



ALAMO  
COLLEGES  
DISTRICT

# 2018 ALAMO COLLEGES DISTRICT STAKEHOLDERS' STRATEGIC PLANNING RETREAT REPORT

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2018 ALAMO COLLEGES DISTRICT STAKEHOLDERS'  
STRATEGIC PLANNING RETREAT REPORT

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# 2018 ALAMO COLLEGES DISTRICT STAKEHOLDERS' STRATEGIC PLANNING RETREAT REPORT

## Executive Summary

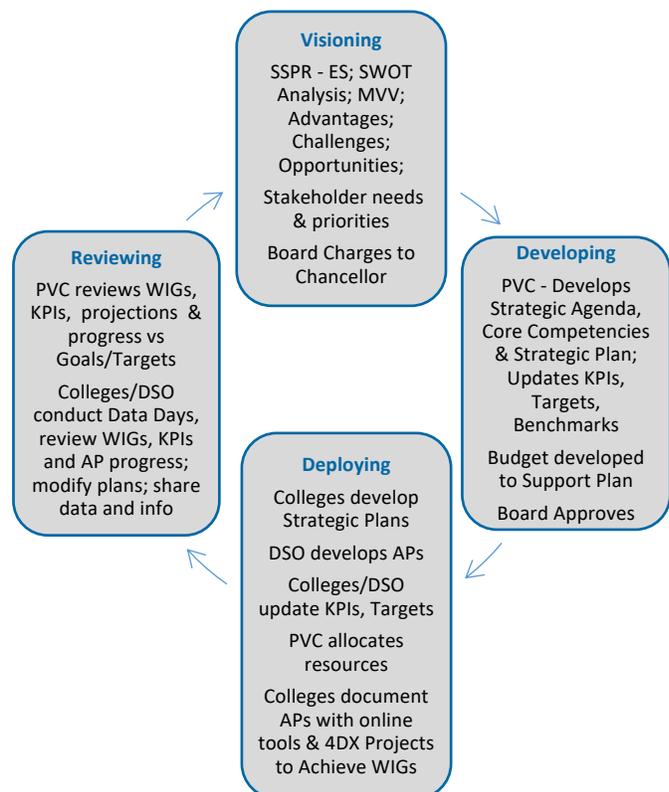
This report includes the background, methodology, stakeholders' recommended strategies, next steps, performance excellence journey survey results, and retreat evaluation results from the 2018 Alamo Colleges District stakeholders' strategic planning retreat\*.

### BACKGROUND

Composed of five colleges and District Support Operations, the Alamo Colleges District (ACD) organizes annual strategic planning retreats to ensure the participation of all stakeholders in shaping the future direction of the institution through strategy development and implementation.

The ACD stakeholders' strategic planning retreat was held at the Rosenberg Sky Room of the University of the Incarnate Word, San Antonio, on February 19, 2018. The retreat was attended by 168 participants, including faculty members, staff, administrators, students, and community members. This broad stakeholder representation ensures the participatory aspect and the systematic implementation of the ACD strategic planning process.

- 4DX = Four Disciplines of Execution
- ACD = Alamo Colleges District
- AP = Action Plan
- DSO = District Support Operations
- ES = Environmental Scan
- KPI = Key Performance Indicator
- MVV = Mission, Vision, and Values
- PVC = ACD Senior Leadership (Chancellor, Presidents, VCs)
- SSPR = ACD Stakeholders' Strategic Planning Retreat
- SWOT = Strengths, Weaknesses, Opportunities, and Threats
- WIG = Wildly Important Goal



Environmental scan reports were provided to retreat participants prior to the event to ensure fact-based discussions.

## METHODOLOGY

The retreat's purpose was to generate strategic recommendations for the PVC (ACD senior executive leadership composed of the Chancellor, five college Presidents, and five Vice Chancellors) to use in subsequent planning meetings to make decisions on interventions and continuous improvement of the Strategy Map, operations, and the quality of the work produced by ACD to accomplish the mission.

The retreat started with the opening remarks by the Chancellor, including the ACD performance excellence journey, description and significance of the Alamo Way, our colleges' progress on the Aspen Prize for Community College Excellence award process, ACD's six key strategic priorities (AlamoENROLL, AlamoADVISE, AlamoINSTITUTES, Dual Credit, Completion, and Quality), and follow up actions by PVC from last year's strategic planning retreat.

This was followed by a data update and discussion on the state of ACD performance excellence by Dr. Tom Cleary, Vice Chancellor for Planning, Performance, Accreditation, and Information Systems. The PowerPoint presentation on the performance excellence state of ACD is available at <http://alamo.edu/district/planning/strategic-planning-retreat/>

After this presentation, participants engaged in three retreat working sessions, focused on five focus areas for ACD (Students, Employees, Operations, Funding, and Community), where they discussed the present and long-term ACD situations; referred to environmental scan information, conducted SWOT Analysis, determined strategy considerations, and formulated appropriate long-term strategies.

In the first retreat working session, participants discussed ACD's strengths, weaknesses, opportunities, and threats according to the five focus areas before prioritizing and reporting out their SWOT analysis conclusions.

During the second working session, participants took into consideration the five focus areas and identified key strategic advantages and key strategic opportunities based on institutional strengths and opportunities; they also identified key strategic challenges based on institutional weaknesses and threats.

The third working session involved the analysis of 10 future scenarios selected from the SCUP publication "Trends for Higher Education" to produce long-term strategic recommendations for ACD. The future scenarios included 1. Changing Demographics, 2. Health Care Training and STEM, 3. Serving Adult Students, 4. Advances in Automation, 5. What's Next for LMS? 6. Secrets of Online Learning, 7. P3s to the Rescue? 8. Cybersecurity Threats from the IoT, 9. Mixed Signals from Governors, and 10. College Quality: Under the Microscope. In this scenario-based analysis, participants discussed the scenarios, connected them to ACD, and formulated strategies by linking strategic advantages to strategic opportunities (SA-SO Strategies) and strategic advantages to strategic challenges (SA-SC Strategies) for each focus area.

At the end of the retreat, participants completed a survey on the ACD performance excellence journey and an evaluation of the retreat experience.

## SUMMARY OF RESULTS

The first working session (SWOT Analysis) identified 207 strengths, 190 weaknesses, 123 opportunities, and 123 threats for the five ACD focus areas. These results and an overall summary combining SWOT results for all focus areas were included in two tables. Highlights from the overall summary:

### Top 5 from Overall Summary of SWOT Analysis

<p style="text-align: center;"><b>ACD Strengths</b></p> <p>Employee support, 12% Funding, 11% Quality faculty/staff, 10% Support from the community, 9% Leadership, 7% Student centeredness, 7%</p>	<p style="text-align: center;"><b>ACD Weaknesses</b></p> <p>Employee support, 20% Communication/marketing, 15% Funding, 14% Processes/customer service, 13% Collaboration, 7%</p>
<p style="text-align: center;"><b>ACD Opportunities</b></p> <p>Partnerships/relationships, 27% Funding, 11% Dual credit/ECHS, 9% Support from the community, 9% Online education, 7% Program demand, 7%</p>	<p style="text-align: center;"><b>ACD Threats</b></p> <p>Competition, 27% Funding limitations, 20% Legislation, 7% Negative perceptions, 6% Political changes, 5%</p>

The second working session (Strategy Considerations: SA, SO, and SC) generated 92 strategic advantages, 92 strategic opportunities, and 127 strategic challenges for the five ACD focus areas. These 311 strategy considerations were based on the SWOT Analysis information produced in working session 1. These results were categorized by theme and tabulated. The most represented themes were selected into a final table of top SA, SO, and SC for ACD.

### Top SA, SO, and SC for ACD.

<b>Top Strategic Advantages (SA)</b>	<b>Top Strategic Opportunities (SO)</b>	<b>Top Strategic Challenges (SC)</b>
SA1: Low tuition and provision of funding for students.	SO1: Increase marketing and communicating the value of ACD for recruitment and student success.	SC1: Limited funding.
SA2: Focus on students.	SO2: Increase and strengthen external partnerships.	SC2: Limited external communication and marketing.
SA3: Strong partnerships and stakeholder engagement.	SO3: Expand and utilize technology (e.g. ACOL, LMS).	SC3: Managing processes efficiently and effectively.

The third working session (Scenario-Based Strategic Planning) generated 79 SA-SO strategies and 63 SA-SC strategies to address the 10 future scenarios sourced from SCUP for ACD to prepare for the future. These results were summarized in a table of top-ranked strategies with their related SA, SO, and SC.

**Summary of Top Recommended Strategies Based on ACD’s Strategic Advantages and Strategic Opportunities for the 10 Future Scenarios**

Future Scenario	SA-SO Strategy (Ranked Highest Priority)	Related SA and SO
1. Changing Demographics	Prepare to meet the educational/workforce training demands and labor market demands by partnering with businesses and industry and aligning with the AlamoINSTITUTES. (5)	SA3, SO2
2. Health Care Training and STEM	Create pipeline programs through HS-CC-University partnerships. (5)	SA3, SO2
	Define other stackable credentials for low-cost and completion. (5)	SA1, SO2
3. Serving Adult Students	Develop high-quality faculty and staff knowledgeable about technological advancements. (5)	SA3, SO3
4. Advances in Automation	Develop online learning and alternative methods for teaching. (5)	SA2, SO3
	Develop a virtual lobby to assist students with live chats, advising, etc. (5)	SA2, SO3
5. What's Next for LMS?	Expand ACOL to continue providing access, flexibility, and lower cost. (5)	SA2, SO3
6. Secrets of Online Learning	Standardize online web advising and support services for students and faculty. (5)	SA2, SO3
7. Public-Private Partnerships (P3s) to the Rescue?	Educate our internal and external communities. (5)	SA2, SO1
	Partner with private industries. (5)	SA3, SO2
8. Cybersecurity Threats from the Internet of Things (IoT)	Leverage cybersecurity programs internally. (5)	SA2, SO3
	Continue to invest in the infrastructure, people, and IoT security. (5)	SA1, SA2, SO3
	Streamline the amount of IT platforms we use. (5)	SA1, SO3
	Test our cybersecurity protocols frequently. (5)	SA1, SO3
9. Mixed Signals from Governors	Sell and exploit the benefits of the community college to the legislature. (5)	SA3, SO1
	Improve PR campaign to highlight student success from cradle to career. (5)	SA2, SO1
	Collaborate with lobbyists to relay the benefits of community colleges. (5)	SA3, SO1
	Re-evaluate out-of-District tuition rates to impact enrollment. (5)	SA1, SA2, SO1
	Investigate Dallas Alamo Promise and incorporate into Alamo Colleges. (5)	
	Develop community partnerships and ISD dual credit. (5)	SA3, SO2
10. College Quality: Under the Microscope	Leverage business partners (360-degree involvement) with a commitment to graduate hiring and paid internships. (5)	SA3, SO2
	Increase the college-going culture by marketing student narratives and making SFA grants and scholarships available. (5)	SA1, SA2, SO1
	Leverage the creativity and talent of employees to define and initiate a steering committee as a rollout. (5)	SA2, SO1
	Create multiple opportunities from all constituents (all college management, faculty, and staff senate) (5)	SA2, SO1
	Expand Alamo Talent to provide customized job training, ethics training, and other online tools. (5)	SA3, SO3
	Generate dialogue from the <i>Respect-for-All</i> value to empower our communities for success. Economic success = employment success. (5)	SA3, SO1

Numbers in parentheses indicate highest level of importance (1-5 scale)

**Summary of Top Recommended Strategies Based on ACD’s Strategic Advantages and Strategic Challenges for the 10 Future Scenarios**

<b>Future Scenario</b>	<b>SA-SC Strategy</b> (Ranked Highest Priority)	<b>Related SA and SC</b>
1. Changing Demographics	Improve student success communication data. (5)	SA2, SC2
2. Health Care Training and STEM	Create more opportunities in workforce and internships for the student of "today." (5)	SA2, SC3
	Create more shared space with incentives for collaboration. (5)	SA2, SA3, SC2
3. Serving Adult Students	Simplify AlamoENROLL in support of AlamoADVISE and AlamoINSTITUTES. (5)	SA2, SC3
4. Advances in Automation	Leverage a cybersecurity program and grow as IT is adopted. (5)	SA2, SC3
	Resolve email capacity issues. (5)	SA2, SC3
	Resolve the lack of a data warehouse. (5)	SA2, SC3
5. What's Next for LMS?	Invest in LMS to help keep up with student expectations regarding technology. (5)	SA2, SC3
6. Secrets of Online Learning	Maintain the quality of instruction. (5)	SA2, SC3
7. P3s to the Rescue?	Ensure the ongoing maintenance of programs. (5)	SA2, SA3, SC1, SC2
	Improve partnerships that work well only on paper. (5)	SA3, SC1, SC2
8. Cybersecurity Threats from the Internet of Things (IoT)	Provide funding to hire talented personnel to help keep up with the everyday changes. (5)	SA1, SC1
	Secure support from ITS leaders. (5)	SA3, SC1
9. Mixed Signals from Governors	Ensure that long-term strategic goals are not compromised by short-term economic gains. (5)	SA1, SA2,
	Provide a schedule of course offerings to students to complete their degree in a timely manner to impact/address a performance-based budget model (Momentum Points). (5)	SA2, SC3
	Promote online education based on low tuition rates. (5)	SA1, SA2, SC1, SC2
10. College Quality: Under the Microscope	Increase marketing by telling the story of community college value (ROI, time to degree) and the programs ACD offers. (5)	SA1, SA2, SC1, SC2
	Develop sustainable dual credit growth by engaging the legislative and establishing ISD partnerships. (5)	SA1, SA2, SA3, SC1
	Be intentional about educating our Board members about ACD initiatives and values, and ensure they engage with all constituents. (5)	SA2, SA3, SC2, SC3
	Create a culture of employee support and job satisfaction. (5)	SA3, SC2, SC3
	Leverage the ACD employee talent to engage and propose academic funding and legislation. (5)	SA3, SC1

Numbers in parentheses indicate highest level of importance (1-5 scale)

All categorized results by focus area after completing the SWOT Analysis; determining strategic advantages, strategic opportunities, and strategic challenges; and formulating scenario-based strategies appear below, followed by results of the ACD Performance Excellence (Baldrige) Journey Survey and the Retreat Evaluation Survey.

## NEXT STEPS

The PVC will review all recommendations from this strategic planning retreat report to formulate and deploy appropriate strategies for update and improvement of the strategy map, organizational action plans, and the strategic plan. Follow up on these decisions and their implementation progress will be presented at the 2019 strategic planning retreat and will be documented in the corresponding retreat report and posted online.

*[Note: On April 2, 2018, the PVC met to review the SA, SO, and SC from this retreat's working session 2 in order to refine them and use them, including their inclusion in the 2018 ACD Baldrige Application. PVC members approved the following final SA, SO, and SC for ACD:*

<b>Strategic Advantages (SA)</b>	<b>Strategic Opportunities (SO)</b>	<b>Strategic Challenges (SC)</b>
Affordability and Value	Focus marketing and communication on the value of ACD for recruitment and student success.	Expected improved quality and effectiveness with decreased funding.
Focus on student success	Strengthen workforce alignment and articulation through the expansion of Pathways	Public expectation of sustained high performance
Strong educational partnerships.	Develop a digital learning strategy to meet student/customer/employee demands.	Increased competitor pressures

*This list of SA, SO, and SC is recognized as official through 2018 and until the PVC conducts another strategy considerations review].*

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## Results from Retreat Working Session 1:

### SWOT Analysis

The following are the overall results (all five ACD focus areas combined) and frequency distributions for ACD strengths, weaknesses, opportunities, and threats identified and prioritized by retreat participants. This is followed by comprehensive SWOT analysis results according to the five ACD focus areas (students, employees, operations, funding, and community).

### Overall SWOT Analysis Results

Strengths	N	%
Employee support	24	12%
Funding	23	11%
Quality faculty/staff	20	10%
Support from the community	19	9%
Leadership	15	7%
Student centeredness	15	7%
Continuous improvement and innovation	14	7%
Affordability	12	6%
Collaboration	9	4%
Key Strategic Objectives	7	3%
Data	5	2%
Programs	5	2%
Infrastructure	4	2%
ACD culture	3	1%
Small classes	3	1%
Workforce training	3	1%
Other	26	13%
	207	100%

Weaknesses	N	%
Employee support	38	20%
Communication/marketing	29	15%
Funding	27	14%
Processes/customer service	24	13%
Collaboration	13	7%
Data	8	4%
Planning	8	4%
Advising	6	3%
Innovation	4	2%
Infrastructure	3	2%
Online education	3	2%
Advising	1	1%
Programs	1	1%
Other	25	13%
	190	100%

<b>Opportunities</b>	<b>N</b>	<b>%</b>
Partnerships/relationships	33	27%
Funding	13	11%
Dual credit/ECHS	11	9%
Support from the community	11	9%
Online education	8	7%
Program demand	8	7%
Experiential learning	6	5%
Technology	6	5%
International education	1	1%
Other	26	21%
	123	100%

<b>Threats</b>	<b>N</b>	<b>%</b>
Competition	33	27%
Funding limitations	24	20%
Legislation	8	7%
Negative perceptions	7	6%
Political changes	6	5%
Dual credit/ECHS	5	4%
Property taxes	5	4%
Violence on campus	5	4%
Communication/marketing	3	2%
Technology	2	2%
Alignment with partners	1	1%
Leadership	1	1%
Other	23	19%
	123	100%

## SWOT Analysis Results by ACD Focus Area

### A. ACD STRENGTHS

Focus Area 1: Students			
Theme	N	%	Strengths
Key Strategic Objectives	7	15%	AlamoADVISE.
			AlamoINSTITUTES.
			AlamoADVISE.
			AlamoCONFIDENCE.
			AlamoINSTITUTES.
			AlamoADVISE model and faculty mentoring.
			AlamoINSTITUTES to assist with pathways.
Affordability	6	13%	Low tuition rates.
			Low cost.
			Affordable tuition - Summer Momentum.
			Affordability - Summer Momentum Program.
			Free tuition for dual credit.
			Cost, scholarships, and course availability.
Quality faculty/staff	6	13%	Quality of instructors.
			Strong workforce.
			Faculty.
			Focus on completion.

			Quality faculty and staff across the ACD.
			Quality of instruction.
Student centeredness	4	9%	Students.
			Student Leadership Institute.
			Respect for all, Student focused.
			Leadership - Student opportunities to get involved in internships, clubs, study abroad.
Employee support	3	6%	Support for staff development.
			Teaching and learning support for faculty.
			Advising model - assigned advisors to each student to foster completion.
Workforce training	3	6%	Training programs (workforce, academies)
			Workforce education - academies, tech training, internships.
			Career technology programs.
Infrastructure	2	4%	Labs for students.
			Five accredited colleges in multiple locations across service area.
Leadership	2	4%	Shared governance (students).
			Clear mission.
Programs	2	4%	Dual credit, online learning.
			Study abroad - scholarship opportunities, global education.
Small classes	2	4%	Small class size.
			Small classrooms - faculty-to-student ratios.
Collaboration	1	2%	Collaboration among faculty, staff, and students.
Other	9	19%	Individual college recognition.
			Available resources (support, technology).
			Class opportunities (online, different campuses).
			Core completion.
			Mobile SAC (App to help students find buildings).
			Communication - faculty office hours, small classrooms, student forums.
			Environment - friendly family atmosphere.
			Diversity - diverse student bodies to include our faculty.
Veterans outreach.			
Total	47	100%	

## Focus Area 2: Employees

Theme	N	%	Strengths
Employee support	14	29%	Professional development opportunities.
			Benefits.
			Training and development (including ALAS, ELP, etc.)
			ACD's commitment to continuous professional development.
			Qualifications and professionalism of employees.
			Working in an environment with potential for growth vs. facing a diminishing industry or region.

			Competitive benefits.
			Professional development programs.
			Employee development for leadership.
			Good benefits.
			Higher profile - we can attract talent from outside; this helps increase our relationship with ISDs and universities.
			High diversity of ACD - we have access to a great pool of talent.
			Employee development.
			We hire and promote from within.
Quality faculty/staff	5	10%	ACD has lots of talent and creativity.
			Engagement (4DX).
			High quality staff and faculty (all employees)
			High quality of adjunct faculty because of our good reputation.
			Loyalty (years of service).
Leadership	4	8%	Chancellor and leadership have shown support and have provided stability; they emphasize taking care of employees, even under hard times.
			Culture norm for strong leadership and strategies to improve.
			Employees understand and are dedicated to the mission.
			Diverse avenues offered for employee voice and input.
Student centeredness	4	8%	Commitment to enhancing student success.
			Commitment to student success.
			Principle-centered leadership deployed to students.
			Helping students succeed.
Support from the community	4	8%	Community engagement; responsive to employers.
			Collegial relations among employees and the community.
			Positive local communities and business relationships.
			Support from the community.
ACD culture	3	6%	Employee diversity and individual college diversity. Each college has its own identity and connection to its surrounding community.
			Working environment that allows individual initiative and, especially for faculty, that allows autonomy in utilizing best practices.
			Recognition of unique college cultures.
Collaboration	3	6%	Collaboration across colleges and DSO offices.
			Collaborative culture among employees.
			Internal and external collaboration.
Data	3	6%	PACE results are good and we do PACE regularly.
			Data informed.
			Use of data to inform and improve our work.
Continuous improvement and innovation	2	4%	Commitment to quality, 4DX, Baldrige.
			Culture of innovation.
Employee support	2	4%	Employee payment benefits.
			Employee recognition.
Other	4	8%	Support resources.

			Open communication and transparency among staff, faculty senate and super senate across colleges.
			College is family.
			Respect for all.
Total	48	100%	

Focus Area 3: Operations			
Theme	N	%	Strengths
Continuous improvement and innovation	10	24%	Openness to explore for improvements throughout areas of operation.
			Identification of needs for improvement (now a process to identify funding to assist in projects).
			Capacity to improve; upward mobility.
			Process improvement culture.
			Use of quality tools (Baldrige, 4DX, FOCUS PDCA).
			Environment open to innovation.
			Innovation culture.
			Striving for continuous definition of processes and priorities.
			Providing platforms to adopt best practices.
Faculty innovation.			
Leadership	6	14%	Goal oriented (we now know where we want to go and where we need to focus efforts).
			Stability of strong leadership.
			A new Chancellor that has strengths in processes and systems.
			Clear mission, vision, and values, consistent across ACD.
			Culture of creating good policies and procedures.
Consistency of leadership.			
Employee support	4	10%	Leverage internal talent and learning.
			Access to professional development.
			Internal experts (versus outside consultants).
			Professional development for staff and faculty.
Quality faculty/staff	4	10%	Quality of faculty, staff, administrators.
			Adaptability
			Flexibility.
			Accountability.
Collaboration	2	5%	Collaborative culture.
			Collaboration and priorities.
Student centeredness	2	5%	Success in student-centered metrics.
			Leadership commitment to Students First.
Support from the community	2	5%	\$450 million bond; better process, partnerships; community can provide a great opportunity to deliver services.
			Community reputation and beautiful facilities.
Data	1	2%	Access to data (data driven).

Affordability	1	2%	Affordability to students.
Programs	1	2%	Post-secondary access (DC, ECHS).
Infrastructure	1	2%	Excess capacity at some colleges for expansion.
Funding	1	2%	Bond funding.
Other	7	17%	Focus on providing service that is universal across the board.
			Scale (our large size provides a great wealth of opportunities for students).
			Centralized core functions.
			History bringing programs to scale.
			Ability to take classes at any college.
			Advising model.
			Systematic onboarding of students.
Total	42	100%	

### Focus Area 4: Funding

Theme	N	%	Strengths
Funding	22	59%	Strong grant portfolio.
			Colleges as good stewards of managing and allocating funds.
			Capital funding for equipment and furniture replacement.
			Ability to carry forward funds as it relates to capital, student activity fee, technology.
			Talented stakeholders support funding.
			Facilities team drives proactive savings.
			Online programs may support cost savings.
			Affordable tuition.
			Shared resources.
			State and Federal grant funding.
			Data-driven funding and budgets.
			Ability to scale/drive programs with a well-run financial organization.
			Knowledgeable staff to manage budget.
			AAA bond rating.
			AAA bond ratings - lower interest costs.
			Cost reductions via technology - lab virtual desktops, Xerox printing.
			Online courses - increase in tuition/profits, especially for out-of-District/state, lower facility costs.
			Efficiencies and cost savings - facilities maintenance, utilities rate increase offset by energy efficiency, class size optimization.
			Debt management - created capacity for new CIP without rate increases.
			Budget/actual reporting - allows management/redeployment of unused funds.
DSO outsourcing of non-core functions to lower expenses (Print shop, mail delivery/UPS).			
Contracting/purchasing process - negotiate contract savings and oversee service delivery.			
Support from the community	4	11%	Business/advisory council for partnerships and scholarships.
			Additional partnerships for donations and scholarships.

			Positive representation with the community.
			Employees representing ACD in the community.
Leadership	2	5%	Clear direction from Board of Trustees.
			Confidence from stakeholders.
Affordability	2	5%	Affordability.
			Low tuition and scholarships availability - increased enrollment and persistence lower costs.
Collaboration	2	5%	Collaboration and adaptation with community needs.
			Collaboration with internal stakeholders.
Continuous improvement and innovation	1	3%	Process improvement via OFI analysis for cost savings.
Data	1	3%	Strong data to support evidence-based outcomes (funding).
Student centeredness	1	3%	Student activity fee that is student focused and student driven.
Other	2	5%	Bexar County property tax structure.
			Destination designation.
Total	37	100%	

Focus Area 5: Community			
Theme	N	%	Strengths
Support from the community	9	27%	Community engagement (collaboration, partnerships).
			Pipeline to community businesses and 4-year institutions.
			Advisory boards to guide programs.
			Great awareness of the community college in the area - community is highly connected to ACD.
			Quality workforce programs - advisory committees help colleges respond to employer needs.
			Advisory boards for programs.
			Vision building to meet community needs (partnerships).
			High gains from grants that benefit the community.
			Support from higher education.
Quality faculty/staff	5	15%	Quality staff.
			Ability to make changes.
			Local faculty able to respond to the local culture and needs.
			Quality of faculty vs. entry-level university courses taught by assistant professors.
			Agility to offer programs responsive to our needs.
Student centeredness	4	12%	Quality students.
			Student organizations.
			Student centeredness - instructors are more personal with students.
			Quality programming for students to network with others to gain info on opportunities.
Affordability	3	9%	Affordability.

			Affordability and multiple access programs (credit, technical, CE, dual credit, workforce, I-BEST).
			Affordability for students and community = value/education.
Programs	2	6%	Educational programs (academic, service learning, technical/workforce training). DC/ECHS.
Collaboration	1	3%	Collaboration between ISDs and ACD, working through many dual credit issues and facets.
Continuous improvement and innovation	1	3%	Focus on continuous improvement.
Employee support	1	3%	High retention of faculty and staff.
Infrastructure	1	3%	Large physical footprint with various locations.
Leadership	1	3%	Mission.
Small classes	1	3%	Small class size offers - the private school approach.
Other	4	12%	Organizational structure. Affirmation of ACD quality by regulators (SACSCOC) and stakeholders. Good reputation. Improving literacy levels - reducing dependence on government assistance to the communities we serve.
Total	33	100%	

## B. ACD WEAKNESSES

Focus Area 1: Students			
Theme	N	%	Weaknesses
Processes/ customer service	16	34%	Unavailability of course in order to graduate.
			Limited online/web presence.
			Customer support.
			Additional support for students (childcare, transportation).
			Lack of agility (too big to respond).
			Onboarding issues.
			Reduction in support services/HB2223.
			Completion of student support processes and effective functionality systems.
			Three-peat: students are vulnerable due to lack of support systems.
			AlamoENROLL: onboarding is too long and enrollment services are poor.
			Excessive bureaucracy cannot get students the help they need.
			Limited ability to help students get jobs.
			Too many tools/processes are confusing.
			Insufficient course offerings (must include different times during the day and on weekends).
Lack of social support for those students in need.			

			Limited technology interface with students and employees.
Communication/ marketing	10	21%	Poor distribution of information among colleges and departments.
			Difficulty in contacting departments or employees.
			Inadequate marketing and branding of colleges and DSO.
			Lack of marketing strategy.
			Career pathways are unclear, lack communication, have no practical application, and delivery is not manageable.
			Limited communication of financial aid information.
			Poor communication between colleges.
			Communication to and from students.
			Too many holds in too many departments because of poor communication and organization.
			Poor communication (close the gap to include faculty on clubs, study abroad, and social media).
Advising	6	13%	Advising issues (turnover rate, wait times).
			Advisors are not accessible and do not always reply.
			Lack of counseling services to deal with difficult situations.
			Advisors are not aware of degree requirements, so they have to seek help from other senior advisors.
			Not enough tutors. SPC students come to SAC tutoring services because they do not have enough tutors.
			Delay in implementing the factor mentors.
Employee support	4	9%	Undertrained staff.
			Lack of leadership transition.
			Compromised access to faculty (limited availability of full time, qualified faculty).
			Lack of staff knowledge causes frustration to students.
Collaboration	2	4%	Territoriality (DSO to college, college to programs)
			Limited intentional collaboration.
Funding	2	4%	Lack of a funding diversity strategy.
			Decreased funding for tutoring limiting the number of tutors.
Planning	1	2%	Too many options for transfer (common numbering system).
Other	6	13%	Lack of leadership to push for high achievement (Honors program, outcome awareness).
			No competing solutions.
			Lack of clarity in field of study for students.
			PD internal and external.
			Equity agenda issue about men of color and completion rates.
Purge - continue to improve.			
Total	47	100%	

## Focus Area 2: Employees

Theme	N	%	Weaknesses
Employee support	24	53%	Poor planning for hiring employees.
			Vague job descriptions.
			Few opportunities for employee training.

			<p>Lack of employee recognition in various departments.</p> <p>No formalized internal structure to promote leadership potential of staff/faculty to prepare for executive leadership roles (we need to invest in people beyond ELP and ALAS).</p> <p>Not enough opportunities for employees to influence decisions.</p> <p>Lengthy hiring process.</p> <p>Limited face-to-face and cross training.</p> <p>Low salaries compared to the private sector.</p> <p>Inconsistency in promo policies for faculty, including lab loading.</p> <p>Lack of specialized training.</p> <p>HR processes need to be strengthened and simplified, especially for hiring and holding employees accountable.</p> <p>Expanding work and projects without a concurrent expansion of staffing.</p> <p>Initiative overload.</p> <p>Limitations on the variety of professional development, especially for faculty.</p> <p>Need of greater support for part-time employees, especially adjunct faculty (dual credit).</p> <p>Limited education of internal community.</p> <p>Slow HR hiring process.</p> <p>Faculty training not scheduled around teaching schedule.</p> <p>Initiative fatigue.</p> <p>People's time and money fatigue.</p> <p>Confusion between evaluation plans for administrators, staff, and faculty.</p> <p>Low faculty and staff pay (needs to be more competitive).</p> <p>Limited leadership development and leadership process for leaders to learn essentials of their job, increase efficiency, and use technology to be more effective in their jobs.</p>
Communication/ marketing	6	13%	<p>Poor communication of processes, procedures, and policy updates and lack of a central repository.</p> <p>Need more two-way communication.</p> <p>Limited dialogue around DSO and campus culture.</p> <p>Poor social media engagement with students and employees.</p> <p>Poor communication between various units.</p> <p>Lack of role clarity among employees.</p>
Collaboration	4	9%	<p>Lack of trust (PACE survey).</p> <p>Division between colleges and DSO.</p> <p>Weak collaboration across colleges and DSO.</p> <p>Continued lack of trust between colleges, DSO, and within departments.</p>
Planning	3	7%	<p>Lengthy process improvements and technology updates.</p> <p>Lack of quality planning to implement initiatives.</p> <p>Disconnect between strategy and strategy implementation and results.</p>
Data	2	4%	<p>Poor data warehouse.</p> <p>Unmanageable data overload.</p>
Funding	2	4%	<p>Limited resources (funding, space, facilities, funding).</p> <p>Budget constraints that limit the ability to hire in some high-demand fields.</p>
Infrastructure	1	2%	<p>Poor facilities.</p>
Other	3	7%	<p>Ineffective roll-outs.</p>

			Inability to grow.
			Poor outsourcing.
Total	45	100%	

Focus Area 3: Operations			
Theme	N	%	Weaknesses
Communication/ marketing	6	15%	Lack of two-way communication for buy-in.
			Poor top-down, bottom-up, and lateral communication in all area (Alamo Share, Alamo Talent, ACES, and multiple systems).
			Inconsistent internal communication.
			Ineffective marketing focused on low cost, not high quality education.
			Poor internal communication and flow of information.
			Complicated and poor process of communication of DSO, colleges, and high schools.
Funding	6	15%	Lack of resources/funding for project completion.
			Deferred maintenance/landscaping issues, even with the bond without strong upkeep/maintenance system.
			Lack of funds to cover increasing dual credit costs.
			Ineffective vendor management affects costs and timelines.
			Expensive textbooks and materials.
			Lack of funding for dual credit/ECHS.
Processes/ customer service	6	15%	Not being systematic in our processes.
			Inequitable service for dual credit/ECHS.
			Lack of clear processes and protocols.
			Poor customer service, particularly in dual credit.
			Underutilization of existing technology and platforms at the college level.
			Need to enhance the digital experience of students, staff, and faculty.
Employee support	5	12%	Limited employee understanding of the meaning of operations.
			Lack of personnel for project completion.
			Lack of human capital to execute at the macro level.
			Top heavy (administrators:employees) and inconsistency across colleges.
			Work overload making employees stretched thin.
Collaboration	4	10%	Lack of sharing of best practices and collaboration.
			Missing collegiality between our units.
			Lack of trust seen by the community and inability to translate our metrics to the community.
			Disconnected units (silos continue).
Data	4	10%	Limited alignment of metrics beyond graduation rates.
			Lack of democratization of data and transparency in research methods (weaknesses/strengths of correlation).
			Poor delivery of data.
			PACE results about Institutional Structure.
Planning	4	10%	Lack of prioritization of initiatives.

			Lack of proper project planning.
			Missing clear picture of our schedule for improvement efforts.
			Limited integration of the things we try to implement.
Innovation	3	7%	No solidified model for innovation.
			Lack of agility to manage change/innovation to scale without pilots.
			Top-down innovation stifles local innovation.
Infrastructure	1	2%	Limited support of facilities impacting learning.
Other	2	5%	Lack of a strong committee structure.
			Need a systematic approach to pipeline (outreach/recruitment).
Total	41	100%	

Focus Area 4: Funding			
Theme	N	%	Weaknesses
Funding	15	56%	Unfunded mandates (facility setup, overtime of security).
			Inconsistent budget model (lack of flexibility; formulas used do not meet the needs of each college).
			Focus on funding best in Texas before funding national and international initiatives (benchmarks, milestones).
			Fund allocation between DSO and colleges.
			Cost of dual credit/tuition grants (ISD).
			Sustaining revenue while keeping tuition affordable.
			Increased community business funding.
			Cost of buildings, maintenance, and upgrades.
			Formula funding across campuses.
			Budget being dependent on enrollment.
			Dual credit costs are not fully funded, especially in light of funding decline.
			Limited integration and duplication of costs in technology purchases.
			Lack of budget town hall meetings for better understanding and innovation.
			Lack of recurring, sustainable funding for classroom technology and changing furniture.
Budget is inefficient and wasteful.			
Communication/ marketing	2	7%	Lack of outreach program to serve non-traditional students with a focus on IT platforms leading to decreased enrollment.
			Poor marketing.
Employee support	1	4%	Unclear priorities and focus (trying to implement too many programs at the same time).
Programs	1	4%	Excessive credit hours on certificates/programs which impede higher graduation and success.
Other	8	30%	Organization change.
			Inconsistency with purchases and approvals.
			Clarification and regulation of pCard.
			Unclear functions of colleges and DSO.
			Collaborate with surrounding counties.

			The way college facilities are used (rental).
			Misperception that low tuition rates are synonymous with low education.
			We need "Big Ask" Foundation scholarships and tell the story of meeting the workforce needs.
Total	27	100%	

Focus Area 5: Community			
Theme	N	%	Weaknesses
Communication/ marketing	5	17%	Communication.
			Website marketing.
			Ineffective marketing to students in their preferred communication formats.
			Poor and inconsistent communication with the community and institution.
			Poor communication across colleges and overall.
Employee support	4	13%	Leadership turnover.
			Inconsistent leadership development (we offer leadership for students, but need to practice leadership within staff and faculty).
			Lack of key faculty for important programs (e.g., health).
			Credentials of faculty.
Collaboration	3	10%	Collaboration on dual credit.
			Poor collaboration across colleges and centers.
			Limited alignment with ISDs for dual credit.
Online education	3	10%	Underdeveloped online learning.
			Limited engagement of students interested in online learning.
			ACOL.
Data	2	7%	Lack of data/research on initiatives.
			Gaps in accessibility to relevant data.
Funding	2	7%	Budget pressures.
			Poor funding and resource allocation leading to bad press.
Processes/ customer service	2	7%	Onboarding/registration process.
			Inability to educate well the communities we serve.
Advising	1	3%	Not enough opportunities for student engagement (all staff).
Infrastructure	1	3%	Inadequate facilities (brick and mortar) not being environmentally friendly at all locations.
Innovation	1	3%	Program innovations have needs in technology to keep up with trends and to work with institutional structures.
Other	6	20%	International students.
			Need to increase FT student enrollment.
			Alignment of Institutes and endorsements.
			Lack of flexibility as an institution.
			Excessive "old model" emphasis prevents a better technical approach and facilities.
			Limited expansion with other institutions out-of-state and globally.
Total	30	100%	

## C. ACD OPPORTUNITIES

Focus Area 1: Students			
Theme	N	%	Opportunities
Partnerships/ relationships	9	33%	More articulations with four-year partners.
			Collaboration with businesses and industry for job opportunities.
			Workforce partnerships (city, workforce, academies).
			Partnerships with transfer institutions.
			Partnerships for funding with construction companies.
			Articulation agreements outside of Texas.
			Collaborating with high school teachers for communication, collaboration, and college student readiness.
			Align/bridge classes with universities.
			Annexation of other Counties.
Dual credit/ECHS	5	19%	Dual credit.
			Offering dual credit outside our service area.
			ISDs demand for dual credit and AP courses.
			ECHS.
			Expansion of high school programs (ECHS).
Online education	3	11%	Online programs.
			ACOL expansion.
			Online courses market growth.
Technology	3	11%	Use of technological advancements for our customers.
			Technology (LMS, online instruction).
			Technology to meet current demand.
Funding	2	7%	Alternative funding sources.
			Grant funding opportunities for technology and marketing.
Program demand	2	7%	Expansion of international education.
			Health profession academies.
Other	6	22%	Varied marketing strategies.
			Alternative financial aid scholarship opportunities.
			Mobile technology use.
			Reaching out to dropout students.
			Innovative scheduling practices.
			SA Works initiative.
Total	27	100%	

Focus Area 2: Employees			
Theme	N	%	Opportunities
Partnerships/ relationships	6	21%	Collaborations with outside organizations.
			Partnerships with workforce and universities.

			Cross collaboration with regional partners to learn more about best practices.
			Partnerships for internships.
			Partnerships with community, universities, and businesses.
			Relationships with ISDs and universities.
Experiential learning	4	14%	Externships.
			Internships and practicum.
			Bringing back talent through externships, sabbaticals, etc.
			External leadership programs and opportunities (Chamber of Commerce).
Funding	3	10%	Grants and sponsorships.
			Growing economy and tax base offering additional resources.
			Grant funding.
Online education	3	10%	Online learning.
			Online expansion outside service area.
			Online education demand.
Support from the community	3	10%	Community engagement.
			Engagement and monetary support by the community.
			Engagement and awareness of student success by the community.
Technology	2	7%	AI and robotics, VR, and undiscovered technology.
			Technology developments.
Dual credit/ECHS	1	3%	Dual credit and ECHS.
International education	1	3%	International education and training.
Program demand	1	3%	Tech program demand by local industries.
Other	5	17%	Workplace flexibility and workload balance.
			Adjunct instructors - SME.
			Annexation to increase service area.
			Population growth opening a talent pool increase.
			Benchmark and learn from Best Places to Work.
Total	29	100%	

Focus Area 3: Operations			
Theme	N	%	Opportunities
Partnerships/relationships	8	33%	Leverage partnerships.
			Leverage our partnerships with high schools and colleges and review best practices for community colleges.
			Partnerships with the community and support to make sure that we are relevant.
			Leverage resources through partnerships and grants.
			Partnerships with four-year institutions.
			Workforce partnerships to establish better pathways and internships to meet employer needs.
			Strengthen partnerships with four-year institutions.

			Partnerships for funding students and programs.
Program demand	3	13%	Expand high demand programs (Nursing).
			Expand BAAS programs.
			Offer bachelor's degrees at community colleges.
Support by the community	3	13%	Community buy-in for aligning degrees and certificates with the economy.
			Community growth: promote opportunities with the community; increase enrollment, particularly in the Northeast and the North (Boerne).
			Strengthen the ACD reputation with alumni and the community.
Dual credit/ECHS	2	8%	Expand dual credit opportunities and partnerships with ISDs.
			Dual credit student oversight.
Technology	2	8%	Leverage technology for online courses and what we can offer students.
			Technology to create seamless transfer.
Experiential learning	1	4%	Learn from outside pedagogy and experiential learning.
Online education	1	4%	Market for online learning.
Other	4	17%	Exploring other community colleges and their technology for student success.
			National focus on the importance of community colleges.
			Leveraging the Clearinghouse data for decision-making.
			OER free books and material.
Total	24	100%	

## Focus Area 4: Funding

Theme	N	%	Opportunities
Partnerships/relationships	7	39%	Aligning with K-12 and university/workforce student demand for higher education and training.
			Partnerships for experiential learning.
			Emerging funding through partnerships and campus discretionary funds.
			Partnerships with industry, ISDs, etc.
			Workforce partnerships.
			Articulation agreements.
			Public-private partnerships (expand for non-housing buildings such as libraries, athletic facilities, parks, etc.)
Funding	5	28%	Revenue strength through tuition, property taxes, and state appropriation.
			Increased tuition for out-of-District students.
			Additional bonds and property taxes.
			Strong, diverse economy; taxable asset value growth.
			Facility rental funding (reassess rates, especially private utilize profit).
Dual credit/ECHS	1	6%	Dual credit (funding for sustainable approach).
Program demand	1	6%	Demand for new technical programs.
Support from the community	1	6%	Increase community participation in ACD positions and goals/programs.
Other	3	17%	Biannual judging scholarship awards.

			Legislative process to support community colleges.
			Transportation access to college campuses.
Total	18	100%	

## Focus Area 5: Community

Theme	N	%	Opportunities
Support from the community	4	16%	Engagement and support from the community.
			Contacts with legislators and involvement with community advisory boards.
			Diversity of multigenerational populations of students.
			Community needs and demands.
Funding	3	12%	Collaboration on large-scale grants.
			Grants for community members access to speedy job placement.
			Alamo Go! Gap funding.
Partnerships/relationships	3	12%	Expanding partnerships and increase alignment with businesses, four-year schools and high schools.
			Working closely with K-12 to develop efficient career pathways.
			Partnerships with school boards for goal alignment and ISD support.
Dual credit/ECHS	2	8%	Dual credit students' needs for better processes.
			Career and technology needs by Academies, ECHS, dual credit.
Technology	2	8%	Utilization of technology with online formats for greater outreach and to produce more degree and certificate programs.
			Technology: Free Wi-Fi as a communication/advertising tool.
Experiential learning	1	4%	Experiential learning opportunities for faculty.
Online education	1	4%	Expansion with out-of-state and global institutions.
Program demand	1	4%	Need for training programs.
Other	8	32%	Expanding regional and urban centers.
			One residential college.
			Informed legislators.
			Tuition-free city.
			Alamo regional workforce needs.
			College and business connections via the new centers of excellence.
			Free textbooks or open source materials.
Total	25	100%	

### D. ACD THREATS

Focus Area 1: Students			
Theme	N	%	Threats
Funding limitations	7	27%	Decrease in state funding.
			Lack of state funding.
			Limited financial and other resources.
			Local and state tax legislation reducing funds.
			Reduced funding.
			Reduced funding.
			State funding and taxes.
Competition	6	23%	Competition by other schools.
			Emerging companies offering innovative education that is cheaper and faster.
			Online competition.
			Online competition.
			Proprietary schools and universities offering affordable education and just-in-time training.
			UT's more effective enrollment process.
Dual credit/ECHS	5	19%	Credentials for dual credit faculty.
			Dual credit flexibility for ISD students to go anywhere.
			Dual credit program students not coming to ACD.
			Increased number of dual credit students impacting program funding.
			Traditional students leaving for universities to avoid ECHS students on campus.
Legislation	3	12%	Changes in developmental education by the state.
			Federal regulations.
			House Bill 5.
Violence on campus	1	4%	Safety concerns (active shooter).
Other	4	15%	Competition for qualified staff.
			Disengaged students and employers.
			High poverty rate.
			Higher cost of instructional materials and higher education.
Total	26	100%	

## Focus Area 2: Employees

Theme	N	%	Threats
Competition	8	27%	Competing schools.
			Competition by proprietary schools.
			Competition.
			Dual credit offered across the state at other higher education institutions.
			Expansion of Texas A&M-SA
			External credentials and certifications.
			For-profit training institutions.
			Online institutions.
Funding limitations	5	17%	Decreasing funding.
			Decreasing state and Federal funding.
			Funding cuts.
			Limited funding/budget.
			Reduced funding.
Legislation	4	13%	Regulatory, accrediting bodies.
			Shifts in legislation.
			State laws.
			Unfunded state mandates.
Political changes	2	7%	Board positions up for re-election.
			Governmental changes.
Technology	2	7%	Keeping up with technology.
			Technological advances.
Violence on campus	2	7%	Campus safety concerns.
			Threat awareness.
Negative perceptions	1	3%	Public perception of community colleges.
Other	6	20%	Decrease in entry-level standards while trying to maintain academic rigor and student success.
			Demographic changes.
			Flexibility of the teaching and learning environment.
			Lack of control of ISDs for quality and who graduates or passes TSI.
			Loss of employees to the private sector.
			Sustainability of facilities.
Total	30	100%	

### Focus Area 3: Operations

Theme	N	%	Threats
Competition	7	32%	Competition for qualified faculty.
			Competition shifting the enrollment landscape.
			Competition.
			Marketing efforts from competing institutions.
			Online institutions.
			Other competitors.
			Three-year bachelor's degrees for universities.
Funding limitations	6	27%	Decreased funding support from the state.
			Decreased funding.
			Federal and state funds ending.
			Limited funding (for dual credit and ECHS).
			Limited resources (personnel, funding).
			Funding for dual credit.
Negative perceptions	2	9%	Community perception about ACD value.
			Societal attitude about the value of community college education.
Violence on campus	2	9%	Safety concerns (active shooter).
			Student concern about safety (violent acts at schools).
Political changes	1	5%	Political changes and mandates.
Other	4	18%	Decreased financial aid and rising costs for students.
			Increased waivers.
			Potential lack of buy-in from owners and users of initiatives.
			Strong economy affecting enrollments.
Total	22	100%	

### Focus Area 4: Funding

Theme	N	%	Threats
Competition	5	25%	Competition from online schools.
			Dual credit competition by universities and proprietary schools.
			Increase in online access to competitors and its effect on enrollment.
			Other education institutions utilizing dual credit, which decreases community college footprint.
			Private sector companies making their own internal courses.
Communication/marketing	2	10%	Lack of community awareness of ACD as a whole.
			Negative publicity impact.
	2	10%	Legislative policies affecting funding.

Funding limitations			Reduced funding from the state.
Negative perceptions	2	10%	Perception of low value/cost of community colleges.
			Higher education seen as "common" good.
Property taxes	2	10%	Legislative challenges and property tax caps affecting funding.
			State legislature capping our taxing authority.
Political changes	1	5%	Transition of Board member that could affect agenda.
Other	6	30%	Abundance of adjunct faculty versus FT faculty.
			Challenge of the blue collar/white collar job balance.
			Focus or preference for global initiatives affecting internal stakeholders.
			Increasing health care costs.
			Partnerships with the community.
			Performance-based budgeting model.
Total	20	100%	

Focus Area 5: Community			
Theme	N	%	Threats
Competition	7	28%	Competing organizations.
			Dual credit schools.
			Faster competency-based models by proprietary schools.
			Increased online education options globally.
			Online institutions.
			Online universities and other dual credit programs.
			The online market competition. Dual credit programs are looking at online as alternatives.
Funding limitations	4	16%	Funding cuts.
			Funding limitations for ECHS.
			State funding decline.
			State funding.
Property taxes	3	12%	Possible property tax.
			State proposals to cap local taxation.
			State regulations affecting taxing districts.
Negative perceptions	2	8%	Undervalued community college education/ degree versus four-year schools.
			Families' perception about the value of the community college education.
Political changes	2	8%	Political changes and state/Federal legislation.
			Political climate (privatization).
Alignment with partners	1	4%	Lack of alignment between businesses, four-year institutions, and high schools/ISDs.

Communication/ marketing	1	4%	Crisis communication.
Leadership	1	4%	Leadership turnover (city, state, national).
Legislation	1	4%	HB 223 tied to success rates.
Other	3	12%	Economic segregation of students imposing barriers to attend college.
			Relocation of major industries that lack confidence in training the workforce to reduce gaps.
			Rising interest rates.
Total	25	100%	

## Results from Retreat Working Session 2:

# Strategy Considerations: ACD Strategic Advantages, Strategic Opportunities, and Strategic Challenges

The following three tables include the ACD strategic advantages (SA), strategic opportunities (SO), and strategic challenges (SC) identified by retreat participants for the five ACD focus areas based on the ACD strengths, weaknesses, opportunities, and threats from the SWOT Analysis (Working Session 1). This is followed by a summary table of SA, SO, and SC themes and a final table of top SA, SO, and SC for ACD.

### Strategic Advantages

SA	1. Students	2. Employees	3. Operations	4. Funding	5. Community
Strategic Advantages	Low cost for students, small class size, shared governance of students	Community support (grants, bonds, etc.)	Flexibility to change process to meet students where they are (e.g. Wintermester)	Collaboration with all stakeholders	Public funding and open admission policy
Strategic Advantages	Institutes	The diversity of our talent backgrounds and personnel and colleges having unique missions	leadership to commitment to student first	AAA Bond Rating	Outreach - alignment (workforce/cluster)
Strategic Advantages	Training programs(workforce, academies)	Strength in numbers (we cover all of SA)	Capacity (as it ties to the bond)	Having a strong board of trustees who have clear direction	Community locations (colleges and centers)
Strategic Advantages	Completion-focused (core & degree)	Dedication to the mission of "students first"	Stability with leadership (new chancellor) sustainability with Alamo Foundation	Strong budgeting department	Reputation nationally
Strategic Advantages	Low tuition	Leverage the creativity and talents of ACD employees	Partnerships and community	Diverse economy - tax revenue growth	Affordability
Strategic Advantages	Momentum Plan	Leverage and institutional knowledge (years of service)	Leading the change both statewide and nationally within community colleges	Process improvement/re-engineering - cost saving and maintaining low cost tuition	Multiple locations - 5 Colleges, Regional and Urban Centers, Military Bases
Strategic Advantages	Only CC system in the area	ACD employees have a cultural norm to initiate and evaluate to empowerment of our employees	Better value (low cost and higher success rates and university)	Retention of students increase student success, state funding, and reduces costs to support returning students	Educational/Workforce Programs
Strategic Advantages	Multiple locations across the city	Providing the support necessary to achieve success - empowerment and support	BAAS offerings and unique programs for specialized education	Summer Momentum program	Community Engagement - Partnerships - Collaborations - DC/ECHS

Strategic Advantages	Alamo Advise/Alamo Institutes	Community - community collaboration; sense of community 'own' the college; college builds what community needs; college is family	Performance excellence at all levels (Baldrige, 4DX, FOCUS PDCA, admin + faculty + staff)	Students (with Bexar county) receive the lowest tuition rate in higher education	Affordable and multiple access points (1. Credit; 2. I-Best; 3. Dual Credit; 4. Continuing Ed; 5. Workforce; 6. ECHS)
Strategic Advantages	Affordable Tuition	Get excellent employees attracted to us: benefits, tuition reimbursement, education, job security, training, ethics	Access/flexibility (open enrollment, physical location, learning modalities)	Scheduling course offerings to students to complete their degree in a timely manner	Continual improvement focus
Strategic Advantages	Small Class Sizes	Commitment to changing lives leads to a satisfying career	Centralized core functions through a collaborative culture	Increasing new technological programs increases both college funding and regional economic development	Pipeline between ACD, K-12, Business, and universities
Strategic Advantages	High Quality Faculty and Staff	Recognition of high quality and student success	Internal and external collaboration	History of bringing programs to scale	Affordability
Strategic Advantages	Affordability	Our training programs are nationally recognized such as ALAS and Faculty Development Program	Process improvement culture	Affordable workforce programs/tuition	Dual credit
Strategic Advantages	Advising Model	Respect for employee and diversity of colleges	Leveraging internal talent and learning	Centralized operations help manage costs	Connection to community
Strategic Advantages	Online Course Offerings	Competitive pay structure and benefits	Only cc in SA; largest in the region	Technical programs/workforce solutions	High quality education: class sizes, prices
Strategic Advantages	Broadening our course offerings (early morning, evening, weekend)	Our proximity allows greater collaboration among Alamo colleges than other systems spread out over larger areas	Strong partnerships with HS, 4 year, community, and business		
Strategic Advantages	Alamo Advise model	Our financial strength and recent bonds allow us greater flexibility to support employees	Affordability; low cost for students, no cost for DC/ECHS		
Strategic Advantages	Quality instruction	The known branding or awareness of all the Alamo colleges could be leveraged through employees in the community	Advising/advising guides (partnerships with HS and universities)		

Strategic Advantages	Cost of attendance (scholarships, etc.)	Our district HR structure allows greater flexibility for individuals to contribute in various ways across district, rather than being limited to a single institution			
Strategic Advantages	Employee professional development				

### Strategic Opportunities

SO	1. Students	2. Employees	3. Operations	4. Funding	5. Community
Strategic Opportunities	Workforce partnerships (city, academies, internships)	Relationship between the ISDs and universities	Partnership with 4 year institutions and create a more purposeful peer to peer partnership including faculty to faculty as part of the conversation	Continuing to strengthen workforce partnerships	For profit with non-profit partnerships increasing overall benefits for our community
Strategic Opportunities	Dual Credit	We need to benchmark the great institutes (e.g. USAA) that have a reputation for keeping/retaining employees and incorporate best practices	Leverage innovation and collaboration to meet students where they are	Emphasize the student success stories to change the perception	ISD Partnerships and Alignment
Strategic Opportunities	Online	Online education provide a great opportunity for us	Marketing what we already do and do well to populations that need more flexibility	Ensure accessibility for student access to campus (e.g. Transportation for student success	ISD Focus on College-readiness along with having a unified pathway for those who may not graduate and workforce (GED)
Strategic Opportunities	Partnerships with multiple universities	Online learning	Leadership/talent	Dual credit - approach state for additional funding to sustain growth	Tuition free city- gap funding
Strategic Opportunities	Dual credit -aligning HS and College curriculum	Allow flexibility scheduling-technology collaborative workspace	Leveraging technology- ACOL expanding enrollment (provide more support services)	Grow online programs to serve out of area students - profit	Become Alamo regional workforce training leader

Strategic Opportunities	Faculty Development via partnerships with other Univ.	Our voice - open forum; share portal feedback; town hall, all college meetings, faculty and staff senate, citizen's bond oversight	Focus on student success (end game - employment)	Strategic partnership agreements - equipment donation; cost reduction, co-share costs	Expanding regional and urban centers
Strategic Opportunities	Innovative/Strategic Outreach & Marketing	Develop tech programs with local industries	Recent faculty and staff who are professional with recent, practical experience in career field	Review (out of district) tuition to be more affordable	Promote specific programs (success) to the community rather than market add in general
Strategic Opportunities	International Education Expansion/ACOL	Leverage tech and revise procedures to expand workforce outside of SA	Expand ACOL and continue to develop and grow DC/ECHS	Standardized procedures that relate to internal and external facility usage	Collaborate within ACD and external 4 yr for grants and businesses
Strategic Opportunities	Technology Advancements	Faculty and staff exchanges with 4 years where we have articulation agreements	Sharing/marketing the value of Alamo Colleges to community	Working with the Foundation to have bi-annual judging for scholarship awards	Improve PR - get success stories published, market programs
Strategic Opportunities	Early Alert communication with students	Enhancing ACOL	Enhancing and maintaining SACSCOC compliance	Partnerships with community business and ISDs	Digital marketing, recruiter at campuses, online advertising,
Strategic Opportunities	Enhancing Our customer service to obtain most current biographical info	Faculty and employee externships	Working towards a truly independent organization	Create "in-district" rates for surrounding counties	Embedded recruiter on all dual credit campuses; family outreach, redefining student success
Strategic Opportunities	collaboration with business industries to develop internships and mentoring opportunities	Flexibility and proactive about employees	Improve communication and value proposition for CTE education to students and HS partners	Increase public visibility and awareness to gain buy-in	Enrollment digital app: personal GPS
Strategic Opportunities	Providing training & insight on generational differences and diversity of our students	Employee recognition of changing demographics of students	Telling the ACD story	Expansion of online programs	Alamo Wi-Fi (free Wi-Fi for community within radius of each campus
Strategic Opportunities	Standardization of LMS more faculty to use in their instruction for quality instruction	Economy of scale for utilizing advanced technology developed at individual colleges in a way that is comprehensive for all the colleges	Form stronger partnerships with business/industry and particularly in Arts and Sciences	Change the perception of the quality of education the college provide at a low cost to earn marketable skills that translates to great earning potential and to maximize career opportunities	Increase ACOL delivery system

Strategic Opportunities	Tapping into external partners for funding as state and federal funding decrease.	Economy of scale development of professional development training and education for work duties that can be standardized and established in common	Strengthen partnerships with local ISDs		Improve website and create channels to community to students
Strategic Opportunities	Tracking students who do not make it through enrollment process. develop new process to fix the systemic problem with the enrollment process	Partnerships with community and regional bodies to enhance and elevate name recognition for ACD and thus expand ACD potential impact	Strength and expand advising guides and partnerships with universities		
Strategic Opportunities	More learning communities for quality instruction. hybrid courses-online and in-person learning communities	Partnerships with regional workforce bodies to nurture potential training of employees outside of ACD in work and internships	Increasing external funding		
Strategic Opportunities	Early College	Workload balance	Make it easier to apply		
Strategic Opportunities	Partnership Expansion (K-12, Business/Industry, Universities)	Find better ways to bridge strategies to operations; "put ___ to work" and implement best practices	Focus programs and support services to ensure we are guiding student to high demand jobs and providing skilled workforce for business community		
Strategic Opportunities		Integrate innovation to sustain and cross colleges			

**Strategic Challenges**

<b>SC</b>	<b>1. Students</b>	<b>2. Employees</b>	<b>3. Operations</b>	<b>4. Funding</b>	<b>5. Community</b>
Strategic Challenges	Acceleration to completion.	Lack of trust.	The limited revenue from tuition brought by enrollment growth, even though it brings contact hours.	Declining state funding shifting pressure to local taxes and tuition.	Limited communication and speed coupled with initiatives (competing and volume).

Strategic Challenges	Completion of student support processes and effective functionality system.	Existing disconnect between strategy development and strategy implementation.	Decreasing funding and personnel.	Unfunded mandates (required record keeping) or required waivers.	Educating our external communities (ISDs, parents, students) and internal communities (faculty, staff, centers, etc.)..
Strategic Challenges	AlamoENROLL - simplify it.	Fatigue in initiatives and people.	The increasing restrictions from the legislature on funding.	Unfunded mandates (facility set up, overtime, security, etc.).	How to market dual credit in online courses
Strategic Challenges	Working in an environment where a quality assurance process does not exist on a continuous basis.	Adhering to chain of command.	The need to allocate appropriate and adequate resources to execute strategic planning imperatives.	Scholarship funds competing with other community needs. We need "Big Ask" to grow the Foundation's scholarship funds.	Limited communication.
Strategic Challenges	Keeping the integrity of the advising model.	Bureaucracy.	The need to develop an entrepreneurial approach to alternative funding streams in the wake of decreased funding.	Balancing funding versus expenses.	Limited communication with the community about how well taxes are being used to support student success.
Strategic Challenges	Clarity on who owns training (Organizational development, faculty development, outside training).	Continued ineffective rollouts (lack of planning, buying, and initiative support).	Affordability (funding in particular for dual credit and ECHS).	Tuition challenges and determining who pays for college.	Exploration of new ways of reaching populations through marketing.
Strategic Challenges	Balance the expansion of dual credit and not jeopardize the opportunities for non-dual credit students.	Perception of lack of trust and valuing employees.	Universities perceiving community colleges as a competition threat.	Other institutions encroaching on various programs that ACD offers.	How to re-define post-secondary success and get information to new and potential students early.
Strategic Challenges	Enrollment services take too long to enroll students.	Changing of Board of Trustees members.	Communication regarding the follow-through of action plans.	Competition in dual credit (universities and proprietary schools) and non-dual credit (online programs, competency-based, prior learning, others).	Limited marketing budget and methods. We need to address our limited marketing approach to compete against proprietary schools.

Strategic Challenges	Safety. Too many drills are confusing regarding which is a real event. We need an active shooter training simulation.	The need to focus on initiatives that have proven track record of moving the needle.	Limited information flow. Information does not flow both ways and it does not always come from top to bottom.	Online competition and dual credit programs.	Limited communication and marketing to become high school students' first choice.
Strategic Challenges	Competition in online, dual credit, early college)	The need to streamline bureaucracy.	The negative perception of the community college experience and the value of the education we provide.	Competition with online programs and other higher education institutions.	Quality service expectations from students and the community (fast responsiveness and information).
Strategic Challenges	3-year bachelor's degree for universities.	Lack of funding.	Limited internal communication flow.	Lack of standardized procedures with purchasing and pCards.	Accountability expectations through showing data that demonstrate initiatives making an impact.
Strategic Challenges	Dual credit flexibility for ISDs to go to any dual credit provider.	Financial limitations. We need competitive pay, more staff, better technology, larger facilities, more dual credit, and no increase in tuition.	The need to look at outside organizations to see the best practices. We tend to struggle in transparency.	Budget model inconsistency (older colleges have higher expenses).	Limited academic response to local workforce needs.
Strategic Challenges	Emerging innovating companies and proprietary schools offering degrees cheaper and faster.	Limited state funding. This affects staffing levels that do not keep up with school growth.	Lack of consistency and unity. People are aware of their jobs but are not aware of what their jobs consist of. We need to work together as a team, as one entity.	Performance-based budget model.	Budget pressures.
Strategic Challenges	ECHS behavior on college campuses. It may push our traditional students to leave ACD earlier for a university in order to avoid high school students on campus.	Decreased funding for Federal programs for training and internships making faculty lose professional development opportunities.	Lack of civility/collegiality. Not always present when we work together.	The application process creating roadblocks for ACD students.	Limited funding.
Strategic Challenges	Limited State funding.	Limited funding.	The need to expand leadership training to include Executive Track.	Not allowing external factors to affect current ACD objectives.	External/internal leadership turnover.

Strategic Challenges	Fiscal (funding) challenges.	Limited resources preventing ideas from being realized.	Outweighing dual credit growth with native student growth.	State legislature capping our taxing authority.	Succession planning (building a leadership and management pipeline within and providing employee promotion opportunities).
Strategic Challenges	Tax legislation and local, state, and Federal funding reductions.	Budgetary constraints that are more narrow than the expense needs for the future.	The need for an organized and strong advocacy for higher education legislature.	The need to review FT and adjunct faculty ratio to ensure long-term student success.	Competition from universities taking up dual credit and technical programs.
Strategic Challenges	Budget cuts.	The need to keep costs low for students even through our expansion.	The state legislature.	Increasing healthcare benefits for employees.	The large variety of software to manage all pieces of the mission and engagement.
Strategic Challenges	Regulatory changes.	Lack of role clarification.	The need for a collaborative assessment of our organizational structure to create a financially sustainable and efficient operating system.	Meeting the needs of ISDs for AP classes versus dual credit.	Limited student success data.
Strategic Challenges	Reduction in support services / HB 2223.	Lack of communication.	The need to develop an organizational model for innovation.	Limited marketing/advertising to tell our own story.	Good planning expectations to ensure that resources are being used to increase student success.
Strategic Challenges	Changing the developmental education from the state.	More effective marketing by competitors. They enroll students more effectively, so our classes do not fill which impacts teaching loads.	Limited delivery/flow of data.	The need to ensure that long-term strategic goals are not compromised by short-term economic gains.	Alignment with ISDs for dual credit through partnerships.
Strategic Challenges	Extensive virtual services for students.	Social media.	Keeping up with the rapidly evolving technology.		
Strategic Challenges	Keeping up with technology inside and outside the classroom (training staff in new technology).	Competition among higher education institutions.	The need to enhance the digital experience of students, faculty, and staff to include system wide training and buy in.		

Strategic Challenges	The need to standardize technology across campuses.	Losing valuable employees to the private sector because of competitive pay raises.	The different populations (faculty, staff, students, colleges, DSO) that we have to serve and please.		
Strategic Challenges	Marketing in response to competition.	Increased competition for key talent.	Partnerships with universities and ISDs not always being aligned with ACD.		
Strategic Challenges	Managing rollout communication plans on various initiatives.	Sustainability of our present and future buildings.	The need to become more adaptable to shifting enrollment trends based on increased competition.		
Strategic Challenges	Communication between students and advisors.	Definition of success in workforce programs is not aligned with the reality. For example, aircraft mechanics do not need an associate's degree to get a good job.			
Strategic Challenges	Responsiveness to student needs in flipping classrooms, online, teaching hours.	The emergence of new career fields which force us to be prepared.			
Strategic Challenges	Meeting the students' 504 accommodations: (1) Self-disclosure, (2) Adaptive technology to meet their needs.	Compensation for faculty and staff. We cannot compete with external constituents because of our low salaries.			
Strategic Challenges	Transfer issues.	The need for better benefits for adjunct faculty who are critical to our mission.			
Strategic Challenges	Transferability of courses to 4-year institutions.	Containing in legislation laws (academic, funding).			
Strategic Challenges	Excessive bureaucracy not capable of meeting student needs.	Employers' demands. They care less about the degree and more about the competencies			

Strategic Challenges	Territorialism (District to colleges, colleges to programs)	Accountability and the big picture mentality of funding and the employees' role in that framework.			
Strategic Challenges	On boarding issues.	Limited collaboration with universities and employers.			

## SA, SO, and SC Themes

SA - SO - SC	1. Students	2. Employees	3. Operations	4. Funding	5. Community
Strategic Advantages	Low Cost.	Pay and Benefits.	Performance Excellence - Process Improvements.	Budgeting - Bond rating, cost saving.	Multiple Locations.
Strategic Advantages	Locations of College.	Collaboration.	Student - focused.		Community Engagement and Connection.
Strategic Advantages	AlamoADVISE/ AlamoINSTITUTES.	Knowledge, Skills, and Abilities.	Partnerships - ISD and 4 year.		Workforce Connection and Partnerships.
Strategic Advantages		Student Focused.			
Strategic Opportunities	Expand Partnerships.	Utilize Technology for Learning and Development.	Increase Marketing - Success and Value.	Identify Student Tuition Rates and Funding - Out of District, DC	Increase Marketing and Communicating the Value of ACD and CC as a whole through student success stories, website redesign.
Strategic Opportunities	Expand Dual Credit/ECHS.	Increase External Partnerships for Faculty and Staff.	Expand Partnership.	Increase Marketing - Student Success and Value	Increase recruitment efforts - digital recruitment and recruiters on DC campuses.
Strategic Opportunities	Expand and Utilize Technology - ACOL, LMS.	Increase Faculty and Staff Engagement and Recognition.	Increase student Support.	Increase and Strengthen Partnerships - Workforce, Community, and ISDs	Increase and Strengthen Partnerships - Workforce, Community, and ISDs.
Strategic Opportunities					Expand Regional Centers.
Strategic Challenges	Efficient and effective management of processes.	Leadership/ planning issues.	Limited funding.	Limited funding.	Limited communication and marketing.
Strategic Challenges	Competitors' pressure.	Limited funding.	Limited communication and marketing.	Competitors' pressure.	Meeting customers' needs.
Strategic Challenges	Limited funding.	Limited communication and marketing.	Leadership/ planning issues.	Efficient and effective management of processes.	Limited funding.

## Top Strategy Considerations for ACD

<b>Top Strategic Advantages (SA)</b>	<b>Top Strategic Opportunities (SO)</b>	<b>Top Strategic Challenges (SC)</b>
Low tuition and provision of funding for students.	Increase marketing and communicating the value of ACD for recruitment and student success.	Limited funding.
Focus on students.	Increase and strengthen external partnerships.	Limited external communication and marketing.
Strong partnerships and stakeholder engagement.	Expand and utilize technology (e.g. ACOL, LMS).	Managing processes efficiently and effectively.

## Results from Retreat Working Session 3: Long-Term Scenario-Based Strategic Planning

The following ACD Strategic Advantages, Strategic Opportunities, and Strategic Challenges, determined in Retreat Working Session 2, were linked by retreat participants to formulate SA-SO and SA-SC Strategies for the 10 Future Scenarios described below. A summary of the top strategies appears at the end of this section.

<b>ACD Strategic Advantages (SA)</b>
<b>SA1</b> - Low tuition and provision of funding for students.
<b>SA2</b> – Focus on students.
<b>SA3</b> - Strong partnerships and stakeholder engagement.
<b>ACD Strategic Opportunities (SO)</b>
<b>SO1</b> - Increase marketing and communication of the value of ACD for recruitment and student success.
<b>SO2</b> - Increase and strengthen external partnerships.
<b>SO3</b> - Expand and utilize technology (e.g. ACOL, LMS).
<b>ACD Strategic Challenges (SC)</b>
<b>SC1</b> - Limited state funding.
<b>SC2</b> - Limited external communication and marketing.
<b>SC3</b> - Managing processes efficiently and effectively.

### Scenario 1: Changing Demographics

Insightful futurist Bryan Alexander recently speculated on what higher education might look like in 2025 and beyond. Writing for the NACUBO magazine Business Officer, Alexander frames several possible scenarios. One option, he says, is that contracted student enrollment due to demographic trends could lead to "less thickly populated campuses, if not fewer institutions" and fewer faculty. One upside, he suggests, is that institutions will try to recruit more international students and "campuses could become much more cosmopolitan." But most faculty would be adjuncts.

**FOR DISCUSSION:** Like any good futurist, Alexander’s vision gives good food for thought about higher education’s future. How would this scenario affect ACD? How could ACD respond appropriately?

#### Recommended SA-SO Strategies

(Long-term ACD strategies that align ACD’s Strategic Advantages with Strategic Opportunities)

#### Recommended SA-SC Strategies

(Long-term ACD strategies that link ACD’s Strategic Advantages with Strategic Challenges)

Prepare to meet the educational/workforce training demands and labor market demands by partnering with businesses and industry and aligning with the AlamoINSTITUTES. (5)	Improve student success communication data. (5)
Increase and improve ACOL's delivery system. (4)	Identify diverse funding sources. (4)
Provide additional training for faculty in order to enhance online offerings designed for international students. (3)	Use increased international student enrollment, both on campus and online, to address budgetary constraints. (3)
Change the actual demographics of our students. (3)	Support adjunct faculty and promote higher qualifications to address the complexity of pedagogical challenges for international students. (2)
Enhance faculty-mentoring program to increase quality control and meet the diverse community makeup. (2)	Streamline our current bureaucracy to address the complexity of increased international student enrollment. (1)
Review current policies on faculty residency requirements in order to attract international faculty or faculty who can work with international students. (2)	Reach out to representatives regarding immigration laws. (?)
Utilize our diversity of employees to demonstrate a foundation for increased number of international students. (1)	
Establish housing for international students. (?)	
Establish mini-ACCD campuses in other countries. (?)	
Develop a telepresence solution for the college. (?)	
Establish housing for international students. (?)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 2: Health Care Training and STEM

Insightful futurist Bryan Alexander recently speculated on what higher education might look like in 2025 and beyond. Writing for the NACUBO magazine Business Officer, Alexander frames several possible scenarios. He envisions health care as "the leading engine of the American economy," with universities restructuring both undergraduate and graduate programs to train more health care workers. Related disciplines, like STEM, and classes with medical tie-ins, such as health care finance and medical ethics, would also grow.

**FOR DISCUSSION:** Like any good futurist, Alexander's vision gives good food for thought about the future of higher education. How would this scenario affect ACD? How could ACD respond appropriately?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Create pipeline programs through HS-CC-University partnerships. (5)	Convert more traditional classes to the flip classroom. (5)
Define other stackable credentials for low-cost and completion. (5)	Create more opportunities in workforce and internships for the student of "today." (5)
Create low-cost BA programs at the community college level. (4)	Create more shared space with incentives for collaboration. (5)
Research the future of robotics in the medical and STEM areas based on work with manufacturers. (4)	Develop a funding model for funding programs, facilities, and faculty. (?)
Offer relevant programs (BSN, etc.) (?)	Establish a horizontal alignment between all colleges to support Allied Health and avoid costly program duplication. (?)
Maintain relationships with advisory boards. (?)	Establish a vertical alignment between ACD and universities for STEM and other programs. (?)
Align with K-12 for an enrollment stream within ACD. (?)	
Create a single core for all Allied Health programs, which would require accreditation agency changes. (?)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 3: Serving Adult Students

**Pearson surveyed adults aged 25–64 who are pursuing or planning continuing education. Nearly three-quarters (71 %) anticipate needing more education in the next five years, two-thirds expect to pursue a degree or certificate, and half (51 %) say they expect to change professional fields. Most respondents (92 %) say that online programs offer more flexibility than face-to-face classes, but just two-thirds (66 %) believe that an online class is as prestigious as a traditional classroom class.**

**FOR DISCUSSION: Many institutions are doing more to serve adult students. But how well does ACD really know its adult students? What motivates them? What helps them succeed as students? Has ACD fully explored how adult students differ from traditional-aged students—and what those differences might imply for program offerings and student services of the future?**

<p style="text-align: center;"><b>Recommended SA-SO Strategies</b> (Long-term ACD strategies that match ACD’s Strategic Advantages with Strategic Opportunities)</p>	<p style="text-align: center;"><b>Recommended SA-SC Strategies</b> (Long-term ACD strategies that link ACD’s Strategic Advantages with Strategic Challenges)</p>
Develop high-quality faculty and staff knowledgeable about technological advancements. (5)	Simplify AlamoENROLL in support of AlamoADVISE and AlamoINSTITUTES. (5)
Extend outreach and marketing leading to improved AlamoADVISE/AlamoINSTITUTES, affordable tuition, small class sizes, and high-quality faculty and staff. (4)	Ensure affordable tuition despite state funding reduction. (4)
Ensure the same quality for face-to-face and online education. (3)	Offer a 3-year bachelor’s degree based on AlamoADVISE and AlamoINSTITUTES. (3)
Support technological advancement: ACOL. (2)	Multiple campuses allow easier accessibility to learning. (?)
Identify funds for payment if willing to be creative. (?)	Flexible schedules allow easier access to classes (evening and weekends. (?)
Create flexible schedules to cater to adult learners. (?)	
Prioritize and contextualize the curriculum for adult learners. (?)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 4: Advances in Automation

Insightful futurist Bryan Alexander recently speculated on what higher education might look like in 2025 and beyond. Writing for the NACUBO magazine Business Officer, Alexander frames several possible scenarios. One of them envisions advances in automation leading to "software capable of mimicking some functions currently performed by humans, such as competent tutoring." If this comes to pass, he says, "financially pressed institutions might outsource some of their curriculum to apps, instead of hiring teaching staff," and "cyborg" instructors might become the norm.

**FOR DISCUSSION:** Like any good futurist, Alexander's vision gives good food for thought about the future of higher education. How would this scenario affect ACD? How could ACD respond appropriately?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Train faculty and staff to utilize the technology while maintaining the human touch. (5)	Leverage a cybersecurity program and grow as technology is adopted. (5)
Develop online learning and alternative methods for teaching. (5)	Resolve email capacity issues. (5)
Develop a virtual lobby to assist students with live chats, advising, etc. (5)	Resolve the lack of a data warehouse. (5)
Develop an Alamo Colleges District's app with enrollment and learning functions. (4)	Leverage relationships with the community for employee renewal to address the technology gap. (4)
Teach employees about artificial intelligence, cybersecurity, and robotics. (4)	Explore automation for functions that are needed with less human touch. (3)
Collaborate with others to understand the human impact of implementing technology. (3)	Develop a cycle of refreshing online faculty certification. (3)
Develop a strategy to address the impact of technology (job losses, retraining). (2)	Develop an information technology counsel that sets priorities (criteria, communication). (3)
Ensure that an emotional impact is maintained in higher education by working ahead of technology (leadership skills). (1)	Reinvest the money we save in job retraining programs. (2)
	Study the future of AT, AR, and VR to be in front of it and not just react. (1)

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 5: What's Next for LMS?

15 percent of colleges and universities are about to replace their learning management systems (LMS). The Center for Educational Innovation at the University at Buffalo concludes that future LMS will need to integrate well with other campus IT systems, include advanced learning analytics, enable better personalization of student learning, and broadly support collaboration. Paul LeBlanc, president of Southern New Hampshire University, says that next-generation LMS ought to be Learning Relationship Management (LRM) systems that "take us from the merely transactional to the powerfully transformative."

**FOR DISCUSSION:** How do we decide what LMS best fits our needs? Are those discussions sufficiently broad and are the right people at the table? The choice of an LMS argues strongly for building a coalition of planners and forward thinkers who have the capacity to collaborate across campus silos.

<b>Recommended SA-SO Strategies</b> (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	<b>Recommended SA-SC Strategies</b> (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Expand ACOL to continue providing access, flexibility, and lower cost. (5)	Invest in LMS to help keep up with student expectations regarding technology. (5)
Allow for badging progress/learning outcomes tracking. (4)	Create show-and-tell LMS shell to market ease of use and accessibility of online learning. (4)
Grow opportunity to reach students worldwide. (3)	Deploy new LMS to reduce cost per class compared with other online competitors. (3)
Create LMS shell to market programs. (2)	Provide training and professional development to help faculty use technology to move from transactional to transformational. (?)
Bring in faculty worldwide to teach students to increase experiential learning in the career field. (1)	Use existing internal expertise to help train people on how to use a new learning management system. (?)
Use flexibility and collaborative nature to take a step back. (?)	
Determine the true need for a new learning management system supported by current technology (IoT) based on end-user feedback. (?)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 6: Secrets of Online Learning

If your institution is expanding online learning, is it planning that growth strategically? Writing recently in *Academic Leader Today*, Brian Udermann suggests mining key data to determine which courses are top candidates for online learning. Start with courses that are attracting transfer students, he suggests, and with high-demand courses or those "for which your institution consistently struggles to offer enough sections." Another idea: ask students what online courses they would like to take.

**FOR DISCUSSION:** As more institutions grow their online learning presence, the need to purposefully manage that expansion becomes more acute. Sometimes projections for expenses and profits are just not realistic. Strategic planning can help shape logical paths to online growth and determine how best to use resources for course development. How methodical—and realistic—are we when mapping out the future for online learning? How can we convince faculty and staff about the importance of strategically planning for online learning?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Standardize online web advising and support services for students and faculty. (5)	Maintain quality of instruction. (5)
Establish proper policies and rules for online learning. (4)	Reduce the cycle time of the enrollment process. (4)
Have an online presence for every course. (3)	Establish mandatory orientation of online learning. (3)
Lower costs of student materials (books) and utilize online materials. (2)	Increase digitization and web/mobile ability. (2)
Leverage external partners for funding ever changing online and technology. (1)	Increase funding and resources. (1)
Utilize the ACOL framework to establish baseline data and a best practices approach to holistically and intentionally improve online learning. (?)	Utilize a process improvement culture to enhance the digital experience of all stakeholders. (?)

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 7: P3s to the Rescue?

A firm that helps manage public-private partnerships (P3s) in higher education has seen 50 percent year-over-year growth in P3s since 2011. Most public-private partnerships in higher education today center on revenue-generating physical assets like dormitories, parking facilities, dining facilities, hotels, and hospitals. But the definition of a P3 is being expanded to include other kinds of joint ventures, such as academic programs, often online, developed either partially or entirely by private-sector vendors and collaborations with community groups to meet local social needs.

**FOR DISCUSSION:** Resource-constrained private and public institutions are expected to continue to make P3s a more prominent part of their evolving business models. Has ACD fully explored the possibilities inherent in P3s as well as their associated risks? Do we have a strategy for engaging in P3s? If more P3s are in our future, do we have policies in place to make partnerships run as smoothly as possible from conception to sunsetting?

<b>Recommended SA-SO Strategies</b> (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	<b>Recommended SA-SC Strategies</b> (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Educate our internal and external communities. (5)	Ensure the ongoing maintenance of programs. (5)
Partner with private industries. (5)	Improve partnerships that work well only on paper. (5)
Align with ISDs to ensure a mutual benefit with all parties. (3)	Dedicate time for the curriculum process (structure). (4)
Work with the private sector to assist with their training to anticipate and negotiate their needs. (3)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 8: Cybersecurity Threats from the IoT

In a recent survey, ISACA, the organization previously known as the Information Systems Audit and Control Association, finds that the Internet of Things (IoT) has overtaken mobile technology as a focus for cyberdefense in organizations. "As IoT becomes more prevalent, cybersecurity professionals need to ensure protocols are in place to safeguard new threat entry points," ISACA says.

**FOR DISCUSSION:** Reliant on technology, higher education institutions have potential vulnerabilities to cyberattack. How vigilant are ACD's protections? Do we focus on tomorrow's key threats, like attack via the Internet of Things? Only about half of schools have processes in place to address threats like ransomware. How well is ACD prepared for such threats? How regularly does we test our cybersecurity protocols?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Leverage cybersecurity programs internally. (5)	Provide funding to hire talented personnel to help keep up with the everyday changes. (5)
Continue to invest in the infrastructure, people, and IoT security. (5)	Secure support from ITS leaders. (5)
Streamline the amount of platforms we use. (5)	Stay up-to-date with the ever-changing technology. (4)
Test our cybersecurity protocols frequently. (5)	Create an internal cybersecurity incubator. (4)
Increase communication through training to prevent any unexpected breaches. (4)	Raise awareness and create a culture of care throughout the organization. (3)
Increase capacity to bond (IT security was granted more funding for updates). (3)	Empower our diverse communities to share their talents and create a safer online environment. (3)
Educate students through ACOL. (3)	Improve communication "training" making sure that employees and students understand the process and the need. (1)
Partner with other school districts to assure that they have the same protocols in place to share student information. (?)	
Provide effective training to all employees on dangers of cyberthreats and cyberattacks. (4)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 9: Mixed Signals from Governors

The American Association of State Colleges and Universities gave a close read to "state of the state," inaugural, or budget addresses delivered recently by governors of 47 states. What emerged was something of a disconnect. While state leaders continue to view higher education as "a paramount policy lever for improving state economic development," cutting funding for higher education was a constant theme across the speeches.

**FOR DISCUSSION:** Generally depressed since the Great Recession of 2008, state funding for higher education has recovered a bit, but not to pre-recession levels. For the near term, at least, state funding is not expected to be especially robust. Has ACD fully analyzed the ramifications of this trend? Has it adjusted budget assumptions appropriately? Have we done all we can to create and nurture new revenue streams?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD's Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD's Strategic Advantages with Strategic Challenges)
Sell and exploit the benefits of the community college to the legislature. (5)	Ensure that long-term strategic goals are not compromised by short-term economic gains. (5)
Improve PR campaign to highlight student success from cradle to career. (5)	Ensure that external factors do not affect the current objectives of ACD. (5)
Collaborate with lobbyists to relay the benefits of community colleges. (5)	Provide a schedule of course offerings to students to complete their degree in a timely manner to impact/address a performance-based budget model (Momentum Points). (5)
Re-evaluate out-of-District tuition rates to impact enrollment. (5)	Promote online education based on low tuition rates. (5)
Investigate Dallas Alamo Promise and incorporate into Alamo Colleges. (5)	Increase community involvement for funding with state legislators. (4)
Develop community partnerships and ISD dual credit. (5)	Develop branding (is ACD trying to be too much/many?) (3)
Improve training of Admission, Advising, and Recruitment officers. (4)	
Sponsor community activities (sports). (4)	
Revisit annexation of counties. (3)	
Develop consistent education programs across the state. (3)	

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Scenario 10: College Quality: Under the Microscope

Expect continued scrutiny of the quality of higher education. A key trend is measuring quality by what graduates earn. The federal College Scorecard was recently redesigned to help students and parents gauge a college’s value based on institutional data on student debt, completion rates, and graduates’ earnings. New college rankings now heavily weight graduates’ earnings. Keep an eye also on university and college accreditation, the focus of increasing criticism by federal legislators.

**FOR DISCUSSION:** Lately part of the focus has shifted away from “student learning outcomes” and undergraduate student success to outcomes in the sense of student financial success in the workplace after graduation. That raises fundamental questions about the purpose and value of a college education. Have we explored these questions? Have we addressed the louder demands that college have an immediate employment and financial payoff?

Recommended SA-SO Strategies (Long-term ACD strategies that match ACD’s Strategic Advantages with Strategic Opportunities)	Recommended SA-SC Strategies (Long-term ACD strategies that link ACD’s Strategic Advantages with Strategic Challenges)
Leverage business partners (360-degree involvement) with a commitment to graduate hiring and paid internships. (5)	Increase marketing by telling the story of community college value (return of investment, time to degree) and the programs ACD offers. (5)
Increase the college-going culture by marketing student narratives and making SFA grants and scholarships available. (5)	Develop sustainable dual credit growth by engaging the legislative and establishing ISD partnerships. (5)
Leverage the creativity and talent of employees to define and initiate as a steering committee as a rollout. (5)	Be intentional about educating our Board members about ACD initiatives and values, and ensure they engage with all constituents. (5)
Create multiple opportunities from all constituents (all college management, faculty, and staff senate) (5)	Create a culture of employee support and job satisfaction. (5)
Expand Alamo Talent to provide customized job training, ethics training, and other online tools. (5)	Leverage the ACD employee talent to engage and propose academic funding and legislation. (5)
Enable participation in online training for employees. (4)	Simplify the bureaucracy through building and trusting relationships. (4)
Generate dialogue from the Respect-for-All value to empower our communities for success. Economic success = employment success. (5)	Leverage employment engagement to increase financial investment. (3)
Enhance our nationally recognized employee development program to include employee externship opportunities. (4)	Strengthen our employees' abilities to offer distance education (ACOL) not only locally, but also internationally and to competitive corporate clients to generate increased revenue. (2)

Create and develop an online platform in all college employees to engage in college initiatives. (3)

Increase online learning to reduce the need for excess buildings and repurpose them. (1)

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Summary of Top Recommended Strategies Based on ACD’s Strategic Advantages and Strategic Opportunities for the 10 Future Scenarios

Future Scenario	SA-SO Strategy (Ranked Highest Priority)	Related SA and SO
1. Changing Demographics	Prepare to meet the educational/workforce training demands and labor market demands by partnering with businesses and industry and aligning with the AlamoINSTITUTES. (5)	SA3, SO2
2. Health Care Training and STEM	Create pipeline programs through HS-CC-University partnerships. (5)	SA3, SO2
	Define other stackable credentials for low-cost and completion. (5)	SA1, SO2
3. Serving Adult Students	Develop high-quality faculty and staff knowledgeable about technological advancements. (5)	SA3, SO3
4. Advances in Automation	Develop online learning and alternative methods for teaching. (5)	SA2, SO3
	Develop a virtual lobby to assist students with live chats, advising, etc. (5)	SA2, SO3
5. What's Next for LMS?	Expand ACOL to continue providing access, flexibility, and lower cost. (5)	SA2, SO3
6. Secrets of Online Learning	Standardize online web advising and support services for students and faculty. (5)	SA2, SO3
7. Public-Private Partnerships (P3s) to the Rescue?	Educate our internal and external communities. (5)	SA2, SO1
	Partner with private industries. (5)	SA3, SO2
8. Cybersecurity Threats from the Internet of Things (IoT)	Leverage cybersecurity programs internally. (5)	SA2, SO3
	Continue to invest in the infrastructure, people, and IoT security. (5)	SA1, SA2, SO3
	Streamline the amount of IT platforms we use. (5)	SA1, SO3
	Test our cybersecurity protocols frequently. (5)	SA1, SO3
9. Mixed Signals from Governors	Sell and exploit the benefits of the community college to the legislature. (5)	SA3, SO1
	Improve PR campaign to highlight student success from cradle to career. (5)	SA2, SO1

	Collaborate with lobbyists to relay the benefits of community colleges. (5)	SA3, SO1
	Re-evaluate out-of-District tuition rates to impact enrollment. (5)	SA1, SA2, SO
	Investigate Dallas Alamo Promise and incorporate into Alamo Colleges. (5)	
	Develop community partnerships and ISD dual credit. (5)	SA3, SO2
10. College Quality: Under the Microscope	Leverage business partners (360-degree involvement) with a commitment to graduate hiring and paid internships. (5)	SA3, SO2
	Increase the college-going culture by marketing student narratives and making SFA grants and scholarships available. (5)	SA1, SA2, SO1
	Leverage the creativity and talent of employees to define and initiate a steering committee as a rollout. (5)	SA2, SO1
	Create multiple opportunities from all constituents (all college management, faculty, and staff senate) (5)	SA2, SO1
	Expand Alamo Talent to provide customized job training, ethics training, and other online tools. (5)	SA3, SO3
	Generate dialogue from the <i>Respect-for-All</i> value to empower our communities for success. Economic success = employment success. (5)	SO1

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

## Summary of Top Recommended Strategies Based on ACD's Strategic Advantages and Strategic Challenges for the 10 Future Scenarios

Future Scenario	SA-SC Strategy (Ranked Highest Priority)	Related SA and SC
1. Changing Demographics	Improve student success communication data. (5)	SA2, SC2
2. Health Care Training and STEM	Create more opportunities in workforce and internships for the student of "today." (5)	SA2, SC3
	Create more shared space with incentives for collaboration. (5)	SA2, SA3, SC2
3. Serving Adult Students	Simplify AlamoENROLL in support of AlamoADVISE and AlamoINSTITUTES. (5)	SA2, SC3
4. Advances in Automation	Leverage a cybersecurity program and grow as IT is adopted. (5)	SA2, SC3
	Resolve email capacity issues. (5)	SA2, SC3
	Resolve the lack of a data warehouse. (5)	SA2, SC3
5. What's Next for LMS?	Invest in LMS to help keep up with student expectations regarding technology. (5)	SA2, SC3
6. Secrets of Online Learning	Maintain the quality of instruction. (5)	SA2, SC3
7. P3s to the Rescue?	Ensure the ongoing maintenance of programs. (5)	SA2, SA3, SC1, SC2
	Improve partnerships that work well only on paper. (5)	SA3, SC1, SC2
8. Cybersecurity Threats from the Internet of Things (IoT)	Provide funding to hire talented personnel to help keep up with the everyday changes. (5)	SA1, SC1
	Secure support from ITS leaders. (5)	SA3, SC1
9. Mixed Signals from Governors	Ensure that long-term strategic goals are not compromised by short-term economic gains. (5)	SA1, SA2,
	Provide a schedule of course offerings to students to complete their degree in a timely manner to impact/address a performance-based budget model (Momentum Points). (5)	SA2, SC3
	Promote online education based on low tuition rates. (5)	SA1, SA2, SC1, SC2
10. College Quality: Under the Microscope	Increase marketing by telling the story of community college value (ROI, time to degree) and the programs ACD offers. (5)	SA1, SA2, SC1, SC2
	Develop sustainable dual credit growth by engaging the legislative and establishing ISD partnerships. (5)	SA1, SA2, SA3, SC1
	Be intentional about educating our Board members about ACD initiatives and values, and ensure they engage with all constituents. (5)	SA2, SA3, SC2, SC3
	Create a culture of employee support and job satisfaction. (5)	SA3, SC2, SC3
	Leverage the ACD employee talent to engage and propose academic funding and legislation. (5)	SA3, SC1

Numbers in parentheses indicate level of importance (1-5 scale; 5 = Most Important)

# Alamo Colleges District Performance Excellence (Baldrige) Journey Survey

Completed by Alamo Colleges District Employees (Five-Year Comparison)

	2014	2015	2016	2017	2018
<b>1. LEADERSHIP</b>					
I know the mission of the Alamo Colleges District	4.14*	4.56	4.64	4.55	4.66
I know the Vision of the Alamo Colleges District	4.11	4.49	4.60	4.51	4.64
Senior leaders (PVC) create a work environment that helps me to do my job	2.97	3.52	3.88	3.68	3.84
Senior Leaders (PVC) share information about the organization	3.22	3.67	3.87	3.74	3.87
Overall, I give the ACD Leadership effectiveness the following grade (5 = Highest)	2.48	3.62	3.93	3.74	3.98
<b>2. STRATEGIC PLANNING</b>					
As it plans for the future, the Alamo Colleges asks for my ideas	3.57	3.79	4.01	3.74	3.77
I know the parts of the Alamo Colleges District plans that will affect me and my work	3.52	3.82	3.95	4.01	3.89
The ACD is flexible and can make changes quickly when needed	2.06	2.93	3.13	2.99	3.04
Overall, I give the AC Strategic Planning process the following grade (5 = Highest)	2.34	3.37	3.70	3.46	3.59
<b>3. CUSTOMER FOCUS</b>					
I know who my most important customers are	4.60	4.60	4.86	4.78	4.81
I ask if those whom I serve are satisfied or dissatisfied with my work	3.95	4.19	4.35	4.29	4.40
Overall, I give the AC Customer Focus effectiveness the following grade (5 = Highest)	2.32	3.86	4.08	4.03	4.13
<b>4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT</b>					
I know how to measure the quality of my work	4.10	4.26	4.43	4.32	4.31
I can use this information to make changes that will improve my work	4.15	4.15	4.41	4.25	4.25
I know how the ACD as a whole is doing	3.46	3.72	4.06	3.89	3.98
Overall, I give the ACD Measurement, Analysis, and Knowledge Management effectiveness the following grade (5 = Highest)	2.41	3.60	4.00	3.79	3.90
<b>5. WORKFORCE FOCUS</b>					
The people I work with cooperate and work as a team	4.08	4.28	4.49	4.31	4.12
My boss encourages me to develop my job skills so that I can advance in my career	3.66	4.17	4.28	4.22	4.20
I am recognized for my work	3.51	3.95	4.04	3.94	4.00
I have a safe workplace	4.08	4.15	4.25	4.22	4.09
Overall, I give the ACD Employee Focus effectiveness this grade (5 = Highest)	2.48	3.77	4.01	3.91	3.97
<b>6. OPERATIONS FOCUS</b>					
We have good processes for doing our work	3.00	3.51	3.78	3.70	3.61
We are prepared to handle an emergency	3.40	3.49	3.82	3.62	3.43
Overall, I give the ACD Operations Focus effectiveness this grade (5=Highest)	2.27	3.43	3.65	3.51	3.56
<b>7. RESULTS</b>					
Those whom I serve are satisfied with my work	4.05	4.17	4.34	4.22	4.29
The Alamo Colleges District has the right people and skills to do its work	3.41	3.56	3.81	3.74	3.74
The Alamo Colleges District removes things that get in the way of progress	2.38	2.88	3.33	3.05	3.21
The Alamo Colleges District practices high standards and ethics	3.73	3.74	3.98	3.68	3.76
The Alamo Colleges District is a good place to work	4.03	4.01	4.19	4.15	4.10
Overall, I give the ACD Performance Results strength the following grade (5 = Highest)	2.54	3.68	3.96	3.81	3.87

\* Yearly scores for above survey statements are weighted averages of survey responses, where Strongly Agree = 5, Agree = 4, Neither Agree Nor Disagree = 3, Disagree = 2, and Strongly Disagree = 1. Scale is 1.00 - 5.00 where 1:00-2.99 = Red, 3:00-3.99 = Black, 4:00-5:00 = Green.

## Retreat Evaluation

2018 Alamo Colleges Strategic Planning Retreat							
<b>Retreat Evaluation Results</b>							
	Very Poor	Deficient	Fair	Good	Excellent	Good + Excellent in 2018	Good + Excellent in 2017
1. Organization of this retreat	0%	0%	4%	49%	47%	96%	85%
2. Opening remarks (Dr. Bruce Leslie)	0%	1%	14%	35%	50%	85%	85%
3. Presentation of State of the Alamo Colleges (Dr. Tom Cleary)	0%	1%	6%	39%	54%	93%	85%
4. Facilitation during the working sessions (Dr. Mecca Salahuddin)	0%	0%	10%	48%	42%	90%	-
5. Methodology used in the working sessions	0%	1%	13%	46%	40%	86%	68%
6. Pace/dynamics of retreat	0%	1%	17%	46%	36%	83%	69%
7. Working with colleagues at the tables	0%	0%	2%	19%	79%	98%	97%
8. Facilities	0%	0%	4%	30%	66%	96%	95%
9. Food	0%	0%	6%	34%	60%	94%	83%
10. Beverages	0%	1%	11%	35%	53%	89%	72%
11. Parking	1%	1%	9%	40%	50%	89%	75%
12. Overall strategic planning retreat experience	0%	1%	7%	42%	50%	92%	81%
13. Significance (Was it worth your time?)	0%	1%	10%	43%	46%	89%	74%

### What did you find most beneficial about this strategic planning retreat?

- 1 Meeting people on the other side of the Alamo Way.
- 2 Dialogue at tables with various stakeholders networking
- 3 The format
- 4 The group discussions and organization of the retreat.
- 5 Collaboration of all participants
- 6 Discussion at the tables; Hearing the performance report (Dr. Cleary)
- 7 Discussing opportunities with fellow employees
- 8 The participation and collaboration. It was great I have students at table to get their perspective and staff.
- 9 Hearing from the students on what matters most to them and their challenges they face as an Alamo College Student
- 10 Hearing what my colleagues have to say
- 11 I found the enculturation of students to be interesting and helpful in getting an inside look.
- 12 Data Review, Hearing from community members
- 13 The collaboration with students.
- 14 Dialogue

15 It was well organized and flowed well  
16 Discussion at table  
17 Opportunity to provide feedback  
18 Interaction with ACD colleagues.  
19 My table group - Robust discussion and SWOT analysis activity  
20 Interaction with other district/colleges  
21 Working with people from other colleges and DSO  
22 Meeting new people; learning more about funding.  
23 Identification of significant needs throughout the District.  
24 Learning and engaging with colleagues and applying my input  
25 Listening to others point of view  
26 The cross college personnel  
27 Interaction with table participants  
28 Great discussion at our table and wonderful ideas to help lead ACD in the future  
29 Meeting and networking with new people in the colleges and community. Love the students voice  
30 Openness to entertain disparate and unconventional ideas  
31 The most beneficial thing from this planning was the group topics that we were assigned allowed us to think outside the box.  
32 Talking with colleagues from across the district  
33 Collaborating with the various stakeholders and seeing the future direction of ACD  
34 Meeting new people  
35 Meeting other Alamo Colleges District people and sharing experience and vision for student success  
36 "Discussion with people from all 5 colleges  
37 Doing the SWOT on location instead of selecting pre-set decided categories"  
38 Opportunity to network and collaborate with colleagues and community members  
39 "Stats/ Meeting with other District leaders  
40 Enjoyed the collaboration"  
41 "Work with colleagues at the tables  
42 Learning from table mates from their expertise"  
43 The opportunity to work with other stakeholders.  
44 Collaboration with colleagues  
45 Networking  
46 Stakeholder was good  
47 The ability to hear about topics from different prospective. ( Deans, district, students, staff, faculty)  
48 The conversation we had at our table. It was great to brainstorm with them.  
49 Spending time with colleagues  
50 Speaking with colleagues and community partners.  
51 Learning about the issues that force ACD with more detail and being aware of the external and hidden internal factors previously I was unaware of.  
52 Collaboration and inclusion  
53 The data provided by Dr. Cleary  
54 Being a first-time attendee, networking and learning about the different areas of the college were the most beneficial. Our table had great input and collaboration of ideas  
55 Getting updates on the status of the college. Working with peers at establishing solutions.  
56 Working as a group with a rep from all over ACD (at least one person from each college and District). Staying on time.  
57 Opportunity to discuss district-wide issues with a mix of participants at the tables.  
58 Talking with those with whom I work about important issues for our district and student support.  
59 Communication with peers from other colleges/district office along with brainstorming ideas.  
60 Meeting others. Learning from others. Good that the tables were diverse.  
61 Seeing, disusing other's perspectives  
62 Opportunity to get different points of view.  
63 Presentation by Dr. Cleary  
64 Listening to the variety of viewpoints.  
65 Opportunity to collaborate with colleagues  
66 The opportunity to collaborate with colleagues and students.  
67 Presentation on state of the Alamo Colleges.  
68 Confirmation that across colleges we see similar positives and inefficiencies  
69 Great retreat; great retreat topics

- 70 Working with colleagues and in working sessions.
- 71 Talking about strategic advantages and opportunities; how we leverage them for performance improvements.
- 72 The exchange of ideas
- 73 Interaction with people I do not normally get to talk to. Our different perspectives.
- 74 Working with colleagues from other parts of community.
- 75 Rich conversation
- 76 The ability to discuss issues with others and different locations.
- 77 The entire exercise seemed beneficial
- 78 The opportunity to shape future initiatives through strategic planning
- 79 Everything
- 80 Open discussion in the SWOT analysis
- 81 Table conversations
- 82 Exchange of ideas
- 83 What I found most beneficial was sitting with and being able to collaborate with many different people within and out of Alamo district colleges.
- 84 Great conversation, relationship building
- 85 Community discussion
- 86 The people
- 87 Networking opportunity and learning more about ACD
- 88 The ability to collaborate with our team on key issues that affect our students, and ultimately our community.
- 89 Opportunity to work with and meet other folks in district
- 90 I found doing the SWOT analysis interesting and informative
- 91 Table time
- 92 Opportunity to share with colleagues and students across colleges and DSO
- 93 Collaborating with others - multiple perspectives and lenses.
- 94 Viewpoints of college employees
- 95 Having a clear view/idea of the processes at work on the behalf of the students
- 96 Table makeup made our well-rounded discussions with varying perspectives
- 97 Networking
- 98 Allowing industry and academics to work together
- 99 Perspective of colleagues
- 100 The collaboration with many locations. Great points of view
- 101 Time with everyone
- 102 The opportunity to engage in deep conversation with colleagues.
- 103 Update of date
- 104 "Opportunity to engage with colleagues across ACD
- 105 Considering ideas that had not occurred to me before"
- 106 Round table discussions, common ground and mutual respect.
- 107 Interaction with table
- 108 I am able to understand and have a fuller grasp of our mission, values, and our WIG'S
- 109 Networking opportunities, shared idea across campuses
- 110 Having conversations with other members
- 111 Great table discussion

## What should have been better?

- 1 Quietness - Technical resources.
- 2 Get parking tags earlier.
- 3 Maybe parking
- 4 All good
- 5 Everything was well organized due to another hired employee assisting Carlos rather than all work placed on one person attempting to do all the less.
- 6 Please provide bottled water. Need more (and better tasting coffee). Need hot water for tea. Have adequate number of snacks ready to go.
- 7 It was all focused and great.
- 8 Nothing. Everything was great!

9 Shorter break outs, move even quicker  
10 More clear labels on sheets/instructions  
11 More facilitators during breakout sessions at the table; need more help... Clearer predefined roles of table lead.  
12 None  
13 Breaks were too long.  
14 Broader view of issues. Think outside the traditional SWOT  
15 Fit into a half-day session  
16 "1) Shorter lunch, 30 minutes  
17 2) Do not meet on President's Day  
18 3) More space at table to be to spread out"  
19 Make parking stickers available before retreat  
20 "Letting us know how our ideas will be analyzed and processed  
21 Need a digital system"  
22 Timing - Need only half a day  
23 Direction and purpose  
24 Campus reports  
25 Musical entertainment at lunch  
26 Would like college data presented or available in the state of the Alamo College District  
27 One table in the AM / perhaps different table in the afternoon / maybe more than 1 day a year  
28 "More movement (getting up more regularly)  
29 MC duties  
30 Have a timer (overall) for the sessions which helps streamline the process"  
31 Needed more time to present work completed at tables  
32 Use of results explanations...how will the loop be closed?  
33 Hear from "New Chancellor" Dr. Flores  
34 Individual sessions could have been 30 minutes shorter.  
35 Breakfast tacos  
36 Shorter sessions, more coffee  
37 The methodology and pace could have been faster or organized to be more productive.  
38 This was ideal, from start to finish. Pace was perfect.  
39 Not sure, perhaps collecting all comments from tables and act on them.  
40 If the audience is done with a session, keep it moving. Don't wait until time is up.  
41 Everything was great.  
42 Introductions would have been nice to be introduced to others.  
43 Working sessions not all that valuable.  
44 Instructions  
45 Instructions of exercises  
46 Probably could do this in a 1/2 day.  
47 Not talking about the same topic all day. It was hard to reinvent the wheel about the same topic for 6 hours.  
48 Opening sessions a bit lengthy.  
49 Interaction with a different topic throughout.  
50 Focusing on one category (i.e.. Funding) was tiring. It would have been better to change up the category at least after lunch.  
51 It was a little difficult to focus only on employees  
52 Fewer tasks, more conversations  
53 Use of time. Lunch had a lot of downtime and caused the 2nd half to be more difficult  
54 We could have been provided more time to complete and think through the modules. It would have been nice to know a summary of last year's ideas and outcomes.  
55 Nothing! Everything was perfect!  
56 Portions felt rushed and needed more time to discuss  
57 Breakout rooms/areas (noise reduction)  
58 More details on how this will serve in strategic planning at leadership level  
59 Something that should have been done better is explanation of what each sheet is for  
60 Break out rooms for calmer setting for discussion.  
61 Where is this data going? Why important - past examples?  
62 It was great  
63 Hearing about colleagues thoughts and ideas  
64 Too many different objectives

- 65 "Probably about an hour less of our time could have been removed from the agenda.
- 66 Work sessions' instructions on slides; too much info and wording."
- 67 Catering
- 68 I thought a little more guidance on working session 2 A& B would have been good
- 69 Pacing of sessions
- 70 2nd and 3rd exercises were not as clear not sure about expected outcomes
- 71 Every table opportunity to report out
- 72 Difficult to hear. Maybe electronic recording to speed up transcription portions
- 73 Breakfast, especially having coffee already made. Should never have to wait for coffee
- 74 More focused conclusions
- 75 Information on external trends in higher education
- 76 Maybe involve general sessions with voting on initiatives
- 77 Time

## What suggestions do you have for the next planning retreat?

- 1 Keep up the good work and don't forget about me.
- 2 None, this one worked.
- 3 All good.
- 4 Use real-time voting or cahoots.
- 5 Introduce Community Members and Students. Include a DSO highlight (not just college highlights).
- 6 Make it one hour shorter, it is a bit long.
- 7 None - Keep up the great work!
- 8 Provide environmental scan. Provide definitions of terms being updated. Allow peer introductions. Need faculty input at table. This table had none. Include representative mix.
- 9 None - Great job.
- 10 Door prizes based on tickets given out at check-in.
- 11 Shorter time.
- 12 Shorten day to half day.
- 13 More integration of students in program.
- 14 Email us parking permits so we do not have to go a separate place to get them.
- 15 Half day.
- 16 Keep up the good work.
- 17 Always enjoy location and dynamics of table discussions.
- 18 If you could provide a laptop to the scribe, we could see our responses real-time.
- 19 Provide a list of implemented action items and the results from the previous retreat.
- 20 Something that could be better for the next retreat would have to be more students to attend so that way the outcome of the topics are more expandable.
- 21 More data.
- 22 Dancing, singing, group fun, ice breakers.
- 23 "Instructions at each table on the outcomes from retreat.
- 24 Timer overall with noise to get people's attention."
- 25 Change location.....need a new and fresh location.
- 26 Let participants know how the results will be utilized at the institutional level.
- 27 Faster pace.
- 28 End at 2PM. It is just a bit too long. Food was great!
- 29 "How will their data inform the DSO strategic plan?
- 30 We need to see how our input affected the new plan."
- 31 More opportunity for student attendance, perhaps on a Friday so they may not miss class.
- 32 Keep same format.
- 33 Possibility shortening to a half-day event.
- 34 Hearing more about other tables' topics.
- 35 More collaborative and active learning activities. Small groups.
- 36 Want to know what was implemented year to year from this retreat.
- 37 Keep up the good work.

- 38 It is hard to hear members at the table. Try to have not such an open environment room.
- 39 Generate the strategies/weaknesses/etc. beforehand. I think there wasn't enough direction in the way it was conducted this time vs. how it was done previously.
- 40 Have some starting points for strategic advantages, challengers, etc.
- 41 Parking information provided in advance, I got a ticket.
- 42 Great job! Thanks for all you do. Well planned, great facility and food. Thoughtful exercise.
- 43 It is hard to hear all the conversations at your table; it might be good to split groups out in a couple more rooms so they can have more meaningful conversations.
- 44 Provide material to be covered so participants can come prepared to discuss."
- 45 Change topics and change tables. It is good and beneficial to meet new people/network, talk about different topics, and gain new perspectives.
- 46 Would love to decide on an innovation challenge during this. In addition, I think it should be a smaller group.
- 47 Perhaps 1/2 day, and no Mondays.
- 48 Share previous year's ideas and outcomes. Less sugary breakfast and drinks, less processed foods. Include salad please.
- 49 Try and get even more people involved.
- 50 More time allowed for working sessions.
- 51 A suggestion I have for the next planning retreat is maybe a little better instructions on what to do on each sheet.
- 52 Discontinue.
- 53 Concentrate on 1 or 2 goals.
- 54 Focus on the leaders of the team so that we can learn what is next and to have an idea of their role.
- 55 Maybe pair off during the individual work session or otherwise interact to make sure all ideas are heard.
- 56 Different format.
- 57 Invite some frontline staff to get their input.
- 58 Clarify dress code and provide agenda prior to arrival.
- 59 Salad option.
- 60 Add classified staff not only leaders (front line staff).
- 61 Stating dress code.
- 62 More spacing between tables. This will help noise pollution.
- 63 Electronic submissions for ease.
- 64 Nothing I can think of at this time.
- 65 Close the loop; what did we learn in previous strategic planning.
- 66 Incorporation of results into action plan/Baldrige.
- 67 An intro to first timers.
- 68 Show us how this fits in overall, plan cycle and how our input shows up in the plan.
- 69 8:30 AM is a good start time.
- 70 Possible follow up of outcomes before college plans.
- 71 Motivation moments; guest speakers.
- 72 "Sugar free drink availability.
- 73 Review of how previous retreat's participation was used to inform policy/decision-makers."
- 74 Presentation on marketing campaign - may help stakeholders better understand our messaging strategies.
- 75 I feel it would be best beneficial if the stations were more interactive with the room/tables. When sitting down, people are more prone to sleep, text, non-engage with the activities.
- 76 Please shorten to 4 hours.
- 77 Great job Mecca and Carlos.