

San Juan College Quality Journey Summary

SJC AQIP site

<http://www.sanjuancollege.edu/pages/2959.asp>

Developing a Model Planning Process

In May 2004, a cross-representation of faculty, staff, and community members participated in an initial planning session. The group was presented with key performance indicators and asked to identify needs, processes, and goals. The college held five separate Community Forums in January 2005. Participants were active community leaders and members from each of the different communities within the service area of San Juan College. The College was interested in listening and learning from each of the communities it serves and communicating information about decisions and directions since the last forums in 2002. Five separate focus groups were held for students during the fall 2004 and spring 2005 semesters to discover perceived barriers to their success. During April 2005, three separate focus groups, faculty, staff, and professionals, were conducted with college employees that focused around the mission statement and strengths, weaknesses and opportunities for the college.

Integrating and Communicating a Strategic Planning Process (2005 Action Project) was completed. The model provides multiple points of data input and analysis related to both the process and planning. Cycles of long-term and annual strategic planning are overlaid with other planning processes which include the academic master plan, budget master plan, facilities master plan, and technology services master plan into a seamless and continuous improvement cycle of short and long term goals. The planning process includes several performance indicators used for measuring the college's accomplishment of its long-range objectives.

The model incorporates continuous quality improvement practices which will better establish the foundation for AQIP at SJC. As we move forward we will learn how well our planning processes link with fiscal realities and changing environmental pressures.

Commitment to AQIP

San Juan College's commitment to AQIP and continuous quality improvement is reflected in the College's Systems Portfolio and development of and implementation of Action Projects. Action projects have been refocused and are now tied to the strategic plan. SJC's commitment to quality is further reflected in its participation in CQIN and AQIP trainings (Strategy Forum and Assessment Retreat) and encouragement and support of staff to become AQIP reviewers. In addition, SJC has elected to participate in the Academy for Assessment of Student Learning to advance efforts to assess and improve student learning and build institution-wide commitment to assessment of learning.

Strategic Issues

The Systems Appraisal Team identified the following three strategic issues closely related to the institution's ability to succeed in reaching its mission, planning and quality improvement goals:

1. *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 is resulting in a more systematic alignment of processes, measures and results which address the long- and short-term goals of SJC. Examples are as follows:

Annual Operational Plan and Budget Cycle – A new annual operating and budgeting model aligned with the strategic plan was created. Individual annual work plans are linked to departmental initiatives which are linked to area (learning, fiscal, student support services, technology services) initiatives which are linked to the strategic plan. The model ensures that all levels of annual operational planning and budgeting are aligned with strategic initiatives.

Academic Program Review process –Office of Learning has developed an Academic Program Review process to evaluate the quality of SJC's education. Program review focuses on evaluating programs for continuous quality improvements including (a) recognizing strengths and achievements, (b) promoting goal setting and planning, and (c) identifying areas in need of attention. The process is designed to build a better understanding of the whole learning program among faculty, staff and leadership.

Grants Development Process – Prior to the establishment of the Office for Resource Development, grants development and submittal was random and projects may or may not have supported the college's strategic initiatives. A grants prospectus is now completed and presented to the Grants Planning Committee for approval. If approved, a full proposal is written and given to the President for her review and approval. The prospectus includes relation of project to mission and strategic plan, workload impact, financial match requirements, institutional implications as well as project needs statement, objectives, activities and budget.

2. *There is not an up-to-date centralized data collection system that aggregates data on institutional priorities...for use in making fact-based decisions.*

In July 2003, SJC purchased the Datatel financial, student and human resource systems under the strategic initiative to *improve infrastructure of systems, resource allocation, and processes to develop structures to increase capacity to serve stakeholders*. The decision to purchase Datatel was based on feedback from the campus community and evaluation forms.

During the implementation phase of Datatel, Executive Leadership, Datatel Action and System Implementation advisory groups were established to provide a cohesive transition to the new administrative software. The Datatel Users Group, consisting of representatives from academic and administrative departments and student body, ensures all functions are integrated. Members serve as departmental liaisons to Office of Technology Services.

3. *Implementation of a formal leadership development program... and a continual focus on development and deployment of processes and improvements will enable the College to effectively make progress...*

President's Leadership Academy – Critical to any institution is the development of new leaders. The President's Leadership Academy will provide quality professional development to selected faculty, staff and administrators who show potential to become more effective leaders. The academy will provide valuable opportunities to review and discuss individual goals, as well as opportunities to practice new skills and theories. Members of the 2007 inaugural class were nominated by the Executive Leadership team. An application and selection process will be developed.

Leadership Reading Series – The Office of Organizational Development has developed a leadership reading series for all interested faculty, support staff and professional staff to gain (1) increased leadership skills and a working knowledge of current leadership practice and analysis, (2) understand the six core competencies essential to community college leadership, and (3) principles to appreciate and use the AACC Competencies for Community College Leaders. The group meets bi-monthly in the Center for Teaching Excellence.

Student Support Services Quality Program Review – A cross-functional team is currently conducting a quality review of the Native American Program. Team members have interviewed educators, Chapter House representatives and community members from the Navajo, Jicarilla Apache, Southern Ute, and Ute Mountain Ute Nations. Students and SJC staff have also completed questionnaires. The comprehensive review includes perceptions of the program, how well the program is marketed (outreach) and how the program can be improved to better serve Native American students. Team members are also benchmarking with campuses that have Native American programs. Recommendations will be presented to Vice President for Student Services in January.

Grants Quality Review Process - To ensure compliance and gain more meaningful institutional benefits from grant funded programs, a cross-functional team conducted a quality assessment of one federal and one state grant funded program. The pilot review was modeled after the Quality New Mexico Pinon award. Yearly reviews will now be aligned with AQIP.

AQIP Categories

Criterion 1. Helping Students Learn

A significant weakness identified in student satisfaction surveys is academic advising/planning. Through benchmarking and literature review, SJC has determined that a re-engineered advisement model is needed – one that is student-focused and more accessible. The centralized model for advising (Action Project 2006), when fully implemented, will link to the strategic goals of Valuing Educational Access and Student Success. The stated purpose of the Center is to coordinate and support a program that provides students with academic information and personal counseling, and assists students in developing sound educational, career, and professional goals in order to make more effective decisions about courses and programs according to their values, interests, and skills. The Center will provide for a critical underpinning for a holistic learning environment.

All five Common Student Learning Outcomes (SCLOs) – Learn, Think, Communicate, Integrate, and Act- have been defined and incorporated into the academic catalog and every syllabus (Design and Refine Systems for Helping Students Learn, Action Project 2005). During the academic year, the Assessment Committee meets monthly to work on systems for conducting and reporting assessment activities. Based on faculty recommendation, the committee selected the CSLO “Think” as the first outcome to assess as part of an “artifact” model. In spring 2006, a committee cross-disciplinary sub-group of six faculty evaluated an ENGL 211 final portfolio (artifact) using the “Think” rubric. The pilot process and ensuing discussion were promising, with consistent results.

Adjunct Faculty Development Program – Linked to the strategic initiative of Valuing People, this Action Project supports recruiting and retaining highly qualified instructors. The Quality Student Learning Council was given the charge of researching national best practices in adjunct faculty development programs. The Council has submitted its findings and recommendations to the Vice President for Learning for approval. The Associate Vice President for Learning is responsible for phased implementation. Through improved recruitment processes and on-going professional development opportunities, an increase in student course completion, student retention, and adjunct faculty retention should prevail.

OIP2 Although new programs are developed with the assistance of business and industry educational partners and involves a needs assessment; it is unclear what systematic process is used to develop the new programs.

In July 2006, the President approved a New Academic Program Approval process. Briefly, faculty/Dean prepare the New Program Proposal (type of program, occupations, market environment and needs assessment, program sequence, accreditation, advisory committee articulation agreements, staffing requirements, classroom, lab and office space requirements, library support services, technology requirements, enrollment projections, critical issues and projected program budget (revenue/expense). The proposal is presented to the Learning Leadership Team. If approved, the proposal is then forwarded to the President’s Cabinet for evaluation. If the Cabinet supports the new program proposal, it is forwarded to the President for her review and determination. The proposal is forwarded to the Board of Trustees for final consideration and approval.

Criterion 2. Accomplishing Other Distinct Objectives

In 2006, Project Read received its national accreditation through ProLiteracy Worldwide. Sixteen standards of accreditation are embedded in Students, Tutors and Operations criterion. Annual data collected and evaluated include the number of students who meet an education goal, the number of students retained in the program, number of tutors retained, and reading pre- and post level testing. Tutors are required to successfully complete a standardized training program before being matched with students.

SJC contracted with Learning Resources Network (LERN) to complete a review of the Community Learning Center (CLC) and Business and Industry Training (B&I). The College wanted to learn how to restructure and operate each outreach department to most effectively

serve the community. LERN has provided recommended structure, procedures, benchmarks and best practices that CLC and B&I should follow going forward. LERN has also presented a step-by-step plan for implementing the new structure, procedures and operating processes.

O 211. There does not appear to be a systematic process in place to improve current processes and systems for accomplishing distinctive objectives

The Quality Community Linkages Council has researched and benchmarked best practices for development, operation and use of advisory committees. The efforts have led to the development of a SJC Advisory Council Training Guide. The training manual includes formation guidelines, roles and functions of advisory councils, orientation, recognition and retention of members, evaluation of meetings, recruitment, etc.

Criterion 3. Understanding Students and Other Stakeholder Needs

SJC compares well with other higher education institutions in student satisfaction and licensure pass rates. In 2003-2004, the Nursing program experienced a 100% pass rate on the NCLEX-RN exam compared to 85% passing rate for New Mexico. Since 1998, SJC NCLEX-RN pass rates have consistently rated higher than the state average. According to Dental Assisting National Board data, 66% of dental assistants passed the 2004 CDA exam. SJC Dental program experienced a 100% pass rate. The newly established Alternative Licensure program attained 92% passing for secondary licensure compared to 91% pass rate statewide.

O3P6 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.

Recurring complaints compiled by Admissions and Records and Counseling are reviewed and actions taken on an on-going basis. For example, an on-line orientation was developed for transfer students (giving students the option of face-to-face advising or on-line) to eliminate the root cause of time constraints to meet with advisors. Other examples include: 72-hour turn around for transfer transcript evaluations, e-commerce to pay tuition on line, accuplacer test proctors for on-line students and on line grading.

Criterion 4. Valuing People

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

Beginning in 2004, a Faculty Workload Study Committee, comprised of faculty, administration and deans, was organized to review current workload procedures. The committee benchmarked SJC workload policies with 25 community colleges. The Vice President for Learning and Associate Vice President for Human Resources have worked with faculty to finalize the recommended changes and update the Faculty Handbook. Updates include contract expectations, rules for off-site faculty, determining course load, learning communities, reassigned time, sabbaticals, and faculty leave bank.

Project Excellence Always Rewards Learning (PEARLs) (great things people are doing around campus) are being coordinated through the President’s Cabinet as part of our strategic initiative of Valuing People. An example, “Embedding Concepts of the Dine’ Philosophy of Learning in the Writing Process” has an impact on Learning by adapting the cycle and descriptive strategies of the writing process to reflect traditional concepts and rhetorical practices. The embedding most directly serves Navajo students but any student can benefit from looking at writing as a cyclical process rather than a linear project. PEARLs are shared at the cabinet meetings and are posted on the faculty and staff web portal.

O4P4 There does not appear to be a systematic process for reinforcing training throughout the college.

In the spring of each year, the Organizational Development Office conducts a professional development needs assessment for faculty, support staff, and professional staff. This information is used to plan the activities for the following year and guide the continuous improvement of the systems and processes of organizational development. The Organizational Development Advisory Board (ODAB) assists the office of Organizational Development in the planning and implementation of activities in organizational learning, particularly professional development.

Criterion 5. Leading and Communicating

To better facilitate communication within the organization, the President restructured her Cabinet to include the vice presidents, associate vice presidents, deans, senior directors and executive director of the San Juan College Foundation. The Cabinet meets bi-monthly and assists the President in setting direction and vision and running the day-to-day operations of the institution. Cabinet members now attend the monthly Board of Trustees meeting. Faculty, Support Staff and Professional Staff advisory councils were established to serve as a sounding board to the President. *Tell it to the President and Tell it to the Vice Presidents* are electronic suggestion boxes (complaints, compliments, suggestions, report unsafe conditions, request for information) available on the SJC website to garner feedback on what works well and what needs improvement. Comments are responded with 24-hours of receipt. The Office of Technology Services bi-monthly newsletter shares effective practices in the classroom as well as updates on services provided.

O5P8 There does not appear to be a systematic process in place to ensure that the mission and vision is shared and passed on to new leadership nor does there seem to be a formal succession planning process.

The Associate Vice President for Learning has spearheaded development of the Learning Leadership Team Handbook. The first-ever electronic handbook (to be located on the SJC intranet) provides a one-stop guide for Deans. It includes: Administrators Reading Shelf (Board Policy, College Catalog, Student Handbook, Professional Staff Handbook, Faculty Handbook, Adjunct faculty Handbook, Academic Quality Improvement Program Document, Strategic Planning Handbook, Budget, Enrollment Management and Administrative Decision Making Handbook), Faculty Performance Evaluation Handbook, Faculty Rank and Promotion, Free Speech Posting, Grade Appeals policy, New Program Proposal, Organizational Charts, Rules for Student Conduct and more.

Criterion 6. Supporting Institutional Objectives

SJC utilizes numerous tools to collect and analyze student, employee and stakeholder feedback on student and administrative support services. Information has been collected through Achieving the Dream student focus groups, community focus groups, the President's Advisory Councils, Vice President for Learning open forums, Noel-Levitz SSI survey, CCSSE survey, and ACT-Faces of the Future survey. Currently, information collected is used to set levels of performance or targets for the New Mexico Performance Indicators. A next step is to set measures in annual operating planning.

O6P1 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.

After reviewing results from the Noel-Levitz SSI survey, CCSSE survey, and various student focus groups, it was evident that both financial aid and student academic advisement should be improved. Consultants in financial aid evaluated the program and the college has implemented process changes and new technology to improve financial aid awards. Academic advising utilized a consultant to study the college's process and it has been determined that a centralized advising system will be put in place. Both of these services have been incorporated in the college's operational/budget plan.

Criterion 7. Measuring Effectiveness

SJC maintains an extensive set of on-going performance measures used to analyze student success, persistence, graduation and transfer rates that are disaggregated by ethnicity and gender. The performance measures are widely publicized to faculty, staff, Governing Board, and are

published on the SJC website. Trend lines are presented to the Board of Trustees monthly. The measures are integrated into the strategic planning for the college.

The Senior Director for Institutional Research and Planning has worked with the Deans to develop a semester by semester report of enrollment, student success and funding for each discipline. The report is distributed each semester and a summary report is generated annually. Deans use the report to plan staffing and scheduling of courses.

SJC is actively involved in the Achieving the Dream Initiative. Professional development opportunities and focused retreats for faculty and staff have provided detailed strategies, recommendations and support for our AtD activities and college planning. Eight student focus groups were held during the fall 2004 and spring 2005 semesters to obtain information about barriers to student success. Students were asked about barriers and identified changes that are needed to be able to overcome the barriers. Student dissatisfaction with academic advising processes rated high frequency (see Criterion 1). Additional focus groups were held for faculty and staff to obtain similar information.

O7P4 There does not seem to be a process or focus on sharing data results throughout the College nor does there appear to be a focus on analyzing information and data on overall performance of the College.

The Office of Institutional Research and Planning coordinates data collection and sharing. Data is compared using the National Community College Benchmark Project (NCCBP) with more than 250 community colleges nationally. Multiple measures both internally and externally are used and reported to the public at Board meetings. New Mexico Performance Indicators are reported annually to the state and compared to New Mexico Community Colleges. Some of this data on is reflected in our scorecard on the web at http://www.sanjuancollege.edu/documents/AboutSJC/KPI_Dashboard.pdf.

In addition, SJC uses the National Center for Education Statistics (NCES) website to compare the college with peer institutions selected by the New Mexico Higher Education Department for San Juan College and to utilize this peer group for our annual Integrated Postsecondary Education Data System (IPEDS) Peer Institution Report.

The information provides a basis for the college's annual operational/budget planning.

Criterion 8. Planning for Continuous Improvement

SJC integrates the New Mexico Community College Performance Measures with its own measures for institutional success. The process for selecting the first set of measures included the executive leadership researching and recommending measures to the President. The President presented the proposed measures to the Board of Trustees for consideration and approval. Currently the college has five areas with multiple measures for each area. The areas include Learning, Student and Stakeholder Satisfaction, Organizational Effectiveness, Budgetary and Financial, and Staff and Faculty Satisfaction and Development. The Senior Director of

Institutional Research and Planning presents trend analyzes of the performance indicators at the monthly Board of Trustee meetings. The measures are available on the Internet.

Quick Quality Checks, an annual snapshot of department and program progress, are reviewed in October. Progress documented includes: (1) understanding student/customer and other stakeholder needs, (2) setting direction, planning and improving, (3) measures and improvements, developing people, (4) building effective processes and (5) relationships/communication. Faculty and staff involvement is critical in documenting progress. Information gathered will be the basis for writing our portfolio and is another source of information for annual operational planning.

O8P6 There does not appear to be a systematic process for identifying resource needs related to strategies and action plans that are selected.

SJC has linked the annual budgeting process to the strategic plan – all levels of annual operational planning (Vice President, Work Unit, and Individual plans) are tied to strategic initiatives and goals.

Criterion 9. Building Collaborative Relationships

At San Juan College, partnership programs with business and industry provide relevant, hands-on learning opportunities that lead to career entry and advancement. Most recently, the college has formed a new collaboration for program delivery with Conoco/Phillips and BP to provide a unified safety program to more than 6,000 energy industry employees annually in the Four Corners region.

O9R2 While the College is very proactive in creating and building relationships...it is difficult to assess the effectiveness of these efforts without more detail about quantified results and benchmarks.

Industry data and School of Energy advisory council representatives indicate improving safety on the job site as critical. In partnership with energy industries, SJC will expand its safety curriculum and the San Juan Basin Operators Safety Forum (SJBOSF) will develop a website/database to provide a single source of safety information to all energy contractors (over 600) in the San Juan Basin area. A single source of safety information will assist in improving oil/gas field safety throughout the basin.

Lessons Learned

Quality Intensive Learning Leadership System (QUILLS) was not well defined – QUILLS was developed as an organizational management structure to supplement the college's executive leadership system. Five councils (Learning, Student Support, Community Linkages, Technology and Organizational Development) and a Core Council (central facilitating body) were established to focus on continuous improvement and innovation. However, most of QUILLS activities were not tied to strategic initiatives nor did activities focus on improvement. Priority issues were difficult to identify. While the Core Council was dissolved in 2005, the individual councils were given the following charges focusing on improvement:

Quality Organizational Development Council – Research and benchmark approaches and methodologies used to institutionalize quality processes and ensure sustainability of those methodologies.

Charge for Quality Student Learning Council – Research and benchmark best practices for a comprehensive adjunct faculty development program to include, but not be limited to recruitment, hiring, professional development, evaluation and retention.

Quality Student Support Council – Research and benchmark best practices for retention and completion of distinct at risk student groups, such as but not limited to, single parents, senior citizens and ethnic populations.

Charge for Quality Community Linkages Council – Research and benchmark best practices for development, operation and use of advisory committees.

The efforts and work of these councils will lead the college in its work toward being a college that values and uses quality approaches and quality processes

Leadership changes impacted implementation of AQIP – While the college has been involved in quality for several years, new senior management has little familiarity with AQIP and its principles. Since 2003, new leadership (hiring and replacing) has included five vice presidents, four deans and two senior directors. The Vice President for Business Services and Vice President for Institutional Planning and Research will be coming on board in January 2007.

Action Projects must be linked to the strategic plan and streamlined to maximize efforts – The first Action Projects undertaken were very broad in scope thus making it difficult to measure progress. Action Projects are now more focused and tie directly to the strategic plan and opportunities for improvement identified in the portfolio review.

Next Steps

Create a Quality Champion Team (QCT) – Restructuring the current quality improvement program to include a Quality Champion Team will provide strategic direction for our AQIP initiatives. The Team will serve as a crucial liaison to academic and administrative areas of the college. Quality Champions will serve to monitor and report on the current implementation, serve as an AQIP informational liaison and advocate, and analyze and reflect on data gathered to provide input and strategic direction.

Institutionalize procedures for annual portfolio update - A priority of the newly created Vice President for Institutional Research and Planning position is to champion quality and continuous improvement throughout the college community and update the systems portfolio.

Build sustainability in systems - SJC has struggled to sustain systematized planning and evaluation of effectiveness critical to sustaining continuous quality improvement. We are only beginning to make use of data in a meaningful way for our own planning and improvement efforts. Sustainability can be achieved by fully engaging the college community in the cycle of planning, implementing, monitoring, evaluating and re-planning as part of the institutional culture.