

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

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 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.

Context for Analysis (C)

3C1 Into what key groups do you subcategorize your students and other stakeholders? How do you define and differentiate these student and other stakeholder groups?

3C1 San Juan College segments its markets to target potential students with characteristics that best fit the College’s mission. Segmentation is used to develop programs targeted to serve high school students (Talent Search, Early Admission, Concurrent Enrollment, and the Technical Education Center (TEC)); new freshmen (Orientation, College Success Class); students interested in transferring (articulation agreements, degree completion programs); students interested in vocational training; degree seeking students; and life-long learners (Encore, Community Learning Center). Students are also segmented by academic programs.

SJC has established partnerships with New Mexico universities to provide baccalaureate and master

Stakeholders	Requirements and Expectations
Degree Seeking Students Terminal (AAS degree or certificate) Transfer (AA or AS degree) Non-Degree Seeking Students Lifelong Learning Continuing Education Community Learning Center Certification of Training Business and Industry Training Special Student Populations Potential /Prospective Students	Quality education which leads to jobs or transfer Access (availability of classes, affordability, safe campus environment) Supportive environment (academic advising, financial aid, admissions, registration, childcare, special needs) Current and adequate technology Learning support services and resources Positive institutional image Continuing learning opportunities
Employers & Business Supporters	Ready-to-learn interns High quality graduates Community training resource
Alumni	Positive image and reputation of SJC Communication and networking Support for lifelong learning
Community/Feeder Schools	Cooperative two-way relationship Accept, develop and graduate students Safe environment Contributor to community quality of life
Trustees	Sound fiscal management Enrollments and accreditation Enthusiastic support of College initiatives
Legislators, Accreditors, Government agencies, Tribal governments	Accountable and compliant Effective Program mix meets needs of region
Employees	Campus climate Career development opportunities Safe, attractive environment

Table 3.1 Key Stakeholder Requirements

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programs on the SJC campus (see Table 1.7).

In addition to new students and transfer students, students are further segmented into the following groups based on specialized needs: academically “at-risk” students, disabled students, Native American students, adult basic education students, and first

3C2 SJC student and stakeholder requirements are assessed and monitored on a regular basis. Key requirements for students are outlined in Table 3.1.

The Strategic Plan focuses on four primary areas of institutional activity that directly impacts San Juan College’s key stakeholders (see Category 8)

Stakeholder	Purpose of Measure	Primary Methodology
Potential Students	Student success within select high school programs such as Tech Prep and Talent Search Determine types of programs of interest to high school students in the area	Surveys Tracking on persistence, success Career fairs
Current Students	Satisfaction measures Collect information on student expectations/needs and levels of satisfaction Customer comment cards Behavioral measures Student persistence measures on persistence and success within course, between courses to completion Course evaluations Evaluation on entering abilities in reading, writing, math,	CCSSE Noel –Levitz In-house surveys Focus groups Feedback cards Accuplacer testing Tracking on persistence, success; statistical analysis
Graduates/Alumni	Satisfaction measures Transfer experiences Placement information Program outcome attainment	Surveys

Table 3.2 Methodologies to Measure Stakeholder Requirements

generation College students. Specialized support units exist to meet the needs of each of these student segments including the Student Learning Support Center, Students with Disabilities on Campus Program, Native American Center, Adult Basic Education Program and the Educational Dedication and Goal Enhancement (EDGE) student support program. Advisors and program directors are key contacts for students obtaining program information through formal advisement meetings, student organizations and program websites. SJC’s primary external stakeholder groups include employers, feeder schools and university partners, Board of Trustees, alumni and San Juan County communities and governments including tribal governments.

3C2 *What are the short-term and long-term requirements and expectations of your student and other stakeholder groups?*

Processes (P)

3P1 *How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?*

3P1 SJC identifies the changing needs of student groups through a variety of short- and long-term listening and learning approaches. A number of formal and informal methods are used to determine and update key stakeholder requirements. Table 3.2 provides examples of some of the major methodologies used and the criteria designed to assess needs.

Program advisory committees, along with labor market analyses, help the College understand business and industry changes and anticipated program demand that will impact future student learning needs. Evaluations from state and national accrediting agencies also influence educational improvements (see Table 1.8).

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Fall 2006 SJC piloted the Quality Quick Checks process to assist the College document continuous quality improvement at the operational level (Figure 8.2). On an annual basis, units are to document progress towards understanding student and other stakeholder needs including identifying key customer groups, identifying the needs of each key customer group based on information and establishing a system of balancing the needs of customers with the needs of other stakeholders.

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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 *How do you build and maintain a relationship with your students?*

3P2 SJC begins building relationships with students several years before they enroll. Elementary and middle school students are introduced to San Juan College through Kids Kollege (a summer enrichment program for children between the ages of three and 13). Middle school and high school students are introduced to San Juan College through pre-College programs, campus visits, and special programs such as career fairs, and Science Saturdays. The Possible Dream Scholarship Program provides parents of eighth graders with an opportunity to prepay their student's tuition prior to enrolling at SJC. The program encourages parents and students to plan ahead and consider a College education as an affordable option.

More than 2,700 county students have participated in the program. Systematic outreach to high school counselors, programs geared to high school students (such as Early Admission, Concurrent Enrollment, Talent Search, Native American Youth Arts Camp, and Technical Education Center (TEC)) give high school-aged students the chance to experience and prepare for College and/or earn College credit. Once students are enrolled, key student support processes such as placement testing, orientation, academic advising, and registration activities help to position students for success.

The primary method to build and maintain relationships with students is through collaborative interaction with program directors, faculty and support staff (see Table 3.3). Students stay with their Advising and Counseling Center advisor until criteria

are met (student has successfully completed all needed developmental classes and has declared a major) for transfer to core and specialty advisors. New student orientation provides an opportunity for new students to connect with faculty, staff, advisors, student activities and other new students during informational and relationship building activities.

Student relationships are also maintained throughout their academic careers through involvement with the Student Activities office and other student organizations (see Category 1). A variety of clubs and service organizations, intramural athletics and cultural events offer opportunities for socialization for all types of students. Student interaction in the classroom is sought through engagement in group activities, learning communities and faculty connections. Efforts have been made to establish and sustain faculty interaction with students outside the classroom. Through the use of student and faculty e-mail and traditional modes of communication such as faculty office hours, students have a variety of available options to communicate with instructors and academic advisors on or off campus. The College surveys students to assure that satisfaction with programs and services is kept with changing needs and expectations.

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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 *How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs?*

3P3 SJC has long-standing relationships with its key stakeholders. These partnership processes are designed to achieve SJC's mission and meet stakeholder needs. Alumni needs and expectations are met through the San Juan College Foundation. Table 3.4 indicates a variety of means through which changing needs are identified so that appropriate responses may be developed.

Career Services develops and maintains the employer relationship processes. Employers can post job positions through Career Services and employment opportunities are listed on the SJC website. Employers and students are invited to a Career Check each spring and Job Days.

SJC also identifies the needs of employers through the Quality Center for Business (QCB). The QCB represents an integrated approach to assisting area

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Stakeholder	Contacts
Students	Advising and Counseling Center staff Program directors Classroom instructors Financial Aid staff
Alumni	Program Directors
Employers	Director of Career Services Deans Director, Business and Industry Training Program Directors
Community and Feeder Schools	Director of Admissions Director of Tech Program Directors, East and West Centers Dean, Continuing Education and Community Development President
Board of Trustees	President

Table 3.3 Stakeholder Contacts

businesses, industry and organizations with business development, economic development and business training. San Juan College sponsors, or actively participates in, five major programs, all located on-site at the Quality Center for Business (see Categories 2 and 9):

- Enterprise Center
- San Juan Economic Development Service
- Small Business Development Center
- Northwest New Mexico Council of Governments
- Business & Industry Training Center

In 2002, leaders of local energy industries approached SJC to initiate conversations to explore ways in which employers and the College could collaborate to address the labor and skill needs of the industry. Three years later, the center grew into the School of Energy with a mission to prepare and provide workers for the energy industry via high quality education and training, with a view to meeting societal needs for the development and deployment of efficient, economical and sustainable energy services while protecting the environment. Over 90% of the students who have completed their programs have been placed in energy-related occupations.

Stakeholder	Purpose of Measure	Primary Methodology
Community/Feeder Schools	Satisfaction Determine training service and program needs Articulation alignment	Surveys Advisory committee feedback Conversations with local government leadership Visits to Chapter Houses Articulation agreements Membership in regional and national higher education organizations
Business and Industry Training	Satisfaction Utilization Need Identification Program/course updating	Surveys Meeting with community and industry leaders Labor market analysis Job placement data
Legislators, Accreditors, Government and Tribal agencies	Identify areas of institutional strength and weakness	New Mexico Higher Education Department performance reports Financial reports Accreditation processes Meeting with legislative and government leaders
Employees	Satisfaction Identify needs	Surveys (PACE) Employee performance reviews

Table 3.4 Identifying Changing Stakeholder Needs

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Fall 2006, Student Services initiated a comprehensive quality review of the Native American program. A cross-function team interviewed educators, chapter house (Community gathering place for information and assistance governed by a panel of elected officials) representatives and community members from the Jicarilla Apache, Navajo, Southern Ute and Ute Mountain Ute Nations. SJC students, staff and faculty also completed surveys. The review included perceptions of the program, how well the program is marketed (outreach) and how the program can be improved to better serve Native American students. Recommendations were presented to the Vice President of Student Services in May and improvements instituted fall 2007 (see 3I1).

Since SJC is one of the largest employers in San Juan County, senior College leaders meet regularly with community leaders. Faculty and staff serve on community and state wide organizations (Table 3.5). SJC and the City of Farmington work together major

projects, such as the development of the recreation complex on the SJC main campus.

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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 effort to respond to the community and small business development needs.

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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.

Level	SJC Staff
Local Organizations United Way Annual Campaign Navajo Nation Election Administration Boys and Girls Club of Farmington Council for Educators Professional Development Four Corners Women's Cancer Support Group Aztec Chamber of Commerce Skills USA Four Corners GIS Users Group	President, Chair Director, SJC West Campus Senior Director of Public Relations, Board member Director, University Programs, Coordinator Administrative Assistant, SJC East Campus Director, SJC East Campus Instructors, School of Trades and Technology GIS Program Coordinator
State/Regional Organizations Governor's Task Force on Campus Safety Navajo Nation Teacher Education Consortium New Mexico Mathematics Articulation Taskforce New Mexico Mathematics Association of Two Year Colleges New Mexico Library Association New Mexico State Assessment Taskforce Skills USA Governor's Business Executives for Education (GBEEs) Quality New Mexico Rockies Alliance for Process Technology Education Commission of the States New Mexico Academic Advising Association NMHED Secretary Advisory Committee New Mexico Independent Community College Association	Vice President Student Services, Chair Director, SJC West Campus, Director of University Programs Interim Dean, Mathematics, Co-Chair Assistant Professor, Mathematics, President Director, Library, President Associate Professor, School of Humanities Instructor, School of Trades and Technology, Director Sr. Director of Organizational Development, Exec. Board Several examiners IPOP Coordinator, School of Energy, member Executive Director, SJC Foundation, member Assistant Director Admissions, Vice President for Programs President President
National Organizations National Association for Developmental Education Toyota National Advisory Committee National Institute of Standards and Technology (NIST) Continuous Quality Improvement Network Board American Association of Community Colleges Association of Community College Trustees Advisory Committee of Presidents Sungard Corporate Advisory Board	Dean, School of Extended Learning, review committee Program Coordinator, Automotive Programs Sr. Director Organizational Development, Board of Examiners President President President President

Table 3.5 Key Organizations

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3P4 How do you build and maintain a relationship with your key stakeholders?

3P4 Key stakeholders and relationship building contacts are shown in Table 3.3. Personalized communication is the primary means by which relationships are fostered, maintained and strengthened. San Juan College maintains and builds

upon its reputation for responsiveness to regional needs through newsletters, personal briefings, developing relationships with legislators and interacting with residents at community events. Partnerships are built by stakeholder participation in campus advisory councils and committees.

Organizational contact points responsible for building and maintaining relationships with employers include Career Services, Business and Industry Training, and the schools of Energy School, Health Sciences, Business, and Trades and Technology. These departments further several goals, including technology transfer, internship opportunities, and economic development.

Organizational contact points responsible for building and maintaining relationships for community and feeder schools are the schools of Continuing Education and Community Development (Business and Industry Training, Child and Family Development Center, Community Learning Center, Encore,

Enterprise Center, Small Business and Development Center, and Volunteer Center and Service Learning) and Extended Learning (online learning, university programs and Student Learning Support Center as well as the Student Services division (Admissions & Records, Career Services, Native American Program, Talent Search, and the Testing Center).

Campus security has formal contact processes with municipal public safety agencies along with county emergency management forces.

The SJC Foundation maintains relationships with donors through recognition dinners such as the Scholarship banquet, Honors Night and SUNS Club dinner. The Foundation hosts ribbon cutting ceremonies and open houses as well as tours of new facilities prior to opening.

Community support is necessary for the College to meet its mission. Community focus groups are routinely used to inform the College of the perceptions of the community and to identify unmet needs and opportunities.

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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).

3P5 *How do you determine whether new student and stakeholder groups should be addressed within your educational offerings and services?*

3P5 SJC determines whether new student and stakeholder groups should be addressed within educational offerings and services through (1) feedback received from the various listening and learning strategies used for existing student and stakeholder groups, (2) priorities that develop from the College's strategic planning and annual planning process, (3) monitoring changes in the local economy and (4) needs that arise from changes in state or federal regulations or from accrediting agencies.

3P6 *How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?*

3P6 San Juan College staff is encouraged and empowered to solve any problem within their sphere of influence. Informal resolution of complaints is encouraged, including one-on-one discussions and/or customer comment cards collected at multiple service points for departmental analysis and action. *Tell it to the President* and *Tell it to the Vice Presidents* are listening tools located on the SJC website for students and stakeholders to have direct access to SJC leadership. The complaints and/or compliments are responded to within 24 hours. Processes, both non-academic and academic grievances, are outlined in

the catalog and student handbook and daily planner and include specific procedures for appeals and hearings. Complaints and issues that cannot be addressed by faculty advisors, counselors or mid-level program directors are directed to the academic deans. If the issue is still not resolved, the student will be directed to the appropriate vice president. In compliance with federal regulations, Student Services staff annually compiles all complaint information, tracked both in number and nature of complaints.

Faculty and staff have formal grievance procedures as noted in appropriate handbooks, available in print from Human Resources and online on the SJC intranet. In offices that receive formal complaints, the complaints and their resolutions are documented, and shared with the concerned parties.

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Lastly, stakeholders (both internal and external) are frequently solicited for feedback. The feedback is used to monitor changes in satisfaction and identify areas of needed improvement. Those areas targeted by students and staff as needing improvement, such as academic advising process and admissions processes, are analyzed so that initiatives may be developed to improve satisfaction. For example, a new initiative implemented spring 2007 features “simply fabulous service” among the essential function offices of Financial Aid, Admissions, and Business. The FAAB Express is an effort to quickly assist students and to provide the critical “essential function” services in one location. Subsequent surveys will be used to determine if stakeholder satisfaction has actually improved.

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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 *How do you determine student and other stakeholder satisfaction? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?*

3P7 San Juan College primarily derives stakeholder satisfaction data from survey results, focus groups, accreditation results, program reviews (both academic and non-academic), student class evaluations and advisory committees. The Noel-Levitz Student Satisfaction Inventory, administered every other year, provides feedback regarding areas for improvement of existing College services and baseline comparisons with similar institutions nationwide. The Community College Survey of Student Engagement (CCSSE) is administered in in-between years to provide information on learning-centered indicators and is used as a benchmarking instrument to gauge students’ learning experiences. Vocational and technical programs measure job placement rates and licensure pass rates as well as graduate and employer satisfaction surveys.

Examples of SJC departments that regularly collect and analyze both internal and external stakeholder satisfaction is presented below in Table 3.6.

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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 timeless, friendliness, and pricing.

Results (R)

3R1 *What are your results for student satisfaction with your performance?*

3R1 As indicated in 3C1, primary core requirements for students include (1) Quality education which leads to jobs or transfer, (2) Access (availability of classes, affordability, safe campus environment), (3) Supportive

Department	Measures of Stakeholder Satisfaction
Office of Technology Services	<p>Annual Survey</p> <p>Student and staff</p> <p>Work Order Survey</p> <p>Help Desk creates an online work order ticket</p> <p>Completion of tickets prompts an automatic satisfaction of service survey</p>
Auxiliary Services - Bookstore	<p>Bi-annual survey</p> <p>Product selection and quality</p> <p>Pricing competitiveness</p> <p>Convenience (hours of operation, location and accessibility)</p> <p>Facilities (clean, orderly, attractive)</p> <p>Staff (friendly and knowledgeable)</p> <p>Operations (check out fast and accurate, refund procedures simple and efficient).</p>
Auxiliary Services – Copy Services	<p>Bi-Annual Survey</p> <p>Service (high quality)</p> <p>Pricing competitiveness</p> <p>Facilities (clean and orderly)</p> <p>Convenience (hours of operation, location and accessibility)</p> <p>Staff (friendly and knowledgeable)</p> <p>Operations (order placing/pickup was efficient).</p>
Physical Plant	<p>Work Order Survey</p> <p>Electronic questionnaire sent to every 3rd work order</p> <p>Summary results reviewed on monthly basis</p> <p>Questionnaires that are returned with fair or poor are submitted to Assistant Director for corrective action.</p>

Table 3.6 Stakeholder Satisfaction Methodology

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environment (academic advising, financial aid, admissions, registration, childcare, special needs) and (4) Current and adequate technology

Employment or transfer – Although employer and student satisfaction surveys are conducted annually within health sciences and trades and technology programs, the College needs to become more proactive in gathering and utilizing placement data. An abbreviated example of the Nursing employer and graduate satisfaction survey and results are presented below in Table 3.7.

Access – SJC charges students \$30 per credit hour and \$5 per credit hour for senior citizens. The College has a reciprocal tuition agreement with the border counties of Colorado and those portions of the Navajo Reservation that lie in Arizona and Utah. A comparison of 2005-2006 annual tuition and fees for

New Mexico independent community Colleges show that SJC is second lowest (a \$2 difference) at \$720.

In 2006-2007, the College provided financial aid to 77% of its students. The San Juan College Foundation has supported a 500% increase in awarded scholarships over the past ten years. This increase is directly related to the College's growing awareness of the financial burden faced by low-income students who enroll at SJC.

Supportive Environment – SJC has conducted the Noel-Levitz survey on a bi-annual basis. Figure 3.1 below shows the results of San Juan College compared to similar institutions nationally for overall Service Excellence. Service Excellence rates the perceived attitude of the staff, especially front-line staff, toward students. The scale is from 1-7 where seven is the highest rating. The underlying detail helps pinpoint the areas of the campus where quality

SJC Nursing Graduate and Employer Satisfaction Survey Results				
	SP 04	SP 05	FA 05	SP 06
Ninety-five percent (95%) of responding employers will indicate that graduates perform "Very well" or "Well" in the following areas:				
Demonstrate intellectual curiosity, rational inquiry, problem-solving skills and creativity to minimize client stressors and to promote adaptation.	92%	100%	100%	90%
Incorporate the nursing process in organizing and delivering nursing care to individuals and groups of clients with carrying ages and levels of stress.	92%	92%	100%	100%
Use effective verbal and written communication techniques to achieve therapeutic relationships and mutually defined adaptation goals in collaboration with individuals, families and other health team members.	92%	85%	100%	90%
Select, adapt and implement teaching-learning activities to address the health needs necessary for adaptation of individuals, families, and groups.	92%	100%	100%	100%
Collaborate and coordinate with other team members to provide culturally sensitive care in diverse settings.	92%	92%	100%	100%
Assume responsibility for life-long learning and self-development.	92%	100%	100%	90%
OVERALL EMPLOYER SATISFACTION	96%	95%	100%	96%
Ninety-five percent (95%) of responding graduates will indicate that the Nursing Program prepared them "Very well" or "Well" in the following areas:				
Demonstrate intellectual curiosity, rational inquiry, problem-solving skills and creativity to minimize client stressors and to promote adaptation.	100%	100%	100%	100%
Incorporate the nursing process in organizing and delivering nursing care to individuals and groups of clients with carrying ages and levels of stress.	100%	100%	100%	100%
Use effective verbal and written communication techniques to achieve therapeutic relationships and mutually defined adaptation goals in collaboration with individuals, families and other health team members.	94%	100%	100%	100%
Select, adapt and implement teaching-learning activities to address the health needs necessary for adaptation of individuals, families, and groups.	100%	100%	80%	100%
Collaborate and coordinate with other team members to provide culturally sensitive care in diverse settings.	100%	100%	100%	100%
Assume responsibility for life-long learning and self-development.	100%	100%	100%	92%
OVERALL GRADUATE SATISFACTION	99%	99%	96%	99%

Table 3.7 Nursing Graduate and Employer Survey Results

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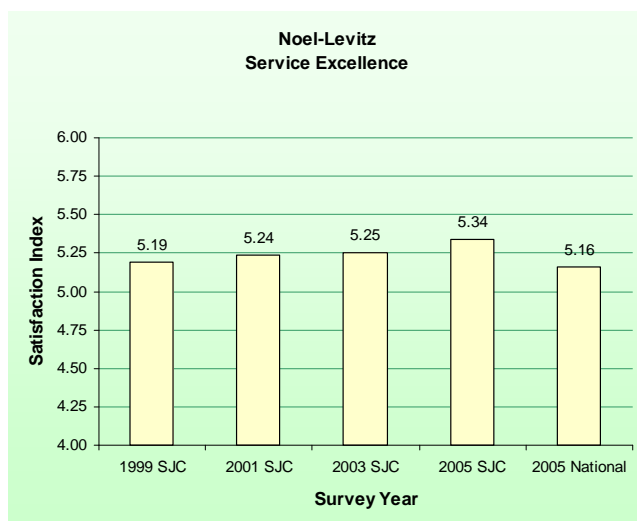


Figure 3.1 SJC Satisfaction Index

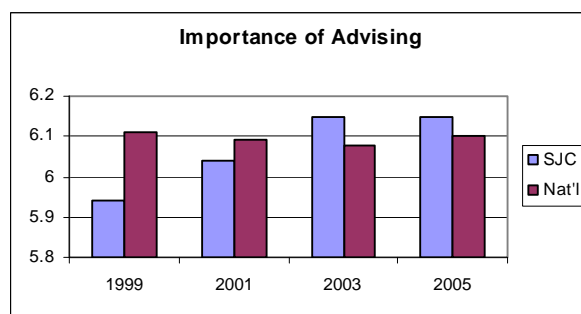


Figure 3.2 Importance of Advising at SJC

advising process, led to the 2006 Centralized Advising and Counseling Center Action Project Obstacles described by students will be addressed in the new model which when fully implemented, will provide students with academic advisement and personal counseling, and will assist students in developing sound educational, career and professional goals in order to make effective decisions about courses and

	San Juan College	Community, Junior, and Technical Colleges	Mean Difference
<u>Summary</u>	Satisfaction / SD	Satisfaction Group Mean / SD	SJC – Nat'l Group
So far, how has your College experience met your expectations?	5.07 / 1.25	4.73 / 1.30	0.34 ***
Rate your overall satisfaction with your experience here thus far.	5.75 / 1.09	5.41 / 1.33	0.34 ***
All in all, if you had to do it over, would you enroll here again?	6.03 / 1.28	5.66 / 1.53	0.37 ***

Table 3.8 SJC NLSSI Comparisons

service and personal concern for students are rated most and least favorably

Table 3.8 highlights three overall satisfaction areas from the NLSSI that was administered to students at the College during fall 2005. Scales are from one (1), not satisfied, to seven (7), very satisfied. Students at SJC on the average are from 0.34 to 0.37 points higher than the national comparison group. The three asterisks following the Mean Differences indicate the difference is statistically significant at the 0.001 level.

The survey is also used to identify areas of improvement. According to the 2005 Noel-Levitz National Report, SJC students rated academic advising as one of their most important needs. This result, coupled with student focus group data that indicated one of their top concerns was the current

programs according to their values, interests and skills.

Technology – Table 3.9 below shows the average satisfaction rating (5 = highest level of satisfaction) for work completion from 2002- 2007 (through September). Data indicate a high level of satisfaction with OTS services.

OTS annually surveys staff, faculty and students for input on satisfaction with services and effectiveness. Academic year 2006-2007 survey results are presented in Table 3.10

In response to the low satisfaction ratings of services provided by lab assistants, OTS has developed a laboratory assistant training on the VBrick <http://video.sanjuanCollege.edu>. All lab assistants are now required to go through the training. Four shift leaders are on call and assist the lab assistants while on duty. Shift leaders also have monthly

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meetings in which problems and challenges that have occurred during the month are discussed and addressed with the lab assistants.

3R2 *What are your results for the building of relationships with your students?*

3R2 SJC has been administering the CCSSE since spring 2002. Table 3.11 summarizes SJC's relationship building benchmark score results over Table 3.9 Help Desk Satisfaction Trend Data time as well as the 2006 comparison with other CCSSEE Colleges in SJC's enrollment range.

3R3 *What are your results for stakeholder satisfaction with your performance?*

3R3 Bookstore

In 2002, stakeholder satisfaction was surveyed by the Bookstore. Results of the Bookstore Satisfaction survey indicated that the bookstore was too small and additional cashiers were needed to alleviate long

Help Desk Tickets	2002	2003	2004	2005	2006	2007
Number of Tickets	2395	2414	4161	3615	3385	2609*
Rating Average	4.85	4.70	4.65	4.73	4.73	4.79*

Table 3.9 Help Desk Satisfaction Trend Data

waiting in lines. Survey results were cited in the Department's request to be moved to a larger and more accessible location on campus. In 2004, the new 9,338 square foot bookstore was opened (compared to the previous 3,625 square footage.)

Subsequent survey results have led to additional

Percentage rating "excellent" or "good" excluding "n/a"	Students	Faculty	Staff
Rate the effectiveness of OTS communications to the campus community	73%	81%	86%
Rate the convenience of the full campus wireless network	84%	N/A	N/A
Rate the involvement, leadership, and participation of OTS management in the campus community	N/a	77%	85%
Rate OTS support of the Datatel Colleague administrative systems	N/A	N/A	84%
Rate satisfaction with WebCT and other learning technologies	N/A	61%	N/A
Reliability for accessing campus network from on-campus locations	N/A	86%	89%
Reliability for accessing network services from off-campus locations	73%	72%	75%
Reliability of Help Desk services	68%	75%	76%
Rate of appropriateness of Help Desk hours	71%	74%	79%
Rate the effectiveness of technical support labs, classrooms and office computer systems	N/A	77%	77%
Rate overall experience with campus media equipment managed by OTS	71%	80%	88%
Reliability of hardware and software in labs, classrooms and other general purpose areas	77%	85%	N/A
Rate the services provided by campus Lab Assistants	65%	49%	N/A
Rate access to open labs considering equipment availability and lab hours	78%	N/A	N/A
Rate the degree to which OTS understands and supports the institution's learning technology goals, vision and objectives	N/A	82%	N/A

Table 3.10 2006-2007 Student, Faculty and Staff Survey Results

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Benchmark	2002	2004	2006	Other Medium Colleges (2006)
Participated in a community based project as part of a regular course (1= never to 4 = very often)	1.35	1.33	1.32	1.27
Discussed grades or an assignment with an instructor (1= never to 4 = very often)	2.58	2.64	2.60	2.47
Used the internet or instant messaging to work on an assignment (1= never to 4 = very often)	2.24	2.90	2.81	2.75
Received prompt feedback from instructors on performance (1 = never to 4 = very often)	2.75	2.75	2.76	2.64
Provided the support needed to succeed at this College (1 = very little to 4 = very much)	3.18	3.01	3.14	2.90
Quality of relationship with instructors (1= unavailable to 7 = available, helpful, sympathetic)	5.74	5.64	5.71	5.63
Quality of relationship with administrative personnel and offices (1= unhelpful to 7 = helpful, considerate, flexible)	4.99	4.93	5.04	4.91

Table 3.11 CCSSEE Benchmarks

hours of operations and a new point of sales system (electronic scanning). Table 3.12 show trend results 1998-2006 (A = Excellent, B = Good, C = Satisfactory, D = Unsatisfactory and F = Failed).

Physical Plant

Physical plant service questionnaire results from 2002 – 2007 are presented in Figure 3.3.

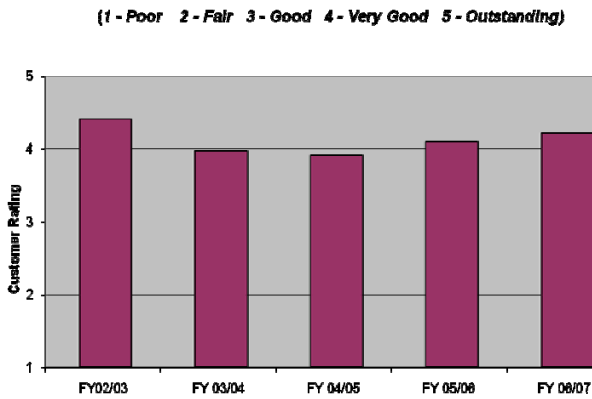


Figure 3.3 Physical Plant Satisfaction Survey Results

3R4 What are your results for the building of relationships with your key stakeholders?

3R4 Results for building relationships with key stakeholders include the more than 50 active advisory councils, for the College and its programs. In addition, Figure 3.4 shows community and corporate donor support of the San Juan College Foundation has

steadily increased its assets the past five years to close to \$20 million. Figure 3.5 shows annual corporate and donor support.

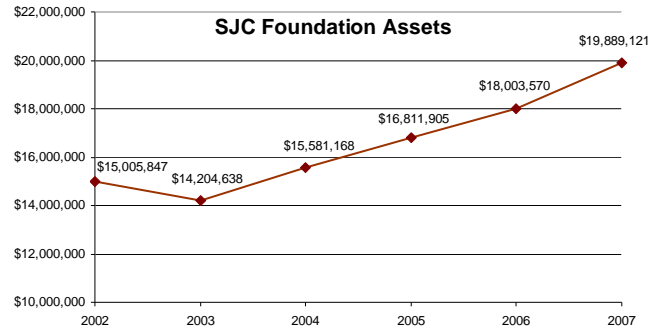


Figure 3.4 SJC Foundation Assets

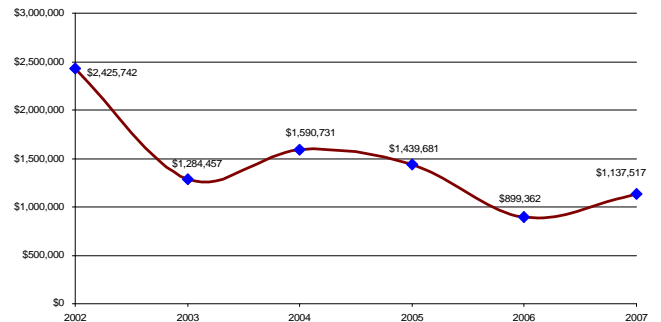


Figure 3.5 SJC Foundation Annual Support

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Breakdown	1998	2000	2002	2004	2006
Products	73% A 23% B 3% C 1% D	71% A 22% B 3% C 1% D 3% no mark	65% A 24% B 5% C 1% D 1% F 4% no mark	68% A 23% B 3% C 1% D 1% F 4% no mark	62% A 27% B 7% C 1% D 1% F 3% no mark
Price	40% A 26% B 23% C 5% D 2% F 4% no mark	37% A 32% B 19% C 5% D 1% F 6% no mark	37% A 29% B 21% C 3% D 1% F 9% no mark	35% A 29% B 19% C 4% D 2% F 11% no mark	36% A 28% B 22% C 5% D 3% F 6% no mark
Convenience	65% A 25% B 8% C 1% D 1% F	63% A 23% B 8% C 1% D 5% no mark	67% A 17% B 8% C 1% D 7% no mark	74% A 14% B 4% C 1% D 7% no mark	67% A 23% B 7% C 1% D 2% no mark
Facilities	84% A 12% B 2% C 1% D 1% F	80% A 14% B 2% C 7% no mark	78% A 13% B 2% C 7% no mark	84% A 12% B 1% C 3% no mark	88% A 8% B 1% C 3% no mark
People	86% A 9% B 2% C 1% D 2% no mark	83% A 9% B 4% C 4% no mark	83% A 9% B 1% C 1% D 3% no mark	82% A 14% B 1% C 3% no mark	82% A 12% B 4% C 2% no mark
Operations	70% A 20% B 5% C 1% D 1% F 3% no mark	72% A 17% B 4% C 1% D 6% no mark	66% A 18% B 5% C 1% D 10% no mark	71% A 16% B 5% C 1% D 7% no mark	73% A 17% B 4% C 1% D 1% F 4% no mark

Table 3.12 SJC Bookstore Satisfaction Survey Results

Another result of building strong relationships with stakeholders is that San Juan County residents have passed every local bond issue since the College's inception. In June 2005 San Juan County voters passed (74% voter approval) a \$10.7 million bond election that funded the student dining center remodel and expansion, construction of a new facility for allied health programs; and completion of the Outdoor Learning Center and Learning Commons

3R5 *Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?*

3R5 Comparative data, including national surveys, are used to determine gaps in performance between SJC and other institutions. Comparisons are made

outside the academic community in areas where appropriate (see Tables 2.3 and 9.1). As previously provided, Noel-Levitz and CCSSE data provide external student benchmarking data.

Improvement (I)

3I1 *How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?*

3I1 San Juan College strives to improve its current processes and systems for understanding the needs of students and other stakeholder groups through input from advisory councils, campus committees, industry associations, internal review of student service programs and external consultants. The Grants Quality Review process was piloted in fall 2006 to SJC recently engaged Stamats for a multiple

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year project to enhance overall marketing activities and to recommend recruitment improvement processes for all student segments.

Fall 2006, the Vice President for Student Services engaged a cross-function team to conduct a comprehensive review of the Native American Program. The review resulted in a reorganization of the program into a center, including establishment of a Native American liaison, to better meet the needs of Native American students and communities. The team benchmarked best practices at the University of New Mexico, Northern Arizona University and Fort Lewis College. Other recommendations for improvement included: comprehensive outreach efforts which include summer youth programs; consistent visits to area schools and agencies to connect with potential College students; develop improved methodology for identifying and assessing student skills and needs to support academic achievement and career services; and provide consistent training to staff and faculty on communication and collaboration skills, cultural awareness and diversity, and customer services to ensure the ongoing improvement and development of a successful Native American program at SJC.

312 With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

312 Targets for improvement on areas of strategic concern are established annually by SJC leadership during the planning process. SJC leadership has identified five frames, including improving communication and input systems as a priority for renewing the Strategic Plan in the 2007-08 fiscal year. A Communication and Input Design Team has been charged with benchmarking collaborative institutional systems that will enhance internal communication as well as serve as bases for sustaining continuous improvement at a functional level. The taskforce will identify best practices in communicating results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders.

Currently, communication of student and stakeholder results and improvement priorities is handled through several different channels to provide these groups more than one opportunity for feedback. These include: (1) San Juan College website, (2) The Communicator (SJC quarterly newsletter, distributed campus-wide and county-wide) and other news outlets,

(3) Weekly News Clips (distributed electronically campus-wide and (4) SJC Student newsletter.

Targets for improvement may also be set by individual departments as a result of their goal setting processes. For example, improvement of the advising and counseling process was identified as an AQIP action project that has led to the establishment of a comprehensive, centralized advising center that will provide a critical underpinning for a holistic learning environment.

2008 AQIP Systems Portfolio Update

Category 3: Understanding Students' and Other Stakeholders' Need

Results

Noel Levitz Institutional Priorities Survey

The Noel Levitz Institutional Priorities (IPS) was given to faculty and staff in spring 2008. The survey asks faculty, administration and staff to indicate the level of importance and the level of agreement for areas that the institution is meeting the students' expectations. The survey is the companion survey to the Student Satisfaction Inventory (SSI) given during the fall 2007 semester. The IPS was completed by 321 faculty and staff. Ninety-five regular and 49 adjunct faculty responded to the survey. Approximately 55% of respondents have been at SJC five years or less.

Strengths and Challenges
Strengths
40. Nearly all of the faculty are knowledgeable in their fields.
31. This institution has a good reputation within the community.
50. Students are able to experience intellectual growth here.
1. Faculty care about students as individuals.
49. There is a good variety of courses provided on this campus.
34. Counseling staff care about students as individuals.
46. Program requirements are clear and reasonable.
22. Computer labs are adequate and accessible.
29. The equipment in the lab facilities is kept up to date.
35. Tutoring services are readily available.
43. Faculty are usually available after class and during office hours.

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Challenges
20. The campus is safe and secure for all students.
21. Academic advisors are knowledgeable about program requirements.
2. The personnel involved in registration are helpful.
44. Students seldom get the "run-around" when seeking information on this campus.
15. Parking lots are well-lighted and secure.
Benchmarks
Higher Satisfaction vs. National Community Colleges IPS
7. Security staff respond quickly in emergencies.
31. This institution has a good reputation within the community.
50. Students are able to experience intellectual growth here.
1. Faculty care about students as individuals.
49. There is a good variety of courses provided on this campus.
34. Counseling staff care about students as individuals.
22. Computer labs are adequate and accessible.
29. The equipment in the lab facilities is kept up to date.
35. Tutoring services are readily available.
Lower Satisfaction vs. National Community Colleges IPS
20. The campus is safe and secure for all students.
2. The personnel involved in registration are helpful.

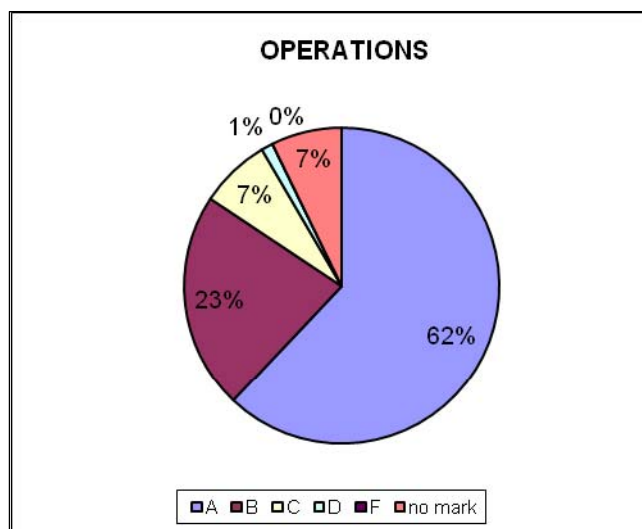
college was meeting their needs whereas the faculty and staff had a larger gap.

Bookstore Survey 2008

Results of the Bookstore Survey 2008 (n= 166) are presented below:

breakdown	
student	132
staff	21
faculty	4
visitor	1
parents	3
no response	5
	166

Staff results were compared to the student responses obtained from the SSI during the fall 2007 semester. The largest discrepancy between students and staff was in registration effectiveness. This area measures the SJC's commitment to making this process as smooth and effective as possible. Students rated it as the most important area while faculty and staff listed it as tenth out of eleven possible areas. The performance gap was the sixth largest for the students and seventh largest for the staff. The high importance and large gap would indicate registration effectiveness could be an opportunity SJC to improve (See Category 6, registration process mapping).



Students and staff agreed that the second most important area was instructional effectiveness. Student results showed there was a smaller gap between importance and satisfaction meaning the

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