

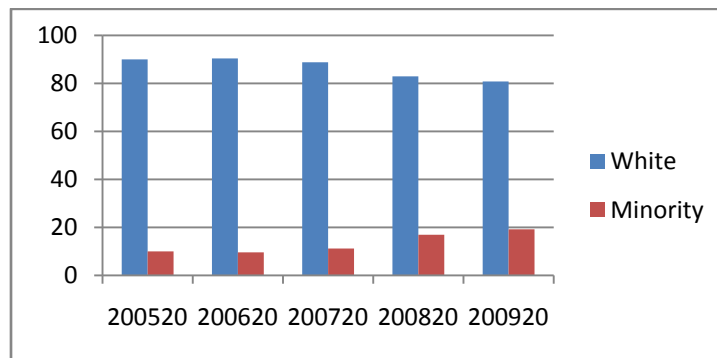
NORTHEASTERN JUNIOR COLLEGE DIVERSITY REPORT 2008-09

Goal #1: Northeastern Junior College will take appropriate action to ensure that the racial and ethnic diversity of its student body reflects the racial and ethnic diversity of its respective service area.

Representation in Service Area

- ✓ The 2000 census Reports and NJC’s 2008 Fall Semester report indicate that the NJC student body adequately represents the racial and ethnic diversity of our respective service area. The table below shows the ethnic mix of NJC’s 2008 Fall Semester as compared to the 2000 Census. While these two reports indicate that NJC’s student body adequately reflects its service area population, NJC recognized areas for growth in developing diversity awareness on campus. (columns do not add up to 100% due to the ability to choose more than one ethnicity)

Ethnicity	2000 Census	NJC fall 2008
Caucasian	91.7%	80.8%
African American	.6%	4.5%
Native American	.6%	.5%
Asian	.4%	.8%
Hispanic	11.9%	8.1%
Other Races	3.8%	0
Two or more races	1.4%	0
Unknown	0	5.3%



Trends in increasing minority student population for the past five years

Distribution of Pell Grants by Ethnicity and Gender

Ethnicity	Males	Females
African American	38	22
Native American	0	1
Asian	1	2
Hispanic	20	20
White	99	154
Unknown	10	14

Marketing

- ✓ NJC makes an effort to include minority students and non-traditional students in the photographs in primary marketing publications (view book, catalog, brochures). Approximately 13% of the students photographed in the view book and catalog are minority students.
- ✓ NJC has developed small publications that are bi-lingual in nature, primarily aimed at non-English, Spanish speaking parents of college age teenagers specifically for Hispanic recruitment.
- ✓ NJC is making an effort to include more minority students in photos shown on the web page (www.njc.edu) in an effort to show the diversity on its campus.
- ✓ Photo boards used for student marketing and recruiting include a variety of photographs of current minority students.
- ✓ Admissions staff members gather ideas from current minority students about the best ways to market to other minority students.
- ✓ Admission staff uses “Best Practices for Recruiting Minority Students” from the Lumina Foundation.
- ✓ Alumni of diverse backgrounds are being recruited to assist with marketing efforts and are being profiled in the college’s alumni publications as success stories. Denver’s former mayor, Wellington Webb, and the Harlem Globetrotter, Derrick Wabington, are two examples of minority alumni who have given testimonials.

Student Representation

- ✓ The 2008-09 NJC Associated Student Government (ASG) officer team consists of 40% minority students. ASG positions are elected by the student body, but the group actively seeks candidates throughout the year who represent the diversity of the campus.

Residence Life works hard to hire a balance of students in order to ensure a well-balanced residence hall structure. In 2008-09 38% of RA's are minority students.

Recruitment/Outreach

- ✓ An admissions coordinator works closely with local high school counselors and students to share the message of choosing a college for the right reasons. She also works with counselors to identify students eligible for scholarships geared toward first generation minority students. One additional admission coordinator is assigned to the Denver/Front Range area and to the Colorado Springs area.
- ✓ NJC's Assistant Director of Admissions is the two-year college representative for the State of Colorado in the Colorado Council for High School and College Relations (CCHS/CR). This organization brings all high school counselors and college counselors in the state together to build programs, policies, and relationships to benefit all students. As an open enrollment institution, our representation is crucial when a voice for diverse populations needs to be heard.
- ✓ NJC offers two separate financial awards targeted toward first generation, low-income, minority students. The Governor's Opportunity Scholarship and the Daniel's opportunity Award give the admissions staff incentives for students who fall in this category. Northeastern applies for specific funding each year to better serve its existing and future minority students.
- ✓ NJC encourages and promotes diversity on the Student Ambassador Team (a public relations club for students with a variety of backgrounds, majors, and interests). The NJC Ambassador Team hosts three campus visitation days per year which bring approximately 500-600 people on campus each year. The diversity of the team enables all visiting students to see the valuable student representation of the college. 16% of current Ambassadors are minority students.
- ✓ NJC has sponsored and participated in the La Raza Youth Conference in Denver, Colorado for the past six years. The conference encourages young Hispanic and Latino students to pursue higher education opportunities.
- ✓ The admissions office actively promotes clubs and activities that focus on diversity issues. (SPIRIT Council, LEARN Advisory Council, and People of Diversity)
- ✓ NJC has participated in the National Scholarship Service (NSS) College Fair for the past two years. This fair focuses on Latino Recruitment in the Denver/Metro area.

Grants

- ✓ A generous grant from the Daniels Fund provides opportunities to GED or "alternative diploma" students. These students are frequently low-income, minority, and/or first

generation college students, or non-traditional students who may not have been able to further their education under prior circumstances. The Daniels Award recipients become a part of a special mentoring and support program.

- ✓ The “Ready for College: Adult Education Transitions Program” supports GED students between the ages of 18-24 in the Literacy and Family Literacy Program.
- ✓ The Temple Hoyne Buell Foundation and Dollar General grants support Hispanic students in the Literacy and Family Literacy Program.
- ✓ The Latino Precollegiate Program, which serves to encourage middle school Latino students to include a college education in their goals, is supported by grants from Sterling High School and Eastern Colorado Workforce.

Goal #2: Northeastern Junior College shall ensure that its educational services and practices encourage all students to remain at the institution until they have completed their educational objectives.

Comprehensive Learning Center

- ✓ In 2000 a very successful Comprehensive Learning Center with professional and peer tutors was initiated. It provides accommodations for special needs and an open-access student computer lab complete with tutorial software for many NJC courses.
- ✓ The federally funded Student Support Services grant operates in conjunction with the Comprehensive Learning Center to offer special assistance to low –income, first generation, and disabled students to help them be retained and succeed in their programs. It provides one-on-one tutoring and counseling support.

Student Life

- ✓ NJC believes that retention is directly tied to programming in the halls and across campus. Below is a summary of programs for the year.

Health	Social	Diversity	Academic	Community	Group	Totals
32	32	32	32	32	10	170
19%	19%	19%	19%	19%	5%	100%

- ✓ Some of the diversity programs planned for 2008-09 include: Family Week, Multicultural Carnival, Interfaith Panel, BOLT (actors portraying diverse population groups), monthly multicultural dinners at the Honors House, and the Tunnel of Oppression.

Counseling and Placement Assessment

- ✓ NJC Counseling Services coordinates annual orientation programs to assist students in setting positive expectations for performance, teach them where to find valuable resources, and help them to get involved in campus life. These orientation sessions increase the potential for student success and persistence. Orientation focuses on strategies for college success.
- ✓ NJC Counseling Services provides student-led Peer Counseling to meet additional needs of students. The trained Peer Helpers are available during regularly scheduled hours to provide support to all populations, with an emphasis made for those students who are at a higher risk of dropping, withdrawing, or slipping through the cracks. In student evaluations, the Peer Helpers indicated that they would like to do more one-on-one with the students experiencing problems, but they did successfully counsel many students who were referred for attendance problems.
- ✓ Counseling staff, faculty members, and other staff refer high-risk students (low class attendance, frequent discipline sanctions, low grades) for assistance.
- ✓ Counseling Services offers several campus-wide intervention programs:
 - Mid-term Downgrade Follow-up—students are contacted by a counselor for problem-solving assistance.
 - Academic Probation/Academic Improvement Program—requires students on academic probation to develop a plan for improvement including an academic improvement class, a weekly counseling appointment, and weekly assistance in the Comprehensive Learning Center.
 - Referral Service—faculty, residence life, health center, and other staff refer students to Counseling. Common reasons for referral are lack of attendance in classes, poor grades, self-motivation, or personal problems.
 - Advising System—each fulltime student is assigned a faculty advisor who provides individual and personal planning assistance.
 - Early Warning System—a formal system of early notification to students about academic problems will be implemented in SY 2008-09.
 - Specific attention is given to each of the intervention areas as they relate to racially and ethnically diverse populations. In the Noel-Levitz student satisfaction surveys, students placed high value on advising services. Their satisfaction with NJC’s advising services was significantly higher when compared to the satisfaction rates of other students at institutions across the nation.

Goal #3: Northeastern Junior College shall initiate/maintain activities designed to enhance harmony for all who work and study on campus to improve the quality of educational opportunities for all.

Library

- ✓ The Monahan Library has significantly increased its resources and reading inventory regarding diversity and promotes these new acquisitions to college personnel, particularly the member of the Diversity Committee and other Student Services Personnel. Members of the SPIRIT Council and other interested faculty and staff receive an email announcement when books and videos reflecting a diversity topic are purchased.
- ✓ Each month the library displays items of monthly focus to promote and celebrate diversity near the entrance. Items include books and films that represent a particular group, usually in conjunction with the group's national recognition month/week. Examples of the displays include:
 - Black History Month in February
 - Women's History Month in March
 - Hispanic Culture Display in September
 - National Cultural Diversity Awareness Month in October (includes books on religion, race, gender, disability awareness, gay and lesbian issues)
- ✓ The Monahan Library supports a web page where bibliographies of materials on diversity can be found. Further, journal articles can be summoned with the same search effective in SY 2008-09. Presently there are seven bibliographies present reflecting five specific diversity topics (Black history, Hispanic heritage, disability awareness, religions and cultures, and Native American heritage) and two general diversity bibliographies. The general bibliographies highlight videos and books on diversity themes such as gender issues, women's history, Asian history, and gay and lesbian culture. Staff members are continuing to work on developing more specific bibliographies for these diversity topics to add to this page. There is a hotlink to the library's "Diversity Resources" page on the Monahan Library's home page, so accessibility is easy for users to find.

Human Resources

- ✓ Diversity Training sessions were mandatory at the Fall 2008 Inservice Day.

Organizations and Events

- ✓ LEARN (Latino Education Achievement Recruitment Network) was established in 2006 to take a role in recruitment and support of Latino students at NJC with the following goals:
 - To increase information to Latino high school students in the Sterling area for the purpose of increasing enrollments at Northeastern Junior College

- To identify Northeastern Junior College's Latino student leaders that can assist in the recruitment process and provide another avenue to retain the student in college.

In support of these goals the Council supports the following activities

- Multicultural Fair
 - Cinco de Mayo
 - Fair Parade some years
 - Recruitment fairs
 - Raise money for scholarships
 - High School luncheon program
 - Parent/Student training on 40 Assets
 - Mentor Latino students
- ✓ In SY 2008-09 ASG will allocate \$3000 for diversity programming.
 - ✓ The Students Over Traditional Age (SOTA) club is actively involved on the Campus Activities Board. Special consideration is given to this group in the form of movie passes for ASG.
 - ✓ People of Diversity (POD) is an organization on campus whose mission is to "be the collegiate voice of diversity for Northeastern Junior College." "The purpose of the organization is to develop educational awareness about diversity and to respect one another's belief, culture, and self identity." (People of Diversity flyer)
 - ✓ The ASG Advisor serves as chair of the SPIRIT Council which is responsible for identifying and resolving issues that stem from varying types of diversity on campus. The SPIRIT Council consists of administration, staff and faculty, and students.
 - ✓ Residence Life and ASG officers take Diversity Training each year. Residence Life has adopted policies and procedures based on recommendations from the students.

Curriculum

- ✓ In compliance with the North Central Association's assessment of student learning objectives, "Attitudes towards Diversity and Ethics" is continually being monitored. This data is used to indicate areas that the campus needs to encourage in curriculum and classroom discussion throughout the disciplines. This movement continually encourages faculty to integrate issues related to diversity and ethics into class content.
- ✓ An instrument initiated through our Assessment Committee is being applied to gauge students' attitudes towards diversity and ethical and globalization issues on campus. Using the instrument, students provide feedback on a series of questions as incoming freshmen and outgoing sophomores. With time, this tool will provide the institution with knowledge of where it may improve in presenting diversity to the student population, and will guide NJC in the appropriate action to take for improvement.

- ✓ Courses that reflect the globalization and diversity goals of the campus are being offered and new courses developed to prepare students to demonstrate their ability to honor diversity and to recognize the value of their individual roles in the increasing globalization of their world.
- ✓ To prepare NJC students to work in an increasingly diverse workforce NJC initiated a Foreign Language Department in the fall of 2007. A full time Spanish instructor is developing a Spanish major and degree program. As enrollment and demand increases additional languages will be added.

Human Resources

- ✓ Because the local minority population is very limited, NJC attempts to attract a diverse staff by advertising positions on the web site of <http://www.latinosinhighered.com> and in the Denver papers. NJC also advertises in www.HigherEdJobs.com which offers diversity advertising.
- ✓ The Human Resources office advertises actively and has established networks with groups that reach candidates from diverse backgrounds.
- ✓ Pastor Baines, a Campus Ombudsman, assists the Student Services administration when issues require a mediator or a new approach. His work with the students is proactive and positive. He represents a minority population.
- ✓ The 2000 Census report on ethnic diversity and the 2007-08 fulltime faculty ethnic breakdown follows in the table below.

Ethnicity	2000 Census	NJC fall 2008
Caucasian	91.7%	99.98%
African American	.6%	0
Native American	.6%	0
Asian	.4%	0
Hispanic	11.9%	.02%
Other Races	3.8%	0

Despite these low numbers, NJC continues to solicit diverse applicants to fill vacancies.

- ✓ All new full time faculty are trained using a Noel Levitz program entitled *Academic Advising for Student Success and Retention* which includes a large component on advising special populations that include minorities, non-traditional students, honors students, and under prepared students.

2008 Ethics and Diversity Goal achievement

- ✓ The graduating class of 2008 scores on the Ethics and Diversity Goal Achievement Survey showed that NJC met or exceeded its goal of 4% or greater improvement on 46% of a 35 item survey. Only 14% of questions showed that students opinion moved in the wrong direction by greater than 4%.

Goal #5: Educational services at Northeastern Junior College and the employment practices at NJC should be sensitive to the needs of individuals with physical or mental impairment, and reasonable effort should be made to accommodate such needs.

Accommodations

- ✓ The staff of the Comprehensive Learning Center assists students who have a documented learning or physical disability through academic assessment, accommodation services, interpreters, note takers, special adaptive equipment and supplies, and free counseling. Funding is received for these services through the Student Support Services grant and Perkins funds.
- ✓ NJC is a participant in the Access to Employment project funded by the Colorado Division of Vocational Rehabilitation (DVR) and created in partnership with the Colorado Community College System (CCCS). This project provides an opportunity to create an improved support system between NJC and the DVR clientele who enroll as students at NJC. Clients using DVR services have a range of special needs that require a structured program of education. Through a composite effort from the NJC Comprehensive Learning Center and the Career Counseling Center, collaboration between community services and college programs occurs to provide outstanding resources to prepare students with skills necessary for employment. An effective partnership results in increased access and success, inclusive of students with disabilities.
- ✓ The NJC Assessment Center follows legal and ethical guidelines in offering testing accommodations to people with identified learning disabilities and/or physical disabilities.

Accessibility

- ✓ NJC's Accessibility Committee meets regularly throughout the year and addresses issues and concerns related to accessibility. Recommendations are made to the President, Supervisor of the Physical Plant Staff, and Director of the Comprehensive Learning Center concerning necessary accommodations.

- ✓ The members of the Accessibility Committee and NJC Administrative Team members annually review the ADA Transition Plan. This Transition Plan was completed May 1, 2001.
- ✓ The following ADA compliant accommodations are in place at NJC.
 - ADA compliant circulation desk in the Monahan Library
 - Automatic door openers are in place in Phillips-Whyman Hall, Knowles Hall, Hays Student Center, E.S. French Hall, and student entrance to the Event Center
 - Lever locks are in place in E.S. French Hall, Phillips-Whyman Hall, Hays Student Center, Event Center, Knowles Hall
 - Restrooms meet ADA standards in the Family Literacy Center, second floor of Phillips Whyman, first floor GRB, and in the lobby at the Event Center
 - Patron entrance and counter meet ADA compliance at Cosmetology
 - The library has two ADA compliant tables and two computer workstations suitable for wheelchair access
 - There are elevators in Phillips Whyman, Hays Student Center, and Knowles Hall, E.S. French, GRB Residence Hall, and the Event Center
 - Wheel chair lift in Hays Student Center
 - The library has a reach stick on the library's second floor to assist those with mobility issues in activating the intercom to open the door providing wheelchair access to that area of the library