







## Application Package Submission Checklist (Award Level)

Use the following checklist to ensure compliance to the required specifications prior to submission of the Application Package. Include a copy of the completed checklist behind the blank cover page in the original document only. Clearly mark the original application (with original signatures) on the Cover Page - ORIGINAL.

1. The application package should be bound, preferably with spiral binding and tabbed dividers. Two hard copies and one flash drive should include the following documents and be assembled in the following order:
  - a. Blank Cover Page affixed to front of application. Clearly mark one copy as the "Original".
  - b. Completed Application Checklist (Original copy only).
  - c. Title Page with applicant name. May include logo and other information as desired.
  - d. Table of Contents.
  - e. Publicity, Ethics & Release Statement form with signature of Authorizing Official.
  - f. Copy of letter of Certification of Eligibility, Copy of Eligibility Certification Forms.
  - g. Organizational Chart, along with organization chart for parent organization if subunit.
  - h. Glossary of Terms and Abbreviations.
  - i. Award Level: Organizational Profile/Categories/Items/Areas are addressed and properly labeled. (Use of labeled section tabs is recommended.) Organizational Profile contains 5 pages labeled as pages *i-v*, category item responses 1.1-7.5 have a 50-page maximum labeled as pages 1-50.
  - j. Document size meets requirements. (8 ½ X 11 inches) Pages are numbered consecutively beginning with the response to criteria. **Pages must be printed one side only.**
  - k. All font size and margins meet requirements (¾ inch margin on left, ½ inch on right sides; Minimum 10 pt Arial or Times New Roman including font size in picture captions, graphs, figures, data tables. Two columns will be used. **(Final size after any resizing of objects).**  
**Note: If an application does not adhere to stated page limits and formatting standards, applicant will be granted 72 hours from point of notification to make corrections and resubmit to Quality Texas.**
  - l. Blank back page.
  - m. Complete Application is bound, preferable with spiral binding and tabbed dividers.
2. Check or money order is enclosed, payable to Quality Texas Foundation.
3. Appropriate number of copies submitted: 1 hard copy.
4. One Flash drive of the complete application is included. The application and all components should be saved in pdf format as one file and not in sections. The file should not be scanned and saved as pdf due to image sizes. Flash drive file must be less than 5MB. The information contained on the flash drive must match and include all hard copy application details. The examiners will assess your application using the electronic version loaded to a secure website specifically created for this purpose. ***\*If flash drive size is greater than 5MB, the application will be disqualified because it will exceed the website capacity.***
5. Applications must be consigned to an overnight delivery service by the application deadline listed in the Key Dates on our website. It is recommended that all application packages be shipped with a delivery service to avoid delays in delivery to the Quality Texas Foundation office.



All applications w/flash drive should be shipped to:

Quality Texas Foundation  
201 Woodland Park  
Georgetown, Texas 78633-2007  
Attn: Award/Recognition Department

# St. Philip's College

## Texas Award for Performance Excellence

### 2016



ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE





**Application Components (Blank Cover Page, Checklist and Title Page)**

**Application Checklist**

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# Award Level Publicity Permission & HRO Release/Ethics Statement

## 1. Publicity Permission

Does the Quality Texas Foundation have your permission to recognize and publicize your organization as a Texas Award for Performance Excellence participant (after the examination process is complete)? *This will include recognition of participation in a Press Release, as well as at the Annual Texas Quest for Excellence Conference.*

Yes       No

## 2. Release & Ethics Statements

We understand and agree that this application will be reviewed by members of the Board of Examiners.

We  agree /  decline to host the site visit and to facilitate an open and unbiased examination. We understand the organization must pay reasonable costs associated with a site visit.

If our organization is selected to receive an Award, we agree to share nonproprietary information about our successful performance excellence strategies with other organizations and at the annual Texas Quest for Excellence conference.

I state and attest that

- (1) I have reviewed the information provided by my organization in this Application Package.
- (2) To the best of my knowledge
  - no untrue statement of a material fact is contained in this Application Package, and
  - no omission of a material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices has been made. This includes but is not limited to sanctions and ethical breaches.

Signature, Highest Ranking Official



Signature

October 13, 2016

Date

Mr.    Mrs.    Ms.    Dr.

Name: Adena Williams Loston

Title: President

Address: 1801 Martin Luther King Drive  
San Antonio, Texas 78203

Telephone No.: 210-486-2900

Mobile No.: 281-989-9954

Email: aloston@alamo.edu





# Applicant Eligibility Certification Form

## 1. Applicant Organization

Applicant Address:

Official Name: St. Philip's College  
Other Name: \_\_\_\_\_  
Prior Name (if applicable): \_\_\_\_\_

1801 Martin Luther King, Dr.  
San Antonio, TX 78203

## 2. Application Level and Cycle: (Please check one)

Baldrige Next Level:	Progress Level:	Commitment Level:	Engagement Level:
(former TAPE recipients)	Cycle 2 _____	Cycle 2 _____	Cycle 2 _____
Cycle 1 _____	Cycle 3 _____	Cycle 3 _____	Cycle 3 _____
Award Level:	Cycle 4 _____	Cycle 4 _____	Cycle 4 _____
Cycle 1 <input checked="" type="checkbox"/>		Cycle 5 _____	Cycle 5 _____

If Progress Level, do you want to receive a site visit?  Yes  No  
*Note: In addition to the application fee – Next Level, Award Level (Cycle 1) and Progress Level site visits (Cycle 3 only) also require examiner expenses to be paid by the applicant. Cycle 1 Award Level applicants are not eligible for the Texas Award for Performance Excellence if they opt out of the site visit.*

## 3. Highest Ranking Official

Mr.  Mrs.  Ms.  Dr.

Name: Adena Williams Loston  
Title: President  
Telephone No.: 210-486-2900  
Fax No. 210-486-9270

Email Address: aloston@alamo.edu  
Address (If different from Headquarters): \_\_\_\_\_

## 4. Eligibility Contact Point

Mr.  Mrs.  Ms.  Dr.

Name: Paul Machen  
Title: Dean of Student Success  
Telephone No.: 210-486-2157  
Mobile No. \_\_\_\_\_  
Fax No. 210-486-2278

Email Address: pmachen@alamo.edu  
Address (If different from Headquarters): \_\_\_\_\_

## 5. Applicant Status

Has the applicant officially or legally existed for at least one year prior to the Applicant Eligibility Certification package deadline?  
 Yes  No

## 6. Application History



# Applicant Eligibility Certification Form

a. Has your organization previously submitted an eligibility certification Package? Yes  No

If yes, please list the years and indicate the organization's name, if different. 2010, 2012, 2013

b. Has your organization ever received the Texas Award for Performance Excellence? Yes  No

If yes, please list the years and indicate the organization's name, if different. \_\_\_\_\_

## 7. Sector and For-Profit/Not-For-Profit Designation (must indicate if for profit or non as applicable.)

<input type="checkbox"/> Business*	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
*including Manufacturing, Service, Government, Non Profit and Small Business)		
<input type="checkbox"/> Health Care	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input type="checkbox"/> Education: Pre-K - 12	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input checked="" type="checkbox"/> Education: Higher Ed.	<input checked="" type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit

## 8. Criteria Being Used

Business\*       Education       Health Care  
\*including Manufacturing, Service, Government, Non Profit and Small Business)

## 9. Size and Location of Applicant

a. Total number of: Employees (business) or Staff(education/healthcare) 690

b. For the preceding fiscal year, the organization had: \_\_\_\_\_ in:

<input type="checkbox"/> 0 - \$1M	<input type="checkbox"/> \$1M - \$10M	<input type="checkbox"/> Sales
<input checked="" type="checkbox"/> \$10M - \$100M	<input type="checkbox"/> \$100M - \$500M	<input type="checkbox"/> Budgets
<input type="checkbox"/> \$500M - \$1B	<input type="checkbox"/> More than \$1B	<input type="checkbox"/> Revenues

c. Number of sites: 2 In Texas      \_\_\_\_\_ Outside Texas

d. Percentage employees: 100 In Texas      \_\_\_\_\_ Outside Texas

e. Percentage physical assets: 100 In Texas      \_\_\_\_\_ Outside Texas

f. If some activities are performed outside the applicant's organization (e.g., by a national or overseas component of the applicant, the parent organization or its other subunits), will the applicant make available in Texas the sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its total operations in a site visit? (if selecting a site visit for overseas location, please use the international form and submit a separate application for the overseas location).

Yes       No       Not Applicable

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Texas Quest for Excellence Conference and at its Texas facilities?

Yes       No



# Applicant Eligibility Certification Form

h. Attach a line and box organization chart for the applying organization, including the name of the head of each unit.

### 10. Subunits (If the applicant is not a subunit, please proceed to question 11.)

a. What is the relationship of the applicant to the larger parent or system? (Check all that apply.)

- a subsidiary of     a unit of     a school of
- a division of     owned by     a like organization of
- controlled by     administered by     a campus of college of the Alamo Colleges

b. Parent Organization:

Highest Ranking Official:

Name: Alamo Colleges

Name: Dr. Bruce Leslie

Address: 201 W. Sheridan

Title: Chancellor

San Antonio, TX 78204

Number world-wide employees of parent 2,418

c. Is the applicant the only subunit of the parent intending to apply? (Check one.)

- Yes     No     Do Not Know

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent. Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

District functions performed in full or in part for St. Philip's College include human resources administration, legal services, financial administration, information technology, facilities, housekeeping and grounds maintenance, police and security.

e. Is the applicant self-sufficient enough to respond to all seven Criteria Categories? (Check one.) The subunit must be able to address levels of deployment, integration and learning at the subunit level in each of the categories

- Yes     No – Briefly explain

f. Briefly describe the organizational structure and relationship to the parent.

St. Philip's is one of four individually accredited colleges within the Alamo Colleges. The college president reports to the district chancellor who reports to the district-wide board of trustees.

g. Is the applicant's product or service unique within the parent organization?

- Yes     No

If "No," do other units within the parent provide the same products or services to a different customer base?

- Yes     No

If "No," please provide a brief explanation of how the applicant is distinguishable from the parent and its other subunits (e.g., market/location/name).



# Applicant Eligibility Certification Form

*St. Philip's (SPC) resides in economically challenged sectors of the community and provides a range of unique workforce/career programs as well as transfer programs. SPC and is the only institution in the country that is federally designated as both a Historically Black College as well as a Hispanic-Serving institution.*

**h. Manufacturing, Service and Small Business Only:** Are more than 50 percent of the applicant's products or services sold or provided to customers outside the applicant's organization? (Check one.)

Yes                       No

**i. Manufacturing, Service and Small Business Only:** Are less than 50 percent of the applicant's products or services sold or provided to the following? (Both parts must be checked.)

- the parent organization                       Yes                       No
- other organizations controlled by the applicant or parent                       Yes                       No

### 11. Certification Statement, Signature – Highest-Ranking Official

I certify that the answers provided are accurate and that my organization is eligible based on the current requirements for the Quality Texas Performance Excellence Program. I understand that at any time during the assessment process, if the information provided was inaccurate, my organization will no longer be eligible for an award (if applicable) and will receive a feedback report only.

Signature

Dr. Adena Williams Loston

Printed Name

10/13/16

Date

*Please send your completed package and nonrefundable \$350 certification fee payable to Quality Texas Foundation to the CEO Quality Texas Foundation office located at 201 Woodland Park, Georgetown, Texas 78633-2007.*

# Eligibility Certification Form – Site Listing & Descriptors\*

The following information is needed by the Quality Texas Foundation office to provide the most effective evaluation possible by the Board of Examiners.

## 1. Site Listing and Descriptors

It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in above items. For example, if you report 600 employees in 9.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

Address of Site(s)	Number Employees, Faculty, and/or Staff as indicated in 9. a.	Number of Shifts	Operating Hours	Percent Sales, Revenue or Budget as indicated in 9. b.	Description of Products, Services, and/or Technologies for each site
St. Philip's College Martin Luther King Campus	625	2	7:00am- 10:00pm	100% - there is a single budget for St. Philip's College distributed by function/department area across both campuses.	Educational services resulting in professional growth, degrees and/or certificates in the areas of Arts and Science (for transfer to a 4-year institution), Health Sciences and Applied Science and Technology.
St. Philip's College Southwest Campus	65	2	7:00am- 10:00pm		Educational services resulting in professional growth, degrees and/or certificates in the areas of Applied Science and Technology and Workforce and Continuing Education.

# Eligibility Certification Form – Site Listing & Descriptors\*

This form may continue on as many pages as necessary to cover all sites.



# Eligibility Certification Form – Site Listing & Descriptors\*

## 2. Key Organization Factors

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. “Key” means those organizations that constitute 5 percent or greater of the applicant’s competitors, customers/users, or suppliers.

### A. List of key competitors

- a. *Local community colleges*
- b. *Local 4-year institutions including UTSA and Texas A&M*
- c. *Private instruction entities to include proprietary schools and distance learning organizations*

### B. List of key customers/users

- a. *Students*
- b. *Business and industry*
- c. *Four-year Colleges and Universities*
- d. *Veterans*

### C. List of key suppliers

- a. *Alamo Colleges District Support Operations (IT, legal and fiscal service, human resources, facilities and grounds, purchasing, police and security)*
- b. *Follett (bookstore)*
- c. *Lancer (cafeteria)*
- d. *Macklemore (housekeeping)*

### D. Description of the applicant’s major markets (local, regional, national, and international)

- a. *College Connection area high schools*
- b. *Businesses and industries*
- c. *Military*

### E. Name of the organization’s financial auditor

*Ernst & Young LLP  
Frost Bank Tower  
100 West Houston Street Suite 1800  
San Antonio, Texas 78205-1403*

Organizations must submit an Eligibility Certification Package, including the \$350 nonrefundable fee, each time they plan to participate in an application cycle. The eligibility information is used to re-verify that the applicant is qualified to participate and to plan for Examiner staffing requirements.

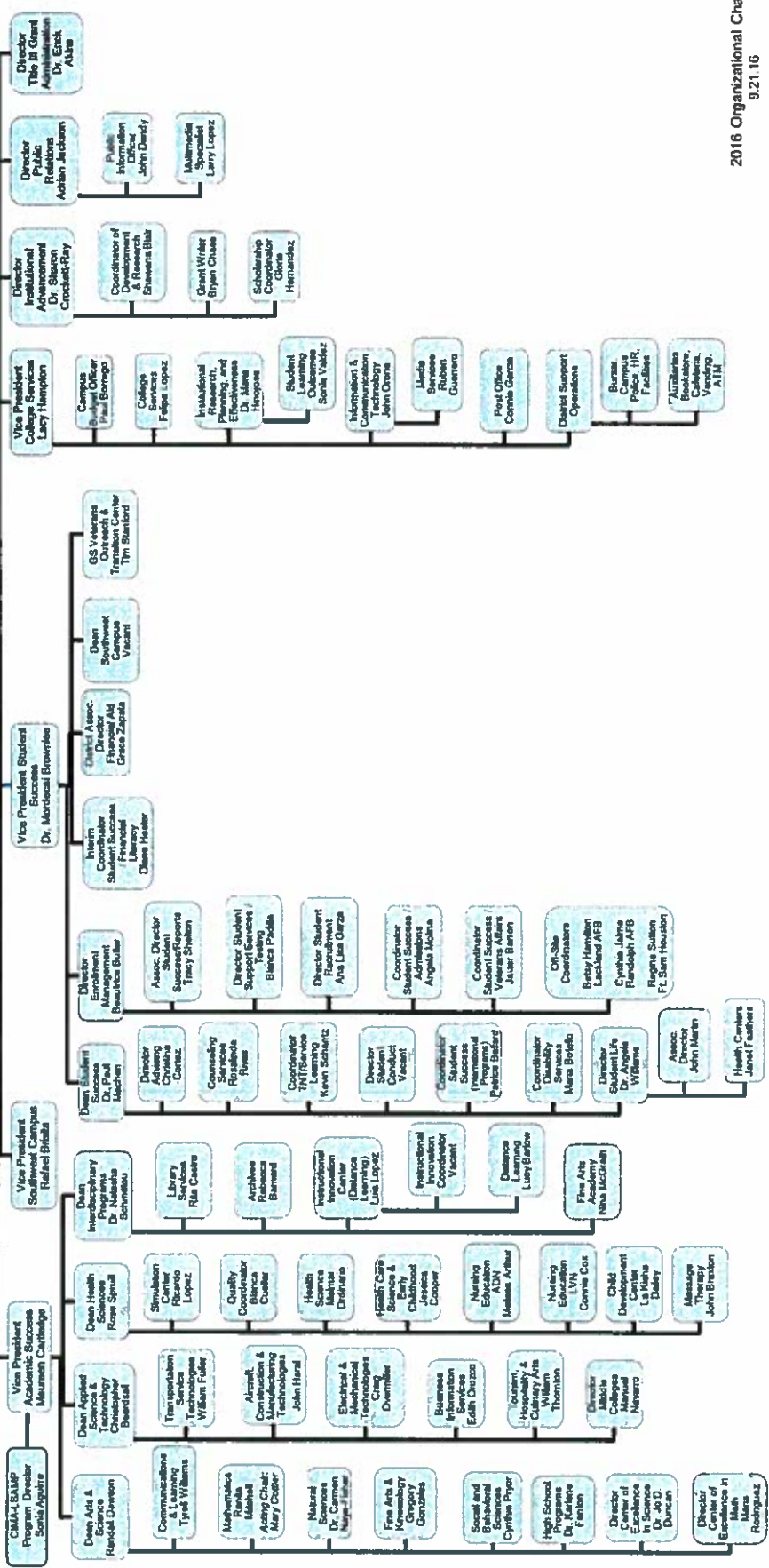


**Dr. Adena Williams Lodon**  
President

**Executive Assistant**  
Merella P. Hill

**Administrative Assistant**  
Misty Flores

**Administrative Service Specialist**  
Loretta Sibbey







<b>4DX</b>	Four Disciplines of Execution
<b>ACCD</b>	Alamo Community Colleges District (AC – Alamo Colleges)
<b>AC</b>	Alamo Colleges
<b>ACES</b>	Alamo Colleges Education Services
<b>ACPD</b>	Alamo Colleges Police Department
<b>ACS</b>	Alumni Constituent Survey
<b>ADA</b>	American with Disabilities Act
<b>ALAS</b>	Alamo Colleges Leadership Academy for Success
<b>BAT</b>	Building Action Team
<b>BLS</b>	Bureau of Labor Standards
<b>BOT</b>	Board of Trustees (for Alamo Colleges)
<b>CBO</b>	College Budget Officer
<b>CCSSE</b>	Community College Survey on Student Engagement
<b>CEO</b>	Chief Executive Officer
<b>CLC</b>	College Leadership Council
<b>COSA</b>	City of San Antonio
<b>CPS</b>	City Public Service (city's electric company)
<b>CQIN</b>	Continuous Quality Improvement Network
<b>DAR</b>	Detailed Assessment Report
<b>DC</b>	Dual Credit
<b>DOE</b>	Department of Education
<b>DSO</b>	Alamo Colleges District Support Operations
<b>ECHS</b>	Early College High School
<b>EDM</b>	Ethical Decision-Making
<b>EEOC</b>	Equal Employment Opportunity Commission
<b>EOP</b>	Emergency Operations Plan
<b>EPP</b>	Executive Performance Protocol
<b>ETS</b>	Educational Testing Service
<b>FMLA</b>	Family and Medical Leave Act
<b>FOCUS PDCA</b>	<b>F</b> ind, <b>O</b> rganize, <b>C</b> larify, <b>U</b> nderstand, <b>S</b> elect, <b>P</b> lan, <b>D</b> o, <b>C</b> heck, <b>A</b> ct (Performance Improvement Methodology)
<b>FTIC</b>	First Time in College
<b>GED</b>	General Education Development
<b>GPA</b>	Grade Point Average
<b>GPS</b>	Goal + Plan= Success
<b>GTG</b>	Good to Great
<b>HBCU</b>	Historically Black Colleges and Universities
<b>HIP</b>	High Impact Practice
<b>HR</b>	Human Resources
<b>HSI</b>	Hispanic Serving Institution
<b>ICS</b>	Incident Command System
<b>ICT</b>	Information and Communication Technology
<b>IIC</b>	Instructional Innovation Center
<b>IPEDS</b>	Integrated Postsecondary Education Data System
<b>IPRE</b>	Institutional Planning, Research and Effectiveness
<b>IRB</b>	Institutional Review Board
<b>ISLO</b>	Institutional Student Learning Outcomes
<b>ITS</b>	Information Technology Services



ST. PHILIP'S COLLEGE

<b>IUR</b>	Instructional Unit Review
<b>KPI</b>	Key Performance Indicator
<b>LMS</b>	Learning Management System
<b>LVN</b>	Licensed Vocational Nursing
<b>MLK</b>	St. Philip's College – MLK Campus
<b>Moody</b>	Moody Investors Service, bond credit rating
<b>MVV</b>	Mission, Vision and Values
<b>NISOD</b>	National Institute for Staff and Organizational Development
<b>NL</b>	Noel Levitz
<b>NVC</b>	Northwest Vista College
<b>OERM</b>	Office of Enterprise Risk Management
<b>OFI</b>	Opportunity for Improvement
<b>OUAP</b>	Operational Unit Assessment Plan
<b>PAC</b>	Palo Alto College
<b>PACE</b>	Personal Assessment of the College Environment
<b>PBA</b>	Planning, Budgeting and Assessment Cycle
<b>PDCA</b>	Plan, Do, Check, Act
<b>PDW</b>	Professional Development Week
<b>PGR</b>	Productive Grade Rate
<b>PPE</b>	Personal Protective Equipment
<b>PR</b>	Office of Community and Public Relations
<b>QEP</b>	Quality Enhancement Plan
<b>RAF</b>	Resource Allocation Form
<b>RN</b>	Registered Nurse
<b>SAC</b>	San Antonio College
<b>S&amp;P</b>	Standard and Poor's investment rating system
<b>SACSCOC</b>	Southern Association of Colleges and Schools Commission on Colleges
<b>SEG</b>	Student Engagement Grant
<b>SGA</b>	Student Government Association
<b>SL</b>	Senior Leaders
<b>SLOs</b>	Student Learning Outcomes
<b>SOBI</b>	Strategies of Behavior Intervention
<b>SPC</b>	St. Philip's College
<b>SPP</b>	Strategic Planning Process
<b>SWC</b>	St. Philip's College – Southwest Campus
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>THECB</b>	Texas Higher Education Coordinating Board
<b>TMS</b>	Talent Management System
<b>VLCC</b>	Very Large Community Colleges
<b>VIP</b>	Very Important Partner
<b>VOTC</b>	Veterans Outreach and Transition Center
<b>VP</b>	Vice President
<b>VPAS</b>	Vice President for Academic Success
<b>VPCS</b>	Vice President for College Services
<b>VPN</b>	Virtual Private Network
<b>VPSS</b>	Vice President for Student Success
<b>WIG</b>	Wildly Important Goal
<b>WNBA</b>	Women's National Basketball Association

**P.1.a (1) Organizational Environment:** St. Philip’s College (SPC) is a premiere institution known for educating a diverse student population of ethical, life-long learners leading to impact their generation. The main educational programs, offerings and services at SPC include Associate Degree programs, Certificate programs, supplemental instruction and student support services. These educational programs, offerings and services are the means for the institution to realize its vision and achieve its mission. Helping students gain individual economic independence as well as supporting the community by being responsive to workforce demands at the heart of the SPC culture.

The college website is a major mechanism for providing access to various student services including admissions and registration, advising, records requests and tutoring. Other services include delivering instruction through Canvas, the College’s learning management system (LMS) that supports student learning in online and web-enhanced classes.

**P.1.a (2) Vision and Mission:** SPC’s stated mission, vision, values, and core competencies are provided in Figure OP-2. Additionally, St. Philip’s is the only college in the nation that is federally designated as both a Historically Black and Hispanic-Serving higher education institution. SPC was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. Through these humble beginnings, through extreme financial challenges during the depression, through desegregation and the civil rights movement in the 1950s and 1960s, and through massive expansions in the 70s and into the present, St.

Offerings	Importance	Delivery Method
Degree Programs – 89 degree programs with various concentrations within AA, AAT, AS, AAS degrees.	Provides students an affordable pathway to transfer to a 4-year institution and/or to go into the workforce with skills to earn a living	Classroom Instruction Distance Education Labs and Learning Centers Active and Collaborative Learning Worksite Practicum
Certificate Programs - 83 professional certificate programs and marketable skills certificates	Provide students who may not desire a degree an opportunity to develop specific work skills to help them move forward in their chosen career	Classroom Instruction Distance Education Labs and Learning Centers Active and Collaborative Learning
Supplemental Instruction	Provides students with critical assistance to build and improve upon their foundational knowledge and skills to prepare and support them in college level work.	Labs and Learning Centers
Student Support Services - services to enrich and support learning and access	Provide students with a wide range of opportunities to learn and to grow in ways that will help them make good decisions that lead to a successful college experience	Advising, Tutoring, Placement, Student Activities

Figure OP-1 - Programs, Offerings and Services

Philip’s College has become a pillar in the community and often is referred to as “a point of pride in the community.”

The SPC core competencies of quality instruction, student engagement, and community engagement are steeped within our mission. Quality instruction is an imperative for SPC to be able to effectively respond to the needs of business and industry. Our industry partners depend upon us to provide a skilled workforce, ready to perform effectively on the job. Four-year colleges also depend upon SPC to adequately prepare students to transfer to their institution, academically ready to perform. Our community depends upon us to prepare residents for jobs, for academic and personal growth, and for life-long learning opportunities. Extracurricular and co-curricular student engagement activities connect students across disciplines and in the community to create learning communities and mentor-mentee relationships.

**P.1.a (3) Workforce Profile:** The SPC workforce is comprised of 418 full-time employees and 272 part-time employees (Figure OP-3). Key workforce groups include administrators, full-time faculty, professional and classified staff. All employees support the mission through the college’s core competencies by teaching academic courses, providing supplemental instruction, engaging with community to participate in the college experience or by

<b>Mission</b>
Empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.
<b>Vision</b>
St. Philip’s College will be the best in the nation in Student Success and Performance Excellence.
<b>Values</b>
<i>St. Philip’s College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.</i>
<b>Students First:</b> Above all, act in the best interest of the students.
<b>Respect for All:</b> We value courtesy, responsiveness, and appreciation for diversity by treating all people with dignity and kindness.
<b>Community Engaged:</b> We actively work in partnership with our stakeholders by responding to the needs of the community.
<b>Collaboration:</b> We work together to achieve student success.
<b>Can-Do Spirit:</b> We inspire resilience and persistence with a willingness to go above and beyond expectations.
<b>Data-Informed:</b> We use quantitative and qualitative data to inform decision-making and achieve student success.
<b>Core Competencies</b>
Quality Instruction for Educational Programs   Community Engagement   Student Engagement

Figure OP-2 – Mission, Vision and Values

Full-time	Female	Male	White	Hispanic	African American	Other	BA	MA	PhD
<b>Administrator</b>	4	6	2	1	4	3	0	6	4
<b>Classified Staff</b>	68	22	11	41	10	28	3		
<b>Faculty</b>	98	110	73	46	24	65	33	154	25
<b>Professional Staff</b>	72	38	18	39	20	33	7	11	4
<b>Total</b>	242	176	104	127	58	129	43	165	29
	57.8%	42.1%	24.8%	30.8%	13.8%	30.8%	10.2%	39.4%	6.9%
<b>Part-time</b>									
<b>Faculty</b>	84	102	65	40	19	62	26	99	
<b>Staff</b>	56	30	11	16	11	47	5	8	
<b>Total</b>	140	132	76	56	30	109		9	

Figure OP-3 – Workforce Demographics

providing operational or infrastructure support services. A recent change in SPC’s employee workforce was the establishment of AlamoAdvise case management certified advising model allowing SPC to hire 25 new employees to fill several advising related positions: Certified Advisors, Data Analyst, Advising Team Lead, Advising Support Specialist. the AlamoAdvise case management certified advising model.

Job diversity is identified in specific workforce segments including faculty, professional staff, classified staff and administrators. Faculty work directly with the academic and workforce educational experiences of students either through credit or non-credit instruction or through supplemental instruction such as library research and information literacy. Key education and experience requirements for faculty employees include a doctorate or a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree require a doctor’s or master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a bachelor’s degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline. Professional staff members lead function areas and make decisions related to allocation of resources. For example, function areas include faculty development, technical and communication services, enrollment management, educational support services, and institutional advancement.

Classified staff members provide operational and infrastructure support to the college and report to professional staff, department chairs and administrators.

**Administrators** have overall responsibility for institutional level budgeting, decision-making, planning and regulatory agency compliance as well as senior leadership responsibility over their areas to implement successful action plans that support the college strategic plan. Key education and experience requirements for administrators, professional and classified staff include specific job related education, training, and experience as set forth in the job description and in accordance with SPC adopted Alamo Community College District Board Policy. Key engagement drivers for all workforce groups are institutional structure, supervisory relationship, teamwork and student focus. These drivers are measured using the Personnel Assessment of College Environment (PACE) survey to determine key drivers of workforce engagement for all key workforce groups.

Key Performance Drivers
Course Completion Rates
Production Grade Rate
Fall-to-Fall Persistence Rate
Graduation Rates
6-Year Transfer Rates
Technical Students Employed within 6 Months

Figure OP-4 – Key Performance Drivers

SPC does not have organized bargaining units. There are no special health and safety requirements for the majority of the workforce, however some isolated programs require employees to hold a specific health or safety credential.

*P.1.a(4) Assets:* SPC has 30 buildings on two campuses, with a total 1,194,667 academic square feet, including a performing arts center, a four-court tennis center, and gymnasium with a swimming pool. There are two libraries comprised of 73,213 square feet. The college opened five new buildings in mid-2009: Center for Learning Resources, Center for Health Professions, Welcome Center, Diesel Technology Center, and Diesel Technology Lab. The Martin Luther King campus has 52.32 acres and the Southwest



Campus has 50.16 acres, including 30 parking lots and 2,908 parking spaces. Total estimated assessed value is \$253,246,021. There are 2, 258 student desktop computers, 622 student laptops, 254 faculty desktop computers, 151 faculty laptops, 457 staff desktops, 78 staff laptops, 8 video conference rooms, 179 SMART classrooms, 89 computer labs, 180 Apple iPads, 4 Simulation Intensive Care Unit Labs, 1 Control Room, 3 Central Supply rooms, 1 Debriefing/Conference Room, 1 Simulated Inpatient Hospital, 8 Hospital Rooms, 1 Nurses Station, and 1 Basic Skills Lab with 12 hospital beds, and 1 Medical Gas Storage room. The total estimated value is \$7,500,000.

**P.1.a (5) Regulatory Requirements:** St. Philip’s College adheres to the following:

<b>Federal Regulations:</b> Circulars: Educational and Non-Profit Institutions Documents
<b>OMB Circular A-21 - Cost Principles for Educational Institutions (05/10/2004), Relocated to 2 CFR, Part 220 OMB Circular A-110 - Uniform Administrative Requirements for Grants and Other Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations (11/19/1993) (further amended 09/30/1999, Relocated to 2 CFR, Part 215)</b>
<b>OMB Circular A-133-Audits of States, Local Governments, and Non-Profit Organizations (06/24/1997, includes revisions published in Federal Register 06/27/03)</b>
<b>Education Department General Administrative Regulations (EDGAR), 34 CFR, Parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99</b>
<b>National/State Regulatory Agency:</b> Texas Higher Education Coordinating Board (THECB)
<b>ACCD Board Policies:</b> The policies, procedures and other documents, as adopted by the Alamo Colleges Board of Trustees, apply to all Alamo Colleges employees and students, including district support operations and all other offices and units of the Alamo Colleges. To the extent that any policy, procedure or other document is inconsistent with Texas or federal law, the Texas or federal law shall control.
<b>Accreditation:</b> Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Figure OP-5 – Regulatory Requirements

St. Philip’s is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) signifying that SPC (1) has a mission appropriate to higher education; (2) has resources, programs, and services sufficient to accomplish and sustain that mission; and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and can indicate whether it is successful in achieving its stated objectives. SPC is also approved and accredited by the Texas Higher Education Coordinating Board, National Accrediting Groups for Health Science and Nursing Programs, Early Childhood Programs, Culinary and Hospitality Programs, Automotive Programs and the Federal Aviation Administration.

**Service Area:** The service area of the Alamo Community College District is listed as described in Education Code 130.162. The service area of the Alamo Community College District includes the territory within: 1. Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties; 2. Atascosa County, except the territory within the Pleasanton Independent School District; and 3. Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

**P.1.b(1) Organizational Structure:** SPC is a member of the Alamo Colleges, a group of five community colleges in San Antonio governed by the Board of Trustees of the Alamo Community College District. The Alamo Colleges Chancellor is the Chief Executive Officer (CEO) and reports to a nine-member, community elected Board, in addition to a non-voting student member. By state statute, the Board is the governing body that sets policy consistent with the Alamo Colleges mission.

The Board appoints the Chancellor, levies property taxes, and approves the budget. The Board is the final authority on all policies that govern the five Colleges. The District consolidates support for all of the colleges in the following areas: Finance, HR, Facilities, Acquisitions, Campus Police, and IT (a shared approach with SPC). College Presidents report to the Chancellor and serve as CEOs of their College. The SPC President provides leadership and sets the direction of the institution, assuring alignment with the district mission, vision, values and strategic objectives. The daily operations of St. Philip’s College are managed primarily at the campus level through the senior leadership who are supported by professional staff, faculty chairs and classified staff. All SPC Senior Leaders (SL) are accountable for integrating the mission, vision and values of the institution into their respective areas of responsibility and are expected to meet the institutional targets set in the strategic plan. The reporting structure within the administration of the College is below. A detailed organizational chart is included in the application packet.

**P.1.b(2) Students, Other Customers and Stakeholders:** Key market segments, student groups and customer groups (Figure OP-6) have many common requirements and expectations. Each has requirements and expectations focused upon their specific needs (Figure OP-6). To best serve our students, we segment them based on education goal and other target demographic factors. More than 60% of our students are academically underprepared and require developmental education (pre-college level mathematics, writing, and reading instruction). We provide support programs and tutoring for underprepared students; other special services include counseling for veterans and international students, as well as support services for the disabled. The student profile is as follows: 14% of students are full-time and 86% part-time; 43% male and 57% female;

Customer Groups	Key Requirements
<b>Market Segments</b>	
<b>College Connection area high schools</b>	<ul style="list-style-type: none"> <li>College Connection administrative oversight</li> <li>Complete two school activities per year</li> <li>Alamo College transition materials</li> <li>College and career exploration resources</li> <li>Provide degree, certificate and Texas Success Initiative assessment information</li> <li>Commencement representative</li> </ul>
<b>Industry and Workforce</b>	
<b>Military</b>	<ul style="list-style-type: none"> <li>Annual Compliance Survey</li> <li>Principles of Excellence items areas</li> </ul>
<b>Student Segments</b>	
<b>All Students</b>	<ul style="list-style-type: none"> <li>Academic Advising</li> <li>Advising Services</li> <li>Admissions and Financial Aid</li> <li>Campus Climate</li> <li>Support Services</li> <li>Instructional Effectiveness</li> <li>Student Centeredness</li> <li>Response to Diverse Populations</li> </ul>
<b>Developmental (Underprepared)</b>	<ul style="list-style-type: none"> <li>All Student requirements, and</li> <li>Developmental offerings</li> <li>Academic support services</li> </ul>
<b>Early College High School</b>	<ul style="list-style-type: none"> <li>Target Population</li> <li>Partnership Agreement</li> <li>Leadership Initiatives</li> <li>Curriculum and Support</li> <li>Academic Rigor and Readiness</li> <li>School Design</li> </ul>
<b>Dual Credit</b>	<ul style="list-style-type: none"> <li>All Student requirements except Financial Aid</li> </ul>
<b>Veterans</b>	<ul style="list-style-type: none"> <li>All Student requirements</li> <li>Annual Compliance Survey</li> <li>Principles of Excellence items areas</li> </ul>
<b>Other Customers and Stakeholders</b>	
<b>4-year Colleges and Universities</b>	<ul style="list-style-type: none"> <li>Provide appropriate advising guides</li> <li>Ensure completion of the program mapping of courses</li> <li>Ensure College website indicates the existence of Articulation Agreement</li> </ul>
<b>Industry and Workforce Employers</b>	<ul style="list-style-type: none"> <li>Maintain relevant certification and accreditation</li> <li>Highly qualified, certified faculty</li> </ul>

Figure OP-6 – Customer Groups

54% Hispanic; 28% White; 11% African-American; and 39% economically disadvantaged.

P.1.b (3) **Suppliers and Partners:** Key partners, collaborators and suppliers are critical to SPC efforts to assist with the provision of services to students and other customers. **Partners** are those organizations SPC has a strategic relationship with for collaborative projects or provision of services. This partnership may reflect a reciprocal relationship in meeting the needs of our

Suppliers/Partners	Role	Method of two-way Communication
<b>Partners and Collaborators</b>		
<b>College Connection area high schools</b>	<ul style="list-style-type: none"> <li>Provide students</li> <li>Share processes for access, data, and student information</li> </ul>	<ul style="list-style-type: none"> <li>Email</li> <li>Meetings and committees</li> <li>Phone calls</li> <li>Individual feedback</li> </ul>
<b>4-year Colleges and Universities</b>	<ul style="list-style-type: none"> <li>Develop articulation agreements</li> <li>Accept student transfers</li> </ul>	<ul style="list-style-type: none"> <li>Email</li> <li>Meetings</li> <li>State-wide groups &amp; committees</li> <li>Phone calls</li> </ul>
<b>Employers and Advisory Committees</b>	<ul style="list-style-type: none"> <li>Provide input regarding program curriculum</li> <li>Advise workforce needs</li> </ul>	<ul style="list-style-type: none"> <li>Emails</li> <li>Meetings and committees</li> <li>Surveys</li> <li>Phone calls</li> <li>Publications</li> </ul>
<b>Key Suppliers</b>		
<b>Alamo Colleges DSO</b>	<ul style="list-style-type: none"> <li>Provide finance, legal, HR, IT, police and facilities services</li> </ul>	<ul style="list-style-type: none"> <li>Emails</li> <li>Meetings and committees</li> <li>Surveys</li> <li>Phone calls</li> </ul>
<b>Auxiliary Service Providers</b>	<ul style="list-style-type: none"> <li>Bookstore, cafeteria and housekeeping</li> </ul>	<ul style="list-style-type: none"> <li>Contracts</li> <li>Emails</li> <li>Meetings</li> <li>Surveys</li> <li>Phone calls</li> </ul>

Figure OP-7 – Key Suppliers/Partners and Collaborators

customers. **Collaborators** are organizations or individuals who assist SPC in achieving short or long-term objectives or develop strategic initiatives that benefit students, other customers and stakeholder groups. **Key suppliers** are those organizations SPC purchases goods and services of significance or who play a role in delivering services directly to our students. These suppliers assist SPC in providing efficient services that reduce costs thereby aiding SPC’s competitive position as a low-cost, open access higher education institution.

## P.2 Organizational Situation

**P.2.a (1) Competitive Environment:** SPC is the only publicly funded 2-year institution positioned to offer diversely unique educational opportunities in the San Antonio area (Bexar County and the seven contiguous surrounding counties). Over 170 degree and certificate are offered in Applied Science and Technology (aircraft mechanics, automotive repair, culinary arts, power generation and alternative energy), Arts and Science (biotechnology and natural energy resources) and Health

Sciences (surgical tech radiography, medical transcription and other programs).

SPC operates within a competitive-cooperative environment, particularly the relationship with our four sister colleges. Students have the choice of attending other Alamo Colleges or any of the four-year institutions in the area or beyond. The other four Alamo Colleges represent a modest level of competition for attracting incoming students. Local public, four-year competitors are Texas A&M University – San Antonio and University of Texas at San Antonio; for-profit competitors include Hallmark University and Medical Education and Training Campus for military students.

**P.2a(2) Competitiveness Changes:** The national economic situation continues to threaten our state funding, yet it also motivates students to enroll in community colleges to gain marketable skills that will make them more employable. Budget cuts influence SPCs opportunities for innovation and collaboration capitalizing on our competitive advantages. In spite of budget cuts, the cost to attend SPC is substantially less than any four-year institution or proprietary school in the area; SPC has experienced a 9.6% increase in enrollment since 2013 as well as an increase in educational pathways to four-year institutions.

To mitigate the challenge of the current economic situation, the college in collaboration with DSO to focus marketing strategies that better inform potential students of offerings, convenience and cost effectiveness of choosing SPC. The college continues to aggressively seek grant-funding opportunities, work more closely with advisory committees, business and industry leaders as well as key community members to develop creative solutions to address challenges.

**P.2a(3) Comparative Data:** Our primary sources of comparative and competitor data are shown below.

Data Type	Data Source
Student Satisfaction	Noel Levitz
Student Engagement	CCSSE
Student and Education Program Performance	THECB Accountability System; ACCD
Student Learning Outcomes	ETS
Financial Performance	ACCD; Moody; S&P
Workforce	PACE, BLS
Leadership	PACE

Figure OP-8 – Comparative Data Sources

**P.2b Strategic Context:** Strategic challenges and advantages shown in Figure OP-9.

**P.2c Performance Improvement System:** The Planning, Budgeting and Assessment (PBA) Cycle focuses SPC on performance excellence and organizational learning and

Strategic Advantages
Affordability
Geographic availability to Eastside of San Antonio
Reputation of Support for Learners
Success in job placement, career advancement and transfer
Title III and V funding (HBCU & HSI designation)
Strategic Challenges
Quality and effectiveness with decreased funding
College readiness of entering students
Increased performance expectations

Figure OP-9 – Strategic Advantages

encompasses the foundation of the Performance Improvement system. This PBA cycle integrates strategic long-range and annual goals with performance-based budgeting in order to effectively evaluate and assess the accomplishment of institutional goals, process improvements and student success measures. The PBA Cycle involves three thematic approaches for assessing and reviewing our institutional mission, goals and outcomes, quality continuous improvements and student successes: Planning Cycle, Budgeting Cycle and Assessment Cycle. **Planning Cycle** encompasses the following processes: Strategic Planning Process, Budget Planning and Development, Operational Unit Action Planning (OUAP) and SLO Planning. **Budgeting Cycle** is a systematic approach that serves as the baseline strategy for prioritizing all faculty and staff hiring requests and major departmental purchases. **Assessment Cycle** includes the following processes: OUAP and SLO assessment, Instructional Unit Review and QEP, Core curriculum and educational program assessment.

Additionally, the college utilizes Focus PDCA to encourage a culture of continuous process improvement and innovation; and 4DX is used as a tool to engage individual divisions through cycles of improvement. Throughout the PBA Cycle, the Focus PDCA framework provides the foundation for decisions about selection, collection, alignment and integration of key data and information for SLs and Good to Great participants to examine needs and issues related to organizational performance.



## CATEGORY 1 LEADERSHIP

### 1.1 Senior Leadership

**1.1.a (1) Vision, Values and Mission.** St. Philip's College (SPC) mission, vision and values (MVV) (Figure OP-2) drive our excellence journey in moving from "Good to Great." Good to Great is the leadership approach that forms the basis for developing, deploying and maintaining a continuous annual cycle of review for the MVV. This annual cycle of review encompasses a number of leadership teams, community members, business and industry partners, faculty, staff and students. SPC Good to Great (GTG) strategic planning team meets to develop the strategic plan that includes the MVV. This team makes recommendations to Senior Leaders (SL) who serve on the President's Cabinet for approval to amend the College mission, vision and values. SLs then discuss, edit and finalize the vision and values and deployment of the MVV occurs through leadership teams, social media outlets such as the College website, digital and poster signage. The MVV are reviewed with the District Support Operations (DSO) periodically, discussed at leadership council meetings, reviewed throughout the year and routinely reinforced using the method shown in (Figure 1.1b). The MVV are prominently displayed throughout the campus in offices and public areas and are documented written communications, the SPC e-catalog, and student handbook. Through the leadership teams every department across the College must complete an Operational Unit Assessment Plan (OUAP) in the WEAVEOnline portal, software which ensures unit objectives are associated with the institutional MVV. Departments report out annually in a public forum to SLs and attendees to assess unit objectives that are influenced by the MVV.

SLs personal actions reflect commitment to the College values by selecting a value to place on their employee identification card. SLs share and deploy their personal story and values with all new students during New Student Orientation conducted at the beginning of every semester, in addition to division and departmental meetings. SLs are expected to lead or participate in a cross college committee which is not a part of their primary job responsibilities and serve in leadership positions with community and professional organizations. Most importantly, SLs, which consist of vice presidents and deans, are responsible for assuring SPC vision and values are upheld as a condition of their employment contract which they must review and sign each year.

**1.1.a (2) Promoting Legal and Ethical Behavior.** SLs model legal and ethical behavior and set performance expectations for all employees as part of the employee appraisal process. These expectations are measured annually and feedback is given to all employees including workforce segments. Policies for employee behavior are published and available by accessing the Alamo Colleges District Support Operations (DSO) website. Any deviations are addressed immediately through appropriate reporting channels. SLs ensure progressive discipline policies and procedures are

followed when a member of the workforce exhibits behavior that falls outside progressive discipline policy. SLs are subject to the same legal and ethical standards and progressive discipline action as members of the workforce and face disciplinary action that can result in termination. The standard requirement for ethical behavior is reinforced through a mandatory, annual online Ethics course. SLs must successfully pass the course each year and ensure that every employee (100%) has completed the online course.

In preparation for the 2015 reaffirmation from the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), SPC adopted Ethical Decision-Making (EDM) as its Quality Enhancement Plan (QEP). The College collected input from several constituent groups prior to determining a final topic for the QEP which consists of the following four key strategies: (1) Provide faculty professional development to enhance skills and create learning activities that support student ethical decision-making skills; (2) Facilitate faculty-student best practice sharing to enable continuous improvement across the five-year plan; (3) Engage students in EDM learning opportunities; (4) Develop SPC community-wide EDM awareness. Throughout the year SLs, other employees, students and community members are engaged in EDM and then complete assessments to measure the effectiveness of the College's EDM program plan.

**1.1.a (3) Creating a Successful Organization.** SLs create an environment for organizational improvement and ensure accomplishment of the SPC mission by adhering to the College's Planning, Budgeting, and Assessment Cycle (PBA). This cycle integrates strategic and OUAP requirements with organizational and student learning outcomes assessment and funding processes. The GTG strategic planning process is centered on a large annual March retreat, but has regular and cyclical, calendar points to assess and readjust as the situation demands. This allows agility within the organization to respond to internal and external factors that may threaten the College or provide opportunities to grow. In addition, the College established a Substantive Change Policy and a Compliance Sustainment Committee to facilitate more avenues to create a successful organization. All of these actions contribute to intelligent risk taking because they provide checks and balances by which potential risks are identified early and mitigation plans put in place. An example of this is the recent establishment of a repository for record keeping of data to enable substantive change documents earlier so that the proper notifications can be made and advance approvals obtained as needed. The PBA cycle assures fiscal responsibility through performance-based budgeting using the Resource Allocation process. The Resource Allocation process is integrated into operational unit planning, tying funding to actions that are directly aligned to the College strategic objectives and action plans.

The strategic objectives are rooted in the mission of the institution and are based upon an analysis of key data results, including student learning outcomes assessment data, along with findings from an institutional Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and the development of a context map of key environmental scan data. The intent of the strategic objectives is to maintain sustainability of the organization and to improve performance. As the higher education environment continually changes and becomes more complex, SLs understand that traditional methods of managing an institution no longer apply and that creativity of ideas, innovative approaches to performance improvement and organizational agility are critical to sustainability. This understanding led to the College being recognized for the last 6 years as an *Achieving the Dream* Leader College for its ability to establish several innovative programs (Figure 1.1a). SPC was also designated a Military Friendly Institution. SLs lead the efforts across all College workforce segments to develop new ideas and approaches to addressing the College strategic objectives and action plans. Individual departments within the organization develop their own operational unit plans in alignment with college action plans. The departments are strongly encouraged to be creative and bold in addressing short and long term needs. An example of an innovative approach to address strategic objectives included a departmental proposal that utilized General Scholarship Funds to help students pay off their tuition and fees. The proposal was implemented fall 2012 where funds were used to pay down small outstanding balances of students in good standing, but who could not afford to pay the balance of their bill, and therefore were in jeopardy of being dropped from their classes. The implementation of the plan was very successful. To date 400 students have benefitted from this initiative with a disbursement of \$20,658 resulting in higher enrollment. The plan has been adopted as a standard student assistance process.

SLs are dedicated to creating a workforce culture that delivers positive and engaging experiences for students and other stakeholders. Employee recognitions are in place to honor members of the workforce including Employee of the Month; Faculty Excellence awardee; the Piper Professor Award

Innovative Programs
Student Engagement Grant
Jessica's Project
Microsociety
Veteran's Outreach and Transition Center
Contextual Art Course
Math Immersion Courses

Figure 1.1a – SPC Innovative Programs

nominee; and faculty, staff and administrator nominees for the University of Texas National Institute of Staff and Organizational Development award for leadership in education. Recognitions also honor faculty who have been promoted, awarded tenure or earned a doctorate; staff who

earned a degree or assumed a new position; and for administrators earning a doctorate and numerous informal recognitions throughout the year. In addition to recognitions, the College provides a safe, clean and attractive work environment for employees. Numerous employee engagement activities are available for employees including participation on College Committees dedicated to improving services for students and engaging students in enrichment experiences. SLs provide oversight to the College Committee process and assure that employees from their divisions have ample opportunity to participate. In a recent Personal Assessment of the College Environment (PACE)



Figure 1.1b – Senior Leaders Guide, Sustain and Communicate

survey of employees, SPC was given positive marks for workforce climate at the collaborative level. Additionally, the College's recent Community College Survey of Student Engagement (CCSSE) results indicate a positive experience for students and other customers that is higher than other comparable colleges as measured among their cohort of higher education institutions.

SLs are additionally responsible for providing growth and learning opportunities for the workforce including mandatory participation in Professional Development Week (PDW). Activities during the week give employees the opportunity to learn of any amendments to the mission, vision and values as well as to strategic objectives and college actions plans. Technical training is provided to introduce or reinforce utilization of workforce, student management, strategic planning, and financial management online systems. Additional training and learning opportunities are available throughout the year. Part of the employee appraisal process includes a professional development component where SLs are able to identify specific professional development and training requirements for the coming year.

The Alamo Colleges Leadership Academy for Success program is designed to train, mentor and prepare future leaders in the College. To participate in the Alamo Colleges Leadership Academy for Success program employees submit an application packet for consideration to through their supervisory chain of command for consideration. Through consensus, top applicants are identified and selected to participate in the intense year-long program. Because the

Alamo Colleges Leadership Academy for Success program is internal, it provides the opportunity to guide future leaders through the culture of the institution, inculcating the College vision, mission and strategic objectives. Since its inception in 2007, 47 SPC employees have participated in the Alamo Colleges Leadership Academy for Success program and 11 have either been promoted or taken on higher levels of responsibility.

Organizational learning by SLs occurs throughout the year as part of the PBA cycle through review of data from GTG, operational unit planning, student learning outcomes assessment reports and scorecard reports. SLs regularly participate in organizational learning during the SPC Leadership retreat each December as well. In addition, they participate in national, regional and local conferences and seminars with professional organizations such as Systems Thinking, SACSCOC, USA Funds or CQIN conferences. SLs are evaluated on their learning endeavors as part of the administrator appraisal process.

**1.1b (1) Communication and Organizational Performance.** SLs communicate and engage the workforce through a variety of methods that encourage two-way communication throughout the organization and inform the workforce of key decisions by the College or district leadership (Figure 1.1c).

SLs take an active role in reward and recognition programs to reinforce high performance and student learning by encouraging “goal setting,” that are written into performance appraisals. Employees participate in “Employee of the Month,” and “Year Programs.” Annually, exemplary employees are nominated for the University of Texas National Institute for Staff and Organizational Development (NISOD) awards. In 2016, four faculty members, three professional staff, and three administrators were nominated to be honored for their high performance and support of students. Nominees were honored at the College and were awarded travel to the annual NISOD conference in Austin. Further, recipients were rewarded with a luncheon by the chancellor and recognized by the Alamo Colleges Board of Trustees (BOT).

**1.1b (2) Focus on Action.** SLs maintain focus on the College’s vision, values, strategic objectives and key performance indicators through the cyclical and structured GTG strategic planning process within the PBA cycle to achieve the SPC mission. The GTG strategic planning process includes an annual two-day retreat in March for all employees making decisions about college resources and other stakeholders (approximately 100 individuals) to participate in a review of College accomplishments, challenges and opportunities for improvement. New initiatives and priorities are determined at this retreat. After the two-day retreat in March, a follow-up retreat occurs later to define go-forward strategies and to develop a plan for accomplishing initiatives and priorities determined in the initial retreat. Throughout the year, SLs work with departments and divisions across the college in the

development, review and updating of OUAP documents that are tied to the SPC strategic objectives and action plans. Plans are produced on an annual cycle, with a public report out by all units each fall that provide details for the College to learn about the successes, opportunities for improvement and remediation efforts of their previous academic year plan. The reports are presented in a public forum by representatives of each operating department in the college, allowing the whole of the college to enhance the learning and understanding of every College operating unit. SLs in collaboration with the GTG team review data from scorecards, SWOT analyses and the College Context Map to develop and identify strengths and opportunities for improvement (OFI). Strategic objectives and college action plans are developed based upon thoughtful review of all available data. Key performance indicators that best address the strategic objectives and action plans are identified and aligned appropriately. Once the collaborative effort with the GTG strategic planning team is complete, SLs meet to make final edits and to confirm action plans and other adjustments to the strategic plan.

SLs balance the value of students and other stakeholders in setting College performance expectations by including these constituencies in critical decision-making activities that impact their success. Representatives from the Faculty Senate, Staff Council and Student Government Association are active participants on the College Leadership Council (CLC) and also are members of the GTG strategic planning process. Business and industry leaders serve on College advisory committees in all occupational instructional programs, providing important input into performance expectations for the College and its students.

Communication Method	Employee Groups	Key Discussion Topics	Frequency	2-Way
All College Meeting	All employees	Strategic Direction, Organizational Performance, Key Decisions, Employee Recognitions, and Critical Issues	Twice a year	Yes
Call to Conversation	All employees	Quarterly Scorecard Reports, Critical Issues.	Quarterly	Yes
Division Meetings	All employees	College issues and discussion on issues relevant to the division.	Monthly	Yes
President and Vice Presidents Meeting	Vice Presidents (VP)	Executive Level Operational Planning, Problem Solving, Oversight Issues, final decisions	Weekly	Yes
President's Cabinet Meeting	VPs, Deans, Key Directors	Executive Level Operational Planning, Problem Solving, Oversight Issues, final decisions	Weekly	Yes
President's Leadership Council Meeting	President's Cabinet, Key Directors, and Presidents of Faculty Senate, Staff Council, and Student Government Association	Monthly news and responses, plans for future events, major academic calendar milestones	Monthly	Yes
Vice President of Academic Success (VPAS) Council	Vice President of College Services (VPCS), Vice President of Student Success (VPSS), Deans, Chairs, Directors, Bookstore and other representatives	Operational news from all areas of the college, academic topics such as substantive changes and reports from other committees such as Academic Policy Committee, important future events	Monthly	Yes
Vice President Leadership Team Meetings	Academic Deans, Student Success Leaders and College Services Leaders	Operational decisions, designated projects for detailed oversight, project deadlines, reinforcement of operational decisions, problem solving	Weekly	Yes
Deans and Directors Meeting	VPs, Deans, Key Directors		Every two weeks	Yes
Curriculum Committee	Deans, chairs, other faculty	Curriculum changes, initiation of new programs, sunset ting programs, substantive changes	Monthly	Yes
President's Advisory Board	President and community / industry leaders	Strategic Oversight Issues, Organizational Performance and Problem Solving	Quarterly	Yes
President's Culinary Gala	Key partners, suppliers and community	Strategic Direction, Program Highlight, community dialog	Biannually	Yes

Figure 1.1c – Organizational Communication

## 1.2 Government and Societal Responsibilities

**1.2.a (1) Governance System.** The Board of Trustees (BOT) is the governing body of the five colleges. The Chancellor is the chief administrative officer of the district and works under the direction of the Board. The President of SPC is the Chief Executive Officer of St. Philip's College and reports to the Chancellor. The President oversees the administration and operation of the college, assuring alignment with the district mission, vision, and values (MVV), interprets policies and procedures to ensure compliance and other legal requirements, and leads the institution toward meeting its mission.

The Board sets policy for all five of the Alamo Colleges and has specific powers and duties imposed by state statutes, including policy direction and establishing goals consistent with Alamo College's role and mission. The Board has the authority to levy and collect taxes and issue bonds, prepare

and adopt a budget for each fiscal year, and have the accounts audited. The Board has final authority to determine and interpret the policies that govern colleges. The President of SPC, through the Chancellor, is responsible for adhering to Board policies and decisions. The district's internal auditor reports directly to the BOT, rather than to any administrator. An independent firm conducts an external audit annually.



Board meetings are held in compliance with the Texas Open Meeting Act, which requires meeting agendas to be publicly posted 72 hours in advance. Results are posted online within 24 hours after each meeting, assuring transparency in operations of the College and district. Monthly reports from the President and weekly meetings to the Chancellor and Board keep all levels of administrative management apprised of activities within the College.

Board meeting proceedings are aired on local public broadcast channel. In accordance with Board policy, Board members must disclose and recuse themselves from any vote that includes a possible conflict of interest. Conflict resolution and mediation processes exist and are used where needed. The President reports all major activities and requests Board support of College operations as required through Board policy.

Fiscal accountability is assured through a check and balances system between district financial administration and the College budget office. Institutional funding is determined through collaboration of the DSO with the President. The College Budget Officer assures that all funds are appropriately distributed throughout the College. The financial management system (Banner) includes numerous internal controls. For requisitions, direct pays, and budget adjustments, the initiator and the approver cannot be the same person. The approval mechanism requires a second-level approver, and at specified dollar limits, the approval level escalates to the next approver level. The system allows no deficit spending, the account must contain funds specific for any purchase, regardless of dollar amount. The College’s Resource Allocation process requires all departments justify requests for all major expenditures, such as additional personnel and equipment acquisitions. These requests are tied to the operational unit planning process that includes performance assessment.

The Board’s educational philosophy focuses on the best

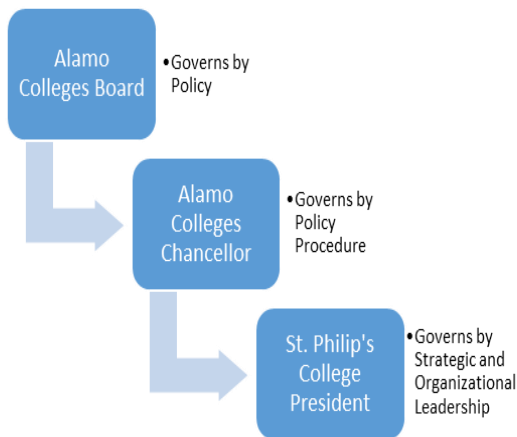


Figure 1.2a - Governance Overview

interests of students, the workforce and other stakeholders. The Board has committed to the use of the Alamo Way (“Always Inspire, Always Improve”) Baldrige criteria as a means to provide a stable, long-term framework for improving student achievement, as well as organizational

performance, setting it into policy in 2011 and this continues to be emphasized through all the Alamo Colleges including SPC.

Within SPC several actions have been taken to formalize the process for meeting and exceeding accreditation and compliance requirements so that adverse impacts can be recognized and mitigated. An Academic Policy Committee was established in 2015 to examine all actions from the BOT, the State, and the Federal Government to formally adopt them and provide recommendations for implementing those with impact on Academic Success. In 2016 a Substantive Change Policy and Process for SPC was developed to stay in compliance with several standards of the Southern Association of Colleges and Schools – Commission on Colleges. For Academic Year 2016-2017, the Compliance Sustainability Committee was established with membership from College Services, Student Success, and Academic Success key work systems. This committee has standing agenda items that include the items shown in Figure 1.2b.

Succession planning and the development of future organizational leaders as SLs is accomplished through engaging personnel in a variety of professional development activities and leadership program opportunities. Key SLs are selected to attend a variety of leadership professional

Compliance Sustainability Agenda	
Institutional Accreditation	
Policy	
Faculty Credentials	
Substantive Change	
Discipline Specific Accreditation	
<ul style="list-style-type: none"> <li>• State Program Effectiveness Report</li> </ul>	
<ul style="list-style-type: none"> <li>• Health Sciences</li> </ul>	
<ul style="list-style-type: none"> <li>• Applied Sciences</li> </ul>	
<ul style="list-style-type: none"> <li>• Other</li> </ul>	

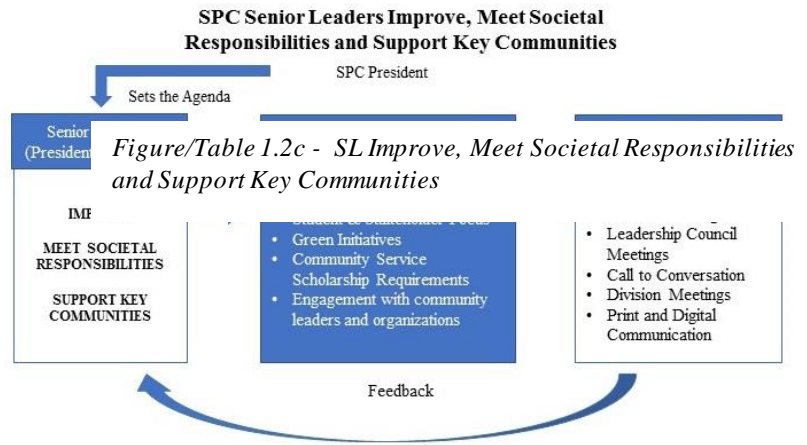
Figure 1.2b – Compliance Sustainability Agenda

development opportunities. Examples include: **Alamo City Chamber of Commerce’s “Entrepreneurial and Professional Institute Connection”** which is a leadership program preparing San Antonio’s Business and Community Leaders for tomorrow’s growing industries. **South San Antonio Chamber of Commerce’s “City South Leadership Academy”** which identifies, develops, and motivates potential leaders to study economic and community development, volunteerism, partnerships, and internal/external relationships within the community. **Alamo Colleges Leadership for Success (ALAS)** which incorporates Covey’s “7 Habits of Highly Effective People” as its foundation. Senior leader development also occurs through invitation to key personnel to the President’s Cabinet and the Good-to-Great retreats. Several SPC participants in these programs have been promoted or challenged with higher levels of responsibility.

**1.2.a (2) Performance Evaluation.** To assure ongoing improvement of Senior Leader performance, annual performance appraisals are conducted by the immediate supervisor at every level. The Board evaluates the Chancellor, the Chancellor evaluates the President, and the President evaluates immediate reports. In assessing the annual performance of immediate reports, the Executive Performance Protocol is the instrument utilized and it is designed with specific benchmarks to measure each SL performance. The benchmarks are directly tied to key performance indicators that are aligned with strategic objectives. SLs at every level use performance reviews and evaluations to set new benchmarks, and to guide future actions and processes. A key component of the evaluation process is the setting of new personal goals each year that includes measures for assessment, which are then reviewed and assessed by supervisors the following year. If goals are not met, OFI plans are developed and implemented. The College does not practice evaluation-based executive compensation. Formal performance evaluations of the Board were not done in the past, but in a cycle of refinement in 2011, the Board conducted its first self-evaluation and as a result passed policy that commits to improvement of board processes through findings in the new self-evaluation process every odd-numbered year and this continues as an ongoing practice. The Compliance Sustainability Committee will have a major role in reviewing external accreditations and the performance necessary to maintain those accreditations and reviewing the external benchmarks.

**1.2.b (1) Legal Behavior, Regulatory Behavior and Accreditation.** SLs continually review data and monitor the environment for potential adverse impacts on the community due to expansion or other activities that encroach on local residents. Local residents serve on the Citizens' Oversight Committee for new building projects and the BOT provides opportunities for individuals to express their concerns at Board meetings. When SPC is directly involved with changes in the community, special care is taken to help the community understand what is taking place, what the plans are, whether there is opportunity for direct community involvement, and whether there will be disturbance such as demolition of parts or an old structure or possible noise disturbance.

Key compliance processes include accreditation, regulatory requirements and legal requirements. Measures include successful outcome of all accrediting agency visits and reviews to include reaccreditation and substantive change. The goal is 100% compliance. The institution is currently in the reaffirmation process with the SACSCOC. St Philip's College. In 2015, SPC submitted a formal compliance report. The accrediting organization found issues with distance learning, credentialing of faculty, and a number of other areas. SPC submitted a Focused Report to the accrediting organization and participated in a site visit. This action resulted in clearing all but two issues, which were a result of the collaborative activities among SPC, the four sister Colleges and DSO. SPC is currently completing a final response report to reply to SACSCOC recommendations



during the special committee site visit at the end of September 2016.

The Texas Higher Education Coordinating Board also requires that the institution send reports and meet guidelines in a number of areas including student learning outcomes assessment, distance learning, student matriculation, and finance. Measures reveal successful outcomes to all areas of Texas Higher Education Coordinating Board compliance with a goal of 100% compliance. The College is current in all compliance requirements (*Figure OP-6*).

The Texas Board of Nursing provides accreditation oversight of the College's nursing program. The College recently gained approval from the Texas Board of Nursing to offer an LVN to RN Nursing program starting in August 2016. SPC learned from the experience that maintaining discipline specific accreditations in the Health Sciences requires very close monitoring and for some years now has had a Quality Coordinator responsible for assuring strict adherence to all accrediting and regulatory agency requirements with internal reviews throughout the academic year.

A few years ago SPC was notified of high default rates of students who received subsidized federal loans. To mitigate the potential issue, the College is collaborating with USA Funds to provide an innovative financial literacy education to all students, faculty, staff and administration of the College. Financial literacy modules are now a part of the mandatory student development courses and has resulted in a decrease in the student default rate. The most recent published cohort default rates for the Federal Family Education Loan Program at SPC is for FY 2013. The FY 2013 – 3-year rate is 15.50%, considerably less than the FY 2010 - 3-year rate of 23.40%., before the establishment of this innovative program.

The SPC Curriculum Committee serves as the final College review and approval entity for curriculum changes, including **new programs**, program revisions, program closures, course revisions, course additions, and course archival. The new program approval process follows a district wide model that feeds into the college process. Reference "Alamo Colleges Curriculum Coordination Process for New Programs".

**1.2.b (2) Ethical Behavior.** SLs complete ethics and Employee Code of Conduct training, along with all

Ethical Behavior Compliance		
Group	Documentation/Guidelines	Potential Action if Breached
Administrators	Ethics training/Board Policy	Counseling, disciplinary action, non-renewal of contract, dismissal, and/or legal charges
Faculty	Faculty Handbook	Due process, counseling, disciplinary action, non-renewal of contract, dismissal, and/or legal charges
Staff	Ethics training/Employee Handbook	Counseling, disciplinary action or dismissal
Students	Student Handbook Code of Conduct	Disciplinary action including probation, dismissal, and/or legal charges
Partners	How to do Business with Alamo Community College District	Loss of contract, legal charges

Figure 1.2d - Ethical Behavior Compliance

employees of the College and they are subject to progressive discipline policy and procedures as well. The district manages an Ethics Hotline that allows employees and members of the community to anonymously report actions that may be in violation of policy or the law. Hotline reports are reviewed regularly by DSO leadership and shared with the College President who takes action to resolve the issue. Legal action and termination are actual results of violations. In addition, documentation is readily available to provide ethical guidance to employees, students and partners (Figure 1.2d).

In 2015, SPC chose EDM as its QEP and this was approved by the SACSCOC on-site visiting team in October 2015. The approval of this QEP plays a major role in enhancing the ethical behavior of students as well as all constituencies in the college.

**1.2.c (1) Societal Well-Being.** SPC takes pride in strong connections to the community and is responsive to the needs of a population rich in ethnic, cultural, and socio-economic diversity. The College understands its societal responsibility to improve the lives of individuals in the community and identifies *community engagement, student engagement and quality instruction* as core competencies. In addition, all of the College's strategic objectives are centered on the societal well-being of students and stakeholders. The four strategic objectives are:

1. **Student Success** – SPC provides academic and student support and align market –based pathways to achieve student completion.
2. **Leadership** - SPC provides opportunities for students and employees to develop as leaders.
3. **Performance Excellence** - SPC continuously improves our employee, financial, technological, physical, and other capacities to enhance efficiency and effectiveness.
4. **Reaffirmation** - SPC successfully submits the SACSCOC Response Reports and QEP Proposal.

St. Philip's excels at contributing to the well-being of the local community by serving as an economic driver for growth and economic stability through the development of an educated and highly skilled workforce. Companies such as CPS Energy and Toyota rely upon St. Philip's to provide custom training and to produce students ready to enter the workforce. The college serves the social needs of the community by helping individuals within the community learn to walk in their passion through academic and job skill development. SPC understands that not all education occurs in the classroom, and therefore provides ample opportunity for additional pathways to learning. Examples are the innovative President's Lecture Series which brings in leading thinkers from around the country to share their knowledge, and offering celebratory events around cultural diversity such as Culture Fest, Black History Month, Hispanic Heritage Month, and Women's History Month. The College opens theater, musical, and art events to the public as well, adding to the richness of the community fabric. On the environmental front, SPC has an active recycling program and also participates in energy savings activities through facility design and moving to a four-day work week in the summer to reduce energy usage. With over 600 employees and 11,000 students, St. Philip's energy consumption is one of the highest in the immediate area. To reduce excessive usage, the SPC has partnered with CPS Energy San Antonio, in collaboration with the DSO, to make lighting, heating, and cooling adjustments during the summer months to save energy costs and provide more for the community during the hottest months of the year. Since the inception of this partnership, SPC has saved approximately \$338,360.00. These efforts were recognized by CPS Energy. Additionally, as a major consumer of recyclable products, St. Philip's College, along with all colleges in the district, participates in a formal recycling program; over the last year, 8.8275 tons of paper, 0.0850 tons of plastic and 0.0025 tons of aluminum was recycled district-wide.

**1.2.c (2) Community Support.** SPC is dedicated to strengthening its local community and works to make a meaningful difference in the challenged surrounding neighborhoods. Key communities include residents and organizations residing, attending school or conducting business on the San Antonio Eastside area. Key communities are identified during GTG Strategic Planning and associated meetings and vetted during weekly Cabinet meetings where SLs make final decisions concerning key community involvement. The College leverages its community engagement core competency by partnering with organizations such as the City of San Antonio (COSA) to establish an innovative off-site Veterans Outreach and Transition Center to serve veterans with a special focus on

Community Support
Current Students
Future Students
Under represented populations
Donors
K-12 Partnerships

Figure 1.2e – Community Support

those returning from recent tours of duty. Some SLs and other key employees serve on the Board of Directors for organizations such as the Eastside Promise Zone, San Antonio Growth on the Eastside, and

local neighborhood associations. Additionally, the Presidential Scholar and Student Engagement Grant (SEG) programs leverage our student engagement core competency by connecting students, in collaboration with employees (as SEG program leads), with various community agencies to learn about the organization and to fulfill a critical need in the community.

## CATEGORY 2 STRATEGY

### 2.1 Strategy Development

**2.1a (1) Strategic Development Process.** SPC, one of five Alamo Colleges, is governed by the policies of the BOT. During the February strategic planning event, the Chancellor, College Presidents, and Vice-Chancellors consider input from stakeholders and clarify a 3-year strategic plan for District. With the district plan as a guide, SPC begins its annual PBA cycle ensuring alignment to the district support operations 3-year strategic plan. The PBA cycle is utilized as the strategic planning tool to capture and benchmark both the short-term and long-term cyclic processes (Figure 2.1a).

SPC Strategic Planning Process (SPP) is comprised of four stages: Defining, Formulating, Implementing, and Evaluating. In all stages of the process, college staff, administrators, and representatives from student government, faculty senate, staff council and community/business play significant roles by serving on committees, producing reports, conducting reviews, participating in college surveys and campus events, and communicating in various communication mediums their concerns regarding opportunities and challenges facing the College. Many activities occur multiple times within each

stage to ensure organizational alignment in all institutional work systems.

The first stage of the planning process is **defining** the College’s opportunities and challenges within the Alamo Colleges’ system. This stage begins in October and concludes in February when data from the previous year has been collected and evaluated in collaboration with the DSO strategic planning retreat which occurs no later than February each year. The DSO Strategic Planning initiatives are adopted to align to fit institutional needs at the St. Philip’s College GTG Retreat.

The second stage, **formulating** the College’s strategic action plan begins at the GTG Retreat in March and concludes in August at the All College Meeting. The GTG Retreat is the foundation for all strategic planning efforts and is the cornerstone for all institutional effectiveness. The GTG Retreat evokes innovation in its group approach to problem solving. The event is inclusive of all stakeholders and employees at the institution who make decisions on resource allocations. The institution highlights achievements across the College from the previous year. During the GTG Retreat key stakeholders perform an environmental scan examining external threats in the following areas: social, economic, technological, and regulatory. Data from the Environmental Scan is utilized to conduct the SWOT analysis. Finally, a review of the College Scorecard guides SPC in identifying strategic advantages and strengths as well as avoiding potential blind spots and vulnerabilities and lay the foundation to execute opportunities for improvement. The findings of this review are then compared with the past year’s strategic objectives and college action plans to determine whether objectives, targets and action plans will remain the same or if adjustments are needed. Specific changes are determined by the group and result in a proposal to the SLs for confirmation. After the retreat, SLs discuss the recommendations in the GTG Retreat proposal and finalize the strategic plan. A GTG Follow-up is hosted no later than July and allows the key stakeholders to review and affirm the strategic plan for the next academic year. The new

institutional strategic plan is then presented to all employees through their respective work systems division meetings: Academic Success, Student Success, and College Services.

The third stage is **implementing** the strategies. Extensive training and coaching occurs throughout the academic year.

In addition, standing and special committees are formed to assist with implementation of the strategic plan. VPs, Deans, Department Chairs, Directors and other department leaders use the College strategic objectives and action plans as a guide to the development of the OUAP from March to August. OUAP close-out for the previous year is completed from August through September. Each OUAP must align with the institution's strategic plan and implementation continues and is examined during the OUAP mid-year review.

The fourth stage involves **evaluating** the strategies' effects. As with the implementation stage, the evaluation stage is ongoing, but culmination occurs after the academic year is complete and data has been collected. The OUAP Report Outs in September and October provide an opportunity to

to re-define opportunities and challenges. At this point, the planning cycle reiterates.

The institution's PBA cycle keeps the strategic plan in alignment, thus providing accountability, innovation and risk-taking with a focus on effectiveness so improvements can be made. Significant improvements have been made over the last two years including: engaging with a broader cross-section of the campus community during planning; identifying Key Strategic Challenges, Advantages, and Opportunities; instituting College Action Plans to create greater focus in selected areas; and formalized training of the OUAP.

This planning process, with its 3-year projection and its yearly re-evaluation, provides both stability and agility to the organization. Due to the educational reach of community colleges, long term planning is essential in establishing and maintaining transformational change. Yearly evaluations assure that our college remains competitive in light of social, economic and governmental priorities.

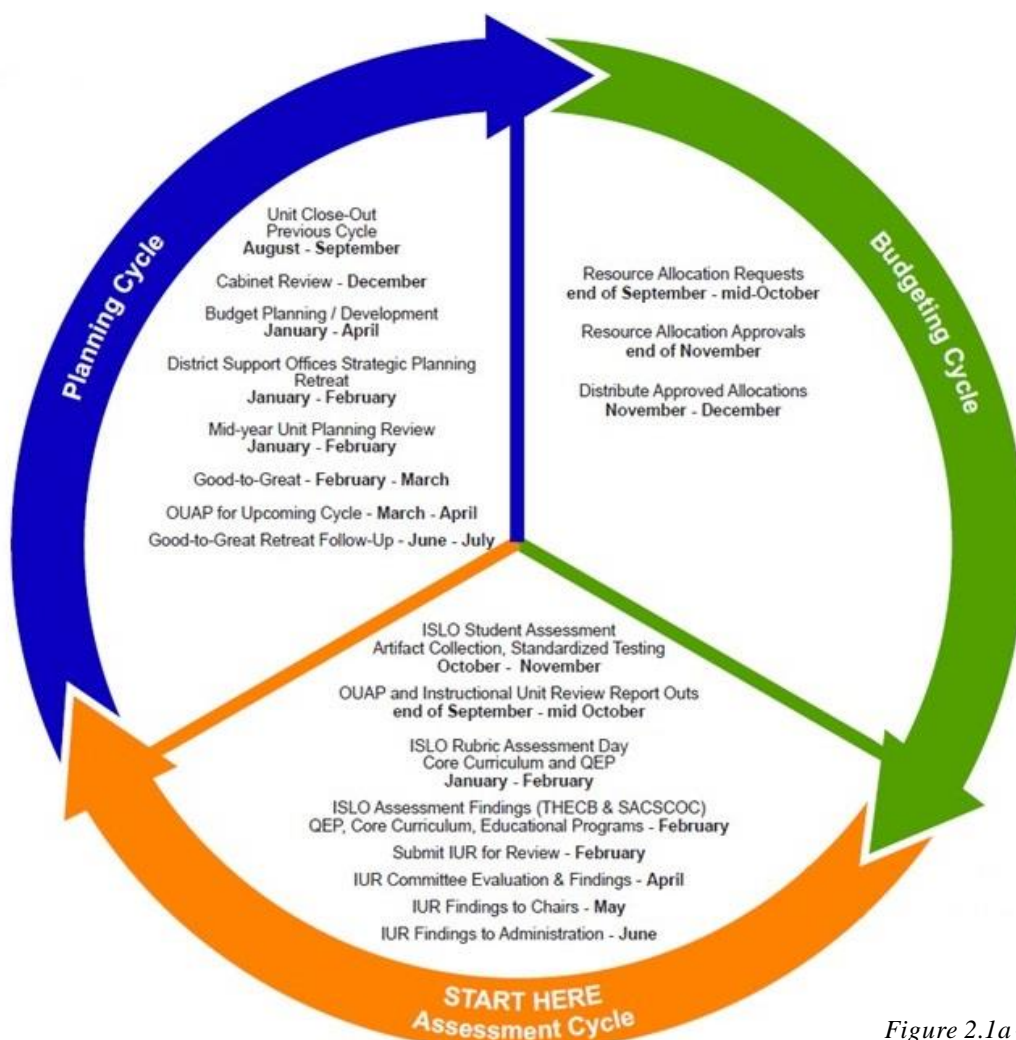


Figure 2.1a – PBA Cycle

address new initiatives such resource allocation form request (RAFs), mandates, and changes impacted by internal and external threats. Additional collaborative meetings, reports, and surveys, allows the college community to analyze data

Short-term goals are set by semester, with Wildly Important Goals (WIGs) and other student achievement data, such as Productive Grade Rate (PGR), student learning outcomes, and student engagement i.e., class climate surveys. It is

**STRATEGIC PLAN  
2016 - 2019**

STRATEGIC OBJECTIVES		
	OBJECTIVE	ACTION PLAN FY16-FY19
1	<b>STUDENT SUCCESS</b> Provide academic and student support and align labor market-based pathways to achieve student completion.	<ul style="list-style-type: none"> <li>a. Leverage and strengthen resources targeted to engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to workforce.</li> <li>b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).</li> <li>c. Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups.</li> <li>d. Streamline and provide access to the MyMAP student experience to integrate AlamoAdvise for advising, support and academic progress.</li> <li>e. Align and provide access to a comprehensive approach to accelerate completion of the required AlamoPREP and AlamoREADY, aimed toward improving students' progress toward their academic and career goals.</li> <li>f. Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs.</li> <li>g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways.</li> </ul>

evaluated in the short-term, using the OUAP, College Scorecard, and College Action Plans. Long-term planning is set for three years and is accomplished through the institution's strategic plan.

**2.1a (2) Innovation.** SPC encourages and incorporates innovation by promoting an open, collaborative culture. Strategic opportunities are identified through a variety of sources: the President, in collaboration with other college and university leaders in the community and beyond, business connections fostered by the President and staff, the BOT and Chancellor, faculty and staff who work and volunteer within the community, collaborations with high schools. The establishment of the HEB Scholars program, aligned with the SEG Program, awards students a \$300 scholarship to provide community service tied to STEM (Science, Technology, Engineering, and Mathematics) educational programs.

Research and data, as collected through the Institutional Planning & Research Effectiveness (IPRE) office, inform decision makers of intelligent risks. Final decisions about which opportunities to pursue are made in collaborative formats such as the GTG Retreat, which incorporates input from various stakeholders, in addition to weekly Cabinet meetings and monthly leadership meetings.

Key strategic opportunities include:

- Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) designations
- Early College High School (ECHS)
- Dual Credit programs (DC)
- Eastside Promise Zone
- Alamo Academies
- SPC Scholarships
- Partnerships with universities to encourage 4-year transfer
- Expanding workforce education programs
- Promoting a culture of community education

**2.1a (3) Strategy Considerations.** Collecting and analyzing relevant data is crucial to developing the information needed for our SPP. SWOT analysis conducted at GTG, OUAP, Instructional Unit Review (IUR), and data collected through IPRE are used to make institutional strategic decisions. The collection and analysis of data takes place in multiple settings. Collection begins with the DSO Retreat presentation of strategic initiatives and is adopted in the GTG Retreat where data from SWOT analysis informs decisions regarding advantages and challenges as well as a detailed review and collaborative discussion of the Environmental Scan.

SPC minimizes potential blind spots in the strategic planning process by including perspectives of consultants, examiners, and stakeholders in the strategic planning process. Listening to the voices of many may potentially increase SPC's ability to develop its strategic objectives to address its mission, vision, and values. Division and departmental action plans are used to align strategic action plans to ensure execution.

**2.1a (4) Work Systems and Core Competencies.** SPC operates around three key work systems: Academic Success, Student Success, and College Services.

Work system decisions are made throughout the planning process, using data from research to align systems with goals. Each division establishes, maintains, and assesses an action plan which is a coordinated effort of associated departments. Each department in turn establishes, maintains, and assesses an OUAP to close the loop for this process. Additionally, emerging market requirements, organizational capability, and organization performance are all considerations used to evaluate core competencies and system needs.

SPC operates within the DSO (system wide) model along with four other colleges using a collaborative agreement process to conduct needs assessment, evaluation, and on-going assessment to use external suppliers and partners for key processes, resulting in financial efficiencies. Examples of this collaborative agreement between external suppliers

include the bookstore, cafeteria, housekeeping, and vending services.

The SPC core competencies, Quality Instruction, Community Engagement and Student Engagement are key factors in determining what is addressed internally and what needs to be addressed through external expertise. For example, to support the core competency of Quality Instruction, the College brings in experts, researchers and scholars from outside the institution to assure that faculty are prepared to implement best practices in the classroom environment. For example, Dr. William Tillman, former director of Hardin Simmons University's Ethical Decision-Making QEP, presented during PDW regarding the topic of Ethical Decision-Making and how to engage in a successful QEP. Development of future core competencies begins as dialog among our key stakeholders as part of GTG planning.

**2.1b (1) Strategic Objectives.** Key strategic objectives include student success, leadership, performance excellence, and reaffirmation. The timeline for the strategic plan is 2016-2019 (*Figure 2.1b*). The full Strategic Plan is available on site.

In effort to increase graduation rates and overall college efficiencies, SPC enlists the support of our advisory boards, voice of the customer surveys, 4-year institutions, and use of data to respond to trends in the market thereby strengthening SPC's overall work systems.

**2.1b (2) Strategic Objective Considerations.** Strategic challenges and advantages (*Figure OP-9*) are identified during the GTG strategic planning process and are key to the development and implementation of strategic objectives. Thoughtful review of challenges and advantages, especially in light of the College's core competencies, lead to possibilities for innovation and result in strategic action plans. Current strategic challenges: quality and effectiveness with decreased funding, college readiness of entering students, and increased performance expectations are addressed by the completion of several activities with the objectives listed in (*Figure 2.1b*). Strategic objectives and action plans include timelines to ensure appropriate oversight, balance and execution required throughout short and longer-term planning horizons. The College Budget Officer (CBO) is responsible for establishing the overall financial budget which includes analysis of any new program or activity resource requirements and collaborating with the College President, work system leaders (VPs) and their subordinate leaders to ensure they have the financial resources to accomplish all activities associated with the strategic plan.

## 2.2 Strategy Implementation

**2.2.a (1) Action Plan Development and Deployment.** Key strategic action plans (*Figure 2.1b*) are defined at an institutional level of activity and are derived from an ongoing review of the SWOT analysis, Context Map, College Scorecard, mid-year OUAP report outs as well as key performance indicators, regulatory agency requirements, financial imperatives, and community and business/industry needs.

**2.2.a (2) Action Plan Implementation.** Deployment of key action plans occurs as part of the institution-wide OUAP process and is communicated through All College Meetings, Division and Department Meetings, annual OUAP report-out sessions and through professional development.

The primary GTG session is completed no later than March. The SLs review recommendations and make refinements in the summer. At the All College Meeting in late August, the President presents an overview of the institutional priorities to the whole of the College community. The same week as the All College Meeting, Division Meetings are held by all the deans to share the entire strategic plan with all employees in all division departments. With this session, work begins at the department unit level to update and refine their OUAP to reflect changes in the College plan. Individual operating units integrate college action plans and their associated strategic objectives into unit level activities that will help the institution meet its strategic objective targets. OUAPs are vetted through the SLs and are presented to the college community in open forums that are designed to allow feedback for improvement. All operational units update plans regularly throughout the academic year and make adjustments as needed to respond to unexpected variables to ensure they can achieve and sustain the outcomes of all key action plans. Action plans are deployed and accomplished through key suppliers, partners, and collaborators through targeted meetings such as advisory committees, steering committees, grant meetings, and other constituencies that will have direct impact on the results.

**2.2.a (3) Resource Allocation.** SPC uses an allocation-based financial model to ensure adequate financial resources are available to support institutional strategic action plans, daily operations, and current financial obligations. Budget allocations are based on a workload model that incorporates enrollment headcount, contact hour generation, and staffing requirements. February is the official start of the Budget Development process. From February through March, the CBO collaborates with Budget Managers and submits Non-Formula Revenue, Enrollment and Contact Hour projections for the College to the DSO Chief Budget Officer. In April, the College Budget Officer also reconciles and submits all current and new employee position compensation records. In May, all departmental non-payroll expenditures are submitted to the DSO. All of these separate budget elements must eventually balance to the College's pre-determined allocation. The DSO Chief Budget Officer consolidates the College's budget in the Fiscal Affairs Office with the other Colleges and DSOs and submits for approval, as the DSO overall budget. In June, the fiscal year budgets are approved by the BOT. The budget is made available to all departments on September 1st, the first day of the new fiscal year. If necessary, adjustments are made to meet key work system requirements for Academic Success educational programs, Student Success support services, and College Services auxiliary support programs at the start of the new fiscal year via the RAF process. Throughout the fiscal year, and to minimize financial risk, the CBO conducts periodic financial analysis of expenditures and communicates with departments about any concerns. The CBO also conducts mid-year and

end of year formal updates during PDW activities to Department Chairs, Directors, Deans, and VPs.

**2.2.a (4) Workforce Plans.** The OUAP is the workforce plan and is required for all operational units across the College. SLs assess the workforce needs that are required to accomplish strategic objectives and activities through the OUAP, Instructional Unit Reviews (IUR), annual budget, and resource allocation process, as well as prioritizing any new hires or reassignments. Once those decisions are made and all approval protocols are completed, departments begin the process of making staffing recommendations and/or they work through any reassignment of employees. SLs also consider the contributions of the workforce in addressing short and long-term strategic objectives and action plans across all functional areas of the College in the GTG strategic planning sessions

Each Fall, employees from all areas of the institution are required to present their OUAP for the previous year and upcoming cycle to the President's Cabinet during an open forum. SLs and other participants provide recommendations for improvement, which employees then integrate into their current and future year OUAP.

**2.2.a (5) Performance Measures.** SPC Scorecard (*Figure 2.1c*) shows the Key Performance Indicators (KPIs) used to track the achievement and effectiveness of the college's action plans. The overall action plan measurement system reinforces organizational alignment.

Performance measures of the College's action plan are determined in GTG and refined and approved by SLs for inclusion in the College scorecard. In addition, institutional regulatory body data requirements and DSO KPIs are customized and integrated into the scorecard in support of College action plans. Measures are tied to strategic objectives and aligned to the DSO overarching goals. The College President holds the employees accountable for assuring all strategic objectives and associated action plans are integrated and aligned with OUAPs which ensures action plans are implemented, measured, improved, and modified as necessary. The Director of IPRE provides data related to the College strategic objectives and action plans on a weekly basis during Cabinet meetings for SL review and immediate deployment to operational units. If an indicator reveals that the College is at risk of not meeting a target goal, the issue is addressed immediately in Cabinet, and the appropriate VP or Dean is identified to develop a plan to make adjustments as needed. A timeline is also created to follow-up on the implementation of the plan.



Results of Mission: Empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.						
Vision: Best in the nation in Student Success and Performance Excellence.						
Values: Students First   Respect For All   Can Do Spirit   Community Engaged   Data Informed   Collaboration						
Core Competencies: Quality Instruction of Educational Programs   Student Engagement   Community Engagement						
STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS		TARGET
				Fall 14	Fall 15	Fall 16
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> <li>SLO Assessment Results (QEP and ETS)</li> <li>Early Alert/Follow-Up Reports</li> <li>Tutoring</li> <li>Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21</li> <li>Noel Levitz 1-16</li> </ul>	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	80.7%	80.9%	82.0%
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> <li>On-Site Wait Times</li> <li>Noel Levitz 1-16, 43,32,15,65</li> <li>CCSSE 4O, 4E, 4P, 9B</li> <li>Tutoring/Advising</li> <li>Class Climate</li> </ul>	State & VLCC Best – LoneStar Univ. Park = 68.3% VLCC Average = 60.9% Statewide = 56.5% AC developmental education 50.8%	49.5%	58.6%	53.9%
	Graduation Rate FTIC 4-year	<ul style="list-style-type: none"> <li>Enrollment</li> <li>Productive Grade Rate (PGR)</li> <li>Early Alert Follow-Up Reports</li> <li>Tutoring/Advising</li> <li>Weekly Degree Audits (45+ Hrs)</li> </ul>	VLCC Best (NVC) = 27.6% VLCC Average = 17.9% State Average = 19.0% State best (Western Texas) = 34.9% AC developmental education = 9.1%	Fall 10 Cohort 10.4%	Fall 11 Cohort 17.8%	Fall 12 Cohort 15.9%
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> <li>Rubric Assessment Ethical Decision Making/Personal Responsibility</li> <li>Student Engagement and Satisfaction (CCSSE, Noel Levitz)</li> </ul>	CCSSE every odd year (spring) Target: 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	14/15	15/16	16/17
				CCSSE ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	Assessed Biannually	CCSSE ACL 50.0 SE 50.0 AC 50.0 SFI 50.0 SFL 50.0
				Assessed Biannually	Summary Score NL 5.90	Next Assessment Spring 18
Performance Excellence		<ul style="list-style-type: none"> <li>College Climate Survey (PACE)</li> <li>Employee Professional development</li> </ul>	PACE every year (Fall) target 3.76	3.68	3.76	3.80
Reaffirmation	SACS-COC Reaffirmation	<ul style="list-style-type: none"> <li>Alumni Constituent Survey (ACS)</li> <li>Submission of Autonomy Report and Response Report</li> <li>BOT Review/Recommendations Dec.2016</li> <li>Action Plans Sustainability Plans for Submission of the 5<sup>th</sup> year Report in 2021</li> </ul>	Alumni (EDM) SPC Constituent Survey Spring 2015 Average = 84.5% Best in the region (SACS-COC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	84.5%	86.5%

Figure 2.1c – SPC Scorecard

**2.2.a (6) Performance Projections.** SPC utilizes several key measures to track performance levels of College action plans as well as more detailed measures in the College scorecard including KPIs, regulatory agency data requirements and action plan specific data. Comparative data is utilized to set projections for future performance. To assure that KPIs and key action plans reinforce organizational alignment, key measures are connected with strategic objectives and target projections. Deployment of all activities occurs through implementation of the OUAPs. The IPRE provides higher education trend data from other colleges in the district, the state, and the country to SLs and other key individuals (Figure 2.1c) the College Scorecard, include targets and comparison data as well.

This data informs decision-making. Based on analysis of this data, SLs are able to postulate whether the trend will continue, and if it is a negative trend, what steps need to be taken in order to reverse the projection. For example, a negative gap in the anticipated financial aid default rate combined with the current rate indicated a need for intervention. Consultants assisted SLs and other key employees understand the issue. An inventory of current financial aid practices was taken, best practices explored,

action plans and target goals for improvement were set, and College action plans were amended. Finally, an OUAP was amended to ensure actions associated with this initiative was implemented, measured, improved, and modified as necessary. Projections are made based on comparative and trend data. The institution utilizes other factors such as trend data, events that impact the projection, financial resources needed, as well as staffing resources and required training needed.

**2.2b Action Plan Modification.** Both the College strategic action plan and associated unit OUAPs are reviewed on a regular basis and are considered to be “living documents.” To assure that KPIs and key action plans reinforce organizational alignment, key measures are aligned with strategic objectives and target projections. Deployment of all activities occurs through implementation of the OUAPs as such, they are updated and modified as necessary to include new or revised objectives, activities, and measures and target goals. On a formal basis, the College action plans are reviewed quarterly with the College scorecard. Updates to the College Scorecard are provided weekly to the Cabinet. OUAPs are reviewed twice annually. Employees present their OUAPs and action plans for the previous year findings to the SLs.

The immediate development and implementation of institutional contingency plans respond to unexpected events.

An example is the situation that resulted in a reduction in the number of Certified Advisors. To alleviate the potential negative impact of this reduction, staff from other departments were cross-trained to perform basic advising services during the peak registration timeframe and part-time staffing levels were increased temporarily to assist with enrollment and other associated support requirements during this time as well.

## **CATEGORY 3 CUSTOMERS**

### **3.1 Voice of the Customer**

**3.1a (1) Current Students and Other Customers.** Current students and other customer support is critical to SPC and listening to needs of these populations is an important means to understanding what supports should be provided. Listening occurs through a variety of methods (*Figure 3.1a*) including engaging current students and other customers in the GTG process, Call to Conversations, College committees and councils as well as through surveys. These methods vary by current students and other customer segments. For example, all students are surveyed using Noel Levitz (NL) Student Satisfaction Inventory (SSI) and CCSSE surveys, while industry and workforce stakeholders are engaged through participation on workforce advisory committees. The College also participates (listens) in P-16 dialogs and planning in conjunction with AC DSO, state agencies and local K-12 institutions. Current students provide input to the College through representation on the CLC, GTG strategic planning and individual end of course evaluations completed at the end of each semester. The College is now using Feed the Tiger, a new innovative online mechanism for internal and external collection of feedback, to seek immediate and actionable feedback from students and other customers on the quality of educational programs and services, and a broad range of other program and service delivery areas.

For students, key listening surveys to capture a variety of program, service, and transactional data over the student life cycle include New Student Orientation (student services), Course Climate (educational program), NL (satisfaction), CCSSE (engagement), Advising (transaction) and Graduation surveys (transaction). Other customers, such as industry and workforce employers and 4-year colleges and universities communicate through formal meetings conducted throughout the year. Student support departments use satisfaction surveys. Electronic communication is preferred by students who engage in web advising, social networking and College Internet services. The College website is organized to provide information to key populations such as potential and current students. Social mediums such as Facebook, Twitter, Instagram, and YouTube enable the College to deploy a large amount of information and obtain instant feedback on events and programs throughout the year. The College's process to monitor and report social media data is conducted by the Office of Community and Public Relations (PR). The PR team works with various departments across the main campus and the satellite campus to communicate and monitor in real-time, online conversations and feedback between the College, students, and the community. Through a cycle of

learning, the PR engages student work studies and volunteer Phi Theta Kappa students to ensure dialog is constantly gauging dialog and to communicate what is most important to students and the community. This communication process gathers of credible and actionable information on current issues, increasing the college's ability to understand and address customer requirements.

**3.1a (2) Potential Students and Other Customers** The Office of Student Recruitment communicates to potential students at various College Connection area high schools using face-to-face interaction and the College Connection Survey. Recruiters hosts several events throughout the year to assist high school seniors in the completion of the ApplyTexas computerized admission and financial aid applications and placement exams. Alumni participate in annual events where views, memories and perspectives are shared openly. Certified Advisors engage potential students and other customers during campus tours to provide information about the College's programs. Potential students are also engaged through Corporate Recruitment Visits, such as with the San Antonio Food Bank employees and the College's partnership with the San Antonio's WNBA team, the HEB Stars. During these events, College personnel set up tables and provide information to potential students and students from competitor colleges related to college programs and services.

Potential stakeholders and competitors are invited to participate in various College activities, such as career fairs where the College learns of their needs and shares how SPC can support them. Other examples include the President's Gala Dinner during which community leaders are invited to the Campus twice a year to interact with senior College administrators at a dinner prepared by a class of Culinary Art students. The gala is a vehicle to thank stakeholders for contributions, provide critical updates and obtain feedback on a variety of college initiatives.

SPC gathers data from former and potential students through surveys, social media, on and off campus community events and newsletters. SPC analyzes and reviews data to ensure customers' voices are heard, utilize national benchmarking to enhance future deliveries of college services, and encourage the deletion of redundant services offered. Academic and non-academic departments review data to determine the best way to address feedback and make improvements, including the utilization of the academic and non-academic grievance process. Specific tools utilized to achieve continuous improvement are the following: the point of contact satisfaction survey, in-class feedback, advising sessions (degree completion and transfer/career advising), new student orientation and workforce development programs.

In an effort to deploy a systematic process for the use of gathered actionable information/feedback from former and potential students, SPC created "Feed the Tiger feedback survey," which is a comprehensive approach to gathering and addressing complaints, using informal and formal methodology.

**3.1b (1) Satisfaction, Dissatisfaction, and Engagement.**

The CCSSE survey measures the level of student engagement with SPC in comparison to top-performing community colleges and the CCSSE cohort. SPC also administers the NL survey which measures student satisfaction.

Student dissatisfaction is collected by analyzing NL survey results, in addition to other internal surveys. Key NL data are posted on the SPC website and presentations are conducted during annual cabinet, division, and departmental meetings. Data are disaggregated to illustrate student responses to specific questions, and former annual data indicate a slightly lower level of satisfaction as compared to national benchmarks regarding Advising Services. Upon review of this data, improvements were made to advising services to reduce wait times, train advising employees, formalize processes and transition to a case management advising service delivery model. These adjustments resulted in marked improvements in advising services. Student and other stakeholder groups also identify areas of dissatisfaction through internal satisfaction surveys. For example, the CultureFest survey indicated student and other customer discomfort with lack of shaded areas during the event. This dissatisfaction was resolved by renting additional large tents and misting fans addressed this situation. During another cycle of learning this issue was re-evaluated, and a cost saving solution was developed by relocating the event to the campus interior where natural shading is prominent. Another means of listening to student dissatisfaction is through the Student Government Association (SGA), in which student government representatives share concerns with CLC and request action. Students have consistently voiced concerns about the cost of textbooks. SPC, through DSO, contracts with an outside vendor to provide bookstore services. In collaboration with the supplier/partner, a textbook loan program has been implemented, bringing significant savings to students.

**3.1b (2) Satisfaction Relative to Competitors.** SPC systematically obtains information relative to competitors' customer satisfaction by analyzing data received from NL and CCSSE. This data is benchmarked according to stakeholder and customer responses. A comparative analysis is drafted and displayed during GTG meetings, All College Meetings, and Annual Performance Review sessions. Competitor satisfaction information informs decision-making points in meeting customer needs.

**3.2 Customer Engagement**

**3.2a (1) Programs and Service Offerings** All major decisions made by SPC concerning the identification and innovation of new programs and services are data driven. This is accomplished through a process of data collection; close cooperation with industry and workforce; analysis related to student enrollment, retention, program growth, revenue generation; and other vital factors that may impact college operations. Data are gathered utilizing labor market and higher education databases, and regulatory agencies such as U.S. Department of Education (DOE), Texas Higher Education Coordinating Board (THECB), SACSCOC and the Alamo Work Source. Additionally, key performance

indicators are used to support justification for funding of programs and services designed to attract new students and maintain current students. Program and service offerings are reviewed annually through the Curriculum Committee (*Figure 1.1b*) and OUAP (described in Category 2) processes to determine if changes are needed, if realignment is required, and if additional resources need to be allocated. Other program and service offerings are recommended by listening to (*Figure 3.1a*) key student, and market segment groups during various face-to-face, meeting, and survey interactions conducted throughout the year. Additionally, SPC receives customer and market requirements during various two-way communication (*Figure OP-7*) mediums as well. For example, when incoming students expressed concern about the high cost of college, the institution partnered with USA Funds to establish a Campus Financial Literacy program in order to educate new students about the importance of creating a personal expense budget, developing a loan repayment plan, and exploring other ways to finance a college education. Additionally, the College, in response to local Veteran concerns, partnered with the City of San Antonio to establish a Veterans Outreach and Transition Center (VOTC) near the MLK campus. The VOTC provides intensive services to meet the employment needs of veterans who are economically or educationally disadvantaged, including homeless veterans, and those with barriers to employment. The data on needs and challenges of veterans returning to the workforce were staggering, and when the opportunity to partner with the City to serve this population, SPC quickly took advantage of the potential to make a significant difference in the lives of these individuals.

Customer Groups	Listening Method(s)
<b>Market Segments</b>	
<b>College Connection area high schools</b>	Face-to-face interaction College Connection Survey
<b>Industry and Workforce</b>	Face-to-face interaction Workforce advisory committees
<b>Military</b>	Face-to-face interaction
<b>Student Segments</b>	
<b>All Students</b>	Face-to-face interaction Advisor Satisfaction Survey NL Satisfaction Survey CCSSE Survey Course Climate Survey
<b>Developmental (Underprepared)</b>	Face interaction Course Climate Survey
<b>Early College High School</b>	Face interaction
<b>Dual Credit</b>	Face interaction Course Climate Survey
<b>Veterans</b>	Face interaction Advisor Satisfaction Survey
<b>Other Customers and Stakeholders</b>	
<b>4-year Colleges and Universities</b>	Various meetings
<b>Industry and Workforce Employers</b>	Advisory meetings

*Figure 3.1a – Customer Listening Methods*

**3.2a (2) Student and Other Customer Support** Students and other customers seek support from departments throughout SPC. Examples range from recruiters visiting local high schools to workforce development staff making corporate visits. Enrollment Management personnel located in the Welcome Center and accessible via a public website provide ready access to a wealth of information and support. Programs and services are listed in the e-catalog, SPC website, and other print and electronic media. A two-tier, 24 hours a day admissions telephone operations program is available to assist all students and other customers throughout all phases of their academic journey. SPC provides a wide range of academic support and resources for students. The Division of Educational Support Services provides academic and counseling support services to students. These services include career and transfer services, tutoring, and support for students with disabilities. Student development courses are designed to prepare students for the realities of the college experience. SPC operates textbook, laptop, and calculator loan programs for students meeting specific criteria. Free test preparation support is available for all students via the Fresh X four-week Summer Bridge Program and Texas Success Initiative Preparation workshops. Tutoring assistance is available for all subjects via the Tutoring and Technology center, focused Math, Science, and Writing instructional labs, and Brainfuse. Brainfuse provides our students with 24-hour access, from any Internet-connected computer, to online tutoring services. SPC's Early Alert program is designed to provide faculty members the opportunity to alert advising staff of a student's need for effective intervention. SPC also provides assistance during Welcome Back Week, Advising Days, Career Fairs, Transfer Fairs, and educational program information workshops. Students who do not have a GED or High School Diploma may take the GED/College Prep classes available through Community Education. Technology support is provided by the Information and Communication Technology Department, which supports the many student computer labs throughout the college. The Student Life department provides extracurricular activities for student engagement. Stakeholders are engaged during administration of educational programs and services. For example, the automotive department collaborates with Firestone to maintain a student internship program. Nursing and other allied health departments work with area hospitals to provide a practicum program. Vocational programs such also engage business and industry stakeholder through participation on program advisory boards as well.

Key support requirements of students and other customers are determined through a variety of NL and CCSSE surveys, annual audits, Memorandum of Understanding and Articulation Agreement establishment (*Figure OP-6*). Support requirements are also received when listening to student (*Figure 3.1a*) and other customers during various face, meeting and survey interactions conducted throughout the year. Finally, SPC learns about student and customer support requirements during various two-way communication (*Figure OP-7*) mediums as well. Responses to these requirements are deployed beginning at the GTG strategic planning sessions, Cabinet, division and

departmental meetings, PDW activities and cross-training sessions.

### **3.2a (3) Student and Other Customer Segmentation**

Determining future programs and market segments is a clear objective of both the SL and the GTG strategic planning process. SWOT Analysis, Context Mapping and structured dialog during GTG Strategic Planning sessions is a key means of determining opportunities to explore new markets. Additionally, with strong partnerships and relationships with major industry and workforce groups, new and innovative ideas percolate throughout the year, making new market segments become readily apparent. Ongoing assessment of current markets, programs and services, aids in determining continued viability and new opportunity. Through consensus, SLs and GTG participants, in alignment with the College's MVV, strategic objectives and action plans, identify which new markets to target and which markets to give less attention, which new programs or services to pursue, and which current programs and services to adjust or remove. The high school academies in Manufacturing Engineering Technology, Aircraft Technology and Information Security were developed through partnerships and collaborations with COSA and local school districts, the local manufacturing and aerospace industry, local manufacturing and aerospace professional association and other advisory groups.

### **3.2b (1) Relationship Management.**

SPC uses a variety of methods to market, build, and manage relationships with students and stakeholders. For example, the College website draws student and other customer attention to programs and resources. The 24 hour a day admissions telephone operators program is available to assist all students and other customers anytime. Program and course information is available through SPC's electronic database, including the e-Catalog. Regular email is sent through SPC's intranet system, Alamo Colleges Educational Services (ACES). Announcements are sent directly to students rather than relying on students to find time sensitive information. Recruiters maintain ongoing relationships with high school counselors and participate in numerous community activities throughout the year to keep SPC in the awareness of the public eye. Other approaches include Facebook, Twitter, Instagram, YouTube, and Foursquare which the College uses to deploy information and receive feedback about programs and services. Social media has proven to be a substantial means of communication with students and has allowed the College to increase two-way interactions with the student-base. Hard copy materials, such as the All College Brochure, All Access Pass Student Guide, and program specific information are sent to current and potential students, and to other customers and community members. SPC literature is strategically deployed throughout Bexar County high schools and local community organizations such as the Café College, San Antonio's "one-stop-shop" for college access advice, guidance, and workshops, so potential and competitor students and stakeholders can access these materials. New students are given an Academic Planner that contains college resource information and assists with managing their daily schedule. The graduation ceremony held twice each academic year provides opportunities for administrators, faculty, and staff to celebrate with students and their family and to show their

continued support for students. A growing alumni membership allows SPC to showcase success stories and build loyalty to the institution. Alumni relationships are encouraged primarily through Facebook networking and on-site Homecoming events. The Student Success (monthly) and President’s Newsletters (semester) providing a wealth of program and service information are published and sent to current and former students, and other customers as well. SLs are involved with the city and county government as well as local industry and workforce. Many serve on boards and are actively engaged with the various Chambers of Commerce. All SLs regularly attend community-wide events, maintaining a strong and positive SPC presence throughout the area. The President in particular, serves on numerous boards across the city, region and nation, always keeping SPC in tune to potential opportunities to grow and improve.

**3.2b (2) Complaint Management** The primary means of managing student complaints is through the Student academic and non-academic grievance processes. Student complaints are addressed through formal channels that ascend from the faculty member, department chair, dean and then to the VPAS. Non-academic student grievances are handled by the department supervisor or next person in the organizational structure. If no resolution is found, the grievance is routed next level supervisor. If still no resolution, the complaint is forward to the VPSS or designee who will oversee the resolution process. The administrator investigating the complaint or handling the appeal process is responsible for making contact with the complainant regarding resolution of the grievance and to address any additional concerns. To assure a fair and timely resolution of complaints, forms and timelines are provided and detailed in the on SPC’s website and Student Handbook. Faculty and staff may also participate in a similar grievance process which is detailed in the employee handbook. Feed the Tiger, online customer feedback process, is available for all students and other customers. For any issues that suggest criminal activity or civil rights violations, the legal services and human resource departments are immediately contacted for guidance and further action as needed. If ethics violations are suspected, the ethics hotline, posted on the AC website, is available for anyone to anonymously report their suspicions.

**CATEGORY 4 MEASUREMENT, ANALYSIS, AND IMPROVEMENT OF ORGANIZATIONAL PERFORMANCE**



Figure 4.1a – Organizational Performance System

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

**4.1a (1) Performance Measures.** SPC embraces a culture of evidence-based decision making that is informed through an Organizational Performance System which uses both quantitative and qualitative analysis at all levels of the organization (Figure 4.1a). The systematic approach involves a rigorous plan of data collection, organization, analysis, interpretation, and presentation of relevant and critical performance measures that are tied to strategic objectives and key action plans throughout the organization down to the departmental OUAPs. This systematic approach aligns strategic planning throughout the organizational structure from SLs to the departments. Decisions about selection, collection, alignment and integration of key data and information are made by the SLs and GTG participants who examine data needs and issues related to organizational performance. Alignment of data with strategic objectives and key action plans is formalized into the College Scorecard. Integration of data into decision-making occurs through the weekly review of the College Scorecard during SL cabinet meetings, GTG and throughout the PBA cycle. Throughout the cycle, progress in achieving the strategic objectives and associated action plans is assessed utilizing the College Scorecard as a key source of information. Areas for improvement are identified; potential new programs and services are weighed; threats and trends along with potential opportunities and challenges all emerge from the ongoing review process. SPC strategic objectives, Scorecard and IUR measures and findings; AC KPIs; SACSCOC QEP and Educational Program Assessment of Student Learning Outcomes (SLOs); THECB Core Curriculum SLOs as well as other regulatory agency data requirements and findings are considered by SLs in OUAP and strategic planning and refinement processes. For example, student completion and success rates are reviewed by academic deans and chairs on a semester and annual basis to inform curriculum changes as well as implementing action plans for faculty improvement. Daily operations selection, collection, alignment and integration of data and information are determined through division leadership and their associated departments and units through the OUAP process.

Weekly reports are provided to SLs via weekly reports which show overall departmental activity status. At the end of the semester, departments report out and earn awards based on successful implementation of lead measures which impacted and improved lag measures based on the strategic priorities. This semester long exercise provides a connection and alignment of unit plan activities with strategic priorities which engages every employee in the process in making a strategic impact.

The college also provides a new innovative mechanism for internal and external collection of feedback input. Daily feedback collection is made available and continually monitored via a website feedback form called Feed the Tiger. Both internal and external customers can provide

feedback or complaints on this form. Students, employees, community, and vendors have access to the public form. The collection, review, and tracking of this data allows departments, divisions, and SLs to continually evaluate and adjust to the voice of the customer. Feed the Tiger data is stored and maintained in a database which allows departmental managers and SLs to provide feedback directly to the customer regarding negative concerns. Reports are reviewed weekly at departmental and division meetings as a mechanism of transparency and identification of opportunities to enhance effectiveness. Yearly, Feed the Tiger feedback reports of continuous concerns will be analyzed and brought forth to be addressed at GTG for further considerations or to be embedded in OUAPs or college priorities. These daily operational activities and new feedback form serve as a methodology to incorporate feedback from the customer's voices for high level effectiveness and continuous improvement.

Oversight of the data management process is handled within the responsible division and information is provided to the IPRE for analysis and storage via an online system called WEAVEOnline which houses and standardizes department OUAP data. The OUAP standard process for every department and division is managed by the IPRE, incorporates data-based evidence in the development of unit plans that address specific College strategic objectives and action plans. Evidence is derived from the College SWOT analysis, context map, strategic objectives, key action plans, and measures, as well as daily operational data and external data (NL and CCSSE surveys). These data resources are made available to all employees through the College's AlamoShare intranet site. Since the OUAP process is the means by which College strategic objectives and action plans are directly implemented, the integration of daily operational data into the planning and assessment process is critically important. SLs, through the divisions, departments and individual units review and respond to daily operations data as part of regular staff meetings and weekly reports as well as through the PBA cycle activities, including the annual OUAP report out event each fall semester. For example, daily analysis of admissions and registration data during peak times serves as a leading indicator of any potential challenges with enrollment numbers while there is still time to mitigate any potential threats. In situations where the numbers appear to be low, SLs discuss possible interventions and implement strategies to avert a shortfall. Through this cycle of learning, the College has made it the responsibility of every employee to assist in the registration effort.

Key organizational performance measures can be found in division strategic plans aligned with the SPC Strategic Plan (Figure 2.1b). Regarding budgetary and financial measures, SPC, along with the other four Alamo Colleges, operates on a funding allocation model. Funding allocation is based on student enrollment and contact hour generation (instruction). The funding allocation funds all activities relative to our student population. Because funding is set and does not allow for further augmentations should enrollment levels be

surpassed, it is imperative that specific performance measures, including fiscal responsiveness, be closely monitored. Short-term measures or expectations are determined prior to the start of a new fiscal year and are used in the budget development process. Cost-cutting initiatives (i.e. marketing and promotional expense reductions, reducing copiers and copies through the printer initiative and reduction in travel expenses) are a by-product of funding allocations to ensure operational budgets are in balance with funding prior to the beginning of the fiscal year. Financial performance is monitored monthly at both the college and district level and the information is shared with college, district, and trustees. Short-term budgetary measures consist of financial sustainability such as ensuring allocation levels are adequate to provide crucial services and support to students. Through continuous improvement efforts, reallocation of existing resources and employee professional development, SPC sustains delivery of high quality instruction and student support. Long term financial planning is based on enrollment projections and growth. Building renovations and construction needs are planned with input from academic and operational support units. SLs discuss, plan, and incorporate suggestions into the College Master Plan. Bi-monthly Capital Improvement Planning meetings are held to review and update project management schedules.

**4.1a (2) Comparative Data.** The College uses and collects benchmark data from a variety of sources to assure a good understanding of how SPC performs in relation to peers and competitors. These data resources provide SPC with reliable information to develop targets for improvement. Selection of data is determined by the source (local, state and national regulatory agencies such as the THECB and DOE as well as nationally recognized educational research organizations such as CCSSE, NL and PACE). Comparisons are determined using criteria such as data from similar organizations in size and function; data from other Colleges in the AC, and program-level data from other programs within the region.

These comparison data serve to inform the institution of potential challenges and opportunities and push the SLs, faculty and support personnel to develop creative strategies to improve College results. Comparative data are identified in KPIs and are updated annually by the DSO. KPI reports are used at the organizational and operational unit levels to assess how the College is performing in comparison with other institutions. These data inform decision making and are an integral element in the GTG strategic planning as well as in the OUAP processes. To ensure effective use of key comparative data and information that supports organizational decision making and innovation, the College follows the AC Student Success policy which states, "The Alamo Colleges will consistently focus on student success, on learning outcomes and on creating a "Culture of Evidence." There are eight overarching measures of student success: course completion, productive grade rates, persistence, employment after six months, licensure, and graduation. Comparative data are provided for these student success measures that allow the College to assess performance relative to

the state average, state peer average, the best among state peers, and the best in the state. One-, two-, and three-year targets are set to assure the College reaches the best in state performance. Many of the targets are stretch goals set to promote major improvements in areas critical to student success. These targets are updated annually to reflect the most current data.

**4.1a (3) Student and Other Customer Data** - SPC primarily uses the CCSSE, NL and Feed the Tiger reports to hear the voice of the student and other customers. The information and feedback data from these reports are used to make adjustments to the operations to assure students are receiving a quality educational experience and employees, community, and vendors are getting the support needed for an enduring partnership with the College. The CCSSE and NL surveys provide national benchmarks of effective educational practice from the student perspective. The focus of the CCSSE is student engagement and the focus of the NL is student satisfaction. The surveys are administered and evaluated on an annual rotating basis and the results are compared with other participating community colleges. The College has included both CCSSE and NL benchmark results in College Scorecard measures. Scorecards are shared at quarterly Call to Conversation sessions where the whole of the College community has an opportunity to engage in dialog regarding the findings. In addition, key results are shared with employees at the twice annual All College Meetings, monthly CLC and division meetings. The division meetings provide opportunities for in-depth two-way dialogs that encourage results improvement at the unit, department and division level. After discussion of all informational feedback resources, departments have opportunities to incorporate improvement strategies into OUAPs based on areas which are affecting services.

In the last cycle, a review of the Faculty Engagement segment of the CCSSE indicated that scores had dropped slightly from the previous survey. About the same time that this review was occurring, the president of the SGA reported to the CLC that most students “do not know who you are,” referring to the administration, staff and faculty. On the spot, CLC initiated the SPC *Tell Your Story* initiative whereby faculty share with students each semester a little about personal journeys. Administrators share personal journeys as part of the New Student Orientation agenda. As a result of this change, the College CCSSE scores in this area has improved in this area. SPC believes in hearing the voice of all customers to continually improve experiences and services. The new innovative online public website feedback form, Feed the Tiger provides an intake channel for the College to collect information about experiences from students, employees, the community, and vendors. The feedback form is also available offline in the administration offices.

The feedback form allows customers to rate service and support experiences with the opportunity to provide comments. Feedback ratings of fair or poor are flagged as program complaints in which the system opens a ticket

for tracking an effective and timely response to the customer. Departmental leads have five days to respond via a Feed the Tiger dashboard. Customers who choose to be contacted receive an email or phone call regarding information to their concern. The Feed the Tiger database continually tracks opened and closed tickets along with feedback responses. Program complaints are reviewed and shared at the program function level and reported weekly to division leads with a total weekly count from all divisions shared with SLs at cabinet meetings. Other avenues for students to formally submit grievances, or report concerns also exist throughout the SPC Website and on the landing page for Feed the Tiger. Other resource links and forms for Title IX, 504, ADA, Academic and Non-Academic Grievances, Student Code of Conduct, SOBI, and additional resources are available for students to submit formal or urgent complaints. Complaints that rise to the level of the administration are addressed by the associated VP, using standard grievance protocols. Student complaint data are gathered and reviewed at least quarterly by the VPSS to determine the issues most frequently addressed. Specific complaint issues are a routine topic of discussion during weekly Student Success leadership meeting. This allows for timely resolution of the more common complaints such as student refunds, financial aid disbursements or the timely processing of transcript requests. Those complaints of critical importance are brought to the SL meetings for further review and development of a solution to be implemented as soon as possible. The establishment of annual Customer Service training for all Student Success personnel is an example of action taken due to a review of student complaints indicating less than satisfactory service.

SPC utilizes a variety of social media to engage, interact, and share information (*Figure 4.1b*). The PR team is responsible for the main social media sites while individual departments also share information on departmental sites. Departments with responsibility for a particular social media site collect data reflecting how many people view specific posts, how many liked the post, the most popular age group and the most visited week of each semester. The process allows the College to respond to student inquires through a two-way dialogue between the user and the social media administrator. The data help gauge student interest and student interaction with various campus life and matriculation activities. Continual usage increases inform us that students want and use this form of media to communicate with us and other students. Significant increases were noted when pictures and other graphics were posted so an Instagram page was created. In addition, the Feed the Tiger cumulative rating score of how we are doing is presented on the website as a transparent reference of the feedback by our customers.

**4.1.a (4) Measurement Agility.** To stay current with educational needs, the performance measurement system is evaluated annually for changes to the KPIs during District and SPC strategic planning.

To address more immediate challenges or opportunities,

SLs meet weekly to address any issues that evidence shows are in need of attention via reporting channels such as weekly reports or feedback forms. An example of a change made as a result of SLs reviewing data in a weekly cabinet meeting is when the College's graduation application rate looked as though it may fall short of its target. SLs devised a plan to temporarily assign personnel to contact and persuade each student eligible to graduate to apply for graduation. The result was that the college met its target goal for the semester. SPC learned from the experience and has implemented this improvement on a twice yearly basis.

**4.1b. Performance Analysis and Review** SPC evaluates organizational performance through ongoing collection and evaluation of data aligned to KPIs and other measures on the College Scorecard. Scorecard measures are updated and reviewed quarterly and include leading and lagging indicators of organizational performance. The performance measurement system is kept current by assigning key action plans (aligned with strategic objectives and KPIs and other measures) to specific SLs who are responsible for owning the action plans and their associated measures. SLs are responsible for evaluation of performance and for making recommendations for improvement, based upon direct results, comparative data and associated measures. SLs review organizational performance throughout the year and meet weekly during Cabinet to determine whether refinements or interventions need to be made immediately to address opportunities or challenges. Scorecard reports at the Call to Conversations with the President give the entire College community an opportunity to review results and to make recommendations for improvement. The annual GTG retreat brings in a broad spectrum of participants representing all SPC function areas, students, business and industry and community members to review the performance of the institution and to engage in activities designed to help the College improve performance. The President presents an oral report of the College's strategic objectives and KPI performance to the BOT once a year.

**4.1c (1) Best-Practice Sharing.** High performing units and operations are identified through the GTG sessions where key accomplishments are captured, and through the OUAP report out. For example, after a cycle of learning an academic department identified the use of a learning contract process, High Impact Practice (HIP) to increase student responsibility for completion. This HIP was ultimately adopted by all other academic areas. SPC also shares programmatic best practices based on 4DX cycle improvement activities.

**4.1c (2) Future Performance** SPC projects future performance through the quarterly review of the College's KPIs, key student success measures, and other measures outlined on the College Scorecard. Key measures are compared to performance measures of our local and state peers to determine future performance targets. During the annual GTG session, our current performance, along with the SWOT analysis and the Context Mapping process provide a great deal of information that allows the College to make reasonable projections for future performance. These projections are included as target goals on the College Scorecard. Regular review of current performance provides evidence of whether the College is/is not apt to meet a future projection. Interventions are determined and implemented to improve performance. If SLs determine that the issue warrants a refinement to the measure, action is taken. Periodic review of action plan performance ensures the College is addressing strategic objectives. Adjustments to these measures occur in collaboration with DSO. Key comparative and competitive data are used to develop long-term targets and goals. Intermediate targets are established to support the achievement of longer-term targets.

**4.1c (3) Continuous Improvement and Innovation** Organizational performance is reviewed each year at the annual GTG retreat in March. The session is focused on the review of results from the current and past year Scorecard and is balanced with a study of the implications of the findings in the SWOT analysis and in the future projections. By engaging with past, present and future information and data, the College's strategic objectives and action plans begin to emerge as part of the group activities. In 2016, the College identified its three highest priorities for the 2015-2016 academic year to be QEP, SACSCOC Reaffirmation, and Graduation/Persistence/Productive Grade Rate improvement. These priorities are aligned to activities within the OUAP at the unit level and with the activities for the 4 Disciplines of Execution (4DX).

**Social Media Comparision from 2014–2016**

	<b>Likes, Followers, and Subscribers</b>			
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>% Increase</b>
<b>Facebook</b>	4,798	5,248	5,517	24%
<b>Twitter</b>	1,358	2,010	2,549	11%
<b>YouTube</b>	156	191	216	1%
<b>Instagram</b>	163	325	498	2%
<b>Totals</b>	<b>6,475</b>	<b>7,774</b>	<b>8,780</b>	<b>38%</b>

Figure 4.1a – Social Media Comparison



Once SLs approve the recommended GTG strategic objectives, key action plans, SWOT analysis and Context Map, the information is distributed to the whole of the College community through the Fall All College Meeting, division meetings and the OUAP process. The OUAP process provides a pathway for creativity and innovation at the department and unit level to determine how their function areas can contribute to the College’s success implementing key action plans and unit plans. To support this kind of innovation, the College has a budgeting and resource allocation process that is part of the PBA cycle that supports units in using data and other evidence to make a case for funding for resources to support their OUAP. The process requires departments and units to align with the College’s strategic plan and to make projections of anticipated outcomes. Once submitted through SLs, the process provides a basis for the College to distribute critical resources to areas focused on continuous improvement of key performance areas, as well as promising new practices.

Information about priorities and opportunities is deployed through GTG, All College Meetings, Call to Conversation, Division meetings, and the OUAP process. The President’s quarterly newsletter and VIP Packet is provided to key stakeholders, partners and collaborators as a means of sharing priorities. The newsletter highlights the many accomplishments that have occurred at the College from newly accredited programs to new funding sources aimed at providing opportunities to increase and retain the number of students enrolled. The President’s VIP packet includes this information, along with the college’s mission, vision and values, college priorities, strategic objectives, key action plans, the PBA cycle and the scorecard.

## 4.2 Knowledge Management, Information and Information Technology

**4.2a (1) Knowledge Management.** SPC has invested in acquiring resources and developing key personnel to facilitate the analysis and evaluation of data, structures, processes, and outcomes throughout the organization. Figure 4.2a shows the College’s Knowledge Management System that includes the management, collection, security, release, and storage of key data and information.

In support of this process, technology systems are in place to capture and store the information, and then permit retrieval by those who need access to it and are authorized to obtain the information. These include:

- **Shared Drives** – all Units have access to Unit-specific storage drives. Supervisors can request that drives be installed on an employee’s computer through an Information Communication and Technology (ICT) work order. Employees can share files and folders needed for daily work or ongoing projects.
- **AlamoShare** – each Unit has an individual space on the Alamo Colleges’ Sharepoint platform, which serves as a District-wide

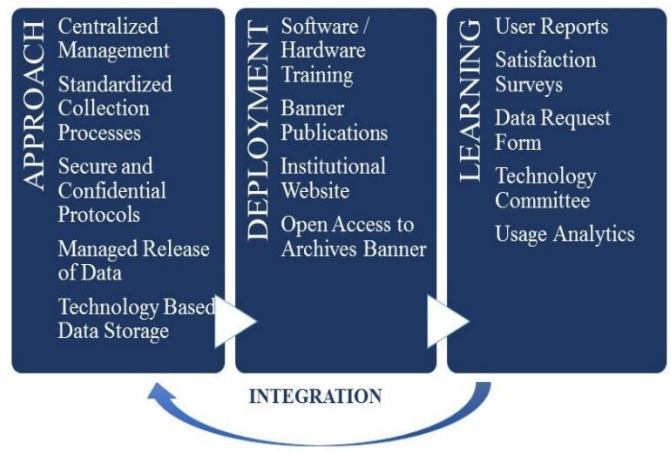


Figure 4.2a - Knowledge Management System

intranet. Within the custom spaces, each Unit can host public documents available to all AlamoShare users and private documents for approved users. All Alamo Colleges employees have immediate access to view public documents

throughout the site.

- **Banner** – the Banner system is a web-based system used throughout the Alamo Colleges to monitor student records and fiscal records.
  - **Student Access** - prospective users are trained in person by a campus super-user or certified Banner trainer. Once training is complete, a formal request is submitted by the Unit supervisor to the Dean of Student Success and forwarded to the VP for Student Success for final approval.
  - **Fiscal Access** - prospective users are trained online through the AlamoLearn training portal or in person by special request. Once training is complete, a formal request is submitted through

**4.2a (2) Organizational Learning.** Organizational knowledge is managed, used, and evaluated through various technological tools. A major tool for organizational management and learning is AlamoShare. Alamo Share is a SharePoint portal that allows departments to create areas to Communicate, Collaborate, and Connect with data and information. Personnel are able to have personalized access to retrieve pertinent information regarding policies, procedures, and services offered at the College in order to make informed decisions based upon relevant data. A component of AlamoShare is AlamoTalent. Alamo Talent allows employees to register for professional development courses and access online training opportunities. Access to the site is available on- or off-campus, 24 hours a day to for employees to either take required training, or to select training they believe will be beneficial to them in the workplace. ACES is a secure portal that provides students, staff, and faculty with access to various applications using a

single sign-in. As an ACES user, students can register for classes, check email, access library resources, engage in online courses and obtain information regarding financial aid. Through ACES, faculty and staff are able to access key Banner services, policies and procedures, AlamoTalent, and benefit information. WeaveOnline is used to input key unit plan objectives and activities. The reporting feature allows users to review and share with the College their key learning and implementation of innovative ideas. Other key organizational knowledge is shared through face-to-face meetings and workshops. Key workshops held are the College's PDW activities, employee development day, and other workshops designed for key workgroups, such as the Administrative Professional Workshop. Additional cycles of learning have been developed to provide opportunities to effect significant, meaningful change and to innovate.

Data is reviewed on a regular basis and input is provided by faculty and staff through the College's New Employee and Faculty Orientations and follow up meetings, division and departmental meetings, faculty and staff councils, students and other customer input such as advisory boards and Feed the Tiger feedback, best practice sharing at the departmental/program level, GTG, Call to Conversations and OUAP report outs. All are embedded, practiced and designed to help the organization learn and innovate. Based upon success in implementing a required one-hour lab component for Developmental Math courses, the same concept was piloted and implemented in Developmental English courses. Comments at follow-up meetings to New Faculty Orientation led to the departmental mentor program. The need to help faculty think differently about teaching and learning and to learn new tools for effective classroom practices spurred the refined and continually updated Master Teacher Certification.

**4.2b (1) Data and Information Quality** Organizational data, information and knowledge are centrally managed through the IPRE in collaboration with DSO research personnel. Accuracy of data is critical to the College as it is used to make strategic and operational decisions that directly impact students, employees and other stakeholders. Systems in place to assure accuracy include the use of Banner where student, financial and human resource data and information are accessed and stored. Electronic checks and balances are in place to assure accuracy.

Data integrity and reliability are assured through a centralized management system. Data used in official reports and in planning documents all come from IPRE where it is collected, verified, stored, and maintained. When data or information are needed, users utilize the online information request process and data is pulled and verified through the IPRE before dissemination.

Commonly used data are available via Fact Books and others sources on the IPRE website. The College also uses data from external sources and verifies that the source has a strong track record for data integrity, reliability and accuracy prior to partnering with them. Timeliness of data is important so the College can respond to potential challenges and opportunities effectively. Standard data are routinely provided by IPRE as part of systematized review processes,

such as high risk courses and class size.

Specialized data are the responsibility of IPRE and are researched, collected, verified and then shared with the user in a timely manner. Security and confidentiality are maintained through use of levels of access protocols and passcodes. Banner limits access to confidential information through limited user rights that is protected through passcodes. Users must request data and information through an online request system and depending upon the type of data requested may need supervisor or administrator approvals prior to release of data.

**4.2b (2) Data and Information Security.** Data and information Security is handled via privileged accessed which is controlled systematically by active directory privileged groups and formally via procedural approvals process through department supervisor and system data owners. Access rights to privileged systems are based on major roles which include Student Roles, Financial Aid Roles, Business Office Roles, Finance Roles, Payroll/ Human Resources (HR) Roles, and ICT rolls. Each role is further sub divided by security classes based on employment title classifications such as advisors, system users, ICT Helpdesk, etc. Requesting access to data systems requires various levels of authorization prior to granting the user access to the information. Department supervisors initiate, provide justification, and sign the request for access to privileged systems. Access to student data requires VP or Dean level signatures prior to going to system Data Owners for approval. System Data Owners oversee privileged access to the data and ensure proper credentials and approvals have been met prior to providing access into the system. Training is also an important part of the process. Prior to approval to access data systems, members are required to take online courses or attend workshops based on the data system.

Network Security is based on standards developed by the Alamo College District Information Technology Services Department (ITS). The ITS Security Office coordinates and monitors the procedures and guidelines. The Alamo Colleges Network is designed with Network Access Control restrictions based on internal and external networks and governed by trusted and untrusted networks. The Alamo Colleges uses Virtual Private Network (VPN) tunneling protocols for accessing the network from outside the Alamo Colleges Network. Approval and granting of VPN access is determined by Departmental Chairs, Deans and Directors. The SPC ICT department configures and installs software for VPN users whom are granted rights. When connecting to the network from external resources, users are uniquely authenticated using two-factor authentications via the VPN software and then their domain credentials to establish encrypted channels for secured communications.

The Alamo Colleges uses a Unified Threat Management model which include firewalls, intrusion detection, email filtering, web security content management in addition to other safeguards such as penetration testing. Firewall Management controls are based on all inbound and outbound traffic on trusted and untrusted connections. By default, data system servers have rules set to deny all services, protocols, and ports unless expressly permitted by authorized use of the resources. As an additional safeguard, the ITS Risk and Security Office

perform scheduled and ad-hoc network vulnerability and web server scans. The office promptly notifies the college ICT department of any critical or high risk anomalies in the vulnerability scans. The Unified Threat Management Model along with access protocols provides an effective and efficient process to manage and secure sensitive and privileged data.

**4.2b (3) Data and Information Availability** The SPC computer network allows employees user friendly access to the Internet, AlamoShare, Banner and other function specific systems like communications and HR. Data and information are available to key stakeholders, partners, and collaborators through the College website, library, archives, and numerous publications. Information regarding the College’s MVV, strategic plan, strategic objectives, key action plans, measures and results can be found easily on the College website. The IPRE website contains additional strategic planning and accrediting body related data along with Quick Facts, SACSCOC transparency information, KPI benchmarks, student profiles and numerous other reports.

**4.2b (4) Hardware and Software Properties** SPC assures that hardware and software systems are reliable, secure, and user friendly through a variety of systematic approaches. To ensure reliability, the Information and Communication Technology (ICT) department tracks and manages purchases of local technology and is responsible for installation and maintenance. The College ICT maintains a standard operating build to ensure consistency across the institution. Further, Microsoft Server Update Services, a systematic update server, is in place to ensure operating system updates and security patches are installed in a timely manner. Symantec Endpoint Protection, an anti-virus server, is in place to ensure all workstations are managed and updated daily to protect against viruses, spyware, and malware attacks. The College also utilizes Group Policy Management to ensure deployment of thoroughly-tested applications. Group Policy Management is implemented to ensure desktop security standards are enforced to protect the end-user from inside and outside attacks. Data security is maintained through redundant firewalls, network and application security, encrypted VPNs, and passwords. Computer network activity is actively monitored with alerts being sent to key personnel email, phones and pager. Anomalies to the network which are flagged by system monitors are actively looked at for cause, resolution or protocol handling. Any transmission of confidential data over public networks must be encrypted. DSO ITS also provides security alerts on its website, along with system-wide notifications when potential viruses are identified. ITS also ensures that anti-virus software is installed on all desktop computers. A recent example of addressing a potential issue occurred when there was an error with the Banner System. It was quickly determined through initial diagnostics that the technology systems were under cyber-attack from multiple external sources. To immediately address the issue, access to the AC services from these servers were shut off. As an additional precaution, key systems were taken down to prevent harm to critical AC data and information. No critical data or information was lost or damaged and systems were back up and operating within a short period of time.

To be granted access to any computer system and the

information it contains, employees must acknowledge and agree to terms and conditions in the AC Computer Security Agreement. Employees are provided access to the Banner student system based on role names/definitions. Software and hardware are kept current with educational and administrative needs through input on technology requirements from the Information Technology committee. The College uses an established process to replace computer equipment on a cyclical basis.

**4.2b (5) Emergency Availability** SPC ICT maintains a disaster recovery plan that allows for hardware redundancy and failover mechanisms for critical data and information systems. Data replications minimize data losses in case of a disaster. Daily backups are produced for all data and systems and stored at the disaster recovery backup facility. This facility also serves as the standby data center to be utilized

<b>SPC Hiring Process</b>	
1.	Screening committee reviews application packages
2.	Screening committee completes first round of applicant interviews
3.	Screening committee select applicants for final interview with Committee Chair, Dean, VP and President
4.	Successful applicant name electronically submitted to HR for final processing
<b>Notes:</b>	
•	Adjunct faculty hire process includes interview with the Chair, Lead instructor, and discipline leaders
•	Faculty are asked to give a 15-minute teaching demonstration
•	Professional staff and faculty approved by President. Classified staff approved by Dean or Director

Figure 5.1a – SPC Hiring Process

in the event of a disaster making the primary data center inoperable. The ITS Disaster Recovery plan ensures ITS continuity for critical systems. Emergency protocols are managed and practiced regularly to ensure seamless implementation. An emergency contact list that includes ICT personnel from SPC and ITS personnel from the DSO exists to assist with disaster recovery.

## **CATEGORY 5 WORKFORCE**

### **5.1 Workforce Environment**

**5.1a. Workforce Capability and Capacity** - Overall workforce capability and capacity needs are assessed as part of the resource allocation ratios of the SPP. Workforce capability, skills, and knowledge, are assessed for current and planned activities. Assessment begins with an understanding of current capabilities. All job functions have associated job descriptions that define required skills, competencies, licensures and certifications. Staff and faculty capabilities are assessed through their employee evaluation reviews which drive creation of their plans for continued development. Organizational learning uses assessment of employees’ capabilities to develop offerings and to determine what new capabilities will be required to be addressed by the College in coordination with the DSO – HR plans. During the Strategic Planning Process, if Senior Leaders determine that a skill or competency is required to deploy the strategic plan, they will ensure strategic action and associated workforce plans have the resources to hire new staff,

develop current personnel, or take some other course of action to resolve this issue. For example, Department of Education increased focus on Title IX awareness, support, programming, investigation and advocacy resulted in the conversion of a vacant position to the Director of Student Conduct/Title IX programs along with the establishment of a Title IX committee to support the increased capacity and capability needed for this area.

Capacity measures continually monitored include projected enrollment, FT/PT faculty ratios, average class size, advising ratios, contact hour reimbursement and student services ratios. Staffing levels are also benchmarked against the state average, peer institutions and sister colleges to determine capacity needs. Balancing current needs with longer-term workforce requirements helps SLs determine how to best leverage staffing dollars to achieve institutional goals.

Capability and capacity are also leveraged through a variety of approaches designed to provide flexibility to extend our capacity including cross-training, use of part-time employees and student workers, and use of adjunct faculty. Discipline leads and their academic chairs work with the VPAS to examine annual student enrollment and growth in a given discipline to determine the need for full-time faculty and full-time and part-time adjunct faculty. We ensure that faculty and staff are appropriately certified, licensed, or meet regulatory criteria through careful evaluation of their educational and career backgrounds during the hiring process. As an example, during the most recent recession we experienced rapid growth in enrollment but we were able to add additional sections of classes utilizing highly qualified adjunct vs. hire full-time faculty to effectively deal with the situation.

**5.1a (2) New Workforce Members** - Workforce members are recruited through online job postings and other social media outlets. As positions are needed, unit leads submit their request to their respective Dean or VP for approval by the President. When approved, a request is forwarded to HR which includes specific skills required beyond those specified in the job description. With approval, vacant positions are advertised in targeted publications to support an increase in diversity of the applicant pool, particularly for faculty and administration positions, in an effort to ensure that our workforce reflects the diverse ideas and cultures of our community and student population. All Professional/Administrative positions are hired using a screening committee which includes employees from different areas to provide diversity of skill and thought. HR provides required training for all screening committee members so they will perform interviews in a fair and legal manner. In hiring of faculty, a disciplinary team is formed to assess content and teaching ability. Required experience, certifications, and skill sets are identified and applicants are screened against these criteria along with alignment with College core values.

The first 90 days of employment is considered to be a transition period in order to improve retention. The new hire orientation is designed to make new employees feel welcome; provide key information around MVV and other areas of importance. Additionally, individualized job training is provided, followed by an official evaluation. Ongoing training and development enables continued retention as the employee grows and

develops. To continually improve the process to integrate new employees into the workplace, the President of the College meets with new employees twice during their first year to share the rich history of the college, the MVV and their role in moving the institution forward. At the second meeting with new employees, the President facilitates a dialog to learn about what they see as strengths of the organization, what needs attention, and what they would like to see changed in the organization.

**5.1a (3) Work Accomplishment** – SPC is organized around three key work systems: **Academic Success; Student Success; and College Services** led by the President, VPs; Deans, Chairs, Program Directors, and Coordinators; and include specific Units with unique functions and responsibilities (See Organizational Chart). Each work system has a defined purpose, objectives, goals, action plans, and choose variety of approaches that are aligned with the College strategic plan. Plans are updated annually through the Unit Planning Process and performance is reviewed frequently to ensure currency with changing needs and expectations.

SPC capitalizes on the Core Competencies as all employees have as a focus of their job expectations one or more of the competencies of Quality Instruction, Community Engagement, or Student Engagement. Additionally, all employees are required to select one of the six core values to place on their employee identification card.

Resulting from the college being organized around three key work systems, there exists a three-pronged approach to our students and stakeholders. From the strategic plan down to the workforce, all plans and associated employee duties are aligned with this organization structure and are associated with the MVV and core competencies.

SPC organizes and manages its workforce to exceed performance expectations by first determining appropriate organizational KPIs and targets then aligning the work around KPIs. Employee work performance is aligned to organizational KPI organizational performance via the performance appraisal process. Professional development opportunities and reward and recognition programs encourage employees to exceed performance standards. Examples of reward and recognition include Employee of the Month, Faculty Excellence Award and the NISOD awards which honor exemplary work that exceeds performance expectations. Individuals are publicly recognized at the All College Meetings, CLC meetings and through the College website.

**5.1a (4) Workforce Change Management** – The College's operational environment constantly changes as a result of enrollment growth or decline, building renovations, budgetary pressures, the changing regulatory environment, and DSO coordination of college systems. As a result of this fluid environment, the workforce is prepared for potential and actual capability and capacity changes through communication, ongoing development, cross-training, involvement, and teamwork. The College operates with transparency and ensure that the workforce is aware of and participates in decisions that require change at all levels. In so doing, we are able to adjust to change in a manner that minimizes rumor, allows for input, results in agility, and maintains high employee morale. Employees are encouraged to remain flexible, acknowledge the

emotional impact of uncertainty, be proactive in how they incorporate change into their procedures, and stay focused on *Students First*.

SPC manages the workforce to ensure continuity and prevent/minimize the effect of reductions by proactively evaluating future capability and capacity requirements during our GTG Strategic Planning Process. As strategies are developed, an assessment is made regarding workforce capability and capacity requirements to support them and plans are established to ensure they are addressed. Since faculty and staff representatives participate in the planning process they have a forecast of what is coming and can begin to prepare for the needed changes. The College also integrates capability and capacity requirements with budget and enrollment projections so we can manage fiscal requirements on a conservative basis. For example, when state funding was in decline we relied on a high quality adjunct faculty to augment the academic workforce as needed to avoid the lowering quality of our instruction.

**5.1b (1) Workplace Environment** - Employee **wellness**, and **safety and security** are of high importance to the College. SPC addresses wellness of employees through a variety of approaches such as the Employee Assistance Program that offers an extensive range of behavioral health services. Additionally, the College uses the number and type of campus wellness programs conducted annually as a key workforce climate performance measure and the Wellness Committee, in coordination with our Health Centers, are charged with executing these programs and events to raise awareness and promote a healthy workforce. The Health and Fitness Center for SPC employees provides an opportunity for employees to exercise and receive training and guidance to make healthy decisions in their lives. The Wellness Committee, in conjunction with area vendors, sponsors an annual Wellness Fair. Employees are made aware of these offerings through New Employee Orientation, Wellness events, email, flyers and other meeting announcements.

From a safety and security standpoint, we have 10 officers (8 MLK, 2 SWC) from the Alamo Colleges Police Department (ACPD) on campus 24/7 to provide security, escort, and safety services. Parking lot courtesy phones allow a caller to contact ACPD immediately. To improve response times, ACPD officers use bicycles, T-3 (two wheels) motion vehicles, T-4 Electronic Police Cruisers, as well as foot patrols to maneuver around campus. Also, electronic access doors have been installed on campus buildings to control entrance after hours and provide ease of access to those with physical disabilities. Campus facilities are ADA compliant with ramps, bleachers, chairlifts, wheelchair accessible areas, sign language services, and an ADA compliant SPC website. Through College Services, administration is notified of all criminal activity on campus and the surrounding area. The number and type of safety & security issues throughout the year is used as a key workforce climate performance measure. Additionally, the College produces an Annual Safety Report which includes the results of the safety survey to all employees as well. These results are used to learn about how the College can improve in this area. For example, a primary employee concern was better monitoring/changing of the lights in the parking lot encouraged increased emphasis from College Services in this area.

In collaboration with the College Services and Student Success, the DSO Office of Enterprise Risk Management (OERM) is responsible for identifying areas of safety risks. The OERM tracks and reports accident and injury trends to help identify the areas of

greatest need and works with the affected area(s) to develop a best practice solution and preventative training. The DSO utilizes standard metrics for law enforcement and security concerns. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

**5.1b (2) Workforce Benefits and Policies** – SPC, in collaboration with DSO maintains an extensive repository of policies that are designed to support and protect the workforce including but not limited to EEOC, hiring practices, qualifications, drug and background checks, nepotism, harassment, termination, and conflicts of interest.

All policies are easily available to all employees and the Alamo Colleges (AC) website. Policies specific to faculty are related to job expectations, academic freedom, tenure and promotion are provided on the AC website. Many services are provided to employees on both the MLK and SWC campuses including Wellness Centers, ergonomic-fitted furniture, police courtesy services and an employee assistance program. Key benefits include health and dental insurance, FMLA/leave benefits, sick time pool, and sick time for employees and dependents offered through coordination with the DSO. Professional growth opportunities via Alamo Learn, online portal to deliver and track education and training, are provided to all employees and many are directed to specific groups including administration, faculty and staff to support a variety of skills such as area customer service, soft skills, or teaching, learning, and performance assessment of personnel. Personal growth opportunities also are available through events such as the President’s Lecture Series, Culture Fest, Hispanic Heritage Month, Black History Month and Women’s History Month. Competitive benefits packages are provided for all fulltime regular employees and include health, dental and vision insurance as well as time off and tuition reimbursement.

**5.2 Workforce Engagement**

**5.2a (1) Organizational Culture** - The College fosters an organizational culture of open communication and high performance through a variety of approaches. Every other Monday, Deans and Directors meet to discuss issues of cross-functional importance and every Tuesday, the President’s Cabinet members meet to review key performance data, receive updates and discuss a variety of issues, make adjustments to programs and services, and finalize any decisions required for the week. Information from these meetings is cascaded to departmental personnel at weekly staff meetings, monthly CLC

Partial College Committees List
CultureFest
Distance Education Compliance
Emergency Preparedness / Facilities
Heritage / Bowden Day
President’s Lecture Series
Student Activity Fees
Student Learning Outcomes
Student Textbook

Figure 5.1b – SPC Committees

meetings, monthly Division meetings, monthly faculty meetings, quarterly Call to Conversations, annual OUAP report out sessions and bi-annual adjunct faculty workshops. These regularly scheduled and ongoing meetings provide opportunities for cross-functional sharing, facilitating effective information flow and two-way communication between administration, faculty and staff. High performance is encouraged throughout, especially as exemplary employees are recognized at various events. All employees are strongly encouraged to participate in regularly scheduled training opportunities to improve their performance as instructors, administrative professionals and customer service specialists. The College benefits from the diverse ideas, cultures, and thinking of the workforce primarily through the College wide committee sign-up process that allows employees to volunteer to serve on a standing committee of their choice. Senior Leaders finalize the committee lists by ensuring that employees confirmed to serve on the committee come from various divisions, job functions and lengths of service so that different perspectives are represented. The collaborative culture of these committees provides an opportunity to empower our workforce. Additionally, the culture allows for the sharing of ideas and the planning and implementation of special activities and events to meet the needs and expectations of a variety of constituencies.

**5.2a (2) Drivers of Engagement** –Key workforce groups include administrators, full-time faculty, professional and classified staff. SLs discuss the key drivers of workforce engagement during Cabinet meetings. The College utilizes the PACE survey to determine key drivers of workforce engagement for all key workforce groups (*Figure 7.3f*). These key drivers are:

- The **Institutional Structure** climate factor focuses on the mission, leadership, spirit of corporation, structural organization, decision-making, and communication within the institution.
- **Supervisory Relationship** provides insight into the relationship between an employee and a supervisor and an employee’s ability to be creative and express ideas related to the employee’s work.
- **Teamwork** explores the spirit of cooperation within work teams and effective coordination within teams.
- The **Student Focus** climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.

The PACE survey provides a snapshot of how the College is performing, highlights areas for growth, identifies opportunities for improvement, and provides a starting point for strategic planning.

**5.2a (3) Assessment of Engagement** - SPC determines the key factors that affect workforce engagement and satisfaction with the PACE survey. The results from the survey indicate how personnel perceive the climate at the College. Factors assessed in the survey are *Institutional Structure, Supervisory Relationship, Teamwork, and Student Focus* (*Figure 7.3f*). The results of the survey are deployed throughout the College beginning with the President’s Cabinet, GTG Strategic Planning Retreat, Division meetings, etc. Issues identified

during a cycle of learning from the PACE survey are first discussed with the President’s Cabinet before being addressed with the SPC community at large.

HR submits a report monthly to the President and the VPs regarding workforce retention, absenteeism, grievances, safety and productivity. The reports assist in assessing workforce engagement improvement needs. Adverse information is deployed directly to key leaders for their action and resolution of the problem. The employee exit survey provides key engagement and satisfaction data as well.

**5.2a (4) Performance Management** - SPC performance management system (*Figure 5.2b*) has been designed to specifically support high performance and workforce engagement. Administrators, full-time faculty, professional and classified staff have job descriptions and general performance measures that create the foundation of their performance evaluation. During the annual performance review and feedback session process (*Figure 5.2b*) conducted between an employee and their supervisor, they review the areas of the job description and rate performance in that area. The supervisor provides feedback on performance and recommendations for improving performance. Administrators, professional and classified staff identify key developmental areas as part of the performance evaluation to support high performance levels as well.

## The PACE Model



Figure 5.2a – PACE Model

### Steps in Performance Management Process

- 1) Goal Setting – Performance Planning
- 2) Coaching and Feedback
- 3) Observe and Document Performance
- 4) Planning the Review Meeting
- 5) Conducting the Appraisal
- 6) Faculty only: Process includes peer and in-class evaluation

To ensure the performance management system reinforces the completion of strategic and associated workforce action plans, all employees actively participate in professional development activities such as conferences, workshops and other training sessions (identified during evaluation) to acquire and maintain knowledge, skills and capabilities required to achieve the outcomes of their associated action plan.

### 5.2b (1) Leadership and Development System - As part of



GTG, strategic objectives and action plans are developed in

Figure 5.2b – Performance Management Process Cycle

response to the College SWOT analysis and Context Map (environmental scan) and with consideration of the College's Core Competencies. Strategic objectives and activities are implemented by members of the workforce. All of the core competencies are dependent upon the skills and talents of the workforce. Therefore, maintaining educated and trained

employees capable of implementing the strategic plan is essential to institutional sustainability and effectiveness. Professional development is identified in the College action plans precisely because it is essential to meeting the strategic objectives and associated measures.

The SPC Learning and Development System is well developed as it is viewed as the means to improve organizational performance and develop innovative processes based upon best practice. SPC supports several pathways for growth including internal development opportunities for various segments of the workforce, funding for external consultants to provide training targeted toward particular workforce segments, funding for workforce segments to travel to conferences and seminars, tuition reimbursement programs, and specialized programs for career progression such as ALAS.

All employees are required to participate in annual ethics training and SPC has sustained a 100% participation rate. Additionally, several employees across key workforce groups have completed EDM training to support the College's QEP focused on EDM as part of its SACSCOC reaffirmation. These trainings are designed to keep EDM in the forefront of employee's minds and actions. In addition, BOT policy is in place to assure ethical business practices. BOT policies are readily available online in a searchable database and supervisors and SLs refer to them regularly in decision-making. All training and professional development is focused on performance improvement to move the College toward meeting its MVV, strategic objectives, action plans, and target goals. Development is heavily focused on instruction or instructional support such as Master Teacher Certification and Canvas Distance Learning Certification as well as on other student/stakeholder focused skills such as Customer Service Certification and Administrative Professional Workshops. Development opportunities, such as the Instructional Innovation Center's (IIC) in-house training, workshops and internal certifications are listed in an employee's developmental plan and are expected to be completed by the next rating period. This process allows the employee the opportunity to contribute to decisions about their own development.

### 5.2b (2) Learning and Development Effectiveness -

Employee compliance with completing required learning and development programs such as Ethics training, Master Teacher Certification and required licensure or certifications are examples of the effectiveness of the SPC learning and

development system. Efficiencies in the learning and development system are maintained by utilizing consultants to provide learning during Employee Development Day and during PDW. An example on a campus-wide efficiency is the requirement that all development travel be pre-planned and pre-approved using the Request for Travel Approval process where employees submit their requests for travel a semester ahead of time through the deans and to the vice presidents and budget officer for review and approval. The College's increased emphasis in Title IX Sexual Harassment awareness, education and investigation capabilities is an example of using correlations derived from its learning and development, and workforce engagement assessments to identify opportunities for improvement in this area.

**5.2b (3) Career Progression** - Career progression is managed through the Talent Management System, called Alamo Talent, a centralized online portal that houses tools and resources for career planning and development, and allows the review of workforce capabilities via talent pools, employee profiles, resume, and additional certifications. This is integrated into learning modules to ensure top performers are candidates for career progression. Alamo Talent also allows us to create talent strategies and talent pools based on learning and performance measures and results. As part of this evaluation activity, supervisors discuss career progression opportunities with their employees and assist them in creating a development plan.

From a workforce perspective, Alamo Talent gives employees a method to access required learning and development to enhance their job skills and allows each person to access a personal transcript that keeps track of completed sessions. All training is free and there is no limit as to what an individual can complete. In addition, an employee can post a resume and add career preferences for others to see in creating new career paths. Alamo Talent also provides access to job postings and new career opportunities via Talent Search, a weekly email bulletin of open positions throughout all of the Alamo Colleges. In addition, we have implemented an innovative Interim Assignments Process that gives employees the opportunity to step into jobs as "interim" assignments. This allows both the employee and manager to gain familiarity with new and growing roles. This permits managers the opportunity to see the employee "in action" and gain an understanding of readiness for the position or if further development is needed.

The College process to carry out succession planning for management and leadership positions is execution of the ALAS. The ALAS program, is a nine-month in-depth innovative leadership development program designed to equip, strengthen, and prepare leaders in their roles and to assist in the execution of the College mission and strategic objectives. Several employees have been selected for higher level leadership positions after successful completion of the ALAS program.

## CATEGORY 6 OPERATIONS

### 6.1 Work Processes

**6.1a (1) Programs, Service and Process Requirements.** SPC determines the key Educational Program, Service, and Work Process requirements during the St. Philip's College annual GTG Strategic Planning Retreat. This retreat is a time during which Stakeholders from the various units of the College, students, key partners, and suppliers participate in the retreat to help identify the College's Key Priorities. The results of the GTG Retreat are informed by decisions made at the Alamo Colleges DSO annual strategic planning retreat.

Each Educational program, service, and operational support unit is responsible for an OUAP. These plans align to the College priorities and are developed in the context of regulatory and accreditation requirements. Each OUAP helps to strengthen the core competencies of the college. Key work processes and associated requirements are shown in *Figure 6.1a*.

**6.1a (2) Design Concepts.** SPC is formalizing the Plan Do Check Act (PDCA) model as a means of creating, implementing, assessing, and strengthening educational programs, services, and work processes. Currently, the PDCA concept is informally used and integrated in all areas of the College. For example, our Planning, Budget and Assessment cycle (*Figure 2.1a*) is developed based on each unit of the College examining the needs and priorities of each area.

The first stage requires that the unit **define opportunities and challenges** based on industry, community or advisory board feedback, and strategic planning data; the unit will also establish potential outcomes, measures, and a timeline for completion of the project. Next, the unit will **formulate a design** for the educational program, service, or process; this design includes identifying student needs, regulation and accreditation requirements aligned with organizational needs in order to formulate an action plan for implementation. The unit will then **implement the design** based on the formulated action plan, which includes strategies for completing the program, identifying problems, and devising an approach for evaluation. During the **evaluation stage**, the unit collects and analyzes performance data to ensure effectiveness based on targets. The reflective questions found in the operational unit assessment plan analysis assist the unit in learning about process or program results. The questions also guide the unit in identifying and integrating additional opportunities for improvement which trigger the next PDCA learning cycle.

New technology, organizational knowledge, educational program and service excellence, customer value, and the potential need for agility are incorporated into the College's PBA cycle described in *Figure 2.1a*. Driven by student, staff, and faculty needs, along with student and other customer participation, the PBA cycle assures an ongoing and agile review of needs to make immediate programming adjustments throughout the year. This cycle provides the College an avenue for programs to reposition as needed in terms of acquiring funding, technology upgrades, and specialized training to develop outstanding program/process outcomes. The Resource Allocation Process provides a way for units to seek additional



funding for new educational programs, services, and work process.

**6.1b (1) Process Implementation.** See *Figure 6.1a*. In order to ensure that the day-to-day operations meet key process requirements, the College relies upon accurate, relevant, and timely data in the form of regularly audited performance indicators for each program or process. These key performance indicators are based on input from the college workforce, students, stakeholders, suppliers, partners, collaborators, as well as raw process data (students served, wait times, etc.). Key Process Indicators are collected regularly and reviewed at the program and process level through Department Meetings, at the Division level through Dean's and Director's Meetings, and at the college administrative level through Cabinet Meetings. This weekly cadence not only promotes a standard of quality and performance, but also allows efficient two-way communication between senior leadership and process owners, providing an avenue to quickly and effectively address process challenges and interventions. Once and process owners and senior leadership determine to effect change through this cross communication, information is disseminated to the entire program-specific workforce through monthly Division Meetings

**6.1b (2) Support Processes.** Key support processes are designed to support educational programs and services. These key support processes are determined based upon the needs and expectations of customers, which include students, external partners, and the faculty and staff responsible for educational delivery. Key support processes are identified and developed by Key Stakeholders through the GTG strategic planning process and approved through the appropriate VP overseeing the operation or process. Key Support Processes are developed by collecting, and communicating key performance indicators that inform operational strategy. In addition, key support services utilize multiple modalities to deploy and track the services they provide in real time. For example, the Department of Information and Communication Technology offers the SPC Help Line as well as online work requests through its FootPrints System to assist with the delivery of technology support through remote access, in-person assistance, and phone consultations. Similarly, Facilities Management employs online work requests that can be initiated by customers or facilities and maintenance personnel to track work request status, urgency, and resolution. Such innovative delivery modalities combined with day-to-day process management ensure that the college's support services consistently achieve organizational requirements.

**6.1b (3) Program, Service and Process Improvement.** Data from Key Performance Indicators allows the College to identify programs for process improvement and also informs those efforts. Formative data from In-Process KPI's allows for swift process and performance course corrections, and, therefore, enables a high level of agility in college programs. An example is the Academic Success Key Work Process, in which instructors use the Early Alert System to identify students at risk of failing to successfully complete a course. The Early Alert program was formally implemented in Fall of 2012 as a result of data findings indicating that a large number of First Time in College students were not graduating from the College within four-year time frame. Today, Early Alert allows faculty members the opportunity to identify at-risk students earlier into the course and alert them of the need for effective intervention such as tutoring or additional advising services. The earlier the intervention by a faculty member, the sooner staff can provide students with a broad array of support services. Early results from this initiative have been promising. Faculty participation in the early alert system has grown to 80%. In addition, the 4-year graduation rate for First Time in College students experienced a sharp climb since the program's inception during the fall 2011 admission cohort. Comparison data between the fall 2010 admission cohort and fall 2011 admission cohort show a 7.4 percentage point increase. This increase represents an improvement of 71% in the 4-year First Time in College Graduation Rate, far exceeding college targets reflected in the SPC Scorecard for fiscal year 2016 (*Figure 2.1c*).

While In-process KPI's provide the formative data that drives daily performance and resource allocation toward improved performance in the short term, the summative data from yearly outcomes informs long-term process improvement efforts. The College's annual PBA cycle and its component OUAP report out process provides this summative data. During OUAP report

Work Systems	Key Processes (* support processes)	Key Requirements	Outcomes / KPIs	In-Process KPIs
Academic Success  Academic Program Development, Delivery and Review	<ul style="list-style-type: none"> <li>• Delivery of Instruction</li> <li>• Faculty Evaluation</li> <li>• SLO Assessment               <ul style="list-style-type: none"> <li>○ Curriculum Committee *</li> <li>○ Instructional Unit Review *</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Quality Instruction</li> <li>• Program Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• PGR</li> <li>• Course Completion</li> <li>• Transfer</li> <li>• Employment</li> <li>• SACSCOC Compliance</li> <li>• THECB Compliance</li> <li>• Program and Industry-Specific Accreditation</li> <li>• Class Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Start</li> <li>• Early Alert</li> <li>• MidTerm Grades</li> </ul>
Student Success -  Student Access, Matriculation & Support	<ul style="list-style-type: none"> <li>• Admissions and Enrollment Management</li> <li>• Graduation               <ul style="list-style-type: none"> <li>○ Recruitment *</li> <li>○ Testing *</li> <li>○ Records *</li> <li>○ Residency *</li> <li>○ Veterans Affairs *</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Accuracy</li> <li>• Timeliness</li> <li>• Consistency</li> <li>• Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Degrees and Certificates awarded</li> <li>• Persistence</li> <li>• Enrollment</li> <li>• Employment</li> <li>• Experiential Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Texas</li> <li>• GPS</li> <li>• MyMap</li> <li>• Graduation Satisfaction Survey</li> </ul>
	<ul style="list-style-type: none"> <li>• Advising               <ul style="list-style-type: none"> <li>○ Disability Support *</li> <li>○ Counseling *</li> <li>○ Tutoring *</li> <li>○ International Students *</li> <li>○ Student Life *</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Wait Time (Who's Next Software)</li> <li>• Advisor Satisfaction Survey</li> </ul>
	<ul style="list-style-type: none"> <li>• Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Ease of Use</li> </ul>	<ul style="list-style-type: none"> <li>• Default Rates</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy Modules</li> </ul>
College Services -  Operational Support Systems	<ul style="list-style-type: none"> <li>• Facilities Management</li> </ul>	<ul style="list-style-type: none"> <li>• Cost Effectiveness</li> <li>• Efficiency</li> <li>• Safety and Security</li> </ul>	<ul style="list-style-type: none"> <li>• Facility Condition Index</li> </ul>	<ul style="list-style-type: none"> <li>• Building Assessment</li> <li>• Maximo Work Order System/Preventative Maintenance</li> </ul>
	<ul style="list-style-type: none"> <li>• Budget Development               <ul style="list-style-type: none"> <li>○ Inventory Control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Timeliness</li> <li>• Access</li> <li>• Compliance</li> <li>• Ease of Use</li> </ul>	<ul style="list-style-type: none"> <li>• Funds expended</li> </ul>	<ul style="list-style-type: none"> <li>• Funds allocated/monitored</li> <li>• Annual Inventory Control</li> </ul>
	<ul style="list-style-type: none"> <li>• Information and Communication Technology</li> </ul>		<ul style="list-style-type: none"> <li>• Network Reliability</li> <li>• Helpdesk Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Helpdesk Calls &amp; Footprint Requests</li> </ul>
	<ul style="list-style-type: none"> <li>• Planning and Performance Improvement               <ul style="list-style-type: none"> <li>○ Strategic Planning *</li> <li>○ Operational Unit and Assessment Planning *</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compliance</li> <li>• Collaboration</li> <li>• Alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Executive Report</li> <li>• Survey Findings</li> <li>• Unit Detailed Assessment Reports</li> </ul>	<ul style="list-style-type: none"> <li>• GTG</li> <li>• Mid-Year Report</li> <li>• IRB</li> <li>• -College Scorecard</li> <li>• -4DX Unit Scorecards</li> </ul>

Figure 6.1a – SPC Key Work Processes and Support Processes

out, program directors document and verbally present to Cabinet and the SPC community performance data trends for the year. Programs that have failed to meet performance targets or are challenged with evolving process requirements will present their action plans and requests for resources and funds with feedback from senior leadership. This yearly cycle of learning and integration allows college programs and processes to meet large scale and longer-term challenges and ensures alignment with the College’s overall strategic plan.

For programs that are not meeting performance goals, there are two formalized methodologies for process improvement employed by SPC. The performance-based Four Disciplines of Execution or 4DX model allows programs to address

deficiencies through weekly actionable items in order to boost performance within a defined period of time. Through the 4DX methodology, key stakeholders within a program identify and define a plan to achieve a WIG that is based upon improving a specific program KPI. An in-process weekly scorecard allows the program to track progress and outcomes (See Figure 6.2).

A more detailed process improvement methodology, FOCUS PDCA, allows programs to address large-scale or complex process and performance challenges by organizing process improvement teams, delving into root causes and process knowledge, and implementing a strategy for lasting performance and process improvement. These process improvement methodologies are used throughout every key



Figure 6.1b – 4 Disciplines of Execution

process and work process area in the College. SPC’s ongoing cycle of PBA and OUAP symmetry are key to enhancing the core competencies of quality instruction, coupled with student and community engagement. These cyclical and systemic activities directly impact increased student learning, improved programs and services, and facilitates a reduction in process variability.

**6.1c. INNOVATION Management** - Innovation is incorporated into our goals and objectives and aligns with the overall strategic plan. Innovation is managed by reviewing Key Educational Programs and Services and the Processes Management model through GTG and OUAP. Intelligent risks project service results that are the same or improved with a higher level of efficiency, to better serve our students and stakeholders. These reviews occur during annual GTG strategic planning and OUAP cycles by tapping into and utilizing the knowledge, skills, and abilities of our diverse faculty and staff. When a need is identified, RAF is completed. All RAF’s are reviewed by the SL, priorities are determined, and those requests with the highest priority and the most efficient and/or highest overall impact to students are implemented first. The resource allocation is monitored to assess whether and/or how well the allocation is meeting objectives. If the objectives are not being met sufficiently, the resource use is discontinued or redirected. An example of Innovation Management is holding an annual scholarship fundraising golf event where SEG and

## 6.2 OPERATIONAL EFFECTIVENESS

**6.2a PROCESS Efficiency and EFFECTIVENESS.** The overall budget for SPC is tied to the strategic plan and incorporates performance-based budgeting, which supports the Key Educational Programs and Services and Processes to deliver student and stakeholder value to achieve the College’s strategic objectives and action plans. By adhering to the policies and procedures established by AC Finance Administration, the College Budget Officer monitors and provides budgetary guidance and oversight to ensure each department is being fiscally responsible in staying within allocated budgets and hosts workshops in departmental meetings and in the Chair Academy. Financial processes are managed by DSO and are implemented through the Banner system. The system has a series of 35 protections and protocols to help prevent mismanagement and errors. Internal and external financial audits are managed through the DSO.

**6.2b Supply-Chain Management.** While the College does not have the ability to change DSO suppliers (i.e., IT, legal and fiscal services, HR, facilities and grounds, police and security), there is two-way line of communication between the College and DSO to ensure needs are being met and issues are identified. For suppliers other than District, supply contracts are managed through the District’s Purchasing Department. College Divisions work closely with Purchasing to develop RFP’s to solicit bids from potential suppliers. The bid process allows the College to review and make vendor selections on high quality and/or low cost basis. To ensure selected suppliers are qualified and positioned to enhance SPC’s performance and student and stakeholder satisfaction, DSO Purchasing assures that a Vendor Review/Feedback Form is completed at the close of every vendor relationship, allowing the primary manager of the particular vendor relationship to assess and rate the performance of the vendor. These forms, in addition to allowing the College and the Purchasing Department to evaluate supplier performance, are maintained with the Purchasing Department and are used in conjunction with consideration of future vendor needs to help eliminate poor performing suppliers from later searches

**6.2c (1) Safety.** St. Philip’s College recognizes the



Figure 6.1c- FOCUS PDCA

Presidential Scholars grant recipients meet with donors and share personal stories. Because grant recipients are required to give back to the college and community in order to receive funds, donors see additional value to gifts.

importance of safety for employees and students. Safety is critical in achieving SPC’s mission, and a number of approaches are used to ensure the safety of the workforce. The Vice President of College Services leads a safety

committee composed of members from faculty, college facilities, staff, police department, and College Services. Safety committee meetings are held at least quarterly, and the committee oversees all safety activities, recommends improvements to workplace safety, and identifies corrective measures needed to eliminate or control recognized safety and health hazards.

SPC conducts safety assessments, drills, and checks to identify and address any recognized hazards using defined criteria to determine how to address hazards including:

- Is the process required? If not, eliminate the process
- Automate the process
- Engineer around the hazard; and
- If eliminating, automating, or engineering are not feasible, use personal protective equipment (PPE)

SPC is committed to providing training for new employees and recurring training for workforce to help identify and address potential hazards in their work areas. The training includes chemical safety, electrical safety, behavioral interventions, first/aid/CPR, Active Shooter Awareness, emergency preparedness planning and training. The DSO OERM is responsible for conducting various hazard.

OERM and SPC systematically are placed on a preventive maintenance schedule to ensure equipment is properly maintained in order to prevent breakdown of services. For example, computers at the campus are checked and maintained on a cyclical cycle. Every five years, older models are replaced with newer models. Inventory of equipment is done annually on the campus in collaboration with DSO.

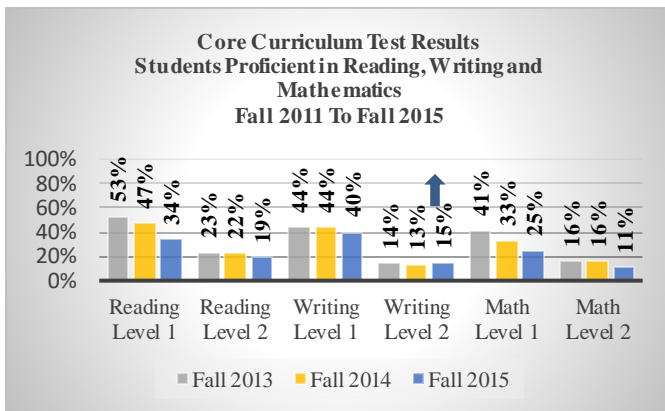
**6.2c (2). Emergency Preparedness.** As part of the Alamo Colleges, SPC has adopted the Emergency Operations Plan that encompasses four elements of emergency management:

Mitigation, Preparedness, Response, and Recovery. The plan complies with the National Incident Management System Framework and incorporates Incident Command System (ICS) protocols. St. Philip's College has employees in all buildings identified as the Building Action Teams (BAT) to assist students and employees during emergency incidents. For example, BPC Building Action Teams conduct training drills for five types of emergencies: evacuations, reverse evacuations, lock-down, severe weather, and shelter-in-place. The teams conduct annual exercises to practice roles and become familiar with the EOP. ITS has established annual testing and Disaster Recovery Plan to ensure data and network security and backup protocols are followed.

## CATEGORY 7 RESULTS

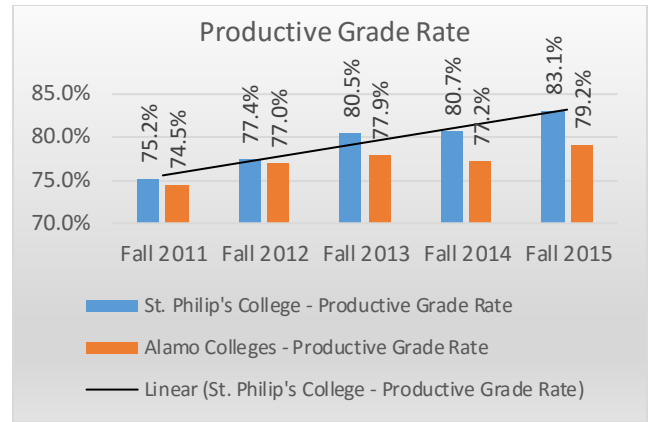
Throughout the results, various comparative data references appear. In addition, the term “State” is used on graphs, charts and illustrative references and refers to data compiled by the Texas Higher Education Coordinating Board (THECB). This THECB data signifies the “norm” for community colleges in the state of Texas. The term “Alamo” represents the “norm” for the five Alamo Colleges. Indicated by ranking (First, Second, Third, etc.), Key Performance Indicator results allow SPC to determine a position among the other Alamo Colleges. For other major comparative analysis, Noel-Levitz, CCSSE and PACE utilize a comparison termed “U.S. norm base;” thus reflecting the norm for the entire national cohort created by the participating colleges. For CCSSE, SPC has included Achieving the Dream Consortium data for comparative analysis. In all cases described above, no clarification exists to indicate a specific percentile rank for St. Philip’s College among the participants.

**7.1 Student Learning and Process Results** Over the years, the College has implemented academic and student support initiatives to impact student success. *Figure 7.1a* illustrates results related to these initiatives.



*Figure 7.1a* SLO’s, Core Curriculum Test Results  
Source: ETS Proficiency Profile, 2013, 2014, 2105

*Figure 7.1a* The Educational Testing Service (ETS) Proficiency Profile assesses core curriculum skill areas—critical thinking, reading, writing and mathematics. SPC students’ writing skills, level 2, demonstrate an 8% increase in proficiency from fall 2011 to fall 2015; from fall 2013 to fall 2014, SPC students’ proficiency declined slightly, however, it rose 2% from fall 2014 to fall 2015 through a direct and authentic measure of a students’ writing ability. Students are assessed in all course delivery methods (distance education and face-to-face, every fall semester). At this time, SPC is the only College within Alamo Colleges that utilizes the Educational Testing Service (ETS) proficiency profile to assess the THECB state mandated requirement of assessing SLO’s in the core curriculum.



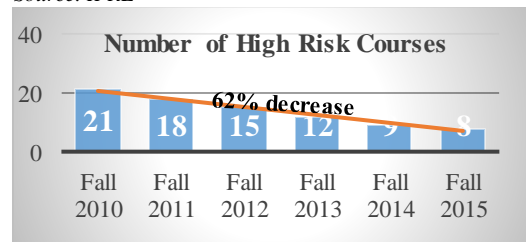
*Figure 7.1b* St. Philip’s College Productive Grade Rate (PGR) compared to Alamo Colleges PGR

Source: IPRE

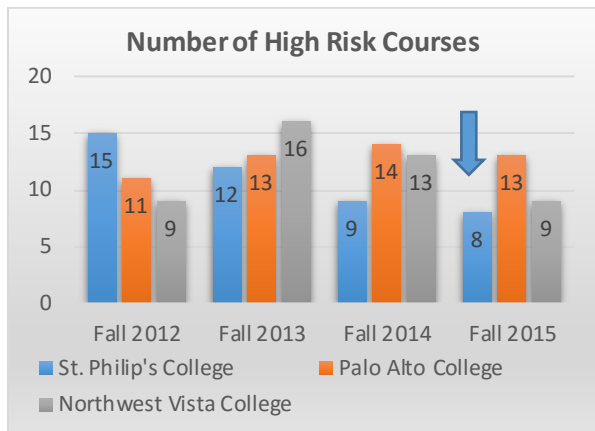
*Figure 7.1b* illustrates productive grades rates (PGR) for St. Philip’s College and Alamo Colleges. Productive grade rate is defined as the rate at which credit courses (including dual credit and developmental education courses) are successfully completed with a grade of A, B, or C. From Fall 2011 to Fall 2015, SPC continually demonstrated a higher productive grade rate than Alamo Colleges. In fall 2011, SPC had a .7% higher productive grade rate; in fall 2012, SPC had a .4% higher productive grade rate; in fall 2013, SPC had a 2.6% higher productive grade rate; in fall 2014, SPC had a 3.5% higher productive grade rate; and in fall 2015, SPC displayed the highest percent difference from Alamo Colleges, 3.9% respectively. As indicated above, since fall 2011, SPC has increased its PGR by 11.9%.

*Figures 7.1c to 7.1d* illustrate the percentage of courses identified as high risk courses; these are courses that have enrollment numbers greater than 100 and a productive grade rate (A, B, or C) of less than 70%. St. Philip’s College has decreased the number of high risk courses, and results can be attributed to faculty interventions developed in each division. As shown in *Figure 7.1d*, when SPC is compared to its peers, it is evident that Palo Alto College and Northwest Vista College have experienced contradictory results, illustrating an increase of high risk courses.

*Figure 7.1c* SPC High Risk Courses  
Source: IPRE



7.1d High Risk Courses –SPC, PAC, and NVC Peer Comparative  
Source: IPRE



Figures 7.1e to 7.1g demonstrate student levels of successful course completion. Overall, SPC has steadily increased successful course completion and has the “Second” highest successful course completion rates among district peers within Alamo Colleges, as illustrated in Figure 7.1e. From fall 2011 until fall 2015, SPC increased successful course completion by 3.4% and among the four ethnic groups illustrated in Figure 7.1f, Black students have increased course completion which contributes to a 14.2% increase in degrees and certificates awarded to black students in the past 6 years. When reviewing gender achievement, both males and females have seen an increase in degrees and certificates awarded from 2010 to 2015. Males earned 129 additional awards since fall 2010 while females earned 186 additional awards, respectively displayed in Figure 7.1g.

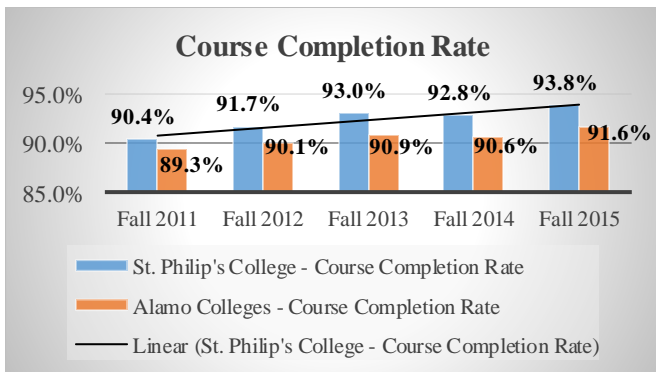


Figure 7.1e SPC Course Completion Rate Compared to Alamo Colleges  
Alamo Colleges Institutional Research and Effectiveness Services

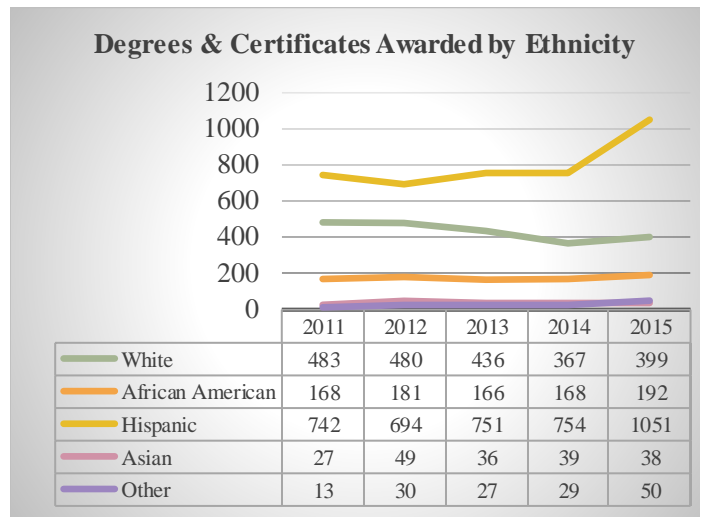


Figure 7.1f Degrees and Certificates Awarded by Ethnicity  
Source: IPRE

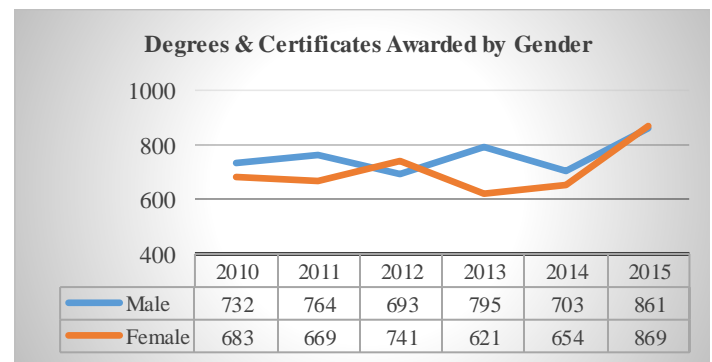


Figure 7.1g Degrees and Certificates Awarded by Gender  
Source: IPRE

**Operational Effectiveness (Figures 7.1h-7.1i)** The ICT department at St. Philip College is integral to student support services, faculty quality instruction, and the ability of personnel to perform duties effectively. Figure 7.1h illustrates ICT Help Desk Satisfaction by technical support type (timely resolution, technician knowledge, technician professionalism, and timely ticket response). Results display nearly 96.6% (SPC ICT annual target) of all ICT services were completed in academic year 2015-2016 with timely resolution, compared to 95.4% in academic year 2014-2015. In addition, technical support increased steadily since 2013-2014 academic year, accounting for slight decreases in overall satisfaction. Email technical support rose from 31 requests in 2013-2014 to 111 requests in 2015-2016, comprising a total increase in 80 email requests since 2013-2014. Onsite technical support rose from 204 requests in 2013-2014 to 571 requests in 2015-2016, illustrating a total increase in 367 onsite requests since 2013-2014. Remote technical support rose from 51 requests since 2013-2014 to 230 requests in 2015-2016, demonstrating a total increase in 179 remote requests since 2013-2014. Phone technical support rose from 98 requests in 2013-2014 to 278 in 2015-2016, illustrating a total increase in 180 phone requests since 2013-2014. These figures further indicate that ICT satisfaction rates in consideration to the growth in ICT

requests, along with the decrease in facility requests (*Figure 7.1i*) display operational effectiveness.

IT Help Desk Satisfaction						
Academic Year	2013-2014		2014-2015		2015-2016	
Satisfaction?	No	Yes	No	Yes	No	Yes
Timely Resolution	0.8%	96.6%	1.4%	95.4%	1.0%	96.6%
Technician Knowledge	0.0%	99.2%	0.5%	97.2%	0.6%	97.4%
Technician Professionalism	0.0%	96.4%	0.5%	97.8%	0.7%	97.8%
Timely Ticket Response	0.8%	97.7%	1.4%	95.8%	0.8%	97.4%
Overall Satisfaction	0.3%	99.5%	1.3%	97.3%	0.8%	97.2%
Respondents who selected "Neither" have not been included in total percentage.						
Technical Support—Count by Type	2013-2014		2014-2015		2015-2016	
Email	31		92		111	
Onsite	204		617		571	
Remote	51		198		230	
Telephone	98		295		278	

Figure 7.1h - ICT Help Desk Satisfaction  
Source: SPC Information and Communication Technology

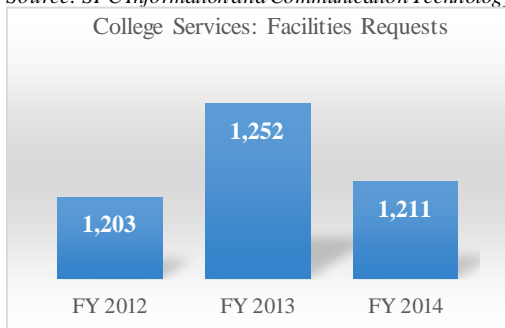


Figure 7.1i – Facilities Requests  
Source: AC Institutional Planning and Effectiveness

Figure 7.1j highlights results of the NL Student Satisfaction Inventory (SSI), which gives SPC an assessment tool to continually improve the quality of student life and learning through measurement of student satisfaction and priorities. St. Philip’s College utilizes this data to guide strategic action planning, meet accreditation requirements, identify areas of strength for institutional marketing, and chart progress toward campus goals. Figure 7.1j highlights results of the Noel-Levitz SSI conducted each alternating spring semester, from spring 2010 to spring 2016 to determine overall student satisfaction with key work processes. Results indicate four reporting years above average per Noel Levitz national norm. Spring 2010 illustrates SPC .20 above the NL national norm, spring 2012 illustrates SPC .08 above the NL national norm, spring 2014 illustrates SPC .15 above the NL national norm with the overall satisfaction point scale increasing from 5.68 in Spring 2010 to 5.90 Spring 2016; an overall increase of .22 on the overall satisfaction point scale compared to a .04 overall increase by the NL national norm.

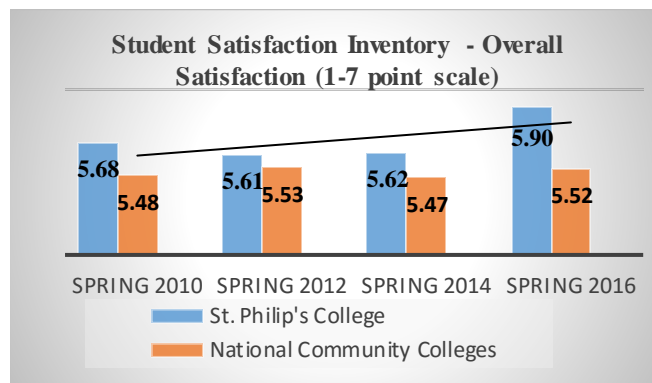


Figure 7.1j - Satisfaction with Key Student Services  
Source: Noel-Levitz, 2016

Support for learners is a key component of student success. Regular advising is a major support activity. Figure 7.1k illustrates the decrease in the average wait time (in minutes) for SPC students being seen by a certified advisor over the last four years during peak registration periods. This data from academic year 2013 to 2016 illustrates a decrease by 16 minutes for SPC students. This decrease in average wait time for SPC students was accomplished through the development of a Peak Registration Manning Matrix to ensure additional support staff was reallocated to key functions during this time. Additionally, a secondary registration support center is activated during peak time to help continuing students who can be assisted by cross-trained staff members from other areas. Ongoing training completion has contributed to decreased wait time as well. Students spend less average waiting time to see an advisor and SPC advisors have lower student per advisor workload (Figure 7.1l). The addition of 4 advisors between fall 2015 and fall 2016 contributed to the decreased student to advisor ratio (Figure 7.1m).

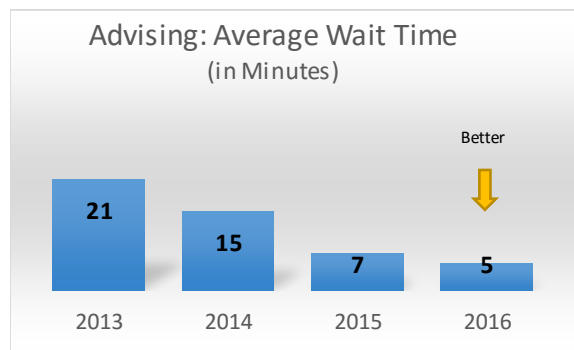


Figure 7.1k SPC Advising: Average Wait Time for Students  
Source: Educational Support Services, Who’s Next Software

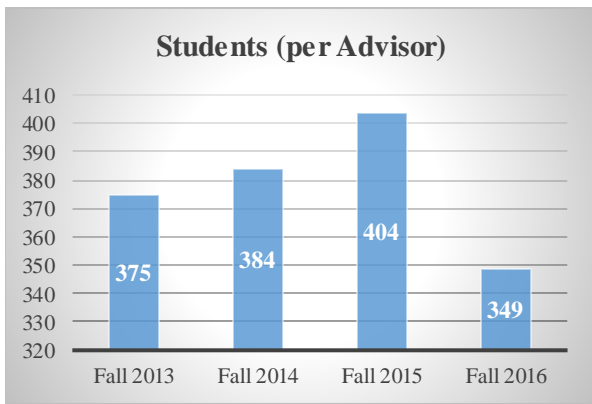
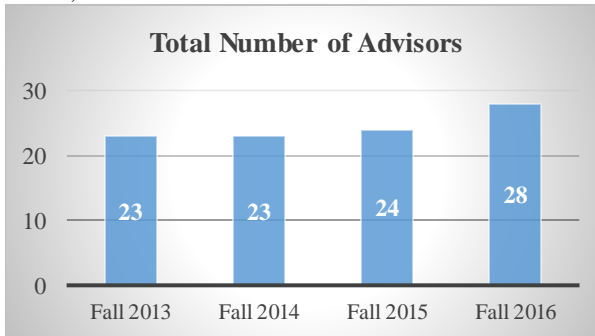


Figure 7.11 Advisor/Student Ratio  
Source; IPRE



7.1m – Number of Advisors  
Source; IPRE

Aligning resource allocations to the operational unit plan allows the College to direct resources to areas of greatest need and priority. Figure 7.1n shows capital investment allocations for the last four years. Allotments are prioritized on identified need and alignment with College strategic objectives and action plans. The data below do not include additional funding received through the College's federally funded Title III grant. (Figure 7.1o)

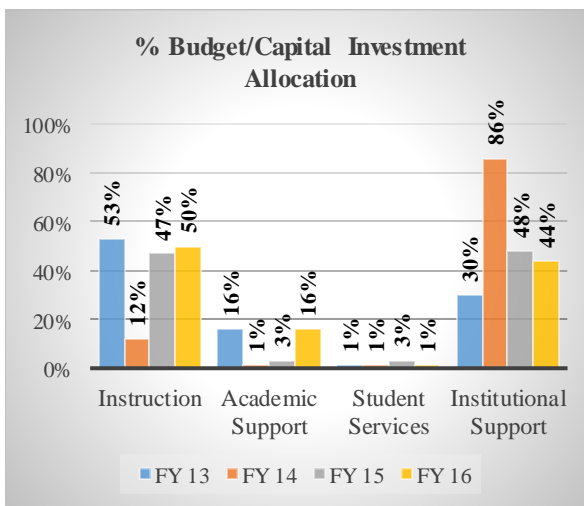


Figure 7.1n- Resource Allocation/Capital Investment by Key Institutional Segments  
Source: SPC Campus Budget Office

Year	Total Items	Original Cost of Items	Count of Items Unresolved	Original Cost of Items Unresolved	% of Total Items
FY 2012	9,879	\$25.1 mil	207	\$587,600.12	2.10
FY 2013	10,494	\$25.6 mil	28	\$39,057.42	.27
FY 2014	11,013	\$26.5 mil	23	\$37,108.53	.21

Figure 7.1o- Inventory Control  
Source: SPC Campus Budget Office

**Emergency Preparedness** SPC is currently engaging in ongoing emergency evacuation training of personnel to address emergency preparedness standards related to a framework adopted by the National Incident Management System. These emergency evacuation trainings are mandatory for all SPC personnel and will ensure the college is meeting the safety and security requirements of its students and employees. Drills include fire, reverse evacuation, active shooter, and shelter in place and lockdown emergency preparedness and both SPC locations, the MLK and SWC, respectively. SPC has increased drills, therefore adequate emergency preparation and training is being introduced and implemented by employees.

Year	Campus /Bldg.	Drills				
		Fire	Reverse Evacuation	Active Shooter	Shelter in Place	Lock Down
15 - 16	MLK	3				1
	SWC	3			1	
14 - 15	MLK	2	1			
	SWC	2				
13-14	MLK	2	1	1		
	SWC	3				
Every Year	MLK- CDC	1	1	1	1	1

Figure 7.1p – Emergency Evacuation Training  
Source: Alamo Colleges Office of Risk Management

**7.1c Strategy Implementation Results** Fall to Fall Retention, Transfer and graduation rates are key indicators of student success. Figures 7.1q - Figure 7.1t show results for these measures. Compared to peers and the state average, SPC identified areas for improvement. SPC focused its attention on efforts related to retaining, transferring, and graduating students. Student support efforts, such as required tutoring for developmental education students, tutoring availability for all students, services related to advising, and articulation agreements are being reviewed, updated, and improved to increase the impact on these three measures. Figure 7.1q illustrates an increase of 27.5% in the number of St. Philip's College's Degrees and Certificates awarded from 2014 to 2015. Figure 7.1r illustrates that St. Philip's College's four year first time in college (FTIC) graduation rate is close to the statewide



average, 19%, and that although the St. Philip's College's transfer rate is low, SPC is ranked 2<sup>nd</sup> among the Alamo Colleges and exceeded very large community colleges (VLCC) by .1%. Figures 7.1s- 7.1t illustrate that SPC persistent rates for full-time students is above the statewide average, 56.5%.

Figure 7.1q – Degrees and Certificates Awarded  
Source: THECB Accountability System

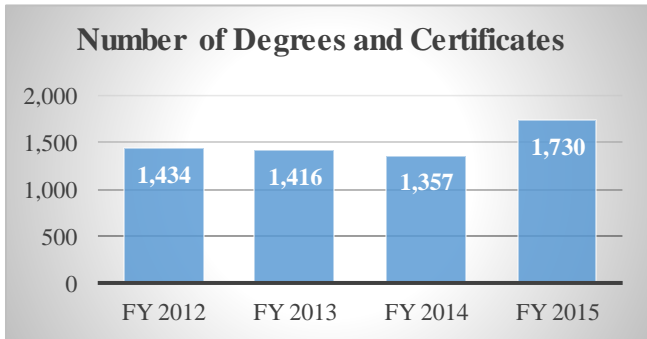


Figure 7.1r – SPC 4-year Graduation Rate  
Source: THECB Accountability System

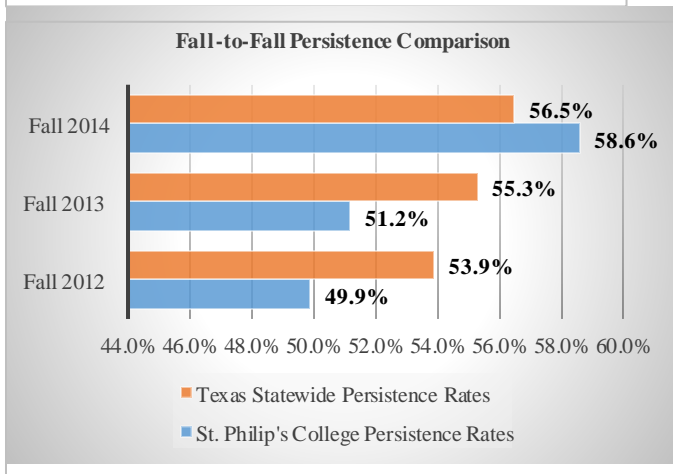
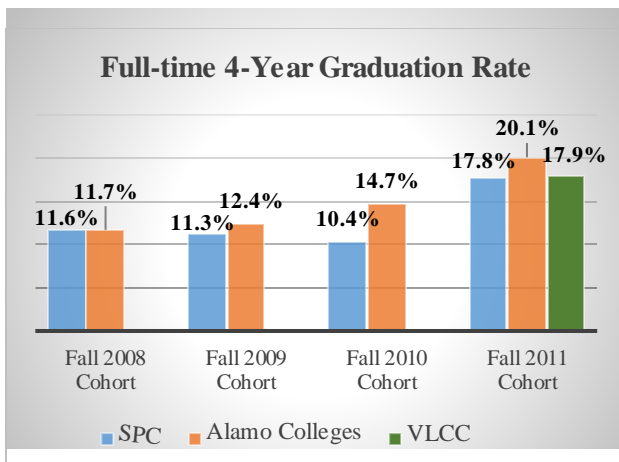


Figure 7.1s – SPC Fall-to-Fall Persistence Rates Compared to Statewide  
Source: THECB Accountability System

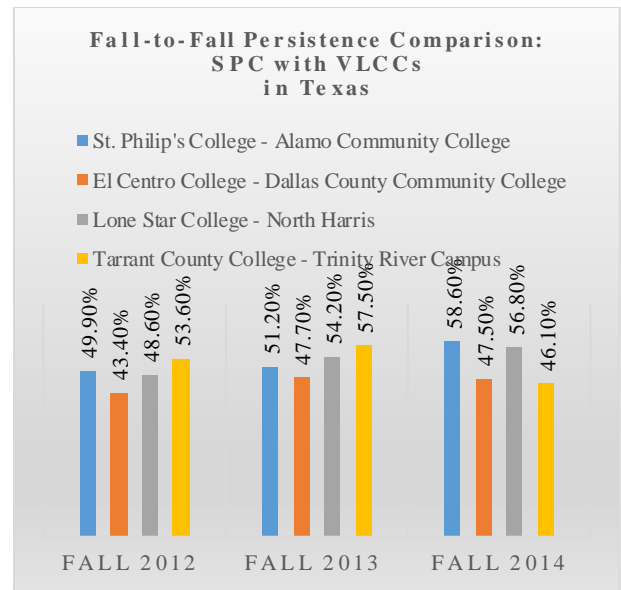


Figure 7.1t – SPC Fall-to-Fall Persistence Rates Compared to VLCC  
Source: THECB Accountability System

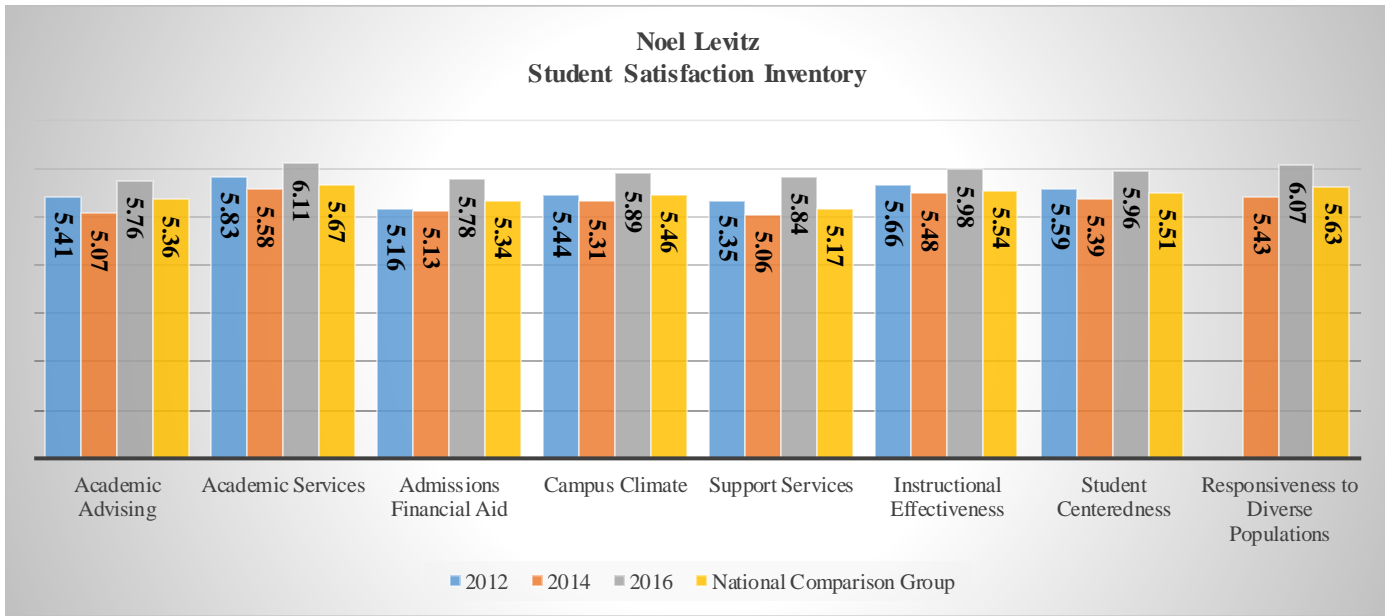


Figure 7.2a – SPC Student and Stakeholder Satisfaction  
 Source: Noel Levitz Student Satisfaction Inventory 2012, 2014, 2016

**7.2a Student and Stakeholder Focused Results**

**7.2a (1) Student and Stakeholder Satisfaction** SPC provides services and programs to support students in their experience. Figure 7.2a shows student satisfaction with key campus services. The data show increases in all key areas over the previous year (2016 compared to 2014), and in 2016, SPC exceeded the national norm in all key campus services (academic advising, academic services, admissions financial aid, campus climate, support services, instructional effectiveness, student centeredness, and responsiveness to diverse populations).

Figure 7.2b highlights areas of importance and satisfaction with key student services during the period from 2009 to 2015, demonstrating areas of improved and consistent satisfaction (active and collaborative learning, student-faculty interaction, and support for learners) and presenting opportunities for improvement (student effort and academic challenge).

**7.2a (2) Student and Stakeholder Engagement** Figure 7.2c illustrates student satisfaction with key campus services and offerings. From 2009 to 2015, SPC consistently scored higher than the Alamo Colleges and Achieving the Dream Consortium on the identified core competency related to Support for Learners, demonstrating proficiency in this area when compared with local and national peer institutions.

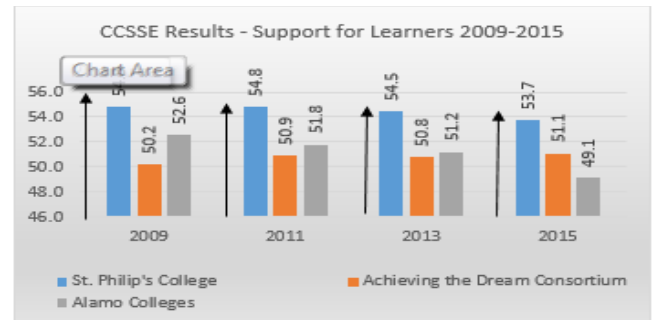


Figure 7.2c – SPC Student Engagement on Key Campus Services and Offerings  
 Source: CCSSE

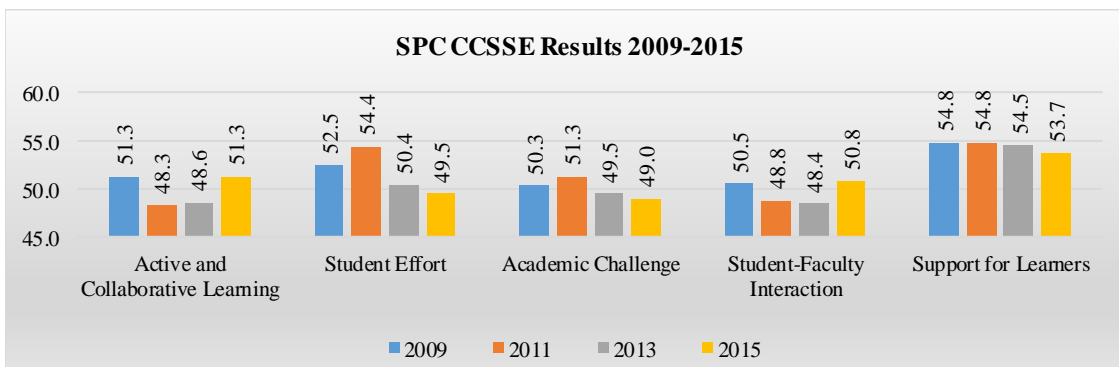


Figure 7.2b Satisfaction and Importance of Key Student Services  
 Source: Community College Survey of Student Engagement (CCSSE) 2016

### 7.3 Workforce- Focused Outcomes

**7.3a (1) Workforce Capability and Capacity** Figures 7.3a-7.3b show the workplace capacity of the college related to full-time/part-time ratios, faculty and staffing ratios, and average class size. The college has a 50:50 FT/PT ratio goal and an average class size target of 25. The OUAP and PBA processes allow the institution to determine and respond to the staffing needs of the individual areas.

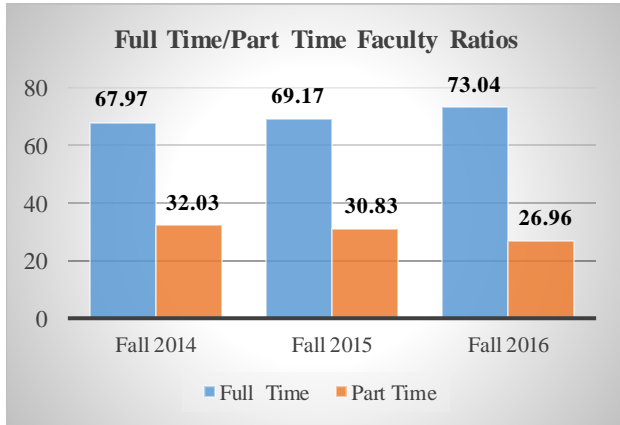


Figure 7.3a – Faculty FT – PT Ratios  
Source: IPRE

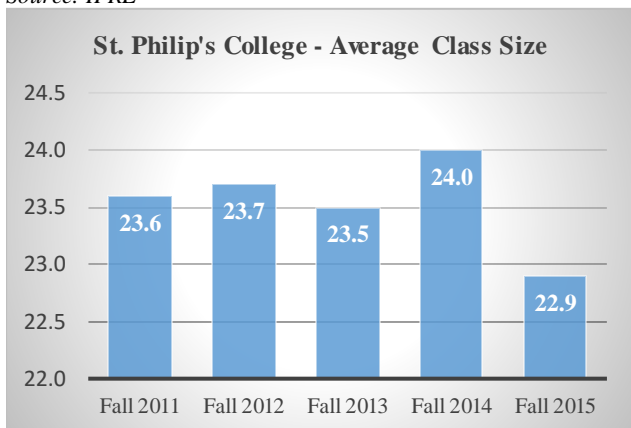


Figure 7.3b – Average Class Size  
Source; IPRE

**7.3a (2) Workforce Climate** Workplace climate is assessed using the PACE survey. Figure 7.3e shows employee responses on key questions on the survey related to the availability of professional development opportunities and the extent to which the college environment is safe and secure. Results shown provide comparisons to district peers and the national norm base.

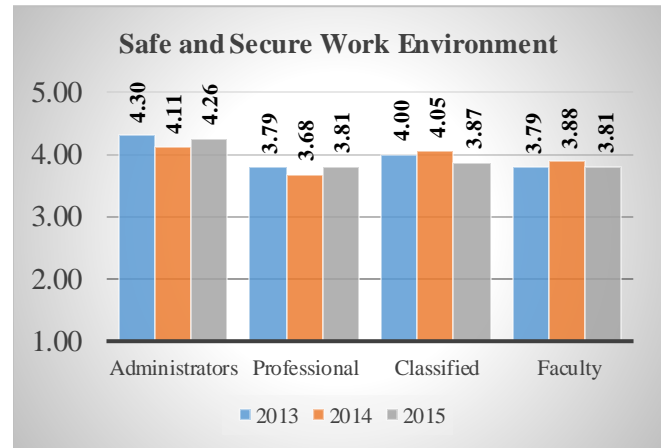
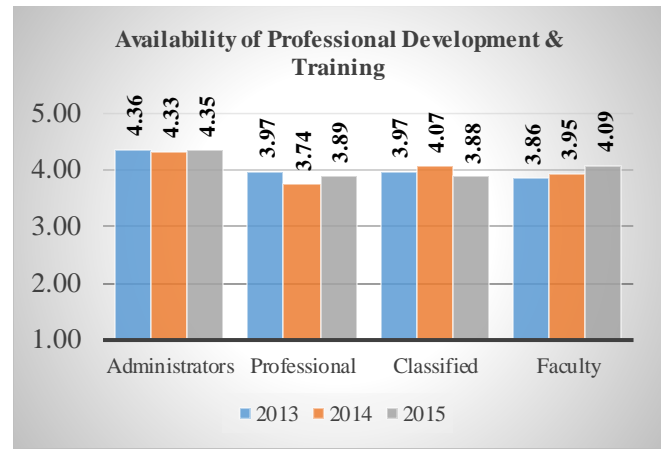
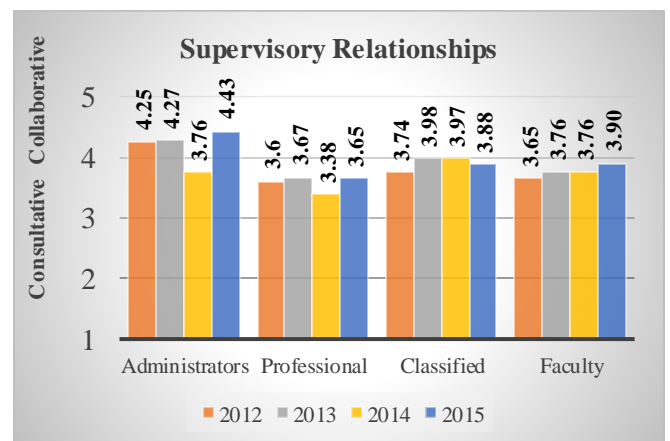
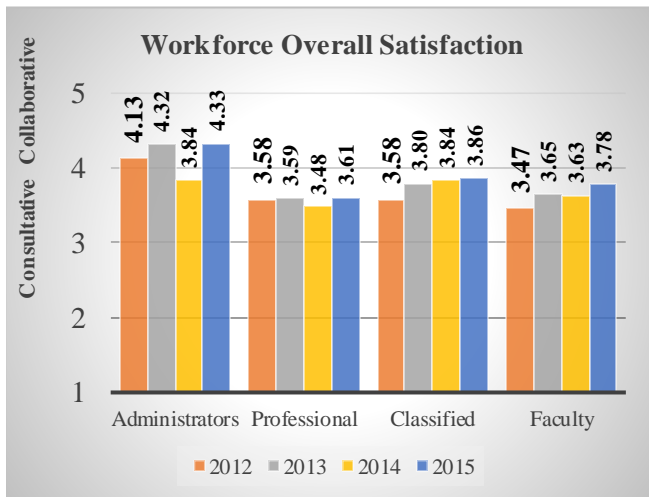
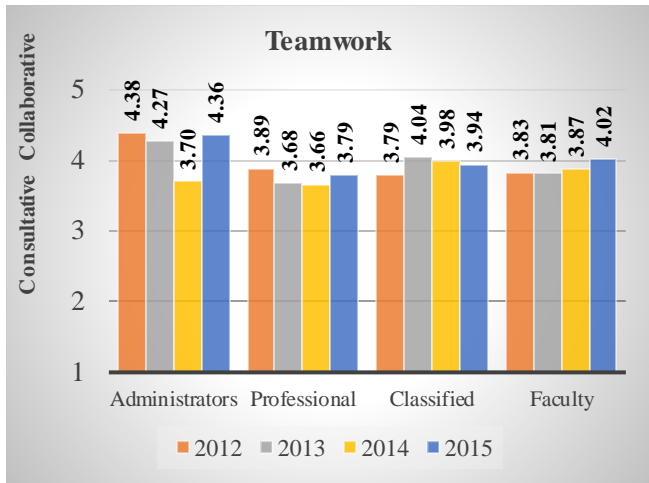


Figure 7.3e - Professional Development Opportunities & Safe and Secure Environment  
Source: Personnel Assessment of College Environment (PACE)\*Customized questions National Norm Base data not captured

**7.3a (3) Workforce Engagement** Figure 7.3f from the PACE instrument provides workforce segmented results for key areas of engagement--Supervisory Relationships, Teamwork, and Workforce Overall. Results demonstrate increases in these areas among the different work groups. The 2012 target was exceeded among Administrators and closely met for the other work groups.





7.3f – Engagement areas of Supervisory Relationships, Teamwork, and Overall  
 Source: Personnel Assessment of College Environment (PACE)

**7.3a (4) Workforce Development** Figure 7.3g – Figure 7.3i shows activities provided through the IIC. Activities include Master Teacher and Blackboard (distance learning) Certification for faculty. Also, there are service skills certification, professional development week and employee development day activities and travel opportunities that assist both faculty and staff in meeting the needs of customers, stakeholders and community. Figure 7.3g show employees satisfaction with professional development opportunities provided through our IIC.

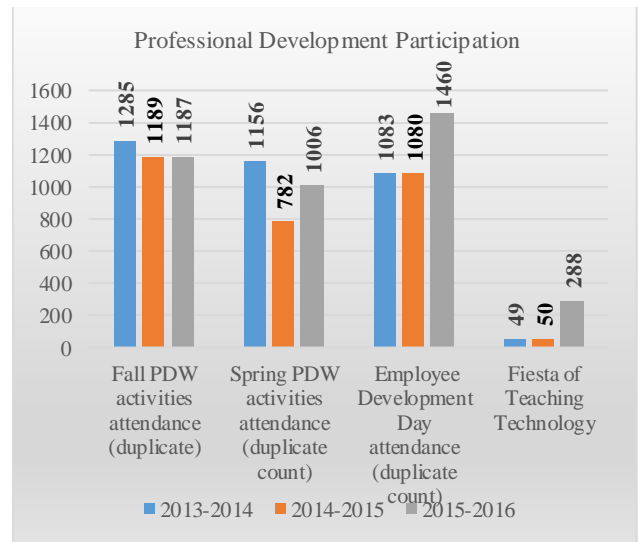


Figure 7.3g – Professional Development Participation  
 Source: Instructional Innovation Center (IIC)

Figure 7.3h illustrates the number of SPC employees participating in the ALAS Leadership Program over the last five years, along with their post-participation status – additional responsibilities, promotion, remained the same.

ALAS Participants	
2007 - 2010	12
2011 - 2013	16
2014 - 2016	16
<b>Total</b>	<b>44</b>
Post-Participation Employment Status	
Additional Responsibilities	3%
Promoted	29%
Remained the Same	43%

Figure 7.3h – ALAS Leadership Program  
 Source: Alamo Colleges Employee Development Office

7.4

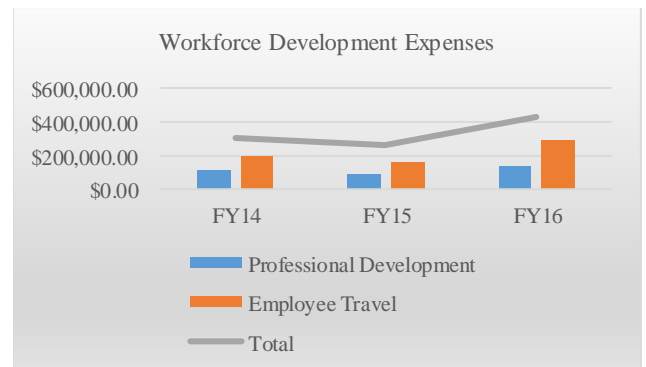


Figure 7.3i – Workforce Development Expenses  
 Source: College Budget Office

## Leadership and Governance Outcomes

**7.4a (1) Leadership** Figure 7.4a to Figure 7.4b provide data on senior leaders deploying the MVV to employees. New employee orientation provides both an historical and visionary perspective of the college. Senior leaders participate in several Call to Conversations, an open forum used to share and discuss important issues impacting the college (Figure 7.4b).

Date	Session	Number Attended
Spring, 2014 - 1/13/14	SPC New Employee Orientation	29
Fall, 2014 - 8/18/2014	SPC New Employee Orientation	19
Spring, 2015 – 1/13/15	SPC New Employee Orientation	38
Fall, 2015 - 8/17/15	SPC New Employee Orientation	38
Spring, 2016 - 1/11/16	SPC New Employee Orientation	31
Fall, 2016 - 8/16/16	SPC New Employee Orientation	61

Figure 7.4a – SPC New Employee Orientation with Senior Leaders

Call to Conversations	
Semester	
Fall 2013	SACSCOC Reaffirmation
Spring 2014	SACSCOC Communication
Fall 2014	A.A./A.S. Transfer Degrees & SACS-COC Update
Fall 2015	SACS-COC Update & New Policy E.1.3
Spring 2016	They are Here (Developmental situation)

Figure 7.4b Call to Conversations with Senior Leaders

**7.4a (2) Governance** Fiscal accountability is measured through the review of the college operating budget allocations. As a strategic initiative, the target is 79% of the budget personnel expenses (salary and benefits). As part of the Alamo Colleges, the College federal awards are audited by the DoE. Figure 7.4c show the number of qualified and unqualified findings of the district.

SPC Operating Budget Allocations			
	FY 2014	FY 2015	FY 2016
Labor-Salaries with Benefits	\$31,050,248	\$31,795,365	\$33,475,090
Other Operational Expenses	\$8,093,916	\$7,861,506	\$7,007,771
Total Budget	\$39,144,164	\$39,656,871	\$40,482,861
% of Payroll % Benefits	79.3%	80.2%	82.7%
SMP Target	79%	79%	79%

Figure 7.4c – Operating Budget Allocation  
Source: SPC Campus Budget Office

**7.4a (3) Law, Regulation, and Accreditation** Figure 7.4c displays student licensure passage rates for programs with licensure requirements. All programs currently surpass their individual benchmark for their specific requirements. Strategies to increase surgical technology performance include mandatory TEAS testing during admission and practice licensure exam before engaging in the licensing exam. Figure 7.4d illustrates the national and regional accreditation findings of SPC for the last 5 years.

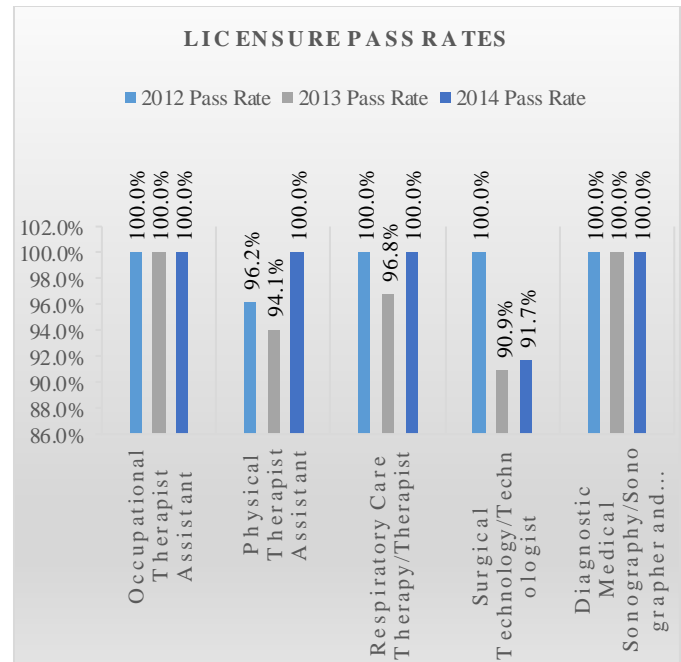


Figure 7.4c – Licensure Passage Rates in Workforce Programs  
Source: Texas Higher Education Coordinating Board

Accrediting Agency	Date of First Approval	Date of Last Renewal/Visit	Expiration
Southern Association of Colleges and Schools Commission on Colleges	1951	2/2005-visit 2006-reaffirmation	2016
The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 20, 2008	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2022
The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2022
Accreditation Commission for Programs in Hospitality Administration (Sample Application for Accreditation, Accreditation Approval)	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Winter 2019
National Association for the Education of Young Children (NAECY) (Sample Accreditation Application)	Spring 2012	3/31/2012	3/31/2019
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	7/1/1980	09/01/2013	09/01/2018
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	4/30/2003	4/30/2015	4/30/2020
Texas Board of Nursing	5/1/1949	3/28/13	05/01/2019
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Spring 1983	4/30/2015	4/30/2020
Accreditation Council for Occupational Therapy Education (ACOTE)	11/1/1973	04/16/2011	10/01/2018
Commission on Accreditation in Physical Therapy Education (CAPTE)	05/01/1973	10/28/2009	06/30/2019
Joint Review Committee on Education in Radiologic Technology (JRCERT)	11/12/2009 01/19/1974	2/29/2016	10/01/2018
Commission on Accreditation for Respiratory Care (CoARC)	07/09/1996	11/12/2009	9/30/2017
Commission on Accreditation of Allied Education Programs (CAAHEP)	10/14/1981	05/15/2009	10/01/2019
National Automotive Technicians Education Foundation (NATEF)-Automotive Technology (Sample Accreditation Standards, Application, and Self-Study)	6/1/1988	05/26/2013	04/26/2018
National Automotive Technicians Education Foundation (NATEF)-General Motors ASEP	1/29/2002	05/15/2013	04/15/2018
Federal Aviation Administration (FAA) Certifications: PART 141# PHJT009K (Sample FAA Manual Revision, FAA Inspections Communication)	8/11/2011	08/21/2014	12/31/2099

Figure 7.4d – SPC Meeting Accrediting Requirements  
Source: THECB

**7.4a (4) Ethics** Figure 7.4e illustrates data related to the number of ethical reports and the number of investigations compared to the total reports for the college district. The college has reduced the number of ethics hotline calls and confirmed ethical violations over a period of 3 years. Also, the rate of all confirmed ethical violations has decreased from 36% to 1.6%. College employees continue to maintain an annual ethics training completion rate of 100%.

YEAR	Ethics Hotline Calls		Confirmed Ethical Violations		Ethics Training Subject	Ethics Training Completed
	ACCD	SPC	ACCD	SPC	ACCD	SPC
2014	40	11	16	4	Employment Issues	100%
2015	57	7	18	3	Employee Responsibilities	100%
2016	23	6	8	1	Raising & Resolving	TBA

Figure 7.4e – Ethical Trainings, Reports, and Investigations  
Source: Alamo Colleges Ethics and Compliance Office

**7.4a (5) Society** Figure 7.4f - Figure 7.4h illustrate college contributions and collaborations with its key communities and stakeholders to meet societal responsibilities. Figure 7.4f illustrates employee participation in the United Way Campaign; monies donated assist both the internal and external college community. Figure 7.4g illustrates the total amount raised during SPC's annual golf tournament, which funds student scholarships, including the SEG scholarship. Figure 7.4h shows the retention rates of SEG participants compared to Non-SEG participants.

United Way Campaign		
Year	% Employee Participation	Amount Donated
2013	30%	\$27,991
2014	29%	\$24,988
2015	28%	\$28,938
<b>3-year Total</b>		<b>\$81,917.00</b>

Figure 7.4f-United Way Campaign  
Source: SPC Institutional Advancement Office

Golf Tournament Fundraiser	
Year	Amount Raised
2013	\$193,833
2014	\$186,958
2015	\$136,954
<b>3-year Total</b>	<b>\$517,745.00</b>
<b>8-year Total</b>	<b>\$1,165,488</b>

Figure 7.4g Annual Golf Tournament  
Source: SPC Institutional Advancement Office

SEG Participation			
Year	# of Projects	# of students	Amount Awarded
2012-2013	22	118	\$135,000
2013-2014	21	119	\$120,000
2014-2015	19	119	\$113,500

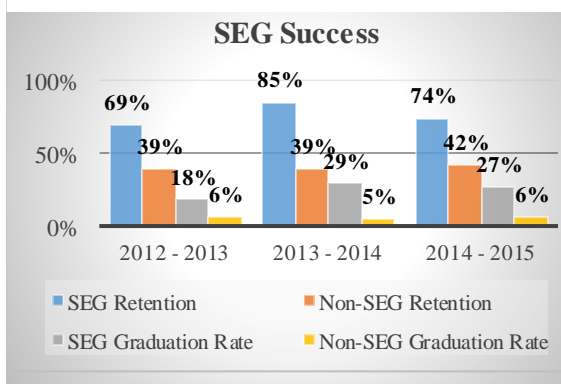


Figure 7.4h- Retention of SEG Recipients  
Source: SPC Institutional Advancement Office

Energy saving efforts to reduce consumption have increased at the college, both in facilities (Figure 7.4i) and in educational offerings, such as new programs in power generation and alternative energy, and earth sciences and natural resources.

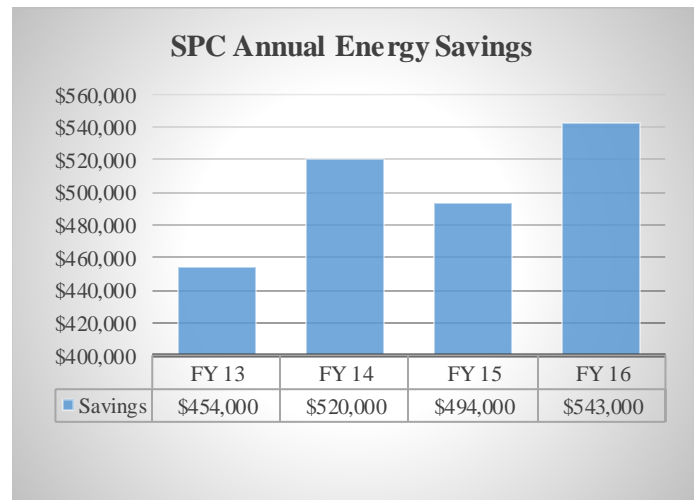


Figure 7.4i- Energy Savings by Campus Locations  
Source: AC Facilities Operation and Construction Management

Figure 7.4j highlights results from the CCSSE survey, indicating the role the college plays in helping students meet societal responsibilities and developing socially by encouraging engagement with students from different backgrounds.



Figure 7.4j-Engagement with Student Social Growth  
Source: CCSSE

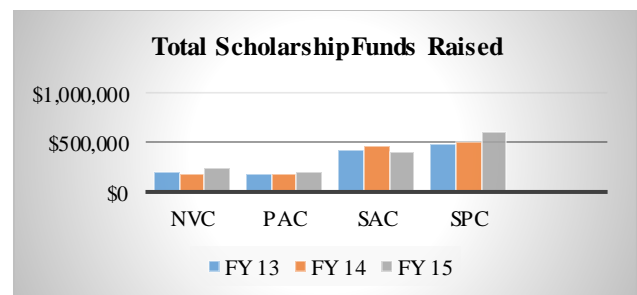


Figure 7.4k-SPC Fundraising Compared to Sister Institutions  
Source: SPC Institutional Advancement Office

### 7.5a (1) Budgetary and Financial Performance

Figure 7.5a shows the institutional budget, headcount, and contact hour comparison for the past three years. Increase in Dual Credit students is largely responsible for overall enrollment growth.

Budget, Headcount and Contact Hours			
	FY 2014	FY 2015	FY 2016
Headcount	11,368	11,487	11,942
Budget Dollars	\$ 39,144,164	\$ 39,656,871	\$ 40,482,861
Contact Hours	3,830,611	3,683,078	3,697,570

Figure 7.5a – Budget Headcount and Contact Hours

Source: SPC Budget Office

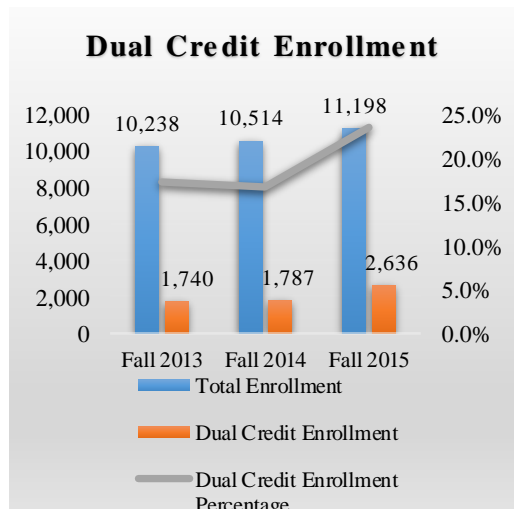


Figure 7.5b (1) – Dual Credit Enrollment Trends

Source: Texas Higher Education Coordinating Board

Institution	Number		Rate		
	Dual Credit	Dual Credit	Dual Credit	Dual Credit	
	Students Fall 2013	Students Fall 2014	Students Fall 2015	Enrollment Fall 2013 - 2014	Enrollment Fall 2014 - 2015
ACCD Northwest Vista College	2,889	2,810	3,150	-3%	12%
ACCD St. Philip's College	1,772	1,761	2,636	-1%	50%
Blinn College	1,453	1,385	1,502	-5%	8%
Central Texas College	1,381	1,368	1,476	-1%	8%
DCCCD Brookhaven College	546	814	886	49%	9%
DCCCD Eastfield College	1,638	1,864	2,187	14%	17%
DCCCD Richland College	1,738	1,878	1,990	8%	6%
Del Mar College	1,353	1,416	1,823	5%	29%
Texas State Technical College	2,113	2,423	2,722	15%	12%
Tyler Junior College	100	247	104	147%	-58%
Community Colleges Total	100,908	104,997	123,893	4%	18%

Figure 7.5c (1) – Dual Credit Enrollment Trends

Source: Texas Higher Education Coordinating Board

7.5a (2) Market Performance Figure 7.5a (2) illustrates the number of new programs and majors that have been developed based on research focused on the needs of key communities and market trends.

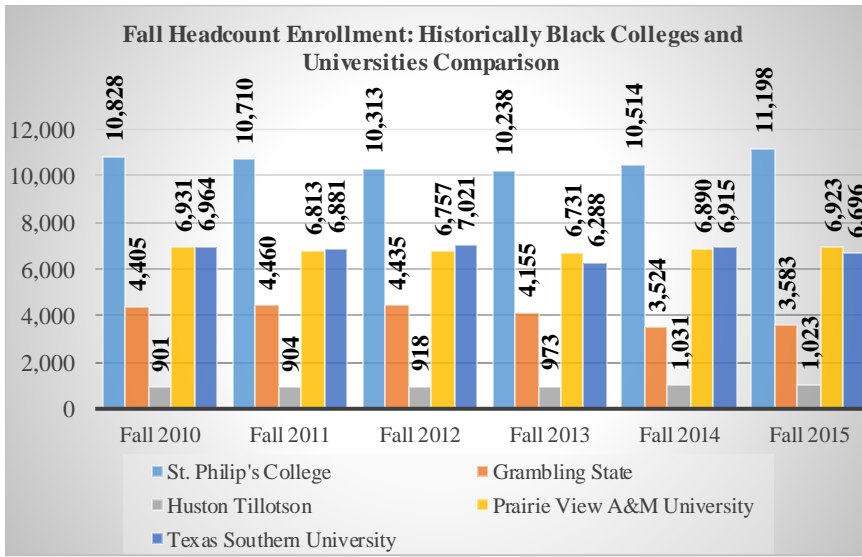
Figure 7.5b shows the SPC fall headcount enrollment compared to peer historically black colleges/universities. Figure 7.5c is a map displaying current market penetration and indicating SPC's students are coming from a vast area of Bexar County and surrounding areas. Maps for previous years are available onsite to demonstrate an increase in penetration in the last few years.

AS&T New Degrees, Certificates & MSAC's 2014-2016		
Degree/Certificate/MSAC	Title	Effective Date
Level 1 Certificate	Diesel Construction Equipment Technology	Fall 2014
MSAC	Cyber Security Professional	Fall 2014
Level 1 Certificate	Hospitality Management Fundamentals	Fall 2015
Level 1 Certificate	Diesel Heavy Equipment	Spring 2016
Level 1 Certificate	GM ASEP	Fall 2016
Arts and Sciences New Degrees, Programs, Fields of Study 2014-2016		
Degree/Program/FOS	Title	Effective Date
FOS	International Studies	Fall 2016
FOS	Ethnic (Mexican American) Studies	Fall 2016
Health Sciences New Degrees, Certificates & Programs 2014-2016		
Degree/Certificate	Title	Effective Date
Advanced Certification	Histologic Technician	Spring 2014
AAS	Career Mobility - LVN to RN / Military to RN	Fall 2015
AAS	Vision Care	Fall 2016
Level I Certificate	Massage Therapy	Spring 17 (pending)
Level I Certificate	Nurse Aide for Health Care (CNA)	Fall 2016

Figure 7.5a (2) – Number of New Programs Developed based on Market Needs

Source: THECB and IPRE





7.5b - Fall Headcount Enrollment: HBCU Comparison  
 Source: IPEDs 2010, 2011, 2012, 2013, 2014 & 2015



St. Philip's College Unduplicated Headcount, Fall 2015 by Service Area Zip Code

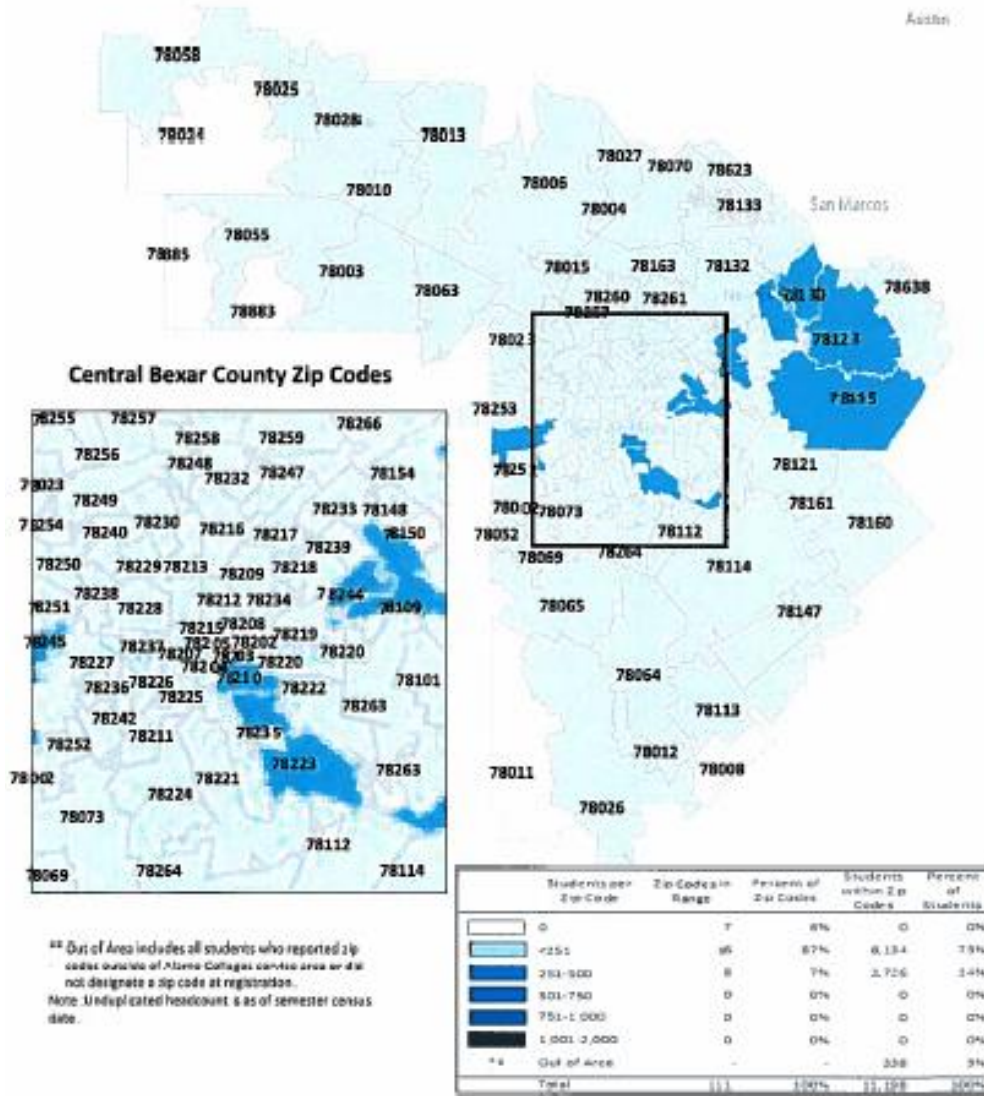


Figure 7.5c Market Penetration Map  
Source: ACIRES









ALAMO COLLEGES  

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ST. PHILIP'S COLLEGE

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