

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)

5C1 Describe your leadership and communication systems. (A brief chart or summary of groups, committees, or teams and their functions may be useful.)

5C1 SJC’s leadership structure and organizational chart are described in the Overview. SJC leadership and communication system is presented in Tables 5.1, 5.2 and 5.3.

As part of SJC’s commitment to providing its employees with opportunities to enhance their skills and grow their careers, the College utilizes a cross-section of faculty and staff to serve on various standing committees and task forces. A sampling of these types of committees is shown in Table 5.1.

Committee	Purpose
Wellness Committee	Provides opportunities for faculty and staff to enrich wellness of the mind, body and soul
Support Staff Development Committee	Coordinates annual in-service and monthly training opportunities for support staff
AQIP Project Teams	Researches and implements AQIP Action Projects
Grants Quality Review Teams	Cross functional team conducts quality review of federal and state grant funded programs

Table 5.1. Examples of SJC Committees

Communication Channel	Purpose
Annual President’s State of the College Address, Fall Convocation	Communicates leadership priorities for upcoming academic year, including Strategic Priorities
President’s Messages (via email)	Delivers time-sensitive, important information to all employees via email
Board of Trustees agenda and meeting minutes	Posted on website
Communicator, bi-monthly newsletter inserted in local newspaper and distributed throughout service area.	President writes a regular column on issues such as campus expansion, new programs, national issues, workforce developments and more
www.sanjuacollege.edu, College catalog, course schedules, student handbook	Communicates official policies to students and other stakeholders.
President’s Cabinet meeting agendas and minutes	Posted on SJC intranet
School meeting agendas and minutes	Posted on SJC intranet
News Clips, Staff Notes	Communicates campus activities and events
Tell it to the President, Tell it to the Vice Presidents	Electronic communication to share concerns or compliments

Table 5.2 SJC Communication Channels

SJC employs a variety of communication channels in order to ensure the strategies and priorities of the College are communicated throughout the organization and community. See Table 5.2 for a sample of key communication channels.

5C2 In what ways do you ensure that the practices of your leadership system—at all institutional levels—align with the practices and views of your board, senior leaders, and (if applicable) oversight entities?

5C2 SJC’s Board publishes and periodically revises a policy manual that sets the framework for the College’s philosophy, mission, vision, administrative organization, and the policies that govern the institution. Institutional procedures are developed in alignment with Board Policy. In 2007, the President initiated a San Juan College Leadership Academy, a week-long event that provides experiences to help participants to appreciate the breadth and depth of challenges and opportunities facing SJC, learning opportunities with invited nationally known guest speakers, leadership reading/review materials, and team building exercises. The academy is followed by a monthly leadership series. Last fall, the Associate Vice President for Learning spearheaded development of the Learning Leadership Team Handbook. The first-ever electronic handbook, located on the SJC intranet provides a one-stop guide for Deans.

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Leadership Group	Role	Composition	Frequency	Communication
President Vice Presidents	Executive leadership, forms policies and actions	President Vice Presidents	Weekly	Oral and written communication to staff as needed.
President's Cabinet	Information sharing	President, Vice Presidents, Deans, Senior Directors	Semi-monthly	Meeting minutes posted to internet; oral and written communication to faculty and staff as needed
Vice President unit meetings	Information sharing assignments, issues identification	Direct reports	Varies by unit	Oral and written communication
Learning Leadership Team	Learning strategic planning; monitor Learning annual work plans; develop, modify, and implement processes; collaboratively address learning challenges; conducting environmental scans and proposing new academic programs based on community needs; Develop strategies to improve student retention and increase enrollment.	Vice President for Learning, Associate VP for Learning, Deans	Twice Monthly (4 hours each)	Meeting minutes posted on LLT SharePoint Calendar; Oral and written communication to faculty and staff as needed.
President's Advisory Committees	Listening and learning	Representatives from support staff, professional staff and faculty	Twice per semester	Meeting minutes posted on SJC intranet
Grants Planning Committee	Approve grant prospectus, ensure grant applications meet Strategic directives	Vice Presidents Executive Director, SJC Foundation	Monthly	Meeting minutes
Curriculum Committee	Review of new and current programs and courses, recommends new program approval and changes to current	Two-thirds faculty, one-third staff and administration	Twice monthly in fall, once monthly in spring, special sessions if needed	Agendas, meeting minutes, submitted proposals, soon to be posted on SJC intranet

Table 5.3 SJC Leadership System

The Board holds annual retreats where policies and major issues are reviewed. The President and Vice Presidents work with the Board as a team during these retreats to ensure that there is clear alignment with the Board and the leadership system. Board meetings are held monthly. Material procurements, new programs, critical institutional issues, budget approval and other strategic decisions are approved at monthly meetings. In addition, departmental reports and performance measures are presented to the public. Finally, the Board holds periodic work sessions when needed.

The College's systems are highly influenced by NMHED, New Mexico legislature and governor, the North Central Association Higher Learning Commission, federal program requirements, NACUBO guidelines, and by the numerous licensing and certification agencies. The College ensures that that its practices are aligned with these agencies through internal reviews, external audits and compliance reporting. For example, the Office of Strategic Development has established a Grants

Quality Review process to annually review selected grant funded programs and projects. Examples of external program audits include contracting with Stamats to better understand and enhance the overall marketing efforts of the SJC and with the Learning Resources Network (LERN) to complete a review of the CLC and B & I Training.

5C3 *What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement?*

5C3 SJC's statement of values presented in the Institutional Profile under girds its Mission and Vision Statement. Integral to those foundational principles is a long-standing tradition of community involvement. The spirit of the community is ingrained in the College's culture. Examples include the annual luminarias display, sponsoring the annual Four Corners Professional Development conference, the performing arts Silhouettes Series, and community orchestra. The College allocates 4.5% of its operating budget to the School of Continuing Education &

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Community Development alone, the unit principally responsible for outreach to and partnerships with external groups. Many other units are involved in outreach and partnerships with community groups.

Processes (P)

5P1 How do your leaders set directions in alignment with your mission, vision, and values that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?

5P1 SJC's Strategic Plan (see Category 8) is the primary tool for setting institutional direction. The AQIP process is also a major influence as it reinforces at functional levels the major thrusts of the Strategic Plan. Institutional direction is further reinforced through specialized accreditation of selected academic programs (identified in Category 1) as well as the curriculum approval processes and specialized accreditation for selected programs. The CTX

provides a venue for engaging faculty and staff in SJC's commitment to Learning College principles on a regular basis. Employee recognition awards, including the President's Mission Award, Allison Faculty Excellence Award, Sandoval Support Staff Award, Physical Plant Excellence Award and Distinguished Teaching Chairs also represent means for reinforcing the College's directions (See Table 4.4). Feedback provided through the President's Advisory Committees is a valuable source of input that influences institutional direction, especially with regard to how well various processes and procedures align with the directions set forth in the Strategic Plan. SJC assesses student and stakeholder needs and expectations in numerous ways, including advisory committees, student and employer surveys, student focus groups, employee climate surveys, community forums, environmental scanning, and the Community College Student Engagement and Noel-Levitz surveys. (See Tables 3.1 and 3.2)

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5P1 S SJC makes clear through the strategic planning process how leaders set directions that are aligned with the mission, vision, and values that are conducive to high performance (Figure 8.2) and meet the expectations of students and stakeholders.

5P2 How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment?

5P2 Senior leaders focus on future opportunities and sustaining a learning environment in a variety of ways. SJC actively seeks federal and state grant opportunities such as U.S. Department of Education TRIO programs and Title III along with New Mexico

Higher Education Department awards to improve the learning environment. The College activity seeks articulation agreements with other undergraduate programs within New Mexico and across the region. This allows students to stay in the community and earn bachelors and masters degrees on the San Juan College campus. The Higher Education Department 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.

Active program advisory committees promote partnerships, state-of-the-art curriculum revision, equipment donations and strong scholarship support for students. SJC, along with the SJC Foundation, provide opportunities and professional development programs to ensure and maintain an active learning environment. OSS and OOD play key roles in guiding SJC into the future, with respect to exploring new sources of funding and employee development. Leadership encourages benchmarking best practices from other higher institutions and the private sector. Examples of benchmarking are presented below.

Organization	Benchmark Purpose
Community College of Baltimore County	Student outcomes assessment practices for student services
Valencia Community College	Planning, grants development, assessment of student outcomes, enrollment management, LifeMap,
Santa Fe CC	ABE/GED program
Temple College	Allied health concept of Simulation Centers
LSU Shreveport School of Medicine	Respiratory program
Johnson County Community College	Academic class scheduling and adjunct faculty development programs
Rio Salado Community College	Benchmark online learning process and procedures
University of Phoenix	Curriculum development
Steelcase University	Learning environments

Table 5.4 SJC Benchmarking Best Practices

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5P2 S SJC leadership focuses its efforts on achieving an active learning environment and facilitates the efforts in seeking future opportunities to build and sustain a learning environment through articulation, building partnerships with other educational agencies, and through continuous research to assess and analyze current status and department future funding opportunities such as grants. The College practices benchmarking across numerous programs and initiatives (Table 5.4).

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5P3 How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and to carry them out?

5P3 The highest level decisions involve the President and the Vice Presidents. Through a network of teams, taskforces, committees, councils, and advisory group recommendations are developed on a wide variety of policy matters for consideration by the College's executives. Operational decision-making takes place at the division, department or school level. Employees are empowered to make decisions about everyday process improvements and workflow, provided these decisions do not impede or have a negative effect on other departments or the institution.

SJC leadership has identified the following frameworks for renewing the Strategic Plan in the 2007-08 fiscal year: (1) Resource Allocation, (2) Enrollment Growth and Management, (3) Retention of Our Students, (4) Developmental Education Success and (5) Communication Systems. These priorities have emerged in light of a pending decrease in enrollment-based state funding in the 2008-09 fiscal year, findings from a 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 new task forces identified in table 5.5.

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5P3 O The portfolio states participative decision-making processes exist; yet no decision-making process is described. A clear communication device of SJC's decision-making process might contribute to better communication in the institution, building confidence among employees, and help clarify how decisions are made.

5P4 How do your leaders use information and results in their decision-making process?

Prior to making final decisions, SJC leaders review and analyze pertinent information, much of which has been collected and reviewed first through the network of groups mentioned above in 5C1 and 5P3. The Program Approval Process, for example, requires analytical review of specific stakeholders and employment information for review prior to approval or denial of new program requests. The Board of Trustees has established a policy of periodic review of academic programs to determine their financial viability, relevance to labor market needs and student interests, and alignment with SJC's mission. The Learning Leadership Team, under the direction of the Vice President for Learning, continually monitors these factors on a regular basis in carrying out this policy.

The Personal Assessment of Campus Environment (PACE) survey of all employees was conducted in the early spring 2007 to assess the perception of current processes for communicating and providing input into decision-making (see Results section).

Taskforce	Charter	Liaison	Strategic Directive
Enrollment	Develop and implement 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 and benchmarking the best practices of other Colleges.	Vice President for Student Services	Value Educational Access and Student Success
Communication and Input Design Team	Benchmark collaborative institutional systems and structures that will enhance communication as well as serve as bases for sustaining continuous improvement at a functional level.	Vice President for Institutional Research and Planning	Valuing People
On-Line Learning	Develop strategic directives and guidelines for developing courses, programs and student support services.	Vice President for Business Services	Value Educational Access and Student Success
Assessment	Further the Common Student Learning Outcomes (CSLOs) to assess student learning outcomes and to use the knowledge gained through the Assessment Academy initiative to improve pedagogy and curricula.	Vice President for Learning Vice President for Institutional Research and Planning	Value Educational Access and Student Success
Developmental Education	Research best practices of other Colleges and recommending strategies to improve success in developmental courses.	Vice President for Learning	Value Educational Access and Student Success

Table 5.5 Strategic Plan Taskforces

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	DOWNWARD COMMUNICATION	UPWARD COMMUNICATION	2-WAY COMMUNICATION
<i>Weekly News Clips Communicator</i>	X		
Convocation ceremonies President's State of the College address	X		
<i>Staff Notes</i> newsletter	X		
President's Advisory Committees	X	X	X
Legislative Reception	X		
SJC Portal (Intranet)	X	X	
Faculty meetings	X	X	
<i>Tech Update</i> (Office of Technology Services newsletter)		X	
Student forums		X	
Community forums		X	
Board retreat		X	X
Advisory Councils		X	X
School meetings	X	X	X
Quality Councils		X	X
<i>CTXfiles</i> newsletter		X	
"Tell it to the President" email link		X	X
"Tell it to the Vice Presidents" email links		X	X
Posted agendas and minutes	X		

Table 5.6 SJC Communication Systems

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5P4 O SJC presents a detailed Program Approval Process as an example of how College leaders and stakeholders use information and results in their decision-making processes. However, it appears SJC may have an opportunity to develop a systematic, well-integrated process (mechanism) for leaders to analyze and use results in decision making.

5P5 *How does communication occur between and among institutional levels?*

5P5 Every student and College employee and retiree has an email address automatically generated through OTS. As such, each employee has direct access to campus wide communications via desktop computers. Employees can communicate directly with other individuals or to groups through distribution lists. Formal and informal processes create interlocking relationships to engender communication between and among all institutional levels.

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5P5-6 S SJC uses a variety of means to communicate to employees the vision, values, and direction of the institution, including group meetings, open forums, retreats, councils, the President's Advisory Council, written communication, electronic communication, and individual face-to-face meetings. (Table 5.6).

5P6 *How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?*

5P6 As pointed out in 5C1, 5P2, and 5P5, San Juan College has a network of taskforces, committees, councils, and advisory groups with interlocking memberships that are used to communicate shared themes and emphases intended through information sharing, discussion, and study to promote alignment with the mission and strategic direction of the institution. The Charter of Accountability, an annual work plan for professional staff, is another instrument used to communicate expectations regarding institutional directions and opportunities. The processes and instruments that comprise the communication system further enhance reinforcement of mission and strategic direction.

The President and Vice Presidents meet on a weekly basis to confer on matters pertaining to operational issues, policies, and feedback from various actors and influencers in the decision-making process. The President's Cabinet consists of executive and mid-management administrators who meet bi-monthly to share information and discuss major policy and operational issues.

Along with a variety of publications (traditional media and electronic) supported through the Public Relations Office, San Juan College uses numerous ways to communicate beyond leadership reporting. For example, to communicate results of a College economic impact study conducted in 2005, paid performance indicator advertisements were placed quarterly in the *Daily Times*, *Navajo Times* and *Four Corners Business Journal*. Topics included economic impact, high school graduates who attend San Juan College, graduation rates (including Native American), enrollment growth and community service. The Organizational Development Office coordinates yearly open forums offered for a full week during

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Convocation Week, providing opportunities to share, learn, and serve.

Employees are encouraged to become involved in the community and many serve on the boards of local organizations. The College is also active in the county-wide United Way campaign, with the President serving as campaign chair for 2007.

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5P5-6 S SJC uses a variety of means to communicate to employees the vision, values, and direction of the institution, including group meetings, open forums, retreats, councils, the President's Advisory Council, written communication, electronic communication, and individual face-to-face meetings. (Table 5.6).

5P7 *How are leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?*

5P7 Aside from the San Juan College Leadership Academy, the College provides leadership encouragement at semi-annual retreats for the Learning and Student Services teams, often including members of other divisions of the College in those activities. The Business and Industry Training Center offers professional development and training sessions, with best practice skills, taught by industry leaders for the College leadership teams, faculty, professional staff, and support staff.

Additional development opportunities include:

- Each year SJC nominates four faculty for the Excellence in Teaching Award recognition by the National Institute for Staff and Organizational Development (NISOD) celebrating excellence in teaching.
- Leadership San Juan, of which SJC is a partner, builds upon the dedication and leadership abilities of the participants. Class members learn about every major aspect of our community. Annually, SJC selects up to four staff to apply to the program.
- Staff and faculty are encouraged to become Quality New Mexico reviewers. Quality New Mexico recognizes businesses and educational institutions from commitment to progress to excellence.
- SJC has joined the CQIN Network. Each year a team of faculty and staff attend the Summer Institute. A new project is developed each year to support the institution's quality initiatives.

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5P7 S SJC's Leadership Academy is available to all staff and faculty at all levels. Leadership abilities can be acquired by serving as chairs and directors, and currently three faculty are gaining leadership skills as interim deans.

5P8 *How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?*

5P8 While SJC cannot deliberately choose successors because of federal and state affirmative action regulations, the campus environment encourages individuals to consider leadership positions. Although there is not a formal succession process, the President regularly involves senior leadership in a variety of experiences, both internally and within the larger community it serves. The San Juan College Leadership Academy is open to staff and faculty of all levels. Faculty are encouraged to consider leadership positions as department chairs and program directors. Currently, three faculty are serving as interim deans. Other campus leadership opportunities include the Distinguished Teaching Chairs, Allison Award, Annabelle Friddle Award, Sandoval Award, Physical Plant Excellence Award and Innovation of the Year Award (see Category 4).

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5P8 O While SJC recognizes the importance of leadership succession, no process is identified.

5P9 *What measures of leading and communicating do you collect and analyze regularly?*

5P9 Every two years the College administers a climate survey that covers such issues as employee morale, communication, commitment to mission and continuous improvement, and leadership. The measure gives direction to strategic initiatives and goals for the coming years. The PACE Climate Survey was administered in February 2007 and results were presented as part of the Fall 2007 Convocation by Dr. Leila Gonzalez-Sullivan, Director, National Institute for Leadership Effectiveness (NILIE) at North Carolina State University.

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5P9 OO SJC has an opportunity to develop a more comprehensive set of measures for leading and communicating that yields results of institutional performance

Results (R)

5R1 *What are your results for leading and communicating processes and systems?*

5R1 Community forums were held in 2005 in Farmington, Aztec, Bloomfield, Shiprock and Kirtland

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in preparation for a county-wide bond election. The forums provided College leadership with invaluable input and have proven to be ideal two-way communication vehicles. As a direct response to input from individuals during these forums, a strategic plan for 2006-2011 was developed. As follow-up, letters from the President, as well as a brochure detailing the strategic plan was mailed to all the participants of the forums from the five communities.

To ensure compliance and gain more meaningful institutional benefits from grant funded programs, a

Grants Quality Review process, modeled after the Quality New Mexico Pinon Award, was piloted in 2006-07. A cross-functional team conducted a quality assessment of one federal and one state grant funded program. The team met with program staff and the appropriate Vice President to share strengths and identified opportunities for improvement. Best practices were incorporated into the overall grants compliance procedures fall 2007-08, the review process is now aligned with the Quality Quick Check (see Category 8).

Community Input	Strategic Directive
Need to provide basic skills training for the workforce	Value Information and Market Realities
Do more technical education career paths for high school students	Value Information and Market Realities
Develop more specialized programs with local business and industry	Value Information and Market Realities
Enhance communication with middle and high school students	Value Partnerships
Build a closer relationship with Dine College (tribal College)	Value Partnerships
Do more outreach to smaller communities	Value Partnerships
Expand health occupations	Value Partnerships
Need to extend current offering of four year programs	Value Educational Access and Student Success
Need to extend current offerings of evening classes at off campus locations	Value Educational Access and Student Success
Need to extend current offerings of online classes	Value Educational Access and Student Success
Provide better disability information, access, services	Value Educational Access and Student Success

Table 5.7 Community Input into the Strategic Plan

San Juan College Climate Compared with the NILIE PACE Norm Base

5R2 Regarding 5R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

5R2 The PACE survey is a nationally normed instrument that was used for the first time in 2007, therefore comparisons with the previous in-house climate survey are dubious. Use of a nationally normed instrument permits the College to assess its results in comparison to other institutions.

Figure 5.1 indicates that San Juan College deviates most dramatically from the national norm on Institutional Structure, with a score of 3.01, compared to 3.26 (on a scale of 1 to 5). San Juan College was lower on two domains than the national norm base (Supervisory Relationships and Institutional Structure), the same on one (Teamwork) and higher on Student Focus (Table 5.2).

Figure 5.3 details the mean climate score as rated by employees' functional role. Specifically of most concern, however, is the mean score of Institutional Structure as rated by functional role. The graph Figure 5.3 indicates that faculty rate this domain as the lowest, falling into the Competitive style.

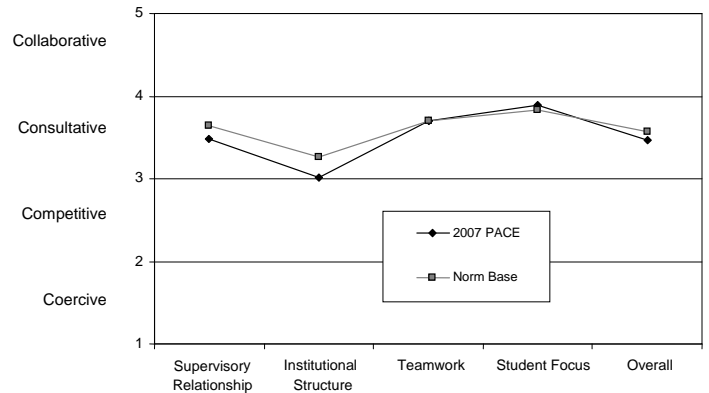


Figure 5.1

Mean Scores of the Institutional Structure Climate Factor as Rated by Functional Roles at San Juan College

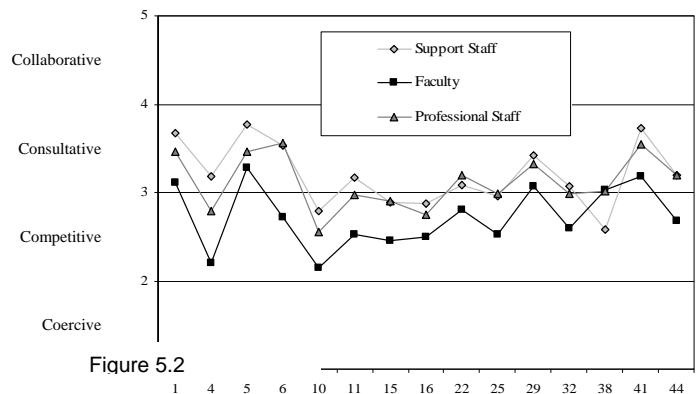


Figure 5.2

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Mean Climate Scores as Rated by Functional Roles at San Juan College.

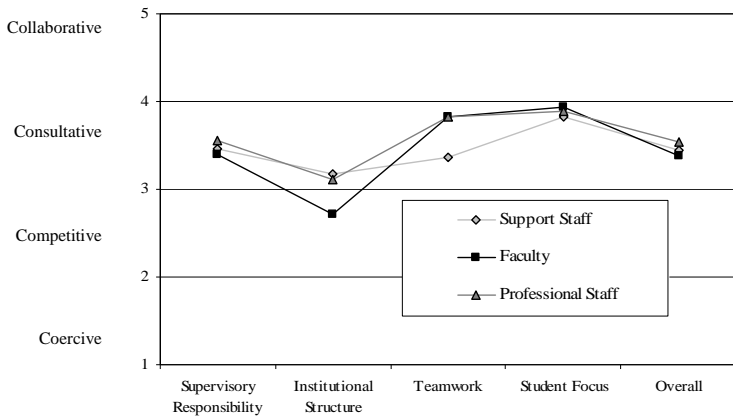


Figure 5.3

Overall, the following have been identified as areas in need of improvement at SJC. All of these items represent the Institutional Structure climate factor.

- The extent to which information is shared within this institution,
- The extent to which open and ethical communication is practiced at this institution,
- The extent to which decisions are made at the appropriate level at this institution,
- The extent to which I am able to appropriately influence the direction of this institution,
- The extent to which spirit of cooperation exists at this institution,
- The extent to which this institution is appropriately organized,
- The extent to which institutional teams use problem-solving techniques,
- The extent to which my work is guided by clearly defined administrative processes.

Overall, the following have been identified as areas of excellence at SJC. Eight of the ten items represent Student Focus climate factor and two represent the Supervisory Relationships climate factor.

- The extent to which I feel my job is relevant to this institution's mission,
- The extent to which open students receive an excellent education at this institution,
- The extent to which this institution prepares students for a career,
- The extent to which students are satisfied with their educational experience at this institution,
- The extent to which faculty meet the needs of students,
- The extent to which student ethnic and cultural diversity are important at this institution,
- The extent to which I am given the opportunity to be creative in my work,

- The extent to which this institution prepares students for further learning.

Improvement (I)

511 How do you improve your current processes and systems for leading and communicating?

511 Feedback from students, faculty, staff and stakeholders is reviewed regularly at all levels of the institution as described below in Table 5.8. If the data indicate a negative trend, it is reviewed, discussed and analyzed.

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511/2 S SJC has identified improving *Communication Systems* as a strategic priority in 2007-2008 as a result of the PACE survey, and has developed a detailed, six-step design process. A feedback process is implemented to enhance college-wide communication.

512 With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

512 SJC leadership has identified improving *Communication Systems* as a strategic priority in 2007-2008. This priority has emerged in light of the results of the PACE survey. A cross-functional Communications and Input Design Team has been charged with recommending institutional processes that will enhance channels for communication and input in order to provide as a basis for sustaining continuous improvement at San Juan College.

In focusing on communication and input, the team will concentrate on the five top areas in need of improvement as identified in the report of the results:

- The extent to which information is shared within this institution.
- The extent to which open and ethical communication is practiced at this institution.
- The extent to which decisions are made at the appropriate level at this institution.
- The extent to which I am able to appropriately influence the direction of this institution.
- The extent to which a spirit of cooperation exists at this institution.

The design process will be:

- Strategic in terms of impacting the results the College aims to provide to society and to students as they progress in their programs of learning.

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- Collaborative so as to ensure broad-based participation and a means for stakeholder groups to be heard and to influence the recommendations.
 - Focused on building trust through effective communication and negotiation that makes it safe to identify and challenge assumptions, and support agreements on shared values and mutual commitments that are aligned with SJC's Vision, Values, and Mission.
 - Will be meaningful in that it will lay the foundation for recommendations intended to establish a means for communication and input that will assist in furthering decisions that will shape the implementation of the SJC Strategic Plan.
 - Data-informed, using qualitative and quantitative data that are reviewed as recommendations for continuous improvement are developed.
 - Expected to provide progress reports to the President's Cabinet on 26 November 2007 and 05 April 2008 as a yearend report. Responsible for communicating its work to all College employees and students.
- Propose sustainable collaborative processes that can be functionally integrated into the operation of the College in ways that will sustain continuous quality improvement.
 - Support collaborative processes that ensure that initiatives of the Strategic Plan align with the Vision, Values, and Mission of the College.
 - Be communicated to all College employees and students.
 - Be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.

Overall effectiveness of the effort of this team will be assessed through:

- Changes in responses to the PACE survey.
- Establishment of new communication and input processes and structures.
- Assessment of the effectiveness of these new communication and input processes.

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5/1/2 S SJC has identified improving Communication Systems as a strategic priority in 2007-2008 as a result of the PACE survey, and has developed a detailed, six-step design process. A feedback process is implemented to enhance College-wide communication.

The recommendations from the design process will:

- Result from benchmarking at least three models at other institutions of higher education.
- Include formative and summative evaluation components that employ agreed upon performance indicators that can be used to assess the effectiveness of the proposals that are implemented.

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Process	Description	Purpose	Owner	Evidence
Multiple Advisory Councils	Faculty, Support Staff & Professional Committees	Advise Senior Management on ways to improve communication & leadership at SJC	SJC President Vice Presidents Deans Directors	Meeting Minutes Annual Reports
Surveys	Climate Survey Performance Measures Survey Perkins Core Indicator/Survey	Measure student, faculty & staff satisfaction or dissatisfaction with SJC	Academic Departments Institutional Research	Documented online Printed reports Posted on SJC website.
Reports	Economic Impact KPI Annual	Summarizes all data gathered to inform students, staff, stakeholders of SJC status.	President Vice Presidents	Online reports Written Reports
Presentations Briefings Media / Articles	At the beginning of each semester (Aug-Jan) the President and select Senior Administrators talk/brief all employees about SJC plans, programs, goals & objectives	Provide general information about the state of the school, what is being done and where we are trying to go	President Senior Administrators	Posted on SJC website downloadable
Leadership San Juan Program	A community program to identify, enlighten & encourage emerging leaders in San Juan County	Designed to increase awareness & knowledge base of participants on issues that impact the County	President SJC VP-Learning Dean – CECD (CLC)	SJC Website Community Member Section
B AIT (QCB) Leadership & Management Center	Multiple Business Management Training Classes (Franklin Covey) (Achieve Global)	Provide customized fee based classes & general management training to local businesses	Dean CECD Director B&I Staff B&I	End of Year Reports (internal) #classes,# students, \$'s collected
San Juan College Leadership Academy	Week-long training workshop followed by a monthly leadership series	To give more employees the opportunity to grow in their jobs and develop management skills	President Vice Presidents	Promotion rates of "graduates"
Office of Organizational Development/Center for Teaching Excellence	Planned and targeted trainings, reading series, presentations	Promote excellence in teaching through conversation, research and support for innovative practices	Faculty, Staff	Attendance at events, involvement in offerings, willingness to present

Table 5. 8 SJC Feedback Strategies

2008 AQIP Systems Portfolio Update

Category 5: Leading and Communicating

Process

The **Communications & Input Taskforce** was formed to recommend institutional processes that would enhance channels for communication and employee that could assist in identifying opportunities for quality improvement at SJC. Members benchmarked four colleges to identify best practices that were (1) sustainable collaborative processes that can be functionally integrated into the operation of the College in ways that would sustain continuous quality improvement, (2) support collaborative processes that ensure that initiatives of the Strategic Plan align with the Vision, Values, and Mission of the College, and (3) be communicated to all College employees and students. Recommendations from the taskforce have led to the establishment of the **Team for Strategic Oversight** (TSO), a “cross-cutting” venue for collaboration between the administration, students, and employees with regard to strategic institutional issues as a means for improving communication about and knowledge of significant college operations.

TSO objectives include (1) promoting common knowledge and understanding of strategic issues and the possible consequences of those issues for SJC, (2) promoting effective communication between employees, students and the administration, (3) promoting increased focus on the Strategic Plan as driving SJC’s future development and as the principal means by which progress will be measured on the strategic directions set forth in the plan. Voting membership will include six representatives from each employee category (3 elected and 3 appointed by the President), two student representatives appointed by the Student Senate, and the Vice President for Institutional Research and Planning.