

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Category Feedback

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

Context for Analysis (C)

2C1 What are your explicit institutional objectives in addition to helping students learn (Category One)?

2C1 San Juan College has a long history of connection and response to community needs, particularly since gaining independence in 1982. With support from the county it serves, SJC has grown to a mature institution known as a community center for education of all segments of the population, a leader in innovation and service; and integral partner in community advancement.

SJC’s current institutional objectives, in addition to Helping Students Learn, are based upon community connections formulated in early 2003 through information gathered from internal and external focus groups during strategy forum work for the first AQIP portfolio. These objectives contribute to SJC’s unique relationship to its service community, and provide educational leadership guidance in many activities related to SJC’s strategic goals, objectives and key performance indicators. In addition, the institutional objectives are aligned with the College’s mission, vision and values (see Table O-1). SJC’s primary distinctive objectives are listed below in Table 2.1

San Juan College Distinctive Objectives
Build partnerships
Foster community involvement
Serve as a focal point for community service, service learning and problem-solving
Provide a place for cultural and learning activities
Contribute to workforce and economic development
Provide a leadership role by being a model community College
Create an environment and culture for innovation, change and growth

Table 2.1 SJC Distinctive Objectives

San Juan College’s history of close community connection, innovation, and service has led to

community expectations of rapid response to the needs of its stakeholders. This has many benefits and additional challenges in creating a balance between community responsiveness and its mission to meet the educational needs of the residents of the community it serves. The College mission “to improve the quality of life of the citizens it serves by meeting the educational and human needs of the entire community in concert with community agencies, businesses, industries and other groups” addresses a unique bond and set of distinctive objectives in particular, as it continues to improve the quality of life and work in concert with the community it serves.

Table 2.2 is not exhaustive although the examples highlight some of the exemplary programs and facilities the College provides to serve community needs. The close relationship to its service area has created many specialized programs for the community beyond Helping Students Learn, leading to improved quality of life within that community.

2C2 By what means do you ensure that your other distinctive objectives align with your mission, vision, and philosophy?

2C2 San Juan College has two major methods by which it ensures its distinctive objectives align with the mission, vision, and values. First, it holds internal and external forums for community input and other forms of gathering qualitative and quantitative data used in the planning process. Second, its strategic planning process analyzes community data gathered for action projects and activities that will fulfill the College’s role in the community as defined through the distinctive objectives, and its greater role as educational center and model learning College.

The College receives feedback and reports from external community forums in the major communities it serves. This information includes unmet needs of the community, barriers, and community satisfaction. These forums are both comprehensive and focused, depending on input needs. For example, as part of the process for developing the current strategic and master plans, forums were held in each city within the county as well as with students and employees that were focused on setting the direction through 2011. Using this information, the College determined and prioritized the goals that would meet the community needs that align with its mission. Needs decisions outside of the College mission were communicated back to the communities, explaining why the College could not meet the expectation. For example, communities requested the College deal with issues of transportation. The College explained its study of the feasibility and prohibitive cost of providing bus transportation. At the October 2007 Board of Trustees meeting, members approved a study of on campus housing as well as increased child care services. As a result of previous student forums, child care capacity was increased, including infant care.

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Information from the forums and other community environmental scanning and survey methods provided feedback into the strategic planning process along with data from performance indicators. Goals were defined in the planning process to align with the College mission, vision, and philosophy. These goals are described in greater detail in Category 8.

In addition, the SJC Community Linkages Quality Council meets on a regular basis and serves as a connection to the community and clearinghouse for information from its 50 advisory councils.

The Annual Report is disseminated to internal and external communities to provide data related to SJC's other distinctive objectives: facilities usage; attendance at College events such as the Silhouette Series; enrollment in non-credit continuing education and community interest courses; the use of the Quality Center for Business; and enrollment in Encore (courses for life-long learners over the age of 50).

Specialized Programs to Meet Distinctive Objectives		
Objective	Example Programs/Facility	Function
Build partnerships	Child and Family Development Center	Childcare for students and staff, education for childcare providers and practicum students
	University Programs	Higher education degrees beyond Associates to place-bound community members
Foster community involvement	Project Read	Tutoring for adult literacy through volunteer program with community
Serve as a focal point for community service and problem-solving	HHPC	Physical fitness for community (internal and external) at a reasonable cost; wellness related activities (blood screening, flu shots, etc.); outdoor Programs and associated equipment
	Volunteer Center	Community center for volunteer service and service learning opportunities
Provide a place for cultural and learning activities	Henderson Fine Arts Center	Facilities including performance hall, art gallery, and conference rooms
	Encore	Senior programs and Elderhostel facilities
	Native American Center and Tribal Governance Program	Provide special support and courses for Native American focused activities
Contribute to workforce and economic development	SJC Career Center	Assist students in job searches; aid local employers in finding qualified candidates; market job opportunities
	Enterprise Center	Small business support, and economic development activities
	Business and Industry Training	Workforce development contract and open enrollment training; pilot for potential programs
Provide a leadership role by being a model community College	Community Linkages	Advisory council linking programs with business community
	Kids Kollege	Provide summer programs and camps; create connection of children to College
Create an environment and culture for innovation, change and growth	Learning Commons	State of the art library and student activities facility; Center for Teaching Excellence (CTX); Law Library and Special Collections
	Quality Center for Business/Small Business Development Center	Services and facilities to support small business in one location
	CQIN Membership	Innovation Team and Summer Institute Learning; integration of project and learning; benchmarking best practices in Quality Improvement

Table 2.2 Specialized Programs

2C3 *How do your other distinctive objectives support or complement your processes and systems for helping students learn?*

2C3 Consideration for how the selected distinctive objectives support, or complement, the processes and systems for helping students learn leads to an understanding of the close relationship of the College to the community it serves. In addressing its distinctive objectives, SJC provides support for students by assisting in the creation of a community that offers them an environment conducive to learning throughout their lifetimes as well as bolstering

economic development that sustains employment and income security.

Community involvement is fostered through the many community events held at the College and multiple avenues of participation in the programs and outreach activities. In addition, representation on community boards and committees by College employees is expected. Employees give countless hours to community service projects and network with community members to strengthen the bonds of College students and their future potential employers. Community issues surface in the open dialogue and support services provided to students since the College serves to bring together community members who can address those issues and find solutions. For

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

example, the San Juan Safe Communities Initiative for addressing crime and substance abuse with all community agencies (police, sheriff, schools, healthcare providers, etc.) is a collaboration of all county agencies, with College representation and support. Students benefit from the service collaboration and safe environment provided.

The School of Continuing Education and Community Development (SCECD) and the School of Extended Learning (SEL) were created to specifically support comprehensive learning experience. Departments responsible for advancing the College's other distinctive objectives coordinate activities and work together to integrate services and student learning opportunities. The Schools are developing systematic processes to provide essential services to students, faculty, staff and the community.

the development of offerings in the Schools of Energy and Health Sciences.

Processes (P)

2P1 *How do you determine your other distinctive objectives? Who is involved in setting these objectives?*

2P1 The distinctive objectives are determined through historical commitment to community endeavors and through new objectives brought forth in community forums, environmental scanning, and the strategic planning process (see Category 8). The process involves: 1. Identification of Needs; 2. Alignment with Mission and Vision to Form Goals; 3. Prioritization of Objectives; 4. Strategic Planning and Design of Action Plans; 5. Budget and Resources; and 6.

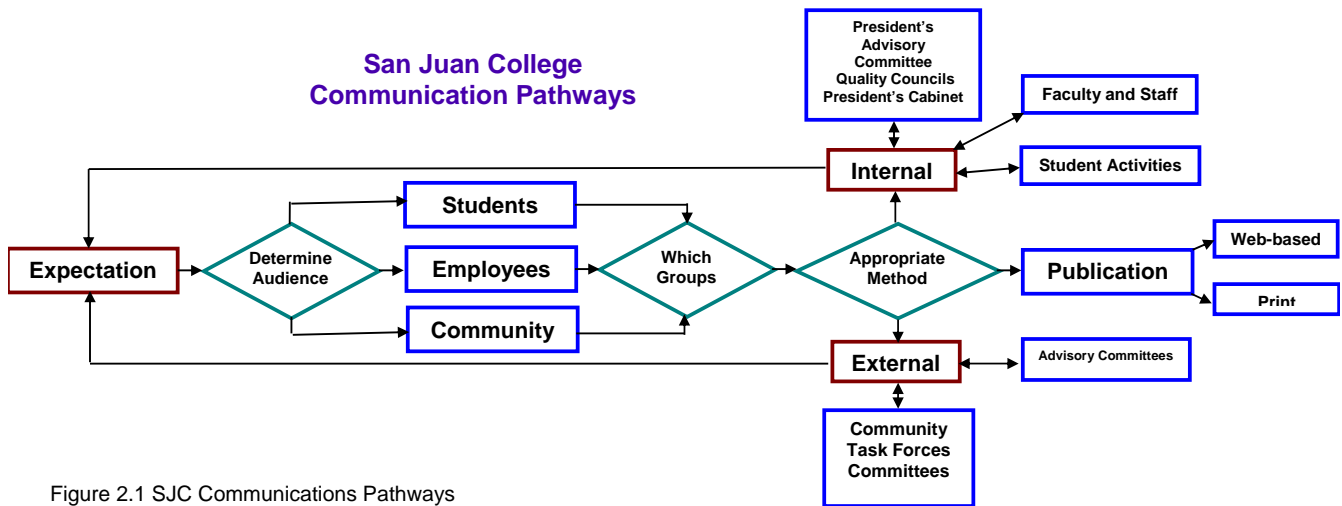


Figure 2.1 SJC Communications Pathways

The Office of Strategic Development (OSD) assists faculty, staff and students in identifying funding sources and developing research, program and economic development proposals. OSD has developed systematic processes for the development, submission, approval and management of grants and contracts.

Many San Juan College courses have a service learning component which requires students to work with community agencies. The service learning component in the classroom provides valuable leadership and personal development to students and serves as a resource for the College in terms of what the College can do to meet community needs.

Business and Industry (B & I) Training offers very specific complements to helping students learn. In many instances, the companies who use B & I Training for training often require or encourage employees to complete course work at San Juan College. In addition, B & I Training meets the immediate needs of local business by providing short-term programs such as the medical assistant program. These programs provided pilots that led to

Implementation and Community Advisory Support. Some of the distinctive objectives developed during the early growth of the College are part of community expectations, and therefore are on-going priorities. Distinctive objectives are now refined to include alignment with student learning needs, College mission and vision, and available resources. A challenge for the College has been meeting the important community needs while balancing resources and avoiding "mission creep" – those needs outside the College mission. The San Juan College Strategic Plan (2006-2011) includes four main directives – Value Educational Access and Student Success; Value Information and Market Realities; Value Partnerships; and Value People. Each of the objectives links directly to the SJC mission, vision and goals; there are key performance indicators associated with each of these objectives.

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Assessing Distinctive Objectives		
Objective	Example Programs/Facility	Measures
Build partnerships	Child and Family Development Center	Number of children/families served Pre-school teacher assessments Number of practicum student hours
	University Programs	Number of available programs/courses Licensure/PDD pass rates
Foster community involvement	Project Read	Number of volunteer tutors Number of community members served Improvement in reading levels
Serve as a focal point for community service and problem-solving	HHPC	Fitness center enrollment Number of community members served Number of wellness activities provided
	Volunteer Center	Number of volunteer opportunities Number of Volunteers
Provide a place for cultural and learning activities	Henderson Fine Arts Center	Number and type of events/tickets sold Facilities usage
	Encore	Courses offered Number of participants Event participation
Contribute to workforce and economic development	Enterprise Center	Stakeholder satisfaction interviews, surveys; Referrals
	Business and Industry Training	Satisfaction survey/interviews; contact hrs/courses; non-credit workforce accountability Indicators; organizations served
Provide a leadership role by being a model community College	Community Linkages Council	Number of trainings /events offered Number of community representatives serving on Councils
	Kids Kollege	Courses/camps offered Enrollment
Create an environment and culture for innovation, change and growth	Learning Commons	Library usage CTX participation rates
	Quality Center for Business/Small Business Development Center	Number of clients served

Table 2.3 Assessing Distinctive Objectives

Appraisal Feedback Report
2P1 S SJC determines other distinctive objectives by holding forums, scanning the environment, and by engaging in strategic planning processes involving all stakeholders. The College has made an effort to align its seven distinctive objectives with student learning needs and the mission of the institution. Those established objectives in many specialized programs are aligned with the College's mission (Table 2.2).

2P2 How do you communicate your expectations regarding these objectives?

2P2 Expectations for each of these objectives are communicated to faculty, staff, students and external stakeholders through multiple and varied channels. Major communication pathways include advisory councils and publications. (see Figure 2.1)

Many programs implement the use of advisory councils that communicate community needs and expectations to staff, students, faculty and administration. A number of publications are also disseminated both internally and externally. These publications include *The Communicator* (distribution of 50,000 within the service area), *Staff Notes* (employee newsletter), *Weekly News Clips* (weekly email), *The Campus Buzz* (student newsletter), the SJC Annual Report, and information posted on the

AQIP Category Two: Other Distinctive Objectives

San Juan College website as well as on monitors around campus. In addition, each program has a webpage to communicate information with internal and external audiences. Information is regularly shared with the Board of Trustees in monthly presentations highlighting programs, through the President's Cabinet, and newspaper articles. San Juan College currently has 50 advisory councils made up of community members and experts; the President has three advisory committees for internal communication for each employee group; and the College has two Quality Councils – Student Support Services and Community Linkages – serve as “think tanks” on specific issues identified by the President and Vice Presidents.

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2P2 S SJC employs multiple methods for communicating expectations related to the distinctive objectives. Some of these include internal and external publications, the College's website, and individual program web pages. College meetings, such as Cabinet and Quality Council meetings, advisory councils, and other forums provide opportunities for communication.

2P2 S SJC's advisory council members act as official ambassadors for the College at community events beyond San Juan County, and employees are encouraged to provide leadership and resources in support of community organizations.

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

2P3 How do you determine faculty and staff needs relative to these objectives?

2P3 Faculty and staff needs regarding these objectives are obtained through mechanisms designed to flow smoothly to the executive level, for discussion and prioritization. The President has three advisory committees – Faculty, Professional Staff and Support Staff – that meet with the President on a quarterly basis. Each group gathers and presents information regarding the needs of the employee group they represent to the President. Minutes of these meetings are posted on the College intranet, available to all employees. The President's Cabinet and Quality Councils can identify needs in monthly meetings. Needs relative to distinctive objectives are identified through these mechanisms, strategies to meet needs defined, and action plans to meet needs deployed by those selected to lead the projects.

The College uses a climate survey bi-yearly to assess how well the College is meeting the needs of the staff and faculty, including support for other distinctive objectives. Organizational Development surveys include identification of needs related to creating the environment and culture of a learning College, facilities, and leadership opportunity. Quality Community Linkages Council conducted an assessment of the advisory boards and identified needs related to these important community connections, in particular assisting the employees in forming and maintaining the partnerships.

Appraisal Feedback Report

2P3 S The President has established three advisory committees representing individual College constituencies to determine faculty and staff needs relative to distinctive objectives; in addition, SJC utilizes the Quality Community Linkages Council and advisory boards, and a bi-yearly climate survey reveals data about employee needs and satisfaction with the College.

2P4 How are these objectives assessed and reviewed? Who is involved, and how is their feedback incorporated in readjusting the objectives or the processes that support them?

2P4 Data is collected, analyzed and reported annually on the College's partnership development efforts; facility use for cultural and learning activities; contributions to workforce and economic development and impact; and development of service learning opportunities. SJC's governing board, President, cabinet, advisory boards, administrative staff and schools review and analyze the data. Advisory council liaisons bring recommendations to the administrative staff and President's Cabinet (depending on the appropriate communication chain), which is reviewed and assessed by the President and Vice Presidents. The recommendations are prioritized and implementation strategies designed. The action plan is then aligned with, and incorporated

into, the annual plans for refining and adjusting projects related to other distinctive objectives.

SJC has over 50 advisory committees for programs, specialized and career programs, and community groups. The College advisory councils are comprised of employees who "listen and learn" and civic, business and professional leaders who represent a broad cross-section of the community. So constituted, these advisory groups provide feedback to SJC about its programs and services.

The College commissioned an Economic Contribution of San Juan College study that concluded that local taxpayers to the community college district receive an 8.4% return on their investment of public tax dollars. It also concluded that the public at large will accrue external social benefits (i.e., reduced crime, welfare and unemployment) as a result of the College's offerings.

Appraisal Feedback Report

2P4-5 S SJC provides methods of assessing and reviewing the seven distinctive objectives (Table 2.3), including more than 25 measures, among them student, stakeholder, and partnership satisfaction. Measures collected and analyzed focus on two areas: satisfaction and partnerships.

Appraisal Feedback Report

2P4 S SJC links specific other distinctive objectives with specific SJC programs that have clearly established measures (Table 2.3) and has a process in place to assess/review the associated results.

2P5 What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?

2P5 The San Juan College Office of Institutional Research and Planning regularly measures performance indicators of student and stakeholder satisfaction and partnerships. In addition, other individual College programs have conducted community focus groups, stakeholder research and performance, program demographics, and enlistment of community members in distinctive objectives (see Table 2.3).

Appraisal Feedback Report

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San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Results (R)

2R1 What are your results in accomplishing your other distinctive objectives?

2R1 San Juan College has multiple and varied results for each of the distinctive objectives. The College learns from its community forums, surveys, and performance indicators. SJC Community Linkages Council has identified community stakeholders. As a result of this project, a matrix has been assembled and identifies how College programs link to the community. Participation in community programs are reported annually and shared with the community in the San Juan College Annual Report. An example of this matrix and further discussion of the advisory councils can be found in Category 9.

Facilities Usage by Community

Community usage of SJC meeting rooms has increased dramatically in 2006-07.

Community	2003-2004	2004-2005	2005-2006	2006-2007
Meeting room	54,147	27,710	53,977	78,104
Theater, music performance, art showings	56,942	45,962	43,911	52,252

Table 2.4 Facilities Usage Trends

Health and Human Performance Center (HHPC)

The mission of the Health and Human Performance Center (HHPC) is to improve the quality of life of the community by providing opportunities for emotional, occupational, social, intellectual, spiritual and physical well being in cooperation with community agencies. To accomplish this mission, the HHPC provides the community a comprehensive wellness program, which includes physical fitness, general health screenings, experience-based learning (both educational and recreational), relaxation, skill growth, self-exploration, development and the pursuit of special interests. Figure 2.3, demonstrates use of HHPC facilities.

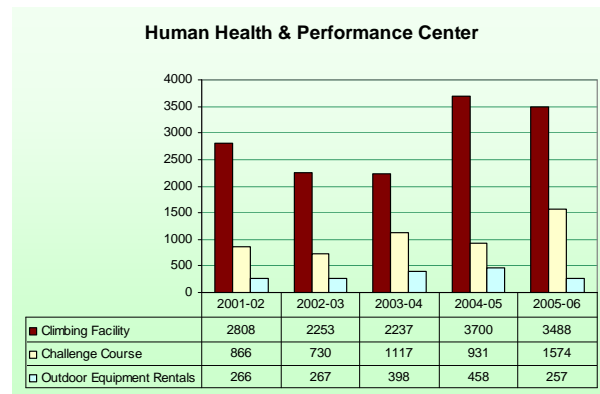


Figure 2.2 HHPC Trend Data

Volunteer Center

The Volunteer Center results reflect the emphasis on student learning and participation with community. The number of students participating in service learning has increased, as have the number of community members referred to volunteer activities. The number of special community projects, rather than on-going engagement over time, has decreased with the change of emphasis for the volunteer center.

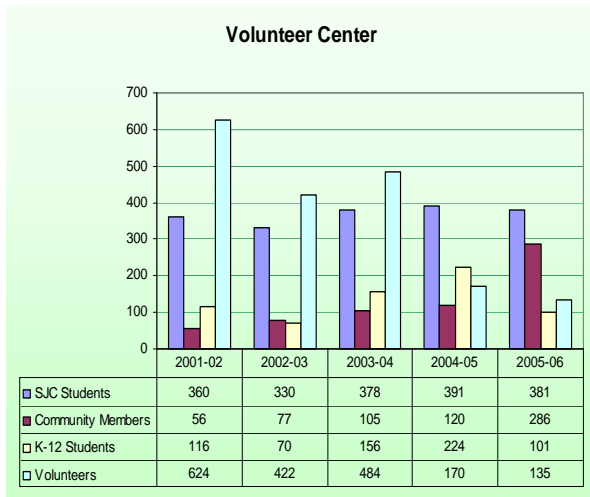


Figure 2.3 Volunteer Center Trend Data

Small Business Development Center

The SBDC showed a decline in both workshop attendance and number of clients served in 2003-2005. Through examination of client satisfaction, adjustments to address the causes of the decline and challenges, the Center shows recent increases in both workshop attendance and clients served.

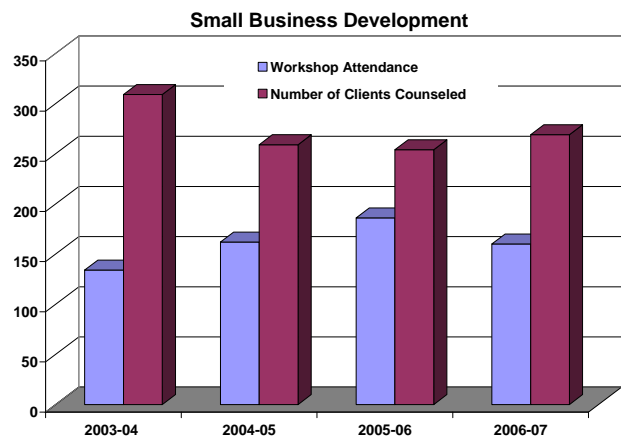


Figure 2.4 SBDC Trend Data

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Encore Program

The ENCORE Senior Program has experienced steady enrollment for the number of classes offered to senior citizens in the community the College serves.

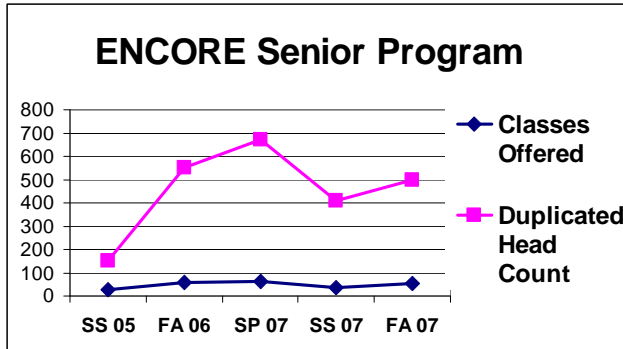


Figure 2.5 Encore Enrollment Trends

Appraisal Feedback Report

2R1 S Reported results from several of SJC's programs (Health and Human Performance Center, Volunteer Center, Small Business Development Center, and the ENCORE Senior Program) that provide services for those other distinctive objectives have favorable indications of increased utilization of services provided for target stakeholders.

2R2 How do the results in 2R1 compare with the results of peer institutions? How do they compare, if appropriate, with the results of other higher education institutions and of organizations outside the education community?

2R2 San Juan College has a strong connection with its community partners. The College has utilized its membership in Continuous Quality Improvement Network (CQIN) organization for academic benchmarking. Forums conducted during the strategic planning process indicate a high degree of satisfaction and expectation from community members. Program partners indicate the College is viewed as a vital source for business training, employment opportunities, and resources. The SCECD has benchmarked with more than 50 institutions in order to create, maintain and improve programs (see Table 2.5).

This benchmarking, in each case carried out through a series of pertinent questions, has had numerous positive results on the various programs involved:

- B & I Training has developed a cost model for pricing training offerings.
- The SBDC has created a marketing plan for touting the many business services it offers.

- The Enterprise Center has initiated a "100 Point System" that involves its tenants in solid business practices for building stability.
- The Volunteer Center has written a "Service Learning Handbook" which systematizes this initiative.
- Community Linkages has formed an advisory council network at San Juan College which provides training, support, materials and funding for advisory councils. In 2006-07, 75 SJC advisory committee liaisons and community members attended nine trainings and 150 advisory committee members attended two recognition events. An advisory committee to the advisory councils was formed to develop council guidelines and policies.
- Encore has offered multiple venues (discussion groups, brown bag lunches, quality classes, social opportunities, volunteer endeavors) to its members.

All of these advancements in programming are, at least in part, due to examining work done at other institutions and incorporating or adapting appropriate practices to SJC programs.

Institution	Purpose	Program
Valencia Community College	Strategic planning, contract training, sustainability	B&I
Johnson County Community College	Website, contract training	B&I
University of Texas (San Antonio)	Institute of Economic Development	SBDC
University of Arkansas (Little Rock)	SBDC operations	SBDC
Seattle, Washington Incubator	Incubator operations	Enterprise Center
San Antonio, Texas Incubator	Incubator operations	Enterprise Center
Richland College	Service learning	Volunteer Center
Salt Lake Community College	Service learning	Volunteer Center
Community College of Baltimore County	Advisory councils	Community Linkages
Community College of Denver	Advisory councils	Community Linkages
Kingsborough Community College	Senior College programming	Encore
North Carolina State University	Senior College programming	Encore

Table 2.5 Sample of Institutions Benchmarked by SCECD

The NCCBP provides a comparison of *market penetration*: community participation and *market penetration*: credit and non-credit students with peer institutions (see Tables 2.5 and 2.6).

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Benchmark	2002-2003		2003-2004		2004-2005	
	SJC	Percentile	SJC	Percentile	SJC	Percentile
Market Penetration: Community Participation						
Cultural Activities	65%	90 th	66.25%	90 th	44.44%	90 th
Public Events	42%	90 th	47.58%	90 th	30.76 %	90 th

Table 2.6 Market Penetration: Community Participation

Benchmark	2002-2003		2003-2004		2004-2005	
	SJC	Percentile	SJC	Percentile	SJC	Percentile
Market Penetration: Credit and Non-credit students						
Credit student penetration rate	11.0%	90 th	12.42%	90 th	11.31%	90 th
Non-credit student penetration rate	6.0%	90 th	4.79%	75 th	5.0%	90 th

Table 2.7 Market Penetration: Credit and Non-credit

Appraisal Feedback Report
2R2/R3 O The reported data in the Portfolio does not provide adequate historical trends for meaningful comparison, even though SJC has a good process for communication and working with community partners and has been actively engaged in CQIN.

2R3 How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community and region you serve?

2R3 San Juan College's strong advisory councils help reinforce our relationship with the community as well as provide feedback to individual programs or information regarding new business practices, employment trends, current technology, and program development. More importantly, the members of the advisory councils act as ambassadors for SJC programs by representing the College at formal and informal community events; participating in community outreach; aiding in the retention and recruitment of students; and advising the institution regarding new programs. New programs are also identified through the community participation in strategic planning. B & I Training has piloted some courses and programs that have been identified for further development into career programs needed by the local workforce markets.

The workforce development, cultural and community learning activities strengthen the institution by providing a conduit for community members to become comfortable with the College setting and aware of the educational opportunities available at the College. The various activities that bring community members to the College enhance the ability of the College to recruit and retain students to other educational pursuits.

The College further serves as a leader in innovation by providing a model for facilities, technology and learning environment for the Four Corner region. San

Juan College celebrated its 50th anniversary with a "Birthday Party" that was attended by over 500 community members, thus providing an occasion to disseminate information about SJC's programs and opportunities.

It is important to note the relationship San Juan College has with the community is not limited to San Juan County. Because the College serves such a large area, creating and maintaining relationships throughout New Mexico and neighboring states is vital to the success of the learner and the institution. For example, in 2001-2002, the SJC Career Center aided in the employment of over 1,100 citizens in six different counties throughout New Mexico. The College also relies on input from the different Native American governments and state and local government agencies. Relationships with Native American tribal governments play an important role in ensuring the College has input from this important constituency. For example, the Tribal Governance degree program was established at the request of, and in partnership with, the Navajo Nation. In addition, the relationship the College has with state and local government agencies ensures that San Juan County residents have information and access to College programs and services. The College annually hosts an open forum for all employees to meet with the state senators and representatives from this area to hear their reports from the recent legislative session and to listen to employee and community needs.

The importance of community involvement is two-fold. Just as SJC relies on input from community members and agencies, the community relies on input and representation from the College faculty and staff. The College encourages staff and faculty to assist community organizations and initiatives by providing leadership, volunteers, and College resources (see Table 3.5).

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Appraisal Feedback Report

2R2/R3 O The reported data in the Portfolio does not provide adequate historical trends for meaningful comparison, even though SJC has a good process for communication and working with community partners and has been actively engaged in CQIN.

Improvement (I)

2I1 How do you improve your systems and processes for accomplishing your other distinctive objectives?

2I1 Use of data and less formal feedback provide guidance on the College's abilities to attain its objectives. Examples are cited below:

- Advisory Council process – feedback is provided into the communication pathways and strategic planning for program revision and development.
- Enterprise Center – company and stakeholder research is used to improve services through advisory council during the planning cycle.
- Benchmarking with other institutions – identified adaptable processes or best practices are prioritized in the planning and action project processes.
- CQIN participation – teams attend the continuous improvement summer institutes and develop a project for improvement; learning is integrated into the various departments the cross-functional team represents.

2I2 With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

2I2 At the College level, the strategic planning process is used to set the targets for improvement, using the data gathered, analyzing community input and performance indicators for other distinctive objectives. Priorities for improvement are set, including needed community participation and partnerships or functional groups to be developed. Charters of Accountability for department heads and departmental Quality Quick Checks are the principal vehicles by which targets for improvement are set. The most notable targets for improvement for accomplishing SJC's distinct objectives are those for the departments in the schools of Continuing Education and Community Development and Extended Learning. Across the board though, a more concerted effort is needed to gain a better understanding of results and setting priorities for improvement as well as communicating those targets more widely to internal and external constituencies. Currently, results are shared with the campus and

external stakeholders through advisory council meetings, print materials, SJC website, email and personal interactions

Appraisal Feedback Report

2I2 S Targets in regards to improvement projects are systematically set, prioritized, and communicated.

2008 Systems Portfolio Update

Category 2: Other Distinctive Objectives Process

Advisory committees provide feedback to SJC about its programs and services. Since Project Read and the Adult Basic Education (ABE) program share common mission and goals, the programs have established a joint advisory committee to provide a stronger connection with the community, stakeholders and students.

Results

Volunteer Center	2005-2006	2006-2007	2007-2008
SJC Students Participating in Service Learning	381	433	585
SJC Instructors Participating in Service Learning	25	14	32
K12 Students Participating in Service Learning	101	NA	100
K12 Instructors Participating in Service Learning	6	NA	3
Volunteers Engaged in Special Community Projects	135	NA	161

Planetarium	2005-2006	2006-2007	2007-2008
Shows	168	164	158
Guests	8,306	8,538	7,501

San Juan College – AQIP 2007 Systems Portfolio with Feedback Report

Kids Kollege	2005-2006	2006-2007	2007-2008
Unduplicated Enrollment	469	501	964
Classes	103	129	175
Contact Hours	11,241	12,319	8,286

Community	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Meeting room	54,147	27,710	53,977	78,104	45,546
Theater, music performance, art showings	56,942	45,962	43,911	52,252	50,494