



QTF Feedback Report for 2021

St. Philip's College (SPC)

REPORT OF THE BOARD OF EXAMINERS

OVERALL COMMENTS

Final Overall Score was 487.25. Process Categories 1-6 scored 308.75; Results Category scored 178.50.

This report summarizes strengths and opportunities for improvement for St. Philip's College (SPC) as a result of assessment against the QTF Regional Program 2021-2022 Award Level Criteria.

SPC scored in Band 4 in the Process Categories (1-6) and Band 3 for the Results Category.

Organizations scoring in Band 4 for Process Categories typically indicates 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.

Organizations scoring in Band 3 for the Results Category indicates 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.

This Feedback Report contains the following information.

- Key Themes – Most important information for the Senior Leaders.
- By Item Breakdown of the Final Scores – First by all items, by item, and then the spider web showing item by item scores.
- By Item Comments – Strengths/Opportunities for Improvement along with scores.
- Process Review – Steps taken for this report
- Scoring Bands – Composite scoring for Process Categories (1-6) and Results (7).
- Scoring Ranges – Comments per scoring range by Approach, Deployment, Learning and Integration for Process Categories (1-6) and Levels, Trends, Comparisons, and Integration for Results Category (7).

Key Themes (KTs)

Key Themes highlight the most important cross-cutting information for the organization to review. It is often referred to as the “reader’s digest” version or the “executive overview” of the feedback report. Senior leaders should pay particular attention to this section and the comments therein.

a. The most important strengths or outstanding practices found in the process areas (Categories 1-6): (An “X” reflects the Categories aligned with this Strength/Outstanding Practice)

| Most Important Strengths/Outstanding Practices – Categories 1-6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|
| <p>Valuing People SPC has several approaches for valuing people. Examples include crucial conversations with leadership, leadership walkabouts, social interactions, and celebrations. SPC developed the “Feed the Tiger” process that allows customers two-way communication with an immediate and actionable response. SPC values its workforce by providing leadership development, professional development, and a safe operating environment as demonstrated by the risk management safety committee and the development of the Risk Coordinator. These systematic approaches align with SPC values of respect for all and may help with achievement of the strategic objective of providing opportunities for SPC students and employees to develop as leaders.</p> | X | | X | | X | X |
| <p>Societal Contributions SPC has several deployed approaches that demonstrate contributions to the public and consider societal well-being and benefit. Some examples include: multiple approaches to listen to, interact with, and observe current students and to obtain actionable information, including how its listening methods vary for different stages of the relationships and how it seeks immediate and actionable feedback on the quality of educational programs and services, student and other customer support and transactions, manages student, employee, community partners and supplier complaints at all levels of staff and leadership with multiple formal and informal approaches that are well deployed. They have a well-deployed, systematic approach for their learning and development system that supports the personal development of workforce members and the organization’s needs as well as ethics and ethical business practices. A point of pride for SPC is the pop food bank events where they have provided food to several families within the community and their Employees Give Back program. These systematic approaches align with the SPC mission and designation as a Historically Black College and Hispanic Serving Institution. SPC is a vital facet of the local community,</p> | X | X | X | | X | |

| | | | | | | |
|---|--|--|--|--|--|--|
| participating in many programs, and responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. | | | | | | |
|---|--|--|--|--|--|--|

b. The most significant opportunities for improvements found in the process areas (Categories 1-6): (An “X” reflects the Categories aligned with this Opportunity for Improvement)

| Most Significant Opportunities for Improvement – Categories 1-6 | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|
| <p>Organizational Learning SPC lacks fact-based evaluation and improvement, and approaches aligned with overall organizational needs for many key processes. For example, SPC’s performance management system is not reviewed for improvement, they lack an approach to use voice of the customer data, market data and information to build a more student-focused culture or to develop operation decision making processes, and there is no evaluation process within the strategic development process to effectively stimulate and incorporate innovation. Organizational learning includes continuous improvement of existing approaches; the adoption of best practices and innovations; and significant, discontinuous change or innovation, leading to new goals, approaches, programs, services, and markets. By developing a systematic approach to organizational learning, SPC may realize their vision to be best in the nation.</p> | X | X | X | X | X | X |
| <p>Management by Fact SPC lacks systematic approaches to measure and analyze its performance. For example, SPC does not determine how needed actions to be completed are identified. SPC lacks an integrated approach to align key drivers of workforce engagement for different workforce groups to organizational needs, and its approach to select comparative data and information to support fact-based decision making is not well deployed. Additionally, SPC lacks an approach to share best practices. SPC describes the PDM seven step model; however, it has not utilized this model in the development of key work processes. In developing a systematic approach to management by fact for performance improvement, SPC may live their value of data-informed to create an environment fostering excellence in academic and technical achievement.</p> | X | X | X | X | X | X |

c. The most significant strengths (data, comparisons, linkages) found in Category 7 are: (An “X” reflects Items aligned with this Strength/Outstanding Practice)

| Most Significant Strengths – Category 7 | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 |
|---|------------|------------|------------|------------|------------|
| Valuing People and Comparative Data SPC demonstrates favorable results compared to other organizations across several results areas. SPC has several results indicating that they listen to their customers, workforce, and other stakeholders. This is demonstrated by customer satisfaction results that are better than Alamo College District (ACD) and USA comparators. Moreover, SPC has good leadership results that include PACE Professional Development/Training opportunities that are segmented by the workforce and compared to benchmarks. SPC has good results compared to ACD and the PACE survey national comparator over several years for senior leadership communication and engagement with the workforce as measured by the PACE Leadership Reinforcement of values. These results may allow SPC to achieve their values of Respect for all and Collaboration to meet their strategic objective of performance excellence. | X | X | X | X | X |

d. The most significant opportunities for improvement, vulnerabilities, and/or gaps (data, comparisons, linkages) found in Category 7 are: (An “X” reflects Items aligned with this Opportunity for Improvement)

| Most Significant Opportunities for Improvement – Category 7 | 7.1 | 7.2 | 7.3 | 7.4 | 7.5 |
|--|------------|------------|------------|------------|------------|
| Missing Results SPC lacks results data, including in terms of comparative and segmentation data, in many areas important to its success. For example, workforce health, services, benefits, drivers of engagement for students and other customers, market dissatisfaction for students and other customers, intelligent risk taking, and fiscal responsibility. SPC did not have comparison data for several areas such as market performance, and supply network management. SPC did not segment results consistent with the organizational profile as exemplified by student engagement results, and some workforce results. Including comparative data in results, segmenting results consistent with organizational needs, and having results important to SPC may allow SPC to become best in the nation. | X | X | X | X | X |

Table 1: Results of Scoring Range by Item. SPC had one item scoring at 75% (5.1); one item scoring at 65% (5.2); five items scoring at 55% (1.1, 1.2, 4.2, 6.1, and 6.2); four items scoring at 50% (2.2, 3.1, 3.2, and 4.1); three items at 45% (2.1, 7.2, and 7.3); one item at 40% (7.4); and finally, two items scoring at 35% (7.1 and 7.5).

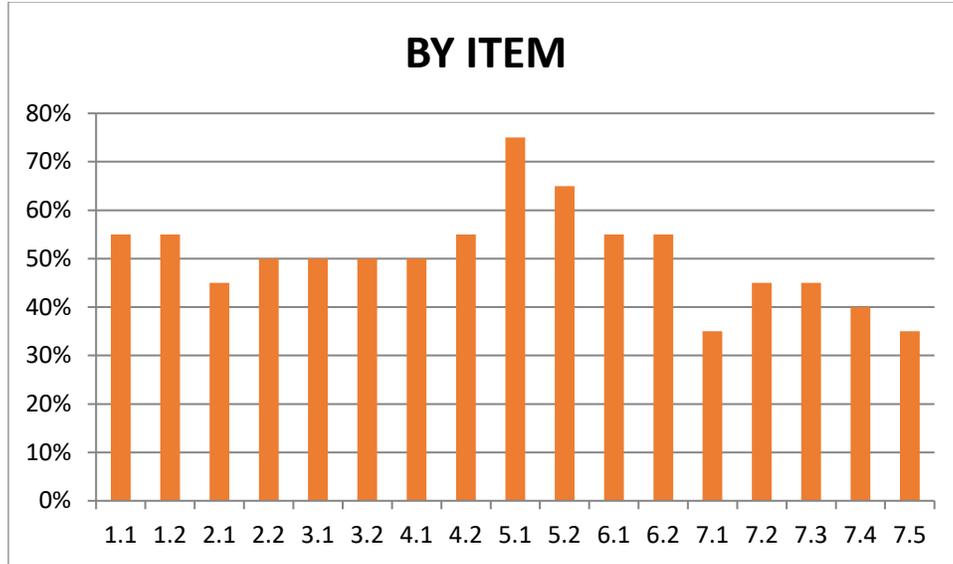


Table 2: Results of Scoring Range by Item. SPC had one item at 70-85% (5.1); ten items at 50-65% (5.2, 1.1, 1.2, 4.2, 6.1, 6.2, 2.2, 3.1, 3.2, and 4.1); and finally, six items at 30-45% (2.1, 7.2, 7.3, 7.4, 7.1, and 7.5).

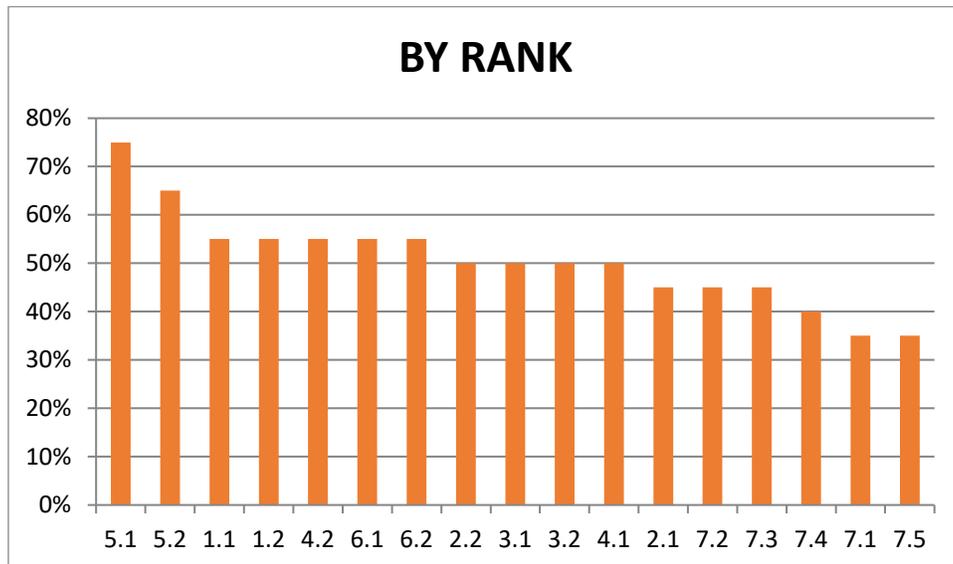
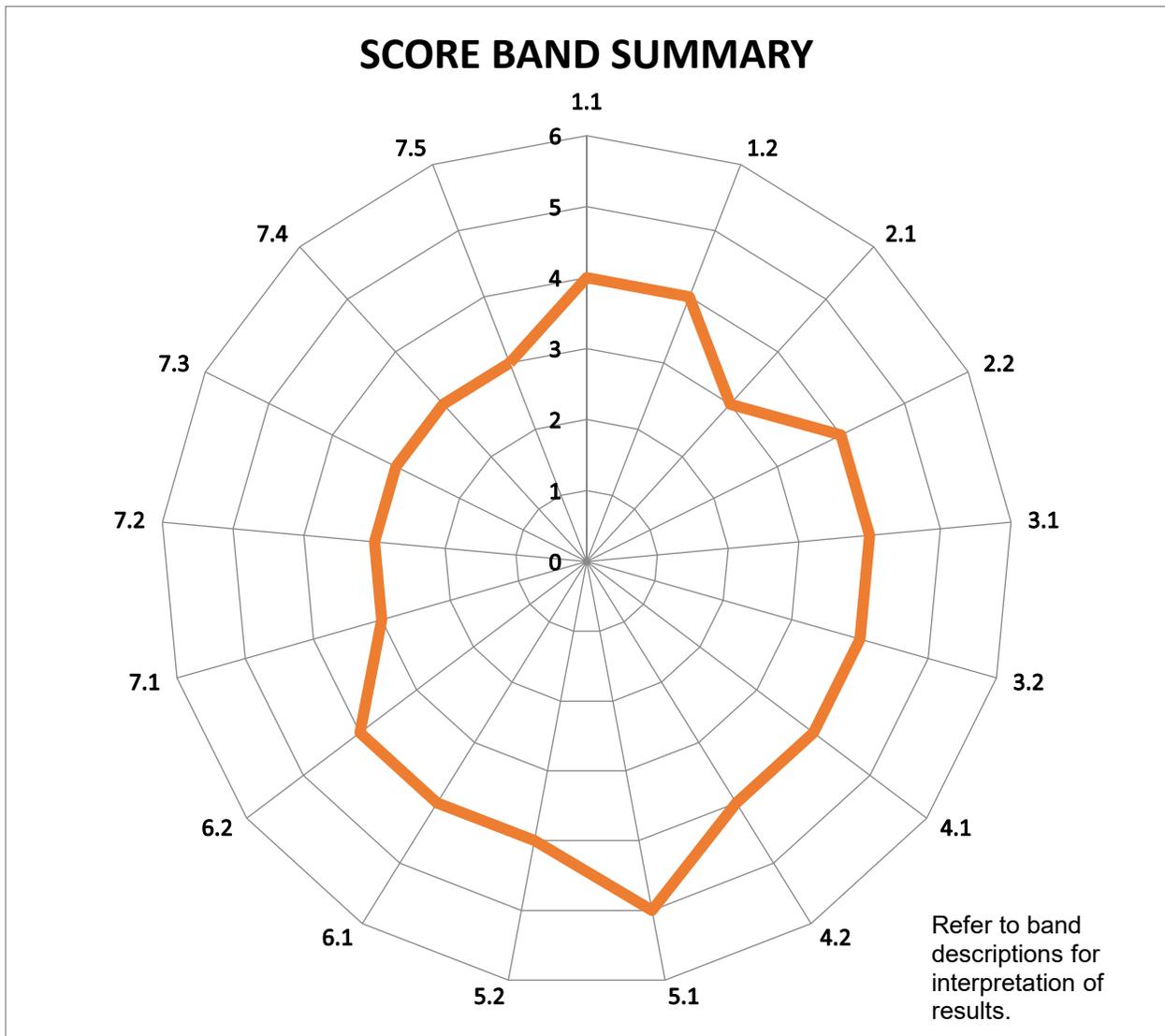


Table 3: Radar Chart Scoring Band Summary. SPC scored as follows. Scoring in Band 5 was 5.1; scoring in Band 4 were (1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2, 6.1 and 6.2) and scoring in Band 3 were (2.1, 7.1, 7.2, 7.3, 7.4, and 7.5).



DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership - The Leadership category asks how senior leaders’ personal actions guide and sustain your organization. It also asks about your organization’s governance system; how your organization fulfills its legal and ethical responsibilities; and how it makes societal contributions.

1.1 Senior Leadership - How do your senior leaders lead the organization?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 1.1a(1); Strength 1 (double)

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed approach to set and deploy their vision and values (MVV) to the workforce, partners, key suppliers, and customers and demonstrate a personal commitment to reflect those values. |
| Evidence and/or Example | <p>The Alamo Way is used as a basis to deploy the MVV through multiple methods, as shown in SPC Methods to Deploy MVV (Figure 1.1-1). One example of deployment is the name badge. Each employee wears a name badge with the MVV and selects one value that most resonates with them and that is included on the name badge as well.</p> <p>The MVV are reviewed and adjusted as needed during Good To Great (GTG) Planning based on changing priorities. For example, the MVV were revised to better align Alamo Colleges District (ACD) with a common set of values while allowing each college the autonomy to establish mission and vision statements to reflect their own requirements.</p> |
| Relevance | The deployment of SPC’s mission, vision, and values may help them achieve their goal of a student-focused and collaborative nature as well as reflecting a commitment to the values. |

Item Reference: 1.1b; Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a deployed approach to communicate and engage with the workforce, key partners, students, and other key customers. |
| Evidence and/or Example | The Communication and Engagement Methods are outlined in Figure 1.1-3 Communication and Engagement Methods. Senior Leaders (SLs) encourage frank two-way communications through Town Hall meetings and Convocations. Informal approaches include visiting work centers, celebrations, Walk-Abouts and social interactions. |
| Relevance | Having a deployed approach for communication may increase workforce, key partners, students and other key customer engagement and satisfaction and may assist the applicant with achieving its strategic priorities. |

Item Reference: 1.1c(2); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed approach for senior leaders to create a focus on action that will achieve the organization’s MVV, improve performance, identify needed actions, set expectations, and create value while demonstrating personal accountability for the organization’s actions. |
| Evidence and/or Example | Through the Planning, Budgeting, and Assessment cycle, SPC produces the Strategic Objectives (SOs), College Action Plan’s (CAPs), Operational Unit Assessment Plans (OUAPPs), Key Performance Indicators (KPIs), and Progress to Plan reviews all of which are aligned and integrated to produce the higher levels of performance the organization seeks to achieve. Senior leaders are assigned specific KPIs to foster and play a pivotal role in overseeing the steps needed to deploy, communicate, track, and ensure focus. |
| Relevance | A well deployed approach to creating focus and action may help the organization improve performance, identify needed actions, and set expectations while demonstrating accountability. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 1.1c(1); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC’s approach to cultivate innovation, and intelligent risk taking is not deployed. |
| Evidence and/or Example | While SPC’s senior leadership demonstrates knowledge of the innovation and intelligent risk-taking approach (Radical Innovation Process (RIP) and Faculty grant system), few outside of senior leadership had little knowledge of the approach. |
| Relevance | Ensuring the approach to cultivate innovation, and intelligent risk taking is well deployed may assist SPC in supporting their value of respect for all, workforce inclusion, improving KPIs, processes, and improving fiscal accountability. |

Item Reference: 1.1c(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | While SPC has a deployed approach to create a focus on action, it does not appear that learning and innovation are integrated. |
| Evidence and/or Example | SPC is in the early stages of transition from reacting to problems to a general improvement orientation aligned with the current and future organizational needs in response to the organizational profile and other process items. |
| Relevance | Without integrated learning and innovation into processes, SPC may miss opportunities for improvement and from achieving their institutional KPIs in a consistent and sustainable way. |

Scoring Range: Place an X in the appropriate scoring range is for 1.1

| ADLI | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|-------------|------|--------|--------|--------|--------|---------|
| Approach | | | | | X | |
| Deployment | | | | X | | |
| Learning | | X | | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 1.1

| ADLI | Rationale (use scoring range terminology) |
|-------------|--|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | Early stages of a transition from reacting to problems to a general improvement orientation are evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items. |

| | |
|------------------------|------------|
| Final Score 1.1 | 55% |
|------------------------|------------|

1.2 Governance and Social Contributions - How do you govern your organization and make societal contributions?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 1.2a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed approach, aligned with their overall organization needs, for ensuring responsible governance. |
| Evidence and/or Example | Achievement of Responsible Governance (Figure 1.2-1) outlines SPC’s approach for ensuring responsible governance. |
| Relevance | A well-deployed approach aligned with the overall organization needs may help SPC build stakeholders’ and the larger society’s trust and help ensure organizational effectiveness. |

Item Reference: 1.2a(2); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a well-deployed approach to evaluating the performance of their senior leaders and governance board. |
| Evidence and/or Example | Supported by SPC’s AlamoTalent Management tool, the Chancellors expectations are documented as SMART Goals (Specific, Measurable, Achievable, Relevant, Time-Bound). At the end of the plan year, individual and organizational progress toward goal achievement is assessed and a recommendation on the President’s compensation is determined by the Chancellor. The President uses the information provided by the Chancellor to create unit plans and goals with her senior leaders. Using the same Alamo Talent Management tool, the President evaluates the senior leaders for improvement opportunities and development opportunities which are tracked. Board Policy B.3.2 outlines the process for board evaluation. |
| Relevance | A well-deployed approach to evaluating the performance of senior leaders and the governance board may help SPC live their values, advance the leaders through development, and improve the overall effectiveness of the leadership team. |

Item Reference: 1.2c(1); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed approach to contributing to the well-being of their environmental, social, and economic systems. |
| Evidence and/or Example | <p>SPC serves the social and economic needs of its defined customer groups (Customer Groups and Requirements (Figure OP-7)) through activities such as: Centers of Excellence for Mathematics and Science; Women in Nontraditional Occupations; MonsterTech; Microsociety Kids Camp; San Antonio Youth Wind Ensembles; VITA Center; Dual Credit and Early College High School; Good Samaritan Veterans Outreach and Transition Center; and Employees Give Back.</p> <p>SPC serves the environmental needs of the community through their established Sustainability Program.</p> |
| Relevance | Actively supporting SPC’s key communities environmental, social, and economic well-being may allow SPC to live their values, achieve their core competencies outlined in Alamo Way. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 1.2a(1); Opportunities for Improvement 1

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | SPC’s approach to ensure responsible governance lacks cycles of learning and integration within the organization. |
| Evidence and/or Example | Although an approach exists and is well deployed, SPC’s process does not systematically use results to learn and improve. |
| Relevance | Systematic approaches to ensuring responsible governance may improve the overall effectiveness of the organization and assist them in becoming and maintaining ever higher levels of overall organizational and individual performance. |

Item Reference: 1.2c(1); Opportunities for Improvement 2

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | SPC’s approach to contributing to the environmental, social, and economic well-being of their key communities lacks cycles of learning and integration. |
| Evidence and/or Example | Although an approach exists and is well deployed, SPC’s process does not systematically use results to learn and improve. |
| Relevance | The lack of a systematic process may limit the applicant’s ability to meet the needs of its key communities while ensuring organizational excellence. |

Scoring Range: Place an X in the appropriate scoring range is for 1.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Approach | | | | | X | |
| Deployment | | | | X | | |
| Learning | | X | | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 1.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|--|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | Early stages of a transition from reacting to problems to a general improvement orientation are evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items. |

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|------------------------|------------|
| Final Score 1.2 | 55% |
|------------------------|------------|

Category 2 Strategy - The Strategy category asks how your organization develops strategic objectives and action plans, implements them, changes them if circumstances require, and measures progress.

2.1 Strategy Development - How do you develop your strategy?

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the basic question in the item and the approach is deployed, although some areas or work units are in early stages of deployment. It also indicates the beginning of a systematic approach to evaluation and improvement of key processes is evident and the approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items.

STRENGTHS

Item Reference: 2.1a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a systematic approach for conducting strategic planning. |
| Evidence and/or Example | SPC has an annual Good to Great Strategic Planning Process (GTG) that aligns and integrates with ACD strategic planning (SSPR). The process includes four stages with a survey that is used to evaluate the process. During the defining stage, SPC includes a collection of artifacts to inform development of the next plan. |
| Relevance | SPC’s strategic planning process may enable the applicant to ensure access in the future achievement of its vision to be the best in the nation in student success and performance excellence. |

Item Reference: 2.1a(4); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a systematic approach to decide which key process will be accomplished by the workforce and which by external suppliers or partners. |
| Evidence and/or Example | SPC uses a cost-benefit analysis when external resources are proposed to determine effectiveness of outsourcing, determination of cost, judgement of supplier core competencies, and capability to align with the MVV. Furthermore, decisions are made during GTG planning when reviewing data about emerging market requirements, organizational capability relative to key customer needs and organizational performance. |
| Relevance | An approach to determine the use of internal or external resources for key processes may help SPC overcome their strategic challenge of increased, unsustainable funding and supports SPC’s values of collaboration and being data informed. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 2.1b(2); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks an approach to achieve appropriate balance among varying and potentially competing organizational needs. |
| Evidence and/or Example | SPC relies on time management and balancing work as their approach to achieving appropriate balance among strategic objectives. Focus was on an individual level rather than considering and balancing the needs of all key stakeholders. |
| Relevance | A systematic and integrated process may enable SPC to address its strategic challenges while leveraging core competencies, strategic advantages, and strategic opportunities. |

Item Reference: 2.1a(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC’s strategy development process does not include fact-based systematic evaluation to determine the effectiveness of the strategy development process and how it stimulates and incorporates innovation, including determination of which strategic opportunities are intelligent risks to pursue. |
| Evidence and/or Example | SPC has multiple, varying approaches to stimulate and incorporate innovation, such as the 4DX process and the Radical Innovation Process (RIP). However, there is no evaluation method to determine if the approaches effectively stimulate and incorporate innovation. For example, the food pantry was identified as an intelligent risk, but SPC is unable to demonstrate whether the food pantry was effective in achieving its strategic objectives. |
| Relevance | A systematic and integrated approach to stimulate and incorporate innovation may help SPC achieve their mission of creating an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. |

Item Reference: 2.1a(3); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks a systematic evaluation to determine the effectiveness of its process to collect and analyze relevant data and develop information for used in their planning process or how SPC uses the information to align their strategic opportunities with key requirements as identified in Customer Groups and Requirements (Figure OP-7). |
| Evidence and/or Example | SPC uses the environmental scan and SWOT (Strengths, Weaknesses, Opportunities, and Threats), which incorporate both formal and informal feedback in their strategic planning process, but there is no evidence to determine if the process is effective for informing the planning process or addressing key elements of risk. |
| Relevance | A systematic and integrated approach to collect and analyze relevant data in their strategic planning process may help the organization achieve its vision of performance excellence and value of being data informed. |

Scoring Range: Place an X where the organization is for this Item 2.1

| ADLI | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Approach | | | | X | | |
| Deployment | | | X | | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 2.1

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to the overall questions in the item, is evident. |
| Deployment | The approach is deployed, although some areas or work units are in early stages of deployment. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the organizational profile and other process items. |

| | |
|------------------------|------------|
| Final Score 2.1 | 45% |
|------------------------|------------|

2.2 Strategy Implementation - How do you implement your strategy?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 2.2a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has identified key short- and longer-term action plans and demonstrates an approach to develop them. |
| Evidence and/or Example | College Action Plans (CAPs) that support achievement of strategic objectives is selected at the Good to Great (GTG) Retreat, reviewed and affirmed by senior leaders (SLs), then presented back to the planning team for coordination. CAPs are a blend of long-term and short-term strategies. Deployment of the strategic plan occurs at the All-College Meeting (ACM), Division and Department Meetings, annual Operational Unit Assessment Plan (OUAP) Report-Out, and Staff Progress Review. SPC Strategic Objectives and College Action Plans (Figure 2.1-2) shows the CAPs and their relationship to the strategic objectives. |
| Relevance | This approach may enable SPC to meet its mission and vision through well-defined action plans that support their strategic objectives. |

Item Reference: 2.2a(2); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has an approach to deploy action plans to its workforce. |
| Evidence and/or Example | Unit plans are aligned with CAPs and entered in Strategic Planning Online (SPOL) software. SPOL reports are used to assess plan outcomes through operation unit assessment plan (OUAP) Report-Out and Mid-Year Reviews. The reports are used to determine where improvements are needed. |
| Relevance | An approach to deploy action plans may help SPC achieve its strategic objectives so SPC can actualize its vision of being the best in the nation in student success and performance excellence. |

Item Reference: 2.2a(3); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed approach to ensure that financial resources are available to support the achievement of action plans and meet current obligations. |
| Evidence and/or Example | SPC uses an allocation-based financial model to ensure adequate financial resources are available to support the ACD and College strategic plans. This includes a budget process, early employment position listings, Board Budget retreat, and routine adjustment/reallocation of resources during weekly and monthly meetings. |
| Relevance | This approach to resource allocation may help SPC address its strategic challenge of unsustainable funding and support its strategic advantage of affordability and value. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 2.2a(2); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not systematically deploy action plans to key suppliers, partners, and collaborators. |
| Evidence and/or Example | SPC was unable to describe how they deploy action plans to key suppliers, partners, and collaborators systematically. |
| Relevance | A systematic approach to deploy action plans to key suppliers, partners, and collaborators, may help SPC support its action plan deployment. |

Item Reference: 2.2a(3); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks an approach to evaluate the resource allocation process for improvement opportunities. |
| Evidence and/or Example | SPC was unable to describe a process to evaluate the resource allocation process. |
| Relevance | An approach to evaluate resource allocation may help SPC mitigate their strategic challenge of unsustainable funding and could help SPC's competitive position. |

Item Reference: 2.2a(6); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not have a systematic approach to determine performance projections for short- and longer-term planning horizons. |
| Evidence and/or Example | Performance Projections (Figure 2.2-2) in the application shows projections for 2021, but SPC could not describe how they determine projections. Furthermore, there were varying statements from SPC on the difference between short- and long-term planning horizons. |
| Relevance | A systematic approach to determine performance projections for short- and longer-term planning horizon may help SPC detect and reduce competitive threats, shorten reaction time, and identify opportunities that could help them ensure future success. |

Scoring Range: Place an X where the organization is for this Item 2.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Approach | | | | X | | |
| Deployment | | | | X | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 2.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|--|
| Approach | An effective, systematic approach, responsive to the overall questions in the items, is evident. |
| Deployment | The approach is well deployed, although deployment vary in some areas or work units. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the organizational profile and other process items. |

| | |
|------------------------|------------|
| Final Score 2.2 | 50% |
|------------------------|------------|

Category 3 Customers - The Customers category asks how your organization engages its customers for ongoing marketplace success, including how your organization listens to the voice of the customer, serves, and exceeds customers' expectations, and builds long-term customer relationships.

3.1 Customer Expectations - How do you listen to your customers and determine products and services to meet their needs?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 3.1b(2); Strength 1 (double)

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has multiple approaches to identify and adapt program and service offerings to attract new students. |
| Evidence and/or Example | <p>Mechanisms are described in Customer Groups and Requirements (Figure OP-7) and Partners, Collaborators and Key Suppliers (Figure OP-8) and Workforce Segments and Requirements (Figure OP-5) for students and other customers and partner segments as well as the workforce with each of their requirements. Voice of the Customer Methods (Figure 3.1-1) shows various approaches for gaining input throughout the stages of the relationship to identify changes in requirements of students, other customers, and markets.</p> <p>These were used to establish the Grab and Go and vaccination sites programs. GTG Planning (Item 2.1) and environmental survey done during GTG, PDM, WNPDP, FOCUS PDCA (Item 6.1), sharing best practices within SPC, throughout the Alamo Community District (ACD), and with Achieving the Dream (AtD) and Alliance for Innovation and Transformation (AFIT) colleges, and monitoring accrediting and regulatory bodies are some approaches used to meet and exceed current expectations and address new or emerging regulatory requirements. On-site, multiple processes to collect VOC by surveys created for Advisory Boards with employers, local Universities, and clinical affiliates about the quality of current programs were described. Changes, including tracking the number of students</p> |

| | |
|------------------|--|
| | employed after graduation, addition of a 3D printer and many changes in library services for current students were described. |
| Relevance | Establishing approaches to adapt student programs and service offerings to create opportunities for new students may help SPC better meet key customer requirements and address key performance indicators (KPIs) related to enrollment and strategic challenges related to online competition. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 3.1a(2); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks a systematic, integrated approach to obtain actionable information for potential students and other customers about key customer requirements for educational programs and services, student and other customer support or transactions was provided. |
| Evidence and/or Example | <p>SPC has different approaches deployed at the department level than those deployed at the leadership level to listen to and obtain actionable information about educational programs and services from students and other customers. Methods to listen to and learn about former and potential students are shown in Voice of the Customer Methods (Figure 3.1-1). Staff in onsite interviews were not familiar with many of the methods identified, including CCSSE and Noel-Levitz. P-16 dialog, Regulatory Bodies, Transfer Articulation MOUs, and other approaches were described on-site as approaches to improve student learning and as uses of VOC results to demonstrate regulatory compliance and not the VOC. Student Enrollment, Academics, Marketing and Strategic Communications and other departments described department specific surveys and tools created at the department level for use at that level. A survey created for the events at the high schools is completed twice a year.</p> <p>The information is used by the department to determine professional development needs of individuals in the department and what the high school liked or did not like or what they would like taken out of the programs at that school or added. This VOC data is not included in results provided.</p> |
| Relevance | Establishing well-deployed, integrated approaches to listen to the VOC may enhance SPH’s ability to reach all segments of its students, other customers, and markets to obtain actionable information about key programs, services and processes that will drive enrollment and other strategies for performance excellence. |

Item Reference: 3.1b(1); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks integration among its approaches for determining student, customer groups, and market segmentation and each of their key requirements for programs and service offerings. |
| Evidence and/or Example | Customer Groups and Requirements (Figure OP-7), Voice of the Customer Methods (Figure 3.1-1) and Customer Immediate Feedback Methods (Figure 3.1-2) each show different segmentation for the market, students, and other customers. |
| Relevance | The ability to deploy and integrate consistent approaches to segment and collect VOC data for student, other customers and market data may help the organization clearly define key requirements and focus on programs and services that meet the needs of students, other customers, and markets. Ultimately, this may support the applicant's Strategic objects for excellence and their vision to be the best in the nation. |

Scoring Range: Place an X where the organization is for this Item 3.1

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Approach | | | | X | | |
| Deployment | | | | X | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 3.1

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to the overall questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items. |

| | |
|------------------------|------------|
| Final Score 3.1 | 50% |
|------------------------|------------|

3.2 Customer Engagement - How do you build relationships with customers and determine satisfaction and engagement?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 3.2a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has multiple approaches to build and manage student and other customer relationships. |
| Evidence and/or Example | Relationship Building Methods (Figure 3.2-2) shows multiple methods to acquire, retain and engage students, feeder schools, specialty schools, transfer schools, employers, the community and to build market share. AlamoPROMISE and College Connection are used with feeder schools to help build relationships with future students. DC, ECHS, P-TECH and T-STEM programs are used to educate students and build relationships with ISDs, Charter and private schools. MyMAP, Alamo ENROLL, AlamoINSTITUTES, and AlamoADVISE are used to support students through the processes. Onsite interviews described multiple approaches for building and managing relationships, such as social media advertising on Facebook, with responses being sent to the enrollment coordinators for follow up. High school Liaisons provide on-site programs at many area high schools and other programs provide reading programs at local elementary schools. |
| Relevance | These approaches support the SPC value of student's first and may help address its strategic challenge related to competitiveness with online programs through early relationship building. |

Item Reference: 3.2a(3); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC manages student and other customer complaints with multiple formal and informal approaches that are well deployed. |
| Evidence and/or Example | Informally, faculty and staff are empowered to immediately address issues to minimize dissatisfaction and demonstrate a desire to be responsive. The new Feed the Tiger (FTT) online and offline program provides a conduit for SPC to collect information through experience rating and comments from students, employees, the community partners, and suppliers. Ratings of fair and poor are flagged as program complaints in which a ticket is opened for tracking a response within 5-days. The website and landing page for FTT service complaints are addressed in ascending order from faculty to the Department. Dean. Non-academic student grievances are handled by a supervisor or next person in the organization structure and a specific process to manage academic grievances was provided as well. Program complaints are reviewed and shared at the program function level and reported weekly to the division leads, with total counts from all divisions shared with senior leaders (SLs) at PC meetings. Student complaint data are gathered and reviewed quarterly by the Vice Presidents for Student Success (VPSS) to determine issues most frequently addressed. |
| Relevance | These well-deployed, systematic approaches support the organization's performance improvement system, the strategic advantage for a culture and reputation of support for students and may enable SPC to recover student and other customers' confidence, enhance their satisfaction and engagement to achieve SPC's vision of being the best in the nation in student success and performance excellence. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 3.2a(2); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC’s multiple approaches for determining its students’ and other customers’ key support requirements that enable students and other customers to seek information and support and access programs and services are not integrated. |
| Evidence and/or Example | The segmentation of student and other customer groups and markets is not consistent. Student and other Customer Support (Figure 3.2-1), shows methods of customer support for key segments that are not aligned with those defined in Customer Groups and Requirements (OP-7). Customer Groups and their requirements described onsite are not consistent from the leadership level to the organization level. |
| Relevance | Integrated, well-deployed approaches that are aligned with organization priorities may improve the ability of students and other customers to seek information and support and for this information and support to best meet key customer requirements. Meeting key customer requirements may enable SPC to achieve its mission to empower a diverse student population through educational achievement and career readiness. |

Item Reference: 3.2a(3) (4); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks an approach to ensure fair treatment for other customers groups and market segments, or in management of complaints. |
| Evidence and/or Example | Only current student access to programs and services is defined as an approach for Diversity, Equity, and Inclusion (DEI) in the application and onsite. In onsite visit, approaches to assess current student complaints, grievances and Title IX issues were provided. No process to assess complaints or issues related to potential students and other customers or market segments was provided. |
| Relevance | Defining approaches to assure DEI in processes related to other customers and market segments and in the management of complaints may help SPC demonstrate a culture of support for students, their values for students first and respect for all. |

Item Reference: 3.2b(1); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | The applicant lacks an approach to determine customer engagement and dissatisfaction. |
| Evidence and/or Example | SPC defines engagement as the number of events provided for students or in the community. Onsite process defined and described grievances, complaints, and dissatisfaction as being managed the same way at SPC. Dissatisfaction is determined by a low score or less than acceptable ratings on satisfaction survey scores. Satisfaction surveys are rated with 1-10 type rankings and lower than 8 or 9 is dissatisfaction. |
| Relevance | Defining an approach to engage customers and assess dissatisfaction may help SPC assure fair treatment of all students and other customers across stages of the relationship, achieve a higher degree of customer loyalty and assure core competencies of community and student engagement. |

Item Reference: 3.2c; Opportunities for Improvement 4

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks an approach to use VOC market data and information to build a more student-focused culture or to support operational decision-making processes. |
| Evidence and/or Example | Use of market data for allocation of advertising resources and enrollment campaigns targeted by zip code is mentioned. VOC data and information used to support operational decision-making was not provided in the application or during on-site visit. The number of hits and shares on Facebook and other social media was provided without a link to the SPC population, market, enrollment, or customer requirements. No evidence of use of comments from the website or social media to assess the competition, complaints or customer requirements is evident. |
| Relevance | A systematic process to use VOC and market data to build a more student-focused culture and support operational decision-making may help SPC achieve their value of data-informed decision making and make decisions that support the requirements of its various students, other customers, and market segments. |

Scoring Range: Place an X where the organization is for this Item 3.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Approach | | | | X | | |
| Deployment | | | | X | | |
| Learning | | | | X | | |
| Integration | | | | X | | |

Rationale for selection of scoring range: 3.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to the overall questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | A fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes. |
| Integration | The approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items. |

| | |
|------------------------|------------|
| Final Score 3.2 | 50% |
|------------------------|------------|

Category 4 Measurement, Analysis, and Knowledge Management - The Measurement, Analysis, and Knowledge Management category asks how your organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets; how it uses review findings to improve its performance; and how it learns.

4.1 Measurement, Analysis, and Improvement of Organizational Performance - How do you measure, analyze, and then improve organizational performance?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 4.1a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC systematically selects, collects, aligns, and integrates data and information on operations, overall organizational performance, and tracks progress on achieving strategic objectives and action plans. |
| Evidence and/or Example | Performance measure selection is driven by Board policy, which focuses on student success and requires Key Performance Indicators (KPI) to drive strategy development for nine student related areas. Senior Leaders (SL) and Good To Great (GTG) participants decide to select and collect critical data needs that examine organizational performance. Alignment of data with Strategic Objectives (SO) and College Action Plans (CAP) is accomplished through a scorecard, while the integration of data into decision-making occurs through the performance review process. Daily operational measures are tracked within work systems to monitor process performance, provide opportunities to improve processes and encourage innovation. Operational measures are driven by the Four Disciplines of Execution (4DX) process and section of a Wildly Important Goals (WIG). SPC KPIs (Figure 4.1-1). |
| Relevance | By systematically selecting, collecting, aligning, and integrating data and information, SPC may maintain accreditation and may enhance its strategic advantages. |

Item Reference: 4.1b; Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC deploys multiple approaches to review performance and capabilities. |
| Evidence and/or Example | SPC Performance Review Structure (Figure 4.1-2) shows the team, review area and frequency of review of the Scorecard from the Board to Alamo College District (ACD) SLs the Cabinet, Operational Unit Assessment Plan (OUAP) Report out, Mid-Year reviews, Team Lead meetings, to Budget and Program Review Teams. Recommendations for improvement, refinements and input can be provided at each level of review. SPC exhibited its ability to respond rapidly to changing organization needs and challenges during the COVID-19 pandemic, relative to on-site to virtual teaching and learning, as well as responding to the Texas freeze and power crises that occurred in February 2021. |
| Relevance | Having deployed approaches to review performance and capabilities may allow SPC to effectively use its resources to meet regulatory requirements and the needs of students, other customers and partners and achieve its strategic objectives. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 4.1a(2); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks a well-deployed, systematic approach to selecting comparative data and information to support fact-based decision making. |
| Evidence and/or Example | While SPC aspires to be the best in the country, comparisons are not always selected based upon best in country data. When comparison date is selected, they are frequently at the district or state level and not at the national level. |
| Relevance | Having a systematic and well-deployed approach for selecting comparative data and information may allow SPC to achieve its vision and strategic advantages |

Item Reference: 4.1c(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC does not fully deploy priorities for continuous improvements and opportunities for innovation to feeder schools, suppliers, partners, and collaborators to ensure organizational alignment. |
| Evidence and/or Example | Although SPC has a systematic approach to use findings from performance reviews to develop priorities for continuous improvements and opportunities for innovation, there is no evidence of deploying these priorities to feeder schools, suppliers, partners, and collaborators. |
| Relevance | Having an approach to fully deploy priorities for continuous improvements and opportunities for innovation may help SPC be in a better position to overcome its strategic challenges. |

Item Reference: 4.1a(3); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC does not demonstrate fact-based, systematic evaluation and improvement of the processes for ensuring that its performance measurement system can respond to rapid or unexpected organizational or external changes and provide timely data. |
| Evidence and/or Example | SPC has a performance measurement system. This system is not reviewed for improvement. |
| Relevance | Having a systematic evaluation process may allow SPC to continue to monitor and effectively use its resources to drive improvements during unanticipated environmental or unexpected organizational changes. |

Item Reference: 4.1b; Opportunities for Improvement 4

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not perform analyses to ensure the organization's performance and capabilities conclusions are valid. |
| Evidence and/or Example | While data is produced and made available to SPC, a systematic approach to analyze and ensure that conclusions are valid are not identified. |
| Relevance | Ensuring analyses are performed to ensure the organization's performance and capabilities conclusions are valid may allow SPC to achieve alignment with their data and the Alamo Way Leadership Model. |

Scoring Range: Place an X where the organization is for this Item 4.1

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Approach | | | | | X | |
| Deployment | | | | X | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 4.1

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items. |

| | |
|------------------------|------------|
| Final Score 4.1 | 50% |
|------------------------|------------|

4.2 Information and Knowledge Management - How do you manage your information and your organizational knowledge assets?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 4.2a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a process to verify and ensure the quality of organizational data and information, including managing digital and other data and information to ensure their accuracy and validity. |
| Evidence and/or Example | SPC’s Management of Data and Information Properties (Figure 4.2-1) outlines how SPC manages data and information. In addition, SPC relies on GTG planning and their institutional and department WIGs, which are embedded in SO. |
| Relevance | Having a process to verify and ensure the quality of organizational data and information, including managing digital and other data and information to ensure their accuracy and validity may assist SPC in achieving their strategic objective, Performance Excellence. |

Item Reference: 4.2a(2); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a systematic approach to ensure availability of organizational data and information that is in a user-friendly format and ensure availability to suppliers, partners, and collaborators. |
| Evidence and/or Example | SPC uses AlamoShare, departmental network folder shares, and Microsoft One drive to provide information internally to the workforce, with access controlled by security groups. Alamo Colleges Education Services (ACES) provides access to current and former students. The SPC website provides information to the general public and current and former students. These are backed up nightly and mirrored offsite on redundant servers and storage devised for 24-hour accessibility. Information and Communication Technology (ICT) assures that computer systems are available to students and the workforce. Extensive testing and comparison are done before a new product is selected. |
| Relevance | By having a systematic approach to ensure availability of data and information that is in a user-friendly format, SPC may assure achievement in core competencies for community and student engagement and achieve their strategic objective, Performance Excellence. |

Item Reference: 4.2b(1); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has multiple approaches to build and manage organizational knowledge, including the collection and transfer of this knowledge to the workforce, customers, suppliers, partners, and collaborators. |
| Evidence and/or Example | Knowledge Management Methods (Figure 4.2-2) includes various approaches to collect and transfer knowledge, including completion rates, marketing materials, and Title III coordination with suppliers and partners. This occurs at the annual 4DX Summit to highlight best practices and successful initiatives implemented from WIG. |
| Relevance | Having multiple approaches to build and manage organizational knowledge, including the collection and transfer of this knowledge may allow SPC to capitalize on its strategic advantages for affordability and value and demonstrated success. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 4.2b(3); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC does not have a systematic evaluation and improvement process to evaluate how it uses knowledge and resources in the way they operate. |
| Evidence and/or Example | Although SPC demonstrates knowledge and resources in the way they operate, they lack a systematic approach to evaluate and improve embedded learning. For example, SPC has several approaches to community support including the San Antonio Food Bank as described in Leadership Processes, KPIs, and Targets (Figure 1.2-2). SPC reports that the food bank was developed to increase academic achievement to improve graduation rates. However, SPC is unable to describe this knowing that the food bank operates once a month and serves families directly aligns to graduation rate improvements or academic achievement. |
| Relevance | A systematic approach to evaluate and improve organizational learning with embedded knowledge and resources may allow SPC to make improvements and innovation as part of the everyday work processes. |

Item Reference: 4.2b(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC lacks a systematic approach to identify internal and external organizational best practices for sharing and implementing across the organization. |
| Evidence and/or Example | Within SPC, individual staff or departments identify and share best practices through literature, the district, other schools, and website for utilization. However, SPC lacks a systematic approach to capture and share best practices organizationally. For example, individual workforce members participate in Friday professional development through AlamoTALENT and utilize these best practices within their own department or area of work |
| Relevance | A systematic approach to identify internal and external best practices for sharing and implementing them across the organization may allow SPC to ensure organizational learning that improves performance across the organization and support The Alamo Way of Always Improve. |

Scoring Range: Place an X where the organization is for this Item 4.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|----------|----------|----------|---------|
| Approach | | | | | X | |
| Deployment | | | | X | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 4.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the Organizational Profile and other process items. |

| | |
|------------------------|------------|
| Final Score 4.2 | 55% |
|------------------------|------------|

Category 5 Workforce - The Workforce category asks how your organization assesses workforce capability and capacity needs and builds a workforce environment that is conducive to high performance. The category also asks how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization’s overall business needs.

5.1 Workforce Environment - How do you build an effective and supportive workforce environment?

Your score in this Criteria Item for the Final Stage is in the 70-85% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to multiple questions in the item and the approach is well deployed, with no significant gaps. It also indicates a 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 and the approach is integrated with your current and future organizational needs as identified in response to the OP and other process items.

STRENGTHS

Item Reference: 5.1a(2); Strength 1 (double)

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC demonstrates a well-deployed, systematic process that includes cycles of learning to recruit, hire, and onboard new workforce members including ensuring that the workforce represents diversity of ideas, cultures, and thinking and that new workforce members are a fit with organizational culture. |
| Evidence and/or Example | Search teams and screening committees are used to support diversity during hiring and behavior-based interviewing is used to help ensure fit with organizational culture. New Employee Orientation, New Faculty Prep, and the Master Teacher Certification Program are examples of programs used during onboarding. Learning is evidenced in the application using an example of a new onboarding module. |
| Relevance | This systematic process may support SPC’s strategic advantage of culture and reputation of support for students and the achievement of their strategic objective of performance excellence to continuously improve workforce efficiency and effectiveness. |

Item Reference: 5.1a(3); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed, systematic approach to prepare its workforce for changing capability and capacity needs while balancing the needs of its workforce and the organization. |
| Evidence and/or Example | A Rightsizing Process is used to manage workforce reductions and minimize the impact of any necessary reductions by matching individuals’ skills to other job opportunities when possible. The Master Teacher Certification Program prepares full-time faculty members to teach across multiple disciplines. The ADKAR (Awareness, Desire, Knowledge, Ability and Reinforcement) model is used for proactive change management, with communication of expected changes being cited as key. |
| Relevance | This approach not only supports their value of collaboration, but it may enable SPC to achieve agility and resilience during periods of workforce change. |

Item Reference: 5.1a(1); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a systematic approach to assess workforce capability and capacity needs that includes consideration of skills, competencies, and staffing levels needed. |
| Evidence and/or Example | Capability and capacity needs are determined during Good To Great (GTG) Planning, where information from the environmental assessment, Future Search, and feedback from all levels of the workforce, student government, and community is considered. |
| Relevance | By embedding this process in their annual GTG Planning, SPC may be able to meet their student key requirements of high-quality instruction and easy access to faculty & academic support services. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 5.1b(1); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not have performance measures or improvement goals for workplace health and accessibility factors. |
| Evidence and/or Example | As mentioned in 5.1b(1) of the application, a Wellness Committee plans health and wellness initiatives for the workforce and SPC ensures that campus facilities are compliant with the Americans with Disabilities Act (ADA). However, there are no performance measures or improvement goals for these workplace environmental factors. |
| Relevance | Having performance measures and improvement goals may help ensure that SPC supports its value of data-informed and may help them achieve a fully inclusive workplace that is physically, technologically, and attitudinally accessible without bias. |

Item Reference: 5.1a (1) (3) b; Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not demonstrate a fact-based, systematic evaluation and improvement of the processes to build an effective and supportive workforce environment. |
| Evidence and/or Example | SPC refers to Operational Unit Assessment Plan (OUAP) Report Outs as a time that sharing occurs and changes may be implemented to reach goals, but they did not provide information specific to most workforce environment processes and how they are evaluated for improvement, adoption of best practices, managing for innovation, and sharing of refinements as key tools for improving organizational efficiency and effectiveness. |
| Relevance | Having a systematic evaluation process may allow SPC to support its value proposition of creating an environment fostering excellence. |

Scoring Range: Place an X where the organization is for this Item 5.1

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|----------|----------|----------|---------|
| Approach | | | | | X | |
| Deployment | | | | | X | |
| Learning | | | X | | | |
| Integration | | | | X | | |

Rationale for selection of scoring range: 5.1

| ADLI | Rationale (use scoring range terminology) |
|--------------------|--|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident. |
| Deployment | The approach is well deployed, with no significant gaps. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items. |

| | |
|------------------------|------------|
| Final Score 5.1 | 75% |
|------------------------|------------|

5.2 Workforce Engagement - How do you engage your workforce for retention and high performance?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 5.2c(4); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed, systematic approach to manage career development for its workforce and future leaders. |
| Evidence and/or Example | The workforce uses the AlamoTALENT Talent Management System (TMS) to create career development strategies and track progress toward their developmental goals. Alamo Colleges Leadership Academy for Success (ALAS) develops staff for leadership positions and the Emerging Leader Program (ELP) develops employees who show leadership within their current position. The Senior Leader Development Program is a newer offering and is designed for advanced leaders. ALAS and ELP provide a strong foundation for succession planning and leadership development that is further supported by interim positions that give employees the opportunity to step into jobs that assess their skills and abilities. |
| Relevance | This approach aligns with strategic objective 2 to provide opportunities for SPC students and employees to develop as leaders and may enable SPC to meet key workforce requirements of career and leadership development. |

Item Reference: 5.2b; Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed, systematic approach to foster an organizational culture that is characterized by open communication, high performance, and an engaged workforce. |
| Evidence and/or Example | A variety of methods, shown in Factors Impacting Organizational Culture (Figure 5.2-1), are used to achieve open communication, high performance, and an engaged workforce. The SPC workforce demonstrated that these methods ensure that the organizational culture supports the vision and values; promotes equity and inclusion; and benefits from the diversity of ideas, cultures, and thinking in its workforce. For example, Four Disciplines of Execution (4DX) was cited for increased employee giving in the United Way campaign and student recruitment efforts; and leadership visibility was mentioned as supporting open communication and the desire to personally be more engaged with the students. |
| Relevance | This approach may enable SPC to meet its key workforce requirements of communication and engagement. |

Item Reference: 5.2c(2); Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a well-deployed, systematic approach for their learning and development system that supports the personal development of workforce members and the organization's needs as well as ethics and ethical business practices. |
| Evidence and/or Example | Annually, SPC works collaboratively with Alamo Colleges District (ACD) and sister colleges to create an organization-wide Development Plan that uses Alamo Way Priorities. Individual development plans are created that include personal goals as well as goals that support departmental and organization-wide goals. Individual plans are entered in the AlamoTALENT TMS, which delivers a variety of learning modules designed to support the development plan. The Instructional Innovation Center (IIC) also supports faculty and staff by providing professional development opportunities. A mandatory Ethical Decision-Making course is provided annually with new workforce-based case studies being used each year. |
| Relevance | This approach supports the SPC key driver of workforce engagement, learning and development opportunities, and the Baldrige core value of valuing people. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 5.2a(1); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC lacks an approach to determine key drivers of workforce engagement for different workforce groups and segments described in the Organizational Profile. |
| Evidence and/or Example | SPC organizes its workforce into the following categories: all employees, all faculty, adjunct faculty, part-time professional/clerical, and ACD employees. Each of these workforce segments have unique requirements as identified in Workforce Segments and Requirements (Figure OP-5). SPC identifies the PACE survey results as the method of determining the key drivers of workforce engagement. However, the PACE 2020 Key Engagement by Workforce Category (Figure 7.3-15) segments the workforce into different categories than SPC and produces different key engagement requirements than the SPC workforce requirements as found in Figure OP-5. |
| Relevance | Lack of integration and alignment in determining the key drivers of workforce engagement may inhibit SPC from meeting its strategic objective of performance excellence to actualize the vision of being the best in the nation. |

Item Reference: 5.2c(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC's deployed learning and development system does not systematically support intelligent risk taking. |
| Evidence and/or Example | Individual development plans are collaboratively created by workforce members and their supervisor, but intelligent risk taking is not systematically considered during the development process. |
| Relevance | With a systematic approach to support intelligent risk taking in the workforce, SPC may be able to identify opportunities that could help them achieve innovation in support of their mission and vision. |

Item Reference: 5.2c(1); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC’s performance management system does not reinforce intelligent risk taking. |
| Evidence and/or Example | SPC provides other methods of promoting intelligent risk, such as supporting the travel of several faculty members to attend a Think Tank event, but SPC lacks an effective systematic approach to promote intelligent risk taking and capture those workforce ideas. |
| Relevance | A systematic approach to reinforce intelligent risk taking by the workforce may enhance SPC’s ability to achieve innovation in support of their mission and vision. |

Item Reference: 5.2c(3); Opportunities for Improvement 4

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC does not have an approach to correlate learning and development outcomes with findings from their assessment of workforce engagement and key organizational results. |
| Evidence and/or Example | SPC lacks a process to align and integrate workforce learning and development outcomes within development plans to their workforce engagement assessment results (PACE) and key organizational results. |
| Relevance | A systematic approach that is aligned with workforce needs as identified in Workforce Segments and Requirements (Figure OP-5) may enable SPC to meet their strategic objective of performance excellence and their action plan to build talent and engage employees through professional development. |

Scoring Range: Place an X where the organization is for this Item 5.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|----------|--------|----------|---------|
| Approach | | | | | X | |
| Deployment | | | | | X | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 5.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|---|
| Approach | An effective, systematic approach, responsive to multiple questions in the item, is evident. |
| Deployment | The approach is well deployed, with no significant gaps. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the OP and other process items. |

| | |
|------------------------|------------|
| Final Score 5.2 | 65% |
|------------------------|------------|

Category 6 Operations - The Operations category asks how your organization designs, manages, improves, and innovates its products and work processes and improves operational effectiveness to deliver customer value and achieve ongoing organizational success.

6.1 Work Processes - How do you design, manage, and improve your key products and work processes?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 6.1a(2); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC identifies their key work processes and key requirements for work processes. |
| Evidence and/or Example | Work Systems, Key Processes, Key Requirements, KPIs (Figure 6.1-2), defines the organization’s current key work processes and requirements for these work processes. |
| Relevance | Having a systematic approach in identifying key work processes and requirements supports the successful delivery of the organization’s programs focused on students and the mission, vision, and values. |

Item Reference: 6.1c; Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a systematic approach to managing their supply network. |
| Evidence and/or Example | The applicant describes the supply chain is managed through the centralized structure provided in Alamo Colleges District (ACD) practices governed by the provisions of Texas State Law, the Alamo Colleges Board of Trustees Policies and Procedures, and Purchasing and Contract Administration guidelines. This also includes an Informal Competitive Procurement Process with Evaluation for purchases less than \$50K and Formal Competitive Procurement Process with Evaluation for purchases greater than \$50K. The contracts awarded must also meet supply requirements and also have a process in place to deal with poorly performing suppliers. |
| Relevance | Having a systematic approach to supplier management may help SPC focus on educational service offerings and fulfill strategic goals/objectives. |

Item Reference: 6.1d; Strength 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC has a well-deployed systematic approach to pursue strategic opportunities that are determined to be intelligent risks and make financial and other resources available to pursue the opportunities. |
| Evidence and/or Example | Senior Leaders (SL) assess opportunities at the organization and unit/process levels in terms of potential benefits and the risks associated with them. If the initial intelligent risk assessment suggests that the opportunity should be pursued, the team then identifies it as an action plan, and it is moved into a development and review phase; if deemed viable it is given priority consideration for full budget allocation and enters into an accelerated development phase. Project management tools are used to manage innovation initiatives, and they are sponsored, deployed, and tracked by SL. There is also a systematic process to discontinue pursuing opportunities. |
| Relevance | Pursuing and funding strategic opportunities that are determined to be intelligent risks may help the organization achieve its mission. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 6.1a(1); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks an approach for determining workforce and regulatory key process requirements. |
| Evidence and/or Example | Work Systems, Key Processes, Key Requirements, KPIs (Figure 6.1-2) identifies work processes, however it is evident that there is a lack of understanding on providing a systematic process on how SPC determines key educational program and service and work process. SPC serves a diverse student population with varying needs including students who are first generation certificate/degree seeking, students who are returning back to college from the workforce, veterans, underprepared, distance education, transfer seeking and military personnel as described in Customer Groups and Requirements (Figure OP-7). |
| Relevance | Based upon these diverse customer groups, SPC lacks a systematic approach to use customer listening methods, data, and other information to determine key educational programs and services and work requirements which may work to inhibit customer satisfaction. |

Item Reference: 6.1a(3); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC's approach to design educational programs and services and work processes to meet requirements including incorporating new technology, organizational knowledge, program and service excellence, student and other customer value, consideration of risk, and potential need for agility is not well deployed. |
| Evidence and/or Example | SPC has the Process Design Model (PDM), a seven-step process to design or redesign educational programs and services and work processes to meet requirements. However, the process was not systematically utilized to develop educational programs, services, and work processes. For example, the Academic Progress Model and Vision Care Program was provided without identifying the seven step PDM process. |
| Relevance | By not considering these details in the design process, SPC may be missing opportunities to achieve performance excellence. |

Item Reference: 6.1b(2); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks a systematic approach on how they determine key support processes. |
| Evidence and/or Example | SPC is lacking a systematic approach for developing support processes. SPC states that support processes are based on the needs and expectations of students, other customers, and the faculty and staff. An example of this was provided in regard to following the PDM for Key Work Systems and Key Process as identified in Work Systems, Key Processes, Key Requirements, KPIs (Figure 6.1-2). Therefore, it was not evident how support processes are actually determined. |
| Relevance | This approach may enable the applicant to fully support their Leadership Philosophy - Alamo Way: Always Inspire, Always Improve. |

Scoring Range: Place an X where the organization is for this Item 6.1

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Approach | | | | X | | |
| Deployment | | | | X | | |
| Learning | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 6.1

| ADLI | Rationale (use scoring range terminology) |
|--------------------|--|
| Approach | An effective, systematic, approach, responsive to the overall questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | The beginning of a systematic approach to evaluation and improvement of key processes is evident. |
| Integration | The approach is in the early stages of alignment with the basic organizational needs identified in response to the Organizational Profile and other process items. |

| | |
|------------------------|------------|
| Final Score 6.1 | 55% |
|------------------------|------------|

6.2 Operational Effectiveness - How do you ensure effective management of your operations?

Your score in this Criteria Item for the Final Stage is in the 50-65% scoring range. Applicants scoring in this scoring range typically indicate an effective, systematic approach, responsive to the overall questions in the item and the approach is well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including some innovation, are in place for improving the efficiency and effectiveness of key processes and the approach is aligned with your overall organizational needs as identified in response to the Organizational Profile and other process items.

STRENGTHS

Item Reference: 6.2b; Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a systematic approach to ensure the security and cybersecurity of sensitive or privileged data and information and of key assets. |
| Evidence and/or Example | Applicant utilizes a valid active directory account for SPC users. The level of data access depends on the employee’s role and departmental approval and training to access sensitive data. SPC provides physical access to areas that are controlled via key and electronic badge access control systems. DPS-monitored security cameras are placed at all building door entries and other secured areas. It is evident that SPC has a systematic process for customers, partners, and suppliers. |
| Relevance | A process to ensure the security and cybersecurity of sensitive or privileged data and information and of key assets may help the applicant achieve its key requirements of safety and security for the workforce and students. |

Item Reference: 6.2c(1); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has a systematic approach to provide a safe operating environment for its workforce, students, and other people in the workplace. |
| Evidence and/or Example | The ACD Environmental Health and Safety program is managed and implemented by Enterprise Risk Management (ERM) and is responsible to identify areas in which to focus the applicant’s safety efforts working in coordination with the Risk Management Coordinator and the Safety Committee. Accident and injury trends are used to help identify areas of greatest need. Initial and annual training is provided to the workforce that identifies and addresses potential hazards in their work areas. |
| Relevance | This approach may enable the applicant to meet the workforce key requirement of a safe workplace. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 6.2a; Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not have a fully deployed systematic approach to manage the cost, efficiency, and effectiveness of operations. |
| Evidence and/or Example | Application states “efficiency and effectiveness factors are integrated into the design of processes in accordance with procedures established by PDM. Bottlenecks and redundancy in process steps are laminated, seeking the shortest possible cycle time, and establishing in-process measures at key points. Measures are used to track progress and determine efficiency and effectiveness of processes.” However, deployment is incomplete as evidenced by the Open Stacks initiative that was done to minimize the cost for the student. |
| Relevance | This approach may enable the applicant to support its strategic advantage of affordability and value. |

Item Reference: 6.2c(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC does not have a fully integrated systematic approach to ensure the organization can anticipate, prepare for, and recover from disasters, emergencies, and other disruptions. |
| Evidence and/or Example | The application states that SPC has adopted the National Incident Management System (NIMS), to provide a consistent approach to the effective management of situations involving natural or man-made disasters or terrorist and they prepare for three scenarios that could affect operations, in accordance with the Emergency Operations Plan. Upon expectation of an updated Emergency Operations Plan in response to the COVID pandemic, SPC failed to provide this update. Therefore, not ensuring anticipation, preparation, recovery from disasters, emergencies, and/or other disruptions. |
| Relevance | Having a systematic approach for ensuring organizational continuity and resilience may better clarify its efforts to anticipate, prepare for and recover from disasters, emergencies, and other disruptions. |

Scoring Range: Place an X where the organization is for this Item 6.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Approach | | | | X | | |
| Deployment | | | | X | | |
| Learning | | | | X | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 6.2

| ADLI | Rationale (use scoring range terminology) |
|--------------------|--|
| Approach | An effective, systematic approach, responsive to the overall questions in the item, is evident. |
| Deployment | The approach is well deployed, although deployment may vary in some areas or work units. |
| Learning | Fact-based, systematic evaluation and improvement, and some examples of use of best practices, instances of innovation, or sharing of refinements, are in place for improving the efficiency and effectiveness of key processes. |
| Integration | The approach is in the early stages of alignment with the basic needs identified in response to the Organizational Profile and other process items. |

| | |
|------------------------|------------|
| Final Score 6.2 | 55% |
|------------------------|------------|

Category 7 Results - The Results category asks about your organization’s performance and improvement in all key areas—product and process results; customer results; workforce results; leadership and governance results; and financial, market, and strategy results.

7.1 Product and Process Results

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate good organizational performance levels are reported, responsive to the basic question in the item and some trend data are reported, and most of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information are evident and results are reported for many areas of importance to the accomplishment of your organization’s mission.

STRENGTHS

Item Reference: 7.1a; Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | Good performance levels, sustained trends, and favorable comparisons are provided for student learning. |
| Evidence and/or Example | Course Completion Rate (Figure 7.1-2), Productive Grade Rate (Figure 7.1-3), Underprepared and Prepared Students Receiving an Award w/in 3 years (Figure 7.1-8) through Four Year Graduation Rates (Part-Time) (7.1-11) are all examples where SPC is outperforming the comparative data. |
| Relevance | These results may indicate SPC is successfully working toward its Vision. |

Item Reference: 7.1b(2); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | Good levels and beneficial trends are reported for workforce safety results. The results show good relative performance compared to industry standards. |
| Evidence and/or Example | Workforce Injury Rate (Figure 7.1-27) and Workers Compensation Cost (7.1-28) depict workforce injury rates and the associated costs. |
| Relevance | These results support the applicant’s workforce key requirement of a safe workplace. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 7.1a; Opportunities for Improvement 1

| Narrative, Figure Numbers, Connection to KF | |
|--|--|
| Nugget | SPC does not have results that differ by education program and service offerings, students and other customer groups, and market segments, as appropriate. |
| Evidence and/or Example | There is no evidence of results that differ by education program and service offerings, students and other customer groups, and market segments, as shown on Customer Groups and Requirements (Figure OP-7). |
| Relevance | Results that differ by education program and service offerings, students and other customer groups, and market segments based on education goal and other target demographic factors as shown on Customer Groups and Requirements (Figure OP-7) may help the applicant achieve its value of acting in the best interest of students. |

Item Reference: 7.1c; Opportunities for Improvement 2

| Narrative, Figure Numbers, Connection to KF | |
|--|--|
| Nugget | SPC has results for supply-network management that show unfavorable trends and do not show comparisons. |
| Evidence and/or Example | No evidence of comparisons Supply Chain Cost Reductions (Figure 7.1-31) and unfavorable results for Cycle Time for Informal Purchases (Figure 7.1-32). |
| Relevance | Favorable results in supply-network management may help the applicant achieve its value of data-informed decision-making. |

Item Reference: 7.1b(1); Opportunities for Improvement 3

| Narrative, Figure Numbers, Connection to KF | |
|--|--|
| Nugget | No results are presented for security and cybersecurity or innovation. |
| Evidence and/or Example | Results not presented. Narrative in Category 6.2 mentions IT Security Awareness Training, IT Risk Assessment exercise and other processes, but results are not presented for any of those. |
| Relevance | Monitoring results for these processes may enable the applicant to support the Alamo Way of Always Improve. |

Scoring Range: Place an X where the organization is for this Item 7.1

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Levels | | | X | | | |
| Trends | | X | | | | |
| Comparisons | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 7.1

| LeTCI | Rationale (use scoring range terminology) |
|--------------------|--|
| Levels | Good organizational performance levels are reported responsive to the basic question in the item. |
| Trends | Some trend data are reported, with some adverse trends evident. |
| Comparisons | Early stages of obtaining comparative information are evident. |
| Integration | Results are reported for many areas of importance to the accomplishment of your organization's mission. |

| | |
|------------------------|------------|
| Final Score 7.1 | 35% |
|------------------------|------------|

7.2 Customer Results - What are your customer-focused performance results?

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate good organizational performance levels are reported, responsive to the basic question in the item and some trend data are reported, and most of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information are evident and results are reported for many areas of importance to the accomplishment of your organization's mission.

STRENGTHS

Item Reference: 7.2a(1); Strength 1 (double)

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC's Student satisfaction results demonstrate some positive performance results and areas of good relative performance as compared to ACD and USA over multiple years. |
| Evidence and/or Example | SPC's results show good performance levels better than both ACD and USA comparators in Noel-Levitz Overall Satisfaction (Figure 7.2-1), relative to USA, Noel-Levitz College Met Expectations (Figure 7.2-2), and CCSSE Educational Experience (Figure 7.2-3). CCSSE student Satisfaction with Services (Figures 7.2-7) and Student Satisfaction with Services Continued (7.2-8 CCSSE), show sustained positive trends and good relative performance to ACD and USA. Financial Aid Satisfaction (Figure 7.2-9) results are all in the top decile in FY'18 to FY'20, showing little variation (91.7-97.7), and good relative performance to ACD. Clinical education site satisfaction survey results. |
| Relevance | Good performance levels and trends related to student satisfaction results may help ensure that SPC is meeting the needs of students and help achieve its vision of being the best in the nation in student success and performance excellence. |

Item Reference: 7.2a(1); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC demonstrates some favorable student engagement results over time, including factors for building relationships and willingness to recommend, that show good to excellent results sustained over time that are better than ACD and USA comparators. |
| Evidence and/or Example | Figures 7.2-12: Noel-Levitz Key Engagement Factors, Figure 7.2-13: Noel Levitz Key Engagement Factors, and Figure 7.2-17: CCSSE Would Recommend show good to excellent results sustained over time with results for would recommend better than ACD and USA comparators since 2017. |
| Relevance | Positive results relative to national comparators and beneficial trends for engagement of students may improve SPC's enrollment and ability to achieve its key performance indicators and vision to be the best in the nation in student success and performance excellence. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 7.2a; Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | Results of Student and Other Customer-focused satisfaction and engagement results are not segmented by educational program, customer, student, or market. |
| Evidence and/or Example | Results provided for 7.2 Customer Results are not segmented by the Customer Groups provided, including those in the organization profile Customer Groups and Requirement (Figure OP-7) or by the customer groups provided in Voice of the Customer Methods (Figure 3.1-1) or by the customer groups provided in Customer Immediate Feedback Methods (Figure 3.1-2). |
| Relevance | An increased focus on results segmented by education program, student or other customer requirements or market segments as listed in Customer Groups and Requirements (Figure OP-7) may help in meeting requirements of those customers and support SPC's core competencies, community engagement and student engagement and achievement of the mission to empower diverse student populations through educational achievement and career readiness. |

Item Reference: 7.2a(1); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC lacks results for student, other customer, and markets dissatisfaction. Other Customer, such as Point of Contact satisfaction, and market results were suggested but not provided. |
| Evidence and/or Example | SPC results in Figures 7.2-10 through 7.2-11 reflect student dissatisfaction as determined by lower tier scores on the CCSSE survey submissions. Low satisfaction rates were presented as results for dissatisfaction. Only results for one PTA clinical site for summer of 2021 were provided for other customer results. Customer Groups and Requirements (Figure OP-7) lists other customers and market segments, including feeder schools, early college schools, transfer schools, employers, and the community. Voice of the Customer Methods (Figure 3.1-1) includes Other Customers listed in Customer Groups and Requirements (Figure OP-7) plus ACD, those in Partners, Collaborators and Key Suppliers (Figure OP-8), Advisory Committees, Service providers, Technology providers and Part time/Full time faculty and administration. Customer Immediate Feedback Methods includes those listed above plus the community (Figure 3.1-2). |
| Relevance | A focus on results related to satisfaction and dissatisfaction of key market and other customer requirements may support data driven decision-making, achievement of regulatory requirements and help overcome strategic challenges related to quality and effectiveness and online competition. |

Item Reference: 7.2a(2); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks some results for key measures of engagement for students and other customers. |
| Evidence and/or Example | Voice of the Customer Methods (Figure 3.1-1) lists indirect communication listening methods, such as Advisory Committee and groups, Classroom observations and Cross College Councils in addition to Print communication methods and social media. Engagement results were not provided for other customers and markets or indirect communication methods, print communication and social media. Copies of minutes with counts of programs completed, attendance and copies of Facebook audience insights with number of likes by city in Texas, segmented by age, gender and sex was provided for 2019 - May 2020. |
| Relevance | Having engagement results for other customers and markets and key methods defined in Voice of the Customer Methods (Figure 3.1-1) may lead to SPC meeting the needs of its various student groups, other customers, and markets. |

Scoring Range: Place an X where the organization is for this Item 7.2

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Levels | | | | X | | |
| Trends | | | X | | | |
| Comparisons | | | X | | | |
| Integration | | X | | | | |

Rationale for selection of scoring range: 7.2

| LeTCI | Rationale (use scoring range terminology) |
|--------------------|---|
| Levels | Good organizational performance levels are reported, responsive to the overall questions in the item. |
| Trends | Some trend data are reported, and most of the trends presented are beneficial. |
| Comparisons | Early stages of obtaining comparative information are evident. |
| Integration | Results are reported for a few areas of importance to the accomplishment of your organization’s mission. |

| | |
|------------------------|------------|
| Final Score 7.2 | 45% |
|------------------------|------------|

7.3 Workforce Results - What are your workforce-focused performance results?

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate good organizational performance levels are reported, responsive to the basic question in the item and some trend data are reported, and most of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information are evident and results are reported for many areas of importance to the accomplishment of your organization’s mission.

STRENGTHS

Item Reference: 7.3a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | Workforce capability results show good relative performance to the benchmarks with beneficial and sustained trends. |
| Evidence and/or Example | PACE Workforce Capability Indicators (Figure 7.3-1) shows a beneficial trend and SPC results are better than the comparisons, which are aggregated results of multiple schools. Noel Levitz Workforce Capability Indicators (Figure 7.3-2) shows data segmented by the workforce with no discernible trend, but performance at or above aggregated comparison data. |
| Relevance | These results may indicate that SPC has a competitive edge in the market area. |

Item Reference: 7.3a(4); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | Some workforce and leader development results show good levels, trends, and comparisons. |
| Evidence and/or Example | PACE Professional Development/Training Opportunities (Figure 7.3-16) shows good levels, beneficial trends, and good performance compared to benchmarks. PACE Professional Development/Training Opportunities by Workforce Category (Figure 7.3-17) shows the WF segmentation of results presented in figure 7.3-16 and there are good levels reported. ALAS and Emerging Leaders Participation (Figure 7.3-19) shows good levels that are meeting goals. |
| Relevance | These results may indicate that SPC is meeting its WF key requirement of career development. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 7.3a(2); Opportunities for Improvement 1

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | Results are missing for workforce health and workforce services and benefits. |
| Evidence and/or Example | In 5.1b(1), SPC mentions Wellness Committee initiatives to support workforce health but there are no results presented. Key Services and Benefits (Figure 5.1-2) are shown in 5.1b(2) but there are no results presented for the key services and benefits listed. |
| Relevance | Measures and results that align with these items may allow SPC to determine which services are supporting the workforce and which may need to be revised or discontinued, which may help them address the strategic challenge of quality and effectiveness with increased, but unsustainable funding. |

Item Reference: 7.3; Opportunities for Improvement 2

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | Organizational performance results that represent the workforce groups and segments outlined in Workforce Segments and Requirements (Figure OP-5) are missing. |
| Evidence and/or Example | <p>Workforce segments presented in the Organizational Profile include Faculty, Adjunct Faculty, Part-time Professional/Clerical, ACD Employees. Results are presented with the following segments:</p> <ul style="list-style-type: none"> ● Noel Levitz Workforce Capability Indicators (Figure 7.3-2) = faculty, advisors, staff, administrators ● Retention Rate Comparison (Figure 7.3-8) = faculty, non-faculty ● Vacancy Rates (Figure 7.3-9) = none ● PACE Mean Climate Scores by Workforce Category (Figure 7.3-13) = administrators, professional, classified, faculty ● PACE Professional Development/Training Opportunities by Workforce Category (Figure 7.3-17) = faculty, staff, administrator <p>There is also no campus segmentation provided for Crimes on Campus (Figure 7.3-10) and Campus Police Security Survey Results (Figure 7.3-11).</p> |
| Relevance | Segmented results that match key segments identified may enable SPC to achieve integration of results with process items that address important performance requirements relating to programs and services, markets, processes, action plans, and organization-wide goals identified in the Organizational Profile. |

Scoring Range: Place an X where the organization is for this Item 7.3

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Levels | | | | X | | |
| Trends | | | X | | | |
| Comparisons | | | | X | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 7.3

| LeTCI | Rationale (use scoring range terminology) |
|--------------------|--|
| Levels | Good organizational performance levels are reported, responsive to the overall questions in the item. |
| Trends | Some trend data are reported, and most of the trends presented are beneficial. |
| Comparisons | Some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. |
| Integration | Results are reported for many areas of importance to the accomplishment of your organization’s mission. |

| | |
|------------------------|------------|
| Final Score 7.3 | 45% |
|------------------------|------------|

7.4 Leadership and Governance Results - What are your senior leadership and governance results?

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate good organizational performance levels are reported, responsive to the basic question in the item and some trend data are reported, and most of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information are evident and results are reported for many areas of importance to the accomplishment of your organization's mission.

STRENGTHS

Item Reference: 7.4a(1); Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has good results compared to their district and the PACE survey national comparator over several years for senior leadership communication and engagement with the workforce. |
| Evidence and/or Example | SPC's results in PACE Workforce Capability (Figure 7.4-1), PACE Leadership Reinforcement of Values (Figure 7.4 – 2) and Orgametrics Organizational Alignment (Figure 7.4 – 7) demonstrate excellent performance data with comparisons to their district and the nation through the normed PACE survey. |
| Relevance | Senior leadership performance results may assist SPC in fostering an environment that promotes a high-performance work environment aligned with the Alamo Way. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 7.4a(1); Opportunities for Improvement 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC lacks results for senior leadership communication with their key customer groups outlined in Customer Groups and Requirements (Figure OP-7) and with their Partners, Collaborators and Key Suppliers (Figure OP-8). The data provided lacked trends. |
| Evidence and/or Example | SPC did not provide communication results for their key customer groups outlined in Customer Groups and Requirements (Figure OP-7) and only provided two years of data using the Orgametrics Organizational Alignment (Figure 7.4-4) results for communication with the workforce. The data provided lacked trends. |
| Relevance | Having communication data with trends for key customer groups and partners, collaborators, and key suppliers may help senior leaders to assess the effectiveness of their communication methods and move SPC forward toward its MVV and strategic objectives. |

Item Reference: 7.4a(2); Opportunities for Improvement 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC lacks internal fiscal accountability results. |
| Evidence and/or Example | SPC's governance results outlined in Financial Audit Results (Figure 7.4-8) and Bond Ratings (7.4-9) provide information on external accountability. Internal accountability measures are not present. Figures 7.4-8-9 show external, not internal, fiscal accountability results. |
| Relevance | Internal accountability results may assist SPC in being proactive and having stronger external results improving compliance and accountability. |

Item Reference: 7.4a (1); Opportunities for Improvement 3

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | SPC does not segment senior leadership and governance results consistent with the segments it identifies in terms of workforce and customers (Organizational Profile). |
| Evidence and/or Example | SPC’s organizational profile segments their workforce in Workforce Segments and Requirements (Figure OP-5) and customer groups in Customer Groups and Requirements (Figure OP-7); however, these segments are not represented in 7.4 Leadership and Governance results. |
| Relevance | Segmenting data consistent with the organizational profile may assist SPC in achieving its vision to be the best in the nation in Student Success and Performance Excellence. |

Scoring Range: Place an X where the organization is for this Item 7.4

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|-------------|---------------|---------------|---------------|---------------|----------------|
| Levels | | | | X | | |
| Trends | | X | | | | |
| Comparisons | | | | X | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 7.4

| LeTCI | Rationale (use scoring range terminology) |
|--------------------|---|
| Levels | Good organizational performance levels are reported, responsive to the overall questions in the item. |
| Trends | Some trend data are reported, with some adverse trends evident. |
| Comparisons | Some current performance results have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. |
| Integration | Results are reported for many areas of importance to the accomplishment of your organization's mission. |

| | |
|------------------------|------------|
| Final Score 7.4 | 40% |
|------------------------|------------|

7.5 Financial, Market, and Strategy Results - What are your results for financial viability and strategy implementation?

Your score in this Criteria Item for the Final Stage is in the 30-45% scoring range. Applicants scoring in this scoring range typically indicate good organizational performance levels are reported, responsive to the basic question in the item and some trend data are reported, and most of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information are evident and results are reported for many areas of importance to the accomplishment of your organization’s mission.

STRENGTHS

Item Reference: 7.5b; Strength 1

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|--|
| Nugget | SPC has good performance levels in strategy implementation. |
| Evidence and/or Example | As seen in Strategy Implementation Results (Figure 7.5-19), SPC has several positive performance levels over their baseline. For example, long-term strategies to improve course completion, improve productive grade rate, improve 3-year graduation rate, and improve 5-year graduation rate all met the goals identified. |
| Relevance | Good performance levels in strategy implementation may help SPC advance its vision of being the best in the nation in student success. |

Item Reference: 7.5a(2); Strength 2

| | Narrative, Figure Numbers, Connection to KF |
|--------------------------------|---|
| Nugget | Market performance results presented demonstrate good organizational performance levels relative to benchmarks and include beneficial trends. |
| Evidence and/or Example | As seen in Tuition comparisons (Figures 7.5-11), SPC Enrollment by Semester (7.5-12), and Fall Semester Enrollment HBCU Comparisons (Figure 7.5-13), SPC has good performance levels in market performance. |
| Relevance | Good performance levels in market performance may help SPC achieve its strategic advantage of affordability and value. |

OPPORTUNITIES FOR IMPROVEMENT

Item Reference: 7.5a(1); Opportunities for Improvement 1

| Narrative, Figure Numbers, Connection to KF | |
|--|--|
| Nugget | Segmentation of results by market segments, student, and other customer groups as mentioned in the organizational profile is not provided for many figures. |
| Evidence and/or Example | As evidenced in Total Revenue (Figure 7.5-1), Net Revenue (7.5-2), % of Budget Dedicated to Student Learning and Services (Figure 7.5-3), and % of Budget Invested in the Workforce (Figure 7.5-4), SPC does not have market segmented data as identified in the organizational profile [(P.2a(1))]. |
| Relevance | The ability to look at results by these segments may enable SPC to monitor segment performance and use that data to inform their planning processes. |

Item Reference: 7.5a(2); Opportunities for Improvement 2

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | SPC does not have comparisons for many market performance figures. |
| Evidence and/or Example | As evidenced in Overall Enrollment (Figure 7.5-14), Dual Credit Enrollment (Figure 7.5-16), and Alamo Academy and ECHS Enrollment (Figure 7.5-18), SPC does not have comparisons. |
| Relevance | Comparisons in market performance may help SPC achieve its vision of being the best in the nation in student success and performance excellence. |

Item Reference: 7.5b; Opportunities for Improvement 3

| Narrative, Figure Numbers, Connection to KF | |
|--|---|
| Nugget | SPC does not have results for taking intelligent risks. |
| Evidence and/or Example | SPC does not monitor results for intelligent risks pursued. |
| Relevance | Having results for taking intelligent risks may help SPC assess whether the pursuit of the intelligent risk was worth it, if they are worth continuing and when they may need to be discontinued. |

Scoring Range: Place an X where the organization is for this Item 7.5

| | 0-5% | 10-25% | 30-45% | 50-65% | 70-85% | 90-100% |
|--------------------|------|--------|--------|--------|--------|---------|
| Levels | | | | X | | |
| Trends | | | X | | | |
| Comparisons | | | X | | | |
| Integration | | | X | | | |

Rationale for selection of scoring range: 7.5

| LeTCI | Rationale (use scoring range terminology) |
|--------------------|--|
| Levels | Good organizational performance levels are reported, responsive to the overall questions in the item. |
| Trends | Some trend data are reported, and most of the trends presented are beneficial. |
| Comparisons | Early stages of obtaining comparative information are evident. |
| Integration | Results are reported for many areas of importance to the accomplishment of your organization's mission. |

| | |
|------------------------|------------|
| Final Score 7.5 | 35% |
|------------------------|------------|

APPLICATION REVIEW PROCESS

Your application was evaluated against the QTF Regional Award and Recognition Program at the Award Level. This report, which contains the findings of the Board of Examiners, is based upon the information contained in the written application of the organization. It includes background information on the assessment process, a summary of the scoring for your organization, Overall Comments, Key Themes, a detailed listing of strengths and opportunities for improvement by Items, Scoring Ranges, a Final Score.

The application review process began with the first stage review, in which a team of approximately ten to twelve examiners with a Process Coach was assigned to the application. 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 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 collaborated and developed consensus comments for each Item and an updated score for each item and proposed site visit issues for review. A team leader directed the consensus process to ensure the resolution of any scoring differences.

In the third and final stage review, Award Level applicants were scheduled for site visits to provide the opportunity for more extensive feedback for each applicant and a better feedback report. The site visit teams prepared for the visits. Site visit issues were translated into specific site visit worksheets, with each member of the team given specific assignments. The site visit teams met prior to the visit to finalize all plans. While on the site visit, team members met periodically to review their findings and when necessary, to modify the worksheets. The Team uses the Scoring Band Descriptors as a final cross check to make sure the narrative portrays the exact status of the applicant.

The Team Leader/Process Coach turns feedback report comments over to the CEO for final review before going to the Judges for their review. The CEO reviews each feedback report for duplications, strengths, opportunities for improvements, and scoring. The CEO calls the Team Leader for to ask for clarity on some comments or scoring, if necessary, to give the very best feedback to the Applicant.

After the CEO reviewed the information submitted by the Team Leader/Process Coach, the Feedback Report is sent to the Judges. The Judges separately considered the applicants in the small business, manufacturing, service, education, health care, for profit, not for profit, and public-sector categories. Each applicant is reviewed and judged on its own merit, as it relates to the Criteria and there is no internal competition between applicants which may allow for multiple recipients. One Panel of Judge member was assigned to serve as the lead judge for each applicant with one back up Judge. The Lead Judge for the applicant presents the findings of the site visit team and to the Panel of Judges. Consideration is also given regarding the applicant's ability to serve as an exemplary role model for other organizations throughout the QTF Region (TX, PR, MO, KS, LA, OK).

Judges follow strict rules involving conflict of interest. Three major types of conflict were considered: (1) direct linkage such as current or recent employment or client relationship; (2) close friendships with the applicant's employees; and (3) personal knowledge of the applicant. Judges could vote for Recipient status only when they did not have any of these types of conflict.

The Senior Judge/CEO then prepared a presentation for the Board of Directors on behalf of each applicant. After each applicant is fully discussed, the Senior Judge makes a recommendation of the applicant being considered as a Quality Texas Foundation Regional Award Recipient or not.

After the Senior Judge presentation, the Board of Directors has time for comments, thoughts, and deliberations. The Board votes on QTF Regional Award Recipients ultimately making the final decision. The Chair of the Board calls the recipients at the conclusion of the decision.

Scoring Band Descriptors

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 SPC scored here 308.75 | 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 | 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 SPC scored here 178.50 | 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. |

Process Scoring Guidelines

| SCORE | PROCESS (For use with categories 1–6) |
|--------------------------------|---|
| 0% or 5% | <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> |
| 10%, 15%, 20%, or 25% | <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> |
| 30%, 35%, 40%, or 45% | <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> |
| 50%, 55%, 60%, or 65% | <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> |
| 70%, 75%, 80%, or 85% | <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> |
| 90%, 95%, or 100% | <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> |

Results Scoring Guidelines

| SCORE | RESULTS (For use with category 7) |
|--|---|
| 0% or 5% | 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) |
| 10%, 15%, 20%, or 25% | 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) |
| 30%, 35%, 40%, or 45% | 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) |
| 50%, 55%, 60%, or 65% | 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) |
| 70%, 75%, 80%, or 85% | 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) |
| 90%, 95%, or 100% | 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) |