

# GLOSSARY OF ACD QUALITY TERMS

(828/2019)

## 4DX

The Four Disciplines of Execution (authored by Chris McChesney, Sean Covey, and Jim Huling) is a simple, repeatable set of practices for organizations and individuals to focus on what is important, execute strategic priorities, and achieve superb results. The 4DX methodology involves four disciplines: Focusing on a wildly important goal, Acting on lead measures, Keeping a compelling scoreboard, and Creating a cadence of accountability.

## 6D

The Six Disciplines of Breakthrough Learning.

## 9-box Performance Plan (9PP)

ACD's Staff Progress Review (SPR) have been implemented to support high workforce performance and engagement. SPR requires that each staff member across the organization annually creates a 9PP with his or her supervisor that includes 3 SMART Goals.

## Accountability

Being responsible for performance results, while utilizing resources economically and effectively. It is about increasing transparency and ensuring the stewardship of our resources.

## ACD Stakeholders' Strategic Planning Retreat (SSPR)

A systematic Alamo Colleges District event taking place in the Spring where ACD stakeholders, including employees, students, and community members, gather to discuss the current state of ACD performance, strategic challenges, strategic advantages, strategic opportunities,

## Achieving the Dream (AtD)

AtD is a national reform network dedicated to community college student success and completion. AtD is focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials. Alamo Colleges District is an AtD leader demonstrating commitment to and making progress on the principles of Achieving the Dream which are committed leadership, use of evidence to improve programs and services, broad engagement, systemic institutional improvement, and equity.

## Action Plans

The term "action plans" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective,

organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creating aligned measures for all departments and work units. Deployment also might require specialized training for some faculty and staff or recruitment of personnel. An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state's schools on a normalized test that is given annually. Action plans could entail determining in which subjects students have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Deployment might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction. See also the definition of "strategic objectives."

## Active Learning

The term "active learning" refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. Active learning is often combined with cooperative or collaborative learning in which students work interactively in teams that promote interdependence and individual accountability to accomplish a common goal. In addition, active learning may address multiple intelligences.

## ADKAR

The Prosci ADKAR® model is a goal-oriented change management model that guides individual and organizational change. ADKAR is an acronym that represents the five tangible and concrete outcomes that people need to achieve for lasting change: awareness, desire, knowledge, ability and reinforcement. By outlining the goals and outcomes of successful change, the ADKAR model is an effective tool for planning change management activities, equipping leaders facilitating change, and supporting employees throughout the change.

## AFIT

Alliance for Innovation and Transformation. Former CQIN (Continuous Quality Improvement Network). An alliance of forward-thinking higher education institutions committed to show other institutions how to innovate and transform their organizations in the face of unprecedented challenge and change.

## **Agility**

A capacity for rapid change and flexibility. It enables more rapid, flexible, and customized responses. Agility allows for shorter cycles for the introduction of new/improved products and services, as well as for faster and more flexible responses to customers. Major improvements in response times often require simplification of work units and processes or the ability for rapid changeover from one process to another. Cross-trained and empowered employees are vital assets in agility-demanding environments. Agility requires a new thinking in business structure, bureaucracy, restructure of work systems, multitasking of employees, simplified and innovative processes, and employee cross-training and empowerment. It is not just about responding fast to the customer or business environment, but also knowing how to support it.

## **Alamo Colleges District (ACD)**

The community college system composed of five colleges (San Antonio College, St. Philip's College, Palo Alto College, Northwest Vista College, and Northeast Lakeview College) and District Support Operations (DSO).

## **Alamo Share**

Alamo Share is an internal SharePoint website (intranet) available to ACD employees. It includes a software platform and family of software products for internal collaboration, file sharing, and a place where process teams can do their work together.

## **Alamo Way**

The Alamo Way is a policy (B.9.1) established by the Board of Trustees in 2011 that defines the top three priorities of the Alamo Colleges: Student Success, Principle-Centered Leadership, and Performance Excellence. These priorities are also the three strategic objectives of the Alamo Colleges strategic plan. The Achieving the Dream initiative is the primary approach we use to move students to completion of their academic goals and ultimately to achieve student success. The Seven Habits of Highly Effective People is the approach we use to equip our students and employees with principle-centered leadership competencies. Leadership development also occurs through the Alamo Colleges Leadership Academy for Success (ALAS) program for employees and the Student Leadership Institute (SLI) program for students. The Baldrige Criteria for Performance Excellence are utilized to guide our work as we strive to improve planning, engagement of our students and other stakeholders, systems and processes, collection and analysis of data, employee capabilities, and our performance results in order to demonstrate success in those areas.

## **ALAS**

Alamo Colleges Leadership Academy for Success.

## **Alignment**

The term "alignment" refers to consistency of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level. See also the definition of "integration."

## **Analysis**

The term "analysis" refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides the management of work systems and work processes toward achieving key organizational performance results and toward attaining strategic objectives. Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

## **Anecdotal**

The term "anecdotal" refers to process information that lacks specific methods, measures, deployment mechanisms, and evaluation, improvement, and learning factors. Anecdotal information frequently uses examples and describes individual activities rather than systematic processes. An anecdotal response to how senior leaders deploy performance expectations might describe a specific occasion when a senior leader visited all of the organization's facilities. On the other hand, a systematic process might describe the communication methods used by all senior leaders to deliver performance expectations on a regular basis to all faculty and staff, the measures used to assess the effectiveness of the methods, and the tools and techniques used to evaluate and improve the communication methods.

## **Approach**

The term "approach" refers to the methods used by an organization to address the Baldrige Criteria Item requirements. Approach includes the appropriateness of the methods to the Item requirements and the effectiveness of their use. Approach is one of the dimensions considered in evaluating Process Items. For further description, see the Scoring System.

## **Basic Requirements**

The term "basic requirements" refers to the topic Criteria users need to address when responding to the most central concept of an Item. Basic requirements are the fundamental theme of that Item (e.g., your approach for strategy development in Item 2.1). In the Criteria, the basic

requirements of each Item are presented as the Item title question.

## **Benchmarks**

The term “benchmarks” refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking to understand the current dimensions of world-class performance and to achieve discontinuous (nonincremental) or “breakthrough” improvement. Benchmarks are one form of comparative data. Other comparative data organizations might use include appropriate data collected by a third party (frequently averages for other organizations), data on the performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area or that provide similar programs, offerings, and services in other geographic areas.

## **Capability**

Capability refers to the organization’s ability to accomplish its work processes through the knowledge, skills, abilities, and competencies of its people. Capability may include the ability to build and sustain relationships with customers; to innovate and transition to new technologies; to develop new products and work processes; and to meet changing business, market, and regulatory demands.

## **Capacity**

Capacity refers to the organization’s ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver products to customers, including the ability to meet seasonal or varying demand levels.

## **CC**

College Connection.

## **CCSSE**

The Community College Survey of Student Engagement asks students about institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE helps us to know how well we are engaging our students. It helps ACD to focus on good educational practice and identify areas in which we can improve our programs and services for students.

## **CDL**

ACD Center for Distance Learning.

## **Cohort**

A specific group of ACD students whose academic performance is tracked over time.

## **Collaborators**

The term “collaborators” refers to those organizations or individuals who cooperate with your organization to support a particular activity or event or who cooperate on an

intermittent basis when short-term goals are aligned or are the same. Typically, collaborations do not involve formal agreements or arrangements. See also the definition of “partners.”

## **Core Competencies**

The term “core competencies” refers to your organization’s areas of greatest expertise. Your organization’s core competencies are those strategically important capabilities that provide an advantage in your market or service environment. Core competencies frequently are challenging for competitors or suppliers and partners to imitate, and they provide a sustainable competitive advantage. Core competencies may involve technology expertise or unique educational programs, offerings, or services that are responsive to the needs of your students, stakeholders, and market.

## **Customer**

The term “customer” refers to actual and potential users of your organization’s products, programs, or services. Customers include the end users of your products, programs, or services, as well as others who might be their immediate purchasers or users. These others might include distributors, agents, or organizations that further process your product as a component of their product. The Criteria address customers broadly, referencing current and future customers, as well as the customers of your competitors. Customer-driven excellence is a Baldrige Core Value embedded in the beliefs and behaviors of high-performance organizations. Customer focus impacts and should integrate an organization’s strategic directions, its work systems and work processes, and its business results. See the definition of “stakeholders” for the relationship between customers and others who might be affected by your products, programs, or services.

## **Customer Engagement**

An organization’s customers’ investment in or commitment to our brand and product offerings.

## **Customer Satisfaction**

We contribute to ensure customer satisfaction by understanding and anticipating our customers’ desires and meeting our customers’ requirements. Our customers are the ultimate judges of our performance and quality. Thus, our organization must take into account all program/service features and characteristics and all modes of customer access and support that contribute value to our customers. Such behavior leads to customer acquisition, satisfaction, preference, and loyalty; positive referrals; and, ultimately, the sustainability of our business. Customer relationship management and factors such as reducing defects and errors, meeting specifications, or reducing complaints influence value and satisfaction. To determine customer satisfaction and dissatisfaction, the following tools may be considered: surveys, formal and informal feedback, customer account histories, complaints, field reports, win/loss analysis, customer referral rates, and transaction

completion rates. In addition, information may be gathered from the Web, through personal contact or a third party, or by mail. Determining customer dissatisfaction should be seen as more than reviewing low customer satisfaction scores. Dissatisfaction should be independently determined to identify root causes and enable a systematic remedy to avoid future dissatisfaction.

### **Cycle Time**

The term “cycle time” refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the Criteria because of the great importance of responsiveness and of time performance to improving competitiveness and overall performance. “Cycle time” refers to all aspects of time performance. Cycle time improvement might include the time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

### **Dashboard**

A dashboard is an analysis application used to convey timely and relevant data and critical information at a glance, usually with graphical elements. It lets users analyze and explore performance data across multiple dimensions and at different levels of detail to get at the root cause of problems and issues, communicate, and make decisions. Under 4DX, a dashboard is a collection of scoreboards in order to readily gauge progress on key performance metrics.

### **Deployment**

The term “deployment” refers to the *extent* to which an approach is applied in addressing the requirements of a Baldrige Criteria Item. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization. Deployment is one of the dimensions considered in evaluating Process Items. For further description, see the Scoring System.

### **DP**

Development Plan.

**Diversity** The term “diversity” refers to valuing and benefiting from personal differences. These differences address many variables, including race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics, as well as differences in ideas, thinking, academic disciplines, and perspectives. The Baldrige Criteria refer to the diversity of your workforce hiring communities and student and stakeholder communities. Capitalizing on both provides enhanced opportunities for high performance; student and stakeholder, workforce, and community satisfaction; and student, stakeholder, and workforce loyalty.

### **DSO**

District Support Operations includes the District departments or units that support the operations of the Colleges. The five Colleges and DSO comprise the Alamo Colleges District system.

### **ECHS**

Early College High School.

### **Education Delivery**

The term “education delivery” refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, online tutorials, guided discussion lists, video streaming, teleconferencing, or self-paced learning. See also the definition of “active learning.”

### **Effective**

The term “effective” refers to how well a process or a measure addresses its intended purpose. Determining effectiveness requires (1) the evaluation of how well the approach is aligned with the organization’s needs and how well the approach is deployed or (2) the evaluation of the outcome of the measure used.

### **ELP**

Emerging Leaders Program.

### **Empowerment**

The term “empowerment” refers to giving people the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside. Empowerment is aimed at enabling people to respond to students’ educational needs, to improve processes, and to improve student learning and the organization’s performance results. An empowered workforce requires information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

### **Engagement (Customer Engagement)**

The term “customer engagement” refers to customers’ investment in or commitment to the organization’s brand and product offerings. It is based on the ongoing ability to serve their needs and build relationships so they will continue using the products. Characteristics of customer engagement include customer retention and loyalty, customers’ willingness to make an effort to do business with the organization, and customers’ willingness to actively advocate for and recommend the brand and product offerings. DSO units view the staff at the Colleges and around the DSO as their customers. Customer engagement is based on the DSO’s ability to serve the needs of the colleges and to build relationships. Characteristics of

customer engagement include evidence of satisfaction with services, loyalty, and mutually satisfying work relationships.

### **Engagement (Employee Engagement)**

“Employee engagement” is the extent to which employees commit, both rationally and emotionally, to something or someone in their organization, how hard they work, and how long they stay as a result of that commitment. It represents the extent of the workforce members’ emotional and intellectual commitment to accomplish the work, mission, and vision of the Alamo Colleges. Characteristics of engaged employees include high performing work environments in which people are motivated to do their utmost for the benefit of the students, one another, and the organization. We use the PACE survey to measure ACD employee engagement.

### **Engagement (Student Engagement)**

“Student engagement” represents our students’ investment or commitment to the Alamo Colleges program offerings. It is based on our ongoing ability to serve their needs and build relationships with them. Characteristics of engaged students include retention and loyalty, willingness to persist to graduation, and a willingness to recommend us to others. We measure this engagement through the Community College Survey of Student Engagement (CCSSE).

### **Environmental Scan (ES)**

A report product of environmental scanning done by monitoring an organization’s internal and external environments for detecting early signs of opportunities and threats that may influence its current and future plans. In comparison, surveillance is confined to a specific objective or a narrow sector.

### **Ethical Behavior**

The term “ethical behavior” refers to how an organization ensures that all its decisions, actions, and stakeholder interactions conform to the organization’s moral and professional principles. These principles should support all applicable laws and regulations and are the foundation for the organization’s culture and values. They distinguish “right” from “wrong.” Senior leaders should act as role models for these principles of behavior. The principles apply to all people involved in the organization, from temporary faculty and staff to members of the governing body, and need to be communicated and reinforced on a regular basis. Although there is no universal model for ethical behavior, senior leaders should ensure that the organization’s mission and vision are aligned with its ethical principles. Ethical behavior should be practiced with all students and stakeholders, including the workforce, partners, suppliers, and the organization’s local community. While some organizations may view their ethical principles as boundary conditions restricting behavior, well-designed and clearly articulated ethical principles should empower people to make effective decisions with great confidence.

### **ESS**

Executive Staff Senate.

### **Evaluation and Control**

In an organization, strategy implementation calls for strategy evaluation and control. The evaluation and control process consists of the following steps: (1) Define parameters to be measured, (2) Define performance standards or target values for those parameters, (3) Perform measurements, (4) Compared measured results to the pre-defined standards or targets, and (5) Apply corrective action to reduce the gap between actual and desired performance. Some problems encountered in controlling activities include (A) The information required to control activities may be unavailable or available only at a high cost; (B) The frequency, intensity, and unpredictability of environmental changes may hamper control; (C) The time lag between activities and their results limits the manager’s ability to measure the effectiveness of specific activities; (D) When activities overlap, managers cannot determine the precise cost of the activities, which makes it difficult to know if their outcomes are worth the expense; (E) It is hard to develop exact performance standards for some personnel.

### **F180**

Faculty 180.

**Faculty and Staff** The term “faculty and staff” refers to all people who contribute to the delivery of an organization’s programs, offerings, and services, including paid employees (e.g., permanent, part-time, temporary, and contract employees supervised by the organization) and volunteers, as appropriate. Faculty and staff include team leaders, supervisors, and managers at all levels. See also the definition of “workforce.”

### **Fiscal Year**

The period of time beginning September 1 and ending on the following August 31, both dates inclusive, which coincides with the State of Texas’ fiscal year.

### **FTIC**

First Time in College.

### **FOCUS PDCA**

Methodology used by ACD for continuous process improvement. It includes nine steps: Find, Organize, Clarify, Understand, Select, Plan, Do, Check, Act. Through FOCUS PDCA, ACD identifies improvement opportunities and creates a systematic approach to implementing changes. This problem solving model was first used by one of the early quality gurus by the name of Walter Shewhard. The model was then adapted by W. Edwards Deming as the Plan-Do-Check-Act (PDCA) cycle. The model is used to learn by doing and experimenting with improvements, examining what is learned and implementing what was learned into further improvement efforts.

## **Formative Assessment**

The term “formative assessment” refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment often is used as a diagnostic tool for students and faculty, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches.

## **GED**

General Educational Development (GED) subject tests to certify American or Canadian high school-level academic skills.

## **Goals**

The term “goals” refers to a future condition or performance level that one intends to attain. Goals can be both short- and longer-term. Goals are ends that guide actions. Quantitative goals, frequently referred to as “targets,” include a numerical point or range. Targets might be projections based on comparative or competitive data. The term “stretch goals” refers to desired major, discontinuous (nonincremental) or “breakthrough” improvements, usually in areas most critical to your organization’s future success. Goals can serve many purposes, including ■ clarifying strategic objectives and action plans to indicate how you will measure success ■ fostering teamwork by focusing on a common end ■ encouraging “out-of-the-box” thinking to achieve a stretch goal ■ providing a basis for measuring and accelerating progress.

## **Governance**

The term “governance” refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your governing body (e.g., board of education, board of trustees/overseers) and the senior leaders of your organization; in some private education institutions, it also may include owners/shareholders. A combination of federal, state, and municipal regulations, charters, by-laws, and policies documents the rights and responsibilities of each of the parties and describes how your organization will be directed and controlled to ensure (1) accountability to stakeholders, (2) transparency of operations, and (3) fair treatment of all stakeholders. Governance processes may include the approval of strategic direction, policy creation and enforcement, the monitoring and evaluation of senior leaders’ performance, the establishment of senior leaders’ compensation and benefits, succession planning, financial auditing, and risk management. Ensuring effective governance is important to stakeholders’ and the larger society’s trust and to organizational effectiveness.

## **High-Performance Work**

The term “high-performance work” refers to work processes used to systematically pursue ever-higher levels of overall organizational and individual performance, including quality,

productivity, innovation rate, and cycle time performance. High-performance work results in improved programs and services for students and stakeholders. Approaches to high-performance work vary in form, function, and incentive systems. High-performance work focuses on engagement. It frequently includes cooperation among senior leaders, administrators, faculty, and staff, which may involve workforce bargaining units; cooperation among work units, often involving teams; self-directed responsibility and the empowerment of faculty and staff; and faculty and staff input to planning. It also may include individual and organizational skill building and learning; learning from other organizations; flexibility in job design and work assignments; a flattened organizational structure, where decision making is decentralized and decisions are made closest to the students and stakeholders; and effective use of performance measures, including comparisons. Many high-performance organizations use monetary and nonmonetary incentives based on factors such as organizational performance, team and individual contributions, and skill building. Also, high performance work usually seeks to align the organization’s structure, core competencies, work, jobs, workforce development, and incentives.

## **How**

The term “how” refers to the systems and processes that an organization uses to accomplish its mission requirements. In responses to “how” questions in the Process Item requirements, process descriptions should include information such as approach (methods and measures), deployment, learning, and integration factors.

## **Innovation**

The term “innovation” refers to making meaningful change to improve programs, services, processes, or organizational effectiveness and to create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application. Successful organizational innovation is a multistep process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach or outputs. It could include fundamental changes in organizational structure to more effectively accomplish the organization’s work.

## **Integration**

The term “integration” refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analyses to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

See also the definition of “alignment.” Integration is one of the dimensions considered in evaluating Process Items.

## **Intelligent Risks**

Opportunities for which the potential gain outweighs the potential harm or loss to the Alamo Colleges’ sustainability. Taking intelligent risks requires a tolerance for failure and an expectation that innovation is not achieved by initiating only successful endeavors.

## **IPEDS**

Integrated Postsecondary Education Data.

## **Key**

The term “key” refers to the major or most important elements or factors, those that are critical to achieving your intended outcome. The Baldrige Criteria, for example, refer to key challenges, key plans, key work processes, and key measures—those that are most important to your organization’s success. They are the essential elements for pursuing or monitoring a desired outcome.

## **KPI**

Key Performance Indicator. A KPI is a type of performance measurement. An organization may use KPIs to evaluate its strategic success, or to evaluate the success of a particular activity in which it is engaged. Success may be defined in terms of making progress toward strategic objectives/goals or the repeated, periodic achievement of some level of operational goal (e.g. zero defects, 5/5 customer satisfaction, etc.) in areas deemed critical to success. Accordingly, choosing the right KPIs relies upon a good understanding of what is important to the organization. A very common way to choose KPIs is to apply a management framework such as the balanced scorecard or 4DX. KPI measures are of different types: (1) INPUT (e.g. Resources (faculty, staff, technology, materials, etc.) used to teach remedial Math courses); (2) PROCESS (e.g. Number of students receiving Math remediation per year); (3) OUTPUT (e.g. % of students who completed remediation in Math); (4) OUTCOME (e.g. % of students who enrolled in college Algebra after completing remediation in Math).

## **KSA**

Key Strategic Advantages. See Strategic Advantages.

## **KSC**

Key Strategic Challenges. See Strategic Challenges.

## **KSO**

Key Strategic Opportunities.

## **KSP**

Key Strategic Priorities. They are strategic initiatives developed and implemented by the TLT and monitored through Measures of Success in the Strategy Map. The current six ACD KSP are Completion, AlamoADVISE,

AlamoINSTITUTES, AlamoENROLL, Dual Credit, and Quality.

## **KMP**

Knowledge Management Process.

## **Knowledge Assets**

The term “knowledge assets” refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its workforce in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Your workforce, curricula, software, databases, documents, guides, and policies and procedures are repositories of your organization’s knowledge assets. Knowledge assets are held not only by an organization but reside within its students and stakeholders, suppliers, and partners as well. Knowledge assets are the “know how” that your organization has available to use, to invest, and to grow. Building and managing its knowledge assets are key components for your organization to create value for your students and stakeholders and to help sustain a competitive advantage.

## **Leadership System**

The term “leadership system” refers to how leadership is exercised, formally and informally, throughout the organization; it is the basis for and the way that key decisions are made, communicated, and carried out. It includes structures and mechanisms for decision making; two-way communication; selection and development of senior leaders, administrators, department heads, and faculty leaders; and reinforcement of values, ethical behavior, directions, and performance expectations. An effective leadership system respects the capabilities and requirements of workforce members and other stakeholders, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on the organization’s vision and values and the pursuit of shared goals. It encourages and supports initiative and appropriate risk taking, subordinates organizational structure to purpose and function, and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and improve.

## **Leading and Lagging Indicators**

When developing a performance management system, it is recommended to use a combination of leading and lagging indicators. These are called “Performance Drivers” and “Outcome Measures.” Using lagging indicators without leading indicators tell you nothing about how the outcomes will be achieved, nor can you have any early warnings about being on track to achieve your strategic objectives and goals. Similarly, leading indicators without lagging indicators may enable you to focus on short-term performance, but you will not be able to confirm that broader organizational outcomes have been achieved.

Leading indicators should enable you to take pre-emptive actions to improve your chances of achieving your goals. Because of cause and effect, there is a chain of leading and lagging indicators. For example, “Satisfied/Motivated Employees” is a leading indicator of “Customer Satisfaction.” Similarly, “high-performing processes” would be expected to be a leading indicator of “Cost Efficiency.” You will usually want a combination of leading and lagging indicators. For example, you are likely to want to measure “Employee Satisfaction” and could readily identify a leading indicator of this such as an index of “Leadership Capability,” or maybe “Number of days training per employee.” It is sometimes said that leading indicators will be measured more frequently than lagging indicators, but that may not be accurate. You could measure “Complaints Received” or “Customer Satisfaction” (lagging indicators) every day, and you could measure process “Error Rates,” or “On-Time Delivery” (leading indicators) every day also. One definition that might help is that leading indicators are often captured at the level of individual processes, whereas lagging indicators may be the result of changes in a number of leading indicators. So, a process cycle-time or error rate might be leading indicators, measured at the process level and Customer Satisfaction would be a lagging indicator, measured at the organizational level. If you are measuring “activity” (i.e. at a process level), it is more likely that you are using leading indicators. The closer you move to process inputs and activities, the closer you get to leading indicators of downstream, (lagging) performance. If you are measuring aggregated effects, or outcomes, at an organizational level, you are more likely to be using lagging indicators. The overall purpose of selecting metrics is to enable you to track performance towards your ultimate goals. Under 4DX, a lead measure is the measure of an action planned and taken as a means to achieving a WIG (wildly important goal). Unlike lag measures, leading measures are influenceable by the team and predictive of the goal. Good lead measures are the highest leverage activities a team can engage in to ensure execution of the WIG; therefore, lead measures are carefully tracked on the team scoreboard. A lag measure is a measure of goal or WIG achievement. Because lag measures are historical measures of performance, they are typically easy to measure but difficult to influence directly. A lag measure is expressed in terms of from X to Y by when.

## Learning

The term “learning” refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to their focus on student learning, the Education Criteria address two other kinds of learning: organizational and personal. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from the workforce, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty and staff) is achieved through education, training, and developmental opportunities that further individual growth. To be effective, these types of learning should be

embedded in the way an organization operates. In addition, they contribute to a competitive advantage and sustainability for the organization and its workforce. See also the related Core Values and Concepts of organizational and personal learning and learning-centered education as well as the definition of “active learning.”

## Levels

The term “levels” refers to numerical information that places or positions an organization’s results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

## Market Penetration

A measure of the ACD student population relative to the service area population, ages 18-64, expressed as a percentage.

## Measures and Indicators

The term “measures and indicators” refers to numerical information that quantifies input, output, and performance dimensions of processes, programs, offerings, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite. The Criteria do not make a distinction between measures and indicators. However, some users of these terms prefer “indicator” (1) when the measurement relates to performance but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor (“leading indicator”) of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

## Mission

The term “mission” refers to the overall function of an organization. The mission answers the question, “What is this organization attempting to accomplish?” The mission might define students, stakeholders, or markets served; distinctive or core competencies; or technologies used. The ACD mission is *Empowering Our Diverse Community for Success*.

## Multiple Requirements

The term “multiple requirements” refers to the individual questions Criteria users need to answer within each Area to Address. These questions constitute the details of an Item’s requirements. They are presented in black text under each Item’s Area(s) to Address.

## MVV

Mission, Vision, and Values.

## MyMAP

My Monitoring Academic Progress framework. MyMAP is a comprehensive system designed to improve student



success at ACD. It is a personalized tool including a series of online self-paced learning modules to help new students transition to college. Each module contains helpful information for students via videos, audio, text, and supplemental links. One of the modules is the “Alamo Colleges Introduction to College and Pathways.” MyMAP will also help monitor students’ progress until they earn a certificate or degree.

## **NCCBP**

National Community College Benchmark Project

## **NEO**

New Employee Orientation.

## **NFI**

New Faculty Institute.

## **NILIE**

National Initiative for Leadership and Institutional Effectiveness.

## **Noel-Levitz Student Satisfaction Inventory**

A survey administered to students that assess student satisfaction and priorities. The survey is a product of Noel Levitz, a higher education enrollment management consulting organization.

## **NPDP**

New Program Development Process.

## **Objectives**

As an important part of action plans, objectives indicate the intended student learning, activity, or program outcome stated in measurable terms. An objective is a statement of what is to be accomplished to achieve a goal. For example, “Offer in Fall 2008 a new 4-hour developmental Math course with a 3-hour lecture and a 1-hour lab,” “To offer one training course per semester per department for the English and Math faculty members in order to increase teaching effectiveness and student success.” Objectives should always include the planned activity or task, the responsible party, and the established timeframe. Objectives contribute to higher accountability.

## **OER**

Open Educational Resources.

## **Operational Plan**

One of the three components of the integrated planning process. It is a short-term plan produced by a college, college unit, or district unit based on (aligned to) the longer-term strategic plan. Some important operational plan elements are operational analysis, key performance indicators, performance standards or targets, short-term measurable objectives, unit action plans, and performance budgets. See *Action Plans*.

## **Outcomes**

Outcomes are the effect of the outputs. They are observable, measurable results or evidence of the educational experience or administrative activity. For example, in measuring the performance of a job-training program, while an output measure could be the number or percentage of program participants who completed the training, an outcome measure could be the number or percentage of program participants employed one year after the training. In the academic world, outcomes state what students will know, think, or be able to do after the completion of a course or academic intervention (e.g., “Be able to analyze data and solve problems”). A high-level outcome (“The student writing will be judged to be of high quality by qualified readers”) may have supporting lower-level outcomes (“Students will be able to write grammatically correct sentences.”) Course learning outcomes are not about what the course or instructor will achieve. Course learning outcomes can be measured by pre/post tests, skill demonstrations, capstone courses/projects, internships, portfolios, standardized exams, and licensure, certification, or professional exams. The measurement of specific outcomes contributes to the evaluation of objectives and the sustainability of performance budgets. The ultimate outcome at the Alamo Colleges is student and community success.

## **Outputs**

Outputs are completed activities. They are the products and services or immediate results delivered by a program. For example, in measuring the performance of a job-training program, an output measure could be the number or percentage of program participants who completed the training. In the academic world, an output measure could be the number of students who complete and get a final grade in a course.

## **Overall Requirements**

The term “overall requirements” refers to the topics Criteria users need to address when responding to the central theme of an Item. Overall requirements address the most significant features of the Item requirements. In the Criteria, the overall requirements of each Item are presented in one or more introductory sentences printed in bold.

## **PACE**

The Personal Assessment of the College Environment survey is administered annually to all employees by Human Resources. The purpose of the survey is to assess employee engagement and satisfaction, to promote open and constructive communication, and to establish priorities for change. The instrument measures employee engagement/satisfaction in four domains: institutional structure, supervisory relationship, teamwork, and student focus.

## Partners

The term “partners” refers to those key organizations or individuals who are working in concert with your organization to achieve a common goal or to improve performance. Typically, partnerships are formal arrangements for a specific aim or purpose, such as to achieve a strategic objective or deliver a specific program, offering, or service. Partners might include other schools, employers and workplaces, social service organizations, private foundations, and parents, as appropriate, with which your organization has cooperative relationships to facilitate effective learning for students. For example, partners might include schools with which “feeder” relationships exist, into or out of your school. Partnerships with social service organizations might involve helping students make these transitions. Formal partnerships are usually for an extended period of time and involve a clear understanding of the individual and mutual roles and benefits for the partners.

## PBL

Problem-Based Learning.

## PCL

Principle-Centered Leadership.

## Peer Institutions

ACD systematically benchmarks performance against peer institutions in the state (Texas VLCC or Very Large Community Colleges) and the nation (selected similar community colleges from the annual Aspen Institutes list of top colleges).

## Performance

The term “performance” refers to output results and their outcomes obtained from processes, programs, and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations.

Performance can be expressed in nonfinancial and financial terms. The Baldrige Education Criteria address four types of performance: (1) program and service; (2) student- and stakeholder-focused; (3) budgetary, financial, and market; and (4) operational. “Program and service performance” refers to performance relative to measures and indicators of program and service characteristics important to students and stakeholders. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion. “Student- and stakeholder-focused performance” refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include admissions, retention, complaints, and survey results. Student- and stakeholder-focused performance generally relates to the organization as a whole.

“Budgetary, financial, and market performance” refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include

instructional and general administration expenditures per student as a percentage of budget; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service.

“Operational performance” refers to workforce, leadership, organizational, and ethical performance relative to effectiveness, efficiency, and accountability measures and indicators. Examples include cycle time, productivity, accreditation, workforce turnover, workforce cross-training rates, regulatory compliance, fiscal accountability, and community involvement. Operational performance might be measured at the organizational/senior leader level; the key work process level; and the program, school, class, or individual level.

## Performance Excellence

The term “performance excellence” refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education quality and student learning, as well as to organizational stability; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning. The Baldrige Education Criteria for Performance Excellence provide a framework and an assessment tool for understanding organizational strengths and opportunities for improvement and thus for guiding planning efforts.

## Performance Indicator

See KPI.

## Performance Management

Performance management consists of a set of management and analytic processes that help optimize organizational performance. It provides a framework for organizing, automating, and analyzing methodologies, metrics, processes, and systems that drive performance. Core performance management processes include financial and operational planning, data consolidation and reporting, business modeling, analysis, and monitoring of key performance indicators linked to strategy. Planning, budgeting, analysis, and reporting can give the measurements that empower management decisions. Performance management methods and applications allow a systematic, integrated approach that links organizational strategy to core processes and activities: the transformation of strategies into actionable metrics and meaningful analysis to expose cause-and-effect relationships to give decision-makers insight about operations, results, and outcomes. Performance management enhances processes by creating better feedback loops. Frequent performance evaluation and reporting help identify and eliminate problems before they grow. Performance management is an ongoing process for establishing a shared workforce understanding about what is to be achieved at an organizational level. Employee performance management is

about aligning organizational objectives with the employees' agreed-to measures, skills, competencies, delivery of results, and their development plans. Organizations need to build a performance management process that aligns with organizational culture. They need an HR strategy that supports that organization's culture and its overarching business strategy. Employees want to visualize their career path, and managers need to consider developing their employees rather than just giving them feedback. Personal Performance Development contributes to employee engagement and involves providing feedback on how to grow in the organization, opportunities to play a key role, and learning both internal and external to the organization.

### **Performance Metric**

A performance measure used to quantify goals/strategies/objectives/priorities and report performance progress in action items.

### **Performance Projections**

The term "performance projections" refers to estimates of future performance. Projections may be inferred from past performance, may be based on the performance of comparable or competitive organizations that must be met or exceeded, may be predicted based on changes in a dynamic education market, or may be goals for future performance. Projections integrate estimates of your organization's rate of improvement and change, and they may be used to indicate where breakthrough improvement or innovation is needed. Thus, performance projections serve as a key management planning tool.

### **Persistence**

The term "persistence" refers to the continued attendance by students (from term-to-term, semester-to-semester, grade-to-grade, or class-to-class) toward the completion of an educational goal or training objective.

### **Policy F.6.1**

An Alamo Colleges Board of Trustees policy relating to student success.

### **Policy B.9.1**

The Alamo Colleges Board of Trustees educational philosophy policy known as the Alamo Way: Always Inspire, Always Improve.

### **Process**

The term "process" refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, materials, and improvements in a defined series of steps or actions. Processes rarely operate in isolation and must be considered in relation to other processes that impact them. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of

procedures and requirements, including well-defined measurement and control steps. In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way (i.e., to spell out what must be done, possibly including a preferred or expected sequence). If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to the possible actions or behaviors of those served. In knowledge work, such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance, such as timing, options to be included, evaluation, and reporting. Sequences might arise as part of these understandings. In the Baldrige Scoring System, your process achievement level is assessed. This achievement level is based on four factors that can be evaluated for each of an organization's key processes: Approach, Deployment, Learning, and Integration.

### **Productivity**

The term "productivity" refers to measures of the efficiency of resource use. Although the term often is applied to single factors, such as the workforce, machines, materials, energy, and capital, the productivity concept applies as well to the total resources used in meeting the organization's objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

### **Program**

A budgetary unit including a set of activities directed toward a common purpose or goal. A program may be any organizational aim, project, function, or policy that has an identifiable set of objectives. A program delivers products and services (outputs) or the results of those products and services (outcomes). Program cost information may be generated by tracking the cost of each program activity. An approach is to use the organization budget accounts to identify programs, and the program's outcome and output objectives to identify the program activities. The budget structure may not always clearly define all programs (i.e., "program activities" in the budget are not always the activities that are managed as a program in practice). A program may also be a collection of programs or activities that are managed as one entity or that has a clear set of goals. When various programs (e.g., grant programs) contribute to a common goal and are interdependent, it makes sense to review them as a whole than separately. The same entity may manage multiple grants using different decision-making approaches, but it is the combination of those grants that contributes to the same goal. Some examples of programs include Adult Employment and Training Activities, Student Financial Aid, Educational and Cultural.

## **Program Review (PR)**

PR is an intentional inquiry process designed to gather meaningful data that can inform the process of planning and budgeting at higher education institutions. The evaluation and recommendations from PR provide the basis for informed decision making on programs, personnel, facilities, equipment, and budget. The PR process is an effective vehicle for accountability and provides an opportunity for employees to actively participate in the growth of their programs, departments, and institution. PR helps build awareness and develop strategies to increase proficiency and sustainability through continuous quality improvement.

## **PRP**

Performance Review Process.

## **Purpose**

The term “purpose” refers to the fundamental reason that an organization exists. The primary role of purpose is to inspire an organization and guide its setting of values. Purpose is generally broad and enduring. Two organizations providing different educational services could have similar purposes, and two organizations providing similar educational services could have different purposes.

## **Quality**

According to the Lumina Foundation for Education, quality in higher education is defined in terms of student outcomes, particularly learning outcomes, and not by inputs or institutional characteristics. The value of degrees and credentials — both for the individual and society as a whole — ultimately rests on the skills and knowledge they represent. High-quality degrees and credentials have well-defined and transparent learning outcomes that provide clear pathways to further education and employment. The term “achievement” has traditionally been used to describe these outcomes, but Lumina prefers the simpler term “learning.” Ultimately, learning is what students need, what degrees and credentials should represent, and what higher education should provide to everyone who seeks it.

## **QEP**

Quality Enhancement Plan.

## **Radical Innovation Process (RIP)**

RIP is a methodology for bringing strategic opportunities deemed intelligent risks worth taking to fruition and developing innovation at ACD. RIP includes the following three steps: (1) Discovery, which includes internal and external inputs such as environmental scans, SWOT analysis, KPI results, and census data that lead to the identification of opportunities; (2) Incubation, which includes a proposal for addressing selected opportunities that typically includes a Proof of Concept, ROI, Metrics, alignment with the Strategic Plan, sustainability, and feasibility; and (3) Acceleration (if the proposal is deemed viable) which includes implementation for a defined time period and evaluation of the incubation to determine if the opportunity should be institutionalized or discontinued.

Innovations such as AlamoADVISE and AlamoINSTITUTES have been developed using this approach.

## **Results**

Results

The outputs and outcomes achieved by an organization. Results are evaluated on the basis of current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

## **Results Management**

One of the three components of the integrated planning process. It involves several important elements including performance analysis, organization/unit/individual results, evaluation and control systems, corrective action, management reports, and reward/acknowledgment systems.

## **Scoreboard**

Under 4DX, a scoreboard is a table or any other component of a dashboard used for tracking progress on lead and lag measures for a WIG (wildly important goal). Scoreboards should be visible to the entire team and consistently and regularly updated to indicate quickly and clearly whether the team is making progress on key performance metrics.

## **Scorecard**

A table that includes performance data, targets, benchmarks, and assigned scores and their visual indicators of success used for tracking progress on key performance metrics.

## **Segment**

The term “segment” refers to a part of an organization’s overall base related to students; stakeholders; markets; programs, offerings, and services; or the workforce. Segments typically have common characteristics that can be grouped logically. In Results Items, the term refers to disaggregating results data in a way that allows for meaningful analysis of an organization’s performance. It is up to each organization to determine the specific factors that it uses for segmentation.

Understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market, and workforce groups and to tailoring programs, offerings, and services to meet their needs and expectations. Student segmentation might reflect such factors as the educational service delivery (e.g., classroom or Web-based) or students’ career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs. For those education organizations that must respond to the annual requirements of the No Child Left Behind (NCLB) Act, segmentation might include the NCLB-designated accountability subgroups (i.e., a student’s race or ethnicity, economically disadvantaged status, limited proficiency in English, and classification as in need of special education). Workforce segmentation might be based

on geography, skills, needs, work assignments, or job classifications.

### **Senior Leaders**

The term “senior leaders” refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, department heads, and/or faculty leaders. In many organizations, senior leaders include the head of the organization and his or her direct reports.

### **SENSE**

Survey of Entering Student Engagement.

### **Service Area**

According to the Texas Legislature, the Alamo Colleges service area includes all of Bandera, Bexar, Comal, Kendall, Kerr and Wilson Counties; all of Atascosa County excluding the portion within the Pleasanton Independent School District; and all of Guadalupe County excluding the portion within the San Marcos Consolidated Independent School District.

### **SIPOC**

A Six Sigma tool used to develop high-level understanding of the processes under study, including the upstream and downstream links. SIPOC stands for Suppliers, Inputs, Process, Outputs, and Customers. The ACD SIPOC form also includes Process Owner, Customer Requirements, Opportunities for Improvement, and Measures of Success. SIPOC information feeds into unit action plans.

### **SMART**

Specific, Measurable, Achievable, Relevant, Time-bound.

### **Stakeholders**

The term “stakeholders” refers to all groups that are or might be affected by an organization’s actions and success. Examples of key stakeholders might include parents, parent organizations, the workforce, collaborators, governing boards, alumni, employers, other schools, regulatory bodies, funding entities, taxpayers, policy makers, suppliers, partners, and local and professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the Criteria refer to students and stakeholders separately.

### **Strategic Advantages**

Those marketplace benefits that exert a decisive influence on an organization’s likelihood of future success. These advantages are frequently sources of current and future competitive success relative to other providers of similar products. Strategic advantages generally arise from either or both of two sources: (1) core competencies, which focus on building and expanding on your organization’s internal capabilities, and (2) strategically important external resources, which your organization shapes and leverages through key external relationships and partnerships. When

an organization realizes both sources of strategic advantage, it can amplify its unique internal capabilities by capitalizing on complementary capabilities in other organizations. The organization first articulates the relationship among strategic advantages, strategic challenges, and the strategic objectives in order to address its challenges and opportunities.

### **Strategic Challenges**

The term “strategic challenges” refers to those pressures that exert a decisive influence on an organization’s likelihood of future success. These challenges frequently are driven by an organization’s future competitive position relative to other providers of similar programs, offerings, or services. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges. External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal, and other risks or needs. Internal strategic challenges may relate to an organization’s capabilities or its faculty, staff, and other resources. See the definition of “strategic objectives” that immediately follows for the relationship between strategic challenges and the strategic objectives an organization articulates to address key challenges.

### **Strategic Objectives**

The term “strategic objectives” refers to an organization’s articulated aims or responses to address major change or improvement, competitiveness or social issues, and organizational advantages. Strategic objectives generally are focused both internally and externally and relate to significant student, stakeholder, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what an organization must achieve to remain or become competitive and ensure long-term sustainability. Strategic objectives set an organization’s longer-term directions and guide resource allocations and redistributions. See the definition of “action plans” for the relationship between strategic objectives and action plans and for an example of each.

### **Strategic Opportunities**

Prospects for new or changed products, services, processes, business models (including strategic alliances), or markets. They arise from outside-the-box thinking, brainstorming, capitalizing on serendipity, research and innovation processes, nonlinear extrapolation of current conditions, and other approaches to imagining a different future. The generation of ideas that lead to strategic opportunities benefits from an environment that encourages nondirected, free thought. Choosing which strategic opportunities to pursue involves consideration of relative risk, financial and otherwise, and then making intelligent choices (intelligent risks).

## **Strategic Plan (SP)**

A broadly-defined plan aimed at creating a desired future. The ACD strategic plan includes the MVV and the three overarching strategic objectives of Student Success, Principle-Centered Leadership, and Performance Excellence with their corresponding goals.

## **Strategic Planning**

Strategic planning helps in establishing an organizational mission and formulating goals, strategies, objectives, and a strategic plan. It requires that goals, strategies, and action plans be aligned to the organizational mission, and facilitates the flow of activities from goals to performance budgets. As Baldrige category number 2, strategic planning involves strategy development and strategy deployment through action plans, benchmarking, and key performance indicators. Strategic Planning addresses strategic and action planning, deployment of plans, how adequate resources are ensured to accomplish the plans, how plans are changed if circumstances require a change, and how accomplishments are measured and sustained. Category 2 stresses that learning-centered education, long-term organizational sustainability, and the competitive environment are key strategic issues that need to be integral parts of the organization's overall planning. Decisions about the organizational core competencies are an integral part of organizational sustainability and therefore are key strategic decisions. Strategic planning must focus not only on developing plans, but also on the capability to execute them.

## **Strategic Planning Process (SPP)**

A systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them. In contrast to long-term planning (which begins with the current status and lays down a path to meet estimated future needs), strategic planning begins with the desired-end and works backward to the current status. In contrast to tactical planning (focused on achieving narrowly defined interim objectives with predetermined means), strategic planning looks at the wider picture and is flexible in the choice of its means.

## **Strategy**

A description or plan of how the organization will achieve its goals. The approach, rule, or guideline an organization takes to achieve the mission, goals, or objectives in order to survive and succeed. A strategy can cover the organization as a whole or it can relate to primary matters in key functional areas.

## **Summative Assessment**

The term "summative assessment" refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of

pretesting to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

## **Suppliers**

Key organizations or individuals who supply us with technology, consulting, products, or services to help us accomplish our mission. Suppliers are most often vendors.

## **Sustainability**

The term "sustainability" refers to your organization's ability to address current educational needs and to have the agility and strategic management to prepare successfully for your future educational, market, and operating environment. Both external and internal factors need to be considered. The specific combination of factors might include sector wide and organization-specific components. Sustainability considerations might include workforce capability and capacity, resource availability, technology, knowledge, core competencies, work systems, facilities, and equipment. In addition to responding to changes in the educational, market, and operating environment, sustainability has a component related to preparedness for real-time or short-term emergencies.

## **Systematic**

The term "systematic" refers to approaches that are well ordered, repeatable, and use data and information so learning is possible. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity.

## **SWOT Analysis**

Analysis of an organization's strengths, weaknesses, opportunities, and threats to create the foundation of a strategy. To do so, it takes into account what an organization can and cannot do as well as any potential favorable or unfavorable conditions related to the organization's products or services.

## **Target**

A numerical point or range representing a desired or expected level of performance measure or quantitative goal against which actual performance can be compared. A target may be a projection based on comparative data (benchmarks). Targets should be tied to organizational goals and objectives.

## **TLT**

The ACD Tactical Leadership Team, formerly known as PVC, is composed of the Chancellor, Vice Chancellors, and College Presidents and complemented by the Associate Vice Chancellors of Communication, Human Resources, and AlamoONLINE.

## **TMS**

Talent Management System.

## **Trends**

The term “trends” refers to numerical information that shows the direction and rate of change for an organization’s results. Trends provide a time sequence of organizational performance. A minimum of three historical (not projected) data points generally is needed to begin to ascertain a trend. More data points are needed to define a statistically valid trend. The time period for a trend is determined by the cycle time of the process being measured. Shorter cycle times demand more frequent measurement, while longer cycle times might require longer time periods before meaningful trends can be determined. Examples of trends called for by the Criteria include data related to student learning results; the performance of education design and delivery processes and student services; student, stakeholder, and workforce satisfaction and dissatisfaction results; budgetary, financial, and market performance; and operational performance, such as cycle time, support process, supplier/partner, and safety performance.

## **UAP**

Unit Action Plan. See Action Plans.

## **UFS**

Unified Faculty Senate.

## **UPP**

Unit Planning Process.

## **Value**

The term “value” refers to the perceived worth of a program, service, process, asset, or function relative to cost and to possible alternatives. Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder groups value and then deliver value to each group. This frequently requires balancing value for students and other stakeholders, such as businesses, your workforce, and the community.

## **Values**

The term “values” refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of every workforce member, helping the organization accomplish its mission and attain its vision in an appropriate manner. Examples of values might include demonstrating integrity and fairness in all interactions; exceeding student and stakeholder expectations; valuing individuals and diversity; protecting the environment; and striving for performance excellence every day.

## **Vision**

The term “vision” refers to the desired future state of your organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

## **VOC**

Voice of the Customer. The term “voice of the customer” refers to the process for capturing customer-related information. Voice-of-the-customer processes are intended to be proactive and continuously innovative to capture stated, unstated, and anticipated customer requirements, expectations, and desires. The goal is to achieve customer engagement. Listening to the voice of the customer might include gathering and integrating various types of customer data, such as survey data, focus group findings, warranty data, and complaint data that affect customers’ purchasing and engagement decisions.

## **WIG**

Wildly Important Goal, tracked using a lag measure.

## **Work Processes**

The organization’s most important internal value-creation processes. See *Process*.

## **Work Systems**

The term “work systems” refers to how the work of the organization is accomplished, consisting of the internal work processes and external resources needed to develop and produce products, deliver them to customers, and succeed in the marketplace. Work systems involve the workforce, the key suppliers and partners, the contractors, the collaborators, and other components needed to produce and deliver programs, offerings, services, and support processes. Work systems coordinate the internal and external processes and resources necessary for the organization to succeed in the market. Decisions about work systems are strategic. These decisions involve identifying and capitalizing on core competencies and deciding what should be procured or produced outside the organization in order to be efficient and sustainable.

## **Workforce (Employees)**

The term “workforce” refers to all people actively involved in accomplishing the work of your organization, including paid employees (e.g., permanent, part-time, temporary, telecommuting employees, as well as contract employees supervised by the organization) and volunteers, as appropriate. The workforce includes administrators and supervisors at all levels.

## **Workforce (Employee) Capability**

The term “workforce capability” refers to your organization’s ability to accomplish its work processes through the knowledge, skills, abilities, and competencies of its people. Capability may include the ability to build and sustain relationships with your students and stakeholders; to

innovate and transition to new technologies; to develop new educational programs, offerings, services, and work processes; and to meet changing education market and regulatory demands.

### **Workforce (Employee) Capacity**

The term “workforce capacity” refers to your organization’s ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver your educational programs, offerings, and services to your students and stakeholders.

### **Workforce (Employee) Engagement**

The term “workforce engagement” refers to the extent of workforce commitment, both emotional and intellectual, to accomplishing the work, mission, and vision of the organization. Education organizations with high levels of workforce engagement are often characterized by high-performing work environments in which people are motivated to do their utmost for the benefit of their students and stakeholders and for the success of the organization. In general, members of the workforce feel engaged when they find personal meaning and motivation in their work and when they receive positive interpersonal and workplace support. An engaged workforce benefits from trusting relationships, a safe and cooperative environment, good communication and information flow, empowerment, and performance accountability. Key factors contributing to engagement include training and career development, effective recognition and reward systems, equal opportunity and fair treatment, and family friendliness.