



ALAMO COLLEGES DISTRICT
St. Philip's College



Malcolm Baldrige
National Quality Award

2018 Award Recipient





Good to Great Strategic Planning

Retreat
April 26, 2022

Welcome



Accomplishments



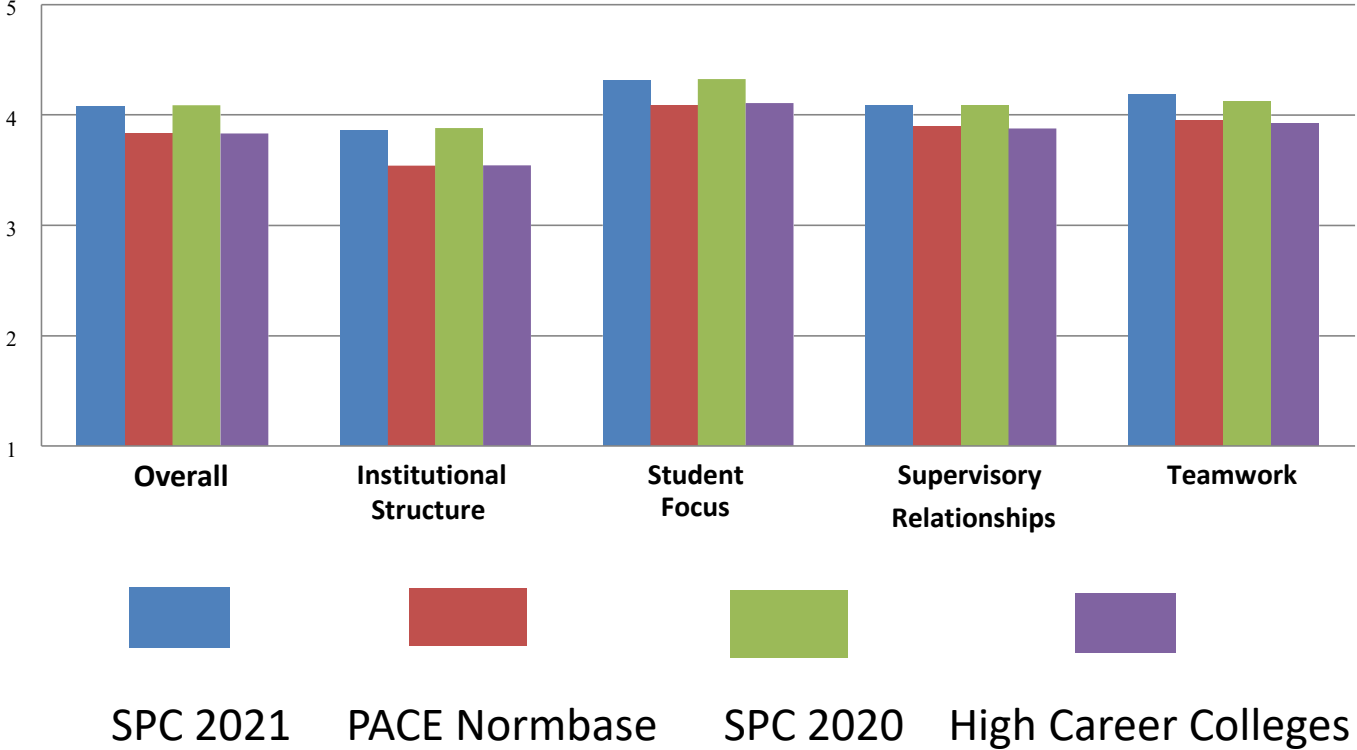
Tables discuss and identify 3 major accomplishments from 2021-22. Enter into the google doc.

PACE REPORT OUT

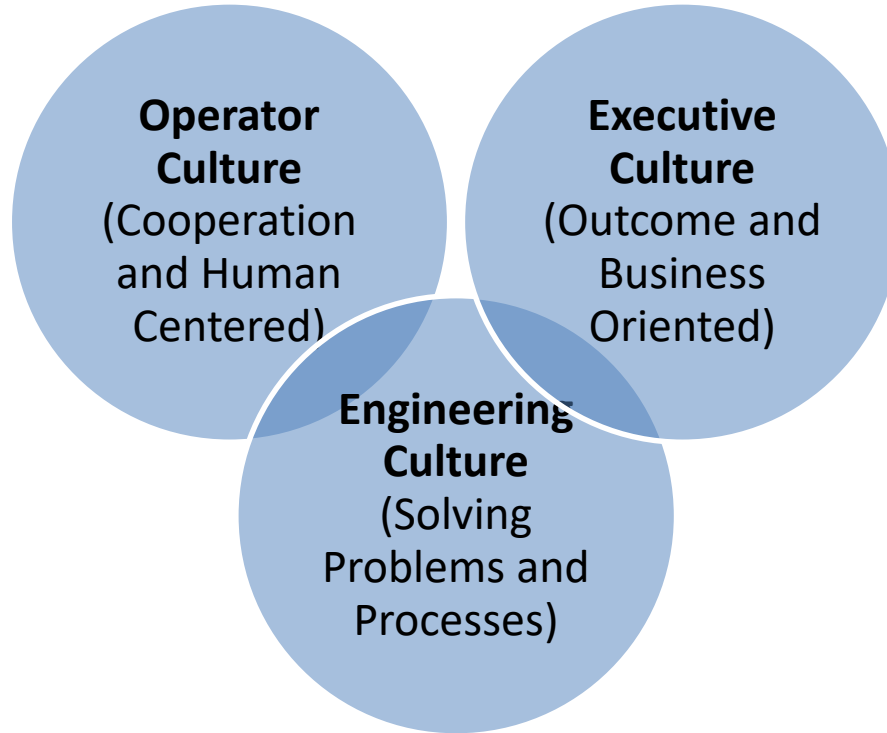
Climate Factors	SPC 2021		PACE Normbase 2021			SPC 2020		High Career		
	N	Mean	Mean	Sig.	Effect size	Mean	Effect Size Not Indicated in 2020	Mean	Sig.	Effect size
Overall	379	4.082	3.835	***	.328	4.088		3.831	***	.332
Institutional Structure	379	3.858	3.540	***	.351	3.882		3.543	***	.346
Student Focus	379	4.314	4.090	***	.343	4.326		4.109	***	.320
Supervisory Relationships	379	4.086	3.902	***	.207	4.091		3.877	***	.235
Teamwork	379	4.185	3.951	***	.246	4.128		3.929	***	.268

Leading in all areas compared to PACE Normbase and PACE High Career Colleges

Graphical Means by Comparison Group and Climate Factor



PACE Climate Survey: How do we assess culture and structure?



Strongest Factors of Satisfaction

- Communication employee relations are our strong suit compared to other PACE schools.
 - “Information is shared within the institution”
 - “I have the opportunity for advancement within this organization.”
 - **“Open and ethical communication is practiced at this institution”**
 - “A spirit of cooperation exists at this institution”
- Our highest means reveal SPC and ACD are strong in putting “Students First”
 - “Student needs are central to what we do”
 - “Faculty meet the needs of students”
 - “Students receive an excellent education at this institution”
- Employees desire to be heard and recognized at SPC
 - **“The institution’s leadership/supervisory structure is representing my interests”**
 - **“Open and ethical communication is practiced at this institution”**
 - **“A spirit of cooperation exists at this institution”**
 - “My supervisor is open to the ideas, opinions, and beliefs of everyone”
 - “My supervisor helps me to improve my work”
- Organizational structure is more influential at ACD
 - “The actions of this institution reflect its mission”
 - “Decisions are made at the appropriate level at this institution”
 - “I participate in decisions at the institution”
 - “Professional development and training opportunities are available”
 - **“Administrative processes are clearly defined”**



Diversity and Inclusion

- We promote student's needs but need to better understand the spectrum of student needs to promote inclusion.
 - "Classified Personnel meet the needs of students."
 - "I understand the priorities of the institution."
 - "People of different racial/ethnic backgrounds are well-represented among faculty"
 - "I am able to appropriately influence the direction of this institution"
- We have a representative population of the City of San Antonio, but we need to develop strategies for ensuring inclusion of a variety of voices.
 - Satisfaction with Inclusion is affected by racial/ethnic identity
 - "The institution provides a safe and secure working environment"
 - "People of different racial/ethnic backgrounds are well-represented among faculty"
 - "My supervisor is open to the views of people from racially and ethnically diverse backgrounds"



Qualitative Comments

Highlights

- “My ideas, innovation, and creativity to explore solutions are welcome and valued.”
- “The experiences shared by faculty, staff and students are stories of self-improvement and over-coming adversities.”
- “Leaders in my institution passionately advocate for students in and out of the classroom.”
- “The leadership, teamwork, and resiliency of our institution’s administration/faculty/staff offered students the opportunity to learn beyond online only instruction with remote learning via Zoom instruction and offered students laptops with mobile hot spot internet access. Tutoring mathematics services were continued via Zoom, too, for example, anticipating that co-requisite & developmental students, who already academically struggle, would be in danger of student performance seriously suffering without being enrolled with in person instruction. But, with no mask mandate and no safe, effective COVID-19 vaccine allowed while in the midst of the Delta variant, our institution offered more than just online only instruction while acting on emergency preparedness to Coronavirus in efforts to save lives with restrictive mandates.”

Challenges

- “Recognizing the breadth of DEI -- it’s geographic, neuro-based, gender/sexuality based, far more than the racial/ethnic DEI we’ve focused on.”
- “We have too many people that don’t like change and want to keep doing things the way they have always been done before, so it makes it difficult to improve.”
- “Bureaucracy, one size fits all colleges model (compromise for consensus) and poorly defined processes.”
- “The idea of going back to non-remote, as there are still issues with childcare, but moreover my stress level will increase.”

What can we do to help tackle organizational climate challenges?



1. Train faculty and staff on survey responses and survey purposes
2. Conduct a separate IPRE Climate Survey
3. Cross compare other institutional survey data including iCAT, CCSSE, & RNL
4. DEI Committee Efforts



QUESTIONS?



ENVIRONMENTAL SCAN

2022 Environmental Scan Methodology

Sources

- *Wall Street Journal*
- *San Antonio Current*
- *SA Express News*
- *Chronicle of Higher Education/ Inside Higher Ed.com*
- *Chronicle of Philanthropy*
- Texas Politics Polling data
- THECB data

Processes

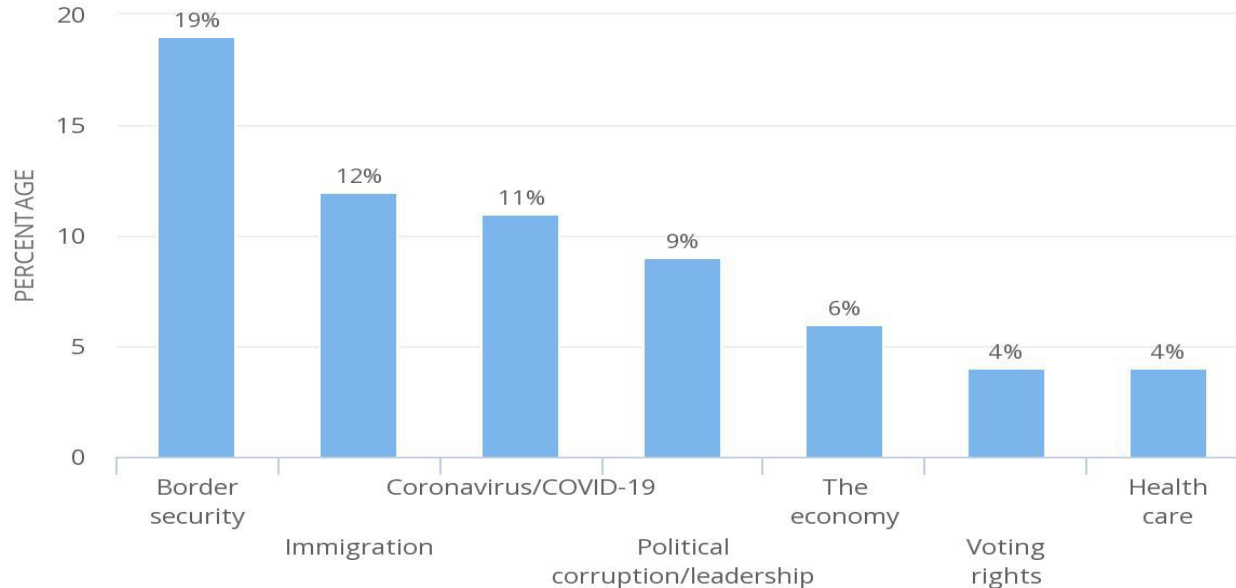
- PESTEL structure with additional D/C units:
- **P**olitical
- **E**conomic
- **S**ocial
- **T**echnological
- **E**ducational
- **L**egal
- **D**emographics
- **C**ompetition



Political Scan State of Texas 2022

MOST IMPORTANT ISSUE FACING TEXAS (FEBRUARY 2022)

The Margin of Error for this Graphic is +/- 2.89%



Source: February 2022 University of Texas/Texas Politics Project Poll

Inflation on Texans' minds

88% of Texans say that they have noticed an increase in prices for goods and services in February 2022
University of Texas/Texas Politics Project polling.



Texas Community College Higher Education 2021- 2022

Texas

The 2022 Texas Lyceum poll uncovered this point about higher education in Texas:

Do you think that students attending college get their money's worth for what they spend on higher education, or do they not receive a fair return on their investment?

	2022	2012	2011
1. Students get their money's worth	24%	43%	46%
2. Students do not receive a fair return on their investment	54	42	39
3. DON'T KNOW / REFUSED / NA	22	15	15

San Antonio

In 2021, Texas' community colleges saw a concerning 9% decline in enrollment last fall from the previous year, which accounts for approximately 67,000 students. Those trends have continued into the spring, according to Jacob Fraire, president of the Texas Association of Community Colleges.

In 2022, Texas community colleges have seen a nearly 11% drop during the pandemic, equivalent to a loss of about 80,000 students. (SA Current, October 23, 2021)



Economic Affects from the Pandemic

State Level

Texas community colleges are funded based on prior student numbers, and the **Texas Legislature used enrollment figures during the pandemic to develop the budget for the next two years, resulting in budget cuts for 24 out of 50 community colleges.** (SA Current, October 23, 2021)

San Antonio

- In San Antonio, the number of unemployed workers increased slightly even as the unemployment rate dropped. That was because the city's labor force contracted, meaning fewer people were actively looking for jobs.
- March 2022 job growth slowed overall as an acceleration in goods-producing sectors — particularly energy and manufacturing — was offset by a flattening out in most service-sector industries, according to the Dallas Fed. The service sector employs about 90 percent of San Antonio workers.
- Industries with the biggest job growth in San Antonio were manufacturing and financial activities, which added 400 and 500 jobs, respectively. Unemployment in San Antonio's tourism-oriented leisure and hospitality industry declined for the first time since February 2021. Leisure and hospitality employment in San Antonio has nearly recovered from the pandemic-driven hit to tourism in spring 2020.
- Despite the March 2022 slowdown in job growth, economists at the Dallas Fed are still predicting gains of 435,000 new jobs in Texas in 2022. (SA Express News, April 15, 2022)



Economic Affects from the Pandemic

HEERF Grants

HEERF Institutional and Student grants provided students with the capability to continue taking classes and staying in school throughout the pandemic.

HEERF Institutional funds provided more than \$2 million to support the Student Success teams retain and graduate more than 1,000 students. HEERF Institutional money provided SWC with new equipment in several programs, laptop purchases, provided locations across the college with COVID-safe furniture, and supported monthly employee telecommunications costs. In addition, HEERF Institutional funds have paid for Earn & Learn, ALAMO Books, and lost revenue during the pandemic.

HEERF Student funds helped students pay for housing, food, and services to continue their educational journeys at SPC.

HEERF HBCU Grant

HEERF HBCU money ensures the MLK campus has software and specific needs to provide academic instruction as well as personal protective equipment (PPE).

HEERF HBCU money is also being used to make MLK buildings safer in response to be prepared for future pandemic needs.

ALL HEERF grant money must be expended by June 30, 2023, per the Department of Education.



Social Issues Facing SPC 2022

Emotional Stress/Health Concerns

- Students cited emotional stress, health concerns, and financial worries as some of the biggest barriers to staying in college during the pandemic, according to a new report on a survey by the Lumina Foundation and Gallup.
- More than half of the people surveyed who were not enrolled in college said the cost of tuition was a reason for not continuing their education.
- Emotional stress was by far the leading reason students considered withdrawing in 2021 — underscoring concerns about student mental health. More than 70 percent of students who thought about leaving college and many who stayed are checked out emotionally and mentally.

Finance Concerns, but Hopeful

- The Lumina/Gallup report also noted that 45 percent of students from households earning less than \$24,000 a year found it difficult or very difficult to remain enrolled, compared with 28 percent from households earning \$24,000 or more annually.
- About 61 percent of those now enrolled see higher education as something that will help them pursue a more fulfilling career and 60 percent believe a degree will help them earn more money. Asked what specific factors kept them in college last fall, about half of enrolled students cited financial aid, and half cited confidence in the value of their education. Eighty-five percent who withdrew during COVID said they were considering returning to the classroom.

Chronicle of Higher Education, April 20, 2022



Social Issues Facing SPC 2022

Diversity, Ethnicity, Inclusion

- Diversity, ethnicity, and inclusion (DEI) is one of the cornerstones of higher education in 2022.
- DEI is more than race/ethnicity as outlined in the PACE survey: SPC members said we should be considering gender, neurodiversity, obesity, age, sexual orientation, as well as geographic diversity in our discussions.
- Most SPC members believe the College does a great job ensuring everyone feels welcome and part of a larger commitment to students.
- Most SPC members would like to see a DEI committee formed.

SPC and DEI

- According to the PACE Climate Survey, many across the College would like to see more acknowledgement of SPC being a Hispanic Serving Institution as well as a Historically Black College and University.
- There are those on the SPC campus who are concerned that DEI may divide us rather than unite us in our conversations.
- DEI stances should allow for open communication and rich discussions, according to many individuals' responses to the recent PACE survey.



Technology in 2022

IT and Technology Support during the Pandemic 2020-2022

- Kept SPC going and ensured everyone had what was needed as we worked remotely
- Zoom and Teams functioned incredibly well to ensure student assistance and academic success
- HEERF dollars provided money for Wi-Fi infrastructure, monthly expenses for internet, and laptops/software as well as instructional materials
- Many students and faculty found online learning to be an excellent experience; many staff members found remote work to be of great benefit managing a difficult time

2022-Forward

- HEERF dollars (currently allocated) end by June 30, 2023
- Many staff and faculty are retiring/leaving because remote work is no longer available and flexible schedules are no longer the norm
- Need to find ways through grants or other funding to continue to support strong technology capacity as we put a Cyber Range online
- Do we consider providing more online courses and degree options for students who have come to prefer online learning?



Legal Concerns in 2022

Taxes (ad valorem)

- Property tax battles are being waged across the state, city and county. Ad valorem taxes support Alamo Colleges' funding.

Political Interference

- Politicians, political groups, and various organizations now challenge college senior administrators about issues on campus as workforce needs, civic interactions, and economic pressures become public and expectations rise (Association of Governing Boards of Universities and Colleges, 2022 in Chronicle of Higher Education, April 20, 2022).



SPC Environment in 2022

Positives

- Many students who left college during the pandemic want to return to campus and they feel hopeful
- HEERF grants were important to maintain a vital presence in students' lives
- IT/Technology became an important focus in our workplace
- Recognizing that SPC is a diverse workplace

Concerns

- Property taxes and the economy impacting the college budget
- Student, staff, and faculty emotional health as we transition out of the pandemic
- The Great Resignation...
- Potential students choosing not to attend SPC or any college because they believe there is no funding stream for them or people around them telling the students that there is insufficient ROI on a college degree
- Do students want online learning added to their mix of course options?



Environmental Scan Feedback

Table teams discuss
Environmental Scan Factors
(verify or identify gaps).

Enter recommendations in the
google doc.



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SWOT ANALYSIS

SWOT Analysis Methodology

Resources

- Environmental Scan
- PACE Climate Survey
- iCAT initial discussions with San Antonio Foundation
- TAPE Award response
- SACSCOC OCIS response
- THECB data

Process

- Reviewed Environmental Scan
- Reviewed PACE Climate Survey in depth
- Met twice with SA Foundation about initial iCAT approach
- Reviewed SACSCOC and TAPE reports
- Reviewed THECB data that are certified



SPC Strengths

- Workforce programs
- Focused on Students First
- IT support throughout the pandemic
- New and renovated facilities
- Dedicated faculty and staff working with students
- Affordability
- Good ROI for tuition spent
- Wise use of HEERF grant dollars
- HBCU and Hispanic Serving Institution status
- Incredible history to build upon (past practice indicates future success)



SPC Weaknesses

- Lack of program-specific marketing
- Interim positions
- Shifts in Dual Credit Partners
- Cumbersome enrollment processes
- Not every department or division keeps record of their learning as an organization
- Need to expand professional development into becoming a learning organization
- Inefficiencies in getting approvals for actions (no clear processes)
- Perception that ACD gets in SPC's way more than assists SPC
- Transition of employees leads to institutional knowledge loss
- Need to build capacity for growth to become a bachelor's degree offering college



SPC Opportunities

- Develop BAT programs
- Create Ability to Benefit pipeline from GED to AAS to possible BAT
- Develop late afternoon, evening, weekend, online courses to reach variety of students for ROI
- Develop sets of microcredentials in each academic division to appeal to 25–45-year-olds who need retraining for employment
- Create 2+2 programs rather than rely upon TAGs with state and private universities for smooth pathway to academic transfer
- Leverage Continuing Education (CE) courses throughout the curriculum to increase enrollment
- Develop robust culture of assessment and learning organization model



SPC Threats

- Budget, budget, budget
- National/state/local economy
- Funding streams – will grants and sponsor supports dry up if the economy starts to falter?
- Decline of Dual Credit populations going to other ACD colleges or to other institutions
- Incomplete data in SPOL
- Minimal capacity as a learning organization
- Inefficiencies in processes that create long delays in gaining necessary answers to move programs, projects, or actions forward
- Misunderstanding or misinterpretations of SPC's Diversity, Equity, and Inclusion program and committee
- Minimal culture of assessment



SWOT Feedback



Table teams discuss SWOT Factors (verify or identify gaps).

Enter recommendations in the google doc.



**STRATEGIC PLAN 2022-25,
ROADMAP FOR IMPLEMENTATION**

Purpose

- Establish common understanding of process improvements for implementing the SPC Strategic Plan
- Review CHANGES to SPC Strategic Plan, 2022-25 (published in Jan '22)
- Review linkages between SPC Strategic Plan and Performance Goals
- Review Past Timeline: What Got Us Here (past strategic planning)
- Present Future Timeline: Roadmap for Implementation
- Highlight Future Implementation Events



Agenda

- Purpose
- Agenda
- SPC Strategic Plan 2022-25
- SPC Performance Goals
- Timeline: What Got us Here
- Timeline: Roadmap for Implementation
- Highlights of Future Implementation Efforts





Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college offering associate's degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an equitable and inclusive environment, fostering excellence in academic and technical achievement, while expanding its commitment to diversity, opportunity and access.

Core Competencies

The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs

- a. General courses in arts and sciences leading to an associate degree.
- b. Transfer education for students desiring to attend senior institutions.
- c. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- d. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- e. Workforce and Career development training programs for business, industry and government.
- f. Continuing education programs for occupational and educational enrichment or certification.
- g. High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.

2) Student Engagement

- a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
- b. Educational support services including library services, tutoring, open use computer labs and writing center.
- c. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- d. Empower students through a commitment to diversity, opportunity and access.

3) Community Engagement

- a. Quality social, cultural, and intellectual enrichment experiences for the community.
- b. Equity-minded and diverse campus that leverages the San Antonio community's ongoing diversity efforts to create an environment of healing and transformation.
- c. Opportunities for participation in community service and economic development projects.

Vision

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

Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

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

Institutional Priorities

*SACSCOC Compliance - Diversity, Equity, & Inclusion
- Graduation, Persistence, Productive Grade Rate Improvement*

SPC Strategic Plan 2022-25

STRATEGIC OBJECTIVES		
	OBJECTIVE	ACTION PLAN FY22-FY25
1	STUDENT SUCCESS Provide academic and student support and align labor market-based pathways to achieve student completion.	<ul style="list-style-type: none"> a. Leverage and strengthen resources, with special emphasis on the High School Program's capability and capacity, targeted to engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to the workforce. b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators). c. Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups. d. Establish a Strategic Enrollment Management Plan to improve access to the MyMAP student experience and integrate AlamoENROLL, AlamoADVISE AlamoPROMISE, and other associated strategies along the student academic pathway. e. Build Campus Capacity by expanding infrastructure, creating an operational model for evening and weekend courses, and expanding in programs of high demand. f. Assess and improve student learning outcomes/competencies for all academic and workforce/continuing education programs. g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways.
2	LEADERSHIP Provide opportunities for St. Philip's College students and employees to develop as leaders.	<ul style="list-style-type: none"> a. Incorporate personal and social responsibility, global citizenship, critical thinking and lifelong learning as the framework of principle-centered leadership into the culture of St. Philip's College. b. Promote current and accurate data-informed innovation, risk-taking and entrepreneurship. c. Enrich Academic Excellence by balancing faculty/staff with course requirements, expanding CTE offerings and establishing flexible scheduling (Evening/Weekend courses and course scheduling offerings that meet the needs of our students in all course modalities). d. Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership. e. Develop a robust DEI initiative that focuses on inclusion of all students and employees across the college, extends to hiring and promotion practices and transforms SPC to an equity-minded campus culture.
3	PERFORMANCE EXCELLENCE Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.	<ul style="list-style-type: none"> a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems. b. Improve Operational Excellence across campus by intentionally enhancing cybersecurity of IT systems, establishing a holistic OER plan and creating Advocacy Centers on MLK & SWC. c. Build Research Capacity to establish St. Philip's College as the recognized "Go to Community College in San Antonio. d. Ensure sound financial management with emphasis on cost containment. e. Build talent and empower all employees to improve collaboration and teamwork in support of the student success agenda. f. Create a Culture of Assessment where every faculty/staff member understands and implements a routine, data-informed, assessment of their activities/student outcomes and their alignment with SPC MVV/Strategic Plan. g. Brand and Implement a Marketing and Communications Plan for all annual communications (enrollment cycle, advising, graduation) that leverages the student voice as brand ambassadors.



2022 SPC Performance Goals

Degree/Certificate Awards (Student Success)

Description: Increase the completion of degrees and certificates per the Alamo Colleges Wildly Important Goal

Campus Capacity (Student Success)

Description: Build Campus Capacity (research – physical and programmatic) by creating an operational model for evening and weekend courses, expanding in programs of high demand and expanding infrastructure.

Diversity, Equity & Inclusion (Leadership)

Description: Develop a robust DEI initiative that focuses on inclusion of all students and employees, extends to hiring and promotion practices and transforms SPC to an equity-minded campus culture.

Culture of Assessment (Performance Excellence)

Description: Culture of Assessment where every faculty/staff member understands and implements a routine, data-informed, assessment of their activities/student outcomes and their alignment with SPC MVV/Strategic Plan



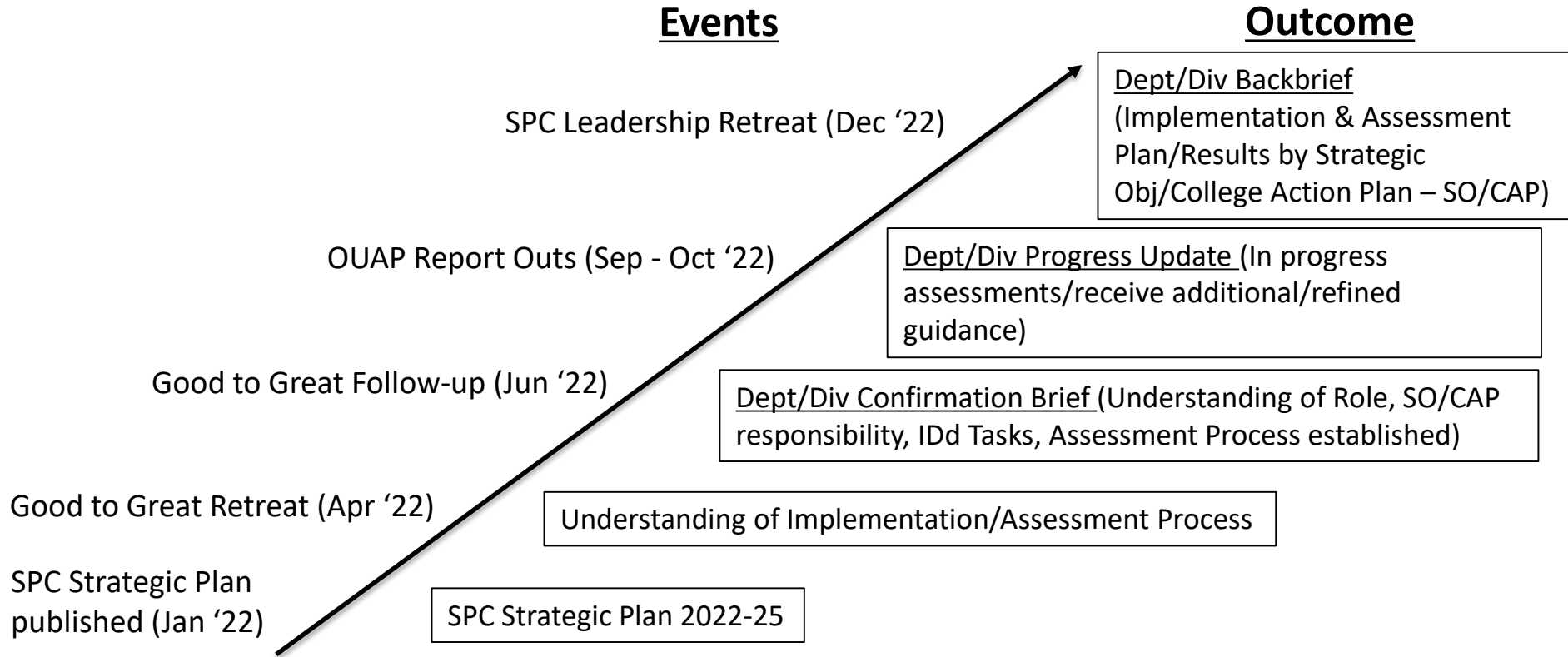
Timeline: What Got us Here



SPC
Strategic Plan
2022-25



Timeline: Roadmap for Implementation



Highlights of Future Implementation Events

- Additional Inputs to Strategic Planning/Implementation
 - Surveys (SACSCOC, 2021 TAPE, PACE, CCSSE/CCFSSE, Ruffalo Noel Levitz Survey, Great Place to Work, ICAT)
 - 2022-23 Budget Planning
 - SPC President's Guidance
 - ACD Chancellor's Charges/Initiatives
- Leverage existing strategic planning events (with minor modification)
- DSI/IPRE provide templates for each planning event
- Sustain Bottom-Up approach (Future Search)
- Iterative Feedback Loop between College Leadership & Division/Dept Teams
- 3 Year Cycle of Strategic Planning/1 Year Assessment & Refinement
- SPC Strategic Planning/Cycle of Assessment & Learning



QUESTIONS?



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TIME
FOR
BREAK!

**BUILDING A CULTURE OF ASSESSMENT,
ESTABLISHING A LEARNING
ORGANIZATION CULTURE**

What is a Culture of Assessment and a Learning Organization Culture....

A culture of assessment is an organizational environment in which decisions are based on facts, research and analysis, where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders (Lakos 2002, Conference Proceedings on Performance Measurement).

A culture of assessment happens in an institution where faculty, staff, and administrators want to know what assessment results are produced in departments and divisions and how these results connect to both desired institutional outcomes and learning outcomes for students and other stakeholders to ensure continuous improvement.

A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, in addition to modifying its behavior to reflect new knowledge and insights.



Why a culture of assessment and a learning organization culture?

- A culture of assessment promotes the values and beliefs the institution commits to across all levels of learning
- A culture of assessment indicates that we commit to what we value and believe in because we measure course, programmatic, and institutional outcomes across the institution
- Effective changes are learning proposals for an organization's growth
- Learning organization cultures build capacity to innovate and change to meet new demands
- Learning organization cultures establish norms of trust and risk taking to generate creativity and innovation



Building a Learning Organization Culture

• **Create learning organization practices:**

- Provide continuous learning opportunities for everyone
- Use learning to reach team, department, or division goals
- Link individual performance with institutional performance
- Foster inquiry and dialogue, making it safe for people to share openly and take risks – discuss problems openly and listen to each other to generate problem-solving ideas
- Embrace creative tension as a source of energy and renewal
- Encourage people to interact with their environment
- Encourage people at all levels, individually and collectively, to continually increase their capacity to produce results they really care about.

• **Results of becoming a learning organization:**

- Establish an open and supportive culture
- Learning and hard-earned experience are valued
- Everyone shares and contributes to the same vision
- Staff enjoy their work which enhances and revitalizes the environment and the organization
- Stakeholders are satisfied
- We benefit from highly effective work practices and initiatives



Building a Culture of Assessment



- Develop a college-wide assessment plan (guidebook) with goals and objectives (2021-2022)
- Establish “assessment champions” across the college (2021-2025)
- Create a structure of short-term and long-term “wins” that demonstrate the culture of assessment at SPC (2021-2025)
- Establish assessment activities and incorporate into PDW, Employee Development Day, an Assessment Quarterly newsletter (first issue came out in DEC '21 and the second issue came out MAR '22 on IPRE site), IUR/OUAP, Dual Credit Faculty workshops, and other college events (2021-2025)
- Align with SACSCOC OCIS recommendations to be more inclusive with our OCIS partners. Also, strengthen career and technical education (CTE) assessment activities and feedback loop (particularly with OCIS partners and adjunct faculty)



Why take on these ideas now?

- Achieving the highest levels of organizational performance requires a well-executed approach to organizational learning that includes sharing knowledge via systematic processes. Organizational learning includes continuous improvement of existing approaches; the adoption of best practices and innovations; and significant, discontinuous change or innovation, leading to new goals, approaches, programs, services, and markets (Baldrige Excellence Framework, 2021).
- Learning needs to be embedded in the way your organization operates. This means that learning (1) is a regular part of daily work; (2) results in solving problems at their source (root cause); (3) is focused on building and sharing knowledge throughout your organization; and (4) is driven by opportunities to effect significant, meaningful change and to innovate (Baldrige Excellence Framework, 2021).



QUESTIONS?





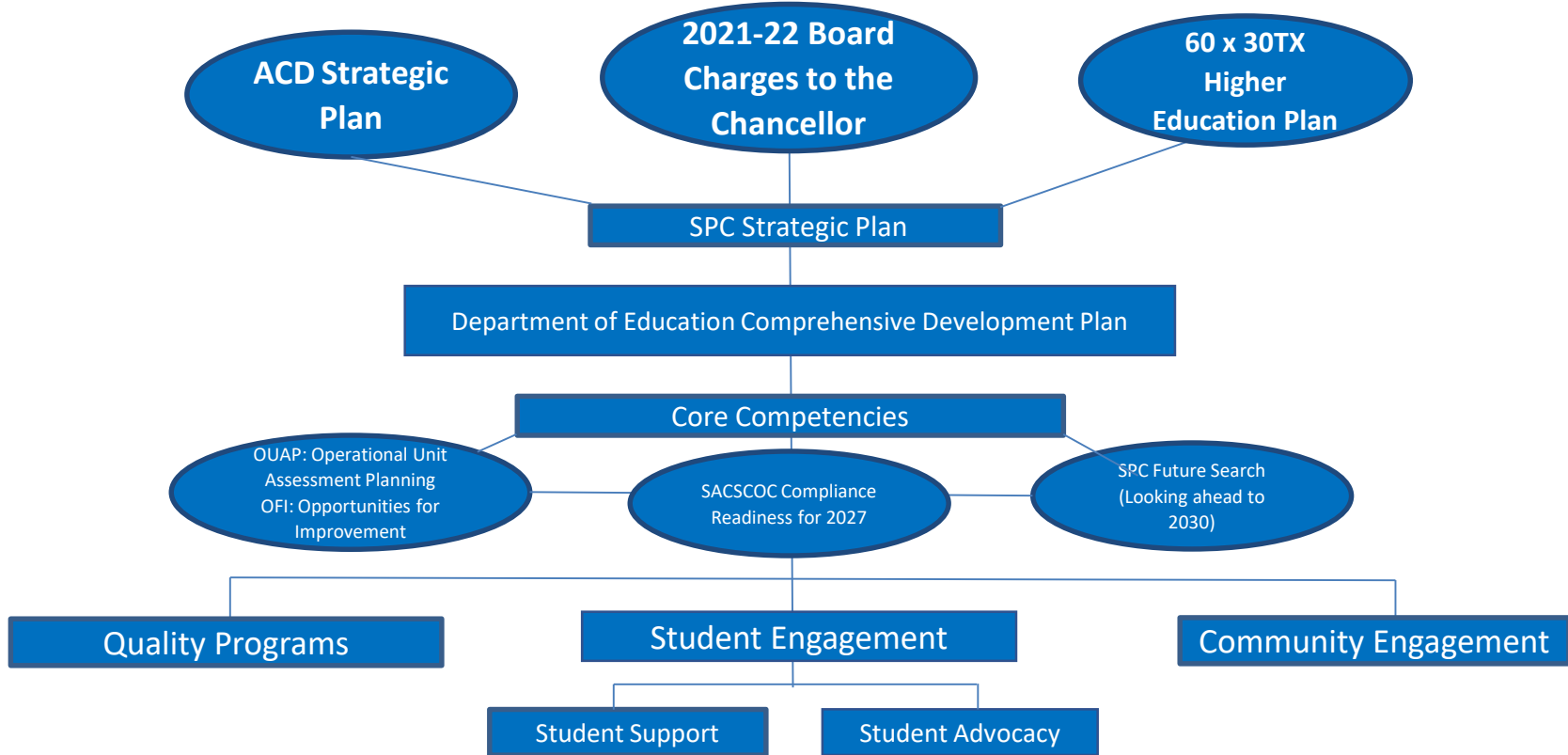


CLOSING REMARKS

BACKUP SLIDES



2022 SPC Strategic Planning Concept



60x30TX – Texas Higher Education Strategic Plan: 2015-2030

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.

THE OVERARCHING GOAL: 60x30 At least 60 percent of Texans ages 25-34 will have a certificate or degree. (Supports the economic future of the state)

THE SECOND GOAL: COMPLETION At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas. (Requires large increases among targeted groups)

THE THIRD GOAL: MARKETABLE SKILLS All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. (Emphasizes the value of higher education in the workforce)

THE FOURTH GOAL: STUDENT DEBT Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions. (Helps students graduate with manageable debt)

ACD Strategic Plan

Strategic Objective I: STUDENT SUCCESS

Provide academic and student support and align labor market-based pathways with a focus on student access, completion and social mobility.

- A.** Identify, improve, and fund processes, instructional programs and services designed to promote student success.
- B.** Strengthen the approaches to outreach and onboarding to eliminate barriers to enrollment and accelerate students' progress toward their academic and career goals.
- C.** Increase performance (retention, engagement, graduation, transfer and job placement) of all students through development and improvement of our student resources and advocacy supports.
- D.** Increase overall student performance by closing performance gaps between ethnic/racial, gender and socioeconomic groups.
- E.** Define, align, assess and improve student learning outcomes/competencies for all academic and workforce programs.



ACD Strategic Plan

STRATEGIC OBJECTIVE II: PRINCIPLE-CENTERED LEADERSHIP

Provide opportunities for Alamo Colleges District students and employees to develop as leaders and collaborators.

- A.** Incorporate personal and social responsibility, global citizenship, critical thinking and lifelong learning as the framework of principle-centered leadership into the culture of the Alamo Colleges District.
- B.** Build talent and empower all employees to improve collaboration and teamwork in support of the student success agenda.
- C.** Build and foster a robust internal and external communication system with students, employees and the community to improve collaboration, teamwork, partnership and trust.



ACD Strategic Plan

Strategic Objective III: PERFORMANCE EXCELLENCE

Continuously improve our student, employee, financial, technological, physical and other capabilities with a focus on effectiveness, efficiency, agility and quality.

- A.** Utilize the MyMAP framework to improve the overall student experience to accelerate students' progress toward their academic and career goals through the integration of advising, academic support and engagement processes and systems.
- B.** Improve the overall employee experience to accelerate employees' level of engagement, satisfaction and performance.
- C.** Ensure sound financial management with emphasis on cost containment.
- D.** Maximize the purchase and use of technology to support student and employee success.
- E.** Develop an agile system of workforce innovation and intelligent risk-taking through a shared contribution to data, action, value and organizational success.



Charges to the Chancellor (2021-2022)

The Board of Trustees of the Alamo Colleges District in collaboration with its Chancellor, Dr. Mike Flores, work to provide a road map to excellence. The points along the way on this map are called Charges and are communicated to all stakeholders.

Active Goals are those of high interest to the Alamo Colleges District organization and its stakeholders during the evaluation period. The achievement of Active Goals requires that they be specific and measurable.

1. Begin implementation of the overarching Alamo Colleges District-wide Strategic Enrollment Management Plan
2. Expand AlamoPROMISE to graduating High School seniors
3. Support equity-mindedness at Alamo Colleges District to address equity and resource issues among students, faculty, staff and partners/suppliers
4. Build and strengthen a comprehensive strategy through AlamoONLINE to increase enrollment of exclusively online students and increase the emphasis on micro-credentials
5. Implement workforce oriented Baccalaureate degree programs at all five colleges
6. Provide universal access to educational materials

Charges to the Chancellor (2021-2022)

Monitored Goals are those of continued interest and importance to the Alamo Colleges District and its stake holders during the evaluation period. Monitored Goals have often been an area of focus in previous evaluation periods. Their achievement continues to be of interest to the organization.

The following Charges for 2021-2022 are built upon the previous years' Charges in order to encourage continuous improvement and innovation for our award-winning district and economic and social mobility for our students.

7. Support the AlamoENGAGE model and its various components
8. Expand implementation and refinement of continuous improvement activities
9. Continue implementation of project management as a key performance and process improvement for capital projects, strategic initiatives and the organization
10. Implement strong oversight of the General Obligation Bond and the build-out of the projects scheduled for the entirety of the \$450 million bond
11. Continue collaboration with community partners to address the region's Workforce Development needs
12. Expand and improve implementation of the Alamo Way
13. Continue to implement the AlamoINSTITUTES
14. Strengthen the Alamo Colleges District brand, while promoting awareness of new and emerging Alamo Colleges District initiatives
15. Increase educational attainment rates and improve economic and social mobility through a comprehensive portfolio of high school programs
16. Successfully implement AlamoEXPERIENCE
17. Collectively increase collaboration and teamwork at all levels within the Alamo Colleges District family

Building a Culture of Assessment

- Develop a college-wide assessment plan (guidebook) with goals and objectives (2021-2022)
- Establish “assessment champions” across the college (2021-2025)
- Create a structure of short-term and long-term “wins” that demonstrate the culture of assessment at SPC (2021-2025)
- Establish assessment activities and incorporate into PDW, Employee Development Day, an Assessment Newsletter (first in DEC ‘21), IUR/OUAP, Dual Credit Faculty workshops, and other college events (2021-2025)
- Align with SACSCOC OCIS recommendations to be more inclusive with our OCIS partners. Also, strengthen career and technical education (CTE) assessment activities and feedback loop (particularly with OCIS partners and adjunct faculty)