

**San Juan College – AQIP Systems Portfolio – November 2007**

**Category Feedback**

The following section deals with strengths and opportunities for improvement for category nine. AQIP's selected Critical Characteristics are again highlighted indicating 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),

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

<b>Partner</b>	<b>Purpose</b>
<b>Public Education</b>	
<b>Local school districts</b>	High school technical training
	Teacher training
	Superintendent consortium
	Bus driver training
	Astronomy programming
	Science fairs
	Career fairs
	Knowledge bowls
	Dictionary distribution to 3 <sup>rd</sup> graders
	Native American youth art programming
Council for Educator's Professional Development (CEPD)	Collaborative vertical team for public schools and higher education to address professional development needs
<b>Higher Education</b>	
Eastern New Mexico University, University of New Mexico, New Mexico Highlands University	Bachelor/Masters completion programs
Fort Lewis College (Colorado)	Reciprocal tuition agreement, statewide continuing education collaboration
New Mexico Higher Education institutions	Articulation agreements
New Mexico Higher Education Department	Higher education oversight
Higher Education Institutions from states	Transfer fairs
<b>Healthcare</b>	
PT Providers	PTA internships
Dentist/Dental Providers	Dental internships
Healthcare Providers/Hospitals	Nursing clinicals
San Juan Regional Medical Center	Nursing program funding
<b>Community Agencies, Organizations, Clubs</b>	
Numerous County Entities	Facilities for community meetings / events / office space; event participation, parades, rodeos, celebrations
United Way and numerous agencies	Fundraising
Human services agencies	Human services network, service learning placements, human services internships
Leadership San Juan	Leadership programming
Four Corners Conference for Professional Development	Conference support
San Juan Economic Development Service	Economic development
<b>Government (Federal, Tribal, State, Local)</b>	
CQIN, AQIP, Quality New Mexico	Quality Initiatives
Numerous granting entities (TRIO, ABE, )	At risk student assistance
State of New Mexico, Work Keys, Serco, Department of Labor	Workforce development
Local criminal justice entities	Criminal Justice Program collaboration
Local fire departments	Fire Safety Program collaboration
Small Business Development Network	Business Counseling / Training
State of New Mexico, New Mexico Council of Governments	Economic development
County emergency entities	Emergency management, San Juan Safe Communities Initiatives
Numerous Federal, State, Local Entities	Student financial assistance
<b>Business and Industry</b>	
Arizona Public Service, Public Service Company of New Mexico	Power Plant Program collaboration
Local /Regional Energy Companies	Oil Field Program collaboration
General Motors, Daimler Chrysler, Toyota	Automotive Program collaboration
Mesa Airlines	Airline Program collaboration
Members from numerous County Entities	Advisory Councils
Numerous County Businesses	Non-credit training
Achieve Global, DiSC, Franklin Covey	National curriculum suppliers
Numerous daycare facilities	Early Childhood Education internships
B Square Ranch	Archaeological project collaboration

Table 9. 1 Building Collaborative Relationships

AQIP Category Nine: Building Collaborative Relationships

**Context for Analysis (C)**

**9C1 What are your institution's key collaborative relationships?**

**9C1** San Juan College has active partners for collaborative projects to constantly strengthen the relationship and relevance of educational offerings to community segments and enhance student learning in six key areas: (1) public education, (2) higher education, (3) health care, (4) community agencies and organizations, (5) government including tribal entities and (6) business and industry. These collaborative efforts play a vital role in the mutually beneficial advancement of the communities that SJC serves. These key collaborative relationships are directly related to the College distinctive objectives to build partnerships, foster community involvement, serve as a focal point of cultural and learning activities contribute to workforce and economic development, provide a leadership role, create an environment and culture for innovation, change and growth, and develop and provide service learning opportunities. Table 9.1 illustrates the six key areas of collaborative relationships, the types of relationships and the entities with which SJC shares these collaborations.

**9C2 In what ways do these collaborative relationships reinforce your institutional mission? If applicable, how do the relationships support changes in your institutional directions as addressed in Category Eight, Planning Continuous Improvement?**

**9C2** Strategic collaborative relationships reinforce San Juan College's mission, vision and goals "in concert with other community agencies, businesses, industries and other groups." Relationships help tie the real work and thinking processes of innovative educational, business, industry and social leaders to the learning processes.

By intentionally pursuing collaborative relationships, San Juan College leverages its resources, allowing the College to expand the quantity and quality of its offerings to students and to the community at large. Feedback from these collaborative relationships provides the College with information on relevancy of curriculum, through the advisory councils and committees. Environmental scanning involves SJC's partners in helping to set future direction for the College and helps tie the real world of work to the learning process. Collaborations of educational institutions provide communication among and within the levels of public schools, SJC, and Higher Education, creating a synergy of mutually beneficial partner activities. For example, the CEPD was created to assist the public schools in accessing and sharing professional development opportunities with SJC and the University Programs offering: administrator's academy training; teacher testing and professional development dossier; College and university program marketing; and communication of

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activities. This collaboration has led to an understanding of the benefits of sharing resources to enhance available offerings to local educators, improving the quality of education to educators. In addition, Career Services, the Testing Center, and Business & Industry training are developing a partnership with local business, schools and state employment agencies to implement WorkKeys.

Partnerships in healthcare provide both practical experience to the students in the Health Sciences programs, and clinical assistance to local healthcare providers. For example, the hospitals provide clinical experience to the nursing program and a dental clinic is provided under the guidance of local dental hygienists and a dentist. B & I Training responds to medical administrative assistant needs, surgical technicians, and other specific requests from healthcare providers. Activities provide the students with essential practical experience and the community with some healthcare support under supervision.

The College supports leadership in its active participation in the collaborative relationships and support of Leadership San Juan, the county-wide leadership program, and the annual Four Corners Professional Development Conference. This year-long program opens communication among future and current leaders, giving opportunity for mutual learning about both the issues and agencies who address those community concerns. In addition, the College participates in the San Juan Safe Communities Initiative, provides facilities for county police and fire training programs, and benefits through the improved safe environment provided to the students, employees, and community members.

The Family Resource Center and Project Read provide family and parent support, literacy improvement tutoring, and improve the quality of life for families in San Juan County. These programs often provide a first connection to the College, creating a significant difference in the lives of those participating, and assist in long-range student recruitment and community good-will.

San Juan College evaluates its yearly performance on the basis of collaborative relationships through use of its Strategic Plan (*Valuing Partnerships*) and AQIP (*Building Collaborative Relationships*). Partners provide resources to programs including expertise in creating relevant curriculum and real world application; educational opportunities for continued degree work through University Programs not otherwise available to place-bound residents; assistance to small business for continuing education; and a multitude of other benefits. The synergy with the community improves the quality of life of its citizens and in turn benefits the College.

- Determine viable collaborative relationships San Juan College then approaches potential partners in the fields identified as being necessary to

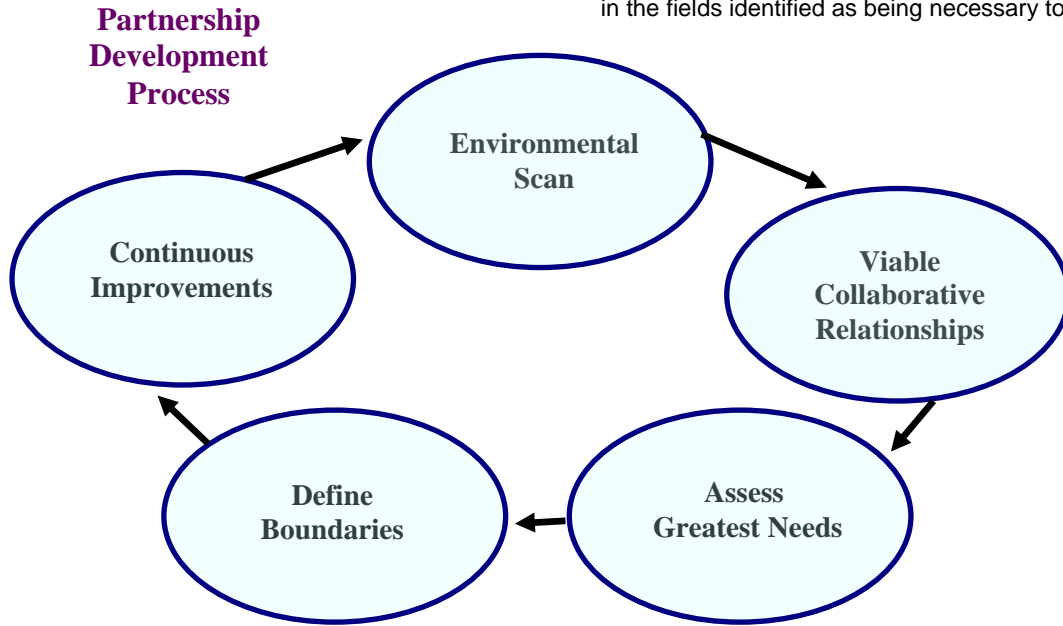


Figure 9.1 Partnership Development Process

**Processes (P)**

**9P1 How do you create, prioritize, and build relationships with the following?**

- *Educational institutions and other organizations from which you receive your students*
- *Educational institutions and employers that depend on a supply of your students and graduates who meet their requirements*
- *Organizations that provide services to your students*

**Education associations, external agencies, consortia partners, and the general community with which you interact**

**9P1** At this time SJC does not utilize a formal model to create, prioritize and build collaborative relationships. Instead it uses an informal process aligned to the annual planning process comprised of the following elements:

- Scan the environment San Juan College uses environmental scanning to identify and adapt to the changing needs of its stakeholders. Research in the field, dialogue with appropriate business and industry personnel and benchmarking other institutions assists the administration and staff to stay current to develop appropriate partnerships.

feedback and input, and at least one San Juan College employee becomes the liaison or champion for the relationship in order to provide institutional support.

- Assess greatest needs Each collaborative relationship is examined in light of the needs of the College and partner. The College planning process evaluates needs and priorities, aligning partnership development with strategic goals. Since finances and/or time do not allow for all collaborative relationships to be carried out, desired partnerships are determined during the planning process.
- Define Boundaries of Collaborative Relationships When it is determined that a collaborative relationship will be created, the timeline is developed, fund allocation and personnel researched, and the expected outcomes are delineated. Campus representative invites community members to an organizational meeting where the partnership is defined, boundaries and objectives communicated, and partnership established.
- Making Continuous Improvements As the collaborative relationship moves forward, the designated liaison/champion, as well as other College administration and staff, reviews the effectiveness of the partnership and refines areas that need to be addressed.

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San Juan College has determined that it is difficult to standardize a process for creating, prioritizing and maintaining these partnerships as no two collaborative relationships are the same. However, it is still in the best interest of the College to support administration and staff by providing an infrastructure conducive to partnerships

### Appraisal Feedback Report

**9P1 S** SJC has identified its primary collaborative relationships and grouped them into six key areas. While SJC does not utilize a formal model to create, prioritize, and build collaborative relationships, they have indicated a five –step informal method referred to as the partnership development process (Figure 9.1), including the aligning of an SJC employee or champion to key associations for developing, prioritizing, and maintaining collaborative relationships.

**9P2** *How do you ensure that the varying needs of those involved in these relationships are being met?*

**9P2** San Juan College carries out both formal and informal communication with partners in order to ensure the varying needs of the collaborative relationships are being met. These methods include:

- Most programming and training has a formal evaluation built into the development and implementation process. These evaluations are carefully monitored and responded to by adapting offerings accordingly when possible.
- The more than 450 members of our advisory councils meet regularly and are often employees of our collaborative partner entities. The College receives valuable feedback from them, and responds to their needs and assessment of College performance.
- Evaluative analysis of partnerships is a part of each of our student internships, clinicals, practicums and placements. The College analyzes these collaborations formally and closely so that partners are satisfied in the quality of continued work.
- Numerous times during the year, key communities of people are identified as stakeholders of various programs or of the College as a whole. These key communities are asked, through focus groups or surveys, to determine if their needs and satisfaction are being met.
- Informal feedback is obtained through ongoing dialogue with our partners. Collaborative relationships are refined based on that dialogue, thereby balancing the needs of the relationship and the College.

SJC ensures the varying needs of each collaborative relationship have been met through the formal and informal analysis of key stakeholder feedback. During the partnership development, the College collects

formative assessments and adjusts the membership and charge of the partnership as needed. Formal advisory group input for curricular development is integrated into the program design in annual improvement cycles. The College liaison or champion informs the more formal College processes, and responding change is supported in the College planning process.

### Appraisal Feedback Report

**9P2 S** SJC utilizes several methods for meeting the varying needs of its collaborative relationships including formal evaluations, advisory committees, evaluative analysis, focus groups with communities of key people, and informal feedback. Additionally, the partnerships development process, mentioned in 9P1 has a continuous improvement step (Figure 9.1)

**9P3** *How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?*

**9P3** San Juan College creates and builds numerous relationships within its institution through cross-functional teams, councils or committees. This allows for important input across departments into decision-making, problem solving and communication.

SJC has a highly participatory strategic planning process that increases communication and helps build internal partnerships at the College. During this process, all employees have the opportunity to provide input to department plans, which are then prioritized in creating each level of refinement in the final plan. This process is described further in Category 8.

In addition, two continuous quality improvement councils and five taskforces address research and concerns in self-selected groups from all areas of the College. A Vice President serves as the Council champion and the President defines a focus for each council for the year. The President's Cabinet, Recognition Team, Assessment Committee, and Curriculum Committee are other entities that serve as vehicles for creating and building workplace relationships.

The CTX provides a physical location as well as programming for all staff, to promote excellent teaching and learning, collaboration and communication. Activities draw participants from all employee groups and across campus, allowing greater understanding and incubation of partnerships among those of common interests. Reading groups, professional learning communities, and regular presentations promote these cross-functional groups to learn and develop ideas for problem solution.

### Appraisal Feedback Report

SJC uses a highly-participative strategic planning process, cross-functional teams, continuous quality

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improvement councils, committees, and task forces to create and maintain relationships on campus.

**9P4 What measures of building collaborative relationships do you collect and analyze regularly?**

**9P4** The College collects and analyzes numerous measures that reflect the building of collaborative relationships. Those measures include data such as:

- Number for key performance indicators as measured for the New Mexico Higher Education Department.
- Number and scope of articulation agreements.
- Number of local high school students who attend SJC upon graduating.
- Number of SJC students participating in practicums, apprenticeships, internships and job placements.
- Overall institutional attitudes based on building of internal and external collaborative relationships as measured on the PACE survey.
- Satisfaction level and suggestions for improvement collected from advisory council members
- Community support of bond issues.
- Number of participants in non-credit events such as the Bus Institute, astronomy programming, science and career fairs, etc.
- Number of attendees using SJC facilities for meetings.
- Milestones of performance as measured by the New Mexico Small Business Development Center.
- Number of participants being sent from businesses to receive non-credit training experiences.

**Appraisal Feedback Report**

**9P4 S** SJC identifies several measures associated with building collaborative relationships. For example, the College collects measures and provides trend data with positive results in the Community Learning Center (Figure 9.2) and in business and industry contact hours in training and class enrollment, as well as LERN survey results.

**9P4 O** SJC does not provide results data for many of the measures that it collects for determining the success of Category 9. The absence of such data suggests that SJC may miss opportunities to cultivate and secure its relationships with partners that it values and that are vital to its sustainability.

**Results (R)**

**9R1 What are your results in building your key collaborative relationships?**

**9R1** The College has analyzed the key collaborative relationships through the Quality Community Linkages Council, assessing the essential links to programs. Each partnership category was identified and rated as

a major link, regular link, occasional link or no link. The College learned it had many obsolete or ineffective collaborations, as well as strong and effective, active partnerships. A matrix of the collaborations revealed the most important links to address for each program, and a survey revealed a need to strengthen some of them. An example portion of the matrix is given below (Table 9.2).

The Quality Community Linkages Council followed this analysis with a survey and addressed a need to strengthen program advisory boards with training designed for both the College liaison and advisory board members. An Advisory Board handbook was developed and disseminated to participants in the training. Follow-up assessment and feedback revealed the community members had a need for partnership expectations and parameters, basic advice on effective meetings, and desired recognition for their work.

The College refined the Advisory Council handbook with information learned in the series of trainings, and held several recognition events for College liaisons and advisory board members. Satisfaction in the process and events was expressed from both internal and external participants.

In 2005, SJC contracted with Learning Resources Network (LERN) to conduct a review of the CLC and B & I Training, recommend structure, procedures, benchmarks and best practices SJC should follow to go forward and to train staff in the specific knowledge, skills and attitudes that will enable progress. LERN sent surveys to CLC students and instructors and B & I Training clients and instructors. Results are presented in Table 9.3.

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School, Department or Program	Elementary Schools K-5	Middle Schools 6-8	High Schools 9-12	Colleges/Universities 13+	Health Care Professionals	Health Care Organizations	Child Care Facilities & Homes	Native American Tribes	Federal, State & Local Officials	Community Service Agencies	Community Clubs & Organizations	Business Associations	Business & Industry	NM State Agencies	Out of State Agencies	Faithbased Organizations	Internal SJC Community	SJC Students	
Adolescent Health			3	1	1	1	2	2	2	3	1	1	1	2	1	1	3	2	3=Major Link
Associated Students	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	3	3	2=Regular Link
Business Office			1	3	1	1	2	1	2		1		1	2	2		3	3	1=Occasional Link
CFDC	1	0	3	3	3	3	3	3	3	3	1	0	0	3	1	1	3	3	0=zero-no link
Community Learning Center	1	1	1	1	1	2	1	2	3	3	3	2	3	3	1	1	3	3	
Ctr for Service Leadership Senior Corps	1	1	1	2	2	3	1	1	3	3	1	1	1	3	1	2	3	1	
Ctr for Service Leadership Service Learning	3	3	3	3	1	1	1	2	1	3	1	1	1	2	1	1	3	3	
Ctr for Service Leadership Volunteer Center	1	1	2	3	1	2	1	2	2	3	3	1	1	1	1	2	2	3	
Early Intervention Behavioral Health	1	0	0	0	1	1	2	0	0	2	0	0	0	2	0	1	2	2	
Families First			1	1	2	2		1	1	2				2	1		3	2	
Family Support Services	3	2	1	1	3	2	2	1	3	3	1	1	0	3	1	1	3	3	
Family Support Training	1	0	1	3	3	3	2	3	0	3	0	0	1	2	2	0	2	2	

Table 9.2 Sample Matrix of Key Collaborative Relationships

industry. This was replaced by a systematic approach to developing contract programs that have potential

Question	Respondent	Poor	Below Average	Average	Good	Excellent	Overall Average
Rate experience that best describes experience and learning	CLC participant	0%	0%	13.20%	45.28%	41.50%	4.28
Rate the registration process and procedures	CLC participant	0%	4.54%	13.62%	47.72%	34.09%	4.11
Rate your experience with CLC programs	CLC instructor	2.27%	13.63%	9.09%	27.27%	47.72%	4.05
Rate your experience that best describes training received	B&IT customer	0%	0%	14.28%	42.85%	42.85	4.29
Rate experience with B&IT services and training	B&IT instructor	0%	14.28%	9.52%	9.52%	66.66%	4.29

Table 9.3 LERN Survey Results

**Business and Industry Training**

The mission of Business & Industry Training took a new focus on longer-term relationships with business and industry in the basin, providing longer and more intensive training to fewer clients. The energy industry related program and some of the healthcare courses that were incubated in contract training were developed into new credit programs to support local

for both continuing contract base and potential future programs for the College. Consequently, while the number of contract training classes and organizations served has declined, the number of student contact hours in contract training has increased (Figures 9.2 and 9.3). This demonstrates the College's commitment to develop better programs supportive of on-going training and continuing education, rather than haphazard offerings as circumstances arise.

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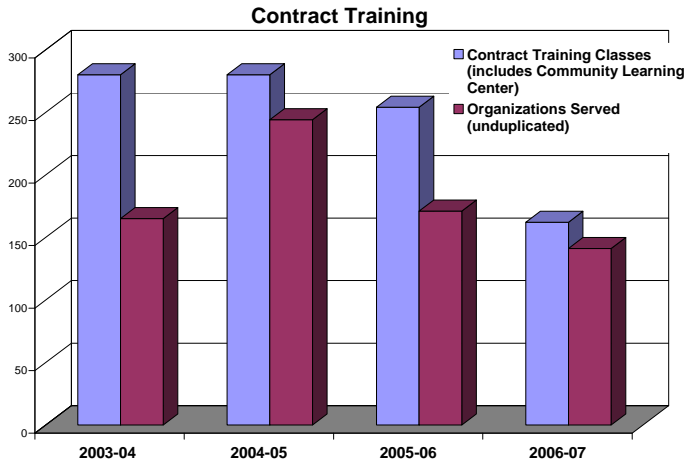


Figure 9.2 Contract Training Trend Data

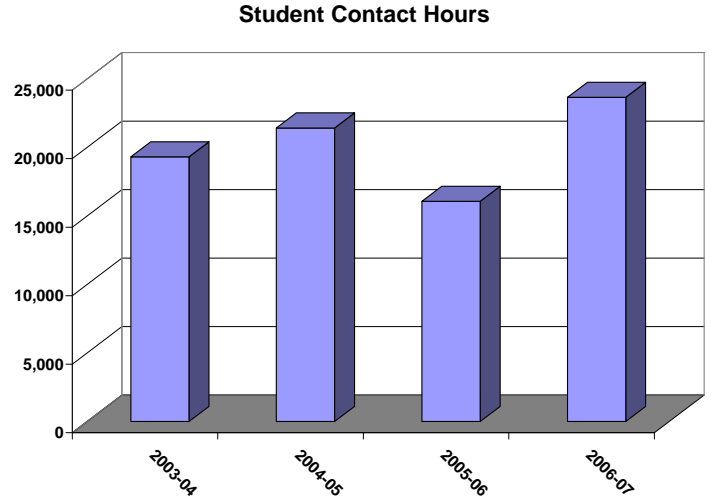


Figure 9.3 B & I Training Student Contact Hours

**Community Learning Center**

During instructional reorganization, many of the courses previously offered through the CLC were moved to B & I Training and some from B & I Training to credit courses and programs, such as the School of Energy and Medical, Surgical Assistant Program. Using the LERN model, targets for the Community Learning Center were set, and comparisons made to previous sessions. Within the last year, the CLC community offerings recovered to meet and exceed the established goals compared to previous classes offered and made, enrollment growth demonstrated, and the Center reduced its cancellation rates through careful monitoring of offerings, its targets and results

Figures 9.4, 9.5, and 9.6 Community Learning Center trend data

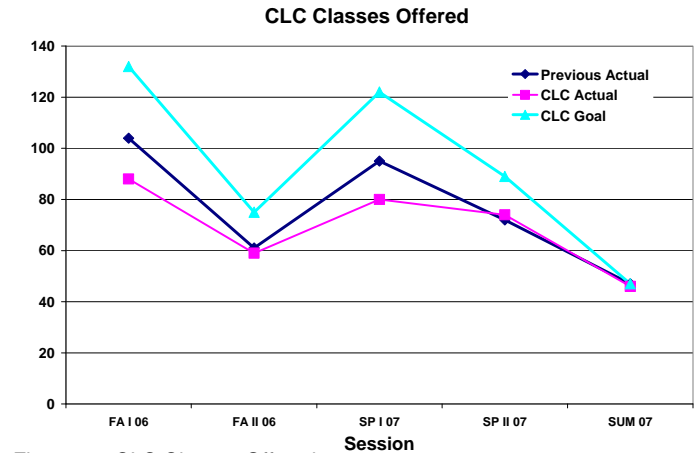


Figure 9.5 CLC Classes Offered

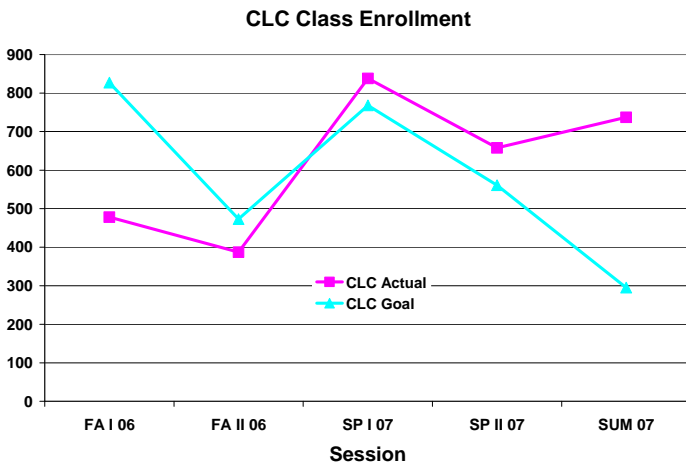


Figure 9.4 CLC Class Enrollment

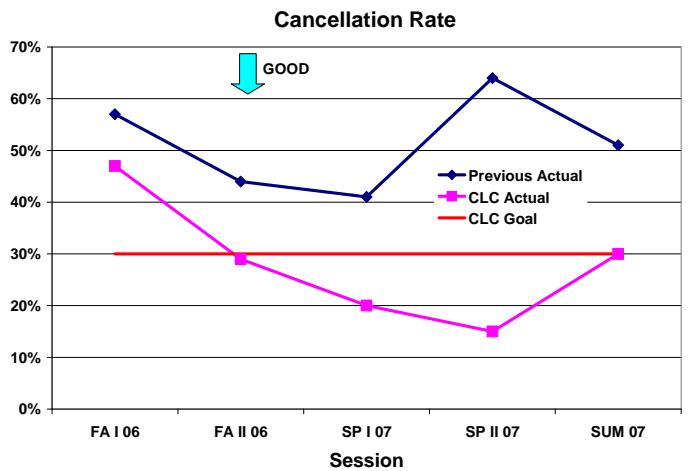


Figure 9.6 CLC Cancellation Rates

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Benchmark	2002-2003		2003-2004		2004-2005	
	SJC	Percentile	SJC	Percentile	SJC	Percentile
Market Penetration: High School Graduates Enrolling at Institution	28%	90th	31%	90th	33.46%	90 <sup>th</sup>

Table 9.4 High School Graduates Enrolling at SJC

### Appraisal Feedback Report

**9R1 S** SJC, through its Quality Community Linkages Council, has developed a thorough process for describing and understanding current collaborative relationships and for identifying priorities and opportunities for partnership enhancement and development.

**9R2 Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

**9R2** The College uses benchmarking research to determine improvements and best practices by comparing its programs to other institutions. Each partnership area has specific comparisons appropriate in the particular school or program. For example, B&I Training targeted 23 community Colleges with similar community learning programs, narrowed to six studied further for comparison processes and programs. The school used LERN to further compare these programs. LERN selected the following five model programs for benchmarking: William Rainey Harper College (Palatine, IL), Kirkwood Community College (Cedar Rapids, IA), Central Piedmont Community College (Charlotte, NC), Gloucester County College (Sewell, NJ), and Western Suffolk BOCES (Dix Mills, NY).

One measure of comparison with other institutions is the percentage of high school graduates enrolling at the institution as presented in Table 9.4.

### Improvement (I)

**9I1 How do you improve your current processes and systems for building collaborative relationships?**

**9I1** SJC seeks to improve current processes and systems for building collaborative relationships by maintaining an awareness of trends and practices in businesses, education, and non-profit organizations. San Juan College improves its current processes and systems through the effective use of feedback provided from the partnerships. Information is prioritized and then integrated into program planning, and further change is aligned with strategic planning.

For example, B & I Training routinely seek partnerships as part of their daily work relationships and refine maintenance of these partnerships as a daily practice. Improvement to the current processes will be accomplished by gathering satisfaction and participation rates, improving the process for

identifying primary contacts, and developing a process for training new advisory board members.

In 2005, SJC engaged Learning Resources Network (LERN) to complete a review of and provide recommendations for the advancement of the Community Learning Center and Business and Industry Training. LERN recommended the creation of the School of Continuing Education and Community Development under an umbrella of "outreach" to provide SJC's community programs and services. Although each department within the SCECD should be measured separately by comparing their performance to income goals, budget percentages, and the preceding year's performance, in the short term, LERN recommended that the combined financial performance of CLC, B & I Training and continuing professional education generate a 5-10% net.

LERN recommendations for CLC improvement include: (1) Restructuring of staff for greater productivity – work output should be measured in outcomes; (2) determine Unique Selling Proposition (USP); determine seven primary market segments; (3) develop a one-year marketing plan; (4) proactively communicate accomplishments College-wide; (5) and use benchmarks (see 9I2).

LERN recommendations for B & I Training improvement include: (1) Focus on selling contracts; (2) Centralize all selling; (3) Less packaged, more customized training; (4) Develop an Instructor Handbook, and (5) use benchmarks (see 9I2).

### Appraisal Feedback Report

**9R2 S** SJC looks at best practices of other institutions to benchmark its programs and results. In Marketing Penetration (high school students enrolling at SJC), the College has been in the 98th percentile for three years.

**9I2 With regard to your current results for student learning and development, 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 relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?**

**9I2** San Juan College is developing specific plans for improving its current processes and systems that work to build collaborative relationships. Targets are set in the strategic and annual planning processes,

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and through identification in the advisory board matrix. Some of the areas already targeted include:

- **Advisory councils**  
During the past year, an effort was made to create processes for strengthening the advisory councils at SJC. Training was developed to show the benefits of having advisory councils, to demonstrate how to manage an effective advisory council and to provide a College-wide system for acknowledging advisory councils. This effort will be perpetuated in the coming year by placing the oversight of advisory councils within a particular division of San Juan College.

The process will then be formalized, improved and expanded. Advisory councils are the source of many of the College's strongest partnerships.

- **Strengthening partnerships**  
The Community Linkages Quality Council will be formally studying current partnerships, creating a process to strengthen and improve those partnerships and a process for creating new partnerships. Included in this work will be an effort to develop a system for measuring the success of the College's partnerships and how to communicate college-wide the benefits of partnerships.
- **Budgetary priorities**  
In a time of budget concerns, it will be recommended that the building of partnerships receive a high priority in the planning and budgeting process. The ability to leverage dollars through partnering will be of particular importance as the College closely monitors its expenditures.
- **Communicating results**  
A formal process for communicating results and improvement priorities to relationship partners, faculty, staff, administrators and appropriate students and stockholders will be developed this year. Currently that information is shared through regular communication channels (see 5C1, 5P5, 5P6, 8P3).
- **Benchmarking other institutions:**  
A Key Task team will be created to identify data sources or partnership statistics that should be maintained centrally and shared with stakeholders. This team will also benchmark other institutions that excel in collaborative relationships and develop a means to begin comparing results of those institutions with those achieved at SJC.

LERN recommended the following CLC benchmarks be tracked and analyzed (Tables 9.5 and 9.6):

Benchmark	Target	Present
Average participants	15-20	8
Operating margin	40-50%	40%
Repeat rate	50-70%	25%
Cancellation rate overall	5-20%	39%
New course cancellation rate	30-50%	N/A
Promotion costs	10-15%	19%
Production costs	Less than 50%	50%
Staff productivity	\$125,000+	\$150,000
Brochure: Participant ratio	Less than 100:1	26:1
New programs	20%	25%
Programmer income	6-20 X salary	N/A
Percentage of money refunded	Less than 3%	N/A

Table 9.5 CLC Targets

In addition, because the CLC's repeat rate is low, the following retention benchmarks should be tracked:

Retention Benchmark	Target	Present
Service rating	4+ out of 5	TBD
Quality rating	4+ out of 5	TBD
Courses/events per person	1.5 -2	N/A
Income per person	2 to 3 x ave. fee	N/A
Average size of cancelled course/event	Less than 5	N/A
Cost of new customers	4:1 or less	N/A

Table 9.6 CLC Retention Targets

The CLC has focused on improving average participants, operating margin, cancellation rate and new programs benchmarks. Data (Table 9. 7) indicates that the CLC is progressing positively towards each target:

Benchmark	Target	2006-2007
Average participants	15-20	Spring I – 14.3 Spring II – 11.8 Summer Adult – 28.1 Summer Kids – 11.5
Operating margin	40-50%	Spring I – 55% Spring II – 64% Summer Adult – 55% Summer Kids – 51%
Cancellation Rate	5-20%	Spring I – 20% Spring II – 15% Summer Adult – 30% Summer Kids – 10%
New Programs	20%	Spring I – 62% Spring II – 48% Summer Adult – 12% Summer Kids – 49%

Table 9.7 CLC Data 2006-2007

**AQIP Systems Portfolio Update**

University-Commerce online bachelor of arts and applied science (B.A.A.S.) program.

**Category 9: Building Collaborative Relationships**

**RESULTS**

SJC has active partners for collaborative projects to strengthen the relationship and relevance of educational offerings to community segments and to enhance student learning. Examples of new collaborative efforts include the following:

*GEAR UP Summer Camp*

SJC partnered with the NM GEAR UP and Navajo Prep to offer summer camps with college and career experiences at no cost to area NM GEAR UP students. The camp curricula included Youth Leadership, College and Career Awareness, and Science, Technology, Engineering and Mathematics (STEM) courses. Schools participating in the program were Mesa Alta Middle School, Tibbetts Middle School, Hermosa Middle School, Newcomb Middle School, Tse Bit Ai Middle School, and Kirtland Middle School. A total of 92 campers (56 female and 36 male) participated in the four one-week sessions. The GEAR UP camps were coordinated by the Native American Outreach Specialist with support from the Schools of Math, Science and Health Sciences, Native American Center, campus security and motor pool.

*TEEX Partnership Agreements*

In July SJC, Texas Engineering Extension Service (TEEX) in Mesquite, TX, and Texas A & M University in Commerce, signed partnership agreements establishing a new cooperative degree plan among the three institutions. The three-part plan allows students to move from a certificate to an associates degree to a bachelors degree, mostly through online coursework.

The agreement will allow students who have earned their TEEX Certified Safety and Health Official (CSHO) certificate through the TEEX, OSHA Training Institute- Southwest Education Center located in Mesquite, TX, to transfer up to 18 credits to the SJC online Occupational Safety Associate of Applied Science (A.A.S.) degree program. The SJC School of Energy will also be the first Cooperative Learning Center (CLC) in Region VI for the TEEX Education Center. Hand in hand, this agreement will allow the SJC School of Energy to teach OSHA training in the San Juan Basin.

In addition, the agreement will allow all of the programs in the Colleges School of Energy (Occupational Safety, Lease Operator, Natural Gas Compression, Industrial Process Operator and Renewable Energy) to transfer to the Texas A & M

AQIP Category Nine: Building Collaborative Relationships