

**San Juan College – AQIP Systems Portfolio and
Systems Appraisal Feedback Report
Executive Summary**

The Systems Appraisal team concluded that San Juan College has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight San Juan College's achievements and to identify challenges yet to be met.

- Category One. SJC's teaching and learning processes are aligned with the mission, vision, and values of the institution. Some gaps appear to exist in the development of some processes – as an example, in developing a course delivery system, and in adjunct faculty development; however, SJC recognizes such gaps and has plans to address those issues. SJC has embraced assessment of student learning and is in the beginning stages of assessing the common student learning outcomes. SJC participates in national and state benchmarking activities and has begun to analyze data and begin cycles of improvement based on analysis and comparison with other organizations.
- Category Two. SJC has aligned other distinctive objectives with the teaching and learning mission of the College. Demonstrating a commitment to engage the various communities in the district and county, SJC has begun to collect trend data showing penetration and engagement in benchmarks with other institutions. The College recognizes that it has improvements to make and that it should use analyzed data to achieve higher levels of integration and improvement of processes. San Juan College has been proactive in identifying many of its own challenges.
- Category Three. SJC makes continuous efforts to build collaborative relationships. SJC demonstrates strategies for obtaining actionable information from stakeholders and has used this information to set some improvement goals and priorities for change.
- There are some gaps in results data, in particular data from key stakeholder groups, such as high schools, alumni, and government organizations that may be important to certain segments of the student population. SJC may benefit by developing distinctly different listening and learning strategies for each stakeholder group and then by developing methods for analyzing data and taking action to ensure organizational sustainability.
- Category Four. SJC has numerous initiatives in place for valuing people, including those that attract and retain new employees. SJC's location and the demographics of its student population suggests, as SJC themselves pointed out, the institution has an opportunity to continue to be innovative in developing incentives for attracting and retaining faculty, particularly those who fit the students' needs and the organization's challenges and vulnerabilities. Although the closest higher education competitor is many miles away, there are initiatives and partnerships that can be developed for institutions to share faculty and programs. SJC has the opportunity to be a leader in developing such initiatives, and then tracking the success of such initiatives. *(More explanation in certain sections would have aided in the review of Category 4. For example: 1) while Charters of Accountability sound like unique initiatives, information provided is generalized and findings were presented in the text. Even though the data is discussed in more detail in Category 5, the reference in this Category needs more detail; 2) Figures 4.1 and 4.2 do not have narrative providing an explanation of what SJC does with the convocation training satisfaction ratings data, 3) a rating scale (it is 1 through 5 ?) was not provided on the PACE survey results in Table 4.6; and 4) and Employee Development Gateway is mentioned in 4/1, but details are not provided for further understanding and evaluation.)*
- Category Five. SJC's leaders indicate a commitment to the vision, mission, and values of the institution and to communication with employees. Leaders also take actions to create and maintain an organization conducive to learning and to achievement. Leadership outcomes – beyond satisfaction data - might be more

**San Juan College – AQIP Systems Portfolio and
Systems Appraisal Feedback Report
Executive Summary**

clearly expressed by a public display of institutional progress toward goals and targets.

- Category Six. There appear to be gaps in identification of processes aligned with key learning challenges. As an example, SJC notes in the Overview that student success in Developmental Education is an issue, as is retention of students overall. Yet this particular Category does not align key processes, other than advising, that might assist in improving outcomes for these institutional challenges/priorities and create the greatest value for the organization.
- Category Seven. SJC's data collection initiatives and scorecard indicate that it takes measuring effectiveness seriously. Collecting data about the system's effectiveness can be accomplished by implementing a mechanism that provides feedback about the success as they are indicated on the San Juan scorecard found on the SJC website (especially as they are tied to the four strategic directives noted in the Overview on page vi).
- Category Eight. SJC's planning process is aligned with the mission, vision, and values of the institution and with external requirements of the state. It is not clear, however, how the organization uses the four-pronged "framework" noted in the overview as a structure on which to build the strategic plan. Also, while SJC has a mechanism to evaluate the effectiveness of making progress toward goals (Quality Quick Checks), the College recognizes that the mechanism should be fully deployed throughout the organization.
- Category Nine. The College is in the beginning stages of gathering comprehensive data on results of all partnerships. Collecting information on partnership effectiveness as well as number of participants and partnership perceptions may help SJC better its relationships so programs and initiatives can be strengthened and supported.

Accreditation issues and Strategic challenges for San Juan College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Elements of San Juan College's Feedback Report

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the feedback report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluation performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team 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 already receiving the institution's attention. Again the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it 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.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges of the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation 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. Accreditation issues are areas where you have not yet provided evidence that you meet the *Commission's Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through

San Juan College – AQIP Systems Portfolio and Systems Appraisal Feedback Report Executive Summary

analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your 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 Category are identified in the Report.

Category Feedback: The report's feedback on each of AQIP's nine Categories 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** 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 Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the listing of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institutions 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 Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic and Accreditation Issues

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the Criteria for Accreditation. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist San Juan College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that San Juan College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- San Juan College identified the need to attract high-skilled diverse faculty and staff. The College has an opportunity to strategize in creative ways to solve this critical need e.g. use of partnerships, technology, and exchange programs; it then needs to assess these strategies to determine if they accomplished the intended results.
- San Juan College, based on its portfolio, is becoming a data informed institution. The next step on the journey for continuous quality improvement might be to review and expand on the depth and breadth of the data used

**San Juan College – AQIP Systems Portfolio and
Systems Appraisal Feedback Report
Executive Summary**

O1 Organizational Culture/Distinctive Features

San Juan College (SJC) is located in the largely rural, sparsely-populated, isolated corner of northwest New Mexico. Its district is San Juan County, New Mexico, but it draws students from throughout the Four Corners, which extends into Utah, Colorado and Arizona. The vast Navajo Nation, the largest Native American reservation in the United States, comprises one-third of the College's district. As a result, SJC has the fifth highest Native American enrollment among all universities and colleges (including tribal colleges) in the United States and is the fourth highest ranked two-year institution for awarding Associate Degrees to Native American students.

The service region includes some 127,000 residents in San Juan County, a sprawling 5,560-square mile area larger than the state of Connecticut. Farmington, SJC's home with a population of 45,000, is by far the largest community. The other principal population centers are Aztec, Bloomfield, Kirtland, and Shiprock, each have fewer than 9,000 residents. Bordered by the Native American reservations of the Navajo, Southern Ute, Ute Mountain Ute and Jicarilla Apache tribes, San Juan County is also distinguished by its ethnic and cultural mix—approximately 47% non-Hispanic white, 37% Native American, 14% Hispanic and 2% other.

Despite its endowments of high desert and mountain scenery and extensive reserves of petroleum, natural gas and coal, the Four Corners is beset with formidable barriers to educational and economic opportunities:

- Long-standing poverty with a host of social ills associated with economic deprivation
- Cultural traditions that undervalue educational attainment
- Illiteracy and language barriers
- Geographic isolation and limited access to electricity and running water
- An economy based on natural resources, power production, retailing and tourism with a legacy of dramatic cyclical fluctuations
- Uneven benefits from recent economic growth: a 3.2% unemployment rate in San Juan County versus nearly 44% on the Navajo Nation.

Since fall 1982, the first semester after separation from New Mexico State University was approved by the voters of the county, SJC has experienced enrollment growth of 432%. In 2004 SJC was ranked 27th in the top 50 Fastest-Growing Public Two-Year Institutions enrolling 5,000 – 9,999 students. While headcount enrollment continued to increase to over 10,000 as of the fall 2006 semester, student credit

hours (the basis for state subsidy) have declined by



3% per year since the fall 2004 semester.

Figure O.1 Map of Service Area

Consequently, the College has undertaken retention and enrollment management initiatives along with continuing to focus on improving internal processes and services for students. Native American enrollment has continued to grow during this period.

Distinctive Programs

This distinctiveness as an academic institution comes from a strong focus on programs supporting San Juan College's Mission, Vision, and Values (Table O-1) and strong relationships with external customers and stakeholders that keep programs current with fast-changing technology and market dynamics.

SJC Mission Statement
The mission of SJC is to improve the quality of life of the citizens it serves by meeting the education and human needs of the entire community in concert with community agencies, businesses, industries and other groups. To assist in the accomplishment of this mission, the College will assess needs, identify clientele, utilize appropriate resources, remove access barriers, and develop and implement curriculum and services appropriate to a comprehensive community college.
SJC Vision Statement
The vision of San Juan College is to be a model for the learning college of the future by promoting student-centered learning using appropriate technology employing systems thinking implementing collaborative approaches and utilizing data-driven decision-making.
SJC Values

San Juan College – AQIP Systems Portfolio and Systems Appraisal Feedback Report Executive Summary

San Juan College believes an ethical foundation reflecting the values of honesty, trust, fairness, respect and responsibility is essential to achieve the College mission and vision. A commitment based on academic integrity and a high standard of individual and institutional ethics shall guide the work of the students, faculty and staff.

Table O-1 Mission, Vision, and Value Statements

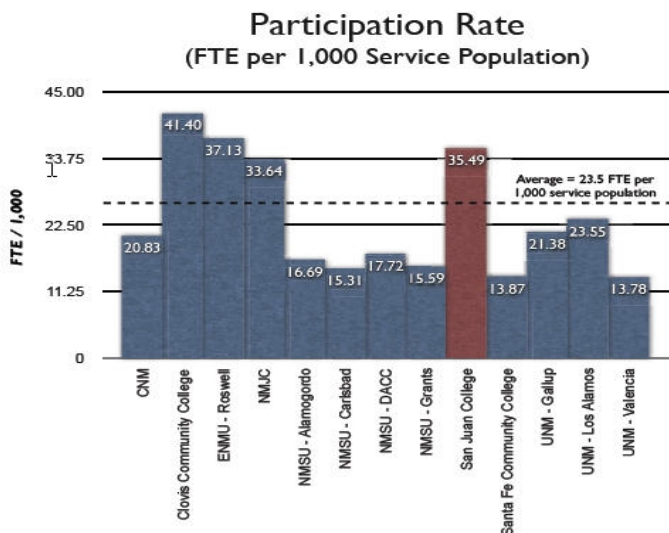


Figure 1.2 SJC Distinctiveness in Participation Rate

Consistent with the above tenets, SJC emphasizes an integrated approach to learning that engages students in both theoretical and practical aspects of their disciplines. Classroom instruction is reinforced with extensive laboratories and experiential learning opportunities.

Organizational Direction

San Juan College has been governed by a seven-member Board of Trustees since its independence in 1982. Trustees are elected from seven community college districts in San Juan County for staggered six-year terms. Primarily the Board sets the institution's educational and financial policies, but it also periodically reviews and amends the College's mission and philosophy to better define its basic educational beliefs and responsibilities. Trustees also promote San Juan College in the community and region in the interest of better serving the citizens of San Juan County and the Four Corners.

The College's leadership system consists of an executive leadership team that links the Board and President to the organization's administrative and functional structure. Five Vice Presidents assist the President in setting direction and vision, oversee the day-to-day operations of the institution and facilitate communication within the organization's structure. The President's Cabinet meets bi-monthly and

includes the President and vice presidents, associate vice presidents, deans, and senior directors from administration, support services and the SJC Foundation. Members provide the communication conduit to and from their respective groups.

The President also meets twice a semester with representative groups of faculty, professional staff and support staff. These Advisory Committees serve as a way for the President to stay in touch with employees and for staff to provide her feedback.

Other institutional bodies that influence decision making within SJC include: Learning Leadership Team (LLT), Grants Planning Committee (GPC), Assessment Committee, Curriculum Committee, Student Senate, and the Student Affairs Council.

For the past two years SJC has used Quality Councils, which function under each Vice President and serve as think tanks to document existing activities, research data, and benchmark strategies related to topics assigned to them by the Vice Presidents, frequently at the direction of the President. Councils related to community linkages and student support are continuing while those related to learning and organizational development have been set aside pending the outcome of the AQIP action project related to communication and input described in Category 5.

O2 Scope of Educational Offerings

SJC is a public, two-year, degree-granting institution offering 72 programs leading to the Associate of Arts, Associate of Applied Science and Associate of Science degrees, and 34 professional-technical programs that award vocational/technical certificates. In 2006 the College served an annual unduplicated headcount of 19,589 credit and non-credit students. Through San Juan College's University Programs, upper division courses and bachelor and graduate degrees are offered by the following universities: Eastern New Mexico University, New Mexico Highlands University, and University of New Mexico.

SJC offers non-credit and credit courses, customized training and technical assistance through the Quality Center for Business, Community Learning Center, Health and Human Performance Center, Family Resource Center, and School of Energy. Categories 9 and 2 outline these programs and services.

The College operates on a 16-week semester basis, including a three-week interim summer session and six-week and eight-week summer sessions. Programs and classes are offered day, evening and weekends, on campus, online, and/or at locations throughout the service area.

San Juan College – AQIP Systems Portfolio and Systems Appraisal Feedback Report Executive Summary

O3 Student Base

The College's main campus is located in Farmington, the largest city in the service area, but many of the constituents of the College reside in rural areas. Fall 2006, 26% of San Juan County high school graduates attended SJC. Since 89% of SJC students come from San Juan County and thus reflect its ethnic diversity as well as its economic and educational disparities:

- More than 90% are first-generation college students.
- 98% of the Native American and 97% of the Hispanic students are from homes where neither parent has completed a baccalaureate degree.
- Based on the test used to assess the academic preparation of incoming students, an overwhelming 92% need at least one developmental course at SJC.

SJC Student Enrollment Characteristics	
Gender	56% Female, 44% Male
Enrolled status	68% Part-Time, 32% Full-Time, 11% night classes only
Attendance	92% New Mexico residents, 8% out-of-state
Age	22% 0-20 32% 21-30 17% 31-40 15% 41-50 14% 51+ Average age is 33 Average Years-To-Degree is 5.5
Race/ethnicity	27% Native American 12% Hispanic 61% Other races

Table O-2 Student Enrollment Characteristics (Fall 2006)

O4 Collaborative Relationships

Collaborative relationships are an essential part of the SJC organizational culture and support the vision and values as described in Table O-1. Relationships with stakeholders provide unique opportunities to enhance the College, as each key stakeholder group serves a crucial role in improving programs and services. SJC has identified seven key stakeholder groups: feeder schools (high schools), San Juan County communities, employers, alumni, government agencies including tribal governments, San Juan College Foundation and the SJC Board of Trustees. Surveys, advisory committees, and line-of-site contacts build and strengthen these relationships and identify important requirements as shown in Table O-3. Relationships with each of these groups are outlined in Category 3 and Category 9.

Educational Partnerships

SJC has created educational partnerships with four state institutions: University of New Mexico, New Mexico State University, Eastern New Mexico University and New Mexico Highlands University. This allows students to stay in the community and earn bachelors and masters degrees on the SJC campus. The NMHED has determined that general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution.

SJC Key Stakeholder Requirements	
Community/feeder Schools	<ul style="list-style-type: none"> • Cooperative two-way relationship • Accept, develop and graduate students • Safe environment
Employers	<ul style="list-style-type: none"> • Qualified interns • High-quality graduates • Faculty consultants
Alumni	<ul style="list-style-type: none"> • Positive image and reputation of SJC • Communications and networking • Support for life long learning
SJC Board of Trustees	<ul style="list-style-type: none"> • Sound fiscal management • Enrollments and accreditation • Strategic design • Policy development
Legislature, government, tribal agencies	<ul style="list-style-type: none"> • Accountable • Compliant • Program mix meets needs of region
SJC Foundation	<ul style="list-style-type: none"> • Private sector funding • Advance college mission

Table O-3 Key Stakeholder Requirements

In addition, a reciprocal agreement with Fort Lewis College, in nearby Durango, Colorado, allows San Juan College graduates to attend Fort Lewis College at the Colorado in-state tuition rate. Fort Lewis College offers education for all Native Americans at no cost in tuition. Fall 2006 SJC and the University of Phoenix entered into an articulation agreement that will provide a seamless transition into a baccalaureate degree program. All credit from associate degrees, including vocational degrees, awarded by SJC will transfer to the University of Phoenix.

SJC's Technical Education Center (TEC) was established in 1978 to serve high-school students in the County. The unique partnership between the college, four separate public school districts and area business partners, provides remarkable opportunities

**San Juan College – AQIP Systems Portfolio and
Systems Appraisal Feedback Report
Executive Summary**

for high school juniors and seniors to transition to College programs or enter into technical careers. SJC's President and senior leadership team meet with school district superintendents monthly to discuss TEC and other issues.

Business and Industry Partnerships

Specialized training programs are offered in partnership with the Navajo Nation, BP America, San Juan Regional Medical Center, the San Juan County Criminal Justice Training Authority, Mesa Airlines, General Motors, Toyota, and Daimler Chrysler. New collaborative and innovative programs to develop the regional workforce include Controls Technology (supported by regional oil and gas companies), Industrial Process Operator (supported by local power plants) and Respiratory Technology, Surgical Technology, and Emergency Medical Services (supported by San Juan Regional Medical Center).

O5 Faculty and Staff Base

As of fall 2007, personnel included 812 employees - 116 are full-time faculty, 218 part-time faculty, 210 professional staff, 224 support staff, 36 community service faculty and eight administrative staff. In addition, Business and Industry Training employs over 70 instructors. The number of adjunct faculty fluctuates from session to session based on demand. Student-to-faculty ratio is 19.4. Overall ethnicity breakdown is 11% Hispanic, 10% Native American, 1% African American and 79% Anglo. Sixty-two percent (62%) of SJC employees are female. Other employee characteristics, including educational levels, years of service and ranking are described in Category 4.

SJC Full-Time Faculty Profile	
Gender	49% Female, 51% Male
Ethnicity	90% White, non Hispanic 10% Minority
Educational Attainment	20% Doctorate 65% Masters 15% Bachelors
Ranking	10 Professors 15 Associate Professors 50 Assistant Professors 29 Instructors
Average Years of Service	7 years

Table O-4. 2006 Full-Time Faculty Profile

Primary importance is placed on hiring qualified faculty and staff to fill positions. Faculty and staff are hired based on their expertise in the discipline, professional experience, and educational background. Extensive faculty and staff development (see Category 4) is provided in key areas such as student

engagement, assessment of learning outcomes and technology integration.

SJC currently does not have any formal employee bargaining units. The President's Faculty Advisory Committee, Professional Staff Advisory Committee and Support Staff Advisory Committee were formed in September 2005 with the primary purpose to enhance communication about critical information and issues that face SJC. Membership rotates with staggered two year terms to provide for broader representation.

O6 Facilities, Equipment, Technology and Regulatory Environment

San Juan College operates from several locations in San Juan County. The main campus, covering approximately 697 acres, is located in the city of Farmington. A little more than half of the main campus area is undeveloped native landscaping. Native areas are highly valued by the College and offer recreational and outdoor educational opportunities. San Juan College East is located in the city of Aztec, 15 miles northeast of Farmington. San Juan College West is located in the city of Kirtland, 15 miles west of Farmington adjacent to the Navajo Nation. Other locations within Farmington include the 30th Street center, various locations of the School of Energy, and Project Read downtown. Total square footage, including off-campus and leased facilities, is approximately 949,000 gross square feet. SJC's gross square footage per student FTE (GSF/FTE) is 169.19, just below the state average of 175.

In 2005, SJC conducted a series of community focus groups to develop an update to the College's strategic plan. Implications for physical planning included: (1) creating a campus that is increasingly more student-oriented, (2) building multiple-use flexibility into campus facilities, and (3) creating greater physical interface opportunities with industry (i.e. health care and energy). In April 2006 the new 32,839 square foot Learning Commons, home to the Library and Office of Student Activities, was opened.

The Quality Environmental Initiative Sustainability Plan was adopted in January 2007. The plan of sustainable campus practices serves as a framework for educating students and stakeholders, providing community services, and utilizing the land that sustains SJC campuses within the boundaries and constraints of nature. This philosophy is reflected in the new Outdoor Learning Center. When completed, the Center will include demonstration gardens, a Hogan classroom, irrigation pond, and greenhouse. The Center merges the sciences with conservation activities and will develop learning relationships in Native American studies, archeology and anthropology. For example, SJC Renewable Energy program student service learning projects have

San Juan College – AQIP Systems Portfolio and Systems Appraisal Feedback Report Executive Summary

included building and maintaining solar energy panels located throughout the campus to power the electric golf carts (used for campus transportation) and greenhouse and new restrooms (located within the Outdoor Learning Center).

San Juan County residents have generously supported every local bond issue since the College's inception. In June 2005 voters passed a \$10.7 million bond election (74% voter approval) that funded the following projects: Remodel and expansion of the dining center, construction of a new facility for health sciences programs; completion of the Outdoor Learning Center; and completion of the Learning Commons.

The College has recently purchased the School of Energy leased facility while intending in five years to construct a new School of Energy building on campus. At its October 2007 meeting, the Board of Trustees approved a feasibility study on providing student housing and childcare.

Technology at SJC consists of redundant fiber/Gigabit backbone, with full switched 100MB to the desktop, full VoIP with 750 IP devices, and full wireless campus coverage. The Cisco network supports over 1500 desktop PCs and 500 laptops. SJC updated their data center in 2007 with new racks, power and air conditioning to ensure a reliable data center with plenty of expansion capabilities. The data center contains over 80 servers and 16 new racks. To increase the reliability classroom multi-media equipment, SJC has equipped 108 (100% of all learning space) multi-media classrooms with networked projectors.

In 2005 the Office of Technology Services (OTS) completed a convergence of voice, data, and video by installing VBrick, a video distribution system capable of video on demand and also offers the capability of viewing live events as well as recorded events and trainings on campus from a desktop computer.

Technology is administered by SunGard Higher Education, responsible for aligning all services with institutional mission, vision, and priorities. In 2005 and 2007 SJC placed among the top 10 mid-sized community colleges in the nation according to the Center for Digital Education and the American Association of Community Colleges for using technology for streamlining operations and serving students, faculty and staff.

SJC currently operates the Datatel Colleague Enterprise Resource Planning (ERP) System. Human Resources, along with the Payroll Department, began utilizing Datatel Colleague Release 17 as its administrative system in January 2005. Colleague Financials went live in July 2005. The first full

registration on the Student System was the summer/fall 2006 semester. An upgrade to Colleague Release 18 was completed in September 2007.

Technology innovations increasingly allow SJC to provide support services 24/7. Students can access advisement, registration, financial aid, library resources and business services online. The SJC Bookstore is moving to Nebraska Books for their new bookstore system that will allow students to order their books for classes online.

SJC established a Technology Training Center last fall. The Training Center provides training which (1) targets needed skills and (2) trains staff in solutions based uses of institutionally deployed technologies (Just in Time – Solution Oriented Technology Training 2006 Action Project). In addition, the Office of Extended Learning has developed 45 online tutorials.

SJC is governed by a Board of Trustees elected by the residents of the county and is funded through tuition and fees (12%), state formula funding (51%), local tax levies from property and energy production (36%) and other revenues such as sales and services (1%). SJC is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution under the AQIP accreditation process. Specialized accreditation agencies (see Category 1) mandate periodic assessments to assure SJC's capacity to support the programs those agencies accredit.

07 Competitive Environment

SJC is the only public institution of higher education physically located in San Juan County. Fort Lewis College, a public liberal arts college in Durango, Colorado, is 45 miles north of Farmington. Dine' College (Navajo Nation Tribal College) is 30 miles to the west in Shiprock, New Mexico. The closest community colleges are located in Gallup, 122 miles away, and Albuquerque, located 183 miles away.

SJC faces two competitive considerations: (1) competition for students and (2) competition for faculty and senior staff. Competition for students comes from other New Mexico colleges and universities statewide and within the Four Corners region from Fort Lewis College (which has tuition reciprocity for New Mexico residents) and Diné College. Business and industry are also competitors for high school graduates and community college students, especially during periods of full employment. SJC's outreach initiatives with high schools, employers and alumni have until recently been effective methods to compete for students. SJC's competitive advantages include academic and community services, reputation, low tuition, career-

San Juan College – AQIP Systems Portfolio and Systems Appraisal Feedback Report Executive Summary

oriented programs, campus technology environment, student support services, job placement success rates and campus safety.

Competition for faculty is becoming increasingly intense. Colleges and universities with similar missions, as well as business/industry, compete for skilled and qualified faculty. The College has had to reopen several faculty and administrative positions due to lack of applications or refusals of offers of employment. For example, the dental hygiene instructor position, open since 2005, was just filled in July 2007. The Dean of Mathematics and Science position has been placed on hold after two national searches. The Nursing Department had been short two full-time faculty for more than eighteen months. To address the shortage of nursing faculty, SJC is developing a “Grow Our Own” program in partnership with San Juan Regional Medical Center. One of the most powerful tools for recruiting and retaining faculty is the establishment of endowed chairs. The Distinguished Teaching Chair was established by the San Juan College Foundation to recognize excellence in teaching, remain competitive in recruiting qualified faculty, and retain and reward quality teachers. Since 2001, four chairs have been funded to help the College recruit and retain highly qualified faculty. Each fully funded teaching chair requires an endowment of \$250,000. The following chairs have been funded: Nursing, General Studies, Literacy, and Native American Studies.

As part of maintaining its competitive advantages, SJC benchmarks its performance against that of other New Mexico institutions and other community colleges nationwide. The performance indicators from the New Mexico Higher Education Department (NMHED) are included in the College’s own performance indicators (see Category 7) as are various measures drawn from the National Community College Benchmarking Project (NCCBP) (in which more than 150 community colleges nationally participate). Additional external and internal measures are reported publicly at meetings of the Board of Trustees. Measures are drawn from such sources as the Integrated Postsecondary Education Data System (IPEDS), Peer Institution Report from the National Center for Education Statistics (NCES), the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE) survey, and the Personal Assessment of Campus Environment (PACE) survey.

O8 Key Opportunities and Vulnerabilities

Guided by its vision, values and mission, SJC’s objective is to be the institution of choice in the Four Corners. To achieve this campus direction objective,

the College follows four strategic directives in the Strategic Plan, each with a set of goals deployed through the annual planning and budget process. The strategic directives are: *Value Partnerships*, *Value Educational Access and Student Success*, *Value People* and *Value Information and Market Realities*. This process provides a framework for responding to strategic challenges with consistency of purpose and consistency of actions.

Leadership has identified the following frameworks for renewing the Strategic Plan in the 2007-08 fiscal year: (1) Enrollment Growth and Management, (2) Communication Systems, (3) Retention of our Students, (4) Developmental Education Success and (5) Resource Allocation. These priorities have emerged in light of a pending decrease in enrollment-based state funding in the 2008-09 fiscal year, findings from an institutional climate survey that reveal employee concerns about communication and decision-making, and mounting concern regarding the state’s and region’s competitiveness in a global economy. These priorities will be addressed through the following new task forces:

Enrollment Management Taskforce – A cross-functional Enrollment Management Taskforce has been charged with developing and implementing strategies to increase enrollment by at least 3.5 percent annually in student credit hours based on the findings of the Stamats Student Recruitment Audit as well as benchmarking the best practices of other community colleges.

Communication and Input Design Team – Currently, structures and processes do not exist to allow adequate sharing, review or input into decision making at SJC. A cross-functional Communication and Input Design Team has been charged with benchmarking collaborative institutional systems and structures that will enhance communication as well as serve as bases for sustaining continuous improvement at a functional level.

On-line Learning Taskforce – On-line learning courses and support services at SJC have been developed and offered without strategic consideration. The On-line Learning Taskforce is charged with recommending strategic directives for developing courses, programs and student support services.

Assessment Taskforce – The State of New Mexico is moving towards performance-based funding. A cross-functional Assessment Taskforce has been charged with furthering the Common Student Learning Outcomes (CSLOs) to assess student learning and to use the knowledge gained through the Assessment Academy initiative to improve pedagogy and curricula at the course and program level.

**San Juan College – AQIP Systems Portfolio and
Systems Appraisal Feedback Report
Executive Summary**

Developmental Education Taskforce – National benchmarking and school data on the progress of academically underprepared students indicate that SJC has yet to achieve significant breakthroughs when it comes to assisting these students with making progress toward their educational goals. The Taskforce is charged with researching best practices of other colleges and recommending strategies to improve success in developmental courses.

With the introduction of line item budgeting for all departments for the 2007-08 fiscal year, San Juan College has set higher expectations for budget managers with regard to planning for, and monitoring the financial performance of, their respective departments. Line item budgeting also makes possible more precise analyses of expenditures that will permit a more effective allocation of resources and the identification of strategies for more efficient business practices. In addition, closer linkage between the institutional budget and the Strategic Plan in upcoming budget cycles will ensure that resources are targeted at major priorities intended to ensure SJC's long-term sustainability.

Figure O-3
**Organizational Chart
Executive Administration**

