

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)

4C1 In what distinctive ways do you organize your work environment, work activities, and job classifications to strengthen your focus on student learning and development?

4C1 The operational organization includes more traditional educational structures along with cross-functional units designed to allow for improvement opportunities, communication and cooperative projects. SJC organizes its work into five administrative workgroups: Learning, Student Services, Technology Services, Institutional Research & Planning, and Business Services (See Table 4-1). Each workgroup has an established mission, goals and objectives which are integrated into SJC’s mission and strategic plan. Employees are segmented into three groups: Professional, Support-Staff, and Faculty. Each position has a clearly defined job description. Faculty and instructional staff positions are designed to complement the programmatic needs of the academic programs. Quality Councils on Student Success, and Community Linkages focus on research, benchmarking, and recommendations for improving systems related to their respective charges.

Administrative Workgroups	Professional Staff	Support Staff	Faculty
Learning	103	59	116
Student Services	30	37	
Technology	10	10	
Institutional Research and Planning	7	3	
Business Services	31	72	
Administration	8	7	

Table 4. 1 Administrative Workgroups

SJC has expanded Learning into eight schools: Business, Continuing Education & Community

Development, Energy, Extended Learning, Health Sciences, Humanities, Math & Science, and Trades & Technology. The deans, department chairs and program directors are assigned the responsibility for managing personnel, curricular and student issues. The reorganization was based on an analysis of student input and stakeholder survey results, community forums, advisory committees, local and national market surveys, and environmental scanning. Expanding these academic schools has enhanced program development and provided strength to the overall organization of the College. The schools provide more on-site and external opportunities to better serve our students and local industry.

School deans meet bi-weekly with the Vice President for Learning to address College-wide issues. Regularly scheduled meetings of the Quality Councils, President’s Cabinet, Presidential Advisory Committees, departments, schools and other cross-functional groups establish multiple opportunities and formats for communication and cooperation across functional units.

In response to a need to improve professional development and design a system to support development and recognition, the Office of Organizational Development was formed in 2003. Over the past four years, a system of networked opportunities and increased resources for professional growth has evolved under the umbrella of this office. The collaborative effort includes the CTX, a new webpage for the SJC Employee Development Gateway, employee transcript of Professional Learning courses and cross functional collaboration with in-house Technology Training, CLC Ed2Go Pro courses, Business & Industry Training, Human Resources orientation and other opportunities. Online alternatives for required training in defensive driving, preventing sexual harassment, and safety are provided. New staff orientation and assigned mentors support professional learning across campus. Advisory committees for the CTX and support staff assist Organizational Development in identifying and developing in-service opportunities for employees.

4C2 What key institutional and geographic factors determine how you address your work environment and job classification? In what ways do you use part-time employees?

4C2 Key institutional and geographic factors that determine how SJC addresses the work environments and job classifications are the large service area and natural resource-based economy. These factors have led to increased satellite facilities and on-campus resources, including the School of Energy, East and West Centers, Learning Commons, and HHPC.

Since many of the employees and students commute long distances and spend long hours on campus, the

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College has invested in better dining services, student study and lounge areas, a Learning Commons, and Center for Teaching Excellence. The Learning Commons, for example, includes areas for quiet and group study, work on computers, café style seating and other amenities that create an open atmosphere for collaborative learning of students, staff, and community members. The Student Activities area has expanded to include more space for study, clubs, meetings, and recreation based on feedback from students and staff. The Center for Teaching Excellence has expanded its mission to include all employees, rather than a more narrow focus on full time faculty.

Since the College has challenges related to recruiting and retaining highly qualified staff for an increasing number of job classifications, a commitment to increasing professional learning and development for all staff groups is under way. In the last few years, opportunities for development in job skills, technology and campus leadership have steadily increased. Employees, particularly in support positions, are trained and provided experiences in leadership roles on various committees and councils in order to prepare them for advancement. Specific immediate

the College for instructional and support services. Regular part time employees enjoy the same benefits as salaried full time employees. Part time employees are integrated into the workforce and provide a critical support system to providing services to students and the community.

SJC recruits through various channels: local, regional, and national print ads; websites; trade shows; employee search consultants; and marketing brochures. The College now has two full time professional staff recruiters to address the need to fill vacant positions. Professional and faculty positions are recruited on a national basis in order to attract the most qualified candidates. Part time employees are used to fill areas of growing enrollment and at peak cycles. New adjunct faculty, supported by full time faculty mentors, is hired to fill course loads in disciplines and programs with increased enrollment numbers or growth.

Students, funded through the federal work-study program or the state payroll program provide additional flexible part-time employment. The College employs close to 300 students a year in food services, computer labs, the library, and administrative offices which provide opportunities to

Employee Group	Total	Full/Part Time	Ethnicity	Gender	Degrees	Average Years of Service
Faculty	370	116 FT 254 PT	3% Native American 6% Hispanic 1% African American 90% Anglo	55% Female 45% Male	18% Doctorate 55% Masters 13% Bachelors 14% Other	7 years
Professional Staff	210	188 FT 22 PT	8% Native American 10% Hispanic 3% African American 79% Anglo	54% Female 46% Male	4% Doctorate 30% Masters 45% Bachelors 21% Other	7 years
Support Staff	224	188 FT 36 PT	22% Native American 22% Hispanic 1% African American 55% Anglo	72% Female 27% Male	Not available	5 years
Administrative	8	8 FT	88% Anglo 12% African American	50% Female 50% Male	12% Doctorate 88% Masters	7 years

Table 4. 2 Workforce Demographics

and long-term technology needs of faculty and staff are responded proactively through “just-in-time” one-on-one and group technology trainings. Staff enjoy free membership in the Human Performance Center, where they and family members are provided gym and workout privileges, free health information and services, low cost blood work, dental services, and other benefits. Employees are afforded a free tuition incentive for credit classes. These benefits were provided to increase workforce retention.

San Juan College employs a variety of part-time employees (adjunct faculty, professional and support staff), short-term temporary workers, work-study students, and seasonal laborers as needed across

obtain job-related skills and to develop work ethics.

The College is open to creative solutions in managing the workforce to cover critical growth areas or provide improved services. In Student Services, cross-trained staff members of the newly formed FAAB (Financial Aid, Admissions, and Business) office can provide students with quick answers to questions concerning their enrollment, financial aid status, or tuition in one location. This not only provides faster service to our students but also frees up staff in other areas to help concentrate on more complex student questions, process applications, and update records.

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4C3 What demographic trends do you analyze as you look at your workforce needs over the next decade?

4C3 Human Resources office provides workforce demographics at the beginning of each academic year for full and part-time employees (see Table 4-2). The summarized data is used to respond to state and national surveys and is shared with the VP's and President to assist in determining staffing needs, program development, reorganization issues, salary placement of new professional staff, and College growth indicators. The HR office monitors potential retirements and reports to the President and VPs the number of employees eligible for retirement over the next five-year period; this data impacts program reorganization and development issues.

SJC looks at the national labor shortages in the technical, professional, and industry fields. The most difficult positions to fill have been positions in medical support, diesel, oil and gas fields, and aviation. The local energy industry offers high wages that impact the College's ability to recruit and retain employees. This has resulted in increased funding required for recruitment.

SJC is transitioning to Datatel® software with the new HR administrative application module nearly complete. This has made data more easily accessible and will improve the use of trend data for analysis of the workforce and balance of assignment of resources.

4C4 What key faculty, staff, and administrative training initiatives are you currently undertaking or planning to implement in the near future?

4C4 SJC ensures that faculty and staff develop to their potential by offering training that meets developmental needs and encourages professional development. Examples are the new faculty and adjunct faculty academies and San Juan College Leadership Academy.

The re-structuring of the professional development and training under the Organizational Development Office has resulted in several key initiatives for improvement. The major areas of concern were the establishment of training facilities and on-staff technology trainers; faculty assessment of student learning; technology enrichment of classroom management; sharing of best practice and institutional knowledge; required training to support risk management and compliance; leadership development; and support staff development and job skills.

Faculty training and development opportunities in the Center for Teaching Excellence, the twice-yearly Convocation in-services and on-going activities have increased in response to a need to learn assessment methodology, technology enhancement, and strategies that promote greater learning. Opportunities to put into practice Learning College

principles in response to the College vision, and a cadre of required trainings for risk management are in place. Training opportunities are communicated through the Employee Development Gateway, campus portal and intranet, and regular mailings.

The College has three full-time professionals charged with providing training and staff development to all employee groups. The College also provides routine mandatory training in areas of risk management including preventing sexual harassment, and safety, and defensive driving for all staff that drive on College business.

Many of these trainings have an alternative online version to address flexibility in fulfilling the requirements for employees. For example, all employees can take an annual refresher course on Preventing Sexual Harassment online at their convenience, with a certificate of completion and assessment of their level of learning forwarded to Human Resources for tracking and monitoring. Extensive training on the Datatel administrative system implementation is on-going.

College policy also provides an opportunity for faculty members to apply for sabbatical after six years of employment. A distinguished teaching chair program, financed through the SJC Foundation, was created to support faculty projects, innovation, and recognition in four distinct areas: Native American Studies; Literary; Nursing; and General Studies. SJC pays travel expenses for faculty and staff selected to attend professional conferences and workshops or to visit programs at other Colleges, particularly those that support benchmarking essential for major improvement initiatives. SJC also covers travel expenses for staff to make presentations at professional conferences. Faculty in career programs receive assistance with expenses for corporate training. SJC also supports faculty internships with corporations and national facilities such as the Los Alamos National Laboratory. Specialized training is offered for faculty in the areas of student learning styles, technical training for developing on-line courses, and safety training.

Processes (P)

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators? How do your hiring processes make certain that you employ people who possess these characteristics?

4P1 SJC seeks to hire and retain the most qualified individuals for its employee base by first identifying the specific credentials, skills and values required for each position. Hiring processes are approved at the department, unit and College level to ensure that necessary standards are met and maintained. Departments identify hiring needs in the annual budget planning process along with justification of

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how the needs are aligned with the College's mission, goals and priorities and how a new position can address those needs. The following recruitment process (Table 4.3) is centralized in Human Resources with extensive collaboration between Human Resource and hiring departments.

Stages	Strategies	Tasks
Planning the Search	Develop Recruitment Plan	Hiring supervisors meet with HR to determine specific credentials, education and experience required to fill position.
Initiate	Advertising Process	HR produces a detailed job description, compared to similar positions at other Colleges
Deploy	Interviewing Process	Applicants are reviewed by HR for determination of minimum requirements. Applicants are narrowed to an interview pool. Applicants are interviewed, assessed and prioritized
Hire and Retain	Orientation Mentoring Evaluation Professional Development and Training	Supervisor recommends the best candidate.

Table 4. 3 Hiring Process

The College vision and mission statements form the basis for all SJC hiring practices to ensure that new employees meet job requirements and fit into the College's learning environment. An interview committee consisting of cross-functional staff is used to conduct consistent questions including learning College philosophy and knowledge of continuous improvement, as well as job skills and experience. Applicants for support staff positions are given required assessment tests; faculty applicants conduct 'mock lessons'; and role play situations are given to administrative applicants to ensure the applicant possesses the requisite characteristics desired for the position. Key positions also include informal groupings and forums for dialogue with top candidates. The interview committee compiles comments for informed decision-making prior to offering the position.

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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 principals, and quality improvement principles.

4P2 *How do you recruit, hire, and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel?*

4P2 SJC's Human Resource office handles recruitment efforts for vacant positions in all employee categories except student workers. Recruitment methods that are used include: electronic postings (university, SJC system, professional organizations and national job boards); local and regional newspapers; professional recruiters; trade journals; professional association listings, including those that target specific minorities; and advertisements in *The Chronicle of Higher Education*. Faculty and instructional staff are recruited based upon specific program needs and must meet credential requirements.

Specific processes are used to ensure that applicants have the qualifications necessary to fulfill the responsibilities of the position. Once an applicant pool is developed, the selection process begins with a thorough screening of application materials by the HR director, departmental supervisor, and appropriate vice president. Top candidates are invited to interview, during which they complete a writing exercise and panel interview, and usually participate in role-play or classroom presentation. The interview panel includes a representative from HR, the supervisor, and others with expertise in the required discipline. Prior to the interview, a standard set of questions is developed for the position and provided to panel members prior to the interview. Candidates are also asked about their ability to adapt to a rural environment, and diverse cultures and learning styles. They are evaluated in all facets of the process and the three top candidates are identified. Reference checks are made prior to final selection. SJC works to maintain a safe and productive educational environment, therefore, the College has determined that prospective and current employees who work with minors, money, computer systems, and have unlimited access to facilities, will be required to pass a criminal background investigation prior to any final appointment, hiring or promotion decisions. State legislation, federal safety standards, and risk-management trainings are offered to current and new employees to ensure compliance with safety, security, and a healthy work environment.

HR has developed an on-line training program for supervisors and interview committee members on the selection process and employment procedures. This program specifically addresses the qualities the College looks for in exemplary employees.

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SJC's workforce is quite diverse in terms of gender, race/ethnicity, area of expertise, skills, and credentials. Such diversity enables the College to provide a variety of services to its distinctly multicultural customer base through a wide range of programs and alternative learning opportunities.

The HR office conducts orientation programs for all new employees. The program welcomes new employees and introduces them to key leaders and personnel; provides needed information about institutional culture and access to resources; and creates a positive first impression that will foster pride in SJC and in the employee's daily work. The program includes presentations and training in the areas of College mission and values; organization structure; safety issues and HAZMAT; College history; prevention of sexual harassment; compensation and evaluation; travel and purchasing; employment rules; and campus tours. Orientation also includes a mentoring process, whereby supervisors select a mentor for the new employee. The mentor is responsible for completing a checklist of activities to be completed in the first weeks of employment.

The College offers a New Faculty Learning Academy that provides similar information as the New Staff Orientation, but is specifically geared towards instruction, learning, and student outcomes. An AQIP Action project, to improve opportunities and communication with adjunct faculty, has led to an updated orientation and learning fair offered the beginning of each semester. Adjunct orientation is designed to better incorporate part time instructors into the operations and culture of the College. This includes time with the deans, and department lead faculty, to mentor adjunct faculty in student learning outcome and assessment expectations. February 2007, the College implemented a Leadership Academy open to faculty, mid-level managers and support staff that consisted of strengths assessment; presentations by noted authors of leadership materials and required reading in management and leadership techniques.

College employees are motivated to stay at San Juan College through opportunities presented in accessible professional development, tuition waiver benefits for them and their families, the internal career ladder for support staff, and a collaborative working environment. In addition, the SJC campus affords a clean and safe workplace with up-to-date equipment. University partnerships, that provide onsite bachelors and master degree opportunities tied to the needs of the community and local industry, also contribute to the retention of staff and faculty.

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4P2 SS SJC identifies a process for recruiting, hiring, retaining, and orienting employees. An outline

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 How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?

4P3 SJC work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing through the cross-functional participation in committees, quality councils and forums. All units have periodic staff meetings conveying unit, department and institution priorities and provide an avenue for idea generation and development.

SJC faculty is encouraged to support student learning through high performance and innovative instruction. The San Juan College Foundation's Distinguished Teaching Chair program supporting major faculty projects; the CTX faculty mini-grant program; and Board of Trustees policies on intellectual property rights all encourage individual initiative and innovation. Courses, professional reading series, and College community sharing of best practice offered through the CTX keep employees current on educational trends, services and needs.

Every year, the Fall and Spring Convocation week offer activities for in-service, communication, and acknowledgement of achievement and recognition. The activities include a State of the College address by the President; facilitated sessions addressing current initiatives and gaps; and required/optional opportunities for professional learning. Each fall a faculty in-service provides a focused session on student learning and assessment, and each spring a focused in-service day for support staff provides opportunities for cross-campus communication, best practice sharing, and organizational learning. Employees are encouraged to participate in Quality Councils and committees, improvement forums and initiatives, and are surveyed for input into process improvement.

SJC values and promotes ethical practices (Board Policies 508 Employee Standards of Ethics and Policy 304 Code of Ethics for the San Juan College Board) of all employees. The interview process includes questions inquiring how a candidate would handle ethical dilemmas or confidentiality issues.

The College has initiated a more targeted grant writing process and a new position that focuses on grant compliance, guidance, and training for all grants

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funded positions. The position is responsible for regulatory compliance of all College grants by working collaboratively with grant project directors, administrators, and staff in the finance.

The College has recently created a vice presidential position for Institutional Research and Planning. The position's main focus is to improve communications, data collection, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing through AQIP, quality improvement, and assessment.

The College's deployment of an administrative software conversion (Datatel ©) is supporting better communication and efficiency in the area of business services, student services, and HR. The Public Relations office is also providing frequent and increased information sharing to the campus community.

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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 Research and Planning.)

4P4 *How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?*

4P4 In 2003, as a result of a proposal from the Quality Organizational Development Council to provide a focus for professional learning that met the need for training and development for all faculty, staff, and administrators, and in response to the College's growing learning needs, the Organizational Development Office (ODO) was formed. The ODO collaborates with all in-house orientation, training and professional learning providers in providing technology training, risk management, major initiative training such as learning College principles, continuous improvement, and leadership, and recognition/award processes for achievement. ODO also supports and coordinates the CTX. Major external professional opportunities for employees include participation on CQIN teams and summer institutes, New Mexico Higher Education Assessment & Retention Assessment Institute (NMHEAR), AQIP and HLC meetings, and other opportunities supportive of major initiatives and projects of the College. Partners include Business and Industry Training Center, Community Learning Center (Ed2Go Pro and other offerings), Office of Technology Services and

technology trainer, Enrollment Management (employee transcript), Human Resources, Extended Learning and Office of Learning.

In response to the growing technology needs of students, faculty, and staff, SJC hired a full-time technology trainer in May 2006. *Just in Time Solution Oriented Technology Training* Action Project provides a variety of brief (one to two hours), solution based trainings. Training topics are generated from faculty and staff requests as well as from calls to the OTS Help Desk. Office hours are set for walk-in assistance. A technology-based book club that meets once a week provides informative discussions on how to effectively use technology in the classroom and work environment.

The CTX and B & I Training provide in-house training to support both short and long-term organizational, faculty, and staff needs. SJC has provided faculty with substantial training on student learning outcomes and assessment, and is participating in the HLC AQIP Assessment Academy. The College supports certification and licensure for faculty and professional staff, and covers cost associated with membership in discipline-related associations.

SJC's master calendar and standard faculty contracts provide for three faculty in-service days per year, allocated to professional development workshops, department meetings and faculty issues. Workshop topics have included: the Americans with Disabilities Act; Learning College principles; Student Learning Outcomes assessment; Multimedia Techniques for the Classroom; sexual harassment; hazardous materials and lab safety; classroom research; teaching culturally diverse students; and quality techniques in the classroom. The schedule of classes allows faculty one afternoon a week dedicated to professional responsibilities.

Staff is encouraged to attend training classes related to their job duties. Training tailored directly to the workplace provides opportunities to learn and practice new skills that can be applied immediately. Faculty receive instructional multi-media training for the variety and type of equipment they use in their specific classrooms, allowing for immediate application of skills acquired in training and readiness as students begin classes.

SJC purchases teleconferencing materials for viewing by faculty and staff as appropriate to current needs. Materials have been acquired on learning College practices, student learning outcomes, and higher education trends. The College provides numerous training programs to address key faculty, staff, and community training needs. These include Leadership San Juan, higher education symposia, cultural harmony conferences, workforce enrichment programs, multi-level OSHA training, and defensive driving. Certain training information (FERPA

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regulations, emergency procedures) is published on laminated cards, distributed to all faculty and staff and is available on-line.

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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 distribution laminated carrying cards.

4P5 *How do you determine training needs? How is your training aligned with the plans addressed in Category Eight, **Planning Continuous Improvement**, and how does it augment your focus on helping students learn and accomplishing other distinctive objectives?*

4P5 A campus-wide approach to identifying training needs ensures alignment of training with continuous improvement planning as described in Category 8. Assessments of staff development activities are obtained via training related questions in the climate survey; orientation and mentoring programs; training effectiveness; supervisor review of training needs; and identifying staff training needs. ODO surveys the entire workforce, disaggregated by employee type (faculty, adjunct, professional and support staff) once every two years. Each institutional Convocation opportunity, CTX offering, workshops and other trainings are evaluated for appropriateness, level of quality, and improvement suggestions.

Vice Presidents, supervisors, and school deans monitor faculty and staff development, providing additional development opportunities as needed by providing departmental training, and encouraging attendance at appropriate workshops and colloquia. Additional input from faculty and staff regarding training needs is obtained from departmental meetings, supervisor/employee discussion of new assignments, new technology available in the work environment, and occasional surveys on training needs and interests.

Individual employee training and development needs are identified and planned through the performance evaluation review system described in 4P6

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4P5 S SJC determines training needs through the strategic planning process, and individual employees

plan development needs through the personnel evaluation system.

4P6 *How do you design and use your personnel evaluation system? How does this system align with your objectives in One, **Helping Students Learn**, and in Category Two, **Accomplishing Other Distinctive Objectives**?*

4P6 SJC uses a personal evaluation system that is designed to evaluate performance on an annual basis and provide feedback to employees regarding strengths and areas for improvement. For professional and administrative staff, charters of accountability are tied to the evaluation, while course evaluations are tied to faculty ratings. Charters of accountability are updated annually and include goals and objectives to be accomplished. The individual's goals and objectives tie to the College's strategic objectives (see Figure 8.2 SJC Planning Process).

The faculty evaluation form has several areas of evaluation related to student learning. The form was recently revised to include Learning College concepts and practices.

The performance management system is aligned with Category 1, Helping Students Learn, and Category 2, Accomplishing Other Distinctive Objectives, through the emphasis on alignment of Charters of Accountability plans with College goals and objectives. The process system to link this plan to evaluation, identification of needs and training provided, recognition, and support are under revision.

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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 *How do you design your recognition, reward, and compensation systems to align with your objectives in One, **Helping Students Learn**, and in Category Two, **Accomplishing Other Distinctive Objectives**? How do you support employees through benefits and services?*

4P7 Recognition processes are tied to the College's overall learning and teaching objectives. The Employee Recognition Team plans and implements the College's activities/events throughout the academic year. The results of their efforts are represented on the following chart (Table 4.4) The ODO and San Juan College Foundation manage the annual Awards Calendar, nomination notification, nomination collection, and the Awards Committee or LLT selects awards through a cross-functional

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committee process. Organizational Development further supports the awards by providing notification and plaques, professional learning support for Distinguished Teaching Chairs, and collaboration with SJC Foundation for monetary awards and process of selection. Monetary awards total \$75,000 annually.

SJC performs "desk audit" evaluations on classified positions every two years whereby an eleven-member committee evaluates position information. Committee members are trained to conduct comprehensive position evaluations and measure materials submitted for review. They evaluate the assigned duties against

Award	In Recognition of	Awarded to	Awarded	Amount	Source
President's Mission Awards	Employees who contribute significantly to the College's Mission and Vision	Full-time Faculty Adjunct Faculty Support Staff Administration/Professional Staff	Annually	\$ 300/ea	Foundation
SJC Distinguished Teaching Chairs Literacy Chair Nursing Chair Native American Studies Chair General Studies Chair	<i>Learning College Practice</i>	Full-time Faculty	Annually	\$ 7,500/ea	Foundation
Allison Award	Teaching Excellence	Full-time faculty	Annually	\$ 2,000	Foundation
Annabelle Friddle	Teaching Excellence	Full-time Faculty	Annually	\$ 2,500	Foundation
Tarpley Award	Teaching Excellence	20 Full-time faculty 10 Adjunct faculty	Annually	\$ 1,000/ea	Foundation
Sandoval Award	Support-Staff whose accomplishments have significantly support the College's Mission and Vision	Support staff	Annually	\$ 2,000	Foundation
Physical Plant Excellence Award	Customer Service	Physical Plant Staff	Annually	\$ 1,000	Foundation
San Juan College Golden Sun Award	Peer Recognition	All Employees	Fall, Spring	Award	Institutional
Innovation of the Year	Innovation by an Employee Group	Innovation Team through League for Innovation	Annually	Web Published	Institutional
STARS Club	Recognition for work on teams, councils, etc.	All Employees	Annually	Materials & Breakfast	Institutional Foundation
NISOD Master Teacher	Teaching Excellence	Faculty (4)	Spring	\$ 1,500 (Travel) & Award	Institutional
Service Awards	Performance	All Employees	Spring	Pin & Gift Certificates	Institutional

Table 4. 4 Employee Recognitions

In addition to special awards, San Juan College employees are recognized through the Sharing Talent and Raising Standards (STARS) Club for their work on College committees and councils. Employees selected as San Juan College STARS are recognized during an annual breakfast held in their honor. Other recognition activities provided to all staff include convocation that begins with a welcome back continental breakfast and continues with recognition of new employees and awardees. Other annual campus-wide events such as the Luminaria display, Apple Blossom Week, and the Chili Cook Off bring the employees together. Support staff has a conventional classification-based "step and grade" pay system. SJC is a medium size College, but its classification system is designed to provide for upward mobility in most job categories. Upon request,

standardized criteria. The committee then recommends appropriate changes.

The faculty pay plan determine faculty salaries by producing an individualized mathematical formula, including values and variables assigned to highest degree earned, credit hours beyond last degree, years of teaching experience, related work experience, and professional credentials (e.g. CPA or RN licensure) addressing academic and vocational faculty, orchestrating pay equity between these areas. The plan allows a variable to be added to the formula for difficult-to-fill positions, salary increases for years of service at SJC, and additional compensation for education or credentials earned after hiring. The College also provides for a faculty rank and promotion process that requires faculty to develop a portfolio that is reviewed by a peer panel, and by the school

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dean. Portfolios include individual accomplishments, performance evaluations, committee work, and special projects.

For each monthly Board meeting, the Vice Presidents schedule a monthly presentation by faculty or program professionals. This provides an opportunity for faculty and key professionals to be recognized for their work and for Board members to learn about and explore some of SJC's best programs.

SJC's teacher instructional program and lab school for Early Childhood Development are housed in the Accredited Child and Family Development Center (CFDC). CFDC gives priority placement to SJC students' children, then to employees' children.

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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.

4P8 *How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed, and how is a course of action selected?*

4P8 Formal opportunities for listening to faculty and staff and creating dialogue regarding key campus issues are provided through campus forums, annual planning/budget sessions, and school and department meetings. An assessment of institutional climate, conducted once every two years, includes questions of motivation and is disaggregated into groups for faculty, staff, and professionals for assessment purposes. Informal listening methods to gather information on the key factors affecting employee well being, satisfaction and motivation include attendance at College gatherings, participation in committees and councils, grievances and exit interviews.

In February 2007, PACE survey was administered to obtain the perceptions of personnel concerning the College climate and to provide data to assist SJC in promoting more open and constructive communication among faculty, staff and administrators. Results were compared to a norm base of 45 community Colleges across North America. Results are presented in Category 5.

The president's advisory committees include employees from each of the schools and each employee group. The groups meet with the president quarterly to bring forward specific concerns from representative schools or groups.

4P9 *How do you provide for and evaluate employee satisfaction, health and safety, and well-being?*

4P9 The Office of Institutional Research and Planning administers a biennial climate survey of all full-time faculty and staff. Findings are discussed by the Board of Trustees, Vice Presidents, and appropriate staff assigned to specific tasks to ensure the satisfaction, health and safety, and well-being of employees. Results are posted on the SJC intranet website.

SJC maintains a safe, healthy work environment for employees. Facilities are clean, with well lighted parking lots, and building and grounds are well maintained. Campus safety hazards are handled immediately. The College is maintained via regular inspection and repair, and anyone can submit an on line work order system whenever it is necessary. The cross-functional Emergency Preparedness Team and campus safety officers evaluates, coordinates and makes recommendations regarding the campus environment including evaluating handling of chemicals and hazardous materials used in labs and by Maintenance. The Offices of Environmental Health, and Safety and Security conduct safety training for faculty, staff and students and fulfill the OSHA reporting requirements.

The Health and Human Performance Center (HHPC) provides students, employees and family members use of its facilities. SJC's outdoor recreation program invites employees to participate in rafting, camping, hiking and other activities.

The Wellness Committee offers workshops to assist faculty and staff with health and safety-related issues. These include smoking cessation seminars, health fairs, first aid and CPR training, and stress management workshops. Other courses are offered in response to current needs. Blood pressure and cholesterol checks, colorectal and blood chemistry screening, basic self defense training, blood drives, mammograms, and flu shots are provided on campus. Human Resources and Organizational Development also distributes several newsletters—"The Wellness News", "Healthy Bites", "Your Health and Well Being", and "Top Health" that provide information on weight-loss, safety, asthma and allergies, diabetes, and breast cancer. The Wellness Center offers exercise classes and up-to-date exercise equipment, and encourages employees to participate in intramurals with students in a variety of sports.

Appraisal Feedback Report

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 *What measures of valuing people do you collect and analyze regularly?*

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4P10 SJC uses a variety of measures of valuing people that are collected and analyzed. These measures include:

- annual employee performance reviews
- employee recognition program results
- training and development participation data
- climate survey results
- type and number of complaints
- retention data for staff and faculty
- compensation data
- faculty and instructional staff workload data
- work environment indicators such as accident rates and worker compensation claims

Appraisal Feedback Report

4P10 S SJC indicates nine measures it uses to collect and analyze for valuing people.

Results (R)

4R1 What are your results in valuing people?

4R1 The SJC results for valuing people are reflected in data for faculty and staff satisfaction, well-being and employee usage of benefits. Since SJC seeks to retain the employees it hires, the College tracks data related to retention such as exit interview data, complaint data and satisfaction surveys that provides insight into the climate issues. Results for processes associated with valuing people at SJC may also be seen through satisfaction ratings for Convocation trainings (Figures 4.1 and 4.2).

Appraisal Feedback Report

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.

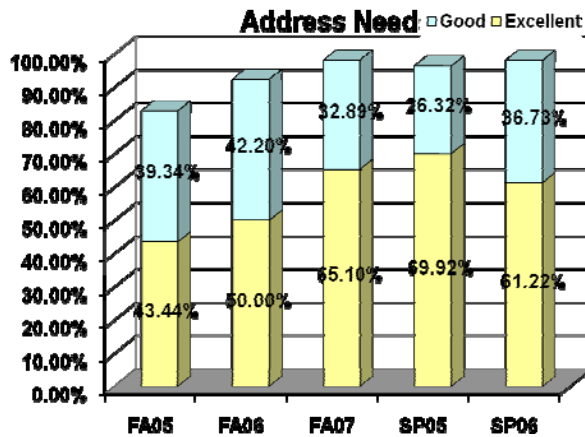


Figure 4.1 Convocation Training Address Needs

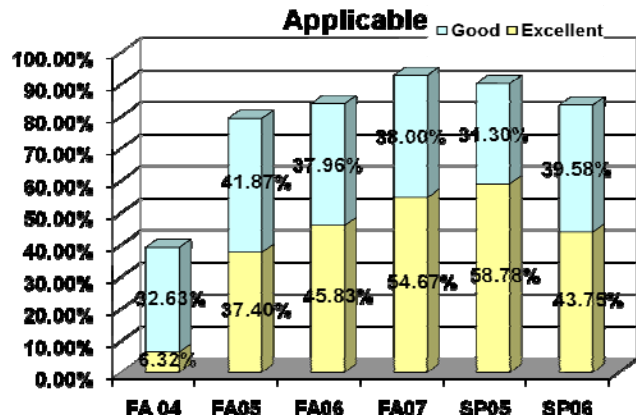


Figure 4.2 Convocation Trainings Applicable

4R2 What are your results in processes associated with valuing people?

4R2 Results include increasing opportunities for development during the fall and spring Convocation. Activities for the last few years focused first on the increased number of training opportunities for staff and alignment of opportunities with strategic initiatives. Figure 4.3 demonstrates that trainings offered during Convocation Week increased from 2003 to 2006. In 2007, a more focused set of Convocation activities, with all available employees attending the same sessions was desired. Leadership designed a focused learning for January 2007 on Strategic Planning and Operational Initiatives, and for August 2007 learning focused on the gaps in the PACE Climate Survey results and next steps designed a focused learning for January 2007 on Strategic Planning and Operational Initiatives, and for August 2007 learning focused on the gaps in the PACE Climate Survey results and next steps.

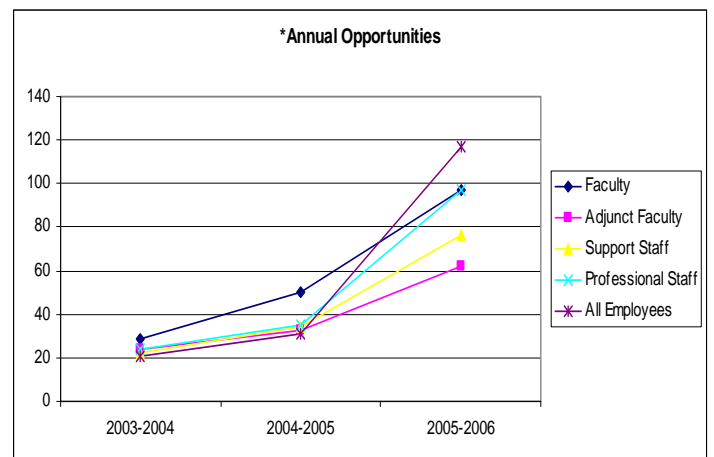


Figure 4.3 Increase in Professional Development Activities during Convocation 2003- 2006

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Excellent or Good	2005	2006	2007
Achievement of Objectives	98.29%	99.52%	96.46%
Achieve Personal Obj	89.25%	96.53%	95.22%
Relevance of Content	92.12%	99.52%	95.67%
Organization	92.87%	99.03%	97.24%
Usefulness of Activities	93.05%	97.12%	93.49%
Usefulness of Aids & Handouts	93.53%	96.17%	88.80%
Instructor's Knowledge	98.52%	100.00%	97.22%
Match Content & Questions	91.07%	88.67%	90.50%
Ability to Explain	96.80%	99.02%	98.55%
Ability to Respond	96.29%	91.13%	95.95%
Length of Training	75.92%	74.53%	69.69%
Level of Material	95.23%	97.56%	95.98%
Accommodations	97.78%	98.88%	
Session Room	93.75%	99.41%	
Administrative Support	94.08%	97.09%	

Results for the annual support services in-service days are presented in Table 4.5. Results show an overwhelming percentage of support staff feel the trainings have met their needs.

Table 4.5 Satisfaction in Support Staff In-Service Training

Since 2005, 19 faculty and staff have received mini-grants through the CTX to support course development, conference attendance, purchase course-related materials, participate in SJC international programs, and research. The following illustrates the range of proposals: Child and Family Development Center staff attended an early childhood conference in Italy, home of the Reggio theory of early childhood development; an art instructor purchased materials to support development of a course on southwestern art; the director of the Cultural Resources Management Program was able to radiocarbon date an artifact from a nearby archaeological site and an English instructor conducted interviews with English 095 students to determine if students with low academic skills found methods of instruction more effective than others.

strategic planning process. Charters of Accountability note personal responsibility regarding institutional goals and commit staff to goal accomplishment.

Faculty, staff, and administrators receive recognition from regional and national associations including NISOD, CRD (Council for Resource Development), the League of Innovation, and NCMPR (National Council for Marketing and Public Relations). Finally, the SJC Foundation annually recognizes faculty excellence through the Annabelle Friddle, and Lou Allison awards. Support staff is recognized with the Fran Sandoval award and Physical Plant Excellence award. In addition, the Foundation awards four Distinguished Teaching Chairs to faculty who implement Learning College principles and actively engage in innovative classroom activities (see 4P7).

PACE survey results also provide measures of productivity and effectiveness perceptions. Table 4.6 shows responses by employee type.

Appraisal Feedback Report

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)

Appraisal Feedback Report

4R3 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.

4R3 *What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?*

4R3 Professional staff job descriptions and work assignments are linked to departmental function and the annual strategic planning process through individual charters of accountability and Performance Evaluation Review. Student Services is piloting a program to link support staff job descriptions to the

4R4 *Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?*

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Productivity and Effectiveness Perceptions	Support	Faculty	Professional
2. The extent to which my supervisor expresses confidence in my work	3.90	3.83	3.79
9. The extent to which my supervisor is open to the ideas, opinions and beliefs of everyone	3.59	3.46	3.71
20. The extent to which I receive appropriate feedback for my work	3.29	3.38	3.31
34. The extent to which my supervisor helps me to improve my work	3.33	3.33	3.54
39. The extent to which I am given the opportunity to be creative in my work	3.74	4.02	4.00
3. The extent to which there is a spirit of cooperation within my work team	3.50	3.88	3.86
33. The extent to which my work team provides an environment for free and open expression	3.29	3.95	3.91
43. The extent to which a spirit of cooperation exists in my department	3.39	3.98	3.90
45. The extent to which I have the opportunity to express my ideas in appropriate forums	3.29	2.98	3.33
46. The extent to which professional development and training opportunities are available.	3.60	3.59	3.58

Table 4.6 SJC Mean Scores by Work Group

4R4 Salary levels for faculty are compared annually with other state and regional community Colleges and local and regional employers to ensure SJC’s salaries remain competitive. Comparable data from peer institutions were gathered and analyzed during the 2006-07 academic year for faculty, professional and support staff.

Feedback from the CCSSE survey (see 3R1-2) indicates a high level of productivity and effectiveness, in terms of faculty and staff, working to achieve goals. SJC outperformed peer institutions in the following categories: classroom activities and engagement; opinions about SJC; quality of relationships; educational and personal growth; student services; and overall College experiences.

Human Resources conducts informal surveys of other Colleges for position design and compensation, and formal benchmarking for compensation. Through benchmarking was done by a cross-functional faculty/administrative committee to determine faculty workload policies in Mountain States Colleges in 2005. The data was gathered and analyzed and formulated into College policies and procedures. The faculty workload policies and procedures were approved in July 2007 and distributed in a revised Faculty Handbook in October 2007. The faculty’s satisfaction and effectiveness of the new policies will be measured over the next two to three years.

Appraisal Feedback Report
4R4 OO SJC provides data concerning employee perceptions of productivity and effectiveness, yet

done 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.

Improvements (I)

4I1 *How do you improve your current processes and systems for valuing people?*

4I1 Human Resources, working in collaboration with administrative workgroups, is updating and redesigning performance evaluations. A new evaluation process will help to better assess training needs, improve staff performance, and align individual objectives with SJC strategic goals. Human Resources is developing a pilot system to determine basic skill sets by job category required per job and minimum skills in support staff positions.

Processes for professional development targeted improvement are identified through the professional development surveys, workshop evaluations, and advisory committees with input from members of the President’s Cabinet. Analysis of surveys and multiple inputs in the annual operating process for Organizational Development identified professional development process needs: alignment of professional learning with institutional strategic direction and student learning outcomes assessment. Processes to be implemented during the 2007-08 academic year in support of professional learning are an online employee transcript system for tracking

Productivity and Effectiveness Perceptions	SJC Mean	Norm Base
2. The extent to which my supervisor expresses confidence in my work	3.83	4.06
9. The extent to which my supervisor is open to the ideas, opinions and beliefs of everyone	3.60	3.85
20. The extent to which I receive appropriate feedback for my work	3.32	3.49
34. The extent to which my supervisor helps me to improve my work	3.43	3.56
39. The extent to which I am given the opportunity to be creative in my work	3.93	3.97
3. The extent to which there is a spirit of cooperation within my work team	3.77	3.80
33. The extent to which my work team provides an environment for free and open expression	3.75	3.74
43. The extent to which a spirit of cooperation exists in my department	3.79	3.71
45. The extent to which I have the opportunity to express my ideas in appropriate forums	3.22	3.54
46. The extent to which professional development and training opportunities are available.	3.59	3.60

Table 4.7 SJC Mean Scores from PACE Survey

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

employee professional learning opportunities. This transcript will be provided in addition to the credit and non-credit transcripts, so the employee can use them as part of the annual performance review and in fulfillment of a professional learning plan. An Employee Development Gateway for better marketing and communication of calendar and events, access to opportunities and ease of request/registration is in its initial stages. Improvement is planned using feedback gathered during the first three months of operation.

412 With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

412 In light of the findings from the PACE institutional climate survey, SJC leadership has identified improving internal communication and input as a strategic priority. A cross-functional Communications and Input Design Team has been charged with recommending institutional processes that will enhance channels for communication and input in order to provide as a basis for sustaining continuous improvement at San Juan College. Additional information regarding the charge of this taskforce is presented in 512.

Appraisal Feedback Report

412 ○ 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.

2008 Systems Portfolio Update

Category 4: Valuing People

Process

On-Board Program

Human Resources is developing an On-Boarding program to help remedy shortcomings or oversights in the earliest phase of the new hire's employment, helping employees to succeed and improving employee satisfaction. The following best practices for an on-boarding program will be included:

- A HR strategic plan—a consistent strategy that is agreed on throughout the organization and calls for everyone to be responsible for the success of a new hire.
- On-boarding program—a partnership among the new hires, HR professionals, and the hiring managers.

- Administrative distractions reduced—such a practice will eliminate anxiety and frustration faced by the new hires.

Participation of key constituents—the on-boarding process will involve incumbents, subordinates and managers. The new hire should meet with these team members as early as possible. Included will be a 30- and 60-day engagement survey and redesign of the mentorship program.

Employee Performance Evaluation Process

Associate Vice President of Human Resources is convening a team of representatives from the current HR evaluation committee and Student Services to review and recommend a hybrid evaluation form of the current evaluation and the 360 degree evaluation piloted by Student Services. The hybrid will be a web-based system integrated with Datatel Colleague and linked to the SJC Strategic Plan. Professional and support staff will be included in the new evaluation process. Faculty evaluations will not be included in the new evaluation process.

Management and Leadership Training Program

Human Resources is developing a 3-day management and leadership training program to include policies and procedures, customer service, coaching and counseling, leadership problem solving, introduction to continuous quality improvement and budgeting. The training will be piloted in February with the College Leadership Team and the Learning Leadership Team.

Professional Learning:

With the disbandment of the Organizational Development Office (ODO), Human Resources has taken on the role of facilitating in-house training and development.

Employee Recognition

Get SMART (Supporting Meaningful Attributes Resources and Teamwork), a new peer to peer employee appreciation and recognition program was begun fall 2008. Nominations are accepted monthly.

San Juan Scholars program, promoting academic and professional discussion among faculty, staff and students, was initiated by the Center for Teaching Excellence.

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Results

Workforce Data and Analysis Fiscal 2007-2008

Job Applicant Census

IPEDS Report*	Year Ending 12/31/07	%
Applications Submitted to HR	1,427	
Number of Minority Applications	637	40%
Number of Applications Non-Minorities	790	60%
Positions Filled	275	20%
Number of Minorities Hired	78	12%
Number of Non-Minorities Hired	197	25%

Who are we hiring?	Number Hired N=275	%
African-Americans	5	2.0%
Hispanics	28	10.0%
Native Americans	43	15.0%
Asian	0	0.0%
Hawaiian	1	1.5%
Other	1	1.5%
Anglos	197	70.0%

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Employee Turnover Data and Analysis

Q1: Was your decision to leave the College influenced by any of the following?

Reasons for Leaving	Number of Employees	%
Continuing my education	7	10
Moving from the area	17	24
Health reasons	1	2
Family related circumstances	5	7
Secured a different/better job	18	25
Voluntary - work related	16	22
Involuntary discharge	7	10
N=	71	100

Q2: Was your decision to leave the College influenced by dissatisfaction with any of the following?

Reasons for Leaving	Number of Employees	%
No Entry	4	6
Not Applicable	35	49
Type of Work	2	3
Working conditions	13	18
Supervision received	7	10
Salary	5	7
Community	5	7
N=	71	100

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Q3: What is your opinion of the following?

Reason	Excellent	Good	Fair	Poor
College as a good place to work	33	31	7	0
Policies and procedures	24	26	16	5
Facilities/grounds	56	14	1	0
Benefit package	41	23	6	1
Management's concern for employees	24	18	14	15
Staff development	21	30	11	9
Work ethic expectations	25	28	10	8
Recognition	15	23	18	15

Q4: How would rate the following in your department

Reason	Excellent	Good	Fair	Poor
Training while in your job	17	25	16	13
Your workload	15	25	18	13
Communication within your department	20	15	19	17
Communication with departments	10	31	19	11
Orientation to the College	22	30	11	8
Understanding of my job responsibilities	29	24	11	7

Q5: How would rate your current supervisor?

Reason	Excellent	Good	Fair	Poor
Gives fair and equal treatment	23	17	9	22
Resolves complaints and grievances	20	20	14	17
Gives clear instruction and direction	24	13	14	20
Follows consistent application of policies	26	14	11	20
Gives positive feedback and recognition	27	10	15	19
Approachable and easy to talk to	25	17	12	16
Maintains emotional stability	25	20	10	15
Sets goals for department	23	21	14	13

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Q6: My position classification is:

Classification	Number Exited
Professional	30
Faculty	5
Support	36
N=	71

Q7: Which functional area of the college does your department report to?

Division	Number Exited	%
Business Services	11	15
Learning	44	62
Student Services	16	23
Technology Services	0	0
IR & P	0	0
N=	71	100

Q8: How long have you worked for the College?

Number of Months	Number Exited	%
0 - 6 Months	6	8
7 - 12 Months	13	18
13-18 Months	9	13
19-23 Months	4	6
24 Months and above	39	55
N=	71	100

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Technology training

Year	Full-Time Faculty	Part-Time Faculty	Administrative	Professional	Support Staff	Community Service Faculty	Total
2007	116	218	8	210	224	36	812
%	14.3%	26.8%	1.0%	25.9%	27.6%	4.4%	
% trained	18%	6%		29%	41%		

The table above is the percent by category of training provided to each employee category. As shown, the support staff has taken the most advantage of the technology training and the group that has not received proportional training has been the part-time faculty. Adjunct numbers do not reflect the Saturday training provided during the fall and spring adjunct faculty training days. Training has also been provided to work studies and students which are not reflected entirely in these numbers.

During the spring 2008 semester, 10 faculty and staff were selected to participate in a Personal Technology Training Program pilot. Customizable software was used to assess application skills deemed helpful based from job shadowing observations and participant requested skills and stated goals. A 4-month personal training plan was developed and implemented.

Improvement

Turnover

SJC turnover rate (12.24%) was benchmarked with the following institutions:

- Austin Community College - 22.43%
- Maricopa County Community College District (AZ) - 22.19%
- Central New Mexico Community College (NM) - 8.46%
- Dona Ana Branch Community College (NM) - 7.73%

Collin County Community College District (TX) - 7.37%

Human Resources recommendations for improvement include:

- Create an Environment of Employee Engagement.
- Design and Implement a Management and Leadership Training Program.