



ALAMO COLLEGES DISTRICT  
St. Philip's College

# Education Focus: Using the Baldrige Framework in Community Colleges

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# Fall 2017 – 12,050 Students

## Student Profile

|            |              |                   |
|------------|--------------|-------------------|
| 43% Male   | 11% Black    | 77% Financial Aid |
| 57% Female | 26% White    | 24 Average Age    |
|            | 56% Hispanic | (13% 40+)         |



# St. Philip's Characteristics

- 52 degree programs
- 42 certificate programs
- 28 student success programs & services
- 10 Administrators
- 14 Chairs
- 181 Faculty
  - 184 Adjuncts
- 122 Professional staff
- 96 Classified staff
  - 76 part-time staff (professional/classified)





# St. Philip's Characteristics

- 2 campuses
  - MLK campus
  - SW campus
- 3 Military Sites
  - Lackland Air Force Base
  - Ft. Sam Houston Army Post
  - Randolph Air Force Base
- 4 Early College High Schools
  - Memorial ECHS
  - Seguin ECHS
  - St. Philip's ECHS
  - Brackenridge ECHS
- Good Samaritan Veterans Outreach and Transition Center



# Mission, Vision and Values

- **Mission:** Empower our diverse student population through educational achievement and career readiness.
- **Vision:** St. Philip's College will be the best in the nation in Student Success and Performance Excellence.
- **Values:** Students First, Respect for All, Collaboration, Community Engaged, Can Do Spirit, Data Informed



# Values



- **Students First** – Above all act in the best interest of the students
- **Respect for All** – We value courtesy, responsiveness and appreciation for diversity by treating all people with dignity and kindness
- **Community Engaged** – We actively work in partnership with our stakeholders by responding to the needs of the community
- **Collaboration** – We work together to achieve student success

# Values



- **Can Do Spirit** – We inspire resilience and persistence with a willingness to go above and beyond expectations
- **Data Informed** – We use quantitative and qualitative data to inform decision making and achieve student success



# Why Baldrige Framework?

- Desire by senior management to obtain external feedback
- Cost effectiveness of process: extensive hours with numerous experts with “eyes on our organization”
- Desire to continue on path of Continuous Quality Improvement of processes and systems
  - Encourage a purposeful, relevant, engaging and process-thinking experience for all involved



# Embedded Approach

## Baldrige principles into practice

Integrate Baldrige broad principles into organizational practices

- Leadership support accountability to framework, continuous improvement and responding to rigorous application criteria

Designate personnel to manage and Champion TAPE related activities

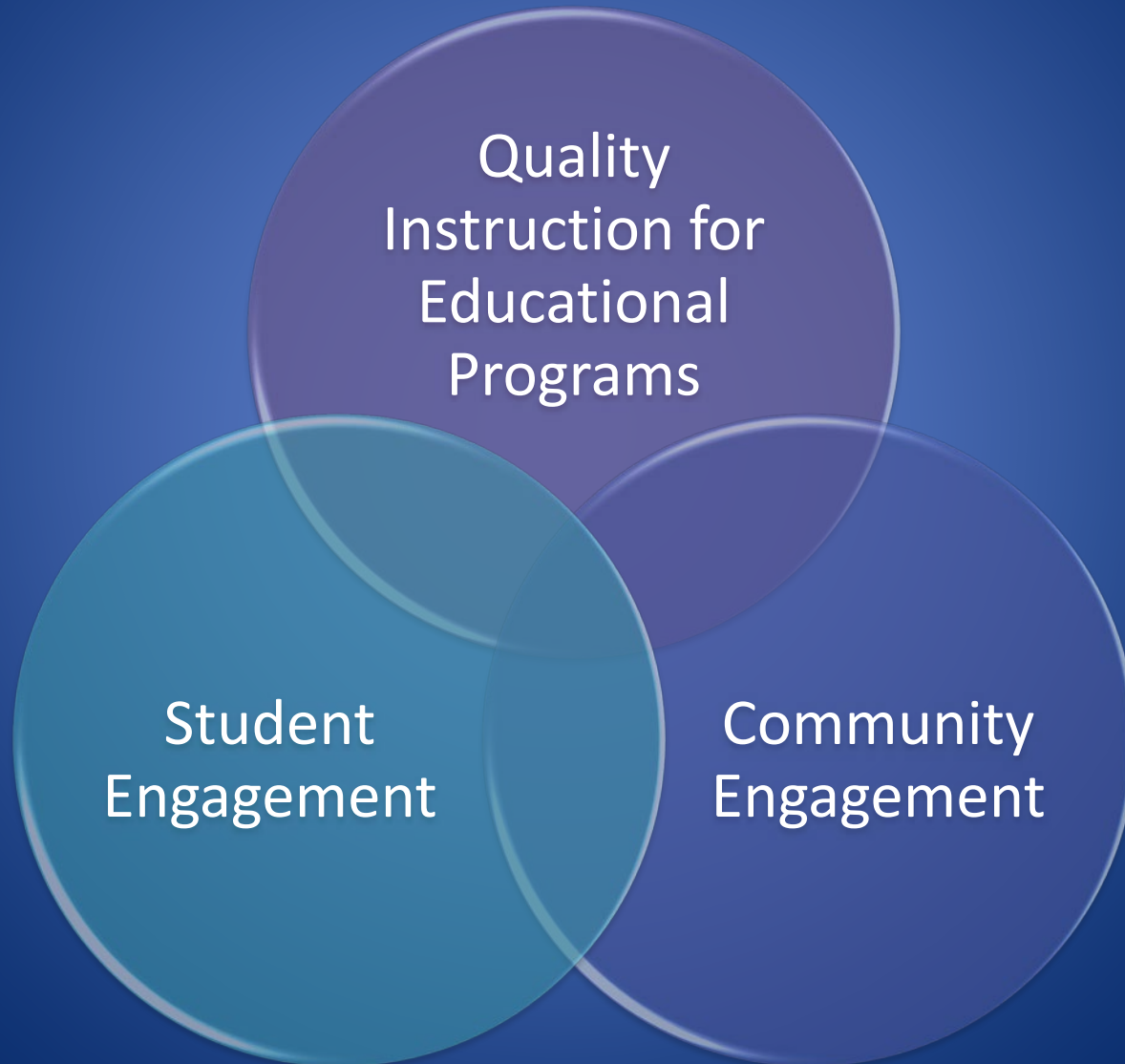
- Allow campus community to become beneficiaries of the Baldrige Core Values

Incorporate best practices from research and other leading organizations

- Integrate the TAPE assessment in the performance improvement system

Systematic Continuous improvement focused on our mission and core competencies

# Core Competencies



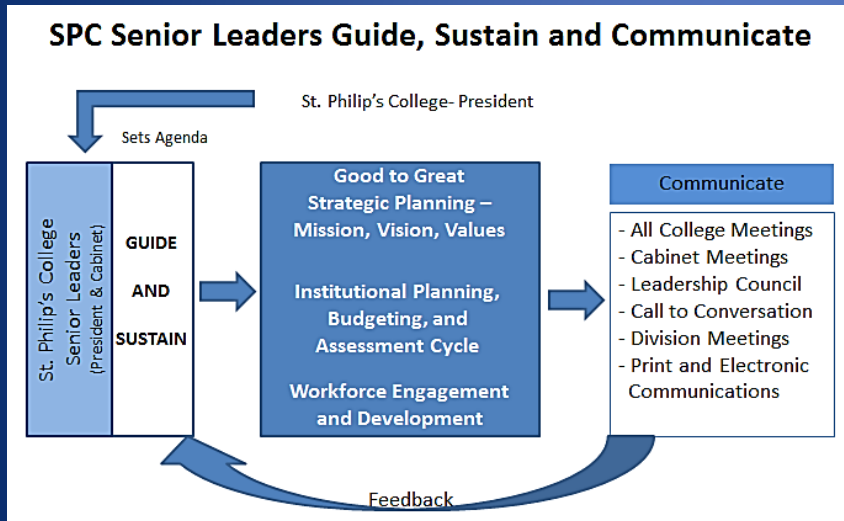
# Our Performance Excellence Journey

- TAPE Recognition
  - 2010 Engagement Level
  - 2011 Achievement Level
    - OFI focus: Develop scorecard, refine annual planning cycle and process mapping
  - 2013 Achievement Level
    - OFI focus: Number of KPIs, adjunct faculty inclusion, and best practice sharing
  - 2014 Achievement Level
    - OFI focus: Align strategic plan and OUAP (Operational Unit Assessment Plan), implement complaint management and feedback system (Feed the Tiger), leverage 4DX cycles and project management for performance improvement
  - 2017 Achievement Level
    - OFI focus: Leverage FOCUS PDCA activities for improvement, identify more comparative and competitive data
  - ★ 2018 Texas Award for Performance Excellence



# Category 1: Leadership

- Senior Leaders Focus:
  - Communication
  - Organizational & personal learning
  - Environmental, social & economic needs of service area
- Innovation: Good Samaritan Veterans Outreach & Transition Center

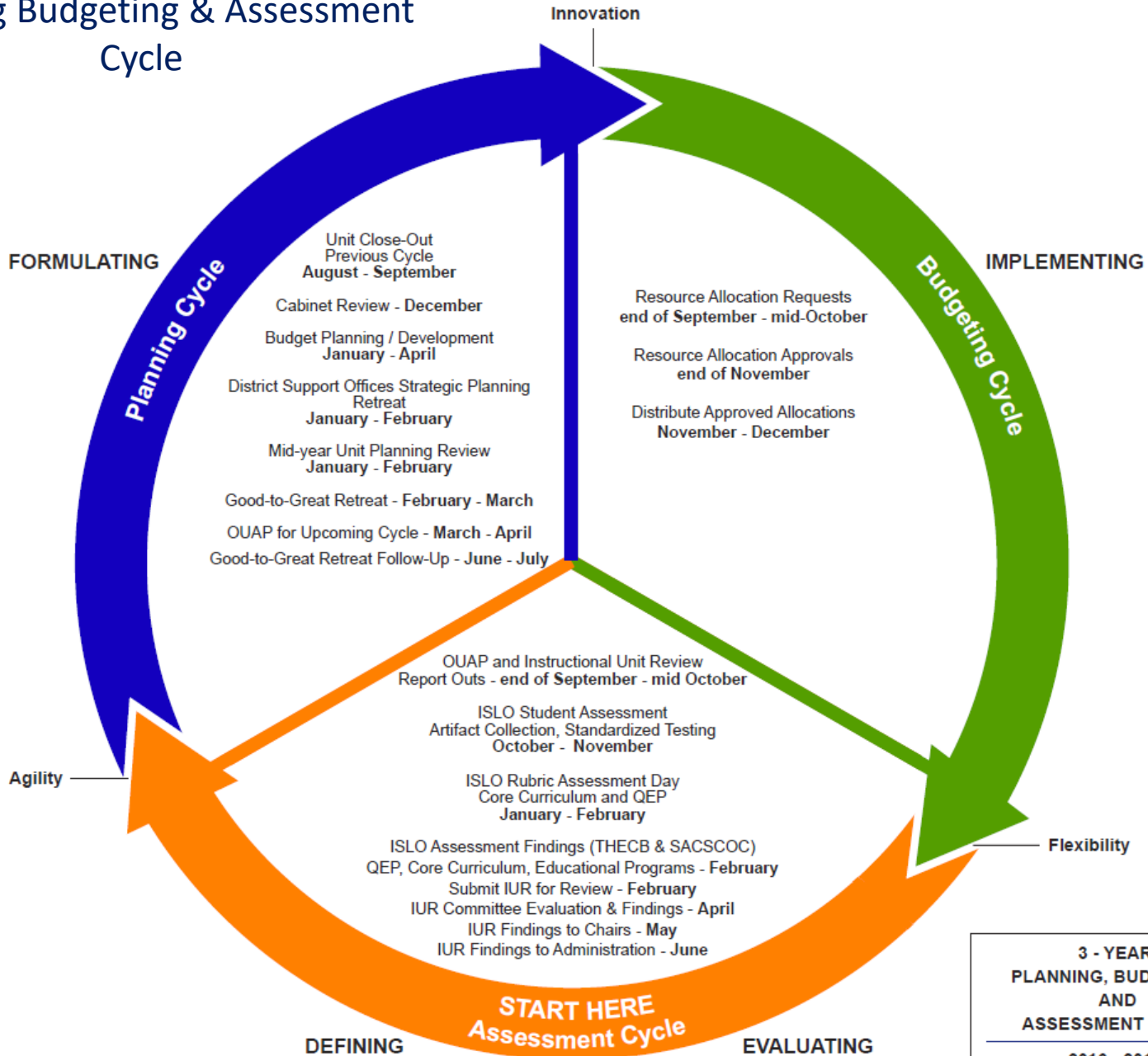


# Category 2: Strategy

- Strategic Plan Development
  - Good to Great Retreats
  - Leadership Retreat
- Action Plan Deployment
  - Divisions align action plans to unit plans
- Operational Unit Assessment Plan



# Planning Budgeting & Assessment Cycle



**3 - YEAR  
PLANNING, BUDGETING  
AND  
ASSESSMENT CYCLE**

**2016 - 2019**  
rev 6/15/17



# Category 3: Customer Focus

- Engagement with key customers
  - Students, Feeder Schools, DC/ECHS Schools, Transfer Schools, Employers, Community
- Respond to customer needs
- Build and maintain relationships with students and stakeholders
  - College Connection, Experiential Learning, personal phone calls
- Determine student and stakeholder satisfaction
  - CCSSE, Noel Levitz, PACE, Feed the Tiger



# Determining Student/Stakeholder Needs

- Surveys: CCSSE, Noel Levitz and POC
- Forums/Town Halls: Call to Conversation, Superintendent Forum
- Student Focus Groups:
- Meetings: Board of Trustee, Advisory Committee, Consortium
- Informal discussion: Advising sessions and class feedback

# Category 4: Measurement, Analysis and Knowledge Management

- Organizational Performance & Projections
  - College Scorecard
    - Weekly review
  - Daily Operations KPIs
    - Weekly review
  - OUAP process
    - Bi-annual review
  - Good to Great
    - Bi-annual review
  - 4DX
    - Weekly review
    - Bi-annual Board review
- Organizational Data and Information
  - Collect data/information
    - Town Halls, emails, committees
    - Surveys (POC and 3<sup>rd</sup> party)
  - Ensure quality
    - Audit report, vendor monitoring, hardware recycling
  - Information sharing
    - 4DX summits
    - AlamoShare, shared drives, Banner
    - Social Media



# Category 5: Workforce

## Workforce Environment

- **New Employee Resources**
  - New Employee Orientation
  - New Faculty Prep
  - Master Teacher Cert.
  - New employee Follow-up
- **Change Management**
  - ADKAR Model

## Workforce Engagement & Performance

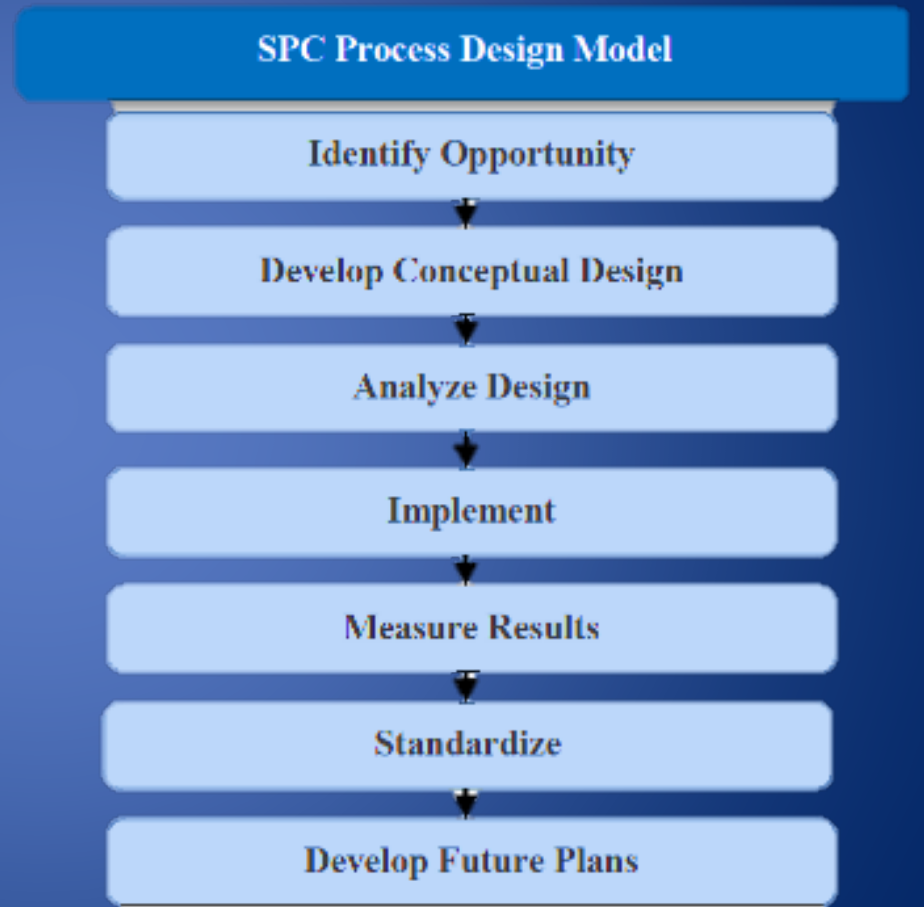
- **Drivers of Engagement**
- **Performance Management**
  - Faculty 180
  - Staff Progress Review
  - SMART GOALS
- **Professional Development**
  - Professional Development Week
  - Administrative Professionals Workshop
  - Fiesta of Teaching Technology

# Continuous Improvement from Engagement Drivers

- **Information Shared at SPC**
  - New Employee Follow-up, Call to Conversation
- **Importance placed on student diversity**
  - Interfaith Dialogue, Culturefest
- **Learning and Development Opportunities**
  - Master Teacher, Administrative Professionals Workshop
- **Ability to influence the direction of the college**
  - Increase GTG participation, institutional committees, and president meets with Faculty Senate and Staff Council presidents

# Category 6: Operations

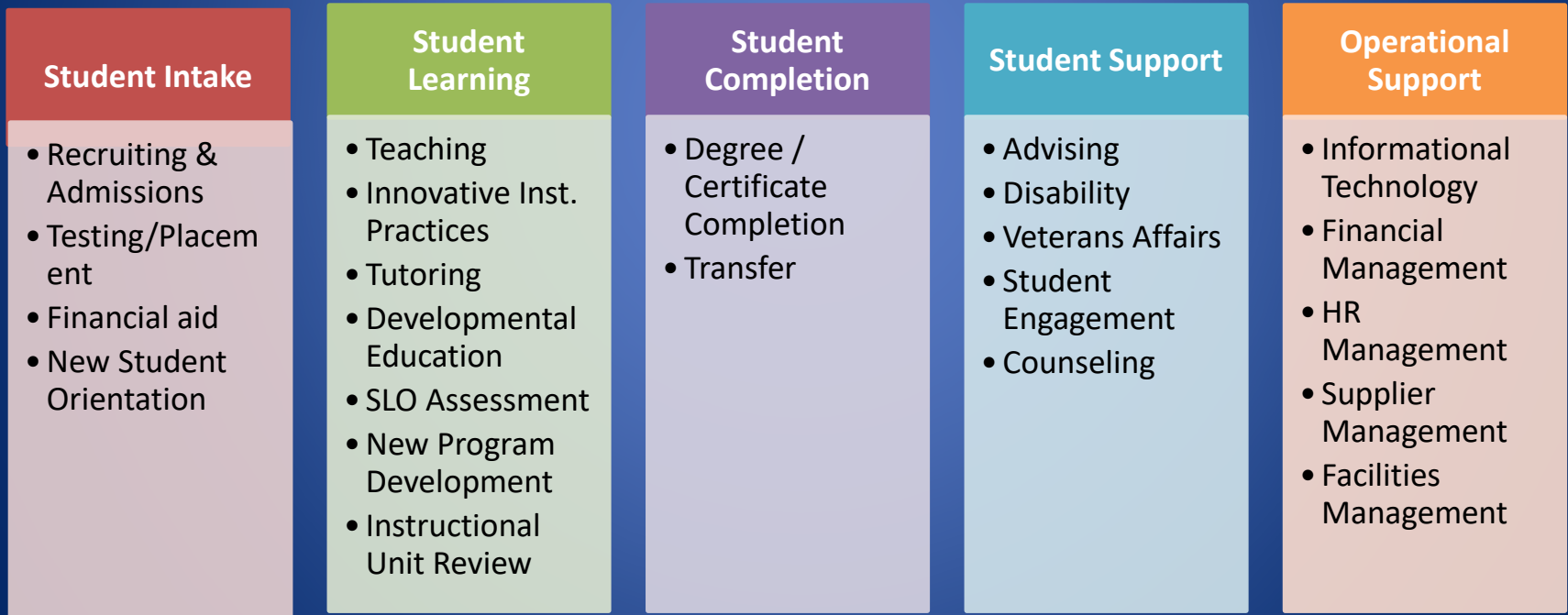
- Work Processes
  - Work Process Design Model
  - New Program Development Model
- Work Systems
  - Process alignment
- FOCUS PDCA
  - Process improvement



*Figure 6.1-1 SPC Process Design Model*

# Key Work Systems

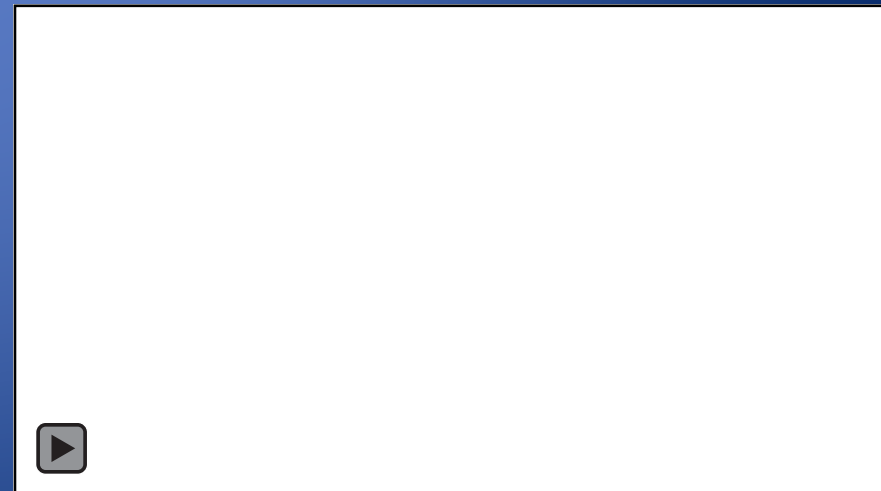
- Work Systems align with the student experience/student life cycle





# Working with campus

- Category teams
  - Category 7 members were assigned to Categories 1-6 as well
- Criteria overview sessions
- Application review
- All College Forums (skit)
- Site visit preparation
- Celebration



# College Play



<https://www.youtube.com/watch?v=W89ERglj6TE&feature=youtu.be>

# Benefits

- View of the organization from 30,000 feet
  - Systems
  - Relationships between units
- Comprehensive framework for quality improvement
- Enhanced communication
- Focus on data
- Increased teamwork opportunities



# Lessons learned

- Senior leadership buy-in is essential
- Go through an assessment process every year
- Greater use of comparative data
- Encourage key personnel to become state examiners
- Don't reinvent your institution – build on your strengths
- Focus on Learning and Integration





**ANY QUESTIONS?**