



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE



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

ST. PHILIP'S COLLEGE FOURTH ANNUAL

**GOOD 2 GREAT RETREAT
MAY 18 & 19, 2011**

WELCOME ATTENDEES





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

AGENDA — DAY I

- ▶ **Welcome and Introduction**
- ▶ **Accomplishments**
- ▶ **State of College**
- ▶ **Excellence Journey**
- ▶ **Context Map Activity**
- ▶ **Create Core Process Grid**
- ▶ **OFI Activity:** Leadership * Strategic Planning * Customer Focus
- ▶ **SWOT Activity**
- ▶ **Review and refine Objectives, Goals, Strategies and Actions**
- ▶ **Parking Lot Review Plus/Delta**
- ▶ **Next Steps**
- ▶ **Dinner/ Facilities Status and Vision**



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

AGENDA — DAY 2

- ▶ **Review Progress**
- ▶ **Develop Organizational Scorecard**
- ▶ **Identify Barriers/Blockers**
- ▶ **Customer Complaint Management Process**
- ▶ **Establish Cycles of Review and Data Analysis**
- ▶ **Refine Annual Planning Cycle**
- ▶ **Develop Strategic Communication Plan**
- ▶ **Parking Lot Review**
- ▶ **Next Steps**
- ▶ **Summary of Accomplishments**



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE



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

ICE BREAKER





ALAMO
COLLEGES

ST. PHILIP'S COLLEGE



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

WHY



5



GOAL I: ACCESS TO HIGHER EDUCATION

	All	78203 (MLK)	78211 (SWC)
Enrollment	10,828	112	162
Gender			
Female	56%	65%	42%
Male	44%	35%	58%
Ethnicity			
Hispanic	48%	39%	68%
White	42%	11%	11%
Black	14%	27%	0%
Other	5%	3%	5%
Status			
Part-time	66%	Currently Not Available	Currently Not Available
Full-time	34%	Currently Not Available	Currently Not Available
FTIC*	27%	23%	27%

*** Includes Dual Credit Students**

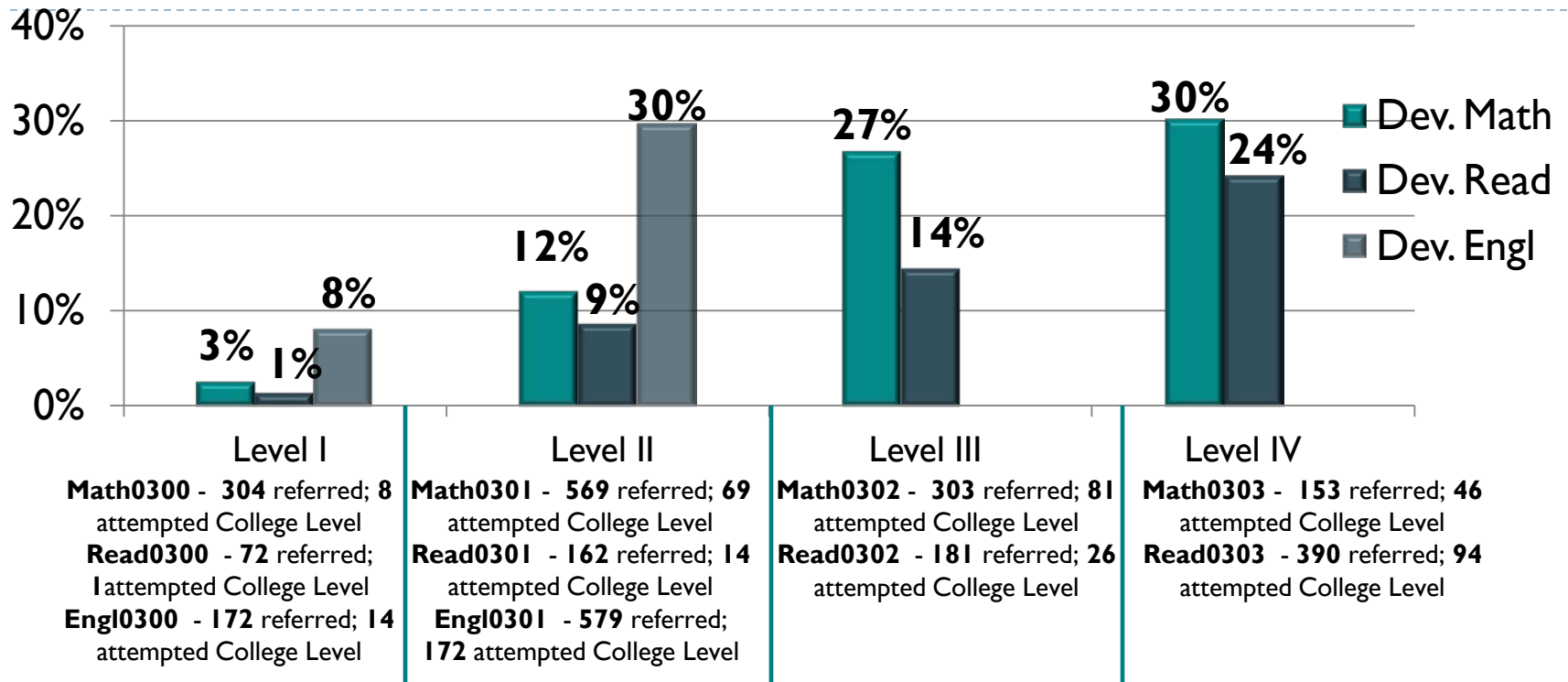


FTIC Student Referral, Enrollment, and Success in Developmental Education Fall 2006 – Fall 2009

	MATH (4 Levels)		ENGLISH (2 levels)		READING (3 levels)	
Fall 2006	Total FTIC = 1,422		Total Referral = 94%			
Referred:	1,329	94%	751	53%	805	57%
Enrolled:	749	56%	274	36%	429	53%
Success:	360	48%	107	39%	291	68%
Fall 2007	Total FTIC = 1,259		Total Referral = 90%			
Referred:	1,122	89%	719	57%	718	57%
Enrolled:	658	59%	314	44%	368	51%
Success:	283	43%	124	40%	227	62%
Fall 2008	Total FTIC = 1,337		Total Referral = 95%			
Referred:	1,256	94%	774	58%	764	57%
Enrolled:	623	50%	322	42%	383	50%
Success:	249	40%	115	36%	224	58%
Fall 2009	Total FTIC = 1,419		Total Referral = 92%			
Referred:	1,216	86%	855	60%	698	49%
Enrolled:	583	48%	344	40%	403	58%
Success:	297	51%	149	43%	226	56%

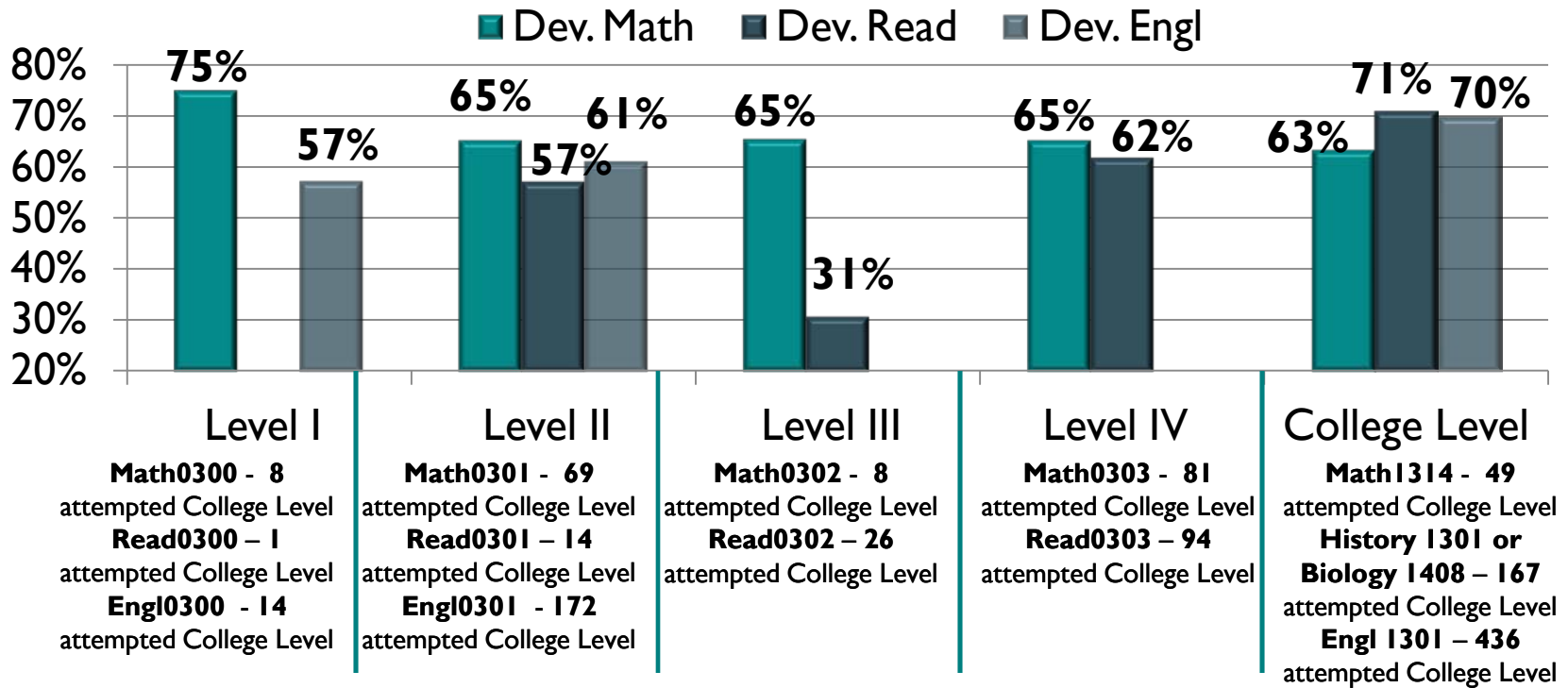


Percentage of FTIC Developmental Students Attempting College Level Courses Within Three Years Fall 2006



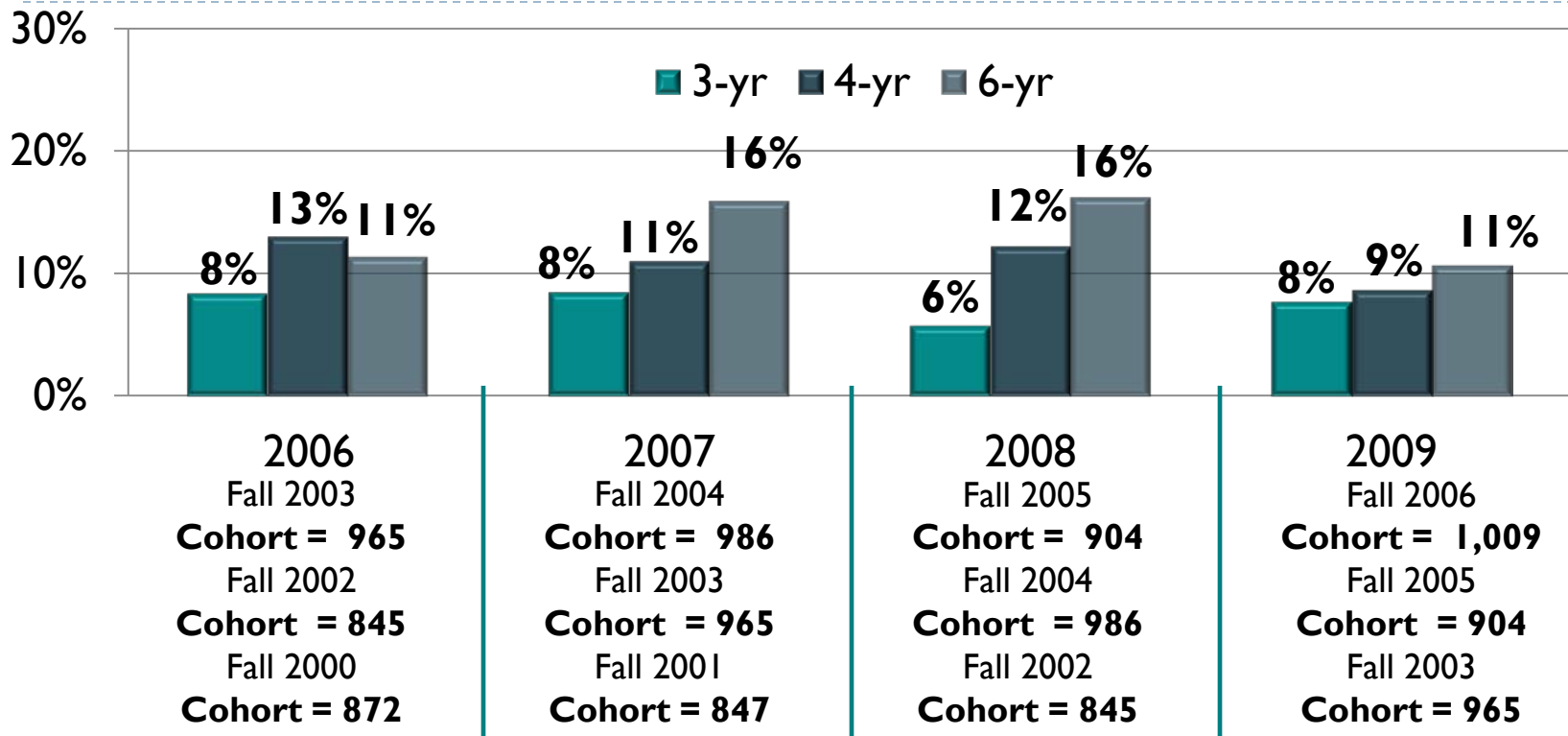
Data shows a small percentage of students who are referred to developmental education enroll in College Level courses within three years of their initial placement.

FTIC Developmental Student Success in College Level Courses Within Three Years Fall 2006



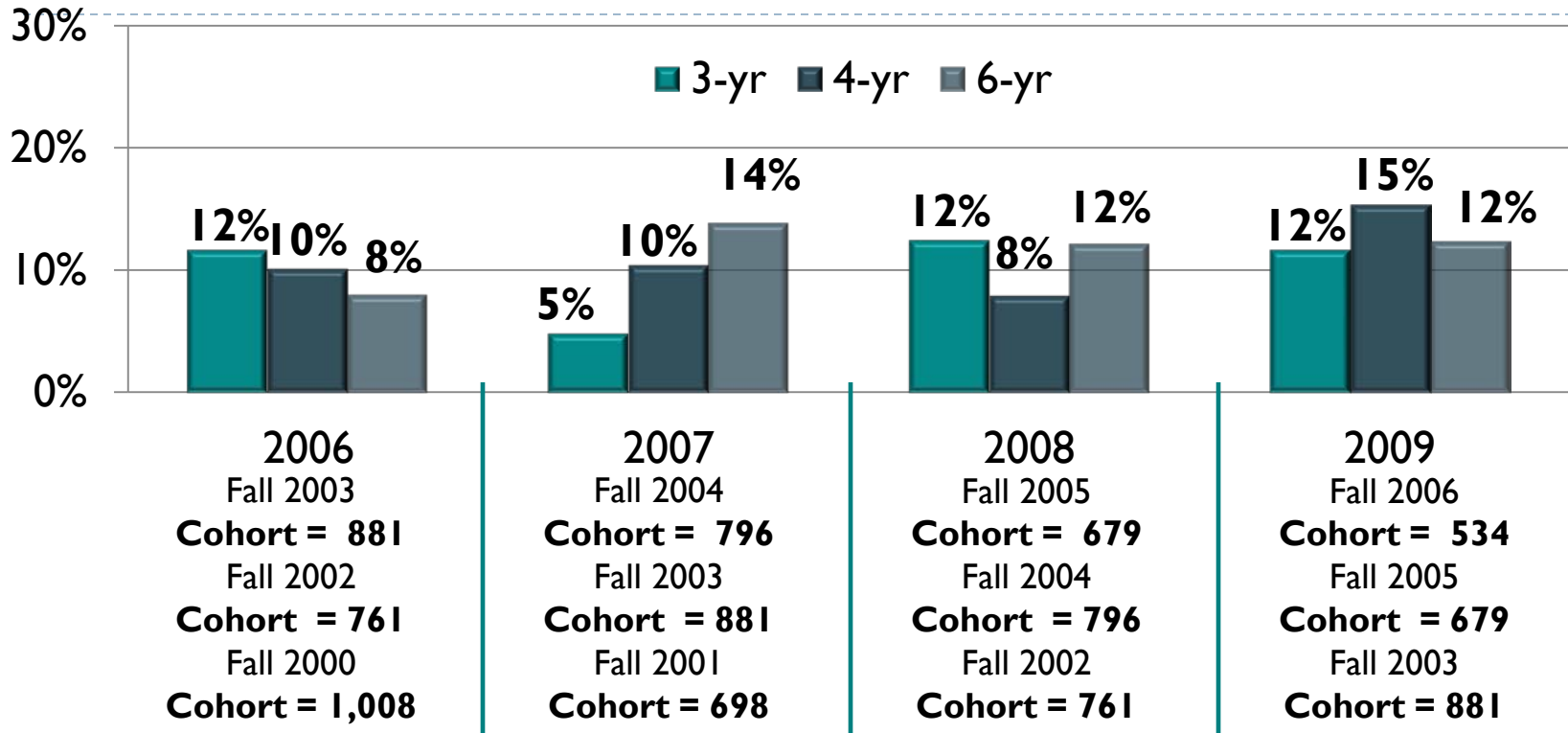
For Math, the data shows developmental students who progress to College Level math are slightly more successful than students who are initially placed into College Level Math. This trend is not the same for developmental Reading and English students.

Full-time, FTIC Graduation Rates 3-yr, 4-yr, and 6-yr 2006-2009



Results show an up and down trend for 3-yr, 4-yr and 6-yr graduations rates for FT FTIC students from 2006 to 2009.

**Part-time, FTIC Graduation Rates
3-yr, 4-yr, and 6-yr
2006-2009**



Results show an increase in 4-yr and 6-yr graduation rates among PT FTIC students from 2006 to 2009

STUDENT SUCCESS POLICY

PRINCIPLES:

- Comprehensive strategic planning sets success goals and measures for improving student outcomes
- Organizational structures, policies and practices support student success values and priorities;
- Student success goals describe expectations and progress toward these goals are monitored on a regular, on-going basis
- Planning and budgeting processes are aligned and reflect student success goals and priorities and adhere to the dashboard measures

STUDENT SUCCESS POLICY

PRINCIPLES CONTINUED:

- Broad engagement of multiple stakeholders, including Education, business and community partnerships, are designed to improve transitions from high school to college and the workplace and fosters a common understanding and deeper commitment to student success improvement goals
- Instructional practices incorporate sound principles of teaching/learning theory to enhance learning outcomes
- The Alamo Colleges are a learning organization, and all college employees are expected to grow in their professional roles in support of the student success agenda

STUDENT SUCCESS POLICY

The Alamo Colleges' performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and be held accountable for improvements.

STUDENT SUCCESS POLICY

MEASURES:

Diversity goals address gaps in student outcomes across populations particularly among low-income students, students of color, and their peers

Improvement rates are measured constantly and drive strategy development for improvements in:

- o Course completion
- o Productive grade rates
- o Retention
- o Persistence
- o Transfer
- o Employment
- o Licensure
- o Graduation

STUDENT SUCCESS POLICY

Overall success rates in developmental math, reading and writing, transition to college courses and overall success rates of both developmental and non-developmental courses are continuously monitored.

VISION: TO BE THE BEST IN THE NATION



INSTITUTIONAL EFFECTIVENESS

CONTINUOUS IMPROVEMENT

A. QUALITY MEASURES

TAPE

BALDRIGE

B. ACCREDITATION

5 - YEAR PLAN



STUDENT SUCCESS MODEL

- ▶ **PROGRESS REPORTS**
- ▶ **ACHIEVING THE DREAM**
- ▶ **COMPLETION BY DESIGN**
- ▶ **ADVISING PLAN**

VALUES

INTEGRITY

We have the courage to act ethically, building a culture of trust and respect

COMMUNICATION

We engage in open and transparent communication, information sharing, and collaboration

COMMUNITY

We commit to a joyful culture of learning and service where unity in diversity occurs through mutual respect, cooperation, and accessibility

ACADEMIC FREEDOM

We value creativity, growth, and transformation through vigorous inquiry and a free exchange of ideas for all

ACCOUNTABILITY

We take responsibility for our actions and strive for continuous learning and improvement



HOW DO WE SERVE OUR DIVERSE COMMUNITIES?

- **DIVERSITY**
- **COMMUNITY DEVELOPMENT**
- **STUDENT LEARNING OUTCOMES**
- **EFFICIENCIES**
- **NEW PROGRAM DEVELOPMENT**

ACCOMPLISHMENTS ACTIVITY

- **BREAK INTO SMALL GROUPS**
- **DISCUSS SPC ACCOMPLISHMENTS DURING LAST 5 YEARS**
- **COME TO A GROUP CONSENSUS OF TOP 5 ACCOMPLISHMENT**
- **REPORT OUT TO ENTIRE GROUP**

ACCOMPLISHMENTS

How great are we?



WELCOME LAURA LONGMIRE

- ▶ Laura Longmire is the founder and senior partner of Strategic Quality Initiatives.
- ▶ Laura received her BS from Missouri Southern University and her MBA from the University of Dallas.
- ▶ Laura served for six years on the Board of Examiners for the Malcolm Baldrige National Quality Award and is a member of the Board of Examiners Alumni group.
- ▶ Laura also served six years on the panel of judges for the Texas Award for Performance Excellence with one year as the chair for the panel of judges. She is currently serving on the Board of Examiners for the Texas Award for Performance Excellence. You can learn more about Laura at her website at: www.lauralongmire.com

RULES OF ENGAGEMENT

- Everyone Participate/ No One Dominate
- Build on Each Others Ideas
- Humor Helps
- Criticize Behavior /Not Person

OUTCOMES

- To Acknowledge Accomplishments
- To Prioritize OFIs from TAPE Feedback Report
- To Refine SWOT and Operational Plans
- To Refine Annual Planning Cycle
- To Develop and Implement Organizational and Departmental Scorecards

CREATING A CONTEXT MAP

- ▶ *Context Map: a graphic guide of current climate and trends*
- ▶ Elements of the Map include: outside trends, political climate, economic climate, internal trends, technology, customer needs, and uncertainties
- ▶ Team activity: 7 tables (self-select)
- ▶ Each table identifies 4-8 factors of their “element”
- ▶ Team posts factors, present, and discuss

IDENTIFYING KEY PROCESSES

- ▶ Review Current List of Key Processes
- ▶ Tables 1, 3, and 5 identify what processes support Objective 1 and 2
- ▶ Tables 2, 4 and 6 identify what processes support Objective 3
- ▶ Tables 7, 9 and 11 identify what processes support Objective 4
- ▶ Tables 8, 10 and 12 identify what processes support Objective 5
- ▶ *Add new processes if they are needed to support your objective*

BREAK



GOOD 2 GREAT LEADERSHIP TRIAD

- ▶ Table teams review Category questions
- ▶ Agree on two to three priorities for improvement
- ▶ Recommend 1-4 methods or strategies to improve each prioritized focus area
- ▶ Report out team recommendations

LUNCH



SWOT ANALYSIS

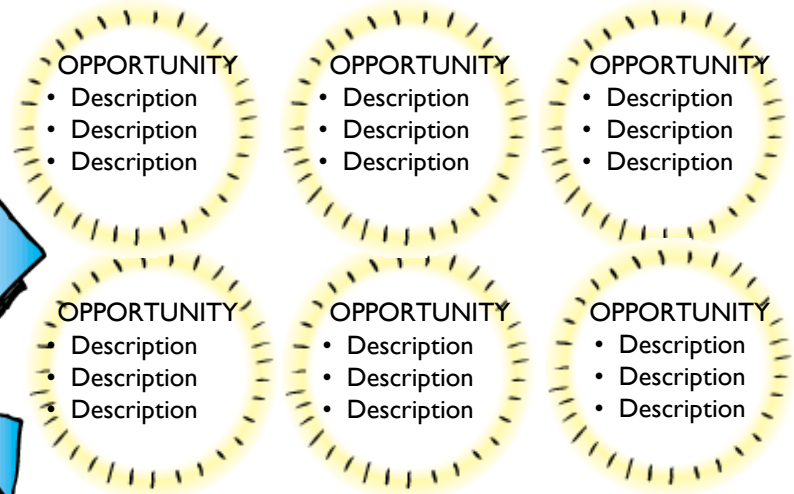
- ▶ Using the “Accomplishments”, Context Map, Core Process Grid, Category 1-3 priorities, we will develop a SWOC analysis
- ▶ SWOC is a tool that identifies St. Philip’s strengths, weaknesses, challenges, and opportunities
- ▶ The SWOC is used to refine the strategic objectives, goals, strategies and actions

SWOT ANALYSIS

● *STRENGTHS*

- + Strength
- + Strength
- + Strength
- + Strength
- + Strength
- + Strength

● *OPPORTUNITIES*

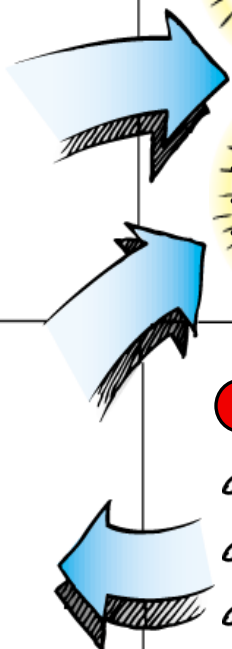


● *WEAKNESSES*

- Problem
- Problem
- Problem
- Problem
- Problem
- Problem

● *CHALLENGES*

- ☁️ Challenge
- ☁️ Challenge
- ☁️ Challenge
- ☁️ Challenge
- ☁️ Challenge
- ☁️ Challenge



BREAK



REVIEW AND REFINE GOALS, OBJECTIVES, AND ACTIONS

- ▶ Distribute table of goals, objectives, and actions
- ▶ Establish team roles at each table: timekeeper, scribe, spokesperson
- ▶ Review the goals(non-negotiable), objectives, and actions
- ▶ Agree on alignment or refinement of the objectives and actions
- ▶ Report on agreement areas and identify areas for refinement

QUALITY FACILITATION

- ▶ Review Parking Lot
- ▶ Conduct “plus/delta” for Day 1
- ▶ Describe Day 2 Agenda

BIG TIE AUCTION



FACILITIES STATUS AND VISION

- PARSONS
- MARMON MOK
- WESTEAST DESIGN
- PFLUGER ASSOCIATES
- KELL MUNOZ