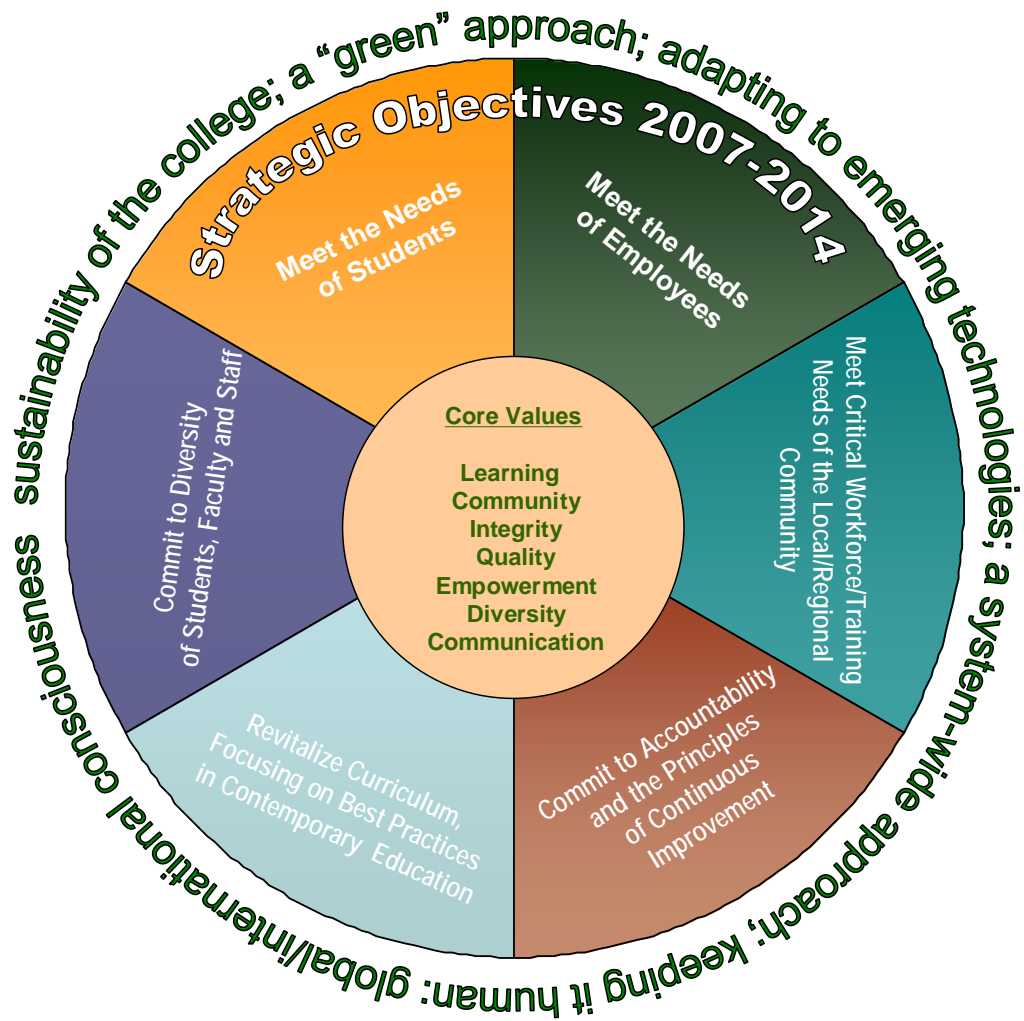


New Mexico Quality Awards Program  
Path to Performance Excellence  
2009 Roadrunner Award Application



SFCC

SANTA FE COMMUNITY COLLEGE



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# Acronym Glossary

**ABE** – Adult Basic Education

**ADA** – Americans with Disabilities Act

**ADN** – Associate Degree in Nursing

**AQIP** – Academic Quality Improvement Program – an alternate method for accreditation under the North Central League of the Higher Learning Commission.

**ASA** – Academic and Student Affairs

**AtD** – Achieving the Dream – Lumina Foundation grant. SFCC is one of 29 original two-year institutions to receive these \$500,000 five-year grants to improve success rates among low income and minority students.

**CCSSE** – Community College Survey of Student Engagement – a national survey providing benchmarking data on student academic behavior and involvement in the learning process.

**CDA** – Child Development Associate (Credential)

**CESS** – College Employee Satisfaction Survey from Noel/Levitz Assoc.

**CDC** – Center for Disease Control

**CERT** – Campus Emergency Response Team

**CIP** – Federal Department of Education Classification of Instructional Programs

**CNMCC** – Central New Mexico Community College

**CPR** – Cardiopulmonary Resuscitation

**DHS** – Department of Homeland Security

**DoE** – Department of Education at the federal cabinet level

**EEB** – Employee Education Benefit

**EEOC** – Equality Employment Opportunity Commission

**EMS** – Emergency Medical Services

**EMT** – Emergency Medical Technician

**ENMU** – Eastern New Mexico University

**ERT** – Enterprise Resource Technology

**ESL** – English as a Second Language

**FEMA** – Federal Emergency Management Agency

**FERPA** – Federal Education Right to Privacy Act

**FIPSE** – Fund for the Improvement of Postsecondary Education

**FTE** – Full-Time Equivalent **Student** = 15 course credit hours per term or 30 course credit hours per year  
**Faculty** = 15 pay hours per term or 30 pay hours per year

**FT Faculty** – Full-Time Faculty equivalent to a 9 month teaching contract

**GAR** – Geographic Area of Responsibility

**GASB** – Governmental Accounting Standards Board

**GED** – General Education Development – a copyrighted battery of five tests that, when passed, certify that the taker has attained American or Canadian high school level academic skills.

**HLC/NCA** – Higher Learning Commission of the North Central Association of Colleges and Schools - the regional accrediting body of SFCC and all other colleges and universities in the Midwest and Southwest.

**HR** – Human Resources

**I&G** – Instructional and General (Revenues and Expenditures)

**IPEDS** – Integrated Post Secondary Educational Data System – the core post secondary data collection program for the National Center for Education Statistics of the federal Department of Education.

**IR** – Institutional Research

**IT** – Information Technology

**JACK** – SFCC’s web portal (short for jackrabbit)

**K-12** – Kindergarten through 12<sup>th</sup> grade education system.

**KPI** – Key Performance Indicator/Measure

**LEED** – Leadership in Energy and Environmental Design. (A US Green Building Council rating system)

**LFC** – New Mexico State Legislative Finance Committee – overseer of the state’s Accountability in Government Act and budget review body.

**MOU** – Memorandum of Understanding

**MPR** – Marketing and Public Relations

**NCES** – National Center for Education Statistics (the primary federal entity for collecting and analyzing data related to education.)

**NCLEX** – National Council Licensure Exam for Practical Nurses

**NIMS** – National Incident Management System (FEMA)

**NLN** –National League of Nursing- the national accrediting body for all nursing programs.

**NNMC** – Northern New Mexico College – previously Northern New Mexico Community College.

**NM HED** – New Mexico Higher Education Department – the state cabinet level regulating body for higher education.

**NM PED** – New Mexico Public Education Department – the state level regulating body for K-12 public education.

**NMHU** – New Mexico Highlands University

**NMICC** – New Mexico Independent Community College Association – an association of eight independent public community colleges in the state that are not branch campuses of the state universities.

**Noel/Levitz** – A higher education consulting firm that provides enrollment management consulting and survey services for higher education.

**NSF** – National Science Foundation- an independent U.S. government agency responsible for promoting science and engineering through research programs and education projects.

**OIT** – Office of Information Technology

**OSHA** – Occupational Health and Safety Administration

**PBI** – Performance Benchmark Indicator required by the LFC.

**Perkins** – Federal Perkins Loans are low interest government loans made through a participating school to undergraduate and graduate students with substantial financial need.

**PLA** – SFCC’s Personal Learning Assessment Process

**QM** – Quality Matters – a national rubric for online courses.

**RFP** – A request for proposal (referred to as **RFP**- an invitation for suppliers, often through a bidding process, to submit a proposal on a specific commodity or service

**SBDC** – Small Business Development Center

**SCH** – Student Credit Hours = Total Enrollment in a course multiplied by Credit Hour Value of the course

**SENSE** – A national Survey of Entering Student Engagement (*SENSE*) - helps community and technical colleges focus on the “front door” of the college experience. Focuses on what works in retaining and supporting entering students. Provides benchmark data.

**SFCC** – Santa Fe Community College

**SFPS** – Santa Fe Public School System

**SIG** – Strata Information Group

**SIM Man/Baby** – Computerized manikins used to create life-like medical environments and realistic scenarios without risk to patients.

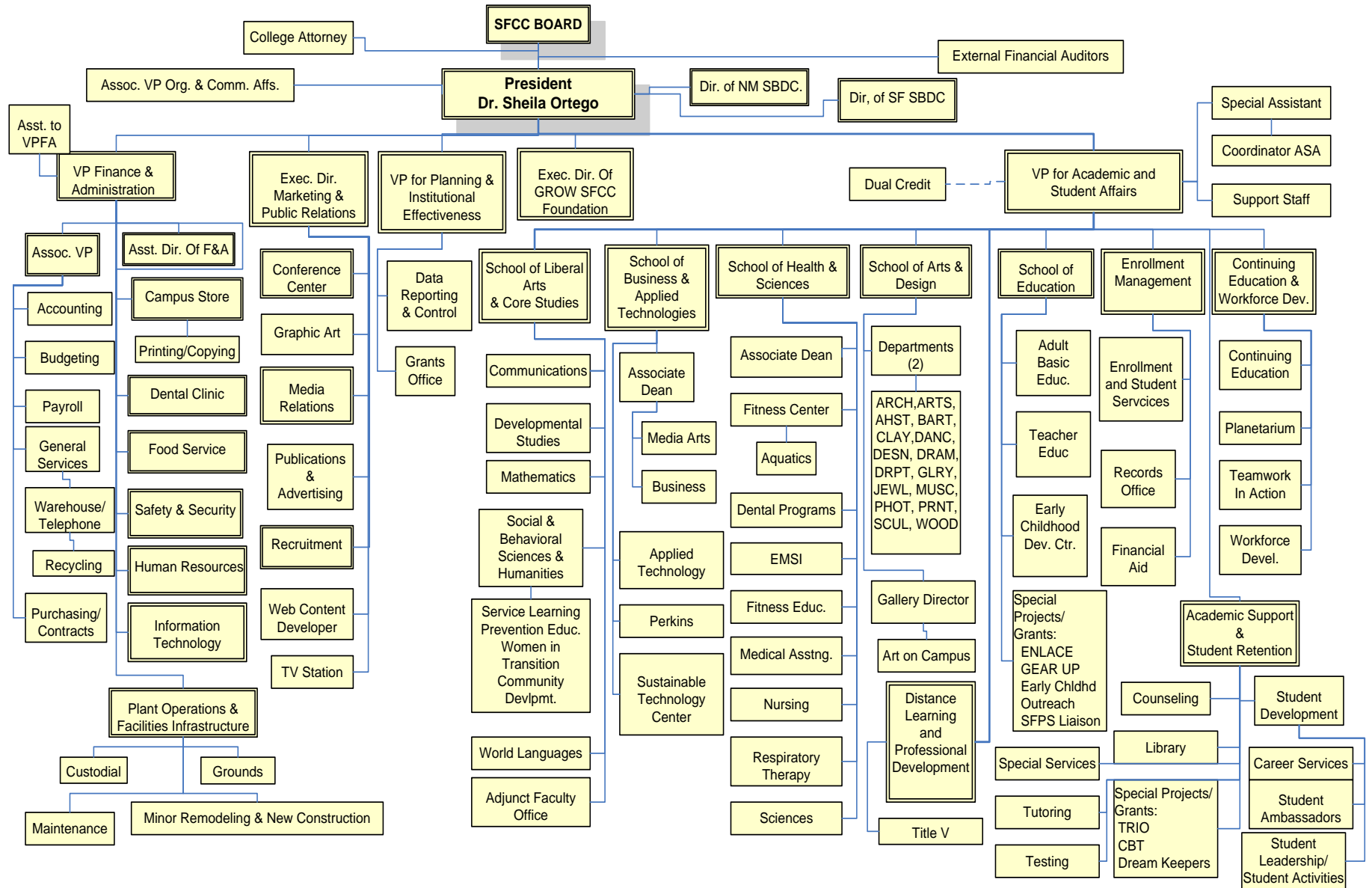
**SMART** – Acronym for: Specific, Measurable, Attainable, Relevant, and Time-bound. Used in project management at the project objective-setting stage as a way of evaluating the objectives or goals of an individual project.

**SWOT** – Acronym for “Strength, Weaknesses, Opportunities and Threats” – a process of analysis used in planning.

**TRIO**- Not an acronym – TRIO refers to a set of federal educational opportunity programs designed to motivate and support students from disadvantaged backgrounds Originally only three programs: Upward Bound, Talent Search and Student Support Services (hence the name TRIO), it has expanded to six. TRIO programs are awarded to institutions through a competitive grant process.

**UP** – University of Phoenix

# Santa Fe Community College Organizational Chart Fall 2009



# Organizational Profile

## **P.1 ORGANIZATIONAL DESCRIPTION**

### **P.1 a. Organizational Environment**

#### **P.1 a. (1) Main Educational Programs, Offerings and Services**

Sa Fe Community College offers 35 associate degrees, 27 certificates, with over 850 credit courses fall and spring. We also offer over 160 Continuing Education non-credit courses and Adult Basic Education and GED programs. In all, each term, over 8,000 students enroll to obtain degrees, gain or advance in employment, sharpen skills, or enrich their lives. Courses and programs are delivered “on-ground,” primarily at our 68 acre non-residential

campus just outside Santa Fe, N.M., on-site, online and in courses combining these methods.

Students have free access to orientation, tutoring, academic advising, career counseling, personal counseling, financial aid services, open computer labs, placement testing, a wireless computer environment and a broad array of student activities. Services focus on helping students succeed, with special attention to minority, differently-abled and low-income students provided by TRIO and a Cooperative Title V grant. An integrated Service-Learning Program and contract training programs are also available.

### **SFCC CORE VALUES**

Learning  
Community  
Quality  
Empowerment  
Integrity  
Diversity  
Effective Communication

### **Purpose**

Santa Fe Community College provides the region with affordable, high quality education and training. Employing a variety of delivery methods, this includes basic skill programs, certificates and technical degrees, associate degrees with four-year transfer potential and personal enrichment courses both for credit and not for credit. Through these offerings, SFCC intends to add value to the lives of community members by broadening opportunities, enhancing personal income, improving working and living conditions, and fostering richer, healthier lives. The college also seeks to respond to the economic and workforce needs of the community by providing essential training, especially in emerging technologies.

As a public institution, SFCC is responsible to the taxpayers of the state of New Mexico and the taxing district of Santa Fe as well as to its students, faculty, and staff, all of whom support it through their tax dollars, tuition dollars and labor. It is incumbent upon the college to use its resources efficiently and effectively.

### **Mission**

Santa Fe Community College will be the gateway to success for individuals and the community by providing affordable, high quality educational programs that serve the social, cultural, technological and economic needs of its diverse community.

### **Vision**

Santa Fe Community College will be an effective and efficient teaching/learning organization, both a compelling destination and a commanding presence within the Santa Fe community – an agile and broad-based resource for educational, social, cultural and economic leadership.

#### **P.1 a. (2) Organizational Culture and Core Competencies**

The college prides itself on its commitment to the success of its students and its growing commitment to quality and a culture of evidence. The college is only 25 years old this

year, but there is significant stability, continuity, and expertise in senior leadership and in the college’s Governing Board. (Though in her current role only 4 years, the president has been with the institution since its inception.) The Board approved new Core Values,

Purpose, Mission and Vision Statements in 2006 that were developed through a year-long process that involved more than 90 faculty, staff and students. (See Above.) These statements are included in all hiring materials and college publications, are posted on the college website, and provide the foundation for strategic planning. In 2008, the college attained Academic Quality Improvement Program (AQIP) status from its accrediting body. As an AQIP institution, quality processes and data-driven decision making are promoted as touchstones of all activity.

**CORE COMPETENCIES**

- Establishing partnerships to offer academic programs that provide experiential, hands-on learning and opportunities for employment in high skill areas including the health industry, creative arts, and sustainability;
- A developmental studies program that provides access to higher education to students not fully prepared for college work;
- An array of courses that serve the enrichment needs of the community;
- Sustaining a highly skilled faculty talent pool that supports these programs;
- A comprehensive system of student support.

**P.1 a. (3) Workforce Profile:**

Figure OP-1 presents employee data for fall 2008. We employ 642 employees with no bargaining unit representation. Regular faculty serve on nine-month

contracts and 80 percent of adjunct faculty are rehired each term. About 67 percent of all student credit hours were taught by adjunct faculty in fall 2008. With a 49 percent Hispanic population in Santa Fe County, the college is challenged to improve its Hispanic faculty and administrator numbers (Figure OP-2). The educational levels of staff vary by position from plant workers with high school diplomas or less to 13% of faculty with doctorates. All staff and faculty enjoy benefits that include health, disability, dental, eye care and life insurance, a 90-minute weekly wellness period and five free credits per term. We perform special background checks for teachers in the CDC and Nursing Department and regular background checks for all other employees. Both faculty and staff cite their pride in the college, their belief in the value of the work they do with students and the importance of their work as motivating factors.

**Figure OP-1  
SFCC Full and Part Time Staff 2008**

	FT	PT	Total
<b>Faculty</b>	68	252	320
<b>Administration</b>	52	2	54
<b>Prof./Support Staff</b>	100	25	125
<b>Tech./Clerical</b>	54	17	71
<b>Skilled/Serv./Mnt.</b>	52	20	72
<b>Total</b>	<b>326</b>	<b>316</b>	<b>642</b>

Source: IPEDS Report Fall, 2008

**Figure OP-2 Demographic Diversity of Faculty and Staff**

	Santa Fe County Population	Regular & Adjunct Faculty	Full Time			
			Admin.	Prof. Staff	Technical/ Cleric	Skilled Craft/ Serv./Maint.
<b>Native American</b>	2.4%	0.6%	0.0%	3.0%	7.4%	3.8%
<b>Asian</b>	1.1%	0.9%	5.8%	1.0%	0.0%	0.0%
<b>Hispanic</b>	49.5%	16.6%	19.2%	43.0%	48.2%	90.4%
<b>White Non-Hisp.</b>	44.9%	74.1%	75.0%	51.0%	42.6%	5.8%
<b>African Amer.</b>	0.4%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Unknown</b>	1.7%	6.9%	0.0%	2.0%	1.9%	0.0%
<b>Male</b>	49.0%	43.7%	42.3%	22.0%	16.7%	75.0%
<b>Female</b>	51.0%	56.2%	57.7%	78.0%	83.3%	25.0%
<b>N=</b>	<b>137,758</b>	<b>320</b>	<b>52</b>	<b>97</b>	<b>56</b>	<b>52</b>

Source: SF County – American Community Survey 2005; College Data – Fall 2008 IPEDS Report.

**P. 1 a. (4) Technology, Equipment, Facilities**

The campus is 19 years old, architecturally unified in the “Santa Fe” style and includes a state-of-the-art fitness center; a planetarium, a television production studio, a fine woodworking studio, a fully wireless computer environment, classrooms and conference rooms with teleconferencing capabilities, a culinary arts kitchen,

science labs, a childcare center, a fine arts wing housing welding, jewelry, painting, sculpture, photography, printmaking and media arts studios, galleries, and student studios for private use. The college uses SCT Banner as its data management system and is heated entirely by the state’s first biomass boiler system. In March the college broke ground on a LEED-certified 48,000 sq. ft. Health

Sciences facility (completion in 2010) and in August on a LEED-certified 45,000 sq. ft. Trades and Advanced Technology Center building (completion in 2011).

#### **P.1 a. (5) Regulatory Environment**

The college is accredited by the Higher Learning Commission of the NCA as an AQIP institution. In 2005, the NLN renewed the ADN Nursing program for eight years. SFCC answers to the NM HED on matters relating to curricula, students taught, courses offered, financial aid, assessment of general education competencies and the state's funding formula. It complies with GASB accounting regulations and is audited annually. It complies with all national and state regulatory bodies and/or related statutes applicable to nonprofit and public institutions employing 25 persons or more, e.g. ADA; OSHA; EEOC. To retain federal Title IV financial aid funding, we report annually to the DoE's IPEDS our enrollment, finances, staffing, financial aid, graduation and retention data. We are bound by FERPA, the Cleary Act and the Solomon Amendment. The college meets special safety requirements relating to its pottery kilns, art studios, fine woodworking areas, chemistry and biology labs, culinary facilities and food service areas and follows DHS directives. Our service boundaries are contiguous with the Santa Fe Taxing District. Online courses may cross those boundaries and, with written approval of a public college serving another district, we may offer on-ground courses or programs elsewhere in the state. Occupational program faculty have all appropriate licenses and certifications including some additional/optional credentials.

#### **P.1 b. Organizational Relationships**

##### **P.1 b. (1) Organizational Structure and Governance**

SFCC is a public independent community college. The college president is hired by a five-member Governing Board elected at large from the taxing district, with rotating terms of six years. The Board establishes all policies of the college. The president is responsible to the Board for the fiscal and academic management of the college, but she and her leadership team share development of policies and procedures with a Governance Council that consists of two elected representatives from each governance group: Faculty Senate, Staff Senate, the ASA Council, the Student Government Association and the college's senior leaders (President's Cabinet). A Curriculum Committee handles academic policy. A Retention Committee recommends actions to improve student retention. An Assessment Committee guides program and course learning assessment and a Technology Advisory Committee reviews all technology plans.

##### **P.1 b. (2) Key Market, Student and Stakeholder Groups**

Our major geographic market is, by definition, the Santa Fe Taxing District, within which, high school students, recent high school graduates, adult students and adults over 50 constitute our major market segments. The 8,000+ students who enroll each term fall into three major categories: those taking courses for credit; those taking Continuing Education courses not-for-credit; and those enrolled in ABE courses not-for-credit. Credit students may be seeking a degree or certificate full- or part-time with the intention of transferring to a four-year school, moving directly into the workforce, improving skills or for personal enrichment. Non-credit students (both ABE and Continuing Education) may also be seeking skill enhancement or personal enrichment.

Among these, degree seeking students, particularly, full-time degree seeking students have the greatest impact. Non-credit students constitute 29% of the students who use the campus each year, but account for less than 5% of total revenue. The state's funding formula only recognizes for-credit students and largely funds on the basis of credits taken. Full-time degree-seeking students are only 10% of head count, but constitute up to a third of all income generated by students. And 60% of all credits taken are taken by degree-seeking students.

Key stakeholders include our employees, our funders, suppliers, and those whom we supply. Funders include local taxpayers (who bring \$0.41 of every dollar of revenue to the college) state taxpayers, the state legislature, the NM HED, the SFCC GROW Foundation and its donors, and major grantors, e.g., the Federal Government (Title V, TRIO; Perkins and Title IV Funds). Key suppliers of students include the Santa Fe Public School System and the Santa Fe community. Some of these same groups the college also supplies with graduates, (e.g. four-year institutions, Christus/Saint Vincent Medical Center, and companies and agencies throughout the state).

Key student groups require and expect a wide array of accredited, affordable, high quality programs and services, delivered conveniently and efficiently that are both "high tech" and "high-touch" (i.e. offer personalized attention). The community also seeks enrichment programs, while state and federal funding sources concentrate solely on degree seekers, graduates and workforce development. Community stakeholders expect the college to meet the needs of the local community, but state legislators expect us to serve the workforce needs of the state as well. Both local and state entities want the college to produce quality graduates in increasing numbers and at increasing rates. Students

prefer 24/7 access to a wide array of programs and services, but state fiscal pressures are calling for budget reductions, more efficient management, and elimination of low-enrolled programs. At the same time, SFCC employees seek a stable, positive work environment, competitive compensation levels, effective leadership and the ability to take pride in their work.

**P.1 b. (3) Suppliers, Partners, and Distributors**

Some suppliers/partners play vital roles in our learning and business processes, notably curriculum development, course support and delivery systems, program articulations and career pathway delineations. Our major suppliers of technologies – both hardware and software (SCT Banner, Blackboard, the Luminus Portal and SIG consultants) – are integrally linked to our data infrastructure and business services. The college’s delivery of distance learning, tutoring services, computer labs and their associated software that supports majors such as media arts, nursing, and design, as well as placement testing, suppliers of textbooks and classroom equipment are critical to program-specific success. Our educational partners at the K-12 level and the postsecondary level, notably UNM and NMHU are important to continued success. Issues of student preparation, articulation and transferability dominate. These entities are often the trigger for innovative processes by stating a need or requesting assistance. For example, NM PED’s development of dual-credit guidelines has broadened our relationship with SFPS. Planned partnering with La Familia, a non-profit healthcare organization will provide internship sites for our students and on-campus care for students and families on the south side of Santa Fe when the Health Sciences Building is complete.

Our most important partners include: educational partners (K-12, colleges, universities and other community colleges); government agencies (NM HED, NM PED, LFC, city and county); and nonprofit organizations such as the HLC, GROW SFCC etc. SFCC’s most important current suppliers include: consultants, architects and

builders, telecommunication outsourcing vendors, textbook companies and equipment and supply vendors. Our key mechanisms for communicating and managing relationships with suppliers, students and stakeholders vary by group. Most communication with partners and suppliers is maintained at high administrative levels and includes contractual, formalized agreements. Many stakeholders receive information through newsletters, mailings, press releases, meetings with college officials and the college website. Students receive both informal and formal advisement, published materials and have web contact with instructors. All students, faculty and staff can access the college through its website and web portal to obtain information, register for classes, check their accounts, or communicate directly with one another and campus offices. Monthly Governing Board meetings, open to the public and televised locally, offer detailed information on the college to all interested parties.

The most important requirements of our suppliers are to offer quality products, act with integrity, present sustainable (green) options, offer competitive pricing, and demonstrate reliability.

**P.2. ORGANIZATIONAL CHALLENGES**

**P.2 a. Competitive Environment**

**P.2 a. (1) Competitive Position**

With over 6,000 credit students this fall, SFCC is the third largest independent community college in the state and the only community college in the county of Santa Fe. Headcount, student credit hours and non-credit registrations have all been increasing over the last five years (Figure OP-3). There has been steady growth in online enrollments; and in health-related fields, business, media arts and fine arts. The recent economic downturn has lead to even greater increases in enrollments. We compete most directly with, NNMC, and CNMCC but also with UNM, UHNM, ENMU and proprietary and online schools such as UP and those that offer technical training. Some of our key competitors are also key collaborators (CNMCC, UNM, NNMC, ENMU) with whom we have transfer agreements and/or share grants.

**Figure OP-3 Five-Year Fall Headcounts, Total FY SCH and Noncredit Enrollments**

	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	Change FY 04-05 -08-09
<b>Fall Credit Head Count</b>	5,170	5,412	5,450	5,669	5,840	+13.0%
<b>Total Fiscal Year SCH</b>	69,211	71,088	69,337	69,745	75,471	+9.0%
<b>Noncredit Registrations</b>	4,781	4,853	5,282	5,778	5,311	+11.1%

### **P.2 a. (2) Success Factors and Competitors/Key Changes and Opportunities for Innovation and Collaboration**

Over 88% of local residents supported SFCC's bond request last year and hold SFCC and UNM in equally high esteem. Our facilities, affordability, a low student/faculty ratio, high quality/high demand programs and creative collaboration with area businesses and institutions are principal factors in our success. Innovative curricula in sustainable technologies in collaboration with renewable energy businesses coupled with construction of the TATC and STI promise to bring future statewide and even national attention to the college. Another key change affecting the college's competitive position in yet unknown ways is the closing of the College of Santa Fe. What replaces it and how SFCC is involved may accelerate our long-term plans for a downtown site or may present future competition. Current budget shortfalls at the state level may alter state allocations and funding formulas to higher education for the foreseeable future in as yet unknown ways. This presents a serious challenge to the college to meet increasing need, develop innovative revenue streams and practice fiscal conservation.

### **P.2. a. (3) Key Comparative and Competitive Data**

Key sources of comparative, competitive and benchmark data from within the academic community include NM HED enrollment and budget data and PBI's for all New Mexico schools; IPEDS and NMICC data for peer institutions; CCSSE, SENSE and Noel/Levitz Survey data; and national test results for some academic programs. One limitation is that comparative data from competing institutions is often one or more years old. We do lack comparative data from outside the academic community.

### **P.2 b. Strategic Challenges and Advantages**

SFCC faces several key education and learning challenges. **The population the college serves is becoming increasingly diverse.** On the one hand, more retirees are projected to enter the area. On the other, increasing numbers of Hispanics, many of whom are undocumented and less and less well prepared to handle college-level work are seeking an education. At the same time, there is increasing state and federal pressure to improve student success and graduation rates. Teaching and learning must occur in innovative ways if our students are to succeed. The curriculum must be revitalized and faculty must be continually retrained to address multiple learning styles and to utilize multiple delivery systems.

Given these realities, new programs and funding for new program development, continued faculty and staff development, state of the art facilities and commitment to

a diverse faculty and staff are our **key strategic resource challenges.**

**A key strategic operational challenge** is to continue mapping processes and moving all systems and processes to improvement cycles centering on improving quality, customer service and technology.

**A key organizational sustainability challenge** is the current economic recession and the legislature's response which requires that the college find ways to reduce expenses, increase resources, and/or cut budgets in the face of unprecedented growth and demand for its services. A clear advantage is the fact that SFCC has strong senior leaders with multiple years of experience in successful community colleges in the state along with a supportive staff.

### **P.2 c. Performance Improvement System**

The college's performance improvement system is based in the Plan-Do-Check-Act process. It integrates our Personal Learning Assessment process (PLA) with the Strategic Plan strategies by using SMART goals and linking them to the Plan. The Strategic Plan is then tied to a Balanced Scorecard that is reviewed every term. Learning and innovation are integrated into the system through the Plan-Do-Check-Act process that underlies the strategies and the process of developing Action Plans. Continuous Quality Improvement is an essential part of the AQIP model for accreditation and faculty, staff and administrators are being continuously trained in the approach through both voluntary and mandatory programs, Leadership Academy offerings; Quality Breakfasts and Teas; consultant visits and the very process of completing the Systems Portfolio for reaccreditation itself.

# **1 Leadership**

## **1.1 Senior Leadership**

### **1.1 a. (1) Vision, Values and Mission**

Senior leaders use collaborative, broad-based processes to set and deploy organizational vision and values. In 2005-06, the President appointed a representative planning team who designed a series of campus and community-invited planning activities. These involved over 70 faculty, staff, students and community members, spanned 3½ days; included a survey of 200 students and faculty, a Web-based interactive review of findings, and a representative committee's reworking of Core Values, Purpose, Vision, and Mission Statements. In August 2006 the Governing Board approved these.

Since then, the President has required that these statements be included in all catalogs, employee, and student handbooks, appear on the college portal and public website and on posters placed throughout the campus. The Core Values have been the topic of presidential discussions and letters to faculty and staff. They are reviewed at governance group meetings, reflected in contracts signed by employees, and presented and discussed at new employee orientations.

Senior leaders make every effort to deploy the college's vision throughout the college through deliberate action. They maintain the college's commitment to affordable, high quality programs by keeping tuition and fees low; increasing financial aid wherever possible and maintaining critical accreditations. They demonstrated a commitment to quality by taking the college into the AQIP accreditation process and by continuing quality training. Both the President's Diversity Advisory Committee and the inclusion of Diversity goals in the Strategic Plan demonstrate a commitment to diversity. A commitment to workforce development, emerging technologies, and social and economic leadership is reflected in decisions to construct both a Health and Sciences building to expand health programs and a Trades and Advanced Technology Center. The president actively supports and promotes employee development and advancement, works closely with community agencies and partners to ensure full stakeholder support, and establishes and adheres to policies supporting the highest level of ethical practice. These steps, along with development of a Campus Master Plan that includes a Sustainability Plan and the President's signing of the President's Climate Commitment all speak to integration and alignment of the values and vision in everyday actions and processes of the college.

Members of the president's senior staff offer and participate in quality training programs for staff and faculty; serve on the AQIP steering committee and the President's Diversity Advisory Committee; assist the

governance groups in planning and performance improvement, assess and support staff and faculty morale; conduct program reviews; and call for customer satisfaction surveys to be conducted. The President actively volunteers for community service, teaches for college online, and engages in professional development specific to diversity and sustainability. In an on-going effort to promote effective communication she conducts monthly "Conversations with the President" and writes a monthly newsletter.

### **1.1 a. (2) Ethical Behavior**

Senior leaders promote an organizational environment that fosters, requires and results in legal and ethical behavior by ensuring that policies and procedures are in place that define such behavior, by enforcing these policies and procedures, by providing personal examples of ethical behavior, by requiring periodic audits and reviews, by requiring training, and by encouraging such behavior on the part of their employees.

Senior leaders at the college ensure that all contracts, policies and important undertakings are reviewed by college counsel prior to action. The President herself is one of the first signers of the National Presidents' Climate Commitment which holds college presidents to a high standard of campus-wide sustainability policies and practices. The VP for Finance has established systems that adhere strictly to state regulations regarding safety, issuance of RFP's, acceptance of donations, use of public funds, etc. The VP for Academic and Student Affairs ensures that the Student Handbook includes a clear Code of Conduct that includes policies regarding plagiarism, discrimination, harassment, computer usage, etc. and enforces the code through a hearing process. The President has required review and publication of a revised Employee Handbook available in hard copy and on line that contains a clear Code of Conduct and policies and procedures regarding maintenance of records, statements on conflicts of interest, nepotism, discrimination and harassment, computer usage, confidential information, violence, procurement, fraud, and grievance procedures processes which are handled through the Human Resources Department.

### **1.1 a. (3) Creating Sustainability**

Continued training in quality principles, reengineering of processes to innovate toward quality through "plan-do-check-act" processes; development of the Strategic Plan and Balanced Scorecard processes with built-in reporting periods; integration of the performance review system with the Strategic Plan and creation of organizational units that can provide customized services and alter offerings rapidly are all methods use by senior management to create a sustainable organization.

By adopting the AQIP accreditation model and funding the training of faculty and staff in its principles; supporting and serving on the college AQIP Steering Committee; supporting quality training programs; and by using SMART goals and linking them to personnel evaluations and the Strategic Plan, the President and her senior officers are creating an environment that supports continuous organizational performance improvement at every level. This process of continuous improvement as an accreditation model has been linked to the college's Mission and Strategic Objectives through the AQIP Action Plan Process and the development of KPI's that form the Balanced Scorecard.

Further, by engaging in planning at many levels, not only strategic planning, the college's leaders are creating a sustainable organization. Between 2006 and 2009, the college completed its first Master Plan in 15 years, one that includes a fully developed Sustainability (Green) Plan and completed an Emergency Management Plan with NIMS trained personnel.

By re-engineering the Continuing Education and Workforce Development division, the VPASA has provided a rapid response academic department that can create customized contract training programs. On the Administration and Finance side, the creation of a rapid response "Tigger Team" crosses all areas of the college when the need arises, to respond to changing demands. Processes of this nature and the preparedness they represent provide agility and opportunities for innovation. Resources also create agility. The state does not fund the start-up of programs, so the President has directed members of the senior staff to actively pursue alternative large, external multi-year funding sources such as Title V, TRIO, Gates Foundation, and NSF grants (all submitted or to be submitted this fiscal year).

Senior officers create an environment for organizational and workforce learning by providing financial resources to permit on-campus and off-campus learning opportunities, encouraging and/or requiring attendance at training programs; being present themselves; and providing incentives for attendance where possible. Most recently the President has directed the formation of an umbrella professional training and development program to organize on-campus training efforts. Both faculty and staff have received funds for professional development on and off campus for many years. The VPASA has funded the Faculty Senate Faculty Development Committee which produced two full day faculty development programs each year for the last five years, and over 60 staff have been trained through the on-campus Leadership Academy. However, no systematic process existed to guide all campus professional development efforts until now. This new alignment, based on a survey of the

professional development and training needs of all employees, is designed to systematically address the needs of both the institution and its faculty and staff.

#### **1.1 b. (1) Engaging the entire workforce**

The president and senior staff use a wide variety of communication techniques to reach the entire workforce and encourage frank, two-way communication throughout the organization. SFCC combines direct management (Organization Chart - pg. v) with "shared governance". The Governance Council (composed of representatives from Faculty and Staff Senates, Student Council Deans Council and the President's Cabinet) meets monthly with the President to discuss concerns, and to recommend strategic actions, policies and procedures. As a public institution, monthly Governing Board meetings are open to the public and well publicized on campus and in the community. All members of the campus, as well as community members, are welcome to attend and can speak if they so desire. The President issues a monthly written update on campus and legislative issues via e-mail to all staff and faculty, and holds a monthly "Conversations with the President" at various sites around campus to which all staff and faculty are invited. And, updates and information appear daily on the campus intranet portal "JACK."

For the last three years, the college has conducted the Noel/Levitz College Employee Satisfaction Survey. Results are shared with governance groups, and the Governing Board. The president designates a vice president as liaison to each governance group and any senior leader will appear to answer questions and concerns at the group's request.

Key decisions are communicated in writing, often both in online e-mails and hand-delivered letters, and followed up by all-college meetings with open question and answer sessions. As noted in Figure 1.2, only the Governing Board is empowered to develop and enact college policy.

The President, Vice Presidents and Deans take a very active role in rewarding and recognizing the high performance of employees, students, and stakeholders by participating in annual ceremonies that recognize employee and teaching excellence as well as faculty promotions and staff longevity, events that emphasize volunteer service, and events that feature student accomplishments. SFCC conducts graduation ceremonies for GED graduates; nursing pinning ceremonies; degree graduates; ESL graduates; and many other end-of-year celebrations that mark the accomplishments of students, with special emphasis on honor students, including Theta Beta Kappa. Senior leaders not only attend, but often serve as keynote speakers. Each term, senior leaders attend the faculty-sponsored two-day long Student Expo

which highlights the talents of SFCC students that extend beyond the classroom. Senior leaders, especially the president, attend nearly every high school graduation in the county and the college honors and thanks its donors, its key legislators, and its local politicians on a regular basis through dinners and special events. The recent 25 year celebration included dedication of a sculpture that honors the founders of the college.

#### **1.1 b. (2) Focus on Action and Value for Students**

The President, vice-presidents and other senior leaders use the Strategic Plan and the AQIP accrediting system to create the needed focus on action to accomplish the college's objectives, attain its vision and improve performance. The Strategic Plan sets forth Strategic Objectives for which the senior leaders specified written goals and associated 1-3 year strategies. The strategies are assigned to specific senior officers who are required to report back to the leadership as a whole (President's Cabinet) on progress on a 3-6 month basis.

Once AQIP status was attained in 2007-8, that accreditation system required that at least three Action Projects be in progress at all times. The process established by the AQIP Steering Committee for selection of Action Projects required that the projects selected also address a Strategic Objective in the Strategic Plan. In that way, both AQIP and strategic planning processes keep the focus on the vision originally established in 2005. Both processes also require that Performance Measures accompany the strategy or action plan. So, for example, obtaining funding to build a new Health Science Building and the Trades and Advanced Technology Center were two such strategies and a proposal to improve academic advising was one of the AQIP Action Projects. The first two relate directly to the Strategic Objective of "Creating Programs That Meet Regional Workforce Needs" while the third relates to the Strategic Objective "Meet the Needs of Students" by improving student access.

Senior leaders regularly (at the end of each term, and at the end of each academic year) review the KPIs that appear in the Balanced Scorecard as well as enrollment data, financial data, and data prepared for the Governing Board.

The Balanced Scorecard (described in detail under 4.1 a. (1)) is designed specifically to keep the Board and senior officers focused on value for students and other stakeholders along with other internal concerns. Because "Meeting the Needs of Students," "Meeting the Critical Workforce Needs of the Local and Regional Community," "Meeting the Needs of Employees" and a "Commitment to Diversity" are four of the seven Strategic Objectives in the Strategic Plan, the majority of key performance indicators which relate directly to these

objectives are devoted to measures of increasing value in these areas. Thus the focus is always on increasing value for students and other stakeholders.

#### **1.2 a. (1) Governance and Societal Responsibilities The SFCC Governance system**

SFCC's governance system combines direct management and shared governance. Only the Governing Board, elected at large from the Santa Fe school district is empowered to enact college policy. The President of the college develops policy and enacts procedures and is charged with implementation of policy. The Governance Council can recommend policy and procedure to the President. Each governance group can enact policies and procedures for its own constituency that do not impact the larger college body. The management structure of the college reports to the President through three vice-presidents: Academic and Student Affairs; Administration and Finance; and Planning and Institutional Effectiveness and one executive director-Marketing and Public Relations. Other members of the President's Cabinet include the Executive Director of the GROW SFCC Foundation, the Director of the SBDC and the President's Assistant.

Approximately 40 cents of every dollar spent by SFCC is funded by state or local tax revenues. For this reason it is vital that the college be open and transparent in its operations and decision-making. The college's finances are reviewed at every public Governing Board meeting and audited by an independent, external auditing firm annually. Other stakeholders' interests are protected through written policies and procedures, handbooks and appeal procedures and frequent legal review of same.

#### **1.2 a. (2) Evaluating Senior Leaders**

The college's Governing Board has committed itself to a quality approach to board membership and has undertaken quality training in its semi-annual retreats. Its six members are subject to public election to six year terms, two positions open every two years. Thus, the public evaluates Board performance on an ongoing basis and the Board also engages in self-evaluation and goal-setting on an annual basis. The Board performs an annual review of the president based upon goals established the prior year. The president uses a similar process, evaluating each senior leader, based upon his or her "Personal Learning Assessment" tool (PLA) and mutual agreement on the following year's goals and measures. One and two year strategies in the Strategic Plan are also identified with a specific senior leader who is required to report on progress at regular intervals to both the president and at open Governing Board meetings.

The college is committed to continuous improvement of its leadership and has replaced the traditional personnel

review process with a “Personal Learning and Accountability System” that requires that all professional staff track their own progress relative to their job description; the mission and goals of the college; their own goals for the year; and improvements in building relationships. For senior leaders this includes a 360 degree evaluation every two years. Senior leaders are required through this process to indicate those areas each year that they will be seeking to improve and how they will do so through SMART goals. They review this PLA annually with the president and receive her feedback. In this way the PLA is used to improve personal effectiveness. At the same time, senior officers work at the pleasure of the president, under contract, meaning that they hold no tenure and personal performance and effectiveness is paramount to their continuation.

### **1.2 b. (1) Legal and Ethical Behavior**

As a “community” college, SFCC takes its responsibility to the Santa Fe community and the larger society very seriously. Before initiating any new program, college leaders make it a practice to assess its projected impact through surveys, discussions with community leaders, and presentations at local and neighborhood associations. When the college moved to bio-fuel boilers we met with local groups to reassure them of their impact on the neighborhood. The college conducted two extensive market surveys prior to launching a bond effort that would support new high pay/high skill programs. The college is seen as a local leader in conserving natural resources, using recycled water on its lawns and gardens, installing low flow toilets, heating the campus with a biomass boiler, and building only LEED certified buildings. Public comment and input is regularly and proactively sought in regard to issues such as transportation to the college, needs of special minority populations, Art on Campus, community issues, and more.

We address adverse impacts through media outlets and our web site, but seek to minimize such impacts by anticipating and avoiding them in the first place. We anticipate them by speaking first to trusted community members to gauge potential negative impacts before decisions are made. Because our Governing Board is composed of elected members of the community, Board positions are most often an accurate reflection of public concern and provide the necessary proactive responses. The college also carefully follows state-mandated procurement policies to avoid any possible appearance of misuse of public funds.

Because the college has a wide variety of regulatory, safety, accreditation and legal requirements, it has a wide variety of processes to address them. Key processes for

achieving and surpassing accreditation requirements include:

- the process by which the AQIP Steering Committee is organizing and implementing the preparation of the college’s Systems Portfolio due to the HLC in 2011 using Gantt charts, category champions, teams and the college’s web portal;
- the process by which the AQIP Steering Committee is overseeing the development, review, implementation and reporting of AQIP Action Plans, three of which must be deployed at all times and reported on to the HLC annually;
- the process by which the AQIP Steering Committee is planning and implementing continuing training of faculty and staff in quality improvement techniques and systems (9 new sessions in 2009-10 ).

These processes have explicit time-frames, goals and measures of success associated with each. The overarching goal is to receive ongoing accreditation with the fewest possible “opportunities for improvement.”

Key compliance processes, measures and indicators for achieving and surpassing regulatory, safety, and legal requirements include regular review by our risk management consultant; program, material, and equipment specific training, handbooks, postings and certifications; appropriate audits; regular safety reviews, drills and emergency training, legal consultations, and internal audits.

Processes associated with risk management occur at varying levels within the institution. The college’s insurance provider supplies a risk manager who conducts annual physical reviews of the campus and written reports of potential problems along with risk-reducing programs such as English and Spanish training videos to reduce workman’s compensation claims.

### **1.2 b. (2) Assuring Ethical Behavior**

The college promotes and assures ethical behavior by carefully developing and vetting specific policies, training staff and faculty in their use, and following through with enforcement and audits. Well developed and clearly stated policies and procedures regarding conflicts of interest, processes for seeking bids and procurement, processes for hiring and release of employees, statements on the rights of students and employees regarding issues of harassment, employee and student codes of conduct and grievance processes; use of computers and the internet; contractual relationships, course evaluations and hearing processes are one part of promoting and assuring ethical behavior in all college interactions. These policies are developed in concert with governance groups, carefully reviewed by

college counsel, and reviewed by the entire Governing Board prior to passage. They are available to all employees both in hard copy and on the college web site.

They are followed up by continuous training in “how” to follow the processes. Sexual harassment training; training of hiring committees; training of hearing committees; and review of contracts and bid processes are ongoing. Finally, spot audits and follow up on complaints ensure compliance. In addition to independent financial audits, for example, the NM Higher Education Department conducts an audit of all student records that relate to formula funding once every four years. Complaints are reviewed and categorized for overall action annually as well. Internal audits of financial processes recently resulted in removal of a department head; student hearings frequently result in student suspensions; and a trained member of the Human Resources staff sits on every hiring committee to ensure compliance with hiring policy.

### **1.2 c. (1) Societal Responsibilities**

The very mission of the college speaks to serving the social, cultural, technological and economic needs of the community. The college’s Strategic Plan’s first two strategic objectives are to meet the needs of students and to meet the critical workforce needs of the local/regional community. The college has recently completed its Master Plan including a Sustainability Plan that integrates environmental concerns into every aspect of college development and establishes a Sustainability Task Force to evaluate and implement “green” projects. Two new facilities are being built on the campus at this time. Both will be LEED certified and both will help us to grow programs that will serve the need for high paying health and “green” jobs in the community. The college has as part of its daily operations paper, plastic, and aluminum recycling programs; reduced lighting programs; use of grey water for outside watering; use of alternative fuels and low flow sinks and toilets. SFCC has for over 10 years supported a Service Learning program through which students donate over 50,000 hours of service to area non-profit organizations annually while earning college credit. The college has developed partnerships with its neighboring institution, the Institute for American Indian Arts, the Santa Fe public school district, and local immigrant populations. It has developed a Training Center Corporation Board, and a GROW SFCC

Foundation, and most recently has been deeply involved in seeking alternatives for upper level higher education for local residents in light of the closing of the College of Santa Fe.

### **1.2 c. (2) Support of Key Communities**

We identify our key communities largely in terms of key stakeholders who are, by definition, the city and county of Santa Fe and their sub communities especially the school system, the Hispanic and immigrant community, the health community, the service community (fire, police, non-profit), the business community, and the alternative energy community.

One of the most important ways that SFCC works to support and strengthen these communities is through targeted academic program development that serves their needs directly. Working with the Santa Fe public schools, we have expanded our dual credit course offerings and have created a special program through which every graduating senior receives a letter admitting them to the community college. Holding focus groups with members of Somos Un Pueblo Unido has uncovered barriers that undocumented students face that we are now working to overcome. Faculty in the nursing, respiratory therapy, dental assisting and emergency medical assistance programs survey and work closely with health professionals in the field to assess our graduates and to determine what course scheduling, placements, and skills are most needed and most successful. Local fire and police departments work with EMS faculty to expand program accessibility to their staffs. And by holding on-campus forums for local alternative energy businesses and creating the Training Center Corporation, we have gained specific information and support curriculum development for green jobs. In addition, the Service-Learning program noted above provides student volunteer time to non-profits throughout the Santa Fe community, serving the dual purpose of strengthening the community and providing valuable experience for students.

In addition to direct mission-related efforts, employees of SFCC donate significant time and energy to community-related activities from supporting the United Way to “Pancakes on the Plaza” for July 4<sup>th</sup> to sponsoring a float on Fiesta Day. Staff and faculty also donate hundreds of hours annually to local community non-profits.

## **2 Strategic Planning**

### **2.1 Strategic Development**

#### **2.1 a. (1)**

SFCC uses a strategic planning process that includes broad-based input, refinement by senior leadership, continued review and revision, addition of AQIP action plans, and performance indicators. The process is outlined on the following page (Figure 2-1). We initially agreed that the Strategic Plan time horizon should be seven years, with strategy timelines of one to three years, and a mid-period revisit of the plan. This is the process being deployed.

#### **2.1 a. (2) Addressing Key Factors**

The SWOT process used in the original planning days and subsequent Cabinet retreats, along with annual target setting and Balanced Scorecard review ensures that we continually assess the college's strengths, weaknesses, opportunities and threats. In addition, we provide senior leaders with data summarizing and analyzing market and competitor data, student and community demographics, program enrollments, and survey data, highlighting obvious risks or major shifts.

The budget process supports the Strategic Plan by requiring that every new request identify the Strategic Objective, Goal and Strategy that it relates to. The Plan is closely linked to the college's core competencies and can be seen to flow from them. The success of students, the ability to meet critical workforce and community needs, and revitalizing of the curriculum are all objectives that further strengthen our ability to partner with the community to develop high wage, high skill programs, and provide strong developmental education. Committing to continuous improvement, diversity, meeting the needs of employees and strengthening the infrastructure speak to long term sustainability.

#### **2.1 b. (1) Strategic Objectives and Goals**

Our Key Strategic Objectives and most important Goals are on a 5 to 7 year timetable with 1-3 year action plan strategies associated with each goal as shown in Figure 2-2. Originally, our time frame for these strategic objectives spanned the length of the plan itself. As the Plan is revised in the fall 2009, we will be revising each objective for greater specificity.

#### **2.1 b. (2) Addressing Strategic Challenges and Advantages**

The Strategic Objectives address our strategic challenges and strategic advantages. The strategic challenge of serving an increasingly diverse and less well prepared student segment (pg. OP-5) and the key strategic resource challenge of developing new programs and funding to support a committed and diverse faculty and staff is addressed by Strategic Objectives 1, 2, 3, 5 and 6 and

Goal b within 7. (Figure 2-2) The key operational challenge of moving all systems to improvement cycles (pg. OP-5) is addressed by Strategic Objectives 4 and 7. The key strategic challenge caused by the current recession, that of reducing expenses or finding new resources in the face of increasing demands and decreasing state funding (pg. OP-5), is addressed by 7.

The strategic objectives build on core competencies in several ways. "Meeting critical workforce needs of the local and regional community" and its related goals is intimately tied to our core competency of partnering in "hands-on" experiential programs that serve the local community. Related strategies such as the building of the Health Sciences building and the Trades and Advanced Technology Center strengthen our ability to offer such programs.

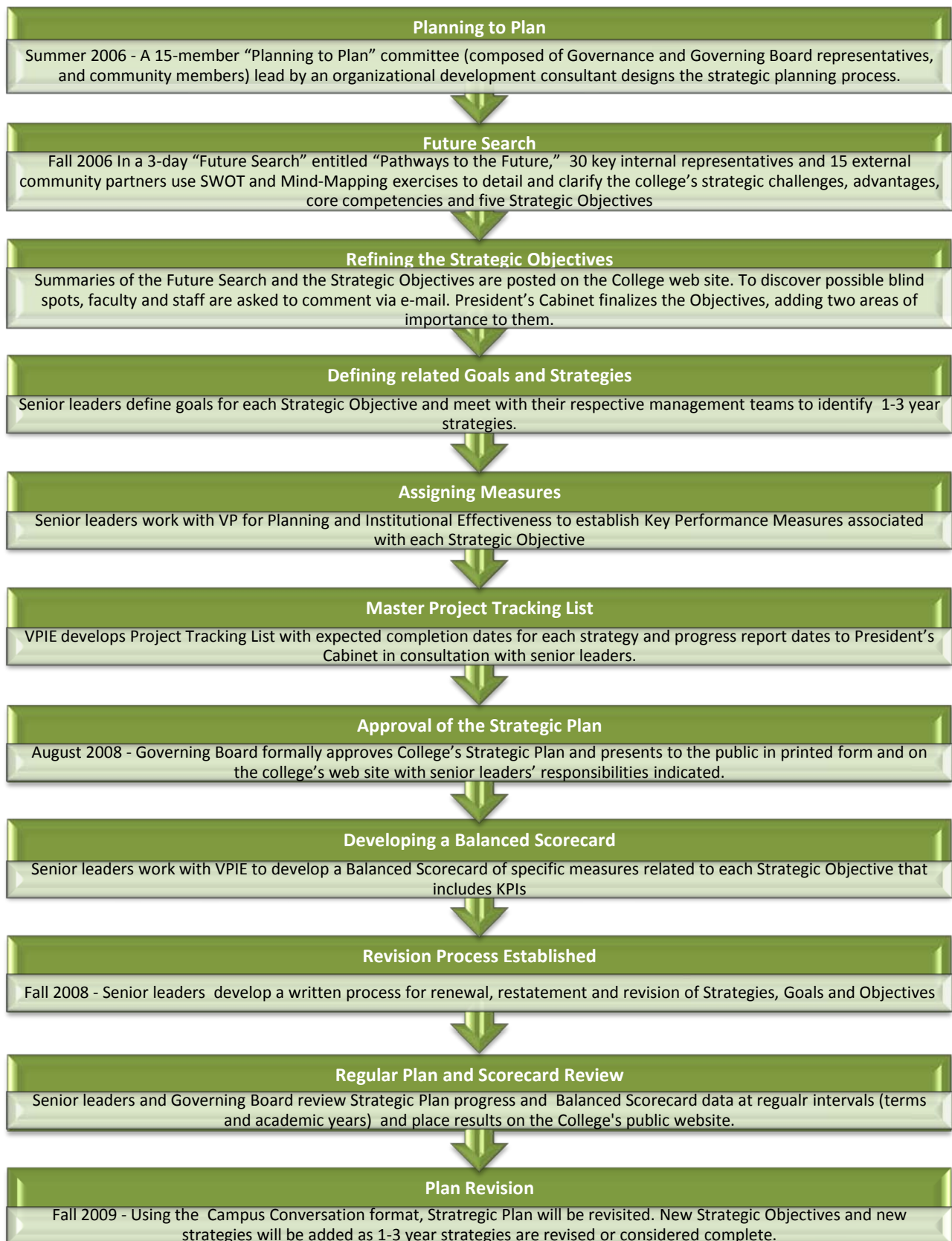
"Meeting the needs of students" ties to our core competency in developmental education. By setting as goals further improving access and completion rates we are seeking ways to add greater value, learning, and success to the student experience. The strategic objective of revitalizing the curriculum builds on our core competency of strong programs and a strong faculty and the necessity of innovating programmatically to stay competitive.

We ensure that our strategic objectives address current and future core competencies by building a review of the objectives into the planning process every four years. This will happen through the "Campus Conversation" this fall. Continual reexaminations provide assurance that all stakeholders and students are being considered within the Strategic Objectives.

#### **2.2 a. (1) Strategy Deployment Process**

Figure 2-2 on the following page describes our short and longer term key action plans and relates them to the goals of the Strategic Objectives in the Strategic Plan. The design of a new advising system, the improvement of course scheduling, and the completion of the AQIP System Portfolio are three action plans (strategies) that have been added as the result of the AQIP Action Project process. An additional project that was initially part of the longer term Master Plan has moved to the forefront due to the recent demise of the College of Santa Fe i.e. the development of a downtown Santa Fe course delivery site and higher learning center. These are short to longer term action plans currently underway. These action plans are the result of two processes, one stemming from the Strategic Plan itself, the other from the AQIP process.

**Figure 2-1 SFCC's Strategic Planning Process**



**Figure 2-2 SFCC's Short and Longer Term Key Action Plans**

<i>Strategic Objective</i>	<i>Goals</i>	<i>Action Plans to Complete by 2010</i>
<b>1. Meet the Needs of Students</b>	<ul style="list-style-type: none"> <li>a. Improve Student Access</li> <li>b. Improve Graduation Rates</li> <li>c. Improve Student Satisfaction Rates</li> </ul>	<ul style="list-style-type: none"> <li>Improve Financial Aid Operations (VPASA)</li> <li>Improve Course Scheduling &amp; Academic Advising (VPASA)</li> <li>Develop baseline data on Student Satisfaction (VPIE)</li> </ul>
<b>2. Meet Critical Workforce Needs of Local/Regional Community</b>	<ul style="list-style-type: none"> <li>a. Create programs that meet regional workforce needs</li> <li>b. Create programs that are high wage/high skill</li> <li>c. Develop the infrastructure and budgetary support for new programs</li> <li>d. Develop data-driven marketing function that reflects institutional goals</li> </ul>	<ul style="list-style-type: none"> <li>Develop Health-related Programs (VPASA)</li> <li>Develop Programs for TATC Center (VPASA)</li> <li>Complete HS &amp; TATC Buildings and funding (VPFA)</li> <li>Develop process for conducting market surveys (Dir MPR)</li> </ul>
<b>3. Meet the Needs of Employees</b>	<ul style="list-style-type: none"> <li>a. Offer competitive salaries and benefits</li> <li>b. Maintain high morale</li> <li>c. Maintain effective and efficient internal systems</li> <li>d. Offer opportunities for faculty and staff development and advancement</li> </ul>	<ul style="list-style-type: none"> <li>Develop competitive salary program (VPFA)</li> <li>Conduct, analyze employee Satisfaction Surveys (VPIE)</li> <li>Ensure OIT is financed and staffed appropriately (VPFA)</li> <li>Direct resources to professional development (VPASA)</li> </ul>
<b>4. Commit to Accountability and the Principles of Continuous Improvement</b>	<ul style="list-style-type: none"> <li>a. Attain and maintain AQIP status</li> <li>b. Develop and meet fiscal performance measures</li> <li>c. Develop and meet academic accountability measures</li> <li>d. Complete a college Master Plan</li> <li>e. Improve internal and external reporting systems</li> </ul>	<ul style="list-style-type: none"> <li>Complete draft of Systems Portfolio due to HLC 2011 (AQIP Steering Committee)</li> <li>Develop measures and set targets (VPFA)</li> <li>Develop measures and set targets (VPASA)</li> <li>Complete Master and Sustainability Plan (VPFA)</li> <li>Appoint cross dept. committee and dev. plan (VPFA/VPIE)</li> </ul>
<b>5. Revitalize Curriculum, Focusing on Best Practices in Contemporary Education</b>	<ul style="list-style-type: none"> <li>a. Adopt process to increase the % of sections taught by FT faculty to 55% over 5-7 years</li> <li>b. Define and increase the fiscal support available for faculty professional development both pedagogical and disciplinary</li> <li>c. Improve and increase distance services</li> </ul>	<ul style="list-style-type: none"> <li>Design process (VPASA)</li> <li>Develop fair and equitable funding process (VPASA)</li> <li>Attain online HLC accreditation for Business Program (VPASA)</li> </ul>
<b>6. Commit to Diversity of Students, Faculty and Staff</b>	<ul style="list-style-type: none"> <li>a. Integrate diversity awareness into SFCC Gen. Ed. requirements</li> <li>b. Heighten awareness of the diversity of the SFCC community and serve it more directly</li> <li>c. Establish enrollment and recruitment goals for diverse populations</li> <li>d. Establish and maintain a Diversity Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>Develop options for integrating diversity awareness (VPASA)</li> <li>Complete Diversity Plan (VPIE)</li> <li>Develop plan with MPR (MPR)</li> <li>Create and Fund President's Diversity Advisory Committee(Office of the President)</li> </ul>
<b>7. Redesign/Improve Systems and Strengthen Infrastructure</b>	<ul style="list-style-type: none"> <li>a. Stabilize, sustain and optimize business practices</li> <li>b. Position SFCC for growth</li> <li>c. Develop "Voice of the Customer" systems</li> <li>d. Optimize administrative software</li> <li>e. Document key business processes and place them on continuous improvement cycles</li> </ul>	<ul style="list-style-type: none"> <li>Stabilize business practices (VPFA)</li> <li>Obtain needed funds for new programs and buildings(VPFA)</li> <li>Develop HR and Cashier programs(VPFA)</li> <li>Finance completion of Banner installation (VPFA)</li> <li>Complete process mapping(VPFA)</li> </ul>

The key planned changes in our programs include expanded health science and environmental technology offerings and program reductions where there is no growth, no majors, and high costs. Key service changes include the major reorganization of student matriculation and advisement processes to increase student success; improved course scheduling and program sequencing to increase graduation rates, and development of a downtown Santa Fe course delivery site and Higher Learning Center to expand to new student markets.

#### **2.2 a. (2) Deploying Action Plans**

We have developed and will deploy the action plans for which we are accountable to AQIP using a process designed by the AQIP Steering Committee. The action plans that preceded our AQIP status were developed as strategies related to achievement of the Strategic Plan Objectives and their related Goals. Each action plan or strategy (Figure 2-2) is associated with a goal and objective. Each strategy is either the result of a senior officer's decision that this was a priority based on his/her knowledge of the area involved, the president's decision, or the result of the college's original strategic planning process. Each Action Plan has been assigned to a specific senior manager and its completion is that individual's responsibility. Progress on the Strategic Plan and associated budgeting is reviewed semi-annually and AQIP action progress is reported to the Cabinet and the AQIP Steering Committee at each quarter by the associated Task Force. Key outcomes of actions plans are tied to changes in policies and procedures and to ongoing training to ensure that they are sustained.

#### **2.2 a. (3) Ensuring Resources**

The college's Strategic Plan is a central driver of the college's budget planning process. The responsible vice president revisits Action Plan priorities in open annual meetings with their staffs and faculty. They then allocate resources based on the priorities they develop as a result of these meetings and existing strategic objectives. It is the responsibility of each vice president to ensure that their annual budgets reflect action plan needs. Those priorities that cannot be sustained by the budget are reevaluated as part of the planning process.

#### **2.2 a. (4) Deploying Modified Action Plans**

The president's Cabinet meets weekly to discuss ongoing activities and reviews progress on action plans as part of its agenda, so modification of action plans can be reviewed and approved with relative ease. A written process has been established to alter strategies if needed. So, for example, if funding will not become available due to changing circumstances, discussion and approval at the

Cabinet level allows a vice president to revise a strategy/action plan.

#### **2.2 a. (5) Human Resources**

Each current action plan addresses specific capability and capacity needs that involve additional training and/or staffing issues. For example:

- Improvement in Academic Advising (AQIP Action Plan) requires more faculty to become directly involved in academic advising; increases front line academic advising staff; and uses adjunct faculty during peak registration periods. This requires additional training on the part of these employees and clarity regarding faculty responsibilities.
- The AQIP Scheduling and Writing-Across-the-Curriculum Action Plans require faculty retraining and willingness to participate.
- Sustainability issues require cross-training.

To address these training needs, a centralized training system has been established, the additional personnel have been included in grants that have been submitted, and the positions will appear in future budgets.

#### **2.2 a. (6) Performance Measures and Indicators**

To track the effectiveness of our action plans, the Balanced Scorecard identifies KPI's that relate back to each Strategic Objective and the goals and action plans associated with it. (pg. 19-20) This ensures organizational alignment and balance since the Strategic Objectives are directed toward all areas of the system. The KPI's cover all divisions of the college and break out details for specific student and employee segments and other stakeholders as well.

#### **2.2 b. Performance Projections**

Our performance projections on most KPI's are established at 1-3% above previous year totals and are projected to continue at or above target and improving except in those areas related to fund balances and salaries. Continuing reductions in state support present challenges in these areas. Our projected performance compares favorably with our competitors and is based on recent patterns of performance. Enrollments are anticipated to continue to increase at even higher rates, particularly among degree-seeking students based on the fact that retention rates have continued at higher than average rates while new student enrollments and recession-related increases in students interested in obtaining degrees will likely continue unabated for the next two years at least and have a three- to four year prolonged effect after that.

### **3. Student, Stakeholder, and Market Focus**

#### **3.1 Customer Engagement**

##### **3.1 a. Educational Programs Offerings and Services**

###### **3.1 a. (1) Identifying and Innovating**

SFCC engages students and stakeholders and determines its educational programs, offerings and services:

- through active involvement in the community it serves;
- through surveys of its service area and its students and employees;
- through careful examination of enrollment data and trends;
- through focus groups of faculty, staff and prospective and current students;
- through course evaluations and advisory groups;
- through consideration of requests and incentives from local, state, and federal agencies based in workforce needs.

Innovation is often the result of analyses of data gathered by these methods. For example, when the college was seeking to expand its “green” curriculum, it invited all local “sustainable” businesses and interest groups to a ‘Sustainability Forum’ consisting of focused work sessions that chronicled the types of skills and knowledge needed by future employers. When seeking to discover how to better serve undocumented students, we held focus groups of undocumented residents with the help of a Somos Un Pueblo, a local aid organization. When determining the needs of first time entering students we utilized a combination of hard data on pass rates in developmental courses, SENSE survey data and focus group data developed by MetLife Foundation consultants. We identify other programs that attract new students and stakeholders through faculty and organizational connections, such as develop in the EMT program between our instructors and Police and Fire Departments.

###### **3.1 a. (2) Supporting Use of Services**

To ensure that we are offering comparable or superior programs and services we survey students and review best practices at peer institutions to determine the key mechanisms to support use of our programs and offerings. The key means of student support for these programs and services include: a well-developed website and associated software that provide all the information needed by students to apply for admission or to examine programs and course offerings; printed and online catalogs; printed and online credit and non-credit course schedules available to the public both on and off campus; advising personnel who provide personal assistance in person, online and by phone; and a CAPP program that helps students and faculty track student degree progress. Student outreach personnel visit high schools to assist students with college decisions and dual enrollments. And

students taking online courses are provided all necessary orientations and information in that mode, with associated software.

Student Ambassadors staff an Information Desk at the entrance to the college to welcome and assist students and guests. Online and in-person registration and orientations are available to all students. Placement testing, tutorial services, computer labs, academic and personal counseling, career counseling and placement services, and student clubs and organizations are available at no charge to support all students on campus along with developmental education courses for those with remedial needs. Students can obtain information on what is available to them through our website, through the campus portal/e-mail system, through posters and signage around the campus, through in-class announcements, through mailings, through the student handbook, the college catalog, and via overhead screens that issue immediate announcements along with a text message emergency system. Accommodations for differently-abled students of all types are made through the Special Services Office.

The equipment needs of students vary by program and are supplied, such as: photography labs, jewelry, welding, ceramic, and woodworking studios, culinary kitchens, dental equipment, nursing simulation labs, and physical education equipment and spaces. Key support requirements for these and other program needs are determined by faculty in the programs and/or specified by related accrediting agencies. Staff involved in these programs and services are made aware of what is required through regular training and meetings. Students in specialized programs such as iron sculpture, pottery, nursing, and dental hygiene, train in safe use of equipment, needles, or blood-borne pathogens as appropriate, as a required part of their coursework.

###### **3.1 a. (3) Keeping Approaches Current**

We keep approaches to providing these services and programs current through staff and faculty membership and participation in professional organizations, through attendance at regional and national conferences, sharing of journal readings and best practices, and through a budget process that ensures regular purchase of new and replacement equipment. We keep our approaches consistent with our needs and directions through that same budget process, prioritizing proposed innovations in light of the college’s Strategic Plan and Master Plan.

###### **3.1 b. (1) Building a Student and Stakeholder Culture**

We strive to create a culture that ensures consistently positive student and stakeholder experiences that contribute to customer engagement by stressing to our

faculty and staff the importance of meeting the needs of students and by focusing on data-driven decision making based in “voice of the customer.” The workforce performance management system (the Personal Learning & Accountability System) stresses meeting the Strategic Plan objectives, first of which is “Meeting the Needs of Students” (Figure 2-2). The workforce development programs for faculty and staff stress topics that improve teaching and staff performance. Leadership development programs focus on customer service performance of supervisors. For example faculty retreats have reviewed CCSSE results and classroom assessment. Staff Development Day includes workshops on “Excelling at Customer Service,” and the Leadership Academy includes training on “Voice of the Customer” techniques.

### 3.1 b. (2) & (3) Building and Managing Student and Stakeholder Cultures; Keeping Approaches Current

The college builds and maintains relationships with students and stakeholders by continuously expanding the ways it communicates with and engages them. We publish a quarterly newsletter “Inside SFCC” that highlights students and their accomplishments. It reaches over 3,000 individuals, business and government leaders, students and staff. In 2007 we opened “JACK” (as in Jackrabbit), a web portal that provides students, staff and regular and adjunct faculty with content updated daily with photos, news stories, and announcements as well as links to personal data and registration sites. In 2008, we began a bi-weekly radio program “Campus Connection:”

on a local public radio station featuring in-depth interviews that spotlight campus programs and services. Our college Web site ([www.sfccnm.edu](http://www.sfccnm.edu)), redesigned in August 2009, offers students, stakeholders, employees, and members of the public a broad array of information, contacts and data about the college in user-friendly formats, updated weekly. Our student outreach staff visit high schools and college nights on a structured basis and work to enroll hundreds of high school students annually in dual credit programs that provide both high school and college credit. Most recently MPR developed a Facebook presence for the campus to test whether social networking might be a good avenue for student and public communication. We keep these approaches current in part by “checking in” with our customers and stakeholders. This spring the Technology Advisory Committee completed an extensive survey on methods of communication on campus to determine what is and is not working for students, faculty, and staff. Results are being analyzed at this writing.

### 3.2 Voice of the Customer

#### 3.2 a. (1) & (2) Student and Stakeholder Listening

To gain actionable information related to its key programs, services and processes and their value, SFCC uses a wide variety of techniques to gather information and obtain feedback. Figure 3-1 below identifies stakeholders, the data tool used and the data gathered over the last several years to obtain voice of the customer data.

Figure 3-1

<i>Data Tool</i>	<i>Who</i>	<i>Type</i>	<i>When</i>	<i>Data Gathered</i>
<i>CCSSE Survey</i>	All Students	Stratified Random Sampling	Spring 2004-2007	Information on learning and student engagement segmented, with benchmarks
<i>SENSE</i>	New & Returning Students	Stratified Random First year classes	Fall 2008-2009	Information on learning and student engagement segmented, with benchmarks
<i>Noel/Levitz Satisfaction Survey</i>	Students	Stratified Random Sampling	Spring 2008	Satisfaction data segmented by status and ethnicity, with benchmarks
<i>Noel/Levitz Satisfaction Survey</i>	Faculty, Staff, Administrators	Online and Paper – all Employees	Fall 2006-2007, 2008, 2009	Satisfaction data segmented by employee type
<i>Online surveys – using “Vovici” Software</i>	Employees and Students	Total populations-voice of the customer	Various	Information on Benefits; Green Initiatives; Transportation; Training Needs; Communication; Department Performance
<i>Phone Survey</i>	District of SF Likely Voters	Stratified Random (N=400)	Summer 2007 Repeat Fall ‘09	Comparative data on college image for bond election
<i>Phone Market Survey</i>	District of SF Community	Stratified Random(N=500)	Summer 2007 Repeat fall ‘09	Programmatic interests for program planning
<i>AtD Study; SENSE follow-up; MetLife Study; MPR study</i>	Students, Employees, Undocumented Residents	Focus Groups	Various	Opinions on orientation; advising; programs; students; teaching; customer service; etc. for improvement strategies
<i>“Listen and Learn”</i>	School teachers, administrators and counselors	Focus groups, dinners, meetings	Various	Dual Credit information; program alignment information
<i>National/State census/survey</i>	City, County, State, college populations	Stratified random and total population	Term, Decade; Annual	Demographic and labor data; data on competitors provided by HED & NMICC (costs, enrollment; staffing, KPI’s)

### **3.2 a. (3) Managing Student Complaints**

The college policy on “Concerns and Complaints” relates to harassment, discrimination and violations of the college Codes of Conduct. It appears in the Student and Employee Handbooks in hard copy and online and specifies students’ and stakeholders’ rights regarding filing complaints on all issues under the purview of college administration. It specifies timelines within which students and stakeholders must receive responses and/or have the right to move to a higher level for satisfaction. Final arbitration of issues rests with the Vice President for Academic and Student Affairs, the Human Resource Office or in some cases a Hearing Board. Careful and confidential records are maintained on this process.

Other customer concerns are handled less systematically. A team is currently developing a web-based issue-tracking form that will track and route complaints campus-wide and permit analysis.

Voice of the Customer evaluations have become an element of the business process in several key offices on the campus including Cashier’s, Human Resources, and Enrollment Services. A goal of the VPFA as stated in the Strategic Plan is to deploy Voice of the Customer systems throughout the business processes of the college. Course evaluations create a “Voice of the Customer” for students in the classroom. At the end of each semester, deans and department chairs review these evaluations. Over the last four years, many offices have deployed one or more web-based customer satisfaction surveys of their stakeholders and users including: the Library; TRIO; OIT Help Desk; Tutoring Center; Testing Center; Safety and Security Office; Purchasing and Warehouse Services; Institutional Research; Financial Aid; Staff Senate; Career Center; Plant; Dreamkeepers Scholarship; and the Employee Development Day Committee, though none repeat annually.

### **3.2 b. (1) Determining Student and Stakeholder Engagement**

We use several measures to determine student engagement. We track fall to fall retention rates of first-time, full-time and part-time degree-seeking students, and Hispanic students in the same categories. We review data from four years of CCSSE surveys and two years of SENSE surveys. And last year’s Noel/Levitz Student Satisfaction inventory has yielded important results.

### **3.2 b. (2) Competitor Satisfaction**

We can compare our students’ satisfaction with that of other New Mexico Community Colleges by comparing retention rates at other institutions provided by NMICC. National benchmark data is also available on this measure.

### **3.2 b (3) Student and Stakeholder Dissatisfaction**

SFCC uses a number of sources to determine and track customer and stakeholder satisfaction, dissatisfaction and engagement. Enrollment and retention, disaggregated by gender and ethnicity, are primary indicators of student satisfaction and engagement. Detailed actionable information is also obtained through the additional surveys and follow-up focus groups noted in 3.2 a. (2) above. These sources allowed SFCC to identify where the college was performing below the norm, notably, in advising, orientation and student financial aid services. As a result, improving financial aid operations and improving the academic advising system became two strategies to address the Strategic Objective of “Meeting the Needs of Students” in the Strategic Plan. Improving the first year experience became the focus of a Title V grant application, and improving advising and orientation became one of our AQIP Action Plans.

Data on employees, including turnover rates, comparative salaries and overall satisfaction and engagement scores are tracked annually. The college has administered the Noel/Levitz College Employee Satisfaction Survey for three years, disaggregating employees by faculty, staff, and administrator status. From this data, we identify areas of most concern to employees.

Two recent surveys (2007) of likely voters and a representative sample of Santa Fe community members by a local polling firm shed significant light on overall community stakeholders’ satisfaction with the college including overwhelming support (88%) for a local bond issue to fund construction of college facilities. The questions posed compared our reputation to that of local competitors and provided information on current and future market interest in new programs and services. A repeat survey to test support for a new bond issue has just been completed.

### **3.2 c. Use of Student and Stakeholder Data**

#### **3.2 c. (1-4) Future Markets and Keeping Current**

We use information provided from the data sources above along with state and regional economic studies to plan strategic actions and to determine the direction new program development will take. For example, data provided by the 2007 survey of community interests coupled with a regional economic study (The Angelou Report) lead the way to new program offerings in the trades and health sciences. We review program activity of our potential competitors to avoid overlap or market saturation. However, since the NM HED requires that community colleges operate within their own GAR there is little direct competition.

## **4. Measurement, Analysis and Knowledge Management**

### **4.1 Measurement, Analysis, and Improvement of Organizational Performance**

#### **4.1 a. Performance Measurement**

##### **4.1 a. (1) Selecting, Collecting Aligning and Integrating Data Management**

We select, collect, align and integrate data for tracking daily operations and overall organizational performance through our relational database enterprise management system, SCT Banner. What we choose to track is based upon the information we need to ensure good customer service and efficient operation of the college. For example, on a weekly then daily basis at the start of a term, the Registrar's office provides key administrators with both counts and detailed data on headcount and student credit hours, the number of courses running, registrations per course, seats filled and vacant, faculty assigned etc., to aid in efficient management of the academic program and to allow for addition or cancellation of course offerings. Similarly, fiscal transactions, security reports, work orders completed, and IT operations are monitored on a daily basis. Enrollments, revenues and expenditures to budget and other auxiliary revenue reports are examined monthly by the Governing Board.

#### **Student Performance**

Student performance is monitored through student grades. Translated into success rates (percent receiving A,B,C, or P) by course and department they are calculated by term and annually. Department data is made available to deans and faculty and publicly on the SFCC website. Student learning outcomes are measured for every course, and approximately 40% of all college programs have assessment plans with student learning outcomes in place by program. We plan to have 100% of all assessment plans completed by 2011. In those programs with external statewide examinations, such as nursing and education, we are able to compare student performance with national and state norms. We also track overall student retention rates, graduation rates, and job placement rates as they compare to national norms, and those of New Mexico independent community college with segmentation by ethnicity and gender.

Course assessment data in programs such as the EMT Program and Nursing are closely tied to the performance of graduates in the field. Course content is adjusted every term based upon feedback from the medical service personnel who hire our graduates.

We provide information key to student success by analyzing student pass rates and course progression data, notably through developmental and gateway courses, segmented by ethnicity. This data, in conjunction with

studies of best practices and comparative data, has led to innovations such as linked courses, fast-track courses and other changes in developmental and gateway curricula.

#### **Operational Performance**

We are committed to developing systems that provide solid data-based decision making, but are at various stages of deployment, alignment, learning and integration of these efforts throughout the college. We have automated work order and purchase order tracking systems at the OIT Help Desk and in the Purchasing Department, Accounts Payable and Receivables, and with Banner Registration systems. All energy consumption is monitored weekly and processes are in place to reduce the college's carbon footprint as promised in the President's Climate Commitment; budget expenditure tracking is automated and printed monthly reports are also provided. A system for managing facilities' work orders is only in the development stage, however and a number of other processes are under development.

#### **KPI's**

Key organizational performance measures in the Balanced Scorecard were selected through discussion and review by senior leaders with the VP for Planning and Institutional Effectiveness and selected as those that best capture useful data, relate to the Strategic Objectives, are available or can be developed over time. Measures are either fall term, fiscal or academic year, and are reviewed in the spring and fall by both the senior leadership and the Governing Board and placed on the college website. Annual improvement targets are set for each measure by the President and her Cabinet. The data are used to support and guide organizational decision making on an ongoing basis. For example, the fact that full time degree-seeking enrollment was declining, even as headcounts were increasing lead the VPAS to ensure more careful advisement regarding full-time status. The fact that graduation rates although increasing, remained well below national norms and local competitors, lead to interventions with students in fall 2008 who had accumulated large numbers of credits and a process to continue this practice in future terms.

Below is an edited version of the Balanced Scorecard showing KPI's and their relationship to the Strategic Planning Objectives with indicators of whether or not the most recent data is meeting the annual target, above, below or far below target. The full version would also contain all measures' data for the last four years, the range of the targets and the percentage increase they represent. Space limitations and topic require data be shared elsewhere.

**Figure 4-1 Santa Fe Community College Balanced Scorecard - Key Organizational Performance Measures 2008-09**

STRATEGIC OBJECTIVE	MEASURE	ABOVE	AT TARGET	BELOW	FAR BELOW
<b>MEET THE NEEDS OF STUDENTS</b>					
<b>TOTAL ENROLLMENT</b>	SCH				
	Fall SCH	X			
<b>Total Degree Seeking</b>	SCH				
	Fall SCH	X			
<b>Total Non-Degree Seeking</b>	SCH				
	Fall SCH		X		
<b>DEGREE-SEEKING</b>					
<b>Full-Time</b>	Enrollment (Fall)	X			
<b>Full-Time</b>	First Time New Students (Fall)	X			
<b>Full-Time</b>	Retention Rate Fall To Spring	X			
<b>Full-Time</b>	Retention Rate Fall to Fall	X			
<b>Full-Time</b>	Graduation Rate (of class 3 years prior)	X			
<b>Full-Time</b>	Transfer Rate (of class 3 years prior)				
<b>DEGREE-SEEKING</b>					
<b>Part-Time</b>	Enrollment (Fall)	X			
<b>Part-Time</b>	First Time New Students (Fall)	X			
<b>Part-Time</b>	Retention Rate Fall To Spring	X			
<b>Part-Time</b>	Retention Rate Fall to Fall	X			
<b>Part-Time</b>	Graduation Rate (of class 3 years prior)				
<b>Part-Time</b>	Transfer Rate (of class 3 years prior)				
<b>TOTAL NEW DS STUDENTS</b>	Total First Time New Students (Fall)	X			
<b>TOTAL NEW NON DS STUDENTS</b>	Total First Time New Students (Fall)	X			
<b>TOTAL NEW STUDENTS</b>	Total First Time New Students (Fall)	X			
<b>CCSSE SUPPORT FOR LEARNERS SCR</b>					
<b>Full Time</b>					
<b>Part-Time</b>					
<b>DUAL CREDIT(included above)</b>	Enrollment (FY)	X			
	Student Credit Hours (FY)			X	
<b>CONTINUING EDUCATION</b>					
	Registrations (FY)	X			
	Unduplicated Enrollment (FY)	X			
<b>ONLINE ENROLLMENTS</b>					
	Registrations (FY)		X		
	Student Credit Hours (FY)		X		
<b>MEET CRITICAL WORKFORCE NEEDS</b>					
<b>Community Workforce Needs</b>	Contract Training Credit Enrollees (FY)		X		
	Contract Training Total Enrollees (FY)	X			
	Graduate Placement Rates	X			
	Graduate Placement Plus Cont. in Ed.	X			
<b>MEET THE NEEDS OF EMPLOYEES</b>					
<b>Employee Satisfaction</b>	Overall Satisfaction So Far (out of 5.0)			X	
	Workforce Engagement Score (out of 5.0)			X	
	Faculty Turnover Rate			X	
	Admin/Staff Employee Turnover Rate				
<b>Compensation/Benefits</b>	Avg Faculty Salary as % of Independent CC Avg.		X		
	Avg Faculty Salary Rank among Independent CC		X		
	# Using EEBs for Staff Training (Unduplicated)				
<b>ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT</b>					
<b>Fiscal Accountability</b>	% of Fund Balance to I&G Expenditure	X			
	% I&G Revenues Expended on Inst. & Acad. Sup			X	
	% of I&G Exp. Relative to Revenues	X			
	% of Budget expended on Salaries and Wages		X		

STRATEGIC OBJECTIVE	MEASURE	ABOVE	AT TARGET	BELOW	FAR BELOW
	Number of Audit Comments		X		
<b>External Accountability</b>	% of Programs w/Defined Program Outcomes				
<b>Program Accountability</b>	% of Programs w/Assessment Plans including Outcomes In Place				
	% of Programs using Assessment Data to Guide Curriculum Decisions				
	% of Gen Ed Transfer Courses Assessing HED Gen Ed Competencies				
	% of All Courses Assessing Com. Student Learning Outcomes				
STRATEGIC OBJECTIVE	MEASURE	ABOVE	AT TARGET	BELOW	FAR BELOW
<b>REVITALIZE CURRICULUM/BEST PRACTICES</b>					
<b>Best Practices</b>	% of Section offered by PT Faculty (Fall)			X	
	% of SCH's Taught by PT Faculty (Fall)			X	
<b>Volunteerism</b>	# of hours students give in volunteer service				
<b>Student Satisfaction</b>	Mean Stus. Satis. Score on 7.0 Scale				
<b>Student Satisfaction</b>	Mean Re-enroll Score on 7.0 Scale				
<b>COMMIT TO DIVERSITY</b>					
<b>Equitable Representation:</b>	<b>Less than 1.0 = Not Parity (Fall Semesters)</b>				
<b>of Hispanic Students</b>	Ratio of Hispanic Stus to Hispanics in SF Cnty			X	
<b>of Native American Students</b>	Ratio of Nat. Amer. Stus to NA in SF Cnty		X		
<b>of DS Hispanic Students</b>	Ratio of DS Hisp Stus to Hisp in SF Cnty		X		
<b>of DS Nat. Am Students</b>	Ratio of DS Nat. Amer. Stus to NA in SF Cnty	X			
<b>of Hispanic Grads</b>	Ratio of Hispanic Grads to Hisp in SF Cnty			X	
<b>of Native American Grads</b>	Ratio of Nat Am Grads to Nat Am in SF Cnty		X		
<b>of Hispanic Employees</b>	Ratio of Hisp FT Emplys to Hisp in SF Cnty ex fac		X		
<b>of Native Amer. Employees</b>	Ratio of Nat Am FT Employees to NA in SF Cnty	X			
<b>of Hispanic Faculty</b>	Ratio of Hisp FT Faculty to Hisp in SF Cnty			X	
<b>of Hispanic Faculty</b>	Ratio of Hisp FT Admin to Hisp in SF Cnty			X	
<b>REDESIGN/IMPROVE SYSTEMS &amp; STRENGTHEN INFRASTRUCTURE</b>					
<b>Voice of the Customer Systems</b>	Customer Satisfaction by Key Process				
<b>Facilities Invest. &amp; Re-allocation</b>	Facility Condition Index	X			

**NOTES AND ACRONYM LEGEND:**

SCH = Student Credit Hours

Retention = Percent of First Time Students Registered for subsequent term

Transfer Rate = Percent of students known to have transferred in-state to a public institution (no other data currently available)

NA = Not Available or Not Applicable

DS = Degree Seeking

On Line Enrollments = Does not include Hybrid or Computer Assisted Courses

Grad. Placement Rates - Provided by HED from matches of graduates with DOL Unemployment. Contrib. Data

Workforce Engagement Score: See definition page 34, section 7.4 a. (1).

Faculty and Staff Turnover Rates - Provided by Human Resources Office

Indep CC Avg - Independent Community College Average supplied by NMICC

EEB - Employee Educational Benefit

I&G Expenditure - Instructional and General Expenditure

HED Gen Ed Competency - Higher Education Department General Education Competency

#### **4.1 a. (2) Use of Comparative Data**

We select comparative data based on one of two sets of criteria. Those institutions that fall under the same category in New Mexico (i.e. independent community colleges) face the same challenges and have formed an association (NMICC) that provides a great deal of comparative data on what are, in some cases our competitors. Those institutions of similar size and budget in our region that create a peer group to which we compare ourselves using IPEDS data available through the National Center for Education Statistics, the NMICC or the NM HED. Still other comparative data that provides innovative spark often comes from national best practices described at conferences and in publications from the League for Innovation or Achieving the Dream, both of which we do or have participated in.

#### **4.1 a. (3) Keeping Current**

We keep our measurement systems current by integrating suggestions for new measures from the Governing Board and President's Cabinet and by including performance measures required by external agencies. When the issue of differently-abled student services recently became a focus of the Governing Board, they requested that we now develop and deploy a performance measure for this population. Similarly, new state performance measures are being discussed relating to developmental education. If they are required, we may include them in our own KPI's.

#### **4.1 b. Performance Analysis and Review**

We review overall organizational performance and capabilities by reviewing semi-annually both progress on the Balanced Scorecard and all Strategies related to the Strategic Plan. We compare our performance with our competitors and benchmark peers on statewide Performance Indicators annually and with a benchmark peer set provided by the NCES IPEDS Data Feedback Report.

We analyze this data to ensure that we stand at or above our competitors on most measures or understand why we do not, if we do not. We use the data on comparative measures to set targets for the Balanced Scorecard.

#### **4.1. c. Performance Improvement**

We translate organization performance review findings into college priorities for improvement through the process of establishing new strategies and action plans based upon this data. Both the data and development of these strategies and action plans are communicated to faculty and staff through Convocations at the start of each term and through written monthly presidential updates.

#### **4.2. Management of Information, Knowledge, and Information Technology**

In 2005, the college moved to the SCT Banner Enterprise Resource System to integrate data systems throughout the college. Completion of the conversion occurred over three years with third party systems feeding in data on placement testing, bookstore sales; Fitness Center usage, etc. The college has invested over \$2.9M in hardware, and software to upgrade its information management over the last five years, to train current and new staff members in use of the new system, to create secure systems that are increasingly user-friendly and to continually innovate to introduce new and better information solutions to students, partners and collaborators. Over this same period the college brought in consultants from SUN Microsystems to do a complete business process review

As a result, the college has moved to a nearly total online course registration system, a web-based portal for student and faculty access, expansion of online courses offerings, and software that provides online access to forms, etc. To complete the conversion the college has contracted with an outside vendor (SIG) to manage SCT Banner and to document and streamline processes.

#### **4.2 a. (1) Data, Information, Knowledge and Information Technology**

The Banner system contains the college's academic, financial and human resource data. Besides staff training and clear instructions, we ensure accuracy of data through a process of checks and balances that includes validation tables, daily audit lists, spot audits, visual reviews, and additional software such as Clean Address (scheduled for installation this fall). We ensure integrity and reliability of data through a number of audit processes, consistency of training, and production of review reports. We ensure timeliness of data production through development of calendar guidelines and review of data request priorities. We ensure security and confidentiality of data by using security processes: we replaced social security numbers with a college identification number; students and staff set their own passwords; security levels are set within the system based upon "need-to-know"; and we established a process for requesting accounts that includes security levels. Finally, along with training in FERPA, staff requests for most raw data must go through one or two key staff members who release data only if FERPA regulations are being followed.

#### **4.2 a. (2) Making Data Accessible**

A wide variety of information is produced for departments by OIT through Banner in the form of regular data reports or modules that can be run at will by users themselves. An important aspect of current use of programming best practices includes the rewriting and

deploying of replacement programs so that end users can run reports at will. Current reports include:

**Figure 4-2 Regular Reports Produced by Banner**

System	Daily	Weekly	Monthly	Term or Qtr	At Will
Student	9	2		2	51
Payroll/HR		3	2	2	15
Finance	1				19

Students, faculty, and staff can access the Banner system directly on line to obtain information about their own accounts, grades, and personal data. They can register, pay bills, and interact directly with the college through the portal. Special requests for data can be made to the Office of Planning and Institutional Effectiveness by completing a Data Request Form, available on the Web and through the portal. Through the use of Hyperion software IR staff access Banner “Views” prepared by SIG consultants to allow staff to assemble special reports and perform analyses. Information is also shared by means of special annual reports and newsletters to the faculty, Governing Board and staff and via posters on the campus.

**4.2 a. (3) Managing Organizational Knowledge**

Traditionally, transfer of workforce knowledge had been word-of-mouth training with a few manuals and handbooks. Efforts over the last four years have shifted increasing amounts of knowledge transfer to written documentation and consistent training programs. Current projects in IT are documenting existing report processes and routines so they are no longer dependent on individual programmers.

We share best practices through e-mail and copies of journal articles and news items from department to department and by attending regional and national conferences when budgets permit. When undertaking strategic planning, the Office of Planning and Institutional Effectiveness prepares relevant information for those engaged in the process including local demographic information, environmental and economic scans, enrollment histories and comparative data, population projections to provide the necessary backdrop for discussions. Data and information is displayed in tables and graphs in PowerPoint or on the walls where meetings are held.

**4.2 b. Management of Information Resources and Technology**

**4.2 b. (1) Reliable, Secure and User-Friendly**

We ensure that hardware and software are reliable, secure and user-friendly, by staffing an OIT Help Desk with 3 full time and 5 part time staff and 2.5 network technicians

as well as staffing 28 computer labs (2 of them are open labs) for student use with student assistants who are present 8am to 10 pm in an all-campus Wi-Fi environment. The Help Desk assists faculty and staff by phone and with technicians in person using a sophisticated quality work-order and follow-up system. OIT employs a hardware replacement calendar to ensure that new technologies are in place throughout the college on a rotating basis and offers training in new software as it comes on line. We employ sophisticated firewalls, spam filters, and antivirus software with automatic updates and OIT sends out “all-user” warnings if any virus should slip through.

**4.2 b. (2) Continued Availability**

The current data system backs up college data hourly to servers off campus with “hot backups” several times daily. OIT has completed a failover system at an offsite location in Albuquerque, so that, in the event of an emergency, we can switch to (or failover to) a system that is identical to our Production system, including Banner and JACK. The site includes all necessary equipment (e.g. check production and copying) to continue to operate essential services. .

**4.2 b. (3) Keeping Current**

Two key college committees ensure that we keep our software and hardware systems current with educational service needs and directions. The Technology Advisory Committee, a standing committee of the college meets bi-weekly, reports to the President, and is composed of staff, faculty and deans from every major department that relies on technology as part of its program, as well as OIT staff, The TAC has as its charge reviewing, prioritizing and approving expenditures of budget on hardware and software for academic and non-academic technologies. The Banner Users Group, a second standing committee of the college composed of representatives from all major Banner user areas of the college and OIT and Banner staff, meets monthly, reviews all planned upgrades of existing non-academic software, their timing and effect on ongoing processes, recommends training programs and seeks to resolve user issues. Between these two groups, communication about service needs and technological changes in the operating environment that might or need to occur is assured. Minutes of these meetings are posted on JACK and made available to interested parties.

**5. WORKFORCE ENGAGEMENT**

**5.1 a. (1) Determining Key Factors in Engagement**

We determine the key factors that affect workforce engagement by conducting “listen and learn” exercises with key segments of the workforce, by analyzing responses by segment to the College Employee Satisfaction Survey, by observing employee behavior and reactions in the form of attendance and participation at

volunteer and social activities and by reviewing evaluations of training and team building programs. "Listen and Learn" efforts include focus groups of staff to review and redesign the PLA and to react to student services for students; monthly Governing Board reviews of Faculty Senate and Staff Senate minutes; monthly "Conversations with the President;" and all-college meetings on important issues. The Noel/Levitz College Employee Satisfaction Survey administered to college employees annually since 2006 provides detailed data on both engagement and satisfaction issues segmented by faculty, staff and administrators. Levels of participation in voluntary social and work activities on campus offer good indicators of how willing employees are to engage in cooperative activities that go beyond required effort.

### **5.1 a. (2) Fostering Engagement**

We foster a culture of open communication, high performance work and an engaged workforce by deploying a variety of communication mechanisms that encourage frank conversation and input from employees on important issues, by responding positively and creatively to employee conditions of employment with innovative solutions; and by recognizing and rewarding high performers in a number of ways.

As noted above, along with open public monthly Governing Board meetings, the President holds monthly "Conversations with the President" to which all employees are invited, and calls ad-hoc all-college meetings whenever issues of importance arise, the results of all three of which are posted on our internal website. These are in addition to the monthly Governance Council meetings; monthly Extended Cabinet meetings; weekly Cabinet meetings; and minutes of all committees being posted on JACK. Employee surveys and daily JACK announcements go to all college employees about college happenings, the publication of governing groups' minutes are posted on JACK and their minutes go to the Governing Board. In addition to the overall satisfaction survey, employees have been surveyed the past year alone about "green" issues, transportation to and from campus; food on campus; how well campus communication is working, and their preferences for professional development and training.

Diversity is both a hallmark of the college and a strategic priority. Although we still seek to meet the diversity of our surrounding community, the fact that over 16% of our faculty and administrators are Hispanic and 50% of our other employees are Hispanic brings diversity to every level of employee conversation. In addition, the President has established a President's Diversity Advisory Committee to ensure that diverse opinions and perspectives are always in her sights and has included the

recommendations of that committee as strategies within the Strategic Plan.

### **5.1 a. (3) Workforce Performance Management System**

The college does not give merit pay, but does encourage high performance and workforce engagement through competitive salaries and strong benefit packages for both faculty and staff that include education, insurance and retirement benefits that are superior to area employers and highly competitive with community colleges in the state. Recognition and reward also come in the form of praise from supervisors and peers and indirect rewards. We have encouraged peer-to-peer acknowledgement of workforce engagement through activities such as the monthly "pass it forward" by which staff members recognize fellow workers for their hard work and the annual employee of the year award. Employees, both faculty and staff, who have gone above and beyond in their work, or who have received external awards, are also acknowledged by the President at the monthly public Board meetings, in monthly written updates that go out to the campus, and in the college's quarterly newsletter.

Several years ago faculty and staff brought concerns to senior leaders related to compensation and recognition. In 2006, the president decided to focus first on a process that addressed faculty issues. Working with a faculty committee, we designed a faculty compensation system that rewarded faculty for both continued employment and attainment of additional degrees. Once deployed, certain flaws in the system were identified that created inequities with new hires. Using the plan-do-check-act process we adjusted the system and re-deployed a revised system now in effect for all regular faculty. A similar but not identical system was then developed and deployed for adjunct faculty that gives credit for both degrees and continued employment with the college (engagement). Following creation of the corrected step system, faculty requested some form of advancement in rank. Working with a different faculty committee, the VPASA developed a rank process that moves faculty through from assistant to full professor based upon teaching excellence and commitment to the college.

Similar issues have been raised by staff. Severe salary inequities were addressed first, and over 60 salary upgrades to align positions with market values were completed. We then completed a re-evaluation and reclassification of jobs from 70 job types to 8 in preparation of realignment of salaries there as well. Finally, the college honors nominees from throughout the college for regular and adjunct Faculty Member of the Year and full and part-time Employee of The Year and selects one of each to be honored at an annual luncheon. Over 30 nominees are named by fellow employees

annually and selected by HR and outgoing honorees. These processes are all strategies that align with the goals under the third Strategic Priority: Meeting the Needs of Employees.

The Vice President for Business and Finance used the PDAC process to design the PLA system to enhance employee engagement and focus on students and stakeholders by requiring that each employee link his/her work performance to the Strategic Plan objectives and action plans that are aligned with these objectives. The prior year's accomplishments and the next year's goals must be both consistent with the individual's job description and related to the college's Strategic Plan using SMART Goals. Student course evaluations, reviewed by both the faculty member and the member's department chair and in-class peer reviews focus on the student experience.

## **5.1 b. Workforce and Leader Development**

### **5.1 b. (1) Important Factors**

Learning and development at SFCC take a number of forms and vary by segment of the workforce, notably between faculty and professional staff. College-wide faculty development events occur semi-annually and are planned by a faculty development committee, funded by the college and cover topics of interest and concern of a pedagogical nature that serve to increase faculty teaching expertise or support team building. On-campus training of faculty in course and program assessment supports organizational performance and improvement. Individual faculty development occurs through attendance at professional conferences and workshops. By sending faculty to state meetings of developmental studies faculty, offering on-site workshops on teaching the adult learner, or sending faculty to conferences on sustainable curriculum development we address core competencies and strategic challenges. College staff are offered training through a number of venues including the SFCC Leadership Academy, Staff Development Days, training workshops, NIMS training for emergency preparedness and attendance at regional and national conferences. Attendance at Annual CCSSE, SENSE, and AtD Institutes, as well as Quality New Mexico and AQIP training seminars not only has helped in the accomplishment of action plans related to academic advising and scheduling, but in organizational performance and innovation as well. Over 60 staff members from vice-presidents to maintenance supervisors have participated in the Leadership Academy which offers 14 day long programs that each focus on topics such as strategic planning, project management, organizational accountability, quality training and other management issues, all key to accomplishment of the college's action plans. In spring 2009, the president appointed a Training and Professional Development Task

Force to assess campus training needs through a detailed campus survey and to develop a comprehensive training program and calendar for the college. Also in spring 2009, the college joined Quality Matters (QM) a faculty centered peer review process designed to certify the quality of online courses and online components with a significant training component for online faculty.

### **5.1 b. (2) Transferring Knowledge and New Knowledge**

Given the complexity of the college's workforce expertise, its learning and development system is, by necessity distributive. Many learning and development needs of the workforce are determined by the introduction of new technologies, new policies or new procedures being introduced to the campus. Others are called for by the introduction of action plans or strategies to improve systems. In both cases, affected segments of the workforce are either offered, or required (depending upon the circumstance) training and development opportunities relevant to the innovations. So, for example, when distance learning was introduced to the campus, faculty were offered incentives to learn to offer online courses, whereas when Banner was purchased as our new ERT, all staff in affected offices were required to participate in relevant training.

Last spring we administered a comprehensive professional development and training survey (noted above) to all members of the faculty, administration and staff to identify by segment and in detail the training needs, preferred learning styles, and barriers to training faced by the workforce. This information is being used to improve the existing learning and development system.

Transfer of knowledge from departing or retiring workers is usually accomplished by overlapping incoming and outgoing staff members' time on the job for from two weeks to one month so that incumbents can learn the job first hand. Reinforcement of new knowledge and skills on the job is accomplished most often through repetition or refresher classes. Training in quality principles is one area of training that is being offered to all levels of the college. Offered in the form of a semester's monthly "Breakfasts" and "Teas", in Convocation presentations, on Staff Development days, to Senior Staff and to the AQIP Steering Committee, Category Champions, and college senior staff, and in special programs, quality training efforts are an ongoing part of the college's efforts to instill both AQIP and Baldrige principals in all employees. Most training efforts that occur on the campus include evaluation components.

### **5.1 b. (4) Career Progression**

Career progression presents a particular challenge in many areas of the college where departments consist of

only one or two staff members. Several steps have been taken to improve opportunities. For example, all position openings on the campus are posted first only on campus to provide internal candidates the opportunity to apply. The aforementioned Leadership Academy was established in 2006 to help employees improve their supervisory skills. The succession planning that can occur does so through senior leader discussion and informal mentorship. Since Board members are elected and the president is hired by the Board and senior leaders serve at the pleasure of the president, true succession planning is not really possible.

We ensure that faculty and staff are appropriately certified and/or licensed by requiring that they provide official transcripts from all institutions attended and all required licensures, prior to hiring. Members of the HR department then conduct audits of these transcripts to ensure they are legitimate.

### **5.1 c. (1) Assessing Workforce Engagement**

We assess workforce engagement and satisfaction using surveys, examining employee turnover rates and their use of training opportunities; listening to direct feedback from faculty and staff representatives on governance groups; and observing participation in campus social and voluntary events. Because adjunct faculty are least likely to be engaged in the day to day activities of the college, we look to focus group activities conducted at contract signing events to gain a sense of their satisfaction as well as comparative data available through recent state level satisfaction surveys.

### **5.1 c. (2) Relating Engagement to Results**

Several workforce engagement measures are included in the Balanced Scorecard and directly relate to Strategic Objective Three: Meet the Needs of Employees. They include: the overall satisfaction rate of employees; the workforce engagement score that combines the responses of employees to several key questions on the College Employee Satisfaction Survey; and faculty and staff turnover rates.

## **5.2 Workforce Environment.**

### **5.2 a. (1) Assessing Workforce Capability and Capacity Needs**

We base workforce capability on job descriptions and related educational and experience requirements. We identify every position on the campus in a budget and link it to the position classification system in HR based upon the level of training and experience required of its incumbent. We regularly review staffing levels in non-academic areas and compare them with peer institutions using IPEDS, or HED data as available. Faculty position requirements are established by deans and department heads and must be met upon hiring or within a specified

period of time following hiring. At hiring we require official academic credentials and keep them on file. We base academic staffing needs (capacity) on student enrollments and flexibly maintain them through the use of adjunct faculty. Near the start of each term, college deans meet with the VPASA to determine if course sections will be added or cut based on a series of decision points including enrollment figures, courses needed for graduating students and available resources.

### **5.2 a. (2) Recruiting, Hiring, Placing and Retaining**

Depending upon position and likely availability of qualified applicants, recruitment may be local, statewide or national. Interview, selection and hiring procedures are carefully defined and followed. We require all hiring authorities to attend regular training to ensure that equal opportunity guidelines are adhered to. All new full-time hires in a given month receive a three-day orientation to the college. Faculty receive additional orientation to their division and department.

In an effort to ensure that the entire SFCC workforce represents the diversity of our students and the community, we developed a process to identify areas where scarce resources should be directed to increase the pool of diverse candidates. We reviewed all college divisions and academic departments and non-academic departments as of fall 2008 relative to the gender and ethnicity of their employees, segmented by administrator, faculty, professional staff, and non-professional staff and compared them to the makeup of Santa Fe County. In the case of academic areas, we also examined majors in the department and course takers. The President's Cabinet reviewed this data and identified divisions and departments where significant gaps existed. When positions become available in these "gap" areas, HR must take additional steps to increase the pool of eligible minority candidates for example by advertising in additional selected minority journals. This data review will occur every two years.

### **5.2 a. (3) Managing and Organizing the Workforce**

SFCC has a fairly traditional organizational structure with some key exceptions (Organizational Chart, pg. v) By linking student support services with academic affairs we ensure greater focus on the whole student and student success. This has given rise to action plans that relate to scheduling and academic advising. A recent innovative re-organization placed Developmental Studies in the same division with its gateway departments (English and mathematics) greatly increasing their communication and the likely subsequent student success of under-prepared students. We are able to capitalize on the college's core competencies because they are at the heart of our academic offerings and relate directly to the needs of the local labor market. But what makes us able to exceed

expectations is senior leadership's focus on meeting the goals of the Strategic Plan, insistence that action plans link to that plan, continual review and measurement, and consistent communication regarding AQIP processes.

#### **5.2 a. (4) Preparing for Changes in Capability and Capacity**

As recent economic downturns have presented the very real prospect of the necessity for changing capability and capacity needs at the college, senior leadership has kept the entire workforce prepared for possible changes with regular and honest communications about the college's financial status, local and state funding issues, all likely scenarios, and what options we have available to us. We have used written communications, e-mail updates from the president, all-college meetings and regularly scheduled "Conversations with the President" to cover these topics. We have asked faculty and staff to suggest cost-cutting measures and they have suggested, if necessary, all-college furloughs to prevent workforce reductions. To reduce the chance of workforce reductions, the college introduced an early-retirement incentive program. Because the college utilizes adjunct faculty to a high degree, reductions in low-enrolled courses are being used to control some costs without affecting full time employees. Institution of a "soft freeze" on open positions, moving to a "hard freeze," continuing early retirement incentives, and instituting significant energy saving measures are all part of existing plans to minimize workforce reductions.

### **5.2b Workforce Climate**

#### **5.2 b. (1) Addressing Workplace Environmental Factors – Improving Health Safety and Security**

Workforce health, safety and security are important issues at the college. Along with generous options for medical, dental, vision, life and disability insurance that are reviewed and selected by an employee committee and partially paid for by the college, we offer both specialized and non-specialized training related to workforce health and safety. Training ranges from ergonomic use of computers for faculty and clerical staff to proper use of cleaning materials for maintenance workers. In addition, every staff member has the right to utilize 90 minutes during the work week for a "wellness activity" at the Fitness Center. We require those faculty and staff working in labs and studios using chemicals, hazardous materials, or exposed to blood borne pathogens to maintain Material Data Safety Sheets and follow posted policies and we provide them with ear, eye, and skin protection as warranted.

The most frequently monitored performance measures for health and safety are Workman's Compensation claims and numbers of EEBs used for training (Employee course taking).

Safety and security are taken very seriously as well. The college has its own trained 24-hour security force, emergency blue-phone system; text alert system; regular fire drills; a confidential committee that reviews student incidents for intervention; regular training for all staff and faculty; and a well-developed Emergency Management Plan with NIMS trained administrators and a continuously training CERT team. Reporting on its 2008 Data Verification Audit which included a security review, the NM HED stated that SFCC's security system should be considered a model for all state institutions of higher education. We comply with the Cleary Act by reporting and updating all crime reports and making them available to the public.

#### **5.2 b. (2) Supportive Policies, Services and Benefits**

SFCC offers significant additional benefits to its employees. Along with the insurances and "wellness activity" benefit noted above and retirement plans for all full-time employees, the college offers tuition reimbursement up to 5 credits a semester for full-time employees and their dependents; and up to 90 minutes a month for volunteer activities. With a fitness center on campus, employees can take advantage of fitness classes every term. Staff can enroll in both credit and non-credit courses that range from English as a Second Language and GED programs to art classes and computer programming. An on-campus child care center provides the opportunity for on-campus day care for staff with young children. All faculty and staff can avail themselves of cultural opportunities that include free lectures, film festivals, art shows, galleries, and performances. Salary structures differ for faculty, administrators, staff, and hourly employees and are tailored to their work schedules, as are policies and certain benefits. Adjunct faculty have prorated benefits in some areas. A set of policies dealing with workforce issues is reviewed and updated regularly and published in an Employee Handbook available online and in hard-copy formats. The Handbook outlines policies that cover most, if not all, areas of employee relations and was developed in conjunction with governance groups and the college attorney.

### **6 Process Management**

#### **6.1 a. Work System Design**

##### **6.1.a. (1) Design and Innovation of Work Systems**

We design and innovate our overall work systems using internal expertise where available, data analyses that include market and performance outcomes, and external expertise in the form of best practices and consultants. We utilize existing governance structures where feasible to do so, and create ad hoc task forces and work groups when not. Combinations of these methods have been employed most recently to redesign the student matriculation system, the information management system, the program

review system, our course delivery system (both scheduling and advising) and the emergency management system. In doing so, processes determined to remain internal to the organization have been 1) those central to the mission of the college and its core competencies; 2) those whose performance are critical to maintenance of accreditation or continuance of operation and 3) those for whom internal performance is more efficient or effective, based upon workforce capacity and capability. For example, the initial approach to bringing up the new ERT system was to train internal personnel to do so using the Banner trainers. Over time, and following a process review by external consultants, the decision was made to outsource management of the Banner system, but retain the rest of the Information Technology staffing and processes (network; students labs, web, portal, etc.) in-house.

#### **6.1 a. (2) Key Work Processes and Core Competencies**

Our core competencies: partnering for hands on experiential education in health sciences, the arts, trades and green programs; strength in developmental education: and the faculty and student services that support these programs, are made possible by our work systems and key work processes and are designed and redesigned using the same methods described above. Our key work processes support and underpin these core competencies which are, in fact, essential to the central mission of the college. Redesign and innovation of certain of our work processes has been integral to the success of our core competencies. The ability to reach out to new student populations with new technologies and new course delivery systems has often ensured the future success of core competencies. For example, expansion of the nursing program had been hampered by the availability of clinical training sites. Our decision to seek and obtain funding for a SIM-Man and a SIM Baby allowed us to replace certain clinical experiences with simulations that meet the same training needs, and allowed expansion of class sizes. Similarly, the decision to outsource management of the Banner system was a decision based on a lack of reliable internal capability and capacity to support the system.

#### **6.1 b. (1) Key Work Processes**

The college's key matriculation and learning system work processes include:

- Course and program design, delivery and assessment processes;
- Student enrollment management: recruitment, enrollment, assessment, advisement, registration, graduation processes;
- Student support service design, delivery and assessment processes;
- Hiring, development and retention of qualified and diverse faculty and staff processes;
- Student-related financial service processes.

Its key institutional support work systems' processes include:

- Information systems management and technology acquisition
- Emergency management processes
- Budgeting/Finance/Accounting processes
- Facilities management processes
- Other human resource processes
- Fundraising and development
- Sustainability/carbon footprint reduction
- Media relations/public policy development

Each of these key work processes contribute to delivering student and stakeholder value, student learning and success, financial return, organizational success and/or sustainability in critical ways.

While the graduate may be the ultimate product delivered to stakeholders in the community, the academic program is the product delivered to the student customer. We design and redesign courses and programs and their delivery formats based upon assessment of student learning and the efficiency and effectiveness of program delivery in a continual process rooted in the Program Review Process and course approval system. We use data in these sub-processes on students success rates, student retention rates, job placement, faculty and courses to evaluate student learning and success, and financial return related to every program on a three-year rotating basis. The Program Review process itself has been designed and redesigned to better meet the needs of administrators as they evaluate program effectiveness.

#### **6.1 b. (2) Key Work Process Requirements**

Key work process requirements are often determined in response to external stakeholders' expectations, standards, or procedures. Input from our customers, regulators, accreditors, and legislative bodies (often in the form of regulations) determines cycle times for our activities and processes - from length of courses, to hiring processes, to schedule publication, to release of grades. Accreditation requirements and timelines often dictate curriculum development, learning outcomes and assessment mechanisms. Add to those requirements the college's need for agility and responsiveness to student and community needs.

To anticipate and prepare for the differences in student learning capabilities, rates, and styles, we have developed a placement testing system and require placement testing in math, English and reading of all degree-seeking students. We then offer a wide array of preparatory programs under the Developmental Education program,

and Adult Basic Education Program as well as special services for differently-abled students. On the other side of the spectrum we offer an honor society, cooperative education, practica, internships and service learning to expand student exposure to employers and job opportunities. To address the needs of adult and working students we offer online coursework and evening and weekend courses. And to help high school students move toward college more effectively we offer an extensive dual credit program that provides both high school and college credit for the same course. In addition all students have access to a wide array of support services to address their individual tutoring, career, counseling, and advising needs.

One of the most effective ways that we have used information on student segments to help design key work processes to engage all students in active learning has been through the analysis of data provided through the CCSSE Survey of Student Engagement. Specifically designed to provide the college with information on the level of student engagement of its students and segmented by full and part-time status compared to national benchmarks and state data on community colleges, the survey was extensively studied by a team of faculty in 2006 and 2007. As a result, faculty learned to more clearly identify to students what element of the learning process they were experiencing.

#### **6.1 c. Workplace Preparedness**

The college ensures its work system and workplace preparedness for emergencies through centralization of emergency preparedness work, development of an emergency management plan, appropriate staff training, and appropriate policies and drills.

One administrator under the Vice President for Finance and Administration has responsibility for oversight of all emergency preparedness planning. We take an all-hazards approach to emergency/disaster preparedness in developing our emergency preparedness plan. Developed in concert with FEMA and the Santa Fe County Emergency Management Office, the plan uses the Incident Command System following Presidential Directive 5, enabling the college to function in a unified command system. The completed plan has been distributed in printed form to all departments and rests in digital form on the college's web portal.

Following development of the plan, we trained key administrative staff in the National Incident Command System (NIMS) and the Incident Command System (ICS) to ensure that they are prepared to respond if/when an incident occurs. We then trained 20 volunteers throughout the campus known as the CERT (Campus Emergency Response Team) to assist with evacuations, first aid/CPR,

triage, and light search and rescue and equipped them with radios, pagers and cell phones. The Emergency Preparedness Officer has conducted table-top training drills in "lock down" procedures for active shooters in all departments on campus; has developed a full training calendar for CERT team members and others, and has conducted a full campus evacuation drill using CERT team members. Existing policies regarding campus closures and a "Notify All" text messaging system are in place to alert campus students and employees of appropriate steps to take in the event of any emergency.

The disaster and emergency preparedness system includes prevention by means of an Incident Review Committee composed of key staff who meet on a weekly basis to identify potential issues and persons of concern in a confidential manner. The CERT team also operates in a risk management capacity, identifying and documenting safety concerns. The most recent emergency preparedness activity included developing a pandemic Preparedness Plan with both preventative activity and "what if" scenarios and communications.

Continuity of operations during an emergency or disaster that leaves the campus inaccessible is ensured through the college's "hot site," as described under 4.2 b. (2). Additional planning is underway to develop the parameters for both minimal on-campus service delivery, and NIMS-style teams for post-disaster recovery. A business impact analysis has been completed, and a bridge phone established for senior staff.

Annual review and updating of the Emergency Management Plan is part of the process.

#### **6.2 Work Processes**

##### **6.2 a. Work Process Design**

In the past we designed, managed, and improved key organization work processes largely in reaction to growth, changes in external regulations, or community or market demands. As a result, many institutional processes were multilayered, department-centered and inefficient. In the last two years the college has adopted a new approach to redesigning its processes from a proactive position with the customer/student as the focus.

Finance and Administration departments have deployed a customer-focused process mapping approach and two key processes in Academic and Student Affairs, advising and scheduling, are being redesigned from a student perspective as part of AQIP Action Plans.

We are using a PLAN-DO-CHECK-ACT (PDCA) process to design and innovate in a number of work processes throughout the college. Redesign and improvement in the student matriculation system has

moved through several cycles first to move to a “one-stop-shop,” then to incorporate new online registration technology, then to improve cycle time for customers waiting in line, and now as we incorporate a new advising system as part of the advising action plan.

Key processes that have already been redesigned using this approach include the Personnel Evaluation System which is now the Personal Accountability System linked to the Strategic Plan, the Academic Program Assessment Process and the Academic Program Review Process all of which have undergone more than one iteration based upon development of a prototype that was modified after an initial test and use of feedback to modify the original process designs.

We design and innovate our key work processes within our accrediting, regulatory and legislative frameworks using the creativity of faculty and staff, results of “best practices” comparative and customer/consumer data, usually in collaborative work groups with a PDCA process. So, for example, in their ideal form programs and course delivery work systems are designed through a process that includes faculty development of the program/course sequencing and syllabi; review and approval by the college Curriculum Committee and the VP for Academic and Student Affairs based on both content and market need; CIP assignment by the NM HED; course budgeting, marketing, scheduling, and staffing; and course and program learning assessment and a Program Review process every three years. Learning assessment gauges the degree of student value and effectiveness of the courses and programs. Program Review uses data on the productivity of the program, its related costs, numbers and rates of graduates and persisters, employment of graduates, faculty makeup and qualifications, and assessments of student learning. Recent improvement in the program review process itself now has these results being reviewed by college deans with recommendations for continuation, innovations, or program terminations. All departments have completed course assessment plans, but only approximately 40% of all programs have completed their program assessment plans, and the Program Review process in its current form is in its first cycle this fall, with one third of all programs under this new form of review. Each cycle has produced learning leading to improvements in this process.

Recently the college initiated efforts to purchase “inProcess” software to assist in the effort of mapping all key processes and linking all related documents to understand where improvements can be made in efficiency and effectiveness.

A significant effort is also underway to reduce cycle time for student completions. Analysis of student graduation

data and the schedule itself revealed that courses are not sequenced properly in many programs to allow students to finish in a timely fashion. We are focusing on developing a scheduling process that will avoid blocking students from taking needed courses and that offers courses in proper sequence and frequently enough to improve graduation rates.

## **6.2 b. Work Process Management**

### **6.2 b. (1) Implementing and Managing Work Processes**

Implementation and management of work processes in the academic area follows policies and procedures spelled out in the college catalog, considered the key contractual agreement between student and institution. Key performance in-process measures vary greatly between the academic and non-academic areas and include productivity measures such as the number of courses offered, the percent of classes filled, the average class size, the number of faculty on overload; the cost of energy and percent of budget being expended on energy to Workman’s Compensation claims and staff turnover during a given period. They can also include student and staff responses to surveys as noted earlier, and course evaluations. For academic programs some key performance measures used for control and improvement include the number of majors, student credit hours generated, and student FTE per Faculty FTE as well as number of graduates by ethnicity and gender. For programs that are “support” in nature (developmental education, for example) success rates and percent of students moving on to and succeeding in gateway courses are examined.

### **6.2b. (2) Preventing Variability**

We minimize variations in student learning and student success by controlling variability in the implementation of work processes. Using placement exams; administering pre- and post- tests; using common texts and common syllabi; orientations and departmental handbooks for adjunct faculty; chair visitation of classes; course evaluations and calculation of course success rates are only some of these efforts. These methods all work to ensure that students are receiving consistent instruction in the same course across sections. Printed policies and procedures on grading, the use of grading rubrics and tests for internal validity are used to ensure grading fairness. Monitoring of external exam results, where available, point to areas of possible need for strengthening in instruction.

## **6.2 c. Work Process Improvement**

We improve our work processes to maximize student success by monitoring and analyzing the effect of changing instructional styles and delivery mechanisms on the success rates, progress, and graduation rates of

students. We improve work processes to improve educational programs, offerings and services through the same PDCA cycle described earlier. We utilize our Balanced Scorecard to indicate if we are moving in the right direction. For example, recent and consistent changes in the number of Hispanic degree-seekers, their retention and graduation rates, all suggest that our programs directed at increased support for Hispanic students are succeeding. At the same time, very detailed analysis of a specific science course indicated that Hispanic students were not succeeding there, and that this is blocking them from success in a related health program. An innovative process to address both the formative and summative data here has not been devised and the process is not being applied to all systems consistently.

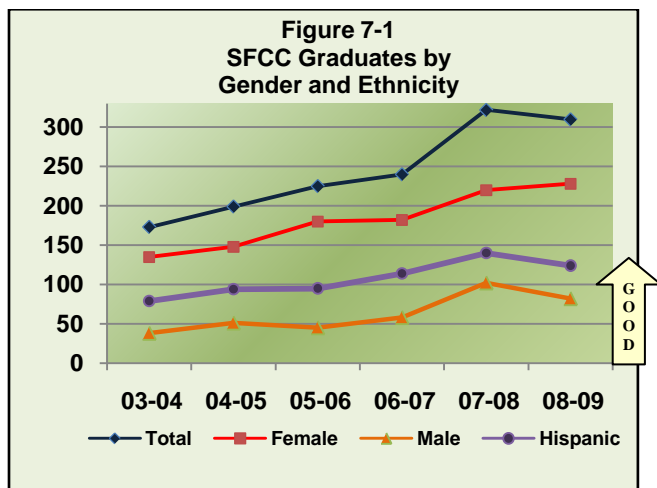
## 7 Results

### 7.1 Student Learning Outcomes

#### 7.1 a. Student Learning Results

No state or national competency exam exists for all completers, however SFCC examines a number of performance indicators as elements of student learning and improvement: the number of graduates produced by the college; the proportion of graduates being placed in jobs or continuing their education; and the strength of pass rates in those disciplines where statewide examinations do exist.

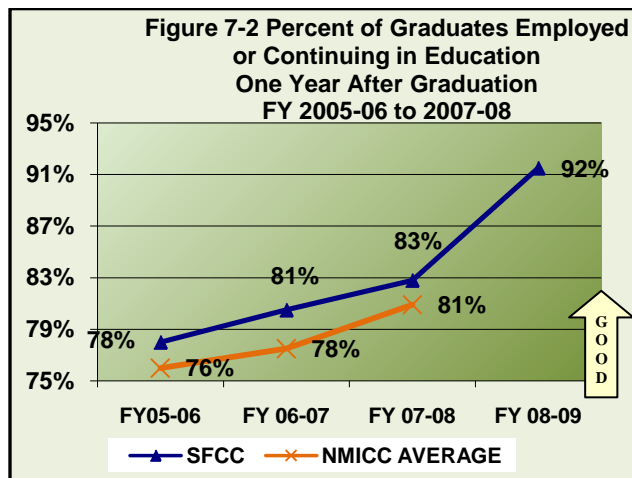
Figure 7-1 shows the number of graduates over the last six years by gender and ethnicity. It demonstrates steady improvement for all groups, though less dramatic for Hispanic students. (The extraordinary increase in 2007-08 is due to a reclassification of a series of education programs to certificates that could now be counted.)



Source: SFCC Graduate Files FY 2003-04 to FY 2008-09

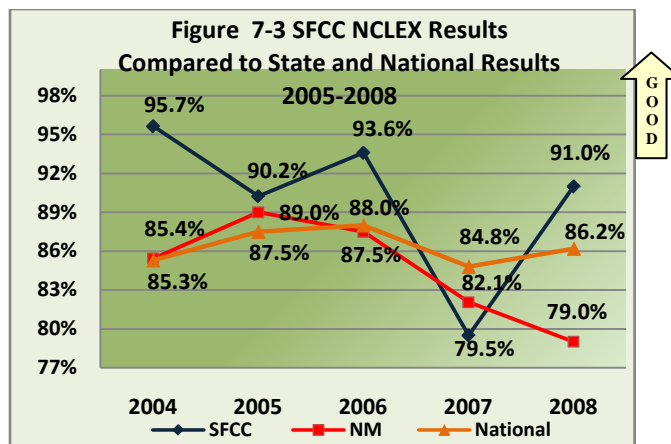
Figure 7-2 shows the percent of SFCC graduates employed in jobs in New Mexico or continuing their education in New Mexico compared to graduates from all

independent community colleges. The figure excludes graduates in the military, self-employed, and out of state. FY 08-09 NMICC data is not yet available. The college has shown increases in job placement and/or graduates continuing their education for the last three available years.



Source: HED Reports Fall 2005-06 to 2008-09

The Associate Nursing degree program is among the top five degree producers in the college. The NCLEX nursing exam taken by all graduates provides both statewide and national benchmark comparisons for those taking the test on the first attempt. In all but one of the last five years, SFCC pass rates have exceeded both national and state pass rates. Causes of the 2007 drop as seen in Figure 7-3 were carefully analyzed and remedial strategies put in place, including counseling, early interventions, increased tutoring, and stabilized leadership, resulting in a significant rebound in 2008. Additionally, based on critical need expressed by the local hospital, the nursing department instituted an "accelerated" program this year. Fifteen students enrolled and completed in 15 months. All 15 passed the NCLEX on the first try in 2009.



Source: SFCC Dept. of Nursing and NLN Website

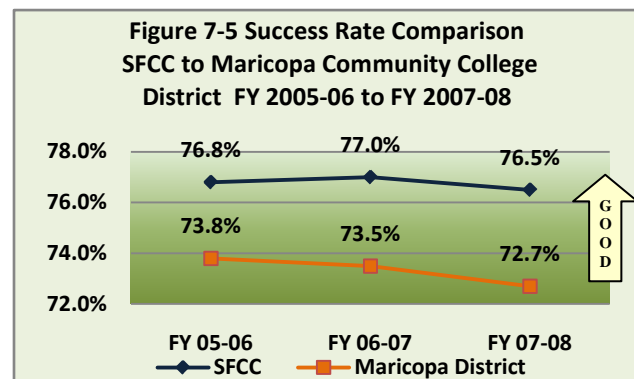
Another measure of learning is course success rates. SFCC produces course success rates (percent of all students receiving A,B,C, or Pass) along with non-success and withdrawal rates for every course offered and publishes this information by department on its website every academic year. Detailed by-course data is shared with deans and faculty. The data is too extensive to report here. Departments such as Developmental Studies, monitor this data and course progression data. A 2007 study of success rates in developmental math courses (Figure 7-4) showed that, with the exception of University of Wisconsin colleges, SFCC had higher success rates than any other community college in New Mexico or among those schools cited nationally.

**Figure 7-4 Comparison of Success Rates (% A,B,C or P) of Students Taking Developmental Math Courses in NM and selected Community Colleges Nationally**

School	Pre-Algebra	Intro. Algebra	Interm. Algebra
Santa Fe CC	65.5%	57.5%	68.4%
U of Wisc. Colleges		59%	
Broward CC	41.3%		
Northern Virginia CC		38.3%	45.3%
St. Louis CC			50.0%
Clovis CC	55.5%	49.1%	53.5%
Dine College	50.0%	42.0%	43.0%
Dona Ana CC	58.7%	60.4%	52.9%
Mesalands CC		47.0%	54.0%
San Juan College	54.4%	50.0%	49.7%
UNM Gallup	60.8%	54.8%	63.3%

Source: SFCC Math Department

We disaggregate success rates by gender and ethnicity notably in developmental studies areas and gateway courses to pinpoint where success declines. Overall course success rates for the college are compared with course success rates at community colleges with similar demographic makeup such as those found in the Maricopa County system (Figure 7-5)



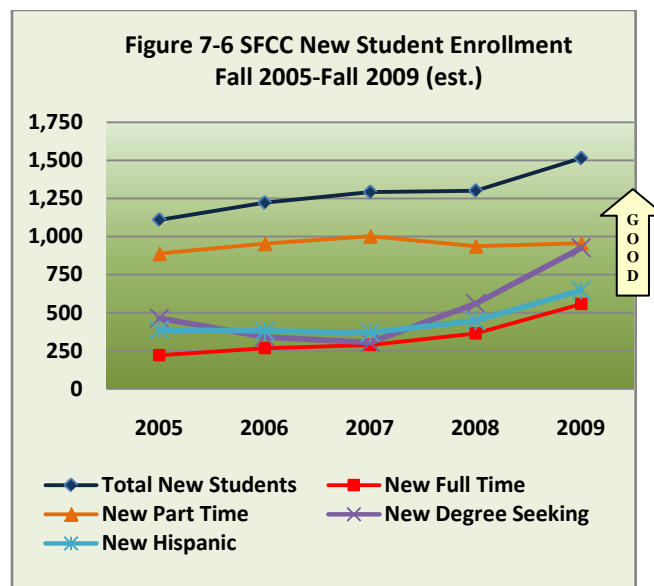
Source: SFCC Office of Institutional Effectiveness; Maricopa CC District Office of Institutional Effectiveness website.

## 7.2 Customer-Focused Outcomes

### 7.2 a. (1) & (2)

New student enrollments, overall enrollment, retention rates of degree seeking students, patterns of enrollment in specific types of programs, and levels of satisfaction with the college are all key measures and indicators of student and stakeholder satisfaction and engagement that the college reviews regularly.

Figure 7-6 presents five years of fall new student enrollment data, disaggregated by type of student. Since fall 2005 total new students and new full time students have increased steadily, with a more recent increase in degree-seeking students. An offsetting decrease in part-time students suggests this may relate to the recent recession. (Full-time students are eligible for more financial aid.)

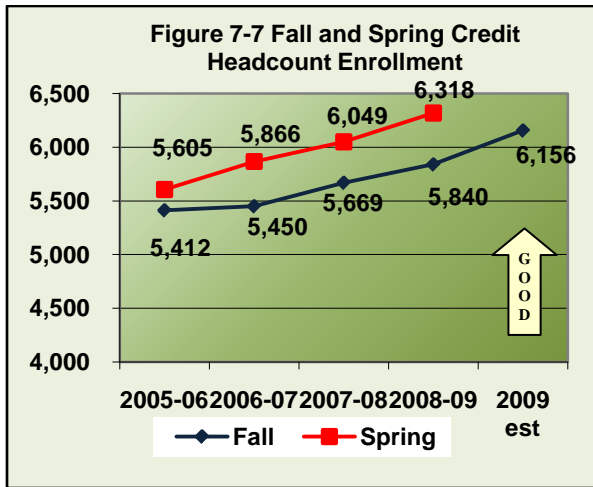


Source: SFCC Student Files

The shift toward full-time degree-seeking among new students likely reflects recessionary interest in job-producing programs, coupled with less discretionary income and fewer jobs to be had for graduating high school seniors. Hispanic student enrollment had been relatively stable but increased in 2008 and 2009. Since they had not recognized the same increases as overall students, we began increased efforts at recruitment in the last two years directed at local high schools. Recent data indicate that there have, in fact, been increases in Hispanic enrollment from these schools.

New student enrollment is only one element of increased enrollment. Figure 7-7 shows increases in the overall enrollment since fall 2005, preceding the recession. This suggests that strategies to increase retention and expand certificate and trade programs in response to community

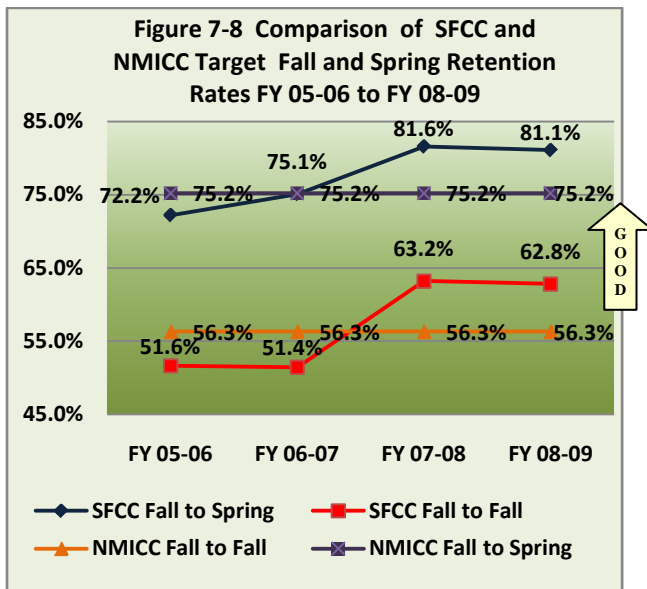
interests, as articulated in the Strategic Plan, are also succeeding.



Source: SFCC Student Data Files

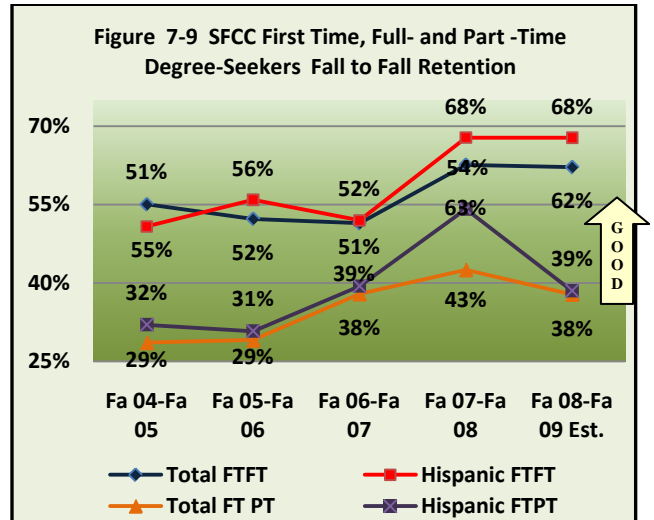
Increasing retention is an indicator of both student satisfaction and continuing student engagement and plays a significant role in the increasing enrollment we see above.

As Figure 7-8 indicates, retention rates had been below the NMICC benchmark both fall and spring FY 05-06 and FY 06-07. They rose sharply FY 07-08 and FY 08-09. To what degree this is recession-related and to what degree due to multiple efforts to increase student success through special student support grants (Achieving the Dream and TRIO) remains to be seen in future years.



Source: NMICC Performance Indicator Templates Fall 2005-2009

Disaggregated rates show that Hispanic student retention now exceeds overall student retention whereas they lagged in the past. This suggests that efforts directed toward Hispanic student success may be paying off.



Source: SFCC Office of Planning and Institutional Effectiveness

The college collects other measures of student and stakeholder satisfaction through surveys. The CCSSE survey offers national cohort comparisons. From 2005 to 2007 on the question of “How would you evaluate your experience at the college?” the percent responding good to excellent increased from 91% to 92% to 94% respectively. We moved to the Noel/Levitz Student Satisfaction Survey in spring 2008 and the SENSE Survey of first-time new students in fall 2008. Fiscal constraints prevented repeating the Satisfaction Survey in spring 2009 but it will be repeated in spring 2010. This survey provided national comparative data for total students, full- and part-time students, and Hispanic students at other community colleges. In all cases, SFCC students were statistically significantly more satisfied than their national community college counterparts. Scores ranged from 5.54 to 5.88 on a 7 point scale. Similarly when asked if they would enroll at this college again scores ranged from 5.86 to 6.31, higher in every category than national averages.

Two community surveys (summer 2007 and fall 2009) provide another indicator of stakeholder support. The college employed a respected local polling organization to assess the level of support for general obligation bond issues and areas of market interest for potential new programs. Findings both years indicated that a large percentage of likely voters supported the bond issues (75%-85%) and that 73% had a favorable to very favorable view of the college, comparable to that of a nearby university. Finally, 71% supported additional funds for nursing, EMT and other health occupations. The 2007 bond passed by a similar margin.

**7.3 Budgetary, Financial and Market Outcomes**  
**7.3 a. (1) Budgetary and Financial Performance**

Figure 7-10 Financial Improvement and Viability Measures	FY 2005- 06	FY 2006- 07	FY 2007- 08	FY 2008- 09	Target	Desired Direction
% of Fund Balance to I&G Expenditures	13.1%	12.8%	14.2%	9.6%	10%-13%	↑
% of I&G Rev. Expended on Inst. and Acad. Support	55.1%	54.4%	53.5%	60.4%	55%-60%	↑
% of I&G Expenditures Relative to Revenues	92.2%	91.6%	93.2%	96.9%	90%-92%	↓
% of Budget expended on Salaries and Wages	59.5%	61.6%	59.9%	60.0%	59%-60%	↓

Source: SFCC Budget Office Data Files FY 2005-06 to FY 2008-09

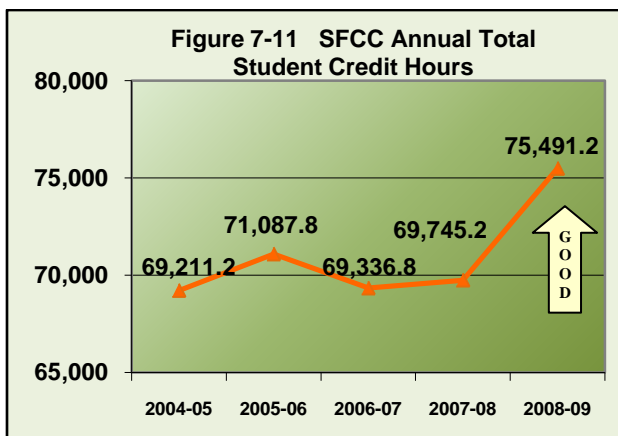
As part of its Balanced Scorecard, the college tracks four measures of fiscal health and accountability as shown in Figure 7-10 above, with desired targets established for each, based on benchmark health of similar institutions. The college has had balanced budgets for the past six years. This past year presented particular challenges when the legislature reduced funding mid-year, requiring us to use a portion of our fund balance to meet expenditures. For the first time in three years, the percentage of fund balance to I&G Expenditures dropped. As budgets tightened, more dollars were directed toward key work processes, so the percent of all I&G Revenue expended on Instructional and Academic Support, which had been declining in recent years, increased dramatically. The percent of the budget expended on salaries and wages also increased slightly as less critical expenditures were reduced. Of some concern is the fact that the percent of I&G Expenditures relative to Revenues rose to nearly 97%, significantly off target. As the recession continues we will continue to face these challenges but have developed a variety of contingency plans.

**7.3 a. (2) Indicators of Market Performance**

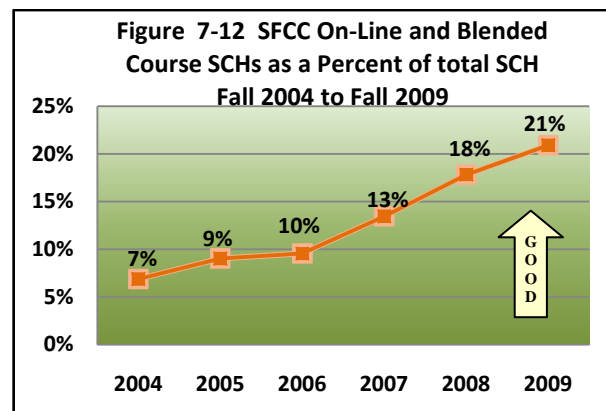
Increasing enrollments are a measure of customer satisfaction and loyalty. But they can also be a measure of market penetration, when considered in conjunction with

student credit hours. Average numbers of credits hours per student fell for several years, then dramatically increased in FY 08-09 as the number of full time degree-seeking students rose due to a combination of high retention rates, increases in new student enrollments, and increases in average numbers of credits taken per student.

Online learning is a market that has developed successfully for the college. As of fall 2009, no less than 21% of all SCH's produced by the college were from online or blended (partially online) courses (Figure 7-12). It is a goal of the college to move at least one complete degree program in business to an online environment by 2010.



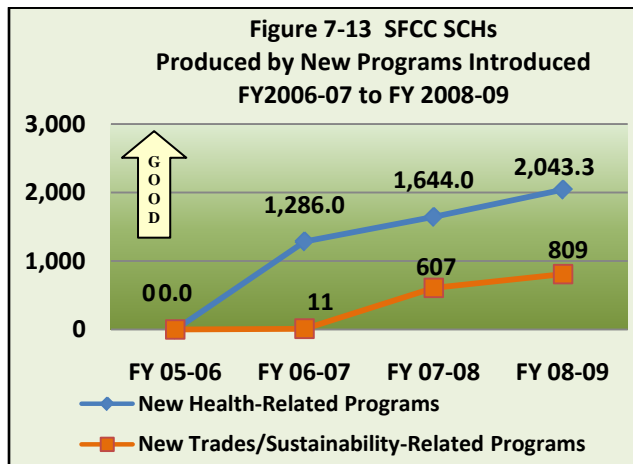
Source: SFCC Student Registration Files



Source: Office of Planning and Institutional Effectiveness

The market needs' survey noted above conducted in summer 2007 showed that members of the community were most interested in certificates in the building trades, facilities management, plumbing, film and environmental science technologies, and in associate degrees in business and health science programs. Responding to this in keeping with the college's core competencies, we expanded into new markets related to health sciences and trades related to sustainable technologies. In FY 06-07 the college began three new programs in health fields: Medical Assisting; Paramedicine; and Respiratory Assistance Technology. We will develop a Dental Hygiene program when the new Health Sciences building

is complete. In FY 2007-08 we started programs in Pre-Engineering, Facility Technologies, and Environmental Technologies and in fall 2009 introduced certificates in Green Building Construction, Green Building Systems and Solar Energy. Additional sustainable technology programs are planned as the TATC Building is completed in August 2011. The student credit hours produced by these new programs now accounts for 4% of all annual student credit hours (Figure 7-13).



Source: Office of Planning and Institutional Effectiveness

## 7.4 Workforce-Focused Outcomes

### 7.4 a. Workforce Results

#### 7.4 a. (1) Measures of Workforce Engagement/ Satisfaction

For the last three years, we have administered the Noel/Levitz CESS to our employees. This 80-item survey provides insight into an array of issues related to employee satisfaction, engagement and climate. In addition to overall satisfaction, as part of the Balanced Scorecard, we developed a “Workforce Engagement” “score” composed of the average score on three of the statements: “I am proud to work at this institution;” “The work I do is valuable to the institution;” and “The type of work I do most days is personally rewarding.” Figure 7-14 presents the results on a five point scale for the last three years.

Analysis is complicated somewhat because a different distribution method was used in 2008 and less than half as many responses were received than in the two previous years (116 compared to over 250). This may have skewed results slightly to the negative in 2008. Even so, few significant changes occurred, with the exception of a slight decline in the level of engagement of faculty over the three years. Overall, faculty show less satisfaction than other employees. (Identification by gender or ethnicity was not requested, in order to protect the respondent’s anonymity, per Noel/Levitz.)

Figure 7-14 SFCC Employee Satisfaction and

### Engagement Results 2006-2008

Five Point Scale	2006	2007	2008
	Satisfaction		
Administration	4.0	4.1	4.0
Faculty	3.7	3.8	3.8
Staff	3.8	3.9	4.0
Engagement			
Administration	3.9	4.2	3.9
Faculty	4.3	4.1	3.9
Staff	4.1	4.1	4.1

Source: Noel Levitz College Employee Satisfaction Survey Results as compiled by OPIE.

Unlike their Student Satisfaction Inventory, Noel/Levitz has yet to provide benchmark data for the CESS.

#### 7.4 a. (2) Workforce and Leader Development

The main focus for leadership development has been the Leadership Institute. Sixty employees completed the program in the last two years. Of those who participated, 6 were promoted internally. Based on lessons learned from this effort a centralized training effort was established along with quality training. The Vice President for Finance and Administration has initiated a 6-week, 12-hour series of trainings in quality principles and practices. Over 45 employees are participating – so many that the course will be offered again in the spring. Each series ends in a hands-on project making use of quality tools – seeking input from stakeholders, articulating and improving processes, measuring results, etc.

#### 7.4 a. (3) Workforce Capability and Capacity

Workforce capability of faculty is tracked by the proportion of the full time faculty possessing a master’s degree or higher. Capability of staff is measured using a job classification system which defines the minimum requirements necessary to hold a given position. Figure 7-15 below compares SFCC faculty with the average for all New Mexico Independent Community Colleges and indicates that SFCC has maintained a higher proportion of masters degree holders than the average over the last five years.

Figure 7-15 Percent of Faculty with Master's Degrees or Higher

	NMICC Ave	SFCC
Fall 04	71.9%	77.6%
Fall 05	73.4%	80.6%
Fall 08	72.2%	79.4%

Source: NMICC Faculty Salary Survey Results FY 2004-05; 2005-06; 2008-09. Survey not conducted FY 2006-07, 2007-08.

Capacity is measured in part by tracking the ratio of FTE students to FTE staff. This figure is provided by the NMHED in its budget documents, but presents certain interpretation difficulties since it includes some non-comparable data (e.g. because SFCC does not outsource any of its IT or plant operations, has a high number of public service staff in its budgets, has one of only two fitness centers at community colleges and operates a child care center, staffing ratios in some areas are not entirely comparable.)

Figure 7-16 SFCC Number of FTE Students to FTE Staff			
	Fiscal Years		
I&G Expend. by Type	03-04	07-08	08-09
Instruction	10.2	9.7	10.8
General	14.1	12.0	15.6
Academic Support	84.1	77.6	88.0
Student Services	55.3	73.0	67.8
Institutional Support	45.6	44.5	46.0
Plant Ops & Maint.	52.8	29.2	61.0
Ratio of SFCC Number to Indep. CC Average			
I&G Expend. by Type	03-04	07-08	08-09
Instruction	1.5	1.5	1.6
General	1.6	1.4	1.3
Academic Support	1.9	1.2	1.4
Student Services	1.4	1.1	1.0
Institutional Support	1.4	1.4	1.4
Plant Ops & Maint.	1.4	2.4	1.5

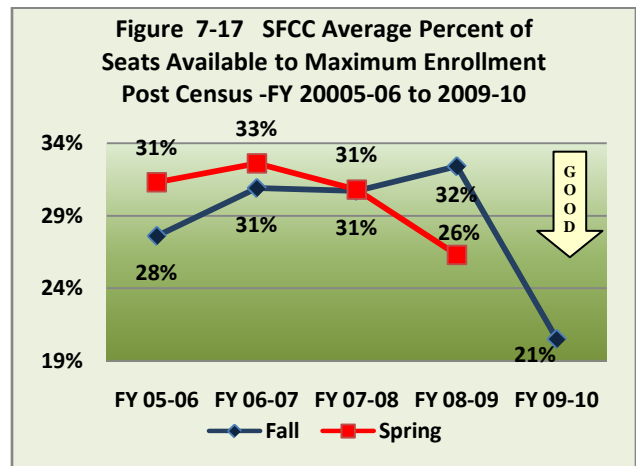
Source: HED Overview of Inst. Op. Budgets, Exhibit B

Note: Data was not made available for FY 05-06 or FY 07-08 by the HED

This fact may be impacting data that indicates that, with the exception of Student Services and improvements in the General category, SFCC staffing ratios have remained between 40% and 50% higher than the average for community colleges in the state, suggesting excess capacity compared to other institutions. Recent increases in student FTE have not been accompanied by staffing increases, and may improve staffing ratios in the coming fiscal year.

A different measure of capacity we track is the number of unfilled seats in courses run each term. This is examined on a departmental level for planning purposes but can be seen as an overall measure of capacity as well. Figure

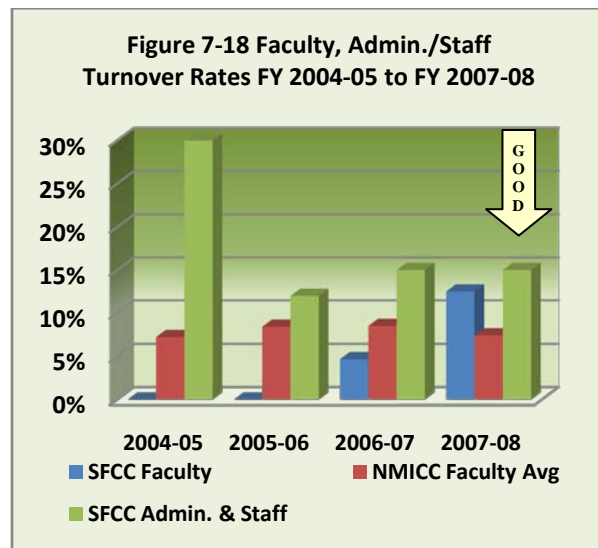
7-17 shows that average capacity has declined with increasing enrollment. Given the excess capacity showing, this is a positive development.



Source: Office of Planning and Institutional Effectiveness

#### 7.4 a. (4) Workforce Climate

As a measure of workforce climate, the college has tracked average faculty salaries and benefits relative to the average for New Mexico independent community colleges with the goal of both increasing our salaries and our position relative to our competitors. We have also tracked faculty and staff turnover rates.



Faculty and staff turnover rates during a very troubled period in 2002-03 and 2003-04 had reached 20% and 30%. By 2004-05 faculty rates dropped dramatically to “0” for two years, followed by administrative/staff rates, with slightly higher rates now in order. Rates include retirements. (Figure 7-18)

Efforts to improve faculty salaries have resulted in moving both average salaries and by-degree-held from fifth and sixth in the state among independent community colleges to second overall, and first in some degree areas. (Figure 7-19). By FY 2007-2008 average faculty salaries were at 111% of the independent community college average. Given that the cost of living in Santa Fe is estimated to be approximately 11% above the national average, this suggests equitable consideration. (NMICC Salary Survey data).

**Figure 7-19 – Selected Faculty and Administrative Salary Data FY 2004-05 to FY 2007-08**

	FY 2004-05	FY 2005-06	FY 2006-07	FY 2007-08
Ave. Faculty Salary as a % of Indep. CC Ave.	99.8%	104.6%	111.8%	110.7%
Faculty salary Rank Among Indep. CCs	6th	2nd	2nd	2nd
Faculty Turnover Rate	0.0%	0.0%	4.7%	12.5%
Admin./ Staff Turnover Rate	30.0%	12.0%	15.0%	15.0%

Source: NMICC Salary Surveys 2005-2008.

Staff and faculty also enjoy benefits comparable to or exceeding those at competing institutions including a faculty promotion program, health, dental, vision, life, and disability insurances, and tuition waivers for employees and their family members; a 90 minute weekly wellness benefit and a 90 minute monthly service benefit as well as ample annual and sick leave.

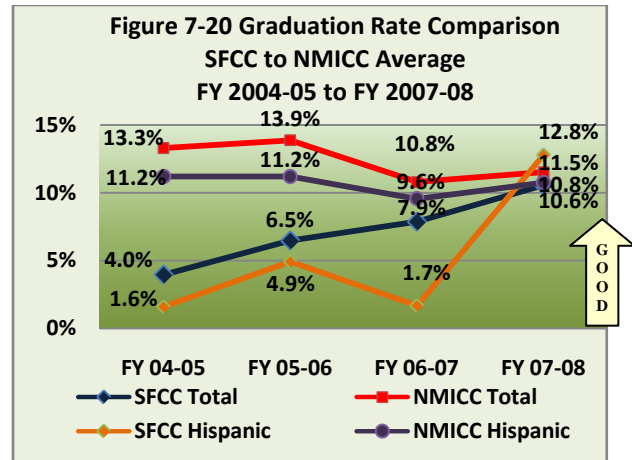
**7.5 Process Effectiveness Outcomes**

We have identified key indicators of operational performance in significant areas of college work systems. Purchasing is measuring error rates, cycle times, throughput times, number of green purchases, and number of local purchases. Cashier’s is measuring line time and through-put time. The Budget Office is measuring utility costs, reductions in CO<sub>2</sub> emissions, and instruction and student support expenses versus other I&G expenses.

But because these are new efforts this year we have no levels or trends to report. However, as of 2008, we do have baseline indicators from the Safety Emergency Subcommittee of the NM HED for our Emergency Operations Plan. They accepted our plan, particularly for sheltering in place, search and rescue, health and medical assistance, and damage assessment, but indicated we need to improve prevention, op center design, energy/utility restoration, crowd control and warning notifications.

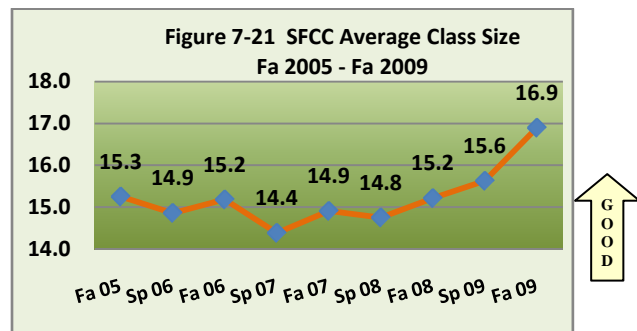
**7.5 a. (2) Performance of Key Work Processes**

A key measure of cycle time is the overall graduation rate of full time degree seeking students. Defined as the percent of a cohort of first time, full-time, degree-seeking students who complete their degree or certificate in 150% of normal time, it offers both state and national comparative data. The rate is, heavily influenced by student preparation levels, socio-economic status and ethnicity. In all three cases, SFCC students are at a disadvantage with 80% requiring remediation, high proportions on financial aid, and over half minority. As a result, SFCC has had very low graduation rates, even compared to other NM independent community colleges. But we have seen steady improvement in recent years and, as with other measures, Hispanic students have experienced a dramatic increase even exceeding state averages.



Source: NMICC Performance Indicators FY 04-05 – FY 07-08.

Average class size is a key indicator of productivity. SFCC has had low average class sizes compared to competitors and state benchmarks (average of 23), due in part to small classrooms. But recent increases in enrollment, coupled with tight budgets, have lead to raised class caps everywhere possible with the result that average class size has been increasing steadily for the last three terms, (Figure 7-21) a positive move toward increased productivity.



Source: SFCC Office of Planning and Institutional Effectiveness

**7.6a. (1) Accomplishment of Strategy and Action plans**

The best way to summarize results and accomplishments related to our Strategic Plan is to present the most recent update as shown below.

<b>SFCC STRATEGIC PLAN 2007-2015</b>	
<b>GOALS/ACTION PLANS</b>	<b>UPDATES</b>
<b>I. Meet the Needs of Students</b>	
A. SFCC will improve student access.	SCH up 20% - Financial Aid Applications up 30%
B. SFCC will improve the rate at which degree and certificate seeking students complete their programs.	Graduation rates up from 5.9% to 7.1% to 10.5% -higher for Hispanic students.
C. SFCC students will reach their stated goals.	No Measure
D. SFCC will improve the degree of overall satisfaction among its students.	Baseline Data established- Spring 2008 repeating Spring 2010- Satisfaction rates above national averages
<b>II. Meet Critical Workforce Needs of the Local/Regional Community</b>	
A. SFCC will create programs that meet regional needs.	New Programs in Respiratory Therapy, Phlebotomy, Paramedicine and Accelerated Nursing initiated and New Health Sciences Building under construction- Enrollment is up significantly
B. SFCC will create programs that result in high wage/high skill employment.	New programs begun in green building construction, solar energy and facilities technology
C. SFCC will develop the infrastructure and budgetary support for new programs.	Interim Dir of TATC hired; Title V, NSF, TRIO grants submitted; Fundraisers held; one bond election held, second on the way; Trades and Advanced Technology Center also under construction
D. SFCC will develop communications and marketing plans to reach all stakeholders that include new technologies	Web developer hired and new web site developed; Plans not developed
E. SFCC will develop a data driven marketing function that reflects institutional goals	No progress yet
<b>III. Meet the Needs of Employees</b>	
A. SFCC will maintain high faculty and staff morale	Using Noel/Levitz Employee Satisfaction Survey for three years to assess Faculty/Staff morale and strategize; salary inequities addressed
B. SFCC will maintain effective and efficient internal systems	SCT Banner system installed; management of it outsourced; improvement cycles underway in enrollment; HR; business offices; financial aid; advising; etc.
C. SFCC will offer ample opportunities for faculty and staff development and advancement	Leadership Academy established - 60 grads. Centralized faculty and staff training and development task force established in 2009.
<b>IV. Commit to Accountability and the Principles of Continuous Improvement</b>	
A. SFCC will attain and maintain AQIP Status.	AQIP application filed and accepted in 2008. Systems Portfolio and Action Plans in Progress
B. SFCC will develop & meet fiscal performance measures.	Fiscal Performance Measures defined and being met- Audit Comments reduced from 12 to 2 in four years.
C. SFCC will develop and meet academic and student affairs accountability measures.	Revised Program Review Process underway as of fall 2009. No finalized accountability measures as yet.
D. SFCC will improve business processes.	Board Handbook and College Policy Revisions complete spring 2009. "In-Process" purchase underway.
E. SFCC will improve its internal and external reporting systems.	Annual Report on Web minus financials as of 2008. Balanced Scorecard and Strategic Plan Progress on public website.
F. SFCC will complete a Master Plan.	Master Plan and Sustainability Plan completed spring 2009

<b>V. Revitalize Curriculum/Best Practices</b>	
A. SFCC will adopt a process to increase the percent of sections taught by full-time faculty to 55% over 5-7 years.	Goal placed on hold under current financial situation
B. SFCC will improve faculty professional development, both pedagogical and disciplinary.	Goal placed on hold under current financial situation
C. SFCC will improve distance services.	Distance Education program providers participating in Quality Matters training and Program accreditation scheduled for 2010
D. SFCC will expand the offerings and programs for learners of all ages including lifelong learners.	No improvements as yet
<b>VI. Commit to Diversity</b>	
A. SFCC will integrate diversity awareness into its General Education requirements.	No improvements as yet
B. SFCC will heighten awareness of the diversity of its community and serve it more directly.	New signage includes Spanish; and "Spanish spoken here" in offices; data on representation of diverse groups now in Balanced Scorecard
C. SFCC will establish enrollment, recruitment, and retention goals for diverse populations.	Numerical goals not established, but enrollment and retention of Hispanic students greatly improving due to specific strategies adopted - now surpassing non-Hispanic.
D. SFCC will support and maintain a Diversity Task Force and a Diversity Committee.	President's Diversity Advisory Committee (PDAC) established and funded.
E. SFCC will seek to hire a more diverse faculty and administration.	Gap analysis completed to identify departments in need of additional recruitment efforts to enlarge minority pool. New recruitment and hiring plan developed and deployed.
E. SFCC will seek to expand its partnerships with organizations that represent diverse groups (Pres)	President working with IAIA and Hispanic Chamber of Commerce
<b>VII. Redesign/Improve Systems and Strengthen Infrastructure</b>	
A. SFCC will stabilize, sustain, and optimize its business practices	In the development phase
B. SFCC will document key business processes and place them on continuous improvement cycles	In process
C. SFCC will develop "Voice of the Customer" systems	In development phase
D. SFCC will optimize administrative software	SCT Banner investments made to complete installation and to outsource management appropriately
F. SFCC will reduce its carbon footprint and be a leader in sustainable practices and educational programs	President signed Climate Commitment in 2008; Biomass Boiler installed in 2008; Carbon footprint measuring completed in 2009; Sustainability Steering Committee to reduce greenhouse gas emissions formed and operating; LEED certified buildings going up.

**7.6 a. (2) Governance and fiscal accountability**

A clear indicator of increasing improvement in fiscal accountability appears in the reduction in the number of audit comments from external auditors. Since FY 2005-06 the number of auditor's comments has dropped from 12, to 8, to 2, as of the FY 07-08 audit. (FY 08-09 results are not yet available.) Similarly, the college's bond rating was upgraded from Aa3 to Aa2 in 2005 and has remained there since. At the same time, the college has had balanced budgets with fund balances for over five years.

**7.6 a. (3) Regulatory, safety, accreditation, and legal compliance**

**Regulatory/Safety**

At its last data verification visit in June 2008, the NM HED concluded in its written evaluation: "Compared to other postsecondary institutions in New Mexico, the level of security, and transparency at SFCC was excellent." They cited as positives the college's adherence to Clery Act requirements to make crime statistics readily

available; the level of trained security staffing; the camera-secured parking lots; disaster planning efforts; Emergency Management Plan; CERT Team; emergency notification systems in place and regular fire and disaster drills.

During that same visit, the HED concluded: "In general, the data submitted to the DEAR system appears to be a reasonable reflection of the enrollments at the institution. ...The majority of discrepancies identified in the data as submitted were resolved upon further investigation."

However, a FY 06-07 federal audit of federal financial aid distributions did find that the college had over-awarded some students inappropriately. As a result of those findings, the college refunded the over-award; students were held harmless; a key staff member was replaced and remaining financial aid staff received extensive training to ensure that no future errors of this nature would occur.

**Accreditation** – The college is currently fully accredited by the HLC/NCA as an AQIP institution and will submit its portfolio for reaffirmation in 2011. Four action plans were submitted as required in fall 2008 with updates submitted in fall 2009. The AQIP Steering Committee has assigned and trained champions for each element of the portfolio and has developed a schedule for completion of the report. The college's nursing program is accredited by the NLN. Its Early Childhood Development Center is accredited by the NAEYC. Its Dental Assisting program is accredited by the CDA and its Teacher Certification Program by the NMPED. Its Respiratory Therapy Program holds a Letter of Review from the Committee on Accreditation for Respiratory Care.

**Legal compliance** - For the first time in the college's history the EEOC received two complaints regarding access issues in FY 07-08. As a result of a follow-up audit additional compliance issues were identified. We have since developed a response plan to fund and address these issues. Upgrading of all handicap accessible facilities is also part of the February 2010 bond issue.

#### **7.6 a. (4) Ethical behavior and Stakeholder trust in Senior leaders and governance of the organization**

Indicators of stakeholder trust in senior leaders and governance of the college include their willingness to partner with the college, their willingness to support the college financially, their belief that senior leadership understands and pursues a common vision, and their continued engagement in college courses and programs.

Recent efforts by the college to establish a downtown campus as a higher learning center that would offer both lower level courses and the opportunity for four-year institutions to provide baccalaureate and masters

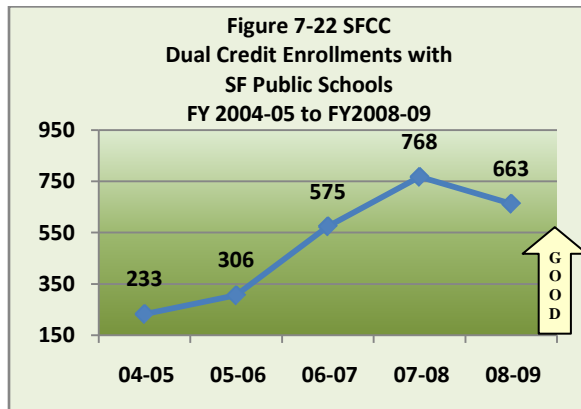
programs have been approved by the state HED and endorsed by the city, the county, all local colleges and universities and the college Governing Board. The most recent bond issue (in 2007) for \$25 million dollars to construct the Health Sciences Building and initiate construction on the Trades and Advanced Technology Center was approved by 88% of the voters in the district. Faculty responses to the statement "Efforts to improve quality are paying off at this institution" have increased each of the last three years from 3.15 to 3.35 to 3.54 on a scale of 1 to 5. Fall 2009 enrollments have increased by over 10% with student credit hours up over 20%. Retention rates of first time full-time degree-seeking students have topped 60% for the last two years, above the national average. And the most recent poll to test support for a new bond received 80% support from likely voters.

Breaches of ethical conduct are rare, but the measure is not only how many occur but what actions are taken to prevent them and what actions are taken when they occur. Efforts to increase internal audits are underway. The aforementioned over-awarding of federal funds to some financial aid students was met with immediate action to correct the problem. Similarly, an inappropriate use of funds by a program director to increase faculty pay two years ago resulted in immediate dismissal of the director. Inappropriate behavior on the part of an adjunct faculty member, following proper investigation, resulted in non-renewal of the faculty member's contract. Regulations requiring careful adherence to a bid process and the state anti-donation clause limit the likelihood of many forms of unethical conduct. The college is not currently and has not faced a law suit resulting in court action in over four years.

#### **7.6 a. (5) Indicators of fulfillment of societal responsibilities and community support**

Important indicators of the college's fulfillment of its societal responsibilities are found in many of our actions. We have adopted a minimum wage that is higher than the federal minimum wage. We are completing our second year carbon calculator for the National President's Climate Commitment. We have a Sustainability Plan that complements the college's Facilities Master Plan and integrates environmental concerns into every aspect of future physical development of the college. We have expanded the college's recycling program to include glass and aluminum in addition to paper and plastic. We continue to support the President's Diversity Advisory Committee activities and immigrant students. We support our key communities and track our successes with them. We encourage student service learning and volunteerism and support an office and staffing dedicated solely to this effort. And we actively engage the local high schools in dual credit opportunities.

For example, Figure 7-22 shows that local public high school students have been participating in dual credit programs in increasing numbers. (This year's decline we suspect is due to recessionary factors.)



Source: SFCC Student Files FY 2004-05 – FY 2008-09

And finally, Hispanic students, an area of particular concern to us and to our community, are demonstrating increasing success in enrollments, graduation rates, and numbers of degree seekers, as indicated in Figure 7-23.

	Fa 04- Fa 05	Fa 05- Fa 06	Fa 06- Fa 07	Fa 07- Fa 08	Fa 08- Fa 09 (est.)
<b>Degrees Awarded to Hispanic Students</b>	94	93	116	140	145
<b>Fall to Fall Retention Rates:</b>					
<b>Hispanic FT FT DS Students</b>	50.8%	56.0%	52.0%	67.8%	67.2%
<b>All FT FT DS Students</b>	55.1%	52.3%	51.4%	62.0%	61.8%
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 (est.)</b>
<b># of Hispanic Student Enrolled - Fall</b>	1812	1892	1851	1987	2152
<b># of New FT Degree-Seeking Hispanic Stus</b>	84	100	115	139	164

**New Mexico Quality Awards INTENT TO APPLY and ELIGIBILITY FORM**

Review instructions starting on page 10. Type or clearly print all information. This **Intent to Apply form** and the **non-refundable fee** must be physically present in the Quality New Mexico office by **5:00pm June 5, 2009 (either Cycle I or Cycle II)**. A copy of the processed form will be returned. Include a copy of the approved form with each copy of your application.

**1. APPLICANT ORGANIZATION:**

SANTA FE COMMUNITY COLLEGE  
 Organization Name  
6401 RICHARDS AVE.  
 Address  
SANTA FE, NM 87507  
 City, State, Zip Code

**2. OFFICIAL CONTACT:**

DR. JACQUELINE D. VIRGIAT  
 Title (Mr., Mrs., Ms., Dr., etc.) and Name  
6401 RICHARDS AVE.  
 Mailing Address (if different from above)  
SANTA FE, NM 87507  
 City, State, Zip Code  
(505) 428-1409 (505) 428-1296  
 Telephone Number Fax Number

E-mail Address:

jvirgiat@sfcnm.edu

**3. APPLYING FOR:**

- Piñon Recognition (refer to Piñon Criteria)
- Roadrunner Recognition (refer to Baldrige Criteria)
- Zia Award (refer to Baldrige Criteria)
- Feedback Only (subunit Zia eligibility)

**4. APPLYING USING THE:**

- Business/Government/Non-Profit Criteria
- Education Criteria
- Health Care Criteria

**5. NATURE AND SIZE OF ORGANIZATION**

- |                                  |   |                                   |                                  |
|----------------------------------|---|-----------------------------------|----------------------------------|
| <u>Business</u>                  | <u>Education</u>                            | <u>Government</u>                 | <u>Health Care</u>               |
| <input type="radio"/> Profit     | <input type="radio"/> K-12                  | <input type="radio"/> City/County | <input type="radio"/> Profit     |
| <input type="radio"/> Non-Profit | <input checked="" type="radio"/> 12+        | <input type="radio"/> State       | <input type="radio"/> Non-Profit |
|                                  | <input type="radio"/> Profit                | <input type="radio"/> Federal     |                                  |
|                                  | <input checked="" type="radio"/> Non-Profit | <input type="radio"/> Tribal      |                                  |

Number of Full-Time (or Equivalent)

Employees 326

**6. PREVIOUS HISTORY WITH THE NMQA:**

Year	Applied for	Received
<u>2007</u>	<u>PINON</u>	<u>YES</u>

**7. PARENT ORGANIZATION / SUBUNITS:**

Is your organization a subunit  Yes  No  
 Is parent organization in New Mexico  Yes  No  
 See Page 7 for recognition eligibility requirements

Location of parent organization: \_\_\_\_\_

**8. CEO or HIGHEST RANKING OFFICIAL IN NEW MEXICO:**

DR. SHEILA ORTEGO  
 Title (Mr., Mrs., Ms., Dr., etc.) and Name  
6401 RICHARDS AVE.  
 Address  
SANTA FE, NM 87507  
 City, State, Zip Code  
(505) 428-1202 (505) 428-1296  
 Telephone Number Fax Number

E-mail Address:

sortego@sfcnm.edu

"I understand that our application will be reviewed by members of the Board of Examiners. Should our organization be selected for a site visit, we agree to host the site visit, facilitate an open and unbiased examination, and pay the reasonable costs associated with a site visit. The NMQA may publicize the name of our organization in relation to awards process events, status, and results if we are selected as an award or recognition recipient."

S. Ortego  
 Signature: Highest Ranking Official Date

**9. MAIL or DELIVER THIS FORM AND THE APPLICABLE ELIGIBILITY DETERMINATION FEE (\$175/member \$200/non-member) TO:**

Quality New Mexico  
 P.O. Box 25005 8205 Spain, NE Suite 111  
 Albuquerque, NM 87125 Albuquerque NM 87109

Fax with Purchase Order # to: (505) 944-2002

**13. For use by Quality New Mexico only:**  
 Applicant is eligible to apply at the level specified in Item 3:  YES  NO  FEEDBACK ONLY  
6/10/09  
 NMQA Authorizing Official Date