ST. PHILIP'S COLLEGE INSTITUTIONAL EFFECTIVENESS RETREAT

May 20-21, 2015

Good to Great Strategic Planning

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

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

2015 Good to Great Fundraising Activity

FROM GOOD 2 GREAT

Grand Total $28,527

Year	Amount
2015	Goal ?
2014	$5,284
2013	$11,410
2012	$4,839
2011	$4,075
2010	$1,054
2009	$945
2008	$920
2007	$0

Student Engagement Grant Success

Activity	Impact	Amount	Retention	Graduation
2014 – 2015 Funded Projects	21 Projects 118 Students	$201,000 (allocated)	TBA	TBA
2013 – 2014 Completed Projects	21 Projects 119 Students	$120,000	Fall to Fall 85% SEG/ 39% Non-SEG	32% SEG/ 6% Non-SEG
2012 – 2013 Completed Projects	22 Projects 118 Students	$135,000	Fall to Fall 69% SEG/ 39% Non-SEG	22% SEG/ 8% Non-SEG
2011 – 2012 Completed Projects	13 Projects 34 Students	$77,000	Fall to Fall 89% SEG/ 42% Non-SEG	41% SEG/ 15% Non-SEG
2010 – 2011 Completed Projects	9 Projects 48 Students	$52,500	Fall to Fall 68% SEG/ 42% Non-SEG	50% SEG/ 18% Non-SEG
2009 – 2010 Completed Projects	9 Projects 89 Students	$102,750	Fall to Fall 80% SEG/ 45% Non-SEG	67% SEG/ 22% Non-SEG
2008 – 2009 Completed Projects	5 Projects 25 Students	$56,000	Fall to Fall 76% SEG/ 47% Non-SEG	38% SEG/ 17% Non-SEG
Totals:	97 Projects 551 Students	$744,2500	76% average SEG / 43% average Non-SEG	44% average SEG / 16% average Non-SEG

Presidential Scholarship Success Student Intent 2009-2014

Graduate from SPC	Actual	Results
9	9	100%

| Transfer to a Texas University	Actual	Results
5	5	100%

| Retention at SPC	Actual	Results
12	10	83%

The overall retention rate is 92%.

26 students received the Presidential Scholarship (twenty-four scholars successfully completed and two scholars had a personal issue and only completed the fall semester).

2013-2014 Foundation Scholarship Recipients by College

10%

34%

167

13%

221

599

- NLC
- NVC
- PAC
- SAC
- SPC

232

14%

486

29%
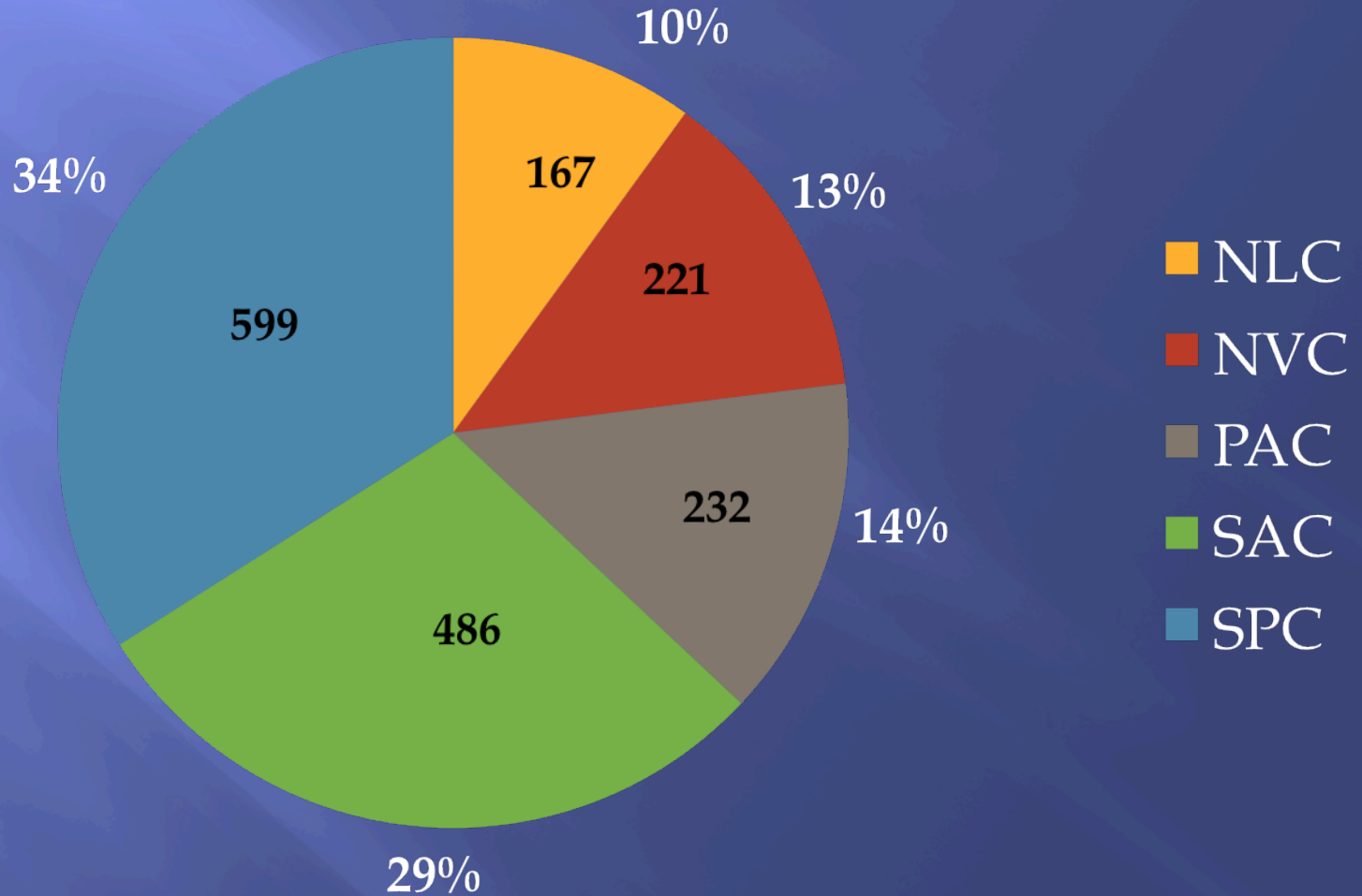
2013-2014 Foundation Scholarship Dollars Awarded by College
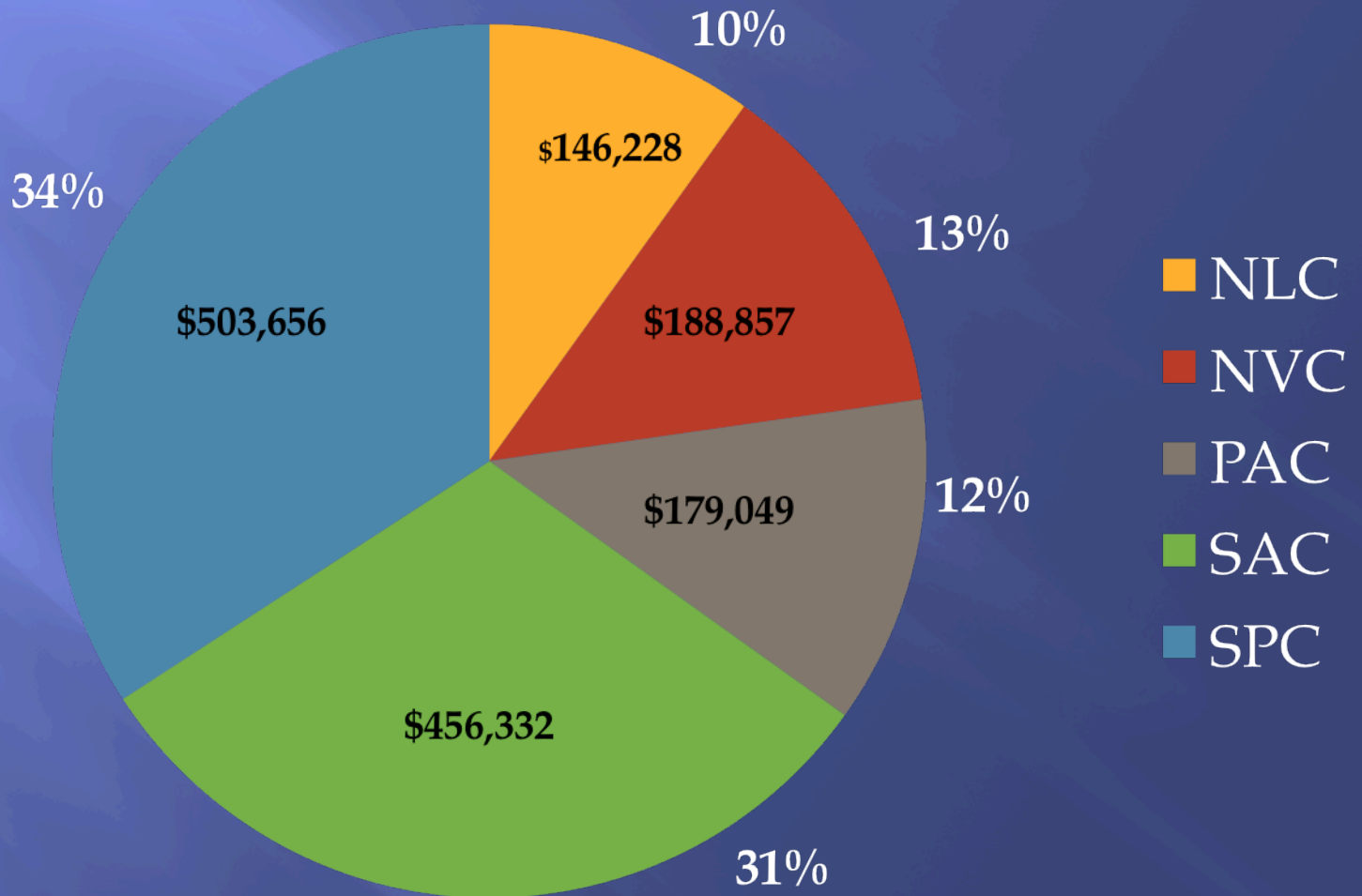
Institutional Accomplishments

With your table team, identify 5 major SPC accomplishments over the last year. Input in form on the laptop.

1.

2.

3.

4.

5.

Environmental Scan Feedback

Table teams discuss internal, external and stakeholder factors that influence the environmental scan. Enter recommendations into the laptop.

Environmental Scan

MAY 2014

SOCIAL

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

1. Preparedness & Personal Responsibility of Incoming students
2. Emergency Preparedness & Campus Safety in light of national/local incidents
3. Financial literacy & Responsibility
4. Local Education Initiatives
5. Evolution of Social Media/Communication

ECONOMIC

def: Economic factors include economic growth, interest rates, exchange rates and the inflation rate.

1. Resource Constraints, i.e. less funding , faculty and staff ratios, work studies
2. Property taxes/values stabilization
3. Enrollment – less revenue to serve more students
4. Market demands to retool and reskill students
5. Lack of Disposable income to spend on education
6. Impact of Eagle Ford Shale and general growth of economy
7. Student Default rate
8. Bond capacity and rating

TECHNOLOGICAL

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

1. System level security
2. Access, Ability, Availability, Communication, Reliability to include Distance Learning and to stay abreast on trend standards
3. Training & Maintenance
4. Alamo Colleges Online
5. MyMap, Alamo Enroll & Canvas Training, Alamo GPS
6. Banner is not utilized to its full potential due to not having all modules. IE, Graduation Audits, Portfolios

REGULATORY

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

1. Developmental education basic skills requirements
2. Federal Funds
3. Standardization of course content
4. Unfunded, un-resourced mandates. IE, Alamo Advising Model
5. Funding by Success Points for student completion
6. Elimination of low enrollment programs
7. Larger average class size
8. Individual Success Plan and Career Guidance
9. Faculty & Staff Ratios
10. Reconcile & Implementation of Accreditation, SACS, THECB, DOE, Legislature, Board Policies/Initiatives, Political Elections
11. Consolidation- (listed under Regulatory Board Policies)
12. AC directives – such as loss of employees, no external hiring, staffing ratios, retirement,, Faculty contact hour requirements (listed under Regulatory Board Policies)
13. Systemization
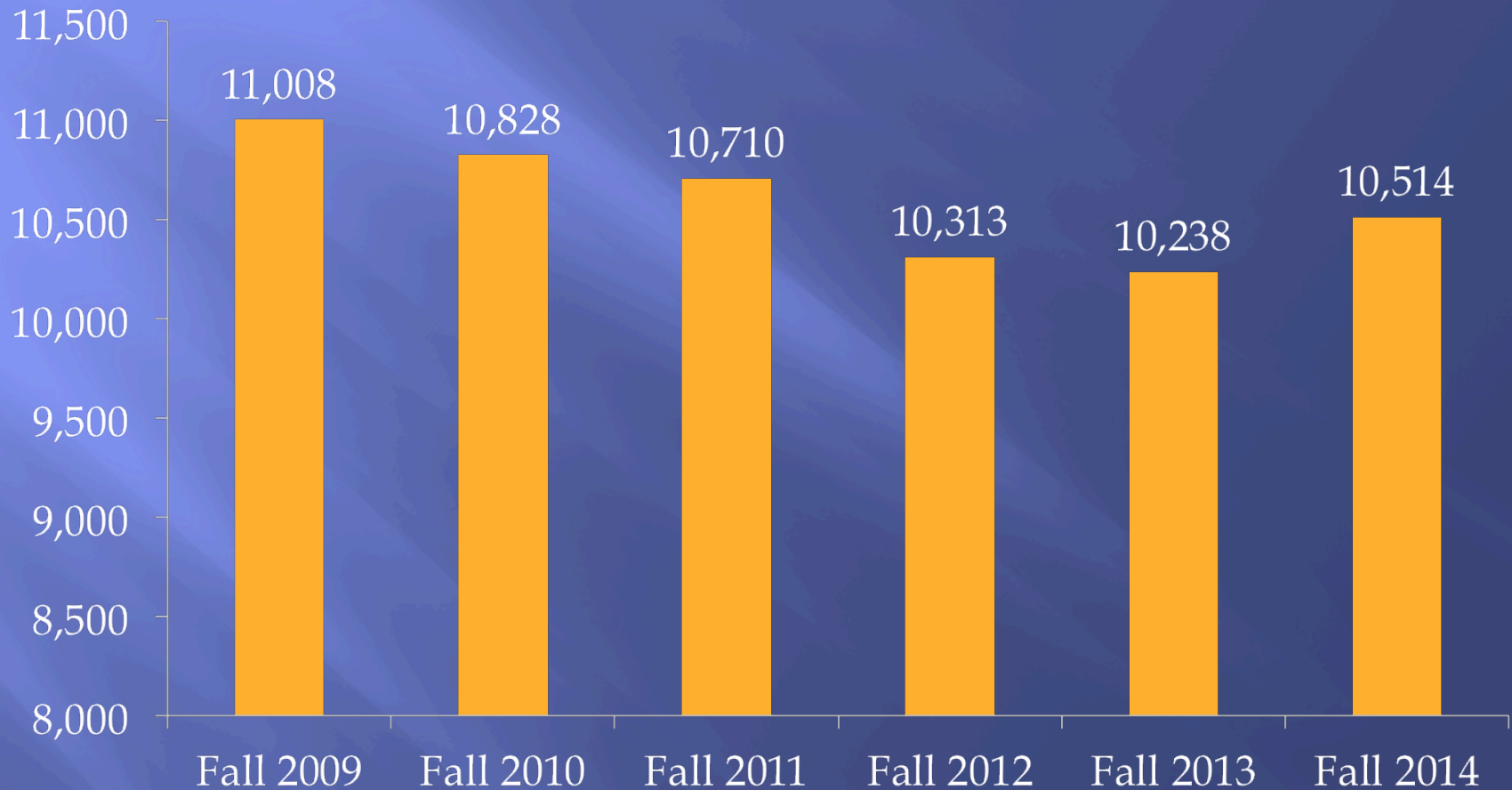14. Shared Governance

IT'S BREAK TIME!!!

www.gifak.net

SWOT Analysis Feedback

Table teams discuss internal and external factors to consider in this year's SWOT analysis. Enter recommendations into the laptop.
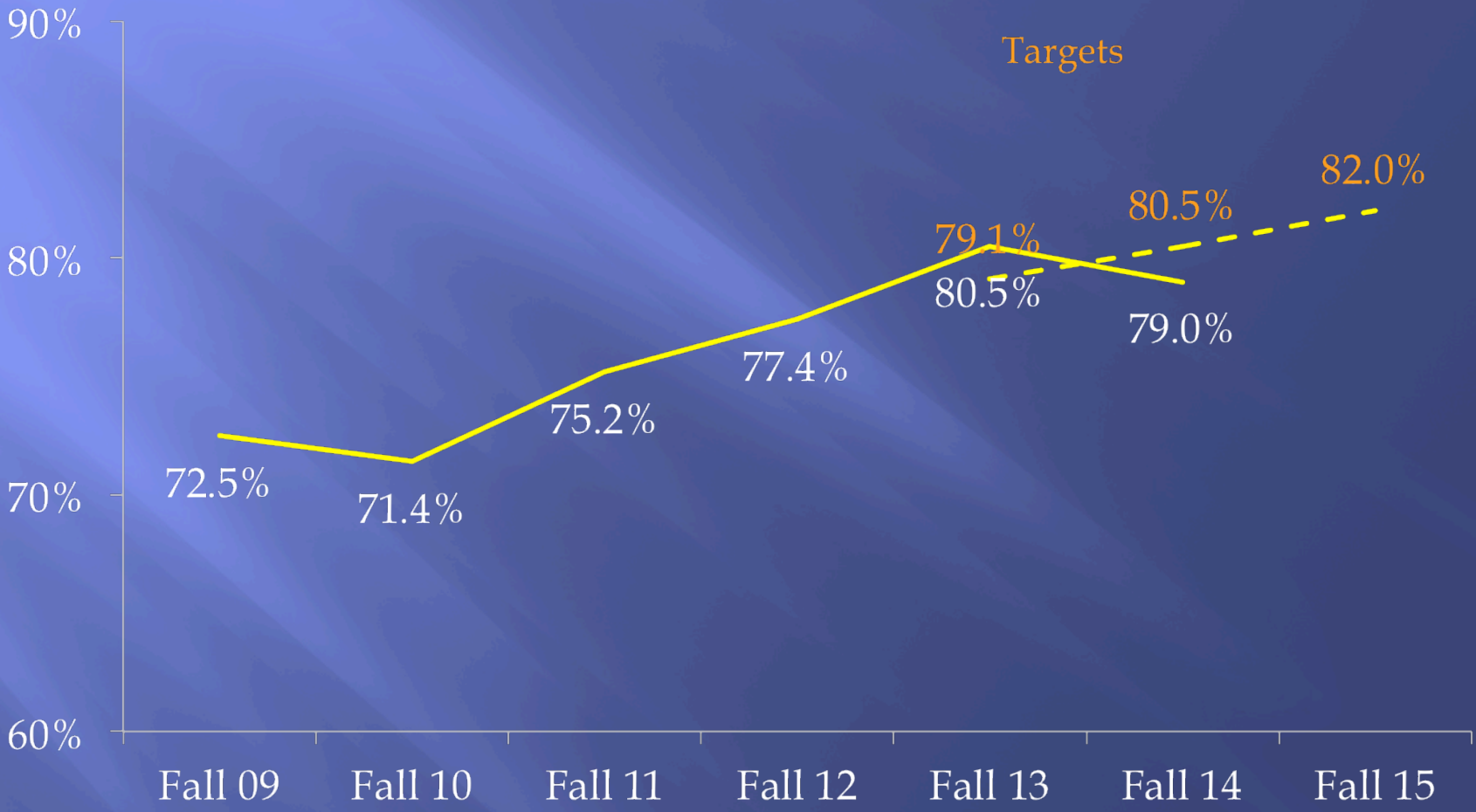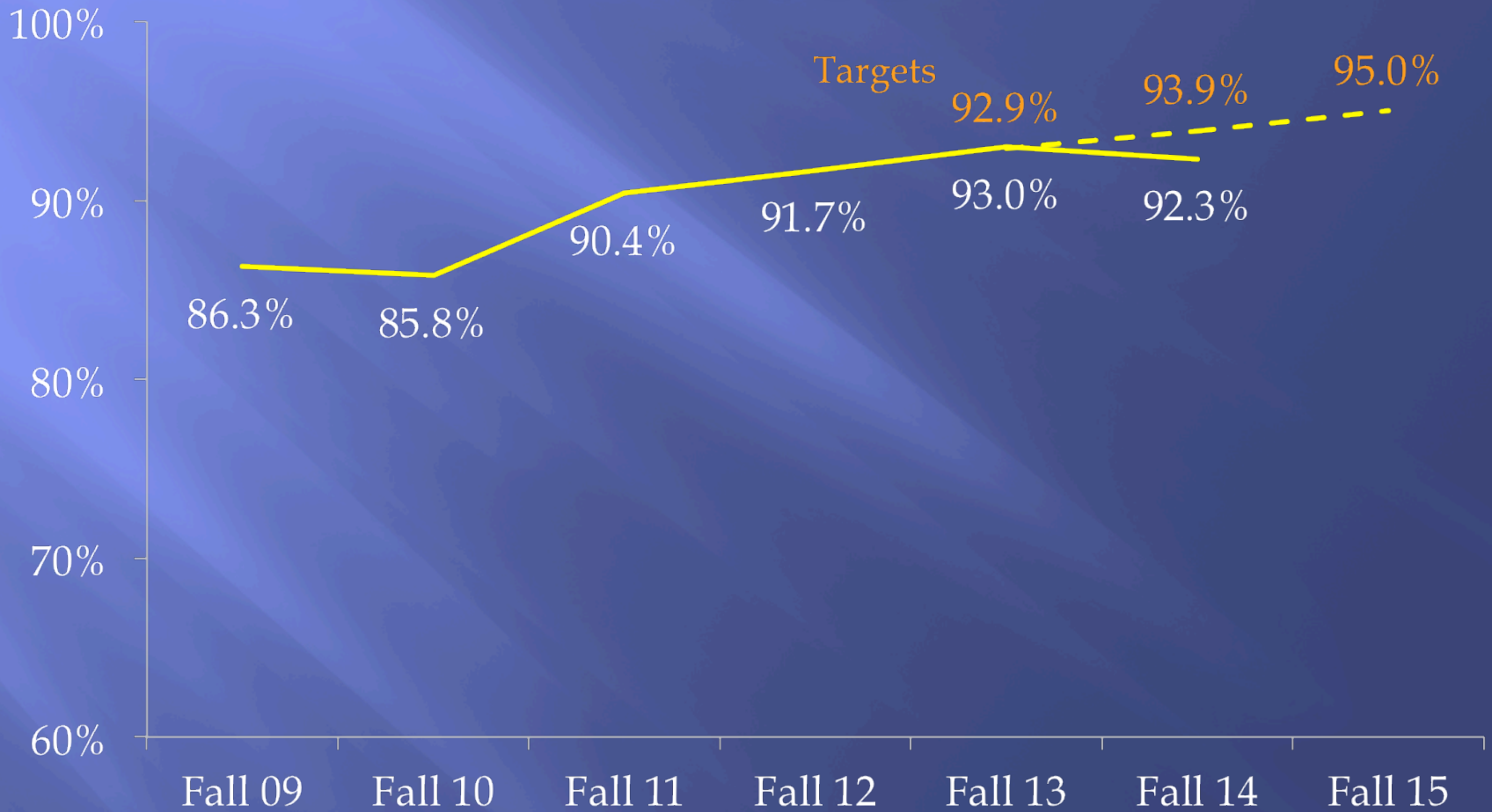
Strengths

Effective collaboration with educational partners
- Early College
- Phoenix Program
- Dual Credit
- University of Incarnate Word and University of Houston

HBCU and HSI designation provides
- Exclusivity
- Title III
- Rich history
- Fundraising opportunities

Support for Learners
- Diverse culture
- Math World
- Byrd Tutoring Center
- Technology resources
- State of the art labs
- Military friendly
- Rose Thomas Writing Center
- Centers of Excellence
- Financial Literacy

Diverse programs of study
- Workforce
- Transfer
- Health Professions

Weaknesses

Increased work expectations while decrease in staffing/faculty levels
- Employee satisfaction
- Low morale
- Decreased rigor in instruction
- Increased work expectation from district

Communication process improvement
- Limited standard operating practices
- Greater use of Alamo Share
- Internal/external

Complexity of Alamo Enroll process obstructs student registration

Internal

Opportunities

Eastside Promise

Market unique programs and our special designation

Allow employees to be effective managers

Allow for employee driven decision making

Threats

Autonomy

Financial/budget constraints

Competition

External

SPC Scorecard

Course Completion Rates

Fall-to-Fall FTIC Persistence Rates*

* The rate at which full-time, FTIC degree-seeking students persist from the fall term of entry (at census date) to the fall term of the following year. Full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded. Example: One year certificate students are excluded from this data.

Four-Year FTIC Graduation Rates
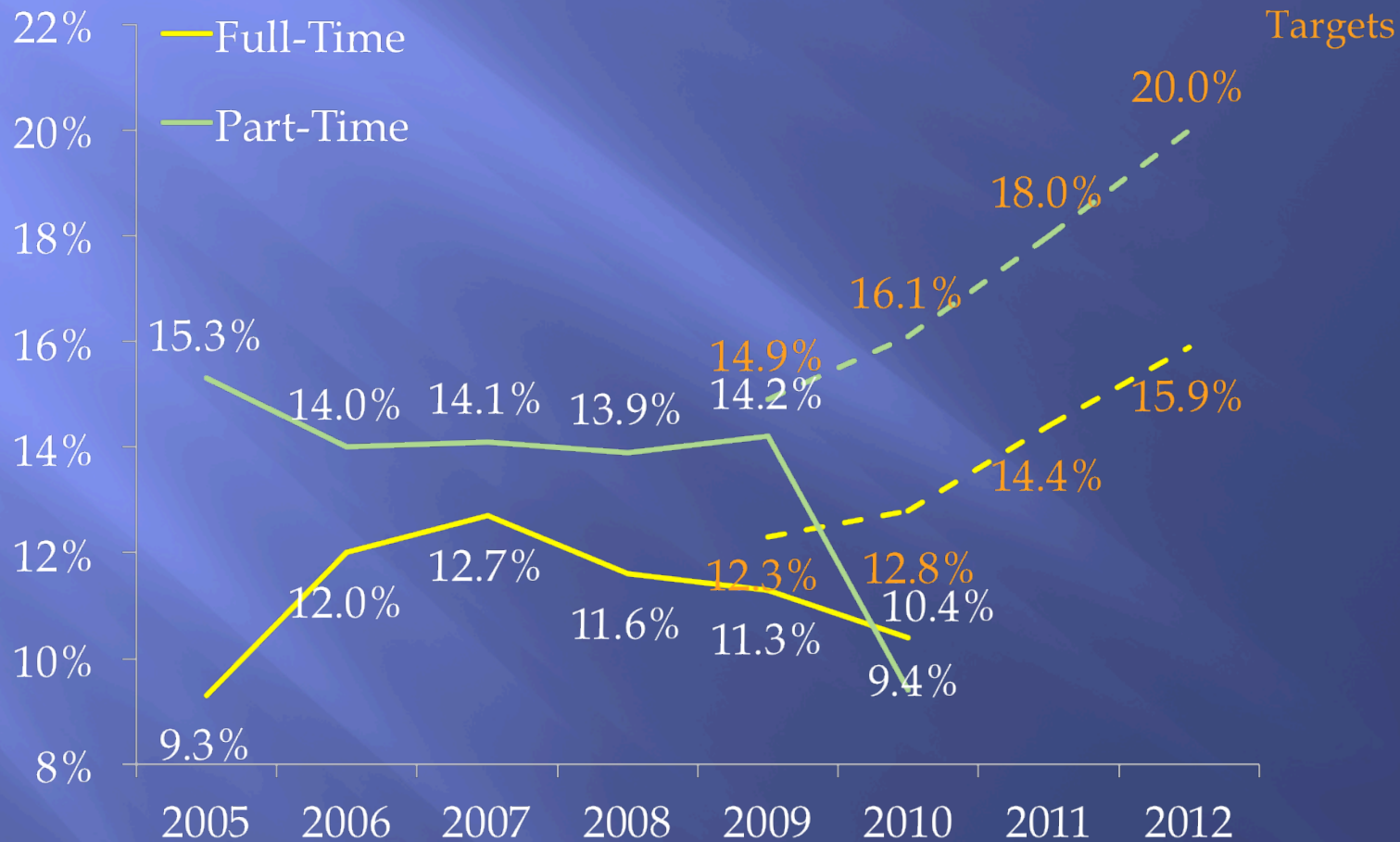
Degrees and Certificates Awarded

Technical Students Employed within 6 Months of Graduation

Targets

90%

85.5%**

81.5%

83.0%

80.1%

79.0%

80%

78.6%

76.1%

*76.3%

75.9%

70%

63.7%

60%

50%

2008   2009   2010   2011   2012   2013   2014   2015

*2015 THECB Almanac reports that 1% of Technical Students are both employed and enrolled within 6 months (77.3%). Additionally, 8.2% of technical students are enrolled in a 4-yr or 2-yr institution
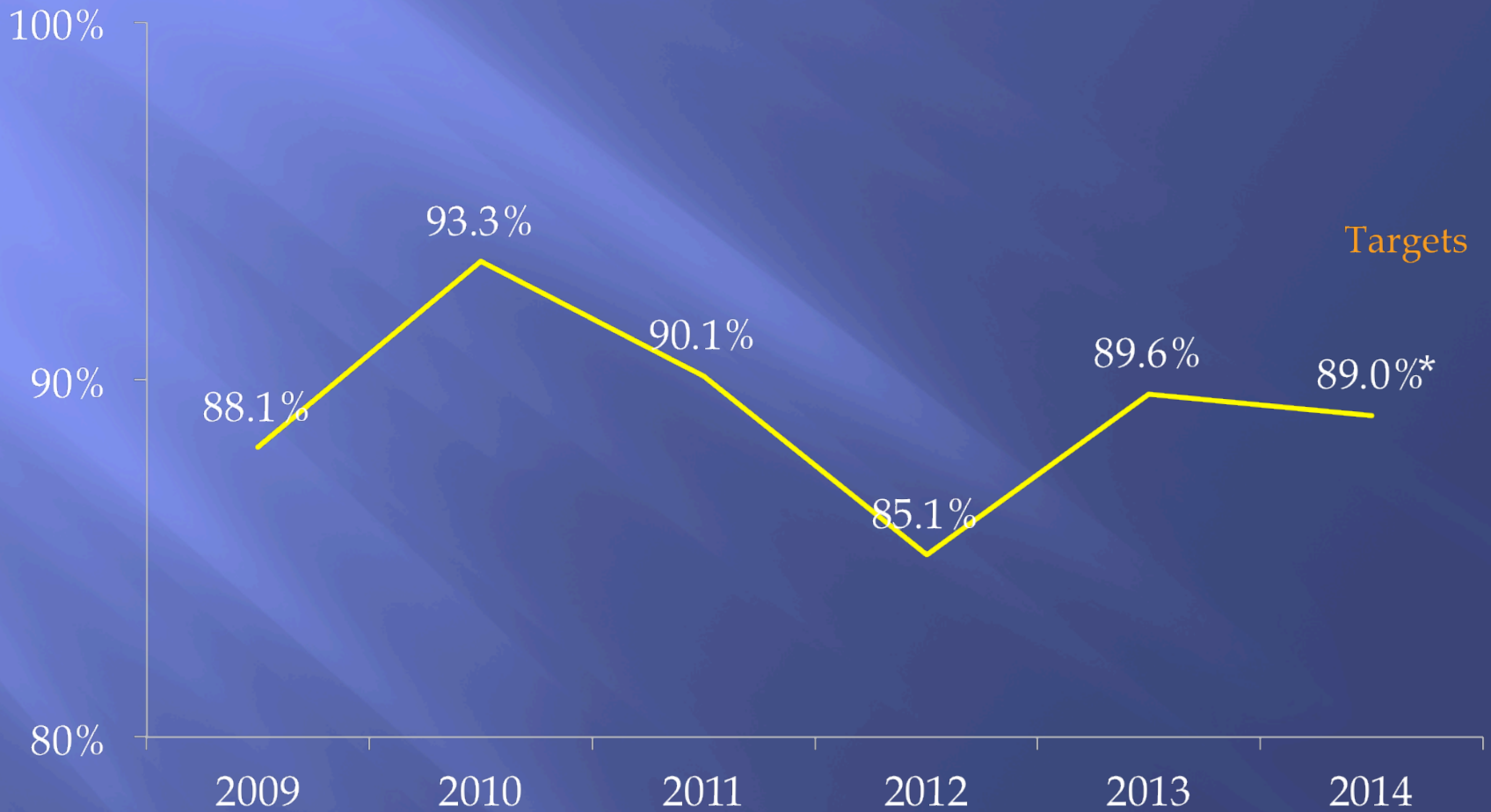
** Combined total percentage

6-Year Transfer Rates

Targets

25.4%

20.8%

16.3%

50%

40%

30%

20%

10%

0%

10.5%   9.5%   10.0%   12.3%   11.7%   12.2%

2009   2010   2011   2012   2013   2014   2015   2016

Action Plan: New University partnerships and career pathways

Strategic Objectives & Action Plans

- Discuss alignment with the district's strategic plan.

- Table Teams review strategic plan.

Strategic Plan
2015-2018

Goal I: Student Success
Strategic Objective:
Provide academic and student support and align labor market-based pathways to achieve student completion.

Goal II: Leadership
Strategic Objective:
Provide opportunities for St. Philip's College student and employees to develop as leaders.

Goal III: Performance Excellence
Strategic Objective:
Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

Goal IV: Reaffirmation
Strategic Objective:
Successful submission of the decennial SACSCOC reaffirmation report.

Strategic Objectives & Action Plans

- Make recommendations for minor edits or additions to strategic objectives

- Make recommendations for additions or edits to action plan

Institutional Priorities

1. Process Improvement

2. SACSCOC Reaffirmation

3. Graduation, Persistence and Productive Grade Rate Improvement

Institutional Priorities

Any priorities that have been fully integrated into our institutional processes can be removed from the priority list.

- ▣ Which, if any priorities should we keep?

- ▣ What other potential priorities are evident?

YOU CAN DO ANYTHING,
BUT NOT EVERYTHING.

~David Allen

www.HealthTalkToday.net

Key responses into the laptop.

IT'S BREAK TIME!!!

Mission Statement Discussion

3.1.1
Non-compliance

3.1.1 Mission Statement

- **3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

Discussion

- Off-site Feedback report

Non-Compliance

- *…the mission statement is only marginally comprehensive and lacks the specificity necessary to effectively guide the strategic directions, decisions, and activities of the College. Additional details in the mission statement such as, information on St. Philip's unique characteristics, its major educational components, and its primary constituencies, might better communicate the essence of St. Philip's to its internal and external stakeholders.*

Discussion

- Dr. Hoefer comments:

*Off-Site Committee struggled with this mission statement. (Dr. Hoefer suggested highlighting the vision and values; however these are identical to District. Dr. Hoefer suggests providing more **evidence and documentation** of how the mission statement is comprehensive to the institution. Dr. Hoefer mentioned that the Off-Site Committee tries not to be prescriptive with the mission and also provided that the Off-Site Committee **really liked our former mission statement.***

Discussion

- Assessment of compliance document CS 3.1.1
- Current SPC Mission Statement
- Former SPC Mission Statement
- Texas Education Code: Section 130.000 *--State Appropriation for Public Junior Colleges*
- Texas Administrative Code: Title 19, Chapter 9, Sub Chapter C—Role, *Mission, and Purpose of the Public Community/Junior and Technical Colleges*
- SAC Mission Statement—in compliance

Mission Statement

OLD MISSION STATEMENT

St. Philip's College, founded in 1898, is a comprehensive, public community college whose mission is to provide a quality educational environment, which stimulates leadership, personal growth, and a lifelong appreciation for learning. As a Historically Black College and a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip's college seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world. The College fulfills its mission by providing:

▫ General education courses in arts and sciences
▫ Transfer education for students desiring to attend a senior institution
▫ Developmental courses that improve the basic skills of students whose academic foundations need strengthening
▫ Applied Science and technical programs designed to prepare students for employment or for the updating of skills
▫ Special occupational training and upgrading programs for business, industry and government
▫ Continuing education programs for occupational or cultural enrichment
▫ Counseling and guidance designed to assist students in achieving their educational and professional goals
▫ Educational support services that include library services, tutoring, open-use computer labs, and a writing center
▫ Services and appropriate accommodations for special needs individuals
▫ Quality social, cultural and intellectual enrichment experiences for the community
▫ Opportunities for participation in community research and economic development

CURRENT MISSION STATEMENT

St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

SAC's Mission Statement – in compliance

To empower our community for success by meeting the postsecondary learning needs of a diverse and globally-networked society. To help students achieve their full potential by preparing them to graduate, transfer, or enter the workforce with effective critical thinking skills, communication proficiency, leadership ability, personal and civic responsibility, empirical and quantitative understanding, performance proficiency, and the ability to work effectively in teams.

Purpose

San Antonio College fulfills its mission by offering the following:
- Transfer education designed to provide students with the first two years of the bachelor's degree
- General education courses in the liberal arts and sciences to support all college degree programs
- Career preparation provided through a wide range of programs to prepare students for immediate employment
- Developmental studies for students to bring their basic skills to a level appropriate for college work
- Continuing education, including a variety of enrichment, training, licensure, and professional programs
- Academic and student support services for all students, including those with special needs, that include comprehensive advising and monitoring, high-quality learning resources, assessment, counseling, tutoring, and financial assistance
- Academic co-curricular activities and social and cultural activities and information literacy.

http://www.alamo.edu/mainwide.aspx?id=2148

Proposal Resolution

- Use Good 2 Great Strategic Planning Retreat to adopt an updated longer and more comprehensive College Mission Statement; using the former one as a model
    - Integrate current version into the updated one **(see old mission doc)**
    - Update the broad activities listed on the former to reflect current strategic direction **(group work)**
    - Focus report team will:
        - Consolidate groups' broad activities into main themes
        - Submit draft for SPC Administrative, College wide, and Alamo College District Board Approval
        - Complete focus report comprised of narrative to document rational and steps to update mission statement
        - Update support documents to reflect approved mission statement

SPC Proposed Mission Statement

St. Philip's College, founded in 1898, is a comprehensive, public community college whose mission is to empower our diverse student population through personal and educational growth, career readiness and community leadership. As a Historically Black College and a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip's college seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world.

The College fulfills its mission by providing:

Using the clickers provided **click A- if you accept the proposed ,
B- if you accept with modifications or C- we need a new statement**

Group Work

- Each table spend 45 min providing updates to broad activities listed below:

  - General education courses in arts and sciences
  - Transfer education for students desiring to attend a senior institution
  - Developmental courses that improve the basic skills of students whose academic foundations need strengthening
  - Applied Science and technical programs designed to prepare students for employment or for the updating of skills
  - Special occupational training and upgrading programs for business, industry and government
  - Continuing education programs for occupational or cultural enrichment
  - Counseling and guidance designed to assist students in achieving their educational and professional goals
  - Educational support services that include library services, tutoring, open-use computer labs, and a writing center
  - Services and appropriate accommodations for special needs individuals
  - Quality social, cultural and intellectual enrichment experiences for the community
  - Opportunities for participation in community research and economic development

Master Plan Activity

St. Philip's College Main Campus
Alamo Colleges

Master Plan
Marmon Mok Architecture
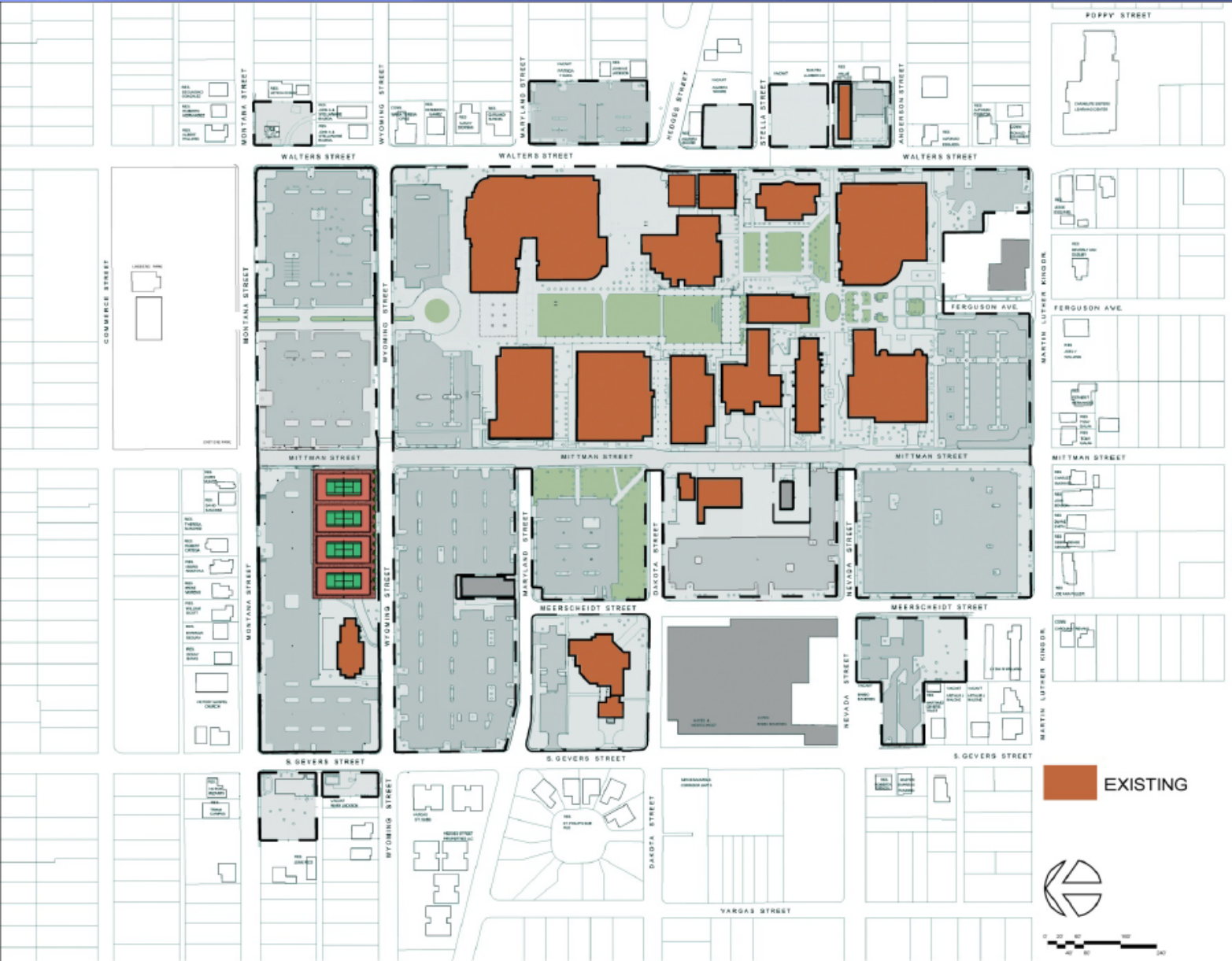
Site Plan– Existing

EXISTING

St. Philip's College Main Campus Master Plan

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

Marmon Mok
ARCHITECTURE

July 22, 2010

1. Culinary Arts/ Hospitality – 40,000 sf

2. *Central Plant – 6,378 sf

3. Watson Fine Arts Addition – 27,000 sf

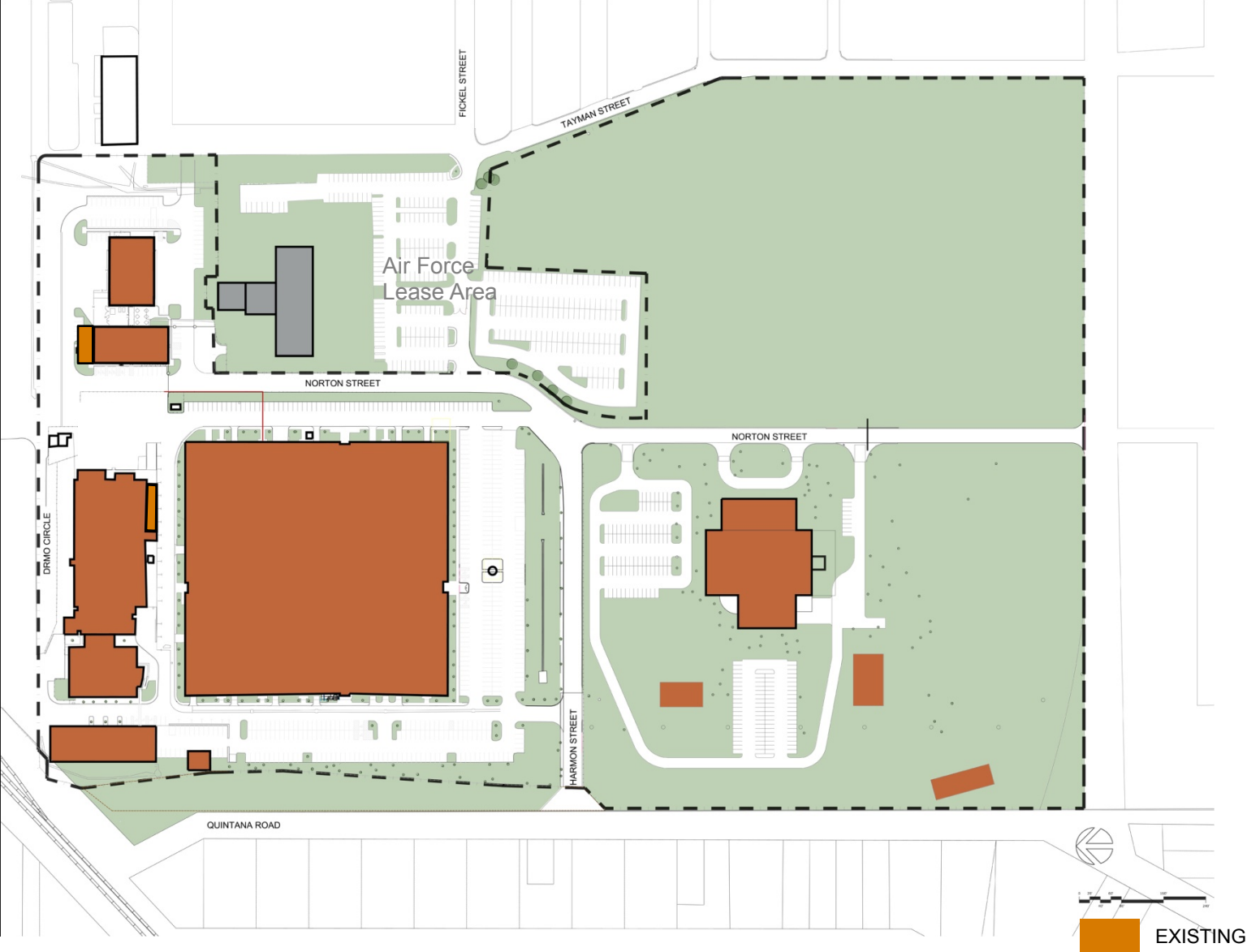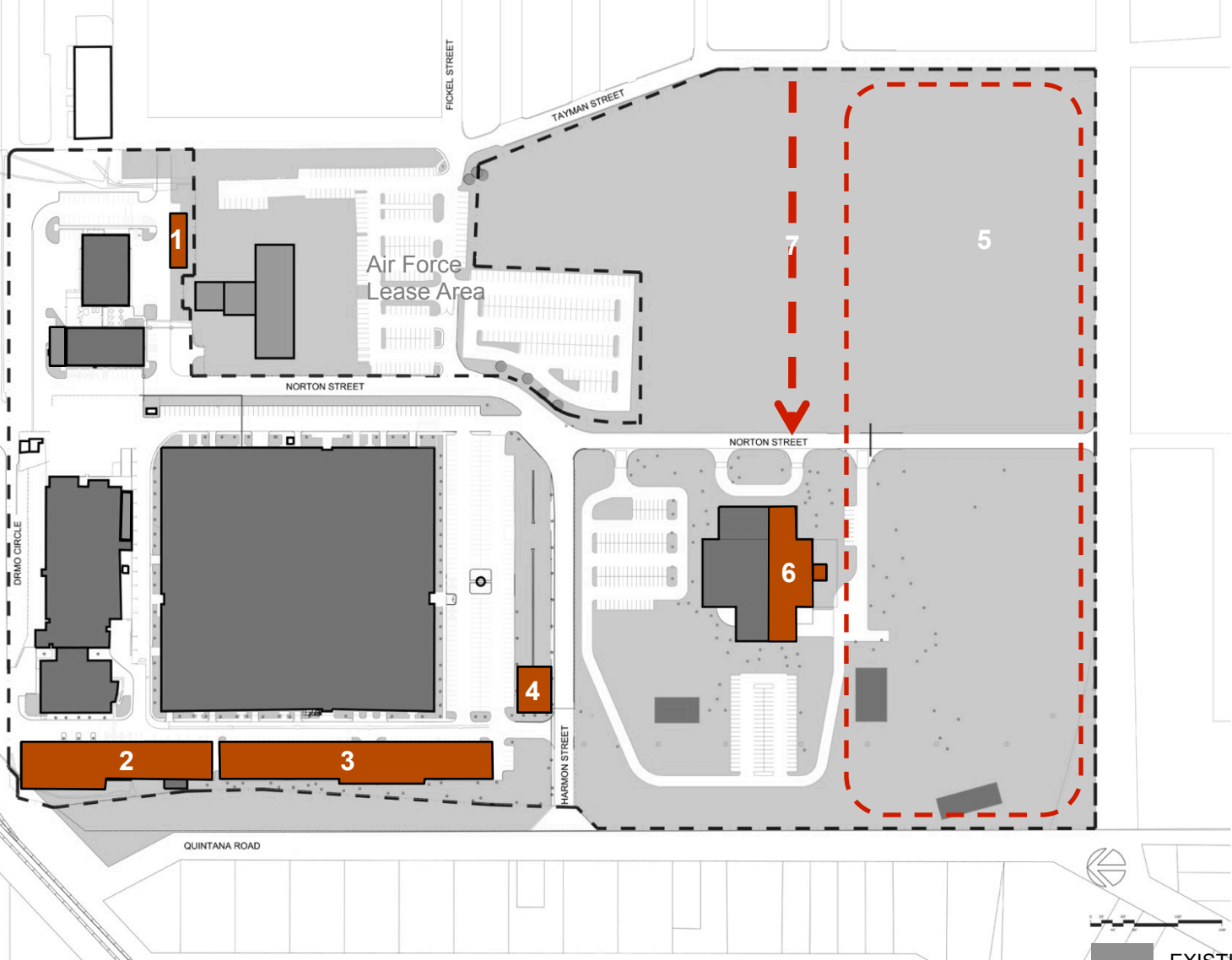4. Student Housing 350 Beds – 122,500 sf

5. New Parking Garage – 532 spaces.

*Verify with MEP

EXISTING

NEW BLDG.

Site Plan– Existing and Future C.I.P. Buildings

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

St. Philip's College Main Campus Master Plan

Marmon|Mok
ARCHITECTURE

July 22, 2010

Site Plan– New Buildings in context with Master Plan

1. Culinary Arts/ Hospitality – 40,000 sf

2. *Central Plant – 6,378 sf

3. Watson Fine Arts Addition – 27,000 sf

4. Student Housing 350 Beds – 122,500 sf

5. New Parking Garage – 532 spaces.

*Verify with MEP

Enrollment	15,333
FTE	9,200
Existing Parking	2,309
Demo Parking	366
Net Parking	1,943
Min. Parking Req.	2,475
New Parking Needed	532

Note: Latest square footage allocations provided by Facility Programming on July 02, 2010.

EXISTING

NEW BLDG.

St. Philip's College Main Campus Master Plan

July 22, 2010

1. Culinary Arts/ Hospitality
2. Central Plant Addition
3. Watson Fine Arts Addition
4. Student Housing
5. New Parking Garage
6. New Health & Fitness
7. Future Academic Bldg.
8. Future Administration Bldg.
9. Facilities Building
10. Materials Management
11. Campus Center Addition
12. New Student Center
13. New Entry Oval

EXISTING

NEW BLDG.
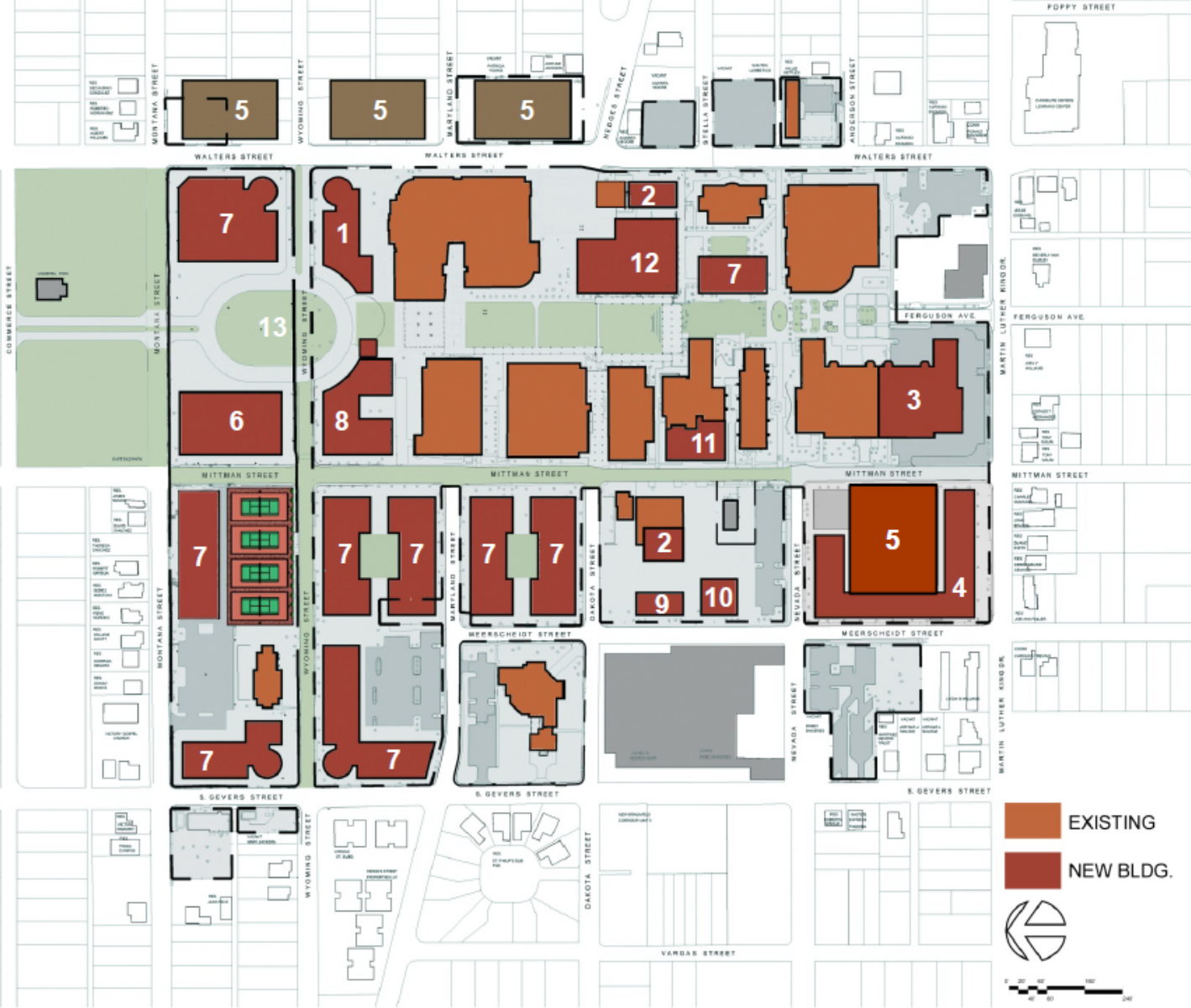
Site Plan– Long Range

St. Philip's College Main Campus Master Plan

MarmonMok
ARCHITECTURE

July 22, 2010

St. Philip's College - Southwest
Alamo Colleges

Master Plan
Marmon Mok Architecture

Site Plan – Existing

EXISTING

Air Force Lease Area

FICKEL STREET

TAYMAN STREET

NORTON STREET

NORTON STREET
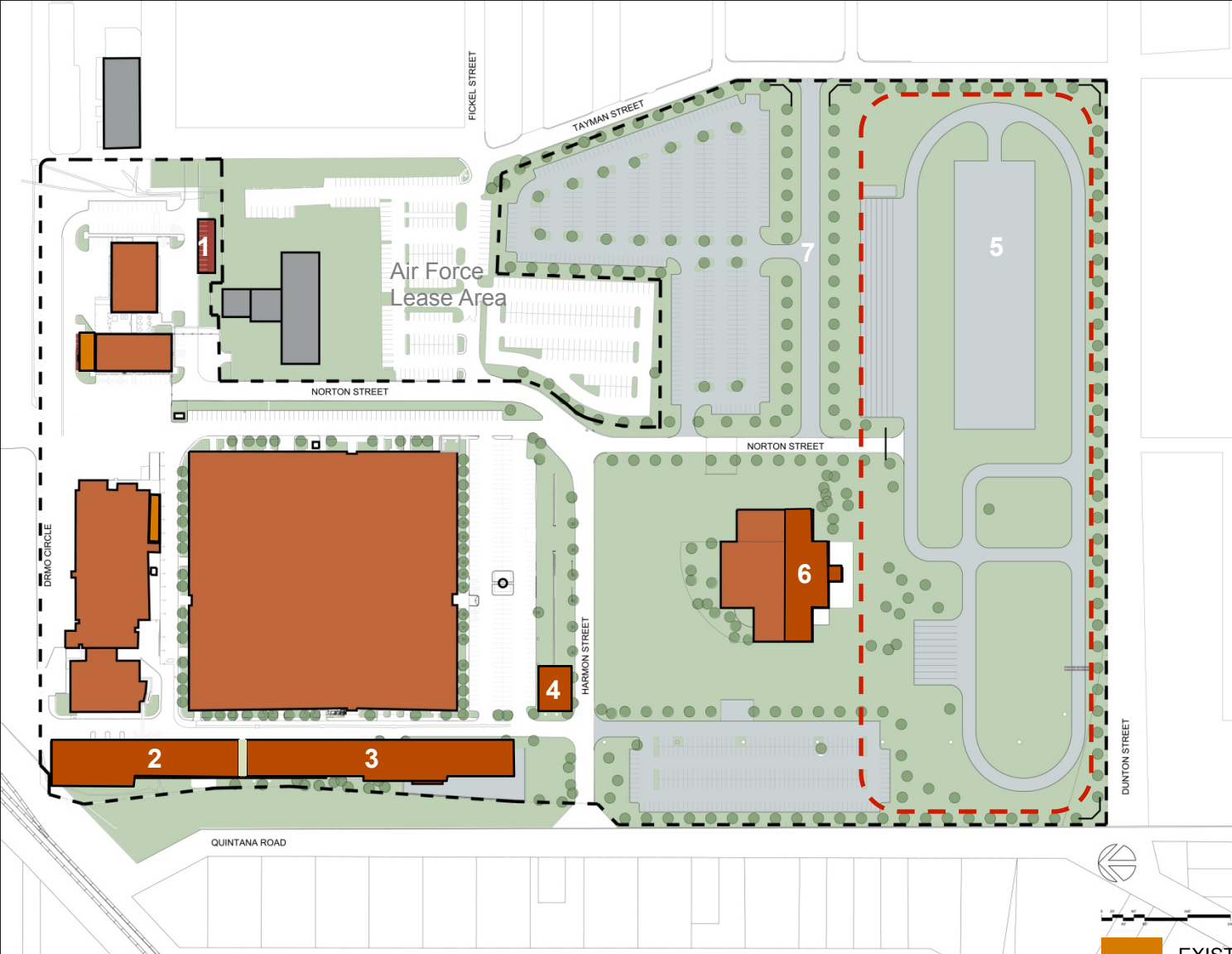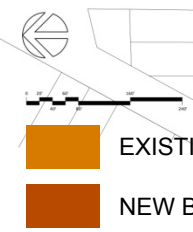
DRMO CIRCLE

HARMON STREET

QUINTANA ROAD

1. New Materials Management- 3,180 sf

2. New Welding Building – 32,431 sf

3. New Collision Tech.- 37,492 sf

4. *Central Plant – 5,200 sf

5. New Truck Driving Track 150,000 sf

6. Renovate for Truck Driving Program 17,000 sf

7. New Entry Drive

*Verify with MEP

EXISTING

NEW BLDG.

Site Plan– Existing Buildings and new C.I.P. Buildings

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

ST. PHILIP'S COLLEGE
One of the Alamo Community Colleges

Marmon|Mok

1. New Materials
Management- 3,180 sf

2. New Welding Building –
32,431 sf

3. New Collision Tech.-
37,492 sf

4. *Central Plant – 5,200 sf

5. New Truck Driving Track
150,000 sf

6. Renovate for Truck
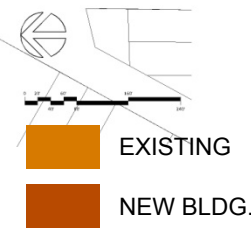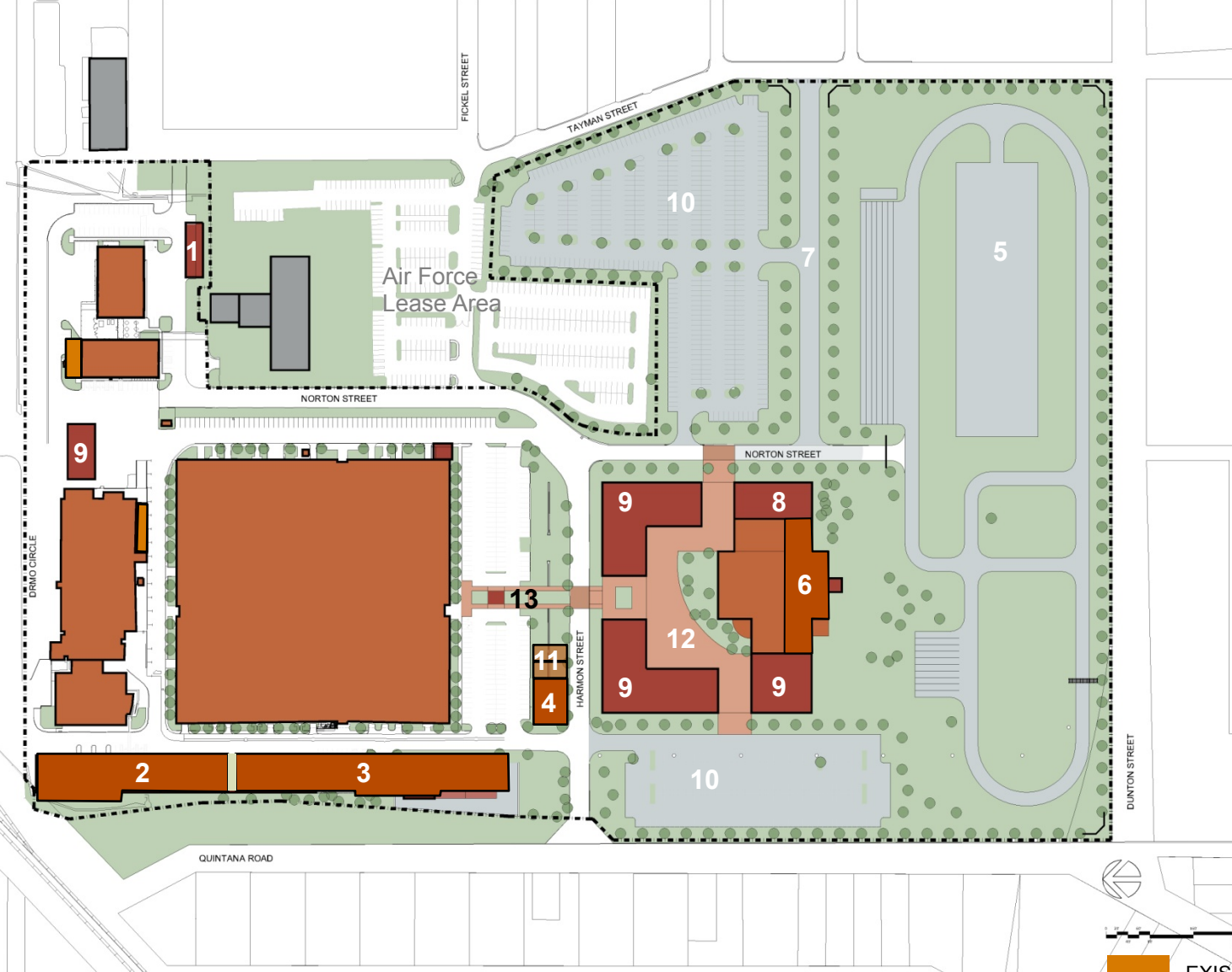Driving Program
17,000 sf

7. New Entry Drive

*Verify with MEP

Enrollment	1,208
FTE	737
Existing Parking	731
Demo Parking	219
Net Parking	512
Min. Parking Req.	185
New Parking Needed	-327

Note: Latest square footage
allocations provided by Facility
Programming on July 02, 2010.

EXISTING

NEW BLDG.

Site Plan– Existing Buildings and new C.I.P. Buildings

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

One of the Alamo Community Colleges

Marmon|Mok

July 22, 2010

1. New Materials Management
2. New Welding Building
3. New Collision Tech
4. *Central Plant
5. New Truck Driving
6. Renovate for Truck Driving Program
7. New Entry Drive
8. Future Child Care
9. Future Academic Building
10. New Parking
11. Future Central Plant Additions
12. Future Courtyard
13. Future Tower

EXISTING

NEW BLDG.

Site Plan– Long Range

Air Force Lease Area

FICKEL STREET
TAYMAN STREET
NORTON STREET
DRMO CIRCLE
HARMON STREET
NORTON STREET
DUNTON STREET
QUINTANA ROAD

ALAMO COLLEGES
ST. PHILIP'S COLLEGE
ST. PHILIP'S COLLEGE
One of the Alamo Community Colleges
Marmon|Mok
July 22, 2010

Report on Facilities Condition and Deferred Maintenance

Report at the Board Committee Meeting
May 12, 2015

Master Plan Activity

St. Philip's College Renovation Projects

Building	Size (GSF)	Year Built	Usage	Facility Condition Index Rating (%)	Estimated Renovation Cost (Millions)
Norris Technical Building	85,829	1972	Academic Building	39.7	$22.0
Watson Fine Arts Center	50,360	1993	Performing Arts Center	29.0	$10.0
Bowden Building	20,830	1953	Academic Building	25.7	$7.0
Maintenance Shop	8,608	1972	Facilities	30.4	$3.5
SPC – Subtotal	**165,627**				**$42.5**
SWC Building 3020-	294,113	1940	Academic and Technical Training	14.1	
Welding Shop portion of Building 3020 and Critical Deferred Maintenance Items	30,000		Welding		$9.0
SPC – Subtotal including Welding Shop	**195,627**				**$51.5**

Master Plan Activity

Replace Building at Less Cost Than Renovation

Building	Size (GSF)	Year Built	Usage	Facility Condition Index Rating (%)	Estimated Replacement Cost (Millions)
SPC – Campus Center (Heritage Room, Book Store, Culinary Arts, Food Service	20,064	1953	Academic and Student Services	49.9	$20.0
SPC – Health/Fitness Center	25,833	1942	Academic Building	44.1	$15.0
SAC – Law Enforcement Center and annex	8,005	1964	Academic Building	47.7	$2.0
SAC – Child Care Center	21,820	1959	Academic Building	52.9	$15.0
Subtotal	**75,722**				**$52.0**

Bimbo Good Neighborhood Project

Ribbon Cutting
April 22, 2015
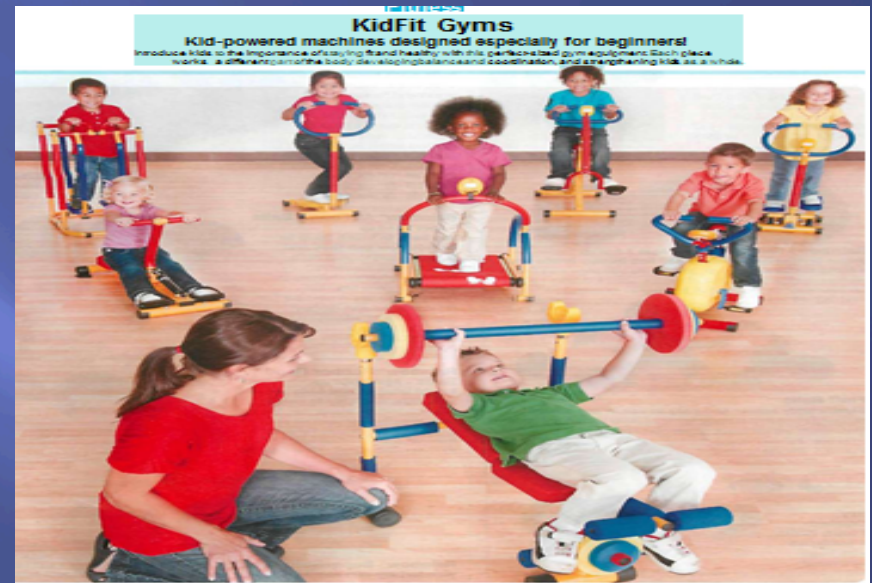

Playground at the Child Development Center

2015 Bimbo Project
CDC Tiger Kid Fit

- Introduce fitness and exercise to children
- Expand on children's physical activity
- Aid in facilitating the physical health of the children
- An alternative indoor activity room
- Enforces gross motor skills when children are not able to go outside

KidFit Gyms
Kid-powered machines designed especially for beginners!

Activity Mats
Indoor Safety Surfacing
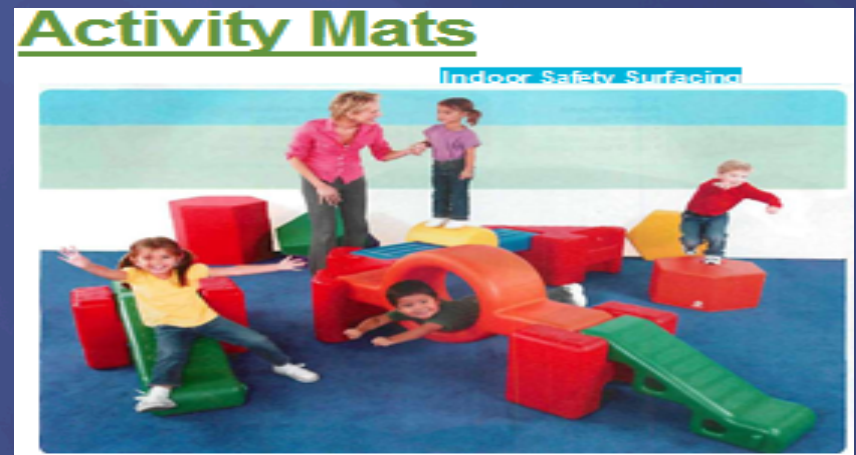
2015 Bimbo Project Little Investigators

- Has the potential to bring children into meaningful contact with the diversity of nature and society.
- Gardening is a place of many possibilities:
- Play and inquiry
- Safe risk taking
- The building of relationships
- Deeper understanding of diversity
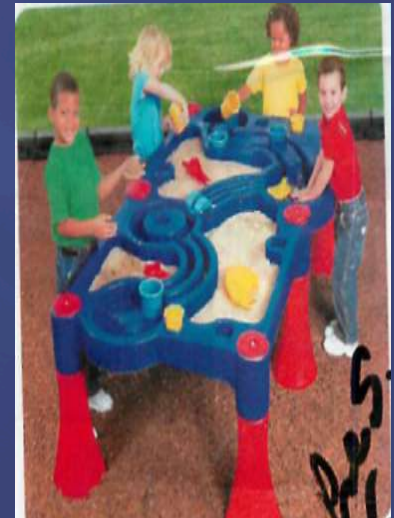
Facilities Overview

- ▫ Dinner

Day 2

Welcome Back!

Objectives

1. Deliver an update to the Good to Great Team regarding the progress of the 2016 QEP

2. Provide an overview of our Ethical Decision-Making QEP to include implementation strategies and timeline

3. Discuss the addition of an Ethical Decision-Making Teaching Model

Introductions

- QEP Project Sponsor
  - Dr. Maria Hinojosa, Director of Institutional Planning Research & Effectiveness, College Services Division
- QEP Co-Directors
  - Dr. Paul Machen, Dean of Student Success; Laura Miele, Faculty Health Sciences ; Irene Young, Faculty Arts & Sciences
- QEP Core Team
  - Jill Zimmerman, Dr. Christopher Davis, Sean Nighbert, Sonia Valdez, Jill Dehoog, Dr. Srinivasa Reddy, Andrew Hill, Matthew Fuller

QEP IMPLEMENTATION TEAM (includes Core Team)		
Team Member	Team Role	College Role
Luis Lopez	Faculty Professional Development Coordinator	Director of Instructional Innovation Center
George Johnson III	Member	Chair of Social & Behavioral Sciences
Sonia Valdez	Assessment and Data Analysis	Coordinator of Measurement & Evaluation/Student Learning Outcomes Assessment
Diane Hester	Member	Faculty/Arts & Sciences
Johnny Rodriguez	Digital Media Specialist	Staff/College Services
Jason Fabianke	Member	Faculty/Arts & Sciences
Dr. Richard Johnson	New Student Orientation (primary)	Staff/Student Success
Ken Poff	Member	Faculty/Arts & Sciences
Kevin Schantz	Focus Group Coordinator (primary)	Staff/Student Success
John Martin	Focus Group Coordinator (alternate) New Student Orientation (alternate)	Staff/Student Success
Dr. Angie MacPherson-Williams	New Student Convocation (primary) Special Projects (alternate)	Director of Student Life/Student Success
Maria Botello	Special Projects Lead	Staff/Student Success
Kimberly Cleveland	Student Representative	President of Student Government Association
Paul Borrego	Member	Staff/Budget Office
Tracy Ross-Garcia	Marketing and Public Relations Lead	Director of Community & Public Relations
Clarissa Alderete	Student special projects facilitator	Student/President of Phi Theta Kappa
Christina Cortez	New Student Orientation (alternate)	Director of Advising/Student Success
Rosalinda Rivas	Member	Staff/Student Success
Lydia Hannawi	Member	Staff/Student Success

QEP QUESTION???

I have read the QEP 100 page proposal posted on the SPC QEP webpage?

A. Yes

B. No

Update on the Progress of the 2016 Quality Enhancement Plan

- The complete 100 page proposal is available on the SPC QEP website for your review and Call to Comment. http://alamo.edu/spc/qep/

- Please share any feedback you have regarding the plan by May 22, 2015. lmiele@alamo.edu &/or iyoung@alamo.edu

- Internal deadline for completion is May 30,2015. The plan will be submitted to SACSCOC six weeks prior to our upcoming onsite visit by the Commission October 12-15, 2015.

QEP Proposal Documents available for your Review

- Executive Summary (pgs. 5 & 6 of the proposal)
- Detailed Timeline (pgs. 35-39 of the proposal)

- Additional Handouts
  - "What do you do?" scenarios and student responses
  - Ethical Decision-Making Teaching Model

QEP Question???

What are the 4 key strategies of the QEP?

A. Ethical decision making choices, actions, consequences and   outcomes

B. Professional development, best practice sharing, student engagement and community awareness

C. Student success, leadership, performance excellence and reaffirmation

Examples of each of the Four Key Strategies

- Faculty Professional Development-May 1st and May 6th QEP Faculty & Staff Retreat agendas and evaluation results

- 2. Faculty-Student Best Practice Sharing-Learning Commons Homepage and Tips of the week collected from Division Meeting Roundtables.

- 3. Student Engagement in Ethical Decision-Making: "What do you do?" Scenario and results & New Student Orientation to QEP and assessment

- 4. SPC Community-Wide Ethical Decision-Making Awareness-Inclusion of the QEP Logo and Focus Statement in Course Syllabi & long-term QEP Marketing Plan

Key Strategy 1: Faculty & Staff Professional Development

- May 1, 2015 the QEP Team offered a kickoff event: Faculty & Staff Retreat: An Introduction to Ethical Decision-Making at the MLK campus

- May 6, 2015 the QEP Team presented again at SWC

- QEP Retreat Repeat for PDW Fall Semester

Results of the First Two QEP Professional Development Events

respondents at MLK reported either "agreed" or "strongly agreed"

-98% the event met the stated objectives

-95% that the event provided useful QEP information

-99% that the event provided useful EDM information

-97% examples were helpful

-98% satisfaction with the quality of the event
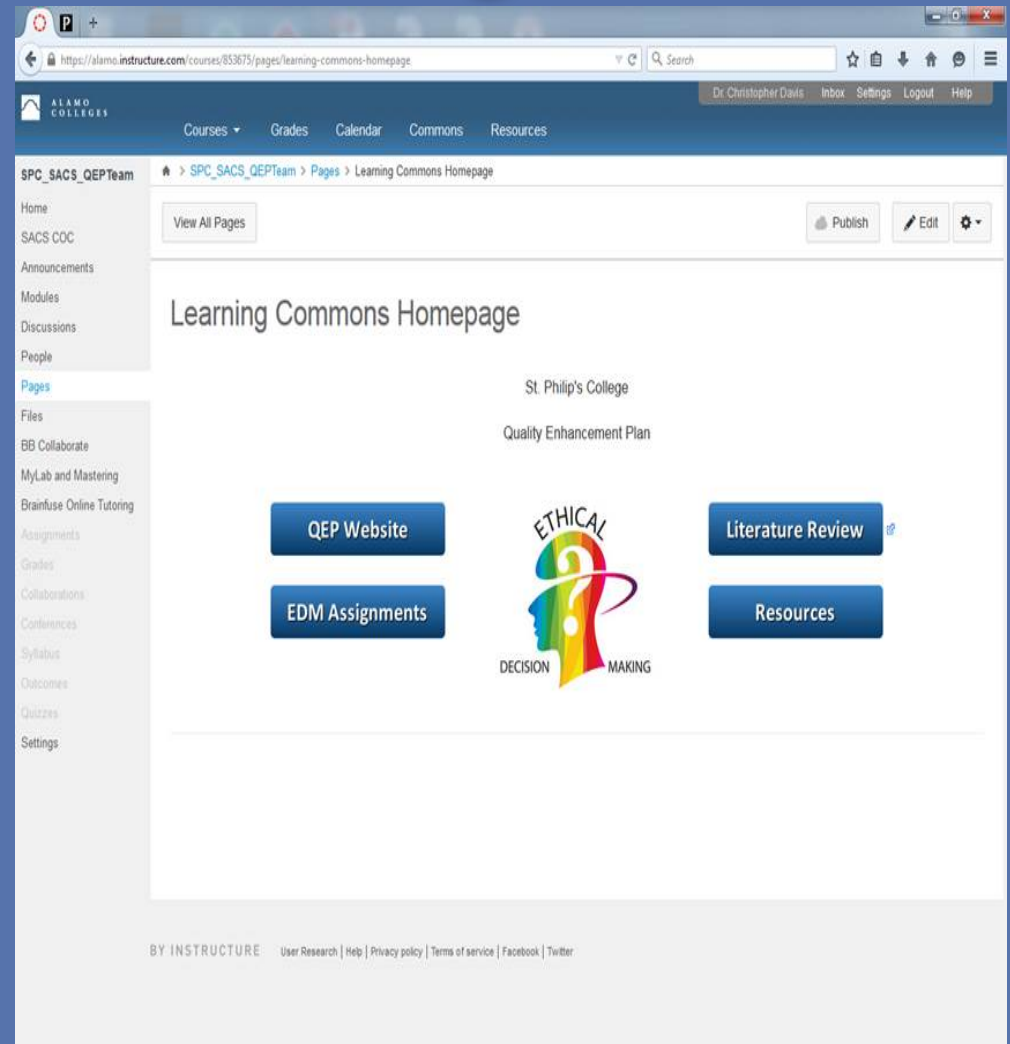
-71 valid responses, 106 participants

100% of respondents at SWC reported either "agreed" or "strongly agreed" that the event met the stated objectives, provided useful QEP and EDM information, examples were helpful and satisfaction with the quality of the event

-16 responses, 38 participants

Key Strategy 2: Faculty-Student Best Practice Sharing

▫ Learning Commons Homepage

Key Strategy 2: Faculty-Student Best Practice Sharing

- Division Meeting Roundtables were conducted to garner support and input for the development of the QEP. This will continue throughout the plan for best practice sharing, feedback, and ideas

- For example, representatives from the QEP Team visited each division in March to share a QEP update and collect ideas for the ethical decision-making "tip of the week". The QEP Implementation Team reviewed all of the tips and were asked to select the best 16 of the tips (one for each week of the semester).

Key Strategy 2: Faculty-Student Best Practice Sharing

	Tips of the Week for Digital Signage
1	"Be more concerned with your character than your reputation" - John Wooden
2	Actions speak louder than words.
3	Choose wisely.
4	Do the right thing, for the right reason.
5	Evaluate your values.
6	Excellence is not an act but a habit. We are what we repeatedly do. -Aristotle
7	Integrity is doing the right thing, even if nobody is watching.
8	It's not who you are when you fall down, more importantly, it's who you will decide to be when getting up.
9	MLK Jr. "Life's most persistent and urgent question is "What are you doing for others?"
10	Notice your part in what happens.
11	Relativity applies to physics, not ethics." - Albert Einstein
12	Think first.
13	Watch your thoughts: they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character. It becomes your destiny. - Frank Outlaw
14	What lies behind us and what lies before us are small matters compared to what lies within us. - R. W. Emmerson
15	You will live with today's decision tomorrow.
16	Your values echo and affect others.

Key Strategy 3: Student Engagement in Ethical Decision-Making

- Student Life is engaging students by sharing a scenario and asking them, "What do you do?"

- We will share "SPC Steps of Ethical Decision Making" (in progress)

- May 6, 2015 Spirit Day, students were given a scenario (in your handouts)

……*You sit down to think. If you keep quiet he will be convicted for the murder, and the real murderer will go free. If you give him an alibi, he will go free, but you can't be sure the real murderer will be found, and it is possible that he paid someone to do it…*

What do you do?

QEP Question???

What do you do about this situation?

A. Stay out of it. 'It is not my business.'

B. Testify against him in court for revenge of my daughter

C. Testify in favor of the man, but teach him a lesson

D. Pray

E. Other

What would you do? Example of Student Responses

- 108 students participated-4 Refused

Let Him Fry on earth, the real Murderer will fry in hell

Tell Police or take matters into my own hands

It is not my business

Testify against him in court for revenge of my daughter

I would tell the police the truth

Assuming the man was still alive after the assault I would tell the police that I saw him-the evidence will speak for it self

He needs to go to Jail

Testify against him in court for revenge of my daughter

Testify to the truth because he will pay for it anyway

I couldn't make a Judgement unless I know all of the facts 95% and then I pray for both families

I think I would be quiet and at some point life he will get what he deserves

Give him his alibi then wait till you see him again then take care of him

Testify in favor of the man, but teach him a lesson

I would love to see him go to prison contact the Police

I need more facts

I would pray

I would give him an alibi because I don't have enough evidence to blame him for what happened to my daughter

New Student Orientation

Quality Enhancement Plan

- **Ethical Decision-Making**
  - **Goal**: Students engage in specific measurable activities that will provide opportunities to enhance their ethical decision-making skills.
  - **Focus**: Ethical decision-making requires the ability to connect choices, actions and consequences.
  - **Student Learning Outcomes:**
    1. Values: Students gain skills to assess their own values.
    2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
    3. Perspectives: Students analyze various ethical perspectives.

New Student Orientation

Pre and Post-Test Questionnaire

QEP Question

St. Philip's College has a quality enhancement plan that focuses on which of the following themes?

A. Student Engagement

B. Success through Accountability

C. Ethical Decision Making

D. Faculty and Student Advising

E. All of the above

Key Strategy 4: SPC Community-Wide Ethical Decision-Making Awareness

- We are asking Department Chairs to verify the focus statement is displayed consistently in all SPC Course syllabi beginning Fall 2016

- We are asking every course instructor to discuss ethical decision-making and academic integrity as it applies to their discipline the first day of class

ALAMO COLLEGES • ST. PHILIP'S COLLEGE • - • PTHA-PHYSICAL THERAPIST

ALAMO COLLEGES

ESSENTIALS OF DATA COLLECTION PTHA-2201

Full Term Summer 2015   Section 001.11754   2-1-3 Credits

05/25/2015 to 06/22/2015   Modified 04/29/2015

ETHICAL DECISION MAKING

St. Philip's College Quality Enhancement Plan

St. Philip's College is committed to quality education, as such the focus of the 2016 Quality Enhancement Plan is ethical decision-making which requires the ability to connect choices and actions to consequences.

For more information on the Quality Enhancement Plan, click **HERE**.

MEETING TIMES

Ethical Decision-Making Teaching Model

Ethics- concept dealing with what is right or wrong, ideals and standards. There is no universally agreed upon set of standards which encompass this term; however, professions and organizations often adopt an agreed upon set of standards or code of ethics

Morality- manner of "good" behavior, character, or body of principles or standards which may apply to social ethics, company ethics, or professional ethics. Determination of what constitutes morality may derive from culture, religion, or philosophy and varies accordingly

Ethical decision-making- a cognitive and metacognitive process of evaluating circumstances, considering various perspectives, alternatives and consequences to determine behavior.

Major Theories

Kohlberg's Stages of Moral Development

Kohlberg' theory of moral reasoning proposes that people progress through stages as they mature. He explains his concept in three levels with six stages, two stages during each level. Level One: Pre-Conventional Morality contains the first two stages. Individuals at this level reason based primarily on self-interest and punishment avoidance. Level Two: Conventional Morality contains stages three and four during which individuals reason based on being "good" and conforming with the rules. People who mature to Level Three: Post-Conventional Morality operate at stage five where decisions consider society as a whole. Kohlberg suggests that very few humans operate consistently at the highest level of moral reasoning which is Stage Six: Universal Ethical Principle Orientation. This stage of moral reasoning is characterized by actions based on internalized values that consider universally consistent principles regardless of the reactions of others in the situation.

Ethical Decision-Making Teaching Model

Ethical Perspectives

Utility-to do the greatest good for the greatest number
Rights-to consider the dignity and rights of others
Justice- to do what is fair or just
Common Good- to do what will best serve the community as a whole
Virtue- to do what is consistent with good character or values such as honesty, compassion, responsibility

Process of Ethical Decision-Making

1. Stop and Think - Determine the facts.
2. Identify the options.
3. Consider consequences for yourself and others.
4. Make an ethical choice (and take appropriate action).

Teaching Strategies

Self-reflection, case studies, service learning

Quality Enhancement Plan| *Ethical Decision Making (EDM)*

Connect choices, actions, and consequences, *as it applies to ethical decision-making.*

We want this communications plan to facilitate

Awareness

Implementation

Engagement

Impact | *The Intent*

Strategic Effect | Marketing Goal:

To successfully introduce the QEP into the curriculum and culture of St. Philip's College over the next 5 years.

Strategic Objectives:

Roll Out the QEP so that key stakeholders have a thorough understanding of the EDM concept and their role in implementing a successful plan

Create campus wide buy-in to incorporate ethical decision-making activities into daily course actions

The entire SPC family has a general understanding of the EDM

Develop consistent messaging that reinforces doing the right thing and making good decisions/VIP

Encourage planned coursework and activities to incorporate a component of QEP

Create pride around the outcomes of a successful QEP

Collect data (Is it measurable/assess-able?)

Stakeholders | Each of these target audiences will be engaged. Participation from each group will impact the success of the marketing goal.

Students- become more well rounded, have a stronger connection to their campus and possess improved decision making ability

Faculty- engage students beyond the text book, infusing good values into their students

Stakeholders

Staff- providing ongoing support for students and faculty

Community- benefits from a more responsible, reliable and well rounded citizens and future employees

Activity| *Key Messaging*

Goal by Year	Theme	Activity or Action	Responsible Party	Medium/Channel
Planning year (2013-2014) & Pilot year (2015-2016)	**Awareness**	Develop/Adopt/introduce logo	PR, QEP committee	Email, social media, postcard
		Promotional items	PR, QEP committee	Printed material, t-shirts, swag
		FAQ	PR, QEP committee	Print, website
		"What would you do?" campaign	Student Life, PR	Face-to-face, social media
		Tip of the Week	Student Life, PR, QEP committee	SPC Weekly, digital signage, social media
		High level EDM intro to campus, community	President, QEP chairs	Face-to-face (PDW, NSC), letter/email
		Add logo and statement to Screensavers and syllabi	PR/IT	Computer labs
		Retreat / Repeat Retreat	QEP committee	Face-to-face
		Surveys/focus groups	QEP committee, IR	Email, Face-to-face

Activity| *Key Messaging*

Goal by Year	Theme	Activity or Action	Responsible Party	Medium/ Channel
Implementation Year 1& 2 (2016-2017)	**Framework/ Steps of the Process**	"What would you do?"	Student Life. PR	Face-to-face, social media
		New tips of the week	PR, QEP committee	SPC Weekly, digital signage, social media
		Round tables/ Workshops	QEP committee	Face-to-face (division meetings, forums etc)
		Repeat Retreat	QEP committee	Face-to-face
		Surveys/focus groups	QEP committee, IR	Email, Face-to-face
Implementation Year 3 (2017-2018)	**V**alues Ethical **I**ssues **P**erspectives	"Big Push" EDM Week/ Day, Week long event, recommitment celebration	QEP committee, college wide effort	Face-to-face, SPC Weekly, digital signage, social media

Activity| *Key Messaging*

Goal by Year	Theme	Activity or Action	Responsible Party	Medium/ Channel
Year 4	**V**alues Ethical **I**ssues **P**erspectives			
Year 5	**Moral courage: applying your EDM framework**			

Group Work

Put on your creative hats. Brainstorm ideas or tactics to engage each stakeholder group through the pilot year focusing on AWARENESS of the QEP.

Remember:

- Messaging/Positioning: What is said?

- Audience: To whom it is said?

- Media channel: where it is said?

- Timing: when it is said?

- Action/Tactic: how the message gets out?

- Content owner: who is the responsible party for developing and executing the activities/tactics?

The Timeline | *Semester Overview Fall 2015*

Audience	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
Students					
Faculty					
Staff					
Community					

The Timeline | *Semester Overview Spring 2016*

Audience	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
Students					
Faculty					
Staff					
Community					

Questions?

Thank You

IT'S BREAK TIME!!!

SACSCOC 2015 Timeline

Timeline events:

- **27-28 Jan** — Dr. Hoeffer Visit
- **25 Feb** — SACSCOC Compliance Report Mailed
- **2 Mar** — SACSCOC Compliance Report Received
- **7 Mar**
- **21 Apr** — Off-Site Committee Review (Remote)
- **21 Apr** — Off-Site Committee Review (Atlanta)
- **25 Apr**
- **28 Apr** — SACSCOC Off-Site Report Delivered
- **29 Apr** — VPAS Council Assignments
- **6 May** — Off-Site Report Teleconference w/ Dr. Hoefer
- **15 May** — Logistics Team Leaders Planning Meeting
- **20-21 May** — Good to Great Retreat
- **30 May** — QEP Finalized (Internal)
- **1 Jun** — Focus Report Due from Teams
- **15 Jul** — Dr. Hinojosa Finalizes Focus Report
- **20 Jul** — Focus Report/QEP Printed (proof)
- **30 Jul** — Focus Report/QEP Submitted
- **21 Aug** — Mailing of Materials to On-Site Committee Members / Receipt of On-Site Committee List
- **Sep**
- **11 Oct** — Site Visit
- **16 Oct** — Site Visit

Updated: 5/7/2015 11:40 AM

SACSCOC Compliance Feedback from Off-Site Team

- 13 areas reported as non-compliant
- Focus Report
  - Response Team Leads
  - Areas that need the most work
    - 3.3.1.1 Institutional Effectiveness
    - 3.13.4 Distance Learning

SACSCOC Report – Non-Compliance Teams

Standard	Standard Description	Team Members
3.1.1	Mission	Lacy Hampton*, Chris Beardsall, Art Hall, Dr. Paul Machen
3.2.13	Institution- related entities	Dr. Sharon Crocket-Ray*, Paul Borrego, Art Hall
3.3.1.1	Institutional Effectiveness- Educational Programs	Sean Nighbert*, Rafael Brisita, Randal Dawson, Sonia Valdez
3.4.5	Academic policies	Jessica Cooper*, Rebecca Barnard, Mary Kunz, Tracy Ross-Garcia, Tracy Shelton, Kathy White
3.4.11	Academic program coordination	Melissa Arthur*, Gregory Gonzales*, Mary Cottier, Bill Fuller, Dr. Gregory Hudspeth, Renita Mitchell, Dr. Marie-Michelle Saint Hubert
3.7.1	Faculty competence	
3.4.12	Technology use	John Orona*, Rebecca Barnard, Janie Gonzales, Luis Lopez, Rick Lopez, Jack Nawrocik, Penny Pfeil
3.7.4	Academic freedom	George Johnson*, Dr. Chris Davis, Art Hall, Ivette Sterling
3.8.2	Instruction of library use	Kelli Wilder*, Rebecca Barnard, Rita Castro, Betsy Hamilton, Laurie Humberson, Rick Lopez
3.8.3	Qualified staff	Rebecca Barnard*, Rita Castro, Cynthia Jaime, Joshua Scott
3.11.3	Physical facilities	Felipa Lopez*, Lacy Hampton, Janie Gonzales, Joe Quiroz, Kim Thompson, Kevin Schantz, Robert Walling, IR Data
3.13.4	(a) Policy compliance - Distance Learning in Reaffirmation of Accreditation	Luis Lopez*, Erick Akins, Lucy Barlow, Dr. Karlene Fenton, Dr. Yvette Woods
4.1	Student achievement	Rose Spruill*, Erick Akins, Beautrice Butler, IR Data
4.7	Title IV program responsibilities	Grace Zapata*, Rebecca Barnard, Christina Cortez, Dr. Sherrie Lang, Dr. Paul Machen

*Lead, Preliminary Report

Non-Compliance Areas Addressed in Focus Report

- Group work at tables:
    - Does the narrative make a case for compliance?
    - Does the narrative answer all the off-site reviewers questions?

Narrative Feedback Report

3.2.13 Institution-Related Entities

- Does the narrative make the case for compliance that the CEO has ultimate control over the institution's fund-raising activities?
  - Is there sufficient documentation / evidence?

- Does the narrative comply with the off-site teams requests?

Narrative Feedback Report

3.3.1.1 Institutional Effectiveness – Educational Programs

- ▣ Does the narrative make the case for compliance?
  - ▪ Is there sufficient documentation / evidence?

- ▣ Does the narrative provide direct linkage with program SLOs to assessment, then to improvement?

- ▣ Does the narrative address the comparability of distance education programs to SPC campus-based programs or outcomes of courses/programs offered off-campus?

Narrative Feedback Report

3.4.5 Academic Policies

- Does the narrative make the case for compliance?
  - Is there sufficient documentation / evidence?
  - Is there evidence that our academic policies adhere to educational practices compared to other colleges?

- Does the narrative demonstrate the process of implementing, reviewing, approving and developing academic policy?

Narrative Feedback Report

3.4.11 Academic Program Coordination

- Does the narrative prove that program directors are qualified to lead programs?
  - Is there sufficient documentation / evidence?
  - Was Dr. Hoefer's suggestion addressed?

Narrative Feedback Report

3.7.1 Faculty Competence

- Does the narrative prove that all faculty have the appropriate qualifications to teach assigned courses?
  - Is there sufficient documentation / evidence?
  - Was Dr. Hoefer's suggestion addressed?

Narrative Feedback Report

3.4.12 Technology Use

- Does the narrative make the case for compliance?
  - Is there sufficient documentation / evidence regarding student training and usage?

- Were Dr. Hoefer's comments addressed?

Narrative Feedback Report

3.7.4 Academic Freedom

- Does the narrative address whether there have been instances involving the concept of academic freedom?

- Were Dr. Hoefer's comments addressed?

-

Narrative Feedback Report

3.8.2 Instruction of Library Use

- Does the narrative make the case for compliance?
    - Is there sufficient documentation /evidence?

- Does the narrative document the number of students and faculty trained in the Information Literacy training?

- Does the narrative address training for off-campus and distance learning students?

Narrative Feedback Report

3.8.3 Qualified Staff

- ▣ Does the narrative make the case for compliance?
  - ▪ Is there sufficient documentation /evidence?

- ▣ Does the narrative address how SPC determines that the number of staff is sufficient?

Narrative Feedback Report

3.11.3 Physical Facilities

- Does the narrative make a case that there is sufficient physical resources?

- Does the narrative provide documentation/ evidence regarding faculty and staff evaluation of physical facilities?

Narrative Feedback Report

3.13.4a Reaffirmation of Accreditation – Distance Learning

- Does the narrative make a case for compliance?
  - Is there sufficient documentation /evidence?

- Are all areas of the Distance Education policy addressed?

Narrative Feedback Report

4.1 Student Achievement

- Does the narrative make a case for compliance?
  - Is there sufficient documentation /evidence?

- Does the narrative provide more threshold data as requested?

Narrative Feedback Report

4.7 Title IV

- Does the narrative make a case for compliance?
  - Is there sufficient documentation /evidence?

Institutional Priorities

What Do I Value Most?

WhatAre My Priorities?

Do our priorities represent the most critical course of action for the college?

Fundraising

- Who will win this year?