

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)

8C1 What is your institution's vision of what your institution will be like in the next five to ten years?

8C1 San Juan College's vision statement challenges the College to be a model of the learning College of the future by promoting student-centered learning, using appropriate technology, employing systems thinking, implementing collaborative approaches, and utilizing data-driven decision making. The vision for the next five to ten years is that SJC will:

- Remain the “College of choice” for San Juan County learners.
- Develop and expand efficient, effective and seamless educational bridges with school district and university partners.
- Continue to improve processes and services that increase students' success and goal attainment, including degree and certificate completion.
- Create educational and community development programs based on market awareness.
- Continue to be recognized by the citizens SJC serves as an institution deeply committed to the county it serves.

8C2 What are your institution's short-term and long-term strategies? How are these strategies aligned with your mission and vision?

8C2 SJC's long term goals are presented in Table 8.1. Strategic goals are reflected throughout the divisional and operational initiatives in learning, student services, institutional research, business services, and technology services. In addition, the staff are now involved in developing personal initiatives as part of the performance evaluation process that further support the strategic initiatives.

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San Juan College Strategic Plan 2006-2011	Mission Statement	Vision Statement
Value Educational Access and Student Success		
Goal: Improve access to learning through creative student need-based scheduling and competency focused programs	X	
Goal: Reinforce the principles of a learning College		X
Goal: Recognize and develop need-based student support systems	X	X
Goal: Integrate technology to support the strategic direction and goals of the College		X
Goal: Create a holistic environment for learning		X
Goal: Develop systems for recruitment, retention, and increased numbers of completers	X	
Value Information and Market Realities		
Goal: Create educational and community development programs based on market awareness		X
Goal: Clarify and implement assessment responsibility and accountability	X	
Goal: Make decisions supported by analysis of data, demographic and political realities		X
Value Partnerships		
Goal: Develop efficient, effective and seamless educational bridges (K-20)	X	
Goal: Expand curriculum working with local health care providers and with the local and regional energy industry	X	X
Goal: Leverage College, city and county resources through business, state and federal opportunities	X	X
Goal: Leverage College, community and regional resources through business and government alliances	X	X
Value People		
Goal: Recognize and develop employee support systems		X
Goal: Develop and encourage leadership and professional growth opportunities through sustainable systems		X
Goal: Provide an environment that supports and enhances personal and professional growth		X
Goal: Support faculty growth opportunities to enhance the learning process		X
Goal: Recruit and retain highly qualified members of the College community		X

Table 8.1 Strategic Plan Crosswalk

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San Juan College Strategic Planning Model

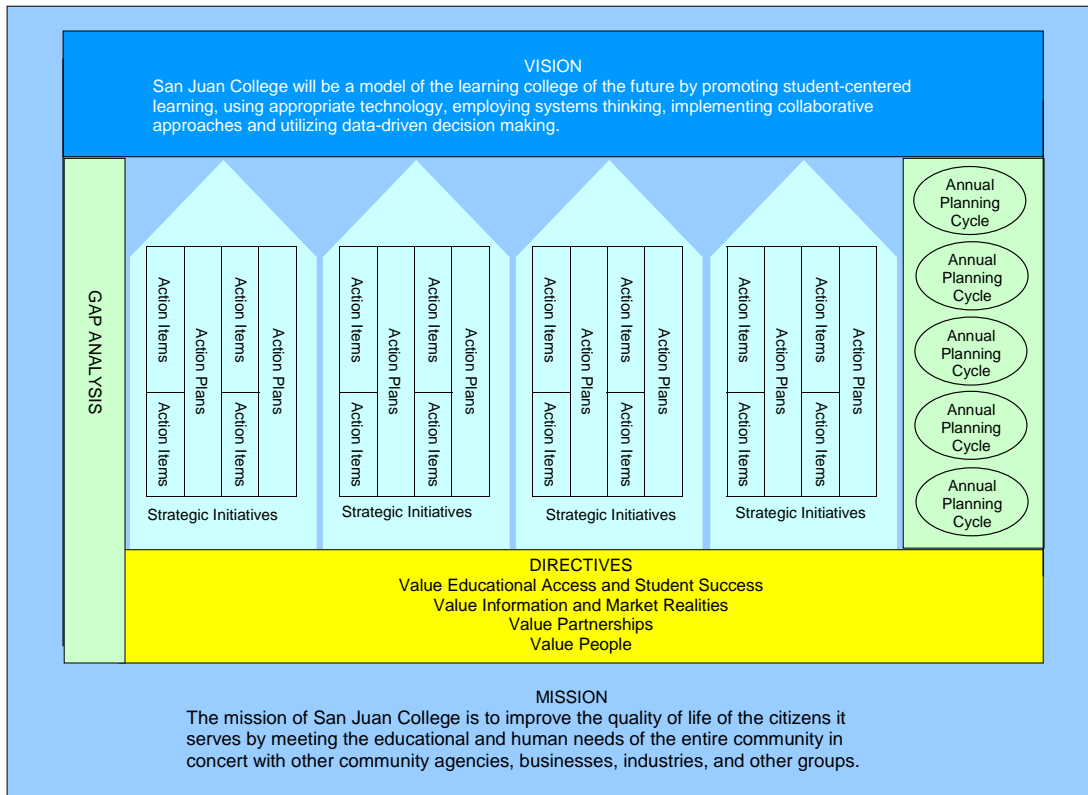


Figure 8.1 Strategic Planning Process

The budgeting process and employee performance review processes are aligned with the Strategic Plan, thus ensuring that institutional strategies to translate the Plan into action are relatively seamless and mutually reinforcing. As part of the budgeting process for the 2008 fiscal year, the College implemented a line-item budgeting system for the first time in an effort to track the alignment of resource allocation with the Strategic Plan. Continued refinement and improvement of the strategic planning, budgeting, and performance review processes will be pursued in upcoming years.

Process (P)

8P1 What is your planning process?

8P1 The process used to develop the current strategic plan (2006-2011) began with a two-day retreat working with a “planning” consultant and included broad representation from the campus community. This meeting was followed by several internal and external focus groups sessions in which

participants brainstormed strengths and opportunities for San Juan College. This information was then reviewed, modified, and recommended for approval at a Board retreat.

The new strategic plan was widely disseminated to the campus community and used to develop division, operational, and individual strategic initiatives.

Due to the workload associated with implementing line-item budgeting as part of the process for developing requests for the College’s fiscal year 2008 budget, the above planning model was not fully engaged at the operational level. While resource allocations were broadly aligned with initiatives of the Strategic Plan, cost centers were not expected to tie their requests directly to the Strategic Plan.

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8P1 O While SJC’s five-year strategic plan is the result of broad campus community representation, College officials acknowledge that more work is needed for full engagement at the operational level, and cost centers’ budget requests for FY08 were not connected to the plan’s goals and values, indicating room for improvement in the planning process.

8P2 How do you select short-term and long-term strategies?

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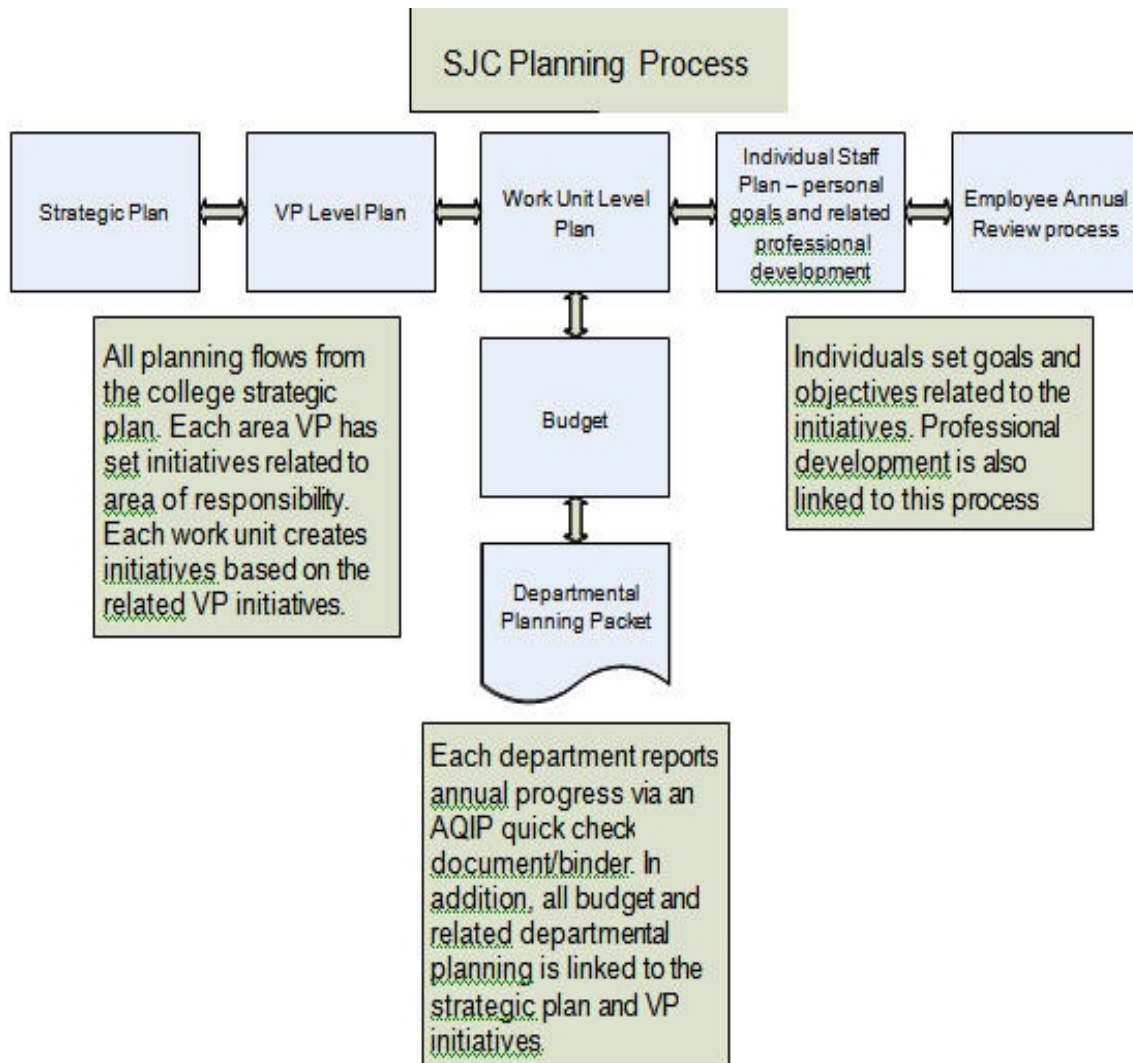


Figure 8.2 SJC Planning Process

8P2 San Juan College relies upon a variety of synergistic means to inform its strategic planning. From year to year, the influence of these means on planning varies, but the confluence of resulting information has proven to provide leadership with the guidance needed to implement strategies to address the issues that surface. In light of the resource constraints brought on by a downturn in enrollment and the subsequent implications for reduced state and the subsequent implications for reduced state funding formula, the President and Vice Presidents concluded that emphasis in the new fiscal year needed to be placed on a few high priority goals of the Strategic Plan rather than attempting to implement all of them (see Table 5.#). The taskforces associated with these areas of emphasis were announced at the Fall 2007 convocation. Subsequently, 125 employees have become involved in the work of these groups. The work of the taskforces will inform the future direction of the

strategic planning process and further revisions of the Plan in the years ahead.

Goals are reviewed annually and adjusted when needed in response to changing needs in the region and institutional performance. Key influences in determining short-term and long-term strategies include state and federal regulations as well as directives handed down from the Higher Education Department and accrediting bodies. Conflicting expectations of key stakeholders are resolved by the President, in consultation of the Board of Trustees and Vice Presidents.

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8P2 O While SJC references a "variety of synergistic means" for selecting short-and long-term strategies, the only method listed was that of presidential and vice presidential decision making (table 5.5) with appointed task forces to implement those decisions.

8P3 How do you develop key action plans to support your institutional strategies?

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8P3 Action plan development is an integral part of the planning process. Charges are now developed for each taskforce established to address strategic priorities. Charges include purpose, timeline, specific assignment, evaluating effectiveness and reporting mechanism. Individual Charters of Accountability are written for professional staff that incorporate departmental, unit and institutional goals and objectives into annual work plans.

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8P3 ○ Key task forces' links to the strategic plans are referenced, but it is unclear as to how key action plans are developed.

8P4 How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?

8P4 SJC coordinates and aligns processes at various institutional levels from both a top-down and bottom-up approach (see Figure 8.2). With the membership of the President's Cabinet reflecting the senior leadership from every work group on campus, it follows that once College goals and priorities are established and responsibility is assigned, the initiatives are reflected in the planning activities of each work group.

The Quick Quality Checks, piloted in 2006 document continuous quality improvement at the operational level (Table 8.5). The pilot provided a baseline of progress towards understanding student and other stakeholder needs, setting direction, planning and improving; measures and improvements; developing people; building effective processes and relationships

and communication. Quick Quality Checks are reviewed annually to identify priorities for improvement as part of the annual planning process.

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8P4 S SJC utilizes a strategic planning model (figure 8.1) and a strategic planning process (Figure 8.2) to align processes, strategies, and plans with varying levels across the institution. In addition, SJC develops action plans and "charters of accountability" for individual performance to align with action plans to ensure outcomes, and Quick Quality Checks are used to determine the effectiveness of this process in regard to meeting set goals.

8P5 How do you select measures and set performance projections for your institutional strategies and action plans?

8P5 Performance measures are developed and agreed upon among all community Colleges in New Mexico. The measures are updated and analyzed annually. Specific targets are established by SJC's Trustees, President and Vice Presidents. The measures and targets are reported to the New Mexico Legislative Finance Committee and become incorporated into the annual appropriations bill for New Mexico's postsecondary institutions. In addition, the NMHED has selected fall to fall persistence as a measure for all postsecondary institutions in the state to receive additional incentive funding. Additional performance measures have been established by SJC's Trustees based upon widely recognized indicators of performances for Colleges and universities. College selected measures are reviewed by senior leadership and the Board.

San Juan College Performance Measures				Last Measured		Current Measure		Scoring Criteria										
								Stretch Target		Goal		Moderate				Risk		
								10	9	8	7	6	5	4	3	2	1	
NM Performance Measures	1. Percent receiving degree, certificate, transferred, or transfer ready			2007FA	68.1%													
	2. Percent of graduates employed in NM			2007FA	61.0%													
	3a. Percent Native American enrollment rates to reflect service area.			2007FA	32.4%													
	3b. Percent Hispanic enrollment rates to reflect service area.			2007FA	11.3%													
	4a. Percent Native American graduation rates to reflect service area.			2007FA	21.9%													
	4b. Percent Hispanic graduation rates to reflect service area.			2007FA	10.0%													
	5. The number of students participating annually in Community Education.			2007FA	2812													
	6. The number of students participating annually in Service Learning.			2007FA	433													
	7. Percentage of programs with increasing or level enrollments over a three-year period.			2007FA	61.5%													
	8a. Student Persistence - Fall-to-Spring			2007FA	74.0%													
	8b. Student Persistence - Fall-to-Fall			2007SP	54.0%													
9. Percent of graduates employed or continuing education in NM			2007FA	64.9%														
External Benchmark - Noel-Levitz Student Satisfaction - Percentage of National Norm			2005FA	3.8%														
10. Graduation Rate of First-time, Full-time, Freshmen after 150% of degree time.			2007FA	14.6%														
11. Percent of NM graduates employed in NM			2006FA	82.3%														

Table 8.2 NM Performance Measures for SJC

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8P6 How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?

8P6 The annual budgeting process is the principal means by which resources are allocated to support the strategies associated with the Strategic Plan. The action plans depicted in the planning model diagram in 8P1 along with resource issues associated with changes in the resource requirements of routine functions of the College's cost centers are the basis for most budget requests. Many of those requests are influenced as well by the mechanisms identified in 8P2. All budget requests from SJC's largest unit, Learning, are reviewed and prioritized by the deans of the respective schools for the cost centers within those schools. The deans and the Vice President for Learning in turn review the prioritized requests from each school before those requests, along with prioritized requests from the units headed by the other four Vice Presidents, are reviewed by the President and Vice Presidents each spring in their regular weekly meetings. A budget retreat with the Trustees also occurs during this period to advise them of the overall revenue outlook for the coming fiscal year as well as the major resource needs that have surfaced in the review of budget requests from the cost centers. The Trustees must adopt the budget for the upcoming fiscal year by March. Allocations to the cost centers for the new fiscal year are made in July at the start of the new fiscal year.

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8P6 O SJC uses a process of budget requests from the bottom-up and review is from the top down in regard to determining resource needs, yet it is unclear how resource needs are accounted for within the process of selecting strategies and implementing action plans.

8P7 How do you ensure that faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?

8P7 Ensuring faculty, staff and administrator capabilities are developed and nurtured is accomplished as part of the annual planning process. The ODD (formed as a direct result of the work of the Quality Organizational Development Council 2002 Framework for Professional Development, and the 2003 Climate Survey) works to meet institutional, departmental, and individual professional development and training needs. Cross-functional teams have attended the CQIN Summer Institute, the AQIP Strategy Forum, the HLC Assessment Academy, along with other such events in order to gain knowledge of institutional strategies and action plans and to benchmark as well as integrate best practices for continuous process improvement (see 4P4).

To ensure these efforts are addressing the professional development needs aligned with institutional focus and individual level needs, the SSDC and the CTX Advisory Committee provides feedback to the ODD. Evaluations following each development event and training are reviewed for opportunities for improvement.

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8P7 S SJC has a process in place that facilitates the development and nurturing of the capabilities of its members (employees) with feedback provided on this process from the SSDC and the CTX Advisory Committee. The breadth of professional development opportunities described in 4P4 attests to the effectiveness of the process.

8P8 What measures of the effectiveness of your system for planning continuous improvement do you collect and analyze regularly?

8P8 Measures of the effectiveness of the planning systems at San Juan College regularly collected and analyzed include employee, student and stakeholder satisfaction surveys, needs assessments, forums and focus groups, and learning outcomes. In addition, input from external reviews of the AQIP Systems Portfolio, Action Projects, Checkup Visit and Strategy Forums also inform the process.

San Juan College has over 50 measures of effectiveness associated with the vision, mission and strategic planning that are tracked on the institution's scorecard (see Category 7). Reports are provided to the Board of Trustees on a regular basis.

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8P8 O SJC lists numerous methods (e.g. survey, Checkup Visit) by which it collects data without actually mentioning any specific measure of planning effectiveness. SJC has an opportunity to reflect upon and describe its measures (not methods) of planning effectiveness and to consider whether various stakeholder groups assessing planning effectiveness are receiving prompt feedback concerning the findings.

Results (R)

8R1 What are your results for accomplishing institutional strategies and action plans?

8R1 The results include the current Strategic Plan 2006-2010 (see Figure 8.3, which includes 18 strategic initiatives within four categories). Each Vice President (Learning, Student Services, Business Services, Institutional Research and Planning, and Technology Services) has developed additional initiatives that are pertinent to their areas and are correlated with the Strategic Plan initiatives. Each department and School has developed an operational plan and objectives that correlate with their division

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Initiatives In many of the areas this has been “driven down” to Individual Work Plans.

Valuing educational access and student success

The above scorecard has the State of New Mexico community College performance measures which include measures for access and success. The table includes San Juan College measures and targets. If the measure score is green or blue then the College has met or exceeded the target.

Valuing partnerships

In 2005, several community forums were conducted in various areas of the service area. The participants in the forums mentioned a great number of opportunities with each community providing a unique perspective. The following are results from those forums.

- More specialized programs working with local business & industry were developed in areas of pipeline operators, safety and management for oil & gas, skilled laborers, senior citizen seminars, agriculture and related vocations.
- More opportunities for high school students to get an early start in College through the partnership for the Technical Education Center (TEC). New programs available in: CNA Firefighter, First Response Emergency Medical, and Cosmetology.

Increase in Specialized Programs	
Oil and Gas Industry	7 Programs
Automotive Industry	2 Programs
Healthcare Industry	7 Programs (2 distance educ., 1 weekend)
Agriculture	1 Program
Senior Citizen – Encore Program	1 Program

Table 8.3 Increase in Specialized Programs

Appraisal Feedback Report

8R1-8R2 S SJC provides nine FY07 results for performance measures tracked by the State of New Mexico that indicate results and targets for accomplishing institutional strategies and actions.

8R2 Regarding 8R1, what are your projections of performance for your strategies and action plans over the next one to three years?

8R2 The following table has the State of New Mexico community College performance measures which include measures for access and success. The table

includes measures for access and success.

Performance Measures	FY 07	FY 08	FY 09
	Actual	Target	Target
Percent successful after 3 years	68.1%	71.0%	70.0%
Percent complete within 150% of time	14.6%	15.7%	15.7%
Percent placed in jobs in New Mexico	61.0%	62.0%	62.0%
Percent of Native Americans enrolled	32.4%	27.0%	28.0%
Percent of Native American graduates	21.9%	26.0%	24.0%
Number enrolled in community service	2,812	2,720	2,900
Number enrolled in service learning pgm.	433	385	420
Percent of programs with stable or increasing enrollment	61.5%	85.0%	63.0%
Percent persisting to following spring	74.0%	78.0%	74.2%
Percent placed in jobs or continuing education in New Mexico	64.9%	70.0%	67.0%

Table 8.4 Performance Measures and Targets

The table includes SJC current measures and targets established for the next two years.

The Enrollment Management Taskforce has been charged with developing and implementing strategies to increase enrollment by at least 3.5 percent annually in student credit hours.

8R3 Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside the education community?

8R3 Although, San Juan College has begun utilizing peers, best practices and national groups for benchmarking, the institution has yet to benchmark projections. Performance results are presented throughout the portfolio.

8R4 What is the evidence that your system for planning continuous improvement is effective?

8R4 The Quick Quality Checks assessment is a principal means of informing departments of their progress towards continuous improvement. Quick Quality Checks are reviewed annually. See copy of the Business and Finance summary of the Quick Quality Check (last page). The new *Communication and Input Design* Action Project (Fall 2007) was selected as a priority project because of the results of the PACE survey (see Category 5). A goal of the project is to establish a climate more receptive to and capable of sustaining process improvement.

Improvements (I)

8I1 How do you improve your current processes and systems for planning continuous improvement?

8I1 Using AQIP categories as deployed through the Quality Quick Checks provides a framework for continuous improvement as do the various benchmarking mechanisms the College has begun employing. These data sources increasingly point

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out issues that need further examination and subsequent targeting for improvement, particular processes deployed throughout the College. In anticipation of moving towards the AQIP System *efolio*, Student Services is piloting an *ebinder*, to electronically link Quality Quick Checks supporting documents on a shared drive. Further deployment of the planning model in Figure 8.1 must continue following the implementation of line item budgeting. Continued attention to process analysis and improvement will strengthen accountability and heighten awareness of interdependencies between departments and units.

SJC needs to continue to develop a cadre of personnel trained in the AQIP and Baldrige process improvement processes and expose employees to process improvement tools through employee development efforts.

8I2 With regard to your current results for planning continuous improvement, 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 as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?

8I2 Specific improvements SJC is targeting are: (1) Enrollment Growth and Management, (2) Communication Systems, (3) Retention of our Students, (4) Developmental Education Success and (5) Online Learning. Cross-functional taskforces have been organized for each priority. Progress reports are to be presented throughout the academic year with a final report presented to the President no later than July 31, 2008. Taskforce recommendations will be presented at the fall 2008 Convocation.

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8R1-8R2 S SJC provides nine FY07 results for performance measures tracked by the State of New Mexico that indicate results and targets for accomplishing institutional strategies and actions.

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Business & Finance
QUICK CHECK (2006-07)

	Responses 7			
	Not Yet	Somewhat	Yes	In Operational Plan
Understanding Student/Customer and Other Stakeholder Needs				
We have identified key customer groups.	28.6%	42.9%	28.6%	0.0%
We have identified the needs of each key customer group based on information.	42.9%	42.9%	14.3%	0.0%
We have a system for balancing the needs of customers with the needs of other stakeholders.	28.6%	57.1%	14.3%	0.0%
Setting Direction, Planning and Improving				
We have established a mission and vision that is supportive of the College's mission and vision.	28.6%	42.9%	28.6%	0.0%
We incorporate our customer needs into our planning system.	14.3%	42.9%	42.9%	0.0%
We have a planning system that drives continuous improvement that includes performance targets.	42.9%	57.1%	0.0%	0.0%
We have established long-term and short-term objectives that are aligned with the College's strategic direction.	28.6%	71.4%	0.0%	0.0%
We use performance measures in our planning system.	42.9%	57.1%	0.0%	0.0%
We periodically look at best practices to help us improve our systems.	42.9%	28.6%	28.6%	0.0%
We have established action plans for carrying out our objectives.	28.6%	57.1%	14.3%	0.0%
Measures and Improvements				
We have established performance measures that can lead us to improvement.	57.1%	14.3%	28.6%	0.0%
We compare our measures to other institutions.	57.1%	14.3%	28.6%	0.0%
Developing People				
We have a system to periodically review the performance of our employees that helps them improve.	28.6%	71.4%	0.0%	0.0%
We have a system to determine our staff development needs in order to carry out our objectives.	42.9%	57.1%	0.0%	0.0%
We have a system to link our staff development efforts to performance.	85.7%	14.3%	0.0%	0.0%
We have a systems to foster communication.	14.3%	57.1%	28.6%	0.0%
Building Effective Processes				
We have identified our key processes and understand how they flow.	14.3%	42.9%	42.9%	0.0%
We take a collaborative approach in process development.	14.3%	57.1%	28.6%	0.0%
We systematical review key process in order to improve.	42.9%	28.6%	28.6%	0.0%
We have a system for seeking out and processing complaints.	57.1%	42.9%	0.0%	0.0%
Relationships/Communication				
We have identified other key internal relationships and understand how we relate in our service to student and customers.	0.0%	71.4%	28.6%	0.0%
We have a system to ensure that deans and faculty understand how we support teaching and learning.	42.9%	28.6%	28.6%	0.0%
Our system has a mechanism for communicating our services and processes to students, faculty, and other stakeholders.	0.0%	57.1%	42.9%	0.0%

Table 8.5 Example of Quality Quick Check

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2008 AQIP Systems Portfolio Update

Category 8: Planning Continuous Improvement

Process

The **Team for Strategic Oversight** (TSO) was formed as a follow-up to recommendations from Communication & Input Taskforce that the College establish a "cross-cutting" venue for collaboration between the administration, students, and employees with regard to strategic institutional issues as a means for improving communication about and knowledge of significant college operations. By using SJC's Strategic Plan (2006-11) as the focus for the future direction of the College, the Team will provide opportunity for the administration, students, and employees to engage in a focused, constructive dialog about the strategic issues affecting San Juan College and how SJC might respond to the challenges and opportunities presented by those issues. Creation of the Team for Strategic Oversight also follows up on feedback from the appraisal of SJC's 2007 AQIP System Portfolio that encouraged the College to continue its commitments stated in Category #5 (Leading and Communicating) to improving internal communications and in Category #8 (Planning for Continuous Improvement) to strengthening strategic planning.

Objectives:

- Promote through a representative body effective communication between employees, students, and the administration regarding strategic issues affecting SJC.
- Promote common knowledge and understanding of strategic issues and the possible consequences of those issues for SJC.
- Promote consensus about the likely challenges and opportunities the College should address in its Strategic Plan.
- Promote increased focus on the Strategic Plan as driving SJC's future development and as the principal means by which progress will be measured on the strategic directions set forth in the Plan.

Responsibilities:

- Identify through periodic dialog with students and employees the strategic issues that affect SJC.
- Identify what students and employees believe may be the most promising ways that SJC could respond to the challenges and opportunities

presented by the strategic issues affecting the College.

- Recommend to the President and Vice Presidents possible revisions to the Strategic Plan for the Trustees to address in responding to the challenges and opportunities the Team has identified.
- Recommend to the President and Vice Presidents possible measures the Trustees may consider for gauging the progress of the Strategic Plan and the overall performance of the institution.