Purpose

- ➢ Sustain open dialogue within the SPC community.

- ➢ Maintain momentum built from previous Good to Great and Future Search efforts.

- ➢ Continue bottom-up approach from students/faculty/staff to SPC Future formulation.

- ➢ Leverage the SMEs (Departments/Divisions) in identifying short/mid/long-term action items within their respective functional areas of responsibility.

- ➢ Transition from Future Search I effort focused on environmental state and concept development to Future Search II focused on action item formulation/prioritization and initial resource alignment.

- ➢ Manage ambiguity, opportunity, and risk to continue to innovate and move forward.

- ➢ Review SPC Mission, Vision, Values and nominate potential MVV updates

- ➢ Provide Master Plan Update based on intentional integration of new requirements.

- ➢ Develop an initial set of SPC prioritized, short/mid/long-term action items that will inform May/June SPC Budget Retreat and SPC Strategic Plan 2022-2026 development.

Timeline

- Apr 2nd – 4th: Easter Break
- Apr 6th: Abbrev CLT/Good to Great Follow-up Retreat (1:00-4:00PM)
- Apr 9th: Future Search II Initiation Session (8:30-10:30AM)
- Apr 16th: Department/Division Session (8:30-10:30AM)
- Apr 29th: Integration Session (Depts/Divs Present work; 9:30-11:30AM)
- May 7th: Department/Division Final Session (8:30-10:30AM)
- May 14th: Final Presentations (1:00-3:30PM)
- June (TBD):   Budget Retreat

Celebrate SPC Accomplishments

IVPAS George Johnson

Accomplishments

Institutional

- SPC Participates in First-Ever National HBCU Virtual Homecoming Celebration
- National Magazine Ranks SPC Among Nation's Top 100 Colleges and Universities for Hispanics

Programs

- Respiratory Care Technology Program Celebrates 50 Years of Excellence
- Health Information Technology Program Ranks Among the Top in the U.S.
- Radiography Students Earn 100% Pass Rate on National Certification Exam

Recognitions

- Professor Emeritus, Dr. William C. Davis, Hailed as a "Genius" by the Liberty Science Center
- President Loston Named One Of The Ten Most Dominant HBCU Leaders of 2021
- Students Alexandra Williams, Cole Gavlick, Malia Mikol, and Morgan Hutcheson Named to 2021 All-Texas Academic Team

2020-21 Institutional Accomplishments

With your team, identify 3 major SPC accomplishments over the last year. Input in form at https://docs.google.com/forms/d/1eKyzD5mA73H6OJxbKDOgF8hDPsq0HEyA6faV6ZQaRVs/edit?usp=sharing .
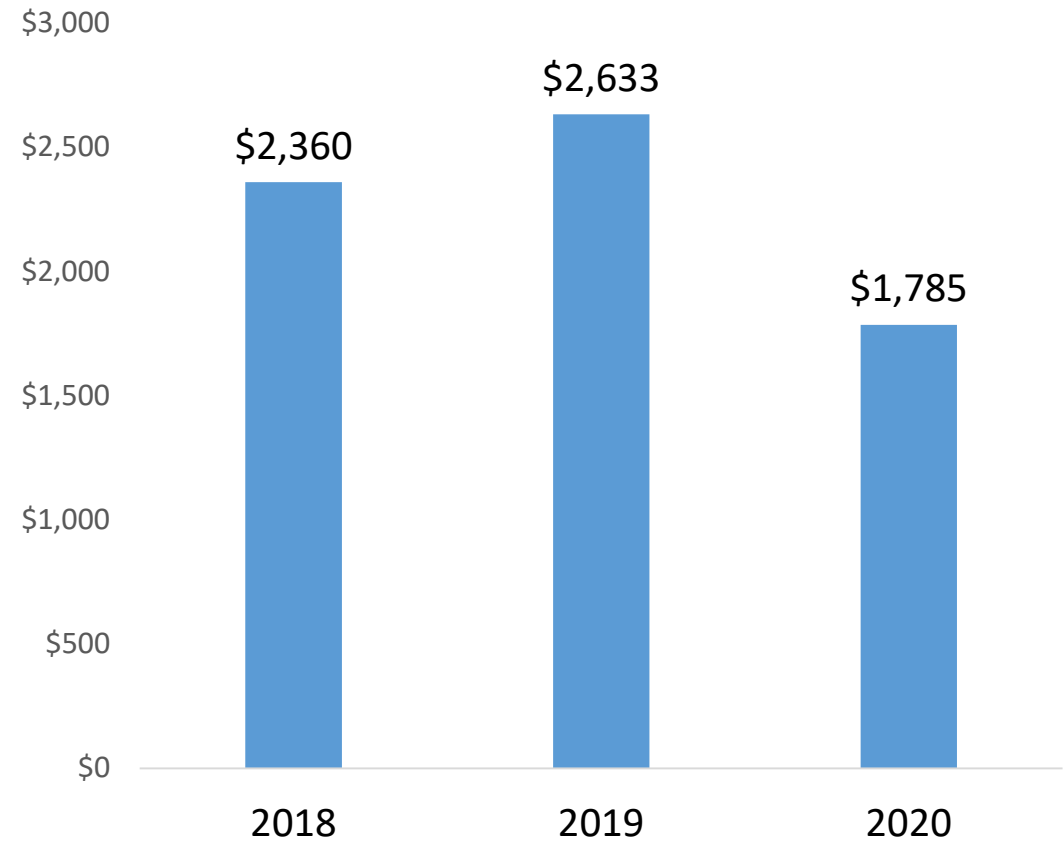
1.

2.

3.

Scholarship Support

Funds Raised at Good to Great

	2018	2019	2020
	$2,360	$2,633	$1,785

Orgametrics & PACE

Dr. Melissa Guerrero & Shanna Bradford

Orgametrics® Data Review
Results – Year 1-Year 2 Comparison

Overall Score

	Year 1	Year 2	Change
Mission/Vision	65.1	70.6	5.5
Accountability	59.2	64.6	5.4
Teamwork	49.1	55.1	6.0
Empowerment	47.2	51.1	3.9
Development	44.4	50.3	5.9
Leadership	41.8	47.7	5.9
Communication	41.0	47.3	6.3
Best Practices	39.9	44.3	4.4
Creativity	32.8	40.2	7.4
Orgametrics® Score	46.5	52.1	5.6

Scale Scores

Alignment 31.9 37.9

Personal Assessment of the College Environment (PACE) Results

Year	Value
2009	3.54
2012	3.54
2013	3.67
2014	3.68
2015	3.76
2016	3.86
2017	3.81
2018	3.95
2019	4.09
Normbase	3.78
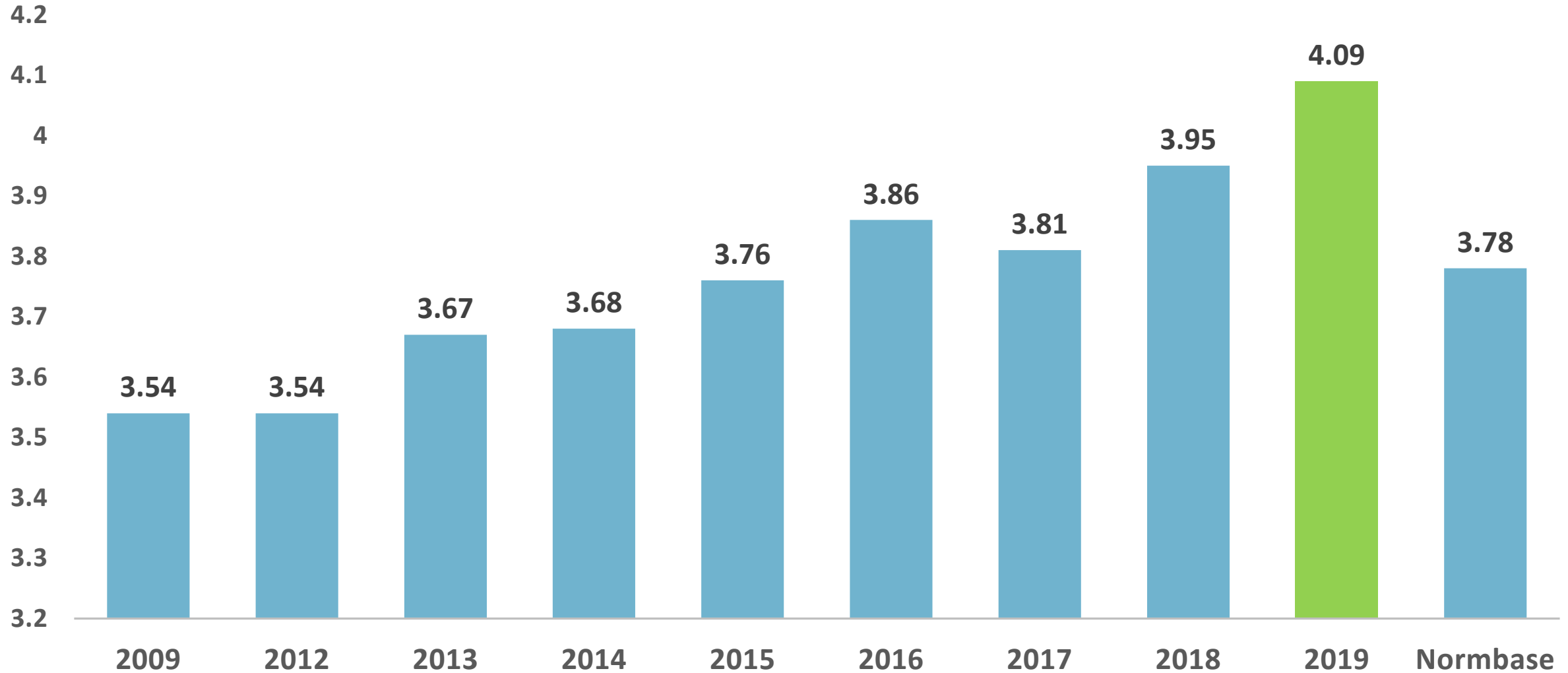
PACE Comparison by Location

Overall

PACE 2019 : SPC Climate Factors Mean Scores

Legend: 2016, 2017, 2018, 2019, USA

Factor	2016	2017	2018	2019	USA
Institutional Structure	3.59	3.54	3.75	3.88	3.48
Supervisory Relationships	3.92	3.87	3.94	4.09	3.85
Teamwork	3.96	3.89	3.97	4.13	3.89
Student Focus	4.11	4.06	4.20	4.33	4.04
Overall	3.86	3.81	3.95	4.09	3.78

ALAMO COLLEGES DISTRICT
St. Philip's College
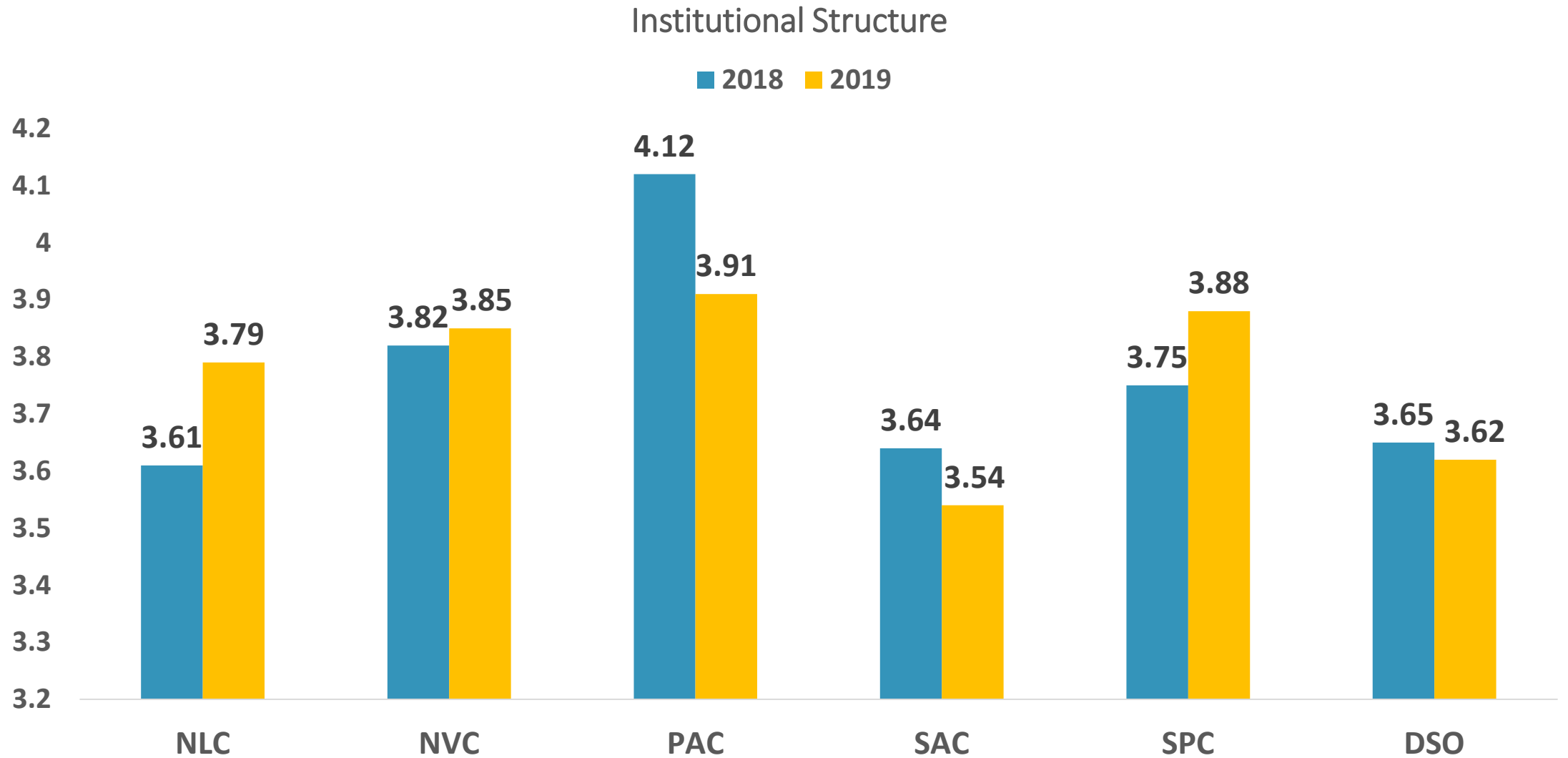
SPOL

SPOL Planning
Compliance with SACSCOC *2018 Principles of Accreditation*

SECTION 7: Institutional Planning and Effectiveness

1. **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.** *(Institutional Planning)* **[CR] - SPOL Planning & OUAP Cycle**

2. The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan) – QEP Tri-directors and Teams

3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness) - **SPOL Planning & OUAP Cycle**

SPOL Planning – Annual Departmental Unit Plan

Programs/Service Areas (Planning Unit)

have

Objectives
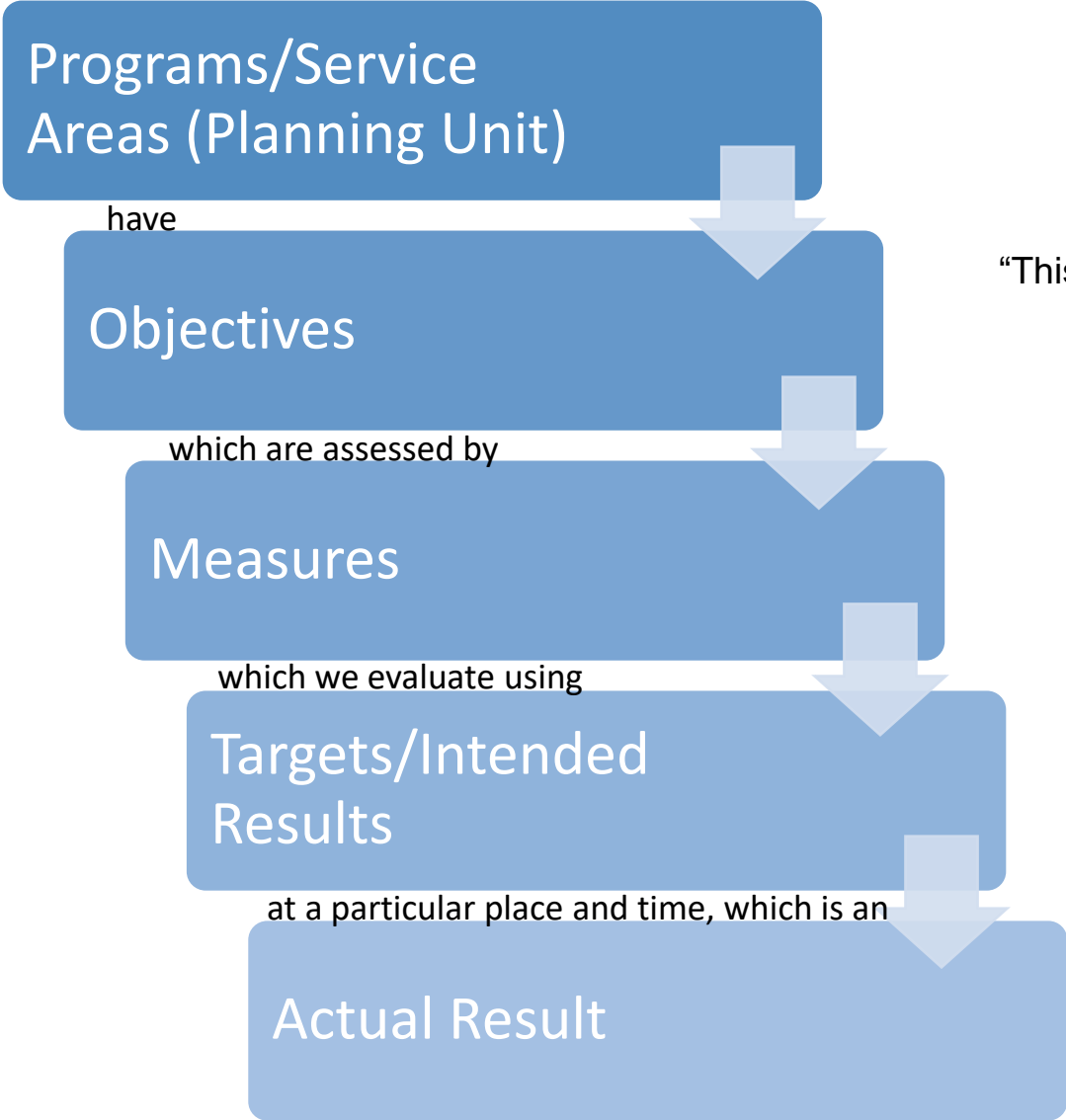
"This program/department will implement _____."
will complete_____."
will provide _____."
will improve _____."

which are assessed by

Measures

Survey | Project | Revenue | Assigned Goals | Tickets

which we evaluate using

Targets/Intended Results

What number is receiving focus?

What should this number be?

at a particular place and time, which is an

Actual Result

| Target | | Measure |

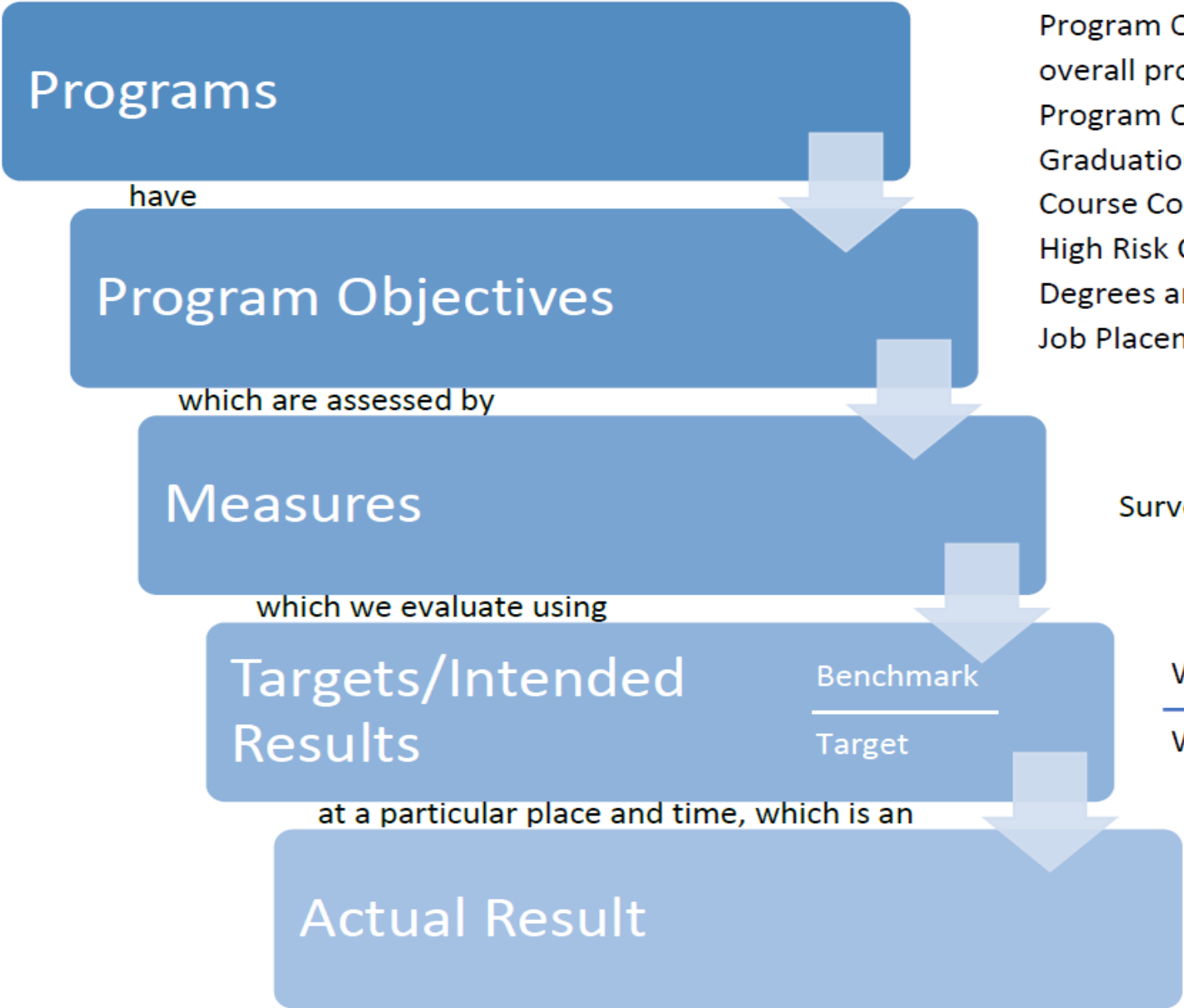"80% of tickets have an initial response time of 48 hours or less."

Benchmark

SPOL (Strategic Planning Online): Objective Details

Objective Details: Required Fields

- <u>Unit/Program Objectives</u> – actionable items to be achieved during planning year (including WIG)
- **Institutional Goals** (Strategic Plan Associations and **RIP**) – Select a strategic planning goal/radical innovation model from the pop out menu
- **Planning Priorities –** Select from the pop-out menu
- **Measures** – Tool used to determine if target reached
- **Targets (Intended Results)** – What will be achieved by when
- **Actual Results** – should be completed by August 31 – to add a new result, click on the + sign; to edit a result, highlight the result and select the "pencil" icon.

SPOL Planning – Unit Plans – Program Objectives

Programs

have

Program Objectives

which are assessed by

Measures

which we evaluate using

Targets/Intended Results

Benchmark

Target

at a particular place and time, which is an

Actual Result

Program Objectives (POs) are used to determine overall program effectiveness.

Program Objectives may emphasize:

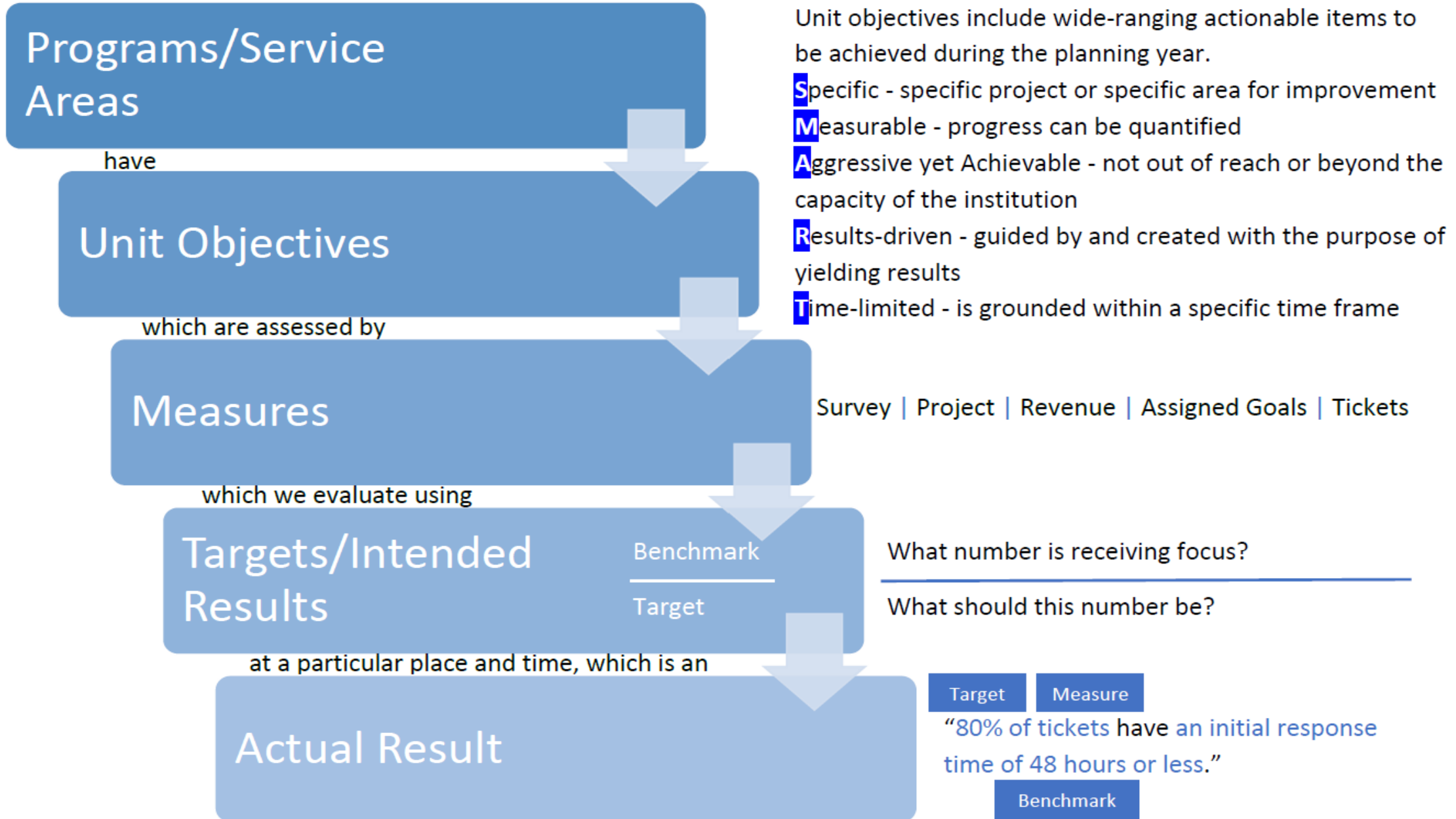|	
Graduation	Productive Grade Rates
Course Completion	Persistence
High Risk Courses	Class Size
Degrees and Certificates	Transfer
Job Placement	Licensure Pass

Survey | Project | Exam | Report | Metrics

What number is receiving focus?

What should this number be?

Target   Measure

"80% of students passed their certification exam with a 70% or higher."

Benchmark

SPOL Planning – Unit Plans – Unit Objectives

Programs/Service Areas

have

Unit Objectives

which are assessed by

Measures

which we evaluate using

Targets/Intended Results

Benchmark

Target

at a particular place and time, which is an

Actual Result

Unit objectives include wide-ranging actionable items to be achieved during the planning year.

Specific - specific project or specific area for improvement

Measurable - progress can be quantified

Aggressive yet Achievable - not out of reach or beyond the capacity of the institution

Results-driven - guided by and created with the purpose of yielding results

Time-limited - is grounded within a specific time frame

Survey | Project | Revenue | Assigned Goals | Tickets

What number is receiving focus?

What should this number be?

Target   Measure

"80% of tickets have an initial response time of 48 hours or less."
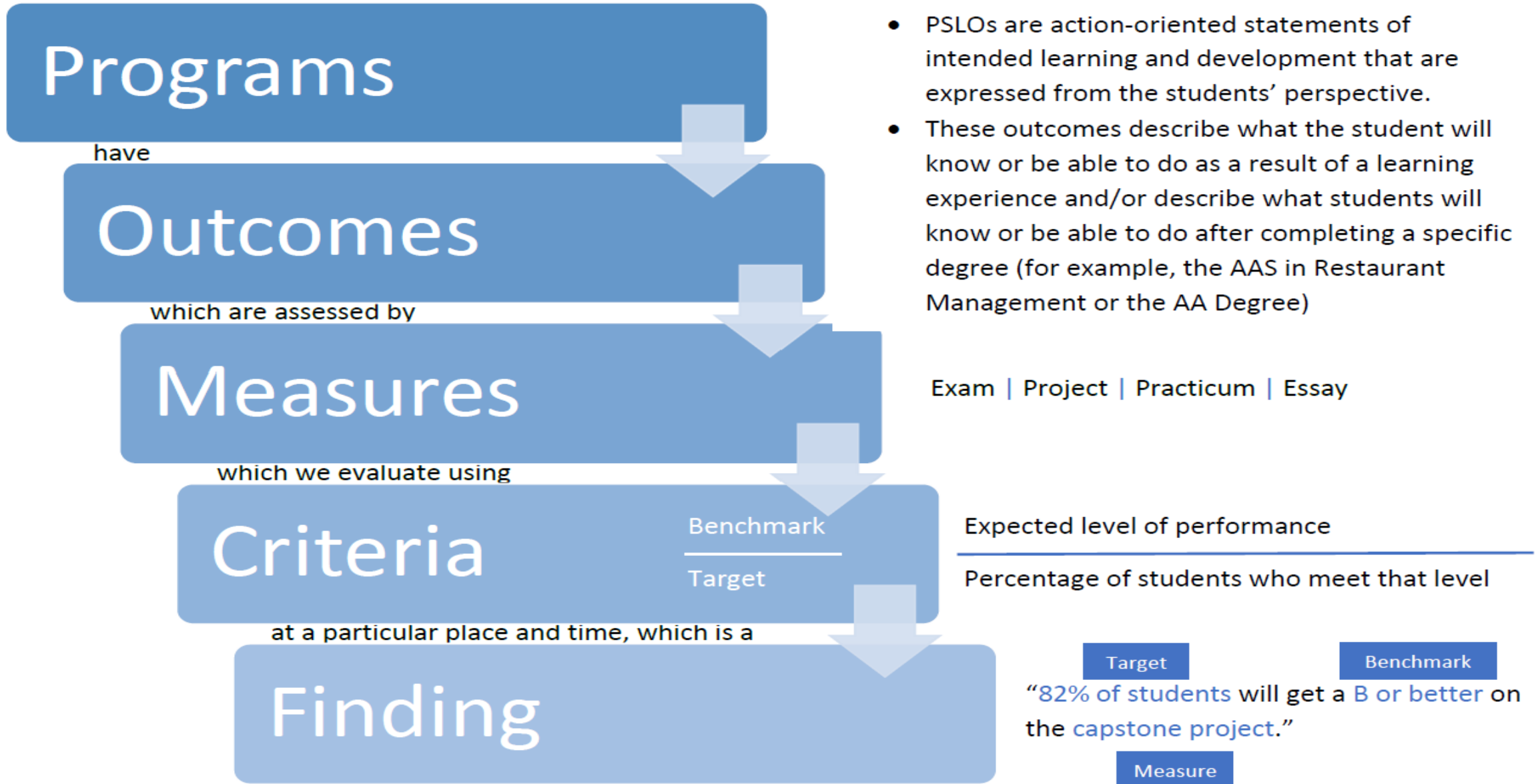
Benchmark

SPOL Planning & Assessment
Compliance with SACSCOC *2018 Principles of Accreditation*
SECTION 8: Student Achievement

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]**

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
   a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs) - **SPOL Assessment**
   b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education) – ISLO Cycles
   c. Academic and student services that support student success. (Student outcomes: academic and student services) - **SPOL Planning & OUAP Cycle**

ALAMO COLLEGES DISTRICT
St. Philip's College

SPOL Assessment – Academic Program - PSLOs

Programs

have

Outcomes

which are assessed by

Measures

which we evaluate using

Criteria

Benchmark

Target

at a particular place and time, which is a

Finding

- PSLOs are action-oriented statements of intended learning and development that are expressed from the students' perspective.
- These outcomes describe what the student will know or be able to do as a result of a learning experience and/or describe what students will know or be able to do after completing a specific degree (for example, the AAS in Restaurant Management or the AA Degree)

Exam | Project | Practicum | Essay

Expected level of performance

Percentage of students who meet that level

Target   Benchmark

"82% of students will get a B or better on the capstone project."

Measure

Environmental Scan

Social

- Continuous re-evaluation of advocacy/increasing advocacy-related needs (i.e. domestic violence, safety, food, housing costs and insecurities)
- Immigration contingencies
- Emergency Readiness and Contingency Planning
- Remote and Social distancing trends
- Family obligation & challenges for students
- Impact of national health crisis/safety factors when students return
- Part-time student requirements; shorter time to completion, alternative course schedules
- Mental health awareness and support, higher incidents of anxiety
- Preparedness and needs of diverse multi-generational incoming learners

Economic

- Increasing financial needs of adult students related to major life changes
- Economic uncertainty and the impact of pandemic
- Living wage contingencies
- Human resources to address remote learning capacity
- High unemployment due to COVID-19
- Lack of funding due to contact hours/state reimbursement funding
- San Antonio has the highest poverty rate of the largest 25 US cities (US Census Bureau)
- AlamoPromise
- Gentrification
- Increasing college tuition and operating costs; i.e. free tuition, Early College and Dual Credit expense, decrease federal and state contribution

Technological

- Equitable WiFi/digital divide
- Hardware/software access for staff and students
- Cybersecurity measures to combat security threats with virtual learning/working
- Access to resources for students and employees
- Increased employee training for remote learning through technology tools
- Technological challenges for career and technology programs
- Training technology with working in Word/Google classroom
- LMS for ISD partners in relationship to SPC's LMS
- Increased technology needs/infrastructure and faculty/staff training opportunities
- Overall technological capability and capacity
- Business continuity plans
- Virtual reality experiential learning

Regulatory

- Un-funded student success mandates
- SB 1882, which creates the oversight of under-performing K-12 districts
- Addition of SB 212 that requires college employees to report sexual assault
- Risk Management/emergency preparedness response to a pandemic or natural disaster
- Tracking the CARES ACT regulatory requirements
- WHO/CDC/San Antonio Metro Health
- CPOS implications Texas code funding (student service fee)
- 6-course drop rule
- SACSCOC and Programmatic Accreditation criteria
- Licensing for Workforce Programs

SWOT Analysis

Strengths

- Rich college history; HBCU and HSI
- Diverse, talented and knowledgeable faculty and staff
- College renovations, new buildings, facilities
- Agility/adaptability in a changing environment
- Remote services & operations
- SafeSPaCe/student advocacy
- Comprehensive active military, veterans, and dependent support services
- Quality Matters Next Level award
- Support for all staff and students
- Inclusive and welcoming college environment
- DC/ECHS/P-TECH
- Community engagement & partnerships

Weaknesses

- Need more context in communication across various departments
- Website navigation challenges and/or incorrect information about faculty on website
- Digital divide
- Technology support for paperwork processes
- Lack of adequate staffing, tutors, support staff, fulltime instructors
- Need for program-and college-specific marketing and advertising
- Memorandum overload and bureaucratic red tape
- Lack of written college processes for business operations
- Lack of clarity between District and institutional processes

Opportunities

- CTE increasing distance learning
- Comprehensive strategic enrollment management plan for college
- Increase training for remote learning and working
- Support of displaced workers with new academic skills
- Assessing the success or failures of the transition to remote learning
- Accessing virtual simulation for academic programs and AS&TSB 1882
- Increased ECHS through P-TECH
- Utilize remote access to overcome physical limitations and improve operational and service quality
- Instructional Innovation Futures Project
- Expansion of advocacy and support services for students
- Emergency preparedness

Threats

- Technological barriers
- Economic uncertainty
- Digital divide
- COVID-19 & other unforeseen disasters
- High school emphasis on UNIVERSITY attendance
- Reduction in Federal and State funding
- Impact of Government Initiatives/Decisions
- Local Competition (Proprietary School Concerns, Universities, etc.)
- National Competition (Online)
- Social/economic barriers

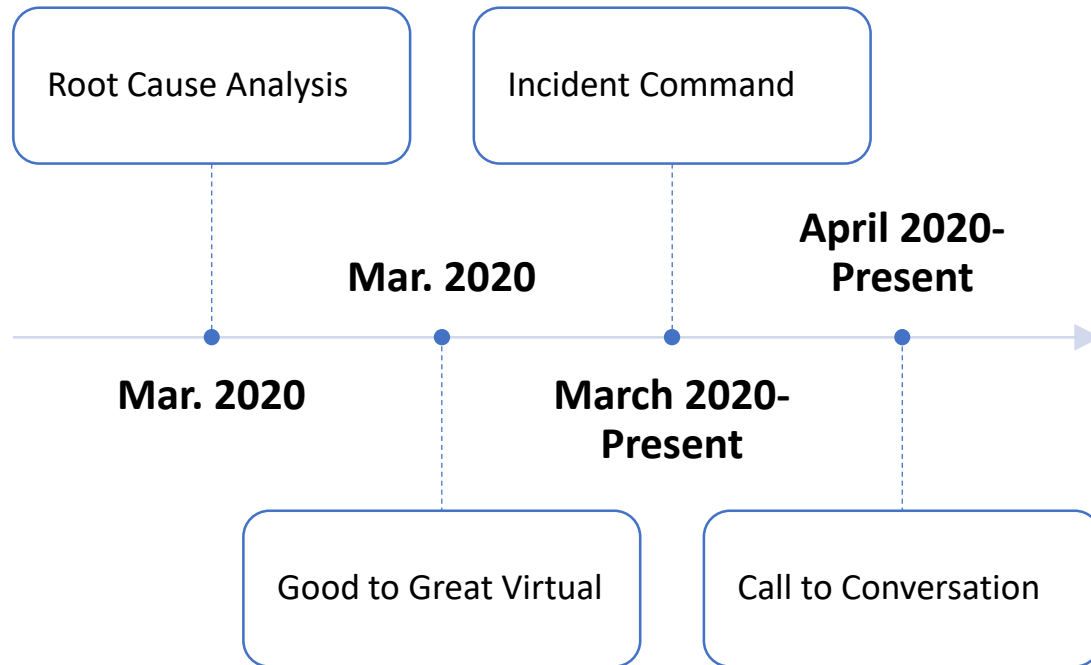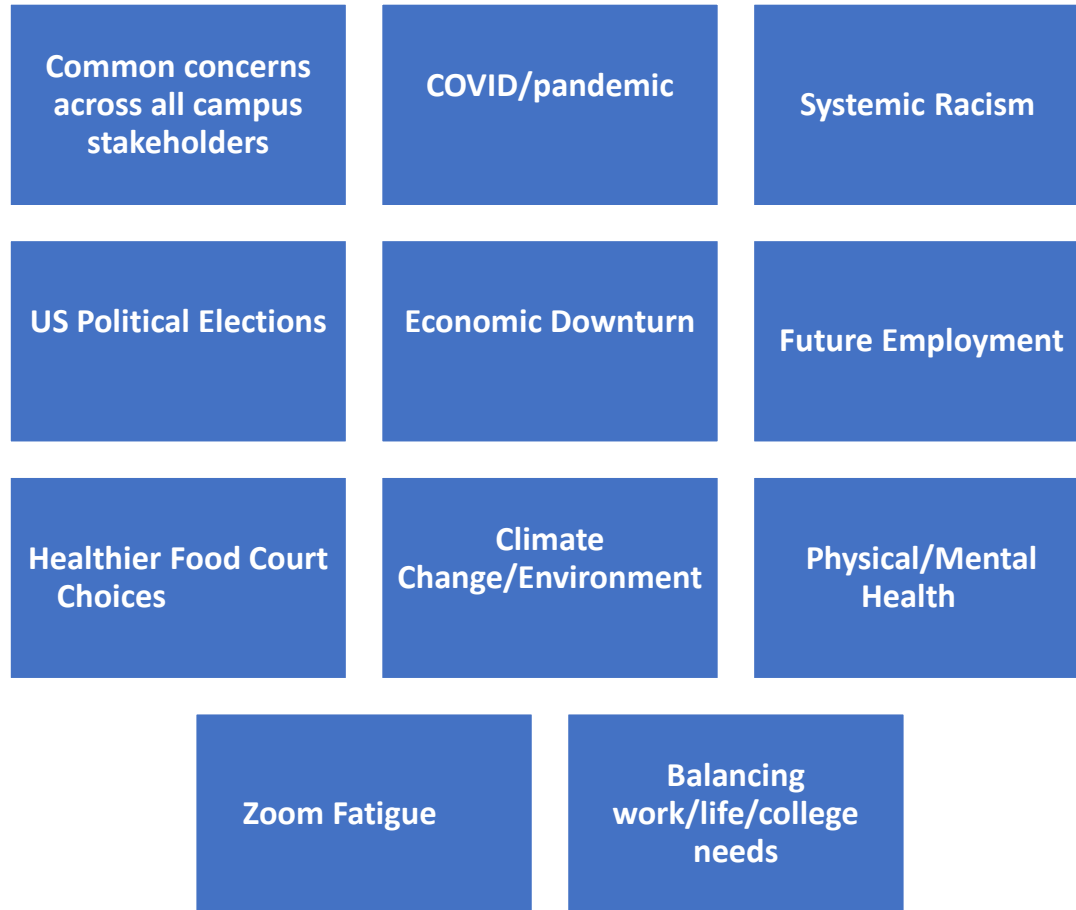Good to Great April 6, 2021

Future Search Recap and Look Forward

Major Findings from Focus Groups

Common concerns across all campus stakeholders	COVID/pandemic	Systemic Racism
US Political Elections	Economic Downturn	Future Employment
Healthier Food Court Choices	Climate Change/Environment	Physical/Mental Health
Zoom Fatigue	Balancing work/life/college needs	

- All 210 attendees at Fall 2020 Convocation Division Meetings were asked focus group questions in their August meetings

- All 139 staff members were online focus group participants in August 2020 after the Fall 2020 Convocation

- Faculty Senate requested that all faculty who were interested in participating in an online focus group have that opportunity. Forty-six (46) faculty responded to participate in the online focus group during October 2020.

- Three thousand (3,000) SPC HOME students were sent invitations to focus group online in September and October 2020. Twenty (20) students responded.

Common Themes across <u>All</u> Participant Groups for 2021-2023 (n= 409)

- **Expect Tax Increases**
- **Less Tax-Based Funding Available**
- **Create a Diversity/ Equity Mindset on Campus**
- **Respect those on Campus Who Do Not Share Dominant Political Views**

- **Be consistent with COVID-19 information being sent across campus and district**
- **General levels of uncertainty exist in politics, pandemic, and what "normal" will look like**

- **Put Students First**
- **Maintain Quality Standards**
- **More Full-Time Faculty Needed**
- **Promote Why College Matters to Students**
- **Consider Permanent Remote Schedules for Some Positions**

- **Create 24/7 access to laboratories so students can do their work**
- **Tuition hikes that could derail their attending college**
- **Sustained online work and social distancing creating social isolation for students**
- **Concern over rise of surrounding gentrified neighborhoods that will change the local landscape and population**

Where Focus Groups Differed

Administration/Staff Concerns

- Baldridge/TAPE Awards
- Campus History/Longevity

- HBCU Distinction
- Remote Workplace
- Public Health
- Fact vs. Fiction in News

Faculty Concerns

- Public's Disdain for College Attendance
- Tax Increases
- Faculty Labor Rights
- Feeling Micromanaged
- Students Need More Help

Student Focus Group Concerns

- College Re-opening
- Military Deployment
- Personal Finances
- Home/Work/Life Balance
- Tuition Costs
- Classes Do Not Seem Challenging

Classes Do Not Seem Challenging

- This point also emerged in the larger CCSSE survey
- Divisions and departments need to discuss how to challenge students in their classes

What Students Wanted

Workforce students wanted

- Skills to help them quickly enter the workforce
- Skills to help them move ahead in their military positions
- Skills to help them move ahead in their careers
- Workspaces open 24/7 to fit their work/school/life schedules

Academic students wanted

- More foreign language courses (French and Italian mentioned)
- More English literature courses
- More arts-based courses
- Science labs open 24/7 to fit students' work/life schedules

Where the City of San Antonio Sees Its 10-Year Future
(Visit San Antonio, 2021)

|	
Advanced Manufacturing	Aerospace/Aviation
Financial Services	Information Technology/Cybersecurity
New (Green) Energy	"Niche" programs in the arts and communications/cultural areas

Next Steps in the Future Search

Divisions and Departments

Determine major trends occurring in Divisions/Departments and how the trends align with regional trends

Develop horizon lines for a trend horizon portfolio to construct a 3-, 5-, and 10-year model to roll out sustainable changes to meet regional & disciplinary needs
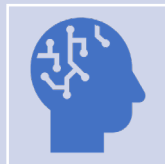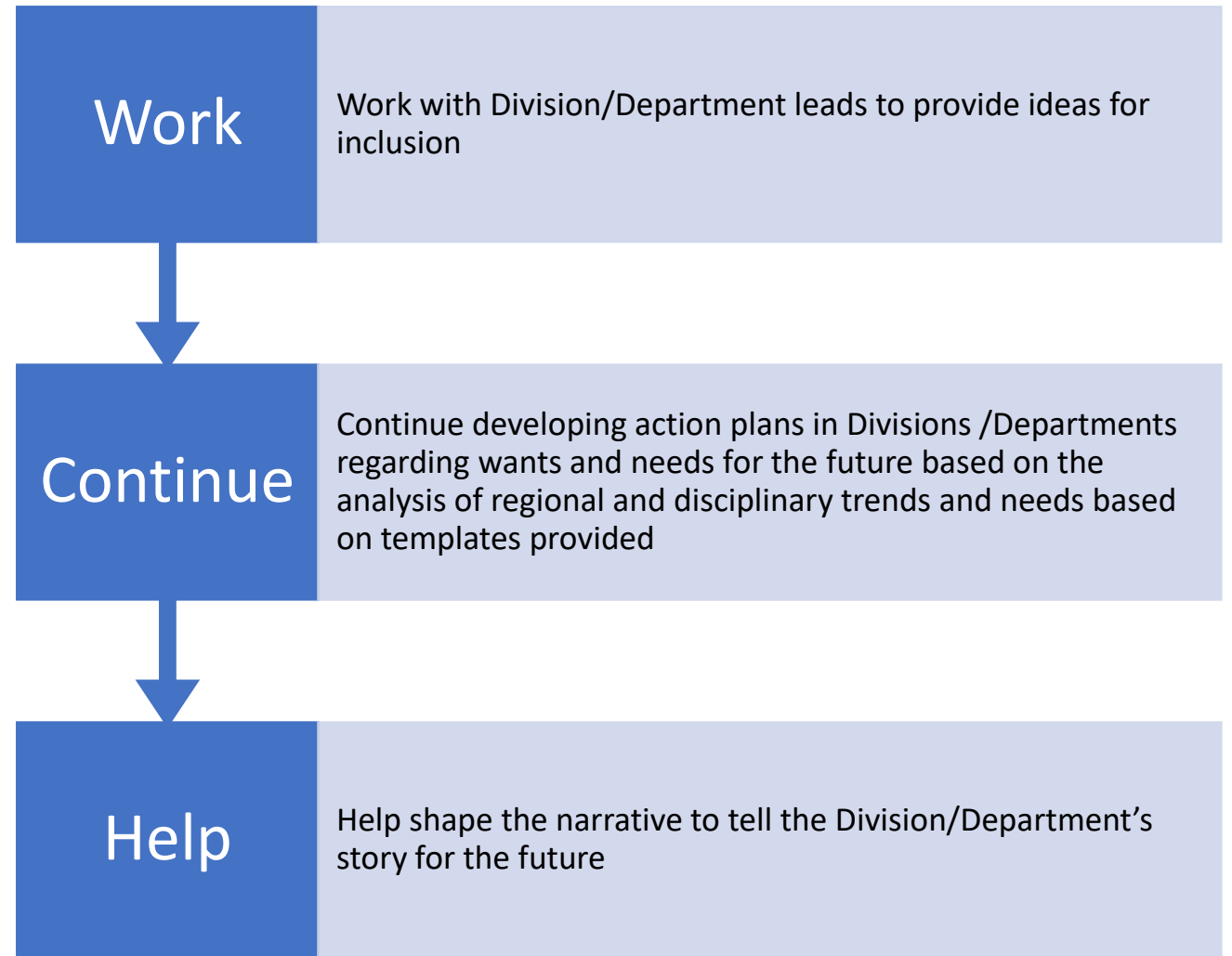
Create a narrative to tell the Division/Department's story for the future

Next Steps in the Future Search

Across the College

Work	Work with Division/Department leads to provide ideas for inclusion
Continue	Continue developing action plans in Divisions /Departments regarding wants and needs for the future based on the analysis of regional and disciplinary trends and needs based on templates provided
Help	Help shape the narrative to tell the Division/Department's story for the future

Two Days BEFORE Each Division Session...

PowerPoint Instructions and Templates for the session will be provided to the Division leads

Timeline

➢ Apr 2nd – 4th: Easter Break

➢ Apr 6th: Abbrev CLT/Good to Great Follow-up Retreat (1:00-4:00PM)

➢ Apr 9th: Future Search II Initiation Session (8:30-10:30AM)

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➢ May 14th: Final Presentations (1:00-3:30PM)

➢ June (TBD):   Budget Retreat

DEPARTMENT OF EDUCATION FUNDS - REVIEW

Dr. Tomeka Wilson

SPC DOE Stimulus Funds

St. Philip's College Department of Education 2021 Funding			
	Student Funds	**Institutional Funds**	**Total Funds**
CRRSAA	$1,713,753	$6,888,489	$8,602,242.00
CRRSAA MSI\HBCU		$30,775,883.00	$30,775,883.00
American Rescue Plan (ARP)	$7,607,500	$7,607,500	$15,215,000.00
Total	**$9,321,253**	**$45,271,872**	**$54,593,125.00**

* CRRSAA (Coronavirus Response and Relief Supplemental Appropriations)

Designated Funding Categories

Student Aid	Technology Support for Student and Employee Access
-Providing emergency financial aid grants to students or tuition reimbursements -Providing tuition discounts a. Emergency Aid b. Student Tuition and Fees c. Student Aid Support	a. Telecomm Stipends b. Hot Spots c. Wi-Fi Access d. Software e. Softphones f. Laptops/webcams g. Cameras h. Hardware
Return to Campus	**Equipment and Technology for Instructional and Student Support**
a. Personnel - Salary and Fringe i. Health and Safety Officers ii. Student Success/ Enrollment/ Advocacy/ Proctoring Support iii. Academic Support/ Tutors/ Librsary Staffing iv. IT Support b. Signage/Social Distancing/CDC Hand Hygiene c. PPE/Disinfecting Supplies d. Screening Stations/ Kiosks e. Loss of Revenue f. Stipends	- Cost related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations. - Purchasing additional instructional equipment/supplies (such as laboratory equipment/computers) to reduce the number of students sharing equipment/supplies during a single class period and to provide time for disinfection between uses a. Instructional Supplies/Lab Kits b. Classroom modifications/Furniture and technology c. Equipment d. OER

Mission, Vision and Values

Reaffirm Mission and Vision

Vision

SPC will be the best in the nation in Student Success and Performance Excellence

Mission

Empower our diverse student population through education achievement and career readiness.

Values

Students First
Respect for All
Collaboration
Community Engaged
Can Do Spirit
Data Informed

Mission

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to **empower our diverse student population through educational achievement and career readiness.** As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering**:**

- General courses in arts and sciences leading to an associate degree.
- Transfer education for students desiring to attend senior institutions.
- Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- Workforce and Career development training programs for business, industry and government.
- Continuing education programs for occupational and educational enrichment or certification.
- Counseling and guidance designed to assist students in achieving their educational and professional goals.
- Educational support services including library services, tutoring, open use computer labs and writing center.
- Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- Quality social, cultural, and intellectual enrichment experiences for the community.
- Opportunities for participation in community service and economic development projects.

Mission, Vision, Values

- **Mission**: Empower our diverse student population through educational achievement and career readiness.

- **Vision**: St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

- **Values**: Students First, Respect for All, Collaboration, Community Engaged, Can Do Spirit, Data Informed

ALAMO COLLEGES DISTRICT
St. Philip's College

GOVERNOR'S AWARD

Malcolm Baldrige
National Quality Award
2018 Award Recipient

Revisiting Institutional Value Priorities

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.

Question: Should we maintain the current order of institutional priorities?

- Students First
- Respect for All
- Community Engaged
- Collaboration
- Can-Do Spirit
- Data-Informed