

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **SAN JUAN COLLEGE**

**March 24, 2008**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR SAN JUAN COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight San Juan College's achievements and to identify challenges yet to be met.

Category One. SJC's teaching and learning processes are aligned with the mission, vision, and values of the institution. Some gaps appear to exist in the development of some processes—as an example, in developing a course delivery system, and in adjunct faculty development; however, SJC recognizes such gaps and has plans to address those issues. SJC has embraced assessment of student learning and is in the beginning stages of assessing the common student learning outcomes. SJC participates in national and state benchmarking activities and has begun to analyze data and begin cycles of improvement based on analysis and comparison with other organizations.

Category Two. SJC has aligned other distinctive objectives with the teaching and learning mission of the College. Demonstrating a commitment to engage the various communities in the district and county, SJC has begun to collect trend data showing penetration and engagement in benchmarks with other institutions. The College recognizes that it has improvements to make and that it should use analyzed data to achieve higher levels of integration and improvement of processes. San Juan College has been proactive in identifying many of its own challenges.

Category Three. SJC makes continuous efforts to build collaborative relationships. SJC demonstrates strategies for obtaining actionable information from stakeholders and has used this information to set some improvement goals and priorities for change. There are some gaps in results data, in particular data from key stakeholder groups, such as high schools, alumni, and government organizations that may be important to certain segments of the student population. SJC may benefit by developing distinctly different listening and learning strategies for each stakeholder group and then by developing methods for analyzing data and taking action to ensure organizational sustainability.

Category Four. SJC has numerous initiatives in place for valuing people, including those that attract and retain new employees. SJC's location and the demographics of its student population suggests, as SJC themselves pointed out, the institution has an

opportunity to continue to be innovative in developing incentives for attracting and retaining faculty, particularly those who fit the students' needs and the organization's challenges and vulnerabilities. Although the closest higher education competitor is many miles away, there are initiatives and partnerships that can be developed for institutions to share faculty and programs. SJC has the opportunity to be a leader in developing such initiatives, and then tracking the success of such initiatives. *[More explanation in certain sections would have aided in the review of Category 4. For example: 1) while Charters of Accountability sound like unique initiatives, information provided is generalized and findings were presented in the text. Even though the data is discussed in more detail in Category 5, the reference in this Category needs more detail; 3) Figures 4.1 and 4.2 do not have narrative providing an explanation of what SJC does with the convocation training satisfaction ratings data, 4) a rating scale (is it 1 through 5?) was not provided on the PACE survey results in Table 4.6; and 5) an Employee Development Gateway is mentioned in 4I1, but details are not provided for further understanding and evaluation.]*

Category Five. SJC's leaders indicate a commitment to the vision, mission, and vision of the institution and to communicating with employees. Leaders also take actions to create and maintain an organization conducive to learning and to achievement. Leadership outcomes—beyond satisfaction data—might be more clearly expressed by a public display of institutional progress toward goals and targets.

Category Six. There appear to be gaps in identification of processes aligned with key learning challenges. As an example, SJC notes in the Overview that student success in Developmental Education is an issue, as is retention of students overall. Yet this particular Category does not align key processes, other than advising, that might assist in improving outcomes for these institutional challenges/priorities and create the greatest value for the organization.

Category Seven. SJC's data collection initiatives and scorecard indicate that it takes measuring effectiveness seriously. Collecting data about the system's effectiveness can be accomplished by implementing a mechanism that provides feedback about the success as they are indicated on the San Juan scorecard found on the SJC web site

(especially as they are tied to the four strategic directives noted in the Overview on page vi).

Category Eight. SJC's planning process is aligned with the mission, vision, and values of the institution and with external requirements of the state. It is not clear, however, how the organization uses the four-pronged "framework" noted in the Overview as a structure on which to build the strategic plan. Also, while SJC has a mechanism to evaluate the effectiveness of making progress toward goals (Quality Quick Checks), the College recognizes that the mechanism should be fully deployed throughout the organization.

Category Nine. The College is in the beginning stages of gathering comprehensive data on results of all partnerships. Collecting information on partnership effectiveness as well as number of participants and partnership perceptions, may help SJC better its relationships so programs and initiatives can be strengthened and supported.

Accreditation issues and Strategic challenges for **San Juan College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## ELEMENTS OF **San Juan College's** FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was

unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary.** Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

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## **STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided

with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that San Juan College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist San Juan College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that San Juan College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

San Juan College identified the need to attract high-skilled diverse faculty and staff. The College has an opportunity to strategize in creative ways to solve this critical need e.g. use of partnerships, technology, and exchange programs; it then needs to assess these strategies to determine if they accomplished the intended results.

San Juan College, based on its portfolio, is becoming a data informed institution. The next step on the journey for continuous quality improvement might be to review and expand on the depth and breadth of the data used.

## USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of San Juan College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes San Juan College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

- O1a San Juan College (SJC), a rural, publicly supported, non-profit, two-year, degree-granting community college, has its main campus in Farmington, the largest city in the service area with two other sites within 15 miles of the main campus
- O1b SJC is governed by a seven-member Board of Trustees elected for staggered six-year terms from seven community college districts in San Juan County, which is SJC's service area covering 5,560 square miles and including 127,000 residents.
- O1c San Juan draws students from the Four Corners (New Mexico, Utah, Colorado, and Arizona), with the fifth highest Native American enrollment in the United States, SJC is distinguished by its ethnic and cultural mix and a high unemployment rate.
- O2a SJC offers 72 associate degrees and 34 vocational/technical certificates.
- O3a SJC had an unduplicated headcount of 19,589 in 2006. Ninety percent of SJC students are first generation college students; 98% of the Native American and 97% of the Latino population are from homes where neither parent has completed a four-year degree. Based on test used to assess academic preparation, 92% of all incoming students need at least one developmental course.
- O3b SJC has experienced a decline in student credit hours despite a continuous increase in headcount enrollment.

- O4a A non-unionized environment, SJC employs 116 full-time faculty, 218 part-time faculty, 210 professional staff, 224 support staff, 36 community service faculty, and 8 administrators. Seventy-nine percent of the employees are Anglo and 62% are female. Ninety percent of faculty are white and 51% male.
- O4b Educational partnerships with four state institutions provide opportunities for students to stay in the community and earn bachelors and masters degrees on the SJC campus.
- O6a SJC has a history of local support via bond issues, most recently the passage in 2005 of a \$10.7 million bond election, which funded campus facilities improvement and development projects.
- O7a SJC is the only higher education institution in its service area.
- O7b SJC experiences competition for students, faculty, and staff.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire

institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- O2a SJC offers 72 associate degrees and 34 vocational/technical certificates.
- O3a SJC had an unduplicated headcount of 19,589 in 2006. Ninety percent of SJC students are first generation college students; 98% of the Native American and 97% of the Latino population are from homes where neither parent has completed a four-year degree.  
Based on test used to assess academic preparation, 92% of all incoming students need at least one developmental course.
- O4b Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
1P1	S	SJC describes a process that has determined student learning outcomes: Learn, Think, Communicate, Integrate, and Act (Tables 1.1, 1.2). The process involved faculty, staff, and the Quality Student Learning Council, and ultimately approval by the President.

- 1P2        S        SJC relies on information from both external and internal inputs for designing new programs and courses to facilitate student learning. The current New Program Development Process utilizes a multi-faceted source of campus constituencies along with essential needs analyses to support final decision making for new programs and course.
- 1P3        S        SJC uses a nationally-normed instrument (Accuplacer) to determine preparation levels of students in Math, Reading, and Writing. Pre-requisites are implemented for courses requiring a certain skill and competency level as indicated in the learning outcomes.
- 1P4        O        The Portfolio does not provide clear information as to how expectations regarding student preparation and student learning objectives are actually communicated to the student.
- 1P5        S        SJC uses multiple means to help students select programs of study and to determine discrepancies in levels of preparation, including a Talent Search, Accuplacer, Career Clusters, interest assessment, job assessment, and mandatory orientation.
- 1P6        S        SJC documents effective teaching and learning by evaluation of instruction, assessment of learning, exam results, placement rates, and other methods that articulate expectations of faculty and students.
- 1P7        O        The Portfolio does not provide information describing a process that articulates an effective and efficient course delivery system based on needs of students and the institution. Such a delivery system may help SJC address some of its enrollment challenges.
- 1P8        O        While a review process has been mapped and identified, the Portfolio does not address how often reviews are conducted to monitor the currency and effectiveness of the curriculum.
- 1P9        S        Through surveys and the strategic planning process, SJC determines faculty and staff needs in support areas such as the Library, Student Success Center, and Advising and Counseling. In addition, SJC takes

- into consideration the needs of the part timers and does so by conducting research and benchmarking with other institutions.
- 1P10 O It is commendable that SJC invested efforts in its co-curricular development events, such as the *Co-curricular Transcripts* to officially document out-of-classroom learning experiences, and the *Get Involved* clearinghouse of campus life opportunities for students; however, it is not clear how such co-curricular development goals are aligned with curricular learning objectives.
- 1P11 O SJC has developed some assessment methods, such as the Artifact Assessment Process to assess some highly-select groups of students. SJC has the opportunity to expand their assessment plan to all disciplines and programs.
- 1P12 S SJC obtains information on the preparedness of students for further education/employment from multiple sources for use in planning program modifications.
- 1R1 O Individual program participation in SJC's program assessment processes and in the collection of evidence is selective. The College has the opportunity to expand the assessment processes to all disciplines and programs on campus.
- 1R2 O Individual program participation in SJC's assessment processes and in the collection of key quality indicator information is uneven. Although academic programs that have external licensure certification report satisfactory results of their students in meeting respective professional requirements, as indicated in SJC's Pass Rates, SJC has an opportunity to be more comprehensive and inclusive in this assessment process and to provide a quality education to its students.
- 1R3 O SJC recognizes there is an opportunity to systematically collect consistent graduate information from programs as referenced on page 10 in the Systems Portfolio.

- 1R3            S        SJC is participating in a number of national projects and surveys (e.g., CCSSE) that provide benchmarking data indicating that a development activity designed to promote higher student retention in part-time sections has had a positive impact on in-course student retention (Fig. 1.2); in addition, data in Fig. 1-3 indicate that academic support learning communities have positively impacted student completion.
- 1R4            O        Preliminary results from SJC's participation in those nationally or state-wide measures such as the Community College Survey of Student Engagement (CCSSE), the New Mexico State Assessment Task Force, and the Achieving the Dream project provide some comparison information. Challenges still exist for SJC to improve its significant number of students who lack college level skills and competency, as indicated in the National Community College Benchmarking Project.
- 111-2         S        SJC recognizes areas that need improvement (success in developmental education, as an example) and methods for improved processes for improved outcomes, communication of results, and for setting targets.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item    Critical Characteristic***

- O2b    SJC offers 72 associate degrees and 34 vocational/technical certificates.

- O4b Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.
- O6a SJC has a history of local support via bond issues, most recently the passage in 2005 of a \$10.7 million bond election, which funded campus facilities improvement and development projects.
- O7a SJC is the only higher education institution in its service area.
- O7b SJC experiences competition for students, faculty, and staff.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	S	SJC determines other distinctive objectives by holding forums, scanning the environment, and by engaging in strategic planning processes involving all stakeholders. The College has made an effort to align its seven distinctive objectives with student learning needs and the mission of the institution. Those established objectives in many specialized programs are aligned with the College's mission (Table 2.2).
2P2	S	SJC employs multiple methods for communicating expectations related to the distinctive objectives. Some of these include internal and external publications, the College's website, and individual program web pages. College meetings, such as Cabinet and Quality Council meetings, advisory councils, and other forums provide opportunities for communication.
2P2	S	SJC's advisory council members act as official ambassadors for the College at community events beyond San Juan County, and employees are encouraged to provide leadership and resources in support of community organizations.

- 2P3 S The President has established three advisory committees representing individual College constituencies to determine faculty and staff needs relative to distinctive objectives; in addition, SJC utilizes the Quality Community Linkages Council and advisory boards, and a bi-yearly climate survey reveals data about employee needs and satisfaction with the College.
- 2P4-5 S SJC provides methods of assessing and reviewing the seven distinctive objectives (Table 2.3), including more than 25 measures, among them student, stakeholder, and partnership satisfaction. Measures collected and analyzed focus on two areas: satisfaction and partnerships.
- 2P4 S SJC links specific other distinctive objectives with specific SJC programs that have clearly established measures (Table 2.3) and has a process in place to assess/review the associated results.
- 2R1 S Reported results from several of SJC's programs (Health and Human Performance Center, Volunteer Center, Small Business Development Center, and the ENCORE Senior Program) that provide services for those other distinctive objectives have favorable indications of increased utilization of services provided for target stakeholders.
- 2R2/R3 O The reported data in the Portfolio does not provide adequate historical trends for meaningful comparison, even though SJC has a good process for communication and working with community partners and has been actively engaged in CQIN.
- 2I2 S Targets in regards to improvement projects are systematically set, prioritized, and communicated.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and

stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristics***

- O3a SJC had an unduplicated headcount of 19,589 in 2006. Ninety percent of SJC students are first generation students; 98% of the Native Americans are first generation; 97% of the Latino population. 98% of the Native Americans are first generation; 97% of the Latino population of which 92% need one or more developmental courses.
- O4b Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
3P1	O	SJC documents methodologies to measure stakeholder requirements (Table 3.2), but only recently has implemented the Quality Quick Checks to help individual units analyze and select a course of action regarding needs of student groups. This appears to be a more proactive approach and broader integration of this process over a period of time could provide SJC the opportunity to be more systematic about taking action to generate timely responses to departmental needs.
3P2	S	SJC describes a number of proactive means by which to build relationships with K-12 students, including such programs as Kids

Kollege, Science Saturdays, and the Possible Dream Scholarship Program. SJC also notes that primary contact for building and maintaining relationships occurs by individual employee contact with students (Table 3.3).

- 3P3 S Through its Quality Center for Business, SJC responded to conversations with business leaders and developed the School of Energy which has a mission to prepare and provide workers for the energy industry. This is an example of how SJC has used their continuous quality improvement efforts to respond to the community and small business development needs.
- 3P3 O SJC does not describe how analysis and selection of a course of action for addressing the changing needs of its key stakeholder groups is accomplished. Defining this process and how it is communicated internally and externally will help SJC focus on the results they wish to accomplish.
- 3P4 S With a belief that personalized communication is the primary process used to build and maintain relationships, SJC lists stakeholders and the individual contact persons responsible for developing relationships with area employers and feeder schools (Table 3.3).
- 3P6 O SJC collects complaint information from a number of areas in the College and through certain means such as *Tell It To the President*. While such initiatives suggest an open door policy, SJC could benefit from a proactive process that includes centralized aggregation, analysis, root-cause determination, and a method to determine how this information will be used in order to set priorities for improvements.
- 3P7 S SJC determines stakeholder satisfaction in a variety of ways, including nationally-normed instruments such as the Noel-Levitz Student Satisfaction Inventory (NLSSI) and the Community College Survey of Student Engagement (CCSSE). In addition, individual departments, such as the Office of Technology Services (OTS) and Auxiliary Services,

- administer surveys regularly and have identified such measures as timeliness, friendliness, and pricing.
- 3R1 SS SJC presents trend data of Service Excellence from the Noel-Levitz Satisfaction Survey Inventory (NLSSI) that show satisfaction results higher than the national group (Fig. 3.1 and Table 3.8). In addition, based on results from NLSSI and internal focus groups concerning advising, SJC has developed a Centralized Advising and Counseling Center Action Project. Likewise, based on results from internal surveys, SJC has made improvements in the OTS area. Through these actions, SJC reveals that organizational learning is resulting in improvement cycles.
- 3R1 O SJC recognizes that it should be more proactive in gathering and using placement data since education leading to employment is one of the institution's priorities.
- 3R2 SS In keeping with SJC's priorities to build stakeholder relationships, SJC presents three years' CCSSE data that show that in seven areas, SJC has higher benchmarks than other medium-sized colleges (Table 3.11).
- 3R3 OO SJC provides only bookstore and facilities data for results in stakeholder satisfaction with performance. In the Institutional Overview, SJC identifies seven key stakeholder groups and notes that relationships with these stakeholders are essential for providing opportunities to enhance the College's image and operations. Evidence of these stakeholders' satisfaction with SJC's performance, therefore, would seem to be critical for developing and retaining them.
- 3R3 S SJC used 2002 internal survey data about stakeholder dissatisfaction with performance of the bookstore to build a larger bookstore in 2004. Likewise, service in OTS was improved based on internal survey results.
- 3R4-5 OO As the portfolio indicates, SJC's stakeholders include feeder schools, employers, government agencies including tribal groups, and others. These stakeholders are essential to SJC's success. Without results data

that link back to key factors, needs, and requirements of stakeholders, SJC will miss opportunities to cultivate and develop existing relationships and to identify new and potential markets.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

- O1b SJC is governed by a seven-member Board of Trustees elected for staggered six-year terms from seven community college districts in San Juan County which is SJC's service area covering 5,560 square miles and includes 127,000 residents.
- O4a A non-unionized environment, SJC employs 116 full-time faculty, 218 part-time faculty, 210 professional staff, 224 support staff, 36 community service faculty, and 8 administrators. Seventy-nine percent of the employees are Anglo and 62% are female. Ninety percent of faculty are white and 51% male.
- O4b Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.
- O6a SJC has a history of local support via bond issues, most recently the passage in 2005 of a \$10.7 million bond election, which funded campus facilities improvement and development projects.

O7a SJC is the only higher education institution in its service area.

O7b SJC experiences competition for students, faculty, and staff.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	SJC has a detailed, consistent process to identify and justify hiring needs and to hire and retain qualified individuals. The process integrates considerations of role and mission, learning college principles, and quality improvement principles.
4P2	SS	SJC identifies a process for recruiting, hiring, retaining, and orienting employees. An online training program is available to employee selection committees, orientation of all new employees is required, new staff members participate in New Staff Orientation, new faculty participate in a Faculty Learning Academy, and all new employees are assigned a mentor.
4P3	S	SJC has implemented a number of practices to support student learning such as faculty mini-grants, a center for teaching excellence, and a Distinguished Teaching Chair program to promote innovation and high performance. Further, skill sharing and communication are encouraged by cross-functional teams and committees, quality councils, open forums, College policies, and a number of new positions (e.g., VP for Institutional Planning and Research).
4P4	S	In response to development needs of SJC employees, the College formed the Organizational Development Office (ODO) which collaborates with various departments of the College to ensure training of employees in such areas as technology, continuous improvement, leadership risk management, and so forth. In addition, SJC has on staff three employees

dedicated to training and development of all employees. CTX and B&I Training also provide training opportunities. Additionally, SJC has a full-time technology trainer who coordinates the “Just in Time Solution Oriented Technology Training Action Project.” Finally, SJC reinforces critical training, for example, on emergency procedures by publishing and distributing laminated carrying cards.

- 4P5 S SJC determines training needs through the strategic planning process, and individual employees plan development needs through the personnel evaluation system.
- 4P6 O SJC does not indicate how the performance evaluation system is designed or how it is aligned with the objectives for Helping Students Learn and Accomplishing Other Distinctive Objectives. Since SJC has unique hiring and retention issues and is union-free, the College has the opportunity to create a process for designing a unique evaluation system that may help the institution better meet its goals of attracting and retaining employees.
- 4P7 S SJC’s recognition and reward system is aligned with the College’s mission and vision and with learning college practices. The college allocates \$75,000 annually for 12 categories of employee awards.
- 4P9 SS SJC uses a variety of methods to provide for and evaluate employee satisfaction, health and safety, and well being, including a biennial climate survey, which is periodically discussed with various college stakeholder groups, a Wellness Committee, a Health and Human Performance Center (HHPC), and the Center for Teaching Excellence.
- 4P10 S SJC indicates nine measures it uses to collect and analyze for valuing people.
- 4R1 OO SJC provides no data for the measures indicated in 4P10. SJC may benefit from the effort expended to collect this data if more emphasis is placed on interpretation, dissemination, and targeting improvements.

- 4R2            S        Results for processes related to valuing people indicate that, for the most part, over ninety percent of employees over the past three years have been satisfied with training and development opportunities, and the number of participants in development activities has increased (Table 4.5 and Fig. 4.3).
- 4R3 – 4R4    OO        SJC provides data concerning employee perceptions of productivity and effectiveness, yet does not provide data concerning employee complaints, absenteeism, retention, or student-faculty ratios—all examples of measures of productivity and effectiveness. Given the challenges and vulnerabilities as identified in the Overview, SJC has opportunities to collect and analyze and compare more relevant data with similar institutions.
- 4I2            O        The PACE institutional climate survey results show that SJC is below peer norms on a number of indices. SJC has identified improving internal communication and input as a strategic priority.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

**Item Critical Characteristic**

- 01b SJC is governed by a seven-member Board of Trustees elected for staggered six-year terms from seven community college districts in San Juan County which is SJC's service area covering 5,560 square miles and includes 127,000 residents.
- 04a A non-unionized environment, SJC employs 116 full-time faculty, 218 part-time faculty, 210 professional staff, 224 support staff, 36 community service faculty, and 8 administrators. Seventy-nine percent of the employees are Anglo and 62% are female. Ninety percent of faculty are white and 51% male.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	SJC makes clear through the strategic planning process how leaders set directions that are aligned with the mission, vision, and values that are conducive to high performance (Figure 8.2) and meet the expectations of students and stakeholders.
5P2	S	SJC leadership focuses its efforts on achieving an active learning environment and facilitates the efforts in seeking future opportunities to build and sustain a learning environment through articulation, building partnerships with other educational agencies, and through continuous research to assess and analyze current status and determine future funding opportunities such as grants. The College practices benchmarking across numerous programs and initiatives (Table 5.4).
5P3	O	The portfolio states participative decision-making processes exist; yet no decision-making process is described. A clear communication device of SJC's decision-making process might contribute to better communication in the institution, build confidence among employees, and help clarify how decisions are made.

- 5P4 O SJC presents a detailed Program Approval Process as an example of how College leaders and stakeholders use information and results in their decision-making processes. However, it appears SJC may have an opportunity to develop a systematic, well-integrated process (mechanism) for leaders to analyze and use results in decision making.
- 5P5-6 S SJC uses a variety of means to communicate to employees the vision, values, and direction of the institution, including group meetings, open forums, retreats, councils, the President's Advisory Council, written communication, electronic communication, and individual face-to-face meetings (Table 5.6).
- 5P7 S SJC's Leadership Academy is available to all staff and faculty at all levels. Leadership abilities can be acquired by serving as chairs and directors, and currently three faculty are gaining leadership skills as interim deans.
- 5P8 O While SJC recognizes the importance of leadership succession, no process is identified.
- 5P9 OO SJC has an opportunity to develop a more comprehensive set of measures for leading and communicating that yields results of institutional performance.
- 5I1/2 S SJC has identified improving *Communication Systems* as a strategic priority in 2007-2008 as a result of the PACE survey, and has developed a detailed, six-step design process. A feedback process is implemented to enhance college-wide communication.

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## AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-

day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item Critical Characteristic***

O6a SJC has a history of local support via bond issues, most recently the passage in 2005 of a \$10.7 million bond election, which funded campus facilities improvement and development projects.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
6P1	S	SJC employs numerous methods (e.g., Noel-Levitz Student Satisfaction Survey, CCSSE) to identify student support service needs. The College has evidence that it utilizes this information to identify and prioritize service gaps and to make organizational changes.
6P2	SS	All involved stakeholders are welcome to express their individual, group, departmental, and organizational support service needs. SJC demonstrates that it currently utilizes one primary method to identify administrative support service needs at different levels and in different areas, through its Bubble-Up Planning Process, which invites inputs from all internal stakeholders, and inputs from external stakeholders by means of the advisory councils, forums, and community partnerships.
6P4	OO	Through the feedback loops and improvement cycles, collected data is analyzed and the results are shared with relevant departments. Some SJC departments utilize a continuous improvement model to improve

their services. It would benefit the whole College if all departments employ a continuous improvement model.

- 6R1-2-3      S      SJC presents institutional and comparative trend data in a number of areas (e.g., advising, library services, facilities) showing projects submitted, selected, and completed. These projects demonstrate good understanding of student and stakeholder needs, good use of data, and steady improvement in the provision of support services.
- 6I1            S      SJC introduced line item budgeting for the 08 fiscal year to encourage expenditure analysis for more effective resource allocation and accountability.
- SS      SJC's Space Committee has designed and put into place a new Construction Project Template with a scoring system (0-4 points) for project phases, of which a "champion" is responsible for coordinating.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item      Critical Characteristic***

- O1a San Juan College (SJC), a rural, publicly-supported, non-profit, two-year, degree-granting community college, has its main campus in Farmington, the largest city in the service area with two other sites within 15 miles of the main campus.
- O1c San Juan draws students from the Four Corners (New Mexico, Utah, Colorado, and Arizona), with the fifth highest Native American enrollment in the United States, is distinguished by its ethnic and cultural mix and a high unemployment rate.
- O2a SJC offers 72 associate degrees and 34 vocational/technical certificates.
- O7b SJC experiences competition for students, faculty, and staff.

**Here are what the Systems Appraisal Team identified as San Juan College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	O	While SJC reports that its vision, mission and strategic plan guide the institution in selecting, managing and using data, and SJC identifies the specific data collected, there is no description of how the information and data is used to support student learning, institutional objectives, and improvement efforts. SJC has an opportunity to engage this topic as part of its planning process, for example strengthening the link between data collection and improving student success in developmental education.
7P2	O	While SJC uses an array of methods in determining the needs of departments and units, including advisory groups, academic program review processes, benchmarking studies and accrediting bodies, the process for meeting those needs is unclear. SJC may wish to further explore the process for linking identified needs to a resource allocation model.
7P3	O	While SJC identifies at least two means for determining needs for comparative data, State of New Mexico requirements and that of various national accrediting bodies, SJC has an opportunity to consider whether

- the current set of mandated comparative data is sufficient to meet SJC's information needs and how needs and priorities for comparative data are determined and prioritized.
- 7P3 S SJC includes financial benchmarking in its processes of analyzing the College's effectiveness against other institutions in the state and nation.
- 7P4 S Information regarding overall performance is analyzed and shared at monthly Board meetings and also referred to appropriate departments for analysis and discussion. SJC utilizes a variety of methods for sharing the information throughout the College including SJC web site, SJC Communicator, weekly news clips, convocations, and legislative updates.
- 7P5 S The primary tools to assure continued unit alignment with College goals related to student learning at SJC are a system of annual plans required of each department in response to the College's strategic directives, and a process of institution-wide participation, data access, and feedback loops.
- 7P6 S The partnership between the College and SunGard allows management and support of the College's Datatel Colleague ERP through the Office of Technology Services, which, in turn, provides needed help for faculty, staff, and administrators to identify technology needs. Security upgrades and patches are installed and maintained on a regular schedule to eliminate potential vulnerabilities.
- 7P7 O Among the seven described measures in the Portfolio, only one (senior leadership scrutinizing the measures on an annual basis) seems to provide some information addressing the issue of measuring the effectiveness of the College's system for measuring effectiveness. SJC may wish to develop multiple measures to assess the adequacy of measuring the effectiveness of this system.
- 7R1/2, I2 OO Other than annual senior leadership review (P7), the Portfolio omits descriptions of the processes used for measuring the effectiveness of the

College's system for measuring effectiveness, and SJC does not provide data about the effectiveness of its measurement system. Without a system to measure the system's effectiveness, the institution will not be able to validate and improve the information system.

- 711            O        SJC reports that it strives for continuous improvement, recognizing areas in need of strengthening, but it is unclear as to whether longitudinal data show a progression towards the improvement they seek.

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### **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- O1a            San Juan College (SJC), a rural, publicly-supported, non-profit, two-year, degree-granting community college, has its main campus in Farmington, the largest city in the service area with two other sites within 15 miles of the main campus.
- O1c            San Juan draws students from the Four Corners (New Mexico, Utah, Colorado, and Arizona), with the fifth highest Native American enrollment in the United States, is distinguished by its ethnic and cultural mix and a high unemployment rate.
- O4b            Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.

O7a SJC is the only higher education institution in its service area.

O7b SJC experiences competition for students, faculty, and staff.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	O	While SJC's five-year strategic plan is the result of broad campus community representation, College officials acknowledge that more work is needed for full engagement at the operational level, and cost centers' budget requests for FY08 were not connected to the plan's goals and values, indicating room for improvement in the planning process.
8P2	O	While SJC references a "variety of synergistic means" for selecting short- and long-term strategies, the only method listed was that of presidential and vice presidential decision making (Table 5.5) with appointed task forces to implement those decisions.
8P3	O	Key task forces' links to the strategic plans are referenced, but it is unclear as to how key action plans are developed.
8P4	S	SJC utilizes a strategic planning model (Figure 8.1) and a strategic planning process (Figure 8.2) to align processes, strategies, and plans with varying levels across the institution. In addition, SJC develops action plans and "charters of accountability" for individual performance to align with action plans to ensure outcomes, and Quick Quality Checks are used to determine the effectiveness of this process in regard to meeting set goals.
8P6	O	SJC uses a process of budget requests from the bottom-up, and review is from the top-down in regard to determining resource needs, yet It is

unclear how resource needs are accounted for within the process of selecting strategies and implementing action plans.

- 8P7            S        SJC has a process in place that facilitates the development and nurturing of the capabilities of its members (employees) with feedback provided on this process from the SSDC and the CTX Advisory Committee. The breadth of professional development opportunities described in 4P4 attests to the effectiveness of the process.
- 8P8            O        SJC lists numerous methods (e.g. survey, Checkup Visit) by which it collects data without actually mentioning any specific measure of planning effectiveness. SJC has an opportunity to reflect upon and describe its measures (not methods) of planning effectiveness and to consider whether various stakeholder groups assessing planning effectiveness are receiving prompt feedback concerning the findings.
- 8R1-8R2      S        SJC provides nine FY07 results for performance measures tracked by the State of New Mexico that indicate results and targets for accomplishing institutional strategies and actions.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

- O4b Educational partnerships with four state institutions provide opportunities for student to stay in the community and earn bachelors and masters degrees on the SJC campus.
- O6a SJC has a history of local support via bond issues, most recently the passage in 2005 of a \$10.7 million bond election, which funded campus facilities improvement and development projects.

**Here are what the Systems Appraisal Team identified as San Juan College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	S	SJC has identified its primary collaborative relationships and grouped them into six key areas. While SJC does not utilize a formal model to create, prioritize, and build collaborative relationships, they have indicated a five-step informal method referred to as the partnership development process (Figure 9.1), including the aligning of an SJC employee or champion to key associations for developing, prioritizing, and maintaining collaborative relationships.
9P2	S	SJC utilizes several methods for meeting the varying needs of its collaborative relationships including formal evaluations, advisory committees, evaluative analysis, focus groups with communities of key people, and informal feedback. Additionally, the partnerships development process, mentioned in 9P1 has a continuous improvement step (Figure 9.1).
9P3	S	SJC uses a highly-participative strategic planning process, cross-functional teams, continuous quality improvement councils, committees, and task forces to create and maintain relationships on campus.
9P4	S	SJC identifies several measures associated with building collaborative relationships. For example, the College collects measures and provides

trend data with positive results in the Community Learning Center (Figure 9.2) and in business and industry contact hours in training and class enrolment, as well as LERN survey results.

- 9P4            O        SJC does not provide results data for many of the measures that it collects for determining the success of Category 9. The absence of such data suggests that SJC may miss opportunities to cultivate and secure its relationships with partners that it values and that are vital to its sustainability.
- 9R1            S        SJC, through its Quality Community Linkages Council, has developed a thorough process for describing and understanding current collaborative relationships and for identifying priorities and opportunities for partnership enhancement and development.
- 9R2            S        SJC looks at best practices of other institutions to benchmark its programs and results. In Marketing Penetration (high school students enrolling at SJC), the College has been in the 98<sup>th</sup> percentile for three years.