

ST. PHILIP'S COLLEGE

CELEBRATING 115 YEARS OF SERVICE TO THE COMMUNITY. ESTABLISHED IN 1898.

QUALITY TEXAS APPLICATION

AWARD LEVEL

OCTOBER 2, 2013

As a Historically Black College and a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity.

St. Philip's College seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world.



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

2013 - 2014 Education Criteria for Performance Excellence

Publicity, Ethics & Release Statement form with signature of Authorizing Official

Letter of Certification of Eligibility

Eligibility Certification Forms

Organizational Chart

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ADMINISTRATIVE OFFICES: 1402 CORINTH STREET, SUITE 143, DALLAS, TX 75215
Phone: (214) 565-8550 Fax: (214) 565-9082
Email: ltomaszewski@texas-quality.org Visit our web site: www.texas-quality.org

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Adena Williams Loston
President
St. Philip's College
1801 Martin Luther King Drive
San Antonio, Texas 78201

Dear Dr. Loston:

Based on the information provided in your Eligibility Certification Form, Quality Texas is pleased to report that St. Philip's College is eligible to participate in the 2013-2014 Texas Award for Performance Excellence cycle. Your organization will be evaluated at the Award Level in the Education Sector. All Award level applicants will be recognized at the annual awards event on June 23, 2014.

An original application document, one additional copy, and CD (pdf file) containing the complete application packet must be postmarked no later than October 7, 2013, along with a check in the amount of \$9,500 to cover assessment fees. Please make checks payable to Quality Texas and send all packages to the address listed above. An express package service is preferred, as the US Postal Service will not deliver directly to our office, causing frequent delays in our receipt of packages.

Please note all instructions for preparing and submitting the application. These can be downloaded from our website at www.texas-quality.org. Remember to include a copy of this letter and the Eligibility Certification Forms in each copy of the Award Application documents.

We look forward to working with you during the 2013-2014 Quality Texas Award cycle. Please feel free to call us if you have any questions.

Sincerely,

Lynn M. Tomaszewski

Lynn M. Tomaszewski
ASQ CMQ/OE, LSSGB Chief
Executive Officer
Quality Texas Foundation

cc: Karen Sides



Applicant Eligibility Certification Form – Texas

1. Applicant Organization

Headquarters Address:

Official Name: St. Philip’s College

1801 Martin Luther King Drive

Other Name:

San Antonio, TX 78201

Prior Name (if applicable):

2. Application Level and Cycle: (Please check one)

Next Level:

Progress Level:

Commitment Level:

Engagement Level:

(former TAPE recipients)

Cycle 2 _____

Cycle 2 _____

Cycle 2 _____

Cycle 1 _____

Cycle 3 _____

Cycle 3 _____

Cycle 3 _____

Award Level:

Cycle 4 _____

Cycle 5 _____

Cycle 5 _____

Cycle 1 _____

Cycle 5 _____

Cycle 6 _____

Cycle 6 _____

Cycle 7 _____

Cycle 7 _____

If Progress, Award or Next Level, do you want to receive a site visit? Yes No

Note: Progress Level site visits (Cycles 2 & 4 only) require a \$1500 fee plus examiner expenses to be paid by the applicant. Cycle 1 Award Level applicants are not eligible for the Texas Award for Performance Excellence if they opt out of the site visit.

3. Highest Ranking Official

Mr. Mrs. Ms. Dr.

Name: Adena Williams Loston

Email Address: aloston@alamo.edu

Title: President

Address (If different from Headquarters):

Telephone No.: 210-486-2900

Fax No. 210-486-2590

4. Eligibility Contact Point

Mr. Mrs. Ms. Dr.

Name: Karen J. Sides

Email Address:

Title: Dean of Interdisciplinary Programs

Address (If different from Headquarters):

Telephone No.: 210-486-2339

Mobile No. 210-834-5621

Fax No. 210-486-9061

5. Applicant Status

Has the applicant officially or legally existed for at least one year prior to the Applicant Eligibility Certification package deadline?

Yes No

6. Application History

a. Has your organization previously submitted an eligibility certification Package? Yes No
If yes, please list the years and indicate the organization's name, if different. 2010, 2012, 2013

b. Has your organization ever received the Texas Award for Performance Excellence? Yes No
If yes, please list the years and indicate the organization's name, if different. _____

7. Sector and For-Profit/Not-For-Profit Designation (must indicate if for profit or non as applicable.)

<input type="checkbox"/> Business* <small>*including Manufacturing, Service, Government, Non Profit and Small Business)</small>	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input type="checkbox"/> Health Care	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input type="checkbox"/> Education: Pre-K - 12	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input checked="" type="checkbox"/> Education: Higher Ed.	<input checked="" type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit

8. Criteria Being Used Business* Education Health Care
*including Manufacturing, Service, Government, Non Profit and Small Business)

9. Size and Location of Applicant

a. Total number of: Employees (business) or Staff(education/healthcare) 550

b. For the preceding fiscal year, the organization had: in:

<input type="checkbox"/> 0 - \$1M	<input type="checkbox"/> \$1M - \$10M	<input type="checkbox"/> Sales
<input checked="" type="checkbox"/> \$10M - \$100M	<input type="checkbox"/> \$100M - \$500M	<input type="checkbox"/> Budgets
<input type="checkbox"/> \$500M - \$1B	<input type="checkbox"/> More than \$1B	<input type="checkbox"/> Revenues

c. Number of sites: 2 In Texas Outside Texas

d. Percentage employees: 100 In Texas Outside Texas

e. Percentage physical assets: 100 In Texas Outside Texas

f. If some activities are performed outside the applicant's organization (e.g., by a national or overseas component of the applicant, the parent organization or its other subunits), will the applicant make available in Texas the sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its total operations in a site visit? (if selecting a site visit for overseas location, please use the international form and submit a separate application for the overseas location).

Yes No Not Applicable
(we are part of the Alamo Colleges District)

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Texas Quest for Excellence Conference and at its Texas facilities?

Yes No

h. Attach a line and box organization chart for the applying organization, including the name of the head of each unit.

10. Subunits (If the applicant is not a subunit, please proceed to question 11.)

a. What is the relationship of the applicant to the larger parent or system? (Check all that apply.)

- a subsidiary of a unit of a school of
- a division of owned by a like organization of
- controlled by administered by a campus college of the Alamo Colleges

b. Parent Organization:

Highest Ranking Official:

Name: Alamo Colleges
Address: 201 W. Sheridan
San Antonio, TX 78204

Name: Dr. Bruce Leslie
Title: Chancellor
Number world-wide employees of parent 2,430

c. Is the applicant the only subunit of the parent intending to apply? (Check one.)

- Yes No Do Not Know

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent. Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

District functions performed in full or in part for St. Philip's College include human resources administration, legal services, financial administration, information technology, facilities, housekeeping and grounds maintenance, police and security.

e. Is the applicant self-sufficient enough to respond to all seven Criteria Categories? (Check one.) The subunit must be able to address levels of deployment, integration and learning at the subunit level in each of the categories

- Yes No – Briefly explain

f. Briefly describe the organizational structure and relationship to the parent.

St. Philip's is one of five individually accredited colleges within the Alamo Colleges. The college president reports to the district chancellor who reports to the district-wide board of trustees.

g. Is the applicant's product or service unique within the parent organization?

- Yes No* All colleges in the district provide post-secondary education though many program offerings are unique to SPC.

If "No," do other units within the parent provide the same products or services to a different customer base?

- Yes No

If "No," please provide a brief explanation of how the applicant is distinguishable from the parent and its other subunits (e.g., market/location/name).

St. Philip's (SPC) resides in economically challenged sectors of the community and provides a range of unique workforce/career programs as well as transfer programs. SPC and is the only institution in the country that is federally designated as both a Historically Black College as well as a Hispanic-Serving institution.

h. *Manufacturing, Service and Small Business Only*: Are more than 50 percent of the applicant's products or services sold or provided to customers outside the applicant's organization? (*Check one.*)

Yes No

i. *Manufacturing, Service and Small Business Only*: Are less than 50 percent of the applicant's products or services sold or provided to the following? (*Both parts must be checked.*)

- the parent organization Yes No

- other organizations controlled by the applicant or parent Yes No

11. Certification Statement, Signature – Highest-Ranking Official

I certify that the answers provided are accurate and that my organization is eligible based on the current requirements for the Quality Texas Assessment & Feedback program. I understand that at any time during the assessment process, if the information provided was inaccurate, my organization will no longer be eligible for an award (if applicable) and will receive a feedback report only.

Dr. Adena Williams Loston

Signature

Printed Name

Date

***Please send your completed package and nonrefundable \$300 fee payable to Quality Texas
to Program Administration at the Quality Texas office.***

Eligibility Certification Form – Site Listing & Descriptors*

The following information is needed by the Quality Texas Foundation office to provide the most effective evaluation possible by the Board of Examiners.

1. Site Listing and Descriptors

It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in above items. For example, if you report 600 employees in 9.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

Address of Site(s)	Number Employees, Faculty, and/or Staff as indicated in 9. a.	Number of Shifts	Operating Hours	Percent Sales, Revenue or Budget as indicated in 9. b.	Description of Products, Services, and/or Technologies for each site
St. Philip's Martin Luther King Campus	425	2	7:00am-10:00pm	100% - there is a single budget for St. Philip's College that is distributed by function/department area across both campuses.	Educational services resulting in professional growth, degrees and/or certificates in the areas of Arts and Science (for transfer to a 4-year institution), Health Sciences, Applied Science and Technology as well as Workforce and Continuing Education.
St. Philip's Southwest Campus	75	2	7:00am-10:00pm		Educational services resulting in professional growth, degrees and/or certificates in the areas of Applied Science and Technology as well as Workforce and Continuing Education.

This form may continue on as many pages as necessary to cover all sites.

2. Key Organization Factors

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. “Key” means those organizations that constitute 5 percent or greater of the applicant’s competitors, customers/users, or suppliers.

A. List of key competitors

- a. *Local community colleges*
- b. *Local 4-year institutions including UTSA and Texas A&M*
- c. *Private instruction entities to include proprietary schools, temp agencies, and distance learning organizations*

B. List of key customers/users

- a. *Students*
- b. *Community members including alumni*
- c. *Business and industry*
- d. *Governing entities and agencies*
- e. *Secondary and Post-secondary institutions*
- f. *Military*

C. List of key suppliers

- a. *Alamo Colleges (IT, legal and fiscal service, human resources, facilities and grounds, purchasing, police and security)*
- b. *Auxiliary services (bookstore, cafeteria)*
- c. *Consultants (academic, student services, administrative)*

D. Description of the applicant’s major markets (local, regional, national, and international)

- a. *Local and area high schools*
- b. *Businesses and industries*
- c. *Community members*

E. Name of the organization’s financial auditor

Ernst & Young LLP

Frost Bank Tower

100 West Houston Street Suite 1800

San Antonio, Texas 78205-1403

Organizations must submit an Eligibility Certification Package, including the \$300 nonrefundable fee, each time they plan to participate in an application cycle. The eligibility information is used to re-verify that the applicant is qualified to participate and to plan for Examiner staffing requirements.



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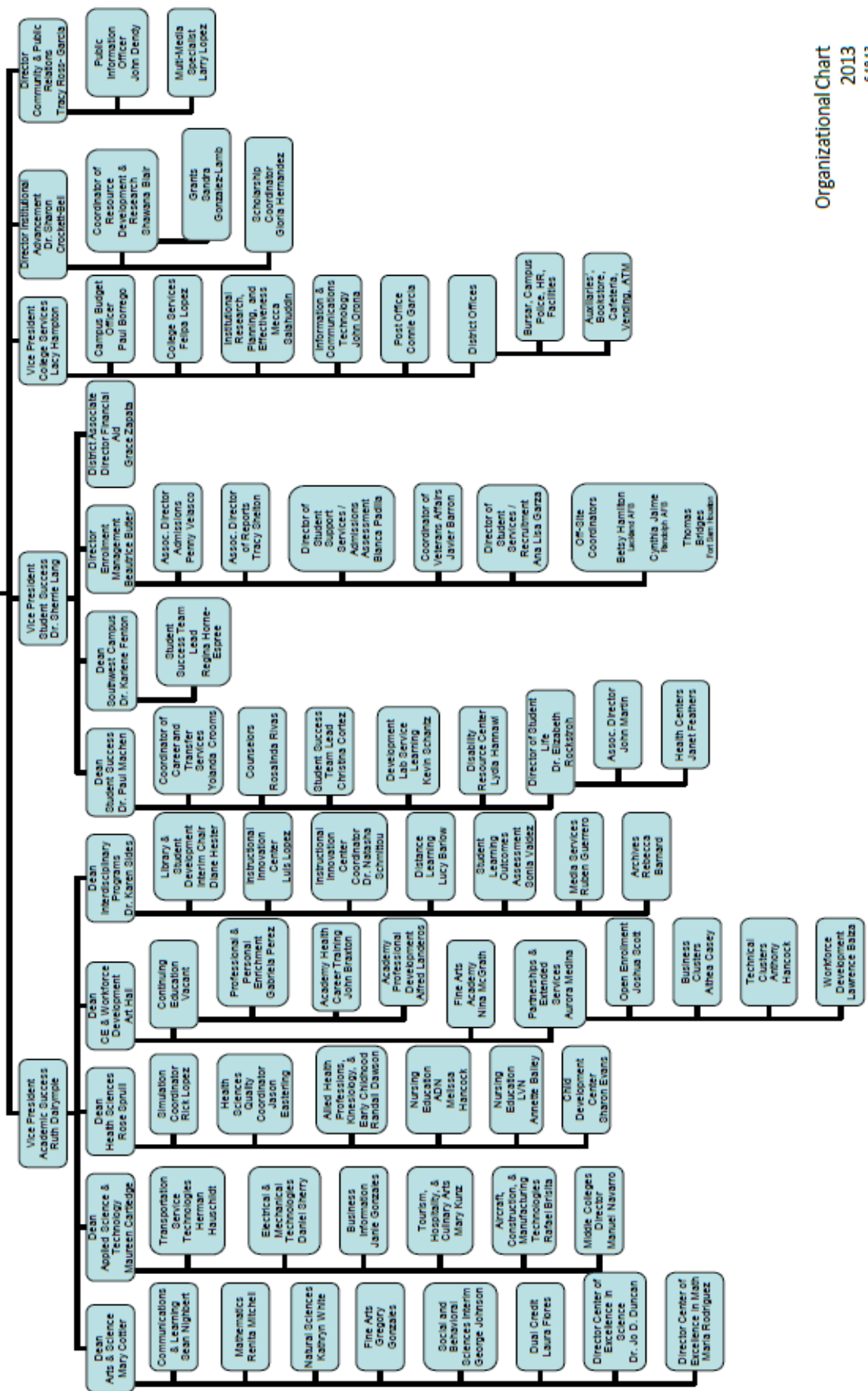
ST. PHILIP'S COLLEGE

President
Dr. Adena Williams Loston

Interim Assistant to the President
Martha P. Hal

Administrative Assistant
Kitty Flores

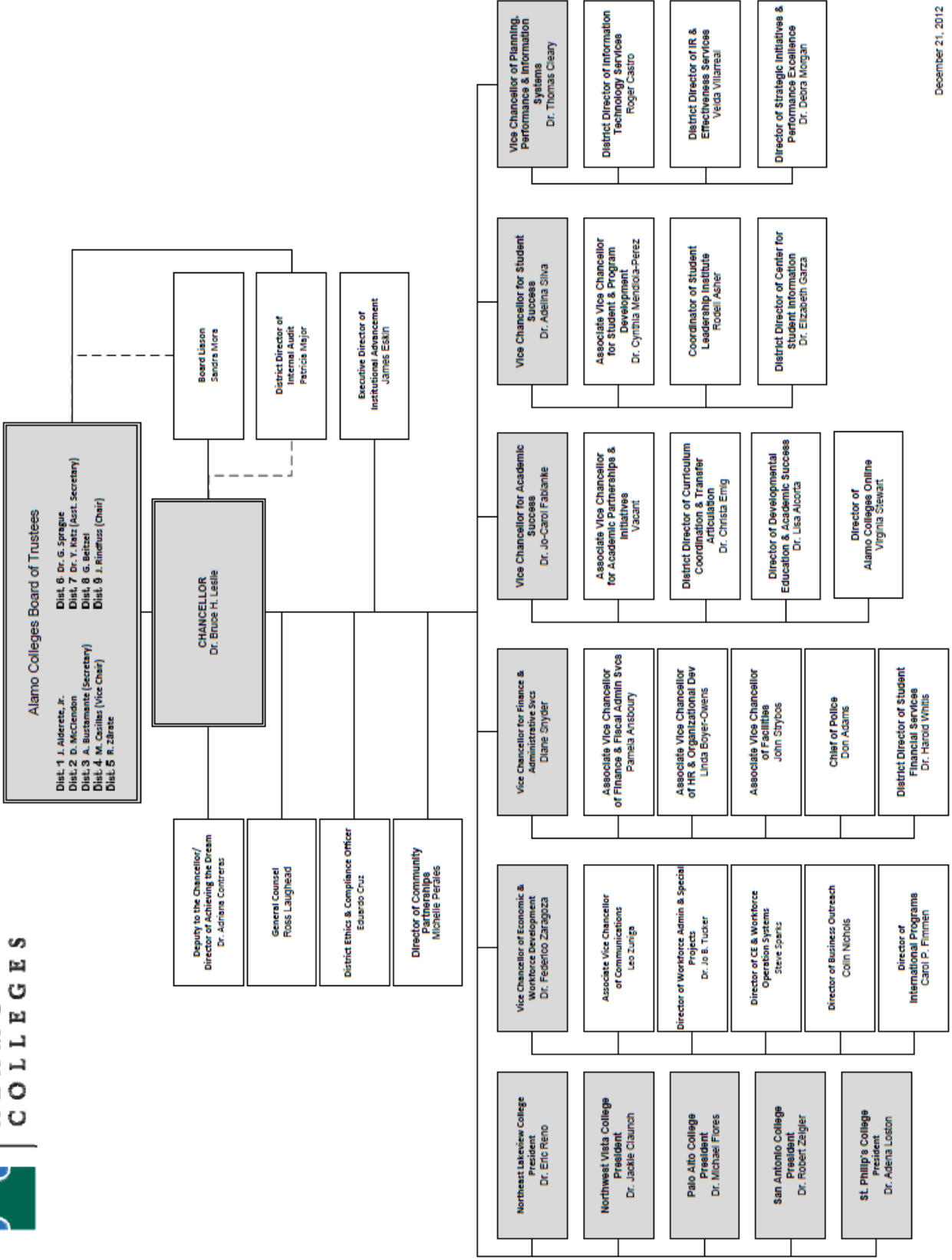
Executive Secretary
Loretha Gibley





ALAMO COLLEGES

Alamo Colleges Organization Chart



GLOSSARY OF TERMS & ABBREVIATIONS

AAMI

African American Male Initiative

AC

Alamo Colleges

ACES

The Alamo Colleges Educational Services

ALAS

Alamo Colleges Leadership for Success

BON

Texas Board of Nursing

BOT

Board of Trustees

CCFSSE

Community College Faculty Survey of Student Engagement

CCSSE

Community College Survey of Student Engagement

CLC

College Leadership Council

COSA

City of San Antonio

CPS

City Public Service

DOE

Department of Education

DSO

District Service Office

EEOC

Equal Employment Opportunity Commission

EMP

Emergency Management Program

EPP

Executive Performance Protocol

ETAP

Educational Tuition Assistance Program

FMLA

Family Medical Leave Act

FTE

Fulltime Employee/Equivalency

FTIC

First Time in College

FY

Fiscal Year

GPA

Grade Point Average

GTG

Good to Great

HBCU

Historically Black College or University

HR

Human Resources

HSI

Hispanic Serving Institution

ICS

Incident Command System

ICT

Information and Communication Technology

ITS

Information Technology Systems

KPI

Key Performance Indicator

MLK

Martin Luther King

NIMS

National Incident Management System

NISOD

National Institute for Staff and Organizational Development

NL

Noel Levitz

OERM

Office of Enterprise Risk Management

OPRE
Office of Planning, Research and Effectiveness

OUAP
Operational Unit and Assessment Planning

PACE
Personal Assessment of the College Environment

PBA
Planning, Budgeting and Assessment Cycle

PDW
Professional Development Week

PTK
Phi Theta Kappa

QEP
Quality Enhancement Plan

RAF
Resource Allocation Form

SAC
San Antonio College

SACS
Southern Association of Colleges and Schools

SDEV
Student Development

SEG
Student Engagement Grant

SGA
Student Government Association

SL
Senior Leader

SLO
Student Learning Outcomes

SOBI
The Strategies of Behavioral Intervention

SOP
Standard Operating Procedures

SPC
St. Philip's College

STEM
Science, Technology, Engineering and Math

SWC
Southwest Campus

SWOT
Strengths, Weakness, Opportunities and Threats

THEA
Texas Higher Education Assessment

THECB
Texas Higher Education Coordinating Board

TNT
Tutoring and Technology

TxBON
Texas Board of Nursing

VPAS
Vice President of Academic Success

VPCS
Vice President of College Services

VPSS
Vice President of Student Success

VLCC
Very Large Community College

VOTC
Veterans Outreach and Transition Center

WECM
Workforce Education Course Manual

WINTO
Women in Non-Traditional Occupations

P1 ORGANIZATIONAL DESCRIPTION

P.1.a (1): ORGANIZATIONAL ENVIRONMENT The key educational programs, offerings and services at St. Philip’s College (SPC) include Associate Degree programs, Certificate programs, credit and non-credit courses, supplemental instruction and student support services. These educational programs, offerings and services are the means for the institution to realize its vision and achieve its mission. Helping students gain individual economic independence as well as supporting the community by being responsive to workforce demands is at the heart of the SPC culture. The importance of Associate Degree programs to meeting our mission is substantial. Earning an associate degree or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to go into the workforce with skills to earn a living. Certificate and non-credit courses provide students who may not desire a degree an opportunity to develop specific work skills to help them move forward in their chosen career. Supplemental instruction is critical to many students, credit and non-credit, to build and improve upon their foundational knowledge and skills to prepare and support them in college level work. Student support services provide students with a wide range of opportunities to learn and to grow in ways that will help them make good decisions that lead to a successful college experience. Mechanisms used to deliver coursework, supplemental instruction and student support services include interactions with students that are face-to-face, by phone, social networking, online and hybrid (mix of face-to-face and online). In addition, wherever prudent and/or required, instruction occurs on actual worksites to give students real-world work experiences. The college website is a major mechanism for providing access to various student services including admissions and registration, online advising and support, records requests and tutoring as well as for delivering instruction through Canvas, the College’s learning management system (LMS) that supports student learning in online and web-enhanced classes.

P.1.a(2): VISION AND MISSION SPC is distinctive because it is the only community college in the nation that is federally designated as both Historically Black and Hispanic-Serving. St. Philip’s was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. Through these humble beginnings, through extreme financial challenges during the depression, through desegregation and the civil rights movement in the 50s and 60s, and through massive expansions in the 70s and on into the present, St. Philip’s has become a pillar in the community and often is referred to as “a point of pride in the community.” Over the last 115 years and with the shift from being a parochial school to a public institution, SPC has developed a culture that respects diversity, that provides for a nurturing and supportive environment for students, and that guides students toward academic excellence as well as development of marketable job skills.

Purpose
St. Philip’s College purpose is to support our community by providing quality education and training opportunities for individuals, business and industry.
Vision
The Alamo Colleges – St. Philip’s College will be the best in the nation in Student Success and Performance Excellence.
Values
Integrity: We act ethically, building a culture of trust and respect.
Communication: We engage in open and transparent communication, information sharing, and collaboration.
Community: We collaborate through a culture of learning and service, where unity in diversity occurs with mutual respect, cooperation, and accessibility.
Academic Freedom: We value creativity, growth, and transformation through vigorous inquiry and a free exchange of ideas.
Accountability and Innovation: We accept responsibility for our actions and strive for continuous learning and improvement through a safe and secure environment in order to achieve our vision.
Mission
St. Philip’s College provides an educational experience that stimulates leadership, personal growth and a lifelong appreciation for learning.
Core Competencies: Quality Instruction Support for Learners Business and Industry Responsiveness Community Engagement

The SPC core competencies of quality instruction, support for learners, business and industry responsiveness, and community engagement are steeped within our mission. Quality instruction is an imperative for SPC to be able to effectively respond to the needs of business and industry. They depend upon us to provide a skilled workforce, ready to perform effectively on the job. Four-year colleges also depend upon SPC to adequately prepare students to transfer to their institution, academically ready to perform. Our community depends upon us to prepare residents for jobs, for academic and personal growth, and for life-long learning opportunities.

P.1.a(3) WORKFORCE PROFILE The SPC workforce is comprised of 394 full-time employees. Key workforce groups include administrators, full-time faculty, professional staff and classified staff. A general workforce profile follows:

SPC WORKFORCE PROFILE - GENDER AND ETHNICITY FALL 2012							
	F	M	White	Black-African American	Hispanic	Other	Grand Total
Administrators	8	3	3	6	1	1	11
Classified Staff	87	30	21	21	68	7	117
Faculty	76	96	91	28	40	13	172
Professional Staff	60	34	24	24	39	7	94
Grand Total	231	163	139	79	148	28	394
Percent	57%	41%	35%	20%	38%	07%	100%

All employees support the mission through the college's core competencies by teaching academic or workforce courses, providing supplemental instruction, collaborating with business and industry, engaging with the community to participate in the college experience or by providing operational or infrastructure services.

Job diversity is identified in specific workforce segments including faculty, professional staff, classified staff and administrators. **Faculty** work directly with the academic and workforce educational experiences of students either through credit or non-credit instruction or through supplemental instruction such as library research and information literacy. **Professional staff** members lead function areas and make decisions related to allocation of resources. Examples of function areas include faculty development, technical and communication services, enrollment management, educational support services, and institutional advancement. **Classified staff** members provide operational and infrastructure support to the college and report to professional staff, department chairs and administrators. **Administrators** have overall responsibility for institutional level budgeting, decision-making, planning and regulatory agency compliance as well as senior leadership responsibility to lead their areas to implement successful action plans that support the college strategic plan.

St. Philip's values its workforce and strives to provide opportunities and benefits to help them grow and succeed. Key workforce benefits include options for medical benefits (employee, additional charge for family members), leave (vacation, sick, personal, holiday), life insurance, short and long-term disability and tuition assistance. Employees can take advantage of tuition reimbursement for Alamo Colleges internal coursework as well as through the Upward Mobility program. Extensive professional development opportunities are offered on and off campus. Benefits are in line with other community colleges in the state and include ample vacation, sick leave, personal days and holidays, in addition to 2 weeks off over the winter holidays and days off for spring break. Health and safety is stressed with applicable training events and employees are able to participate in Wellness activities designed by and for employees. SPC does not have organized bargaining units.

P.1.a(4): ASSETS St. Philip's College has **31** buildings on two campuses, with a total **1,194,667** academic square feet, including a performing arts center, a four-court tennis center, and gymnasium with a swimming pool. There are two libraries comprised of 73,213 square feet. The college opened five new buildings in mid-2009: Center for Learning Resources, Center for Health Professions, Welcome Center, Diesel Technology Center, and Diesel Technology Lab. The Martin Luther King campus has 52.32 acres and the Southwest Campus has 50.16 acres, including 30 parking lots and 2,908 parking spaces. Total estimated assessed value is \$253,246,021. There are 2,994 student desktops, 716 student laptops, 276 faculty desktops, 184 faculty laptops, 598 staff desktops, 152 staff laptops, 18 video conference and conference rooms, 171 presentation classrooms, 104 computer labs, **180 Apple iPads**, 4 Simulation ICU Labs, 1 Control Room, 3 Central Supply rooms, 1 Debriefing/Conference Room, 1 Simulated Inpatient Hospital, 8 Hospital Rooms, 1 Nurses Station, and 1 Basic Skills Lab with 12 hospital beds, 1 Medical Gas Storage room and 6 Smart Classrooms. The total estimated value is \$7,500,000.

P.1.a(5): REGULATORY REQUIREMENTS St. Philip's adheres to the following:

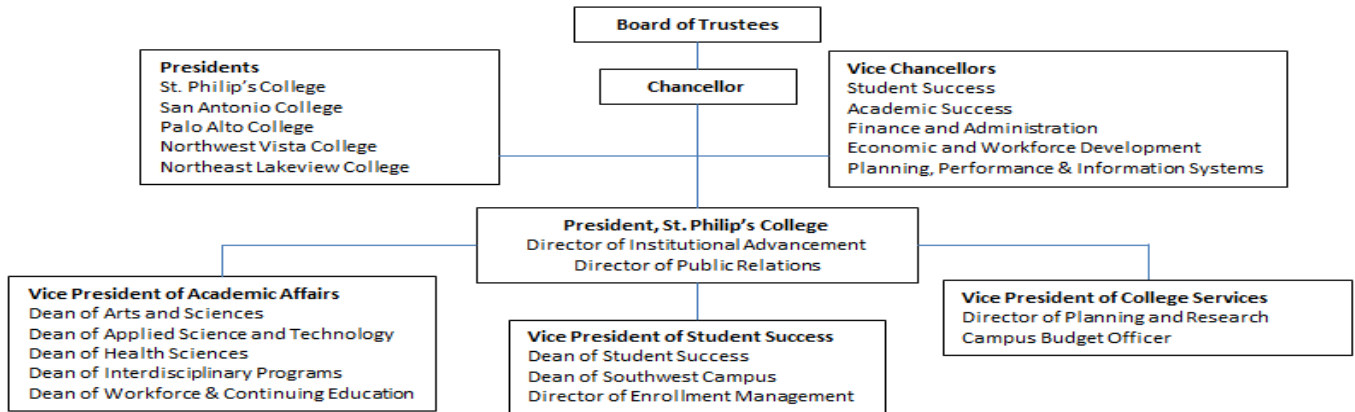
Federal Regulations: Circulars: Educational and Non-Profit Institutions Documents		
OMB Circular A-21 - Cost Principles for Educational Institutions (05/10/2004), Relocated to 2 CFR, Part 220		
OMB Circular A-110 - Uniform Administrative Requirements for Grants and Other Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations (11/19/1993) (further amended 09/30/1999, Relocated to 2 CFR, Part 215)		
OMB Circular A-133-Audits of States, Local Governments, and Non-Profit Organizations (06/24/1997, includes revisions published in Federal Register 06/27/03)		
Education Department General Administrative Regulations (EDGAR), 34 CFR, Parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99		
National/State Regulatory Agencies: Texas Higher Education Coordinating Board (THECB), Texas State Board of Nursing		
ACCD Board Policies: The policies, procedures and other documents, as adopted by the Alamo Colleges Board of Trustees, apply to all Alamo Colleges employees and students, including district support services and all other offices and units of the Alamo Colleges. To the extent that any policy, procedure or other document is inconsistent with Texas or federal law, the Texas or federal law shall control.		
Accreditation:		
Institution/Program	Accrediting Agency	Last Review
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges (SACS)	June 2006
LVN	Board of Vocational Nurse Examiners for the State of Texas	July 1, 2010
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	April 1, 2010
Health Information Technology	Commission on Accrediting of Allied Health Education Programs (CAAHEP), in Cooperation with the Committee on Education of the American Health Information Management Association	July 11, 2011
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science (NAACLS) in Cooperation with the Commission on Accreditation of Allied Health Education Programs and the American Medical Association	April 1, 2011
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association	October 28, 2009
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	April 16, 2011
Radiography Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	April 29, 2011
Respiratory Therapy	Health Education Programs (CAAHEP), and Compliance with essentials and standards of the Committee on Accreditation of Respiratory Care (CoARC)	November 12, 2009
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	May 15, 2009
Early Childhood and Family Studies	National Association for the Education of Young Children (NAEYC)	March 1, 2012
Aircraft Technology	Federal Aviation Administration (FAA)	July 18, 2012

Baking and Pastry Arts and Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission (ACF)	Feb 19, 2008
Hospitality, Hotel, & Restaurant Mgt.	Hospitality Administration Commission on Accreditation of Hospitality Management Pgms	Oct. 16-18, 2011
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)	April 2008
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)	August 2008

Accreditation by the Southern Association of Colleges and Schools (SACS) Commission on Colleges, signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Service Area: The service area of the Alamo Community College District is listed as described in Education Code 130.162. The service area of the Alamo Community College District includes the territory within: 1. Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties; 2. Atascosa County, except the territory within the Pleasanton Independent School District; and 3. Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

P.1.b(1): ORGANIZATIONAL STRUCTURE St. Philip’s College is a member of the Alamo Colleges, a group of five community colleges in San Antonio governed by the Board of Trustees of the Alamo Community College District. The nine publicly-elected trustees set policy, approve annual budgets, select and employ the chancellor, and confirm the appointments of all faculty members, as well as district and college administrators, including each institution’s senior leadership, consisting of the President, Vice Presidents and Deans. The President of St. Philip’s College reports directly to the Chancellor of the Alamo Colleges. At the district level, a total of five Vice Chancellors collaborate with the College Presidents and Vice Presidents to assure cost efficiencies and alignment of standard processes among all the colleges in the district. The President of the college provides leadership and sets the direction of the institution, assuring alignment with the district mission, vision, values and strategic objectives. The daily operations of St. Philip’s College are managed primarily at the campus level through the senior leadership who are supported by professional staff, faculty chairs and classified staff. All of St. Philip’s College (SPC) Senior Leaders (SL) are accountable for integrating the mission, vision and values of the institution into their respective areas of responsibility and are expected to meet the institutional targets set in the strategic plan. The reporting structure within the administration of the College is below. A detailed organizational chart is included in the application packet.



Key market segments, student groups and stakeholder groups for SPC have many common requirements and expectations to include quality education and service, pathways to employment, convenience, credit transferability and a trained workforce. Each also has requirements and expectations focused upon their specific needs as follows:

Key Customer	Segments and Groups	Specialized requirements and expectations in addition to common needs: quality education and service, pathways to employment, convenience, and credit transferability
Key Market Segments	Veterans	1. Veteran transition services 2. Veteran focused academic advising 3. Veteran space on-campus
	High school graduates	1. Student life /social programs 2. Technology rich classrooms
	Women in non-traditional occupations (WINTO)	WINTO support groups
Key Student Groups	Dual Credit	Close interaction/communication between college and high schools
	African American Males	Support groups and activities focused on African American males
	Developmental/College Prep Students	Support groups and activities focused on developmental/college prep students
	First Time in College (FTIC)	Support groups and activities focused on FTIC
Key Stakeholder Groups	Bexar County and Local Community, Surrounding Counties and Communities	Regular, cyclical engagement with county/ local government, community
	Alumni	Regular and cyclical engagement in campus activities "Friends of SPC" fundraising
	Industry Clusters	1. Industry licensing standards or requirements

Healthcare, Aerospace/Adv. Manufacturing, Energy, Construction, Finance, IT, Business Support Hospitality & Culinary Arts	<ol style="list-style-type: none"> 2. Business and Industry Advisory Committees for each targeted cluster 3. Program outcomes aligned with business and industry expectations and within accrediting agency and regulatory body requirements. 4. Regular, cyclical communication between the college and advisory groups
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The most significant differences among the segments and groups is a need for targeted services and programs that address the specific challenges and opportunities of the sub-groups.

P.1.b(3): SUPPLIERS AND PARTNERS The key types of suppliers, partners and collaborators utilized by the college include operational services through the Alamo Colleges district services, auxiliary services from outside contractors, external consultants, and military/K-12 partners in the development of learning opportunities for their constituents. Key Alamo Colleges district operational services include IT, legal and fiscal services human resources, facilities and grounds, police and security. Key auxiliary services include the bookstores, cleaning services and the cafeterias. Key consultants to support academic, student services or administrative areas of the college are essential to remaining competitive and innovative. As a supplier, partner and collaborator, the Alamo Colleges district offices manage centralized functions that are crucial to the efficient operations of all the colleges across the district. SPC collaborates with district services on a daily basis and has on-site personnel that function as liaisons to each of the operational areas that the district office manages.

The primary means for communicating and managing the fundamental relationships with the partners, collaborators and suppliers is email, face-to face meetings, strategic planning and other key events, and print documents. Key partners and suppliers participate in college events and meetings and each is tied to a particular department, division or office within the college to assure effective communication occurs.

Key Alamo Colleges District Operational Services	
IT	District manages system-wide computer and communication systems and programs in collaboration with SPC IT personnel who serve the on-site needs of the college campuses. The district Learning Management System (LMS) is facilitated through the district office serving all SPC distance learning students. Also, the Banner system for student, financial and human resource management is facilitated through the district offices, making this supplier, partner and collaborator an essential component of the success of SPC educational programs and services.
Legal services	SPC does not have an on-site legal advisor, but the college does have open access to legal services provided by district offices. Remaining in compliance with federal, state and local law is essential to the success of the College and district legal services provides that support.
Fiscal services	Budget development occurs on the SPC campuses though funding comes through the Alamo Colleges district office. All payroll, purchasing and accounts payable functions are finalized at the district office, though initiation occurs on the SPC campuses. The college is dependent upon district offices to process purchases for educational programs and services and to process payroll for all employees.
Human Resources	While hiring and employment issues are initiated at the SPC campuses and recommendations made to the district office, the district office of human resources maintains records, assures policy is being followed and provides guidelines and direction relative to employment issues at the college.
Facilities and grounds	District personnel responsible for facilities and grounds development and maintenance are located on the SPC campus, providing housekeeping, general repair and other facilities related services.
Police and Security	District police and security are located on the SPC campuses and actively engage the SPC community in daily interactions, providing a safe and secure environment.
Key Auxiliary Services	
Follett's	Textbook services for students and faculty on both campuses with a store and manager at each location. The college makes determinations of textbook selections and communicates this to the vendor.
Selrico	Cafeteria services for both SPC campuses with management services at both locations. There are few restaurant options in the campus neighborhoods, making the cafeteria a primary source of nourishment throughout the day and evening for students and college personnel.
GCA	Cleaning and maintenance services for the Southwest Campus and select building at the MLK campus
Key Consultants SPC contracts with consultants with the expertise to address either short-term or long term projects or initiatives when local personnel are not available to perform the specified tasks.	
Parsons	Project management services for new construction and renovation projects at MLK and SWC
O'Connell Roberts, Pfluger Associates, West-East Design	Architectural and engineering services in connection with design and construction of various new construction and renovation projects;
Military and K12 Schools	
Other key partners and collaborators vital to the mission and success of St. Philip's College are local military bases and posts, including Lackland AFB, Randolph AFB as well as Ft. Sam Houston and San Antonio Army Medical Center (SAMC). For decades, the college has successfully offered college-level courses and vocational training for enlisted personnel and civilians working at various military bases throughout San Antonio. Other important partners are aircraft repair and manufacturing corporations such as Boeing and Lockheed, which directly employ the graduates of the St. Philip's College's Southwest Campus Aircraft Technology Program. Partners within the public and private school realms, including K-12 and charter schools, as well as specialized academies have led to valuable cooperative opportunities, enabling a growing number of students to complete dual credit courses, thereby accelerating their progress through higher education and into the workforce.	

P.2 ORGANIZATIONAL SITUATION

P.2.a (1): COMPETITIVE ENVIRONMENT In the San Antonio area (Bexar County and the seven contiguous surrounding counties), SPC is the only publicly funded 2-year institution that is positioned to offer unique educational opportunities in specific Applied Science and Technology programs (aircraft mechanics, automotive repair, culinary arts, power generation and alternative energy), Arts and Science (bio-technology and natural energy resources) and Health Sciences (surgical tech,

radiography, medical transcription and other programs). SPC offers almost 200 degree and certificate programs, far and above any other like institution in the area. Among the proprietary organizations, a few offer some similar programs, but not one has the broad array of programs that SPC offers. In addition, the cost to attend SPC is substantially less than any proprietary school in the area. The competitive advantages of SPC include affordability, two-year workforce degrees and transfer degrees, and high employment levels of SPC graduates. SPC has been designated a military-friendly institution, providing a preferred learning environment to returning veterans.

P.2a(2): COMPETITIVENESS CHANGES In spite of the competitive advantages enjoyed by SPC, proprietary schools continue to grow in the San Antonio area and the financial situation for SPC, though still on solid ground, is not as robust as it has been in the past. SPC has experienced budget cuts due to reduced local, state and national/federal funding. To address the financial challenges, the college and district instituted a hiring “chill” along with substantial retirement incentives, resulting in a significantly reduced workforce to serve larger numbers of students. In addition, we are requiring larger class sizes and implementing tuition differentials that add to the cost that students must pay to participate in certain high-cost programs. To mitigate the challenge of the current situation, the college and district are targeting marketing funds to better inform potential students of the offerings, convenience and cost effectiveness of choosing SPC. Also, the college is aggressively seeking grant funding opportunities and is working more closely with advisory committees, business and industry leaders as well as key community members to develop creative solutions to address the challenges.

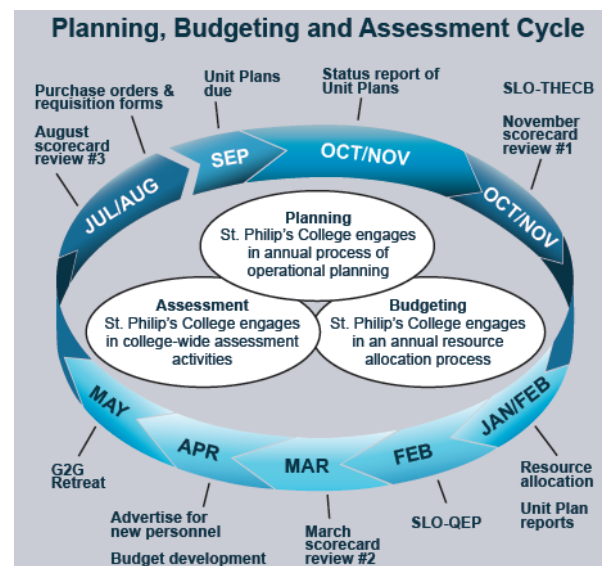
P.2a(3): COMPARATIVE DATA For comparative and competitive data within the education sector, SPC relies heavily on information supplied by the Alamo Colleges Institutional Research and Effectiveness department, the Texas Higher Education Coordinating Board (THECB) Accountability System, as well as the National Center for Education Statistics IPEDS (Integrated Postsecondary Education Data System). For comparative and competitive data outside of the education sector, SPC refers to the Texas Workforce Commission Labor Market information as well as national and local data sites.

P.2b: STRATEGIC CONTEXT Current key challenges and advantages for SPC in the areas of educational program and service, operations, social responsibility and human resources are:

Strategic Categories	Strategic Challenges	Strategic Advantages
Educational Programs and Services	Larger numbers of students in the same size of classrooms Higher differential tuition costs for students in high-cost programs Service to college prep students –reduced state funding	Comparatively low-cost education/training Wide variety of high-demand programs Community, business and industry support Access to financial aid
Operations	Significant loss of local, state and national/federal funding	Ability to build cost-efficiencies and share resources through partnering with sister colleges and district Strong grant-funding capabilities
Societal Responsibilities	High federal financial aid default rates Low levels of academic readiness Low economic viability of residents in the immediate neighborhoods Some older facilities not built to today’s energy standards	Strong volunteerism and engaged student groups Engaged community “Green” initiative on the campuses Historically Black and Hispanic-Serving Institution Military-friendly designation
Workforce	Significant loss of personnel due to funding decreases	Competitive wages Meaningful employment Strong professional development program

P.2c PERFORMANCE IMPROVEMENT SYSTEM SPC integrates performance improvement into the formal Planning, Budgeting and Assessment Cycle. This cycle forms the foundation of the Performance Improvement system. The system addresses improvement at the institutional, division, department and program levels of activity. The elements of the system are planning, budgeting and assessment, engaging the key processes of evaluating, learning and innovating. In all components of the Performance Improvement SOLDsystem, SLs review the College environment, the competitive challenges and advantages present within that environment and the experiences of students, faculty and staff. Reviews utilize the following:

Evaluation	KPI data, SWOT analysis, context mapping, SLO assessment, college scorecard
Organizational Learning	Review of data, identification of strengths, weaknesses, challenges, and OFIs
Innovation Processes	Development and implementation of action plans, with assessment at specified cycle times.



CAT 1 – LEADERSHIP

1.1a(1) Vision and Values The SPC vision and values are the same as the Alamo Colleges (AC) district vision and values. Both are reviewed annually by the Good to Great (GTG) strategic planning team that consists of approximately 90 individuals from a broad spectrum of the institution representing faculty, staff, administration and students as well as community and business and industry partners. The GTG team develops and aligns SPC strategic action plans to the AC vision, values, goals and strategic objectives. The vision adopted from the AC, and slightly modified to reflect SPC, states that *St. Philip's College will be the best in the nation in Student Success and Performance Excellence*. The SPC values, which were collaboratively developed by the AC district office and the colleges, were recently confirmed by the AC Board of Trustees (BOT), as the guiding principles and actions that embody our desired culture: *Students First, Respect for All, Community-Engaged, Collaboration, Can Do Spirit, and Data-Informed*.

Deployment of the SPC vision and values occurs through the Leadership System by infusing them into the GTG retreat that results in the vision and values being aligned with and folded into the annually updated strategic plan. SLs utilize the vision and values in the development of division level Operational Unit and Assessment Plans (OUAP) and further deploy the vision and values to the overall workforce through the same OUAP process, but applying it to all workforce units within SPC. The SLs live by a set of Leadership Principles that they developed in their annual leadership retreat in December of 2011. The leadership principals integrate the concepts behind the vision and values into a commitment statement signed by all SLs and posted in every division of the College.

Key suppliers and partners as well as students and community members are included in the GTG strategic planning process and those in attendance actively engage in the alignment of the College's vision and values. The workforce, students and other stakeholders also have an opportunity to recommend a member of the SPC community to be honored for "Living our Values." This recognition process was introduced in the spring of 2011 and continues to be a successful way to deploy and integrate the values into the fabric of the institution. The College's strategic plan highlights the vision and values as well as other significant publications produced by the College. Students are introduced to the vision and values through new student orientation and in many of their courses. SLs weave the vision and values of the institution into the College's strategic action plans and further weave them into the OUAPs of their divisions and departments. This extensive deployment of vision and values into planning processes throughout the organization promotes a commitment to actions and behaviors that support the ideals of the SPC vision and values.

SLs exemplify the values of the College as they serve the community. They model their commitment to the College vision and values by investing their personal time networking with community leaders and community members to explore opportunities to better serve all constituencies, to start new programs and to improve existing programs. They serve in leadership positions with community and professional organizations. In addition, all SLs are responsible for assuring that College visions and values are upheld as a condition of their contract.

SPC Senior Leaders Guide, Sustain and Communicate

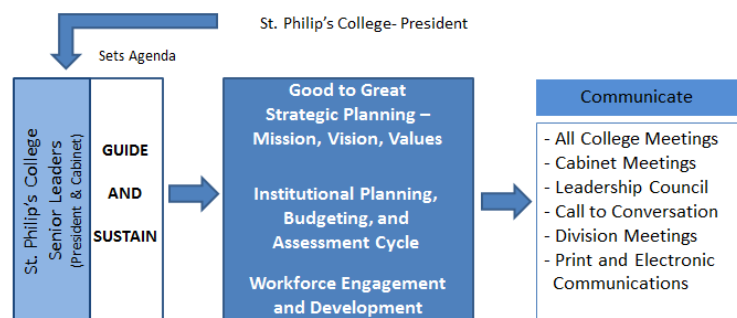


Figure 1.1 SPC Leaders Guide, Sustain and Communicate

1.1.a(2) Promoting Legal and Ethical Behavior

SLs model the legal and ethical behaviors expected of others and set performance expectations for all employees as part of the employee appraisal process. These expectations are measured annually and feedback is given to all employees including all workforce segments. Policies for employee behavior are published and available with easy access through the AC District Support Office (DSO) website. Any deviations are addressed immediately through appropriate reporting channels. SLs assure progressive discipline policies and procedures are followed when a member of the workforce exhibits behaviors that fall outside the standards set in policy. SLs are subject to the same standards of legal and ethical behavior and progressive discipline actions as other members of the workforce and face disciplinary action that can result in termination. The standard requirements for ethical behavior are reinforced through a required online Ethics course that every college employee must take. SLs must successfully pass the course each year and also must ensure that every employee (100%) has taken and passed this online course.

1.1.a(3) Creating a Sustainable Organization The SPC mission, *to provide an educational experience that stimulates leadership, personal growth and a lifelong appreciation for learning*, requires a systematic and disciplined approach to both organizational and leadership improvement. SLs create an environment for organizational improvement of performance and

learning and assure accomplishment of the SPC mission by adhering to the College's Planning, Budgeting and Assessment Cycle, or PBA (*see figure in p.2c*). The PBA cycle integrates GTG and OUAP requirements with organizational and student learning outcomes assessment and funding processes. The GTG process is centered on a large annual retreat each May, but has regular and cyclical points in time during the calendar year to assess and readjust as the situation demands. This allows agility within the organization to respond to internal and external factors that may either threaten the College or provide opportunities to grow. An example of a recent need to make major and immediate adjustments to address unforeseen challenges occurred when SPC received a district directive in the summer of 2012 that changed the way that the College could enroll dual credit students for fall 2012. The change resulted in a projected decline in dual credit enrollment by approximately 400 students and in a substantial loss in revenue for the coming academic year, something SPC had not anticipated. In response to this crisis, and as a part of the GTG process where the crisis was captured in the SWOT analysis and context map, SLs developed a plan to reduce unit budgets by the amount of anticipated revenue loss and also met with leaders of the high schools most impacted by this change to find creative solutions to address our mutual needs. In the end, the loss of dual credit students and the revenue associated with that decline was mitigated well, resulting in less damage than originally anticipated. Ultimately, beginning with the Fall 2013 academic year, the district directive was lifted to eliminate further declines. This example of organizational learning illustrates agility and innovation, and confirmed to SLs that the cyclical and disciplined approach to the GTG process that is documented within the PBA cycle promotes sound decision-making and is key to sustaining the organization.

Organizational learning by SLs occurs throughout the year as part of the PBA cycle through review of data from GTG, OUAP, student learning outcomes (SLO) assessment reports and scorecard reports. SLs regularly participate in organizational learning with the SPC Leadership retreat each December being a key learning activity. In addition, SLs participate in national, regional and local conferences and seminars with professional organizations. SLs are evaluated on their learning endeavors as part of the administrator appraisal process.

SLs are dedicated to creating a workforce culture that delivers a positive and engaging experience for students and other stakeholders. Employee recognitions are in place to honor members of the workforce, including Employee of the Month; Living our Values recipients; Faculty Excellence awardee; faculty, staff and administrator nominees for the University of Texas National Institute of Staff and Organizational Development (NISOD) award for leadership in education; the Piper Professor award nominee; and recognitions for faculty who have been promoted, awarded tenure or earned a doctorate, for staff who earned a degree or assumed a new position, and for administrators earning a doctorate along with numerous informal recognitions throughout the year. In addition to recognitions, the College provides a safe, clean and attractive work environment for employees. Numerous employee engagement activities are available for employees including participation on College Committees dedicated to improving services for students and to engaging students in enrichment experiences. SLs provide oversight to the College Committee process and assure that employees from their divisions have ample opportunity to participate. In a recent PACE survey of employees, SPC was given positive marks for workforce climate at the consultative level. As the higher education environment continually changes and becomes more complex, SLs understand that the old ways of managing an institution no longer apply and that creativity of ideas, innovative approaches to performance improvement and organizational agility are critical to sustainability. SLs lead the efforts across all College workforce segments to develop new ideas and approaches to addressing the College strategic objectives and action plans. Individual units within the organization develop their own OUAPs in alignment with college action plans and they are strongly encouraged and supported in being creative and bold in addressing short and long term needs. An example of an innovative approach to address strategic objectives included a departmental proposal that utilized General Scholarship Funds to help students pay off their tuition and fees. The proposal was implemented fall 2010 and funds were used to pay down small outstanding balances of students in good standing, but who could not afford to pay the balance of their bill, and therefore were in jeopardy of being dropped. The implementation of the plan was very successful, with 110 students participating, resulting in higher enrollment and in very happy students and stakeholders. The plan is now formalized into a standard student assistance process.

SLs are responsible for providing growth and learning opportunities for the workforce. Required Professional Development Week activities are mandatory for all employees at the beginning of each semester. Activities during the week give employees the opportunity to learn of any amendments to the mission, vision and values as well as to strategic objectives and college actions plans. Technical training is provided to introduce or reinforce utilization of workforce, student management, strategic planning, and financial management online systems. Additional training and learning opportunities are available throughout the year. Part of the employee appraisal process includes a professional development component where SLs are able to identify specific professional development and training requirements for the coming year.

The Alamo Colleges Leadership Academy for Success (ALAS) is designed to train, mentor and prepare future leaders in the College. To participate in the ALAS program, employees submit an application packet that is reviewed by SLs of the College as well as by district reviewers. Through consensus, top applicants are identified and selected to participate in the intense year-long program. Because the ALAS program is internal, it provides the opportunity to guide future leaders through the culture of the institution, inculcating the College vision, mission and strategic objectives. More than two dozen SPC employees have participated in the ALAS program over the last 5 years and over that period of time, most have been either promoted or taken on higher levels of responsibility within the institution.

1.1b(1) Communication and Organizational Performance The SLs communicate and engage the entire workforce through a variety of formats and delivery systems that encourage two-way communication throughout the organization and inform the workforce of key decisions by the College or district leadership. The table below illustrates the various means of communication to the entire workforce. Also see *Figures 7.4a and 7.4 b*.

Communication	Workforce/Students/ Stakeholders	Key Decisions	Frequency	2-Way
College Website	All employees, students, community	Critical dates, processes, requirements, events, general information	Daily as needed	No
AlamoShare	All employees	"Intranet" for employee only related processes, document-sharing, group projects, procedures and information	As needed	Yes
All College Meeting	All employees	Strategic Direction, Organizational Performance, Key Decisions, Employee Recognitions, and Critical Issues	Twice a year	No
President's Call to Conversation	All employees and students	Quarterly Scorecard Reports, Critical Issues	Quarterly	Yes
Division Meetings	All employees	College issues and discussion on issues relevant to the division.	Monthly	Yes
SL email announcements	All employees and students	Immediate communication of relevant issues	Weekly plus Ad Hoc	No
Social Media (Facebook, Twitter, YouTube)	Students, community, employees	Immediate communication of relevant issues	Regularly and Ad Hoc	Yes
President's Newsletter	All employees, students, community	Recognitions and general information	Quarterly	No

Figure 1.2 Communication of Organizational Performance

SLs take an active role in reward and recognition programs to reinforce high performance and student learning by encouraging employees to achieve, by helping employees set goals that are then written into their performance appraisals. SLs nominate employees for recognition and write letters of support. An example of SL encouragement and nomination of exemplary employees is the University of Texas NISOD award nomination. Each year, employees from the faculty, staff and administrator classifications are nominated by SLs to be honored for their high performance and support of students. Nominees are awarded travel to the annual NISOD conference in Austin and further awarded with a luncheon in their honor by the Chancellor and recognition by the AC BOT.

SLs maintain focus on the College's vision, values, strategic objectives and key performance indicators through the cyclical and structured GTG strategic planning process within the PBA. The GTG strategic planning process begins with an annual two-day retreat in May of each year. Approximately 90 individuals participate in the retreat. Participants include all employees making decisions about college resources along with other key stakeholders. The purpose of the retreat is to review of major College accomplishments, challenges and opportunities for improvement. New initiatives and priorities are determined at this retreat. After the May event, a follow-up retreat occurs in June to define go-forward strategies and to develop a plan for accomplishing the initiatives and priorities determined in the May retreat. Throughout the year, SLs work with departments and divisions across the college in the development, review and updating of OUAP documents that are tied to the College strategic objectives and action plans. Plans are produced on an annual cycle, with a public report out by all units each fall providing details on the successes, OFIs and remediation efforts of their previous academic year plan. The reports are presented in a public forum by representatives of each operating unit in the college, allowing the whole of the college to gain in their knowledge and understanding of every College operating unit.

SLs in collaboration with the GTG team review data from scorecards, SWOT Analysis and the College Context Map to develop and identify strengths and OFIs. Strategic objectives and college action plans are developed based upon thoughtful review of all available data. Key performance indicators that best address the strategic objectives and action plans are identified and aligned appropriately. Once the collaborative effort with the GTG team is complete, SLs meet to make final edits and to confirm action plans and other adjustments to the strategic plan.

SLs balance the value of students and other stakeholders in setting College performance expectations by including these constituencies in critical decision-making activities that impact their success. Representatives from the Faculty Senate, Staff Council and Student Government association are active participants on the College Leadership Council (CLC) and also are members of the GTG strategic planning process. Business and industry leaders serve on College advisory committees in all occupational instructional programs, providing important input into performance expectations for the College and for students.

1.2.a(1) Governance System The AC BOT is the governing body of the district. The chancellor is the chief administrative officer of the district and works under the direction of the BOT. The president of SPC serves as the CEO of the college and reports to the chancellor. The president oversees the administration and operation of the college, assuring alignment with the district mission, vision and values (MVV); interpreting policies and procedures to ensure compliance and other legal requirements; and leads the institution toward meeting its mission.

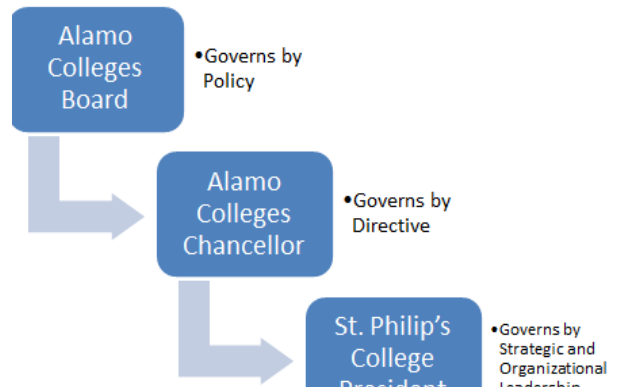


Figure 1.3 Governance Overview

The BOT sets policy for all of the AC and DSO and has specific powers and duties imposed by state statutes including policy direction and establishing goals consistent with AC role and mission. The BOT has the authority to levy and collect taxes and

issue bonds, prepare and adopt a budget for each fiscal year, and have the accounts audited. The BOT has final authority to determine and interpret the policies that govern colleges. The president of SPC, through the chancellor, is responsible for adhering to BOT policies and decisions. The district’s internal auditor reports directly to the BOT, rather than to any administrator. An independent firm conducts an external audit annually. BOT meetings are held in compliance with the Texas Open Meeting Act, which requires meeting agendas to be publicly posted 72 hours in advance. Results are posted online within 24 hours after each meeting, assuring transparency in operations of the AC and DSO. Monthly reports from the president to the chancellor and board keep all levels of administrative management apprised of activities within SPC.

BOT meeting proceedings are aired on local public broadcast channel. In accordance with BOT policy, BOT members must disclose and recuse themselves from any vote that includes a possible conflict of interest. Conflict resolution and mediation processes exist and are used where needed. The president reports all major activities and requests board support of College operations as required through BOT policy.

Fiscal accountability is assured through a check and balances system between DSO financial administration and the SPC budget office. Institutional funding is determined by the DSO in collaboration with the College president. The SPC budget officer assures that all funds are appropriately distributed throughout the College. The financial management system (Banner) includes numerous internal controls. For requisitions, direct pays, and budget adjustments, the initiator and the approver cannot be the same person. The approval mechanism requires a second-level approver, and at specified dollar limits, the approval level escalates. The system allows no deficit spending, the account must contain funds specific for any purchase, regardless of dollar amount. The College’s Resource Allocation Form (RAF) process requires all units justify requests for all major expenditures such and additional personnel and equipment acquisitions. These requests are tied to the OUAP process that includes performance assessment. See *Figure 7.4c*.

The BOT’s educational philosophy focuses on the best interests of students, the workforce and other stakeholders. The BOT has committed to the use of the Alamo Way -*Always Inspire, Always Improve*- Baldrige criteria as a means to provide a stable, long-term framework for improving student achievement, as well as organizational performance, setting it into policy in 2011. Succession planning for SLs is supported through ongoing professional development of all SLs throughout the year and through opportunities to serve in various SL positions as interims or substitutes in the absence of a colleague or superior. Both these components are crucial to successful transitioning of SL duties. An example of how this succession planning process is successful includes the Vice President of Academic Success (VPAS) substituting for the President when she was out on leave for three months. The temporary transition was seamless as the VPAS was well prepared through cross-training and professional development to step into this role. This same VPAS recently transitioned into another leadership role at the DSO and an academic dean was able to move into the VPAS role on an interim basis, well prepared to move forward.

1.2.a(2) Performance Evaluation To assure ongoing improvement of SL performance, annual performance appraisals are conducted by the immediate supervisor at every level. The BOT evaluates the Chancellor, the Chancellor evaluates the President,

and the President evaluates immediate reports. In assessing the annual performance of immediate reports, the Executive Performance Protocol (EPP) is the instrument utilized and it is designed with specific benchmarks to measure each SLs performance. The benchmarks are directly tied to key performance indicators that are aligned with strategic objectives. SLs at every level use performance reviews and evaluations to set new benchmarks, and to guide future actions and processes. A key component of the evaluation process is the setting of new personal goals each year that includes measures for assessment, which are then reviewed and assessed by supervisors the following year. If goals are not met, OFI plans are developed and implemented. The College does not practice evaluation-based executive compensation. Formal performance evaluations of the BOT were not done in the past, but in a cycle of refinement in 2011, the Board conducted its first self-evaluation and as a result passed policy that commits to improvement of BOT processes through findings in the new self-evaluation process every odd-numbered year.

1.2.b(1) Legal Behavior, Regulatory Behavior and Accreditation Potential adverse impacts on the community due to expansion or other activities that encroach on local residents are carefully reviewed by SLs at the College and at the AC DSO. Local residents serve on the Citizens' Oversight Committee for new building projects and the BOT provides opportunities for individuals to express their concerns at board meetings. In recent events, the local community was very concerned about the AC district consideration of consolidating all the colleges with the AC into one and the impact it would have on the Eastside community that SPC has been serving for over 100 years. Through the "citizens to be heard" process, individuals voiced their concerns and the BOT decided not to go forward with consolidation plans.

With over 500 employees and 11,000 students, St. Philip's energy consumption is one of the highest in the immediate area. To reduce excessive usage, the DSO made lighting, heating and cooling adjustments to all colleges and instituted a summer 4-day workweek. SPC contributed substantially to the reduction in energy usage which resulted in over \$5,00,000 in savings since 2010. *See Error! Reference source not found.* These efforts were recognized by San Antonio's CPS Energy. As a major consumer of recyclable products, St. Philip's, along with all the colleges in the district, participates in a formal recycling program, where over the last year, 8.8275 tons of paper, 0.0850 tons of plastic and 0.0025 tons of aluminum(to be updated) was recycled district-wide. Through the AC DSO, SPC implemented the printer reduction initiative a year ago which resulted in a 71% decrease in the number of printers for both campuses from 797 to 233 and produced cost savings of 59% annually.

Key compliance processes include accreditation, regulatory requirements and legal requirements. Measures include the successful outcome of all accrediting agency visits and reviews to include reaccreditation and substantive change. The goal is 100% compliance. In the most recent accrediting 5th year review report from SACS, the College was found compliant in all areas. *See Figure 7.4i.* Regulatory and accrediting agencies for specific workforce programs require the College meet graduation employment and licensure passage rate requirements. SPC is in compliance and consistently ranks ahead of its Very Large Community College (VLCC) peers for workforce graduates employed within six months. The SPC Aircraft program has a 100% licensure passage rate for the last four years. *See figures 7.4e and 7.4f.*

The Texas Board of Nursing provides accreditation oversight of the College's nursing program. At the same time that the College's new president arrived at SPC in 2007, the College learned it was about to lose accreditation for its Associates Degree in Nursing program due to low test score averages. The new president took action immediately and the individuals responsible for the failure of the program were replaced with new leadership and faculty. Though the loss of accreditation for this program was a major disappointment, the opportunity to rebuild the program from the ground up has been inspiring and the College now looks forward to reinstating the program within the next few years. SPC learned from the experience and now has a Quality Coordinator responsible for assuring strict adherence to all accrediting and regulatory agency requirements with internal reviews throughout the academic year. And this past May, G2G participants reviewed a presentation from the SL group outlining the development and articulation of key processes, measures and goals for addressing risks associated with educational programs, services, and operations. Based on the recommendations, these will be rolled out college wide during 2013-2014 academic year and should prevent a repeat of the nursing program experience. SPC recently recognized the of high default rates of students who received subsidized federal loans. To mitigate the potential issue, the College is collaborating with USA Funds to provide financial literacy education to all students, faculty, staff and administration of the College. Financial literacy modules are now a part of the mandatory student orientation program as well as student development courses. Staff have also been designated to educate students about wealth management.

1.2.b(2) Ethical Behavior SLs complete ethics and Employee Code of Conduct training, along with all employees of the College and they are subject to progressive discipline policy and procedures as well. The DSO manages an Ethics Hotline that allows employees and members of the community to anonymously report actions that may be in violation of policy or the law. Hotline reports are reviewed regularly by AC DSO leadership and are then shared with the college president who formulates an

appropriate response in collaboration with the AC and with SLs to any allegations of wrongdoing. Legal action and termination are actual results of violations reported through the hotline. See Figure 7.4h. In addition, documentation is readily available to provide ethical guidance to employees, students and partners as illustrated below.

Ethical Behavior Compliance		
Group	Documentation/Guidelines	Potential Action if Breached
Administrators	Ethics training/Board Policy	Counseling, disciplinary action, non-renewal of contract, dismissal, and/or legal charges
Faculty	Faculty Handbook	Due process, counseling, disciplinary action, non-renewal of contract, dismissal, and/or legal charges
Staff	Ethics training/Employee Handbook	Counseling, disciplinary action or dismissal
Students	Student Handbook Code of Conduct	Disciplinary action including probation, dismissal, and/or legal charges
Partners	How to do Business with Alamo Community College District	Loss of contract, legal charges

Figure/Table 1.4 Ethical Behavior Compliance

1.2.c(1) Societal Well-Being SPC takes pride in strong connections to the community and is responsive to the needs of a population rich in ethnic, cultural and socio-economic diversity. The College understands its societal responsibility to improve the lives of individuals in the community and identifies community engagement and business and industry responsiveness as core competencies. In addition, all of the College’s strategic objectives are centered on the societal well-being of students and stakeholders.

SPC excels at contributing to the well-being of the local community by serving as an economic driver for growth and economic stability through the development of an educated and highly skilled workforce. Companies such as Boeing and Toyota rely upon SPC to provide custom training and to produce students ready to enter the workforce. SPC serves the social needs of the community by helping individuals within the community learn to walk in their passion through academic and job skill development. SPC understands that not all education occurs in the classroom and therefore provides ample opportunity for additional pathways to learning. Examples are the President’s Lecture Series which brings in leading thinkers from around the country to share their knowledge, and offering celebratory events around cultural diversity such as CultureFest, Black History Month, Hispanic Heritage Month, and Women’s History Month. The College opens theater, musical and art events to the public as well, adding to the richness of the community fabric. An indicator of employee engagement with the community is the ever increasing levels of contribution to the United Way. See Figure 7.4i. Additionally, SPC engages the community in scholarship raising efforts primarily through the Annual Golf Tournament which has netted almost \$700,000 since its inception in 2009, in spite of the economic recession. See Figure 7.4j. The scholarship funds donated by our local communities go to two scholarship funds, the Presidential Scholars and the Student Engagement grants. Both scholarships require students to give back to the community or the College by engaging in substantial volunteer activities. A positive result of this scholarship program is that students receiving these scholarships successfully complete their courses at a far greater rate than students who do not participate in the program. See Figure 7.4k. This model of giving and giving back has received recognition and currently is in the running for a THECB award for excellence.

1.2.c(2) Community Support St. Philip’s is dedicated to strengthening its local community and works to make a meaningful difference in very challenged surrounding neighborhoods. Key communities include students, neighbors, local business and industry, city government, as well as local military organizations, K-12 schools and districts. Key communities are identified through the GTG process with a focus on achieving the College’s mission, to *provide an educational experience that stimulates leadership, personal growth and a lifelong appreciation for learning*. SPC communities include both those whom we serve as well as those who can support the college in its efforts. Key communities in all cases are collaborators in building a vibrant community of skilled, well-educated citizens. As an officially designated “Military Friendly” institution, SPC currently is developing an off-site Veterans Outreach and Transition Center (VOTC) that is designed to serve the transition and education needs of veterans with a special focus on those returning from recent tours of duty. Additionally, with the immediately surrounding community challenged with a teen pregnancy rate at four times the national average, SPC is collaborating with community leaders to develop educational programs aimed at prevention. By leveraging all of our core competencies of quality instruction, support for learners, business and industry responsiveness and community engagement, SPC is able to successfully serve its students and stakeholders and is well positioned to meet its mission.

CAT 2 – STRATEGIC PLANNING

2.1a(1) Strategic Planning Process SPC has a well-developed process for strategic planning that is being improved upon continually. In May of 2007, with a new president at the helm, SPC held its first GTG retreat. The event was inclusive of all

employees at the institution who made decisions about resource allocations, amounting to 84 individuals directly involved in the strategic planning process and representing both the MLK and SWC campuses. The focus of the retreat was based upon corporate researcher, Jim Collins, best-selling book, *Good to Great*. SPC had not undertaken such a broad and focused strategic planning process in many years and the basic tenets of this book helped guide the College to coming together as a collaborative team and working toward a collective goal of clarifying our vision and direction. This strategic planning event continues to serve as the foundation for the College's annual strategic planning efforts and is the cornerstone for all matters of institutional effectiveness. The AC DSO also holds an annual strategic planning event that engages district employees, college administrators, and other stakeholders. Results of that event are integrated into the SPC strategic plan to assure alignment with the common AC and SPC vision, *to be the best in the nation in Student Success and Performance Excellence*.

SPC conducts annual two-day retreats each year during the first week of May with the same broad participation of individuals who represent all areas of the college. The group celebrates achievements from the past year and also performs an institutional SWOT analysis. The College's Context Map is updated with the results of environmental scanning and is inclusive of district-wide strategic planning objectives. A review of the College Scorecard, in conjunction with the Context Map and SWOT analysis findings, guide SPC in identifying strategic advantages and strengths as well as vulnerabilities and OFIs. The findings of this review are then compared with the past year's strategic objectives and college action plans to determine whether strategic objectives, targets and action plans need to remain the same or if adjustments need to be made. Specific changes are determined by the group and result in a proposal to the SLs for confirmation. After the retreat, the SLs discuss the recommendations in the GTG retreat proposal and either confirms as is, or edits the recommendations to assure the viability and success of the plan. A follow-up each June allows the Cabinet to to finalize and formalize plans for the coming academic year. The updated strategic plan is introduced to the whole of the College workforce at the start of the fall semester. Department chairs, directors, deans and unit supervisors use the College strategic objectives and action plans as a guide to the development and/or refinement of their OUAP. Each OUAP must support in whole or in part, the College's action plans. Another component of the strategic planning process is the annual OUAP report out each October to check the status of implementation and to address unforeseen challenges. Over the last three years, SPC has reaffirmed its values, reinstated its tagline *A Point of Pride in the Community*, formalized strategic objectives and updated action plans as well as the Context Map, SWOT Analysis and College Scorecard. Each year, through a collaborative, consensus building strategic planning process, SPC has reaffirmed its core competencies of quality instruction, support for students, business and industry responsiveness and community engagement as part of the GTG process.

2.1a(2) Innovation Identification of potential strategic opportunities occurs year round as part of the SL engagement with the community, education partners, business and industry as well as local government. The grants office also is very proactive in identifying funding opportunities. The SLs report on engagement opportunities each week as part of Cabinet discussions. If the opportunity is determined to be viable and in alignment with SPC MVV and strategic objectives, a team is assigned to more fully develop an action plan. Follow through and status reports are provided as part of regular SL cabinet presentations. All employees are strongly encouraged to engage in activities and relationships within and outside the college and this networking often leads to opportunities that are shared with the administration through normal communication channels. Key opportunities are rolled into GTG strategic planning processes to develop measures and timelines required for a successful outcome. Current key opportunities include leveraging our niche market in establishing a manufacturing academy, scaling up early college high school agreements through our strong K-12 relationships, and moving forward in training all faculty to actively engage in distance learning program development in order to expand this expanding market.

2.1a(3) Strategy Considerations As part of the GTG strategic planning process, this past May the College acknowledged significant **strategic challenges** related to (1) Academically Disadvantaged Students, (2) Financially Disadvantaged Students and (3) Competition from For-Profit Institutions. To help address these challenges, SPC identified three **strategic advantages** including (1) our dual federal designations as an Historically Black College and University (HBCU) and a Hispanic Serving Institution (HSI). These designations provide access to a number of federal funding sources including Title III. (2) SPC is located in a federally designated empowerment zone, again providing access to funding and partnerships to improve the local community. (3) In addition, the College's long term relationships with major local businesses and industries has provided the foundation for many of the vocational/workforce programs for which the College is recognized.

The GTG sessions are designed to bring the voices of many to the forefront as the College reviews key trending data related to student success factors such as retention, successful completion, graduation, and student satisfaction. Target goals are set and progress is reviewed. Priorities are determined and action plans developed. External consultants are utilized to help the College see challenges and opportunities from a different perspective. Consultants lead the SWOT Analysis and Context Mapping sessions in GTG, helping all participants broaden their view. In addition, because of college-wide, workforce and community participation that has been part of the sessions from the beginning, the diversity of thought is integrated into the SWOT Analysis

and Context Mapping, as well as strategic objective and action plan development. This helps the whole of the institution avoid potential blindspots. The content of the GTG strategic planning sessions serve as the basis for OUAP and the RAF prioritization process. OUAP are tied to strategic objectives, targets and action plans. The SPC strategic plan provides direction to individual units in the development of their own operational unit plans that support the college action plans and help meet the strategic objectives. Two-year plans are developed by the staff and faculty in individual units, with a formal and thorough internal review by SLs to assure that collectively, the College is doing all that it can to support the college action plans and strategic objectives. All OUAPs are presented to the SLs in an open forum where the whole of the college community is able to learn about all other operational units in the College and participants can ask questions and offer suggestions. One of the most significant products that evolved out of the GTG retreat is the SPC PBA Cycle that was described in the Organizational Profile. This document serves as the guiding force behind all formal performance improvement activities that help the College address its strategic objectives and allows for year-round flexibility to address unforeseen challenges and opportunities. The chart below describes the strategic planning steps, key participants, and planning process to address core competencies, blind spots, strategic advantages and challenges as well as planning horizons.

STRATEGIC PLANNING STEPS	ANNUAL STRATEGIC PLANNING PROCESS
Good to Great Retreat	Celebrate Accomplishments Review College Scorecard Perform SWOT Analysis Develop Context Map (environmental scan) Assess Current Strategic Plan for Gaps and Opportunities Update Strategic Plan as Needed to include Objectives, Target, Action Plans and Timelines
Continuous Planning	Quarterly Reporting of College Scorecard to Students and Stakeholders Update Operational Unit Plans to align with Strategic Plan Operational Unit Plans Results Report Outs Refinement of Operational Unit Plans mid-year Budget Allocations for resources & personnel based on Operational Unit Plans
Key Participants	All employees who make decisions about resources or who supervise others, Representatives of: Student Government Association Faculty Senate Staff Council Community/Industry Representatives
Identification of Blind Spots	Broad institutional and stakeholder engagement in planning, use of external consultants to provide insight into potential blind spots, SWOT Analysis and Context Mapping
Core Competency Confirmation	Integration into Strategic Objectives
Determination of Strategic Challenges and Advantages	SWOT Analysis and Context Mapping
Short and Long Term Planning Horizons	The current strategic plan began development in 2007 and addresses long and short term planning horizons. Long term horizons are particularly associated with capital improvement and new program development. Short term horizons address objectives that can be implemented within an academic year with targets set for progressive years. Horizons are specified by fiscal year.

Figure 2.1 Strategic Planning Process

As detailed above, SPC engages in an annual SWOT analysis and Context Mapping process to assure that we have a good grounding of where we stand strategically and to assure long term sustainability. Those findings, along with the College's core competencies are considered heavily in the development of the strategic plan and are addressed specifically in the strategic objectives and action plans. See *Figure 2.2* below.

CONTEXT MAP	MAY 2013 GOOD TO GREAT RETREAT			
Key Outside Trends	Lack of state and federal funding Unemployment/Under-Employment Delay in workforce retirement	Lack of student responsibility and accountability General attitudes of entitlement Cultural factors outweigh need for advancement, education is not always a family priority Students lack technology skills and or access	Student misapplication of financial funds Changes to Development Education scope/ sequence GED changes	Growing competition from online colleges, proprietary schools and military training programs
Key Internal Trends	AC directives – such as loss of employees, no external hiring, staffing ratios, retirement,, Faculty contact hour requirements Lack of effective communication with district regarding impact of financial decisions on the college, employees and students Budget constraints Fewer departments	Developmental education basic skills requirements Distance learning and access Larger average class size	Internal Process Improvement Systemization Driving innovation and creativity Unfunded, un-resourced mandates Need for more transparency District-wide reorganization without college voice	Loss of work studies Revenue mandates for CE Doing more with far less resources Performance reviews without consequences or incentives

	Campus Safety in light of national incident			
Key Political Climate	Accountability Standardization	Local board initiatives Political elections	Funding by Success Points for student completion	Sequestration (military, veterans)
Key Economic Climate	State and Federal Funding decreases for credit and non-credit Enrollment – less revenue to serve more students Market pressure to retool and reskill students	Service industry / Administrative level jobs Impact of Eagle Ford Shale	Increase in Student Default rate Disposable income to spend on education	Bond capacity and rating Property taxes/values stabilization
Key Technology Factors	System level security Access, Ability, Availability Training & Maintenance	Alamo Colleges Online MyMap	Keeping up with trends in educational technology	Prospective student database not completely implemented in Banner
Key Student/Stakeholder Needs	Trained Skilled workforce Technology Assessing & responding to needs of community	Community – clear communication & shared vision Partnerships & involvement	ISP and Career Guidance Advising & Planning Cross-training Professional dev.	Financial literacy Career clusters/institutes Student personal development
Key Uncertainties	Funding (internal/external) Elimination of low enrollment programs Preparedness of incoming student	Competition (internal/external) Consolidation	Pell grants	Faculty and Staff ratios

SWOT ANALYSIS	KEY STRENGTHS	KEY WEAKNESSES	KEY OPPORTUNITIES	KEY THREATS
May 2013 Good to Great Retreat	Rich history Workforce, Vocational/Technical Programs Military/veteran friendly Centers of Excellence in Math and Science Cyber Security program, National Center of Academic Excellence Talented and committed faculty and staff Diverse, non-traditional student body Senior leaders, faculty and staff encourage strong community connections and local community engagement through their personal participation	Low success rates of students progressing through developmental education Low employee morale Lack of a succession plan for all levels of employees Communication/collaboration challenges between the colleges and district Adjunct faculty and CE instructors support, services and expectations Lack of defined processes (standardized processes) Further development and use of AlamoShare for employees	Build a productive and sustainable organization with a focus on employees Expand partnerships with companies, 4 year institutions and K-12 3 Capitalize on Niche Market – unique programs 4 Expansion of distance learning opportunities through Alamo Colleges Online	Budget uncertainties Hiring and Retention, unable to replace critical employees District/College relationship - perception of "I" versus "We" mentality versus a supportive culture

Figure 2.2 SWOT Analysis and Context Map

2.1a(4) Work Systems and Core Competencies Key work systems include Curriculum and Instruction Management; Student Access, Matriculation and Support; Facilities Management; Financial Management; Human Resource Management and Institutional Planning and Performance Excellence. Key work systems are aligned with the strategic plan and associated action plans. This alignment allows for clear oversight at multiple levels. Certain key work processes are handled by external suppliers. These processes include the cafeterias, bookstores and cleaning services. Other work processes are addressed through external consultants when the work process involves extensive time or specialized skill not readily available in-house. The SPC core competencies of Quality Instruction, Support for Learners, Business and Industry Responsiveness and Community Engagement are key factors in determining what is addressed internally and what needs to be addressed through external expertise. For example, to support the core competency of Quality Instruction, the College brings in experts, researchers and scholars from outside the institution to assure that faculty are prepared to implement best practices in the classroom. Development of future core competencies begins as dialog among SLs as part of GTG planning. A potential area under review for core competency development addresses Employee Engagement and the recognized need to integrate and systematize employee related processes such as development, appraisal and recognition.

2.1.b(1) Key Strategic Objectives The strategic objectives are part of the College’s strategic plan. Action plans, measures and targets as well as a timeline are aligned with each strategic objective. SPC refined its strategic objectives in May 2013 to be in full alignment with the district strategic plan. The current 5-year strategic planning cycle began in 2010 and will cycle out in 2015. All objectives in the May 2014 updated plan will be implemented FY14 and reviewed throughout the year. A full review will occur as part of the May 2014 GTG and adjustments will be made as needed. All objectives are long term through the life of the

strategic plan and will be heavily considered to be a part of the next 5-year strategic plan that will be developed for 2016-2021. See *Figure 2.3*.

2.1.b(2) Strategic Objective Considerations Strategic challenges and advantages are identified during the GTG strategic planning process and are key to the development and implementation of strategic objectives. Thoughtful review of challenges and advantages, especially in light of the College’s core competencies, lead to possibilities for innovation and result in strategic action plans. The chart below outlines the analysis of the College’s strategic challenges and advantages, viewed through strategic objectives developed in the May 2013 GTG. See *Figure 2.3* below.

STRATEGIC OBJECTIVES	STRATEGIC CHALLENGES	STRATEGIC ADVANTAGES	OPPORTUNITY FOR INNOVATION
SPC provides a gateway to a quality higher education experience. Core Competency: Quality Instruction Support for Learners	Higher differential tuition costs for students in high-cost programs – competition from “for-profit” institutions Low level of financial literacy of students	Comparatively low-cost education/training Access to financial aid	Collaborate with community agencies to implement targeted marketing and recruitment strategies in surrounding neighborhoods of the campuses
SPC provides the academic and student support to facilitate the successful completion of student academic goals. Core Competency: Quality Instruction Support for Learners	Significant loss of funding Low levels of academic readiness and economic viability of residents in the immediate neighborhoods Service to college prep students -potential loss of state funding Larger student class size	Strong and involved student groups	Engage faculty more purposefully and intensely in student advising activities
SPC develops coherent educational pathways in partnership with universities, businesses, and community-based organizations with a focus on student completion and life-long learning. Core Competency: Business and Industry Responsiveness	Significant loss of funding Low levels of academic readiness and economic viability of residents in the immediate neighborhoods	Wide variety of high-demand programs Business and industry support	Develop stronger and more focused engagement with advisory committees
SPC is committed to continuously improve opportunities for employees, financial, technological, physical, other capacities with focus on effectiveness, efficiency, agility.	Significant loss of funding Significant loss of personnel and continuing hiring restrictions (staffing ratios) Some older facilities not built to today’s energy standards	Competitive wages Meaningful employment Strong professional development program Federally designated empowerment zone	Acquire and deploy the best technologies to better manage workloads and to collect data
Foster integrated organizational communication to consistently promote the positive impact and value of SPC to the community of Bexar County and the surrounding service area. Core Competency: Community Engagement	Significant loss of funding	Ability to build cost-efficiencies and share resources through partnering with sister colleges and DSO Strong base of financial donors Strong grant-funding capabilities Engaged community “Green” initiative on the campuses Historically Black and Hispanic-Serving Institution	Develop a focused student and stakeholder satisfaction and engagement campaign

Figure 2.3 Strategic Challenges and Advantages

Through GTG strategic planning sessions, participants engage in activities designed to consider long and short term horizons. Over the last several years, participants have engaged in a review of Baldrige Criteria as a means to extend strategic visioning into the long-term as well as the more immediate future. The College’s strategic objectives and action plans include timelines indicative of this kind of horizon planning. In addition, at each GTG retreat, participants engage with master planning consultants who present visual depictions of long-term capital improvement plans and possibilities along with a status report of current and shorter term improvements. New program development is also central to long-term horizon planning and visioning. A number of programs including green-centered, STEM and energy technology programs have been developed as a result. In the development of the strategic plan within the GTG process, stakeholders are identified and associated with each strategic objective in order to assure we are addressing the needs of all constituencies. See *Figure 2.4* below.

GOAL/OBJECTIVE	STAKEHOLDERS
Goal I: Access to Higher Education Objective: St. Philip's College provides a gateway to a quality higher	Students ,Business, Industry, Community Partners, Faculty, Workforce Solutions Alamo, COSA, Recruitment, ISDs, Faculty, Dual Credit, Recruitment, BOT (ISD and AC), CE ACOL, Marketing/PR, IT ,IIC, Distance Learning Faculty, Students, Facilities, Veterans, African American Males, WINTO

education experience	
Goal II: Success/Completion (Student Support) Objective: St. Philip's College provides the academic and student support to facilitate the successful completion of student academic goals.	Students, Faculty, Industry, Transfer institutions, Staff , SDEV Faculty, Student Services Staff Math, English and Reading Faculty Tutoring, College Prep Lab Staff, Chairs, Advisory Panels Vendors, High School (Counselors, Teachers, Administrators), Faculty Program Reps , Advising and Testing, Dual Credit, Marketing/PR, IT ,IIC, Distance Learning Faculty, Students, Facilities, Veterans, African American Males, WINTO
Goal III: Pathways to Success (Workforce) Objective: Develop coherent educational pathways in partnership with universities, businesses, and community-based organizations with a focus on student completion and life-long learning.	Administrators, Instructional Units, Advisors, Students, Community/Business Partners, ISDs, SACS, THECB, ACCC, SPC CC, Career/ Transfer, 4 yr institutions, Advisory Committee/Board/Industry, Students, K-12, Career/ Transfer, BOT, Faculty, 2 Partners, THECB, 4-year institutions, Professional Assns., Transfer Center, Students, Advisory, ISDs, HS CE Deans, Veterans, African American Males, WINTO
Goal IV: Performance Excellence Objective: SPC is committed to continuously improve opportunities for employees, financial, technological, physical, other capacities with focus on effectiveness, efficiency, agility.	Administrators, Staff, Faculty, Students, Community Employees, Institutional Advancement Vendors (IT), Community, Business, Industry, Vendors (Construction, equipment)
Goal V: Organizational Communication Objective: Foster integrated organizational communication to consistently promote the positive impact and value of SPC to the community of Bexar County and the surrounding service area.	K-12 partnerships, Business/Industry/ Community, Prospective students, Military, Healthcare, Education, Learning Centers, AC service areas, churches, 4 yr institutions, DOE, Advisory Boards, Alumni, DOL, High Schools, Workforce partners, Public Relations, Recruitment, Instructional Programs, faculty, staff and administration, DSO

Figure 2.4 Goal/Strategic Objectives/Stakeholders

The two most significant long term challenges are funding reductions and tighter accountability measures. Continued reduction in state reimbursements as well as stabilization of local tax revenue combined with increased demand is an unsustainable trend. Accountability to graduate highly skilled students within 3 years is a difficult prospect given how many students are both unprepared for college and also unable to afford to attend full-time. Solutions to these challenges cannot be solved quickly, but rather incrementally. Reduction in the SPC workforce and alignment of curriculum with a razor sharp focus on specific measurable outcomes have already begun and will continue over the next few years in order to adjust to the new reality. There also are a number of long term opportunities such as building new and expanding existing partnerships with local K-12 schools and 4-year colleges. In this example, building relationships over time and taking advantage of shorter term collaborative activities, such as small grants, have the potential to culminate into larger opportunities and partnerships in the future. Shorter term challenges also are prioritized and folded into shorter term operational unit plans or are handled on an ad hoc basis through the SLs.

Prioritizing activities of the College to determine chronological order of events and funding is key to assuring the appropriate balance between the health of the organization and the needs of students and other stakeholders. This process takes place regularly though SL participation in weekly Cabinet meetings. The president leads the dialog where frank discussion among the deans and vice presidents along with a thoughtful review of data, especially KPI targets, accomplishments and opportunities for improvement, provides basis for balanced and appropriate decision-making. These discussions also lead to consideration of how to capitalize on the core competencies of Quality Instruction, Support for Learners, Business and Industry Responsiveness, and Community Engagement. Our quality instruction is demonstrated in the readiness of technical students to take on their role in the work place after graduation. Another example of a capitalizing on a core competency is when responsiveness to business and industry leads to scholarship donations such as the San Antonio Manufacturing Association made in August 2012. Capitalizing on core competences often provides a natural pathway to balancing the needs of both students and stakeholders. Our stakeholders in business need well-trained employees and our students need scholarships that are funded by those same stakeholders. The long list of donors includes HEB, CPS Energy, Boeing, and Lockheed-Martin.

One of the College's strategic objectives necessitates partnerships with businesses and community-based organizations in order to build a world-class workforce education and training capacity. This leads naturally to exposure to changes and challenges in the business world that may impact education and degrees. To be responsive to industry, which is another core competency, the College must be sensitive and responsive to the information that this exposure provides. Information must be incorporated with labor market statistics and the demand occupations list to determine the best use of funds for changing curriculum or closing, or starting new programs. Regardless of short or long term challenges and opportunities, the needs of students and other stakeholders is paramount. By staying focused on the College's MVV and through the implementation of the College's strategic plan, students and stakeholders are at the center of all decisions. An example of student/stakeholder focus as well as adaptability

to sudden shifts in market conditions can be found in recent efforts to address the advising needs of students. The number of advisors has been reduced almost in half over the last two years, enrollment has increased and a new student information system has been implemented. A review of wait times in our Welcome Center revealed that students needing to see an advisor were waiting upwards of 4 hours for service. Regardless of the financial challenges, SLs understood that student needs and satisfaction levels had to be addressed immediately and that a long term solution had to be implemented. Rearranging advisor schedules and improving the skills of intake personnel helped in the short run, while the long term approach, which is still in process, engages both technology to help students self-advise and also trains faculty to become more actively involved in the advising process.

2.2.a(1) Action Plan Development and Deployment Development of college action plans occurs during the annual GTG retreat and are a result of the refinement of the strategic objectives. Participants break into diverse groups and develop recommendations for college action plans that address strategic objectives where core competencies are emphasized and that consider strategic challenges and advantages. Actions are defined at an institutional level of activity and are a result of ongoing review of the SWOT analysis, Context Map, College Scorecard, mid-year OUAP report outs as well as key performance indicators, regulatory agency requirements, financial imperatives, and community and business/industry needs. Group recommendations include timelines, recommended measures and targets, and alignment with district goals. Recommendations are shared with the larger group and with consensus, the recommendations are forwarded to the cabinet for further refinement and confirmation. In the May 2013 GTG retreat, recommendations were made and confirmed by the cabinet. Deployment of Key action plans occurs as part of the institution-wide OUAP process and communicated through All College Meetings, Division and Department Meetings, and through the annual OUAP report-out sessions. See Figure 2.5 below for 2013-2014 Key Action Plans.

Goal / Strategic Objective	Key Action Plans
Goal I: Access to Higher Education Objective: St. Philip's College provides a gateway to a quality higher education experience	<ol style="list-style-type: none"> 1. Recruit and enroll students from the eight-county service area with an outreach focus on under-represented populations, such as low Income students of color 2. Leverage K-12 partnerships to facilitate the smooth transfer of students into St. Philip's College 3. Continue to expand and strengthen all distance education courses and programs
Goal II: Success/Completion (Student Support) Objective: St. Philip's College provides the academic and student support to facilitate the successful completion of student academic goals.	<ol style="list-style-type: none"> 1. Improvement/alignment of institutional systems/ practices to Improve student success (AID, FOE, MyMAP) 2. Provide students with degree planning, academic advising, resulting in roadmaps for success 3. Provide a comprehensive approach to developmental instruction and support that accelerates the completion of requirements and ensures the movement of students toward their academic goals, such as flexible options and integrated occupational/DE program (I- Best) 4. Identify, implement, and continuously improve student learning outcomes for each course and program offered 5. Provide faculty/staff development to create greater student engagement/learner-centered instruction 6. Continue to collaborate with secondary school partners on issues of joint interest (i.e. testing, advising, instructional offerings, etc.) 7. Continuously measure and improve outcomes as outlined in the student success policy 8. Utilize a student-tracking and intervention system to monitor and promote student academic progress from enrollment to completion [New Initiative] 9. Implement the student "orientation" model, develop a peer mentoring program [New Initiative], and implement an early alert process to better support student completion and success
Goal III: Pathways to Success (Workforce) Objective: Develop coherent educational pathways in partnership with universities, businesses, and community-based organizations with a focus on student completion and life-long learning.	<ol style="list-style-type: none"> 1. Create coherent, structured pathways to certificate and degree completions based on high demand occupations 2. Provide a core curriculum experience that ensures students will gain the knowledge and skills required for success in college, in careers, in their communities, and in their lives 3. Collaborate with area universities to provide transfer programs that align with baccalaureate degrees 4. Sustain internship and practicum experience into all workforce programs 5. Strengthen the advisory committee relationship between business and industry partners and the colleges 6. Participate in articulated academies for high school students to enter into careers such as Aerospace, Information Technology Security Assurance, and Nursing 7. Provide workplace and continuing education training that results in opportunities to enhance workplace skills and further education
Goal IV: Performance Excellence Objective: SPC is committed to continuously improve opportunities for employees, financial, technological,	<ol style="list-style-type: none"> 1. Build a culture of evidence and efficient and effective systems to ensure sustainability 2. Build talent and engage employees with a focus on learning, collaboration, and performance 3. Maximize technology for student and employee success with a focus on innovation 4. Develop long/short-term facilities plans including upgrades to master plans, deferred maintenance, scheduled maintenance

physical, other capacities with focus on effectiveness, efficiency, agility.	5. Deploy safety manuals, plans, and protocols and the associated student and employee training
Goal V: Organizational Communication Objective: Foster integrated organizational communication to consistently promote the positive impact and value of SPC to the community of Bexar County and the surrounding service area	6. Identify and implement strategic environmental sustainability procedures & initiatives 1. Develop and deploy a marketing plan for St. Philip's College that addresses dual credit curriculum, transfer curriculum, workforce curriculum, continuing education curriculum, and developmental education curriculum 2. Develop, measure, track, and improve communication approaches and outcomes 3. Sustain and improve an internal communication plan focusing on openness and two-way communication

Figure 2.5 Key Action Plans

2.2a(2) Action Plan Implementation The primary GTG session is completed in May. The SLs review recommendations and make refinements in the summer. At the All College Meeting in late August, the president presents an overview of the strategic plan updates to the whole of the College community. The same week as the All College Meeting, Division Meetings are held by all the deans to share the entire strategic plan with all employees in all division departments. With this session, work begins at the department unit level to update and refine their OUAP to reflect changes in the the College plan. Individual operating units integrate college action plans and their associated strategic objectives into unit level activities that will help move the institution forward toward meeting strategic objective targets. OUAPs are vetted through the SLs and are presented to the whole of the college community in open forums that are designed to allow feedback for improvement. All operational units update plans regularly throughout the academic year and make adjustments as needed to respond to unexpected variables. We ensure that we sustain the key outcomes of the plans by a periodic review process. As part of the process to systematically evaluate and make refinements when strategy changes are necessary, this set of questions is used: Is the current strategy being implemented as intended? Are there adequate resources to implement the current strategy as intended or a new strategy? Who is involved in carrying out the strategy? Is the current strategy affecting the target population as intended or are there unintended consequences? This enables the action plans to be sustained in a current, relevant, and workable manner.

2.2.a(3) Resource Allocation SPC uses a performance-based financial model to ensure adequate financial resources are available to support institutional action plans, daily operations and financial obligations. Budget allocations are based on a workload model that accounts for enrollment headcount and contact hour generation. In May through June, the College submits revenue and contact hour projections to the district Vice Chancellor for Finance and Administration (VCFA). The VCFA coordinates the budget with the Fiscal Affairs Office and submits the College budget as part of the AC overall budget. In August, the fiscal year budgets are approved by the BOT and sent to the Fiscal Affairs Office. The College then formulates and aligns the operating budget to the SPC strategic plan. Adjustments are made to meet course demands, student services, and academic programs. The College budget is made available to all departments on September 1st, the first day of the new fiscal year. To minimize financial risk, the College Budget Officer conducts a monthly financial analysis of expenditures and informally communicates with departments about any concerns. The College Budget Officer conducts formal reporting from a global perspective to the College President and Vice Presidents on a regular basis.

A major strength of the SPC strategic planning process is the integration of the formal RAF process with budget planning. This is a consistent and systematic process that serves as the baseline strategy for prioritizing all faculty and staff hiring requests and major departmental purchases. RAF submissions are submitted through channels to the SLs for review and recommendation. The RAFs provide operational units the opportunity to justify funding requests and to demonstrate how their requests align to specific activities, strategic objectives and KPIs in their OUAP. The Campus Budget Officer compiles the information in the forms and submits the list to the Vice Presidents and President for consideration. The Vice Presidents and President determine the level of priority and allocation. Funding is allocated between personnel and non-personnel to assure that expenditures are directly correlated to departmental unit plans.

2.2.a(4) Workforce Plans SLs assess the workforce needs that are required to accomplish strategic objectives and activities through the RAF process and prioritize any new hires or reassignments. Once those decisions are made and all approval protocols are completed, departments begin the process of making hiring recommendations and/or they work through any reassignment of employees. Supervisors orient new employees to their work area and explain their role and function. In addition, the College President leads a New Employee Orientation program that further accentuates the College strategic objectives and action plans and sets the expectation that every employee is responsible for the success of the College's strategic plan. SL also consider the contributions of the workforce in addressing short and long term strategic objectives and action plans by including a broad

spectrum of employees across all function areas of the College in the GTG strategic planning sessions. SLs also provide time and resources in informational and training activities to support employee understanding of and engagement in operational unit planning as well as assessment activities. The Director of Planning, Research and Effectiveness (OPRE) provides annual OUAP sessions at division meetings that all employees are required to attend. Twice annually, all members of the workforce actively participate in Professional Development activities that are designed to inform them of strategic objectives and action plans and to help them understand their role in helping the College address those objectives and plans. The President of the College presents this information at the All College Meeting that is held at the start of each semester as the kickoff to Professional Development Week activities. Each fall, employees from all areas of the College are required to present their plans and their previous year results to the SLs in an open forum. SLs and other participants provide feedback for improvement, which employees then integrate into their current and future year OUAP.

2.2.a(5) Performance Measures Performance measures of the College’s action plan are determined in GTG and refined and approved by SLs for inclusion in the College scorecard. In addition, institutional regulatory body data requirements and district KPIs are integrated into the scorecard as well and support College action plans. Measures are tied to strategic objectives and strategic objectives are tied to district overarching goals. Key measures are identified in the table below and demonstrate organizational alignment. Each Vice President is assigned a district overarching goal area and is held accountable for assuring all strategic objectives and associated action plans are integrated into OUAPs, that all identified student and stakeholder segments are appropriately considered, and that action plans are implemented, measured and improved. The Director of OPRE provides data related to the College strategic objectives and action plans on a quarterly basis for SL review. If an indicator reveals that the College is at risk of not meeting a target goal, the issue is addressed in the President’s Cabinet and the appropriate Vice President or Dean is identified to develop a plan to redirect activities. Key performance measures, aligned with overarching goals and strategic objectives are identified in *Figure 2.6*.

SPC FY14 Strategic Plan			
Overarching Goal / Strategic Objective	Key Measures	Short Term FY14	Long Term FY16
Goal I: Access to Higher Education Objective: St. Philip’s College provides a gateway to a quality higher education experience	Enrollment	10,250	10,350
	PGR	79.1	82.0
Goal II: Success/Completion (Student Support) Objective: St. Philip’s College provides the academic and student support to facilitate the successful completion of student academic goals.	Course Completion	92.9%	95.0%
	Persistence	55.4%	66.5%
	4- yr Graduation rates	12.3%	13.9%
	# Degrees and Certificates Awarded	1,435	1,440
Goal III: Pathways to Success (Workforce) Objective: Develop coherent educational pathways in partnership with universities, businesses, and community-based organizations with a focus on student completion and life-long learning.	Licensure Pass Rates	93.5%	100.0%
	Employment Rates	78.3%	82.7%
	Transfer Rates	16.3%	24.4%
Goal IV: Performance Excellence Objective: SPC is committed to continuously improve opportunities for employees, financial, technological, physical, other capacities with focus on effectiveness, efficiency, agility.	TAPE Feedback Report Score	Band 6	Band 8
Goal V: Organizational Communication Objective: Foster integrated organizational communication to consistently promote the positive impact and value of SPC to the community of Bexar County and the surrounding service area.	Fundraising	\$350,000	\$400,000

Figure 2.7 SPC FY14 Strategic Plan

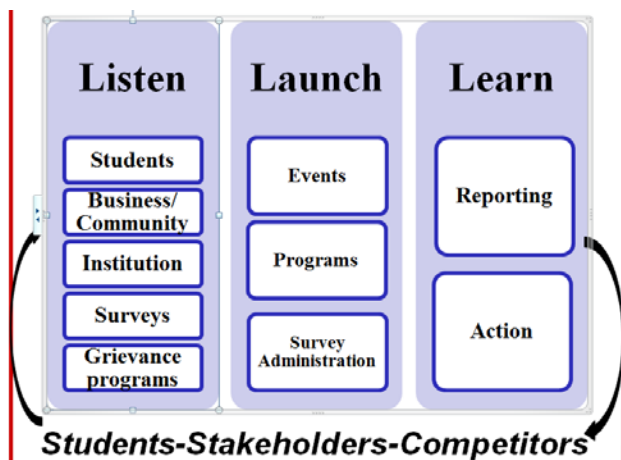
2.2.a(6) Action Plan Modification Both the College strategic action plan and associated operational unit OUAPs are reviewed regularly as well and are considered to be “living documents.” As such, they are updated and modified as necessary to include new or revised objectives, activities, measures and target goals. On a formal basis, the College action plans are reviewed quarterly with the College scorecard. The current College action plans reflect an overhaul to the previous year’s plan by bringing more specificity to the identified objectives and activities. In addition, adjustments were recently made to the current plan to more clearly articulate the existing focus on key student and stakeholder segments. OUAPs are formally reviewed twice annually, in February of each year when plans are due for the coming year, and again each fall when employees present their OUAPs and previous year findings to the SLs.

When something unusual happens, such as a reduction of Title III funding, existing contingency plans are implemented. We had

to make a rapid, dramatic change that involved the reduction of personnel positions. The president and the executive team used the contingency plan as a decision making guide. Even when something unusual happens that requires an immediate response, there are also long-term potential impacts that must be considered. An example is the situation that resulted from the number of advisors being reduced. The college moved to a faculty advising model earlier than originally planned in order to be able to carry on the important function of advising students about their academic plans.

2.2.b Performance Projections SPC utilizes several key measures to track performance levels of College action plans as well as more detailed measures in the College scorecard including select district KPIs, regulatory agency data requirements and action plan specific data. Comparative data is utilized as much as possible to set projections for future performance. To assure that KPIs and key action plans reinforce organizational alignment, key measures are aligned with strategic objectives and target projections. Deployment of all activities occurs through implementation of the OUAPs. The OPRE provides historic trend data from other colleges in the district, the state, and the country to SLs and other key individuals. Based on analysis of this data, SLs are able to postulate whether the trend will continue, and if it is a negative trend, what steps need to be taken in order to reverse the projection. The president and the chancellor often set stretch goals for some of the KPIs. SLs review data related to the KPIs and work with employees in their division and through GTG sessions to develop an approach to meet stretch goal targets and then assure that they are incorporated into OUAPs, assessed and improved upon. Regulatory agencies may set targets as well. For example, the THECB has “Closing the Gap” and graduation targets that are incorporated into KPIs. Not meeting state targets can result in reduced grant allocations or other negative consequences for the College. To address gaps in performance, SLs work collectively as a cabinet and also collaboratively within and across their divisions to make modifications to the College strategic objectives and action plans as quickly as possible. A recent example is the negative gap in the anticipated student financial aid default rate and the actual rate. Consultants were brought in to help the SLs and other key employees understand the issue, An inventory of current financial aid practices was taken, best practices explored, action plans and target goals for improvement were set and College action plans were amended. We make our projections based on comparative and trend data. We have informally utilized other factors such as trend data, events that impact the projection, financial resources required, staffing resources required and training needed.

3.1 CUSTOMER FOCUS



Figure/Table 3.1 Listen, Launch, Learn

3.1a(1) Student and Stakeholder Listening Student and stakeholder support is critical to SPC and listening to their needs is an important means to understanding what supports to provide. Listening occurs through a variety of methods including engaging students and stakeholders in the GTG process, Call to Conversations, College committees and councils as well as through surveys. These methods vary by student and stakeholder segment. For example, students are surveyed using Noel Levitz(NL) satisfaction and Community College Survey of Student Engagement (CCSSE) surveys, while business and industry stakeholders are engaged through participation on workforce advisory committees. The College also participates in P-16 dialogs and planning in conjunction with AC DSO, state agencies and local K-12 institutions.

Students and stakeholders provide input to the College through representation on the College Leadership Council (CLC), Good to Great (GTG) strategic planning, and through individual end of

course evaluations completed at the end of each semester. The College maintains an active Student Government Association (SGA) and is home to a nationally recognized 5-star chapter of the Phi Theta Kappa (PTK) honors program with a membership of over 600 high academically achieving students. Additionally, the College gains invaluable feedback and support from its Student Engagement and Presidential Scholar participants as they complete program requirements under the mentorship of college faculty and staff employees.

Listening mechanisms vary by need. For students, key mechanisms, which occur over the student life cycle, include New Student Orientation, End of Course, NL, CCSSE, and Graduation surveys. Other stakeholders, including business and industry, local government and non-profit agencies communicate through formal meetings. Student support departments use satisfaction surveys. Electronic communication is preferred by students who engage in web advising, social networking and College Internet services. The College website is organized to provide information to key populations such as potential and current students. Social mediums such as Facebook, Twitter, Instagram, YouTube, and Foursquare enable the college to deploy a large amount of

information and obtain instant feedback on events and programs throughout the year. Presently, the College utilizes SightMax, and previously Valero software, to capture survey data from students utilizing the web advising medium. Most comments indicate appreciation from students for the College providing this mode of communication. See *Figure 3.2* below.

Stakeholders	Segments and Groups	Listening Methods	Actionable Information
Key Student Groups	All Students	Web advisor Live chat High school counselors, recruiter meetings Facebook Email Twitter Instagram YouTube Foursquare Welcome Center--face to face Participation on college leadership council, GTG, key committees End of course survey Corporate Recruitment Visits Advising Survey	Educational & Support Program offerings Class Schedules Curriculum Review Recommendations for process improvement Strategic planning
	Veterans	Military partner meetings and dialogs Support Groups	Course offerings at military bases Establishment of Veteran Student Organization Veteran Outreach and Transition Center (VOTC)
	High school graduates	Recruiting visits to high schools Campus tours College Connection & College Mentorship programs SPC Night-- WNBA Silver Stars games, Fiesta San Antonio- CultureFest event Tour Evaluation Cards	Answer variety of college admission questions Feedback on Admission, MyMap (Enrollment) & Financial Aid procedures Potential & competitor student contact data
	Non-traditional Students/ Occupations	Annual Women in Non-Traditional Occupations Conference Advisory Committees	WINTO Student Organization
	Dual Credit	Meetings with local ISDs Counselor's Breakfast	Phoenix-Middle College, Early Colleges Course offerings Class Schedules
	African American Males (AAMI)	Outreach, activities and workshops Student Engagement Grant Annual Conference	AAMI Student Organization Data management
	College Prep Students	Mandatory assessment New Student Orientation survey Required Individual Success plan First Year Experience programs	Pretest assistance: Academic Prep, Bootcamp, Fresh X Summer Bridge, PASS Advisor visits to SDEV classes
First Time in College (FTIC)	Mandatory assessment New Student Orientation survey Required Individual Success plan First Year Experience programs Foundations of Excellence self study	FTIC hold in Banner Student System for mandatory advising Loan program information Early Alert program data	
Key Stakeholder Groups	Bexar County and Local Community	SL participation in community organizations Community leader GTG participation Host community events President's Gala Advisory Committees	Administration attend multiple networking events Student Internship Evaluation
	Surrounding Counties and Communities	SL participation community organizations Community leader GTG participation Host community events President's Gala Advisory Committees	Administration attend multiple network events Student Internship Evaluation
	Alumni	U.S. mail Email Facebook Host community events Alumni Quarterly Newsletter	New program recommendations Id new student markets Donor relations
	Industry Clusters Creative & Communication Arts Business Health & Biosciences Advanced Manufacturing &	Advisory committees Contract negotiations Client visits	New program development Career information

	Logistics Public Service Science & Technology		
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Figure/Table 3.2 Student – Stakeholder Listening

3.1a(2) Listening to Potential Students and Stakeholders The Office of Student Recruitment & International Services communicates with potential students at various high schools and during campus tours to provide information about the College's programs. Potential students are also engaged through Corporate Recruitment Visits, such as with the San Antonio Food Bank employees and the College's partnership with the San Antonio's WNBA team, the Silver Stars. During these events, College personnel set up tables and provide information to potential students and students from competitor colleges related to college programs and services. Additional opportunities include the *College Connection* program which hosts several events throughout the year to assist high school seniors in the completion of the ApplyTexas computerized admission and financial aid applications and placement exams. Alumni participate in annual events where their views, memories and perspectives are shared openly. Potential stakeholders and competitors are invited to participate in various College activities, such as career fairs where the College learns of their needs and shares how SPC can support them. Other examples include the President's Gala Dinner during which community leaders are invited to the Campus twice a year to interact with senior College administrators at a dinner prepared by a class of Culinary Art students. This gala is a vehicle for thanking our stakeholders for their contributions.

3.1b(1) Satisfaction and Engagement The CCSSE survey measures student level of engagement with the College. SPC rates highly as compared to its peers at the cohort, state and national levels. See *Figures 7.2d and 7.2c*. SPC also administers the NL survey which measures student satisfaction. Additionally, key programs administer surveys and use the results to make program adjustments. For example, the new student orientation survey is administered to students completing the orientation program. In 2010, student feedback resulted in an additional orientation conducted at the Southwest Campus. In 2012, a game show experience was incorporated to make the orientation more fun and engaging for students. The game show model was most recently used in support of the College's adoption of financial literacy as one of its institutional priorities. Positive feedback assures SPC will retain the model. See *Figure 7.2c*. Recruitment & International Services utilizes the Tour Evaluation Card for visitors to rate their overall experience on a campus tour and provide additional comments. The cards are frequently reviewed to improve services to prospective students. As a result, changes were made to the process of requesting campus tours (from calling to schedule a campus tour to requesting a campus tour online), and altering the format of campus tours (from birds-eye tours to more interactive tours).

3.1b(3) Dissatisfaction Student dissatisfaction is collected by primarily by analyzing NL survey results along with other internal surveys. Key NL data (*Figure 7.2a*) are posted on the College website and presentations are conducted during cabinet, division, and departmental meetings throughout the year. Data are disaggregated by benchmark to show how students responded to specific questions. On the most recent NL survey, students indicated a very slightly less level of satisfaction as compared to national benchmarks when it came to Advising Services. Upon review of this data, improvements were made to the Advising process to reduce wait times and to train all advising employees to provide a consistent message to students. Improvement strategies were implemented right away and resulted in favorable outcomes for students. See *Figure 7.1o*. Student and other stakeholder groups also identify areas of dissatisfaction through internal satisfaction surveys. For example, the CultureFest survey indicated student and stakeholder discomfort with lack of shaded areas during the event. This was resolved by renting additional large tents and the purchase of misting fans. Another means of listening to student dissatisfaction is through the SGA where student government representatives share concerns with the CLC and request action. Students have consistently complained about the cost of textbooks. The College, through AC DSO, contracts with an outside vendor to provide bookstore services. In collaboration with the supplier/partner, a textbook loan program was implemented, bringing significant savings to students. See *Figure 7.1r*.

3.2a(1) Programs and Service Offerings All major decisions made by the College concerning the identification and innovation of new programs and services are data driven. This is accomplished through a process of data collection; close cooperation with business and industry; analysis related to student enrollment, retention, program growth, revenue generation; and other vital factors that may impact college operations. Data are gathered utilizing labor market and higher education databases, and regulatory agencies such as DOE, THECB, SACS and the Alamo Work Source. Additionally, key performance indicators are used to support justification for funding of programs and services designed to attract new students and maintain current students. Program and service offerings are reviewed annually through the OUAP process to determine if changes are needed, if realignment is required, and if additional resources need to be allocated.

Through membership with Foundations of Excellence (FoE), the College recently completed a comprehensive study of its programs and processes related to first year students. The FoE study provided data concerning First Time in College (FTIC) students. Those data are the basis upon which several programs are being modified and enhanced. For example, the College has partnered with USA Funds to establish a Campus Financial Literacy program in order to educate new students about the importance of creating a personal expense budget, developing a loan repayment plan, and exploring other ways to finance a college education.

The African American Male Initiative(AAMI) program is a highly focused and intensive support program designed to increase retention and academic success of African American male students. The initiative was undertaken to address the disproportionate number of African American males who choose not to remain in the higher education system. The focus of the program has been fostering a strong support system for each student on a one-to-one basis. Students are made aware of the AAMI through direct emails, invitation postcards and word of mouth. In 2012-13, over 70 AAMI students participated in various programs throughout the year. Future plans include broadening the focus to minority males in general to foster a more collaborative effort from among all constituent minority student support organizations on and off campus.

In partnership with the City of San Antonio, SPC is leading efforts to establish a Veterans Outreach and Transition Center (VOTC) near the MLK campus to provide intensive services to meet the employment needs of veterans who are economically or educationally disadvantaged, including homeless veterans, and those with barriers to employment. The data on needs and challenges of veterans returning to the workforce are staggering, and when the opportunity to partner with the City to serve this population, SPC quickly took advantage of the potential to make a significant difference in the lives of these individuals. The VOTC groundbreaking ceremony was conducted in August 2013 and is on track to open for business in Fall 2014. SPC has traditionally been designated as a military friendly institution and this initiative is in keeping with that tradition.

3.2a (2) Student and Other Customer Support Students and stakeholders seek support from departments throughout the College. Examples range from recruiters visiting local high schools to workforce development staff making corporate visits. Enrollment Management personnel located in the Welcome Center and accessible via a public website provide ready access to a wealth of information and support. Programs and services are listed in the e-catalog, College website, and other print and electronic media.

The College provides a wide range of academic support and resources for students. The Division of Educational Support Services provides academic and counseling support services to students. These services include career and transfer services, interpreting services, tutoring, and support for students with disabilities. Student Development courses are designed to prepare students for the realities of the college experience. The College operates textbook, laptop, and calculator loan programs for students meeting specific criteria. Free test preparation support is available for all students via the Fresh X four-week Summer Program, Texas Success Initiative Preparation workshop, Academic Bootcamp, and PASS programs. Tutoring assistance is available for all subjects via the Tutoring and Technology center, focused Math, Science, and Writing instructional labs, and Smarthinking. Smarthinking provides our students with 24-hour access, from any Internet-connected computer, to online tutoring services. The College's Early Alert program is designed to provide faculty members the opportunity to alert advising staff of a student's need for effective intervention. The College also provides assistance during Welcome Back Week, Advising Days, Tiger Month Advising, Career Fairs, Transfer Fairs, and educational program information workshops. Students who do not have a GED or High School Diploma may take the GED/College Prep classes available through Continuing Education. Technology support is provided by the Information and Communication Technology Department, which supports the many student computer labs throughout the college. The Student Life department provides extracurricular activities for student engagement. Stakeholders are engaged during administration of educational programs and services. For example, the automotive department collaborates with Firestone to maintain a student internship program. Nursing and other allied health departments work with area hospitals to provide a practicum program. Vocational programs such also engage business and industry stakeholder through participation on program advisory boards as well.

Key support requirements of students and stakeholders are determined through a variety of surveys and feedback as described in Table 3.2. Responses to these requirements are deployed through SL and Council meetings, division and departmental meetings, Professional Development Week (PDW) activities and cross-training sessions.

3.2a(3) Student and Other Customer Segmentation Determining future programs and market segments is a clear objective of both the SL and the GTG strategic planning process. SWOT Analysis, Context Mapping and structured dialog during G2G Strategic Planning sessions is a key means of determining opportunities to explore new markets. Also, with strong partnerships and relationships with major business and industry groups, new and innovative ideas percolate throughout the year, making new

market segments become readily apparent. Ongoing assessment of current markets, programs and services, aids in determining continued viability and new opportunity. Through consensus, SLs and GTG participants, in alignment with the College's MVV, strategic objectives and action plans, identify which new markets to target and which markets to give less attention, which new programs or services to pursue, and which current programs and services to adjust or remove. The high school academies in Manufacturing Engineering Technology, Aircraft Technology and Information Security were developed through partnerships and collaborations with the City of San Antonio (COSA) and local school districts, the local manufacturing and aerospace industry, local manufacturing and aerospace professional association and other advisory groups.

3.2b(1) Relationship Management The College uses a variety of methods to market, build, and manage relationships with students and stakeholders. For example, the College website draws student and stakeholder attention to programs and resources. Most admission, registration and student support services are available online with web advisors available to assist as needed. Program and course information is available through the College's electronic database, including the e-Catalog. Regular email is sent through the College's intranet system, ACES. Announcements are sent directly to students rather than relying on students to find time sensitive information. Recruiters maintain ongoing relationships with high school counselors and participate in numerous community activities throughout the year to keep SPC in the awareness of the public eye. Other approaches include Facebook, Twitter, Instagram, YouTube, and Foursquare which the College uses to deploy information and receive feedback about programs and services. Social media has proven to be a substantial means of communication with students and has allowed the College to increase two-way interactions with the student-base. Hard copy materials, such as the All College Brochure, All Access Pass Student Guide, and program specific information are sent to current and potential students, and to key stakeholders and community members. College literature is strategically deployed throughout Bexar County high schools and local community organizations such as the Café College, San Antonio's "one-stop-shop" for college access advice, guidance, and workshops, so potential and competitor students and stakeholders can access these materials. New students are given an Academic Planner that contains college resource information and assists with managing their daily schedule.

The graduation ceremony held twice each academic year provides opportunities for administrators, faculty, and staff to celebrate with students and their family and to show their continued support for students. A growing alumni membership allows the College to showcase success stories and build loyalty to the institution. Alumni relationships are encouraged primarily through Facebook networking and on-site Homecoming events.

SLs are involved with the city and county government as well as local business and industry. Many serve on boards and are actively engaged with the various Chambers of Commerce. All SLs regularly attend community-wide events, maintaining a strong and positive SPC presence throughout the area. The president in particular, serves on numerous boards across the city, region and nation, always keeping SPC in tune to potential opportunities to grow and improve.

3.2b(2) Complaint Management The primary means of managing student complaints is through the Student Academic Grievance process. Student complaints are addressed through formal channels that ascend from the faculty member, department chair, dean and then to the VPAA. Non-academic student grievances are handled by the department supervisor or next person in the organizational structure. If no resolution is found, the grievance is routed to the VPSS or designee who will oversee the resolution process. The administrator investigating the complaint or handling the appeal process is responsible for making contact with the complainant regarding resolution of the grievance and to address any additional concerns. To assure a fair and timely resolution of complaints, forms and timelines are provided and detailed in the student handbook for student academic and student service grievances. Faculty and staff may also participate in a similar grievance process which is detailed in the employee handbook. Stakeholders are invited to address any concerns through their contact at the College. For any issues that suggest criminal activity or civil rights violations, the AC legal services and human resource departments are immediately contacted for guidance and further action as needed. If ethics violations are suspected, the AC ethics hotline, posted on the AC website, is available for anyone to anonymously report their suspicions.

The College is participating in a new initiative through the *7 Habits of Highly Successful People* program where all employees and students will complete intensive training over the next 2 years. A key component of the program addresses the concept of "win-win" and formal procedures are being developed to provide a guide to addressing complaints and other issues in a manner conducive to this philosophy. All SLs have completed training and are implementing this process. The ultimate goal of the process is to resolve issues in a mature and amicable way and to model for students effective ways of voicing views and hearing the perspectives of others.

CATEGORY 4: MEASUREMENT, ANALYSIS, AND IMPROVEMENT OF ORGANIZATIONAL PERFORMANCE

4.1a(1) **Performance Measures** SPC embraces a culture of evidence-based decision making that is informed through an Organizational Performance System (Figure 4.1) which uses both quantitative and qualitative analysis at all levels of the organization. The systematic approach involves a rigorous plan of data collection, organization, analysis, interpretation, and presentation of relevant and critical performance measures that are tied to strategic objectives and key action plans as well as OUAPs.

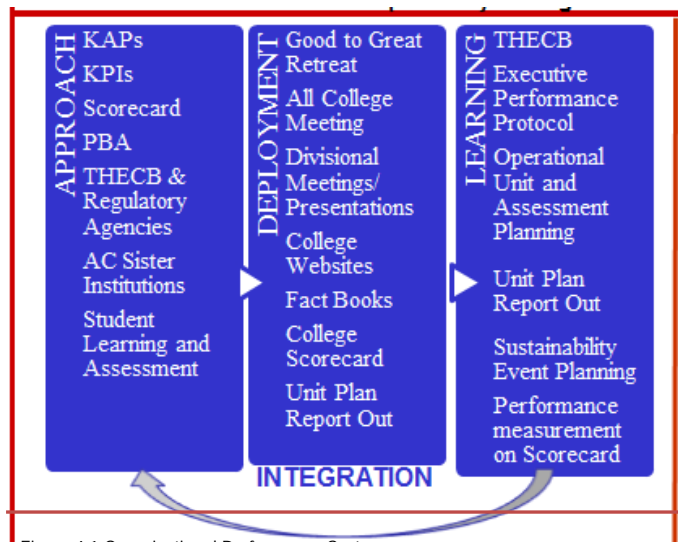


Figure 4.1 Organizational Performance System

Decisions about selection, collection, alignment and integration of key data and information are made by the SLs and GTG participants who examine data needs and issues related to organizational performance. Alignment of data with strategic objectives and key action plans is formalized into the College Scorecard. Integration of data into decision-making occurs through the regular review of the College Scorecard during SL cabinet meetings, GTG and throughout the PBA cycle. Throughout the cycle, progress in achieving the strategic objectives and associated action plans is assessed utilizing the College Scorecard as a key source of information. Areas for improvement are identified; potential new programs and services are weighed; threats and trends along with potential opportunities and challenges all emerge from the ongoing review process. SPC strategic objectives, Scorecard and Instructional Unit Review (IUR) measures and findings; AC KPIs; SACS Quality Enhancement Plan (QEP) and

Educational Program Assessment of Student Learning Outcomes (SLOs); THECB Core Curriculum SLOs as well as other regulatory agency data requirements and findings are considered by SLs in OUAP and strategic planning and refinement processes. For example, student completion and success rates are reviewed by academic deans and chairs on a semester and annual basis to inform curriculum changes as well as implementing action plans for faculty improvement.

For daily operations selection, collection, alignment and integration of data and information are determined through division leadership and their associated departments and units through the (OUAP) process. Oversight of the data management process is handled within the responsible division and information is provided to the OPRE for analysis and storage. The OUAP process, which is managed by the OPRE, incorporates data-based evidence in the development of unit plans that address specific College strategic objectives and action plans. Evidence is derived from the College SWOT Analysis, Context Map, strategic objectives, key action plans and measures as well as daily operational data and external data (NL and CCSSE surveys). These data resources are made available to all employees through the College’s AlamoShare intranet site. Since the OUAP process is the means in which College strategic objectives and action plans are directly implemented, the integration of daily operational data into the planning and assessment process is critically important. SLs, through the divisions, departments and individual units review and respond to daily operations data as part of regular staff meetings and weekly reports as well as through the PBA cycle activities, including the annual OUAP report out event each fall semester. Daily analysis of admissions and registration data during peak times serves as a leading indicator of any potential challenges with enrollment numbers while there is still time to mitigate any potential threats. In situations where the numbers appear to be low, SLs discuss possible interventions and implement strategies to avert a shortfall. Through this cycle of learning, the College instituted an “all hands on deck” policy during key registration periods where *all* employees are expected to assist in the registration effort.

Key organizational performance measures can be found in Figure 2.7. Regarding budgetary and financial measures, SPC, along with the other four Alamo Colleges operate on a funding allocation model. Funding allocation is based on student enrollment and contact hour generation (instruction). The funding allocation funds all activities relative to our student population. Because funding is set and does not allow for further augmentations should enrollment levels be surpassed, it is imperative that specific performance measures, including fiscal responsiveness, be closely monitored. Short-term measures or expectations are determined prior to the start of a new fiscal year and are used in the budget development process. Cost-cutting initiatives (i.e. marketing and promotional expense reductions, reducing copiers and copies through the printer initiative and reduction in travel expenses) are a by-product of funding allocations to ensure operational budgets are in balance with funding prior to the beginning of the fiscal year. Financial performance is monitored monthly at both the college and district level and the information is shared with college, district, and trustees. Short-term budgetary measures consist of financial sustainability such as ensuring allocation levels are adequate to provide crucial services and support to students. Through continuous improvement efforts, reallocation of existing resources and employee professional development, we sustain delivery of high

quality instruction and student support. Long-term range financial planning is accomplished at the district with input from the colleges.

4.1a(2) Comparative Data The College uses and collects benchmark data from a variety of sources to assure a good understanding of how SPC performs in relation to peers and competitors. These data resources provide SPC with reliable information to develop targets for improvement. Selection of data is determined by the source (local, state and national regulatory agencies such as the THECB and DOE as well as nationally recognized educational research organizations such as CCSSE, NL and PACE. Comparisons are determined using criteria such as data from similar organizations in size and function; data from other Colleges in the AC; and program-level data from other programs within the region.

These comparison data serve to inform the institution of potential challenges and opportunities and push the SLs, faculty and support personnel to develop creative strategies to improve College results. Comparative data are identified in KPIs and are updated annually by the DSO. KPI reports are used at the organizational and operational unit levels to assess how the College is performing in comparison with other institutions. These data inform decision making and are an integral element in the GTG strategic planning as well as in the OUAP processes. To ensure effective use of key comparative data and information that supports organizational decision making and innovation, the College follows the AC Student Success policy which states, “The AC will consistently focus on student success, on learning outcomes and on creating a “Culture of Evidence.” There are eight overarching measures of student success: course completion (7.1), productive grade rates (7.1f-7.1h), retention, persistence (7.1q), transfer (7.1r), employment (7.4f), licensure (7.4g), and graduation (7.1o -7.1p). Comparative data are provided for these student success measures and allow the College to assess performance relative to the state average, state peer average, the best among state peers, and the best in the state. One-, two-, and three-year targets are set to assure the College reaches the best in state performance. Many of the targets are stretch goals set to promote major improvements in areas critical to student success. These targets are updated annually to reflect the most current data.

4.1a(3) Student and Other Customer Data - SPC primarily uses the CCSSE and NL surveys to hear the voice of the student and to make adjustments to the operations to assure students are receiving a quality educational experience. The CCSSE and NL surveys provide national benchmarks of effective educational practice from the student perspective. The focus of the CCSSE is student engagement and the focus of the NL is student satisfaction. The surveys are administered and evaluated on an annual rotating basis and the results are compared with other participating community colleges. The College has included both CCSSE and NL benchmark results in College Scorecard measures. Scorecards are shared at quarterly Call to Conversation sessions where the whole of the College community has an opportunity to engage in dialog regarding the findings. In addition, key results are shared with employees at the twice annual All College Meetings, as well as at all College Leadership Council and division meetings. The division meetings provide opportunities for in-depth two-way dialogs on how to improve upon results at the unit, department and division level. At the GTG strategic planning sessions, CCSSE and NL results inform participants of status and allow them the opportunity to include the results as appropriate into the College SWOT Analysis, Context Map, strategic objectives, and key action plans. An example of survey findings, coupled with an off-hand comment made by the president of the Student Government Association (SGA) at a CLC meeting, resulted in an improvement and innovation in student-faculty and student-administrator relationships. In the last cycle, a review of the Faculty Engagement segment of the CCSSE indicated that scores had dropped slightly from the previous survey. About the same time that this review was occurring, the president of the SGA reported to the CLC that most students “do not know who you are” referring to the administration, staff and faculty. On the spot, the CLC initiated the SPC *Tell Your Story* initiative whereby faculty share with their students each semester a little about their personal journey. Administrators share their journey as part of the New Student Orientation agenda. The College anticipates improvement in CCSSE scores for faculty engagement in the coming survey cycle.

St. Philip’s College believes that student complaints are best handled within the appropriate function area as this provides the best opportunity for a timely and effective response. Complaints that rise to the level of the administration are addressed by the associated Vice President, using standard grievance protocols. Student complaint data are gathered and reviewed at least quarterly by the Vice President of Student Success to determine the issues most frequently addressed. Specific complaint issues are a routine topic of discussion during weekly Student Success leadership meeting. This allows for timely resolution of the more common complaints such as student refunds, financial aid disbursements or the timely processing of transcript requests. Those complaints of critical importance are brought to the SL meetings for further review and development of a solution to be implemented as soon as possible. The establishment of annual Customer Service training for all Student Success personnel is an example of action taken due to a review of student complaints indicating less than satisfactory service.

The College utilizes a variety of social media to engage, interact, and share information. Departments with responsibility for a particular social media site collect data reflecting how many people view specific posts, how many liked the post, the most popular age group, the most visited week of each semester and respond to student inquires through a two-way dialogue between the user and the social media administrator. The data help gauge student interest and student interaction with various campus life and matriculation activities. Continual usage increases inform us that students want and use this form of media to communicate with us and other students. Significant increases were noted when pictures and other graphics were posted so an Instagram page was created.

4.1.a(4) Measurement Agility The SPC PBA cycle (Figure 4.2) incorporates collection, analysis and evaluation of key measures. Through involvement of users down to the program level, the PBA cycle facilitates candid and transparent reviews of organizational performance throughout all key areas in support of organizational decision making and innovation.

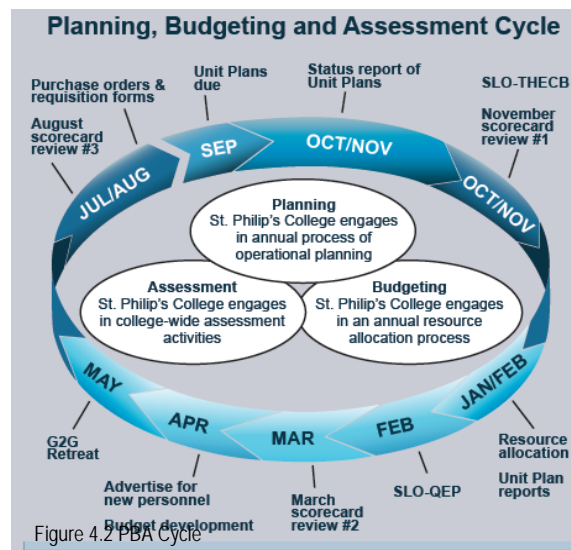


Figure 4.2 PBA Cycle

The College’s performance measurement system is integrated into the PBA cycle and provides regular and ample opportunity throughout the academic year to make adjustments based upon evidence gained from data collection. The planning processes (GTG and OUAP), the Assessment processes in the fall and spring, the annual RAF process and the quarterly Scorecard review all create opportunity for improvement activities throughout the academic year. The OUAP process in particular allows for ongoing review and updates of individual unit’s outcomes/objectives, measures, and targets to assure there is a prompt response to adjust to changes that may have occurred. SPC uses an online tool, WeaveOnline for storing OUAPs that are aligned to the College’s strategic objectives and action plans. As part of the PBA cycle all units report out on the status of their unit plans every fall semester. The report out provides the opportunity for SLs to hear and respond to any challenges that are communicated by a unit.

To address more immediate challenges or opportunities, SLs meet weekly to address any issues that evidence shows are in need of attention. An example of a change made as a result of SLs reviewing data in a weekly cabinet meeting is when the College’s graduation application rate looked as though it may fall short of its target. SLs devised a plan to temporarily assign personnel to contact and persuade each student eligible graduate to apply for graduation. The result was that the college met its target goal for the semester. SPC learned from the experience and is prepared to implement the improvement on a twice yearly basis.

4.1b. Performance Analysis and Review SPC evaluates organizational performance through ongoing collection and evaluation of data aligned to KPIs and other measures on the College Scorecard. Scorecard measures are updated and reviewed quarterly and include leading and lagging indicators of organizational performance. The performance measurement system is kept current by assigning key action plans (aligned with strategic objectives and KPIs and other measures) to specific SLs who are responsible for owning the action plans and their associated measures. SLs are responsible for evaluation of performance and for making recommendations for improvement, based upon direct results, comparative data and associated measures. SLs review organizational performance throughout the year as part of the PBA cycle and meet weekly to determine whether refinements or interventions need to be made immediately to address opportunities or challenges. Scorecard reports at the Call to Conversations with the president give the entire College community an opportunity to review results and to make recommendations for improvement. The annual GTG retreat brings in a broad spectrum of participants representing all SPC function areas, students, business and industry and community members to review the performance of the institution and to engage in activities designed to help the College improve performance. The Executive Performance Protocol (EPP) process addresses SLs performance in institutional improvement and holds them accountable for effective leadership.

The Chancellor and BOT review the College’s performance and progress on KPIs and associated key strategic objectives and action plans through a data sharing process available within the AC strategic planning and assessment software WeaveOnline. The College’s strategic plan and OUAP are located in WeaveOnline and includes measures, targets and findings. In addition, regular reports on the College’s progress in achieving student success are presented to the BOT on a semester and annual basis. To help assure that strategic objectives are effectively met, the EPP measures are aligned with the Chancellor’s charge from the

BOT and are used in the annual evaluation of all SLs. Staying abreast of the job functions and status of departmental and work units allows the College to respond to changing organizational needs and challenges. When a situation arises an action team is put in place to analyze, review and determine actionable items to resolve or embrace the change. An example is when recent budgetary issues forced a shift of a substantial amount of career and academic advising responsibilities from student services to faculty in academic departments. A team was formed with representation from all academic divisions as well as student success to review best practices locally and globally. As a result, a division of workload was agreed upon, a workshop with hands-on practice and related material was developed to provide faculty with the necessary skills to take on this new task and a new document repository structure was developed.

4.1c(1) Best-Practice Sharing High performing units and operations are identified through weekly reports to SL on successfully implemented activities and programs. Other ways high performing units are identified is through the GTG sessions where key accomplishments are captured, and through the OUAP report out that allows department faculty and staff to present their OUAP to SLs in an open forum where anyone within the SPC community can and does attend. A formal process for identifying high performance standards for academic and student success units is under development. Using benchmarks and targets, tied to our KPI benchmarks, units will be identified as performing at minimum, modest or high performance levels. The high performing units then share their best practices with all. This process allows for all to learn from each other's cycle of learning. Using performance data, SL determine which programs to highlight and submit for state and local recognition. These recognitions provide opportunities for us to share our learning and best-practices on a more global basis.

Best practices are also shared through monthly Division meetings, IIC training and consultation sessions, SLO assessment seminars and training session, as well as through participation in local, state and national conferences. Division meetings in particular serve as an opportunity for personnel to come together and discuss division, department and individual unit activities to best address strategic objectives and key action plans. These meetings serve as an opportunity for cross-departmental sharing and collaboration since divisions incorporate several departments. Cross divisional sharing occurs as well. For instance, staff members in the OPRE present results and information in division meetings from the current student and faculty CCSSE reports. Departments and units within the division use the data to determine what they need to improve in their own areas in order to have a positive impact of the College strategic objectives and key action plans. The IIC facilitates events throughout the academic year that provide faculty with the opportunity to share and learn about best practices in teaching and in distance learning environments. The Student Learning Outcomes (SLO) assessment office engages faculty in development activities related to best practice in the development and assessment of SLOs. Professional Development opportunities that are external to the College are available to key work groups or individuals to gain awareness of proven work methodologies in their areas.

4.1c(2) Future Performance SPC projects future performance through the quarterly review of the college's KPIs, key student success measures, and other measures outlined on the College Scorecard. Key measures are compared to performance measures of our local and state peers to determine future performance targets. During the annual GTG session, our current performance, along with the SWOT Analysis and the Context Mapping process provide a great deal of information that allows the College to make reasonable projections for future performance. These projections are included as target goals with the College Scorecard. Regular review of current performance provides evidence of whether the College is apt to meet a future projection or if it is at risk. Interventions are determined and implemented to improve performance. If SLs determine that the issue warrants a refinement to the measure, action is taken. Reviewing and addressing action plan performance ensures the College is addressing strategic objectives. Adjustments to these measures occur in collaboration with DSO. Key comparative and competitive data are used to develop long-term targets and goals. Intermediate targets are established to lead up to long-term targets.

4.1c(3) Continuous Improvement and Innovation The organizational performance review cycle ends and begins each year with the annual GTG retreat each May. The session is focused on the review of results from the current and past year Scorecard and is balanced with a study of the implications of the findings in the SWOT Analysis and in the future projections. By engaging with past, present and future information and data, the College's strategic objectives and action plans begin to emerge as part of the group activities. In the May 2013 GTG, the College identified its three highest priorities for the 2013-2014 academic year to be College Prep, Financial Wealth (literacy) and Performance Excellence. These priorities are aligned to activities within the OUAP at the unit level.

Once SLs approve the recommended GTG strategic objectives, key action plans, SWOT Analysis and Context Map, the information is distributed to the whole of the College community through the fall All College Meeting, division meetings and the OUAP process. The OUAP process provides a pathway for creativity and innovation at the department and unit level to determine how their function areas can contribute to the College's success implementing key action plans and unit plans. To support this kind of innovation, the College has a budgeting and resource allocation process that is part of the PBA cycle that

supports units in using data and other evidence to make a case for funding for resources to support their OUAP. The process requires departments and units to align with the College’s strategic plan and to make projections of anticipated outcomes. Once submitted through SLs, the process provides a basis for the College to distribute critical resources to areas focused on continuous improvement of key performance areas, as well as promising new practices.

Information about priorities and opportunities is deployed through GTG, All College Meetings, Call to Conversation, Division meetings, and the OUAP process. The President’s quarterly newsletter and VIP Packet is provided to key stakeholders, partners and collaborators as a means of sharing priorities. The newsletter highlights the many accomplishments that have occurred at the college, from newly accredited programs to new funding sources aimed at providing opportunities to increase and retain the number of students enrolled. The President’s VIP packet includes this information, along with the college’s mission, vision and values, college priorities, strategic objectives, key action plans, the PBA cycle and the scorecard.

2a(1) Knowledge Management SPC has invested in acquiring resources and developing key personnel to facilitate the analysis and evaluation of data, structures, processes, and outcomes throughout the organization. Figure 4.3 shows the College’s Knowledge Management System that includes the management, collection, security, release, and storage of key data and information. Figure 4.4 displays the requirements, deployment, and processes of the Knowledge Management System. Key requirements of the system include the collection and transfer of workforce knowledge; transfer of relevant knowledge to students, stakeholders, suppliers, partners, and collaborators; rapid identification, sharing, and implementation of best practices; and the assembly and transfer of relevant knowledge for use in the College’s strategic planning processes. These requirements are deployed through access to technology, training, meetings, and publications.

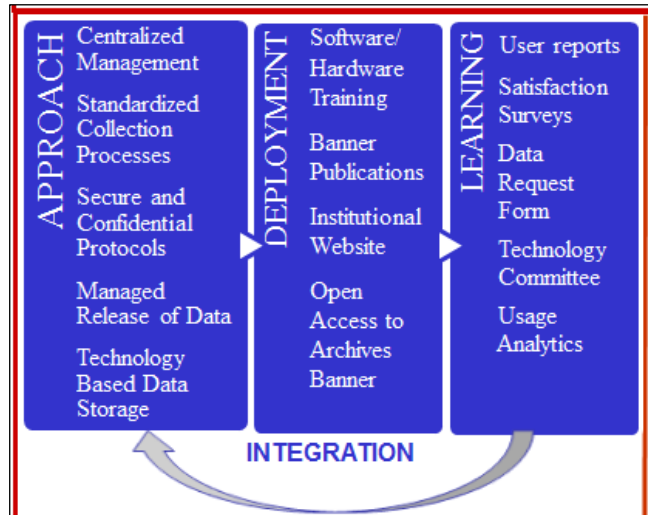


Figure 4.3 Knowledge Management System

Knowledge Management Requirements	Knowledge Management Deployment	Knowledge Management Process
Collection and transfer of workforce knowledge	<ul style="list-style-type: none"> • Web-based repositories • Defined work systems and work processes • Training and cross-training 	The ability of SPC to manage and transfer knowledge is enhanced through developmental opportunities provided by the College's Instructional Innovations Center (IIC). This Center provides instruction on a wide range of topics with relevance to performance assessment and evaluation. These include advanced use of software programs (e.g., Microsoft Access, Excel, and PowerPoint) as well as critical organizational processes (e.g., Web-time entry, Blackboard Vista) that ultimately influence the quality of data throughout the organization. Knowledge management and transfer of critical teaching skills are assured for faculty through the Master Teacher Program.
Transfer of relevant knowledge from and to students, stakeholders, suppliers, partners and collaborators	<ul style="list-style-type: none"> • Banner System for student registration • ACES System for student communication • Advisory Committees • Contracts, MOUs • Standing meetings • Email 	The OPRE produces a number of publications and documents that provide a wide range of stakeholders with access to performance data. The OPRE maintains a website available to faculty, staff, students, and stakeholders with current data and information, with additional data available upon request. The College Quick Fact Book is published annually and is posted on the College's website. Fact Books are archived online to facilitate analysis of data trends over time. Additional reports include a wide range of data, from student and workforce demographics to programmatic outcomes to student trends to periodically published newsletters that focus on specific areas of inquiry.
Sharing and implementation of best practices	<ul style="list-style-type: none"> • AlamoShare – Intranet repository and information site <ul style="list-style-type: none"> • THECB Reports • CCSSE Findings • Noel Levitz findings • PACE findings • Scorecard Review • OUAP Review and Report Out • KPI Review 	SPC reviews data regularly to identify areas needing attention, such as high risk courses, and researches information and data from the literature base and from comparable institutions to better pinpoint specifically what the College needs to improve and where to look for best practice models. Sharing of best practices occurs through division meetings and department meetings as well as through formal college events such as Professional Development Week activities, Teaching and Technology fairs and Distance Learning Assemblies as well as through participation in conferences, webinars and seminars.
Assembly and transfer of relevant	OPRE provides online access to: Strategic Plan	SPC data are contextualized, calculated, categorized, corrected and condensed as needed by OPRE for evaluation and decision making. Qualitative and quantitative data are available to programs, individuals,

knowledge for use in innovation and strategic planning processes	<ul style="list-style-type: none"> • Fact Books • Student Profile • Enrollment Data • Specific Data Reports Divisions, Departments and Units <ul style="list-style-type: none"> • Process inventories (Foundations of Excellence) • Developmental Ed Success Rates (Achieving the Dream) • Discipline specific data 	SLs, faculty, divisions, and other organizational units as needed. The OPRE provides data from the Banner System on as needed basis. As key users of data, college faculty, staff, and administrators have user-friendly access to relevant data through a formal process of data requests. Data are provided in analysis-ready templates and formats.
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Figure 4.4 Knowledge Management Requirements and Processes

4.2a(2) Organizational LEARNING Organizational knowledge is managed, used, and evaluated through various technological tools. A major tool for organizational management and learning is AlamoShare. Alamo Share is a SharePoint portal that allows departments to create areas to Communicate, Collaborate, and Connect with data and information. Personnel are able to have personalized access to retrieve pertinent information regarding policies, procedures, and services offered at the College in order to make informed decisions based upon relevant data. A component of AlamoShare is AlamoLearn. AlamoLearn allows employees to register for professional development courses and access online training opportunities. Access to the site is available on- or off-campus, 24 hours a day to for employees to either take required training, or to select training they believe will be beneficial to them in the workplace. The Alamo Colleges Educational Services (ACES) is a secure portal that provides students, staff, and faculty with access to various applications using a single sign-in. As an ACES user, students can register for classes, check email, access library resources, engage in online courses and obtain information regarding financial aid. Through ACES, faculty and staff are able to access key Banner services, policies and procedures, AlamoLearn, and benefit information. WeaveOnline is used to input key unit plan objectives and activities. The reporting feature allows users to review and share with the College their key learning and implementation of innovative ideas. Other key organizational knowledge is shared through face-to-face meetings and workshops. Key workshops held are the College’s professional development week activities, employee development day, and other workshops designed for key workgroups, such as the Administrative Professional Workshop.

Additional cycles of learning have been developed to provide opportunities to effect significant, meaningful change and to innovate. Data is reviewed on a regular basis and input is provided by faculty and staff through the College’s New Employee and Faculty Orientations and follow up meetings, division and departmental meetings, faculty and staff councils, students and other customer input such as advisory boards, best practice sharing at the departmental/program level, GTG, Call to Conversations and OUAP report outs. All are embedded, practiced and designed to help the organization learn and innovate. Based upon success in implementing a required one hour lab component for Developmental Math courses, the same concept was piloted and implemented in Developmental English courses. Comments at follow-up meetings to New Faculty Orientation led to the departmental mentor program. The need to help faculty think differently about teaching and learning and to learn new tools for effective classroom practices spurred the refined and continually updated Master Teacher Certification.

4.2b(1) Data and Information Properties Organizational data, information and knowledge are centrally managed through the OPRE in collaboration with DSO research personnel. Accuracy of data is critical to the College as it is used to make strategic and operational decisions that directly impact students, employees and other stakeholders. Systems in place to assure accuracy include the use of Banner where student, financial and human resource data and information are accessed and stored. Electronic checks and balances are in place to assure accuracy.

Data integrity and reliability are assured through a centralized management system. Data used in official reports and in planning documents all come from OPRE where it is collected, verified, stored and maintained. When data or information are needed, users utilize the online information request process and data is pulled and verified through the OPRE before dissemination. Commonly used data are available via Fact Books and others sources on the OPRE website. The College uses data from external sources as well and verifies that the source has a strong track record for data integrity, reliability and accuracy prior to partnering with them. Timeliness of data is important so the College can respond to potential challenges and opportunities effectively. Standard data are routinely provided by OPRE as part of systematized review processes, such as high risk courses and class size.

Specialized data are the responsibility of OPRE and are researched, collected, verified and then shared with the user in a timely manner. Security and confidentiality are maintained through use of levels of access protocols and passcodes. Banner limits

access to confidential information through limited user rights that is protected through passcodes. Users must request data and information through an online request system and depending upon the type of data requested may need supervisor or administrator approvals prior to release of data.

4.2b(2) Data and Information Availability The SPC computer network allows employee access to the Internet, AlamoShare, Banner and other function specific systems like communications and HR. Data and information are available to key stakeholders, partners, and collaborators through the College website, library, archives, and numerous publications. Information regarding the College's MVV, strategic plan, strategic objectives, key action plans, measures and results can be found on the College website. The OPRE website contains additional strategic planning and accrediting body related data along with Quick Facts, KPI benchmarks, student profiles and numerous other reports.

4.2b(3) Hardware and Software Properties SPC assures that hardware and software systems are reliable, secure and user friendly through a variety of systematic approaches. To ensure reliability, the Information and Communication Technology (ICT) department tracks and manages purchases of local technology and is responsible for installation and maintenance. The College ICT maintains a standard operating build to ensure consistency across the institution. Further, Microsoft Server Update Services, a systematic update server, is in place to ensure operating system updates and security patches are installed in a timely manner. Systematic Endpoint Protection, an anti-virus server, is in place to ensure all workstations are managed and updated daily to protect against viruses, spyware, and malware attacks. The College also utilizes Group Policy Management to ensure deployment of thoroughly-tested applications. Group Policy Management is implemented to ensure desktop security standards are enforced to protect the end-user from inside and outside attacks. Data security is maintained through redundant firewalls, network and application security, encrypted VPNs, and passwords. Any transmission of confidential data over public networks must be encrypted. DSO ITS also provides security alerts on its website, along with system-wide notifications when potential viruses are identified. ITS also ensures that anti-virus software is installed on all desktop computers. A recent example of addressing a potential issue occurred when there was an error with the Banner System. It was quickly determined through initial diagnostics that the technology systems were under cyber-attack from multiple external sources. To immediately address the issue, access to the AC services from these servers were shut off. As an additional precaution, key systems were taken down to prevent harm to critical AC data and information. No critical data or information was lost or damaged and systems were back up and operating within a short period of time.

To be granted access to any computer system and the information it contains, employees must acknowledge and agree to the terms and conditions in the AC Computer Security Agreement. Employees are provided access to the Banner student system based on role names/definitions. Software and hardware are kept current with educational and administrative needs through input on technology requirements from the Information Technology committee. The College uses and established a process to replace computer equipment on a cyclical basis.

4.2b(4) Emergency Availability DSO ITS maintains a disaster recovery plan that allows for hardware redundancy and failover mechanisms for critical data and information systems. Data replications minimize data losses in case of a disaster. Daily backups are produced for all data and systems and stored at the disaster recovery backup facility. This facility also serves as the standby data center to be utilized in the event of a disaster making the primary data center inoperable. The ITS Disaster Recovery plan ensures ITS continuity for critical systems. Emergency protocols are managed and practiced regularly to ensure seamless implementation. An emergency contact list that includes ICT personnel from SPC and ITS personnel from the DSO, is in place to assist with disaster recovery.

CATEGORY 5: WORKFORCE FOCUS

5.1a(1) Capability and Capacity Workforce capability and capacity needs are determined by considering several factors. All job functions have associated job descriptions that define required skills, competencies, licensures and certifications. All classified and professional staff members participate in the annual appraisal process each fall. Both soft skills and job-specific skills are assessed by direct supervisors as meeting, exceeding or below expectations and include supporting narrative. The appraisal process also includes a "recommendations" component where supervisors either require or suggest specific professional development training to help the employee improve their capabilities to perform. All faculty and staff members who are required by Human Resources or external regulatory agencies to hold a certification or license are reviewed annually as part of the employee review process. As part of the review, supervisors verify employees are current in meeting certification and licensing requirements.

Employee staffing levels are determined by district measurements and mandates. Staffing ratios are determined based on student enrollment and contact hour generation. Staffing ratio models use specific categories such as faculty, student support and

administrative support which are balanced against sister campuses to determine consistency in staffing levels. Staffing levels and the requests for filling of vacant positions is closely monitored by district HR. Only those positions that fall within these pre-determined guidelines can be filled. Once the College staffing level confirms availability of FTEs, the College uses the Resource Allocation Process for divisions and departments to justify hiring a new employee. The process requires research and data to support the request. The President and Vice Presidents then review and prioritize staffing requests. The President reviews prioritized staffing requests with the AC Chancellor who gives final approval to all hiring requests.

5.1a(2) New Workforce Members Recruiting and hiring of new employees is managed through district HR. Vacant positions are advertised and available to either internal candidates only or to both internal and external candidates, depending upon staffing ratios, the type of position and the availability of qualified candidates. At the College level, screening committees are formed to ensure that the most qualified candidates with the best organizational fit are selected for interviews. A committee comprises a cross section of employees from the department of hire and related departments to help assure diversity of thought and perspective in the selection process as well as to assure that all constituent areas are represented. District HR provides required training for all committee members to guide them in how to perform interviews in a fair and legal manner.

District HR requires the first 90 days on the job to be a transition period in order to improve retention. The new hire orientation is designed to make new employees feel welcome and to provide key information around MVV and other areas of importance. During the 90 days, individualized job training is provided by the department, followed by an official evaluation. All newly hired employees, to include tenure track faculty, adjunct faculty and staff receive ongoing training and development to enable continued retention as the employee grows and develops. To continually improve the process to integrate new employees into the workplace, the President of the College meets with new employees twice during their first year to share the rich history of the college, the MVV and their role in moving the institution forward. At the second meeting with new employees, the president facilitates a dialog to learn about what they see as strengths of the organization, what needs attention, and what they would like to see changed in the organization. The president shares her findings with the SLs during Cabinet and assigns responsibility to address new employee recommendations.

5.1a(3) Work Accomplishment The SPC workforce is organized and managed based upon major function areas along with key work systems and processes. To accomplish the work of the organization, orientation is provided to every new employee, training and development sessions are required of all employees and performance appraisals are provided annually to guide employees toward continuous performance improvement. SPC capitalizes on the Core Competencies as all employees have as a focus of their job expectations one or more of the competencies, either instruction, support for instruction, business and industry collaboration and/or engagement with the community. Student and stakeholder focus is reinforced throughout the annual PBA process that is anchored in the MVV and core competencies and includes listening and learning activities such as the All College Meetings, Call to Conversations, the OUAP development and report-out process and GTG strategic planning sessions. SPC exceeds performance expectations by reward and recognition programs that are in place to encourage individual employees to exemplify the MVV. The Employee of the Month, Faculty Excellence Award, Living our Values recognition, Piper Professor and the NISOD awards all honor exemplary work that far exceeds performance expectations. Individuals are publicly recognized at the All College Meetings, CLC meetings and through the College website. NISOD recipients are also recognized at the national conference each year in Austin as well as at a BOT session. This level of recognition serves to encourage others to “go above and beyond” performance expectations in their normal duties.

5.1a(4) Workforce Change Management: As State and Federal Appropriations continue to decline, so have our staffing levels. The most recent of which was a 19% reduction in Title III funding. The reduction in dollars resulted in a net loss of 18 staff positions. Reductions in workforce place additional pressure on existing staff. A continuation of workflow without interruption is not without its challenges. It is imperative that our workforce remain adequately trained in the most current systems and workflow processes to ensure smooth transitions during workforce reductions. The primary purpose behind these developmental opportunities is for employee professional growth and cross-training. A direct result of these programs is a very skilled and resourceful workforce. The pool of skilled labor affords us the flexibility in addressing staffing reductions when they occur. When workforce reductions are necessary, we seek specific approaches that will have the least impact on our permanent workforce. These include reduction of temporary employees, early retirement programs, and initiatives to reduce overtime. Over the last several years, the College was able to remain financially stable without employee layoffs by beginning implementation of strategic budget initiatives in early 2010. Some of these initiatives related specifically to workforce capability and capacity and included a retirement incentive, hiring freeze and retraining, emphasis on retention over recruitment, and reduction of overtime costs. As a result, no employees were laid off or experienced salary reductions in spite of dramatic reductions to the budget. SPC also recognizes the need to be prepared to bring in new employees and has a transition process that includes on-boarding personnel

through an orientation process where the president and other SLs introduces them to the College culture, and MVV. Since its inception in 2009, 100% of new employees have participated in the orientation. See *Figure 7.4a*.

5.1b(1) Workforce Environment Employee health, well-being and safety are of high importance to the College. SPC addresses health and well-being of employees through a variety of approaches such as a district-managed Employee Assistance Program that offers an extensive range of behavioral health services. In addition, free Museum memberships, YMCA Discounts, health and dental insurance, FMLA/leave benefits, sick time pool, and sick time for employees and dependents are offered through the district. Locally, the college has an on-campus Wellness Committee charged with developing programs and events to raise awareness and promote a healthy workforce. The Health and Fitness Center for SPC employees provides an opportunity for employees to exercise and receive training and guidance to make healthy decisions in their lives. SPC's wellness committee, in conjunction with area vendors, sponsors an annual Wellness Fair. Employees are made aware of these offerings through New Employee Orientation, Wellness events, email, flyers, meeting announcements and through district HR.

Campus Police officers are district employees who maintain a safe and secure environment for students, employees and other stakeholders. Officers patrol the campus grounds on a regular basis addressing security issues immediately and providing daily activity reports to SLs. Through the Office of College Services, administration is notified of all criminal activity on campus and in the surrounding area. Emergency telephones are installed in parking lots surrounding the College campuses to provide communication directly to district Public Safety dispatch for our students and staff should the need arise. Access control systems exist to limit access to buildings to only qualified individuals. A CCTV system allows district officers to have visual oversight at most of the external parameters of the College campuses. Additionally, Campus Police provide training on the most current techniques with respect to "emergency preparedness," "disaster recovery" and "active shooter". These training exercises have been incorporated into required employee development activities to ensure and maintain awareness. The Campus Police website also provides reference information on various safety topics and the protocols for each.

The DSO Office of Enterprise Risk Management (OERM) is responsible for identifying areas of safety risks. The OERM tracks and reports accident and injury trends to help identify the areas of greatest need and works with the affected area(s) to develop a best practice solution and preventative training. The DSO utilizes standard metrics for law enforcement and security concerns. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The disclosure report is used along with trend analysis to determine appropriate courses of action to prevent further criminal activities. Employees are also trained in Strategies of Behavioral Intervention (SOBI) to respond to situations such as student and/or employee violence or other misbehaviors. SOBI incidents are tracked through a software system and allow the College to identify trends of students or other stakeholders with multiple infractions across both SPC campuses and across other Alamo Colleges.

5.1b(2) Workforce Policies and Benefits AC maintains an extensive repository of policies that are designed to support and protect the workforce including but not limited to EEOC, hiring practices, qualifications, drug and background checks, nepotism, harassment, termination, and conflicts of interest. All policies are easily available to all employees and the public on the AC website. Policies specific to faculty are related to job expectations, academic freedom, tenure and promotion are provided on the AC website. Many services are provided to employees on both the MLK and SWC campuses including Wellness Centers, ergonomic-fitted furniture, police courtesy services, and an employee assistance program. Professional growth opportunities are provided to all employees and many are directed to specific groups including supervisory, customer service, soft skills, or teaching/ learning/ assessment personnel. Personal growth opportunities also are available through events such as the President's Lecture Series, Culture Fest, Hispanic Heritage Month, Black History Month and Women's History Month. Competitive benefits packages are provided for all fulltime regular employees and include health, dental and vision insurance as well as time off and tuition reimbursement.

5.2a(1) Elements of Engagement SLs discuss the key workforce engagement and satisfaction elements of job security, professional development, and recognition during Cabinet meetings. Participants in GTG identify these factors as part of the annual College SWOT Analysis. Due to extreme cost-savings activities over the last several years, other elements were identified at the most recent GTG strategic planning session. GTG participants and SLs concurred that additional key elements are quality of communication between the College and the district, and organizational climate. These elements cover all work segments though faculty, staff and administrators experience them in slightly different ways. For staff, the large reduction in forces over the last several years from attrition and retirements has been especially impactful even though these reductions allowed the institution to maintain financial viability without lay-offs. The result is that fewer staff members now must carry a much heavier load than before. For faculty, cost-savings measures have resulted in much larger class sizes and additional advising

responsibilities. For administrators, managing and navigating the massive cost-saving consolidation and alignment efforts across the AC is difficult and stressful, especially while at the same time keeping moral up among faculty and staff.

5.2a(2) Organizational Culture The College fosters an organizational culture of open communication and high performance through a variety of means. Every Monday, SLs meet at Cabinet to discuss issues of cross-functional importance. Information from these meetings is cascaded to departmental personnel at weekly staff meetings, monthly CLC meetings, monthly Division meetings, monthly faculty meetings, quarterly Call to Conversations, annual OUAP report out sessions and bi-annual adjunct faculty workshops. These regularly scheduled and ongoing meetings provide opportunities for cross-functional sharing, facilitating effective information flow and two-way communication between administration, faculty and staff. High performance is encouraged throughout, especially as exemplary employees are recognized at various events. All employees are strongly encouraged to participate in regularly scheduled training opportunities to improve their performance as instructors, administrative professionals and customer service specialists. The College benefits from the diverse ideas, cultures, and thinking of the workforce primarily through the College wide committee sign-up process that allows employees to volunteer to serve on a standing committee of their choice. The executive team finalizes the committee lists by ensuring that employees confirmed to serve on the committee come from various divisions, job functions and lengths of service so that different perspectives are represented. The collaborative culture of these committees provides for the sharing of ideas in the planning and implementation of special projects, activities or events that meet the needs and expectations of a variety of constituencies.

5.2a(3) Performance Management Workforce performance is managed through SLs along a defined channel of responsibility through divisions, departments and units. All divisions, departments and units develop an OUAP for their area that is directly tied to College strategic objectives, action plans and measures. This process continues to be refined each year to make more direct connections between the unit and College action plans. The next step of refinement is tying unit plan objectives and action plans to individual performance appraisals. This step is being piloted in the Division of Interdisciplinary Programs. Initial findings indicate that when an individual employee is evaluated based upon specific performance measures that are connected to institutional strategic objectives and action plans, performance expectations are more clearly understood and the employee develops a stronger connection to the College MVV. Full deployment of tying OUAP to individual performance appraisals will be determined at an upcoming GTG session. In all divisions, Performance Appraisals provide an employee and a supervisor a pathway to develop a work plan with measurable objectives for the coming year. SPC also supports high performance work and employee engagement through reward and recognition practices. Compensation incentives are not allowable to reward high performance per district policy. However, the reward and recognition process is a strong motivator for high performance. All SLs are strongly encouraged to provide opportunities for employees in their divisions to grow through professional development that is paid for by the College. SPC brings in consultants to support high performance and also provides funding for individuals to travel to conferences that will further develop their skills. Other recognition and incentive systems that are in place to support high performance work and workforce engagement include Employee of the Month, Living our Values, Faculty Excellence Awards, NISOD and the Professor Piper Award.

5.2b(1) Assessment of Engagement SPC determines the key factors that affect workforce engagement and workforce satisfaction through the Personnel Assessment of College Environment (PACE) survey. The results from the survey indicate how personnel perceive the climate at SPC. Factors assessed in the survey include employee perceptions about being heard by their supervisors and the administration, being praised for a job well done, being counseled on ways to improve performance, and being provided clear objectives to achieve. In addition to PACE, reports of faculty and staff issues related to workplace satisfaction are communicated to SL during CLC by the Staff Council President and the Chair of the Faculty Senate.

5.2b(2) Correlation with Organizational Results Workforce engagement data from the PACE indicate SPC is functioning in Band 3, a Consultative management style. While this is well within the norm of organizations across the country, SPC is working to improve upon that finding to move into the optimal management style, Collaborative management, in Band 4 of the PACE survey. Steps taken to make improvements to the management style level includes more representative participation in College standing committees and more focused engagement in division meetings. The PACE has been administered twice and the targets set for 2012 were exceeded and all were above the national norm. See *Figure 7.3d*.

2c(1) Learning and Development System As part of GTG, strategic objectives and action plans are developed in response to the College SWOT Analysis and Context Map (environmental scan) and with consideration of the College's Core Competencies. Strategic objectives and activities are implemented by members of the workforce. All of the Core Competencies are dependent upon the skills and talents of the workforce. Therefore, maintaining educated and trained employees capable of implementing the strategic plan is essential to institutional sustainability and effectiveness. Professional development is identified in the College action plans precisely because it is essential to meeting the strategic objectives and associated measures. The SPC Learning and

Development System is well developed as it is viewed as the means in which to improve organizational performance and to develop innovative processes based upon best practice. SPC supports several pathways for growth including internal development opportunities for various segments of the workforce, funding for external consultants to provide training targeted toward particular workforce segments, funding for workforce segments to travel to conferences and seminars, tuition reimbursement programs, and specialized programs for career progression such as ALAS.

All employees are required to participate in annual ethics training and SPC has sustained a 100% participation rate. The training is designed to keep ethical decision-making in the forefront of employee's minds and actions. In addition, BOT policy is in place to assure ethical business practices. BOT policies are readily available online in a searchable database and supervisors and SLs refer to them regularly in decision-making. All training and professional development is focused on performance improvement that will move the College toward meeting its MVV, strategic objectives, action plans, and target goals. Development is heavily focused on instruction or instructional support such as Master Teacher Certification and Canvas Distance Learning Certification as well as on other student/stakeholder focused skills such as Customer Service Certification and Administrative Professional Workshops. Professional development activities at the College are substantial and include workshops, certifications, events and academies. See *Figure 7.3e*. Employees are required to submit a justification for external professional development and supervisors and SLs verify that the development will improve performance in areas that will have a positive impact on students and stakeholders. Overall satisfaction with professional development at SPC continues to improve year after year with only 4% stating they were not satisfied. See *Figure 7.3l*.

Transfer of knowledge from departing employees is critically important to SPC especially with the large loss of personnel over the last several years. To minimize the impact, cross-training in all divisions has been implemented to make sure that knowledge is appropriately shared. When appropriate, pending vacant leadership positions are staffed on an interim basis to ensure continuity. In such instances, "job shadowing" occurs prior to the departure of the incumbent. As part of the performance appraisal process, employees and their supervisors work together to identify professional development goals for the coming year. These goals are based upon employee identified training needs as well as supervisor and SL recommendations. Goals are written into the appraisal and are verified the next year to make sure they were met. The Upward Mobility program is designed to provide opportunities for full-time employees with one or more years of service to take higher education courses or professional certification courses that will enable them to further the mission of the College. Upward Mobility provides support for employees in tuition reimbursement for college level courses taken at accredited universities included in a degree program leading to a bachelor's, master's, or doctoral degree or to an approved certification. See *Figure 7.3m*. Development opportunities, such as the IIC's in-house training and workshops and external certifications are listed in an employee's developmental plan and are expected to be completed by the next rating period. This process allows the employee the opportunity to contribute to decisions about their own development. Employees who repeatedly perform below standard may be subject to the College progressive discipline policy. Progressive discipline allows supervisors to clearly re-state defined expectations and goals, establish a schedule of developmental training and skill building and a timeline for re-evaluation, along with consequences for failure to meet expectations.

5.2c(2) Effectiveness of Learning and Development Employee compliance with completing AC required learning and development programs such as Ethics training, SPC required programs for new faculty such as Master Teacher Certification as well as confirmation that all employees required to maintain licensure or certification in their fields are up-to-date, are all examples of the effectiveness of the SPC learning and development system. Efficiencies in the learning and development system are maintained by utilizing consultants to come in to provide learning sessions on Employee Development Day and during Professional Development Week as well as to present best practice seminars or skill specific training whenever possible rather than sending large numbers of employees out of town to attend conferences. Another efficiency is the requirement that all development travel be pre-planned and pre-approved using the Request for Travel Approval process where divisions submit their requests for employee travel a semester ahead of time through the deans and to the vice presidents and budget officer for review and approval.

5.2c(3) Career Progression Job opportunities are posted on the district website and are available to all employees, creating opportunities for advancement and promotion. Faculty have the opportunity to progress through a formal promotion process that allows them to move from Instructor to Assistant Professor to Associate Professor to Professor over a specified period of time. The process requires the submission of a substantial portfolio of evidence of the quality of their instruction and success of their students. ALAS is a leadership program intended for supervisors of the Alamo College District. The ALAS program is a nine-month in-depth leadership development program designed to equip, strengthen, and prepare leaders in their roles and to assist in the execution of the AC MVV and strategic objectives. SLs who serve as an interim in a position recently vacated, learn firsthand

the demands and requirements of the position next in their line of progression. This experience prepares them to move into the role fulltime if the possibility presents itself. Whenever possible, interims job shadow the SL that they will be temporarily replacing, further preparing them for the role.

CATEGORY 6: OPERATIONS FOCUS

6.1a(1) Design Concepts The design, innovation and refinement of educational programs and services and work processes are the responsibility of SLs with input from participants in the GTG strategic planning retreats. SLs follow established policies and procedures for each of the key work process areas. By capitalizing on the core competencies of Quality Instruction, Support for Learners, Business and Industry Responsiveness and Community Engagement, educational programs and services evolve in alignment with strategic objectives and key action plans. See *Figure 6.1* below.

KEY EDUCATIONAL PROGRAMS AND SERVICES	KEY WORK PROCESSES	INTERNAL	ALAMO COLLEGES	DISTRICT OFFICE	EXTERNAL
Curriculum and Instruction Management	Program Development and Review	X			
	Student Learning Outcomes Assessment	X	X		
	Regulatory Compliance	X			
	Admissions	X		X	
Student Access, Matriculation & Support	Registration	X		X	
	Advising	X			
	Student Support	X			
	Graduation	X			
Facilities Management	Capital Improvement	X		X	X
	Emergency Management	X	X	X	X
Financial Management	Resource Allocation	X			
	Grants	X	X	X	
Human Resource Management	Recruitment and Hiring			X	
	Employee Development	X		X	
Institutional Planning and Performance Improvement	Good to Great Strategic Planning	X			
	Operational Unit and Assessment Planning	X			

Figure 6.1 Key Educational Programs and Key Work Processes

The decision on the use of internal or external work processes is determined almost exclusively by the AC DSO. The DSO provides oversight and management of facilities, human resources, budget allocation and purchasing processes, legal services, and technology infrastructure, and recently has taken on many of the processes associated with student matriculation. The College makes decisions about utilizing external sources to support key work processes such as consultants for professional development services and for specialized short term projects. Recommendations for consultant support are made by the appropriate work unit. The SLs or president make the decision whether the College is best served by accepting the proposal or by utilizing internal personnel. Factors used to make the determination include availability of internal resources to perform the job within the specified timeframe, cost of the service and benefits to College, moves the College forward in meeting its MVV and strategic objectives.

To incorporate new technology, organizational knowledge, educational program and service excellence, and the potential need for agility into these processes, the College uses the PBA Cycle described in Figure 4.2 and the Organizational Profile. The system is internally driven by student, staff, and faculty needs. The PBA Cycle assures ongoing review of needs throughout the year. This provides the College with the opportunity to update OUAPs at any time and allows for greater flexibility and agility. New technology needs are determined by district IT as well as College ICT and individual units. As College areas identify and justify technology needs, a prioritization process that uses RAF and OUAP documents is used to bring new technologies into the College. The prioritization process allows SLs to evaluate all resource needs and then develop a prioritized listing of resources to be funded. With the advice of external stakeholders, such as advisory committee members, employers, and internal stakeholders, such as faculty, adjunct instructors, and students, SLs support efforts to keep programs up-to-date with current technology. The College operates under Banner, a standardized technology system that comprises all major components of operations, Finance, Student, Human Resources, and Financial Aid. Additionally, the system allows for standardization of business practices across all of the colleges in the district. It allows for the collection and availability of data providing instructional and service departments the opportunity to have a real time impact on recruitment, retention, admissions, student services, and faculty and staffing needs.

6.1a(2) Program, Service, and PROCESS Requirements Key Educational Programs and Services requirements are identified during annual GTG strategic planning and OUAP cycles. Employees, students and community members participate in these

cycles and share their needs with SLs. Requirements also are determined on an ad hoc basis through the president’s Cabinet Meetings, College Leadership Council and Call to Conversation open forums. Additional sources of input from students and stakeholder is by the College’s students, through student surveys, classroom surveys, course evaluations, library instruction evaluations, and student participation in on-campus committees. The College involves other stakeholders, partners, and suppliers through on-campus committees, community participation, focus groups, program development, capital improvements, and charitable campaigns. Governing bodies, such as the Texas Board of Nursing (BON), SACS, and THECB, are critical stakeholders. They levy regulatory and accrediting requirements on the College and mandate accountability. As appropriate, SPC incorporates advisory committees and THECB data to structure programs, identify targets for enrollment, completion and placement, and provide guidelines for curriculum design. The key requirements for these Educational Programs and Services are identified through each department’s OUAPs and are incorporated through the Key Work Processes described in Table 6.1 and below in Table 6.2. These requirements help strengthen the core competencies of the College.

In an effort to determine Key Work Process requirements, each division conducts monthly informational meetings informing employees of changes that affect daily operations in their respective areas and to receive feedback from employees. Departments within a division develop guidelines and standards for the planning, implementation, and evaluation of processes for continuous service improvement. Some areas have created detailed best practices and provided comprehensive checklists, tasks, and standard operation procedures (SOP). All are accountable for following and updating processes, which are integrated into OUAP’s. This communication loop ensures that the College listens to and addresses the needs of stakeholders, students, faculty, staff, community, and partners.

6.1b(1) Process Implementation The College’s key work processes are aligned to educational programs and services. See Table/Figure 6.2 In order to ensure that the day-to-day operations meet key process requirements, accurate, relevant data and information received on a timely basis is critical to all of the key work process requirements. Input from the SPC workforce, students, stakeholders, suppliers, partners, and collaborators is shared with SLs on a daily or as-needed basis as well as through weekly department meetings. At the beginning of the GTG journey in 2007, the president instituted the President’s Academy as a means of collecting process information across all units and functional areas of the institution. Each Friday SLs gathered to hear presentations from all units within a particular function area. Examples of work process function areas included Curriculum and Instruction as well as Student Access, Matriculation and Support. Work units within these areas were directed to present how they managed processes within the work process. SLs soon discovered that there was a great deal of duplication of efforts, inconsistencies in how the same processes were managed in different areas and many silo operations. An example was in the College’s advising function. The counseling department, recruitment office, First Year Experience office, faculty and advisors each had their own advising process for students; there was not an institutionally coordinated plan. Through thoughtful review and analysis, the College worked to develop a common advising process to assure consistency. The President’s Academy has since evolved into the annual OUAP report-out process of the PBA where SLs use a very similar process to learn about a particular work process from the first-line staff and then work to assure quality processes that are efficient and effective.

SLs make decisions as to whether the input needs to be addressed immediately or if further review, including a need for additional resources, is required through the President’s weekly Cabinet meeting or Deans and Directors meeting. Improvements based upon evidence are made and follow-up review of data informs the area dean whether the adjustment had the expected quality impact on educational programs and services. Key performance measures are reviewed by SLs on a regular basis and leading indicators or in-process measures are reviewed daily or weekly as appropriate by department and program level leaders. If data do not indicate a positive outcome, SLs and department leads assess the root cause and make adjustments accordingly to better control and improve the outcome of key work processes. See Table/Figure 6.2.

KEY EDUCATIONAL PROGRAMS / SERVICES	KEY WORK PROCESSES	KEY REQUIREMENTS	KEY MEASURES	IN-PROCESS MEASURES
Curriculum and Instruction Management	Program Development and Review	Faculty and SL engagement, innovative opportunities, timely deployment	Enrollment PGR Course Completion Transfer Graduation Rates Degrees and Certificates Licensure Exam Passing Rates Employment	Labor Market Demands Cost Analysis

	Student Learning Outcomes Assessment	Faculty engagement and leadership, professional development, actionable data	PGR	QEP Summary Findings ETS Summary Findings
	Regulatory Compliance	SL engagement	SACS Compliance THECB Compliance	Planning timeline, compliance with critical dates
Student Access, Matriculation and Support	Admissions, Registration, Advising, Graduation	Easy, effective and fast process	Enrollment Transfer Employment Graduation	On-site wait times Student satisfaction Enrollment
	Student Support	Staff and student engagement	Course Completion PGR	Early Alert #s Tutoring #s
KEY SUPPORT PROCESSES	KEY WORK PROCESSES	KEY REQUIREMENTS	KEY MEASURES	IN-PROCESS MEASURES
Facilities Management	Capital Improvement	SL engagement	FCI	On-Time Facilities Completion On-Cost Facilities Completion
	Emergency Preparedness	SL, employee, and student engagement, ongoing emergency preparedness training	Evacuation drills successfully completed in compliance with employee training timeline	# of FEMA trained emergency preparedness and building action team members
Financial Management	Resource Allocation	Staff, faculty and SL engagement,	% Priority purchases completed	\$ spent as requested
	Grants	Staff, faculty and SL engagement	% Increase in funds	Weekly review and report out of status
Human Resource Management	Recruitment and Hiring	Personnel acquisition, timely hiring of personnel	% Payroll to overall budget	Vacancy rate
	Employee Development	Employee engagement, relevant training and development	# Employees completing required training	Employee satisfaction with training
Institutional Planning and Performance Excellence	Good to Great Strategic Planning	Employee and SL engagement, alignment with district plans, comparable/ competitive data	TAPE –Band Level Improvement	Overall performance improvement (score card) GTG Participant Satisfaction Rate
	Operational Unit and Assessment Planning	Employee engagement, alignment with strategic plan	% OUAP Objectives met	% of units completing OUAP by established deadlines

Figure 6.2 Key Work Processes and Measures

6.1b(2) Support Processes Key support processes are designed to support educational programs and services. See Table 6.2. At the beginning of the GTG journey in 2007, the president instituted the President’s Academy as a means of collecting process information across all units and functional areas of the institution. Each Friday SLs gathered to hear presentations from all units within a particular function area. Examples of support function areas included facilities management, financial management, human resource management and performance excellence. Units were directed to present how they managed processes within the function area. SLs soon discovered that there was a great deal of duplication of efforts, inconsistencies in how the same processes were managed in different areas and many silo operations. For example, SLs discovered at least three different units in the College claiming responsibility for scheduling rooms on campus. Each unit had different forms for requesters to complete and used different protocols in assigning space. SLs were assigned to oversee a consolidation of duplicated processes, eliminate silos and charge to report on improvements at subsequent President’s Academy sessions. The entire President’s Academy program spanned the course of a year and eventually evolved into the OUAP report out session in the PBA cycle. Presently, Key Work Processes are identified by the SLs through the GTG process and are developed and improved through the appropriate VP. Input into work process development and improvement involves employees, students and stakeholders by way of the College Leadership Council, the Curriculum Committee, Instructional Unit Review Committees and other standing committees in the institution.

The College follows guidelines from SACS and THECB. Workforce course selection adheres to the THECB Workforce Education Course Manual (WECM). The Guidelines for Instructional Programs in Workforce Education provides guidelines concerning the number of hours a program may contain. The Curriculum Committee reviews all changes to programs to ensure THECB guidelines are strictly followed. Additionally, workforce placement is closely monitored to meet THECB standards. To incorporate cycle time, productivity, cost control, and other efficiency and effectiveness factors into these processes, alignment of course descriptions, placement requirements and student learning outcomes across the Alamo Colleges are underway. Student matriculation processes are moving to an online environment to save costs and to make the process more efficient for students. Cycle times for student registration have been reduced dramatically due to improvements in staffing

allocations, use of volunteers, standardization of advising protocols and development of a contingency action plan. To control the cost of instructional materials, especially for consumable learning supplies, SPC seeks bids for materials and recycles whenever possible. Inventory control methods, such as tool and equipment check-out procedures, are closely monitored. Program directors, faculty, and staff regularly examine equipment for needed repair or replacement, ensuring the continued availability of equipment in good repair and in sufficient quantities for the conduct of classes. Currently, the overall numbers of printers on campus have been reduced in an effort to lower costs and improve efficiencies through AC's print management initiative. In the summer, the College moves to a four-day workweek to save energy costs.

6.1b(3) Program, Service, and Process Improvement The College uses data to determine what processes are priorities for improvement. SPC uses formative data to determine if actions are needed in a particular work process in order to improve the success of students. An example is the Student Support Key Work Process where instructors use the Early Alert System to identify students at risk of failing to successfully complete a course. The Early Alert program was formally implemented fall 2012 as a result of data findings that indicated that a large number of students were not graduating from the College within a three year or four year time frame. Because of the College's low numbers, this new program is being implemented as part of a cycle of improvement across the colleges in the district. Through Early Alert, faculty members have the opportunity to identify at-risk students early into the course and alert them of the need for effective intervention such as tutoring or counseling. The earlier the intervention by a faculty member, the sooner staff can bring the broad array of support service to bear on the student's behalf. Early alert can have a positive impact on the student's overall success, thus enhancing their retention and graduation. Preliminary results should be available in spring of 2013.

Both formative and summative assessments provide feedback that indicates that two major elements of the processes can be brought to bear on students and enhance their success. An example involves the key work system of Student Access, Matriculation and Support. A key process within this system involves the Tutoring and Technology (TnT) Center which provides a range of student academic support services. The TnT Center has evolved over the years through continuous cycles of improvement. Subject areas have been broadened due to student needs, peer tutoring was recently implemented as a best practice and 24x7 online tutoring was made available to address identified needs of both online and traditional students needing services at times convenient to their schedules. The TnT Center also is responding to identified student needs using assistive technologies to explore new ways of accessing information and improving learning for students with disabilities. With wireless Internet access and as many as 50 computers located throughout the Center, students have access to a variety of software applications designed to assist them in self-tutoring opportunities. In addition to the TnT Center, the College is now supporting specialized support centers for students that are staffed by faculty and expert tutors in the Math World tutoring lab, the Byrd Sanctuary for support in the sciences and the Rose R. Thomas Writing Center for students needing specialized assistance in preparing written assignments. The major source of summative assessment and information is from the SPC Office of OPRE. The department makes information available through web published documents accessible from the College website. This office also provides customized data for needs that are not covered by standardized reporting. On an annual basis the academic divisions review data from the College, District, and the THECB on enrollment, retention, persistence, graduation and transfer. On a semester basis these data are examined in great detail to determine if programs are still viable in terms of enrollment rates, graduation rates, and employment rates. When the data provide evidence suggesting that adjustments need to be made to the curriculum or to the instructional delivery methods, those adjustments are incorporated into the OUAP. Part of the decision making process regarding whether to start a new program, modify a program, or sunset a program includes indications from the data. Specific examples of data sources and analysis available to SPC are THECB data, AC Benchmarks, SPC Quick Facts, and the SPC Fact Book.

All work processes, Curriculum and Instruction Management; Student Access, Matriculation and Support; Facilities Management; Financial Management ; Human Resource Management and Institutional Planning and Performance Excellence are improved through ongoing SL review of key results and best practices, budgetary and human resource projections, the SPC SWOT Analysis and Context Map Assessment, regulatory agency requirements; business and industry demand and any other variables that may impact successful outcomes. At any time during the year, and particularly through GTG, improvements are made to work processes through the OUAP process to ensure projections are met for all key measures.

6.2a Cost Control The overall budget for SPC is tied to the strategic plan and incorporates performance-based budgeting, which supports the Key Educational Programs and Services and Processes to deliver student and stakeholder value to achieve the College's strategic objectives and action plans. By adhering to the policies and procedures established by AC Finance Administration, the College Budget Officer monitors and provides budgetary guidance and oversight to ensure each department is being fiscally responsible in staying within their allocated budgets and hosts workshops in departmental meetings and in the Chair Academy. Financial processes are managed by district and are implemented through the Banner system. The system has a series

of protections and protocols to help prevent mismanagement and errors. Internal and external financial audits are managed through the district office. See *Figures 7.5a and 7.5c*.

6.2b Supply-Chain Management While the College does not have the ability to change District suppliers (i.e., IT, legal and fiscal services, HR, facilities and grounds, police and security), there is an open line of communication between the College and District to ensure needs are being met and issues are identified. For suppliers other than District, supply contracts are managed through the District's Purchasing Department. College Divisions work closely with Purchasing to develop RFP's to solicit bids from potential suppliers. The bid process allows the College to review and make vendor selections on high quality and/or low cost basis. To ensure selected suppliers are qualified and positioned to enhance the College's Performance and student and Stakeholder satisfaction, District Purchasing assures that a Vendor Review/Feedback Form is completed at the close of every vendor relationship, allowing the primary manager of the particular vendor relationship to assess and rate the performance of the vendor. These forms, in addition to allowing the College and the Purchasing Department to evaluate supplier performance, are maintained with the Purchasing Department and are used in conjunction with the consideration of future vendor needs to help eliminate poor performing suppliers from later searches.

6.2c(1) Safety The office of the VPCS works closely with district offices and with the SPC community to ensure the College is prepared for disasters and or emergencies by facilitating training sessions on safety, by scheduling practice evacuation drills for all the buildings, and by maintaining an active emergency preparedness committee comprised of faculty and staff that support active participation at the college and help heighten awareness of public safety.

6.2c(2) Emergency Preparedness. The Board of Trustees recently adopted the Emergency Management Program (EMP), which covers Mitigation, Preparedness, Response and Recovery in the event of an emergency. The program is both National Incident Management System (NIMS) and Incident Command System (ICS) compliant. SPC has trained key campus team members on the ICS process to ensure the program is implemented effectively. The district benchmarked emergency readiness with the San Antonio Office of Emergency Management, UTSA, TAMU-SA, Dallas CCD, Tarrant CCD, Austin CC and University of Oregon for peer/industry best practices. SPC participated in a vulnerability assessment to determine its frequency and severity of specific hazards.

6.2d. INNOVATION Management Innovation is incorporated into our goals and objectives and are aligned with our overall strategic plan. Innovation is managed by reviewing Key Educational Programs and Services and Processes/Management and Improvement through GTG and OUAP. Intelligent risks are those that are expected to result in the same or improved service with a higher level of efficiency, to better serve our students and stakeholders. These reviews occur during annual GTG strategic planning and OUAP cycles by tapping into and utilizing the knowledge, skills and abilities of our diverse faculty and staff. When a need is identified, RAF is completed. All RAF's are reviewed by the SL, priorities are determined and those requests with the highest priority and the most efficient and highest overall impact to students are implemented first. And, the resource allocation is monitored to assess whether and/or how well the allocation is meeting objectives. If the objectives are not being met sufficiently, the resource use is discontinued or redirected. An example of Innovation Management is holding an annual scholarship fundraising golf event where SEG and Presidential Scholars grant recipients meet with donors and share their story. And because grant recipients are required to give back to the college and community in order to receive funds, donors see additional value to their gifts.

7.1a Student Learning and Student – Focused Process Results Figure 7.1a shows results for the College’s QEP initiative. Students have significantly improved on their critical thinking skills in the classroom with an increase in students demonstrating Skillful critical thinking and a decrease in the Not Demonstrated.

81-92% of student artifacts assessed as skillful and emergent over the last four years

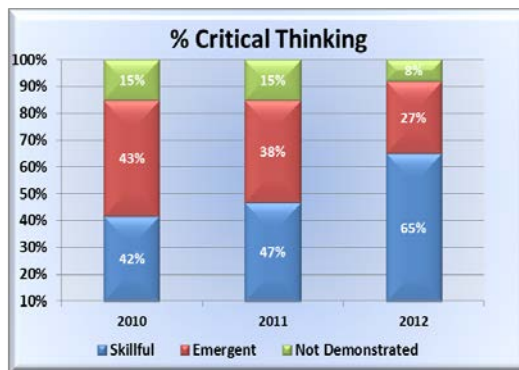


Figure 7.1a SLO Critical Thinking
Source: SPC Office of Planning, Research, & Effectiveness

Figure 7.1b shows results of our SLO assessments using standardized testing focused on reading, writing, and mathematics. Faculty and staff have used the results of these assessments in their departmental OUAPs to continue to improve classroom strategies that will increase the proficiency levels of all students.

Reduced the Gap with Benchmark Scores for 4 of the 6 areas

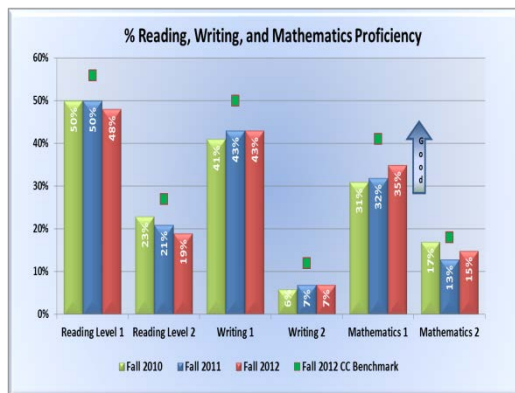


Figure 7.1b SLO
Source: ETS Proficiency Profile

Figure 7.1c shows the GPA and retention of students requiring developmental education at SPC and transferring to a 4-yr institution. We have seen an increase in the percentage of students receiving a grade of 2.5 or higher in their first year, along with an increase in the fall to fall retention of these students.

5-7% increase in 2.5+ GPA within 3 years

8-16% increase in F2F Retention within 1 year

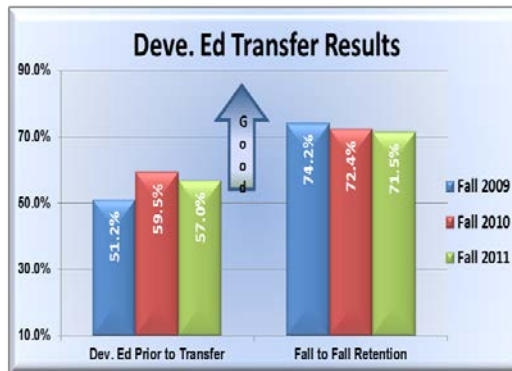


Figure 7.1c Percentage with 2.5 GPA or higher and Fall to Fall (F2F) Retention
Source: SPC Office of Planning, Research, & Effectiveness

Figure 7.1d shows the percentage of courses identified as high risk; these are courses that have enrollment numbers greater than 100 and a productive grade rate (A, B, or C) of less than 70%. The College has decreased the number of courses identified as high risk. Results can be attributed to faculty interventions developed in each division.

% of high risk courses decreased each year



Figure 7.1d High Risk Courses
Source: SPC Office of Planning, Research, & Effectiveness

Figure 7.1e shows a steady increase in successful course completion rates.

The Fall 2012 rate surpassed the target



Figure 7.1e Successful (ABC) Course Completion Rates
Source: Alamo College's IRES

Figure 7.1f shows successful course completion by ethnicity. There have been increases in completion among all ethnic groups. As a key group, there are substantial increases among Hispanic and Black students.

14% increase in completion among Black students



Figure 7.1f Successful (ABC) Course Completion by Ethnicity
Source: Alamo Colleges' IRES

Figure 7.1g shows successful completion by FTIC status. There has been a substantial increase in successful completion among FTIC students.

4% increase among FTIC students

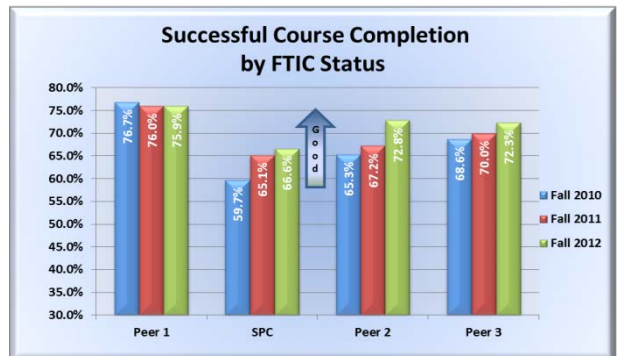


Figure 7.1g Successful (ABC) Course Completion by FTIC Status
Source: Alamo Colleges' IRES

Figure 7.1h shows successful completion by gender. As a key group, there has been a substantial increase in successful completion among male students.

6% increase among Male students

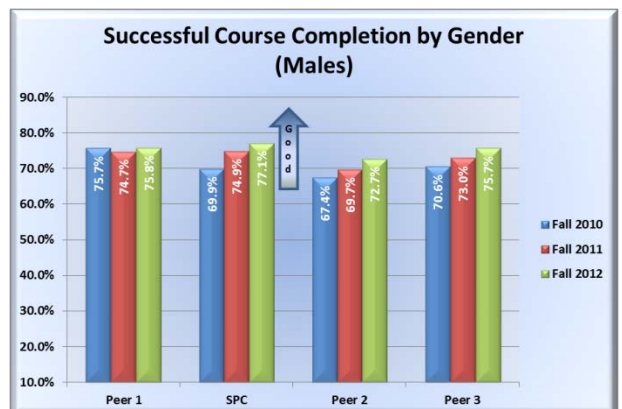


Figure 7.1h Successful (ABC) Course Completion by Gender
Source: Alamo Colleges' IRES

Degrees and Certificates, along with Retention, Graduation and Transfer rates are key indicators of student success. *Figure 7.1i* through *Figure 7.1l* show results for these measures.

Figure 7.1i shows an increase in degrees and certificates awarded.

Number of awards is above the VLCC average

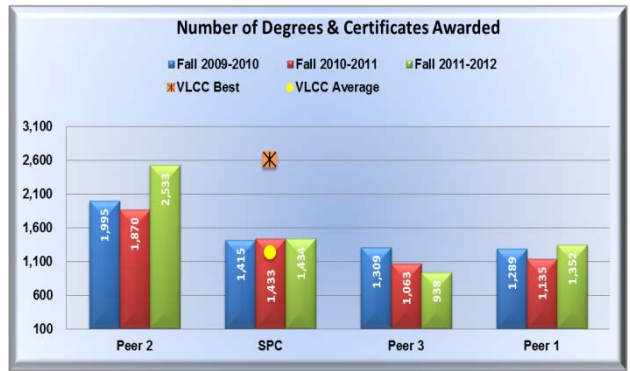


Figure 7.1i SPC Degrees and Certificates Awarded
Source: THECB Accountability System

Figure 7.1j shows an increase in our FT 4-year graduation rate.

Above 1-yr Target

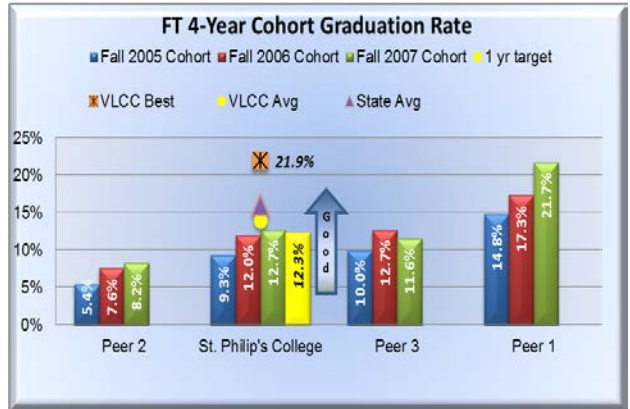


Figure 7.1j SPC 4-year Graduation Rates
Source: THECB Accountability System

Figure 7.1k shows an increase in our FT FTIC fall to fall persistence rate.

8% increase

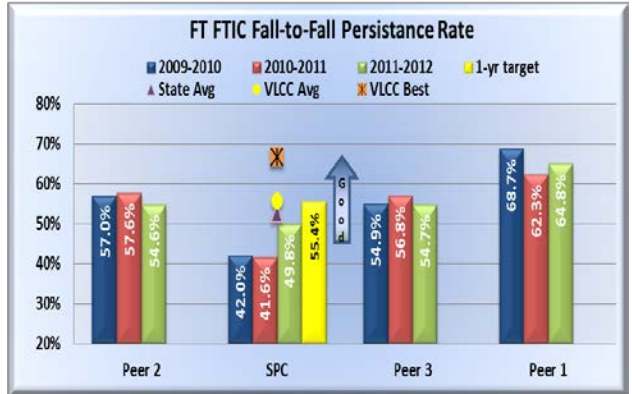


Figure 7.1k SPC Full-time (FT), FTIC Fall to Fall Persistence Rate
Source: THECB Accountability System

Figure 7.1l shows an increase in our fall FTIC transfers to senior institutions rate.

3% increase

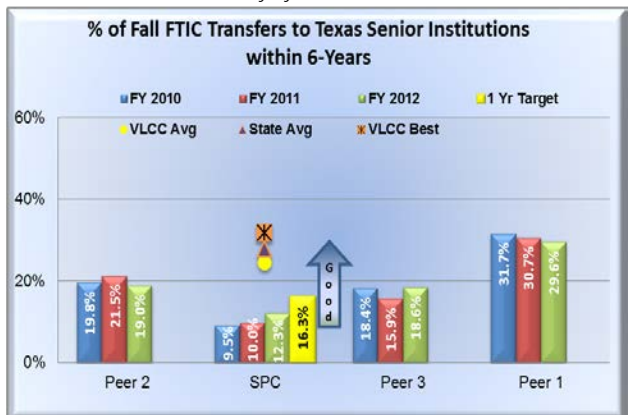


Figure 7.1l SPC FTIC Transfer to a Senior Institution
Source: THECB Accountability System

The College has refocused its attention on efforts related to retaining, transferring, and graduating students. Student support efforts, such as required tutoring for developmental education students, and tutoring availability for all students. In addition, services related to advising and articulation agreements are continuously reviewed and updated.

7.1b(1) Process Effectiveness and Efficiency The ICT department at the College is integral to student support services, faculty quality instruction, and the ability of other personnel to perform their jobs effectively. *Figure 7.1m* shows the help desk cycle time for responding to requests for service.

Majority of issues resolved in less than one day

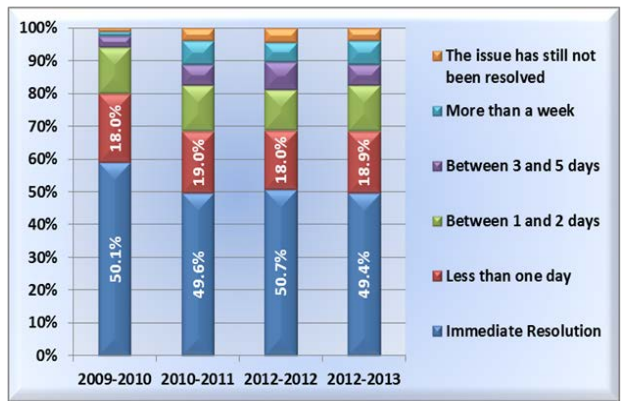


Figure 7.1m IT Help Desk Satisfaction

Source: Office of Information and Communication Technology

Figure 7.1n highlights results of the Noel-Levitz Satisfaction survey used to determine student satisfaction with key work processes. Data shows SPC and African-American males indicate higher satisfaction with several key college processes compared to the National benchmarks.

Bold indicates greater satisfaction among SPC African-American Males

Item Scale (1 low to 7 high)	SPC African-American Males	National	AA Males +/-diff. w/Nat.
Campus Services			
<i>Counseling services are available if I need them</i>	5.60	5.39	0.21
<i>Computer labs are adequate and accessible</i>	6.07	5.76	0.31
<i>Tutoring services are readily available</i>	5.76	5.83	-0.07
<i>Library resources and services are adequate</i>	6.07	5.97	0.10
<i>There are adequate services to help me decide upon a career</i>	5.62	5.38	0.24
Registration Effectiveness and Campus Services			
<i>Classes are scheduled at times that are convenient for me</i>	5.36	5.56	-0.20
<i>This campus provides online access to services I need</i>	6.26	5.39	0.87
Admission and Financial Aid Effectiveness			
<i>Financial aid counseling is available if I need it</i>	5.67	5.43	0.24
<i>The institution helps me identify resources to finance my education</i>	5.67	5.17	0.50
Safety and Security			
<i>Parking lots are well-lighted and secure</i>	5.29	5.37	-0.08
<i>The campus is safe and secure for all students</i>	5.60	5.84	-0.24
Instructional Effectiveness			
<i>Faculty fair/unbiased in treatment of students</i>	5.77	5.64	0.13

Figure 7.1n Satisfaction with Key Student Services

Source: Noel-Levitz, 2012

Support for learners is a key component of student success. Regular advising is a major support activity. *Figure 7.1o* shows the average wait time for students being seen by an advisor over the last two years. Decrease in cycle times was accomplished through the development of a Registration Manning Matrix to ensure additional support staff was reallocated to key functions. Additionally, a secondary registration support center is activated during peak times to help continuing students who can be assisted by cross-trained staff members from other areas. Ongoing training has contributed to these decreased wait time as well.

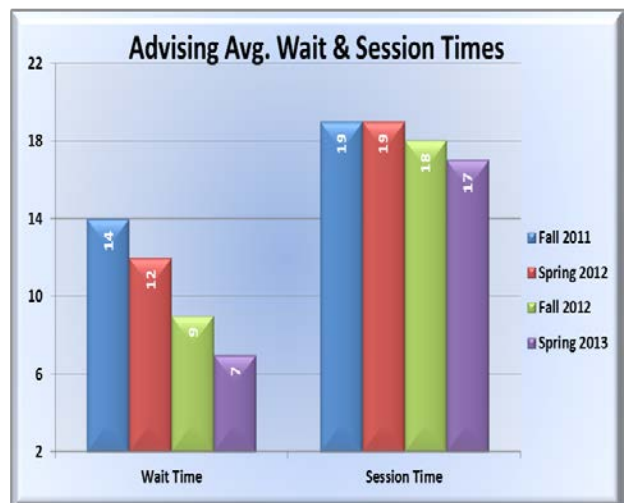


Figure 7.1o Advising Wait Times and Session Times

Source: Who's Next Software

7.1b(2) Emergency Preparedness The college is currently engaging in ongoing training of personnel to address emergency preparedness standards related to a framework adopted by the National Incident Management System. These trainings are mandatory for all personnel and will assure the college is meeting the safety and security requirements of its students and employees.

Figure 7.1p shows the number of individuals participating in both the recent emergency preparedness training and evacuation drills.

Emergency Preparedness Training - Building Evacuation Drills							
Location	Building	Type of Drill	Date	BAT Members	Staff/ Fac Participants	Student Participants	Vendor Participants
SPC	Heritage Room, SPC	Table Top	3/21/2013	8	0	0	0
SWC	Heritage Room, SPC	Table Top	3/21/2013	8	0	0	0
SPC	LLDC	EVAC	6/5/2013	8	0	5	0
SPC	Watson Fine Arts Center WFAC	EVAC	6/6/2013	8	0	2	1
	ATC Building	EVAC	6/13/2013	9	7	14	0
SPC	Applied Science Building	EVAC	6/26/2013	13	11	21	0
SPC	Continuing Education	EVAC	7/1/2013	6	7	1	2
SPC	Health and Fitness Center	EVAC	7/11/2013	9	1	0	0
SPC	Sutton Learning Center	EVAC	7/15/2013	7	16	0	46
SPC	Bowden	EVAC	7/17/2013	13	8	1	0
SPC	Portables	EVAC	7/18/2013	5	0	0	0
SPC	Turbon Student Center	EVAC	7/18/2013	9	0	0	0
SPC	Campus Center	EVAC	7/23/2013	8	6	16	7
SPC	Maintenance Building	EVAC	7/25/2013	4	8	0	1
SPC	Science Building	EVAC	8/6/2013	10	23	80	0
SPC	Norris Technical Building	EVAC	8/7/2013	15	40	3	0
				Total			
				140	127	143	57

Figure 7.1p Emergency Evacuation Training, FY13
Source: Alamo Colleges' Office of Risk Management

Figure 7.1q shows the number of individuals who completed the National Incident Management System training as part of the College's Emergency Readiness Team

FORMAL ICS TRAINING FOR Emergency Readiness Team					
College	People	ICS Classes	1st TTX	2nd TTX	TOTAL TTX
Peer 3	21	82	7	0	7
SPC	18	72	8	0	8
SWC	19	76	8	0	8
Peer 4	23	92	8	0	8
Peer 2	22	88	7	14	21
Peer 1	24	96	8	13	21

Figure 7.1q Emergency Readiness Team Training, FY13
Source: Alamo Colleges' Office of Risk Management

7.1c Supply-Chain Management Figure 7.1r provide data from the College bookstore's annual performance review. Data shows the amount of savings for students through used books, buyback dollars, and rental books. The rental program, a new initiative, allows students to have up-front cost savings, rent now and purchase later, and payment flexibility.

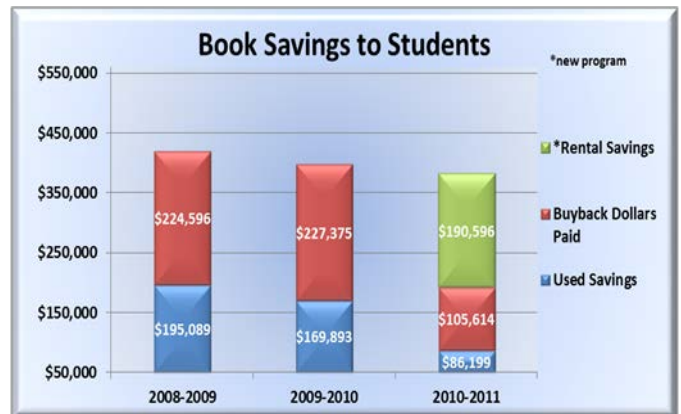


Figure 7.1r Book Savings to Students
Source: Campus Bookstore Annual Performance Report

7.2 Customer-Focused Results

7.2a Student- and Other Customer-Focused Results

7.2a (1) Student and Other Customer Satisfaction

We provide services and programs to support students with their college experiences. *Figure 7.2a* shows student satisfaction with key campus services.

Increases in five areas. Two areas higher or equal to National Benchmark

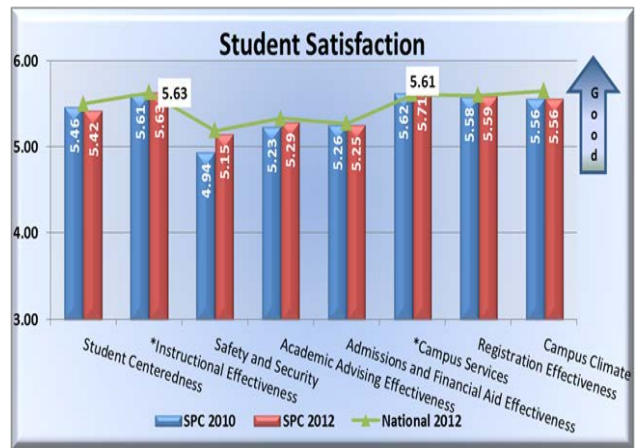


Figure 7.2a SPC Student Satisfaction on Key Campus Services
Source: Noel-Levitz Satisfaction Survey, 2010, 2012, Scale 1 - 7

Figure 7.2b highlights student satisfaction with the College's New Student Orientation

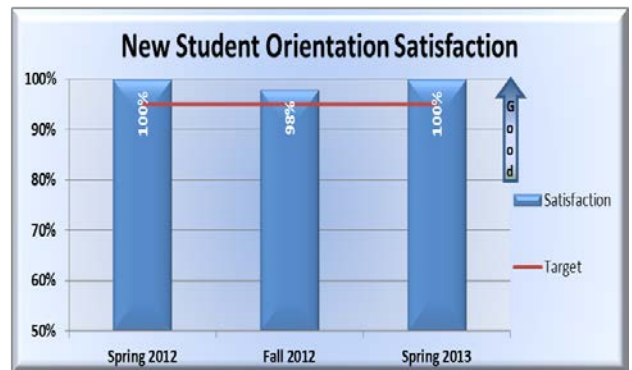


Figure 7.2b New Student Orientation Satisfaction Survey
Source: Division of Student Success

7.2a (2) Student and Other Customer Engagement *Figure 7.2c* shows students satisfaction with the College's ability to provide students with the support they need to be successful.

2% increase. BEST among local state & national cohorts

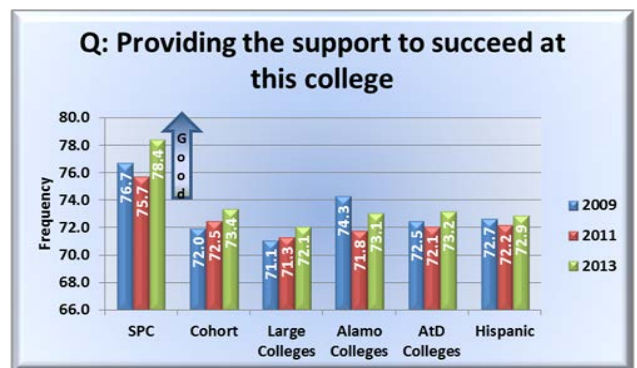


Figure 7.2c SPC College Support
Source: Community College of Student Engagement (CCSSE)

Figure 7.2d shows students satisfaction with the College's ability to provide students with the financial support they need to be successful.

5% increase. BEST among local state & national cohorts

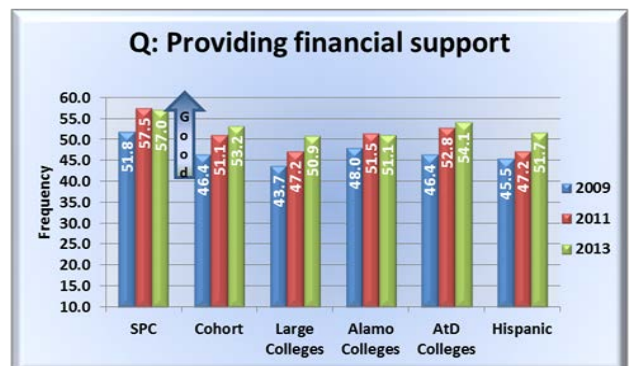


Figure 7.2d SPC Financial Support
Source: Community College of Student Engagement (CCSSE)

7.3 Workforce- Focused Results

7.3a (1) Workforce Capability and Capacity

Figure 7.3a shows the workplace capacity of the college related to average class size. The college has an average class size target of 24.

VLCC Range is 15-25

At or Above Target last 3 years

7.3b shows the workplace capacity of the college related to full-time/part –time ratios, The college has a 50:50 FT/PT ratio goal.

Reduced FT Ratio and Increased PT to meet the target

Figure 7.3c show the workplace capacity of the college related to and faculty and staffing ratios.

7.3a (2) **Workforce Climate** Workplace climate is assessed using the PACE survey. Figure 7.3d shows how the College climate was scored by personnel group based on the four organizational systems. National administration of the survey has found most college climates fall into the Consultative system.

Most of the scores fall in the range of the Consultative system.

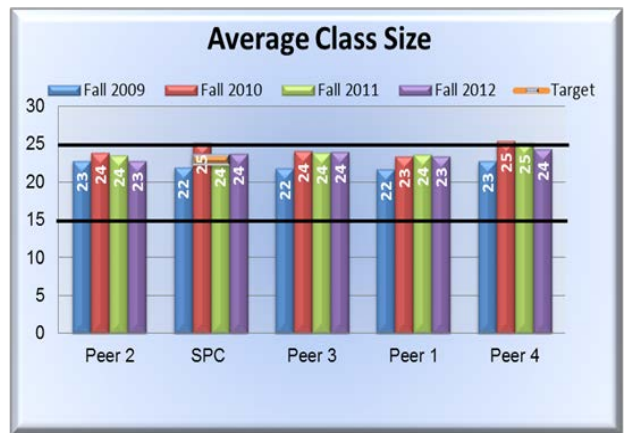


Figure 7.3a Average Class Size
Source: Alamo Colleges' IRES

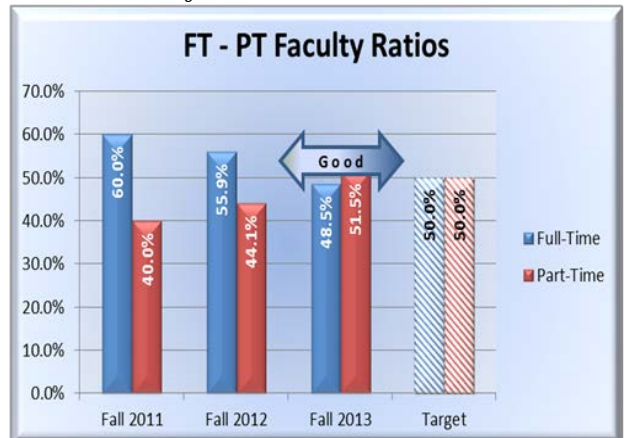


Figure 7.3b Faculty FT- PT Ratios

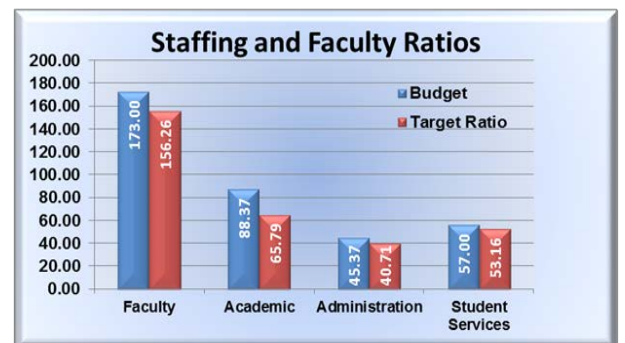


Figure 7.3c – Staffing and Faculty Ratios

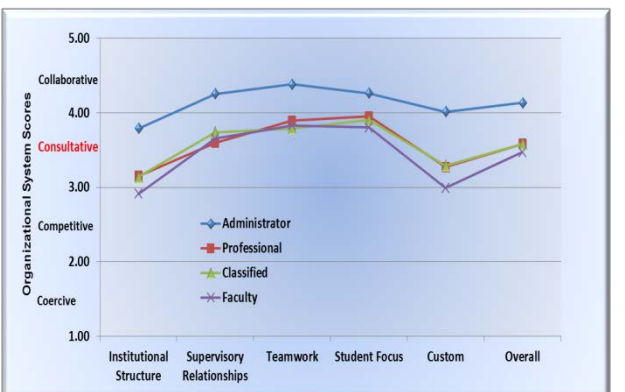


Figure 7.3d Mean Climate Scores by Personnel
Source: Personnel Assessment of College Environment (PACE)

Figure 7.3e shows employees perception of the workplace climate related to *professional development and training opportunities* Results are shown compared to our district peers and the national norm base.



Figure 7.3e Professional Development & Training
Source: Personnel Assessment of College Environment (PACE)

Figure 7.3f shows employees perceptions of the workplace climate related to being provided a *safe and secure work environment*. Results are shown compared to our district peers.

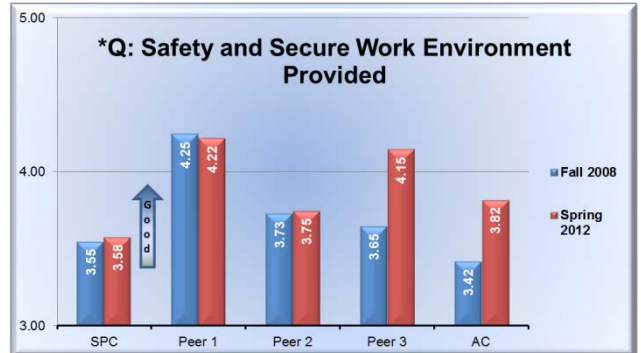


Figure 7.3f Safety and Secure Work Environment
Source: Personnel Assessment of College Environment (PACE)

*Customized Question

Figure 7.3g shows employees perception of the workplace climate related to the practicing of *open and ethical communication*. Results are shown compared to our district peers and the national norm base.

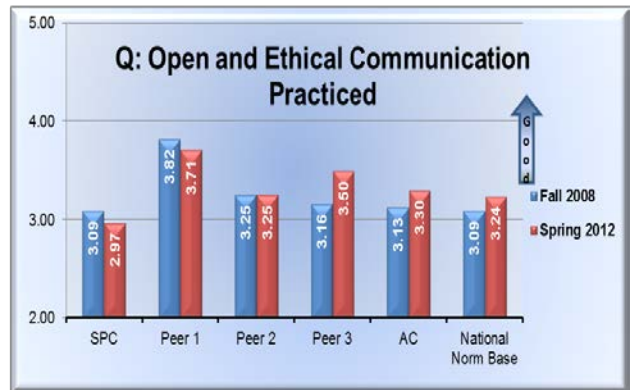


Figure 7.3g Open and Ethical Communication
Source: Personnel Assessment of College Environment (PACE)

Figure 7.3h shows employees perception of the workplace climate related to their *overall experience*. Results are shown compared to our district peers and the national norm base.



Figure 7.3h Overall Employment Satisfaction
Source: Personnel Assessment of College Environment (PACE)

*Customized Question

Security of our workforce is very important. *Figure 7.3i* show crime statistics of the college compared to our peers. Improvements have been made to ensure workforce safety and security. These improvements include increased visibility of security officers, installed cameras, and key trainings such as emergency evacuations.

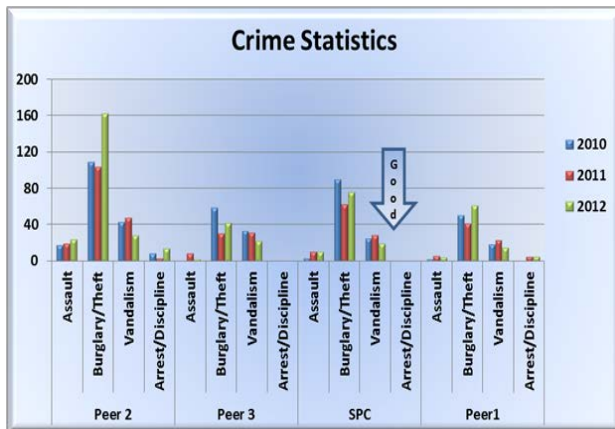


Figure 7.3i SPC Campus Security and Safety
Source: Alamo Colleges' Police Annual Report

7.3a (3) Workforce Engagement *Figure 7.3j* from the PACE instrument provides workforce segmented results for key areas of engagement- *Supervisory Relationships, Teamwork, and Student Focus*. Results demonstrate increases in these areas among the different work groups. The 2012 target was exceeded among Administrators, and closely met for the other work groups.

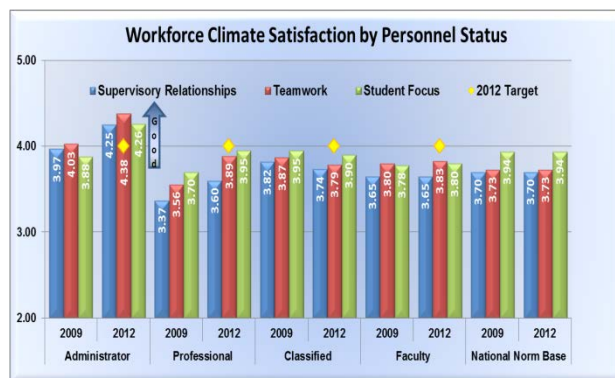


Figure 7.3j Workforce Climate: Supervisory Relationships, Teamwork, & Student Focus
Source: Division of Student Success

Increase from 2009; Above 2012 Target and National Norm Base

7.3a (4) Workforce Development *Figure 7.3k* shows activities provided through the IIC. Activities include Master Teacher and Blackboard (distance learning) Certification for faculty. Also, there are service skills certification, professional development week and employee development day activities that assist both faculty and staff in meeting the needs of our customers, stakeholders and community.

Activities	Attendance 09-10	Attendance 10-11	Attendance 11-12	Attendance 12-13
Workshops (dup.)	500	600	1055	967
Visits to IIC center (dup.)	753	800	1052	737
Master Teacher Cert.	23	24	17	17
Blackboard Vista Cert.	23	23	23	23
Blackboard Vista Web Enhanced Classes	16	28	14	8
Service Skills Certification	33	47	23	18
Distance Learning Faculty Assembly	75	71	94	54
Fiesta of Teaching Technology	121	104	n/a	136
Fall Adjunct Faculty Academy	157	171	176	162
Spring Adjunct Faculty Academy	127	127	87	125
Employee Development Day (dup.)	821	1,080	930	606

Figure 7.3k Professional Development Activities
Source: Instructional Innovation Center

Figure 7.3l show employees satisfaction with professional development opportunities provided through our IIC.

10% increase in "very beneficial"
Decrease in "not beneficial"



Figure 7.3l Satisfaction with Professional Development Opportunities

Figure 7.3m shows the number of employees utilizing the tuition reimbursement benefit. Over the last six semesters, 141 employees have been reimbursed a total of \$100,405 for their educational attainment.

Tuition Reimbursement - Upward Mobility		
	# of Participants	Amount Reimbursed
Spring 2010	17	\$24,179
Spring 2011	13	\$16,446
Fall 2011	29	\$14,398
Spring 2012	35	\$17,190
Fall 2012	23	\$13,318
Spring 2013	24	\$14,874
Total	141	\$100,405

Figure 7.3m Employee Tuition Reimbursement
Source: Alamo Colleges' Human Resources Office

7.4 Leadership and Governance Results

7.4a (1) Leadership Figure 7.4a provides data on senior leaders deploying the MVV to employees. New employee orientation provides both an historical and visionary perspective of the college.

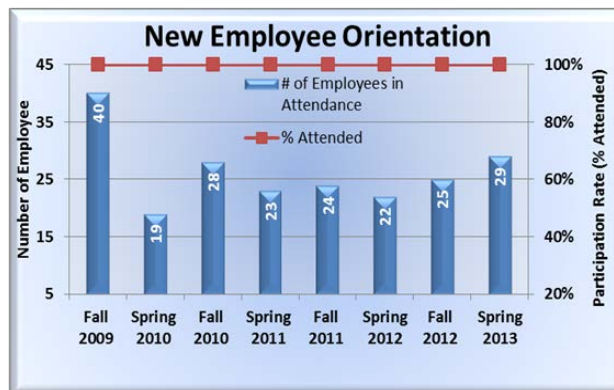


Figure 7.4a SPC New Employee Orientation with Senior Leaders
Source: Office of the President

Figure 7.4b highlights the topics covered in the College's Calls to Conversation. Senior leaders routinely conduct these open forums to share and discuss important issues impacting the college.

Call to Conversations	
Semester	Topic Discussed
Mar-11	Budgetary Allocations
Apr-11	Student Engagement Grants Showcase
Apr-11	Chancellor Forum
Nov-11	Balanced Scorecard
May-12	Chancellor Forum
Oct-12	PACE Survey Results, MyMAP, FoE
Oct-12	Chancellor Forum
Feb-13	TAPE visit Debriefing
Mar-13	Chancellor Forum
Sep-13	SACS Reaffirmation

Figure 7.4b Call to Conversations with Senior Leaders
Source: Office of the President

7.4a (2) Governance Fiscal accountability is measured through the review of the college operating budget allocations. As a strategic initiative, the target is 75% of the budget personnel expenses (salary and benefits).

SPC Operational Budget Allocations				
	FY 2012	FY 2011	FY 2010	FY 2009
Labor-Salaries with Benefits	\$31,361,393	\$33,804,453	\$31,980,968	\$28,691,564
Other Operational Expenses	\$7,286,488	\$8,702,076	\$10,309,873	\$7,117,591
Total Budget	\$38,647,881	\$42,506,529	\$42,290,841	\$35,809,155
% of Payroll & Benefits	81.2%	79.5%	75.6%	80.1%

Figure 7.4c Operating Budget Allocations
Source: Campus Budget Office

7.4a (3) Law, Regulation, and Accreditation Figure 7.4e through Figure 7.4h show how the college is meeting its legal, regulatory, and accrediting requirements.

Figure 7.4e shows the percentage of workforce graduates employed within 6 months.

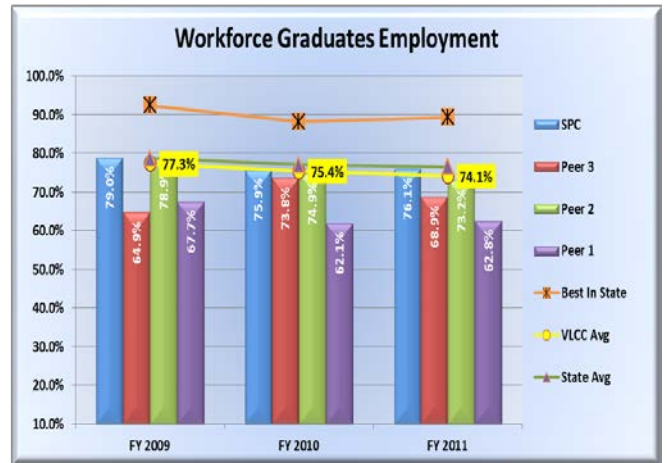


Figure 7.4e Percentage of Workforce Graduates Employed Within Six Months
Source: THECB Accountability System

Figure 7.4f shows student licensure passage rates for key programs with licensure requirements.

Aircraft 100% Passage Rate last four years

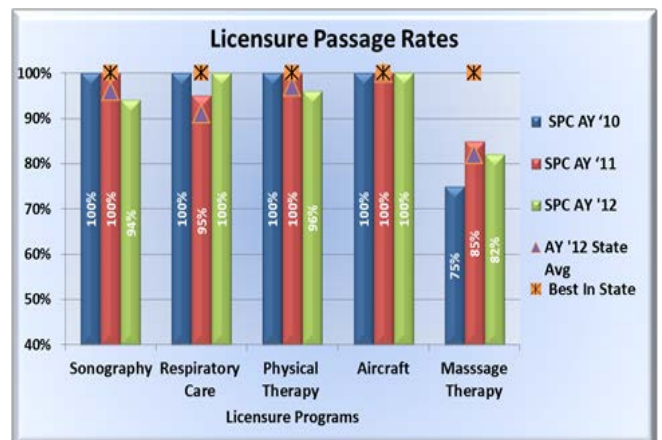


Figure 7.4f Licensure Passage Rates in Workforce Programs
Source: THECB Accountability System

Figure 7.4g shows the regional accrediting findings of the college for the last 7 years.

Accreditation Requirement	Date Submitted	Findings
10 Year SACS-COC Reaffirmation	Dec-05	4 Findings
SACS-COC Reaffirmation Focused Report	Mar-06	No Finding-Reaffirmation Granted
Fifth Year Interim Report	Sep-11	2 Findings
Fifth Year Referral Report	Dec-12	Satisfactory-Report Accepted

Figure 7.4g Accreditation Status

Source: Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)

7.4a (4) Ethics Figure 7.4h shows data related to employee ethical training, number of ethical report filings, and the number of investigations conducted for the last five years. The College continues to target a 100% completions goal for ethical training.

Ethics Training					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
SPC	516	576	512	553	435
	100%	100%	100%	100%	100%
District	2,765	2,759	3,041	2,854	2,484
	100%	100%	100%	100%	99%
Ethical Reports					
SPC	10	14	12	9	12
District	37	43	42	29	32
Ethical Investigations					
SPC	6	12	5	3	5
District	28	31	23	17	19

Figure 7.4h Ethical Trainings, Reports, and Investigations

Source: Alamo Colleges' Ethics and Compliance Office

7.4a (5) Society Figure 7.4i through Figure 7.4n show college contributions and collaborations with its key communities and stakeholders to meet its societal responsibilities.

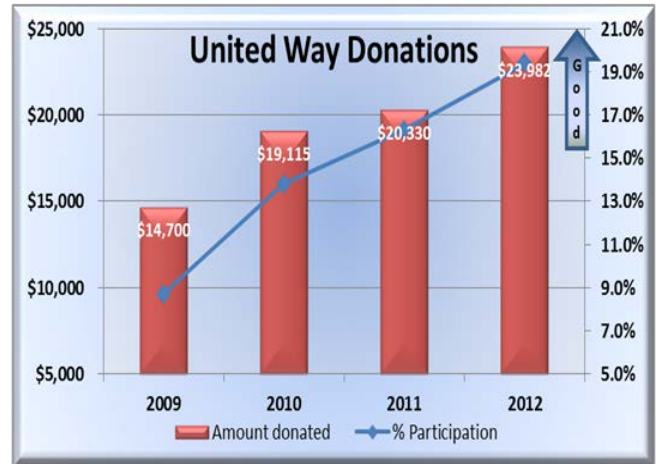


Figure 7.4i United Way Campaign Donations

Source: Office of Institutional Advancement

Figure 7.4j shows the total amount generated during our annual golf tournament, which goes towards student scholarships, including the SEG and Presidential scholarships.

Golf Tournament	
Year	Amount Raised
2009	\$145,406
2010	\$197,588
2011	\$129,935
2012	\$115,184
2013	\$108,000
Total Amount	\$696,113

Figure 7.4j Annual Golf Tournament Fundraising

Source: Office of Institutional Advancement

Figure 7.4k show the retention rates of SEG participants compared to Non-SEG participants.

Student Engagement Grants (SEG)					
Year	# of Projects	# of Students	Scholarship Amount	SEG Retention Rates	Non-SEG Retention Rates
2010-2011	9	48	\$52,000	80%	45%
2011-2012	15	55	\$79,000	89%	41%
*2012-2013	16	52	\$79,000	(Fall to Spring) 92%	(Fall to Spring) 61%

Figure 7.4k Retention of Student Engagement Grant (SEG) Recipients
Source: Office of Institutional Advancement

Figures 7.4l shows the College’s effort to reduce energy consumption in our facilities

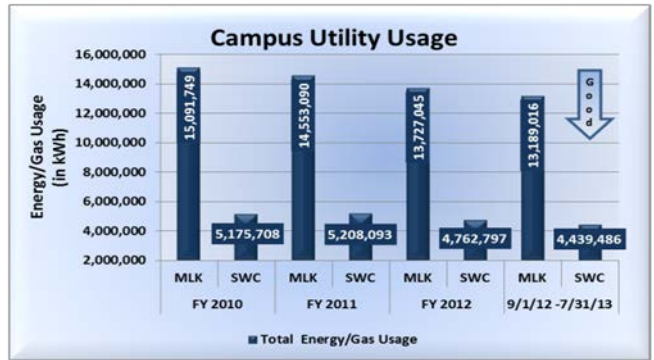


Figure 7.4l- Energy Usage by Campus Locations
Source: Alamo Colleges’ Facilities Operations & Construction Management

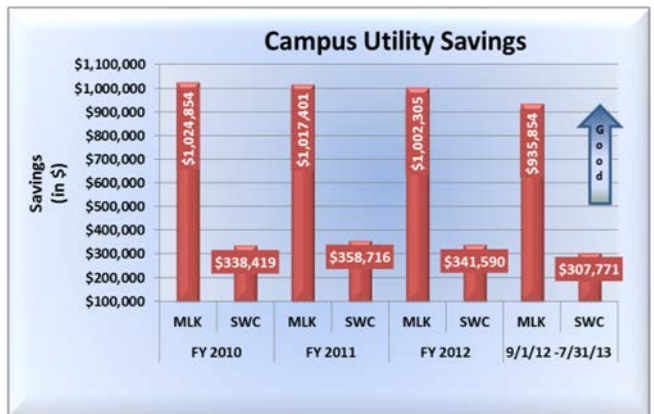


Figure 7.4l- Energy Savings by Campus Locations
Source: Alamo Colleges’ Facilities Operations & Construction Management

Figure 7.4m highlights results from our CCSSE survey indicating the role the college plays in assisting students with meeting their societal responsibilities through the encouragement of engaging with students from different backgrounds.

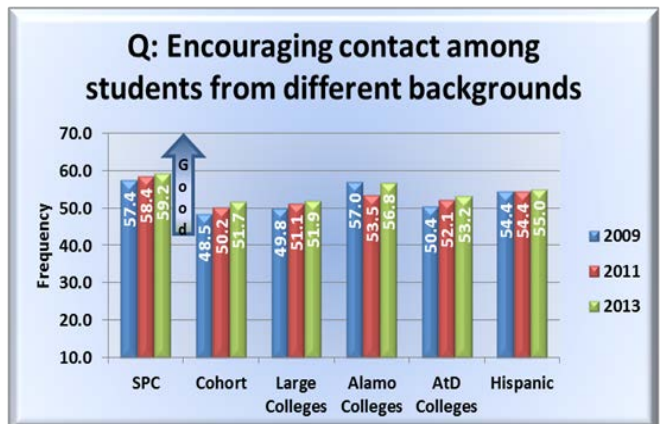


Figure 7.4m Engagement with Student Social Growth
Source: Community College Survey of Student Engagement (CCSSE)

7.4b Strategy Implementation Results Figure 7.4n show the achievement results by whether their targets were met, partially met, or not met. Overall, 59% of the targets were met and 24% were partially met addressing 100% of the College's strategic objectives and key action plans as outlined in Category 2.

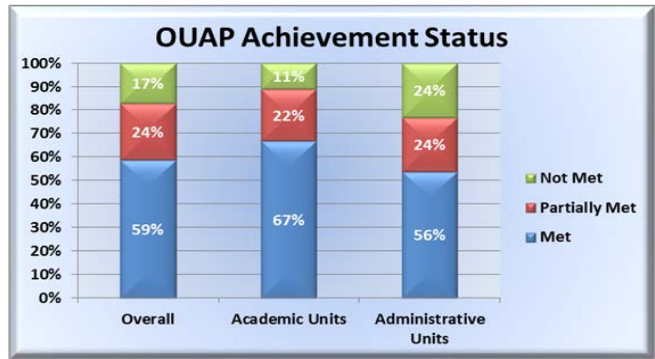


Figure 7.4n Unit Plan Achievement Results AY 2013
Source: Office of Planning, Research, and Effectiveness

7.5 Budgetary, Financial, and Market Results

7.5a (1) Budgetary and Financial Performance Figure 7.5a shows budget and contact hour comparison for the past four years. Due to reduction in state funding revenues, the College has initiated cost-cutting measures to include significant reductions in personnel costs, increased class size, and maintaining a 50:50 FT and PT faculty ratios.

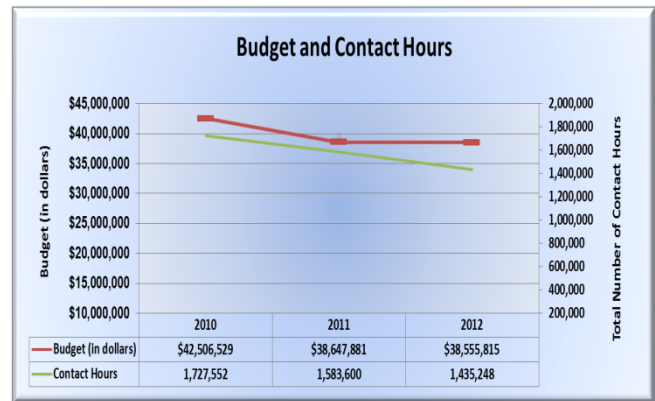


Figure 7.5A : Budget & Contact Hours
Source: Campus Budget Office

Figure 7.5b shows the gross amount of scholarships awarded to students over the last four years. Data show a substantial increase in scholarship dollars disbursed.

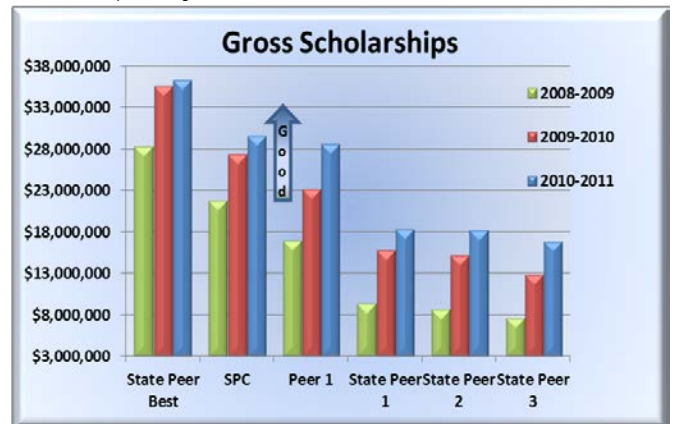


Figure 7.5b : Gross Scholarships Disbursed
Source: IPEDS

Aligning our resource allocations to the operational unit plan allows the College to direct resources to areas of greatest need. Figure 7.5c shows capital investment allocations for the last five years. Allotments are prioritized based on identified need and alignment with our College's OUAP process. Data below do not include additional funding received through the College's federally funded Title III grant.

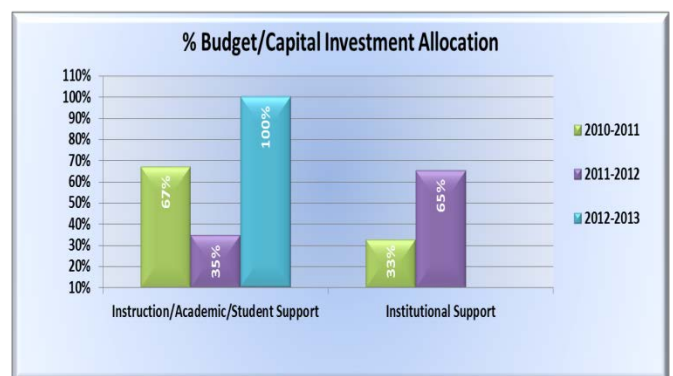


Figure 7.5c Resource Allocation Prioritization by key areas
Source: Campus Budget Office

In 2012-2013 100% of resources redirected to educational needs of the institution.

7.5a (2) Market Performance Figure 7.5d highlights the average cost of attendance for students enrolling in Texas community colleges. Based on comparisons of the highest, lowest, and average cost, SPC is still an affordable option.

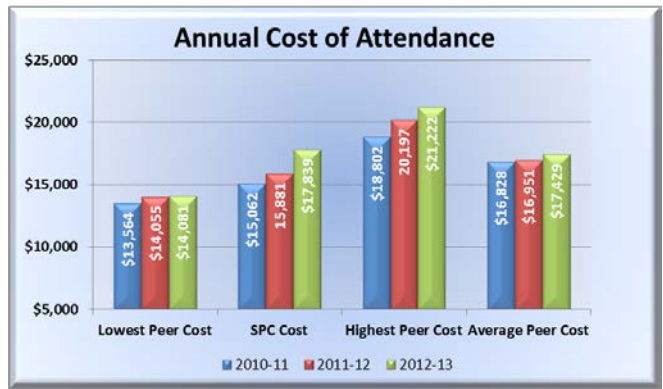


Figure 7.5d Annual Cost of Attendance
Source: IPEDS

Figure 7.5e shows how our Dual Credit, FTIC and Transfer enrollments compare with our peers.

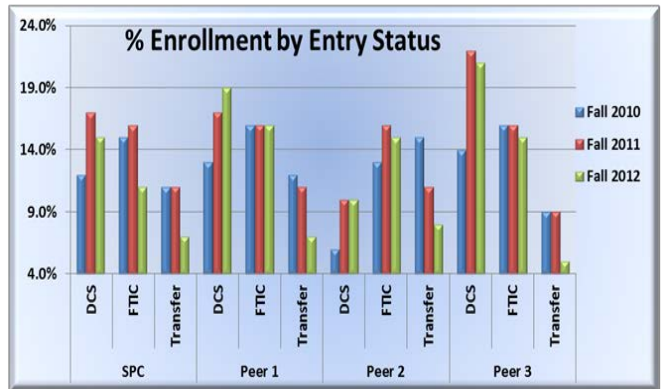


Figure 7.5e Enrollment by Entry Status
Source: Alamo Colleges' IRES

Figure 7.5f shows how the college is helping to meet the state "Closing the Gaps by 2015" initiative.

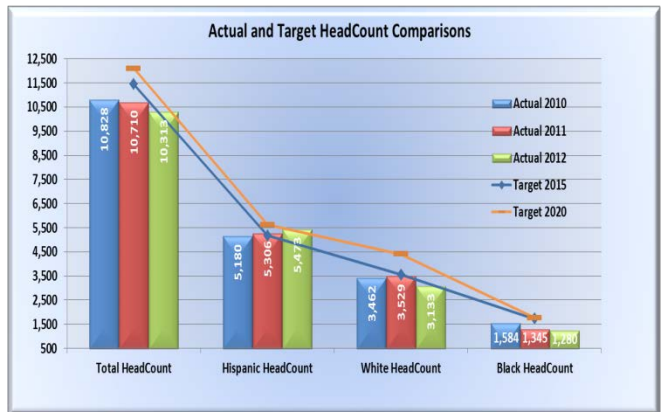


Figure 7.5f Actual and Targeted Student Headcount
Source: THECB 'Closing the Gaps by 2015'

Figure 7.5g shows a map of enrollment by service area. The map indicates that our students are coming from a vast area of the County and surrounding areas.

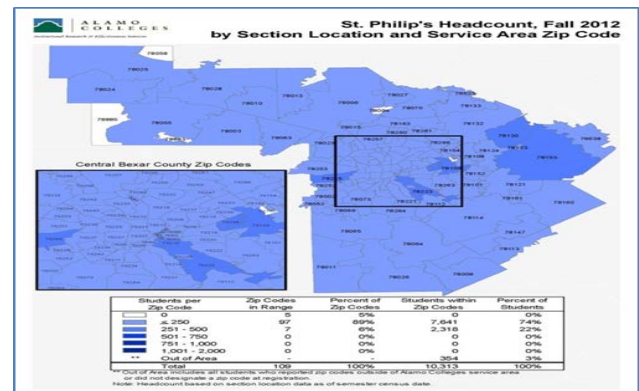


Figure 7.5g Student Headcount by Service Area
Source: Alamo Colleges' IRES