

ST. PHILIP'S COLLEGE

One of the Alamo Colleges

**TEXAS AWARD
FOR PERFORMANCE
EXCELLENCE
2017**



St. Philip's College is a Historically Black College and a Hispanic Serving Institution. As "*A Point of Pride in the Community*," St. Philip's College is among the oldest and most diverse community colleges in the United States.



Application Components (Blank Cover Page, Checklist and Title Page)

Application Checklist

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Award Level Publicity Permission & HRO Release/Ethics Statement

1. Publicity Permission

Does the Quality Texas Foundation have your permission to recognize and publicize your organization as a Texas Award for Performance Excellence participant (after the examination process is complete)? *This will include recognition of participation in a Press Release, as well as at the Annual Texas Quest for Excellence Conference .*

Yes No

2. Release & Ethics Statements

We understand and agree that this application will be reviewed by members of the Board of Examiners.


We agree / decline to host the site visit and to facilitate an open and unbiased examination. We understand the organization must pay reasonable costs associated with a site visit.

If our organization is selected to receive an Award, we agree to share nonproprietary information about our successful performance excellence strategies with other organizations and at the annual Texas Quest for Excellence conference.

I state and attest that

- (1) I have reviewed the information provided by my organization in this Application Package.
- (2) To the best of my knowledge
 - no untrue statement of a material fact is contained in this Application Package, and
 - no omission of a material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices has been made. This includes but is not limited to sanctions and ethical breaches.

Signature, Highest Ranking Official



Signature

Date

Mr. Mrs. Ms. Dr.

Name:

Title:

Address:

Telephone No.:

Mobile No.:

Email:



Quality Texas Foundation
201 Woodland Park
Georgetown, Texas 78633-2007
(512) 656-8946
Email: drmac@quality-texas.org

September 2, 2017

Dr. Adena W. Loston
1801 Martin Luther King, Drive,
San Antonio, Texas 77008

Dear Dr. Loston:

Based upon the information provided in your Eligibility Certification Form, the Quality Texas Foundation is pleased to report St. Philips College is eligible to participate in the 2017-2018 Quality Texas Performance Excellence Award Cycle 1. Your organization will be evaluated at the Award Level in the Education Sector. All Award Level recipients will be recognized at the Quality Texas Foundation annual awards event to be held at the Sheraton Georgetown, June 24-26, 2016 in Georgetown, Texas. Please make plans for your organization's attendance.

An original application document, one additional copy, and a flash drive (word document) containing the complete application packet must be postmarked no later than October 6, 2017, along with a check in the amount of \$10,000 to cover assessment fees. Please make checks payable to the Quality Texas Foundation and send submission package to the Quality Texas Foundation, 201 Woodland Park, Georgetown, Texas 78633-2007. Contact Lin Wrinkle-McGuire at linwrinkle@quality-texas.org for other payment options. The Education Award Criteria is the same as the National Baldrige. This Award Level Application will require five Examiners that will agree to go on Award Level Applications/Site Visits. There is a requirement to have five trained Examiners for other Award Level Applications/Site Visit. Our training times and locations are located at www.quality-texas.org/training.

We look forward to working with you during your submission and we hope you will be successful in becoming a recipient of our prestigious Award. Please feel free to call or email us if you or your staff has any questions.

Sincerely,

A handwritten signature in black ink that reads "Mac McGuire". The signature is fluid and cursive, with the first name "Mac" and last name "McGuire" clearly legible.

Dr. Mac McGuire
Chief Executive Officer
Quality Texas Foundation
cc. Dr. Paul Machen



Applicant Eligibility Certification Form

1. Applicant Organization

Applicant Address:

Official Name: St. Philip's College

1801 Martin Luther King, Dr.

Other Name:

San Antonio, TX 78203

Prior Name (if applicable):

2. Application Level and Cycle: (Please check one)

Baldrige Next Level:

Progress Level:

Commitment Level:

Engagement Level:

(former TAPE recipients)

Cycle 2 _____

Cycle 2 _____

Cycle 2 _____

Cycle 1 _____

Cycle 3 _____

Cycle 3 _____

Cycle 3 _____

Award Level:

Cycle 4 _____

Cycle 4 _____

Cycle 4 _____

Cycle 1

Cycle 5 _____

Cycle 5 _____

If Progress Level, do you want to receive a site visit? _____ Yes _____ No

Note: In addition to the application fee – Next Level, Award Level (Cycle 1) and Progress Level site visits (Cycle 3 only) also require examiner expenses to be paid by the applicant. Cycle 1 Award Level applicants are not eligible for the Texas Award for Performance Excellence if they opt out of the site visit.

3. Highest Ranking Official

____ Mr. ____ Mrs. ____ Ms. Dr.

Name: Adena Williams Loston

Email Address: aloston@alamo.edu

Title: President

Address (If different from Headquarters):

Telephone No.: 210-486-2900

Fax No. 210-486-9270

4. Eligibility Contact Point

____ Mr. ____ Mrs. ____ Ms. Dr.

Name: Paul Machen

Email Address: pmachen@alamo.edu

Title: Dean of Student Success

Address (If different from Headquarters):

Telephone No.: 210-486-2157

Mobile No.

Fax No. 210-486-2278

5. Applicant Status

Has the applicant officially or legally existed for at least one year prior to the Applicant Eligibility Certification package deadline?

Yes _____ No

6. Application History



Applicant Eligibility Certification Form

a. Has your organization previously submitted an eligibility certification Package? Yes No
 If yes, please list the years and indicate the organization's name, if different. 2010, 2012, 2013, 2016

b. Has your organization ever received the Texas Award for Performance Excellence? Yes No
 If yes, please list the years and indicate the organization's name, if different. _____

7. Sector and For-Profit/Not-For-Profit Designation (must indicate if for profit or non as applicable.)

<input type="checkbox"/> Business*	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<small>*including Manufacturing, Service, Government, Non Profit and Small Business)</small>		
<input type="checkbox"/> Health Care	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input type="checkbox"/> Education: Pre-K - 12	<input type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit
<input checked="" type="checkbox"/> Education: Higher Ed.	<input checked="" type="checkbox"/> Non Profit	<input type="checkbox"/> For-Profit

8. Criteria Being Used

Business* Education Health Care
*including Manufacturing, Service, Government, Non Profit and Small Business)

9. Size and Location of Applicant

a. Total number of: Employees (business) or Staff(education/healthcare) 681

b. For the preceding fiscal year, the organization had: _____ in:

<input type="checkbox"/> 0 - \$1M	<input type="checkbox"/> \$1M - \$10M	<input type="checkbox"/> Sales
<input checked="" type="checkbox"/> \$10M - \$100M	<input type="checkbox"/> \$100M - \$500M	<input type="checkbox"/> Budgets
<input type="checkbox"/> \$500M - \$1B	<input type="checkbox"/> More than \$1B	<input type="checkbox"/> Revenues

c. Number of sites: 2 In Texas _____ Outside Texas

d. Percentage employees: 100 In Texas _____ Outside Texas

e. Percentage physical assets: 100 In Texas _____ Outside Texas

f. If some activities are performed outside the applicant's organization (e.g., by a national or overseas component of the applicant, the parent organization or its other subunits), will the applicant make available in Texas the sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its total operations in a site visit? (if selecting a site visit for overseas location, please use the international form and submit a separate application for the overseas location).

Yes No Not Applicable

g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Texas Quest for Excellence Conference and at its Texas facilities?

Yes No



Applicant Eligibility Certification Form

h. Attach a line and box organization chart for the applying organization, including the name of the head of each unit.

10. Subunits (If the applicant is not a subunit, please proceed to question 11.)

a. What is the relationship of the applicant to the larger parent or system? (Check all that apply.)

- a subsidiary of a unit of a school of
- a division of owned by a like organization of
- controlled by administered by a campus of college of the Alamo Colleges District

b. Parent Organization:

Highest Ranking Official:

Name: Alamo Colleges District

Name: Dr. Bruce Leslie

Address: 201 W. Sheridan

Title: Chancellor

San Antonio, TX 78204

Number world-wide employees of parent 2,478

c. Is the applicant the only subunit of the parent intending to apply? (Check one.)

- Yes No Do Not Know

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent. Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

District functions performed in full or in part for St. Philip's College include human resources administration, legal services, financial administration, information technology, facilities, housekeeping and grounds maintenance, police and security.

e. Is the applicant self-sufficient enough to respond to all seven Criteria Categories? (Check one.) The subunit must be able to address levels of deployment, integration and learning at the subunit level in each of the categories

- Yes No – Briefly explain

f. Briefly describe the organizational structure and relationship to the parent.

St. Philip's is one of five individually accredited colleges within the Alamo Colleges. The college president reports to the district chancellor who reports to the district-wide board of trustees.

g. Is the applicant's product or service unique within the parent organization?

- Yes No

If "No," do other units within the parent provide the same products or services to a different customer base?

- Yes No

If "No," please provide a brief explanation of how the applicant is distinguishable from the parent and its other subunits (e.g., market/location/name).



Applicant Eligibility Certification Form

St. Philip's (SPC) resides in economically challenged sectors of the community and provides a range of unique workforce/career programs as well as transfer programs. SPC and is the only institution in the country that is federally designated as both a Historically Black College as well as a Hispanic-Serving institution.

h. *Manufacturing, Service and Small Business Only:* Are more than 50 percent of the applicant's products or services sold or provided to customers outside the applicant's organization? (Check one.)

Yes No


i. *Manufacturing, Service and Small Business Only:* Are less than 50 percent of the applicant's products or services sold or provided to the following? (Both parts must be checked.)

- the parent organization Yes No

- other organizations controlled by the applicant or parent Yes No

11. Certification Statement, Signature – Highest-Ranking Official

I certify that the answers provided are accurate and that my organization is eligible based on the current requirements for the Quality Texas Performance Excellence Program. I understand that at any time during the assessment process, if the information provided was inaccurate, my organization will no longer be eligible for an award (if applicable) and will receive a feedback report only.



Signature

Dr. Adena Williams Loston

Printed Name

8/22/2017

Date

Please send your completed package and nonrefundable \$350 certification fee payable to Quality Texas Foundation to the CEO Quality Texas Foundation office located at 201 Woodland Park, Georgetown, Texas 78633-2007.

Eligibility Certification Form – Site Listing & Descriptors*

The following information is needed by the Quality Texas Foundation office to provide the most effective evaluation possible by the Board of Examiners.

1. Site Listing and Descriptors

It is important that the totals for the number of employees, faculty, and staff; percent of sales, revenues, and budgets; and sites on the form match the totals provided in above items. For example, if you report 600 employees in 9.a., the total number of employees provided in the Site Listing and Descriptors form should be 600.

Address of Site(s)	Number Employees, Faculty, and/or Staff as indicated in 9. a.	Number of Shifts	Operating Hours	Percent Sales, Revenue or Budget as indicated in 9. b.	Description of Products, Services, and/or Technologies for each site
St. Philip's College Martin Luther King Campus	616	2	7:00am- 10:00pm	100% - there is a single budget for St. Philip's College distributed by function/department area across both campuses.	Educational services resulting in professional growth, degrees and/or certificates in the areas of Arts and Science (for transfer to a 4-year institution), Health Sciences and Applied Science and Technology.
St. Philip's College Southwest Campus	65	2	7:00am- 10:00pm		Educational services resulting in professional growth, degrees and/or certificates in the areas of Applied Science and Technology and Workforce Education.

Eligibility Certification Form – Site Listing & Descriptors*

2. Key Organization Factors

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. “Key” means those organizations that constitute 5 percent or greater of the applicant’s competitors, customers/users, or suppliers.

A. List of key competitors

- a. *Local community colleges*
- b. *Local 4-year institutions including UTSA and Texas A&M*
- c. *Private instruction entities to include proprietary schools and distance learning organizations*

B. List of key customers/users

- a. *Students*
- b. *Employers*
- c. *Feeder Schools, Early College High Schools and Transfer Schools*
- d. *Community*

C. List of key suppliers

- a. *Alamo Colleges District Support Operations (IT, legal and fiscal services, human resources, facilities and grounds, purchasing, police and security)*
- b. *Follett (bookstore)*
- c. *Lancer (cafeteria)*

D. Description of the applicant’s major markets (local, regional, national, and international)

- a. *Graduating high school students*
- b. *Workforce education students*
- c. *Military personnel*

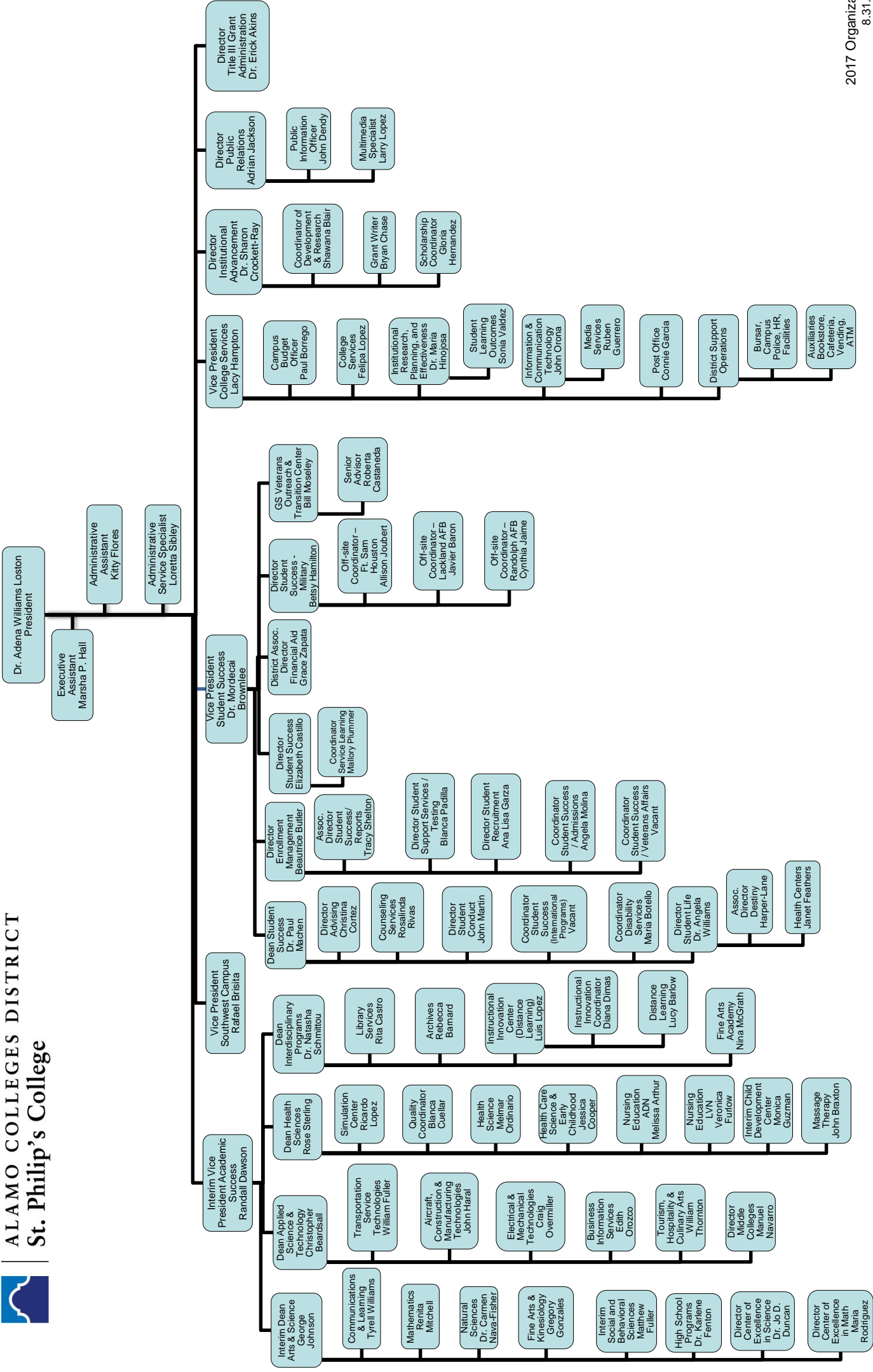
E. Name of the organization’s financial auditor

*Ernst & Young LLP
Frost Bank Tower
100 West Houston Street Suite 1800
San Antonio, Texas 78205-1403*

Organizations must submit an Eligibility Certification Package, including the \$350 nonrefundable fee, each time they plan to participate in an application cycle. The eligibility information is used to re-verify that the applicant is qualified to participate and to plan for Examiner staffing requirements.



ALAMO COLLEGES DISTRICT St. Philip's College





4DX	Four Disciplines of Execution
9PP	9-box Performance Plan
AA	Associate of Arts
AAR	After Action Report
AAS	Associate of Applied Science
ABO	ACD Budget Office
Aca	Academic
ACD	Alamo Colleges District (AC – Alamo Colleges)
ACES	Alamo Colleges Education Services
ACFEFAC	American Culinary Federation Education Foundation Accrediting Commission
ACL	Active and Collaborative Learning
ACM	All College Meeting
ACOTE	Accreditation Council for Occupational Therapy Education
ACPD	Alamo Colleges Police Department
ADA	American with Disabilities Act
ADKAR	A wareness, D esire, K nowledge, A bility and R einforcement
ALAS	Alamo Colleges Leadership Academy for Success
AP	Action Plan
AS	Associate of Science
AtD	Achieving the Dream
BAT	Building Action Team
BON	Texas Board of Nursing
CAAHEP	Commission on Accreditation of Allied Health Education Programs
CAHIIM	Commission on Accreditation for Health Informatics and Information Management Education
CAPs	College Action Plans
CAPTE	Commission on Accreditation in Physical Therapy Education
CC	College Connection
CCSSE	Community College Survey on Student Engagement
CEM	Communication and Engagement Methods
CEO	Chief Executive Officer
CoARC	Commission on Accreditation for Respiratory Care
COE	Centers of Excellence (for Math and Science)
Comm	Communication
CQUIN	Commissioning for Quality and Innovation
CS	College Scorecard
CTE	Career Technical Education
DAR	Detailed Assessment Report
DC	Dual Credit
Devel	Development
DP	Development Plan
DPA	Development Plan Activities
DSO	Alamo Colleges District Support Operations
EAP	Employee Assistance Program
ECHS	Early College High School
ECU	Ethics and Compliance Unit
EDM	Ethical Decision-Making
EDUC	Education



EEOC	Equal Employment Opportunity Commission
ELL	English Language Learning
ELP	Emerging Leaders Program
EMP	Employee
EOP	Emergency Operations Plan
ERM	Enterprise Risk Management
ES	Environmental Scan
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FM	Funding Model
FMLA	Family and Medical Leave Act
FOCUS PDCA	Find, Organize, Clarify, Understand, Select, Plan, Do, Check, Act
Freq	Frequency
FTIC	First Time in College
GED	General Education Development
GSVOTC	Good Samaritan Veterans Outreach and Transition Center
GTG	Good to Great
JRCERT	Joint Review Committee on Education in Radiologic Technology
HBCU	Historically Black Colleges and Universities
HR	Human Resources
ICT	Information and Communication Technology
ID	Identification
IIC	Instructional Innovation Center
Inst	Instruction
IPEDS	Integrated Postsecondary Education Data System
IPRE	Institutional Planning, Research and Effectiveness
ISLO	Institutional Student Learning Outcomes
IT	Information Technology
ITS	Information Technology Services
IUR	Instructional Unit Review
KPI	Key Performance Indicator
KSA	Knowledge, Skills and Abilities
KSO	Key Strategic Opportunities
LABs	Learning Advisory Boards
LFI	League for Innovation
LMS	Learning Management System
Mgmt	Management
Mtgs	Meetings
Moody	Moody Investors Service, bond credit rating
MOU	Memorandum of Understanding
MVV	Mission, Vision and Values
MyMAP	My Monitoring Academic Progress
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NAEYC	National Association for the Education of Young Children
NATEF	National Automotive Technicians Education Foundation
NEO	New Employee Orientation
NFO	New Faculty Orientation
NFP	New Faculty Prep
NILIE	National Initiative for Leadership and Institutional Effectiveness
NISOD	National Institute for Staff and Organizational Development



NLC	Northeast Lakeview College
NPDM	New Program Development Model
NSO	New Student Orientation
NVC	Northwest Vista College
OER	Open Education Resources
OUAP	Operational Unit Assessment Plan
PAC	Palo Alto College
PACE	Personal Assessment of the College Environment
PBA	Planning, Budgeting and Assessment Cycle
PBL	Problem-based Learning
PC	President's Cabinet
PCA	Purchasing and Contract Administration
PCL	Principle-Centered Leadership
PDCA	Plan, Do, Check, Act
PDM	Process Design Model
PEDP	Performance Evaluation and Development Process
PGR	Productive Grade Rate
POC	Point of Contact
PR	Office of Community and Public Relations
PVC	Presidents/Vice Chancellors
QEP	Quality Enhancement Plan
RAF	Resource Allocation Form
Reg	Registration
RP	Rightsizing Process
S&P	Standard and Poor's investment rating system
SAC	San Antonio College
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SAG	Student Achievement Goals
SAYWE	San Antonio Youth Wind Ensemble
SDEV	Student Development
SEG	Student Engagement Grant
SGA	Student Government Association
SL	Senior Leaders
SLOs	Student Learning Outcomes
SMART	S pecific, M easurable, A chievable, R elevant and T ime-bound
SME	Subject Matter Expert
SOBI	Strategies of Behavior Intervention
SOs	Strategic Objectives
SPC	St. Philip's College
SPP	Strategic Planning Process
SPR	Staff Progress Review
SSPR	Stakeholder's Strategic Planning Retreat
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAMU-SA	Texas A&M University – San Antonio
THECB	Texas Higher Education Coordinating Board
TMS	Talent Management System
Tng	Training
TX FAME	Texas Federation for Advanced Manufacturing Education
UAP	Unit Assessment Plan
UL	Unit Leader



UNQ	Unqualified
UPS	Uninterruptible Power Supply
USA	United States of America
USC	Unified Staff Council
UTSA	University of Texas at San Antonio
VITA	Volunteer Income Tax Assistance
VOC	Voice of the Customer
VP	Vice President
VPAS	Vice President for Academic Success
VPCS	Vice President for College Services
VPN	Virtual Private Network
VPSS	Vice President for Student Success
WDB	Workforce Development Board
WIG	Wildly Important Goal
WINTO	Women in Non-Traditional Occupations



P.1 Organizational Description

In 1898, James Steptoe Johnston, a bishop of St. Philip's Episcopal Church of the West Texas Diocese, founded St. Philip's Normal and Industrial School, a school designed to educate and train recently emancipated slaves. Opening on March 1 of that year, the school began as a weekend sewing class for six black girls, taught by Miss Alice G. Cowan, a missionary with the Episcopal Church. During this period, the institution was known as Bowden's School. Artemisia Bowden, daughter of a former slave, joined the school as administrator and teacher in 1902 and served the College for the next 52 years. She ushered the industrial school into a college that gave residents of the San Antonio Eastside opportunities to learn and grow and give back, and made the college an integral part of our community. Bowden wanted her students to serve San Antonio and be a beacon for St. Philip's College (SPC). Graduates were called, "St. Philip's Girls", and through the dedicated work of Bowden and her constituents, SPC became synonymous with quality education and service to the community. It is now one of the oldest and most diverse community colleges in the nation, and is the only college to be federally designated as both a historically Black college and a Hispanic-serving institution.

SPC is a publicly funded, two-year community college serving the needs of predominantly Black and Hispanic students, many of whom are from low income families and educationally underserved. We are one of the five Alamo Colleges District (ACD) schools located in and serving San Antonio, Texas and the surrounding area. In addition to SPC, Northeast Lakeview College, Northwest Vista College, Palo Alto College, and San Antonio College comprise the group. Each is independently accredited and operates with considerable autonomy. Our service area is mainly the San Antonio Eastside, but also includes Bexar, Wilson, Guadalupe, Medina, and Atascosa counties, and our outreach extends beyond the main campus with courses offered at a second campus and several off-campus locations. SPC is a two-year degree and certificate granting institution with more than 52 degrees and 42 certificates offered.

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 include transfer to one of those universities, employment directly after completion, or continuing their education in other areas at SPC or one of the other ACD Colleges. The *San Antonio Economic Development Foundation* indicates that San Antonio is the seventh-largest city in the nation with 1.4 million people, of which 63.2% are Hispanic. Of all students enrolled in post-secondary education in the city, 22.9% are enrolled in one of the ACD Colleges.

P.1a Organizational Environment

(1) Educational and Service Offerings - SPC is an open-door institution that understands that students come to the College with various goals and at various levels of preparedness. As indicated in *Figure OP-1*, our main educational 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.

Offerings	Importance	Delivery Methods
Degree Programs – 52 degree programs with various concentrations within AA, AAT, AS, AAS degrees.	Provides students an affordable pathway to transfer to a 4-year institution and/or to go into the workforce with skills to earn a living	Classroom Inst Distance Ed Labs and Learning Centers A&CL Worksite Practicum
Certificate Programs – 42 professional certificate programs and marketable skills certificates	Provide students who may not desire a degree an opportunity to develop specific work skills to help them move forward in their chosen career	Classroom Inst Distance Ed Labs and Learning Centers A&CL
Student Success programs and services to enrich and support learning and access	Supports student engagement and completion of all key programs	Direct contact and interaction with students
Figure OP-1 Educational and Service Offerings A&CL = Active & Collaborative Learning		

(2) Mission, Vision and Values – SPC was founded on the belief that education is the central element in improving lives and continues to be an institution focused on students and maintaining high academic standards. This belief is reflected in our **Value Proposition** - SPC creates an environment fostering excellence and technical achievement while expanding its commitment to opportunity and access; our **Guiding Principles** - the Mission, Vision, and Value (MVV) statements; and our **Core Competencies** that support them, (see *Figure OP-2*).

The MVV help define our culture and encompass the width and breath of SPC's commitment, passion and obligation. Our Mission statement captures the essence of our passion, beliefs, and driving forces; the Values guide SPC's student-focused and collaborative nature which strives to take into account cultural differences as well as contemporary academic needs; our shared Vision expresses the essence of what we strive to become. Our faculty, staff, and students developed the MVV in a major revision effort that occurred during our 2014 strategic plan development process and we



Mission
Empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.
Vision
St Philip's College will be the best in the nation in Student Success and Performance Excellence.
Values
<i>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.</i>
Students First: Above all, act in the best interest of the students.
Respect for All: We value courtesy, responsiveness, and appreciation for diversity by treating all people with dignity and kindness.
Community Engaged: We actively work in partnership with our stakeholders by responding to the needs of the community.
Collaboration: We work together to achieve student success.
Can-Do Spirit: We inspire resilience and persistence with a willingness to go above and beyond expectations.
Data-Informed: We use quantitative and qualitative data to inform decision-making and achieve student success.
Core Competencies
Quality Instruction for Educational Programs
Community Engagement
Student Engagement
Figure OP-2 Guiding Principles and Core Competencies

played a significant role in the effort by ACD to create a set of Shared Values. We ensure that our defined core competencies relate to our mission through our **Good-to-Great Strategic Planning Process (GTG Planning)**, during which the MVV guide development of specific Strategic Objectives and the Core Competencies required to attain those directions.

Our commitment to excellence is further evidenced through our focus on the TAPE Criteria; participation in the nationwide Achieving the Dream (AtD) initiative, whose stated goal is “to increase the success of community college students, particularly low-income and students of color”; and the Continuous Quality Improvement Network (CQIN) whose goal is to help colleges attain performance excellence through focused learning of best practices from the business world and translating them to a higher education environment.

(3) Workforce Profile – The profile of our workforce is shown in **Figure OP-3**. This figure indicates that our workforce is highly diverse and well educated, and shows the level of ACD support that is provided to our campuses. The College represents the community and its student composition by approximating the demographics of the underserved Eastside. Teaching faculty are required to meet the

certification requirements associated with accreditation set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). No bargaining units exist; however, Faculty Senate and Staff Council provide a level of bargaining power and support for College initiatives. These groups are part of a larger, unified ACD faculty senate and staff council.

Faculty and Staff Demographics	
Full Time	Administrators - 10; Professional - 110; Classified - 90; Faculty - 208
Part Time	Faculty – 210; Staff - 64
Faculty Ratios	Full Time – 59.6% Part Time – 40.4%
Gender	Female 54.1%, Male 45.9%
Ethnicity	Hispanic - 36.6%; White - 33.3%; African-American - 18.5%; American Indian/Alaskan Native - .5%; Asian or Pacific Islander - 2.2%; Two or more races - 3.2%; Not Disclosed - 5.7%
Education	Doctorate - 5.4%; Master - 38.7%; Bachelor -17.7%; Associate - 7.8%
ACD on-site	44 Full Time; 1 Part Time
Figure OP-3 Workforce Profile	

The key elements that engage our employees in accomplishing our mission and shared vision are shown in **Figure OP-4**. Various workforce segments have additional requirements as shown in **Figure OP-5**. **Figure 5.1-3** shows key employee benefits; health and special health and safety procedures are discussed in **Areas 5.1b (1)** and **6.2c (1)**, including ergonomic and facility accessibility. A gymnasium and tennis center provides fitness and wellness opportunities for our students and our workforce.

Engagement Elements
Importance placed on student diversity
Learning and development opportunities
Ability to influence the direction of the College
The extent to which information is shared
Figure OP-4 Workforce Engagement Factors

(4) Assets - SPC has 30 buildings on two campuses, with a total of 1,194,667 academic square feet, including a performing arts center, a four-court tennis center, and a gymnasium with a swimming pool. There are two libraries comprised of 73,213 square feet. We opened five new buildings in mid-2009: Center for Learning Resources, Center for Health Professions, Welcome Center, Diesel Technology Center, and Diesel Technology Lab. The Martin Luther King campus has 52.32 acres and the Southwest Campus has 50.16 acres, including 30 parking lots and 2,908 parking spaces. Total estimated assessed value is \$253,246,021. There are 2, 258 student desktops, 622 student laptops, 254 faculty desktops, 151 faculty laptops, 457 staff desktops, 78 staff laptops, 8 video conference and conference rooms, 179



Segment	Requirement
All Employees	<ul style="list-style-type: none"> • Technical support • Communication • Safe workplace • Career development • Professional, job and leadership development
All Faculty	<ul style="list-style-type: none"> • Academic freedom
Adjunct Faculty	<ul style="list-style-type: none"> • Relationship with team • Faculty Leadership
Part-Time Professional/ Clerical	<ul style="list-style-type: none"> • Inclusion • Relationship with team
ACD Employees	<ul style="list-style-type: none"> • Communication and engagement

Figure OP-5 Workforce Segments and Requirements

SMART classrooms, 89 computer labs, 180 Apple iPads, 4 Simulation Intensive Care Unit Labs, 1 Control Room, 3 Central Supply rooms, 1 Conference Room, 1 Simulated Inpatient Hospital, 8 Hospital Rooms, 1 Nurses Station, and 1 Basic Skills Lab with 12 hospital beds, and 1 Medical Gas Storage room. The total estimated value is \$7.5M.

(5) Regulatory Requirements - SACSCOC is the body that provides institutional accreditation to SPC. We initially received accreditation in 1951, were reaffirmed in 2006, and are currently awaiting reaffirmation. Our SACSCOC accreditation is independent of the other ACD Colleges, ensuring that we manage responsibility for all factors considered. We also must meet the standards set by the program accrediting bodies shown in **Figure OP-6**. We operate within the Texas Education Code (TEC) monitored through the **Texas Higher Education Coordinating Board (THECB)**, which regulates contact hour funding, common courses, and the approval of new programs. THECB also provides comparative demographic and financial data and monitors institutional effectiveness. We also operate under specific FERPA, ADA, OSHA, EPA, and EEOC requirements.

P.1b Organizational Relationships

(1) Organizational Structure - The ACD Chancellor is the Chief Executive Officer (CEO) and reports to a nine-member, community elected Board. By state statute, the Board is the governing body that sets policy consistent with the ACD mission. The Board appoints the Chancellor, levies property taxes, and approves the budget. The Board is the final authority on all policies that govern the five Colleges. The SPC President reports to the Chancellor and serves as the College CEO. Through establishment of several service agreements, ACD consolidates support for all of the Colleges in the following areas: Finance, HR, Facilities, Procurement, Campus Police, and IT on a shared basis.

(2) Students, Other Customers, and Stakeholders - Students and other key customer groups are shown in **Figure**

Institutional Accreditation
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
Program Accreditation
The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
Accreditation Commission for Programs in Hospitality Administration (ACPHA)
National Association for the Education of Young Children (NAEYC)
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Texas Board of Nursing (BON)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Accreditation Council for Occupational Therapy Education (ACOTE)
Commission on Accreditation in Physical Therapy Education (CAPTE)
Joint Review Committee on Education in Radiologic Technology (JCERT)
Commission on Accreditation for Respiratory Care (CoARC)
Commission on Accreditation of Allied Education Programs (CoARC)
National Automotive Technicians Education Foundation (NATEF)
Federal Aviation Administration (FAA)

Figure OP-6 Accrediting Bodies

OP-7 along with their key requirements. To best serve our students, we segment them based on education goal and other target demographic factors. More than half of our students are academically underprepared and require developmental education (pre-college level mathematics, writing, and reading instruction). We provide support programs and tutoring for the underprepared students; other special services include counseling for veterans and international students, as well as support services for the disabled. 12% of students are full-time and 88% part-time; 43% male and 57% female; 11% African-American; 56% Hispanic; 28% White; and 43% economically disadvantaged. Graduation and transfer are strongly encouraged and transfer partnerships exist with 52 universities, but most graduates go to Texas A&M University - San Antonio (TAMU-SA) or the University of Texas at San Antonio (UTSA).

(3) Suppliers and Partners - Partners, collaborators, and suppliers (**Figure OP-8**) are important to SPC for four reasons. First, partners are often directly involved in the delivery of services to students and other customers; second,



Customer Groups	Key Requirements
Market Segments	
<ul style="list-style-type: none"> Graduating HS Students Military Personnel Workforce Development Students 	<ul style="list-style-type: none"> Focused Recruitment Information About SPC Easy Access
Student Segments	
All Students	<ul style="list-style-type: none"> High Quality Instruction Financial Aid Communication Easy Access to Faculty & Academic Support Services Safety and Security
Transfer Seeking	<ul style="list-style-type: none"> Transfer Articulation Degree Completion Info Academic Challenges
Degree/Certificate Seeking	<ul style="list-style-type: none"> Degree Completion Info Academic Challenges
Underprepared	<ul style="list-style-type: none"> Developmental Courses Academic Support Services
Distance Education	<ul style="list-style-type: none"> Online Library Services Technology Orientation
Other Customers	
Feeder Schools; Early College Schools; Transfer Schools; Employers	See Figure OP-8
Community	<ul style="list-style-type: none"> Access to Events, Programs, and Services Citizenship Skills for Students High Quality Education

Figure OP-7 Customer Groups and Requirements

our people devote substantial time and effort working with partners and collaborators to achieve short-or long-term objectives; third, the products and services that we procure can directly impact the quality of education we provide and how effective we are in delivering that education; and fourth, non-labor expenses represent a significant component of our costs. For these reasons, 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 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 - We operate within a competitive-cooperative environment, particularly regarding our relationship with our four sister colleges. Students have the choice of attending these or any of the four-year institutions in the area or beyond. The other four ACD Colleges represent a modest level of competition for attracting incoming students. Local public, four-year competitors are TAMU - SA, UTSA and the University of Texas Health Science Center. Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary's University, Trinity University and University of the Incarnate Word. National competitors include for-profit colleges and the military.

P/C/S	Role	Requirements
Partners and Collaborators		
Feeder and 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 and 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 students Collaborate on articulation agreements and advising guides 	<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 Workforce Development Programs Skilled Graduates
Key Suppliers		
ACD	<ul style="list-style-type: none"> Provide finance, legal, HR, IT, police, and facilities services 	<ul style="list-style-type: none"> Collaboration Student Focus Efficiency and Effectiveness
Services Providers	<ul style="list-style-type: none"> Follett Bookstore Lancer Cafeteria 	<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 planning 	<ul style="list-style-type: none"> Expertise High quality services Responsiveness Innovative products

Figure OP-8 Partners, Collaborators and Key Suppliers

2) Competitiveness Changes - The most important change that impacts our competitive situation and provides opportunities for innovation and collaboration is the national economic situation that continues to threaten our state funding, but also drives students to community colleges for education to make them more employable.



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

Data Type	Source of Data
Student Engagement Satisfaction	CCSSE; Noel Levitz
Student and Education Program Performance	THECB Accountability System; ACD
Financial Performance	ACD; Moody; S&P
Workforce	PACE, BLS
Leadership	PACE

Figure OP-9 Comparative Data Sources

P.2b Strategic Context

Challenges and advantages are shown in *Figure OP-10*.

Strategic Advantages
1 - Affordability and Value
2 - Geographic availability to East San Antonio, Bexar and surrounding counties
3 - Culture and reputation of support for students
4 - Demonstrated success in job placement, career advancement, and transfer
Strategic Challenges
1 - Quality and effectiveness with decreased funding
2 - College readiness of incoming students
3 - Online competition
4 - Public expectation of high performance

Figure OP-10 Strategic Advantages and Challenges

P.2c Performance Improvement System

In 2011, the Board approved implementation of a new, groundbreaking leadership philosophy to create a stronger focus on students and student performance, and to accelerate us in our quest to achieve performance excellence. That philosophy, **Alamo Way: Always Inspire, Always Improve** (*Figure OP-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 many 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

GTG Strategic Planning, Operational Unit Assessment, and Instructional Unit Review processes; and the innovative **Staff Progress Review (SPR)** and **Faculty 180** performance management processes. These processes produce, deploy, and align our Strategic Objectives, College Action Plans, Unit Action Plans, Key Performance Indicators and Targets all the way to the individual level. The Alamo Way approach also includes reviews of performance and creation of improvement plans at the College, 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 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, MyMAP, AlamoADVISE, AlamoINSTITUTES, and ALAS, among others, have been implemented. We also complete a TAPE-based assessment annually, 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 College. As a result, we have been awarded the Achievement Level of the Texas Award for Performance Excellence.

Clearly, 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 an OUAP Report-Out, a Mid-Year Review, College Scorecard Reviews, Division and Department Action Plan and KPI reviews, Institutional Unit Reviews and plan updates, along with financial and quality reports, permit a focus on broader performance improvement requirements. Third, on an annual basis, TAPE assessments, GTG Planning, and the SPR and F180 processes create emphasis on longer-term requirements and opportunities that allow us to sustain and enhance our level of excellence organizationally and individually.





Category 1 Leadership

1.1 Senior Leadership

1.1a Vision, Values and Mission

(1) Vision and Values – In the spirit of the **Alamo Way (Figure P-11)** our core objectives are: **Student Success, Principle-Centered Leadership, Performance Excellence, and SACSCOC Reaffirmation. 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 get 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; contribution 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. We believe there is a leader in every seat and provide opportunities for students and employees to develop as principle-centered leaders. **Reaffirmation** allows us to continue to operate as an accredited community college, provide critically important education services to our community, and engenders confidence in our ability to perform at high levels.

The Alamo Way forms the basis for deployment of the **Mission, Vision, and Values (MVV - Figure P-2)** to leaders, the workforce, partners, key suppliers and customers. President level leadership teams implement the model on a regular basis as shown in **Figure 1.1-1**. Senior leaders set the organization's MVV during GTG Planning and while these important principles tend to endure over time they are reviewed annually and 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 each college the autonomy to establish mission and vision statements to reflect their own requirements while remaining in alignment with ACD.

The MVV are deployed through the methods shown in **Figure 1.1-2**. They are prominently displayed in offices and public areas and are documented in our catalog and on our website for widespread dissemination to faculty and staff, students and other customers, and stakeholder groups. Faculty, staff, and students are introduced to the MVV during orientation, they are listed on the back of employee ID badges, and each employee selects the single value that is most important to him or her and it appears on the front under their name. Leadership has integrated the values into faculty and staff evaluation processes to ensure full deployment of these important principles. One aspect of the staff performance review process, for example, includes a set of General Performance Measures that include Customer Service (**Students First and Community-engaged**); Teamwork and Teambuilding (**Collaboration**); Initiative (**Can-do Spirit**); Leadership (**Respect for All**); and Organization, Planning, and Problem Solving (**Data-informed**). In this way, the Values are reinforced and the staff are mentored on how to improve their performance in these critical areas on a regular basis. 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, and stakeholders are exposed to the MVV in various publications and communications venues.

Senior leaders model the values in their interactions with the workforce, students, community, partners, collaborators and suppliers to demonstrate their personal commitment and provide further support for the formal deployment tools. This is accomplished by publicly recognizing the faculty and staff for their outstanding work in support of students (**Students First**), supporting community-related activities (**Community Engaged**), and personally implementing the Alamo Way (**Can-Do Spirit**). Leaders are also evaluated on their performance like other staff, which includes how well they live the values.

(2) Promoting Legal and Ethical Behavior – Senior leaders (SLs) demonstrate their commitment to legal and ethical behavior by doing what is right and by personally promoting

Team	Members	Function	Frequency
President's Cabinet	Vice Presidents, Deans, Key Directors	Strategic Direction, Organizational Performance, Key Decisions, Employee Recognition, and Critical Issues	Weekly
President and VPs	President and Vice Presidents	Quarterly Scorecard Reports, Critical Issues	Weekly
President's Leadership Council	Cabinet, Key Directors, and Presidents of Faculty Senate, Staff Council, and Student Government Association	Monthly news and responses, plans for future events, major academic calendar milestones	Monthly
President's Advisory Board	President, Community and Industry Leaders	Strategic Oversight Issues, Organizational Performance and Problem Solving	Quarterly
President's Culinary Gala	Key Partners, Suppliers and Community	Strategic Direction, Program Highlights, Community Dialog	Biannually

Figure 1.1-1 Senior Leadership Team Structure



Method of Deployment	Stakeholder Group				
	Workforce	Partners	Suppliers	Collaborators	Students/Community
Orientation	*	*	*		*
Job/Service Description	*				
Strategic Plan	*	*	*	*	*
Code of Conduct	*		*		*
Leadership Teams	*	*	*	*	*
Alamo Way Leadership Model	*	*	*	*	*
Core Competencies	*				
College Performance Updates	*	*	*	*	*
Performance Reviews	*				
Meeting Agendas	*	*	*		
Team Activity	*	*	*	*	*
Reward and Recognition	*				
Town Hall Meetings	*				*
Convocations	*				*
Faculty and Staff Meetings	*				
Formal Contact		*	*	*	
College Catalog					*
Facility Signage	*	*	*	*	*
Hanging Banners and Posters	*	*	*	*	*
Wall Art and Acrylic Signs	*	*	*	*	*
Marketing Materials	*	*	*	*	*
Newsletters	*	*	*	*	*
Alumni Communications	*				*
College President and Student President Walk-About	*				*
President's Advisory Board	*				*
Faculty Senates/Staff Councils	*				
College Meetings	*				
Board Policies	*	*	*	*	*

Figure 1.1-2 SPC Methods to Deploy MVV

an environment that fosters, requires, and results in legal and ethical behavior. Leadership created the **Ethics and Compliance Unit (ECU)** to manage these efforts, designated an ethics and compliance officer charged with directing the program, and developed the Chancellor's Policy Clarifications and Ethics Handbook to specify expectations (see *Area 1.2b*). SLs model legal and ethical behavior and set performance expectations for employees based on job descriptions and duties, required training, and the employee appraisal process. Expectations are measured annually and feedback is given to all employees. Policies for legal and ethical behavior are published, available by accessing the ACD website, and reinforced through our annual online Ethics training program. Of particular note, in preparation for our most recent accreditation reaffirmation, leadership adopted **Ethical Decision-Making (EDM)** as a Quality Enhancement Plan (QEP) and it remains in place today. The QEP consists of four key strategies:

- Provide faculty professional development to enhance skills and create learning activities that support student ethical decision-making skills;
- Facilitate faculty-student best practice sharing to enable continuous improvement across the five-year plan;

- Engage students in EDM learning opportunities; and
- Develop SPC community-wide EDM awareness.

Throughout the year leadership, other employees, students and community members are engaged in EDM and then complete assessments to measure the effectiveness of our EDM program plan. EDM has now become a SACSCOC model for best practices. Engagement in QEP includes integration into classroom learning, demonstrations and workshops, student participation in the Texas Regional Ethics Bowl, and the development of an app, which challenges users with ethical conundrums.

1.1b. Communication

(1) Communication - Senior leaders invite and encourage conversations with stakeholders through the **Communication and Engagement Methods (CEM)** shown in *Figure 1.1-3*. CEM begins with new employees when the President meets and establishes a relationship with incoming professional staff and full-time faculty as part of New Employee Orientation. The cohort gets together again during Employee Development Week, where the President hosts a frank discussion about their initial experiences at SPC. Senior leaders encourage direct engagement and the use of e-mail to make contact. In addition to formal communication methods, senior leaders use informal approaches such as visiting work centers, celebrations, and social interactions to pass information to the workforce and hear about concerns.

Several methods are used to communicate key decisions and organizational changes to the workforce. If the decision or change requirement relates to the SPC strategic direction in the context of strategic planning and budgeting, SLs provide the information in conjunction with plan deployment. The President communicates decisions directly to the campus community through **Call to Conversations** and via Cabinet and other SLs, who relay information in division and department level meetings. SLs meet with the workforce, students, and stakeholders directly using committee meetings, staff meetings, Town Hall meetings, and Convocations to encourage frank, two-way communications. Social media, online postings, and print publications keep visitors, stakeholders, and the community abreast of College news.

Senior leaders take an active role in motivating the workforce by engaging with them through visits to work centers and meetings. Leaders also focus on the key factors that drive workforce engagement to develop methods to promote high performance. For example, one of those factors is workforce ability to influence College direction. Therefore, SLs include a broad section of the College in GTG Planning, promote delegation of authority, have instituted methods to encourage workforce participation in making decisions, and allow decision making at points of greatest impact. SLs strive to afford the workforce ownership in SPC success through the



Method	What	Who	Frequency
Cabinet and VP Meetings*	Progress to Plans, critical issues, MVV, performance	VPs, Deans, Key Directors	Weekly
Presentations to Board*	Program/student highlights, best practices, performance	ACD and College leadership	Quarterly
President's Leadership Council Meeting*	Monthly news and responses, plans for future events, major academic calendar milestones	Cabinet, Directors and Presidents of Faculty Senate, Staff Council, and Student Government Association	Monthly
President's Walkabouts with SGA*	President and Student Government Assn President walk the campus and engage with students, small groups	Students	Monthly
President's Meeting with Student Org Leaders*	Gather info on views, feelings, issues, concerns, ideas	Students	Monthly
Alamo Industries*	Communication and engagement in six different academic career paths	Academic and Student Success leaders; staff; community	Ongoing
Call to Conversations*	Quarterly Scorecard Reports, Critical Issues.	Workforce	Quarterly
All College Meeting*	Strategic Direction, Organizational Performance, Key Decisions, Employee Recognitions, and Critical Issues	Workforce	Biannually
Division Meetings*	College and Division issues, plans, performance	Workforce	Monthly
Department/ Discipline Meetings*	Progress to plans, news, recognition, best practices, MVV, expectations	Department Chairs, Faculty	Monthly
Councils and Committees*	Key Decisions, minutes posted on AlamoShare	President, VPs, Deans, Directors, Department Chairs & Leads, Faculty, Staff, Students	Most Monthly
President' Advisory Board and Culinary Gala*	Strategic direction and community issues, decisions, performance, MVV	Partners, Suppliers, Community	Biannually
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 Leaders, Workforce	Ongoing
Town Hall Meetings*	KPIs, Strategic plan, budget, general information	Faculty and Staff	Biannually
GTG Planning Retreats*	ES, SWOT Analysis, MVV, SOs, APs, KPIs	College leaders	Yearly
Convocations*	Annual directions, MVV, recognition, development	Workforce and Students	Biannually
Employee Development Seminars*	Thematic organizational knowledge, best practices sharing	Workforce and Students	Yearly
Budget Meetings*	Review of proposed and current budget	Workforce	Ongoing
Faculty Senate Meetings*	Advocacy; Organizational knowledge and best practices	Faculty	Monthly
Staff Council Meetings*	Advocacy; Organizational knowledge and best practices	Staff	Monthly
New Student and ECHS Convocation/Orientation*	Information sharing	Students, Community	Biannually Yearly
Faculty Development Seminars*	Thematic organizational knowledge, best practices sharing for faculty	Deans, Chairs, Leads, Staff, Faculty	Ongoing
Feed the Tiger*	Users rate or share their experiences at SPC; feedback informs decision-making	Students, Employees, Community, Partners	Ongoing
Digital Signage	Events and activities; event calendar; news feed	Students, Employees, Visitors	Daily
Policies, Procedures, and Guidelines	Standards, organizational knowledge and learning, best practices	Workforce, Students, Suppliers, Community, Alumni	Ongoing
Catalog	College resources, general info; emphasis on degree plans	Faculty, Staff, 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
Media Alerts	Media advisories, press releases, original photos	Area media outlets, reps	Ongoing

Figure 1.1-3 CEM: Communication and Engagement Methods

* Two-way communications (in bold)

empowerment initiatives in place and by generating the understanding that everyone's responsibilities lead to our core objectives -- the Alamo Way and Students First. 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 SPC, and the vision and values provide an aspirational set of expectations. Senior leaders are also directly involved in the employee recognition program, presenting or otherwise participating in events where individuals are recognized. For example, twice per year



employees, through their Departments or Divisions, have the opportunity to meet with the Board and Senior Leaders to present **Program Highlights** and **4DX Success Stories** that have had a positive impact on organizational success and/or process improvement. In addition, employees, students and programs are featured in online news releases and the President's Newsletter to highlight their achievements. SLs present Employee of the Month awards, acknowledge those who achieve personal and professional goals, serve the community, and receive honors outside of the College.

1.1c Mission and Organizational Performance

(1) Creating an Environment for Success - Senior leaders have created an environment for achievement of the mission and organizational agility through adoption and deployment of the Alamo Way and the **Guide, Sustain, and Communicate Model** shown in *Figure 1.1-4*.

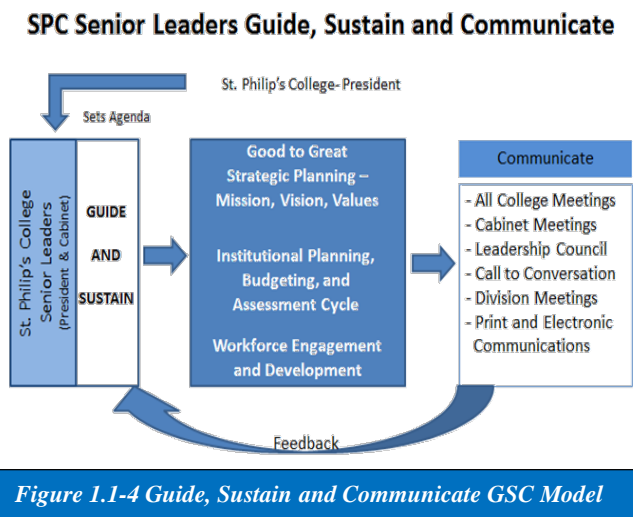


Figure 1.1-4 Guide, Sustain and Communicate GSC Model

GSC is followed systematically and ensures that: SLs set the agenda and path that guide and sustain SPC going forward; lead strategic planning, budgeting, and assessment at all levels; workforce development and engagement are high priorities; and multiple communication methods involving SLs are in place. Further, innovations such as **MyMap** (see *Area 3.2b*) and **SMART Goals** are important methods to generate success and provide us a competitive advantage. Employees self-identify **SMART Goals (Specific, Measurable, Achievable, Relevant and Time-bound)** annually, aligning them with Department and/or SL goals. Staff members measure and track progress against goals, creating data to be used by supervisors to analyze progress and performance. SLs cultivate organizational and personal learning by providing numerous learning and development opportunities that are aligned with organizational and individual needs and objectives as explained in *Area 5.2b*. SLs have created an environment that embraces change and 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 Cabinet exercising final authority. Similarly, SLs have empowered managers to identify plans at the Unit and individual levels to address strategic plan requirements.

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, the Alamo Way priorities are emphasized to the workforce through the SOs and CAPs, and our measurement system also focuses on student learning, success and their satisfaction. Our newsletter spotlights the extraordinary effort faculty and staff put forth to serve students, and customer comments, identifying positive experiences that customers have had with our people, are often posted on the intranet.

SLs are 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 the **Emerging Leaders Program (ELP)** described in *Area 5.2c*. In addition, SLs choose emerging leaders to attend a variety of leadership development programs such as the SPC Master Teacher Certification Program, Alamo City Chamber of Commerce's "Entrepreneurial and Professional Institute Connection," South San Antonio Chamber of Commerce's "City South Leadership Academy," and the Master Leadership Program of Greater San Antonio.

(2) Creating a Focus on Action – Senior leaders create a focus on action that will improve performance, identify needed actions, set expectations, and demonstrate accountability through the **Planning, Budgeting, and Assessment (PBA) Cycle**, which produces the SOs, CAPs, OUAPs, KPIs, and Progress to Plan Reviews, all of which are aligned and integrated to produce the higher levels of performance we seek to achieve (see *Category 2*). SLs are assigned specific KPIs to foster higher performance, and are 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, senior leaders lead 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 SPC-wide WIG is to increase degrees and certificates earned by our students to **1992 in 2017**, and 4DX actions and standards to drive this outcome have been established across the institution (see *Area 3.2b*).

SLs create and balance value for students, other customers, and stakeholder groups by use of multiple methods to understand the needs and expectations of these groups through the VOC process described in *Item 3.1*. During GTG Planning, SLs evaluate those needs and expectations, identify where requirements of different 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 – ACD and its five Colleges are governed by a nine-member Board of Trustees (Board), 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. The Chancellor is the ACD CEO and works under the direction of the Board, while the SPC President is our CEO and reports to the Chancellor. We present performance updates to the Board on a quarterly basis and the governance system is reviewed annually by the Board, Chancellor, and College Presidents for modification and improvement. *Figure 1.2-1* outlines methods used to review and achieve responsible governance throughout ACD.

Factor	Review Methods	Achievement Methods
Senior Leader Actions and Strategic Plan	Chancellor's Report; GTG; PTP Reviews; KPI Reviews	Board Charges and Policies; Annual performance review by Chancellor and Board
Fiscal Accountability	Financial reviews; 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 Reports 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

(2) Performance Evaluation – The Chancellor assigns Charges to the President, which are loaded into the **AlamoTALENT Performance Management Module** as SMART Goals. At the end of the plan year, individual and organizational progress toward goal achievement is assessed and a recommendation on the President's compensation is made by the Chancellor to the Board. During the PBA Cycle, the President and her team develop Unit 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 an integral part of the cycle.

The President evaluates her vice presidents using the **Performance Evaluation and Development Process (PEDP)**, which is designed with specific benchmarks to measure the performance of SLs. The benchmarks are tied directly to key performance indicators that are aligned with the SPC SOs. **PEDP** consists of two components. First is **Performance Planning**, where the leader and supervisor define job responsibilities and agree on performance goals and standards for the rating period. Second is the **Performance Evaluation** during which the supervisor evaluates if the leader's work meets the agreed upon expectations. Leaders are rated on a scale of 1 to 9 for each of the standards. Where there are improvement opportunities, development plans are created, documented, and acted on to help leaders enhance their skills and abilities. Staff have line of sight to the President's Goals and the GTG Plan so each aligns their SMART Goals to those of their SLs, thereby affording the ability to electronically monitor and track progress and goal achievement.

Board Policy B.3.2 requires a Board self-evaluation 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 result of 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 the organization, and also added a student trustee to ensure student representation and provide greater responsiveness to student interests due to the assessment.

1.2b Legal and Ethical Behavior

(1) Legal Behavior, Regulatory Behavior, and Accreditation - 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 in GTG Planning to identify emerging concerns, discuss actions to mitigate concerns, and determine how the community can be better served. In addition, SLs obtain input pertaining to our operations through their community interactions and discuss that input at PC meetings throughout the year. Plans are modified to address issues as they arise and we engage with affected parties (suppliers, partners, collaborators, and community members) in discussions and decision making when needed.

We pay strict attention to regulatory, legal and accreditation requirements and strive to surpass those 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 VPCS is responsible to monitor the regulatory environment and identify when changing requirements are emerging. ACD supports this effort and tracks the regulatory environment to identify changes that are emerging and coordinates with us 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 the Ethics Handbook spell out requirements pertaining to ethical behavior. SLs ensure that our faculty and staff, students, partners, suppliers, collaborators, and the community are knowledgeable of applicable requirements. Annual ethics and Title IX training are conducted and an ethics hotline provides individuals an anonymous method for reporting issues. In response to reports of an ethical violation, we carefully evaluate 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 and substantiated reports are submitted to the Board quarterly with a full presentation made annually. These highlight the number of substantiated/validated reports compared to the total number. Complaints/violations are correlated with training content and modifications are made 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 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 during GTG Planning and in leadership team meetings. SLs engage with the community on boards, community leadership teams, and in informal settings to better understand community needs, gather data, and identify where there are good fits for us to form partnerships. From an environmental standpoint, we worked with ACD and established a **Sustainability Program** with a Climate Action Plan and an Environmental Sustainability Policy and Procedure addressing six areas: Greenhouse Gas Emissions and Energy Conservation; Water Conservation; Indoor and Outdoor Air Quality; New Constructions, Additions and Renovations; Sustainability Literacy; and Procurement. We support the plan with a recycling program, energy-saving facility design, and an energy reducing four-day work week in summer.

We serve the social and economic needs of the community by helping individuals within the community learn to walk in their passion through academic and job skill development. For example, we provide STEM-focused community outreach through our **Centers of Excellence (COE) for Mathematics and Science**; connect female students to potential employers and overcoming obstacles in male-dominant career fields through our **Women in Non-Traditional Occupations (WINTO)** program; attract middle and high school students interested in technical careers through **MonsterTech**; introduce our youth to civic responsibilities through our **Microsociety Kids Camp**; develop musical talent through our **San Antonio Youth Wind Ensembles (SAYWE)** initiative; and provide a **VITA Center** to offer no cost tax assistance to the community. Additionally, our innovative **President's Lecture Series** brings in leading thinkers from around the country and we offer cultural diversity celebratory events such as **Culture Fest, Black History Month, Hispanic Heritage Month, and Women's History Month** which adds to the richness of the community fabric.



(2) Community Support – SPC is committed to its *Community-Engaged* value and, as such, engages in a number of programs for contributing to community betterment. The San Antonio Eastside is our key community for organizational involvement based on our location and the designated population we serve. SLs and many employees serve the community as volunteers or board members and we actively seek input from our corporate and community partners to help identify needs and the best opportunities for us to enhance community engagement. In addition to the initiatives previously mentioned, we provide **Dual Credit** and **Early College High School** programs each year for large numbers of students to allow for early access to higher education and possible attainment of college credentials. We partnered with the City of San Antonio to establish an innovative **Good Samaritan Veterans Outreach and Transition Center (GSVOTC)** to serve veterans and their families in transitioning to civilian life. The **Presidential Scholar** and **Student Engagement Grant (SEG)** programs leverage our student engagement core competency by connecting students and employees with various community agencies to learn and address critical community needs. Through the **Employees Give Back** campaign, we support the community through three organizations — The United Way, The Fund (San Antonio arts and culture), and the ACD Foundation (scholarships and programs) – which allows employees to choose who they care to support.

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 that timely and effective strategy formulation and organizational response to emerging strategic challenges and other priorities takes place. The SPC **Good to Great Strategic Planning Process (GTG Planning)**, shown in *Figure 2.1-1*, is the means to accomplish this objective. GTG Planning produces **Strategic Objectives (SOs)**, **College Action Plans (CAPs)**, **Unit Plans**, and aligned **Key Performance Indicators (KPIs)** and **Targets** for the College and its Units reaching out over a three-year timespan. It consists of four stages: **Defining, Formulating, Implementing, and Evaluating**. College staff, administrators, and representatives from student government, faculty senate, staff council, and the community and local businesses play significant roles by serving on committees, producing reports, conducting reviews, participating in surveys and campus events, and communicating their views regarding opportunities and challenges facing the College. Many activities occur multiple times within each stage to ensure organizational alignment in all institutional work systems.

SPC's process is aligned and integrated with ACD strategic planning which begins with a **Stakeholder's Strategic Planning Retreat (SSPR)** held during February each year.

Area	Processes	KPIs	Targets
Leadership	CEM	Effectiveness	4.0
		Reinforce Values	4.0
	Accountability	Audit Findings	0
	Succession Planning	ALAS # Per Year	6
		# Emerging Leaders/Year	10
Legal and Regulatory	Monitoring	# Compliance Issues	Zero
	Training	% Trained	100
Ethics	Behavior	Ethics Environment	4.0
	Monitoring	# Ethics Reports	<30
	Training	% Trained	100
Accreditation	Monitoring & Preparedness	Accreditation Outcomes	Accredited
Risk Management	Emergency Prep	AAR Results	100%
		# Drill Events	31
	Health, Safety and Security Initiatives	Crimes on Campus	-5%
		Injury Rate	-5%
		Worker's Comp \$\$	-5%
		Security Perception	85
		Safety Perception	4.0
Community Support and Improvement	Sustainability Program	Energy Savings	\$60K
		Recycling Volume	30.5K lbs
	COE	Participation	134
	WINTO	Participation	300
	MonsterTech	Participation	500
	SAYWE	Enrollment	155
	Dual Credit & ECHS	DC Enrollment (semester)	3,000
		ECHS Enrollment (" ")	900
	GSVOTC	Veteran Visits	400
	SEG	SEG Student Persistence	80%
	VITA	# Clients	4,000
Employees Give Back	Participation	40%	
	\$ Raised	\$35K	

Figure 1.2-2 Leadership Processes, KPIs, and Targets

This planning kick-off event includes involvement of each of the Colleges and ACD Units, and produces the three-year ACD top level SOs and Goals that provide direction to the entire organization. With the ACD plan as a guide, SPC begins its integrated **Planning, Budgeting, Assessment (PBA) Cycle (Figure 2.1-1)** to align with the ACD plan and address our strategic requirements. The PBA Cycle integrates short- and long-term planning, resource allocation to support the plan, and assessment of plan effectiveness.

The first stage of GTG Planning is **Defining** the College's opportunities and challenges within the ACD system. This stage begins in the Assessment Cycle in mid-September with the **Operational Unit Assessment Plan (OUAP) "Report-Outs"** during which all operational units provide progress reports on the status of the current action plans, targets met, key achievements, improvements, and identify potential blind spots over a two-week period to SPC's SLs. The report-outs help determine and identify the best opportunities to pursue in order to develop future plans to achieve continued growth and improved performance. In addition, the Defining stage is integrated with the **Assessment Cycle**, which includes the Collection of Artifacts to measure Student Learning Outcomes (SLOs), the OUAP Mid-Year Review,



Instructional Unit Reviews (IURs), Departmental Unit meetings, monthly Division meetings, and the VPAS Council meeting so as to inform those involved in development of the next plan. These activities identify shortfalls, emerging threats, budget obstacles, new opportunities, blind spots, and the progress being made on the Unit plans. The Defining stage concludes in June when data from the previous year has been collected and evaluated in support of the SSPR and next plan cycle.

The second stage, **Formulating** the SPC strategic plan, begins with the GTG Planning Retreat in March and concludes in August at the **All College Meeting (ACM)**. The GTG Retreat determines how to align the SPC plan to that of ACD and to develop the plans that will address the high priority College requirements. It is the foundation for all of our key strategic planning activities, and the cornerstone for institutional effectiveness. The GTG Retreat evokes innovation in its team approach to problem solving, creating strategic solutions to our key challenges, and identifying opportunities for future success. Participants in the event include representation from all internal constituencies - leadership, faculty, staff, and students - as well as representation from all functional areas of the College. The process followed at the retreat includes a review of the OUAP Report-Outs and updates on progress being made in the current year plan; a review of an environmental scan (ES) examining social, economic, technological, and regulatory information; completion of a SWOT analysis; and a review of the SPC Scorecard, which contains the KPIs and Targets and shows the progress made toward achieving these goals during the previous 3 years.

The attendees then translate ES, SWOT and SPC Scorecard analysis into key strategic challenges and advantages by brainstorming to derive new ideas and determine how to add value to existing approaches and previous achievements based on our core competencies and MVV. The GTG attendees are assigned to groups which are comprised of representatives from key work units and each group works through the process independently. The cumulative results from the individual groups are collected and all attendees then deliberate and refine the results to produce the top strategies for meeting institutional priorities and the College WIG. SLs are at the retreat however, they do not execute authority in decision making, thereby promoting greater creativity, boldness, and innovation. The iteration of evaluation in a small intimate group and then the large group optimizes our ability to identify blind spots, refine strategic challenges and advantages, and lay the foundation to identify and prioritize opportunities for improvement.

The findings of this review are then compared with the current SOs, CAPs, KPIs, and Targets to determine whether they will remain the same or if adjustments are needed.

Specific changes are determined by the group and a proposal is developed to provide to the SLs for review and confirmation. After the retreat, SLs discuss the GTG Retreat proposal at the PC meetings and finalize the strategic plan. A GTG Follow-up is conducted no later than July and allows the key stakeholders to review and affirm the plan for the next year. The new plan is then presented to employees at the ACM and through the PC, Leadership Council, Department meetings, and Division meetings.

The third stage involves **Implementing** the SOs and CAPs. Extensive training and coaching occur throughout the academic year to ensure that the College plans are understood, developed, and implemented at the appropriate levels. In addition, standing and special committees are formed to assist with plan implementation. VPs, Deans, Department Chairs, Directors and other leaders use the College SOs and APs as a guide to the development of the Unit Plans from March to August, and OUAP Report-Out information for the previous year is completed from August through September. Each Unit Plan must align with the SPC strategic plan to support the SOs and CAPs and also address their own priorities for improvement or innovation. Implementation continues throughout the year and is examined during the OUAP Mid-Year Review. Action plans are created in response to unforeseen barriers identified during that review, targets not being met, or plans falling behind schedule. The Implementing stage is integrated with the Budget Cycle to ensure plans and plan modifications are funded to the maximum extent possible.

The fourth stage involves **Evaluating** the impact of the SOs, CAPs, and Unit Plans. This stage consists of: Institutional Student Learning Outcome (ISLO) Assessment, ISLO Rubric Assessment Day, ISLO Assessment Findings, and Institutional Unit Review (IUR) Findings. The evaluations are conducted annually by an appointed committee chair and based on evaluation of defined criteria. For example, during an IUR the program instruction of a selected course will be evaluated. Like the Implementing stage, Evaluating is ongoing, with culmination occurring after the academic year is complete and data have been collected. The OUAP Report-Outs in September and October provide an opportunity to address new initiatives such as Resource Allocation Form (RAF) requests, mandates, and changes impacted by internal and external threats. Additional meetings, reports, and surveys allow the College community to analyze data to re-define opportunities and challenges.

Our PBA Cycle keeps the strategic plan in alignment, thus providing accountability, innovation, and risk-taking with a focus on effectiveness so improvements can be made. Significant improvements have been made over the last few years including: engaging with a broader cross-section of the campus community during planning; identifying Key

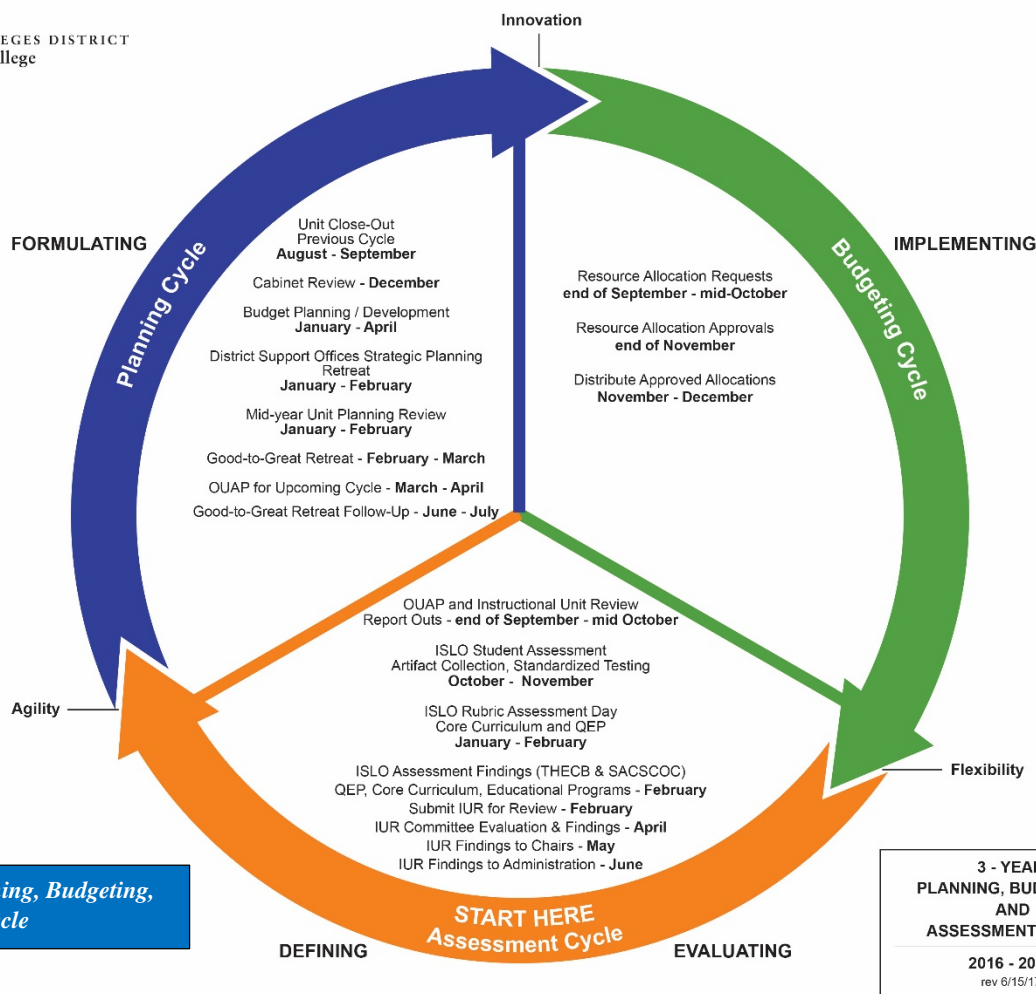


Figure 2.1-1 Planning, Budgeting, and Assessment Cycle

Strategic Challenges, Advantages, and Opportunities; instituting CAPs to create greater focus in selected areas; and formalized training of the OUAP.

(2) Innovation. We create an environment that supports innovation by emphasizing both the internal and external challenges that we face and the need for priority action against those challenges; focusing on breakthrough change during strategic planning; reviewing our progress to plan throughout the plan year so that we have opportunities to discuss where significant improvement is needed; promoting empowerment throughout the organization; creating an SPC-wide culture of active learning through such innovative initiatives as 4DX; and conducting intelligent risk-taking assessments. We consider SWOT analysis outcomes and conduct discussions during GTG Planning to identify **Key Strategic Opportunities (KSOs)** and then discuss those in subsequent SL planning meetings. The PC conducts evaluations of the level of benefit associated with each, the potential value and reward that may result from pursuing and implementing each, and the level of cost and risk associated with each. After thorough assessment, the PC determines which opportunities

are worth pursuing. Those KSOs that are to be pursued are later translated into long-term or short-term action plans and identified for further assessment and a final implementation decision after thorough evaluation. Our KSOs include:

- growing SPC scholarships;
- increasing partnerships with universities to encourage 4-year transfer;
- expanding workforce education programs; and
- further promoting a culture of community education.

(3) Strategy Considerations – we collect and analyze relevant data and develop information on key planning elements in the following ways.

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 challenges and advantages. We deem these elements as critical to long-term sustainability and strive to ensure that each is addressed in our CAPs and Unit Plans across the organization as appropriate.



Regulatory Environment - we obtain information pertaining to potential and real changes to the regulatory environment through the ES process, with guidance from ACD legal personnel, through key SPC 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 SL discussions that take place as we discuss the challenges and advantages and determine how to deal with them. Later, as CAPs are developed, we cross check those plan components back against the challenges and advantages to ensure they have been addressed appropriately. Similarly, a discussion takes place to ascertain risks associated with our ability to successfully achieve our CAPs as well as the risks associated with not choosing CAPs that may have been proposed. The focus here is to consider contingencies and identify potential blind spots that could materialize if some issues are not addressed in the plan.

Ability to Execute the Plan - as the plan nears completion, SLs conduct 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 challenges and advantages have been satisfactorily addressed by the CAPs. During these deliberations, we give consideration to workload and resource requirements to ensure that the scope of work and level of effort is 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 plan, including education needs, and if resources are a limiting factor, priorities are set so that the most critical plan elements are retained and there is assurance that they can be resourced.

(4) Work Systems and Core Competencies – Five key work systems form the basis for all of our operations: **Student Intake; Student Learning; Student Completion; Student Support, and Operational Support**, as indicated in *Figure 6.1-2*. We make decisions on our work systems during GTG Planning when we review ES data pertaining to emerging market requirements, organizational capability relative to key customer needs, organizational performance, and consider how these impact our work systems to determine what adjustments must be made now or in the future. If new SOs or CAPs are selected, we evaluate our work system structure to ensure that it is appropriately aligned to support accomplishment of those SOs and CAPs. We also evaluate our core competencies to ensure alignment with our work systems and determine the need for new and improved competencies that must be developed to support work system improvement and innovation, and also what opportunities we have to make work system adjustments based on core

competency strengths that we already possess. Based on the challenges and advantages that have been identified, SLs assesses our core competencies (*Figure OP-2*) to affirm those that have been identified, determine if they need to be strengthened, and identify new competencies that may be required to deal with the challenges on the horizon.

We strive to maximize the use of internal resources in our work systems in order to increase the likelihood that all requirements and objectives will be better understood and enhance the likelihood that they will be met. However, there are situations where core competencies are not available internally or financial considerations suggest the use of external resources. These decisions are made either during GTG Planning or at other times during the year in various leadership team settings based on new issues or opportunities that might arise. When the option of using external resources is proposed, a cost-benefit analysis is conducted. This includes: a determination of anticipated effectiveness of outsourcing as compared to internal operations; determination of the cost to outsource as compared to internal costs; a judgment of supplier core competencies; and their capability to align with our MVV and meet all of our requirements. The results of the cost-benefit analysis are reviewed and discussed, then a collaborative decision is made. Areas where external resources are used include: campus bookstores, food services, housekeeping, and enrollment and financial aid call centers.

2.1b Strategic Objectives

(1) Key Strategic Objectives – Our SOs and CAPs, with integrated goals and key changes planned, are shown in *Figure 2.1-2*. The SOs are long-term in nature and are all designed to reach out three years into the future. SOs 1-3 are aligned with the ACD SOs and are driven by the Alamo Way Leadership Model and reflect its Priorities. SO 4, Reaffirmation, is a SPC specific objective. Once the GTG Retreat is completed, SLs review the information generated, including the Key Strategic Advantages, Challenges, and Opportunities, then affirm or revise the SOs and supporting CAPs to ensure that they will address the key challenges, build on the key advantages, act on opportunities where possible, and project the level of performance needed to move SPC closer to realization of its vision.

(2) Strategic Objective Considerations – *Figure 2.1-3* demonstrates which SOs (see *Figure 2.1-2*) address the Strategic Challenges, leverage the Core Competencies, Strategic Advantages, and Strategic Opportunities, and balance the short- and longer-term horizons and the needs of all stakeholders. The numbers in the figure identify the specific challenge, competency, advantage, and opportunity that aligns with that particular SO - see *Figures OP-2; OP-10; and Area 2.1a (2)*.



	SO 1	SO 2	SO 3	SO 4
# - Strategic Challenges	2,3	1	1,3	3,4
# - Core Competencies	1,3	1,3	2	1,2,3
# - Strategic Advantages	1,2,3	1,4	1,3,4	3
# - Strategic Opportunities	1,2	3	3,4	3,4
ST/LT Horizon	S/L	S/L	S/L	L
Balance needs	Yes	Yes	Yes	Yes

Figure 2.1-3 Strategic Considerations

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

(1) Action Plans – The CAPs are selected through a democratic forum at the GTG Retreat to support achievement of the SOs as a step in the Formulating stage of GTG Planning. SLs review and affirm the CAPs prior to execution or propose modifications to the CAPs, which are then presented back to the planning team for coordination prior to becoming final. The CAPs represent top level strategies and actions to achieve the SOs and are a blend of short- and long-term in nature. Deployment of the SPC strategic plan to the individual level occurs as part of the institution-wide OUAP Development Process and occurs through the ACM, Division and Department Meetings, the annual OUAP Report-Out, and the Staff Progress Review. Once the SLs review and refine the plan over the summer, the President presents an overview of the institutional priorities to the entire College community at the ACM. The same week, Division Meetings are held by each of the Deans to share the strategic plan with their Departments and individual employees. With this session, work begins at the Unit level to update and refine their Unit Plans. Units align their plans with the SOs and their associated CAPs to support achievement of the SPC objectives and goals. Unit Plans are vetted through the SLs and are presented to the College community in open forums that are designed to allow feedback for improvement. Units review and update plans regularly throughout the academic year and make adjustments as needed to respond to unexpected variables to ensure they can achieve and sustain the expected outcomes. Action plans are deployed to key suppliers, partners, and collaborators through targeted meetings such as advisory committees, steering committees, grant meetings, and to other constituencies that have direct impact on the results and are available for review on site.

(2) Action Plan Implementation – Once UAPs are finalized, Unit employees complete **Detailed Assessment Reports (DARs)** for each of their plans. The DARs identify: Mission/Purpose of the Unit; Unit Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans; Details of Action Plans for This Cycle; and OUAP Analysis Questions and Analysis Answers. Each of these components contain a large quantity of detailed information that guide the implementation of the plans,

measurement of effectiveness, and elements to support the OUAP Report-Out and Mid-Year Review.

In addition, we assess plan outcomes through the OUAP Process. Through this process, we ensure outcome assessment is an integral part of the PBA Cycle, which provides a timeline for assessment activities and evaluation of results. Currently, there are 105 administrative and academic units that report in WEAVE, the online assessment system that manages the accreditation, assessment, planning, and quality improvement processes for the College. At the beginning of the annual assessment cycle, program coordinators identify program-specific outcomes in WEAVE and enter assessment elements linked to the strategic plan, institutional priorities, general education outcomes, and degrees and certificates. WEAVE collects and manages the data for each of the areas and uses these data to create reports for improvement at the program, department, division and institutional level. In addition, reports are filtered by strategic plan associations. At the end of the assessment cycle, results are reviewed and evaluated to determine target achievement for each identified program outcome. For targets not met, action plans are developed, implemented and tracked in WEAVE during the following cycle. In both the development and assessment of program outcomes, feedback is provided leading to improved assessment processes and outcomes. Each of the 105 units present their completed plan, outcomes, and recommendations for improvement at the OUAP Report-Out where oral presentations are supplemented by printed handouts of the WEAVE DAR.

(3) Resource Allocation. ACD uses an allocation-based financial model to ensure adequate financial resources are available to support the ACD and College strategic plans, sustain daily operations, and meet all other financial obligations. The 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. In March, as our top-level planning is being undertaken, we provide contact hour, enrollment, and non-formula revenue projections and coordinate on projections for enrollment, revenue and other key data elements in collaboration with the ACD Budget Office (ABO). In the April/May timeframe we 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 then prepares initial operating expense budget allocations generated by the FM which are distributed to us. In July, the Board Budget Retreat is held for presentation, review and approval of the budget for the upcoming year. During this session, the Presidents and



SOs	CAPs with Integrated Goals and Key Changes Planned
1. STUDENT SUCCESS Provide academic and student support and align labor market-based pathways to achieve student completion.	a. Leverage and strengthen resources 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 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. Streamline and provide access to the MyMAP student experience to integrate advising, support and academic progress.
	e. Align and provide access to a comprehensive approach to accelerate completion of the required AlamoPREP and AlamoREADY, aimed toward improving students' progress toward their academic and career goals.
	f. Assess and improve student learning outcomes/competencies for all academic and workforce/CE programs.
	g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways.
	h. Improve access (through financial aid, scholarships, high school-to-college, and other programs)
2. LEADERSHIP Provide opportunities for St. Philip's College students and employees to develop as leaders.	a. Incorporate ethical decision making into the culture and curriculum of St. Philip's College (ex: SDEV and EDUC 1300 courses)
	b. Promote current and accurate data-informed innovation, risk-taking and entrepreneurship.
	c. Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3. PERFORMANCE EXCELLENCE Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.	a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems.
	b. Build talent and engage employees through professional development with a focus on collaboration, application of knowledge and skills, and high-performance teams.
	c. Ensure sound financial management with emphasis on cost containment.
	d. Innovate and maximize technology to support student and employee success.
	e. Develop, communicate, and implement environmental sustainability initiatives.
	f. Maximize two-way communication with internal and external communities.
4. REAFFIRMATION Successful submission of the decennial SACSCOC Focused Report and QEP Proposal.	a. Successfully submit and immediately address all fourteen SACSCOC principles/standards of non-compliance through the timely submission of the SACSCOC Focused Report and through adequate and informative preparation of the SACSCOC On-Site Visit in October 2015.
	b. Successfully submit the SACSCOC QEP Proposal that engages broad SPC community involvement through compliance of the following SACSCOC standards: Core Requirement 2.12 requires among other things an institution to develop a plan for increasing the effectiveness of its educational program relating to student learning and/or the environment supporting student learning and accomplishing the mission of the institution. Comprehensive standard 3.3.2 mandates that the institution demonstrate institutional capability for completion of the QEP, involve institutional constituencies in both planning and implementation of the QEP, and establish goal and an assessment plan.
	c. Refine, implement and assess the QEP through broad SPC community involvement

Figure 2.1-2 SPC Strategic Objectives and College Action Plans

Vice Chancellors present their budget priorities with documented alignment to the ACD Strategic Plan to ensure that budget allocations are aligned with and support the ACD, College, and Unit plans. Subsequently, allocations are made to the Colleges and ACD Units, who then apply their processes to fund their APs and organizational priorities.

Here at SPC, the budget manager for each unit develops and presents RAFs to fund its APs to the Dean responsible for that unit during the Budgeting Cycle. SLs then review and approve the budget and the AP RAFs to the maximum extent possible. In addition, during the OUAP Report-Out leaders from each division can present RAFs for operational or capital funding that is tied to the strategic plan. Further, if institutional priorities and urgent matters arise throughout the PBA Cycle the Budget Officer collaborates with the President

to address funding needs as it relates to the strategic plan for possible reallocation of resources. Finally, the Board conducts a budget amendment process at its December retreat to determine if any budget modifications are required.

(4) Workforce Plans - Key workforce plans to support the SOs and CAPs and their impacts on the workforce are shown in *Figure 2.2-1*.

(5) Performance Measures – KPIs used to track the performance and effectiveness of the SOs and CAPs are shown in *Figure 2.2-2*. These measures are aligned with the SPC plan and reflect our projected performance and that of our Benchmarks in these important areas.



SO	Plans	Impact
1	Provide Pathways training for Institute Leads and their teams	Pathways leadership in each Institute; Create clear pathways for every student
2	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; Develop staff capabilities; Expand career pathways
3	Transition all non-faculty employees to our new Performance Management System	Increase alignment of employee performance goals to AC strategy; Allow continuous measurement and monitoring of org-wide progress toward strategy; Integrate performance into our Talent Management System
4	All College QEP training on EDM	Ensures SPC is on track to meet accreditation requirements

Figure 2.2-1 Key Workforce Plans

(6) Performance Projections – We calculate projected performance in the KPIs and Targets based on the impact we expect the plans to have and compare those projections to past performance and relevant benchmarks whenever possible. When performance is not at the desired level, or further improvement is warranted, new or modified strategies and plans are created through GTG Planning annually or modification to existing plans is made during the various progress to plan reviews. Performance projections reflect the expected improvement that will occur as a result of implementation of the CAPs and Unit Plans. The overall intent is to produce a level of performance to achieve our SOs and KPI Targets. *Figure 2.2-2* displays our most recent performance, our projections for 2018, and projected performance of our benchmarks.

2.2b Action Plan Modification – We modify action plans when needed during Scorecard Reviews, the OUAP Report-Out, and the Mid-Year Review. These events provide the opportunity for discussion and mid-course corrections depending on performance and changes in the environment. KPIs and targets are aligned with SOs, CAPs, and Unit Plans so as to allow identification of problem areas when KPIs underperform. When that occurs, action plans are developed to produce improved performance.

Category 3 Customers

3.1 Voice of the Customer

3.1a Students and Other Customer Listening

(1) Current Students and Other Customers - SPC employs multiple student and other customer listening approaches to obtain actionable information and understand customer needs, expectations and their relative importance so that we are

SOs and KPIs	2017 Results	Projections	
		2018	Comp
Student Success			
Degrees and Certificates	2,018	2,100	N/A
Enrollment	23.7K	24K	N/A
Productive Grade Rate	85%	86.5%	81%
Course Completion Rate	93.7%	94%	92.3%
Persistence	57.2%	59.6%	69.4%
Student Learning Outcomes	77%	80%	70%
3-Year FT FTIC Graduation Rate	24.7%	25.7%	25.3%
4-Year PT FTIC Graduation Rate	14.5%	16.2%	13.2%
Acad Students Employed or Enrolled 6 Months After Grad	91.8%	93.9%	89.9%
Leadership			
CCSSE Would Recommend	96	96.3	94.1
Noel Levitz Student Satisfaction	86	86.3	78
PACE Leadership Effectiveness	3.8	3.93	3.62
PACE Ethical Decision Making	3.93	4.0	3.79
Performance Excellence			
PACE Overall Climate Score	3.86	3.92	3.69
Total Revenue	\$44.2K	\$46K	N/A

Figure 2.2-2 Performance Projections

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 methods reflect a wide variety of direct communications, print and technology tools, which we use to reach out to students and other customers to offer them opportunities to provide input on their needs and expectations of us. They vary by customer group as shown, as is their frequency of use and how the data are used. In order to ensure that data received becomes actionable, we utilize the **PDM (Figure 6.1-1)**, **NPDM (Figure 6.1-2)**, 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 GTG Planning (*Figure 2.1-1*) to help identify the need for new programs and services. The responsibility for aggregating, analyzing, and distributing VOC data falls mainly to Institutional Planning, Research, and Effectiveness (IPRE).

For the student customer group, IPRE 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. Unit leaders then use those 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 (*Students First; Data-informed*).



Approach	Customer	Freq	Data Use
Direct Communication			
CCSSE, Noel-Levitz,	CS	A	SL, S, E, I
Student Evaluation of Instruction	CS	O	SL, S, E, I
POC Surveys	All	O	S, E, I, C, SL
Call to Conversations	CS, PS, K-12, EC, IC, E, C, ACD	P	SL, S, E, I, C
P-16 Dialog	K-12, EC, DC, PS, C, ACD	O	SL, S, E, I, C
PR Communications and Monitoring Initiatives	All	O	SL, S, E, I, C
Feed the Tiger	All	O	S, E, I, C
Department Sat Surveys	IC	O	S, E, I
Cabinet Meetings	Senior Staff & Admin	W	SL, S, E, I, C
Classroom Observation	CS, EC, DC	O	SL, E, I, C
Service Delivery	CS/EC/E	O	S, E, I
Advisor Meetings	All	O	SL, E, I, S, C
Open Access to President	All	O	SL, S, E, I, C
School Visits	K-12, EC, PS, DC	W	SL, S, E, I, C
Transfer Articulation MOU	ACD, IC, C, TS	O	SL, S
Student Focus Groups	CS, PS	P	SL, S, E, I, C
Community Outreach/Involvement	All	O	SL, S, E, I, C
Campus Events	All	O	SL, S, E, I, C
Advisory Committees & Groups	IC, C, E	P	SL, S, E, I, C
GTG Participation	CS, K-12, E, C, IC, ACD	P	SL, S, E, I, C
Environmental Scan	All	O	SL, S, E, I, C
Meetings and Reviews	All	O	SL, S, E, I, C
Grievance Procedure	CS, PS, FS	O	S, C, E, I
Ethics Hotline	All	O	S, C, E, I
Regulatory Bodies	All	O	SL, S, E, I, C
Cross-College Councils/Teams	ACD, CS, IC, K-12, EC, DC, TS, E, C	P	SL, S, E, I, C
Print			
Assessments/Tests	CS, FS, PS, DC, EC, K-12	O	SL
Newsletters	All	P	SL, S, E, I, C
Correspondence	All	O	SL, S, E, I, C
Technology			
Website	All	O	S, C, E, I
Social Media	All	O	C, S, E, I
Telephone	All	O	SL, S, E, C, I
Registration	CS, PS, FS, DC, EC	O	SL, S, E, I, C
E-mail	All	O	SL, S, E, C, I
Figure 3.1-1 Voice of the Customer Methods			
<i>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; ACD = Alamo Colleges District; DC = Dual Credit; All = Includes Customers Mentioned Above; IC = Part time/Full time Faculty, Staff, and Administration</i>			
<i>Frequency - O = Ongoing; P = Periodically; A = Annually; M = Monthly; W = Weekly;</i>			
<i>Use - SL = Improve Student Learning; S = Improve Service; E = Improve Efficiency/Effectiveness; I = Improve or Innovate; C = Resolve Complaint or Concern</i>			

Faculty and staff stress student contact and personalized service as priorities and spend significant time interacting with students to understand their progress and how they feel about their experience. This approach is: used to adjust and improve service delivery; embedded in our culture, characteristic of the workforce, and a core competency.

The VOC process for other customer groups is also well developed. 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. Appropriate Units manage VOC data for Feeder Schools, Dual Credit (DC), Early College High Schools (ECHS), 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 the PC for discussion and decision-making. VOC information is also aggregated and compiled into the ES and SWOT Analysis for use in GTG Planning and to allow for PC review and monitoring throughout the year.

Social media and web-based technologies have become an important method of communicating with our current, former, and potential students and other customers. We use social media to engage students and build and foster communities because student engagement, even though social media, contributes to better persistence and graduation rates. We have compiled social media analytics that gather online conversations happening on campus, and this process helps us understand what is most important to our students, alumni and the community. Our website provides comprehensive information about the entire organization and has a contact page for general information, as well as a means to submit comments and questions. We focus on social media to immediately connect with our students and have multiple Facebook pages in place. We take a proactive approach to increase our fans by reviewing social media “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 College. We send an e-newsletter to subscribers, use Twitter and Instagram to send information, provide an e-mail account to each student to facilitate communication, and use the Canvas online learning management system for classroom discussions.

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, feeder school visits, articulation agreement development, community 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 with Advising, Freshman Experience, and New Student Orientation (NSO), among others.

Customer	Methods
Students	4DX Standards; POC surveys; in-class feedback; advising sessions; degree and transfer planning sessions; CTE Feedback Instruments
Feeder Schools	4DX Standards; Site visit out-briefs; CC Launch Meetings and Summit; Superintendent Forums; Recruitment/Outreach events.
DC/ECHS Schools	4DX Standards; POC surveys; class feedback; MOUs; advising sessions; Convocation; Consortium Meetings;
Transfer Schools	4DX Standards; Transfer Agreement reviews; 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; Board Meetings (Citizens to be Heard), Call to Conversations, Town Halls

Figure 3.1-2 Customer Immediate Feedback Methods

(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 analyze and review these data to ensure customers' voices are heard, identify potential impacts through discussions held during SL meetings, and apply information where appropriate during program or service design and improvement or innovation initiatives. Former students (Alumni) participate in various events where memories and perspectives are shared openly. We also gather data from former students through surveys, social media, off campus community events, and newsletters. We obtain information about the students of competitors through a scan of data obtained from discussions with our sister Colleges and other area schools, websites, journals, research reports, job fairs, and high school visits.

The Office of Student Recruitment is highly focused on potential students and obtains input from them during visits to **College Connection (CC)** high schools through face-to-face interaction and a CC Survey. Recruiters host several events throughout the year to assist high school seniors in the completion of the ApplyTexas computerized admission application and financial aid applications. Certified Advisors also engage potential students and other customers during campus tours to provide information about our programs and obtain their input. Potential students are also engaged through corporate recruitment visits, such as with the San Antonio Food Bank employees. During these type events, we provide information to potential students related to college programs and services and seek their input. Potential customers and those of competing colleges are invited to participate in various SPC activities, such as career fairs, where we learn of their needs and share how SPC can support them. We actively engage with community leaders through various communication and engagement methods such as Town Halls (which were streamed live this past year), advisory boards, and Feed the Tiger. Community leaders are invited twice a year to interact with SLs during the President's Gala, which is a vehicle to thank them for contributions, provide critical updates, and obtain feedback on a variety of SPC initiatives.

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 SPC; and the information obtained is used to improve service offerings. To achieve these objectives, we partner with two third-party organizations. First, we work with the Center for Community College Student Engagement at The University of Texas at Austin to administer the **Community College Survey of Student Engagement (CCSSE)** to measure student engagement and satisfaction every other spring semester. Second, we work with **Ruffalo Noel-Levitz Consultants** to administer their **Student Satisfaction Inventory** the alternate spring semester to determine satisfaction across all elements of student services and offerings. Student engagement and satisfaction reports from CCSSE and Noel Levitz are coordinated by IPRE, 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, ACD aggregates and analyzes the CCSSE and Noel Levitz data for five Colleges and includes the results on the ACD KPI Dashboards. In addition, we conduct the **POC Satisfaction**



Surveys and Unit 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 and the various initiatives described in **Item 1.2**. Feeder school satisfaction is determined using the CC survey of high school counselors and students participating in the program. This survey is administered every semester, and the feedback is reviewed by the CC teams and SLs to identify opportunities for improvement. Employer satisfaction is determined through direct input to the President and other senior staff members. 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, we use 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 in accordance with **4DX Standards**. Third, we analyze feedback data through **Feed the Tiger** 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, 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: GTG Planning (**Item 2.1**), PDM, NPDM, and FOCUS PDCA (**Item 6.1**); sharing best practices within SPC, throughout ACD, and with AtD and CQIN 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 GTG Planning, 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, and 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 SPC 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 SLs to determine support, explore resource availability, and gain approval. For example, our Curriculum Council determining the need for a Vision Care program.

We also proactively conduct the OUAP Report-Out annually to evaluate program effectiveness and determine if programs and services require adjustment as explained in **Item 2.1**. Each operational unit, including support services, must undergo a review every year to: provide opportunity for the self-evaluation of the unit by the faculty and/or staff; identify needs and the basis for determining those needs; establish a



procedure for the systematic improvement, assist in curriculum and staff development; ensure quality curricula and programs; and suggest means of appropriately allocating resources. IPRE oversees this process and is responsible for ensuring that all requirements are met and that the outcomes of the reviews are provided to the SL of the unit undergoing the review and ultimately to the President so that appropriate improvement actions can be directed.

In the Workforce Development market segment, industry representatives typically approach our Central Training Office through the Corporate and Community Education Office centralized at ACD to request specific training for their employees. We also use the Demand Occupations listing provided by the local Workforce Development Board (WDB) to trigger the development of new programs. In addition, we have established separate industry-based Advisory Committees for each workforce education program or cluster of closely related programs. These committees help document the need for a workforce education program; ensure it has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors to successfully meet the needs of business and industry; and ensure effective communication between all stakeholders.

(2) Student and Other Customer Support – Access is an important objective for SPC 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

	Obtain Programs and Services	Means of Support
Students	AA/AS/AAS degrees; Certificate programs; Online offerings; Course catalog; Flex scheduling; Campus events; Transfer agreements; Transcripts; Financial Aid; Registration dates & payment deadlines; Final exam schedule; Scholarships; Instructional Labs; GED/College Prep Classes; All Access Pass	Student Success offices; Welcome Center; advising & counseling; faculty office hours; email, phone; social media; webpages; extended service hours; digital display monitors; E-Catalog; Admissions Telephone Ops Program; Free Test Prep; Fresh X Program; Texas Success Initiative; Early Alert
Feeder	Recruiter Meetings; MOUs; Scholarships; Campus events and tours; Dual enroll; Reg dates & payment deadlines	Webpages; Email, phone; Recruiter meetings; College Connection
ECHS	Campus events; Transfer agreements; Final exam schedules	Social media; Digital display monitors; Advising & counseling; Email, phone
TS	Course catalog; Online course offerings; Transfer agreements	Student Success offices; Email, phone; Webpages; Extended service hours
Emp	Workforce programs; Campus events	CTE Office; Webpages; Social media; Email, phone; Reserving a SPC facility
Com	Campus events; GED/ELL & Other Programs; Reserving a college facility	Webpages; Social media; Email, phone

Figure 3.2-1 Student and Other Customer Support

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 – We use student and stakeholder, market, and educational program and service information to identify customer segments and groups as shown in *Figure OP-7* in the following ways. For market segmentation, although we draw students from all of San Antonio and its surrounding counties, our primary market area is San Antonio Eastside where we place emphasis on and target three market segments to increase our penetration and enhance our ability to grow student headcount: **High School Students, Workforce Development Students, and Military Personnel**. For each of these segments, specific marketing strategies are developed and deployed in an effort to establish relationships and secure individuals as new students. Once individuals engage with us and become students they are assessed for specific needs and requirements and are segmented into the following student groups as appropriate: **All Students, Transfer Seeking, Degree or Certificate Seeking, Underprepared, and Distance Education**. Other customer groups that we seek to engage with are also defined and include: **Feeder Schools; DC & ECHS Schools; Transfer Schools; Employers;** 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, as a result, require further segmentation. 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, and is accomplished as part of GTG Planning and in related SL discussions. 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, SLs 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.

SLs also determine if the existing market strategy is still valid and if an adjustment to that strategy is needed to improve education and operational outcomes. 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.

3.2.b 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 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, MOUs, our catalog and other publications, our orientation program, and our website. This SPC-wide recruitment effort makes it possible to contact prospective students in both public and parochial 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. Our CC program with feeder schools in our service area is key. 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, 13 high schools in our market area 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 sophomores, juniors, and seniors, and the courses are taught by college certified instructors at the high schools, online, or at SPC. Currently we are engaged with 53 high schools as well as 97 home school 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). This innovative approach was created in 2014 through a partnership with three public school districts and one charter school to begin enrolling freshman-level students. SPC is now engaged with 4 participating schools.

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



Acquire	Retain	Engage
Students		
College Connection	MyMap	Interactive Learning
Dual Credit	AlamoINSTITUTES	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 contacts	Campus tours
CTE Initiatives	4DX Standards	4DX Standards
Feeder Schools		
Recruitment Initiatives	MOUs	HS Recruiting Visits
Parent/College Nights	School Visits	Counselor Meetings
DC/ ECH Schools		
ECHS Consortium	Campus Visits	Prof Development
Parent Night Mtgs	AlamoADVISE	Collaboration
Transfer Schools		
University Outreach	Agreements	Faculty Visits
	Transfer Guides	Advisor Visits
Employers		
Business & Industry Fairs	Advisory Boards	Advisory Boards
Recruitment	Customized Training	
Community		
Community Outreach	Community Outreach	Community Outreach
Campus events	Campus events	Campus events
Website; Social Media	Website; Social Media	Website; Social Media

Figure 3.2-2 Relationship Building Methods

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 (My Monitoring Academic Progress) is a key initiative designed to build relationships with and retain all students and includes two integrated and innovative approaches: **Alamo INSTITUTES** and **AlamoADVISE**. MyMAP 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 four phases: **Connection, Entry, Progress, and Completion**, each with multiple well-defined components to bring students through the process.

AlamoINSTITUTES represents six career pathways with groups of related academic programs that include academic support and learning outside of the classroom. Programs across SPC 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.

Two innovative approaches illustrate our extraordinary skill in building student relationships and our core competencies of student engagement and community engagement. First is **Jessica's Project**. In March 2012, Jessica, the niece of the Chair of Natural Sciences, was diagnosed with Celiac Disease. A week later, a faculty member assigned the groups in the class various tasks to help the ten-year-old and her family understand and cope with the diagnosis. The class researched the disease and made a video to send to Jessica. At the end of the semester the class hosted an information session and presented gifts to Jessica. The "project" has continued each semester, growing to include other departments and several community organizations. The goal is to strengthen student learning and interest in sciences, technology, engineering, arts, and mathematics (STEAM) by connecting course topics to issues affecting the local community. The second is **TX FAME** - Texas Federation for Advanced Manufacturing Education. Students selected for this program attend classes at SPC two days per week while they work with one of five companies (CPS Energy, Toyota, Takata, HEB, Toyotetsu) three days a week, instantly applying classroom knowledge to workplace performance. Students also earn income while learning and working, and typically graduate the program debt-free with both technical associate degrees and work experiences on their resumes.

We leverage social media to manage and enhance our image through the methods described in **Area 3.1a (1)**. Each of those methods brand SPC as a pillar of the SA community dedicated to providing high quality education that is accessible and programs and resources that ensure success. SPC Public Relations manages our brand, builds stronger engagements with stakeholder groups, promotes college events and programs, and supports persistence and graduation. 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 SPC and ACD logo family reflects our unity and shared values while still celebrating the SPC uniqueness within the system.

(2) Complaint Management – We use both informal and formal methods to gather and address complaints. Informally,



faculty and staff are generally the first-line receivers of complaints and they are empowered to immediately address issues to minimize dissatisfaction and demonstrate our desire to be as responsive as possible to all concerns and to whomever is raising them. In addition, our new and innovative online public website feedback form, **Feed the Tiger**, provides an intake channel for SPC to collect information about experiences from students, employees, the community, partners, and suppliers. Feed the Tiger is also available offline in the administration offices. The process allows customers to rate service and support experiences with the opportunity to provide comments. Feedback ratings of fair or poor are flagged as program complaints in which the system opens a ticket for tracking an effective and timely response to the customer. Department leads have five days to respond via a Feed the Tiger dashboard. Customers who choose to be contacted receive an email or phone call regarding information pertinent to their concern. The Feed the Tiger database continually tracks opened and closed tickets along with feedback responses. Program complaints are reviewed and shared at the program function level and reported weekly to Division leads with a total weekly count from all Divisions shared with SLs at PC meetings.

Other avenues for students to more formally submit grievances, or report concerns, also exist through the SPC Website and on the landing page for Feed the Tiger. Other resource links and forms for Title IX, 504, ADA, Academic and Non-Academic Grievances, Student Code of Conduct, SOBI, and additional resources are available for students to submit formal or urgent complaints. These complaints are addressed through formal channels that ascend from the faculty member, Department chair, and then to the dean. Non-academic student grievances are handled by the Department supervisor or next person in the organizational structure. If no resolution is found, the grievance is routed to the next level supervisor. If still no resolution, the complaint is forwarded to the VPSS or designee who will oversee the resolution process. The administrator investigating the complaint or handling the appeal process is responsible for making contact with the complainant regarding resolution of the grievance and to address any additional concerns. To support a fair and timely response, forms are provided and detailed on the website and in the Student Handbook.

Complaints that rise to the level of the administration are addressed by the associated VP, using standard grievance protocols. Student complaint data are gathered and reviewed at least quarterly by the VPSS to determine the issues most frequently addressed. Specific complaint issues are a routine topic of discussion during the weekly Student Success leadership meetings. This allows for timely resolution of the more common complaints such as student refunds, financial aid disbursements, or the timely processing of transcript requests. Complaints of critical importance are brought to SL

meetings for further review and development of a solution to be implemented as soon as possible. The establishment of annual Customer Service training for all Student Success personnel is an example of action taken due to a review of student complaints indicating less than satisfactory service.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

(1) Performance Measures – SPC has a long tradition of data driven decision making in accordance with our Values (*Data-informed*) and the Alamo Way Leadership Model 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 CAPs through development of **Key Performance Indicators (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, student engagement and satisfaction data are collected through the CCSSE survey process, while student performance data are collected by recording course and program outcomes.

Unit Leaders (ULs) 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 level 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 for comparison purposes. ULs are also responsible to ensure that process level measurement is a regular activity throughout SPC 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 as progress relative to the 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.

Organizational performance measures are driven by **Board Policy F.6.1**, which focuses on Student Success and contains a requirement that performance be measured and drive strategy development for improvement in nine student-related areas: enrollment, productive grade rates, course completion, persistence, graduation, degrees and certificates, employment, transfer, and licensure. We refer to these KPIs as **Student Achievement Goals (SAGs)** and they are shown in *Figure 4.1-1*. Further, the policy requires that success rates in developmental courses be continuously monitored. In addition, GTG Planning includes development of KPIs that align with action plans to allow for monitoring progress. Decisions about selection and collection of key data and information are made by SLs and GTG participants who examine data needs related to organizational performance. Alignment of data with SOs and CAPs is accomplished through application of a scorecard, while integration of data into decision-making occurs through the performance review processes described in *Area 4.1b*.

The **College Scorecard (CS)** identifies the top-level student performance KPIs that have been selected to align SPC with strategic plan content and are shown in *Figure 2.2-2* and summarized in *Figure 4.1-1* along with the frequency of data collection. A broader set of KPIs provides for strategic alignment, linkage, and synergy throughout the College and are selected during the GTG Planning so they can be linked to the plans created at each level, thereby permitting an understanding of goal attainment and plan progress throughout the plan cycle. In general, SPC KPIs are chosen to meet any of the following criteria:

- create alignment of the top level KPIs with ACD and throughout SPC;
- allow determination of progress relative to the strategic plan at each level; and/or
- provide data needed to understand performance in other areas important to SPC success.

The KPIs align all of SPC as they are cascaded to all Units, where they are incorporated into individual measurement selection and tracking methods. Each Unit evaluates its KPIs and results from the prior year, defines KPIs and performance projections based on its plans for the current year, 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 to document and demonstrate the status of the SPC KPIs, is reviewed internally, and submitted to ACD in August. The report provides 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.

In the financial arena, we operate on a funding allocation model based on student enrollment and contact hour generation. The allocation funds all of our operations. Because funding is set and does not allow for further augmentation, even if enrollment projections are surpassed, it is imperative that specific performance measures, including fiscal responsiveness, be closely monitored. Short-term measures or expectations are determined prior to the start of each new fiscal year and are used in the budget development process. These measures consist of financial sustainability such as ensuring allocation levels are adequate to provide crucial services and support to students. Long term financial planning is based on enrollment projections and growth. Our key Financial KPIs are shown in *Figure 4.1-2*.

(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 SAG or CS application and/or strategic plan tracking it automatically becomes a candidate for comparative data. Comparisons are determined using criteria such as data from similar organizations in size and function; data from other ACD Colleges, and program-level data from other programs within the region. Comparative data serve to inform us of potential challenges and opportunities; push SLs, faculty, and support personnel to develop creative strategies to improve College results; and are an integral element in GTG Planning and OUAP development. To obtain



Student Achievement Goals	Frequency
Enrollment	Each Semester
Productive Grade Rate	Each Semester
Course Completion Rate	Each Semester
FT Fall to Fall Persistence	Annually
FTIC 4-Year Graduation Rate	Annually
Degrees and Certificates	Each Semester
Student Employment and/or Enrolled 6 Months After Graduation	Annually
Full Time FTIC Transfer Rate to 4-Year Texas Schools	Annually
Licensure Exam Pass Rates	Annually
College Scorecard SOs and KPIs	Frequency
Student Success (in addition to SAGs)	Annually
<ul style="list-style-type: none"> FT FTIC 3-Year Graduation Rate Student Learning Outcomes 	
Leadership	Bi-Annually
<ul style="list-style-type: none"> CCSSE Would Recommend Noel Levitz Student Satisfaction 	
<ul style="list-style-type: none"> PACE Leadership Effectiveness PACE Ethical Decision Making 	Annually
Performance Excellence (in addition to Financial KPIs)	Annually
<ul style="list-style-type: none"> PACE Overall Climate Score 	
Financial KPIs	Frequency
Total Revenue	Annually
% Budget Expensed	Monthly
Grant Awards	Monthly
Scholarship Awards	Each Semester

Figure 4.1-1 SPC Key Performance Indicators

comparative data results information we research third-party providers to identify those who have demonstrated an ability to obtain data relative to our KPIs and provide information about competitor or peer group Colleges. Based on these criteria, we have chosen those shown in **Figure OP-9** as our primary sources. Comparative data are identified in KPIs, are updated at least annually, and are included in the ACD Benchmarks Executive Summary to display ACD and College level performance versus USA and Texas Community Colleges. KPI reports are used to help assess how well we are performing relative to other institutions and establish performance projections and KPI targets.

(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 improvement 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. CCSSE,

Noel-Levitz, Student Evaluation of Instruction, and Point of Contact surveys are the key methods selected to obtain VOC and market satisfaction and dissatisfaction data. VOC data are used 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 the PC, SLs, and ULs in academics, student services, and operational support areas. In addition, we use aggregated **Feed the Tiger** data to enhance our focus on students and other customers through identification of issues that are often the subject of complaints, correlating those with satisfaction scores, and focusing in on those that reflect the most significant concerns. Further, we use data and information obtained from social media to achieve the same end by aggregating those inputs and correlating them with satisfaction scores.

(4) Measurement Agility - To stay current with educational needs, the performance measurement system is evaluated annually for changes to the KPIs during GTG Planning. Adjustments are made based upon changes in SOs and CAPs or other factors such as new measurement methods being introduced. For example, the PACE survey was introduced as a measurement enhancement tool when it became apparent that greater focus on employee engagement was required to enhance overall performance. Unit level measures are also evaluated as part of the planning system as the KPIs are deployed throughout the College. 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. To address more immediate challenges or opportunities, SLs also meet weekly to address any issues that evidence shows are in need of attention via reporting channels such as weekly reports or feedback forms.

4.1b Performance Analysis and Review

WIG and SAG KPI performance is reviewed at the Board level semi-annually where an assessment of performance in the KPIs takes place. KPIs are modified when needed, and targets for the coming year are set. The President provides an oral report of our SOs and KPI performance to the Board annually and a progress report to the Chancellor during weekly SL meetings when KPIs are reviewed and acted upon. At SPC, we review the College Scorecard weekly with the PC and update it on a quarterly basis. At the **OUAP Report-Out**, all Units provide an update to SLs on their action plans, review new action plans that have been developed, and report on their KPIs. In addition, Unit plans and associated KPIs are reviewed with ULs semi-annually in the **Mid-Year Review** where we cover the implementation status of Unit plans and



the performance of related KPIs. Implementation issues and/or results found to be in need of attention due to performance below target are addressed and plans are modified to allow performance to get back on track.

Organizational performance is evaluated through an ongoing assessment of Scorecard and SAG KPIs. These are updated and reviewed quarterly and include leading and lagging indicators of organizational performance. The performance measurement system is kept current by assigning the CAPs (aligned with SOs and KPIs) to individual SLs who are responsible for “owning” the CAPs and their associated measures. During reviews, SLs are responsible for evaluation of performance and for making recommendations for improvement, based upon the progress being made on their CAP. SLs review organizational performance in their areas of responsibility throughout the year and meet weekly during PC to determine whether refinements or interventions need to be made immediately to address opportunities or challenges. Scorecard reports at the ACM, Call to Conversations and other venues with the President give the entire College community an opportunity to review results and to provide input on improvement opportunities. Our review structure is summarized in *Figure 4.1-2*.

Team	Review Areas	Freq
Board	WIG, SAG KPIs, SOs, Scorecard KPIs	Annually
ACD SLs	SOs; WIG, SAG and Scorecard KPIs	Weekly
Cabinet	Progress of SOs and CAPs; WIG, SAG and Scorecard KPIs, Financials	Weekly
OUP Report Out	Progress of Prior Year UAPs and KPIs to SPC SLs; Preview of new UAPs	Annually
Mid-Year Review	Progress of UAPs and KPIs to ULs	Annually
Team Lead Meetings	Division and Department level reviews of strategic plan progress	Monthly/Weekly
Budget Teams	Review, evaluate, prioritize, and allocate financial resources	Annually
Program Review Teams	Program Review Process and Outcomes	Annually

Figure 4.1-2 SPC Performance Review Structure

We perform a wide variety of data analysis throughout SPC 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 level of performance, comparative analysis of our KPIs to national and state averages as well as our sister colleges, and change analysis from prior year performance. The SPC Scorecard and the SAG KPIs 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. To support Unit and

process level analysis, staff members are trained on basic analysis tools early in their tenure. We also conduct analysis to support the annual budgeting process to plan the allocation of capital and operating resources for the upcoming year and set SPC financial goals. The budgeting process uses comparative data to analyze market trends, regulatory changes, and competitive issues. The budget is integrated with the financial statements to allow a monthly comparison of actual and budgeted operating results.

4.1c. Performance Improvement

(1) Future performance – Three factors come into play in projecting future performance: our most current performance, which is displayed during GTG Planning and again during reviews; the anticipated impact of the planning initiatives that are underway and the progress being made, which is provided during the performance reviews shown in *Figure 4.1-2*; and updated benchmark data that allow us to understand if comparative organizations are making faster or slower progress than we had anticipated in our original projections. During GTG Planning, we generate a great deal of information that allows us to make reasonable projections for future performance. These projections are based on the expected impact that our CAPs and Unit Plans will have on future performance. Once understood, we project the performance for those KPIs that have such data to determine where we anticipate we will stand going forward.

During the performance reviews evidence of whether we are making the anticipated progress or not is presented. If we determine that our relative performance is still on track 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 explore what we are doing to make the gains sooner than planned; 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. Where needed, interventions are planned and implemented to improve performance. If SLs determine that the issue warrants a refinement to the measure, action is taken. In all cases, we try to understand the causative factors and then identify what actions we can take to get back on track or maintain the faster progress than was initially anticipated.

(2) Continuous Improvement and Innovation -

Performance review findings highlight areas of deficiency that need to be addressed by a course of action. The review teams comment on 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 activities 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, Call to Conversations, and the ACM 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 our feeder schools through meetings with them. Many stakeholders, including key suppliers such as the leadership of our auxiliary suppliers and community members 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 Staff Progress Review 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, which brings security, integrity, and accuracy to the knowledge base. Lastly, the output is validated using data validity checks and statistical analysis to assure reliability and integrity of reports. The approaches used are summarized in *Figure 4.2-1*.

2) Availability - SPC 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. The SPC website provides 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. ITC ensures that computer systems are available to students and the workforce. We address the reliability of IT platforms by utilizing market and industry proven equipment as a basis for computer hardware such as Dell, Hitachi and Alcatel-Lucent for mission-critical hardware platforms. Support agreements are maintained with suppliers with defined service-level expectations that limit outage windows. Workstations and Servers are replaced every

Factor	Method to Ensure
Accuracy and Validity	Training
	Audit reports
	Data field validation
	Input masks
	Error reporting
	Complaint data
	Vendor monitoring
Integrity and Reliability	Relational database cross checking
	User authentication
	Training
	Audit reports
	Data validation functions
Currency	Comparison to standards
	Hardware and software monitoring
	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

five years, which is also the manufacturer's end-of-life date. We have daily backup protocols for critical systems and data storage with a retention period of 30 days. Data security is provided through redundant firewalls with an encrypted, virtual, private network for secure access. Software security is supplied through passwords and intrusion detection. Spam and anti-virus mail filters further ensure data security. 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 by employees is provided through secure VPN connections. To ensure the reliability of the 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. We maintain support agreements with software vendors to receive upgrades and enhancements as well as regulatory updates and code fixes.

4.2a Organizational Knowledge

(1) Knowledge Management – SPC's strong focus on knowledge management is designed 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 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 these activities, 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 ITC work order. Employees can share files and folders needed for daily work or ongoing projects.
- **AlamoShare** – each Unit has an individual space on the ACD 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 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 e budget officer, who verifies training and forwards to the Finance office for final approval.

(2) Best Practices – Two 4DX Summits are held annually at SPC, 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

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
Blend and Correlate Data to Build New Knowledge	AlamoShare
	Banner
	Environmental scan process
	SWOT Analysis process
	VOC System
	Cross-functional collaboration
	Cross-College Councils
	Organizational performance reviews
Action Plan Development and Implementation	
Transfer Knowledge from & to Students, Other Customers	4DX Summits
	Media Site
	Admissions process
	Certified Advisors
	Staff interaction with student
	Student Satisfaction Survey
	Website
	Social Media - Facebook, Twitter, Instagram, YouTube
	Brochures
	Complaint Management Process
Transfer Knowledge from & to Suppliers, Partners, Collaborators	AlamoShare
	Banner
	Negotiations, written agreements, contracts
	Meetings and phone conversations
	Training
	Feedback and post-mortem sessions
Knowledge for Innovation and Strategic Planning	E-mail
	Website
	Environmental Scan process
	SWOT Analysis process
	Voice of the Customer process
	KPI process
Innovation management procedures	
PDM and FOCUS PDCA processes	

Figure 4.2-2 Knowledge Management Methods

for all to consider for application in their respective areas. In addition, on a semi-annual basis, each ACD College selects a best practice team to present its practice to the Board. This process is designed to showcase outstanding practices that have been implemented by faculty and staff to allow selection of practices that should be replicated throughout ACD. To support this initiative, we nominate practices we believe to be worthy for consideration. From the nominations, finalists and



the winning entry are selected. In addition, we utilize Alamo Share, which is a SharePoint server, to share data, improvement ideas, and innovations across SPC and all of ACD. Further, the SPC reporting system allows the President, VPs, and administrators to constantly stay abreast of extraordinary accomplishments being made by the faculty and staff, and sharing at the ACM and OUAP Report-Out also reveal 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 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 Resource Allocation step of GTG Planning. 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 evaluation 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 GTG Planning, if the planning team determines that a skill or competency is required to deploy the strategic plan, SLs determine whether to hire for that skill, develop current personnel, or consult with external experts. For example, when the Department of Education increased focus on Title IX awareness, support, programming, investigation and advocacy, we converted a vacant position to the Director of Student Conduct/Title IX

programs along with the establishment of a Title IX committee to support new capability needed for this area.

We monitor capacity measures such as projected enrollment and contact hours (workload measures), FT/PT faculty ratios, average class size, advising ratios, and student services ratios. 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 VPAS to examine 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 SACSCOC 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 leads 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. With approval, we advertise 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 and teaching ability. Required experience, certifications, and skill sets are identified and applicants are screened against these criteria along with alignment with 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 feel comfortable with 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 ask the right questions.

All applicants who meet minimum requirements are reviewed by 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 a first round of interviews, finalists are sent forward to the appropriate hiring authority for a second interview. Faculty to be interviewed are asked to give a 15-minute teaching demonstration using a concept to teach. Hiring of adjunct faculty is conducted through an interview with the Chair, lead instructor, and discipline leads. In compliance with SACSCOC accreditation regarding faculty credentials, all faculty members must have sufficient academic credentials within the discipline and share the SPC philosophy for student success. Once professional staff and faculty are approved the new employee's name is electronically submitted to HR for recommendation and final clearance approval.

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 both ACD and SPC **New Employee Orientation (NEO)**, during which they meet with the President for a welcome and introduction to the College. Faculty also attend **New Faculty Prep (NFP)** provided by the **Instructional Innovation Center (IIC)**, and new full-time faculty are required to participate in the Master Teacher Certification Program. These orientations are typically followed by more intensive on-the-job training by Unit leads.

We consider the first 90 days on the job as a probationary phase. The Unit orientation begins our efforts to improve long-term retention. On the first day, supervisors discuss expectations using the job description and the contents of the 90-day evaluation. During the 90-day probationary period, individualized job training is provided followed by an evaluation. The goals of this approach are to create a welcoming presence for new employees, strengthen partnerships, establish a network for future collaboration, and ensure a sense of belonging for all. New faculty participate in monthly development sessions for the first year focused on building teaching excellence, and new adjunct faculty engage in an in-house certification program with a similar focus on teaching. At the 90-day point employees are invited to a "**Chat with the Chancellor**", a group meeting featuring new hire feedback to help us continuously improve future new employees' experiences

and processes. Additionally, to continually improve the integration of new employees into the workplace, our President meets with them a second time during their first year to reinforce the MVV and facilitate a dialog to learn about perceived SPC strengths, what needs attention, and what they would like to see changed. Retention initiatives include ensuring a good cultural fit when hiring; personal learning and professional development, a positive work environment, a family-type atmosphere, and highly participative leadership. Faculty and staff place high value on our student-oriented culture and dedication to student success. Adjunct faculty also value professional development and shared governance opportunities, and integration into Department activities.

(3) Workforce Change Management – Our operational environment changes due to such factors as enrollment variability, building renovations, budgetary pressures, and the regulatory environment. We prepare our workforce for change through communication, 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 CEM 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, 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 GTG Planning. As strategies are developed, an assessment is made regarding our ability to support those strategies and workforce plans are developed to address any shortfalls that are identified. 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 effectively manage fiscal requirements daily. 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 SPC to ease the impacts when changes occur, and if an employee is required to leave, provisions for outplacement services and severance consideration exist 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 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 and educating them on the pending change and the rationale. When employees are impacted, we apply the RP to manage the transition and provide retraining or movement to other positions.

(4) Work Accomplishment – SPC is organized around five major components: **President's Office**; **Academic Success**; **Student Success**; **College Services**; and the **Southwest Campus**. Components are led by four Vice Presidents; 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 the SPC strategic plan. Plans are updated annually through GTG Planning and performance is reviewed frequently to ensure currency with changing needs and expectations. 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, and 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 in strategic planning to develop plans, KPIs and targets as part of their basic professional requirements.

Although organized by function, *Collaboration* is also a SPC 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

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
Exceed Performance Expectations	4DX
	Unit Planning Processes
	Alamo Way Leadership Model
	KPI Measurement System
	Performance and Program Reviews
	Employee Performance Evaluations
Figure 5.1-1 Methods to Address Work Accomplishment Requirements	4DX
	Culture of continuous improvement/innovation
	OUAP Report Outs

solving activities or address special projects. We emphasize a high-quality, vision-driven learning environment where every employee is required to participate in the "**Seven Habits of Highly Effective People**" 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 key 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** plans health and wellness initiatives and ensures that there is a focus in this area for all employees. Of particular note, the **Employee Assistance Program (EAP)** offers an extensive range of behavioral health services; the **Health and Fitness Center** provides an opportunity for employees to exercise and receive training and guidance to make healthy decisions in their lives; an annual **Wellness Fair** is held to promote health and wellness across our campuses; and we orchestrate dedicated breaks for wellness activities during the longer summer days.

As to security, commissioned police officers of the **Alamo**



Colleges Police Department (ACPD) serve at both SPC campuses 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. Also, electronic access doors have been installed on campus buildings to control entrance after hours and provide ease of access to those with physical disabilities. Campus facilities are ADA compliant with ramps, bleachers, chairlifts, wheelchair accessible areas, sign language services, and an ADA compliant SPC website. Substantial training has been provided to our workforce on emergency management and security topics such as Active Shooter and Campus Carry, and a poster campaign is raising employee and student participation in promptly reporting unusual situations that could indicate an impending security problem (“See Something, Say Something”). We now are in the process of installing e-panic buttons in every classroom and desktop.

To ensure compliance with all accessibility requirements, we adhere to all ADA standards in new construction projects and when making improvements to existing facilities. All projects costing more than \$50K go through a review to ensure state compliance. For smaller scale projects, we perform an in-house review to ensure that we meet and exceed all standards. For example, we have installed automatic doors in internal hallways; we continue to add automatic doors to restrooms; 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*.

(2) Workforce Benefits and Policies - General HR policies and benefits are recommended to the Board for approval after consideration by ACD SLs, including the SPC President, and with input from faculty through the **Faculty Super Senate** and from staff through the **Unified Staff Council (USC)**. We offer 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 in areas such as ethics, FMLA, sexual harassment, Title IX, and EEOC hiring practices. SPC employees have direct access to a HR Partner and Benefits Coordinator on campus to 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 USC evaluates benefits and services and recommends improvements such as the recently approved closing of the College during spring break so the workforce can spend that time with their families. In addition, our employees have access to lectures, cultural activities, first-rate facilities, and multiple professional development and training programs.

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
Emergency Sick Leave
Employment Assistance Program
Workers' Compensation Benefits
TRS or ORP: 6% required of employee and 100% matching
403b and TexaSaver Retirement Plans
Living Wage for work study employees
Personal, Civic, Bereavement, Military, Developmental Leave; Up to 10 paid holidays; 10-day Winter break; 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>

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 philosophy serves to ensure that we benefit from the diverse ideas, cultures, and thinking of our people through the methods identified in *Figure 5.2-1*.

(2) Drivers of Engagement – We determine the key factors that affect workforce engagement and satisfaction through a variety of approaches. The primary method is analysis of the PACE survey results. Based on the work put forth to date, we have determined the key elements that affect workforce engagement for all workforce groups and segments are:

- importance placed on student diversity;
- learning and development opportunities;
- ability to influence the direction of the College; and
- the extent to which information is shared.



Factor	Methods
Open Communication	Deployment of MVV
	SPC Communication Systems
	Leadership visibility
High Performance Work	Alamo Way Leadership Model
	Unit Planning Process
	KPI Measurement System and WIGs
	Focus on continuous improvement and innovation
	Employee Performance Evaluation Process
Engaged and Empowered Workforce	Decision-making at the point of impact
	Collaborative work environment
	Team-based approach
	Participation in planning and budgeting
	4DX
	"Seven Habits of Highly Effective People"
	Faculty Senate and Staff Councils
Diverse Ideas, Cultures, Thinking	Focus on diversity
	Recruiting and hiring approach
	Team selection approach
	Diversity workshops

Figure 5.2-1 Factors Impacting Organizational Culture

(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 to obtain the perceptions of the workforce concerning the climate at SPC and provide data to assist us in promoting greater engagement and more open and constructive communications among the workforce. 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 ULs for development of Unit action plans to produce higher performance. Retention rates, follow-up meetings with the President, exit interviews, learning and development participation and performance evaluation results are also used to indicate workforce engagement and satisfaction. For example, when PACE results showed low satisfaction with the amount of information being shared, new methods were developed to address the issue, including Call to Conversations.

4) Performance Management – The new and innovative **Staff Progress Review (SPR)** and **Faculty 180** are the key methods used to support high performance and engagement of our workforce. SPR requires that each staff member across the organization annually create a **9-box Performance Plan (9PP)** with their supervisor that is aligned to the SPC strategic plan and goals of the respective unit to which they belong. The 9PP defines 3 **SMART Goals**, 3 **Lominger Competencies**, and 3 **Development Plan Activities (DPAs)** for the coming year. As work on the plan progresses employees record their progress online in **AlamoTALENT** allowing individuals, supervisors and senior leaders to track their progress. For example, each SMART Goal aligns to a specific element of the strategic plan, allowing leaders up to the President to see and coach progress toward achievement of individual employee goals and measure the aggregate efforts of employees to achieve goals as indicated in **Area 1.2a (2)**. Each Lominger Competency is identified to focus employee development in one of 67 competencies which are designed to provide cutting edge career competence and success, and each DPA is geared to address organizational and personal learning needs and desires of the workforce. 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 every two years, while 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 a regular practice. The Staff Council recognizes an **Employee of the Month** based on nominations submitted from the workforce. The Council votes and awards the employee with a plaque and celebratory gathering. Each recipient is then submitted for the ACD Employee of the Month, bestowed by the USC acknowledging an employee who is then honored at the Board meeting the following month. Other forms of recognition include: **NISOD Awards** (National Institute for Staff and Organizational Development); **Starfish Award**; **Minnie Piper Stevens Award for Teaching Excellence**; **Years of Service** awards; new employee follow-up meetings with the President; recognition of those who receive Degrees and Certificates or complete the Distance Learning Certification program at Convocations; and faculty who complete the Master Teacher Certification Program are recognized by the President at a Master Teacher Ceremony.

5.2c 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 work collaboratively with ACD and our sister colleges to create an organization-wide **Development Plan (DP)** to support organization and individual needs in the following 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, 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.

Organizational and workforce learning and development needs are developed through strategic planning and SPR processes and aligned at the ACD, College, 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 the 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 integration with development plans. Leadership development is also integrated and reinforced through development opportunities within AlamoTALENT including the ALAS and Emerging Leaders programs, and informal leadership development programs.

To elevate our ability to provide the best possible learning and development program, we created the **IIC** which is dedicated to supporting faculty and staff by providing professional development opportunities to promote professional growth, quality instruction, and innovative teaching. The IIC plans, coordinates, and implements College-wide events such as: **Professional Development Week** that includes Convocation, Chair Academy, Distance Learning Faculty Assembly, NEO and NFP; **Fiesta of Teaching Technology** with demonstrations and exhibits about instructional technology; and the **Administrative Professionals Workshop**, a day-long program for administrative assistants. In addition, the IIC provides for Faculty Development through its **Master Teacher** and **Distance Learning Certification** programs as well as its **Canvas Training for Web-Enhanced Classes** initiative. Further, IIC offers Faculty Support through an on-demand response on various topics such as Canvas LMS (gradebook, creating courses, course design, etc.), Concourse, BioSIG, ACES, TurnItIn, SoftChalk, and Weave, as well as computer labs and equipment.

Reinforcement of new knowledge and skills 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 house documents and data, AlamoShare houses unit-specific information, and the AlamoTALENT Knowledge Bank houses key insights and information posted by employees, including new knowledge and providing additional verification that people are using new knowledge to advance their job performance.



Focus & Level	Alamo Way Strategy		
	SS	PCL	PE
College	Pathways	ALAS	4DX
	Institutes	PVC	FOCUS PDCA
	Instructional Innovation	Core Competencies	ADKAR Change Management
	QEP	PCL	Entrepreneurism
	Emerging Ethics Topics	Baldrige Framework	Human Design Thinking
	Faculty Development	SPP	Lean Launch Pad
	Equity & Diversity	Development Values	PDM Prof Dev Week
Team	Advisor Development	Speed of Trust	Neon Buzz
	Instructional Design & Delivery	Crucial Conversations	5 Dysfunctions of Teams
	ACL & PBL	Teaching Development Education	Project Management
	Assessment/SLOs		
	Schools that Learn		
	Faculty Mentoring		Learning Communities
	5 Disciplines		
	Critical Thinking		
Classroom Mgmt	Unit Action Planning		
Profession	Adjunct Faculty Devel/Cert	Performance Development	Discipline & Job Specific
	Advisor Certification	Chairs Academy	Teaching & Tech
	Faculty Metaprof	Supervisor Tng	Quality Matters
	Master Teacher Cert		Distance Learning
	Pedagogy		Curriculum
Individual	NISOD & LFI Participation	NEO & NFP	Trainer Certification
	Distance Learning Certification	Emerging Leaders	Faculty Devel SME Team
	Tuition Assistance	Convocation	5 Choices
	Fiesta of Teaching	Emp Dev Day	Canvas Tng
Compliance	FERPA	Ethics	Safety
	Drug Free	BAT Teams	Emergency Prep
	Title IX & Civil Rights		Defensive Driving
	Bully Free		Active Shooter & Campus Carry

Figure 5.2-2 Learning and Development Programs

(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, professional, team and organizational levels and allow us to benchmark against 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.

(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 allows us to create talent strategies and talent pools based on learning, performance measures, and results. Tools and resources for career planning and development allow for the review of workforce capabilities, employee profiles, résumés, the learning transcript, and additional professional certifications. Information is integrated into learning modules to help identify top performers for career progression and allowing supervisors to discuss career progression opportunities with their employees and assist them in creating 9PPs to help them achieve their goals. From a workforce perspective, AlamoTALENT gives employees a method to access required and optional learning and development opportunities to enhance their job skills, and allows each individual to access a personal transcript that keeps track of completed sessions. All training is free and there is no limit as to lessons an individual can complete. In addition, an employee can post a résumé 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, 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 for their assignment, and then may apply for the position if they feel it is a good fit. This process permits managers an 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 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** 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. It serves to provide participants personal and professional growth and new knowledge to effectively lead at SPC 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 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 each College President. Along with our vibrant learning and development system these programs produce highly qualified individuals ready to compete for and assume positions of greater responsibility. For example, four ACD Presidents retired in the last four years and national searches were conducted to find the best replacements. Two of the four were internal candidates.

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 Model (NPDM)**, *Figure 6.1-2*. PDM is used to design new or redesign existing work processes and services while the NPDM is the method used to design and introduce new education programs. 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 other customers. The VOC System (*Figure 3.1-1*) provides the majority of the data that are used by design individuals and teams to formulate customer-driven requirements, but teams and individuals 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, ACD support 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.

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

(3) Design Concepts – We follow the guidelines of PDM and NPDM 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 across the organization have a consistent and simplified approach to use in design and redesign initiatives. SPC personnel are provided an introduction to these models

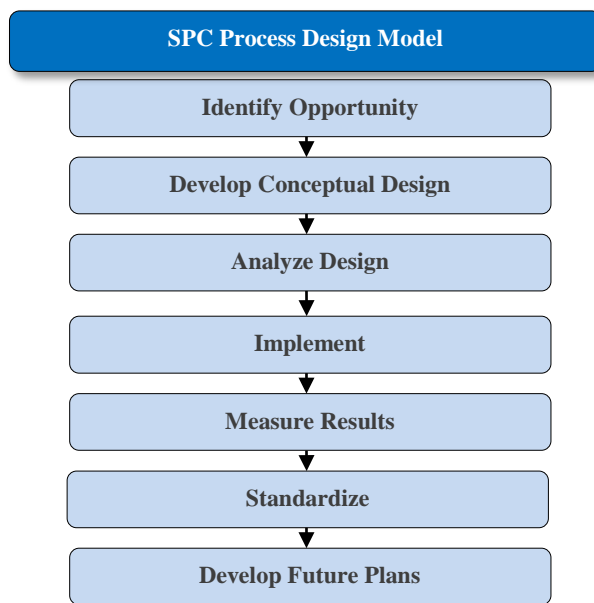


Figure 6.1-1 SPC Process Design Model

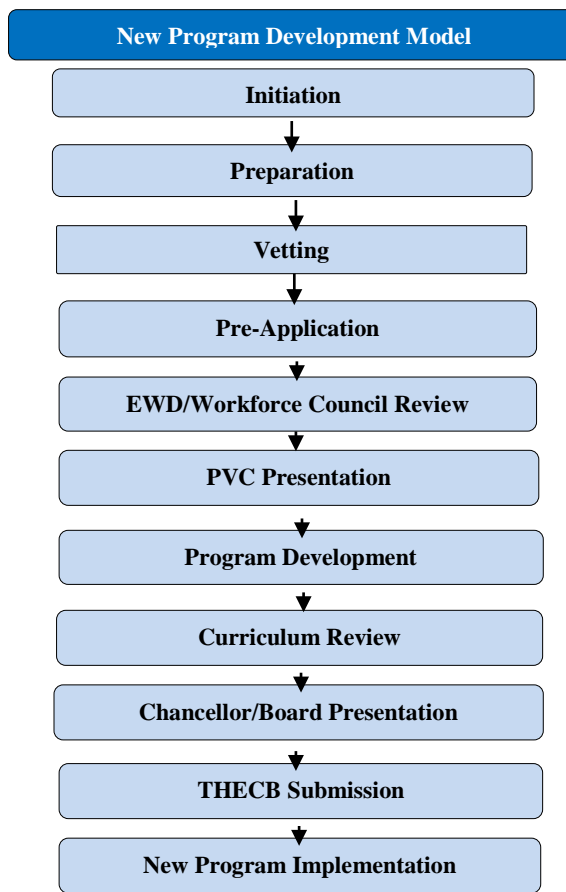


Figure 6.1-2 New Program Development Model



early in their employment, and design team members and process owners receive more detailed follow-up training as needed. The need to design or redesign a new educational program, service or work process is often determined during GTG Planning based on data compiled from working sessions held during plan development; Dean's Workforce meetings; Curriculum Council; Advisory Committees; employers; faculty, community, or VOC input; technology advances; regulatory and compliance requirements; or process performance results. When the need is verified, PDM or the NPDM is applied as appropriate. Space limitations do not permit a full description of both models, so only the steps of the PDM are described. A detailed explanation of the NPDM will be provided on site. The PDM seven steps include:

Identify Opportunity – form a design team if appropriate; establish a mission statement to define the need and the outcome expected; identify measures and constraints; establish team structure to include the potential involvement of students and other customers, service and process suppliers, faculty and staff, and community members.

Develop Conceptual Design – determine the service or process customers; identify student and other customer needs and expectations from the VOC System, 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 of design to include cycle time, productivity, and cost controls; confirm KPIs and performance targets; analyze and address potential safety issues; and proactively address potential errors and rework. If an existing process, identify problems and solution alternatives; conduct root cause analysis as needed; select best solution; and adjust the service, process or innovation accordingly; for all designs assess to ensure agility and customer value.

Implement – develop an implementation plan including barriers to implementation; set goals for efficiency and effectiveness; conduct a pilot or test of the service, process, or innovation; 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 service, process or innovation in the organization through documentation and education; assign ownership.

Develop Future Plans – identify initiatives to improve the service, process, or innovation; identify areas for replication; evaluate and improve the design process; inform about the effectiveness of the process; report outcomes as appropriate.

The PDM approach has been used to design our IUR process; SEG process; our new Advising Model; and Feed the Tiger.

6.1b Process Management and Improvement

(1) Process Implementation – we ensure that 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 when KPIs are identified to evaluate the performance of those processes. The workforce monitors in-process and outcome measures on a predetermined schedule to ensure that desired performance levels are being 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 design and integrated into the measurement system, so this 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 SPC processes and services, 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 to allow us to identify ways to improve and innovate at all levels.

Process KPI performance is reviewed weekly at Department level meetings, monthly at the Division level during Dean's and Director's Meetings, and at the College level at the PC when the scorecard reviews necessitate a drill-down to the process level. This cadence not only promotes a standard of quality and performance, but also allows efficient two-way



Work Systems & Key Processes	Key Requirements*	Process KPI Examples**
Student Intake		
Recruiting and Admissions	Access	Total Enrollment
Testing and Placement	Accuracy	% Underprepared
Financial Aid	Timeliness	Financial Aid Awards
New Student Orientation	Financial Support Compliance	Overall NSO Attendance
Student Learning		
Teaching	High Quality Instruction Learning Engagement Access Relevance	Persistence Course Completion Rates Productive Grade Rates % Meeting SLO Standards # High Risk Courses Student Satisfaction
Innovative Inst Practices		
Tutoring		
SLO Assessment		
Developmental Education		
New Program Development		
Instructional Unit Review		
Curriculum Devel & Review		
Student Completion		
Degree/Certificate Completion	Accuracy	Graduation Rate
Employment or Transfer	Timeliness	Transfer Rate Employment Rate
Student Support		
Advising	Access	Persistence
Disability	Consistency	Course Completion Rates
Veteran's Affairs	Timeliness	Productive Grade Rates
Student Engagement	Engagement	Student Engagement
Counseling	Support	Student Satisfaction
Operational Support		
Information Technology	Ease of Use	Work orders closed
Financial Management	Access	% Budget Expensed
HR Management	Accuracy	HR Effectiveness
Supplier Management	Timeliness	Procurement Costs
Facilities Management	Reasonable Cost	# Service Requests
Safety & Emergency Prep	Safety/Security	Injury Rate
<i>Figure 6.1-3 Work Systems, Key Processes, Key Requirements, KPIs</i> <i>*Key requirements apply to processes collectively **KPIs not segmented apply to processes collectively; KPIs listed are examples; a broader set available on site</i>		

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. This may involve use of improvement teams, or action by work centers or individuals. The overall results of performance reviews are shared throughout SPC so process owners can use the information provided during their regular process evaluation and improvement sessions. FOCUS PDCA is applied as shown in *Figure 6.1-5* and we use it routinely to improve processes such as Admissions and Registration and Appointment-Based Advising.

communication between SLs and process owners, providing an avenue to quickly and effectively address process challenges and interventions. Process owners are also empowered to make adjustments to their processes on their own when the need or an opportunity arises. Examples of process KPIs are shown in *Figure 6.1-3*.

(2) Support Processes – We determine our 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 **Operational Support** work system. 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 introduced to faculty and staff during orientation with

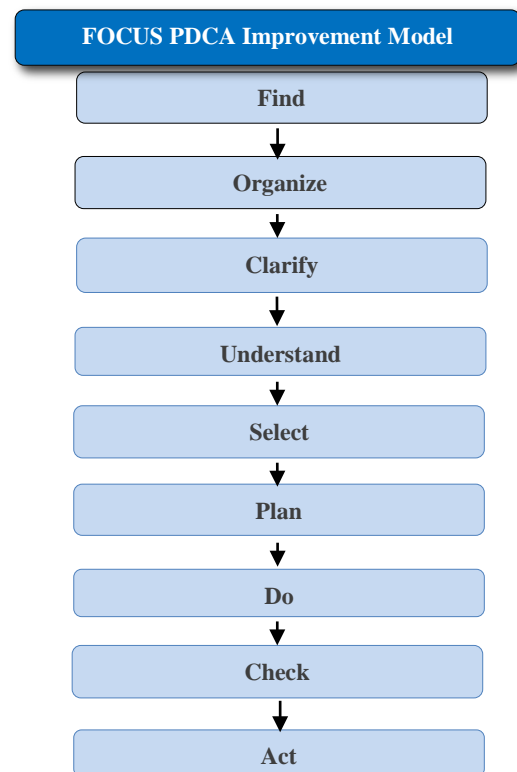


Figure 6.1-4 FOCUS PDCA Model



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 measures of success.
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

Purchasing is centralized at ACD with practices governed by the provisions of Texas State Law, the ACD Board of Trustees 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 goods and services and extent they address our needs; past relationship; long-term cost; significant presence in Texas; other relevant factors.

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 issues 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 P- Card. When we exercise this option, we make supplier selection decisions based on our past experience and our satisfaction with the vendors. Potential suppliers may apply online through our website to establish a relationship and get more information about how to do business with us. 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 to include the supplier executive's response to delivery issues. If we cannot remediate performance, we assess other sources and terminate agreements when called for. PCA develops, implements, and supervises these procedures and works with customers and stakeholders for changes, updates, and outcomes.

6.1d Innovation Management – We pursue opportunities for innovation from both an organizational perspective and a unit/process owner perspective. Organizationally, identification of strategic opportunities is integrated with GTG Planning producing a list of KSOs that we might pursue as explained in *Area 2.1a (2)*. SLs assess 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 for initial stage implementation actions as part of the strategic plan. If the opportunity is deemed viable after this phase is complete it is given priority consideration for budget allocation and enters into an accelerated development phase. Project management tools are used to manage innovation initiatives, and they are sponsored, deployed, and tracked by SLs. Examples of the many organization level innovations created in this manner include Jessica's Project and the Contextualized Art Project.

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 UL concurs. If the impact is more widespread a proposal is submitted to leadership as described in *Area 1.1a (3)*. In either case, a similar process 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 improvement or innovation, and ultimately implement the change if all goes well in the design effort. To further encourage innovation, an **ACD Innovation Grant Program** funded by the ACD Foundation provides opportunity for Units and individuals to apply for funding to support innovation initiatives in addition to our normal budgeting approach. Innovations that have been funded in this manner include the SSL Student Success Pilot Project in Nursing and the Eastside Community Garden.

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 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 at ACD 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, 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 a "one-stop shop" enrollment center to improve efficiency and service to students. In addition, we are minimizing the costs incurred by our students through implementation of **Open Educational Resources (OER)**, which addresses the high cost of instructional materials and empowers our student population. Courses offering OER provide students materials before the first day of class, and a growing number of faculty have adopted the program, which now benefits more than 1,945 students. We are currently working to expand OER implementation across the course catalog.

6.2b Management of Information Systems

(1) Reliability – The reliability of SPC information systems is critical to attaining IT excellence and we have a number of methods in place to ensure that our systems are reliable. 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, .2ITS tracks core system up-time as part of its 4DX WIG of achieving 99.999% availability.

(2) Security and Cybersecurity – to ensure data security, access is restricted to SPC 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 ITC 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 ITC personnel;
- firewalls are used to protect data availability;
- 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;
- network scans are conducted 24/7/365; and
- Virtual Private Network (VPN) access is used to grant employees access to data outside of the Firewall;

Further, ICT 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 SPC systems, as well as student, financial and employee information, through: firewalls and blacklisting to identify and contain Denial of Service attacks; spam filtering and blacklisting to combat phishing attempts; antivirus tools for individual workstations; and systemic patching of servers to remain vigilant of current threats.

6.2c Safety and Emergency Preparedness

(1) Safety – We recognize that the safety of our employees and students is critical to our success and use a variety of approaches to ensure workplace 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 working in coordination with our **SPC Safety Committee**. 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. We develop site-specific solutions to identify conditions and variables to address potential hazards. The Safety Committee oversees all safety activities, recommends improvements to workplace safety, and identifies corrective measures needed to eliminate or control recognized safety and health hazards. It is led by the VP 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 across the College to identify and address any recognized hazards using defined criteria to determine how to address those hazards: if the process is not required, eliminate it; if the process is required, automate it; if it cannot be automated, engineer around the hazard; if none of those are feasible, use personal protective equipment. We also provide initial and recurring training to our workforce to identify and address potential hazards in their work areas. This includes ergonomics, electrical and chemical safety, behavior intervention, first aid/CPR, Active Shooter, hazardous communications, and emergency preparedness.

(2) Business Continuity - SPC 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 five Alamo 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 that are conducted throughout all 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 both short-term and long-term efforts. Short-term operations seek to restore vital services and provide for the basic needs of the SPC community. Long-term recovery focuses on restoring the SPC community to its normal state.

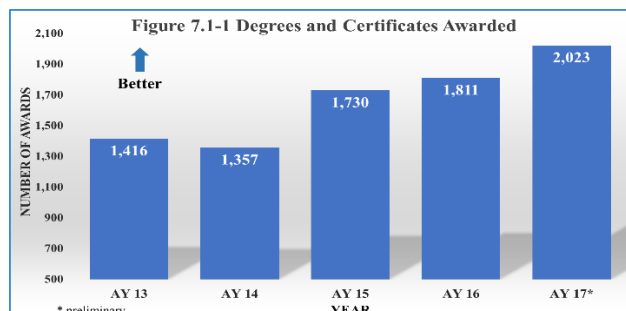
Regarding information systems, the ACD-wide **Network Assurance Task Force (NATF)** was created to ensure availability of data and information in the face of a large-scale emergency. NATF ensures that mission critical hardware is connected to UPS equipment providing power to each building if an outage occurs. Our main communications closet and server farm is supported by an UPS and generator. Should there be an outage, power for the server farm comes from the UPS to the generator within 3 seconds, thus providing uninterrupted use and outside access. The disaster recovery plan ensures IT continuity in restoring operations to an off-site location to maintain mission critical services ACD-wide. Emergency protocols are managed and tested twice a year to ensure seamless implementation if they are needed.

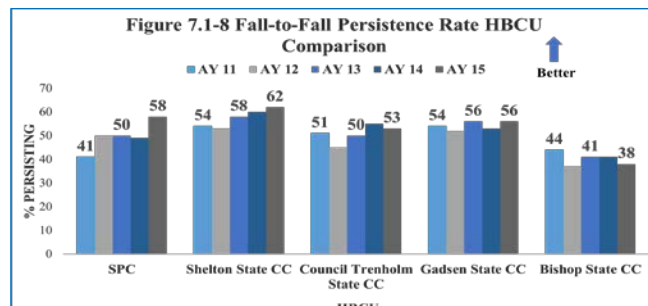
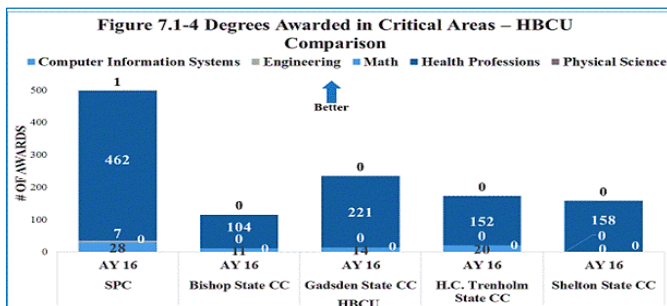
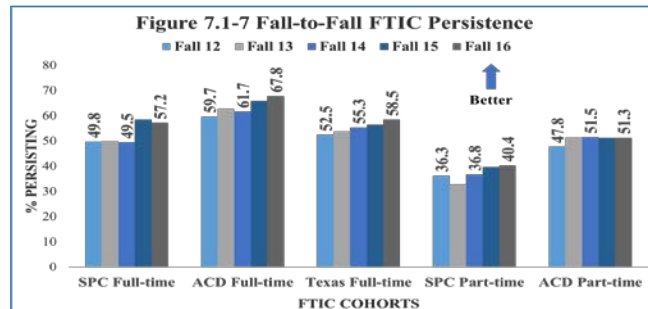
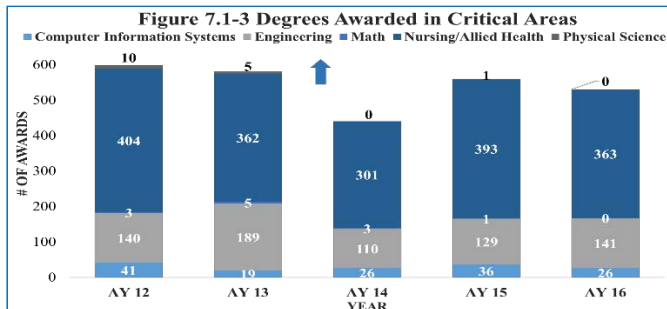
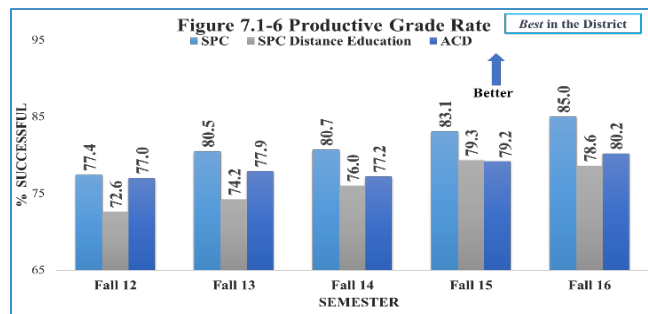
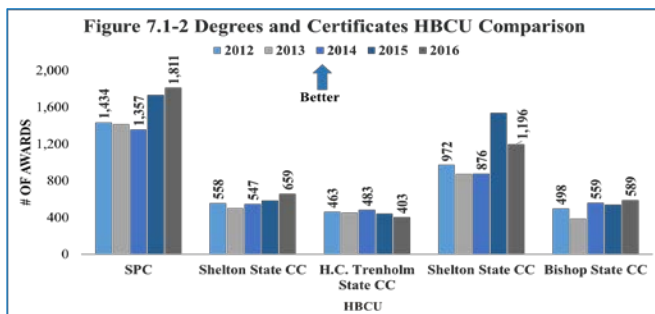
Category 7 Results

Throughout the results presentation various comparative data references are made. Where the term “USA” is used, it refers to nationwide data from Noel-Levitz, CCSSE, PACE, BLS, and IPEDS reflecting the norm for the entire cohort of participating colleges. Where the term “Texas” is used, it refers to data compiled by THECB. These data providers only offer comparative data to show “above or below the norm”, so it is not possible to ascertain if one might be in the top or bottom quartile or decile for example. Where the term “ACD” is used, it refers to the aggregated norm for the five colleges. The Historically Black Colleges and Universities (HBCU) comparisons reflect the performance of HBCU colleges most similar to SPC as defined by the Carnegie classification, which identifies groups of comparable institutions in IPEDS. The data shown are based on the Carnegie classification for colleges with high career and technical programs with high and mixed nontraditional and traditional students.

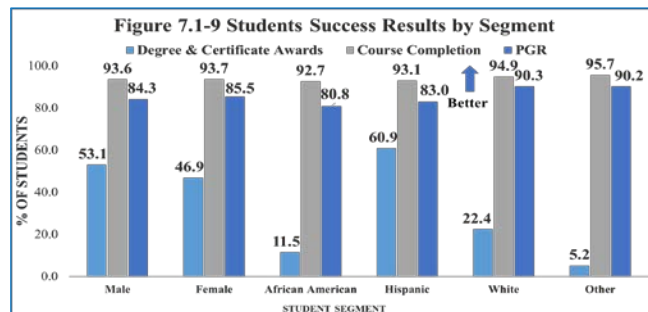
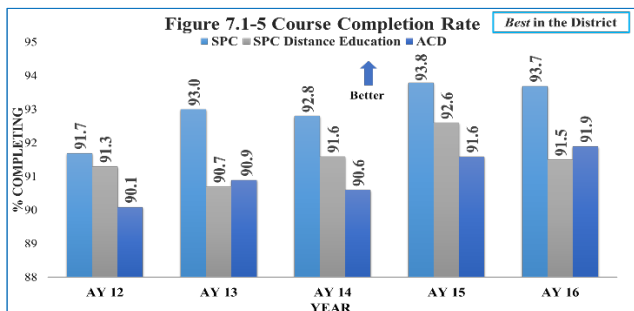
7.1 Student Learning and Process Results

7.1a Student Learning and Customer-Focused Service Results - **Figures 7.1-1** thru **4** provide information pertaining to the Award of Degrees and Certificates, our College WIG. We have improved by 48.7% since AY14 and lead the HBCU comparative group by a considerable margin. In the critical degree areas, we have awarded 8,332 over the last 5 years representing 32% of all degrees and certificates awarded and considerably more than our HBCU comparative group.

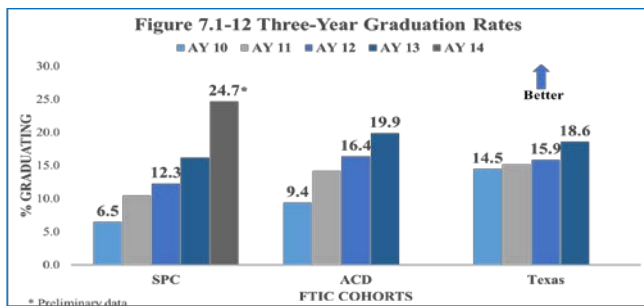
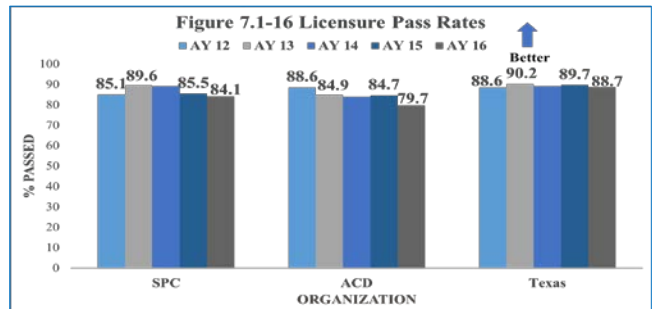
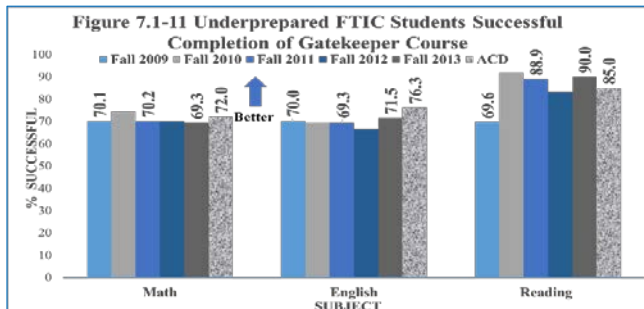
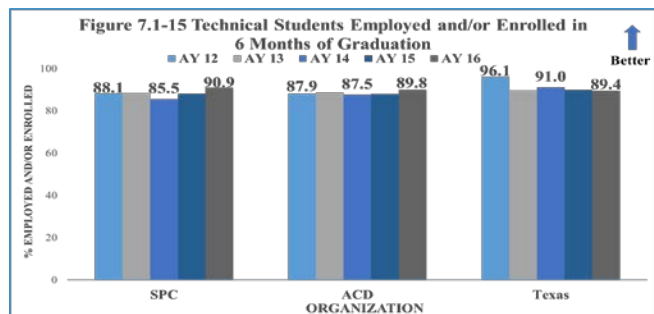
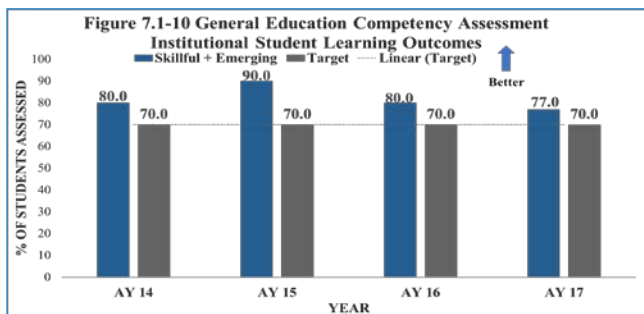




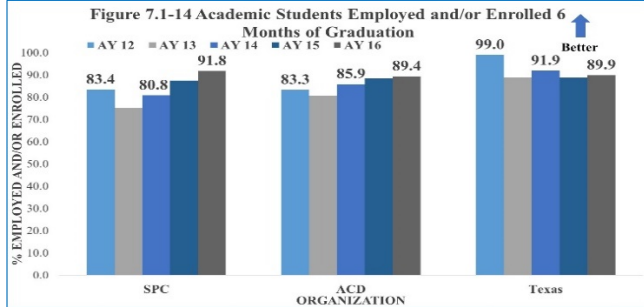
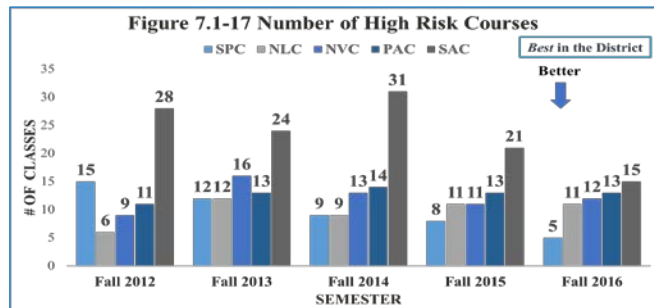
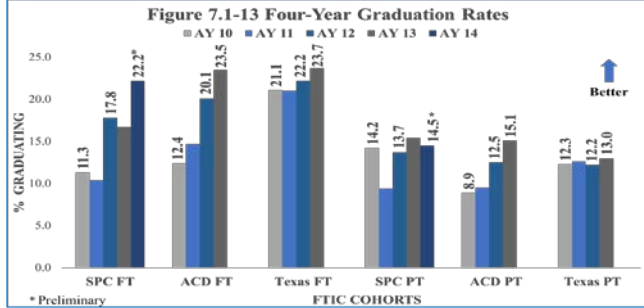
7.1-5 thru 9 show results pertaining to student success indicators where we have sustained high performance and ACD best distinction in Course Completion and PGR for all students and the online segment. Although Persistence falls below the comparisons, we are on an improvement path for both FT and PT students and rank 2nd among our HBCU comparison group. Segmented data are shown in 7.1-9.



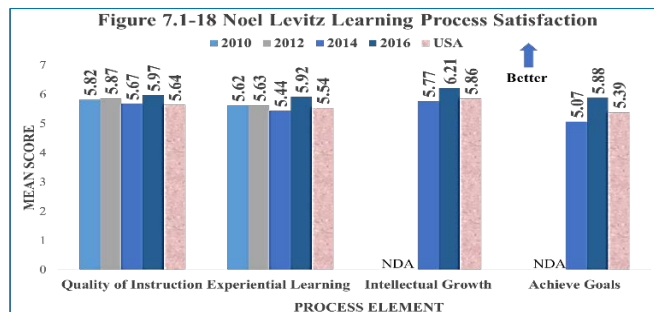
7.1-10 thru 16 provide indicators of student success. Achievement of SLOs consistently exceeds the 70% national standard derived from our work with leading colleges across the country who have created best practices in SLO assessment. We exceed the three-year graduation rates of the Texas comparison by a wide margin and achieve an impressive 47% rate when combining the three- and four-year AY14 cohort group. The % of academic and technical students employed or still enrolled in college six months after graduation is above 90% and outpaces the Texas comparison.

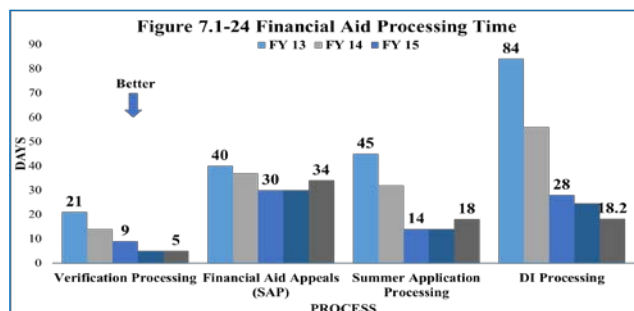
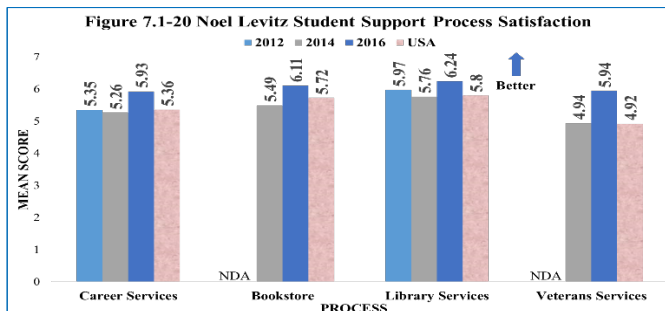
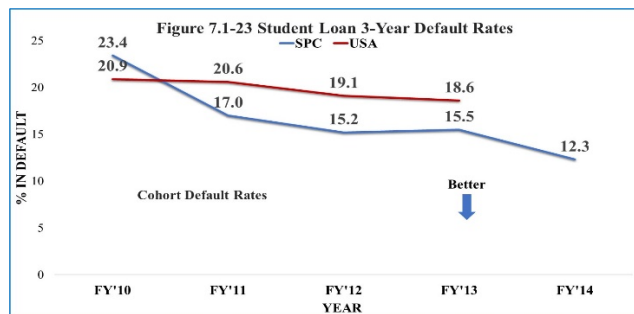
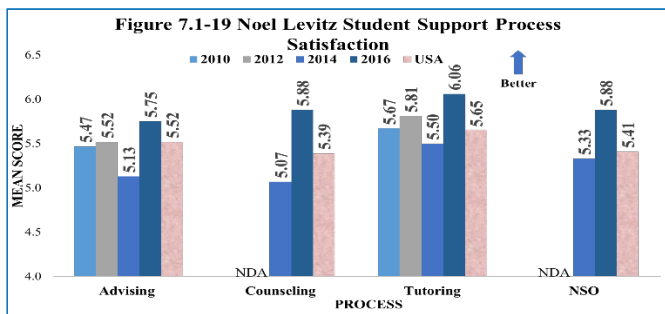


7.1b Work Process Effectiveness Results
(1) Process Effectiveness and Efficiency – 7.1-17 shows the low level of High Risk Courses we have remaining at SPC, which also is **Best in ACD**. This result has contributed to the improvement in PGR shown in **7.1-6**.

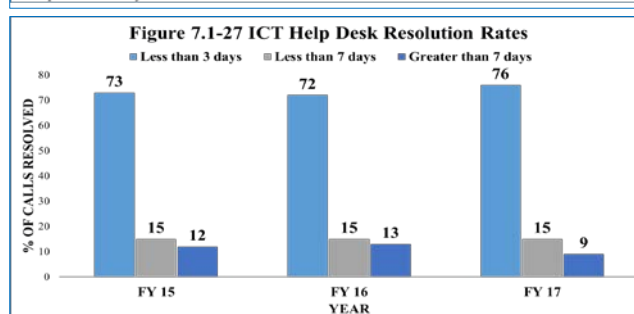
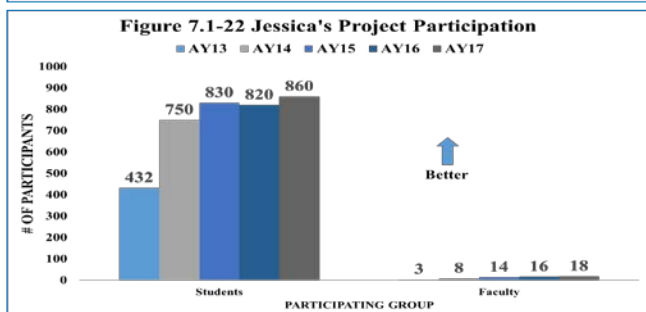
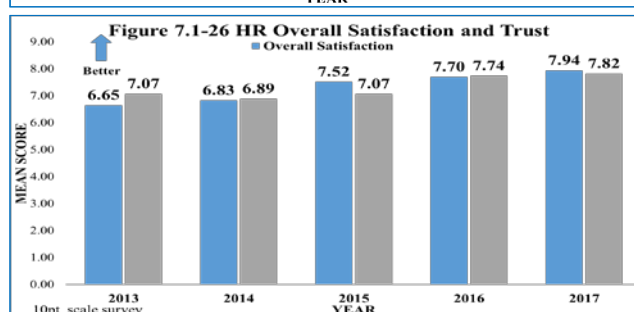
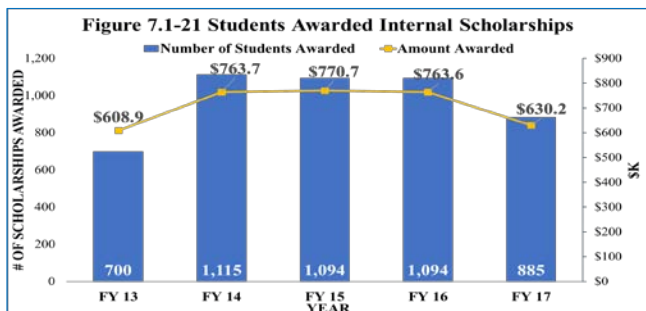
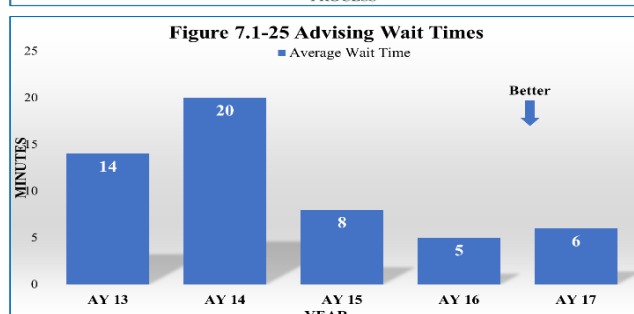


7.1-18 thru 20 indicate the effectiveness of the learning process and student support processes through the eyes of our students and the Noel-Levitz survey. SPC outperforms the USA in all 12 of the areas shown.

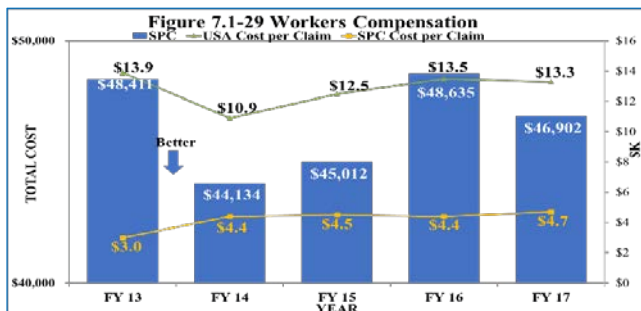
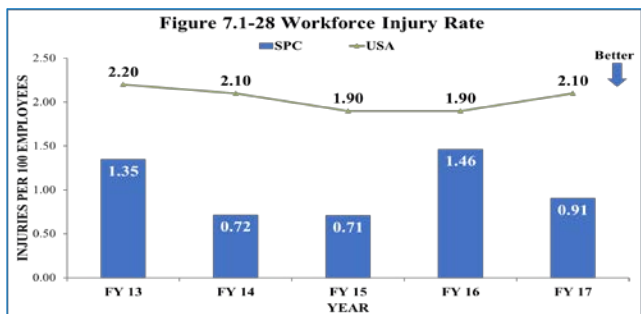




7.1-21 thru 27 depict the level and number of scholarships that we have been able to generate for our students through fundraising activities; the growth of Jessica's Project; a positive trend in reducing student loan default rates; and positive results in the key processes of financial aid, advising, HR, and IT.

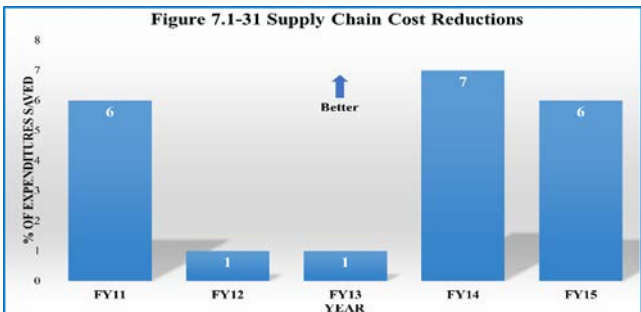
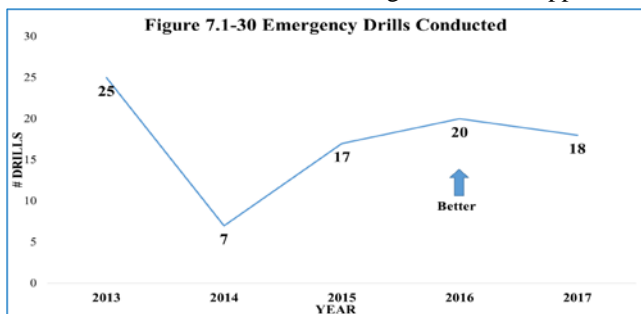


(2) Safety and Emergency Preparedness - Figures 7.1-28 and 29 present SPC safety results, which indicate that our Injury Rate and Worker's Compensation Costs are both well below the national standards for the education sector as determined by the BLS.



7.1-30 indicates the number of emergency drills conducted; the results of After Action Reports on these drills and actions taken to correct issues are available for review on site.

7.1c Supply-Chain Management Results – Figure 7.1-31 demonstrates our success in reducing the cost of supplies.

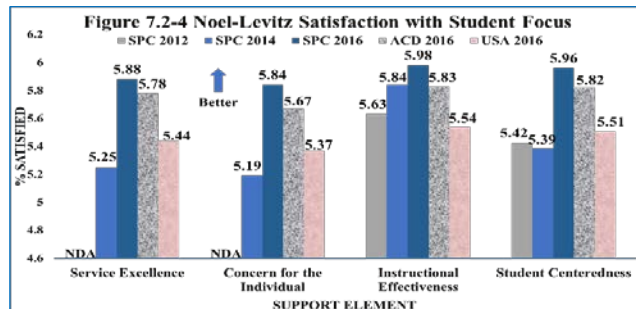
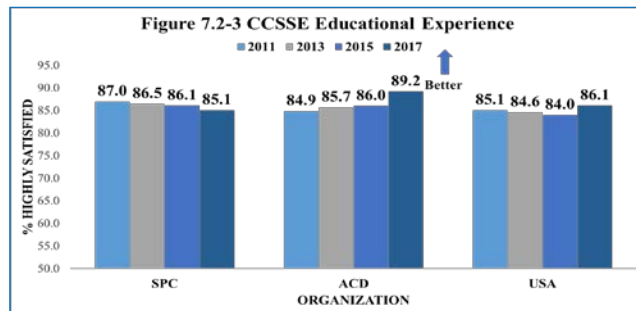
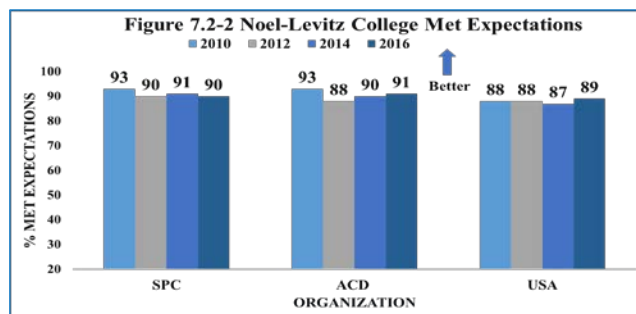
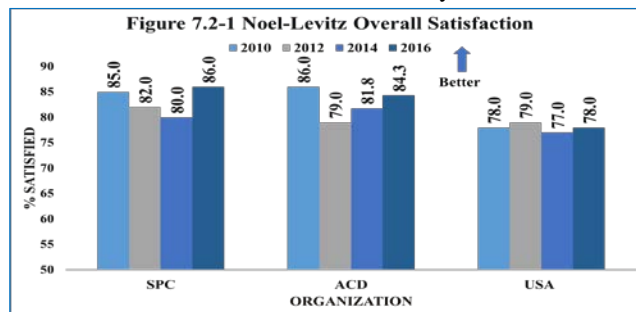


7.2 Customer-Focused Results

7.2a Student- and Other Customer-Focused Satisfaction

(1) **Student and Other Customer Satisfaction** - As indicated earlier, we use Noel-Levitz and CCSSE to determine student engagement and satisfaction. Figures 7.2-1 thru 3 provide top level indicators for each. For Noel-Levitz, SPC outperforms the USA in Overall Satisfaction and College Met Expectations. For CCSSE, we are slightly below. For

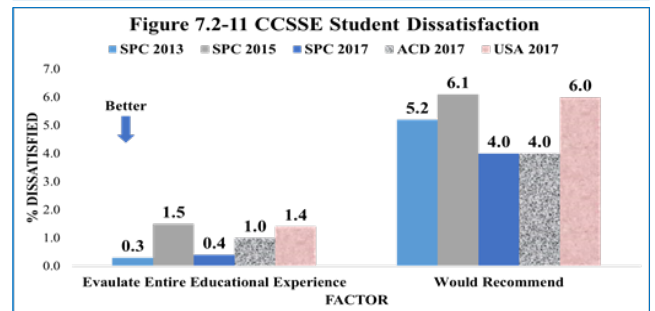
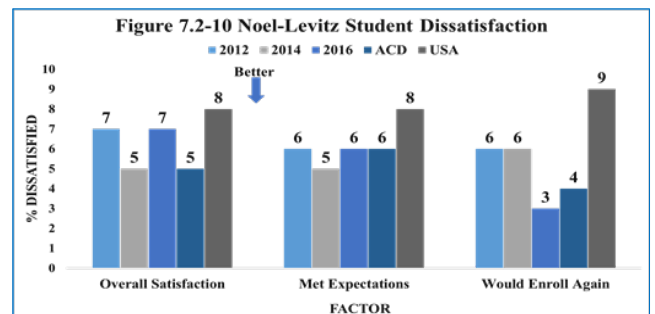
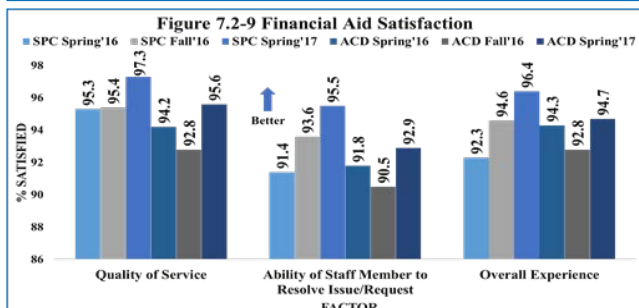
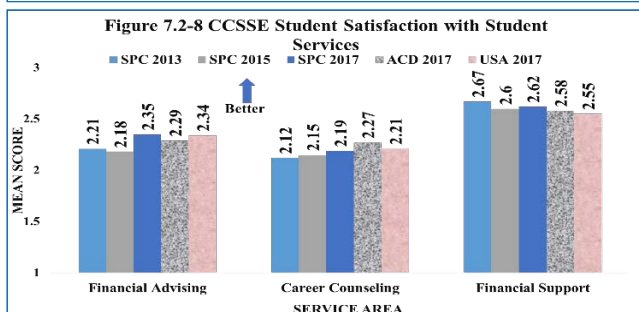
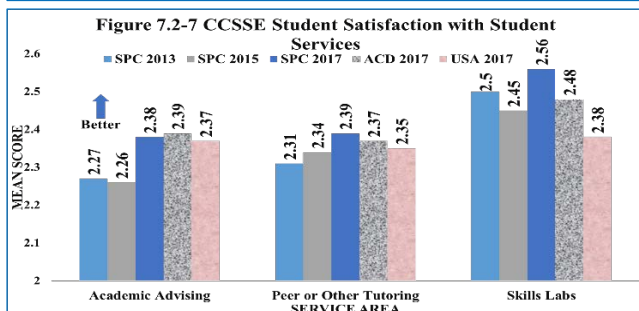
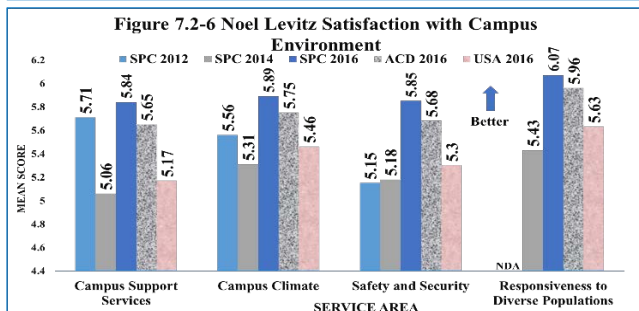
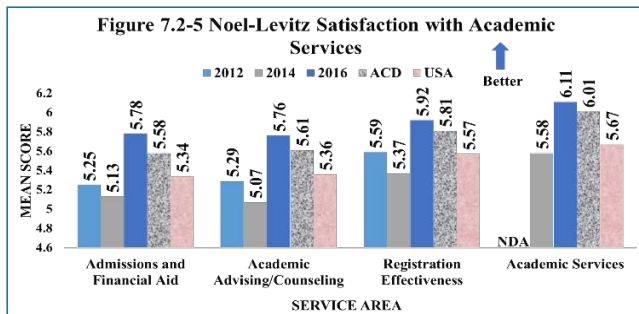
questions pertaining to areas of high importance to students (7.2-4 thru 8), Noel-Levitz shows that we outperform the USA in each of the 12 areas shown, all by a considerable margin, while CCSSE indicates that we lead the USA benchmark in five of the six key indicators. 7.2-9 indicates that students are highly satisfied with our financial aid support based on the results of our internal survey.



Figures 7.2-10 thru 12 reflect Student Dissatisfaction as determined by lower tier scores on the Noel-Levitz and CCSSE surveys, as well as the number of complaints and grievances from Feed the Tiger and our formal grievance process. SPC performance is better than Noel-Levitz and CCSSE, and we are pleased that we have generated additional



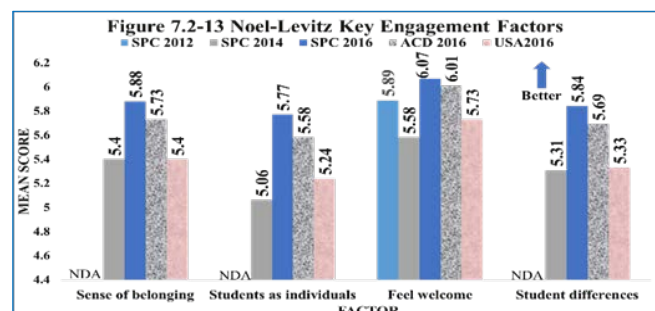
feedback since Feed the Tiger was implemented as more people have been encouraged to speak up and help us identify improvement opportunities, which was an objective.

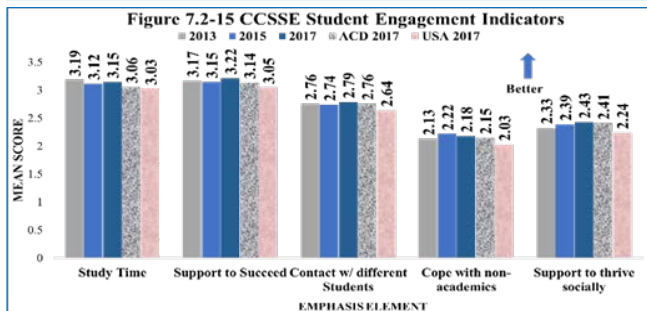
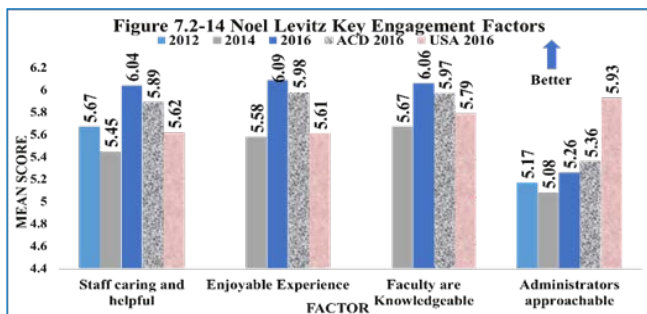


	AY 15	AY 16	AY 17
Academic Grievances	6	1	9
Non-Academic Grievances	21	15	NA*
Feed the Tiger complaints	NA	NA	25

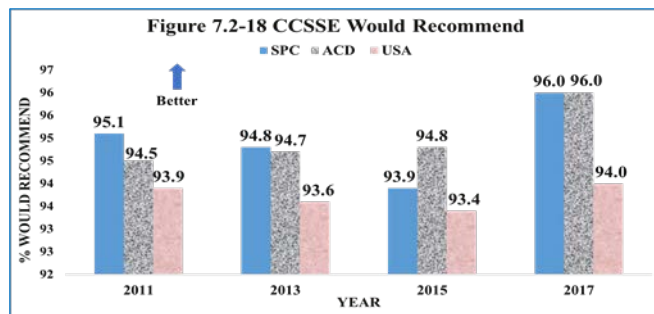
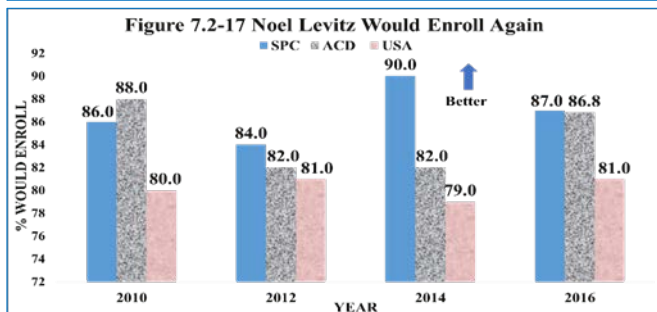
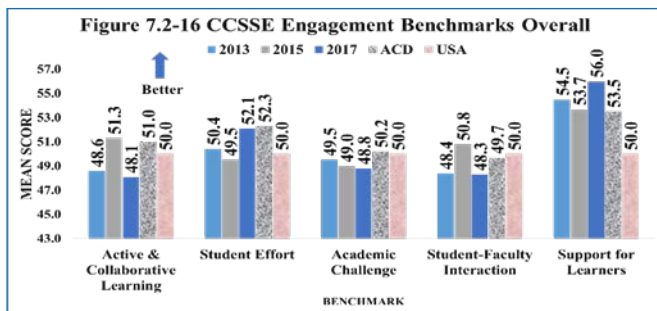
Figure 7.2-12 Formal Complaints and Grievances
*Replaced by Feed the Tiger

(2) **Student and Other Customer Engagement** - We determine the level of student engagement by bundling engagement related questions from the Noel-Levitz survey and by use of similarly related questions in the CCSSE survey, as well as the CCSSE Benchmarks information produced in five areas - Active and Collaborative Learning; Student Effort; Academic Challenge; Student Faculty Interaction; and Support for Learners. Using this method, we find that our students are highly engaged as results in the eight Noel-Levitz core engagement questions and the five CCSSE key engagement questions indicate we outperform the USA benchmarks across the board. (7-2-13 thru 15).





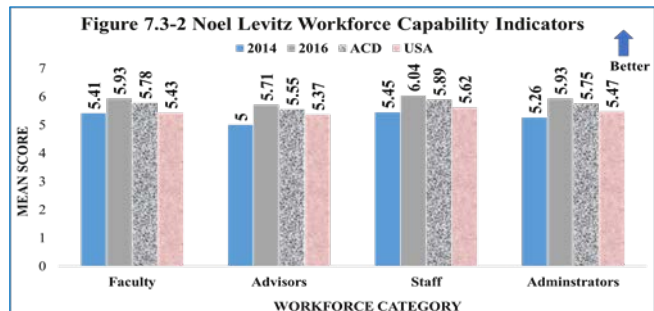
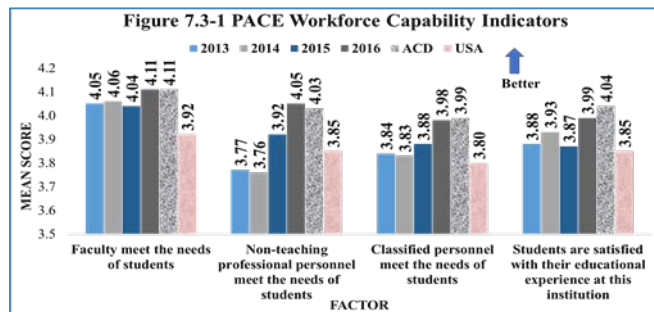
As for the CCSSE Benchmarks, SPC exceeds the norm in 2 and falls just short in three (7.2-16). Finally, two top level questions, one on each survey, also indicate the high level of engagement we have achieved (7.2-17 and 18). Noel-Levitz Would Enroll Again and CCSSE Would Recommend both show performance above the national benchmarks.

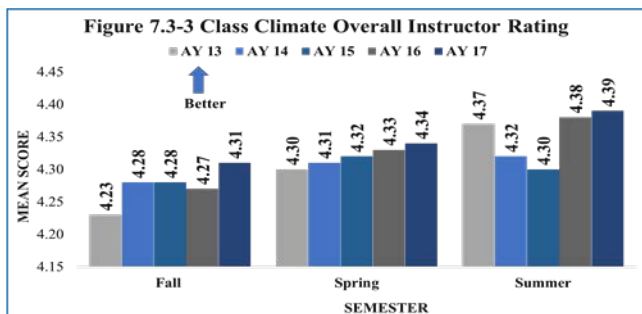


7.3 Workforce-Focused Results

7.3a Workforce-Focused Results

(1) Workforce Capability and Capacity - As an indicator of workforce capability we have identified a group of PACE questions that ask respondents how they feel about different segments of the workforce. 7.3-1 shows the results of this assessment. We have continuously improved in each of these areas and exceed the PACE USA benchmark in all four so 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 Faculty, Advisors, Staff, and Administrators, with all scores exceeding the USA benchmark. 7.3-3 provides the results of student end-of course surveys, which indicate that student views of faculty teaching capability are strong and improving.

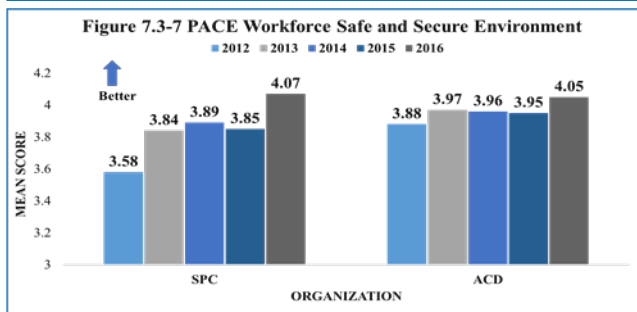
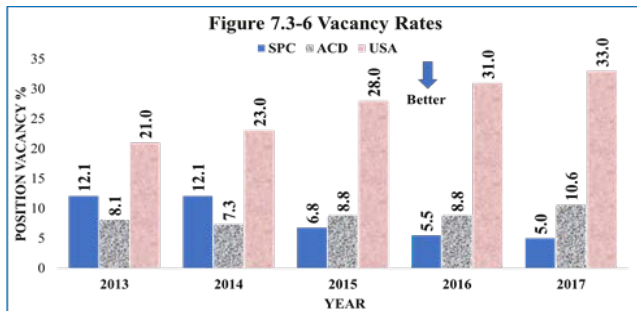
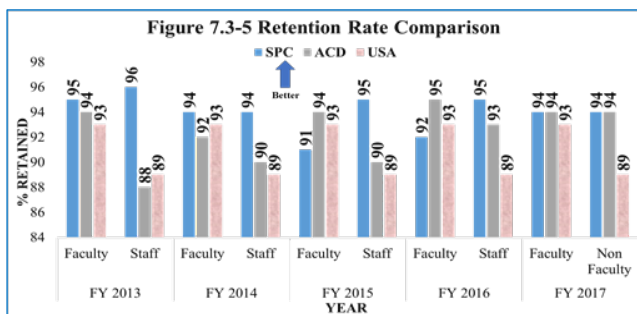




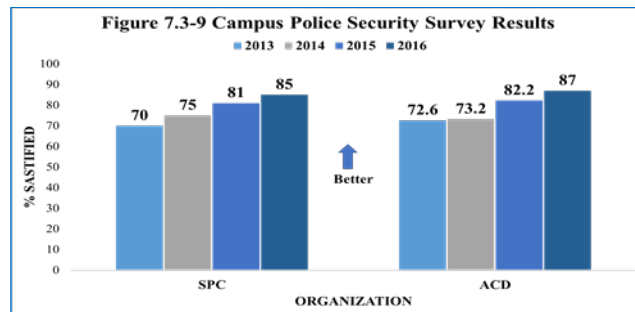
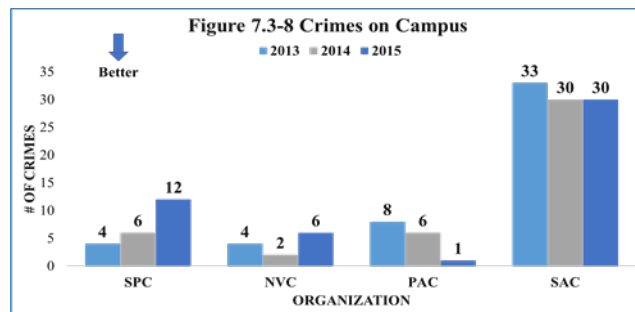
A list of SPC's innovations and best practices are shown in 7.3-4, providing additional evidence of very high workforce capability. 7.3-5 and 6 show our high retention levels and low vacancy rates, both solid indicators of the dedication, capability, and capacity of the workforce. We show more favorable results in both of these areas than the USA benchmarks as reported by the BLS.

SPC Innovations	
4DX	Adjunct Faculty Certification
Administrative Professionals workshops	AlamoADVISE
AlamoINSTITUTES	AlamoTALENT
Alamo Way Leadership Model	AlamoShare
ALAS and Emerging Leaders	Call to Conversation
Centers of Excellence	College Connection
Community Garden	DC and ECHS
Feed the Tiger	FOCUS PDCA
GSVOTC	Jessica's Project
Master Teacher Certification	Microsociety Kids Camp
Monster Tech Fest	MyMAP
PBA Cycle	PDM
Open Educational Resources	President's Lecture Series
Presidential Scholars / SEG	SAYWE
SPR and Faculty 180	Standardized Division Meeting Templates
TX FAME	WEAVE

Figure 7.3-4 SPC Innovations



(2) **Workforce Climate** - Figures 7.3-7 thru 9 show the results of KPIs associated with the workforce climate. A customized question on the PACE survey is used to determine perceptions about the campus environment. The results show strong improvement and positive indicators for SPC. Crimes on Campus are at low levels, and the ACD-wide campus police survey shows a positive view of the climate from a safety, security, crime prevention, and overall perspective.

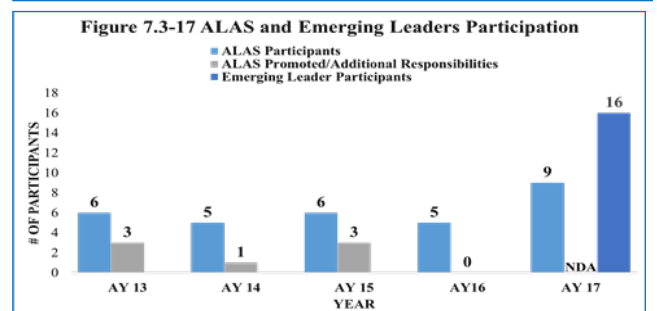
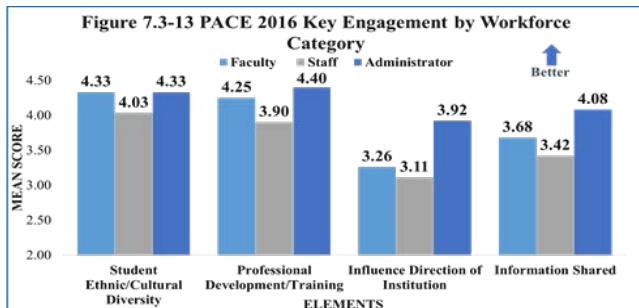
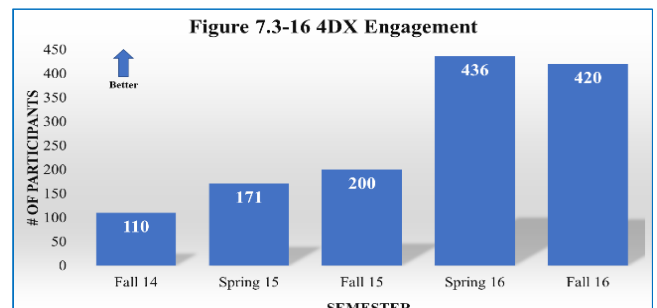
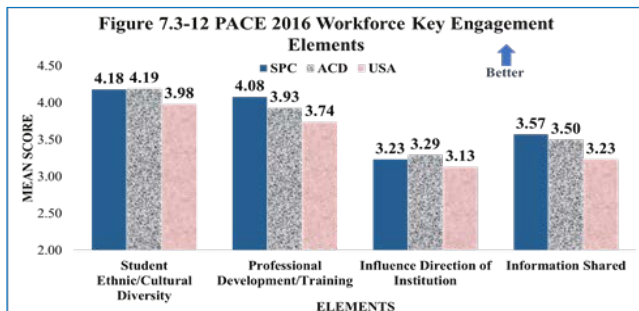
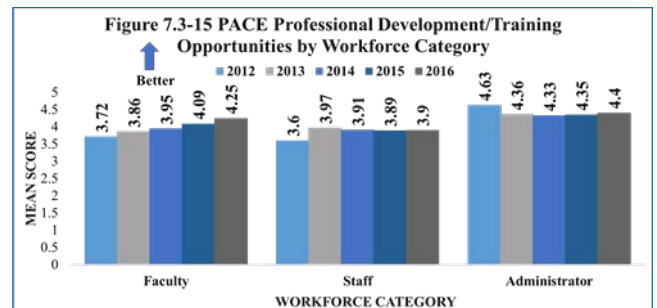
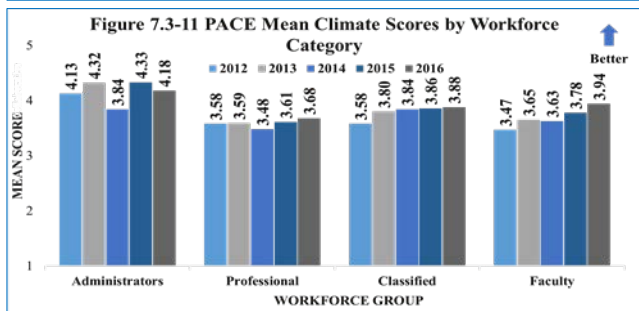
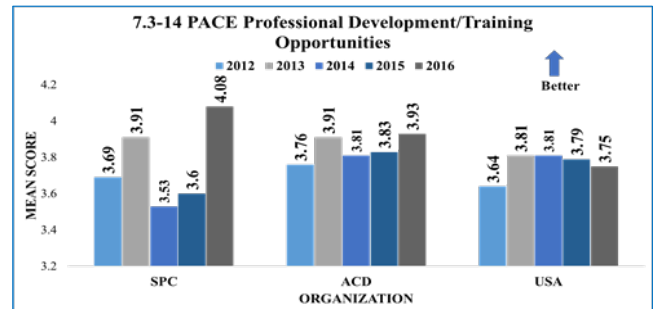
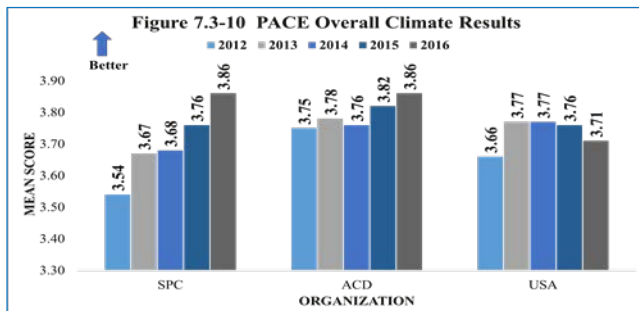


(3) **Workforce Engagement** - As explained in Item 5.2 we determine workforce engagement mainly through the PACE survey where a mean score of 4.0 indicates achievement of a collaborative environment, the highest of the four climate

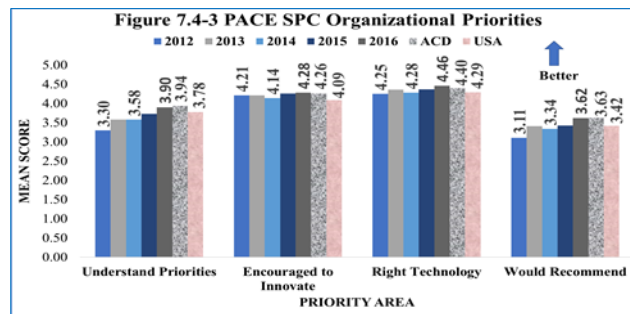
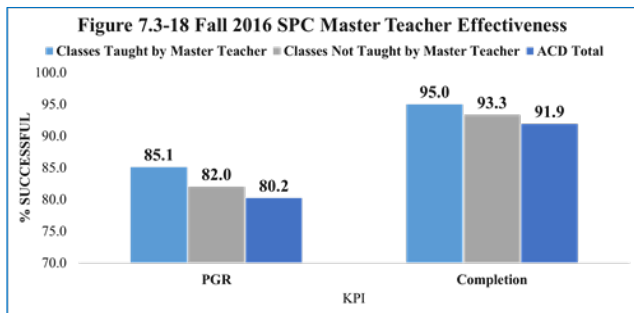


levels in the PACE assessment. 7.3-10 shows that SPC has improved considerably, is now approaching the collaborative goal, and exceeds the USA benchmark. 7.3-11 displays the climate scores by workforce category with similar results, and 7.3-12 and 13 provide results relative to the drivers of engagement identified in Area 5.2a (2). We exceed the 4.0 level in two of the drivers and the USA benchmark in all four.

exceeds the USA benchmark. 7.3-16 thru 18 show the level of 4DX engagement; participation and effectiveness of ALAS and Emerging Leaders; and the effectiveness of Master Teacher Certification where results are better for those who were taught by faculty members certified as master teachers.



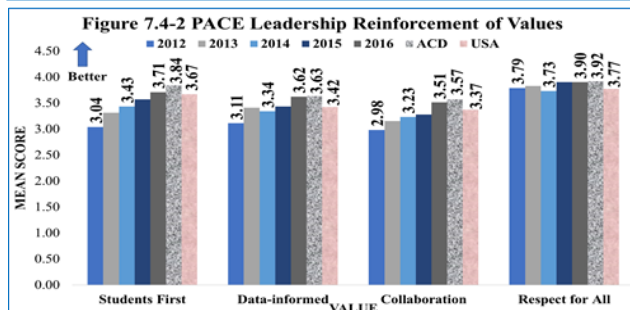
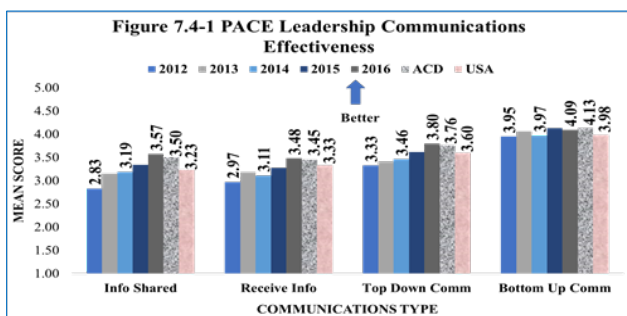
(4) **Workforce Development** - 7.3-14 and 15 reflect the views of the workforce regarding professional development opportunities. The score is very high for with the entire workforce (4.25) and for each of the workforce categories, two of which exceed the important 4.0 level. Again, SPC



7.4 Leadership and Governance Results

7.4a. Leadership, Governance, and Societal Responsibility Results

(1) Leadership - we measure senior leader communications effectiveness using four communications-related questions on the PACE survey. **Figure 7.4-1** displays the strong results in all four areas. **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 to make this determination with excellent improvement trends and positive comparative performance results. SLs make a strong effort to focus the organization on its priorities and **7.4-3** shows their effectiveness. Understanding our priorities, innovation, technology, and a willingness to recommend SPC are the key considerations.



(2) Governance – **7.4-4 and 5** indicate the number and results of external financial audits that have been conducted over the last five years and display our strong bond ratings over that same time period.

	12	13	14	15	16
External Audits	1	1	1	1	1
Opinion	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified
Findings	8	4	2	1	0
\$ Audited	\$160.7M	\$146.2M	\$133.6M	\$133M	\$133.6

Figure 7.4-4 Financial Audit Results

Bond Type	Rating Agency	12	13	14	15	16
General Obligation	S&P	AA+	AA+	AA+	AA+	AA A
	Moody	Aaa	Aaa	Aaa	Aaa	Aaa
Revenue	S&P	AA-	AA-	AA-	AA-	AA-
	Moody	Aa2	Aa2	Aa2	Aa2	Aa2

Figure 7.4-5 Bond Ratings

(3) Law, Regulation, and Accreditation – Accreditation is a major requirement for SPC and we have numerous accrediting bodies that ensure we are in full compliance on a scheduled basis as indicated in the OP. Accreditation has been achieved in all areas as shown in **7.4-6**. Other compliance indicators are tracked and these are shown in **7.4-7**.

Factors	2012	2013	2014	2015	2016
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

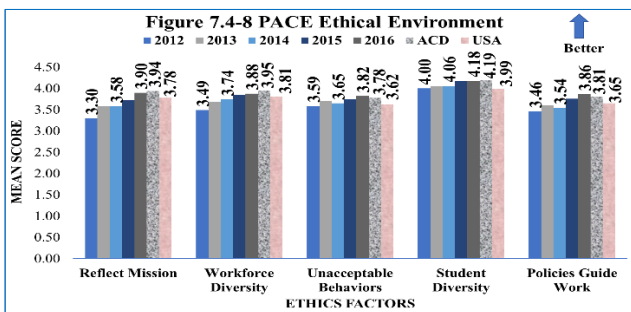
Figure 7.4-7 Compliance Results



Institution / Program	Accrediting Agency	Status
St. Philip's College	SACSCOC	Accredited
Culinary Arts Baking & Pastry Arts	ACFEFAC	Accredited
Hospitality Management Hotel Management Restaurant Management	ACPHA	Accredited
Early Childhood and Family Studies	NAEYC	Accredited
Health Information Technology	CAHIIM	Accredited
Histologic Technician Medical Laboratory Technician	NAACLS	Accredited
Invasive Cardiovascular Technology Surgical Technology	CAAHEP	Accredited
Vocational Nurse LVN to RN Mobility	BON	Accredited
Occupational Therapy Assistant	ACOTE	Accredited
Physical Therapist Assistant	CAPTE	Accredited
Radiography Technology	JRCERT	Accredited
Respiratory Care Technology	CoARC	Accredited
Automotive Technology General Motors ASEP	NATEF	Accredited
Aircraft Technology	FAA	Accredited

Figure 7.4-6 Accreditation Timeline

(4) **Ethics** - A series of questions on the PACE survey (7.4-8) is also used to determine workforce perspectives on ethics. Employees have recognized an increasing emphasis in this area and report a stronger ethical climate at SPC than that achieved by the USA cohort. 7.4-9 shows additional ethics related results. All calls are followed up on and all breaches thoroughly investigated and appropriate action taken.

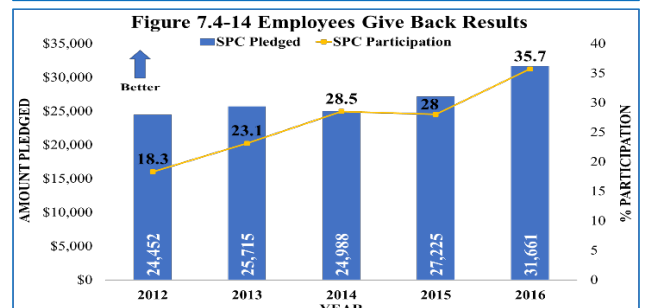
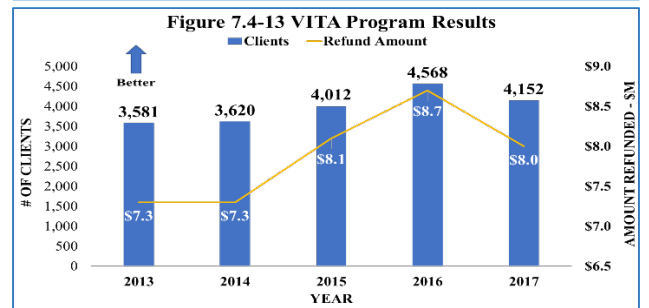
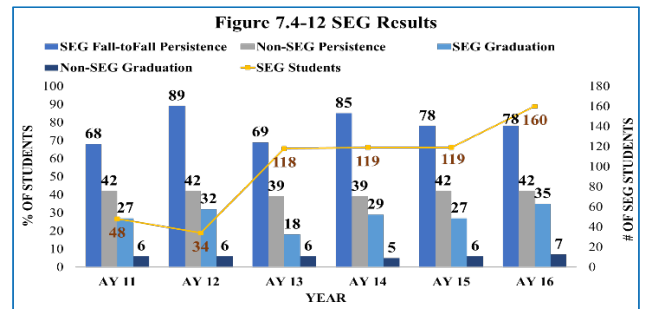
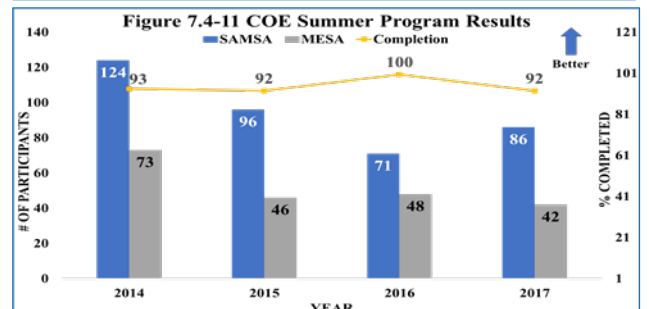


Year	Training	Hotline Calls	Breaches
2012	100%	9	4
2013	100%	12	3
2014	100%	11	4
2015	100%	7	3
2016	100%	6	1

Figure 7.4-9 Ethics Results

(5) **Society** – 7.4-10 thru 16 display some of the results we have produced relative to our responsibility for societal well-being and community support. These include funds saved due

to sustainability efforts; COE participation and completion, and SEG, Vita, and Employees Give Back effectiveness.





7.4b. Strategy Implementation Results

Figure 7.4-17 shows the impact of our strategy implementation over the last three years in terms of KPI outcomes. The change in performance for each of the KPIs is calculated based upon the three most recent years or the cycles of performance for which we have collected data. Every KPI has improved over this recent time span, which is a strong indicator of the success of our strategy implementation.

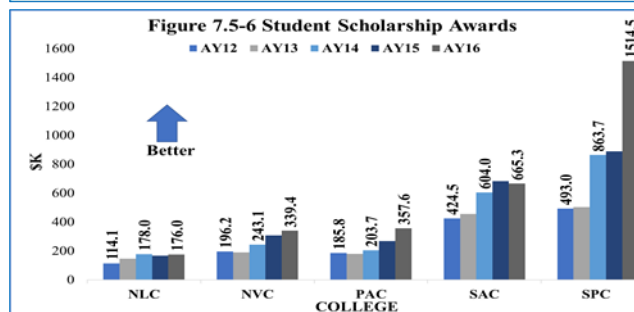
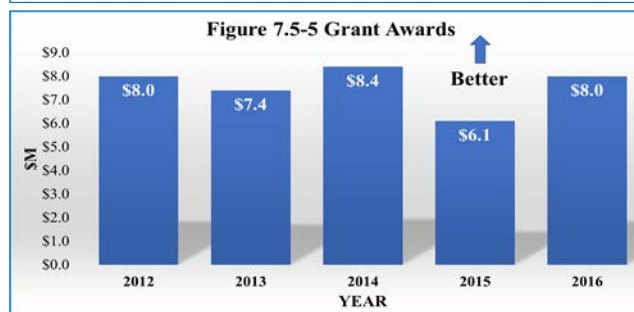
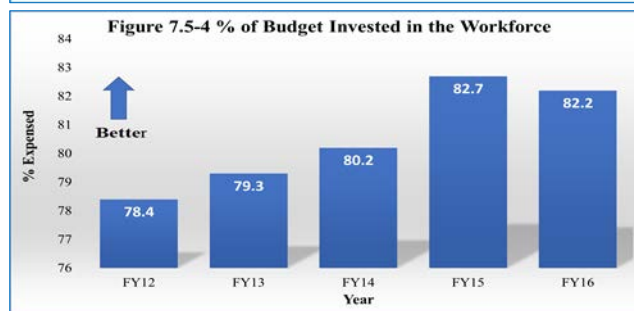
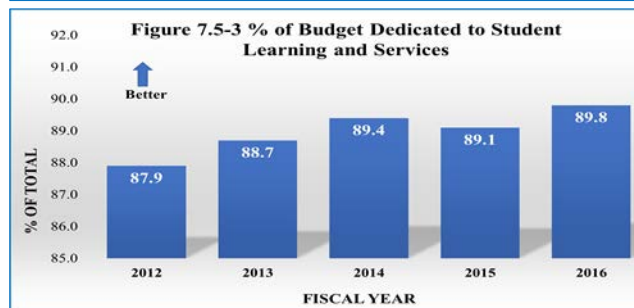
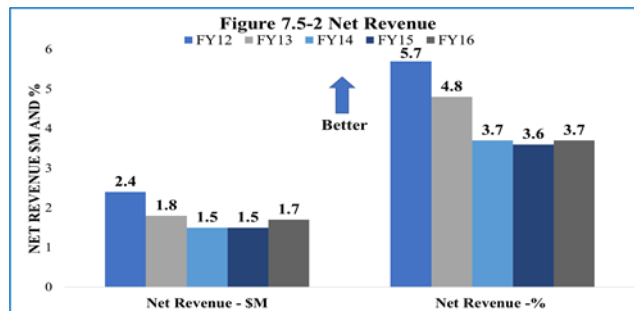
Long-Term Strategy	Baseline	Results	Change
Increase Degrees/Certificates	1357	2018	+48.7%
Improve Course Completion	93%	93.7%	+0.7%
Improve PGR	80.5%	85%	+4.5%
Improve Persistence	49.9%	57.2%	+7.3%
Improve 3-Year Grad Rate	10.5%	24.7%	+14.2%
Improve 4-Year Grad Rate	10.4%	22.2%	+11.8%
Improve Acad Students Employed/Enrolled post-Grad	75%	91.8%	+16.8%
Improve Tech Students Employed/Enrolled post-Grad	88.2%	90.9%	+2.7%
Reduce High Risk Courses	12	5	+58.3%
Increase Noel-Levitz Sat	80%	86%	+6%
Increase CCSSE Recommend	93.9%	96%	+2.1%
Increase Overall Climate Score	3.67	3.86	+5.2%
Increase Ethical Environment	3.58	3.9	+8.9%
Improve Enrollment	20.7K	23.7K	+14.5%
Improve Total Revenue	\$39.1M	\$44.3M	+13.3%

Figure 7.4-17 Strategy Implementation Results

7.5 Budgetary, Financial, and Market Results

7.5a Budgetary, Financial, and Market Results

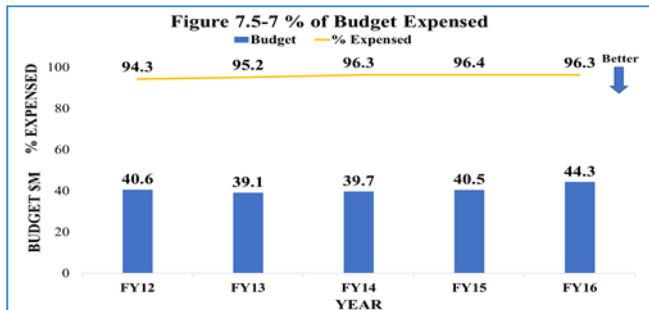
(1) Budgetary and Financial Performance - Total revenue (7.5-1) has increased over the last four years after several years of decline, and Net Revenue (7.5-2) has remained positive due to the excellent financial management across the entire college. As a result, we have been able to increase the percentage of our budget devoted to student learning and services, as well our workforce, as shown in 7.5-3 and 4. In addition, we have sustained a healthy level of Grant Awards (7.5-5) and have supported our students and helped them to attain a record level of scholarship awards which outpaces our sister colleges (7.5-6).



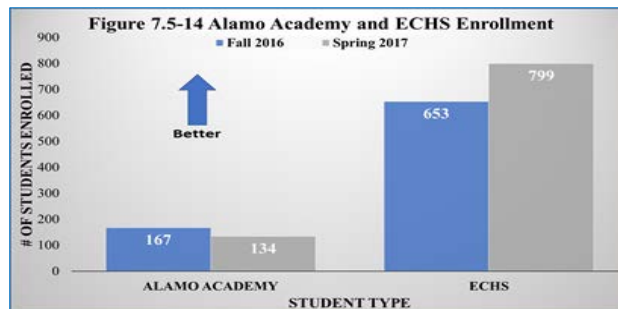
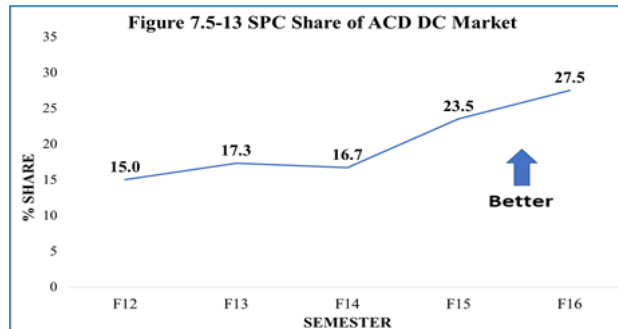
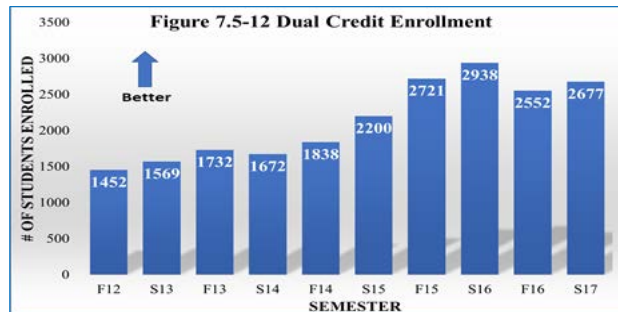
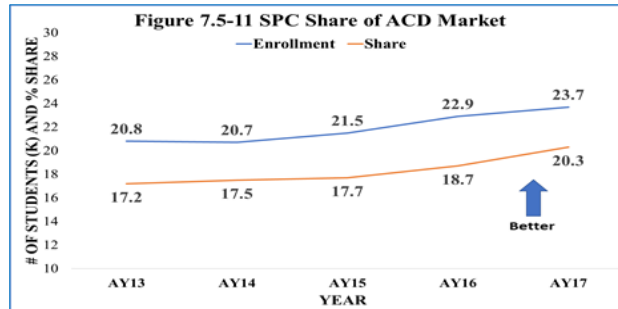
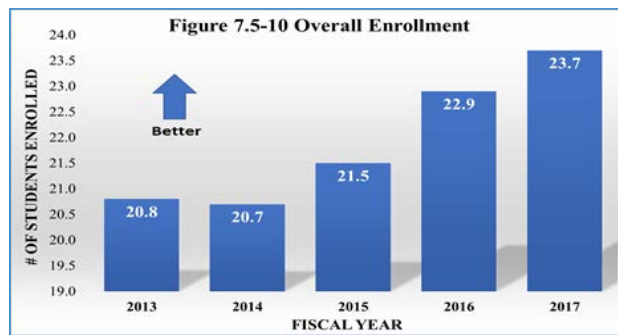
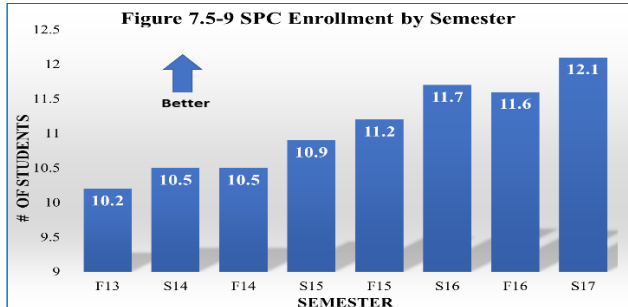
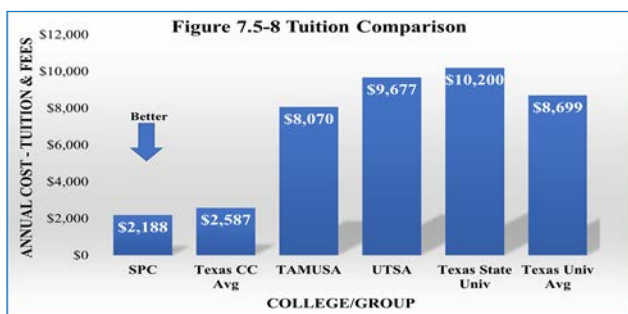
Due to our efforts to operate with the greatest of efficiency and effectiveness, we have been able to keep our expenditures under budget over the last five years with the percentage of



the budget expensed ranging from 94.3 to 96.4 over this timeframe (7.5-7).



(2) Market Performance – Figures 7.5-8 thru 14 reflect our market performance. Our tuition remains considerably less than local public and private universities, and compares favorably to the Texas community college average, providing an excellent higher education option for those in our market area and attracting an increasing number of students to SPC (7.5-8 thru 10), Enrollment is a critical factor for us as it impacts financial performance and since it has increased by semester and annually in recent years we are in a better financial place. We have also increased our share of the ACD market indicating that we are outpacing our sister colleges in recruiting new students (7.5-11). Similarly, our DC initiative continues to grow and its share of the ACD market is also increasing at a significant rate. Finally, our most recent initiatives, Alamo Academy and ECHS, have attracted great interest in their inaugural year, and that is expected to continue. (7.5-12 and 14).





ALAMO
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DISTRICT

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