Listen, Launch, Learn

Quality Texas Presentation

Category 3—Customer & Stakeholder Focus

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Dr. Sherrie Lang, Vice President, Student Success

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ALAMO COLLEGES

ST. PHILIP’S COLLEGE

The Nation’s Only Historically Black College & Hispanic Serving Institution
St. Philip’s was started by the Episcopal Church as a cooking and sewing school for young girls of recently emancipated slaves.

The school was led by Artemisia Bowden, the daughter of a former slave.
“It takes faith, hope and persistence to make a dream a reality.”

“Learn to do something and do that something well.”

“I think the best of people. They appeal to me ..... on the basis of their personal worth, and not from the aspect of race, color or creed. Among my most valued friendships I count people of all races and creeds.”

”Stand up. You have so much to live for.”
In her 52 years of leadership, Ms. Bowden developed St. Philip’s into a fully accredited, integrated and comprehensive community college serving the intellectual and workforce needs of San Antonio.
St. Philip’s is the only institution in the United States with dual federal designations of
*Historically Black and Hispanic Serving*.

Through the Great Depression, the Civil Rights movement and Brown versus the Board of Education, St. Philip’s survived and continues to thrive.

The College has held true to its legacy of faith, hope and persistence as it makes its dream, its vision of excellence, a reality.
Evolution of the St. Philip’s College pursuit of Performance Excellence through Good to Great
GOOD TO GREAT began in May of 2007 with the first annual G2G retreat. Participants include department chair faculty, professional staff and administrators as well as representatives of student government, staff council, faculty senate and the community.

May 2013 Objectives
• Celebrate Accomplishments for 2012-2013

• Cycle of Learning - Update Mission/Vision/Values, Context Map, SWOT Analysis, College Action Plans and Scorecard

• 2013 - 2014 Strategic Action Plans - Begin development based upon Cycle of Learning findings
* Reaffirmation of Mission, Vision, Values, “A Point of Pride in the Community”
* Annually updated Strategic Plan
* The President’s Academy
* Reinstitution of Operational Unit Plans
* Annual Unit Plan Report Outs
* Resource Allocation Process
* Call to Conversation
* Planning, Budget and Assessment Cycle
* Annual Institutional Context Mapping
* Annual Institutional Level SWOT analysis
* Quarterly College Scorecard
* Ongoing integration of Baldrige framework
SWOT Analysis Feedback

St. Philip's College SWOT Analysis
Good to Great May 2012

**Strengths**
- Rich history, diversity, HBCU and HSI institution
- Workforce programs geared toward industry standards
- Military friendly
- Positive internal/external reputation
- Investment in infrastructure, well-equipped technology, new buildings, renovation of existing buildings
- Scholarship opportunities for students, strong fundraising efforts
- Strong college leadership
- Excellent customer service
- Graduate more high or at-risk students
- Student Engagement
- Title III Funding

**Opportunities**
- Expand partnerships with companies and 4 year institutions
- Build a productive and sustainable workforce and organization
- Restructure applied science courses to include teaching content in context
- Niche Market – market and advertising programs
- Include realistic and relevant advisement about workforce requirements and limits (e.g., felony convictions, drug testing)
- Distance education
- Non-traditional students

**Weaknesses**
- Low success rates of students progressing through developmental education
- Employee climate

**Threats**
- Budget uncertainties
- Talent and Knowledge loss
- Competition with for-profits and 4 year institutions
- Communication/collaboration challenges between the colleges & district
- Unpreparedness of students
<table>
<thead>
<tr>
<th>Goal</th>
<th>KPI</th>
<th>Strategic Objective</th>
<th>Key Action Plans</th>
<th>Stakeholder</th>
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</table>
| Access to Higher Education | - Headcount Fall, Spring, Summer, Fundraising, Financial Aid, Student Satisfaction, Complaint reduction | Maintain and extend an open door, affordable access to quality higher education for residents of service area | - Improve Admission and Enrollment Processes  
- Expand Marketing and Recruitment Strategies  
- Implement Innovative Fundraising Strategies  
- Enhance Financial Aid Processes | - Students |
| Student Support          | - Fall to Fall Retention, Course completion, Productive grade rate, Improvement in high risk and developmental courses, Average class size, Percentage of Fall FTIC who transfer to Texas senior institutions within 6 years, Faculty and Professional Development, Student satisfaction, Degrees and Certificates awarded | Increase academic support for all students. | - Faculty Development focused on student learning outcomes, best practices and developmental education  
- Enhance tutoring, Early alert system  
- Reduce high risk courses  
- Quality of instruction in large classes >30  
- Successful Completion | - Workforce  
- Students |
| Workforce Development    | - New Programs, Percent of technical students employed within 6 months of graduation, Percent of students passing licensure exam, Percent of workforce students employed or enrolled in higher education within one year of graduation, Number of certificates and degrees – Closing the Gaps critical areas (CIS, English, Math, Physical Science, Nursing) | Build a world-class workforce education and training capacity in partnership with businesses and community-based organizations | - Develop and implement new programs | - Business and industry  
- Students  
- Workforce |
| Capacity to Serve        | - Percent of employees engaged in professional development activities annually, Personnel expenses as a percentage of unrestricted operating expenses  
FY12 4.1 million budget reduction, Student to computer ratio, Facilities condition index, Projects on-time completion, Equipment purchase rate | Develop the human capital and strengthen the financial, technological, and physical capacities of the College for first-rate student and community services | - Develop human capital  
- Practice sound financial management  
- Acquire appropriate technologies to ensure competitive positioning  
- Complete current Master Plan | - Community  
- Students  
- Workforce |
| Organizational Communication | - # employees participating on collaborative college committees, Percent of college participating in district committees, Number of division meetings, call to conversation and newsletters, CCSSE Support of Learners, CCSSE Student Faculty collaboration, Student employee | Foster integrated organizational communication to consistently promote the positive impact and value of the AC to the community of Bexar County and surrounding service area | - Promote effective organizational collaboration  
- Promote effective organizational communication  
- Satisfaction among key stakeholders (community, employees, students) | - Business and Industry  
- Community  
- Students  
- Workforce |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Key Action Plans</th>
<th>Measure</th>
<th>Target FY12</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve admission and enrollment processes</td>
<td>Percent students indicating satisfaction (NL) <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>80%</td>
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<td>2</td>
<td>Expand marketing and recruitment strategies</td>
<td>Fall student headcount by college of attendance <strong>Source: THECB Accountability System</strong></td>
<td>3,700</td>
<td>10,710</td>
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<td>Spring student headcount by college of attendance <strong>Source: THECB Accountability System</strong></td>
<td>3,700</td>
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<td>Summer student headcount by college of attendance <strong>Source: THECB Accountability System</strong></td>
<td>3,873</td>
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<td>3</td>
<td>Implement innovative fundraising strategies</td>
<td>Amount of funds raised <strong>Source: Institutional Advancement</strong></td>
<td># # # #</td>
<td>$ 50,373</td>
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<td>4</td>
<td>Enhance financial aid processes</td>
<td>Number of student complaints <strong>Source: Office of Vice President of Institutional Advancement</strong></td>
<td>Baseline</td>
<td>35</td>
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<td>Key Action Plan</td>
<td>Measure</td>
<td>Target FY12</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
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<tr>
<td>1</td>
<td>Faculty development focused on student learning outcomes, best practices and developmental education</td>
<td>Number of hours of faculty development offered <strong>Source: Instructional Innovation Center</strong></td>
<td>250</td>
<td>165</td>
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<td>Number of faculty participating in prof. dev. activities</td>
<td>2,102</td>
<td>1,437</td>
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<td>Faculty satisfaction with professional development</td>
<td>30%</td>
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<td>2</td>
<td>Enhance tutoring and the early alert system</td>
<td>Productive grade rates (PGR) <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>43%</td>
<td>43%</td>
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<td>Fall-to-fall retention <strong>Source: THECB Accountability System</strong></td>
<td>50%</td>
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<td>Course completion <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>85.9%</td>
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<td>Student satisfaction with tutoring <strong>Source: Educational Support Services</strong></td>
<td>72%</td>
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<td>Number of students in early alert system <strong>Source: Educational Support Services</strong></td>
<td>150</td>
<td>44</td>
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<td>3</td>
<td>Reduce high risk courses</td>
<td>Student improvement in high risk courses <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>4.9%</td>
<td>6.8%</td>
<td>5.4%</td>
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<td>Success rates/developmental coursework (AtD) <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>Math 50%</td>
<td>Eng. 50%</td>
<td>Read 60%</td>
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<td>4</td>
<td>Quality of instruction in large (&gt;30) classes</td>
<td>Average class size (Trend Data) <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>25</td>
<td>23.5</td>
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<td>Productive grade rates (PGR) in large (&gt;30) classes <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>Baseline</td>
<td>76.0%</td>
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<td>Student satisfaction in large (&gt;30) classes <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>Baseline</td>
<td>87.3%</td>
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<td>Faculty satisfaction in large (&gt;30) classes <strong>Source: Office of Planning, Research, and Effectiveness</strong></td>
<td>Baseline</td>
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Division – Next Steps

1. Identify division activities and responsibilities in College Strategic Action Plans. Share with departments.

2. Identify department activities and responsibilities in College Strategic Action Plans. Department activities should correspond to identified Division activities and responsibilities.

3. Incorporate identified College Strategic Action plan activities into division and department Operational Unit Plans.
Category 3 Customer & Stakeholder Focus

3.1 Voice of the customer: How do you obtain information from your customer/student/patient and stakeholders?

a. Customer/student/patient and stakeholder listening
   (1) Current
   (2) Potential

b. Determination of customer/student/patient and stakeholder satisfaction and engagement
   (1) Satisfaction and engagement
   (2) Satisfaction relative to competitors
   (3) Dissatisfaction
Category 3 Customer & Stakeholder Focus

3.2 Customer engagement: How do you engage customers/students/patients and stakeholders to serve their needs and build relationships?

a. **SERVICE/PROGRAM** offerings and customer/student/patient and stakeholder support

   (1) **SERVICE/PROGRAM** offerings
   (2) Customer/student/patient and stakeholder support
   (3) Customer/student/patient and stakeholder segmentation
   (4) Customer/student/patient and stakeholder data use

b. Building customer/student/patient and stakeholder relationships

   (1) Relationship management
   (2) Complaint management
Category/Item Number: 3.1

Category Authors: Dr. Paul Machen & Beautrice Butler

Baldrige Criteria Question(s): Describe how your organization listens to students and stakeholders and gains satisfaction and dissatisfaction information.

Key Theme (if any) being addressed

*We listen, launch, and learn from students, stakeholders, and competitors*

### Key Points (Approach)

1. **Business/Community connections** – SPC conducts ongoing strategic planning sessions, hosts and attends many community events, and has several industry partners.

2. **Institutional connections** – SPC conducts college wide meetings and large group forums.

3. **Surveys** – SPC administers various customer (student, employee, stakeholder) surveys.

4. **Student connections** – SPC has several active student organizations and other engagement programs.

5. **Academic & Non Academic Grievance programs** – SPC has established processes to assist in the resolution of student issues.

### Key Points (Deployment):

1. Good to Great (G2G), Advisory Committees, President's Gala
2. All College Meeting, Call to Conversation, New Employee Orientation, CL Team
3. Community College Survey of Student Engagement, Noel Levitz, Personal Assessment of the College Environment, Student Evaluation of Instruction
4. Student Engagement & Presidential Scholars, Student Government Association, Psi Theta Kappa, Student Services Fee Advisory Committee, New Student Orientation
5. Grievance processes listed in student handbook and on college website

### Writing forward items (if any):

- Establish student forum schedule
- Develop Customer Improvement program
- Develop survey and after action report for all programs

### Key Points (Learning):

1. G2G, Unit Plan report outs
2. Cabinet, division, department meetings
3. Instructional labs, Fresh X, THEA Prep
4. Established SW Campus Student Center, CultureFest & Textbook loan program improvements
5. Grievance report complete, reviewed by Pres, VP, Deans as applicable

### Key Points (Integration):

- Survey data and information disseminated during marketing campaigns, G2G, Call to Conversation, Unit Planning, Advisory Committee, Cabinet, Leadership, Division, and departmental meetings

### Key metric linkage (if any):

- CCSSE, Noel Levitz, PACE, CultureFest Survey, Student Evaluation of Instruction, Who's Next data
### Key Theme (if any) being addressed

We listen, launch, and learn from students, stakeholders, and competitors.

### Key Points (Approach)

1. **Regulatory agencies** – SPC maintains compliance with several federal, state, and local regulatory entities.

2. **College initiatives** – SPC involved in several national, regional, and local education transformational initiatives.

3. **Business/Community connections** – SPC conducts ongoing strategic planning sessions, hosts and attends many community events, and has several industry partners.

4. **Student Forums** – SPC has several active student organizations and other engagement programs.

5. **Technology, print & social media** – SPC maintains various electronic and print media.

6. **Surveys** – SPC administers various customer (student, employee, stakeholder) surveys.

### Key Points (Deployment)

1. Department of Education, SACSCOC Accreditation, THECB, Board of Nursing
2. G2G, Foundations of Excellence, Completion by Design, Achieving the Dream, Title III, SA P-20
3. WINTO & STEM conferences, Golf Tournament, CultureFest, Presidential Gala,
4. Student Government Association, Phi Theta Kappa, other student organizations
5. College website, Facebook, Newsletters, All Access Pass, Student Handbooks
6. Community College Survey of Student Engagement, Personal Assessment of the College Environment, Noel Levitz

### Writing forward items (if any):

- Establish student forum schedule
- Develop Customer Improvement program
- Develop survey and after action report for all programs

### Key Points (Learning)

1. Academic Affairs & Curriculum Committee
2. G2G, Unit Plan report outs
3. After Action reports, surveys
4. Leadership team, SGA & PTK
5. Annual website, handbook reviews
6. Cabinet, division, department mtgs

### Key Points (Integration)

- Survey data and information disseminated during marketing campaigns, G2G, Call to Conversation, Unit Planning, Advisory Committee, Cabinet, Leadership, Division, and departmental meetings

### Key metric linkage (if any):

- CCSSE, Noel Levitz, PACE, Student Evaluation of Instruction
- SACSCOC documentation, Who's Next data
<table>
<thead>
<tr>
<th>Key Student Groups</th>
<th>Segments and Groups</th>
<th>Listening Methods</th>
<th>Actionable Information</th>
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<tbody>
<tr>
<td>Veterans</td>
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<td>Military partner meetings and dialogs</td>
<td>Course offerings at military bases</td>
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<td>Support Groups</td>
<td>Establishment of Veteran Student Organization</td>
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<td>High school graduates</td>
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<td>Recruiting visits to high schools, Campus visits</td>
<td>Answer variety of college admission questions</td>
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<td>College Connection &amp; College Mentorship programs</td>
<td>Feedback on Admission &amp; Financial Aid procedures</td>
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<td>SPC Night-- WNBA Silver Stars games</td>
<td>Student contact data</td>
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<td>Tour Evaluation Cards</td>
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<td>Women in Non-trad Occup</td>
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<td>Annual Conference</td>
<td>Established WINTO Student Organization</td>
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<td>Advisory Committee</td>
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<td>Dual Credit</td>
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<td>Meetings with local ISDs</td>
<td>Course offerings</td>
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<td>Counselor’s Breakfast</td>
<td>Schedules</td>
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<td>African American Males (AAMI)</td>
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<td>Outreach, activities and workshops</td>
<td>Established AAMI Student Organization</td>
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<td>Student Engagement Grant</td>
<td>Data management</td>
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<td>Annual Conference</td>
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<td>College Preparation (Prep)</td>
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<td>Mandatory assessment</td>
<td>Pretest assistance: Academic Prep, Bootcamp, Fresh X</td>
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<td>New Student Orientation survey</td>
<td>Summer Bridge, PASS</td>
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<td>Required Individual Success plan</td>
<td>Advisor visits to DE classes</td>
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<td>First Year Experience programs</td>
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<td>Foundations of Excellence self study</td>
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<td>First Time in College (FTIC)</td>
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<td>Mandatory assessment</td>
<td>FTIC hold in Banner Student System for mandatory advising</td>
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<td>New Student Orientation survey</td>
<td>Loan program information</td>
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<td>Required Individual Success plan</td>
<td>Early Alert program data</td>
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<td>Foundations of Excellence self study</td>
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## Key Stakeholder Groups

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<tr>
<th>Segments and Groups</th>
<th>Listening Methods</th>
<th>Actionable Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Bexar County and Local Community</strong></td>
<td>• SL participation community organizations&lt;br&gt;• Community leader GTG participation&lt;br&gt;• Host community events&lt;br&gt;• President's Gala&lt;br&gt;• Advisory Committees</td>
<td>• Administration attend multiple networking events&lt;br&gt;• Student Internship Evaluation</td>
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<tr>
<td><strong>Surrounding Counties and Communities</strong></td>
<td>• SL participation community organizations&lt;br&gt;• Community leader GTG participation&lt;br&gt;• Host community events&lt;br&gt;• President's Gala&lt;br&gt;• Advisory Committee</td>
<td>• Administration attend multiple networking events&lt;br&gt;• Student Internship Evaluation</td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td>• U.S. mail&lt;br&gt;• Email&lt;br&gt;• Facebook&lt;br&gt;• Host community events</td>
<td>• New program recommendations&lt;br&gt;• Id new student markets&lt;br&gt;• Donor relations</td>
</tr>
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<td><strong>Industry Clusters</strong></td>
<td>• Advisory committees&lt;br&gt;• Contract negotiations&lt;br&gt;• Client visits</td>
<td>• New program development&lt;br&gt;• Career information</td>
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</tbody>
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**Key Stakeholder Groups**
7.2 Customer-Focused Outcomes: What are your student- and stakeholder-focused performance results? Summarize your organization’s KEY student- and STAKEHOLDER-focused RESULTS for student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT. SEGMENT your RESULTS by EDUCATIONAL PROGRAM AND SERVICE features and by student, STAKEHOLDER, and market SEGMENTS, as appropriate. Include appropriate comparative data.

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<th>STRENGTHS</th>
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<th>COMMENTS</th>
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<tr>
<td>a. Student- and STAKEHOLDER-Focused RESULTS</td>
<td>Utilize student engagement and satisfaction for key campus services and offerings</td>
<td>✓ Establish process to acquire segmented engagement and satisfaction data and show results for all key S/S groups</td>
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<td>✓ Establish process to show complaint/process improvement results for all key S/S groups &amp; work processes</td>
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<td>✓ Identify goals and targets, and show results of comparative and competitor data</td>
</tr>
</tbody>
</table>
## Process Improvement-Part 2

<table>
<thead>
<tr>
<th>ITEM #</th>
<th>PRIORITY LEVEL 1 - IMMEDIATE ATTENTION</th>
<th>CAT - LEAD</th>
<th>OFI LEAD</th>
<th>TEAM MEMBERS</th>
<th>DUE DATE</th>
<th>STATUS UPDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Establish online complaint management process. Establish process to review and integrate results into associated programs</td>
<td>3 - PM/BB</td>
<td>Karlene Fenton</td>
<td>John Orona  Jessica Cooper  Staff Co. Rep  TBD  Student Rep  TBD</td>
<td>04/30/13</td>
<td></td>
</tr>
<tr>
<td>18, 21</td>
<td>Implementation of Emergency Preparedness Strategies. Need to develop and document a formalize/executable emergency preparedness plan for both campuses.</td>
<td>5 - PB/SCB 6 - LH/AH</td>
<td>Lacy Hampton</td>
<td>Existing Emergency Preparedness Team</td>
<td>04/30/13</td>
<td></td>
</tr>
</tbody>
</table>
**SPC Senior Leader**

**OFI Assessment and Response**

**OFI:** Establish online complaint management process. Establish process to review and integrate results into associated programs. - Dr. Karene Fenton

**APPROACH:** Use Maxient System - create a team to build Maxient Protocol (rules) for sustainability

<table>
<thead>
<tr>
<th>Description</th>
<th>Objectives</th>
<th>Measures</th>
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</table>
| Maxient offers a single system to provide details on all aspects of a student’s conduct and behavior at the institution | Provide centralized reporting and recordkeeping  
Recover student and stakeholder confidence  
Enhance student and stakeholder satisfaction and engagement | 1. Efficiency  
2. Comprehensive Responsiveness  
3. Conflict Management  
4. Quantitative Data  
5. Qualitative Data |
Final Advice

- Establish an organization wide systematized process—G2G
- Ensure broad-based involvement from all organization levels, community members, etc.
- Senior leadership commitment critical to ensure full integration

**DO NOT FORGET TO CELEBRATE ALONG THE WAY!!**
Thank you for your attention!

Any questions?

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www.alamo.edu/spc/presentation/