ST. PHILIP'S COLLEGE STRATEGIC PLANNING RETREAT

May 22-23, 2013

Good to Great

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

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

Special Thank You
from the Cabinet

Texas Award for Performance Excellence

Recognition for Excellence:

- Leadership
- Strategic Planning
- Student/Stakeholder Focus
- Workforce Focus

QUALITY TEXAS

Encouraging and Recognizing Excellence

Thank you
St. Philip's College
Strategic Planning
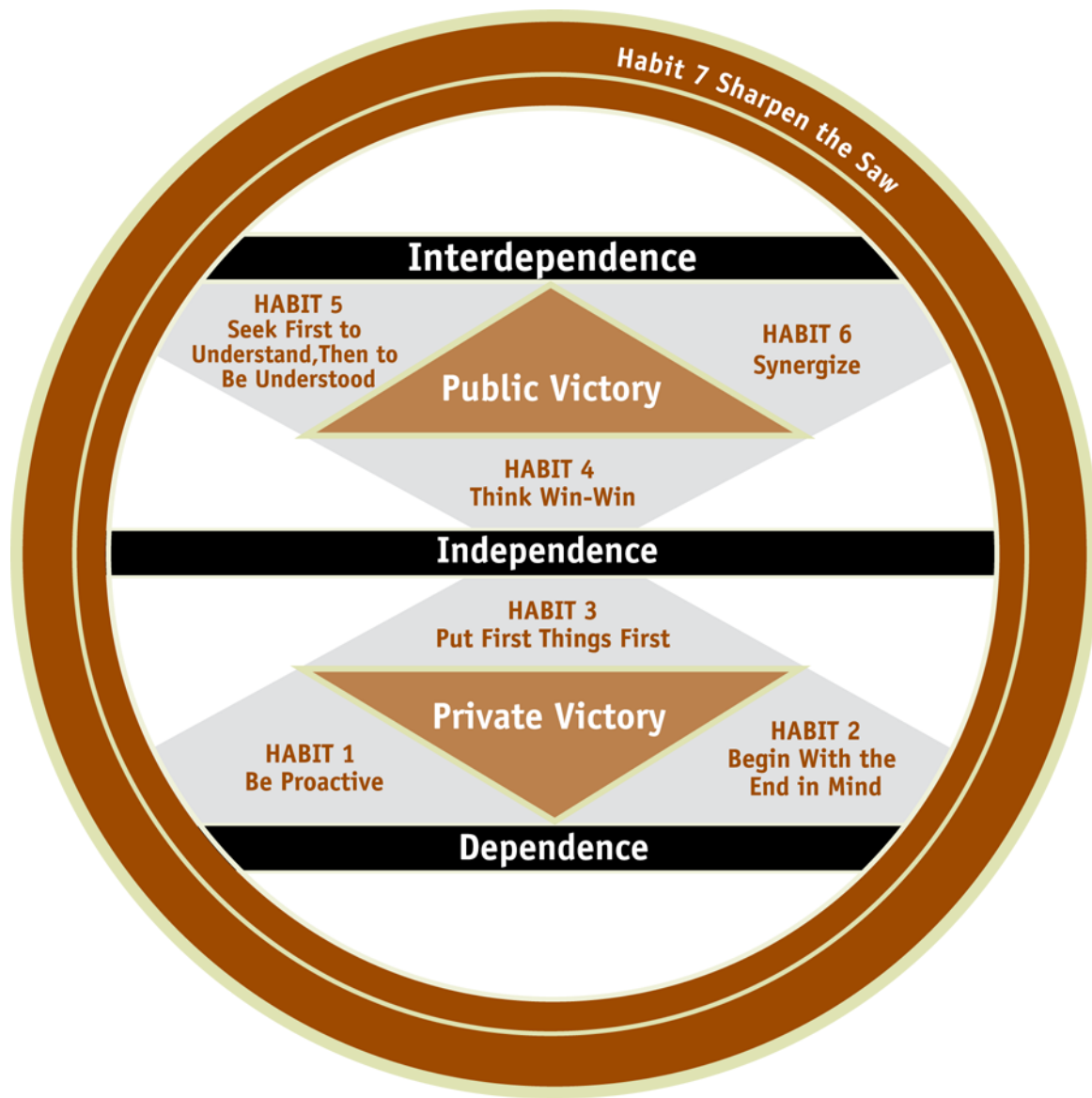Team!

Fundraising

- Tie Auction

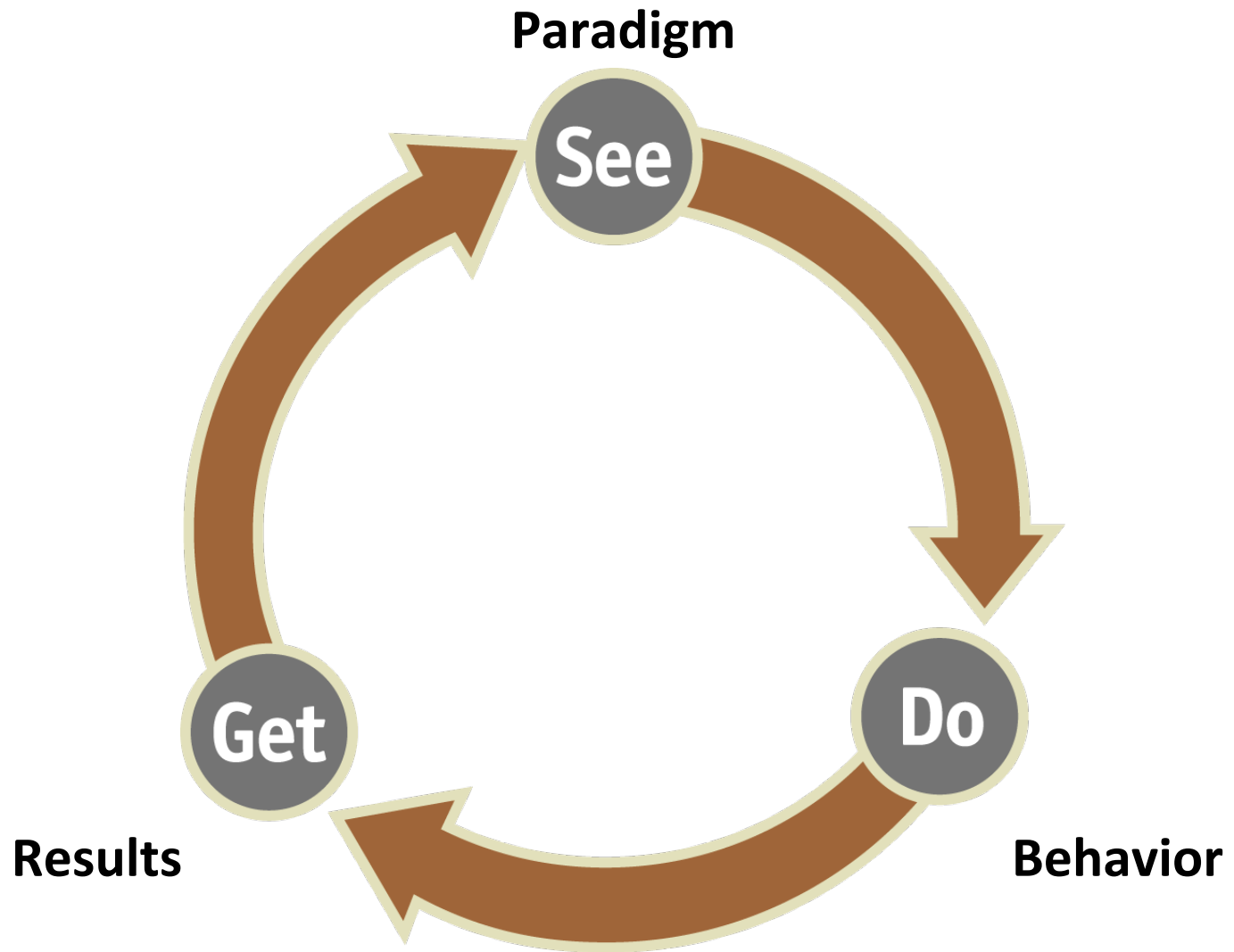2009

2010

2011

2012

Institutional Accomplishments

1. 2013 Texas Award for Performance Excellence, Achievement Level

7 Habits of Highly Effective People

- Michael Ockey
  - Director, Higher Education

Habit 7 Sharpen the Saw

Interdependence

HABIT 5
Seek First to
Understand, Then to
Be Understood

HABIT 6
Synergize

Public Victory

HABIT 4
Think Win-Win

Independence

HABIT 3
Put First Things First

Private Victory

HABIT 1
Be Proactive

HABIT 2
Begin With the
End in Mind

Dependence

Paradigm

See

Do

Behavior

Get

Results

We do not see the world as it is; we see the world as we are.

Our head creates our world.

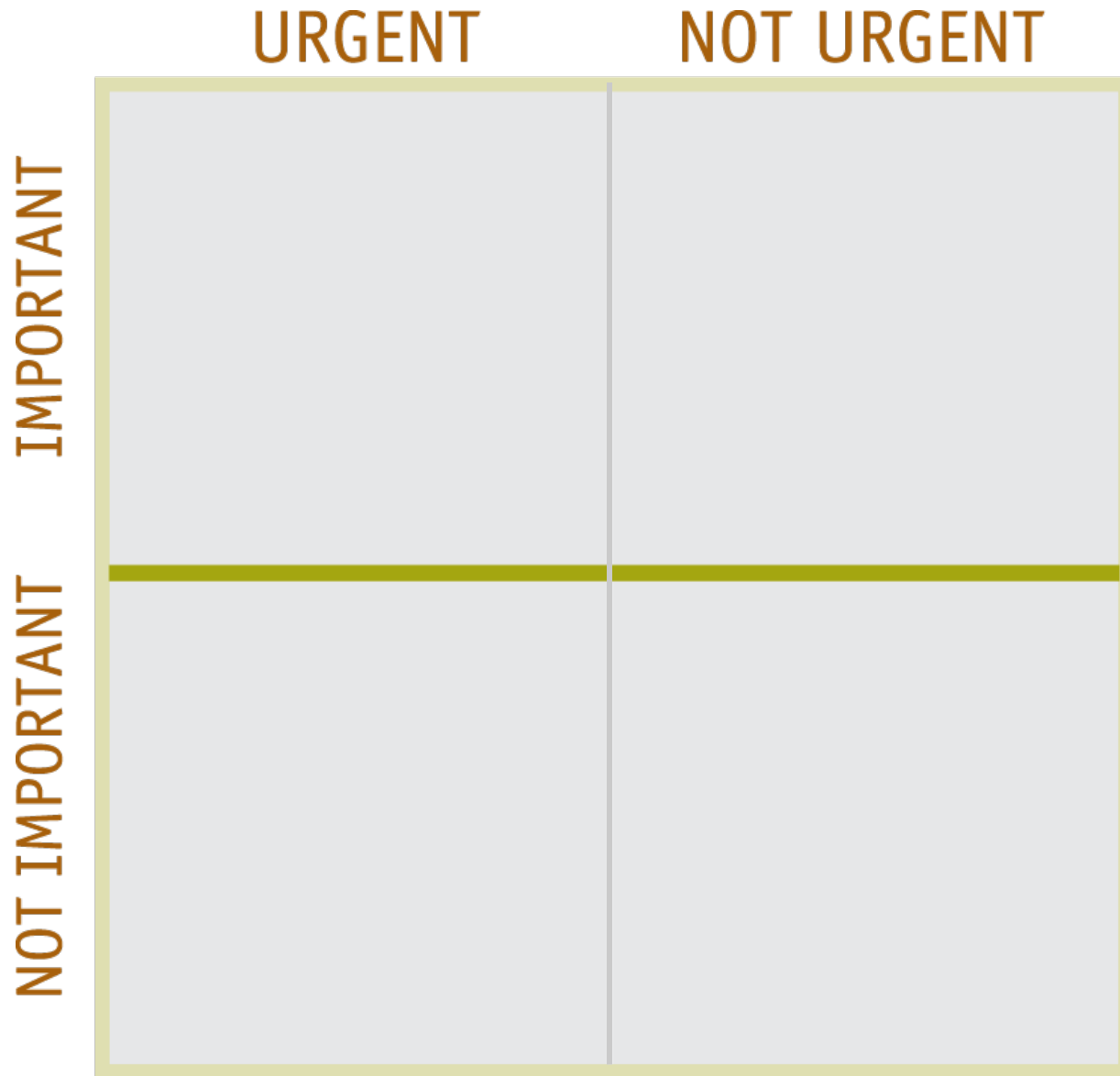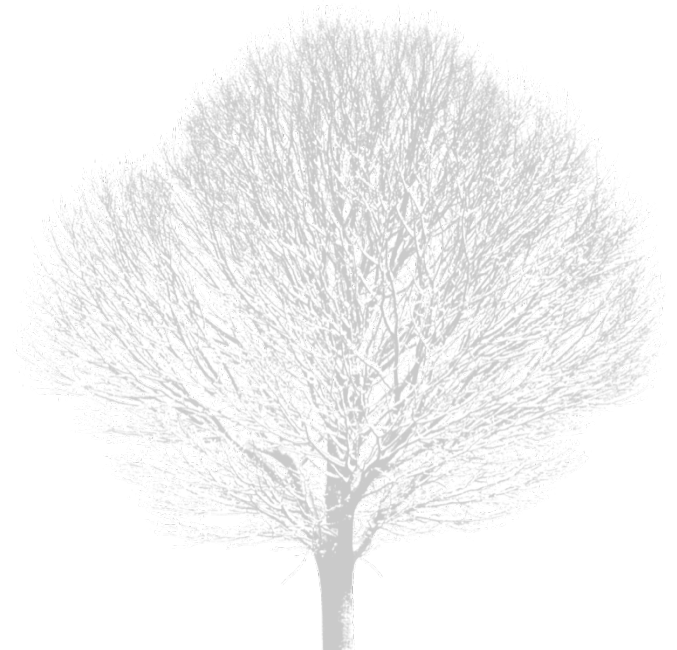|	URGENT	NOT URGENT
IMPORTANT	**I** **NECESSITY**	**II** **EFFECTIVENESS**
NOT IMPORTANT	**III** **DECEPTION**	**IV** **WASTE AND EXCESS**

URGENT

NOT URGENT
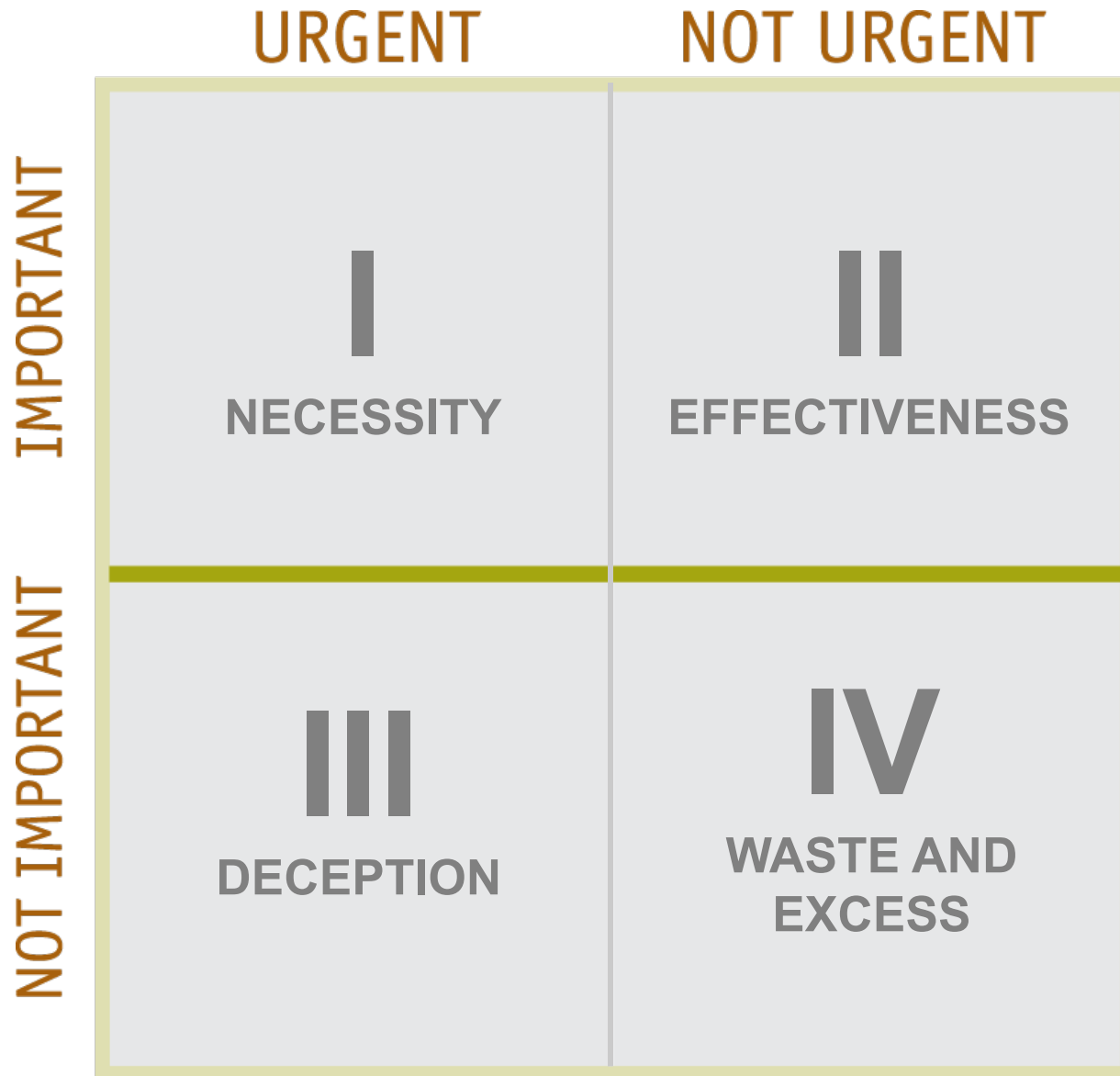
IMPORTANT

NOT IMPORTANT

Ineffective: I put urgent things first.

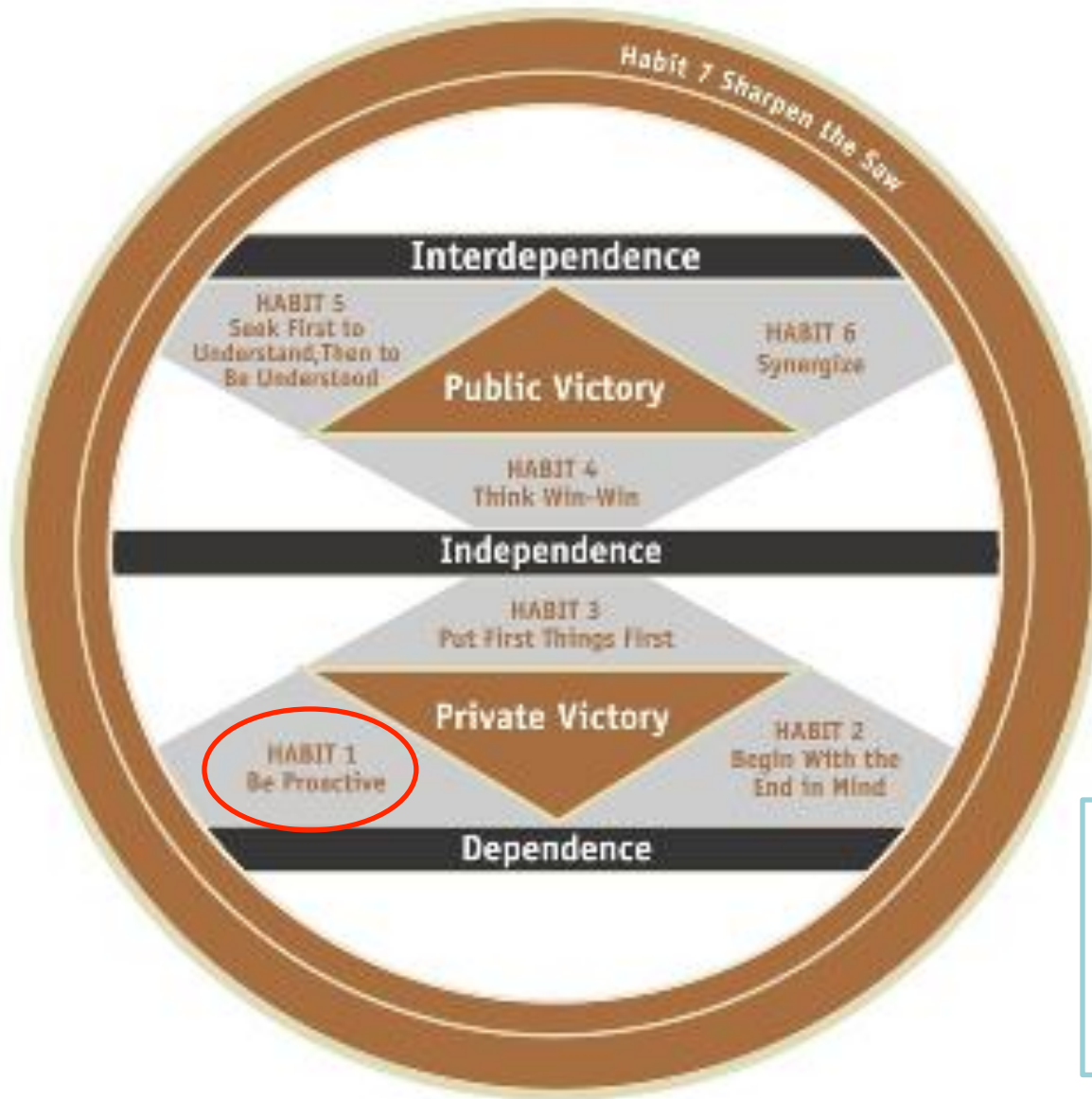**Effective:** I put important things first.

Lunch

- Tie Auction

Who will win this year?

7 Habits of Highly Effective People

- Habit 1 – Be Proactive
  - What does it mean to be proactive?
    - Specific examples

- The Story of Stone
  - How is Stone an example of proactivity?
  - What parallels can be drawn from Stone's actions and our actions?

What does it mean to be proactive?

o Life doesn't "just happen" – it is carefully designed by us and our choices – we control and direct it

o Every moment or situation provides a new choice

o We choose – happiness, sadness, decisiveness, ambivalence, success, failure, fear, next steps, action, inaction

"I can't"

"I choose"

"I must"

"I prefer"

"I am a product of my circumstance"

"I am a product of my choices"

Blame others, circumstances, genetics, conditioning, weather…

Take responsibility

"They won't allow that"

"I can create an effective presentation"

"There's nothing we can do"

"Let's look at our alternatives"

"If only"

"I will"

Become a "transition person" –
break unhealthy, harmful, abusive, or unfortunate learned behaviors and
replace them with proactive, helpful, effective behaviors

Institutional Priorities

1. Financial Literacy
2. Developmental Education (College Prep)
3. Process Improvement

Financial Literacy

- ### ALL SDEV classes incorporate USA Funds Lifeskills learning modules.

-

- ### Module Topics:

- How Do I Manage My School Life?

- How Do I Live on a Budget While I'm in School?

- What Do I Need to Know Before I Select a Program of Study?

- How Will I Pay for My Higher Education?

Financial Literacy

"I found that I spent more money in a week than I was receiving, so the budgeting exercise really served as a wake-up call for me."

RESULTS: 2012-2013:

20	Learning Modules
3,384	Students (duplicate count)
88.97	Average Score on Modules

Developmental Education

Developmental Productive Grade Rates
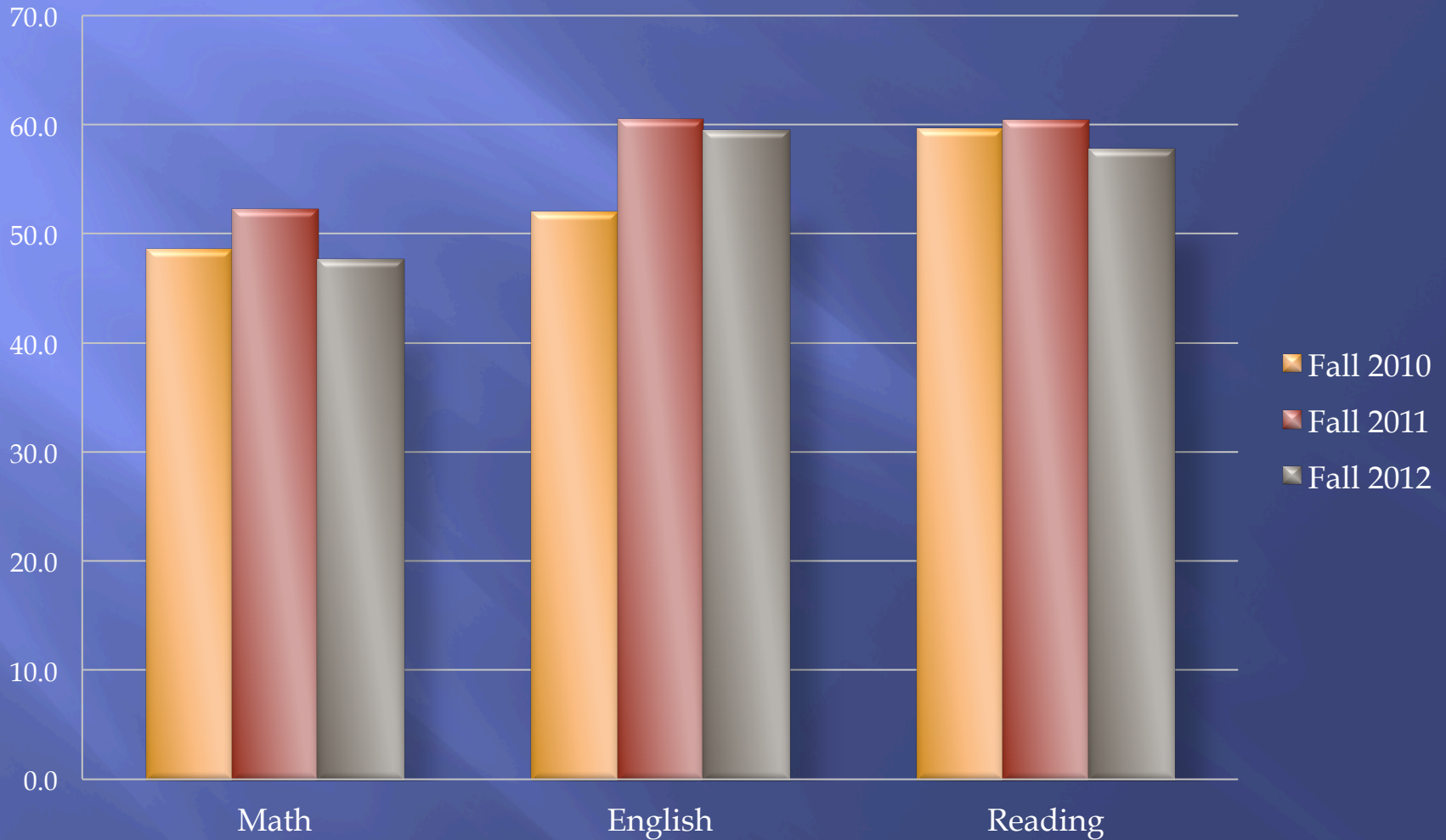
Developmental Math Moving Forward

- Two levels of college prep math (phase in spring 2014 for current students, full scale for all students in fall 2104)

- Mainstream "bubble students" in college level course with require lab (fall 2014)

- Modular math

- Non-16 week course delivery (8 week flex or 4 + 12 week)

Developmental English and Reading – Moving Forward

➤ Developmental English and Reading are being integrated.

➤ INRW 0403 will be a combination of READ 0302 and the upper half of ENGL 0300.

➤ INRW 0404 will be a combination of READ 0303 and ENGL 0301.

➤ INRW 0305 is a combination of bottom half of ENGL 0300 and READ 0301.

➤ Mainstream "bubble" students into ENGL 1301 with a required one hour lab component.

➤ Non-16 week course delivery (8 week flex or 4 + 12 week) for College Preparatory Refresher and Alamo Prep Refresher.

Process Improvement

- Recognition from the Quality Texas Foundation in the following areas:

- Senior Leadership

- Strategic Planning

- Student/Stakeholder Focus

- Workforce Focus

SACS Reaffirmation

- Expectations
- Timeline
- QEP

SACSCOC REAFFIRMATION TIMELINE

Start Readiness Audit Process	Formation and Training of Leadership Team	Start Preparation of Compliance Certification Narrative and Supporting Documentation	Orientation of Leadership Team in Atlanta	Work of Compliance Certification	Continue work on Compliance	Compliance Certification Due	Off-Site Peer Review Conducted	Quality Enhancement Plan and Focused Reports Due	On-Site Peer Review Conducted	Review by the SACSCOC
April	June/July	Sept-Jan	January	Feb-Dec	Jan-Feb	March	March-May	Six Weeks in Advance of On-Site Visit	Sept-Nov	June
2013 Three Years Prior to Reaffirmation			2014 Two Years Prior to Reaffirmation		2015 One Year Prior to Reaffirmation					2016 Year of Reaffirmation

Start Readiness Audit

- **April through June, 2013**
- **Purpose:**
  - Gain deeper understanding of core requirements and comprehensive standards

Formation and Training of Leadership Team

- **June/July 2013**
- **Recommendation:**
  - President
  - SACSCOC Liaison
  - Academic Vice President
  - Faculty Representative
  - Other Key decision makers
  - Working leadership (Compliance certification and QEP)
- **Orientation of Leadership Team**
  - January 2014, held in Atlanta, GA

Start Preparation of Compliance Certification and Narrative

- **September through January 2014**

- **Purpose:**
  - Complete compliance certification team
  - Monitor writing responsibilities and deadlines
  - Collect and label supporting documentation
  - Prepare complete narratives with references to supporting documents
  - Review documents
  - Format documents
  - Conduct final editing
  - Compile final document

Work on Compliance Certification

- **February through December 2014**
- **Purpose:**
  - Complete Selection of Compliance Certification Team
  - Assign Writing Responsibilities and Deadlines
  - Plan for Document Version Control
  - Choose Document Format
  - Identify and link Supporting Documentation
  - Internal Review Process

Continue Work on Compliance Certification

- **January through February 2015**
- **Purpose:**
  - Internal Review Process
  - External Review Process

Compliance Certification Due

- **March 2015**
- **Purpose:**
  - Final documents submitted

Off-Site Peer Review

- **March through May 2015**

- **Purpose:**
  - Off-site review team is responsible for three "peer" institutions
  - Team members will review specific Core Requirements, Comprehensive Standards, and Federal Requirements (about two weeks per institution)

QEP and Focused Report Due

- **6 months prior to On-Site Visit**

- **Purpose:**
  - At the culmination of the QEP, the Commission on Colleges sends an on-site committee of professional peers to the campus to assess the educational strengths and weaknesses of the institution.

On-Site Peer Review

- **September through November 2015**
- **Preparing for Visit:**
  - Create awareness of QEP
  - Make physical arrangements
  - Prepare copies of materials
  - Conduct mock visit

On-Site Visit

- Be responsive—do not be defensive
- "They don't understand!" YOU didn't communicate.
- Be flexible
- The team may request material that you already provided
  - "

Review by SACSCOC

- **June 2016**

- **Completion and After On-Site Visit**
  - Exit conference
  - Institution has opportunity to prepare Response to Visiting Committee Report to address recommendations
  - Chair provides the SACSCOC VP his/her assessment of the institution's response
  - On-site Committee Report, institutional response, and Chair's assessment goes to SACSCOC C&R Committee for review and decision

ST. PHILIP'S COLLEGE

Quality Enhancement Plan (QEP)
2016

QEP Process

- The QEP is a central part of the SACSCOC Reaffirmation Process (C.R. 2.12).

- As part of this process, the college will develop a Plan that identifies and targets for improvement a key aspect of our students' educational experience.

SACS QEP Guidelines

The final QEP will

- identify key issues emerging from assessment.
- identify a significant issue focused on improvement of student learning.
- accomplish the College mission.
- show evidence of institutional capability for completing the Plan.
- include broad-based involvement.
- identify goals and assessment of those goals.

QEP Topic Selection

- 12 key issues emerged from a review of best practices and SPC need.
- Input was gathered using the QEP Topic Survey.
- Student input was gathered through student organizations.
- A final focus area to be identified at Good to Great Retreat.

QEP Proposed Topics
(Based on Assessment and Best Practices)

Communication: Writing Across the Curriculum	Numeracy (Quantitative Literacy)
Empirical and Quantitative Skills	Leadership
Teamwork	Career Pathways
Personal Responsibility	Contextualization
Social Responsibility	Faculty Advising
Math Emporium (Modular Math)	Faculty Mentoring

QEP Survey Results

Top 3 Topics Weighted Results (Scale 1-5)	
#1 Personal Responsibility	4.09
#2 Communication: Writing Across the Curriculum	4.04
#3 Empirical and Quantitative Skills	3.78

- Response Item: Rank each proposed QEP Topic from most important (5) to least important (1).
- Survey Participants: 123
- Administrators 6%; Faculty 67%; Professional, 19%; Classified, 8%

Student Input

- Overall, most students felt #2 "Writing Across the Curriculum" was the most important topic.

Student Organization	Topic Selection (in order of importance)
Peer Leaders	#2
Respiratory Care	#2, #1, #3
Student Veterans Organization	#2, #1, #3
Soccer	#3, #2, #1
African Am. Men on the Move	#1, #3, #2

Response Item: Employee Category

Which category best describes you?

A. Administrator
B. Faculty
C. Professional Staff
D. Classified Staff

Response Item: QEP Topic Selection

From the Top 3 Topics listed below, please select the most significant topic that SPC can focus on in the next 10 years to target improvement of learning outcomes and/or the learning environment and accomplish the College mission.

Top 3 Topics
A. Personal Responsibility
B. Communication: Writing Across the Curriculum
C. Empirical and Quantitative Skills

St. Philip's College
QEP 2016 Development Timeline

DATE	MILESTONE
Jan-March 2013	Prepare list of proposed QEP topics
April 2013	Deploy QEP Topic Selection Survey to SPC employees
April 2013	Prepare and unveil QEP web site
April-May 2013	Narrow QEP topics to Top 3; Gather student input
May 2013	Finalize QEP Topic at Good to Great Retreat
Summer 2013	Form QEP Team; QEP Team begins to meet
August 2013	Unveil QEP topic at All College Meeting
Fall 2013	QEP Team builds its foundation: definition, narrative
October 2013	QEP Team Retreat: Building QEP Infrastructure
Fall 2013–Spring 2014	QEP Team continues meeting
April 2014	QEP Team presents draft to Leadership Team
May 2014	Leadership Team reviews and endorses QEP draft proposal
July 2014	Final Draft to Administration
August 2014	Administration Response
Fall 2014 – Spring 2015	Pilot
March-May 2015	Off-Site Peer Review Conducted
6 weeks prior to On-Site Visit 2015	QEP due to SACS
Sept-Nov 2015	On-Site Peer Review Conducted
June 2016	Review by SACS-COC
Sept 2016	St. Philip's implements QEP
2020	SPC prepares QEP Impact Report

SACS Reaffirmation

QEP – Topic Finalists

A. Personal Responsibility

B. Communication: Writing Across the Curriculum

C. Empirical & Quantitative Skills

College Scorecard Update

St. Philip's College Scorecard

2012-2013/Quarter 3

revised
5-12-13

Strategic Objectives	Key Action Plans	Measure	Target FY13	YTD	Q1	Q2	Q3	Q4
STRATEGIC OBJECTIVE 1: Provide access to resources and programs to fulfill individual educational goals.	All prospective students receive information about admissions, enrollment and financial aid process	Percent students indicating satisfaction (CCSSE) Source: Office of Planning, Research, and Effectiveness	90%					
		Number of Student Complaints Source: Office of Vice President for Student Success and ESS	70	14	4	3	7	
	Implement targeted marketing and recruitment strategies to include surrounding neighborhoods of the campuses	Fall student headcount by college of attendance Source: THECB Accountability System	10,511		10,313			
		Spring student headcount by college of attendance (includes Fall Flex II) Source: THECB Accountability System	12,528			13,143		
		Summer student headcount by college of attendance Source: THECB Accountability System	6,962					
	Implement innovative fundraising strategies	Amount of funds raised (includes donations and fundraisers) Source: Institutional Advancement	$350,000	$397,034	$137,869	$105,850	$153,315	
	Increase financial literacy and reduce default rate	Number of students who complete a financial literacy program and demonstrate a greater mastery of the program's material Source: Office of the Vice President for Student Success	Baseline			337	592	
	Expand access to SPC through distance learning programs	Number of distance learning courses (Internet Only, Hybrid, DC) Source: Office of Planning, Research, and Effectiveness	271		271		309	
		Student enrollment (undup) for distance learning courses (Internet Only, Hybrid, DC) Source: Office of Planning, Research, and Effectiveness	6,789		6,789		7,363	
	Key Action Plan	Measure	Target FY13		Q1	Q2	Q3	Q4
ervices for all students.	Focus faculty and staff development on student learning outcomes, developmental education, distance learning and best practices	Number of hours of faculty development offered Source: Instructional Innovation Center	275	240	122	54.5	63	
		Number of faculty participating in prof. dev. (dup. count) Source: Instructional Innovation Center	2,150	2,729	1,374	1,016	339	
		Faculty satisfaction with professional development Source: Instructional Innovation Center	90%					

Fundraising

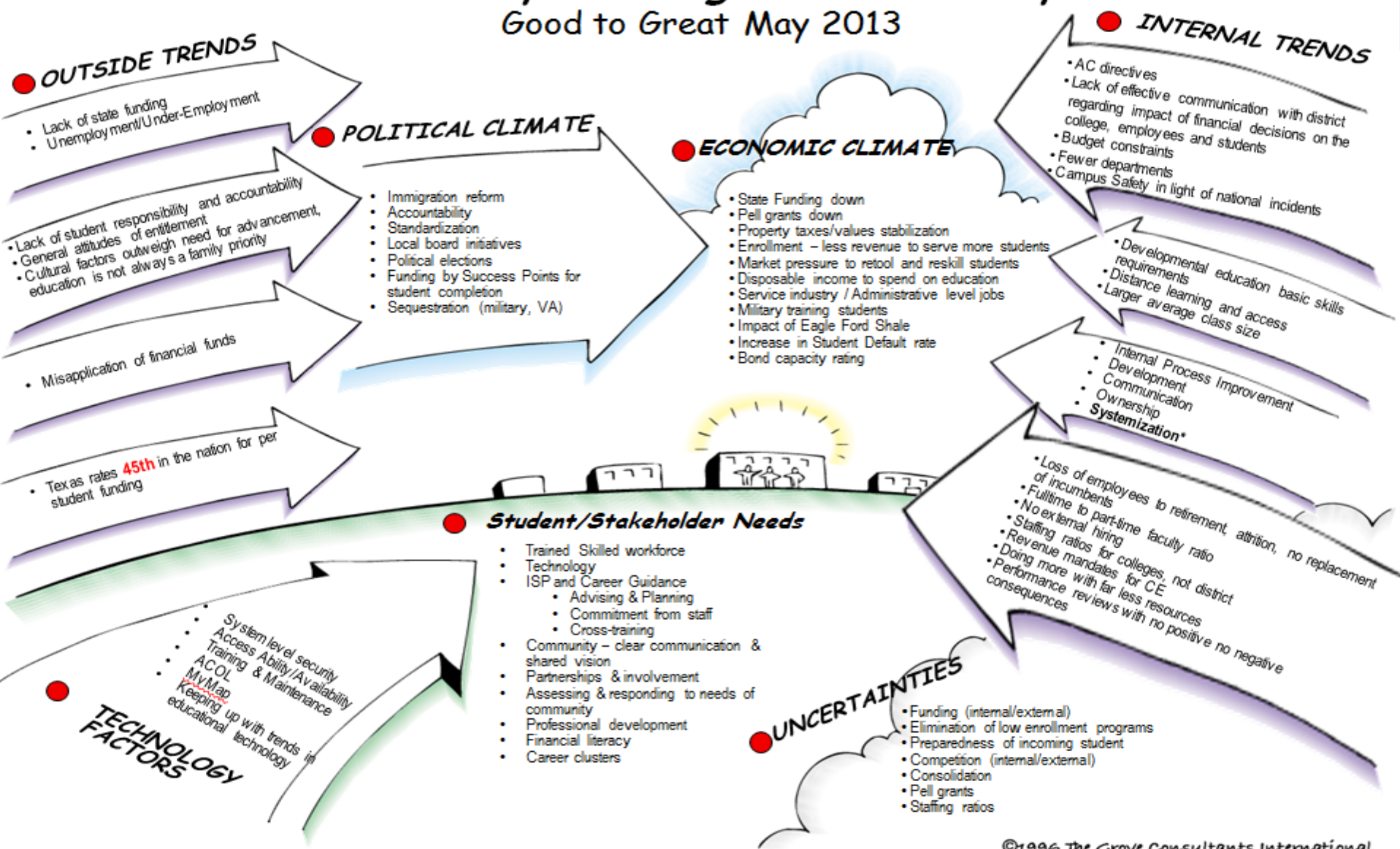- Tie Auction

Who will win this year?

Facilities Overview

- ▫ Dinner

Day 2

Welcome Back!

Context Map Feedback

St. Philip's College Context Map
Good to Great May 2013

OUTSIDE TRENDS
- Lack of state funding
- Unemployment/Under-Employment
- Lack of student responsibility and accountability
- General attitudes of entitlement
- Cultural factors outweigh need for advancement, education is not always a family priority
- Misapplication of financial funds
- Texas rates **45th** in the nation for per student funding

POLITICAL CLIMATE
- Immigration reform
- Accountability
- Standardization
- Local board initiatives
- Political elections
- Funding by Success Points for student completion
- Sequestration (military, VA)

ECONOMIC CLIMATE
- State Funding down
- Pell grants down
- Property taxes/values stabilization
- Enrollment – less revenue to serve more students
- Market pressure to retool and reskill students
- Disposable income to spend on education
- Service industry / Administrative level jobs
- Military training students
- Impact of Eagle Ford Shale
- Increase in Student Default rate
- Bond capacity rating

INTERNAL TRENDS
- AC directives
- Lack of effective communication with district regarding impact of financial decisions on the college, employees and students
- Budget constraints
- Fewer departments
- Campus Safety in light of national incidents
- Developmental education basic skills requirements
- Distance learning and access
- Larger average class size
- Internal Process Improvement
- Development
- Communication
- Ownership
- Systemization*
- Loss of employees to retirement, attrition, no replacement of incumbents
- Fulltime to part-time faculty ratio
- No external hiring
- Staffing ratios for colleges, not district
- Revenue mandates for CE
- Doing more with far less resources
- Performance reviews with no positive no negative consequences

Student/Stakeholder Needs
- Trained Skilled workforce
- Technology
- ISP and Career Guidance
  - Advising & Planning
  - Commitment from staff
  - Cross-training
- Community – clear communication & shared vision
- Partnerships & involvement
- Assessing & responding to needs of community
- Professional development
- Financial literacy
- Career clusters

TECHNOLOGY FACTORS
- System level security
- Access Ability/Availability
- Training & Maintenance
- ACOL
- MyMap
- Keeping up with trends in educational technology

UNCERTAINTIES
- Funding (internal/external)
- Elimination of low enrollment programs
- Preparedness of incoming student
- Competition (internal/external)
- Consolidation
- Pell grants
- Staffing ratios

SWOT Analysis Feedback

St. Philip's College SWOT Analysis
Good to Great May 2012

CURRENT/INTERNAL

● STRENGTHS

+ Rich history, diversity, HBCU and HSI institution
+ Workforce programs geared toward industry standards
+ Military friendly
+ Positive internal/external reputation
+ Investment in infrastructure, well-equipped technology, new buildings, renovation of existing buildings
+ Scholarship opportunities for students, strong fundraising efforts
+ Strong college leadership
+ Excellent customer service
+ Graduate more high or at-risk students
+ Student Engagement
+ Title III Funding

● OPPORTUNITIES

- Expand partnerships with companies and 4 year institutions
- Build a productive and sustainable workforce and organization*
- Restructure applied science courses to include teaching content in context*
- Niche Market – market and advertising programs
- Include realistic and relevant advisement about work/trade requirements and limits (e.g. felony convictions, drug testing)
- Distance education / Non-traditional students

● Weaknesses

– Low success rates of students progressing through developmental education

– Employee climate

● THREATS

- Budget uncertainties
- Talent and Knowledge loss
- Competition with for profits and 4 year institutions
- Communication/collaboration challenges between the colleges & district
- Unpreparedness of students

FUTURE/EXTERNAL
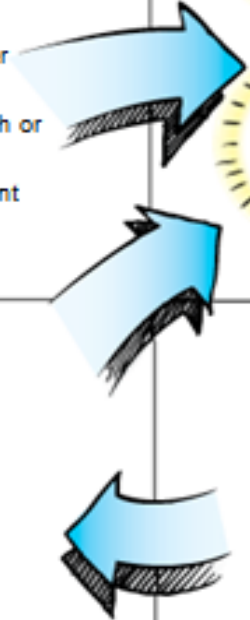
- 10 MINUTE BREAK

SPC Senior Leader OFI Assessment and Response

OFI: Establish online complaint management process. Establish process to review and integrate results into associated programs. - Fenton

Approach: Use Maxient System - create a team to build Maxient Protocol (rules) for sustainability

Description	Objectives	Measures
Maxient offers a single system providing us with details on all aspects of a student's conduct and behavior at your institution **As well as, Case Management for complaints**	Provide centralized reporting and recordkeeping Recover our students and stakeholders' confidence Enhance students and stakeholders' satisfaction and engagement	1. Efficiency 2. Comprehensive Responsiveness 3. Conflict Management 4. Quantitative Data 5. Qualitative Data

SPC Senior Leader OFI Assessment and Response

OFI: Emergency Preparedness Strategies – Hampton

Approach: Develop and document a formal/executable emergency preparedness plan for both campuses

Description	Objectives	Measures
Recruit and train Incident Command System (ICS) Teams	Through the deployment of the (EOP) and (SOPs) provide a safe, secure environment for employees and students to work and learn	Train all (ICS) members in the National Incident Management System (NIMS) and Incident Command Systems (ICS) .
Establish an Emergency Operations Plan (EOP) and Standard Operating Procedures (SOPs)	Ensure consistent protective actions, strategies and tactics to safeguard people's health and safety by effectively evacuating them to designated assembly areas when a crisis arises.	All faculty, staff and students attend emergency evacuation training/ orientation
Recruit and train Building Action Teams (BAT)		Regularly implement and assess building evacuation drills

SPC Senior Leader OFI Assessment and Response

OFI: Addressing risks in educational programs. - Dalrymple

Approach: Developing and articulating key processes, measures and goals for addressing risks associated with educational programs, services and operations.

Description	Objectives	Feedback
Communication Plan **Program Review** **Risk Identification/ Management**	Risk Management Process •Department review all program areas •Review programs/events for potential risks •Reduce the number of surprise events •Minimize the consequence of adverse events •Maximize the results of positive events	

Six Step Process

Project Risk Management

| Risk Management Planning | Risk Identification | Qualitative Risk Analysis | Quantitative Risk Analysis | Risk Response Planning | Risk Monitoring and Control |

SPC Senior Leader OFI Assessment and Response

OFI: When projecting and examining the feasibility of achieving a projection, more emphasis is needed on "how" this is done. - Cartledge

Approach: Develop a process for making projections/forecasts

Description	Objectives	Feedback
Develop a standardized, step by step process for how to make a projection or forecast.	1. Clarify details of the projection 2. Determine where the primary ability to meet projection lies—academic, student support, or college services/operations. 3. Identify factors that may influence meeting the projection 4. Analyze factors to establish confidence level in the projection. 5. Identify immediate, short term, and long term actions that need to be taken to meet projection 6. Determine if needed resources are available	

SPC Senior Leader OFI Assessment and Response

OFI: Tracking of daily operational data and trends— Machen

Approach: Establish a reporting tool which utilizes leading indicators to ensure that the College's performance measurement system is able to respond to rapid or unexpected organizational or external changes

Description	Objectives	Feedback
Study existing College & District systems, processes and data which contain daily operational data and trends	Develop master system, process and data list	
Consider additional systems, processes and data required to track daily operational data and trends	Conduct committee meetings to discuss current and potential system, process and data	
Compile recommendations for data, communication medium and methodology for the tracking of daily operational data and trends	Develop performance measurement system—data item list (draft)	

SPC Senior Leader OFI Assessment and Response

OFI: Incorporate cycle time, productivity, cost control, and other efficiency and effectiveness factors into the design of our key work processes – (already incorporated into Key Work Process management) - Hall Approach: Overall recommended focus on manual/communications, with a few key topics as starting points.

Description	Objectives	Feedback
Approach 1: Curriculum Development	Curriculum Development Instructional Manual •To insure all know the internal process •Improve accountable for the internal process •To establish accessibility of information	
Approach 2: Program Development and Review	Instructional Unit Review manual needs to be updated and include a cheat sheet with all programs with review dates •Insure information is current •Insure accountability for all review timelines	
Approach 3: Program Development and Review	VPAA needs regulatory/accreditation review and timeline for all SPC programs •To insure compliance and preparation timeline are met for program accreditation •To insure VPAA's office has knowledge of program	

Lunch

- Tie Auction

Who will win this year?

Texas Award for Performance Excellence

Senior leaders use an effective, systematic process to develop the organization's vision and values on an annual basis through the u se of Good to Great strategic planning processes.

Senior leaders encourage strong community connections and local community engagement through their personal participation.

Texas Award for Performance Excellence

SPC has a formal process in place to adequately train the workforce. New hires are oriented at the district an college levels with a follow-up with the college president. Employees are offered various training programs, resources and workshops along with internal certifications.

SPC supports and encourages diversity among its staff, faculty and student body through a variety of initiatives. Key processes foster diversity including the college's hiring process, academic initiatives and participation in community events.

Texas Award for Performance Excellence

SPC is in the early stages of development and deployment of a performance improvement system.

While SPC has a positive employee climate in many respects, it faces two known current challenges: adjunct faculty integration and implementation of Alamo Colleges district mandates.

Texas Award for Performance Excellence

Although SPC has a systematic process to manage data, information and organizational knowledge, there is no effective process to identify and share best practices across the college.

SPC does not present results for 24 out of 84 key measures as identified by the College.

SPC competitive comparisons are limited to colleges with the district. Comparative data and targets are necessary to move the organization forward.

Texas Award for Performance Excellence

Some trend data indicated adverse trends.

SPC does not include sufficient data points to accurately identify trends in some cases.

FY14 SPC Strategic Plan

- New Goals
- New Objectives
- New Action Plans
- Aligned with District Strategic Plan

FY14 SPC Strategic Plan

- ▣ TABLE Exercise
  - ▪ Feedback on Possibilities
  - ▪ Stakeholders
  - ▪ Measures – to provide meaningful data
    - ▫ Leading
    - ▫ Lagging

FY14 SPC Strategic Plan

ROUND 1

Table	1, 6, 11	Goal 1
Table	2, 7, 12	Goal 2
Table	3, 8, 13	Goal 3
Table	4, 9	Goal 4
Table	5, 10	Goal 5

1. Review Goal, Strategic Objective and Key Action Plans - Discuss
2. Identify Stakeholders - Who is impacted by this action?
3. Identify Measure (s) - How will we know we achieved the objective? What leading indicators will tell us how we are doing? What lagging indicators will tell us how we did?

FY14 SPC Strategic Plan

ROUND 2

	Table	3, 8, 12	Goal 1
▫	Table	3, 8, 12	Goal 1
▫	Table	4, 9, 13	Goal 2
▫	Table	5, 10, 11	Goal 3
▫	Table	1, 6	Goal 4
▫	Table	2, 7	Goal 5

1. Review Goal, Strategic Objective and Key Action Plans - Discuss
2. Identify Stakeholders - Who is impacted by this action?
3. Identify Measure (s) - How will we know we achieved the objective? What leading indicators will tell us how we are doing? What lagging indicators will tell us how we did?

FY14 SPC Strategic Plan
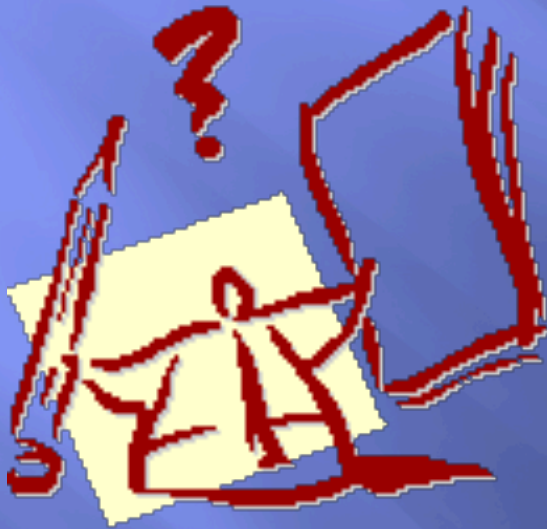
What specific actions can you take to help the College achieve the key action plans?

A Leader in Every Chair

Fundraising

- Who will win this year?