



Trinidad State Junior College

Educational Master Plan

Compiled by

Debbie Ulibarri; Dean of Arts & Sciences,
Strategic Planning Coordinator,
Higher Learning Commission Accreditation Liaison Officer

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The plan that governs the educational endeavor at Trinidad State Junior College (TSJC) stems from the College's Mission Statement:

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

The strategies are diverse and wide-ranging, yet are focused on one idea – to enrich TSJC students' and its community's lives. What follows is a list of principal concepts that will guide the College's educational emphasis in the coming years. This plan was completed with input from faculty, student service and student support areas, research into current educational and occupational trends, consultation with members of business and industry, input from articulation discussions from four-year institutions, and consideration of expectations from K-12 school districts.

Plan Limitations

Community colleges must be both proactive for future trends and reactive to changing needs. This plan is not a specific list of exactly what will happen over the next 5 or 10 years. Many of the jobs TSJC will be preparing students for in the year 2016 have yet to be created, so it is impossible to devise an exact plan to meet those needs. What businesses move to the College's service area and what future needs arise are nearly impossible to say. What is possible is development of a plan that provides a general framework of where TSJC's mission, assessment of the institution, and assessment of student learning is steering the College. The Educational Master Plan details how TSJC plans to prepare for the future while being attentive to the current needs.

The Educational Master Plan is divided into these sections:

Section I – Academic Needs and Quality Assurance

Section II – Personnel, Facility and Technology

Section I: Academic Needs and Quality Assurance

This section of the plan contains tables showing enrollment trends and other student demographics for the past several years at Trinidad State Junior College. It will also detail how quality standards will be maintained and furthered. Next, Section I will focus on how TSJC will utilize the most effective content delivery methods. Finally, it will provide insight as to the programs that are most likely to be created over the next five to ten years.

Headcount and FTE					
	Headcount	FTE		Headcount	FTE
Fall 2006	1732	563.1	AY 2006-2007	2925	1300.8
Fall 2007	1760	611.2	AY 2007-2008	2855	1367.9
Fall 2008	1740	614.5	AY 2008-2009	2899	1419.3

High School Student Enrollment*	
Fall 2006	151
Fall 2007	130
Fall 2008	171
* High school students include high school students taking courses purely for college credit as well as those that are registered through concurrent enrollment programs.	

Awards and Level (Percentage)					
Year	Certificate	AAS*	AGS*	AA – AS*	Total Awards
2007	54.5%	25.2%	2.3%	18.1%	437
2008	67.5%	18.2%	2.3%	12.0%	434
2009	64.2%	19.9%	4.6%	11.3%	564
2010	71.2%	14.7%	4.2%	9.9%	565
* Generally, AGS and AA / AS degrees are transfer oriented awards, while AAS degrees are considered professionally oriented, terminal awards.					

Transfer Rates		
2006/07	2007/08	3 year rate 2005/08
11.7%	10.9%	12.16%

Remedial Course Enrollments	
2007-2008	13.9%
2008-2009	15.9%
2009-2010	22.2%

Remedial Course Completion* Rates (all subjects)	
2006-2007	69.9%
2007-2008	65.1%
2008-2009	62.8%
2009-2010	62.2%
*Course completion is defined as receiving an A, B, C or Satisfactory at the end of term. Students who withdraw or receive an incomplete are counted as not passing the course.	

Academic Year 2008-2009 Remedial Students vs. Fall 2008 Headcount by Ethnicity Percentage			
Remedial Students 2008-2009		Overall Fall 2008 Headcount	
White	Minority	White	Minority
34.1%	57.3%	53.7%	45.6%

1.1 Academic Program Creation and Modifications

The method by which the College determines which programs to develop involves many data sources. The idea for a new program can come from anywhere, but such ideas are fully explored with a large amount of data before the College's scarce resources are committed. Data considered includes:

- **Local Industry Needs.** Communication takes place with local industry and business leaders on a regular basis through advisory council meetings, Colorado State Department of Labor and Employment, and the South Central Workforce Center. Additionally, through networking at various state-level meetings, the President and Vice Presidents also bring feedback to the College. It has been several years since an environmental scan has occurred for the counties in TSJC's service area. Discussion is underway to conduct such a scan with the goal of providing unbiased analysis of workforce needs in TSJC's service area.

One example of such a process was the development of the third-year Gunsmithing program. Multiple conversations with business and industry leaders at national events, such as the annual Shot Show and Guild Show, led the TSJC administration team to investigate an entrepreneurial aspect of the gunsmithing industry. Students were learning the fundamental skills but not how to apply them in a real-life situation. The idea to create an "incubator" setting for students to advance to was solidified in a partnership with Brownells to provide this opportunity to not just TSJC gunsmithing students who have earned a degree, but to any gunsmithing student in the United States wishing to advance his/her skills.

- **Student Desire.** It seems simplistic but students "vote with their enrollment." TSJC monitors student enrollment trends each semester and adjusts the schedule to follow those trends. Certain programs and course offerings will rise and fall dependent on the enrollment of several proceeding years.
- **Assessment of Current Programs.** The College conducts assessments of its programs in two ways to insure that the offerings are appropriate. These reviews of programs often provide information about the expansion of the College offerings as well as refinement of existing programs. Those two assessments are the program review process and the program outcomes assessment process.

Program Review Process:

The division conducts program reviews every 3 to 5 years of every academic program including its enrollment history. Administration and program faculty look at enrollment trends in that curriculum area and make recommendations for changes. These

recommendations could include a range of actions, from removal of the program to program expansion.

Program Outcome Assessment:

The second method of program inspection is through program outcomes assessment. In brief, this system uses the data from course outcomes assessment to insure that the program outcomes are being mastered by the students. The faculty members in charge of those programs analyze the course data to determine what changes need to be made in order to improve the learning and then files an assessment report indicating what needs to be changed about the program for it to improve. This analysis could result in a new direction for the program.

- **Transfer Institutions.** TSJC has identified the need to insure seamless transfer to four-year institutions as one of its most important goals. As has always been the case, TSJC has a large percentage of transfer students, meaning they intend on taking the first two years of a four-year degree from TSJC and then transferring to another college to earn a Bachelor of Arts or a Bachelor of Science degree. Whatever programs are chosen, there will be a clear path from TSJC to the four-year colleges. This path is sustained using three methods: Faculty to Faculty conferences; articulation agreements; and transfer student surveys. All of these methods impact program offerings.

Faculty to Faculty Conferences:

Faculty to Faculty conferences (held twice annually) are a statewide gathering of faculty from Colorado's two- and four-year public, postsecondary institutions who teach particular programs or courses. The purpose of these meetings is to: engage in discipline discussions with faculty from other state institutions; review specific majors and programs, including issues regarding advising and lower division course offerings within majors; complement current state efforts to update institutional transfer guides; and continued exploration of the feasibility of creating statewide articulation agreements in the proposed disciplines.

Articulation Agreements:

The second method used to insure seamless transfer and to modify programs as needed is through articulation agreements. These are letters of agreements, which are deliberately intended to facilitate the transfer process for students and constitute a partnership between TSJC and transfer institutions about a particular program. In the agreement, both institutions specify how the community college curriculum will be accepted into the transfer institution. This way, students are assured that credits will not be lost during the transfer process. Currently, the State of Colorado has passed eight state-wide articulation agreements for Biology, Business, Economics, History, Mathematics, Psychology and Spanish. Additionally, one of TSJC's primary four-year colleges for transfer, Colorado State

University-Pueblo, has signed a letter of articulation for fifty-two courses of study. (See Attachment A)

Transfer Student Surveys:

Finally, TSJC monitors the transferability of courses through surveying past students who have left the college to attend a university. The survey asks what credits did transfer in seamlessly from the students' programs and which had difficulty.

It is clear that universities dictate what will and what will not count towards programs at the baccalaureate level, and this is why it is critical that TSJC have a clear understanding of how a program will transfer before it is created. This is true for technical programs as well as programs in the Arts and Sciences. More and more the Colorado Department of Higher Education (CDHE) will require that there be a clear path of transfer for all programs from the community and technical colleges to the four-year institutions.

- **Program Changes via State Licensing or Outside Accreditation.** TSJC maintains several program accreditations in addition to its institutional accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The College holds accreditations with the National League for Nursing (NLN) Accrediting Commission, the Colorado State Board of Nursing, and the Accreditation Board for Engineering and Technology (ABET). Each of those agencies has requirements that TSJC's programs must meet, including curricular requirements.

Besides changes in programming required by accrediting agencies, certification exams offered by outside agencies also shape a program's offerings. Programs such as Medical Assistant and Health Information Technology have certification exams at the conclusion of the program. It is crucial that the outcomes of the program be precisely aligned with the outcomes assessed on the certification exam. TSJC is in the process of identifying an exam for programs currently offered. In some areas, such as allied health and nursing, this work has already been completed.

It should be clear that the creation and modification of career and technical programs involve many internal and external considerations. The process to create a program involves surveying prospective employers, forming advisory committees, conducting an environmental scan for the occupation in question, securing qualified instructors, creating courses, funding the program, advertising, scheduling, negotiating with transfer institutions and certification/accrediting organizations, and getting approval at the department, division, institutional, and the Colorado Community College System (CCCS) level. The commitment of the College's scarce resources in the form of employee time and institutional dollars is considerable. That is why TSJC is very cautious about program creation. However, the right programs created, maintained, and expanded to the right levels are what make TSJC responsive to all its stakeholders.

Faculty and staff from all aspects of the College were invited to participate in this Educational Master Plan by submitting their ideas of how they would like to see their area expanded or improved over the next five years. Based on their input, TSJC is considering the creation or augmentation of the following programs:

- **Administrative Medical Assistant.** The Administrative Medical Assistant program on the Valley Campus continues to grow and attract students. Current career trends in this vocational area are in a greater demand. Given that technology continues to evolve at a much faster pace than the program can sustain, continuous instructor training will be a priority for this program. Also, given the limited space on the Valley Campus, one future goal is to increase physical space to accommodate classrooms with lab areas where students in the program can have computer lab access to include secure storage areas for computer systems that are specific to the program.

New Initiative: Given that most medical facilities are converting to electronic medical record systems, the goal of the program is to obtain the most popular software in the industry and train students so that they are competitive in the job market. By doing so, students in the program can obtain specific certifications such as “Transcription I” certification. **(Student Success)**

New Initiative: Given that phlebotomy is essential to students in this vocational program, the intent is to upgrade the current phlebotomy equipment to include both mannequins and all essential phlebotomy equipment and supplies. **(Student Success)**

- **Aquaculture.** The aquaculture program is designed to provide students with skills needed in the areas of fish culture and fish farm management. Because of the lack of fish rearing facilities on campus, the program has partnered with private entities to provide the students with the “hands on” experience needed to succeed in this field. The program has prepared students for gainful employment in Colorado’s Division of Wildlife and other game and fish agencies in nearby states.

New Initiative: Currently the program is working with warm-water fish species. The program would like to start farming other aquatic animals that would be marketable in the area. **(Student Success)**

New Initiative: The program would like to initiate some research activities in the area of aquaculture with student participation. **(Student Success)**

- **Arts – (Art, Music, Theater).** Enrollment numbers in Theater and Music have declined recently. Although TSJC has an extremely well-equipped facility for the performing arts, it

needs some significant upgrades in lighting and technology. The Art department has not had the sufficient full-time faculty to offer the full range of courses required to equip students to enter and succeed in a four-year art program at a sophomore status. At the same time, the Trinidad community has become more and more “arts oriented.” TSJC has made a commitment to its arts programs (and to the community) by hiring/retaining quality faculty.

New Initiatives: Art: To cultivate collaborations with local arts institutions and organizations; to develop outreach programs to area high school and home school students; to develop a K-12 teacher training “Art Across the Curriculum” program; and to offer all courses listed in the art emphasis through additional adjunct instructors. (Student Access, Community Engagement)

New Initiatives: Performing Arts: To add full productions in Musical Theatre and offer Opera Workshops; to reestablish the band and possibly add a jazz band to make a theatre and music department that attracts students from across the state; to seek funds to upgrade the lighting and sound systems in the Massari Theater. (Student Access, Operational Excellence)

- **Arts and Sciences Instructional Programs (Valley Campus).** It has only been in recent years that the Valley Campus has begun offering courses in the arts and sciences. The campus currently offers a limited number of courses that will fulfill the requirements for core courses for its AA, AS, and AAS degrees. With larger facilities and better equipment, the campus would be better prepared to offer more courses in the arts and sciences.

New Initiative: The campus is looking to retrofit one of its classrooms to function as a science laboratory. The intent is to have a multifunction lab that would allow the campus to offer courses in both in life sciences and physical sciences. (Student Success, Operational Excellence)

- **Astronomy.** Astronomy is delivered in a non-traditional manner in that the instructor is on the Trinidad campus and curriculum is delivered via Polycom to the Valley campus. Further, the course is termed as hybrid because of the limited seat time and increased internet resource requirements for the course. However, the instructor feels that the students on the Valley campus do not get enough face-to-face time with his limited travel to the Valley for observation nights. There is little guarantee that when the instructor travels to Alamosa the sky will be clear enough to view.

New Initiative: Students on the Valley campus do not get enough face-to-face instruction. Either an adjunct faculty needs to be hired to teach the class in Alamosa, or the instructor from Trinidad could offer a ‘workshop-style’ astronomy class. The

instructor would travel to Alamosa conduct a workshop on a Friday 8am – 5pm plus Saturday 8am – noon schedule. (Student Success)

New Initiative: Adams State College (ASC) has a planetarium. TSJC will pursue an agreement with ASC to allow Valley campus students to use their facility when the instructor travels to Alamosa for observation nights. (Student Access, Student Success)

- **Automotive Technology.** On the Trinidad Campus the program is rich in space, and it is necessary to review utilization of the space; therefore, a re-structure of the existing classroom is necessary to accommodate growth initiatives. Currently the Valley Campus program is offered off site. Part of the future goal is to move the program to a facility at or near the Campus.

New Initiative: It is imperative that TSJC earn ASE-NATF Program Certification for both campuses in at least the areas of: Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension and Steering. However a review of the faculty-to-student ratio, classroom, laboratories, equipment, and instructional aids necessary to meet accreditation standards must be completed with the necessary changes made prior to a site visit. (Student Success, Operational Excellence)

New Initiative: Given the lack of updated computer equipment and technology at the current off-campus site, the program is seeking monies to assist in updating the equipment and other components which would enhance the computer capabilities of that site. (Student Success, Operational Excellence)

New Initiative: Much of the current automotive equipment is out dated and needs to be brought up to industry standards, especially in the areas of steering and suspension. Also the program is in need of a front end alignment machine, and a wheel balance and tire machine. (Student Success, Operational Excellence)

- **Biology:** The biology department has benefited from recent STEM grant funding. Lab improvements will continue as funding becomes available. Biology continues to be a pipeline leading to careers in health sciences.

New Initiative: Because of the emphasis and responsibility to sustain the environment for future generations, courses relating to sustainability, possibly leading to a two-year transfer degree in Energy Technology or Sustainability should be considered. (Student Success)

- **Business.** On the Valley Campus the Business Department is a cluster of business programs that include Management, Office Technologies, and Graphic Design. One of the issues that the three programs face is the lack of being able to offer all required courses in a timely manner so that students can complete a certificate or degree. Thus, there is a continued need for qualified adjuncts to assist with course offerings and overloads. As with other academic programs, technology is a vital tool for students and instructors in this department. The programs need to have the ability to utilize the most current computer hardware and software pertaining to the industry. The department also needs to take full advantage of its Advisory Committee in order to insure the programs prepare students for local and regional job placement.

New Initiative: Evaluate current industry skills that would give the student in the program a competitive edge. (Student Success)

New Initiative: Work with the Valley Campus career services office to see how the department can increase access to student internships and other opportunities for students to participate in local economic and workforce environments. (Student Access, Student Success, Community Engagement)

New Initiative: Find ways to establish a holding area for periodicals on the Valley Campus so that students have access to article reviews and other business related information. (Student Access, Student Success)

The Business Department on the Trinidad Campus has been in decline for several semesters. Plans are being developed to revitalize the program.

New Initiative: Hire additional part-time instructors to teach as well as actively recruit students into the program. (Student Success, Operational Excellence)

New Initiative: Develop a marketing campaign to attract students. (Operational Excellence)

- **Certified Addiction Counseling.** This is a relatively new program on the Valley Campus with much of the curriculum being driven by the Colorado Division of Behavioral Health.

New Initiative: One priority for this program is to get more of the current faculty or local individuals to be certified as state approved instructors. Having more local instructors will allow the program to offer more courses, allow for the development of a stronger curriculum, and supplement the program's promotional needs. (Student Success, Community Engagement)

New Initiative: Establish a CAC training room which would ensure program growth. The institution could then be recognized as a training faculty through the Division of Behavioral Health. (Operational Excellence)

New Initiative: Establish internship opportunities for students to ensure clinical practice and assure the success of students in obtaining their licensure. These students could also assist as part-time counselors for students entering into the addictions counseling field. (Student Success, Community Engagement)

- **Certified Nurse Aide.** This certificate program, because of its short duration, gives students a chance to enter the workforce in a very short period of time. The Valley Campus offers CNA classes at various high schools around the San Luis Valley. This gives high school students the opportunity to earn a certificate prior to obtaining a high school diploma. Currently there is no CNA program on the Trinidad Campus.

New Initiative: Reinstate the CNA program on the Trinidad Campus. (Student Access, Student Success)

- **Chemistry:** Over the last few years, TSJC's chemistry lab has seen many improvements in the facility and upgrading of equipment through STEM grant funding. However, more upgrading is needed. To ensure safety, the chemical storage rooms need new shelving, temperature controls, ventilation, fireproof chemical cabinets, and work tables.

New Initiative: Seek funding for new plumbing and a water purifying system in the chemistry lab. (Operational Excellence)

- **Computer Network Technology.** The program has adequate space for the current student numbers, but the computer lab is built in an area that was not designed to house such a program. The current space needs to be retrofitted with air conditioning and adequate ventilation to keep the equipment cool and create newer work space so that the lab is more conducive as a learning environment.

New Initiative: Provide nontraditional students the opportunity to complete the coursework as an evening program and to provide small seminar like classes to market the program and offer computer services to the community. (Student Access, Community Engagement)

New Initiative: Strengthen articulation ties with secondary schools for seamless career pathways and expand high school and college outreach to improve access and success to nontraditional to gender prospective students. (Student Access, Student Success)

- **Construction Technology.** The Construction Technology program involves students moving from site to site learning the skills of the trade. The program currently only has one instructor which creates some problems in course scheduling and program completion.

New Initiative: Evaluate the current program structure. Reconfigure the course offerings during the nine month academic year and spread it out over twelve months to ensure that students complete the program in a timely manner. **(Student Success, Operational Excellence)**

New Initiative: Incorporate “green technology” courses, such as solar design, into this program. **(Student Success, Operational Excellence)**

- **Cosmetology.** A review of the classrooms, faculty-to-student ratio, laboratories, equipment, and instructional aids necessary to meet accreditation standards will be necessary. Investigate national accreditation opportunities for spa and beauty professionals so students are able to obtain national certification.

New Initiative: This program has the capability to expand to a quasi- on-line learning environment. Some theory could be delivered on-line with lab experience delivered on-site. This would require training of existing and new faculty. **(Student Access, Operational Excellence)**

New Initiative: The Trinidad Campus is interested in developing the business aspect of the program through a retail sales component. Software to track sales will be needed for this initiative. **(Student Success, Operational Excellence)**

New Initiative: The Valley Campus needs to update the current computer hardware to meet the standards of the industry. Upgrades are also needed for facial equipment, pedicure spas, and manicure equipment. **(Student Success, Operational Excellence)**

- **Developmental and Remedial Instructional Programs (Valley Campus):** The Valley Campus is in need of facilities to house developmental labs where students have access to tutoring and technology that will assist them in obtaining the skills required to be successful in their chosen career path and beyond.

New Initiative: Seek alternative delivery methods to ensure that all students gain the knowledge and skills needed to progress through the developmental courses. This would include a skills lab with computers and other technological tools. **(Student Access, Student Success)**

- **Developmental Math.** The TSJC Trinidad Campus has been very successful in its unique approach to developmental math. The Math Lab on the Trinidad Campus offers four different levels of developmental math classes. Because there are four different levels of math occurring at the same time, there is no lecture. Instead, self-paced, individualized instruction is offered. That means that students work at their own pace, and when they get to something that they do not understand, the student works one-on-one with their instructor to get their individual questions answered. The advantage of individualized instruction is that students who understand the material do not have to be slowed down by the rest of the class. They also do not have to be intimidated by asking questions in front of the whole class. Students must score at least 75% on each test before being allowed to move on to the next topic.

New Initiative: Model a Math Lab on the Valley Campus beginning in Fall 2011. The Valley Campus Math Lab will operate in the same manner as the Trinidad classroom, with the inclusion of the MyMathLab software. The benefit of using MyMathLab is that it: evaluates a student's skills so that the student can skip sections in which they are already proficient; it provides immediate feedback to the student while doing homework and preparing for tests; and it provides interactive tutorials and videos to aid in student learning. **(Student Access, Student Success)**

Funding for this initiative will be sought through the Colorado Complete College America (CCA) grant.

New Initiative: To develop "Math Boot Camps" for basic math and algebra. The boot camps will be held one week prior to the beginning of each semester to allow students, who feel they were placed incorrectly, to review basic skills and try to test into a higher level class before the beginning of the semester. Funds to develop Math Boot Camps will be sought through STEM funding. **(Student Success)**

New Initiative: Implement a 'Finish Line' scholarship for those students who test into either 030 or 060 and who persist without interruption up to a college-level course. The Finish Line scholarship would then cover their first college-level course. **(Student Success)**

- **Developmental Reading & Writing:** The purpose of developmental reading and writing is to bring underprepared students to function at a college level to ensure success in correlated classes.

New Initiative: Develop a soft skills course around executive skills and provide explicit instruction formatted for all content areas. **(Student Success)**

- **Early Childhood Education.** This program is an essential program that is heavily regulated by specific state agencies. There are numerous specific requirements needed to adequately prepare students to complete the program and enter the workforce as qualified individuals. The utilization of a distance education format is vital to this program. This program and its faculty rely on using the Desire2Learn (D2L) format for instruction delivery. A strong distance education format would allow the program to partner with local high schools and offer a beginning ECE course in those schools.

New Initiative: Increase ECE Practicum Sites and establish an ECE Library and Simulated Child care classroom with materials. **(Student Access, Student Success)**

New Initiative: Increase ECE evening Classes with D2L. Work more with area high schools to offer introductory ECE classes. **(Student Access)**

- **Emergency Medical Services Program.** The EMS program on the Valley Campus is thriving - but is affected by the limited space.

New Initiative: Because of its rural location, it is essential to the program to have a simulation laboratory for training as well as up-to-date Megacode manikins, stretchers, Lifepaks, and other essential equipment. An additional need is to have mock space to simulate ambulance and domicile settings for students to practice and train. **(Student Access, Student Success)**

- **Engineering:** The Engineering program was discontinued in 2007/2008 due to a lack of the ability to hire an instructor at the level of pay as compared to industry standards. Discussion on reviving the Civil Engineering Technology program is taking place.
- **English:** TSJC's English department is well established. With recent 'smart classroom' technology, more internet resources have been incorporated into the curriculum.

New Initiative: The English faculty would like to further enhance student learning by developing a Speaker's Series and purchasing DVDs for appropriate curriculum topics. **(Student Success)**

- **Fine Woodworking.** Fine woodworking is delivered off site which makes it difficult to attract a greater number of students. The program is in need of more students and better facilities at or near the college campus. The program needs to showcase its students' work, thus participate in local, regional, and national competitions to showcase the students' talent and give notoriety to the program.

New Initiative: Incorporate more computer skills into the program to better prepare students to work in the light manufacturing industry. (Student Success)

New Initiative: The program is looking to expand and offer woodworking management courses. Such courses will provide students with the skills needed to open a business upon program completion. (Student Success)

- **Fire Science Program.** The Fire Science program is a fledgling program. The program is in need of Fire Science Instructors, equipment, facilities to conduct training, and partnering entities such as fire departments to assist in providing curriculum and training for students.
- **Geology.** Currently, only first year geology courses are taught. A revival of previously taught courses, such as historical geology is planned, and possible new courses are being discussed.

New Initiative: Expansion of an all-purpose science lab on the Valley Campus is crucial as funds become available. (Student Success, Operational Excellence)

- **Gunsmithing (1st & 2nd years).** A review of existing faculty-to-student ratio, classroom, laboratories, equipment, and instructional needs is imperative now that a new curriculum has been adopted. Students are able to select from several “pathways” of study which necessitates the need for specialized instruction in the classroom. Enticing qualified adjunct instructors to teach those “pathways” is critical.

Aesthetics of the classrooms/laboratories is also a priority. The laboratories are in need of a painting scheme that will maintain a clean environment for its occupants and that can be easily achieved with a darker paint (preferably dark blue) half-way with a lighter color on the top of the wall for a professional look. A regularly scheduled maintenance schedule of the equipment was initiated in the 2010-2011 and must be maintained.

Assessment of student learning initiatives mandate that electronic equipment be purchased. A standardized rubric to judge projects must be created with business and industry partners to act as impartial judges. Feedback from this process will lead to an enhancement of curriculum updates.

New Initiative: Since this program has a lengthy waiting list of potential students, mapping how a student progresses through the program for maximum use of space and eradication of congestion is critical. Investigate creation of “Live Centers” that may be utilized by students so that each student has his/her own station and does not have to flow through the three floors of the building. This would alleviate student congestion in the labs and hallways since students would not have to transport large toolboxes. An

evening and weekend delivery of courses to complete the certificate or degree should be considered with a possible roll-out for the 2012-2013 fiscal year. (Student Access, Student Success, Operational Excellence)

- **Gunsmithing (Advanced – Third-year).** A review of classroom, laboratories, equipment and instructional needs is imperative now that a new curriculum has been adopted. Students are able to select from several “pathways” of study which necessitates the need for specialized instruction in the classroom. Enticing qualified adjunct instructors to teach those “pathways” is critical. Ensuring that the proper equipment is available to teach those specialized courses is also key. The new curriculum will necessitate the need for a review of the available electrical, floor space, and tooling. A regular maintenance schedule of the equipment needs must be implemented.
- **Heavy Equipment/Diesel.** Up-to-date equipment is critical for the continued success of this program. Partnerships with industry are necessary to off-set the cost of such equipment, such as a front-end loader and a motor grader. Storage of equipment and tools in a secure area is also a need. On the Valley Campus, the need for more space is inevitable with anticipated growth in the program. Computer technology continues to emerge, and students need to be educated on those emerging technological advances in the industry. The program would also benefit from updated training materials.

New Initiative: The program would like to expand by offering training in diesel technology on the Valley Campus and earning ASE program certification. Greater emphasis would be placed on fuel systems requiring a larger room with more specialized equipment. (Student Success, Operational Excellence)

- **Law Enforcement Training Academy/Criminal Justice.** The academy provides training to those individuals interested in law enforcement. The program is designed to exceed all requirements set forth by the Colorado Peace Officers Standards and Training Board (POST). At the completion of the academy, students can then continue on and pursue an associate’s degree in criminal justice at the Valley Campus. Upon completion of the associate’s degree, students can then transfer to a four-year institution as juniors and pursue a baccalaureate degree.
- **Line Technician.** As with many of the Career and Technical Education programs, up-to-date equipment is critical for the continued success of this program. Partnerships with industry are necessary to off-set the cost of equipment, such as a bucket truck, backhoe, and trencher for each campus. Storage of equipment and tools in a secure area is also a necessity.

Currently both programs (Trinidad and Colorado Springs) have strong alliances with the energy companies in their respective area. While those alliances must be maintained, new

alliances must be sought and solidified for the continued success and possible expansion of these two programs.

Recruitment of qualified adjunct instructors is also a concern since this is such a specialized field. The pay for adjunct instructors does not attract a qualified pool to draw from.

- **Massage/Holistic Health.** Exploration of on-line/hybrid learning to deliver theory is a priority. This would increase the number of students who would then be able to take advantage of concentrated lab opportunities. This would also allow the instructor the opportunity to investigate, create, and deliver continuing education opportunities to current professionals in the field.

Investigation of cutting edge programming in the areas of herbology, aromatherapy, and comfort touch is also an avenue to explore to entice student enrollment. Investigate national accreditation opportunities for spa and massage professionals so students are able to obtain national certification. A review of the classrooms, faculty-to-student ratio, laboratories, equipment, and instructional aids to meet accreditation standards would be necessary. The need for physical space and computer access has placed limitations on the Valley Campus program.

New Initiative: The Valley Campus program would like to continue to grow in the direction of Medical Massage Therapy Training, given that the campus has a nursing program and Medical Assistance Program. Initiate a collaborative effort to create an interdisciplinary Holist Health certificate and/or degree program with Nursing and Medical Technology. (Student Success)

New Initiative: Reorganize the current certificate program to reduce the hours from 770 to 575 to be more aligned with other similar programs and enhance the Spa Massage component. (Student Success, Operational Excellence)

- **Math/Science Department.** TSJC's math/science department has been fortunate to receive additional funding over the past few years from a federal STEM grant. This has resulted in significant updating of labs and technology. If new STEM funding becomes available in the Fall of 2011, additional computer updates and a new computer lab will be funded.

New Initiative: Development of a substitute instructor program to allow math/science faculty time away from campus to recruit and to receive professional development. (Student Success, Operational Excellence)

As future funds become available, expansion of facilities, including new science labs on the Valley Campus and a new "green" science building for the Trinidad Campus may be possible.

- **Multi-Media/Graphic Design.** Integration of the Multi-Media/Graphic Design program with the Arts Department will offer students who have a solid art background enhanced opportunities for articulation to four-year universities. A review of the classroom, laboratory, equipment, and instructional aids is critical to identify needs that would ensure students are prepared to transfer their skills directly to employment. This would increase the number of students who would then be able to take advantage of concentrated lab opportunities. This would also allow the instructor the opportunity to investigate, create, and deliver continuing education opportunities to current professionals in the field.

New Initiative: Exploration of on-line/hybrid learning to deliver theory is a priority. (Student Access)

- **Nursing.** The program is currently undergoing national accreditation. The program on both campuses must create and deliver a night and weekend class rotation. Some creative scheduling has begun but must continue to expand the offerings. A partnership with four-year universities to utilize their faculty is also a necessity (such as UCCS, ASC, etc...) Continued recruitment of MSN prepared faculty is critical.

New Initiative: Technology in the classroom remains a priority. Procuring a “telepresence” unit for each site that connects students to the university classroom would be greatly utilized. (Student Access, Student Success, Operational Excellence)

- **Precision Machining.** The precision machining program is a two-semester certificate program. The program is a combination of classes that offer “hands on” experience in general machining practices with emphasis on Engine Lathe, Mill, CNC, and CAD/CAM. This program meets the needs for technicians that can adapt to a continually changing automated environment.

New Initiative: Due to technological advancements in computer technology and CNC/Robotic machinery, it is imperative that the program update the Precision Machining curriculum to better prepare students in this field. (Student Success, Operational Excellence)

New Initiative: Take some of the smaller CNC equipment to area middle schools and high schools to introduce young students to the many possible careers in machining. (Student Access)

- **Psychology/Sociology.** A proposal is being discussed for the development of an Alternative Student Learning Plan for the social and behavioral sciences classes. This proposal will

require a new mapping of coursework and seminars to meet the needs of students with a special interest this field.

- **Solar/Green Program (new).** The Valley Campus is situated in an area where solar power industries are constructing different types of solar energy generating facilities. It would behoove the institution to develop a program or amend a current existing program to add a renewable and green curriculum to the current offerings.

New Initiative: Meet with some of the solar power industries coming into the area and discuss the possibility of partnering and developing a curriculum to meet the needs of the industry as it related to gainful employment in the area of renewable energy.

(Student Success, Community Engagement)

- **Speech.** TSJC currently offers classes in public speaking and interpersonal communications each semester. In addition to classroom instruction, students would benefit from access to a library of DVDs of speeches being delivered that address a variety of communication topics. Possible expansion of courses to assist the students with the design of electronic presentations, video conferencing, and effective distance learning practices has been discussed.
- **Welding.** A systematic review of the present technology and equipment to identify any needs is critical and necessary since the industry is ever-changing. Adaptation to fabrication, for instance, is one need. This would necessitate the upgrade of equipment, i.e., plasma CAM cutting table, CNC Plasma CAM and software, Syncrowave 250 AC TIG, etc...

The welding program on the Valley Campus is in need of another part-time instructor and more space.

- **TSJC Online.** Currently there are very few TSJC Online courses. Students seeking online instruction register through CCCOnline. TSJC has recently developed an online student retention plan due to the high drop-out and withdraw rates that students are experiencing. Plans are being developed to increase the number of TSJC Online courses. TSJC Online courses would give resident and area students the opportunity to meet face-to-face with their instructors if needed.

New Initiative: Increase the number of TSJC Online courses. **(Student Access, Operational Excellence)**

1.2 Maintaining Standards of Quality in Academic Programs

TSJC has established programs and curricula to ensure student learning and quality instruction. Procedures and assessments have been instituted to provide evidence that students are learning and that the quality of the program is maintained.

- **Qualified Instructors** – TSJC conducts statewide and national searches for qualified instructors as the need arises. TSJC’s instructor credential policy for the Arts and Sciences division is a Master’s degree that includes 18 graduate hours in their discipline. Career and Technical Education instructors must have a vocational credential based on degree completed and/or hours of verified, paid, occupational experience. The College’s adjunct faculty is equally qualified. One of the challenges is to find qualified people willing to relocate to a rural area. Another challenge is for TSJC to maintain competitive salaries in all areas to attract the most qualified faculty.
- **Priority Funding** – Programs must have proper funding to maintain their high quality level. The mission of Trinidad State Junior College is first and foremost an educational institution. Seventy-five percent of the general fund is allocated to instruction. Due to State and Federal budget reductions, TSJC’s general fund has decreased significantly over the past five years.
- **Closing the Loop on Assessment** – The TSJC assessment system is used to provide the stepping stones for the adjustment of instruction. Students are assessed at the course, program, and general education level. The information collected through these assessment methods provides evidence that students are learning, and just as important, provides the information necessary to improve course delivery and instruction at each level of assessment.

TSJC administration supports assessment in many ways. Ideas for improving the various levels are brought to the administration and funded through either the normal departmental budget process or through the Assessment Mini-grant program. In this program, approximately \$7,000 is budgeted for assessment projects developed by faculty and staff. The purpose of each project must be primarily to improve student learning in a specific course or program and must be driven by assessment findings or by addressing a strategic goal.

While the idea is not new, the idea of wondering how to improve student learning in each academic discipline, developing a testable question with student learning outcomes and assessment instruments, then doing it, contemplating the results, and finally communicating those results to colleagues is now being called “scholarly teaching.” Professors really like this because, as professional educators, they struggle to help students learn their subjects. Assessment conferences are increasingly presenting more about this ‘education-research’

focus for assessment, because that is what faculty – and most stakeholders - really care about, student learning.

1st Annual ALTITUDE Conference

Assessing Learning, Thinking, and Instruction at TSJC Using Displays and Examples

As part of Staff Development Day, the Assessment for the Improvement of Student Learning Committee invited all staff to participate in the 1st Annual ALTITUDE Conference in a deliberate effort to move away from assessing for accountability and toward assessing for improved student learning. The primary goal for this conference was to enliven the conversation about teaching and learning at TSJC. This resulted in approximately thirty-five posters and/or presentations college-wide.

- **Maintaining Accreditation Standards** – Accreditation helps shape the curriculum of a program and is vital in assuring quality. By meeting the standards of the Higher Learning Commission and the standards of program or departmental accreditation, such as ABET or NLN, TSJC ensures that credits transfer and that the institution has credibility.
- **Maintain Advisory Committees** – All Perkins-authorized programs must maintain an advisory committee of those employed in the field of study. The committees of working professionals meet with college faculty annually to provide input as to what they would like TSJC's graduates to know before coming to the workforce. They also provide feedback as to the quality level of graduates in their workplaces. An increasing concern of employers is the need to improve “soft skills” in students, including work ethic, communications skills, and critical thinking.

New Initiative: Soft-skill, personal finance, and entrepreneurial skill attainment will be a topic of discussion between the Job Placement Coordinators, the Student Success Centers staff, and faculty from the Business departments. As a result of the discussion, the plan will be to open Program Approvals and incorporate the necessary skills as a course that would be a program requirement. (Student Success, Operational Excellence)

New Initiative: The Department of Higher Education recently released regulations requiring career college programs to better prepare student for “gainful employment” or risk losing access to federal student aid. The regulations will go into effect on July 1, 2012. The gainful employment rule is an effort to ensure students who enroll in some higher education programs will earn enough money to repay their student loans.

A gainful employment workshop (Program Performance Review and Assessment) will be conducted. VE-135 data, SURDs reports, and various other Financial Aid reporting will be reviewed by administration, financial aid personnel, and the Perkins committee.

Advisory Committee workshops/planning meetings will be scheduled to evaluate each program for relevance, rigor, and gainful employment. Workforce Department personnel will be included in the workshops/planning meetings. (Community Engagement, Operational Excellence)

- **Faculty and Course Evaluations** – Having fully qualified accomplished instructors is perhaps the single most important aspect to maintaining and enhancing quality in academic programs. Both full-time and part-time instructors are evaluated for their performance. These evaluations provide an opportunity for the supervisor to work with the instructor to improve his/her performance and the course as a whole.
 - Student Evaluations – Thoughtful student evaluations of instruction can help improve teaching effectiveness. Students evaluate the instructor’s apparent knowledge of the subject matter as well as the organization of classroom presentations. Other areas of teaching effectiveness that the students evaluate are the appropriateness of the textbook, assignments, and exams.
 - Unscheduled Supervisor Evaluations – Supervisors observe faculty in the classroom/laboratory/shop and evaluate their instructional performance. Indicators used for evaluation include knowledge of subject matter, class organization, student participation, and effective use of instructional aids and classroom technology.
- **Professional Development** – It is important that the college maintain its emphasis on professional development for all employees. Many faculty members are engaged in professional development in their area of expertise to refresh and/or advance their studies and bring back information to the campus. Title V funding has provided many professional development opportunities, as is summarized below.
 - Between October 1, 2008 and September 31, 2009, Title V funding provided training for 101 unduplicated faculty and staff in advanced technology and developmental workshops as well as continued work on advanced degrees. Total Title V funds spent on this activity 2008-2009: \$109,626.83.
 - Between October 1, 2009 and September 31, 2010, Title V funding provided training for 54 unduplicated faculty and staff in advanced technology and developmental workshops as well as continued work on advanced degrees. Total Title V funds spent on this activity 2009-2010: \$82,580.93.
 - Between October 1, 2010 and May 31, 2011, Title V funding has provided \$61,935.46 for professional development.

- In addition, three speakers were brought in for college-wide presentations:
 - Keith Jacobus – Brain Based Learning
 - Gerald Amada – Coping with Misconduct in the College Classroom
 - Bethanie Tucker – Understanding and Engaging Under-Resourced College Students

Conferences such as the Higher Learning Commission Annual Meeting provide the opportunity to hear what is working well and what is not working at colleges across the region. Over the years, the Annual Meeting has been attended by various administrators, faculty, and staff. Many new ideas for assessment and strategic planning have been brought back and utilized at TSJC.

- **Advising** – Placing the student into the right program with the right courses at the right times to meet their needs is central to a program’s continued success. Advising is handled by two groups – staff advisors who handle incoming freshmen and some faculty advisors who advise students in a major or field of study after their first semester. Advising is a difficult task as requirements change based on the student’s major and planned transfer college. Staying current with each transfer college’s major requirements is a difficult task for the faculty and advisors, but one that is expected by TSJC’s students. Beginning in Fall 2011, TSJC will be using Degree Works, a Banner software program that will enhance the advising process.
- **Retention** – Retention is the measurement of whether students continue at the college through the completion of their educational goal. Strong retention indicates that students are moving through the system well and that TSJC continues to meet their educational needs. The following table shows the most recent retention rates for TSJC versus the Colorado Community College System average. TSJC has surpassed the State’s average for the past four years.

Fall to Fall Retention Rates				
	2005 Cohort Retain 2006	2006 Cohort Retain 2007	2007 Cohort Retain 2008	2008 Cohort Retain 2009
TSJC	44.1%	60.5%	64.6%	68.8%
CCCS	50.1%	54.9%	53.2%	58.2%

- **Enrollment Management** – Enrollment management is a strategic process focusing on effective student recruitment, enrollment, retention, and success. TSJC’s Enrollment Management strategy is outlined below.
 - **Enhance student recruitment opportunities**
 - Make equitable and efficient use of recruiters on both campuses.

- Update printed brochures and advertising material

New Initiative: Create an enrollment management database that tracks the student with a “cradle to grave” concept, i.e. interest cards, to enrollment, to graduation, to alumni. (Student Success, Operational Excellence)

New Initiative: Paired Recruiting where instructors are invited to go with the recruiters for program/career presentations. (Operational Excellence)

- Establish a streamlined enrollment process for new and returning students

- Improve the admission process to make it more efficient and more cohesive
- Come up with a process (possibly through technology) to increase efficiency and to allow the student to “self-serve” easily

New Initiative: Hire a Concurrent Enrollment (CE) Liaison on the Trinidad Campus to work with area high schools to secure the CE agreements and to be a contact for high school staff, students, and their parents, and to facilitate the billing process. (Operational Excellence)

- Enhance the successful transition of students from developmental/pre-collegiate academic preparedness to college-level readiness

- Diversify student options to expedite the developmental process, i.e. Math Boot Camps, Accuplacer Diagnostics Module software, and other processes as they become available.
- Implement the Finish Line Scholarship as an incentive for developmental math course persistence and completion.

- Develop initiatives to enhance retention and improve students’ experience with TSJC

- Measure student cohorts in order to celebrate successes and make improvements that will decrease student deficiencies.
- Better communication/more transparency with student financial aid to warn students of common pitfalls.
- Provide meaningful job experience opportunities to further engage students in their chosen field.

New Initiative: Use data-driven processes and best practices to create a college-wide retention program that meets the needs of the students. (Student Success, Operational Excellence)

New Initiative: Create technology incentives for faculty which are based on program innovation. (Operational Excellence)

- Prepare students for and assist with their transitions from TSJC to their post-TSJC experience (further education or labor market)
 - Improve communication with labor partners and workforce centers,
 - Provide alternative course/program delivery

New Initiative: Develop and implement a student success seminar series dealing with transitions to higher education or the workforce. (Student Success)

- Improve and expand collection, analysis, and dissemination of information related to enrollment management
 - Cohort tracking; identifying trends and sharing the information among different stakeholder groups.
 - Supporting and encouraging training to gather and analyze data about target populations.

New Initiative: Create weekly/monthly “Quick Facts” about students/ college in general – more than an FTE report. (Operational Excellence)

- Student Support Services – TSJC maintains its quality level by supporting the students outside the classroom with the services students need to be successful in the classroom. It is the goal of offices in the area of student services to assist students with any problems they encounter during their time on campus. These services include:
 - Library Services – The Freudenthal Memorial Library on the Trinidad campus provides current and relevant print and electronic resources that support the academic curriculum, while complying with changing library needs. Informational and educational requests are filed in an efficient, timely and professional manner. The library has approximately 52,000 volumes; 160 periodical subscriptions, and 6 newspaper subscriptions. An 8-unit computer lab makes internet access available to numerous databases and resources.

Library services on the Valley campus are inadequate as there is no formal library on campus. Students have the option of using the public library, using the Adam State College (ASC) library, or using the library on the Trinidad campus via the intra-library loan process. The use of the ASC library and the intra-library loan process are not being utilized optimally, if at all.

New Initiatives: It is essential that TSJC develop a system to provide adequate library resources to support effective learning at the Valley Campus. The lack of space on the Valley campus currently prohibits having a full-functioning physical library, so creativity is required to offer new solutions and to optimize what is available.

The first step in this process will be to create a Student Library Needs Survey to determine the scope of resources that are lacking.

Next steps will be to optimize the resources that are available. Implementation of an Intra-Library system has been discussed. This initiative will involve the purchase of computers for student use and internet access and a kiosk dedicated to intra-library access. Better collaboration with ASC for on-campus use or inter-library loans is essential. A Memorandum of Understanding between TSJC and ASC for additional services will be drafted.

The college will explore the possibility of using electronic readers, such as Kindles, loaded with research materials (with instructor's suggestions) for students to check out or use on campus. **(Student Success, Operational Excellence)**

- **Food Services** – The Trinidad Campus has a full service cafeteria available to students and staff. However, the Valley Campus is primarily a commuter campus with no food services.

New Initiative: Establish a lunch counter for the Valley Campus which will provide cold storage areas, microwaves, and a place to sit and eat. **(Operational Excellence)**

- **Special Populations Disability Services/Job Placement** – This office provides technology and materials to students with documented learning and physical disabilities. The lack of space often makes it difficult for students needing to use adaptive technology. Because of limited space, continuous availability of the technology is minimal. Currently, staff members on the Valley Campus have to

clear space for students to use the items and then store them once the student is done using the item.

New Initiative: Develop a Special Populations Learning area for students on the Valley Campus. (Student Access, Student Success, Operational Excellence)

The goal of the Job Placement program is to assist CTE students with career path goals and prepare them with career search strategies and career services skills to include resume writing, interview skills, and job market information.

- Learning Center (Trinidad Campus) – The Learning Center offers free tutoring in any subject. Both drop-in and scheduled services are available. Also available are Guided Peer Study groups (GPS), by instructor or student request, guided by a study skills professional. Workshops on study skills, PowerPoint presentations, and test anxiety are available by instructor or student request. The Learning Center provides a textbook library for students to use until they are able to get their own textbook.
- Learning Resource Center (Valley Campus) - The LRC is a vital component of student support services. This center provides a number of resources to include tutoring, diagnostic testing, Adult Basic Education training, GED training and completion, as well as offering ESL courses. Space is the limiting factor for growth of the center. The program could utilize greater number of computers and student work stations.
- Adult Education (Trinidad) – The TSJC Adult Education program offers Adult Basic Education, GED instruction and ESL classes in Trinidad, as well as in Walsenburg. Currently housed in Latuda Hall (Trinidad) and the Huerfano School District Office (Walsenburg), the facilities provide a comfortable and secure learning environment for all students. Instruction is on an individual basis, with each student's intake including diagnostic testing, which serves as the basis for each student's Student Educational Plan.

New Initiative: Repair and restore the exterior of Latuda Hall. The building is over 100 years old and in need of some care, specifically the windows and columns. (Operational Excellence)

- Student Success Center - The Student Success Centers enhance the academic opportunities and support for all students to increase retention, graduation,

articulation agreements, and transfer of Trinidad State Junior College's diverse student population. Services provided to all students at no charge are:

- ACCUPLACER® and other computer-based testing
 - Individualized student academic assessment and case management
 - Academic support and service referral
 - Instructional assistance with online classes, and with classroom-based learning success strategies
 - Hybrid/online support for both students and instructional faculty
 - Transfer and articulation agreement advising
- Writing Center (Trinidad Campus) – The Writing Center serves the student population by reviewing writing assignments and assists all students with internet research.
 - Math Lab - Open lab hours outside of class time are provided so students can work on homework with assistance of trained tutors, take tests in longer blocks of time, and make up absences. Podcasts for all of the developmental classes provide sample problems and a brief lecture on the topics students frequently struggle with.

1.3 Enhancing Quality Standards

In the previous section, this plan detailed how TSJC is working on maintaining existing academic standards to insure that students are adequately prepared for the next stage of their education or for the workplace. However, in order to raise standards even higher, TSJC is examining the quality standards that will insure that a TSJC graduate can be proud of the education they have received.

- **Rigor.** College should be challenging, engaging, and rewarding. If it is not of adequate challenge, then the mission of the College is in jeopardy. In order to enrich lives, TSJC's standards must remain high. The Colorado Community College System (CCCS) has designed a plan to declare an academic program preference at the associate degree level, thereby promoting retention and completion. This will result in a broadening of educational requirements for students, especially in the transfer programs.
- **Grade Inflation.** An analysis in the area of grade inflation and rising GPAs was conducted by the Assessment Coordinator and the Dean of Arts and Sciences over the last few years. What the study indicated was that A's and B's are inordinately high in all classes. If an A is easy to get, why would a student challenge himself to learn more? Based on this study, it is important to take steps to increase course rigor.

- **Academic Honesty.** TSJC has taken steps to curb incidents of academic dishonesty. Currently, the Vice President of Academic Affairs is notified of only a handful of cases each year. In order to assist faculty members with checking on plagiarism challenges, the College has made available detection programs through *Desire2Learn* (D2L). Faculty and administration will need to work closely to ensure that reasonable safeguards are in place and that everyone is doing their due diligence to guard against academic dishonesty.
- **Certification of Programs with State/National Organizations.** TSJC already has in place certification exams in many programs such as nursing, emergency medical technician, addiction counseling, cosmetology, line technician, and OSH. Other programs are researching the national certification for their areas. This will challenge the faculty to rewrite curricula in CTE programs to meet state and national certification standards.
- **Engagement of High Schools.** Better prepared students are more apt to complete a rigorous college education. At the present time, high schools in the service area may enroll in college classes and receive dual credit. High school students must pass the ACCUPLACER test at the same standards as entering college students. TSJC will offer any assistance it can to bridge any informational gap to make sure the high school's final outcomes are in alignment with the College's incoming expectations.
- **Physical Space Needs.** TSJC recognizes the need for additional space especially on the Valley Campus. Plans are in the development stage to expand classroom areas to meet the needs of the expanding enrollment. This will include science labs and library space as well as expanded CTE shops. The primary difficulty in moving forward with these plans is the economic reality of the times. However, quality programs, instructors, and students need and deserve quality spaces.

Section II: Personnel, Technology and Facility

Full realization of this plan will require a great number of changes and additions to the College. This plan will discuss the personnel, technology, and facility needs that are present and will develop as the plan is carried out.

2.1 Personnel

The most important aspect of any organization and the first step for transforming a good college into a great college is having the right people in the right places. People make the difference at

any institution. This plan calls for the recruiting, hiring, developing, and supporting the best employees possible. The personnel needs should follow:

- Enrollment trends
- Student service needs, especially needs that have a direct impact on retention
- Program review results
- Program creation
- Natural attrition

When and if new programs are implemented or expanded, there will be personnel considerations. This plan will not list every instructor that will be needed if implementations occur. Within existing programs, however, there are some personnel concerns and needs.

One of the primary concerns that need to be addressed is the constant turn-over in the **nursing** department. Additional full-time nursing staff is needed on both campuses to cover the proposed weekend and evening programs. In addition, a part-time ADN is needed to instruct the Personal Care Provider courses.

Currently, Geology courses are being taught via Polycom from the Trinidad Campus to the Valley Campus. Astronomy is taught using a hybrid format and the Astronomy instructor travels to the Valley Campus on a regular schedule to conduct hands-on labs. While these methods are adequate, they are not the best practices that TSJC would like to continue. Biology is being taught on the Valley Campus by an adjunct instructor. The Valley Campus is in need of a full-time **science** instructor.

In order to develop a **Math Lab and English/Reading lab** on the Valley Campus, coordinator positions will need to be established. As funding and space becomes available, the lab development will occur.

The development of an evening/Saturday **gunsmithing** program will require additional full and adjunct faculty as funding allows.

The re-establishment of a **business** department on the Trinidad Campus will require additional full and adjunct faculty as funding allows.

The expansion and community collaboration of the **Art and Music** departments on the Trinidad Campus will require additional full and adjunct faculty as funding allows.

2.2 Technology

Technology is a dynamic environment. The rapid change in both hardware and software make it difficult to maintain standard platforms. With every change and upgrade comes a need to refresh or retrain faculty, staff, and students to maintain efficiencies. The availability of funding may change annually, which can limit access to proper equipment, training, and support. The guiding factor for technology change at TSJC is the College's commitment to student access, student success, and operational excellence.

- **Computer and Software Replacement Schedule.** The College must replace its computers in a timely fashion. TSJC has a Technology Replacement Schedule in place with the goal of replacing/updating all hardware (computers) every four years for students, faculty, and staff. Likewise, TSJC needs to maintain the latest version of all software in order to stay relevant.
- **Instructional Technology.** Classroom technology is instrumental in revitalizing instructional delivery. Additional technical support and training is available to aid faculty in implementing these technologies. TSJC has instituted a technology committee whose purpose is to review the needs of students, faculty, and staff. Each of these constituencies have representation on the committee. The committee meets at the beginning of each fiscal year to set technology priorities of the College. TSJC continues to investigate and invest in instructional technologies including:
 - Laptop, computer software, and podcasting technology as needed by instructors.
 - Smart classroom technology.
 - Electronic readers, such as Kindles.
 - Simulation software for science and engineering labs.
 - Security camera system.
 - Training panels for renewable energy line tech programs.
 - Cisco telepresence.
 - Electronic medical records program.
 - State-of-the-art diagnostic equipment for heavy equipment, diesel, and auto mechanics programs.

- **Copyright Training.** With the new methods of providing course content, copyright laws must be reviewed. It is important that TSJC provides adequate copyright training for faculty. This training needs to be reviewed every three years.
- **Web Page Maintenance.** The College web page must be constantly updated and reworked to remain relevant. This page is often the first or second form of contact between the prospective student and the College. This information needs to be up-to-date, and to that goal, the college employs a webmaster. Staff and faculty need to remain vigilant in providing updated information to the webmaster.
- **Lab Equipment.** Not only do the labs need to look modern, but the equipment and technologies used in these labs need to be state-of-the-art and appropriate. The recent infusion of grant funds has assisted in updating the science, math, and health science labs. New funds are being sought to continue the upgrading process.

2.3 Facilities

It has been said that the ideal community college campus would be a giant erector set, able to be reassembled to any shape to meet the ever-changing and evolving needs of students and the community. This plan acknowledges this reality when it comes to facilities, that the only constant is change. The following will provide a brief overview of structural advancement and possibilities to assist with the Master Facilities Plan's growth.

- **Trinidad Campus.** The following projects are proposed through capital construction for the next five years as funds become available:
 - Remodel Mining Tech Building
 - Davis Building- Remodel Restrooms
 - Massari Renovation
 - Replace Internal Data Infrastructure College Wide
 - Berg Fourth Floor Remodel
 - Banta Building Elevator Installation
 - Replace Floor Scott Gymnasium
- **Valley Campus.** Trinidad State Junior College has requested capital construction funds for the Valley Campus expansion project. The Valley Campus has experienced a

dramatic student enrollment increase over the last 10 years, leading to extreme space constraints, especially in laboratory space.

The requested project will include the addition of two classrooms and two science laboratories to the main academic building. A preparation room for the science laboratories is also a component of this project. Without this space, the Valley Campus will not have any science laboratories, making it extremely difficult for students to complete degree programs at the Valley Campus.

- **College-wide.** Many of the classrooms are in need of updating. Carpets are ripped, stained, and need to be replaced, and classrooms need to be painted to present a clean and welcoming atmosphere. Furniture is old and mismatched and inappropriate for adult learners, and should be replaced.
- **Grants.** TSJC has gained valuable experience in administering and completing grant related projects. A number of funding sources have changed, reduced, or eliminated competitive funding opportunities. However, TSJC continues to seek and pursue funding that leverages general funds to better serve students, improve programs, and strengthen the institution.

Currently TSJC administers grant funds in the following programs:

- U.S. Department of Education
- TRiO programs
 - Educational Opportunity Center
 - Upward Bound Classic
 - Math Science Upward Bound
 - Student Support Services – Trinidad Campus
 - Student Support Services – Valley Campus
- Title V
- Department of Labor – Nursing grant (with Otero Junior College)
- Workforce Investment Act (WIA) of 1998, Title II, Adult Education and Family Literacy Act

Attachment A

Trinidad State Junior College
Articulation Transfer Agreements
CSU - Pueblo

2 + 2 Joint Articulation Transfer Agreements

Between

Colorado State University – Pueblo

And

Trinidad State Junior College

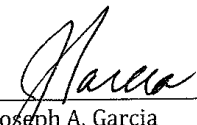
The fifty two articulation agreements contained within are presented as a partnership between Trinidad State Junior College and Colorado State University – Pueblo. These agreements are deliberately intended to facilitate the transfer process for students from Trinidad State Junior College to Colorado State University – Pueblo.

Students who complete one of the degrees listed within from Trinidad State Junior College will be admitted to that respective department at Colorado State University – Pueblo, in accordance with Colorado Commission on Higher Education standards. Students who successfully complete their program as specified are also eligible to apply for a *Destination CSU-Pueblo* scholarship.

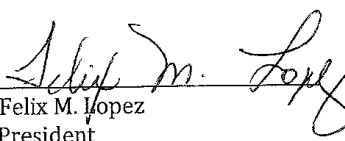
Colorado State University – Pueblo guarantees the transfer of credit of all courses listed in each of the fifty two articulation agreements with a grade of C minus or better in each class unless otherwise specified.

The articulation transfer agreements contained within are for the 2010 – 2011 academic year and replace all previous agreements between Trinidad State Junior College and Colorado State University – Pueblo. These agreements will be reviewed annually and revised (if necessary) as mutually agreed.

The agreements contained within may be superseded or modified by statewide transfer agreements or other related legislation.



Joseph A. Garcia
President
Colorado State University-Pueblo



Felix M. Lopez
President
Trinidad State Junior College

Signed on July 30, 2010

2 + 2 Joint Articulation Transfer Agreements

Bachelor of Science in Business Administration (Accounting Major)
Bachelor of Science in Automotive Industry Management
Bachelor of Arts in Art
Bachelor of Arts in Art (K-12 Art Education Emphasis)
Bachelor of Fine Arts
Bachelor of Science in Biology (Bioinformatics Emphasis)
Bachelor of Science in Biology (Cellular & Molecular Emphasis)
Bachelor of Science in Biology (Environmental Biosciences Emphasis)
Bachelor of Science in Biology (Secondary Certification Emphasis)
Bachelor of Science in Biology (Basic Biology Emphasis)
Bachelor of Science in Biology/Chemistry (Double Major)
Bachelor of Science in Engineering (Specialization in Mechatronics)
Bachelor of Science in Industrial Engineering
Bachelor of Science in Chemistry (ACS Certified Emphasis)
Bachelor of Science in Chemistry (Basic Chemistry Emphasis)
Bachelor of Science in Chemistry (Biochemistry Emphasis)
Bachelor of Science in Chemistry (Secondary Teaching Emphasis)
Bachelor of Science in Computer Information Systems
Bachelor of Science in Business Administration (Economics Major)
Bachelor of Arts in English
Bachelor of Arts in English (Creative Writing Emphasis)
Bachelor of Arts in English (Secondary Teaching Endorsement)
Bachelor of Science in Exercise Science, Health Promotion, and Recreation (Health Promotion/Wellness Emphasis)
Bachelor of Science in Exercise Science, Health Promotion, and Recreation (General Exercise Science)
Bachelor of Science in Exercise Science, Health Promotion, and Recreation (Physical Education K-12 Teacher Preparation)
Bachelor of Science in History (Secondary Education Emphasis)
Bachelor of Science or Bachelor of Arts in History
Bachelor of Science in Liberal Studies
Bachelor of Arts or Bachelor of Science in Mass Communications
Bachelor of Science in Mathematics (Secondary Certification Emphasis)
Bachelor of Science in Mathematics (General Math Emphasis)
Bachelor of Science in Mathematics/Physics (Double Major)
Bachelor of Science in Business Administration (Management Major)
Bachelor of Arts in Music (Basic Music Emphasis)
Bachelor of Arts in Music (Music Performance Emphasis)
Bachelor of Arts in Music Education (K-12)
Bachelor of Science in Nursing (RN to BSN Option)
Bachelor of Science in Physics (Biophysics or Chemical Physics Emphasis)
Bachelor of Science in Physics (Engineering Emphasis)
Bachelor of Science in Physics (Secondary Education Emphasis)
Bachelor of Science in Physics (General Physics Emphasis)
Bachelor of Science in Physical Science (Secondary Education Emphasis)
Bachelor of Science in Political Science (Secondary Education)
Bachelor of Science or Bachelor of Arts in Political Science
Bachelor of Science or Bachelor of Arts in Psychology
Bachelor of Science in Recreation (Community/Commercial Recreation)
Bachelor of Science in Recreation (Outdoor Leadership Emphasis)
Bachelor of Science or Arts in Sociology (Criminology Emphasis)
Bachelor of Science or Arts in Sociology (General Emphasis)
Bachelor of Arts in Spanish (Secondary Modern Languages Licensure)
Bachelor of Arts in Spanish
Bachelor of Science in Social Work