ST. PHILIP'S COLLEGE
FOURTH ANNUAL
GOOD 2 GREAT RETREAT
MAY 18 & 19, 2011
WELCOME ATTENDEES
AGENDA — DAY 1

- Welcome and Introduction
- Accomplishments
- State of College
- Excellence Journey
- Context Map Activity
- Create Core Process Grid
- OFI Activity: Leadership * Strategic Planning * Customer Focus
- SWOT Activity
- Review and refine Objectives, Goals, Strategies and Actions
- Parking Lot Review Plus/Delta
- Next Steps
- Dinner/ Facilities Status and Vision
AGENDA — DAY 2

- Review Progress
- Develop Organizational Scorecard
- Identify Barriers/Blockers
- Customer Complaint Management Process
- Establish Cycles of Review and Data Analysis
- Refine Annual Planning Cycle
- Develop Strategic Communication Plan
- Parking Lot Review
- Next Steps
- Summary of Accomplishments
ICE BREAKER
WHY
## GOAL I: ACCESS TO HIGHER EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>78203 (MLK)</th>
<th>78211 (SWC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>10,828</td>
<td>112</td>
<td>162</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>56%</td>
<td>65%</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>44%</td>
<td>35%</td>
<td>58%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>39%</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>42%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Black</td>
<td>14%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>66%</td>
<td>Currently Not Available</td>
<td>Currently Not Available</td>
</tr>
<tr>
<td>Full-time</td>
<td>34%</td>
<td>Currently Not Available</td>
<td>Currently Not Available</td>
</tr>
<tr>
<td>FTIC*</td>
<td>27%</td>
<td>23%</td>
<td>27%</td>
</tr>
</tbody>
</table>

* Includes Dual Credit Students
### FTIC Student Referral, Enrollment, and Success in Developmental Education
**Fall 2006 – Fall 2009**

<table>
<thead>
<tr>
<th>Year</th>
<th>MATH (4 Levels)</th>
<th>ENGLISH (2 levels)</th>
<th>READING (3 levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2006</strong></td>
<td><strong>Total FTIC = 1,422</strong></td>
<td><strong>Total Referral = 94%</strong></td>
<td></td>
</tr>
<tr>
<td>Referred:</td>
<td>1,329 94%</td>
<td>751 53%</td>
<td>805 57%</td>
</tr>
<tr>
<td>Enrolled:</td>
<td>749 56%</td>
<td>274 36%</td>
<td>429 53%</td>
</tr>
<tr>
<td>Success:</td>
<td>360 48%</td>
<td>107 39%</td>
<td>291 68%</td>
</tr>
<tr>
<td><strong>Fall 2007</strong></td>
<td><strong>Total FTIC = 1,259</strong></td>
<td><strong>Total Referral = 90%</strong></td>
<td></td>
</tr>
<tr>
<td>Referred:</td>
<td>1,122 89%</td>
<td>719 57%</td>
<td>718 57%</td>
</tr>
<tr>
<td>Enrolled:</td>
<td>658 59%</td>
<td>314 44%</td>
<td>368 51%</td>
</tr>
<tr>
<td>Success:</td>
<td>283 43%</td>
<td>124 40%</td>
<td>227 62%</td>
</tr>
<tr>
<td><strong>Fall 2008</strong></td>
<td><strong>Total FTIC = 1,337</strong></td>
<td><strong>Total Referral = 95%</strong></td>
<td></td>
</tr>
<tr>
<td>Referred:</td>
<td>1,256 94%</td>
<td>774 58%</td>
<td>764 57%</td>
</tr>
<tr>
<td>Enrolled:</td>
<td>623 50%</td>
<td>322 42%</td>
<td>383 50%</td>
</tr>
<tr>
<td>Success:</td>
<td>249 40%</td>
<td>115 36%</td>
<td>224 58%</td>
</tr>
<tr>
<td><strong>Fall 2009</strong></td>
<td><strong>Total FTIC = 1,419</strong></td>
<td><strong>Total Referral = 92%</strong></td>
<td></td>
</tr>
<tr>
<td>Referred:</td>
<td>1,216 86%</td>
<td>855 60%</td>
<td>698 49%</td>
</tr>
<tr>
<td>Enrolled:</td>
<td>583 48%</td>
<td>344 40%</td>
<td>403 58%</td>
</tr>
<tr>
<td>Success:</td>
<td>297 51%</td>
<td>149 43%</td>
<td>226 56%</td>
</tr>
</tbody>
</table>
Data shows a small percentage of students who are referred to developmental education enroll in College Level courses within three years of their initial placement.
For Math, the data shows developmental students who progress to College Level math are slightly more successful than students who are initially placed into College Level Math. This trend is not the same for developmental Reading and English students.
Results show an up and down trend for 3-yr, 4-yr and 6-yr graduations rates for FT FTIC students from 2006 to 2009.
Results show an increase in 4-yr and 6-yr graduation rates among PT FTIC students from 2006 to 2009.
STUDENT SUCCESS POLICY

PRINCIPLES:

- Comprehensive strategic planning sets success goals and measures for improving student outcomes

- Organizational structures, policies and practices support student success values and priorities;

- Student success goals describe expectations and progress toward these goals are monitored on a regular, on-going basis

- Planning and budgeting processes are aligned and reflect student success goals and priorities and adhere to the dashboard measures
STUDENT SUCCESS POLICY

PRINCIPLES CONTINUED:

- Broad engagement of multiple stakeholders, including Education, business and community partnerships, are designed to improve transitions from high school to college and the workplace and fosters a common understanding and deeper commitment to student success improvement goals

- Instructional practices incorporate sound principles of teaching/learning theory to enhance learning outcomes

- The Alamo Colleges are a learning organization, and all college employees are expected to grow in their professional roles in support of the student success agenda
The Alamo Colleges’ performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and be held accountable for improvements.
MEASURES:

Diversity goals address gaps in student outcomes across populations particularly among low-income students, students of color, and their peers.

Improvement rates are measured constantly and drive strategy development for improvements in:

- Course completion
- Productive grade rates
- Retention
- Persistence
- Transfer
- Employment
- Licensure
- Graduation
Overall success rates in developmental math, reading and writing, transition to college courses and overall success rates of both developmental and non-developmental courses are continuously monitored.
VISION: TO BE THE BEST IN THE NATION
INSTITUTIONAL EFFECTIVENESS

CONTINUOUS IMPROVEMENT

A. QUALITY MEASURES
   TAPE
   BALDRIGE

B. ACCREDITATION
   5 - YEAR PLAN
INSTITUTIONAL EFFECTIVENESS

STUDENT SUCCESS MODEL

- PROGRESS REPORTS
- ACHIEVING THE DREAM
- COMPLETION BY DESIGN
- ADVISING PLAN
VALUES

INTEGRITY
We have the courage to act ethically, building a culture of trust and respect

COMMUNICATION
We engage in open and transparent communication, information sharing, and collaboration

COMMUNITY
We commit to a joyful culture of learning and service where unity in diversity occurs through mutual respect, cooperation, and accessibility

ACADEMIC FREEDOM
We value creativity, growth, and transformation through vigorous inquiry and a free exchange of ideas for all

ACCOUNTABILITY
We take responsibility for our actions and strive for continuous learning and improvement
HOW DO WE SERVE OUR DIVERSE COMMUNITIES?

- DIVERSITY
- COMMUNITY DEVELOPMENT
- STUDENT LEARNING OUTCOMES
- EFFICIENCES
- NEW PROGRAM DEVELOPMENT
ACCOMPLISHMENTS ACTIVITY

- BREAK INTO SMALL GROUPS

- DISCUSS SPC ACCOMPLISHMENTS DURING LAST 5 YEARS

- COME TO A GROUP CONSENSUS OF TOP 5 ACCOMPLISHMENT

- REPORT OUT TO ENTIRE GROUP
ACCOMPLISHMENTS

How great are we?
Laura Longmire is the founder and senior partner of Strategic Quality Initiatives.

Laura received her BS from Missouri Southern University and her MBA from the University of Dallas.

Laura served for six years on the Board of Examiners for the Malcolm Baldrige National Quality Award and is a member of the Board of Examiners Alumni group.

Laura also served six years on the panel of judges for the Texas Award for Performance Excellence with one year as the chair for the panel of judges. She is currently serving on the Board of Examiners for the Texas Award for Performance Excellence. You can learn more about Laura at her website at: www.lauralongmire.com
RULES OF ENGAGEMENT

- Everyone Participate/ No One Dominate
- Build on Each Others Ideas
- Humor Helps
- Criticize Behavior /Not Person
OUTCOMES

- To Acknowledge Accomplishments
- To Prioritize OFIs from TAPE Feedback Report
- To Refine SWOT and Operational Plans
- To Refine Annual Planning Cycle
- To Develop and Implement Organizational and Departmental Scorecards
Creating a Context Map

- **Context Map**: A graphic guide of current climate and trends
- Elements of the Map include: outside trends, political climate, economic climate, internal trends, technology, customer needs, and uncertainties
- Team activity: 7 tables (self-select)
- Each table identifies 4-8 factors of their “element”
- Team posts factors, present, and discuss
IDENTIFYING KEY PROCESSES

- Review Current List of Key Processes
- Tables 1, 3, and 5 identify what processes support Objective 1 and 2
- Tables 2, 4, and 6 identify what processes support Objective 3
- Tables 7, 9, and 11 identify what processes support Objective 4
- Tables 8, 10, and 12 identify what processes support Objective 5
- Add new processes if they are needed to support your objective
BREAK
GOOD 2 GREAT LEADERSHIP TRIAD

- Table teams review Category questions
- Agree on two to three priorities for improvement
- Recommend 1-4 methods or strategies to improve each prioritized focus area
- Report out team recommendations
LUNCH
SWOT ANALYSIS

- Using the “Accomplishments”, Context Map, Core Process Grid, Category 1-3 priorities, we will develop a SWOC analysis

- SWOC is a tool that identifies St. Philip’s strengths, weaknesses, challenges, and opportunities

- The SWOC is used to refine the strategic objectives, goals, strategies and actions
SWOT ANALYSIS

**STRENGTHS**
+ Strength
+ Strength
+ Strength
+ Strength

**WEAKNESSES**
- Problem
- Problem
- Problem
- Problem

**OPPORTUNITIES**
- Description
- Description
- Description

**CHALLENGES**
- Challenge
- Challenge
- Challenge
- Challenge
BREAK
REVIEW AND REFINE GOALS, OBJECTIVES, AND ACTIONS

- Distribute table of goals, objectives, and actions
- Establish team roles at each table: timekeeper, scribe, spokesperson
- Review the goals (non-negotiable), objectives, and actions
- Agree on alignment or refinement of the objectives and actions
- Report on agreement areas and identify areas for refinement
QUALITY FACILITATION

- Review Parking Lot
- Conduct “plus/delta” for Day 1
- Describe Day 2 Agenda
BIG TIE AUCTION
FACILITIES STATUS AND VISION

• PARSONS
• MARMON MOK
• WESTEAST DESIGN
• PFLUGER ASSOCIATES
• KELL MUNOZ