

## The History of the College



This is the original building which was located on the Poor Farm. The building was used for classrooms, a library, administrative offices and even a small kitchen area in the basement where students were fed meals.

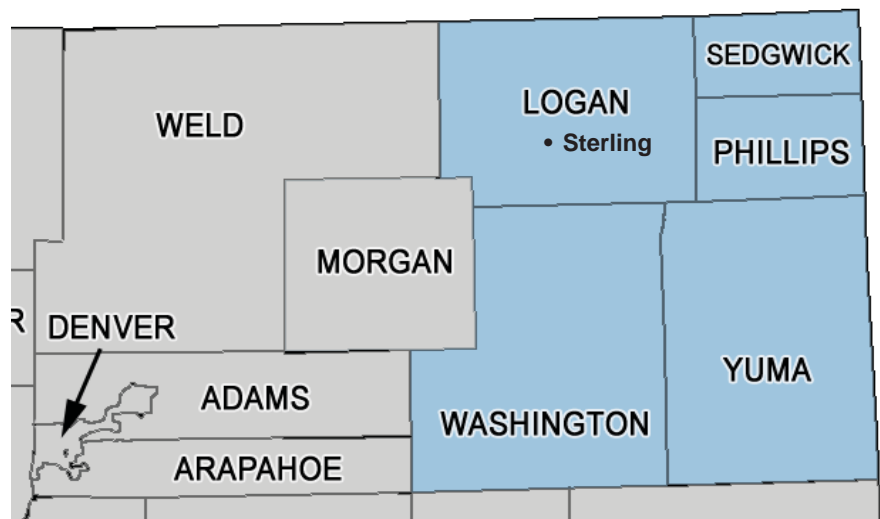
The college was founded in the spring of 1941 when five members of District #12 Board of Education and the Logan County High School Committee filed articles of incorporation as private citizens. Strong community support for a junior college was expressed at a public meeting held in March of 1941, and five local citizens were selected as the first official Board of Regents at an organizational meeting held on May 8, 1941.

Sixty students enrolled September 8, 1941, when classes officially opened as an extension of the public school system. In October of 1944, local citizens voted to approve tax support for a junior college district to be formed in accordance with Colorado law. The Board of Regents became the Junior College Committee, and shortly thereafter, the name of the college was changed to Sterling Junior College.

In 1945, the college purchased a 15-acre campus centered by a building that had once served as the county "Poor Farm." Subsequent land additions have brought the total campus acreage to 161 acres. Twenty-three buildings are located on the main campus and the North Campus, including classroom buildings, administrative and physical plant buildings, a cafeteria, student center, library, and five residence halls.

In 1950 the name of the college was changed to Northeastern Junior College to reflect a broader area of service. The college service area includes four local counties in addition to Logan County: Phillips, Sedgwick, Washington and Yuma. Washington and Yuma Counties are also serviced by Morgan Community College, located 45 miles from Sterling in Ft. Morgan, CO.

The college filed its first application for North Central accreditation in 1963, and affiliation was granted on April 7, 1964. In 1964, the evening credit calendar was synchronized with the day classes, and in 1965 the summer session was added. Over the years Northeastern Junior College has been widely recognized for its career and technical programs and has had a very



**NJC's service area is shown in the area highlighted in blue**

strong transfer curriculum. Flexibility in community education classes has reflected responsiveness to community interests in all areas. The college has had six presidents in its history, beginning with Charles Poole and ending with the current chief executive officer, Dr. Lance F. Bolton.

In November of 1996, the tax district voters approved by a two-to-one margin a referendum for NJC to enter the State System of Community Colleges. Legislative support was received for this move and the college became the 12th addition to the Colorado Community College and Occupational Education System on July 1, 1997. This move significantly changed both the funding and governance structures of the college. After a fifty-five year history as a local district college, the transition to the Colorado Community College and Occupational Education System (CCCOES) presented many challenges for Northeastern Junior College.



Community leaders are selected to serve on the NJC Advisory Board. They serve four year terms with an eight year limitation.

When NJC was a local district college, the NJC Board of Trustees was composed of five publicly elected members. Board members served four-year terms, and there was no limit to the number of terms (consecutive or otherwise) which a Trustee could serve. As a State System College, there is now a local Advisory Board of seven members. Advisory Board members are chosen by the college President and approved by the State Board (SBCCOE). Advisory Board members serve four year terms of office and may be appointed to two terms (eight years total). Advisory Board members may make recommendations to the college president, but they do not make institutional policy.

When NJC joined the State System, there was a carry-over of a reduced mill levy for three years following the entrance into the State System, so the local tax district did not immediately cease to exist. Funds received through the declining mill levy were used to assist with the construction of the Bank of Colorado Event Center, and for tuition assistance to residents of Logan County. This mill levy ceased in the summer of 2005. Transition to the State System brought many new benefits for Northeastern Junior College in areas such as controlled maintenance upgrades, technology enhancements, and distance education opportunities. There were also new and improved staff development opportunities for employees through the State System.

In 2007, NJC celebrated its 65<sup>th</sup> anniversary with a gala dinner held on the campus. More than 250 alumni, community members and former staff were served in a formal setting by current staff members. The motto used for many years in advertising NJC – “It’s YOUR college” – proved once again to be as valid as ever. NJC’s strong history of preparing students for successful futures has endeared the institution to many individuals over the years.

### **Community College Governance in Colorado**

The board members of the Colorado Commission on Higher Education (CCHE) and its staff component – the Colorado Department of Higher Education (CDHE) – provide coordination and policy direction for Colorado’s 28 public colleges and universities. They also serve as the bridge between the Governor, the Colorado General Assembly and the state’s public institutions of higher learning.

The community colleges are governed by the State Board for Community Colleges and Occupational Education (SBCCOE or State Board) which was established by the Community College and Occupational Education Act of 1967, Title 23, Article 60 of the Colorado Revised Statutes. By law, the SBCCOE is responsible for and has authority over the State system of community and technical colleges and the technical education programs of the state (both secondary and postsecondary). The State Board consists of nine members appointed by the Governor to staggered four-year terms of service. The statute

*In 2007, NJC celebrated its 65th anniversary.*

requires that Board members be selected to represent varied economic, political, and geographic constituencies of the state. Each member of the Board is approved by the Colorado Senate. In addition, one community college faculty member and one student representative serve in non-voting advisory capacities for one year.

The operational arm of the SBCCOE is the Colorado Community College System. (CCCS) The President of CCCS is appointed by the State Board of Community Colleges. Community college presidents report to the President of the CCCS, who reports to the SBCCOE.

### **Accreditation History**

As mentioned earlier in this document, NJC received its first ten-year accreditation and affiliation with North Central in 1964. The next comprehensive evaluation occurred in 1974, and a ten-year accreditation was received at that time. In 1984, a five-year accreditation was received. In 1989, the college was once again reviewed and received a ten-year accreditation. Since NJC changed its governance structure in 1997, it was decided to move the comprehensive evaluation to 1998 so as to avoid the necessity of two evaluations within a year of each other. A ten year accreditation was again received, with a recommendation that the college have a focused visit in 2001-2002 to assist with strengthening the assessment process on the campus. The focus report was submitted in 2001 and the visitation team came to the campus on November 12, 2001. A monitoring report was submitted in 2004, and final accreditation approval was received from North Central in May of 2006.

### **Significant Changes Since the Last Self-Study**

- **Changes in the CEO**

Northeastern Junior College has had six presidents in its sixty-five year history, and three interim presidents. Most recently, after the retirement of Dr. Bruce Perryman in 2005, Judy Giacomini (then Vice President for Student Services) served for over eighteen months as Interim President while continuing to maintain her Vice President's position. Dr. Lance Bolton was hired in July of 2006, coming to NJC with a strong background in business and marketing.

- **Administrative Structure**

Changes in the presidency generally result in structural changes throughout the organization, and this has occurred at NJC as well. In 1998, there were four Deans (Student Services, College Services, Community Education and Instruction) and numerous director level positions in each category. In addition, the positions responsible for Public Relations, Planning and Development and Athletics reported directly to the President. After several organizational and staff changes over the years due to budget constraints, retirements or promotions, the new organizational structure has the President, two Vice Presidents (Student Services and Instruction), the Chief Business Officer and directors in all other supervisory positions reporting to the three top administrators (please refer to the most recent Organizational Chart found in Appendix A)

The President has continued the long-standing practice of holding Leadership Team meetings several times each month to discuss and make decisions on important college issues. This committee has taken responsibility for making campus-wide decisions on many issues, reducing the number of other committees necessary. The President's Administrative Assistant takes minutes of each meeting which are sent to all campus employees by e-mail.



In July of 2006, following a lengthy search, Dr. Lance Bolton was named the sixth president at Northeastern Junior College. He brings to the college a strong background in business and marketing.

**The NJC AmeriCorps program has enrolled over 1100 students who have received a total of \$1,578,085.00 in scholarship vouchers since 2003.**



Gail Hays LaForce oversees the grant writing program at NJC. Her father was the dean of instruction at NJC for many years and for whom the Hays Student Center is named. She spent much of her childhood living on this campus and has a continued love and respect for the institution.

- **Tenure of Staff**

As Northeastern moves into its 66<sup>th</sup> anniversary year, the rate of staff retirements continues to increase. Many senior staff members have retired in the last five years with more than twenty-five years of service to the institution. A recent study of current staff shows that 24 individuals are eligible to retire in 2007, and a total of 42 are now or will be eligible over the next three years. Many of those eligible to retire will do so at a much younger age than previous retirees, having purchased years of service to speed up their eligibility. In addition, as new, often younger staff members are hired, it is to be expected that a much lower percentage of employees overall will retire from NJC. Anecdotal evidence suggests that younger staff change careers at a faster rate than the baby boomer generation.

- **Alternative Funding Sources for NJC**

For many years the college depended on grants and other special contract arrangements to help fund new programs, high cost-per-pupil programs, and other special initiatives. Some examples of this were Carl Perkins funds for vocational programs, federal grants for Student Support Services, and private foundation funding for the lab school associated with the child care program. As state funds continued to dwindle, it became apparent that the college would need to solicit alternative sources for funding on a more aggressive basis. In 2002, a full-time grant writer was hired to actively pursue grants for all areas of the college. This position has been maintained now for six years. Since Dr. Bolton's arrival, staff have been encouraged to become engaged in the grant writing process and may earn a stipend for their work in assisting to write grants for the college. The grant writer is now considered to be a grants coordinator and she assists staff members in locating and completing grant applications in addition to writing comprehensive grants for the college in general.

A business faculty member initiated and has continued an aggressive effort to enroll local students in the AmeriCorps Program since the 2003 grant year. Students earn vouchers good for tuition payment by logging appropriate volunteer hours in the community. In the four years since the start of the program, more than 1100 students have enrolled in the program, and scholarship vouchers issued to completers totaled \$1,578,085.00. Students may use their vouchers at any college which recognizes AmeriCorps. Students enrolled in the program through NJC are also required to take a service learning class which has generated enough revenue for the college to offer twenty-seven \$500 scholarships to students enrolled at NJC.

In January of 2000 the college began hosting the winter session of the Wildland Fire and Incident Management Academy. Since then, NJC has continued to host this academy every year, which brings hundreds of firefighters from all over the world to our campus to complete coursework in fighting wildfires.

- **Capital Improvements and Physical Growth of the Campus**

NJC has received yearly appropriations from the state for controlled maintenance projects across the campus. These funds have increased significantly in the past three years. This has enabled the college to replace leaky roofs, fire and smoke alarm systems, complete sidewalk and entrance renovations, and fund other necessary upgrades. The following list shows the major improvements completed since the last self-study:

- Smart Classrooms
- Overhead Doors for North Campus Buildings
- Campus Accessibility Study
- Cafeteria Remodel (following fire)

- Game Room Remodel
- Fire Alarm Systems Campus-wide
- Residence Hall Upgrades
- Parking Lot/Sidewalk repair
- Installation of Clock Tower
- Remodel to Early Learners Building
- Planning for Highway 138 Entrance
- Student Center Office Renovations and Relocations
- Roof replacements – ESF, PW, Walker, Knowles, HSC
- Phillips Whyman Upgrades
- Ropes Course Upgrades
- HVAC System in Beede Hamil
- Voice Over IP System
- Pete’s Retreat Remodel

In 2000, Sodexho, Inc. (the college food service contractor) helped to fund a major upgrade to the cafeteria (both cooking and serving areas) following a fire that resulted in more than \$1 million worth of damage to the facility. The result was a more modern and efficient cooking and dining operation overall. In 2007, Sodexho also provided funding for a major renovation of Pete’s Retreat, the small café located in the Hays Student Center.

Northeastern Junior College acquired land north of the college in 1999 for the purpose of constructing a college farm to augment the teaching and learning facilities for the agriculture division. Funds from private donations and “Adopt-an-acre” promotions initiated the fund-raising campaign for this project. Half a million dollars has been committed towards this project. However, it was determined that a location closer to the Logan County Fairgrounds would be better suited for this facility. The President approached the City of Sterling with a request and received approval in 2007 for the college to lease a property north of the fairgrounds for \$1 per year (a 99 year option). Building plans are currently underway on this project.

In 2000, a committee of individuals from the NJC Alumni Association (students from 1941–1950) began a project to create a museum to obtain, preserve and display materials and pictures of importance pertaining to the history and tradition of Northeastern Junior College. The Alumni Heritage Center was created on the second floor of the Hays Student Center and was dedicated in an impressive ceremony on February 18, 2006 that was well attended by alumni, college staff and community members. The Center is open regularly during special campus activities and programs.

• **Technology**

Students who enroll for credit classes at NJC pay a technology fee for most credits. These fees help to meet the budget for technology maintenance and upgrades. Over the last few years, the college has more than tripled the number of computers, printers and other peripherals on the campus. Additional technology equipment (such as smart boards, smart classrooms and computer projection units) has been added to increase the use of technology in teaching and learning on the campus. The college attempts to maintain a three-year replacement schedule for instructional computer labs, and those units are recycled throughout the campus offices where possible. The plan to implement a Voice over IP telephone system in 2008 has spurred a great deal of infrastructure expansion campus wide in the past year.

In October of 2004, the college hired an IT staff person to redesign the college website, keep it up to date and assist staff in making changes to their

***The NJC cafeteria (Chuckwagon Cafe) and Pete’s Retreat serve more than 7,200 meals on average each week to students, staff, and visiting groups who come to campus and enjoy the dining services available while they are attending meetings and other gatherings.***



NJC Alumni Association life member Fred Jackson, now living in Texas, enjoyed touring the new Alumni Heritage Center with his son in 2006.

**Website use increased  
420% between 2003 and  
2007.**

individual web pages. This has resulted in a greatly improved look to the website and a more user-friendly format. Recent data suggests that students find the website attractive and easy to navigate. Numbers of visits to the website have increased by approximately 420% in the past four years (from 900,000 page views in 2003 to 3.78 million page views in 2007).

In 2005, the state community college system undertook the enormous task of implementing a new software system – Sungard SCT Banner. This replaced an antiquated Legacy system that had been in use for over twenty years. The academic and student services piece of this new software was implemented for the fall 2006 semester; the implementation of the financial piece of this has been delayed several times. NJC stepped forward to assist in the system-wide project by sending staff to Denver during the design and implementation phases for the various modules. Several NJC employees spent three days a week working in Denver at the system office on these projects over a two-year span.

The goal of this implementation was to unify and standardize the computer systems of all thirteen community colleges in the areas of finance, human resources, student files, financial aid and information access. This system should create efficiencies, reduce costs, and better serve students. Implementation has resulted in replacement of many desktop computers on each campus to run the new software.

- **Curriculum and Instruction**

Northeastern Junior College strives to provide worthwhile educational programs that meet the needs of both employers and our students as their potential employees. Sustainability is a major consideration in the development of new programs. New program opportunities are thoroughly evaluated through surveys and business analysis to ensure they will generate adequate enrollment to make them cost effective and efficient to operate.

Below is a list of AAS degree and certificate program changes since the last comprehensive visit:

- Ag Diesel & Equipment deleted (re-started as a Diesel Technology program in Fall 2007)
- Business Technology deleted (expanded options within the AAS Business program)
- Marketing/Management deleted (expanded options within the AAS Business program)
- Police Academy temporarily suspended (will re-start in summer 2009)
- CISCO Academy deleted
- Information Technology deleted – various computer certification programs
- E-Commerce deleted
- Computer Aided Drafting deleted
- Small Business Management (temporarily on hold, program coordinator assigned to assist with distance learning efforts)
- Graphic Design implemented 2007
- Associate Degree Nursing implemented 2006
- New instructional areas: Music, Foreign Language, Journalism



In the fall of 2007, NJC re-opened its diesel technology program with a new and improved curriculum.

NJC has partnered with various four-year colleges and universities over the years to provide advanced educational opportunities on the campus. Classes have been offered in conjunction with Regis University, Colorado State University, National American University and others on a limited basis. In addition, the college participated with the University of Northern Colorado in Greeley to provide programs for our residents via the Rural Education Access

Program (REAP). This program focused primarily on elementary education and was quite successful. However, it was funded with federal grant dollars and when the grant ran out, the program was discontinued. Since then, other institutions have tried to fill that void. Colorado Christian University has had the most success and has maintained an office on campus for several years.

Soon after the last comprehensive visit, the community college system made the decision to adopt a common course numbering system. The goal was for all thirteen system colleges to adopt the same course prefix, number, title, course description, outline, and competencies. Needless to say, this was an enormous undertaking. Discipline groups met and worked through this process over the course of several years. The end result has been easier transferability between two-year colleges in the system as well as between two-year and four-year institutions within the state. Faculty were given some flexibility to put their own "brand or style" on a course; the colleges agreed that everyone must teach eighty percent of the listed competencies and content.

In 2002, the Colorado Legislature took up the cause of course transferability between college and universities. In 2003, the Colorado Commission on Higher Education (CCHE) was directed to implement a process that guaranteed transferability of core general education classes. The end result was the creation of a set of Guaranteed Transfer courses or what has since come to be called GT Pathway Courses. To receive this designation, a course is submitted by an institution or college system. It has to meet specific criteria and is reviewed by faculty representatives from both two-year and four-year institutions. If approved, it is listed on the CCHE website.

At the time of the last comprehensive visit, the college was just beginning to offer online classes. Since then, and especially in the last few years, the college has experienced significant growth in the area of distance learning. Advanced technology has led to better access and more flexibility for students, especially those that may not be able to attend classes on campus. Recently the college has moved to more hybrid classes which combine online instruction with face-to-face classes.

- ***Crisis Management and General Security***

In response to the growing nationwide concern about security on college campuses, NJC began a Safety/Security Committee in 2005 to assist the campus in making changes for a safer campus community. The group worked collaboratively to revise and revamp safety and security procedures in 2007 which resulted in a recently renewed Emergency Management Plan. This plan provides the structure, roles and information necessary for the entire campus to understand and take part in emergency prevention and response. The plan incorporates building captains who have responsibility for carrying out specific duties in preparation for emergency response. It identifies key staff as the Incident Command Team and other important details regarding emergency response protocol. Campus safety has been a subject covered in recent employee in-service training meetings. The Emergency Management Plan is posted on the campus web site and all employees have attended an information session regarding how the campus must respond in different scenarios. The campus is in the process of implementing an emergency mass communication system (E2campus). Lighting around the campus has been evaluated and upgraded. The physical plant also conducted a large re-keying project in 2000 to improve building security.

Residence hall directors and staff are given special training throughout the year to be prepared to deal with emergencies or incidents in and around the residence halls. The college has maintained the presence of a security guard on

***The community college system initiated efforts to implement a common course numbering system in 2001.***

***The college's emergency management plan incorporates building captains who have responsibility for carrying out specific duties in preparation for emergency response. It identifies key staff as the Incident Command Team and other important details regarding emergency response protocol.***

campus during the evening hours. This individual checks to be sure buildings are locked after closing and patrols the campus in a marked security vehicle. Student Service administrators maintain close communication with campus staff and local law enforcement and are diligent in enforcing the student code of conduct/judicial system in support of a safe, respectful campus community.

### **Response to 1998 Challenges**

#### **Challenges**

1. The College has developed substantial data about institutional effectiveness. Data indicate progress and performance of students in both the technical and applied programs and in some developmental courses. Initial and exit measures of student progress are in place, but the College has not adopted and implemented a plan for assessment of student academic achievement in the area of general education. This plan should include a clearly-defined philosophy statement and the objective of its general education requirements; identified general education areas of agreed-upon importance to the faculty of the College; a method of assessment and measurement of those areas of importance, and a method for including the result in both the process of instructional improvement and in the annual budgeting process of the institution. Faculty, including on-campus and off-campus faculty should own and drive the program and use it to find ways to improve the education they provide. A strong assessment program is founded on a plan that is widely accepted and routinely updated, is ongoing, and is related to other planning and budgeting processes.

**RESPONSE:** The 1998 team required a focused visit on assessment of student academic achievement. As a result, the college faculty developed and adopted a general education philosophy statement, implemented a process to assess general education, and showed that assessment is an integral part of NJC's planning and budgeting processes. The focused visit was conducted on November 12–13, 2001. As a result of this visit, the college was required to submit a monitoring report on Assessment of Student Academic Achievement by December 1, 2004. The college received word back on May 22, 2006 that the report had been reviewed and approved. College faculty members have implemented assessment activities at the course, program, and institution levels. Assessment committees are working diligently to ensure that the outcomes of their efforts to measure student academic achievement result in corresponding changes in curriculum areas. Each fall since 2005 college faculty and staff have attended the Colorado Community College Assessment Conference held at the Community College of Aurora, a suburb of Denver.

**Assessment committees are working diligently to ensure that the outcomes of their efforts to measure student academic achievement result in corresponding changes in curriculum areas.**

2. The science laboratory facilities at the College are woefully inadequate and border on being unsafe spaces for student learning. Faulty wiring, leaking roofs, inadequate ventilation, inappropriate chemical storage, and the lack of both preparation and teaching-learning space for laboratory classes are major concerns for this team. The College, through consensus built between faculty and administration and in concert with the Colorado Community College and Occupation Education System staff, should immediately seek to identify resources with which to provide an adequate, safe, and effective space for learning and teaching.



**RESPONSE:** The college placed renovation of the science labs as the highest priority on its capital construction project list. The college completed both a master facility plan and a facility program plan for the renovation of Phillips Whyman Hall with the assistance of external consultants in 1999-2000. These documents were required to seek capital funds from the State of Colorado. In 2001, the PW renovation project was ranked #1 among all the projects seeking funding through the Colorado Community College System. Before funding was approved, however, the state economy worsened and no state money was approved for newly requested renovation projects. This began three years of budget cuts to higher education which negatively impacted all the community colleges in the state system.

Partially as a result of these budget cuts, the college qualified for Title III Grant funds. (Strengthening Developing Institutions) The college received a five-year Title III Grant for \$1.8 million which began on October 1, 2004 and provided nearly \$250,000 towards upgrades in Phillips-Whyman Hall. One of the main projects within the grant was to create a Health and Science Institute within the building, and to do that, renovation was necessary. As a result, the biology labs were completely remodeled and the nursing program was moved from ES French Hall to Phillips-Whyman Hall. Most of Phillips-Whyman Hall received upgrades for internet connectivity, improved stairwells, furniture, and flooring. The biology labs were completely renovated with new classroom lighting, furniture, eye-wash stations, and teaching technology. Additional phases of the renovation have extended into 2007 and some are projected to be completed in 2008, including roof repair, HVAC, improved lighting, etc.

3. Some functions enjoy very generous space allocations while others are extremely crowded. Space reallocation on the campus is not a routine process. Discussions about such plans are reportedly controversial. Nevertheless, the team is concerned about the lack of a responsive and timely reallocation process.

**RESPONSE:** The college implemented a Facility Use Committee in 2001 to consider space requests, office moves, etc. since program or office re-locations involve several areas of campus: physical plant, phone service, computer and other technology connections. The committee reviewed and considered space needs and made recommendations for approval to the college administration. Committee members also worked with outside agencies who rent space on campus, helping the college to make efficient use of surplus space. Beginning in 2007, requests for changing campus locations and other space issues are being considered by the Leadership Team. This change is intended to reduce the number of committee meeting commitments for NJC faculty/staff since the Leadership Team brings representation from all areas of campus.

4. The institution's unrestricted reserve is significantly below that considered appropriate for similar institutions. A target reserve of eight to ten percent is suggested.

**RESPONSE:** The NJC reserve has improved significantly since the last self study. The CCCS requires a 6% of total budget reserve and the current reserve is 19% unrestricted net assets, net of set asides. Even through tough financial times, the college was able to grow its reserves.



Renovated science labs on campus make learning much more enjoyable for both the students and the faculty who teach in this department.

**Campus efforts on "cross-training" initiatives support promotion from within.**

5. Given the expected rate of retirements, the institution should strengthen its recruiting and selection processes to assure timely and quality replacements. As experienced faculty and administrators retire, NJC should have in place a process to build upon their strengths, advance the instructional application of technology, and address, where possible, opportunity for great diversity.

**RESPONSE:** The college is well aware of the need for succession planning. This concern has also received attention at the community college system level as evidenced by a Leadership Academy which was conducted for community college staff during the 2003-04 and 2004-05 academic years. NJC sponsored six individuals to participate in these academies. Four of the six participating employees are currently employed by the college in leadership roles.

The college understands that there are advantages to "growing your own" talent pool. As a result, the academic programs were re-structured and department heads were appointed. This has provided an opportunity for these individuals to develop leadership skills and broaden their knowledge base of the administrative side of the college. Supervisors make an effort to "cross-train" employees in support and other non-teaching professional positions, and promotion from within the organization is encouraged.

The college has been successful in hiring well qualified replacements as staff members retire or leave. The college routinely advertises openings locally, regionally, and nationally through a variety of methods including online bulletins. Recently, the size of the applicant pools has increased for advertised positions.

6. To provide integrity for on-line courses, a process for test administration should be sought, developed, and implemented.

**RESPONSE:** Online education has changed dramatically since our last comprehensive visit. A common initial concern of faculty and others with regard to online learning was that of test security-- affirmation that the student enrolled was actually the one doing the work. Obviously technology, computer, and internet controls strive to provide a safe learning environment and reduce the chances of identity theft. In addition, faculty members realize that cheating and academic dishonesty exist even on campus and is not limited to online environments. One of the most effective ways to address this issue is to make the class requirements extensive and rigorous, thus reducing the likelihood that someone else is doing the work. In 2007, the Vice President for Academic Affairs convened a committee to review online course offerings and formalize institutional standards for these classes. Many of the NJC online courses are offered in a hybrid format that provides some face to face interaction between the student and instructor and has procedures which reduce opportunities for cheating.

7. The College should develop a standardized process for maintaining personnel files in the Human Resources office. Important considerations in this process are the need for official transcripts and performance appraisal documentation.

**RESPONSE:** Following the last North Central review, all full-time college personnel files were centralized in the Human Resources Office and are maintained by Human Resources staff. The HR Office also maintains all



Many of the NJC online courses are offered in a hybrid format that provides some face to face interaction between the student and instructor.

part-time staff and instructor files. Performance appraisals are completed annually on all permanent staff and documentation is placed in individual personnel files. Even though unofficial copies of transcripts are allowed for the employment application process, official transcripts are required once an individual is hired.

8. Student transcripts are not secure because of their easily-accessible location. NJC should have backup copies of all transcripts in a secured, off-campus location.

**RESPONSE:** Official transcripts are kept in a secure and locked location. The process of scanning any hard-copy transcripts was completed in December 2007. These archived transcripts have been scanned into our Liberty imaging system and are backed-up on a nightly basis; monthly tapes are stored in a vault off-campus. A permanent part-time position was allocated in 2007 to aggressively work on finishing the scanning of official transcripts. All official transcripts from 1996 to the present are stored in the SCT Sungard Banner system.

***The admissions and records areas of the college have accomplished electronic scanning for storage of all transcripts.***



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

**1a - Northeastern Junior College’s mission documents are clear and articulate publicly the organization’s commitments.**

**1b - In its mission documents, Northeastern Junior College recognizes the diversity of its learners, other constituents, and the greater society.**

**1c - Understanding and support for the mission pervade Northeastern Junior College.**

**1d - Northeastern Junior College’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill the mission.**

**1e - Northeastern Junior College upholds and protects its integrity.**

**Core Component 1a: Northeastern Junior College’s mission statements are clear and articulate publicly the organization’s commitments.**

- ***The mission statements clearly define the college’s mission, vision, philosophy, and goals.***

Northeastern Junior College’s mission statements demonstrate the college’s clear sense of purpose and the ideals promoted in them are fulfilled through policies and procedures both at the college and system level. Our philosophy impacts teaching and learning on the campus. The college mission is consistent with, and helps the college to accomplish the mission and values articulated for the Colorado Community College System. This chapter describes and presents evidence demonstrating how NJC fulfills Criterion One.

#### ***Mission Statement***

Northeastern Junior College is a comprehensive two-year institution that is committed to providing excellence in learning, training and service. We strive to produce skilled and knowledgeable students who transfer successfully and enter the workforce productively. We strive to enrich the quality of lives through affordable and accessible learning opportunities.

#### ***Vision Statement***

To be Colorado’s premier two-year college of choice through excellence in education

#### ***Philosophy Statement***

NJC believes the student is the most important person on campus. We strive to provide the best possible educational, cultural, and social experiences within a positive and supportive learning environment.



“NJC has a tradition of providing students with a valuable life experience. Here, you learn the importance of support, building up your peers, encouraging others to succeed, getting involved and discovering your passions. It’s a great community that really cares about students. Always has. Always will.”

Jamie Cecil

Cope, Colorado

Ag Communications Major

*Second generation NJC student who was elected to serve as a national FFA officer while enrolled at NJC.*

***NJC believes the student is the most important person on campus.***

## Goals

- Provide **excellence in learning and teaching** for transfer, career and technical education, business and industry training, and life-long learning.
- Enhance **student success** by providing **comprehensive support and intervention services** that maintain a nurturing learning environment.
- Proactively identify, acquire, and maintain **college resources** to support the mission, vision, and goals of the college.
- Attract and retain **quality employees** and provide incentives for their educational and **professional growth**.
- Foster activities and programs that promote the understanding, appreciation, and acceptance of **diversity**.
- Enable the institution to respond to changing needs of today's educational programming by providing current **technology** for instruction and operations.
- Develop **relationships and partnerships** with educational institutions, businesses, and industries which contribute to the cultural, economic, educational, and social betterment of the region.
- **Assess institutional effectiveness** as part of the planning and renewal process based on continuous improvement principles and **accountability** measures.
- Effectively **promote the college** to result in **enhanced enrollments**.
- Maintain, update, and improve **facilities** to support the educational mission in order to provide an aesthetic **collegiate environment**.
- Operate with **integrity** and be **accountable** to our students, our community, and our state.



NJC enjoys an excellent partnership with Sterling Regional MedCenter. The hospital provides a clinical setting for many of the college's nursing and MedPrep students.

The mission, vision and goals clearly and broadly define the NJC mission. **Excellence in education** says it all. As NJC pursues excellence, we expect the best from everyone involved in the entire organization. This is what has made NJC successful in the past, and what will ensure its success in the future. We strive to create an environment conducive to **learning, training and service**. We understand how important it is for our graduates to be **skilled and knowledgeable** in their fields of study. In addition, we want to guarantee that graduates have an attitude and confidence that will allow them to **transfer successfully** either into the workforce or on to higher education and become **productive** individuals. By offering each student a full college experience

that includes attentive teachers and a close campus community, we **enrich** the **quality** of lives of all involved in the process. Northeastern Junior College creates **learning opportunities** by being **affordable** and **accessible** to anyone who has the serious desire to better themselves.

- ***The mission statements identify the college's internal and external constituencies.***

The mission, vision, and goals define the various internal and external constituencies served. The goals include **transfer students** who will be furthering their education beyond Northeastern. Relationships and partnerships with other educational institutions help to make that transfer as seamless as possible. By utilizing current technology, facilities, and learning environments in the educational process, **career and technical education students** enhance their knowledge to equip them with the skills required in the work force. **Business and industry** in Logan County as well as the surrounding counties recognize how important NJC is for the economy and quality of life in the **northeast corner of the state**. NJC encourages **life long learning** for all **students, employees, and community members**. NJC continues to nurture **relationships and partnerships** that support its mission, vision and goals.

- ***The mission statements include a strong commitment to high academic standards for students.***

A strong commitment to high academic standards is addressed by the goals of operating with **integrity** and **accountability** in a **positive** and **supportive learning environment**. NJC shows commitment to high academic standards by **attracting and retaining quality employees** and by providing incentives for their educational and professional growth. The **partnerships and relationships with other educational institutions** assist in accountability and transferability. Maintaining **college resources** and **providing current technology** are essential tasks in the quest for high standards.

Goals for learning to be achieved by its students are the objectives in pursuing **student success** and **excellence in education**. Maintaining a positive **learning environment, offering comprehensive support and intervention**, and being **effective** are priorities when dealing with anyone involved on the campus of Northeastern Junior College.

- ***These documents are regularly evaluated and revised when appropriate.***

The mission, vision and goals for the college were revised in the spring of 2007. The College President and his administrative team invited employees from across the campus and members of the community to participate in this review. Key employee groups as well as students were given opportunity for input in the discussion and decision making process.

- ***The mission statements are available to the public, particularly prospective and current students.***

These documents are made widely available to the public, including



"I chose NJC for its location in a rural area. The nursing program is considered one of the best in the state. I've found that the quality of instruction here holds the program to the highest standard."

**E. Mike Hammerly**  
**Pearland, TX**  
Nursing Graduate

prospective and enrolled students, through signage, catalogs and other print publications as well as on the college website.

- ***NJC is distinctive in how it fulfills its mission.***

Northeastern Junior College is distinctive in how it fulfills its mission by providing an excellent comprehensive college experience which includes a strong residence life component, with many student clubs and activities. Numerous leadership and social engagement opportunities help to provide a very “collegiate” atmosphere for students. Parents and prospective students often comment that NJC appears more like a “small four-year college” than a “typical community college”. These compliments are a testament to the educational environment and atmosphere NJC has worked hard to create.

The ratings on the Noel Levitz Survey from Spring 2007 (Survey is given annually on the NJC campus) shows that NJC students rate their campus experience at a higher level than the average Community, Junior and Technical Community College students rate their campus. NJC “Campus Climate” rated at 5.39 compared to 5.22 nationally. Other indicators on this assessment that relate to the distinctive characteristics of NJC are “Student Centeredness” rated at 5.48 compared to national 5.29; “Service Excellence” rated at 5.36 compared to the national 5.18; “Concern for the Individual” rated at 5.45 compared to the national 5.16 ; Academic Advising and Counseling rated 5.68 compared to the national 5.15.



The proud Plainsmen. NJC students share a unique atmosphere of academics, athletics and agriculture.

**Core Component 1b: In its mission statements, NJC recognizes the diversity of its learners, other constituencies, and the greater society.**

- ***These documents address diversity values within the community and service area.***

Northeastern Junior College, through its mission, vision, philosophy statement, and goals addresses diversity values within the community. NJC provides excellence in learning and teaching to a myriad of different students regardless of race, ethnicity, gender, age, lifestyle, disability, or class. The college offers an inclusive curriculum that teaches diversity values on a regional, national, and global scale. NJC has dedicated itself to the cultural betterment of the region.

- ***These documents present our function in a multicultural society.***

One of the goals in the mission statements is to “foster activities and programs that promote the understanding, appreciation, and acceptance of diversity.” By teaching an *understanding* and *appreciation* of diversity as well as an *acceptance* of diversity, we hope to ensure that our students are properly prepared to successfully live and work in our multicultural society after graduation.

- ***These documents affirm the organization’s commitment to honor the dignity and worth of individuals.***

The mission statement and philosophy statement affirm NJC’s commitment to honor the dignity and worth of our students. NJC believes the student



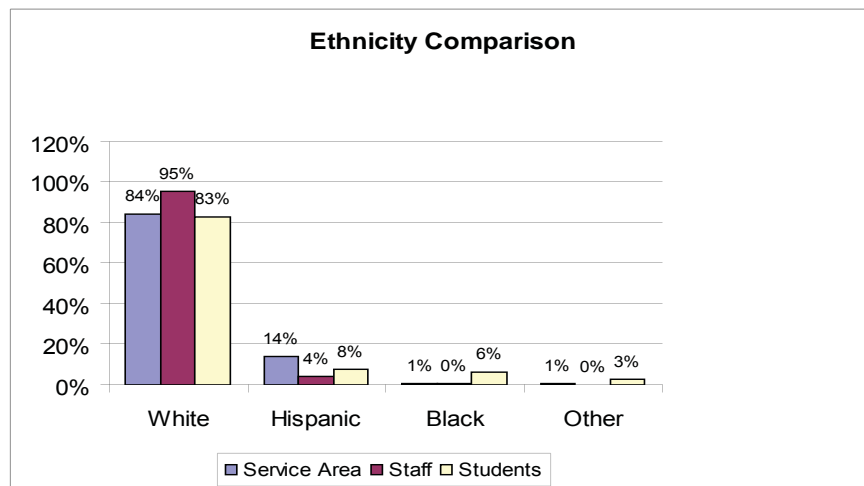
is the most important person on campus. It is our goal to provide the best educational, cultural, and social experience possible for every student that chooses to enroll at our institution.

## College Practices That Promote Diversity

### Hiring Practices

Northeastern Junior College strictly adheres to all affirmative action and equal opportunity policies when hiring for any position. In an effort to attract the best qualified, experienced, and diverse staff possible, job openings are advertised using a variety of methods. Advertisements for job openings are placed in three major newspapers that serve the northeastern Colorado area. Other common advertising sites are Colorado State University, Kansas State University, and University of New Mexico Career Services websites, the Denver Post, multiple global online websites that post career opportunities including Colorado Community College Jobs Online, HigherEdjobs.com w/Affirmative Action Listing, Ccollegejobs.com, and any listing or publication specific to a certain position. (i.e., iHireNursing for nursing positions)

NJC's current ethnic demographics for faculty/staff show a large percentage of white males and females and very small percentages of minority faculty/staff members. The graph below shows a comparison of ethnicities of the college staff, students, and the citizens of our service area. This graph shows that the diversity of our student population is rather similar to that of our service area. It would also indicate that the college needs to continue to strive to hire more people of color.



NJC has been very committed to expanding its diversity for the past ten years. Student diversity is increasing, but it is still difficult to hire people of color in this rural area.

### Faculty and Staff Development

All new full time faculty hired at NJC are trained using the *Academic Advising for Student Success and Retention* resource guides from Noel-Levitz. This is a 6-8 week training session which includes a large component on advising special populations such as non-traditional students, under-prepared students, honors students, and students of different ethnicities.

In an effort to broaden our understanding of diversity issues, all faculty attended training in April of 2006 conducted by a NACADA consultant, on a variety of different diversity scenarios. NJC's academic advisors send out periodic



Nationally recognized speakers have been brought to campus to offer faculty and staff training on diversity and student engagement.

informational e-mails to faculty regarding various diversity issues on a variety of topics. Past articles have included information on working with Latino students and with first generation students. Professional development conferences are available for faculty to attend each year. NJC staff have attended conferences on diversity held in the metro area the past few years. Other conferences sponsored by NACADA and Noel-Levitz usually have a diversity component as part of their training. Title III grant monies have enabled several of our faculty to attend these workshops.

To enhance learning and serve the many different learning styles found in our diverse student body, the majority of NJC faculty members have attended some type of "student engagement" training which is funded by one of our Title III curriculum development projects entitled *Engage the Learner*. The training has brought in numerous guest speakers that specialize in different classroom techniques to engage students in the learning process. The grant monies have allowed several of our faculty to create and implement their own "engage the learner" teaching strategies. In addition, faculty workshops and round table discussions have allowed faculty to share resources, ideas, successes and challenges from their *Engage the Learner* experiences.

### ***Inclusive Curriculum***

The number of strong academic, professional and technical programs offered by NJC might explain the depth and multitude of course offerings found in the course catalog each semester. With majors ranging from Agriculture Business to Music, and career and technical programs ranging from Automotive Technology to Cosmetology, it is no wonder that on average NJC lists courses each semester with approximately 60 different course prefixes. Many course offerings have diversity themes including classes like Ethnic Literature and Cultural Anthropology. Many of these courses fulfill some aspect of the general education requirements for our degree programs.

During spring semester 2007, a committee of faculty members and administrators from NJC, along with representatives from area high schools and businesses met to discuss the needs for foreign language instruction in the service area. This committee concluded that to better meet the needs of our diverse student body and an ever increasing global job market, NJC needed to develop a foreign language department. The first phase of this project began fall semester 2007 with the addition of a full time Spanish instructor to build a Spanish major.

### ***Student Learning to Promote Diversity***

Students in the NJC Honors Program study multiculturalism each month. Once a month, a guest speaker is brought in to speak to the Honors Program students about all the different aspects of a specific culture/country. An authentic dinner from the country being studied is prepared and shared by the speaker, students, faculty guests, and community guests. Recent multicultural dinners have studied Brazil, Greece, and Lebanon.

The Monahan Library on the NJC campus also works very diligently to promote diversity through the acquisition of monographs, periodicals, and audiovisual items that highlight various diverse populations. In addition, every year the library does diversity displays in celebration of the national diversity awareness months. Displays each year include; Hispanic Heritage Month, Lesbian, Gay & Bisexual History Month, Disability Awareness Month, American

***NJC hired its first full time Spanish instructor in the Fall of 2007.***

Indian Heritage Month, Black History Month, Women's History Month, and Asian Pacific American Heritage Month. Displays on various religions, human rights issues and hate crimes have also been done in conjunction with campus-wide activities and programs. The library staff members also created web pages for ten different diversity topics that can be readily accessed through the NJC web site library link entitled [Diversity Resources](#).

As part of the Residence Life program at Northeastern Junior College, Resident Assistants in each residence hall are required to present a diversity program each semester. This totals 15 different diversity programs in the residence halls each semester. Larger campus wide projects that focus on diversity include the Tunnel of Oppression, Multicultural Carnival, Interfaith Panel, and B.O.L.T. (Based on Life Theatre troupe from Colorado State University.)

With the rise of internet usage over the last decade, there is a need to educate and prepare students on a global level for the job market. Course offerings have been expanded since our last comprehensive visit to include more global topics. New courses include World Interdependence – Population and Food, Human Geography, World Civilization, Contemporary World History, and Comparative Religions, just to name a few. Multiculturalism and diversity find their way into more and more classes. To better prepare students as well as faculty and staff, international trips to Rome, London, and Greece have been successful. Several faculty members from NJC also traveled to China as part of a locally organized educational trip.

As part of the development for NJC's Foreign Language Department, various study abroad programs are being explored for possible implementation in the Foreign Language Department. In 2007, one of the college counselors attended a conference to learn how we can better serve our international student population.

### **Student Recruitment and Retention**

Northeastern Junior College has an open enrollment policy which allows anyone to enroll and experience excellence in learning, training, and service. This helps to explain NJC's diverse student body which includes ethnic minorities, first-generation college students, non-traditional students, international students, remedial and special needs students, and honors students.

The admissions staff and recruitment team at NJC are part of Colorado Educational Services and Development Association which is a great resource for information about recruiting students of color.

In 2005-2006 NJC made it a recruitment priority to "Increase participation/success of minority students" as outlined in the Campus Strategic Planning Priorities. Research showed that the most under-represented ethnic group was Latino males. This prompted the creation of the LEARN (which stands for Latino Education Achievement Recruitment Network) Advisory Council. This council is made up of Latino NJC students, NJC recruiting director, NJC faculty, and Latino community role models. This group is responsible for contacting Latino students and their families and teaching them the availability of a local, educational opportunity to bridge the gap between a public school education and a college degree program. One indicator of progress showed the student satisfaction level on the category "Responsiveness to Diverse Populations" rated at 5.47 on the Noel Levitz Student Satisfaction Inventory. This compared favorably with the national rating of 5.40.

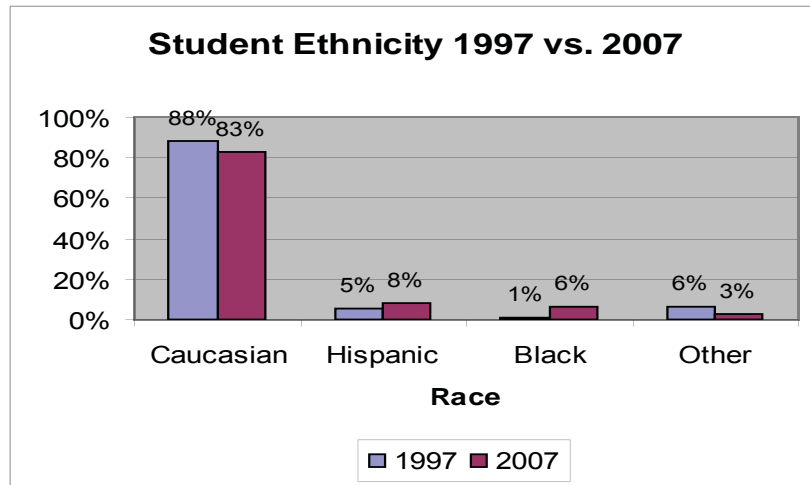
Since a high percentage of our students seek to complete an Associate

**The library staff members also created web pages for ten different diversity topics that can be readily accessed through the NJC web site library link.**



Showcasing some of our most successful Latino students during community events is one way we are working to reach this under-represented student population.

*NJC ranked second in the state in retaining students who needed academic remediation. Retention statistics show that the percentage of first-time full time degree or certificate seeking students retained from fall to fall, or who graduated, has been at 65-66% for several years.*



degree, we place considerable emphasis on student retention. A 2005 study by the Colorado Commission on Higher Education showed that NJC ranked second in retaining students who were required to take remedial classes. Typically these are high risk students. But NJC staff work diligently to retain *all* students so they can attain their educational goals. Retention statistics show that the percentage of first-time full time degree or certificate seeking students retained from fall to fall or who graduated has been at 65-66% for several years; and the percentage of first time part time degree and certificate seeking students retained from fall to fall or who graduated has been at 33-34% for several years.

To help our diverse student body celebrate and embrace their cultural differences once they are Northeastern Junior College students the college offers a myriad of clubs and organizations that any student is welcome to join. A sampling of clubs that NJC offers is P.O.D. (People of Diversity), and S.O.T.A. (Students Over Traditional Age).

In the years since our last visit from North Central, our minority statistics have increased, especially for those students who are black or Hispanic.

**Financial Support for Diverse Populations**

**Daniels Foundation**

The Daniels Foundation Grant is a privately funded scholarship program specifically for NJC students from GED or non traditional backgrounds. Under the initial grant, eligible students were required to show financial need (be eligible for the federal Pell Grant.) The Daniels scholarship paid for the amount of funding that would normally be borrowed or provided through family support. The program also set up a structure of personal and academic support so that students would succeed with their plans.

By July 2007, Northeastern had expended the original \$200,000 Daniels Foundation grant to assist a total of 47 students seeking a college degree. The goal was to help students complete a college degree, not just begin one. NJC assumed all administrative costs for promoting, awarding and mentoring Daniels Opportunity Award recipients. All funds provided by the Daniels Fund have gone directly to support the financial needs of the recipients.

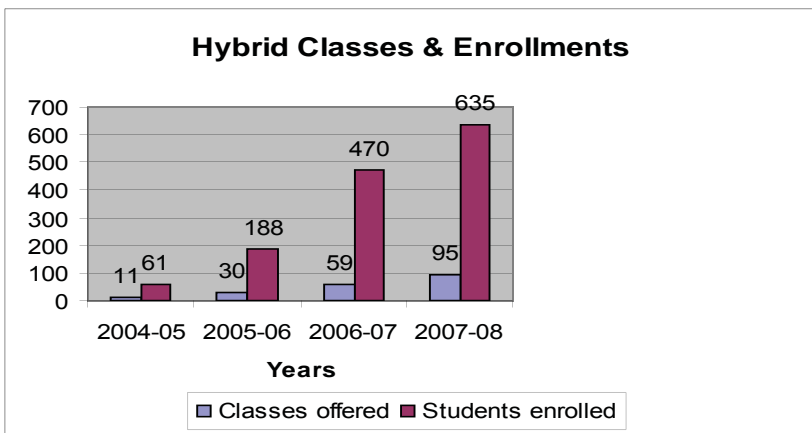
The NJC Foundation also provides several small endowed scholarships specifically targeted to non-traditional and minority students



**Community Outreach and Access**

NJC has developed several programs to increase community participation in the college. NJC’s Extended Studies Department offers an array of classes to promote lifelong learning among northeastern Colorado residents. For the working adult that wants to come back to school and complete a degree but can’t afford not to work, NJC implemented the Accelerated Degree Program. Courses in the Accelerated program are held Tuesday and Thursday nights and Saturday mornings. This program allows community members to complete an Associate Degree while continuing to work. To further accommodate community members, numerous advancements have been made with NJC’s online offerings. During the 2007-08 academic year NJC faculty offered 95 hybrid and 15 online courses. In addition, NJC students enrolled in 249 online courses through the Colorado Community College System. Colorado Christian University, Franklin University, University of Phoenix, Capella University, Regis University, and DeVry University all have created partnerships with NJC to enhance transfer opportunities for students. The graph below shows the growth in hybrid courses over the last four years-- a direct result of the college’s Title III Grant.

*The Accelerated Degee Program offers classes on Tuesday and Thursday evenings and Saturday morning.*



A growing number of students are choosing to take online and hybrid classes and NJC is making huge strides in how many of these classes it is able to offer.

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

**Dissemination**

- ***Our advisory council, administration, faculty, staff and students understand, articulate, and support our mission.***

The college has kept our mission statements transparent as they appear near the front of the college catalog and in other college publications. Framed versions are posted in high traffic areas around the campus. The mission is well understood in terms of campus planning and our daily view of our work.

The NJC Advisory council, college administration, faculty, staff and students understand and support our mission. These groups were surveyed and the survey results demonstrate that the mission is well understood and supported by all areas. The annual employee survey administered each spring showed the following results:



## Student Learning Goals

- ***The goals are aligned with the college mission.***

Although progress is being made, the college continues to encourage the various areas, divisions, and departments to establish written measurable goals and benchmarks in order to measure and assess the quality of our programs. This in turn supports the college's efforts to establish viable program level assessments.

Other areas of the college would benefit from establishing quality indicators and goals. This could include student service areas, auxiliary enterprises, etc.

Employee surveys the last two years asked if the goals of the college were proper goals for the college to embrace. 89% in 2007 and 92% in 2008 either Agreed or Strongly Agreed with this statement.

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

*Employee surveys show that 89-92% agree with the goals and objectives that have been set for the college.*

- ***Leadership History***

Northeastern Junior College has had six Presidents and three Interim Presidents since it was founded in 1941. The chart below shows the history of NJC Presidential Leadership.

Lance F. Bolton	2006 to Present
Judy A. Giacomini, Interim	2004 to 2006
Bruce C. Perryman	1995 to 2004
Al Renzelman, Interim	1994 to 1995
Henry M. Milander	1988 to 1994
Ronald D. Bailey, Interim	1988
Marvin W. Weiss	1979 to 1988
Ervin S. French	1948 to 1979
Charles F. Poole	1941 to 1948

Since our last comprehensive visit, the college has re-organized the academic structure several times to be more efficient and stream-lined and to reduce administrative costs. The current structure has provided an opportunity to develop leadership and administrative qualities among supervisors, directors, and department chairs. It has also put more of the day-to-day decision making in the hands of faculty and staff.

The recent CCCS system wide employee survey shows that faculty Strongly Agree (41.4%) and Agree (58.6%) that they receive the support that they need from their department chair. They also thought that their performance evaluations were fair (25% Strongly Agree and 67.9% Agree.) Faculty also thought that the feedback that they received during their most recent performance evaluations were meaningful and helped them improve their work (20.7% Strongly Agree and 65.5 % Agree.)

- ***The President and senior administrators are responsible for providing effective educational leadership and administration in accordance with governing board policies.***

The President of NJC has the authority for day-to-day decision making as well as strategic planning and development. The President reports to the Community Colleges of Colorado System President. The system office reviews and approves any contracts for NJC including contracts with service vendors, real estate or construction contracts.

Significant policy changes in any area of the college are vetted with appropriate leadership staff at the CCCS Office. Staff members at the system office provide leadership in legal issues, human resources, financial and academic program areas.

- ***Collaboration exists between the State Board and the NJC administration for articulating and promoting the educational vision of the college.***

NJC does not have a direct reporting relationship to the state governing board. The college reports to that board indirectly through the CCCS. The President attends monthly meetings of the board and has reported on several issues to the board including inefficiencies associated with the Colorado Opportunity Fund (COF) and on capital needs for the campus. Presidents are often asked to serve on committees or task force groups to examine topics of interest and make recommendations to the Board. The State Board consistently focuses on issues of student success, financial reporting and system data needs.

- ***The governing board and college administration cooperate to secure resources to support operations, improvements, and new college initiatives.***

One of the statutory initiatives of the governing board is to receive, review, and transmit recommendations to the CCHE and the general assembly concerning operating and capital budget requests of the community colleges. The Board also controls the direction of funds and appropriations to the colleges in the System.

The needs of the colleges are reviewed yearly; 5 year and 10 year capital planning priority lists are required to be updated by the colleges on a yearly basis.

The State Board for Community Colleges hears and prioritizes requests for capital funding from the 13 colleges that make up the system. Each school is annually given an opportunity to make a presentation to the board on capital construction needs. In 2007 our college president presented a renovation plan for ES French Hall. The college completed a program plan for this renovation in the early 2008. The ES French Hall project is currently listed as an alternate project if additional state funding is made available for renovation and construction.

Resources for NJC are often impacted by decisions of the Colorado State Legislature. The CCCS leadership determines priorities for each legislative session. Members of the State Board work with CCCS leadership and the thirteen college presidents to closely monitor legislative initiatives which could help or hinder the financial stability of the individual colleges and the system.

The college has pursued numerous outside funding sources to meet identified needs and improvements for campus. The college has negotiated a number of funding partnerships with the local community. The Logan County



Barbara McKellar (center), current chair of the State Board for Community Colleges and Occupational Education has frequented our campus the last two years, visiting with students, faculty and staff.



Commissioners approved \$150,000 of matching capital development funding for residence halls. Sterling Regional Medical Center provided \$20,000 to support the new Associate Degree Nursing Program and continues to donate used and new equipment to the nursing programs. The NJC Foundation has an aggressive fund raising campaign underway. The campus Grants Director has taught classes in grant writing and in the fall of 2006, the administration implemented an incentive program for employees who write and receive significant grants. Since that time:

- 25 grants have been written and submitted
- 11 have been funded
- \$794,200 has been received
- \$15,885 has been paid out as incentive to those who wrote the grants

In addition, the multi-year Title III and TRIO grants are examples of planning processes that resulted in gathering outside funds to accomplish specific institutional goals.

- ***The college's administration is responsible for organizing the school's academic programs to improve student performance.***

The college's current structure for the academic programs is that of a departmental format. Each academic program is housed within a department with similar programs. (See organizational chart for details, Appendix A). The department chairs are either directors or faculty members with administrative release time. These individuals have responsibilities for the day-to-day operations of their departments including budgeting, evaluations, new program development, etc.

Several of the larger departments also have an Academic Liaison which is a faculty member who assists with developing the next semester's class schedule, keeping the college catalog current and up-to-date, and representing the department on the Curriculum and Instruction committee.

This organizational structure has enabled the college to expose more faculty and staff to the administrative workings of the college and helps employees to further develop leadership qualities. This supports the college's efforts to "grow our own" leaders and plays a part in succession planning for the institution.

The Curriculum & Instruction Committee (C & I) oversees the integrity of the curriculum by ensuring that any additions to courses or programs being offered satisfy the policies of both the CCHE and CCCS. Actual course content must include at least 80% of the competencies listed on the common course website. Only faculty members of the C & I Committee are allowed to vote on curriculum issues. (In the past, all professional staff members of the committee voted on curriculum approval.) Since the faculty "owns" the curriculum, faculty members are empowered to exercise responsibility and control for issues regarding academic programs at NJC.

- ***The working relationship between the CCCS President and the NJC President facilitates the effective operation of NJC.***

The CCCS President is very supportive of the colleges within the system and uses her office primarily as means to influence improved legislative outcomes for the colleges of the system. She also leads efforts regarding equitable distribution of resources among the colleges of the system. We are each stronger colleges because of our membership in the system than we



Kent Wright (right) oversees the automotive technology programs at NJC and works closely with diesel technology program coordinator Justin Mertens (left) and fellow auto tech instructor Layton Peterman (center). The way the college is now structured gives each department some flexibility in program development which in turn, helps further develop leadership qualities in each of these areas.

would be alone. The CCCS uses the purchasing power and coordination of staff to achieve better outcomes for purchasing, including software and management tools for the system. Information Technology is handled at the system level to assure complete compatibility among all of the colleges. One of the great advantages of being in a large system is there is continuous “best-practice” sharing among members of the system. Examples are the annual 2-to-2 Faculty Conference where faculty discuss and share curriculum developments, the annual Assessment Conference, and other summits such as the Student Success Summit held in 2006.

The college president influences the creation of policies for the college and within the system. The CCCS is run with a clear bent towards shared governance. At the monthly president’s meetings as well as through individual communications, the college president is able to inform and influence CCCS policies. Often policy at the CCCS level is decided by a vote of the college presidents. This assures our collective voices impact system level decisions. NJC recently asked for new metrics of measuring the success of each college in the system; in response to this request a new data measure was developed. This data measure analyzes each college’s market penetration of their designated district. NJC demonstrates the highest market penetration (10.6%) of any college in the system. (Market Penetration is measured as the percent of students attending NJC from the five county service area compared to residents in the service area). Refer to Appendix section.

The college administrators also have a voice in approving or challenging developments of any new academic programs within the system. It is the collective will that ultimately determines each year’s allocation of state system resources.

- ***The President, staff, and community work together to attain the mission and goals of the college.***

The community survey, which consisted of ten questions covering communication between NJC and the community, services, state of the facilities, safety and security, diversity on the campus, the cultural environment, and the campus signage was sent out to approximately 120 external partnerships, such as the school boards in the five county area, all high school principals in the five county area, constituents who utilize the NJC campus and its facilities for their functions/events, economic development offices in each county, cities and counties in the service area, and state FFA chapters.

In a separate survey sent to members of the College Advisory Council, the NJC Foundation members, and members of career and tech program advisory committees, 100% of those responding viewed NJC as Excellent or Good at fulfilling its mission. They also felt that NJC was doing an Excellent or Good job of providing quality student learning and teaching; cooperative community based relationships; and accountability to our students, community and state.

The community survey also inquired about the relationship between the college and the respective committee or board on which the respondent served. In addition, the survey asked the respondents to rate the following categories Excellent, Good, Fair, or Poor. The results appear in the table shown at the top of the next page.



CCCS President Dr. Nancy McCallum (right) frequently visits the NJC campus and was on hand when NJC President Dr. Lance Bolton welcomed Governor Bill Ritter (center) here during his inaugural tour which included a stop at the NJC Student Center.

***NJC demonstrates the highest market penetration (10.6%) of any college in the system.***

		Excellent	Good	Fair	Poor
How would you rate the communication between NJC and the committee on which you serve?	2007	67%	28%	6%	0%
	2008	71%	23%	3%	3%
As an individual member of the board/committee, how would you rate the impact of your contribution to NJC?	2007	28%	50%	22%	0%
	2008	39%	48%	10%	3%
How would you rate the effectiveness of the board/committee on which you serve?	2007	28%	61%	11%	0%
	2008	52%	42%	3%	3%
How well does the college utilize the feedback from program advisory committees to maintain the currency and relevancy of its courses and programs?	2007	44%	44%	11%	0%
	2008	65%	32%	0%	3%

The college president encourages faculty and staff to be active and involved in their community. This effort helps the college accomplish its goal “to develop relationships and partnerships which contribute to the cultural, economic, educational, and social betterment of the region”. Perhaps most importantly, the president himself strives to always carry out his work consistently with the NJC mission and goals.

The Leadership Team often considers how a specific issue supports our mission and goals. This sets a positive example for the rest of the campus community. NJC continuously works to keep the message of community involvement fresh and in the forefront of the collective campus.

- ***The relationship between the administration and staff facilitates a climate that supports innovation and creativity in helping students achieve their goals.***

There are sufficient standing and ad-hoc committees functioning within the organization which promote an on-going evaluation system. The membership on these committees offers a well-rounded broad perspective and insight into the different aspects of the college. Membership on all standing committees includes at least one, and many times more, of the top four NJC administrators.

In the last two employee surveys, the following percentages responded Strongly Agreed or Agreed to the following three items:

*Administrative personnel overseeing the institution are qualified.*

2007 - 79%                      2008 - 80%

*The administrative structure serves the needs of the campus.*

2007 - 71%                      2008 - 80%

*The level of competence of the administrators at the college is high.*

2007 - 71%                      2008 - 82%

The college fosters a climate that centers on students and their successes. Decisions and policies are driven principally by whether a change will benefit student success. We offer outstanding counseling and advising services to students. The Comprehensive Learning Center offers a free tutoring center to assist students who are experiencing difficulty in their courses.

Innovation in teaching and program offerings is encouraged in a number of ways. Faculty who assist in writing grants to support their programs may be compensated for this work. We have used Title III grant dollars to bring

nationally recognized experts to campus to provide workshops on engaging students in the classroom. Title III funds also assist faculty in preparing classes to be offered in online or hybrid format, or to develop special modules to more effectively engage their students in the learning process.

### **Core Component 1e: Northeastern Junior College upholds and protects its integrity.**

- ***Northeastern Junior College's activities are congruent with its mission.***

The institution operates within the guidelines and policies of the CCHE, the State Board for Community Colleges and the State of Colorado in order to insure integrity in its operation and implementation. The institution is accountable to internal and external constituents. Internally the procedures for assessment of students, faculty, and programs are followed according to the policies displayed in the faculty handbook, student handbook, and board policies. External accountability is provided through independent audits and annual reports on all operations within the college.

- ***Northeastern Junior College operates legally, responsibly, and with fiscal integrity.***

The institution operates under the policies, rules, regulations, and directives of, and is accountable to the State Board for Community Colleges and Occupational Education. This board policy is then administered by the appropriate officials within the institution.

The Colorado Community College System (CCCS) directs procedural implementation of Board policy. These system procedures are communicated to and performed by the various administrative and educational officers within the college.

The institution is further regulated by the Colorado Commission on Higher Education (CCHE) and the Colorado Department of Higher Education (CDHE) concerning all relevant academic and transfer matters.

The institution recognizes and abides by all local, state, and federal law. The policies, laws and directives are transparent to the community and are reviewed by local, state, and federal auditing and enforcement agencies, bodies, and personnel.

Regular audits of fiscal, academic, and student information operations of the institution are conducted by agents of the State Board and State System. Results of these audits are available through the state system (CCCS).

Board Policy (BP 4-20a Consumerism) clearly outlines state policy on institutional requirements for reporting data to validate procedural integrity and offers accountability to the public.

- ***Northeastern Junior College abides by applicable local, state, and federal laws and regulations:***

The institution understands and abides by all federal laws that apply to the operation of the college, most notably in the following areas:

- Equal Employment Opportunity and Affirmative Action (EEO/AA). Human Resources is responsible for all public notification, hiring compliance, and regulatory documentation.



The reading assessment and improvement activities that take place through the Comprehensive Learning Center are a very effective way to engage students in their learning process.

***Innovation in teaching and program offerings is encouraged in a number of ways. Faculty who assist in writing grants to support their programs may be compensated for this work.***

- Family Educational Right to Privacy Act (FERPA). The institution has provided training relative to FERPA to employees that deal with student sensitive issues. FERPA compliance is primarily assured by Student Services and most specifically Records and Financial Aid offices.
- Title IX. The college operates under the tenants of the Title IX legislation. Primary compliance duties fall under the Human Resources coordinator. Title IX information is available to faculty, students, and the public through the Human Resources Office, Athletic Office, and Monahan Library.
- Americans with Disabilities Act (ADA). The college makes every attempt to comply with ADA regulations. There have been challenges in implementing 100% accessibility and accommodation due to the aging nature of the physical facilities. Most of the buildings on campus are of the 1960's era and were built prior to the current ADA requirements. The institution has a standing committee (Accessibility Committee) to assess needs and offer suggestions to the Physical Plant Department. Minutes of these meetings are available from the chairperson.
- Northeastern Junior College adheres to all federal employment law concerning citizenship, identification, and federal & state tax collection.
- EPA regulations
- Regulations concerning Student-Right-to-Know, Campus Safety/ Security, Drug and Alcohol Prevention Program, Cleary Act reporting, and the System President's Consumerism Policy Regarding Financial Aid.

The institution clearly understands and abides by system policy concerning financial operation of the college. Board policy dictates procedure on training, accounting, purchasing, bids, and contracts.

NJC is governed by policies from the Colorado Community College System Board Policies and System Procedure. State policies and procedures are available through the Colorado Community College System and the State Board for Community Colleges and Occupational Education. Key state board and system policies concerning the operation of the college are consistently followed:

- BP 3-05 Delegation of Personnel Authority
  - BP 3-06 Legal Protection for Employees
  - BP 3-10 Administration of Personnel
  - BP 3-24 Drug Free Workplace
  - BP 3-60 Employee Benefits
  - BP 3-120 Affirmative Action
  - SP- 3-24 Drug Free Workplace
  - SP 3-120a Sexual Harassment
  - SP 3-120b EEO/AA
- ***Northeastern Junior College consistently implements clear and fair policies regarding the rights and responsibilities of all our internal and external constituents.***

The institution follows procedure that is outlined in the various group handbooks. These handbooks are updated on an annual or semi-annual basis and the constituent groups are notified of any change in policy. Specifically,

***The institution clearly understands and abides by system policy concerning financial operation of the college. Board policy dictates procedure on training, accounting, purchasing, bids, and contracts.***

procedures for fair treatment are outlined in handbooks for the following:

- *Classified staff:* The Classified Staff Handbook outlines state system procedures for all classified staff positions. Included in the handbook are the procedures for due process.
- *Faculty:* The Faculty Handbook outlines all procedural applications regarding faculty positions. Workload, pay for performance, evaluation, and due process procedures are listed in the handbook.
- *Students:* The Student Handbook outlines expectations, academic procedures, and due process procedures for students. Available resources are listed with appropriate contact information.

Specific board and system policies that govern issues concerning fairness include:

- BP 3-70 Colorado Community College System Code of Ethics
  - BP 3-71 Whistleblower Protection Policy
  - BP 3-125 Electronic Communication Policy
  - SP 3-125a Electronic Communication Procedure
  - SP 3-125b Cellular Phone Usage Procedure
  - SP 3-125c General Computer and Information Systems Procedures
- ***Northeastern Junior College ensures integrity of co-curricular and auxiliary enterprises.***

The following activities of the college are considered auxiliary enterprises:

- Residence Halls
- Bookstore
- Bank of Colorado Event Center
- NJC Student Health Center
- Food Service – Operated by contract with Sodexo corporation

Auxiliary enterprises, though not funded with general fund dollars, are subject to the same fiscal operating procedures as regularly funded activities. All of the enterprises operate within the policies and procedures set forth by the State of Colorado, CCCS and the SBCCOE. In addition, an officer of the college is designated for each auxiliary enterprise and is the responsible party for compliance. These officers then report to their administrative supervisors as outlined in the organizational chart. For copies of state fiscal policy and information regarding audit results please refer to [www.ccs.edu](http://www.ccs.edu).

Co-curricular activities include the various student organizations, student government, and programs that are an extension of instruction. The governance of policy concerning co-curricular activities is outlined in the faculty and student handbooks. Compliance is monitored at a department and campus level and by the Vice President for Student Services. For a complete list of all co-curricular activities please refer to the faculty and student handbooks. All co-curricular activities are subject to state fiscal policy available at [www.ccs.edu](http://www.ccs.edu).

Other activities important to the mission of the college where we must ensure integrity in operation are in the following areas:



Five residence halls and an honors house on campus serve as an auxiliary enterprise on campus.

- Extension operations, educational support to area school districts and the BOCES (Board of Cooperative Educational Services). Agreements and contracts with school districts and the BOCES follow all operational and fiscal policy and are subject to review by the state system and board. NJC follows state statutes and CCHE and system policy regarding the Postsecondary Educational Opportunities Act (PSEO). These policies require school districts to pay or reimburse the tuition costs for college level courses successfully completed by their students.
- Colorado Community College Online - The institution cooperates with the CCCOnline program and adheres to the policies concerning offering and delivering CCCOnline classes. These classes are separate from campus driven online offerings and are therefore subject to governance and contract with the CCCOnline.
- Agreements, contracts, and memoranda of understanding with four year institutions. The college seeks and approves programs aligned with four year institutions that benefit NJC students. Continuing educational programs through Regis University, Colorado Christian University and other transfer institutions are available to students at NJC. The institution follows CCHE and CCCS procedure in the transfer of credit and in the operational and fiscal management of those programs. Copies of articulation agreements with four year institutions may be obtained from the VP of Academic Services.
- Department of Corrections

*Youth Offender Program:*

The college provides educational services through contract with the Sterling Correctional Facility. Courses and services are all subject to CCHE, DOC, and CCCS policy and procedure. Regular audit of services and fiscal operation ensure compliance and integrity.

*Monahan Second Chance Academy:*

The college helps coordinate a "second chance" academy to award college credit for classes taught at the Sterling Correctional Facility. This program is privately funded.

- Contracts with local vendors for specific services, such as with Sodexo for food service or with local hospitals for clinical services or campus Health Center operations.
- Lease of office space on the campus to outside agencies, such as the Workforce Center or the Department of Vocational Rehabilitation.

- ***Northeastern Junior College deals fairly with our internal and external constituents***

The institution establishes and follows policy to ensure that external customers of the college are treated in a fair manner. The areas of major consideration are as follows:

- *Bank of Colorado Event Center*  
Policy dictates the use and cost of the Bank of Colorado Event Center (BCEC) by community patrons. The Event Center Board of Directors reviews fees, hours of operation, and operation of the BCEC to ensure fair and equitable use by the community as well as NJC students.
- *Vendors and contractors*



Student government activities are alive and well at NJC. The Associated Student Government gives students a chance to participate in the decision making process on campus.



The Bank of Colorado Event Center on campus is a prime example of how NJC serves both internal and external constituents.

The institution follows established system procedure in all purchasing, contracting and bid selection processes. Purchasing procedures concerning vendor selection and use are clearly stated by state board policy and are available for review. The bid solicitation process and awarding is subject to state fiscal policy and is regularly audited to ensure fairness and compliance. The college financial department holds training sessions for small local vendors to assist them in following the guidelines for purchasing and bidding. The college encourages fair, transparent, and fiscally responsible actions from all employees of the college in regard to vendors and suppliers.

- *Facility use policy*  
The college has an established procedure for outside agencies to use the physical facilities. Every attempt is made to make the process fair to patrons without displacing educational activities for students. This policy is monitored by the Physical Plant Department. Outside agencies must complete an application and abide by rules; they are also subject to the scheduling of internal activities.
- *Scholarship selection*  
While there is no official written policy of the institution in regard to fairness in the selection of scholarships, there is informal compliance in the practical selection of scholarships. A committee comprised of representatives from all areas of the college is charged with the selection of the majority of institution-wide scholarships. This procedure ensures that no individual person may determine awards and offers the fairest solution to selecting scholarships. Departments similarly select departmental scholarships by committee, ensuring fair representation in the selection process.
- *Institutional Research*  
The Office of Institutional Research, Planning, and Development adheres to the principles of FERPA in compiling and disseminating student data. It is also important that the office provide accurate data to state, federal, and other internal and external agencies. Data is validated by CCHE, CCCS and IPEDS.
- *Athletic Eligibility*  
The Records Office in conjunction with the Athletic Director and the Athletic Department strictly adheres to the requirements of the National Junior College Athletic Association to certify athletic eligibility. Each student-athlete is held to the same standards and must qualify under the requirements as outlined in the Eligibility Rules of the National Junior College Association.
- *Residency Determination*  
Residency determination is evaluated on a student-by-student basis. The Admissions Office determines residency based on the Colorado tuition classification statutes. A student's classification is based upon the application for admission as submitted by the student. If the student is under 23 and does not meet other specific criteria then the student's residency is determined based on information provided by the parent or legal guardian.



- *Citizenship*  
Citizenship is evaluated on a student-by-student basis. The Admissions office determines citizenship based upon the application for admission as submitted by the student. This is a self-reported section on the application, and requires the country of citizenship, visa type, and visa expiration for all-non U.S. citizens. All non-U.S. citizens must also work with the international advisor to ensure proper documentation is provided as required by the Student and Exchange Visitor Information System (SEVIS).
- *Copyrights and Software*  
The college adheres to all copyright laws regarding printed materials and software.

- ***Northeastern Junior College presents itself accurately and honestly to the public***

Major publications are reviewed and monitored for accuracy. The College Catalog is considered to be a document of contract between the student and the institution and is therefore carefully reviewed on an annual basis for accuracy of content. During production, the catalog is broken down into sections and editing duties are then delegated to the various responsible parties or departments for review. The Vice President for Academic Services and Director of the Mailroom/Document Center are the lead personnel responsible for the final output of the catalog. The catalog is available in hard copy and on the NJC website at [www.njc.edu](http://www.njc.edu).

Marketing materials are constantly being updated to reflect changes in programs and students. Many materials are printed in-house through the NJC Mailroom/Document Center. This allows a small number of promotional materials to be printed as needed as opposed to previous procedure which required large numbers of materials to be printed each time. This prior procedure resulted in thousands of copies of brochures and other promotional materials that became outdated. The new procedure is financially more efficient and produces materials that are much more current than in the past. The Marketing Services Director reviews all content on marketing and public relations materials prior to printing or production.

The institution works diligently to keep its web site current. Changes and updates to the web page must be submitted by faculty and staff to the web site manager for review and application. In 2007 the design and layout of the web pages were updated. Current market research indicates that the web is an important tool for students choosing a college and an important connection with college services once they are admitted.

The entire Colorado Community College System has implemented a new Banner computer system over a two year period. One area which still needs some attention is the state system web site and electronic admission procedures. Students in transfer degree programs are unable to find specific majors within AA, AS, or AGS degrees in the state system colleges. It becomes confusing to students as to whether their intended program of study is available or not at the particular college to which they might be applying. The Vice President for Academic Services is advocating in this area for the college through the Educational Services Council.

***Marketing materials are constantly being updated to reflect changes in programs and students. Many materials are printed in-house through the NJC Mailroom/Document Center.***



"Northeastern Junior College is a great school! I come from a long line of people who have made a living here in this part of Colorado. I don't doubt for a minute that after I get my degree in architecture, I will probably come back here to work and raise a family."

—**Josh Holloway,**  
**Sterling, Colorado**  
Pre-Architecture Major  
NJC Graduate '06

- ***Northeastern Junior College responds in a timely manner to complaints and grievances***

The student handbook clearly outlines the procedure for complaints, grievances and due process for students at Northeastern Junior College. Complaints and grievances are handled by the appropriate official within the college. Academic issues are generally referred to instructors, department chairs, and the Vice President for Academic Services in that respective order. Issues concerning student life are generally referred to Resident Assistants, Residence Hall Directors, Director of Residence Life, other department officials as necessary, and then to the Vice President for Student Services. The student handbook outlines the procedures for grievances and appeals. Every attempt is made to reasonably conclude the process in a timely fashion. Documentation of complaints and grievances can be found with the Vice Presidents for Academic and Student Services. The Human Resources Office has procedures for addressing employee complaints and concerns.

Students are provided with class policies and procedures within the course syllabus. While there is room for individual differences in courses, a general template is utilized by all faculty. Refer to electronic copies available on the computer network instructional site.

***Strengths:***

- Faculty have ownership of the curriculum since only faculty members of the Curriculum and Instruction Committee have voting rights.
- The college places utmost importance on maintaining a high level of integrity with internal and external constituents.
- Over the last ten years, the college has shown more diversity among its student population.
- The Title III Grant programs and other efforts have resulted in improved student retention.
- The college leads the state in serving the constituents of its service area as evidenced by the market penetration rate.

***Challenges:***

- The college may benefit from requiring more areas of the institution to establish measurable written goals and benchmarks.
- The new web based admissions application does not allow potential students to easily identify their intended program of study.
- The college must continue to seek and develop adequate financial resources to meet its needs.
- The college must endeavor to improve the diversity of its staff.

***Recommendations:***

- The college will provide a training session on how to develop measurable written goals and benchmarks; each area will begin making this part of the performance planning/evaluation system.
- Continue and improve the grant writing training and incentives to promote more grant activity. Hire outside expertise to develop large federal grants.
- Develop a "grow your own" project that mentors/develops current student leaders to promote interest in returning to NJC as employees.

*“NJC’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.”*

**2a – Northeastern Junior College realistically prepares for a future shaped by multiple societal and economic trends.**

**2b – Northeastern Junior College’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

**2c – Northeastern Junior College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement.**

**2d -- All levels of planning align with NJC’s mission, thereby enhancing its capacity to fulfill that mission.**

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

NJC opened its doors 67 years ago and continues to offer quality education to students of all ages and backgrounds. NJC’s planning functions are specifically directed to evaluate the changing environment both on and off the campus. This assures that the college academic programs, support functions and student life activities all meet the varying needs of a diverse campus population.

- **NJC’s planning processes include effective environmental scanning.**

Providing quality transfer programs is one of our primary objectives. When planning for the future, staff members focus on strengthening academics and preserving quality programs. One example is our agricultural focus, with plans for expansion of the equine and rodeo programs. As we anticipate an increase in full-time on-campus students, we are beginning plans for a new residence hall to meet increased student housing needs.

NJC has participated in system-wide scanning activities and envisioning the future activities and has also employed independent consultants to research specific program areas in an effort to uncover unmet needs or to determine viability for potential new program development. As an example, we recently utilized a consultant to explore specific opportunities in the fields of electrical linesman and electrical technician.

NJC strives to be responsive to the workforce needs of our service area. We employ a fulltime person in our Extended Studies department who works as a liaison with regional businesses. In addition, the Eastern Colorado Workforce Center is housed on campus. Their location in our administrative building fosters excellent communication and cooperation with workforce training. A good example of this was the grant that was co-written to help with nursing education classes.

When local business and industry leaders indicate there are workforce shortages in specific areas, the college tries to assess the situation to determine the best way to meet this need. In some cases, short-term skill training classes may be adequate in preparing individuals for entry level employment. As an example, the Extended Studies Division offered numerous welding classes to meet a local shortage of welders.

In other cases, the job opportunities may require higher level abilities



NJC’s equine and rodeo programs are growing, creating a need for larger facilities and increased staffing. This equine management student, Oliver Sears of Fort Collins, CO spent the summer of 2008 in Italy doing a summer internship with Sherry Mason Cutting Horses. This is just one example of the opportunities students are finding available in the equine industry.

with significant technical skills. These jobs may also require individuals to work with the general public, thus requiring people skills and the need for general education and communication classes. In this case, the college may create an approved Career and Technical Education program to meet a long-term need. As an example, in 2006-2007, NJC implemented a Graphic Arts Program. In these situations, an industry advisory committee is formed to provide input and validation of the curriculum.

Occasionally, an existing business will request skill training for existing employees. In these situations, the college's Extended Studies division works with the company to determine the best way to provide this training. One example is our relationship with Sterling Regional MedCenter. The college also has contracts with internet-based companies to provide non-credit courses for situations where we do not have faculty with specific expertise and/or would not have enough demand for a class to be offered. There have been a few opportunities in the past where "customized training" was developed for specific purposes. NJC is capable of working with individual businesses to meet these needs.



Welding classes are just one example of how NJC responds to workforce needs and provides short-term skill training classes to prepare area workers for employment.

- **NJC clearly identifies authority for decision making about organizational goals.**

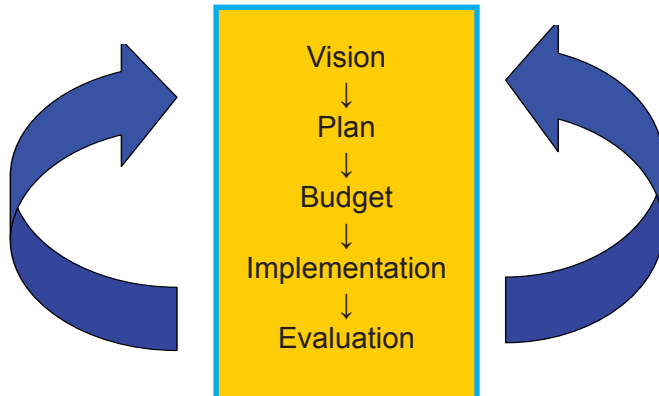
NJC's decision-making process depends on the type of decision being made. Minor financial decisions on policies that do not require direct funding are made independently by the Chief Business Officer. Examples include changing the club accounts from agency to auxiliary, or changing a financial policy in order to facilitate greater financial stability in the college. A specific example of an independent decision is when the institution purchased a boom lift for \$25,000. In this case there was a contingency budget for that expense and the purchase was justified.

Larger financial decisions are made with other administrators. A decision on limiting residence hall refunds to eight weeks into the semester instead of twelve was made with the input of the Vice President of Student Services. Decisions regarding the future of the institution are ultimately finalized by our President with input and direction from top management (i.e., the President's Leadership Team), other staff and community leaders.

However, before major shifts in policy are implemented, all stakeholders are given an opportunity for input. The proposed change is then reviewed by the President's Leadership Team. The purpose of the President's Team is to facilitate campus communication and provide representative input for decision-making. Members regularly analyze the state of the college to determine the best course of action to advance the college mission and goals. Ultimately major decisions carry the support of all of the college's leaders.

NJC annually forms a Campus Planning Committee. The President and the Leadership Team appoint a group of campus and community members to develop action priorities for the ensuing year. As a whole, employees are very involved in the community and provide a strong barometer of community needs and support. During the planning process, information is gathered through one-on-one conversations, written and verbal surveys, market surveys and academic research. Once developed, the action priorities become instructional program directives and budget allocation indicators, and provide overarching institutional goals.

Strategic planning follows the model below:



At the State level, the CCCS communicates decisions made and/or approved by the State Board for Community Colleges and Occupational Education (SBCCOE) to the CCCS System President, who communicates the decisions to NJC and to the additional 13 system colleges.

- **NJC's organizational environment is supportive of innovation and change.**

NJC supports innovation and change in many ways. One is through continual analysis of our academic and career/technical programs. Some recent changes are highlighted here.

- As the world makes healthcare advances and our population lives longer than ever before, NJC has continued to re-evaluate its healthcare education offerings. While continuing the CNA and the LPN programs, we have implemented a successful ADN program.
- To provide good training to Pre-med and Pre-vet students, the biology labs were updated to include the latest technology.
- Business classes cover on-line business techniques, global economics, organization development, organizational leadership, and methods for responding effectively to change.
- The newly reopened Learning Through Adventure Program (Ropes Course) offers teambuilding, problem solving, and interpersonal development to help workers adapt to changes in the marketplace.
- Our criminal justice program provides solid training for working effectively within the justice system. Classes in crime scene investigation are in high demand because of television programs like Crime Scene Investigation (CSI).
- Our community has a correctional facility with 2,545 beds housing 6,000 male inmates yearly, including transfers and turnover. The facility is a major employer in the area and this population directly impacts our community. NJC facilitates the privately-funded Monahan Second Chance Academy for local prison inmates to work on an Associate of General Studies Degree. Additionally, NJC provides courses to inmates through the Colorado Youthful Offender Postsecondary Program (CYOPP) working toward an Associates of Arts Degree.
- Graphic Arts is another area in high demand in the marketplace today. NJC recently added a newly developed Graphic Arts Program.

*The youth offender program has experienced significant growth at the Sterling Correctional Facility.*

- Dual income households are the norm and quality childcare is more important than ever before. For that reason, NJC's Child Development Program is helping to meet community needs by training child care providers.
- On-line courses are increasingly popular due to their flexibility and convenience to working adults. As of 2005, NJC had over 50 courses in development that were hybrid or completely web-based through partnership with CCC On-line. The Title III Grant has encouraged the expansion of campus on-line offerings for the past two years. Hybrid courses are also available in agriculture, business, the social and behavioral sciences, philosophy, foreign language, English, science, and computer courses.

NJC has built a strong reputation for consistently providing quality higher education and student support. However, severe state budget cuts and decreasing enrollments from 2002-2004 resulted in a 22% reduction of the NJC workforce, threatening the future self-sufficiency of the institution. The College was challenged to scrutinize the efficiencies of our operations and to implement changes that would build enrollment. NJC thoroughly analyzed the changing needs and identified as a major challenge its declining ability to both attract and retain students. NJC comprehensively researched strategies to address these needs. In Spring Semester 2003, the college applied for Title III funding (Strengthening Developing Institutions). A grant was received in the amount of \$1,824,662 to implement the following strategies over a five year period:

- Establishment of a **Science and Health Institute** to build enrollments in health-related fields. (mentioned earlier).
- Restructuring the advising process. Establishment of a **Walk-In Advising Center** to increase student retention.
- Development of a **Distance Learning Program** that offers on-line and hybrid (on-line/classroom) courses and programs to build enrollments by reaching geographically dispersed and non-traditional aged students.
- Implementation of a **Faculty Development Program** designed to help faculty create and implement tools to increase student engagement in the learning process, thus increasing student success and retention rates.
- **Endowment Match Program** to raise \$311,626.

Key measures of success for the Title III grant award include increasing headcount enrollment by 10%, increasing fall-to-fall first-year student retention rates by 10%, and increasing fall-to-fall part-time degree and certificate seeking student retention rates by 10% over a five year period.



Many metro students find that NJC offers them many services that they can't find at colleges located in the city. However, it is sometimes difficult to retain these students a second year because they want the amenities that a larger city offers.

- **NJC's planning documents demonstrate that attention is being paid to emerging factors such as technology and the demographic shifts of our service area.**

To enhance the learning experience of all currently enrolled students, community patrons, faculty and staff, NJC effectively incorporates the use of technology. It is the goal of NJC to ensure that students have access to equipment, software, and documentation needed to support their academic efforts and assist them to thrive in today's technology-oriented world. A summary chart of technology resources appears on the next page.



*NJC received a five year Title III Strengthening Institution Grant in the amount of \$1.8 million.*

Students in science and nursing programs at NJC are now enjoying taking places in the colleges new Science and Health Institute. Renovated classrooms and laboratories have significantly improved the learning environment and the college is seeing increased numbers for these areas on enrollment reports for health-related fields.



The SimMan patient simulator teaching tool is proving to be extremely valuable in helping create scenarios for students in the college's nursing and EMT programs.

Technology Resources Dedicated to Student Learning	Location	#
Graphic Arts Computer Lab	Phillips Whyman 27	15
Ag Business Computer Lab	Phillips Whyman 12	21
Graphic Arts Lab Plotter	Phillips-Whyman 27	1
Comprehensive Learning Center Check-in Machines	Knowles Hall	3
Learning Resource Center Computer Lab	Knowles Monahan Library	28
Developmental Studies Computer Lab	Knowles CL Center	2
Adult Basic Education Computer Lab	Knowles 211 & 215	10
Adult Basic Education Mobile Computer Lab	Knowles 309	10
Science Programs Mobile Computer Lab	Phillips Whyman	12
Automotive Vocational Technology Computer Lab (Mitchell-on-Demand, AllData)	Area Vocational Auto Bay	2
Automotive Technology Computer Lab (Mitchell-on-Demand, AllData)	Lebsack-Schmidt Auto Bay	9
Automotive Technology Dyno Computer Station	Lebsack-Schmidt Dyno Room	1
Campus Video Conferencing Equipment	Walker 101	1
Smart Teaching Classroom Environment	Various Locations Throughout	24
Library Learning Computer Lab	Knowles Monahan Library	13
Smart Technology Computer Lab	ES French 209 & 210	51
Student Placement/Registration Lab	Hays Student Center 132	10
SimMan (Patient simulator)	PW, Knowles, Mobile Lab	4
Nursing Program Video/Audio Recorded/Monitored Teaching Beds	Phillips-Whyman 213	4
Internet Café Hot Spot	Hays SC Pete's Retreat	1
Kiosk Student Access Computers	Hays SC Bookstore	1
Honor's Program Computer Access	Honor's House Residence Hall	2
Financial Aid Registration Computer Access	Hays Student Center 120	1
Journalism Program / Student Newspaper Lab	ES French 205	2
Agriculture Study Lab	Beede-Hamil 19	3
Cosmetology Program Software Computers	Cosmetology building	2
Residence Hall Student Internet Access Ports	All Residence Hall Beds	465

NJC supports the scholarship of teaching by providing technology resources in the classroom designed to help faculty use active learning successfully. The college fosters life-long academic, intellectual, and personal success through the promotion and dissemination of research, information, publications and other resources focusing on learning, teaching, and productivity styles.

The need for adult education (ESL and GED) is apparent from recent demographic changes in northeast Colorado:



## Percent Increase of Hispanic Population from 1990-2000 in northeast Colorado 5-county area

County	Increase of Hispanic Population
Yuma	763%
Phillips	461%
Washington	325%
Logan	195%
Sedgwick	100%

Source: US Bureau of the Census, 1990 Census and 2000 Census

On average, approximately 59.6% of the Hispanic population (25 years and older) in the 5-county area do not have a high school diploma or equivalent, which is well above the state average of 41.9%.

## Educational Level of Target Counties

County	No HS Diploma	Post HS degree
Yuma	69.4%	5.7%
Phillips	64.4%	8.4%
Washington	63.0%	9.2%
Logan	37.2%	7.9%
Sedgwick	64.2%	2.4%

Source: US Bureau of the Census, 2000

With the Hispanic population increasing as indicated in the data above, NJC has responded by providing additional educational opportunities in the areas with the most need. Over the last four years, we have increased the number of English as a Second Language classes and English and Spanish GED classes on campus and in the area demonstrating the most significant growth – Yuma County. Each year, we serve an average of 180 students through NJC’s ABE/GED/ESL programs; of that number, approximately half of our students are people of Latino origin. This past year, we had 127 students enrolled in ESL or Spanish GED classes. We have responded to the unique needs of the Hispanic/Latino population by incorporating a four-component Family Literacy program which supports the educational needs of the entire family and focuses on the literacy needs of children ages birth – 8 years, while still providing adult education classes for the parents. In addition, the ABE/GED/ESL program has coordinated services through the local school district to provide additional support for parents with school-aged children by teaching them how to navigate the American school system and become partners in their child’s education.

- **NJC works to preserve its strong history and heritage.**

NJC preserves its history and heritage in many ways. The Marketing Director maintains files with local newspaper coverage of significant events, programs and people. A picture board that displays 32 linear feet of historical information and pictures about NJC. It is displayed at various special functions held on campus each year and provides an attractive visual historical record for the college.

The NJC Alumni Association is a very active group with several sub-committees that maintain the Heritage Center (see Criterion V for additional information about the Alumni Association). The purpose of the Heritage Center is to acquire, preserve, centralize, communicate and promote the history of Northeastern Junior College. A number of items are on display and many historical pictures and keepsakes have been donated to the college. In addition to memorabilia donations, the center also receives financial donations. Funds donated are used to help pay for such items as framing expenses and signage.

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

NJC’s resources include its students, staff, financial resources, and its facilities and equipment. The college must maintain a delicate balance of these resources to assure a quality educational experience.

- **NJC’s resources are adequate for achievement of the educational quality it claims to provide.**

**Human Resources**

Our human resources staff members include administration, full-time and part-time faculty members, professional/technical staff employees and classified staff members. Please refer to the NJC organizational chart found in the appendices.

The breakdown of degrees earned by NJC staff members is as follows:

Employee Credentials	2007-08		
	Admin/Prof	Faculty	Classified
None	0	0	2
HS Diploma	0	0	18
Trade Certificate	1	4	6
Some College	2	0	9
Associates	3	3	9
Bachelors	30	13	4
Masters	21	30	0
Doctorate	3	1	0

Longevity among staff helps facilitate the process of hiring and retaining the best employees and leaders within the community and those who can support campus priorities, goals, and vision.

**Students**

Our students are perhaps the greatest resource to be found at NJC. The breakdown of yearly student enrollment can be determined by the graph shown on the next page.



Scott Thompson oversees the liberal arts division on campus. He teaches psychology classes and over the past two years, has created a special psychology lab on campus which allows him to utilize rats and mazes, among other things, to engage students in the learning process.

Headcount						
Year	Summer		Fall		Spring	
	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
1999			3176	897		
2000			3326	856		
2001			2722	911		
2002			2852	916		
2003	1776	29	2711	917	3537	957
2004	1423	17	2116	961	3107	844
2005	1613	22	2045	869	3054	801
2006	1208	14	2037	822	2589	718
2007	1091	7	1741	785	2520	717
2008	1053	12	1902	827	2009	785

*475 full time students living on campus create a distinctive campus community.*

NJC serves a fairly consistent number of full-time students each academic semester. Approximately 475 full-time students live in on-campus residential housing. The rest are either commuter students or on-line students, although many students who take on-line courses are enrolled part-time.

Our part-time student enrollment varies throughout the year, depending on programs and special course offerings. Our student population includes a large number of adult community members in our five-county service area. The NJC Extended Studies department invests a great deal of their resources in serving the adult population of the community.

Our students are surveyed annually to determine their attitudes, perceptions, degrees of satisfaction, and suggestions for Northeastern Junior College. The primary purpose of surveying our students is to strengthen, improve, or modify our programming and services for students in the future.

We also get year-round feedback from students on a continual basis through one-on-one discussions, course and service evaluations, and campus-wide office surveys that can be completed on the spot or on-line. Again, this feedback is used for on-going efforts to make necessary changes and improvements to the programs and operations of NJC so that the quality of our institution is stronger in the future.

From a recruiting perspective, enrollment expectations are derived from the goals set out for the recruiting team. The recruitment department's goal for Fall 2007 was 450 new full time students. The actual total of new full time students for Fall 2007 was 307 new full-time students.

NJC sends representation to all Colorado Council on High School/College Relations (CCHS/CR) college fairs in the state. There are approximately 75 College Fairs across Colorado each fall. The purpose of this statewide effort is to communicate opportunities and provide access to programs and colleges to as many students as is possible.

Continuing education programs focus on part-time students and adult education offerings, with the expectation of creating enough offerings to meet the needs of this market and to maintain or increase the number of students taking such classes at the college from the prior year.

## Physical Resources

Eighteen buildings reflect the continuous growth of NJC. We have a main Sterling campus and nearby North Campus. The names of several buildings honor persons significantly identified with college history.

- Walker Hall houses administrative offices.
- Phillips-Whyman Hall is a classroom and science lab building.
- Beede-Hamil Hall houses agricultural programs.
- The Greenhouse is a 2,160 square foot facility built in 1997 to serve the Horticulture Program.
- Lebsack/Schmidt Hall, completed in 1976 on North Campus, houses the automotive and diesel technology programs.
- The Hays Student Center is an activities and services center for students featuring the college bookstore, student government offices, a large ballroom, Tennant Center of Western Art, recreation space, a dance club used by the college and community, and Student Services offices.
- The Cosmetology Building supports classroom instruction and practical training in the cosmetology career program.
- The E.S. French Hall features the Corsberg Theatre, named in honor of veteran instructor and Humanities Chair Dorothy Corsberg. Its 560 theatre seats, a multi-purpose stage, and workshop rooms, complement other classrooms serving a variety of college academic and career programs.
- The Welding Building on the North Campus, completed in 1969, originally housed the Farm Mechanics Program and now serves welding classes.
- The Area Vocational Building on the North Campus serves secondary and postsecondary career and technical programs.
- The Chuck Wagon Cafe contains three adjustable-space dining/meeting rooms in addition to the large cafeteria.
- Knowles Hall is a former dormitory renovated and expanded in 1992. It houses the Monahan Library, Extended Studies, ABE/GED, and English as a Second Language, Colorado Christian University (Sterling Office) and the Comprehensive Learning Center.
- Five residence halls offer campus living for men and women with a variety of double rooms, three person apartments, and two and four person suites. The residence halls are Dowis, Herboldsheimer, Williams, Poole, and Guenzi-Read-Breidenbach (GRB). Total bed space available is 465.
- The Hoffman Honors House was purchased by the NJC Foundation from Al and Ruth Hoffman in 2001 to house students in the Honors Program. Ten students and one Resident Assistant live in the house. The house offers a unique living and learning environment for students which includes special programming, networked college computers, and voice mail.
- The Bank of Colorado Event Center opened in October 1998. This \$7 million facility is located on the NJC campus where Jackson Hall previously stood. The almost 60,000 square foot facility is home to the Plainsmen and Plainswomen varsity athletic teams. This state-of-the-art facility includes the 2,000-seat Jackson & Edwards Arena, two wellness centers, two additional full-sized basketball courts, a walking/jogging track, locker rooms, a training room, Health, Human Performance and Sport offices, a ticket office, and large lobby with concession center.



Hays Student Center is an activities and services center for students.

The Physical Plant keeps track of ongoing repair needs for the campus with an online work order request system. The computer system monitors active work orders and updates staff as requests are completed. When evaluating a work order, human and physical resources available are taken into consideration before completion of the project. A similar system is utilized by the Computer Center for technology repair requests, and by the Mailroom/Document Center for printing, copying, design and advertising requests.

NJC is subject to a state funding process for new construction and remodeling projects funded by capital assets. The college submits a ten year plan for these projects to the Colorado Community College System Board where it is prioritized with the other 12 schools and the system office. Those priorities are then forwarded to the Colorado Department of Higher Education where they are further prioritized with all of Colorado Higher Education institutions. These priorities are then sent to Colorado's Capital Development Committee for another round of prioritization. The budgeted pool of State money is applied to the priorities until funds are exhausted. Since this process is so competitive, it is beneficial to develop detailed program plans with the assistance of a qualified architect for the projects. NJC has most recently hired an architectural firm to develop a program plan for the remodel of the E.S. French building.

The State funding process for Controlled Maintenance varies somewhat from the procedure described above. Each institution and agency of Colorado submits its list of needs to the State Architect's Office. The lists are reviewed and prioritized, with health and safety issues taking top priority. A close second priority is the control of building deterioration such as repairing serious roof damage.

### **Financial Resources**

NJC is fortunate to have a stable financial resource base and a strong reserve at this time. However, history has shown that many things, especially the state economy, can and do impact our financial stability. A significant negative impact on NJC's financial resources resulted from the passing of TABOR (Taxpayer's Bill of Rights) in Colorado in 1992. One of the TABOR provisions was to limit the amount of tax revenue raised by state and local governments in Colorado. The revenue limits apply to almost all revenue sources, including college tuition. At the same time, the Gallagher Amendment passed shortly after TABOR limited expenditures of public entities based on previous years' expenditures, regardless of the revenues generated. This amendment had the affect of "ratcheting down" expenditures and made it almost impossible for any public entity to recoup from severe budget cuts.

In November of 2005 the people of Colorado voted to pass Referendum C, effectively suspending much of the state law called TABOR. Referendum C was an effort to protect funding for higher education and other state programs. The voters of Colorado approved Referendum C freeing up more than \$3.7 billion in tax revenue to be reinvested in Colorado over a three year period. The passage of Referendum C prevented deep and irreparable cuts to colleges and other public health programs and services. \$50 million is designated for colleges to use for controlled maintenance construction projects; NJC is earmarked for \$1.1 million dollars for such projects. What Referendum C did not do is address the underlying causes of Colorado's inability to fund higher education adequately. The future of TABOR is uncertain since additional legislation would need to be passed to suspend TABOR after 2009.

Because of state system budget cuts from 2001- 2004, financial resources have been limited. With the passage of Referendum C, hopefully the college will

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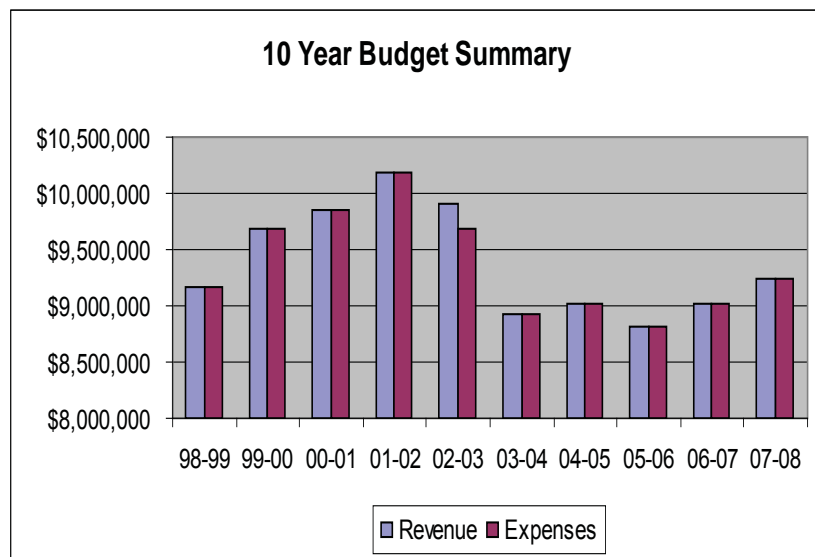
be able to continue to add new programs that meet significant unmet needs as funding increases.

- **NJC's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality.**

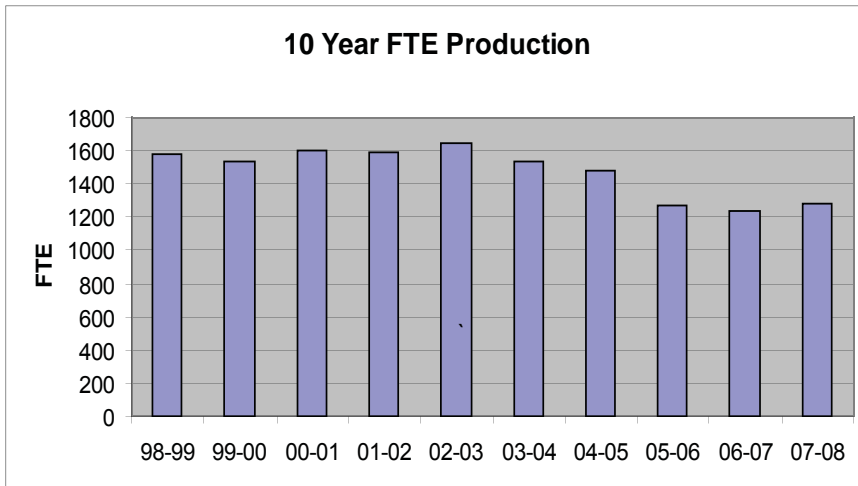
The budget development process, whether short or long term, is very dependent upon factors that are out of the control of NJC. In the short term, we have to wait each year for the Colorado Legislature to pass the Long Bill with allocations to higher education. This allows the State System Office to plan their budget and allocations to each of the colleges in the system.

The revenue budget is based on the System Office allocation determined by a formula that was developed by the College Presidents and Financial Officers. This formula is based on a two year average of FTE and a college size factor. The rest of the revenue budget is based on projected student enrollment combined with the State Board approved tuition increase (5% for fiscal year 2009). NJC's expense budget is decided based on the projected revenues and whether it is decided to maintain, increase, or spend reserves. There are some mandated costs that must come first in the decision making such as Classified Staff raises, increase in employee benefit costs, and inflation of utility costs. After that, faculty and staff salaries, program improvement, program development, and facility improvement are taken into consideration. For the most part operating and travel budgets have remained stagnant.

A summary of budgets is included below. The graph clearly indicates the impact the college felt from 2002 to 2006 and the slow recovery that has occurred the last few years.



NJC made every effort to implement the necessary budget cuts with minimal impact to students and our educational programs. In the graph on the next page, it is evident that FTE declined from 2002 to 2007, but this decline was not as rapid or as drastic as the budget reductions.



Since a stable student enrollment is critical to our financial security, NJC has made every effort to strengthen both recruitment and retention. Additional staff have been added to the recruitment team; Title III projects are directed to supporting enrollment and retention efforts; new scholarship programs (HOPE and others) are being created to support enrollment growth.

Colorado continues to rank 48<sup>th</sup> in the nation in state support allocations for higher education. Much of the state budget is already legislatively mandated for other purposes. The state higher education system as a whole does not anticipate a huge increase in state support without major legislative changes. It is critical that colleges and universities in Colorado find other ways to maintain a sound financial base for their activities. For this reason, NJC has developed the Hope Scholarship Program and continues aggressive fundraising to augment revenues from state support, tuition and fees.

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- **The college develops its human resources to meet future changes.**

NJC realizes the importance of keeping staff trained and prepared for changes in all areas of the college. Listed below are several staff development opportunities currently in place at NJC:

- Faculty training has occurred through workshops on various topics, including: Remedial Math and Student Success; Plagiarism and Recommendations for an Academic Integrity Policy, Chocolate... Latté...Conversation – Get to know the CLC; Good Test Writing; and many others.
- The Title III Grant has made it possible to provide professional development to faculty on various topics to learn how to engage the students in the classroom. Topics include: using music in the classroom to engage the student, not distract them; how to use puzzles, question cubes, bingo, or round robin to engage students; use of “E” moments; and using Classroom Performance System “clickers” to engage students and obtain real-time classroom assessment.
- Also through the Title III Grant, faculty members are provided professional development in Distributed Learning in the use of technology for hybrid courses, WebCT, Respondus and StudyMate.

The State Board for Community Colleges and Occupational Education is committed to providing professional development opportunities for faculty

*The Human Resource Leadership Team, comprised of campus wide representation, oversees the annual staff development offerings.*

and staff that develop a better understanding of the system/colleges role and mission, enhance student learning, develop leadership and management skills, and promote individual and organizational effectiveness pursuant to BP 3-65. Northeastern Junior College, through the Human Resources Leadership Team (HRLT), develops, promotes, and supports professional development programs designed to enhance student learning and strengthen management and leadership skills of NJC employees at all levels. NJC has funded many professional development activities, both on and off campus, including:

- Fall and Spring In-service workshops: Learning Styles, Challenges with Change, Advising, Micrograde, Sexual Harassment, Safety and Security, Meth Labs, Identity Theft, Web CT and Web CT/Vista, Respondus and StudyMate, Plagiarism, Email Management.
- Individual requests to attend conferences/work shops approved and funded through HRLT to include, but not limited to: Colorado Language Arts Society Conference, Assessment in General College Biology, Pharmacology Seminar, ASA Drivability Diagnostic Strategies Conference, International Challenge Course Symposium, Administrative Professional – Creating Excellence Workshop, AutoCAD 2005 Software Training, Basic Assessment online course.
- On-campus learning through the President’s Discretionary Scholarship funding which funds staff to take classes on the NJC campus; this scholarship fund has provided approximately \$20,000 annually and provided an average of 70 individual scholarships each year.
- Funding of mini-grant requests for program/course research and development – plagiarism procedure, remedial education research, English 090 curriculum development.
- Through Extended Studies, staff may sign up for online courses through Ed2Go.com to take courses to enhance their position.

- **The college’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth.**

When a revenue source is significantly lower (or higher) than what was budgeted, the Chief Business Officer and the budget assistant will analyze why this has occurred and its potential impact on the college. They will keep the President and the Leadership team informed about such changes. The college administration is expected to conduct all operations with fiscal prudence and restraint, and steer toward balanced income and expenses at the end of the year.

In the event of disasters, such as flood, fires, or tornadoes, NJC is under the umbrella of State Risk Management. Commercial insurance is purchased by the state to insure losses to state real property, buildings and their contents. Risk Management reports losses to the state’s insurance broker, Marsh U.S.A. where further handling of the claim is determined. Pursuant to statute, state agencies pay a maintenance deductible of \$1,000 per claim. This insurance covers loss of income, the content of the buildings, and the buildings themselves. NJC also has a disaster recovery plan with sufficient insurance to cover all necessary repairs. Insurance will cover actual replacement costs of existing structures. In recent years, NJC has had to deal with a major flood (1997), a fire that did extensive damage to the cafeteria (1999), and a tornado that damaged the roof of Dowis Hall (2006).

From a planning standpoint NJC is required by the CCCS to maintain a minimum reserve balance of 6% of average audited annual operating expenditures. In the past, when system funding formula appropriations were cut severely midyear, the college was forced to cut operating budgets to protect

*NJC has responded adequately to numerous scenarios that have required budget planning adjustment.*



the reserve levels. These unexpected cuts also prompted hiring freezes and personnel cuts in administrative areas. Low FTE producing academic programs were also cut in the subsequent year to help maintain a balanced budget.

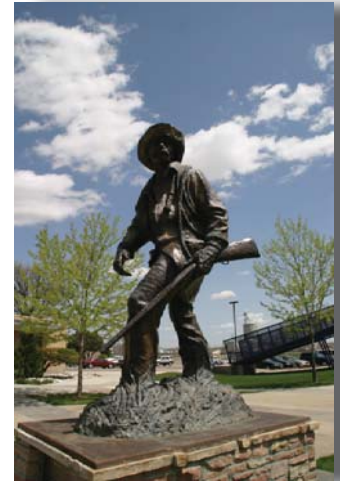
In the case of larger than expected revenues during the year, or revenues over expenditures at year end, the excess revenue serves to build cash reserves, fund capital projects, or become “seed money” for new programs. If significant increases would occur in our funding formula base, and enrollment appeared stable, then operating budgets would increase accordingly.

- **NJC has a history of achieving its planning goals.**

NJC has been consistently effective in implementing our strategic plan even during difficult financial times. The College had to cut some programs and staff to remain within the budgetary restraints placed upon us. However, NJC pursued grants and other forms of revenue to replace money that we did not receive from the State in this downturn. Title III, Perkins, Student Support Services, and other grants helped NJC to maintain, improve and in some cases implement new programs or strategies for self-sufficiency.

NJC has experienced challenges in stimulating enrollment growth. This began when NJC joined the State System in 1997, and was intensified when State allocations forced the college to reduce staff and cut some low performing academic programs. Under the direction of a new president, NJC has targeted areas which directly affect both enrollment and retention. The result is that the institution saw an increase of 50+ FTE (full-time equivalency) over the past year and anticipated additional increases with the fall 2008 semester enrollment. NJC has implemented some new programs and will continue to critically examine its operations to maintain a stable enrollment pattern.

As mentioned above, NJC has implemented many physical improvements on the campus since the last North Central visit. Funding for improvements and upgrades has come from state controlled maintenance funds or capital improvements funds, grants or private contributions. A concerted effort has been made to improve the overall aesthetics of the campus by including more artwork and improved landscaping, better signage, and general upgrades to the physical facilities. In 2007, the President solicited input from all campus employees concerning the best ways to allocate limited funds for key campus improvement projects.



The addition of the Prairie Odyssey bronze sculpture in the courtyard on campus is just one example of how NJC is working to improve the overall aesthetics of the campus.

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

NJC has a full-time Institutional Research staff member to help facilitate planning as a data driven function. The Director of Institutional Research, Planning and Development also uses the data for internal analysis, distributes the information to appropriate individuals and departments, and reports data as required to state and national sources such as IPEDS, SURDS, etc.

Ongoing evaluation and assessment strategies include the following:

- surveying students, staff and others on a routine basis
- planning, goal setting and evaluation processes for all staff
- an annual campus-wide priority planning activity
- committees established to study specific campus issues and recommend change
- a plan for the assessment of student academic achievement

We survey student graduates yearly regarding their educational experience and we allow them to rate various aspects of NJC. The categories include academic and personal growth; experience with aspects of the college that directly affect instruction; and experiences with student services programs offered. The most recent results are posted on our public drive. We also administer a staff opinion survey which asks employees to rate effectiveness of communication, institutional planning, job satisfaction, professional development, and the work environment.

The Noel-Levitz Student Satisfaction Inventory is a comprehensive, nationally normed survey administered to a sample of our student population each year in the spring. Data from this survey provides direction for NJC to make improvements to issues which matter most to NJC students. Some campus changes implemented after reviewing results from Noel Levitz surveys include improved campus lighting and additional parking. Results from NJC are also compared to results from other similar community colleges. The annual results from Noel Levitz are kept in the resource room of the counseling office.

Across campus all personnel participate in a performance evaluation process with their supervisors. Goals are reviewed twice yearly by each employee's supervisor to ensure progress. Goals are tied to a performance based pay plan.

Each year a Campus Planning Committee meets to develop planning priorities after evaluating the prior year's work and conducting both internal and external environmental scans. In 2006 the Director of Institutional Research's position was expanded to include responsibility for the campus planning activities.

The Human Resources Leadership Team specifically surveys all staff on issues of professional development. This group discerns from the survey the greatest needs and areas where staff desire training. These topics are covered by special in-services in addition to the two mandatory in-services each year.

Student Services offices provide students several opportunities to anonymously evaluate their services. Results are reviewed by directors with their staff as well as with their higher level supervisors. Program plans are often modified based on responses to these surveys.

The Quality of Life Survey is administered to residential students on a yearly basis in the spring. This survey provides data to assist in improving residence hall programs and services.

Other tools include the Community Volunteer Survey to determine community opinion of various aspects of NJC. Advisory Boards and internal committees complete this survey annually. A yearly General Community Survey evaluates community perspective of NJC as an institution including area perceptions of the college in general, perceptions of programs, and how the college is doing at meeting community needs. A Part-Time Faculty Survey provides information about communication, training, policies, salary, safety, and physical needs on campus like technology needs and space.

The NJC SPIRIT (Student Problem Identifying and Resolving Issues Together) Council made up of faculty, staff, and students, meets periodically to discuss, review, and resolve identified concerns relating to cross-cultural issues on the NJC campus.

Full-time faculty members provide feedback as to institutional effectiveness via their Faculty Association meetings held each semester on campus.

The NJC Cafeteria is operated by Sodexo through an outside third party contract agreement. Sodexo is a customer driven business that does



Two mandatory in-service training days each year allow faculty and staff to come together to share information, keeping everyone abreast of what's happening in various areas.

an annual survey of student satisfaction. The cafeteria as well as Sodexo's catering service use internal and external quality evaluations including surveys and informal feedback from faculty, staff, and outside customers. Meal choices change based on demographics of the incoming student body as well as from information gained from internal and external surveys. Internal and external recommendations help with the contract negotiation (rates, etc.) between NJC and Sodexo every year. A Zip Code Survey is also done every year which allows Sodexo to gain information on student demographics such as cost of living and regional cuisine.

For the NJC Bookstore, benchmarks are set according to bookstore product inventory counts. These benchmarks are evaluated by the bookstore staff and communicated to NJC's Chief Business Officer. It is a goal of the bookstore to increase their ability to purchase discounted items by belonging to associations that allow them to become competitive. All net profits from the bookstore are pooled into the NJC auxiliary fund. The auxiliary fund is used for student scholarships, room and board, and on-campus renovations.

The NJC Recruiting Department conducts surveys of campus visits. The information is put in a spreadsheet and future recruiting decisions are made based on the data. An annual report of all Recruiting Department activities is submitted to the college President for evaluation. Periodic enrollment data reports are provided to the Leadership Team who evaluate data and make strategic decisions based on the data.

When full-time students completely withdraw from classes, the Vice President of Student Services does an exit interview with the individuals and compiles an annual summary report of reasons why students left and compares the data since 1993. A survey of non-returning students is mailed to all full time students who do not return the following semester. This feedback is valuable when evaluating our institution.



Much dialogue takes place on campus between students, faculty and administrators to gather feedback that helps the college evaluate itself regularly.

### **Core Component 2d: All levels of planning align with NJC's mission, thereby enhancing its capacity to fulfil its mission.**

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

NJC has a planning process that is determined by the Campus Planning Committee, a committee of campus and community representatives. The committee reviews progress on priorities established the prior year, considers various scanning surveys and data, and determines the Action Priorities for the ensuing year which affect budget decision-making.

Leadership Team committee meetings currently include the President, Vice President for Student Services, Vice President for Academic Affairs, the Director of Human Resources, the Chief Business Officer, the Director of the BOC Event Center, the Executive Director of the NJC Foundation, the Faculty Association President, and the President of the Associated Student Government. These committee meetings cover numerous topics, including student retention, planning, finances and other institutional issues. NJC's Advisory Council meets quarterly to review information with the institution's administration

Departments prepare and coordinate their annual planning with the institutional mission in mind by reviewing action priorities and developing strategies to incorporate them into their departmental goals and objectives.

All Career and Technical or Certificate Programs are also required to have advisory boards, so at NJC, these groups include:

Agriculture

Ag Business Management, Colorado Young Farmers, Production Agriculture, Equine Management, Horticulture/Landscape Technologies, Agribusiness

Career and Technical

Automotive Technology, Diesel Technology, Secondary Auto, Cosmetology, Early Childhood Education, Graphic Design

Business

Small Business Management, Business

Health and Safety Professionals

Associates Degree in Nursing, Practical Nursing, Emergency Medical Services/First Responder, Certified Nursing Assistant, Secondary Med Prep, Firefighter Science, Police Academy

Other input comes from city and county officials, community members, alumni, local school administrators, local business leaders, the Director of Economic Development, Northeast Colorado Board of Cooperative Educational Services (BOCES) and the Logan County Chamber of Commerce.

Community involvement of employees is a critical piece to planning. All faculty members are expected to become involved in the community. In addition, many NJC job descriptions specifically recognize community involvement so that NJC employees build lasting community relationships.

**Strengths:**

- The development of the NJC Hope Scholarship is a definite strength. The availability of a tuition scholarship for graduates from the five surrounding counties will be a key benefit for the student and will increase enrollment for Northeastern Junior College.
- NJC administers numerous staff and student surveys for purposes of data collection and satisfaction. Survey results are reviewed regularly and changes are frequently implemented as a result of the data collection.
- NJC now employs a full-time Director of Institutional Research, Planning and Development who facilitates the process of linking the planning process with data-driven information to enhance our institutional effectiveness.
- NJC's planning processes involve wide campus representation.

**Challenges:**

- With large turnover in staffing, NJC must continue to re-educate staff about the history of the college and what makes us distinctive.
- NJC must update and repair campus facilities, many of which are over 40 years old.
- NJC needs to increase faculty and staff salaries to a competitive rate.
- NJC should develop a formal process for evaluating adjunct faculty members.
- NJC must continue to maintain a stable financial base for the college.

**Departments prepare and coordinate their annual planning with the institutional mission in mind by reviewing action priorities and developing strategies to incorporate them into their departmental goals and objectives.**

**Recommendations:**

- The college will incorporate additional information on our history and heritage in new employee orientations.
- The college has a detailed list of controlled maintenance projects extending out five years. The college has submitted the program plan to remodel ES French Hall as state funds become available. In addition, the college committed over \$200,000 to renovate restrooms, replace windows, and improve aesthetics in several buildings during the summer of 2008.
- The administration provided between 7-8% salary increases for the 2008-2009 year. The administration realizes it will take several years to narrow the gap between itself and the other colleges in the system.
- The college will formalize a plan to improve our ability to evaluate adjunct faculty who teach off-campus and PSEO classes in area high schools.
- State funding is driven by enrollment. The college put additional resources into the admissions and recruiting area which resulted in increased enrollment. External sources of funding such as grants and private donations will continue to be sought.

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*“Northeastern Junior College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its academic mission.”*

**3a - NJC’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

**3b - NJC values and supports effective teaching.**

**3c - NJC creates effective learning environments.**

**3d- NJC’s learning resources support student learning and effective teaching.**

**Core Component 3a: Northeastern Junior College’s goals for student learning outcomes are clearly stated and make effective assessment**

The learning goals at Northeastern Junior College are stated in a broad sense through the college documents, such as the philosophy statement and our mission statement. More specific goals are clearly defined in our Career and Technical Education (CTE) programs and individual courses. For example, Northeastern Junior College’s mission statement clearly defines the primary goals that the administration, faculty, and staff believe are important for the students.

NJC’s broader academic goals are set forth in our mission statement, “We strive to produce skilled and knowledgeable students who transfer successfully and enter the workforce productively.”

**Degrees and Certificates**

NJC offers a number of degree and certificate programs to meet the varying needs and goals of students who attend the college. The Colorado Department of Higher Education mandates that the AA and AS degrees be awarded without indication of major. For advising purposes, checksheets have been developed in areas of emphasis to aid both advisor and student in course selection and graduation requirements. The college’s AAS degrees are the only programs that have program of study designations with specific majors. All of the college’s degree programs include general education components; certificate programs of more than 45 credit hours also include appropriate general education components.

Colorado’s “Statewide Transfer Policy,” which became effective in the Fall 2003 semester, states that “Colorado public four-year higher education institutions will honor the transfer of an Associate of Arts (AA) Degree and the Associate of Science (AS) Degree earned at a Colorado community college.” A student who earns an AA or AS degree at a Colorado public two-year college including completing the state guaranteed general education courses, with a grade of ‘C’ or better in all courses will transfer with junior standing into any arts and science degree program offered by a Colorado public four-year college. The credits earned in the associate degree program will apply at minimum to 35 credit hours of lower division general education and 25 credit hours additional graduation credits. Because all liberal arts and science degrees are designed to be completed in 120 credit hours, a transfer student



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***NJC has a strong transfer emphasis with over 50 programs of study available.***

can complete a four-year degree in the same time as a native student.

According to the CCHE Statewide Transfer and Articulation Policy, "The state's guaranteed general education curriculum is designed to allow students to begin their general education courses at one Colorado public higher education institution and later transfer to another without losing general education credits." Of the 120 available courses listed as guaranteed transfer courses, approximately 60% are offered at Northeastern Junior College.

NJC offers Associate of Arts or Associate of Science degrees in over fifty different programs of study. NJC also offers an Associate of General Studies (AGS) Degree, which is not included in the "Statewide Transfer Policy." However, this degree may be transferable to a four-year college or university. This AGS Degree meets the needs of students transferring into pre-professional programs and those individuals who desire to complete a broad instructional program of courses with flexibility for individual, lifelong learning experiences.

The Associate of Applied Science (AAS) Degree is awarded to a student who successfully completes a program designed primarily to prepare the student for immediate employment in a skilled occupation. Although some college credits within the program are accepted for transfer by individual colleges and universities, this program is not covered under the "Statewide Transfer Policy" and was not designed to facilitate transfer. Program guides for individual AAS degree programs are located in the Resource Room. Approximately twenty programs are available in the AAS Degree.

NJC also offers certificate programs in the Career and Technical areas, generally one year or less in length. The goal of these programs is to provide technical training that leads directly to gainful employment. Over twenty different Career and Technical Programs are available as degree or certificate programs.

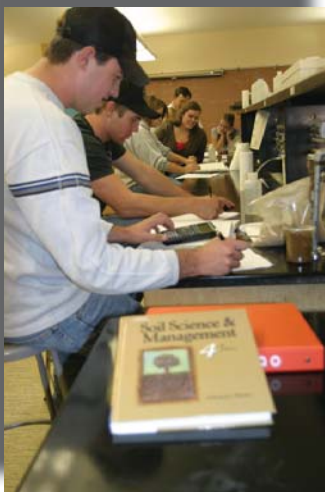
### **Academic Program Areas**

A brief overview of our academic programs gives a closer look at the depth and distinctiveness of programs offered at NJC.

**Agriculture** – NJC's agricultural programs bring a unique atmosphere to the college. It is one of several programs that attract students from across the state. The most popular transfer majors include Animal Science, Agricultural Business, Crop and Soil Science, and Agricultural Education. This area has several AAS degree programs including Agribusiness, Production Agriculture, Equine Management, and Horticulture. Two adult certificate programs are available: Agriculture Business Management and Colorado Young Farmers. This area has 10 full-time faculty.

**Business** – the vast majority of our business students intend to transfer and complete a four-year degree in either Business Administration or Accounting. A state-wide articulation agreement prescribes the coursework students need to successfully transfer. An AAS degree is available which offers students the opportunity to focus in a variety of curriculum areas. An adult Small Business Management certificate program has been offered in the past, but is currently inactive. This area has 4 full-time faculty.

**Math & Science** – nearly all of the students in this area are transfer students. The strength of the courses and the programs in this area attract not only those wishing to complete a four-year degree, but also a good number who have goals of attaining a professional degree beyond their bachelor's program. Pre-nursing, pre-pharmacy, pre-medicine, pre-veterinary medicine, and pre-radiology are but a few of the professional programs that students are pursuing.



Students learn valuable information about soil types during an agronomy lab on campus.



This area has 9 full-time faculty.

**Liberal Arts** – a high percentage of these students plan to transfer. Because of the breadth of these programs, this area is home to a high percentage of our student body. Popular majors include the social sciences, humanities, and fine arts (art, music, theatre). Other popular programs include criminal justice and education. Two AAS degree programs include graphic arts and early childhood education. This area has 13 full-time faculty.

**Health, Human Performance & Sport** – with a nationally recognized athletic program, NJC also offers a comparable education program related to it. Students can major in related areas, such as education, recreation, athletic training/sports medicine, and sports management. NJC believes strongly in developing a well-rounded student, intellectually and physically. As a result, two lifetime and leisure skill credits are required of all AA, AS, and AGS graduates. This area has the equivalent of 4 full-time faculty.

**Nursing** – One of the more prominent career and technical program areas at NJC is the nursing program. A Licensed Practical Nursing certificate and an Associate Degree (RN) program are available. In addition, students have a significant amount of pre-requisites to complete prior to gaining acceptance to either of these programs. Our programs are seeking initial accreditation candidacy with the National League of Nursing. This area has the equivalent of 5 full-time faculty members.

**Career Tech** – Even though some of our career and technical programs are imbedded in other departments for supervision and administration purposes, programs like Cosmetology, Automotive Technology, Diesel Technology, Fire Science, Emergency Medical Services, and a Police Academy offer great opportunities for students to gain valuable skills and enter the workforce. Most of these programs have either one or two full-time faculty members, and some use a significant number of adjunct faculty.

**Honors Program**—The goal of Northeastern Junior College's Honors Program is to promote lifelong learning on a number of different levels. First, all Honors students take part in an Honors Seminar class each semester. Topics of study for this course tend to be outside the norm from standard collegiate academia and are usually taken straight from the headlines of news reports and publications. For example, three years ago the seminar class read the book *The Da Vinci Code* and followed with an in depth study of Leonardo da Vinci. In the wake of Hurricane Katrina, the seminar class did an in depth study of wild weather, a unit that culminated with a trip to the National Center for Atmospheric Research. The concept behind these topic choices is that there is always something new to be learned, whether as a student or a citizen. In addition, Honors seminar students also spend a great deal of time developing leadership qualities that they will take on to future roles at the university level, career level, and community level. Students read Rudolph Giuliani's book *Leadership* and interviewed community members in leadership roles.

Furthermore, NJC Honors Program students are required to complete a two-year Honors Project. The student chooses his/her individual project based upon his/her interests; however, each project must have a beneficial goal and/or produce positive results, either by advancing the student's future career or benefiting the NJC campus or the local community. The NJC Honors Program promotes learning that interests students, that stimulates students'

*Dr. Lance Bolton, NJC President, accompanied five honors students on a five day trip to Chicago, Illinois.*



Honors Program students are required to do a special project each year. This particular student, an agriculture communications major, designed a coloring book to be used by elementary classroom teachers to help explain to children where food items come from before they get to the store.

*Over 140 Health and Safety, First Aid, and CPR courses are offered annually.*

intellectual curiosity and love of learning.

NJC is very committed to the success of its Honors Program. The College Foundation purchased the Honors House in order to provide a special “living/learning” atmosphere for these advanced students. The students must apply for acceptance into the program and receive scholarships to participate in the program and live in the Hoffman Honors House. In addition, the faculty coordinator of the Honors Program receives release time for her duties in facilitating this program.

### **Extended Studies**

Extended studies initiates, coordinates, and distributes courses and facilitates learning in flexible formats to meet identified educational needs. A variety of alternative learning solutions, distance and distributed delivery systems, and support services are utilized to facilitate student access and promote students’ intellectual growth, personal, cultural and social development; increased earnings capacity; and expanded career opportunities through lifelong learning.

In addition, Extended Studies collaborates with individuals, groups, agencies, and organizations in Logan, Phillips, Sedgwick, Washington and Yuma counties to develop resources for communities, schools, economic initiatives, business and industry across northeast Colorado.

The general program offerings include the following:

**Fire Science** -- The Fire Science Program works with local, state, and federal fire services to offer training for the beginning and experienced firefighter. Continuing education courses are offered upon request from volunteer and paid fire departments to meet the needs of their personnel. What began as a Firefighter I Certificate Program is developing into a degree program scheduled to begin Fall of 2008.

**Health and Safety/CPR and First Aid** – The Health and Safety Program offers cardio pulmonary resuscitation (CPR) classes to lay responders and professional rescuers. Training is available for community members, professional health-care providers, law-enforcement agencies, fire departments and businesses. More than 140 classes are offered each year in our service area.

**Health and Safety School** -- Aquatics classes are available in Lifeguard Training and First Aid, Life Guard Training and First Aid Review, CPR for the Professional, and Water Safety Instruction. Universal certificates of completion are available for participants who meet all course requirements for that particular Health and Safety course.

**Kids College** -- Extended Studies coordinates a summer Kids College which combines fun and educational opportunities for students in Grades K-8. Classes, times, and subjects vary from year to year.

**Post-Secondary Enrollment Options (PSEO)** -- Colorado’s Post-Secondary Enrollment Options Act (PSEO) allows high school juniors and seniors at Colorado public high schools to concurrently enroll in college courses, enabling students to receive both high school and college credit. Enrollment must be approved by the high school. Students may be entitled to reimbursement for two courses per semester from their school district; however school districts may voluntarily agree to pay for additional courses beyond this limit. Students must meet the same placement criteria for these classes as for on-campus classes. The Post-Secondary courses give the student a head start on earning a college



The art classes offered each summer as part of the Kids College programming are especially popular.

degree, saving both time and money.

**Special Interest Classes** -- These classes are designed to be enjoyable and enriching. The costs are variable depending on the length and type of class, and materials needed. Special interest classes can be provided on-campus or at an outreach location.

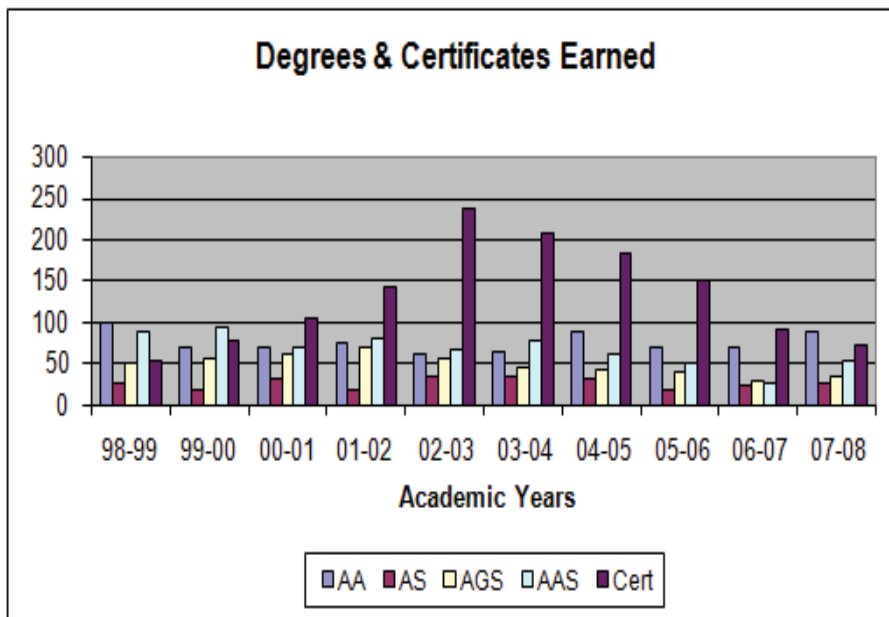
**Wellness Classes** -- Fitness classes are offered through Extended Studies in partnership with Bank of Colorado Event Center.

**Accelerated Degree Program** -- The accelerated Associate of Arts Program offers classes in a non-traditional format utilizing weekend and evening classes designed to accommodate the schedule of working adults. It is open to all students and is a self-directed program for motivated students who wish to take courses back-to-back to complete an Associate of Arts Degree in approximately 18 months.

*For each course, students receive a syllabus that provides course objectives and assessment methods.*

Learning objectives are clearly differentiated for each individual course. The goals are presented in the course outcomes listed in each course syllabus. Since NJC is one of thirteen community colleges in the Colorado Community College System (CCCS), it is required to follow the course guidelines for syllabi, content, length, and credits within the context of the Colorado Common Course Numbering System (CCCNS). So, for each course, an enrolled student receives a syllabus that provides the course objectives and assessment methods. Both full-time and adjunct faculty members use a standard template for their syllabi.

NJC considers successful completion of degree and certificate programs to be an important goal for students. The following table indicates the number of degrees and certificates awarded by Northeastern Junior College from Summer 1998 to Fall 2007:



- **NJC's assessment of student learning provides evidence at multiple levels**

NJC's philosophy statement indicates that we strive to provide the best possible educational, cultural, and social experiences within a positive and supportive learning environment." To assure that we provide this learning experience, assessment must take place at the institutional, program, and course levels.

The philosophy of general education at Northeastern Junior College was developed by the faculty in 1999. It states:

General education at Northeastern Junior College leads students to career, technical and transfer competencies. Ultimately, the skills and abilities developed through general studies enable students to pursue personal, professional and academic goals. These studies are designed to enhance written and verbal communication skills; develop critical/creative thinking and problem solving skills; increase an understanding of oneself, of others and of one's role as an ethical citizen; and demonstrate an ability to work with technologies. The capabilities and insights facilitate success in a variety of pursuits.

Based on this philosophy, the college documents assessment at the institutional level, makes changes in curriculum as necessary, and embeds assessment in course curriculum and objectives.

NJC has established a comprehensive ongoing assessment program that documents student learning at each level from pre-admission through graduation. We measure the level of student learning taking place so that improvements can be made to both teaching and learning. Faculty members have been involved in the college's assessment program. Among their many contributions, NJC faculty members:

- Serve on assessment sub-committees
- Attends and presents at assessment conferences and workshops
- Participate in the determination and definitions of the four main assessment competencies
- Include assessment of student learning in their course syllabi
- Integrate the teaching of the four competencies into their courses
- Incorporate assessment elements into their annual work plans and goals.

The assessment of student learning falls under the supervision of the Vice-President of Academic Services, who is a member of the Assessment Steering Committee.

With full administrative support, an annual budget of \$13,000, and opportunities to attend conferences and workshops, the college is showing its commitment to assessment and its importance in the accreditation process. The Assessment Steering Committee approves budget expenditures which are primarily assessment tool supplies, registration fees for assessment conferences, and Accuplacer fees when used for the purpose of assessment pre- and post-testing. Faculty leaders and Assessment Steering Committee members have worked hard to communicate the importance of assessment of student learning, and most instructional staff members have included the goal of incorporating and documenting classroom assessment efforts as part of their professional development plans. A climate of interest and cooperation



Faculty at NJC are very committed to connecting with students and assessing their progress. This, combined with good advising, helps assure students succeed with their studies.

for assessment has grown as instructors realize that their continuous analysis of how they teach and how they monitor student learning is indeed assessment. The documentation and sharing of these efforts continues to be a challenge, so members of the steering committee strive to make the reporting process uncomplicated and easy to accomplish.

The Assessment Steering Committee is divided into five sub-committees corresponding to each of the four competencies with the communication competency separated into two committees (oral and written) for pre- and post-testing purposes. Each sub-committee is comprised of faculty and non-faculty staff. Each sub-committee has the freedom to flex and change as needed. For example, the Written Communication sub-committee has added members in order to tackle concerns about how to best assess student writing. At the same time, other sub-committees have been able to maintain stable membership. The assessment committees also include representation from professional staff and administrators.

The Assessment Steering Committee is comprised of the following members:

Steering Committee Members	
Director of Assessment	Director of Academic Support Programs
Chair, Written Communication	Associate Professor, Early Childhood
Chair, Oral Communication	Vacant at time of publication
Chair, Critical / Creative Thinking	Associate Professor & Reading Specialists
Chair, Technology Competency	Associate Professor, Business
Chair, Diversity and Ethics	Professor and Coordinator of Auto Tech
Advisory Member	Academic Advisor
Advisory Member	Vice-President for Student Services
Advisory Member	Vice-President of Academic Services
Advisory Member	Director of Institutional Research
Advisory Member	Executive Director of NJC Foundation

Institutional assessment efforts include the identification of skills considered as the foundation of education. After seeking input from NJC faculty members, the Assessment Steering Committee determined that all students who graduate from this institution will demonstrate proficiency in the following core competencies.

**Communication: Graduates will demonstrate the ability to read, write, and speak effectively.**

Upon completion of their course of studies, students will be able to effectively express and exchange thoughts, opinions and information both orally and in writing. The successful student will be able to:

- Construct effective written and oral communications using content, organization and delivery techniques that convey accurate, concise and complete information appropriate to topic, audience, occasion and purpose



Many students are required to make presentations in their classes.



Students demonstrate the ability to use technology to achieve educational objectives. Working with various computer software programs is one example of this.

- Create written communications using grammar, sentence structure, mechanics, spelling skills and content appropriate to defined standards or criteria
- Adapt listening behaviors to provide accommodation to the listening situation and offer appropriate and effective feedback

**Critical Thinking: Graduates will demonstrate the ability to interpret, evaluate, and analyze and synthesize information.**

Upon completion of their course of studies, students will be able to examine and utilize reasoning strategies in order to select, apply and evaluate evidence in multiple disciplines. Students will be able to reason and draw logical conclusions from numerical information. The successful student will be able to:

- Illustrate basic mathematical functions, i.e. addition, subtraction, multiplication, and division; estimate and judge the reasonableness of numerical results, and think proportionally, and analyze statistically
- Interpret and apply data in various forms, e.g. charts, graphs
- Formulate solutions to problems by separating information into component parts, determining the relevancy of data, evaluating facts and inferences and recognizing logical fallacies in reasoning
- Evaluate alternative viewpoints, arguments and belief systems
- Gather and assess relevant information after generating vital questions and problems

**Technology: Graduates will demonstrate the ability to use technology to achieve educational objectives.**

Upon completion of their course of studies, students will be able to make use of various technology-based applications. The successful student will be able to:

- Investigate and use technology to access information and to assess its reliability
- Construct completed work that demonstrates competency in the operation of applicable equipment and software in various programs of study
- Utilize technology to complete various tasks applicable to lifelong skills of communication and critical thinking, thriving in a global community

**Ethics / Diversity / Globalization: Graduates will demonstrate the ability to analyze and accept responsibility for personal behaviors and interactions; graduates will possess the ability to reflect on individual and societal ethical standards and values. Graduates will demonstrate the ability to honor diversity. Graduates will recognize the value of their individual roles in the increasing globalization of their world.**

Upon completion of their course of studies, students will be able to identify characteristics of ethical behavior and define qualities that signify the integrity of a project, person, or society. Students will be able to recognize and respect the importance of diversity and working cooperatively on situations and issues

that affect all communities and individuals in a changing world. The successful student will be able to:

- Analyze and accept responsibility for personal behaviors and interactions that reflect individual and/or societal ethical standards and values
- Analyze the divergent views of others and interpret behaviors without making stereotypical or prejudicial judgments
- Determine appropriate ways to work respectfully in both leadership and team roles with people of various capabilities and orientations.
- Appreciate the integrity and uniqueness of interactions among diverse social and cultural groups

The competencies reflect overlapping skills in the general education and career/technical programs at Northeastern Junior College which include English/speech, mathematics/science/computer science, social and behavioral science, humanities, and lifetime/leisure skills.

- **Assessment of student learning contains multiple direct and indirect measures of student learning.**

Sub-committees for each competency are in place to assess, document and report how well students are learning and developing these important skills. Through the use of surveys, writing samples, software programs and other assessment tools, a sampling of first-semester freshmen and second-semester sophomores is assessed to evaluate progress achieved on these skills during their course of study at NJC. This assessment allows us to document continuous improvement of education and to communicate with students, employers, and other stakeholders about how well learning is taking place at NJC.

The random samples of students come from carefully selected courses that not only provide the desired freshman/sophomore population mix but also provide a cross representation of students matching the demographics and degree programs of Northeastern Junior College. The competency data collection process tracks trends in freshmen and sophomore populations and degrees sought.

Benchmarks have been established as a result of baseline testing and analysis. Committee members and faculty understand that these benchmarks will evolve as more data is collected. The committees are continuously evaluating their assessment tools and making changes only after careful consideration in order to maintain consistent tracking.

Courses with components of **Written Communication** and **Oral Communication** play a significant role in a college education and are designed to help prepare students for subsequent college courses and for their future careers. Following are examples of course expectations, assignments, and analysis of communication skills established by NJC faculty:

- Essay and short answer questions are included on lab quizzes and unit exams. Students must be able to organize thoughts and use correct grammar and punctuation to receive full credit for each answer.
- A speaking/teaching project will be assigned this semester. Students will speak on a topic of their choice from a list of given subjects. Students are expected to give a well-organized and well-articulated presentation that provides appropriate information for the audience.
- Students in this course must use good organization, correct grammar, and correct punctuation in crafting answers for all assignments.



Many activities on campus are designed to bring diverse groups together to help students appreciate the benefits that result when there is interaction among various cultural groups.

Students will produce and present an oral presentation.

- One assignment in this course is a community service project of oral reading to an audience that may include pre-school children or senior citizens. As part of the assignment, the student will decide upon appropriate reading material then write a brief description of what was read and to whom, how the choice was made, and the audience's reaction to the reading.

Both communications sub-committees have struggled in recent years in determining a more comprehensive assessment tool and process whereby a random sampling of students are assessed in both written and oral communications skills. The use of WritePlacer scores has shown slight increases over the past two year cohorts of 2004 freshmen-2006 sophomores and 2005 freshmen-2007 sophomores (3.6% and 4.3% increases in average scores, respectively.) The process of members of the Oral Communications sub-committee viewing multiple hours of student speeches has become so time consuming, it has been difficult to maintain committee members; therefore, reliance on the documentation of oral presentations in various courses and the rubrics developed to assess performance has been put in place.

The tool created in 1999 for the **Critical/Creative Thinking** assessment is still in use today. A benchmark score of 75% (8.25 on 11-point scale) for second-semester sophomores completing the post-test continues to be the goal of the committee. Sophomores assessed the past three years have shown improvement, with averages of 73.8%, 86.3%, and 80% for Spring 2005, 2006, and 2007 respectively.

The **Technology** sub-committee, in an effort to assess the increasing number of technology skills demanded in coursework and the workforce, subscribed to a web-based tool and assessed students for the first time in Fall 2007. Although it is difficult to analyze results based on one assessment, the committee feels it provides a more comprehensive view of students' technological skills and will be helpful in determining which skills courses such as CIS 118 will focus on in an effort to meet the benchmark of students scoring at least 90% on the post-test.

The term **Globalization** was added to the **Ethics & Diversity** competency during Spring 2006 at the recommendation of this sub-committee and the approval of the steering committee. Courses in various programs include curriculum designed to educate students about their roles in the increasing globalization of the world. (Course examples include World Interdependence – Populations & Food, Introduction to Business, Principles of Macroeconomics). The assessment tool for this competency area is a locally developed survey instrument that has been used for several years. The expectation is that a 4 percent change from pre-test to post-test score represents the minimum acceptable level to show improvement or lack of improvement. Of the 35 questions on the survey, results of the post-tests completed Spring 2007 (as they compare to the Fall 2005) include:

- (40%) meet or exceed the goal of 4% improvement
- (20%) moving in the desired direction, but < 4% improvement
- (5.8%) neutral
- (17.1%) negative change of < 4%
- (17.1%) strong negative change of > 4%

Members of this committee are understandably concerned about the last two categories and have communicated the specific survey questions (which include diversity and gender issues) that yielded the negative responses to all

*A benchmark score of 75% (8.25 on 11-point scale) for second-semester sophomores completing the post-test continues to be the goal of the committee. Sophomores assessed the past three years have shown improvement, with averages of 73.8%, 86.3%, and 80% for Spring 2005, 2006, and 2007 respectively.*



faculty and staff. The sub-committee is addressing the issues by suggesting ongoing diversity training for faculty and staff at future in-service events and the creation of an Ethics and Diversity CLC workshop offered to all NJC students.

Faculty and staff at Northeastern Junior College identify goals, resources needed, obstacles and benchmarks as part of the program assessment process. For example, math and science faculty members identified key objectives of various classes to measure student learning, such as “assessing whether students had mastered basic derivative skills involving exponential and natural logarithm functions.” Objectives were measured by asking a specific test question and recording the results in a Survey of Calculus course. This process of continuous improvement is ongoing as instructors document progress each semester while determining the best method of teaching certain course objectives. Faculty members of various NJC programs also set goals for students graduating from their respective programs as they relate to the four core competencies of communication, critical thinking, technology, and diversity/ethics/globalization.

### **Program Level Assessment**

Two examples of assessment at the program level include the work completed by the Business Department and Auto Technology Department at NJC. Faculty members of the Business Department met during Fall 2007 in-service to identify the following goals and expectations of the department and its students:

#### **BUSINESS PROGRAM GOALS**

*Communications:* NJC Business students will be able to...

- Give a professional presentation incorporating technology either as an individual or as a group
- Prepare a professional resume

*Critical thinking:* NJC Business students will be able to...

- Analyze scenarios using ethical decision making skills
- Analyze financial transactions to determine the financial success of a business

*Technology:* NJC Business students will be able to...

- Adapt to current trends in the technology available
- Give a presentation incorporating technology either as an individual or a group

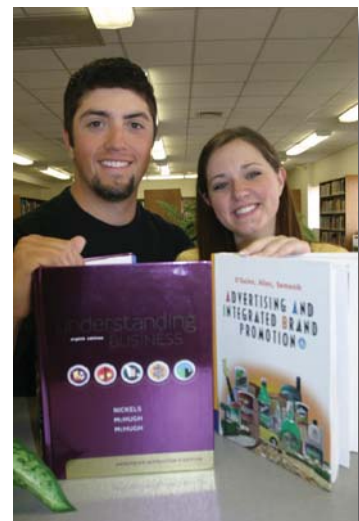
*Globalization/Diversity:* NJC Business students will be able to...

- Analyze scenarios using ethical decision making skills
- Understand their increasing role in the global business arena

#### **AUTOMOTIVE TECHNOLOGY GOALS**

Students completing the Automotive Technology Program of study at NJC will complete a NATEF (National Automotive Technicians Education Foundation) End of Program test as part of this program’s assessment efforts. This test series is designed to measure students’ knowledge of course content and learning outcomes within an automotive training program. The tests

*Diversity training was a major focus area during the Fall 2008 college in-service programming.*



Business students at NJC are encouraged to use critical thinking skills and to be able to use ethical decision making skills.



NJC students in the automotive program meet the NATEF requirements for program certification. A number of women have completed the program and are now successfully employed in the industry.

include a combination of theory and vehicle service related questions, and are developed using the NATEF task list. The End of Program Test provides instructors and administrators with impartial feedback on how well students are learning and comprehending the materials presented throughout the curriculum. These tests are available both fall and spring to ensure maximum usefulness and are administered through a computer based testing platform.

All students who complete an End of Program Test receive a detailed score report with pass/fail determination. Students who pass the test areas that correspond to the NATEF core areas for program certification will receive an ASE (Automotive Service Excellence) Student Achievement Certificate and insignia. Results of this assessment are provided in Criterion IV.

### Course Level Assessment

Course assessment occurs as faculty select exercises and activities to determine if students are learning what was intended. The instructor may conduct a quiz or ask students to write a journal entry answering a specific question regarding material covered during a class period. The instructor then evaluates the results to decide if changes are to be made in future class meetings. Rubrics are often used as assessment tools for specific writing or oral presentation assignments within a course. Samples of rubrics utilized by NJC instructors are compiled in the assessment pages of the NJC website.

Our faculty strive to improve their courses each time they offer them. However, sometimes we fail to recognize that the efforts to improve a course are really assessment activities and thus fail to document them. For several semesters, the Vice President for Academic Services has asked faculty to document these changes either at the start or the end of the semester. Faculty are asked to identify:

- What they wish to improve
- Their plan to improve it
- Resources they would need
- How will they know if their efforts worked

These forms are on file in the Resource Room.

### Updates from 2004 Monitoring Report

Recommendations were made by the Assessment Steering Committee in response to the Monitoring Report dated December 1, 2004 for The Higher Learning Commission of North Central Association of Colleges and Schools. These recommendations were made to faculty, staff and administration in order to continue to grow and promote a strong assessment of student learning program at Northeastern Junior College. The following issues have been addressed in response to the recommendations:

1. Evaluate and make a final recommendation to Northeastern Junior College regarding participation in NCA's AQIP program for accreditation.

**Update:** After evaluating the AQIP program for accreditation and learning more about the process at the NCA annual meetings in Chicago, our NCA liaison recommended in April 2005 that NJC remain with the PEAQ program due to the following reasons:

- Accreditation date is within three years, so there may not be

- sufficient time to properly prepare using a different format;
- NJC leadership is in transition (College President position);
- Pending reply on the monitoring report has not been received.

2. The Assessment Steering Committee will make a formal recommendation to the Learning Services Council regarding changes necessary to restructure the major campus committees into a single Institutional Effectiveness Team

**Update:** Many changes have been made to the structure of campus committees since 2004. Department Chairs are faculty liaisons to administration and report directly to the Vice President of Instructional Services. These individuals serve on the Learning Services Council. The reduction in number of campus committees has created a more efficient and streamlined decision-making system.

3. Continue and strengthen dissemination of competency data collection, achievement expectations and recommendations to faculty, Academic Deans, Administrators, students, and the community. Include in this other pertinent data generated by the Coordinator of Institutional Research for campus-wide use and enhanced focus in strengths and weaknesses.

**Update:** Positive strides have been made in the building of awareness of the full process of assessment of student learning. Through the use of periodic electronic newsletters, updated website information, in-service workshops, and items such as Critical Thinking puzzles in the campus newspaper, faculty and students alike have an increased awareness of the importance of identifying, measuring and improving instruction based on the assessment of what students are learning at Northeastern Junior College.

4. Continue to revise course outlines and syllabi to reflect systemic incorporation of assessment competencies

**Update:** Faculty members incorporate assessment competencies in their syllabi, as well as outlining the assignments that focus on the particular competencies. (Sample syllabi are provided in the Appendices.)

Some examples of indirect measures of student assessment include the following:

**Rubrics:** The appropriate committees have created rubrics for use in evaluating core competencies. Teachers have modified these to fit within their classes to measure student learning. These rubrics are given to students each semester according to the course outline. Samples of rubrics have been placed within the folder on the P drive. NJC does not keep individual rubric assessments on file, other than those the instructors themselves create and provide to the students. Rubrics for courses that are taught online, or as hybrid or web enhanced classes are found in the learning modules for the students.

**Student organizations:** The NJC SIFE team, the PAS team, and the livestock judging team are examples of students being assessed through indirect measures. These teams compete at a state and national level and must be able to demonstrate skills they have learned in classes at NJC. These three teams are great examples of the quality of instruction at NJC. Members of these teams have received top honors at highly challenging competitions—especially at a

*Many changes have been made to the structure of campus committees since 2004. Department Chairs are faculty liaisons to administration and report directly to the Vice President of Instructional Services. These individuals serve on the Learning Services Council.*

national level in specific knowledge for business, agriculture, and livestock.

**The Honors Program:** This program provides advanced students the opportunity to display learning outcomes in a final course project. Upon completion of the program, the students present a final project to students and faculty. Samples of these projects include the following:

- Project - Term Paper: Ethics in Business
- Project – Spatial Relationships: research paper and experiments
- Project – Elementary Arts: play written, performed by local elementary school, and published
- Project – Architecture: Design/Blueprints for Collegiate Athletic Events Center

- **Assessment results of student learning are available to appropriate constituencies, including students.**

Assessment information is available on the NJC website at <http://www.njc.edu/assessment/home.html>. These pages list core competencies and resources to help students in the individual competency areas.

The Assessment Steering Committee publishes e-newsletters several times throughout the year to inform faculty and staff about assessment. These news letters are distributed to each member of NJC via e-mail.

The Title III Grant has several projects which are targeted to student recruitment, retention, and assessment. The Grant Office publishes newsletters each year updating faculty, staff, students and the community about happenings in the Title III Grant area. These list special topics in faculty training and seminar options, as well as highlighting developments within the new nursing and science programs established by Title III funds. Distance Learning, Engage the Learner and Advising opportunities are also highlighted in this newsletter.



NJC Faculty use a wide variety of instructional methods in their teaching to engage students and to address the many learning styles.

Students in this health class were using large rolls of paper to demonstrate how the human body's system works to defend itself from illness and disease. The white paper represented white blood cells.

### **Core Component 3b: Northeastern Junior College values and supports effective teaching.**

- **Faculty determine curricular content and strategies for instruction and advising.**

The faculty members at NJC use a wide variety of instructional methods in their teaching to engage students and to address the many different learning styles. Methods include but are not limited to the following: formal lecture, technology-enhanced instruction (including Online, Hybrid, Web-enhanced, Smart boards, Internet, and PowerPoint), class discussions, on- and off-campus guest speakers, study guides, journals, worksheets, chapter outlines, travel and field trips, laboratory assignments, student presentations, and group work.

The faculty job description indicates that faculty are to be familiar with the course content for each course they teach. Course content is determined by statewide faculty discipline groups made up of fulltime faculty from the various colleges in the state including NJC. Faculty must teach at least 80% of the listed course content and they are allowed some variance on 20% to incorporate other relevant material.

The ratio of part-time to full-time faculty is an important consideration in

maintaining excellence in the classroom. In a rural area, finding appropriately degreed and qualified part-time faculty can be challenging. The pool of applicants for adjunct positions is obviously smaller than in a large metropolitan area. Of the total number of courses offered at NJC both on and off campus, 55% were taught by fulltime faculty. Of those classes taught on campus, 75% were taught by fulltime faculty. While full-time instructors are not necessarily more qualified or dedicated, a higher FT/PT ratio allows for more extensive student-faculty contact and ensures institutional stability and continuity.

NJC has a comprehensive academic advising structure that includes faculty advisors that advise students with majors within their areas of expertise, as well as a walk in advising center that is staffed by a full-time advisor and two other counselors. The full time professional advisor specifically works with students who are undecided about their major. Many part time students also utilize the center for accessible help from advising to other personal and social areas of assistance. New students are assigned to an advisor according to their major. A full-time academic advisor was hired in January 2005 as a result of the Title III grant to help students who are undecided about their major obtain a more clear direction about their future academic and career goals. The grant also initiated a one-stop center concept that relocated a central advising center with the counseling and assessment center as well as the cashier. New students find it easier to find and use the advising related resources as they enter NJC.

The professional advisor advises approximately 100 students each year. She provides presentations in classrooms and residence halls throughout the year on choosing a major and career development. All faculty advisors have participated in training regarding high level skills for advising, utilizing campus resources and in developmental and career advising practices. The Advising Center administers a non-cognitive assessment called the College Student Inventory (CSI), a product of Noel-Levitz, to incoming freshman. The CSI records a student's thoughts and feelings on many issues related to college and serves as a retention tool. Training for all faculty advisors has included use of the CSI and how to incorporate that information into effective helping strategies for new students.

- **NJC supports professional development to facilitate teaching to varied learning environments.**

Faculty members at NJC are encouraged to engage in professional development at state and national conferences and can apply for funds to attend these conferences from the Human Resource Leadership Team (HRLT) Committee. If additional funds are needed, sometimes those funds can be accessed through the department chair or Title III's Engage the Learner Grant. Because of severe budget cuts during some years, professional development opportunities have been limited, and occasionally faculty members have funded their own conference trips. Also, faculty members often participate in professional development at NJC in Faculty-2-Faculty Workshops, which are offered several times during the semester. These workshops cover topics concerning effective teaching practices and are a way to share ideas between faculty members.

The Title III Grant provides professional development opportunities for faculty on various methods to better engage the students in the classroom. The workshops are set up by the Title III Engage the Learner coordinator. Also through the Title III Grant, faculty members receive professional development opportunities to enhance use of technology as engagement for learning

*75% of campus classes are taught by full time faculty. NJC has a comprehensive academic advising structure that includes faculty advisors as well as a walk-in advising center staffed by four full-time employees.*



NJC faculty members engage in an exercise with a trainer on campus who was at NJC as part of a Title III Engage the Learner workshop series.

*NJC has a comprehensive academic advising structure that includes faculty advisors as well as a walk-in advising center staffed by four professionals.*

methods. Examples of implemented classroom student engagement projects are using “clickers” in the Biology and other classes to assess understanding of concepts on an ongoing basis daily; using a “quiz game show” format for test review on difficult material needing memorized in the nursing program and other strategies that include use of music, movement and critical thinking responses.

At NJC, an experienced staff member mentors first-year teachers. Also as needed, new faculty are trained in Banner, WebCt, Micro-Grade, and e-mail. Advising workshops are mandatory for all new full-time faculty. After the first year, there is no formalized mentoring process in place. All new faculty are required to attend a day of orientation.

- **NJC recognizes and evaluates effective teaching.**

Because learning and teaching are so important at NJC, the assessment of teaching effectiveness is based upon several methods of evaluation. The students complete evaluations of faculty members for several of their classes. Each full-time faculty member must arrange for evaluations in two of his or her classes. One class is chosen by the chair of the department and one or more classes are chosen by the faculty member. Also, the Performance Pay Plan requires all faculty to maintain yearly electronic portfolios as part of the evaluation process. Another part of the evaluation process includes a classroom evaluation by the chair of each department. Meetings before and after the scheduled class visit are required so that the evaluator understands the professor’s objectives for the class. After the class visit, another meeting is scheduled to share ideas for improvement. An additional procedure requires each full-time faculty member to submit quantitative goals and assessment methods at the beginning of each academic year to the department chair. At the end of the academic year, the chair evaluates the faculty member based upon accomplishment of those previously set goals.



Ben Cooley (right) is recognized by Agriculture Department Chair Mike Anderson, for being a Star Performer in 2008.

Faculty members annually nominate and select instructors for the “Full-Time Teacher of the Year” and a “Star Performer.” The following are samples of teaching awards or recognition NJC faculty have received:

- NJC Joel Mack award
- Who’s Who Among American Teachers
- NJC Future Teachers’ Club “Teacher of the Month”
- Presidential Citation
- CACTE Teacher of the Year
- Who’s Who, Outstanding US Professionals, Manchester’s Who’s Who
- NACTA Teaching Award

NJC recognized part-time faculty members for a brief period, however this is no longer done. Recognizing part-time faculty for their achievements would be a good practice to re-implement.

Innovation is encouraged by Engage the Learner grants through the Title III grant, HRLT grants, and Distance Learning grants. Also, technology has been added to many classrooms (24 total classrooms) to include computers, projection units, smart boards and connectivity to the Internet as noted in Criterion II.

- **NJC supports professional development for faculty.**

NJC supports faculty in keeping abreast of the research on teaching and learning by offering many on-line subscriptions to academic journals and by

encouraging faculty to grow in their own education. This includes the faculty workshops, guest speakers for in-service, Pic-Tel delivery of classes from Colorado State University, conferences, and Title III grants. Also NJC supports student learning and the delivery of instruction with five computer labs.

- **Faculty members actively participate in professional organizations.**

NJC faculty members keep current with changes and advances in their fields by membership in various organizations. These organizations are as diverse as the faculty and the classes they teach. Faculty provided a list of almost forty organizations to which they belong. This diversity can be seen in the following list of examples which are grouped by subject area: science – American Chemical Society; agriculture – National Farm and Ranch Business Management Education Association and Colorado Farm Bureau; child care – National Association for the Education of Young Children; athletics – Colorado Coaches of Girls Sports and National Junior College Athletic Association; nursing – Colorado Council of Nurse Educators and Emergency Nurses Association; auto tech – International Automotive Technicians Network; and humanities – American Philosophical Association.

Faculty members actively participate in more than thirty different organizations. The following list of examples again reflects the diversity of organizations by subject area: technical fields – Association for Career and Technical Education and Colorado Automotive Teachers Society; physical education – American Volleyball Coaches Association; nursing – Colorado Practical Nurse Educators and High Plains Research Network; agriculture – Young Farmers; developmental – College Reading and Learning Association; Business – Colorado Business Educators; and science -- Colorado Biology Teachers Association.

The table below reflects the percentage of faculty who attend professional development conferences for each department.

Department	Percent of Faculty
Agriculture	100%
Business / Cosmetology	100%
Career Tech	66%
Comp. Learning Center	50%
Health, Human Perf., Sport	100%
Health, Science, & Math	100%
Liberal Arts	91%

*Membership in professional organizations is encouraged and supported by the college.*

### Core Component 3c: Northeastern Junior College creates effective learning environments.

*Students who requires two or more remedial courses are strongly encouraged to take AAA109.*

- **NJC supports all learners and respects their diversity.**

Improvements have been made to provide environments that support all learners by adding multi-media classrooms, more computer-access across campus for students and faculty, and improved labs. However, more improvements are needed in making some classrooms more conducive to learning. For example, the temperatures fluctuate to an uncomfortable level in some classrooms, and some classrooms have outdated desks or inappropriate desks for the comfort of students. Even though more technology is available on campus, and the faculty have help for computer issues, some buildings do not have an audio-visual person to help the faculty with the added technology, such as TVs and DVD players.

Northeastern Junior College's staff work together to create an all-inclusive atmosphere for students. Students have the opportunity to enrich their experience at NJC by being exposed to other students' cultures, beliefs, and lifestyles through a variety of courses and organizations.

- **Advising systems focus on student learning required for academic success.**

NJC believes that our success with student retention stems from our strong advising system. This system includes faculty members who regularly advise students with declared majors as well as the advising center. All faculty have access to advising guides which list requirements, as well as electives in their majors. Students who are undeclared majors are assigned to a professional advisor. To help with appropriate advising, students are tested for English, reading, and math placement to be sure they are placed at the appropriate level to insure their success. Students must also pass English and math courses with at least a "C" in order to move to the next level.

NJC's Comprehensive Learning Center offers workshops and assistance with study skills and learning strategies in test-taking, note taking, time managing skills, reading and memory improvement, critical thinking, researching, exploring careers, and financing higher education.

Students who require two or more basic skills courses are encouraged to enroll in Advanced Academic Achievement (AAA 109). In this course, students examine theories and practices associated with successful learning to promote college success. Areas of study include education and career planning, effective communication, personal management, critical and creative thinking, development of community and awareness of diversity, leadership, and techniques for successful academic performance.

- **NJC employs new technologies that enhance effective learning environments for students.**

The following chart examines how technology improvements have been implemented across the curriculum to enhance the learning environment.



Technology is alive and well at NJC.



Department	Technologies in Use	Impact on student learning environment
ABE/GED	PC, overhead projector	The students are able to use the PCs almost daily. The overhead projector is used intermittently. The computers have helped students use various software programs, access Internet, etc.
Agriculture	Smart board, computers, GPS/ GIS equipment	All instructor use smart board technology for enhanced classroom presentations and connectivity to the internet for research and referencing.
Business	Smartboard, Overhead, Video with DVD, VCR and computer video software, and Computer with MSOffice and specialized program software	Smartboards - provide a more active environment. Specialized software more resembles the working world they will be involved in. All the technology helps students to be aware that they will be working in a fast-changing work environment.
CLC - Reading	Smart board, Reading Plus Software (latest version) both by internet and by server, Lexia Software (latest version) by server, websites for search for vocabulary, research and inquiries, Microsoft Office, Micrograde, MyCommunityEd	Reading Plus has improved students' success.
CLC - Writing	Writing courses are taught in a computer lab and use only computers. When the counselors come in to demonstrate a web based placement test, they use the overhead to lead students through steps.	Students work on computers helps them the most in terms of formatting papers or business letters correctly and also in terms of completing essays and assignments.
Cosmetology	Industry standard client software	Students are able to use PowerPoint, student CD -Rom programs and instructional videos.
Counseling, Advising, and Career Resource Center	Smart Board, computer/network setup, DVD/VHS, CD. Students have access to On-line tools including DISCOVER and Campus Toolkit	Many strategies and materials are integrated to the internet and very useful for student searching for information for decision making or support.
Fitness/Event Center	State of the art exercise equipment	Adequate exercise allows students to clear their minds and concentrate more effectively on their studies.

Department	Technologies in Use	Impact on student learning environment
Graphic Design/ Liberal Arts	Smart Board, new printer, computers	The computers have made the most impact on the learning environments for the students as they are required to work on them roughly 80% of the class.
Health, Math, Science	Power Point, Web CT, Internet, audio, video, physiology computer aided-data collection, classroom performance systems, light microscopes, electrophoresis apparatus, thermocyclers, micropipettes. Web sites for animations and quizzes.	Power point and the projection system has made the greatest impact on the student learning environment. All are helpful in their own way. Each is valuable to different students in different ways due to individual learning styles. The projections system that can show animations of microscopic processes and the ability to show new science findings from the internet helps keep the students current.
Liberal Arts	Videos, internet, Smart Board, Power Points, Music (CDs) and sometime iPod	Access to the Internet and short vide clips brings moving examples of human experience to the classroom and improves memory and comprehension. Being able to teach writing in a computer lab.
Library	Online library catalog and various online journal databases. The technology center provides support for audio-visual materials, satellite programs, and a library instruction room with computer access. Extensive library website with additional resources. Link to "Ask Colorado" – a free, online information service.	Students are able to easily access research material online as well as in print. They are also provided with a location to work on the computer to complete homework, do research, or simply socialize.
Med Prep	Computers and Smart Boards	The Smart Board has made the most impact.
Nursing	Power Point, Smart Boards, SimMan, cameras at nursing stations, video simulations, SimMan control room to provide interaction with the patient.	These technologies allow the students to practice life skills in a realistic environment. It also allows instructors to evaluate their skills in a realistic manner.
Music/Honors Program	Smart board, TV, VCR/DVD player, ipod and sound docking unit, digital grand pianos that are MIDI enabled for computer software notation	The iPod and the sound docking unit have made the most impact on the students' learning environment. Smart boards and digital grand pianos enhance student engagement and learning.

**Core Component 3d: Northeastern Junior College's learning resources support student learning and effective teaching.**

- **NJC ensures access to the resources necessary to support learning and teaching.**

NJC students have access to a variety of resources both on and off campus.

The following table details the resources available:

Location	Description of Resources
Library	<ul style="list-style-type: none"> <li>• Traditional library collection of print and audiovisual materials available for checkout, reference books, periodicals, newspapers, etc.</li> <li>• Online library catalog and various online journal databases including, EBSCO's Academic Search Premier, CINAHL (Cumulative Index to Nursing and Allied Health Literature), Proquest's New York Times Online, All-Data database for Auto Tech students and Mitchell's Tractor-Trailer.Net database for the Diesel Tech program</li> <li>• Isabell Sullivan Library Technology Center provides support for audio-visual materials and a library instruction room with computer access</li> <li>• Open computer lab with 39 computers for general use</li> <li>• Limited archives collection maintained in conjunction with the Northeastern Junior College Heritage Center includes newspaper clippings and other items relevant to the history of Northeastern Junior College</li> <li>• Extensive library website provides additional resources on various topics under the "Research Assistance" page</li> <li>• "Diversity Resources" web pages contain hyperlinks to various websites on ten different diversity categories and also provide links to select bibliographies of materials owned by the Monahan Library for each topic</li> <li>• Link to "Ask Colorado" - a free, online information service is provided by Colorado libraries</li> <li>• Interlibrary loan (ILL) service and participation in the statewide courier system to facilitate delivery of ILL materials</li> <li>• Participation in the Colorado Library Card program, whereby NJC students may check out library materials from various public and academic libraries throughout Colorado who also participate in this statewide program</li> <li>• Library hours: open 6 days a week for a total of 69 hours per week during the academic year and 5 days a week for a total of 30 hours per week in the summer</li> </ul>
Science Labs	<ul style="list-style-type: none"> <li>• 1 chemistry lab with equipment (No Smart Board) and 3 integrated science labs/lecture PW 201, 204, and 208 – microbiology, biotechnology, biology I and II, geology, astronomy I and II, anatomy and physiology, cell, and zoology. These rooms include multilevel labs with necessary equipment to conduct experiments, complete exercises, and conduct minor research projects. Each of the integrated labs has a computer, Smartboard, etc. A set of 12 desktop computers can be used in all rooms.</li> </ul>

Location	Description of Resources
Art Department Resources	<ul style="list-style-type: none"> <li>• Two large natural light multi-purpose two dimensional art labs</li> <li>• Printmaking presses and studio</li> <li>• Ceramic/sculpture studio complete with kilns and pottery wheels</li> </ul> <p>ART GALLERIES:</p> <ul style="list-style-type: none"> <li>• Peter L. Youngers Fine Arts Gallery hosts several exhibits each year, including an NJC Student Exhibit each spring term.</li> <li>• Tennant Art Gallery houses a collection of western art.</li> <li>• E.S. French Lounge is home to the William Sanderson Collection. William Sanderson taught for many years at the University of Denver; he was an artist-in-residence at NJC during the 70's.</li> </ul> <p>COMPUTER LABS/Graphic Design Program:</p> <p>Two state-of-the-art computer labs in E.S. French Hall hold a total of 50 computer stations. These \$500,000 labs include the latest in instructional computer technology.</p>
Diesel/Automotive Lab	Training technical aids, tools, and shop equipment to perform diagnosis, service, and/or repair of current and past technology in each area of study.
Welding Lab	<p>Equipment to perform many types of welding (ARC, MIG, TIG, GTAW) as well as resources to explore career paths</p> <ul style="list-style-type: none"> <li>• Hand and power tools</li> <li>• Ventilation system</li> <li>• Fabrication equipment</li> <li>• Classroom facility, TV &amp; VCR</li> </ul>
Nursing Resources	<ul style="list-style-type: none"> <li>• Nursing Lab shared by both LPN and RN Programs -provides practical application spaces for simulation of nursing skills. Nursing students complete clinical application in partnering medical facilities. Lab computer and classroom computer are available for study, research, and testing. Lab contains Sim man with computer capabilities (control room construction plan in progress), 2 vital sims, smart board, 3 IV arms, 2 central line chests, 2 PICC arms, 2 wall units with oxygen, suction, power, medication port, TV, and VCR. Lab has 8 beds/patient care units.</li> <li>• Med Prep Program: Classroom with Smart Board, CPR/FA facility and mannequins. Lab: Practical application spaces for simulation CNA skills, 7 beds/patient care units, TV, VCR, 5 Blood Pressure Wall units, and scales. Students complete clinical application in partnering medical facilities.</li> </ul>
Equine Facility	<ul style="list-style-type: none"> <li>• 1 Indoor Arena</li> <li>• Outdoor Arenas</li> <li>• Practical Application of skills and performance space</li> <li>• Classroom at the facility</li> <li>• Facility provides practice space for the rodeo team</li> <li>• Horse stalls at the facility for the Equine Management program</li> </ul>
Event Center	<ul style="list-style-type: none"> <li>• 2 gymnasiums</li> <li>• Walking track</li> <li>• State of the art exercise equipment</li> <li>• Classrooms</li> <li>• Activity space for intramural, community, graduation, &amp; student activities</li> </ul>

Location	Description of Resources
ABE/GED/ESL	<p>ABE/GED/ESL program provides a learning environment that caters to the adult learner by acknowledging their academic and social needs. The students seeking to improve their basic literacy/language skills or to earn a general educational development diploma participate in a classroom environment that includes independent learning and small or large group instruction.</p>
Cosmetology	<p>The Cosmetology program provides the following resources:</p> <ul style="list-style-type: none"> <li>• Clinical lab where students learn how to mix the proper ingredients together and set up for various services</li> <li>• Classroom area for theory—to work in workbooks, do worksheets, and take final exams using PowerPoint, student CD-Rom program and instructional videos</li> <li>• Front desk area where students learn how to manage the appointments and money as well as client services</li> </ul>
Comprehensive Learning Center	<ul style="list-style-type: none"> <li>• Work area with student access to developmental instructors</li> <li>• Transitional specialist for students with documented disabilities</li> <li>• Adaptive equipment for students with documented disabilities</li> <li>• Software adapted for students with documented disabilities</li> <li>• Majority of textbooks used on campus</li> <li>• Resource materials for writing</li> <li>• Electronic support materials for various courses</li> <li>• Alternate testing accommodations</li> <li>• Additional student computers with adaptive technologies</li> </ul>
Music Department Resources	<ul style="list-style-type: none"> <li>• Large theatre for concert performances</li> <li>• 7 practice rooms all containing a traditional piano</li> <li>• Large multi-tiered room for choral rehearsals</li> <li>• Instruments and equipment necessary for student performances</li> <li>• Keyboard lab containing digital grand pianos for theory, ear training, and piano classes</li> </ul>
Early Childhood Education	<p>The Early Childhood Education program contracts with seven preschool and child care sites, including one on campus. Early childhood lab and practicum students can gain practical experience in working with young children under the guidance of experienced mentor teachers. All contract sites have regular Qualistar and/or Early Childhood Rating Scale Evaluations.</p>
Counseling, Advising, and Career Resource Center	<ul style="list-style-type: none"> <li>• Career Resource Library</li> <li>• Personal Resource Library</li> <li>• On-line tools including DISCOVER, Campus Toolkit</li> <li>• CEI—Career Exploration Inventory</li> <li>• Transfer Information—in-state and out-of-state</li> <li>• Academic Advising</li> <li>• Personal Counseling</li> <li>• Peer Helper Educators (provide a variety of educational programs and information)</li> </ul>
Assessment Center	<ul style="list-style-type: none"> <li>• Testing lab for mandatory placements</li> </ul>

Location	Description of Resources
Computer Classroom/Labs	Four regular computer labs in the three classroom buildings provide discipline specific instruction space requiring computer access. (Business, English, Ag Business, English, Design Graphics, Computer Basics, etc)
Computer Assisted Learning Lab/Open Homework Lab	Open lab located adjacent to the Comprehensive Learning Center in Knowles Hall Library provides students with tutor assistance or help with general software.
Smart Computer Classroom/Labs	Two smart computer labs in one classroom building provides full remote control smart classroom capabilities for teachers to assist students remotely and enables broadcasting of one machine to the rest of the computers.
Multimedia Classroom	Twenty-one comprehensive multimedia rooms equipped teaching station classrooms. These 21 classrooms provide teachers with internet access, smart boards, VHS, and DVD videos to provide a full spectrum of technology enhanced teaching tools.
Bookstore	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Supplies</li> <li>• Technology software</li> </ul>
Beede-Hamil Soil and Ag Chemistry Lab	<ul style="list-style-type: none"> <li>• 28 station chemistry lab (Water, gas)</li> <li>• 4 Vapor hoods</li> <li>• 2 spectrophotometers for soil and feedstuff analysis</li> <li>• Digestal equipment used for feed analysis</li> <li>• Reverse osmosis water system</li> <li>• Soil grinder</li> <li>• Chemical Storage</li> <li>• The lab is used to teach chemistry principles, soil analysis, and feed analysis.</li> </ul>
Beede-Hamil Animal and Crop lab	<ul style="list-style-type: none"> <li>• Plant, seed, insect, and animal specimens.</li> <li>• Seed cleaning and grading equipment</li> <li>• 3 seed germinators</li> <li>• 10 microscopes</li> <li>• Cold storage for specimens and lab samples</li> <li>• TV, video, DVD</li> <li>• The lab is used for crops, range management, and various livestock production courses</li> </ul>
Greenhouse	<ul style="list-style-type: none"> <li>• 2100 square foot commercial greenhouse</li> <li>• Plant propagation and growing areas</li> <li>• Chemigation unit</li> <li>• Area for plant sales and lab exercises</li> <li>• The lab is used to teach greenhouse management, plant propagation, and plant sales.</li> <li>• The greenhouse is also utilized to grow crop samples to teach crop scouting and hail adjustment practices.</li> </ul>
Golf Green	<ul style="list-style-type: none"> <li>• 100 square foot golf green area</li> <li>• Utilized in the turf management course to teach principles of golf green construction and maintenance.</li> </ul>

Location	Description of Resources
Vocational Building Agriculture Carpentry shop	<ul style="list-style-type: none"> <li>Comprehensive carpentry shop facility.</li> <li>Commercial scale saws, planning, and drilling equipment.</li> <li>Hand tools, power tools, and storage areas.</li> <li>The lab is used to teach basic agriculture mechanics skills and Farm Carpentry.</li> </ul>
Vocational Building Agriculture Mechanics shop	<ul style="list-style-type: none"> <li>Welding, drilling, solvent cleaning, and grinding equipment</li> <li>Mechanical hand and power tools.</li> <li>This lab is utilized to teach agriculture mechanics, power mechanics, and ag machinery.</li> </ul>
Athletic Training Rooms	<ul style="list-style-type: none"> <li>A clinical laboratory with the necessary equipment for students to work directly with athletic injuries, prevention of injuries, and the rehabilitation of injuries.</li> <li>Head athletic trainer teaches students to administer a variety of techniques to keep athletes on the court.</li> <li>Wet room (water modalities)</li> <li>Dry room</li> </ul>

*The department chair structure creates direct relationship/communication with faculty for responsiveness to learning needs.*

- **NJC evaluates its resources to enhance student learning, effective teaching and student services.**

Assessment and evaluation are important components in the learning and teaching environment; therefore, administration and faculty are continuously addressing the resource needs of our students. Since student needs are constantly changing throughout each semester, various adjustments are made to accommodate different learning styles.

Instructors document extra time with students who they send to the Comprehensive Learning Center. Also, instructors are available for students who require additional time. Demonstrations and audio visual reinforcements are used when possible. Also, presentations are provided from industry professionals.

The following are changes that have been implemented as a result of evaluations:

- Offering a wider variety of workshops that interest the campus as a whole instead of just study skills, shortening the workshops to 40 minutes instead of 60 minutes
- Providing snacks and drinks for students using the CLC for tutoring
- Changing the covered topics on a yearly basis based on the feedback received from student tutor evaluations

The students at NJC are given the opportunity to evaluate various services available on campus:

- Comprehensive Learning Center overall evaluation form
- Comprehensive Learning Center individual tutor evaluation form
- CLC workshops

Also, students complete the Noel Levitz Satisfaction Inventory Survey every year. This survey includes questions on available resources.

The library has scored consistently high in the Noel-Levitz student surveys. In addition, a Spring 2007 survey of NJC faculty and staff members

***The Noel Levitz Student Satisfaction Survey is used to address improvements to student needs.***

reports 86% of respondents Agree or Strongly Agree that library resources meet the needs of instructors and students. Also, 47% of adjunct faculty surveyed said that the library always meets the needs of students and faculty members.

The Noel-Levitz Student Satisfaction Inventory allows for questions that are specific to NJC's learning resources that support learning and teaching. Areas which show high levels of importance and low levels of satisfaction are areas where NJC focuses its emphasis.

Based on a scale of 1 to 7. One equal to low level of importance and 7 equal to a high level of importance.

<b>NJC Specific Survey Questions</b>	<b>Importance</b>	<b>Satisfaction</b>
70. I am able to experience intellectual growth here.	6.25	5.74
71. There are sufficient extracurricular activities for my interests.	5.96	5.13
72. The Student Health Services meets my personal health needs	5.86	4.73
73. The Student Life program enhances my college experience (campus activities including those in the residence halls).	6.41	5.64
74. My class schedule is meeting my graduation requirements in a timely manner.	6.27	5.58
75. The Library days and hours of operation are adequate to meet my needs.	5.86	5.07
76. The NJC website is informative and useful.	5.98	5.57
77. The campus provides a positive cross-cultural community.	5.92	5.46
78. The services in the Comprehensive Learning Center (CLC) adequately meet my needs.	6.14	5.74
79. Campus computer technology and computer labs are adequate for my educational and personal needs.	6.17	5.83
80. The Bank of Colorado Event Center provides a satisfactory environment for exercise, training, and sporting events.	6.31	6.12

The Student Services division assesses the effectiveness of programs and services on a routine basis through customer service surveys, the Noel Levitz Satisfaction Survey, program evaluations and focus group surveys. At the end of the academic year, each office prepares an annual report that includes accomplishments and an evaluation of efforts and plans for improvement the following year. The VP of Student Services leads the planning efforts during the summer and early fall that identify overall goals for Student Services.

These goals, at least in part, are based the data that has been collected and encompass major directions from the campus planning efforts. These goals are discussed and agreed upon by the Student Service administrators and are then used by each department to create specific strategies and goals for the



upcoming year. The performance planning process for each employee then develops from this plan.

- **NJC supports students, staff, and faculty in using technology effectively.**

NJC supports students, staff, and faculty in using technology by offering numerous courses. In addition, the Computer Services Department offers a “Help Desk” number for staff and faculty if they need assistance with technology.

The following training was recently offered to faculty members at various conferences:

- E.M.S. Training for simulation training using the SimMan manikin at the Laerdal Medical Corporation site in New York
- SimMan Training for nursing instructors at the Wells Center in Denver, Colorado, on January 16, 2007
- Advanced Automotive Hybrid Technology training provided by the National Science Foundation at Sinclair Community College in Dayton, Ohio, on August 6, 2007 – August 10, 2007

Part of the Title III Grant that NJC received was to help expand our offerings in distance learning. Through this grant, NJC has purchased software and equipment enabling us to offer courses online. This grant has paid for over 20 faculty members to develop hybrid and online courses.

Northeastern Junior College made the financial commitment to support faculty beyond just training sessions and workshops. The college created the new position, Director of Distance Learning. The director assists and trains faculty, often times one-on-one, to support the online and hybrid classes. The director also offers workshops for both faculty and students.

- **NJC provides effective staffing and support for its learning resources. Comprehensive Learning Center**

The Comprehensive Learning Center at Northeastern Junior College has the following mission statement: “The Comprehensive Learning Center (CLC) maximizes learner’s academic performance and persistence in achieving their stated learning goals.” This mission statement accurately expresses the design and intent of the Comprehensive Learning Center (CLC). Regardless of preparation, skill level or disability, CLC students are served individually; staff members do not assume that all learners have the same goals or needs, and design their instructional support accordingly. Implemented in the fall of 2000, the CLC now offers developmental studies, Adult Basic Education, academic support and disabled students services that are learning-centered, accessible, and effective.

The following indicators are reasons for our belief that the programs are effective:

- Our freshman return rate is 75.1%.
- The average percentage of SSS students with a GPA greater than 2.0 is 85.3%.
- In the past three years, 86.8% of the students tutored achieved a grade of “C” or better in the subject for which they were tutored. See “objectives # 4, 6, & 8” below for additional information concerning these statistics.



Students easily find help in the Comprehensive Learning Center as it is staffed by full time instructional specialists and numerous student tutors.

***Data proves the Comprehensive Learning Center is effective.***

The Comprehensive Learning Center (CLC) exists to make the most of learners' educational experience by assisting students in the adjustment to campus life and the rigors of academic study. The CLC provides a variety of services to improve retention and graduation rates of NJC students.

- Individual and group tutoring --- by appointment or drop-in basis
- For the four-semester period Fall 2006 through Spring 2008, the CLC staff logged an average of 4,208 student contacts and 4,643 hours of tutoring services per semester.
- Online or face-to-face tutoring for students enrolled in NJC online and hybrid courses
- Workshops and assistance with study skills and learning strategies
- College preparatory coursework in Reading, Math, English, Writing, and Study Skills
  - Placement into basic skills instruction is mandatory in Colorado, requiring all degree- and certificate-seeking students who do not meet ACT score requirements to take Accuplacer
  - Students must earn grade of C or better to advance to next level course
- Assistance in writing resumes and practice interviews for students seeking employment
- Accommodation services for learning disabled students
- Academic, career and personal counseling



The tutor is always in at the CLC on campus. In addition to 12 full-time employees, students who excel in certain subjects may be recommended to serve as student tutors.

The CLC is staffed by 12 full-time employees—three are full-time faculty, and nine are exempt/professional staff. These include a Director, Assistant Director, Coordinator of Adult Basic Education, GED/ESL teachers, Reading Specialist, Writing Specialist, Professional Instructional Specialists in math, science, and business, and a Transition Specialist. All staff members have met or exceeded the education and/or experience qualifications required for their positions.

The ABE/GED/ESL Coordinator is responsible for expanding access to underserved populations by creating a program that works in cooperation with RE-1 Valley School District, county departments of social services, and the judicial system.

The CLC's Transition Specialist is responsible for identifying and supporting students who would probably not otherwise persist at NJC. This specialist works with students whose barriers include first generation status, limited income, disability and poor academic preparation. An important function of this position is showing students how they can make the transition to baccalaureate studies, training and substantial career pathways. Students are tracked and counseled individually.

The Reading Specialist is essential because of a high number of students whose reading skills are not adequate for college-level work, and a historically high dropout rate among unprepared readers in college-level courses. This position is a major step toward making NJC accessible to students with poor reading skills or reading-related disabilities that hinder learning.

The Writing Specialist position was created Fall 2002 to meet the need for higher quality writing support in the CLC. The Writing Specialist is responsible for training other CLC staff members to enable them to provide writing support. The Writing Specialist works with faculty members on writing assignments and evaluations and provides career development support to students in job searching, resume writing, and skilled interviewing. In addition, the Writing Specialist offers professional tutoring to students in writing classes and students with writing assignments across the disciplines.

The Instructional Specialists are selected for their areas of specialization in

math, science, and business/accounting. All Instructional Specialists teach NJC courses in their respective area of expertise in addition to their tutoring responsibilities. The combination of these specialists and the student learning assistants selected for junior standing and exceptional academic performance results in the availability of tutors for virtually any subject area, another important element in the CLC's emphasis upon access.

Northeastern Junior College has been a recipient of a federal TRIO grant, Student Support Services (SSS) since 1984. The most recent four-year grant totaling more than \$900,000 was received in 2004, enabling the college to provide free tutoring to students. The priority of SSS is to allow colleges to focus on helping students who are first generation college students, low income, or those who have disabilities; however, by combining this grant with institutional funds, the CLC is able to serve all students.

### SSS Grant Objectives

**Objective #1:** Throughout the 2005-2009 project, Northeastern Junior College will identify and select 180 participants by October 31 of each project year. 67% of the students selected will be low income and first generation or disabled; 33% of the students will be either low income or first generation.

**History:** The SSS Program at Northeastern Junior College has 20 years of experience in the operation of a successful SSS Project. The most recent cohort consists of the following:

Low income and first generation	95
Students with disabilities	8
Low income with disabilities	2
Low income only	7
First generation only	<u>68</u>
Total participants	180

**Objective #2:** During the 2005-2009 project, 100% of all eligible students enrolled in the program will have their needs assessed and will have an educational action plan developed within 30 days of their enrollment.

**History:** An Individual Learning Plan (ILP) is completed by all SSS students in assessing academic needs and developing a learning plan.

**Objective #3:** In the course of the 2005-2009 project, NJC will provide supportive services necessary for 83% of the enrolled, degree-seeking, qualifying freshmen to be retained through the freshman year.

**History:** In the past 20 years of SSS grant experience, an average of 89% of student participants have been retained through this program.

**Objective #4:** Of those freshmen retained through the freshman year, 70% will return for the sophomore year during the course of the 2005-2009 project.

**History:** In the past four years, the freshman return rate has been 75.1%.

**Objective #5:** From 2005-2009, the project will provide supportive services for 75% of sophomore students to graduate with an AA, AS, AGS or NJC Certificate within three years of entrance.

**History:** In the past four years, the average completion rate of SSS sophomores has been 63.6%.

*Northeastern Junior College has been a recipient of a federal TRIO grant, Student Support Services (SSS) since 1984. The most recent four-year grant totaling more than \$900,000 was received in 2004, enabling the college to provide free tutoring to students.*

**Objective #6:** The project will provide supportive services necessary for 80% of project students to maintain a minimum of a 2.0 grade point average for the duration of the 2005-2009 grant years.

**History:** In the past four years, the average percentage of SSS students with a GPA greater than 2.0 has been 85.3%.

**Objective #7:** The project will offer support and encouragement with 57% of the sophomore SSS students subsequently transferring to four year colleges and universities during the 2005-2009 grant years.

**History:** In the past four years, the average percentage of transferring sophomores who have participated has been 56%.

**Objective #8:** The project will offer tutoring services for project participants. Of those students receiving tutoring services, 80% will earn a "C" or better in the course for which they were tutored throughout the 2005-2009 grant years.

**History:** In the past three years, 86.8% of the students tutored achieved a grade of "C" or better in the subject for which they were tutored.



Mandatory assessment testing has resulted in many students being required to take preparatory classes, or to get tutoring in order to be able to re-test and move ahead in some subject areas.

In August 2000, the Colorado Commission on Higher Education (CCHE) initiated a policy for system wide assessment and placement of students needing developmental coursework before college level work. In January, 2001, the College Basic Skills Assessment Plan was created by the Colorado Community College System. Beginning with students admitted for the fall 2001, Northeastern Junior College began assessing all first-time students who enroll in a degree program. Students with ACT or SAT scores falling in a certain range are exempt from further testing. All schools in the community college system, including NJC, use the Accuplacer Computer-Based Testing program.

The policy requires the following students to be assessed:

- All degree-seeking students unless they have high enough ACT or SAT scores
- Any student wanting to take college level English or Math courses
- Any student whose previous assessment scores are 5 years old or older
- Special student- any student under 17 years of age

Students who are diagnosed as needing remedial assistance will be required to receive remediation early in their freshman year. Mandatory placement in the appropriate class is required. In order to advance to the next class level, a student must receive a grade of "C" or better in the course for which they are enrolled or re-take the Accuplacer and test into a higher level course.

The following table lists the assessment scores and the corresponding appropriate NJC course placement for students. Also this table includes the reading grade levels that compare to our reading courses and high school math courses that correspond to our mathematic courses.

## Incoming Assessment Scores and Course Placement

Accuplacer Score		NJC Course			
<u>Sentence Skills</u>	<u>ACT Score</u>	<u>SAT Score</u>	<u>English Courses</u>	<u>Credits</u>	
< 25	-	-	Refer to CLC	-	
25-49			ENG 030 Basic Writing Skills	2	
50-69			ENG 060 Writing Fundamentals	3	
70-94			ENG 090 Basic Composition	3	
95-120	18	440	ENG 121 English Composition I	3	
<u>Reading Comprehension</u>	<u>ACT Score</u>	<u>SAT Score</u>	<u>Reading Courses</u>	<u>Credits</u>	<u>Reading Grade Level</u>
< 25	-	-	Refer to CLC	-	-
25-39			REA 030 Basic Reading Skills	2	4-6
40-61			REA 060 Foundations of Reading	3	6-9
62-79			REA 090 College Preparatory Reading	3	9-12
80-120	17	440	REA 130 Applied & Technical Reading	2	12-13
<u>Mathematic Skills</u>	<u>ACT Score</u>	<u>SAT Score</u>	<u>Mathematics Courses</u>	<u>Credits</u>	<u>Similar high school course</u>
AR < 24	-	-	Refer to CLC	-	-
AR 24-56			MAT 030 Fundamentals of Math	2	Basic Arithmetic
EA <45 & AR >=57			MAT 060 Pre-Algebra or MAT 107 Career Math	3	Intro Algebra
EA 45-60			MAT 090 Intro Algebra or MAT 112 Financial Math	4	Algebra I
EA 61-84			MAT 106 Survey of Algebra	4	Algebra II
EA 85-120	19	460	MAT 120, 121, 122, 125, 135 MAT 166 Pre-Calculus MAT 201 Calculus I		



Computerized test taking makes assessment much easier to complete for students needing to be tested in various areas.

## Library Services

The Library supports the curricular programs of the College, supplies materials for professional growth, cultural development, recreational activities, and acts as an information center for the total college population. In addition, it seeks to serve the citizens of Logan County, consistent with these functions and within the limits of its resources. The Library strives to create an atmosphere where the pursuit of knowledge is respected by all.

The Library, therefore, supports these objectives:

- To acquire or produce materials and provide services that will enrich and support the educational programs of the College
- To provide print and non-print materials to assist students in their pursuit of learning and their personal development -- intellectual, cultural, and recreational
- To provide a variety of services to the instructors in support of instructional objectives
- To provide instruction in the use of the library and information resources
- To maintain strong relationships with local, state, and national organizations for coordination and exchange of resources, services, and ideas
- To provide opportunities for each library staff member to grow professionally and personally



Over the years, students have really appreciated the high quality of the NJC Library. The Library strives to create an atmosphere where the pursuit of knowledge is respected by all.

The library has one credentialed professional who serves as the Director of Library Services. During extreme budget cuts, the library lost three part-time classified staff positions, effectively reducing the support staffing rate by 1.1 FTE. Currently, five skilled library technicians provide the equivalent of 3.7 FTE staffing support for the department. The library's support staff boasts an impressive 83 years in collective library experience with the average number of years' experience being 16. So, even though support staff members may not have specific degrees or credentials in library science, their longevity has created a basis of practical expertise in their jobs. In addition, three to four work-study assistants are hired each year to augment the permanent library staff.

Size of Collection (As of July 1, 2008)

The NJC Monahan Library collection for 2007-2008 is as follows:

- Books (monographs) = 25,002
- Periodical subscriptions = 261
- CD-ROM & AV Units = 51
- Audio visual (DVD & VHS) = 3,880
- Audio Books = 177
- Compact discs = 530

In 2000 a collection development policy was written for the library to help guide the selection of library materials. The majority of the library's operating budget is spent on library resources. Here is a breakdown of total expenditures by category.

### Percentage of Operating Budget Expended on Library Resources

Fiscal Year	Operating Budget	Books	Periodicals	Electronic Resources	Audiovisual Materials	% Spent on Materials
FY '04	\$75,372	27.75%	13.94%	15.95%	9.63%	67.27%
FY '05	\$75,373	29.59%	13.84%	7.36%	10.79%	61.58%
FY '06	\$75,372	32.99%	16.28%	6.73%	6.69%	62.69%
FY '07	\$75,372	28.28%	21.12%	9.06%	16.22%	74.68%
FY '08	\$75,500	13.74%	16.93%	13.56%	17.38%	61.61%

During fiscal year 2008, the library migrated to a new automated library system, so approximately \$10,000 from the operating budget, specifically, the book budget, was diverted to help defray that expense, accounting for the sharp decline in the purchase of books. During this year, print subscriptions to periodicals were also trimmed to divert money to pay for the two new databases for the automotive and diesel technology programs.

The library participates in statewide purchase agreements for some of its online databases. This procedure results in heavily discounted prices for those resources, which is why the percentage for this category may seem disproportionately low. The statewide purchase agreements have negotiated very affordable rates so that small libraries, such as NJC's, can afford these standard electronic resources. The CINAHL (nursing database) has also been paid for by Title III money for the last two years and is not included in these figures.

NJC's Monahan Library provides services and resources to students, staff and community patrons. Online services are also available to distance learners who can access the library's web page, utilize the online journal databases, and request interlibrary loans via an online form. The audiovisual department provides TV and video viewing and/or playbacks, archival materials, and instructional sessions to both college classes and high school groups. An increased number of instructional videos have been purchased to facilitate visual learners and to support the curriculum.

- **NJC's systems and structures enable partnerships and innovations that enhance students learning and strengthen teaching effectiveness.**

NJC offers internships, clinical experiences, and mentoring opportunities in many of its programs, such as Early Childhood, Med Prep, Nursing, Auto Tech, Production Agriculture, Horticulture, and Agricultural Business. These opportunities enable many partnerships within the community to enhance student learning and strengthen teaching effectiveness. The philosophy behind these required learning experiences is to give students the opportunity to gain practical hands-on experience, use equipment not available at the college, learn alternative methods of accomplishing tasks, and "get their foot in the door" for employment opportunities.

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

Budgeting priorities at Northeastern Junior College reflect the college's strong commitment to the instruction and development of educational programs. Northeastern Junior College allocates an average of 51% of the budget for instructional and academic support. Budget cuts in the past have



Monahan Library serves as an excellent location for studying, in addition to all the other services it offers.

**51% of NJC's budget is for instruction and academic support.**

occurred primarily in the areas of Institutional Support and Physical Plant in order to protect the academic areas.

NJC's budgeting priorities reflect a commitment to its full-time faculty by offering release time and by recognizing and compensating faculty for overloads both in teaching and advising.

NJC's budgeting priorities reflect a commitment to new programs, such as Diesel Mechanics and Fire Science. Also, the college's goals enable the institution to respond to changing needs of today's educational programming by providing current technology for instruction and operations.

**Strengths:**

- The faculty members have become increasingly aware of the importance of assessment as a measure of student learning and the activities and reporting necessary to document improvement.
- Administration recognizes the significance of assessment, evidenced by funds budgeted to support professional development and other assessment activities.
- The monies from the Title III Grant create many educational opportunities.
- A high percentage of full-time faculty provides consistency in learning and teaching processes.
- New technology offers up-to-date learning opportunities.
- Students benefit from a very dedicated staff.
- Our excellent library provides many services for students, faculty members, and staff.
- Our excellent Comprehensive Learning Center supports students in their learning endeavors.
- NJC applies for and receives grant funding for many of the instructional resources and technology around campus.
- NJC works hard to promote diversity and acceptance.
- A full-time academic advisor assists undeclared students, and faculty advisors and students have good rapport.
- On-line and hybrid courses offer more choices for students and improved access.
- "Engage the Learner" focuses on improving pedagogy

**Challenges:**

- NJC should continue to strengthen data collection, analysis and documentation to support the work of the assessment program.
- The physical learning environment in some classrooms needs to be improved.
- NJC needs to improve audio-visual service support.

**Recommendations:**

- Assessment is a constantly evolving process, and committees not only report their results to the college, but they make recommendations, ask for suggestions, and make changes each year to improve the overall program. NJC needs to formalize this process.
- NJC plans to address and improve the physical learning environments in the classrooms (including the audio-visual services) as the budget allows for changes.



*“NJC 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.”*

**4a - NJC demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

**4b - NJC demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

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

**4d - NJC provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

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

For more than 65 years, Northeastern Junior College has been and still is dedicated to being a comprehensive institution as denoted in our mission, vision, and philosophy statements. Furthermore, NJC endeavors to: “Provide excellence in learning and teaching for transfer, career and technical education, business and industry training, and lifelong learning.”

Other departmental mission statements corroborate NJC’s commitment to promoting lifelong learning. The Monahan Library’s mission and objectives state, “...the Library strives to create an atmosphere where the pursuit of knowledge is respected by all.” The mission of the residence halls “is committed to providing each student a living/learning environment that promotes individual growth and personal development.” Even the Physical Plant Custodial Guidelines state that a very important part of their mission is to provide a clean, aesthetically pleasing learning and teaching environment. The mission of the Comprehensive Learning Center (CLC) is to maximize learners’ academic performance and persistence in achieving their stated learning goals.

The Welcome on our website includes the statement “Live here. Learn here!” *Our Spring Class Schedule 2007* shows on the front a picture of students planting seeds. These students are children of former students, and the picture’s description states, “At Northeastern, we believe learning is something that serves you for an entire lifetime.”

- **NJC supports programs that demonstrate the value of lifelong learning for students, faculty, and staff.**

Being a lifelong learner often means that students must complete their educational goals while balancing different personal and job related responsibilities. In an attempt to meet the special needs of these students and to appeal to the various interests and learning styles of our students in general, NJC provides courses in various formats: accelerated degree programs and courses abroad, which are administered by the Extended Studies division; hybrid and online courses; independent study, traditional and arranged courses. Through Credit for Prior Learning, administered by the Counseling



At NJC, we believe there is value in a life of learning. Programming is offered for all ages and there is a very open and inviting atmosphere that says, “you’re welcome here.”

Office, college credits can be earned for non-college studies or experience.

Furthermore, NJC offers courses with varying session dates. For example, some courses are held in eight week sessions during specified A and B terms; whereas other classes run the full term of the 16 week semester. In January an intensive two week "J" term session allows students to take classes before the traditional spring semester resumes. Providing courses in the context of this schedule helps students who are unable to start at the beginning of the traditional semester to take courses and also allows for students to take classes which fulfill degree requirements and to complete remedial and required courses expediently. NJC typically offers two summer sessions each year.

### **Expanding Access**

NJC provides access to college for many individuals through scholarship opportunities and reduced tuition options:

- The Border State Incentive Program, begun in 2006-07, provides additional tuition assistance to students. \$14,957 was awarded for FY'07.
- The Western Undergraduate Exchange (WUE) Scholarship reduces tuition for out-of-state students from: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.
- The NJC Foundation provides scholarships to students.
- The Hope for Northeastern Colorado Scholarship Endowment Campaign was created to provide scholarships for students from the five county service area as the primary target population. However, all Colorado high school graduates may qualify based upon specified GPA requirements of the program. This scholarship assistance to area students will not only increase enrollment at the college, but will also play a critical role in the overall well-being of northeastern Colorado's economy by helping to create the stable, educated workforce necessary to recruit new business and industry into the area.
- Tuition discounts provided to students in health and safety, small business management and agriculture business management courses also help to widen the scope of access. By providing a discounted tuition rate, NJC provides the resources for these classes.
- Colorado's Post-Secondary Enrollment Options Act (PSEO) allows NJC to offer high school juniors and seniors the opportunity to concurrently enroll in college courses, so that students receive both high school and college credit. Enrollment must be approved by the high school. Students may be entitled to reimbursement for two courses per semester from their school district; however, school districts may voluntarily agree to pay for additional courses beyond this limit. The college courses can be applied toward a degree at NJC or can be transferred to another college or university. The post-secondary courses give the student a head start on earning a college degree, saving both time and money. In addition high school students can take college courses during NJC's summer term, but the student or student's family is responsible for the tuition and fees. The following table shows the FTE generated by PSEO for NJC:

***The Hope for Northeastern Colorado Scholarship Endowment Campaign was created to provide scholarships for students from the five county service area. However, all Colorado high school graduates may qualify based upon specified GPA requirements of the program.***

Resident PSEO Student FTE					
	FY 2003-04	FY 2004-05	FY 2005-06	FY 2006-07	FY 2007-08
FTE generated	57.13	71.62	50.57	68.44	73.67

**Collaboration with Four-Year Colleges**

NJC has forged cooperative partnerships with four-year institutions to facilitate bachelor degree completion programs. The colleges which offer bachelor degree programs through Northeastern Junior College are Colorado Christian University, Franklin University, University of Phoenix, Capella University, and Regis University.

Currently, the Colorado Christian University (CCU) programs have the most participants. In 2007-2008 twenty students were enrolled in the business program which offers four different bachelor degrees: accounting, human resources, project management, and business administration. A human resources/psychology bachelor’s degree is also available. The aforementioned degrees are part of the 3+1 program, whereby students can complete the first three years of classes at NJC and then finish their degree in one year with CCU. Twenty-three students are in the teaching certification program, and in Fall 2007 a new program for a bachelor’s degree in early childhood education was launched. CCU also offers a Master of Arts in Curriculum and Instruction and in Fall 2008 plans to offer a master’s degree in counseling.

**Extended Studies**

NJC’s Extended Studies division epitomizes the college’s commitment to the value of promoting lifelong learning. Extended Studies offers credit and non-credit classes and initiates, coordinates, and distributes learning in flexible formats. They collaborate with agencies and organizations in Northeast Colorado to meet the needs of schools, communities and businesses. Extended Studies also offers classes to local businesses and groups such as Northeast Colorado BOCES (Board of Cooperative Educational Services), Great Plains Wildfire College, and others. They offer classes to the local community such as computer classes for senior citizens, floral arranging, healthy pregnancy/healthy baby, Kids College, CPR training, and Spanish courses. In 2007-08, the college re-started a Learning Through Adventure (LTA) curriculum which fosters corporate and team building utilizing a ropes course.

Extended Studies has online learning and certificate programs offered in cooperation with Education2Go and Gatlin Education Services (GES). These companies help provide skills to obtain professional level positions for high demand occupations. Gatlin Education Services offers non-credit certificate programs which offer classes in an online, open enrollment format. In addition, Extended Studies collaborates with individuals, groups, agencies, and organizations in Logan, Phillips, Sedgwick, Washington, and Yuma counties to develop resources for communities, schools, economic initiatives, business and industry across northeast Colorado.



Ropes courses offered through the Extended Studies program at NJC are a great way to teach team work to groups of students or employees.

- **NJC supports professional development opportunities to all administrators, faculty, and staff.**

Northeastern Junior College provides staff opportunities for professional development through various programs.

### **Faculty-to-Faculty Workshops**

Several times a semester workshops on various topics provide training and team building activities for faculty members. Some of the topics covered in these workshops have included: Remedial Math and Student Success; Plagiarism and Recommendations for an Academic Integrity Policy, Chocolate...Latté... Conversation – Get to know the CLC; Good Test Writing; and many others. These workshops were developed to provide relevant information that directly impacts teaching in the classroom, and they have been well attended by faculty members. Faculty who coordinate these programs are given release time or overload pay for the time they spend on this effort.

### **Grants**

The Title III Grant made it possible to provide professional development opportunities for faculty on various methods to better engage the students in the classroom and to improve faculty advising. In addition, other grant programs such as Perkins, Student Support Services and a state Emergency Medical Services Grant also include components which help to provide faculty development opportunities.

### **Professional Development through Human Resources Leadership Team Funds**

Northeastern Junior College, through the Human Resources Leadership Team (HRLT), develops, promotes, and supports professional development programs designed to enhance student learning and strengthen management and leadership skills of NJC employees at all levels. HRLT has funded many professional development activities, both on and off campus. The annual budget for HRLT has been about \$7,000. Some examples of programs provided include the following:

- Fall and Spring In-service workshops on Learning Styles, Challenges with Change, Advising, Micrograde, Sexual Harassment, Safety and Security, Meth Labs, Identity Theft, Web CT and Web CT/Vista, Respondus, and StudyMate, Plagiarism, Email Management
- Individual requests to attend conferences/workshops approved and funded through HRLT to include, but are not limited to: Colorado Language Arts Society Conference, Assessment in General College Biology, Pharmacology Seminar, ASA Drivability Diagnostic Strategies Conference, International Challenge Course Symposium, Administrative Professional – Creating Excellence Workshop, AutoCAD 2005 Software Training, Basic Assessment online course
- Funding of mini-grant requests for program/course research and development on topics such as writing a plagiarism procedure, completing remedial education research, and completing English 090 curriculum development activities



Bringing in top-knotch trainers for fall and spring in-service workshops has been a priority at NJC for the past 10 years.

## Tuition Assistance and Incentives for Professional Development

The President's Discretionary Scholarship program (Institutional Operating Procedure IP 2.19) provides incentives for staff to continue their educational opportunities by taking general NJC courses or those available through the College's Extended Studies programs. In addition, per SBCCOE BP 3-65 and SP 3-65, NJC provides for sabbaticals or leaves of absence for faculty; however, since 2001 no requests have been submitted to or approved by the SBCCOE due to budget constraints. NJC currently provides faculty with a \$1,500 salary increase when a faculty member obtains a Master's degree. The NJC Foundation has created a special scholarship program to assist ADN faculty in obtaining their advanced degrees. In addition, many faculty and staff members participate in state and national organizations which facilitate lifelong learning and keeping up to date with trends in their respective disciplines.

NJC provides incentives for adjunct faculty members to continue their education. Full time faculty who take 20-44 hours of coursework toward an advanced degree receive an increase in base salary of \$750. If they go beyond 45 hours, their base salary is increased by \$1,500 per year.

- **Statements supporting freedom of inquiry for NJC's students, faculty, and staff are approved, disseminated, and honored by the Board.**

The college addresses the topics of freedom of inquiry or intellectual freedom in almost every printed policies and procedures manual:

Library Collection Development Policy, pp. 11-12

Academic Standards Handbook, p.17, p. 45, pp. 52-53, and pp. 60-62

State Board Policies, BP3-20 (8 pp)

Student Handbook, pp 22-24, p. 116

A review of these policies revealed that both students and staff are well protected. The wording is straightforward and each policy or procedure is easy to find in each of the publications. These manuals are easily accessed through the college website.

- **The achievements of students and faculty in acquiring, discovering, and applying knowledge are publicly acknowledged.**

NJC faculty and staff members are publicly recognized for their achievements through presentations at college in-service programs, graduation, and/or other institutional meetings. Faculty and classified staff members select "employees of the year" annually and NJC winners also attend an awards luncheon with other system employees. Media releases about these awards and student awards are sent to local and regional newspapers and radio stations. In addition, the media releases (often complete with high quality photos) are sent to the subject's home town newspaper and those in surrounding communities and to larger newspapers when appropriate. All media releases, with the exception of very small news brief items, are posted weekly on the NJC website. When the subject matter is considered appropriate, releases are also sent electronically to the CCCS (Colorado Community College System) communications office. The CCCS Manager of Communications distributes releases of worthy stories into the major newspapers in the Denver area.

Faculty, staff, and student achievements are also highlighted in the "President's Report" that is submitted eight times per year to the SBCCOE Board. Once a year, a faculty member, a student, and a program from NJC are

*The President's Discretionary Scholarship Program has been used very actively by all staff since its inception.*

*All media releases, with the exception of very small news brief items, are posted weekly on the NJC website. When the subject matter is considered appropriate, releases are also sent electronically to the CCCS (Colorado Community College System) communications office. The CCCS Manager of Communications distributes releases of worthy stories into the major newspapers in the Denver area.*

highlighted at a presentation by the President at an SBCCOE Board meeting.

NJC faculty members annually nominate students with a minimum of a 3.0 GPA to be included in "Who's Who in American Junior Colleges". The students receive a certificate and are eligible for several nationwide scholarships.

The athletics division, other academic departments, and NJC clubs hold their own awards banquets annually to recognize the achievements of their members/students. NJC students have often been honored recipients of the NJCAA Academic All-Americans awards. Two students are selected annually to represent NJC on the All-Colorado Phi Theta Kappa Team. There is a special induction ceremony held for Phi Theta Kappa members. The nursing department holds an annual "pinning" ceremony for its graduates. Any students who have earned scholarships at four-year transfer institutions are acknowledged during the graduation ceremony. Associated Student Government officers are recognized in many ways for their service to fellow students. NJC also holds a special commencement ceremony for those students graduating with their GED diplomas.

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



GED students go through a special graduation ceremony that celebrates their success just as we celebrate those students who are earning college degrees.

- **NJC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.**

#### **General Education**

General education at Northeastern Junior College leads students to career, technical, and transfer competencies. The skills and abilities developed through general studies enable students to pursue personal, professional, and academic goals. Student learning is designed to enhance four core competencies which facilitate lifelong learning. Students who graduate from NJC will demonstrate proficiency in the following core competencies as identified by the Assessment Steering Committee:

- **Communication:** Graduates will demonstrate the ability to read, write, and speak effectively.
- **Critical Thinking:** Graduates will demonstrate the ability to interpret, evaluate, analyze, and synthesize information.
- **Technology:** Graduates will demonstrate the ability to use technology to achieve educational objectives.
- **Ethics / Diversity / Globalization:** Graduates will demonstrate the ability to recognize diversity and their individual roles in the increasing globalization of their world. Graduates will demonstrate the ability to analyze and accept responsibility for personal behaviors and interactions that reflect individual and societal ethical standards and values.

NJC's A.A. and A.S. degrees have strong components of general education. Transferability to senior institutions is facilitated by NJC's participation in the statewide guaranteed transfer program for the core curriculum. In addition,

general education classes are part of the degree requirements for all career and technical education (CTE) degree programs and any certificate program that requires more than 45 credits. These requirements demonstrate the college's commitment to providing a foundation for lifelong learning and for providing consistent learning outcomes for all students whether they are in transfer or career education tracks.

To ensure that students are successful in meeting established learning outcomes, NJC has implemented mandatory course placement whereby students are evaluated for basic competencies and then placed in remedial classes if warranted. In Colorado, the Basic Skills Task Force, comprised of faculty teaching remedial level courses, adopted a common assessment method (the Accuplacer), common placement scores, and common courses that are offered at state institutions to help adequately prepare students for college level classes. The Comprehensive Learning Center (CLC) provides individualized and group tutoring by appointment or walk-in to help students successfully complete their general education courses. To facilitate learning and retention, the CLC also provides workshops in and assistance for developing good study skills and strategies.

- **Curricular and co-curricular activities at NJC support inquiry, practice, creativity, and social responsibility.**

One of the great strengths of this institution lies in the variety of curricular and co-curricular activities that support student inquiry, practice, creativity, and social responsibility. Participation in such activities provides students with experiential opportunities to demonstrate and assimilate skills that have practical application to real life. In addition, these activities promote self-knowledge, academic learning, and leadership skills and create a culture of awareness regarding living and working in a diverse, global environment. The faculty and staff enthusiastically endorse and facilitate student inquiry and efforts. Their teaching and life-experience skills are valuable assets to the college and are reflected in the multiplicity of student endeavors.

Curricular activities involve classroom field trips to museums or cultural events that stimulate intellectual curiosity and inquiry. For example,

- Humanities classes take field trips to see theatre productions in Denver
- Biology and nursing students took a field trip to see the "Bodyworlds" exhibit in 2006
- Nursing students complete clinical rotations that directly support the practice of their acquired skills
- The nationally ranked livestock judging team applies practical skills that are learned in the ASC 215 Livestock Judging and ASC 250 Live Animal & Carcass Evaluation courses as they compete at livestock judging competitions regionally and at the national level
- Cosmetology students practice their skills by providing manicures to patients at Centennial Mental Health and free haircuts to the general public

Students enrolled in theatre, art, and music classes learn practical techniques specific to each fine art and experience an opportunity to express themselves creatively as well. The theatre productions and student art exhibits showcase the talents of NJC students. The newly revitalized music program has brought music back into the halls of the humanities building and the new choir and jazz ensemble have enjoyed growing audiences at

***Mandatory course placement assures that students start at the appropriate course level.***



Livestock judging is a very competitive activity for some students at NJC. Teams here are consistently ranked among the nation's top ten in contests taking place all over the country.



The New Voices publication which is put out each year by the liberal arts division is a popular magazine containing student artwork and writings.



Students in the Students Over Traditional Age (SOTA) Club wrap presents each year during the holidays to give to a needy family the club has chosen to adopt. This is an annual community service project.

each concert event. Students produce the campus newspaper Plainsman Pathways, utilizing skills and concepts learned in the various journalism courses.

Some exemplary programs from student clubs or organizations that serve the community, demonstrate creativity, stimulate inquiry, and foster social responsibility include the following:

- The annual publication of *New Voices*, the campus literary/arts magazine
- SOTA (Students Over Traditional Age), which adopts a family each winter and conducts a campaign to collect presents and food for the holidays
- Crossroads, NJC's campus Christian group, which participates in an "Angel Tree" program, where the club purchases and delivers holiday gifts to children whose parents are in prison
- The Future Teachers of America Club which completes literacy projects each year by visiting local elementary schools to read and do related activities with young learners
- The Auto Tech Club which overhauled and repaired a horse trailer for the local Blue Skies Riding Club, an organization that provides equine therapy for handicapped children
- The Math and Science Club/Outdoor Club sponsors local Math and Science Contests for 250-500 high school and middle school students
- Cosmetology students did make-up for the community theatre production of *Beauty and the Beast*, where the proceeds went to support the Children's Miracle Network
- The Equine Club hosted preschool students to watch the students do training exercises with horses
- Various athletic teams read to elementary school children during September's National Literacy Month and have hosted a basketball camp for kids with special needs
- Every year NJC's nursing students participate in a "Family Recess Respite" program where students provide temporary care on a scheduled basis to families of children with special needs so the children's primary caregivers can take a well deserved break from their responsibilities. This is another excellent example of NJC students demonstrating social responsibility while utilizing relevant skills they have learned through their courses

NJC clubs also sponsor numerous field trips to encourage students to learn more in their specific areas of interest. For example, the Aggies Club toured a nearby 6,000 cow dairy; NJC's Collegiate Farm Bureau group spends a day at the Colorado State Capital to learn about the legislative process and how it relates to the agriculture industry; the Math and Science/Outdoor Club sponsors star parties to promote knowledge about astronomy and also conducts popular hiking trips, most notable of which is the annual spelunking trip to Fulford Cave near Eagle, Colorado.

Resident assistants working/living in NJC's five residence halls are required to plan and carry out programs each semester, choosing from the following categories: health/wellness, diversity, academic or educational, community service, social or team programs. Some notable examples of successful programs include: a campaign to collect supplies for military personnel overseas and victims of Hurricanes Katrina and Rita; a Kwanzaa celebration;



and a recycling campaign to raise money to donate to the local Help for Abused Partners organization.

NJC's Associated Student Government (ASG) and the NJC Ambassadors provide multiple opportunities for students to learn leadership skills and to participate in various campus programming and activities. ASG sponsors various programs for the campus and oversees the budget allocations to NJC clubs. The Student Ambassadors are a group of students who assist with a variety of events such as hosting Discovery Day programs, giving campus tours, and assisting with registration days. They are available to answer questions students may have and become familiar faces for newcomers. Becoming part of the NJC Ambassador team signifies recognition of the campus community spirit, and students who are chosen practice their public relations or marketing skills as they tour the campus with prospective students and their families. Students apply to become Ambassadors during the second semester of their freshman year and are selected via a competitive interview process. The Ambassadors are key players in NJC's recruitment strategy to enroll new students.

NJC seeks to promote social responsibility through various assignments and discussions in ethics, sociology, psychology, and business classes. For example, the ethics classes complete assignments whereby students discuss ethical dilemmas presented in popular motion pictures. In addition, the topics of free-trade coffee and other kinds of consumerism issues that relate to being socially conscious citizens are also discussed within the context of the ethics course. Further examples of curricular opportunities in which students demonstrate social responsibility include:

- Cosmetology students visit local nursing homes and provide manicures to residents
- Automotive tech students provide free vehicle safety inspections for staff and students before holiday breaks
- Business/accounting students provide assistance to the public in preparing taxes free of charge through the VITA program.

Co-curricular activities that foster social responsibility in students abound on NJC's campus. The NJC Peer Helpers are a group of highly visible student leaders who promote healthy living and positive lifestyles through a variety of fun and exciting programs. Programs include innovative projects/activities to promote "The Great American Smoke-Out", "Sexual Responsibility", and "Safe Spring Break".

Other examples of Peer Helper activities include the Celebration of National Collegiate Alcohol Awareness where NJC Peer Helpers serve non-alcoholic "Mocktails" at the cafeteria. They also have opportunities for students to test their driving skills wearing impaired vision goggles which simulate driving under the influence.

During Valentines Day week, the Peer Helpers often place bouquets complete with colorfully wrapped condoms around campus to encourage students to demonstrate sexually responsible behavior. In addition to program planning, the Peer Helpers are trained and certified through Bacchus and Gamma to help their fellow students with problem-solving and conflict resolution.

Yet another example of NJC's commitment to service learning is Dowis Hall's Spring Break 2008 service trip to Salt Lake City, Utah. Three NJC students and two sponsors assisted the Rescue Mission of Salt Lake City in completing several painting projects, some cleaning, and also helped serve meals to the



Peerhelpers serve "mocktails" in the college cafeteria as part of a promotion to encourage their fellow students to have a safe spring break.

homeless. The NJC students' efforts were recognized in this note written by the administration of the Rescue Mission of Salt Lake City:

*"We were talking in our staff meeting about how you guys totally blessed us with your painting. We have such a problem just trying to make our old building more presentable and nicer for our clients. We want to give them hope and sometime just fresh paint can brighten a day."*

*--Brady Snyder  
Phase II Coordinator of the  
Residential Recovery Program  
Recus Mission of Salt Lake*

In addition, the team spent one day at the Food Bank of Salt Lake where they sorted food, and packed boxes for distribution to other non-profit organizations. The Dowis Hall Spring Break service trip proved to be a beneficial and educational trip for all involved.

A summary chart of select co-curricular activities that support inquiry, practice, creativity, and social responsibility appears on the following pages.

Co-Curricular Activities that Support Inquiry, Practice, Creativity, and Social Responsibility		Inquiry	Practice	Creativity	Social Responsibility
Activity	Club(s) or Teams				
Campus recycling	Associate Student Government (ASG)				X
Attend a healthcare in-service	Practical Nursing	X	X		
Attend Post-secondary Ag Student Convention	Aggies Club	X			
Hold Annual Toy Show	Aggies Club	X			
Industry Tours	Aggies, Collegiate Farm Bureau, Auto Tech	X			
Host Broke by Sunset Competition	Equine Club	X	X		
Attend Rocky Mountain Horse Exposition	Equine Club	X			
Livestock and Horse Judging	Equine & Livestock Judging Team	X	X		
Discussion Meets & Leadership Workshops	Collegiate Farm Bureau	X			X
Teacher of the Month	Future Teachers	X			
Attend Early Childhood Conference	Future Teachers	X			X
Host Annual Auto Show	Auto Techs Club	X			
Denver Museum of Nature and Science fieldtrip	Math & Science/ Outdoor	X			
Entrepreneurial workshops	SIFE (Students in Free Enterprise)	X	X		X
Shoes for Africa	Math and Science/ Outdoor Club				X
Food & Clothing Drives	Aggies, Crossroads, Nursing, Math and Science/Outdoor, Residence Halls, Library, Phi Theta Kappa				X



Equine management students demonstrate their skill at training colts during the Broke by Sunset competition held each year.



NJC Auto Tech Club members sign a commemorative poster that was mailed to military personnel from northeastern Colorado who are stationed in Iraq.



NJC ag students tour the local ethanol plant as part of an industry tour.



Christmas gift programs



Plainsman Shooters teaching others about gun safety



Campus beautification



Volunteering to help paint on campus

<b>Co-Curricular Activities that Support Inquiry, Practice, Creativity, and Social Responsibility</b>		Inquiry	Practice	Creativity	Social Responsibility
Activity	Club(s) or Teams				
Christmas Gift Programs	Practical Nursing, Crossroads, SOTA, Phi Theta Kappa, Athletes, Residence Hall RA's				X
Toys for Tots	Baseball Team				X
Various activities to support U.S. military troops overseas	Auto Techs Club, Residence Hall RA's				X
Blood Drive	Practical Nursing, Residence Hall RA's				X
Rocky Mountain Oyster Fry	Aggies Club				X
Literacy Projects-Reading to children & book drives	Future Teachers, Athletes, Book Club, Phi Theta Kappa				X
Entrepreneurship and business education programs done in area schools and on campus	SIFE	X	X	X	X
Campus beautification	Horticulture Club		X		X
Chinese New Year	People of Diversity	X		X	
Career Day	Residence Halls & NJC Ambassadors				X
Highway Clean-Up	Aggies, Math & Science/Outdoor Club				X
Random Acts of Kindness – Goodie bags are handed out to traditional students randomly	SOTA				X
Fun Shoot-Provides training for firearm safety to youth	Plainsmen Shooters		X		X
Rodeo Extravaganza- Mock rodeo provided for handicapped adults	Rodeo Club				X
Finals Survival Kits	Crossroads (Campus Christian Club)				X

**AmeriCorps**

Since 2002, NJC has participated in the nationally known service learning program called AmeriCorps. In fact, NJC’s AmeriCorps program is the second largest in our region composed of Utah, Colorado, Arizona, and New Mexico. The UCAN Serve Program focuses on meeting community needs in the areas of academic support, public health and safety and community strengthening.

In exchange for campus or community service, AmeriCorps members receive a monetary award that can be applied to school loans or to undergraduate or vocational training. The amount of the award depends on the length of service: 300 hours = \$1,000; 450 hours = \$1,250; 900 hours = \$2,363. The 900 hours can be extended over two academic years. Individuals are allowed two AmeriCorps scholarships during their lifetime. These service awards are not based on need.

The following table details the amount of scholarship dollars earned through the AmeriCorps program and the number of students who participated in this service learning activity.

*NJC has the second largest AmeriCorps program in our four state region.*

<b>AmeriCorps Voucher Dollars Earned 2002-Current</b>		
AmeriCorps Grant Year	Scholarships	Members
2002-2003	\$51,750	50
2004-2005	\$353,191	264
2005-2006	\$445,526	290
2006-2007	\$367,314	249
2007-2008	\$433,000	326
Total	\$1,650,781	1179



Some of the most interesting AmeriCorps projects include the following:

- Caliche High School students staged a mock disaster at their high school. This activity identified the school’s preparedness for a hostile shooter invading campus and helped to implement many positive changes that increased safety for students, faculty and staff.
- Annually AmeriCorps volunteers participate in the Haxtun Day of Caring whereby students clean gutters, help with home improvement tasks, such as painting, rake leaves, plant flowers, etc. for community residents. When asked why she was planting flowers at the local nursing home, one female student remarked that this activity was like a “circle of life” and that she hoped that when she was older that perhaps someone will show the same kindness to her. This comment certainly speaks to the humanistic values that such service learning programs hope to foster in students.
- AmeriCorps students also read and tutor elementary school students. Special mentoring is also provided to third graders and sixth graders as these are pivotal times in young people’s lives. The mentoring partnerships allow the elementary students to develop leadership skills and helps students to transition more smoothly to junior high.
- The AmeriCorps volunteers also do community clear-up activities and sponsor food and clothing drives.

These AmeriCorps activities and others have positively contributed to the communities of Northeast Colorado.

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

- **Curricular evaluation involves alumni, employers, and advisory committee members who understand the relationships between the courses of study, the currency of the curriculum, and the usefulness of the knowledge and skills gained.**

**Program Advisory Committees**

NJC continually monitors program offerings, both academic and vocational. On the academic side, the review appears more informal rather than procedural because state mandated guidelines guarantee transfer of the state approved core curriculum. For career and technical education (CTE), program review is driven by advisory committees and data contained in VE-135 reports. See explanation below for more details on VE-135 reports.

NJC's CTE programs rely on advisory committees made up of industry professionals, students, and NJC representatives. These committees meet at least twice a year to ensure that the programs provide the skills necessary for an increasingly global, diverse, and technological workplace. The CTE programs are continually revised to meet industry needs and changes, based upon recommendations from the advisory committees. Faculty members and advisory committee members alike share confidence in the role that advisory committees play in developing/refining NJC curriculum.

A spring 2008 survey of individuals serving on NJC advisory committees indicates that 96% of respondents believe that NJC does a Good to Excellent job in utilizing feedback from their respective program advisory committees to maintain currency in the curriculum.

- **In keeping with NJC's mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.**

NJC's CTE programs produce students who have achieved professional competence as evidenced by their successful placement in jobs pertinent to their training. CTE program coordinators annually compile placement statistics for a state report (VE-135) which shows the numbers of graduates (completers) for each CTE program. See table:

*A spring 2008 survey of individuals serving on NJC advisory committees indicates that 96% of respondents believe that NJC does a good to excellent job in utilizing feedback from their respective program advisory committees to maintain currency in the curriculum.*

**5 Year Average Percentiles  
Re: Job Placement for NJC Graduates**

Program	NJC Students Employed in Related Field	Statewide Employment Averages	Notes: 5 Yr avg. % based on those contacted. Data gathered from CCCS Report "5 Year Placement Trends-Follow Up Students"
Adv Ag/Business Management + Ag/Bus Financial Analysis, Marketing & Risk Mgt and Planning & Financial Resources	78%	82%	Almost 100% of these individuals are self-employed contrary to these survey results
Agri-Business	89%	89%	
Auto/Diesel Master Technician	100%	71%	Above state avg. for job placement. 2003 last yr data reported. Program resuming in Fall 2007
Automotive Technology	80%	57%	Above state avg. for job placement.
Business Administration	89%	54%	Above state avg. for job placement
Business Administration Online	67%	54%	Above state avg. for job placement
Cosmetology	75%	82%	
Early Childhood Education	81%	81%	
Emergency Medical Services	58%	60%	
Nursing (ADN)	0%	87%	This is a new program for NJC as of January 2007.
Ornamental Horticulture	38%	56%	
Practical Nursing (LPN)	76%	72%	Above state avg. for job placement
Production Agriculture-Equine	81%	81%	
Small Business Management	100%	89%	Above state avg. for job placement
Young Farmers	100%	100%	



Cosmetology



Greenhouse Management



Emergency Medical Training



Automotive Technology

Students enrolled in the applied technical programs often have licensing exams (state or national) that they complete at the conclusion of their program. Traditionally, NJC students have performed well on such exams. To prepare students for licensure requirements various departments utilize different teaching methods. For example, the cosmetology program conducts a mock state board exam at least two times a year. One of the cosmetology advisory board committee members conducts or proctors the testing; the students are

evaluated using the same criteria used for the actual board examinations, and a grade is given in consultation with the proctor. Then the instructor meets with each student and reviews the techniques that can be improved upon. The Director of Cosmetology believes the mock exam helps students be more successful in passing the state examinations.



Cosmetology

Pass Rates for Cosmetology Students taking State Board Exam								
1998	1999	2000	2001	2002	2003*	2005*	2006	2007
76.6%	42.9%	88.9%	75.0%	71.4%	40.7%	80.0%	80.0%	86.7%
*	Change of instructor in 2004, never received accurate pass rates from the state							

To facilitate student learning of skills and professional competence essential to a diverse workforce in the health science field, the nursing department has integrated state-of-the-art technology called SimMan into their curriculum. This highly evolved technological manikin was purchased with Carl Perkins funds and is a remarkable teaching tool that is used in the classroom in addition to the students' clinical rotations at the local hospital.

SimMan provides the opportunity to practice life-saving clinical, technical and decision-making skills without risk to patients or healthcare providers. Some of the major benefits of the SimMan simulator are:

- This tool is educationally effective because it provides highly realistic simulation for the practice of teamwork, leadership and communication skills
- It is multi-functional and facilitates training for a wide range of medical conditions
- Students can practice infrequently occurring scenarios to prepare for the unusual or difficult cases they may face in real life
- Students can learn about rare or difficult cases where rapid and correct treatment is crucial
- Students can be trained and retrained on essential skills and can witness firsthand how different medical treatments result in varied outcomes of patient care
- The simulator is anatomically realistic to allow for a wide range of emergency medical interventions to be practiced

To further prepare students for the licensing exams, the nursing department offers a program titled, RN Total Testing Expectations which provides practice tests, computerized clinical and theory tutorials and simulations of licensure examinations. The following tables detail the pass rates of NJC nursing (LPN & ADN) students on state/national board examinations:

Pass Rates for LPN Students on State Board Examinations							
2000	2001	2002	2003	2004	2005	2006	2007
90.9%	85.7%	100.0%	100.0%	83.3%	96.7%	80.0%	90.0%



Pass Rates for ADN Students on the NCLEX Examination*	
	2008
	87.5%
*National Council Licensure Examination	

The NCLEX tests are required to receive professional licensure in the field of nursing and are created by the National Council of State Boards of Nursing (NCSBN). The results detailed in the table above reflect the pass rates of NJC's first ADN cohort, the class of 2007.

The percentage of NJC students who successfully pass these licensing examinations corroborates the belief that NJC students achieve the established learning outcomes outlined in individual courses and are adequately prepared to participate meaningfully in the workplace as a result of the training offered in the CTE programs.

In January 2008, the EMT program also integrated SimMan technology into their curriculum. This hands-on simulation training is also expected to reinforce practical techniques EMT students learn and thus should facilitate students being adequately prepared for the EMT licensing exams. For NJC's EMT students, computer based testing has been in place for the National Registry Exam since January 2007; testing was previously done using other technology. Here are statistics regarding NJC's EMT students pass rates on this national licensing exam:

Pass Rates for EMT Students on National Registry Exam			
	2005	2006	2007
EMT-Basic	71.0%	69.0%	76.0%
EMT-Intermediate	55.0%	N/A	67.0%
Intermediate class not offered for 2006.			

A shining example of the success of NJC's CTE programs is the automotive technology program, a program which won the Colorado Award of Excellence in this field in 2005-2006 and also earned national recognition from the Automotive Industry Planning Council (AIPC). The NJC automotive program placed 4<sup>th</sup> in the nation for 2005-06, 6<sup>th</sup> in 2006-07 and finished an impressive 2<sup>nd</sup> place in the nation in 2007-08. The AIPC is a national advisory group of industry leaders, vocational/technical educators, and educational policy makers whose mission is to promote communication, cooperation, and excellence in automotive service training programs.

Beginning in April 2008, the automotive technology department implemented the National Automotive Technicians Education Foundation's (NATEF) year end test series. The NATEF test series measures students' knowledge of course content and learning outcomes within an automotive training program. Four students completed the national exam resulting in a 100% pass rate.

Pass Rates for Auto Tech Students on the NATEF Examination	
	2008
	100.0%



Nursing



EMT



Auto Tech

- **Regular academic program reviews include attention to currency and relevance of NJC's courses and programs.**

### **Program Evaluations**

Colorado Community College System Board Policy 9-47: Review of Existing Programs provides the guidelines for program review at NJC. As stated in this policy, "The general process for program review shall include the following:

- Each career and technical instructional program including the AAS degree will be reviewed at least once every five years. Each AA/AS/AGS degree program will be reviewed at least once every seven years.
- Annually, each state system community college will prepare a summary report, on programs reviewed, for submission to the central System staff and to the Board.
- Annually, central System staff will prepare a report, on programs reviewed, for Board approval to be submitted to CCHE."

Utilizing protocols prescribed by this system policy, NJC continually monitors program offerings, both academic and career/technical. In the academic area, courses are added (or deleted) to meet the interests of students and the requirements of transfer institutions in various academic disciplines. For example, a Colorado History course was recently added for education majors and a new Sports Management degree is being developed. Career and technical programs have been deleted when low enrollment indicates that the program does not meet the employment or interest needs of the students. Several new career and technical programs have been added. The ADN program meets a regional and nation-wide need for qualified medical professionals. The Diesel Tech program reintroduces a program that was deleted from the curriculum several years ago. This newly revitalized program has been modified to better meet the needs of the heavy equipment industry.



Producing more registered nurses for this area of the state is a major goal at NJC. It also helps meet a huge workforce need in northeastern Colorado.

- **NJC supports creation and use of scholarship by students.**

In 2000 NJC launched an honors program which provides enhanced educational opportunities for academically talented, degree-seeking students in both transfer and career-technical programs. All honors students take part in an honors seminar class each semester. Topics of study for this course tend to be outside the norm from standard collegiate academia and are usually taken straight from the headlines of news reports and publications.

The concept behind these topic choices is that there is always something new to be learned, whether as a student or a citizen. In addition, honors seminar students also spend a great deal of time developing leadership qualities that prepare them for future roles at the university, career and community levels.

NJC Honors Program students are also required to complete a two-year honors project. The student chooses his/her individual project based upon his/her interests; however, each project must have a beneficent goal and/or produce positive results, either by advancing the student's future career or benefiting the NJC campus or the local community. These activities help students hone research skills, develop organizational skills, and learn how to prioritize tasks and responsibilities. Honors Program project presentations for this year and last year include:

- Architectural design of a new collegiate athletic events center;
- In depth research of business in ethics including specific case studies;

- Research project on spatial relations and how it affects society;
- Training a service dog for work with the disabled;
- Presentation on the importance of proper education for use of prescription medications.

The projects demonstrate attention to social responsibility and practical application of knowledge regarding many different topics. In addition, the group takes two field trips each year, one science related and one focused on the arts.

NJC's Honors Program students also take part in at least one community service project each year which stresses the importance of giving back to the community. Recent activities include working with a local nursing home, taking part in a charity trivia challenge, and working with a local non-profit organization called "Community Caring Hands" to help elderly community members with repair work to their homes. In addition, NJC honors students have monthly multicultural dinners which feature guest speakers who have vast knowledge of a particular culture. The concept behind the dinners is to encourage students to learn about other cultures, which is increasingly important as we live in a global environment.

NJC is very committed to the success of its Honors Program. The College Foundation purchased the Honors House in order to provide a special "living and learning" atmosphere for these advanced students. The students must apply for acceptance into the program and receive scholarships from the NJC Foundation to participate in the program and live in the Hoffman Honors House. In addition, the faculty coordinator of the Honors Program receives release time for her duties in facilitating this program.

- **Learning outcomes document that NJC graduates gain the skills and knowledge they need to function in diverse local, national, and global societies.**

NJC has an assessment committee devoted to assessing student attitudes regarding diversity and ethics. This committee publishes a newsletter several times each year detailing findings and summarizing diversity efforts on campus and how student attitudes have changed during the course of their enrollment at NJC.

Many transfer and career/technical courses have components or assignments designed to foster or encourage greater understanding and appreciation of diversity. For example:

- Business communication students learn about international standards of business etiquette.
- Art classes explore art representing various ethnicities and cultures.
- Nursing students learn how to assess the ethnic, cultural, and religious backgrounds of their patients and how these factors must be considered when creating nursing care plans.
- Sociology and psychology courses also have diversity exercises/components. The Sociology of Diversity (SOC 218), Cultural Anthropology (ANT 101), Ethnic Literature (LIT 205) and Comparative Religions (PHI 114) courses are available to provide more thorough inquiry into diversity issues.
- NJC Honors student April Mertens completed an extensive research project in a microbiology course. Her research focused on how quickly different microbes developed resistance to drugs. She presented her



An open house to showcase projects completed by Honors Program students on campus gave the public an opportunity to ask questions about the type of projects the students chose to complete.

results at a community forum that was well attended; the local newspaper did an article about Ms. Mertens and the research done here at NJC. Ms. Mertens planned to continue researching this topic when she transferred to a four-year institution and is currently enrolled in the University of Wyoming's school of pharmacy.



April Mertens completed an extensive research project in a microbiology course as part of her Honors Program project.

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

- **NJC follows explicit policies and procedures to ensure ethical conduct in its research and instruction.**

Northeastern Junior College adheres to numerous policies and procedures which help to ensure ethical conduct in its research and instructional activities. When instructors or students wish to do research utilizing human subjects, the research project and methodology must first be approved by CCCS's Institutional Research Advisory Group. This group sees that ethical standards are adhered to in order to protect the rights of the human subjects. Research must follow formal procedures outlined by this group and are subject to periodic reviews to ascertain that all relevant standards are being met. In spring 2008, NJC received approval to conduct a Tobacco Use and Attitudes Survey (TUSA). The survey was not actually implemented that semester however, because the survey instrument was to be distributed via email and NJC's student email system was not yet in place.

Student Services provides a training workshop and informational materials for faculty and staff on Family Educational Rights and Privacy Act (FERPA) rules, but continued emphasis and follow-up training would be helpful to keep staff and faculty up to date on the proper handling of student information. New faculty members receive instruction on FERPA guidelines during new faculty orientation and their faculty-advisor training but other staff members are not required to do FERPA training. The counseling staff and the Vice President for Student Services provide case-by-case consultation on matters that relate to FERPA and a brochure with FERPA guidelines is readily available in print form and on the college's website.

Each course syllabus is required to have a statement regarding academic integrity. The NJC Catalog (p. 21) contains the college's formal statement regarding academic integrity, which outlines the basic expectations students are to adhere to and the procedure for evaluating alleged infractions. Northeastern Junior College's Student Handbook also addresses this matter in Section 2.22, (pp. 22-23). Section 5.04 of NJC's student handbook contains the Code of Student Conduct, (pp. 67-69); Section 5.03 is the Declaration of Student Rights, (pp. 65-67) and Section 5.02 pertains to the Student Judicial System Ethics (p. 65). Procedural and policy guidelines for initiating appeals or other aspects relating to the due process of a student academic grievance can be found in Section 2; other matters are dealt with in Section 5. The NJC Catalog and Northeastern Junior College's Student Handbook are available online via the college's website. Printed copies are also distributed on campus. NJC students are obliged to uphold the rules, policies, and guidelines set forth in both of these documents. The faculty handbook also refers to academic integrity and classroom conduct and outlines the procedures and policies mentioned above.

- **NJC creates, disseminates, and enforces clear policies intellectual property rights.**

### **Copyrights**

CCCS Board Policy 3-90 specifically addresses the issue of intellectual freedom as it relates to faculty members' research and also to their use of copyrighted materials and other matters that relate to intellectual property. Although this board policy exists at the system level, there seems to be little reference in NJC's campus documents regarding the topic.

Copyright law is adhered to by the staff of the Monahan Library when processing interlibrary loan requests. The library's copy machine and microfilm machines also have the required copyright statement posted next to the equipment. Fair use guidelines apply to any items placed on reserve in the library by instructors, and licensing requirements for use of research databases and audiovisual materials are enforced by the library. The campus copy center has also posted appropriate signage regarding copyright.

The Computer Services division ensures that all software licensing stipulations are followed by college personnel as stipulated in System President's Procedure SP 3-125c.

### **Student's Ethical Use of Knowledge**

Ethical use of knowledge is directly addressed in classes across the curriculum: ethics, business, journalism, philosophy, biology, criminal justice, English, cosmetology, and psychology courses. Cosmetology discusses professional ethics in the management of salons. Biology classes discuss the ethical and social issues surrounding the Human Genome Project.

The Comprehensive Learning Center conducts workshops on plagiarism and properly documenting sources. Lessons include appropriate paraphrasing, quoting, and citing information from sources. The library also presents bibliographic instruction which focuses on the responsible acquisition of information from the Internet, online journal databases, and print sources.

- **NJC's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.**

### **Monahan Library**

The library serves as a center of learning for the institution. The student computer lab and the Comprehensive Learning Center are housed in the library providing an environment of intellectual exploration and support that is consistently maintained.

Library services are available to students, faculty and staff members, and community members. The library is open 69 hours per week during the academic year and 30 hours per week in the summer. Over the last eight years, the library has offered varying schedules of service. Budget cuts and the lack of significant student use of the library on Saturdays and late evening hours resulted in trimming the library's service hours to the current schedule. At the President's request, the library conducted a survey in fall 2007 asking for student input regarding library hours. The majority of responses indicated that the current library hours met student needs. During library hours,

***Ethical use of knowledge is directly addressed in classes across the curriculum: ethics, business, journalism, philosophy, biology, criminal justice, English, cosmetology, and psychology courses. Cosmetology discusses professional ethics in the management of salons. Biology classes discuss the ethical and social issues surrounding the Human Genome Project.***

students have access to 39 computers which provide connectivity to the college's network and also to the Internet in general. There are five computers reserved exclusively for access to the library's online resources.

The Monahan Library houses a collection of 29,640 monograph and audiovisual items (excluding microform items) and 261 current periodical subscriptions. The library subscribes to over 15 major online databases specific to agriculture, business, history, science, education and consumer health, two databases with Spanish language materials, and The New York Times online, all of which provide access to full-text journal, magazine, and newspaper articles. In addition, the library subscribes to the online CINAHL (Cumulative Index to Nursing and Allied Health Literature) database for the nursing department and the All-Data and Mitchell's Tractor-Trailer.Net databases for the Automotive Technology and Diesel Technology programs respectively.

The library's collections are developed and maintained to be responsive and supportive of NJC curriculum. Faculty members are encouraged to suggest monograph, periodical, and audiovisual materials for purchase and to also help the librarian weed the collection in their subject disciplines.

The library also provides interlibrary loan and reserve services to its constituents. Upon faculty request, the library provides bibliographic instruction sessions specific to individual courses or assignments. These sessions teach students how to conduct research more effectively by utilizing library print and electronic resources.

The library has scored consistently high in the Noel-Levitz student surveys, being denoted as one of the institution's "strengths" for the last several years. In addition, a Spring 2008 survey of NJC faculty and staff members reports 84% of respondents Agree or Strongly Agree that library resources meet the needs of instructors and students.



During library hours, students have access to 25 computers which provide connectivity to the college's network and also to the Internet in general.

### **Comprehensive Learning Center**

The Comprehensive Learning Center (CLC) maximizes learners' academic performance and persistence in achieving their stated learning goals. In addition, the CLC assists students in the adjustment to campus life and the rigors of academic study. The CLC provides a variety of services to improve the retention and graduation rates of NJC students. The CLC is located within NJC's Monahan Library, a site selected for its central location, easy access, and pleasant environment. An open learning lab is used for tutoring appointments and study groups, and private tutoring is available in the Instructional Specialists' offices. Immediately adjacent to the learning lab is the CLC computer lab providing on-line research capability, Internet access, and course-specific software. This makes the CLC accessible to commuter students as well as traditional, on-campus students.

#### **Strengths:**

- Positive utilization of Title III grant funds to provide professional development opportunities to faculty members directly relates to improving teaching.
- NJC demonstrates a strong curricular and co-curricular commitment to providing activities that stimulate inquiry, creativity and promote social responsibility; this includes but is not limited to the AmeriCorps program.
- NJC has robust advisory committees for CTE programs which provide appropriate feedback for curriculum development.

- NJC's Automotive Technology Program is nationally recognized.
- NJC's Honors Program provides a unique experience for students at the community college level.
- The integration of the SimMan technology for classroom clinical simulations for the nursing and EMT curricula provides excellent hands-on learning experiences for students.
- Library services and resources effectively support the curriculum of the college.

**Challenges:**

- NJC needs to continue to provide professional development dollars for faculty members in order to capitalize upon the momentum and enthusiasm that the Title III funds have encouraged.
- There is a lack of FERPA training for all types of new staff members. Subsequent follow-up FERPA training for current staff would also be advantageous to college personnel.

**Recommendations:**

- Increase funds available to the Human Resources Leadership Team to guarantee continued professional development for faculty members.
- The Registrar should coordinate at least one training session for FERPA each year in addition to posting of FERPA training materials on the campus Sharepoint site.





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

**5a – Northeastern Junior College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

**5b – Northeastern Junior College has the capacity and the commitment to engage with its identified constituencies and communities.**

**5c – Northeastern Junior College demonstrates its responsiveness to those constituencies that depend on it for service.**

**5d -- Internal and external constituencies value the services the organization provides.**

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

Northeastern Junior College values the importance of the partnerships we have with our external constituencies. We put great effort and pride into following our mission by serving our community. Our campus plan facilitates an ongoing process to prepare for the future that is shaped by our Leadership team.

Northeastern Junior College has established community advisory committees for the college as well as for individual career and technical degree programs. These committees provide valuable input that the college and its programs need to go to meet the needs of the community. Many surveys are conducted to determine what students and community members need and want from the college.

Northeastern Junior College staff and students take pride in working and living in the Sterling community. Staff from the Admissions Office, the Financial Aid Office and administration conduct personal site visits to high schools within our service area and throughout the state to increase public knowledge about the process of entering college, paying for it and succeeding at it.

The college’s athletic facility plays host to numerous area high school, middle school, grade school and local athletic events. NJC’s facilities also host numerous civic, and/or organizational meetings, conventions, and seminars for our service area. The college is the only entity in Northeast Colorado that has facilities large enough to handle large numbers of participants. Hosting community functions on campus increases exposure to our campus and provides great economic impact to both the town of Sterling and to Logan County.

“The student is the most important person on campus” underscores what the entire staff believes as it ties to the mission and philosophy of the college. Each employee on campus has a profound interest in furthering NJC’s ability to educate quality students in the best possible environment.

- **NJC’s commitments are shaped by its mission and its capacity to support those commitments.**

Northeastern Junior College is committed to maximizing its efforts to serve the needs of its constituencies by providing excellence in learning, training and service. The college strives to develop relationships and partnerships with



NJC groups can frequently be seen out in the community participating in activities and events. The college serves as a catalyst for much of what takes place in Sterling.

educational institutions, businesses, and industries which contribute to the cultural, economic, educational, and social betterment of the region. The administrative team actively connects with civic groups, business leaders, the Logan County Economic Development Corporation, and NJC staff to meet the changing educational needs of our community. New programs are researched and developed in cooperation with the aforementioned groups. NJC continues its focus on the mission while keeping a vigilant eye on the many issues of life in a rural community.

Northeastern Junior College is successful with educational partnerships as evidenced from customer service survey results and educational partnership interviews. Organizations such as Sterling Regional MedCenter, the Department of Corrections (Sterling Correctional Facility), and Colorado Christian University have agreements with NJC to provide and/or supplement their educational needs. These external partnerships benefit the constituents and the community as NJC continues to provide quality graduates to fulfill job placement needs.



With Logan County now being home to one of the largest wind tower farms in the state, NJC is exploring offering training for this industry.

*"I appreciate the fact that NJC has gotten involved in bringing college classes to our inmate population. You are meeting the Governor's creed to reduce repeat offenders. Thanks for the works with the youth offender program."*

-Dorcus Kinzie  
Educational Director  
Sterling Correctional Facility  
Colorado Department of Corrections

- **NJC practices periodic environmental scanning to understand the changing needs of its constituents and their communities.**

During the spring of 2007 and 2008, studies were conducted that surveyed community members, community leaders, businesses, civic organizations, church groups, and schools that have contact with the college. (For questionnaire and specific results see appendix). The survey questions were directed to those who use the campus facilities, have partnerships with the college, and entities who have conducted classes on campus and/or work with our Extended Studies program. Although the following summary reflects positive results, NJC needs to more frequently and consistently assess its constituents, building better communication and more effectively meeting their needs and expectations beyond our north central review.

The survey was "analyzed" on a scale of 1-4, 1 being poor and 4 being excellent. The chart on page 115 is a summary of the results:

<b>Questions:</b>		<b>2007 Average</b>	<b>2008 Average</b>
1.	How would you rate the communication between NJC and the community in general?	3.30	3.14
2.	How would you rate your satisfaction with the overall learning environment, in general, that is provided for students and the community on the NJC campus?	3.40	3.34
3.	How would you rate NJC's advancement in technology?	3.15	3.18
4.	How would you rate the maintenance and upkeep of NJC's facilities?	3.17	3.03
5.	How would you rate your safety and security on the NJC campus?	3.34	3.00
6.	How adequate is NJC in informing the community regarding class registration, campus events and accessibility to the facilities on campus?	3.40	3.34
7.	How adequate is the signage on the NJC campus (are you able to find your way around once on campus)?	3.47	2.89
8.	How would you rate NJC's attention to the diversity of the community it serves (diversity encompasses sex, race, religion, age, etc.).	3.25	3.21
9.	How would you rate NJC's contribution to the cultural fabric of the community (concerts, plays, etc.)?	3.13	2.97
10.	How would you rate NJC's response to the changing needs of the community?	3.06	3.06

The following is a summary of the comments from 2007:

- Diverse campus
- Easy to work with regarding use of facilities
- Large improvement over last year due to leadership
- Willingness of NJC to create programs to help train community employees
- Strong and progressive in vocational programs
- State of the facilities – NJC campus needs to improve and update facilities
- There appears to be a need for more services in the surrounding communities
- The community wants input in addressing needs of the community

The following is a summary of the comments from 2008:

- The community would like to see more involvement by employees in

government boards and commissions.

- Extremely happy with how NJC has advanced their technology and ability for a student to gain a Bachelor's degree.
- The look of the campus needs to be updated. Seems like most of the emphasis is on technology or business.
- Pleased to see the extra effort NJC takes to meet the needs of the students.
- Very pleased with the services received while I am planning for an occasion on campus.

NJC has 15 strong Career & Technical Education advisory committees that consist of business and industry professionals and leaders in the related technical fields. They meet a minimum of twice a year to discuss pertinent changes to the curriculum.

The Admissions Department routinely surveys prospective students through Discovery Day questionnaires, personal dialog with high school counselors and an eight question survey given to students after they have completed a campus tour.

The Records Office, Counseling/Advising Offices, Comprehensive Learning Center and Financial Aid Office continually scan their constituents with questionnaires. These questionnaires solicit information regarding customer service and other details specific to the needs of their customers. The bookstore uses surveys during buyback days each spring.

The residence life programs scan their constituents regularly to stay abreast of the changing needs and wants of the student population. This helps with student retention. Individual program evaluations are completed after each residence hall program. A "Quality of Life" survey is conducted each year at the end of March. Suggestion boxes are located throughout each residence hall.

One of the most valuable tools Northeastern Junior College uses to understand its constituents is the Noel-Levitz Student Satisfaction Surveys, results of which are shared across campus. The Noel-Levitz Survey gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, the college can target areas most in need of improvement in order to retain students. The Noel-Levitz Survey asks students to respond with a level of importance and a level of satisfaction. NJC completed this survey in following years: 1997, 1998, 1999, 2003, 2006, 2007 and 2008. (Reference to Noel-Levitz Surveys available in resource room)

Over the past 3 years (2006, 2007, 2008), the top 5 challenges for Northeastern Junior College based on the results of the Noel-Levitz Student Satisfaction Surveys are summarized as follows (greatest challenge for NJC, #1). These are the itemized challenges that consistently appear from year to year. The college administration and relevant groups continues to give these consideration during planning of staff development offerings, campus safety work, and other program development.

1. Students perceive that there is not adequate financial aid available to them.
2. The students have an unfavorable perception of faculty with regard to fairness, being unbiased, showing understanding to their life circumstances, and taking into consideration the individual differences of students when teaching a course.
3. Students perceive that NJC does not do all that it should to help students reach their educational goals.
4. Students express concern that they are not notified early in a given term if they are doing poorly in a class.
5. Students express concern about campus safety and security.

***One of the most valuable tools Northeastern Junior College uses to understand its constituents is the Noel-Levitz Student Satisfaction Surveys. It gives the institution an opportunity to take the pulse of the student body to determine what matters to students and how satisfied the students are. With this information, the college can target areas most in need of improvement in order to retain students.***

NJC conducted a staff satisfaction survey in 2006, 2007 and 2008. This survey focuses on the following areas:

- Campus values and ideals
- General working conditions
- Position related topics
- Decision making, participation, cooperation and leadership
- Communication/interdepartmental relationships
- Training and development
- Each staff member's work at the college
- Teaching and student learning
- Support services
- Administrative aspects

Results are summarized and distributed to the entire college for staff development and future planning.

Because of our strong connections with our local service area communities, local agencies and organizations feel comfortable contacting the college to assist them in designing and offering programs to meet special training needs.

- **NJC demonstrates attention to the diversity of the constituencies it serves.**

In response to some diversity challenges on campus, the SPIRIT (Student Problem Identifying and Resolving Issues Together) Council was created in 2003 with assistance from the Department of Justice-Community Relations Service Committee. The SPIRIT Council seeks to provide a platform for student input on various campus issues and helps support several of the diversity programs on campus. Through this organization, the People of Diversity (P.O.D.) student organization was developed. P.O.D. sponsors diversity programs, such as an educational Black History Month Celebration and various student social activities.

To serve academically diverse students, NJC specifically targets resources to help develop academic success skills. The College's Comprehensive Learning Center (CLC) offers a variety of support and intervention services. Resources and services available include tutoring, skill assessments, academic intervention strategies, and developmental classes. GED, Family Literacy, and English as a Second Language programs are programs also provided through this area of the college.

An Ombudsman position was created and staffed in 2003. This part-time position's major duties include assisting in student problem resolution and advocating for students who have concerns. Areas of possible assistance include resolving academic issues, building cross cultural understanding and supporting diversity and working to improve the quality of student life. NJC has been able to provide a positive line of communication that allows students to feel that they are cared about and that the College has an interest in them as individuals. The Ombudsman role also includes working with the P.O.D. (People of Diversity) student organization and helping to encourage minority students to take leadership roles on campus. Increased publicity and awareness, and more referrals from staff and faculty would help to improve this position's role on campus.

Organized by NJC in 2006 and funded by a Rural Solutions grant, LEARN is a volunteer council composed of Latino community leaders and role-models that advocate for Latino educational achievement. The organization serves



Rev. David Baines serves as an Ombudsman for the campus. He assists in student problem resolution and advocates for students who have concerns.

several purposes: 1) to motivate Latino students to further their education; 2) to provide informative activities to Latino students and parents concerning careers, learning styles and educational programs available; and 3) to advise NJC concerning development of programs and activities that serve and improve the educational needs of Latino students.

To further address the need to increase diversity on campus, Northeastern Junior College has increased our efforts in urban recruitment in 2006. An Admissions Counselor position was changed from part-time to full-time to specifically target the Denver metro area. The counselor's focus and mission is to recruit within the metro area by giving a presentation called, "Pick a College like a Pro." He conducts personal one on one follow-up visits to the counselors and students. Northeastern has also provided an opportunity for urban students to visit campus through special preview days geared specifically to address the needs of the urban student, and has brought bus loads of students to campus for mini Discovery Day experiences. As our campus increases its diversity of students, a challenge we face is to provide and meet student needs and expectations on our rural campus. As a college, we need to consistently monitor our services to assure we can meet the needs of our changing student population.

- **NJC's outreach programs respond to identified community needs.**

NJC offers a wide variety of courses to meet the needs of the community. The needs are identified by requests from the area's constituents and/or ideas from the faculty and staff. Classes with high demand are offered more frequently throughout the semester and/or more sections during the period. For example a full yoga class would prompt the administration to add another section in order to meet the constituents' demand.

The Extended Studies Department has partnered with online learning and certificate programs to meet the needs and requests of the community. The focus of this option is to offer courses or programs which are not offered on campus or at an outreach center due to low enrollment, unavailability of faculty, or lack of training equipment. One specific site used extensively to provide these needs is Education2Go. This service helps provide skills for students to obtain professional level positions for high demand occupations.

To fulfill the community interest in health & wellness, NJC offers a wide variety of courses in yoga, pilates, spinning, kickboxing, aerobics, and senior fitness. These courses are community driven and provide specific information and activities as they relate to physical activity.

NJC's Health and Safety Program offers 140+ CPR and first aid classes yearly. Subjects offered include adult, child and infant CPR, first aid, CPR for the Professional Rescuer and how to use an Automated External Defibrillator. NJC is an Authorized Provider for the Centennial Chapter of the American Red Cross.

NJC demonstrates a reactive approach to community input, however, NJC needs to become more proactive in its development of courses and programs and utilize environmental scanning more frequently to assess its constituents.



NJC's Assistant Director of Admissions Terry Ruch , who primarily does recruitment in the Denver metro area, has developed an entertaining, but highly effective presentation called "Pick a College Like a Pro" which is one of the most sought after presentations at metro high schools for college or parent night events. Naturally, he finds ways to tell his audience about NJC in the process of giving them good information about choosing a college.

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

- The organization’s structures and processes enable effective connections with its communities.

Northeastern Junior College communicates frequently and effectively with all aspects of its five county service area. Using the regional media resources, we are able to get information out to the public in a very timely manner. Ironically, NJC’s location in a rural area where there are limited media outlets proves to be a significant advantage because competition for the average citizen’s ear or eye is considerably less than it would be in a metro area. The NJC Marketing Director estimates that NJC has front page coverage at least twice per week in our local papers when the school year is in session.

Each year Northeastern Junior College generates and submits more than 200 media releases to area media. Placement rate on these releases has been 95% or higher for the past three years. In addition, the college runs more than 5,000 radio spots per year, combining both paid promotions and public service announcements and also purchases at least 280 display advertisements of various sizes and messages in the newspapers serving our communities. These numbers do not take into account the newspaper stories and on-air interviews which are initiated by the local media outlets. We estimate that another 90 exposures per year occur when the media contacts Northeastern Junior College for information.

The media vendors in our five county area and the number of households or geographical area they reach include the following:

- Sterling Journal Advocate*—11,031 daily readers
- South Platte Sentinel*—32,400 weekly readers
- Yuma Pioneer*—10,800 weekly readers
- Wray Gazette*—8,400 weekly readers
- Haxtun Fleming Herald*—3,300 weekly readers
- Julesburg Advocate*—3,600 weekly readers
- Akron News*—2,400 weekly readers
- Otis Telegraph*—3,200 weekly readers
- Holyoke Enterprise*—3,750 weekly readers
- Fort Morgan Times*—11,960 daily readers
- Brush Telegram*—8,000 weekly readers
- KPMX/KSIR/B106 Radio—2,720 listeners per quarter hour
- KATR/BOB FM/ KFTM Radio—3,750 listeners per quarter hour
- KSTC/KNNG/ KNEC Radio—1,280 listeners per quarter hour

For consistent connection with our communities, NJC:

- Has weekly advertisements entitled “What’s Happening at Northeastern” which appear in both the daily paper and the weekly edition. This ad outlines the most significant events taking place on the campus for that particular week and also promotes community education classes available at any given time.
- Participates in weekly radio programs for “Focus on the Flame” and periodic interviews on “Crosstalk”. Each focuses on events and activities taking place at the college.
- Has weekly columns which appear in both the local daily newspaper

*Each year Northeastern Junior College generates and submits more than 200 media releases to area media. Placement rate on these releases has been 95% or higher for the past three years. In addition, the college runs more than 5,000 radio spots per year.*

An example of the weekly ads that appear in area papers.

and the local weekly newspapers. These columns, written by various individuals at the college, sometimes address specific issues, programs or activities, or may just be an author's personal reflections on various aspects of life on the high plains of Colorado. These same columns are available to area weekly newspapers and appear for those audiences to also enjoy.

Specialty newspapers

- The Northeastern Junior College Alumni Association's *Re-Pete* is a newspaper which covers the latest events and activities at the college. It is printed twice per year (winter and spring issues). This publication is mailed to just over 7,000 alumni members.
- The Northeastern Junior College Student Newspaper is titled the *Plainsman Pathways*. It publishes 1,000 issues bi-monthly during the fall and spring semesters and is distributed on campus for current students to read. It encompasses the "what's happening" on the NJC campus as it relates to the student.
- NJC also submits materials (ads, news releases, photos) to area high school student newspapers on a random basis. The articles are directed towards NJC news and activities.

Email list serves

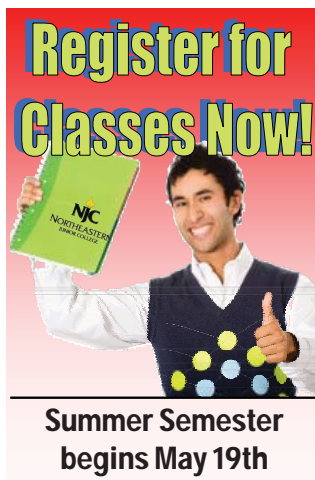
- The Logan County Chamber of Commerce membership list serve reaches approximately 260 area businesses. NJC utilizes this means to connect with our local and county businesses.
- Internally NJC corresponds among its own faculty and staff. With more than 200 employees with email addresses, it has proven to be an effective, efficient and a budget-friendly means of distributing information about NJC to our staff

External specialty communication

- NJC commonly displays posters throughout the community for specialty events (i.e. NJC Auto Show, annual Rodeo, etc.). These big, colorful posters are created and placed in as many businesses as possible to promote community attendance.
- Northeastern sends out approximately 400,000 pieces of direct mail per year to promote various activities on campus and for admissions recruitment.
- With more than 3 million hits per year, the NJC website has proven to be a tremendous asset for NJC. Numerous recent improvements have made the website a service tool in providing information, recruiting and servicing students.

Other means of communicating with our constituents

- Intercollegiate Athletics plays a vital role in the total college education at NJC and promotes community interest in the college. Its' purpose is to develop educational leadership, physical fitness, sports participation and athletic excellence among its intercollegiate student athletes, as well as indirectly to the general student body and community. NJC has experienced a long history of intercollegiate athletic success, enabling the various athletic teams to recruit world-wide bringing a diverse population of students to campus. Intercollegiate sports offered are women's volleyball, men's and women's basketball, and men's baseball. Throughout the year, these men and women not only perform in their respective sport and gain a valuable education, but also take an active educational role in the community sharing their respective cultures with their peers, children and community groups. During the 2007 academic year, more than 27,000 individuals



NJC promotional materials are displayed throughout the community and on campus to promote activities and enrollment.



attended athletic competitions in the Bank of Colorado Event Center.

- The NJC Rodeo Team has been in existence since 1965 with the exception of a few years when interest and the budget did not allow for it. The rodeo team hosts an intercollegiate rodeo each year that attracts several hundred competitors from a three state region. There is good community turn out for this activity and support for the team. The rodeo team also hosts its Rodeo Extravaganza Event for developmentally handicapped individuals in the community. The rodeo team members assist these individuals with a variety of rodeo related activities and skills. The team members often comment on how memorable this activity is for them.
- The college advising program is a campus wide support structure involving all full time faculty and a “walk in” advising center. The program is well developed with regular training and a history of success. The Student Satisfaction Survey shows that students rate this as an important program with high satisfaction.

#### Noel-Levitz Campus Survey

\* Based on a scale of 1 to 7. One equal to low level of importance and 7 equal to a high level of importance.

Item	Importance	Satisfaction
My academic advisor is approachable.	6.36	6.00
My academic advisor helps me set goals to work toward.	6.08	5.58
My academic advisor is concerned about my success as an individual.	6.24	5.65
My academic advisor is knowledgeable about my program requirements.	6.36	5.80
My academic advisor is knowledgeable about the transfer requirements of other schools.	6.15	5.52
Students are notified early in the term if they are doing poorly in class.	5.98	4.85
Academic/Advising is important.	6.17	5.61



Pretending to ride a saddle bronc is just one of numerous activities adults from this area with special needs look forward to each year when they come to participate in the NJC Rodeo Extravaganza put on by the NJC Rodeo Team. The event allows developmentally handicapped adults to participate in a mock rodeo and try their hand at doing one of the popular rodeo event sports. A saddle on a bale of hay rocked to and fro by students to simulate a bucking horse or bull is a safe, fun way to allow these guests to enjoy the experience.

- The Counseling/Advising Office engages its constituents in a multitude of ways. A variety of resources are provided on the counseling webpage (<http://www.njc.edu/counseling/home/html>). These resources include personal issues/counseling, career information, job search resources, adult re-entry information, advising, assessments, credit for prior learning, parent connection (newsletter), transfer information, etc.
- A career resource center with material available is located in the counseling office area for those seeking individual face-to-face help. Programs are also offered in conjunction with Residence Life programs covering a wide variety of subjects; a sample of past topics include:
  - Meet and Greet Your NJC Counselors
  - Tips for Making Your New Year’s Resolutions Work

- Stress Management
- “Cramming with Dowis”
- Resume Workshop, etc.
- NJC Family Weekend

- The college judicial system is based on a student development philosophy that supports a campus community that is conducive to academic success and healthy relationships. The Vice President of Student Services is the chief judicial officer who oversees the development and maintenance of procedures and policies to guide expected student behavior on the campus; the structure of student discipline, educational sanctions, and follow up with individuals that is designed to get attention where needed for positive behavior change. The student handbook includes the student code of conduct and is made available to students in hard copy and on the NJC website. Residence Hall students receive specific information most relevant to maintaining themselves successfully on campus. The Student Services Offices conduct various orientation and informational sessions to educate students regarding college life, expectations and steps for becoming a successful student.



The NJC Host Family programs, which match students with local families for home away from home activities, have been very successful in connecting NJC students with the community.

- The Counseling/Advising staff is actively involved in work study student training and resident assistant training. They also present several Career Workshops each year and partner with classroom instructors to encourage student attendance. They organize student orientation and run mandatory CHOICES trainings (Alcohol Abuse Prevention) for incoming residence hall students. They lead the training of new faculty advisors and organize conferences and workshops for ongoing advisor training. They coordinate the work of the Peer Helper group and their activities. Finally, they meet daily to support and educate students in a variety of issues including personal counseling, academic counseling, career counseling, class scheduling and advising.
- NJC is very proud of our Host Family Program. Though primarily driven by the athletics department, this program actively connects students with members of the community. Its goal is to provide a “home away from home” for our students whose home is far away from the Sterling area. The community members actively participate in this program and they enjoy connecting with the students on a more personal level. Both students and host families praise the program for the experience they receive as they have an opportunity to learn about each others’ culture, beliefs, family life styles and habits. This program truly connects NJC with the community.
- The college Residence Life Program also supports students in their personal educational experience. There has been a significant shift from a “dorm” philosophy to an active Residence Life Program as the college continues to seek out staff with a strong background in student development. The residence hall provides an active “learning” and “living” environment. Counseling and advising staff are invited to give programs on topics such as career planning, job skills and placement, student health, and financial aid. Residence life not only tries to engage the on-campus students, but numerous programs are open

for community involvement as well. A few examples of programs provided include:

- Hypnotist Comedian
  - Interfaith Panel
  - In Your Face
  - Think Fast
  - Multicultural Carnival
  - Haunted House
- Outside constituents are strongly encouraged to use NJC's facilities. The housing facilities and the athletic facilities in the Bank of Colorado Event Center are continuously used throughout the summer as host sites for sporting events, conventions, and educational seminars/programs. NJC opens its' campus and invites groups to utilize the convenience of on-site housing with an on-campus convention center. The most common examples are the regional high school basketball, volleyball and baseball camps. These camps use both the housing facility and the sporting facility. Another specific example of summer conferences would be the Colorado State FFA Convention. This state-wide youth leadership conference was held at NJC in June of 2000 and 2008 and brought over 2,500 youth, educators, parents and staff of the Colorado FFA Association to campus each time.

A summary done on reservations from August 2006 through March 2007 showed the following as a snap shot of typical campus reservation activity:

Clubs: 123  
Community events: 308  
Extended Studies events: 61  
Campus events: 120  
Colorado Christian University: 78  
ABE/GED: 21  
NJC Ballroom: 75  
Theater: 65  
NJC Computer Labs: 27  
NJC Summer camps/conference using housing facilities: 9  
This past year facilities use fees generated a total of \$69,310.40

- **Northeastern Junior College's co-curricular activities engage students, staff, administrators and faculty with external communities.**

The personnel employed at Northeastern Junior College are productive, involved citizens not only at the local level, but also at the county, state, regional and national levels. Through the co-curricular work these individuals do in volunteer or appointed capacities, they keep the outside world very connected to our campus, augmenting the role NJC plays as an important corporate and community citizen. A *sampling* of the community involvement of various employees of Northeastern Junior College includes the following:

- Annual Bi County Science Fair
- Boots in Motion Dance Team
- Business and Professional Women
- Caliche After Prom Parent's Committee



The Interfaith Panel discussion held on campus is always well-attended. Following the event, many NJC students hang around to talk to the presenters. This Catholic priest took time to share his views further with this inquiring student.

- Caliche Booster Club
- Caliche Building Accountability Committee
- Caliche Future Business Leaders of America Advisory Board
- Caliche Parent Teacher Organization
- Centennial Health Education Center
- Center for Colorado's Economic Future Advisory Board
- City of Sterling Youth Basketball Program
- Colorado SHARE Program
- Colorado Young Farmers
- Correctional Education Association
- Eastern Colorado Workforce Center
- Family and Consumer Studies Advisory Board Committee at Merino High School
- Governor Ritter's Jobs Cabinet
- High Plains 4-H Club leader
- High Plains Research network Community Advisory Council
- Hospice of Northeastern Colorado/Hospice Benefit Auction
- Iliff Invitational Basketball Tournament
- Laureate Omicron, Beta Sigma Phi Chapter
- LEARN Advisory Board (Latino Education Access Resource Network)
- Lion's Club
- Logan County United Way
- Logan County Chamber of Commerce Board of Directors
- Logan County Chamber of Commerce Committees
- Logan County Fair Queen Contest
- Logan County FFA Alumni Association
- Logan County Economic Development Corporation
- Logan County Literacy Coalition Board
- Logan County Nursing Scholarship Committee
- Logan County United Way
- Merino High School Football Boosters
- RE1 District Advisory Accountability Committee
- Rural Workforce Consortium
- South Platte Youth Football Program
- St. Anthony School Parent Teacher Student Organization
- St. Peter's Women's Club
- State Historical Fund Grant Administration
- Sterling Arts Council
- Sterling Baseball Organization
- Sterling Elks Lodge
- Sterling Federal Credit Union
- Sterling High School Athletic Booster Club Program
- Sterling High School FFA Advisory Board
- Sterling High School Medical Prep Program Advisory Board
- Sterling Rotary Club
- Sterling Regional MedCenter Physician Recruitment Committee
- Summit Treatment Services, Inc.
- University of Denver Health Sciences Center work group leader

More than 50 percent of the employees at Northeastern Junior College report being dedicated to, and active in, their church organizations at various levels. Many of our faculty and staff find themselves spending time in area K-12 schools to act as guest presenters in classrooms, to serve as judges for various contests being held, or to serve as resource help with academic planning.

These activities allow the development of personal relationships that connect community members with NJC staff.

Northeastern Junior College has a very active Associated Student Government (ASG) which sponsors a large selection of clubs and organizations for students to become involved in. As the funding organization, the ASG's Campus Activities Board requires that all clubs and organizations who request funding must produce at least one all-campus activity. In addition, all clubs and organizations are encouraged to do at least one community service event per year. This policy has resulted in NJC students giving back considerably to a community which embraces and supports the student body on campus. Organizations that have benefited from community service projects conducted by NJC students include:

- Logan County Cooperating Ministries Food Bank
- High Plains Center for Sexual Assault Victims
- Logan County Military Family Support Group
- American Cancer Society's Relay for Life
- Helping Out My Environment (HOME)
- Iliff Head Start

Each year the Associated Student Government holds a banquet and presents awards to outstanding students and clubs to showcase the leadership opportunities on the campus.

• **Educational Programs engage with the community.**

Our student clubs on campus actively educationally engage students with the community. The following are some examples:

- Future Teachers Club members go out into the elementary schools and read to the students.
- SIFE (Students in Free Enterprise) members present workshops on financial independence, and teach local elementary school students the fundamentals of money.
- SIFE members also sponsor an annual Business Day and offer community members assistance in tax preparation.
- The Aggies hold an annual livestock prospect show to encourage and promote agriculture within Northeastern Colorado.
- The Auto Club conducts an annual car show in participation with a community car club.
- The Math & Science Club holds a Math/Science Competition drawing more than 900 participants from local high schools and middle schools to promote the importance of math and science. They also do a Halloween food drive to collect food for the needy.
- Cosmetology Club routinely visits local nursing homes to perform manicures and pedicures.
- Nursing Club members donate their time to assist with two community health fairs.
- NJC student athletes collect toys at the home men's and women's basketball games during the month of December for distribution by the local fire department; they read to elementary schools during Literacy Week; they meet once each semester with special needs kids to teach them the fundamentals of basketball; they host basketball, volleyball and baseball camps throughout the year teaching and promoting the respective sports; and they host numerous High



Many clubs on campus help collect food for the Cooperating Ministries.



Students in Free Enterprise do a number of projects in the community each year.



The prospect livestock show put on each year by the NJC Aggies gives area youth an opportunity to practice showing their animals before fair time arrives.



The Multicultural Carnival held on campus each year provides a great opportunity for children from the community to come to campus and mix with our students. In many instances, this event provides first time exposure for area youngsters to those of a different race or ethnicity. It is a great example of how the college is a catalyst for learning, both inside and outside of the classroom.

School, Junior High and elementary competitive sports contests at the Bank of Colorado Event Center and Baseball Complex.

- The Residence Life Program invites children of the community to a Haunted House hosted in one of the dormitories on campus, and promotes the Multicultural Carnival which fosters appreciation of different cultures represented in Sterling and the surrounding areas. Student and community organizations cooperate in providing informational booths, dances, and activities. NJC students, faculty, and staff as well as the general community are invited to attend this fun event. They also sponsor the Tunnel of Oppression which raises awareness of how an individual can make a lifestyle change to respect others despite differences.
- The People of Diversity Club sponsored a Cinco de Mayo Celebration to recognize the Hispanic culture and the role that plays in our community.
- The Rodeo Club held a "Mock Rodeo" for special needs kids and adults to teach them the fundamentals of the sport of rodeo.
- Theatre students offer two productions per year that are attended by the local community.
- The music students offer several concerts each year that are open to the public.

- **The college's resources provide effective auxiliary services.**

The NJC Bookstore offers a variety of academic and school merchandise. We are especially proud that the bookstore has contributed to the Windsong Chorus scholarship since 1993. Over \$26,300 in textbook scholarships have been awarded to more than 89 NJC students from Windsong Chorus funds.

Student housing is available in five residence halls and one honors house. Combined, these halls house 465 students. Contractual agreements with students provide affordable housing, telephone service, meal plans, and internet services. Sufficient revenues are generated that provide for bond service maintenance and operation of the facilities. A \$500,000 grant was received from the Department of Local Affairs (DOLA), a \$150,000 contribution was received from Logan County, \$130,000 will be contributed by Northeastern Junior College, and \$41,350 was received from private donations. This money helped complete upgrades in the fire alarms and sprinkler systems, put new windows in four of the residence halls, remodeled all three floors of bathrooms in Poole Hall, fixed and painted the window flashing on all of the residence halls, fixed the roofs on Williams and Poole Hall, and replaced the boiler and cleared out the asbestos in Herboldsheimer Hall. There is still more to accomplish to upgrade the halls, however, additional grants and funding options are being explored.

The Chuckwagon Café provides the college community with quality food at reasonable prices in an attractive environment through a contractual relationship with Sodexo. Meals may be purchased individually, or there is a variety of weekly meal plans available. Sodexo also provides catering services for all conventions, meetings, etc. on campus. By being able to provide meeting facilities and quality Sodexo food service options, NJC is viewed as a full-service, premier conference center in northeast Colorado. Guests and visitors to campus often comment on the quality and variety of the food served on campus. Sodexo has a long history of offering food service to the campus and the college feels fortunate to have retained a stable staff there for many years. Recently Sodexo was connected to the campus phone and e-mail servers,

which has greatly improved communications with college staff.

Pete's Retreat is another food service venue operated by Sodexo. This on-campus "after hours" area provides a place for students to eat, lounge, study, or socialize. Pete's Retreat was remodeled during the Fall semester of 2007 with its grand reopening in January 2008. This area has truly proven to be the new "hang out" area on campus as it has provided a service to the students that has been greatly needed.

The Bank of Colorado Event Center provides facilities for the men's basketball, women's basketball and volleyball programs. During the winter months, it also provides resources for the college's baseball team. This facility also provides classrooms for all health and human performance classes. Full-time students are assessed a fee and are allowed to utilize the facility for their aerobic exercise, weightlifting, intramural and indoor recreational needs. Through an agreement with the City of Sterling, the college's event center also serves as a community center. Citizens and residents of the community may purchase memberships to utilize the facility for the same recreational purposes as the students. The Event Center prides itself as being the largest recreational/athletic facility in Northeast Colorado and, as a result, hosts numerous college, high school, and community sporting events.

The Bank of Colorado Event Center hosted 35 high school athletic events/1500 people, two concerts/2500 people, two community job fairs/1000 people, a regional FBLA conference/2000 people, Colorado Tillage Association Conference/1000 people and numerous smaller meetings this past year. Cooperative programs with the City of Sterling include sports leagues, basketball and volleyball. The open gym, fitness center and tennis areas serve an average of 6300 people per month. There are 36 NJC athletic events each year with 600-1000 people attending each event.



Colorado Governor Bill Ritter dined in the NJC Chuckwagon Cafe this last year as he made his way across Colorado to visit various communities.

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

At NJC we have developed a complex web of relationships with our constituencies by utilizing our academic, co-curricular, and community development programs to build bridges among the many cultures in our community and service area.

- **Collaborative ventures exist with other higher learning organizations and education sectors.**

Northeastern Junior College has a proud 67 year history of being responsive to the needs of its constituents in developing educational programs that serve its community. Some of the quality educational opportunities include:

- The Post-Secondary Enrollment Option (PSEO) Program gives high school juniors and seniors an opportunity to take college courses at NJC. Facilitated by the Extended Studies Division, NJC and area schools participate in a dual enrollment program, whereby students earn both college and high school credit in certain classes while attending high school. Course offerings are tailored to meet the needs of the particular secondary school district being served. These specific courses are taught according to NJC curricula and standards, providing students an opportunity to get a "jump-start" on their postsecondary education. In 2007-2008, NJC offered 62 PSEO courses in nine school districts in our service area, serving 477 students.

*In 2007-2008, NJC offered 62 PSEO courses in nine school districts in our service area, serving 477 students.*



Emily Boerner

*“By taking PSEO college courses while I attended SHS, I will be able to obtain my AA degree at the end of my freshman year, one year after finishing high school.”*

*--Emily Boerner  
Sterling, Colorado*

***The Accelerated Degree Program offers classes in a nontraditional, accelerated format so that students can complete an Associate of Arts degree in Liberal Arts in an 18-month time frame. Classes are offered at night and weekends throughout the year, including various outreach locations, and are designed to serve working adults.***

- Secondary Career and Technical Education Programs allow high school students to participate in the Med-Prep Program or the Secondary Automotive Program on the NJC college campus. Related curriculum and hands on instruction are provided by qualified NJC faculty several hours a day. These technical programs have experienced an average annual enrollment of 88 students the past five years.
- Through NJC Distance Learning, students experience the convenience of online learning and flexible face-to-face classroom contact in fully robust and interactive course curriculums. Students have the option to choose a complete online course or a hybrid course, which offers the student a course with significant online components combined with limited face-to-face classroom contact. Although in its infancy, NJC's Distance Learning program, which began with the help of Title III Grant funds, has experienced successful growth, especially in hybrid courses, the past three years. In 2007-2008, 45 courses enrolling over 600 students were offered. This educational initiative has helped NJC to build enrollment by addressing the scheduling needs of current students and working adults, and has provided new educational opportunities to geographically dispersed students in our large, rural service area. Additionally, NJC partners with the Colorado Community College Online (CCOnline) to deliver internet-based online courses for associate degree programs though out the state and world-wide.
- The Accelerated Degree Program offers classes in a nontraditional, accelerated format so that students can complete an Associate of Arts degree in Liberal Arts in an 18-month time frame. Classes are offered at night and weekends throughout the year, including various outreach locations, and are designed to serve working adults.
- In cooperation with RE-1 Valley School District, Yuma School District-1, county departments of Social Services, and the judicial system, NJC provides access to education for underserved populations at four sites in our five county service area. Depending on the site, NJC offers adult basic education programs consisting of ESL, GED, and Family Literacy. The Family Literacy program was implemented in 2007. These programs are funded by four grants: AEFLA, ELCivics, Temple Hoyne Buell Foundation, and State of Colorado Family Literacy. An average of approximately 200 individuals are served each year through these programs.
- As a member of the Northeast Colorado BOCES, NJC actively participates in this partnership providing teacher recertification courses throughout the year to the twelve member school districts. During severe budget cuts NJC dropped its membership in BOCES. Although financially necessary, this action proved to be damaging to the relationship built with these key secondary educational providers. NJC re-established its membership and is currently rebuilding our relationship with this vital connection to our service area constituents.



*"The Holyoke School District is satisfied with the direction our students and community see the college is headed. We appreciate the renewed effort to be of interest to the college. With improved financial conditions, College President Lance Bolton has reversed a several year decline in services and greatly improved staff attitude toward service to students and collaborative efforts with area rural school districts."*

*--Stephan Bohrer, Superintendent*

Recognizing there is always need for improvement, NJC does gain feedback from the community, informing us of areas to improve and appreciation for our programs and services. Having served northeast Colorado for over 67 years, there is a strong expectation of performance by the community concerning the college's role and provided activities. Trying to maintain an effective and efficient balance between educational opportunities offered and our budget continues to be a challenge given our recent economic history and related budget cuts. This fact has been brought forth in surveys that express a desire to see NJC return to its prior, higher presence in our service area. We have begun to remedy that expectation with more effective communication and services.

- **NJC's transfer policies and practices create an environment supportive of the mobility of learners.**

Northeastern Junior College prides itself on its excellent reputation and transferability of specific NJC courses toward a bachelor's degree as described in Criterion III. We actively support the transfer of students to undergraduate universities. A large majority of our students are transfer students as evidenced by the 2007 NJC Academic Profile, in which 79% of our students were enrolled in a transfer degree program. Our 2007 Graduate Survey reflects the successful achievement of our students' educational transfer goals with 59% planning to attend a four-year university following graduation.

To ensure NJC students experience seamless transfer of credits, faculty and staff continually foster positive relationships with other two-year and four-year colleges, both Colorado public and private institutions. Faculty members annually attend a 2+2 Faculty-to-Faculty Conference (Colorado community college faculty) and a 2+4 Faculty-to-Faculty Conference (Colorado two and four year college faculty) where curriculum and transfer issues are discussed and evaluated by discipline. NJC faculty also actively serve on statewide curriculum committees.

Effective Fall 2003 semester a student who earns an AA or AS degree at a Colorado public community college and completes state guaranteed general education courses with a grade of "C" or better in all courses, can transfer with junior standing to any Colorado public four-year college. The credits earned will apply to a minimum of 35 credit hours of lower division general education and 25 additional credit hours will apply towards graduation. Because all liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete a four-year degree in the same time as a native student. In order for a general education course to be approved to meet the requirements as a Guarantee Transfer course, it must meet a variety of criteria as prescribed by the Colorado Commission on Higher Education. Currently, the

*Nearly 60% of NJC's graduates plan to transfer to a four-year institution.*

state community college system has approximately 120 approved Guarantee Transfer courses on the list. NJC offers about 80 of these courses on a regular basis.

NJC is also unique in that several programs utilize the Associate of General Studies (AGS) degree as a transfer degree. In fact, NJC generally has twice as many AGS graduates as we have Associate of Science (AS) graduates. This is due in part to agriculture majors who plan to transfer to Colorado State University, Colorado's land grant institution. The AGS degree allows for a better alignment of courses to meet Colorado State's general education and major degree requirements than does the AA or AS degrees. Over the years, NJC has worked closely with transfer institutions to establish course equivalencies for 100 and 200 level courses in specific fields of study. This effort ensures smooth transferability for students in these programs.

For professional degree programs in the areas of business, early childhood, elementary education, engineering, and nursing, statewide articulation agreements assist and ensure acceptance of NJC student transfers to all Colorado public four-year colleges. Transfer articulation agreements have also been fostered with the following private and out-of-state colleges: Capella University, Chadron State College, Colorado Christian University, DeVry University, Franklin University, Regis University, University of Denver, and University of Phoenix. Several of these agreements provide a 3+1 transfer arrangement, allowing a student to complete three years of coursework at NJC followed by a fourth year of required courses at the four-year institution, achieving a bachelor's degree. Taking advantage of this opportunity to complete their bachelor's degree in a 3 + 1 agreement are approximately 60 students concurrently enrolled at both Northeastern Junior College and Colorado Christian University.



NJC students graduate here and have wonderful success at the next level, whether they choose to stay in-state, or go out of state.

*"NJC provides a significant role for the population of NE Colorado. I believe it could do a better job in positioning itself as the place for learning for both young traditional and adults regional students. I believe NJC is a great secret in the geographic area and the state. It is too often confused as a Sterling school! Need to extol the significance of the place! Good school, respected faculty and a potential player in economic development in NE Colorado!"*

*--F.T. Pierz  
CSU System  
Denver, Colorado*

- **Community leaders testify to the usefulness of the organization's programs of engagement.**

The following comments were written on an external community partnership survey recently conducted during our North Central review process, reflecting current effectiveness of the college:

*"Education is a life-long experience --appreciate your outreach to the various segments of the community and population."*

*"I would like to see more NJC presence of campus, i.e. surrounding communities that it is supposed to serve."*

*"On behalf of Centennial Chapter of the American Red Cross, I want to say "thanks" for the many years of association and support from NJC. It is our hop that you will continue to see the value of ARC products in the curriculum."*

NJC is listening to comments from constituents, and has recently re-established the community education coordinators in the various outreach communities we serve.

In addition to direct feedback from constituents, NJC receives feedback and advice from members of the NJC Advisory Board, NJC Foundation, and the NJC Alumni Association, organizations composed of community leaders and former students who strongly believe in the mission of the college. These organizations meet periodically throughout the year, providing advice concerning college programs and services and sponsoring events that help promote and support NJC.

Beyond verbal and written evidence of our institutional effectiveness, various community leaders and our local governments have further recognized NJC's value to its constituents by supporting our efforts financially. As reflected in the following chart, over \$1.5 million dollars was contributed or pledged toward key projects through year end 2007.

**Community Support Funding - 2007**

<b>PROJECT</b>	<b>FUNDING CONTRIBUTION</b>	<b>DONOR SOURCE</b>
Pete's Retreat	\$ 87,000	Sodexo
HOPE Scholarships	\$ 482,000	Private Individuals
NJC Farm/Equine Center New Funding Land	\$ 40,000 \$ 200,000	Private Individual City of Sterling
Residence Hall Renovations	\$ 150,000 \$ 41,350	Logan County Private Individuals
Nursing Scholarships	\$ 200,000	Private Individuals
Title III Match Funds	\$ 165,481	Private Individuals
Bledsoe Western Art Collection	\$ 1,296	Private Individual
Science Fair/Science Education	\$175,000	Private Individuals

- **NJC's programs of engagement give evidence of building effective bridges among diverse communities.**

Recognizing its rural location, NJC actively seeks to provide various opportunities to promote diversity education to its constituents. The following are a sample of the unique mix of programs we have provided to our constituents.

- **Student Life Diversity Programs**

The Student Life and Associated Student Government provide campus-wide diversity educational opportunities throughout the semester to both students and the community, expanding participant's global view of cultures and society. Based on the large number of participants, these programs have been very successful. Various programs have included the following:

- *Multi-Cultural Carnival* – Annual event which fosters appreciation of different cultures represented in Sterling and the surrounding areas. Student and community organizations cooperate in providing informational booths, dances, and activities. NJC

students, staff and the general community are invited to attend this fun event. The 2007 Multi-Cultural Carnival had 200-250 people in attendance.

- *Tunnel of Oppression* – This unique, annual event runs congruent with Holocaust Awareness Week and is an interactive demonstration of oppression humans inflict on others. Open to the community, the tunnel raises awareness of how an individual can make a lifestyle change to respect others, despite differences.
- *Interfaith Panel* – Speakers representing Catholicism, Evangelical Christianity, Judaism, Paganism, and Buddhism provided participants an educational panel discussion. Each panelist described his/her religion and its belief system. An interactive question and answer period followed the panel presentations. Attendance numbered at 150 people. This event has been held for the past two years.
- *In Your Face* – A hired panel of real activists and actors annually portray different social and political views which challenge students, faculty, staff, and community members' stereotypes and beliefs. Panelists share their world viewpoints and then questions from the audience facilitate further dialogue. This is a popular program and is attended by 200-300 people each year.
- *"I Have a Dream Celebration"* –A celebration of awareness for Black History Month was sponsored by the People of Diversity Club. This program gave the community and student body an opportunity to remember the importance of the past and also provided a forum for students to voice their ideas about what they wanted their campus and community to look like considering Dr. King's philosophy.
- *Cinco De Mayo Celebration*—The People of Diversity Club sponsored a celebration to recognize the Hispanic culture and the role that it plays in our community. This inaugural event was a huge success, with 350-400 people in attendance. Many local residents were introduced to NJC through this activity.

### **Intramural Sports**

The intramural sports program provides the entire NJC community with the opportunity to participate in a variety of formal and informal sporting activities and special events. These activities encompass team, individual and dual settings. Our philosophy is one of student involvement and participation for enjoyment and wellness. NJC's objectives for its intramural programs are:

- Integrating exercise and wellness into an individual's total educational experience,
- Improving and maintaining physical fitness, healthy attitudes, and wellness,
- Developing skills in a variety of activities which may be carried on throughout one's life,
- Socializing in an intramural atmosphere,
- Fulfilling the natural desire for play and recreation,
- Releasing tensions in an acceptable manner,
- Obtaining relief from the strain of continuous mental effort, and
- Having fun.

NJC's Intramural Sports program is very active throughout the academic year, providing a wide variety of choices. Specific sport activities include; basketball, volleyball, dodgeball, racquetball, tennis, badminton, bowling, softball and flag football. We also conduct special event activities such as weightlifting, pool and poker tournaments. During the 2007-2008 school year, there were 401 participants involved in the intramural programs.

**P.O.D. (People of Diversity)**

Established in October, 2006, the People of Diversity student organization is the collegiate voice of diversity for Northeastern Junior College. Its purpose is to promote diversity by educating and bringing together various cultures through various presentations throughout the year. P.O.D. supports and respects each individual's beliefs, cultures, and self identities.

**A Non-traditional Student Orientation**

Recognizing that non-traditional students' needs and information requirements are different from traditional students, NJC provides a specific student orientation session just for non-traditional students at the beginning of each school year. The session provides information concerning resources, programs, scholarships, and extra-curricular opportunities unique to this student population. The session further helps to build a sense of "community" among this particular group of students.

**Foreign Language Department**

Given the increase in a diverse population throughout northeast Colorado and the need to train students to work in today's global workforce environment, NJC has taken initial steps to develop a foreign language department. In the fall of 2007, a full-time Spanish instructor was hired with plans to develop a Spanish major and degree program. As enrollment and interest increases in the future, additional languages and degree programs will be added.

**International Study Trips**

An increased awareness of globalization and a desire to experience the world beyond northeastern Colorado led to the development of International Study Trips. Just in the past couple of years, students and staff have experienced trips to Rome, London, Greece, Paris and China.

- **NJC participates in partnerships focused on shared educational, economic and social goals.**

NJC participates in several mutually beneficial partnerships, where participating partners share educational, economic, and/or social goals with the college.

- **Colorado Wildland Fire & Incident Management Winter Academy**  
Partnering with the Colorado Wildland Fire & Incident Management Academy, NJC hosts the Winter Academy every January for all levels of wildland firefighters. Over the past eleven years, the academy has offered 150 classes to approximately 4,000 students, who come from all over the nation and various parts of the world. Instruction meets the requirements of the National Wildfire Coordinating Group's Field Manager's Course Guide and allows students the option to obtain college credit. The Academy recorded a record number of nearly 800 individuals in attendance at the 2008 Academy.



Cinco De Mayo celebrations have been hosted by NJC for the past three years. Residents of all ages come together and enjoy the fun. It has been a great way to expose some of our less represented population to the opportunities that education can provide to their families.



There is no shortage of fun that takes place in NJC's intramural sports program. Anything goes for team attire in the dodge ball competition.



Members of the community are often on campus using the wellness center that is part of the Bank of Colorado Event Center.

*"We applaud all of the attendees of the Colorado Wildland Fire and Incident Management Academy, as well as everyone involved in organizing, teaching and training at the event. We also hope to see organizers of many more top-notch training programs and events that recognize the value in a location such as NJC and take advantage of all that Sterling and Logan County have to offer."*

*--Journal-Advocate editorial 01/22/2008*

- **Colorado Department of Corrections: Sterling Correctional Facility**

Contracting with the Department of Corrections, NJC provides college courses to inmates at Sterling Correctional Facility through two programs. The Colorado Youthful Offender Postsecondary Program (CYOPP), a federally funded program, provides courses to offenders between the ages 18-25 and within five years of release. Through the privately funded Monahan Second Chance Academy, other inmates who meet specific criteria are able to take college courses eventually leading to a college degree.

- **Bank of Colorado Event Center**

Recognized as a state-of-the-art facility, the Bank of Colorado Event Center meets the health/wellness and recreational needs of students, staff and the community, providing a large complex for meetings, conferences, concerts, and events. With a court-side theater seating capacity of 2,500 spectators, the facility offers two regulation size courts, classroom and meeting spaces, two fully equipped exercise rooms, and a running track. Partnering with a variety of organizations in the northeast Colorado area, scheduled activities include physical activity courses, sporting events and tournaments, sport camps, concerts, graduations, conferences, and large venue events. In addition to NJC student memberships, NJC has developed business memberships with several organizations in the area and also provides free senior citizen activities within the facility. A traffic summary conducted in 2006 reflected approximately 116,000 in total attendance for events held during the year, providing a \$11,600,000 economic return impact to the community.

### Other Collaborative Measures

In addition to those previously mentioned, other notable collaborative measures employed to serve the educational needs of the constituencies are summarized below:

- The college partners with state student organizations, including FBLA, FFA, FCCLA, and DECA, to provide facilities, educational workshops, and judges for district competitions for approximately 2,700 total participants on average each year.
- NJC serves as northeastern Colorado's major conference and seminar location, providing meeting facilities, food service, equipment and technology. More than 100 educational conferences and workshops are held annually on the NJC campus.
- Welding classes were created to meet the increased demand for welders in our service area by local construction companies contracted to build wind turbines, oil derricks, ethanol plants, and other facilities.



A controlled burn has been part of the annual wildfire academy training that takes place at NJC.

- The college has a number of contractual access agreements with allied health education agencies, including area hospitals, to provide clinical and observational sites to its students.
- Kid's College is a unique, summer educational opportunity open to all K-6th graders to gain knowledge in a variety of subject areas. One of the most popular has been the "Doctor Doctor" class, where students actually dissect a fetal pig. Approximately 350 young learners are challenged every summer in over 15 classes from beginning Spanish, hair styling, physics, children's choir, art, to writing your own biography.
- **NJC's partnerships and contractual arrangements uphold the organization's integrity.**

The integrity of NJC is discussed fully in Criterion One, Core Component E and in the Federal Compliance Section. External auditing, Higher Learning Commission accreditation, legal review of all contracts, external evaluators, assessors for dual enrollment courses, full disclosure of college employment and academic policies to staff and students, compliance with all federal and state requirements, and the core values of NJC, NJC Advisory Board, and the Colorado Community College System are all examples assuring the integrity of NJC.



Colorado FFA held its 2008 state convention in the Bank of Colorado Event Center. This event drew more than 1,700 members, parents, guests and spectators to the building on its biggest night of attendance.

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

Northeastern Junior College has been called a "multi-million dollar contribution" by a local newspaper and is appreciated by its internal and external constituents for the programs and services it provides. This appreciation is exhibited by strong constituent support in terms of contributions to the NJC Foundation and the NJC Alumni Association, volunteers serving on the advisory committees, attendance at the various college activities and events, and student enrollments for professional and personal growth.

- **Service programs and student, faculty and staff volunteer activities are well-received by the communities served.**

NJC students and staff are very involved in numerous service programs on campus and in the community. As a student organization chartered by the Associated Student Government, every student organization must complete at least one community service project during the year. These valuable activities have included teaching senior citizens how to use the Internet safely, collecting food and clothing for the local food shelter, sharing a country's unique culture with elementary children by our International students, teaching middle school children how to be financially responsible, and providing manicures to local nursing home residents, just to name a few.

Faculty and staff are also involved in a number of service programs. Their expertise and knowledge are sought out for speaking events, facilitating and serving as competition judges, and serving on various boards of directors and committees for a wide variety of organizations throughout our service area. Over the years, we have received numerous letters of appreciation from our constituents for our participation and service.

- **NJC's facilities are available to and used by the community**

Our facilities are widely used by the public. Usage fees are levied to outside groups to recoup college expenses. Policies and procedures are in effect for the use of the buildings that guide the Facilities Use Coordinator in scheduling. In 2007, over 200 different non-NJC related organizations contracted to use the facilities for over 630 events. Events included meetings, banquets, conferences, workshops, training, concerts, weddings, receptions, religious services, and athletic activities.

The college also currently provides office space for the following organizations: Colorado Christian University, Sterling Workforce Center, and the Colorado Department of Vocational Rehabilitation. In the recent past, office space had been provided for Colorado Legal Aid, Colorado Department of Local Affairs and Red Cross. These organizations pay an office rental fee and are allowed to utilize NJC facilities for meetings and events.



Concerts are often held on campus using our large facilities for the big crowds that these events will draw.

- **NJC provides programs to meet the continuing education needs of licensed professionals in its community**

Through NJC's Extended Studies Division, employers throughout the college's service area are provided training courses and programs. The division strives to offer short-term courses, on demand to meet employers' various needs. Programs range from one-hour courses or workshops to week long conferences and are offered on campus or at the employer's facilities.

Over the past ten years, NJC has provided recertification and continuing professional education in the form of classes, conferences, and seminars for licensed professionals in the following areas:

- Real Estate
- Fire Science
- Teacher Education
- Health and Safety
- Entrepreneurs and Small Business
- Agriculture and Ag-Business related professions
- Welding certification courses

In addition to the above courses, NJC provides specific testing for various employers and individuals seeking to update their skills or licenses:

- ASE (Automotive Service Exam)- a certifying exam needed for automobile mechanics
- National Registry for Emergency Medical Technicians- certifying exam for Emergency Medical Technicians
- PRAXIS- teacher certification exam to be eligible to teach in Colorado
- Workkeys- helps paraprofessional educators meet the standard for working in Colorado public schools

NJC also provides professional development opportunities through a wide variety of conferences and workshops facilitated on our campus throughout the year.

Since our last accreditation, the Extended Studies division has experienced a reduction in staff from sixteen to five employees due to budget cuts and organizational restructure, resulting in fewer training courses being offered.

The impact of this reduction has been reflected in survey comments made by our constituents. Recognizing our important role in economic development and training, in 2006 our new president directed the Extended Studies Division



Fire training is a much needed program in this area of the state.



to rebuild this key role of our educational mission. We have made important strides in this endeavor as evidenced by comments written on an external community partnership survey recently conducted during our North Central review process, however, additional expansion of current business and industry training offerings are still needed. The following comments reflect our continued and improved efforts.

*"I believe there has been a large improvement in the last year (toward effectiveness.)"*

*"I feel NJC is well thought of in the community. I appreciate the willingness of NJC to create programs to help train employees for business ventures and development."*

NJC is an active member of the Logan County Chamber of Commerce and the Logan County Economic Development Corporation to help foster, strengthen and promote economic success in northeastern Colorado. The college's socioeconomic benefits to the community were tracked in a March 2004 comprehensive study conducted by a national corporation, CCbenefits, Inc. The results demonstrate NJC to be a sound investment for the community as it enriches the lives of its students and increases their earning potential; NJC stimulates the local economy, providing a 10.1% return on government investment. The report and economic impact findings are available on the NJC website at the following URL: <http://www.njc.edu/socioeconomicimpact.html>.



#### **Strengths:**

- Northeastern Junior College has wide community use of facilities, activities, and attendance at events.
- Northeastern Junior College is viewed as a full-service, premier conference center in northeast Colorado, providing facilities and services to meet a wide-variety of participants' needs.
- NJC's Bank of Colorado Event Center is recognized for its strong economic impact in our community and a major attraction to our campus.
- NJC's students and staff have a valued connectivity with the external community and are actively engaged in providing educational programs of service.
- Northeastern Junior College has an excellent reputation and transferability of its courses and programs.
- Northeastern Junior College participates in valued partnerships and contractual arrangements which serve our constituencies and fulfill our mission statement.
- NJC has created positive relationships with its constituents as evidenced by renewed interest in supporting our college through financial resources.

#### **Challenges:**

- The college needs to more frequently and consistently assess its constituents.
- NJC needs to be more aware of changing student demographics and respond more quickly to the resulting identified needs.
- NJC needs to identify and build a more effective presence in our service area.
- NJC needs to rebuild and expand its business and industry training offerings.

**Recommendations:**

- NJC needs to administer annual environmental scanning instruments to assess our constituents' input. The NJC Campus Planning Committee should annually monitor results and input from environmental scanning instruments and provide recommendations to NJC's Leadership Team.
- NJC's Leadership Team, with documented input from the Institutional Research staff, should review on a semester basis student demographics and make necessary recommendations to identified needs.
- NJC's President has made intentional efforts to increase our presence in our service area by meeting individually with various community leaders and by attending local events. NJC needs to continue to proactively be involved and attend events and activities within our service area to develop a strong, effective presence.
- NJC's President is redirecting and adding additional staff to Extended Studies to build and expand our business and industry training offerings. In addition, NJC is re-establishing satellite offices in several outreach sites to increase course offerings and meet their training needs.

**Conclusion**

Northeastern Junior College believes ...

- ... we fulfill our mission and goals
- ... we have addressed the five criteria and integrate them into our daily operations
- ... we assess student learning at multiple levels
- ... we operate with responsibility and integrity
- ... we are poised to face the future.

Northeastern Junior College requests consideration for full accreditation from The Higher Learning Commission and the North Central Association.

## Federal Compliance

### Credits, Program Length, and Tuition

Northeastern Junior College operates all of its course offerings on a semester credit hour basis. This is consistent with all of the colleges in the state community college system. The Colorado Department of Higher Education requires that each credit hour equate to at least 750 minutes of instruction for lecture. This is often referred to as a 1:1 ratio. Other forms of instruction have different ratios; for example a vocational lab has a 1.5:1 ratio and academic labs have a 2:1 ratio. This means a vocational lab must meet 1.5 x 750 minutes for each credit associated with the lab portion of the class. Likewise, an academic lab must meet 2 x 750 minutes for each credit associated with the lab portion of the class. These ratios are adhered to when building class schedules each term.

All career and technical degree and certificate programs must be approved by the community college system office and state board. This process involves compliance with the common course numbering, use of a program advisory committee, employing credentialed faculty, etc. AAS degree programs can be offered in a range of 60 – 75 credits. AA, AS, and AGS degrees must be 60 credits in length.

Tuition is set by the state board for community colleges. This includes in-state, out-of-state, and Western Undergraduate Exchange (WUE). The state board approved differential tuition for five high cost career and technical programs in 2005-06. The only program offered at NJC that charges differential tuition is nursing.

### COST SCHEDULE

TUITION	2007 – 2008	2008-2009
Colorado Residents	166.15	173.00
<u>Less College Opportunity Fund Stipend</u>	<u>(89.00)</u>	<u>(92.00)</u>
Total Colorado Resident Tuition	77.15	81.00
Out-of-State	285.75	300.05
WUE Program	166.15	173.00
<u>Less WUE Scholarship</u>	<u>(50.40)</u>	<u>(51.50)</u>
Total WUE Tuition	115.75	121.50
Border State Incentive	166.15	173.00
<u>Less BSI Scholarship</u>	<u>(50.40)</u>	<u>(51.50)</u>
Total BSI Tuition	115.75	121.50
CCC Online & NJC Online	225.40	235.20
<u>Less COF Stipend</u>	<u>(89.00)</u>	<u>(92.00)</u>
Total for CCC Online & NJC Online	136.40	143.20
CCC Online & NJC Online for non-resident	225.40	235.20
Colorado Resident Nursing	201.40	210.00
<u>Less COF Stipend</u>	<u>(89.00)</u>	<u>(92.00)</u>
Total Colorado Resident Nursing Tuition	112.40	118.00
High & Med Cost Course Fee per credit hour	5.70	5.85

### GENERAL FEES (For all students)

Registration Fee (one time per term)	10.75	11.05
Technology Fee (per credit/max. \$36.00)	3.00	3.00
Bond Fee (per credit/max. \$60.00)	4.00	4.00
ASG Operations/Campus Events (per credit/max. \$35.00)	2.92	2.92
Event Center Operations	125.00	125.00
Health Center Operations	30.00	30.00

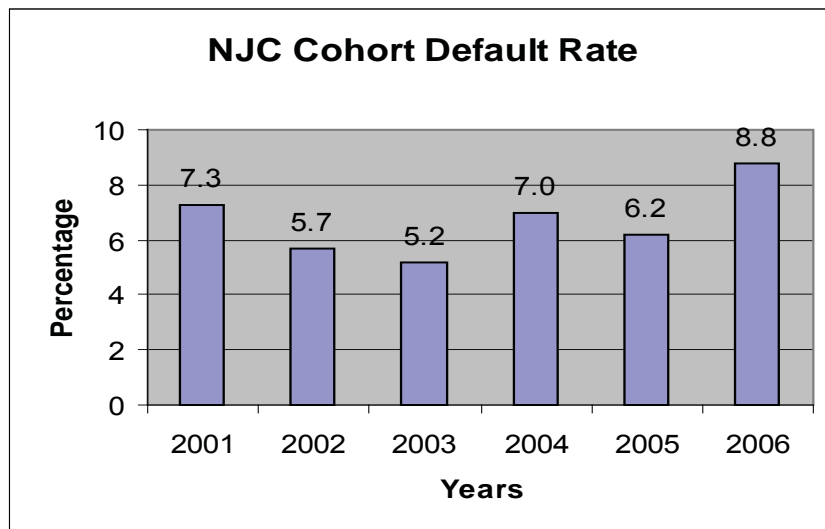
### Compliance with the Higher Education Reauthorization Act

NJC maintains copies of all documents relevant to Title IV compliance in the Financial Aid Office. This includes the following:

- Program Participation Agreements
- Eligibility and Certification Renewals
- Fiscal Operations Report and Applications to Participate

The college utilizes the Federal Student Aid Handbook, the Information for Financial Aid Professionals Assessment Tool, and the National Association of Student Financial Aid Administrators Self Evaluation Guide to monitor and maintain Title IV compliance.

NJC's federal loan default rate for fiscal year 2006 (the most recent year available) was 8.8%. A historical view of the college's default rate appears in the graph below.



NJC is in compliance with the Title IV mandated requirements regarding disclosure of campus crime and graduation rates. The Vice President of Student Services annual prepares the Student's Right to Know information and Campus Crime statistics for distribution to current and potential students and employees.

In addition, the college generates a variety of consumer related reports. The following chart lists the report, the target audience, how it is distributed, when it is due, and who is responsible for compiling it.

## System Financial Aid Procedure Consumerism

Target	Report	Distribution	Time Frame	Responsible Party
Currently enrolled students and current employees	Campus Security Report	web / postcard/ email notif.	1-Oct	VP Student Svcs.
	Info on Financial Assistance	Web/ catalog	Each semester	Financial Aid
	Info on Institution	Web/ catalog	Each semester	VP Student Svcs
	Completion/grad/ transfer rates	Web/Right to Know	1-Oct	IR
	Student Rights under FERPA	Web/ catalog	1-Oct	Registrar
	Athletic Program participation & financial support	Web/Right to Know	1-Oct	IR/Athletics
	Drug/Alcohol Prevention Info	Publication mailed/ emailed	Each semester	VP Student Svcs
General Public	Athletic program participation & financial support	Web/right to know	15-Oct	IR/Athletics
Prospective Students	Financial assistance available	Web/catalog/fa pub	Each semester	Financial aid
	General information about college	Web/right to know /catalog	Each semester	VP Student Svcs.
	Students Rights Under FERPA	Web/right to know	Each semester	Registrar
	Campus security report	Web/security rpt/ pub.	Each semester	VP Student Svcs.
	Completion/grad/ transfer rates	Web/right to know	Each semester	IR
	Athletic program ipation & financial support	Web/right to know	Each semester	IR/Athletics
Prospective Student Athletes, their parents, HS guidance counselors.	Athletic student completion/ graduation rates	Right to know handout	1-Jul	IR/Athletics
Prospective Employees	Campus security report	web/postcard/ email notif.	1-Oct	HR Director

### **Compliance Visits to Off-Campus Locations**

NJC's main campus is in Sterling, Colorado. Other degree sites listed are the communities of Holyoke, Wray, and Yuma; which are all in our designated service area. The increased use and demand for online and hybrid courses has changed the scope of offering courses face-to-face to our constituents in rural areas.

As per the Commission's definition of an off-campus site being one in which a student can complete 50% or more of a degree program, some of our programs have enough general education and program specific courses available online and hybrid to fall into this category. So the student's access to high speed internet would be more relevant than would be specifying a town or city as a location as an off-campus site or course location.

In order for any college to offer courses outside their service area, the college must obtain approval from the other designated college and send this request to the Colorado Department of Higher Education. NJC routinely does this in order to offer it's Young Farmer program in Larimer and Boulder counties. The designated college for this area does not have an agriculture program.

### **Advertising and Recruitment Materials**

NJC strives to indicate its affiliation with the Higher Learning Commission in all appropriate places and publications. It utilizes the "watermark" logo, which includes the URL for the Commission's website, whenever possible.

In addition, the college is diligent in providing fair and accurate information about its programs and policies to both internal and external constituents. All senior administrators, directors, department chairs, and especially the Director of Marketing and Public Relations are responsible for monitoring this.

### **Records of Student Complaints**

Each senior administrator (Vice Presidents and Chief Business Officer) maintain lists of formal student complaints and action associated with them. Employee complaints or grievances are handled by the Human Resources Office.

### **Title IX Compliance**

Several aspects of the college have responsibility to comply with components of Title IX regulation. Student Services has responsibilities associated with admission policies and practices while the Athletic Department is responsible for all aspects associated with intercollegiate athletics. This includes factors such as scholarships, budgets, facilities, scheduling, travel, coaches, etc. The Athletic Director submits an annual report to the US Department of Education office which includes supporting data verifying compliance.

The Director of Human Resources, Title IX Coordinator, completed a self-evaluation of NJC intercollegiate athletics under Title IX in November 2005.