STUDENT SERVICES

CONTINUOUS IMPROVEMENT PLAN
2012-2013

JANUARY 2013
FROM THE VICE PRESIDENT

The intent of the Trinidad State Junior College Student Services Continuous Improvement Plan 2012 -02013 is to provide a clear foundation for the Student Services Department. The contained continuous improvement plan is the first of its kind for our department. This report represents a midyear snapshot of activity and our departmental goals for the remainder of the academic year.

I would like to take this opportunity to thank everyone who participated in the development of this plan and encourage everyone to keep the forward thinking momentum that has been initiated by this process. It has been an exciting and validating process to put together departmental goals, identify strategic activities and map outcome projections for our fast-paced department!

Students are involved in all aspects of the Student Services Department and our everyday work. Student input provides constant and continuous feedback on our performance and helps to identify areas where we can improve.

This plan is designed to complement and support the TSJC Strategic Plan and Abbreviated One Year Strategic Plan that was adopted in August 2012 to guide the institution through the interim presidency and transition in leadership at TSJC.

The plan identifies each area of the Student Services Department and walks through the goals, criteria for success, assessment methods, summary of data collected and identifies recommendations for the future.

Please note, within the Student Services Department, goals have been identified to support numerous facets of the department and ultimately our students. We are committed to continuous improvement. We continue to look for effective and efficient ways to communicate with TSJC students, prospective students and our community.
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STUDENT SERVICES MISSION

The TSJC Student Services mission is to provide quality and beneficial services to the student body and college community.

The mission is to enhance the learning environment for students at TSJC. We accomplish this by stimulating the learning process, integrating the in-class and out-of-class experiences, promoting an environment conducive to growth and discover, and facilitating intellectual, social, occupational, physical, cultural, and emotional development.

The Student Services Department promotes a campus that provides quality services and increases student retention and success; attains and exceeds compliance with national standards. Ultimately the department works to enhance the overall quality of campus life, establish a sense of community, and enable all students to realize their fullest potential.

The Trinidad State Junior College Student Services Department and the units listed below are responsible for planning and implementing educational programs and services that achieve this mission.

- Admissions
- Advising
- Career Services
- Financial Aid
- Housing
- New Student Orientation
- Recruiting
- Registrar
- Special Populations / Disability Services Office (SPDSO)
- Student Life
- Student Success Center
- TRIO Services
The Student Services Department strives to meet TSJC’s strategic priorities, outlined in the Strategic Plan and Abbreviated One Year Strategic Plan, as they relate to the department.

**Strategic Priority 1: Student Access**

- Increase enrollment in TSJC Online courses by 10% per year for the next 5 years (1.1)
- Increase enrollment in hybrid classes by 5% per year for the next 5 years (1.2)

**Abbreviated Strategic Plan Goal A: Increase Enrollment**

**Objective 1: Improve/enhance recruiting**

- Define and hire an enrollment management specialist (A1A).
- Create and fill new Recruiter position by August (A1B).
- Develop and Adopt a Recruitment Plan by October (A1C).
- Identify regional recruiting strategies by September (A1D).
- Identify state wide recruiting strategies by September (A1E).
- Develop and secure marketing materials for recruiting events by September/October (A1G).
- Create a public recruiting calendar that identifies all recruiting events by October (A1H).
- Track contacted students using a systematic follow up process by August (A1I).
- Update TSJC website by September (A1J).
- Define responsibility and goals for each TSJC recruiter by September (A1K).

**Objective 2: Increase concurrent enrollment at both campuses**

- Update and circulate concurrent enrollment contract (A2A).
- Visit school districts in the service area (A2B).
- Identify new concurrent opportunities for programs/coursework (A2C).
- Identify new marketing strategies (A2F).
- Offer student incentive for summer enrollment/completion (A2G).
- Offer concurrent completers an incentive/scholarship to continue/complete education at TSJC (A2H).

**Objective 4: Increase occupancy in residence halls**

- Hire Director of Residence Life (A4A).
- Provide additional student activities for students in residence halls (A4B).
- Provide prevention programming activities for students (A4C).
- Determine requirement for residence hall living, required number of credit hours (A4D).
Snapshot of highlights:

- TSJC created the Student Life Center in a facility centrally located to Residence Halls. The Center will be the hub for student activities, student life and student government moving forward. The Center has been developed to provide students in the residence halls a sense of community and a common area that provides resources to address student needs. The center includes recreation and academic support (A4B).
- TSJC hosted its first Concurrent Enrollment Meetings for all stakeholders in Fall 2012. The meetings were an effort to bring together all staff and high school partners to discuss the program, identify issues and encourage the partnership between high schools in the region (A2B, A2C, A2F).
- Scholarships specifically targeting Concurrent Students were introduced in Fall 2012 (A2H).
- New Recruiters have been hired on both campuses. Recruiters have been actively involved in developing the Enrollment Management Plan and identifying strategies for local, regional, state and out of state recruitment (A1B, A1C, A1D, A1E, A1F).
- New Student Life Director position was created and hired in September 2012 for the Trinidad Campus (A4A).

Strategic Priority 2: Student Success

- By Fall 2012, institute a “Transfer Credit Back” program to give students, who were close to graduating before transferring to a four-year school, the opportunity to satisfy the necessary requirements for an associate degree from TSJC (3.1).
- Increase retention rates by 2% per year (3.2).
- Increase graduation rates by 2% per year (3.3).
- Develop a plan to optimize our opportunities as a recognized Serviceman’s Opportunity College (SOC) and Military Friendly School and become a signaturary to Department of Defense Voluntary Education Partnership Memorandum, by Fall 2014 (4.1).

Abbreviated Strategic Plan Goal A: Increase student success and retention

Objective 1: Improve Retention Rates

- Implement Course Signals case management software program for faculty and staff to use when a student has been identified as at risk (A1A).
- Require students to apply for graduation at time of registration (A1C).
- Integrate an Academic Plan component into all Student Success Plans (A1E).
- Increase the use of degree plans and degree works with incoming students (A1F).
- Promote academic support for all students through comprehensive programs like “keys” (A1G).
- Promote transfer, late start and summer enrollment opportunities for all students (A1H).

Objective 2: Increased student success through student life activities

- Hire student Life Coordinator by August (A2A).
- Hire student activities support by August (A2B).
Identify student priorities using diverse student input measures throughout the academic year (A2C).
Create student life hub for residence hall students by Spring 2013 semester (A2D).
Engage with Student Government representatives on a regular basis (A2E).
Engage Student Affairs staff in student activities, i.e. student success center, student life, etc. (A2F).
Continue to offer a diverse range of activities for resident and non-resident students (A2G).

Snapshot of highlights:

- TSJC updated its process and procedures for students who receive a Veteran or military benefit (4.1).
- New Student Life Coordinator position was created and hired in November 2012 for the Valley Campus (A2A).
- TSJC participated in Course Signals training and will go live with the pilot in January 2013 (A1A).
- TJSC adopted a Registration Deadline procedure in August 2012 (A1C).
- Arts and Science Advisor position for the Valley Campus was created and assigned to a Recruitment and Outreach Specialist in December 2012 (A1G).

Strategic Priority 3: Operational Excellence

- Increase the number of available options for training faculty and staff in the use of technological resources (1.1)
- Show an increase in the number of faculty and staff utilizing technology in the classroom and workplace (1.2)

Abbreviated Strategic Plan Goal A: Prepare for a Successful HLC Focus Visit

Objective 2: Continue to implement Student Support Services Assessment Plan

- Complete Assessment flowchart, mapping table and template (A2A).
- Finalize data collection measures (A2B).
- Implement Student Services Assessment Plan (A2C).
- Collect data, Fall 2012 (A2D).
- Communicate data results and assessment outcomes to Student Services staff (A2E).

Abbreviated Strategic Plan Goal C: Become a strategic organization

Objective 1: Complete foundational work for HLC Strategic Initiative of “becoming a strategic planning organization”

- Complete environmental scan that will become the driver for strategic planning (C1A).
- Educate certain college employees in how to become environmental scanners (C1B).
Educate all college employees in how to become futures thinkers who use environmental scan information and assessment data to continuously improve how they do their job (C1C).

Objective 2: Develop a cycle for evaluation and improvement that works with the assessment plans and budget cycle.

Abbreviated Strategic Plan Goal D: Reduce student loan default rate

- Hire the Financial Aid Loan Default Specialist by August (D2A).
- Develop and expand communication with students currently in default by September (D2B).
- Identify students who are in different stages of default and identify strategies to communicate with them, i.e. direct mail, phone, social media, etc. by September (D2C).
- Identify and implement strategies for loan prevention including elimination of 030 classes, requirement of a degree plan, limiting the amount of loans students can receive by September (D2D).
- Expand the NelNet/EMSC contract to increase the scope of services by September (D2E).
- Implement the strategies outlined in the TSJC Default Prevention Plan over the next six months (D2F).

Snapshot of highlights:

- TSJC adopted a Default Hold procedure in August 2012.
- Financial Aid Loan Default Specialist position was created and hired in October 2012 (D2A).
- TSJC will engage with ECMC to provide loan default services (D2E).
The Student Services Department strives to meet the Higher Learning Commission’s (HLC) criteria components as they relate to the department.

**Criterion One: Mission**

- Student support services and enrollment profile are consistent with the institution’s mission (1A2).

**Criterion Two: Ethical and Responsible Conduct**

- Presents itself clearly and completely to its students and to the public with regard to its programs, requirements, costs to students, faculty and staff, control and accreditation relationships (2B).

**Criterion Three: Teaching and Learning-Quality, Resources, and Support**

- Staff are appropriately qualified, trained and supported in their professional development (3C5).
- Provides student support services suited to the needs of its student populations (3D1).
- Process for placing entering students in courses and programs for which students are adequately prepared (3D2).
- Provides academic advising suited to its programs and needs of its students (3D3).
- Co-curricular programs are suited to its mission and contribute to the educational experiences of its students (3E1).
- Engages students and contributes to their educational experience through other activities related to mission, such as research, community engagement, service learning, religious or spiritual purpose, economic development, or others (3E2).

**Criterion Four: Teaching and Learning-Evaluation and Improvement**

- Evaluates all credit that it transcripts, including what it accepts in transfer or awards for other forms of prior learning (4A2).
- Assesses achievement of learning outcomes that it claims for its curricular and co-curricular programs (4B2).
- Defined goals for student retention, persistence, and completion that are ambitions but attainable and appropriate to its mission, student populations, and educational offerings (4C1).
- Institution collects and analyzes information on student retention, persistence, and completion of programs (4C2).
- Processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice (4C3).
- Uses information on student retention, persistence, and completion of programs to improve its persistence and completion rates as warranted (4C4).
Criterion Five: Resources, Planning, and Institutional Effectiveness

- The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered (5A1).
- The institution’s staff in all areas are appropriately qualified and trained (5A4).
- The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support (5C4).
- Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization (5C5).
The goal maps below show how each unit’s goals help accomplish the Student Services Department goals as they relate to the TSJC Strategic Plan, Abbreviated One Year Strategic Plan and the HLC Criteria.

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| Goal 4.1 | 1,2 | | 1 | | | | |

#### Abbreviated Strategic Plan

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### TSJC Strategic Priority 3: Operational Excellence

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#### Abbreviated Strategic Plan

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STUDENT SERVICES EXTERNAL FUNDING SUPPORT

Federal Grants:

- U.S. Department of Education: TRiO Student Support Services, Trinidad Campus
  $1,979,350. Project period: 9/1/2010 – 8/31/2015

- U.S. Department of Education: TRiO Student Support Services, Valley Campus
  $1,100,000. Project period: 9/1/2010 – 3/31/2015

- U.S. Department of Education: TRiO Educational Opportunity Center, Trinidad Campus
  $2,114,910. Project period: 9/1/2011 – 8/31/2016 (CSU – Pueblo is the awarded project. TSJC is a designated site)

TRiO funding support several aspects of the TSJC Student Services Department including academic support, transfer support and one-stop advising and retention targeted to the first-generation learner. Federal funding supports personnel, tutoring, financial aid assistance, transfer support and activities for TSJC students.

- U.S. Department of Education: Hispanic Serving Institution, Title V. Institutional Award

Title V funding supports several aspects of the TSJC Student Services Department including the creation of the Student Success Center on each campus, personnel in the Student Success Centers that provide intervention, transfer and academic support to TSJC students. Title V also provides vital professional development support for all TSJC faculty and staff. In addition, infrastructure support like support to the wireless network, software that provides support for instruction and special populations has been secured with Title V funds.

- U.S. Department of Education: Hispanic Serving Institution, Title V STEM. Institutional Award
  Invertir en STEM $3,875,000. Project Period: 10/1/2011 – 9/30/2016

- U.S. Department of Education: Hispanic Serving Institution, Title V STEM. Cooperative Award

Title V STEM funding provides support through the STEM advisor positions on each campus. Although these positions do not report to the Student Services Department, they provide comprehensive academic support and advising for TSJC students. In addition, the STEM funds have provided opportunities for new equipment, course offerings and STEM related activities for TSJC students.
UNIT ASSESSMENT: ADMISSIONS

Berna DeGarbo, Trinidad
Mathilda Westerman, Valley

Mission Statement:

The TSJC Admissions office is committed to helping students have a positive college experience by providing quality customer service, guidance through the admission process and easy access to student records.

Goal 1: Provide quality customer service.

Outcome 1: Cross training between departments.
Strategy: Establish a cross training schedule for staff in all departments.

Goal 2: Provide easy access to student records.

Outcome 1: Student records will be organized and easy to find.
Strategy: Create and establish new file system.

Outcome 2: Students will be referred to appropriate student support services.
Strategy: Integrate Course Signals software into current process.

Outcome 3: Students understand the process how to receive transcripts.
Strategy: Clear directions online and in publications.

Goal 3: Guide students through admission process.

Outcome 1: Students will understand the admission process.
Strategy: Give students access to enrollment checklist.

Outcome 2: Students will complete online application.
Strategy: Computer kiosks in office available, available on website, communicated on recruiting materials.
Goal 1: Provide quality customer service.

Outcome 1: Cross training between departments.

Strategy: Establish a cross training schedule for staff in all departments.

Criteria for Success & Assessment Methods

- Cross train one department per semester.

Summary of Data Collected

- Collected by: Berna and Mathilda, 12/15, 5/15
- In fall 2012, admissions staff participated in an inventory survey that identified job duties and responsibilities.
- In fall 2012, all Student Services staff participated in customer service training.

Examples of our work

- In fall 2012, Trinidad campus staff worked closely with the CTE Advisor to put together the new Gunsmithing application packets.
- In fall 2012, Mathilda trained the new Arts & Science Advisor.
Goal 2: Provide easy access to student records.

Outcome 1: Student records will be organized and easy to find.
Strategy: Create and establish new file system.

Criteria for Success & Assessment Methods

- Implement new file system for Fall 2012-2013.

Summary of Data Collected

- Collected by: Berna, 8/1
- Trinidad staff identified the information that would go into the new file system.
- Approximately 500 files were created.
- It was determined that the original files identified were too expensive and cumbersome. A new version of the file is being considered for the upcoming year.

Examples of our work

- New files were created for all incoming students.
Goal 2: Provide easy access to student records.

Outcome 2: Students will be referred to appropriate student support services.

Strategy: Integrate Course Signals software into current process.

Criteria for Success & Assessment Methods

- Communication, training, develop tools to keep link between SSC, students and faculty.

Summary of Data Collected

- Collected by: Berna and Mathilda, 12/15, 5/15
- Admissions staff participated in the Course Signals software training.
- Admissions staff are knowledgeable of the Course Signals software.
- Admissions staff will participate in the Course Signals pilot and implementation.

Examples of our work

- Admissions staff participated in both Course Signals trainings held in fall 2012. Admissions staff is a primary point of contact for faculty using a new software product or when a student receives a message. After participating in the training, Admissions staff indicated they are comfortable to provide feedback to instructors and students related to messaging and intent of the Course Signals product.
Goal 2: Provide easy access to student records.

Outcome 3: Students understand the process how to receive transcripts.
Strategy: Clear directions online and in publications.

Criteria for Success & Assessment Methods

- Pull transcript batches weekly and serve walk-ins immediately.
- Update website and publications each semester.

Summary of Data Collected

- Collected by: Berna and Mathilda, 12/15, 5/15
- Review of the Student Services Section of the TSJC website
- Participation in the online application update
- Review and edits to the Student Services section of the catalog
- Review and edits to the TSJC 2012 -2013 Student Handbook

Examples of our work

- The International Student section of the TSJC website was updated in Fall 2012
- The TSJC On Line Application was placed in a highly visible section of the website
**Goal 3: Guide students through admission process.**

Outcome 1: Students will understand the admission process.

Strategy: Give students access to enrollment checklist.

**Criteria for Success & Assessment Methods**

- Available online.
- Communicated on recruiting materials.

**Summary of Data Collected**

- Collected by: Berna and Mathilda, 12/15, 5/15
- Review and update of the enrollment checklist for Spring 2013 schedule.

**Examples of our work**

- The enrollment checklist was developed in coordination with all Student Services Staff across both campuses in an effort to make a very easy to follow, step by step list for new students.
- The enrollment checklist will be online soon.
**Goal 3: Guide students through admission process.**

**Outcome 2:** Students will complete online application.

**Strategy:** Computer kiosks in office available, available on website, communicated on recruiting materials.

**Criteria for Success & Assessment Methods**

- IR will run reports: Applied but not enrolled and Financial Aid awarded, not assigned.
- Find baseline of # students completing online app. Select # for success (Collect from IR).
- Measure # students using student computers in office.

**Summary of Data Collected**

- Collected by: Berna and Mathilda, 8/15, 1/15
- Number of web applications currently being measured and reported to supervisor.
- Staff will determine if there is a place for a kiosk computer access on the Valley campus.
- The number of students using the computers will be monitored and reported by admissions staff.

**Examples of our work**

- In Spring 2013, Admissions will send a message to all students to announce the availability of computers in the Student Services Offices
- In Spring 2013, information about online applications will be added to the Fall 2013 schedule and communicated electronically to students.
UNIT ASSESSMENT: ADVISING

Victor Gutierrez, Trinidad
Peggy Weurding, Trinidad
Krystle Cantu, Valley
Margaret Lopez, Valley

2012-2013

Mission Statement:

The Academic Advisor enriches the lives of students by guiding their educational path and empowering them to make mature choices; thus allowing the student responsibility for their academic success.

Goal 1: Build and maintain strong relationships with students.

Outcome 1: Students will receive initial direction in their academic planning.
Strategy: Advisors will meet with new students face-to-face, by phone and/or email.

Outcome 2: Students will learn to trust their advisor.
Strategy: Advisors will follow-up with students face-to-face, by phone and/or email at least once during a semester.

Goal 2: Increase students’ knowledge of the TSJC Advising and Registration processes.

Outcome 1: Students will know their program objectives.
Strategy 1: Students will have access to Degree Works.
Strategy 2: Students will have access to their individual program sheet.

Outcome 2: New students attending advising session will greatly increase knowledge and/or understanding of program processes over students that register themselves online.
Strategy: New students will meet with their advisor and have access to specific program processes online and/or a program sheet available from that advisor.

Goal 3: Retain students.

Outcome 1: Students will remain and persist at TSJC by an increase of 2% each semester.
Strategy: Register eligible students by May 15 and December 15 for next semesters.
GOAL 1: Build and maintain strong relationships with students.

Outcome 1: Students will receive initial direction in their academic planning.
Strategy: Advisors will meet with new students face-to-face, by phone and/or email.

Outcome 2: Students will learn to trust their advisor.
Strategy: Advisors will follow-up with students face-to-face, by phone and/or email at least once during a semester.

Criteria for Success & Assessment Methods

- New students will meet with advisor before registering for classes.
- New students will complete a survey of basic skills before meeting with the advisor.
- Advisors will follow up with students at least twice a semester.
- Student satisfaction survey collected from Institutional Research each semester.

Summary of Data Collected

- Collected by: Peggy, Victor, Krystle and Margaret, 8/31, 1/31
- Summary of data collected
- The system in place at this time is the Institutional Research data available. Advisors will keep a running database of students seen in person or advised by phone or email beginning in summer and fall semesters.
- At least 2% more students will be advised and contacted in fall of next year.

Examples of our work

- Example 1: Students will be encouraged to complete a pre-enrollment survey to help advisors determine if students need basic information or help with computer, typing skills, coursework rigor, or other program information. Surveys will be available online, in Student Services and advisor offices.
- Example 2: Students do meet with Academic Advisor for initial program consult and registration into courses. This may be done in person, by phone and/or email.
- Example 3: Database kept by advisors of students registered each semester will be used to encourage them to meet with their advisor at least two times during the semester to make sure they are on track.
- Example 4: All advisors will encourage advisees to use Degree Works to keep track of their own academic record. Advisors will work with the Student Success Center to provide training in use of Degree Works for students needing assistance.
GOAL 2: Increase students’ knowledge of the TSJC Advising and Registration processes.

Outcome 1: Students will know their program objectives.
Strategy 1: Students will have access to Degree Works.
Strategy 2: Students will have access to their individual program sheet.

Outcome 2: New students attending advising session will greatly increase knowledge and/or understanding of program processes over students that register themselves online.
Strategy: New students will meet with their advisor and have access to specific program processes online and/or a program sheet available from that advisor.

Criteria for Success & Assessment Methods

- Update class schedule each semester.
- Update new student tutorial yearly.
- Update program sheets each semester.
- Update New Athlete Tutorial yearly.
- Update Gunsmithing admission information yearly.
- Update Rocky Mountain Line Tech orientation yearly.
- Updated processes will be available online, in the new semester schedule, in Student Services and with advisors.
- Update processes each semester.

Summary of Data Collected

- Collected by: Peggy, Victor, Krystle and Margaret, 12/15, 5/15
- Summary of data collected. The system in place at this time is the Institutional Research data available with student registration information only.
- Advisors will keep a running database of students seen in person or advised by phone or email beginning in summer and fall semesters.
- Advisors will have returning students fill out a short process survey in order to measure student knowledge of Advising and Registration process information learned from the previous semester.
- We anticipate that at least 2% of returning students registered in the spring semester will be more knowledgeable than students that register themselves online.

Examples of our work

- Students will meet with advisor at least once during the semester after initial registration.
- Students will be asked to fill out short process survey.
- Advisors will work with students on their individual program sheet, making sure that students are progressing.
- Art & science Advisor on the Trinidad campus will update the New Athlete and CCCOnline tutorials each semester.
- Career & Technical Advisors will update Gunsmithing and Rocky Mountain Line Tech orientation information each semester.
GOAL 3: Retain students.

Outcome 1: Students will remain and persist at TSJC by an increase of 2% each semester.

Strategy: Register eligible students by May 15 and December 15 for next semesters.

Criteria for Success & Assessment Methods

- 50% of eligible students will be registered by December 15 for the spring semester and 55% of eligible students will be registered for the fall semester by May 15.
- In place at this time is the Institutional Research data available. Advisors will keep a running database of students seen in person or advised by phone or email beginning in summer.
- Advisors will keep track of students that apply for graduation for the fall and spring semesters.

Summary of Data Collected

- Collected by: Peggy, Victor, Krystle and Margaret, 12/31, 5/31
- Summary of data collected: The system in place at this time is the Institutional Research data available. Advisors will keep a running database of students seen in person or advised by phone or email beginning in summer and fall semesters.

Examples of our work

- Example 1: All eligible students, faculty and athletic coaches are notified by the Arts & Science Advisor and encouraged to send their teams and students to their advisor in order to register for classes before students leave for Thanksgiving and Christmas breaks in order to be assured courses needed for their degree programs for spring semester and before graduation for fall semester.
- Example 2: All eligible students and faculty are notified by Career & Technical Advisors and encouraged to register as soon as possible for fall and spring semesters. (See explanation for #1.)
UNIT ASSESSMENT: CAREER SERVICES

Ron Barros, Trinidad
Roberta Taylor-Hill, Valley 2012-2013

Mission Statement:

Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. The TSJC Career Services Department is committed to serving the diverse career development needs of our students by providing career skills development and education in order to be successful in an ever-changing job market.

Goal 1: Provide career/interest assessments to students with undeclared majors.

Outcome 1: Assist students in selecting a major.
Strategy: Utilize TSJC web resources, informational interviewing, the O*Net Interest Profiler, and/or College In Colorado Interest Profiler to better assist students that are undecided on a college major. Provide or direct students to a plan of study correlated with Colorado Career Cluster for their newly selected career path.

Goal 2: Conduct presentations in CTE classrooms regarding available services.

Outcome 1: Increase number of students graduating job ready.
Strategy: Create presentation materials and visit all CTE programs on a yearly basis discussing a brief overview of offerings in the area of career development which include résumé and cover letter writing, portfolio development, interview skills including mock interviews, job searching, communication in the work place, and networking.

Goal 3: Collaborate with CTE instructors, staff, and administrators to complete VE-135 reporting.

Outcome 1: Complete VE-135 Reporting accurately and on time.
Strategy: Collaborate with CCCS, IR, CTE instructors, staff, and administrators to continue to streamline SURDS reporting, accuracy of data collection, and on-time data entry into the CCCS VE-135 data collection site.
GOAL 1: Provide career/interest assessments to students with undeclared majors.

Outcome 1: Assist students in selecting a major.

Strategy: Utilize TSJC web resources, informational interviewing, the O*Net Interest Profiler, and/or College In Colorado Interest Profiler to better assist students that are undecided on a college major. Provide or direct students to a plan of study correlated with Colorado Career Cluster for their newly selected career path.

Criteria for Success & Assessment Methods

- Work with Student Services personnel to streamline services which include selecting proper resources to be used to aid students in selecting a college major.
- Inform students that community college success rates were substantially higher – approaching 50% – for students who entered a concentration – Retrieved from Educationnews.org.
- Inform the student about the approximated time frame the Interest Profiler will take and advise them if they will not be able to complete the Interest Profiler that they can arrange an appointment that conveniently works for both parties.
- Demonstrate how to access the selected resource and view the results provided. Also remind student to write down logins, scores, or other applicable information that will help them refer to their results.
- Direct students to the Plan of Study of the proper pathway offered at TSJC that best fits the results of their Interest Inventory

Summary of Data Collected

- Create a student file with information related to assisting the student in selecting a major, including method used.
- Update a student feedback survey of the effectiveness of the method used to assist the student in selecting a major.
- Student files and feedback surveys will be stored with the Career and Special Services Department.

Examples of our work

- Student Feedback Survey.pdf
- O*Net Interest Profiler website page
- College In Colorado Interest Profiler website page
- TSJC Plans of Study website page
- TSJC Career Services web resources
Goal 2: Conduct presentations in CTE classrooms regarding available services.

Outcome 1: Increase number of students graduating job ready.

Strategy: Create presentation materials and visit all CTE programs on a yearly basis discussing a brief overview of offerings in the area of career development which include résumé and cover letter writing, portfolio development, interview skills including mock interviews, job searching, communication in the work place, and networking.

Criteria for Success & Assessment Methods

- Work with the Student Success Center to create a student intake form that will include data needed for both SSC and Career and Special Services Department.
- Collaborate with CTE instructors to create a proper schedule of times for classroom visits in order to inform students of the many services available through the Career Services Department.
- Provide department contact information, campus specific business cards, and pocket résumés to CTE students.
- Demonstrate how to access a variety of internet based tools on the TSJC website and through the TSJC student portal.
- Remind students that appointments can be drop-in or by appointment
- Inform instructors and students that follow-up classroom workshops are available for more detailed career services topics throughout the semester and though “Don’t cancel that class.”

Summary of Data Collected

- Visit CTE classrooms during first four weeks of each fall semester: 8/20 – 9/20
- Collect, analyze for completeness, enter, and archive digital data files in office of Career and Special Services: 9/20 – 10/20
- Collaborate with the Student Success Center (SSC) to create a student intake form that will include data needed for both SSC and Career and Special Services Center: 10/20 – 12/20
- Data Collected by: Ron and Roberta, 8/20 – 9/20

Examples of our work

- Student Intake Form.pdf
- Pocket Résumé.pdf
- Business Card.pdf
- Career Services Data Collection.pdf
Goal 3: Collaborate with CTE instructors, staff, and administrators to complete VE-135 reporting.

Outcome 1: Complete VE-135 Reporting accurately and on time.

Strategy: Collaborate with CCCS, IR, CTE instructors, staff, and administrators to continue to streamline SURDS reporting, accuracy of data collection, and on-time data entry into the CCCS VE-135 data collection site.

Criteria for Success & Assessment Methods

- Work with Vice President of Academic Affairs, Dean of CTE, Dean of Students, Perkins Grant Assistant, Scheduler, and IR to ensure accuracy of school calendar deadlines, and SURDS reporting that affects data accuracy of VE-135 reporting.
- Provide proper notification to CTE faculty, including detailed information of the process, deadlines, and importance of the reports.
- Answer commonly asked questions regarding VE-135 from CTE faculty, staff, and administrators.
- Submit an accurate and timely submission to CCCS data collection site.
- Revisit and analyze current methods of VE-135 completion to continue to improve future methods.

Summary of Data Collected

- Initial data collection, comparison to CCCS data file, and campus break down: 11/30 – 12/14
- Data files shared with TSJC faculty for student data follow-up: 12/15 – 2/10
- Data files collected, analyzed for completeness, and entered into the CCCS data collection site: 2/24 – 3/31
- Hard copies of data will be stored with Dean of CTE for 5-years; digital data files will be stored with the Career and Special Services Department for 5-years.
- Data Submitted by: Ron and Roberta, 3/31

Examples of our work

- VE-135 Reporting Sample.pdf
- CCCS Data Reporting Flyer.pdf
- How to fill out the VE-135 2011-2012.pdf
- VE-135 Follow-up Summary.pdf
UNIT ASSESSMENT: FINANCIAL AID

Wilma Atencio, Trinidad
Leslie Hollingsworth, Trinidad
Theresa Vega, Trinidad
Rosalie Ortega, Valley
Misti Martin, Trinidad/Valley

Mission Statement:

The TSJC Financial Aid office is committed to improving customer service by providing information and feedback to students to make sure students are more responsible and knowledgeable of financial aid processes.

Goal 1: Improve customer service.

Outcome 1: Qualified students for veteran benefits will know what is expected of them in order to receive service.
Strategy: Update website, recruiting materials with veteran benefit information.

Outcome 2: The Financial Aid Office will improve customer Service satisfaction.
Strategy 1: Students will meet with the EOC coordinator to receive assistance with filling our financial aid applications (FAFSA, scholarships, other forms, pin #’s). TSJC will distribute the annual student satisfaction survey. Financial Aid will use the informational rubric to access knowledge.
Strategy 2: The Director of Financial Aid will have office hours available for student appointments.

Goal 2: Improve default rate.

Outcome 1: Students will know what they owe in student loans when leaving TSJC and will understand what is expected of them.
Strategy: Send exit counseling packets (100%), face-to-face counseling available.

Outcome 2: The Financial Aid Office will reduce the number of loans processed.
Strategy: Refuse students with high loan debt. Counsel students to find alternate forms of assistance.

Goal 3: Improve student knowledge.

Outcome 1: Students attending informational sessions with financial aid staff will increase their knowledge of financial aid processes and procedures.
Strategy: Improve and update messages on portal, send email blasts, have virtual advisor/counselor available. Add two messages per semester on portal. Increase email activations by 5% for 2012-2013. Plan in place to create virtual website by 5/2013
**Goal 1: Improve customer service.**

Outcome 1: Qualified students for veteran benefits will know what is expected of them in order to receive service.

Strategy: Update website, recruiting materials with veteran benefit information.

**Criteria for Success & Assessment Methods**

- 100% of students will receive veteran benefits before census date.

**Summary of Data Collected**

- Collected by: Wilma, 8/1, 1/1
- 50 Veterans were served for Fall 2012 semester. 0% received benefits before census date.
- New certification processes were developed, adopted and posted on the TSJC website.

**Examples of our work**

- Data collected from spreadsheet on Fall 2012 created by the VA Certifying Official.
  
  Trinidad: 34  
  Valley: 16  
  Aggregate: 50

- TSJC staff met with student Veteran’s to discuss the certification process. As a result of the meeting, a new certification process was developed. In addition, a Veteran’s bulletin board was created in the Gunsmithing program where students can find out more about updates specific to veterans.
GOAL 1: Improve customer service.

Outcome 2: The Financial Aid Office will improve customer Service satisfaction.

Strategy 1: Students will meet with the EOC coordinator to receive assistance with filling our financial aid applications (FAFSA, scholarships, other forms, pin #’s). TSJC will distribute the annual student satisfaction survey. Financial Aid will use the informational rubric to access knowledge.

Strategy 2: The Director of Financial Aid will have office hours available for student appointments.

Criteria for Success & Assessment Methods

- 350 Students will meet with the EOC coordinator
- 70% of students surveyed will be satisfied with services provided by the Financial Aid Office.

Summary of Data Collected

- Collected by: Theresa, 12/31, 5/31
- Approximately 262 applicants were assisted by the TRiO EOC office in the Fall 2012 semester
- Office hours were created and posted for students wanting to meet with the Financial Aid Director
- Financial Aid staff will develop a student satisfaction survey for distribution in Spring 2013. Results will be included in the annual report.
- Financial Aid Staff attended and participated in customer service training in Fall 2012.

Examples of our work

- A copy of the survey will be developed and included with the annual report.
- Office hours for the Financial Aid Director were posted and emailed to all students.
- The institution hired a Financial Aid Loan Default Specialist. Additional staff in this office has assisted with overall customer service and response times in serving students.
GOAL 2: Improve default rate.

Outcome 1: Students will know what they owe in student loans when leaving TSJC and will understand what is expected of them.

Strategy: Send exit counseling packets (100%), face-to-face counseling available.

Criteria for Success & Assessment Methods

- Reduce default rate by 2% for 2013 year.
- Maintain 24% or less.
- Refer students to Student Success Center for early alerts.
- Utilize services of loan default professionals

Summary of Data Collected

- Collected by: Wilma, 12/31, 5/31, 11/21
- Default rate for 2012-2013 was 29.8%.
- TSJC hired a Financial Aid Loan Default Specialist in Fall 2012.
- TSJC engaged in a Professional Services Contract with ECMC Solutions to provide comprehensive default prevention services in Fall 2012.
- The number of students referred to the Trinidad campus Student Success Center for early alerts in Fall 2012 was 307, seven were referrals from the Financial Aid office.
- The number of students referred to the Trinidad campus Student Success Center for success plans in Fall 2012 was 49, 18 of these were referrals from the financial aid office.

Examples of our work

- The annual report will include a sample email, exit information and template that is being developed to communicate with students.
- The Default Prevention Plan was updated and reviewed in Fall 2012.
- The Financial Aid Appeals committee will be updated and posted on the TSJC website soon.
GOAL 2: Improve default rate.

Outcome 2: The Financial aid Office will reduce the number of loans processed.
Strategy: Refuse students with high loan debt. Counsel students to find alternate forms of assistance.

Criteria for Success & Assessment Methods

- Establish a baseline for number of loans processed per semester.

Summary of Data Collected

- Collected by: Wilma, 12/31, 5/31
- A total of 481 student loans were processed in Fall 2012.
- TSJC hired a Financial Aid Loan Default Prevention Specialist to work one-on-one with students.

Examples of our work

- Information was obtained from the COD website, under yearly totals for Academic Year 2012-2013.

  Trinidad: 352
  Valley: 129
  Aggregate: 481

- TSJC adopted a procedure to cap student loans at $30,000. This procedure was vetted through the President's staff and TSJC Cabinet for review.
Goal 3: Improve default rate.

Outcome 1: Students attending informational sessions with financial aid staff will increase their knowledge of financial aid processes and procedures.

Strategy: Improve and update messages on portal, send email blasts, have virtual advisor/counselor available. Add two messages per semester on portal. Increase email activations by 5% for 2012-2013. Put a plan in place to create virtual website by 5/2013.

Criteria for Success & Assessment Methods

- Use pre and post informational rubric. Students will demonstrate increased knowledge by moving at least one knowledge point on the informational rubric.

Summary of Data Collected

- Collected by: Wilma, 12/31, 5/31
- Develop a plan for pre and post informational rubric. The plan will be developed and initiated in Spring 2013.

Examples of our work

- The TSJC Financial Aid Director is working with Assessment coordinator to create a pre and post informational rubric to measure knowledge.
Mission Statement:

Trinidad State Junior College housing promotes respectful and supportive learning communities that teach, model and reward an environment that respects social responsibility, promotes healthy life choices and provides a safe environment for learning.

Goal 1: Increase retention rates of students living in residence halls.

Outcome 1: Increase occupation of residence halls.
Strategy: Maintain website with updated information. Update recruiting materials with latest housing information.

Outcome 2: Maintain and improve living conditions in residence halls.
Strategy: Ask resident students in a survey how to improve living conditions in on-campus housing.

Goal 2: Maintain good customer relations.

Outcome 1: Students will make good healthy life choices.
Strategy: Students have access to dorm policies in student handbook and online. RA’s enforce policies.

Outcome 2: Students will live in a safe environment.
Strategy: RA’s enforce policies, i.e. quiet time, etc. Security checks each dorm daily for safety.
GOAL 1: Increase retention rates of students living in residence halls.

Outcome 1: Increase occupation of residence halls.
Strategy: Maintain website with updated information. Update recruiting materials with latest housing information.

Criteria for Success & Assessment Methods
- Update website and recruiting materials each semester/school year.
- Create satisfaction and comment opportunities for students

Summary of Data Collected
- Collected by: Rhyan, Andrew and Seth, 8/1, 1/1
- TSJC hired a Student Life Director in September 2012.
- Students in the residence halls attended monthly meetings for updates. Meetings were held by floor to promote discussion and constructive feedback

Examples of our work
- The TSJC website on housing is currently under review. The Residence Hall Handbook and Housing application are online.
- Students received email messages from the Student Life Director regarding activities, updates and notices.
- The check-in/check-out processes for Residence Halls were updated in Fall 2012.
- The TSJC Student Code of Conduct was updated in December 2012. Students were notified via email and the Check in process.
- Students received the Student Handbook at the New Student BBQ’s on each campus in Fall 2012. In addition, this document is posted on the TSJC website.
GOAL 1: Increase retention rates of students living in residence halls.

Outcome 2: Maintain and improve living conditions in residence halls.

Strategy: Ask resident students in a survey how to improve living conditions in on-campus housing.

Criteria for Success & Assessment Methods

- Students will be offered a satisfaction survey each school year.

Summary of Data Collected

- Collected by: Andrew and Seth, 5/31
- A midyear survey was developed in Fall 2012. Female students were asked a short, two question survey at the end of the Fall 2012 semester during checkout. Approximately 33% of the female students in the residence halls participated in the survey.
- RA’s and DA’s are currently being trained to assume expanded duties in Fall 2013

Examples of our work

- Female students indicated dirty bathrooms and sticky door locks as the areas they like least. This information was reported to physical plant to determine some strategies for the Spring semester.
- Female students indicated they like the single room size and the RA’s & DA’s the best.
- The new Student Life Center is set to open in January 2013. Students will have access to game room activities, video gaming, television, computers and quiet study access.
GOAL 2: Maintain good customer relations.

Outcome 1: Students will make good healthy life choices.
Strategy: Students have access to dorm policies in student handbook and online. RA’s enforce policies.

Criteria for Success & Assessment Methods

- Policies updated each school year.
- RA’s are trained before each school year.

Summary of Data Collected

- Collected by: Andrew and Seth, 8/1, 1/1
- Number of RA’s and DA’s that participate in training
- Number of activities related to healthy choices
- Communication with students related to policies, notices and updates

Examples of our work

- In Fall 2012, RA’s and DA’s participated in a one week training before the semester began. Topics for training included but were not limited to: suicide prevention, code of conduct review, FERPA and crisis response protocols.
- In Fall 2012, TSJC hosted an domestic violence prevention and alcohol awareness programs for students.
- In Fall 2012, TSJC students were offered extended access to the weight room and game room.
- TSJC is opening the Student Life Center in January 2013. Students will have access to new healthy life choices including but not limited to: computers, quiet study area, television, video gaming, game room activities and check out equipment for outdoor activities.
GOAL 2: Maintain good customer relations.

Outcome 2: Students will live in a safe environment.

Strategy: RA’s enforce policies, i.e. quiet time, etc. Security checks each dorm daily for safety.

Criteria for Success & Assessment Methods

- RA’s are trained before each school year.
- Security officers are trained before each school year.

Summary of Data Collected

- Collected by: Andrew and Seth, 8/1, 1/1
- Security reports related to safety
- Staff has requested additional video surveillance for residence halls.

Examples of our work

- In Fall 2012 TSJC experienced a shift in security staff. In November 2012 both TSJC security guards resigned their post. TSJC hired a security company to provide security services on both campuses.
- TSJC Security staff report incidents using an incident report. Report outcomes and specific incidents are posted on the TSJC website.
UNIT ASSESSMENT: NEW STUDENT ORIENTATION

Robert Martinez, Valley
Tori Eckes, Trinidad 2012-2013

**Mission Statement:**

TSJC Student Services is committed to welcoming, supporting, engaging and educating new students and their families about college readiness success factors in order to facilitate the academic and personal success of each student.

**Goal 1: Educate new students on skills and resources necessary to succeed academically and personally at the college.**

Outcome 1: Increase participation in Orientation.
Strategy: Host and promote the annual Live Orientation(s) before and directly after fall semester starts of each academic year.

**Goal 2: Increase access to Orientation.**

Outcome 1: Increase access to Orientation by developing and launching an online Orientation program.
Strategy: Track number of students participating in Online Orientation.

**Goal 3: Increase satisfaction and effectiveness of Orientation programming.**

Outcome 1: Establish a benchmark for determining student satisfaction with Orientation and to measure changes in satisfaction in the future.
Strategy: Create a satisfaction survey to establish a baseline level of satisfaction for students attending Orientation.
Goal 1: Educate new students on skills and resources necessary to succeed academically and personally at the college.

Outcome 1: Increase participation in Orientation.

Strategy: Host and promote the annual Live Orientation(s) before and directly after fall semester starts of each academic year.

Criteria for Success & Assessment Methods

- Increase number of students attending Orientation by 2% over previous year as a percentage of new incoming students.
- Record participation in Orientation through internal SSC departmental databases (Excel).

Summary of Data Collected

- Collected by: Tori and Robert, 9/30
- Summary of data collected

Examples of our work

- **Trinidad Main Campus** increased Orientation participation as a percentage of new students entering college from fall 2011 at 34% with 150 participants to fall 2012 at 78% with 154 participants. The total percentage points increased by 44 from fall 2011 to fall 2012 as a percentage of new incoming students.
- Alamosa Campus will report examples in the annual report
- Results for both campuses:

<table>
<thead>
<tr>
<th>Orientation Comparison Trinidad and Alamosa Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus by Term</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Trinidad Fall 2011</td>
</tr>
<tr>
<td>Trinidad Fall 2012</td>
</tr>
<tr>
<td>Alamosa Fall 2011</td>
</tr>
<tr>
<td>Alamosa Fall 2012</td>
</tr>
<tr>
<td>Total Fall 2011</td>
</tr>
<tr>
<td>Total Fall 2012</td>
</tr>
</tbody>
</table>

*The number of students that are New First Time Anywhere were taken from the TSJC post census enrollment reports for both fall 2011, 201220 term and fall 2012, 201320 term provided by TSJC Institutional Research.
### Goal 2: Increase access to Orientation.

Outcome 1: Increase access to Orientation by developing and launching an online Orientation program.

**Strategy:** Track number of students participating in Online Orientation.

### Criteria for Success & Assessment Methods

- Record participation in Orientation through WebEx and internal SSC departmental databases (Excel).

### Summary of Data Collected

- Collected by: Tori and Robert, 2/28
- Summary of data collected
- Trinidad campus online Orientation in testing and implementation phase.
- Alamosa campus online Orientation is in a development phase

### Examples of our work

- Home Page for Online Orientation
Goal 3: Increase satisfaction and effectiveness of Orientation programming.

Outcome 1: Establish a benchmark for determining student satisfaction with Orientation and to measure changes in satisfaction in the future.

Strategy: Create a satisfaction survey to establish a baseline level of satisfaction for students attending Orientation.

Criteria for Success & Assessment Methods

Record student satisfaction results through WebEx, Survey Monkey and internal SSC departmental databases (Excel).

Summary of Data Collected

- Collected by: Tori and Robert, 9/30
- Summary of data collected

Examples of our work

- Example: Trinidad Campus: ORIENTATION
  The Student Success Center coordinated and hosted New Student Orientation for fall 2012 on August 17th, 2012. 154 unduplicated students attended the Orientation where they learned everything from how to set up their email to how to find and utilize tutoring and other helpful tips on how to be successful at college.

At the end of the Orientation we asked the students to fill out a survey. According to the questions asked 60% of the students were satisfied with the Orientation. Some suggestions from the students were to have more interaction with them, make it shorter and to have more activities. Next year we will take their suggestions into consideration when planning. Here is one of the survey results for whether the Orientation was informative and useful as well as the overall satisfaction of the Orientation.

![Orientation: Satisfaction Chart](chart.png)
UNIT ASSESSMENT: RECRUITING

Ashleigh Ackerman, Trinidad
Mike Sisneros, Valley 2012-2013

Mission Statement:
The TSJC Office of Recruitment is committed to the promotion of higher education, by serving as the liaison to all prospective students, families and support systems through the creation of personal relationships and adapting to all individual needs. We take pride in strengthening the overall Trinidad State Junior College experience through communicating the pillars for student access and student success.

Goal 1: Increase enrollment.
Outcome 1: Improve market share of high school students entering college.
Strategy: Recruit on the Colorado recruiting circuit in the fall, as well as recruitment via high school visits, student panels, consistent communication with counselors, counselor events.
Outcome 2: Refine and improve student recruitment for out of state.
Strategy: Recruit students in California.
Outcome 3: Community outreach
Strategy: Engage and participate in community-sponsored events.

Goal 2: Improve communication plan.
Outcome 1: Will have a constant message to prospective students.
Strategy: Assess students’ interests through inquiries via web, fairs, etc.
Outcome 2: Will make follow-up consistent and transparent between campuses.
Strategy: Implement software/data analysis system to manage and monitor contact.

Goal 3: Improve territory and travel plan.
Outcome 1: Will identify geographic regions in-state and out of state where TSJC is a viable option.
Strategy: Review interest cards and inquiries made by prospective students and track their locations for evaluation.
Outcome 2: Recruiters will recruit students in a defined territory.
Strategy: Regional recruitment for the Valley Campus includes the San Luis Valley and areas adjacent to the SLV. These adjacent areas have been identified as any community within a two hour driving radius of the San Luis Valley. These areas include, but are not limited to, Salida, Buena Vista, Gunnison, and Pagosa Springs. Regional recruitment for the Trinidad Campus includes but is not limited to Southern and Southeast Colorado, and Northern New Mexico. Also included in this territory: Pueblo, El Paso, and Teller County. Northern Colorado to be recruited based on availability.
GOAL 1: Increase enrollment.

Outcome 1: Gain market share of high school students entering college.

Strategy: Recruit on the Colorado recruiting circuit in the fall, as well as recruitment via high school visits, student panels, consistent communication with counselors, counselor events.

Criteria for Success & Assessment Methods

- Learn market share of students compared to other Junior Colleges.
- Assessment through analytic software (ex. Intelliworx) and reports.
  - Number of students contacted.
  - Number of campus visits.
  - Number of completed applications.
  - Number of students enrolled.

Summary of Data Collected

- Collected by: Ashleigh and Mike, as of 11/21/12
  - Events: 93
    - Students contact: 582 (coordinated with Erin Comden and Department Representatives)
- Types of events will be reported using a recruiting activity report

Examples of our work

- Example 1
  - High School Visit Presentation Plan
    - 9:00 – 9:10 Welcome and Introductions, collect student contact/interest cards
    - 9:10 – 9:13 Overview of TSJC Campuses/Programs
    - 9:13- 9:20 Open session for questions (Provide giveaway items for participation)
      - If student panel is available, turn over questions to the panel.
    - 9:20 – 9:25 Invite Program Representative to Speak (if available)
    - 9:25 – 9:45 Website overview and tutorial (How to apply, contact information, COF, Financial Aid and scholarship information)
GOAL 1: Increase enrollment.

Outcome 2: Refine and improve student recruitment for out of state.
Strategy: Recruit students in California during spring season.

Criteria for Success & Assessment Methods

- Collect and analyze data of current students enrolled out-of-state students, prior to out of state visits, 1/15/13
- Collect data from IR on students applied out-of-state students, end of season

Summary of Data Collected

- Collected by: Ashleigh and Mike
- Recruiting reports will be used to measure out of state efforts
- Recruiters will develop an out of state recruitment plan with specific strategies and targets

Examples of our work

Example 1
Assessment through analytic software (ex. Intelliiworks) and reports.
  o Number of out-of-state students contacted.
  o Number of out-of-state students applied.
  o Number of out-of-state students enrolled.
*Compared to number of events/visits made.
GOAL 1: Increase enrollment.

Outcome 3: Community outreach
Strategy: Engage, participate in and host community events.

Criteria for Success & Assessment Methods

- Coordinate with on-campus resources (ex. Business expo, career fair, etc).
- Utilize campus-wide events to invite community members on campus.
- Record the number and description of events attended/hosted.

Summary of Data Collected

- Summary of data collected monitored and documented by Mike and Ashleigh.

Examples of our work

- Example 1
  Engagement Report
- Provide final listing of engagement events:
  o Event, date attended, target population (engagement)
    ▪ Ex: TSJC Annual Tourney, 11/29/12, high school students (Informational Social in Sullivan Center).
GOAL 2: Improve communication plan.

Outcome 1: Provide individualized communication as well as constant institutional message to prospective students.

Strategy: Utilize consistent materials and assess students’ interests through inquiries via web, fairs, etc.

Criteria for Success & Assessment Methods

- Materials updated and distributed consistently between Valley and Trinidad Campuses.
- Keep documentation of materials and communication to prospective students by individual campus, compare with the other recruiter throughout semester.

Summary of Data Collected

- Checklist of materials and communication reviewed by Ashleigh and Mike
- Materials and promotional items have been ordered together. I.e., viewbooks, pens, tablecloths and publications in Fall 2012.

Examples of our work

- Example 1
  Communication Checklist
  - View book
  - Program information
  - Special events notices (campus specific)
  - Welcome Packet
  - Birthday/Holiday communication
  - Miscellaneous communication

- Example 2
  Student follow-up post recruiting event
  - Phase one: Send out “Welcome packet” (physical mailing)
  - Phase two: Electronic follow-up (email, SMS)
  - Phase three: Phone call (additional questions, set date for campus visits)
  - Supplement: Holiday/Birthday cards/emails, special events announcements, TSJC in the media
**GOAL 2: Improve communication plan.**

Outcome 2: Will make follow-up consistent and transparent between campuses.
Strategy: Implement software/data analysis system to manage and monitor contact.

**Criteria for Success & Assessment Methods**

- Updated website, update communication between campuses via software system (ex. Intelliworks).

**Summary of Data Collected**

- Monitored by Ashleigh and Mike, report run monthly with software system
- Summary of data collected documented individually.
- Recruiting staff will develop and adopt a Recruitment plan.
- Recruiters invited Intelliworks to do a demonstration for stakeholders in December 2012.

**Examples of our work**

- Example 1
- Analysis Report
  - Compare and contrast follow-up statistics to determine level of consistency.
GOAL 3: Improve territory and travel plan.

Outcome 1: Will identify geographic regions in-state and out of state where TSJC is a viable option.

Strategy: Review interest cards and inquiries made by prospective students and track their locations for evaluation.

Criteria for Success & Assessment Methods

- Evaluate student-interest based on geographic demographic inquiries and by high schools.
- Determination of high- and low-producing college fair and recruiting events.

Summary of Data Collected

- Collected by: Ashleigh and Mike
- Recruiting Activity Reports will be used to provide feedback, contacts and event highlights.
- Recruiters will meet at least once each semester to review process, procedures and updates.

Examples of our work

Example 1
- High-producing high school fairs/visits included:
- Low-producing high school fairs/visits included:

Recruiters attended the National Conference in Denver in Fall 2012.
GOAL 3: Improve territory and travel plan.

Outcome 2: Recruiters will recruit students in a defined territory.
Strategy: Define assigned territory for each recruiter.

Criteria for Success & Assessment Methods

- Provide more personalized outreach.
- Transfer of prospects to appropriate campus based on program of interest.

Summary of Data Collected

- Documentation of prospect sharing monitored by Ashleigh and Mike.

Examples of our work

- Example 1
  Documentation of Prospect Sharing
  - Recorded documentation (via email) of contact information forwarded to appropriate campus recruiter/department representative.
Christy Holden, Trinidad  
Mathilda Westerman, Valley  
2012-2013

Mission Statement:

Trinidad State Junior College Registrar is committed to supporting students to succeed through successfully transferring college credit in from accredited post-secondary schools, applying for graduation, providing customer service in transfer advising, academic advising, athletic eligibility, and accessing their Degree Audit Plan online.

Goal 1: Increase graduation rates.

Outcome 1: Students will complete graduation applications by the appropriate due date.  
Strategy: Advisors will have students complete graduation applications by November 15, March 1 and July 31.

Outcome 2: Students will use Degree Works.  
Strategy: Advisors will use Degree Works and show students how to use the tool. This is available on the student portal for students to print and obtain advisor’s signature.

Goal 2: Provide good customer service.

Outcome: Students will choose TSJC over another college.  
Strategy: Evaluate college transcripts within a week and verifications within 48 hours.

Goal 3: Increase knowledge for students.

Outcome 1: Students will know what is expected of them for residency.  
Strategy: Tuition Classification packet is clear and understandable.

Outcome 2: Students, faculty, and staff will understand students’ privacy rights.  
Strategy: Inform students of their FERPA rights at time of application. Train new faculty and staff each semester through a tutorial and D2l online quiz.

Outcome 3: Students understand athletic eligibility is reported before the season opener.  
100% of student athletes will know criteria for eligibility.  
Strategy: Eligibility worksheet due from coaches 2-3 weeks in advance of season opener.
**Goal 1: Increase graduation rates.**

Outcome 1: Students will complete graduation applications by the appropriate due date.

Strategy: Advisors will have students complete graduation applications by November 15, March 1 and July 31.

**Criteria for Success & Assessment Methods**

- Criteria 100% of students eligible for graduation will complete graduation applications.

**Summary of Data Collected**

- Collected by: Christy, Mathilda
- Registrar updated the graduation application
- Updated graduation application is available on the TSJC website
- The graduation fee ($30.00) was eliminated.
- Graduation application deadlines are target dates. As of November 15, xx graduation applications had been received.

**Examples of our work**

- Registrar works closely with Deans and Instructors to determine students eligible for graduation.
- Students have the option to walk in graduation or not; they will still have their degree awarded if they complete their requirements.
GOAL 1: Increase graduation rates.

Outcome 2: Students will use Degree Works.

Strategy: Advisors will use Degree Works and show students how to use the tool. Available on student portal for students to print and get advisor’s signature.

Criteria for Success & Assessment Methods

- Update programs in Degree Works as program updates are made.
- Advisors will provide quality information regarding Degree Works to each student.
- Advisors will sign each degree audit and have students attach audit to application.

Summary of Data Collected

- Collected by: Christy, Mathilda, 8/1
- Registrar has provided training and tutorial support to staff on the use of Degree Works.
- Computer kiosks on the Trinidad Campus are available for students to try Degree Works.
- Registrar works closely with the Dean’s to ensure Degree Works information is current and accurate.
- Advisors and Deans notify the Registrar when issues or questions arise regarding Degree Works.

Examples of our work

- Student’s applications with Degree audit attached and advisor’s signature.
GOAL 2: Provide good customer service.

Outcome 1: Students will choose TSJC over another college.
Strategy: Evaluate college transcripts within a week and verifications within 48 hours.

Criteria for Success & Assessment Methods

- Student services customer service satisfaction in Spring 2012 for the Registrar is at an A level.
- Transcripts are sorted as received and entered into Banner within 1 week.
- Phone verifications and faxed requests are completed within 48 hours.

Summary of Data Collected

- Collected by: Christy, Mathilda, 5/31
- Registrar position moved to full time to provide better access for service.
- Registrar communicates with students throughout the evaluation process.

Examples of our work

- Transcripts put into to Banner will be reported.
GOAL 3: Increase knowledge for students.

Outcome 1: Students will know what is expected of them for residency.

Strategy: Tuition Classification packet is clear and understandable.

Criteria for Success & Assessment Methods

- Students complete 100% of the petition.
- Students are given a decision regarding residency within 1 week after completed form is received.

Summary of Data Collected

- Collected by: Christy, Mathilda, 12/31, 5/31
- Registrar collects tuition classification packets on a regular basis.
- Information regarding tuition classification is available online.
- Tuition classification packets are available in the Student Services Office on either campus.
- The TSJC Schedule information regarding tuition classification was reviewed for the Spring 2013 schedule.

Examples of our work

- Completed tuition classification packets will be reported
- Residency notated in appropriate Banner screens.
GOAL 3: Increase knowledge for students.

Outcome 2: Students, faculty and staff will understand students’ privacy rights.

Strategy: Inform students of their FERPA rights at time of application. Train new faculty and staff each semester through an online tutorial and quiz on D2l.

Criteria for Success & Assessment Methods

- 100% of students who apply are given FERPA information and a form to fill out.
- 100% of new faculty and staff are trained each semester.

Summary of Data Collected

- Collected by: Christy, Mathilda, 8/31, 1/31
- Registrar developed a FERPA tutorial for all new staff. Each semester, new staff are sent instructions and asked to participate in the on-line FERPA training.
- A FERPA update was provided at the Fall 2012 In-Service Training.

Examples of our work

- FERPA forms in student files and notated on appropriate Banner screens.
- Results from FERPA quiz available on D2l
- An email was sent to all staff reminding of the FERPA regulations.
- The number of staff who participate in the online FERPA tutorial will be reported.
GOAL 3: Increase knowledge for students.

Outcome 3: Students understand that athletic eligibility is reported before the season opener. 100% of the student athletes will know the criteria for eligibility.

Strategy: Eligibility worksheet due from coaches 2-3 weeks in advance of season opener

Criteria for Success & Assessment Methods

- Coaches have complete information available for eligibility report.
- Criteria are explained to student athletes before eligibility report is complete.
- Signed eligibility form returned before first game.
- Audit file complete within one week.

Summary of Data Collected

- Collected by: Christy 10/31, 3/31
- Summary of data collected

Examples of our work

- Eligibility worksheet
- Completed audit file
Mission Statement:

Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. The Special Populations/Disability Services Office (SPDSO) is committed to facilitating access to the educational opportunities in order for students receiving services to reach their highest possible potential.

Goal 1: Collaborate interdepartmentally to provide streamlined services in order to increase the number of special population students receiving campus support services, including disability services.

Outcome 1: Increase the numbers of students receiving campus support services, including disability services

Strategy: Collaborate and partner interdepartmentally to create materials that streamline services and inform TSJC students about all campus support services, including disability services; engage faculty, staff, and exterior agencies in creating a system of support to better assist special population students.

Goal 2: Increase public awareness of services that are available at TSJC and provided by the SPDSO

Outcome 1: Increase student usage of the SPDSO

Strategy: Provide outreach presentations and an interdepartmental brochure that promotes interdepartmental college services to staff, faculty, students, and other exterior agencies to properly inform them of all the available services at TSJC, including the services provided by the SPDSO.

Goal 3: Expand staff knowledge and expertise on issues related to Special Population students.

Outcome 1: Increase the number of subject matter experts and knowledgeable staff members

Strategy: Utilize web resources, CCCS resources, current consortium memberships and association memberships to increase the knowledge and expertise of SPDSO personnel in order to better assist Special Population students.
Goal 1: Collaborate interdepartmentally to provide streamlined services in order to increase the number of special population students receiving campus support services, including disability services.

Outcome 1: Increase the numbers of students receiving campus support services, including disability services

Strategy: Collaborate and partner interdepartmentally to create materials that streamline services and inform TSJC students about all campus support services, including disability services; engage faculty, staff, and exterior agencies in creating a system of support to better assist special population students.

Criteria for Success & Assessment Methods

- Develop a collaborative interdepartmental brochure that promotes all college support services available to prospective students, including the services provided by SPDSO.
- Develop an interdepartmental intake form to aid in streamlining support services for special population students.
- Provide initial classroom visits to promote all campus support services and allow students to complete intake forms; collect intake forms to share interdepartmentally.
- Use the ACCUPLACER Intake form to identify and make a referral contact via email, phone, or letter with Special Populations students identified by ACCUPLACER scores.
- Partner with Student Success Center, TRiO Student Support Services, Intervention Specialist, STEM, EOC, and any other internal departments to improve communication in services provided to special population students and streamline college support services.
- Collaborate with exterior agencies to provide quality services to special population students.

Summary of Data Collected

- Evaluate the effectiveness and continuously update the ACCUPLACER intake form and interdepartmental brochure and intake form; document completed forms in a filing system.
- Document incoming/outgoing referrals to interior/exterior programs or agencies using student contact form.
- Maintain semester communications with exterior programs using email, phone or letter correspondence.
- Create and maintain a file system documenting services provided.
- Data collected will be stored in the Career and Special Services Department.

Examples of our work

- Interdepartmental brochure.pdf
- Interdepartmental intake form.pdf
- ACCUPLACER intake form.pdf
UNIT ASSESSMENT: SPECIAL POPULATIONS/DISABILITY SERVICES OFFICE (SPDSO) CONT’D

Goal 2: Increase public awareness of services that are available at TSJC and provided by the SPDSO

Outcome 1: Increase student usage of the SPDSO

Strategy: Provide outreach presentations and an interdepartmental brochure that promotes interdepartmental college services to staff, faculty, students, and other exterior agencies to properly inform them of the all available services at TSJC, including the services provided by the SPDSO.

Criteria for Success & Assessment Methods

- Revise and update the SPDSO student handbook located on the TSJC Website.
- Develop collaborative interdepartmental brochure that promotes all college services available to all prospective students, including the services provided by SPDSO.
- Assist in ensuring Special Population services are on TSJC website, marketing, and recruiting materials.
- Provide faculty, staff, and students outreach presentations informing them of all available services at TSJC, including the services provided by the SPDSO.
- Provide outreach presentations to state and other exterior agencies that may include, but are not limited to the following: secondary schools, BOCES, educational program resources, correctional facilities, Veteran’s Affairs, Social Services, Mental Health, Division of Vocational Rehabilitation, Colorado Workforce, and homeless shelters.

Summary of Data Collected

- Create and maintain a filing system documenting services provided.
- Document student contact forms in filing system.
- Document outreach presentations and dates of items completed above.
- Data collected will be stored in the Career and Special Services Department.

Examples of our work

- SPDSO Handbook.pdf
- Student Contact Form.pdf
- Interdepartmental brochure.pdf
Goal 3: Expand staff knowledge and expertise on issues related to Special Population students.

Outcome 1: Increase the number of subject matter experts and knowledgeable staff members

Strategy: Utilize web resources, CCCS resources, current consortium memberships and association memberships to increase the knowledge and expertise of SPDSO personnel in order to better assist Special Population students.

Criteria for Success & Assessment Methods

- Continue to be active participants in the COWY Consortium – Colorado/Wyoming Consortium of Support Programs for Students with Disabilities.
- Renew AHEAD membership yearly to stay current on issues related to students with disabilities and special population students.
- Collaborate with experts and participate in trainings and meetings provided by CCCS, COWY Consortium, AHEAD, etc. that are relevant to special populations.
- Collaborate and share professional development opportunities with interdepartmental staff members to better service Special Population students.

Summary of Data Collected

- Collect and save training manuals/notes from conferences/meetings attended.
- Develop a system to rate the training’s or meeting’s effectiveness in order to better analyze the benefits of attending for future years.
- Store training manuals and training effectiveness ratings in the SPDSO.
- Share professional development opportunities with TSJC administration, staff, faculty, and students (as best determined).

Examples of our work

- Training Agenda for DSC Training Day Part 1.pdf
- Scenarios DSC Training.pdf
- Training Agenda for DSC Training Day Part 2.pdf
UNIT ASSESSMENT: STUDENT LIFE

Rhyam Daugherty, Trinidad
Jennifer Carter, Valley

Mission Statement:

The TSJC Office of Student Life, in partnership with the TSJC Student Government Association, is dedicated to providing leadership opportunities, intramural sports, and special activities/awareness events for all students. Our goal is to engage students to become responsible citizens and make healthy lifestyle choices that will enrich their college experience and enhance their lives.

Goal 1: Plan and supervise safe and fun activities for all students.

Outcome 1: Students will participate in activities.
Strategy 1: Budget to purchase 3-6 national performers or activities per year.
Strategy 2: Budget to purchase monthly activities (Ex: Movie nights, DJ services, etc.).

Goal 2: Provide extracurricular activities for all students.

Outcome 1: Students will participate in extracurricular activities.
Strategy 1: Plan and supervise a variety of intramurals and activities that meet student needs and desires.
Strategy 2: Implement new methods and strategies to advertise and promote participation.

Goal 3: Provide leadership opportunities for students.

Outcome 1: Students hold positions in the Office of Student Life.
Strategy: Active and responsible Student Government officers, campus clubs, encourage participation in State Student Advisory Council (SSAC)
Goal 1: Plan and supervise safe and fun activities for all students.

Outcome 1: Students will participate in activities.
Strategy 1: Budget to purchase 3-6 national performers or activities per year.
Strategy 2: Budget to purchase monthly activities (Ex: Movie nights, DJ services, etc.).

Criteria for Success & Assessment Methods

- Create a student activity committee with membership that is representative of population.
  - Athletes, non-traditional, dorm, local, etc.

Summary of Data Collected

- Collected by: Rhyan, Jennifer, 12/31, 5/31
- Student Government on both campuses have been involved in identifying student activities.
- An activity evaluation process is being developed.
- The number of students who participate in activities will be reported

Examples of our work

- On the Valley Campus, Student Life activities in Fall 2012 included: a Welcome Back BBQ, Halloween Contest, Community Holiday gathering and securing an agreement with Adams State University to allow TSJC access to the ASU Recreation Center.
- A new Student Life Coordinator was hired in November.
- A new Student Life Office was created.
- On the Trinidad Campus, Student Life activities in Fall 2012 included: Bowling Nights, Movie Nights, Bongo Ball, a Comedy night, Game show night and dances. On average, 70 people attended each event, with movie nights and bowling nights having the highest turn-out with over 150 students in attendance.
- Trinidad Student Government Officers participated in the SSAC Conference in September 2012.
- Valley Student Government Officers participated in an on campus retreat in December 2012.
- Trinidad campus students will transition into the Student Life Center in January 2013.
Goal 2: Provide extracurricular activities for all students.

Outcome 1: Students will participate in extracurricular activities.
Strategy 1: Plan and supervise a variety of intramurals and activities that meet student needs and desires.
Strategy 2: Implement new methods and strategies to advertise and promote participation.

Criteria for Success & Assessment Methods

- Survey students during third week of school to determine interests.
- Survey students at end of school year to determine satisfaction level.

Summary of Data Collected

- Collected by: Rhyan, Jennifer, 12/31, 5/31
- Facilities updated on the Trinidad Campus include: tennis courts, outdoor basketball courts, additional cardio equipment and new space for fitness activities in the gym.
- TSJC added hourly staff to supervise and participate in activities
- A plan of operation is being developed for the Student Life Center on the Trinidad Campus
- An agreement was entered into for fitness and intermural access in partnership with Adams State University in for Valley Campus students.
- The number of students participating in activities will be reported.
- Students will be surveyed to determine activity priorities.
- A survey was distributed at the Trinidad Campus Welcome Back BBQ.

Examples of our work

- A variety of activities were offered to all students included but were not limited to:
  - Welcome Back BBQ
  - Bowling Night
  - Movie Night
  - Comedy Night
  - Community Holiday Event
- Students were notified of events through a variety of methods including:
  - Email
  - Posters
  - Chalk on the sidewalk
  - Word of mouth
Goal 3: Provide leadership opportunities for students.

Outcome 1: Students hold positions in the Office of Student Life.

Strategy: Active and responsible Student Government officers, campus clubs, encourage participation in State Student Advisory Council (SSAC)

Criteria for Success & Assessment Methods

- Pay stipends to officers and student activity committee members at end of each semester depending upon participation level.

Summary of Data Collected

- Collected by: Rhyan, Jennifer, 12/31, 5/31
- Keep a log (spreadsheet) to track each member’s participation and pay a stipend equal to percentage of participation.
- Provide training for student government officers
- Review by-laws, expectations and procedures with student government officers
- Meet on a consistent basis with student government officers

Examples of our work

- Members are responsible for planning and hosting events and are paid accordingly.
- Student Government Officers participated in the State Student Advisory Council Conference in September.
- Student Government Officers have met consistently on both campuses
- On the Trinidad campus in Fall 2012, a community clean up activity at the river walk was spearheaded through Student Government.
Mission Statement:

The TSJC Student Success Center is committed to supporting students to succeed through completion of certificates, degrees, persistence, or transferring to other colleges via assessment, intervention, transfer advising, academic support, and distance learning/computer counseling.

**Goal 1: Increase awareness of SSC services and resources.**

Outcome 1: Increase unduplicated student contacts through the SSC.
Strategy: Meet with student directly and conduct multiple outreach projects.

**Goal 2: Increase student success rate of SSC students served.**

Outcome 1: Increase the percentage of SSC students succeeding through persistence, graduation, and transfer.
Strategy: Conduct multiple outreach projects. Continue to intensify and analyze services such as intervention, scholarship help, etc… for students to assist with persistence, graduation, and transfer.

**Goal 3: Improve customer satisfaction for services the SSC provides to currently enrolled students at TSJC.**

Outcome 1: Improve the overall SSC customer service satisfaction rating.
Strategy: SSC Staff will continue implementing good customer service practices, attend professional development, and administer survey to students.

**Goal 4: Produce standardized, consistent reports to assist Student Services with data driven decision-making.**

Outcome 1: Provide qualitative and quantitative data through Annual Performance Report (APR) once per year.
Strategy: Update report each year and compare to previous year results to track progress and Success Rates.

**Goal 5: Retain students who have started classes late.**

Outcome 1: Retention rate will increase by 2% annually as a percentage of students starting after week 1 of classes each semester.
Strategy: IR will produce reports and refer late start students to SSC for intervention services.
Goal 1: Increase awareness of SSC services and resources.

Outcome 1: Increase unduplicated student contacts through the SSC.

Strategy: Meet with student directly and conduct multiple outreach projects.

Criteria for Success & Assessment Methods

- Number of unduplicated contacts will increase 2% over the previous year percentage of total students enrolled post census.
- This data will be retrieved from internal databases.
- Includes both separate campus and aggregated results.

Summary of Data Collected

- Collected by: Tory, Nancy, 2/28
- Summary of data collected

Examples of our work

- **Trinidad Campus (TMC)** – The Trinidad Student Success Center contacted 547 unduplicated students in fall of 2011 with intake forms, interventions, Accuplacer testing, transfer advising, academic specialist support, online support, computer access and more. Out of 801 total students enrolled post census on the Trinidad Main Campus (TMC), 547 or 68% of the student population in the fall of 2011 received contacts and services from the Student Success Center.

- **Alamosa Campus (TAC)** – The Valley Student Success Center contacted 578 unduplicated students in the fall of 2011 with intake forms, interventions, Accuplacer testing, transfer advising, scholarship help and more. Out of 665 total students enrolled post census on the Trinidad Valley Campus, 578 or 87% of the student populations in the fall of 2011 received contracts and services from the Student Success Center.

Results for both campuses:

<table>
<thead>
<tr>
<th>SSC Unduplicated Contact Comparison Trinidad and Alamosa Campuses</th>
<th>Campus by Term</th>
<th>SSC Unduplicated Contacts</th>
<th>Post Census Enrollment*</th>
<th>% of Unduplicated Students Enrolled Post Census Contacted by the SSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trinidad Fall 2011</td>
<td>547</td>
<td>801</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Trinidad Fall 2012</td>
<td>TBD</td>
<td>681</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Alamosa Fall 2011</td>
<td>578</td>
<td>665</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Alamosa Fall 2012</td>
<td>TBD</td>
<td>500</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td><strong>Total Fall 2011</strong></td>
<td><strong>1125</strong></td>
<td><strong>1466</strong></td>
<td><strong>77%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Fall 2012</strong></td>
<td>TBD</td>
<td><strong>1181</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>

*The number of students that were enrolled post census at both the Trinidad Main Campus (TMC) and the Alamosa Campus (TAC) were taken from the TSJC post census enrollment reports for both fall 2011, 201220 term and fall 2012, 201320 term provided by TSJC Institutional Research.
Goal 2: Increase student success rate of SSC students served.

Outcome 1: Increase the percentage of SSC students succeeding through persistence, graduation, and transfer.

Strategy: Conduct multiple outreach projects.

Criteria for Success & Assessment Methods

- Increase the success rate for students contacted by Student Success Center by 2% for 2012-2013.
- This data includes the fall 2012 SSC students compared against reports in fall 2013 collected from IR including: post census enrollment, graduation roster, Clearinghouse, transfer data, interdepartmental data.
- Includes both separate campus and aggregated results.

Summary of Data Collected

- Collected by: Tory, Nancy, 2/28
- Data will be reported regarding retention, student success, graduation and transfer.
- The number of students reported through the early alert system on the Trinidad campus in Fall 2012 was 307.
- The number of students referred to the Student Success Center for Success Plans on the Trinidad campus in Fall 2012 was 49.

Examples of our work

- Student Success Center staff provide graduation application support and access on site.
- Students identified through the early alert process are followed up with personally by a Success Center staff member.
Goal 3: Improve customer satisfaction for services the SSC provides to currently enrolled students at TSJC.

Outcome 1: Improve the overall SSC customer service satisfaction rating.
Strategy: Post services online and cross train other departments on SSC functions.

Criteria for Success & Assessment Methods

- 75% of students surveyed will be satisfied with services provided by the SSC.
- Results from the annual Student Services survey administered by Student Services.
- Includes both separate campus and aggregated results.

Summary of Data Collected

- Collected by: Tory, Nancy, 6/30
- Summary of data collected

Examples of our work

- Trinidad Student Satisfaction Results – Overall for 2011, of the 39 students who responded to the Student Success Survey, 79% of the students responding said they are satisfied with the SSC and gave the Center an “A” while 21% of the respondents rated the SSC at a “B” grade level.

<table>
<thead>
<tr>
<th>The Ruth Ann Woods Success Center staff 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Jean</td>
</tr>
<tr>
<td>Tori</td>
</tr>
<tr>
<td>Kate</td>
</tr>
</tbody>
</table>

- The results of the 2012 survey will be presented in the annual report.
GOAL 4: Produce standardized, consistent reports to assist Student Services with decision making.

Outcome 1: Provide qualitative and quantitative data through Annual Performance Report (APR) once per year.

Strategy: Update report each year and compare to previous year results to track progress and Success Rates.

Criteria for Success & Assessment Methods

- SSC will request a list of reports needed from IR each semester.
- IR will produce reports on set calendar dates.
- Final APR will be forwarded to VP of Student Services for decision making.
- Includes both separate campus and aggregated results.

Summary of Data Collected

- 4.1 SSC Report Requests: Collected by: 9/10
- 4.2 IR Provides Reports: Collected by: 10/1
- 4.3 APR Report Provided to Student Services and Title V: Collected by 11/1
- Summary of data collected

Examples of our work

- **Example 1:** Goal 4.1 - Trinidad and Valley Campus – Formal request via email to Title V Director requesting annual reports from IR:

  Here is a list of all the reports we want from Institutional Research (IR) each year by the date provided. Hopefully, this list can be consolidated with other department lists in order for us to decrease the duplication of requests to IR and to ensure we will have the data we need to run our calculations each year for the Annual Performance Report (APR).

  1) Post Census Enrollment for current year and previous three semesters (i.e. for fall 2012 we need Post Census Enrollment lists for terms 201320, 201310, 201230, 201220).
  2) Graduation Lists for last three semesters (i.e. fall 2012 Graduation lists for 201310, 201230, 201220).
  3) Clearinghouse Student Trakker transfer reports for current year and last three semesters (i.e. for fall 2012 we need Trakker reports which include data for terms 201320, 201310, 201230, 201220 for transfer information).
  4) Development Course Enrollment for each fall term. Includes number of students in one or more developmental courses as well as the course numbers.
  5) IPEDS fall cohort lists includes (1st time, full-time, degree-seeking, etc.) in order proactively focus on retaining these students being tracked by IPEDS under the retention rate.
DEADLINE: We would like to request a copy of each of the reports listed above by 10/1 or each year.

STATUS: Currently Annette Lujan in IR has accommodated all our requests for reports in a timely manner. –Tori Eckes

- **Example 2:** Valley Campus SSC submitted the annual APR to Student Services 11/9 and the Trinidad campus SSC submitted the APR to Student Services 11/15.
GOAL 5: Retain students who have started classes late.

Outcome 1: The retention rate of late start students retained will increase annually by 2 percentage points over the previous year of the total late start students registered annually.

Strategy: Advisors will produce reports and refer late start students to SSC Intervention who will follow up with intervention services and referrals.

Criteria for Success & Assessment Methods

- Advisors will refer all late start students to Intervention by census data of each semester.
- SSC Intervention will provide the retention rate for late start students annually.

Summary of Data Collected

- Collected by: 9/10, 1/30, 6/15, 11/1
- Data will be collected to document the fall to fall and fall to spring retention of students.

Examples of our work

- Example 1: Trinidad and Valley Campus: Intervention is currently tracking late start students and creating a baseline for the 2012-2013 academic year to assess retention and other future outcomes for students starting late.
Mission Statement:

The mission of TRIO Student Support Services (SSS) program and other educational opportunity programs is to encourage and assist people who are traditionally under-represented in post-secondary education because of income, family educational background, disability, or other relevant federal, state, provincial or institutional criteria, in the preparation for, entry to, and completion of post-secondary education.

Goal 1: Students served will have a good persistence rate.

Outcomes:
1. 50% of all participants serviced by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Strategy:
The SSS program will provide the following services to attain this goal: Academic Tutoring/Support Services, Course Selection Advising, Financial Aid Advising/Assistance, Financial Literacy Education, Individualized Counseling Services, Textbook Loan Program, Cultural Activities, Career Exploration, and Grant Aid.

Goal 2: Students served will have a good academic standing rate.

Outcomes:
1. 70% of all enrolled participants served by the SSS project will meet the overall performance level required to stay in good academic standing at the grantee institution.

Strategy:
The SSS program will provide the following services to attain this goal: Academic Tutoring/Support Services, Course Selection Advising, Textbook Loan Program, Cultural Activities, and Grant Aid.

Goal 3: Students served will have good graduation and transfer rates.

Outcomes:
1. (A) 35% of new participants served each year will graduate with an associate’s degree or certificate within four (4) years.
   (B) 10% of new participants served each year will transfer with an associate’s degree or certificate within four (4) years.
Valley Grant  Outcome 1:
(A) 40% of new participants served each year will graduate with an associate’s degree or certificate within four (4) years.
(B) 12% of new participants served each year will transfer with an associate’s degree or certificate within four (4) years.

Strategy: The SSS program will provide the following services to attain this goal; Course Selection Advising, Graduate/Professional Program Advising, Transfer and Financial Aid Advising, Visits to Four-Year institutions, Textbook Loan Program, and Career Exploration.
Goal 1: Students Served Will Have A Good Persistence Rate.

**Trinidad & Valley Grant**

Outcome 1: **50%** of all participants serviced by SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Strategy: The SSS program will provide the following services to attain this goal: Academic Tutoring/Support Services, Course Selection Advising, Financial Aid Advising/Assistance, Financial Literacy Education, Individualized Counseling Services, Textbook Loan Program, Cultural Activities, Career Exploration, and Grant Aid.

**Criteria for Success & Assessment Methods**

**Trinidad Grant**

- **50%** of all **250** participants served each year will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

**Valley Grant**

- **50%** of all **140** participants served each year will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

**Summary of Data Collected**

**Trinidad Grant:** 108 participants persisted from Grant Year 2011-2012 to Grant Year 2012-2013 and 47 participants graduated and/or transferred to a 4-year institution giving a total persistent number of (108 + 47 = 155). Dividing 155 participants by 250 gives a persistent rate of (155 / 250 = 62%).

**Valley Grant:** The Valley Grant will have this data available when due to the federal government between the middle of January 2013 and February 2013.

**Examples of Our Work**

The SSS program provides various services that support the efforts of students to persist from one academic year to the next. The following are examples of work being done within both grants:

**Career Exploration** – Provides exposure to professions and careers that enhances the participants personal and work experiences and provides job seeking skills.

- Between the Directors and the College to Career Coordinator there exists a direct connection between community, public and private, agencies and businesses that offer service learning opportunities for students who are interested in gaining real world experience related to their career interest. Between the San Luis Valley and the surrounding Trinidad communities, agreements have been made and students are currently utilizing this service.
UNIT ASSESSMENT: TRIO SERVICES CONT’D

- One example of our career assistance transpired between a small business development center and a student with a significant disability. The student created a comprehensive business plan that has been used for a final assignment in a course.

**Academic Tutoring/Support Services** – Assists participants with successful course completion through academic support.
- Tutoring support involves many facets which aim to provide quality peer and professional tutors to support various subject disciplines for our participants. Individual tutoring offers a wide range from remediation tutoring for higher course placement to tutoring for courses within career and technical programs. Group tutoring focuses on facilitation led discussions and promotes peer to peer ideation and problem solving.
- Academic support can be defined and implemented in many ways. Academic workshops are used to show students various strategies for successfully completing courses such as, study skills, procrastination avoidance, note taking, & test anxiety and test taking strategies.

**Course Selection Advising** – Students meet with SSS Staff regarding course alignment, course load and student progress toward degree.
- SSS advisors offer guidance in relation to what type of degree they are seeking. Students are shown what their degree curriculum sheet means, what type of courses are offered to include descriptions, if a course will transfer to a 4-year college, and they dates and times the courses are offered. Whether a student is planning to enroll part or full time, their SSS advisor will give them a forecast as to when they would graduate with their degree program. Students do change their degree focus from time to time and their SSS advisor will show them how that may affect their timeline goal for graduation.

**Financial Aid Advising/Assistance** – Filling out forms, expediting the award process, addressing problems related to Financial Aid.
- Although the Financial Aid office is the primary location for all financial related operations, SSS advisors do possess some knowledge about many processes. SSS advisors help to explain what a student’s award letter consists of and what that means, explains the costs of attending TSJC, explains why it is important to fill out the FAFSA annually and the initial COF application, empowers searching for scholarships and application processes, and emphasizes the importance for meeting financial assistance deadlines.

**Financial Literacy Education** – Assists participants with tools for financial planning and economic awareness to include planning for postsecondary education.
- The SSS programs offer financial literacy education through educationcents.org. This comprehensive website gives students the opportunity to register, take an initial financial literacy pre-test, and complete ten different workshop topics. These workshop topics include; Psychology of Money, Income, Money Management, Spending, Saving & Investing, Credit, Insurance, Paying for College, Identity Theft, and Taxes. In many cases students are required to participant on this website to either stay an active participant or to receive Grant Aid consideration.
Individualized Counseling Services – Provides brief therapy, crisis intervention, stress management, coping skills & referrals as needed.
- SSS advisors are not licensed counselors. They act as a confidant in instances that may hinder academic or personal performance of program participants. A listening ear makes all the difference for students who may just be having a bad day. SSS advisors will directly refer students to entities that may assist them with in-depth personal counseling.

Textbook Loan Program – Provides access to equipment and a textbook loan program for classes.
- SSS offers in-house use of textbooks to assist primarily with study sessions and tutoring interactions.

Cultural Activities – Provides access to cultural activities in order to improve self esteem, promote diversity and involve students in campus life.
- SSS plans throughout the year to host and expose students to historical cultural that they may not be aware of locally and beyond.

Grant Aid – Assists participants with financial challenges of meeting educational goals and provides education about financial literacy tools.
- SSS participants who qualify for Grant Aid are encouraged to apply. SSS has particular requirements to be considered Grant Aid such as good academic standing, participate in a financial literacy workshop, participation within SSS, and an essay outlining the students need for a Grant Aid scholarship. Grant Aid is intended to offset educational expenses not covered by the student. When considering awarding a student the SSS staff must think ‘how will this scholarship help the students educational goals and graduate’.
Goal 2: Students served will have a good academic standing rate.

Trinidad & Valley Grant

Outcome 1: 70% of all enrolled participants served by the SSS project will meet the overall performance level required to stay in good academic standing at the grantee institution.

Strategy: The SSS program will provide the following services to attain this goal: Academic Tutoring/Support Services, Course Selection Advising, Textbook Loan Program, Cultural Activities, and Grant Aid.

Criteria for Success & Assessment Methods

Trinidad Grant

- 70% of all 250 enrolled participants served by the SSS project will meet the overall performance level required to stay in good academic standing at the grantee institution.

Valley Grant

- 70% of all 140 enrolled participants served by the SSS project will meet the overall performance level required to stay in good academic standing at the grantee institution.

Summary of Data Collected

Trinidad & Valley Grant

Both the Trinidad and Valley Grants will have this data available when due to the federal government between the middle of January 2013 and February 2013.

Examples of our work

The SSS program will provide the following services to attain this goal outlined within both Grants:

Academic Tutoring/Support Services – Assists participants with successful course completion through academic support.

- Tutoring support involves many facets which aim to provide quality peer and professional tutors to support various subject disciplines for our participants. Individual tutoring offers a wide range from remediation tutoring for higher course placement to tutoring for courses within career and technical programs. Group tutoring focuses on facilitation led discussions and promotes peer to peer ideation and problem solving.

- Academic support can be defined and implemented in many ways. Academic workshops are used to show students various strategies for successfully completing courses such as, study skills, procrastination avoidance, note taking, & test anxiety and test taking strategies.
Course Selection Advising – Students meet with SSS Staff regarding course alignment, course load and student progress toward degree.

- SSS advisors offer guidance in relation to what type of degree they are seeking. Students are shown what their degree curriculum sheet means, what type of courses are offered to include descriptions, if a course will transfer to a 4-year college, and they dates and times the courses are offered. Whether a student is planning to enroll part or full time, their SSS advisor will give them a forecast as to when they would graduate with their degree program. Students do change their degree focus from time to time and their SSS advisor will show them how that may affect their timeline goal for graduation.

Textbook Loan Program – Provides access to equipment and a textbook loan program for classes.

- SSS offers in-house use of textbooks to assist primarily with study sessions and tutoring interactions.

Cultural Activities – Provides access to cultural activities in order to improve self-esteem, promote diversity and involve students in campus life.

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Grant Aid – Assists participants with financial challenges of meeting educational goals and provides education about financial literacy tools.

- SSS participants who qualify for Grant Aid are encouraged to apply. SSS has particular requirements to be considered Grand Aid such as good academic standing, participate in a financial literacy workshop, participation within SSS, and an essay outlining the students need for a Grant Aid scholarship. Grant Aid is intended to offset educational expenses not covered by the student. When considering awarding a student the SSS staff must think ‘how will this scholarship help the students educational goals and graduate’.
Goal 3: Students served will have good graduation and transfer rates.

*Trinidad Grant* Outcome 1:
(A) **35%** of new participants served each year will graduate with an associate’s degree or certificate within four (4) years.
(B) **10%** of new participants served each year will transfer with an associate’s degree or certificate within four (4) years.

*Valley Grant* Outcome 1:
(A) **40%** of new participants served each year will graduate with an associate’s degree or certificate within four (4) years.
(B) **12%** of new participants served each year will transfer with an associate’s degree or certificate within four (4) years.

**Strategy:** The Student Support Services Program will provide the following services to attain this goal; Course Selection Advising, Graduate/Professional Program Advising, Transfer and Financial Aid Advising, Visits to Four-Year institutions, Textbook Loan Program, and Career Exploration.

**Criteria for Success & Assessment Methods**

*Trinidad Grant*
(A) **35%** of new participants served within Grant Years 2008-2009, 2009-2010, 2010-2011, & 2011-2012 will graduate with an associate’s degree or certificate within four (4) years.
(B) **10%** of new participants served within Grant Years 2008-2009, 2009-2010, 2010-2011, & 2011-2012 will transfer with an associate’s degree or certificate within four (4) years.

*Valley Grant*
(A) **40%** of new participants served within Grant Years 2010-2011 & 2011-2012 will graduate with an associate’s degree or certificate within four (4) years.
(B) **12%** of new participants served within Grant Years 2010-2011 & 2011-2012 will transfer with an associate’s degree or certificate within four (4) years.

**Summary of Data Collected**

*Trinidad & Valley Grant*
Both the Trinidad and Valley Grants will have this data available when due to the federal government between the middle of January 2013 and February 2013.
Examples of our work

The SSS program provides various services that support the efforts of students to graduate and/or transfer to 4-year colleges. The following are examples of work being done within both grants:

Career Exploration – Provides exposure to professions and careers that enhances the participants personal and work experiences and provides job seeking skills.
  - Between the Directors and the College to Career Coordinator there exists a direct connection between community, public and private, agencies and businesses that offer service learning opportunities for students who are interested in gaining real world experience related to their career interest. Between the San Luis Valley and the surrounding Trinidad communities, agreements have been made and students are currently utilizing this service.
  - One example of our career assistance transpired between a small business development center and a student with a significant disability. The student created a comprehensive business plan that has been used for a final assignment in a course.

Graduate/Professional Program Advising – Ensure the participant’s academic needs are evaluated and higher education or professional goals have been identified and regional resources discussed.
  - SSS advisors have been diligent with efforts to connect students with community based volunteer activates. Between events and programs such as Drumming for Peace by Tu Casa and Day of the Dead by Adams State University Spanish Club, students have not only contributed to the community but used their experiences within their course work.

Course Selection Advising – Students meet with SSS Staff regarding course alignment, course load and student progress toward degree.
  - SSS advisors offer guidance in relation to what type of degree they are seeking. Students are shown what their degree curriculum sheet means, what type of courses are offered to include descriptions, if a course will transfer to a 4-year college, and they dates and times the courses are offered. Whether a student is planning to enroll part or full time, their SSS advisor will give them a forecast as to when they would graduate with their degree program. Students do change their degree focus from time to time and their SSS advisor will show them how that may affect their timeline goal for graduation.

Transfer and Financial Aid Advising – Includes transfer advising, campus visits, transfer seminars and resources for a seamless transfer to a 4-year institution.
  - SSS participants who are interested in transferring to a 4-year college must met with their advisor. The primary goal of SSS transfer assistance is to make the student experience smooth and comfortable. SSS advisors will sit with the student, gather their intensions about where they want to transfer and what program(s) they are interested in, and compile a timeline strategy to get their goals met. SSS advisors will help the students to fill out 4-year institutional applications and scholarships to ensure deadlines are met and ensure students have sent their FAFSA and other key financial documents.
Visits to Four-Year institutions – Exposure to 4-year institutions, 4-year campus life and the transfer process on site at 4-year institutions.

- SSS advisors will plan and implement transfer visits to 4-year institutions. Coordinating custom visits to 4-year institutions helps students connect at a personal level and allows sufficient time to gather all information about the 4-year institution to make an educated decision on attending. Many students will already have made up their mind about attending the specific 4-year institution during the visit which will allow for progressive planning to take place. Meeting key personnel such as specific faculty within the students area of interest, staff within various student services offices, and coaching staff will allow for that personal connection thus making our transfer services a smooth process.

Textbook Loan Program – Provides access to equipment and a textbook loan program for classes.

- SSS offers in-house use of textbooks to assist primarily with study sessions and tutoring interactions.
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**June**

15 Unit Assessment Reports due to VP of Student Services
30 Student Services Staff Meeting – Assess Reports

**July**

31 Student Services Report due