ST. PHILIP'S COLLEGE INSTITUTIONAL EFFECTIVENESS RETREAT

March 21-22, 2016

Good to Great Strategic Planning

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

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

Welcome

Institutional Accomplishments

With your table team, identify 5 major SPC accomplishments over the last year. Input in form on the laptop.

1.
2.
3.
4.
5.

SPC Strategic Planning

Where do we want to be?	Where are we now?	How will we get there?	How will we know when we are there?
Visioning Statement	Environmental Review & Analysis	Strategies	Scorecard
	SWOT Values	Action Plan	Metrics and Continuous Improvement

Reaffirm Mission and Vision

Institutional Priorities

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

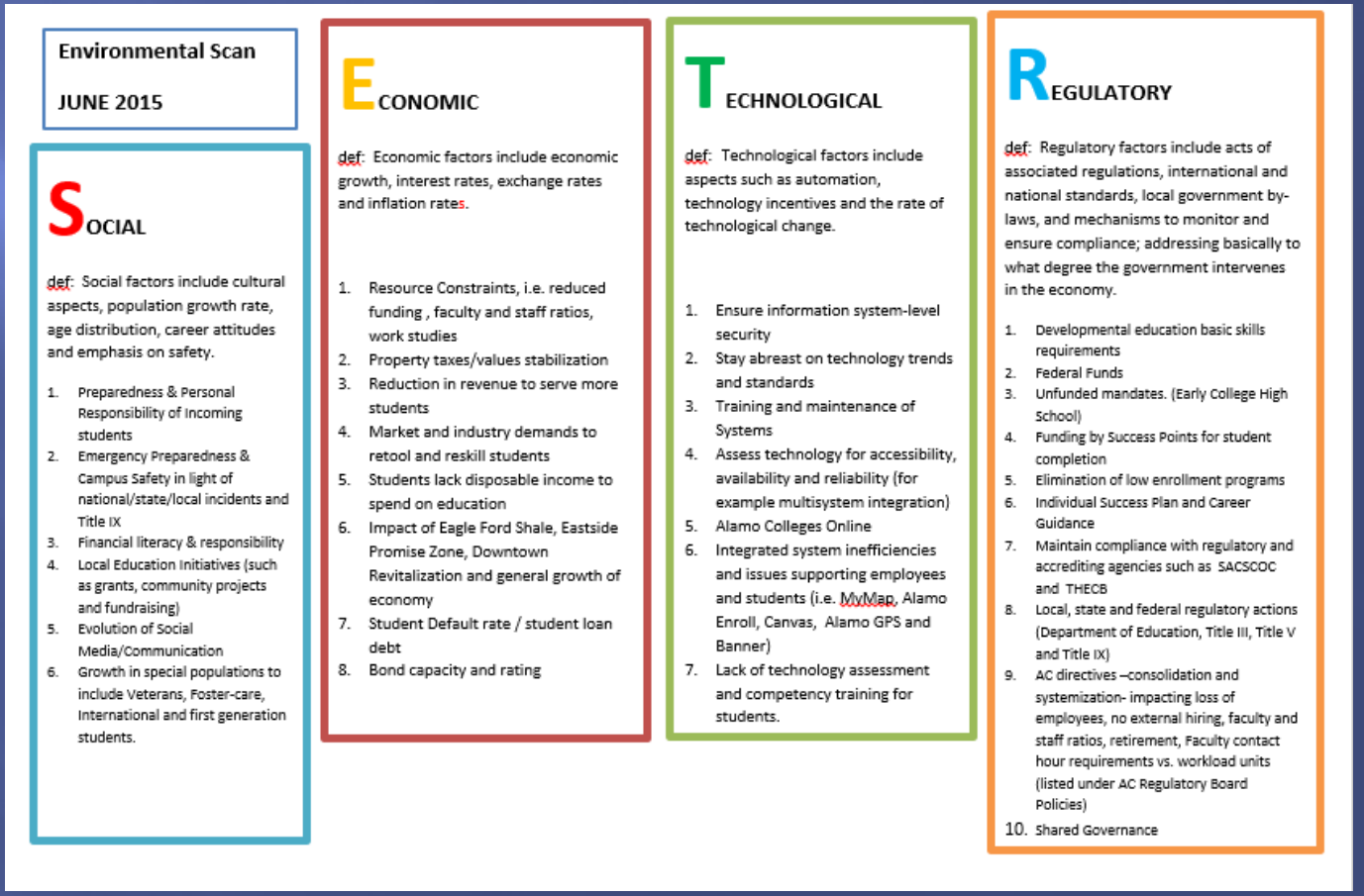
2016 Good to Great

Where are we now?

- Environmental Review & Analysis
- SWOT
- Values

Environmental Scan Feedback

Table teams discuss internal, external and stakeholder factors that influence the environmental scan. Enter recommendations into the laptop.



Environmental Scan

JUNE 2015

SOCIAL

def: 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 and 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.

ECONOMIC

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

1. Resource Constraints, i.e. reduced funding , faculty and staff ratios, work studies
2. Property taxes/values stabilization
3. Reduction in revenue 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

TECHNOLOGICAL

def: 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. Alamo Colleges Online
6. Integrated system inefficiencies and issues supporting employees and students (i.e. MyMap, Alamo Enroll, Canvas, Alamo GPS and Banner)
7. Lack of technology assessment and competency training for students.

REGULATORY

def: 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. (Early College High School)
4. 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 SACSCOC and THECB
8. Local, state and federal regulatory actions (Department of Education, Title III, Title V and Title IX)
9. AC directives –consolidation and systemization- impacting loss of employees, no external hiring, faculty and staff ratios, retirement, Faculty contact hour requirements vs. workload units (listed under AC Regulatory Board Policies)
10. Shared Governance

SWOT Analysis Feedback

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

Enter recommendations into the laptop.

IT'S BREAK TIME!!!

ST. PHILIP'S COLLEGE QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING

Assessment Update Good to Great March 22 & 23 2016

QEP Directors: Dr. Paul Machen, Laura Miele, Irene young

QEP Assessment Plan

- 1. Assess student learning outcomes
  - Values: Students gain skills to assess their own values
  - Ethical Issues: Students recognize and are knowledgeable of ethical issues
  - Perspectives: Students analyze various ethical perspectives.
- 2. Assess the effectiveness of QEP key strategies via process outcomes
  - 1. Faculty and staff professional development
  - 2. Faculty-student best practice sharing for continuously improving assignment quality
  - 3. Student Engagement in EDM learning activities
  - 4. SPC Community Awareness SPC EDM QEP

QEP Assessment Instruments

- Personal & Social Responsibility (PSRI)
- Defining Issues Test Version-2 (DIT-2)
- SPC Direct Rubric Assessment
- QEP Faculty/Staff Evaluation Surveys
- QEP Student Assignment Evaluations
- Community College Survey of Student Engagement (CCSSE)
- QEP Student Focus Groups

Personal & Social Responsibility Inventory Results Fall 2015

12, 634 SPC students invited to participate; 672 completed

Institutional and National Student Factor Scores				
	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Striving for Excellence				
General Climate for Excellence	3.96	1.02	3.75	0.94
Motivation to Develop a Strong Work Ethic	3.91	.96	3.75	0.81
Communicating Expectations about Excellence	3.86	1.14	3.69	0.99
Developing a Strong Work Ethic	4.37	.86	4.53	0.63
Cultivating Academic Integrity				
General Climate for Academic Integrity	4.00	.90	3.87	0.81
Faculty Roles in Academic Integrity	4.22	.88	4.45	0.65
Developing Academic Integrity	2.98	1.35	2.52	1.11
Refining Ethical and Moral Reasoning and Action				
General Climate for Ethical and Moral Reasoning	4.01	.96	3.74	0.87
Sources of Support for Ethical and Moral Reasoning	3.90	.99	3.62	0.88

Defining Issues Test-Version 2 (DIT-2) Results Fall 2015

Twelve course sections were randomly selected from Social & Behavioral Sciences and Communications & Learning for DIT-2 assessment; 267 DIT-2 forms submitted; 189 were valid.

Defining Issues Test, Version 2 - SPC Mean Scores by Schema		
	SPC	National Mean
Personal Interest (Stage 2/3)	32.63	26.27
Maintain Norms (Stage 4)	38.39	37.32
Post Conventional (P Score)	21.73	31.06

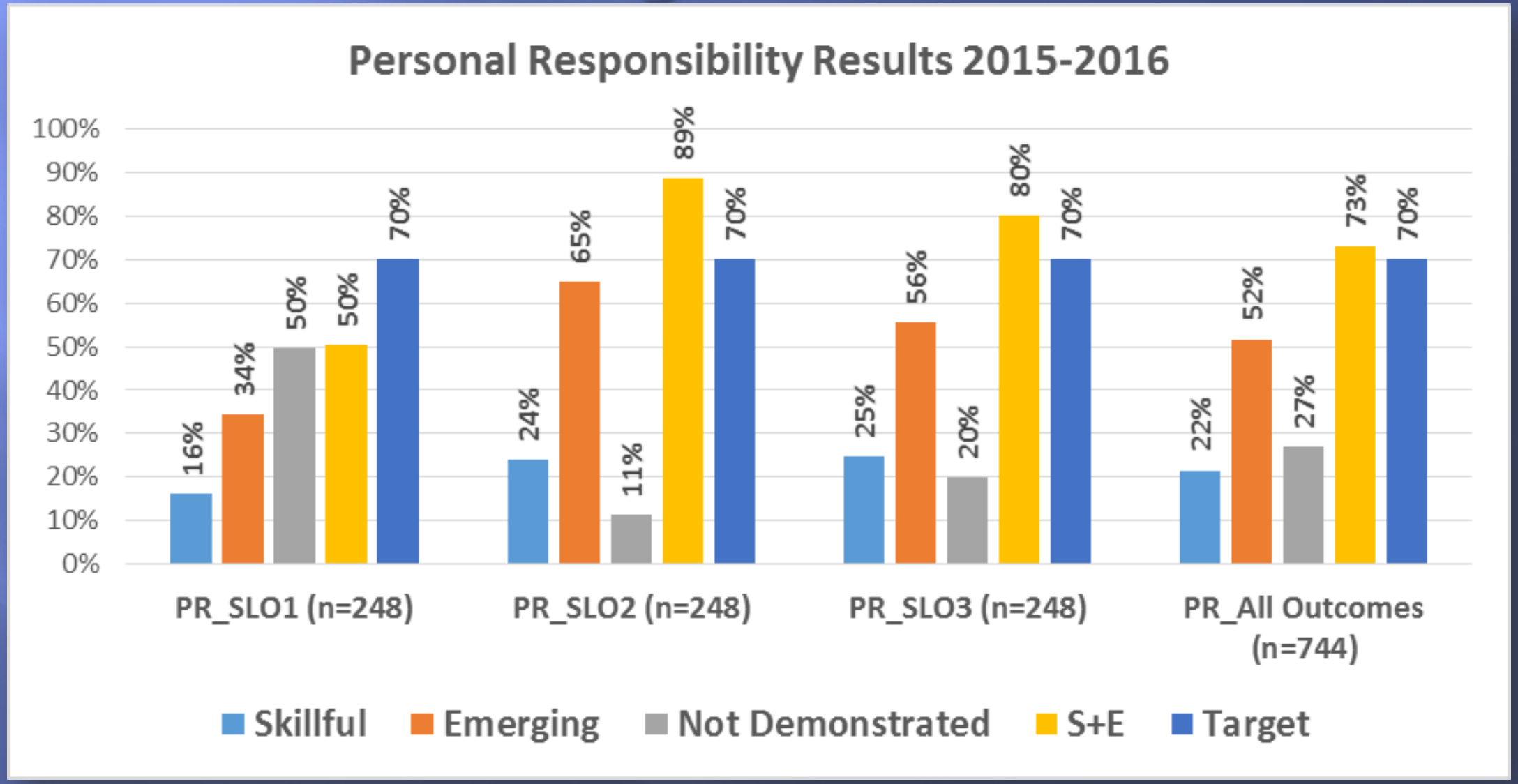
The Personal Interest Stage represents the least mature stage of moral development and Post Conventional the most mature stage of moral reasoning. National Mean is from the DIT-2 manual.

SPC Direct Rubric Assessment

Random Sample Fall 2015

	Sections Offered	Total Enrollment	Selected Sections	Selected Students	Target (95% Confidence Level)
Core Course F2F	456	13,218	15	405	373
Core Course DL	456	13,218	13	371	373
SDEV 0370 F2F and DL	16	549	7	240	226
TOTAL			35	1016	

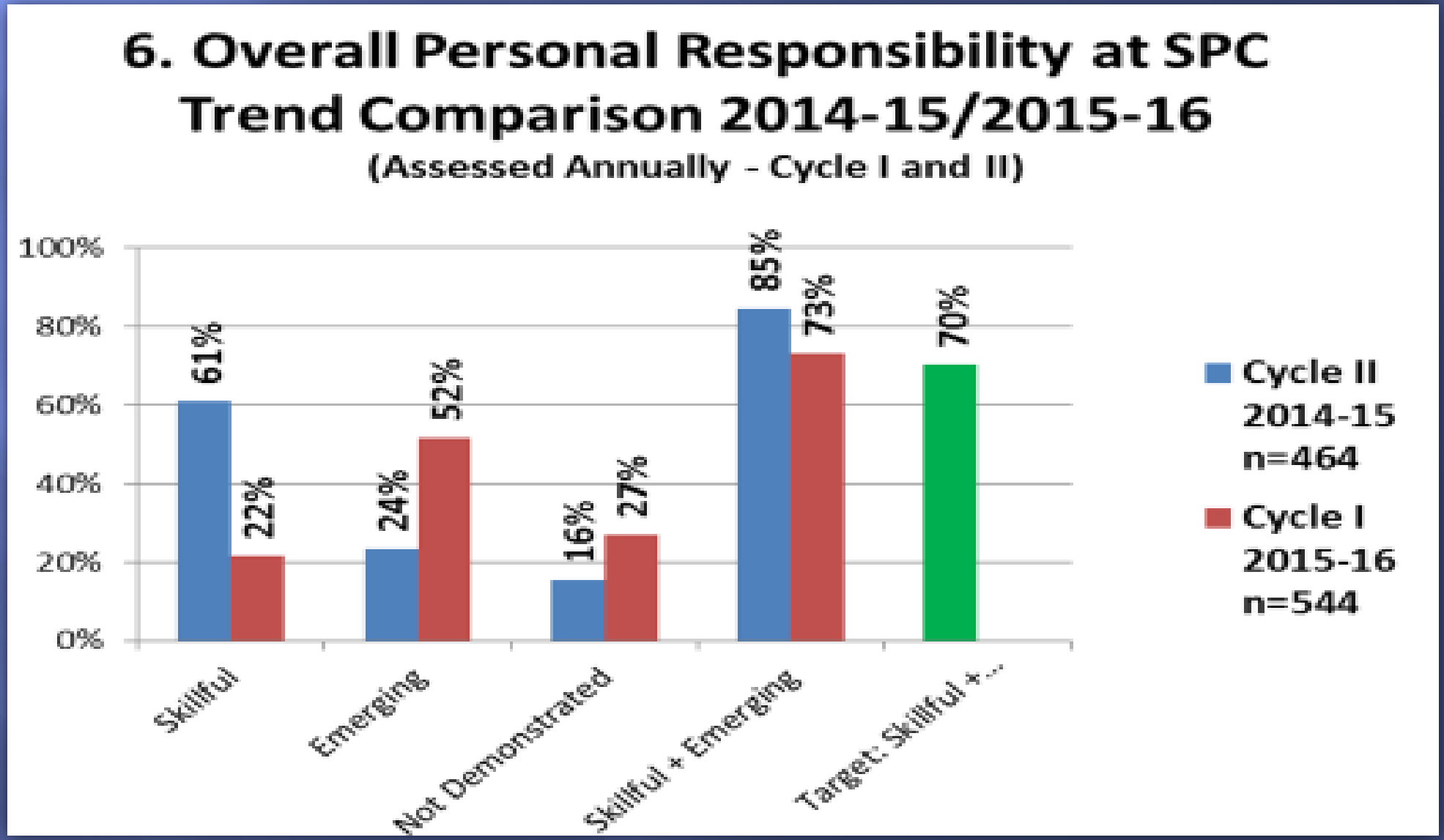
Personal Responsibility/Ethical Decision-Making SLO results



QEP Student Learning Outcomes

Student Learning Outcomes (SLOs)	% Emerging + % Skillful
SLO 1: Values	50%
SLO 2: Ethical Issues	89%
SLO 3: Perspectives	80%

SLO Trend Comparison



QEP Faculty/Staff Evaluation Surveys Fall 2015

226 participants signed in for 9 QEP Professional Development Events in fall 2015. 144 surveys were returned; 136 were complete. Of the 136 completed surveys

Process Outcome 1

QEP Faculty/Staff Evaluation Response Options	% strongly agreed or agreed
The QEP event met the stated objectives.	98.5%
The QEP event provided useful information about SPC QEP.	98.5%
The QEP event provided useful information about EDM.	97.8%
The QEP event provided examples of useful information for making an ethical decision.	97%
The QEP event provided examples of methods for engaging diverse students in EDM skill development activities.	97%
The presenters answered questions completely and appropriately.	99.3%
I was satisfied with the quality of this event.	98.5%

QEP Student Assignment Evaluations Fall 2015

QEP Student Assignment Evaluations were administered to 12 course sections corresponding to the same student population surveyed with the DIT-2. 234 surveys returned;233 completed.

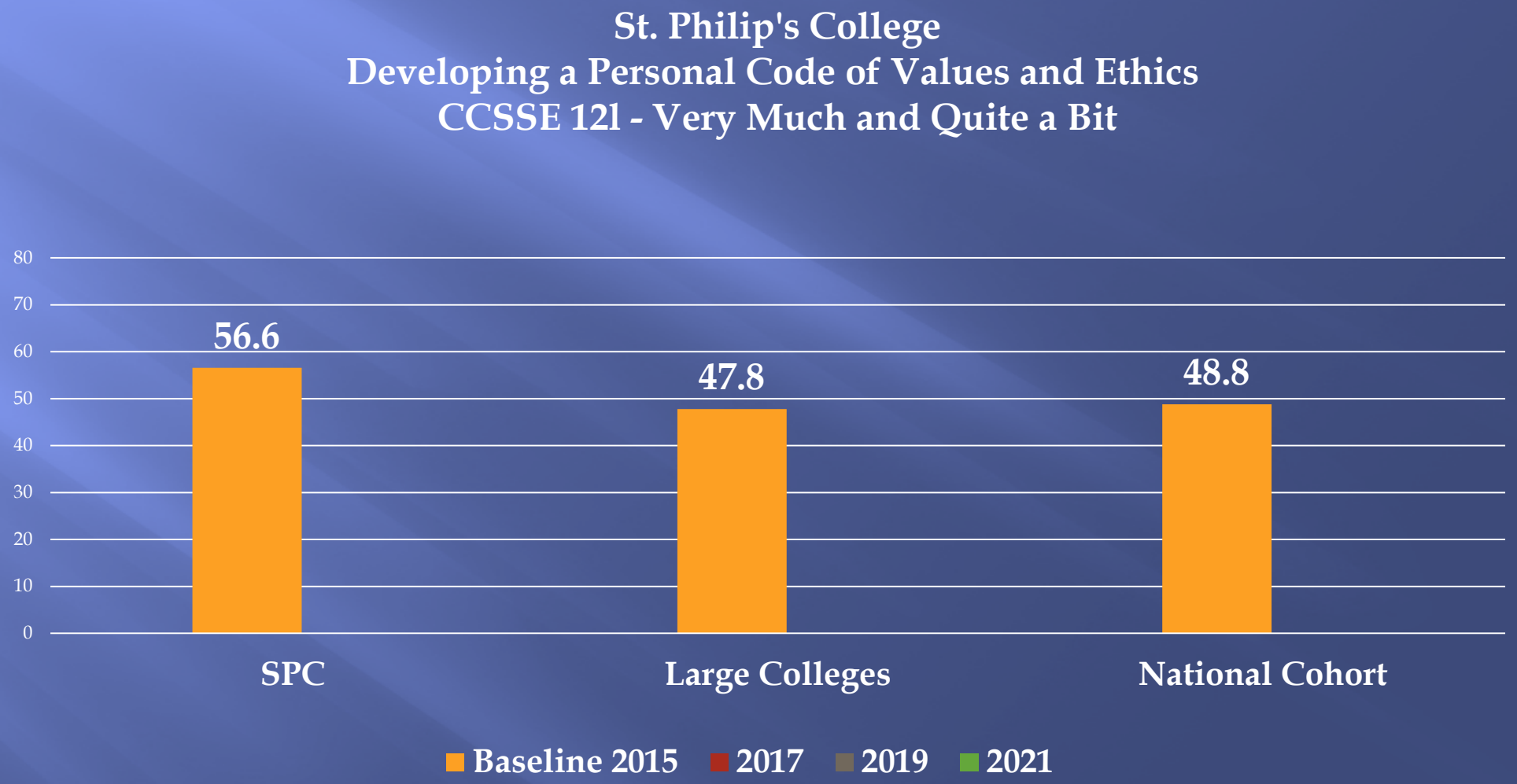
Process Outcome 2

QEP Student Assignment Evaluations	
Survey Question	Average
1. To what extent was your Ethical Decision-Making assignment relevant to your course?	3.18
2. To what extent was your Ethical Decision-Making assignment relevant to your college experience?	3.26
3. To what extent was your Ethical Decision-Making assignment relevant to your life skills?	3.48

Likert Scale Responses in the Student Assignment Evaluation range from 1 to 5, with 5 being the best. Three questions read: "To what extent was your Ethical Decision-Making QEP assignment relevant to your… 1) Course 2) College Experience and 3) Life Skills."

Community College Survey of Student Engagement (CCSSE)

Process Outcome 3



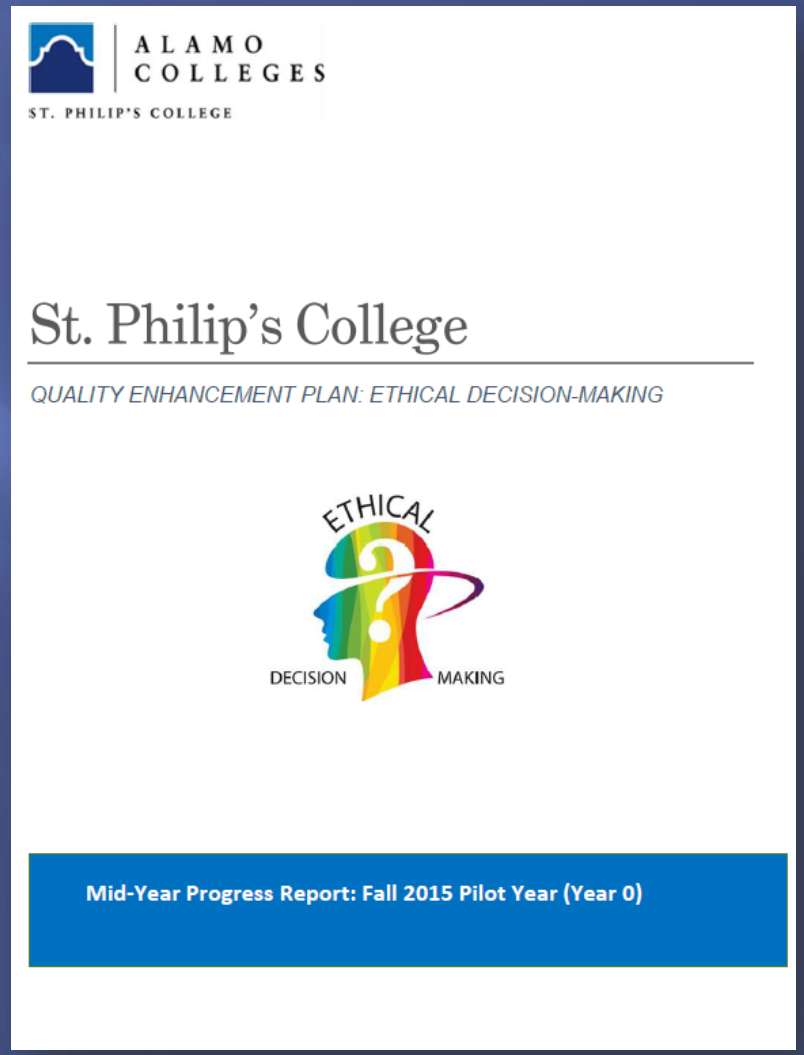
Student Focus Groups Fall 2015

Process Outcome 4

- Results of the student focus groups indicate 50% of students (n = 22) asked were familiar with Ethical Decision-Making as the topic of the 2016 Quality Enhancement Plan during the September groups. This increased to 81% during the November focus groups (n = 16)
- 307 students participated in responding to *What Would You Do?* scenarios presented during Spirit Day

QEP Mid-Year Progress Report

- A full report of the QEP activities and implementation is available on the QEP website.



Strategic Plan
2014-2018

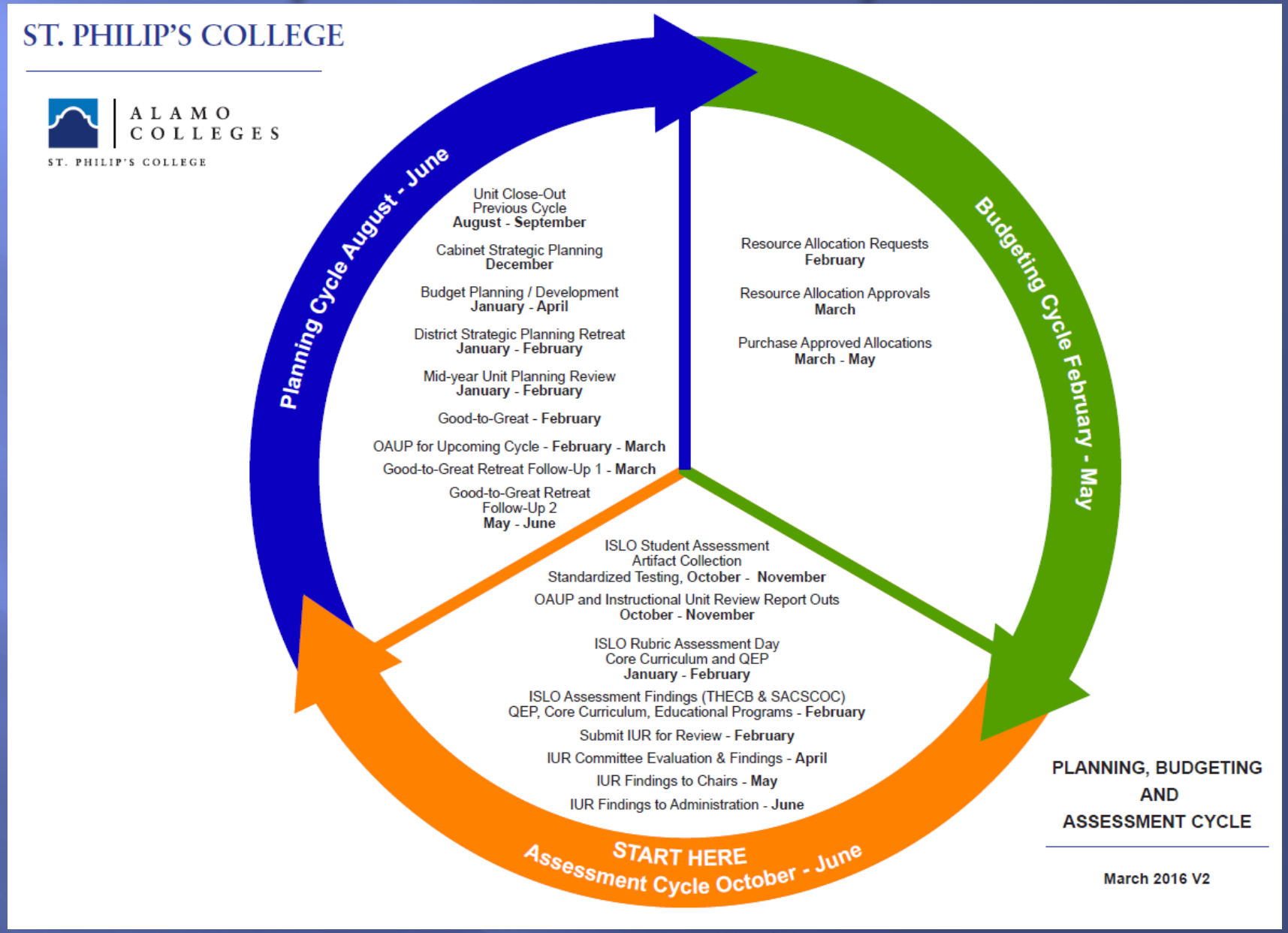
Goal I: Student Success
Strategic Objective:
Provide academic and student support and align labor market-based pathways to achieve student completion.

Goal II: Leadership
Strategic Objective:
Provide opportunities for St. Philip's College student and employees to develop as leaders.

Goal III: Performance Excellence
Strategic Objective:
Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

Goal IV: Reaffirmation
Strategic Objective:
Successful submission of the SACSCOC Response Report and QEP Proposal.

Updated PBA Cycle



LUNCH
BREAK

Define, Prioritize & Ladder SPC Values

Welcome Clarence Lowe
Star Force, LLC.

SPC Strategic Planning

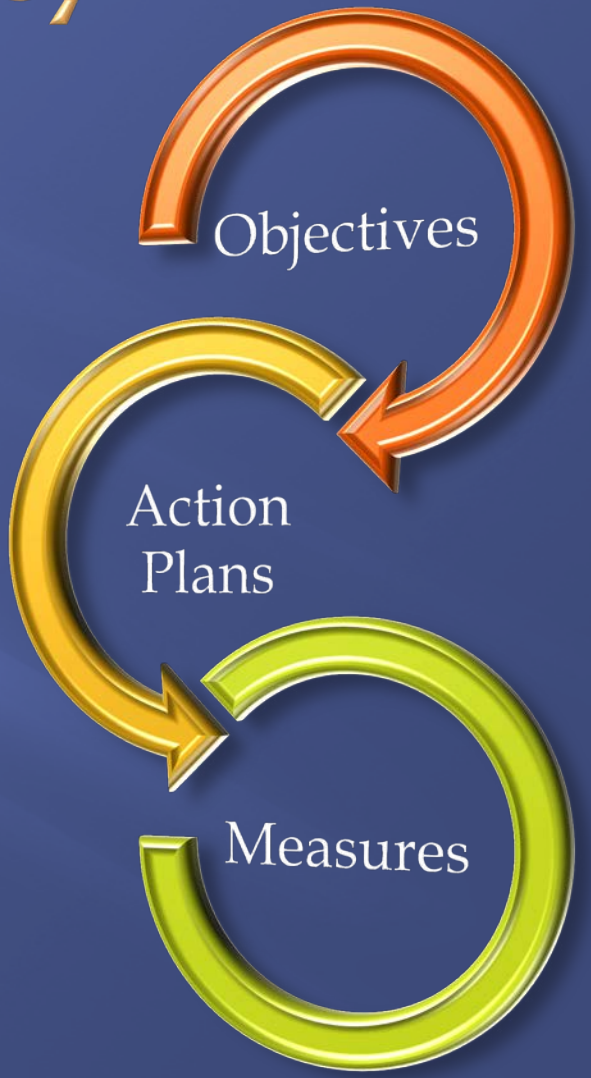
How will we get there?

- Strategies
- Action Plan

Division Activity

Each division will begin to develop their division's strategic action plan.

- Which objectives pertain to your division?
- Which action plans align best in your division?
- What measures are associated with the action plans?



Key responses into the laptop.

Day in Review

Where do we want to be?	Where are we now?	How will we get there?
Visioning Statement	Environmental Review & Analysis	Strategies
	SWOT Values	Action Plan

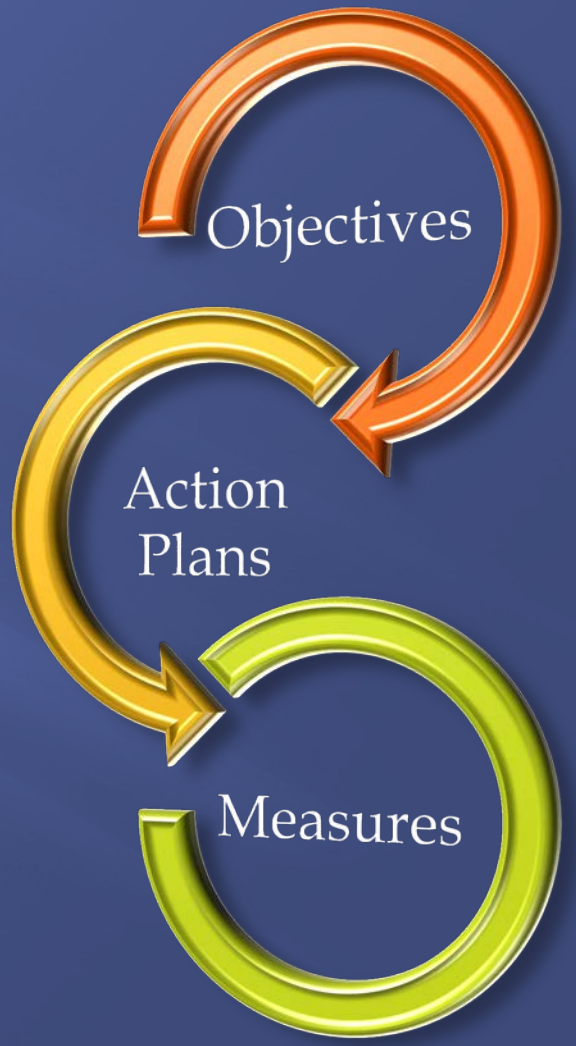
Day 2

Welcome Back!

Division Activity

Continue discussion regarding individual division strategic action plans.

- Which objectives pertain to your division?
- Which action plans align best in your division?
- What measures are associated with the action plans?



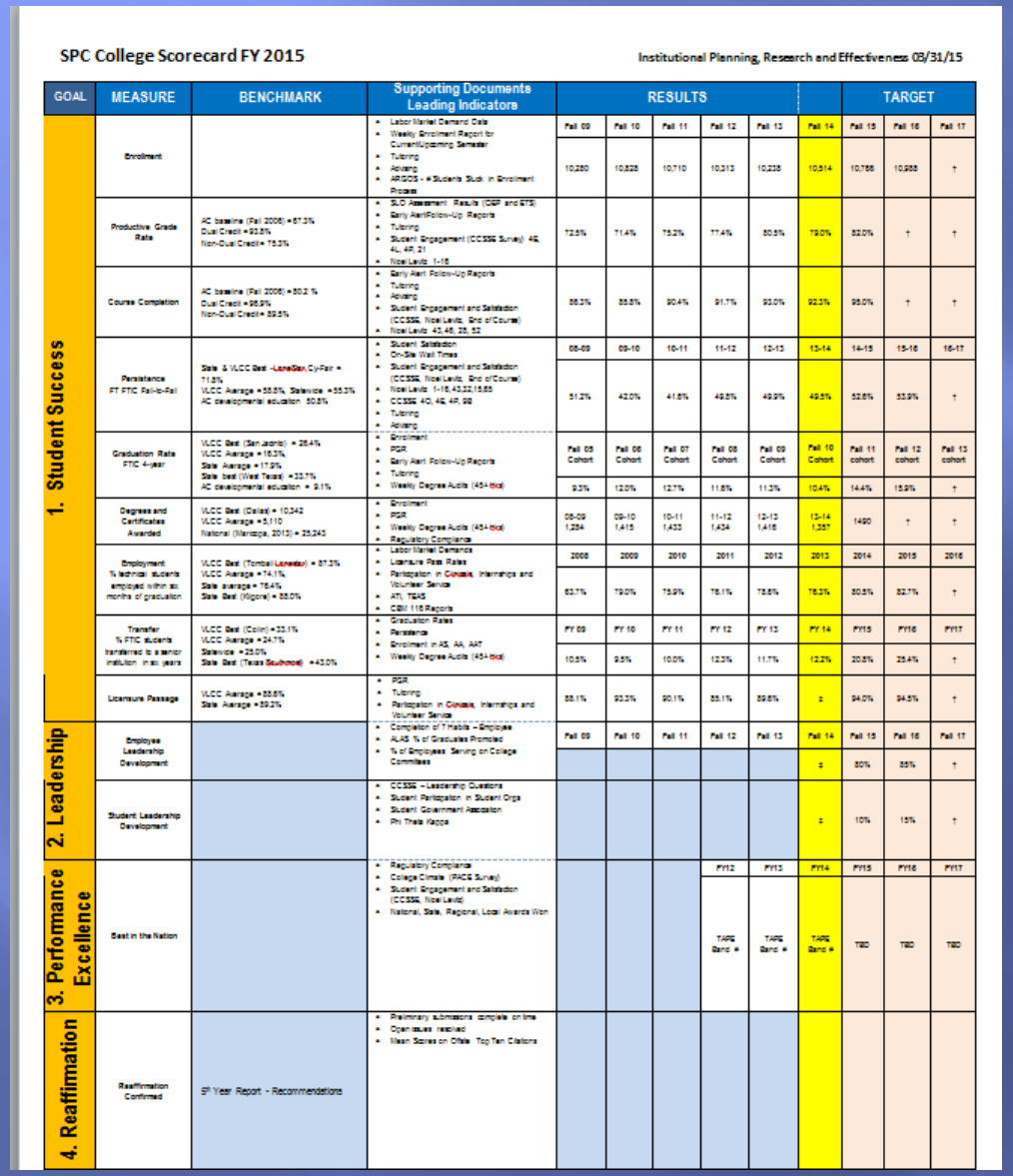
Key responses into the laptop.

SPC Strategic Planning

How will we know when we are there?

Scorecard

Metrics and Continuous Improvement



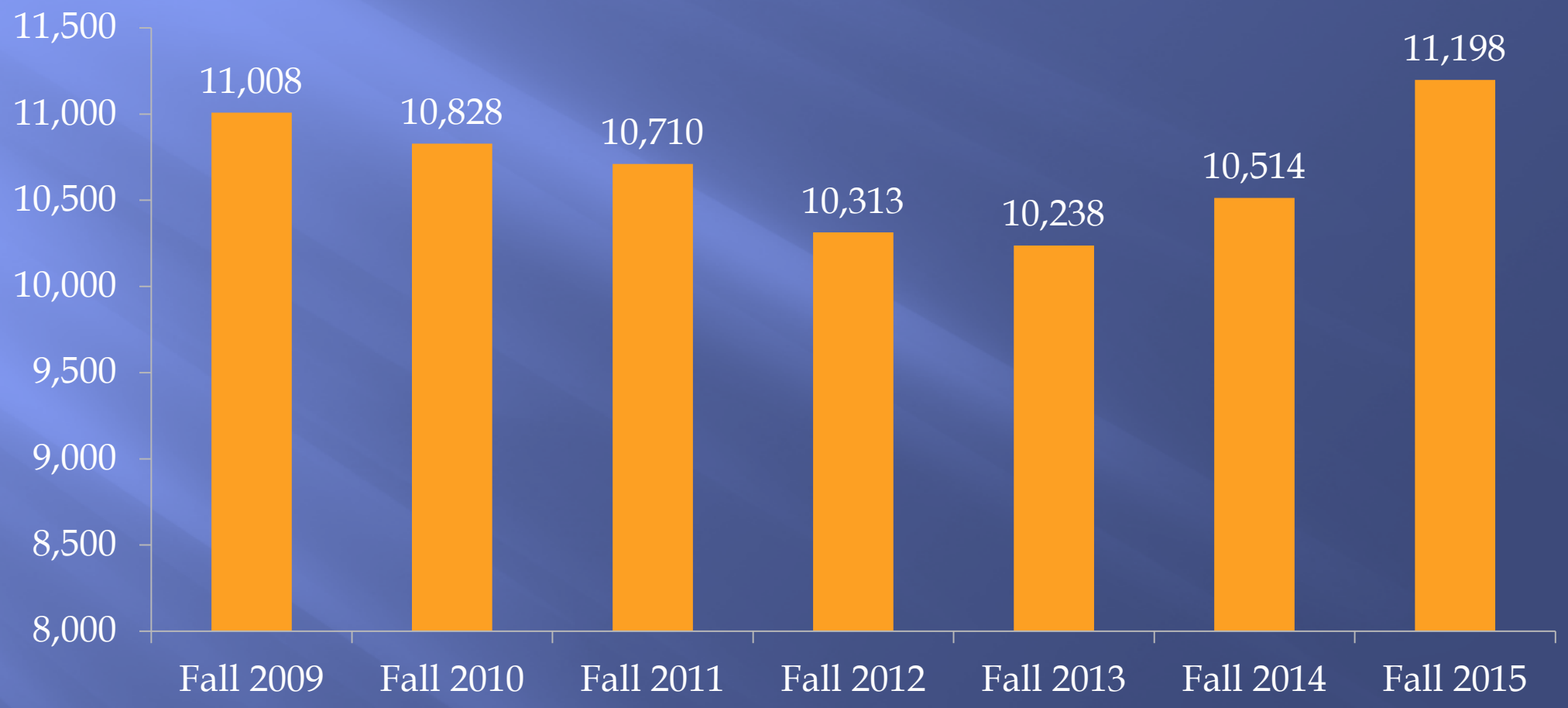
SPC College Scorecard FY 2015

Institutional Planning, Research and Effectiveness 03/31/15

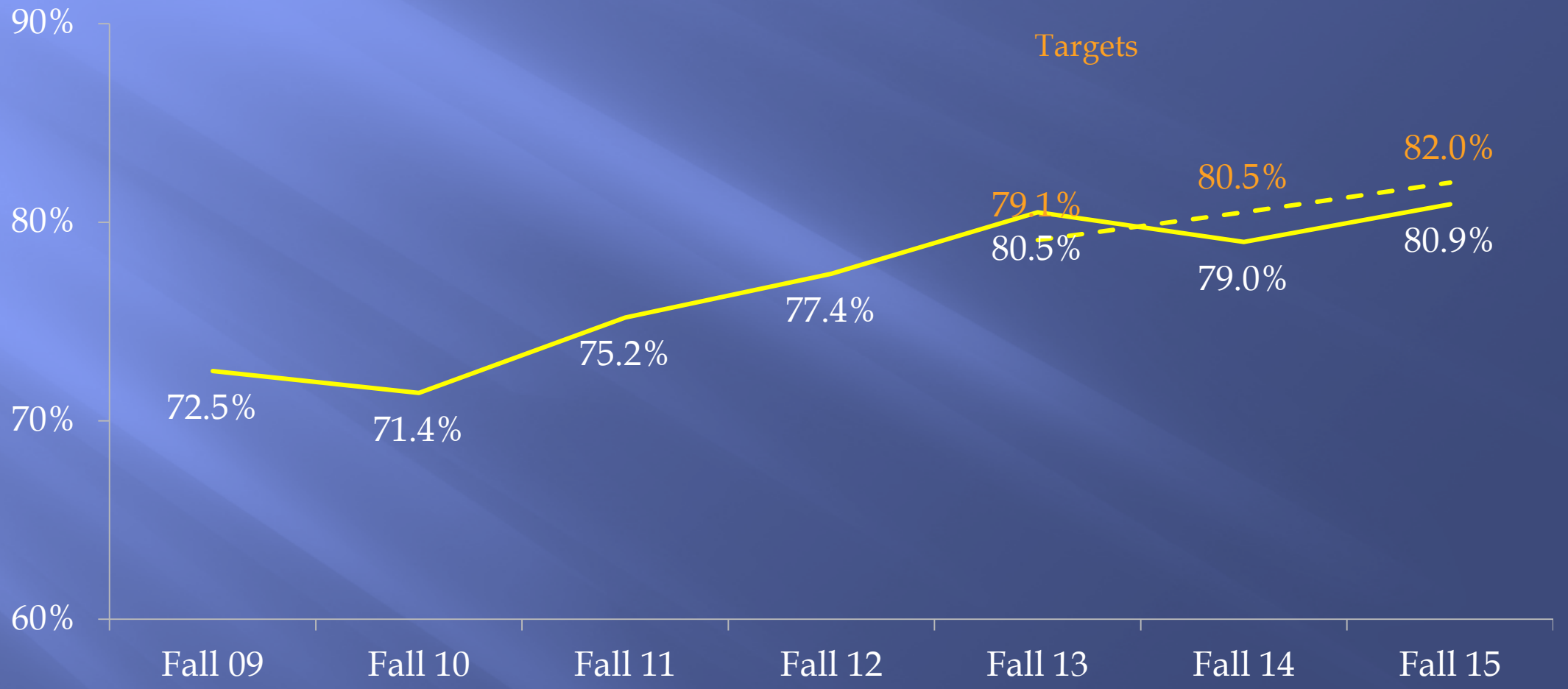
GOAL	MEASURE	BENCHMARK	Supporting Documents Leading Indicators	RESULTS						TARGET		
1. Student Success			• Labor Market Demand Data • Weekly Enrollment Report for Current/Upcoming Semester • Tutoring • Advising • ARGOS - # Students Stuck in Enrollment Process	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
	Enrollment			10,280	10,828	10,710	10,313	10,238	10,514	10,766	10,993	†
	Productive Grade Rate	AC baseline (Fall 2008) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	• SLO Assessment Results (CBP and GTS) • Early Alert/Follow-Up Reports • Tutoring • Student Engagement (CCSSE Survey): 4E, 4L, 4P, 21 • Noel Levitz: 1-16	72.5%	71.4%	75.2%	77.4%	80.5%	79.0%	82.0%	†	†
	Course Completion	AC baseline (Fall 2008) = 80.2 % Dual Credit = 96.9% Non-Dual Credit = 89.5%	• Early Alert Follow-Up Reports • Tutoring • Advising • Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course) • Noel Levitz: 43, 46, 25, 52	86.3%	88.8%	90.4%	91.7%	93.0%	92.3%	95.0%	†	†
	Persistance FT FTIC Fall-to-Fall	State & WLCC Best -LoneStar Cy-Fair = 71.8% WLCC Average = 55.8%, Statewide = 55.3% AC developmental education 50.8%	• Student Satisfaction • On-Site Wait Times • Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course) • Noel Levitz: 1-16,43,32,15,55 • CCSSE: 4O, 4E, 4P, 9B • Tutoring • Advising	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
				51.2%	42.0%	41.6%	49.8%	49.9%	49.5%	52.6%	53.9%	†
	Graduation Rate FTIC 4-year	WLCC Best (San Jacinto) = 26.4% WLCC Average = 16.3% State Average = 17.9% State best (West Texas) = 33.7% AC developmental education = 9.1%	• Enrollment • PQR • Early Alert Follow-Up Reports • Tutoring • Weekly Degree Audits (454-thot)	Fall 05 Cohort	Fall 06 Cohort	Fall 07 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 11 cohort	Fall 12 cohort	Fall 13 cohort
				9.3%	12.0%	12.7%	11.6%	11.3%	10.4%	14.4%	15.9%	†
	Degrees and Certificates Awarded	WLCC Best (Dallas) = 10,242 WLCC Average = 5,110 National (Maricopa, 2013) = 25,243	• Enrollment • PQR • Weekly Degree Audits (454-thot) • Regulatory Compliance	08-09 1,284	09-10 1,415	10-11 1,433	11-12 1,424	12-13 1,416	13-14 1,357	1490	†	†
	Employment % technical students employed within six months of graduation	WLCC Best (Tomball Lonestar) = 87.3% WLCC Average = 74.1% State average = 76.4% State Best (Kilgore) = 88.0%	• Labor Market Demands • Licensure Pass Rates • Participation in Clinicals, Internships and Volunteer Service • ATI, TEAS • CBM 116 Reports	2008	2009	2010	2011	2012	2013	2014	2015	2016
				83.7%	79.0%	75.9%	76.1%	78.8%	76.3%	80.8%	82.7%	†
	Transfer % FTIC students transferred to a senior institution in six years	WLCC Best (Colin) = 33.1% WLCC Average = 24.7% Statewide = 25.0% State Best (Texas Southmost) = 43.0%	• Graduation Rates • Persistence • Enrollment in AS, AA, AAT • Weekly Degree Audits (454-thot)	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY15	FY16	FY17
				10.5%	9.5%	10.0%	12.3%	11.7%	12.2%	20.8%	23.4%	†
	Licensure Passage	WLCC Average = 88.8% State Average = 89.2%	• PQR • Tutoring • Participation in Clinicals, Internships and Volunteer Service	88.1%	93.3%	90.1%	85.1%	89.8%	‡	94.0%	94.5%	†
2. Leadership	Employee Leadership Development		• Completion of Y Habits – Employee • ALAS % of Graduates Promoted • % of Employees Serving on College Committees	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
									‡	30%	35%	†
	Student Leadership Development		• CCSSE – Leadership Questions • Student Participation in Student Orgs • Student Government Association • Phi Theta Kappa						‡	10%	15%	†
3. Performance Excellence	Best in the Nation		• Regulatory Compliance • College Climate (PACE Survey) • Student Engagement and Satisfaction (CCSSE, Noel Levitz) • National, State, Regional, Local Awards Won				FY12	FY13	FY14	FY15	FY16	FY17
							TAPE Band #	TAPE Band #	TAPE Band #	TBD	TBD	TBD
4. Reaffirmation	Reaffirmation Confirmed	5th Year Report - Recommendations	• Preliminary submissions complete on time • Open issues resolved • Mean Scores on Offsite Top Ten Citations									

SPC Scorecard

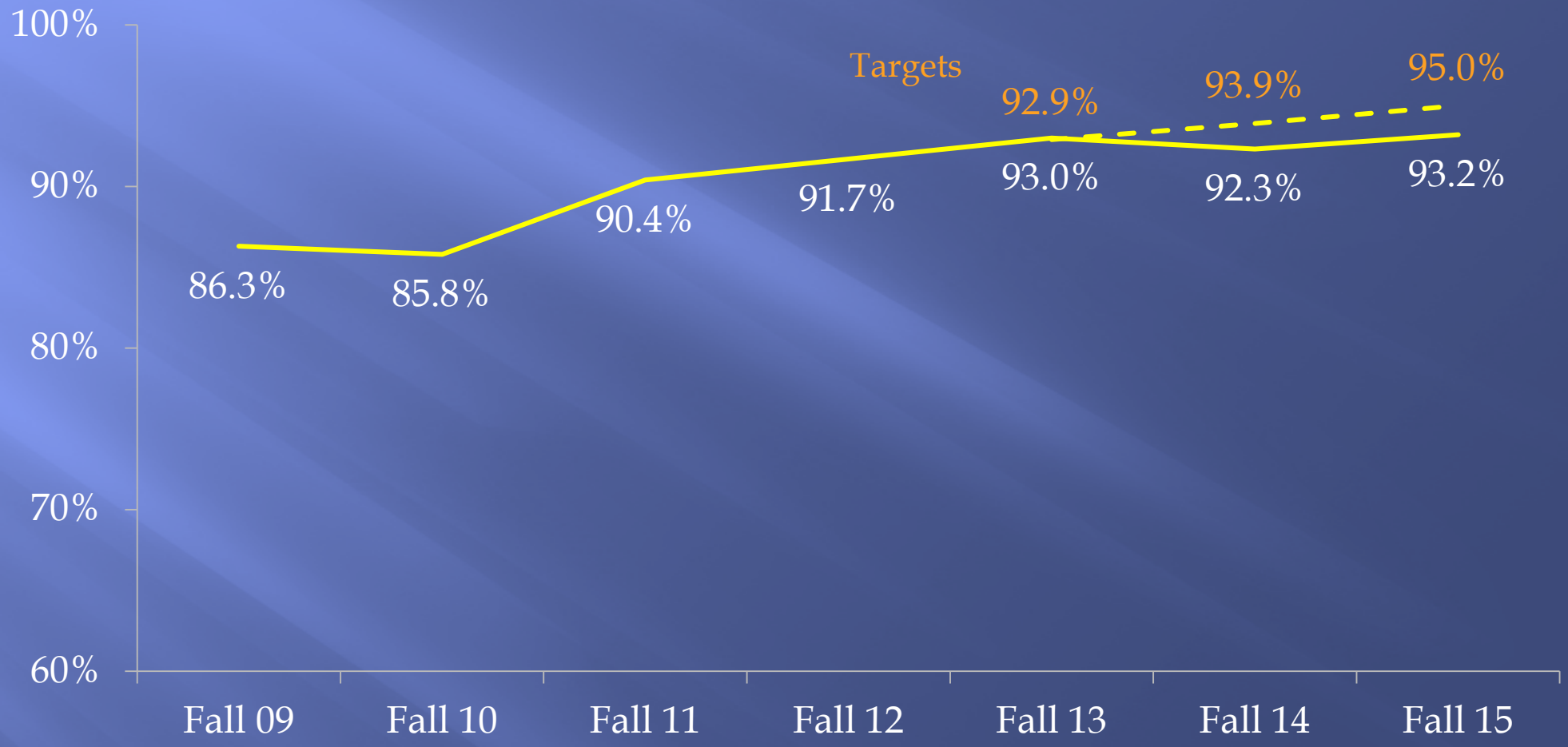
Fall Headcount Enrollment



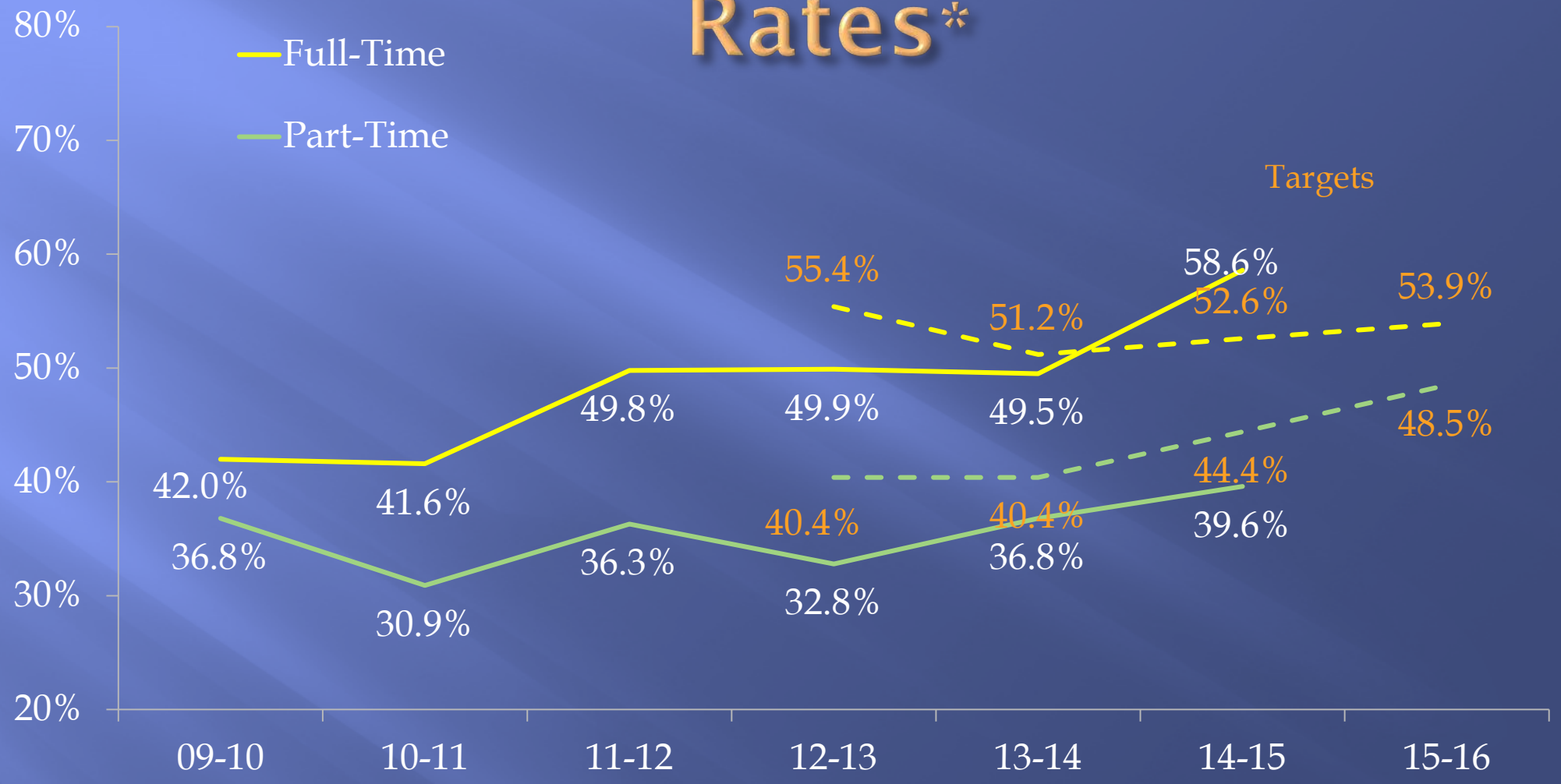
Productive Grade Rates



Course Completion Rates

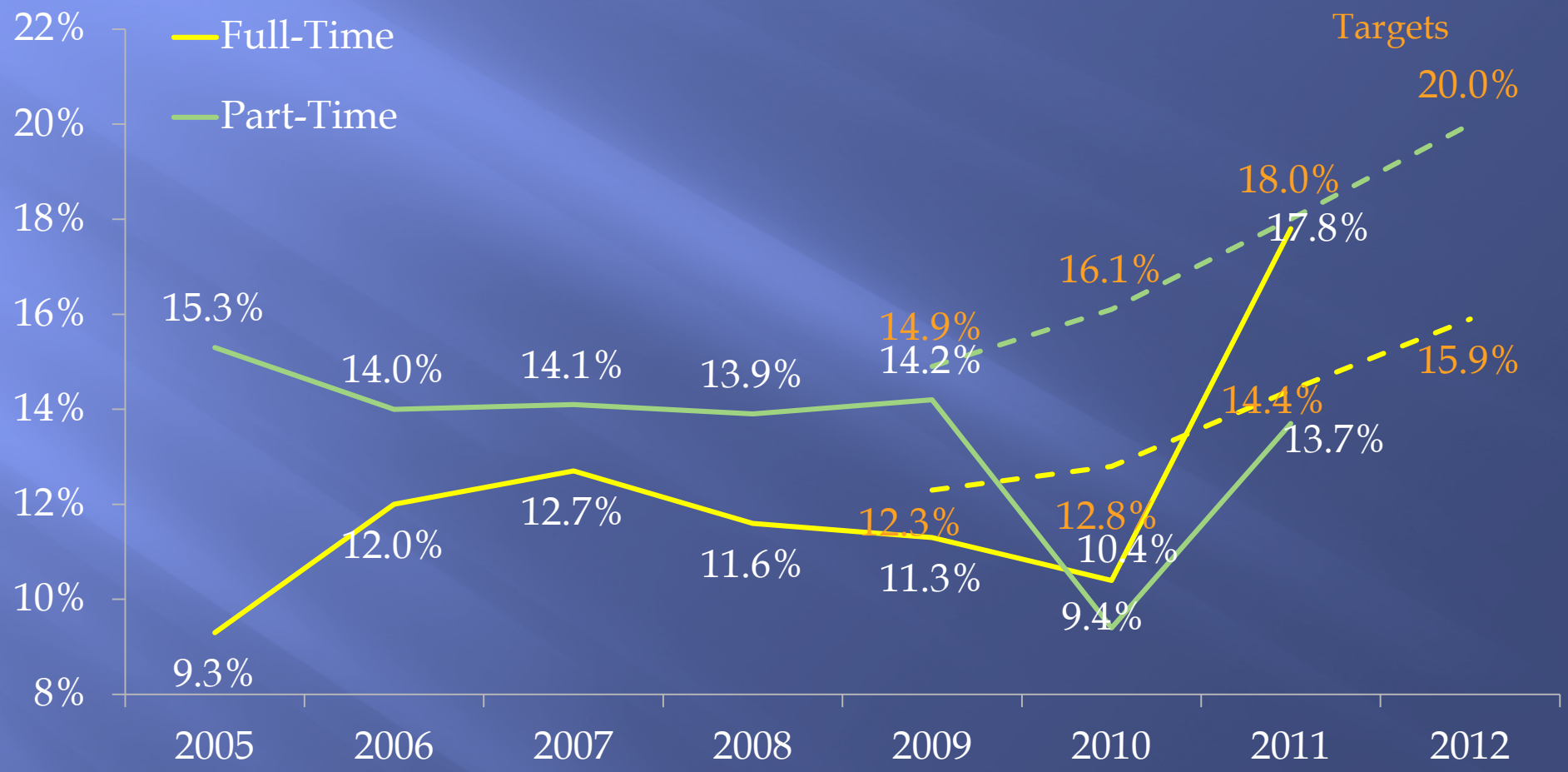


Fall-to-Fall FTIC Persistence Rates*

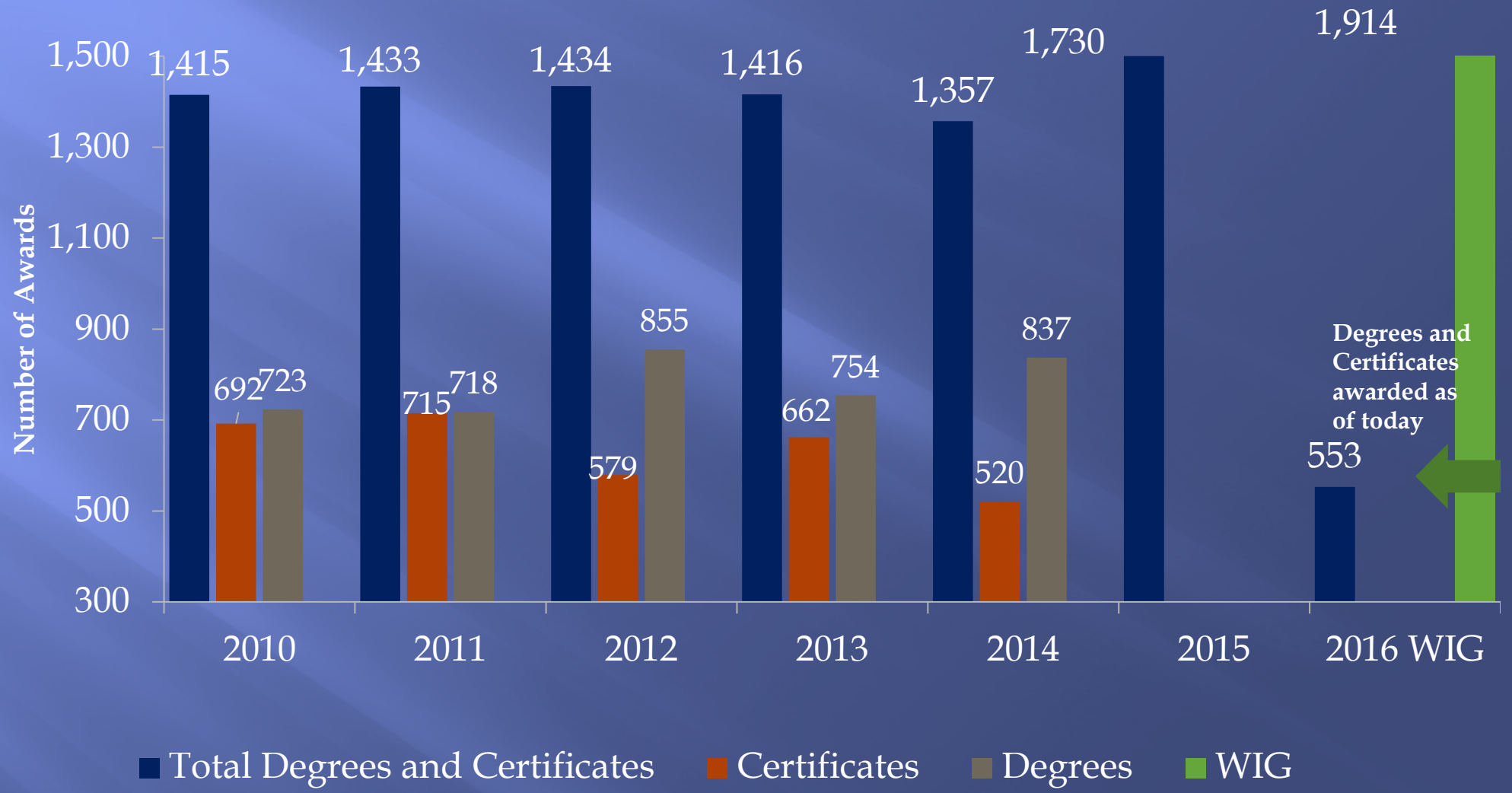


* The rate at which full-time, FTIC degree-seeking students persist from the fall term of entry (at census date) to the fall term of the following year. Full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded. Example: One year certificate students are excluded from this data.

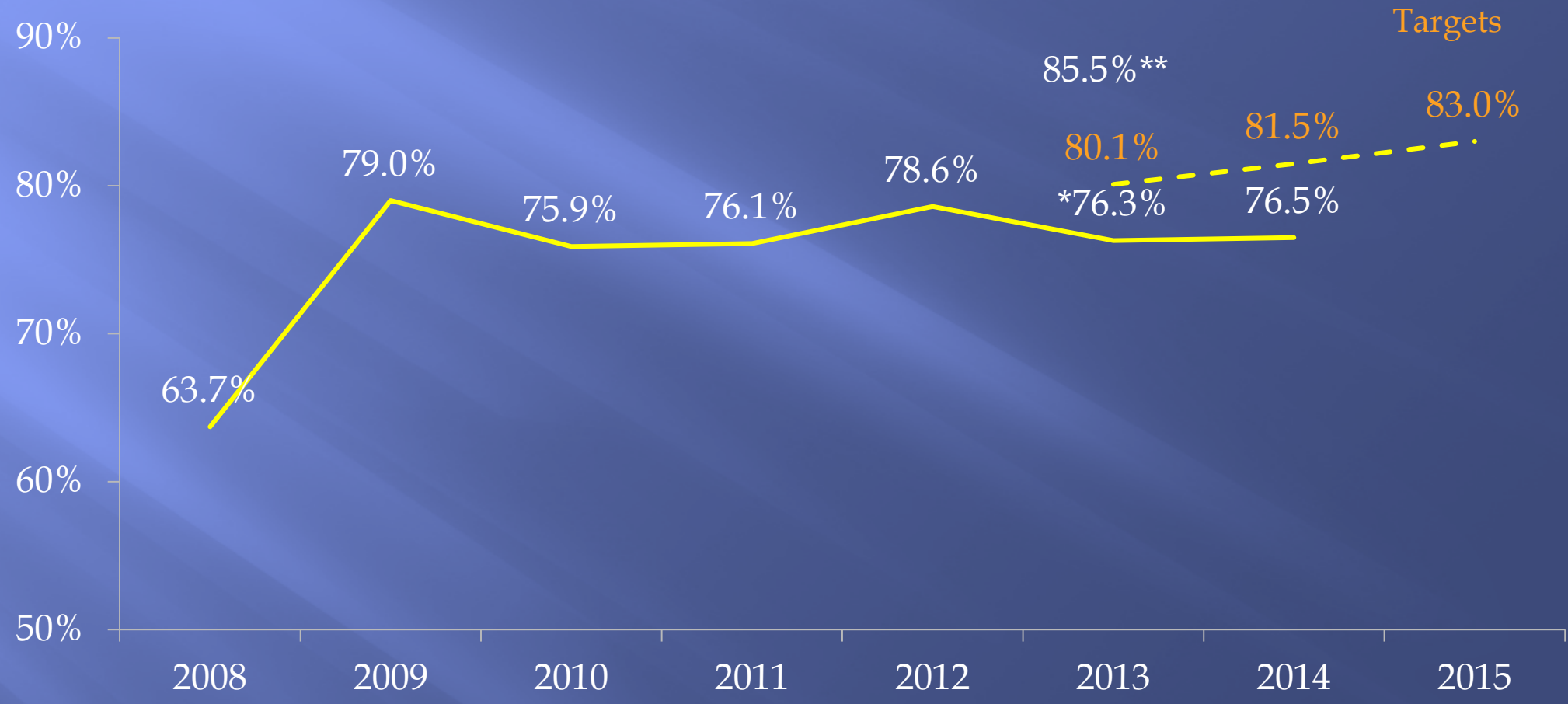
Four-Year FTIC Graduation Rates



Degrees and Certificates Awarded



Technical Students Employed within 6 Months of Graduation



*2015 THECB Almanac reports that 1% of Technical Students are both employed and enrolled within 6 months (77.3%). Additionally, 8.2% of technical students are enrolled in a 4-yr or 2-yr institution

** Combined total percentage

6-Year Transfer Rates

Action Plan: New University partnerships and career pathways

Licensure Passage Rates

Tie Auction

- How much will we raise this year?

Closing Remarks