ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Listen, Launch, Learn

Quality Texas Presentation

Category 3—Customer & Stakeholder Focus

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1898 - The Journey Begins

St. Philip's was started by the Episcopal Church as a cooking and sewing school for young girls of recently emancipated slaves.

The school was led by Artemisia Bowden, the daughter of a former slave.

Artemisia Bowden
"Savior of St. Philip's"

"It takes faith, hope and persistence to make a dream a reality."

"Learn to do something and do that something well."

"I think the best of people. They appeal to me ..... on the basis of their personal worth, and not from the aspect of race, color or creed. Among my most valued friendships I count people of all races and creeds."

"Stand up. You have so much to live for."

In her 52 years of leadership, Ms. Bowden developed
St. Philip's into a fully accredited, integrated and comprehensive community college serving the intellectual and workforce needs of
San Antonio.

The Journey Continues

St. Philip's is the only institution in the United States with dual federal designations of *Historically Black and Hispanic Serving*.

Through the Great Depression, the Civil Rights movement and Brown versus the Board of Education, St. Philip's survived and continues to thrive.

The College has held true to its legacy of faith, hope and persistence as it makes its dream, its vision of excellence, a reality.

Evolution of the St. Philip's College pursuit of Performance Excellence through Good to Great

Good to Great
Creating a Pathway to Excellence

GOOD TO GREAT began in May of 2007 with the first annual G2G retreat

Participants include department chair faculty, professional staff and administrators as well as representatives of student government, staff council, faculty senate and the community.

May 2013 Objectives
- Celebrate Accomplishments for 2012-2013

- Cycle of Learning - Update Mission/Vision/Values, Context Map, SWOT Analysis, College Action Plans and Scorecard

- 2013 – 2014 Strategic Action Plans – Begin development based upon Cycle of Learning findings
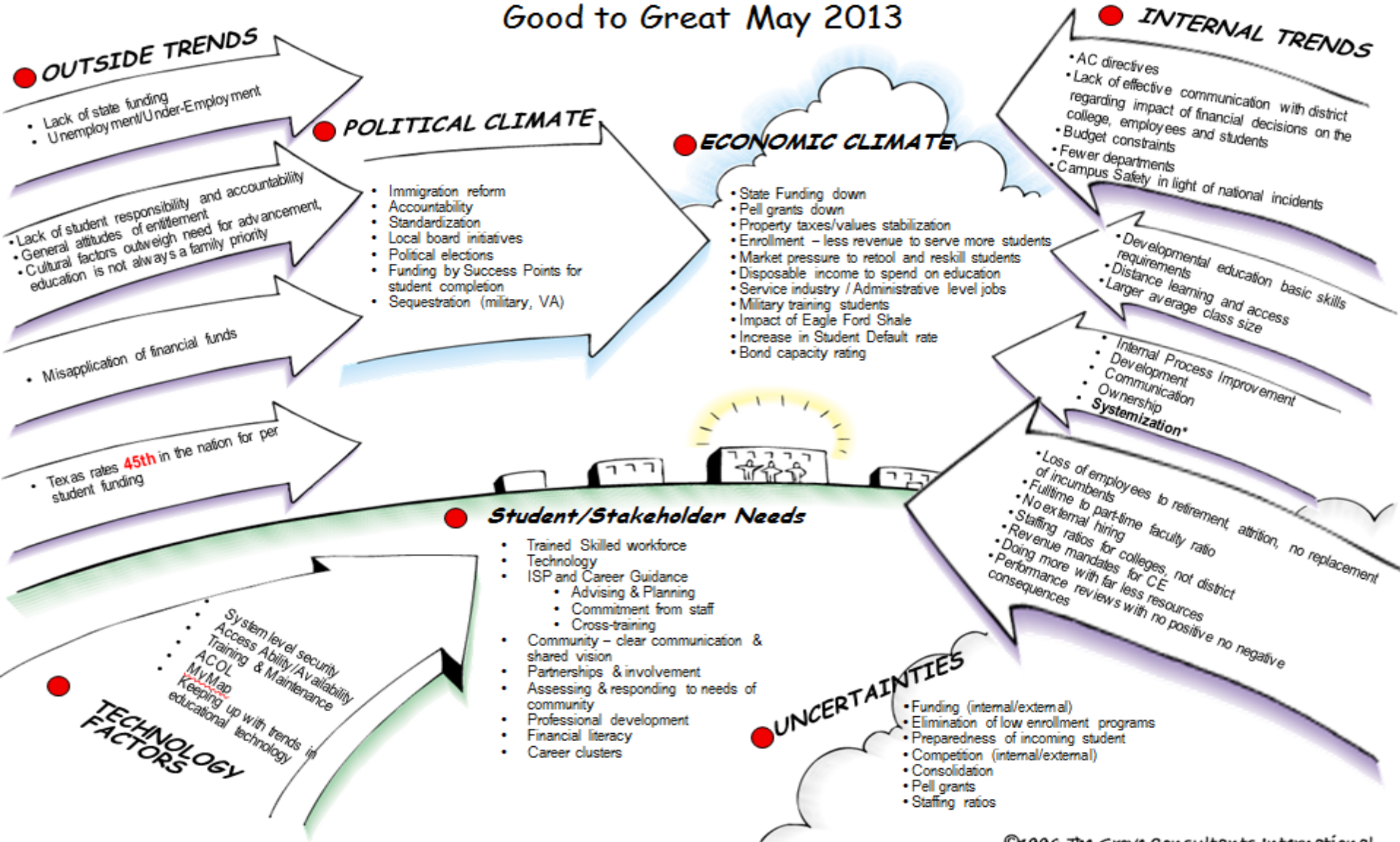
Performance Excellence Journey Key Accomplishments since 2007

* Reaffirmation of Mission, Vision, Values, "A Point of Pride in the Community"
* Annually updated Strategic Plan
* The President's Academy
* Reinstitution of Operational Unit Plans
* Annual Unit Plan Report Outs
* Resource Allocation Process
* Call to Conversation
* Planning, Budget and Assessment Cycle
* Annual Institutional Context Mapping
* Annual Institutional Level SWOT analysis
* Quarterly College Scorecard
* Ongoing integration of Baldrige framework

Context Map Feedback

St. Philip's College Context Map
Good to Great May 2013

OUTSIDE TRENDS
- Lack of state funding
- Unemployment/Under-Employment

- Lack of student responsibility and accountability
- General attitudes of entitlement
- Cultural factors outweigh need for advancement, education is not always a family priority

- Misapplication of financial funds

- Texas rates **45th** in the nation for per student funding

POLITICAL CLIMATE
- Immigration reform
- Accountability
- Standardization
- Local board initiatives
- Political elections
- Funding by Success Points for student completion
- Sequestration (military, VA)

ECONOMIC CLIMATE
- State Funding down
- Pell grants down
- Property taxes/values stabilization
- Enrollment – less revenue to serve more students
- Market pressure to retool and reskill students
- Disposable income to spend on education
- Service industry / Administrative level jobs
- Military training students
- Impact of Eagle Ford Shale
- Increase in Student Default rate
- Bond capacity rating

INTERNAL TRENDS
- AC directives
- Lack of effective communication with district regarding impact of financial decisions on the college, employees and students
- Budget constraints
- Fewer departments
- Campus Safety in light of national incidents

- Developmental education basic skills requirements
- Distance learning and access
- Larger average class size

- Internal Process Improvement
- Development
- Communication
- Ownership
- **Systemization**

- Loss of employees to retirement, attrition, no replacement of incumbents
- Fulltime to part-time faculty ratio
- No external hiring
- Staffing ratios for colleges, not district
- Revenue mandates for CE
- Doing more with far less resources
- Performance reviews with no positive no negative consequences

Student/Stakeholder Needs
- Trained Skilled workforce
- Technology
- ISP and Career Guidance
  - Advising & Planning
  - Commitment from staff
  - Cross-training
- Community – clear communication & shared vision
- Partnerships & involvement
- Assessing & responding to needs of community
- Professional development
- Financial literacy
- Career clusters

TECHNOLOGY FACTORS
- System level security
- Access Ability/Availability
- Training & Maintenance
- ACOL
- My Map
- Keeping up with trends in educational technology

UNCERTAINTIES
- Funding (internal/external)
- Elimination of low enrollment programs
- Preparedness of incoming student
- Competition (internal/external)
- Consolidation
- Pell grants
- Staffing ratios

SWOT Analysis Feedback

St. Philip's College SWOT Analysis
Good to Great May 2012

CURRENT/INTERNAL · **FUTURE/EXTERNAL**

● STRENGTHS

+ Rich history, diversity, HBCU and HSI institution
+ Workforce programs geared toward industry standards
+ Military friendly
+ Positive internal/external reputation
+ Investment in infrastructure, well-equipped technology, new buildings, renovation of existing buildings

+ Scholarship opportunities for students, strong fundraising efforts
+ Strong college leadership
+ Excellent customer service
+ Graduate more high or at-risk students
+ Student Engagement
+ Title III Funding

● OPPORTUNITIES

- Expand partnerships with companies and 4 year institutions
- Build a productive and sustainable workforce and organization*
- Restructure applied science courses to include teaching content in context*
- Niche Market – market and advertising programs
- Include realistic and relevant advisement about work/trade requirements and limits (e.g. felony convictions, drug testing)
- Distance education; Non-traditional students

● Weaknesses

– Low success rates of students progressing through developmental education

– Employee climate

● THREATS

- Budget uncertainties
- Talent and Knowledge loss
- Competition with for profits and 4 year institutions
- Communication/collaboration challenges between the colleges & district
- Unpreparedness of students

St. Philip's College Goals, Strategic Objectives and Action Plans — FY12

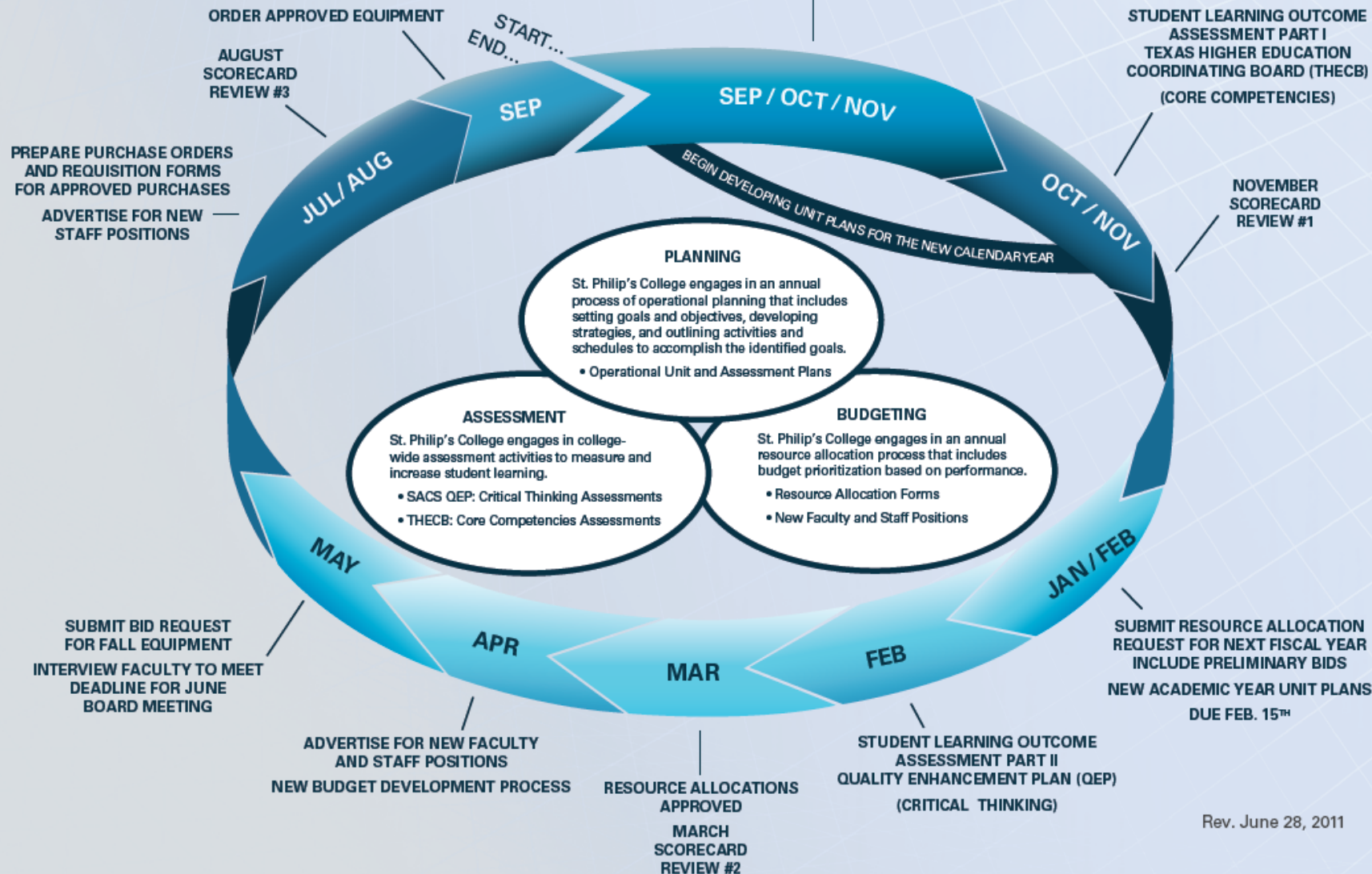| Goal	KPI	Strategic Objective	Key Action Plans	Stakeholder
Access to Higher Education	• Headcount Fall, Spring, Summer • Fundraising • Financial Aid • Student Satisfaction • Complaint reduction	Maintain and extend an open door, affordable access to quality higher education for residents of service area	• Improve Admission and Enrollment Processes • Expand Marketing and Recruitment Strategies • Implement Innovative Fundraising Strategies • Enhance Financial Aid Processes	• Students
Student Support	• Fall to Fall Retention • Course completion • Productive grade rate • Improvement in high risk and developmental courses • Average class size • Percentage of Fall FTIC who transfer to Texas senior institutions within 6 years • Faculty and Professional Development • Student satisfaction • Degrees and Certificates awarded	Increase academic support for all students.	• Faculty Development focused on student learning outcomes, best practices and developmental education • Enhance tutoring, Early alert system • Reduce high risk courses • Quality of instruction in large classes >30 • Successful Completion	• Workforce • Students
Workforce Development	• New Programs • Percent of technical students employed within 6 months of graduation • Percent of students passing licensure exam • Percent of workforce students employed or enrolled in higher education within one year of graduation • Number of certificates and degrees – Closing the Gaps critical areas (CIS, English, Math, Physical Science, Nursing	Build a world-class workforce education and training capacity in partnership with businesses and community-based organizations	• Develop and implement new programs	• Business and industry • Students • Workforce
Capacity to Serve	• Percent of employees engaged in professional development activities annually • Personnel expenses as a percentage of unrestricted operating expenses • FY12 4.1 million budget reduction • Student to computer ratio • Facilities condition index • Projects on-time completion • Equipment purchase rate	Develop the human capital and strengthen the financial, technological, and physical capacities of the College for first-rate student and community services	• Develop human capital • Practice sound financial management • Acquire appropriate technologies to ensure competitive positioning • Complete current Master Plan	• Community • Students • Workforce
Organizational Communication	• # employees participating on collaborative college committees • Percent of college participating in district committees • Number of division meetings, call to conversation and newsletters • CCSSE Support of Learners • CCSSE Student Faculty collaboration • Student, employee,	Foster integrated organizational communication to consistently promote the positive impact and value of the AC to the community of Bexar County and surrounding service area	• Promote effective organizational collaboration • Promote effective organizational communication • Satisfaction among key stakeholders (community, employees, students)	• Business and Industry • Community • Students • Workforce

St. Philip's College Scorecard
2011-2012 / Quarter 1

Goal	S-#	Key Action Plans	Measure	Target FY12	Q1	Q2	Q3	Q4
GOAL 1: ACCESS TO HIGHER EDUCATION — Maintain and extend an open door, affordable access to higher education for residents of the service area	1	Improve admission and enrollment processes	Percent students indicating satisfaction (NL) **Source: Office of Planning, Research, and Effectiveness** — 80%					
	2	Expand marketing and recruitment strategies	Fall student headcount by college of attendance **Source: THECB Accountability System** — 9,700		10,710				
			Spring student headcount by college of attendance **Source: THECB Accountability System** — 9,700						
			Summer student headcount by college of attendance **Source: THECB Accountability System** — 3,873						
	3	Implement innovative fundraising strategies	Amount of funds raised **Source: Institutional Advancement** — #####		$ 50,973				
	4	Enhance financial aid processes	Number of student complaints **Source: Office of Vice President of** — Baseline		35				
			Increased percent of students indicating satisfaction on survey (NL) **Source: Office of Planning, Research, and Effectiveness** — Baseline						

Goal	S-#	Key Action Plan	Measure	Target FY12	Q1	Q2	Q3	Q4
GOAL 2: STUDENT SUPPORT — Increase academic support for all students	1	Faculty development focused on student learning outcomes, best practices and developmental education	Number of hours of faculty development offered **Source: Instructional Innovation Center** — 250		165				
			Number of faculty participating in prof. dev. (duplicated) — 2,102		1,437				
			Faculty satisfaction with professional development — 90%						
	2	Enhance tutoring and the early alert system	Productive grade rates (PGR) **Source: Office of Planning, Research, and Effectiveness** — 71.5%						
			Fall-to-fall retention **Source: THECB Accountability System** — 50%						
			Course completion **Source: Office of Planning, Research, and Effectiveness** — 85.9%						
			Student satisfaction with tutoring **Source: Educational Support Services** — 72%						
			Number of students in early alert system **Source: Educational Support Services** — 150		44				
	3	Reduce high risk courses	Student Improvement in high risk courses **Source: Office of Planning, Research, and Effectiveness** — 4.9% Fall 6.8% Spg						
			Success rates/developmental coursework (AtD) **Source: Office of Planning, Research, and Effectiveness** — Math 50% Eng. 50% Read 60%						
	4	Quality of instruction in large (>30) classes	Average class size (Trend Data) **Source: Office of Planning, Research,** — 25		23.5				
			Productive grade rates (PGR) in large (>30) classes **Source: Office of Planning, Research, and Effectiveness** — Baseline		76.0%				
			Course completion in large (>30) classes **Source: Office of Planning, Research, and Effectiveness** — Baseline		87.9%				
			Student satisfaction in large (>30) classes **Source: Office of Planning, Research, and Effectiveness** — Baseline						
			Faculty satisfaction in large (>30) classes **Source: Office of Planning, Research, and Effectiveness** — Baseline						

Planning, Budgeting and Assessment Cycle

ALAMO COLLEGES

ST. PHILIP'S COLLEGE
"A Point of Pride in the Community"

STATUS REPORT OF PREVIOUS YEAR UNIT PLANS

ORDER APPROVED EQUIPMENT

AUGUST SCORECARD REVIEW #3

START...
END...

SEP

SEP / OCT / NOV

OCT / NOV

JUL / AUG

STUDENT LEARNING OUTCOME ASSESSMENT PART I TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB)
(CORE COMPETENCIES)

PREPARE PURCHASE ORDERS AND REQUISITION FORMS FOR APPROVED PURCHASES

ADVERTISE FOR NEW STAFF POSITIONS

BEGIN DEVELOPING UNIT PLANS FOR THE NEW CALENDAR YEAR

NOVEMBER SCORECARD REVIEW #1

PLANNING
St. Philip's College engages in an annual process of operational planning that includes setting goals and objectives, developing strategies, and outlining activities and schedules to accomplish the identified goals.
• Operational Unit and Assessment Plans

ASSESSMENT
St. Philip's College engages in college-wide assessment activities to measure and increase student learning.
• SACS QEP: Critical Thinking Assessments
• THECB: Core Competencies Assessments

BUDGETING
St. Philip's College engages in an annual resource allocation process that includes budget prioritization based on performance.
• Resource Allocation Forms
• New Faculty and Staff Positions

MAY

APR

MAR

FEB

JAN / FEB

SUBMIT BID REQUEST FOR FALL EQUIPMENT

INTERVIEW FACULTY TO MEET DEADLINE FOR JUNE BOARD MEETING

ADVERTISE FOR NEW FACULTY AND STAFF POSITIONS

NEW BUDGET DEVELOPMENT PROCESS

RESOURCE ALLOCATIONS APPROVED

MARCH SCORECARD REVIEW #2

STUDENT LEARNING OUTCOME ASSESSMENT PART II QUALITY ENHANCEMENT PLAN (QEP)
(CRITICAL THINKING)

SUBMIT RESOURCE ALLOCATION REQUEST FOR NEXT FISCAL YEAR INCLUDE PRELIMINARY BIDS

NEW ACADEMIC YEAR UNIT PLANS DUE FEB. 15TH

Rev. June 28, 2011

Division – Next Steps

1 Identify **division** activities and responsibilities in College Strategic Action Plans. Share with departments.

2 Identify **department** activities and responsibilities in College Strategic Action Plans. Department activities should correspond to identified Division activities and responsibilities.

3 Incorporate identified College Strategic Action plan activities into division and department Operational Unit Plans

Category 3 Customer & Stakeholder Focus

3.1 Voice of the customer: How do you obtain information from your customer/student/patient and stakeholders?

a. Customer/student/patient and stakeholder listening

    (1) Current
    (2) Potential

b. Determination of customer/student/patient and stakeholder satisfaction and engagement

    (1) Satisfaction and engagement
    (2) Satisfaction relative to competitors
    (3) Dissatisfaction

Category 3 Customer & Stakeholder Focus

3.2 Customer engagement: How do you engage customers/students/patients and stakeholders to serve their needs and build relationships?

a.   SERVICE/PROGRAM offerings and customer/student/patient and stakeholder support

 (1) SERVICE/PROGRAM offerings
 (2) Customer/student/patient and stakeholder support
 (3) Customer/student/patient and stakeholder segmentation
 (4) Customer/student/patient and stakeholder data use

b.   Building customer/student/patient and stakeholder relationships

 (1) Relationship management
 (2) Complaint management

Category/Item Number: 3.1	Category Authors: Dr. Paul Machen & Beautrice Butler	Key Theme (if any) being addressed
Baldrige Criteria Question(s): Describe how your organization listens to students and stakeholders and gains satisfaction and dissatisfaction information.		*We listen, launch, and learn from students, stakeholders, and competitors*

Listen | **Launch** | **Learn**

Listen: Students, Business/Community, Institution, Surveys, Grievance programs

Launch: Events, Programs, Survey Administration

Learn: Reporting, Action

Students-Stakeholders-Competitors
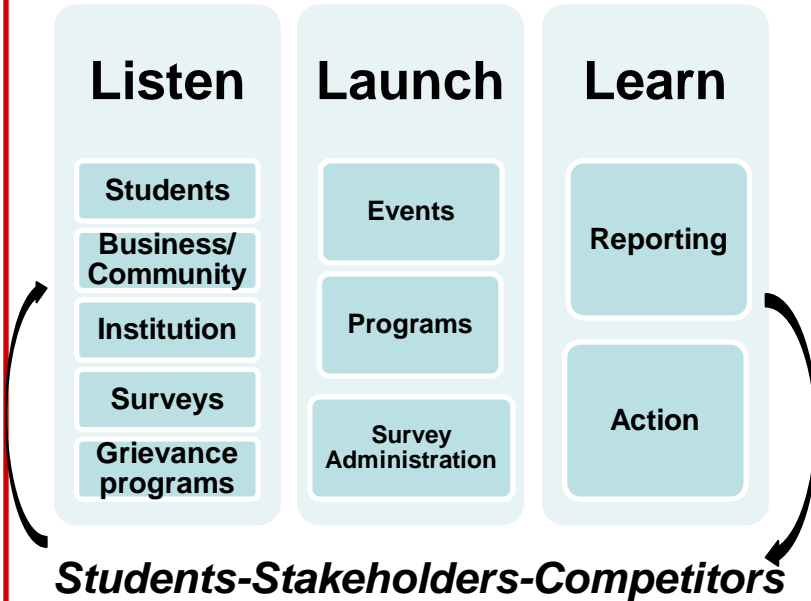
Key Points (Approach)

1. **Business/Community connections** – SPC conducts ongoing strategic planning sessions, hosts and attends many community events, and has several industry partners

2. **Institutional connections** – SPC conducts college wide meetings and large group forums

3. **Surveys** – SPC administers various customer (student, employee, stakeholder) surveys

4. **Student connections** – SPC has several active student organizations and other engagement programs

5. **Academic & Non Academic Grievance programs** – SPC has established processes to assist in the resolution of student issues

Key Points (Deployment):

1. Good to Great (G2G), Advisory Committees, President's Gala
2. All College Meeting, Call to Conversation, New Employee Orientation, CL Team
3. Community College Survey of Student Engagement, Noel Levitz, Personal Assessment of the College Environment, Student Evaluation of Instruction
4. Student Engagement & Presidential Scholars, Student Government Association , Psi Theta Kappa, Student Services Fee Advisory Committee, New Student Orientation
5. Grievance processes listed in student handbook and on college website

Writing forward items (if any):

- Establish student forum schedule
- Develop Customer Improvement program
- Develop survey and after action report for all programs

Key Points (Learning):

1. G2G, Unit Plan report outs
2. Cabinet, division, department meetings
3. Instructional labs, Fresh X, THEA Prep
4. Established SW Campus Student Center, CultureFest & Textbook loan program improvements
5. Grievance report complete, reviewed by Pres, VP, Deans as applicable

Key Points (Integration):

- Survey data and information disseminated during marketing campaigns, G2G, Call to Conversation, Unit Planning, Advisory Committee, Cabinet, Leadership, Division, and departmental meetings

Key metric linkage (if any):

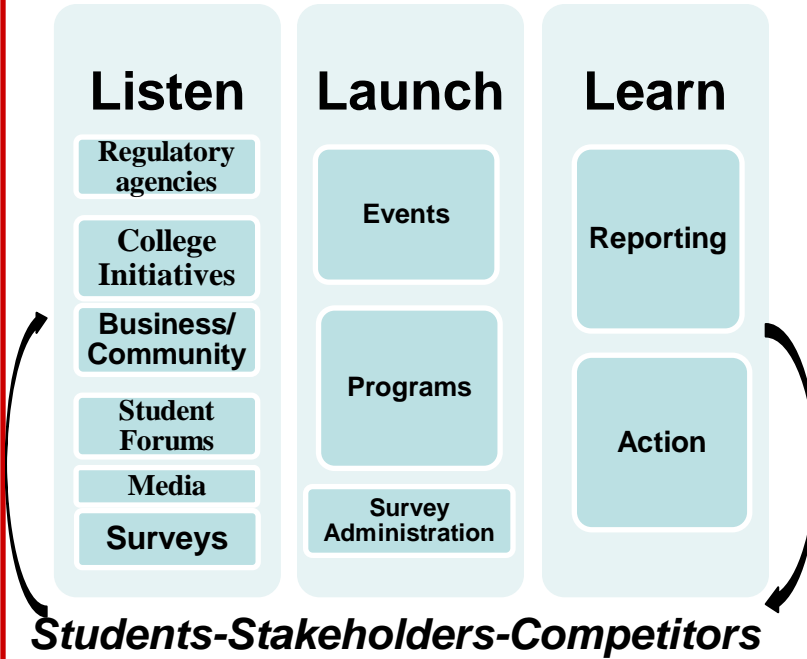- CCSSE, Noel Levitz, PACE, CultureFest Survey, Student Evaluation of Instruction, Who's Next data

Category/Item Number: 3.2	Category Author: Dr. Paul Machen & Beautrice Butler	Key Theme (if any) being addressed

Baldrige Criteria Question(s): Describe how your organization determines educational programs and services and communication mechanisms to support students and stakeholders. Describe how your organization builds student and stakeholder relationships.

We listen, launch, and learn from students, stakeholders, and competitors

Listen
- Regulatory agencies
- College Initiatives
- Business/ Community
- Student Forums
- Media
- Surveys

Launch
- Events
- Programs
- Survey Administration

Learn
- Reporting
- Action

Students-Stakeholders-Competitors

Key Points (Approach)

1. **Regulatory agencies** – SPC maintains compliance with several federal, state, and local regulatory entities

2. **College initiatives** – SPC involved in several national, regional, and local education transformational initiatives

3. **Business/Community connections** – SPC conducts ongoing strategic planning sessions, hosts and attends many community events, and has several industry partners

4. **Student Forums** - SPC has several active student organizations and other engagement programs

5. **Technology, print & social media** – SPC maintains various electronic and print media

6. **Surveys** – SPC administers various customer (student, employee, stakeholder) surveys

Key Points (Deployment)
1. Department of Education, SACSCOC Accreditation, THECB, Board of Nursing
2. G2G, Foundations of Excellence, Completion by Design, Achieving the Dream, Title III, SA P-20
3. WINTO & STEM conferences, Golf Tournament, CultureFest, Presidential Gala,
4. Student Government Association, Phi Theta Kappa , other student organizations
5. College website, Facebook, Newsletters, All Access Pass, Student Handbooks
6. Community College Survey of Student Engagement, Personal Assessment of the College Environment, Noel Levitz)

Writing forward items (if any):
- Establish student forum schedule
- Develop Customer Improvement program
- Develop survey and after action report for all programs

Key Points (Learning)
1. Academic Affairs & Curriculum Committee
2. G2G, Unit Plan report outs
3. After Action reports, surveys
4. Leadership team, SGA & PTK
5. Annual website, handbook reviews
6. Cabinet, division, department mtgs

Key Points (Integration)
- Survey data and information disseminated during marketing campaigns, G2G, Call to Conversation, Unit Planning, Advisory Committee, Cabinet, Leadership, Division, and departmental meetings

Key metric linkage (if any):
- CCSSE, Noel Levitz, PACE, Student Evaluation of Instruction SACSCOC documentation, Who's Next data

Key Student Groups

	Segments and Groups	Listening Methods	Actionable Information
Key Student Groups	Veterans	• Military partner meetings and dialogs • Support Groups	• Course offerings at military bases • Establishment of Veteran Student Organization
	High school graduates	• Recruiting visits to high schools, Campus tours • College Connection & College Mentorship programs • SPC Night-- WNBA Silver Stars games • Tour Evaluation Cards	• Answer variety of college admission questions • Feedback on Admission & Financial Aid procedures • Student contact data
	Women in Non-trad Occup	• Annual Conference • Advisory Committee	• Established WINTO Student Organization
	Dual Credit	• Meetings with local ISDs • Counselor's Breakfast •	• Course offerings • Schedules
	African American Males (AAMI)	• Outreach, activities and workshops • Student Engagement Grant • Annual Conference	• Established AAMI Student Organization Data management
	College Preparation (Prep)	• Mandatory assessment • New Student Orientation survey • Required Individual Success plan • First Year Experience programs • Foundations of Excellence self study	• Pretest assistance: Academic Prep, Bootcamp, Fresh X Summer Bridge, PASS • Advisor visits to DE classes
	First Time in College (FTIC)	• Mandatory assessment • New Student Orientation survey • Required Individual Success plan • First Year Experience programs • Foundations of Excellence self study	• FTIC hold in Banner Student System for mandatory advising • Loan program information • Early Alert program data

Key Stakeholder Groups

	Segments and Groups	Listening Methods	Actionable Information
Key Stakeholder Groups	Bexar County and Local Community	• SL participation community organizations • Community leader GTG participation • Host community events • President's Gala • Advisory Committees	• Administration attend multiple networking events • Student Internship Evaluation
	Surrounding Counties and Communities	• SL participation community organizations • Community leader GTG participation • Host community events • President's Gala • Advisory Committee	• Administration attend multiple network events • Student Internship Evaluation
	Alumni	• U.S. mail • Email • Facebook • Host community events	• New program recommendations • Id new student markets • Donor relations
	Industry Clusters Health, Aerospace, Manufacture, Energy Finance, IT Business Hospitality & Culinary	• Advisory committees • Contract negotiations • Client visits	• New program development • Career information

Process Improvement-Part 1

7.2 Customer-Focused Outcomes: What are your student- and stakeholder-focused performance results? Summarize your organization's KEY student- and STAKEHOLDER-focused RESULTS for student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT. SEGMENT your RESULTS by EDUCATIONAL PROGRAM AND SERVICE features and by student, STAKEHOLDER, and market SEGMENTS, as appropriate. Include appropriate comparative data.			
	STRENGTHS	**OFIS**	**COMMENTS**
a. Student- and STAKEHOLDER-Focused RESULTS	Utilize student engagement and satisfaction for key campus services and offerings	✓Establish process to acquire segmented engagement and satisfaction data and show results for all key S/S groups ✓Establish process to show complaint/process improvement results for all key S/S groups & work processes ✓Identify goals and targets, and show results of comparative and competitor data	✓Need to visit or schools and key industry groups on regular basis—document this action, decision, and data gathered from these visits ✓Present graphically when possible ✓Some of this data may be included in the College Scorecard

Process Improvement-Part 2

ITEM #	PRIORITY LEVEL 1 - IMMEDIATE ATTENTION	CAT -LEAD	OFI LEAD	TEAM MEMBERS	DUE DATE	STATUS UPDATES
6	Establish online complaint management process. Establish process to review and integrate results into associated programs	3 - PM/BB	Karlene Fenton	John Orona Jessica Cooper Staff Co. Rep TBD Student Rep TBD	04/30/13	
18, 21	Implementation of Emergency Preparedness Strategies. Need to develop and document a formalize/executable emergency preparedness plan for both campuses.	5 - PB/SCB 6 - LH/AH	Lacy Hampton	Existing Emergency Preparedness Team	04/30/13	

SPC Senior Leader OFI Assessment and Response

OFI: Establish online complaint management process. Establish process to review and integrate results into associated programs. - Dr. Karene Fenton

APPROACH: Use Maxient System - create a team to build Maxient Protocol (rules) for sustainability

Description	Objectives	Measures
Maxient offers a single system to provide details on all aspects of a student's conduct and behavior at the institution	Provide centralized reporting and recordkeeping Recover student and stakeholder confidence Enhance student and stakeholder satisfaction and engagement	1. Efficiency 2. Comprehensive Responsiveness 3. Conflict Management 4. Quantitative Data 5. Qualitative Data

Final Advice

Establish an organization wide systematized process—G2G

Ensure broad-based involvement from all organization levels, community members, etc.

Senior leadership commitment critical to ensure full integration

DO NOT FORGET TO CELEBRATE ALONG THE WAY !!

Thank you for your attention!
Any questions?

Please visit our website for more information:
www.alamo.edu/spc/presentation/