

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)

6C1 *What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups?*

6C1: Supporting institutional operations are designed and delivered to enhance San Juan College academic programs and to facilitate active learning, student success and student and stakeholder satisfaction. Virtually every department on campus contributes to supporting student success. Table 6.1 highlights key student and administrative support service processes. Table 6.1 also indicates the key processes currently targeted for improvement efforts and the stakeholder groups impacted directly by these services, with progress categories.

The support service process needs of students, identified and currently targeted, are learning support (student on-campus and extended learning support) and student services (advising, counseling, and dining services). Employee support services currently being addressed in institutional initiatives are the improvement of administrative and management support, professional development, and learning resources/facilities upgrades. Community support improvement efforts center on addressing workforce needs of the service community and updating facilities for greater support of community activities.

6C2 *How do your key student and administrative support services reinforce processes and systems described in Category One, Helping Students Learn, and Category Two, Accomplishing Other Distinctive Objectives?*

6C2 Key student and administrative support services reinforce the processes described in Category 1 Helping Students Learn by providing the organizational infrastructure to facilitate the deployment of College activities leading to achievement of institutional goals and priorities.

Support services reinforce processes through the increased attention to professional learning and organizational development, particularly in the areas of adult learning, student outcomes assessment, and technology skills for classroom management.

Improvements in student advisement and counseling center processes, increased number of learning community offerings, and improved programs in community learning are described further in other

Key Support Processes	Key Support Service Process Needs	Stakeholders			Process Progress
		Student	Administrative	Community	
Advising and Counseling Center (ACC)	Centralized ACC utilizing the total intake model for increased student satisfaction and retention	X	X		Approach Deployment
Datatel/Daisy*/Data Warehouse	Integrated database system to manage significant campus processes and knowledge	X	X		Approach Deployment Learning
Learning Commons	Expanded services for Library, Student Activities, and access for community	X	X	X	Approach Deployment Learning
Facilities Process and Master Plan	Address exponential growth. Adapt to changing needs of programs and the institution.	X	X		Approach Deployment
Organizational Development and CTX	Comprehensive professional development system and supporting facilities.	X	X		Approach Deployment Learning Levels/Trends
Aligned Strategic Budget Process Initiative	Alignment of initiatives and action plans with resource allocation and SJC Strategic Plan		X		Approach Deployment Learning
Emergency Services and Management Plan	Comprehensive and coordinated effort to improve safety and security in coordination with community agencies.	X	X	X	Approach Deployment
Realignment of Schools	Response to market realities and regional industry needs.	X	X		Approach Deployment
Dining Services	Develop a framework for a strategic plan for the new café and kitchen scheduled to open in 2008	X	X	X	Approach

Table 6. 1 Key Support Processes

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categories. The support services are tied directly to Categories 1 and 2 through the College's mission and strategic planning and annual planning processes.

Processes (P)

6P1 How do you identify the support service needs of your students?

6P1: Student support service needs are identified through a variety of listening and learning methods identified in Category 3 and include various internal and external environmental scans. These include Noel-Levitz Student Satisfaction Survey, CCSSE, focus groups, surveys, Quality Councils, student forums, benchmarking/best practice consultants, observing interactions with support services. Deficiencies and gaps are identified from the data gathered. The areas of need are prioritized based on impact and available resources, and then action plans are developed and implemented.

As previously discussed, Noel-Levitz student satisfaction survey data indicated that in the College needed to improve its advising system. In April 2005, as part of the outcomes for the "Achieving the Dream" (ATD) grant, a national consultant visited campus and interviewed administration, faculty, students, and counseling staff to determine the state of advising on campus and recommend a model, supported by research, to improve advising processes. Following the consultant's visit, an Advising Center committee was formed consisting of counselors, advisors, faculty, deans and professional staff from across the campus. Research and benchmarking was conducted and recommendations were presented. The Advising and Counseling Center was designed and Phase I implemented in the summer of 2006 and Phase II implemented fall 2007.

Dining Services at San Juan College transitioned from a contracted service to self operation in September 2005. The quality of the products and services has increased significantly over the past two years but the operation is showing a significant financial loss. SJC has contracted the services of Innovative Hospitality Solutions to review the existing operation. The goals are:

- To provide a snapshot of the current Dining Services program as it exists today comparing current offerings to industry standards
- Review and evaluate the administrative system in place to manage the program and provide recommendations for improvement
- Evaluate the past financial operating performance of the department and assist the College to increase revenues and/or decrease expenses to achieve the 2007-08 business plan goals

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6P1 S SJC employs numerous methods (e.g., Noel-Levitz Student Satisfaction Survey, CCSSE) to identify student support service needs. The College

has evidence that it utilizes this information to identify and prioritize service gaps and to make organizational changes.

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni)?

6P2: The aligned SJC planning and facilities planning process is the primary method for identifying the administrative support service needs of faculty, staff, administrators, and other key stakeholder groups. This "bubble up" process allows needs to be identified and prioritized. (Figure 6.2) All internal stakeholders have a voice in this process. Key methods for identification of external stakeholder needs include advisory councils, forums and community partnerships. Advisory Boards provide an important partnership in support systems and are described more completely in Category 9.

The facilities planning process is an annual planning process specifically developed to allow the institution to be more responsive to facility needs. The facilities planning process and presentations are open to all staff so that everyone can be made aware of campus wide needs. Anyone (with support from their supervisor) with a facility need can make a presentation at the forum. Presenters are asked to analyze their needs, research monetary costs, and be able to prioritize aspects of the request. After input is provided from all internal stakeholders, the President

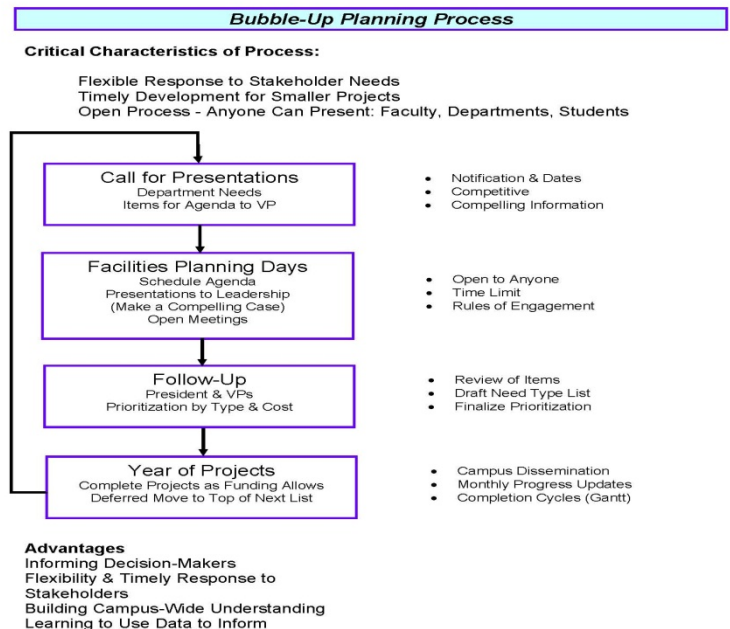


Figure 6. 1 Facilities Planning Process

order to prioritize needs based on high priority (have to do - compliance and student need), medium priority (should do - as funds allow) and low priority (nice to do - should funds be available). After the budgeting

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process is complete, the President sends out a campus wide email detailing the facilities allocations for the upcoming budget year. The Space Committee meets weekly and oversees the completion of each project. The committee is comprised of representatives from the Physical Plant, Purchasing, OTS, and Media Services.

Master Planning Process

The Facilities Master Plan establishes a development framework to guide future growth and change on campus, including the location of new facilities and related infrastructure and site improvements. An earlier Master Plan was 100% complete, prompting a new master planning cycle (The New Mexico Department of Higher Education requires a new master plan be developed every five years with annual updates). A specialty firm was hired in 2006 and the process to identify long-term facilities needs was facilitated by a professional planning consultant. In order to gain an understanding of the factors influencing the future of SJC, the consultant surveyed faculty, staff and the administrative planning committee. The survey included questions on academic programs and services, quality of life and environment for learning, physical character of the campus, and physical or functional deficiencies. Periodic briefings were presented to the San Juan College Board. The plan was completed in fall of 2006, and adopted at the January 2007 Board meeting. This new Master Plan projects infrastructure growth through 2011.

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6P2 SS All involved stakeholders are welcome to express their individual, group, departmental, and organizational support service needs. SJC demonstrates that it currently utilizes one primary method to identify administrative support service needs at different levels and in different areas, through its Bubble-Up Planning Process, which invites inputs from all internal stakeholders, and inputs from external stakeholders by means of the advisory councils, forums and community partnerships.

6P3 *How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment?*

6P3: Key student and administrative support service processes are managed on a day-to-day basis using multiple methods appropriate to the department and process to ensure that they are meeting the needs of students and key stakeholder groups. Documentation of processes includes standard operational procedures manuals, management software, diagrams and process charts, and feedback mechanisms such as Quality Quick Checks. Other documentation is available through the employee

manuals and the College intranet. Changes in processes are communicated through convocation activities, internal publications, email, and the College intranet. Employee orientations communicate key processes and support services. An employee transcript and Employee Development Gateway provide easy access to professional learning information, request forms, calendar of events, and locations for opportunities.

6P4 *How do your key student and administrative support areas use information and results to improve their services?*

6P4: Feedback loops and cycles of improvement are used to improve key student and administrative support processes. The primary cycle of improvement is the aligned strategic budget process initiative.

While many departments use a continuous improvement model to improve their services, analyzing data and information in operational processes, these pockets of quality need to be deployed throughout the College. Departments utilizing a continuous improvement model include Organizational Development, Physical Plant, Auxiliary Services, HHPC and OTS. An example of how key administrative support areas use information to improve services is the Help Desk tickets and ratings system management in OTS. Help Desk creates a work order ticket, either online or via phone, and progress is tracked. Completion of tickets prompts an automatic satisfaction of service survey to the end user and tickets are analyzed for trends of service needs. Management follows up with a response to any low ratings and technical solutions to trending issues, such as training or projects for improvement of service.

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6P4 OO Through the feedback loops and improvement cycles, collected data is analyzed and the results are shared with relevant departments. Some SJC departments utilize a continuous improvement model to improve their services. It would benefit the whole College if all departments employ a continuous improvement model.

6P5 *What measures of student and administrative support service processes do you collect and analyze regularly?*

6P5: SJC collects performance indicators that include key support service process information during regular cycles of assessment, generally two years for more extensive evaluation and annually or quarterly for short cycle formative assessments for process improvement. The Noel-Levitz Student Satisfaction Survey, CCSSE, climate survey and professional learning needs assessments are collected at the institutional level on a regular basis. Departmental processes include the collection and analysis of feedback, participation levels and satisfaction surveys for improvement.

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Results (R)

6R1 What are your results for student support service processes?

6R2 What are your results for administrative support service processes?

6R3 Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

Advising Process

6R 1-2-3 Given the results from NLSSI a priority to improve Advising and Counseling services was identified. This priority was further reinforced by data from student, faculty and staff focus groups. An outside consultant assisted in the development of the SJC ACC model. The Centralized Advising and Counseling Center action project was designed and began in July 2006.

National trends indicate the importance of advising has remained fairly constant, while SJC students indicated an increasing trend in importance. At the same time, satisfaction with advising shows results similar to national trends, yet inconsistent and not high performance satisfaction. Analysis of the importance of advising and satisfaction with advising revealed key gaps in performance to address. See Figures 6.3 below and 6.4 on next page.

The information in Table 6.2 reveals a common thread of perceived student, faculty and staff obstacles to the advising process. This helped to drive an action plan that focused on improvement of the student advisement process, leading to the adoption of the new ACC model.

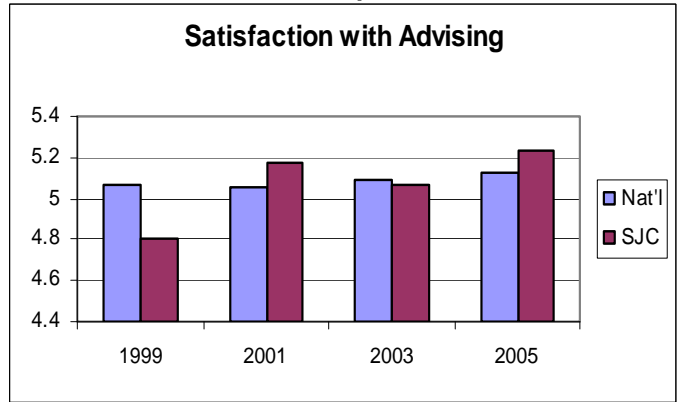


Figure 6. 2 SJC Student Satisfaction with Advising

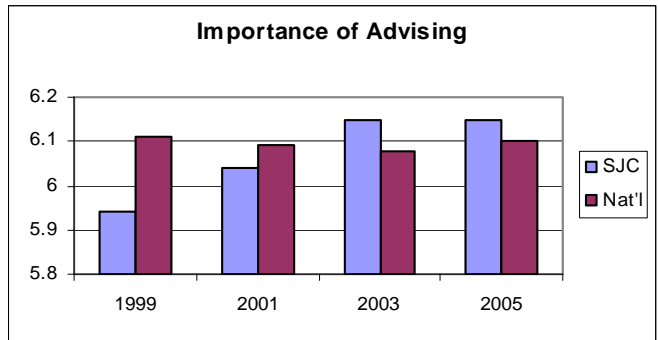


Figure 6. 3 Importance of Advising for SJC Students

Advising Obstacle Key Themes	Consultant Survey	ATD Focus Groups	SJC Focus Groups
Not enough time with advisors	X	X	X
Advisor information not consistent	X	X	X
Don't know who advisor is	X	X	X
Lack of interest from advisor	X	X	X
Lack of good communication with advisor	X	X	X
Updated, understandable curriculum guides	X		X
Assigned an advisor outside my field of study			X
Required orientation not helpful	X		

Table 6. 2 Advising Obstacle Themes

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The process of moving to an ACC model began in the summer of 2006. Full implementation is expected by Fall 2008. To date, nine core advisors have begun the training process. All of the specialty advisors (30) attended the first training at the spring 2007 Convocation. Two additional full time advisors have been hired to assist with increased contact hours required by this new model.

Facilities Process:

The Facilities Process annual cycle created to address short-term facility and infrastructure needs not addressed in the Master Plan has been used for four years. Table 6.3 below shows a comparison of the number of projects submitted, number of projects selected and number of projects completed to date. An example of a successful renovation project is the relocation of the Cosmetology program from a smaller location off campus (2,200 square feet) to its present location within the School of Trades and Technology building (5,000 square feet) resulting in an increase in program enrollment from 40 to 70 students.

Projects	2004	2005	2006	2007
Number of projects submitted	30	39	38	28
Number of projects selected	24	36	31	17
Number of projects completed	24	36	29	4 to date

Table 6.3 Facilities Projects 2004-2007

Learning Commons

The creation of the Learning Commons is one example of improved services. It contains the enlarged and updated Library which also houses the county law library; Student Activities facilities; meeting rooms for student government and clubs; computer rooms; a commons; and the Center for Teaching Excellence, among other support facilities. This center was built in response to internal and external community needs, with relevant changes based on results. Data analysis revealed a need to expand several services and improve still others. Results for Library Services are given in figures 6.4 and 6.5

Requests from students, employees and community members asked that library services be improved by providing better circulation processes and student instruction in using library resources. In addition, trends in database searches indicated a need to increase the computers provided in the library, provide wireless access, and expand the available databases. The inter-library loans showed a similar trend, increasing dramatically from 2004 to 2005. The new Learning Commons library opened in 2006 allowed for improved and expanded services to students and community members.

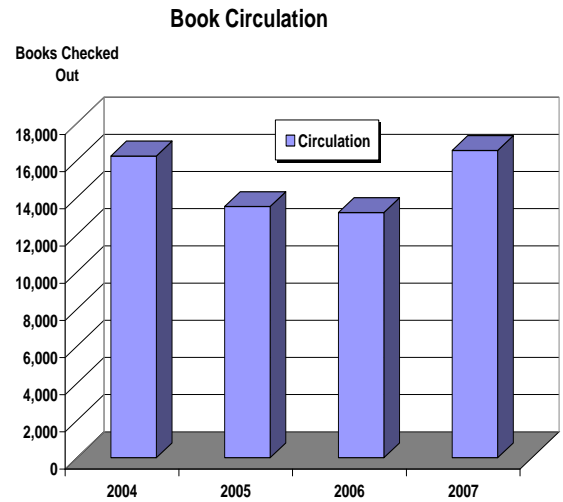


Figure 6.4 SJC Book Circulation

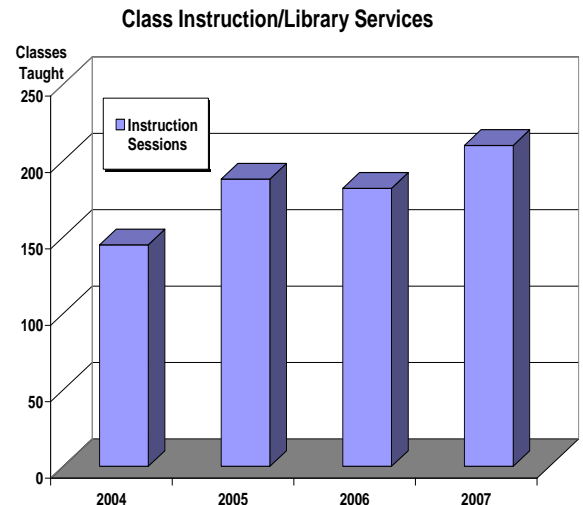


Figure 6.5 Class Instruction and Library Services

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Online Library

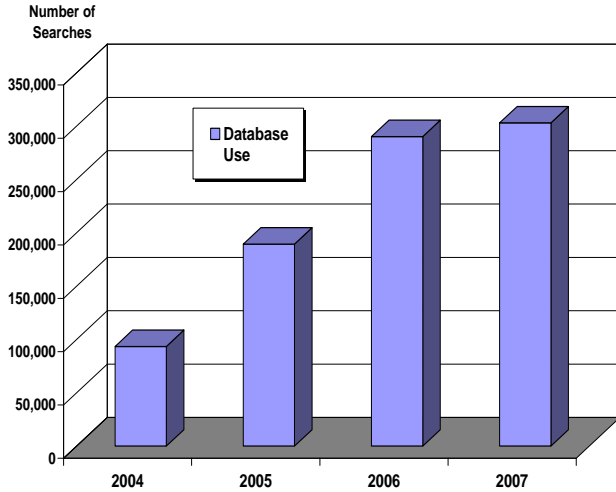


Figure 6.6 Online Library Use Trend Data

Available Databases

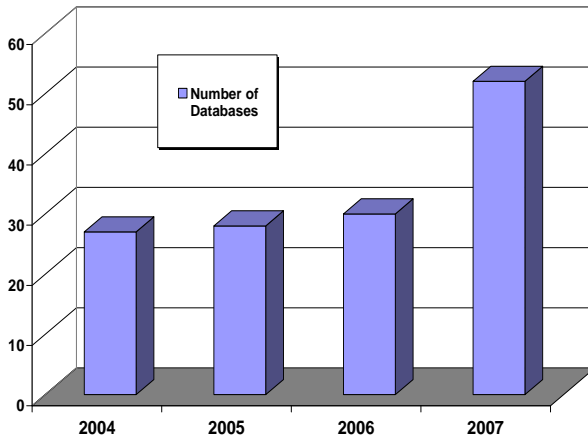


Figure 6.7 Increase in Number of Databases

Collaborative Services

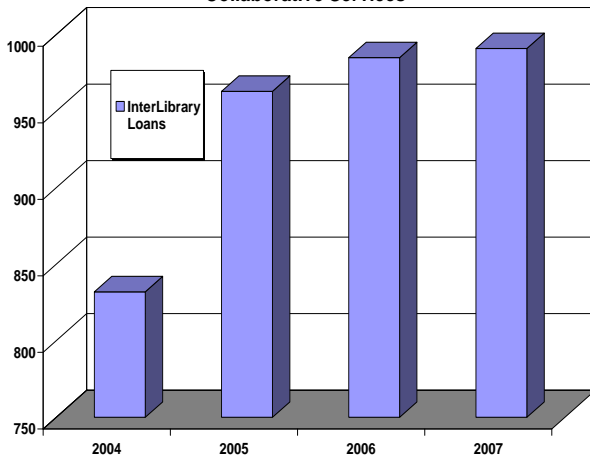


Figure 6.8 Collaborative Services Trend Data

The increase in database use indicated a need to expand the number of databases available to students, faculty, and community members so the College has expanded this service, and the new facility includes more computer access. The library continues to collect satisfaction and circulation data, disaggregated by stakeholder group, to meet the needs of each group.

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6R1-2-3 S SJC presents institutional and comparative trend data in a number of areas (e.g., advising, library services, facilities) showing projects submitted, selected, and completed. These projects demonstrate good understanding of student and stakeholder needs, good use of data, and steady improvement in the provision of support services.

Improvement (I)

6I1 *How do you improve your current processes and systems for supporting institutional operations?*

6I1 Improvement of current processes and systems for supporting institutional operations takes place on an annual short cycle formative assessment and improvement planning model described earlier in this category. Key elements of the planning process are designed into each level of improvement effort: institutional, system, and departmental. For example, OTS uses the operational planning cycle to improve and update the Disaster Recovery Plans, Security System Check, and Software updates. Future improvement for next year will continue these efforts and also include Personal Information management and Print Process for cost savings.

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 support of institutional operations.

Advising and Counseling Center Process

Using the importance of advising as a benchmark, the low numbers of students advised led to a first improvement effort with the implementation of intrusive advisement (temporary drop in satisfaction in 2003), and the subsequent Advising and Counseling Center improvement action project. Increased visit and advising totals now indicate improvement in addressing student service needs and an increase in satisfaction with advising. It is anticipated that both satisfaction and number of students advised will continue to increase in the future.

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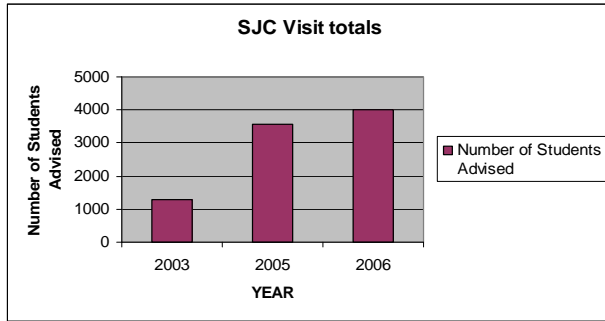


Figure 6.9 Increased Number of Students Advised

Figure 6.9 shows the rapid growth in number of student visits to the ACC. Data for 2004 was not available. The dramatic increase between 2003 and 2005 was due to implementation of a 24 credit hour mandatory advising policy implemented in Fall 2002.

An evaluation system is included in the timeline for the new ACC model. The system includes the continual assessing of budget, space, and staff needs as well as evaluating Core and Specialty advisors, procedures and processes. Core advisor evaluations were conducted in May 2007. This included a “self” evaluation as well as evaluating the ACC process. Survey results will be used to make improvements. In Spring 2008, the ACC will conduct a student survey under the new model and compare the results to the old model. Initial anecdotal feedback from students is positive.

Facilities Process

The Space Committee has designed and piloted a new Construction Project Template which includes a scoring system (4 points = excellent, 3 points = good, 2 points = satisfactory, 1 point = unsatisfactory and 0 = not completed) for each phase of the project (see Table 6.4). A “champion” is identified who is committed to ensure each task is completed and documented and desired results are achieved. The template is customized for the size of the project. For example, the Dean of Health Sciences, Director of Nursing and Director of SJC West Campus were designated champions for the construction of the new Certified Nursing Assistant (CNA) and general science lab located at the SJC West Campus. Utilizing the new system, the proposed one year project was completed in six months, allowing the College to offer fall courses including geology, biology and CNA.

6I2 With regard to your current results for student and administrative support processes, 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?

6I2 How do you set targets for improvement?

Targets for improvement are set through performance indicators indicated by state mandates, strategic direction progress, or institutional performance data and expectations. Analysis of available data, benchmarks and best practice, comparisons to other institutions and external business practices are used in setting baseline targets and achievable goals for each year.

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Master Planned Project: In the Strategic Plan:	Project Title: Yes	Department:	
The Five Phases of a Project:	Project Description, Purpose, Goals and History;		
1. Concept: An idea is born.			
2. Define: A plan develops.			
3. Bid the Project			
4. Build: Team does the work.			
5. Close: The Project ends.			
Team Life Cycle Phases	Customized Risk Management Recommendations	Score	Comments
Conceptual Planning Phase Confirm Leadership Approval Confirm Funding Approval Confirm the Project Scope Confirm Key Project Info. Confirm the Project Schedule Hire Professionals w/Experience	1. Leadership to approve the academic plan per req.		
	2. Leadership to approve the building plan concept		
	3. Leadership to name the Project Champion		
	4. VP of Business to approve the funding source		
	5. Design Team (DT) to document key project info.		
	6. DT to document scope & schedule for the project		
	7. Secure A&E firm through RFP & execute AIA B-141		
Define the Project w/drawings Confirm the team w/Leadership Confirm the vision w/Leadership Confirm the plans w/Leadership Confirm \$ OPC w/Leadership Confirm schedule w/Leadership Verify w/SJC Board & the HED Include the team in the process	8. Leadership to list focus groups & stakeholders		
	9. A&E/DT to meet with focus groups & stakeholders		
	10. Schematic Drawings w/signature approval (WSA)		
	11. A&E Submit Design Development Drawings WSA		
	12. A&E/DT to check with focus groups & stakeholders		
	13. A&E Submit DD for Board & HED approval WSA		
	14. A&E Submit Contract Drawings for approval WSA		
	15. Scrutinize the plan with all team members & DT		
Bid for Construction Services Follow the procurement process Communicate Project Info. Communicate Bid Results Confirm Results w/SJC Board Procurement to verify contract PP to perform Partnering Sess. Communicate w/stakeholders	16. Purchasing to formally advertise & bid the project		
	17. A&E to provide addendums & a pre bid meeting		
	18. Bid Opening & verify bid documents per the reqs.		
	19. Report bid results to leadership for consideration		
	20. Board to approve the bid and award the contract		
	21. Execute the AIA 101 contract before starting work		
	22. Partnering session or Preconstruction Meeting		
	23. Inform internal customers of the project schedule		
Build the Project Confirm contract compliance Communicate construction info. Communicate project progress Process Submittals, CO's, ASI's Process monthly pay requests	24. Hold weekly meetings w/contractor & A&E firm		
	25. Resolve incomplete/conflicting info. on drawings		
	26. Process ASI's, CO's and perform testing as req.		
	27. Maintain updates on progress with customers		
	28. Implement solutions as the project progresses		
	29. Work for substantial completion of the project		
Complete & Close Out Project Confirm the occupation plan Complete the punch list Complete As Built Documents Review Insight & Discovery Celebrate the Completion Document what we learned	30. Make immediate plan for academic utilization		
	31. Keep focused on the punch list to complete		
	32. Finalize as-builts and close out documents		
	33. Complete Certificate of occupancy and move in		
	34. Set up the Insight and discovery process w/cust.		
	35. Have ribbon cutting and celebrate the project		
	36. Perform and document the after action review		
Total % points for success:-----		0	

Table 6.4 Construction Project Form

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2008 AQIP Systems Portfolio Update

services. Food service is being provided by Sodexo, a food and facilities management company.

Category 6: Supporting Institutional Operations

Results

Key student and administrative support services reinforce the processes described in Category 1 (Helping Students Learn) by providing the organizational infrastructure necessary to accomplish the institutional goals and priorities stressed in other AQIP categories and the SJC Strategic Plan. Recent results include the following:

Academic Advising and Counseling Center

Accomplishments of the *Centralized Advising and Counseling Center* AQIP Action Project included: (1) developed and streamlined New Student Orientation presentation and processes; (2) further developed training program for advisors; (3) streamlined ACC processes and procedures – file management, advisor assignments, and transfer to CORE advisors; (4) developed CORE advisor guidelines and application; (5) equipped a computer study lab within the ACC to allow students to practice Accuplacer test, access career interests programs, and to serve as an overflow lab for admissions; (6) created a web-based Accuplacer practice test; and (7) created an Accuplacer-College Placement Test form for student signature to reinforce the purpose of the test and mandatory placement at SJC.

Campus Emergency Operations Plan

The SJC Emergency Operations Plan addresses the challenges and responsibilities of pre-event mitigation and post-event recovery in addition to preparedness and responses. The plan provides the framework for coordination and full mobilization of college and external resources. The plan identifies authorities and assigns responsibilities for planning, response and recovery activities; identifies the scope of potential hazards; establishes the emergency management organizational structure that will manage the response; and outlines the process of disseminating emergency information and instructions. Each Campus department is required to create a response and recovery plan for their area.

Mary's Kitchen

Mary's Kitchen (the new name for the college's dining services) opened on Monday, October 20, with a ribbon cutting, live music and free food samples for students, faculty and staff and the community. The 24,500 square feet of space was completed at a cost of \$5 million, including \$4.6 million from the 2005 local obligation bond in San Juan County and \$400,000 donated by local oil and gas businessman Tom Dugan. Construction began in January 2008. The space includes state of the art kitchen, hot food service, grab-and-go snack bar, as well as catering