and program-level assessment techniques, plus a wide variety of related information.*

#### *future-oriented*

*As a result of assessment of student learning, many specific recommendations are added to the Strategic Plan.*

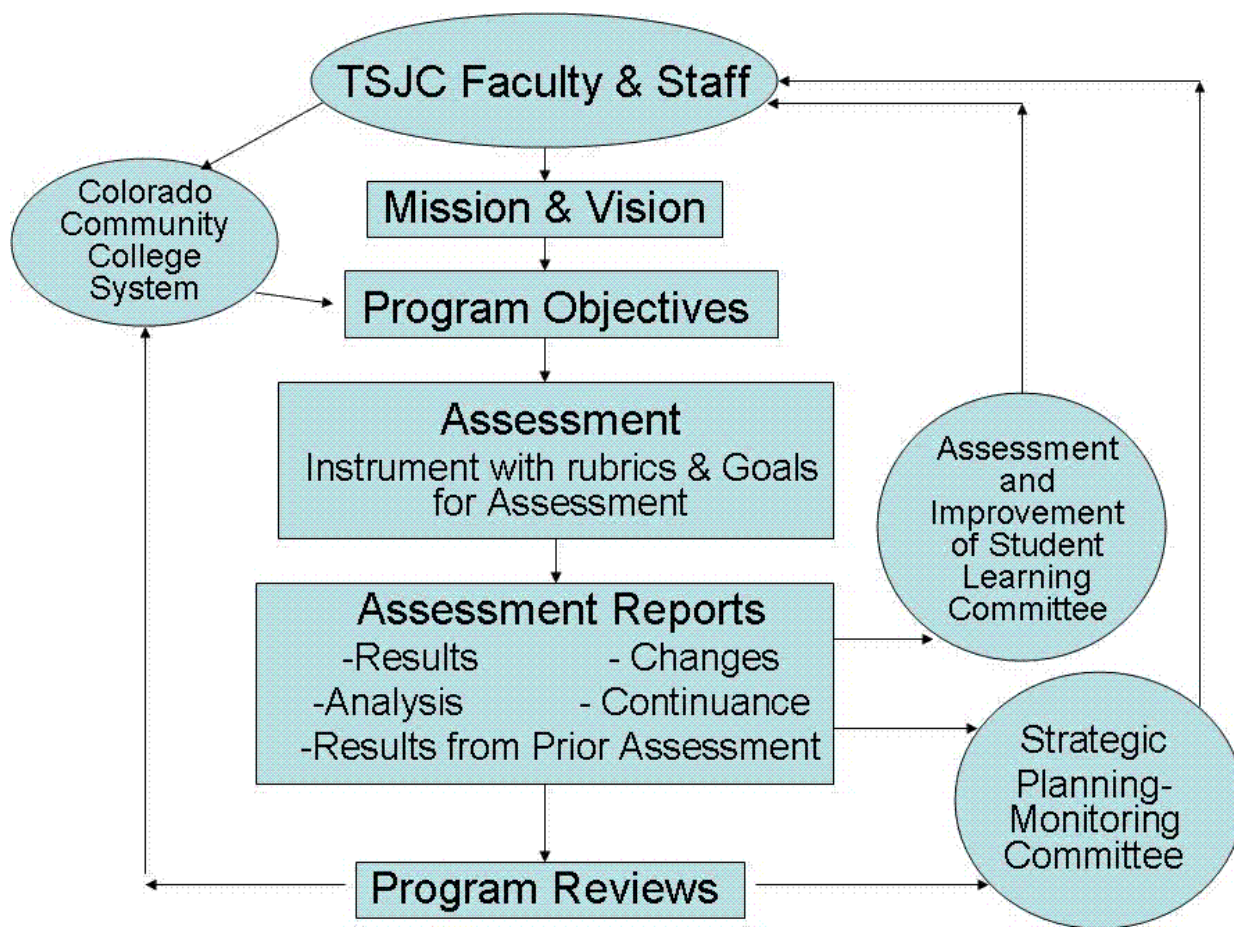
existing strategic plan items. Both the SPMC and AISLC communicate regularly with the entire faculty and staff either via email or at various meetings. The topics of this communication always relate, at least indirectly, to the outcomes of these assessment reports. The faculty and staff maintain the program objectives in consultation with the CCCS discipline groups. This effectively closes the assessment loop.

Faculty and administrators are the primary members who comprise the AISLC. The committee is a partnership composed of individuals whose experience and abilities represent the academic, vocational, developmental, community/continuing education areas, and student services.

Representatives such as Vice-President of Student/Academic Affairs for the Trinidad Campus, Vice-President for the Valley Campus, the Deans of CTE and Arts and Sciences, and the Director of Student Support Services participate as ex-officio members of the AISLC. Other persons whose involvement would enhance the purpose of the committee may participate as ex-officio members upon invitation. The members of this committee are asked to review and evaluate specific course and program assessments submitted to the web database.

Assessment results are used to adjust the program goals or teaching methodologies. The assessment reports are also referenced in five-year program reviews, and are evaluated by system staff who in turn make recommendations on program goals and strategies. This process is, in part, formalized by the program assessment plan documents (located at [www.trinidadstate.edu/AISL/aps/status.htm](http://www.trinidadstate.edu/AISL/aps/status.htm)). These documents are edited by program faculty to reflect program objectives, the assessment instrument and rubric to assess each objective, the timing and population for data collection, the reporting mechanics, and the goal for that assessment. This process is based on the Nichols' five-column model, which begins with the College's mission in the first column and follows through using the results of

assessment to “close the loop” in the final column. The chart below provides a visual roadmap of the process used to assess student learning.



**Core Component 3b: The organization values and supports effective teaching.**

Trinidad State Junior College is first and foremost an educational institution as is stated in the institution’s Mission Statement and Vision Statement Goals and Objectives. The College is committed to “*providing quality instruction.*” Throughout the curriculum, students encounter faculty dedicated to teaching, who are aware of the diverse abilities of their students, and are proactive in providing varied learning environments.

## Criterion Three

### Supporting Evidence:

#### *Qualified faculty determine curricular content and strategies for instruction.*

Because qualified faculty is imperative, TSJC requires all faculty to meet strict standards. Arts and Sciences faculty who teach guaranteed transfer courses must have a master's degree in the subject area in which they are teaching or a minimum of 18 graduate level hours in that subject area. CTE faculty are required to are required to have a vocational credential and to remain current with regards to certification and licensure requirements for their particular programs. This is accomplished in part by presenting opportunities for attendance at workshops, conferences, and seminars. Faculty credentials are available in the President's Office.

	Residential	Adjunct
Doctorate, First Professional or other terminal degree	4	6
Master's	15	36
Bachelor's	9	50
Associate's, unknown or other	9	25
Total	37	117

Data Source: IPEDS Human Resources 2006-07; Common Data Set 2006-07

In both Arts and Sciences and CTE, faculty must teach the curricular content described in the CCCS's Common Course Numbering System. All courses offered by community colleges in the state must adhere to this policy. Faculty members determine their individual strategies for instruction.

#### *Trinidad State Junior College supports professional development designed to facilitate teaching suited to varied learning environments.*

In spite of budget cuts, the College continues to work to assist faculty in updating their skills. The TSJC Educational Foundation has provided

scholarships for faculty to enroll in as many as nine credit hours per year at the College provided it enhances the faculty member's work. CTE faculty members receive additional funding through the Carl Perkins Grant for professional development. Due to a shortage in nursing instructors with a Master's degree, the College is funding a program to create an incentive to entice nursing faculty to continue teaching at TSJC. Instructors working toward an MSN will have their tuition paid through this program. These instructors agree to remain at TSJC on a semester-for-semester match.

*(See Resource Room for TSJC - Agreement to be Employed.)*

The assessment committee recently recommended that regular professional development be provided in pedagogy. As a result, the TSJC Strategic Plan now includes: *“Provide high-quality, state-of-the-art professional development opportunities related to the arts of instruction and pedagogy, including training on available, as well as new, technology.”* This remains a goal to be fully realized.

TSJC has provided or helped to sponsor the following workshops and training for faculty:

- Center for Excellence in Learning and Teaching (CELT) training – This training was provided by the Title V Grant. Faculty and administrators were given the opportunity to attend a weeklong workshop on awareness and sensitivity to racial and ethnic differences in students and how to teach these students more effectively.
- Integrated Math Workshop - This workshop was presented by a TSJC faculty member and dealt with using math software for developmental courses through calculus.
- Differentiated Instruction – Faculty members were trained in the use of differentiated instruction, such as the use of choice boards. This



workshop also included information on different learning styles. A total of 40 instructors attended the workshops.

- Differentiated Instruction in Adult Education Community College or Corrections Settings - Trinidad State Junior College/Adult Education Services team designed and executed a workshop in October 2006. There were 26 attendees representing eight different programs.
- Blackboard Training – This training was presented through a Title V grant to interested faculty from 2000 - 2005. After receiving this training and showing proficiency in placing all or part of one of their courses online, the faculty member received a new office computer through the grant.
- WebCT Vista – Instructors learned how to create and implement an online class. About 20 instructors have received training.
- Generation Next Conference – This workshop, provided through the Title V Collaborative Grant, took place at OJC. The ten TSJC participants learned how to reach the new “techno-savvy generation” with better teaching methods.

### ***The College evaluates teaching and recognizes effective teaching.***

TSJC is committed to the evaluation of instructional personnel. Full-time faculty members are on provisional status for the first three years of employment in compliance with State Board Policy BP 3-31 and according to TSJC Policies and Procedures. (*See Resource Room for TSJC Policies and Procedures.*) Faculty members are evaluated annually (non-provisionary) or semi-annually (provisionary).

Student evaluations and unscheduled supervisor evaluations are used to measure teaching effectiveness. A scheduled conference between the instructor and the supervisor takes place where information concerning service to TSJC as well as professional development (including their Five-



Year Professional Development Plan) and community service is provided. In accordance with BP 3-31, the four principle factors in the evaluation process are weighted as follows: teaching effectiveness 65%, service to the College 20%, professional development 10%, and service to the community 5%.

*(See Resource Room for BP 3-31 and faculty evaluation forms.)*

Each year, in recognition of their teaching effectiveness, TSJC faculty elects one Faculty Member of the Year from each campus. The chosen individuals are recognized at the system level and are given a \$500 stipend.

***The College provides services to support improved pedagogies.***

TSJC maintains a position that improvement of pedagogy involves both new and experienced instructors being given the opportunity to learn about new practices in teaching so they can stay abreast of the latest innovations within their curricular areas. The College also understands the necessity to provide facilities, equipment, and services necessary for the effective implementation of improved pedagogies.

A mentoring program was established in the mid-1990's to assist new faculty members with teaching innovations and classroom management. The program assigns an experienced faculty member to each new faculty member for the purpose of having a specific person available for questions about any aspects of his/her employment. The program subsequently disappeared but was revitalized in Fall 2006 and pairs provisional faculty members with non-provisional faculty members. It is then the duty of the mentor to meet with his/her protégé periodically as to his/her questions or needs. This plan was discussed by both Arts and Sciences and CTE during the Spring 2007 in-service and was found to be very valuable to new faculty members.

***connected***

***In recognition of their teaching effectiveness, TSJC faculty at each campus elects one Faculty Member of the Year, who is recognized at the system level and receives a \$500 stipend.***

### *Criterion Three*

*Trinidad State Junior College demonstrates an openness to innovative practices that enhance student learning.*

TSJC is committed to implementing new teaching practices which can improve student learning. Innovative practices which have been implemented include:

- Distance Education – This is an interactive real time video conferencing capability available in five classrooms on the Trinidad Campus and three classrooms on the Valley Campus. Classes are offered between Alamosa and Trinidad and are also broadcast to three area high schools. In addition, TSJC Online is becoming a viable interactive method of delivery for a number of courses.
- Hybrid classes – This method of offering courses consists of students spending part of their time in the classroom and part of their time in an online component.
- Math Lab – Students study math in a self-paced learning environment which provides individualized instruction to enhance their learning experience. Students may complete a course early and begin working on the next course during the same semester. An open lab is provided for additional study and tutorial time to reinforce the self-paced learning experience. All levels of math from developmental math through survey of algebra are offered in this manner.
- Language Lab – Developmental reading and English classes are offered in a lab setting which provides individualized assistance and small group workshops.
- Supplemental Instruction - Supplemental Instruction (SI) is an academic support program utilizing peer-assisted study sessions to help students in processing course content. Students develop study skills using content and materials from the course being facilitated.
- Writing Center – The Writing Center is staffed by peer tutors and adjunct instructors, and is coordinated by an English faculty member.

#### *distinctive*

*Students study math in a self-paced learning environment which provides individualized instruction to enhance their learning experience.*

The Center is open during the day, evenings, and weekends. Students can get help with all types of written assignments.

- Learning Center – Tutoring is available in all academic subject areas, both CTE and A&S. This service is free to all TSJC students.
- Slam Dunk Study-Skills Workshop - A study skills workshop is offered for any class by instructor request. This presentation assists students in learning how to read their textbooks more effectively. They also learn note-taking skills and test-taking skills.

During fiscal year 2006-2007, the Executive Vice-President's office provided \$10,000 to improve student learning in a specific course, program, or area based on assessment results. This Assessment Mini-grant Program was designed to help fund projects which result in well-defined educational benefits for learners and teachers. Maximum funding per project was \$500. A complete listing of the mini-grants and their purposes can be found in the Strategic Plan Annual Report for 2006-2007. (*See Resource Room for Strategic Plan Annual Report.*) Because of TSJC's commitment to learning and assessment of that learning, this grant funding will be renewed each year.

***Trinidad State Junior College supports faculty the acquisition of new practices in teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.***

TSJC's Mission Statement states that "*We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.*" This includes supporting faculty in learning about new advances that can positively affect student learning and delivery of instruction. In support of the Mission, TSJC has made presentations available to faculty on the following educational issues:

- Learning Style Theory – How students prefer to learn: auditory, visual, and tactile/kinesthetic learners

*distinctive*

***The Executive Vice-President's office funds \$10,000 annually for Assessment Mini-grants for projects to improve student learning in a specific course, program, or area.***

### *learning-focused*

*In support of its Mission, the College has made presentations available to faculty on current educational issues that can positively affect student learning and delivery of instruction.*

- Lindamood Bell Training – Training for developmental reading classes to help students read at the highest level they can reach
- Multiple Intelligence Theory – Includes linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, and intrapersonal intelligences
- Differentiated Learning – Involves the use of innovative methods which allow students to choose how they want to learn certain subject matter and how they are assessed
- Generation Next – The teaching and learning of postmodern students
- CELT training – Ethnic and racial sensitivity training
- Plagiarism Web Seminar - Detecting plagiarism in students' writing and developing an honor code for the College

TSJC is committed to ensuring teachers are equipped with the technology necessary to effectively implement enhanced learning opportunities. Recent presentations in technology are available to faculty and include:

- Blackboard Training – Online delivery system, predecessor to Blackboard Vista.
- Blackboard Vista Training - Instructors trained in the use of Blackboard Vista will also have access to an online method for posting syllabi, grades, assignments, review materials, supportive references, all relevant course information, and messages for students. This will also allow the development of TSJC Online courses.
- Video Conferencing Training – How to use the video conferencing system.

While the College supports faculty in learning about new educational advances that affect student learning and new instructional methods, budget constraints have restricted the amount of funds available for professional development opportunities away from campus.

***Faculty members actively participate in professional organizations relevant to the disciplines they teach.***

TSJC faculty members are active in professional organizations that promote better teaching practices or are related to their specific discipline. When surveyed, 30 faculty responded that they belong to professional organizations with the total number of 54 different organizations being listed. (See Resource Room for a list of faculty professional organization affiliations.)

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***Core Component 3c: The organization creates effective learning environments.***

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Trinidad State Junior College is a relatively small college and academic community. Because of the College's size, communication is easily facilitated between faculty, staff, and students to help create effective learning environments on both the Trinidad Campus and Valley Campus. All divisions of the institution participate in assessment activities designed to improve curriculum, learning resources, facilities, and services. Input is valued, as evidenced by the fact that the Faculty Senate is represented in the President's Cabinet. In addition, a representative of Student Government is invited to attend the President's Cabinet when appropriate. The end result is an effective cultural and learning environment that is personalized, student-centered, and meets the needs of constituents of the TSJC service area.

**Supporting Evidence:**

***Student assessment results initiate improvements in curriculum, pedagogy, instructional resources, and student services.***

The assessment of student learning is an ongoing process. Assessments are designed from course or program objectives; data is collected and then

analyzed through reporting it via the online database form. Because the data is immediately online, it is available to anyone with Internet access, thus encouraging broad sharing of the data and analyses thereof. Implicit in the analysis are plans for changes to curriculum, staffing, or hardware needs. These changes are either made by the reporting faculty, or if they require funding or administrative help, can be sent through a variety of channels to implement changes.

Faculty members are encouraged to frequently evaluate their teaching methods from assessment results and make appropriate adjustments to improve student learning. Nearly all of the changes made as a direct result of assessments are pedagogical changes. These include: changes in scope, sequence, timing, and modalities of presentation; changes in specific assignments for students; changes in grading methodologies; and changes in classroom management. For example, one accounting faculty member decided because students were not performing well on their capstone projects, she would implement a progressive grading arrangement with multiple due dates rather than a single due date at the end of the semester. She later reported on the results of these changes, *“The capstone project was assigned earlier in the semester, and the first phase of the project was due two weeks prior to the final due date. This seemed to help motivate students to start the project earlier so they were not rushing to finish it right before finals week.”*

When the change is more complex, faculty members forward their assessment recommendations to their supervisor, as in the case of a funding or staffing change. The math lab, for instance, saw a need for “mini-lectures” for those students who struggled with key concepts – as evidenced by test scores and end-of-semester surveys. The “mini-lecture” project was funded but was soon terminated due to inadequate student participation. The math lab staff modified the plan for the next semester by providing supplemental instruction (SI) sessions for each course. The data for this

project has not yet been analyzed, but this, as well as other initiatives in the math lab, continues to be developed.

The assessment committee reviews all assessment reports and informs the President and Cabinet regarding any apparent trends. For example, assessments may indicate classroom management problems due to students' lack of motivation and/or the effects of chronic absences.

***Trinidad State Junior College provides an environment that supports all learners and respects the diversity they bring.***

TSJC is a college that welcomes all learners. The TSJC service area is predominantly Hispanic (47%). The College has been designated as a HSI which qualifies TSJC for the eligibility to request funding through the Title V Grant Program. TSJC also offers both CTE and academic programs which attract a diverse student mix from not only the service area but globally.

Athletic programs encourage diversity by recruiting student athletes from all over Colorado. These students represent communities smaller than Trinidad and as populated as the Denver Metro area. Several racial and ethnic minorities are represented on the five sports teams. *(See Resource Room for Equity in Athletics Report.)*

Many campus groups celebrate the diversity found among TSJC students. These campus organizations have sponsored the following activities:

- The Black Student Union hosted dances.
- The Indigenous People's Club hosted Native American dances.
- Hawaiian students hosted a Luau and performed native dances.
- Kenyan students sang Christmas Carols in Swahili.
- The Student Leadership Committee hosted the performance Krede, an African-American drummer

### *Criterion Three*

Instructors and staff are provided with learning opportunities involving minority sensitivity training through CELT. The training helps faculty and staff learn about the different minorities and the problems each minority has faced and continues to face. This training is essential in that minority enrollment averages 47% of TSJC's student body. It will also assist faculty and staff with changes and practices that may impede student learning. *(See Resource Room for CCHE Student Headcount by Race/Ethnicity.)*

The College strives to create physical learning environments conducive to all types of learners. For example, the Sullivan Banquet Room was recently converted into a state-of-the-art conference room and distance-learning classroom which is also accessible to disabled students.

#### *learning-focused*

*The College strives to create physical learning environments conducive to all types of learners.*

The Boyd Studio is a "double duty" studio in that it is a music/audio and TV production studio. The TV production studio is fitted with the latest technology to produce programs such as talk shows, news programs, music videos, and commercials. The audio portion of the studio has multi-channel mixers, effects generator, and multi track recording used to produce music recordings and sound effects.

*Advising systems focus on student learning and the skills required for academic success.*

By state statute, all Colorado higher education students are placed into the assessed ability level in reading, English, and math. Students must have either ACT or SAT scores indicating they are ready to enter college, but if they have not taken either of these, or if they scored below college level in any of these areas, they must take the Accuplacer placement test. Students must then be enrolled in the appropriate developmental class. *(See the Basic Skills Assessment Test Scores on page 129.)*

Because 83% of TSJC students test below college level in at least one area, most students start with developmental classes. The three core components



of the developmental program are the Language Lab, the Writing Center, and the Math Lab. All students at TSJC are welcome at any one of the labs for free drop-in help. These labs, in addition to one-on-one tutoring, are funded primarily through the Student Support Services Grant, Colorado Alliance for Minority Participation Grant, Carl Perkins Grant, Adult Education Services, and the general fund.

In accordance with SBCCOE policy 9-71, four-year colleges and universities in Colorado must accept Associate of Arts (AA) and Associate of Science (AS) Degrees from any CCCS college. Accurate advising to encourage completion of the associate degree is the key to having a seamless transfer into a four-year program. Articulation/Transfer agreements between TSJC and the universities ensure that there are no problems when curriculum and pedagogical changes occur. *(See Resource Room for SBCCOE policy 9-71.)*

An Early Alert Program was part of TSJC's effort to foster retention in the late 1990's. In this system, all instructors sent the Advising Center names of students who had stopped attending classes or who attended sporadically. The advisors then contacted these students to determine the reason for attendance problems. This program was discontinued due to staff layoffs in the advising area. At the present time, Early Alert procedures are not formally in place, but faculty members continue to refer attendance issues to Student Services staff who assist in contacting students.

CTE advisory committees ensure that the College training a qualified workforce. Dialog between TSJC and the advisory committees have led to recent changes in programs and CTE classrooms. Examples of changes to classrooms and curriculum as a result of advisory committee input are:

- Upgraded Cosmetology facilities on the Trinidad Campus
- Established an Esthetician Program on both campuses

*learning-focused*

*All students at TSJC are welcome to drop in any time for extra help in the Math Lab, Language Lab, and Writing Center, and can receive free one-on-one tutoring in the Learning Center.*

*future-oriented*

*Accurate advising to encourage completion of the associate degree is the key to having a seamless transfer into a four-year program.*

## *Criterion Three*

- Expanded the Massage Therapy Program on both campuses
- Established an EPIC Program on the Trinidad Campus
- Established the Medical Assistant Program on the Valley Campus
- Established the Southern Colorado Line Technician Program on the Trinidad Campus

The Carl Perkin's Special Populations Grant provides any CTE student who has a documented disability various types of additional assistance. For example, vision-impaired students may be provided with a note-taker or audio-recording equipment to help that student get the most from lectures, and hearing-impaired students are provided with signers.

*Student development programs support experiential learning regardless of the location of the student.*

The College continues to develop alternative approaches to education in order to meet the needs of our diverse community as affirmed in our Mission Statement. Examples of these alternative approaches to education include concurrent enrollment classes, online/hybrid courses, interactive real-time video conferencing, clinical experience, and internships.

### **Concurrent Enrollment**

Concurrent enrollment is encouraged through outreach activities, and both campuses have contractual agreements with local school districts. The Valley Campus has agreements with Alamosa High School, Monte Vista High School, Center High School, Center Academic Recovery Center, DELTA Center, Del Norte High School, Centauri High School, Sierra Grande High School, and Sargent High School. The Trinidad Campus has agreements with Aguilar, Hoehne, Primero, Trinidad, and Walsenburg school districts, and Holy Trinity Academy. Students from these schools are concurrently enrolled in TSJC courses and take classes either at their

respective high school facilities with TSJC instructors in the classroom, through video conferencing, or by attending TSJC in Trinidad or Alamosa.

**Online/hybrid Courses**

Currently, classes are offered as full online courses or as a hybrid course offering a combination of online and classroom instruction. These classes offer students the flexibility to study at a convenient time and place.

**Video Conferencing Classes**

Interactive real-time video conferencing classes lend themselves to providing classes at multiple locations with small numbers of students at the same time. This allows TSJC to offer a wide variety of classes in a large number of settings with few students at each site. This method of instruction is conducive to meeting the needs of the rural population of the College’s service area.

*Trinidad State Junior College employs appropriate new technologies that enhance effective learning environments.*

Since the 1998 NCA visit, the College has undergone significant changes in the technologies and facilities used to create effective learning environments. Even the meaning of the word “technology” has undergone significant changes in the past decade. Ten years ago, technology referred almost exclusively to the equipment used by industry-specific programs to prepare students for employment. More recently technology has come to mean computer technology and educational tools used to enhance learning. TSJC provides students and faculty with a variety of quality instructional technology from the “Smart Classroom” to the latest DNA replication equipment in biology laboratories. TSJC is one of the few community colleges in Colorado with a completely wireless campus.

*connected*

*High School students are concurrently enrolled in TSJC courses at their high schools, through video conferencing, or by attending classes at either College campus.*

*learning-focused*

*TSJC provides students and faculty with a variety of quality instructional technology from the “Smart Classroom” to the latest DNA replication equipment in biology laboratories.*

In an effort to improve system-wide uniformity, the CCCS recently mandated that system colleges, including TSJC, change online distance-learning software to WebCT Vista. This shift from the previous software has presented some challenges as faculty learned the new system; however, faculty who were already proficient in the BlackBoard software found this transition much smoother.

The mobile computer labs, available on each campus, allow instructors to use computer technologies such as WebCT or Blackboard in their regular classrooms without the need of reserving a computer lab. This frees computer labs for classes that require regular computer access. Evaluation of this technology is presently in progress and improvements are anticipated as funds become available. Maintaining up-to-date technological equipment remains a challenge.

Video conferencing technology is used to transmit classroom lectures to and from both campuses and some area high schools. Classes that are delivered through video conferencing are frequently supplemented with Blackboard and now WebCT Vista.

#### *learning-focused*

*Classrooms equipped with “Smart Classroom” technology enhances instruction by allowing instructors to reach students with varying learning styles.*

Classrooms equipped with “Smart Classroom” technology allow instructors to present lecture materials using technology such as: a projection system with a smart-monitor/smart-board; an audio system; DVD/VCR; a document camera; and may or may not include video conferencing. This enhances instruction by allowing instructors to reach students with varying learning styles (visual, auditory, tactile).

***Trinidad State Junior College's systems of quality assurance include regular review of whether its educational strategies, processes, and technologies enhance student learning.***

TSJC has multiple mechanisms assuring high quality education. These mechanisms include assessment of student learning and measures of institutional effectiveness. The Arts and Sciences department updates curriculum to align with gtPathways. This is achieved through transfer and articulation agreements with four-year colleges and universities.

In addition to annual assessment activities, CTE programs undergo a comprehensive evaluation every five years using the Program Review Process. The purposes of these reviews are to: 1) identify strengths and weaknesses of programs and recommend needed improvements, 2) collect data for program development activities, staff development activities, and equipment needs, and 3) suggest modifications to programs that no longer serve the needs of students, the institution, communities, business and industry, or other external constituents. If a program is deemed to be no longer viable, the Discontinuance Policy is activated, which means that significant improvement must be evident within one year, or the program will be discontinued.

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***Core Component 3d: The organization's learning resources support student learning and effective teaching.***

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Trinidad State Junior College states in its mission that it is committed to “*providing quality instruction and promoting lifelong learning.*” Although TSJC has experienced substantial State General funding cuts over the last five years, administration, staff, and faculty have addressed the resulting challenges through creative and prudent use of available funding mechanisms to provide quality educational opportunities and resources to its students.

### Supporting Evidence:

*Trinidad State Junior College ensures access to the resources necessary to support learning and teaching.*

TSJC prides itself in responding to the needs of faculty and students for optimal utilization of available resources. Several improvements and equipment upgrades have been made, and access is provided in a variety of ways as shown by the following examples.

**Wireless Internet access** – The entire campus is now wireless, affording students the opportunity to use their laptop computers anywhere, anytime on campus. This access was completed in 2006.

**The Learning Center, Writing Center, Math Lab, and Language Lab** – These areas provide free assistance for all TSJC students in reading, math, and English, as well as with writing assignments from any subject area. These centers and labs are located conveniently in the Library on the Trinidad Campus. On the Valley Campus, assistance is provided at Learning Resource Center. These student learning areas are evaluated through student satisfaction surveys and students' suggestions for improvement become part of the next year's planning process. *(See the Resource Room for student satisfaction surveys.)*

**Science Laboratories** - TSJC operates two biology labs, two chemistry labs, one physics lab, and one geology lab. External grants from the National Institutes of Health, the Colorado Division of Wildlife, and the United States Department of Agriculture have been used to furnish the labs with state-of-the-art equipment and to upgrade the labs with new Instructional Technology. Research equipment has been provided by an ongoing grant from National Institute of General Medical Studies (NIGMS).

**Clinical Sites for the nursing program** - TSJC ensures access to clinical sites for nursing students which provides on-the-job training in a variety of areas as required by the Colorado State Board of Nursing.

**Massari Performing Arts Center** - TSJC takes pride in its Theatre and Music Programs which are housed in the Massari Performing Arts Center. In addition to the 250-seat theater area there are two classrooms, a multipurpose room, a practice room, and two offices, along with newly added dressing rooms. Each semester there are one or two TSJC theatrical performances and one or two TSJC music concerts. Other College and community groups also utilize the facility for other events. These include GED graduation, Martin Luther King Day events, 4-H, HTA graduation, Gunsmithing ceremonies, Southern Colorado Repertory Theatre (SCRT) and various professional performances.

**Samuel Freudenthal Memorial Library** – The library, located on the Trinidad Campus, provides students, staff, and community members with current and relevant print and electronic resources. The print collection consists of approximately 50,000 titles. The Valley Campus is able to access these resources via the TSJC website. The learning resource room provides access to reference materials, books, and periodicals for student learning. Seminar rooms are available for meetings and small classes. Through interlibrary loan, items not in the campus collection are available. Online library resources are accessible through [www.trinidadstate.edu/library/](http://www.trinidadstate.edu/library/) and include:

- Britannica Online (online encyclopedia)
- EBSCOHOST (provides full text for more than 6000 scholarly publications covering a wide variety of fields)
- SIRS RESEARCHER (information from periodicals)
- NET LIBRARY (a collection of electronic books available online)

**Career Counseling Services** - Career counseling on the Trinidad Campus is available to approximately 350 students who are SCEOC (Southern Colorado Educational Opportunity Center) participants. EOC provides a one-stop approach offering assistance with admissions, financial aid/loan applications, and basic career counseling. The Occupational Outlook Handbook, the O Net, and a hard copy career booklet are utilized to help students determine their immediate career goal.

The Valley Campus maintains a student-centered Counseling & Career Center with various direct or referral services. Career evaluation and exploration activities for students include CHOICES Explorer & CHOICES Planner software and student portfolios with résumé building and interview skill building for either job placement or transfer to four-year colleges. Colorado Workforce Center staff is housed in the Counseling and Career Center at various times during the week.

CTE students on both campuses have access to academic support and career counseling through the Special Populations Coordinator. A Job Placement Coordinator works with employers and CTE students to assist with occupational goals.

**Personal Counseling Services** - Students who may need counseling or mental health services are evaluated by the counselor and, if necessary, referred to a treatment center. On the Trinidad Campus, counseling services were funded through a Bar NI grant and are now coming out of the Student Services budget. A virtual library on personal, health, and career issues has been developed and is currently on the TSJC website for student access.

On the Valley Campus, special needs students are now being processed in the 504 state model which includes reviews of the student IEP, faculty and family meetings prior to college enrollment to accommodate student learning needs, and close monitoring of student progress by the institution.



***The College evaluates the use of its learning resources to enhance student learning and effective teaching and regularly assesses the effectiveness of those resources.***

TSJC's planning documents give evidence to its on-going commitment to evaluate and assess learning resources. Both internal and external evaluations are used in the evaluation process.

Faculty review and evaluate not only their own teaching, but also the resources they use or need to use in their courses and programs. Many assessment reports discuss problems and solutions associated with learning resources. The Writing Center, Math Lab, and Learning Center have sign-in computers that keep records of student usage. Consistent extended hours exist for the Math lab, Writing Center, and Learning Center. During registration, extended hours are in place for student services and the bookstores on both the Trinidad and Valley Campuses to benefit non-traditional students and adjunct faculty.

***Trinidad State Junior College supports students, staff, and faculty in using technology effectively.***

Technological advances have impacted all aspects of the College. TSJC currently has 17 computer labs on the Trinidad Campus and 10 computer labs on the Valley Campus. In addition, the Freudenthal Memorial Library has computers available for public use. (*See Appendix B for the Institutional Snapshot, Table 6A.*) The technological needs are met chiefly through grant funding with the general fund also allocating monies and personnel.

The IT committee was reinstated in 2006 as a direct result of an assessment survey which indicated that many of the assessment issues were technology-related. Due to the large number of comments regarding technology in the Spring 2005 assessments, the AISLC followed up with a technology survey of all faculty and staff. While that survey indicated most were satisfied with

the technology resources, a number of definite problem areas were identified, specifically those related to video conferencing and the “Smart Classrooms.” Smart classrooms were meant to enable faculty to use Internet and multi-media resources in their classrooms; however, faculty comments regarding their effectiveness have been mixed. The committee concluded that better communication between technical staff and faculty was necessary, especially in terms of informing them of technology possibilities and how to use the technology resources that are already available.

Most faculty and staff have been trained in Banner use, and many faculty have been trained to use WebCT Vista to enhance teaching through technology. Banner training was incorporated as part of in-service training in Fall 2006 and was continued at departmental meetings and in one-on-one sessions with the trainer.

***Trinidad State Junior College provides effective staffing and support for its learning resources.***

TSJC has provided effective staffing and support for all program areas despite fiscal constraints over the past several years. This has been accomplished with minimal staff reductions since most staff members have taken on additional workloads. In addition, grants must provide technology support assistance to cover new resources purchased through the grant. This has alleviated some of the financial constraints for effective staffing.

***Trinidad State Junior College’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.***

The College places value on partnering with other entities in ways that enhance programs and services to students, as reflected in the following:

**Cooperative Projects:** Several cooperative projects are underway with nearby colleges to share training costs. ASC, TSJC, and OJC have partnered in a Cooperative Title V grant, which has allowed professional development for instructors and administrators. (*See Resource Room for a copy of the Cooperative Title V Grant.*) This partnership has also provided professional development training to attend the CELT Fellows Institute, “Building Equity in Education Leadership.”

*distinctive*

*ASC, TSJC, and OJC have partnered in a cooperative Title V grant which has allowed for professional development for instructors and administrators.*

TSJC Adult Education Services offers instruction in ESL as well as instruction in Adult Basic Literacy (ABL) and GED preparation. This program, directly funded with outside grant monies, operates in a mutually agreeable relationship with TSJC. The College provides a building dedicated to Adult Education Services for classes and also serves as the program’s fiscal agent. The GED program refers students to the College upon completion of their studies. TSJC’s Educational Foundation provides the “Rising Star” scholarships to GED graduates to attend the College.

*future-oriented*

*TSJC Adult Education Services offers supplemental instruction in ESL, ABL, and GED preparation. TSJC’s Educational Foundation provides the “Rising Star” scholarships to GED graduates to attend the College.*

**Business Partnerships:** On the Trinidad Campus, local gas companies and Las Animas County Board of Commissioners have partnered with the College to equip the EPIC Program, while Phil Long Family of Dealerships has equipped the Automotive Technology Program, and San Isabel Electric and Tri-State Generation and Transmission Association has provided instructors and equipment for the new Southern Colorado Line Technician Program. These partnerships are providing important new opportunities for TSJC students.

*Budgeting priorities reflect that improvement in teaching and learning is a core value of the College.*

With the introduction of the Strategic Plan as the document used to drive the budget establishing educational priorities for the institution, TSJC has demonstrated its commitment to the improvement of student learning. Even

though budget reductions have affected the overall institution, the instructional component of the College has continued to remain the top priority of the budget planning process. As an example of this commitment, an assessment committee was formed, and the assessment Chairperson was given a stipend plus release-time to perform the duties of the position. Additionally, TSJC committed \$10,000 annually for assessment-related mini-grants.

Instructional programs submit budgetary needs to the appropriate Dean, and the College provides the funding necessary within its capacity to make changes/improvements to the learning environment. In order to assist with the improvement of teaching and learning during this time of budget constraints, TSJC employed a grant writer, who has brought 2.5 million dollars into various instructional programs.

### **Criterion Three Summary**

Trinidad State Junior College has stated learning goals for individual classes and programs and has processes in place to assess student learning. Data and information collected through these processes are used to ensure improvements in student learning and instructional support services and to identify budgeting and planning priorities. TSJC is committed to providing opportunities for learning through effective teaching. The College values and supports effective teaching as evidenced by investments in professional development, instructional technology, and support services.

***STRENGTHS***

- Trinidad State Junior College is committed to the improvement of student learning through its assessment process as evidenced by the appointment of an Assessment Coordinator and the development of the assessment web page. Assessment results have been used to improve student learning and educational support services.
- Trinidad State Junior College provides the necessary resources to enhance student learning and effective teaching including the use of advancing technology in the classroom. The Title V and the Carl Perkins grants and the Assessment Mini-grant program have funded training for faculty in a variety of instructional methodologies and technologies.
- Trinidad State Junior College meets the educational needs of its constituents by the use of both traditional and nontraditional methods of course delivery.
- Trinidad State Junior College is part of the Colorado Community College System and thus has a wide variety of pre-approved, commonly described courses that can be taught and transferred “seamlessly” to other two- and four-year state colleges in Colorado.
- Trinidad State Junior College demonstrates its commitment to all students by providing innovative student-centered learning labs on both campuses which enhance student learning.

*ACTION ITEMS*

- Trinidad State Junior College recognizes that maintaining up-to-date computer technology in classrooms and labs continues to present problems. The new IT Committee (a direct result of assessment) provides a platform for prioritizing monetary expenditures most effectively.
- Trinidad State Junior College recognizes that institutional research and assessment are each performed in isolation and that a synergy between these two areas could benefit all programs, student learning, and retention. Communication between the Director of Institutional Research and the Assessment Coordinator needs to be a top priority in order to improve communication and data sharing.
- Trinidad State Junior College recognizes the need and is committed to offering professional development opportunities to faculty that support effective teaching and learning and that adjunct faculty needs to be included in professional development opportunities as well.
- Trinidad State Junior College recognizes that an increase in the reporting of course assessment by adjunct faculty is needed. A separate in-service for adjunct faculty was conducted in Fall 2007 and will continue in following semesters to better train adjunct faculty to meet the course and program assessment goals.
- Trinidad State Junior College recognizes the need to encourage those departments who have not implemented the revision of department plans to do so. The College has instituted EDU 262, a three-credit course on Assessment of Student Academic Achievement, which will begin in the Spring of 2008.

ESTABLISHED IN 1925

# TRINIDAD STATE JUNIOR COLLEGE

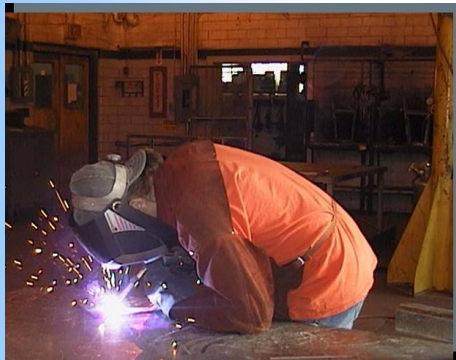
TRINIDAD

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## *Criterion Four: Acquisition, Discovery, and Application of Knowledge*

*Trinidad State Junior College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

*distinctive*



*connected*



*learning-focused*



*future-oriented*



**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

***Criterion Statement:***

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

Trinidad State Junior College supports a life of learning for its faculty, students, administration, and staff. Education and training is provided to prepare individuals for employment and/or continuing education. This additional training helps them to be informed, socially aware, and responsible citizens. Inquiry, creativity, responsible practice, and social responsibility are encouraged in ways that are consistent with TSJC’s mission and vision.

***Core Component 4a: The organization demonstrates, through the action of its board, administrators, faculty, students, and staff, that it values a life of learning.***

Trinidad State Junior College has included in its Mission Statement that it is “committed to...promoting lifelong learning.” This reflects the focus of going beyond the scope of having faculty just teach, staff merely do their jobs, administrators being only concerned with their immediate crises, and students just obtaining a degree. The framework of TSJC’s Mission document reminds us of the need to be lifelong learners. The College staff strives to: 1) constantly update skills to remain proficient in their fields; 2) exemplify by word and deed that learning is a gift; 3) generate enthusiasm for gaining additional knowledge; and 4) find creative and fiscally responsible ways of letting students know that they are valued as learners.



### Supporting Evidence:

*The College's planning and financial allocation demonstrates that it values and promotes a life of learning for its students, faculty, and staff.*

TSJC values its diverse student population and has sought out grants and dedicated a portion of its General Fund dollars to support developmental education. Student Support Services (SSS), a TRiO grant in conjunction with TSJC, has developed learning labs in the areas of English, reading, and mathematics. The College has held the TRiO grant for more than 28 years and receives the second highest funding for this government grant in the state. The TRiO program identifies and supports the academic goals of its students by providing tutoring, tutor-training, and Supplemental Instruction (SI) to teach lifelong learning skills. SSS maintains the Writing Center, the Learning Center, the Language Lab, and the Math Lab to encourage inquiry and success in academics. In addition, SSS plans cultural trips for students, develops online tutorials for problem areas such as documentation to help students avoid plagiarism, develops workshops, and assists students with the two-to-four year transfer program. All of these services are designed to improve student retention, inspire students to enter four-year degree programs, and promote lifelong learning.

### *distinctive*

*TSJC has held the TRiO grant for more than 28 years and receives the second highest funding for this government grant in the state.*

The challenge in these times of enrollment and budget issues is to continue to find creative ways to enhance learning for the staff. Professional development has been encouraged through a variety of ways.

- Title V grants provide funding for various professional development opportunities, such as CELT.
- Workshops held by the College teach new ways of delivering classroom instruction, such as differentiated instruction.
- In-service workshops are provided by TSJC such as customer service training, computer software training, and assessment practices.

- Attendance at national conferences is provided by College budgets, grant programs, and by the TSJC Educational Foundation.
- The TSJC Educational Foundation supports free tuition for faculty and staff on campus for up to nine credit hours per semester used towards professional development.

The TSJC Freudenthal Library subscribes to nationally known databases to encourage global inquiry and to expand student and staff resources for research and information. These sources are reviewed by faculty and administration periodically to determine efficacy and cost effectiveness.

The College strongly encourages continued professional development. This is reflected in the TSJC Policies and Procedures as indicated below.

*“Trinidad State Junior College is a comprehensive degree-granting, public institution of higher education. Full-time faculty members are expected to improve and upgrade themselves continuously throughout employment at Trinidad State Junior College.” (TSJC Policies and Procedures, 3.15, page 56)*

***Trinidad State Junior College has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in its practices.***

Freedom of inquiry through boards such as Student Government, Cabinet, Faculty Senate, and Classified staff are expressed in SBCCOE policy and the *TSJC Student Handbook*.

*“Academic freedom is the right of members of the academic community freely to study, discuss, investigate, teach, conduct research, and publish as appropriate to their respective roles and responsibilities. Responsibility and academic freedom are inseparable and must be considered simultaneously.” (TSJC Policies and Procedures, 1.1, page 7)*

## **Criterion Four**

The *TSJC Student Handbook* addresses freedom of expression and inquiry with the following statement:

*“Trinidad State Junior College considers freedom of inquiry and discussion essential to a student’s educational development. Thus, the College encourages students to engage in discussion, to exchange thought and opinion, and to speak, write or publish freely, in accordance with the guarantees and limitations of our state and national constitutions.” (Student Handbook, page 29)*

***The College supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.***

The TSJC mission documents include the philosophical support for professional development for its internal constituents. In these times of budget constraints, the administration remains hopeful that all staff take advantage of further development. All budgets include funds for travel that may be used for professional development. Grant programs fund attendance at seminars, workshops, and conferences. The Carl Perkins Fiscal Year 2007 grant budget included \$17,000 for the professional development of CTE instructors and administrators and is increasing the amount for FY 2008. Applications are received from instructors and administrators, and the Carl Perkins committee reviews and grants permission based on the merit of the request and the funds available. The Title V grant has had as a goal to provide funds for professional development of staff over the last 10 years, including an individualized staff technology development trainer.

***Trinidad State Junior College publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.***

TSJC uses electronic newsletters, informational college-wide emails, and newspapers to disseminate information to the public. Electronic newsletters from the CCCOES office, CCCS Connections ([www.cccs.edu/Communications/ConnectionsArchive.html](http://www.cccs.edu/Communications/ConnectionsArchive.html)) and CTE Trends ([www.cccs.edu/CTE.CTEArchive.html](http://www.cccs.edu/CTE.CTEArchive.html)) also publish monthly student and faculty

achievements. The system office sends daily “e-clips” which are quick links to newspaper and magazine articles containing information to update faculty and staff on current educational trends and problems. In addition, the College’s Alumni Foundation publishes InTouch magazine semiannually which highlights the activities of the College, its students, faculty, and alumni. Most recently, a monthly staff bulletin by the Vice-President of Student/Academic Affairs updates College personnel as to current events.

TSJC recognizes students and faculty successes in print articles from both campuses. Additionally, TSJC holds public recognition events such as Tri-Beta, Phi Beta Lambda, Phi Theta Kappa, Sigma Kappa Delta inductions, and SIFE, CTE Skills USA, Student Awards Banquet, associate and certificate degree graduation ceremonies, GED graduation, and the nursing program pinning ceremony. Any student who has been approved to go through commencement exercises and is due to receive an AA Degree, AS Degree, AGS Degree, or AAS Degree while maintaining a cumulative grade point average of 3.85 - 4.00 through the Fall semester preceding commencement exercises receives Gold Cord recognition. Any student meeting these qualifications while maintaining a cumulative grade point average of 3.65 - 3.84 through the previous Fall semester receives Silver Cord recognition.

The President’s List honors students who enroll in 12 or more college credit hours and earn a 4.00 grade point average. Students who enroll in 12 or more credit hours and earn a grade point average between 3.50 and 3.99 are recognized on the Dean’s List. *(See Resource Room for honors lists.)*

Student achievements are also acknowledged publicly through news releases to the local media. The TSJC marketing committee uses both paid advertising and human-interest news stories to inform the public of student, staff, and faculty accomplishments. *(See Resource Room for articles.)*

*connected*

*The TSJC marketing committee uses both paid advertising and human-interest news stories to inform the public of student, staff, and faculty accomplishments.*

## Criterion Four

*The faculty and students, in keeping with the College's mission, produce scholarship and create knowledge through basic and applied research.*

TSJC, a teaching and learning institution, follows its mission statement in “enriching the academic, technical, and cultural life of our diverse community.” Shared scholarship allows the students and staff to impact the learning resources of an area much larger than their immediate environment.

The English department focuses on research and documentation using the MLA and APA formats. Argumentation papers allow students to investigate controversy and to support a position through research of the literature. Most other departments use these techniques for synthesizing, analyzing, and reporting on research.

### *learning-focused*

*Since 1997, more than 70 TSJC student have presented the results of 38 different original research studies at collegiate biology conferences.*

The Biology Program participates in research programs and research competitions that create knowledge. This knowledge is also used by the research community at large. Since 1997, more than 70 TSJC students have presented the results of 38 different original research studies at collegiate biology conferences. Sixteen students have participated in the TSJC Biology Research Internship program. In addition to the internships at Trinidad, 20 TSJC students have participated as interns in Bridges to the Biomedical Career Program funded by the National Institute of General Medical Science.

### *learning-focused*

*The Engineering department experiments with engineering challenges and produces prototypes to meet these needs.*

The Engineering department experiments with engineering challenges and produces prototypes to meet these needs. Students produced concrete barges and participated in the CSU-Pueblo Engineering Science and Technology Design Contest, a high school and college competition. TSJC students placed 1<sup>st</sup> in the contest in 2006. (*See Resource Room for article.*)

The Aquaculture department works with the Colorado Division of Wildlife to study and propagate threatened and endangered aquatic species. This

allows students to apply their knowledge to real-life situations and to work to solve them in a hands-on environment.

*Trinidad State Junior College uses scholarship and research to stimulate organizational and educational improvements.*

TSJC researches the best practices to promote learning, presents these practices to its staff during in-service, and then supports the use of these practices. One example is the assessment web page on the TSJC website. The TSJC web page provides faculty members with a vehicle to report assessment results in addition to giving them an opportunity to share assessment results with other faculty and staff in order to improve instruction. Also, the TSJC Valley Campus has begun using a mini SWOT analysis which gives the departments an opportunity to self-reflect on operations and provide input into improvements.

In 2006-2007, the TSJC English department reinstated the English Honors Society and offered an English Honors course. The Society had its inaugural meeting in January 2007, and a Honors course entitled African-American Literature was offered in the Spring semester 2007. The English Department actively pursues avenues for expanding literature and writing offerings, including publishing the recently revived literary magazine, The Purgatoire. (See copy in Resource Room.) The study of multi-cultural literature, readings of scholarly works, and creative writing classes increase these options for learning beyond the core curriculum.

*learning-focused*

*The English department reinstated the English Honors Society and now offers English Honors courses.*

TSJC's general education program ensures that students are given a broad education that exposes them to the world and to a wide range of educational, practical, and cultural experiences. Learning objectives for programs seek to incorporate and integrate academic and technological prowess as well as a broad scope of experiential, cultural, and work applications.

## Criterion Four

***Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.***

Trinidad State Junior College defines the purpose of education in its Mission Statement as one to “*enrich the academic, technical, and cultural life of our diverse community.*” The College provides both curricular and co-curricular activities to prepare students to function in a global society.

### **Supporting Evidence:**

***Trinidad State Junior College integrates general education into all of its degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills necessary for a life of learning in a diverse society.***

TSJC includes general education courses in all of its degree programs. A goal for the CTE programs, as defined by Carl Perkins, is “*to integrate academic skills into those programs, as well as to extend an invitation to and facilitate the application of work skills to the academic programs.*” This goal is reflected in the course requirements for all AAS degrees which require a minimum of 15 hours of general education courses for graduation. (See Resource Room for course Advising Sheets.) These course requirements are designed to strengthen the broad range of curricular offerings to enhance the overall education of the CTE student. Attendance at a conference on integration of academics into CTE resulted in faculty members being trained to incorporate this philosophy into their teaching.

### ***learning-focused***

***Attendance at a conference on integration of academics into CTE resulted in faculty members being trained to incorporate this philosophy into their teaching.***

The general education objectives developed by TSJC reflect the attitude that lifelong learning will always be a primary objective of the overall educational experience at the College. One manifestation of developing

useable skills is the Literary Magazine class where the staff and students produce a literary magazine through a process of soliciting manuscripts, selecting those appropriate for publication, doing the layout of the magazine, and having it published. Additionally, TSJC offers a “learning communities” approach for developing and completing projects in construction technology, cosmetology, fine woodworking, mural painting, and other projects.

In the Fall of 2007, a new course, The College Experience (AAA101), was offered for the first time. This course is designed to help students learn about different academic and life skills that will help them succeed not only in college but beyond. Students learn about personal responsibility, time management, how to do research, how to deal with diversity, and how to make career choices. This class will be required for all incoming freshmen beginning Fall of 2008. This type of course facilitates success academically and in life.

*future-oriented*

***The College Experience will be required for all incoming freshmen beginning Fall of 2008. This type of course facilitates success academically and in life.***

Student Support Services offers workshops on résumé and cover letter writing, interviewing, and study skills that are used routinely by both CTE and the academic programs thereby getting students to think responsibly about job acquisition and academic and workplace excellence.

Transfer programs and transfer agreements with 4-year colleges create opportunities to experience greater challenges, achievements, and recognition of diversity. Guaranteed transfer classes offered at TSJC enhance students’ opportunity to transfer to other public institutions of higher learning in Colorado where formal transfer agreements do not exist.

***The College regularly reviews the relationship between its mission and vision and the effectiveness of its general education.***

The College’s AISLC committed to ensuring that assessment of student learning occurs at program, course, instructor, and student levels. All



## Criterion Four

general education classes are assessed for effectiveness using embedded questions, rubrics, and portfolios. Methods of assessment range from pre-test and post-test method to student surveys. For a more in-depth discussion about assessment of student learning, see Criterion 3.

TSJC uses the Accuplacer test to determine each student's general education level upon entry. College preparatory/developmental courses are required on both campuses to raise the general education achievement level to a collegiate level. This helps engineer success for the student so that learning is natural and positive.

Recently aligned courses in Nursing and Cosmetology through CCCS ensure skills learned are relevant to the career's respective skill area. Students studying for careers in state licensed skill areas such as Cosmetology, EMS, and Nursing benefit from this alignment as this guarantees that all students in Colorado will be studying the same curriculum. This alignment will assist the students' preparation for licensure testing.

Test results on various CTE state exams are generated by the State of Colorado licensing agencies and are shared with TSJC. The College tracks the percentage of students who pass and what their scores are through the VE 135 report.

Students placed in internships are evaluated by business and industry through their placement and retention in the workforce. Internships are available in diesel mechanics, auto mechanics, heavy equipment operator, cosmetology, and aquaculture. *(See Resource Room for the Internship Handbook.)*

*Trinidad State Junior College demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.*

Academic education and CTE both have co-curricular organizations that encourage student participation. All programs/departments are encouraged to organize their own club. The Constitution of the Students of Trinidad State Junior Collage encourages participation of students in student leadership activities at the state and regional level. The following organizations are active at TSJC:

<i>Honor Societies</i>	<i>Special Organizations</i>
Beta Beta Beta Biological Honor Society	Band of Brothers and Sisters
	Video Gaming Club
Phi Theta Kappa International Honor Society	Louden Henritze Archaeology Museum
	AmeriCorp U-Can Serve
Sigma Kappa Delta English Honor Society	Educational Opportunity Center
<i>Co-Curricular Clubs</i>	<i>Extra-Curricular Clubs</i>
Phi Beta Lambda	Southern Colorado Choral Society
Construction Technology Club	Student Government Association
Artz Club	Student Senate ( <i>elected by student body</i> )
Cosmetology Club	Intramural Sports Teams
Multimedia Arts Club	Adopt-An-Athlete Program
Massage Therapy Club	Baseball
Theatre Club	Basketball
Students in Free Enterprise (SIFE)	Softball
Nursing Club	Volleyball
	Golf

## Criterion Four

*Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills, capacity to exercise intellectual inquiry, and effective preparation for continued learning.*

Learning outcomes for courses can be found in each course syllabus. These outcomes demonstrate the knowledge, skills, and abilities the student should possess upon completion of a learning experience or sequence of learning experiences such as course, program, and degree.

### learning-focused

*A high success rate of students passing licensing tests for state-licensed programs and national certification tests demonstrates excellent learning outcomes.*

(See Resource Room for course syllabi.)

A high success rate, as evidenced in the table below, of students passing licensing tests for state licensed programs and national certification tests demonstrates excellent learning outcomes. State licensed programs at TSJC include Cosmetology, CLETA, Massage Therapy, and Nursing.

(See Resource Room for pass rates and complete data sets.)

2005	# Grads	#Grads Taken Exam	# Grads Passed Exam	% Passed (Taken/Passed)
BARBERING - Valley	1 (VE-135)	0	0	0
BARBERING - Trinidad	1	1	1	100%
BARBERING - Total	2	1	1	100%
CISCO	7	0	**NA	**NA
CLETA	10	10	8	80.0%
COSMETOLOGY - Valley	25	16	11	
COSMETOLOGY - Trinidad	27	17	11	
COSMETOLOGY - Total	52	33	22	67.0%
MASSAGE THERAPY - Valley	14 (VE-135)	**	**	**
MASSAGE THERAPY - Trinidad	10	4	4	100%
MASSAGE THERAPY - Total	24	4	4	100%
NAT REG LIST (EMS)	55	9	7	78.0%
NCLEX PN - Valley	38 (VE-135)			84.6%
NCLEX PN - Trinidad***				89.7%
NCLEX RN	27 (VE-135)			72.7%

Data Sources: VE-135; Colorado State School summary from Prommissor for COSM; Colorado Peace Officers Standards and Training; Colorado State Board of Nursing Web Site; National Registry of Emergency Medical Technicians; Student self-disclosure.

\*\*\* PN pass rate year to date (2007) - Trinidad - 100%

***Core Component 4c: The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.***

Trinidad State Junior College's learning objectives and outcomes include skills and professional competencies for a professional workforce.

Documented learning outcomes give evidence that graduates in both Arts and Sciences and Career and Technical Education have gained the skills and knowledge to function in diverse local, national, and global societies. TSJC students master knowledge and skills necessary to learn independently in programs of applied practice.

**Supporting Evidence:**

***Regular academic program reviews include attention to current validity and relevance of courses and programs.***

TSJC is part of the Colorado Department of Higher Education (CDHE) 2:4 Faculty Curriculum Committee. The purpose of this committee is to conduct regular academic program reviews to be sure that the core transfer courses are current and relevant. Any changes necessary are then brought back to the 2:2 Faculty Conference for evaluation and revision. This process helps to maintain the viability of the core transfer program.

In addition, data regarding the Associate of Arts/Associate of Science Degree is collected from graduates through the Graduate Satisfaction Survey. The students responded to the question: "How did the instruction you received at TSJC compare with your expectations?" The responses are found on the TSJC website: [www.trinidadstate.edu/aisl/reports/qy07/emailsurvey07.html](http://www.trinidadstate.edu/aisl/reports/qy07/emailsurvey07.html)

The CTE programs rely on the advisory committees to assist them with updating each program. These committees consist of business and industry

## *Criterion Four*

representatives, administration, faculty, and student representatives with 51% or greater representation coming from business and industry, and they are used to guide each CTE program on an ongoing basis. The committees meet a minimum of twice each year and provide invaluable input regarding the currency of the workforce. This program renewal process is the primary means of assessment used by TSJC to ensure that the needs of CTE students and employers are being met. Program evaluation is utilized to: identify the strengths and weaknesses of programs; identify needed curriculum revisions; identify needed equipment, staff, and facility improvements; and ensure that programs maintain valid learner outcomes to meet the needs of employers and transfer institutions.

*In keeping with the College’s mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.*

Student learning outcomes for all classes are identified in course syllabi and program materials for credit programs. The Mission and Vision statements of TSJC reference the “*academic, technical,*” and “*economic vitality of the region it serves.*” This focus is reflected in courses and programs and leads to the development of workplace skills and professional competencies.

### *connected*

*TSJC provides a variety of training and retraining programs to area businesses and industries to meet their needs for skill enhancement and professional competence.*

The outreach and customized training programs offer a variety of continuing education programming in response to identified community needs.

Programs are offered in such disciplines as cosmetology, emergency medical services, fire fighting, nurse aide, nursing, and welding to allow constituents to comply with licensure and certification requirements. TSJC also provides a variety of training and retraining programs to area businesses and industries to meet their needs for skill enhancement and professional competence. See page 15 for statistics regarding customized workforce training.

*Learning outcomes document that TSJC’s graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.*

Student learning documented through the assessment process demonstrates that students are gaining the skills and knowledge they need to function in diverse local, national, and global societies. The Colorado Postsecondary Performance Core Sub-Indicators report is used to analyze the following core sub-indicators to assess the CTE students’ proficiencies:

- Academic Attainment
- Skill Proficiencies
- Completion
- Placement
- Retention

TSJC consistently scores higher than the state averages in job placement and job retention as shown in the following table.

**Job Placement and Retention**

	State Actual Level		TSJC Actual Level	
	Placement	Retention	Placement	Retention
<b>2005/2006</b>	95.86%	67.78%	91.59%	93.94%
<b>2004/2005</b>	93.53%	74.61%	94.52%	77.42%
<b>2003/2004</b>	92.93%	78.95%	95.12%	92.64%

Based on Colorado Postsecondary Performance Reports

The knowledge and skills acquired through student participation in educational and co-curricular activities are demonstrated by achievements of graduates on external assessment exams. TSJC has adopted competencies established by national accrediting agencies to ensure graduates are attaining needed knowledge and skills. Some examples of external assessment exams include cosmetology licensure exams, nursing licensure exams, automotive certification exams, and welding tests. As new programs are developed, the College will continue to add external assessment exams. Students have consistently performed well on these assessments. According to Colorado

## Criterion Four

Cosmetology Board test results, TSJC Cosmetology students passed at the following rates during the 2005 testing cycle as shown in the following table.

**Cosmetology Pass Rates**

Colorado Test	Number Tested	No. Passed	No. Failed	% Passed
TSJC Written	23	22	1	96
COLO Written	1367	1214	153	89
TSJC Practical	33	25	8	76
COLO Practical	1593	1151	442	72

The College maintains national accreditation in Massage Therapy and Medical Assistant. TSJC is in the renewal process of National Automotive Technicians Education Foundation (NATEF) certification for their Automotive Technology program. In addition, the College is in the renewal process for ABET recertification for the OSH program.

*Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the validity of the curriculum, and the knowledge and skills gained.*

As previously described, the evaluation of programs and services at TSJC involves students, graduates, employers, and members of the community. This process considers the relevancy of curricular content, the appropriateness and currency of learning resources, and the usefulness of program content. This is accomplished through the use of faculty input, advisory committee contributions, assessment instruments, and survey tools.

### *learning-focused*

*The Arts and Sciences program's curricular evaluation is overseen by the 2:2 Faculty Conference which serves as a supervisory committee for Arts and Sciences classes in the CCCS.*

The Arts and Sciences program's curricular evaluation is overseen by the 2:2 Faculty Conference which serves as a supervisory committee for all Arts and Sciences classes in the Colorado Community College System. This committee understands the need to have consistency within guaranteed transfer classes and utilizes currency of curriculum in any proposed changes.

CTE programs each have an advisory committee with membership that includes local and area business partners. Approximately 250 individuals serve on 28 program advisory committees which meet at least twice per year and more often if necessary. They gather input regarding the validity of curriculum, equipment and technology needed, and changes in the job market. Direct discussion at meetings and informal discussions with members occur throughout the year.

*connected*

*CTE programs each have an advisory committee with membership including local and area business partners.*

***The College supports creation and use of scholarship by students in keeping with its mission.***

TSJC faculty encourages a classroom atmosphere where students are free to discuss openly, question intelligently, and express clearly their opinions and skills. Student and campus organizations promote an educational atmosphere in which students are encouraged to share their knowledge and skills with other members. Some examples of this educational atmosphere include:

- Student writings are published in *The Purgatoire Magazine* each Spring.
- Music students have public recitals to showcase their talents.
- Theatre students have performances to showcase their talents.
- Art and Multimedia students have two art shows open to the public to exhibit and sell their artwork.
- Organizations such as Phi Theta Kappa and Phi Beta Lambda promote student scholarship, leadership, service, and fellowship.

***Faculty members expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.***

Internship, laboratory, practicum, and clinical practice opportunities are offered in CTE. For example: Carpentry and Building Trades students construct homes and buildings and complete remodeling projects; students in the Automotive Service Technology program operate repair labs working on



### *future-oriented*

*Through a variety of practice opportunities, students gain practical on-the-job experience and are provided the opportunity to use the knowledge, skills, and abilities they have learned in the classroom and then transfer to real-life situations.*

customer vehicles; and students in the Nursing Education programs provide direct patient care in the clinical setting. The Aquaculture program operates a retail store and sells fish they have raised. Cosmetology students provide hair and nail services on both campuses. Massage Therapy operates a retail store that supplies merchandise and also provides free services in the community including massages for nursing home patients. Through these ventures, students gain practical on-the-job experience and are provided with the opportunity to use the knowledge, skills, and abilities they have learned in a classroom setting and transfer these attributes to real life situations.

*Trinidad State Junior College provides curricular and cocurricular opportunities that promote social responsibility.*

TSJC offers a variety of learning opportunities that promote social responsibility. These include activities both inside and outside the classroom. Examples of activities that promote social responsibility include:

- The TriBeta Biological Honor Society organizes and conducts “River Clean Up” Saturdays for the Purgatoire River in Trinidad.
- The Sigma Kappa Delta Honor Society regularly reads to groups of children at the local public library.
- Phi Theta Kappa on the Valley Campus conducts Operation Warmth where coats and blankets are collected and donated to the local homeless center.
- Over the past ten years, TSJC has provided public forums for topics such as:
  1. Environmental Impact Statement Hearing on the proposed expansion of the Piñon Canyon Maneuver Site, Fort Carson, U.S. Army
  2. Referendum C and D Debate between Senator Ken Gordon and Douglas Bruce, televised on TSJC TV
  3. Perspectives on Iraq: TSJC Professors Dr. Bill Durland and Dr. Robert Leonetti talk about their visit to Iraq

4. Problems in the West Bank: Israeli and Palestinian Culture Clashes
5. Drought Assistance Symposium
6. Limited Stakes Gambling in Trinidad
7. Election Forums for Local Candidates
- Other curricular and co-curricular activities that promote social responsibility include:
  1. Adopt-a-highway
  2. Student government elections
  3. Athletics
  4. American Red Cross Blood Drives
  5. AmeriCorp and service learning
  6. Social and curricular clubs and organizations
  7. Constitution Day Commemoration
  8. Student Leadership
  9. Food for Finals Breakfast
  10. Students in Free Enterprise
  11. Oktoberfest
  12. Thanksgiving meal for students and staff
  13. Martin Luther King Day celebration

TSJC recognizes that a majority of its students commute and/or are employed. This limits their time for campus activities with residential students on the Trinidad Campus having the most time for these activities. Finding ways to involve all students continues to be a point of discussion with Student Government leaders.

***Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.***

Trinidad State Junior College's Mission and Vision Statements provide a framework of policies and procedures for programs, activities, and services that ensures an equal opportunity for all constituents to learn in an atmosphere of innovative yet responsible educational stimulation.

**Supporting Evidence:**

***The College's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.***

TSJC assists students in understanding how to use information and skills in a responsible manner. The Student Services Department monitors all aspects of student life. The *TSJC Student Handbook* answers student questions dealing with academic integrity, access to information, conduct, and rights. Relevant policies and procedures include:

- **Student Code of Conduct**—The Student Code of Conduct outlines student actions that are subject to sanctions/disciplinary action, as well as the various disciplinary actions that may be imposed on a student. The Student Code of conduct is outlined in the *Student Handbook* on pages 24 and 25.
- **Student Rights and Responsibilities**—TSJC believes that as part of an academic community, students should be encouraged to develop critical judgment skills and to engage in a sustained and independent search for knowledge. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the global community. Students are expected to exercise their freedom with responsibility. A listing of citizenship, classroom, and grievance rights are on pages 23-30 in the *Student Handbook*.

- **Academic Integrity Policy**—With the exercise of student freedom come responsibilities of honesty and integrity. Academic integrity requires that all academic work be entirely the product of an identified individual. Ethical conduct is the obligation of every member of the College community and any breach of academic integrity is a serious offense. A listing of academic offenses and resulting sanctions are in the *TSJC Student Handbook* on page 19.
- **Computer Conduct Code**—The computer facilities at TSJC are provided for the use of students in support of the programs of the College. All students are responsible for seeing that these facilities are used in an efficient, ethical, and lawful manner. During student orientation, the Director of Information Technology addresses computer use and expected conduct of students. Specific policies of the Code are listed in the *TSJC Student Handbook* on pages 9 and 10.
- **Lab Safety**—Responsible and safe use of learning labs is a priority. Safety training is provided to students in CTE programs and to students in lab-based science courses.
- **Student Confidentiality of Information Gained at Clinical Sites**—Responsible use of information is critical in health care settings. Students in the Nursing Education program at TSJC receive in-depth training on confidentiality of information and compliance with the Health Insurance Portability and Accountability Act. (*See Resource Room for Public Law 104-191.*)

*Trinidad State Junior College follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.*

TSJC, as a two-year institution, does not normally engage in research of a broad and experimental nature. However, research may be conducted as part of the classroom learning or the instructional process. Faculty members are responsible for the training of students in the policies and procedures of TSJC that will ensure ethical conduct in its research and instructional

activities. This is especially important in the science department, and additional time is spent with students to reinforce the appropriate conduct.

### *distinctive*

*New instructional staff members are assigned a mentor from the ranks of the non-probationary staff to assist them in interpretation of College policy.*

Faculty members receive guidance and professional direction regarding ethical conduct from TSJC Policies and Procedures. These procedures strengthen the instructional objectives of each individual and department. The Human Resources section of the Policies and Procedures addresses ethical, social, and workplace policies for TSJC employees. *(See Resource Room for TSJC Policies and Procedures Manual.)* All State employees are expected to follow a standard of conduct as stated in State Board Policy 3-70 and TSJC Policies and Procedures. New faculty and staff are familiarized with the policies during their orientation sessions and in-service. New instructional staff members are also assigned a mentor from the ranks of the non-probationary staff to assist them in interpretation of College policy.

The computer facilities at TSJC are provided for the use of faculty and staff in support of the programs of the College. All faculty and staff are responsible for seeing that these facilities are used in an efficient, ethical, and lawful manner. All faculty and staff are asked to sign a Computer Use Agreement. *(See Resource Room for Computer Use Agreement.)* Individual signatures acknowledge that employees understand and abide by the rules.

TSJC maintains a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and a drug-free campus in accordance with the Drug-Free Schools and Communities Act Amendment of 1989. The use of illegal drugs or involvement in any activity related to illegal drugs may result in termination of employment. Each employee must sign a Drug-free Workplace Policy Statement. *(See Resource Room for Employee Packet.)*

***The College encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.***

Students are provided opportunities to practice social responsibility in a variety of ways. Student representatives serve on campus committees such as the Marketing Committee, the Disciplinary Standards Committee, and the Safety Committee. Student representatives also participate in program advisory committees. See pages 205 through 207 for a listing of co-curricular activities and external community activities.

Student government is provided by the Student Government Association (SGA) and the Student Senate which is open to non-elected students who are appointed to represent all the recognized clubs on each campus. The SGA organizes College elections, initiates consideration of student issues, communicates action on recommendations to the proper College authorities, promotes student activities, plans and manages social events, and protects student welfare. Each campus has a Director of Student Life who serves as the advisor for the SGA. The College works with the SGA in seeking the opinions of the general student body. Representation on SGA is explained in the Constitution of the Student Body of Trinidad State Junior College. (See Resource Room for the Constitution of the Student Body.)

***The College provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.***

TSJC Policies and Procedures, pages 142 and 143, outline the process for reporting possible misconduct in Science. TSJC maintains an active Scientific Review Committee (SRC) and an active Institutional Review Board (IRB) which are mandated for review of any research involving human subjects. Evaluation criteria used by the SRC and federal requirements used by the IRB can be found in the Resource Room. (See Resource Room for SRE and IRB requirements.)

***connected***

***Student representatives serve on campus committees such as the Marketing Committee, the Disciplinary Standards Committee, and the Safety Committee.***

***learning-focused***

***TSJC maintains an active Scientific Review Committee and an active Institutional Review Board which are mandated for review of any research involving human subjects.***

## ***Criterion Four***

For example, in 2002, a TSJC biology student submitted a proposal to the SRC involving exercise physiology testing of human subjects. Following approval by the SRC, this proposal was reviewed and approved by the IRB. Each TSJC student that participated in the research study signed a consent form created by the IRB that outlined possible risks and benefits from involvement in the study. The research was supervised by TSJC faculty and was then presented at a TriBeta Regional Biology Conference at Salt Lake City, Utah in 2003. (*See Resource Room for abstract of research.*)

***Trinidad State Junior College creates, disseminates, and enforces clear policies on practices involving intellectual property rights.***

TSJC abides by software agreements and copyright laws as demonstrated in Policies and Procedures, page 154, and the computer use agreement signed by staff and students.

### **Criterion Four Summary**

Trinidad State Junior College is committed to providing educational programs of sufficient breadth and depth to meet the needs of its students in a diverse, global, and technical society. TSJC provides explicit policies and supports practices that provide responsible acquisition, discovery, and application of knowledge. TSJC actively demonstrates the importance of lifelong learning by all in the community and those associated with the College by developing and implementing a mission and vision statement that promotes the discovery, acquisition, and application of knowledge.

***STRENGTHS***

- Trinidad State Junior College recognizes and rewards both students and faculty members through the activities of the marketing committee and the administration for their achievements in curricular and co-curricular activities.
- Trinidad State Junior College utilizes the CTE Advisory Committees to guide the programs to meet the state-of-the-art needs of the work-force community.
- Trinidad State Junior College has a long history of promoting social responsibility both on campus and in the service area.
- Trinidad State Junior College provides student learning laboratories on both campuses to promote scholarship and provide tutoring for all students.
- Trinidad State Junior College provides a strong financial scholarship base to assist students with financial needs.



*ACTION ITEMS*

- Trinidad State Junior College recognizes the need to involve all students in campus activities. Student Services and Student Government continue to discuss ways to involve commuting and employed students in campus activities.

## *Criterion Five: Engagement and Service*

*As called for by its mission, Trinidad State Junior College identifies its constituencies and serves them in ways both value.*

*distinctive*



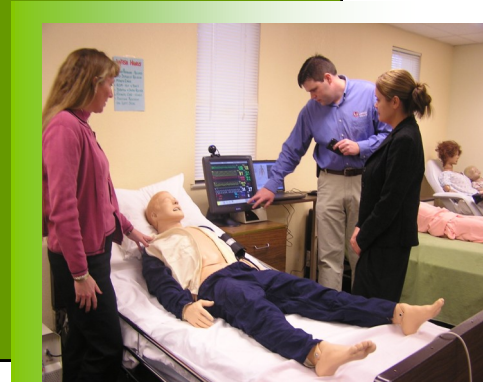
*connected*



*learning-focused*



*future-oriented*



## Criterion Five: Engagement and Services

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### ***Criterion Statement:***

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

---

Trinidad State Junior College serves eight south-central Colorado counties as well as counties in northern New Mexico. Input from constituents in local communities is sought in order to meet their expanding needs using alternative data gathering methods. These methods include meetings with external stakeholders, concurrent enrollment planning sessions, assessing services for disabled students in the community, surveys, focus group studies, and polls. The present administration has made a concerted effort to reach out to the many stakeholders in the communities each campus serves. These efforts have included meetings with local school superintendents, principals, counselors, task forces, advisory boards, and non-profit organizations.

Because TSJC is charged with serving rural south-central Colorado, we regularly take inventory of the services provided in order to ensure that we are meeting our service area's needs. The challenge has become to fulfill our mission of "...*offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning*" with limited personnel, funding, and resources. This challenge has led TSJC to create partnership opportunities with constituents that had never been pursued. Since each service area is unique, it will be necessary to separate the engagement and services of each.

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***Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.***

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Since the last accreditation visit, Trinidad State Junior College has undergone many transitions: budgetary reductions, staffing challenges, changes in leadership because of retirements, and a shift in vision. These transitions have created opportunities, and each president has found a unique way to strengthen the College and its response to the various constituents.

The current President, Ruth Ann Woods, has established many partnerships with business and industry and has taken the CTE programs to the leading edge. In addition, her support of strategic planning and the development of creative scholarship opportunities has provided over 100 new scholarships to GED and high school graduates. Dr. Frank Armijo, President from 2001-2004, had a vision of making TSJC a leading Arts & Sciences institution, and under his direction, the enrollment in the Music and Theatre departments was increased through scholarship money. The Valley Campus secured funds to undergo a major transformation in its facilities and technology under Dr. Harold Deselms' leadership from 1991-2001. These accomplishments were not incidental. They were the result of an analysis of the communities served, their populations, needed services, and available resources.

***Supporting Evidence:***

***Trinidad State Junior College's commitments are shaped by its mission documents and its capacity to support those commitments.***

The mission has been developed internally and shared with all constituents to fulfill TSJC's purpose – "...to enrich the academic, technical, and cultural life of our diverse community by ... offering traditional and alternative

*approaches to education ...”* Unfortunately, the necessary resources, both financial and human, to accomplish our purpose have decreased since the last self-study. This has created a challenge to which the College has found innovative solutions. As reflected in the tables below, the full-time staff has decreased by 31%. The amount of grants/restricted purpose funds has risen 610% in the last ten years. This dramatic increase can be partly attributed to the hiring of a grant writer.

**Staffing Patterns**

<b>Fiscal Year</b>	<b>Full-time Staff</b>
1997 – 1998	186
2006 – 2007	128

**Budget**

<b>Line Item</b>	<b>1996-1997</b>	<b>2006-2007</b>
Total Annual Academic Outlay, Operating Funds	\$125,023	\$156,940
Total Annual Administrative Outlay, Operating Funds	\$290,304	\$177,325
Capital funds available: Academic	\$35,880	\$55,000
Capital funds available: Administrative	\$43,208	\$30,000
		(Aux) \$88,000
<b>Subtotal</b>	<b>\$494,415</b>	<b>\$507,265</b>
Amount of grants/restricted purpose funds available	\$554,892	\$3,941,687
<b>Total</b>	<b>\$1,049,307</b>	<b>\$4,448,952</b>

Efforts have been made via the Strategic Planning process to constantly evaluate and refine TSJC’s Vision Statement and Goals. This Strategic Planning process demonstrates a concerted effort by both campuses to identify their needs and develop a plan of action for each. The expanded needs of funds and resources and the depletion of state funds have led to the expansion of fundraising and grant writing efforts.

## Criterion Five

The table below reflects new money that has been secured for the College in the last two years.

### New Fundraising/New Grant Writing Results

Fiscal Year	\$\$ via Fundraising	\$\$ Via Grants
2006-2007	\$177,641	\$2,553,673
2005-2006	\$99,675	\$196,350
Total	\$277,316	\$2,750,023

*The College conducts periodic environmental scanning to understand the changing needs of its constituencies and their communities.*

TSJC recognizes the need to solicit input from its communities. Various surveys have been tried, but face-to-face contact remains the most successful. Focus groups with leaders from various entities (school districts, business and industry, and other professionals) have been the most rewarding. Other tools such as national surveys, census data, and labor resources have also been employed. The following is a sample of some environmental scanning that has been conducted and the action taken:

### *distinctive*

*There was 100% commitment from the TSJC faculty, staff, and administration during the major gifts campaign conducted in 2003.*

1. The feasibility study conducted on both campuses in 2003 launched a major gifts campaign. Through the vision of the TSJC Educational Foundation Board and Director, 1.7 million dollars was raised. There was a 100% commitment from the TSJC faculty, staff, and administration.
2. The Valley Campus is currently meeting with Costilla County Commissioners and Department of Social Services staff on ways to create a computer literacy center for adults in their county. Future discussions have been scheduled.
3. TSJC has met with the staff and administration of the Colorado Division of Vocational Rehabilitation to discuss services and job

retention for our students with special needs. Special needs students are being processed using the 504 state model (see page 160).

4. Agencies such as the Workforce Centers, Rocky Mountain SER, and the South-Central Board of Cooperative Educational Services (BOCES) in each campus's area are partners with TSJC by providing student access, support services, and career counseling.
5. Multiple meetings with local gas and energy companies have resulted in the creation of the EPIC Program on the Trinidad Campus.
6. Focus group meetings with the superintendents and principals of local school districts have resulted in improved concurrent enrollment opportunities for high school students on both campuses.
7. Meetings on the Trinidad Campus with the Department of Corrections personnel have resulted in extended studies opportunities for the incarcerated.
8. Continued meetings with CTE personnel, faculty, local employers, and educators ensure that CTE programs offer curriculum that is up-to-date with regard to the equipment, technology, and curriculum on both campuses (i.e., updated Cosmetology and Nursing labs; movement of Massage Therapy program to Central Facilities to offer a clinical experience that mirrors business and industry.)
9. Nursing laboratories on both campuses have been upgraded through funds from community-based donations, the Caring for Colorado Grant, the United Way via the local UPS center, and the El Pomar Foundation. Clinical sites are provided through numerous medical agencies to provide broad clinical experiences for students at both campuses.

*connected*

*Local agencies in each campus's area, are partners with TSJC in fulfilling its mission by allowing student access, support services, and career counseling.*

*learning-focused*

*Focus group meetings with superintendents and principals improve concurrent enrollment opportunities for high school students.*

*Trinidad State Junior College recognizes the diversity of the constituencies it serves.*

TSJC is recognized as a Hispanic Serving Institution and is a member of the Hispanic Association of Colleges and Universities (HACU). In addition to

the Hispanic population, other minority groups make up the student population including: African-American students, Native American students, a large non-traditional population, and international students. The Introduction contains a chart that depicts the diversity of TSJC’s student body. Diversity among the staff is also reflective of the College’s commitment to diversity. While staff ethnicity may not accurately reflect the population served by the College, the three Vice-President positions are held by Hispanic administrators, two of whom are graduates of TSJC.

**Diversity of Staff**

<b>Fiscal Year</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>African - American</b>	<b>Asian</b>
1997 - 1998	58%	39%	2%	1%
2005 - 2006	77%	22%	0%	0%

Data from IPEDS 2006

Diversity within the Advisory Council and individualized CTE program advisory committees is apparent. Each CTE program advisory committee includes non-traditional members, member of both sexes, and members who are ethnically diverse.

Realizing that student diversity is key to the success of our programs, both campuses offer a host of activities such as: Constitution Day, Cinco de Mayo celebration, Martin Luther King Day observance, Women’s Heart Health Month, Breast Cancer Awareness celebration, and *Better World Books* for disadvantaged college students. The staff at the Children’s Garden, the College’s day care center in Alamosa, presents programs/lessons about various celebrations and customs of its children and also of those throughout the world. International holiday celebrations, ethnic dinners, and other functions also depict the College’s commitment to celebration of diversity among all stakeholders – both internally and externally.



The Valley Campus offers cultural presentations semi-annually funded by the Alamosa School District 21<sup>st</sup> Century Grant Adult Learner Services contract with TSJC. Past presentations have been: Native Yucca Weaving; Native Sand Painting Traditions; Santero Wood Carving Presentation; Meshico, the Story of A Mexican Artist; and this year's presentation of Daniel Salazar's (noted film-maker/photographer) *Sociad Proteccion Mutua de Trabajores Unidos* (SPMDTU) Cultural World photo exhibit.

*distinctive*

*The Valley Campus offers cultural presentations such as Daniel Salazar's SPMDTU Cultural World photo exhibit.*

Other services offered on one or both campuses include: counseling services, job placement assistance, AmeriCorp scholarship opportunities, and diversified student activities such as motivational speakers, workshops, and musical entertainers.

Adult Basic Education, including GED preparation and testing and ESL instruction are crucial parts of adult learner educational services offered by both campuses. Many under-educated adults and displaced youth have taken advantage of the Adult Education preparation at no cost to them. The GED testing centers are the only locations established for monthly GED testing in the service area; the Valley Campus tests once per month, and the Trinidad Campus tests twice per month. GED testing at the Walsenburg Correctional Facility occurs five times per year. TSJC also offers ABE/GED preparation sites in the Walsenburg, San Luis, Blanca, and Center communities.

*learning-focused*

*GED preparation, testing and ESL instruction are crucial parts of adult learner services offered by both campuses.*

***The College's outreach programs respond to identified community needs.***

TSJC has become the hub for the communities it serves and regularly solicits input from each community to determine what programs and services are critical to the success of its communities (Alamosa, Trinidad, and all other geographic locations that are part of TSJC's service area). As previously mentioned, a prepared workforce is critical to the gas and energy companies. Responding to this need, the present administration sought input from energy and gas owners and industry leaders to create the EPIC program. This

### *connected*

*Through industry partnerships, TSJC secured a 1.49 million dollar Community Based Jobs Training grant in 2007.*

program includes instruction in diesel mechanics, heavy equipment, and welding. Gas and energy companies that are involved have not only infused their monetary resources into these programs, but have also committed time and allowed the use of their land, equipment, and personnel for laboratory experiences. Through these partnerships, TSJC secured a 1.49 million dollar Community Based Jobs Training (CBJT) grant in 2007.

Other examples that validate TSJC's outreach efforts include:

- Critical strides undertaken to create a Nursing Program that is prepared to respond to the demands of not just our communities but also the demands of the state and the nation.
- Creation of an English Honors Society on the Trinidad Campus.
- *The Purgatoire* literary magazine on the Trinidad Campus offers a forum for local and regional writers to submit literary and artistic works for publication.
- The Children's Garden Family Literacy Program on the Valley Campus and the Adult Education Family Literacy Program on the Trinidad Campus encourage literacy for both parents and children.
- Friday Focus classes provide developmental and college-level courses to local high school students who have no school on Friday are offered on the Trinidad Campus.
- Concurrent enrollment opportunities are offered to high school students on both campuses.
- College 101 on the Trinidad Campus offers junior and senior high school students a variety of workshops to prepare them for college, and a Taste of Education on the Valley Campus opens the College up to community members so they can experience college programs free of charge.
- CTE programs on both campuses reach out to the local service areas to share resources such as: Massage Therapy Programs working with local nursing homes to assist residents; Nursing Programs assisting

county health officials with mock pandemic exercises and distribution of flu shots with nursing home residents; and the Cosmetology Departments assisting community members with fund raising efforts for cancer patients and Toys for Tots at Christmas.

***In responding to external constituencies, the College is well-served by programs such as continuing education, outreach, and customized training.***

Growth in non-credit classes has become notable on both campuses. The Trinidad Campus offers a host of customized training opportunities to the local energy company employees and to other employers. *(See Table 7 in the Introduction.)* Arts & Science courses are offered as extended studies to the Walsenburg and the Trinidad Correctional facilities, and Continuing Education Programs are offered to various community constituents both on and off-campus. Community organizations such as 4-H utilize many of the facilities owned by the College. For instance, the Prator Gun Range in Trinidad is used by the Las Animas County Sheriff's office and the Trinidad Police Department as well as by 4-H for training and certification purposes.

*College for Kids*, which is part of TSJC's long-term recruiting plan, serves children ages seven through twelve on the Trinidad Campus each Summer. Children participate in courses that challenge their academic, creative, and personal abilities in the academic areas such as math, journalism, science, and geography. *(See a complete list of classes in the Resource Room.)*

The Valley Campus sponsors two summer academies for local youth. The Summer Academy was geared toward high school students, and the Youth Enrichment Academy (YEA!) hosted Kids On Campus for students from 5<sup>th</sup> through 7<sup>th</sup> grade. The academies were six weeks in duration, and in 2006, they served 200 students.

### *connected*

*Local youth in the TSJC service area are served by the College for Kids program on the Trinidad Campus and the Summer Academy and the Youth Enrichment Academy (YEA!) on the Valley Campus.*

TRiO's Upward Bound Classic has served 80 high school students every year since 1989. The goal of Upward Bound is *“to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education.”* This is achieved by providing academic assistance programs, personal guidance, cultural experiences, college visits, and experiential learning opportunities.

Upward Bound Math Science (UBMS), a TRiO program, has been housed at the Trinidad Campus for sixteen years. UBMS serves 70 high school students from Colorado and New Mexico who have completed the 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade and who meet eligibility requirements. Intensive studies focus on math and science courses ranging from biology and advanced chemistry to algebra and college calculus. During the academic year, UBMS's staff tracks the students' progress in their respective high schools and provides academic counseling, tutoring, and academic or career workshops at TSJC or at respective high schools.

The Valley Campus also provided customized training in Anger Management to 55 Department of Social Services staff and to 100 road and bridge personnel for Alamosa County in June and July of 2006. The Trinidad Campus has provided training through a Colorado Department of Transportation grant to individuals interested in acquiring a commercial driver's license (CDL) or becoming a “flagger” for the highway construction companies. More than 120 individuals have been trained through this grant.

Both campuses support a Daniel's Opportunity Fund Scholarship which focuses on GED graduates and foster care children. Local school districts have also contracted with the TSJC Learning Resource Center in Alamosa to provide developmental instruction to high school students. Adult Education Services in Trinidad provides GED instruction to “at-risk” high school students by sharing Per Pupil Operating Revenue (PPOR) state funding.

The Adult Learning Centers on both campuses provide individuals the opportunity to complete their GED and transition to the college experience.

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***Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.***

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Trinidad State Junior College has been recognized by the CCCS and the State of Colorado as having the ability to be innovative and flexible in addressing the needs of its constituencies and communities.

**Supporting Evidence:**

***Trinidad State Junior College's structures and processes enable effective connections with its communities.***

An open-door policy is promoted on both campuses. Students and community leaders are on a first-name basis with faculty, staff, and administration. This trust has resulted in an open dialogue with community and political leaders, local school district officials, and other critical stakeholders. As a result, members of all constituencies feel comfortable and able to voice their opinions, solicit aid from College officials and personnel, and forge necessary alliances. For example, many staff belong to community organizations which has enabled community members to voice their opinions and needs to TSJC in an open setting. Examples include:

- The Valley Campus was approached by La Puente, the SLV local homeless shelter, to provide a Conversational Spanish class at no cost to 15 staff members. TSJC provided the instructor and scholarships to all participants.

- Staff assist regularly with student activities such as: the Madrigal Dinner on the Trinidad Campus; Martin Luther King Day activities on both campuses; welcome activities hosted the first week of school on both campuses; finals breakfast; and BINGO night on the Trinidad Campus.
- The Valley Campus has been involved with Adams State College and the Parent Institute, a local grass-roots organization which sponsors an educational parent involvement conference annually.
- The Trinidad Campus offers “Adopt-an-Athlete” where athletes are matched with staff and community members to assist them in making the transition to college life. A mentoring program for all students on the Trinidad Campus will be introduced in the 2007-2008 academic year as a student retention activity.
- Advisory Committee members on both campuses are comprised of business owners and/or experts from the field who are willing to volunteer their time to advise instructors and administration on curriculum content, necessary equipment for the program, and other data to produce a program that trains students to compete in their career choice.
- Children’s Theater workshops on the Trinidad Campus allow children from the surrounding area to explore and develop their creative talents.
- Many staff are members of the local Chamber of Commerce and Economic Development boards. This allows the College to keep abreast of the challenges being faced in each community and to offer assistance where necessary.
- Many public forums are held on the campuses such as the Army’s proposed Pinon Canyon maneuver site expansion in Trinidad and “Meet the Candidate.” The Trinidad Campus is able to broadcast these open forums to the public through the Multi-Media Program’s television studio.

- Career counseling and job placement have long been offered in conjunction with the Work Force Centers on both campuses.

***The College’s co-curricular activities engage students, staff, administrators, and faculty with external communities.***

TSJC has promoted good citizenship of its staff and student body within the community. Activities geared toward community service and public benefits are intertwined throughout the curriculum. For example:

- AmeriCorp scholarship opportunities allow students to volunteer their services within the communities. Students are given the opportunity to turn their volunteer services into scholarship opportunities to aid in continued higher education pursuits.
- Athletes offer training camps to local youth in basketball and volleyball. Other opportunities are available for young students (K-12) to mentor under a college student, for example, practicum opportunities for students majoring in education.
- Students In Free Enterprise (SIFE) regularly offers opportunities for the students and community to learn about entrepreneurial skills, ethical decision-making, global and market economy topics, and financial or personal finance topics.
- Cosmetology students offer “Look Good/Feel Good” workshops for cancer patients. Massage Therapy and Cosmetology programs offer fundraising opportunities to non-profit organizations or individuals who have met financial, medical, or personal challenges.
- TSJC has also received a HORIZONS Service Learning Mentee Colleges grant through the American Association of Community Colleges to conduct a Service-Learning Campus Program on both campuses in the next three years. This includes service-learning activities to be incorporated throughout the community college

***connected***

***Activities geared toward community service and public benefits are intertwined throughout the curriculum.***

curriculum as part of student development. TSJC faculty and staff will be mentored and trained by a mentee college which sponsors service learning activities on its respective campus.

- The Las Animas County Drug and Alcohol Awareness Coalition on the Trinidad Campus has been active since 2005 and was combined with the Las Animas County Tobacco Coalition in 2006. Both of these organizations promote healthy choices and lifestyles to students. Meetings are held monthly and a fair is held in the spring to educate college and high school students about the perils of tobacco, alcohol, and drugs.
- The Loudon-Henritze Museum, located on the first floor of the Freudenthal Memorial Library on the Trinidad Campus, houses artifacts and prehistoric findings from the local area. School children and tourists as well as community members visit the museum.

### *Trinidad State Junior College's educational programs connect students with external communities.*

The nature of the CTE programs creates the need to work with the community so the curriculum is designed to afford students the opportunity to work with external agencies and individuals. TSJC recognizes the importance of giving students hands-on opportunities outside of the classroom. For example:

- The Nursing and Emergency Medical Services programs demand partnerships with local health agencies and emergency medical teams as clinical opportunities are critical for training.
- AmeriCorp offers community involvement for the area's non-profit and governmental agencies. Because of this, agreements are sought between TSJC and outside agents.
- TSJC's Aquaculture Program has partnered with the Colorado



Division of Wildlife, Kerr Farms, and private fish-growers to provide field training sites for students.

- Building Trades, in cooperation with Habitat for Humanity, provides students the opportunity to develop building trade skills while meeting a community need by building homes.

The Arts & Science programs also connect students with external communities. For example:

- The Biology Department has created partnerships with the Department of Wildlife and other agencies. Students are able to conduct primary research on wildlife areas and study the habitat.
- Students preparing for a career in education work with local school districts for practicum experiences.
- The Music Department offers free concerts to the community twice a year.
- The Theatre Department offers a play each semester that features not just members of the student body but members of the community as well.
- The Writing Center Coordinator and the tutors on the Trinidad Campus judge entries for the school district #1 K-12 writing contest.
- As part of its service obligation, members of the English Honors Society read regularly to grade school children at the Carnegie Public Library in Trinidad.

Each campus also offers a “visiting professor” opportunity to local schools. Instructors visit schools and talk to secondary students about their careers.

*connected*

*Building Trades, in cooperation with Habitat for Humanity, provides students the opportunity to develop building trade skills while meeting a community need.*

*connected*

*The Music and Theatre Departments offer concerts and plays to the community that feature not just members of the student body but members of the community as well.*

## *Criterion Five*

### *The College's physical, financial, and human resources support effective programs of engagement and services.*

Facilities are open to external agencies at minimum to no cost. Agencies such as 4-H, Toastmaster's International, Colorado Historical Society, Hispanic Chamber of Commerce, the Las Animas County Chamber of Commerce and Economic Development Board, Kiwanis, SPMDTU, The Deaf Student Club, Habitat for Humanity, and the local high school speech club utilize TSJC's resources.

TSJC partners with various agencies to provide educational resources. The Educational Opportunity Center (EOC), housed on the Trinidad Campus but funded by the federal government, provides assistance to low-income adults and others who are first in their family to attend college. The EOC Coordinator assists students in filing the FAFSA form and paperwork for admission, and financial aid. In addition to facility usage, partnerships with educational resources are available. TRiO programs are housed on the Trinidad Campus but funded by the federal government. One such program, Student Support Services, provides necessary resources for college student success. Another program, Upward Bound, provides similar services to secondary students who do not have a parent who has received a four-year degree. Additionally, the Upward Bound Math Science program concentrates on providing services to students interested in Math or Science at the secondary level.

All constituents provide input in the strategic planning process since that is the document that drives the College's allocation of resources. Every year input is solicited from faculty, staff, and students as to how resources shall be allocated most effectively to meet the mission of TSJC.

The College has sustained major financial setbacks in funding from the state of Colorado. Relief that was expected from the Colorado voters' support of

Referendum C were not as expected. Referendum C yielded little to no additional funds for TSJC. (*See Resource Room for Referendum C.*) For that reason, the College’s administration sought partnership opportunities with industry. What could have become a detrimental point in the history of the College has been turned into a new opportunity. Community involvement, dedication, and loyalty to TSJC and its services is stronger than ever. However, the communities need to remain aware that in order for TSJC to thrive, a strong financial base must exist.

Partnerships with industry have led to increased opportunities through federal, state, and private grants. TSJC has a history of successful grant writing. The Title V grant, the TRiO grants, Caring for Colorado, El Pomar Foundation grants, and the CBJT grant, are a few examples. The Adult Education grants on both campuses serve to strengthen partnerships between TSJC and the Colorado Department of Education (CDE). These grants have provided resources necessary to fulfill TSJC’s mission.

***TSJC’s strategic planning process projects ongoing engagement services.***

Strategic planning processes are recognized as an integral part in the success of TSJC. While “Community” is not in the name of the College, TSJC is nevertheless a community college. Faculty, staff, and students realize that in order to ensure continued success, TSJC must analyze the needs of the community, invite outside constituents to the table to plan how better service may be achieved, and adapt to the needs of its students and community.

Data collection and analysis continues to be a challenge, more so now due to the implementation of Banner – a new computer system implemented by the CCCS that encompasses student data and records, registration processes, financial aid, faculty management, grading, and financial/business office processes. The College recognizes the need to develop a better system of surveying its constituents and analyzing data.

### ***Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.***

In order for any organization to succeed, it must first analyze its strengths and weaknesses in providing service to its constituencies. Opportunities and threats to Trinidad State Junior College to meet these needs must be identified, and a plan of action created, executed, and evaluated. Under the present administration, major strides have been made in the development and implementation of the current strategic planning process.

#### **Supporting Evidence:**

***Collaborative ventures exist with other higher learning organizations and education sectors.***

#### ***future-oriented***

***Under the current administrative team, TSJC has instituted multiple opportunities for local high school students to experience what the College can offer.***

In the past, while the local school districts were aware of the services offered at TSJC, many high school students were counseled to seek higher education opportunities elsewhere. Under the current administrative team, TSJC has instituted multiple opportunities for local high school students to experience what the College can offer. This is evidenced by events such as:

- October Fest - allows students to visit classrooms and instructors and learn about the programs and career opportunities on both campuses
- Red Carpet Scholarship - a \$500 scholarship open to any high school student who attends October Fest on either campus
- College 101 - workshops on the Trinidad Campus designed to assist local high school students to make informed decisions on career choices, learn how to fund college, and begin to prepare for life beyond high school
- Taste of Education - offers San Luis Valley community members the opportunity to explore programs and class offerings

- The 2007 summer schedule was adjusted so classes started later which enabled students to attend the summer session while allowing some summer vacation time.

In addition, grants secured by the Valley Campus offer services such as: the Adult Learner Services to Alamosa School District parents, which include GED/ABE Preparation and ESL services, Class Opportunity Scholarships, A Taste of Education Adult Learner Conference, Parent Institute Conference, Alamosa Schools Parent Night, Cultural Events, and presentations. An Adult Learner newsletter is published bi-annually and mailed to parents.

These events have given counselors and students the chance to plan career opportunities, visit with TSJC's faculty, and learn what issues must be addressed to attend college (i.e., financial aid, scholarship searches, and much more.) These opportunities have created much more dialogue between the College personnel and the K-12 districts resulting in increased concurrent enrollment and more partnerships. A state law has required that students remain in school until 17 years of age instead of the previous 16 years of age. Dialogue with the school districts has begun, and a plan is being developed to target these students.

Articulation agreements between the school districts, TSJC, and universities offer students a seamless transfer. Escrow credit, the opportunity for high school students to receive transcribed college credit for classes taken at the high school level, is another opportunity available to high school students.

*(Note: Escrow credit has been changed by the state of Colorado to Advanced Credit Placement, and at the time of the publication of this document, had not been defined fully.)*

## Criterion Five

*The College's transfer policies and practices create an environment supportive of the mobility of its learners.*

### *distinctive*

*Articulation agreements between the school districts, the College, and universities offer students a seamless transfer.*

Since Colorado has a guaranteed transfer program in place, students who graduate with an Associate of Arts degree or an Associate of Science degree have experienced a seamless transfer. Articulation agreements are being sought with colleges and universities to accept the Associate of General Studies and the Associate of Applied Science degrees providing the opportunity for advance studies for the AAS student.

As explained in Criterion I, the thirteen system community colleges have a common course numbering system that guarantees transferability of credit from one community college to another and to four-year Colorado colleges. This consortium creates a greater bargaining opportunity as community colleges create articulation agreements with universities. (*refer to [www.cccs.edu](http://www.cccs.edu)*)

*Community leaders testify to the usefulness of the College's programs of engagement.*

### *distinctive*

*TSJC has been recognized by Colorado Governor Ritter as a leader among community colleges as a result of the collaborative efforts undertaken with business and industry.*

Political leaders as well as business and industry leaders in our communities continue to support the direction of TSJC. The College has been recognized by Colorado Governor Ritter as a leader among community colleges as a result of the many collaborative efforts undertaken with business and industry. International organizations (such as the American Petroleum Institute) have sought alliances with the College. TSJC also affiliates with organizations such as the National Rifle Association, and students are given the opportunity to join international scholarly organizations such as Phi Theta Kappa, Beta Beta Beta, and Sigma Kappa Delta. The Colorado Division of Wildlife, a state agency, and private industry are very supportive of the Aquaculture and the Biology Departments. They work cooperatively

with these programs to allow entrance to studies of protected wildlife, plus access to guest speakers and training opportunities.

Philanthropic organizations have also realized that the College is “leading the charge” to engagement in the community and have donated monetary resources such as:

- Caring for Colorado provided funds to the Nursing Program to purchase simulator manikins.
- Bar NI Ranch (the Cabot Foundation) funded college exploration opportunities, counseling services, and *College for Kids*.
- The El Pomar Foundation provides funds for the supplemental expenses of GED students and nursing scholarships.
- The Daniel’s Opportunity Fund provides scholarship opportunities to GED graduates and foster care children to attend the College.

Other philanthropic organizations are providing resources necessary to student development, such as the Biology research on Bighorn sheep. The Trinidad Campus has also formed an alliance with the Northern Wild Sheep and Goat Symposium for student recognition and affiliation.

***Trinidad State Junior College’s programs of engagement build effective bridges among diverse communities.***

As with any community, serving the diverse population is a challenge. While Trinidad is currently experiencing one of the lowest percentages of unemployment in the state, a number of the jobs openings require specific skills. For instance the Workforce Center reported that as of October 2007, there were 123 job openings, which was down from the previous month's total of 186. The higher paying jobs still require more advanced skills. Since the wages are higher, employers expect the employee to be prepared

and trained in these skills. These companies are not willing to spend the time or the money to train the employee. Companies have partnered with TSJC to develop programs whereby potential employees are able to learn and develop those required skills. This provides the necessary workforce for business and increases the employability of the students.

*distinctive*

*The Trinidad Network Council, which is comprised of government agencies, non-profit agencies, and TSJC, meets regularly to discuss problems in the community and ways of solving them.*

The ABE/GED and ESL programs on both campuses are also critical to each community. Partnerships with the Workforce Center are also necessary to assist employees with education and retraining opportunities. In essence, partnerships with all the local entities are crucial, and face-to-face meetings are held regularly. The Trinidad Network Council, which is comprised of government agencies, non-profit agencies, and TSJC, meets regularly to discuss problems in the community and ways of solving them. TSJC has been a driving force behind the council since its inception. In addition, many staff members are on local non-profit advisory boards.

*Trinidad State Junior College participates in partnerships focused on shared education, economic, and social goals.*

Both campuses work cooperatively with outside agencies, such as Social Services, correctional facilities, probation officers, local school districts, local economic boards, and respective city officials to create partnerships that meet the economic, social, and educational goals necessary for community advancement. For instance, the Trinidad Campus has offered guaranteed transfer classes since Fall 2004 to the Trinidad and Walsenburg Correctional Facilities. These classes have been funded through a federally funded youth offender program administered through the State of Colorado. Courses offered include study skills and career planning workshops geared toward mainstreaming the offenders into society as productive contributors.



*The College's partnerships and contractual arrangements uphold its integrity.*

All Memorandums of Understanding (MOU) or contractual and binding agreements are approved by the CCCS Attorney, acting as an agent of the Colorado Attorney General's Office. No partnership or contractual agreement is entered into without the consent and approval of the state system attorney.

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***Core Component 5d: Internal and external constituencies value the services the organization provides.***

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Trinidad State Junior College is valued by the communities it serves. The College evaluates the services it provides to be sure that they are meeting the needs of both the internal and external constituencies. Frequent dialogs take place between the College and those who receive services which leads to stronger decision making regarding programs, curriculum, teaching methodologies, and strategic planning.

**Supporting Evidence:**

***Trinidad State Junior College's evaluation of services involves the constituencies served.***

TSJC's evaluation of services depends on the constituencies being served. Business and industry respond to face-to-face meetings in positive ways. This is reflected by the increase in training classes and donations to expand and update specific programs.

## *Criterion Five*

Institution-wide data collection continues to be challenging as quantitative data is difficult to collect. However, qualitative data is easier to obtain via the advisory committees used for CTE programs. Face-to-face meetings continue to be the most effective method of environmental scanning. TSJC recognizes the need for a more systematic approach to quantitative data collection. In addition, even when data is collected, it is not always shared, or the evaluation of information is not communicated effectively.

The CTE programs collect data from students upon completion of the program. This is known as VE-135 data or “Leaver/Completer Forms” and include data on the student’s employment and earning and continuation of higher education. *(See Resource Room for VE-135 reports.)*

Other data which has been collected by the institution includes: Graduate Satisfaction Surveys, Institutional Research questionnaires, and Arts and Sciences surveys. *(See Resource Room for surveys and questionnaires.)* A formalized data collection process for non-CTE programs has not been adopted. Many times surveys and student polls are undertaken, but the data is not shared within the College community. TSJC recognizes the importance of making this information accessibility to its staff and faculty, however no clear, concise method to do this has yet been determined.

***Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.***

Faculty, staff, and students are deeply involved in service programs, clubs, organizations, and political venues (one faculty member is on the Trinidad City Council.) All constituents recognize the importance of being an integral part of the communities TSJC serves. Local school districts, businesses, agencies, and other interested community members solicit input and assistance from the College and its faculty, staff, and students as needed.

*TSJC's economic and workforce development activities are sought after and valued by civic and business leaders.*

Customized training opportunities on the Trinidad Campus provide employers with the training site and instructors necessary to educate their workforce in the areas of safety, leadership, team building, and management. In addition to workforce development activities, both campuses serve as a hub for economic development. Local governments seek TSJC's assistance in securing new businesses for each community. Potential employers can rely on the College to provide training for their workforce. TSJC has representatives at the Workforce Centers in Trinidad and Alamosa to assist the potential workforce with educational opportunities available to them.

Both campuses have a staff member on the Workforce Center Board of Directors, and many staff participate in economic development boards and/or committees. TSJC is also a member of the Trinidad, Alamosa, and Monte Vista Chambers of Commerce.

Internship opportunities are available on both campuses. For example, business students have been placed in the Alamosa and Conejos County Judicial Courts and in a local CPA firm; EPIC students have been placed with Purgatoire Valley Construction and Pioneer Natural Resources; automotive students on the Trinidad Campus have been placed with local shops and dealers.

In appreciation of the program development activities and generous contributions of civic and business leaders, the present administration instituted a "Captains of Industry" recognition wall in 2007. The purpose of this wall is to perpetuate the recognition of those businesses and organizations who have committed their resources to workforce training at TSJC. In its first year, ten companies/individuals were honored.

*distinctive*

*Local governments seek TSJC's assistance in securing new businesses for each community. Potential employers can rely on the College to provide training for their workforce.*

### *External constituencies participate in the College's activities and co-curricular programs open to the public.*

Our local business and industry leaders proudly assist TSJC not just with monetary assistance, but also in the classroom as guest speakers, attend job fairs, are advisory committee members, and are program development experts. Other cooperative programs include:

- The annual TSJC Basketball tournament is open to any school district wishing to compete. This tournament has been hosted by TSJC for the past 72 years, and high schools from all over Colorado and New Mexico compete. This is an opportunity to highlight the educational programs at TSJC.
- The Art Show on the Trinidad Campus is offered each semester. Students in various programs are welcome to display their creations for the public.
- The Music Department has two concerts open free of charge to the public. Students and community members are given the opportunity to showcase their musical talents.
- Speakers from both campuses are available to the public. Topics have included safety, art history, local folklore, regional history, and comedy.
- The Theatre Department presents two plays each year that are available to the public for a minimal charge.

#### *connected*

*The annual TSJC Basketball tournament has been hosted by the College for the past 72 years, and high schools from Colorado and New Mexico compete.*

### *TSJC's facilities are available to and used by the community.*

Meetings, classes, and receptions are frequently held on the College premises. Non-profit organizations are given access to the facilities free-of-charge, i.e., Bonfils Blood Drive, the Trinidad-Las Animas County Chamber of Commerce, Trinidad Business Group, Habitat for Humanity, and Noah's Ark. Private organizations and local school districts wishing to utilize the

facilities are charged a minimal fee. In addition, the public is also allowed to rent space for personal events (weddings, showers, and other parties).

The television station on the Trinidad Campus is utilized to advertise local sporting events, school board meetings, Chamber of Commerce meetings, and high school extracurricular activities. Public service announcements also appear on this station.

***Trinidad State Junior College provides programs to meet the continuing education needs of licensed professionals in its community.***

TSJC provides for the needs of licensed professionals within its service area. Classes are offered based on requests of professional groups needing Continuing Education Units (CEU). The Vice-Presidents on each campus arrange training classes.

In cooperation with the local ambulance district on both campuses, CEUs are available to the emergency medical staff for both communities. In addition to CEUs, re-certification classes are available, as requested.

Educational training courses are also available to instructors from the local school districts for re-certification purposes. The Valley Campus is involved with a CO-TOP Academy Clusters program, sponsored by the University of Colorado at Denver, which allows para-professionals flexibility in acquiring an Associates Degree. This program has been discontinued. The Rural Education Access Program (REAP), offered by Adams State College but housed on the Trinidad Campus, allows students the ability to pursue a Bachelor of Arts Degree while remaining in Trinidad. Students take their first two years of course work at TSJC and then transfer to ASC for the final two years. The students are able to take upper-division ASC classes at the Trinidad Campus rather than traveling to the ASC campus in Alamosa. These students receive their degrees at TSJC's graduation ceremony.

## **Criterion Five Summary**

As stated in its mission: *“Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education providing quality instruction, and promoting lifelong learning.”* TSJC has succeeded in engaging the respective communities for both campuses through services provided, partnerships established, and commitment to excellence. In spite of reduced resources, the College has continued to provide and to increase services to both its internal and external constituents. Faculty, staff, and administration realize that TSJC is not autonomous and that it depends upon the constituents it serves. Continued dialogue/partnership opportunities are critical to TSJC’s success as it moves forward in the 21<sup>st</sup> century.

***STRENGTHS***

- Trinidad State Junior College's faculty and staff are committed to the mission of the College and to the constituents it serves through strong leadership and the ability to envision beyond immediate restrictions.
- Trinidad State Junior College has become a leader in partnership alliances with business and industry.
- Trinidad State Junior College has developed positive collaborations with local and state governmental agencies and secondary schools to increase dual credit opportunities for high school students.
- Trinidad State Junior College is a respected element of our service area communities, and staff are invited to participate in various community activities or on boards in an advisory capacity.

*ACTION ITEMS*

- Trinidad State Junior College recognizes the need to continue to search for alternative funding, usually grants, to counteract the reduction in state funding. The expansion of the Customized Training Program and the hiring of a grant writer is resulting in a positive reserve base for the College.
- Trinidad State Junior College recognizes the need to continue to recruit quality faculty from industry or K-12 systems despite the difficulty caused by low wages. A top priority of administration is to raise wages for full and adjunct faculty.
- Trinidad State Junior College recognizes the need to continue to make communities aware that its services cannot be taken for granted. Since it is the oldest community college in Colorado, the communities expect its continuance regardless of financial challenges. Public relations materials will stress the need for continued and expanded support.
- Trinidad State Junior College recognizes the need to improve collection of quantitative data to be analyzed and shared within the College community. Plans have begun to measure institutional effectiveness through a “Core Indicator Report” to be generated through the office of Institutional Research.





# *Federal Compliance*

*distinctive*



*connected*



*learning-focused*



*future-oriented*



## **FEDERAL COMPLIANCE**

### **Credits, Program Length, and Tuition**

As part of the Colorado Community College System, Trinidad State Junior College's credits, program length, and tuition are based on system-wide standards. Classes are typically listed as lecture (academic or vocational), laboratory (academic or vocational), or lecture/laboratory (academic or vocational). Credits are awarded based on the number of minutes a lecture class meets per week. One credit is awarded for each 50 minute session for a 15 week semester or 750 minutes per credit. Lecture/lab awards one credit for every 937.5 minutes. Operating on a semester schedule, TSJC offers two 15-week semesters (Fall and Spring). The college also offers one ten-week session and two five-week sessions in the Summer. A variety of late-start and short-term courses are also offered throughout the academic year.

Program length varies with the type of certificate or degree required. Most associate degrees are designed with 60-64 credit hours and can be completed in two years. Certificate programs may range from a single course to a program of study requiring a year or more to complete. Program and certificate lengths and course requirements are clearly published in the College catalog. Approval of new programs, degrees, or certificates including program length, appropriate courses, and credit hours for completion must go through the CCCS and CCHE.

Tuition at TSJC is determined by CCCOES and is consistent across all colleges in the system. Tuition is charged per credit hour and is based upon the student's residency with in-state students paying less per credit hour than an out-of-state student. Tuition and fees are displayed in the College catalog, in the course schedule, and on the College website. All students are charged a registration fee for the first credit taken per semester, and many courses

have an additional “course” fee. Courses are rated “high,” “medium,” or “low” cost, and the fees are thus determined. Fees are displayed in the College catalog, course schedule, and on the College website.

### **Organizational Compliance with the Higher Education Reauthorization Act**

TSJC is in full compliance with all requirements of the Higher Education Reauthorization Act of 1998. Supporting documentation includes the Program Participation Agreement (PPA) which is the United States Department of Education (USDE) eligibility determination and approval for the College to participate in the federal student aid programs, the Eligibility and Certification Renewal (ECAR) and official cohort default rates for the most recent three years.

The College demonstrates compliance by completing the PPA every five years and was granted eligibility until 2008. TSJC operates the federal financial aid programs with integrity by using information about students and financial aid responsibly. This is evidenced by yearly completion of the Fiscal Operations Report and Application to Participate (FISAP). The FISAP is the approved federal form used to report institutional enrollment, student eligibility demographics, and funding distributed to students from the Federal Supplemental Education Opportunity Grant, Federal Work-Study, Federal Perkins, Federal Pell Grant, and state and scholarship programs.

Appropriate administration of federal aid programs at TSJC is further demonstrated through cooperation with the USDE Office of the Inspector General to report documented cases of suspected fraud. One case was investigated, and the individual was convicted of receiving federal student aid funds based on fraudulent activity.

TSJC undergoes an annual audit of Financial Aid Office Services conducted by the State Office of the Auditor General. The audit conducted in Fall 2006 revealed no negative findings. There have been no limitations, restrictions, or termination measures regarding any Title IV federal aid program at TSJC. Documented response to the USDE March 1995 unannounced program review resulted in the assessment of no liability for the College.

The TSJC Financial Aid Office regularly monitors the institution student loan default rate and implemented loan counseling strategies. However, the overall Federal Family Educational Loan Program (FFELP) rate went from 8.8% in 2001 to 13.2% in 2003. No Federal Perkins Loans have been made for the last five years.

TSJC's efforts to reduce student loan defaults include required loan entrance counseling for all first-time borrowers prior to the certification process. Loan counseling is available online through a web-based product called Mapping Your Future provided by the United Student Aid Funds. The College also utilizes the National Student Loan Data System to track loan indebtedness and to notify students when the debt is close to or exceeds the amount available per federal regulations.

TSJC makes every effort to meet with students who have previously secured a significant amount of loans to educate them about debt management and the consequences of default. In addition, disbursement of FFELP is delayed for first-time borrowers as required 30 days after the first day of the term. The Financial Aid Office has increased total annual aid distribution from \$2,205,162 in 1999-2000 for 4954 students to \$2,431,653 in 2005-2006 for 4490 students. Financial Aid Office staff participate in professional development opportunities through the CCCS and USDE.

### **Advertising and Recruitment Materials**

TSJC accurately reports its HLC affiliation in its official documents. The following information is included on every publication or website that mentions TSJC's accreditation:

TSJC is accredited by:

The Higher Learning Commission and is a member of the  
North Central Association of Colleges and Schools

30 N LaSalle Street, Suite 2400

Chicago, IL 60602-2504

Phone: 312-263-0456

Every effort is made to accurately report the College's affiliation with the HLC as well as providing students with statements regarding non-discrimination and the students' rights and responsibilities.

### **Organizational Records of Student Complaints**

TSJC makes every effort to respond in a timely manner to student complaints and grievances, both internally and externally. However, knowing that issues do arise, the College has specific policies to follow up on these problems after they have occurred. This policy can be found in the Student Handbook, pages 25 - 29.

To insure that students' needs are addressed, a process exists in which the Vice-President of Student/Academic Affairs in Trinidad and the Dean of Students in Alamosa document all problems and/or complaints from students and follows up with each issue, recording the steps/actions taken and the results of those actions. Student rights and responsibilities as well as the grievance procedure are clearly stated in the Student Handbook and the TSJC Policies and Procedures Manual. The Chief Student Services Officer completes a full investigation of all problems that arise, taking written and

signed statements from all parties involved and making a decision based on the existing policies and input from those involved. In case of criminal activity, the police are contacted immediately, and their investigation takes precedence over TSJC policy.

On the Trinidad Campus Residence Hall Council acts as the first step in student discipline for dormitory students, as long as no criminal activity is involved. In case of criminal activity the police are contacted immediately. The matter is investigated by the Vice-President of Student/Academic Affairs and the dormitory staff. Again, due process is afforded to the student should they wish to appeal as outlined in the Student Handbook and Residence Life Handbook.

If the Chief Student Services Officer is unable to reach a consensual agreement with the student, a written Notice of Decision is sent to the student advising him/her of the code section violated, the sanction to be imposed, and an advisement of the student's rights. The student then has seven days to file a written appeal of the decision with the Dean of Students. If no appeal is filed, the sanction is imposed. If a written appeal is appropriately filed, the Chief Student Services Officer will give at least seven days notice to the student, and the results of the investigation are then forwarded to the Chair of the Disciplinary Standards Committee. The Chair will call the Committee into session. The procedure that is followed is outlined in the Student Handbook. *(See Resource Room for Student Handbook.)*

**Third Party Comments**

The Self-Study Steering Committee determined that to best reach TSJC's constituents, notice regarding the invitation for third-party comments to be submitted to the Higher Learning Commission should be widely placed.

Notices for comment were placed in the following newspapers: *The Chronicle News*, *The Trinidad Times Independent*, and *The Valley Courier*.

The notice was also placed on the TSJC website ([www.trinidadstate.edu](http://www.trinidadstate.edu)) and *The Trojan Tribune*, the student newspaper.



ESTABLISHED IN 1925

TRINIDAD STATE JUNIOR COLLEGE

TRINIDAD

ALAMOSA

# *Closing and Request for Accreditation*

*distinctive*



*connected*



*learning-focused*



*future-oriented*





## **CLOSING AND REQUEST FOR ACCREDITATION**

Trinidad State Junior College has demonstrated through the Self-Study Report that it is future-oriented, learning-focused, connected, and distinctive. The Report has been organized around the five criteria for accreditation of the Higher Learning Commission. Information relative to the four themes has been highlighted on the sides of each page.

TSJC is driven by its Mission Statement, Vision Statement and Goals, and the General Education Philosophy Statement. It engages in strategic planning based on effective evaluation of student learning, programs, and services. Emphasis is placed on promoting lifelong learning and preparing students to be productive citizens in a global society. Support services and appropriate technology are provided for the students. The learning environment is supportive of individuals of diverse backgrounds with multiple learning styles. Professional growth and development of faculty and staff are encouraged.

TSJC embraces its role in serving society. Students and staff participate in a variety of service projects that address identified community needs. College facilities and technology are provided to the public when appropriate. TSJC has entered into partnerships with the area K-12 school districts, other community colleges in the System, four-year colleges, community groups, area businesses and industries, and other appropriate entities in order to take full advantage of its ability to fulfill its mission. TSJC is connected to the communities it serves and makes a significant impact on the area. The College has maintained its commitment to provide lifelong learning opportunities to its service area citizens. The contribution of the College to the economy of the service area is ongoing in terms of dollars provided to businesses and services and training provided to employees. TSJC achieves its stated purpose and has a proud heritage of providing services to meet the identified needs of its constituents.

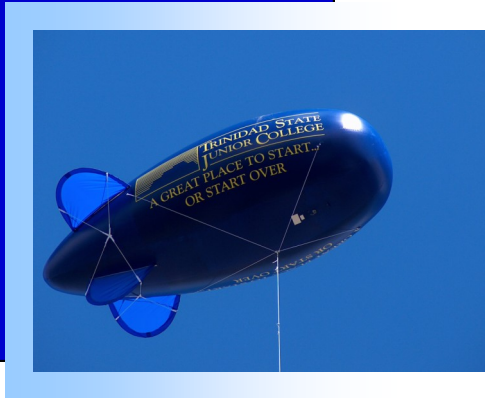
**Request for Accreditation**

Trinidad State Junior College has documented through the Self-Study Report that the criteria for accreditation have been fulfilled. Therefore, the College requests continued accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools for a period of 10 years.



# *Appendices*

*distinctive*



*connected*



*learning-focused*



*future-oriented*



## **Glossary of Terms and Acronyms**

<b>AA</b>	Associate of Arts
<b>AAS</b>	Associate of Applied Science
<b>ABE</b>	Adult Basic Education
<b>ABL</b>	Adult Basic Literacy
<b>AGS</b>	Associate of General Studies
<b>AISLC</b>	Assessment and Improvement of Student Learning Committee
<b>ALC</b>	Adult Learning Center
<b>AS</b>	Associate of Science
<b>ASC</b>	Adam State College
<b>BOCES</b>	Board of Cooperative Educational Services
<b>CAAP</b>	Collegiate Assessment of Academic Proficiency
<b>CAM</b>	Computer Aided Machining
<b>CBJT</b>	Community Based Jobs Training
<b>CCCNS</b>	Colorado Common Course Numbering System
<b>CCCOES</b>	Colorado Community Colleges and Occupational Education System
<b>CCCS</b>	Colorado Community College System
<b>CCHE</b>	Colorado Commission on Higher Education
<b>CDE</b>	Colorado Department of Education
<b>CDHE</b>	Colorado Department of Higher Education
<b>CDL</b>	Commercial Driver's License
<b>CDOW</b>	Colorado Division of Wildlife

## *Glossary*

<b>CELT</b>	Center for Excellence in Learning and Teaching
<b>CEU</b>	Continuing Education Units
<b>CLETA</b>	Colorado Law Enforcement Training Academy
<b>CMS</b>	Course Management System
<b>COF</b>	Colorado Opportunity Fund
<b>COG</b>	Council of Governments
<b>CPA</b>	Certified Public Accountant
<b>CSU-P</b>	Colorado State University at Pueblo
<b>CTE</b>	Career and Technical Education
<b>EBSCO</b>	Elton B. Stevens Company
<b>EMS</b>	Emergency Medical Services
<b>EMT</b>	Emergency Medical Technician
<b>EOC</b>	Educational Opportunity Center
<b>EPIC</b>	Energy Production and Industrial Construction
<b>ERP</b>	Enterprise Resource Planning
<b>ESL</b>	English as a Second Language
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Educational Loan Program
<b>FISAP</b>	Fiscal Operations Report and Application to Participate
<b>FTE</b>	Full Time Equivalency
<b>GT</b>	Guaranteed Transfer
<b>HACU</b>	Hispanic Association of Colleges and Universities
<b>HLC</b>	Higher Learning Commission

<b>HSI</b>	Hispanic Serving Institution
<b>HTA</b>	Holy Trinity Academy
<b>IP</b>	Internet Protocol
<b>IPEDS</b>	Integrated Postsecondary Education Data Systems
<b>IRB</b>	Institutional Review Board
<b>IT</b>	Information Technology
<b>LS CO-AMP</b>	Louis Stoles Colorado Alliance for Minority Participation
<b>LRC</b>	Learning Resource Center
<b>MOU</b>	Memorandum of Understanding
<b>NCA</b>	North Central Association
<b>NCBTMB</b>	National Certification Board for Therapeutic Massage and Bodywork
<b>NIGMS</b>	National Institute of General Medical Studies
<b>OJC</b>	Otero Junior College
<b>OSH</b>	Occupational Safety and Health
<b>PERA</b>	Public Employee's Retirement Association
<b>PPA</b>	Program Participation Agreement
<b>PPOR</b>	Per Pupil Operating Revenue
<b>SBCCOE</b>	State Board for Community Colleges and Occupational Education
<b>SCEOC</b>	Southern Colorado Educational Opportunity Center
<b>SCRT</b>	Southern Colorado Repertory Theatre
<b>SEP</b>	Student Educational Plan

## *Glossary*

<b>SGA</b>	Student Government Association
<b>SI</b>	Supplemental Instruction
<b>SIFE</b>	Students In Free Enterprise
<b>SIRS</b>	Social Issues Resource Services
<b>SLV</b>	San Luis Valley
<b>SPMC</b>	Strategic Planning/Monitoring Committee
<b>SPMDTU</b>	Social Protection Mutua de Trabajores Unidos
<b>SRC</b>	Science Review Committee
<b>SSAC</b>	State Student Advisory Council
<b>SSS</b>	Student Support Services
<b>SWOT</b>	Strengths and Weaknesses Opportunities Threats
<b>TSJC</b>	Trinidad State Junior College
<b>UBMS</b>	Upward Bound Math/Science
<b>UCCS</b>	University of Colorado at Colorado Springs
<b>USDE</b>	United States Department of Education
<b>VP</b>	Vice President
<b>WICHE</b>	Western Interstate Commission for Higher Education
<b>WUE</b>	Western Undergraduate Exchange
<b>YEA</b>	Youth Enrichment Academy

**Trinidad State Junior College Institutional Snapshot**

**1. Student Demography Headcounts**

A. Undergraduate Enrollments by Class Levels (Freshmen-Sophomore) (Source: Student Unit Record Data System)

	Fall 2006	Fall 2005
Freshman	715	939
Sophomore	503	447
Undeclared	514	445
*Students not required to transfer in credits		

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity. (Source: IPEDS Spring Collection)

*(Note: This table is continued on the following page.)*

	Fall 2006			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
American Indian/Alaska Native	25	6	31	36	4	40
Asian or Pacific Islander	12	1	13	13	3	16
Black, Non Hispanic	39	2	41	38	2	40
Hispanic	470	195	665	623	157	780
White, Non Hispanic	653	300	953	678	261	939
Other	1		1	8	4	6
Not Specified	18	10	28	2	4	6
<b>Total</b>	<b>1218</b>	<b>514</b>	<b>1732</b>	<b>1398</b>	<b>433</b>	<b>1831</b>
	Fall 2006			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
Female	691	282	973	844	223	1067
Male	527	232	759	554	210	764
Unknown						
<b>Total</b>	<b>1218</b>	<b>514</b>	<b>1732</b>	<b>1398</b>	<b>433</b>	<b>1831</b>



*(Table 1B continued from the previous page.)*

Female by race/ ethnicity	Fall 2006			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
American Indian/ Alaska Native	14	3	17	25	0	25
Asian or Pacific Islander	5	1	6	6	2	8
Black, Non Hispanic	15	1	16	9	1	10
Hispanic	292	105	397	427	77	504
White, Non Hispanic	357	168	525	374	141	515
Other	0	0	0	3	1	4
Not Specified	8	4	12	0	1	1
Total	691	282	973	844	223	1067
Male by race/ ethnicity	Fall 2006			Fall 2005		
	Degree Seeking	Non Degree Seeking	Total	Degree Seeking	Non Degree Seeking	Total
American Indian/ Alaska Native	11	3	14	11	4	15
Asian or Pacific Islander	7	0	7	7	1	8
Black, Non Hispanic	24	1	25	29	1	30
Hispanic	178	90	268	196	80	276
White, Non Hispanic	296	132	428	304	120	424
Other	1	0	1	5	1	6
Not Specified	10	6	16	2	3	5
Total	527	232	759	554	210	764

C. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

*Not Applicable*

D. Age Range of undergraduate Students (24 and under; 25 and older) IPEDS Spring Collection

	Fall 2006	Fall 2005
24 and Under	768	814
25 and Older	744	823
Other	220	194
Total	1732	1831
*Other represents ages less than 18 and 65 and older.		

E. Number of Students by Residency Status of Credit seeking Students who attend TSJC at a Campus or Site for Instruction (Source: Student Unit Record Data System)

	Fall 2006	Fall 2005
In State Resident	1,502	1,682
Out of State Resident	229	139
Non-US Resident	1	10

F. Number of Students by Colorado/New Mexico Reciprocity and Concurrent Enrollment Status who attend TSJC at a Campus or Site for Instruction (Source: Student Unit Record Data System Enrollment)

	Fall 2006	Fall 2005
Colorado/New Mexico Reciprocity	81	77
High School Concurrent	151	140

**2. Student Recruitment and Admissions**

- A. Number of Applications, Acceptances, and Matriculations for degree-seeking, first-time, first-year students in each of the Following Categories of entering Students. (Source: Common Data Set)

	Fall 2006			Fall 2005		
	Applied	Admitted	Enrolled Full-Time	Applied	Admitted	Enrolled Full-Time
Male	463	463	142	397	397	124
Female	466	466	104	446	446	124
Total	929	929	246	843	843	248

- B. Number of Applications, Acceptances, and Matriculations for degree-seeking transfer students. (Source: Common Data Set)

	Fall 2006			Fall 2005		
	Applied	Admitted	Enrolled Full-Time	Applied	Admitted	Enrolled Full-Time
Male	76	76	34	59	59	19
Female	99	99	59	56	56	14
Total	175	175	93	115	115	33

- C. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

*Not Applicable*

**3. Financial Assistance for Students**

- A. What percentage of your undergraduate students applied for any type of financial assistance?

*Total Aid Applicants Received ( 1,511 ) for Academic Year 2006-2007*

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories (loans, work study, scholarships/grants, and academic based merit based scholarships)?

	<b>2006-2007 Academic Year</b>
Number of students receiving any type of financial assistance	1,511
Percentage of total enrollment receiving financial assistance	44%
Loans	586
Work Study	267
Scholarships/Grants (Excludes Pell Grants)	324
Pell Grants	830
Academic Based/Merit Based Scholarships	424

C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

TDR = total institutional financial aid dollars as proportion of income that would result from all students paying full tuition.

I = Institutional financial Aid dollars Awarded for Tuition

P = Payments of Tuition Expected of students and their External Aid

TDR =  $I/(I + P)$  as a percentage

**4. Student Retention and Program Productivity**

- A. What percentage of your first-time, full-time entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdown by race/ethnicity per IPEDS categories.

	<b>Fall 2005 - Fall 2006</b>
Number Entering	289
Number Returning	156
Percentage	54 %
*Based on first time, full time entering undergraduates (Fall 2005 and still enrolled at institution in Fall 2006)	

- B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

*Not Applicable*

- C. Graduation Rates after Three Years (150% of normal time to completion) IPEDS Spring Collection.

	<b>2006-2007</b>	<b>2005-2006</b>
	<i>Base Year Cohort – 2003</i>	<i>Base Year Cohort - 2002</i>
Number of Students in Cohort	420	383
Total Completers within 150%	171	127
Total Graduation Rate	41%	33%

D. Graduation Rates for Minority Student Population after Three Years (150% of normal time to completion) IPEDS Spring Collection.

	<b>2006-2007</b>	<b>2005-2006</b>
	<i>Base Year Cohort – 2003</i>	<i>Base Year Cohort - 2002</i>
Number of Students in Cohort	225	197
Total Completers within 150%	76	64
Total Graduation Rate	34%	32%

E. Graduation Rates for Hispanic Student Population after Three Years (150% of normal time to completion) IPEDS Spring Collection.

	<b>2006-2007</b>	<b>2005-2006</b>
	<i>Base Year Cohort – 2003</i>	<i>Base Year Cohort - 2002</i>
Number of Students in Cohort	188	161
Total Completers within 150%	66	57
Total Graduation Rate	35%	35%

F. Report the number of Graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes IPEDS Fall Collection.

*(Note: This table is continued on the following pages.)*

	<b>2006-2007</b>	<b>2005-2006</b>
<b><i>Classification</i></b>	<b><i>Undergrad.</i></b>	<b><i>Undergrad.</i></b>
Farm/Farm & Ranch Mgmt.	9	31
Aquaculture (Associate's Degree)	10	5
Animation, Interactive Tech, Video Graphics & Special Effects (Associate's Degree)	3	6

*(Table 4F continued from the previous page.)*

	<b>2006-2007</b>	<b>2005-2006</b>
<b>Classification</b>	<b>Undergrad.</b>	<b>Undergrad.</b>
Computer/Info Tech Services Adm. & Mgmt. Other (Less than 1 year)	4	1
Cosmetology/ Cosmetologist, General (Less than 1 year)	8	5
Cosmetology/Cosmetologist, General (1 year less than 2)	18	26
Barbering/Barber (1 year less than 2)	1	1
Aesthetician/Esthetician & Skin Care specialist (Less than 1 year)	2	0
Aesthetician/Esthetician & Skin Care specialist (1 year less than 2)	4	2
Engineering Technology, General (1 year less than 2)	0	2
Engineering Technology, General (Associate's Degree)	2	7
Manufacturing Technology/Technician	1	12
Occupational Safety & Health Technology/ Tech. (1 year less than 2)	2	3
Occupational Safety & Health Technology/ Tech. (Associate's Degree)	10	11
Computer Technology/Computer Systems Tech (1 year less than 2)	1	1
Computer Technology/Computer Systems Tech (Associate's Degree)	3	4
Child Care & Support Services Mgmt. (Less than 1 year)	3	2
Child Care & Support Services Mgmt. (1 year less than 2)	1	0
Child Care & Support Services Mgmt. (Associate's Degree)	16	10
Liberal Arts and Sciences/Liberal Studies (Associate's Degree)	79	49
General Studies (Associate's Degree)	10	6
Liberal Arts & Sciences Gen. Studies & Humanities, Other (Associate/Science Degree)	Reported/w Liberal St.	6
Criminal Justice/Law Enforcement Administration (Less than 1 year)	7	20
Criminal Justice/Law Enforcement Administration (Associate's Degree)	1	1
Construction Trades, General (Associate's Degree)	0	3
Construction Trades, General (Less than 1 year)	2	0

*(Table 4F continued from the previous page.)*

<b>Classification</b>	<b>2006-2007</b>	<b>2005-2006</b>
<b>Classification</b>	<b>Undergrad.</b>	<b>Undergrad.</b>
Bldg./Construction Finishing, Mgmt., & Inspection, Other (1 year less than 2)	0	1
Heavy Equipment Maintenance Technology/Tech. (1 year less than 2)	1	0
Gunsmithing/Gunsmith (1 year less than 2)	9	5
Gunsmithing/Gunsmith (Associate's Degree)	9	11
Automobile/Automotive Mechanics Technology/Tech. (1 year less than 2)	6	8
Automobile/Automotive Mechanics Technology/Tech. (Associate's Degree)	1	5
Mechanic and Repair Technologies/Technicians, Other (1 year less than 2)	10	0
Welding technology/Welder (1 year less than 2)	6	0
Construction/Heavy Equip./Earthmoving Equip. Operation (1 year less than 2)	2	0
Graphic Design (Associate's Degree)	1	2
Emergency Medical Technology/Tech. (EMT Paramedic) (Less than 1 year)	58	42
Emergency Medical Technology/Tech. (EMT Paramedic) (Associate's Degree)	0	1
Nursing/Registered Nurse (Associate's Degree)	42	55
Licensed Practical/Vocational Nurse Training (Less than 1 year)	1	0
Licensed Practical/Vocational Nurse Training (1 year less than 2)	8	49
Nurse/Nursing Assistant/Aide & Patient Care Assistant (Less than 1 year)	42	46
Massage Therapeutic Massage (Less than 1 year)	4	0
Massage Therapeutic Massage (1 year less than 2)	23	17
Business/Office Automation/Tech/Data Entry (Less than 1 year)	5	3
Business/Office Automation/Tech/Data Entry (1 year less than 2)	0	4
Business/Office Automation/Tech/Data Entry (Associate's Degree)	12	17
<b>GRAND TOTAL</b>	<b>437</b>	<b>480</b>



Summary of Grand Totals by Degree Level - Table 4F:

	<b>2006-2007</b>	<b>2005-2006</b>
Awards of less than 1 academic year		
Men	48	53
Women	97	97
Total	145	150
	<b>2006-2007</b>	<b>2005-2006</b>
Awards of at least 1 but less than 2 academic years		
Men	42	37
Women	51	94
Total	93	131
	<b>2006-2007</b>	<b>2005-2006</b>
Associate's Degree		
Men	64	90
Women	135	109
Total	199	199
	<b>2006-2007</b>	<b>2005-2006</b>
Grand Total		
Men	154	180
Women	283	300
Total	437	480

G. List by Discipline and by name of test, the separate pass rates of undergraduates, and graduate/professional students sitting for licensure examinations as appropriate.

2006	# Grads	#Grads Taken Exam	# Grads Passed Exam	% Passed (Taken/Passed)
BARBERING	1 (VE-135)			*
CISCO	2	1	1	**100%
CLETA	9	8	8	100%
COSMETOLOGY	21 (VE-135)			*
MASSAGE THERAPY - Valley	10 (VE-135)			**
MASSAGE THERAPY - Trinidad	14			**
MASSAGE THERAPY - Total	24			**
NAT REG LIST (EMS)	50	31	26	84.0%
NCLEX PN - Valley	31 (VE-135)			94.1%
NCLEX PN - Trinidad***				100%
NCLEX RN	28 (VE-135)			83.3%

2005	# Grads	#Grads Taken Exam	# Grads Passed Exam	% Passed (Taken/Passed)
BARBERING - Valley	1 (VE-135)	0	0	0
BARBERING - Trinidad	1	1	1	100%
BARBERING - Total	2	1	1	100%
CISCO	7	0	**NA	**NA
CLETA	10	10	8	80.0%
COSMETOLOGY - Valley	25	16	11	
COSMETOLOGY - Trinidad	27	17	11	
COSMETOLOGY - Total	52	33	22	67.0%
MASSAGE THERAPY - Valley	14 (VE-135)	**	**	**
MASSAGE THERAPY - Trinidad	10	4	4	100%
MASSAGE THERAPY - Total	24	4	4	100%
NAT REG LIST (EMS)	55	9	7	78.0%
NCLEX PN - Valley	38 (VE-135)			84.6%
NCLEX PN - Trinidad***				89.7%
NCLEX RN	27 (VE-135)			72.7%

Data Sources: VE-135; Colorado State School summary from Prommisor for COSM; Colorado Peace Officers Standards and Training; Colorado State Board of Nursing Web Site; National Registry of Emergency Medical Technicians; Student self-disclosure

Data recorded for entire College unless otherwise noted.

\* **Test Results not yet available**

\*\* **State Licensing not required**

\*\*\* **PN pass rate year to date (2007) - Trinidad - 100%**

**5. Faculty Demography**

A. Indicate the headcount of faculty in full-time and part-time categories according to highest degree earned.

	<b>Residential</b>	<b>Adjunct</b>
Doctorate, First Professional or other terminal degree	4	6
Master's	15	36
Bachelor's	9	50
Associate's, unknown or other	9	25
<b>Total</b>	<b>37</b>	<b>117</b>

Data Source: IPEDS Human Resources 2006-07; Common Data Set 2006-07

B. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.

	<b>Residential</b>	<b>Adjunct</b>
Male	16	49
Female	21	68
White	30	
Black	0	
Hispanic	5	
Asian/Pacific Islander		
Native American/ Alaska Native		
Other, unknown	2	
*Ethnicity is incomplete for Adjunct Faculty		

Data Source: IPEDS Human Resources 2006-07; Common Data Set 2006-07; Data Mall

C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

<b>CIP Classification</b>	<b># Residential Faculty</b>	<b># Adjunct Faculty</b>
Agriculture/Natural Resources	2	1
Architecture/engineering/Engineering Technology		5
Biological & Physical Science	1	7
Business	3	3
Communications/communication Technology/Fine Arts	3	14
Education/Library Science	2	4
Health	8	10
Humanities/Interdisciplinary	1	13
Law	1	
Mathematics/Computer Science	3	15
Military Technology/Protective Services	1	13
Personal Services/Consumer Services/Fitness	3	10
Psychology/Social Sciences & Services	2	6
Trades/Production/Transportation Health	7	20
*Data may represent duplicate headcounts due to faculty teaching multiple prefixes.		

Data Source: Cognos Data Warehouse

**6. Availability of Instructional Resources and Information Technology**

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

*(Note: This table is continued on the following pages.)*

<b>Lab #</b>	<b>Bldg.</b>	<b>Room</b>	<b>Departments</b>	<b>Qty.</b>	<b>Notes</b>	<b>Tool Used to Study Usage</b>
8	Alamosa A	128	Public Use	2	Registration for COF/Admissions	**
9	Alamosa A	129	Classroom Instruction	1		
10	Alamosa A	130	Classroom Instruction	1		
11	Alamosa A	149	CNG/Cisco	12		
14	Alamosa A	216	CTE	21		
15	Alamosa A	218	Classroom Instruction	1		
16	Alamosa A	229	Distance Learning Classroom	1		
17	Alamosa A	231	CTE	2	Aquaculture	
19	Alamosa A	235	Classroom Instruction	1		
20	Alamosa A	236	Distance Learning Classroom	1		
21	Alamosa A	238	Classroom Instruction	1		
22	Alamosa A	241	CTE	21		
23	Alamosa A	243	CTE	20		
24	Alamosa A	247	CTE	18		
18	Alamosa A	233A	Classroom Instruction	1		
6	Alamosa B	114	Machine Shop	5	CAD/CAM Application	
7	Alamosa B	124	Distance Learning Classroom	1		
12	Alamosa B	203	CTE	1	Visual Impaired Students	

***\*\*Nothing is currently being used to monitor the level of usage. The College is looking at products to serve that purpose.***

*(Table 6A continued from previous page)*

<b>Lab #</b>	<b>Bldg.</b>	<b>Room</b>	<b>Departments</b>	<b>Qty.</b>	<b>Notes</b>	<b>Tool Used to Study Usage</b>
13	Alamosa B	212	LRC	19	GED/ABE	
4	Alamosa B	251	Checkout Machines	6		
5	Alamosa B	251	Mobile Lab Cart	24		
33	Banta	101	Automotive	4	Mitchell on Demand	
34	Banta	305	CTE	4		
35	Banta	306	Classroom Instruction	1		
36	Banta	307	Classroom Instruction	1		
37	Berg	105	Distance Learning Classroom	1		
38	Berg	305	CTE	21		
39	Berg	307	CTE	21		
40	Berg	310	Classroom Instruction	1		
41	Boyd	102	Distance Learning Classroom	1		
42	Boyd	106	TV Studio	1	Teleprompter	
28	Boyd	108	TV Studio	1	Macintosh	
43	Boyd	109	Distance Learning Classroom	1		
29	Boyd	119	Multimedia/ Video Editing	12	Macintosh	
30	Boyd	119	Multimedia/ Video Editing	2	Macintosh Laptops	
44	Boyd	119	Multimedia/ Video Editing	2	PCs	
45	Central Facilities	110	Massage Therapy	2		
1	Children's Garden	100	Day Care	2		
2	Children's Garden	103	Day Care	2		
3	Cyber Café	Atrium	Public Use	4		
46	Davis	115	Classroom Instruction	1	Nursing Classroom	

*(Table 6A continued from previous page)*

Lab #	Bldg.	Room	Departments	Qty.	Notes	Tool Used to Study Usage
47	Davis	115	Distance Learning Classroom	1		
48	Davis	133	Classroom Instruction	1	UBMS Math/Science	
49	Davis	208	Classroom Instruction	1	Geology/Biology	
51	Davis	222	Classroom Instruction	1	Biology Lab	
52	Davis	228	Classroom Instruction	1	Biology Classroom	
67	Davis	234	Mobile Lab Cart	30	Title V Funded	
50	Davis	240	Classroom Instruction	1	Physics	
53	Dowell Hall	100	ABE/GED	1		
54	Dowell Hall	200	ESL	5		
55	Higgins	207	Dorm Students	5	Student Lab in Dorm	
56	Library	211	Reading Lab	2		
57	Library	218	Open Lab	8		
58	Library	223	CTE	1	Visual Impaired Students	
59	Library	301	Math Lab	7	Math Lab	
60	Library	310	Writing Center	12		
61	Library	312	Learning Center	5	Accuplacer Testing	
62	Massari	202	Music	1		
63	Mining Tech	104	Heavy Equipment	9	Heavy Equipment Simulators	
64	Mining Tech	115	Lineman	1	Classroom Instruction	
65	Mining Tech	213	Classroom Instruction	1	Diesel Mechanics	
66	Mining Tech	213L	CTE	2		
68	Mullen	116	Gunsmithing	5	CNC Lab	
69	Mullen	206	Classroom Instruction	1	Gunsmithing Classroom	

*(Table 6A continued from previous page)*

<b>Lab #</b>	<b>Bldg.</b>	<b>Room</b>	<b>Departments</b>	<b>Qty.</b>	<b>Notes</b>	<b>Tool Used to Study Usage</b>
70	Mullen	213	Classroom Instruction	1	Gunsmithing Classroom	
71	Mullen	301	Cosmetology	1	Beauty Works	
72	Mullen	305	Engineering	15	“AutoCAD Civil”	
31	Mullen	414	Graphic Arts	15	Macintosh	
32	Mullen	419	Radio Station	1	Macintosh	
73	Mullen	419	Radio Station	1	PCs	
74	O’Conner	216	Dorm Students	5	Student Lab in Dorm	
25	Student Center	102	Distance Learning Classroom	1		
26	Student Center	103	CTE	20	Nursing Lab	
27	Student Center	109	Student Government	1		
76	Sullivan Center	100	Distance Learning Classroom	1		
77	Sullivan Center	101	Game Room	1		
75	Sullivan Center	SGA	Student Government	2		



**7. Financial Data**

A. Please provide the following information for the past two completed fiscal years.

	<b>2006-2007</b>	<b>2005-2006</b>
<b>Revenue</b>		
<b>Operating Revenue:</b>		
Student Tuition and Fees, net of scholarship allowances of \$2,966,463	3,570,260	3,013,019
Fee For Service State Contract	840,913	1,289,646
Grants and Contracts	6,227,433	7,861,486
Gifts	40,000	0
Auxiliary Enterprises, including \$1,907,920 revenues pledged for bonds and net of scholarship allowances of \$97,818	2,588,653	2,814,773
Other Operating Revenues	<u>105,657</u>	<u>71,241</u>
<b>Total Operating Revenue</b>	<b>13,372,916</b>	<b>15,050,165</b>
<b>Operating Expenses:</b>		
Instruction	5,723,186	5,701,468
Public Service	119,890	259,538
Academic Support	685,746	809,599
Student Services	2,285,701	2,540,358
Institutional Support	1,520,761	1,294,881
Operation and Maintenance of Plant	1,404,604	1,541,353
Scholarships and Fellowships	776,361	855,357
Auxiliary Enterprises	2,583,079	2,587,869
Depreciation	<u>1,030,967</u>	<u>1,030,687</u>
<b>Total Operating Expenses</b>	<b>(16,130,295)</b>	<b>(16,621,110)</b>
<b>Operating Income (Loss)</b>	<b>(2,757,379)</b>	<b>(1,570,945)</b>

*(Continued on following page)*

*(continued from previous page)*

<b>Non Operating Revenues (Expenses):</b>		
State Appropriations	0	0
Gifts	281,195	0
Investment Income	46,139	90,918
Interest Expense on Capital Debt	(35,810)	(37,869)
Other Non Operating Revenues	<u>1,679,997</u>	<u>1,289,402</u>
Total Non Operating Revenue (Expense)	<u>1,971,521</u>	<u>1,342,451</u>
Gain/Loss) before other revenues, expenses, gains, or losses	(785,858)	(228,494)
<b>Other Revenues, Expenses, Gains, Losses, or Transfers</b>		
State Capital Contributions	539,905	52,693
Federal Capital Grant	53,029	18,555
Gain (Loss) on Disposal of Assets	0	0
Transfer To/From Governing Boards or Other Institutions	<u>197,217</u>	<u>81,875</u>
Total Other	<u>790,151</u>	<u>153,123</u>
<b>Increase (Decrease) in Net Assets</b>	<u>4,293</u>	<u>(75,371)</u>
Net Assets, Beginning of Year as Previously Stated	17,919,262	17,994,633
Change in Net Assets (see above)	<u>4,293</u>	<u>(75,371)</u>
Net Assets, End of Year	<u>17,923,555</u>	<u>17,919,262</u>