

**REPORT OF THE SYSTEMS APPRAISAL TEAM**  
in response to the *Systems Portfolio* of  
**SAN JUAN COLLEGE**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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**TABLE OF CONTENTS**

Introduction.....	2
Using the Report.....	3
Critical Characteristics Analysis.....	4
Criterion Appraisal Summaries.....	8
<i>Helping Students Learn</i> .....	8
<i>Accomplishing Other Distinctive Objectives</i> .....	14
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	17
<i>Valuing People</i> .....	22
<i>Leading and Communicating</i> .....	26
<i>Supporting Institutional Operations</i> .....	29
<i>Measuring Effectiveness</i> .....	32
<i>Planning Continuous Improvement</i> .....	36
<i>Building Collaborative Relationships</i> .....	40
Strategic Issues Analysis.....	43

## INTRODUCTION

The *Report of the Systems Appraisal Team* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After members independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Criterion, significant issues for your institution, and an Appraisal Rubric score for each Criterion. These are presented in four sections of the *Report: Critical Characteristics, Criteria Appraisal Summaries, and Strategic Issues Analysis*. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

Each member of the Systems Appraisal Team devoted many hours to analyzing and reacting to your *Systems Portfolio*, first individually and then via a consensus processes designed to ensure that all feedback you receive is the agree-upon conclusion of an entire group of intelligent trained peers. There are no one-person opinions here, no idiosyncratic, subjective opinions. Most of the team's members have had firsthand, executive responsibilities in colleges and universities, but the team also included at least one person whose work and experience lies outside of higher education, and who could help the team maintain perspective on the work higher educators still have to do to bring quality principles into all areas of the Academy. All team members are committed to promoting continuous quality improvement in higher education, and have received training in quality processes. Many team members have also had experience with Baldrige-type quality award programs. We know that you and your colleagues find the astuteness of their perceptions, as embodied in this report, useful in your commitment for continuous quality learning.

Good as the team was, however, it is important to remember that they had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are, in fact, already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities: if some of these are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If it was unsure about an area, we urged the team to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

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

Characteristics having the greatest relevance to each Criterion are identified in the *Report*.

*Criterion Appraisal Summaries:* The *Report*'s feedback on each of AQIP's nine Criteria specifically identifies strengths and opportunities for improvement. *An S or SS identifies strengths*, with the double letter signifying important achievements or capabilities upon which to build. *Opportunities* are designated by *O* and, with *OO* indicating areas where attention may result in more significant improvement.

Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Criterion, and presenting the team's findings in detail, this section is the heart of the *Report*. At the end of the list of strengths and opportunities for each Criterion is the team's consensus assessment of the institution's stage of development on that particular Criterion. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Criterion covers. Since institutions are complex, maturity levels may vary from one Criterion to another.

*Strategic Issues Analysis:* Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. The Systems Appraisal Team identified these issues through analysis of your institutional "Overview" and the feedback it provided for each Criterion. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, and can serve as an "executive summary" of the *Report*'s key findings and recommendations.

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## USING THE REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the *Report* stimulate review of processes and systems based upon the work of the Systems Appraisal Team. Though AQIP leaves specific actions up to your institution, it is expected the

*Report* will be employed within a cycle of continual improvement conducted according to defined processes.

The *Report* ought to be examined strategically for identification of those areas that, if addressed, will yield greatest benefit. Some key questions that may arise in careful examination of the *Appraisal Feedback Report* may be: Do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in planning and operations? How will we revise the *Systems Portfolio* to reflect what we have learned?

How the *Report* is interpreted, communicated and used for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Rubrics ought to be employed for understanding and ongoing systems improvement, not for scores by which to assess success or failure. Though the *Report* is based upon a single document, your *Systems Portfolio*, it reflects a disciplined review of what you have said about yourself. Your *Systems Portfolio* is a living document to be revised for improved communication. However, though you may surface questions about your *Systems Portfolio's* accuracy, completeness, or coherence, the chief tasks are to discern, to identify areas for improvement, and to act.

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## CRITICAL CHARACTERISTICS ANALYSIS

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

- 01 Public, non-profit, comprehensive community college. One of 17 in state. Funded through tuition, mill levy, and state reimbursement

- 01A Seven member board elected by District sets educational and financial policies
- 01B Same President for 26 years. New President started June 2002.
- 01C Draws diverse students from four states in the “four corners” region (Colorado, New Mexico, Arizona, and Utah), bordered by 4 Indian reservations, and Navajo Nation is one third of service area
- 01D Mission: To improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services
- 01E Vision: Model learning college of the future – a college that produces learning in students
- 01F Organization believes it is a high performing organization in the areas of quality improvement, technology implementation, and shared governance. Received Quality New Mexico’s Zia Award
- 01G Creating environments that use technology to enhance learning – multimedia classrooms, high speed Internet access, wireless network, Web-based and televised class delivery
- 01H The Quality Intensive Learning Leadership System (QUILLS) is focused on continuous improvement, innovation, intellectual freedom, shared governance, and alignment of objectives with the mission and vision. QUILLS includes 5 Quality Councils – Learning, Student Support, Community Linkages, Technology, and Organizational Development – with a Core Council that links the Councils to the executive leadership team
- 02 Offers 64 programs including Associate degrees for academic transfer and vocational, developmental, and non-credit programs
- 02A College offers 29 Associate of Arts and Associate of Science degrees for transfer programs, Associate of Nursing and General Studies degrees, Associate of Applied Science degrees in 37 fields, and 27 vocational certification programs
- 02B Source of community education programs offering professional development, fine arts, health and wellness, workforce training, business development, and economic development programs

- 03 Serves a highly diverse, non-traditional student population – average age is 32, all students exhibit at-risk characteristics, 70% receive financial assistance, 93% are under-prepared, 60% of students are women, and 40% are minority (66% of the minority are Native Americans). Fourth highest degree granting institution for Native Americans in U.S.
- 03A Enrollment has been growing 7% per year for 10 years doubling since 1982. Growth from fall 2002 to 2003 was 15%.
- 03B Fourth largest enrollment of the 25 post-secondary institutions in the state. Current student population is 11,827 students taking courses for credit and 6,783 students taking non-credit courses.
- 03C Key stakeholders include students, employers, parents of students, community members, donors, high school administrators and teachers, business and industry, and four-year educational institutions
- 04 Partnerships have been formed with four area public school districts, 11 corporations, 8 not-for-profit businesses, 5 governmental agencies, 14 private sector organizations, and 3 other state institutions (to offer bachelors and masters degrees on site)
- 04A Collaborative and innovative specialized programs to develop the regional workforce and address specific workforce needs include Controls Technology and Industrial Process Operator.
- 04B Community members and business representatives serve on the ADA Advisory Committee, Foundation Board, Alumni Association, and 25 program advisory committees
- 04C Due to conflicting needs of stakeholders, constant communication is needed to balance programs, contribute to economic development, and provide good value for cost to local taxpayers
- 05 Organization has 781 employees, 43.7% of which are faculty. There are 111 full-time faculty, 230 part-time faculty, 23 administrative staff, 111 direct service professionals, 103 specialized support staff, 133 clerical and custodial staff, and 70 Community Learning Center instructors. There are no formal bargaining units
- 05A Of the faculty, administrators, and professional staff, 38 have doctorates, 92 have masters, and 73 have bachelors degrees

- 06 Physical plant is 750,000 square feet with a state-of-the-art electronic network including 1200 desktop PCs and laptops, 600 PCs for student use, wireless access for students and staff, and 45 multi-media classrooms. Instructional technology is outsourced to Colleges.
- 06A Theater and conference facilities are frequently used for conferences, business and industry training, and other stakeholder needs in support of the mission. There are few similar facilities in close proximity.
- 06B Specialized facilities built and supported through collaboration with partners include a planetarium, herbarium collection, flight simulator, controls technology equipment, chip manufacturing clean room, and automotive technical equipment.
- 07 Main competitors are Fort Lewis College (one hour North) and Dine College (one hour South). Major competitors outside of the area are institutions offering selected courses or programs in the community and region.
- 07A Students are required to leave the region because of lack of higher education opportunities in needed specialties. Many are “place bound” and unable to take advantage of external opportunities.
- 08 Strategic challenges include growth planning, building on campus diversity, serving under-prepared and under-represented students, shifts in economic bases that lead to divergent training needs, and changing technologies
- 08A Economy in the area has shifted from agriculture to energy (large electrical generating plants, natural gas and oil industries, and technical training to support energy production). Extractive industries are more volatile than most sectors and require expensive equipment and state-of-the-art technologies to meet training needs.
- 08B State is in a crisis in having an adequate supply of qualified teachers and state politics have become a significant barrier to institutional progress.

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## CRITERION APPRAISAL SUMMARIES

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

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### AQIP CRITERION 1: *HELPING STUDENTS LEARN*

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Criterion focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization’s Systems Portfolio section covering Criterion 1, *Helping Students Learn*:**

- O1D Mission: To improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services
- O1E Vision: Model learning College of the future – a College that produces learning in students

- 02, 02A, 02B, 4A. Offers 64 programs including 29 Associate of Arts and Associate of Science degrees for academic transfer programs, Associate of Nursing and General Studies degrees, Associate of Applied Science in 37 fields, and 27 vocational certificate programs, as well as developmental, and non-credit programs. Also offers various community education programs including professional development, fine arts, health and wellness, collaborative and innovative workforce training needs, business development and economic development.
- O1G Creating environments that use technology to enhance learning – multimedia classrooms, high speed Internet access, wireless network, Web-based and televised class delivery.
- O1H The Quality Intensive Learning Leadership System (QUILLS) is focused on continuous improvement, innovation, intellectual freedom, shared governance, and alignment of objectives with the mission and vision. QUILLS includes 5 Quality Councils – Learning, student Support, Community Linkages, Technology, and Organizational Development – with a Core Council that links the Councils to the executive leadership team.

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

- S 1P1 The College has identified common student learning outcomes using a cross-disciplinary task force formed by the VP for Learning.
- O 1P1 Although student learning outcomes and involved parties are identified, it is not clear what process is used to define program-specific learning objectives beyond licensure requirements established by state and national licensing agencies and boards.
- O 1P2 Although new programs are developed with the assistance of business and industry educational partners and involve a needs assessment, it is unclear what systematic process is used to develop the new programs. For example, it is not clear how data are gathered and used or how benchmarks are used in the needs assessment portion of the new course and program approval processes.

- S 1P3 Four main tools are used to determine student preparation required for specific courses and programs. These include the College Placement Test which is now Accuplacer, follow-up tests, transcript evaluation, and advisement. Program faculty and advisory committee members are responsible for establishing student preparation levels such as prerequisites and minimum Accuplacer scores and publishing them in course descriptions and syllabi.
- S 1P4 Expectations are communicated using a variety of methods including student orientation, Accuplacer and follow-up testing, the admissions and registration processes, and advisement where course and program prerequisites, degree requirements, and performance expectations are discussed.
- S 1P5 The College provides mandatory student orientations, program open houses, Accuplacer test review with a counselor, curriculum counseling, and interest tests, and has implemented mandatory advisement at 24 hours of credit.
- O 1P5 The process for identifying and addressing discrepancies between actual preparation of students and their learning styles is unclear. The College states that faculty members try to detect discrepancies which indicates an informal process dependent on an individual taking the initiative rather than a systematic process.
- O 1P6 It is not clear how the College determines, documents, and communicates what it has learned about effective teaching and learning. A number of methods are listed in the portfolio such as evaluations of faculty by supervisors and students, student success data, licensure statistics, and graduation rates but it is not clear how data from these methods are aggregated and analyzed to determine which teaching and learning methods are the most effective.
- S 1P7 The College uses both traditional and alternative course delivery methods to meet the needs of students and the organization.
- O 1P7 The process used to build a course delivery system that balances both student and institutional needs is not clear. Needs assessments, advisory board input, student feedback, transfer institution requirements, and business and industry requests are mentioned as inputs to the process but it is not clear how these inputs are aggregated, analyzed, and used to build the course delivery system; who is involved in or responsible for the process; and how student and College needs are balanced.

- S 1P8 The currency and effectiveness of the curriculum is monitored through annual course and program reviews conducted by the Instructional Affairs Council, program advisory boards, certification and accreditation reviews, and benchmarking. Potential improvements are identified through professional development activities such as conferences and literature reviews. This appears to be one of the stronger areas of management.
- S 1P9 The College uses a variety of methods to determine learning support needs of students, faculty, and staff. These methods include personal interviews, number of students enrolled in support classes, Noel-Levitz survey and CCSSE results, needs assessment surveys, requests from faculty for support classes and the number of faculty requests for professional development opportunities about learning support.
- O IP9 Although a variety of methods is used to determine learning support needs of students and faculty, it is not clear how the data are aggregated, analyzed, and needs determined nor is it clear who is involved in the assessment, identification, and implementation of improvements.
- O 1P10 The College does not have co-curricular development goals; therefore, there is not a process for aligning these goals with learning objectives beyond some faculty members including service learning opportunities in curricula.
- O 1P11 There does not appear to be a systematic process for determining the appropriate processes for student learning beyond the current use of the College Placement Test and the Student Learning Outcomes Assessment. A recently formed Accuplacer/Advisement Team has been reviewing alternative instruments but it is not clear what process is being used to determine the most appropriate instruments.
- S 1P12 Multiple tools and methods are used to assess how well prepared students are for further education or employment including feedback from program advisory committees and employers; surveys of students, alumni, and educational partners; transfer acceptance rates; and licensure and certification data. The College also maintains a strong relationship with employers in the community that allows for effective communication about student preparation.
- S 1P13 The College utilizes different sources of data to measure student performance. Institutional, program, and course data, including retention, course completion, graduation, and job placement rates, are the measures that are regularly collected and analyzed.

- O 1P13 Although programs that have licensure requirements are being monitored statistically, the bulk of the other 64 programs rely primarily on feedback from past graduates or local employers. NOTE: Brian made this comment for 1R2 – moved it to a process question versus analysis of results.
  
- S 1R1 Data show positive growth in certificate and degree completion rates as well as significant improvement in success rates for college level courses. Job placement rates also show a favorable trend increasing from 90% in 1996 to 95% in 2000 (Figure 3R2-2). The number of graduates employed in the state the first quarter after graduation (70%) exceeds the statewide average of 63.5%.
  
- O 1R1 Although the data for number of annual degrees and certificates shows an improving trend from 1993 to 2003, growing from 240 to 516 (Figure 3R2-1), the data are not normalized for changes in student enrollment making it unclear if the percentage of students receiving degrees and certificates has improved. The percent of cohort successes shows an improving trend for 1996-1998 but the number of successes for this measure is less than the graduating class size presented in Figure 3R2-1.
  
- S 1R2 The College exhibits increased student success through measurements of course comparison and pass rates in some areas. The licensure pass rate for aviation, nursing, and PTA for example, has been at or above 80% since 1999-2000 with two of the three fields having 100% pass rates in 2001-02 and 2002-03 (Figure 3R2-3).
  
- O 1R2 Although the trend from 1997-1999 is favorable, the success rates for developmental education students who have completed DEST classes compares unfavorably to students who enroll prepared for College (Figure 3R2-4). Student success in developmental classes in Math and English has remained relatively flat at approximately 60% from 2000 to 2002 (found in 3R2). In addition, the graduation rate for DEST students is below the national average (Figure 3R2-5).
  
- O 1R3 Although anecdotal data, average data or growth rates are provided for some measures, quantified trend data and comparative data are not provided for several student or program specific learning objectives or measures of knowledge and skill acquisition or for students beyond those in developmental or licensure programs. Examples of results that are mentioned as important in the portfolio include acceptance rates at transfer institutions, post-program tests, course completion rates, and success in next class.

- O 1R3 The College identifies three primary processes to help students learn (technology, new courses/program development, and highlighting evidence of effective teaching and learning) and track a variety of results of processes for helping students learn), but results for these processes are not presented.
  
- OO 1R4 The College provides a cursory look at comparison of its results with the results of other higher education institutions and organizations outside the educational community. No quantitative data is provided.
  
- O 1I1 It is not clear what systematic process was used to set the objectives, outcomes, and goals listed in the portfolio. For example, it is not clear how the objectives, outcomes, and goals were selected, prioritized, and resources are committed for implementation.
  
- S 1I2 The College has set targets for improvement that have a direct relationship to current results for helping students learn and develop..
  
- O 1I2 Although a process appears to exist for setting targets, it is not always clear how areas in need of improvement are identified and potential targets are narrowed.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as maturing, characterized by:**

- ◆ Growing, emergent processes that typically achieve many of their goals have been put in place.
  
- ◆ Successful approaches and processes are occasionally adopted and used throughout the institution.
  
- ◆ Occasional short-term (under two years) data on performance results exist in most areas.
  
- ◆ Evidence exists of recent (within last two years) of improving levels of performance in several areas.
  
- ◆ Information is collected on performance of outstanding organizations with similar processes but used irregularly
  
- ◆ Feedback is periodically used to set performance targets in a few areas.

- ◆ A record of significant improvements, occurring periodically, is the result of specific initiatives.

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**AQIP CRITERION 2: *ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES***

- *Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.
- **Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 2, *Accomplishing Other Distinctive Objectives*:**
- 01D. Mission: To improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services.
- 01E. Vision: Model Learning college of the future – a college that produces learning in students
- 01G. Creating environments that use technology to enhance learning – multimedia classrooms, high speed Internet access, wireless network, Web-based and televised class delivery.
- 02B. Source of community education programs offering professional development, fine arts, health and wellness, workforce training, business development, and economic development programs.
- 04A. Collaborative and innovative specialized programs to develop the regional workforce and address specific workforce needs. Partnerships have been formed with four area public school districts, 11 corporations, 8 not-for-profit businesses, 5 governmental agencies, 14 private sector organizations, and 3 other state institutions (to offer bachelors and masters degrees on site)

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

- SS 2P1 The College uses a diversified group of stakeholders and a comprehensive process for determining and identifying other distinctive objectives. College activities are aligned with these objectives through community forums and needs assessments, advisory boards, and satisfaction surveys. Explicit institutional objectives in addition to helping students learn include building partnerships, fostering community involvement, acting as a focal point for community service, providing a place for cultural and learning activities, contributing to workforce and economic development, and providing service learning opportunities.
- S 2P2 Expectations for other distinctive objectives are communicated to students, faculty, staff, administrators, and stakeholders through a variety of methods including college and student association meetings and minutes, quality councils, the Internet, and print and broadcast media.
- O 2P3 It is not clear what process is used to determine faculty and staff needs for other distinctive objectives. The governing board, president, executive leadership team, community partners, advisory boards, college association and quality councils are mentioned as involved in identifying needs but it is not clear what process is used nor what criteria are used to assign priorities to these needs.
- S 2P4 A variety of groups such as the College governing board, president, executive leadership team, Institutional Research and Planning Office, and Quality Councils use data and direct feedback from stakeholders that is incorporated into institutional plans to refine specific objectives and the processes that support them. This demonstrates involvement and the incorporation of feedback into their decision-making.
- O 2P5 It is not clear what measures are collected and reviewed to aid in analyzing the level of accomplishing other distinctive objectives.
- OO 2R1, 2, and 3 Although anecdotal data and examples are provided for some measures, quantified trend data and external comparisons with other local and regional organizations are not provided on making progress on achieving other distinctive objectives. Expected quantified data includes college readiness, partnership development, community relationships, community

involvement, community service, facility use, workforce and economic development efforts, job readiness opportunities, child care services, enrollment in Kids Kollege, and literacy program and project read results. All of these are mentioned in the portfolio as measures of other distinctive objectives.

- O 2I1 There does not appear to be a systematic process in place to improve current processes and systems for accomplishing distinctive objectives.
  
- S 2I2 The College targets improvement priorities to accomplish other distinctive objectives that are consistent with its mission and align with distinctive objectives identified in other criterion responses. The college uses a variety of mechanisms such as local newspapers, Staff Notes, campus newsletters, website publications, email, community meetings, and advisory boards to communicate results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as maturing, characterized by:**

- ◆ Growing, emergent processes that typically achieve many of their goals have been put in place.
- ◆ Successful approaches and processes are occasionally adopted and used throughout the institution.
- ◆ Occasional short-term (under two years) data on performance results exist in most areas.
- ◆ Evidence exists of recent (within last two years) of improving levels of performance in several areas.
- ◆ Information is collected on performance of outstanding organizations with similar processes but used irregularly
- ◆ Feedback is periodically used to set performance targets in a few areas.
- ◆ A record of significant improvements, occurring periodically, is the result of specific initiatives.

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**AQIP CRITERION 3: *UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS***

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

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

- 01C Draws diverse students from four states in the “four corners” region (Colorado, New Mexico, Arizona, and Utah) and is bordered by 4 Indian reservations. Navajo Nation is one third of service area.
- 03 Serves a highly diverse, non-traditional student population – average age is 32, all students exhibit at-risk characteristics, 70% receive financial assistance, 93% are under-prepared, 60% of students are women, and 40% are minority (66% of minority are Native Americans). Fourth highest degree granting institution for Native Americans in U.S.
- 03C Key stakeholders include students (degree seeking, non-degree seeking, special, and prospective students), employers, parents of students, community members, donors, high school administrators and teachers, business and industry, and four-year educational institutions.
- 04C Due to conflicting needs of stakeholders, constant communication is needed to balance programs, contribute to economic development, and provide good value for cost to local taxpayers.

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

- S 3P1 The College uses a multi-tiered, proactive approach to anticipate and identify the changing needs of student groups. The approaches include: analysis of survey data, student focus groups, reports, interaction with students and state agencies, visitations to school districts,

feedback from on-going programs, committees, analysis of state and national requirements, analysis of emerging trends, and financial aid analysis. In addition, the Noel-Levitz Student Satisfaction Inventory is used to identify student concerns, understand what students consider most and least important, obtain satisfaction data, and compare results nationwide.

- O 3P1 It is not clear how needs and expectations are analyzed and a course of action selected. There are numerous methods used to obtain input but it is not clear how the committees and teams aggregate these data, determine the big picture challenges and opportunities, and identify action items related to identified improvements.
  
- S 3P2 Relationships with current and prospective students are built through the Associated Students Council, Student Senate, Student Advisory Council, student focus groups, student representation on the Quality Councils, student clubs and organizations, campus-wide social events, work-study programs, community interaction, and the Student Ambassador Program where students receive free tuition for assisting at college functions, give campus tours, and promote the mission and vision.
  
- S 3P3 The College uses multiple tools and methods to identify changing needs of the key stakeholder groups identified in 3C1. These tools include surveys of students, graduates, and employers; economic impact studies of special groups such as Native Americans; internal and external environmental scanning; meetings with public school officials; and research about current trends in higher education. Information from each of these sources is brought to the appropriate Quality Council and Core Council for input from executive leadership, resolution, determination of a course of action, and feedback to the campus community.
  
- S 3P4 The College uses well thought out processes with a wide array of touch points to improve relationships with external stakeholders. These touch points include community forums and focus groups, participation in community events, open houses, corporate partnerships, surveys, committees, memberships, and informal and formal communication.
  
- O 3P5 It does not appear that there is a systematic process in place to determine if new student and stakeholder groups should be addressed. A few mechanisms exist to enable new student or stakeholder groups to express their needs such as community surveys and forums and visits to the Navajo Nation but it is not clear what information is gathered through these methods, how it is used to anticipate future needs, and how the College actively seeks input.

- S 3P6 The College handles student and stakeholder complaints through a formal complaint process that includes an immediate, comprehensive response to the complainant within 24 hours and procedures for appeals and hearings. Staff are empowered to solve problems at the lowest level possible and a process is in place to escalate complaints that cannot be handled by counselors or faculty advisors.
- O 3P6 Although it appears that complaint information is compiled on an annual basis by student services personnel, it is not clear how the information is analyzed in a formative and summative manner, disseminated to and used by all departments to identify recurring complaints, and select a course of action to eliminate the root cause of the recurring complaints.
- S 3P7 Several methods are used to determine student satisfaction including the Noel Levitz Student Satisfaction Survey, graduate surveys, and graduation and placement rate data.
- O 3P7 It is not clear what methods are used to determine satisfaction levels for stakeholders other than students.
- S 3R1 Results show that the College is building strong relationships with its students. Results for the 2001 Noel-Levitz Student Satisfaction Survey indicate that the College has satisfaction levels that exceed national benchmark levels (Figure 3R1-1). Annual graduation surveys indicate that 89% achieved their educational goal, 95% were satisfied with the College, and 96.2% would choose or probably choose the College again. The 1999 results for the New Student Services Survey show satisfaction with services at the 94% to 100% level (Figures 3R1-3, 4 and 5). Results for the Vocational Student Survey show 87% achieved their goal and 81% were satisfied with the courses (Figure 3R1-6). The institution successfully identified key challenges through its analysis of the CCSSE survey data.
- O 3R1 Quantified results data are not provided for many of the survey methods mentioned in the portfolio including the Community College Survey of Student Engagement which was administered for the first time in the spring of 2002, the Indicators of Instructional Effectiveness Survey, job placement follow-up surveys, or course evaluation surveys. In addition, the latest data presented for the annual graduation survey, the new student services survey, and the vocational student survey is from 1999.

- S 3R2 The organization has positive results for building relationships with students. Job placement data shows that 70% of SJC graduates in 2001-02 were employed in NM in the first quarter after graduation. Nursing graduates have the NM's highest licensure pass rates on the NM Boards. Aviation and Physical Therapist Assistant licensure pass rates are also noteworthy.
- O 3R2 Quantified results are not provided for results for building relationships with students. The data that are presented in response to the criterion are more appropriate for the Helping Students Learn criterion (1E1, 2, and 3). Expected results include retention and attrition and data on relationships collected in student focus groups, President's Roundtable discussions, and student surveys.
- S 3R3 The organization provides a qualitative listing of positive accomplishments for building relationships with stakeholders. These include community partnerships such as Welfare-to-Work programs in six counties, Career Centers located in six counties, the Family Resource Center, the Literacy Academy, economic development efforts, School-to-Careers program, volunteer efforts, and community partnerships. The College has developed or expanded numerous partnerships over the past 5 years with employers such as El Paso Energy Corporation, General Motors, Toyota, Daimler Chrysler, Mesa Airlines, Intel, David H. Paul, Inc., and the State Police. Alumni surveys indicate overall satisfaction with the College while employer surveys show a favorable trend increasing from approximately 90% satisfied in 1997 to almost 100% satisfied in 2000 (Figure 3P7-1).
- O 3R3 Quantified results data are not provided for the Meeting the Need for Improved Skills in the Local Workforce Survey, the community survey, or measures for building relationships with key stakeholders.
- S 3R4 The organization exhibits positive results for building relationships through its attainment of the New Mexico Zia Award, its identification by the League for Innovation in the Community College as one of its 62 Learning College Champions, and community support of College bond issues.
- O 3R5 Few comparative results are provided such as to other community colleges in New Mexico. For example, although licensure pass rates for aviation, nursing, and PTA reflect positive trends, the College has not provided comparative data relative to national or state norms. It is

unclear whether these are the only three programs offered that require licensure or certification or are the only programs that currently track licensure results.

- S 3I1 The College identifies on-going processes for improvement and implements improvement through its five Quality Councils. Examples of on-going processes for improvement include web-based applications, centralized services, video conferencing, cohort learning, alternative learning options, and 4-year and graduate degree agreements with three four-year institutions.
- S 3I2 The College has assembled a list of targets for improvement through annual strategic planning processes. Targets for improvement include the continued use of surveys that address retention, non-matriculating students, and transfer students, studies of degree completion, the dissemination of information to the campus about policies, practices, procedures, schedules, and decisions, clarification of complaint resolution processes, documentation of problems, and overall communication with stakeholders. These targets are communicated via the website, quarterly newsletter, weekly news clips, distribution of meeting minutes, a student newsletter, and e-mail.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as proficient, characterized by:**

- ◆ Practical, sturdy processes that generally achieve their fundamental goals are in place.
- ◆ Successful approaches and processes are sometimes adopted and used throughout the institution.
- ◆ Mid-term (two-four years or more) data on performance results exist in most areas.
- ◆ Shorter trends (under five years) of improving levels of performance are evident in some areas.
- ◆ Information collected on performance of outstanding organizations with similar processes is used systematically in a few significant areas.
- ◆ Feedback from processes is gathered and used systematically to set performance targets and drive improvement in a few significant areas.
- ◆ There is a record of significant improvements resulting from systematic multi-year (two - 10 year) improvement processes.

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## **AQIP CRITERION 4: *VALUING PEOPLE***

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

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 4, *Valuing People*:**

- 01H The Quality Intensive Learning Leadership System (QUILLS) is focused on continuous improvement, innovation, intellectual freedom, shared governance, and alignment of objectives with the mission and vision. QUILLS includes 5 Quality Councils – Learning, Student Support, Community Linkages, Technology, and Organizational Development – with a Core Council that links the Councils to the executive leadership team.
- 05 Organization has 781 employees, 43.7% of which are faculty. There are 111 full-time faculty, 230 part-time faculty, 23 administrative staff, 111 direct service professionals, 103 specialized support staff, 133 clerical and custodial staff, and 70 Community Learning Center instructors. There are no formal bargaining units.
- 05A Of the faculty, administrators, and professional staff, 38 have doctorates, 92 have masters, and 73 have bachelors degrees.
- 08B State is in a crisis in having an adequate supply of qualified teachers and state politics have become a significant barrier to institutional progress.

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

- S 4P1 The College has a formal process for identifying specific credentials, skills, and values required for employment at the College. A detailed job description for each position is compared with job announcements for similar positions at other colleges. By comparing qualifications at other colleges, the currency and validity of the standards at the College are improved.
- S 4P2 Numerous methods are used to recruit for vacant positions including local, regional, and national advertising. Top candidates are invited to a panel interview with questions focused on the ability of the applicant to adapt to a rural environment and diverse cultures and learning styles.
- S 4P2 Orientation programs for new employees were designed by visiting other campuses and researching best practices. The use of checklists, the New Faculty Learning Academy, and a mentoring program enable new faculty members to learn about the college's culture and principles and develop a support network.
- O 4P2 There are no apparent processes in place to retain employees once they have been hired.
- S 4P3 The College is focused on creating a team-based environment through the QUILLS Council structure and the implementation of a Process Improvement Team model. This approach encourages the formation of cross-functional teams to increase the level of faculty, staff, and other stakeholder involvement; improve communication; remove barriers; and improve process and College performance.
- S 4P4 A professional development plan is being designed to aid in the on-going development of faculty. A wide variety of training and development opportunities are provided including the Teaching and Learning Center, release time, in-service workshops, degrees offered in partnership with 4-year institutions, and support for certification, licensure, and attendance at professional meetings.
- O 4P4 There does not appear to be a systematic process for reinforcing training throughout the College
- S 4P5 Training needs are determined through training-related questions in the Climate Survey, monitoring of professional development activities, the annual performance evaluation process, and the newly formed Office of Organizational Development. As a result of feedback from the

Climate Survey, two Quality Councils are focused on training needs including aligning professional development to the strategic challenges and critical objectives.

- O 4P6 Although the annual Performance Evaluation Review is aligned with the Learning College principles, it is not clear how it aligns with the objectives outlined in Criterion 1 and 2.
- S 4P7 Numerous benefits and services are provided to employees including an Employee Assistance Program, insurance, tuition waivers, and time off for use of the fitness center.
- O 4P7 The recognition, reward, and compensation systems do not appear to align with the objectives of the College nor is it clear what criteria are used to determine award recipients. For example, the formula used to determine compensation focuses on degrees earned/credit hours, experience, and credentials but does not include consideration of objectives accomplished or other performance and behavior related criteria.
- O 4P8 It is not clear what process is used by the College to determine the factors that most impact employee motivation, satisfaction, productivity, and well-being. Employees are encouraged to share their recommendations for change, and vital few issues and recommended actions are selected through departmental plans but it is not clear how these inputs are aggregated, analyzed, and used to identify key satisfiers or motivators.
- S 4P9 The College uses a variety of approaches to create a safe, healthy work environment for students, faculty and staff. These approaches include the cross-functional Safety Improvement Team, a Campus Safety Officer, safety training, safety and health questions in the Climate Survey, the wellness center, outdoor recreation program, and workshops on health and safety issues.
- S 4P9 and 4P10 A biennial Climate Survey and the exit interview process are used to measure satisfaction of all full-time faculty and staff. Findings are released campus wide, discussed by the Executive Leadership Team and specific tasks assigned to staff members to improve satisfaction levels.
- S 4R1 Results for the Employee Climate Survey show results greater than 50% and improving trends from 1999 to 2003 in ten of 11 categories with professional development the only area not showing improvement.

- O 4R1 Results data are not presented for health and safety and employee impact on institutional development.
- O 4R2 Quantified results data are not presented for processes associated with valuing people such as statistics related to recruitment, hiring, training, and employee retention.
- O 4R3 Quantified results data are not presented for productivity and effectiveness of employees and the linkage between College goals and productivity or effectiveness of staff in achieving goals.
- O 4R4 Quantified data are not provided comparing results with other higher education institutions and/or organizations outside of the education community. For example, while current data shown for the CCSSE survey indicates the College outperforms peer institutions, historical trends or other data are not provided to compare data to other higher education institutions.
- S 4I1 The College demonstrates plans to improve current processes and systems for valuing people through the Process Improvement Team Model, Quality Councils, and participative governance. These systems are used to identify needed process improvements, develop and propose solutions, and improve methods used to value and seek employee input, feedback, and expertise.
- O 4I2 There does not appear to be a systematic process in place to set targets for improvement, prioritize improvements, establish timelines as part of the plan of action, and communicate the results and priorities to all stakeholders.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as proficient, characterized by:**

- ◆ Practical, sturdy processes that generally achieve their fundamental goals are in place.
- ◆ Successful approaches and processes are sometimes adopted and used throughout the institution.
- ◆ Mid-term (two-four years or more) data on performance results exist in most areas.
- ◆ Shorter trends (under five years) of improving levels of performance are evident in some areas.
- ◆ Information collected on performance of outstanding organizations with similar processes is used systematically in a few significant areas.

- ◆ Feedback from processes is gathered and used systematically to set performance targets and drive improvement in a few significant areas.
- ◆ There is a record of significant improvements resulting from systematic multi-year (two - 10 year) improvement processes.

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

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

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 5, *Leading and Communication*:**

- 01A Seven member board elected by District sets educational and financial policies.
- 01B Same President for 26 years. New President started June 2002.
- 01E Vision: Model learning college of the future—a college that produces learning in students.
- 01H The Quality Intensive Learning Leadership System (QUILLS) is focused on continuous improvement, innovation, intellectual freedom, shared governance, and alignment of objectives with the mission and vision. QUILLS includes 5 Quality Councils – Learning, Student Support, Community Linkages, Technology, and Organizational Development – with a Core Council that links the Councils to the executive leadership team.

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

- S 5P1 The College's vision is to be a learning college. This vision, guided by Learning College principles, enables the organization to maintain its focus on student and key stakeholder groups in numerous ways including advisory committees, student and employer surveys, CCSSE survey, student focus groups, climate survey, community forums, environmental scanning, Noel-Levitz survey, and distance learning assessments. Table 5P1-1 identifies the various stakeholders, need determination, key needs, and unit(s) responsible for each stakeholder group.
  
- O 5P2 It is not clear what role senior leaders play in the AQIP, program approval, the Teaching and Learning Center, Student Success Center, and partnerships with business, industry, and universities processes, how these processes are used to identify future opportunities, or how the recently created Teaching and Learning Center and Student Success Center build and sustain a learning environment.
  
- S 5P3 The executive leadership team makes organizational decisions and sets direction and vision. The Quality Intensive Learning Leadership System (QUILLS) was developed in 2001-02 to supplement the existing leadership system and foster shared governance. It focuses on continuous improvement and innovation through five Quality Councils and a central Core Council that links the councils to the organization's administrative and functional structure. Operational decision-making takes place and is carried out primarily at the local, departmental, or school level. The College relies on its various teams, task forces, groups, and committees to develop recommendations.
  
- O 5P4 Although the College provides an example of how its leaders use the results of the biennial Climate Survey to improve institutional communication and professional development, it is unclear what information and key results are commonly used in the decision making process, what group reviews this information, or what the frequency of review is.
  
- S 5P5 The College uses a variety of methods to communicate between and among institutional levels as described in Table 5P5-1. Examples of mechanisms that represent upward, downward, and two-way communication throughout the organization include the bimonthly Communicator that is distributed through the local newspaper, monthly staff notes, weekly news clips, unit

monthly or quarterly activity reports, and other quarterly reports and Quality Council minutes that are posted on the Intranet.

- S 5P6 The College uses a variety of methods and processes to communicate institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibility, and community service. For example, ethics are addressed in a Board Manual that outlines the code of ethics, ethical standards, academic freedom, and a student code of conduct. Employee handbooks document policies on conduct and standards. A list of ten employee aspirations has been developed that includes ethical practices expected in transactions with students, employees, and other stakeholders and a focus on creating a work friendly environment.
- O 5P7 Although the College indicates that there are programs at the departmental level and on an ad hoc basis that encourage leadership abilities, there are no formal programs or processes to encourage, develop, and strengthen leadership abilities or to share best practices, knowledge, and skills throughout the organization.
- O 5P8 There does not appear to be a systematic process in place to ensure that the mission and vision are shared and passed on to new leadership nor does there appear to be a formal succession planning process.
- O 5P9 It is not clear what measures the College collects and analyzes on a regular basis relating to Leading and Communicating. Although the biennial Climate Survey is mentioned, the results provided in Criterion 4 do not include any questions specifically related to leadership effectiveness beyond an employee's immediate supervisor.
- O 5R1 Although Table 5R1-1 represents a variety of feedback obtained from regular Community Forums, it is not clear if the issues are strengths or opportunities for improvement, what the trends are, and what the quantified levels of satisfaction are with the areas of concern that are identified.
- O 5R2 Although the College is one of thirteen selected peer institutions within New Mexico's Commission on Higher Learning that will begin comparing institutional processes and results, no quantitative results or associated comparative data are provided regarding higher education institutions or organizations outside the higher education community.

O 5I1 There does not appear to be a systematic process in place to improve current processes and systems for Leading and Communicating as indicated in the examples identified; namely, the need for a more systematic and consistent approach for in-service and organizational training programs and the need to align mission and vision with resource allocation, departmental goal setting, and performance evaluations. In addition, the Nine-Step Quality Planning Process that is in place does not appear to be deployed throughout all College units.

5I2 It does not appear that there is a process in place for setting targets for improvement, identifying specific improvement priorities, and communicating results to all stakeholders relating to Leading and Communicating.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as maturing, characterized by:**

- ◆ Growing, emergent processes that typically achieve many of their goals have been put in place.
- ◆ Successful approaches and processes are occasionally adopted and used throughout the institution.
- ◆ Occasional short-term (under two years) data on performance results exist in most areas.
- ◆ Evidence exists of recent (within last two years) of improving levels of performance in several areas.
- ◆ Information is collected on performance of outstanding organizations with similar processes but used irregularly
- ◆ Feedback is periodically used to set performance targets in a few areas.
- ◆ A record of significant improvements, occurring periodically, is the result of specific initiatives.

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## **AQIP CRITERION 6: *SUPPORTING INSTITUTIONAL OPERATIONS***

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and

systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 6, *Supporting Institutional Operations*:**

- 01D Mission is to improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services.
- 06 Physical plant is 750,000 square feet with a state-of-the-art electronic network including 1200 desktop PCs and laptops, 600 PCs for student use, wireless access for students and staff, and 45 multi-media classrooms. Instructional technology is outsourced to Collegis.
- 01G Creating environments that use technology to enhance learning – multimedia classrooms, high speed Internet access, wireless network, Web-based and televised class delivery.
- 03 Serves a highly diverse, non-traditional student population – average age is 32, all students exhibit at-risk characteristics, 70% receive financial assistance, 93% are under-prepared, 60% of students are women, and 40% are minority (66% of the minority are Native Americans). Fourth highest degree granting institution for Native Americans in U.S

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

- O 6P1 There does not appear to be a systematic process for identifying the support service needs of students. The groups that are responsible for identifying needs have been identified but it is not clear what process is used by these groups to identify needs or how needs identified through multiple groups are aggregated and analyzed.
- O 6P2 There does not appear to be a systematic process for identifying the administrative support service needs of faculty, staff, administrators, and other key stakeholder groups. The groups that are responsible for identifying the needs are listed but it is not clear what process is used by these groups to identify needs.

- O 6P3 There does not appear to be a process for managing key student and administrative support service processes on a day-to-day basis to ensure the processes meet the needs of students and other key stakeholders.
- O 6P4 It is not clear how or what data are used to improve key student and administrative services. It appears that formative and summative data and information are collected and analyzed but there is no indication of what specific data and information are collected for each process.
- O 6P5 The College has not provided a clear explanation of the process or data used to improve key student and administrative service processes. Although areas being measured are listed, it is not clear what specific data and information are collected for each process.
- S 6R1 Two national surveys are used to assess student satisfaction with services—the Noel-Levitz Student Satisfaction Inventory and Community College Survey of Student Engagement (CCSSE). The results for the 2002 Noel-Levitz Student Satisfaction Inventory are positive for the 12 service measures compared to the national norm. Seven of the twelve areas are statistically significant at the .001 level. Baseline results for the CCSSE administered in Spring 2002 are positive except for one area that indicates the need to improve academic advising and planning as compared to other institutions.
- O 6R1 No results are provided on use of and satisfaction with tutoring services, child care services, advisement, financial aid, job placement, access to technology, and college commitment to student success and learning, all of which are mentioned as important in the portfolio.
- S 6R2 Data from the Community Forum SWOT Analysis (eight Performance functions), Information Technology satisfaction survey (satisfaction rating of 95% to 98%), and the physical plant customer satisfaction survey (satisfaction 87% to 96%), shows positive performance in most categories.
- S 6R3 The College indicates that Noel-Levitz survey results for student services compare favorably with other higher education institutions.
- S 6I1 The college has a basic decision making model of problem identification, information collection and analysis, conclusion and action, evaluation of results, and feedback loops. This model was used to develop a Process Improvement Team Model that is currently under revision.

- O 6I1 While the Process Improvement Team model and the inclusion of Malcolm Baldrige core values are the key methods for improving current processes and systems for supporting institutional operations, little information is provided about how the processes will drive improvement in the services. It is also noteworthy that the organization is re-evaluating the Process Improvement Team model before implementation.
  
- O 6I2 Although the college uses the national Noel-Levitz survey, the Employee Climate Survey, the Community College Survey of Student Engagement (CCSSE), and community forums, information provided does not indicate specific targets for improvement in support processes that would show systematic planning for continuous improvement.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as proficient, characterized by:**

- ◆ Practical, sturdy processes that generally achieve their fundamental goals are in place.
- ◆ Successful approaches and processes are sometimes adopted and used throughout the institution.
- ◆ Mid-term (two-four years or more) data on performance results exist in most areas.
- ◆ Shorter trends (under five years) of improving levels of performance are evident in some areas.
- ◆ Information collected on performance of outstanding organizations with similar processes is used systematically in a few significant areas.
- ◆ Feedback from processes is gathered and used systematically to set performance targets and drive improvement in a few significant areas.
- ◆ There is a record of significant improvements resulting from systematic multi-year (two - 10 year) improvement processes.

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### **AQIP CRITERION 7: *MEASURING EFFECTIVENESS***

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

institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 7, *Measuring Effectiveness*:**

- O1D Mission: To improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services.
- 01F Organization believes it is a high performing organization in the areas of quality improvement, technology implementation, and shared governance. Received Quality New Mexico's Zia Award.
- 08 Strategic challenges include growth planning, building on campus diversity, serving under-prepared and under-represented students, shifts in economic bases that lead to divergent training needs, and changing technologies.

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

- S 7P1 The college uses a variety of strategies to obtain information and data to support student learning. The strategies include teams, use of a database, the QUILLS management structure, feedback from market research firms, and community forums. The data this is obtained focuses on teaching effectiveness using common final exams and/or standardized portfolio requirements.
- O 7P1 Although committees and teams are charged with identifying measures, collecting and analyzing the information, and disseminating data and recommendations, it is not clear what process they use to select the measures, manage the data, and use the data to support student learning and College objectives, strategies, and improvement initiatives.
- O 7P2 The College does not have a systematic process to determine the needs of department and units for information and data collection, storage, and accessibility. Current data collection and research methods are sporadic, reactive in nature, and lack a systematic approach.

- O 7P3 There does not appear to be a systematic process for determining the needs and priorities for comparative information and data and the criteria for selecting comparative data. The College relies on three periodic surveys and data from the New Mexico Association of Community Colleges which may limit its ability to obtain relevant comparisons from within and outside of the education sector.
- O 7P4 There does not appear to be a process or a focus on sharing data analysis results throughout the College nor does there appear to be a focus on analyzing information and data on overall performance of the College. The analysis appears to focus mainly on surveys and data collected by the Institutional Research and Planning Office which may not adequately address the analysis needs of the College as a whole.
- S 7P5 Course syllabi include learning objectives and measurable outcomes which are aligned with program and College goals. The Student Learning Assessment Committee (SLOAC), which is part of the Quality Student Learning Council, reviews student learning goals and degree specific exit criteria for alignment with school and College mission and goals.
- O 7P6 Although a cross-functional IT Advisory Council is responsible for reviewing and revising the IT Strategic Plan annually, it is not clear what process the Council uses to ensure the effectiveness of the information systems in the area of confidentiality, security, accuracy and reliability of information and data.
- O 7P7 The college does not appear to collect and analyze any measures that relate to the effectiveness of the overall measurement and analysis system. The portfolio refers to survey data, course objectives, and some benchmarking, but these appear to focus on student learning or satisfaction versus effectiveness and integrity of the overall measurement system or the collected data.
- OO 7R1 Quantified results data that provide evidence that the system for measuring effectiveness is meeting the needs of the College are not provided. The anecdotal results that are provided (such as results of surveys, community forums, focus groups, program reviews, Quality Councils, and several other mechanisms) indicate a disconnect between data collection efforts and effective use of information for measuring overall institutional effectiveness in accomplishing goals. Potential quantified results might include system accessibility, system reliability, timeliness of data, and user satisfaction with data and analysis, all of which are mentioned as important.

- O 7R2 Quantified data that shows how the College's results compare with the results of other higher education institutions with regard to measuring effectiveness are not provided. A general statement indicates that the College compares favorably or is on an equal basis with peer institutions, but it is not clear how the analysis was conducted or what data was analyzed to determine favorable or on par performance.
  
- S 7I1 The Learning Council is currently focusing on establishing performance indicators that align directly with the institutional mission and goals to improve current processes and systems for measuring effectiveness.
  
- O 7I1 There is not currently a system for improving the processes and systems that are being used to measure organizational effectiveness. The implementation of the QUILLS leadership system is intended to address improvements in process management and measurement but this system is relatively new and the plans to develop and deploy this system are not clear.
  
- O 7I2 There College does not have a systematic process for setting targets for improvement, identifying improvement priorities, and choosing a course of action to address the priorities. The priorities documented in the portfolio appear to be the opinion of either the IT Advisory Council or the Institutional Research and Planning Office rather than the results of a systematic process for identifying improvements. It is also unclear how the selected targets are aligned with the mission and goals of the College.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as developing, characterized by:**

- ◆ Reliable processes that work consistently to achieve their goals are being developed and implemented.
  
- ◆ Successful approaches and processes are sometimes adopted and used in units other than where they originated.
  
- ◆ Occasional short-term (under two years) data on performance results exist in a few areas.
  
- ◆ Evidence exists of recent (within last two years) of improving levels of performance in a few areas.
  
- ◆ Anecdotal information is on hand about processes and performance of other organizations

- ◆ Feedback is occasionally used to set performance targets in a few areas.
- ◆ There is anecdotal evidence of improvements, occurring at irregular intervals.

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

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

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 8, *Planning Continuous Improvement*:**

- 01H The Quality Intensive Learning Leadership System (QUILLS) is focused on continuous improvement, innovation, intellectual freedom, shared governance, and alignment of objectives with the mission and vision. QUILLS includes 5 Quality Councils – Learning, Student Support, Community Linkages, Technology, and Organizational Development – with a Core Council that links the Councils to the executive leadership team.
- 01F Organization believes it is a high performing organization in the areas of quality improvement, technology implementation, and shared governance. Received Quality New Mexico's Zia Award.
- 08 Strategic challenges include growth planning, building on campus diversity, serving under-prepared and under-represented students, shifts in economic bases that lead to divergent training needs, and changing technologies.
- 01D Mission: To improve quality of life of citizens. Assess needs, identify clientele, utilize resources, remove access barriers, and develop and implement curriculum and services.
- 01E Vision: Model learning college of the future – a college that produces learning in students.

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

- S 8P1 The nine-step planning process includes input from several sources, involves the Quality Intensive Learning Leadership System and aligns strategy development with the vision of the College. Each of the Quality Councils works with a Core Council, establishes priorities, and presents information for inclusion in the Institutional Strategic Plan.
- O 8P1 It is not clear how the Quality Councils identify specific initiatives to recommend to the Core Council nor is it clear what process is used by the Core Council to identify priority issues, particularly when the Quality Councils submit conflicting initiatives.
- O 8P2 It is not clear what process is used by the Quality Councils or the Core Council to select the vital few and longer-term strategies including how they determine which strategies are short term and which are long term.
- S 8P3 The College develops key action plans to support institutional strategies using a variety of on-going structures and processes including the AQIP Quality Action Projects, the Quality Councils and Core Council, department improvement plans, retreats, and the budgeting process. Communication of the action plans occurs through a variety of meetings, publications, and an annual report.
- S 8P4 The institution's Quality and Core Councils ensure that institutional strategies and action plans align with planning processes at different institutional levels. The Councils share information with the executive leadership and the Board of Trustees as part of the planning process.
- O 8P5 Although the Quality Councils are working with the Office of Institutional Research and Planning to identify key performance indicators and set goals for the vital few, the process for selecting measures and performance projections is not yet in place.
- O 8P6 There does not appear to be a systematic process for identifying resource needs related to strategies and action plans that are selected. The College is in the process of developing a project-

driven budget planning model but there are no details on the process currently being used to allocate resources.

- S 8P7 The Core Council, Organizational Development Council, and Office of Organizational Development are responsible for ensuring faculty, staff, and administrator capabilities are developed to address institutional strategies and action plans. Executive leadership has committed to professional development through the allocation of resources.
- O 8P8 There do not appear to be any measures collected on a recurring basis that relate to the effectiveness of the systems for continuous improvement or the overall strategic planning process. The portfolio lists numerous sources for measurement data but does not provide information on the specific measures that are used and how they relate to effectiveness of the QUILLS or strategic planning processes.
- O 8R1 The College has identified a variety of qualitative results to reflect accomplishment of institutional strategies and action plans but quantified trend data are not provided for results related to accomplishment of College strategies and action plans. Sources of data are discussed but the quantified results are not presented. The results that are presented tend to be broad statements with little supporting evidence.
- S 8R2 The College projects that Quality Action Plans will be updated during 2003 and the strategic plan will mirror AQIP responses, the budget process will align with continuous quality improvement during 2004, and that the AQIP-based planning process will be implemented during 2005.
- O 8R2 Projections of performance for strategies and action plans for 2002-2003 through 2004-2005 are qualitative not quantitative and represent a checklist of activities versus measures of improvement.
- O 8R3 The institution does not provide any evidence of comparison of projections for its strategies and action plans and the strategies and action plans of other institutions. The College's projections for strategies and action plans are under development. In addition, the College has just begun to measure and collect quantitative data needed for performance comparisons.

- O 8R4 Due to the embryonic status of the planning system, there is currently no evidence available that the system for planning continuous improvement is effective. There has been an increase in the number of employees who have participated in the strategic planning process but there are no results data indicating how effective this participation has been.
  
- S 8I1 The College seeks to improve current processes for continuous improvement through the training, development, and empowerment of employees and the involvement of stakeholders. In addition, the College's executive leadership has committed to a participatory planning process, improved communication, data-driven decision-making, and improved strategic planning. The College has purchased new administrative software for the purpose of improving data collection and institutional research.
  
- S 8I2 The College has established targets for improvement regarding planning for continuous improvement including the implementation of new administrative software, the deployment of comprehensive employee professional development opportunities, and the identification of key performance indicators.
  
- O 8I2 Although the portfolio states that targets for improvement are set based on baseline data and benchmarks provided through inter-institutional comparisons, there is no evidence presented throughout the portfolio that this is actually occurring. Targets and objectives are qualitative and represent checklists versus specific, quantified targets for improvement.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as maturing, characterized by:**

- ◆ Growing, emergent processes that typically achieve many of their goals have been put in place.
- ◆ Successful approaches and processes are occasionally adopted and used throughout the institution.
- ◆ Occasional short-term (under two years) data on performance results exist in most areas.
- ◆ Evidence exists of recent (within last two years) of improving levels of performance in several areas.

- ◆ Information is collected on performance of outstanding organizations with similar processes but used irregularly
- ◆ Feedback is periodically used to set performance targets in a few areas.
- ◆ A record of significant improvements, occurring periodically, is the result of specific initiatives.

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

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

**Here are the Key Critical Characteristics of San Juan College that were identified by the Systems Appraisal Team as most relevant for interpreting the organization's Systems Portfolio section covering Criterion 9, *Building Collaborative Relationships*:**

- 04 Partnerships have been formed with four area public schools districts, 11 corporations, 8 not-for-profit businesses, 5 governmental agencies, 14 private sector organizations, and 3 other state institutions (to offer bachelors and masters degrees on site)
- 04A Collaborative and innovative specialized programs to develop the regional workforce and address specific workforce needs include Controls Technology and Industrial Process Operator.
- 06B Specialized facilities built and supported through collaboration with partners include a planetarium, herbarium collection, flight simulator, controls technology equipment, chip manufacturing clean room, and automotive technical equipment.
- 06A Theater and conference facilities are frequently used for conferences, business and industry training, and other stakeholder needs in support of the mission. There are few similar facilities in close proximity.

- 08A Economy in the area has shifted from agriculture to energy (large electrical generating plants, natural gas and oil industries, and technical training to support energy production). Extractive industries are more volatile than most sectors and require expensive equipment and state-of-the-art technologies to meet training needs.

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

- S 9P1 SJC is proactive in building collaborative relationships as its external educational, business, industry and other relationships attest. Several methods are used to build relationships with external stakeholders including community surveys and forums, advisory committees, suggestion boxes, consultant evaluations, and meetings. Criteria used to select relationship or partnership development opportunities include proximity, expertise, reputation, resources, existing program or service capacity, state or federally mandated program, or recommendation of a third party.
- S 9P2 Formative and summative evaluation techniques are used to ensure collaborative relationships meet the needs of those who are involved. These techniques include skill and competency satisfaction guarantees, surveys, evaluating transfer student success, tracking student retention and graduation rates, and feedback from stakeholders.
- S 9P3 The College builds and creates collaborative relationships through its Quality Councils, the Core Council, the College Association, the Executive Leadership Team, Process Improvement Teams, focus groups, and staff meetings. The Core Council is developing a comprehensive communication plan.
- S 9P4 Several measures are used to measure success in building collaborative relationships. These measures include job placement data, satisfaction survey results, Department of Education evaluations, support from partners, and repeat customers.
- O 9R1 Quantified results data are not provided for results in building key collaborative relationships although the College has identified seven types of comparative data that it will begin collecting from peer institutions during 2003-04 that will address internal and external partnerships that support institutional mission and vision.

- O 9R2 While the College is very proactive in creating and building relationships with external stakeholders in secondary education, higher education, businesses, industry and other organizations, and is the recipient of the Zia award, it is difficult to assess the effectiveness of these efforts without more detail about quantified results and benchmarks.
  
- S 9I1 The process that is used to improve systems for building collaborative relationships includes evaluation of collaborative initiatives, identification of potential partners, Board approval, commitment through the budget process, and feedback from participants.
  
- O 9I2 Table 9R2-1 identifies targets for improvement and improvement priorities and mechanisms communicated to stakeholders, but it is not clear how the College evaluates its approaches to public responsibility and community involvement. Without an articulated systematic approach to evaluate and improve, it may be difficult for the College to know whether or not its current targets and improvement priorities are the most effective.

**Overall, the Appraisal Team saw San Juan College's performance on this Criterion as proficient, characterized by:**

- ◆ Practical, sturdy processes that generally achieve their fundamental goals are in place.
- ◆ Successful approaches and processes are sometimes adopted and used throughout the institution.
- ◆ Mid-term (two-four years or more) data on performance results exist in most areas.
- ◆ Shorter trends (under five years) of improving levels of performance are evident in some areas.
- ◆ Information collected on performance of outstanding organizations with similar processes is used systematically in a few significant areas.
- ◆ Feedback from processes is gathered and used systematically to set performance targets and drive improvement in a few significant areas.
- ◆ There is a record of significant improvements resulting from systematic multi-year (two - 10 year) improvement processes.

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## Strategic Issues for San Juan College

Strategic issues are those most closely related to San Juan College's ability to succeed in reaching its mission, planning, and quality improvement goals. The Systems Appraisal Team identified these issues through analysis of your institutional "Overview" and the feedback it provided for each Criterion. This list of strategic issues is included to assist you and your colleagues on prioritizing the important issues facing San Juan College. Among these you may discover your "vital few" immediate priorities, the opportunities and challenges that can lead to a quantum leap in the performance of your institution. AQIP expects an institution three or four "Vital Few" or Action Projects at a time in order to encourage administrators, faculty, and staff to prioritize their efforts and resources. The Systems Appraisal Team has listed more than three or four issues, trusting that San Juan College will discuss and prioritize those it concludes are most critical. Hopefully, this *Strategic Issues Analysis* will intensify your continuing quality efforts.

- ◆ The current continuous improvement process at San Juan College appears to be in the early stages of development and deployment. For example, the response to many of the criterion questions represented what is being done or who is responsible for doing it versus a description of how the requirement is being addressed. This indicates a lack of a process focus and a dependence on ad hoc improvements versus systematic process review, measurement, analysis, and improvement. The continued focus on refining processes and systems should result in a more systematic alignment of processes, measures, and results to address the long- and short-term goals of the College.
- ◆ San Juan College lacks a process for identifying, selecting, trending, segmenting, and comparing quantifiable measurements to manage processes and track progress on strategic objectives and action plans. As the College indicates in the portfolio, there is not an up-to-date, centralized data collection system that aggregates and catalogs data on institutional priorities and provides access to aggregated, actionable data by programs and units for use in making fact-based decisions. The College is in the process of purchasing and implementing a new data management system which should lead to increased effectiveness in tracking results and collecting, analyzing, and sharing information with students and other internal and external stakeholders if properly designed to link and enhance existing management systems.

- ◆ Many strategic challenges face San Juan College including growth in the student body, helping highly diverse students learn, economic changes in the service area, training needs of area businesses and industry, ensuring students are prepared for professional careers, and difficulty obtaining quality faculty. The alignment of activities to the objectives of the College, identification of the vital few measures that matter, implementation of a formal leadership development program, monitoring of the efficacy of new quality structures, and a continual focus on development and deployment of processes and improvements will enable the College to effectively make progress in addressing these challenges and achieving its vision to be a model Learning College of the future.