

Assurance Argument

Trinidad State Junior College - CO

11/15/2015

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

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

Argument

(1) TSJC, a member of the Colorado Community College System (CCCS), is a comprehensive open-enrollment institution. Comprised of 13 community colleges from across the state of Colorado, the CCCS is under the governance, management, and jurisdiction of the State Board of Community Colleges and Occupational Education (SBCCOE). Therefore, the [CCCS mission and vision](#) is reflected in the development of the TSJC mission statement.

"TSJC's mission is to enrich the lives of our diverse communities by providing quality educational experiences and promoting lifelong learning."

This mission and related foundational documents guide the operations of TSJC. While the mission statement defines TSJC's primary purpose, the Vision Statement reveals its aspirations for the future and the Core Values reflect the culture of TSJC. The attached [table of contents](#) serves as a support reference to the evidence files in this assurance argument report.

Mission Development - TSJC's Mission as well as its foundational and planning documents are regularly reviewed by the [Strategic Planning/Monitoring Committee](#) to ensure that they continue to be viable and applicable directives for TSJC. Membership on this 25-person committee, representing both the Trinidad and Valley campuses, consists of key administrative personnel, faculty members from Career and Technical Education (CTE), Arts & Sciences (A&S), and staff from a wide range of student-focused departments.

The most current revision was drafted during the Fall 2013 term. The initial draft of the mission and vision was distributed, via a college-wide survey, and input was solicited from all faculty and staff in January 2014. The final draft was approved by the [President's Cabinet](#) on February 19, 2014. The statements were shared with CCCS staff and it was determined that the language changes were only cosmetic, so SBCCOE review was not required. The new mission documents

were shared with SBCCOE in the [March 2014 Board Report](#) and the TSJC Advisory Council on July 2, 2014. [TSJC's Procedures Manual](#) contains the mission documents in section 1.2 Philosophy, Mission, Vision, and Core Values.

(2) TSJC's Mission Statement clearly commits the institution to provide quality educational experiences to our diverse communities. This commitment is the foundation for [TSJC's Strategic Plan](#) which is based on the following four Strategic Priorities:

Student Access: Through the [open enrollment policy](#) and ongoing assessments within TSJC's service areas, TSJC will continue to provide lifelong learning opportunities to the diverse communities it serves.

Student Success: Through continued excellence in teaching and learning, TSJC's faculty and staff will continue to facilitate the educational, career, and personal goals of the learner.

Operational Excellence: TSJC will continue to conduct its business in a responsible manner, prudently using its financial and human resources.

Community Engagement: TSJC will continue to anticipate, respond, and adapt to the evolving needs of its community.

Academic programs are monitored for stability and relevance to the diverse communities TSJC serves. TSJC offers degrees and certificates in 106 areas of study appropriate for transfer to a bachelor's degree program or entry into the workforce. [Degrees](#) include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS) and the Associate of Applied Science (AAS), each requiring a minimum of 60 credits. The Colorado Department of Higher Education (CDHE) has recognized 28 of the transfer degrees, AA and AS, as [Degrees with Designation](#) in Colorado. These degrees are under the [Statewide Transfer Articulation Agreements](#) which allow students to graduate with a 60-credit AA or AS degree with designation, enroll with junior status at a Colorado university, and complete the bachelor's degree in no more than an additional 60 credits. In addition to the Degrees with Designation, CDHE has established other Articulation Agreements in Early Childhood Teacher Education, Elementary Teacher Education, Nursing and Pre-engineering Transfer Agreements. TSJC also offers 18 AAS degrees and 51 certificates that a CTE student can earn in preparation to enter the job market, retrain in a new career, or gain employment skills.

The table below documents the five-year history of degrees and certificates awarded.

Degrees and Certificates AY 2010 to AY 2014					
	2010	2011	2012	2013	2014
Certificates (less than one year)	145	185	201	250	306
Certificates (at least one, but less than two years)	257	180	210	246	220
Associate of Applied Science (AAS)	83	109	98	93	93

Associate of General Studies (AGS)	24	33	43	72	74
Associate Degree (AA or AS)	56	61	68	78	84
Total Awards	565	568	620	739	777
Source: TSJC Office of Institutional Research					

TSJC provides developmental education in preparation for students to succeed in college-level courses. In February of 2013, TSJC was part of the SBCCOE team that redesigned [developmental education](#) in Colorado. The basis of the redesign is to use reverse curriculum design to develop accelerated, contextualized and co-linked courses that reduce the amount of time and number of classes in the developmental education sequence.

TSJC provides [Concurrent Enrollment](#) classes to approximately 518 students from 23 high schools (Fall 2014) in the service area, allowing qualified students the opportunity to earn credit towards a degree or certificate. The [Concurrent Enrollment program](#) is guided by [statement of standards](#) set forth by the Colorado Department of Education.

During the past three years, TSJC has placed a greater focus on transfer and prior learning credit. TSJC maintains agreements with a variety of four-year institutions, programs like [gtPathways](#), and degrees with designation. In addition, TSJC has identified a priority and initiated communication to develop a stronger and formalized transfer partnership with Adams State University.

TSJC increases Student Success through student support services to improve student goal achievement, retention, graduation, and seamless transfer. Services for student success include financial aid, placement testing, career planning, and academic advising. Once enrolled, the Student Success Center on the Trinidad campus and the Learning Center on the Valley campus provide a comprehensive network of support services. Resources for success include student orientation with technology workshops, tutoring services, computer labs, textbook libraries, early alert intervention, and referral to other funding and mental health support services. Information regarding the student support services at TSJC can be found on TSJC's website. Detailed information about student support, career and disability services are described in Criterion 3.D.1.

TSJC's student body is rich in diversity with students preparing both for transfer to universities and entry into the workforce. TSJC's Fall 2014 student body reflected the following attributes:

- 49% part-time, 51% full-time
- 58% female, 42% male
- 48% ethnic or racial minorities
- 53% first generation

(3) During the past two years, under the leadership of Dr. Carmen Simone, TSJC has made strategic investments and budgeted specific resources to support growth and sustainability during a time of financial stress at the college. This has been done through the Implementation Plan, Strategic Plan and through review at Leadership Council. One example is the purchase of

Brainfuse, an online tutoring service to serve all TSJC online, on campus and Concurrent Enrollment students. Another example of budgeting priorities aligning with support for the mission is the Director of Communication position or Assistant Soccer/Recruiter position.

The alignment of mission and strategic planning, as well as the integration of TSJC's various master plans is the focus of [TSJC's Quality Initiative](#). The implementation of the [Strategic Plan](#) contains the planning and budget priorities intended to bring to fruition by 2017 the goals and objectives originally stated. Alignment of planning and budgeting priorities is addressed in Criterion 5.C.1.

Sources

- 1a Assoc_Degree_Program_Designations_Standards2014 c cover
- 1a Trinidad State Concurrent Enrollment web c cover
- 1a1 Cabinet Meeting Minutes Mission/Vision
- 1a1 CCCS Mission and Vision
- 1a1 Report of Activities 3-2014
- 1a1 Strategic Planning/Monitoring Committee and By-Laws
- 1a2 Concurrent Enrollment Statement of Standards
- 1a2 Degrees
- 1a2 Developmental Education Redesign
- 1a2 Guaranteed Transfer
- 1a2 Open Enrollment Policy
- 1a2 Quality Initiative
- 1a2 Strategic Plan Brochure
- 1b3 Course Catalog
- 1b3 Course Catalog (page number 16)
- 1b3 Course Catalog (page number 58)
- AA_Program web pages_4-2015
- hlc toc 11-9
- Student Services_Recruitment_CE Handbook
- TSJC Procedures 11-6-15

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

(1) As the first community college in Colorado, TSJC serves an important role in a underserved, rural area. The College mission and related documents are committed to serving the long-term needs of the service area. TSJC's Mission Statement, Vision Statement, and Core Values form a cohesive set of foundational documents, expressing TSJC's commitment to its students and community, and are shared widely internally and externally.

Trinidad State's mission is to enrich the lives of our diverse communities by providing quality educational experiences and promoting lifelong learning.

Trinidad State's vision is to adapt to change, embrace diversity, and educate for the future.

Students First: Student success is our purpose and the focal point of decision making and resource allocation.

Diversity in Community: We value individual attributes, capabilities, and differences, and we foster the collaboration and social responsibility that create a vital institution.

Communication: We value professionalism in our interactions and cultivate an open, friendly environment of fairness and integrity on our campuses and in our communities.

Responsiveness: We recognize and act upon opportunities to be innovative, flexible, and adaptable.

Lifelong Learning: We are dedicated to providing lifelong learning opportunities that are accessible and relevant for our students, faculty, staff, and community members to empower them to achieve their dreams.

The Mission defines TSJC's primary purpose. The Vision Statement not only supports the mission, but stimulates faculty and staff to actively respond to the changing needs of TSJC and

the community. Core Values underscore the importance TSJC places on the students and the communities it serves.

The mission documents are clearly articulated and publicized through a variety of communication networks including:

- [TSJC website](#) and internal college [portal](#)
- Publications such as [schedules](#), [student handbook](#), [catalog](#), [Faculty Handbook](#), [Employee Handbook](#)
- College documents such as its [Strategic Plan](#)
- [Posters](#) throughout TSJC's campuses

The mission is further conveyed in public meetings, planning sessions, and through marketing campaigns. The Students First core value has been so widely embraced that TSJC's marketing department designed a [Students First logo](#) that is widely displayed on tee shirts, banners, and publications to highlight our first priority and culture of TSJC.

(2) An integral part of TSJC's strategic planning process is to review and/or revise TSJC's foundation and governance documents. This process ensures the integration and alignment of TSJC's Strategic Plan goals and objectives. The Strategic Plan clearly identifies TSJC's intent to serve its students and community through its educational programs and services. The Strategic Planning Committee recently reviewed all foundation documents as stated in 1A. The emphasis of TSJC is reflected in the table below:

Emphasis	Relation in College Documents
Instruction	Trinidad State's mission ... Providing quality education experiences
Scholarship & Application of Research	Trinidad State's vision ... adapt to change, embrace diversity, and educate for the future.
Creative Works & Culture	Core Value Diversity in Community ...
Economic Development	Core Value Responsiveness ...

(3) Approximately 2,500 students enroll at TSJC on an annual basis. TSJC is committed to serving rural Colorado with quality educational programs and recognizes its responsibility as an important access point to higher education. TSJC's offerings are designed to serve the needs through a broad range of learning in both career, technical and degree programs.

The Mission, Vision Statements, Core Values and goals have been developed to address TSJC's commitment to providing quality educational opportunities to students who are transferring to

universities, entering the workforce, or seeking non-credit learning experiences. The mission documents, philosophy statements and their related goals form a framework that clearly conveys, to both internal and external constituencies, what TSJC does and who it serves. [Course Catalog](#).

All of the governance documents which articulate TSJC's commitment are available through either printed material like the [TSJC Procedures Manual](#), [Student Handbook](#) and Course Catalog or web-based locations like the "About TSJC" tab on the website.

- [TSJC Procedures Manual 1.2 Philosophy, Mission, Vision, and Core Values](#)
- [TSJC Procedures Manual 2.1 Governance](#)
- [TSJC Course Catalog, Pages 17-19](#)
- [TSJC Student Handbook](#)

Sources

- 1a2 Strategic Plan Brochure
- 1b1 Core Values Poster
- 1b1 Fall Class Schedule
- 1b1 Fall Class Schedule (page number 5)
- 1b1 Mission Statement Web Page
- 1b1 Portal Mission Statement
- 1b1 Students First Logo
- 1b3 Course Catalog
- 1b3 Course Catalog (page number 16)
- 1b3 Course Catalog (page number 17)
- 2d Student Handbook
- 2d Student Handbook (page number 7)
- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 9)
- TSJC Procedures 11-6-15 (page number 11)

1.C - Core Component 1.C

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

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

Argument

(1) The Mission Statement, Vision Statement, Core Values, and Strategic Plan each intentionally affirms TSJC's commitment to serve its diverse population and to embrace the culture of the communities TSJC serves as evident in Criterion 1B.

The following table provides a five-year trend of fall enrollment percentages of minority students. The total minority student population has remained consistent over the past five years, with no more than a 4% fluctuation in enrollment.

Ethnicity	2010	2011	2012	2013	2014
Black or African American	2.9%	2.1%	2.8%	3.2%	2.0%
Hawaiian or Pacific Islander	0.2%	0.1%	0	0	0.1%
Hispanic	42.2%	39.3%	40.3%	36.6%	41.4%
More than one race/ethnicity (non Hispanic)	0.6%	1.0%	0.9%	1.7%	1.7%
Native American or Alaskan Native	1.3%	1.6%	1.3%	1.1%	1.4%
Non-Resident Alien	0.7%	0.7%	0.9%	1.3%	1.2%
Total	47.9%	44.8%	46.2%	43.9%	47.8%
Source: IPEDS					

TSJC has two campuses in southern Colorado, located in Trinidad and Alamosa, covering eight rural counties which are characterized by low population density. Six of the eight counties in the service area are among the poorest of Colorado's 64 counties. Through a [reciprocity agreement](#) with the state of New Mexico, TSJC also provides post-secondary education to residents of New

Mexico. TSJC is recognized as a [Hispanic Serving Institution \(HSI\)](#) by the U. S. Department of Education and is a member of the [Hispanic Association of Colleges and Universities \(HACU\)](#).

(2) TSJC is an open-access institution which creates opportunities for cultural diversity in that all students who apply are accepted that meet application requirements. The [Strategic Plan](#) and [Annual Implementation Plan](#) specifically address *Student Access* and are supported by a goal to *Promote College Readiness*. This goal is supported through the following activities:

- Placement testing for high school students
- Training high school counselors to ensure that steps are being taken to promote college readiness among their students.
- Skill building opportunities for placement test preparation
- Training workforce center employees to prepare unemployed workers for placement testing and enrollment into college level classes
- Continuation of Adult Education Family Literacy Act (AEFLA) grants on each campus to support Adult Learning Centers

The following table shows a five-year trend of enrollment in developmental education courses. This information is reported by the TSJC Institutional Research Office annually in accordance with the Colorado Department of Higher Education, Student Unit Record Data System (SURDS) reporting requirements. SURDS data collected from Colorado institutions includes enrollment, undergraduate applicant, degrees awarded, [financial aid](#), remediation and related reports.

Although many students test low in all three indicators - reading, writing, and mathematics, the headcounts below are unduplicated for each Fall term. The decrease in Fall 2013 and in Fall 2014 is due primarily to Colorado's [redesign of developmental education](#).

Fall semester	2010	2011	2012	2013	2014	2015
Total Student Headcount	1916	1839	1691	1791	1783	1808
Unduplicated Headcount of students who took at least one developmental education course	376	406	333	273	243	163
Percent needing development education	19.62%	22.08%	19.69%	15.24%	12.34%	9.0%

Source: [SURDS](#)

The majority of students in TSJC's service areas are identified as ["first generation students."](#)

The following table reveals the five-year fall-semester trend of first generation students:

Question; "Which parent earned a Bachelor Degree?"	2010	2011	2012	2013	2014
Mother	9%	9%	9%	9%	11%
Father	6%	7%	7%	6%	6%
Both	8%	9%	8%	8%	10%
<i>Neither - 1st Generation</i>	51%	52%	48%	45%	53%
Unknown or Not Reported	26%	23%	28%	32%	20%

The TSJC Human Resources department follows all [SBCCOE](#) and [CCCS](#) policies regarding affirmative action, diversity and anti-discrimination. TSJC's [Notice of Non-Discrimination](#) is posted on the website, student handbook, catalog, employee handbook, and prominent locations. In addition, all job descriptions contain the Notice of Non-Discrimination and hiring processes are monitored to ensure non-discriminatory actions.

TSJC's Fall 2014 staff is comprised of the following attributes:

- Instructional staff:

- o 31% full-time, 69% part-time
- o 53% women, 47% men
- o 27% ethnic or racial minorities

- Non-Instructional staff:

- o 90% full-time, 10% part-time
- o 59% women, 41% men
- o 35% ethnic or racial minorities

TSJC provides a variety of student services to support inclusivity and diversity. [Departments promoting a multicultural society](#) include the TSJC Educational Foundation, Special Populations/Disability Services Office, TRiO Program, Student Support Services (SSS), Adult Basic Education (ABE), Student Success Center and Learning Center, Colorado Opportunity Scholarship Initiative Center for Urban Excellence (COSI CUE), and Colorado Louis Strokes Alliance for Minority Participation (CO-AMP).

Sources

- 1a2 Developmental Education Redesign
- 1a2 Strategic Plan Brochure
- 1c1 Hispanic Association of Colleges and Universities
- 1c1 Hispanic Serving Institution
- 1c2 Activities Human Diversity

- 1c2 Affirmative Action Anti-Discrimination Policy
- 1c2 Annual Implementation Plan
- 1c2 Equal Employment Opportunity Affirmative Action Procedure
- 1c2 Higher Education Opportunity Act
- 1c2 Notice of Non-Discrimination
- 3 MISC_CCCS_State_Student_Advisory_Council2014
- 5 SURDS financial aid c cover
- 5a co-nmrecip-2015-2021 c cover
- IPEDS web 2014 c cover
- SURDS Course Enrollment File 2014-2015
- SURDS Student Enrollment File 2014 2015 c cover
- SURDS UAF File 2014-2015 c cover

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Since its founding in 1925, TSJC has exhibited a strong commitment to serve the citizens of southern Colorado and northern New Mexico. Commitment to the public good is exemplified in TSJC's strategic plan with [Community Engagement](#) being one of four Strategic Priorities. Goals supporting this priority include:

- Be a visible presence within the communities served
- Increase educational services to the communities served.

(1) [Educational outreach to K-12](#) students in our communities is a focus at TSJC. Although it is not guaranteed that students who participate in these activities will become students at TSJC, TSJC strongly believes that providing educational opportunities to K-12 students is part of its mission to serve its communities.

TSJC plays an important role in the community by providing a [variety of diverse events and activities](#) and by providing community courses through the [Southern Rockies Heritage School](#).

(2) As an open access institution operating within the governance of the CCCS, TSJC has no investors, provides no financial returns, makes no contributions to parent organizations and does not support external interests. TSJC's educational responsibility is, as articulated in its mission statement "to enrich the lives of our diverse communities by providing quality educational experiences..." TSJC's primary responsibility is to provide quality educational opportunities that support the needs of the service area.

(3) TSJC responds to the needs of its community through [academic and non-academic endeavors](#) that demonstrate commitment to the public good. Employees are heavily involved in the community by serving on various community committees, organizing student community service projects, and volunteering time and resources to organizations in need. Examples of this engagement include:

[Tax Help Colorado](#)

[College for Kids](#)

[Student Art Show](#)

This commitment to our external constituencies strengthens our community and demonstrates civic responsibility. [Service to the community by faculty and staff](#) has been documented as fulfillment of one of the activities to support the strategic priorities.

Sources

- 1d1 K-12 Outreach
- 1d1b culture events by tsjc
- 1d3 Academic and Non-Academic Endeavors
- 1d3 Art Show
- 1d3 College for Kids
- 1d3 Employee Community Support
- 3e2 Tax Help Colorado
- art
- Campus Connection for hlc
- college for kids c cover 2
- southern heritage c cover

1.S - Criterion 1 - Summary

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

Summary

Strength

- TSJC's mission documents are developed and reviewed through committees and processes that encompass wide participation from college faculty and staff, and are approved by its governing authorities.
- In Fall 2014, the Colorado Community College System (CCCS) conducted an [Employment Climate Survey](#). The participation of Trinidad State employees in this survey was strong, with 63% classified, 81% administrative and professional/technical (APT), and 49% faculty member response rates. Based on survey results, it is clear that principles and goals, the [Mission, Vision, Core Values, and Strategic Priorities](#) guide TSJC's operations.
- The Mission, Vision, Core Values and Strategic Priorities are shared with our internal and external constituents using a variety of print and web resources. Every opportunity is taken to share TSJC's Strategic Plan within our service area. The Mission Statement is communicated repeatedly via email, as it is commonly used as part of employee email signatures. The addition of Core Values to our mission documents, particularly Students First, has energized the faculty and staff and has clearly defined the culture of Trinidad State.
- TSJC understands and embraces its role in a multicultural and diverse society. Trinidad State has an average minority enrollment of 46% and an average first-generation population of 50%, over the past five years. Support for under-represented and under-prepared populations is a priority at TSJC. A variety of support services are provided to students through the various departments on both campuses.
- Community Engagement is one of TSJC's strategic priorities and it guides the institution's commitment to the public good through educational outreach activities that provide support and collaboration with K-12 populations, and also by providing cultural events and activities to the community.

Challenges

- TSJC will continue to monitor the fluctuating budget based on priorities of the strategic plan. This fluctuation could cause challenges in the future; however, the TSJC team will continue to explore various avenues to overcome these obstacles.
- TSJC is aware of the declining population in the service area. TSJC will continue to expand on activities that reflect attention to human diversity as appropriate within the mission and for

the constituencies served; TJSC will continue to participate and respond to the economic development changes and serve the public.

Sources

- 1s Employment Climate Survey
- 1s Employment Climate Survey Achieve Mission
- CCCS_Employment Climate Survey_Mission_3-9-15

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

TSJC operates with integrity through established policies and procedures which are communicated internally through organizational documents and externally via the website and publications.

As one of 13 community colleges of the CCCS, TSJC is a state institution and is subject to the State of Colorado fiscal rules. CCCS is under the governance, management, and jurisdiction of the SBCCOE. TSJC has established fair and ethical practices for its administration, faculty, and staff under the governance of both CCCS and SBCCOE. Board Policy (BP) sets forth policies for the entire System which are implemented through System President procedures (SP). In addition, each college establishes its own set of procedures to operate within BP and SP guidance. The [Trinidad State Junior College Procedures Handbook](#) is made available to all employees via TSJC's internet and to all constituencies via TSJC's website.

Financial

[BP Series 8 - Fiscal Policies](#) guide financial integrity for System colleges. Under the direction of TSJC's Executive Director of Administrative Services/Chief Financial Officer, the Business Office operates under established accounting principles that ensure consistent and transparent financial processes. TSJC practices financial transparency by maintaining open communications in its financial planning. [Budget-to-actuals](#) reports are shared monthly with the Leadership and Academic Councils. On a quarterly basis, the budget-to-actuals report is disseminated college-wide. TSJC's financial records are audited annually as part of the CCCS annual financial and compliance [audit](#) by [KPMG, LLP](#).

Academic

[BP Series 9 - Educational Programs](#) guide the integrity of the academic planning and approval procedures. TSJC's offerings have been approved as postsecondary level courses and programs through the [Common Course Numbering System \(CCNS\)](#), a standardized list of courses used across the System's thirteen community colleges. The CCNS, established July 1, 2001 under SP 9-71, was designed to facilitate student transfers and articulations between the community

colleges and to Colorado's 4-year institutions. It establishes a common course numbering system for all credit courses offered by the community colleges, thus eliminating unnecessary duplication of instruction, cost, and delay in the attainment of educational options. There is more information on CCNS in Criterion 3.A.1.

Information regarding faculty credentialing is addressed in Criterion 3.C.2, faculty evaluations in Criterion 3.C.3, and faculty [professional development](#) in Criterion 3.C.4. In addition, some departments have an additional handbook for their faculty.

Personnel

TSJC complies with all federal and state laws related to human resource requirements and is committed to the fair treatment of all employees. The ethical and responsible conduct for administration, faculty, and staff is guided by [BP Series 3 - College Personnel](#). TSJC recognizes the cultural and social diversity reflected in employees of the college. Staff and faculty diversity are identified in Criterion 1.C.2 and through the TSJC core value recognizing diversity. The TSJC Catalog and Employer Handbook state that TSJC is an Equal Opportunity Employer (EOE). The break down in table 1C reflects the fairness and ethical hiring process and acting in a manner consistent with the policies of an EOE.

Employees at TSJC fall into [three main categories](#), Administrative and Professional/Technical (APT), Classified, and Faculty. Positions categorized as APT and Faculty follow a different process from the Classified system. Classified employees are part of the state-wide system that is governed by the State of Colorado. The State Department of Personnel is responsible for salary, pay increases, benefits and policies for classified employees.

Hiring procedures for APT and Faculty are defined in [TSJC's Procedures Handbook, 3.2 Section I. Hiring Procedures for Exempt, Contractual Staff](#). In the event of a position vacancy, a formal search and screen process is used. However, dependent on circumstances, the following options exist at the discretion of the appointing authority: direct appointment, limited search and screen, national search and screen. Personnel requisitions for job vacancies are completed and submitted for approval by the Dean, Vice President, Budget Officer, President, and Human Resources (HR) Director. Job descriptions, constructed by the appropriate appointing authority in consultation with HR, contain the essential duties/responsibilities and educational/experiential requirements of the position. Notification of position vacancies are announced via campus email, website, workforce center, local and regional newspapers, or other mediums as necessary, insuring that agencies which have direct contact with minorities are included. The Director of HR convenes the search interview committee, consisting of, at a minimum, the supervisor and three subject matter experts recommended by the supervisor. The committee reviews all complete applications and recommends top candidates for interviews. The HR Director or designee serves as the moderator for oral interviews to ensure fairness to all candidates. Recommendations for hire are made to the President and the successful candidate is notified.

Classified employees are part of the state-wide system and are subject to the [Rules and Regulations of the Colorado State Personnel System](#). TSJC's hiring procedures for Classified staff are found in [3.2 Section II. Hiring Procedures - State Personnel System](#). TSJC's President is

designated as the appointing authority for the employment of State Classified Personnel. The screening committee screens applications against a task list, developed by the supervisor, as it relates to the position requirements. CCCS Human Resources collects and tallies the top highest scoring applicants. The oral interview committee, consisting of the departmental supervisor and/or other personnel who have a vested knowledge of the position, conduct the interview in accordance with Colorado State Personnel System regulations. The Director of Human Resources serves as moderator for each interview, making sure that at least two equivalent classified staff and one minority are included on each committee.

All Classified and APT employees receive a formalized annual performance evaluation. Classified personnel also receive a mid-year evaluation. Faculty evaluations are based on two major components:

- Teaching Effectiveness: evaluated through Student Evaluations, Unscheduled Supervisor Evaluation of Instruction, and a portfolio providing evidence that administrative responsibilities are being carried out within an appropriate timeline; evidence of student retention efforts; and evidence of professional development in their respective field.
- College Service: included in the faculty portfolio provides evidence of service to TSJC and community; professional behavior; and recruitment efforts.

APT employees, Classified staff, and Faculty are provided professional development opportunities during In-Service, CCCS sponsored trainings, and free webinars. Other position-related professional development opportunities are often available through STEM, Title V grants, and Carl D. Perkins programs.

Compliance

TSJC has a comprehensive compliance program. Title IX policies were updated throughout the CCCS System in 2012. Human Resource (HR) ensures that notices required by law and those dictated by best practices are sent to all employees in a timely manner. Notices include information on TSJC's [Campus Security Authorities \(CSA\)](#), compliance with the [Campus Security and Fire Safety Report](#), Violence Against Women Act (VAWA); Employee Rights and Conditions of Employment; Outside Employment; [Drug Free Schools](#); Family Medical Leave Act (FMLA) and the Sexual Harassment and Discrimination notice. In addition, the Title IX Coordinator has also implemented college wide training on the above topics.

[BP 3-06 Legal Protection for Employees](#) ensures that CCCS employees shall be defended in any lawsuit against them which arises from actions taken in the performance of their duties, so long as such actions are within the scope of their employment and they have not acted in a willful or wanton manner.

[SP 3-70a Conflicts of Interest](#) ensures that none of the CCCS employees or its Board members engage in any activity or relationship that places them in a conflict of interest between their official activities and any other interest or obligation.

TSJC Catalog, Student Handbook, and Faculty Handbook indicate that TSJC complies with the [Family Educational Rights and Privacy Act \(FERPA\)](#). FERPA is managed through the Registrar's Office. Student notification and [FERPA](#) release forms are sent to all students on an annual basis. Faculty and staff are reminded of institutional FERPA policies at In-Service and periodically via college email by the Registrar. All FERPA information, along with the FERPA Release Form, is posted on TSJC's website, in the Student Handbook and in the College Catalog.

All State Board Members, College Presidents, senior staff, vice presidents, and CCCS senior staff submit an acknowledgement within 30 days of initial employment that they have received, read and intend to abide by the [CCCS Code of Ethics](#). These same employees submit a [Conflict Disclosure](#) statement within 30 days of initial employment and annually on or before January 30. In addition, all College Presidents, college senior staff, vice presidents, and CCCS senior staff must amend the conflicts disclosure statement not more than 90 days after any conflict of interest arises. TSJC staff are provided with a copy upon hiring. Staff sign and return this acknowledgement through the Human Resource office.

Employees are also required to abide by [Colorado Amendment 41 \(Article XXIX\)](#), which was passed by the electorate in 2005. Amendment 41 addresses gifts, conflict of interest and employment after leaving state employment. An Independent Ethics Commission was established under Amendment 41, and this Commission publishes updated guidelines and opinions and reviews the gift limit every four years.

Auxiliary Services, which include the bookstore, food services, residence halls, and athletic programs follow the State of Colorado fiscal rule, personnel policies and procedures regarding Classified and APT staff as described above.

TSJC's ultimate authority is the State of Colorado. As a state agency, anyone can [report fraud](#) directly to the Colorado Department of Personnel and Administration. Expectations of ethical and responsible conduct is addressed in the TSJC catalog including nondiscrimination, harassment, compliance with the Drug-Free Schools and Communities Act Amendment of 1989, the Americans with Disabilities Act, academic honesty and the student code of conduct.

Sources

- 2a drug free c cover
- 2a Drug Free Workplace
- 2a Employment Classifications
- 2a FERPA
- 2a Professional Development
- 2a Student Right to Know c cover
- 2a1 Board Policy Series 3 - College Personnel
- 2a1 Board Policy Series 8 - Fiscal
- 2a1 Board Policy Series 9 - Educational Programs

- 2a1 Budget-to-Actuals
- 2a1 CCNS
- 2a1 Code of Ethics
- 2a1 Colorado Amendment 41
- 2a1 Colorado State Personnel System
- 2a1 Conflicts of Interest
- 2a1 Legal Protection for Employees
- 2d Whistleblower Protection Policy
- Campus_Security2014
- CCCS_FinancialStatementsandComplianceAudit_June302014and2013
- csa list
- IPEDS web 2014 c cover
- KPMG_Financial_Statements_and_Compliance_Audit_June_30_2013_and_2012
- MISC_CCCS_Selection_College_President2014
- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 60)
- TSJC Procedures 11-6-15 (page number 64)

2.B - Core Component 2.B

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

Argument

TSJC presents itself clearly and completely to its students and the communities it serves through various sources including the [catalog](#), [student handbook](#), faculty handbook, website, social media platforms, and various marketing materials.

Academic programs

Academic program information can be found in the [Course Catalog](#). TSJC conforms to commonly accepted standards for program length and requirements. The catalog provides detailed information, including program advising sheets, which provide course requirements and the degree or certificate designation. A complete alphabetical listing of course descriptions is also included in the catalog. TSJC catalog serves as the official record of available programs and their requirements. Another source of academic program information is the website. All program information can be found under the "Programs" tab. Along with course requirements and program [advising sheets](#), many [CTE programs](#) have detailed program-specific information available, including Plans of Study and Gainful Employment information. [Gainful Employment](#) information for programs include statistics for the occupation, placement rates, on-time completion rates, [tuition and fee information](#), and median loan debt information based on disclosure requirements enacted by the Department of Education.

Requirements

There is no fee for application to TSJC. Detailed [requirements for admission](#) can be found in the [TSJC Course Catalog](#), in the schedule, student handbook and on the TSJC website. The catalog identifies all program length requirements.

Regular admission is open to anyone 17 or older. Students under 17 may be admitted through the Concurrent Enrollment program or through a waiver request form. Students apply for admission by going to the TSJC website, under the "Admissions" tab. Information includes the application checklist, application and related support forms. Students may apply in person, meet with an academic advisor and register for classes in the admissions office on both campuses. Various program requirements are stated in the [catalog](#) and on the website and in each program specific handbook.

[International student admission](#) is outlined on the TSJC website and in the [Student Handbook](#). TSJC uses the Student and Exchange Visitor Information System (SEVIS) to issue I-20's that support F-1 and M-1 Visas for International students. International student requirements are

outlined on the TSJC website and include completion of a supplemental information form, financial support form, passport verification, proof of English proficiency, and documentation of secondary school completion.

Faculty/Staff

Current faculty and staff information can be found on the website under the "About TSJC" tab. A staff directory is located under "Contact TSJC" where searches can be conducted either by the employee's last name or by campus. Names, positions, and credentials for each faculty/staff member are listed in the [Course Catalog](#).

Costs to Students

The "Financial" tab on the top of TSJC's website includes information about Financial Aid, Tuition and Fees, Net Price Calculator, Payment Options, [College Opportunity Fund \(COF\)](#) and [Scholarships](#) at TSJC. The TSJC "Financial Aid" page and [Student Handbook](#) have information about [FAFSA](#), the various student loan options, grants, and In addition, information about the work study program and [satisfactory academic progress](#). The TSJC website has application forms for the New Mexico Reciprocity and the Western Interstate Commission for Higher Education/ Western Undergraduate Exchange (WICHE/WUE) programs, each of which provides reduced [tuition rates](#) for certain populations of students. In to cost information the TSJC website and [Student Handbook](#) also provide important [Student Right to Know information](#).

Control

The SBCCOE creates state community college board policies. The CCCS President, in turn, disseminates System President Procedures. Each College President within the CCCS is responsible for establishing procedures that support and further these board policies and procedures. The CCCS is governed by a nine-member SBCCOE. The Board is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year ([SBCCOE, Bylaws Article 1, Section 1](#)). The TSJC Advisory Council is comprised of Southern Colorado who provide input and direction to TSJC leadership. TSJC is subject to the [Colorado Open Records Act \(CORA\)](#), ([C.R.S. §24-72-201 to 24-72-309](#)). Colorado Open Records Act requests are the responsibility of the Director of Human Resource Services.

The [President of TSJC](#) reports directly to the CCCS President, who in turn reports to the SBCCOE. Direct reports to TSJC's President include the Vice President for Student Services/Sponsored Programs, Vice President of Academic Affairs, Executive Director of Administrative Services/CFO, two Directors of Communication, and two Directors of Human Resources (Trinidad Campus and Valley Campus). Further details of TSJC's reporting lines are pictured in [Trinidad State's Organizational Chart](#).

Accreditation

TSJC's accreditation relationship with the HLC can be found on the TSJC website under the "Administration" tab. A link is provided directly to the HLC Statement of Affiliation Status for TSJC. TSJC has appropriate accreditation and recognition for programs that require specialized accreditation, recognition by a state licensing board, or other certification entity. The [TSJC Course Catalog](#) and website lists Accreditations and Affiliations by program for Nursing, Early Childhood, Emergency Medical Services, Nurse Aide, Cosmetology, Massage Therapy, Occupational Safety and Health and includes contact information on each.

Sources

- 1b3 Course Catalog
- 1b3 Course Catalog (page number 19)
- 1b3 Course Catalog (page number 22)
- 1b3 Course Catalog (page number 58)
- 1b3 Course Catalog (page number 227)
- 2a Drug Free Workplace
- 2a Student Right to Know c cover
- 2b 5a tuition_schedules c cover
- 2b Admission Packet
- 2b Conditions of Employment for College Presidents
- 2b Gainful Employment Data c cover
- 2b1 Colorado Open Records Act
- 2b1 International Student application
- 2b1 Program Web Pages
- 2b1 SBCCOE Bylaws Article 1 Section 1
- 2d Student Handbook
- 2d Student Handbook (page number 6)
- 2d Student Handbook (page number 7)
- 2d Student Handbook (page number 8)
- 2d Student Handbook (page number 56)
- 5b2 TSJC Org Chart c cover
- advising c cover 2
- cof c cover
- fasfa c cover
- International_Student info c cover
- MISC_CCCS_Instate_Tuition_Classification2014
- MISC_CCCS_Instate_Tuition_Economic_Development_Relocations2014
- MISC_CCCS_Student_Tuition_Fees_Scholarships2014
- MISC_CO_College Opportunity Fund_2015
- scholarship info c cover
- Student Services_Recruitment_Enrollment Plan 2014

2.C - Core Component 2.C

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

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

Argument

The SBCCOE was created by statute to govern the CCCS and to be the sole state agency for CTE and community college governance. Representation serves the public interest through appointment of at least one member from each of the seven state congressional districts. The Board was given statutory and constitutional powers of governance by Colorado Revised Statute [C.R.S. 23-60-102](#) to govern CCCS institutions. SBCCOE defines and upholds the vision and mission of the CCCS.

(1) The SBCCOE responsibilities include: 1. appointment and evaluation of the CCCS System President; 2. Governance of CCCS including oversight and approval of CCCS and college budgets, approving tuition and fees, approval of programs and degree requirements. In addition, approval of academic and facility master plans, appointing Advisory Council for each college, establishing board policies and 3. serves as the sole state agency for career and technical education for all levels of public education in Colorado.

The Board receives and administers all state and federal funds appropriated for vocational education in the State of Colorado. The Board is a body corporate and as such shall receive, demand, and hold for all occupational education purposes and for any educational institution under its jurisdiction, such money, lands, or other property as may be donated, bequeathed, appropriated, or otherwise made available to the Board, and may use such in the interests of community and technical colleges and vocational education in Colorado ([SBCCOE Bylaws Article 1, Section 4](#)). The Board is independent of external authority other than the State government in its capacity to enforce Colorado statutes.

(2) SBCCOE requires monthly reporting by each college. These monthly reports include information about TSJC's current events, aligning with the System's strategic priorities, and serve as one way the Board monitors achievements and challenges at each of its community colleges. In addition, the Board annually tours the thirteen CCCS community colleges.

All [SBCCOE agendas and minutes](#) are posted online for public view. The minutes reflect appropriate oversight and fulfillment of its legal and fiduciary responsibilities as well as the interests of internal and external constituencies during its decision-making deliberations. Time is set aside on each regular meeting agenda for public comment. Any member of the public may address the Board during these times.

(3) [BP 3-70 CCCS Code of Ethics](#) establishes guidelines that ensure public confidence in the integrity and ethical conduct of State employees, prohibiting "compensation for performance of state duties including acceptance of any fee, compensation, gift, reward, gratuity, expense, or other thing of monetary value that could result in real or perceived preferential treatment" thereby preserving its independence from undue influence. The code of ethics in combination with the conflict of interest preserves independence from undue influence.

(4) This delegation is evident through [BP 3-05 Delegation of Personnel Authority](#), which provides College Presidents and the System President broad latitude of authority within their respective areas of responsibility. TSJC's President has authority to approve all personnel actions, subject to SBCCOE policy and statutory guidelines and limitations.

In addition, [BP 2-30 SFAC and Faculty Shared Governance](#) ensures each state system community college has a faculty forum through which faculty have the opportunity to communicate and actively participate in the making of decisions regarding matters which affect them. The State Faculty Advisory Council (SFAC) serves in an advisory capacity to the SBCCOE and the System President; and acts in a liaison capacity between TSJC faculties and the SBCCOE. The Faculty Council elects one member to serve as representative to the Board. The representative attends meetings in an advisory capacity, without the right to vote or attend executive sessions.

Faculty governance at TSJC includes Faculty Senate, a faculty elected group of representatives, whose purpose is to lead the faculty in fulfillment of its responsibilities in the shared governance of TSJC and to represent faculty interests to College and community stakeholders per the [Constitution and Bylaws of the TSJC Faculty Senate](#). Additional faculty governance is provided by faculty-driven standing committees per TSJC Procedure [2.9 Standing and Special Committee Guidelines](#). The Faculty Senate president provides information and updates to TSJC Council. Minutes from TSJC Council are circulated college-wide via email distribution.

Sources

- 2a1 Code of Ethics
- 2c CRS 23-60-102
- 2c1 SBCCOE Bylaws Article 1 Section 4
- 2c2 SBCCOE Agendas and Minutes
- 2c4 Delegation of Personnel Authority
- 2c4 Faculty Advisory Council and Faculty Shared Governance
- 2c4 Faculty Senate Constitution and Bylaws
- TSJC Procedures 11-6-15

- TSJC Procedures 11-6-15 (page number 16)

2.D - Core Component 2.D

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

Argument

The mission of TSJC is "to provide quality educational experiences," which is highly dependent on an environment that sparks free expression and the pursuit of truth. This philosophy is memorialized in college procedures and espoused by the faculty and staff.

TSJC is committed to supporting freedom of expression. TSJC Procedure [1.1 Academic Freedom and Responsibility](#) addresses the right of academic freedom. The faculty is entitled to freedom in the classroom to discuss their subject, to express various viewpoints, to conduct research, and to publish results. A recent [Employment Climate Survey](#), in which 49% of TSJC's faculty participated, revealed that 91% of the faculty respondents agreed to the statement, "I am satisfied with the level of independence that I have in how I teach my classes." The Procedure addresses academic responsibility in that faculty should at all times be accurate, exercise appropriate restraint, and show respect for the opinion of others. Both the protection of academic freedom and the exercise of academic responsibility apply to all who exercise teaching responsibilities. As a member of the CCCS, TSJC is governed by [BP 3-20 Due Process for Faculty](#) to protect academic freedom and intellectual inquiry, promote excellence within the System, and provide a fair and orderly process for the involuntary termination of employment of faculty members. [BP 3-71, Whistleblower Protection Policy](#), encourages CCCS employees to disclose information or action of the System or its employees, contractors, or agents that is unethical, illegal, or contrary to public interest, including, but not limited to the misuse of CCCS funds or assets, questionable accounting practices, abuse of authority, or mismanagement. When such reporting occurs, the employee is directed to the process outlined in the policy which guards against retaliation.

TSJC's commitment to freedom of expression is further demonstrated by its employment of two Directors of Human Resources, one for each campus, to ensure the fair and equitable treatment of all employees, and by [TSJC Procedure 3.50](#), which insures [grievance](#) procedures for an employee to follow when an action violates or inequitably affects that employee's working conditions.

The [TSJC Student Handbook](#) is a guide and reference for all student related issues, including freedom of expression (page 31). TSJC considers freedom of inquiry and discussion essential to a student's educational development. Responsible conduct and expression are expected to be consistent with the objectives of TSJC. Detailed procedures regarding grievances, student rights, responsibilities, expectations, and code of conduct and discipline are included in the handbook.

In addition, the TSJC Office of Student Life coordinates and supports diverse clubs and organizations that represent personal interests, sports, health, wellness and support throughout both campuses.

Sources

- 2d Due Process for Faculty
- 2d Employee Grievances
- 2d Employment Climate Survey Independence
- 2d Student Handbook
- 2d Student Handbook (page number 35)
- 2d Whistleblower Protection Policy
- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 8)
- TSJC Procedures 11-6-15 (page number 80)

2.E - Core Component 2.E

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

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

Argument

The ongoing process of development, implementation, and review of TSJC's procedures, guided by CCCS and SBCCOE Policy, provides a framework of policies and procedures for programs, activities, and services that ensure an equal opportunity for all constituents to learn in an atmosphere of innovative, yet responsible, education. TSJC's mission does not focus on being an institution that contributes to research. However, there is a defined process for TSJC to work with the CCCS IRB Institutional Review Board.

(1) The CCCS Institutional Review Board (IRB) reviews human subject research proposals to ensure that the rights and welfare of human subjects used in research studies by any CCCS College personnel are protected and that all human subjects only volunteer to participate in research after being provided with legally effective informed consent. Studies involving animals are reviewed by the Institutional Animal Care and Use Committee (IACUC). Students who plan to conduct research involving animal subjects as part of the official [curriculum](#) must follow the guidelines set forth by the CCCS IACUC.

Most CCCS studies tend to be exempt from a full IRB review because the research is done in an educational setting. In these cases, the office of the CCCS VP of Academic Affairs and Provost provides a letter indicating project approval along with signed documentation of the exempt protocol form. The IRB does not assume or evaluate the soundness of the proposed research, rather they examine and evaluate the project compliance with ethical standards.

- [CCCS Institutional Review Board \(IRB\)](#)

(2) TSJC is committed to honest and ethical conduct for staff and students. TSJC follows CCCS guidelines regarding student conduct and discipline as outlined in Criterion 2.E.3. All TSJC employees are notified of the CCCS General Computer and Information System Procedure (SP 3-125c), which includes information on copyright. Guidance for ethical use of information starts in the classroom. In classes, instructors provide students with expectations and guidelines on plagiarism, appropriate citations and campus resources.

TSJC's Writing Center employs tutors who are available to assist students with proper citation and instruction on avoiding plagiarism. Writing Center staff provide APA Style Workshops

and [handouts](#) to guide students in writing successful papers. In addition, students have 24/7 help through [D2L Brainfuse HelpNow](#) that also includes a writing lab.

Writing courses in the core curriculum include a learning objective to plan, write, and revise papers that are researched and appropriately documented. This information is included in the course syllabi, along with a caution about the consequences of plagiarism, and an invitation to seek assistance from their instructor or Writing Center tutors. Instructors also have class discussions about cheating and plagiarism throughout the semester to be sure that students are well informed.

In addition, TSJC uses "TurnItIn," an electronic plagiarism tool, on TSJC's learning management system, Brightspace by Desire2Learn (D2L). Students are encouraged to use "TurnItIn" as a tool to self-check papers before submitting them. "TurnItIn" checks the student's paper for potential plagiarism by comparing it against a comparison database and highlights content that matches material in that database.

(3) TSJC addresses instances of academic dishonesty/integrity as violations of the student code of conduct. The [Student Code of Conduct](#), published in the [Student Handbook](#) and available online, addresses academic misconduct which includes plagiarism, cheating, or any other form of academic dishonesty including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences as determined by the instructor and to the disciplinary process outlined in the Trinidad State Junior College disciplinary procedures.

The Vice President of Academic Affairs and Vice President of Student Services work closely to create a culture of reporting by faculty regarding student dishonesty issues. These efforts are ongoing. A student who believes that he or she has been wrongfully charged with committing an act of academic dishonesty is advised to follow the [Grade Appeal](#) process outlined in detail in the Student Handbook. The Vice President of Student Services offers support and assistance to students who want to avail themselves of this process. Students who are suspended from one CCCS college for academic dishonesty are prohibited, under [\(SP 4-30\)](#), from enrolling in any CCCS institution while serving the suspension.

Sources

- 2d Student Handbook
- 2d Student Handbook (page number 18)
- 2d Student Handbook (page number 47)
- 2e Approval of Educational Programs
- 2e HelpNow - Online Tutoring c cover
- 2e1 CCCS Institutional Review Board (IRB)
- 2e3 Student Disciplinary Procedure
- 3d5 flyer_research_01 c cover

2.S - Criterion 2 - Summary

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

Summary

Strength

- Trinidad State has established fair and ethical practices for its administration, faculty, and staff under the governance of both the Colorado Community College System (CCCS) and the State Board for Community Colleges and Occupational Education (SBCCOE). TSJC complies with all federal and state laws related to the functions of human resources, including hiring processes and legal protection for employees. The SBCCOE is independent of external authority other than the State government in its capacity to enforce Colorado statutes, including the Code of Ethics and Policies for Public Officials and Employees.
- Clear and complete information is provided to students and external constituencies regarding academic programs, admission requirements, faculty and staff information, costs to students, College governance, and accreditation. [Freedom of expression](#) and the pursuit of truth in teaching and learning is evident in TSJC's procedures. Students are guided in the ethical use of information through TSJC's learning centers, resource centers, and classroom instruction.

Challenge

- In the spring of 2014, it became apparent that fiscal resources did not meet the budget requirements. Incoming President Simone worked with the Human Resources personnel and Leadership Council to respond swiftly and appropriately to address the fiscal shortfall. This resulted in a reduction in force on both campuses that would minimize impact to students. When the Fall 2015 enrollment was 10% lower than projected, TSJC again responded quickly to address the fiscal shortfall with a second personnel layoff. Policies and processes are firmly in place and are followed to guide the institution's financial integrity. Annual audits are conducted and budgets are shared college-wide to ensure transparency.

Sources

- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 8)

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

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

TSJC's degree programs provide the appropriate quality and rigor. Ensuring the academic substance, currency, and relevance of TSJC's degree programs is central to its mission.

(1) Quality and relevancy are assured through processes at both TSJC and State levels. CTE curriculum is developed by program faculty and deans with guidance from Program Advisory Committees whose members have experience and expertise in specific occupational fields. CTE program [Advisory Committees](#) meet each semester to verify that programs continue to meet the needs of the workforce, to advise on Perkins grant spending, and to assist with internship and job placement opportunities for students. Once the program curriculum is set, it is vetted and approved by TSJC's Curriculum Committee, and CCCS. New certificates and degrees must also be approved by the Colorado Department of Higher Education (CDHE).

The [State Faculty Curriculum Committee \(SFCC\)](#), is comprised of two faculty members from each of the thirteen community colleges of the CCCS. The SFCC addresses curricular issues and makes recommendations for courses to be included in the [Common Course Numbering System \(CCNS\)](#) curriculum. The SFCC also makes recommendations to the [CCCS Education Services Curriculum Committee \(ESCC\)](#) for courses to be included in the State guaranteed-transfer curriculum ([gtPathways General Education Curriculum](#)). The CCNS is a list of courses adhered to, through all modes of delivery, by all thirteen Colorado community colleges to ensure consistency in course number, title, credits/contact hours, course descriptions, learning outcomes (competencies), and topical outlines. The CCNS now has more than 200 courses approved, by

[formal agreement](#), to transfer to Colorado's 14 four-year colleges and universities as general education and major-related curriculum, which not only assures consistency in course content but also assures that students are performing at college level.

- Sample: [BIO 111 course information from CCNS](#)

Student expectations are communicated through course syllabi. Faculty use a [Master Syllabus Template](#) to develop syllabi for their courses. In addition to pertinent course information, the course syllabus includes competencies, assessment of student learning, topical outlines, grading practices, and clock hour expectations for work both inside and outside of class. Many faculty use rubrics that further articulate student expectations. Some programs have additional requirements, such as practicum or final projects demonstrating attainment of specialized skills or an understanding of course learning objectives.

Final project examples:

- [Gunsmithing](#): Students enrolled in the second and third semesters of the gunsmithing program are required to build a custom rifle from a military Mauser action.
- [Education](#): Students enrolled in Introduction to Education are required to develop a Personal Philosophy of Education.

TSJC requires levels of performance by its students that are appropriate to the degree or certificate awarded. The Assessment and Improvement of Student Learning Committee (AISLC) has developed and implemented an assessment plan to gather and analyze information about student achievement while completing their courses, certificates, and programs of study. Assessment of student learning in the Associate's degree programs includes assessment of General Education outcomes across all content areas and student learning outcomes at the course level, which are mapped to the program learning outcomes. CTE programs assess student learning based on attainment of workplace readiness skills. Assessment practices are documented in Criterion 4.B.

Other factors contribute to the alignment of appropriate associate degree levels of performance, such as third party accreditation standards unique to their professions. Pass rates are shared publicly on the [TSJC website](#). Program Reviews and Reports are conducted internally on CTE and A&S programs every five years (Criterion 4.A.1). CTE programs go through a program review process every five years to assure statewide benchmarks are being met. The [CCCS CTE Administrator's Handbook](#) provides requirements for program approvals.

(2) All Associate degrees require a minimum of 60 credit hours. TSJC also offers a wide range of CTE certificates, which require 6 to 58 credit hours. Some certificates do not include general education requirements, allowing credit hours in the area of specialization to be completed in one year or less (Criterion 1.A.2). To ensure students know their educational options and understand the requirements for the various degrees and certificates, [informational posters](#) are placed in each building on both campuses. Specific requirements to the program of study are articulated in the individual program pages within TSJC catalog.

The programs of study are differentiated in the catalog. The learning objectives are also listed for each degree and certificate. All the certificates are under CTE; therefore, the learning objectives center around attainment of the knowledge and skill needed for the degree or certificate with the differentiation in the number of program credits.

(3) A variety of delivery mode formats are available to TSJC students, including: face-to-face, hybrid, online, and Telepresence. Students access courses via the Portal on the website, which utilizes D2L, TSJC's learning management system. Courses offered at both campuses and all locations, including Concurrent Enrollment classes maintain a high level of consistency through curriculum, learning outcomes and textbooks.

All courses, regardless of their format, adhere to their specific program's curriculum map. The curriculum map specifies program and course learning outcomes. In addition, all course syllabi list student learning outcomes based on what students will know at the end of their educational experience.

TSJC is committed to using the Quality Matters (QM) standard as a foundation for the design of online and hybrid courses. The QM rubric standards are used to ensure that current course offerings meet distance learning design best practices. A [master course template](#) was developed in-house, which aligns with the [QM 21 essential \(3-point standards\)](#) and ensures consistency from one course to another. In addition, instructors teaching online and hybrid courses are introduced to the [QM standards](#) and receive a copy of the annotated rubric during training and must demonstrate how their courses meet these standards. QM specifically focuses on course design rather than delivery of subject matter content. As part of the [Distance Learning Committee's Implementation Plan](#), several faculty members have been trained as QM Peer Reviewers in an effort to self-review our own courses, primarily in design but also content.

TSJC provides a dual-credit program for high school students called the [Concurrent Enrollment Program](#). Faculty members teaching in the Concurrent Enrollment Program maintain the same qualifications and credentials as their college program colleagues. Course curriculum for Concurrent Enrollment matches TSJC's course curriculum. Evaluation of faculty and equivalent assessment of student learning is used to ensure high school students are learning at the same level as their college peers.

Sources

- 1b3 Course Catalog
- 1b3 Course Catalog (page number 19)
- 1b3 Course Catalog (page number 58)
- 2a1 CCNS
- 3a Advisory Committee Combined List c cover
- 3a1 Articulation Agreements
- 3a1 BIO 111 Course Information CCNS
- 3a1 CCCS CTE Administrator's Handbook
- 3a1 CCCS Education Services Curriculum Committee

- 3a1 Education Final Project
- 3a1 gtPathways General Education Curriculum
- 3a1 Gunsmithing Final Project
- 3a1 Pass Rates
- 3a1 State Faculty Curriculum Committee
- 3a2 Educational Options Poster
- 3a3 Annotated Rubric
- 3a3 Distance Learning Implementation Plan
- 3a3 Master Course Template
- 3a3 Master Syllabus
- 3a3 Quality Matters 21 Essential Standards
- 4a4 Concurrent Enrollment Web Page
- 4b Curriculum Map
- Gen Ed c cover

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

TSJC is committed to providing students with rigorous, comprehensive academic and occupational-technical curricula for quality academic transfer, occupational degrees, and certificate programs.

(1) General education classes provide college-level core competencies that address comprehension, verbal and written communication, critical reasoning, creative thinking, and demonstrate professionalism. All degree-seeking students are exposed to the core competencies throughout the curriculum. The General Education (GE) Council, of the CDHE, has overseen the creation of general education courses which are guaranteed to transfer to Colorado's 4-year institutions ([gtPathways](#)). TSJC adheres to requirements defined by the [content criteria for gtPathways courses](#) in specific categories: Written Communication, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. Since TSJC offers both CTE and A&S education, general education requirements for programs differ. In programs that do not require a specific set of general education courses, students are able to choose from a list of approved general education courses and provided information on gtPathways through the [TSJC website](#).

CTE certificates and degrees include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills. Standards are a compilation of standards where a literacy or math concept can be reinforced throughout the CTE course, and standards developed by national CTE or industry organizations. For certificates,

students must complete the requirements in effect for the declared certificate as published in [TSJC catalog](#). Continuing students who have not had a 12-month lapse in enrollment will be allowed to use the requirements listed in the current catalog, but it should be noted that specific catalog requirements are subject to change by governing [agencies/accreditations](#).

(2) Program [advising sheets](#), which prescribe the undergraduate general education requirements for each program of study, are listed in the [catalog](#), as well as on the website and in [departmental print brochures](#) distributed in the LC and SSC.

The table below shows the general education credit hour requirements that students must complete for the Associate of Arts (AA) and Associate of Science (AS) degrees.

Area of Study	AA Degree	AS Degree
Written Communication	6	6
Oral Communication	3	3
Mathematics	3	3
Arts and Humanities	6	6
Social and Behavioral Sciences	6	6
History	3	3
Arts & Humanities	3	
Social & Behavioral Sciences, History		
Natural and Physical Sciences	7 (with at least one lab course)	12 (minimum one two-course lab sequence and one additional lab course)
Total General Education Core Credits Required	37	39

The general education competencies, which are addressed and assessed throughout a student's education at TSJC, identify the skills and/or attributes a student should have attained upon graduation. General Education Outcomes (GEO) were developed to support the five

competencies, and a rubric was developed to guide assessment of student learning in general education classes. The [rubric for assessing general education](#) was revised by faculty in 2014, switching from a three-level to a four-level rubric. Competencies and GEOs in the new rubric were also slightly revised to be more cross-disciplinary, with descriptions to ensure that both CTE and A&S faculty can use the same rubric for assessment.

Faculty members use the GEO rubric to assess each student's attainment of the general education outcomes by assigning a value in alignment with the rubric. Activities and/or assignments used for assessment may vary by class or discipline as appropriate. The assessment data is then collected from full-time and adjunct faculty at the end of each semester and reported, using TracDat, an assessment software platform. The collected data is analyzed by the Assessment Coordinators, shared and reviewed with the assessment committee, and presented at the [Fall In-Service](#) meetings. The presentation is intended to spark faculty [discussions about using the data](#) to improve instruction and to encourage faculty to attend training regarding using data and closing the loop.

In order to increase adjunct faculty participation in the process of assessment and data reporting, a spreadsheet has been developed to better explain the leveling and alignment of Program level, Course level, and GE level student learning outcomes. [An all in one reporting spreadsheet](#) was developed during Spring 2015 to aid adjunct and new faculty in understanding and reporting assessment data. The spreadsheet was implemented during adjunct training in Fall 2015.

(3) TSJC is dedicated to programs that develop skills and knowledge that build the foundation for transfer or employment upon completion. In order to earn a degree, students complete several general education courses that require students to collect, analyze and communicate information. TSJC's degree programs each address a set of skills and outcomes which are fundamental to the General Education competencies and expected outcomes. As the [principles of general education](#) are broadly applied across all disciplines, so are examples of students engaged in the collection and communication of information across all disciplines.

[Student satisfaction survey results](#) are shared by campus during the student services update during In-Service each semester. The 2015 Student Satisfaction Survey showed that 89.88% of students would recommend TSJC to their friends and family. Other highlights included high ratings for the services provided by the Special Populations Office. The handling of student complaints and concerns received the lowest feedback. This area has received low marks over the past several years on the survey and continues to be an area of improvement.

One of the goals of the AISLC is to encourage faculty to further "engage students" in their own assessment of learning. Student learning outcomes are listed on course syllabi and instructors ensure assessments align with these outcomes. However, most faculty members are "covertly" conducting assessment of general education. Faculty inform students which assignments are also being used to assess the general education program, methods used to gather data on student learning, and how this data will be used.

(4) Education offered at TSJC reflects the rich diversity of the world in which students live and work. The TSJC service area and student population incorporate human and cultural diversity

into programs, courses and campus experiences. TSJC serves approximately 4300 students annually (duplicated headcount for Summer, Fall, and Spring). More than half of the student population is recognized as first generation. Close to 60% of the student population are women and almost half of the student population is classified as an ethnic or racial minority. To meet the needs of this diverse population, TSJC offers degrees and certificates in 106 areas of study ranging from transfer degrees to one-semester certificates. Programs, resources, and services are provided in person, hybrid and online to ensure student access.

Programs – Multiple TSJC programs provide culture diversity throughout their program and for the service area. For example, one of the nursing program student learning outcomes is, "Promote a culture of caring to provide holistic, compassionate, culturally-competent care." This outcome is assessed throughout the program courses through [activities](#) and exams. In addition, the graduate and employer surveys are administered six to nine months after graduation assess for satisfaction with this outcome.

Two student learning outcomes within the Massage Therapy program include modeling healing in a holistic manner to clients, and applying theory to practical situations of holistic health. Classes in the program guide the completer to these outcomes. For example, in Basic Massage, Clinical Massage, and Intro to Massage there are culturally holistic objectives that are completed as students learn to consider the age, sex and constitution of clients via client intake form (histories). Students process their understanding of the individual in terms of indications for massage work, contraindications for massage work and adaption of various techniques. Students work with elderly, children and pregnant women during the course of the Fall semester. Within Expanded Concepts of Massage, Professional Massage, and Pathology of Massage Courses, the concept of 'health' is actively discussed in general and in specific case histories. The students learn to adapt and appreciate interpretations of 'health' can be individual, a concept held by a community, have religious and/or spiritual aspects. Therefore, students as body workers, adapt to individual needs without judgment when working with an entire culturally diverse community. The students see many different age groups, religious groups and a wide variety of people through the clinic.

Courses - TSJC offers a variety of face-to-face, hybrid, and online courses scheduled from morning until evening. Many concurrent enrollment courses are offered on high school campuses. Courses offered include Anthropology, Communication, Humanities, Literature, and Sociology which include culture-based curriculum, that promotes cultural diversity and world perspective.

All Social Science classes deal with elements of a diverse society. For example, Sociology 101 and 102 provide several objectives related to cultural diversity. Humanities and Arts provide diversity course work through diverse literature, music, art, interpersonal communication and public speaking. Science and nursing courses provide education about health disparities and cultural norms at levels from local to global. Macro and Micro Economics courses examine with the impact of socio/economic disparities.

During the three credit hour Comparative Religion class, students examine how each faith studied relates to their own perspective in order to find a connection with various faiths. Some of

the questions students are asked to answer are related to religion being the most essential object or concept for the believer known as The Absolute. The Absolute of a religion may be a deity, a male or female god, it may be a Soul, a non-personal principal, a person, the absence of an ordering reality, etc. Students are asked to describe what their vision of The Absolute is. Other questions are related to world views, problems for humans, solutions for humans, community and ethics, interpretations of history, rituals and symbols and life after death.

Campus experiences - A variety of campus experiences contribute to the human and cultural diversity opportunities at TSJC including Student Life, TRiO, Athletics (Trinidad Campus) and Residence Life (Trinidad Campus).

Student Life at TSJC includes student government, student activities, and clubs and organizations on both campuses. Student clubs and cultural events provide TSJC students with a campus experience to understand and recognize human and cultural diversity. The Valley Campus, for example, has seven active clubs including PTK (Phi Theta Kappa), PBL (Phi Beta Lambda), Student Nurses Association, Alpha Delta Nu, Aquaculture Anonymous, Trigger Point – Massage, and Luke 3:11. On the Trinidad Campus, clubs and organizations include the Cosmetology Club, Welding Club, PTK, Nursing Club, Gun Club and competitive Trap Shooting Club. Some clubs are discipline-based; however, all clubs at TSJC welcome any student who would like to participate. Student Life and the Student Government Association (SGA) also sponsor events throughout the year for students, faculty and staff to attend:

- [Trinidad examples of activities](#)
- [Valley examples of activities](#)

TRiO Student Support Services programs operate on both campuses. The program services are described in detail in Criterion 3.D. However, more than 390 students on both campuses take advantage of TRiO programs at TSJC.

Athletics at the Trinidad Campus host seven competitive NJCAA teams. Sports include Men's and Women's Basketball, Softball, Baseball, Men's and Women's Soccer and Volleyball. Student athletes are required to live in the residence halls and represent approximately 150 students on the Trinidad Campus. Student athletes include 16 international students in the Fall 2015 year. Student athletes are required to meet the expectations in the [Student Athletic Handbook](#).

Residence Life is an important part of the campus experience and human and cultural diversity on the Trinidad Campus. In Fall 2015, TSJC had more than 230 students living in the four residence halls. Residence halls are separated by gender. Gunsmithing students primarily occupy Romero Hall because of its proximity to the Gunsmithing program and the unique needs of the living space (single rooms required). Approximately 15 TSJC students are trained Residence Life Assistants and provide support, security and resources for students living in the halls. All students living in the residence halls follow the expectations outlined in the [Residence Hall Handbook](#).

(5) Undergraduate research is being conducted by the Science department at TSJC, in collaboration with other institutions, and supported through grant-funded initiatives. These undergraduate research experiences exemplify discovery of knowledge, give students an opportunity to contribute to a larger body of research, and provide experience in presenting and defending their research to peers from other institutions.

TSJC is a member of two National Science Foundation (NSF) undergraduate research collaborations, the Genomics Education Partnership (GEP) and the [Community College Undergraduate Research Initiative \(CCURI\)](#). GEP is currently funded by a NSF-IUSE grant to Washington University in St. Louis. This partnership provides students the opportunity to participate in novel bioinformatics research and provides the opportunity for both faculty and students to be published in scientific journals. CCURI is currently funded by a NSF-TUES grant to Finger Lakes Community College. CCURI provides resources and training opportunities for faculty to develop and incorporate research experiences into existing or new courses.

TSJC also provides undergraduate research opportunities through two programs funded by the Colorado Space Grant Consortium. The DemoSat program provides students with a low-cost access to the edge of space. Students are challenged to design, fabricate, launch, recover, and analyze data from balloon payloads on which they design their own experiments ranging from atmospheric characterization to bacteria experiments and technology demonstrations. The [Great Sand Dunes Robotics Challenge](#) provides students with the opportunity to design, build, and test a robot to participate in the simulated Mars mission at the Great Sand Dunes National Park. They then write a paper detailing results and present their research findings at the Colorado Space Grant Research Symposium to the various heads of the aerospace and robotics industries, such as NASA, SpaceX, JPL, Ball Industries, and Lockheed Martin.

The Psychology program focuses on real-world application of counseling techniques, psychological principles, and theories through community outreach. Students have the opportunity to receive certified training in specialized procedures, such as suicide prevention or behavioral intervention, and then use their knowledge by volunteering in community-sponsored therapy or intervention programs.

TSJC's Elementary Education program offers students the opportunity to volunteer in the public schools through a credit-bearing lab course. Future educators get a first-hand glimpse into the world of elementary teaching, characteristics of effective teachers, and best practices for interacting with children. This course is valuable in determining the compatibility of teaching as a career with the students' personality and expectations.

TSJC has unique and creative assignments in the Occupational Safety and Health (OSH) online courses which promote discovery of knowledge through supervised learning experiences that students complete in the company of a mentor. Criteria for the mentor varies slightly from course to course, but generally, it is preferred that students work with a Certified Safety Professional in their local area. By working with a mentor to complete the assignments, students gain hands-on experience, and they are able to gain additional knowledge and experience from the mentor's input and feedback on their completion of the work. Students identify a mentor and work to promote networking with industry professionals.

Students are given information outlining expectations and procedures, for the student and the mentor, about the course project. In addition, a verification form is completed by the mentor after the supervised learning experience ends. Students also have access to information about supervised learning for the OSH Program on the website.

- [OSH Project Mentor Information](#)
- o [Supervised Learning Experience Information](#)
- o [Verification of Supervised Learning Experience](#)

Sources

- 15-16 Res Hall Handbook-1 c cover 2
- 1b1 Mission Statement Web Page
- 1b3 Course Catalog
- 1b3 Course Catalog (page number 19)
- 1b3 Course Catalog (page number 58)
- 1b3 Course Catalog (page number 133)
- 3a1 gtPathways General Education Curriculum
- 3b tsjgtp c cover
- 3b1 Content Criteria for Statewide Guaranteed Transfer
- 3b2 All-in-One Reporting Spreadsheet
- 3b2 Departmental Print Brochures
- 3b2 Fall In-Service Meetings
- 3b2 General Education Rubric
- 3b3 General Education Competencies
- 3b3 Robotics
- 3b4 Nursing Program Diversity
- 3b5 CCURI
- 3b5 OSH Program Policies Web Page
- 3b5 OSH Project Mentor Information
- 3b5 OSH Verification of Supervised Learning Experience
- 5a1 CRS 24-50-135
- AA_CTE_Cosmetology_Professionalism Survey_2015
- AA_CTE_Cosmetology_Student Handbook_2015
- AA_UBMS_Class Schedule_2015
- AA_UBMS_Field trip_2015
- AA_UBMS_Summer Calendar_2015
- AA_UBMS_Web page_2015
- advising c cover 2
- Gen Ed c cover
- sssurvey2 c cover
- Student Services_Athletics_Athletic Handbook and Participation Agreement
- Student Services_Student Life_Activities VC
- Student Services_Student Life_Student Activities TC

- Student Services_TRiO_Cultural Component_2015
- Student Services_TRiO_Funding_2015

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

(1) TSJC employs sufficient numbers of full-time faculty and part-time faculty (adjunct) to fulfill all instructional duties, in both classroom and non-classroom roles, as is necessary.

The table below shows enrollment trends at TSJC, by semester, (as of August 2015).

Headcount and FTE									
Academic Year	Summer Head Count	Summer FTE	Fall Head Count	Fall FTE	Spring Head Count	Spring FTE	Duplicated Head Count	AY Unduplicated Head Count	AY Total FTE
2009-2010	677	148.56	1811	693.70	1944	732.62	4432	2775	1575.05
2010-2011	721	166.73	1916	719.24	2024	733.51	4661	2852	1613.98
2011-	650	160.91	1864	695.0	1915	712.8	4429	2731	1568.8

2012				9		2			2
2012-2013	534	123.24	1714	633.9 0	1793	650.5 0	4041	2505	1407.6 4
2013-2014	435	99.40	1791	654.1 9	1809	645.7 5	4035	2515	1399.3 4
2014-2015	469	93.68	1780	623.0 9	1807	619.2 4	4056	2472	1336.0 0

The five-year trend of TSJC Employment for each employee classification are presented in the table below.

TSJC Employment					
Fall Semester	2010	2011	2012	2013	2014
Regular Faculty (includes full-time, 3/4-time, and half-time)	44	49	70	74	50
Adjunct Faculty	103	104	60	62	111
APT	66	69	78	97	84
Classified	28	28	28	33	28
Source: IPEDS					

The table above shows the number of regular faculty and adjunct faculty employed. The current (Fall 2014) ratio of students to faculty is 14:1. The average years of service for faculty is 9 years, as of June 30, 2015.

Faculty expectations are outlined in [TSJC Procedure 3.10 Faculty Job Description](#). Faculty's fundamental obligation is to provide high-quality instruction and to conform to TSJC, CCCS, and SBCCOE directives and policies. Faculty are expected to assess student learning, report student learning outcomes, and attend student assessment training and/or activities. In addition, faculty are expected to participate in professional activities, including, but not limited to, curriculum development, in-service training, and committee assignments. Procedure 3.10 also defines the faculty workload, in compliance with [BP 3-80 Faculty and Instructor Workload](#), as a

minimum of a 40-hour work week, in keeping with the requirements for all State employees. A portion of these hours may be performed either on or off-campus. Similarly, Instructor (adjunct) expectations are explained in [TSJC Procedure 3.11 Instructors \(Part-time\) Guidelines, Duties, and Responsibilities](#).

(2) The [Faculty Credentials Handbook](#) clearly establishes guidelines to determine qualified faculty members. First, the procedural guidelines include the process for establishing and determining faculty credentials as identified and required by the Higher Learning Commission (HLC), [Faculty Credentials and Development procedure 3.15](#), the process for evaluating transcripts and the transcript evaluation form. Faculty qualifications occasionally do not match the credentials expected for each discipline and program. In these special circumstances, TSJC has a procedure for "[Credentialing Faculty as an Exception](#)" and is included in the [Faculty Credentials Review Procedural Guidelines](#).

- [Sample report for Credentialing as an Exception](#)

Generally, academic programs require a Master's degree in the discipline, or 18 graduate hours in the discipline plus a Master's degree. Some CTE programs or developmental education courses require a bachelor's degree, licensure, certification and/or work experience in lieu of a graduate degree. Adjunct instructors are expected to have the same credentials as their full-time colleagues. Faculty credentials are filed in the office of Human Resources.

All faculty are properly credentialed, including those in concurrent enrollment and consortial programs. All instructional hiring follows established employment procedures. Credentials for full-time faculty applicants are reviewed by screening committees that include faculty from the teaching discipline (if available) and the appropriate Dean. Credentials for adjunct faculty applicants are reviewed by the appropriate Dean.

- [Sample job posting and requirements](#)

(3) TSJC evaluates faculty members' job performance in compliance with [BP 3-31](#), as well as [SP 3-31](#). The evaluation process is for the fall and spring semesters only. Factors in the evaluation process are weighted around two main components. Teaching Effectiveness, weighted at 70%, includes classroom performance, administrative responsibilities, retention, and professional development. College Service, weighted at 30%, includes professional behavior, recruitment, and service to TSJC and the community. The overall evaluation process consists of Student Evaluations and Unscheduled Supervisor Evaluations (classroom observation). Checklists have been created to track teaching effectiveness and college service activities.

Faculty who have worked at TSJC for less than three years are classified as provisional faculty. In some cases, the provisional status may be extended by one year. Once the provisional period is over, full-time faculty are classified as non-provisional. The [Faculty Evaluation /Pay Plan in the Procedures Manual, section 3.16](#) establishes the frequency for supervisor and student evaluations of faculty as follows:

Provisional Faculty

Formal Student Evaluations of Teaching Activities for one class, chosen by the Supervisor, and one unscheduled Supervisor Evaluation of Instruction will be conducted during both the fall and spring semesters.

Non-Provisional Faculty

Formal Student Evaluations of Teaching Activities for one class, chosen by the Supervisor, and one unscheduled Supervisor Evaluation of Instruction will be conducted, at the discretion of the Supervisor, during either the fall or the spring semester.

Adjunct and Concurrent Enrollment Instructors

Adjunct and concurrent enrollment instructors will be evaluated during their first and second semesters of employment via Student Evaluation of Teaching Activities and unscheduled Supervisor Evaluations of Instruction for classes chosen by the Supervisor. Continuing adjunct and concurrent enrollment instructors will be evaluated at least once per year, using the same methods. Concurrent enrollment and adjunct instructors will not be required to submit Annual Performance Plans or Faculty Self-Evaluations.

Supervisors will reserve the right to evaluate an instructor with greater frequency if circumstances warrant. Multiple evaluations will be considered and averaged for one outcome. Due to the increase in the number of concurrent enrollment course offerings at various high schools in TSJC's service area. Concurrent enrollment instructor evaluations mirror the frequency and consistency of adjunct instructors, beginning in Fall 2015.

Online instructors are evaluated following the same criteria for regular faculty or adjunct instructors, depending on their position, along with the addition of an online course review. Online instructors' D2L course shells are evaluated for consistency with master course template and QM guidelines. As a component of the [Distance Learning Committee's three year Implementation Plan](#), instructors teaching online are required to successfully complete the "Applying the Quality Matters Rubric" professional development course, in addition to in-house training on D2L and online best practices. TSJC has identified instructors still needing to complete the QM course and has created a plan for completion by the end of the 2015-2016 academic year, in keeping with the Implementation Plan's stated completion timeline.

(4) TSJC encourages employees to develop job skills and abilities which will benefit the employee, as well as TSJC. According to [BP 3-60](#), the course(s) must be job related, applicable to a degree, or career enhancing. For example, tuition scholarships may be available for CTE faculty who are required to take classes for re-certification. TSJC offers EDU 250 and EDU 260, which are geared toward teaching, adult learning, and current trends within CTE. The TSJC Educational Foundation funds all scholarships for tuition that meet the criteria stated on the [Employee Scholarship Request form](#). Both full-time and part-time employees are eligible for tuition scholarships.

Throughout the academic year, assessment training activities and workshops are held. These assessment activities focus on reporting assessment results on TracDat, sharing best practices in

assessment, and analyzing assessment results. Further information on assessment activities is included in Criterion 4.B.

Grant-funded Professional Development

The Title V, [STEM Institutional](#), [STEM Co-op](#) and Carl D. Perkins grants, in collaboration with TSJC, have provided processes and resources which support professional development, assuring instructors are current in their disciplines and adept in their teaching roles. These opportunities have been accomplished by offering continuing education opportunities, on-site workshops for groups and individuals, webinars, and providing support for offsite workshops and conferences. Financial support for professional development offerings at TSJC has annually increased since 2008.

- [Application for Professional Development funds](#)

Title V Grant

[Title V](#) was able to provide training opportunities for 197 unduplicated faculty and staff, which exceeded grant expectations in the [professional development](#) budget. Trainings included 2:2 and 2:4 Annual Faculty-to-Faculty Conferences, where faculty meet with colleagues from both two-year and four-year colleges across the state to discuss curriculum alignment, assessment of student learning, and student success strategies. Other conferences centered around continuing education courses, technology training, Brain Based Learning, and Understanding and Engaging Under-Resourced College Students.

The following table shows the professional development funded by the five-year Title V grant.

Title V	Oct '08 - Sept '09	Oct '09 - Sept '10	Oct '10 - Sept '11	Oct '11 - Sept '12	Oct '12 - Sept '13	Total
Continuing Ed.	16	20	19	14	28	97
On-Site Group Workshop	5	3	12	0	0	20
On-Site Individual Training	0	0	3	0	1	4
Webinars	0	8	7	4	0	19
Workshop /Conference	23	23	38	16	27	127
Total Trained	44	54	79	34	56	267
Total Spent	\$110,510	\$85,006	\$108,993	\$62,878	\$119,926	\$487,313

STEM Grants

STEM faculty and staff have participated in STEM-based professional development activities to include continuing education courses, certifications, on-site group and individual training, workshops, and webinars.

On-site group professional development has included training for classroom technologies, D2L, and QM. All faculty who teach online or hybrid courses are required to be trained using QM standards. Additional trainings included better understanding the current generation known as “Generation Me,” various assessment training and activities, training pertaining to transfer and articulation agreements, program review workshops, CCCS Computer Services/Systems training, and Wings Over the Rockies, which provides free supplemental resources and curriculum for attendees.

Webinar topics for TSJC faculty have included Sketchpad training, BASIC Stamp educator course for programming robots, better assisting and understanding students with ADHD, and moving a classroom based course to online or hybrid.

Instructors have attended several workshops and conferences as a means to remain current and adept in their teaching roles. Workshops and conferences are discipline specific and include the Colorado Learning and Teaching with Technology Conference (COLTT), the International Conference on Technology in Collegiate Mathematics (ICTCM) conference, biomedical careers faculty development, environmental policy, COMSOL multi-physics, and developmental education training. Additional best practice conferences, which include the Alliance of Hispanic Serving Institution Educators (AHSIE) supporting the work of Hispanic Serving Institutions (HSIs), Cisco Live Conference, and STEMtech, have been attended by faculty and staff.

The following table shows the professional development funded by STEM Institutional and STEM Co-op grants.

STEM Grants	Oct '11- Sept '12	Oct '12- Sept '13	Oct '13- Sept '14	Oct '14- Sept '15	Total
Continuing Ed.	0	0	0	1	1
On-Site Group Workshop	5	0	14	0	19
On-Site Individual Training	0	0	1	0	1
Webinars	2	0	1	1	4
Workshop /Conference	5	20	5	6	36
Total	12	20	21	8	61
Institutional Spent	\$2,009	\$31,297	\$36,665	\$21,559	\$91,530

Co-op Spent	\$2,562	\$14,046	\$19,682	\$4,014	\$40,304
Total Spent	\$4,571	\$45,343	\$56,347	\$25,573	\$131,834

Carl D. Perkins

The Carl D. Perkins grant provides faculty, administrators, and counselors with assistance to promote leadership and professional development that improves the quality of CTE. Professional development activities for faculty and staff have included trainings on gender equity, simulation, industry trends and best practices; and conference participation to learn how to improve classroom instruction and develop new and innovative programs.

Professional Development opportunities have included ongoing trainings with Scott Lewis and Mimi Lufkin. Mr. Lewis is from the National Center for Higher Education Risk Management, and he has presented on issues related to Violence Against Women; sexual misconduct; Student/Staff Conduct; Behavioral Intervention/Threat Assessment; Titles VI, VII, IX, ADA, and other civil rights issues; and general risk management in education. Ms. Lufkin is with the National Alliance for Partnerships in Equity, and she has facilitated workshops with both faculty and staff to identify trends and to plan action steps that will improve TSJC’s non-traditional-to-gender participation, retention, and completion. Ms. Lufkin’s professional development training has focused on “Micromessaging,” which is a research-based, educator professional development program to address gender and culturally based biases that occur in the classroom. The following table is the number of workshops for the past five years that have been hosted through the Perkins Grant.

Year	2010	2011	2012	2013	2014
Workshop/Conference	0	8	6	15	20

(5) Faculty are required to hold regularly scheduled office hours for the purpose of meeting with students outside of class. [Office hours](#) are listed on the course syllabus, posted outside offices, and are sent electronically to their Dean for reference. Adjunct instructors are not required to hold office hours, but instead communicate with their students outside of class using D2L or [email](#). Online course faculty and instructors regularly monitor discussion postings, respond to email in a timely manner, and post items online to communicate with students.

(6) [Qualifications for staff positions](#) providing student services are made at the departmental level by direct supervisors. Factors for qualifications include job competencies and duties, but may also include professional competencies, experience, and/or minimum educational degrees. Every job description lists the qualifications and educational requirements. Many student support positions are recognized as a [Campus Security Authorities](#) and participate in annual training.

Applicants in compliance with listed qualifications are screened by a search committee and qualified candidates are selected for interview. Background checks for successful candidates are conducted by the office of Human Resources.

TSJC's student services staff are part of several [state-level work groups](#) that meet in various capacities for training and professional development, including:

Monthly meetings:

- Registrar Group
- Advisor Group
- Financial Aid Directors
- Institutional Research
- Scheduler (phone conference)
- Title IX Coordinators
- Vice President Student Services

Meetings 2-4 times per year:

- Default Prevention Group
- Testing Group
- Degree Works Group
- Transcript Evaluation
- Behavioral Intervention Team

Email network group:

- Admissions Power Users
- Concurrent Enrollment
- Disability Services
- Gainful Employment
- Student Discipline
- Housing
- Tuition Classification
- Veteran

These groups include representatives from the 13 colleges in the CCCS along with CCCS staff. TSJC staff attend in person and through phone and webinar contacts. Student support staff including advisors, financial aid, concurrent enrollment, behavioral intervention team and Title IX team members have been supported through institutional, Title V, Carl D. Perkins, and TRiO professional development opportunities.

CCCS hosts an annual Student Services Conference for all Student Services staff each June. In 2014, TSJC staff attended several professional development trainings including: National Association of Student Personnel Administrators (NASPA); ASPIRE (TRiO Regional Group); American Student Association Community Colleges (ASACC); Federal Student Aid Conference;

National Alliance for Concurrent Enrollment Partnerships (NACEP); Association of Title IX Administrators (ATIXA); National Behavioral Intervention Team Association (NABITA); National Alliance for Partners in Equity (NAPE); micro-messaging; Campus Security Authority Training (CSA); and Workplace Answers staff trainings.

The Student Services department holds a [departmental retreat](#) in June each year. Topics discussed at the retreat include: departmental goals, cross-training, compliance/rules and regulations, [student satisfaction survey results](#), [retention results](#), planning, and [enrollment strategies](#) for the coming year. The department has been actively cross-training with advising and Banner training for approximately 15 months.

Sources

- 3a1 Education Final Project
- 3a1 Gunsmithing Final Project
- 3a3 Distance Learning Implementation Plan
- 3a3 Master Syllabus
- 3c1 Faculty and Instructor Workload
- 3c2 Faculty Credentials Handbook rev 9 2015
- 3c2 Faculty Credentials Handbook rev 9 2015 (page number 9)
- 3c2 Faculty Credentials Handbook rev 9 2015 (page number 32)
- 3c2 Faculty Job Posting
- 3c3 Evaluation of Faculty Job Performance
- 3c3 Evaluation of Job Performance
- 3c4 Employee Benefits
- 3c4 Employee Scholarship Request Form
- 3c4 Professional Development Application
- 3c4 Title V Professional Development Budget
- 3c5 Electronic Communication Policy
- 3c5 Office Hours
- 3c6 State Committees
- 3d Retention Fall 2014 to Spring 2015 c cover
- 5a1 Auxiliary Budgets
- Academic Affairs_Faculty Checklist_2015
- Academic Affairs_Rubric_2015
- csa list
- IPEDS web 2014 c cover
- sample of jd c cover2
- sssurvey2 c cover
- sssurvey2 c cover
- STEM coop apr c cover
- STEM ind apr c cover
- stem title v Prof Dev c cover
- Student Services_Recruitment_Enrollment Plan 2014
- Student Services_SSS_Retreat

- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 41)
- TSJC Procedures 11-6-15 (page number 47)
- TSJC Procedures 11-6-15 (page number 49)
- TSJC Procedures 11-6-15 (page number 54)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

TSJC provides several avenues of support to meet the needs of the students and increase educational completion. This is accomplished through multiple programs that start with the Student Success Center (SSC) and Learning Center (LC) on each campus.

(1) Learning Center (LC) & Student Success Center (SSC)

In 2009 and 2010 respectively, TSJC leveraged [Title V](#) grant funds to improve student services. The project was designed to streamline service locations on campus, increase student success through persistence, and increase awareness of services available. Resources, including professional development and updated technology in classrooms, were initiated throughout both campuses. Centers on each campus were created (Student Success Center, Trinidad Campus; Learning Center, Valley Campus).

The centers were designed to increase completion and persistence rates of underprepared, low-income, first generation students. TSJC recognized the need to provide a high level of support for students in areas including: placement testing, communication support from faculty, development of "early alerts," and creation of a student emergency fund, as well as tutoring, counseling referrals, and advising support.

In addition, new student orientation, community referral and other campus resources, academic or personal intervention, transfer advising, career advising, and online/hybrid course training start in the centers. The comprehensive list of services provided in the center also includes special population services, writing center services, and online tutoring services.

LC and SSC staff communicate in creative ways to inform students and support faculty requests in the classroom, as well through programs like ["Don't Cancel that Class."](#) Center staff work in coordination with other grant and student service programs such as TRiO, STEM, Carl D. Perkins, COSI, Student Government and GED in order to provide appropriate services for student success. As a result, the LC and SSC are known as a place where questions are answered and services are effectively provided to students at TSJC.

Success rates for students served by the LC and SSC in fall 2011 and fall 2012 cohorts, indicated students who either persisted or graduated, grew from 82% in 2011 to 83% in 2012 ([SSC Student Success Rate Report](#)). This report illustrates success of the program and helped to achieve TSJC's strategic goals and initiatives to increase student success and retention.

The initial [goal of the centers](#) was to provide services to at least 300 students per year (1,500 students over five years). LC and SSC staff served over [3,900 students in the five year period](#), more than double the goal of the grant. ([Title V SSC Annual Performance Report 2012-2013](#))

TSJC provides comprehensive academic support to all students. Services offered at the LC and SSC include:

Academic Advising - for help in interpreting placement scores, explaining pre-requisites, reviewing [advising sheets](#) and developing an educational plan for attainment of a degree or certificate.

Tutoring - one-on-one and/or study group assistance for any course offered at TSJC. [Online tutoring](#) is also available through [Brainfuse](#) for all TSJC students.

Academic support - including mentoring, career advisement, and personal guidance.

Drop-in assistance - on writing assignments for any course, and drop-in assistance for all students in any level of mathematics. Computer labs are available for research and writing assignments.

Transfer advising - visitations to four-year campuses to attend orientation sessions with advisors, faculty and students; and advisement in the selection of a four-year college.

TRiO SSS Participants are actively involved in additional activities exclusive to the TRiO Student Support Services Program. These include:

Transfer site visits- TRiO program participants are encouraged to participate in visits to four year schools and events that support attendance at four year schools. In September 2015, three students from the Valley Campus TRiO program attended the Rocky Mountain Association for College Admission Counseling event in Albuquerque, New Mexico. The event showcased more than 100 colleges and universities from around the country and provided TRiO students with the opportunity to talk with four year school representatives and learn about the transfer application process.

Financial aid literacy - guidance and counseling on making informed financial decisions during and after college. Assistance with completion of financial aid applications and forms. The TRiO programs utilize a CollegeInColorado.org financial literacy tool called Money 101: www.cicmoney101.org

[Cultural activities and events](#) - learning outside the traditional classroom through cultural tours and activities. One example of this was the Valley Campus visit to the Ludlow Massacre event in Spring 2014. Ten students participated in this event that showcased the 100th anniversary of the Ludlow Massacre site. See attached support information for the transfer and cultural activities.

Grant Aid – TRiO participants on both campuses have access to [grant aid](#) scholarships. In 2014-2015, \$63,000 in grant aid funding was awarded to 95 students. Criteria and selection for aid is supported through an application process on each campus.

TRiO Programs at TSJC

Federally funded TRiO programs offered at TJSC include: Southern Colorado Educational Opportunity Center, Student Support Services, and the Math Science Upward Bound program.

The **TRiO Student Support Services** program on each campus provides opportunities for academic development, assists first-generation and low-income students with basic college requirements, and motivates these at-risk students toward the successful completion of their postsecondary education. The goal of the program is to increase TSJC retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

The **TRiO Educational Opportunity Center** (EOC) is a federally funded grant program that assists adults and high school students in gaining access to higher education. Priority is given to first-generation college students and individuals from low-income families. EOC participants are given information about postsecondary education and selecting the most appropriate course of study to suit their educational needs. Clients are assisted with filling out forms for admissions, applying for financial aid, finding scholarships, transferring from a two-year to a four-year college, locating college preparation and support programs, acquiring student loan default rehabilitation, and enrolling in a GED program, as well as obtaining college application fee waivers for those who qualify under the low-income guidelines.

The TRiO EOC is provided through a grant awarded to Colorado State University-Pueblo (CSU-P). CSU-P and TSJC entered into a [contract](#) to serve southern Colorado by setting up a satellite office on the Trinidad campus. A [Letter of Support](#) shows the commitment, along with direct and in-kind support for the operation of the TRiO EOC Satellite office in Trinidad.

The **TRiO Upward Bound Math Science** (UBMS) program purpose is to prepare at-risk students for, and encourage pursuit of post-high-school degrees and careers in fields related to science, technology, engineering, and mathematics. TSJC's program offers high school students from Colorado and New Mexico concentrated studies in mathematics and science courses over a five-week summer residency program. As a residential program, students are introduced to

learning about college life, living in resident halls, working with mentors, and living away from their parents. During the academic year, students are provided academic support and tutoring assistance for all students including those in concurrent enrollment classes.

Disability Services

The Disability Services office operates under the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) Amendments Act of 2008. Individuals seeking accommodations at TSJC must meet with a Disability Services representative and provide documentation to support their request. Reasonable accommodations are made on a case-by-case basis in order to ensure educational accessibility. The Disability Services personnel at each campus serve an average of 30 students per year. The Disabilities Services office provides the following academic support services - some through referral:

- Disability counseling and advocacy/advising
- Assessment of basic academic skills
- Accessible classrooms
- Equipment loan
- Exam accommodations - alternate testing arrangements
- Tutoring, scribes, note takers, sign language interpreters
- Learning success strategies workshops
- Assistive technology
- Text in alternate format
- Referral and collaboration with community agencies
- Other reasonable appropriate accommodations as necessary
- Advocacy for students with disabilities

Special Populations

[Special populations services](#) are available through the SSC and LC at TSJC. The term special populations at TSJC identifies:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Services provided include but are not limited to: one-on-one academic advising; academic support referrals; advocacy; communication with faculty and staff on campus; increasing self-esteem and motivation; referral and collaboration with community agencies; promoting job opportunities as appropriate; and other reasonable appropriate accommodations as necessary.

Career Services

Job placement and comprehensive career services are available through the LC and SSC at TSJC. Services specifically for career and technical education students include:

- Career exploration
- Increasing self-esteem and motivation
- Building interpersonal effectiveness
- Maximizing career opportunities
- Improving employment marketability and opportunities
- Promoting effective job placement
- Internship assistance and placement
- Mock interviews
- Resumes and cover letter assistance
- Connecting with the College Central Network
- Employment placement board(s)

Military/Veterans

TSJC takes pride in meeting the educational needs of military service members, their families, and veterans, and is approved by the Colorado State Approving Agency for Veterans Education. Military tuition assistance, veteran's education benefits, and veteran's vocational rehabilitation are administered by the Financial Aid office on both campuses.

[Veteran services](#) fall under the TSJC Student Services Financial Aid Office. This office certifies initial paperwork for students, verifies enrollment, and provides follow up reporting for veteran students each semester. In addition to processing paperwork specific to veteran students, the Financial Aid Office provides referral information for veteran students, provides contact information for veteran resources, and works closely with the LC and SSC on each campus to support the needs of veteran students.

The Trinidad Campus assisted 58 students for 2013/14, not including Summer 2015. Alamosa Campus helped 12 students, not including Summer 2015.

(2) Learning support is described in detail above for students attending TSJC. Academic support is provided and encouraged through the LC and SSC. Staff throughout the institution promote the academic support services on campus through student activities, signs/notices throughout campus, and in publications like the [student handbook](#) and [course catalog](#).

TSJC has a process for directing new students to courses and programs. This process varies by program. However, it generally starts when a student speaks with an advisor in the LC or SSC. All students indicating they are a first-time college student on their TSJC application automatically have a New Student Advising Hold placed on their account which prevents the student from registering for classes. To remove the hold, students meet with an advisor to discuss educational pathways, review ACT test scores, high school transcripts, cumulative GPA and other pertinent information to determine if the student is adequately prepared for the career path they are interested or meet the placement test exemption criteria.

Students entering TSJC are required (in accordance with CCCS [BP 9-41](#)) to take a placement test. BP 9-41 indicates that placement testing is administered by testing personnel, for assessment of college and workforce readiness, to all incoming students who meet the following criteria:

- First-time, degree-seeking undergraduates;
- Non-degree seeking undergraduates who change to degree-seeking status;
- Non-degree seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; and
- Concurrently enrolled high school students.

Students exempt from placement testing are those who:

- Have completed college-level transfer mathematics and college-level transfer writing courses or remedial coursework (if required) in mathematics, writing, and reading;
- Earned a bachelor's degree;
- Earned a transfer-oriented associate degree (AA or AS); or
- Have attained the appropriate ACT or SAT score indicating college readiness.

In 2014, TSJC was part of the CCCS project to align the placement test with the recently implemented developmental education redesign. The CCCS Developmental Education Task Force (DETF) made a philosophical change to course placement. Instead of placing students in the lowest class for which they are prepared, they are placing students in the highest level course whenever possible.

The DETF made recommendations to 1) align the assessment with the redesigned curriculum of the courses taught (see discussion of Developmental Education below), 2) offer multiple measures for placement, and 3) validate the scores regularly. McCann/Vantage was the vendor selected to develop the new [Community College Placement Test \(CCPT\)](#).

In Fall 2015, TSJC began a transition to introduce the CCPT. In September 2015, TSJC participated in field testing for the instrument. During this time testing and related staff participated in training, system discussion and campus discussion to identify a path for transition. A schedule and [testing guide](#) was developed. In October 2015 TSJC began offering the CCPT to all new students meeting requiring a placement test. Moving forward, all incoming students requiring testing will take the CCPT test.

The Accuplacer will continue to be an acceptable test to meet the placement test requirement for approximately one year. TSJC is working through many logistics on how to administer the CCPT to students with special needs, high school students, students from out of

state/international students. Accuplacer will continue to be used to serve these students until a crosswalk to CCPT has been identified.

Developmental Education

TSJC provides developmental reading, English and mathematics courses for students who do not place into college-level English or mathematics. In 2011, when the SBCCOE mandated a complete redesign of developmental education, a [Developmental Education Task Force \(DETF\)](#) was formed with representation from each of the system's community colleges. After careful review of the existing research on developmental education and exploration of current reform models across the country, the DETF proposed (and received Board approval for) the following guiding principles for the statewide redesign.

The following five principles were applied to curricular work:

1. Use reverse curriculum design to redesign courses.
2. Design courses for what students need to know for success in college.
3. Encourage active learning by including active and/or experiential learning experiences with each lesson.
4. Make curriculum design and assessment of student learning and success a continuous process.
5. Provide students with individualized assistance through embedded effective skills, professionalism, and support services as much as possible in the process.

The guiding principles of the redesigned preparatory curriculum are acceleration, contextualization, and mainstreaming. Separate sequences of English and reading courses have been combined into single semester College Composition and Reading (CCR) courses, thus reducing the number of developmental credits and courses required. Developmental math redesign now has a multi-path approach, directing students seeking a STEM field to a College Algebra path, while non-STEM and CTE students follow a path resulting in the appropriate college-level math course for their program of study.

Adult Educational Services

TSJC houses [General Educational Development \(GED\)](#) programs on both campuses and Adult Basic Education (ABE) on the Trinidad campus. The Trinidad Campus serves students from Las Animas and Huerfano counties, while the Valley Campus serves the San Luis Valley, with students located in Alamosa, Conejos, Costilla, Mineral, Rio Grande, and Saguache counties.

Program staff from both campuses share a strong commitment to meeting the broad spectrum of adult and nontraditional students' educational needs in their respective communities. Services offered on one or both campuses include:

- *Adult Basic Education* - for students who enter the program at the 0-8.9 grade level. Instruction is individualized - basically a one-on-one format. In 2014/15, leveled, content classes were added to supplement the individualized format.

- Adult Secondary Education - for students who enter the program at the 9.0-12.9 grade level. Many of these students are able to complete a high school equivalency certificate (GED) within a year.

- ESL Program - for individuals who are non-native English speakers. Similar to the ABE and GED services, the ESL classes are individualized, but also include the smaller, direct learning classes as well.

- Family Literacy Program - for individuals who wish to prepare for the GED or need to learn English that have young children for whom they cannot find (or afford) childcare. Two afternoons each week, on-site child care is offered under the supervision of trained childcare workers.

Agreements throughout TSJC's service area have given the Adult Education program the opportunity to serve those students who choose alternative educational pathways on their way to higher education at TSJC. The Social Services programs in TSJCs' service areas use the Adult Education program as their primary educational unit for their various assistance programs as well.

(3) Academic advisors and faculty assist students with defining their educational goals and choosing the TSJC program of study that best fits their needs. The following advising services are provided:

- Career counseling, goal setting, and choosing a plan of study
- Explaining of placement test scores
- Explaining of course sequences and pre-requisites
- Assisting in course selection
- Program advising as well as individual advising for students who know the institution they will be transferring to after graduation
- Assisting with semester to semester registration
- Reviewing of program progress and requirements with Degree Check
- Communicating with Deans, faculty or staff for program specific follow up
- Communicating with financial aid, admissions, student life, registrar or other staff to assist student with specific follow up

Additional student support is provided by the TRiO program personnel, student engagement specialists, student services personnel, and disability services personnel, as described in Criterion 3.D.1.

(4) Technological Infrastructure

The Information Technology (IT) department supports the computing and audio/visual environments for TSJC's faculty, staff, and students by providing the following technology and services. These resources provide a stable computing environment that supports teaching and learning.

- Help desk and technical support for faculty and staff
- Server and network administration
- Printers, desktops, ceiling projectors, and laptops
- Audio/video systems
- Wireless access for all users
- Software access to all of TSJC's software systems
- Maintenance and assistance for all smart-classroom technologies
- Procurement of all IT-related equipment
- E-learning capabilities (D2L)
- Video conferencing capabilities on each campus and at selected high schools
- Computer labs at each campus

Through Title V funding, IT staff made improvements to 53 classrooms by installing smart classroom equipment, new computers, projectors, etc. The technology infrastructure was also improved in order to support the classroom upgrades. During the five year grant period, 122 faculty were trained in the use of the new classroom technology and are pleased with the efficiency and quality of the equipment.

Scientific Laboratories

STEM grants have been instrumental in enhancing program quality and educational opportunities available by providing funding for renovating and updating STEM laboratories/classrooms and improving technology and learning environments on both campuses.

Trinidad Campus

The Trinidad Campus has one physics classroom/lab, two biology classroom/labs, two chemistry classroom/labs, one general science classroom/lab, and two chemical stockrooms.

Renovations were made to both chemistry laboratories (D212 and D218) and both chemistry storage rooms (D214 and D220). The renovations included bringing the labs and chemical storage rooms up to code, electrical and plumbing upgrades, replacement of the ventilation system, and replacement of whiteboards. Technology updates included smart classroom monitors and technology infrastructure. Chemistry non-consumable instruction supplies were purchased, including glassware, thermochemistry and general laboratory supplies, chemical disposal, and replacement chemicals. Equipment and appliances including a dishwasher, refrigerator, and water distiller were purchased.

The biology lab received updated plumbing and five Human Physiology Systems. Laboratory equipment was purchased, including human anatomy models, micro-anatomy as well as full-body systems, to aid in biology, zoology, and human anatomy/physiology classes.

Updated equipment for the physics laboratory was purchased. As additional funding becomes available, the physics classroom/lab would benefit from additional storage space and improvements to the general classroom infrastructure.

Valley Campus

The Valley campus has one general science classroom/laboratory (V233). A complete remodel of the classroom, including workstations, counters, storage, technology, electrical wiring, and plumbing, was completed using STEM funds. In addition, general science lab supplies, geology and botany supplies, chemistry supplies, and biology, zoology, and anatomy/physiology supplies were purchased.

A [Capital Construction Request](#) was submitted and approved for State funding to complete an expansion project that will provide two additional general classrooms, two additional science laboratories/classrooms, and a lab preparation space. The two new science laboratories each accommodate 24 stations, which will allow for increased enrollment and additional science courses.

Libraries

The primary mission of TSJC's libraries is to meet and anticipate the academic and informational needs of its students, faculty, and staff.

The Samuel Freudenthal Memorial Library on the Trinidad Campus has more than 50,000 volumes, 80 periodical titles and six newspapers. The library has a computer lab available to students, as well as wireless internet for personal laptop use. In addition, there are four computers available for public access. Several research databases are available via the Internet for students, including ProQuest; CINAHL, Learning Express and EBSCOhost. These databases are available to all TSJC students from both campuses, both on and off campus.

The main floor of the this library houses the SSC where students have a single destination for registering, advising, tutoring, study groups, open lab computer use, TRiO support, and athletic team study halls. Awareness of academic support options has significantly increased, and the SSC is a popular gathering place for students.

The Valley Campus library services are a hybrid of on and off campus resources for students. On campus, textbook libraries, laptop lending, an in-house iPad library and program specific resources are housed in the LC. The Nielsen Library at Adams State University is located six blocks from the Valley Campus. Students at TSJC have access to the Nielsen Library and the Alamosa Public Library.

TSJC has identified updating and improving its library services as an institutional priority for the past several years in the annual implementation plans. An unsuccessful search for a new Library Director occurred earlier this year as TSJC was in the process of writing a proposal to seek Title V funding to improve our libraries and expand technological learning resources to boost student success. Since then, TSJC contracted with professional services of a Library Consultant to develop an [Improvement Plan](#) and timeline that will keep TSJC's library services moving in a progressive direction. Recommendations from the consultant are currently being implemented.

Performance Spaces

Theater and Music programs are housed in the Trinidad Campus Massari Theater. In addition to the 250-seat and 1,440 square foot performance stage, there are two classrooms and office space for instructors. Theatrical and musical performances are held, showcasing the talents of our students. Other college and community groups also utilize the facility. Events include GED graduation, Nursing pinning ceremonies, the Trinidad Community Chorale, and various other community interest lectures and performances.

On the Valley Campus, the auditorium is the largest space available on campus, and was updated in 2014 to meet ADA requirements. It is a 72-seat room with Telepresence, and is used consistently for community groups like Toastmasters, Tu Casa, Inc., and Adobe de Oro Concilio de Artes for community education opportunities and trainings.

Clinical Practice Sites

TSJC ensures access to clinical sites throughout its service area for nursing students, which provide hands-on training in a variety of areas as required by the Colorado State Board of Nursing. Clinical sites include hospitals, clinics, nursing homes, veteran centers, mental health clinics, and home health care facilities. All facilities allow for hands-on experiences that allow the students to take care of patients while practicing therapeutic communication. The sites allow for experience in long-term and acute care, obstetrics and pediatric care, and mental health experiences.

[Agreements](#) are secured with each site, identifying the facility and the needs of the students while in clinical rotation. Nursing faculty use a [Clinical Site Qualification Evaluation](#) form to ensure that the facility will provide high quality experiences conducive to learning. Nursing students complete evaluations of the clinical facility and the clinical instructors at the end of each semester. In addition, nursing faculty complete evaluations of the clinical agency on the last day of every clinical experience. [Student](#) and [Faculty](#) rating data is then collected and analyzed and decisions are made for continuation or relocation of the clinical experiences for the upcoming year.

TSJC has two high fidelity simulation labs, one on each campus, with the following equipment: 3 Meti SimMen, 2 Meti Pediatric, 1 Meti Baby, and 3 Gaumard Noelle high fidelity birthing mannequin with newborn HAL. Each of the simulation labs is equipped with video recording equipment for live streaming of student participation in simulation scenarios into the classroom. These rooms are also equipped with a crib and a bassinet supporting Maternal/Newborn/Child simulations. Students are exposed to a variety of simulation scenarios requiring implementation of nursing actions ranging from basic patient care to interventions for critically ill patients.

The objective of the clinical experience for EMTs is to solidify for the student the course theory and lab training through actual patient contacts. The [Clinical Experience](#) minimum criteria for supervisors and student requirements are clearly communicated. All sites are provided with an insurance binder that covers liability for the students. Students understand and sign a letter of understanding that they are not covered by state workers compensation insurance and that they accept the terms mandated for the clinical experience. [Letters of Agreement and/or MOUs](#) have been established with all agencies and are updated as necessary.

Museum Collections

The Trinidad Campus [Louden-Henritze Archaeology Museum](#) is a repository for the Army Corps of Engineers. The museum houses local collections that have been donated to TSJC's Educational Foundation, as well as collections that belong to the State, such as the Trinchera Shelter site. In addition, the museum has started digitizing maps located within the museum for historical and research purposes.

Researchers many who are Ph.D. students, use the museum for research to include in their dissertations. They often spend several days in the museum researching the field notes, maps, photos, and other associated records in their topic of interest.

The museum serves as an [attraction](#) to TSJC's students, area K-12, students and community members interested in early geographic formations, plant and marine-animal fossils, dinosaur tracks, mosasaur skeletons, mammoth tusks, and local fossils and area artifacts.

(5) The LC and SSC provide [research and information resource](#) advising on a per student basis during tutoring sessions. Support varies by request. However, standard offerings at the centers include workshops, booklets, and handouts for both APA and MLA styles for citations and references within papers are most common requests. Students are encouraged to utilize library resources on both campuses. As indicated above, the Samuel Frudenthal Library, Alamosa Public Library and Adams State University Neilsen Library are all available to TSJC Students. In addition, TSJC students have access to several online research databases including Rifers Search, Britannica, EbscoHost and ProQuest. Access is available to TSJC students on and off campus.

Centers schedule workshops each semester and by faculty request, either independently or during class time. Determining appropriate resources and avoiding plagiarism is included in these presentations. Assistance is provided to help students navigate through research databases, as well as support for user accounts. This information is provided to students at orientation and posted around campus. Valley Campus students have access to training at Adams State University on library research.

In addition, several courses have papers that require research. For example, ENG 122 - English Comp II, which contains the following Standard Competency for the course:

- Define, discuss, and apply various research strategies, including the following: defining problems; gathering and summarizing information; and analyzing, synthesizing, and evaluating data and multiple viewpoints.

Coursework in SOC 101 - Introduction to Sociology, requires students to complete both a [research project](#) and a [Journal Publication](#) assignment. which includes a handout on how to read and interpret journal publications.

In both of these courses, instructors spend significant time guiding students in the effective use of research, scholarly sources and citations.

Sources

- 1a2 Developmental Education Redesign
- 1b3 Course Catalog
- 1b3 Course Catalog (page number 24)
- 1b3 Course Catalog (page number 28)
- 2d Student Handbook
- 2d Student Handbook (page number 28)
- 2e HelpNow - Online Tutoring c cover
- 3d Implementation Plan Library Services c cover
- 3d1 EOC Contract
- 3d1 EOC Grant Proposal Support Letter
- 3d1 Special Populations
- 3d1 SSC APR 2012-13
- 3d1 SSC Student Success Center Rate Report
- 3d1 Veterans Education
- 3d2 General Education Development (GED)
- 3d4 Clinical Site Qualification Evaluation
- 3d4 Clinical Sites
- 3d4 EMT Clinical Agencies
- 3d4 EMT Clinical Experience
- 3d4 Faculty Clinical Evaluation
- 3d4 Louden-Henritze Archaeology Museum
- 3d4 Museum Attendance
- 3d4 Student Clinical Evaluation
- 3d5 flyer_research_01 c cover
- 3d5 Journal Publication Assignment
- 3d5 Research Project
- 4c Student_Affairs_TRiO_Annual_Performance_Report_2013-2014 c tc vc
- 5c2 Student Services Plan 2014-2015
- AA_Library_Success Center Stats_2009-2015
- AA_Nursing_Student and Faculty Rating_2015
- Administrative Services_Capital Construction Request_2012-13
- advising c cover 2
- BP9-41
- Brainfuse c cover2
- CCCS_CCNS_ENG 122_8-2015
- CCCS_CCPT Campus Contacts_2015
- CCCS_DETF Members and Curriculum Implementation Teams_2015
- ccpt c cover pp
- dont cancel class c cover
- Grant Aid c cover
- International_Student info c cover
- MISC_CCCS_Student_Email2014
- MISC_SBCCOE_Developmental Education Taskforce Update_2-13-13
- President_Marketing_Portal

- stem title v Prof Dev c cover
- Student Services_SSS_Testing CCPT Study Guide
- Student Services_Student Success Center_Writing Success Center_APA MLA booklets_2015
- Student Services_TRiO_Cultural Component_2015
- Student Services_TRiO_Participant Application_2015

3.E - Core Component 3.E

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

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

Argument

TSJC provides opportunities, beyond classroom instruction, to enhance the educational experience provided to its students.

(1) Student Life

[TSJC's Trinidad Campus](#) is a residential campus with four [Residence Halls](#). Resident as well as commuter students can dine in the campus cafeteria. In addition, all students have access to the Student Center to play pool, hang out with friends, or watch TV. It's a comfortable place to study, use computers, or make snacks in the kitchenette. There is a weight room and cardio room available to students.

[TSJC's Valley Campus](#) is a commuter campus. The Valley Campus Office of Student Life works in alliance with students, faculty, administrators, staff and the surrounding community to promote a vision of developing a strong multicultural, diverse, and inclusive student life department. The Office of Student Life is committed to producing future leaders who are well-prepared to effectively compete in a global society, as well as to support continuous professional, leadership, and development opportunities through providing a wide range of programming, activities, campus clubs, awareness events, etc.

Student Government Association (SGA)

The purpose of [Student Government Association \(SGA\)](#) is to represent the interests and welfare of the student body. The primary purpose of SGA is the encouragement of student participation, involvement in [co-curricular and student life events](#), and promoting a strong college community. SGA is committed to its responsibility to govern the legislation of Student Activity Fee monies, and as such is committed to transparency and fairness of all expenditures. Student government is dedicated to improving students' academic, social, and cultural environments; while striving to promote an understanding of the importance of diversity and multiculturalism throughout our community. The officers of SGA are duly elected by the student body and have all rights and privileges that accompany the office for which they are elected. Students holding office must maintain the standards and uphold the policies, on and off campus.

Honor Societies

Phi Theta Kappa (PTK) is a two-year college honor society with more than 2 million student members across the United States and worldwide. The organization's mission is to recognize and encourage the academic achievement of two-year college students. Opportunities are provided for individual growth and development through leadership and service, fellowship, and opportunities to exchange ideas. Each campus has PTK chapters. Students must maintain a 3.5 GPA in 12 or more credits to be eligible for membership. PTK sponsors request lists of eligible students from TSJC's Registrar, using these requirements as filters. Eligibility lists are requested twice per year - in August for students who become eligible after the Spring semester, and in January for students who become eligible after the Fall semester. An induction ceremony for new members is held each Spring.

Alpha Delta Nu (ADN) is the honor society for associate degree nurses through the Organization for Associate Degree Nurses (OADN). There are GPA, leadership and community service requirements. Third semester students are invited into the organizations if they meet the requirements, with an induction during the fourth semester. TSJC Nursing is the only ADN chapter in the state of Colorado.

Student Clubs

TSJC has a process, through its Student Government Association, for the establishment of student clubs and organizations. A few examples of student clubs are:

SLV Pride on the Valley Campus, in association with Adams State University (ASU), strives to create and maintain an inclusive, safe, and accepting environment on the TSJC and ASU campuses and surrounding communities for people of all sexual orientations and gender identities. Their goal is to defeat negative stereotypes and educate people by sponsoring social events and activities throughout the school year.

Student Nurses Association (SNA) has leadership opportunities at the local, state, and national levels. TSJC students have passed a resolution at the national level in support of nurses in decision making through research that was completed by Colorado nurses.

Trinidad State Gun Club is a student run organization that is designed to allow students to participate in the sport of shooting firearms in a safe and encouraging atmosphere. The club meetings are held every other week and are attended by approximately 25 students. The activities include: Organizing public shooting and training events, hosting student night at Prator Range for trap and skeet shooting, and running the indoor air rifle range on campus for students wanting to learn to shoot or increase their skills. They also conduct fund raisers by operating the concession stands for sporting events and other activities through the school. The funds raised by the club go towards student scholarships to attend industry events focused on career placement and educational field trips to firearms history museums.

Trinidad State Clays Shooting Team is a competitive shooting team that was developed to encourage students to hone their skills in the shotgun shooting sports. This team is made up of

nine talented men and woman who attend approximately nine collegiate events each year, including the ACUI Nationals Clays Shooting Competition in San Antonio, Texas. While at these events, students are challenged in their shooting abilities in six different disciplines: trap, skeet, bunker trap, international skeet, 5-stand, and sporting clays. When they are not competing, they are practicing 4-6 hours a week with a certified coach to help build their individual abilities, as well as their ability to work as a team. The men and woman of the clays team are also active in fundraising and public service events, such as hosting collegiate level shoots and helping out with public events at Prator Range.

Phi Beta Lambda (PBL) is a college level affiliate of Future Business Leaders of America (FBLA). With 11,000 active members, 500 college and university chapters, and 1,000 advisors, PBL is one of the largest collegiate business student organizations in the nation. Valley Campus students work together, with a faculty advisor, on business-related presentations, interview skills, and resume presentations. TSJC students have consistently received State and National conference awards. Most recently, of the five Alamosa students who attended the [State Leadership Conference in April](#), three students qualified for Nationals by earning first place in Accounting, first place in Website Design, and second place in Word Processing. TSJC business students who joined PBL have become successful leaders within the organizations for which they work; have been offered jobs based on their success in PBL competitive events, and have assisted individuals lacking self-confidence to become someone who confidently gives impressive public speeches. To name a few, a former PBL member now works for a reputable local CPA firm as an accounting/QuickBooks consultant. Another student created and maintained Valley Wide Health Services' web site due to winning state and national recognition in Web Site development. Through leadership opportunities, students who were more reserved became confident, effective leaders, as both local and state organization leaders.

Athletics

TSJC has a diversified athletic department with student-athletes representing seven teams. The [athletic department](#) takes the academic achievement of their student-athletes very seriously. For the second year in a row, 11 Trojan athletes were [awarded by the NJCAA](#) for their academic achievement. The NJCAA awards students in three categories. The Pinnacle Award for Academic Excellence is given to those students who maintained a 4.00 GPA, the Superior Academic Achievement Award for those with a 3.80 to 3.99 GPA, and the Exemplary Academic Achievement Award for those with a 3.60-3.79 GPA. The awards are only available to student-athletes who have accumulated at least 45 semester credit hours.

The NJCAA also recognizes teams that shine in the classroom as a whole. To earn the award, the team's GPA needs to remain above a 3.0 for the year. Three teams reached this milestone in 2014-2015, with the Women's Basketball team leading the way with a team GPA of 3.2. Also earning awards were the Lady Trojan Volleyball squad and the Trojan Baseball team.

(2) TSJC's Mission is to enrich the lives of our diverse communities by providing *quality educational experiences* and promoting lifelong learning. [Co-curricular activities](#) demonstrate the institutional commitment to prevention programming, expectations within the campus community, and responsible citizenship.

As reported in Criterion 2.E.1, TSJC is currently a member of two National Science Foundation (NSF) undergraduate research collaborations, the Genomics Education Partnership (GEP) and the Community College Undergraduate Research Initiative (CCURI). A Valley Campus student received acknowledgment in the [June-July 2015 Board Report](#) to the System Office for his achievements in undergraduate research for the GEP. The student presented his research at the CCURI symposium in Portland. Students who complete a GEP project have the opportunity to be co-authors when the paper including their research is written. Our student is one of the few community college students who have met this requirement.

TSJC is also providing undergraduate research opportunities through two programs funded by the Colorado Space Grant Consortium (CSGC), also reported in Criterion 2.E.1. Trinidad Campus student acknowledgments were noted in the [April 2015 Board Report](#) under the CCCS Strategic Goal to Transform the Student Experience, when they once again won Best Robot in the State at the Great Sand Dunes Robotics Challenge. Also under the CSGC, a student participated in the DemoSat program, launching a high altitude balloon to test whether two different bacteria would survive the changes in pressure, temperature, and elevation. Both papers and posters were accepted by the CSGC and the students were invited to present their research to a panel of judges. Students received accolades from the judges, including job internship offers for the summer.

- [Robotics Team Publicity](#)

Science field trips enhance the student learning experience in several key ways. Biology students apply the scientific method to a real-life situation as they design and carry out their own research project in the field. Geology and biology students are able to observe directly what were only abstract concepts in the classroom. For example, much of geology is 3-dimensional, so being able to observe a fault or a dike or sedimentary layers first-hand increases students' understanding of those phenomena. Biology students are able to observe how the concepts they have been studying, such as cells, food webs and classification, are interrelated in the natural world.

TSJC is heavily engaged in the communities it serves, as evidenced by the activities mentioned in Criterion 1.D. Community members serve on [TSJC's Advisory Council](#), providing input and direction to leadership, and on advisory committees for CTE programs, providing advice on curriculum. The students and staff serve on community committees/boards, participate in [community service](#), and do volunteer work with various organizations.

Valley Campus Student Life collaborates with Adams State University (ASU) in the following services:

- Students can attend plays, recitals, and art exhibits at the ASU student rate.
- Valley Campus students, faculty, and staff can participate in ASU Athletics intermural sports teams.

On the Trinidad Campus, [Student Art Exhibitions](#) are held at local art galleries and museums. This collaboration exhibits positive community engagement and a great opportunity for our students to be part of a “real” exhibition in a real gallery.

Nursing students complete numerous hours of service learning by assisting with health care screenings at local Head Start programs (in conjunction with pediatric assessment education. Nursing students assist with administering flu injections and health hygiene education (including infection control) to assisted living residents and staff. Students also assist with meal preparation at La Puente (homeless shelter) and present health education. Service learning is also incorporated into a number of other programs, including Early Childhood Education, Aquaculture, Administrative Medical Assistant, Diesel Mechanics, and Construction.

TSJC's accounting students and trained personnel from both campuses provide free tax preparation services, through the [Tax Help Colorado](#) program, to community members whose annual income is \$50,000 or less.

[Career Services](#) for both campuses recently acquired College Central Network in order to provide employers with employees, and employees with employment. Career Services is recruiting employers to register for the “free” service. TSJC maintains a strong partnership with the Colorado Workforce Centers in Alamosa and Trinidad to support job placement for students.

Sources

- 15-16 Res Hall Handbook-1 c cover 2
- 1d3 Employee Community Support
- 3e Advisory Council c cover
- 3e1 NJCAA Awards
- 3e1 Phi Theta Lambda
- 3e1 Student Government Association
- 3e2 April 2015 Board Report
- 3e2 Career Services
- 3e2 Co-Curricular Activities
- 3e2 June-July 2015 Board Report
- 3e2 Robotics Team Publicity
- 3e2 Student Art Exhibit
- 3e2 Tax Help Colorado
- Student Services_Athletics_Athletic Handbook and Participation Agreement
- Student Services_Student Life_Activities VC
- Student Services_Student Life_Student Activities TC

3.S - Criterion 3 - Summary

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

Summary

Strength

- Courses and programs are current and appropriate. Through the State-level development of a set of general education courses that are guaranteed to transfer to Colorado's four-year institutions, students are primed for success upon transfer. General education outcomes (all courses that are degree/program required) are assessed throughout a student's tenure using a faculty-developed General Education Outcomes (GEO) rubric. Student learning goals are clearly articulated on course syllabi and through program information in the catalog.

- Trinidad State's faculty to student ratio is 14:1, which allows faculty to develop a good rapport with their students and the latitude to carry out both classroom and non-classroom duties. The average years of service for faculty members at Trinidad State is 9 years.

- TSJC supports professional development for its faculty and staff through a variety of resources. In-service training sessions each semester are provided, sometimes using personnel from the CCCS. Online and hybrid faculty members are trained using QM standards for consistency and best practice. Student learning assessment trainings and workshops are held regularly. Faculty and staff have opportunities for Continuing Education, On-Site Group Workshops, On-Site Individual Trainings, Webinars, and Workshops/Conferences through various grant funds. Student support services staff are part of several state-level work groups that meet in various capacities for training and professional development. In addition, the Student Services department holds a departmental retreat each year to determine planning and improvement strategies for the coming year.

TSJC's LC and SSC have made significant changes to support the needs of students. TRiO programs have been leaders in defining the high-level, comprehensive support offered to students at TSJC. In addition, academic support for students, like online tutoring, ipads and computer labs continue to meet student needs and contribute to student completion.

- TSJC's resource facilities, technological infrastructure, science labs, clinical and practice sites all support student success, retention, and completion.

- Students at Trinidad State have the opportunity to participate in a variety of co-curricular activities through student life, student government, clubs, athletics, and cultural events on campus and in our communities. Undergraduate research, scientific field trips, and service learning opportunities enhance the students' educational experience by providing an environment for authentic learning.

Challenge

- TSJC has experienced challenges in the consistency of evaluating concurrent enrollment instructors, due to the increased number of concurrent enrollment classes being offered throughout its service area. To address this concern, TSJC procedure 3.16, which establishes the frequency for supervisor and student evaluations of faculty, now includes concurrent enrollment instructors, mirroring the frequency and consistency of evaluation of TSJC's adjunct faculty.
- Changes, including the developmental education redesign, prior learning assessment and CCPT, are happening at a rapid pace.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

(1) TSJC engages in processes to ensure critical reflection and improvement of its educational programs. Program review (self-assessment approach) is the platform to advocate for program needs in achieving educational excellence and to provide information for college-wide decision-making and resource allocation. Action items, developed through program review, align with TSJC's strategic priorities, demonstrating support of the mission and keeping the focus on student learning.

The A&S [Program Assessment Schedule](#) indicates whether programs are scheduled for a Program Report or Program Review. Program Reports include both qualitative and quantitative information such as faculty staffing information, student head count by course, FTE generation, course completion rates, grade distribution, educational support, assessment data, and faculty

summary information. The Program Reviews include similar data trends; however, the review also includes an internal program SWOT analysis.

Quantitative data and qualitative program information are reviewed by program faculty and Deans. Data analysis culminates with the development of action items for improvement and growth in each program. Institutional planning and budget considerations are based on the recommendations and justifications provided by this process. Selected action items are incorporated into the [Educational Master Plan](#), and submitted for budget consideration, and inclusion in the annual Implementation Plan.

- [Program Report](#)
- [Program Review](#)

Formal program review began in 2012, using the same template as is used for CTE program review. Since then, the academic leadership has been revising and developing a template more relevant to its program areas and making changes in the data being collected. Conversation between Deans and faculty is now shifting towards program-area faculty identifying the data needs for review of their individual program areas, rather than having a common template used by all. Focused program reviews using discipline-defined data will better identify value added to the institution and contribution to its strategic priorities.

Program reviews for CTE programs have multiple federal and state requirements that require reporting on a five-year reporting cycle. Assurances include accessibility without [discrimination](#); preparation for advanced education and/or entry-level employment; credentialed faculty; course compliance with the CCNS; opportunity for work-site based learning; Plans of Study; and a Five Year Plan; **(program strengths, weaknesses, goals, and benchmarks)**. Classroom/Lab program requirements include adequate equipment, compliance with environmental safety standards (may include floor plans on file), and accessibility for individuals with disabilities. Programs are required to have advisory committee members with 51% of voting membership from business/industry; members should represent the gender and ethnic diversity of the students in the program. Each committee is required to meet two times within an academic year. While each CTE program receives Performance Metrics information annually on Technical Skill Attainment, Retention, Completion, Job Placement and Non-Traditional-to-Gender participation and completion (if applicable), programs are required to review and renew these performance measures every five years on a formal basis with the CCCS. Programs that fail to meet performance metrics for three consecutive years may be placed on a three-year conditional status with a formal review at the end of the extension.

The CCCS requires Carl D. Perkins Grant Recipients to complete an annual Local Plan for use of Perkins funds. The new Local Plan form includes a focus on “projects” for the use of local funds. In each year’s application for funds, TSJC proposes one or more projects – time-limited activities lasting one to three years – that are aligned with the Colorado CTE Strategic plan, and the requirements of Perkins 2006, particularly continuous improvement of all the Perkins Accountability Indicators. The planning, development, and evaluation of each CTE program are established through the [Educational Master Plan](#) and the Annual Implementation Plan. The Local Advisory Committee is typically the forum included in local CTE program planning,

development, and evaluation. Each program advisory committee meeting is to include the following: student statistics; curriculum information and/or changes; program pass rates; projected enrollment information for following year; program accomplishments; and SWOT analysis and goals for coming year.

Each CTE program's advisory meeting minutes are submitted to Academic Deans. As a team, faculty and Academic Deans review and assess goals, objectives, student performance, and budgets for each program. These reviews are to maintain continuous improvement in each program and to support the TSJC mission. The budget planning process is supported by program planning, input from the strategic planning process, and information gathered from advisory committee members and accreditation requirements. Budgets are tied to goals for improvement and submitted to Leadership Council for final review and approval.

(2) Credits earned at regionally accredited colleges or universities, or other approved educational institutions, may be applied toward fulfilling TSJC's degree/certificate program only. TSJC employs a full-time registrar to evaluate college transcripts. Discipline faculty may be consulted to assess courses that are specific to programs or are unfamiliar to the registrar. Credits are awarded by the Registrar when a course description and competencies from another institution matches a course description and competencies. Guidance is also provided by the CCCS transcript evaluator committee and through consultation with other CCCS colleges.

Upon request, TSJC considers awarding credit for college-level learning which involves knowledge, skills, and competencies that students have acquired as a result of their prior learning experiences. Students must provide evidence of college-level learning through standardized tests, institutional challenge exams, published guidelines (such as ACE military experience), or development of a portfolio. Credit for prior learning is evaluated through [formal procedures](#) outlined in the [CCCS Credit for Prior Learning \(CPL\) Handbook](#) and in compliance with [BP 9-42](#) and CCCS System Procedure [SP 9-42](#).

TSJC offers standardized exams, institutional challenge exams, published guides, and portfolio evaluation as [methods of prior learning assessment](#) for students seeking CPL credit. Official transcripts designate all CPL awarded. Such credit is identified by specific course, number of semester credit hours, and method of award. No letter grades are posted for CPL. All documentation used as a basis for CPL credit awarded is currently scanned into TSJC's Banner imaging system. Previously, portfolios and test results were kept on file in the registrar's office. Colorado's Academic Council is in the process of [seeking approval](#) from [Colorado Commission of Higher Education \(CCHE\)](#) to create a comprehensive statewide Prior Learning Assessment Policy (PLA).

According to the proposal, "When completed the policy will provide greater consistency and transparency to assist students in achieving their goals and the state in achieving increased degree completion and closing achievement gaps. Under the new policy, PLA credits earned at one public institution will be accepted in transfer and apply to equivalent general education requirements at any receiving public institution..."

TSJC's Registrar is on a statewide committee to update the PLA process. The new guidelines will be posted on the website when they become available.

(3) TSJC evaluates credits earned at regionally accredited colleges or universities that may be applied toward fulfilling the degree/certificate program requirements in accordance with the CCHE [Transfer Policy](#) and as governed by CDHE, the State Board policies, and CCCS System President procedures. Only credits on official transcripts received from an originating institution will be considered for transfer to TSJC. Transcript review is based on the student's declared course of study. Credits accepted must have been earned, with a grade of C or higher. In general, the literal course equivalent based on course content that meets or exceeds the rigor, as determined by the professional judgment of the registrar, is accepted for transfer credit. Developmental or remedial coursework is not accepted for transfer credit. Qualified courses that do not have a literal equivalent may be accepted and used as degree electives. If a student has earned credit in a higher level course, the appropriate related academic discipline faculty may allow the course to meet the lower level course requirement.

The [CDHE Statewide Transfer Policy](#) facilitates the transfer of credits and completion of degree requirements, assuring that students can transfer qualified college-level courses between and among institutions. The policy applies to all Colorado public higher education undergraduate programs, focusing on student movement from two-year to four-year institutions, four-year to four-year institutions, four-year to two year institutions, or within two-year institutions.

(4) Course prerequisites are specified in course proposals and are approved by TSJC's Curriculum Committee. All prerequisites are stated in the course catalog, Degree Check, and by advisors during the registration process. Changes to course prerequisites must be approved by the Curriculum Committee.

As noted in Criterion 3.A, quality and rigor for CTE course curriculum is enhanced through input from experienced advisory committees, while academic curriculum is guided by State-level committees. In addition, some programs must adhere to third party accreditation. Course rigor is routinely evaluated through TSJC's program review processes and through assessment of student learning.

Student Access and Student Success are both strategic priorities and student needs receive a high level of attention at TSJC. Student learning outcomes have been developed by faculty and are clearly articulated on course syllabi and through program information in the Catalog. Criterion 3.D details the level of support provided to all students. Learning resources in the Libraries, Writing Center, Math Lab, Student Success Center and Learning Center include academic advising, tutoring, academic support, financial aid advisement, technology support and the effective use of resources. Disability services are available to students who meet the criteria for special needs. Developmental Education and Adult Educational Services are available for basic skills attainment and support. Institutional authority over these resources is maintained by TSJC's Leadership and Academic Councils, Deans, and Directors.

In support of its mission to provide quality educational experiences, TSJC has established guidelines to determine qualified faculty members. As noted in Criterion 3.C, The Faculty

Credentials Handbook guides the recruitment and hiring qualification requirements. Faculty teaching general education courses must have a master's degree in their teaching discipline or a master's degree in a related discipline plus 18 credits of graduate study in their teaching discipline. Within CTE disciplines, faculty members are appropriately credentialed based on required work experience and technical certificates and must maintain a current credential to meet the handbook requirement.

Concurrent Enrollment (dual credit)

TSJC college courses are provided to qualified high school students through the [Colorado Concurrent Enrollment Program](#). The primary purpose of the concurrent enrollment program is to increase the educational options for Colorado high school students by providing the opportunity to enroll in college-level courses and earn college credit. All Concurrent Enrollment (CE) courses administered by TSJC conform to the CCCS Concurrent Enrollment Standards, which address curriculum, faculty, students, assessment, facilities, administration and planning.

TSJC ensures the rigor and curricular standards of CE courses. Students enrolling in CE courses must meet the same prerequisite or placement exam requirements as all TSJC students. Faculty teaching CE courses maintain the same qualifications and credentials as their college program colleagues. Procedures for evaluating CE faculty are consistent with evaluation procedures for faculty teaching on campus. All CE course syllabi content must meet the same criteria and be approved by the appropriate Dean. Textbooks, instructional materials and laboratory facilities used for CE courses must be the same or comparable to those used in equivalent courses offered on campus. Curriculum and expectations for student learning for CE coursework are consistent with the higher-education standards. CE students have access to student support resources.

In May 2015, the CDHE and the Colorado Department of Education (CDE) distributed the [Annual Report on Concurrent Enrollment 2013-2014 School Year \(CE Report\)](#). The [CE Report](#) indicates that TSJC had 558 students in 2013/14 who achieved a [pass rate](#) of 92%, which matches the overall average pass rate for all of Colorado's two and four year institutions providing concurrent enrollment. The report includes enrollment comparisons from 2012/13 to 2013/14. TSJC experienced the highest [percentage](#) of increase (43.1%) in the state for concurrent enrollment students in the prior-year comparison, growing from a headcount of 390 in 2012/13 to 558 in 2013/14. In 2014/15, the headcount for concurrent enrollment at TSJC was 683.

In fall 2015, TSJC introduced a Telepresence option to service area high schools. For high schools whose students may not be able to attend classes at TSJC, or whose faculty may not meet the credential qualification required, TSJC has offered to install video-conferencing technology to provide distance learning opportunities via Telepresence. The high school and TSJC enter into a Memorandum of Understanding for installation and use of the equipment.

TSJC provides CE faculty with in-service training and orientation in syllabus development, course curriculum, learning outcomes, assessment of student learning, and course philosophy. Training also includes using [TSJC's portal](#) to access class lists and to report grades. High School CE faculty are encouraged to meet with their TSJC colleagues to collaborate on rigor and consistency of exams. CE students are invited to participate in orientation.

Consistent procedures for assessment of student learning are used to ensure high school students are learning at the same level as their college peers. Beginning in Fall 2015, no later than mid-October, CE instructors will be invited to attend additional training for assessment of student learning and reporting outcomes using TracDat. "Just-in-time" training with CE instructors for submitting student grades is being planned for November.

(5) In addition to the academic program review practices described above, the quality of academic programs is reinforced through specialized accreditations. Accreditation reviews include comprehensive examination of the appropriateness of program curriculum, learning outcomes, assessment strategies, relevance of student program experience, quality of faculty, and appropriate fiscal and physical resource support.

(6) TSJC evaluates the success of graduates through various methods. The program review process described above includes course completion-rate data for program faculty and academic deans to analyze to ensure program quality. Another indicator of student success is determined by graduation and transfer rates. The CCCS Office of Institution Research publishes and distributes an annual Fact Book that includes various student data for the thirteen colleges in the System. The Fact Book for Academic Year 2013-2014, issued in March 2015, includes the following three-year combined graduation and transfer rate trend.

For each of the five years in the study, TSJC was in the top three of the thirteen colleges in the system for the highest percentage of combined graduation and transfer rates at 150%. Compared in the table below are TSJC's rates and the CCCS overall rates.

Three-Year Combined Graduation and Transfer Rate Trends					
First-time, Full-time, Degree/Certificates-Seeking Students					
Fall 2006 Cohort Through Fall 2010 Cohort					
Reported in 2009 Through 2013					
	2009	2010	2011	2012	2013
TSJC	49.8%	52.3%	53.8%	55.5%	47.5%
CCCS Total	38.5%	37.4%	40.0%	35.0%	31.7%

[VE-135 Data Reporting](#) is a database which contains demographic and programmatic information for post-secondary level students that is primarily used to report enrollment and follow-up (placement) information for CTE students. To comply with state and federal Perkins regulations for CTE funding, CCCS is required by law to collect Colorado CTE enrollment and student follow-up data each year. The collected data is utilized in five primary areas: to calculate federal Perkins funding allocations; to generate the annual statewide and institution level Perkins performance metrics; to generate the 5-year trend reports used in the program approval process;

to generate the legislative Career and Technical Act Annual Report; and to determine Civil Rights monitoring visits.

- [Pass rates on nationally normed exams](#)
- [Gainful Employment Data](#)

Sources

- 1a2 Concurrent Enrollment Statement of Standards
- 2b Gainful Employment Data c cover
- 3a1 gtPathways General Education Curriculum
- 3a1 Pass Rates
- 4a1 Academic Master Planning
- 4a1 Program Assessment Schedule
- 4a1 Prohibition of Discrimination or Harassment
- 4a2 Credit for Prior Learning
- 4a2 Credit for Prior Learning Handbook
- 4a2 Methods of Assessment for CPL
- 4a2 Prior Learning Assessment Credit
- 4a2 Recommended Approval of Statewide Prior Learning Assessment Policy
- 4a2 Standards for Awarding Credit for Prior Learning (CPL)
- 4a3 CCHE Transfer Policy
- 4a3 Transfer Policy
- 4a4 Annual Report on Concurrent Enrollment
- 4a4 Annual Report on Concurrent Enrollment (page number 13)
- 4a4 Annual Report on Concurrent Enrollment (page number 21)
- 4a4 Concurrent Enrollment Web Page
- 4a4 Faculty Portal
- 4c2 CCCS Fact Book
- 4c2 CCCS Fact Book (page number 27)
- AA_AS_Program_Report_2014-15
- AA_AS_Program_Review_2014-15-1
- AA_CareerTechEd_VE135_070114
- New EMP-lr

4.B - Core Component 4.B

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

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

Argument

TSJC is committed to cultivating a culture of continuous improvement to support its mission at the highest level. TSJC has established and clearly articulated a cycle of assessment activities that have broadened its comprehensive understanding of assessment and moved the institution beyond basic course level assessment. The culture of assessment continues to grow by using the [TSJC Assessment Cycle](#) to foster collaboration, share assessment results, and promote continuous quality improvement.

(1) Since 2001, the Assessment for Improvement of Student Learning Committee (AISLC) has been the driving force for creating, supporting, and delivering assessment-related professional development opportunities to improve global understanding of assessment. The purpose of the AISLC is to enhance the continuous improvement of student learning through ongoing analysis of data related to student learning. The AISLC oversees campus-wide processes related to assessment.

All academic programs at TSJC collect, report and use assessment data at three levels: general education, programs, and courses. TSJC has clearly stated goals for student learning at each level of assessment.

General Education

General education assessment is a continuous cycle that involves planning, collecting, analyzing, interpreting and reporting data by all faculty members. As described in Criterion 3.B, general education assessment focuses on achievement of student learning of the following five competencies established for TSJC graduates:

1. Read and comprehend college-level or industry-standard literature
2. Explain and defend ideas orally and/or in writing
3. Examine ideas using critical reasoning

4. Solve problems using logic, mathematics, computers, and creative thinking
5. Demonstrate professionalism

TSJC faculty developed measurable General Education Outcomes (GEOs) to support the five competencies, and a rubric was developed to guide assessment of student learning in general education classes. The competencies and GEOs are posted on TracDat, TSJC's assessment reporting software. TSJC's annual assessment cycle involves measuring one or more GEO each year across all content areas for the AA, AS, AGS, and AAS degree programs. [Curriculum assessment schedules](#) have been developed in TracDat to determine which GEO will be measured and reported on each year for each course.

The process for assessment of general education begins with faculty consulting the curriculum map, located in each program's TracDat page, for the designated GEO(s) to be measured throughout the current semester for each course they are teaching. For each course, faculty determine their assessment instruments, and measure student outcomes using the 1-4 scale of the [general education assessment rubric](#). General education assessment results are reported through TracDat with the use of a [General Education Reporting Spreadsheet](#) linked in each program's TracDat document tab. Each faculty member has a designated page on each semester's spreadsheet, consisting of the template for reporting. Collected data is analyzed by the Assessment Coordinators and AISLC members. Results are presented at the Fall in-service each year.

Program-level

The overall purpose of program-level assessment does not focus on an individual student; rather, the emphasis is on what and how an educational program is contributing to the learning, growth, and development of students as a group. [Program Learning Outcomes \(PLOs\)](#) are posted on TracDat for faculty reference, and are also listed in the Course Catalog for each content area or program.

Program-level assessment is a continuous cycle comprising a variety of activities, including curriculum mapping, data collection, analysis, interpretation, reporting, and application of assessment results both to improve instruction within the program and refine the assessment process itself.

As discussed in Criterion 4.A, Program Reports and Program Reviews, both A&S and CTE require program and/or discipline-area faculty on each campus to evaluate PLOs and to make recommendations for program improvement. Recommendations are included in the Educational Master Plan, and are submitted to Leadership for possible budgetary support and inclusion in the annual Implementation Plan.

Course-level

Course-level assessment is based on identifying and acquiring student work within specific courses that best relates to specific Student Learning Outcomes (SLOs). The development of course SLOs began with all departments or disciplines reviewing each course's list of

competencies as stated on CCNS. Faculty determined the most important 5-6 skills, knowledge, or intended learning outcomes of the course, ensuring alignment with PLOs.

Each CTE course, transfer course, and developmental education course identifies SLOs on their individual course syllabi to inform students of learning expectations. To assess student learning, faculty use existing information that is routinely collected (test performance, papers, verbal reports) or introduce specific student assignments/work into a course specifically for the purpose of measuring student learning.

Outcomes for the course-level assessment are reported by faculty on TracDat. Faculty have the ability within TracDat to identify action items for course improvement and to report follow-up assessment for those action items.

For adjunct or new faculty, who may not have full access to, or complete knowledge of assessment procedures, the assessment process is initiated by the Assessment Coordinators through an [individualized course assessment profile](#) listing all required GEOs, SLOs, and PLOs for each semester. This is given to individual faculty, along with recommendations from the Assessment Coordinators. Throughout the semester, the coordinators check in with faculty in order to track progress, give feedback, answer questions, and help input results into the [all-in-one reporting spreadsheets](#) designed to align all levels of assessment. The spreadsheet is submitted to the Assessment Coordinators at the end of the semester so that GEO data can be included in TSJC-wide results, and any aligned SLO or PLO data can be transferred by the coordinator to the appropriate location in TracDat.

(2) The AISLC is instrumental in the process of rubric development and implementation in order to promote consistency and comparison with evaluation and assessment of student learning. In 2013, the [TSJC Professionalism Rubric](#) was created by the Assessment Coordinator using input from CTE faculty, as well as the industry competency models on the national [CareerOneStop](#) website. The rubric has been used successfully by several faculty in the CTE division since 2013, and as the rubric is used more frequently, course, discipline, and campus-wide comparisons can be made in order to improve workplace soft skills.

In 2014, the rubric for assessing general education was revised (see Criterion 3.B.2), switching from a three-level to a four-level rubric for more discrimination in measurement and improved ability to determine movement across the rubric with improvement. Competencies and GEOs in the new rubric were also revised to be more cross-disciplinary, with descriptions that ensure the competencies apply to both the CTE and the A&S disciplines.

TSJC students have participated in Tax Help Colorado since 2010. ACC 132 - Tax Help Colorado, a two credit-hour course that prepares students to become IRS certified to prepare taxes, and ACC 133 - Tax Help Colorado Practicum allow students to prepare actual federal and state income tax returns in a real-time environment. During tax season, students volunteer at TSJC's tax site and prepare taxes for clients whose income is less than \$50,000. Student volunteers are [evaluated on their professionalism](#), as well as successful completion of tax returns. TracDat contains student performance evaluations in the real-time (clinical) setting. Student learning outcomes for these courses are also documented in TracDat.

Medical Assisting, Nursing and EMS prepare students through clinical practice. In addition to exhibiting what they learned in the classroom, students also show compassion for patients in their time of need. Nursing and Medical Assisting faculty use rubrics to evaluate how students interact with patients and clients.

The Student Services Department assessment process relies on feedback, recommendations, and support from staff throughout the institution. The department relies on staff participation on standing committees, student feedback, collaboration with faculty, and close communication within the department for the success of the co-curricular assessment schedule.

The student services assessment schedule follows a calendar year process that includes:

- Review of prior year goals, outcomes and feedback (April – June)
- Identification of departmental needs/recommendations and identification of priorities (February – July)
- Plan development for upcoming year (August - September)
- Departmental and Student Affairs Committee review and circulation of draft plan (October - November)
- Presentation of departmental plan and sharing of departmental goal, priorities and strategies (November)
- Implementation of goal strategies (July – June)
- Mid-year review of strategies (December/January)
- Collection of goal/strategy outcomes (continuous)
- Reporting/sharing outcomes (continuous)

The cycle identified is different from other assessment cycles on campus. It is designed to complement the budget process, academic calendar; and provide a window during the summer for professional development, cross training, and updates to departmental needs.

The Student Services department has been working with the Assessment Coordinators to initiate a consistent report in the TracDat system. Historically, the department has relied on the [student satisfaction survey](#) for feedback. Distributed annually, the department has used the same instrument for many years. Results are shared through email and in-service updates that include a prior year comparison.

[Co-curricular activities](#) are part of the department's assessment cycle. The activities demonstrate the institutional commitment to prevention programming, expectations within the campus community, and responsible citizenship.

(3) Student learning outcomes are assessed and documented in TracDat. Faculty analyze and use evidence to make informative decisions about curriculum, course design, and delivery of course material. In the event that benchmarks for outcomes are not met, faculty can create Action plans in TracDat. An Action plan is a statement documenting what the faculty member plans to do to change benchmarks for course and program outcomes, or to increase the number of competent students.

Throughout the institution, the AISLC has made a commitment to focus on providing more appropriate training on the utilization of Action items and Follow-Up features in TracDat, in order to assist faculty in closing the loop to improve student learning. At the beginning of the semester, faculty are encouraged to revisit and re-evaluate previous outcome results in TracDat, and generate applicable and relevant Action plans which integrate future instructional intentions. If an Action plan is in place, the goal of faculty is to evaluate the effectiveness of the Action plan through a Follow-Up statement, detailing use and success along with any necessary actions for further improvement of student learning.

If the Follow-Up states that an action plan did improve the outcome results, the action's status can be changed from In Progress to Completed, while the faculty member continues to apply the effective components of the action to subsequent courses and semesters. When an outcome benchmark is met and documented, no action is required, though faculty continue to assess the remaining outcomes and actions if necessary.

- [Examples of Action Plan and Follow-Up initiatives from TracDat](#)

The ALTITUDE (Assessing Learning, Thinking and Instruction at TSJC Using Displays and Examples) Conference brings together faculty from both campuses for a one-day meeting of collective collaboration and communication, all in an effort to share a variety of methods and techniques used by different programs to assess and improve student learning through the process.

- [Altitude conference examples](#)

(4) TSJC uses assessment and data analysis to implement changes at TSJC. An Integrated Planning Cycle has been developed and shared internally. The cycle is a monthly representation of institutional efforts at coordination. It illustrates the timing of activities that lead to development of the budget and the [annual Implementation Plan](#). Included in the [Integrated Planning Cycle](#) are:

- Assessment of Student Learning activities to keep faculty involved in the reporting of assessment activities and results. An annual assessment conference, referred to as the ALTITUDE Conference, is held each February for faculty to share assessment results across disciplines. Assessment results contribute to development of annual Program Reports.
- Assessment of Student Services activities include an annual summer retreat to identify and prioritize division needs and recommendations for continuous improvement. The [Student Services Plan](#) is developed between September and November and is shared college-wide. In April, plan outcomes, which are aligned with the Strategic Plan, are tied to the budget and Implementation Plan.
- Program Report information is due by December and the reports are finalized by the end of January. Information from the Program Reports is necessary for the development of the Educational Master Plan.

- Educational Master Plan is developed in February and finalized in March for inclusion in the budgeting and Implementation Plan decisions.
- Budget development begins in April with input resulting from the outcomes noted in the Assessment of Student Learning, Assessment of Student Services, Program Reports, and the Educational Master Plan.
- Implementation Plan development begins in May using information from all plans. The Implementation Plan is finalized and shared college-wide in September.

TSJC offers EDU 260, Adult Learning and Teaching each Fall, which examines teaching and learning theories, syllabus development, identifying learning objectives, lesson planning, and creating valid assessments aligned with student learning outcomes.

TSJC uses TracDat assessment management software for documentation and reporting. TracDat assessment work sessions are scheduled throughout each semester to offer instruction and help to any faculty member still unfamiliar with collecting, documenting, and using learning outcomes results to improve learning in the classroom. During the sessions, AISLC members work one-on-one with individual faculty.

During the fall 2015 assessment in-service meeting, General Education data from spring 2015 showed that [assessment of writing](#) was minimal in courses and disciplines not normally considered writing intensive, such as vocational trades, engineering, or business. English faculty offered an institution-wide invitation to help develop or modify writing assignments/assessments, design rubrics, or discuss writing expectations. This is an example of sharing resources and knowledge as a result of assessment data for the improvement of student learning.

The In-Service assessment presentation also revealed that even though faculty are continuing to improve the quantity of outcomes assessed and quality of reported results, there is a disconnect between the proposed assessment schedule and [actual outcomes](#) being assessed, as well as a disengagement from following up on action items. As a result, the assignment function in TracDat is being utilized to inform faculty, through e-mails, of outcomes, actions or follow-up that they need to assess, develop or complete for the semester. In order to improve practices, faculty are to review the curriculum map schedule and make updates based on current needs and cross campus collaboration.

To ensure student learning outcomes are achieved and in support of efforts to improve student learning, TSJC has embedded assessment expectations into faculty evaluations and institutional practices. Regular and adjunct faculty are expected to participate in assessment reporting. However, results of their assessments do not have negative consequences. For instance, if students do not meet a benchmark for a specific course, this is not a mark against the instructor. Instead, it is an opportunity to change teaching strategies and improve instruction. TracDat Action Plans are used to document adjustments and track progress. As a result, faculty feel comfortable reporting the true results of their assessments. Program reports and reviews include assessment results and offer a means to disseminate data and improve student learning through

Action Items for the upcoming year. In addition, the AISLC and Assessment Coordinators are active throughout the year sharing assessment data at in-services, offering training on assessment reporting, and assisting with the accurate and consistent reporting of assessment data.

Sources

- 1c2 Annual Implementation Plan
- 3b2 All-in-One Reporting Spreadsheet
- 3b2 General Education Rubric
- 4b Assessment Cycle
- 4b Curriculum Map
- 4b1 Individualized Course Assessment Profile
- 4b2 ACC 133 Professionalism Rubric
- 4b2 CareerOneStop
- 4b2 Professionalism Rubric
- 4b2 Student Activities Table
- 4b2 Student Services Plan
- 4b3 ALTITUDE Conference Examples
- 4b3 TracDat Examples
- 4b4 Assessment Presentation Actual Outcomes
- 4b4 Integrated Planning Cycle
- 4b4 Writing Assignment Email
- AA_Nursing_Clinical Evaluation Tool_2015
- Academic Affairs_Faculty Assessment Reporting Expectations_2015
- Academic Affairs_General Education Reporting Spreadsheet_2015
- Academic Affairs_In-Service Assessment Presentation_Writing_2015
- CCCS_CCNS_ACC 132_Fall 2015
- CCCS_CCNS_ACC 133_Fall 2015
- sssurvey2 c cover
- sssurvey2 c cover
- Trinidad_SSR_2015_pslo

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Student Success is a strategic priority at TSJC. TSJC is committed to collecting and analyzing data and making decisions to ensure continued improvement in academic programs, courses, and student support services that support its mission and serve its students.

(1) TSJC's goals for retention, persistence, and completion are guided by its Strategic Plan, supported by its annual Implementation Plan, and by annual TSJC President's College Goals, which align with CCCS and CDHE goals.

TSJC's [Strategic Plan](#) sets four strategic priorities: Student Access, Student Success, Operational Excellence, and Community Engagement. Strategic Priority II - Student Success, includes a goal to Increase Student Persistence with an objective to support persistent and predictable data reporting. In support of this priority and objective, the [annual Implementation Plan](#) includes the following activities that target collecting and analyzing data, and communicating baseline and benchmarks to internal and external constituents:

- Review processing and tracking of students requesting total withdrawal.
- Offer cross-training to improve student information accuracy.
- Create uniform data set to post on website.
- Establish and communicate baseline for graduation rate by campus.
- Establish and communicate baseline for transfer rate by campus.
- Establish attainable benchmarks for FTE enrollment by campus.
- Exceed benchmarks for enrollment by program.

- Communicate benchmarks to support gender equity by program.
- With assistance from CUE, analyze persistence data by race and ethnicity.

The [TSJC Goals and Metrics Report](#), submitted annually by the TSJC President, provides historical information on institutional performance and it sets new targets for the upcoming year. The table below shows each of the seven metrics in the report with Projections for FY 2015 and Goals for FY 2016.

TSJC Goals and Metrics for 2015-2016		
	2015	2016
<i>Number of Undergraduate Credentials Issued:</i> As recorded in SURDS and reported in the April 2015 System Dashboard.	785	800
<i>Transfer Out Rates - Total and Twelve Credit Hour Threshold:</i> April 2015 System Dashboard	265 students	275 students
<i>Fall to Fall Retention Rate - Part-time and Full-time:</i> Data provided by TSJC Institutional Research.	55.0%	57.0%
<i>Remedial Course Completion Rates:</i> April 2015 System Dashboard	72.0%	74.0%
<i>Number of Degrees, Certificates and Transfers of Underserved Students:</i> April 2015 System Dashboard	23.0%	25.0%
<i>Minority Student Transfers:</i> TSJC Institutional Research	10.0%	11.0%
<i>Overall Number of Underserved Students:</i> April 2015 System Dashboard	45.0%	48.0%
<i>Enrollment Growth:</i> Student FTE as reported to CDHE	1325 FTE	1350 FTE
<i>Source:</i> SURDS		

To strengthen retention, persistence, and completion rates for disadvantaged student populations, TSJC has successfully offered several programs, including TRiO SSS, Special Populations Services, and Career Services, to assist in such endeavors. The primary goal of the Student Support Services (SSS) project, under the TRiO program grant, is to assist students to remain enrolled in and graduate from TSJC or to transfer to a four-year college. The [objectives for the grant](#) relate to the purpose of the SSS program; address the needs of project participants; are clearly described, specific and measurable; and are ambitious and attainable.

(2) Collecting and analyzing information of student retention, persistence, and completion is a critical component of TSJC's focus on student success. To this end, TSJC collects, analyzes, and reports data to a number of internal and external stakeholders. The Institutional Research Office

is staffed with one full-time employee. In addition, a Data Team, comprised of eleven members with representation from both campuses, was formed in AY 13/14. Team members were identified using criteria including: familiar with and supports the use of data to inform decision making; skilled in analyzing data; able to address current barriers; understands programs, initiatives, and other inter-departmental and cross-campus efforts; and a manager to ensure the quality of the data.

The [CCCS Academic Year 2013-2014 Fact Book](#), issued March of 2015, compiles and provides data for the thirteen community colleges in the system, including enrollment, fall to fall retention, degrees awarded, and graduation rates. TSJC uses this data to compare its retention and graduation rates with other CCCS colleges.

TSJC's retention rates have been in the top three of the thirteen colleges of the CCCS for each of the five years represented in the table below. The following information was extracted from the 2013-14 Fact Book:

Fall to Fall: Full-and Part-Time Retention Trends: Fall 2009 to Fall 2013					
	Fall 2008 Retained Fall 2009	Fall 2009 Retained Fall 2010	Fall 2010 Retained Fall 2011	Fall 2011 Retained Fall 2012	Fall 2012 Retained Fall 2013
TSJC	52.9%	53.9%	55.3%	53.9%	56.8%
CCCS Total	49.2%	48.1%	46.9%	47.1%	47.8%

TSJC maintained the highest [graduation rate](#) of the thirteen colleges of the CCCS for each of the years in the table below.

Three Year Graduation Rate Trends for First-time, Full-time, Degree/Certificate-Seeking Students 2006 Cohort through 2010 Cohort					
	2006 Cohort Graduate by Summer 2009	2007 Cohort Graduate by Summer 2010	2008 Cohort Graduate by Summer 2011	2009 Cohort Graduate by Summer 2012	2010 Cohort Graduate by Summer 2013
TSJC	40.9%	45.9%	50.0%	50.7%	39.2%
CCCS Total	21.9%	20.3%	24.6%	21.2%	20.4%

Post-graduation information is collected from CTE programs on an annual basis and entered into a database (VE-135) maintained by CCCS. This database contains programmatic, demographic, and placement information for all CTE students who have completed a program in the previous

school year. VE-135 information is used for the federal accountability report due to the U.S. Department of Education, evaluating the effectiveness of CTE in Colorado and as criteria to determine the total state Perkins allocation amount for the next fiscal year.

Many occupational programs rely on national average scores on licensure examinations to collect evidence of effectiveness. National average scores on licensure exams, in addition to both graduate and employer surveys, are analyzed and discussed. The evaluation findings are published in brochures and shared with advisory committee members and others. TSJC shares student performance outcomes on the Student-Right-to-Know section of the website. This information is updated annually through IPEDS.

(3) TSJC's leadership, faculty, and staff are committed to using data collected through various sources to make data-informed decisions that will enhance the quality of the institution's academic programs and student services.

One way TSJC uses data to analyze program success is by reviewing [Annual Performance Reports \(APR\) from the TRiO Student Support Service](#) grant program. Analyzing persistence, academic standing, and graduation demonstrates inconsistency of rates over three years. However, graduation AND transfer rates have increased substantially. This increase is primarily due to the grant cycle initiatives related to overall student persistence over time during the grant cycle (2010 to 2015).

Following review of this data, the resources of this grant were leveraged by consolidating services to the Student Success Center. The relocation moved services from the 3rd floor of the Berg building to the main floor of the Library in an effort to create highly visible access for students. The Student Success Center underwent changes starting in May of 2014. The intent was to offer a one-stop-shop concept, enabling students to be served within one learning common area. The center services are described in section 3.D. The TRiO Student Support Services grants utilize Student Access, a student tracker software intended for advisors to document interactions and progress of students for federal reporting requirements. The LC and SSC maintain web-based login access and utilize Microsoft Office to report student traffic and services provided for each student who enters the center.

(4) TSJC is committed to making data informed decisions. TSJC's Data Team and Institutional Research (IR) office work together to collect data of retention, persistence, and graduation. With reports from the CCCS, CDHE, Student Unit Record Data System (SURDS), Integrated Postsecondary Education Data System (IPEDS), and CTE, TSJC is able both to follow its own progress toward its goals and to track how it compares to its system colleges in the CCCS. Similarly, data gained from program-specific nationally normed pass rates provides an opportunity for TSJC to compare student success at a national level.

TSJC's IR office, Registrar's office, and CTE administration are responsible for submitting state and federally mandated reports on a timely basis. Official data submitted to SURDS, IPEDS, and CTE report websites is automatically checked for any reporting and/or submission errors. The accuracy of institutional data also has a cross-checking practice whereby CCCS or CDHE solicits individual colleges to check their own data before reports are released. Personnel

involved in data entry perform quality checks to make sure information stored in the student information system (Banner/COGNOS) is accurate. In addition to developing official data reports, the Institutional Research Office runs [FTE reports](#) on a weekly basis using the Banner/COGNOS data. The FTE report is a standard document that is shared with College Council and posted on the College portal.

The integrity and security of the system-wide information system are ensured through both CCCS and TSJC IT staff. Authorized access to computers, networks, and Banner/COGNOS is granted according to assigned duties and modified or removed as necessary. TSJC IR and Registrar meet monthly with their CCCS peers to discuss how the accuracy of student data can be improved and to share best practices.

Sources

- 1a2 Strategic Plan Brochure
- 1c2 Annual Implementation Plan
- 4c Student_Affairs_TRiO_Annual_Performance_Report_2013-2014 c tc vc
- 4c1 Goals and Metrics
- 4c1 TRiO Grant Objectives
- 4c2 CCCS Fact Book
- 4c2 CCCS Fact Book (page number 17)
- 4c2 CCCS Fact Book (page number 25)
- FTE reports c cover
- MISC_CO_College In Colorado_2015
- Student Services_TRiO_Student Access Web site_2015
- SURDS Remedial c cover

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Strength

- TSJC faculty and the individual academic divisions and programs maintain authority of setting prerequisites for courses, determining depth and rigor of course content, clarifying expectations and assessment of student learning, providing access to student learning resources, and verifying faculty qualifications. All programs requiring specialized accreditation are responsible for continuous maintenance of their accreditation. Concurrent enrollment courses conform to System standards and TSJC procedures that address curriculum, faculty qualifications, students, assessment, facilities, and administration and planning.
- TSJC has established and clearly articulated a cycle of assessment activities that have broadened its comprehensive understanding of assessment and have moved the institution beyond basic course-level assessment. TSJC utilizes TracDat as its assessment reporting software. All academic programs at Trinidad State collect, report and use assessment data at three levels: general education, programs, and courses. TSJC faculty have developed measurable General Education Outcomes (GEOs) to support five competencies, and a rubric was developed to guide assessment of student learning in general education classes. Curriculum maps have been developed in TracDat to determine which GEO will be measured and reported on each year for each course. The emphasis of program-level assessment is on what and how an educational program is contributing to the learning, growth, and development of students as a group, and faculty-developed Program Learning Outcomes (PLOs) are also posted in TracDat. Program-level assessment is a continuous cycle that includes curriculum mapping, data interpretation, and application of assessment results both to improve instruction within the program and refine the assessment process itself. Course-level assessment is based on identifying and acquiring student work within specific courses that best relate to specific, faculty-developed, Student Learning Outcomes (SLOs).
- Faculty has the ability within TracDat to identify action items for course improvement and to report follow-up assessment for those action items. Co-curricular learning outcomes are assessed through various program-specific surveys and rubrics.
- The Student Services department assessment success relies on feedback, recommendations and support from staff participation on standing committees, student feedback, and collaboration with faculty and close communication within the department. Assessment results at all levels are shared through various assessment activities throughout the academic year and at in-service sessions.

- The culture of assessment continues to grow through continued use of the Assessment Cycle to foster collaboration, share assessment results, and promote continuous quality improvement. In addition, [TSJC's Integrated Planning Cycle](#) provides a pictorial account of both academic and student services assessment and how TSJC's assessment and planning activities lead to resource allocation.
- Data-driven monitoring of retention, persistence, and completion rates for students pursuing degrees and certificates serves as evidence of Trinidad State's commitment to putting "Students First." TSJC's goals for retention, persistence, and completion are set through its annual Goals and Metrics Report to the CCCS, and grant objectives, and are supported by its Strategic Plan and annual Implementation Plan. Trinidad State's leadership, faculty, and staff are committed to using data collected through various sources to make data-informed decisions to enhance the quality of the institution's academic programs and student services.
- Trinidad State engages in regular program reviews, for both Arts and Sciences and Career and Technical Education (CTE), using a self-assessment approach to identify program needs and to provide information for college-wide decision-making and resource allocation. Program self-assessment includes evaluation of both qualitative and quantitative data. CTE program review ensures federal and state compliance, as well as compliance and support for programs eligible for Carl Perkins Grant funding.
- TSJC's Registrar verifies and accepts appropriate transfer credits earned at accredited colleges or universities as partial fulfillment of its degree/certificate program requirements. Upon request, credit for prior learning is evaluated by the Registrar, in compliance with System and Board policies, and with appropriate guidance from program faculty.

Challenge

- As a part of the Colorado Community College System, TSJC and system colleges look towards the future and continuous improvement. Not only will our continuous improvement include data collection on student participation, retention, and completion, but also in the following areas:
 - o Academic pathways and student registration
 - o Master schedule planning (1-3 years)
 - o Broader development and communication of clearly-stated learning outcome goals (curricular, co-curricular, support services)
 - o More attention to workforce trends
 - o Co-curricular assessment
- Predictive Analytics has been identified as a tool to be implemented System-wide over the next decade.

Sources

- 4b4 Integrated Planning Cycle

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

The vision and governance of the SBCCOE influences TSJC's resources, plans, and budgets. The CCCS grants each of its thirteen colleges significant latitude to develop its own strategic plans, operate independently in the use of its resources, and create its own processes that are consistent with its mission. This autonomy, while still being supported by an effective governance system, is an asset to TSJC. The TSJC annual budget is approximately \$25.7 million, including all revenue - general fund, tuition and fees, auxiliary funds, and grant sources.

(1) Fiscal Resources

TSJC funds auxiliary and general fund operations through a variety of sources including:

- State appropriated funds allocated through the CCCS base allocation formula
- Tuition and fees
- Grants
- Auxiliary
- TSJC Educational Foundation

TSJC, in accordance with state and federal procedures, maintains strong fiscal systems and controls. Planning and budgeting processes have been updated over the past 18 months to address the budgetary needs of the college.

General Fund

State of Colorado appropriated funding has been in decline since 1980. State funding for higher education reflects approximately 7.4% of the total [state general fund budget](#). Unlike other states, higher education in Colorado does not have a guaranteed or constitutional commitment from the State when it comes to funding. To address the needs of higher education, CCCS institutions, including TSJC, have experienced consistent tuition and fee increases.

Table 5.A.1-1 shows funding sources over the past five years. As a rural college within CCCS, TSJC is reliant on state funding. TSJC receives state funding through appropriations, COF (as a part of tuition), and redistributed COF (as a part of CCCS formula). State appropriations are based on a formula that primarily uses student FTE as the main determining factor. Student FTE is averaged over a two year period to reduce the impact of annual fluctuations and allow for better planning.

Colorado Opportunity Fund (COF)

The [COF](#) was enacted in 2004. COF creates a stipend that resident undergraduate students use to help defray tuition cost at the student's school of choice. COF is available to students who have resided in Colorado for one year and to veterans with an honorable discharge and DD214 (Certificate of Release or Discharge from Active Duty), regardless of length of residency. This COF is received as tuition revenue on the financial statements. TSJC also receives redistributed COF. This redistribution comes through CCCS in a formula that allows for additional funding for rural community colleges to increase access to higher education. Redistributed COF is seen as a separate line item.

Tuition and Fees

[Tuition and fees](#) represent the largest portion of the College's general fund revenue over the years. As seen in Table 5.A.1-1, TSJC's tuition and fee revenue has been between 43.9% and 56.8%. The variation of percentage changes reflects changes in enrollment and tuition rates. TSJC's resident tuition rates have risen over the last 5 years. Resident tuition for the 2014-2015 year was at \$124.90 per credit hour, including COF, as compared to \$96.25, including COF, during the 2010-2011 year. Reciprocity rate is applied to students who have provided documentation of permanent residency in New Mexico. Western Undergraduate Exchange (WUE) rate is applied to eligible students who have provided documentation of permanent residency in member states of the Western Interstate Commission on Higher Education (WICHE).

Table 5.A.1-1 Changes in Revenue Distributions					
Fiscal Year	2011	2012	2013	2014	2015
State Appropriations	2,679,988	2,669,381	3,058,458	3,199,940	3,604,526
COF Stipend*	2,683,392	2,556,342	2,187,813	2,219,323	2,253,278
Tuition & Fee Revenues	5,638,506	5,929,823	5,763,806	5,972,180	5,968,569
Other General Fund Sources	1,307,677	2,347,770	(862,172)	633,140	305,154
Total General Fund Revenues	\$12,309,563	\$13,503,316	\$10,147,904	\$12,024,582	\$12,131,527
Federal & State Grants and Contracts**	9,810,981	8,683,755	8,712,938	9,288,460	7,468,566
Other Non-General Fund Sources	3,756,106	66,059	3,051,387	2,806,647	3,098,647
Total Restricted and Auxiliary Revenue	\$13,567,087	\$8,749,814	\$11,764,325	\$12,095,108	\$10,567,212
Total College Revenues	\$25,876,650	\$22,253,130	\$21,912,229	\$24,119,690	\$22,698,739
As a Percentage of Total General Fund Revenue					
State Appropriations	21.8%	19.8%	30.1%	26.6%	29.7%
COF Stipend*	21.8%	18.9%	21.6%	18.5%	18.6%
Tuition & Fees	45.8%	43.9%	56.8%	49.7%	49.2%
As a Percentage of Total College Revenue					

State Appropriations	10.4%	12.0%	14.0%	13.3%	15.9%
COF Stipend*	10.4%	11.5%	10.0%	9.2%	9.9%
Tuition & Fees	21.8%	26.6%	26.3%	24.8%	26.3%
Student Data					
Student FTE	1,556	1,569	1,408	1,401	1,336
*Portion of COF related to tuition & fees, per credit hour value determined annually on long bill					
**Includes PELL Grant and State Supported Scholarships					

Budget Cuts

Due to a downturn in enrollment, unanticipated revenue shortfalls, unbridled spending, grant loss, and leadership turnover, TSJC has implemented two significant budget cuts in the last three years. In October 2013, just four months after the President's arrival, the budget crisis and shortfall began to become evident. A hiring freeze was immediately implemented. In April 2014, following several months of analysis and review, the institution implemented a reduction in force. Planning focused on the next fiscal year, with approximately \$950,000 saved through natural attrition and \$780,000 saved through position elimination. These efforts still left the next budget (FY15) at a deficit of \$600,000. Careful spending and natural attrition of several more positions reduced the deficit throughout that year. Planning for FY16 was based on a flat enrollment and for the first time in several years, a balanced budget was submitted for Board approval. Unfortunately, in October 2015, FTE reports indicated enrollment at TSJC was down by approximately 10%. To manage this shortfall, further reductions and reorganizations in several department are currently underway.

Grants

TSJC currently manages \$8.1 million in grant funding. TSJC is a recognized HSI, and has successfully competed for Title V monies in the past. In the 2010-2011 year, TSJC received \$9,668,877 in federal and state grants as compared to \$7,336,887 in the 2014-2015 year, both including Pell Grants. Differences in Pell accounted for the primary difference as the 2014-2015 year had \$1,400,841 less in Pell grants with fewer student FTE.

Auxiliary Funds

Auxiliary enterprises continue to support the college in areas that would put a strain on the general fund budget. Auxiliary enterprises consist primarily of the bookstores, cafeteria and residence halls, which are dependent on student FTE. In the 2010-2011 year, TSJC had revenues of \$2,894,270 in auxiliary enterprises as compared to \$2,919,126 in the 2014-2015 year.

TSJC has a [bookstore](#) location on each of our two campuses. These stores provide access to educational supplies, educational kits, spirit wear and sundry items. In the fall of 2015, TSJC implemented a virtual bookstore, for the sale of text books, with eCampus. This virtual model provides a wide variety of purchasing options, including new, used, rental and digital texts. It also provides an opportunity for students to explore additional marketplace options that are available on the internet. Students may also make their text book purchases while visiting either of the physical stores via a kiosk that allows the student to make their purchase on an internet based system and receive assistance if needed. The bookstore market is continually changing with added pressures from online retailers. TSJC continues to explore options that may provide greater service and options to our students. The bookstore market is in continuous change with additional pressures from internet retailers, but remains a strong part of the college's auxiliary enterprises.

Cafeteria services are provided on the Trinidad Campus through a contract with Sodexo. The most recent contract for Sodexo services was updated in 2015. Sodexo has provided cafeteria services for more than a decade at TSJC. The contract outlines expectations, services and facilities for operation. Since 2012, the agreement with Sodexo has consistently resulted in a [net profit for TSJC](#). The cafeteria net income has been a stabilizing contributor to the TSJC financial portfolio.

Residence Halls are an important aspect of the Trinidad Campus and auxiliary budget. The four halls represent housing for more than 230 students on the Trinidad Campus. Over the past four years, the net income for the halls has gone from a loss to a profit. The utilities of the facilities represent a significant portion of the residence hall budget. The facilities are dated, with most reflecting 1960s construction. However, the halls are well maintained and provide residency for a large portion of the student athletes and gunsmithing students. A recent review of all TSJC [auxiliary](#) budgets has resulted in important benchmark data for the institution. Moving forward, the budgets for these areas will be developed with this historical data.

TSJC Educational Foundation

The TSJC Educational Foundation works to support the growth and development of TSJC. The Educational Foundation is an independent 501 (c)(3) nonprofit corporation established in 1968 and governed by a Board of Directors. TSJC benefits from the support of the Foundation, whose efforts have allowed for [scholarships](#), special programs, and projects. The Foundation's support through scholarship for the 2014-2015 academic year totaled \$280,252 as compared to \$151,496 in 2010-2011.

The Foundations holdings are valued at just over \$6.0 million in restricted funds that include endowments. Annual fund raising activities include a speaker showcase dinner and auction, as well as an end of year campaign. The College has received grants from private and corporate

foundations, most notably the Colorado Opportunity Scholarship Initiative, the Johnson Foundation and Kaiser Permanente Foundation.

Human Resources

[TSJC's dedicated workforce](#) is made up of three distinct [employment classifications](#): faculty, APT, and Classified staff. All personnel are subject to policies and guidelines of the State of Colorado, CDHE and SBCCOE. TSJC annually reviews staffing levels during the regular budget process.

Faculty

Of the 44 full-time faculty currently employed at TSJC, 5% have doctorate degrees, 24% have Masters Degrees, 25% have Bachelor Degrees, 19% have associate degrees.

Faculty members teaching in career and technical disciplines have the required work experience and/or technical certificates required by the Colorado Department of Education. Discussion in Criterion 3 provides evidence that despite the challenging economic environment, TSJC's commitment to instruction and student support, including professional development, continues to be an institutional priority.

Providing competitive faculty [pay compensation](#) has been a continual challenge faced by TSJC and CCCS colleges. Recognizing this major challenge, in 2011 the SBCCOE directed the completion of a national faculty salary study. The survey revealed that CCCS full time faculty salaries were 18.5% below the national average. Due to a State of Colorado mandated salary freeze, TSJC was unable to address this deficiency. In 2012, the updated report additionally recognized that compared to two year public institutions nationwide, TSJC's faculty were found to be 21.7% below the market national average, based on College and University Professional Association for Human Resources (CUPA-HR) data. In May 2012, SBCCOE directed TSJC to close this gap by implementing a five year plan. To achieve this directive, TSJC's below market average required a 5.01% annual increase over five years. In 2012, using the current faculty compensation plan, TSJC faculty received a 3% increase. In 2013, faculty received a 6% increase; in 2014, a reduction in force was necessary and increases were frozen. A survey of faculty indicated support for this measure. For 2015, to be able to present a balanced budget, it was necessary to build in a more limited increase for faculty (4.0%) rather than the proposed 7.45% increase. This amount was double the amount provided to classified (2.0%) and APT employees (also 2.0%) and it required an increase of 2.7% for adjuncts. TSJC administration worked with the faculty senate on the proposal and [faculty were supportive](#). At the same time, TSJC put minimum salary guidelines into place, based on education and experience. TSJC's goal was to begin addressing some of the more pressing equity issues within the 4.0% salary increase, as described in our procedure for Faculty Pay. In order to stay competitive with faculty recruitment, TSJC decided to increase starting salaries for all new hires. In doing so, TSJC also adjusted some faculty members who were making less than the new starting salary amount with the same educational background. Administration has been working closely with Human Resources to identify remaining gaps.

Administrative and Professional/Technical (APT)

APT staff directs and provides professional expertise in the achievement of the mission and strategic plans. In accordance with Article XII, Section 13, of the Colorado Constitution, APT positions are not covered under the Colorado State Personnel System and are granted exempt status under the provisions of [Colorado Revised Statutes 24-50-135](#). Guided by College and University Professional Association for Human Resources (CUPA-HR) salary data, most of TSJC's APT salaries are competitive based on experience and expertise. Administration has been working closely with Human Resources to identify gaps, if any. In 2015, TSJC will review APT positions and identify strategies to address deficiencies or issues within this employment category. This has been identified as an implementation plan activity in 2015-16. All APT salary increases are merit-based following [SBCCOE BP3-45](#).

The TSJC hiring process requires minimum qualifications for all APT staff. Background and reference checks are performed prior to hiring new employees. Hiring committees are comprised of a diverse representation of employee groups. Committees follow a standardized interview process that makes a recommendation to the President for final hiring decisions.

APT have experienced salary freezes and reductions in take home pay related to increases in [benefit](#) costs. APT experienced a salary freeze in FY15. In 2014-2015, TSJC updated its faculty pay schedule. The process involved a CCCS comparison, data analysis, FTE and credit hour considerations; this resulted in a recommendation that involved review by the Faculty Senate, Leadership Council and College Council. Throughout the process, ongoing communication, transparency and patience were demonstrated through TSJC's shared governance process. Ultimately, a new pay schedule was developed and base salary adjustments were made. In the 2015-2016 year, a similar project to review APT staff compensation has been identified in the Implementation Plan. A similar process will be underway in order to plan for adjustments in the development of the 2016-2017 budget.

Classified Staff

As of fall 2015, TSJC has a total of 27 classified staff serving in all TSJC departments, including admissions, student services, accounting, facilities, administrative services and student housing. Classified employees are employed under the State of Colorado Department of Personnel and Administration (DPA), subject to State of Colorado Personnel Board Rules and Administrative Procedures, which determines position titles, compensation, and minimum qualifications for Classified positions. Classified salary increases are based on legislative decision and are merit-based.

Between FY10 to FY 13, the State imposed a salary freeze for Classified employees while increasing the personal contribution requirement that Classified employees make into the mandatory [retirement](#) plan, Public Employees' Retirement Association of Colorado (PERA), and/or health care programs. CCCS and TSJC do not have direct control over the funding and compensation of the State Classified employee increases. TSJC remains an advocate for employee recognition and recognizes this freeze created a hardship for Classified staff.

Fortunately the state revenues improved by the end of FY13, resulting in an increase for FY14 and FY15.

Work Study and Student Hourly

TSJC offers state and [federal work study](#), as well as student hourly employment, on both campuses. To be eligible for either work study program, TSJC students must: complete a FAFSA application, complete a background check with the Human Resources Office, meet payroll requirements, enroll and maintain 12 credit hours or more in the Fall or Spring semester and meet the Satisfactory Academic Progress requirements.

The Federal work study program is available to eligible students to earn as much as \$4,000 during the Fall and Spring semesters. Through this program students may work up to 20 hours per week. Students must demonstrate financial need based on the FAFSA application. The Colorado work study program follows the same eligibility criteria but is limited in award to students from Colorado.

Student hourly employment is limited. Examples of this employment may include students that are not eligible through the work study programs but are identified for program or project specific work (i.e. student center, residence hall or tutoring). All student employees are required to meet payroll and human resource background check requirements.

Physical Resources

TSJC operates two campuses. The Trinidad campus is located in Trinidad, Colorado, and the Valley Campus is located in Alamosa, Colorado. The Trinidad campus utilizes 168,274 square feet to serve student academic needs, with an additional 92,726 square feet of auxiliary space. The Valley Campus utilizes 39,496 square feet, which includes a recent expansion adding two new classrooms and two additional science labs. Each campus has a full range of support services to assist students with enrollment, testing, advising, and other tutoring and learning assistance services. The [Facilities Master Plan](#) provides details related to TSJC physical assets.

Over the past decade, TSJC has completed various controlled maintenance and renovations to its physical infrastructure through its continuous planning and allocated financial resources. As a state agency, the physical structures are state-owned facilities, subject to statutory oversight provided by the State of Colorado Office of the State Architect. This oversight includes required policies and procedures related to capital construction and recommendation for controlled maintenance and capital construction project funding to the Capital Development Committee and Office of State Planning and Budgeting.

On the Trinidad Campus, the functionality of academic buildings and the amount of campus acreage are adequate. Many of the buildings are more than 50 years old, but have been well maintained with regular upgrades. The majority (54%) of academic space is utilized as classrooms, laboratories and offices.

The Valley Campus is a two-story building with an adjacent one-story building across the street near downtown Alamosa. The site is bordered on each side by city streets. As is consistent with small campuses, 61% of the space is comprised of instructional classrooms and laboratories.

Technological Resources

The Information Technology Support Services (ITSS) provides high quality technology-based services in a cost-effective manner to stakeholders, including faculty, staff, students and community, in supporting TSJC's mission. ITSS receives general fund support, but has also utilized grant funds to support and maintain its infrastructure.

- STEM and Title V grants provide support for technology. Technology has been significantly upgraded and maintained by using grant funds from the Title V and STEM Institutional and Cooperative grants. Utilizing these funds has provided the opportunity to have current technology infrastructure without being a burden to the general fund. Monies spent have included extensive infrastructure upgrades, wireless modems, and a security monitoring system. Instructional technology upgrades include mobile Telepresence units, software programs, and smart classroom technology.

- Banner Enterprise Resource Planning (ERP) was a major initiative by CCCS as a single instance, multi-entity processing system. This customized ERP system jointly connects all CCCS community colleges, requiring a working partnership. Along with Banner, CCCS IT maintains system-wide software and services utilized to meet CCCS colleges' technology requirements including the Wide Area Network (WAN), email, Voice over IP (VoIP), phone services, and anti-virus software.

- Brightspace by D2L is the current learning management system used by TSJC and the CCCS system. TSJC uses D2L for its courses, providing course resources for students including syllabi, grades, and course email. Several courses also add content modules to augment the students' available resources.

(2) The discussion above and throughout this Criterion demonstrates that fulfillment of TSJC's academic mission is its core purpose in its resource and budgeting allocation planning and processes. TSJC's resource allocation occurs through a comprehensive, collaborative budget process. TSJC's dedication to its Students First core value is recognized in its strong instructional leadership, processes, and dedicated funding to student access and student success. Sixty-one percent of TSJC's FY 2015-2016 operating expenses are allocated toward instruction and academic support.

TSJC does not disburse or return revenue to any subordinate entity.

(3) In 2015, CCCS updated its [Strategic Plan](#). This document guides the colleges within the system, providing direction for TSJC through 2025. The [TSJC Strategic Plan](#) supports the vision of the system.

TSJC is well organized through its Leadership, Academic, Management, and College Councils, and continues to achieve the goals and targets identified in its Strategic Plan and annual [Implementation Plan](#). Goal-directed planning and strategies guide TSJC in achieving its [Mission](#), Vision, and Core Values. TSJC's Implementation Plan identifies activities that are realistic and reasonable for the institution.

(4) TSJC Human Resources Services maintains and ensures TSJC's hiring practices, employee procedures and training practices outlined by various rules, policies and procedures of the State of Colorado Department of Personnel and Administration (DPA), State Board of Community Colleges and Occupational Education (SBCCOE), and TSJC's employment procedures. TSJC departments work with Human Resources to fill vacant positions and administer the application process, including minimum and preferred qualifications driven by industry and State hiring guidelines and standards. The hiring and employee procedures noted above in Criterion 5.A.1. and discussed in Criterion 2.A. ensure that staff members hired are appropriately qualified for their positions and are provided opportunities to advance and update their skills. After hire, TSJC encourages each faculty and staff member to maintain the qualifications and skills needed to continue performing their jobs. Professional development opportunities are communicated with staff as they become available. Annual performance evaluations ensure that employees remain current with needed skills and provide opportunities for individual goal-setting growth. All faculty and staff are required to provide official college transcripts to verify degree attainment.

For Classified staff, the State of Colorado, Department of Personnel and Administration established and maintains required employment practices, including recruitment and selection, employee minimum qualifications, compensation, and annual performance evaluations. Prior to providing candidates for TSJC's review, the State completes an objective comparative analysis screening of all candidates, validating that minimum qualification requirements are met. Once the screening process is complete, the State ranks the candidates based on the results of the analysis. TSJC receives a list of the top ranked candidates and is able to interview and consider those applicants for the position.

To ensure opportunities for growth and to maintain a highly qualified staff, TSJC has dedicated annual [professional development funds](#) as they become available through grant funding or other sources. Besides participating in professional development directly related to an employee's job function, TSJC provides on campus trainings that encompass a wide variety of activities, including, but not limited to, emergency response and management, safety and loss control, fiscal and procurement operations, and employees relations to ensure ethical and responsible conduct of business affairs of TSJC.

Beyond the opportunities for trainings discussed above, SBCCOE recognizes the value to educational services for both CCCS employees and their dependents. Established in 2011, college employees and their dependents are eligible for tuition reimbursement to further education through taking college courses, whether in pursuit of a degree or certification or career-enhancing courses. TSJC reimburses an average of 100 credit hours each year to staff and eligible dependents.

(5) TSJC uses a modified historical based budget for funding. Budget development is a continuous process as monthly budget review provides input for final budget estimates. The Executive Director of Administrative Services oversees the budget process with input and approval from the colleges' Leadership Council. Final approval of the budget is received by the State Board for Community Colleges and Occupational Education (SBCCOE). The Leadership Council is responsible for regular contact with their respective leaders and internal committees, helping to identify resource needs and balance priorities in meeting TSJC's strategic goals. Utilizing revenue forecasts, along with historical spending patterns and incorporating expenditure mandates, the Leadership Council establishes budgets in program areas in alignment to the College's strategic plan.

As the spring semester begins, the Executive Director of Administrative Services begins analyzing monthly spending patterns to estimate final expenditures for the current fiscal year. In early April, this data is utilized to help construct an initial budget for the following year. Through meetings with the Leadership Council, expenditures are reviewed to consider adjustments needed to the historical based budget that reflects increased or additional cost for the upcoming year. Budgets for program areas are adjusted as needed and finalized. The Leadership Council reviews staffing patterns that might affect the budget. At the SBCCOE June Board Meeting, the College formally presents the annual budget, known as the "June Budget Template," for official Board spending approval. Following approval, annual budgets are posted in Banner, ready for the new fiscal year on July 1.

TSJC has a budget review process that is completed on a monthly basis. The Executive Director of Administrative Services, is responsible for preparation of the budget review. The budget review document provides the budget to actual comparison along with the percentage of budget spent and input as to what were the major expenditures during the period and expenditures that may need to be reallocated to other areas. The budget review is presented to the Leadership Council for line item review and feedback monthly. When questionable expenditures arise, the Leadership Committee will make an inquiry to the respective program areas to confirm the accuracy of the expenditure. Invoices may also be reviewed to help identify questionable expenditures as well. Feedback is given to the Executive Director of Administrative Services who will make corrections as needed.

As a state agency, the State of Colorado Fiscal Rules financially govern TSJC. Additionally, TSJC and CCCS have well-developed internal control policies and accounting structures for overseeing the fiscal and resource allocations of TSJC. TSJC utilizes standard budget and financial forms and procedures to ensure accountability and wise fiscal management, including encumbrances and purchase orders with required [signature authority](#). Vice Presidents and key senior management are accountable for managing their respective personnel positions and other college expenses related to supplies and travel.

The Business Office and Purchasing Department review expenditures for accuracy during processing. Purchasing documents require appropriate signatures for processing. If a particular invoice is of question, the appropriate approver is contacted to verify its accuracy. TSJC is also subject to an annual, independent financial [audit](#) required by the State of Colorado.

Sources

- 1a2 Strategic Plan Brochure
- 2a Employment Classifications
- 2b 5a tuition_schedules c cover
- 5 SURDS financial aid c cover
- 5a 2014 Employee Faculty Climate Survey c cover
- 5a Bookstore 4 yr Summary c cover
- 5a breakdown c cover
- 5a Faculty Compensation Survey
- 5a FY16 Professional Development Plan c cover
- 5a Halls and Cafeteria 4 yr Summary c cover
- 5a Mission and PLOs compare c cover
- 5a StrategicPlan
- 5a1 Administrative Professional Technical Salary Plan
- 5a1 Auxiliary Budgets
- 5a1 Compensation other than Salary Benefits
- 5a1 CRS 24-50-135
- 5a1 Faculty Pay Compensation
- 5a1 Retirement Plan
- 5a3 Final Report Implementation Plan
- 5a5 Financial Audit
- 5a5 Signature Authority
- cof c cover
- Facilities Update FY16 c cover
- MISC_CO_College Opportunity Fund_2015
- scholarship info c cover

5.B - Core Component 5.B

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

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

Argument

Shared governance, through transparent and inclusive practices, is a primary focus of TSJC. Opportunities continue to expand for students, faculty and staff, and members of the community to participate in guiding strategic decisions.

(1) CCCS is under the governance, management, and jurisdiction of the SBCCOE. The SBCCOE allocates financial resources, requires an annual balanced budget, approves master facilities plan, provides spending authority for capital construction, audits TSJC for compliance, approves academic programs and degrees, and specifies reporting requirements as dictated by state statutes and state fiscal rules.

The administrative structure of CCCS ensures effective communication and reporting with TSJC. The TSJC President reports directly to the President of CCCS, who reports to the SBCCOE. TSJC's President reports to SBCCOE, at monthly board meetings, information regarding academic programs, fiscal accountability, and construction priorities. Also, TSJC President reports to SBCCOE the accomplishments and priorities at TSJC in a [written monthly board report](#). Each October, SBCCOE members tour each of the thirteen community college campuses to gain direct knowledge about operations and specific programs.

(2) TSJC has the authority to develop its own Strategic Plan and develop processes and procedures to meet the needs of its service area, with support from the CCCS.

Under the leadership of TSJC's President, TSJC has adopted a well-defined Administrative Structure, consisting of the Leadership Council, Academic Council, College Council, and Management Council. [TSJC Procedure 2.2 Administrative Structure](#) defines each Council's membership and function to facilitate the flow of information between committees and between campuses. Further details of TSJC's reporting lines are pictured in [Trinidad State's Organizational Chart](#). College Council is a nominated constituency based group that engages

faculty, APT, and Classified staff feedback from both campuses. The group meets weekly during the academic year to review committee work and recommend procedure updates. Minutes are shared college wide.

At the beginning of each fall and spring semester, TSJC conducts a formal in-service session for faculty and staff. The in-service is designed to update employees on the state of TSJC in regards to the budget, student services, instructional services, and any new TSJC procedures. Faculty and staff have professional development opportunities to receive training, discuss assessment outcomes, and conduct departmental meetings.

Faculty governance at TSJC includes [Faculty Senate](#). The purpose of Faculty Senate is to lead the faculty in fulfillment of its responsibilities in the shared governance of TSJC and to represent faculty interests to TSJC and community stakeholders, as well as other state educational system components.

TSJC's [Student Government Association \(SGA\)](#) represents the interests and welfare of the student body on each campus. The primary purpose of [SGA](#) is the encouragement of student participation; involvement in co-curricular and student life events; promoting a strong college community; and improving students' academic, social, and cultural environments. Representatives from SGA on each campus participate in the TSJC standing Student Affairs Committee. In 2015, a TSJC Valley Campus student was elected to serve as a state representative on the [State Student Advisory Committee \(SSAC\)](#). This participation includes attendance at the SBCCOE monthly meetings.

Committee participation is another area that boosts TSJC's culture of shared governance by providing faculty and staff a venue and a voice to assist in making recommendations on procedures relative to institutional concern. TSJC has several standing committees, including Student Affairs, Curriculum, Campus Grievance, Campus Safety, Assessment, Technology, Strategic Planning, Affirmative Action, Promotion and Appeals, and Distance Learning.

Shared governance is further enhanced by the following informative processes:

- Open Forum with the President is held monthly on each campus. This is a college-wide opportunity for administrators, faculty, and staff to come together in a casual setting where transparent sharing of information gleaned from meetings at the State level is presented by the President. All college staff may attend and discussion is encouraged.
- College Update is a one-page weekly update from the President to inform all college personnel of pertinent information, upcoming events, initiatives, or goals. TSJC Updates are on the website for easy access for both internal and external constituents.

(3) Academic and program development, curriculum, academic, and transfer standards follow guidelines as established by CCCS that are content specific rather than program, department or discipline specific. This is to establish consistency in course offerings across the CCCS colleges.

TSJC has the purview to establish measures for academic requirements that have been established through committees such as the Curriculum and Distance Learning Committees; program advisory committees that include industry leaders, students and faculty members; and through Student Affairs and Leadership, Academic, and College Councils.

Each of the committees and councils meet on a regular basis to discuss and share in the governance of student issues related to their respective divisions. Policies are put forth through Faculty Senate and College Council for consideration as needed.

TSJC President Simone holds monthly forums following the SBCCOE state board meetings to ensure that faculty and staff are aware of CCCS initiatives and to discuss college-wide issues. Student and Academic Affairs meet with their respective groups on a weekly basis to discuss departmental issues and to collaborate on measures to increase student access and student success.

Sources

- 1a1 Report of Activities 3-2014
- 2c4 Faculty Senate Constitution and Bylaws
- 3 MISC_CCCS_State_Student_Advisory_Council2014
- 3e1 Student Government Association
- 5b2 TSJC Org Chart c cover
- 5b3 Presidential Updates Web Page
- MISC_CCCS_Student_Government2014
- MISC_PRES_AISLC Bylaws_9-22-14
- MISC_PRES_Curriculum Committee Bylaws_10-9-13
- MISC_PRES_Distance Learning Committee Bylaws_10-13-14
- MISC_PRES_Technology Committee Bylaws_10-9-13
- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 13)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The alignment of mission and strategic planning, as well as the integration of TSJC's various subordinate plans, is a priority at TSJC. This integration and alignment was the focus of [TSJC's Quality Initiative](#).

(1) TSJC's planning and budget processes follow an annual cycle to provide timely resource allocation for the implementation of TSJC's four strategic priorities: Student Access, Student Success, Operational Excellence, and Community Engagement. The process directly links TSJC's mission, planning, and resources together.

Following the first round of lay-offs in April 2014, Dee Dee Raap, a motivational speaker from Sioux Falls, SD, was invited to both campuses to work with faculty and staff. Her presentations were made possible through the generosity of the TSJC Educational Foundation. Afterwards, the need for a wellness program on each campus was identified as an action item in the subsequent implementation plan under Operational Excellence. The Human Resources Department began the task of identifying potential low cost ways to introduce such an initiative to the College. During summer 2015, a faculty member approached the administration with a "Positive Institution" initiative. After discussion, the idea was funded and it has been implemented on both campuses.

During the Fall 2014 term, the administration was approached with the idea of launching a community education program along the lines of a Folk School. This concept supported Community Engagement and had the potential to address shortcomings in the connection of the College with the community. The focus of the project became "to preserve the culture and heritage of the local region", and the [Southern Rockies Heritage School](#) was born. The idea was funded through the Summer NRA program, which had already incorporated several heritage-type courses (such as hat-making and spur-making) into its list of offerings over the years. Though it

is just in its first year, the Heritage School has tremendous potential to serve the community while supplementing institutional funding.

(2) TSJC's planning and budget processes, illustrated in its [Integrated Planning Cycle](#), provide the focus on integration and the timeline for allocation of resources. The planning cycle is shared internally. Included in the Integrated Planning Cycle are: Assessment of Student Learning activities, Assessment of Student Services activities, Program Reporting, Educational Master Plan development, budget allocation, and development of the Implementation Plan.

Support for TSJC's integrated strategic planning process comes from subordinate plans, including [Program Reports](#) and [Program Reviews](#), the [Educational Master Plan](#), the [Student Services Plan](#), and the [Administrative Services Improvement Plan](#).

The [Educational Master Plan \(EMP\)](#) contains data regarding student demographics, enrollment, and GTE. Program mission statements and program-level outcomes are included for each program. Information gleaned from assessment of student learning contributes significantly to the development of the action items identified in the EMP for continuous improvement of programs. The data analysis from Program Reports and Program Reviews (discussed in Criterion 4.C.1) culminates with the development of action items, recommendations for improvement and growth in each program, which are necessary to maximize student achievement. The action items align with institutional strategic priorities. Selected action items are incorporated into the Educational Master Plan, submitted for review to the Leadership Council for alignment with the budget, and included in the annual Implementation Plan.

The [Student Services Plan](#) provides an overview of the student services division. It outlines the organizational structure of the division, the relationship to the Student Affairs Committee, the divisional planning and assessment cycle, the mission and vision of the division and the departmental missions within the division. The plan identifies specific goals and strategies that meet the institutional Implementation Plan and serve the TSJC Strategic Plan.

The [Administrative Services Plan](#) outlines key goals of various areas that fall under Administrative Services. These goals are worked on throughout the fiscal year to help meet goals and objectives within the Implementation Plan of the institution. Some of the key areas addressed are Budgeting, Information Technologies, and Physical Plant. The plan also prioritizes capital construction and controlled maintenance projects for TSJC.

(3) TSJC's planning process has evolved over the past couple of years through the fulfillment of [TSJC's Quality Initiative](#) entitled "Integrated Strategic Planning: Redefining the Institution through Data-informed Decision-making."

Processes which previously operated independently are now linked together through an Integrated Strategic Planning Process, which has led to greater shared governance, increased communication college-wide, and increased collaboration between campuses.

- Faculty work with their counterparts on the opposite campus to develop unified program reports. Action items identified in these reports, which are tied to TSJC's Strategic Priorities, have been included in the Educational Master Plan.
- A Data Team was formed with key membership from each campus to collect, analyze, and assemble meaningful data. The focus on data collection and dissemination from this group has led to critical cross-institutional conversations regarding the importance of collecting clean data.
- Assessment of Student Learning, previously under one Coordinator housed on the Trinidad Campus, has transitioned to a two-coordinator model - one from each campus. This model, coupled with an active Assessment Committee with representatives from each campus, has led to increased participation in assessment activities and increased reporting of student learning outcomes.
- The Annual Implementation Plans and progress on identified action items have been shared throughout TSJC, encouraging input from all faculty and staff.

The Strategic Plan was written over nineteen months by a 25-member committee. Feedback was sought from the campus community at several stages of the process. The Plan was developed to be flexible and realistic, and it was designed in a brochure format that can easily be shared with both internal and external constituents. Every opportunity has been taken to share the institutional Strategic Plan within the service area. Community input and feedback on strategic initiatives came from Advisory Council members, the Educational Foundation board, and connections to the community and workforce centers from Leadership, faculty, and staff.

[TSJC's Advisory Council](#) consists of seven Southern Colorado leaders who give input and direction to TSJC leadership. The Advisory Council is responsible to advise the TSJC President concerning long-range planning and development of educational priorities, and acts as a liaison with the community. The committee receives weekly college updates and meets four times per year. This committee actively supports TSJC in the community.

Career and Technical Advisory Committees, required by state policy, serve to advise all TSJC's career and technical programs. Program specific advisory committees must represent gender and ethnicity whose experience and abilities represent the program. The committees assist vocational educators in establishing, operating, and evaluating programs, which serve the needs of students, business, and industry, as well as providing expert perspectives on changing needs in these areas.

(4) An [External Environmental Scan](#) was conducted and prepared by the University of Colorado, Colorado Springs (UCCS) in August 2013. The Environmental Scan includes comparisons of the Raton Basin (location of the Trinidad Campus), and the San Luis Valley (location of the Valley Campus), to state and national demographics for social, educational, economic, and workforce indicators. The report provided some insight for emerging occupations and labor needs and an overview of forces, projections, and trends which affect the campuses. The results of the scan were reviewed by the President's Staff (a group which included the President, the VP for Student Affairs, the VP for Academic Affairs, the ED for Administrative Services, the Communication Directors and the Director of Development) and the Advisory Council for TSJC. Initiatives were

discussed to address enrollment, including both student access and student success. The information gathered in the Environmental Scan served to provide a realistic picture of the economic and demographic conditions within the service area, while also predicting areas of future growth through trend analysis.

TSJC is monitoring population trends in the service area. Declining population in traditional aged students has been identified through recent census reports, feedback from area high schools and workforce changes.

One example of college involvement in understanding regional capacity is demonstrated through the partnership with the Colorado Workforce Centers in Alamosa and Trinidad. Through a small grant, TSJC staff work and support efforts in regional workforce centers. TSJC staff participate in activities for job seekers; training and employment trends are shared with TSJC through this partnership.

(5) TSJC leadership participates on various economic development and workforce boards in TSJC's service area.

- TSJC has a seat on the board for the Alamosa County Economic Development Corporation (ACEDC). TSJC President participates in monthly discussions related to the San Luis Valley economic development.
- TSJC President was elected to a position for the Trinidad - Las Animas County Economic Development corporation (TLACED). Although this group is currently in flux, in the past there have been monthly board meetings for discussion of economic development opportunities in the Trinidad area.
- The Southeast Workforce Development Board (SWBD) is managed through the Colorado Department of Labor and Employment. All of the rural community colleges in southeastern Colorado (LCC, OJC, and TSJC) have seats on this board initiated through local County Commissioner support. Quarterly meetings are held to discuss items related to the workforce, including the impact of the new WIOA (Workforce Innovation and Opportunity Act) legislation.

Vice Presidents of Instruction and Student Services from the thirteen community colleges meet monthly to discuss changes in policy, academic concerns, and new initiatives common across the CCCS. Disruptive trends in higher education have been a topic of discussion throughout the community college system. TSJC manages a prospective student database using recruiter software. Prospective student factors, including demographics, career interests and college goals, are shared through this comprehensive software.

Sources

- 1a2 Quality Initiative
- 4a1 Educational Master Plan
- 4b4 Integrated Planning Cycle

- 5c2 Student Services Plan 2014-2015
- 5c2 Student Services Plan 2014-2015 (page number 10)
- 5c4 External Environmental Scan
- AA_AS_Program_Report_2014-15
- AA_AS_Program_Review_2014-15-1
- admin services plan c cover
- southern heritage c cover
- TSJC Procedures 11-6-15
- TSJC Procedures 11-6-15 (page number 11)

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

(1) TSJC's Chief Financial Officer provides a budget report comparing monthly expenditures to the actual budget. The report is shared monthly with the Leadership Council to assess and monitor operational and departmental spending. The budget report is shared, on a quarterly basis, with the Academic Council and College Council for shared governance and maintaining transparency of TSJC's financial resources.

Other measures of performance are found through [student](#) and [employee surveys](#), and annual assessment reports. Essential data tracking to assess academic performance includes enrollment reports, transfer and graduation rates, IPEDS, SURDS, and tutor contact tracking.

Operational data provided by Banner reporting allow data-driven decisions. Internal and external audits performed verify appropriate operational and compliance documentation, including effective and efficient internal controls and adherence to regulations, fiscal stability and sound management practices. As noted in Criterion 2, TSJC ensures compliance in its various required documentation provided to internal and external stakeholders. Examples of baseline reporting developed using Banner include financial reports, program and course enrollment reports, aged billing reports and FTE reports. Individual departments throughout the institution rely on these reports.

CCCS collects data on enrollment, retention, transfer and graduation on an annual basis and publishes it in a report entitled "[Fact Book](#)". Five-year trends are monitored and comparison data for the institutions is readily available. An annual [implementation plan](#) is drafted by the leadership team over the summer months and modified with the assistance of the Strategic Planning and Monitoring Committee at the beginning of the fall term. Once approved by the committee, it is submitted to the College Council for review and adoption in September.

(2) TSJC is engaged in a way for faculty, staff, and students to get to know each other. The Positive College Initiative is a platform to celebrate individual and group talents, knowledge, and skills by having presentations from students, faculty, staff, administrators, and board members. A survey was conducted to gauge employee satisfaction and to determine useful actions that might be taken to make the employee's role the most rewarding possible. The survey asked employees to rate their satisfaction in a number of categories. Twenty-one surveys indicated overall satisfaction with time spent at TSJC. The category with the highest "would like more"

rating was communication, with 19 out of 26 respondents indicating an opportunity for improvement in this area. As a result, communication activities will continue to be increased. A new publication, entitled [“Just a Minute”](#), has been established to communicate monthly happenings at the College to both internal and external audiences. This piece is shared through Constant Contact, which allows opt-out, forwarding, and monitoring of initial open rates. The interest level has been typically high, in the range of 25%.

As part of TSJC's Quality Initiative, a Data Team was formed. The focus of the Data Team during the first year was to identify and collect missing, unreported, and inaccurate student demographic data, including gender, age, ethnicity, race, student type (concurrent, first generation, first time anywhere, transfer, transfer with credit), student curricula codes, GPA, and residency information. This initial goal was a tedious undertaking, as hundreds of records had to be reviewed and corrected in order to produce clean data for reporting. The results of this project were shared internally, and cross-training for the individuals responsible for data entry was held. This action reduced the number of data entry errors and omissions, creating cleaner data during the next reporting cycle.

CCCS has implemented an incentive program to improve graduation, retention and transfer metrics for System institutions. In 2013, TSJC earned the award for increases in credential production at a rural institution, worth \$250,000. Monies from the incentive were utilized to reduce the budget deficit. During the following [President's Council meeting](#) at the System Office, TSJC was given the opportunity to share some of the strategies that led to successful completion for our students. Other metrics were presented and discussed by our sister institutions, providing valuable feedback on best practices.

Sources

- 4c2 CCCS Fact Book
- 5a 2014 Employee Faculty Climate Survey c cover
- 5a3 Final Report Implementation Plan
- 5d Just a Minute c cover
- 5d2 Positive College Survey
- President meeting agenda c cover
- sssurvey2 c cover

5.S - Criterion 5 - Summary

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

Summary

Strength

- Under the leadership of TSJC's current President, TSJC has adopted a well-defined administrative structure that facilitates shared-governance. Administrators, faculty, staff, students and other stakeholder groups are represented by various councils and committees. As a result, TSJC has experienced increased communication and collaboration between campuses and within the communities each campus serves. TSJC has several standing committees, providing faculty and staff a venue and a voice to assist in making recommendations on institutional matters, thus strengthening TSJC's culture of shared governance.
- Through fulfillment of TSJC's Quality Initiative, TSJC has developed an integrated planning cycle that provides the focus on integration and the timeline for allocation of resources. The planning process has led to greater shared governance and increased communication college-wide, as well as collaboration between campuses. An external environmental scan was conducted to compare TSJC's service area to state and national demographics for social, educational, economic, and workforce indicators. The report provided insight for emerging occupations and labor needs, as well as projections and trends with affect the campuses.
- Trinidad State monitors its operational performance through various methods. Some of these include employee evaluations, monthly budget reports, data reports, and tracking student academic performance. Employee evaluations are conducted to assess performance and accomplishment of individual and department goals. Faculty performance consists of student evaluations and unscheduled supervisor evaluations (classroom observation). A monthly budget report is shared with various Councils to assess and monitor operational and departmental spending. To improve institutional effectiveness, a data team was formed to identify and collect missing, unreported, and inaccurate student demographic data.

Challenge

- Despite a recent decline in enrollment and gradual decreases in state funding per FTE, TSJC has been able to maintain and strengthen educational programs through careful and collaborative strategic planning. TSJC utilizes several funding sources to support its operations, including tuition and fees, state appropriations, auxiliary funds, grant support, and support from the TSJC Educational Foundation. To ensure opportunities for growth and to maintain a highly qualified staff, TSJC has dedicated annual professional development funds as they become available through grant funding or other sources.

- Compensation challenges have impacted all areas of employees at TSJC. The institution continues to carefully examine position vacancies, as outlined in the Implementation Plan. TSJC is committed to finding ways to create efficiencies, and recommends strategic investments to grow and stabilize the institution. Programs like the Positive College project support the ongoing efforts of the institution.

Sources

There are no sources.