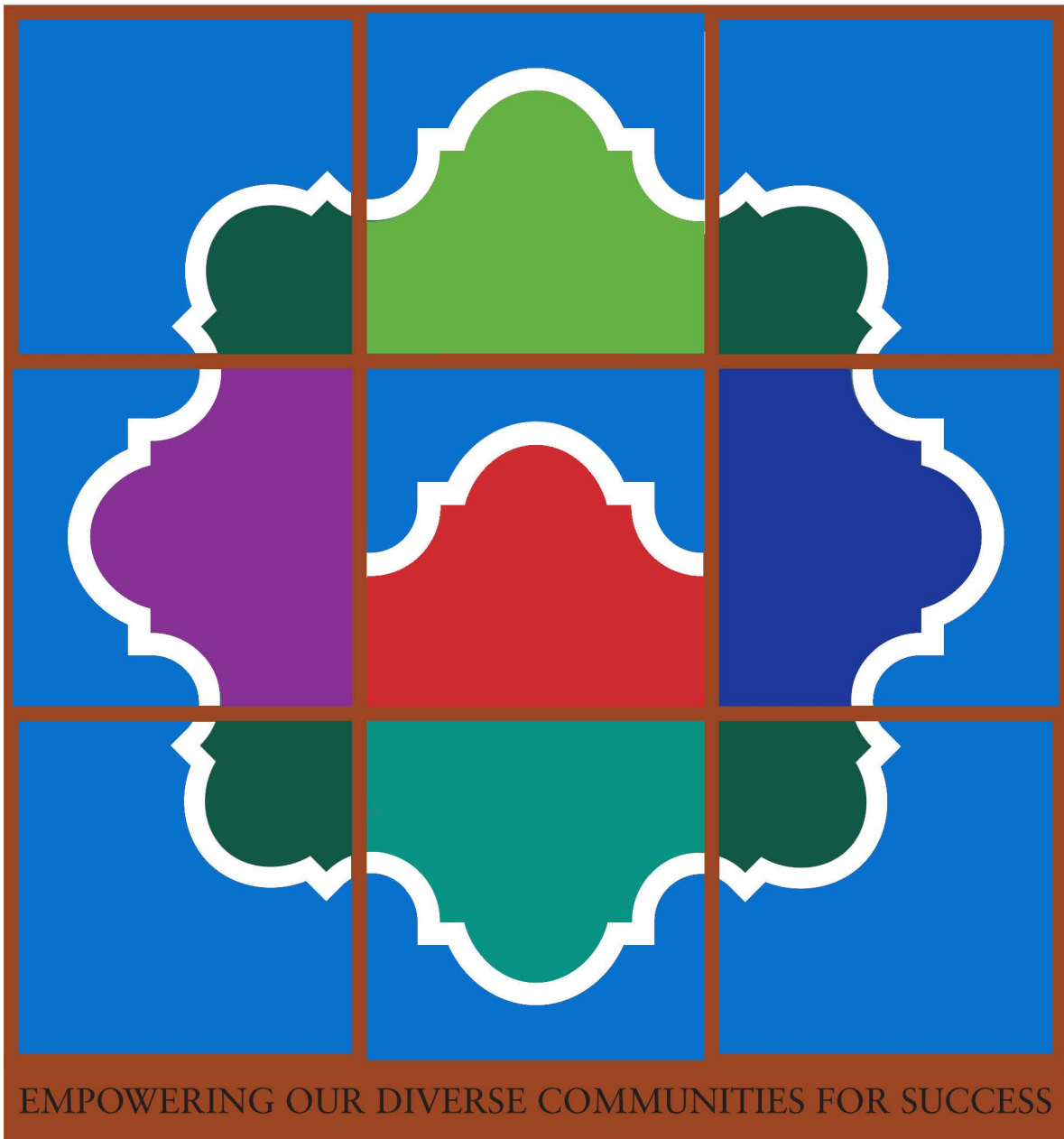




ALAMO
COLLEGES
DISTRICT

Malcolm Baldrige National Quality Award

2018 APPLICATION



THE **ALAMO** WAY
ALWAYS INSPIRE. ALWAYS IMPROVE.

TABLE OF CONTENTS

Table of Contents

Organization Chart

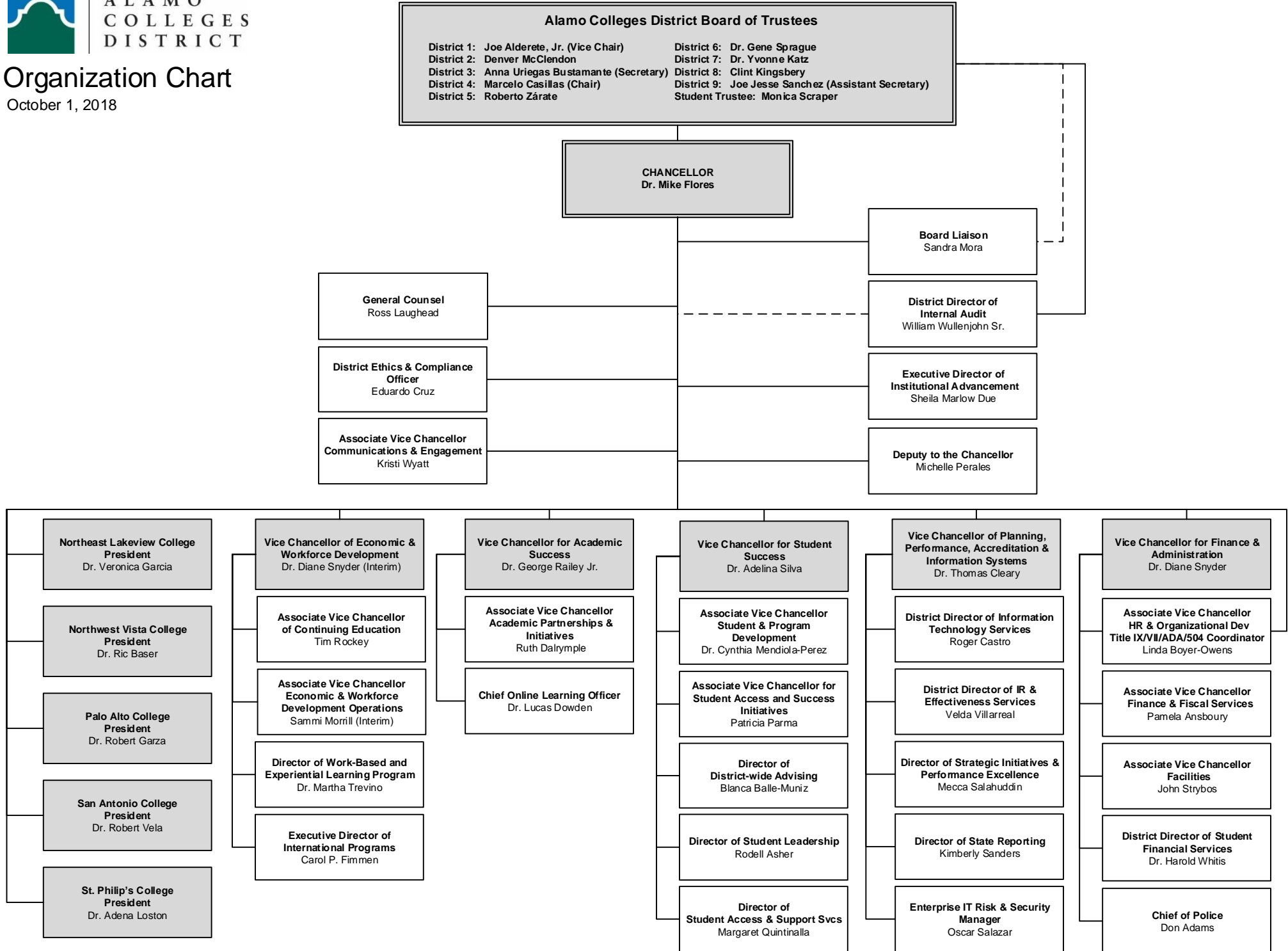
	<u>Page</u>
Glossary of Term	G-1
Organizational Profile	i
Category 1 Leadership	1
1.1 Senior Leadership	1
1.2 Governance and Societal Responsibilities	5
Category 2 Strategic Planning	7
2.1 Strategy Development	7
2.2 Strategy Implementation	10
Category 3 Customers	12
3.1 Voice of the Customer	12
3.2 Customer Engagement	15
Category 4 Measurement, Analysis, and Knowledge Management	19
4.1 Measurement, Analysis, and Improvement of Organizational Performance	19
4.2 Information and Knowledge Management	22
Category 5 Workforce	24
5.1 Workforce Environment	24
5.2 Workforce Engagement and Performance	28
Category 6 Operations	31
6.1 Work Processes	31
6.2 Operational Effectiveness	35
Category 7 Results	37
7.1 Student Learning and Process Results	37
7.2 Customer Results	41
7.3 Workforce-Focused Results	44
7.4 Leadership and Governance Results	46
7.5 Budgetary, Financial, and Market Results	49

ORGANIZATION CHART



Organization Chart

October 1, 2018



GLOSSARY OF TERMS AND ABBREVIATIONS



4DX	Four Disciplines of Execution
6D	The Six Disciplines of Breakthrough Learning
9PP	9-box Performance Plan
AA	Associate of Arts degree
AAS	Associate of Applied Science degree
AAT	Associate of Arts in Teaching degree
ABO	ACD Budget Office
ACCC	Alamo Colleges Curriculum Council
ACD	Alamo Colleges District
ACE	Alamo Cooperative Exchange
ACES	Alamo Colleges Educational Services (online portal for student, faculty, and staff services)
ACL	Active and Collaborative Learning
ACPD	Alamo Colleges Police Department
AD&D	Accidental Death and Dismemberment
ADA	Americans with Disability Act
ADKAR	Change management model focused on the awareness, desire, knowledge, ability, reinforcement outcomes
AlamoShare	Alamo Colleges SharePoint intranet
ALAS	Alamo Colleges Leadership Academy for Success
AP	Action Plan
AS	Associate of Science degree
AtD	Achieving the Dream
AVC	Associate Vice Chancellor
BLS	Bureau of Labor Statistics
BMI	Body Mass Index
CC	College Connection
CCSSE	The Community College Survey of Student Engagement
CDL	Center for Distance Learning
CES	Communicate and Engage System
CLT	College Leadership Team
CP	College President
CPE	Cybersecurity Professional Education Credits
CPR	Cardiopulmonary Resuscitation
CPU	College Performance Update
CQIN	Continuous Quality Improvement Network
CTE	Career and Technical Education
CUPA	College and University Professional Association
DC	Dual Credit
DP	Development Plan
DPA	Development Plan Activities
DPS	Department of Public Safety
DSO	District Support Operations

ECHS	Early College High School
ECU	Ethics and Compliance Unit
EEOC	Equal Employment Opportunity Commission
ELE	External Learning Experience
ELP	Emerging Leaders Program
EOP	Emergency Operations Plan
EPA	Environmental Protection Agency
ERM	Enterprise Risk Management
ES	Environmental Scan
ESL	English as a Second Language
ETC	Education and Training Center
F180	Faculty 180
FAFSA	Free Application for Federal Student Aid
FCC	Federal Communications Commission
FERPA	The Family Educational Rights and Privacy Act
FM	Financial Management
FMLA	Family Medical Leave Act
FOCUS PDCA	Continuous process improvement methodology steps: Find, Organize, Clarify, Understand, Select, Plan, Do, Check, Act
FT/PT	Full Time/Part Time
FTE	Full Time Equivalent
FTIC	First Time in College
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GED	General Educational Development (GED) subject tests to certify American or Canadian high school-level academic skills.
Gen Ed	General Education
HEED	Higher Education Excellence in Diversity
HR	Human Resources
HS	High School
Intl	International
IPEDS	Integrated Postsecondary Education Data
IR	Institutional Research
IRS	Internal Revenue Service
ISD	Independent School District
ISP	Individual Success Plan
IT	Information Technology
ITS	Information Technology Services
K-12	Public School System (Kindergarten to 12th Grade)
KMP	Knowledge Management Process
KPI	Key Performance Indicator
KSA	Key Strategic Advantages
KSC	Key Strategic Challenges
KSO	Key Strategic Opportunities
KSP	Key Strategic Priorities

LAB	Learning Advisory Board	RIP	Radical Innovation Process
LFI	League for Innovation	SA	San Antonio
LO	Learning Objective	SAC	San Antonio College
MOU	Memorandums of Understanding	SACS COC	Southern Association of Colleges and Schools Commission on Colleges
MVV	Mission, Vision, and Values	SDEV	Student Developmental classes for beginning students
MyMAP	My Monitoring Academic Progress Framework	SENSE	Survey of Entering Student Engagement
NACUBO	National Association of College and University Business Officers	SHRM	Society For Human Resource Management
NAO	New Administrator Orientation	SLI	Student Leadership Institute
NB	No Benchmark – These are internal measures where we benchmark against our historical performance	SMART	Specific, Measurable, Achievable, Relevant, Time-bound
NCCBP	National Community College Benchmark Project	SME	Subject Matter Experts
NEO	New Employee Orientation	SO	Strategic Objective
NFI	New Faculty Institute	SOA	Summary of Actions
NSO	New Student Orientation	SP	Strategic Plan, Strategic Planning
NILIE	National Initiative for Leadership and Institutional Effectiveness	SPC	St. Philip's College
NIMS	National Incident Management System	SPP	Strategic Planning Process
NISOD	National Institute for Staff and Organizational Development	SPR	Staff Progress Review
NLC	Northeast Lakeview College	SS	Student Success
NPDP	New Program Development Process	SSPR	ACD Stakeholders' Strategic Planning Retreat
NVC	Northwest Vista College	ST/LT	Short-Term/Long-Term
Occ/Tech	Occupational/Technical	STEM	Science, Technology, Engineering, and Mathematics
OER	Open Educational Resources	SWOT	Strengths, Weaknesses, Opportunities, and Threats
ORP	Optional Retirement Plan	TAMU-SA	Texas A&M University-San Antonio
OSHA	Occupational Safety and Health Administration	THECB	Texas Higher Education Coordinating Board
PAC	Palo Alto College	TMS	Talent Management System
PACE	The Personal Assessment of the College Environment	UAP	Unit Action Plan
PBL	Problem-based Learning	UFS	Unified Faculty Senate
PCA	Purchasing and Contract Administration unit	UPP	Unit Planning Process
PCard	Procurement/Purchasing Credit Card	UPS	Uninterruptible Power Supply
PCL	Principle-Centered Leadership	US DOL	U.S. Department of Labor
PDM	Process Design Model	ESS	Executive Staff Senate
PE	Performance Excellence	UTSA	University of Texas at San Antonio
POC	Point of Contact	VA	Veterans Affairs
PPE	Personal Protection Equipment	VC	Vice Chancellor
PPIS	Planning, Performance, and Information Systems	VCAA	Vice Chancellor for Academic Success
PR	Program Review	VCSS	Vice Chancellor for Student Success
PRP	Performance Review Process	VITA	Volunteer Income Tax Assistance
PTP	Progress to Plan	VOC	Voice of the Customer
PVC	Presidents, Vice Chancellors, and Chancellor	VP	Vice President
QEP	Quality Enhancement Plan	VPN	Virtual Private Network
RP	Rightsizing Process	WELCOA	Wellness Council of America
		WETC	Westside Education and Training Center
		WIG	Wildly Important Goal
		WTN	Workforce Training Network

ORGANIZATIONAL PROFILE



Organizational Profile

P.1 Organizational Description

People recognize the Alamo by its distinctive architectural shape. But it is best remembered for the way it reshaped history—as a mission, as a battle site, as a symbol of freedom. As its namesake, **Alamo Colleges District (ACD)** has had its own inspirational impact on society. From our origin as a community college district in 1945 through decades of change and expansion, we have fought to make higher education accessible and affordable for all. Today, five colleges fulfill this promise with a vast array of courses and 2-year degrees. Our credits transfer to four-year universities for those pursuing advanced degrees, and our workforce development and continuing education programs help individuals build new careers and meet the needs of business. In short, it is our objective to reshape futures.

The five colleges that comprise ACD include: **St. Philip's College (SPC)**, founded in 1898; **San Antonio College (SAC)**, founded in 1925; **Palo Alto College (PAC)**, founded in 1983; **Northwest Vista College (NVC)**, founded in 1995; and **Northeast Lakeview College (NLC)**, founded in 2007. All of the colleges are within San Antonio city limits except Northeast Lakeview, which is within the town limits of **Universal City**, just to the northeast of San Antonio. **District Support Operations (DSO)** provides administrative services and support to the five colleges and is located in downtown San Antonio. Each College operates with significant autonomy in accordance with ACD's **Shared Governance** model of collaborative leadership between the Colleges and DSO. Based on that autonomy, each College is accredited independently by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** to award associate degrees and certificates.

ACD is the tenth largest community college system in the United States and the second largest in Texas. Our service area includes all of Banderita, Bexar, Comal, Kendall, Kerr and Wilson Counties, and most of Atascosa and Guadalupe Counties. Community colleges are chartered to serve the communities in which they are located as a higher education alternative to four-year university systems. They serve as stepping stones for students to accomplish their educational goals, which typically include transfer to one of those universities or the acquisition of skills needed to secure employment. San Antonio is the seventh-largest city in the nation with an estimated 1.5 million people, of which 63.2% are Hispanic. Of all students enrolled in post-secondary education in the city, approximately 22.9% are enrolled in one of our Colleges. A recent \$450 million capital improvement project has allowed us to create some of the best facilities for teaching and learning in the country.

P.1a Organizational Environment

Offerings	Importance	Delivery
Degree Seeking programs for students seeking an AA, AS, AAT, or AAS degree	2017 – 54% of students indicated a degree or certificate was their goal	CI; DE; InT; LLC; LC; A&CL
Transfer programs for those seeking transfer to a 4-year institution	2017 – 46.6% of students indicated transfer as their goal	CI; DE; InT; LLC; LC; A&CL
Workforce Development programs to provide a certificate; customized training; continuing education	2017 - 3% of students participated in these programs	CI; InT; LLC; A&CL (focus on tech programs)
Developmental Education for underprepared students in college-level Math, Reading, or Writing	2017 - 61.9 % of students; includes literacy programs, basic skills, ESL & ESOL	CI; InT; LLC; A&CL; Advocacy (specialized tutoring/support)
Student Success programs and services to enrich and support learning and access	Supports student completion of all key programs	Advising, Tutoring, Placement, Activities, etc.
Administrative and Support Services – Academic Success, Student Success, Financial Aid, HR, IT, Finance, Legal, Security, Facilities, Procurement	Critical DSO operational support functions allowing Colleges to focus on students	DSO process owners at ACD and representatives deployed to campuses
Figure P-1 ACD Educational and Service Offerings CI = Classroom Instruction; DE = Distance Education; InT = Instructional Technologies; LLC = Labs & Learning Centers; LC = Learning Communities; A&CL = Active/Collaborative Learning		

(1) Educational Program and Service Offerings - Our Colleges are open-door institutions whose students come to college with various goals and at various levels of preparedness. Consequently, we serve students and the community with transfer courses, academic and technical degrees, and workforce development and continuing education options, offering more than 325 degree and certificate programs. As indicated in **Figure P-1**, our main educational program and service offerings are designed to meet the educational goals and service needs of our students. We deliver these services through semester, flex, weekend, and evening courses using the various means shown.

(2) Mission, Vision, and Values – Our mantra “**Students First**” reflects our commitment to our key customer and the community we serve. Operating on the belief that education is the central element in improving lives, we are wholly focused on our students and providing the opportunity for and producing success for each and every one. This belief is reflected in our **Guiding Principles** - the **Mission, Vision, and Value (MVV)** statements - as well as our **Core Competencies** that support them (**Figure P-2**). With the autonomy the Colleges possess, they tailor their Mission and Vision statements so as to integrate their own specific objectives while maintaining alignment with ACD.

Mission
Empowering our diverse communities for success.
Vision
The Alamo Colleges will be the best in the nation in Student Success and Performance Excellence.
Values
<p>The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.</p> <ul style="list-style-type: none"> • Students First • Respect for All • Community-engaged • Collaboration • Can-do Spirit • Data-informed
Core Competencies
<p>1) Each Student First - Reflects the commitment of all staff and faculty to engage and help students to succeed, often by way of one-on-one interactions with students. (KSP – 1, 2, 6)</p> <p>2) Early Access to Higher Education - Includes our dual credit, early college high school, and other methods we have deployed to provide high school students opportunities for early access to college. (KSP – 5)</p> <p>3) Partnership Development - Reflects our keen ability to build strong collaborations, partnerships, working relationships, and engagements internally and externally across our service area. (KSP – 3, 4, 5, 6)</p>
Figure P-2 ACD Guiding Principles and Core Competencies

The MVV help define our culture and encompass the width and breath of ACD’s commitment, passion and obligation. Our Mission statement captures the essence of our passion, beliefs, and driving forces; our shared Values guide our student-focused and collaborative nature which strives to take into account cultural differences as well as contemporary academic needs; our Vision expresses the essence of what we strive to become. Our core competencies relate to our mission through the strategic plan, which links our Key Strategic Priorities (KSPs) to the competencies as shown in *P-2*.

The ACD commitment to excellence is further evidenced by our focus on the **Baldrige Criteria**; participation in the nationwide **Aspen Institute**, whose focus is on higher education sustainability and equity; participation in the **Achieving the Dream (AtD)** initiative, whose emphasis is to increase the success of community college students, particularly low-income and students of color; and the **Alliance for Innovation and Transformation (AFIT)**, whose goal is to help colleges attain performance excellence through focused learning of successful practices from the business world and applying them to higher education.

(3) Workforce Profile – Our workforce groups include faculty, administrators, staff, and work study (student employees), with segments that include location, part-time, full-time, and gender. The profile of our workforce groups and some segments at each of the Colleges and at the DSO is shown in *Figure P-3*. Information is also provided to indicate the overall diversity and educational requirements throughout the organization. We have experienced no recent changes in workforce composition

Profile of Workforce Groups and Segments	
Full Time Faculty	NLC - 66; NVC - 173; PAC - 106; SAC - 255; SPC - 186; Total - 786
Adjunct Faculty	NLC - 75; NVC - 308; PAC - 123; SAC - 325; SPC - 177; Total – 1,008
Administrator	NLC - 6; NVC - 9; PAC - 9; SAC - 11; SPC - 15; DSO - 23; Total - 73
Staff	NLC - 100; NVC - 212; PAC - 194; SAC - 374; SPC - 278; DSO - 541; Total - 1699
Part-Time Staff	NLC - 30; NVC - 142; PAC - 121; SAC - 236; SPC - 76; DSO – 33; Total - 638
Work Study	NLC - 77; NVC - 217; PAC - 127; SAC - 243; SPC - 131; Total - 795
Overall FT	Faculty – 786; Staff/Admin – 1772; Total - 2558
Overall PT	Faculty - 1008; Staff/Workstudy – 1433; Total - 2441
Overall Gender	Female – 2917 (58 %), Male – 2082 (42%)
Overall Ethnicity	Hispanic – 53.5 %; White – 31.5 %; African-American - 9.0 %; Asian - 2.0 %; Other – 4.0%
Figure P-3 Faculty and Staff Groups and Segments	

or needs and represent our communities and their student composition by approximating the demographics of the Greater San Antonio area. Teaching faculty are required to meet the certification requirements associated with accreditation set by the SACSCOC; some positions in the administrative segment require professional or doctoral degrees; others require bachelors or master’s degrees with positions on the staff segment requiring at least a high school level of education. While no bargaining units exist, the Faculty and Staff Senates at each of the Colleges are engaged in shared governance for local initiatives. These groups are also part of a larger, Faculty Super Senate and Unified Staff Senate to address ACD wide issues, another indicator of our shared governance approach. Special health and safety related requirements exist in the following areas: recognized hazardous work environments such as welding, electrical, chemical, and ergonomics; compliance with Texas Commission on Law Enforcement Standards for police officers; and driving safety for vehicle operators.

The key drivers that engage our workforce in accomplishing our mission and shared vision are shown in *Figure P-4*. Key requirements of the workforce are shown in *Figure P-5*, along with additional requirements identified for various workforce segments.

Engagement Drivers
Engagement Capital Past – I have consistently been treated well; I take pride in my organization
Engagement Capital Present – I look forward to going to work each day; I know how we are doing and where we are headed
Engagement Capital Future – I am confident about the future of Alamo Colleges; My contribution to our future success is important
Figure P-4 Workforce Engagement Drivers

(4) Assets - The five college campuses encompass more than 34 million square feet of space on 781 acres. Each has typical college campus facilities such as academic and classroom

Group/Segment	Key Requirements
All Workforce	<ul style="list-style-type: none"> • Technical support • Communication • Safe work environment • Professional, job and leadership development • Career progression opportunity
Full-Time Faculty	<ul style="list-style-type: none"> • Academic freedom
Adjunct Faculty	<ul style="list-style-type: none"> • Relationship with team • Faculty Leadership
Part-Time Staff	<ul style="list-style-type: none"> • Inclusion • Relationship with team
DSO Staff	<ul style="list-style-type: none"> • Communication and engagement

Figure P-5 Workforce Segments and Requirements

buildings, administrative buildings, library facilities, gymnasiums, cafeterias, science classrooms and labs, and computer labs. In addition, there are a number of specialty facilities such as performing arts centers, natatoriums, allied health and EMT training areas, and aviation classrooms adjacent to the runway at Stinson Field. Key technology and equipment consists of computers, servers, printers, copiers, scanners, Voice over Internet Protocol (VoIP) phone systems, and wireless Internet availability throughout all campuses for employees, students, and guests. Specialized technologies are available for students in classrooms and labs, depending on their majors. Additional provisions include specialized software for students with disabilities. The Colleges and DSO use modules within the Banner Enterprise Information System to manage student and financial aid data, and finance and HR operations. ACD also owns and manages assets in various off-campus sites, including Fort Sam Houston, Lackland Air Force Base, Randolph Air Force Base, Central Texas Technology Center, Brackenridge Education and Training Center, Floresville Center, Greater Kerrville Center, Southwest Campus, Westside Education and Training Center, and the Workforce Center of Excellence.

DSO facilities encompass 75K square feet of space housing the executive offices for the Chancellor and Vice Chancellors and all units. Some DSO personnel are co-located with the Colleges, enabling them to be close to the customers they support. A future site with 200K square feet of space is under construction and will bring all DSO services together and provide a large conference center for cross-college meetings, program collaboration, and community use. DSO utilizes information, instructional, communication, office, and security technology communications equipment including two mainframe servers for legacy information services; three IBM Power series servers to service the Banner/ Oracle/Argos systems; 50+ network servers; and 18K workstations. Redundant storage allows for real-time data replication; and virtual servers allow reactive server management to address performance requests. Facilities has physical plants at all ACD locations, as well as maintenance, grounds, and housekeeping equipment.

(5) Regulatory Requirements

Purpose	Regulator
Financial and Controls Regulatory	GASB, IRS, TRS, ERS, FPIA, Single Audit, various federal and state grantor agencies; THECB
Student Financial Aid	DOE
Federal Human Resources Regulatory Issues	US DOL, EEOC, FCC Fair Credit Reporting, Immigration and Customs Enforcement, Office of Contract Compliance, ADA/504, Title IX
Fire Safety	NFPA
US Office of Special Counsel (Whistleblower Protection Act)	US Office of Special Counsel
Texas Human Resources Regulatory Issues	Texas Workforce Commission, Attorney General, Department of Insurance, Health & Safety Code
Environmental (Environmental Quality)	Texas Environmental Quality Commission
Local Building Codes	City Code Compliance
Curriculum approval; Program approval; State reporting	Texas Higher Education Coordinating Board
Accreditation requirements	Southern Association of Colleges and Schools Commission on Colleges

Figure P-6 Regulatory Bodies and Purpose

ACD operates within the Texas Education Code monitored through the **Texas Higher Education Coordinating Board (THECB)**, which regulates contact-hour funding, common courses, and the approval of new programs. THECB also compares demographic and financial data and monitors institutional effectiveness. We also must comply with specific FERPA, ADA, OSHA, EPA, and EEOC requirements. ACD operates in accordance with regulatory requirements at the federal, state, and local levels. **Figure P-6** displays the types of requirements we must comply with and the regulators who define and monitor these requirements.

P.1b Organizational Relationships

(1) Organizational Structure - The Chancellor is the Chief Executive Officer (CEO) and reports to a nine-member, community elected **Board of Trustees (Board)**. By state statute, the Board is the governing body that sets policy, appoints the Chancellor, levies property taxes, and approves the budget. The Board is the final authority on all matters of governance for the organization. College Presidents report to the Chancellor, serve as CEOs of their college; and sit on the Presidents and Vice Chancellors (PVC) team, the senior decision-making body within the organization.

(2) Students, Other Customers, and Stakeholders - Texas has defined the ACD service area as the educational community of Bexar County and the seven other counties referred to earlier.

Market Segments and Customer Groups	Key Requirements
Market Segments	
<ul style="list-style-type: none"> • Current Students • First Time in College Students • Transfer Students • Former Students • Workforce Development Students 	<ul style="list-style-type: none"> • Focused Recruitment • Information About ACD • Easy Access to Services
Student Groups	
All Students	<ul style="list-style-type: none"> • High Quality Instruction • Financial Aid • Communication • Easy Access to Faculty and Academic Support Services • Safety and Security
Transfer Seeking	<ul style="list-style-type: none"> • Transfer Articulation • Degree Completion Info • Academic Challenges
Degree or Certificate Seeking	<ul style="list-style-type: none"> • Degree Completion Info • Academic Support Services
Workforce Development and Continuing Education	<ul style="list-style-type: none"> • Provide workforce skills • Provide for adult learner needs
Underprepared	<ul style="list-style-type: none"> • Development Programs
Distance Education	<ul style="list-style-type: none"> • Online Education and Support Services • Technology Orientation
Other Customers Groups	
Feeder Schools; Dual Credit/ Early College High Schools; Transfer Schools; Employers; ACD Colleges	See Figure P-8
Community	<ul style="list-style-type: none"> • Access • Citizenship Skills for Students • High Quality Education

Figure P-7 Market/Customer Groups and Requirements

Our International Programs unit coordinates international students attending the five Colleges, and the Academic Success area works with the Colleges to provide high school students Dual Credit courses and the Early College High School program. Figure P-7 identifies our key customers and stakeholders and their key requirements.

(3) Suppliers and Partners - Partners, collaborators, and suppliers (Figure P-8) are important to ACD for four reasons. First, partners are often directly involved in the delivery of services to students and other customers; second, we devote substantial time and effort working with these groups to achieve short-or long-term objectives to include their participation in our Strategic Planning Process (SPP) and two-way communications system, and role in developing and implementing innovations; third, the products and services that we procure can directly impact the quality of education we provide and how effective we deliver it; and fourth, non-labor expenses are a significant component of our costs. Therefore, we have established a number of partnerships and collaborative relationships and identified key suppliers of vital products and services.

Partners – those organizations that we have a strategic alliance with, have a direct role in supporting delivery of education

P/C/S	Role	Requirements
Key Partners and Collaborators		
Feeder Schools	<ul style="list-style-type: none"> • Provide students • Shared processes for access, data, info on students 	<ul style="list-style-type: none"> • Partnerships • Student Enrollment and Transition Services • Collaborative Programs
Dual Credit & Early College High Schools	<ul style="list-style-type: none"> • Provide Students • Shared processes for access, data, info on students 	<ul style="list-style-type: none"> • Partnerships • Student Enrollment and Transition Services • Collaborative Programs
Transfer Schools	<ul style="list-style-type: none"> • Receive our transfer students • Collaborate in development of articulation agreements 	<ul style="list-style-type: none"> • Articulation Agreements • Joint Transfer Partnerships • Students with Requisite Skills
Employers and Advisory Committees	<ul style="list-style-type: none"> • Provide input on requirements and programs 	<ul style="list-style-type: none"> • High Quality Continuing Education Programs • Skilled Graduates
Key Suppliers		
DSO to Colleges	<ul style="list-style-type: none"> • Provide key support services as indicated in Figure P-1 	<ul style="list-style-type: none"> • Collaboration • Student Focus • Efficiency and Effectiveness
Services Providers	<ul style="list-style-type: none"> • Training and Consulting • Bookstores, Cafeterias, Housekeeping 	<ul style="list-style-type: none"> • Student Focus • High Quality Service • Shared MVV
Technology Providers	<ul style="list-style-type: none"> • Technology solutions • Upgrade and purchase plans 	<ul style="list-style-type: none"> • Expertise • High quality services • Responsiveness • Innovative products

Figure P-8 Partners, Collaborators and Key Suppliers

services, and for which there are reciprocating relationships, or dual requirements.

Collaborators – organizations that we work with to achieve short- or long-term objectives or support initiatives that benefit stakeholder or community groups.

Key Suppliers – those organizations from whom we purchase goods and services of significance or who play a role in delivering services directly to our students.

P.2 Organizational Situation

P.2a Competitive Environment

(1) Competitive Position – San Antonio continues to be among the top ten fastest growing markets in the country. ACD serves the entire market area which could become more competitive in the future. Our primary competitors today are public universities in our market area, including the University of Texas at San Antonio (UTSA) and Texas A&M University at San Antonio (TAMU-SA). Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary’s University, and Trinity University. National

Data Type	Source of Data
Student Engagement and Satisfaction	CCSSE; Noel Levitz
Student and Education Program Performance	Aspen Institute; NCCBP; THECB; IPEDS; ACD Colleges
Financial Performance	NACUBO; Moody; S&P
Workforce Engagement and Performance	PACE, BLS; Clery Security Reports; HEED; SHRM; ATD, CUPA-HR
Leadership Effectiveness	PACE

Figure P-9 Comparative Data Sources

competitors include online education providers, for-profit colleges, and the military.

(2) Competitiveness Changes – Online education providers from outside our market area continue to grow, which has caused us to enhance our own online approach to meet this challenge and provide greater flexibility for our students. In addition, some local providers have closed their doors affording us the opportunity to innovatively reach out to those students who have been displaced and offer them a new opportunity to pursue their higher education goals.

(3) Comparative Data - Our primary sources of comparative data are shown in *Figure P-9*.

P.2b Strategic Context

Strategic challenges and advantages are shown in *Figure P-10* along with the Strategic Objectives that address the challenges and leverage the advantages.

P.2c Performance Improvement System

In 2011, the Board approved implementation of a new, groundbreaking educational leadership philosophy to create a stronger focus on students and to accelerate us in our quest to achieve performance excellence. That philosophy, *Alamo Way: Always Inspire, Always Improve* (*Figure P-11*), took hold and today is the cornerstone of our strategic plan, leadership and performance improvement systems, and central to everything we do. Its three components, **Student Success**, **Principle-Centered Leadership**, and **Performance Excellence** have spawned multiple new and innovative approaches in the way we operate.

The **Alamo Way** has produced a strong focus on improvement and innovation through development and integration of our **SPP** with our **Measurement System**, **College Planning Processes**, **Unit Planning Processes**, **Staff Progress Review (SPR)**, and **Faculty 180 Processes**. These processes produce, deploy, and align our Strategic Objectives, Key Strategic Priorities, Action Plans, Key Performance Indicators and Targets throughout the entire organization. The **Alamo Way** approach also includes reviews of performance and creation of improvement plans at the College, DSO, Unit, individual, and key process levels. At the process level, a culture of continuous improvement and innovation using **FOCUS PDCA** has been created to inspire change. Process measures are established and

Strategic Advantages	KSPs
Affordability and Value	5, 6
Focus on Student Success	1, 2, 3, 4
Strong Educational Partnerships	3, 4, 5, 6
Strategic Challenges	
Expected improved quality and effectiveness with decreased state funding	1, 2, 4, 5
Public expectation of sustained high performance	2, 3, 4
Increased competition for students	1, 2, 3, 4, 6

Figure P-10 Strategic Advantages and Challenges and Link to KSPs

reviewed to ensure that process performance is stable, to identify when process improvements are needed, and help pinpoint opportunities for innovation. Numerous innovations such as **4DX**, **AlamoADVISE**, **AlamoINSTITUTES**, and **ALAS**, among others, have been implemented. We also complete a Baldrige-based assessment annually at the DSO and College levels, which provides an overall evaluation of the approaches used to lead and manage organizational activities and provides feedback that is integrated into planning across the enterprise. As a result, two of our colleges, **NVC** and **PAC**, along with the **DSO** are recipients of the **Texas Award for Performance Excellence**, and both **NVC** and **PAC** have received Baldrige site visits.

Clearly, the **Alamo Way** has inspired us all and produced a three-pronged approach to performance improvement annually. First, on a daily basis, **FOCUS PDCA** efforts allow process owners and managers to understand performance of their processes and design improvements and innovations as opportunities arise. Second, on a scheduled basis multiple times per year performance reviews including KPI and plan updates, along with financial and quality reports, permit a focus on broader performance improvement requirements. Third, on an annual basis, **Baldrige** assessments, the **SPP**, the **SPR** and **Faculty 180** create emphasis on longer-term requirements and opportunities that allow us to sustain and enhance our level of excellence organizationally and individually.

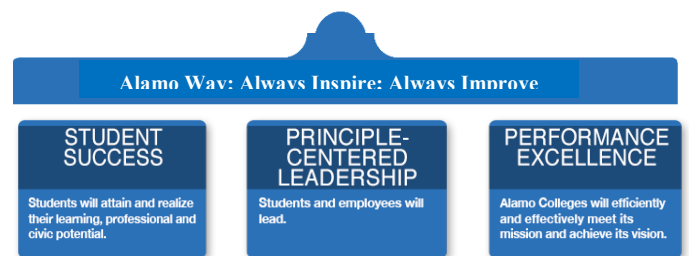


Figure P-11 Alamo Way: Always Inspire, Always Improve

RESPONSES
ADDRESSING ALL
CRITIERA ITEMS
(CATEGORY 1-7)



Category 1 Leadership

1.1 Senior Leadership

1.1a Vision, Values and Mission

(1) Vision and Values – As indicated in the OP, the **Alamo Way (Figure P-11)** forms the basis for our leadership approach throughout ACD. The Board established Policy B.9.1 that defines our top three priorities: **Student Success, Principle-Centered Leadership, and Performance Excellence**. These priorities are also the three Strategic Objectives of the ACD strategic plan. **Student Success** is the focus of everything we do and involves getting students into and through college to a degree or certificate, enabling students to transfer to another institution of higher education or getting employment, and helping students achieve their goals. **Performance Excellence** is the basis for our belief in an integrated approach to organizational performance management that results in: delivery of ever-improving value to students and other stakeholders; contributing to organizational sustainability; improvement of our overall effectiveness and capabilities; and organizational and personal learning. We believe in being informed by data before making decisions, and we believe that everything can be improved. **Principle-Centered Leadership** forms the belief that every student and employee can lead in a proactive way to contribute to achievement of our goals. It is a long-term, inside-out approach to developing people and organizations that allows every single person to focus on character development, personal effectiveness, and an emphasis on individual contribution to team goals and organizational results. We believe there is a leader in every seat and provide opportunities for students and employees to develop as principle-centered leaders.

The Alamo Way forms the basis for deployment of the **Mission, Vision, and Values (MVV - Figure OP-2)** to all leaders, the workforce, partners, key suppliers and customers. A number of cross-college leadership teams implement the model on a daily basis and these are shown in **Figure 1.1-1**. Senior leaders (SLs) set the organization’s MVV during strategic planning and while

these important principles tend to endure over time they are reviewed annually and are adjusted as needed based on changing priorities. During 2015 strategy development, for example, the MVV were revised to better align ACD with a common set of values while allowing the Colleges the autonomy to establish distinct mission and vision statements to reflect their individual requirements while remaining in alignment with ACD overall.

The MVV are reviewed periodically, discussed at leadership team meetings and reviews throughout the year, and routinely reinforced through the methods shown in **Figure 1.1-2**. The MVV are prominently displayed throughout the Colleges and DSO in offices and public areas, on employee badges, in the College catalogs, and all of our websites for widespread deployment to the faculty and staff, students, other customers, and stakeholder groups. Faculty, staff, and students are introduced to the MVV during orientation, and leadership has integrated the values into both the faculty and staff evaluation processes to ensure full deployment of these important principles. The staff performance management system, for example, includes a competency assessment related to each of the Values, which provides reinforcement and leads to greater understanding how to live each Value. The faculty evaluation process also addresses the Values, in particular **Students First**, where faculty submit a portfolio demonstrating their teaching effectiveness and impact on student success. Partners, collaborators and key suppliers are introduced to these statements during meetings with staff, and all stakeholders are exposed to the MVV in various publications and communications venues. SLs model the values in their interactions with the workforce, students, the community, partners, collaborators and suppliers to demonstrate their personal commitment to the values and provide further support for the formal deployment tools. This is accomplished by publicly recognizing the workforce for their outstanding work in support of students (**Students First**), supporting community-related activities (**Community Engaged**), and personally implementing the Alamo Way in all that they do

Team	Members	Function	Freq
PVC	Chancellor, College Presidents, Vice Chancellors,	Alamo Way focus - maintain alignment between ACD and College operations; discuss matters of ACD-wide importance; review progress to plan and KPIs; reinforce MVV	Weekly
Vice Chancellors	Vice Chancellors and College Vice Presidents in Same Areas of Responsibility	Student Success and Performance Excellence focus - make key decisions; discuss critical issues; review performance; address strategic direction; reinforce MVV	At Least Monthly - Varies
College Leadership Teams	College President, VPs, Deans, Directors, Faculty and Staff Representatives	Alamo Way focus - strategic plan review; performance review; operational planning; communicate on issues of importance; reinforce MVV	Weekly
Faculty Super Senate	College and DSO Senior Leaders; College Faculty Senate Presidents; Chair of Chairs Council	Student Success and Performance Excellence focus - present faculty views and recommendations regarding policies on academic and professional matters	Monthly
Chair of Chairs Council	College and DSO Senior Leaders; Selected Chairs from the Colleges	Student Success and Performance Excellence focus – input on policy and procedures; promote interests of faculty and chairs	Monthly
Executive Faculty Council	College and DSO Senior Leaders; Selected College Faculty Reps	Student Success focus - discuss issues of importance; resolve conflicts as they develop	As Needed
Executive Staff Senate	Leads from College and DSO Staff Councils	Student Success and Performance Excellence focus – present staff views and recommendations regarding policies and issues	Monthly

Figure 1.1-1 Leadership Team Structure

Method of Deployment	Stakeholder Group				
	Workforce	Partners	Suppliers	Collaborators	Students/Community
Orientation	*	*	*		*
Job/Service Description	*				
Strategic Plan	*	*	*	*	*
Code of Conduct	*		*		
College Executive Teams	*	*	*	*	*
Alamo Way Leadership Model	*	*	*	*	*
Core Competencies	*				
College Performance Update	*	*	*	*	*
Performance Reviews	*				
Meeting Agendas	*	*	*		
Team Activity	*	*	*	*	*
Reward and Recognition	*				
Town Hall Meetings	*				*
Convocations	*				*
Faculty Meetings	*				
Formal Contact		*	*	*	
College Catalogs					*
Facility Signage	*	*	*	*	*
Marketing Materials	*	*	*	*	*
Newsletters	*	*	*	*	*
Alumni Communications	*				*
Learning/Development Events	*				
Employee Development Days	*				
Faculty Senates/Staff Councils	*				
College/DSO/Unit/Meetings	*				
Board Policies	*	*	*	*	*
Employee Badges	*				
Student Leadership Institute					*

Figure 1.1-2 AC Methods to Deploy MVV

(Can-Do Spirit). SLs are also evaluated on their performance like other staff, which includes how well they live the values. We improved our methods to deploy the values through a cycle of learning that resulted in including them as an assessment factor in the new staff performance management process.

(2) Promoting Legal and Ethical Behavior – SLs demonstrate their commitment to legal and ethical behavior by doing what is right at all times and by personally promoting an environment that fosters, requires, and results in legal and ethical behavior. They created the Ethics and Compliance Unit (ECU) to manage these efforts, designated an Ethics and Compliance Officer (ECO) charged with directing the ethics and compliance program, developed the Chancellor’s Policy Clarifications, an Ethics Handbook, and a Code of Conduct to specify expectations, SLs also have established methods for people to anonymously pass a question, concern, or suspected breach of ethical behavior through our monthly “ask a basket” at our First Friday meetings, and our Ethics Hotline. Reported ethics violations are reviewed as part of our performance assessment processes and a timeline is established where substantiated violations, and how they relate to ACD policies, are included in discussions throughout the year with different College constituent groups for awareness. To build trust, leadership has assured that a high level of integrity is practiced should SLs

such as the Chancellor or a President be the subject of an investigation. In such a situation, the investigation is conducted by an independent agency or experienced attorney (see *Area 1.2b* for more).

1.1b. Communication

(1) Communication – SLs invite and encourage frank, two-way communications with all stakeholders through the **Communicate and Engage System (CES)** shown in *Figure 1.1-3*. The CES contains a wide variety of communication methods as indicated. CES begins with the recruiting and hiring process when the Chancellor and College Presidents meet with new hires and establish a relationship with them. He or she also invites employees to bring any issue to his or her attention at any time. To support this invitation SLs have an open-door policy to facilitate direct engagement and encourage use of e-mail to make direct contact. In addition to formal communication methods, senior leaders also use informal approaches such as visiting work centers, celebrations, and social interactions to pass information to the workforce and hear about concerns. Further, SLs initiated the innovative **Student Leadership Institute (SLI)** to develop students into proactive, productive, and engaging leaders and promote direct engagement with our most important customer group.

Several methods are used to communicate key decisions and the need for organizational change to the workforce. If the decision or change requirement relates to the strategic direction of the organization in the context of strategic planning and budgeting, senior leaders use the systematic strategy deployment component of the **Strategic Planning Process (SPP)** to communicate strategies and goals and align College, DSO, Unit and individual actions. The Chancellor also sends a **PVC Summary of Actions (SOA)** to the entire workforce to advise them of the outcomes of PVC meetings that includes key decisions made, and also distributes the **Chancellor’s Weekly Video Blog** to share this type of information. SLs also meet with the workforce, students, and stakeholders directly using cross-college committee meetings, staff meetings, Town Hall meetings, and Convocations to share decisions and follow up with e-mail messages and intranet announcements as progress is made. Recently, through a cycle of learning, a detailed **Marketing and Communications Plan** was developed to document and guide overall communications initiatives going forward.

SLs take an active role in motivating the workforce by fully engaging with them through visits to work centers and meetings which bring workforce groups together with leadership. Leaders also focus on the key factors that drive workforce engagement to develop methods to promote high performance. For example, one of those factors centers on the workforce knowing how we are doing and where we are headed. Therefore, SLs strive to ensure transparency and communicate performance information, strategy, action plans, and new initiatives through multiple methods to the entire workforce.

Method	What	Who	Frequency
PVC Meetings	MVV, strategic direction, critical information	Chancellor and College Presidents	Weekly
Presentations to Board	Program/student highlights, best practices, CPU	College leadership and Board	Quarterly
Chancellor’s Video Blog	Information updates	Workforce, Students, Suppliers, Community, Alumni	Weekly
Alamo Industries*	Communication and engagement throughout ACD in six different academic career paths	Academic and Student Success leaders and staff members; community partners	Ongoing
Vice Chancellor Meetings	Make key decisions; discuss critical issues; review performance; address strategic direction; reinforce MVV	VCs and VPs	Monthly
College Leadership Team Meetings*	Strategic planning, operational planning, important information	President, VPs, Deans, Directors, Faculty, Staff, other key personnel	Weekly
Councils and Committees	Key Decisions, minutes posted on AlamoShare	President, VPs, Deans, Directors, Department Chairs, Department Leads, Faculty, Staff, Students	Most Monthly
Department/Discipline Meetings*	Progress to plans, news, recognition, best practices, MVV, expectations	Department Chairs, Faculty	Monthly
Workforce Performance Evaluations*	Performance and expectations, learning and development opportunities, values, goals	Faculty and Staff	Yearly
New Employee Orientation	MVV, Alamo Way Work Culture, history, ethics and compliance	College and DSO Leaders, Workforce	Ongoing
Town Hall Meetings*	CPU, Strategic plan, budget, general information, items of interest	Faculty and Staff	Semi-Annual
Strategic Planning Retreats	ES, SWOT Analysis, MVV, SOs, APs, KPIs	College, DSO leaders, Partners, Collaborators, Key Suppliers	Yearly
Convocations*	Annual directions, MVV, recognition, development	Workforce and Students	Semi-annual
Employee Development Meeting*	Thematic organizational knowledge, best practices sharing	Workforce and Students	Yearly
Budget Planning Meetings	Review of proposed and current budget	Workforce	Ongoing
Faculty Senate Meetings	Organizational knowledge and best practices	Faculty	Monthly
Staff Council Meetings	Organizational knowledge and best practices	Staff	Monthly
New Student and ECHS Convocation/Orientation	Information sharing	Students, Community	Semi-Annual/Yearly
Faculty Development Seminars*	Thematic organizational knowledge, best practices sharing for faculty	Deans, Chairs, Leads, Staff, Faculty	Ongoing
Policies, Procedures, and Guidelines	Standards, organizational knowledge and learning, best practices	Workforce, Students, Suppliers, Community, Alumni	Ongoing
College Catalogs	College resources, general info with emphasis on degree plans	Workforce, Students, Community	Ongoing
Newsletters and Weekly Reports	Campus news, upcoming events, important information, employee spotlight	Workforce, Students, Suppliers, Community, Alumni	Weekly
AlamoShare Access Folders	Organizational knowledge	Workforce	Ongoing
Website/Social Media	Organization knowledge, resources, College and DSO information	Workforce, Students, Suppliers, Community, Alumni	Ongoing
Alamo Institutes Advisory Committees (1 per Institute)*	Deploy career pathways and model information	Students, Faculty & Staff, Advisors, Admissions	Ongoing
Student Leadership Institute	Leadership principles, guidance, and development	Students	Ongoing

Figure 1.1-3 CES Communicate and Engage System

Note: Two-way communications in bold

Many are directly involved in plan development and reviews of plan progress so they are fully informed of “where we are going”. All employees understand their contribution to overall organization success because they have “line of sight” from their individual responsibilities to the organization’s objectives. The Alamo Way work culture has instilled a strong sense of pride throughout every College and the DSO, and the vision and values provide a set of expectations that all aspire to realize. SLs are also directly involved in the employee recognition program, presenting or otherwise participating in events where individuals are recognized. For example, each month those selected as “Employee of the Month” are recognized at a Board meeting, and twice per month to present **Program Highlights** and **4DX Success Stories** that have had a positive impact on ACD success. In addition, employees are often featured in the Chancellor’s Video Blog to highlight their achievements, and SLs present awards such as the NISOD Award and honor those

who have received Degrees and Certificates at Convocations and at others times throughout the year.

1.1c Mission and Organizational Performance

(1) Creating an Environment for Success – SLs have created an environment for achievement of the mission and organizational agility through development and deployment of the Alamo Way. Student Success is ACD’s main mission area and our top priority. Organizational agility is a product of the Performance Excellence priority and has produced a focus on measurement, results, performance reviews, and customer engagement, all of which provide the necessary information to identify when changes, improvements, and innovations are needed to meet emerging student and other customer needs and requirements and the sense of urgency to take action faster and more effectively than competitors. Further, SLs promote empowerment throughout the organization, providing timely

information, and maintaining an organizational structure that is conducive to efficient decision-making at the point of greatest impact, thereby fostering agility and rapid response when needed. SLs conduct reviews to evaluate progress and make adjustments, thereby promoting organizational agility on a frequent and scheduled basis.

SLs also cultivate organizational and personal learning through deployment of the FOCUS PDCA Model to guide the workforce in evaluating and improving processes, ensuring that cycles of learning are applied to all processes, and providing for a multitude of learning and development opportunities that are aligned with ACD-wide and individual needs and objectives (see *Area 5.2b*). In addition, SLs also have created an environment for innovation and intelligent risk taking. Our environment embraces change and all staff are empowered and encouraged to generate improvements and innovations within a structured approach where implementation is authorized when other components of the organization are unaffected. If the impact is more widespread, proposals are brought to leadership for intelligent risk assessment and decision, with the PVC or College Leadership Teams (CLTs) exercising final authority. Similarly, SLs have empowered managers to identify actions and goals at the Unit and individual levels to address the SOs, Goals, and Colleges and DSO level APs.

To further the development of innovations and as a cycle of learning from Baldrige feedback, leadership has put in place the **Radical Innovation Process (RIP)**, which provides a methodology for intelligent risk taking and bringing Strategic Opportunities to fruition. RIP (*Figure 1.1-4*) includes the following three elements. **Discovery**, which includes internal and external inputs such as environmental scans, SWOT analysis, KPI results, and census data that lead to the identification of opportunities; **Incubation**, which includes a proposal for addressing selected opportunities that typically includes a Proof of Concept, ROI, Metrics, alignment with the Strategic Plan, sustainability, and feasibility; and **Acceleration** (if the proposal is deemed viable) which includes implementation for a defined time period and evaluation of the incubation which determines if the program should be institutionalized or discontinued. Innovations such as **Alamo ADVISE** and **AlamoINSTITUTES** have been developed using this approach.

In addition, SLs have created a workforce culture that promotes a positive experience for students and other customers and fosters strong engagement. Most of our values place a strong focus in this area – ***Students First, Respect for All, Community-engaged, Collaboration, and Can-do Spirit*** – and each of these points in the direction of promoting satisfaction and engagement of our students and other customers. In addition, Alamo Way is emphasized to the workforce through the SOs and Priorities of the Strategic Plan, and our measurement system (from the CPU and Strategy Map KPIs down to Unit KPIs) also focuses on student learning, success

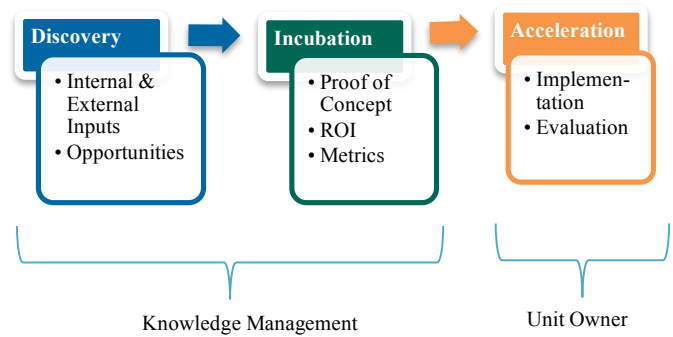


Figure 1.1-4 Radical Innovation: Engaging in Intelligent Risk

and their satisfaction. Our newsletters spotlight employees and the extraordinary effort they put forth to serve students, and customer comments are often posted on the intranet telling of positive experiences that they have had with our people.

SLs are also involved in succession planning and development of future organizational leaders through identification of high potential individuals in performance assessments; involving high potential employees in leadership activities; nomination and selection of individuals for promotions; and through participation in leadership development initiatives, particularly the **Alamo Colleges Leadership Academy for Success (ALAS)** and **Emerging Leaders Program (ELP)** described in *Area 5.2b (3)*.

(2) Creating a Focus on Action – SLs create a focus on action that will improve performance, identify needed actions, set expectations, and demonstrate accountability through the Alamo Way, which produces the SOs, Goals, APs, KPIs, and reviews, all of which are aligned and integrated to produce the higher levels of performance we seek to achieve. College and ACD leaders are assigned responsibility for implementation of APs and achievement of KPI targets, thereby being accountable to make the requisite progress. As such, they play a pivotal role in overseeing the steps needed to deploy and communicate plans, track progress, and ensure that we maintain our focus throughout the plan year. In addition, SLs have led the implementation of the **"Four Disciplines of Execution" (4DX)** to drive development of **"Wildly Important Goals" or WIGs** and actions designed to achieve those goals. 4DX is a proven set of practices that have been tested and refined over many years and has produced excellent results when individuals and organizations adhere to the disciplines. Even in the face of the **"Whirlwind"**, the urgent activity required to keep things going on a day-to-day basis that often drains the organization of the time and energy to execute its strategy, the disciplines have proven to be successful. They include:

- Focusing on the Wildly Important
- Acting on Lead Measures;
- Keeping a Compelling Scoreboard; and
- Creating a Cadence of Accountability.

We believe we can produce breakthrough results, even when executing a strategy that requires a significant change in behavior, through the application of this concept and have achieved full deployment. Our ACD-wide WIG is to increase degrees and certificates earned by our students to 13,200 in 2018, and 4DX actions and standards to drive this outcome have been established across the institution (see *Area 2.2a*).

SLs create and balance value for students, other customers, and stakeholders by use of multiple methods to understand the needs and expectations of these groups through the VOC process described in *Item 3.1*. During planning, senior leaders evaluate those needs and expectations, identify where requirements of different customers and stakeholders conflict, establish priorities based upon the need to maximize value, and reflect those priorities in their planning decisions.

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

(1) Governance System – AC is governed by a nine-member Board of Trustees, the members of which represent nine different districts in the San Antonio area and are elected by community members of those districts to serve for a term of six years. The Board acts as a Committee of the Whole and is comprised of five committees: **Student Success; Building, Grounds, and Sites Selection; Policy and Long-Range Planning; Audit, Budget and Finance;** and **Legal Affairs**. Committees provide oversight of operations in their areas of responsibility and issue guidance and direction in the form of **Board Policies** when appropriate. We present performance updates to the Board on a quarterly basis and the governance system is reviewed annually by the Board, Chancellor, and College leaders for modification and improvement. *Figure 1.2-1* outlines methods used to review and achieve responsible governance throughout ACD.

(2) Performance Evaluation – The Chancellor’s performance goals are set annually by the Board in its annual **"Charges to the Chancellor"**, which currently address AlamoENGAGE; Alamo Way; Project Management; General Obligation Bond; Workforce Needs of the Service Area; District Support Building; Graduation and Completion Rates; Alamo Colleges On-Line; System of Metrics; AlamoINSTITUTES; Educational Materials; Emergency Responsiveness Strategy; SACSCOC Accreditation; and the Communications Plan. The Charges are aligned with the Alamo Way Priorities, the Strategic Plan and our KPIs, all of which are documented on the ACD **Strategy Map**. At the end of the performance year, the Board evaluates the Chancellor’s performance relative to the Charges and determines compensation based on performance results. The Charges are loaded into the **AlamoTALENT Performance Management Module** as SMART Goals so all employees have line of sight to the Chancellor’s Goals and their alignment to the Strategic Plan. In addition, the Chancellor assigns some of the Charges to the College Presidents (CPs) and Vice Chancellors (VCs) which are also visible to all employees so

Responsible Governance Factor	Review Methods	Achievement Methods
Senior Leader Actions and Strategic Plan	Chancellor's Report; SPP; PTP Reviews; CPU Reviews; PVC Meetings	Board Charges; Board Policies; Annual performance review by Chancellor and Board
Fiscal Accountability	Financial reviews at all levels; financial info on website	Annual independent financial audit; internal audits
Transparency in Operations	Board meetings broadcast on TV	Board proceedings open to public
Selection of Members	Board members accountable to public	Board members elected by community members
Independence & Effectiveness of Audits	Independent auditor conducts audit annually	Board reviews Audit Report and directs actions as needed
Protection of Stakeholder Interests	Detailed processes to ensure compliance and ethical behavior	Board Policies; KPI and Program Reviews, Audits, Accreditation, Assessments,
Succession Planning	Track progress of emerging leaders	ALAS; Emerging Leaders Program

Figure 1.2-1 Achievement of Responsible Governance

that each can align their own SMART Goals to those of their SLs and plan requirements. The Charges are reinforced in the annual contracts issued to Administrators and progress toward achievement of the goals is recorded by the Chancellor, CPs, VCs, Administrators and each employee throughout the year so that organizational progress can be monitored and actions directed when needed. At the end of the year individual and organizational progress toward goal achievement is assessed and a recommendation on SL compensation is made by the Chancellor to the Board. During strategic planning and budget development CPs, VCs, and their teams develop Unit-specific plans and goals aligned to the Charges for the upcoming fiscal year. These goals and a report on the status of prior year goals are presented to the Board as part of the budget process.

The Board established Policy B.3.2 in 2011 requiring a self-evaluation and now conducts self-evaluations every odd-numbered year. Results are used to improve Board processes through identification of opportunities for improvement and subsequent implementation of improvement actions. For example, as a cycle of learning resulting from an identified theme about new Board members not getting up to speed fast enough, the Board developed a mentoring program that expedites a new member’s orientation to their responsibilities and status of the organization. The Board also added a **Student Trustee** to ensure student representation and provide greater responsiveness to student interests based on the assessment.

1.2b Legal and Ethical Behavior

(1) Legal, Regulatory, and Accreditation Compliance – We have determined that the key potential adverse impacts on society and public concerns that we need to anticipate and address are:

- Financial Viability
- Safety and Emergency Preparedness Risks
- Student Performance Results;
- Ethics and Compliance Violations;

- Environmental Sustainability; and
- Supplier Issues.

These conclusions are based on our expertise, environmental scanning, and information obtained from the community “listening posts” shown in *Figure 3.1-1*. Information is aggregated and analyzed during the SPP to identify emerging concerns, actions to mitigate concerns, and determine how the community can be better served. In addition, College and DSO leaders obtain input pertaining to our operations through their community interactions and discuss that input at PVC meetings throughout the year. Plans are modified to address issues as they arise and, when needed, we ensure that affected parties (suppliers, partners, collaborators, and community members) get involved in discussions and decision making.

We pay strict attention to regulatory, legal and accreditation requirements and strive to surpass these requirements when establishing our educational and operational performance expectations. These standards and regulations come directly from several controlling and accrediting bodies as identified in *P.1a (5)*. The VC for PPIS and the College VPs for College Services are responsible to monitor the regulatory environment and identify when changing requirements are emerging. DSO takes the lead in this regard and tracks the regulatory environment to identify changes that are emerging and coordinates with the Colleges as information becomes available. THECB holds meetings three times per year to discuss pertinent regulatory requirements and legislative issues, and we provide quarterly reports to verify compliance. KPIs and Targets are addressed in *Figure 1.2-2*.

(2) Ethical Behavior – The Chancellor’s Policy Clarifications and Ethics Handbook clearly spell out all requirements pertaining to ethical behavior in all interactions. The ECU oversees the ethics program and ensures that expectations are clear to each of the Colleges and DSO Units. SLs at each College ensure that our faculty and staff, students, partners, suppliers, collaborators, and the community are fully knowledgeable of our standards, which are embedded in all service agreements. Annual ethics and Title IX training is conducted annually and is required for all employees and an ethics hotline provides individuals an anonymous method for reporting issues. An Ethics Communication Plan is in place, which includes publication of an Ethics Newsletter quarterly. In response to reports of an ethical violation, we carefully evaluate all issues and follow prescribed procedures. An ethics committee, comprised of the ethics officer and representatives from HR, ACD Police department, and Information Technology Services (ITS), research and investigate issues as appropriate. Once investigated and if found to be a breach, appropriate action, up to and including termination, is taken. Every submission to the ethics hotline receives a response. Substantiated ethics reports from the hotline are submitted to the Board quarterly and a full presentation is made annually. These ethics reports highlight the number of

substantiated/validated reports compared to the total number of reports on an annual basis. We also correlate complaints and violations with training content and make modifications when gaps are identified. Processes, KPIs and Targets are shown in *Figure 1.2-2*.

1.2c Societal Responsibilities

(1) Societal Well-Being – We are an integral part of Bexar County and the San Antonio Community, not only as a provider of higher education but also as a good citizen who cares for the overall well-being of the local citizenry. As a result, we focus on environmental, social, and economic needs annually during the SPP and in leadership team meetings throughout the year at the Colleges and DSO. Senior leaders engage with the community on boards, community leadership teams, and in informal settings and gather data in that manner to better understand community needs, where there are good fits for us, and to form partnerships.

From an environmental standpoint, we have established an **ACD Sustainability Program** with a Climate Action Plan and an Environmental Sustainability Policy and Procedure addressing six focus areas: Greenhouse Gas Emissions and Energy Conservation; Water Conservation; Indoor and Outdoor Air Quality; New Constructions, Additions and Renovations; Sustainability Literacy; and Procurement. From a social well-being standpoint, we provide community education centers at six locations, two regional and four inner-city, that offer college awareness programs and support for adult learners. For instance, the **Westside Education and Training Center (WETC)** provides short-term workforce training programs, technical skill assessment, advising, career exploration and job search assistance allowing community residents to attain entry-level occupation skills or increase technical skills to connect to jobs and higher education opportunities.

From an economic well-being standpoint, we have formed two critical partnerships. First, **SA-WORKS**, which is a one of a kind in the nation partnership between ACD and the SA Chamber of Commerce creating a regional talent development pipeline that is aligned to targeted industries that are critical to the economic development of SA and the region. Second, ACD has partnered with SA area high schools, industry, and the cities of SA, New Braunfels and Seguin to form **Alamo Academies** a national award winning, innovative, STEM-based instructional model providing students with tuition-free career pathways into five high demand technical occupations: Aerospace; Information Technology and Security; Advanced Technology and Manufacturing; Nursing; and Heavy Equipment. Alamo Academies offer Level 1 and Level 2 certificates that lead high school students into high-skill, high-wage jobs located in SA. Further, ACD provides an enormous economic impact for the region producing 5% of its economy (more than \$3.2B) and a \$22 return for every \$1 the state invests in ACD.

Area	Processes	KPIs	Targets
Leadership	CES	Effectiveness	4.0
		Reinforce Values	4.0
	Accountability	Audit Results	Clean
	Succession Planning	ALAS Annual #	50
Emerging Leaders Annual #		80	
Legal and Regulatory	Monitoring	# Compliance Issues	Zero
	Training	% Trained	100
Ethics	Behavior Monitoring	Ethics Environment	4.0
	Training	# Ethics Reports	<30
		% Trained	100
Accreditation	IEC; Monitoring & Preparedness	Accreditation Outcomes	Full Accred.
Risk Management	Emergency Prep	AAR Results	100%
		# Drill Events	30
		Crimes on Campus	-5%
	Health, Safety and Security Initiatives	Injury Rate	-5%
		Worker's Comp \$\$	-5%
		Security Perception	85%
		Safety Perception	85%
		Greenhouse Gas	2050
Community Support and Improvement	Sustainability Program	Electricity Use	-5%
		Water Use	-5%
		ETCs	Enrollment
	Dual Credit/ECHS Effectiveness	DC Enrollment	11,027
		# EC High Schools	18
	SA-WORKS	#Interns	150
	Alamo Academies	Enrollment	330
Employees Giving Back	Participation %	55	
	\$ Raised	\$250K	
Financial Aid Workshops	Attendees	500	

Figure 1.2-2 Leadership Processes, KPIs, and Targets

(2) Community Support – ACD is committed to its **Community-Engaged** value and engages in a number of programs for community betterment. SA is our key community, but we include all of the surrounding area for organizational involvement. We actively seek input from our corporate and community partners to help identify needs and opportunities for us to enhance community engagement and will be appointing a Community Engagement Officer in the near future. In addition to the initiatives previously mentioned, we provide **Dual Credit** and **Early College High School** programs for more than 12,000 students in 132 comprehensive high schools and 16 Early College High Schools to allow for early access to higher education and possible attainment of college credentials. Through the **Employees Giving Back** campaign, we support the community through three organizations — The United Way, The Fund (San Antonio arts and culture), and the ACD Foundation (ACD scholarships and programs) – which allows employees to choose who they care to support. Each of the Colleges has numerous community support initiatives in place including such activities as: VITA Centers to provide no cost tax assistance; CORE 4 STEM Expos; Summer Camps; Adult High Schools; Financial Aid Workshops; College Connections and a variety of others, all of which can be explained on site.

Category 2 Strategy

2.1 Strategy Development

2.1a Strategy Development Process

(1) Strategic Planning Process – We conduct systematic, iterative strategic planning every year to ensure timely and effective strategy formulation and implementation in response to emerging strategic challenges and other strategy considerations. Through the **Strategic Planning Process (SPP)**, *Figure 2.1-1*, ACD sets the priorities for the Colleges and the DSO Units over a three-year timespan. The SPP consists of four phases: **Visioning, Developing, Deploying, and Reviewing**.

The **Visioning** phase takes place at the annual **Stakeholder’s Strategic Planning Retreat (SSPR)** held at the ACD level in February. This planning kick-off event includes involvement of the Colleges and each of the DSO Units, and produces the ACD top level **Strategic Challenges, Advantages, and Opportunities**. The **Developing** phase takes place over the spring and early summer and includes a series of PVC retreats during which the strategic plan and associated Key Performance Indicators (KPIs), Targets, and Benchmarks are updated, and budget development occurs to support the strategic plan as well as College and DSO operations. The **Deploying** phase also takes place in the spring and summer and involves the Colleges implementing their individual planning process to align their Strategic Objectives (SOs) and Action Plans (APs) with ACD and also develop their individual priorities to address their key challenges and opportunities. The DSO Units develop their APs and KPIs to align with the ACD plan during this phase as well. Plans are complete and resources allocated no later than the beginning of the fiscal year on September 1st. The **Reviewing** phase takes place during the plan year and includes a series of reviews by the Board, PVC, CLTs, as well as VC led cross-college teams. This phase involves evaluating and improving the SPP which has been through multiple cycles of learning resulting in a series of improvements including: development of a **Strategy Map** to align the SOs, Key Strategic Priorities (KSPs), Board Charges, Measures of Success, Targets, Benchmarks, and Performance Projections; introduction of **Weave Online** or other web-based applications for online management of Department and Unit APs; creation of **iDashboards**; and implementation of **4DX** with scoreboards for goal execution and performance reporting. Key participants on the PVC are shown in *Figure 1.1-1* and they make the key planning decisions.

Our long-term planning horizon of three years is associated with our **SOs** and their related **KSPs**, while our short-term planning horizon of one year is addressed by **APs** developed at the **College** and **DSO** levels with built-in agility to stretch out further as needed and to rapidly respond to opportunities and challenges that arise within the one-year window. The SPP addresses these time horizons through our continuous

Environmental Scan (ES) to help us understand what the challenges and opportunities are or will be and giving us the necessary information to produce SOs and KSPs to address them and APs to implement them. In addition, the process is cyclical, producing an updated plan each year that builds on the prior year's plan to ensure continuity of purpose, and it is dynamic in that the current year's plan can be modified as issues emerge or progress takes place throughout the year.

The SPP addresses the need for organizational agility and operational flexibility through the indicated cyclical and dynamic nature of the process. ACD sets three-year and one-year planning horizons to align thinking at the College level and balance organizational needs to focus on the future and remain agile in the changing higher education environment and market conditions. Tracking progress to plan during the plan year and making just-in-time decisions and modifications enhance our ability to be agile in response to changing needs and flexible in our response to maximize our effectiveness and improve our competitiveness in the marketplace. The PVC, CPs, and VCs conduct reviews of plan progress at their respective levels to identify where adjustments and modifications need to be made.

The **Visioning** phase of the SPP begins with continuous data and information gathering to support the ES that includes both external and internal factors that have a bearing on strategy development. Managed by the Office of Strategic Planning and Performance Excellence, the ES applies to all ACD. Data and information are continuously collected through in-depth analyses of community trends and projections. The ES provides student success and learning, demographic, economic, fiscal, technological, political, legislative and regulatory, and competitor data, information, and trends impacting the entire enterprise. In preparation for the retreat, ACD assembles panels of internal and external experts to analyze and synthesize the most relevant environmental issues and priorities impacting ACD. Conclusions from these analyses and other information from the ES are shared with retreat participants who review these materials prior to the SSPR to enable “fact-based” planning. Participants in the retreat include DSO personnel (Chancellor, VCs, AVCs, Directors, staff, and other leaders); key personnel from each College, including CPs, VPs, administrative deans and directors, leaders of the faculty and staff senate/councils, and representatives of faculty and staff; student representatives, including leaders of student government; community members such as members of advisory committees and key workforce customers.

The ES information is further discussed by SSPR participants at the outset of the retreat, which is followed by a SWOT Analysis where participants are assigned to teams to identify a broad set of institutional strengths, weaknesses, opportunities, and threats, which then go through a prioritization analysis to allow focus on the most significant findings. Based on this

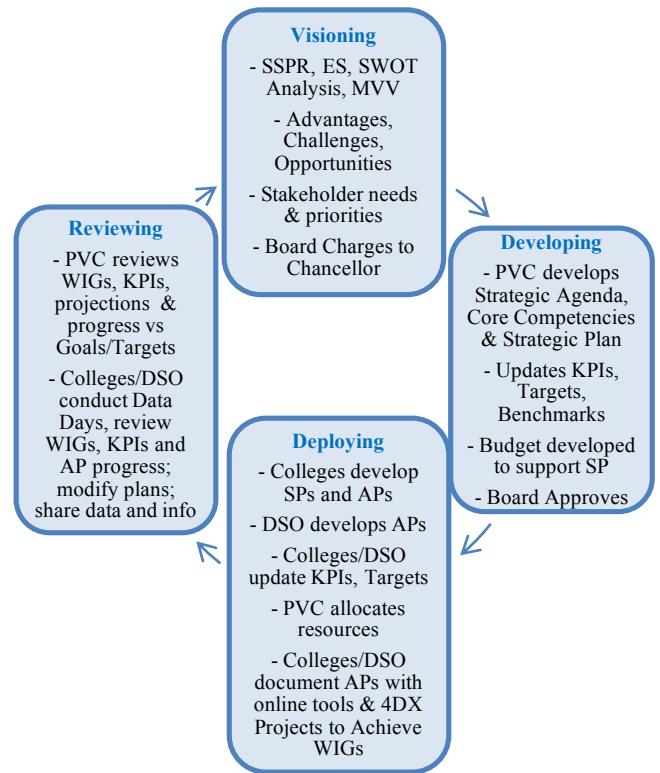


Figure 2.1-1 ACD Strategic Planning Process

analysis, the teams are tasked to identify Key Strategic Challenges (KSCs), Key Strategic Advantages (KSAs), and Key Strategic Opportunities (KSOs) in subsequent retreat exercises and these outcomes are provided to PVC for their consideration. Subsequent to the retreat, PVC meets in a series of retreats to: evaluate and update our MVV and Core Competencies as needed; validate the KSCs, KSAs, and KSOs; assess the retreat outcomes and identify the Priorities and Strategies in each of the SOs that will be deployed to the Colleges and DSO; integrate the Board Charges along with their Measures of Success, Targets, and Benchmarks; and ensure that the KSCs are addressed, the KSAs are leveraged, and the KSOs are identified prior to their integration into the RIP and the Strategic Plan.

The final ACD Strategic Plan is developed by PVC and submitted to the Board for approval. PVC then directs the update of the ACD Strategy Map and posts the Chancellor’s SMART Goals and those of the CPs and VCs in the AlamoTALENT Performance Management Module. These actions provide the direction for the entire organization and the foundation for creation of plans, goals, targets and benchmarks throughout ACD. With the ACD-wide strategic guidance in hand, the Colleges and DSO Units embark upon development of their individual strategic plans using systematic approaches they have designed. In preparation for this activity, the Colleges customize both the ES and the SWOT to focus on specific

information related to their operations; conduct a series of CLT meetings culminating with planning retreats; assess the ACD-wide KSCs, KSAs and KSOs for application to their planning considerations; assess their Core Competencies; review and affirm or modify their MVV and strategic priorities; and refresh their strategies, goals, KPIs, targets and action plans.

(2) Innovation – Through the PVC and Unit leaders, we create an environment that supports innovation by emphasizing both the internal and external challenges that we face and action to address them; focusing on new ideas and breakthrough change during strategic planning; reviewing our progress to plan and discussing opportunities for improvement; promoting empowerment throughout the organization; creating an ACD-wide culture of active learning through such innovative initiatives as 4DX; and implementing RIP to pursue KSOs that are intelligent risks. KSOs are identified during the SSPR and affirmed during subsequent PVC retreats, where some are determined to be risks worth taking in the **Discovery** phase of the **RIP** as described in *Area 1.Ia (3)*. Those opportunities that are to be pursued are later translated into KSPs or APs and enter the **Incubation** phase of the RIP for further assessment and a final implementation decision. Our KSOs and the KSPs that leverage them are shown in *Figure 2.1-2*.

Key Strategic Opportunities	KSPs
Provide greater focus on marketing and communicating ACD value to all customers and potential customers	6
Intensify workforce alignment and articulation through additional partnerships with employers	6
Advance a Digital Learning Strategy toward Competency Based Education to meet market demands	1, 3, 4

Figure 2.1-2 Key Strategic Opportunities and Related KSPs

(3) Strategy Considerations – we collect and analyze data and develop information on key planning elements as follows.

Strategic Challenges and Advantages – As explained above, the ES and SWOT Analysis produce the necessary data collection and analysis to provide the basic information to determine our strategic challenges and advantages. We deem these elements as critical to long-term sustainability and strive to ensure that each is addressed in our SPs and/or APs across the organization as appropriate.

Legal and Regulatory Environment – We obtain information pertaining to potential and real changes to the legal regulatory environment through the ES process, with guidance from DSO legal personnel, through key College personnel via their membership in various organizations that monitor legislative and regulatory changes impacting higher education, and through professional opportunities provided by THECB.

Potential Blind Spots – Potential blind spots are assessed during SWOT Analysis, ES planning retreats, and PVC discussions that take place around the KSPs and APs under consideration. We cross check those plan components back against the organizational threats and strategic challenges to

ensure that all have been addressed, and against the strategic opportunities to ensure that the high priorities have been selected for further pursuit. In addition, we seek to identify the assumptions we have made and the conclusions we have reached that led us to key planning decisions so we can verify that the assumptions were sound and as close to risk free as possible, and that our conclusions were based on facts to the greatest extent possible so as to reduce or eliminate blind spots. We also go through a “what if” analysis that encourages PVC members to pose questions pertaining to possible outcomes from actions we take as well as actions we do not take in an effort to shed light on potential blind spots that may exist. The objective is to recognize those blind spots and develop contingencies that we can fall back on.

Ability to Execute the Plan - as the plan nears completion, PVC conducts a final discussion to confirm that there is confidence in our ability to execute the plan from a time and resource perspective, and to verify that the strategic advantages and opportunities have been leveraged and the strategic challenges satisfactorily addressed by the KSPs and/or APs. During these deliberations, we give consideration to workload and resource requirements to ensure that the work and level of effort are manageable so that the plan can be executed effectively. This takes place through shared governance processes. As budgets are developed there is a continual assessment of the financial and personnel resources needed to support the strategic plan.

(4) Work Systems and Core Competencies – Five key work systems encompass our operations: **Student Intake; Student Learning; Student Success & Completion; Student Support; and Operational Support Systems (Figure 6.1-2)**. We make decisions on our work systems during the SPP when we review ES data pertaining to emerging market and customer requirements, organizational capability relative to key customer needs, and organizational performance, and consider how they impact our work systems to determine any necessary adjustments. If new SOs or KSPs are considered, we evaluate our work system structure to ensure that it is appropriately aligned to support their successful accomplishment. We also evaluate and align our core competencies and KSOs relative to our work systems and determine whether new and improved competencies must be developed to support work system improvement and innovation. Taking into account our KSCs and KSAs, the PVC assesses our core competencies (*Figure P-2*) to affirm them, determine if they must be strengthened, and to identify new competencies that may be required in the future.

We strive to maximize the use of internal resources in our work systems in order to ensure that all work requirements and objectives are met. However, in situations where core competencies are not available internally or financial considerations suggest the use of external resources, we favor for the accomplishment of certain key processes the use of external suppliers and partners. These decisions are made during strategic planning or at other times during the year in

SOs (Alamo Way)	Key Strategic Priorities	Key Changes Planned
<p>I Student Success</p> <ul style="list-style-type: none"> Achieving the Dream MyMAP AlamoPREP AlamoREADY I-BEST Equity “Welcome Home” AA/AS Employability Gap <p>II Principle-Centered Leadership</p> <ul style="list-style-type: none"> Seven Habits Four Imperatives Maximizing Employee Talent <p>III Performance Excellence</p> <ul style="list-style-type: none"> Baldrige Excellence Framework Project Management Communication and Change Management Continuous Improvement (FOCUS PDCA) 4DX ROI 	1. Completion	
	o 4DX	100% enterprise participation
	o Automatic awards	Expand to AS Degree
	o Reverse transfer	Expand MOUs w/primary transfer schools
	o 45 Hours to completion	Consider use of Digital Badging
	o Core completion	Set more aggressive completion rate targets for core courses
	o Advanced certificates	Expand offerings beyond AS
	o High challenge courses	Enhance support services
	o “C” Analysis	Expand to all core courses
	2. AlamoADVISE	
	o Advising ratio	Hire additional advisors as needed
	o Mentoring model	Expand faculty mentoring to all colleges
	o 100% Advising	Enforce mandatory advising
	o Milestones achieved	Audit 15,30,45 milestones and student satisfaction
	o Career advising	Integrate career decision-making into Onboarding
	3. AlamoINSTITUTES	
	o Build the Pathways	Course mapping w/top 20 transfer universities
	o Students in an Institute	100% of students in an Institute
	4. AlamoENROLL	
	o Enrollment Management	Expand Onboarding pilot to all colleges & students
	o Alamo Colleges Online (ACOL)	Develop Digital Learning Strategy
	o Prior Learning Assessment	Enhance policy to better accommodate PLA
	o Summer Momentum Program	Promote awareness of program (using data from initial cohort)
	5. Dual Credit	
	o Number of DC and ECHS	Work with ISDs to identify the most appropriate delivery model
	o Academy growth	Expand Academy offerings
	o Dual Credit growth	Develop a sustainable financial model
	o New CTE Dual Credit certificates	Work with business advisory committees to identify new program offerings
6. Quality		
o Focus on students, customers, employers	Bring stakeholders together to align priorities	
o Financial sustainability	Focus on revenue generation and cost-effectiveness	
o Accreditation	Conduct periodic compliance audit	

Figure 2.1-3 ACD Strategy Map – SOs, KSPs, Key Changes Planned

various leadership team settings. When the option of using external resources is proposed, a cost-benefit analysis is conducted, including consideration of anticipated effectiveness and a judgment of suppliers’ core competencies, and their capability to align with our MVV and meet all of our requirements. Areas where external resources are being used include: campus bookstores, food services, housekeeping, and enrollment and financial aid call centers at the Colleges. Determination of future core competencies is made during the Visioning phase of the SPP. The planning team makes determinations about core competency needs to address KSCs and KSOs as well as the competencies needed to succeed in each of the SOs. If they judge that there is a gap between what we currently possess and what is needed in the future, actions are taken by PVC to develop APs to address that gap.

2.1b Strategic Objectives

(1) Key Strategic Objectives – Our three SOs, six KSPs, and Key Changes Planned are shown in **Figure 2.1-3**. The KSPs are long-term, while the College and DSO APs to support them are short-term in nature. SOs are aligned to the Alamo Way policy and driven by our Leadership Model. They are reviewed by the PVC in support of strategy development. Once the SSPR is completed, the PVC reviews the information generated including the KSAs, KSCs, KSOs and the Board Charges. The PVC then establishes, affirms, or creates the SOs and develops the ACD KSPs to ensure that they will address the KSCs, build on the KSAs, act on KSOs, and project the level of performance needed to move ACD closer to realization of its vision. Subsequently, each College aligns its SPs and APs with the ACD SP and also addresses areas of importance to its future success.

(2) Strategic Objective Considerations – The linkage between SOs and how they address the KSCs and leverage the KSAs is shown in **Figure P-10**; and leverage the Core Competencies and KSOs is shown in **Figure P-2** and **Area 2.1a (2)** respectively. Balancing SOs within short and long-term planning horizons is determined by PVC and driven by priority of the work, our ability to accomplish the work, and the financial resources needed to support it. Similarly, PVC considers the needs of all stakeholders by cross-referencing SOs and KSPs in relation to the impact they will have on students and other customers to ensure that potential negative impacts are understood and considered, and that unintended consequences do not result from the actions planned.

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

(1) Action Plans – Once the ACD SP is complete and deployed to the Colleges and the DSO units, their respective planning processes begin. The

Colleges have the autonomy to design their own strategic planning processes, but their aims are the same – to create components that align with ACD SOs and KSPs, and also support their own requirements, and then develop supporting APs at the department/unit and individual levels. When the planning process nears completion, **Data Days** or similar reviews are held at each College and DSO. These data-sharing events provide the opportunity for units across ACD to present a review of the successes of their prior year’s APs to their leadership teams and to share the newly selected APs for the coming year, thereby allowing leadership across the enterprise to see the alignment and integration of their organizational plans. Examples of College and DSO unit APs are shown in **Figure 2.2-1**.

(2) Action Plan Implementation – Once the Colleges and DSO complete their planning activities, action plans are implemented. A variety of methods are used. For example, PAC’s **Unit Planning Process (UPP)** requires each Unit Manager to complete an evaluation of progress made on the prior year’s plan, including action steps for continuous improvement, assess the new SP, and based on those assessments identify **Unit Goals** that align with the ACD and PAC objectives. **Unit Action Plans (UAPs)** are then created and aligned with the strategies and College level APs to meet

SO	Action Plan Examples
I	<ul style="list-style-type: none"> • Provide students with an assigned certified advisor to serve as a main point of contact throughout a student’s educational career. (PAC) • Develop quality Online Learning experiences through faculty certification and alignment with quality matters and best practices in online pedagogy. (NLC) • Provide GED classes in partnership with the SAISD Adult & Continuing Education Division and assist graduates with next level of education or workforce training pathways. (DSO)
II	<ul style="list-style-type: none"> • Provide opportunities for student engagement and leadership development in co-curricular activities (NVC) • DOA and Leads audit all professional development to ensure there are equitable opportunities for all certified advisors and staff. (SAC) • Improve the center’s services to online students by enhancing the survey process used to gauge levels of student satisfaction with CDL services. (SPC)
III	<ul style="list-style-type: none"> • Design and implement OER Certification courses and a faculty oversight structure for OER materials. (PAC) • Integrate systematic cycles of measurement and improvement to improve VA certification processes and student service. (NVC) • Increase online technology resources in CDL’s repository and update existing resources to enhance student support. (SPC) • Develop International Programs’ short-term training opportunities internally and abroad to increase revenue. (DSO)

Figure 2.2-1 ACD Action Plans by College and DSO Unit

Unit requirements. In addition, **Unit KPIs** and **Targets** aligned with the ACD and PAC KPIs and Targets are created, methods of **Dissemination** established, and **Budget Implications** developed. Deployment of APs to the individual level of the organization is accomplished by Unit Managers through assignments and tasks that align with their job responsibilities. Plans are deployed to partners, collaborators and key suppliers through direct working interactions between College and DSO leaders/managers and those external stakeholders as appropriate. Executive Team members and procurement personnel work directly with and provide plan information to partners, collaborators, and key suppliers.

In addition, AP owners are responsible to oversee the work to develop and implement the AP they are assigned, and to ensure sustainability of the outcomes. This is accomplished through documenting AP implementation steps and timelines, establishment of KPIs and targets, tracking progress and performance, reporting to senior leaders, and reviewing effectiveness once the implementation has been complete. In most cases Colleges assign individuals or teams to oversee plan implementation, follow through, and long-term accountability. Periodically, target completion dates are established and

progress is monitored, the draft plan is coordinated with key stakeholders, and modifications are made as necessary.

(3) Resource Allocation – The ACD Budget process is conducted annually and consists of the development of revenue and expense allocations using a formal **FY18 Funding Model (FM)** followed by a **Budget Distribution**, which is a detailed organizational account distribution process undertaken at the ACD and College levels. Significant steps in the annual budget process leading up to the presentations of the Preliminary and Final Budgets to the Board include the following. In the fall the **ACD Budget Office (ABO)** coordinates preliminary projections for revenues and a “Special Board Meeting” is held for reviewing the current legislative agenda and providing a preliminary look at the next year’s operating budget. In March, the Colleges provide contact hour, enrollment, and non-formula revenue projections and the ABO coordinates projections for enrollment, revenue and other key data elements in collaboration with the College budget officers.

In the April/May timeframe Colleges and DSO Units finalize employee position listings and begin preliminary work on the development of detailed budgets based on: a review of previous fiscal year approved budgets; unit needs; educational needs; and College objectives. ABO and the Colleges then prepare initial operating expense budget allocations generated by the FM which are distributed to each of the Colleges and DSO units. In July, the Board Budget Retreat is held for presentation, review and approval of the budget for the upcoming year. During this retreat the Presidents and Vice Chancellors present their budget priorities along with documented alignment to the ACD SOs and SPs to ensure that budget allocations are aligned with and support the ACD, College, and DSO Unit Strategic Plans. Subsequently, allocations are made to the Colleges and DSO Units, who then apply their individual processes to fund their APs and organizational priorities. Finally, the Board conducts a budget amendment process at its December retreat during which it determines if any modifications are required.

(4) Workforce Plans – Key workforce plans to support the SOs and SPs and their impacts on the workforce are shown in **Figure 2.2-2**.

(5) Performance Measures – Measures of Success (MOS) to track the performance and effectiveness of the SOs, SPs, and supporting APs are shown in **Figure 2.2-3**. These measures are aligned with the ACD plan and documented on the **Strategy Map** and reflect our projected performance and that of our Benchmarks in these important areas.

(6) Performance Projections – We calculate projected performance in the KPIs and Targets based on the impact we expect the strategic plans created throughout ACD to have and compare those projections to past performance and relevant benchmarks whenever possible. When performance is not at the

SO	Plans	Impact
I	Implement the Pathways Leadership Council and establish a timeline for initiative development	Representation from the Colleges to ensure alignment and consistency, yet ensuring an adaptable and flexible model
II	Robust faculty program to develop the faculty meta-profession	Further engage faculty; further improve student outcomes; certify adjunct faculty
	Expand the Emerging Leaders development program	Prepare more leaders for succession; engage staff in leadership development; further develop staff capabilities and careers; expand career pathways
III	Initiate innovation training and improve the innovation management process	Implement the “Learning Company” and the challenge-based innovation approach

Figure 2.2-2 Key Workforce Plans

desired level or further improvement is warranted, new or modified strategies and plans are created through the SPPs annually or modification to existing plans is made during the various review cycles. Performance projections reflect the expected improvement that will occur as a result of implementation of the APs. The overall intent is to produce a level of performance to achieve our SOs and SPs. *Figure 2.2-3* displays our most recent performance, our projections for FY 2018, and projected performance of our Benchmarks.

2.2b Action Plan Modification – We modify APs through the review process described in *Area 4.1b* when it becomes necessary to change direction. This process provides the opportunity for discussion and mid-course corrections depending on progress and changes in the environment.

Category 3 Customers

3.1 Voice of the Customer

3.1a Students and Other Customer Listening

(1) Current Students and Other Customers – ACD employs multiple student and other customer listening approaches to obtain actionable information to understand customer needs, expectations and their relative importance so that we are better able to design, improve, and innovate educational programs and services. We accomplish this through the **Voice of the Customer (VOC)** system, which is comprised of the data gathering approaches shown in *Figure 3.1-1*. These reflect a wide variety of direct communication, print, and technology tools, which are used by the Colleges relative to their students and other customers, and the DSO relative to its support of the Colleges. They vary by customer group as shown, as is their frequency of use and how the data are used. Based on College autonomy, there is some variability from one College to another in this regard. In order to ensure that data received becomes actionable, we utilize the **PDM (Figure 6.1-1)** and **FOCUS PDCA (Figure 6.1-4)** to integrate findings as part of our efforts to design, redesign, improve, and innovate educational programs, services, and processes. VOC data are also used in the SPP (*Figure 2.1-1*) to help identify the need for new

KSPs and MOS	FY17 Results	Projections	
		FY20	Benchmark
Completion			
WIG: Degrees and Certificates Awarded	12,756	15,000	13,500
3 Year FT FTIC Graduation Rate	24.8%	30%	25%
CCSSE Overall Score	51.4	55	50
Students Awarded Internal Scholarships	2,175	2500	NB
AlamoADVISE			
Student to Advisor Ratio	350	350	NB
% Students Taking Student Success Course in First Semester of Attendance	68%	100%	NB
% Students Satisfied w/Advising	78%	90%	NB
AlamoINSTITUTES			
Average Semester Credit Hours Attempted by Graduates	92	66	NB
% Tech Students Employed or Enrolled within 6 Months of Graduation	90%	92%	90.9%
Degrees Awarded in Critical Field Occupations	1,323	3,530	NB
% Students in Good Standing, Graduated, Transferred, Still Enrolled	77%	90%	NB
Student Loan Default Rate	10%	11%	17%
% Students Transferring to University	32%	34%	NB
AlamoENROLL			
Overall Enrollment (Fall Credit)	61,415	69,000	72,000
Overall Enrollment (Non-Credit)	5,467	13,800	NB
Ave # Fall Credit Hours Attempted	8.3	9.0	NB
% Students Completing Appropriate Math Course in First 2 Semesters	75%	100%	NB
% Students Completing Appropriate English Course in First 2 Semesters	73%	100%	NB
FTF Persistence Rate	70%	74%	67%
Dual Credit			
Dual Credit Head Count	12,742	15,459	NB
Quality			
PACE Overall Score	3.86	4.10	3.72
Noel-Levitz Overall Satisfaction	84.3%	90%	79.5%
Graduation of Transfer Students at Senior Institutions	62%	68%	NB
SACSCOC Accreditation, Candidacy, Reaffirmation	5.0	5.0	NB

Figure 2.2-3 Performance Projections and Comparisons

programs and services. The responsibility for aggregating, analyzing, and distributing VOC data falls mainly to the Institutional Research (IR) Units at the Colleges. VOC methods go through a cycle of learning annually using FOCUS PDCA and improvements are made as opportunities are identified. For example, **Maxient**, a new Complaint Management technology system, was implemented across ACD based mainly on Baldrige feedback analysis.

For the student customer group, IR is responsible for analyzing student-related data from the variety of sources used and provide a continuous flow of knowledge about issues and changing requirements to all concerned Units. Leaders then use that data to make adjustments in their programs, processes and service features to ensure that we proactively address emerging needs and notify faculty and staff members so they can take necessary actions. The entire workforce is an integral part of the VOC process and has an extremely strong focus on student needs and expectations in accordance with our Values in this

Approach	Customer	Freq	Data Use
Direct Communication			
CCSSE, Noel-Levitz, SENSE	CS	A	SL, S, E, I
Student Evals of Instruction	CS	A	SL, S, E, I
DSO/College Department Satisfaction Surveys	AC Internal Customers	O	S, E, I
POC Surveys	CS	O	S, E, I
PVC & VC/VP Meetings	AC	W	S, E, I
Classroom Observation	CS/EC	O	SL, E, I
Service Delivery	CS/EC/E/AC	O	S, E, I
Advisor Meetings	CS/EC/FS	O	SL, E, I
Open Access to Presidents	All	O	SL, S, E, I, C
School Visits	K-12/EC/PS	W	SL, S
Transfer Articulation MOU	TS	O	SL, S
Student Focus Groups/Forum	CS/PS/K-12	P	SL, S, E, I
Community Outreach	C/PS	O	S
Community Involvement	CS, EC, C	O	S, I
Campus Events	All	O	S
Advisory Committees/Groups	E/C	M	SL, S, E, I
SPP Participation	All	A	SL, S, E, I
Environmental Scan	All	O	SL, S, E, I
Meetings and Reviews	CS/EC/C/TS/E/AC	O	S, C
Complaint Management	All	O	S, C
Ethics Hotline	All	O	S, C
Regulatory Bodies	All	O	S, E
Cross-College Councils/Teams	AC	M	S, E, I
Print			
Assessments/Tests	CS/EC	O	SL
Newsletters	CS/EC/PS	W	S, E, C
Correspondence	All	O	C
Technology			
Website	All	O	S, C
Surveys	CS/EC/AC	A	SL, S, E, I
Social Media	CS/EC/PS/C/AC	O	C
Telephone	All	O	SL, S, E, C
Registration	CS /EC	A	SL, E
E-mail	All	O	SL, S, E, C, I
Figure 3.1-1 Voice of the Customer Methods			
Customer - CS = Current Students; FS = Former Students; PS = Potential Students; K-12 = Feeder Schools; EC = Early College Schools; TS = Transfer Schools; E = Employers; C=Community; AC = Alamo Colleges			
Frequency - O = Ongoing; P = Periodically; A = Annually; M = Monthly; W = Weekly;			
Use - SL = Improve Student Learning; S = Improve Service; E = Improve Efficiency/Effectiveness; I = Improve or Innovate; C = Resolve Complaint or Concern			

regard (**Students First; Data-informed**). Faculty and staff stress student contact and personalized service as high priorities and spend significant time interacting with students to understand what progress they are making and how they feel about their student experience. This approach is used to adjust and improve service delivery, is embedded in our culture, is characteristic of the workforce, and is a core competency.

The VOC process for other customer groups is also well developed, including the five Colleges which are customers of the services provided by DSO. We gather and analyze the data that are captured and use those data to determine customer needs and expectations, and to make educational program and service adjustments to enhance satisfaction and effectiveness. College Units coordinate VOC data for Feeder Schools, Dual Credit (DC) and Early College High (ECH) Schools, Transfer

Schools, and Employers, while Public Relations addresses data pertaining to our Community customer group. As issues, concerns, or the need for college-wide improvement actions are identified, information is brought to PVC and CLTs for discussion and decision-making. VOC information is also aggregated and compiled into the ES and SWOT Analysis for use in strategic planning and to allow for PVC and CLT review and monitoring throughout the year.

Social media and web-based technologies are an important method of communicating with our current and potential students and other customers. We utilize social media to communicate directly to students, and our students and community are able to provide real-time feedback and engage in meaningful dialogue with the Colleges and DSO. We have implemented social media analytics that gathers online conversations happening on campuses and this helps us understand what is most important to our students, alumni, and the community. The ACD and College Websites provide comprehensive information about the entire organization and each has a contact page for general information, as well as a means to submit comments and questions. We focus on Facebook to immediately connect with our students and have a wide variety of Facebook pages in place throughout ACD. We take a proactive approach to increase our fans by reviewing Facebook “reach” and “engagement” data to determine what information our fans are interested in and then tailor our posts to meet that interest. In addition, our Facebook pages allow users to provide us comments about activities and services at the various Colleges. We send an e-newsletter to subscribers and invite comments in response to information provided; use Twitter to send information to students and other customers; provide an e-mail account to each student to facilitate communication; and use the Canvas online learning management system for classroom discussions. Recently, a website improvement consulting firm was hired to revamp and improve all aspects of our website to include Social Media. Numerous meetings and VOC feedback sessions were held to engage and gather input from subject matter experts and end users to create learning and identify improvements.

Our listening methods vary based upon the stage of our customer’s relationship with us in the following ways. Methods focused on Former and Potential Students, the Community, and Employers are designed to establish a relationship with those who are not currently a student or other customer but could become one in the future. Methods focused on Current Students and Employers we are already engaged with, as well as Feeder and Transfer Schools, are designed to grow relationships further to generate loyalty and positive word of mouth. These methods begin immediately when a student or other customer engages with us for educational programs and services and continue until we cease providing those programs and services.

Education and service delivery, DSO engagement initiatives with the Colleges, feeder school visits, articulation agreement

Customer	Methods
Students	4DX Standards; POC satisfaction surveys; in-class feedback; advising sessions; degree and transfer planning sessions; ELE; CTE Feedback Instruments
Feeder Schools	4DX Standards; Site visit out-briefs; College Connection Launch Meetings; DSO/College Connection Summit; Superintendent Forums; Recruitment/Outreach events.
DC & ECH Schools	4DX Standards; POC satisfaction surveys; in class feedback; group advising sessions; Convocation; Consortium Meetings; MOU
Transfer Schools	4DX Standards; Transfer Agreement reviews; College/DSO Advising Guides Summits; Transfer Admissions Events; Data Sharing Meetings
Employers	4DX Standards; Advisory Committee Meetings; Town Halls; face-to-face meetings
Community	4DX Standards; Event surveys; informal discussions; Board Meetings; Citizens to be Heard; Town Halls; Citizens Bond Advisory Committee
ACD Colleges	DSO & Cross College Collaboration; Regular Planning & Sharing Meetings, Early Alert Meetings

Figure 3.1-2 Customer Immediate Feedback Methods

development, community involvement, and advisory committees are examples of initiatives that occur during the period that educational programs and services are being provided and typically focus on customer needs and expectations now and in the future as well as satisfaction with current services. Satisfaction surveys, reviews, and focus groups are examples of initiatives generally occurring after a program or service has been provided and the student or other customer may still be engaged with us and we are seeking to understand satisfaction with our current performance so we can identify improvement opportunities. Outreach initiatives are typically focused on the needs and expectations of those potential students and other customers that we are not currently engaged with so that we can design educational programs and services as well as marketing approaches that might appeal to those groups.

We seek immediate and actionable feedback on the quality of service provided to students and other customers as shown in **Figure 3.1-2. 4DX Standards**, explained in *Area 1.1c (2)*, are at the core of how we interact with our customers and requires that we ask them if there is anything more we can do for them after every contact. **Point of Contact (POC)** satisfaction surveys are conducted soon after interactions occur through ACD-wide Advising and New Student Orientation (NSO) surveys, among others. Most of the Career and Technical Education instructional programs include an **External Learning Experience (ELE)** in the form of a cooperative, practicum, or internship and these have feedback instruments imbedded within the course. Advisory committees also provide input each semester about the facilities and equipment used to teach the skills, the curriculum, and the workforce needs for the industry.

(2) Potential Students and Other Customers – Methods to listen to and learn about former and potential students are shown in **Figure 3.1-1**. We obtain information about the students of competitors through a scan of data obtained from

discussions among the ACD Colleges and other area schools, websites, journals, research reports, job fairs, and high school visits. This information is analyzed and potential impacts discussed during appropriate leadership reviews, then is used for planning and program or service design, improvement or innovation. We consider the “Community” customer group to be largely comprised of potential students.

3.1b Determination of Student and Other Customer Satisfaction and Engagement

(1) Satisfaction, Dissatisfaction, and Engagement – We continually assess student and other customer satisfaction and engagement and actively solicit information on suggestions for improvement using a number of the VOC approaches. These tools are designed to: ensure that satisfaction and engagement determination are valid and thorough; benchmarks are obtained for comparison purposes; satisfaction results are trended over time; results are used to enhance the knowledge of the faculty and staff across ACD; and the information obtained is used to improve service offerings. To achieve these objectives, we partner with three third-party organizations. First, we work with the Community College Leadership Program at The University of Texas at Austin to administer the **Community College Survey of Student Engagement (CCSSE)** to measure student satisfaction and engagement every other spring semester at each of the Colleges. Second, we work with **Noel-Levitz Consultants** to administer their **Student Satisfaction Inventory** the alternate spring semester to determine satisfaction and engagement across all elements of student services and offerings at each College. Student satisfaction and engagement reports from CCSSE and Noel Levitz are coordinated by IR Units and the data contained in them are analyzed, trended, and distributed for review and action. Units use the data to monitor service delivery and for performance improvement. Further, DSO aggregates and analyzes the CCSSE and Noel Levitz data for all Colleges and includes the results on the ACD KPI Dashboards. In addition, we conduct the **POC Satisfaction Surveys**, and the Colleges and DSO conduct **Unit/Department Satisfaction Surveys** to obtain data from internal customers. For all surveys, Units are charged with the responsibility to review the results as data are collected and to identify improvement opportunities and follow up actions.

SLs obtain community satisfaction information directly from community leaders during their many interactions with them and the various initiatives described in **Item 1.2**. Feeder School satisfaction is determined using the **College Connection (CC)** survey of high school counselors and students participating in the program. This survey is administered every year and the feedback is reviewed by the CC teams, College leaders, and DSO to identify opportunities for improvement. Employer satisfaction is determined through the **ELE** survey process and through direct input to the Chancellor, Presidents, and other senior staff members. All comments are documented and reviewed by leadership and specific issues are sent to the appropriate staff member or Unit for review and action.

We determine dissatisfaction through three methods. First, assessment of the various survey methods used to determine satisfaction and engagement. The lowest rated areas are analyzed and trended so that we understand where concerns exist and address them accordingly. Second, as a learning organization we seek opportunities for improvement proactively in the formal and informal conversations that we conduct with students and other customers. Whenever a formal conversation is held, and most times when informal conversations are held, we ask for input on what we can do better. Third, we analyze unsolicited feedback data to identify not only individual areas of concern but also to identify more systemic issues that emerge when multiple concerns are submitted. For each of these methods, information is provided to leadership and appropriate Units, and actions are taken to improve when needs are validated. For example, low scores from the Noel Levitz survey indicated that improvements in advising services were needed. As a result, a cycle of learning was initiated and an innovative and comprehensive advising model, **AlamoADVISE**, was developed and implemented.

(2) Satisfaction Relative to Competitors – Our primary methods for determining our student and other customer satisfaction relative to that of students at other colleges are the analyses we conduct of the data provided by the nationally-normed surveys we use: CCSSE and Noel-Levitz. Each of these survey processes produces comparative data reports that we use to determine our relative performance. The CC survey also provides us information about competing colleges. Less formal methods used to obtain comparative data include student and community conversations, focus groups, and other methods that we have to converse informally with students and other customer groups. We use these and other comparisons to identify opportunities for improvement, confirm that we meet or exceed customer expectations, establish performance targets for our KPIs, and identify areas of outstanding performance.

3.2 Customer Engagement

3.2a Program and Service Offerings and Student and Other Customer Support

(1) Program and Service Offerings – Program and service offerings for students who are seeking degrees or certificates are driven by our transfer school customers and employers to whom we provide potential employees. Offerings for DC and ECHS students are driven by the participating high schools and transferability of courses. Offerings for Workforce Development and Continuing Education are driven by employers who identify the need for new or modified workplace skills and might have a need to engage with us for this type of training, as well as individuals who are looking to develop their personal skills so as to have better opportunities for employment or to simply improve themselves. We reach out to each of these customer groups to obtain input on requirements on a routine basis through the VOC System (**Figure 3.1-1**). When we identify changing requirements, we use a number of approaches to identify and adapt our offerings

to meet the new requirements and exceed the expectations of our customers. These include: the SPP (**Item 2.1**) and PDM, NPDP, and FOCUS PDCA (**Item 6.1**); sharing best practices throughout ACD, and with AtD and AFIT colleges; and monitoring accrediting and regulatory bodies. Through these mechanisms, input is captured from a broad base of customers and stakeholders and data are input into the ES, assessed through the SWOT Analysis, then strategic opportunities are defined, and strategies, including new or modified educational programs and services, are identified (**Item 2.1**).

This approach allows us to systematically identify and innovate new, or improve existing, programs and services to meet the needs of students, other customers and our market segments and expand our relationships with them by providing additional opportunities. This approach also takes into consideration the opportunity to attract new students and other customers. In some cases, teams are created to design new programs or services. They perform a scan of the environment to determine what may already exist within or outside ACD that would address new or emerging requirements. This includes a search of best practices in and outside the industry that can be used in attracting new students from among our various market segments. When opportunities are confirmed teams discuss them with area VCs and VPs to determine support, explore resource availability, and gain approval. For example, new educational programs must be approved by the Alamo Colleges Curriculum Council (ACCC) and new Workforce-Occupational/Technical (Occ/Tech) educational programs must gain approval from THECB.

We also proactively conduct a **Program Review (PR)** at all of our Colleges to evaluate program effectiveness and determine if programs and services require adjustment. Each undergoes a review every five years to: provide opportunity for self-evaluation by the faculty and/or staff; identify needs and the basis for determining those needs; establish a procedure for systematic improvement; assist in curriculum and staff development; ensure quality curricula, programs and services; and suggest means of appropriately allocating resources. PR Committees oversee this process and are responsible to ensure that it meets all requirements and that outcomes are provided to the VP level and ultimately to the President so that appropriate improvement actions can be directed.

In the Workforce Development market segment, industry representatives typically approach our Sales & Partnership office through the Workforce Training Network (WTN) office, to request specific training for their employees. WTN also utilizes the *Targeted Demand Occupations* list to trigger the development of new programs. Data mining is also used to determine trends in the service area for new industry that may be moving to the local market. We have established separate industry-based Advisory Committees for each workforce education program or cluster of closely related programs. These

	Obtain Services	Means of Support
Current Students	Online offerings; Course catalog; Certificate programs; Flex scheduling; Campus events; Transfer agreements; Transcripts; Financial Aid; Registration dates & payment deadlines; Final exam schedule; Scholarships	Student Success offices; Advising & counseling; Faculty office hours; Email, phone; Social media; Webpages; Extended service hours; Digital display monitors
Former Student	Transcript; Transfer agreements; Campus events; Alumni giving; Community Programs	Student Success offices; Email, phone; Webpages; Extended service hours
Potential Students	General/Intl/Sr Citizen admit process; Course catalog; Online offerings; Certificate programs; Flex scheduling; AA/AS/AAS degrees; Reg dates & payment deadlines; Campus tours; Financial Aid; Tuition/Fees; Scholarships	Student Success offices; College Connections; Email, phone; Webpages; Parent Info Nights; Campus tours; Extended service hours
Feeder School	Recruiter Meetings; MOUs; Scholarships; Campus events and tours; Dual enroll; Reg dates & payment deadlines;	Webpages; Email, phone; Recruiter meetings; College Connections
EC HS	Campus events; Transfer agreements; Final exam schedules	Social media; Digital display monitors; Advising & counseling; Email
DC Student	Campus events and tours; General admissions process; Financial Aid; Course catalog; Registration dates & payment deadlines	Student Success offices; College Connections; Email, phone; Webpages; Campus tours; Extended service hours
TS	Course catalog; Online course offerings; Transfer agreements	Student Success offices; Email, phone; Webpages; Extended service hours
Emp	Workforce programs; Campus events; Reserving a college facility	CTE Offices; Webpages; Social media; Email, phone
Coll	Training offered; Board Policies; Councils & Committees	Alamo Talent; Alamo Share; Email, phone
Com	Campus events; GED/ESL & Other Programs; Reserving a college facility	Webpages; Social media; Email, phone

Figure 3.2-1 Student and Other Customer Support

committees help document the need for the program; ensure it has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry; and ensure effective communication between all stakeholders.

We engage the general community market segment through a variety of offerings developed through the Community Programs or Community Education departments at the colleges. These non-credit programs are primarily general interest classes such as cake decorating, cooking, crafts, and personal finances. Aside from program evaluation surveys, the Colleges use a variety of methods for determining what programs will meet the needs of their surrounding community. These include meeting with community leaders and representatives to discuss needs; receiving program suggestions via email and phone calls; listening to guest suggestions at college events; reviewing historical data regarding programs that were well received in

that area; receiving feedback via social media; and canvassing the community for individuals who may be interested in developing and teaching programs.

(2) Student and Other Customer Support – Access is an important objective for ACD and we have established a requirement to minimize the barriers of time, place, cost, and educational preparation levels so that all in the community will have an opportunity to obtain educational programs and services from us. Consequently, we have developed a variety of methods to enable students and other customers to seek information and support, and gain access to our offerings (*Figure 3.2-1*). We determine key support requirements using the PDM in the same manner that individual program and service work processes are designed or redesigned as explained in *Area 6.1b (2)*. The methodology requires process owners to obtain input from the customers of their processes to gain an understanding of needs and expectations and how they might be changing over time. Support and access are major considerations as this work is accomplished. The design team considers various methods to provide the greatest support and access possible using: their background and expertise; VOC data; research into best practices; direct contact with customers and stakeholders of the process; and benchmarking with AtD and CQIN learning partners. Teams look beyond the norm, striving to establish new and innovative approaches such as CC, DC, and ECHS. Support and access requirements are deployed to the faculty and staff involved in student and stakeholder support by involving these process stakeholders on design, improvement and innovation teams, by process owners as they collaborate with them on process steps and changes that might be made, by sharing information on process performance and effectiveness with process stakeholders, and during process performance reviews. Process owners establish KPIs to determine how well their process meets requirements and monitor performance by collecting data, including feedback from their customers and stakeholders.

(3) Student and Other Customer Segmentation – Our market segments and student and other customer groups are shown in *Figure P-7*. We use student and stakeholder, market, and educational program and service information to identify segments and groups in the following ways. For market segmentation, our primary market area is San Antonio and its surrounding counties where we place high emphasis on and target five potential student market segments to increase our level of penetration and enhance our ability to grow student headcount: **Current Students, FTIC Students, Transfer Students, Former Students, and Workforce Development Students**. For each of these segments, specific marketing strategies are developed and deployed by the Colleges in an effort to establish a relationship with them as returning or new students. Once individuals engage with us and become students they are assessed for specific needs and requirements and segmented into the following student groups: **All Students, Transfer Seeking, Degree or Certificate Seeking,**

Workforce Development Seeking, Under Prepared, and Distance Education. Other customer groups that we seek to engage with are also defined and are shown in that same figure. These include: **Feeder Schools; DC & ECH Schools; Transfer Schools; Employers; ACD Colleges; and the Community.** All students and other customer groups have basic requirements that are common to all within those groups, however, we have found that there are some students who require additional accommodations during their interaction with us and require further segmentation as a result. After a segmentation need is identified, the accommodations required are specified and plans are developed to meet those needs. Segmentation involves a review of the data associated with the ES, data produced by the VOC System, and student performance results. The ES provides a detailed summary of community education needs in the market area, emerging student and stakeholder requirements, and an assessment of competing institutions; the VOC System provides detailed information on current and emerging student and stakeholder preferences, and levels of engagement and satisfaction; and student performance data indicate if performance differs for student groups. In assessing this information, we seek to determine if segmentation should be altered based on the following considerations:

- do special needs exist for a certain group of students that are significantly different than the entire group;
- do satisfaction results and analysis indicate different key requirements for a certain group of students; or
- do services provided differ sufficiently to warrant establishment of a separate segment.

Market segmentation also involves a review of ES data, which provides an assessment of our market area by College, movement of students and potential students within the market, an assessment of the competition, and identification of new educational needs that may be emerging within the community. Based on this information, SLs determine if the existing market strategy is still valid, if an adjustment to that strategy is needed to improve education and operational outcomes, and if the market should be segmented differently for data collection and tracking purposes. As part of this process, we evaluate information pertaining to community education needs obtained through a variety of means. These include networking within the communities and participation by SLs in local business and civic groups and community-wide coalitions, as well as input from Advisory Committees. Data from these sources are considered during the process to determine how to target the market and determine the need for new or improved services.

3.2b Student and Other Customer Relationships

(1) Relationship Management – We build relationships with students and other customers through highly focused interactions, provision of a variety of personalized and innovative services, and two-way communications both in and out of the classroom. *Figure 3.2-2* summarizes the wide variety

Acquire	Retain	Engage
Students		
College Connection	MyMAP	Interactive Learning
Dual Credit	Alamo Institutes	Intrusive Interaction
ECHS	Course placement	Campus Events
Campus Tours, Brochures, Banners	e-mail and calls with registration reminders	Post cards and calls to impending graduates
Off-Campus Sites and Coordinators	Calls to those who fail to return	FTIC e-mail and phone contacts
Website and Social Media tools	Contact those who withdraw/fail	Campus programs and activities
Upward Bound	Experiential Learning	First week experience
Senior Summer	FTIC e-mail and phone contacts	Campus tours
GED/ESL Recruitment	Financial Aid Bashes	Campaigning
CTE Initiatives	4DX Standards	4DX Standards
Feeder Schools		
Recruitment Initiatives	MOUs	HS Recruiting Visits
Parent/College Nights	School Visits	Meetings with HS Counselors
DC/ ECH Schools		
ECHS Consortium	Campus Visits	Prof Development
Parent Night Mtgs	Advising	Collaboration
Transfer Schools		
University Outreach	Joint Admission Agreements	Faculty to Faculty Visits
	Transfer Guides	Advisor Visits
Employers		
Business & Industry Fairs	Advisory Boards	Advisory Boards
Business & Industry Recruitment	Customized Training	
Community		
Community Outreach	Community Outreach	Community Outreach
Campus events	Campus events	Campus events
Website and Social Media	Website and Social Media	Website and Social Media tools

Figure 3.2-2 Relationship Building Methods

of relationship building methods we use to acquire new students and other customers and build market share; to retain students and other customers, meet their requirements, and exceed their expectations; and to increase engagement. At the core of new student acquisition, and a core competency, is our recruitment process and relationship building with feeder schools and employers. Our intent is to work collaboratively with these customers to engage potential students in the pursuit of higher education and develop systems, processes, and events to support a shared vision of advanced learning. We communicate our expectations for incoming students through recruiting visits to these schools by representatives of our Colleges, MOUs, our catalogs and other publications, our orientation programs, and our websites. This ACD-wide recruitment effort makes it possible to contact prospective students in public, parochial and charter high schools, business, and industry. Our recruiting strategies have increased our visibility among high schools; with employers through Advisory Committees, meetings and customized training offerings; and with transfer schools via faculty to faculty meetings intended to improve existing transfer agreements and produce new ones.

We build relationships with future students and feeder schools through an extensive network of outreach programs. All of the Colleges participate in the **College Connection** program working with feeder schools in our service area. This program consists of six distinct phases seeking to reach 100% of graduating seniors from participating high schools. CC provides these students support with a variety of onsite services to aid them in college enrollment processes to include assistance with completion of the admissions application, FAFSA financial aid application, college placement exam testing, advising, and registration. Currently, 77 area high schools participate in CC and receive 2-4 scheduled visits from our CC Teams to support students as they transition from high school to the college of their choice.

In addition, our **DC** and **ECHS** programs serve to acquire students and build strong relationships with feeder schools. DC enables students who meet the standards to earn college credits while completing their high school requirements. DC courses are high school courses that adhere to college-level standards and earn the student college credit when successfully completed. The earned credits can also count towards the college core curriculum. The program targets by college certified instructors at the high schools, online, or sophomores, juniors, and seniors, and the courses are taught at one of the ACD Colleges. Currently we are engaged with 110 high schools and over 9700 students. ECHS serves to acquire students and build relationships with our feeder schools by innovatively blending high school and college education using a DC framework. ECHS is designed for youth to simultaneously earn a high school diploma and an associate degree (or up to two years of credit toward a bachelor's degree). We created this innovative approach in 2014 when we partnered with three public school districts and one charter school to begin enrolling freshman-level students. There are now 16 schools and over 2600 students participating.

We provide **First Time in College (FTIC)** students particular emphasis to help enhance their retention. They are e-mailed and called every week in order to answer any questions they may have and offer advice on which campus resources are available to them. Students nearing completion are sent post cards and called to visit their advisors to determine how soon they can graduate. Students who do not register early are contacted via telephone and e-mail to register for courses. Students who do not return are contacted via telephone and encouraged to reenroll and/or asked why they are taking the semester off or where they transferred.

MyMAP is a key initiative designed to build relationships with and retain all students and includes two integrated and innovative approaches: **AlamoADVISE** and **Alamo INSTITUTES**. **MyMAP (My Monitoring Academic Progress)** provides an intentional, integrated academic and student support system tailored to address individual needs and empower our diverse student populations to successfully

navigate their educational journey. The approach consists of **Connection** (High School Programs, College Connection, Outreach and Recruitment, and AlamoENROLL); **Entry** (College Readiness Activities, New Student Orientation, New Student Convocation, and SDEV); **Progress** (College-readiness Requirements, Student Development/Learning Framework Courses, Academic and Student Support, Activities, Faculty Mentor Assigned and progress activities); and **Completion** (Core Complete, Certificate/Degree Awards & Graduation, Job Placement Readiness, Transfer to 4-Year Institution, Reverse Transfer and Job Placement Readiness).

AlamoINSTITUTES represents six career pathways with groups of related academic programs that include academic support and learning outside of the classroom. Programs across ACD have been sorted as appropriate for placement within a particular Institute and every program is included in the Institutes. The six pathways include:

- Creative & Communication Arts;
- Business & Entrepreneurship;
- Health & Biosciences;
- Advanced Manufacturing & Logistics;
- Public Service; and
- Science & Technology

AlamoADVISE is a series of ongoing and intentional conversations among students, faculty, and staff that establish a pathway to the realization of educational, career and life goals. This proactive advising method is a case management approach with each student assigned to the same advisor from entry through completion. Additionally, students are required to meet with an advisor at 15 hours, 30 hours, and 45 hours. Of particular note, faculty are teamed with advisors to work together to steer students through to completion.

From a DSO perspective, we market, manage, and grow our relationship with our College customers through consistent and systematic personal interaction with them through the VC/VP Team structure illustrated in **Figure 1.1-1**; the effective use of electronic and other means of communication; and by addressing and anticipating each other's needs. Relationships with the Colleges are built with a structure requiring active involvement in the **Cross-College Teams** led by the DSO VCs and College VPs. These teams meet at least monthly to identify and coordinate on initiatives, address issues, share best practices and build relationships.

We brand ACD as a pillar of the SA community dedicated to providing high quality education that is accessible and programs and resources that ensure success. The DSO Marketing and Communications Unit in conjunction with the College Public Information Officers manage this effort to enhance our image, build stronger engagement, and create stronger appeal for each of our Colleges. The cross-college Public Relations Council meets monthly to share best practices and to coordinate and plan initiatives. These efforts include

joint public relations activities and marketing campaigns. These approaches help increase student engagement, satisfaction, and retention as well as enhance communication and trust. Further, we recognize that a consistent, unified, professional image is crucial to our branding efforts. Therefore, the College and DSO logo family reflects our unity and shared values while still celebrating the uniqueness of each individual College. In 2017 we conducted a market survey and built a detailed **Communications Plan** based on the outcomes. Objectives with detailed strategies include: Enhance Community Engagement; Position ACD as a Unified Front; Strengthen Brand Presence; Continue Supporting Enrollment Initiatives; Enhance Media Relations; and Enhance Social Media Initiatives. In addition to the strategies contained in the plan, we leverage social media to manage and enhance our image through the methods described in *Area 3.1a (1)*.

(2) Complaint Management – In addition to a traditional academic and student grievance process that allows students to petition for action regarding grades and other academic issues, a **Complaint Management Process (CMP)** is in place to resolve issues and generate improvement actions based on input from students and other customers. While the workforce is empowered to resolve complaints on the spot, often that is not possible, and in that situation, issues are escalated to the structured CMP. A major initiative to improve the CMP is deployment of Maxient software, a nationally recognized behavioral records management system for higher education. The Complaint Management functions within Maxient are currently being installed and the workforce is already trained and familiar with Maxient reporting forms and processes as they are currently used for Student Code of Conduct, Behavioral Intervention, and Title IX Gender Based Harassment documentation. Targeted training will be provided during the summer and early fall to ensure a smooth transition to the Complaint Management process within Maxient.

When a complaint is entered into the CMP, trained monitors at DSO and the Colleges initiate a triage process to identify the issue and owner. The monitor opens a case (soon in Maxient), documents findings and actions, and “pings” the owner. The owner picks up the case, continues the investigation and resolution process, and documents outcomes. If hand-offs to other “owners” are made, the process is repeated until resolution is complete. At that point, all participants are notified and the case is closed. Communication includes a plan of action to resolve, resolution, and dialogue to recover customer confidence. Feedback Managers provide compiled reports to Unit Managers and SLs where trends are further analyzed and integrated with other information to identify organization-wide impacts. This process creates an effective flow of documentation, tracking, and follow-up to ensure issues are promptly and effectively addressed.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Management

(1) Performance Measures – ACD has a long tradition of data driven decision making in accordance with our Values (*Data-informed*), and Alamo Way assures that measurement forms the basis for ensuring effective process performance in daily operations and plays a key role in the achievement of our SOs and Priorities through development of ACD, College, and DSO KPIs. We select daily operations measures to track work system and process performance as processes are designed, and also when processes are modified as a result of process improvement and innovation as needed. The third step of PDM, **Analyze Design**, and the final step of the FOCUS PDCA Model, **Act**, both include as one of their objectives the design of a monitoring approach for each process to understand if requirements are being met and to identify when process variations are occurring in an effort to preclude problems from developing. In addition, daily operations measures are driven by the **4DX** process and the selection of the WIG for the particular time period under consideration. When process measures are selected, data collection methods to support them are identified and collection procedures are established by process owners. These vary depending upon the process and the specific measure selected. For example, WIG data pertaining to the “Number of Certificates and Degrees Conferred” are collected by tallying the number of students who complete all requirements over the course of the year, while student performance data are collected by recording course and program outcomes.

Unit managers are responsible to identify which processes drive critical outcomes and ensure that appropriate process data and information are identified, collected, and monitored at their level. This permits a drill down from the College and DSO levels directly to a particular process when performance lags or other issues emerge. Process level data and information are aligned and integrated at the Unit level through aggregation and analysis activities to support higher level monitoring capability. For example, Course Completion data are aggregated from across disciplines at the Unit level, from across Units at the College level, and from across Colleges at the ACD level.

Unit Managers are also responsible to ensure that process level measurement is a regular activity throughout ACD and hold faculty and staff accountable to follow prescribed procedures to ensure that daily operations are tracked effectively. Process-level measures are used to make judgments about the effectiveness of daily operations, including programs, services, and work processes as well progress relative to the Unit WIG. Included are outcome (summative) and in-process (formative) measures as indicated in *Figure 6.1-3*, including actual performance data and perception data in the form of feedback

from process customers. This permits faculty and staff to continuously monitor performance, identify improvement actions, and generate innovations to ensure the consistent delivery of high quality services to students and other customers.

College Performance Update KPIs	Frequency
Student Demographic Profile	Each Semester
Total Credit Student Headcount	Each Semester
Student Contact Hours and FTE	Each Semester
Course Completion Rate	Each Semester
Productive Grade Rate	Each Semester
Fall to Fall Persistence	Annually
CCSSE Student Engagement	Bi-Annually
Noel Levitz Student Satisfaction	Bi-Annually
Degrees and Certificates	Annually
Graduation Rate	Annually
FT FTIC Transfer Rate to 4-Year Schools	Annual
Academic and Technical Student Employment 6 Months After Graduation	Annually
PACE Workforce Engagement Results	Annually
High Risk Courses	Each Semester
Licensure Rates	Annually
Financial Viability KPIs	Frequency
Revenues and Budget Performance	Monthly
Bond Ratings	Annually
Foundation Assets and Gift Income	Monthly

Figure 4.1-1 ACD Key Performance Indicators

Overall organizational performance measures are driven by **Board Policy F.6.1**, which focuses on Student Success and contains a requirement that improvement rates be measured and drive strategy development for improvement in eight student-related areas: course completion, productive grade rate, retention, persistence, transfer, employment, licensure, and graduation. Further, the policy requires that success rates in developmental courses be continuously monitored. The **College Performance Update (CPU)** identifies the top-level student performance KPIs that have been selected for ACD tracking and deployment to the Colleges in accordance with Board policy. These serve to align the entire organization in these important areas and are shown in *Figure 4.1-1*, along with the frequency of data collection. In addition, our short-and long-term budgetary and financial KPIs are shown. A broader set of KPIs provides for strategic alignment, linkage, and synergy across ACD and are selected annually during the SPP so they can be aligned to the SOs and KSPs, the Board Charges and the strategies and action plans created at each level, thereby permitting an understanding of goal attainment and strategic plan progress throughout ACD. The KPIs on the Strategy Map are shown in *Figure 2.2-3*.

The KPIs align all of ACD as they are cascaded to the Colleges and each VP within the Colleges, to DSO and each VC, and to all Units, where they are incorporated into individual measurement selection and tracking methods. Each level of the organization evaluates its KPIs and results from the prior year, defines KPIs and performance projections based on the content

of its strategic plan, ensures alignment with higher level KPIs, adds KPIs that are important to its individual operation, and establishes short- and long-term targets. This process allows for evaluation of indicators that drive data collection needs for the coming year, ensures alignment and integration of the measurement system for the entire organization, and provides a basis for communication on performance issues and challenges.

We use the data and information that are produced in support of the measurement system to understand our performance at any given time through the review process described in *Area 4.1b*. Priorities are established for: actions to enhance student achievement and success; identifying opportunities for improvement and innovation; identifying changes needed in service delivery to improve customer service; changes needed to address changing market conditions; changes needed to address changing student and other customer requirements; and changes needed to address the longer-term implication of current performance. Results in the KPIs provide for the identification of issues for corrective action, improvement planning, and innovation. A **KPI Executive Report** is developed by each College to document and demonstrate the status of the CPU KPIs. The reports provide updated performance levels for each of the indicators, historical data reaching back up to five years, benchmark data, KPI targets, and a trend line display. Data are then aggregated for all of ACD to demonstrate performance of the enterprise. The reports are published in February and October and are communicated in a variety of ways including PVC Meetings, College Leadership Team (CLT) meetings, Town Hall meetings, and the ACD website, among others.

(2) Comparative Data – Comparative data to determine relative performance are selected based upon the importance of the KPI and the availability of the data. Generally, if a KPI is selected for CPU application and/or strategic plan tracking it automatically becomes a candidate for comparison. These data are included in the **ACD Benchmarks Executive Summary** and are used to identify our performance versus U.S. and Texas Community Colleges and Districts to help us identify improvement priorities, establish performance projections, and set KPI targets. To obtain comparative data we partner with third-party providers who have demonstrated an ability to obtain data relative to our KPIs and provide information about competitor or peer group Colleges and Districts. Unfortunately, most community college third-party providers limit their comparisons to norms and do not offer percentile rank, top decile, or top quartile performance levels. Therefore, we have formed a comparative data cohort with colleges that have been invited to participate in the College Excellence Program of The Aspen Institute to provide us more definitive comparative data in the assessment of student outcomes. From the nearly 1,000 community colleges in the nation, only 150 or 15% are invited to compete for the Aspen Prize based on their performance, and we are included. To establish our cohort, we have selected 5 of the 150 that approximate our profile the best so we can compare

ourselves in a number of KPIs as shown in Category 7. *Figure P-9* summarizes our primary sources of comparative data.

(3) Student and Other Customer Data – VOC System data and information are major components of our measurement system and improvement and innovation initiatives. *Item 3.1* outlines the methods we use to listen and learn, determine satisfaction, engagement, and comparative satisfaction and dissatisfaction. These methods are determined through ongoing cycles of learning in our student and other customer data collection approaches. The criteria for selection require that the data pertain to all student and other customer groups; provide relevant comparative data if possible; focus on student and other customer key requirements; and address areas of importance to us.

VOC data are used at the College and DSO levels to determine shortfalls and identify opportunities for improvement and innovation in meeting student and other customer needs and expectations; developing relationships; and creating greater engagement. *Figure 3.1-1* identifies the ways in which VOC data are used. These data are monitored by PVC, VCs, CLTs, and Unit managers in academics, student services, and operational support areas. In particular, we use aggregated customer complaint data to enhance our focus on students and other customers through identification of issues that are most frequently the subject of complaints, correlating those with satisfaction scores, and focusing in on those that reflect the most significant concerns. In addition, we use data and information obtained from social media to achieve the same end by aggregating those inputs and correlating them with satisfaction scores. Information is aggregated at both College and DSO leadership levels and shared across all ACD institutions.

(4) Measurement Agility – To stay current with educational needs, the performance measurement system is evaluated frequently for changes to the KPIs during ACD and College strategic planning, in Board meetings, and at PVC sessions. Changes are made as needed based upon changes in strategies and plans or other factors such as new measurement methods being introduced. For example, the PACE survey was selected as a measurement enhancement tool when PVC determined that greater focus on employee engagement was required, and the Aspen Institute cohort was developed when Baldrige feedback indicated that more national level comparative data were needed to align with our vision. Unit level measures are also evaluated as part of the planning system as the KPIs are deployed throughout the Colleges and DSO. Periodically, the KPIs are reviewed to determine how the performance in the measured areas compares to target. The KPIs themselves are also discussed during these reviews and changes are made as needed. Process KPIs are also reviewed on a regular basis using FOCUS PDCA as the processes themselves are evaluated.

4.1b Performance Analysis and Review

WIG and CPU KPI performance is reviewed at the Board,

Team	Review Areas/Actions	Freq
Board	CPU KPI performance; modify KPIs; set targets	Annually
ACD and College Leadership	Data Days – Action Plans and KPIs	Semi-Annually
PVC	WIG and CPU KPIs and comparisons; SP progress; updates on MVV; budget matters; financial performance	Weekly
VC/VP	Action plan progress; updates on KPIs; coordination and issue resolution	Monthly
College Leadership Teams	WIG, CPU, KPI performance; KPIs and comparisons as data changes occur; SP progress; budget development and status; financial performance; staff initiatives, proposals and actions	Weekly
Budget Teams	Review, evaluate, prioritize, and allocate financial resources	Annual
Program Review Teams	Program Review Process and Outcomes	Annual

Figure 4.1-2 AC Performance Review Structure

ACD, and College levels. Board reviews are conducted annually where an assessment of performance in the KPIs takes place, KPIs are modified as needed, and Targets for the coming year are set. The College Presidents and VCs provide progress reports to the Chancellor during PVC meetings where KPIs are reviewed and acted upon frequently. At ACD and within each of the Colleges we have implemented a review process held twice each year including an end-of-year review in the early fall most often referred to as **Data Days**. During Data Days, we review the implementation status of the action plans contained in the strategic plans and the performance of related KPIs. Implementation issues and/or results needing attention due to performance below target are addressed and plans modified to allow performance to get back on track. During the end-of-year reviews, it leads to development of the next year’s plan. Our review structure is summarized in *Figure 4.1-2*.

We perform a wide variety of data analysis throughout the organization including ACD, College, DSO and Unit levels to support reviews and translate data into information so that it is more easily understood and allows leaders to make judgments and decisions efficiently. The ACD Benchmarks Executive Summary provides an analysis and display of our current performance, comparative analysis of our KPIs to national and state benchmarks, as well as one another, and change analysis from prior year performance. The ACD Dashboard and the CPU provide an analysis of current performance; trend analysis comparing current performance to past performance displayed in run charts; use histogram and/or Pareto Chart analysis and provide information in those formats; and display an analysis of performance to current and future targets. As a result of a cycle of learning, we are deploying a new data analysis system, **Tableau**, which is increasing our data retrieval speed and accessibility to results, with the ability to review dashboards and charts in a variety of formats to facilitate more frequent and meaningful performance reviews (see *Area 4.2(b)1*).

4.1c. Performance Improvement

(1) Future performance – Three factors come into play in projecting future performance: our most current performance, which is displayed during reviews; the anticipated impact of the strategic plan and the progress being made, which is provided during Data Days and other reviews; and updated benchmark data that allows us to understand if comparative organizations are making faster or slower progress than we had anticipated in our original projections. If we determine that our relative performance is still on track as anticipated based on our original projections, then no action need be taken. If we are falling behind or moving at a faster pace than expected, then we attempt to reconcile the differences. If we are moving ahead faster than planned we will assess what we are doing to make the gains sooner than anticipated; if we are falling behind, we will try to determine if it is because we are lagging in implementation or impact or the comparative organizations are moving forward at a faster pace than expected. In all cases, we seek to understand the causes and identify actions we can take to get back on track or maintain the faster progress being made.

(2) Continuous Improvement and Innovation – Performance review findings sometimes highlight areas of deficiency that need to be addressed by a course of action. The review teams discuss problem areas and make decisions on courses of action that will lead to continuous improvement and opportunities for innovation. They also recommend that Units benchmark high performing practices at other districts and/or colleges. These initiatives might lead to improvements or innovations that bring Units up to a higher level of performance. Feedback by senior leaders through regularly scheduled meetings, e-mails, and Town Hall Meetings and Convocations, lays out the priorities and opportunities for the faculty, staff, work groups, and functional-level teams to get involved to be part of the solution to problems that have been identified. Improvement priorities are disseminated to feeder schools through meetings with them at our Colleges and visits to the high school campuses. Key suppliers participate in strategic planning and leadership team meetings, and other suppliers, partners, and collaborators are invited to activities like Advisory Committee meetings where we also convey this message.

4.2 Information and Knowledge Management

4.2a Data and Information

(1) Quality – The accuracy, validity, integrity, reliability, and currency of organizational data and information are critical to attaining IT excellence and we depend on both the effectiveness of staff and the data management systems. Staff effectiveness is ensured through a detailed recruiting and hiring process, the Employee Performance Evaluation process, and various learning and development initiatives. These establish performance expectations and boundaries and focus on the need for integrity, reliability, accuracy and confidentiality of data and information. Similarly, data management systems are selected, developed and maintained to maximize these properties. As technology systems are selected, hardware and

software sources are screened. Specifications are defined through the development of definitions, identification of needed data elements, and user requirements. This structure provides for integrity, reliability and accuracy of the data elements. Training is also provided to end-users to access/use data and reports. This training brings security, integrity, and accuracy to the organizational knowledge base. The output is validated using data validity checks and statistical analysis to assure reliability and integrity of the reports. We also address the reliability of IT platforms by utilizing market and industry proven equipment as a basis for computer hardware. Support agreements are maintained with suppliers with defined service-level expectations that limit outage windows. Workstations and Servers are replaced every five years, and daily backup protocols for critical systems and data storage with a retention period of 30 days are in place. The approaches used are summarized in *Figure 4.2-1*.

Factor	Method to Ensure
Accuracy and Validity	Training
	Audit reports
	Data field validation
	Input masks
	Error reporting
	Complaint data
	Vendor monitoring
	Relational database cross checking
Integrity and Reliability	User authentication
	Training
	Audit reports
	Data validation functions
	Comparison to standards
	Hardware and software monitoring
Currency	Computer access and availability
	Policies, Reports and Procedures
	Plan and Process Review Structure
	Work orders
	Training
	Help desk
	Network monitoring
	Hardware recycle policies
	Student Data Update Prompts
	Employee Data Update Prompts

Figure 4.2-1 Management of Data and Information Properties

(2) Availability – ACD uses **AlamoShare** to provide information internally to the workforce, with access to this information controlled by security groups. We also use the **ACES** portal to provide information to current and former students (alumni). The ACD and College websites provide information to the general public as well as current and future students and the workforce. This information is backed up nightly and is also mirrored on redundant servers and storage devices for 24-hour availability. The Uninterruptible Power Supply (UPS) provides one-hour power support to network switches in buildings to sustain phone communications and three-hour support to sustain power to the core campus network switch and server farm. Temperature control and fire

suppression systems also protect vital hardware. Remote access is provided through secure VPN connections. To ensure the reliability of software products, we use market leaders in the higher education IT industry. These systems are proven for capacity and functionality. Because of the many years they have been available, they provide a high level of user-friendly functionality. Extensive testing and training are conducted prior to gaining user acceptance, and we maintain support agreements with software vendors to receive upgrades, enhancements, regulatory updates and code fixes.

We also use the best practices of the Project Management Institute and Prosci’s Change Management research to build projects and apply operational responsibilities to system upgrades and enhancements. These are instilled in the business processes used to achieve system acceptance and ensure user-friendliness. The Project Management framework ensures effective and efficient planning as well as collaboration and collaborative dialogue. Prosci’s Change Management model – ADKAR - enhances collaboration, communication, training, and improves adoption rates of solutions at greater levels, resulting in performance efficiencies. These methods, along with the governance body of the IT Advisory Panel and IT Leadership Council, ensure engagement of ACD stakeholders, who are an integral part in the creation, evaluation, and testing of technology solutions as well as their maintenance. Staff members are ultimately trained in the use of those solutions in support of their operational duties. Testing and project implementations require a sign-off from the Department invested in the project outcomes before continuance of the initiative is permitted. Some projects introduce the engagement of students and their review as well as feedback by way of survey. Successful acceptance and sustainability of new technology use is evident in college reports, Department WIGS, and 4DX reports. In addition, ITS has established an Enterprise Technology Operations Manager position. The role and responsibilities include change management, furthering collaboration, and strengthening communication, among other duties, and demonstrates our commitment to ensuring quality acceptance and sustainability of technology solutions.

4.2b Organizational Knowledge

(1) Knowledge Management – ACD employs a **Knowledge Management Process (KMP)** to achieve five objectives:

- identify knowledge assets;
- collect the key knowledge possessed by knowledge assets;
- store key knowledge for future use;
- blend and correlate data from different sources to build new knowledge; and
- transfer key knowledge to those who have a need.

Our knowledge assets include the workforce; students and other customers; suppliers, partners, and collaborators. The key knowledge possessed by these assets that we need to collect and transfer for storage and future use include: individual work process knowledge held by the workforce; historical

Objective	Methods
Collect and Transfer Workforce Knowledge	Work process documentation
	Exit interviews
	Town Hall meetings
	Suggestions to committees/councils/teams
	PACE Survey and focus groups
	Point of Contact Service Satisfaction Surveys
	E-mail
	Team to Team sharing
	Team reporting
	Presentation of team learning or design
	ACD Procedures Manual
	AlamoShare
Banner	
Blend and Correlate Data to Build New Knowledge	Environmental scan process
	SWOT Analysis process
	VOC System
	Cross-functional collaboration
	Cross-College Councils
	Organizational performance reviews
	Action Plan Development and Implementation
	4DX Summits
Tableau Data Analysis System	
Transfer Knowledge from & to Students, Other Customers	Admissions process
	Advisors
	Staff interaction with student
	Student Satisfaction Survey
	Brochures
	Social Media – Website, Facebook, Twitter, Instagram, YouTube
	Learning and Development Initiatives
	AlamoShare
Banner	
Mobile Apps	
Transfer Knowledge from & to Suppliers, Partners, Collaborators	Negotiations, written agreements, contracts
	Meetings and phone conversations
	Training
	Feedback and post-mortem sessions
	E-mail
Website	
Knowledge for Innovation and Strategic Planning	Environmental Scan process
	SWOT Analysis process
	Voice of the Customer process
	KPI process
	RIP
	PDM and FOCUS PDCA processes
	Tableau Data Analysis System

Figure 4.2-2 Knowledge Management Methods

information pertaining to creation of improvements, innovations, and best practices; student and other customer data pertaining to personal information; needs and expectations data and changes that have or are occurring; current and past organizational performance data; and current and past strategic planning data. Methods to obtain needed knowledge are summarized in **Figure 4.2-2**.

In support of this process, technology systems are in place to capture and store the information, and then permit retrieval by those who need access to it and are authorized to obtain the information. These include:

- **Shared Drives** – all Units have access to Unit-specific storage drives. Supervisors can request that drives be installed on an employee’s computer through an IT work order. Employees can share files and folders needed for daily work or ongoing projects.
- **AlamoShare** – each Unit has an individual space on the Alamo Colleges’ Sharepoint platform, which serves as an ACD-wide intranet. Within the custom spaces, each Unit can host public documents available to all AlamoShare users and private documents for approved users. All ACD employees have immediate access to view public documents throughout the site.
- **Banner** – the Banner system is a web-based system used throughout ACD to monitor student and fiscal records.
 - **Student Access** – prospective users are trained in person by an ACD super-user or certified Banner trainer. Once training is complete, a formal request is submitted by the Unit supervisor at each College to the Dean of Student Success and forwarded to the VP for Student Success for final approval.
 - **Fiscal Access** – prospective users are trained online through the AlamoLearn training portal or in person by special request. Once training is complete, a formal request is submitted through ACES to the DSO or College budget officer, who verifies training and forwards to the Office for Finance and Administration for final approval.
- **Tableau** – allows us to quickly connect, visualize, and share data with an efficient, seamless experience from the PC to the mobile device. One can create and publish dashboards, share them with colleagues, customers, and partners with no programming skills required. Using the Alamo Tableau Server provides a seamless flow of data from one platform to the other; Tableau Desktop is a self-service analytics solution that provides rapid views of data and quick answers to questions; and Tableau Server enables the publication of dashboards from the Tableau Desktop to any web browser or mobile-based device. Tableau affords easier and faster access to data and analyzes data to facilitate decision-making.

(2) Best Practices – Two 4DX Summits are held annually at each of the Colleges and DSO, one in the fall and one in the spring, to highlight best practices and successful initiatives that have been put in place in pursuit of the WIGs. These are all hands events designed to provide improvement and innovation ideas and opportunities for all to consider for application in their respective areas. In addition, on a semi-annual basis, each College selects a best practice team to present its story to the Board. This process is designed to showcase outstanding practices that have been implemented by faculty and staff to allow ACD to choose practices that should be replicated

throughout the organization. To support this initiative, Colleges nominate practices that they believe to be worthy to their respective Executive Teams for consideration. From those nominations, finalists and the winning entry are selected. For example, an Advising Center concept developed at PAC was highlighted by ACD for implementation at all of the Colleges. In addition, the Colleges and DSO utilize Alamo Share, which is a SharePoint server, to share data, improvement ideas, and innovations across the Colleges and the DSO. Further, the College reporting system allows the President, VPs, and administrators at each campus to constantly stay abreast of extraordinary accomplishments being made by the faculty and staff at their location; sharing at Town Hall meetings and Convocations also reveals best practice activities.

(3) Organizational Learning – we embed learning in the way we operate through a series of actions, sometimes referred to as “hardwiring” what has been learned. First, we provide structured training to those who are expected to hardwire processes and methods in the way they do their work to ensure that learning occurs. Second, we scenario train so faculty and staff members can run practical exercises and apply procedures in a setting that closely simulates the real world to reinforce what they have learned by practicing the techniques. Third, managers are normally involved in the learning and are responsible to follow up and observe their staff to ensure the new practices are being put into place and sustained. For example, we have “hardwired” the 4DX process by ensuring that all employees have the opportunity to attend the training; followed that up with selection of WIGs and supporting actions at all DSO Units and within each College at the VP level to model the approach; then conducted Unit level discussions to facilitate collaboration on the selection of WIGs and actions to support them within the Units; and finally implemented the actions with mentoring and accountability methods to ensure that the new concepts were being applied by all.

Category 5 Workforce

5.1 Workforce Environment

5.1a Workforce Capability and Capacity

(1) Capability and Capacity – We assess overall workforce capability and capacity needs as part of the Budget step of the SPP. Workforce capability, skills, and knowledge are assessed for current and planned activities. Assessment begins with an understanding of current capabilities. Job descriptions for all positions outline required skills and characteristics and are updated as needed to reflect current realities. Staff and faculty capabilities are formally assessed relative to these job skills through their employee progress reviews which drive creation of their plans for continued development. Organizational learning uses assessment of employees’ capabilities to develop offerings and to determine what new capabilities will be required to be addressed in HR plans. During the SPP, if the planning team determines that a skill or competency is required to deploy the strategic plan, senior leaders determine whether

to hire for that skill, develop current personnel, or consult with external experts.

We monitor capacity measures at the Colleges, such as projected enrollment and contact hours (workload measures), FT/PT faculty ratios, average class size, advising ratios, and student services ratios, among others. These, along with current capabilities, are evaluated during planning and used to identify, calculate and prioritize HR plans and budget requests. We benchmark staffing levels for key professions against peer institutions to determine capacity needs. Balancing current needs with longer-term workforce requirements helps SLs determine how to best leverage staffing dollars to achieve institutional goals. Capability and capacity are also leveraged through a variety of approaches designed to provide flexibility to extend our capacity including cross-training, use of part-time employees, and use of adjunct faculty. Discipline leads and their academic chairs and deans work with the VPs of Academic Success to examine annual student enrollment and contact hour growth in each discipline to determine the need for full-time faculty and part-time adjunct faculty.

We ensure that faculty and staff have the appropriate education and are appropriately certified and licensed to meet SACS and other regulatory criteria through careful evaluation of their educational and career backgrounds during the hiring process. Employees transferred and promoted into new positions must also meet all of the position requirements. Candidates must provide evidence that they meet these requirements to HR before hiring.

(2) New Workforce Members – Workforce members are recruited through HR web job postings and other social media outlets. As positions are needed, department heads submit their request to their respective administrator for approval. Once approved, a request is forwarded to HR including any specific skills required beyond the skills specified in the job description. Jobs are advertised in targeted publications to support an increase in diversity of the applicant pool, particularly for faculty and administration positions, in an effort to ensure that our workforce reflects the diverse ideas and cultures of our community and student population. Administrative positions are hired using a search team from the hiring area and others from different areas in order to provide diversity of skills and thought. In hiring of faculty, disciplinary teams are formed to assess content knowledge and teaching ability. Required experience, certifications, and skill sets are identified and applicants are screened against these criteria along with alignment to our values, a student-centered approach, a philosophy of service, and a desire and ability to collaborate. We ensure the fit of new workforce members with our organizational culture by inclusion of our values in the application to help ensure candidates understand them; use of **Behavior-Based Interviewing** that addresses our values and work design prior to hire; and focused training provided to our

interviewees so they understand how to obtain key information on the applicant's fit for the position.

All applicants who meet minimum requirements are reviewed by the hiring manager and/or a College-level screening committee, comprised of employees within the same area of expertise, to identify a pool of candidates that best meets the requirements for interview. After interviews are completed, finalists are sent forward to the hiring authority for approval. Faculty to be interviewed are asked to give a 15-minute teaching demonstration using a concept to teach. Hiring of faculty is conducted through an interview with the Chair, Lead instructor, and discipline leaders. All faculty members must have sufficient academic credentials within their discipline and share the ACD philosophy for student success. Once professional staff and faculty are approved the new employee's name is submitted to HR for a background check, drug screening, credential verification, and job offer.

Workforce members are placed based on their knowledge, skills, and abilities and how well they align with the job requirements. We believe that putting the best person in the position is an important key to success. For example, we place the best teacher in the classroom, regardless of race, religion, gender, national origin, age, disability, veteran or military status, genetic information, gender, transgender status, gender identity, gender expression or sexual orientation. Once new employees are on board, including adjunct faculty, they attend **New Employee Orientation (NEO)** and faculty also attend the **New Faculty Institute (NFI)** followed by more intensive on-the-job training by their Unit manager. NEO includes assignment of an informal mentor, the **Alamo Amigo**, to new employees to accelerate and reinforce learning.

Unit orientation begins our efforts to improve long-term retention. On the first day supervisors discuss expectations using the job description, explanation of the first 90-day probationary period, and individualized job training. The goals are to create a welcoming presence, strengthen partnerships for HR and campus personnel, establish a network for future collaboration, and ensure a sense of belonging. New faculty participate in ongoing orientations for the first year and then monthly sessions focusing on building teaching excellence. New adjunct faculty engage in an in-house certification program with a similar focus on teaching. After 90 days in their new role, employees are invited to a "**Chat with the Chancellor**" meeting in a group setting for a feedback session on their experience as a new hire to help us continuously improve future new employees' experiences and processes. Retention initiatives include ensuring a good cultural fit when hiring; personal learning and professional development opportunities, a positive working environment, a family-type atmosphere, and highly participative leadership. We have found that faculty and staff place high value on our student-oriented culture and dedication to student success. Adjunct faculty are retained by providing professional

development, opportunity for growth and a full-time faculty position, shared governance opportunities and integrating them into Department activities.

(3) Workforce Change Management – Our operational environment constantly changes as a result of enrollment growth or decline, building renovations, budgetary pressures, the changing regulatory environment, and ACD coordination of campus systems. We prepare our workforce for potential and actual capability and capacity changes through communication, ongoing development, cross-training, involvement, and teamwork. We use the **ADKAR Model** for proactive change management and apply the associated Prosci tools to create and execute effective change. We operate with transparency and ensure that the workforce is aware of and participates in decisions that require change at all levels through our well-developed CES shown in *Figure 1.1-3*. In so doing, we are able to adjust to change in a manner that minimizes rumor, allows for input, results in agility, and maintains high employee morale. We encourage our employees to remain flexible, acknowledge the emotional impact of uncertainty, be proactive in how they incorporate change into their work, and stay focused on *Students First*.

We manage our workforce to ensure continuity and prevent or minimize the effect of reductions by proactively evaluating future capability and capacity requirements during strategic planning. As strategies are developed, an assessment is made regarding workforce capability and capacity requirements to support them, gaps are identified, and plans established to ensure they are addressed. Since faculty and staff representatives participate in the planning process they have a forecast of what is coming and can begin to prepare for the needed changes. We also integrate capability and capacity requirements with budget and enrollment projections so we can manage fiscal requirements on a conservative basis. For example, knowing that state funding was going to decline and likely to continue to do so, we have relied on adjunct faculty to adjust the academic workforce as needed so that our quality of education does not decline even in extremely austere times.

When the need for workforce reductions occurs, we use a **Rightsizing Process (RP)** to identify those who will be impacted; notify those people; meet with them to discuss options; determine what the individual's preferences are; if desired, match their skills to other job opportunities within ACD; facilitate placement in a new position where possible; or support their retirement or departure from the organization. We use attrition to the maximum extent possible to minimize the impact on the workforce and also conduct informal discussions with faculty and staff in the affected areas to identify those who might voluntarily retire or be planning to leave the organization for some reason. A **HR Champion** is in place at each campus to ease the impact of change and provisions for outplacement services and severance consideration exist if an employee were ever required to leave in an effort to ease their transition. Our

RP has been highly effective, eliminating the need to separate any employees involuntarily due to workforce reduction.

We prepare and manage for periods of workforce growth through internal promotion and hiring approaches, as well as the use of part-time and adjunct employees. We prepare our workforce for changes in organizational structure and work systems by involving them in planning and decisions where possible and educating them on the pending change and the rationale for it. Where employees are impacted, we apply the RP to manage the transition and provide retraining or movement to other positions. Recently, two rather large groups of employees were displaced, one group due to loss of grant funding and the other group due to reorganization for efficiency. In both instances the RP was executed and all employees were placed in alternate positions. The CPs prioritized hiring of the displaced employees and each was partnered with their own HR Champion to ensure placement.

(4) Work Accomplishment – at DSO we are organized around six Departments led by the Chancellor and five Vice Chancellors: The **Chancellor's Office; Economic and Workforce Development; Academic Success; Student Success; Planning, Performance, and Information Systems; and Finance and Administration**. At the College level, we are organized around four major organizations led by the President and three Vice Presidents: **President's Office; Academic Success; Student Success; and College Services**. Also included are Unit-level Deans, Directors, Chairs and Program Coordinators as well as specific Units with unique functions and responsibilities. Each has a defined purpose, objectives, goals, action plans, and KPIs that are aligned with ACD and College strategic plans as appropriate. Plans are updated annually through the SPP (*Item 2.2*) and performance is reviewed frequently to ensure currency with changing needs and expectations (*Item 4.1*). Leaders stress learning and continuous improvement while nurturing an environment of integrity, collaboration, and teamwork. Our decentralized decision-making structure and focus on teamwork promotes empowerment and fosters agility and innovation. Job descriptions for each position reinforce professional skill requirements and our values are evaluated and updated periodically. To enhance our ability to live our values, jobs are designed with requirements that extend beyond the professional skills to include the ability to apply the values to everyday tasks. To promote *Students First* and *Data-informed*, for example, decision-making at the point of service delivery is authorized and encouraged wherever possible, and all faculty and staff are expected to work together to develop plans, KPIs and targets as part of their basic professional requirements.

Although organized by function, **Collaboration** is also an ACD Value and we have a strong team-based culture built around teamwork and cooperation. Work is typically performed in one of the following team environments: **Unit Teams**, which are generally self-directed and empowered to share responsibilities,

initiate cross-training, improve processes, make decisions, and bring in other individuals and teams who might contribute to the success of their work; **Cross-Functional Teams**, which bring different areas together to communicate across Unit lines and make decisions, solve problems, plan events, design and improve processes, create innovations, and provide feedback; and **Ad Hoc Teams**, which are formed as needed to collaborate on problem solving activities or address special projects. We emphasize a high-quality, vision-driven learning environment where every employee has participated in the **Principle-Centered Leadership** development initiative to increase collaboration and reinforce that we all play a key role in each student's future. *Figure 5.1-1* lists the methods used to organize and manage the workforce to accomplish work requirements.

5.1b Workforce Climate

(1) Workplace Environment – As a *Data-informed* organization, we assess our processes and procedures to ensure a healthy and secure workplace environment, especially providing accessibility to all that require it. Our **Wellness Committee** is responsible to plan health and wellness initiatives and ensure that there is a focus in this area for all employees. To understand needs and develop programs, **Wellness Surveys** are conducted in odd-numbered years. Initiatives include: **Campus Environments** that provide walking trails with exercise stations, fitness centers, Olympic sized indoor pools, gymnasiums, fitness training, water aerobics classes, and basketball leagues that are available to employees free of cost; **Lunch-n-Learn** that provides seminars on health and wellness topics twice each semester that are designed to cover the seven dimensions of wellness - emotional, environmental, intellectual, occupational, physical, social, and spiritual wellness; and annual **Campus Health Fairs** where health screenings, including blood pressure, cholesterol, glucose, and BMI are provided and community partners explain programs and offerings providing flu shots, prevention instruction, and smoking cessation information. The programming of the Wellness Committee and high employee participation led to ACD being chosen to receive the San Antonio Healthy Workplace Platinum Level Award in 2016 and the Wellness Council of America WELCOA Award last year.

From a security standpoint, commissioned police officers of the **Alamo Colleges Police Department (ACPD)** serve on every campus 24/7 to provide security, escort, and safety services. Parking lot courtesy phones allow a caller to contact ACPD immediately. To improve response times, ACPD officers use bicycles, T-3 (two wheels) motion vehicles, T-4 Electronic Police Cruisers, as well as foot patrols to maneuver around campus. Substantial training has been provided to our workforce on emergency management and security topics such as Active Shooter and a poster campaign is raising employee and student participation in promptly reporting unusual situations that could indicate an impending security problem. We have installed e-panic buttons in every classroom and desktop, as well as electronic access doors on campus buildings

to control entrance after hours and provide ease of access to those with physical disabilities.

Requirement	Method
Accomplish Work	Alamo Way Leadership Model/Work Culture
	Organizational structure
	Job descriptions and requirements
	Team-based approach
	Cross training
	Collaborative work environment
	Defined work processes
Capitalize on Core Competencies	Workforce empowerment
	Personal attention to students
	Multiple community engagement methods
	People Plan
	Outreach to feeder schools
Focus on Students, Other Customers, and Student Learning	Engagement with underserved communities
	Instructional and service innovation
	MVV
	Students First Alamo Way Priority
	KPI Measurement System and WIGs
	Leadership reinforcement
	Employee Performance Plans, SMART Goals, Competencies, and Development Plans
4DX	
Exceed Performance Expectations	Unit Planning Processes
	Alamo Way Leadership Model
	KPI Measurement System
	Performance and Program Reviews
	Employee Performance Evaluations
	4DX
	Culture of continuous improvement/innovation
Data Days	

Figure 5.1-1 Methods to Address Work Accomplishment Requirements

To ensure a focus on accessibility, Campus facilities are ADA compliant with ramps, bleachers, chairlifts, elevators, wheelchair accessible areas, sign language interpreter services, closed captioning and text/email alerts, braille signage, mandated width for all doors, doors with ADA buttons, ADA restroom stalls and parking places, dispensers and water fountains that do not exceed maximum height, and an ADA compliant ACD website. We adhere to all ADA standards in new construction projects and when making improvements to existing facilities. All projects costing more than \$50K go thru a Texas Department of Licensing and Regulation review to ensure compliance. For smaller scale projects we accomplish our own review to ensure that we meet and exceed all standards. For example, we have installed automatic doors across campuses in internal hallways; we are continuing to add automatic doors to restrooms across our campuses; and automatic openers and doors have been added to executive offices. In addition, we make accommodations for employees who have special needs on an individual basis and provide students with special needs extraordinary assistance to allow them equal access to the educational system. Offered to students are services such as interpreting, note-taking, scribes during testing, reading tools during test taking, and use of various technology tools. Environmental factors and KPIs are shown in *Figure 1.2-2*.

Key Services and Benefits
Personal Health Insurance (no cost to employee)
Life Insurance with AD&D; Long & Short-term Disability
Dental Insurance
Tuition Reimbursement Program for employees and dependents
Emergency Sick Leave
Employment Assistance Program
Workers' Compensation Benefits
TRS or ORP; 6% required of employee and 100% matching
403b and TexSaver Retirement Plans
Living Wage for hourly employees that exceeds federal minimums
Personal, Civic, Bereavement, Military, Developmental Leave; Up to 17 paid holidays including 10-day Winter break and 5-day Spring Break
FMLA; staff vacation time (Faculty on <12-month contracts)
Tuition discounts for employee child dependents
Health and Wellness Center; Weight Room, Fitness Center
Ergonomic Furniture and Tools
DPS & Courtesy Patrol
<i>Figure 5.1-2 – Key Services and Benefits</i>

(2) Workforce Benefits and Policies – General HR policies and benefits are recommended for approval by the Board after consideration by PVC and with input from faculty through the **Faculty Super Senate (FFS)** and from staff through the **Unified Staff Senate (USS)**. ACD offers a comprehensive and generous benefits package for all full-time employees (*Figure 5.1-2*), which is important in attracting and retaining top employees. We train supervisors to apply policies consistently to all employees and employee groups in areas such as ethics, FMLA, sexual harassment, Title IX, and EEOC hiring practices. Employees have direct access to HR Partner and Benefits Coordinators who are located on all campuses to quickly answer any questions about policies or benefits. The Board tailors our policies to best leverage an academic workforce such as implementing four-day workweeks during summer, providing FMLA policies that maximize employee sick leave, and allowing telecommuting under appropriate circumstances. Benefits are also tailored for adjunct faculty including a customized training and certification path and an opportunity to qualify for retirement benefits. The USS evaluates and improves the benefits and services approach, an example of which is the recently gained approval for a new benefit closing the Colleges during spring break so the workforce could spend that time with their families. In addition, Learning and Development programs are available for full-time and adjunct faculty and staff as described in *Area 5.2c (1)*.

5.2 Workforce Engagement and Performance

5.2a Workforce Engagement and Performance

(1) Organizational Culture – We foster a work culture driven by our leadership philosophy, the **Alamo Way - Always Inspire; Always Improve** that supports and engages employees around its three critical Priorities: Student Success Principle Centered Leadership, and Performance Excellence. These three Priorities are embodied across the organization by open communication, high-performance work, continuous learning, and a collaboratively engaged and empowered workforce. This serves to ensure that we benefit from the

Factor	Methods
Open Communication	Deployment of MVV
	Communicate and Engage System
	SL Visibility and Interaction with the Workforce
High Performance Work	Alamo Way Leadership Model
	Unit Planning Processes
	KPI Measure System and WIGs
	Focus on continuous improvement and innovation
Engaged and Empowered Workforce	Staff Progress Review and Faculty 180
	Decision-making at the point of impact
	Collaborative work environment
	Team-based approach
	Participation in planning and budgeting
	4DX
	Principle-Centered Leadership Course
	UFS and USS
Cross-College Councils	
Diverse Ideas, Cultures, Thinking	Focus on diversity
	Recruiting and hiring approach
	Team selection approach
	Diversity workshops and celebrations
	APs for underrepresented minority groups
<i>Figure 5.2-1 Factors Impacting Organizational Culture</i>	

diverse ideas, cultures, and thinking of our people through the methods identified in *Figure 5.2-1*.

(2) Drivers of Engagement – We believe that an engaged workforce produces better outcomes and have developed strategies to focus on what we believe are the key factors that drive engagement. Based on research conducted by Gartner, Inc., we focus on employee perceptions of past events, present experiences, and future expectations to identify what we refer to as **Engagement Capital**, which reflects the beliefs we hope to create in all phases of the workforce experience.

- **Engagement Capital Past** – I have consistently been treated well; I take pride in my organization
- **Engagement Capital Present** – I look forward to going to work each day; I know how we are doing and where we are headed
- **Engagement Capital Future** – I am confident about the future of the Alamo Colleges District; My contribution to our future success is important

(3) Assessment of Engagement – Workforce engagement is assessed formally by means of surveys and workforce performance indicators, and informally by workforce involvement and participation in various activities and feedback from employees obtained through a number of informal approaches. The same methods and measures are used for all workforce groups and segments. The **PACE Survey** is the key tool used to assess workforce engagement and satisfaction. PACE is administered each year throughout ACD to obtain the perceptions of the workforce concerning the climate at the Colleges and DSO and provide data to assist us in promoting greater engagement and more open and constructive communications among faculty, staff, and administrators. We

collaborate with researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) to develop and administer the survey.

In the PACE model, the leadership of an institution establishes the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors needed to engage the workforce toward an outcome of student success and institutional effectiveness. NILIE has synthesized four leadership or organizational systems ranging from Coercive to Competitive, to Consultative to Collaborative, with the latter generally producing better results in terms of productivity, job satisfaction, communication, and overall organizational climate. Our objective is to achieve a fully collaborative organizational climate. The survey asks employees to rate 56 separate items on a five-point scale, with a rating of five indicating high satisfaction and a rating of one low satisfaction. The existing climate is determined by these responses and is compared to the range of the four managerial climates and also to a norm base of participating colleges across the country. PACE data are compiled into areas for improvement and strengths based on the highest and lowest rated items in the four climate factors. SLs focus on the top priority improvement opportunities and employees participate in discussion groups to better define areas of concern, which are then offered to Unit managers for development of UAPs.

Based on the survey results and input received through other workforce feedback events, we determine what issues impact workforce engagement and satisfaction, and identify action plans to produce higher performance. Retention rates, exit interviews, learning and development participation, and performance evaluation results are also used to indicate workforce engagement and satisfaction. For example, in 2017, as a cycle of learning, the employee Exit Interview process was substantially enhanced to increase participation and the depth of information collected by using a third party who calls employees after they separate. This rich information is now used to identify opportunities to improve the workplace and increase employee engagement. In addition, starting this year we plan to incorporate Gartner's Engagement Survey to provide us more definitive data related specifically to workforce engagement.

(4) Performance Management – As a result of a cycle of learning, a new and innovative **Staff Progress Review (SPR)** and **Faculty 180** have been implemented to support high performance and engagement of our workforce. SPR requires that each staff member across the organization annually creates a **9-box Performance Plan (9PP)** with his or her supervisor that includes **3 SMART Goals**; **3 Lominger Competencies**; and **3 Development Plan Activities (DPAs)**. As work on the plan moves forward employees record their progress online in **AlamoTALENT** allowing supervisors and SLs to track their progress, encourage them toward achievement of their individual goals, and monitor the aggregate efforts of

employees to achieve SP goals as indicated in **Area 1.2a (2)**. The SMART Goals are linked to the strategic plans; each Lominger Competency is aligned with the ACD Values, and each DPA is geared to address organizational and personal learning needs and desires of the workforce. For example, **Collaboration** includes Innovation Management and Problem-Solving as key competencies. At the end of the performance period a progress review is conducted and the next 9PP is set.

Faculty are now evaluated by their peers and chair using the **Faculty 180** evaluation model based on performance criteria developed by the faculty committee. Faculty 180 is an online process that replaces the previous paper-based evaluation processes and includes a "faculty accomplishments" assessment. This new approach provides faculty an opportunity to give a fair and accurate presentation of their professional activities, teaching effectiveness, and service to the institution, as well as its commitment and that of the institution to student success. Faculty with more than 5 years of service submit a portfolio biannually; those with less than 5 years submit by the end of every spring semester. Student evaluation results are incorporated into the evaluation by the chair. Each faculty member creates an online portfolio to document achievement and progress toward the criteria for faculty evaluation. The portfolios are preserved online and the faculty may use the contents at other points in their career to build a promotion portfolio. For the performance rating period September – May, peers conduct Classroom Observations to assess and coach the faculty member on his/her teaching methods and subject matter. Key classroom observations are included in the online evaluation the peer provides. All evaluators review the content of the portfolio and rate it using common evaluation criteria. When the evaluation is completed by all reviewers the chair meets with the faculty member to provide performance feedback and create a development plan for the coming year.

Rewarding and recognizing employees is regularly practiced throughout ACD. The Staff Council recognizes an **Employee of the Month** at each College and DSO based on nominations submitted from the workforce. The Council votes and awards the employee with a plaque and celebratory gathering. Each is then submitted for the ACD Employee of the Month, which is bestowed by the USC acknowledging an employee who is then honored at the Board meeting the following month. Other forms of recognition include the **NISOD (National Institute for Staff and Organizational Development)** awards; the **Starfish Award**; the **Minnie Piper Stevens Award for Teaching Excellence**; **Years of Service** awards; and recognition of employees at Convocations who receive Degrees and Certificates. In addition to these ACD recognition methods Presidents have implemented approaches that best fit the needs of their College.

5.2b Workforce and Leader Development

(1) Learning and Development System – our learning and development system is designed to provide us the capability

to successfully achieve our objectives and for each member of the workforce to achieve their full potential. Each year we create an ACD wide **Development Plan (DP)** to support organization and individual needs in these areas:

- Alamo Way Priorities;
- ACD and College strategic plans;
- Individual learning needs and desires; and
- Knowledge, Skills, and Abilities (KSA) to be leaders in our ever-changing professions.

The DP specifies learning and development needs that are derived from the SP and the SPR 9PP focusing on those that must be addressed in the coming year along with the resources required to support them. Once the DP is complete, **Learning Advisory Boards (LABs)** and teams of **Subject Matter Experts (SMEs)** from across ACD meet to interpret those needs, develop content, and select materials, trainers, and speakers. Budgets are built to support the DP through the ACD Budget Process, and once funding is approved, learning is delivered and reinforced using **The Six Disciplines of Breakthrough Learning (6Ds)** model: Design, Define, Deliver, Drive, Deploy, and Document. The DP directly supports Alamo Way and its three Priorities as shown in **Figure 5.2-2** with the many offerings provided as standard learning and development options in each Priority.

Alamo Way Strategy		
SS	PCL	PE
Institutes	ALAS	4DX
Instructional Innovation	Emerging Leaders	FOCUS PDCA
Pedagogy	Core Competencies	ADKAR
Emerging Ethics Topics	Baldrige Framework	Learning Communities
Faculty Development	SPP	Unit Action Planning
Equity & Diversity	Development	Lean Launch Pad
Instructional Design & Delivery	Crucial Conversations	Innovation & Entrepreneurism
Master Teacher	PCL	Human Center Design
ACL & PBL	Chairs Academy	Project Management
Assessment/SLOs	NEO, NFI, NAO	5 Team Dysfunctions
Faculty Mentoring	Faculty Development	Teaching & Technology
5 Disciplines	Values	
Critical Thinking	Supervisor Tng	Quality Matters
Classroom Mgmt	Convocation	Trainer Certification
Advisor Certification	Prof Devel Day	Distance Learning
Advisor Development	Ethics	Curriculum
Adjunct Faculty Devel/Cert	Performance Development	Discipline & Job Specific
FERPA	BAT Teams	Emergency Prep
Drug Free		Active Shooter
Title IX & Civil Rights		Safety
Bully Free		Defensive Driving

Figure 5.2-2 Learning and Development Key Offerings

Organizational and workforce learning and development needs are developed through the SPP and SPR processes and aligned at the College, DSO, Unit, and Team levels through application

and deployment of the DP. The **AlamoTALENT** learning module aligns learning and development to SOs, APs, results, and performance evaluations and directly supports this process with its integrated modules for recruiting, onboarding, learning, performance, community, career path, and succession. The learning modules provide course registration; wait listing and assessment; transcripts; reporting; learning communities; and development plans. Leadership development is also integrated and reinforced through development opportunities within AlamoTALENT including the ALAS and Emerging Leaders, and informal leadership development programs. We are constantly updating our offerings as organizational needs change. Most recently, as a result of Baldrige feedback, we have implemented an innovation development initiative that includes Human Centered Design, Customer Interviewing, Prototyping and Testing, and a five-week module centering on Innovation and Entrepreneurism. The innovation program will provide training to teams working on innovative methods to solve problems and is based on the process taught to graduate students at Stanford University.

Reinforcement of new knowledge and skills on the job is accomplished through self-reporting, mentoring, and observation by supervisors and other employees. In addition, since learning and development are part of the 9PP, an assessment of progress occurs during supervisor reviews to ensure that the new skills and knowledge are being effectively applied. Further, network drives housing documents and data, the Alamo Share intranet housing unit-specific information, and the AlamoTALENT Knowledge Bank housing key insights and information posted by employees include new knowledge and allow further verification that faculty and staff are applying the new knowledge they acquired.

(2) Learning and Development Effectiveness – Participants and trainers evaluate the effectiveness and efficiency of our learning and development system through **Kirkpatrick’s** four-level training evaluation model: **Reaction; Learning; Behavior; and Results**. Using this approach our learning outcomes and effectiveness are assessed at the individual, profession, team and organization levels and allow us to benchmark against the AtD “Best Performing Organizations” and PACE community college peer groups. Engagement and satisfaction results are correlated with other performance results to determine the impact that human resource-related performance has on key organizational outcomes. Where a correlation is established to suggest that faculty and staff performance, perceptions, or views are adversely or positively impacting overall performance, actions are identified and taken to make improvements or to further capitalize on a positive impact. For example, we correlate student satisfaction with PACE results to determine the degree to which workforce engagement impacts student satisfaction and engagement.

(3) Career Progression – Organizationally, we manage career progression through the AlamoTALENT **Talent Management System (TMS)** that is available to the workforce and facilitates career planning and development. AlamoTALENT houses tools and resources for career planning and development and allows the review of workforce capabilities via talent pools, employee profiles, résumés, performance, the learning transcript, and additional professional certifications. This is integrated into learning modules to ensure top performers are candidates for career progression. AlamoTALENT also allows us to create talent strategies and pools based on learning and performance results. As part of this activity, supervisors discuss career progression opportunities with their employees and assist in creating 9PPs to help them achieve their goals.

From a workforce perspective, AlamoTALENT gives employees a method to access required learning and development and that which is optional to enhance their job skills and allows each person to access a personal transcript that keeps track of completed sessions. All training is free and there is no limit as to what an individual can complete. In addition, an employee can post a resume and add career preferences for others to see in creating new career paths. AlamoTALENT also provides access to job postings and new career opportunities via **Talent Search**, a weekly email bulletin of open positions throughout ACD. In addition, as a result of a cycle of learning, we have implemented an innovative **Interim Assignments Process** that gives employees the opportunity to step into jobs as “interim” assignments. This allows both the employee and manager to gain familiarity with new and growing roles. Employees have the opportunity to learn new skills while being compensated they feel it is a good fit. This permits managers the opportunity to see the employee “in action” and gain an understanding of readiness for the position or if further development is needed.

Promotion occurs from within our own ranks wherever possible to preserve the resources invested in integrating employees into the culture and to retain the organizational knowledge developed by the workforce. While our regulatory environment places limitations on succession planning and we are not allowed to pre-select individuals for more senior leadership positions, **ALAS** and **ELP** referenced in **Item 1.1c (1)** provide a strong foundation for succession planning and leadership development. ALAS is a nine-month leadership development program designed to prepare high performing individuals for future leadership roles throughout ACD. It serves to provide participants personal and professional growth and new knowledge to effectively lead within ACD and in their respective areas of work. The objective is to provide definition and understanding in four leadership imperatives and their qualities: Inspire Trust; Clarify Purpose; Align Systems; and Unleash Talent. Each College chooses two to five people from different Units to participate in the program annually. ELP is designed to prepare high potential employees for leadership positions of greater responsibility by giving them the necessary

mindset, skill sets, and tools to make that possible. The program is six-months in duration with ALAS grads serving as mentors. Participants are nominated by their supervisor and selected by the CPs and VCs. Along with our vibrant learning and development system these programs produce highly qualified individuals ready to compete for and assume positions of greater responsibility in both leadership and management. For example, an internal candidate has been selected as our new Chancellor and two of four College President selections over the last four years were internal candidates that emerged from national searches.

Category 6 Operations

6.1 Work Processes

6.1a Program, Service, and Process Design

(1) Determination of Program, Service and Process Requirements – We determine key program, service and process requirements by collecting data directly from students and other customers in accordance with the **Process Design Model (PDM)** (*Figure 6.1-1*) and the **New Program Development Process (NPDP)** (*Figure 6.1-2*). PDM is used throughout ACD to design new or redesign existing work processes and services while NPDP is used to design and introduce new education programs primarily at the Colleges. Identification of program, service, and process suppliers, inputs, and customers plays a key role in our ability to accurately establish requirements. It begins with an understanding of the needs and requirements of students and

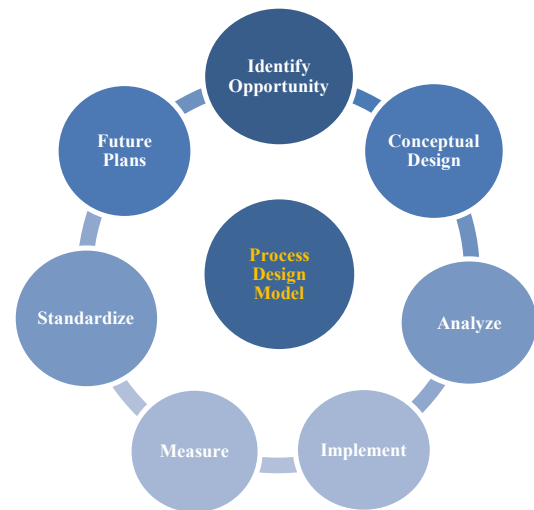


Figure 6.1-1 Process Design Model

other customers. The VOC System (*Figure 3.1-1*) provides the majority of the data that are used by design teams to formulate customer-driven requirements, but teams make direct contact with customers themselves to verify needs and expectations. In addition, we recognize that there are operational requirements for programs, services, and processes that may have to be established based on stakeholder needs or concerns including faculty and staff members, DSO personnel, the community,

suppliers, collaborators, partners, and other interested parties, so we research this area as well where appropriate. The regulatory and accreditation environment is also a driver of program, service, and process requirements and it too is evaluated as a step in the requirements definition process. Once student and other customer needs and expectations are understood, they are translated into process key requirements using a variety of planning tools such as Quality Function Deployment.

(2) Key Work Processes – Key work processes and associated requirements are shown in *Figure 6.1-3*.

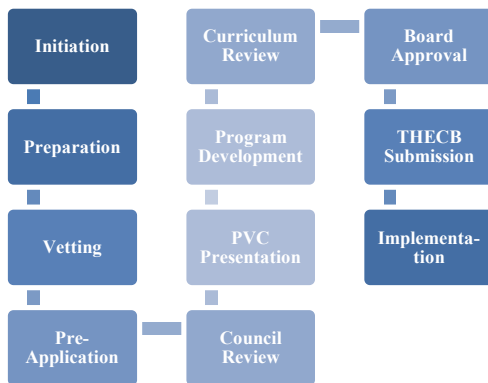


Figure 6.1-2 New Program Development Process

(3) Design Concepts – We follow the guidelines of PDM and NPDP to design or redesign educational programs, services, work processes and innovations to meet all requirements. These models are used to ensure that process teams and owners have a consistent and simplified approach to use in design and redesign initiatives. Personnel are provided an introduction in the use of these models early in their employment, and design team members and process owners receive more detailed follow-up training. The need to design or redesign a new educational program, service or work process is often determined during strategic planning based on data compiled from working sessions held during plan development; Advisory Committee, employer, or faculty input; community input; from Voice of the Customer input; or based on technology advances, regulatory and compliance requirements, and/or process performance results. When the need is verified, PDM or the NPDP and are applied. Space limitations do not permit a full description of both models, so the seven steps of the PDM only are described. A full explanation of the NPDP will be provided on site.

Identify Opportunity – form the design team; establish a mission statement to define the need and outcome expected; identify measures and constraints; establish team structure with involvement of process experts and stakeholders.

Develop Conceptual Design – identify customers and stakeholders; identify student and other customer needs and expectations, regulatory and accreditation requirements, and organizational needs; translate needs and expectations into key process requirements; develop the ideal process flow to achieve maximum efficiency, effectiveness, and agility; explore technology and benchmarking opportunities; create initial design; evaluate financial impact; confirm targets and timelines; develop outcome statement.

Analyze Design – if a new design, present to stakeholders for review and coordination; assess efficiency and effectiveness to include cycle time, productivity, and cost controls; confirm KPIs and performance targets; analyze and address potential safety issues; proactively address potential errors and rework. If existing process, identify problems and solution alternatives; conduct root cause analysis; select best solution; adjust accordingly; for all designs assess to ensure agility and customer value.

Implement – develop implementation plan including barriers to implementation; set goals for efficiency and effectiveness; conduct a pilot or test; identify and correct problems to ensure a trouble-free launch; finalize evaluation approach.

Measure Results – collect performance data to determine if student and/or other customer needs are being met and requirements are being fulfilled; analyze data to provide a clear understanding of performance; reach conclusions about performance; verify effectiveness of the design.

Standardize – hardwire the new approach in the organization through documentation and education; assign ownership.

Develop Future Plans – identify initiatives to improve the process; identify areas for replication; evaluate and improve the design process; share information about the effectiveness of the process; report outcomes as appropriate.

PDM has been used to design our SPP and we have designed and implemented innovative instructional methods such as Problem-based Learning, Peer Mentoring, and Learning Communities to help reduce the number of High Risk Courses using PDM. NPDP has been used to design our new Social Work Associate Degree Program among others.

6.1b Process Management and Improvement

(1) Process Implementation – operation of our work processes meets key process requirements by establishing process KPIs that align with the requirements during process design. Student and other customer needs and expectations are originally factored into the design of work processes in the “**Conceptual Design**” step and again as KPIs are identified to evaluate the performance of those processes. Faculty and staff members monitor in-process and outcome measures on a predetermined schedule to ensure that desired performance levels are being

Work Systems & Key Processes	Key Requirements	Example In-Process KPIs	Example Outcome KPIs
Student Intake			
Recruiting and Admissions	Access to Services Accuracy Timeliness Financial Support Compliance	College Connection Visits; Recruitment Events; STU 194 Application Counts/Completion	Enrollment FA Award and Processing Time Compliance NSO Attendance Student Satisfaction
Testing and Placement		Refresher Course Enrollment; TSI Exam Appointments	
Financial Aid		FAFSA completion; # Students Needing Verification Forms	
New Student Orientation		Registration ready students at NSO	
Student Learning			
Teaching	Quality Instruction Learning	Student Evaluation of Teaching	Course Completion Rates Productive Grade Rates High Risk Course Rate Student Satisfaction Program Effectiveness
Tutoring		% Students Attending Tutoring	
Curriculum Development/Review	Access to Faculty Engagement	Process Milestone Completion	
New Program Development		Milestone Review Outcomes	
Program Review*	Relevance	Process Milestone Completion	
Student Success & Completion			
Degree/Certificate Completion	Accuracy Timeliness	Weekly Graduation WIG Report; Graduation Lead Measures; 30 and 45 Hour Touchpoints	Graduation WIG Graduation Rate Employment Rate Transfer Rate
Transfer		30 Hour Intent; 30 and 45 Hour Touchpoints; Student Assists w/Transfer Application	
Student Support			
Advising	Access Consistency Timeliness Engagement Support	Advising scorecard; Contact Rate; Wait Times; 15, 30, 45 Hour Touch Points; ISP Assignment	Persistence Advising Ratio # Certified Advisors Student Satisfaction Report on Disability Svcs VA Report Engagement Indicators
Disability Support		Ltrs of Accommodation; Contact Rate; Wait Times	
Veteran's Affairs		Certifications Completed; Contact Rate and Wait Times	
Student Engagement		# Students Involved in Clubs/Orgs	
Counseling		# of Student Sessions	
Operational Support Systems			
Information Technology	Ease of Use Access Accuracy Timeliness Safety & Security	Help Desk Effectiveness	Customer Satisfaction Supply Cost Savings Work Order Completion Injury Rates Emergency Drill Results
Human Resource Management		Days to Fill Positions	
Supplier Management		Procurement Purchase Cycle Time	
Facilities Management		Work Order Turnaround Time	
Safety & Emergency Prep		Emergency Prep Drill Results	
<p><i>Figure 6.1-3 Work Systems, Key Processes, Key Requirements, KPIs</i> <i>*Program Review applies to Support Services and Systems as well as Academic Programs</i></p>			

achieved based on the key measures of success that were identified during design in accordance with the “**Measure Results**” step of PDM. Key process requirements were developed during the design phase and integrated into the measurement system, therefore, the measurement approach allows us to determine if requirements are being met. Included in the measurement approach is establishment of baseline performance, expected performance, and outcome goals or objectives. This permits the workforce to determine if process performance is meeting expectations. If a process exhibits excessive variability or a problem is identified, process owners analyze their process to determine root cause and generate solutions. Both in-process and outcome achievement measures are used. The use of in-process measures allows for the opportunity to prevent variability in process outcomes. Outcome measures are used to create baselines and track performance over time.

Student and other customer satisfaction is a standard measure for all ACD processes, and this policy drives collection of feedback from students and other customers on a routine basis. In-process data are collected regularly to ensure the processes are performing effectively and although not all in-process measures are aggregated, some in-process data and many

outcomes are aggregated, analyzed, and trended at the Unit, College, and/or DSO level to allow us to identify ways to improve and innovate at all levels. Examples of key process KPIs are shown in *Figure 6.1-3*.

(2) Support Processes – We determine key support processes based upon the needs and expectations of our students, other customers, and the faculty and staff that are responsible for our educational program and service delivery. These processes are identified in *Figure 6.1-3* and are components of the Student Support and Operational Support Systems Work Systems. We follow the steps described in the PDM to ensure that these processes meet key support requirements in the same manner that is explained in *Area 6.1b (1)*.

(3) Program, Service and Process Improvement – Work processes are improved using the **FOCUS PDCA Improvement Model** shown in *Figure 6.1-4*. This model is used ACD-wide to guide the workforce through cycles of learning and is introduced to faculty and staff during orientation with additional training provided periodically. We initiate work process improvement efforts in a number of ways. First, individual process owners may identify excessive variation in the performance of their process and generate a process

improvement initiative on their own. Second, we may create a process improvement team as a result of underperformance of a process, customer feedback, a review of comparative data, benchmarking, advanced technology opportunities, or some other means of identifying a need for improvement or innovation. Third, an improvement or innovation initiative may result from the performance review processes that are conducted by SLs. When KPI performance is below expectations, reviews often produce requirements for improvement. These are communicated to teams, work centers and process owners as appropriate so actions can be taken. The overall results of performance reviews are shared throughout the Colleges and DSO so process owners can use the information provided during their regular process and evaluation and improvement sessions. FOCUS PDCA is applied as shown in *Figure 6.1-5* and we use it routinely to create cycles of learning and improve processes such as the method by which Purchasing can change student records and the redesign of the student withdrawal process.

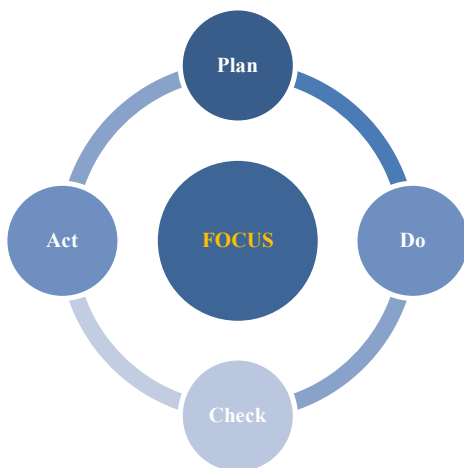


Figure 6.1-4 FOCUS PDCA Model

Step	Action
F	Find a problem before the problem finds you.
O	Organize a team of experts and process users.
C	Current process must be clarified and understood. Do not jump ahead to a solution prematurely.
U	Understand the root cause of the problem. Why is there variation? Use the "five whys".
S	Select the root cause that underlies all or most of the other root causes.
P	Plan how to execute the solution. Determine KPIs.
D	Do the plan step-by-step
C	Check the measures to determine progress and success.
A	Act on the data. Determine cycles of improvement.

Figure 6.1-5 FOCUS PDCA Application

6.1c Supply-Chain Management – ACD purchasing practices are governed by the provisions of Texas State Law, the Board Policies and Procedures, and Purchasing & Contracting

Guidelines. Suppliers are selected using an Informal Competitive Procurement Process with Evaluation for purchases less than \$50K in any 12-month period, or a Formal Competitive Procurement Process with Evaluation for purchases greater than \$50K. The following criteria are weighted and used in making award determinations: purchase price; vendor reputation; quality of the goods and services; extent to which they address our needs; vendor past relationship with us; long-term cost to us; if vendor has a significant presence in Texas; and any other relevant factor.

Based on these criteria, Purchasing and Contract Administration (PCA) has award contracts in place to meet supply requirements as needs arise. For one-time purchases, PCA may solicit verbal or informal quotes from vendors and, after evaluation of the quotes, issue a purchase order to the selected vendor. In some circumstances, if the dollar amount and purchase type is right, the customer is delegated the authority to make the purchase with a Procurement Card (PCard). When we exercise this option, we make supplier selection decisions based on our past experience and our satisfaction with the vendor. Potential suppliers may apply online through our website to establish a relationship and get more information about how to do business with ACD and all of its affiliated colleges. PCA maintains a file on prospective vendors, which is continuously updated with new vendors in order to maximize competition. We survey customers and stakeholders at least once annually to determine performance; assess billing and payment results; and track attempts by suppliers to change contract terms, such as pricing or service delivery time. PCA provides feedback to contractors on the results of the surveys, assessments, and negative experiences that have occurred so that corrective action can be addressed. When contractors are notified of issues they contact the affected College and PCA directly to correct performance deficiencies and provide remedies. We deal with poorly performing suppliers by withholding payment until specific contract requirements are met, issuing notices of failing service delivery, and negotiating modifications. If we cannot remediate performance, we assess other sources and occasionally terminate agreements. PCA develops, implements, and supervises these policies and processes and works with stakeholders regarding changes, updates, and outcomes. We regularly conduct cycles of learning reviews and have recently made improvements to our PCard Purchase process and our outreach efforts to Small, Minority, Women, and Veteran Owned Business Enterprises.

6.1d Innovation Management – We manage innovation from both an organizational perspective and a Unit/process owner perspective. Organizationally, at ACD and the Colleges the **RIP** is integrated with the SPP and its **Discovery** phase is applied during planning to produce a list of Key Strategic Opportunities that might be pursued as explained in *Area 2.1a (2)*. PVC or CLTs assesses these opportunities in terms of potential benefits and the risks associated with them. If the

outcome of this initial intelligent risk assessment suggests that the opportunity should be pursued, the team then identifies it as a SP or AP and it is moved to the **Incubation** phase of the RIP. If the opportunity is deemed viable after this phase is complete it is given priority consideration in the budget allocation process and enters the **Acceleration** phase. Examples of the many organization level innovations created in this manner include: Early College High School; an innovation grant program to fund innovations; development of a new procurement process at DSO; and design and implementation of a Participatory Budgeting process at PAC.

From a Unit/process owner perspective, individuals are empowered and encouraged to create improvements and innovations and implement them directly if the impact does not go beyond the Unit and the manager concurs. If the impact is more widespread a proposal is submitted to leadership as described in *Area 1.1a (3)*. In either case, the RIP is applied to decide if the proposal should go forward for funding consideration. If yes, the appropriate actions are taken to create a team, design the innovation, and ultimately implement the change if all goes well in the design effort. The RIP and PDM are integrated to support this approach. The **ACD Innovation Grant Program** funded by the ACD Foundation provides opportunity for all Units and individuals to apply for funding to support innovation initiatives in addition to our normal budgeting approach.

6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness – In an effort to keep operating costs at the lowest possible level, we have taken a number of steps to focus on this important area. Efficiency and effectiveness factors are integrated into the design of processes in accordance with procedures established by the PDM. Process efficiency and effectiveness are initially addressed by eliminating bottlenecks and redundancy in process steps, identifying those responsible for decision points so there is no ambiguity, seeking the shortest possible cycle time for the process, and establishing in-process measures at key points. The process is then assessed to ensure that efficiency and effectiveness are maximized, and goals are established prior to implementation. Measures to track progress and determine if efficiency and effectiveness goals are being met are used to monitor the process once implemented. In addition, our procurement practices work to drive costs down through centralized purchasing as explained in *Area 6.1c*.

A number of techniques are used to prevent rework and errors, and minimize costs, including the costs that might be incurred by students and other customers. Among those are the integration of new technology, automation, procurement partnerships, audits, inspections, effective process management, and collaboration across the organization to ensure seamless transitions from one process to another. For example, we incorporated virtual desktops in our labs to lower cost and provide better service to students and established "one-

stop shop" enrollment centers to improve efficiency and service to students. In addition, we are minimizing the costs incurred by our students through implementation of two programs, **AlamoOPEN** and **IM Direct**. AlamoOPEN is our initiative that bundles Open Educational Resources (OER) with other no cost methods to provide students their instructional materials before the first day of class at no cost, which now benefits more than 8,000 students. IM Direct is our Inclusive Access model that works with publishers to reduce the cost of their resources while also providing the students day one access. Together these initiatives have impacted nearly 28,000 students saving them an estimated \$1.9 million dollars in academic year 2017 alone. We are expanding offerings through a national partnership with **OpenStax** and as a grant recipient of the **AtD OER Degree Grant** as well as fostering better working relationships with publishers like Pearson, McGraw-Hill and Cengage.

6.2b Management of Information Systems

(1) Reliability – As information systems are selected and procured, hardware and software sources are screened and assessed to ensure that only highly reliable products are chosen. Specifications are defined through the development of definitions, identification of needed data elements, and user requirements. User authentication procedures, audit reports, data validation functions, comparison to standards, and hardware and software monitoring also contribute to our ability to ensure high reliability of our information systems. We also assure core systems availability by providing redundant resources for hardware, software and storage. Reliability of the system is tested annually as part of its Disaster Recovery exercise which requires full system recovery within four hours. In addition, ITS tracks system up-time as part of its 4DX WIG.

(2) Security and Cybersecurity – To ensure data security, access is restricted to users with a valid Active Directory account. The level of data access depends on the employee's role. Reports are generated and reviewed monthly by ITS to ensure that security protocols are accurate and enforced. Employee separation notices to remove access are generated when employees leave the organization. Additional actions to ensure data and information security include:

- access to servers is restricted to ITS personnel;
- firewalls are used to protect data availability;
- Virtual Private Network (VPN) access is used to grant employees access to data outside of the Firewall;
- data transmitted to external organizations are encrypted;
- employees are issued and acknowledge the Computer Users Security agreement to protect data and passwords;
- intrusion detection and protection systems are maintained;
- Regular Rapid 7 vulnerability scans and penetration tests are conducted on a regular basis; and
- network scans are conducted 24/7/365.

Further, ITS has doubled the technology security staff and engaged security professionals for regular vulnerability

assessments. A comprehensive IT Risk Assessment exercise is conducted annually; system log monitoring software and off-site system checkers are employed to assure continued availability; and internal security processes and procedures have been documented, reviewed, approved and operationalized to provide for overall system, hardware and data reliability and availability.

Cybersecurity threats are a huge risk factor today, so we provide for the security, reliability and integrity of ACD systems, as well as student, financial and employee information, using a variety of methods. To maintain awareness of emerging cybersecurity threats, the IT Risk & Security Office Staff own various professional security certifications that require Continuing Cybersecurity Professional Education Credits (CPEs) annually. They attend professional security conferences and specialized training provided by various Cybersecurity training organizations such as SANS, New Horizons, Educause, and Microsoft. They also are members of various Professional Security User groups, such as ISSA (Information Systems Security Association), Educause – Best practices for Higher Education, and Texas DIR User Security group to maintain knowledge of cybersecurity technologies and threats. In addition, they subscribe to various security and audit magazines, threat alert blogs, advisories, and other social media. such as DataBreach Today News and U.S Certs, share information throughout ACD via cyber security newsletters, observe “October Security Awareness Month” and “Data Privacy Day” in January.

To identify and prioritize IT systems to secure from cybersecurity attacks, our IT Security Council Governance Team meets quarterly and includes members from all IT units at each of the Colleges and DSO. This council is responsible for supporting efforts to secure electronic information and advocate homogenous oversight in addressing organizational cybersecurity and risk management. The team identifies and ranks critical security issues and assists with operational and strategy needs to assure the protection of information and assets. An IT Quarterly Security Summit is also held to prioritize and support major cybersecurity initiatives to ensure budget, resources, and other requirements are aligned.

To protect our systems from cybersecurity attacks we take the following actions:

- perform scheduled and unscheduled network vulnerability and data server scans to;
- perform centralized Log Monitoring and investigations to resolve alerts and suspect behavior;
- conduct internal and external security assessments to assure weaknesses and gaps are remediated for ongoing internal and external network, wireless, web application penetration testing, social engineering, patch validation, Dark Web investigations and Phishing Assessments;
- require Mandatory Security and Awareness Training for all employees; and
- maintain endpoint protection applications such as Malwarebytes, Anti-virus, Mobile Device Management.

To detect, respond to, and recover from cybersecurity breaches we provide various incident reporting documents and web portals to report IT Security related incidents. Intrusion detection appliances and systems are in place and monitored by both the Network and Security Staff. Required actions are routed to the appropriate partners for remediation or resolution. Additionally, the Enterprise Risk Management Office maintains cybersecurity insurance and breach response policy and works in unison with IT Senior Management and the Risk and Security Office.

6.2c Safety and Emergency Preparedness

(1) Safety – The ACD Environmental Health and Safety program is managed and implemented by **Enterprise Risk Management (ERM)** and is responsible to identify areas in which to focus our safety efforts in coordination with the **College Safety Committees**. ERM tracks and reports accident and injury trends to help identify areas of greatest need and works with those areas to develop best practice solutions and provide preventive training. Because of the diversity of our workplaces, we develop site-specific solutions to identify conditions and variables to address potential hazards. The Safety Committees oversee all safety activities, recommend improvements to workplace safety, and identify corrective measures needed to eliminate or control recognized safety and health hazards. They are led by the Operations Managers and VPs of College Services and comprised of members from facilities, faculty, staff, the police department, and College Services. Meetings are held at least quarterly and safety assessments are conducted at all locations to identify and address any recognized hazards using defined criteria to determine how to address hazards. We also provide initial and recurring training to our workforce to identify and address potential hazards in their work areas. For many of our employees, this includes electrical safety, lockout/tagout, ergonomics, welding, chemical safety, PPE, powered industrial trucks, fleet safety, defensive driving, behavior intervention, first aid/CPR, hazardous communications, and emergency preparedness.

(2) Organizational Continuity – ACD has adopted the **National Incident Management System (NIMS)** in accordance with Homeland Security Presidential Directive 5 to provide a consistent approach to the effective management of situations involving natural or man-made disasters, or terrorism. NIMS allows us to integrate our response activities using a set of standardized organizational structures designed to improve interoperability between all levels of government, private sector, and nongovernmental organizations, and between the Colleges and DSO. In accordance with our

Emergency Operations Plan (EOP), we prepare for three scenarios that could affect our operations: incidents occurring where we are expected to take a leadership role; incidents affecting our operations such that they may influence a decision to suspend some or all activities; and incidents not affecting our operations but we may need to render assistance. The EOP consists of seven major elements and addresses emergency actions conducted in four phases of emergency management.

Mitigation – we conduct mitigation activities as an integral part of the program to reduce the loss of life and property by lessening the impact of disasters.

Preparedness – we conduct preparedness activities to develop the response capabilities needed in the event of an emergency. These include:

- providing emergency equipment and facilities;
- emergency planning;
- providing training; and
- conducting annual drills and exercises to test our plans.

Response – we plan for the response to emergencies with operations intended to resolve the emergency situation while minimizing casualties and property damage.

Recovery – we plan for a recovery that involves short-term and long-term efforts. Short-term operations seek to restore vital services and provide for the basic needs of the ACD community. Long-term recovery focuses on restoring the ACD community to its normal state. As a result of a cycle of learning, we recently upgraded our Continuity of Operation Plan (CoOP) by investing in CoOP software which allows us to load information through an Impact Analysis process. This helps us identify the Return to Operations critical path for our units as well as for suppliers, services, and personnel that we are dependent on.

Category 7 Results

Throughout the results presentation various comparative data references are made. Where “USA” is used, it refers to a national database such as IPEDS, Noel Levitz, CCSSE, or PACE; where "Texas" is used, it refers to data compiled by THECB. Generally, the comparative data show the norm or 50th percentile level for the entire cohort as data are not provided by higher education third party sources to give further clarity. As a result, it is not possible to learn if one is in the top quartile or decile, for example. To provide greater clarity, we have been able to obtain limited information from PACE on top decile placement and formed the Aspen Institute Cohort to provide a more definitive level of national performance, both of which are presented where possible. In addition, the timing and methodology used by IPEDS differs from that used by THECB, which causes the state and national data points and timeline to differ for some of the results presented.

7.1 Student Learning and Process Results

7.1a Student Learning and Customer-Focused Service Results - 7.1-1 shows the effectiveness of our Student Success focus and 4DX efforts in achieving the **ACD WIG** objective of improving the number of degrees and certificates conferred. We have seen dramatic improvement in this KPI and are now the **best in Texas** according to THECB. As indicated in **7.1-2**, we have also exceeded the Aspen Institute cohort and rank first among that national comparative group.

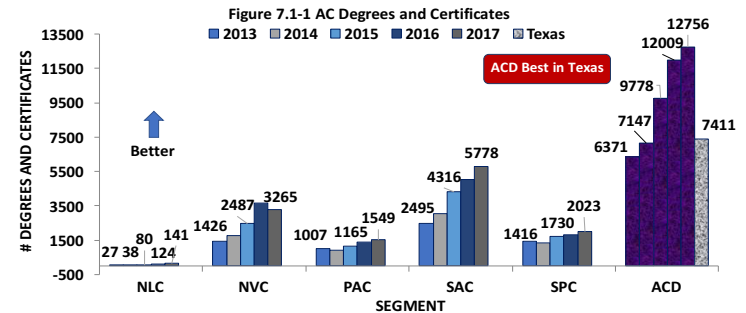


Figure 7.1-2 Degrees and Certificates Comparison to USA

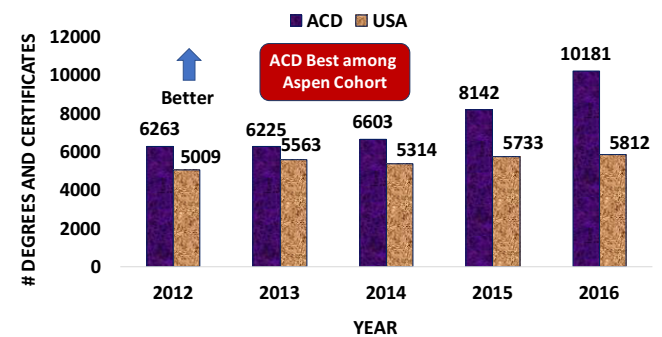
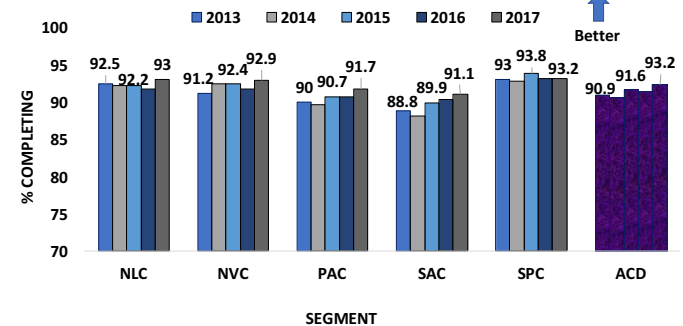


Figure 7.1-3 Completion Rate



7.1-3 thru **6** demonstrate our sustained effectiveness in additional KPIs associated with Student Success. We have improved **Completion Rates** at all Colleges to more than 90% over the last five years (**7.1-3**); **Productive Grade Rates** to near or above 80% (**7.1-4**); and **Persistence Rates** to more than 70% overall. The latter leads the Texas norm base by almost 12 points and also places us ahead of the Aspen Cohort where we stand 3rd among that group (**7.1-5 and 6**).

Figure 7.1-4 Productive Grade Rate

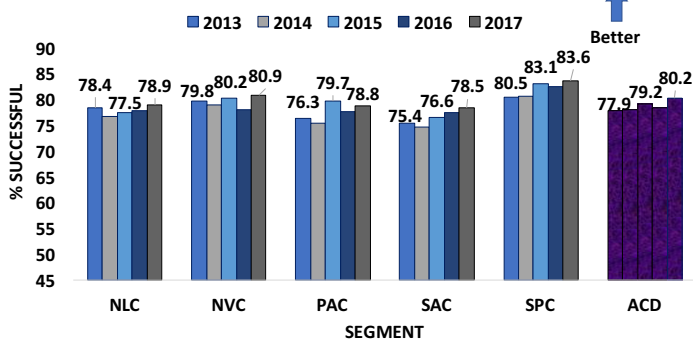


Figure 7.1-7 Four-Year Graduation Rate

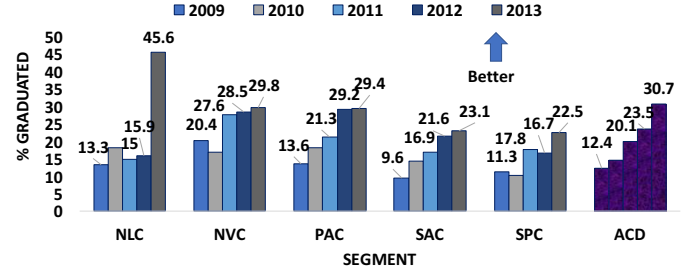


Figure 7.1-5 FT Persistence Rate

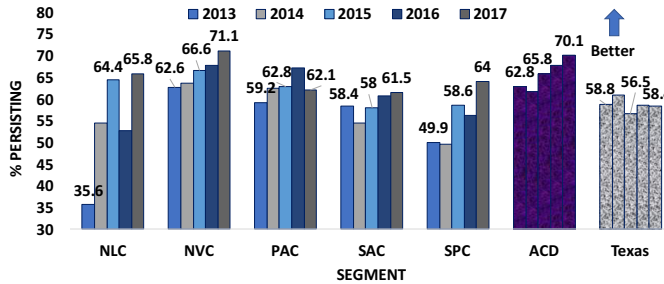


Figure 7.1-8 Four-Year Graduation Rate Compared to Texas and USA Benchmarks

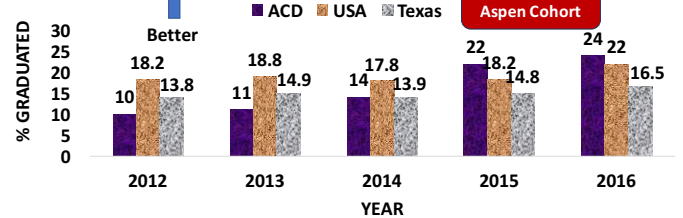


Figure 7.1-6 FT Persistence Rate Compared to USA Benchmark

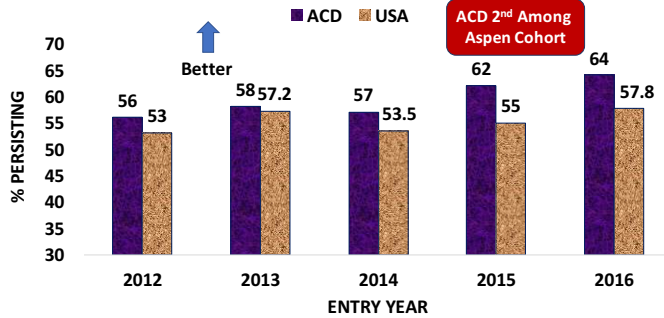


Figure 7.1-9 Three-Year Graduation Rate

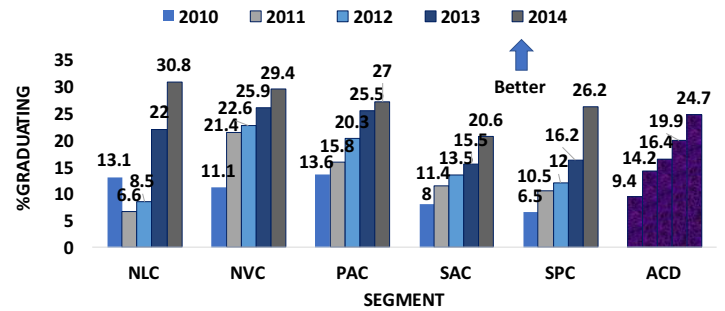
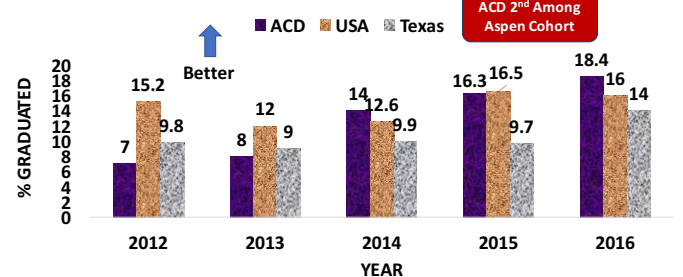
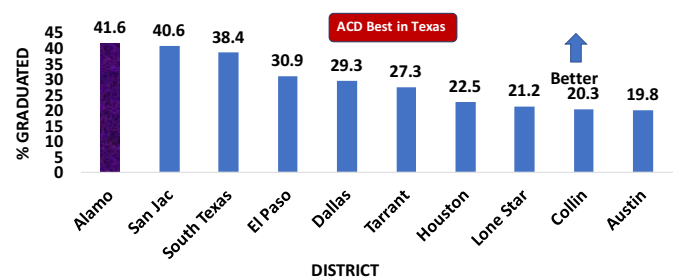


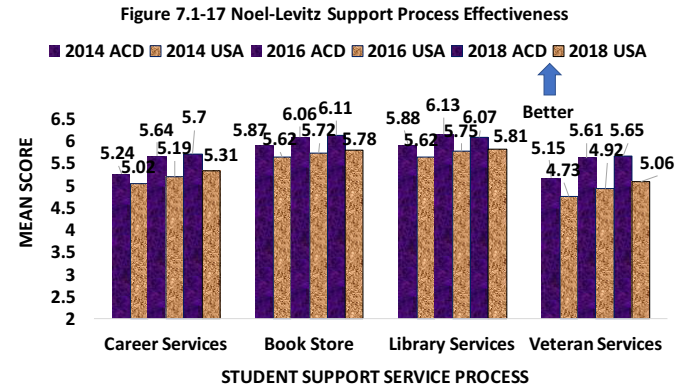
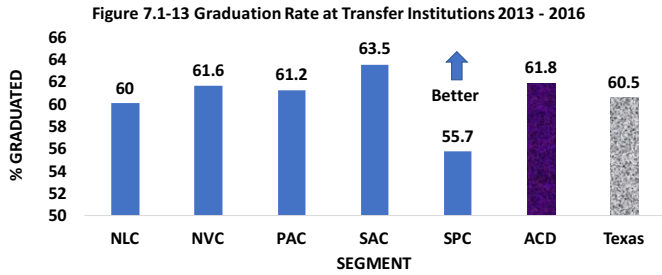
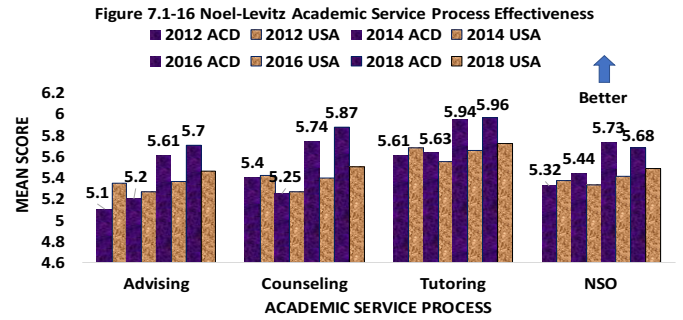
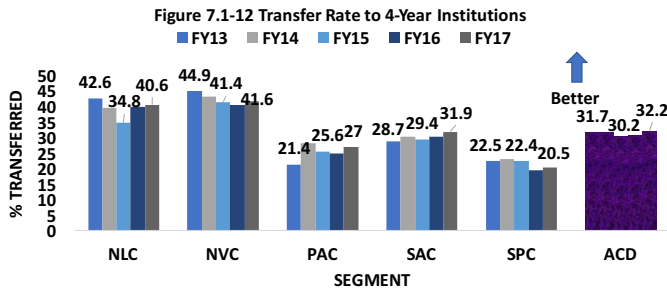
Figure 7.1-10 Three-Year Graduation Rate Compared to Texas and USA Benchmarks



7.1-7 thru 13 demonstrate Student Success in achieving graduation and transferring to Texas senior institutions. Our **Four-Year Graduation Rate** has improved dramatically by 150% overall over the last five years with each College segment contributing significantly to those gains. We now lead both national and state norms according to IPEDS and rank 2nd among the Aspen Cohort. Our **Three-Year Graduation Rate** shows similar improvement and places us first among the Aspen Institute national benchmark (7.1-7 thru 10). Another view of our graduation success is shown in 7.1-11, which depicts **Graduates as a % of FTE Enrollment** and indicates that ACD ranks first among all community college districts in Texas. Another indicator of Student Success is the **Transfer Rate to 4-Year Institutions** where we have consistently achieved a level exceeding 30%, and where their graduation rate once there surpasses the state norm (7.1-12 and 13).

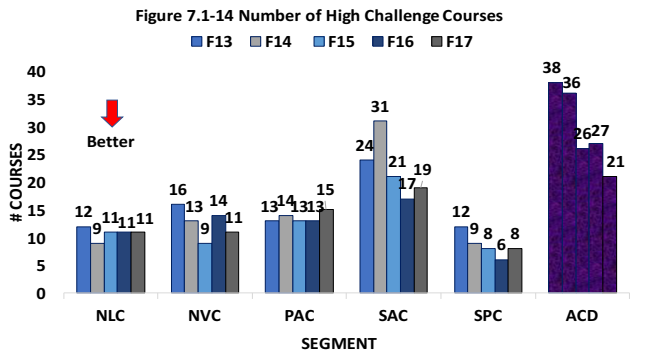
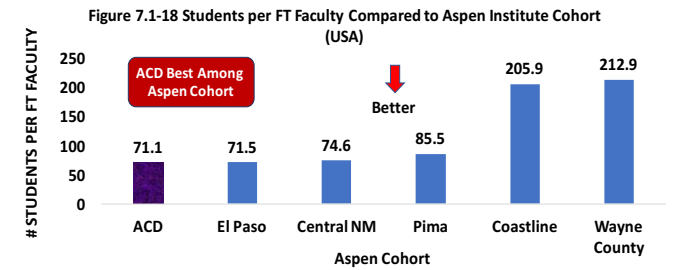
Figure 7.1-11 Graduates as a % of FTE Enrollment



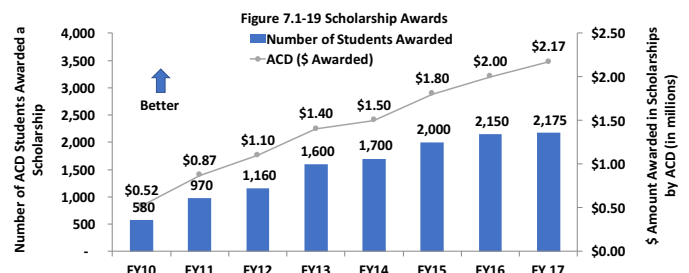
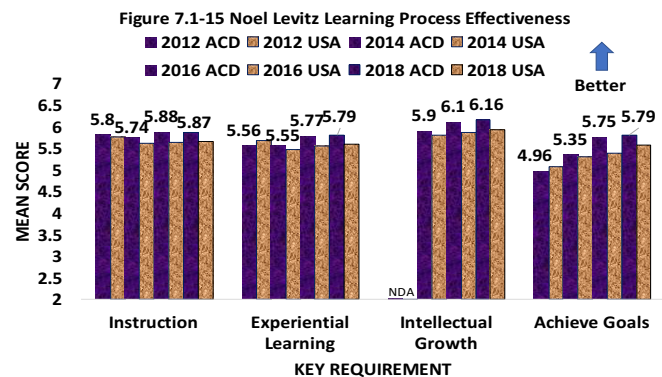


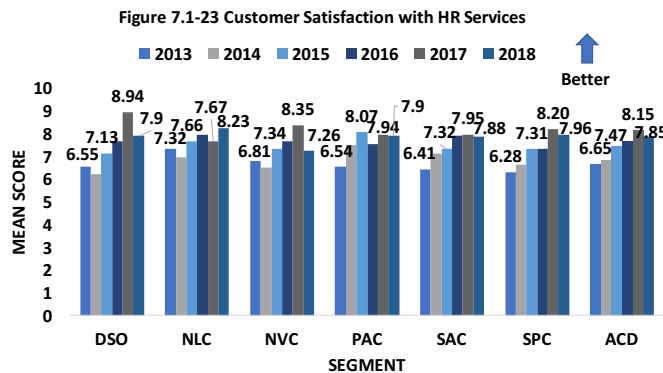
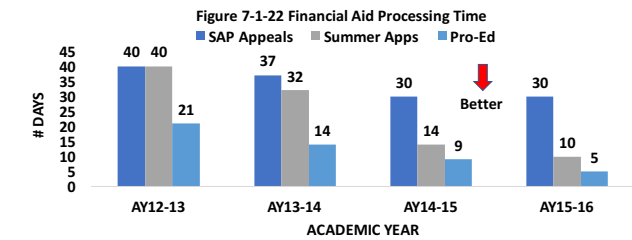
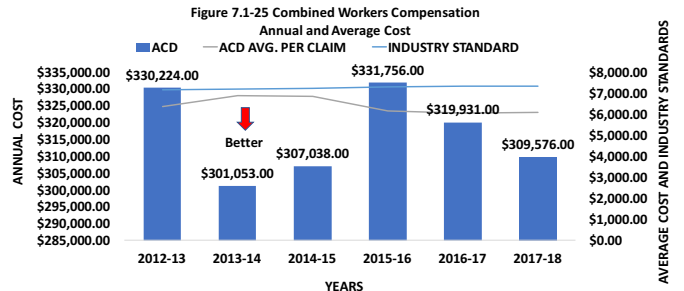
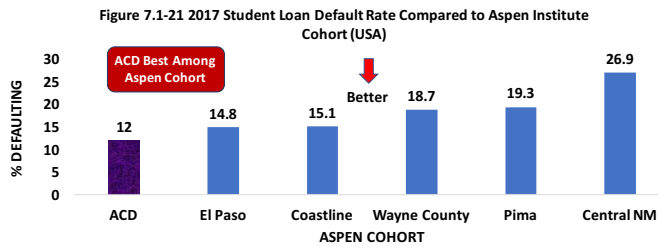
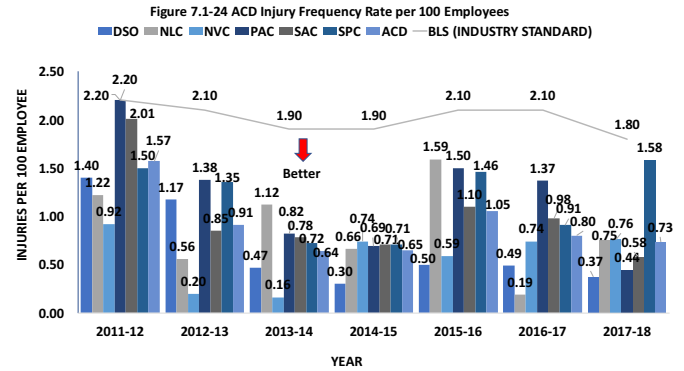
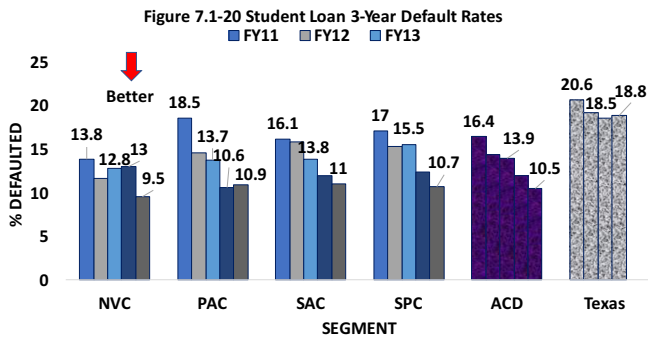
7.1b Work Process Effectiveness Results

(1) Process Effectiveness and Efficiency - 7.1-14 demonstrates the reduced level of **High Challenge Courses** we have achieved as a result of the numerous Instructional Innovative processes we have put in place across ACD. **7.1-15** thru **7.1-17** show Noel-Levitz results for student satisfaction with various key academic and support processes respectively. ACD outperforms the nation in each of the 12 areas shown, with most significantly ahead of the norm. **7.1-18** demonstrates the success of our initiative to maintain a low student-faculty ratio where we rank best among the Aspen Institute Cohort.



7.1-19 shows the effectiveness of our scholarship processes with impressive increases in the number of scholarships and dollars awarded, while **7.1-20 and 21** indicate the success of our efforts to reduce the rate of student loan defaults, a high profile national issue. We are considerably better than the Texas norm and best among the Aspen Cohort. As a sampling of support process effectiveness, **Financial Aid Processing Time** has been decreased significantly though a number of process improvement initiatives (**7.1-22**) and **Customer Satisfaction with HR Services** has been improving and is now extremely high across ACD (**7.1-23**).





7.1c Supply-Chain Management Results – 7.1-26 shows the supply cost savings over the last five fiscal years that have resulted from various procurement process improvements that have been implemented. The savings are shown as a percentage of expenditures reduced per year. The cycle time for purchases and disposal cycle time, have both been addressed by improvement initiatives undertaken by Procurement to address customer needs and show positive results as well. IT effectiveness and satisfaction indicators are shown as well.

Measure	FY13	FY14	FY15	FY16	FY17
IT Uptime	99.98%	99.99%	100%	100%	100%
Help Desk Satisfaction	NDA	87.7%	92%	93.5%	93.7%
IT Competency Satisfaction	NDA	91.2%	94.9%	94.2%	96.7%
Supply Chain Cost Reduction	1%	7%	6%	5.5%	3.5%
Cycle Time for Informal Purchases (Days)	3.8	4.33	4.5	4.2	4
Disposal Cycle Time (Days)	NDA	34	42	23	17

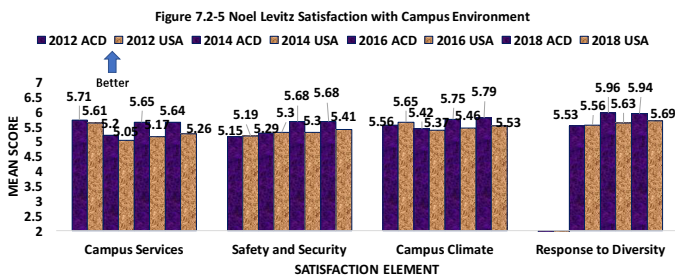
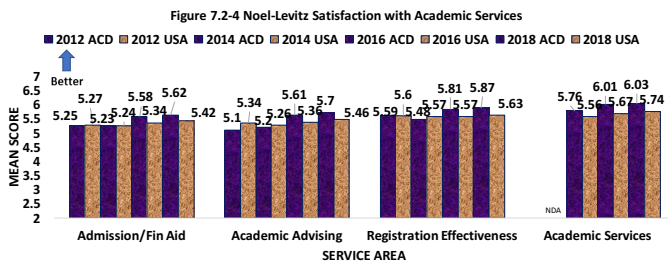
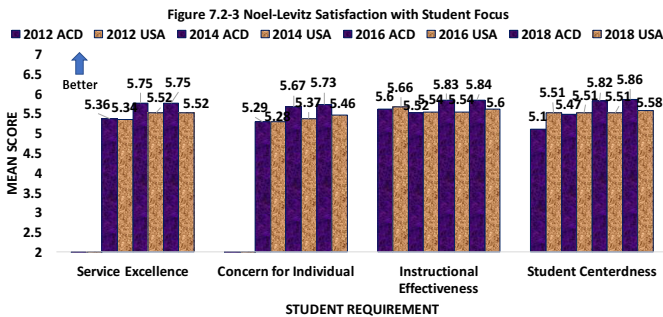
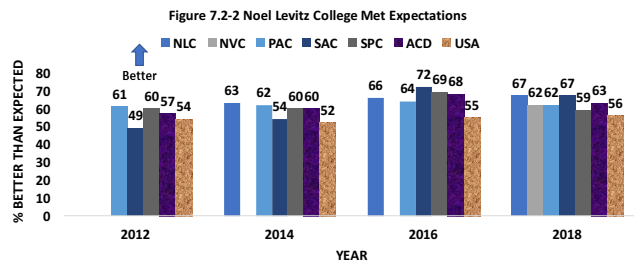
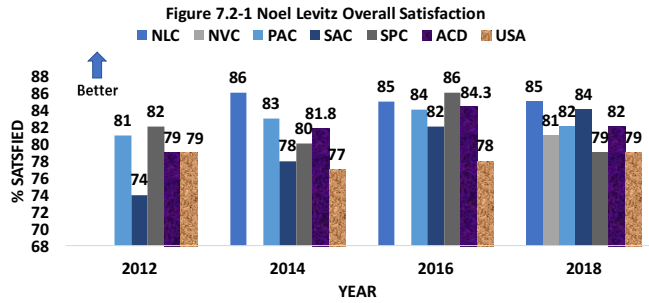
Figure 7.1-26 IT and Supply Chain Management Results

(2) Safety and Emergency Preparedness – ACD’s Injury Rate has been reduced and remains well below the BLS standard (7.1-24) while Workers Compensation Costs indicate that our average claim is well below the industry standard (7.1-25). Emergency Preparedness after Action Reports on drills and actions taken to correct issues are available for review on site. Performance is at 100%.

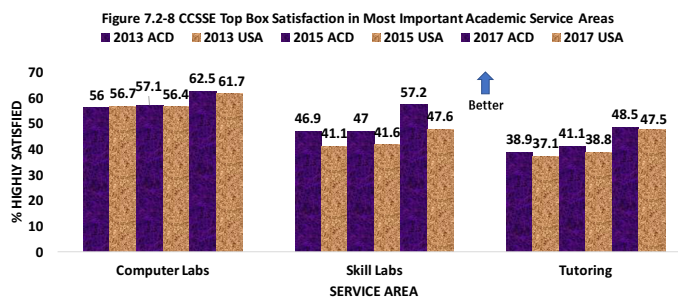
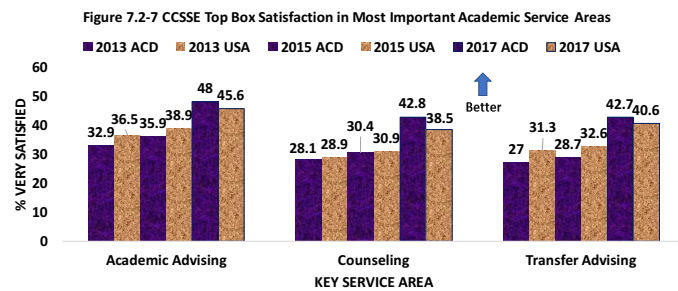
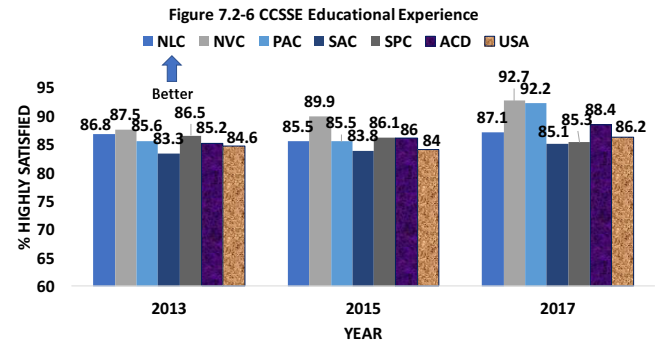
7.2 Customer Results

7.2a Student- and Other Customer Satisfaction

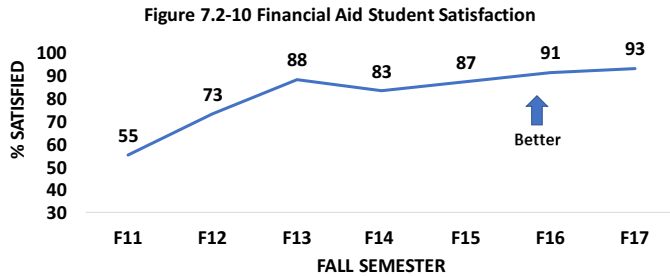
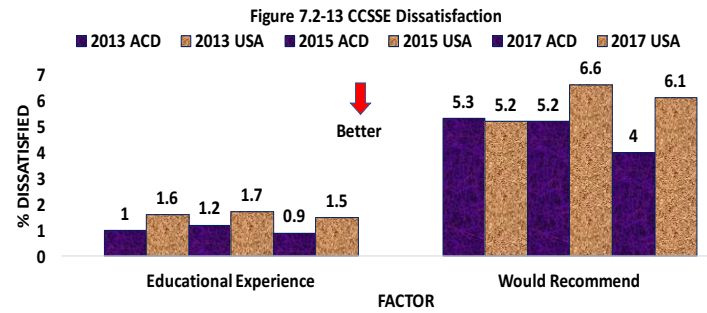
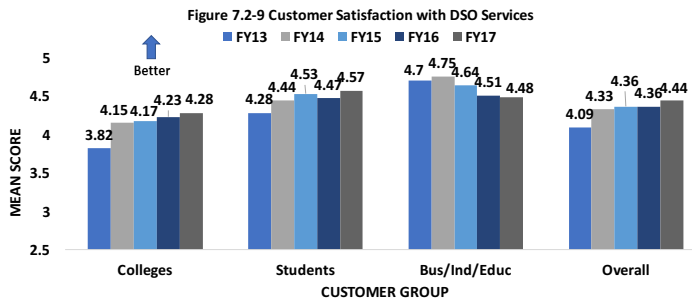
(1) Student and Other Customer Satisfaction - As indicated earlier, we use Noel-Levitz and CCSSE to determine student engagement and satisfaction and administer those surveys in alternating years. 7.2-1 thru 5 provide the Noel-Levitz results for the 2012, 2014, 2016, and 2018 survey years. Overall Satisfaction (7.2-1) exceeds the national norm base and improved by 6.3 points in 2016. Similarly, College Met Expectations has improved from 57 to 68% and now exceed the nation by 13 points (7.2-2). Satisfaction with the Key Elements of Student Focus, Academic Services, and the Campus Environment (7.2-3 thru 5) have improved in all 12 areas shown and all exceed the national norm base, many by a considerable margin.



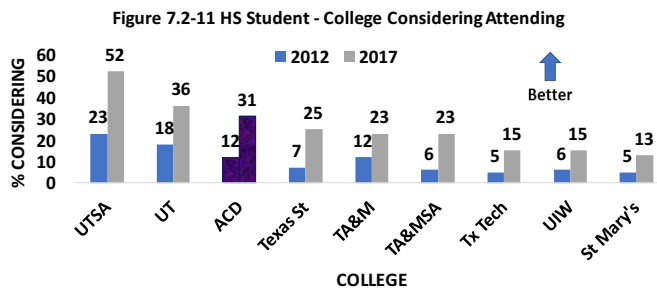
7.2-6 thru 8 provide the CCSSE results for the 2013, 2015, and 2017 survey years. Satisfaction with the **Educational Experience** has improved by more than 3 points to 88.4% and leads the national norm base by more than 2 percentage points. Satisfaction with key **Student Services** as measured by “**Top Box**” scores indicates that ACD has improved considerably in all 6 areas and is ahead of the norm base in every one.



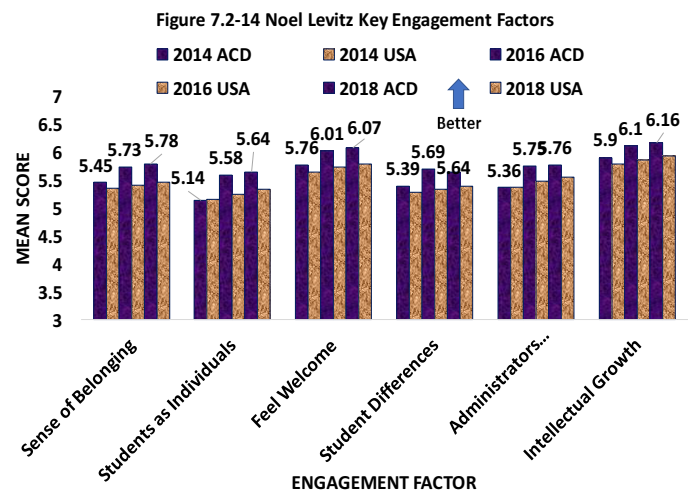
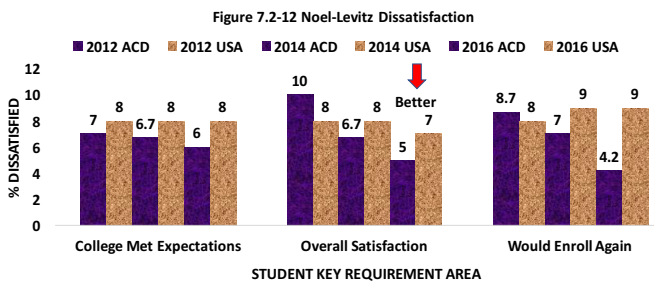
7.2-9, Satisfaction with DSO Services, indicates that all of DSO’s customer groups are very satisfied with the support provided with mean scores ranging from 4.38 to 4.57 on the 5-point scale. 7.2-10 shows positive **Financial Aid Satisfaction** scores derived from an internal ACD survey process, and community perception of ACD is shown in 7.2-11 with results of the market survey we conduct. Respondents ranked ACD third among all local and competing colleges in indicating where they are considering attendance.

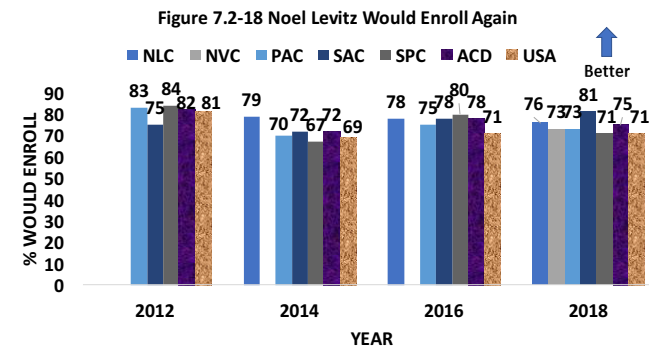
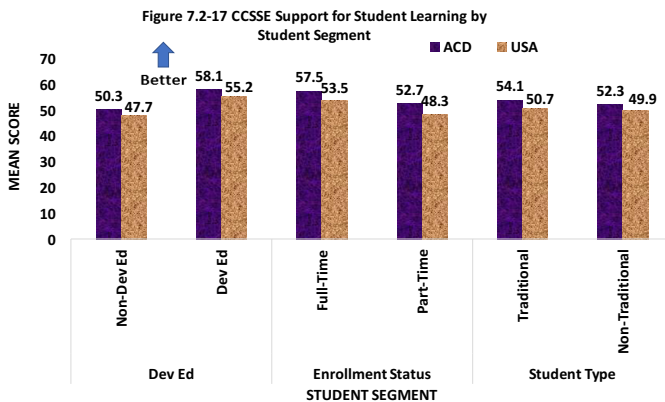
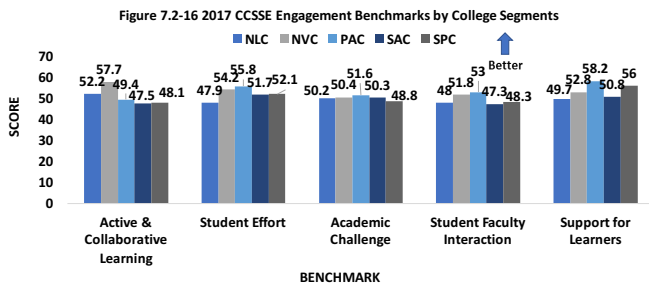
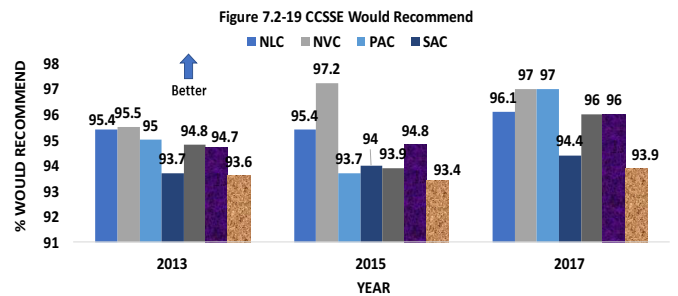
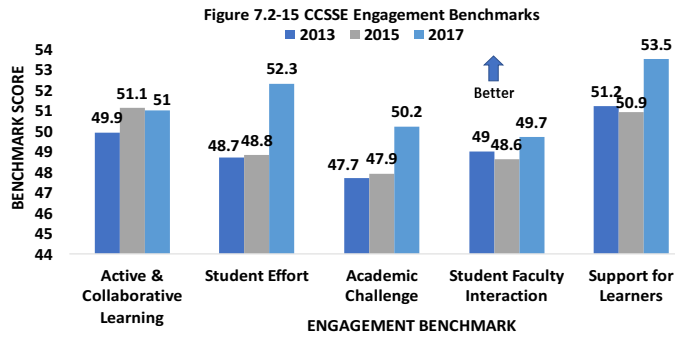


(2) Student and Other Customer Engagement - We determine the level of student engagement by the student engagement questions on the Noel Levitz survey and also the CCSSE survey Benchmarks that are produced in five areas - Active and Collaborative Learning; Student Effort; Academic Challenge; Student Faculty Interaction; and Support for Learners. Our objective is to exceed the Noel Levitz norm and the CCSSE Benchmark score of 50 by substantial margins. **7.2-14** shows the **Noel Levitz Engagement** results where ACD has achieved improved scores in all six of the engagement factors and exceed the nation in each one. **7.2-15** provides the **CCSSE Benchmark** results as compared to national norms. ACD shows good improvement in four of the five indicators and surpasses the benchmark in all except Student Faculty Interaction where we fall slightly below. In addition, the Benchmark scores by College segment are shown in **7.2-16**, and Student Learning is broken down by full time and part time student scores in **7.2-17** to further illustrate our focus on students and demonstrate our ability to collect data around our student and other customer segments. Another indicator of engagement is the response of the student to the “would enroll again” or “would recommend” question. Noel-Levitz and CCSSE each ask one of these questions and the results are shown in **7.2-18** and **19**. In both cases ACD exceeds the national norms.



Student Dissatisfaction is determined by assessment of low scores on both the Noel Levitz and CCSSE surveys. **7.2-12** and **13** show that results have improved and are better than the national norms in both surveys.

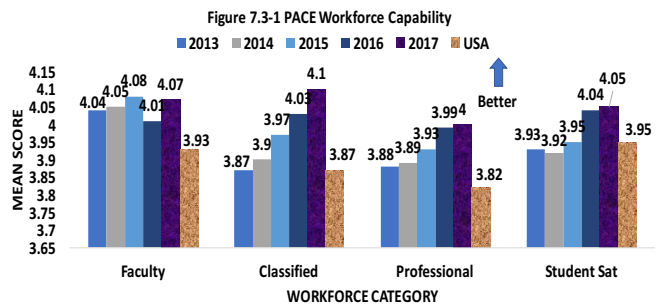


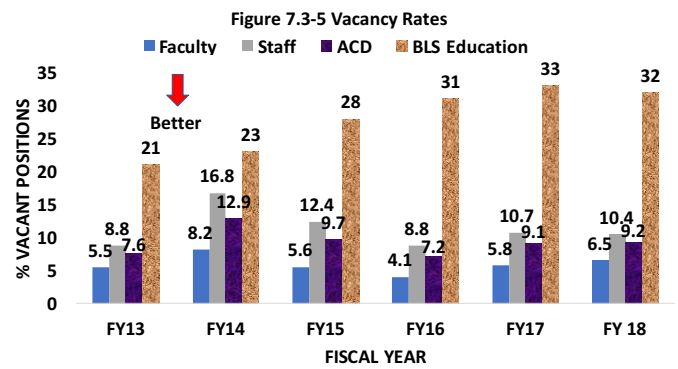
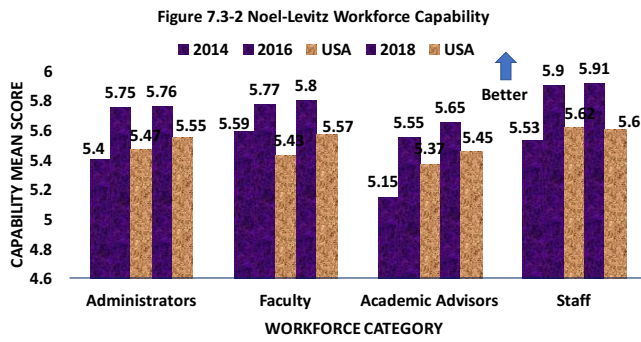


7.3 Workforce-Focused Results

7.3a Workforce-Focused Results

(1) Workforce Capability and Capacity - As an indicator of workforce capability we have established a group of PACE questions that ask the faculty and staff how they feel about different segments of the workforce and their view of how students feel about their educational experience at ACD. 7.3-1 shows the results of this assessment. We have continuously improved in each of these areas and exceed the PACE USA norm base in all four. Therefore, we conclude that the workforce perception of one another's capability is strong. Noel-Levitz also provides us with some questions about how students feel regarding the capability of the workforce. 7.3-2 provides these results which indicate that there is a strong student view of Administrators, Faculty, Academic Advisors and Staff with all scores improving and exceeding the USA norm base. A list of ACD's key innovations and awards are shown in 7.3-3, some of which have been acclaimed nationally, and most in some other type of forum, providing more evidence of the high capability and capacity of our workforce. 7.3-4 and 5 show our high **Retention** and low **Vacancy Rates**, additional indication of our strong capability and capacity. Both exceed national norms according to CUPA-HR (retention) and the BLS (vacancy).

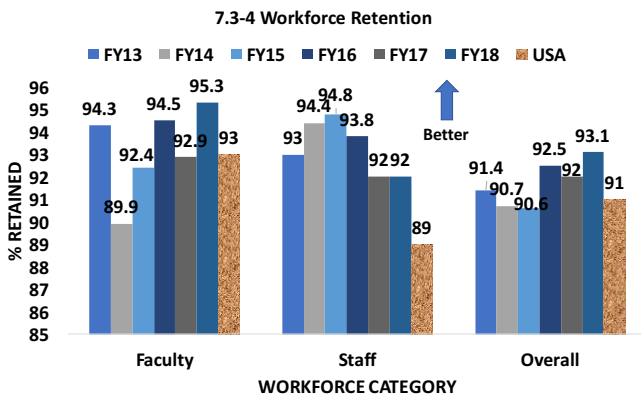
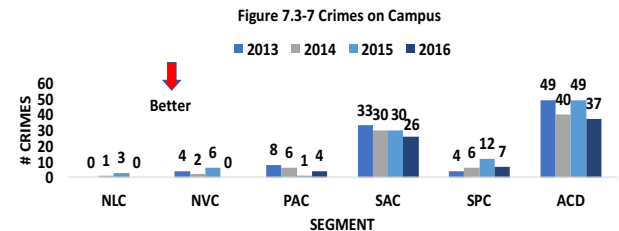
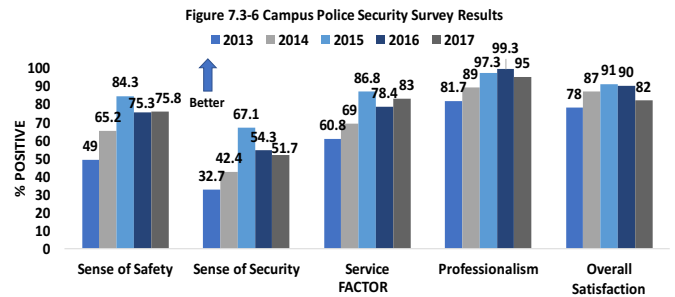




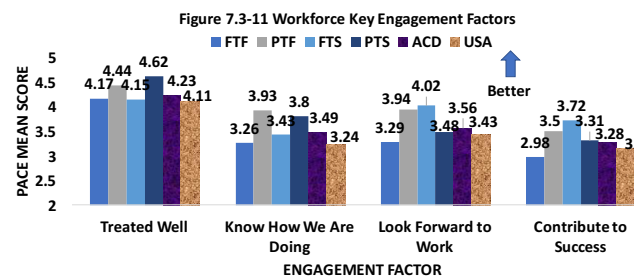
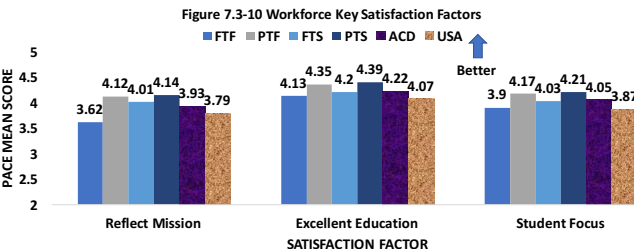
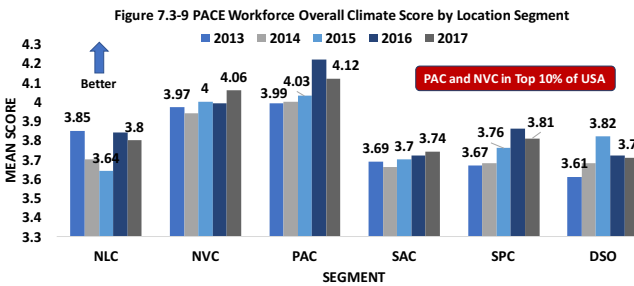
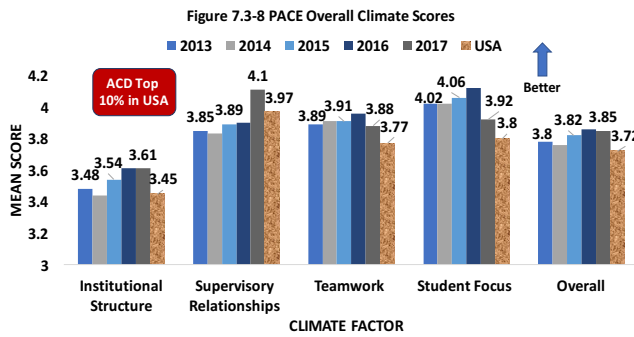
ACD Key Innovations	ACD Most Significant Awards
Alamo Way Leadership Model	PAC - Finalist for Aspen Prize
MyMAP and AlamoADVISE	SPC – 2018 TAPE Recipient
AlamoINSTITUTES	2018 Aspen Prize – NVC, PAC, SAC, and SPC among 150 semi-finalists in USA
Strategy Map and 4DX	
The Learning Company	2018 Top 20 CCs in Texas: NVC = 2 nd ; PAC = 3 rd ; SAC = 15 th ; SPC = 19 th
College Connection	
ETCs and SA Works	2018 Top 10 CCs for Hispanics in the USA: NVC = 4 th ; PAC = 6 th ; SAC = 8 th
Radical Innovation Process (RIP)	
AlamoENROLL and Welcome Centers	2017 NVC top CC in Texas
Student Trustee	
Advisor Certification Program	AlamoTALENT
ALAS and Emerging Leaders Programs	Staff Progress Review and Faculty 180 Process
Alamo Academies, ECHS, Dual Credit	PDM and PCDA
	Faculty Development Program

Figure 7.3-3 ACD Innovations and Awards

(2) Workforce Climate - 7.3-6 and 7 show the results of KPIs associated with the work climate. Our ACD-wide Campus Police survey indicates that the workforce perception of the climate from a safety, police service, professionalism, and overall perspective is at a high level (7.3-6). Crimes on Campus at have remained stable (7.3-7).

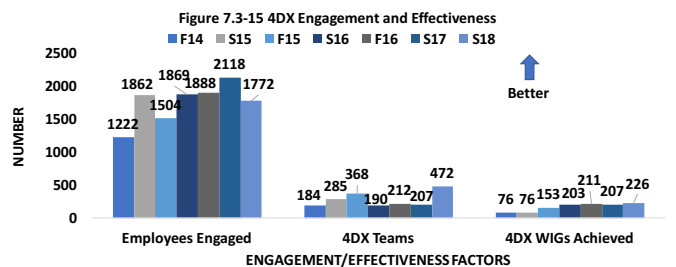
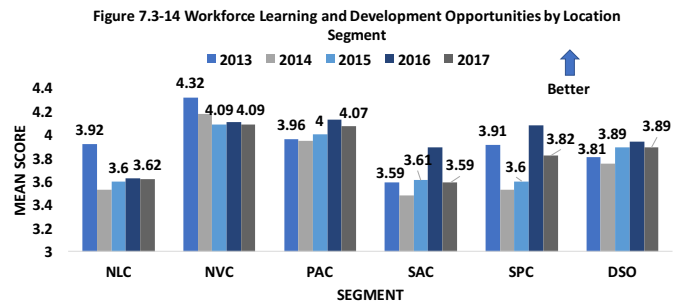
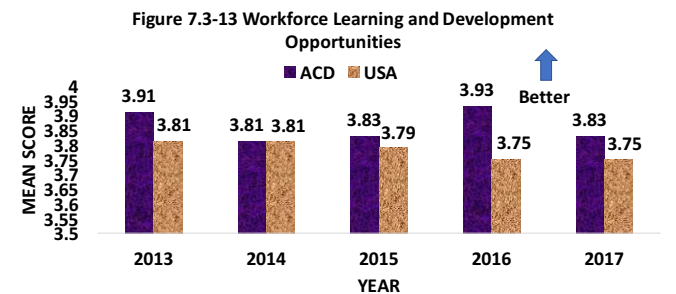
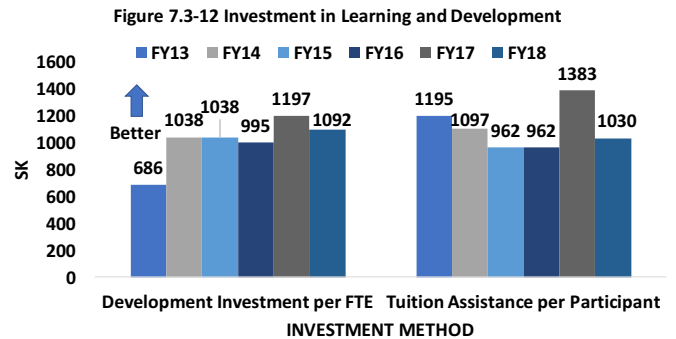


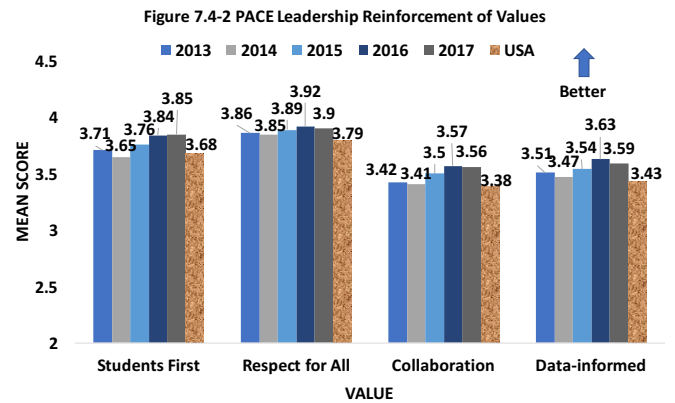
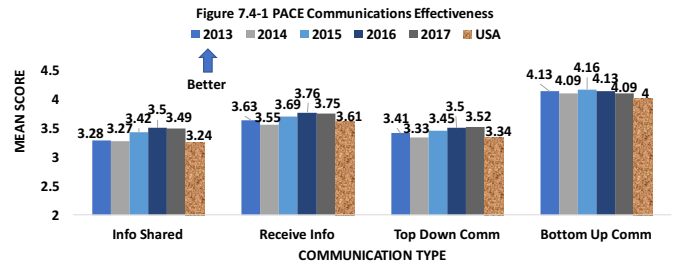
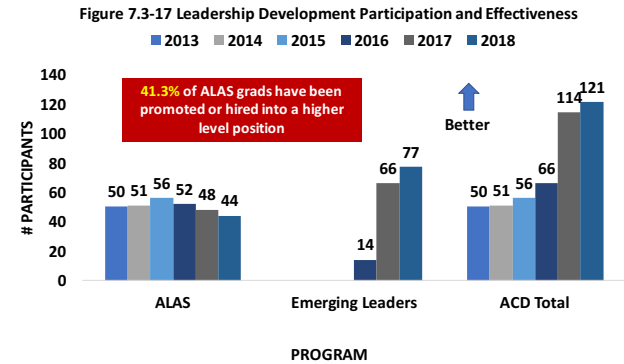
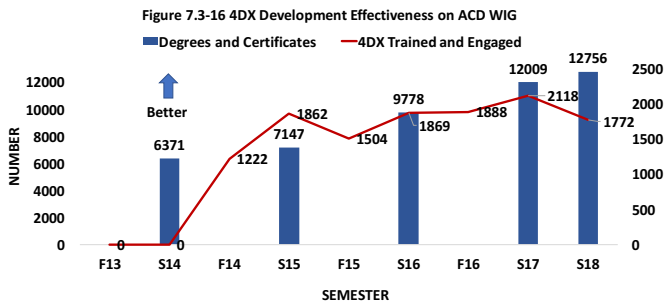
(3) Workforce Engagement - As explained in *Item 5.2* we determine workforce engagement mainly through the PACE survey where a mean score of 4.0 indicates achievement of a collaborative environment, the highest of the four climate levels in the PACE assessment. 7.3-8 shows that ACD has achieved that level for Supervisory Relationships, one of the four PACE Overall Climate Categories. PACE indicates that is top decile performance nationwide. For each of the climate categories we are nearing the top level and exceed the PACE norm base. 7.3-9 displays the mean scores by College segment with similar results and both NVC and PAC achieving top decile performance. 7.3-10 and 11 demonstrate results relative to the key elements of satisfaction and engagement that are of greatest importance to our workforce. Improvement and high mean scores that exceed the USA norm base are evident.



(4) Workforce Development – 7.2-12 demonstrates the increasing emphasis ACD is placing on learning and development with investment in this critical area reaching almost \$1,200 per FTE and tuition reimbursement reaching almost \$1,400 per participant in 2017. 7.3-13 and 14 shows the views of the faculty and staff regarding professional development opportunities at each College and ACD overall with consistently high scores and performance that exceeds the PACE USA norm base. 7.3-15 shows the growth of learning and engagement relative to 4DX, the number of 4DX teams created, and the number of WIGs achieved. 7.3-16 takes this a step further and demonstrates Level 4 assessment in the

Kirkpatrick training effectiveness model by correlating the number of people trained with organizational results, in this case realization of the ACD organizational WIG of achieving top level performance in the award of degrees and certificates. 7.3-17 shows the results of our leadership initiatives, ALAS and Emergency Leaders, with a growing number of participants and a growing percentage of ALAS graduates who have achieved higher level positions in the organization.

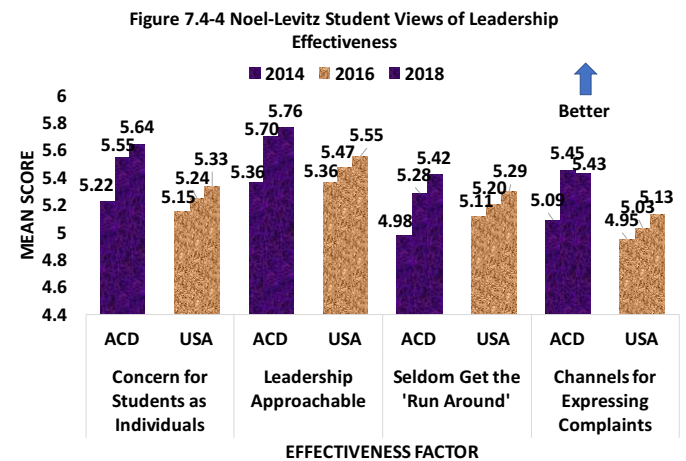
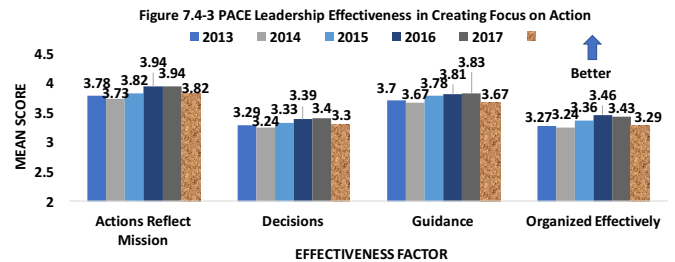


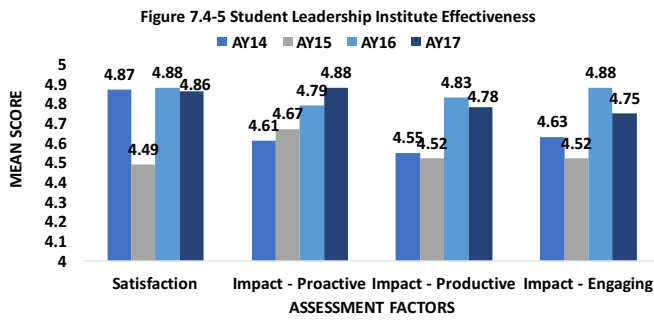


7.4 Leadership and Governance Results

7.4a. Leadership, Governance, and Societal Responsibility Results

(1) Leadership - We measure senior leader two-way communications effectiveness based on the perception of the workforce relative to four communication-related questions on the PACE survey. 7.4-1 indicates that perception has been consistently high from 2013 through 2017 and exceeds the performance of the PACE USA norm base each year. 7.4-2 demonstrates the effectiveness of senior leader efforts to deploy the values based on PACE results. Four questions related directly to our Values are used as indicated. We have achieved high performance in all four areas from 2013 through 2017 and consistently exceed that of the national norm base. An area of leadership emphasis is to create a focus on action to achieve our goals and objectives. Questions on the PACE survey address related areas and are used to determine progress. 7.4-3 demonstrates responses our people have provided relative to these questions. We are improving and consistently achieve better results than the PACE norm base. We also seek information on how students feel about the effectiveness of our leaders and use related questions on the Noel-Levitz survey to provide us input. 7.4-4 shows that students have a high regard for the capabilities of leadership throughout ACD. The Student Leadership Institute was created by leadership to develop student leaders and instill leadership skills in students; it has been a great success as indicated by satisfaction and impact results from those participating in the institute (7.4-5).





(2) **Governance** – 7.4-6 indicates the number and results of external financial audits that have been conducted over the last five years – where no findings or deficiencies in financial controls have been indicated by the independent review. 7.4-7 shows the results of other Financial Regulatory Opinions, which show consistent improvement in oversight and compliance of federal and state programs and a perfect audit in the last two years.

	2013	2014	2015	2016	2017
External Audits	1	1	1	1	1
Opinion	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Findings	0	0	0	0	0

Figure 7.4-6 External Financial Audit Results

	2013	2014	2015	2016	2017
Compliance Audits	1	1	1	1	1
Opinion	Unmodified	Unmodified	Unmodified, except for qualified on 1 program	Unmodified	Unmodified
Findings	4	2	1	0	0
\$ Audited	\$146.2M	\$133.6M	\$133.0M	\$132.2M	\$132.8M

Figure 7.4-7 Compliance Audit Results

(3) **Law, Regulation, and Accreditation** – Accreditation is a major requirement for ACD Colleges and we have a number of accrediting bodies that ensure we are in full compliance on a scheduled basis as indicated in the OP. Full accreditation has been achieved in all areas as shown in 7.4-8. A number of other compliance indicators are tracked by ACD and these are shown in 7.4-9. We have not experienced any compliance violations over the last five years.

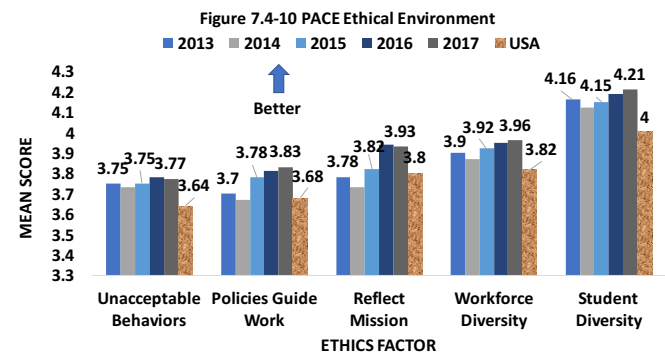
Accrediting Body	Timeline	Results
Southern Association of Colleges and Schools (SACS)	10 Years with 5 Year Review	Full Accreditation – NLC, NVC, PAC, SAC, SPC
American Veterinary Medical Association	6 Years	Full Accreditation Where Required
Professional Landcare Network (PLANET)	7 Years with Annual Review	Full Accreditation Where Required
National Association for the Education of Young Children	5 Years	Full Accreditation Where Required

Figure 7.4-8 Accreditation Results

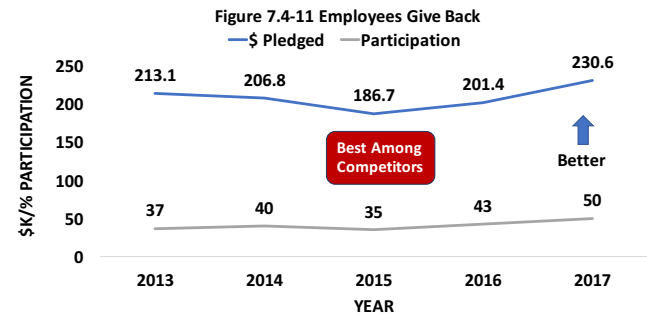
Factors	2013	2014	2015	2016	2017
Licensure %	100	100	100	100	100
Compliance Training %	100	100	100	100	100
Compliance Violations	0	0	0	0	0
Compliance Terminations	0	0	0	0	0
Ethics Training %	100	100	100	100	100

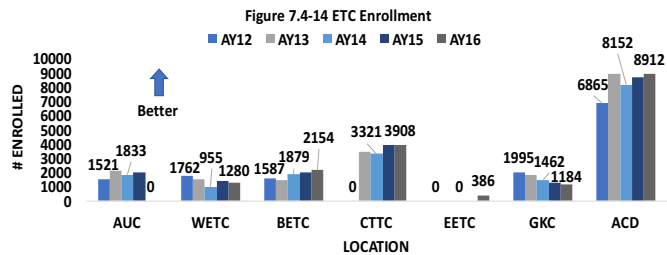
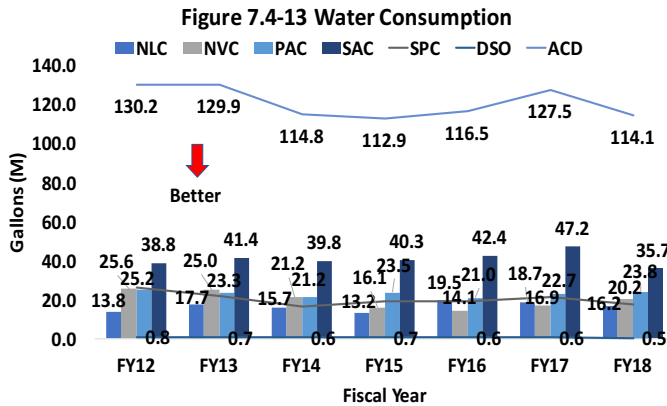
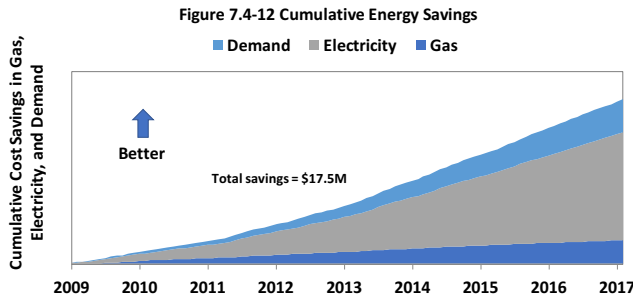
Figure 7.4-9 Compliance Results

(4) **Ethics** - We determine how the workforce feels about our emphasis on ethics through a series of questions on the PACE survey (7.4-10). Employees have recognized an increasing emphasis on ethics from a variety of perspectives and report a stronger ethical climate at ACD than that achieved nationally by other PACE organizations.



(5) **Society** – The workforce participates in an annual giving campaign, **Employees Give Back**, in which they can donate to a variety of scholarships and programs; results show a steady stream of dollar support and growing participation in 7.4-11. The ACD **Sustainability Program** has produced significant energy savings (7.4-12) and water consumption reduction (7.4-13), and the community **Education and Training Center** initiative has grown considerably in recent years (7.4-14).





7.4b. Strategy Implementation Results

7.4-15 shows the results of our long-term strategy implementation in terms of investments made in our core competencies and intelligent risk-taking for development of innovations. These investments have paid big dividends in allowing us to achieve significant gains in Student Success, implement numerous innovative practices, and make progress relative to our Baldrige journey. 7.4-16 indicates the views of our workforce with regard to Baldrige progress. We survey the workforce each year seeking responses to a series of questions pertaining to each Category. The results presented show the overall score in each Baldrige category and indicate that the ACD workforce believes we are making significant continuous progress in implementing the Baldrige Excellence Framework as our guide to achieve performance excellence.

Building and Strengthening Core Competencies	Financial Investment (\$ millions)						
	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Organizational efficiency and sustainability (including driving adoption of innovative practices)	279.550	290.490	295.840	295.290	305.080	323.116	317.221
Innovative technology to support administrative, academic, and student support operations	-	-	0.600	1.000	1.200	0.500	0.200
Partnership development and stewardship ¹	0.018	0.055	2.119	1.017	4.574	4.932	4.530
Taking Intelligent Risks for Innovation	Financial Investment (\$ millions)						
	2012	2013	2014	2015	2016	2017	2018
Student success initiatives (Alamo ADVISE, Alamo ENROLL, Alamo INSTITUTES)	-	2.000	2.000	4.800	3.700	10.855	12.833
Dual Credit (waived tuition and fees)	12.713	12.569	13.648	14.709	13.476	19.501	19.003
4DX & Covey-based leadership training	-	-	1.200	0.300	0.300	0.300	0.300

¹ includes state funding for Veteran's Assistance Centers
Figure 7.4-15 Financial Investment in Core Competencies and Innovation

Category	2014	2015	2016	2017	2018
Leadership	3.38	3.97	4.18	4.04	4.2
Strategy	2.87	3.48	3.7	3.55	3.57
Customers	3.62	4.22	4.43	4.37	4.45
Measurement	3.53	3.93	4.23	4.06	4.11
Workforce	3.56	4.06	4.21	4.12	4.08
Operations	2.89	3.48	3.75	3.61	3.53
Results	3.36	3.67	3.94	3.78	3.83

Figure 7.4-16 Baldrige Implementation Strategy Results
 *Scale 1-5

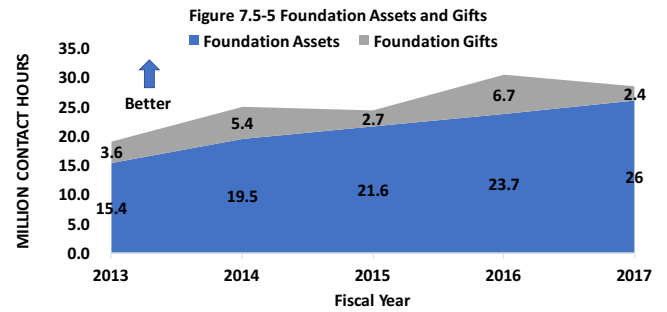
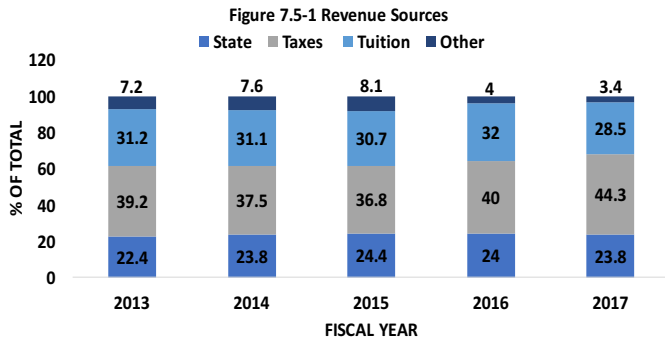
7.5 Budgetary, Financial, and Market Results

7.5a Budgetary, Financial, and Market Results

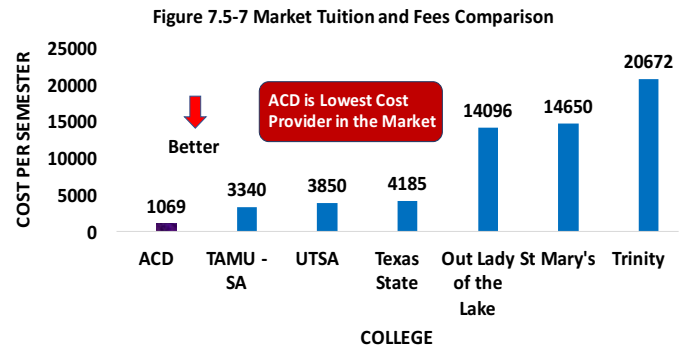
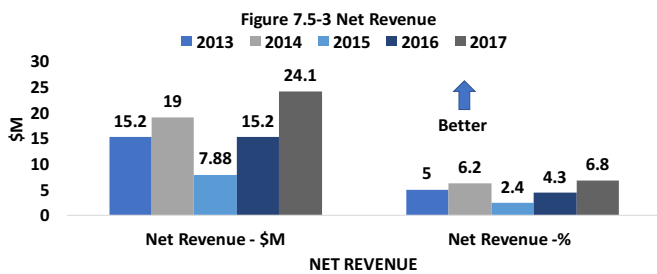
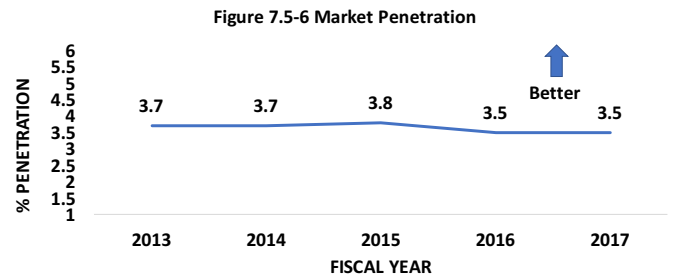
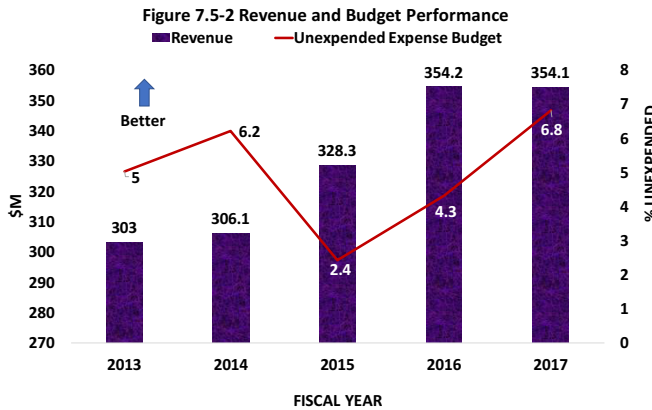
(1) Budgetary and Financial Performance – ACD has three main revenue sources: state appropriations, local property taxes, and student tuition and fees, as indicated in 7.5-1. State appropriations have been reduced in recent years, which necessitates increasing tuition and fees or tax revenues to compensate for the decline in state support. Despite this challenge, we have been able to grow Revenue from \$303M in 2013 to \$354M in 2017 as shown in 7.5-2. In addition, we have enhanced our efficiency and effectiveness over this same time period such that a percentage of our annual budget has been unexpended each year. Consequently, Net Revenue (7.5-3) has been produced and reached a peak of \$24M in 2017.

Debt is needed to leverage resources to construct, renovate and improve state of the art facilities at all locations. One key element of issuing debt at the lowest possible cost is credit quality as indicated by ratings of independent agencies. These agencies vigorously analyze and evaluate the leadership and financial strength of ACD and compare these results to those of other similarly sized districts. 7.5-4 displays the ACD bond ratings over the last five years. We have consistently maintained the **highest bond ratings** for General Obligation bonds of Aaa by Moody's Investor Services and AAA by S&P Global Ratings. There are only 3 community college districts in the state of Texas with ratings at these levels and only **11 nationally**. 7.5-5 demonstrates the growth in **Foundation**

Assets over the last five years and the annual Gift Income that has been attained.



(2) **Market Performance** - Enrollment is a critical factor for ACD as it drives tuition and fees and our ability to meet budgeted obligations. Community colleges in general have been experiencing a time of declining enrollment as the economy improves and people return to work or are able to afford four-year colleges sooner rather than later. Despite these challenges, we have been able to maintain our **Market Penetration** the last two years (7.5-6). We continue to provide the community the lowest tuition rates in the market (7.5-7) and **Student Headcount** has been increased by approximately 2500 students from 2013 to 2017 (7.5-8). The strategic decision to develop and grow our High School Programs has helped considerably and made a significant difference (7.5-9 and 10). In addition, our Contact Hours have been stable (7.5-11). As a result, our financial viability is strong and we have been able to invest considerable resources in strengthening the organization and have made the gains necessary to position us well for the future.



Rating Agency	2013	2014	2015	2016	2017
S&P	AA+	AA+	AA+	AAA	AAA
Moody	Aaa	Aaa	Aaa	Aaa	Aaa

Figure 7.5-4 ACD Bond Ratings

