



# SELF-STUDY DESIGN PLAN

REVISED MAY, 2006

SUBMITTED TO THE  
HIGHER LEARNING COMMISSION  
FEBRUARY 17, 2006

## **Introduction**

Trinidad State Junior College, founded in 1925, is the oldest two-year college in Colorado. In 1962 TSJC first became accredited by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA). TSJC has held accreditation with NCA since that time. In 1995, the San Luis Valley Educational Center in Alamosa merged into Trinidad State Junior College, expanding the College's service area. NCA visited the SLVEC campus, now known as the Trinidad State Junior College Valley Campus in 1996 and it was approved as a branch campus.

Our most recent ten-year accreditation was granted in Spring of 1998 and is now scheduled for its next evaluation in Spring 2008. In preparation for this visit, TSJC is embarking on a self-study process of evaluation, reflection, and improvement. This procedure allows the institution to examine itself in light of its mission and vision statement goals. All aspects of the College will be evaluated in order to continue our improvement in providing a quality environment for student learning.

## **Self-Study Plan**

The Self-Study Plan has been created to guide and direct our current self-study process. We anticipate that the self-study will provide us with a framework for engaging the campus and community in an ongoing evaluation process that will increase understanding of our strengths, challenges, and mission. This will enable strategic planning consistent with our mission and will prepare us to successfully address future challenges.

## **Goals for the Self-Study Process**

Trinidad State Junior College will engage the entire college community in a comprehensive self-study to ensure that the institution is a distinctive, future-oriented, learning-focused organization connected with the diverse communities we serve.

The Steering Committee has identified the following goals to be accomplished by the self-study process and evaluation team visit.

- Present evidence to the Higher Learning Commission that Trinidad State Junior College is accomplishing its goals and fulfilling its mission.
- Demonstrate a level of effectiveness and excellence that supports a ten-year renewal of accreditation.
- Engage the entire Trinidad State Junior College community in the self-study process.
- Maintain a college-wide culture of continuous improvement.
- Demonstrate progress in addressing previous accreditation concerns.
- Identify our strengths and address opportunities/challenges faced by the College and devise an action plan to prepare effectively for the future.
- Assure that the re-accreditation process contributes to the long-term continuous improvement of the College.

## Anticipated Challenges

- **Retention of students** – Along with student access and student success, an institutional priority is improvement in student retention.
- **Budget** – We have had significant budget cuts and anticipate further state reductions. As a result we have been challenged to find innovative ways to maintain and improve the quality of our educational offerings.
- **Morale** – Like many other public institutions in Colorado, we face a changed political and budgetary environment. A combination of factors – uncertainty about the budget, layoffs, new state rules and policy – contribute to pockets of low morale. The self-study process will identify and address such concerns.
- **Change** - Since our last accreditation, top administration has changed twice. Our new president began January 2005. An administrative reorganization this past year has restructured administrative, academic, and career and technical units. Legislative and political involvement in higher education in Colorado has increased dramatically in the past few years. For some faculty and staff these changes contribute to a sense of discomfort and an uncertain work environment, while for others many of these changes represent dynamic new ways of defining our focus and promise to contribute to a stronger institution in the future.
- **Communication** – Having two campuses with differing demographics and philosophies presents a communications challenge that is leading us to find a way to maintain and improve communication and develop a one-college atmosphere.
- **Mission and strategic planning** – With a new president and administration, we have recently adopted a revised college mission, vision statement, and are in the development stage of new strategic planning processes that are more clearly driven by the mission along with long term planning that is focused on institutional effectiveness.
- **Shared Governance** – A continuing challenge, and one of the goals of the new administration, is to involve faculty and staff in planning and decision making opportunities.
- **Concerns from last accreditation visit** – We have made tremendous strides in addressing concerns about general education and assessment of student learning. We expect continued improvement in these areas to emerge from the self-study process.

## **Process/Organization**

Trinidad State Junior College has organized the self-study process into four phases.

- Preparation
- Study and Action
- Consolidation and Report
- Visit and Follow-up

### **Preparation**

The President set the self-study process as a top institutional priority. A Self-Study Coordinator was appointed and attended annual meetings of the North Central Association. Steering committee and criterion sub-committee members were appointed.

### **Study and Action**

The self-study steering committee and criterion sub-committees engage the entire campus and community constituents in the self-study process and discussion of significant institutional issues via campus-wide surveys and discussions. Survey questions and discussion issues are keyed to HLC criteria. Information from the survey and follow-up discussions provide a big-picture backdrop for closer investigation of how well the College addresses accreditation criteria.

A matrix that crosses HLC criteria and core components with potential sources of evidence is created and developed throughout the self-study process. Investigations are conducted using the matrix. Findings, recommendations, and action plans are processed through the criterion and steering committees and appropriate administrative units. Formal input from the community is sought.

### **Consolidation and Report**

The final draft aggregation of findings and recommendations is determined by the steering committee. The President's Cabinet, administrative units, and college and committees comment on and review the information. A final evaluative analysis of findings, along with descriptive information, is woven into a self-study report narrative. The steering committee presents and distributes the report to campus and community.

### **Visiting Team/Follow-up Phase**

The College hosts the visiting team. College administration and steering committee respond to visiting team questions, recommendations, and suggestions. Thereafter, the Strategic Planning/Monitoring Committee will review all action plans developed as a result of the self-study process on an annual basis. Improvements to the overall success of the college will result.

## Timeline for Self-Study

<b>January 2002</b>	<b>President appoints the HLC Self-Study Coordinator</b>
<b>March 2002</b>	<b>Self-Study Coordinator and Assessment Committee chair attend the HLC annual meeting</b>
<b>May 2002</b>	<b>Steering Committee and Sub-committee members are selected</b>
<b>August 2002</b>	<b>Orientation for all committee members. New criterion is distributed.</b>
<b>January 2003</b>	<b>Steering committee meets at in-service. Revised new criterion is distributed.</b>
<b>March 2003</b>	<b>Self-Study Coordinator and Assessment Committee vice-chair attend HLC annual meeting</b>
<b>August 2003</b>	<b>Steering committee meets at in-service</b>
<b>January – April 2004</b>	<b>Handbooks of Accreditation 3<sup>rd</sup> Edition are distributed at in-service meeting. Steering committee reviews the self-study process and decides to use the PEAQ program for continued accreditation.</b>
<b>March 2004</b>	<b>Self-Study Coordinator attends the HLC annual meeting.</b>
<b>August 2004</b>	<b>Sub-committees for each Criterion meet at in-service for orientation and distribution of tasks.</b>
<b>August – December 2004</b>	<b>Steering committee meets monthly. Plans are made for a “kick-off” of the Self-Study effort.</b>
<b>January 2005</b>	<b>Self-Study kickoff by the recently appointed Interim Chief Academic Officer.</b>
<b>January – May 2005</b>	<b>Steering committee and sub-committees meet on a regular basis.</b>
<b>April 2005</b>	<b>Self-Study Coordinator, Dean of Arts &amp; Sciences and Dean of CTE Instruction – Valley Campus attend the HLC annual meeting</b>
<b>August – December 2005</b>	<b>All committees meet on a regular basis.</b>
<b>October 2005</b>	<b>Preferred visit dates are discussed with HLC liaison</b>
<b>January 2006</b>	<b>Self-Study progress report to all faculty/staff at in-service.</b>
<b>January/February 2006</b>	<b>Steering committee works on Self-Study Design for submission to HLC. Sub-committee tasks are assigned.</b>
<b>February/March 2006</b>	<b>Self-Study Design plan is finalized, printed, and submitted to HLC</b>
<b>March 2006</b>	<b>Self-Study Coordinator and editors attend HLC Self-Study Workshop and annual meeting.</b>
<b>April – September 2006</b>	<b>Subcommittees work on assigned tasks - collect, analyze and evaluate data.</b>
<b>October 2006</b>	<b>Draft of subcommittee reports due.</b>
<b>November – December 2006</b>	<b>Gaps are identified.</b>
<b>January 2007</b>	<b>Self-Study progress report to all faculty/staff at in-service.</b>
<b>January – March 2007</b>	<b>Sub-committees request further information to address gaps from appropriate groups and/or individuals.</b>
<b>April 2007</b>	<b>Self-Study Coordinator and selected committee members attend HLC Self-Study Workshop and annual meeting.</b>

<b>April - May 2007</b>	<b>Self-Study Coordinator and editors develop first draft of the Self-Study Report.</b>
<b>June – July 2007</b>	<b>Disseminate first draft for review/revision.</b>
<b>August 2007</b>	<b>Progress report to all faculty/staff at in-service.</b>
<b>August - September 2007</b>	<b>Second draft prepared</b>
<b>Early October 2007</b>	<b>Second draft released for comments/revisions by campus community. Third party comments solicited.</b>
<b>Late October 2007</b>	<b>Final revisions and formatting to Self-Study Report. Resource room committee is formed and begins gathering materials for HLC team.</b>
<b>November 2007</b>	<b>All employee meeting delineating self-study findings.</b>
<b>December 2007</b>	<b>Report sent to printing.</b>
<b>January 2008</b>	<b>Progress report to all faculty/staff at in-service. Report with accompanying materials sent to HLC. Logistics committee coordinates plans for HLC team visit.</b>
<b>January-February 2008</b>	<b>Prepare resource room. Resource lists and documents are finalized. Finalize visitation schedule.</b>
<b>February 2008</b>	<b>All-employee meeting regarding visit preparation.</b>
<b>March 2008</b>	<b>EVALUATION SITE VISIT - March 3<sup>rd</sup> – 5<sup>th</sup></b>
<b>May 2008</b>	<b>TSJC receives evaluation team report.</b>
<b>May – August 2008</b>	<b>TSJC responds to evaluation team report as necessary.</b>
<b>Fall 2008</b>	<b>Celebrate receipt of 10-year continuing accreditation from the Higher Learning Commission.</b>
<b>Spring of 2009 annually thereafter</b>	<b>The Strategic Planning/Monitoring Committee will review all action plans developed as a result of the self-study process. Results/progress will be shared college-wide.</b>

# Participants

## Committees

The self-study process will involve representation from the entire College community. The Steering Committee will consist of the Coordinator, Criterion Co-chairs, and key resource personnel. Sub-committee membership will involve faculty, staff and administrators.

## Steering Committee Membership

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

## **Responsibility of the Steering Committee**

- Review HLC materials and become campus leaders on the self-study process, focusing on the five evaluative criteria
- Assist in the development of the Self-Study Plan
- Serve as co-chairperson of the institutional self-study subcommittees for:
  - Gathering and analyzing data on specific criterion
  - Preparing for the HLC team visit
- Promote college-wide participation in the self-study process and serve as resource persons on campus for training and education of all faculty and staff on the self-study process
- Develop questions, related to the five HLC Criteria for Accreditation, to be answered by the self-study and guide the work of sub-committees
- Convey to sub-committees that the self-study must be evaluative in nature, rather than descriptive
- Supervise the development and implementation of information gathering processes for institutional evaluation
- Work with the self-study coordinator and editors in the preparation of the Self-Study Report
- Make critical decisions regarding evaluative self-study recommendations
- Communicate the progress of the self-study to the College community
- Put together a resource room for the on-site visiting team of Consultant-Evaluators
- Provide assistance during the on-site visit
- Celebrate the self-study experience
- Share Commission's suggestions for improvement college-wide
- Devise a plan for identifying and implementing actions as a result of the Commission's visit and share the action plan with the college community

## Sub-committee Membership

<b>CRITERION ONE: Shirley Johnson and Nancy Wilkinson, Co-chairs</b>	
<b>Ted Smith</b>	Associate Professor, Aquaculture - Alamosa
<b>Keith Gipson</b>	Professor, Gunsmithing - Trinidad
<b>Rich Holden</b>	Assistant Athletic Director/Basketball Coach - Trinidad
<b>AnnaMae Rael-Lindsay</b>	Lead Instructor/Coordinator of ABE - Alamosa
<b>Donna Meyerholz</b>	Associate Professor, Office Technology - Alamosa
<b>Marcia Husted</b>	Director of Massage Therapy - Alamosa
<b>CRITERION TWO: Felix Lopez and Monica Falk, Co-chairs</b>	
<b>Rosalie Ortega</b>	Assistant Financial Aid Director - Alamosa
<b>Gary Fresquez</b>	Director, Financial Aid - Trinidad
<b>Keith Dahl</b>	IT Professional II - Trinidad
<b>Gloria Coke</b>	Registrar/Director of Institutional Research - Trinidad
<b>Laurie Weber</b>	Fiscal Coordinator/Perkins Coordinator - Alamosa
<b>Antonette Lane</b>	VP Office - Alamosa
<b>CRITERION THREE: Carol Rankin and Patricia Robbins, Co-chairs</b>	
<b>Judy MacLaren</b>	Professor, Mathematics/Director UBMS Program - Trinidad
<b>Kate Carlisle</b>	Title V Transfer Coordinator/Special Population Coordinator - Trinidad
<b>Karen Carter</b>	Assistant Professor, Mathematics - Trinidad
<b>Bob Philbin</b>	Professor, Physics, Mathematics - Trinidad
<b>Sadie Burns</b>	Assistant Professor, ECE - Alamosa
<b>Mathilda Westerman</b>	Administrative Assistant III - Alamosa
<b>CRITERION FOUR: Tom Scarlett and Sis Spencer, Co-chairs</b>	
<b>Ron Rankin</b>	Professor, Biology - Trinidad
<b>Peggy Weurding</b>	Director of Student Support Services/Advising Coordinator - Trinidad
<b>Marti Jo Valdez</b>	Assistant Professor, ABE/GED/ESL - Alamosa
<b>Mike Maestas</b>	Vice President - Alamosa
<b>Judy Lee</b>	English Instructor - Trinidad
<b>CRITERION FIVE: Sandy Veltri and Genia Rasmussen, Co-Chairs</b>	
<b>Student</b>	Student Government Officer
<b>Michael Atencio</b>	Special Populations Services/Enrollment Coordinator - Alamosa
<b>Shannon Shiveley</b>	Title V Coordinator - Trinidad
<b>Lynette Bates</b>	Career & Technical Education Advisor - Trinidad
<b>Charlene Duran</b>	Professor, Data Processing/Student Activities Coordinator - Trinidad

## **Responsibility of Sub-committees**

- Become familiar with specific criterion of sub-committee
- Determine information relevant to criterion
- Determine campus resources for gathering information
- Gather information relative to criterion from reports, surveys, interviews, and other sources
- Based on data collection and analysis, identify strengths and concerns regarding areas and issues within the subcommittee's responsibility
- Formulate recommendations for improvement for each concern expressed by the committee
- Assist in compiling data for submission to co-chair of criterion
- Communicate findings and recommendations to the Steering Committee

## **College Constituents**

Even though many members of the College will not have direct involvement in the Self-Study Report, everyone associated with the College will have a direct role in the accreditation process. These roles will be articulated through meetings, in-service, and staff development opportunities.

## **Responsibility of the President, Vice Presidents and Deans**

- Provide leadership for the self-study process
- Assure that the Higher Learning Commission (HLC) self-study is an institutional priority
- Initiate supporting processes which must be in place in order for the self-study process to be completed successfully
- Support the Steering Committee and its sub-committee structure by providing resources, personnel, and information necessary to accomplish an evaluative study of Trinidad State Junior College to meet the guidelines set by the HLC

## **Responsibility of Individual Faculty and Staff**

- View the self-study process as an opportunity for self-evaluation and strengthening of the College
- Become knowledgeable about the self-study process and its purpose
- Support and participate in the self-study by serving on committees, providing information and sharing concerns and ideas
- Be familiar with the Self-Study Report after its publication in both draft and final form
- Be prepared for the HLC Team visit in March 2008

## **Responsibility of Students and Student Organizations**

- Be aware of the existence and importance of the HLC accreditation review
- Be aware of the self-study process and the report it leads to
- Receive information about, respond to, offer suggestions, and/or express concerns as the self-study process develops
- Serve as committee members or appoint representatives to subcommittees as appropriate
- Be available to HLC team members during the team visit in March 2008

# Proposed Table of Contents of Self-Study Report

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- General Education
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- Improvements made as a result of assessment
- Faculty credentials

Summary

## Criterion One: Mission and Integrity

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

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

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

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

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

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

Summary

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## Criterion Two: Preparing for the Future

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

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

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

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

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

Summary

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

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

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

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

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

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

Summary

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### **Criterion Four: Acquisition, Discovery, and Application of Knowledge**

*The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

**Core Component 4a:** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

**Core Component 4b:** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

**Core Component 4c:** the organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

**Core Component 4d:** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Summary

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### **Criterion Five: Engagement and Service**

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

**Core Component 5a:** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

**Core Component 5b:** The organization has the capacity and the commitment to engage with its identified constituencies and communities.

**Core Component 5c:** The organization demonstrates its responsiveness to those constituencies that depend on it for service.

**Core Component 5d:** Internal and external constituencies value the services the organization provides.

Summary

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### **Federal Compliance**

Credits, program length, and tuition

Institutional compliance with the Higher Education Reauthorization Act

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Institution's advertising and recruitment materials

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Summary

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