# ST. PHILIP'S COLLEGE INSTITUTIONAL EFFECTIVENESS RETREAT

May 18, 2017

Good to Great Strategic Planning

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

The Nation's Only Historically Black College & Hispanic Serving Institution

MISSION, VISION, VALUES, PRIORITIES

▸ **Mission**: Empower our diverse student population through personal educational growth,

ethical decision-making,

career readiness, and

community leadership.

MISSION, VISION, VALUES, PRIORITIES

▸ **Vision**: St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

▸ **Values**: Students First, Respect for All, Collaboration, Community Engaged, Can Do Spirit, Data Informed

▸ **Institutional Priorities**: SACSCOC Reaffirmation, Ethical Decision-Making, Graduation, Persistence and Productive Grade Rate Improvement

Alamo Way: Always Inspire, Always Improve

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
- Students First
- Respect for All
- Community-Engaged
- Collaboration
- Can-Do Spirit
- Data-Informed

STUDENT SUCCESS
Students will attain and realize their learning, professional and civic potential.

PRINCIPLE-CENTERED LEADERSHIP
Students and employees will lead.

PERFORMANCE EXCELLENCE
Alamo Colleges will efficiently and effectively meet its mission and achieve its vision.

The Alamo Way is the Board of Trustees established policy (B.9.1) that defines the top three priorities of the Alamo Colleges: Student Success, Principle-Centered Leadership, and Performance Excellence. These priorities are also the three strategic objectives of the Alamo Colleges strategic plan.

STRATEGIC PLAN ALIGNMENT

SMART GOALS

- **Completion**: Achieve the Alamo Colleges District-St. Philip's College WIG for 2017. Increase the number of degrees and certificates awarded from 1,811 to 1,992.

- **Dual Credit**: Increase the Fall Dual Credit headcount in 2017.

- **Alamo INSTITUTES**: Complete alignment of course guides from 9th grade through Associate degree pathways in 2017 to increase the number of degrees awarded in high-demand occupations.

ENVIRONMENTAL SCAN

Table teams discuss internal, external and stakeholder factors that influence the environmental scan.

Enter recommendations into the laptop.

Remember:
These are factors we cannot control nor can they be easily modified

Environmental Scan

JULY 2016

SOCIAL

definition: Social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

1. Preparedness & Personal Responsibility of incoming students
2. Emergency Preparedness & Campus Safety in light of national/state/local incidents to include Title IX
3. Financial literacy & responsibility
4. Local Education Initiatives (such as grants, community projects and fundraising)
5. Evolution of Social Media/Communication
6. Growth in special populations to include veterans, foster-care, international and first generation students

ECONOMIC

definition: Economic factors include economic growth, interest rates, exchange rates and inflation rates.

1. Resource challenges (i.e. funding, faculty and staff ratios, work study students
2. Property taxes/values stabilization
3. Reduction in revenue yet requirement to serve more students
4. Market and industry demands to retool and reskill students
5. Students lack disposable income to spend on education
6. Impact of Eagle Ford Shale, Eastside Promise Zone, Downtown Revitalization and general growth of economy
7. Student default rate/student loan debt
8. Bond capacity and rating

TECHNOLOGICAL

definition: Technological factors include aspects such as automation, technology incentives and the rate of technological change.

1. Ensure information system-level security
2. Stay abreast on technology trends and standards
3. Training and maintenance of systems
4. Assess technology for accessibility, availability and reliability (for example multisystem integration)
5. Integrated system inefficiencies and issues supporting employees and students

REGULATORY

definition: Regulatory factors include acts of associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance; addressing basically to what degree the government intervenes in the economy.

1. Developmental education basic skills requirements
2. Federal Funds
3. Unfunded mandates. (Dual Credit and Early College High School)
4. State Funds: funding by success points for student completion
5. Elimination of low enrollment programs
6. Individual Success Plan and Career Guidance
7. Maintain compliance with regulatory and accrediting agencies such as SACS-COC and THECB
8. Local, state and federal regulatory actions (Department of Education, Title III, Title V and Title IX)
9. Consolidation and systemization- impacting loss of employees, faculty and staff ratios, retirement, Faculty contact hour requirements vs. workload units
10. Shared Governance

SWOT ANALYSIS

Table teams discuss internal and external factors to consider in this year's SWOT analysis.

Enter recommendations into the laptop.

Remember:
These are factors we can control and modify

Strengths

- Strong and effective collaboration with educational partners: Academies, Early Colleges, Phoenix Program and Dual Credit
- Historically Black College/Universities (HBCU) and Hispanic Serving Institution (HSI) designation welcomes cultural diversity and embodies rich history
- "Military Friendly" designation
- Support for all learners through educational support services, distance learning and financial literacy
- Diverse educational programs of study to include: Applied Science & Technology, Transfer and Health Professions
- Culture of ethical-decision making
- Strong community and industry partnerships with various organizations and agencies
- Institutional fundraising that supports scholarships and encourages student engagement
- Strong feeling of safety on campus

Weaknesses

- Increased work expectations
- Improve written/verbal communication plan and work process
- Effective utilization of technology, resources and training for faculty, staff and students
- Enterprise application efficiency, including student information systems across the board
- Capacity to serve increasing numbers of Early College High School and Dual Credit students
- Increase the number of faculty liaisons to collaborate with Early College High Schools and Dual Credit programs

Internal

Opportunities

- Collaborate within Eastpoint Promise Zone, small businesses and International institutes
- Market our unique programs and special designations (i.e. Welding, Automotive Collision, HBCU and HIS etc.)
- Maximize and utilize internal talent for innovation, professional development, and promotions
- Improved external funding opportunities based on Eastpoint Promise Zone location of SPC
- Collaborate with area universities and colleges to develop advising guides for curriculum alignment and transfer opportunities
- Collaborate with middle schools and high schools for FTIC students

Threats

- External perceptions of decreasing autonomy (remove uniqueness of each institution)
- Increasing financial/budget constraints
- Increasing competition (i.e. proprietary institutions)
- Local, State and Federal regulatory actions
- Inability to hire staff as needed
- New Campus Carry Law
- Eastside Promise Neighborhood grant will end in December
- Political uncertainty

External

SWOT ANALYSIS

Discussions during division and department meetings

	Opportunities	Threats
Strengths	How do you leverage your strengths to benefits from opportunities?	How do you use strengths to minimize the impact of threats?
Weaknesses	How do you ensure your weaknesses will not stop you from opportunities?	How will you fix weaknesses that can make threats have a real impact?

TAPE FEEDBACK REPORT

TOP 7 OPPORTUNITIES FOR IMPROVEMENT

IT'S BREAK TIME!!!

Results of Mission: Empower our diverse student population through personal educational growth, ethical decision–making, career readiness, and community leadership.
Vision: Best in the nation in Student Success and Performance Excellence.
Values: Students First | Respect For All | Can Do Spirit | Community Engaged | Data Informed | Collaboration
Core Competencies: Quality Instruction of Educational Programs | Student Engagement | Community Engagement

STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
				Fall 14	Fall 15	Fall 16	Fall 17
Student Success	Productive Grade Rate (PGR)	• SLO Assessment Results (QEP and ETS) • Early Alert/Follow-Up Reports • Tutoring • Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 • Noel Levitz 1-16	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	80.7%	83.1%	82.6%	84.1%
	Persistence FT FTIC Fall-to-Fall	• On-Site Wait Times • Noel Levitz 1-16, 43,32,15,65 • CCSSE 4O, 4E, 4P, 9B • Tutoring/Advising • Class Climate	State & VLCC Best (San Jacinto South) = 70.7% VLCC Average = 62.8% Statewide = 58.5% AC developmental education 50.8%	49.5%	58.6%	57.2%	57.6%
				Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort	Fall 14 Cohort
	Graduation Rate FT FTIC 3-year	• Enrollment • Productive Grade Rate (PGR) • Early Alert Follow-Up Reports • Tutoring/Advising • Weekly Degree Audits (45+ Hrs)	VLCC Best (San Jacinto North) = 28.7% VLCC Average = 15.8%, State Average = 17.6%	10.5%	12.0%	16.2%	16.7%
				14/15	15/16	16/17	17/18
Leadership	Ethical Decision Making (EDM)	• Rubric Assessment Ethical Decision Making/Personal Responsibility • Student Engagement and Satisfaction (CCSSE, Noel Levitz)	CCSSE every odd year (spring) Target: 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	CCSSE ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	Assessed Biannually	CCSSE Available 7/2017	CCSSE ACL 51.8 SE 50.0 AC 50.0 SFI 51.3 SFL 54.2
				Assessed Biannually	Summary Score NL 5.90	Next Assessment Spring 18	Summary Score 6.4
				EDM planning year	EDM 73%	EDM 74%	EDM 74.5%
Performance Excellence		• College Climate Survey (PACE) • Employee Professional development	PACE every year (Fall) target 3.76	3.68	3.76	3.86	3.91
Reaffirmation	SACSCOC Reaffirmation	• Alumni Constituent Survey (ACS) • Submission of Autonomy Report and Response Report • BOT Review/Recommendations Dec.2017 • Action Plans Sustainability Plans for Submission of the 5th year Report in 2021	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	80.1%	84.3%	84.8%

SPC 2017 SCORECARD

INSTITUTIONAL STUDENT LEARNING OUTCOMES

2016-2017 (Cycle II)

Trend Analysis

St. Philip's College
Institutional Student Learning Outcomes
Two-Year Cycle of Assessment By Foundational Component Area

Foundational Component Area	Cycle I			Cycle II			
	Critical Thinking	Communication	Personal Responsibility	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X	X		X		X
Mathematics	X	X		X			
Life & Physical Sciences	X	X		X	X		
Language, Philosophy & Culture	X	X	X			X	X
Creative Arts	X	X			X	X	
American History	X	X	X			X	X
Government / Political Science	X	X	X			X	X
Social and Behavioral Sciences	X	X		X		X	

CORE OBJECTIVES ASSESSED
2016-2017 (CYCLE II)

▶ **Empirical & Quantitative Skills:** Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

▶ **Teamwork:** Ability to work effectively with others to support a shared purpose or goal and consider different points of view.

▶ **Social Responsibility:** Ability to demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.

▶ **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

Empirical and Quantitative Skills: Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. Integration reflects whether all necessary information is presented, used and organization is logical.	The purpose, components and variables of the investigation/project are clearly identified.	The purpose, components and variables of the investigation/project are somewhat identified.	The purpose, components and variables of the investigation/project are not identified.
Outcome 2 Manipulation of Data – The logic and clarity within the presented methods and the consistency and accuracy of the presented information.	Performs accurate and insightful manipulation of data, with no errors.	Performs adequate manipulation of data, with minor errors.	Performs inadequate manipulation of data, with major errors.
Outcome 3 Analyze data and draw informed conclusions – The extent to which the results of analysis are applied to answer or address the problem/investigation.	Reaches adequate conclusions that are logical and supported by the data.	Reaches conclusions that are poorly supported by the data and contain logical flaws.	Reaches ambiguous or illogical conclusions that are largely unsupported by the data.

Teamwork: Ability to work effectively with others to support a shared purpose or goal and consider different points of view.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 **Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.**	Contributes quality work/ideas that meet the assignment's requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others.	Contributes work/ideas that meet the group's baseline expectations OR completes all assigned tasks but does not show a willingness to assist others.	Contributes work/ideas that are of low quality than what was expected OR needs constant prodding to complete individual tasks.
Outcome 2 **Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.**	Exhibits a positive attitude toward the project, assigned tasks and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.	Exhibits an acceptable attitude toward the project, assigned tasks and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment.	Does not always exhibit an acceptable attitude the project, assigned tasks and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.
Outcome 3 **Self-Management – The manner in which a group member conducts his/her personal business.**	Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects and generally focusing on all assigned tasks.	Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline and having enough focus to not distract other group members from the task at hand.	Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks OR possesses a lack of focus this is distracting to others.

Social Responsibility: Ability to demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.

| STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Intercultural - Student will identify social issues and analyze them in light of a variety of cultural perspectives.	Clearly identifies the social issue. Clearly analyzes the social issue in light of distinct cultural perspectives.	Identifies the social issue. Somewhat analyzes the social issue in light of distinct cultural perspectives.	Does not identify the social issue. Does not analyze the social issue in light of distinct cultural perspectives.
Outcome 2 Global Community – Student will identify and critique the social, political and/or economic impact of a global issue.	Clearly identifies the global issue. Clearly critiques and assesses the social, political and economic impact of the global issue.	Identifies the global issue. Somewhat critiques the social, political and/or economic impact of the global issue.	Does not identify the global issue. Does not critique the social, political nor economic impact of the global issue.
Outcome 3 Attitudes and Behaviors – Students will identify and appraise the impact of social prejudices on attitudes and behaviors.	Clearly identifies and provides examples of "social prejudices." Clearly appraises the impact of social prejudices on attitudes and behaviors and provides example of how prejudices will affect human behavior in a social context.	Somewhat identifies "social prejudices." Somewhat appraises the impact of social prejudices and their effect on human behavior in a social context.	Does not define "social prejudices." Does not appraise the impact of social prejudices and their effect on human behavior in a social context.

Personal Responsibility: Ability to connect choices, actions and consequences to ethical decision-making.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 **Values – Students assess their own ethical values and identify the origin of their values.**	Student articulates an understanding of the impact the source of his or her ethical values has on his or her development.	Student states his or her own ethical values and the source of his or her ethical values.	Student states either his or her own ethical values or the source of his or her ethical values, but not both.
Outcome 2 **Ethical issues – Students recognize ethical issues in the social context of problems.**	Student recognizes ethical issues when presented in a complex context.	Student recognizes basic ethical issues within a given situation and demonstrates partial understanding of their complexities.	Student does not recognize the basic ethical issue.
Outcome 3 **Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.**	Student applies ethical perspectives to an ethical question and specifies implications of the application of that perspective.	Student identifies two ethical perspectives of a situation and analyzes the implications of those perspectives.	Student does not apply ethical perspectives to an ethical question.
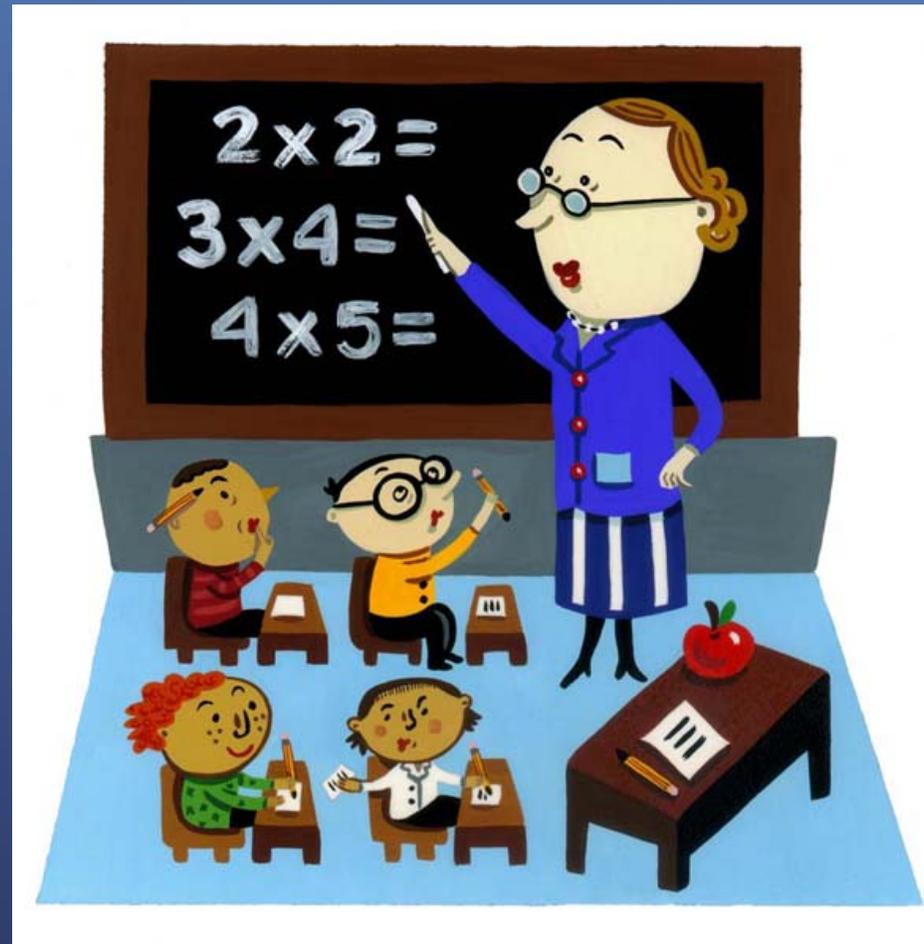
ASSESSMENT RESULTS

SPC Institutional Student Learning Outcomes 16-17
Cycle II - All Assessments

All Assessments (n=2090)

■ Skillful ■ Emerging ■ Not Demonstrated ■ S+E ■ Target
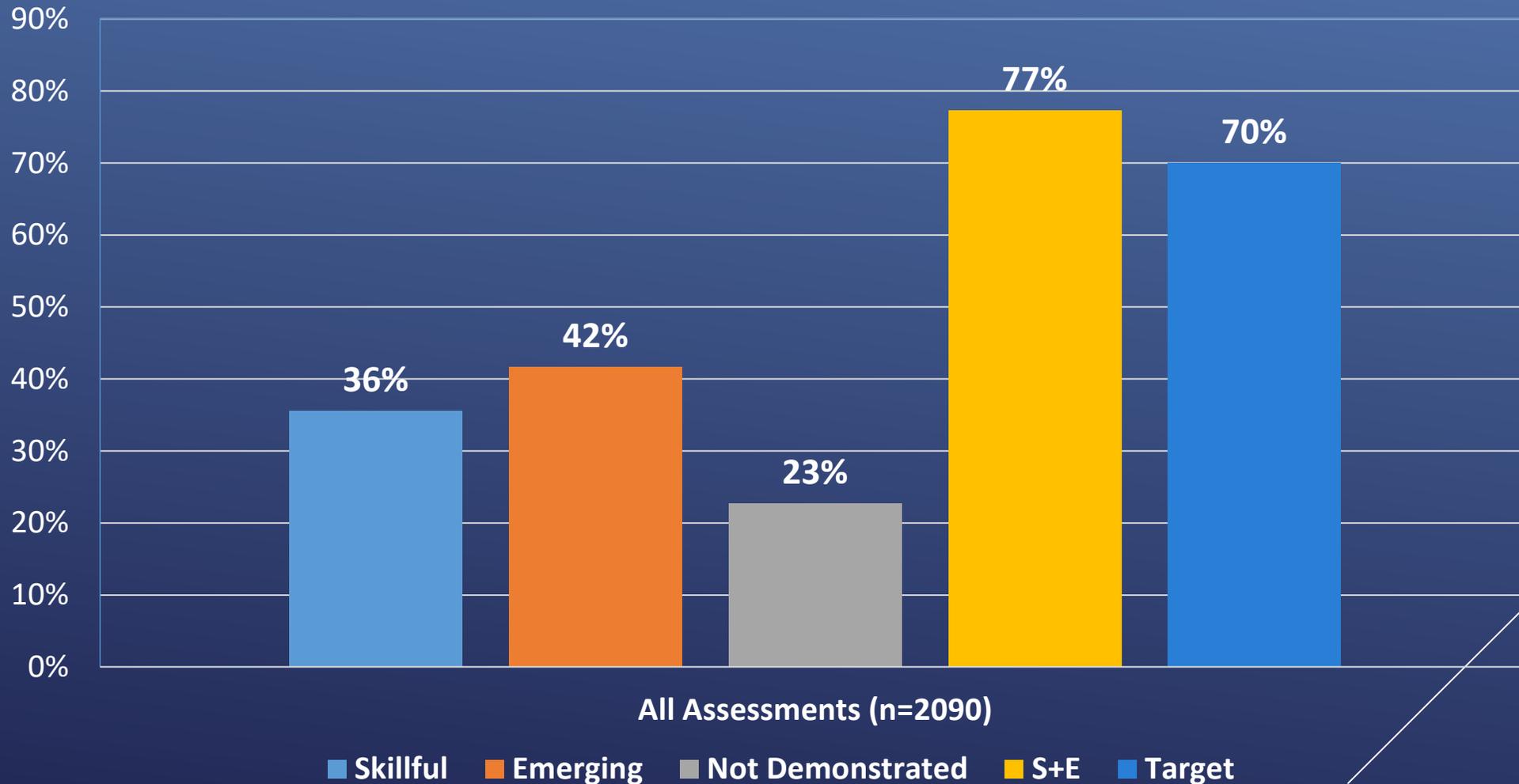
Empirical and Quantitative Skills 2016-2017
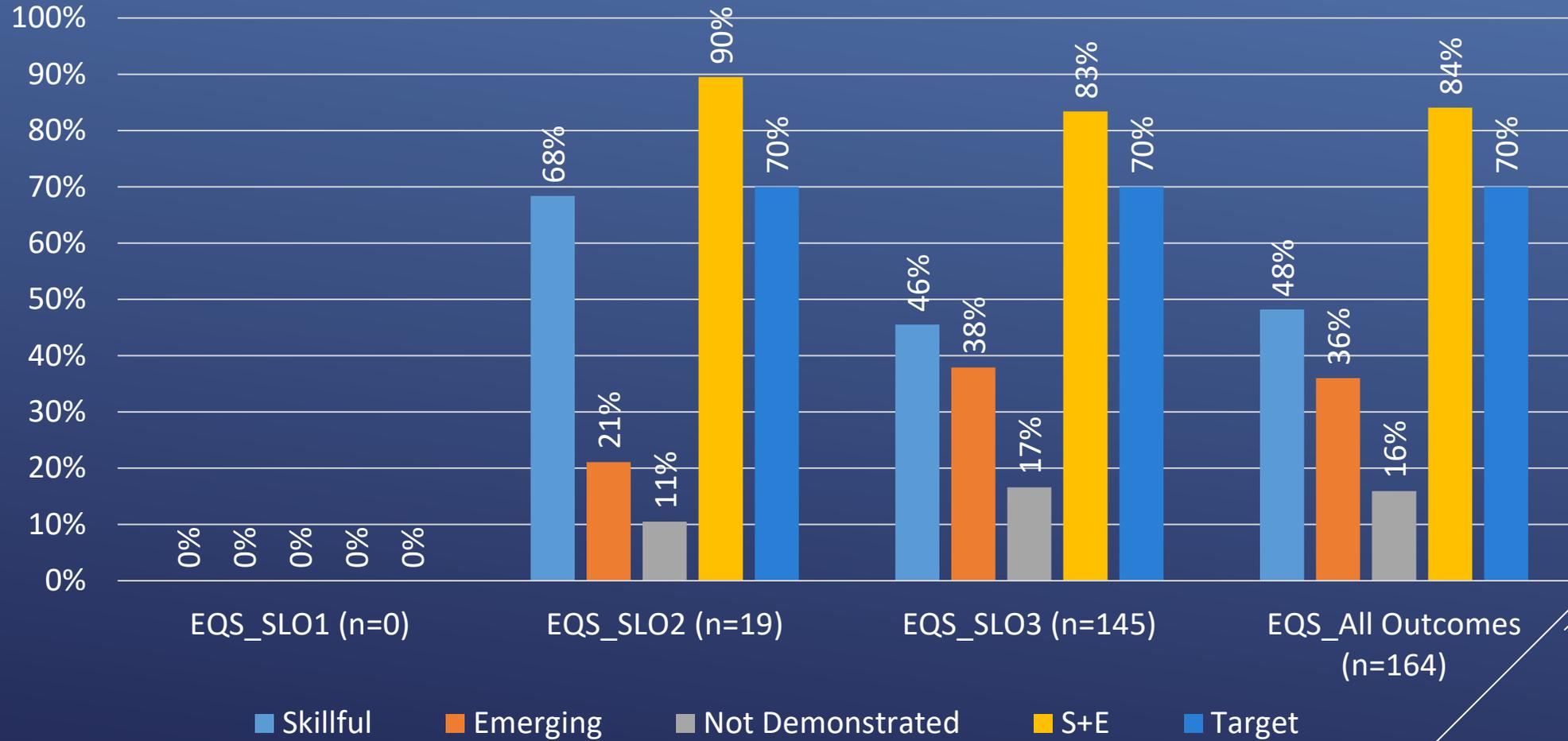
Teamwork 2016-2017
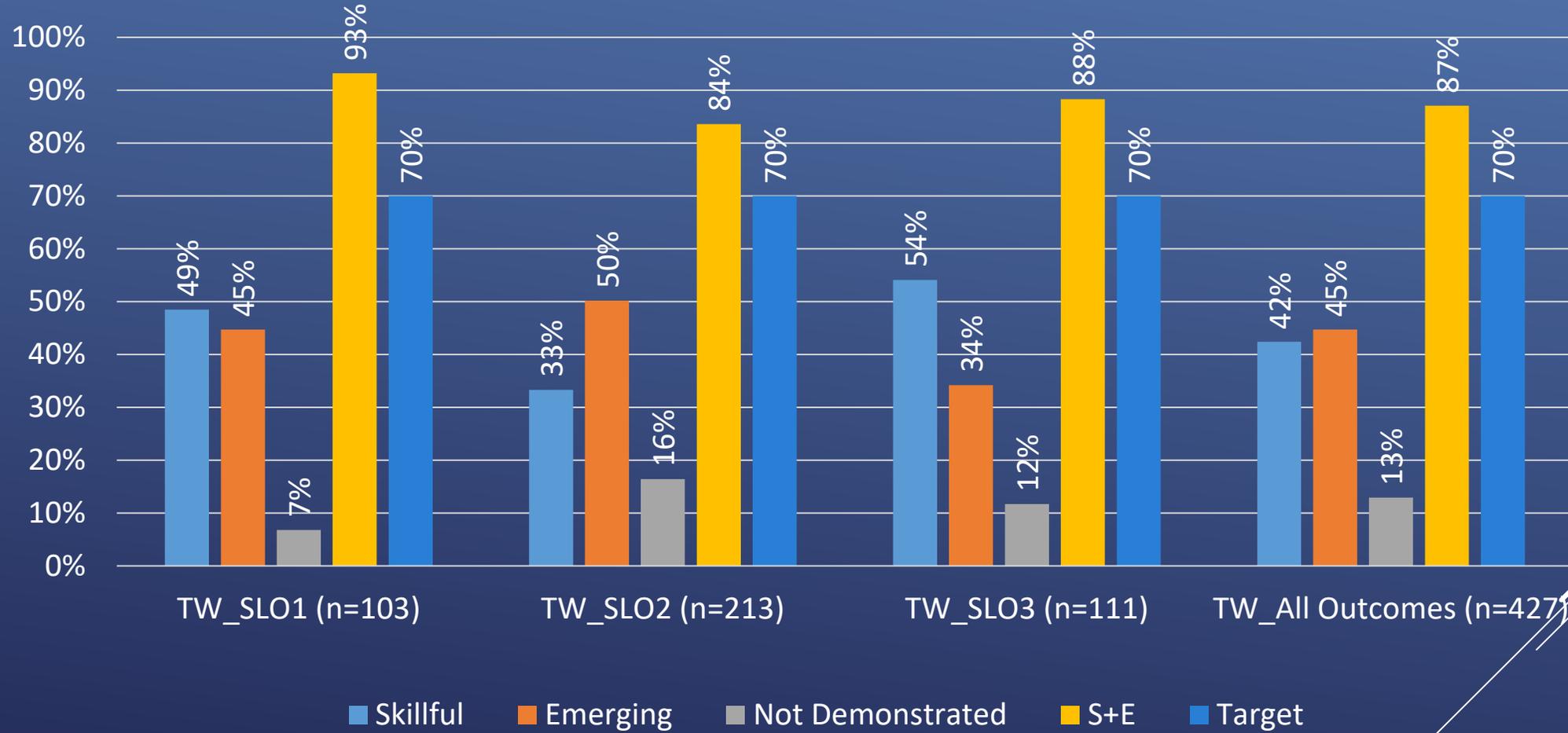
Social Responsibility 2016-2017
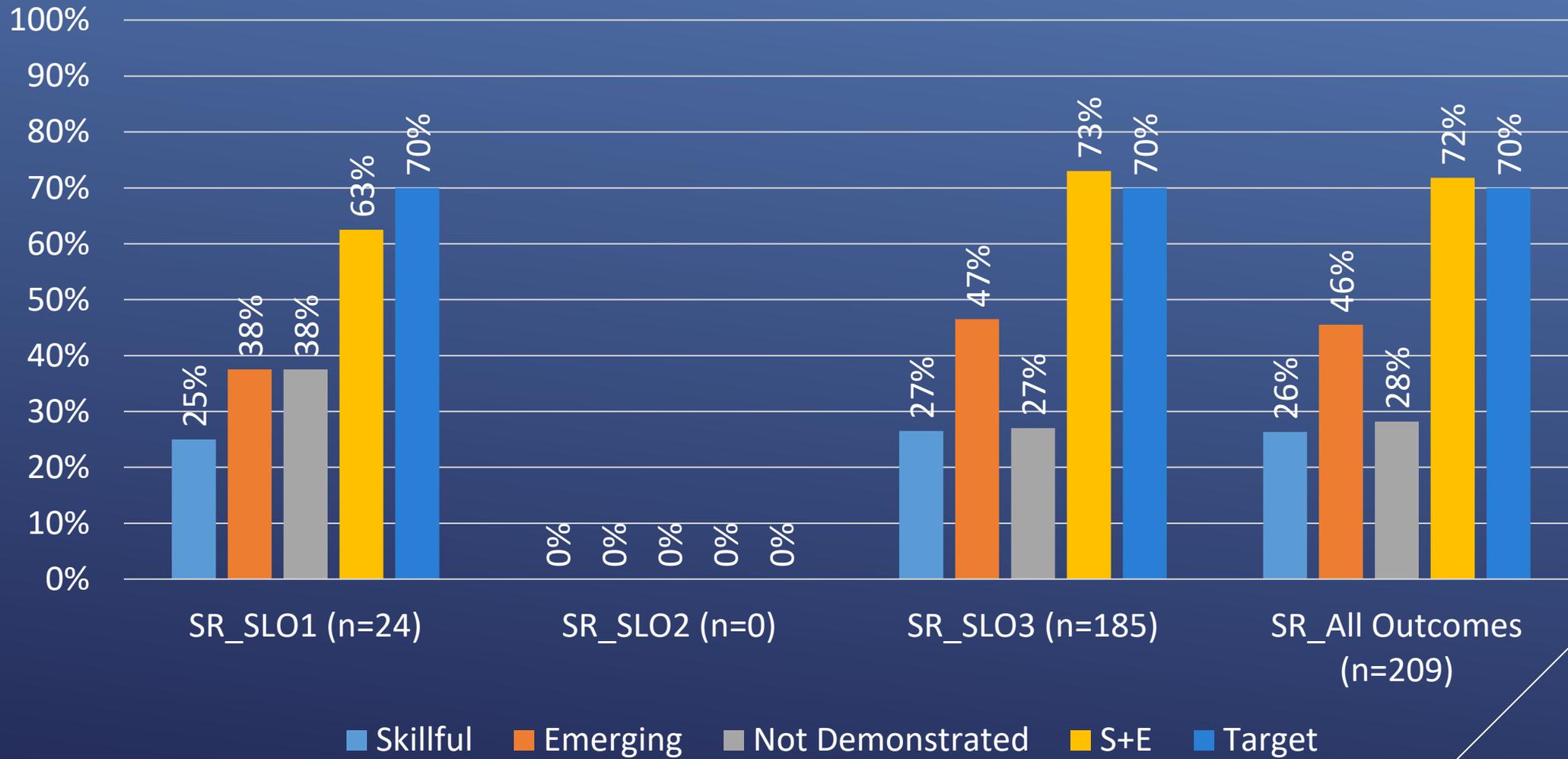
Personal Responsibility Results 2016-2017

3. Overall Empirical and Quantitative Skills at SPC (Cycle II 2014-15 and 2016-17)
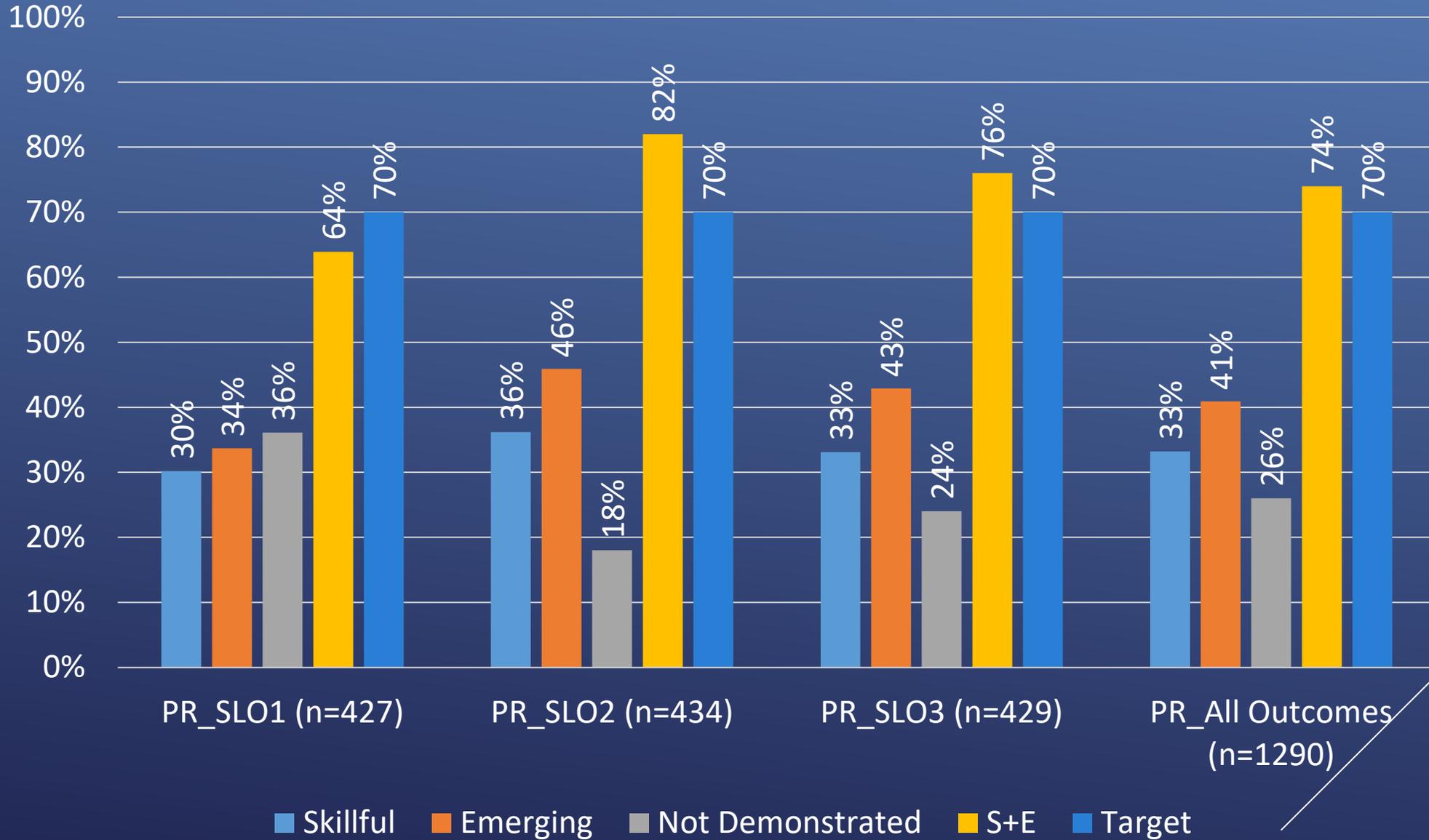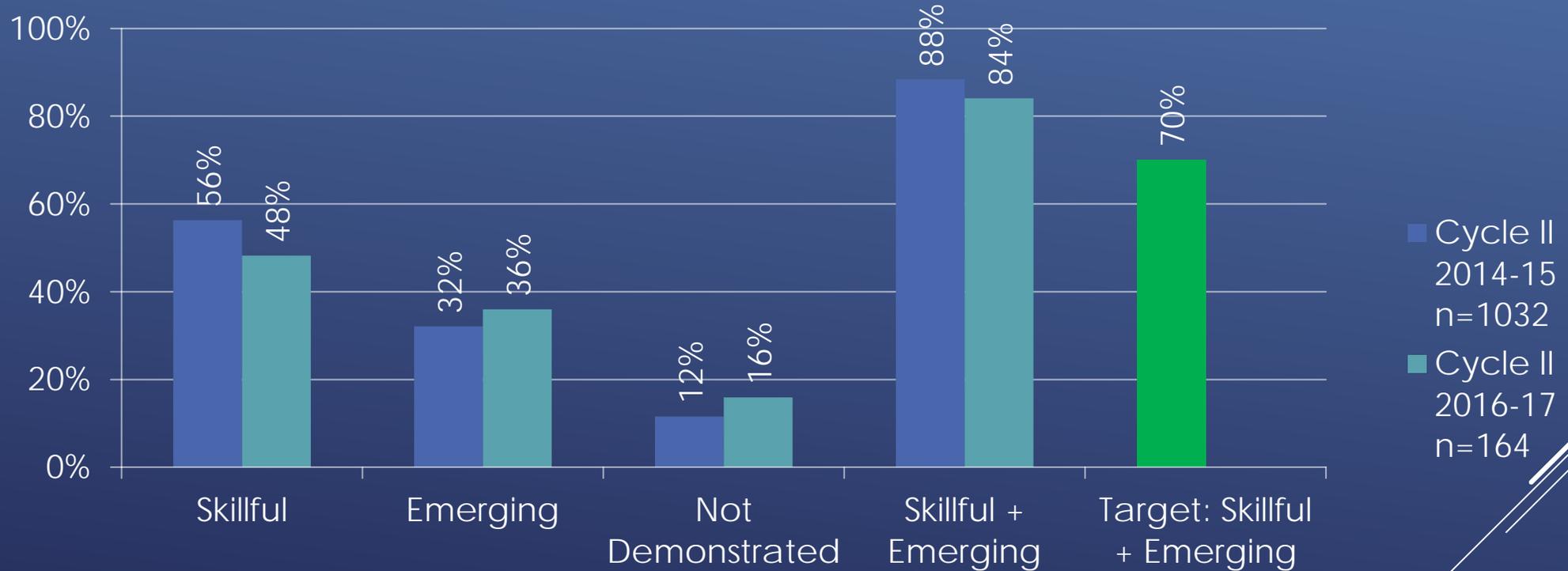
TEAMWORK – TARGET SKILLFUL + EMERGING = 70%
DECREASED BY 8%.

4. Overall Teamwork at SPC
(Cycle II 2014-15 and 2016-17)

5. Overall Social Responsibility at SPC
(Cycle II 2014-15 and 2016-17)

6. Overall Personal Responsibility at SPC Trend Comparison 2014-15 to 2016-17
(Assessed Annually - Cycle I and II)
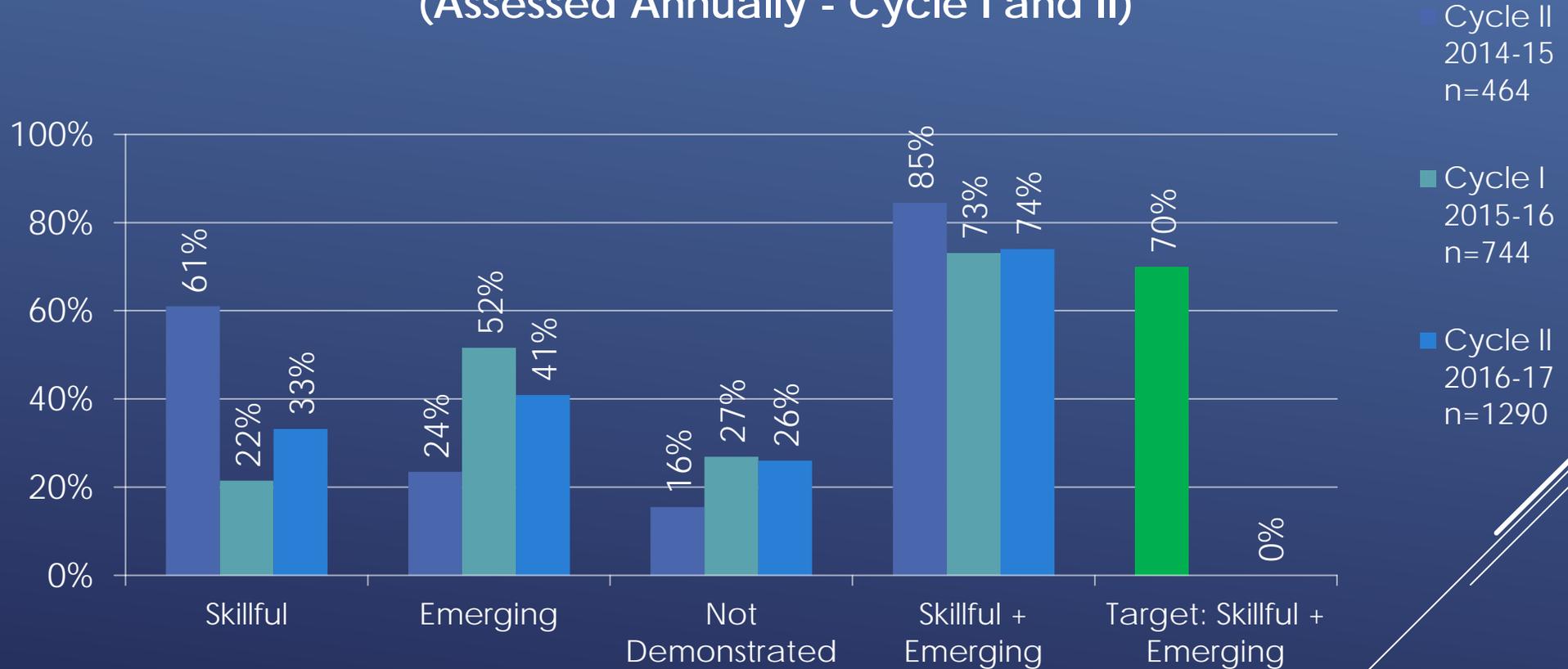
SACSCOC REAFFIRMATION UPDATE

OUAP WORKING SESSION

▸ Do the Detail Assessment Reports align with ACD and SPC strategic plans

▸ How does this information apply to SWOT and Environmental Scan recommendations