



St. Philip's College

REPORT OF THE BOARD OF EXAMINERS

KEY THEMES

This report summarizes strengths and opportunities for improvement for St. Phillips College as a result of assessment against the 2015-16 Texas Award for Performance Excellence Criteria. St. Phillips College scored in band 4 in the Process Categories (1-6) and Band 1 for the Results Category. An organization scoring in band 4 in the Process Categories typically demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs. An organization scoring in Band 1 for Results demonstrates a few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.

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

SPC provides a continuous opportunity for customers to evaluate services and programs that are central to its mission, vision, and values. Systematic evaluation of this customer feedback allows to SPC to be proactive and incorporate positive adjustments at all phases of the planning cycle. For example, the Feed the Tiger program provides a both internal and external customers a direct portal for feedback on a variety of issues including service delivery, student programming, and administrative items. Daily monitoring of data and information from this system enhance to organizations agility and responsiveness to complaints and ideas from a broad customer base. In addition, the ability of SLs and departmental managers to respond directly to comments and concerns further instills the values of collaboration and being data-informed, and creates opportunities for systematic learning and improvement at multiple levels of the organization.

Applicant creates an environment for organizational improvement and ensures accomplishment of their mission by adhering to their Planning, Budgeting, and Assessment Cycle (PBA). The SPC PBA Cycle integrates strategic and OUAP requirements with organizational and student learning outcomes assessment and funding processes. The PBA cycle assures fiscal responsibility through performance-based budgeting using the Resource Allocation process. The Resource Allocation process is integrated into operational unit planning, tying funding to actions that are directly aligned to strategic objectives and action plans. SLs lead the efforts across all workforce segments to develop new ideas and approaches to addressing SPC strategic objectives and action plans. Individual departments within the organization develop their own operational unit plans in alignment with college action plans under the direction of senior leaders.

SPC uses multiple methods for listening to, interacting with and observing current students and customers. For example, they are included in the Good to Great process, Call to Conversations, college committees and councils as well as through surveys. For students, key listening surveys to capture a variety of program, service, and transactional data over the student life cycle include New Student Orientation (student services), Course Climate (educational program), NL (satisfaction), CCSSE (engagement), Advising (transaction) and Graduation surveys (transaction). Other customers, such as industry and workforce employers and 4-year colleges and universities communicate through formal meetings conducted throughout the year. Strategic

Planning events and the workforce are involved in improving student achievement. This approach of using multiple methods for listening to, interacting with and observing current students and customers may help SPC identify and align strategic objectives with customer requirements.

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

How SPC includes approaches to both instructional and non-instructional members of the workforce in several key areas is not evident. In particular, approaches to adjunct faculty, who make up a large portion of the workforce, are not provided. For example, how Action Plans or the overall Strategic Planning Process are deployed to include this segment of the workforce is not provided. It is unclear how the SPC's policies, benefits, and customer data are approached or examined in ways that to include or differentiate between full-time faculty and adjunct faculty.

A systematic approach to the inclusion of this workforce segment may help the SPC to discover opportunities to enhance program delivery, student success, and workforce involvement in major planning efforts that could help the organization further innovation and embrace change.

There appears to be a lack of inclusion of adjunct and part time employees, who make up almost half of the workforce. Further inclusion into college-wide planning events could ensure SPC's action plans are integrated college-wide. Therefore, it is not clear how students and their needs are addressed fully with engagement of adjunct and part time employees. Additionally, it is not clear how adjunct and part time employees are fully integrated in the workforce.

SPC does not demonstrate a systematic, effective, organization-wide approach to continuous improvement. For example, methods used to evaluate the performance of key processes are unclear and are not aligned to the planning process, which could decrease the effectiveness of improvement efforts. Areas such as safety, organizational learning, and the organizations core competencies could benefit from enhanced, systematic approaches to improvement. How the improvement process is managed across workforce segments is also not addressed, which may cause gaps or blind spots in areas of the organization that are not involved in other areas of planning, data tracking, or measurement. The agility of the organization could also benefit from a systematic process to revisit and improve the core competencies to ensure that the organization is meeting any changes in needs identified by the community.

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

Several key organizational performance results demonstrate favorable trends in support of the key requirements of the main customer group, students. Through targeted programs and improvement efforts, SPC has surpassed a National Comparison group in the key areas such as advising, financial aid, and admissions. For example, the SPC's acknowledgement of potential challenges in the area of financial aid default lead to collaboration with USA Funds to institute a financial literacy education program that helped to reduce 3-yr default rates from 23.4% to 15.5%. In addition, student satisfaction results in the area of financial aid (Figure 7.2a) have greatly improved over that same time frame. The SPC's focus on key areas for improvement through

targeted programming, use of projections, and a coordinated effort with multiple stakeholders demonstrate their commitment to the organization's value of *Students First*.

d. Considering the applicant's key factors, the most significant opportunities for improvement, vulnerabilities, and/or gaps (data, comparisons, linkages) found in Category 7 are:

SPC does not report results that are central to its mission, vision, and values, and trends are negative in many areas. For example, SPC identifies several key stakeholders, including 4-Year Colleges, Veterans, and local businesses, however no engagement results are displayed for these stakeholders. This, combined with a lack of strategy implementation results may hinder SPC's ability to successfully develop strategies to engage these groups, which may interfere with their ability to live up to their core values in meaningful ways. As an entity that accepts all who apply, the SPC may be able to better strategize by collecting information and reporting results for these stakeholder groups.

SPC does not segment results for several areas that it identifies as key. One specific example of this is the lack of workforce data segmented by workforce type. For example, the SPC uses both full-time and adjunct faculty to fulfill instructional duties, however no results are presented that display how the SPC approaches training and engagement for these different groups. Given recent shifts in the ratio between full-time and adjunct faculty, the need to track, analyze, and report workforce data by segment could provide SPC with information necessary to adjust training and engagement strategies for these different groups to ensure that the workforce is working together to fulfill the mission.

Many results are missing comparative and competitor data, with specific regard to national best or best-in-class data, which is the vision of SPC. For example, student learning and process results (Figures 7.1a to 7.1g) include either comparison to other Alamo Colleges, other community colleges in Texas, or no comparative data at all. There is also a lack of comparative data with regard to operational effectiveness (Figures 7.1k, l, m, and n). National comparative information is crucial to the SPC's Vision to be the best in the nation.

Table 1: Results of Scoring Range by Item by Item. SPC had 11 items in the 50-65% range, 3 items in the 30-45% range, and 3 items in the 10-25% range.

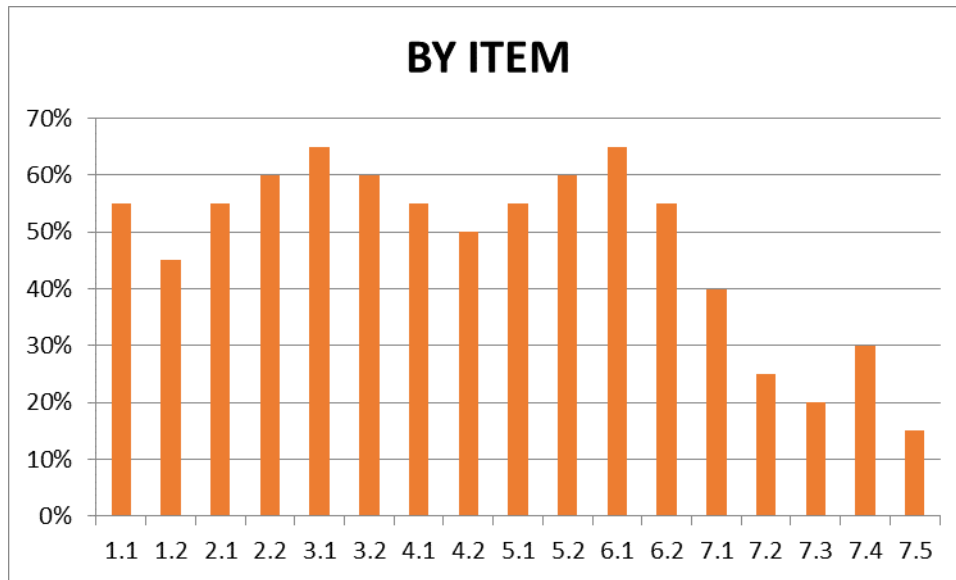


Table 2: Results of Scoring Range by Item by Rank by Item (ie. by highest scoring range to lowest scoring range by Item). SPC had 2 items scoring at 65%; 3 items scoring at 60%; 5 items at 55%; 1 item at 50%; 1 item at 45%; 1 item at 40%; 1 item at 30%; 1 item at 25%; 1 item at 20%; and 1 item at 15%.

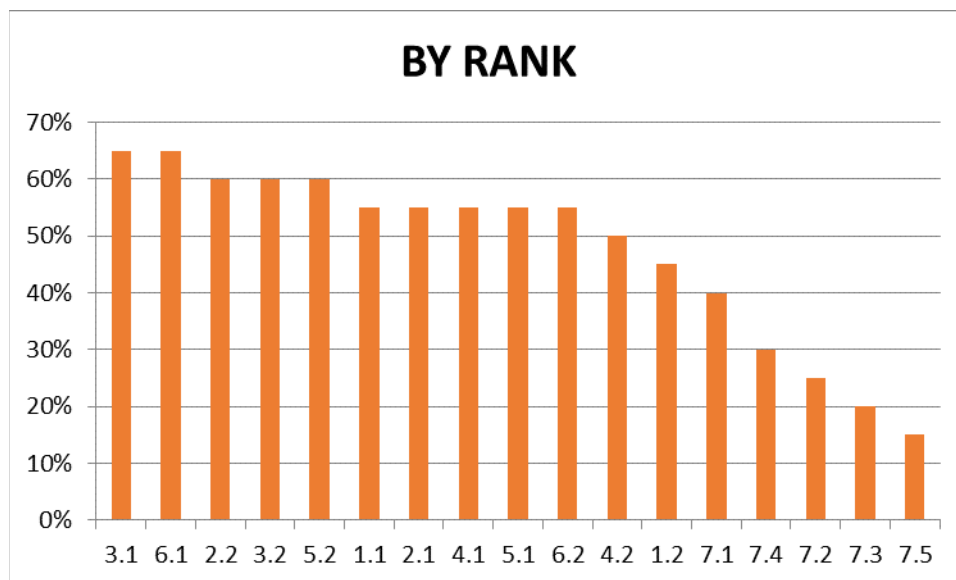
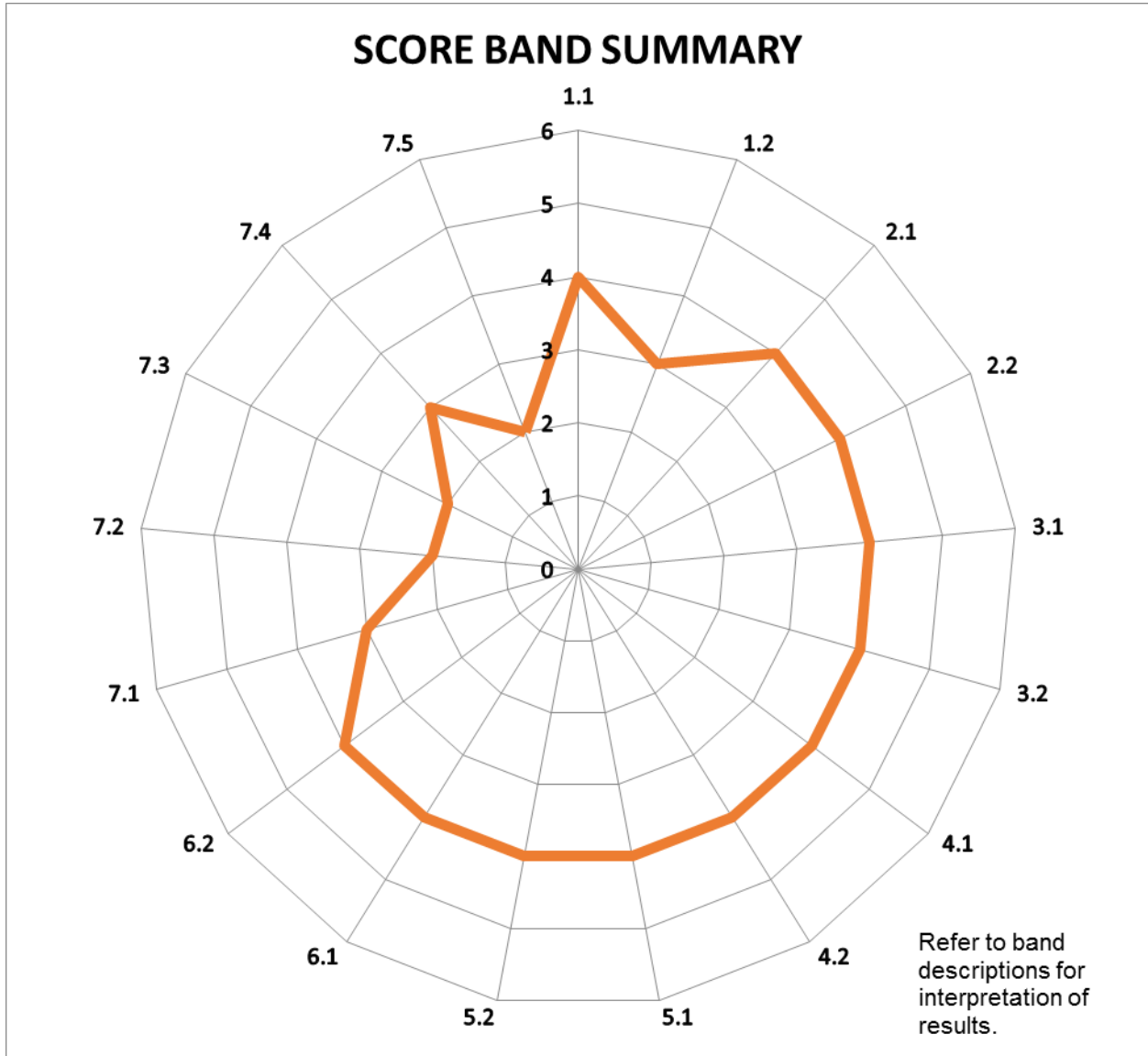


Table 3: Radar Chart Scoring Band Summary. Items 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, and 6.2 indicate a maturity level that is conducive to effective and efficient work processes with a scoring band of 4. Scoring band 3 was reached by 1.2, 7.1, and 7.4. Scoring band 2 indicates a need to work on these areas 7.2, 7.3, and 7.5.



DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC SLs use well-defined and systematic approaches that demonstrates their commitment to its' mission, vision, values, strategic objectives and key performance indicators. These include the structured Good to Great (GTG) strategic planning process with the Planning, Budgeting, and Assessment (PBA) cycle and Operational Unit Assessment Plan (OUAP) portal, which ensures unit objectives are associated with the institutional MVV. These approaches provide the opportunity for SPC to achieve its Mission, Vision, and Values as well as its core competencies.

SPC creates an environment for organizational improvement and ensures accomplishment of their mission by adhering to their Planning, Budgeting, and Assessment Cycle (PBA). The SPC PBA Cycle integrates strategic and OUAP requirements with organizational and student learning outcomes assessment and funding processes. The PBA cycle assures fiscal responsibility through performance-based budgeting using the Resource Allocation process. The Resource Allocation process is integrated into operational unit planning, tying funding to actions that are directly aligned to strategic objectives and action plans. SLs lead the efforts across all workforce segments to develop new ideas and approaches to addressing SPC strategic objectives and action plans. Individual departments within the organization develop their own operational unit plans in alignment with college action plans.

Senior leaders' actions demonstrate and promote their commitment to legal and ethical behavior through multiple approaches including the employee appraisal process, policies, mandatory training for all employees and through the adoption of Ethical Decision Making as its Quality Enhancement Plan. Throughout the year senior leaders, employees, and customers are engaged in EDM and then complete assessments to measure the effectiveness of the College's EDM program plan. These approaches help the college capitalize on its values, respect for all and collaboration.

SPC prepares and develops future organizational leaders through the year-long Leadership Academy for Success program and employee evaluation reviews. This demonstrates leadership's commitment to the creation of a successful learning organization. These approaches help SPC achieve their vision to be the best in the nation.

SPC has created an environment that encourages innovation which has helped them achieve its strategic objectives. There is evidence of several innovative programs within the organization to include: student engagement grant, Jessica's Project, Microsociety, Veteran's Outreach and Transition Center, contextual art course and math immersion courses. This has led them to be recognized as an Achieving the Dream Leader college for the last 6 years. This approach helps the college achieve their value of Students First.

OPPORTUNITIES FOR IMPROVEMENT

SPC's approach to communicating and engaging with other key customers is not clear. The communication methods listed in Figure 1.1c - *Organizational Communication* did not address methods for communicating with their identified key customer groups including: military, developmental (underprepared), Early College High School, dual credit, Veterans, and four-year colleges and universities listed in Figure OP-6. Additional focus on these customer groups may support SPC's ability to expand services and markets.

There is a lack of inclusion of adjunct and part time employees, who make up almost half of the workforce. Further inclusion into college-wide planning events could ensure SPC's action plans are integrated college-wide.

It is unclear how the Substantive Change Policy and a Compliance Sustainment Committee facilitates more avenues to create a successful organization. Clarifying the roles of these entities within the improvement cycle may help SPC achieve its Mission, Vision, and Values as well as its core competencies.

Scoring Range: 55%

1.2 Governance and Social Responsibilities

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates an effective, systematic approach responsive to the basic requirements of the item is evident and the approach appears to be deployed, although some areas or work units are in early stages of deployment. This scoring range also indicates the beginning of a systematic approach to evaluation and improvement of key processes is evident. The approach appears to be in the early stages of alignment with your basic organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has an integrated approach to fiscal accountability within the resources allocation process at the organizational unit level, which includes performance assessment and protects stakeholders. This processes contributes to the organization's strategic objective of performance excellence, with specific focus on financial effectiveness and efficiency.

SPC has an approach to evaluate and improve the performance of its SLs and its governing board. The Board does a self-evaluation and evaluates the Chancellor. The Chancellor evaluates the President, and the President evaluates immediate reports. The Executive Performance Protocol is utilized with specific benchmarks to measure each SL performance. Benchmarks are tied to key performance indicators aligned to strategic objectives. Continuation of this approach may allow the organization to develop and improve the effectiveness of its governing board and workforce.

SPC has a systematic approach for anticipating the impact of their operations on the community. Local residents serve on the Citizens' Oversight Committee for new building projects and the BOT provides opportunities for individuals to express their concerns at Board meetings. When SPC is directly involved with changes in the community, special care is taken to help the community understand what is taking place, what the plans are, whether there is opportunity for direct community involvement, and whether there will be disturbance such as demolition of parts or an old structure or possible noise disturbance. Through these efforts, SPC meets their core competency of Community Engagement.

OPPORTUNITIES FOR IMPROVEMENT

It is unclear how SPC ensures the effectiveness of internal and external audits. Without ensuring the effectiveness of this key aspect of SPCs governance system SPC may miss opportunities for improvement. Understanding the effectiveness may help the college achieve improved organizational performance as well as organizational viability while holding SLs accountable.

It is unclear how SLs and the governance board use performance evaluations to advance their development and improve both their own effectiveness as leaders and that of the board and leadership system. Focus on this area may allow SPC to further strengthen their core competency, quality instruction for educational programs.

Scoring Range: 45%

Category 2 Strategy

2.1 Strategy Development

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a systematic approach to strategic planning through four stages (Defining, Formulating, Implementing and Evaluating) that includes input from a cross-section of employees, partners and the community. The external parties (examiners, consultants, and stakeholders), provide the organization with additional opportunities to identify gaps in the process. This is aligned to the value of collaboration, and enhances the SPC's ability to achieve its strategic objectives and avoid blind spots in the planning process.

SPC's core competencies are key factors in determining what is addressed internally and what needs to be addressed through external expertise. For example, to support the core competency of Quality Instruction, the college brings in experts, researchers and scholars from outside the institution to assure that faculty are prepared to implement best practices in the classroom. Additionally, the development of future core competencies begins as a dialog among the key stakeholders as part of the GTG planning. The process and approach to support and add to the core competencies may provide SPC with a stronger strategy each year.

SPC has a fact-based, systematic approach of using research and data to inform SLs which strategic risks are opportunities that should be pursued. The IPRE's systematic, ongoing use of data both in and out of the annual SPP allows SPC to pursue its vision of being best in the nation in performance excellence. SPC uses the PBA cycle as a strategic planning tool to capture and benchmark both short- and longer-term cyclical processes which keeps the plan in alignment, providing accountability as evidenced in Figure 2.1.a.

OPPORTUNITIES FOR IMPROVEMENT

It is unclear how SPC plans for potential changes in the regulatory environment and includes these in strategy considerations. There is no description of a process of collecting and analyzing relevant data that ties regulatory environment information from numerous agencies to the strategy planning process. The incorporation of such relevant data and information could possibly reduce risks to the organization's future success and improve the ability to execute and complete the mission.

It is not clear what SPC's timetable for achieving the Strategic Objectives is as well as which are the most important as demonstrated in Figure 2.1b. Only one objective is listed so this team would need to see entire table in order to make a complete evaluation. Without a process to review all Strategic Objectives, SPC may not fulfill its vision and core competencies.

It is not clear how SPC incorporates learning and innovation within the strategy development process. A further focus on learning and innovation in the process may allow staff to fulfill the core competencies of the organization.

Scoring Range: 55%

2.2 Strategy Implementation

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC ensures that KPIs and key action plans reinforce organizational alignment by supporting them with Strategic Objectives and target projections which can allow SPC to achieve results for students related to the key performance drivers (completion rates, graduation rates, etc.)

SPC's Scorecard shows the KPI used to track the achievement and effectiveness of the college's action plans. The college action plans are reviewed quarterly with updates to the Scorecard presented to the Cabinet weekly. Immediate development and implementation of institutional contingency plans respond to unexpected events.

The institution-wide OUAP process provides for the deployment of key action plans that are communicated internally through All College Meetings, division and department meetings, and annual OUAP report-out meetings. The action plans are deployed and accomplished through key suppliers, partners, and collaborators through targeted meetings, such as, advisory committees, steering committees and grant meetings.

SPC ensures financial resources are allocated to support action plans through the PBA cycle. Budget allocations are based on a workload model that incorporates enrollment headcount, contact hour generation, and staffing requirements. The management of financial resources may ensure resource support is available to operate in an efficient and effective manner.

OPPORTUNITIES FOR IMPROVEMENT

It is unclear what the key short-term and long-term action plans are in relation to the Strategic Objectives. SPC also does not explain how their performance projections for short and long term planning horizons compare to their competitors. Without defined plans, SPC may not achieve results for students related to key performance drivers such as completion rates, graduation rates, etc.

It is unclear how SPC identifies and addresses potential impacts on the workforce in workforce plans and any changes in workforce capability and capacity needs. By focusing on the potential workforce impacts, SPC may be more able to achieve its strategic plans.

It is unclear how the SPC manages Action Plans resource-related risks during the strategic planning process. The lack of a defined risk management process may hinder the SPCs ability to modify or to execute modified Action Plans when circumstances require a shift.

Scoring Range: 60%

Category 3 Customer Focus

3.1 Voice of the Customer

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC uses multiple methods for listening to, interacting with and observing current students and customers. For example, they are included in the Good to Great process, Call to Conversations, college committees and councils as well as through surveys. For students, key listening surveys to capture a variety of program, service, and transactional data over the student life cycle include New Student Orientation (student services), Course Climate (educational program), NL (satisfaction), CCSSE (engagement), Advising (transaction) and Graduation surveys (transaction). Other customers, such as industry and workforce employers and 4-year colleges and universities communicate through formal meetings conducted throughout the year. This approach of using multiple methods for listening to, interacting with and observing current students and customers may help SPC identify and align strategic objectives with customer requirements.

SPC has a systematic approach for seeking immediate and actionable feedback from its students and other customers about the quality of educational programs and services through the Feed the Tiger online mechanism. This approach may allow SPC to understand their customers' needs and may enhance their competitive position.

SPC has a systematic, integrated, and evaluated approach to the use of social media to listen to different customer segments. The PR team works with various departments across the main campus and satellite campus to communicate and monitor in real-time, online conversations and feedback between the college, students, and the community. The monitoring of online feedback may improve SPC's core competency of student engagement.

SPC systematically obtains information relative to competitors' customer satisfaction by analyzing data received from the NL (satisfaction) and CCSSE (engagement) surveys. For example, comparative analysis is drafted and displayed during GTG meetings, All College Meetings, and Annual Performance Review sessions. Competitor satisfaction information informs decision-making points in meeting customer needs. This approach may allow SPC to further support its core value of Students First.

OPPORTUNITIES FOR IMPROVEMENT

SPC did not address how it determines customer satisfaction, dissatisfaction, and engagement for its customer groups and market segments nor how those methods differ by group (segmentation). Failure to consider differences in customer or market segments and adjust the techniques for collecting satisfaction and engagement data appropriately may cause the SPC to collect inaccurate or unreliable information and may threaten the accuracy of the college's decision making and planning.

It is not clear how SPC's listening methods vary across the relationship stages of students. Having a systematic approach for listening to its students across the various stages of their academic career may enable the college to be continuously proactive, innovative, and understand student needs at different stages.

Scoring Range: 65%

3.2 Customer Engagement

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

Various two-way communication mechanisms between SPC and its suppliers/partners and collaborators (OP-7) helps SPC identify key opportunities for improvement in regards to customer engagement. For example, the organization learned about incoming students' concerns about the high cost of college so they partnered with USA Funds to establish a Campus Financial Literacy programs in order to educate new students about the importance of creating a personal expense budget, developing a loan repayment plan, and exploring other ways to finance a college education. A continued focus on two-way communication may support SPC's strategic advantage of having a reputation of support for learners.

SPC has a systematic approach to determine customer groups and market segments. SLs and Good-to-Great participants, in alignment with the college's mission, vision and values, strategic objectives and action plans, identify which new markets to target and which markets to give less attention, which new programs or services to pursue, and which current programs and services to adjust or remove. Through the GTG strategic planning process and strong partnerships and relationships with major industry and workforce groups makes new market segments become readily apparent. The ability to correctly identify product offerings to meet the requirements and exceed the expectations of customer groups and market segments may increase the likelihood of customer satisfaction.

SPC identifies key support requirements of students and other customers through a variety of mechanisms. SPC may be positioned to make information actionable in its continuous improvement process by using these feedback instruments.

OPPORTUNITIES FOR IMPROVEMENT

It is not clear how SPC considers competitors' students and other customers as well as other potential students, other customers and markets in determining segmentation. Consideration of these segments may improve SPC's ability to meet its Mission, Vision, and Values as well as its Core Competencies.

It is unclear how the Complaint Management Process enables the recovery of the customer's confidence, enhances their satisfaction and engagement and avoids similar complaints in the future. An effective complaints process may engage students, parents and faculty and meet stakeholder and customer requirements.

SPC's approach for managing complaints from 4-year Colleges and Universities and Industry and Workforce Employers was not evident. An effective, systematic approach to managing these complaints may assist SPC in providing a skilled workforce, ready to perform effectively on the job.

It is not clear if SPC's management of complaints process will enable them to recover their students' and other customers' confidence in the organization. A successful image may help improve the perceived value of their educational programs and help them in their journey in moving from "Good to Great".

Scoring Range: 60%

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC uses VOC data and information through its Feed the Tiger application and social media to determine satisfaction and engagement. For example, feedback ratings of fair or poor are forwarded to departmental leads who have five days to respond to customers desiring contact via email or phone. Program complaints are reviewed and shared weekly with division leads and with SLs at cabinet meetings. SPC also demonstrates effective use of social media to share information. Figure 4.1b depicts a steady increase in engagement using social media. Increased use of social media may help the organization gather useful data to be more innovative, increase engagement, and increase communication with stakeholders. SPC's VOC approach may help them obtain an advantage in its competitive environment.

SPC has a systematic approach to project its future performance through quarterly review of KPIs, key student success measures and measures on the College Scorecard. During the annual GTG session, current performance, SWOT analysis, and Context Mapping provide information that allows reasonable projections. Accurate projections of likely future performance may provide SPC sufficient lead time to implement critical changes, such as establishment of Alamo Advise, to meet customer requirements.

SPC has a systematic approach to the selection of data and information to use in tracking operations and overall organizational performance (Figure 4.1a). For example, the SLs review the College Scorecard on a weekly basis, along with reports from department leads about their activity status, organizational performance and operations. This frequent review helped them see that graduation numbers may fall short, so they contacted all students who were eligible and persuaded them to register for graduation. This critical learning was transformed into a permanent improvement. Continuing to use data to make decisions and innovative improvements may allow the college to meet targets for their key performance drivers.

OPPORTUNITIES FOR IMPROVEMENT

It is unclear how SPC uses comparative data provided to improve its operational decision making. Understanding the organization's place in the competitive environment may make it possible to learn and take appropriate action for breakthrough performance.

It is unclear how SPC measures process performance to conform improvement efforts and control process variability. The methods used to identify process performance measures that track cycles of improvement is not apparent. Including performance measures that are linked to cycles of improvement may reduce variability and drive SPC to achieve performance excellence.

It is unclear how SPC reviews its organization's capabilities. SPC's approach to reviewing organizational needs and challenges in its' operating environment, including the need for transformational change in organizational structure and work systems is not evident. Calculating the capability of processes may help SLs understand the extent to which key processes are in control or need adjustment. Failure to determine organizational capability may make it more difficult to achieve key performance drivers.

Scoring Range: 55%

4.2 Knowledge Management, Information, and Information Technology

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a well-deployed systematic approach to ensure the security of sensitive or privileged data and information by active directory privileged groups and a procedural approvals process through department supervisors and system data owners. System data owners oversee access and ensure proper credentials and users are trained on the data system prior to access. The network is designed with Network Access Control restrictions based on internal and external networks and governed by trusted and untrusted networks. The Alamo Colleges uses Virtual Private Network (VPN) tunneling protocols for accessing the network externally. Unified Threat Management uses firewalls, intrusion detection, email filtering, web security content management and penetration testing and the ITS Risk and Security Officer conduct scheduled and ad-hoc network vulnerability scans. Ensuring the security of sensitive or privileged data and information limits exposure to litigation, regulatory sanction, and disruption of services and may enable SPC to provide quality educational programs by maintaining academic accreditations.

SPC has a systematic approach to manage organizational knowledge (Figure 4.2a). It consists of centralized management, standardized collection processes, secure and confidential protocols, managed release of data, and technology-based data storage. The approach is deployed through software and hardware training, Banner publications, SPC's website, AlamoShare, AlamoTalent, ACES, WEAVEonline, and open access to Banner archives. SPC learns through user reports, satisfaction surveys, data request forms, the Technology Committee, and usage analytics. Knowledge management may enable knowledge to transfer to the workforce in other units and may enable the successful delivery of customer requirements.

OPPORTUNITIES FOR IMPROVEMENT

SPC's approach to use knowledge and resources to embed learning in the way the organization operates is unclear. It does not appear SPC has a method to review its approaches to learn and improve at the organizational level. The lack of a fact-based evaluation of approaches and subsequent improvements may prevent the organization from optimizing performance and achieving its vision to be the best in the nation in Student Services and Performance Excellence.

SPC's approach to ensure that hardware and software systems, and data and information continue to be secure and available to effectively serve students and other customers is not evident. It is unclear how establishing emergency systems and a data recovery plan that solely focuses on organizational needs meets the needs of students and other customers for secure and available data and information. E-commerce information system failures can cause disruptions to students and customers and may make it difficult to execute the core competency of student engagement.

It is unclear how SPC ensures their hardware and software are user-friendly. Failure to make the organization's hardware and software systems easy to use may make it difficult for some people to use it and may limit the students' ability to achieve student success.

Scoring Range: 50%

Category 5 Workforce

5.1 Work Environment

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has an integrated process which reinforces the alignment of workforce plans to the strategic plan, key performance indicators, core values, and other aspects of organizational strategy. For example, job expectations are aligned to core competencies and employee performance is aligned to organizational key performance indicators, both which enhances the organization's ability to track and monitor workforce performance in pursuit of its strategic objectives.

SPC has a systematic process to retain, engage, and learn from new employees during and after the hiring process. The President meets with new employees twice during their first year, to share the culture as a part of New Employee Orientation, and again six months later to learn about new employees' opinion of the organization's strengths and what they see as opportunities for change or improvement. In addition, employees' selection of a core value to place on their ID badge reinforces those values on a regular basis. These processes all reinforce the Mission, Vision, and Values of the organization to new employees.

The college's approach to hiring is aligned to the workforce plan and identified workforce needs, and incorporates input from a variety of sources to ensure representation and diversity. For example, screening and hiring committee composition varies depending on which segment of the workforce the hiring pertains to, and vacancies are advertised in targeted publications to enhance their diversity of applicants. This process enhances the college's ability to pursue its core competency of collaboration.

SPC manages its workforce to ensure continuity and prevent/minimize the effect of reductions by proactively evaluating future capability and capacity requirements during the GTG Strategic Planning Process. For example, the organization enhanced its use of adjunct faculty to prevent/minimize the effect of reductions, which enhanced their ability to maintain their workforce in order to achieve the performance measures in the Strategic Planning Process.

As part of the Strategic Planning Process, SLs determine skill and competency requirements and ensure strategic action and associated workforce plans have the resources to hire new staff, develop current personnel, or take some other course of action. Employee survey data is used to determine skill needs, and resource allocation ratios are used to determine gaps in capacity which enhances their ability to put students first.

OPPORTUNITIES FOR IMPROVEMENT

Evidence that health, security, and accessibility measures are segmented by workplace environment is not provided (classrooms, fitness centers, etc.), which may hinder the college's ability to achieve respect for all regarding the workforce.

Evidence of how the college tailors and diversifies services, benefits, and policies to different groups and segments of the workforce (full-time faculty, professional staff, classified staff, etc.) is not provided, which may prevent the organization from fully engaging its diverse workforce.

SPC's ability to appropriately plan and manage their capability and capacity needs and manage their reduction requirements across various groups and segments of the workforce (professional staff, non-instructional staff, etc.) is not evident. This may affect the college's ability to achieve the value of Students First.

Scoring Range: 55%

5.2 Workforce Engagement

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC benefits from the diverse ideas, cultures, and thinking of the workforce primarily through the organization-wide committee sign up process that allows employees to volunteer to serve on a standing committee of their choice. Committees are formed by SLs who ensure that employees confirmed to sit on the committee come from various divisions, job functions and lengths of service so that different perspectives are represented. The collaborative culture of these committees provides an opportunity to empower the workforce and achieve SPC's core competencies of community and student engagement.

SPC demonstrates a systematic approach to a culture of open communication and high performance through a variety of two-way communication oriented meetings, including: Cabinet, Dean's and Director's, staff, CLC, division, faculty, OAUP report-outs, and adjunct workshops. These communication opportunities provide opportunities for cross-functional sharing and effective flow of information among various segments of the workforce.

SPC demonstrates a systematic approach to career progression through the Interim Assignment Process (IAP), which provides employees an opportunity to step into jobs as interim assignments to gain familiarity with new and growing roles.

SPC displays a systematic approach to career progression through the use of the centralized Alamo Talent, a centralized Talent Management System. This online portal provides resources for career planning, learning modules, and management of certifications, employee profiles, and resumes for career planning. This supports the core competency of quality instruction for educational programs.

SPC ensures that all employees actively participate in professional development activities such as conferences, workshops and other training sessions (identified during evaluation) to acquire and maintain knowledge, skills and capabilities required to achieve the outcomes of their associated action plan. Ensuring that all employees actively participate in professional development allows SPC to improve its workforce to enable it to meet performance measures, and contributes to the outcome and value of student success and students first.

OPPORTUNITIES FOR IMPROVEMENT

SPC does not identify how the workforce performance management system supports high performance, workforce engagement, or intelligent risk-taking to achieve innovation. Without an emphasis on this area, SPC may not be able to achieve “Good to Great” status.

Evidence of how non-PACE data is used to indicate and assess workforce performance is not evident, and engagement drivers are not identified by workforce segment. Without segmentation, SPC may miss opportunities to improve workforce engagement.

Evidence to indicate that the organization ensures the transfer of knowledge from departing or retiring workforce members is not provided. A process to engage with departing and retiring workforce may assist the organization in learning and innovation improvements.

Scoring Range: 60%

Category 6 Operations

6.1 Work Processes

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a systematic approach to design its educational programs and services and work processes to meet requirements. SPC utilizes an informal PDCA model consisting of defining opportunities and challenges, formulating a design, implementing the design, and evaluation. SPC applies its PBA cycle to meet customer and stakeholder needs and to define customer value, to reposition programs in need of technology upgrades and specialized training, and to assure immediate programming adjustments. Considering all work system, customer, supplier, stakeholder, and key operational performance requirements when designing key work processes may result in processes, systems, and approaches optimally designed for high performance.

SPC has a process for identifying programs for process improvement. An example is the Academic Success Key Work Process where instructors use the Early Alert System to identify students at risk of failing to successfully complete a course. Using formative data from in-process KPI's may enable the organization's ability to maintain a high level of agility.

SPC employs a more detailed process improvement methodology, FOCUS PDCA, which allows programs to address large-scale or complex process and performance challenges by organizing process improvement teams, delving into root causes and process knowledge, and implementing a strategy for lasting performance and process improvement. Executing a detailed process improvement methodology enhances SPC's ability to achieve continuous improvement and meet its key performance drivers.

OPPORTUNITIES FOR IMPROVEMENT

It is unclear how SPC determines key educational program, service and work process requirements. Developing a clear approach may help SPC in delivering value to students and other customers.

There is no description of how SPC discontinues pursuing innovative opportunities at the appropriate time to enhance support for higher-priority opportunities. Knowing when to discontinue may help SPC recognize financial resource availability and how to better manage priorities in a timely fashion.

SPC is unclear on how the core competencies are addressed or enhanced through a process for improvement. The stated core competencies are Quality Instruction for Educational Programs, Community Engagement, and Student Engagement. Addressing the process may assist SPC with meeting business and industry needs and create a learning community within and outside of the college environment.

Scoring Range: 65%

6.2 Operational Effectiveness

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. This scoring range indicates an effective, systematic approach that is responsive to the overall requirements of the item and the approach appears to be well deployed although deployment may vary in some areas or work units. This scoring range also suggests a fact-based, systematic evaluation and improvement process and some organizational learning including innovation are in place for improving the efficiency and effectiveness of key processes. It also suggests the approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a systematic approach to supply-chain management through the District's Purchasing Department. To begin the process, divisions develop requests for proposal and solicit bids from potential suppliers. The College reviews the bids and makes vendor selections on high quality and/or low cost basis. After completion of the contract, DSO Purchasing assures a Vendor Review/Feedback Form is completed to allow the primary manager of the vendor to assess and rate the performance of the vendor. These forms are used in future consideration to eliminate poor performing suppliers. A systematic approach to supply-chain management may help suppliers to consistently meet or exceed expectations for requirements to provide products and services to the organization and its customers.

SPC conducts key safety elements (Safety Committee Meetings to include identifying corrective measures, safety assessment and drills to determine causes and problem elimination, and training to include CPR, shooter awareness, etc.) which provides an extensive safe operating environment. This comprehensive and systematic approach allows SPC to create a safe and healthy environment for its workforce.

Each building on campus has an employee who serves on the Building Action Teams (BATS) to assist students and employees during emergency incidents. For example, the BATS conduct training drills for five types of emergencies: evacuations, reverse evacuations, lock-down, severe weather, and shelter in place. This systematic approach may help the organization improve the overall preparedness for real-life emergencies, thus improving the safety of its students and workforce.

OPPORTUNITIES FOR IMPROVEMENT

SPC's approach to control the overall cost of its operations is unclear. It is not clear how SPC's budget process and fiscal responsibility translates to the efficiency and effectiveness of its overall operations. Having a systematic approach to budget and ensuring the budget is not breached does not equal controls of overall costs to operations. Developing processes that prevent problems using tools and techniques such as error proofing and statistical process control may improve its effectiveness and efficiency and clarify overall impact to controlling costs.

It is unclear how SPC shares information about its Emergency Preparedness Strategies with employees (particularly adjuncts), students, and other customers. Sharing this information may help the environment be more secure and possibly prevent disruptions during emergencies.

It is unclear how SPC reviews data related to safety to clearly identify specific safety issues and inform improvements. The incorporation of a process to identify the safety issues from multiple sources and a review of safety data added to the elements of the safety process in place, may create a safer and healthier environment for its students and workforce.

Scoring Range: 55%

Category 7 Results

7.1 Product and Process Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels that are responsive to the basic requirements with some trend data are reported and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

There are positive trends that exceed national community colleges for several years for student satisfaction 7.1j, which may correlate with the decrease in average advising wait time 7.1k, the student/advisor ratio 7.1l and number of advisors 7.1m. Continuing to align resources to the needs of the student may allow the organization to ensure its core competency of student first.

There is evidence of positive results that demonstrate process effectiveness and efficiency. For example, through the development of a Peak Registration Manning Matrix and a secondary registration support center, SPC was able to decrease average wait times for students to see a certified advisor by 16 minutes. (Figure 7.1k)

SPC has decreased the number of high risk courses, and results can be attributed to faculty interventions. Continued focus in this area trend may help SPC reach performance excellence.

OPPORTUNITIES FOR IMPROVEMENT

There is no evidence of supply-chain management results including its contribution to enhancing the organization's overall performance. Developing and understanding performance measures for supply-chain management may contribute to positive trends in the organization's overall performance to include quality of services, timeliness of services and the financial impact it may have on the organization.

There is a lack of results and comparative data regarding emergency preparedness not included in 7.1p. The ability to monitor emergency preparedness results may positively impact the college to meet its value of students first.

Scoring Range: 40%

7.2 Customer-Focused Results

Your score in this Criteria Item for the Consensus Stage is in the 10-25% range. This scoring range indicates a few organizational performance results are reported, responsive to the basic requirements of the item, and early good performance levels are evident. It indicates some trend data are reported, with some adverse trends being evident. There appears to be little or no comparative information reported and results are reported for a few areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

Figure 7.2a demonstrates positive student satisfaction with all key campus services over a three-year period as compared to a National Comparison Group. This includes Academic Advising, Academic Services, Admissions Financial Aid, Campus Climate, Support Services, Instructional Effectiveness, Students Centeredness and Responsiveness to Diverse Populations. Positive trends in student satisfaction could help the college's enrollment rates.

SPC reported exceeding the national norm for student and stakeholder satisfaction in all key campus services over time (Figure 7.2a). SPC's data indicates progress towards meeting student and stakeholder satisfaction and achieving its mission, vision, values, as well as, its' core competencies.

OPPORTUNITIES FOR IMPROVEMENT

There are no results pertaining to student and other customer dissatisfaction results. Identifying student and customer dissatisfaction and the root causes for that dissatisfaction could lead to enhancing SPC's core competency of students first.

There is no evidence of engagement results for other customer segments such as business/industry, Veterans and Four-Year Colleges and Universities. Engaging all stakeholders may strengthen SPC's culture for engagement and relationships and could affect their competitive position.

Scoring Range: 25%

7.3 Workforce-Focused Results

Your score in this Criteria Item for the Consensus Stage is in the 10-25% range. This scoring range indicates a few organizational performance results are reported, responsive to the basic requirements of the item, and early good performance levels are evident. It indicates some trend data are reported, with some adverse trends being evident. There appears to be little or no comparative information reported and results are reported for a few areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC demonstrates positive data over a three-year period on the availability of professional development and training over time, compared to district peers and national norm base (Figure 7.3e). The data may indicate that SPC is meeting the professional development need of its workforce which ties into their vision of being the best in the nation in student success and performance excellence.

SPC reported positive data on supervisory relationships, teamwork, and workforce overall satisfaction over a four-year period as shown in Figure 7.3f. This data may indicate that SPC is positively engaging its workforce which may help them achieve an organizational culture that they desire.

There are good levels in workforce development as it relates to professional development participation as shown in Figure 7.3g. Activities include Master Teacher and Blackboard Certification, service skills participation, professional development week and employee development day activities and travel opportunities to assist both faculty and staff in meeting the needs of customers, stakeholders and community. Recognizing workforce and professional development opportunities may help SPC's engagement results.

SPC shows positive levels for decreasing the average class size and keeping below the target of 25 students as evidenced by Figure 7.3b. Continued focus on this area may continue to help the workforce capacity and increase student satisfaction.

OPPORTUNITIES FOR IMPROVEMENT

SPC's trends in full time/part time faculty ratios have increased over the past three years, which places them further from its goal of a 50:50 ratio (Figure 7.3a). The data may indicate a need to address the faculty ratio through the OUAP and Planning, Budgeting, and Assessment processes. Understanding the trends in faculty ratios may help SPC realize their capacity needs.

There is no evidence of results for workforce capability and capacity, including appropriate staffing levels, how the results differ by the diversity of the workforce and by the workforce groups and segments. Measuring trends for workforce capability and capacity may help SPC's ability to achieve their goal of a 50:50 ratio.

Workforce development and average class size comparative data from its peers are not included (Figures 7.3b, 7.2g, 7.2h). Lack of comparative data may hinder SPC's ability to address the needs of the students in the classroom. Utilizing comparative data may help SPC's ability to realize their vision.

There is no evidence of results, levels or trends for workforce health and benefits and how these results differ by the diversity of the workforce groups and segments. Understanding the levels and trends for different workforce groups and segments may help SPC's ability to better support their workforce.

Scoring Range: 20%

7.4 Leadership and Governance Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels that are responsive to the basic requirements with some trend data are reported and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

There is evidence of SPC's commitment to their focus on ethical behavior. For example, ethics hotline calls and confirmed ethical violations have decreased over a period of three years. The rate of all confirmed ethical violations has decreased from 36% to 1.6% as shown in Figure 7.4e. A focus on ethical behavior may help support the Quality Enhancement Plan's key strategies.

There are positive trends in SPC's fundraising compared to sister institutions over the last three years (Figure 7.4k). Focusing on fundraising may help SPC achieve a successful organization.

SPC reported positive data over three years regarding Licensure Passage Rates, segmented by licensure type, as shown in Figure 7.4c. This data supports SPC's vision of being the best in the nation in student success and performance excellence.

There are positive trends in the organization's societal contribution to energy savings. Figure 7.4i demonstrates energy savings efforts to reduce consumption over a four-year period. Positive trends in their societal contribution may illustrate their ability to collaborate with its key communities and stakeholders.

OPPORTUNITIES FOR IMPROVEMENT

Trends in SPC's operating budget allocations have increased each year from 2014 to 2016, placing the organization further from its target of 79% of budget related to personnel. Improving trends in operating budget allocations may help SPC's ability to control salary and benefit expenses. (Figure 7.4c).

Figure 7.4d illustrates the national and regional accreditation bodies to which they are regulated to include accreditation expiration dates, but there is no evidence of compliance results, levels or trends. Understanding accreditation results may help SPC's ability to develop action plans and trend compliance by workforce segments.

There is no evidence of engagement results for the organization's workforce, students or other customers. Attention to these areas could strengthen its commitment to the organization's values.

There is lack of evidence of levels and trends in regards to strategy implementation results provided for the achievement of their organizational strategy and action plans. Understanding levels and trends regarding strategy implementation may help the organization's ability to achieve its objectives and desired results as referenced in Figure 2.1c.

Scoring Range: 30%

7.5 Financial and Market Results

Your score in this Criteria Item for the Consensus Stage is in the 10-25% range. This scoring range indicates a few organizational performance results are reported, responsive to the basic requirements of the item, and early good performance levels are evident. It indicates some trend data are reported, with some adverse trends being evident. There appears to be little or no comparative information reported and results are reported for a few areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC shows market share growth trends that are positive within the county (Figure 7.5c). This data shows SPC's ability to effectively market their programs to the community.

Figure 7.5a(2) shows the number of new programs and majors that have been developed based on research, focused on the needs of key communities and market trends. This data shows SPC's commitment to community engagement and its ability to effectively respond to the needs of the community.

SPC reported positive data on the Fall Headcount Enrollment over time compared to its peers as evidenced by Figure 7.5b. The data indicates SPC's efforts to attract students in its continuous improvement planning process is successful.

SPC reported a positive rate of change in the dual credit enrollment as shown in Figure 7.5c. The data may indicate SPC's efforts to attract students in its continuous improvement planning process.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks levels, trends and comparison data for financial viability and budgetary performance. Understanding financial performance measures may help explain key information to address in the strategic planning process as well as identifying challenges of quality effectiveness with decreased funding.

There is no evidence of comparative data as it relates to the number of new programs developed based on market needs [Figure 7.5a (2)]. SPC may not be able to differentiate itself in the marketplace concerning new program development and attracting new students to its campus.

Scoring Range: 15%

APPLICATION REVIEW PROCESS

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

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

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

Although SPC applied at the Award Level, a site visit was not conducted.

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Band Score No. Process

0–150	1	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320 You scored in this band X 310.25	4	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation that result in improving the effectiveness and efficiency of key processes.
371–430	6	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8	The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

Band Score No. Results

0–125 You scored in this band X 122.25	1	A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2	Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3	Results address areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
256–300	5	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance is reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
301–345	6	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization's mission, and the organization is an industry* leader in some results areas.
346–390	7	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry* leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.
391–450	8	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.

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Process Scoring Guidelines

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

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Results Scoring Guidelines

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