

# St. Philip's College Institutional Effectiveness Retreat

## *Good to Great* *Strategic Planning Follow-up*

*April 22, 2019*



ALAMO  
COLLEGES  
ST. PHILIP'S COLLEGE



**The Nation's Only Historically Black College & Hispanic Serving Institution**



Welcome



ALAMO COLLEGES DISTRICT  
St. Philip's College



# SPC Strategic Planning



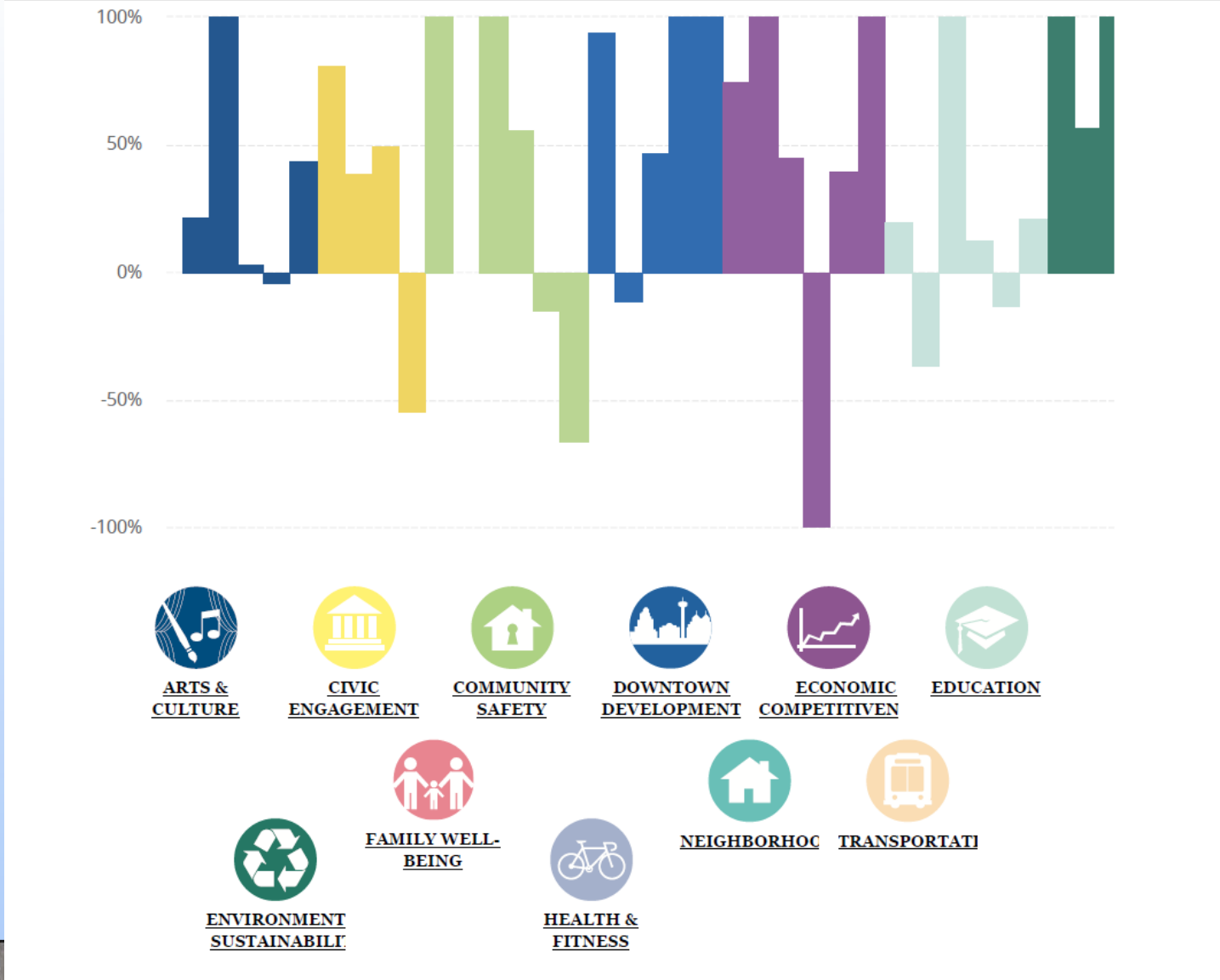


# Review

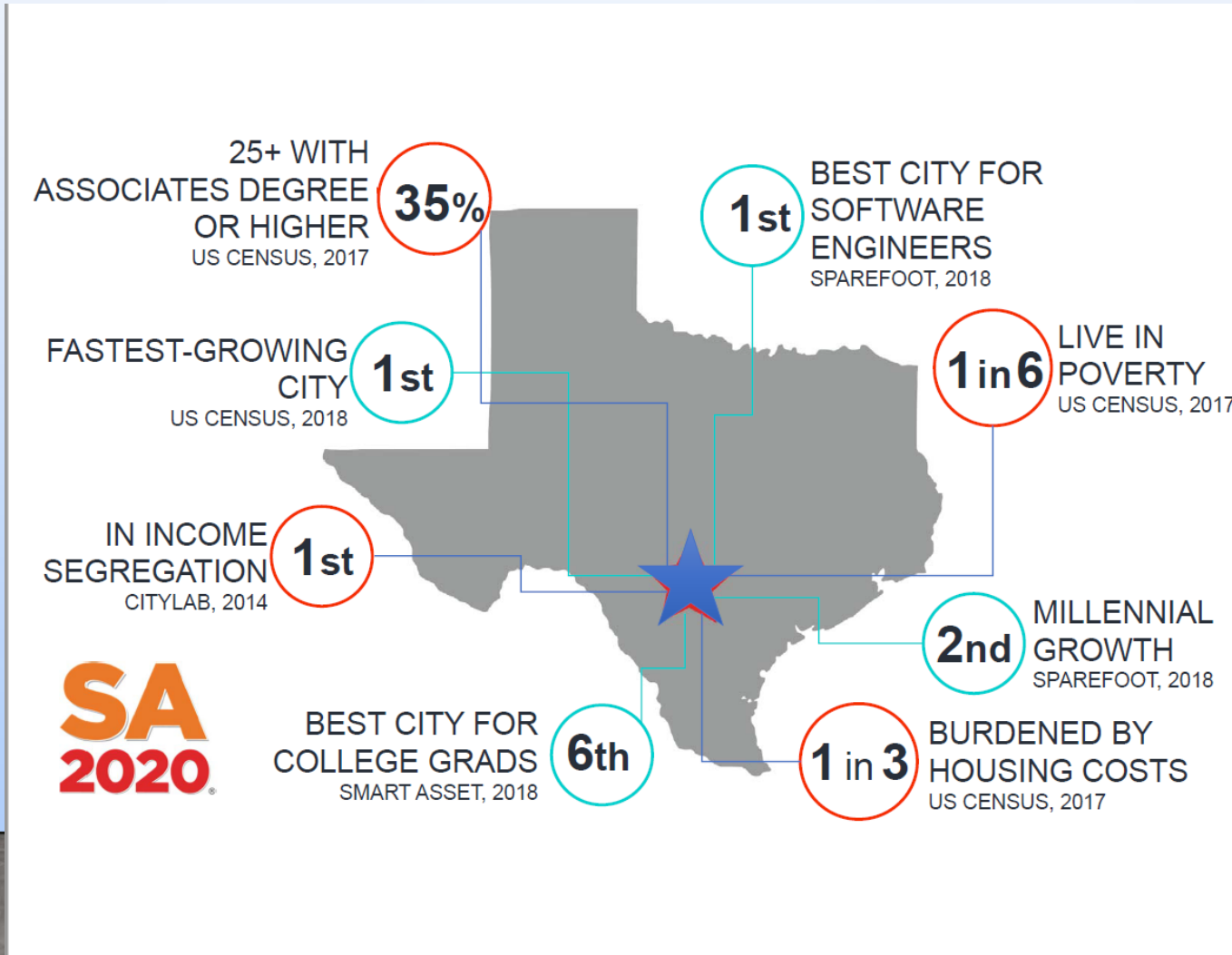
- Conversations with the Chancellor Results
- Strategic Enrollment
- Advocacy (Emergency Aid)
- Financial Fresh Start
- Co-curricular Activities
- SA2020 Impact report results
- AlamoPROMISE



# SA2020 Impact Report



# SA2020 Impact



## Action Focus Themes from Conversations of the Future

STUDENT SUCCESS	PRINCIPLE-CENTERED LEADERSHIP	PERFORMANCE EXCELLENCE
<ul style="list-style-type: none"> <li>• Processes</li> <li>• Enrollment</li> <li>• Dual Credit</li> <li>• Student Engagement in and out of classroom</li> <li>• Advocacy</li> <li>• Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic Student Experience</li> <li>• Empowering All People to Lead</li> <li>• Strength through Collaboration, Communication in Community</li> <li>• System Innovation</li> <li>• Meeting individuals where they are</li> <li>• Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities and Risk Management</li> <li>• Student Experience</li> <li>• Employee Experience</li> <li>• Data Informed Performance</li> <li>• Internal and External Communication</li> </ul>





# Alamo Colleges Online



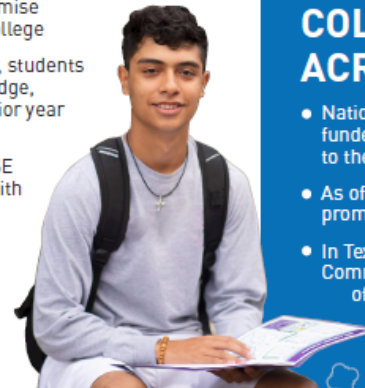
# AlamoPROMISE



## KEY FACTS

- AlamoPROMISE is a new initiative of the Alamo Colleges District, working with community and educational partners, to provide the first two year of community college to eligible students who plan to earn an associate degree, certification, courses for transfer or workforce training
- AlamoPROMISE seeks to provide a college education for a larger percentage of high school graduates, have a meaningful financial impact on the prosperity of families across the San Antonio region and address workforce needs in the area
- AlamoPROMISE eliminates financial barriers to higher education, helping students complete college and obtain the skills to hold high-wage, high-demand jobs
- AlamoPROMISE is a component of Chancellor Dr. Mike Flores' bold vision to eliminate poverty in San Antonio through education
- The program would provide last-dollar scholarship funding to fill the gap between a student's financial aid award and the cost of tuition and fees for the first two years at one of the five colleges of the Alamo Colleges
- AlamoPROMISE includes comprehensive student support services from career exploration and advising to connections to social services and student advocacy centers.
- Support services address transportation and childcare costs, food insufficiency and other barriers students face in attending and completing college
- AlamoPROMISE will combine a mix of sustainable and continuous public and private funding sources. These may include state appropriations, business contributions, philanthropic gifts, public funding and private funding
- A Summer Bridge pilot program will begin during the Summer 2019 term to assist Promise Scholars with the transition to college
- To participate in AlamoPROMISE, students must meet eligibility criteria, pledge, apply and enroll during their senior year at a participating high school
- The first cohort of AlamoPROMISE students are expected to begin with the 2020-2021 academic year

For more information on AlamoPROMISE, go to [alamo.edu/promise](http://alamo.edu/promise)



## BENEFITS TO OUR REGION



AlamoPROMISE will address the fact that San Antonio is one of the fastest growing economic regions in the country, yet had the second highest percentage of population in poverty among the top 25 largest U.S. metro areas in 2017.


### AlamoPROMISE is needed because:

- 65% of all jobs require more than a high school diploma by 2020, but only 33% of adults have an associate degree or higher in San Antonio
- Only 45% of high school seniors in San Antonio attend college; only 33% complete college— 12% less than the national average
- Education impacts individual earnings 5 times more than any other demographic factor
- The average associate degree graduate from Alamo Colleges will gain a \$9,400 earnings increase each year compared to a high school graduate working in Texas
- Only 12% of 8th graders from low-income families in Bexar County earned a two- or four-year degree six years after high school graduation. 16% of these were Black, 15% Latino and 32% White

## COLLEGE PROMISE ACROSS THE NATION

- Nationally, college promise programs are funded based on the resources available to the specific community or state served
- As of May 2017, there were 242 college promise programs in the U.S.
- In Texas, the Dallas County Community College District offers the Dallas County Promise program





## (Financial) Fresh Start

### Who Qualifies

- Students who have a balance of \$500 or less prior to 8/31/2017
- Have not earned a degree

### Requirements for the Program

- 6 Semester Credit hours with a “C” or better in both courses
- Attend a Financial Literacy Course
- Connect with Student Advocacy Resource Center
- Meet with assigned advisor to develop an Academic Plan

### When Does the Program Start

- Fall 2019

For More Information Visit the (Financial) Fresh Start Website:

<https://www.alamo.edu/fresh-start>



# Strategic Enrollment – Guided Pathway Model



# Strategic Enrollment – St. Philip's College

## What are the strategic enrollment goals for SPC?

2018-2019

- 2018-2019 Completion WIG: 2,153 certificates and degrees awarded

2019-2020

- 2% enrollment increase in fall 2019 (16 week) non-exempt students
- 2% increase in overall headcount

2020-2021

- 2% enrollment increase in fall 2020 (16 week) non-exempt students
- 2% increase in overall headcount



# Strategic Enrollment – St. Philip’s College

## Strategic Enrollment Task Identified

- Increase AlamoINSTITUTE and Academic Program Promotion
- Identify Admission Interventions to Promote Increase in Admissions Yield
- Expand Academic Program Cohort Model
- Improve Enrollment Intensity (Part-Time to Full Time Campaign)
- Develop Opportunities to Celebrate Student Enrollment Intentions at SPC
- Advance our Institutional Social Media Promotion and Video Content
- Expand Academic Programmatic Offerings for Nights and Weekends



# SPC STUDENT ADVOCACY PROGRAMS UPDATE

PROGRAM	AMOUNT/IMPACT
Trellis Company Project Success Emergency Grant	\$725 Average Award \$1,121.82 Average Need \$24,652 spent 34 students approved
Food Pantry—grab-n-go services	Snack pack distribution  432 students since Jan 2019
Drop For Non-Payment Scholarship	\$.50 to \$150  428 students since 2012
Adena Williams Loston President's Discretionary Fund	\$350  Over 200 students served since 2013
St. Philip's College Book Loan Program	Book distribution only  Nearly 3,000 books loaned out over 11 years
Bookstore Gift Card Program	\$50  792 students served since 2014
St. Philip's College Laptop Program	Laptop distribution only  136 students served since 2014

## NEXT STEPS

- Develop 5 year Strategic Plan—draft complete
- Add signage, SLC microwave, food pantry items
- Complete ACD Foundation agreement for additional funds for students who were: orphan, ward of court, foster care—now
- Receive #RealCollege Survey results—now
- Acquire SA Food Bank Membership—Summer 2019
- Administer Student Financial Wellness Survey; Trellis sponsored—Fall 2019
- Participate Poverty Institute; Communication Across Borders—Dr. Donna Beegle





ACEs

# Office on Violence Against Women (VOWA) Grant

## Purpose

Builds local capacity to reduce violence against women and administer justice for and strengthen services to victims domestic violence, dating violence, sexual assault, and stalking.

## Building Capacity

The college established a Coordinated Community Response Team (CCRT). The 25-member team meets monthly and is responsible for providing guidance and input on the St. Philip's College Campus Program and the efforts to implement a bystander intervention program, employee training and comprehensive prevention strategies.





# Office on Violence Against Women (VOWA) Grant

## Grant Accomplishments Thus Far

- St. Philip's College employees received monthly prevention trainings: 80% of the full-time employees have received at least one training session.
- Eighty (80) Alamo College Police Officers have completed the first training modules (Sex Crime Investigations on College Campuses) through the Police One platform.
- SPC Student Conduct administrators received victim advocacy training from TAASA.
- Rape Crisis Center provided faculty education session on the impact of sexual assault on college campuses.



# SPC CO-CURRICULAR PROGRAM UPDATE

INSTITUTE	NUMBER	EXAMPLE OF EVENTS/ACTIVITIES
Creative & Communication Arts	122	Creative and Communication Arts Mixer, Jessica's Project, Ethics Bowl Training
Business and Entrepreneurship	75	Lunch and Lead Sessions, TAAACC Conference
Health and Biosciences Institute	85	Blood Drives, New Student Symposium, Jessica's Project, Ella Austin Community Service,
Advanced Manufacturing and Logistics	54	Monster Tech Fest, SEMA Convention Trip, Campus Ministry Project, WINTO Fashion Show
Public Service	102	Trunk or Treat, Under Privileged Youth Toy Drive, Community Food Drive, Voter Registration
Science and Technology	82	CDC Fall Fest and Science Initiative, Science & Technology Mixer
Grand Totals	520	

## STUDENT FEES BUDGET

- FY19 = \$454,856.00
- Co-curricular expenses = \$362,523
- Most Institutes have spent their 15K allocation

## NEXT STEPS

- Continue online (via AlamoSync) enhancements, i.e. Ted Talks, video stream, skills development, etc...
- Complete Focus PDCA—Jun 2019
- Complete initial baseline year—Aug 2019
- Transition program into Experiential Learning program



2019 Good to Great

Where are we now?

Environmental Review &  
Analysis

SWOT  
Values

# Environmental Scan

Table teams discuss internal, external and stakeholder factors that influence the environmental scan.

Enter recommendations into the laptop.

Remember:  
These are factors we cannot control nor can they be easily modified

**Environmental Scan**  
JULY 2016

**S**OCIAL

definition: Social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

1. Preparedness & Personal Responsibility of incoming students
2. Emergency Preparedness & Campus Safety in light of national/state/local incidents to include Title IX
3. Financial literacy & responsibility
4. Local Education Initiatives (such as grants, community projects and fundraising)
5. Evolution of Social Media/Communication
6. Growth in special populations to include veterans, foster-care, international and first generation students

**E**CONOMIC

definition: Economic factors include economic growth, interest rates, exchange rates and inflation rates.

1. Resource challenges (i.e. funding, faculty and staff ratios, work study students)
2. Property taxes/values stabilization
3. Reduction in revenue yet requirement to serve more students
4. Market and industry demands to retool and reskill students
5. Students lack disposable income to spend on education
6. Impact of Eagle Ford Shale, Eastside Promise Zone, Downtown Revitalization and general growth of economy
7. Student default rate/student loan debt
8. Bond capacity and rating

**T**ECHNOLOGICAL

definition: Technological factors include aspects such as automation, technology incentives and the rate of technological change.

1. Ensure information system-level security
2. Stay abreast on technology trends and standards
3. Training and maintenance of systems
4. Assess technology for accessibility, availability and reliability (for example multisystem integration)
5. Integrated system inefficiencies and issues supporting employees and students

**R**EGULATORY

definition: Regulatory factors include acts of associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance; addressing basically to what degree the government intervenes in the economy.

1. Developmental education basic skills requirements
2. Federal Funds
3. Unfunded mandates. (Dual Credit and Early College High School)
4. State Funds: funding by success points for student completion
5. Elimination of low enrollment programs
6. Individual Success Plan and Career Guidance
7. Maintain compliance with regulatory and accrediting agencies such as SACS-COC and THECB
8. Local, state and federal regulatory actions (Department of Education, Title III, Title V and Title IX)
9. Consolidation and systemization- impacting loss of employees, faculty and staff ratios, retirement, Faculty contact hour requirements vs. workload units
10. Shared Governance



# Environmental Scan

- **Social** factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.
- **Economic** factors include economic growth, interest rates, exchange rates and inflation rates.
- **Technological** factors include aspects such as automation, technology incentives and the rate of technological change.
- **Regulatory** factors include acts of associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance; addressing basically to what degree the government intervenes in the economy.





# Environmental Scan

Why do we do this activity?



Discussions during division and department meetings





15

*Coffee*

Est. 2016

# SWOT Analysis

Table teams discuss internal and external factors to consider in this year's SWOT analysis.

Enter recommendations into the laptop.

Remember:  
These are factors we can control and modify





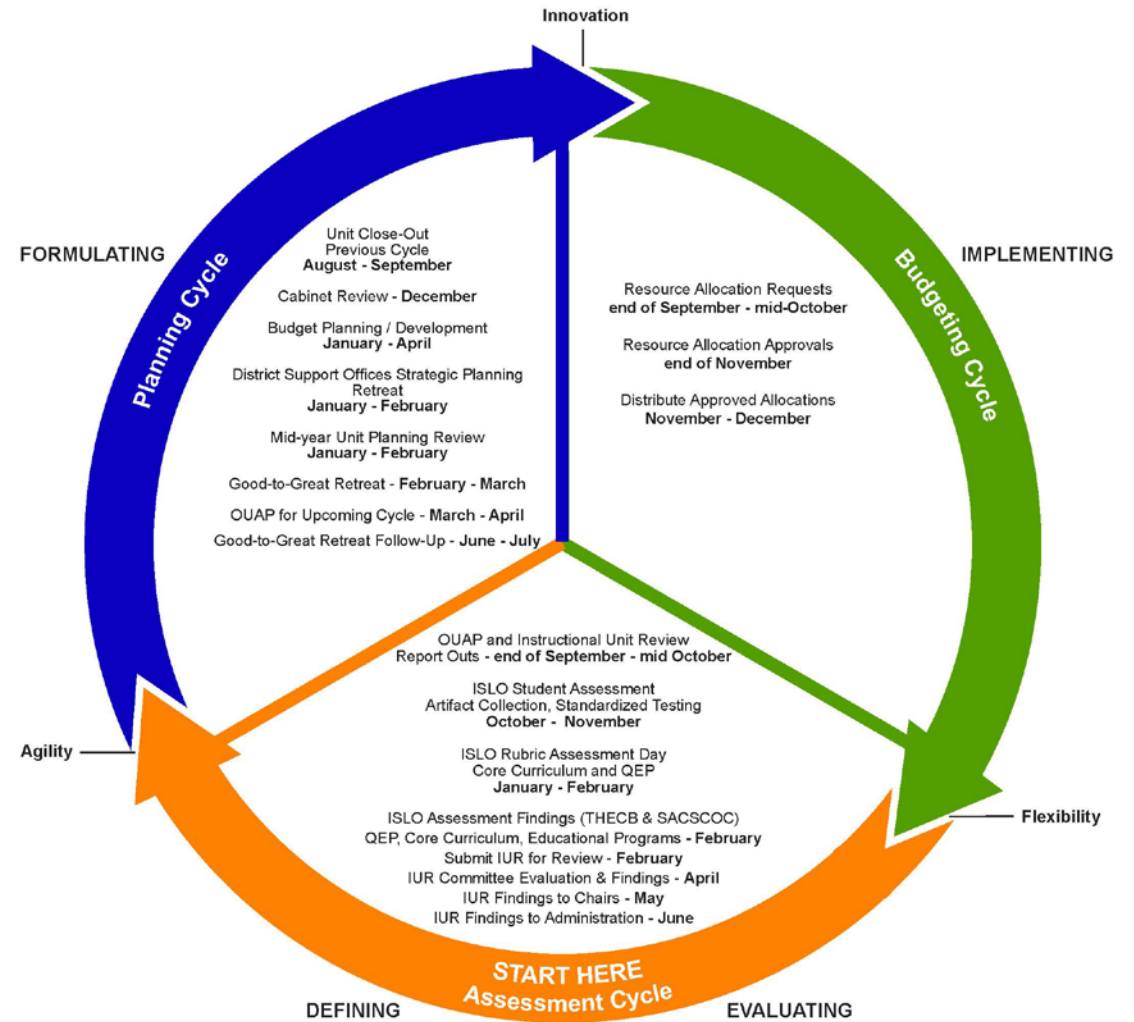


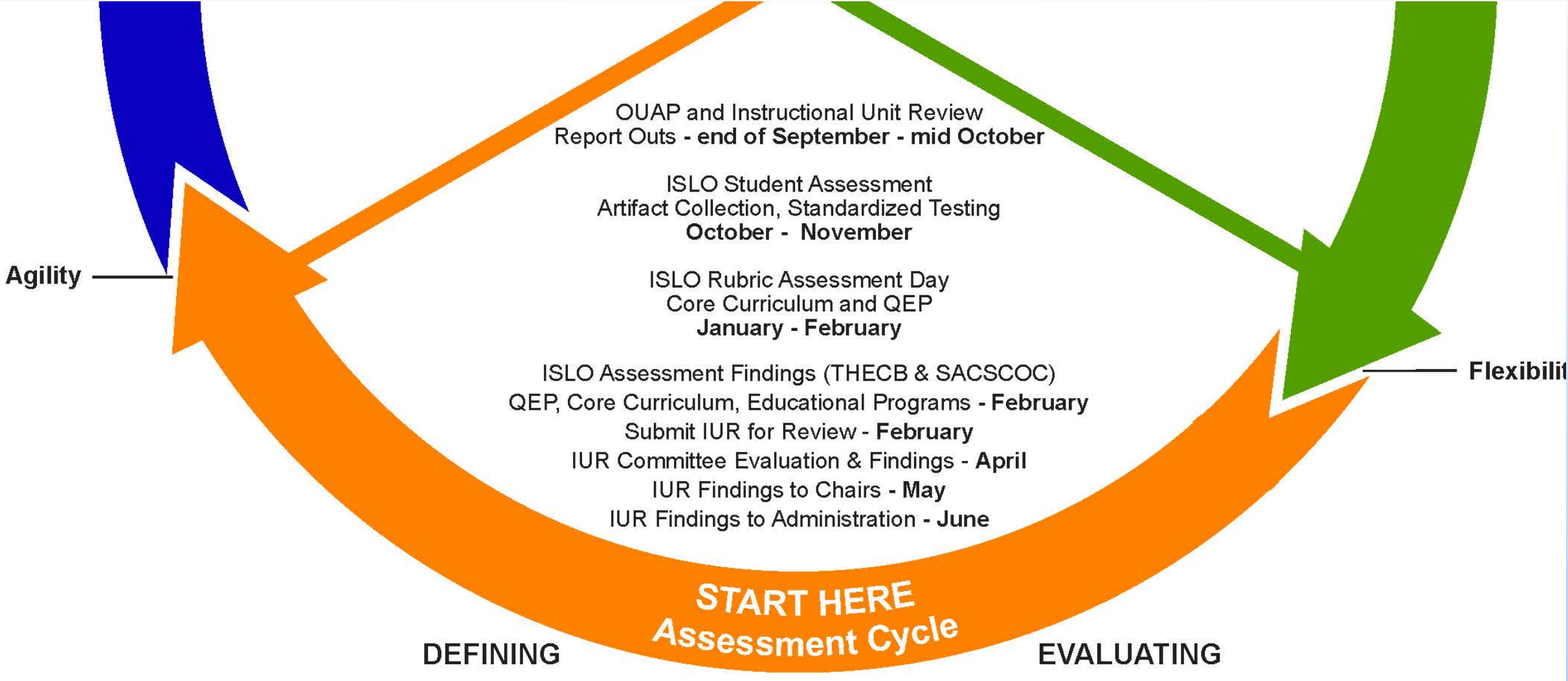
# SWOT Analysis

Discussions during division and department meetings

	Opportunities	Threats
Strengths	How do you leverage your strengths to benefit from opportunities?	How do you use strengths to minimize the impact of threats?
Weaknesses	How do you ensure your weaknesses will not stop you from opportunities?	How will you fix weaknesses that can make threats have a real impact?

# PBA Cycle





Innovation

FORMULATING

IMPLEMENTING

Planning Cycle

Budgeting Cycle

- Unit Close-Out Previous Cycle August - September
- Cabinet Review - December
- Budget Planning / Development January - April
- District Support Offices Strategic Planning Retreat January - February
- Mid-year Unit Planning Review January - February
- Good-to-Great Retreat - February - March
- OUAP for Upcoming Cycle - March - April
- Good-to-Great Retreat Follow-Up - June - July

- Resource Allocation Requests end of September - mid-October
- Resource Allocation Approvals end of November
- Distribute Approved Allocations November - December



## ACCELERATION

Improve/Implement  
or  
Market  
Implementation



Innovation Impact



## DISCOVERY

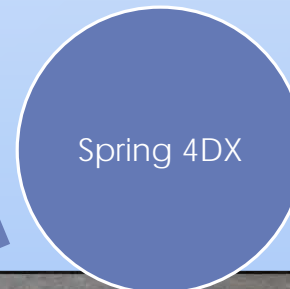
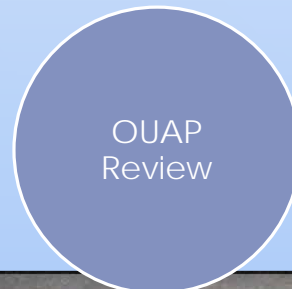
Identify and Plan  
or  
Idea Generation  
and Project  
Selection



# INNOVATION CYCLE

## INCUBATION

Test and Assess  
or  
Innovation  
Development



4DX Summit /  
Innovation  
Symposium

# Innovation Incubation

FORMULATING

*Planning Cycle*

- Unit Close-Out Previous Cycle August - September
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Innovation

# Innovation Acceleration

IMPLEMENTING

*Budgeting Cycle*

- Resource Allocation Requests end of September - mid-October
- Resource Allocation Approvals end of November
- Distribute Approved Allocations November - December

Agility

- OUAP and Instructional Unit Review Report Outs - end of September - mid October

- ISLO Student Assessment Artifact Collection, Standardized Testing October - November

- ISLO Rubric Assessment Day Core Curriculum and QEP January - February

- ISLO Assessment Findings (THECB & SACSCOC) QEP, Core Curriculum, Educational Programs - February
- Submit IUR for Review - February
- IUR Committee Evaluation & Findings - April
- IUR Findings to Chairs - May
- IUR Findings to Administration - June

Flexibility

# Innovation Discovery

DEFINING

*START HERE Assessment Cycle*

EVALUATING



# Innovation Next Steps

- Closing out Spring 4DX Goals for Spring 2019
- Ensuring that all OUAP Reports are up-to-date and prepared for fall 2019 report out
- Meetings will resume with 4DX Coaches during summer to prepare for how to support departmental innovations
- Fall 4DX plans should align directly with OUAP plans in support of at least one strategic goal
- OUAP Report Out Findings will begin the discovery phase of our SPC cycle of innovation







# Institutional Planning, Research & Effectiveness

## SPC Scorecard & KPI Update



# SPC 2019 Scorecard

## St. Philip's College Scorecard FY 2019

For a detailed review of SPC Student Achievement Goals: <http://www.alamo.edu/mainwide.aspx?id=43716>

Results of Mission: Empower our diverse student population through educational achievement and career readiness.

Vision: Best in the nation in Student Success and Performance Excellence.

Values: Students First | Respect For All | Community Engaged | Collaboration | Can Do Spirit | Data Informed

Core Competencies: Quality Instruction of Educational Programs | Student Engagement | Community Engagement

STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
				Fall 15	Fall 16	Fall 17	Fall 18
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%	83.1%	85.0%	83.6%	84.1%
	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 (San Jacinto) = 71.8% VLCC Average = 62.7% Statewide = 58.5%	58.6%	57.2%	64.0%	64.5%
	Graduation Rate FT FTIC 3-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 (San Jacinto North) = 37.2% VLCC Average = 22.3% State Best (Texarkana) = 44.9% State Average = 22.3%	Fall 12 Cohort 12.0%	Fall 13 Cohort 16.2%	Fall 14 Cohort 26.4%	Fall 15 Cohort 26.9%
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%	15/16	16/17	17/18	17/18
				Assessed Biannually	CCSSE ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	Assessed Biannually	CCSSE ACL 50.0 SE 52.6 AC 50.0 SFI 50.0 SFL 56.5
				Summary Score NL 5.90	Next Assessment Spring 18	Summary Score NL 5.64	Summary Score 6.1
Performance Excellence	SACSCOC Compliance and Sustainability	<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	3.76	3.86	3.81	3.86
				80.1%	84.3%	85.1%	85.6%
		<ul style="list-style-type: none"> <li>Alumni Constituent Survey (ACS)</li> <li>Action Plans Sustainability Plans for Submission of the 5<sup>th</sup> year Report in 2021</li> <li>Most Cited Standards</li> <li>Substantive Change Notifications and Prospectuses</li> </ul>	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively				

# SPC 2020 Scorecard (DRAFT)

## St. Philip's College Scorecard FY 2020

For a detailed review of SPC Student Achievement Goals: <http://www.alamo.edu/mainwide.aspx?id=43716>

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	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 (San Jacinto) = 71.8% VLCC Average = 62.7% Statewide = 58.5%	57.2%	64.0%	56.9%	
	Graduation Rate FT 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 (San Jacinto North) = 37.2% VLCC Average = 22.3% State Best (Texarkana) = 44.9% State Average = 22.3%	Fall 12 Cohort 16.6%	Fall 13 Cohort 22.5%	Fall 14 Cohort 32.5%	Fall 15 Cohort
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%	16/17	17/18	18/19	19/20
				CCSSE ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	Assessed Biannually	Available summer 2019	CCSSE ACL 50.0 SE 52.6 AC 50.0 SFI 50.0 SFL 56.5
				Next Assessment Spring 18	Summary Score NL 5.64	Next Assessment Spring 20	
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	3.86	3.81	3.95	
	SACSCOC Compliance and Sustainability	<ul style="list-style-type: none"> <li>Alumni Constituent Survey (ACS)</li> <li>Action Plans Sustainability Plans for Submission of the 5<sup>th</sup> year Report in 2021</li> <li>Most Cited Standards</li> <li>Substantive Change Notifications and Prospectuses</li> </ul>	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively	84.3%	85.1%		

Institutional Planning, Research & Effectiveness

**SPC PACE 2018**

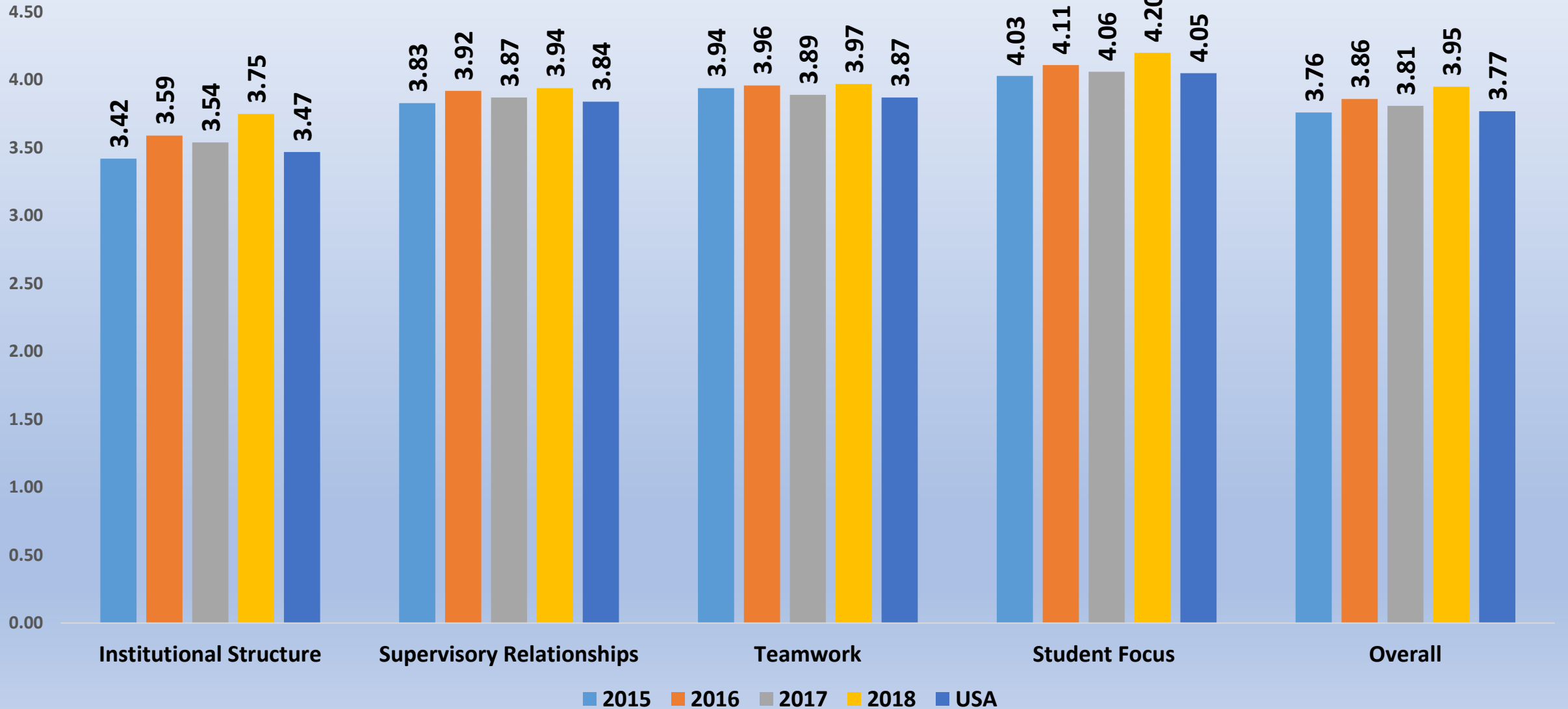


ALAMO COLLEGES DISTRICT  
St. Philip's College



# PACE 2018

## SPC Climate Factors Mean Scores 2015 - 2018



Institutional Planning, Research & Effectiveness

# SPC Orgametrics 2018

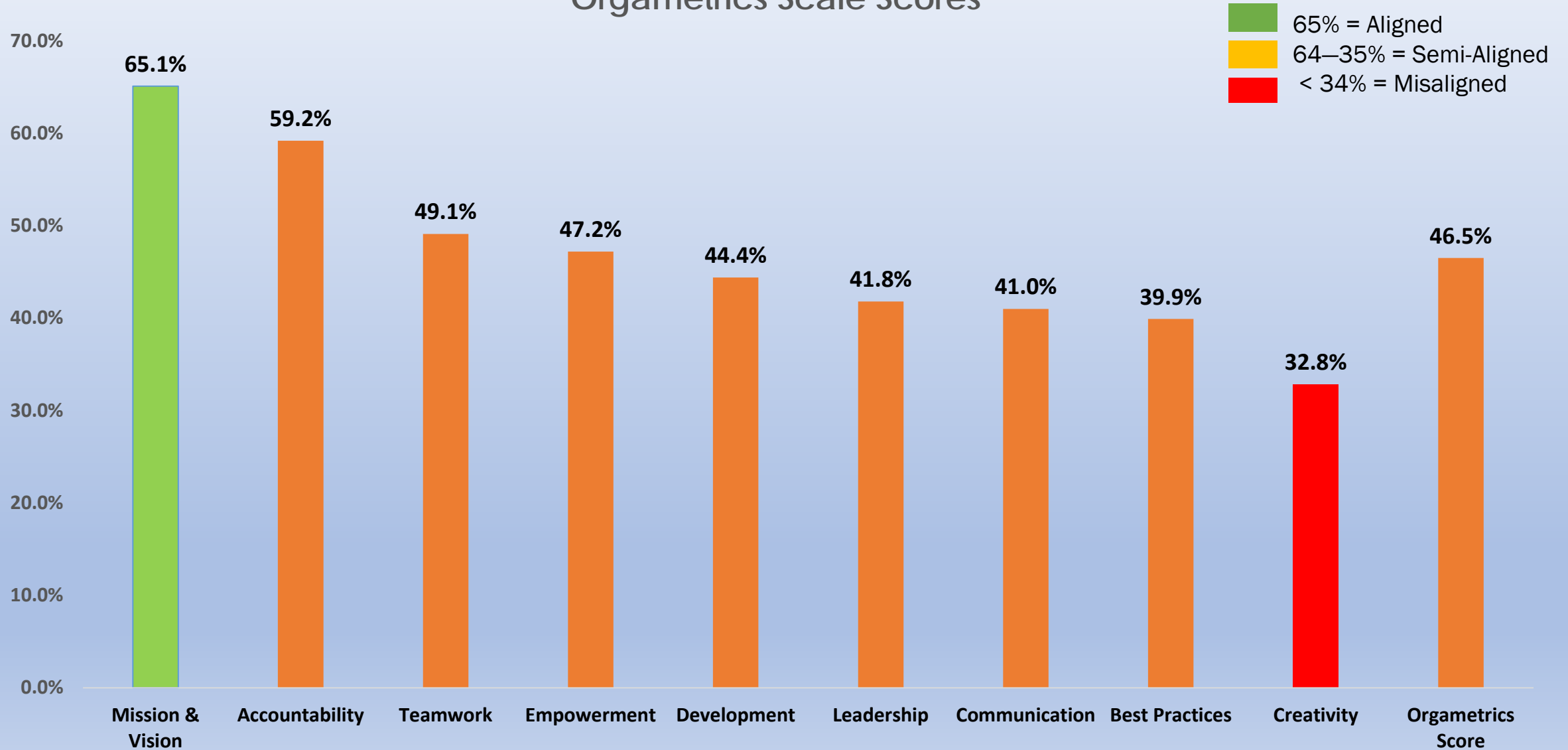


ALAMO COLLEGES DISTRICT  
St. Philip's College



# Orgametrics 2018

## Orgametrics Scale Scores



# Orgametrics G2G Activity Responses Summary

Orgametrics Scale	Suggested Action Plans
Communication	<ul style="list-style-type: none"> <li>• Dynamic college activities calendar</li> <li>• Weekly action items updates from Cabinet &amp; VP meetings</li> <li>• Standardized agenda MVV relationship/correlation</li> <li>• Weekly Presidential Update (blog)</li> <li>• Online training MVV</li> </ul>
**Creativity	<ul style="list-style-type: none"> <li>• Agree to disagree</li> <li>• Discuss &amp; vent all ideas</li> <li>• Provide a method to introduce new ways to do things</li> <li>• Utilize staff senate to effectively promote internal growth and upward mobility of employees</li> </ul>
Best Practices	<ul style="list-style-type: none"> <li>• External advisory board feedback</li> <li>• Incorporate electronic workflows</li> <li>• Survey students for feedback</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Detailed performance evaluations</li> <li>• OUAP Respectfully calling out peers</li> <li>• Crucial conversations</li> <li>• Defining team's rules of engagement</li> </ul>
Development	<ul style="list-style-type: none"> <li>• Computer application training during onboarding process</li> <li>• Growth plan and skill development provided</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Improve adjunct faculty relationships</li> <li>• Information sharing (Canvas "shell")</li> <li>• Team-building professional development</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Value all ideas &amp; input</li> <li>• Question status quo</li> <li>• Idea collection</li> <li>• Reduce "red tape" &amp; internal barriers</li> </ul>
Empowerment	<ul style="list-style-type: none"> <li>• Ability to implement innovative ideas</li> <li>• Ensure process training</li> <li>• Accessible repository for procedure/process guidelines/manuals</li> <li>• Document status tracking process</li> </ul>
Mission & Vision	<ul style="list-style-type: none"> <li>• Strategic priorities education</li> <li>• Collaborative unit planning</li> <li>• Align positions/roles to the mission</li> </ul>
Core Competencies	<ul style="list-style-type: none"> <li>• Cross-divisional collaboration</li> <li>• Increase MVV awareness</li> <li>• More engagement for adjunct faculty/PT staff</li> </ul>
Institutional Priorities	<ul style="list-style-type: none"> <li>• Continue standardized assessment (SLO)</li> <li>• Credentialing faculty</li> <li>• Use accurate language</li> </ul>
Guided Pathways	<ul style="list-style-type: none"> <li>• Common language</li> <li>• Review definitions</li> <li>• Maintain consistency</li> <li>• Increase relatability</li> </ul>
AlamoINSTITUTES	<ul style="list-style-type: none"> <li>• Misaligned with adjunct faculty – provide informational videos/mandatory training for adjuncts</li> </ul>

\*\* Creativity: only scale item "misaligned"



# Strategic Plan with Action Plans

## STRATEGIC PLAN 2018 - 2021

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.	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. b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators). c. Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups. d. Streamline and provide access to the MyMAP student experience to integrate AlamoAdvise for advising, support and academic progress. 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. f. Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs. g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways. h. Improve access (through financial aid, financial literacy, scholarships, high school-to-college, and other programs)
2	<b>LEADERSHIP</b> Provide opportunities for St. Philip's College students and employees to develop as leaders.	a. Incorporate ethical decision making into the culture and curriculum of St. Philip's College (ex: SDEV and EDUC 1300 courses) b. Promote current and accurate data-informed innovation, risk-taking and entrepreneurship. c. Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3	<b>PERFORMANCE EXCELLENCE</b> Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.	a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems. b. Build talent and engage employees through professional development with a focus on collaboration, application of knowledge and skills, and high performance teams. c. Ensure sound financial management with emphasis on cost containment. d. Innovate and maximize technology to support student and employee success. e. Develop, communicate, and implement environmental sustainability initiatives. f. Maximize two-way communication with internal and external communities.



# SPC TAPE/BALDRIGE JOURNEY UPDATE

- SPC will apply for the TAPE Award in Sep 2019; submit Category 7 documents containing
  - 7.1 Student Learning and Process results
  - 7.2 Customer-Focused results
  - 7.3 Workforce-Focused results
  - 7.4 Leadership and Governance results
  - 7.5 Budgetary, Financial, and Market results
- Category 7 team has begin to update the data
- John Politi contacted to assist again with this effort



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# Institutional Priorities Discussion

1. SACSCOC Compliance
2. Ethical Decision-Making
3. Graduation, Persistence and Productive Grade Rate Improvement





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*Coffee*

Est. 2016



# Big Idea

## What is a **BIG IDEA**?

- Breakthrough innovation
- Seen as crazy by some, but you believe it is feasible.
- Involves risk
- Will create significant change with the potential benefits outweighing the dangers of trying
- An idea worth developing & testing & gaining support for





# Identify & Develop BIG IDEA

- Each individual considers one BIG IDEA to address their Strategic Objective – share all ideas around table
- Table agrees on one BIG IDEA to discuss & develop
- Note taker completes template.
- Each table will share their big idea



