St. Philip's College

REPORT OF THE BOARD OF EXAMINERS

EXECUTIVE SUMMARY

This report summarizes strengths and opportunities for improvement for St. Philip's College as a result of assessment against the 2013-2014 Texas Award for Performance Excellence criteria. St. Philip's College scored in process band four and results band two in the Site Visit review of written applications. An organization scoring in process band four typically demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs. Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.

a. **The most important strengths or outstanding practices (of potential value to other organizations) are:**

Leadership and Communication—Senior Leaders create an organization of open communication and high performance. Through a variety of meetings, including weekly Cabinet Meetings and Staff Meetings, monthly College Leadership Council Meetings, Division Meetings, Faculty Meetings, and quarterly Call to Conversation Meetings, Senior Leaders cascade information throughout the college to all employees and provide opportunities for input. In addition, they provide multiple vehicles for employees' recognition and reward and for organizational learning. The mission, vision, and values of SPC have been fully deployed throughout the college, with all staff embracing "Student first!" By these means, Senior Leaders may ensure an informed, knowledgeable workforce and evidence the institution's values of trust and respect.

Good to Great Strategic Planning Process—SPC's annual Good to Great Retreat (GTG) focuses supervisors, resource allocators, representatives from Student Government, the Faculty Senate, and Staff Council, as well as community and industry stakeholders, on the development of the strategic plan (Figure 2.1). Participants consider Board of Trustees' input and review the scorecard, Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis (Figure 2.2), the Context Map (Figure 2.2), strategic plan assessment for gaps and opportunities, and the strategic plan update. Organizational Unit and Assessment Plans (OUAP) operationalize the strategic action plans to address strategic objectives set during strategic planning. OUAPs are developed by staff throughout the college and are presented to Senior Leaders in an open forum for the college community. Using this well-deployed approach may help SPC more successfully address its strategic challenges in educational programs and services, operations, societal responsibilities, and the workforce.

Employee Hiring and Orientation Process—SPC's systematic hiring and orientation process begins with recruitment and hiring conducted by the District Human Resources Department. A cross-functional screening committee that has been trained on legal requirements meets and reviews candidates, selecting the most promising applicants for interviews. Once employees are hired, they participate in New Employee Orientation and then are reviewed within the first 90 days of employment. The college President conducts two meetings each year to convey the college's history and to have open dialog regarding strengths and weaknesses. This input is then shared with the Cabinet, providing opportunities for

improvement and learning. This process may strengthen SPC's ability to address its mission of providing a strong education more effectively.

Innovation—SPC has an informal process to capture and manage innovation. One of these innovative programs is the summer Microsociety, aimed at increasing student enrollment from the neighborhood surrounding the college and is the only such program on the campus of a community college.   Another is its Tax Clinic where SPC students complete tax returns for members of the local community, earning recognition for innovation and quality performance from the Internal Revenue Service. The soon-to-be-completed Veterans Outreach Center, which has been a joint project with the City of San Antonio, will provide a place for veterans to gather. As a result of its innovative spirit, United States President Barack Obama has selected SPC as a partner in the first five Promise Zones in the nation to address job creation and training for San Antonio's East Side. Through a continued focus on innovations, SPC may more proactively leverage its core competencies of quality learning, support for learners, community engagement, and business and industry responsiveness.

b. The most significant concerns, weaknesses, or vulnerabilities are:

Lack of Formal Processes—SPC lacks formal, systematic processes in a number of key areas. For example, a formal process does not exist for data analysis and use at SPC. Staff members have no replicable means to validate, analyze, evaluate, and use data for informing decisions and actions. SPC does not have a formal process to address intelligent risk assessment. While there are numerous examples of innovations at the college, staff members do not use a systematic process to assess risks associated with new ideas. Other missing processes include no formal process for addressing key areas of the community for staff and campus involvement, for examining appraisal results across employee groups to determine specific capability needs, or for program design for work processes, to name a few examples. With the development and deployment of key, systematic processes, SPC may more quickly address its strategic challenges and move closer to achievement of its vision of becoming the best in the nation for student success and performance excellence.

Lack of Alignment in Strategic Plan Deployment—The Good to Great (GTG) strategic plan process does not provide alignment between the strategic plan and the development of the Organizational and Unit Assessment Plans (OUAPs). The OUAPs are developed before the creation of the strategic objectives or the strategic plan. Once the strategic plan is finalized and deployed, staff then have to select a strategic objective that is closest to the OUAP that has been developed, rather than have the OUAP emerge from the strategic objective. Consistent alignment between the OUAPs and the strategic plan and objectives may increase the organization's agility in addressing those objectives, thus maximizing its effectiveness and efficiency.

Inconsistent Deployment of Key Performance Measures—SPC does not systematically deploy key performance measures throughout the organization. As OUAPs are developed, some staff include performance measures; however, some plans do not have associated measures, while others contain measures that cannot be quantified. The identification of appropriate measures for all key action plans may help the SPC assess its effectiveness in achieving these plans.

Lack of Learning and Integration—SPC does not have systematic learning and integration across the organization, lacking a fully deployed, systematic methodology for process improvement. For example, in the strategic planning process, while action plans are

developed as a result of strategic objectives, there is no formal process for improvement and learning. When addressing accreditation and compliance requirements, the college does not have a formal review process for improvement and learning with a step to deploy new learning that has occurred because of the review. There is no means for gathering actionable information/feedback from former students, potential students, non-students, suppliers, or partners, nor a systematic approach to using data for improvement and learning. Through development of a systematic approach for learning that is fully deployed and used throughout the organization, SPC may reduce waste and variability, improve student learning, and achieve sustainability.

c. **Considering the applicant's key factors, the most significant strengths (data, comparisons, linkages) found in Category 7 are:**

Positive Trends in Learning Outcomes and Student-Focused Outcome Results—SPC has several positive trends for learning outcomes and student-focused outcome results. Student learning shows a 23 percent increase in "skillful" critical thinking from 2010 to 2012 (Figure 7.1a), an increase in three of six areas for language and math skills over the last three years (Figure 7.1b), a reduction in the percentage of high risk courses (Figure 7.1d), an increase in course completion (Figure 7.1e), including course completion by First Time In College (FTIC) status (Figure 7.1g) and by gender (Figure 7.1h). In addition, SPC has a 3% increase in the fall FTIC transfers to senior institutions (Figure 7.1f). New Student Orientation Satisfaction (Figure 7.2b) reports 100% satisfaction rate, and Student Satisfaction on Key Campus Services (Figure 7.2a) shows segmented areas scoring between 5 and 6. These positive outcome trends may enhance SPC's ability to capitalize on its core competencies of quality instruction and support for learners.

Positive Comparative Data for Student Learning and Leadership Results—SPC uses some comparison data from peers and from national benchmarking organizations in the analysis of its performance. For example, the measures relating to the Percent of High Risk Courses (Figure 7.1d) show a trend reduction greater than 2 peers and Alamo College, while Successful Course Completion (Figures 7.1e, 7.1h, and 7.1i) has SPC outperforming two of three peers. Workforce development and training availability (Figure 7.3e) show SPC's 2012 level outperforming one peer and the national norm base. Workforce Climate Satisfaction by Personnel Status (Figure 7.3j) shows two of four employee segment levels reaching or exceeding the national norm base for 2012. Workforce Graduates' Employment (Figure 7.4e) results show 2011 performance level exceeding two peers and reaching both the state average and the Very Large Community College (VLCC) average. Engagement with Student Social Growth (Figure 7.4m), which measures contact among students from different backgrounds, shows the college outperforming all 5 comparison groups and posting a positive trend of about 2% growth. Licensure Passage Rates (Figure 7.4f) met the Best-in-State 100% rate in two of the five programs, with four of the five programs posting pass rates above 90%. These comparison results may increase SPC's understanding of its strengths and enhance its ability to address its key customer requirements.
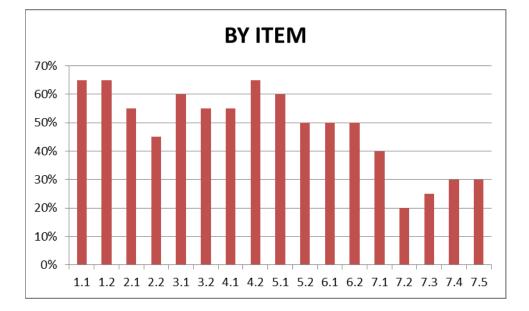
d. **Considering the applicant's key factors, the most significant vulnerabilities and/or gaps (data, comparisons, linkages) found in Category 7 are**

Missing Results—SPC has missing data for supply chain management, student/stakeholder engagement, including relationship building, customer dissatisfaction, workforce skills, retention, absenteeism, productivity, recognition, risk assessment, organizational learning, or key market share. Without data collected and analyzed for key areas, SPC may find it more

---

difficult to assess its progress and may impede its ability to reach the vision of being the best in the nation in student success and performance excellence.
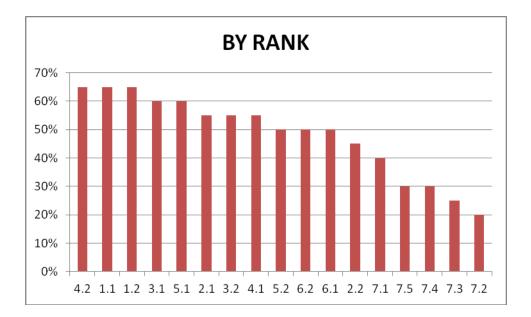
Some Declining Levels, Trends, and Comparisons—Results for workforce include several declining or erratic levels, trends, and comparisons. These include Employee Perception of the Workplace Climate (Figure 7.3h) for overall satisfaction and for open communication (Figure 7.3g) show declining levels and unfavorable comparisons with all three peers and Alamo College reporting higher results. Crime Statistics (Figure 7.3i), Satisfaction for Professional Development (Figure 7.3l), and Licensure Passing Rates (Figure 7.4f) show fluctuating trends. Crime Statistics (Figure 7.3i) has two of three peers posting lower numbers of crimes. Focusing on these areas may allow SPC to address its mission of providing the community with quality education more effectively.

Lack of World-Class Benchmark Data—While SPC's vision is to become the best in the nation for student success and performance excellence, the college does not use national best-in-class data for any comparisons. Employing world-class comparisons may allow SPC to move toward accomplishing its vision more quickly.
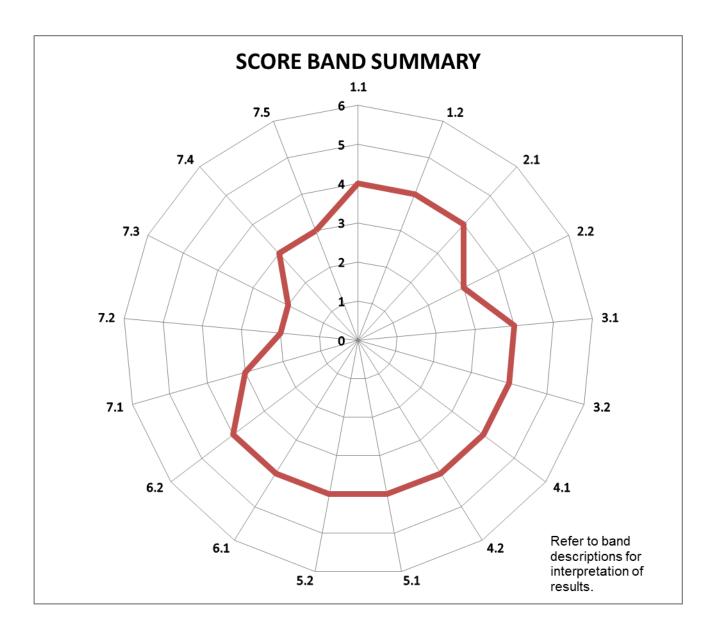
Graphs: By Item, By Rank, and Score Band Summary

This graph contains scores listed by item number. These scores reflect an organization that demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs. Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.

BY RANK

This graph lists scores by rank. These scores indicate that Item 4.2--Knowledge Management, Information, and Information Techology, 1.1—Senior Leadership, and 1.2—Governance and Societal Responsibilities were the strongest areas of the organization at 65%. Items 3.1, 5.1, 2.1, 3.2, 4.1, 5.2, 6.2, and 6.1 all performed in the 50% to 60% range. Three results items, 7.1, 7.5, and 7.4 scored in the 30%-40% range. Two items, 7.3—Workforce-Focused Results and 7.2—Customer-Focused Results, had scores in the 20% to 25% range.

SCORE BAND SUMMARY

Refer to band descriptions for interpretation of results.

This radar chart of score band summary indicates that items 1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, and 6.2 score in the fourth band, and all are process items, indicating that these areas demonstrate effective, systematic approaches to the overall requirements of the items, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement and approaches of being aligned with organizational needs. Items scoring in the third band include 2.2, 7.1, 7.4, and 7.5. Areas of most need are 7.2 and 7.3, which are in the second band. Both are results items, which indicates that the organization obtains results, with some improvements and good results; however, several areas of the organization lack results.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1   Leadership
1.1   Senior Leadership

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Senior Leaders communicate with the workforce, students, and stakeholders using a variety of approaches (Communication of Organizational Performance, Figure 1.2), including the St. Philip's College website, All College and Division meetings, President's Call to Conversation, and others. The College uses a variety of ways to recognize and reward employees, including the National Institute for Staff and Organizational Development (NISOD) award, educational benefits, and internal awards. Senior Leaders promote growth opportunities for employees, creating an environment of organizational and personal learning by participating in organizational learning and attending national, regional, and local conferences and seminars. These processes may support a quality working environment, directly impacting the customer learning experience.

Seniors Leaders have a systematic approach to deploy SPC's vision, values, and mission to the workforce and key customers. The SPC vision and values are deployed to the workforce through division-level meetings, posted in common areas, and associated with Operational Unit and Assessment Planning (OUAP). SPC's vision and values are communicated to students through new student orientation and reinforced through the Student Handbook. This systematic approach may help Senior Leaders enhance its organizational values.

Senior Leaders demonstrate a commitment to promote proper legal and ethical behavior. For example, performance expectations are established for all employees, including Senior Leadership, as part of their annual appraisal process; policies for employee and student behavior are published and readily available in employee and student handbooks, and ethics training is an annual requirement. Ethical breaches are immediately addressed by Senior Leaders, who are subjected to the same standards as the workforce. Senior Leaders' commitment to legal and ethical behavior may leverage SPC's key values, building a culture of trust and respect.

OPPORTUNITIES FOR IMPROVEMENT

The mission, vision, and values (MVV) are inconsistently deployed to some customer and stakeholder groups. Lack of a formal process to communicate MVV to all stakeholders and customers may inhibit the SPC's ability to reach the vision of being the best in the nation in student success and performance excellence.

SPC does not have a systematic process to align action to strategic objectives, improve its performance, enabling innovation and intelligent risk-taking throughout the organization. OUAPs are inconsistently deployed throughout the organization. A process to align department planning with strategic planning may enhance the organization's values.

No formal approach exists to ensure that workforce culture fosters customer engagement. Through a systematic approach to address workforce culture as it relates to customer engagement, SPC may increase its market share and improve its community standing.

1.2   Governance and Social Responsibilities

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has multiple proactive approaches to address societal responsibilities. For example, as one of the highest energy consumers in the immediate area, SPC implemented numerous activities to reduce excessive energy usage, such as solar panels and windmill installation at the Southwest Campus (SWC). The college also implemented a formal recycling program. SPC is designated a "military friendly" organization and is developing an off-site Veterans Outreach Center. In addition, SPC Senior Leaders and workforce contribute to the United Way campaign and employees are encouraged to volunteer within the community. Through a continuing relationship with its key communities, SPC may leverage its core competency and value of community engagement.

Transparency in operations occurs through Senior Leaders' two-way communication to the workforce. A variety of formats are used, including weekly and monthly meetings, Call to Conversations, social media, email, newsletters, and All College Meetings (Communication of Organizational Performance, Figure 1.2). Transparency in operations may enhance SPC's leadership and governance system.

SPC deploys tools to help achieve fiscal accountability. The college's financial management system's internal controls include checks and balances, second approval for amounts above specific dollar limits, no deficit spending, and the use of the Resource Allocation Request form to justify all major funding requests. Through these tools, SPC may continue to address its strategic challenge: loss of local, state, and national funding.

SPC has a systematic approach to evaluate the performance of Senior Leaders. The Executive Performance Protocol (EPP) includes accountability to key performance indicators and alignment with the district strategic objectives and goals. This systematic approach may enhance Senior Leadership development, resulting in improvement of the leadership system's effectiveness.

OPPORTUNITIES FOR IMPROVEMENT

There is not a formal, systematic process for meeting and exceeding accreditation and compliance requirements. No means exist for reviewing and managing accreditations, standards, and Key Performance Indicators (KPIs). Development of a systematic process may reduce the risk of losing program compliance and accreditation.

There is no systematic process to prioritize organizational involvement in key communities. Without a consistent formal process, SPC may not fully leverage the core competencies of business and industry responsiveness and community engagement.

Category 2   Strategic Planning
2.1   Strategy Development

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has a Strategic Planning Process (Figure 2.1), which begins with the Good to Great (GTG) Retreat and continues annually. Participants consider Board of Trustees' input and review Scorecard data, Strength, Weakness, Opportunity, Threats (SWOT) analysis (Figure 2.2, Context Map update (Figure 2.2), strategic plan assessments for gaps/opportunities, and the strategic plan update. Participants include all supervisors, resource allocators, and representatives from student government, faculty senate, staff council, and community/business. The Strategic Plan is communicated to all staff each fall. This systematic strategic planning process may enhance SPC's ability to meet its vision and mission.

SPC minimizes potential blind spots in the strategic planning process by including the points of view of consultants, examiners, and some stakeholders in the strategic planning process. Listening to the voices of many may increase SPC's ability to develop its strategic objectives to address its mission.

SPC creates strategic objectives to address strategic challenges and advantages (Strategic Challenges and Advantages, Figure 2.3). Weekly cabinet meetings include data review to assess progress toward accomplishment of strategic objectives. Through these objectives, Senior Leaders may improve decision making, reflecting a commitment to the implementation of the strategic plan.

OPPORTUNITIES FOR IMPROVEMENT

While SPC has a Strategic Planning Process (Figure 2.1), there is not a consistent alignment from the strategic plan to the development of OUAPs. The OUAPs are developed prior to the creation of the strategic objectives in the GTG strategic planning process. Consistent alignment may strengthen the connection between operational and strategic planning.

SPC does not consistently deploy a systematic process to evaluate risks when considering strategic opportunities. Without considering relevant risks when implementing innovation, SPC may encounter unintended consequences, hindering its ability to achieve the vision of becoming the best in the nation.

While SPC invites some stakeholders to participate in the GTG, the college does not have a systematic process to gather the voice of its three key stakeholder groups for the development of objectives or action plans. If all relevant key stakeholder needs are not consistently considered in development of the strategic objectives, SPC may encounter unknown barriers, potentially impeding full deployment.

2.2   Strategy Implementation

Your score in this Criteria Item for the Site Visit Stage is in the 30-45 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has a formal process to develop action plans as part of the annual Planning, Budgeting, and Assessment Cycle (PBA, Figure 4.2). Development of action plans may help focus decisions on the purpose or mission of SPC and strengthen its effectiveness.

SPC has an approach to identify performance measures in order to track the achievement of its Operational Unit Assessment Planning (OUAP). WeaveOnline, a strategic management tool, tracks the effectiveness and achievement of the OUAP. The linkage of performance measures to plans may facilitate the accomplishment of SPC's strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

While SPC has a process to assign performance measures to the OUAP, key performance measures are not consistently deployed, resulting in some plans without associated measures and some measures that cannot be quantified. The identification of appropriate measures for all key action plans may help the SPC assess its effectiveness in achieving these plans.

SPC does not consistently compare its projected performance with that of competitors. Additionally, the college does not consistently use local, state and national benchmark data to understand gaps in performance. By consistently comparing its performance to competitors' performance and other key benchmarks, SPC may more quickly recognize key performance gaps or strategic opportunities for improvements and reach its vision of being the best in the nation more quickly.

While SPC invites some partners and collaborators to the GTG and advisory committees, the college does not share action plans with all key suppliers, partners, and collaborators. Full action plan deployment may enhance SPC's ability to leverage its core competencies of business/industry responsiveness and community engagement.

SPC does not have a process to ensure that financial and other resources are available to support the achievement of its action plans. The Resource Allocation Form (RAF) has no formal process to link resource requests to action plans. In addition, the action plans do not require information

on resources needed for plan execution. A formal connection of resource availability to resource needs/action plans may increase SPC's ability to prioritize limited resources.

Category 3   Customer Focus
3.1   Voice of the Customer

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) employs various methods of formal and informal communication to listen to, interact with, and observe customer groups (Figures 3.1 and 3.2). Types of listening include the Good to Great (GTG) process, college committee/councils, graduation surveys, student orientation feedback, end of course surveys, Noel Levitz (NL) satisfaction surveys and Community College Surveys of Student Engagement (CCSSE). Business and industry stakeholders are engaged through participation on advisory committees and open dialogues. Students may access web advising, social networks, college website, Facebook, Twitter, Instagram, YouTube, and Foursquare. These approaches to listen to students and customers may increase the long-term market share of SPC.

SPC assesses student and customer satisfaction and dissatisfaction through the NL and CCSSE surveys. Leadership captures measurements that provide actionable information that is integrated into its decision making to improve programs/service offerings. For example, the college listened to feedback from the student government representatives about the cost of textbooks, resulting in a collaborative effort with the supplier/partner to implement a textbook loan program. SPC also used the information gained from the NL and CCSSE surveys to add an additional student orientation. Through these means, SPC may strengthen its understanding of customer needs and gain future enrollment.

SPC listens to potential students and other customers through the Office for Student Recruitment and International Services, campus tours, corporate recruitment visits, including partnerships with Food Bank employees, school districts, the WNBA team, and College Connection program. Potential stakeholders and competitors are invited to participate in various activities, including career fairs and the President's Gala dinners. Using these listening methods may leverage SPC's core competencies.

OPPORTUNITIES FOR IMPROVEMENT

SPC gathers student and customer survey and feedback information, but the college does not systematically obtain information relative to its competitors' customer satisfaction. Use of competitor satisfaction information may enable better decision-making regarding customer needs.

SPC does not deploy a systematic process for the use of gathered actionable information/feedback from former and potential students. Without former/potential student actionable data, SPC may limit its capability to understand student needs.

SPC does not have a process to monitor and report social media data. The lack of a process to collect, analyze, and report social media data may limit SPC's ability to gather credible and actionable information on key issues, thereby limiting the college's ability to understand and address customer requirements.

3.2   Customer Engagement

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College has a systematic approach to address student and stakeholder requirements for programs and services. SPC identifies new programs and services through a formal and informal process. Current programs are reviewed yearly using the Operational Unit Assessment Planning (OUAP) process. Identification of future programs and segments occurs in the Good to Great strategic planning process and in interactions with major business/industry representatives. Examples of partnerships include Foundations of Excellence, Veterans Outreach and Transition Center, USA Funds, and high school academies. This level of customer engagement may increase the visibility of SPC's mission of stimulating leadership and personal growth.

SPC provides multiple sources for students to seek information and to provide feedback on educational programs and services. These sources include college recruiters, workforce development staff, enrollment management staff, the website, academic and counseling support, disabilities coordinator, interpreting services, technology loan program, free test preparation support, on-line tutoring, and career and transfer centers, among many other examples. Results are deployed through meetings, activities and cross training sessions. Through this approach, SPC may address its strategic challenges more quickly.

Through a variety of tools and methods, SPC has a systematic approach to build and manage relationships with students and stakeholders to increase market share. Examples include college website, online admission, registration, student support services, printed materials, e-Catalog, ACES (Intranet), recruiters, Facebook, Twitter, Instagram, YouTube and Foursquare, which allow for two-way communication. Several of these methods are deployed to current and potential students and to the community. These approaches may leverage levels of engagement and retention.

OPPORTUNITIES FOR IMPROVEMENT

SPC does not have a formal process to assess competitors' students and customers or potential students and customers to address customer key requirements. A targeted focus may enhance SPC's competitive advantages, thus increasing market share.

SPC does not have a fully deployed, systematic student complaint resolution process. Addressing this need may result in the college receiving critical information, which may enhance its values of students first and respect for all.

SPC does not have a formal, systematic process for non-students and other customers to provide feedback. With a formal process, SPC may strengthen its core competencies, specifically support for learners, business/industry responsiveness, and community engagement.

Category 4   Measurement, Analysis, and Knowledge Management
4.1   Measurement, Analysis and Improvement of Organizational Performance

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Senior Leaders select, collect, and align key indicators to track overall organizational performance linked to the strategic plan through the use of the Organizational Performance System (Figure 4.1). Decisions regarding key data and information are made by Senior Leaders and Good to Great (GTG) participants who examine data needs and issues related to organization performance. This system may support St. Philip's College's (SPC) achievement of its strategic objectives.

SPC utilizes the Community College Survey of Student Engagement (CCSSE) and Noel Levitz (NL) surveys to assess student engagement and satisfaction. These surveys provide national benchmarks of effective educational practice from the student perspective. Results are included in the College Scorecard and deployed to employees through All College Meetings, the College Leadership Council, division meetings, and the GTG planning sessions. The selection of appropriate voice-of-the-customer data may enable SPC to build a more student-focused culture to support operational and strategic decision making and innovation.

SPC has systems in place to ensure its performance measurement system can respond to rapid or unexpected organizational or external changes. The Planning, Budgeting, and Assessment Cycle (PBA) is integrated with the performance measurement system and provides regular opportunity throughout the academic year to make adjustments. Senior Leaders also meet weekly to address issues in need of attention. For example, when the graduation rate appeared it would fall short of its target, Senior Leaders devised a plan to temporarily assign personnel to reach out to each student who was eligible to graduate, resulting in the attainment of the goal for that semester. This ability to quickly respond to unexpected situations may allow SPC to improve organizational sustainability.

SPC reviews organizational performance through the College Scorecard, which includes leading and lagging indicators, and is updated and reviewed quarterly. In addition, Senior Leaders review performance as a part of the PBA cycle and Executive Performance Protocols. Scorecard results are shared and communicated to the workforce through a variety of channels, including Call to

Conversations meetings. This systematic review and sharing of organizational performance may enable SPC to maintain its focus on achieving its strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

SPC does not have a systematic process to ensure the validity of its data, or the associated analysis findings and conclusions. Having a process to protect the integrity of the data and the review process may increase the effectiveness of the approaches selected for improvement implementation.

SPC does not have a systematic approach to utilizing data, such as voice-of-the-customer or non-student complaint data to support organizational innovation to address continuous improvement. By implementing a standard methodology in which data are analyzed to identify opportunities for organizational innovation, SPC may enhance its effectiveness in addressing its strategic objectives.

4.2   Knowledge Management, Information, and Information Technology

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College's (SPC) Knowledge Management System (Figure 4.3) collects, manages, stores, and releases key data and information. The Knowledge Management Requirements and Process (Figure 4.4) outlines key requirements, methods of deployment, and specific tasks and processes used to address those requirements. Deployment is through a variety of technological applications, including the Banner System for student registration, ACES for student communication, AlamoShare for staff, Office of Planning, Research, and Effectiveness (OPRE) online access to the Strategic Plan, data reports, as well as committees, meetings, and emails. This knowledge repository may enhance SPC's core competencies, specifically support for learners.

SPC uses a variety of technological tools to embed knowledge and resources into organizational learning, including AlamoShare and AlamoLearn. Educational Services (ACES) provides students and staff access to multiple applications with a single sign-in. Staff can input key unit plan objectives through WeaveOnline. These tools are deployed through meetings and workshops, such as Call to Conversations and Operational Unit and Assessment Planning (OUAP) report outs. Cycles of learning have resulted in the development of a lab component for developmental English, creation of the departmental mentor program, and an update of the Master Teacher Certification. This facilitation of organizational learning aligns with SPC's value of collaborating through a culture of learning.

SPC assures that hardware and software systems are reliable and secure through a variety of systematic approaches. The Information and Communication Technology (ICT) Department uses a standard operating build across the organization, tracks purchases, and installs and

maintains software. An update server and an anti-virus server provides extra security. Data security and confidentiality are maintained through a centralized management system and sustained through redundant firewalls, network and application security, and encrypted VPNs and passwords. All users must acknowledge and agree to the terms and conditions in the computer security agreement prior to being granted access. This approach may reinforce SPC's focus on improvement and organizational learning.

SPC maintains a disaster recovery plan that ensures that hardware and software systems and data continue to be available to effectively serve students and other customers. The plan calls for hardware redundancy and fail over mechanisms and daily data backup stored at the disaster recovery backup facility. Emergency protocols are managed and practiced to ensure seamless implementation. This contingency planning may allow SPC to provide its core services to customers after a catastrophic event.

OPPORTUNITIES FOR IMPROVEMENT

SPC uses its Knowledge Management System to collect and store data; however, there is not a fully deployed process to guide how the college uses relevant organizational knowledge to supplement innovation. For example, all potentially impacted departments and/or stakeholders are not be included in the decision-making process to implement innovation. A systematic process that ensures all relevant institutional knowledge is included and used in the innovation process may allow SPC to fully understand the risks associated with the implementation of innovative programs.

SPC does not have a formal process to capture and use knowledge from its suppliers and partners in its decision-making. Creating a mechanism to capture relevant knowledge from its suppliers and vendors may allow SPC to enhance the outcomes of innovation to improve processes, programs, and services.

Category 5   Workforce Focus
5.1   Workforce Environment

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has a systematic hiring and orientation process. District Human Resources Department recruits and hires new employees. Screening committees include a cross-section of employees to reflect and represent diversity in thought and culture. Committee members are trained to ensure legal and fair consideration. In new employee orientation, the President discusses the mission, vision, and values of the organization along with the college's history and culture. New hires have an evaluation within the first 90 days of employment. The President meets with new hires after their six month mark to have an open dialog about organizational strengths and opportunities for improvement.

New employees complete feedback forms, which are shared with the Cabinet. This approach may strengthen SPC's strategic advantages of providing meaningful employment and strong professional development to its workforce and increase its culture of trust.

SPC assesses workforce capacity needs through a variety of approaches. Job descriptions define key functions and certifications; annual performance appraisals outline mandatory training, certification, and licensing requirements. Capacity needs are determined through district measures and mandates, with staffing ratios set by student enrollment and contact hours. Staffing ratio models are balanced against sister campuses to determine consistency in staffing levels. Departments requesting new positions or filling vacant positions use the resource allocation process, which includes justification for the position and is reviewed by the President, with final approval made by the Chancellor. This approach may help SPC increase capability and improve capacity, which may maximize the college's efficiencies and address the strategic challenge of significant loss of personnel**.**

SPC addresses and improves workforce health, safety, and security through a variety of approaches. Examples include the district-managed Employee Assistance Program, health/dental insurance, FMLA/leave benefits, sick time pool, sick time leave, fitness center, and some memberships and discounts. The Wellness Committee develops programs and holds special events such as the Fitness Fair. Information about wellness is deployed through employee orientation, events, emails, and fliers, to name a few. The Alamo College Police Department regularly patrols the campuses and provides training on emergency preparedness. Police also send out campus alerts when a criminal incident occurs on campus or in the local area. Emergency telephones, bright lighting in parking lots, building access codes, and surveillance cameras are used. Security issues are provided in activity reports to the Senior Leaders. Employees are trained in Strategies of Behavioral Intervention (SOBI), and incidents are tracked for trend identification. This approach and deployment may build an effective, supportive, and safe workforce environment.

SPC manages and organizes its workforce through major function areas aligned with key work systems. All employees have specific training requirements. Opportunities for cross training are provided, with every staff member's job expectations linked to at least one core competency. SPC uses the Planning, Budgeting, and Assessment (PBA) process to reinforce student/stakeholder focus. This process may support SPC's purpose of providing quality education and training.

OPPORTUNITIES FOR IMPROVEMENT

SPC has no formal processes to address environmental factors associated with the workplace. Interviews with staff indicated there are district measures and goals, but they are not tracked at the campus level nor has the campus developed goals or measures. Campus-specific performance measures may improve SPC's awareness of possible workplace safety/security issues.

SPC assesses workforce capability through organizational structure and employee appraisals; however, no formal process was found to segment appraisal results by employee type or across all types to determine what specific capability needs exist. A fully developed process of

workforce capability assessment may enhance SPC's ability to identify blind spots in specific segments of its workforce.

SPC does not have a process to recruit, screen, place, and retain volunteers. For example, retired and former employees, alumni, and peer tutors work in a variety of areas, yet there is no formal process to on-board, orient, and evaluate these volunteer groups. Addressing this issue may help SPC improve workforce security and resolve its strategic challenge of significant loss of personnel due to funding decreases.

5.2   Workforce Engagement

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) fosters an organizational culture of open communication, high performance, and an engaged workforce through many approaches. Weekly Cabinet meeting participants discuss core functional issues and then cascade this information to all staff through weekly, monthly, quarterly, and yearly meetings. These meetings provide opportunities for cross-functional sharing, which facilitate effective two-way communication between administration, faculty, and staff. The workforce is encouraged to participate in personal and professional development training opportunities. Employees can volunteer to serve on committees of their choice. This collaborative culture may increase employee engagement and satisfaction, resulting in higher performance work.

Senior Leaders conduct performance management through defined channels of responsibility. The newest approach is a pilot to link employee appraisals in the Interdisciplinary Programs Division to action plan accomplishment. Senior Leaders also deploy performance management through reward and recognition programs to motivate high performance. Examples include Employee of the Month, National Institute for Staff and Organizational Development (NISOD) Award, Piper Award, and Living Our Values Award, with recipients highlighted in a variety of venues. Master Teacher program recipients are recognized at a graduation ceremony.   These approaches may result in achieving the core competency of quality instruction.

SPC establishes expectations for the Learning and Development System at the Good To Great Planning Retreat (GTG). These expectations are deployed through workforce improvement programs including Upward Mobility to encourage employees to seek bachelors, masters, and doctorate degrees, Leadership for Success (ALAS) for supervisors to develop and enhance leadership skills, and 7 Habits training. This systematic approach may support SPC's mission, vision, and values (MVV), core competencies, and knowledge retention, demonstrating a commitment to organizational and personal learning.

OPPORTUNITIES FOR IMPROVEMENT

Senior Leaders have a performance management system in place; however, the college does not have a formal process to reinforce intelligent risk-taking. Formalizing this process may help SPC encourage more innovation and skills' improvement.

SPC does not have a formal method to determine workforce engagement elements nor to assess workforce engagement. SPC does not use segmented data on workforce retention, absenteeism, grievances, safety, and productivity to assess and improve workforce engagement. A systematic method to determine and assess workforce engagement may allow SPC to reach the vision of becoming the best in the nation for student success and performance excellence.

While SPC has a learning and development system in place, no formal process exists to measure effectiveness and efficiency of the system. Through tracking results on the evaluation of its learning and development system, SPC may improve its ability to address organizational needs.

Category 6   Operations Focus
6.1   Work Processes

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has a systematic approach to design educational programs, key services, and work processes with input from the Good to Great Strategic Planning Retreat (GTG) participants. Key stakeholder input is obtained from student surveys, evaluations, committees, focus groups, and program development. For example, in response to financial aid needs of the SPC students, the Flex 1 program was revised to include Flex 2 and Second Start programs. Maintaining stakeholder support and creating innovative programs may result in SPC becoming the best in the nation in student success and performance excellence.

SPC uses the Planning, Budgeting, and Assessment Cycle (PBA, Figure 4.2) process to add new technology, organizational knowledge, and educational programs and services to work processes. The Resource Allocation Form (RAF) and the Operational Unit and Assessment Planning (OUAP) documents are utilized to implement these work processes. Examples include the Early Alert program for identification of students in danger of failing and the Tutoring and Technology Center. Through this improvement focus, SPC may strengthen its agility to address strategic challenges in educational programs, operations, societal responsibilities, and workforce.

SPC has a process to review key measures of its work processes. Senior Leaders review performance measures as needed. Department heads and program level leaders review leading and in-process indicators daily or weekly. This information is shared organization-wide at division meetings and filtered to front-line staff utilizing department meetings. This review process may enable process owners to make fact-based decisions when addressing issues.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks a fully deployed, systematic methodology for process improvement. With formal process improvement extending to all levels of the workforce, SPC may reduce waste and variability and increase efficiencies and student learning, thus achieving sustainability.

SPC has no formal, systematic approach for determining the organization's key support processes such as facilities, human resources, budgeting, or purchasing. A systematic approach to determine key support processes may allow the organization to sustain key work processes that improve efficiencies and reduce costs.

6.2   Operational Effectiveness

Your score in this Criteria Item for the Site Visit Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) has an informal process to manage innovation. For example, the Microsociety concept addresses the lack of student recruitment from the community, and SPC is the only community college in the country with this program. The SPC Tax Clinic was recently recognized for innovation and quality performance by the Internal Revenue Service (IRS) for processing more than $6.7 million in refunds. As a result of SPC's innovative successes, the United States President Barack Obama selected the college as a partner in the first five national Promise Zones to help in job creation and training in San Antonio's East Side. Continued focus on innovation management may support additional innovative opportunities.

SPC has an approach to control operation cost through budgeting and adherence to the Finance Administration's policies and procedures. The process to request financial resources for projects or improvements is deployed throughout the organization. This system has protections and protocols to aid in prevention of mismanagement and errors, which may help SPC address its strategic challenge of loss of state, local, and national funding.

SPC has a process to manage suppliers and vendors. The process includes an annual, online survey measuring key indicators for supplier and vendor performance. In addition, ongoing supplier and vendor evaluations are done by review of work orders and employee feedback. If suppliers and vendors are not performing during the contract period, the dean of the affected area initiates the process for corrective action. Addressing vendor and supplier performance may support SPC's efficiency and effectiveness and safeguard resources.

SPC has implemented various processes to ensure a safe environment. Examples include emergency preparedness training, evacuation drills, and police escorts to employees' cars. Each facility has a Building Action Team (BATS). These initiatives may provide improved safety and emergency preparedness for the operating environment.

OPPORTUNITIES FOR IMPROVEMENT

SPC does not have a formal process for two-way communication between suppliers and vendors. A standardized communication process may assist SPC in outperforming the competition and reinforce its core competency of business and industry responsiveness.

While SPC has an approach to respond to a disaster and/or emergency, there is no formal process for inspections, root-cause analysis of failure, or recovery. Addressing these issues may strengthen SPC's core competencies of business/industry responsiveness and community engagement.

Category 7   Results
7.1   Product and Process Results

Your score in this Criteria Item for the Site Visit Stage is in the 30-45 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Results for learning outcomes show several positive levels and trends. These include a 23% increase in "skillful" critical thinking from 2010 to 2012 (Figure 7.1a), an increase in 3 of 6 tested areas for language and math skills for the last 3 years (Figure 7.1b), a reduction in the number of high risk courses from 5% to 3.4% (Figure 7.1d), an increase in course completion of over 6% from 2010 to 2012 (Figure 7.1e), improvement in successful course completion for 3 of 4 ethnic groups (Figure 7.1f), course completion by First Time In College (FTIC) status (Figure 7.1g) and by gender (Figure 7.1 h), and an increase of 3% in the percentage of FTIC transfers to senior institutions (Figure 7.1l). These positive learning outcome levels and trends may enhance St. Philip's College's (SPC) ability to capitalize on its core competencies of quality instruction and support for learners.

Work process effectiveness results show some positive levels and comparisons. Levels include the number of individuals participating in Emergency Evacuation Training for 2013 (Figure 7.1p) reported as 467 and Book Savings to Students, a new student option (Figure 7.1r), resulted in $190,596 for rental savings. African American Males' Satisfaction with Key Student Services (Figure 7n) outperformed the national average results in 8 of the 12 reported areas for 2012, while Advising Wait Time (Figure 7.1o) moved from 14 minutes in the fall of 2011 to 7 minutes in the spring of 2013. Continuing to collect and analyze these results may allow SPC to address its key customer requirements more effectively.

SPC collects some data from peer and benchmark organizations for student learning outcomes. . For example, the measures relating to the Percent of High Risk Courses (Figure 7.1d) show a trend reduction greater than 2 peers and Alamo College, while Successful Course Completion (Figures 7.1e, 7.1h, and 7.1i) has SPC outperforming two of three peers. Using comparative data to determine performance relative to others may help SPC achieve its vision of being the best in the nation.

OPPORTUNITIES FOR IMPROVEMENT

Some student learning results show negative trends and comparisons, including Development Education Transfers (Figure 7.1c), which has a 3% drop over three years, Successful Course Completion by FTIC Status (Figure 7.1g) with SPC having the lowest rate of its three peers, Four Year Cohort Graduation Rate (Figure 7.1j) posting a slight drop in a 3 year trend, FTIC Fall to Fall Persistence Rate (Figure 7.1k) showing the lowest of its 3 peers with 49.8%, and FTIC Transfer to Senior Institutions (Figure 7.1l) with all three peers outperforming SPC. Addressing these areas of student learning may enhance SPC's ability to resolve its strategic challenges, including the growing popularity of proprietary schools.

There are no data for supply chain management. The collection and review of information relative to the key services and programs may enhance SPC's ability to use its competitive advantages of affordability, two-year degrees and transfer degrees, and high graduate employment levels, thus achieving its mission of providing a quality education and training.

7.2 Customer-Focused Results

Your score in this Criteria Item for the Site Visit Stage is in the 10-25 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Results for students and customer-focused data show some positive levels, trends, and segmentation. New Student Orientation (Figure 7.2b) satisfaction scores exceed the target. The college achieved 100% satisfaction in the spring of 2012 and the spring of 2013. Student Satisfaction on Key Campus Services (Figure 7.2a) reports segmented areas scoring between a 5 and 6. Improving student satisfaction may help St. Philip's College (SPC) address one of its key competitive changes, which is an increase in the number of proprietary schools in the area.

Student satisfaction with SPC's ability to provide student support showed favorable results in 2013 compared to 2011 (SPC College Support, Figure 7.2c) and are better than its five comparative sites. SPC Financial Support (Figure 7.2d) shows an improving trend for its ability to provide financial support to customers and outperforms its five comparison groups, including Alamo College. These results may assist SPC with successfully achieving its vision to be the best in the nation in student success and performance excellence.

OPPORTUNITIES FOR IMPROVEMENT

SPC does not have data to identify levels and trends for student/stakeholder engagement, including relationship building or how these measures compare with those of its competitors providing similar services. Lack of data may hinder SPC's ability to meet or exceed student and stakeholder requirements.

SPC has no data to identify levels and trends in for customer dissatisfaction key measures of ease of access and ease of use for customers, courtesy in service interactions, or how these results

---

Texas Award for Performance Excellence – Feedback Report

compare with those of its competitors and other programs providing similar services. This information may assist SPC to determine what areas need the most improvement and where to effectively focus limited resources.

Results for students/customer-focused data show some negative or fluctuating trends, including Support to Succeed in College (Figure 7.2c) with a fluctuating 3-year trend and Financial Support (Figure 7.2d) with a decrease in 2013. Focusing on student and customer measures may help SPC address its strategic challenges, including the rising cost of educational programs, low academic readiness, and increasing class size.

7.3   Workforce-Focused Results

Your score in this Criteria Item for the Site Visit Stage is in the 10-25 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

SPC reports several levels and trends for workforce-focused results. Faculty ratios are 51.5% Full-time to 48.5% Part-time (Figure 7.3b), which is within 2% of target. Mean Climate Scores (Figure 7.3d), disaggregated by personnel type, show administration scoring at the beginning of "collaborative" in five areas and show four segments scoring in the consultative range. Positive workforce trends are evident in the following results: Workforce Climate Satisfaction by Personnel Status (Figure 7.3j), Average Class Size (Figure 7.3a), which reached the target of 24, and Satisfaction with Professional Development (Figure 7.3l), with an increase in the "very beneficial" rating of nearly 10% over three years. These workforce-focused performance outcome levels and trends may enhance SPC's ability to capitalize on its core competencies of quality instruction and support for learners.

Workforce results show comparative data. The first is for Professional Development and Training Availability (Figure 7.3e) with two years of data. SPC slightly exceeded the national norm base and outperformed one peer. The second is on Workforce Climate Satisfaction by Personnel Status (Figure 7.3j), which has all four employee segments reaching or exceeding the national norm base. These comparisons may enhance SPC's ability to capitalize on its strategic advantages of strong professional development program and meaningful employment.

OPPORTUNITIES FOR IMPROVEMENT

Several results for workforce focus show negative comparisons to selected groups. These include Safety and Secure Workforce Environment Provided, Open/Ethical Communication Provided, and Satisfaction with Overall Employment Experience with all three peers and the parent college reporting higher results (Figures 7.3f, 7.3g, & 7.3h). Crime Statistics (Figure 7.3i) show two of three peers having lower numbers of crimes than SPC. These data may be helpful in pinpointing areas for future focus to leverage the core competencies of quality instruction and support for learners.

Results for workforce include several negative levels and trends. Declining levels are reported for results on Satisfaction with Overall Employment Experience (Figure 7.3h), which dropped from 3.65 (2008) to 3.43 (2012), and Open and Ethical Communication (Figure 7.3g), which declined from 3.09 (2008) to 2.97 (2012). Crime Statistics (Figure 7.3i) show fluctuating trends for assault, burglary/theft, and vandalism over the last 3 years. Satisfaction with Professional Development (Figure 7.3l) has a fluctuating trend from 2011 to 2013. A focus on these workforce areas may assist SPC in achieving its vision of being the best in the nation.

There are no levels or trends for workforce capability and capacity, such as skills, retention, absenteeism, grievances, productivity, recognition, and risk data. Failure to examine key measures for progress may impede workforce engagement, satisfaction, and productivity.

7.4   Leadership and Governance Results

Your score in this Criteria Item for the Site Visit Stage is in the 30-45 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

St. Philip's College (SPC) provides several favorable trends for the organization's fulfillment of its societal responsibilities and support to its key communities. There are favorable trends for United Way Donations (Figure 7.4i), the number of student projects and the student retention rates for the Student Engagement Grant (SEG) (Figure 7.4k), Campus Utility Usage (Figure 7.4l), and Engagement with Student Social Growth (Figure 7.4m). These favorable trends may enhance SPC's ability to address its strategic challenges.

SPC shows some favorable comparisons for leadership and governance results. Workforce Graduates' Employment (Figure 7.4e) results show performance exceeding three peers and reaching both the state average and the Very Large Community College (VLCC) average. Engagement with Student Social Growth (Figure 7.4m), measuring contact among students from different backgrounds, shows the SPC outperforming all 5 comparison groups. Licensure Passage Rates (Figure 7.4f) met the Best in State rate of 100% in two of the five programs, with four of the five programs posting passing rates above 90%. Results for Workforce Graduates' Employment (Figure 7.4e) are above the state average and the three peers. Favorable comparisons may enhance SPC's ability to address its key customer requirements and community support.

OPPORTUNITIES FOR IMPROVEMENT

There are some erratic trends in results and lack of segmentation on most charts for Leadership and Governance. Ethical Training, Reports, and Investigations (Figure 7.4h) shows an erratic trend for the last five years for SPC's ethical reports and ethical investigations. SPC has about 40% (12) of the total ethical reports submitted (32) to the District with five colleges reporting. Operating Budget Allocation (Figure 7.4c) has not met its target in the last four years. Licensure Passage Rates (Figure 7.4f) show an erratic trend

for four of five areas. Consistent trending and segmenting of results may enhance responsiveness to the integrity of its core values.

There is no benchmarking against national best-in-class for Leadership and Governance. Benchmarking data is limited to peer, district, state or national average comparisons. National benchmarking against world class organizations may enable SPC to achieve its vision of becoming the best in the nation for student success and performance excellence.

No results were reported for organizational learning, rewards, and performance evaluations. Missing data tied to leadership and governance may inhibit SPC ability to clearly see organizational needs.

7.5   Financial and Market Results

Your score in this Criteria Item for the Site Visit Stage is in the 30-45 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Result for Gross Scholarships Disbursed (Figure 7.5b) shows a positive trend from 2009 to 2011, increasing about $20 million. Comparison data to state peers shows St. Philip's College (SPC) outperforming four state peers and moving toward the state peer best of about $35 million. Through continued focus on increasing student access to scholarships, SPC may address its challenge of increased tuition costs.

Actual and Targeted Student Headcount comparisons (Figure 7.5f) include segmented data showing a positive trend for Hispanic enrollment, which slightly exceeds the State's Closing the Gap targets for 2015 and 2020 projections. Strong performance in Hispanic enrollment may leverage SPC's strength of a diverse, non-traditional student body.

OPPORTUNITIES FOR IMPROVEMENT

Over three years, SPC's 18.4% increase in Annual Cost of Attendance (Figure 7.5d) exceeded the percentage increase of its peers. The cost of attendance for 2012-13 exceeded the average peer cost by over $3700. Increased cost of attendance in comparison to its peers may threaten SPC's strategic advantage of affordability.

There is a negative trend of a 17% decrease in student contact hours (figure 7.5a) over a three-year period. Negative trends in student contact hours may impact SPC's financial viability.

SPC does not gather and report key market share data. For example, no data are reported for market share or position, market share growth, or new markets entered. Without key market share data, SPC may miss opportunities or threats in its strategic planning.

APPLICATION REVIEW PROCESS

Your application was evaluated against the Quality Texas Award Level criteria of the Texas Award for Performance Excellence. This report, which contains the findings of the Board of Examiners, is based upon the information contained in the written application and the findings from the site visit. It includes background information on the assessment process, a summary of the scoring for your organization, and a detailed listing of strengths and opportunities for improvement.

The application review process began with the first stage review, in which a team of approximately seven or eight examiners was assigned to each of the applications that met the requirements for evaluation. Assignments were made based on the examiners' areas of expertise while avoiding potential conflicts of interest. Each application was independently evaluated using a scoring system that was developed for the award program, and which was reviewed and put into practice using case studies in examiner preparation courses. Every examiner scored all items.

In the second-stage review, the examination team developed a consensus score for each item and an aggregated list of comments. A team leader directed the consensus process to ensure the resolution of any scoring differences.

All award level applicants were scheduled for site visits in order to provide the opportunity for more extensive feedback for each applicant. The site visit teams prepared for the visits. Site visit issues were translated into specific site visit agendas, with each member of the team given specific assignments. The site visit teams met prior to the visit to finalize all plans. While on the site visit, team members met periodically to review their findings and when necessary, to modify the agenda. After the visits were completed, the teams prepared summaries of their findings and recommendations to the Judges.

The Judges separately considered the applicants in the small business, manufacturing, service, education, health care and public sector categories. Each applicant was reviewed and judged on its own merit, as it relates to the Criteria. One panel member was assigned to serve as the lead judge for each applicant and presented the findings of the site visit team to the panel. Consideration was also given in regard to the applicant's ability to serve as an exemplary role model for other organizations throughout the State of Texas.

Judges followed strict rules involving conflict of interest. Three major types of conflict were considered: (1) direct linkage such as current or recent employment or client relationship; (2) significant ownership; and (3) business competitors of companies for which direct linkages or ownership exists. Judges were allowed to vote only when they did not have any of these types of conflict.

SCORING GUIDELINES – 2013-14 Texas Award for Performance Excellence

2013-2014 Scoring Band Descriptors

Band Score	No.	Process
0–150	1	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes.
371–430	6	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8	The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

Band Score	No.	Results
0–125	1	A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2	Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3	Results address areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
256–300	5	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
301–345	6	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization's mission, and the organization is an industry* leader in some results areas.
346–390	7	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry* leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.
391–450	8	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.

Process Scoring Guidelines

SCORE	PROCESS (For use with categories 1–6)
0% or 5%	• No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	• The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	• An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)

Results Scoring Guidelines

SCORE	RESULTS (For use with category 7)
0% or 5%	• There are no organizational PERFORMANCE RESULTS and/or poor RESULTS in areas reported. (Le) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
10%, 15%, 20%, or 25%	• A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
30%, 35%, 40%, or 45%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) • Some TREND data are reported, and a majority of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
50%, 55%, 60%, or 65%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
70%, 75%, 80%, or 85%	• Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
90%, 95%, or 100%	• Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) • Evidence of industry and BENCHMARK leadership is demonstrated in many areas. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)