2021

TEXAS AWARD FOR PERFORMANCE EXCELLENCE

ALAMO COLLEGES DISTRICT

St. Philip's College

ST. PHILIP'S COLLEGE
One of the Alamo Colleges

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.

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 and Award, we agree to share non-proprietary 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

July 1, 2021

St. Philip's College
ATTN: Dr. Loston
1801 Martin Luther King Drive
San Antonio, Texas 78203

Dear Dr. Loston:

Thank you for being a great BOD member and supporter of Quality Texas. Based upon the information provided in your Eligibility Certification Form, the Quality Texas Foundation is pleased to report St. Philip's College is eligible to participate in the 2021 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 12-14, 2022, in Georgetown, Texas. Please make plans for your organization's attendance and preparation for breakout sessions that you will be asked to lead.

An original application document and a flash drive (word document) containing the complete application packet must be postmarked no later than August 20, 2021, 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 Award Criteria is the same as the National Baldrige.

QTF anticipates a hybrid site visit if not a physical site visit. Preferably a physical site visit will be accomplished.

We look forward to working with you during your submission and we hope you will be successful in becoming a recipient again of our prestigious Governor's Award. Please feel free to call or email us if you or your staff has any questions whatsoever about our process and what we do to assist applicants.

Sincerely,

Dr. Mac McGuire
Chief Executive Officer
Quality Texas Foundation
cc. Dr. Paul Machen/Ms. Marsha Hall

QUALITY
TEXAS
ENCOURAGING
& RECOGNIZING
EXCELLENCE

Applicant Eligibility Certification Form

1. Applicant Organization   Applicant Address:

    Official Name: St. Philip's College   1801 Martin Luther King Drive

    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 ___X___		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. __X__ 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. __X__ Dr.

Name: Paul Machen   Email Address: pmachen@alamo.edu

Title: Interim Vice President for Student Success   Address (If different from Headquarters):

Telephone No.: 210-486-2252

Mobile No. 210-264-3875

Fax No.

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

    __X__ Yes _____ No

6. Application History

Applicant Eligibility Certification Form

a. Has your organization previously submitted an eligibility certification Package?   Yes **X**   No _____

If yes, please list the years and indicate the organization's name, if different. 2010, 2012, 2013, 2016, 2017, 2019

_____

b. Has your organization ever received the Texas Award for Performance Excellence?   Yes **X**   No _____

If yes, please list the years and indicate the organization's name, if different. 2018 and 2020

_____

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

_____ Business*   _____ Non Profit   _____ For-Profit
*including Manufacturing, Service, Government, Non Profit and Small Business)

_____ Health Care   _____ Non Profit   _____ For-Profit

_____ Education: Pre-K - 12   _____ Non Profit   _____ For-Profit

X Education: Higher Ed.   **X** Non Profit   _____ For-Profit

8. Criteria Being Used   _____ Business*   **X** 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) _____

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

_____ 0 - $1M   _____ $1M - $10M   _____ Sales

X $10M - $100M   _____ $100M - $500M   _____ Budgets

_____ $500M - $1B   _____ More than $1B   _____ 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).

X 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?

X Yes   _____ No
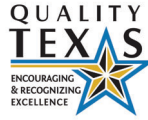
Applicant Eligibility Certification Form

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	_X_ a campus/college of

b. Parent Organization:

Name: **Alamo College District**

Address: **2222 N Alamo St**

San Antonio, TX 78215

Highest Ranking Official:

Name: **Dr. Mike Flores**

Title: **Chancellor**

Number world-wide employees of parent _____

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

_____ Yes   _____ No   _X_ 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 that are performed in full or in part for St. Philip's College (SPC) 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*

_X_ 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 board of trustees.

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

_____ Yes   _X_ No

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

_X_ 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).* SPC resides in an economically challenged sector of the community and provides a range of unique workforce/career programs as well as transfer programs. SPC is the only institution in the country that is federally designated as both a Historically Black College as well as a Hispanic-Serving institution

Applicant Eligibility Certification Form

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]	Adena Williams Loston	June 30, 2021
Signature by Randall Dawson	Printed Name	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.
You may also sent the completed Eligibility Form by email to drmac@quality-texas.org.

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	596	2	7:00am - 10:00pm	100% - there is a single budget for the college distributed by function/department area across campuses	Educational services resulting in professional growth, degrees and certificates in the areas of Arts and Science (for transfer to a 4-yr institution), Health Sciences and Applied Science & Technology.
St. Philip's College - Southwest Campus	67	2	7:00am - 10:00pm		Educational services resulting in professional growth, degrees and certificates in the areas of Applied Science & Technology and Workforce Education.

This form may continue on as many pages as necessary to cover all sites.
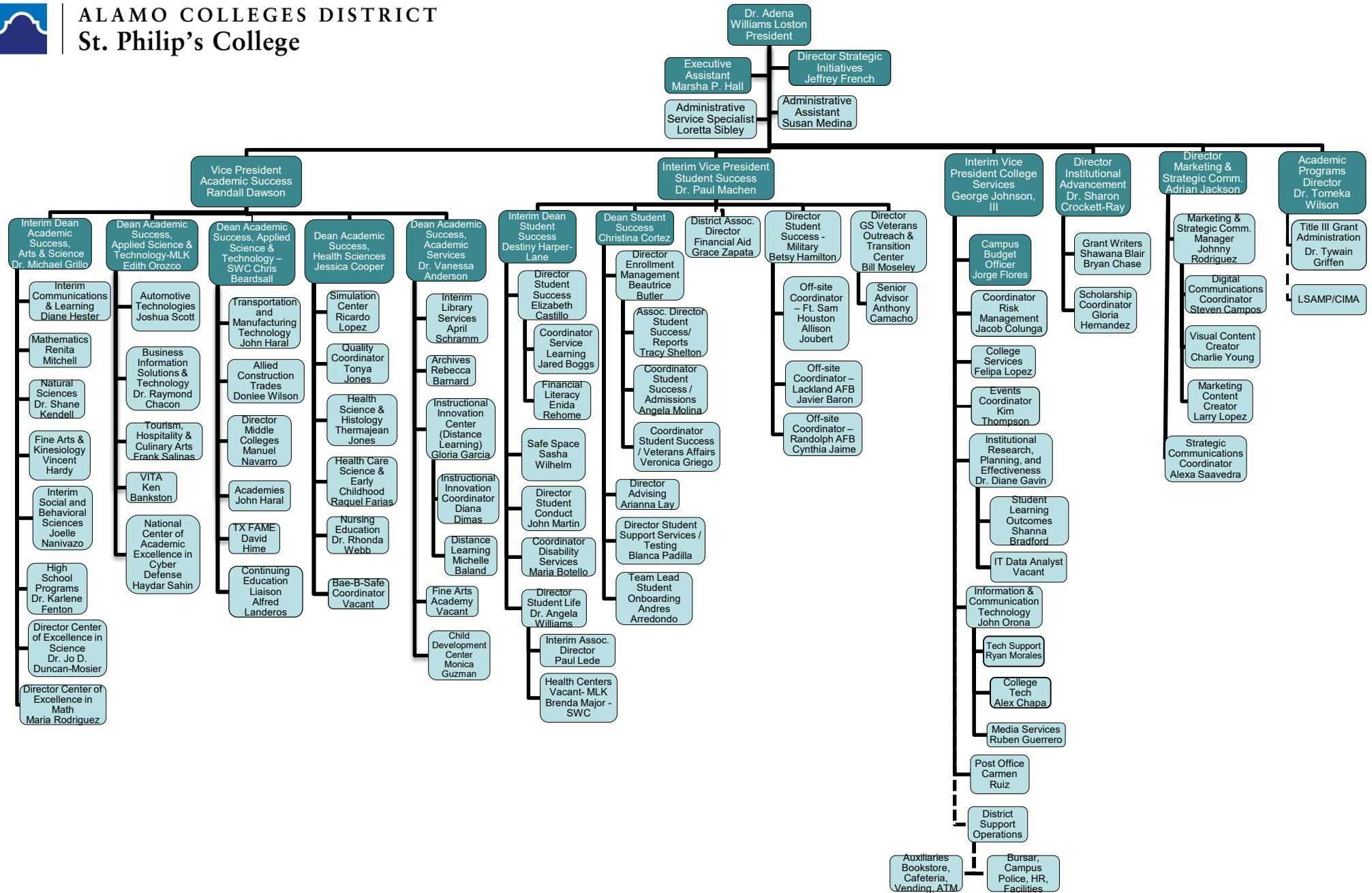
2. Key Organization Factors

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: NLC, NVC, PAC, and SAC
    b. Local public 4-year institutions: UTSA and TAMUSA

B. List of key customers/users
    a. Students
    b. Employers / Industry Partners
    c. Feeder Schools, Early College High Schools and Transfer Schools
    d. Community
    e.

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. Bookstore (Follett)

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
    Weaver and Tidwel, L.L.C.
    2821 West 7th Street, Ste 700
    Fort Worth, TX 76107

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

Dr. Adena Williams Loston — President
- Executive Assistant — Marsha P. Hall
- Director Strategic Initiatives — Jeffrey French
- Administrative Service Specialist — Loretta Sibley
- Administrative Assistant — Susan Medina

Vice President Academic Success — Randall Dawson

Interim Dean Academic Success, Arts & Science — Dr. Michael Grillo
- Interim Communications & Learning — Diane Hester
- Mathematics — Renita Mitchell
- Natural Sciences — Dr. Shane Kendell
- Fine Arts & Kinesiology — Vincent Hardy
- Interim Social and Behavioral Sciences — Joelle Nanivazo
- High School Programs — Dr. Karlene Fenton
- Director Center of Excellence in Science — Dr. Jo D. Duncan-Mosier
- Director Center of Excellence in Math — Maria Rodriguez

Dean Academic Success, Applied Science & Technology-MLK — Edith Orozco
- Automotive Technologies — Joshua Scott
- Business Information Solutions & Technology — Dr. Raymond Chacon
- Tourism, Hospitality & Culinary Arts — Frank Salinas
- VITA — Ken Bankston
- National Center of Academic Excellence in Cyber Defense — Haydar Sahin

Dean Academic Success, Applied Science & Technology – SWC — Chris Beardsall
- Transportation and Manufacturing Technology — John Haral
- Allied Construction Trades — Donlee Wilson
- Director Middle Colleges — Manuel Navarro
- Academies — John Haral
- TX FAME — David Hime
- Continuing Education Liaison — Alfred Landeros

Dean Academic Success, Health Sciences — Jessica Cooper
- Simulation Center — Ricardo Lopez
- Quality Coordinator — Tonya Jones
- Health Science & Histology — Thermajean Jones
- Health Care Science & Early Childhood — Raquel Farias
- Nursing Education — Dr. Rhonda Webb
- Bae-B-Safe Coordinator — Vacant

Dean Academic Success, Academic Services — Dr. Vanessa Anderson
- Interim Library Services — April Schramm
- Archives — Rebecca Barnard
- Instructional Innovation Center (Distance Learning) — Gloria Garcia
- Instructional Innovation Coordinator — Diana Dimas
- Distance Learning — Michelle Baland
- Fine Arts Academy — Vacant
- Child Development Center — Monica Guzman

Interim Vice President Student Success — Dr. Paul Machen

Interim Dean Student Success — Destiny Harper-Lane
- Director Student Success — Elizabeth Castillo
- Coordinator Service Learning — Jared Boggs
- Financial Literacy — Enida Rehome
- Safe Space — Sasha Wilhelm
- Director Student Conduct — John Martin
- Coordinator Disability Services — Maria Botello
- Director Student Life — Dr. Angela Williams
- Interim Assoc. Director — Paul Lede
- Health Centers — Vacant- MLK / Brenda Major - SWC

Dean Student Success — Christina Cortez
- Director Enrollment Management — Beautrice Butler
- Assoc. Director Student Success/ Reports — Tracy Shelton
- Coordinator Student Success / Admissions — Angela Molina
- Coordinator Student Success / Veterans Affairs — Veronica Griego
- Director Advising — Arianna Lay
- Director Student Support Services / Testing — Blanca Padilla
- Team Lead Student Onboarding — Andres Arredondo

District Assoc. Director Financial Aid — Grace Zapata

Director Student Success - Military — Betsy Hamilton
- Off-site Coordinator – Ft. Sam Houston — Allison Joubert
- Off-site Coordinator – Lackland AFB — Javier Baron
- Off-site Coordinator – Randolph AFB — Cynthia Jaime

Director GS Veterans Outreach & Transition Center — Bill Moseley
- Senior Advisor — Anthony Camacho

Interim Vice President College Services — George Johnson, III
- Campus Budget Officer — Jorge Flores
- Coordinator Risk Management — Jacob Colunga
- College Services — Felipa Lopez
- Events Coordinator — Kim Thompson
- Institutional Research, Planning, and Effectiveness — Dr. Diane Gavin
  - Student Learning Outcomes — Shanna Bradford
  - IT Data Analyst — Vacant
- Information & Communication Technology — John Orona
  - Tech Support — Ryan Morales
  - College Tech — Alex Chapa
  - Media Services — Ruben Guerrero
- Post Office — Carmen Ruiz
- District Support Operations
  - Auxiliaries Bookstore, Cafeteria, Vending, ATM
  - Bursar, Campus Police, HR, Facilities

Director Institutional Advancement — Dr. Sharon Crockett-Ray
- Grant Writers — Shawana Blair / Bryan Chase
- Scholarship Coordinator — Gloria Hernandez

Director Marketing & Strategic Comm. — Adrian Jackson
- Marketing & Strategic Comm. Manager — Johnny Rodriguez
- Digital Communications Coordinator — Steven Campos
- Visual Content Creator — Charlie Young
- Marketing Content Creator — Larry Lopez
- Strategic Communications Coordinator — Alexa Saavedra

Academic Programs Director — Dr. Tomeka Wilson
- Title III Grant Administration — Dr. Tywain Griffen
- LSAMP/CIMA

2021 Organizational Chart
8.16.21

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
AFIT	Alliance for Innovation and Transformation
ALAS	Alamo Colleges Leadership Academy for Success
AP	AlamoPROMISE
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
CARES	Coronavirus Aid, Relief and Economic Security Act
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)
CRRSAA	Coronavirus Response and Relief Supplemental Appropriations Act
CS	College Scorecard
CTE	Career Technical Education
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
ESS	Executive Staff Senate
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FM	Funding Model
FMLA	Family and Medical Leave Act
FOCUS PDCA	**F**ind, **O**rganize, **C**larify, **U**nderstand, **S**elect, **P**lan, **D**o, **C**heck, **A**ct
Freq	Frequency
FTIC	First Time in College
FTT	Feed the Tiger
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
MarComm	Marketing and Strategic Communications
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
NIMS	National Incident Management System
NISOD	National Institute for Staff and Organizational Development
NLC	Northeast Lakeview College
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
PDW	Professional Development Week
PEDP	Performance Evaluation and Development Process
PGR	Productive Grade Rate
POC	Point of Contact
PPE	Personal Protective Equipment
PR	Office of Community and Public Relations
PTECH	Pathways Technical Early College High School
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
SDP	Senior Leader Development Program
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
SPOL	Strategic Planning Online software
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
TSTEM	Texas Science Technology Engineering and Mathematics Academy
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
WNPDP	Workforce New Program Development, Revisions, Deactivation, and Reactivations Process

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 50 degrees and 66 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 – 50 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 – 66 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 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.

Mission
Empower our diverse student population through educational achievement and career readiness.

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

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

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 Alliance for Innovation and Transformation (AFIT) 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

Faculty and Staff Demographics	
Full Time	Administrators - 15; Professional - 136; Classified - 160; Faculty - 200
Part Time	Faculty – 161; Staff - 112
Faculty Ratios	Full Time – 65.2% Part Time – 34.8%
Gender	Female 53.6%, Male 46.4%
Ethnicity	Hispanic – 45.2%; White – 29.85%; African-American – 17.5%; American Indian/Alaskan Native - .5%; Asian or Pacific Islander - 2.4%; Two or more races – 4.6%
Education	Doctorate – 6.8%; Master – 40.8%; Bachelor -21.1%; Associate – 18.8%
ACD on-site	69 Full Time; 2 Part Time

Figure OP-3 Workforce Profile

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 Senates 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.

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

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.

Segment	Requirement
All Employees	• Technical support • Communication • Safe workplace • Career development • Professional, job and leadership development
All Faculty	• Academic freedom
Adjunct Faculty	• Relationship with team • Faculty Leadership
Part-Time Professional/ Clerical	• Inclusion • Relationship with team
ACD Employees	• Communication and engagement

Figure OP-5 Workforce Segments and Requirements

(4) Assets - SPC has 31 buildings on two campuses, with a total of 1,293,634 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. Since 2017, we opened the new Tourism, Hospitality and Culinary Arts building and completed major renovations of the Clarence Windzall Norris Building, and the E.L. Turbon Student Center. The Martin Luther King campus has 52.32 acres and the Southwest Campus has 50.16 acres, including 30 parking lots and 2 ,487 parking spaces. Total estimated assessed value is $306,399,023. There are 4216 student desktops, 3217 student

laptops, 538 faculty desktops, 586 faculty laptops, 638 staff desktops, 78 staff laptops, 12 video conference and conference rooms, 203 SMART classrooms, 104 computer labs, 501 Apple iPads, 4 Simulation Intensive Care Unit Labs, 1 Control Room, 3 Central Supply rooms, 8 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.

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

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 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; 41% male and 59% female; 11% African-American; 59% Hispanic; 22% White; and 29% 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).

Customer Groups	Key Requirements
Market Segments	
• Graduating HS Students • Military Personnel & Veterans • Workforce Development Students	• Focused Recruitment • Information About SPC • Easy Access
Student Segments	
All Students	• High Quality Instruction • Financial Aid • Communication • Easy Access to Faculty & Academic Support Services • Safety and Security
Transfer Seeking	• Transfer Articulation • Degree Completion Info • Academic Challenges
Degree/Certificate Seeking	• Degree Completion Info • Academic Challenges
Underprepared	• Developmental Courses • Academic Support Services
Distance Education	• Online Library Services • Technology Orientation
Other Customers	
Feeder Schools; Early College Schools; Transfer Schools; Employers	See Figure OP-8
Community	• Access to Events, Programs and Services • Citizenship Skills for Students • High Quality Education
Figure OP-7 Customer Groups and Requirements	

(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, 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/C/S	Role	Requirements
Partners and Collaborators		
Feeder and Schools	• Provide students • Shared processes for access, data, info on students	• Partnerships • Student Enrollment and Transition Services • Collaborative Programs
Dual Credit, P-Tech and Early College High Schools	• Provide students • Shared processes for access, data, info on students	• Partnerships • Student Enrollment and Transition Services • Collaborative Programs
Transfer Schools	• Receive our students • Collaborate on articulation agreements and advising guides	• Articulation Agreements • Joint Transfer Partnerships • Students with Requisite Skills
Employers and Advisory Committees	• Provide input on requirements and programs	• High Quality Workforce Development Programs • Skilled Graduates
Key Suppliers		
ACD	• Provide finance, legal, HR, IT, police, and facilities services	• Collaboration • Student Focus • Efficiency and Effectiveness
Services Providers	• Bookstore	• Student Focus • High Quality Service • Shared MVV
Technology Providers	• Technology solutions • Upgrade and purchase planning	• Expertise • High quality services • Responsiveness • Innovative products
Figure OP-8 Partners, Collaborators and Key Suppliers		

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 and UTSA.

2) Competitiveness Changes - The most important change that impacts our competitive situation and provides opportunities for innovation and collaboration are the ongoing COVID-19 pandemic and the national economic situation. The former has impacts on our educational medium employed, efficiency and effectiveness, but also affords opportunities for innovative approaches to our educational mission. The latter continues to threaten our state funding, but also drives students to community colleges for education to make them more employable. Finally, COVID-19 has led to new federal funding streams that provide us great opportunities in the next 1-2 years, but also challenge us in building a sustainable budget model in the out years.

(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, Orgametrics
Figure OP-9 Comparative Data Sources	

P.2b Strategic Context
Challenges and advantages are shown in *Figure OP-10*

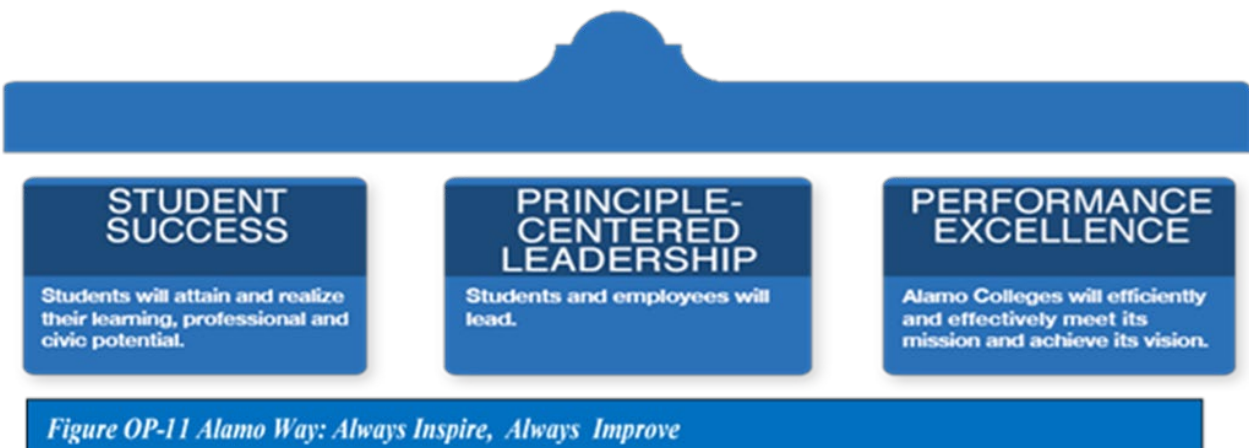| Strategic Advantages |
|---|
| 1 - Affordability and Value |
| 2 - Geographic availability to East San Antonio, Bexar and surrounding counties |
| 3 - Culture and reputation of support for students |
| 4 - Demonstrated success in job placement, career advancement, and transfer |
| **Strategic Challenges** |
| 1 - Quality and effectiveness with increased , but unsustainable funding |
| 2 – COVID-19 |
| 3 - College readiness of incoming students |
| 4 - Online competition |
| *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.

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, 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.

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

PRINCIPLE-CENTERED LEADERSHIP
Students and employees will lead.

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

Figure OP-11 Alamo Way: Always Inspire, Always Improve

Category 1 Leadership

1.1 Senior Leadership

1.1a Vision and Values

(1) Establishing Vision and Values – Senior Leaders set our organization's vision and values by embracing the spirit of the **Alamo Way** *(Figure P-11)* our core objectives are: **Student Success**, **Principle-Centered Leadership and Performance Excellence. 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.

The Alamo Way also 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 continue to 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 also 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 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

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 and Staff Senates and Student Government Association (SGA)	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 and Constituency President	President and Presidents of Faculty and Staff Senates and SGA	Strategic Direction, Critical Issues and Future Events	Monthly
President's Culinary Gala	Key Partners, Suppliers and Community	Strategic Direction, Program Highlights, Community Dialog	Biannually

Figure 1.1-1 Senior Leadership Team Structure

ethical behavior by doing what is right and by personally promoting an environment that fosters, requires, and results

Method of Deployment	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 Government Association (SGA) President Walk-About	*				*
President's Webpage (MVV))	*	*	*	*	*
President's Advisory Board	*				*
Faculty Senates/Staff Senate	*				
College Meetings	*				
Board Policies	*	*	*	*	*

Figure 1.1-2 SPC Methods to Deploy MVV

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, and student participation in the Texas Regional and National Ethics Bowls.

1.1b. 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, Walk-Abouts 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 as well. Senior leaders take an active role in motivating the workforce by engaging 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 empowerment initiatives in place and by decisions, and allow decision making at points of greatest generating the understanding that everyone's responsibilities lead to our core objectives -- the Alamo Way and Students First. Employees understand their contribution to overall

2

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 SGA	Monthly
President's Walkabouts with SGA*	President and SGA President walk the campus and engage with students, small groups	Students	Semester
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
Calls to Conversation*	Quarterly Scorecard Reports, Critical Issues.	Workforce	Monthly
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 and follow up sessions*	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 Senate 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)*

1.1c Mission and Organizational Performance

(1) Creating an Environment for Success - SLs 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*. 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 Area3.2b) 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 personal and organizational learning by providing numerous learning and development opportunities that are aligned with needs and objectives as explained in *Area 5.2b*. SLs have cultivated an environment that embraces change whereby staff are empowered and encouraged to generate improvements and innovations within a structured approach. 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. 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.

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

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. SLs 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.

SPC Senior Leaders Guide, Sustain and Communicate
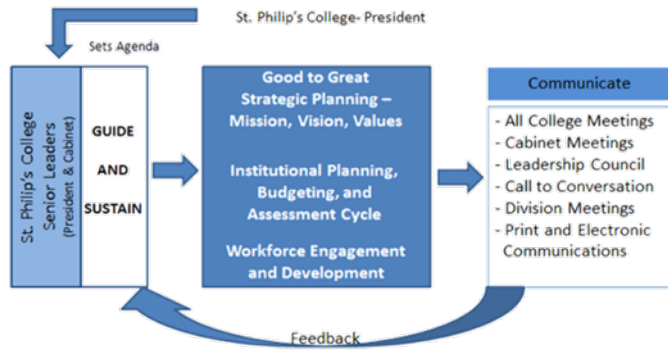
Figure 1.1-4 Guide, Sustain and Communicate GSC Model

and selection of individuals for promotions; and through participation in leadership development initiatives, particularly the **Senior Leader Development Program (SDP), Alamo Colleges Leadership Academy for Success (ALAS)** and the **Emerging Leaders Program (ELP)** described in *Area 5.2c.* The College President personally manages the SDP and identifies executive leadership development opportunities for selected cabinet members annually to continually build a sustainable succession plan that meets organizational executive leadership needs as they arise. For example, two cabinet officers just completed the Harvard Institutes for Higher Education. In addition, SLs choose emerging leaders to attend a variety of leadership development programs such as the 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 – SLs create a focus on action that improves performance, identifies needed actions, sets expectations, and demonstrates accountability. The **Planning, Budgeting, and Assessment (PBA) Cycle**, 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 for 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. SLs 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 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 of this program. Our SPC-wide WIG is to increase degrees and certificates earned by our students to 2,153 by September 2021, and established 4DX actions and standards drive this outcome 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 Contributions

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 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.

(2) Performance Evaluation –Charges to the Chancellor 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 same **AlamoTALENT Performance Management Module** as

SMART Goals, but tailored to each individual as needed. Leaders are rated on a scale of 1 to 5 for each of the goals.

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 BOT
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, Faculty Senate, Staff Senate
Succession Planning	Track progress of emerging leaders	SDP, ALAS, ELP

Figure 1.2-1 Achievement of Responsible Governance

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 and Accreditation Compliance - 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 changing requirements. ACD supports this effort and tracks the regulatory environment to identify changes 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 Contributions
(1) Societal Well-Being – Our employees 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 opportunities for partnerships. From an environmental standpoint, we worked

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
		SDP	5
Legal and Regulatory	Monitoring	# Compliance Issues	Zero
	Training	% Trained	100
Ethics	Behavior Monitoring	Ethics Environment	4.0
		# 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
San Antonio Food Bank	San Antonio Food Bank	# Pop Up events	10
		# families Served	1,000

Figure 1.2-2 Leadership Processes, KPIs, and Targets

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**, **Juneteenth Celebration** 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 engages in a number of programs designed to better the community. 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. Finally, we have partnered with the San Antonio Food Bank to establish food pantries on our MLK and SW Campuses and host monthly community wide pop-up pantries for students and community members.

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 senate, 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. Please note: Due to the COVID-19 Pandemic, ACD changed the dates of their strategic planning sessions so SPC did the same to ensure integration between the district and college. 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 that achieve continued growth and improved performance. During a cycle of learning three years ago a decision was made that all operational units must include an innovative activity and utilize the Four Disciplines of Execution methodology to manage its completion. The selected innovation is reported out along with other operational objectives so other employees can learn about the activity for potential inclusion in their area. Decisions are made during this time to pursue the innovation further using the college's Rapid Innovation Process (RIP), or discontinue the activity. 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 and VPSS Council meetings 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 along with an integrated intelligent risk assessment to develop plans that address priority College requirements and other innovations to pursue. 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. Community partners are invited to attend GTG as well. 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. During the most recent cycle of learning in 2019-2020 and due to the significant impacts of COVID-19 on the college and its community, SPC's SLs decided to employ the Future Search methodology to gain a deeper understanding of the issues noted during our environmental scan.

The third stage involves Implementing the SOs and CAPs. Extensive training and coaching occur throughout the academic year to ensure 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 CAPs 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. 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

Figure 2.1-1 Planning, Budgeting and Assessment Cycle
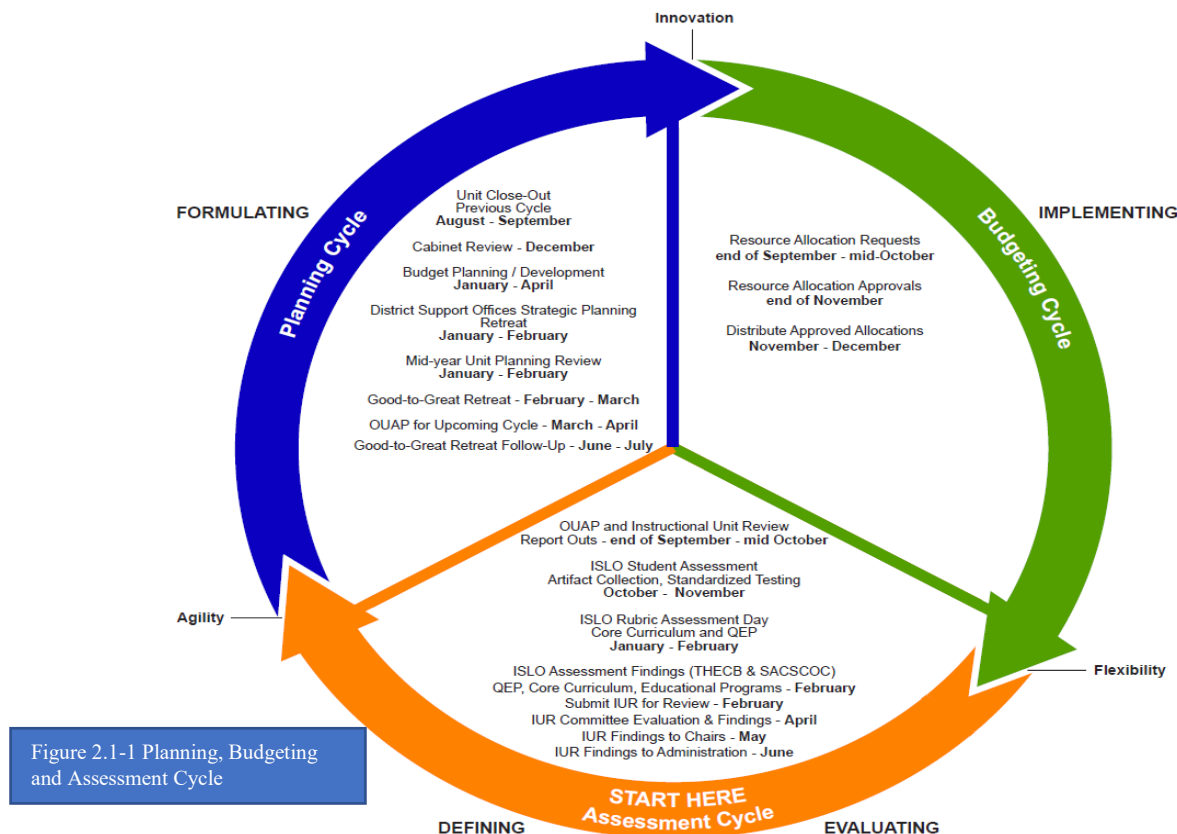
Student Learning Outcome (ISLO) Assessment, ISLO Rubric Assessment Day, ISLO Assessment Findings, and Institutional Unit Review (IUR) Findings. The evaluations are conducted annually by an appointed committee chair and based on evaluation of defined criteria. For example, during an IUR the program instruction 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.

Our PBA Cycle keeps the strategic plan in alignment, providing accountability, innovation, and risk-taking with a focus on effectiveness and improvements. A GTG Retreat Strategic Planning survey is used along with day of event suggestions to help refine and improve the strategic planning process. Providing read ahead documents to participants before the initial retreat was an example of a process improvement action gleaned from our survey results.

(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, the potential value and reward that may result from pursuing and implementing, and the level of cost and risk. After thorough assessment, the PC determines which opportunities are worth pursuing. Those selected KSOs are later translated into long-term or short-term CAPs and identified for further assessment and a final implementation decision after thorough evaluation. Our KSOs (need to update based on FS results) include: potential value and reward that may result from pursuing and implementing, and the level of cost and risk. After thorough assessment, the PC determines which opportunities are worth pursuing. Those selected KSOs are later translated into long-term or short-term CAPs and identified for further assessment and a final implementation decision after thorough evaluation. Our KSOs (need to update based on FS results) 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. The most impactful strategic challenge SPC has faced in recent history is the COVID-19 pandemic. The pandemic has caused SPC to change not only its manner and medium of delivering education, but also has prompted the integration of the Future Search methodology into strategic planning. The Future Search approach leverages bottom-up, creative initiative formulation to develop potential future states at the 3-, 5-, and 10-year time horizon. Challenges become opportunities as this bottom-up refinement of SOs, CAPs and the MVV is integrated into subsequent strategic planning.

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 as we discuss challenges and advantages and determine how to deal with them. One result of the pandemic is we recognize we must assess these blind spots more intentionally through the GTG process and on a more frequent basis in PC, so we mitigate the risk accompanying unforeseen challenges. Later, as CAPs are developed, we cross check those plan components back against the challenges, advantages, and mitigated risks 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 of these processes 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 verify that challenges and advantages have been satisfactorily addressed by the CAPs. During these deliberations, we consider workload and resource requirements to ensure that the scope of work and level of effort is manageable so 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 the most critical plan elements are retained and there is assurance 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 then consider how these impact our work systems to determine adjustments. 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 assess 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, including those identified through the Future Search process. Recent investments in educational technology and expansion of the student advocacy physical space at the SW Campus are examples of SLs decision to bolster the institution's core competency in these areas.

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. Areas where external resources are used include campus bookstores, food services, housekeeping, enrollment and financial aid call centers and most recently, certain COVID-19 services such as testing and vaccination.

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).
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.
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.

Figure 2.1-2 SPC Strategic Objectives and College Action Plans

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.

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

(2) Action Plan Implementation – Once Unit plans, which are aligned with the CAPs, are finalized, employees build new or update their plans using Strategic Planning Online (SPOL) software. The SPOL reports identify: Mission/Purpose of the Unit: Unit Objectives, with any CAP 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.

We assess plan outcomes through the OUAP Process and 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 have an active report in SPOL, the online assessment system that manages the accreditation, assessment, planning, and quality improvement processes for the College. At the beginning of

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the annual assessment cycle, unit and program coordinators identify program-specific outcomes in SPOL and enter assessment elements linked to the strategic plan, institutional priorities, general education outcomes, and degrees and certificates. SPOL 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 SPOL during the following cycle. In both the development and assessment of program outcomes, feedback is provided leading to improved assessment processes and outcomes.

(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 FY21 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 Vice Chancellors present their budget priorities with documented alignment to the ACD Strategic Plan to ensure that budget allocations are aligned. Subsequently, allocations are made to the Colleges and ACD Units, who then apply their processes to fund their unit operations and organizational priorities. In addition, during the OUAP Report-Out leaders from each division can present RAFs for additional 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.

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
2	Expand the Emerging Leaders development program	Prepare more leaders for succession; Engage staff in leadership development; Develop staff capabilities; Expand career pathways
3	Implement Diversity, Equity and Inclusion practices	Engage employees and students in on-campus activities to enhance diversity and equity efforts; Incorporate best practices; Improve student outcomes
3	Implement Remote Work/Learning plan	Maximize use of technology to support student/employee success; Remove inequities and barriers to access; Expand technology training

Figure 2.2-1 Key Workforce Plans

(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.

SOs and KPIs	2020 Results	Projections 2021	Comp
Student Success			
Degrees and Certificates	2,099	2,153	N/A
Enrollment	26.7K	25K	N/A
Productive Grade Rate	81.7%	86.5%	81.7%
Course Completion Rate	92.3%	94%	92.9%
Persistence	55.3%	59.6%	65.3%
Student Learning Outcomes	78%	80%	70%
3-Year FT FTIC Graduation Rate	29.2%	25.7%	36.7%
4-Year PT FTIC Graduation Rate	24.0%	16.2%	25.5%
Acad Students Employed or Enrolled 6 Months After Grad	91.6%	93.9%	99.8%
Leadership			
CCSSE Would Recommend	96.7%	97.2	93.7%
Noel Levitz Student Satisfaction	84%	84.5	80.%
Orgametrics Leadership Alignment	47.7%		49.3%
PACE Ethical Environment	3.82	4.0	3.36
Performance Excellence			
PACE Overall Climate Score	4.09	4.12	3.78
Total Revenue	$48.5K		N/A

Figure 2.2-2 Performance Projections

(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 aligned 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 2021, and projected performance of our benchmarks.

2.2b Action Plan Modification – We modify action plans when needed during weekly Scorecard Reviews, monthly Collegewide Leadership Team meetings, 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 to allow for 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 Listening to Students and Other Customers
(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 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*), **WNPDP**, 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 adjust their programs,

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, PTECH, TSTEM	P	SL, S, E, I, C
P-16 Dialog	K-12, EC, DC, PS, C, ACD, PTECH, TSTEM	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, PTECH, TSTEM	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, PTECH, TSTEM	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, PTECH, TSTEM	O	SL, S, E, I, C
E-mail	All	O	SL, S, E, C, I

Figure 3.1-1 Voice of the Customer Methods
Customer - CS = Current Students; FS = Former Students; PS = Potential Students; K-12 = Feeder Schools; EC = Early College Schools; PTECH = Pathways in Technology Early College High School; TSTEM = Texas Science, Technology, Engineering and Mathematics; 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
Frequency - O = Ongoing; P = Periodically; A = Annually; M = Monthly; W = Weekly;
Use - SL = Improve Student Learning; S = Improve Service; E = Improve Efficiency/Effectiveness; I = Improve or Innovate; C = Resolve Complaint or Concern

processes and service features to ensure that we proactively address emerging needs and notify faculty and staff members so they can take necessary actions. For example, CCSSE OFIs are first discussed in PC then strategy sessions are held during division and department meetings. IPRE disaggregates the data, identifies the specific areas of concern and the divisions identify action plans to implement for the year.

The VOC process for other customer groups is also well developed. We gather, analyze and use data to determine customer needs and expectations, and to make educational program and service adjustments to ensure fairness to all and enhance satisfaction and effectiveness. Appropriate Units manage VOC data for Feeder Schools, Dual Credit (DC), Early College High Schools (ECHS), PTECH, TSTEM, Transfer Schools, and Employers, while MarComm 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 and Future Search Planning sessions as well. For example, during the Future Search I activities, feedback from faculty and staff focus groups was compared to student and alumni feedback to populate the ES and SWOT used to inform and complete Future Search II planning and SO development. The innovative and Baldridge-recognized Future Search methodology yielded wider participation across the college in both employees and students. Participants were the Subject Matter Exerts in their respective disciplines/fields and complemented SPC planners in expertise. The Future Search approach produced more creative and potentially more productive initiatives to be integrated into SO development and more effectively leveraged new COVID-related budget resources (i.e. CARES, CRRSAA, HEERF, and ARP).

Social media and web-based technologies have become an important method of communicating with our current, former, potential students and other customers. We use social media to engage students and build and foster communities because student engagement, particularly through social media, contributes to better persistence and graduation rates. Additionally, we use social media to communicate to our customers the diverse activities occurring on campus.

We have compiled social media analytics that gather online conversations on campus **(7.2.2)**, 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 relationship with customer. 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 continues 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, Tiger Nation Family Day, and New Student Orientation (NSO), among others.

(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. Competitor student data is obtained from discussions with our sister Colleges and other area schools, websites, journals, research reports, job fairs, and high school visits.

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/PTECH/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 Advising Guide Reviews; 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

Figure 3.1-2 Customer Immediate Feedback Methods

Student Onboarding is focused on potential students and obtains input from them during visits to **AlamoPROMISE (AP)** and **College Connection (CC)** high schools through face-to-face interaction and a CC Survey. Enrollment Coaches host several events throughout the year to assist high school seniors in the completion of the ApplyTexas application and financial aid applications. Currently enrolled students, through Student Engagement Grant dollars, 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. During these 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. Additionally, we communicate with our community through various engagements such as serving as a COVID-19 vaccine site, partnering with San Antonio Food bank to provide food to the community through our Advocacy Pop Up Markets, and community projects conducted by student organizations such as National Homebuilders Student Organization. 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 Student and Other Customer Segmentation, and Program, and Service Offerings
(1) 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*. 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 include: **Feeder Schools; DC, ECHS, PTECH, and TSTEM Schools; Transfer Schools; Employers;** and the **Community.** We have found that there are some students who require additional accommodations 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 to ensure fair treatment among all customers.

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;
- are services provided to all segmented population done fairly;
- 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 determine if the existing market strategy is still valid and whether an adjustment to that strategy is needed to improve

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education and operational outcomes. 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.

(2) 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, ECHS, PTECH, and TSTEM 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, like food grab and go options, 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, **WNPDP**, and FOCUS PDCA (*Item 6.1*); sharing best practices within SPC, throughout ACD, and with AtD and AFIT colleges; and monitoring accrediting and regulatory bodies.

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. 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*.

In the San Antonio Economic and Workforce Development market segments, 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 and Technology Information to expand on programs 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.

3.2 Customer Engagement
3.2a Student and Other Customer Experience
(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, exceed their expectations; and increase engagement. At the core of new student acquisition 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.

We build relationships with future students and feeder schools through an extensive network of outreach programs. Both our **AP** and **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. AP and CC provide these students support with a variety of onsite services to aid them in college enrollment processes, including assistance with completion of the admissions application, FAFSA financial aid application, college placement exam testing, advising, and registration.

Our **DC, ECHS, P-TECH, and T-STEM** programs serve to educate students, and to build strong collaborative relationships with ISDs. Charter and private schools. DC enables students who meet the standards to earn college credits while completing their high school requirements. All courses are taught by college certified instructors, at the high schools, online, and/or at SPC. Currently, we are engaged with 64 high schools and 143 home school students.

ECHS is designed for at-risk high school students to earn a high school diploma and an associate degree and/or certificate, simultaneously (or up to two years of credit toward a bachelor's degree). SPC is now engaged with 4 participating schools for ECHS.

SPC also has P-TECH and T-STEM partnerships. These opportunities function like ECHS programs in that they serve at-risk high school students, and allow students to earn up to 60 hours of college credit. The students complete their high school diploma, while pursuing pathways for AA, AAS, BA

Acquire	Retain	Engage
Students		
AlamoPROMISE	AlamoINSTITUTES	Intrusive Interaction
College Connection	MyMAP	Interactive Learning
Dual Credit	AlamoINSTITUTES	Intrusive Interaction
ECHS	Course placement	Campus Events
PTECH	AlamoINSTITUTES	Intrusive Interaction
TSTEM	AlamoINSTITUTES	Intrusive Interaction
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/ ECHS/PTECH/TSTEM Schools		
ECHS, PTECH and TSTEM Consortiums	Campus Visits	Prof Development
Parent Night Mtgs	AlamoADVISE	Collaboration
Transfer Schools		
University Outreach	Agreements/Advising Guides	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

	Obtain Programs and Services	Means of Support
Students	AA/AS/AAS/AAT 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; Texas Success Initiative; Early Alert
Feeder	Enrollment Coach Meetings; MOUs; Scholarships; Campus events and tours; Dual enroll; Reg dates & payment deadlines	Webpages; Email, phone; Enrollment Coach 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

degrees, completion of the core curriculum, and/or certificate programs. P-TECHs allow students to gain industry experience in various information technology areas, while T-STEMs focus on providing students with skills in STEM fields. SPC currently has seven P-TECH and three T-STEM partnerships.

We provide **First Time in College (FTIC)** students particular emphasis to help enhance their retention. They are e-mailed and called every week. 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 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 integrated and innovative approaches: Alamo **ENROLL**, **AlamoINSTITUTES** and **AlamoADVISE**. MyMAP provides an intentional, integrated academic and student support system tailored to address individual needs and empower our diverse student populations. 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 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 uses a case management approach with each student assigned to the same advisor from entry through completion. AlamoENROLL is an intentional, systematic framework defining the student onboarding experience from first connection to a warm handoff to a certified advisor. Each touchpoint focuses on an essential knowledge or enrollment requirement to engage students in their preparation for college transition and success. The case management approach provides clear roadmaps that help students reduce time to registration, debt, increase financial aid and, ultimately, reduce time and cost to credential completion.

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 promotes success. SPC Marketing and

Strategic Communications (**MarComm**) manages our brand, builds stronger engagements with stakeholders, promotes college events and programs, and supports persistence and graduation. The cross-college **MarComm** Council meets monthly to share best practices and to coordinate and plan initiatives. These efforts include joint public relations activities and marketing campaigns, which increase student engagement, satisfaction, and retention while enhancing communication and trust.

(2) Student and Other Customer Access and Support 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. 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; and benchmarking with AtD and AFIT learning partners.

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.

We use student and stakeholder, market, and educational program and service information to identify customer segments and groups as shown in *Figure OP-7.*

(3) 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. Also, our new and innovative online public website feedback form, **Feed the Tiger (FTT)**, provides a conduit for SPC to collect information about experiences from students, employees, the community, partners, and suppliers. FTT 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 FTT dashboard. Customers who choose to be contacted receive an email or phone call The FTT 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.

Additionally, the SPC Website and landing page for FTT service complaints and are addressed in ascending order 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 achieved, the grievance is routed to the next level supervisor and ultimately, if necessary, to the VPSS or designee who will oversee the resolution process. Student complaint data are gathered and reviewed at least quarterly by the VPSS to determine the issues most frequently addressed.

(4) Fair Treatment – Diversity, equity and inclusion (DEI), for which fair treatment is a key facet, are at the heart of SPC's institutional mission. As promulgated in our mission statement, the college serves "the needs of a population rich in ethnic, cultural, and socio-economic diversity" and we facilitate "an environment fostering excellence in academic and technical achievement, while expanding its commitment to opportunity and access." SPC's commitment to the value of fair treatment is ubiquitous in all sectors of the college. All college programs and services are available to every student, irrespective of age, race, ethnicity, gender identity, sexual orientation, national origin, and socioeconomic status.

Any student with a high school diploma, GED, or homeschool diploma may be admitted to SPC. All students have equal access to academic advising, counseling services, and the various academic support services offered by the college. Academic support services include the Natural Sciences Tutoring Lab (AKA the Byrd Sanctuary), the Math Emporium, MathWorld, the Rose. R. Thomas Writing Center, the Integrated Reading and Writing Center for INRW, and the Tutoring and Technology (TNT) Center. Each of SPC's tutoring centers offer face-to-face and remote tutoring six days per week for up to eleven hours per day to accommodate the schedules of our student customers, many of whom work full-time jobs and have familial obligations. Moreover, the Tutoring and Technology (TNT) Center provides all SPC students with access to Brainfuse tutoring, which operates 24 hours per day via Canvas.

During the COVID 19 pandemic, the college quickly transitioned all face-to-face courses to remote courses facilitated via Zoom. This constituted a significant shift in the way the college delivered course content and facilitated student learning. To assist with this transition, SPC loaned laptops and Wi-Fi hotspots to all students, faculty, and staff in need. Moreover, though the college was shut down for much of the pandemic, all students were welcome to come to campus to utilize SPC's Wi-Fi.

Despite the pandemic, we provided our student customers with a memorable graduation experience by hosting a drive through graduation at the AT&T Center, where all graduating students had the opportunity to get their diploma from the College President, and other leaders.

For community customers, SPC set up a COVID 19 vaccination site at the college's Library. This site offered free COVID 19 vaccines to anyone eligible. SPC sponsors Pop-Up markets in partnership with the San Antonio Food Bank to provide quality foodstuffs to students, faculty and staff, and community members via contactless pickup events.

3.2b Determination of Student and Other Customer Satisfaction and Engagement
(1) Satisfaction, Dissatisfaction, and Engagement - We continually assess student and other customer satisfaction 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 determinations are fair, 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, the Center for Community College Student Engagement at The University of Texas at Austin, which administers the **Community College Survey of Student Engagement (CCSSE)** to measure student engagement and satisfaction every other spring semester and **Ruffalo Noel-Levitz Consultants,** which administers the **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. In addition, we conduct **POC Satisfaction Surveys** and **Unit Satisfaction Surveys** with internal customers. For all surveys, Units are charged with the responsibility to review the results and identify improvement opportunities and follow up actions.

SLs obtain community satisfaction information directly from community leaders during their many interactions 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.

We determine dissatisfaction utilizing **FTT** to identify not only individual areas of concern but also to identify more systemic issues that emerge when multiple concerns are submitted. Information is provided to leadership and appropriate Units, and actions are taken to improve when needs are validated. For example, several FTT complaints were submitted regarding SWC Dining Operation which resulted in the termination of the food vendor.

(2) Satisfaction Relative to Other Organizations - 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 nationally-normed surveys: CCSSE and Noel-Levitz. These surveys produce comparative data reports, relative performance and 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 to converse informally with students and other customer groups.

3.2c Use of Voice-Of-The-Customer and Market Data
As a data informed institution, SPC utilizes market data to guide allocation of advertising resources. Enrollment campaigns intentionally target specific market areas by zip code and we concentrate our resources on zip codes that can produce the greatest enrollment yields. We analyze market data to develop a rank ordered list of zip codes with the greatest potential. SPC then focuses the lion share of its efforts on the top 10 zip codes. This is supplemented with voice-of-the-customer data to ensure that we are communicating with both current and potential customers through media channels for which our stakeholders frequent the most (e.g. radio, television, print, social media, and/or other online platforms) impact. Given that most college age students heavily use social media platforms such as Facebook, Twitter, YouTube, WhatsApp, and Instagram, we rely on a combination of rigorous data analysis and industry best practices to provide students with social media experiences and online spaces where they are able to see themselves reflected in the content. This is in step with the College's commitment to fairness, in that we seek to meet students where they are. However, with data, we are able to pivot our strategies when the data counters the conventional wisdom. For example, last year's research findings strongly suggested that our social media audience skewed older and was heavily female. Utilizing this evidence, SPC's PR and Marketing unit modified its advertising content to re-align to the needs of our demographic audience.

Keeping in line with our mission and values, as well as market data suggesting that authenticity is essential to student recruitment, SPC's marketing is conducted with the utmost integrity, as we present a completely honest and accurate depiction of the college and its student body. To that end, our

marketing showcases our own students via video, photographic and social media campaigns.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

(1) Performance Measures – St. Philip's College has a long standing tradition of utilizing data to drive its strategic decision-making process. This process aligns with the college's value of being **Data-Informed** and with the Alamo Way Leadership Model, which establishes student success, principle-centered leadership, and performance excellence as top strategic objectives (Board Policy B.9.1). This approach to organizational sustainability incorporates the use of data and work system performance markers as a means of ensuring effective processes are monitored and adjusted to meet the needs of the school's mission. **Key Performance Indicators (KPIs)** are organizational markers that play key roles in assessing and achieving our SOs and CAPs. Daily operational measures are tracked within work systems to monitor process performance, provide opportunities to improve processes and encourage innovation. Aligning with the third step of PDM, **Analyze Design**, and the final stage of the **FOCUS PDCA Model, Act**, organizational processes are monitored to understand if requirements are being met and identify process variations that may lag. These efforts mitigate problems and provide opportunities to adjust work systems to achieve results. In addition, daily operations measures are driven by the **4DX** process and the selection of a **WIG**. Departmental data owners identify and establish WIG processes, measures, and data collection methods to gauge efforts toward goal achievement.

Unit Leaders (ULs) are responsible for identifying which processes drive critical outcomes and ensuring that appropriate process data and information are identified, collected, and monitored at the unit level. Performance measures and methods can be directly managed and monitored at the college level when certain process performance lags or issues emerge. Unit data of performance outcome and analysis are collected and compiled at various levels. For example, Course Completion data are aggregated across disciplines at the unit, departmental, division, college, and district levels for comparison purposes. Process-level measures permit ULs to judge day-to-day operational effectiveness, including programs, services, work processes, and progress relative to the WIG. Measures include outcome (summative) and in-process (formative) data as indicated in *Figure 6.1-3*, including actual performance data and perception data in the form of feedback from process customers. This work system permits faculty and staff to continuously monitor performance, identify improvement actions, and generate innovations.

Organizational performance measures are driven by **Board Policy F.6.1**, which focuses on Student Success and requires performance KPIs to 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. These KPIs measure efforts towards Student Achievement Goals (SAGs), as shown in *Figure 4.1-1*. Board policy requires continuous monitoring of success rates in developmental courses. KPIs are developed out of GTG planning, to align action plans that support progress monitoring. SLs and GTG participants decide to select and collect critical data needs that examine organizational performance. Alignment of data with SOs and CAPs is accomplished through a scorecard, while the 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 to align SPC with strategic plan content as shown in *Figure 2.2-2* and summarized in *Figure 4.1-1*. A

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
College Scorecard SOs and KPIs	**Frequency**
Student Success (in addition to SAGs) • FT FTIC 3-Year Graduation Rate • Student Learning Outcomes	Annually
Leadership • CCSSE Would Recommend • Noel Levitz Student Satisfaction	Bi-Annually
• PACE Leadership Effectiveness • PACE Ethical Decision Making	Annually
Performance Excellence (in addition to Financial KPIs) • PACE Overall Climate Score	Annually
Financial KPIs	**Frequency**
Total Revenue	Annually
% Budget Expensed	Monthly
Grant Awards	Monthly
Scholarship Awards	Each Semester

Figure 4.1-1 SPC Key Performance Indicators

broader set of KPIs provides strategic alignment throughout the college by linking plans created at each level. This process allows for an understanding of goal attainment progress throughout the planning cycle. In general, SPC KPIs 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; or
- provide data needed to understand performance in other areas essential to SPC success.

KPIs align and cascade to all Units where individual measurement selection and tracking methods are determined. Each unit evaluates its KPIs and results from prior years. Units define KPIs and performance projections based on current year plans, align with higher-level KPIs, adds KPIs that are important to its operation, and establish short- and long-term targets. This evaluation process allows for assessing indicators that drive data collection needs for the coming year, ensures alignment and integration of the measurement system, and provides a basis for communication on performance issues and challenges.

We use the data and information produced in support of the measurement system to understand our performance through the review process described in *Area 4.1b*. Results in the KPIs identify concerns for corrective action, improvement planning, and innovation. Annually, a **KPI Executive Report** documents and demonstrates the status of the SPC KPIs. The report is reviewed internally and submitted to ACD in August. The report contains updated performance levels for indicators, historical data reaching back up to five years, benchmark data, KPI targets, and a trend line display.

Financially, SPC operates on a funding allocation model based on student enrollment and contact hour generation. The allocation funds all campus operations. Measures ensure financial sustainability, such as ensuring allocation levels are adequate to provide essential services and support to students. Key Financial KPIs are shown 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
OUAP Report Out	SPOL, RIP, 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; Future Search; Departmental WIGs	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

(2) Comparative Data - Comparative data is used to determine relative performance and selected based upon the importance of the KPI and the availability of the data. Generally, if a KPI is set for SAG or CS application or

strategic plan tracking, it becomes a candidate for comparative data. Comparisons are determined using criteria such as data from similar-sized organizations), other ACD Colleges, and programs within the region. Comparative data serves to inform the college of potential challenges and opportunities and permit SLs, faculty, and support personnel to develop creative strategies to improve College results. Data analysis is an integral element in GTG Planning and OUAP development.

Comparative data results information are obtained from research and third-party providers. This allows us to identify peer groups who have demonstrated an ability to obtain data relative to our KPIs and provides 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 and updated annually.

(3) Measurement Agility - To stay current with educational needs, the performance measurement system is evaluated annually for potential changes to KPIs during GTG Planning. Adjustments are made based upon changes in SOs and CAPs or other factors, such as new measurement methods. For example, the PACE survey was presented as a measurement enhancement tool when it became apparent that a 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. As part of our OUAP process, the KPIs are periodically reviewed to determine how the performance in the measured areas compares to the target. The KPIs are also discussed during these reviews, and changes are made as needed. Process KPIs are also reviewed regularly using FOCUS PDCA. Budget and program reviews complement these efforts by giving a holistic view of our performance. SLs also meet weekly to address any issues that evidence shows require attention via reporting channels, such as weekly reports or feedback forms.

4.1b Performance Analysis and Review
WIG and SAG KPI performance are 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. 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 based on **SPOL** objectives, **Radical Innovation Plans**, and 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 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 are needed. 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 provide input on improvement opportunities. Our review structure is summarized in ***Figure 4.1-2***.

We perform a wide variety of data analysis throughout SPC to support reviews and translate data so that it is more easily understood and allows leaders to make judgments and decisions. 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, unit leadership are trained on essential analysis tools early in their tenure. This also shapes the annual budgeting process plan, the allocation of capital and operating resources for the upcoming year and sets 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 current performance, which is displayed during GTG Planning and again during reviews; the anticipated impact of 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. During GTG Planning, we generate a great deal of information 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 with data to determine where we anticipate we will be going forward. For example, the implementation of **Future Search** has permitted units to collaboratively share input at various levels across future needs, directions, and priorities. This exercise channels information into strategic planning and evaluation at the SL level, while providing unit-specific staff input opportunities.

During performance reviews, evidence of whether we are making anticipated progress is presented. Teams evaluate by analysis of progress reported and adjust to maximize optimal 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 steps we can take to get back on track or maintain faster progress than 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 decide courses of action that will lead to continuous improvement and opportunities for innovation. They also recommend Units benchmark high performing activities at other districts and/or colleges. These initiatives might lead to improvements or innovations that bring Units to a higher level of performance. SL feedback 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. Many stakeholders, including key suppliers such as the leadership of our auxiliary suppliers and community members participate in strategic planning and leadership team meetings. Other suppliers, partners, and collaborators are invited to activities like Advisory Committee meetings where we also convey this message. COVID-19 demonstrated the agility of the college in continuously innovating and improving, as it transitioned to an online learning environment and remote workforce, while sustaining the mission of the college during a pandemic.

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 excellence. We depend on both staff effectiveness and data management systems to obtain

continuous and dynamic snapshots of the organization. Detailed recruiting and hiring process ensure staff effectiveness through the **Staff Progress Review** process. In addition, various learning and development initiatives are offered to train and grow staff skill sets and knowledge. Established performance expectations and boundaries 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. Hardware and software sources are screened, and specifications are defined by developing definitions, identifying needed data elements, and user requirements. This structure provides for the integrity, reliability, and accuracy of the data elements. Training is also provided to end-users for privileged-based access/use of data and reports bringing security, integrity, and accuracy to the knowledge base. Lastly, the output is validated using data validity checks and statistical analysis to assure the reliability and integrity of reports. A summary of the approaches used for data and information management is in *Figure 4.2-1*.

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

(2) Availability - SPC uses **AlamoShare,** departmental networks folder shares, and Microsoft One Drive 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 offsite on redundant servers and storage devices for 24-hour availability. ICT ensures that computer systems are

available to students and the workforce. We address the reliability of technology platforms by utilizing market and industry proven equipment as a basis for computer hardware, such as HP, 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. Workstation and server hardware are on a five to seven-year replacement cycle with frequent software upgrades and updates that maintain the equipment to appropriate standards. Daily backup protocols for critical systems and data storage are performed nightly, with a retention period of 30 days. Data security is provided through redundant firewalls hosted on an encrypted, virtual, private network for secure access. User level security is supplied through privileged access and passwords, while hardware-level protection is provided via firewalls, antivirus, malware, and monitoring systems. Spam and anti-virus mail filters further ensure data security. Uninterruptible Power Supplies (UPS) provide surge protection and one-hour power support to network switches in buildings to sustain phone and Wi-Fi communications. The Main Distribution Farm (MDF), which houses the core campus and building network switches and server farm, have robust UPS systems with 8-hour battery sustainability capacity and generator backup redundancy. The MDF and IDFs all have temperature control and fire suppression systems to protect vital hardware. Remote access to the network for employees is provided through secure VPN connections. A VPN system permits access to internal network data sources and provides remote desktop access to office workstations from external locations that reside outside the ACD Network. Reliability of software products is achieved through market leaders in the higher education industry. Technology solutions and product selection are scouted for proven capacity and functionality at the enterprise level. Extensive testing and product feature comparison is conducted before determining if the product solution is accepted for implementation. In addition, we maintain service and support agreements with software and hardware vendors to receive upgrades and enhancements as well as regulatory and security updates.

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, various technology systems are in place to capture and store the information that permits data retrieval by those who need access and are authorized to obtain the information. These include:

- **Shared Drives** – Unit-specific storage drives are available for employees. Supervisors can request employee's access to unit-specific network drives with folder-level permissions for an employee through an ICT work order. Employees can share files and folders needed for daily work or ongoing projects with specific shared drive access and privileges.

- *AlamoShare* – each unit has an individual space on the ACD Sharepoint platform, which serves as an ACD-wide intranet. Each unit can host public documents available to all AlamoShare users while also hosting private documents for approved users. The AlamoShare intranet allows all ACD employees to instantly view public records throughout the site while enabling permission-based viewing of departmental information and knowledge.

- *Banner* – the Banner system is a web-based system used throughout ACD to monitor student and fiscal records.
  o **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.
  o **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 budget officer, who verifies training and forwards to the Finance office for final approval.

(2) Best Practices – A 4DX Summit is held annually at SPC to highlight best practices and successful initiatives implemented from WIGs in the previous year. The design of these all-hands events provides improvement and innovation ideas and opportunities for all to consider. In addition, on a semi-annual basis, each ACD College selects a best practice team to present its practice to the Board. This process design showcases outstanding practices implemented by faculty and staff, to serve as a model throughout ACD. In support of this

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

initiative, a single WIG practice is nominated as a worthy model. The nominations, finalists, and the winning entry represent the college at the Board meetings. In addition, Alamo Share is also used as an enterprise platform to share data, improvement ideas, and innovations across SPC and all of ACD. Further, the SPC reporting systems allow 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," via systematic processes developed and evolved from past experiences. First, we provide structured training to those expected to perform functions and procedures to ensure that process learning occurs. Second, scenario training offers faculty and staff members practical exercises to apply obtained knowledge in settings that simulate real-world experiences. Third, managers are generally involved in the learning and are responsible for following up and observing their staff to ensure the new procedures are being put into place and

sustained. For example, the 4DX process is considered a "hardwired" procedure. The procedure ensures all Unit leaders attend 4DX training and follow up with a selection of a WIG, along with supporting actions at the VP level to model and align the approach. Unit level discussions are then conducted to facilitate WIG collaboration and ensure efforts support objectives. Implemented actions, with mentoring and accountability, ensure that all apply the new concepts.

Category 5 Workforce

5.1 Workforce Environment

5.1a Workforce Capability and Capacity

(1) Capability and Capacity Needs – We assess overall workforce capability and capacity needs as part of the Resource Allocation step of Good to Great (GTG) Planning. 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 and the diverse needs of the organization and community. 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. 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. Additional data is collected during the annual planning, budget, and assessment process to ensure financial and other resources are available to support any new requirements. For example, COVID-19 pandemic restrictions, State of Texas mandates, and the CDC Public Health policies initiated a change in workforce operations and a decision was made to train and reallocate some existing employees to serve as Health & Safety Officers on campus. The restructuring allowed continued employment for personnel. Staff provided health screenings, reconfiguration of classroom and office spaces, and management of personnel traversing throughout the campus.

(2) New Workforce Members- Workforce members are recruited through the new employee hiring process, which begins after assessing workforce capability and capacity. This process begins with department leads submitting a request to their respective administrator, adhering to faculty credentialing guidelines and staff responsibilities. 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 any needed diversity, equity and inclusion enhancements, particularly for faculty and administration positions, to ensure that our workforce reflects the diversity of our community and student population. SL 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 the hiring of

faculty, screening committees made up of a diverse group from within the college, to include faculty of the same discipline, are formed to assess content and teaching ability. Faculty credentialing guidelines are published and updated annually to ensure new work force members have the minimum academic credentials and/or notarized documentation of workforce experience. Required experience, certifications, and skill sets are identified and applicants are screened against these criteria along with alignment with our core values. 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. Additionally, we utilize **Behavior-Based, and Equity Minded Interviewing** methods during the hiring process. Committee members complete new employee hire training to ensure 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 approval.

Workforce members are selected based on their knowledge, skills, 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. Once new employees are hired, 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 fulltime 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. During a cycle of learning, HR instituted an onboarding module which provides a selection of training materials and touch-point meetings for professional development and identification of gaps. Additionally, to continually improve the integration of new employees into the workplace, the President and VPs meet with them a second time during their first year to reinforce the MVV and facilitate a two-way dialog to learn about strengths and OFIs related to new employee hiring and orientation programs to discuss and any other experiences during their first year of employment.

(3) Workforce Change – The 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 continue to implement the **ADKAR Model** for proactive change management and apply the associated Procsi tools to create and execute effective change. We operate with transparency and ensure the workforce is aware and participates in decisions that require change at all levels through our fully deployed and integrated 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*.

Our workforce change management process begins as we proactively evaluate future capability and capacity requirements during GTG Planning. As strategies are developed, an assessment is made and workforce plans are developed to address any shortfalls. 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. When the need for workforce reductions occurs, we use a **Rightsizing Process (RP)** to identify those who will be impacted; notify individuals; 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. An 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 employees involuntarily due to workforce reduction. We prepare and manage for periods of workforce growth through internal promotion and hiring, 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. 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 four major components: the **President's Office, Academic Success, Student Success and College Services.** Components are led by **three** 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 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"** 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.

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
	Workforce empowerment
Capitalize on Core Competencies	Personal attention to students
	Multiple community engagement methods
	People Plan
	Outreach to feeder schools
	Engagement with underserved communities
	Instructional and service innovation
Focus on Students, Other Customers, and Student Learning	MVV
	Students First Alamo Way Priority
	KPI Measurement System and WIGs
	Leadership reinforcement
	Employee Performance Plans, SMART Goals, Competencies, and Development Plans
	4DX
	Unit Planning Processes
Exceed Performance Expectations	Alamo Way Leadership Model
	KPI Measurement System
	Performance and Program Reviews
	Employee Performance Evaluations
	4DX
	Culture of continuous improvement/innovation
	OUAP Report Outs

Figure 5.1-1 Methods to Address Work Accomplishment 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. In 2019, a Coordinator of College Risk Management position was created and filled to serve as the subject matter expert for wellness activities during the longer summer days. In 2019, a Coordinator of College Risk Management position was created and filled to serve as the subject matter expert for college environmental, health, safety, emergency and sustainability related matters. This individual is responsible for developing and implementing college environmental, health, safety, emergency and sustainability practices and works in conjunction with campus leadership to ensure the college is prepared to respond effectively to hazards and emergency situations. The COVID-19 pandemic led to a series of implemented changes to ensure a safe environment for our staff and students, such as transitioning individuals to serve as Health and Safety Officers.

As for 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 have completed the process of installing e-panic buttons in every classroom and desktop computers. 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 and with input from faculty through the **Faculty Super Senate** and from staff through the **Executive Staff Senate (ESS).** 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 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
Vacation Buy Back*
Monthly Telecommunication Stipend*
Increased Vacation Carry-over Limit*
Voluntary On-site Covid-19 Testing*
Additional Personal Day for Vaccine Self-Disclosure*
Figure 5.1-2 – Key Services and Benefits
* Temporary benefits due to pandemic

5.2 Workforce Engagement

5.2a Assessment of Workforce Engagement
(1) 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 diversity, equity, and inclusion;
- learning and development opportunities;
- ability to influence the direction of the College; and
- the extent to which information is shared.

(2) 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 **Orgametrics Survey** is an essential tool used to measure workforce engagement and alignment across the organization. This pulse survey has been used within Fortune 500 companies, public school districts, small businesses, government organizations, and nonprofits to assist leaders with gaining an understanding of the current state of the organization and the areas needed for improvement. Researchers provide an analysis of our institutional alignment using 9 Alignment Indicators: Mission and Vision, Accountability, Teamwork, Empowerment, Development, Leadership, Communication, Best Practices, and Creativity. The higher the Alignment Indicator score, the stronger the alignment is within the organization. Data results found that SPC employees are highly aligned to the institutional Mission and Vision, while Creativity was found to be the least aligned. This quick and meaningful assessment was compiled for areas of improvement and areas where low rates occurred were used as a springboard to develop new ideas to address employee concerns.

5.2b 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

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
	"Granger Network Advanced Leader Training"
	Faculty Senate and Staff Senates
Diverse Ideas, Cultures, Thinking	Focus on diversity, equity and inclusion
	Recruiting and hiring approach
	Team selection approach
	Diversity, equity and inclusion workshops (Ex. Workshop with Dr. Harper -

Figure 5.2-1 Factors Impacting Organizational Culture

from the diverse ideas, cultures, and thinking of our people through the methods identified in *Figure 5.2-1.*

5.2c Performance Management and Development (1) Performance Management – The intentional and comprehensive **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 SLs 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 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 their commitment, and that of their 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 Senate recognizes an **Employee of the Month** based on nominations submitted from the workforce. The Senate votes and awards the employee with a plaque and celebratory gathering during the College Leadership Team meeting. Each recipient is then submitted for consideration for the ACD Employee of the Month, bestowed by the Executive Staff Senate to acknowledge 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; recognition for years of service during Fall Convocation.

(2) Performance Development – our learning and development system is designed to provide us the capability to successfully achieve our objectives and 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 embodying DEI and 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 Alamo Colleges Leadership Academy (ALAS) and Emerging Leaders programs, and informal leadership development programs, such as the Granger Network Advanced Leader Development Program.

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 (PDW)** 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. IIC efforts are supported by the

institutional budget and by the Department of Education Title III program.

Reinforcement of new knowledge and skills is accomplished through self-reporting, mentoring and observation by supervisors and other employees, and Future Search methods. 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 Mgmt
	QEP	PCL	Entrepreneurism
	Emerging Ethics Topics	Baldrige Framework	Human Design Thinking
	Faculty Development	SPP	Lean Launch Pad
	Equity & Diversity	Development	PDM
		Values	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	
	Assessment/SLOs		Project Management
	Schools that Learn		
	Faculty Mentoring		Learning Communities
	5 Disciplines		
	Critical Thinking		Unit Action Planning
	Classroom Mgmt		
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		Curriculog
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

(3) 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 ACD "Best Performing Organizations" and PACE community college peer groups. Engagement and satisfaction results are gleaned from course surveys and then correlated with other performance results to determine the impact that human resource-related performance has on key organizational outcomes.

(4) Career Development - Organizationally, we manage career development 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 DEI efforts, 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 development and allowing supervisors to discuss succession planning 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 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, succession planning program for **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, and improves the college's succession management. 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. Managers see the employee "in action" and gain an understanding of readiness for the position or if further development is needed.

SPC promotions 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**. ELP is designed to prepare a succession plan with 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 **PC** members serving as mentors.

(5) Equity and Inclusion – Organizationally SPC has a concentrated focus on Diversity, Equity and Inclusion and has incorporated and implemented various hiring practices, programs and professional development for our workforce.

As discussed in *Area 5.1a (2)*, SPC has included a diversity statement in all of our vacant faculty and staff positions that are advertised. We believe that, as both a Historically Black College and Hispanic Serving Institution, we seek out candidates who look like the student population we serve, embrace diverse thought, exhibit intercultural sensitivity, and encourage inclusivity for all students. SPC incorporates DEI

SPC Process Design Model

- Identify Opportunity
- Develop Conceptual Design
- Analyze Design
- Implement
- Measure Results
- Standardize
- Develop Future Plans
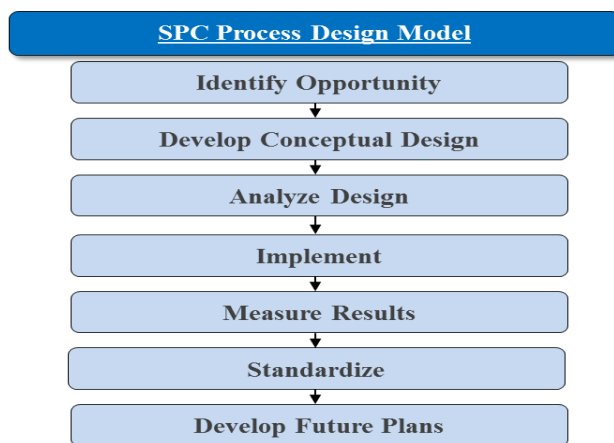
Figure 6.1-1 SPC Process Design Model

questions in our interviewing process with candidates for a position.

For faculty and staff, SPC provides training and professional development in DEI. This included an all-college meeting presentation by Dr. Myron Anderson, author of *Fix Your Climate: A Practical Guide to Reducing Microaggressions,*

Microbullying, and Bullying in the Academic Workplace. SPC's Distance Learning Certification course focuses extensively on how to design online courses that are universally accessible. This academic year, SPC's Faculty Senate sponsored an anti-racism book club that was open to all faculty and staff. At college division meetings, the Title IX office provided monthly updates regarding how to address student issues (i.e. stalking, domestic violence, alcohol awareness, etc...) in a way that promotes fairness and understanding. During the COVID-19 pandemic, supervisors hosted wellness sessions for their faculty and staff, which provided a forum for all employees to discuss the various struggles, posed by remote work and offer advice and strategies to cope with their challenges.

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 **Workforce New Program Development, Revisions, Deactivation, and Reactivations Process** (**WNPDP**) for Workforce Education Programs (May 1, 2017). PDM is used to design new or redesign existing work processes and services while Workforce New Program Development, Revisions, Deactivation, and Reactivations Process for Workforce Education Programs (May 1, 2017) 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. 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, DSO 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. Identified student and other customer needs and expectations 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 6.1-2*.

Work Systems & Key Processes	Key Requirements*	Process KPI Examples**
Student Intake		
Recruiting and Admissions	Access	Total Enrollment
Testing and Placement	• Accuracy	% college ready
Financial Aid	• Timeliness	Financial Aid Awards
New Student Orientation	• Financial Support	Overall NSO Attendance
	• Compliance	
Student Learning		
Teaching		
Innovative Inst Practices	High Quality	Persistence
Tutoring	Instruction	Course Completion Rates
SLO Assessment	Learning	Productive Grade Rates
Developmental Education	Engagement	% Meeting SLO
New Program Development	Access	Standards
Instructional Unit Review	Relevance	# High Risk Courses
Curriculum Devel & Review		Student Satisfaction
Student Completion		
Degree/Certificate Completion	• Accuracy	Graduation Rate
Employment or Transfer	• Timeliness	Transfer Rate
		Employment Rate
Student Support		
Advising	Access	Persistence
Advocacy	Consistency	Course Completion Rates
Disability	Timeliness	Productive Grade Rates
Veteran's Affairs	Engagement	Student Engagement
Student Engagement	Support	Student Satisfaction
Counseling		
Operational Support		
Information Technology	Ease of Use	# Help Desk Requests
Financial Management	Access	% Budget Expensed
HR Management	Accuracy	HR Satisfaction Rate
Supplier Management	Timeliness	Procurement Costs
Facilities Management	Reasonable Cost	# Facilities Work Order
Safety & Emergency Prep	Safety/Security	Injury Rate

Figure 6.1-2 Work Systems, Key Processes, Key Requirements, KPIs
*Key requirements apply to processes collectively   **KPIs not segmented apply to processes collectively; KPIs listed are examples; a broader set available on site

(3) Design Concepts – We follow the guidelines of PDM and Workforce New Program Development, Revisions, Deactivation, and Reactivations Process for Workforce Education Programs (May 1, 2017) 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 in the use of these models 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 Good to Great Strategic Planning based on data compiled from working sessions held during plan development; Advisory Committee, employer, or faculty input; community input; from Voice of the Customer input; or based on technology advances, regulatory and compliance requirements, and/or process performance results. When the need is verified, PDM or the Workforce New Program Development, Revisions, Deactivation, and Reactivations Process for Workforce Education Programs (May 1, 2017) is applied as appropriate. The PDM seven steps include the following:

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; share information about the effectiveness of the process; report outcomes as appropriate.

The PDM and WNPDP approaches were used to design our Advanced Technical Certificate in Cardiac Sonography (see on site), FTT, Future Search, and College Advocacy Center. Through a cycle of learning from using PDM, SPC effectively reduced the length of time it takes to complete an Associate Degree. Also, federal funding CARES and CRRSA allowed agility in providing additional program and services directly to students.

FOCUS PDCA Improvement Model

Find
Organize
Clarify
Understand
Select
Plan
Do
Check
Act
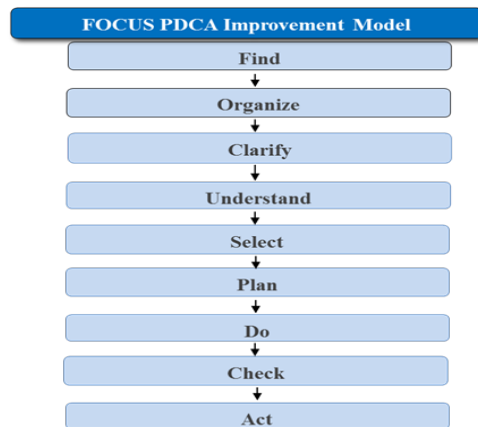
Figure 6.1-3 FOCUS PDCA Model

6.1b Process Management and Improvement

(1) Process Implementation – 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.

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 at Department Meetings, at the Division level during Dean's and Director's Meetings, and at the College administrative level at Cabinet Meetings. This weekly cadence not only promotes a standard of quality and performance, but also allows efficient two-way communication between senior leadership and process

owners, providing an avenue to quickly and effectively address process challenges and interventions. Once process owners and senior leadership determine to effect change through this cross communication, information is disseminated to the entire program-specific workforce through monthly Division Meetings. Key process KPIs are shown in *Figure 6.1-2*.

(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 6.1-2* 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 6.1-3*. This model is introduced to faculty and staff during orientation with 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 senior leaders. 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 6.1-4* and we use it routinely to improve processes such as our strategic planning

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 6.1-4 FOCUS PDCA Application

online transition to a new web-based platform, integration of our 4DX initiative into our Radical Innovation Process via our strategic planning process, conversion of classroom space to lab space during pandemic and deployment of health and safety officers for pandemic response to safety needs.

6.1c Supply-Chain Management
SPC manages the supply chain through the centralized structure provided in ACD practices governed by the provisions of Texas State Law, the Alamo Colleges Board of Trustees Policies and Procedures, and Purchasing & Contract Administration Guidelines. Purchasing is centralized at ACD with practices governed by the provisions of Texas State Law, the Alamo Colleges 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. This well-defined vendor selection and bid process ensures that all suppliers are qualified and positioned to enhance the college's performance and stakeholder satisfaction, and able to meet set timetables, cost restrictions, and objectives.
The following criteria are weighted and used in making award determinations:
- purchase price;
- vendor reputation;
- quality of the goods and services;
- extent goods and services address our needs;
- vendor past relationship with us;
- long-term cost to us;
- if vendor has a significant presence in Texas; and
- any other relevant factor.

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 Procurement Card (PCard). 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. 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 will assess other sources and, on occasion, terminate agreements. PCA develops, implements, and supervises the policies and processes described herein and works with customers and stakeholders for changes, updates, and outcomes. Examples of our supply chain management include our responsiveness to the pandemic with acquisition of Personal Protective Equipment (PPE), technology distribution (laptops and hotspots), textbook drive by pick up and a pivot for advising to a modified virtual model for caseload management.

6.1d Management of Opportunities – We pursue opportunities for innovation from both an organizational perspective and a unit/process owner perspective. Organizationally, identification of strategic opportunities is integrated with the GTG SPP 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 initial intelligent risk assessment suggests that the opportunity should be pursued, the team then identifies it as an action plan and it is moved into a development and review phase; if deemed viable it is given priority consideration for full 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 a SL. Project analysis is managed by a Project Facilitator. Examples of organization level innovations created in this manner include: Use of Ad Astra for remote learning and the addition of clinical and internship sites, and other RIP examples.

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 manager concurs. If the impact is more widespread a proposal is submitted to leadership as described in *Area 1.1a (3)*. To further encourage innovation, SPC participates in the **SPC Innovation Grant Program** which provides opportunity for Units and individuals to apply for funding to support innovation initiatives in addition to our normal budgeting approach. An example of innovations funded in this manner is the Virtual Reality incubator in the Health Sciences division. SPC now supports sustainability of our innovations through a college-wide Virtual Reality Committee. A couple other noteworthy examples includes the SPC Advocacy Center (SAFE Space), and the addition of a college Risk Management Coordinator.

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 the DSO 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, SPC was able to quickly distribute 1142 laptops and 829 hotspots to students and employees at the start of the COVID 19 pandemic. In addition, we are minimizing the costs incurred by our students through implementation of initiatives to lower textbook costs through Open Educational Resources (OER), which not only addresses the ever-rising cost of instructional materials, but truly empowers our student population. To aid us in these endeavors we are currently working to expand OER implementation across the course catalog and have engaged in a national partnership with OpenStax, an educational platform that provides electronic textbook configurations at a low price. SPC, alongside the other Alamo colleges are recipients of the AtD OER Degree Grant. Other courses offer Alamo IM Direct which provides students their instructional materials before the first day of class and a growing number of faculty have adopted the program which now benefits more than many students.

6.2b Security and Cybersecurity
We provide for the security, reliability and integrity of college systems, as well as student, financial and employee information system. 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 and departmental approval and training to access sensitive data. Removing access to college network resources is generated by supervisor request or by employee separations notices that are generated daily by Human Resources and automatically

submitted to the IT ticket system. The ICT Department ensures that security protocols are accurate and enforced by removing privileged access. Additional actions to ensure data and information security include:

- Employee access to sensitive data systems must be approved/trained by the data owner via a multi-level approval security access form.
- Access to server platforms are restricted to ITS and ICT personnel;
- Firewalls are used to filter and protect against intrusions;
- Virtual Private Network (VPN) access is used to grant remote employees access to data inside the Firewall;
- Security Assessment and prior approval is required of all external software purchases.
- employees complete the Computer Users Security agreement to protect data and passwords and take required annual IT Security Awareness Training through Alamo Talent;
- intrusion detection and protection systems are maintained;
- Vulnerability scans occur daily and penetration tests are conducted quarterly; and
- Antivirus network scans are conducted 24/7/365.

ITS has a dedicated staff of engaged security professionals for regular vulnerability assessments. A comprehensive IT Risk Assessment exercise is reviewed bimonthly to address key areas to target; system log monitoring software and off-site system checkers are employed to assure security compliance. Assets that do not meet security standards are quarantined until the asset becomes security compliant.

Physical access to areas are controlled via key and electronic badge access control systems. Personnel are provided authorized access to via departmental leadership. Badge systems rely on active directory authentication that terminate when employee separation notices are received by IT departments. In addition, DPS-monitored security cameras are placed at all building door entries and other secured areas.

6.2c Safety, Business Continuity and Resilience
(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 Risk Management Coordinator and **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 SPC Risk Management Coordinator and 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 Vice President of College Services (VPCS) 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 including:

- Is the process required? If not, eliminate the process.
- Automate the process.
- Engineer around the hazard; or,
- If eliminating, automating, or engineering are not feasible, use personal protective equipment (PPE).

We also provide initial and recurring training to our workforce that identifies and addresses potential hazards in their work areas. This includes ergonomics, electrical safety, chemical safety, behavior intervention, first aid/CPR, Active Shooter Awareness, hazardous communications, and emergency preparedness.

(2) Organizational Continuity and Resilience - 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, 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. These are:

- incidents occurring where we are expected to take a leadership role in the management of the incident;
- 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/incident while minimizing injury, casualties and property loss.

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. A recent example of how NIMS and Incident Command System (ICS) was activated in Alamo Colleges and at SPC, was our response in addressing the SARS-CoV-2 Pandemic mentioned earlier.

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 has members representing each College and DSO. To ensure availability mission critical hardware is connected to **UPS** equipment that provides temporary power to each building should an outage occur. Our main communications closet and server farm is supported by an UPS and generator. In the event of a power outage, power for the server farm comes from the UPS to the generator within 3 seconds, thus providing uninterrupted use of the server farm 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 represented in IPEDS. The data shown is based on the Carnegie classification for associate colleges with high career and technical programs and a population of high and mixed nontraditional and traditional students. Where the term "Aspen" is used, it refers to the 2021 Aspen Prize for

Community College Excellence recipient (SAC). The Aspen Prize is the nation's signature recognition of high achievement and performance among America's community colleges. SPC uses Aspen along with USA comparative data to help determine its ranking on the national level and measure progress to realizing its vision to become the best in the nation in Student Success and Performance Excellence.

7.1 Student Learning and Process Results

7.1a Student Learning and Customer-Focused Service Results - *Figure 7.1-1* provides information pertaining to the Award of Degrees and Certificates, our College WIG. While we have improved by 15.9% since AY16, due to the pandemic we do expect a slight decline.

Figure 7.1-1 Degrees and Certificates Awarded
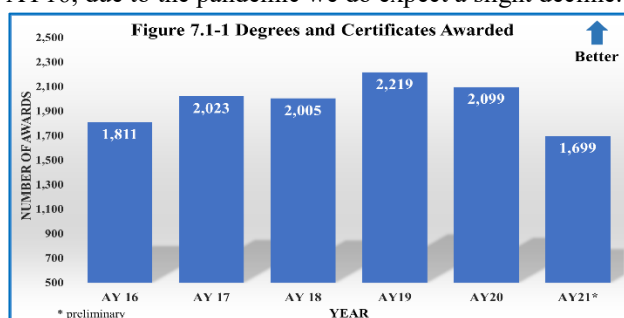
7.1-2 thru *5* show results pertaining to student success indicators where we have sustained high performance and ACD best distinction in PGR. The drop in Persistence is in keeping with the industry trend and a reflection of the environment at the time. Student success segmented data are included for select KPIs.

Figure 7.1-2 Course Completion Rate

Figure 7.1-3 Productive Grade Rate

Figure 7.1-4 Fall-to-Fall FTIC Persistence
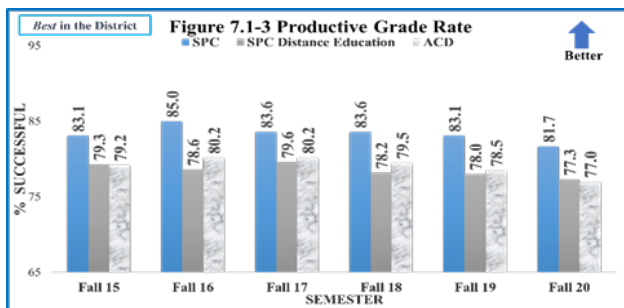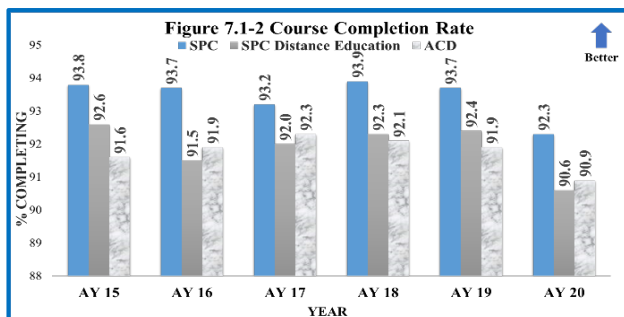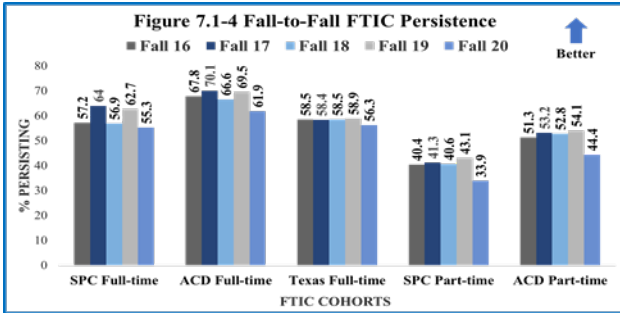
	Degrees & Certificates			Course Completion			PGR		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Male	52.4	53.9	55.4	93.7	93.7	93.7	82.2	82.2	82.2
Female	47.6	46.1	44.6	94.1	94.1	94.1	84.7	84.7	84.7
Asian	2.0	3.2	1.9	97.2	97.2	97.2	92.9	92.9	92.9
African American	13.0	9.8	11.4	92.8	92.8	92.8	80.4	80.4	80.4
Hispanic	61.3	63.3	64.7	93.5	93.5	93.5	81.6	81.6	81.6
White	21.0	21.0	19.1	95.1	95.1	95.1	89.7	89.7	89.7
Other	2.6	2.7	2.9	94.7	94.7	94.7	84.6	84.6	84.6
Veterans	15.6	16.1	NDA	94.3	94.3	94.3	82.0	82.0	82.0
Figure 7.1-5 Students Success Results by Segment									

Figure 7.1-5: Segmented results representing percentage of the whole for degrees and certificates and other rates.

7.1-6 thru **17** 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 four-year full-time graduation rates of the ACD and Texas comparisons and our UTSA competitor. The Average SCH and time to an Associate Degree is consistently lower than SAC (Aspen Winner), ACD and Texas comparisons. The percent of academic students employed or still enrolled in college six months after graduation is above 90% and the percent of academic and technical students employed or still enrolled in college six months after graduation outpaces the Texas comparison. Licensure rates continually exceed the ACD cohort.

Figure 7.1-6 General Education Competency Assessment Institutional Student Learning Outcomes
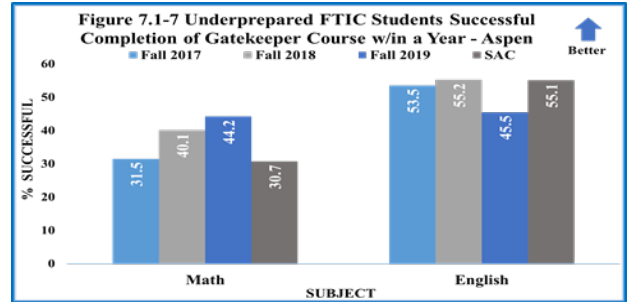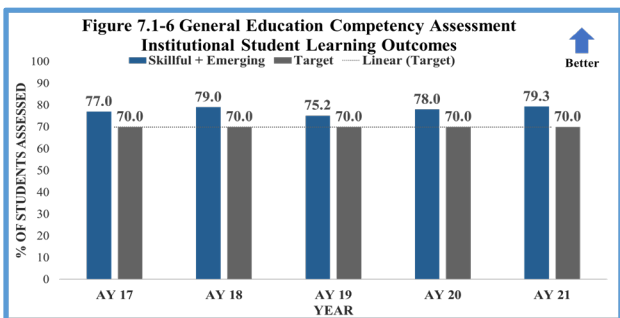
Figure 7.1-7: Displays underprepared students' success completion of college-level course after taking developmental required courses.

Figure 7.1-8 Underprepared & Prepared Students Receiving an Award w/in 3 Years

Figure 7.1-9 Three-Year Graduation Rates
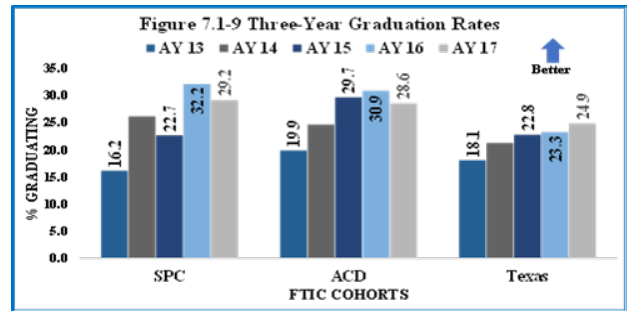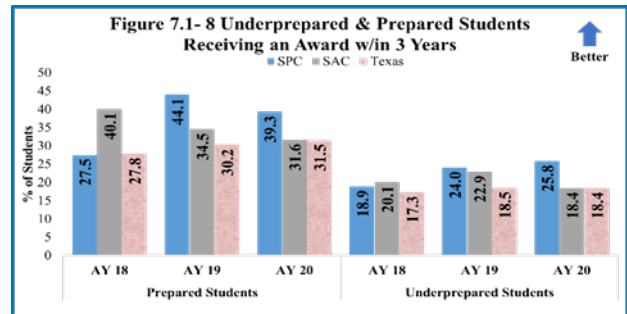
Figure 7.1-9: Due to remote learning conditions in spring 2020, many students were unable to complete their degree. SPC allowed those students to enroll before to ensure completion of degree requirements in the fall.

Figure 7.1-10 Four-Year Graduation Rates (Full-time)

Figure 7.1-11 Four-Year Graduation Rates (Part-time)
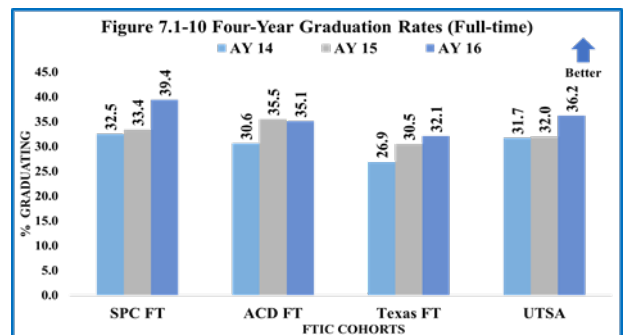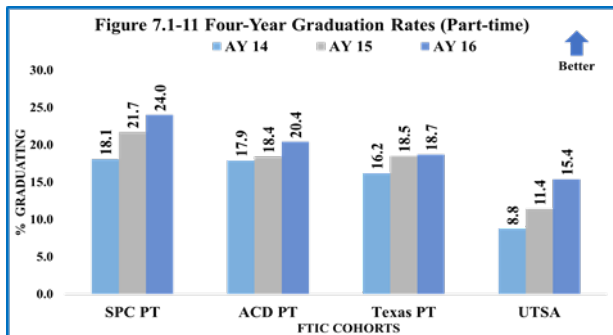
Figure 7.1-11: More than 80% of SPC students are part-time and they are outperforming the ACD and Texas cohorts.

Figure 7.1-12 6-Year Total Completion Rates

Figure 7.1-13 Average SCH to Associate Degree

Figure 7.1-14 Average Time to Associates Degree

Figure 7.1-15 Academic Students Employed and/or Enrolled 6 Months of Graduation

Figure 7.1-16 Technical Students Employed and/or Enrolled in 6 Months of Graduation

Figure 7.1-17 Licensure Pass Rates
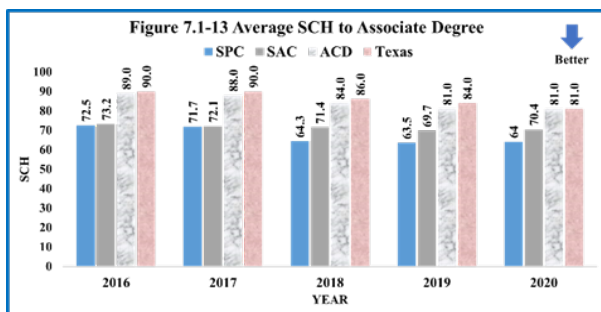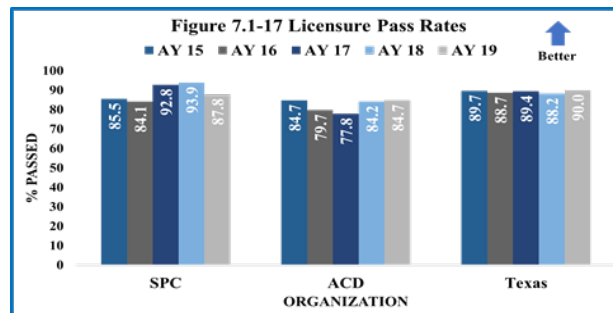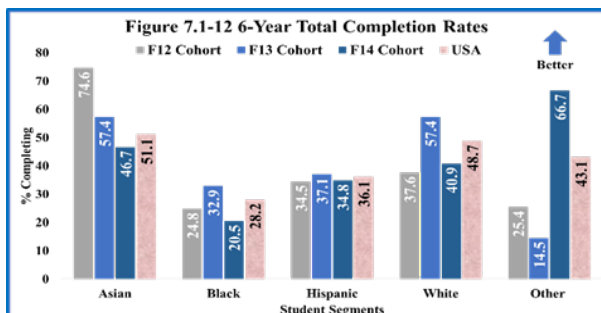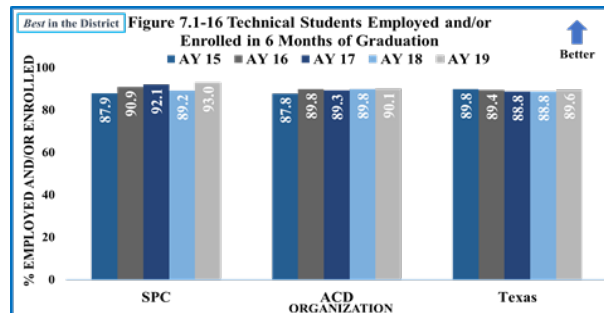
7.1b Work Process Effectiveness Results

(1) Process Effectiveness and Efficiency – *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.

Figure 7.1-18 Noel Levitz Learning Process Satisfaction

Figure 7.1-19 Noel Levitz Student Support Process Satisfaction

Figure 7.1-20 Noel Levitz Student Support Process Satisfaction
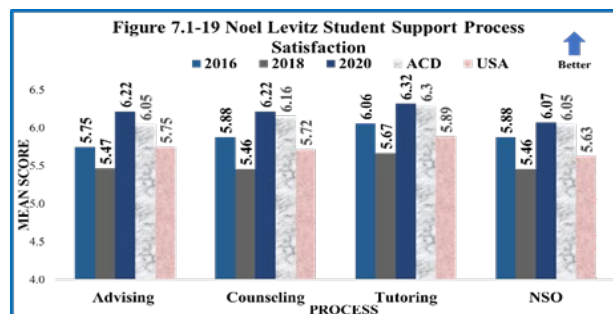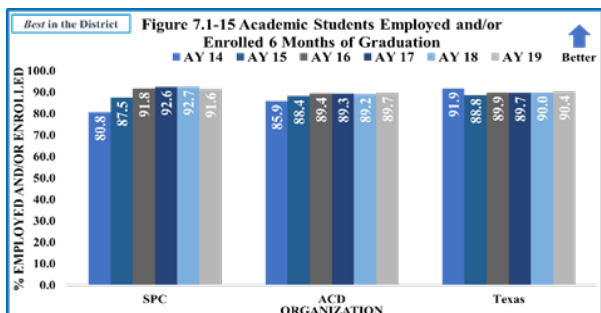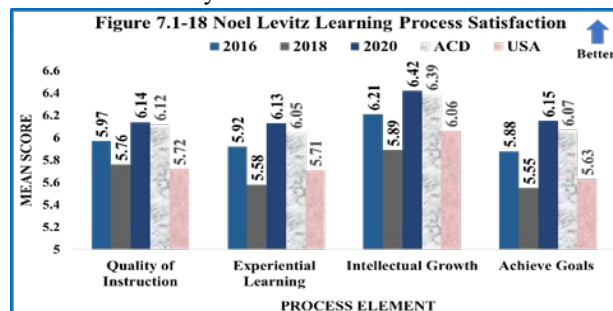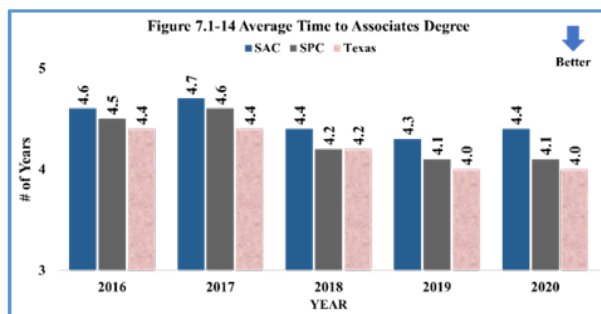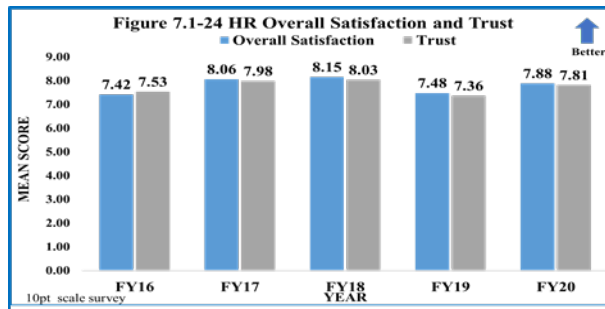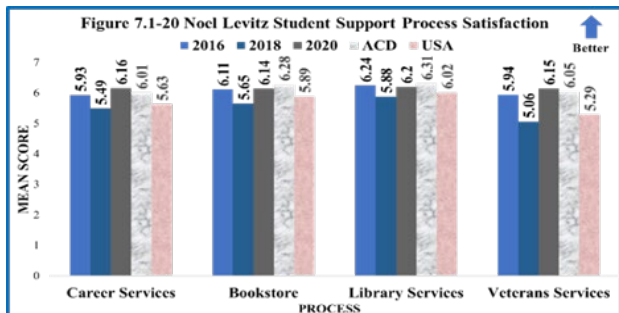
7.1-21 thru 26 depicts results in reducing student loan default rates and other key processes such as financial aid, advising, HR, and IT.
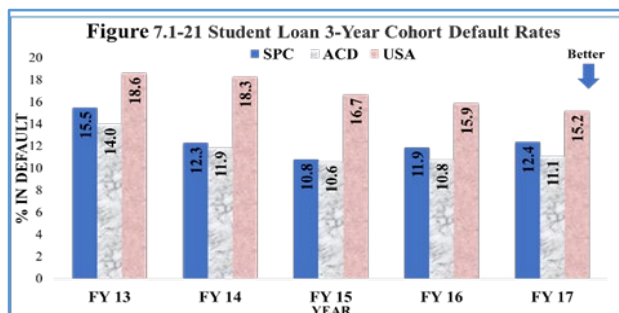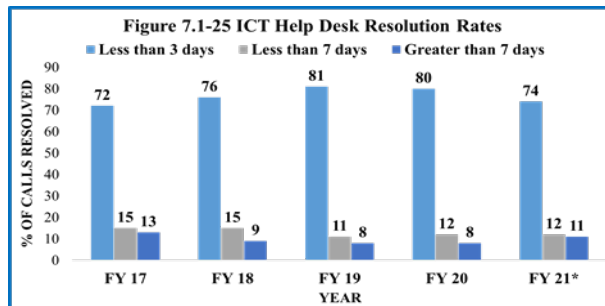
Figure 7.1-21: Although student loan default rates demonstrated a slight increase in FY17, preliminary cohort data for FY 18 is 8.6%.

Figure 7.1-22: During the pandemic, SPC experienced an increase of applications to include CARES aid and general financial aid which slowed down the processing time and appeals.

Figure 7.1-23 Advising Wait Times

Figure 7.1-24 HR Overall Satisfaction and Trust

Figure 7.1-25 ICT Help Desk Resolution Rates

	Fall 2020	Spring 2021	Summer 2021
Employee Laptops	406	468	481
Employee Hotspots	117	154	164
Student Laptops	414	390	87
Student Hotspots	368	378	91
Figure 7.1-26 Device Loan Program			

Figure 7.1-26: In response to the pandemic, the device loan program assisted in bridging the digital divide for employees and students.

(2) Safety and Emergency Preparedness - *Figures 7.1-27* and *28* 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.

Figure 7.1-27 Workforce Injury Rate

Figure 7.1-28 Workers Compensation Cost
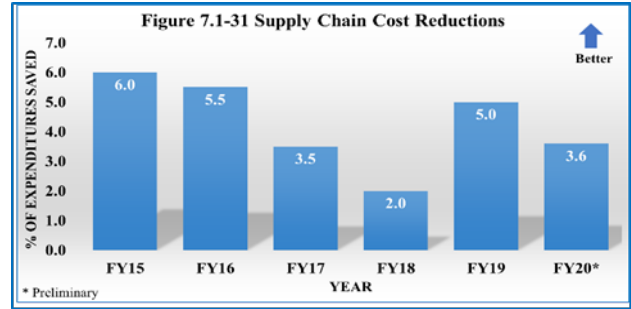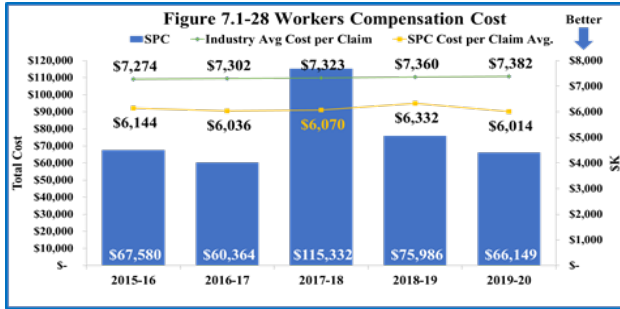
7.1-29 indicates the number of emergency drills conducted; results of After Action Report performance is at 100%. As a result of the pandemic, there was a shift and ancillary safety were identified **7.1-30**.

Figure 7.1-29 Emergency Drills Conducted

Semester	Total
Spring 20	100
Summer 20	26
Fall 20	1,633
Spring 21	1,548
Summer 21	643
Figure 7.1-30a PPE Provided	
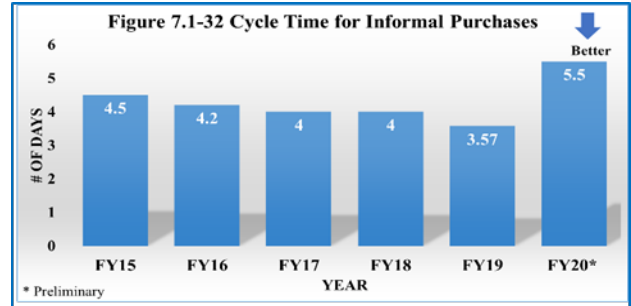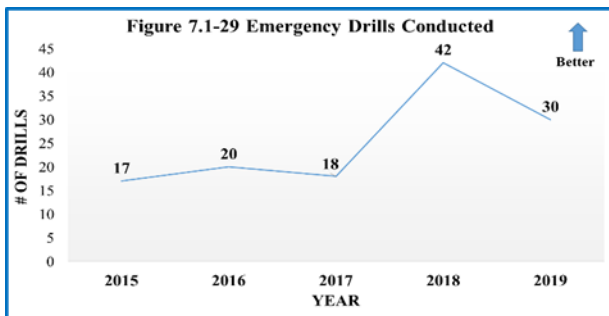
Month	Total
August 2020	1,957
September 2020	5,557
October 2020	5,900
November 2020	5,908
December 2020	781
January 2021	3,432
February 2021	5,823
March 2021	11,937
April 2021	12,280
May 2021	7,726
June 2021	8,973
Figure 7.1-30b Health Check Stations Screening	

7.1c Supply-Chain Management Results – *Figure 7.1-31* demonstrates our success in reducing the cost of supplies. Improvement initiatives addressed cycle time for purchases and shows positive results before Covid-19 pandemic cause several delays across the nation for critical PPE and other materials ordered during this time **7.1-32**.

Figure 7.1-31 Supply Chain Cost Reductions

Figure 7.1-32 Cycle Time for Informal Purchases

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 and administer those surveys in alternating years. *Figures 7.2-1 thru 3* provide top level indicators for each. Due to a change in the administration of the 2016 Noel-Levitz survey, SPC experienced an anomaly in the data, however the 2019 survey results are indicative of the national cohort. We outperform the nation in Overall Satisfaction (Noel-Levitz), College Met Expectations (Noel-Levitz) and Educational Experience (CCSSE).

Figure 7.2-1 Noel-Levitz Overall Satisfaction

Figure 7.2-2 Noel-Levitz College Met Expectations

Figure 7.2-3 CCSSE Educational Experience
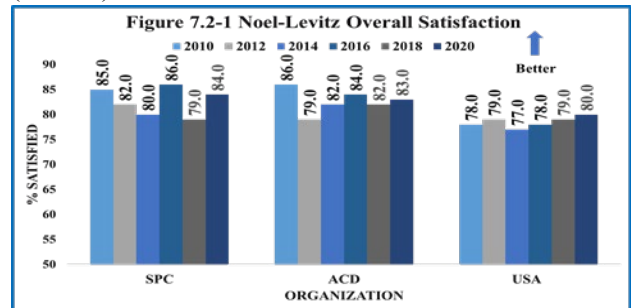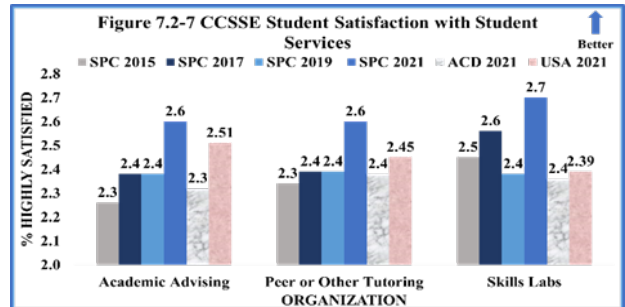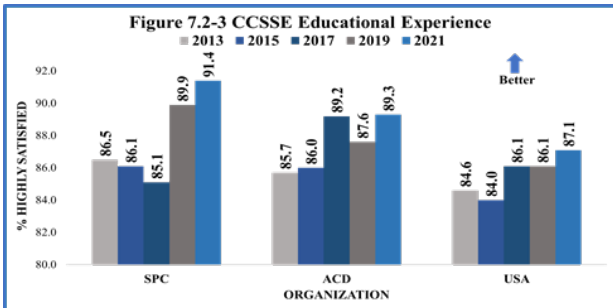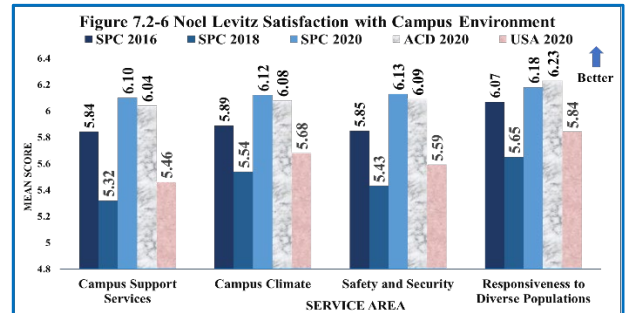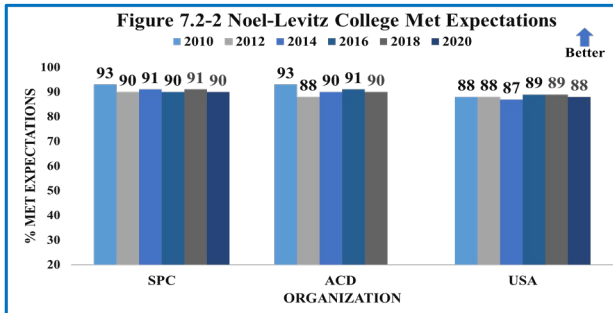
For questions pertaining to areas of high importance to students (*7.2-4* thru *8*), Noel-Levitz shows that we outperform the nation in all areas shown, while CCSSE indicates that we are trending close to the USA benchmark in four of the six key indicators. *7.2-9a* thru *c* indicates that students are very pleased with our financial aid support based on the results of our internal survey.

Figure 7.2-4 Noel-Levitz Satisfaction with Student Focus

Figure 7.2-5 Noel-Levitz Satisfaction with Academic Services

Figure 7.2-6 Noel Levitz Satisfaction with Campus Environment

Figure 7.2-7 CCSSE Student Satisfaction with Student Services

Figure 7.2-8 CCSSE Student Satisfaction with Student Services

Figure 7.2-9 Financial Aid Satisfaction
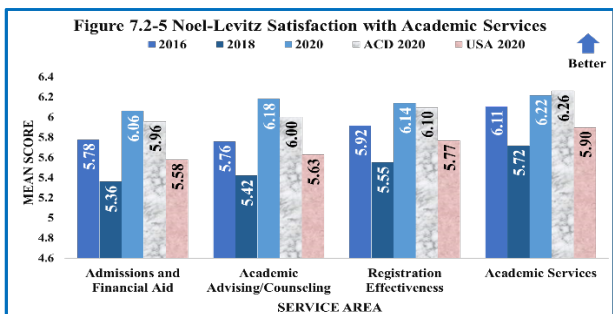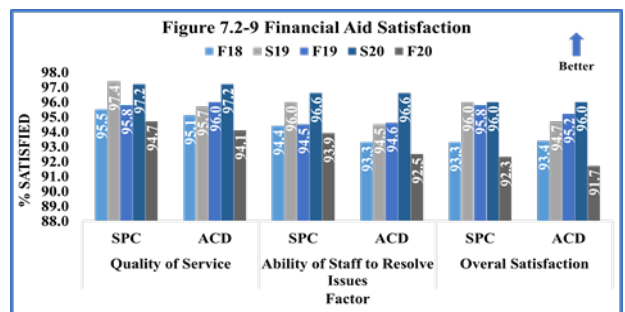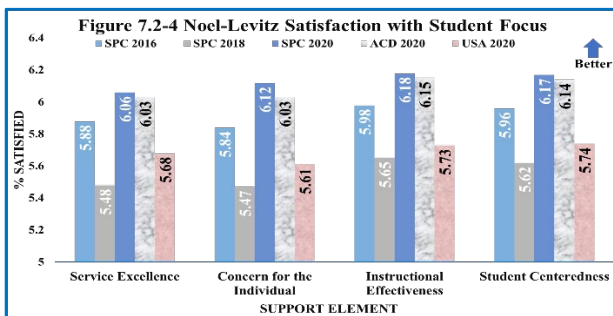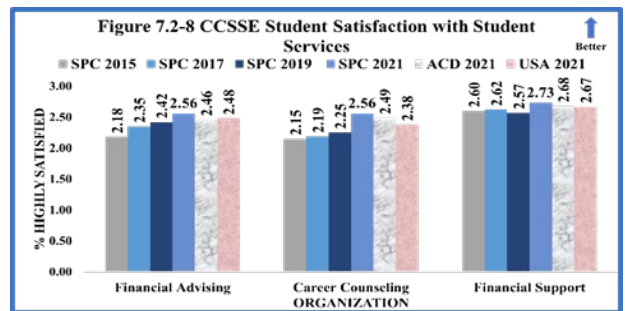
Figures 7.2-9: Student satisfaction tends to trend lower in the fall semester based on the results of Financial Aid Appeals and Awards.

Figures 7.2-10 thru **11** reflect student dissatisfaction as determined by lower tier scores on the CCSSE survey, as well as the number of Feed the Tiger feedback submissions rated below satisfactory and our formal grievance process. SPC performance is better than the USA norms.

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Figure 7.2-10 CCSSE Student Dissatisfaction
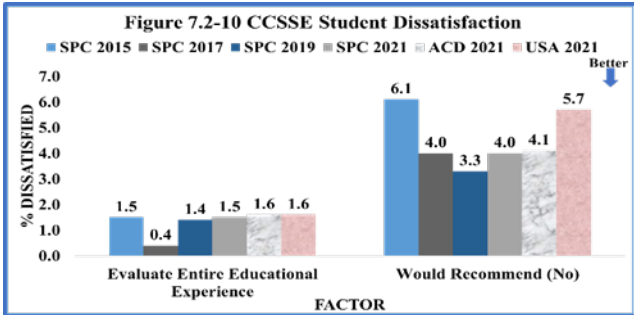
	AY 15	AY 16	AY 17	AY 18	AY 19	AY 20	AY 21
Academic Grievances	6	1	9	9	19	3	1
Non-Academic Grievances	21	15	NA	0	0	0	0
Feed the Tiger complaints	NA	NA	25	108	117	42	11

Figure 7.2-11 Formal Complaints and Grievances

(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 similar questions in the CCSSE survey and the Benchmarks it produces 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 six CCSSE key engagement questions indicate that we outperform the USA benchmarks in the majority of the factors. (*7-2-12* thru *15*).

Figure 7.2-12 Noel-Levitz Key Engagement Factors

Figure 7.2-13 Noel Levitz Key Engagement Factors
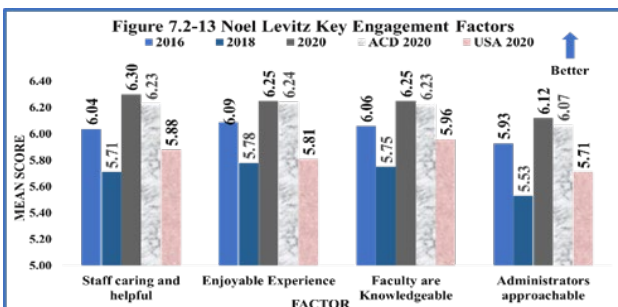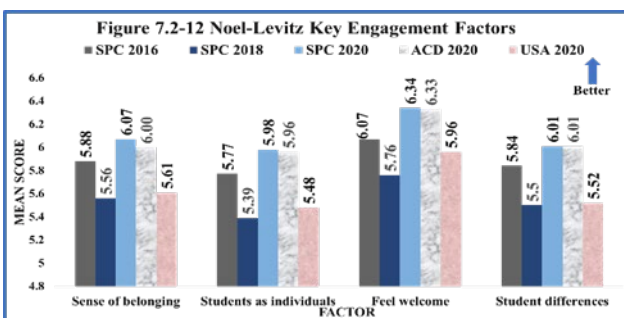
Two top level questions, one on each survey, also indicate the high level of engagement we have achieved (7.2-17 and 18). Noel-Levitz Would Enroll Again and CCSSE Would Recommend both show performance above the national benchmarks.

Figure 7.2-14 CCSSE Student Engagement Indicators

Figure 7.2-15 CCSSE Engagement Benchmarks Overall

Figure 7.2-16 Noel Levitz Would Enroll Again

Figure 7.2-17 CCSSE Would Recommend
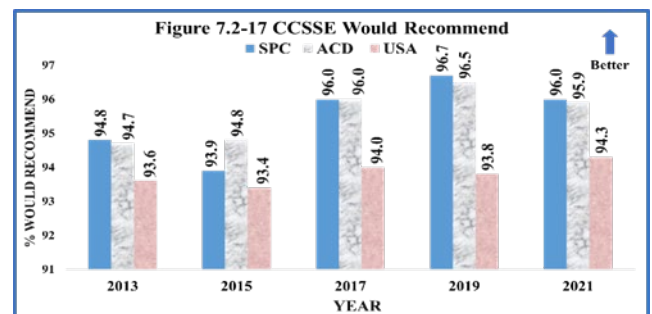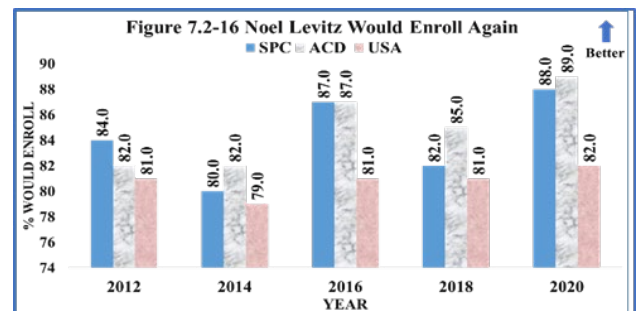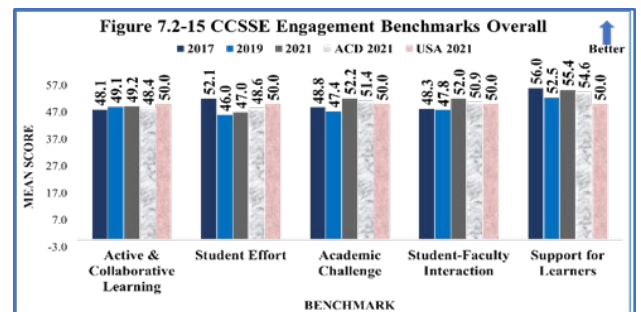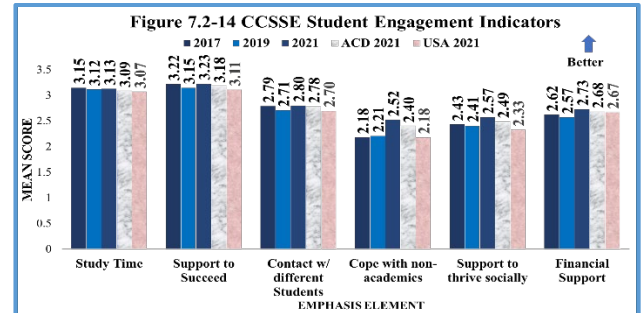
	2018	2019	2020
Instagram	1.4K	1.8K	2.3K
Twitter	3.3K	3.6K	3.8K
Facebook	6.6K	7.6K	8.1K
LinkedIn	1.8K	2.4K	2.7K
Figure 7.2-18 Social Media Followers			

Figure 7.2-18: demonstrates the increased student engagement on social media.

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 the faculty and staff how they feel about different segments of the workforce and their view of how students feel about their educational experience at SPC. *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. Based upon our continuous improvement in our PACE results and exceeding the PACE USA benchmarks in all four areas, the capability of our workforce is strong. Please note that PACE was not administered in 2019. 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.

Figure 7.3-1 PACE Workforce Capability Indicators

Figure 7.3-2 Noel Levitz Workforce Capability Indicators
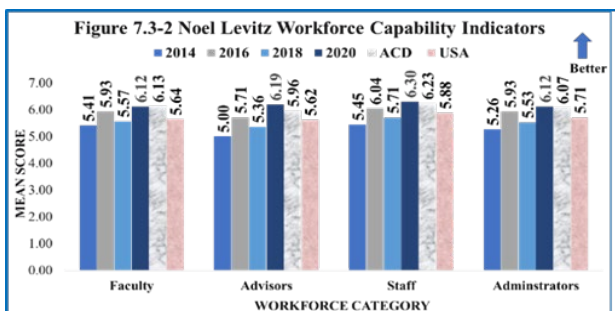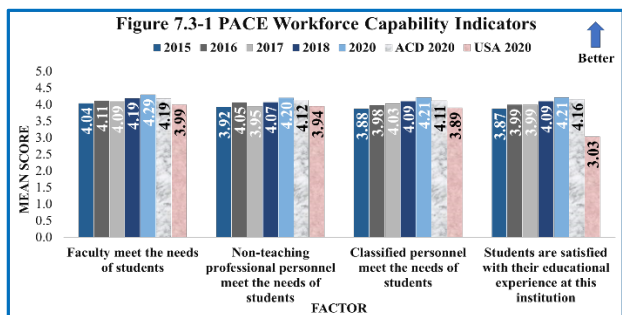
7.3-3 demonstrates the number of students per faculty member while **7.3-4** shows the percentage of SCH taught by full-time faculty, data indicates that SPC relies more on full-

time faculty than adjuncts. Figure 7.5 displays the number of new positions created to enhance organizational capability and capacity. Figure **7.3-6a** provides the results of student end-of course surveys, which indicate that student views of faculty teaching capability are strong and improving; Explorance Blue simplified questions for the five point Likert scare survey after transitioning to a remote learning environment **7.3-6b** and improvement is still evident.
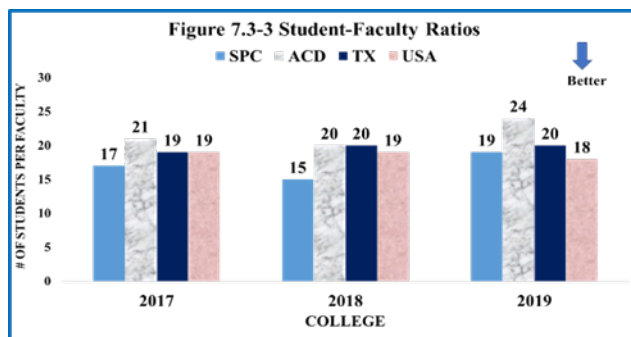
Figure 7.3-3: While ratios did increase in 2019, we are below the ACD and Texas cohorts and slightly above USA.

Figure 7.3-4 % SCH taught by Full-time Faculty
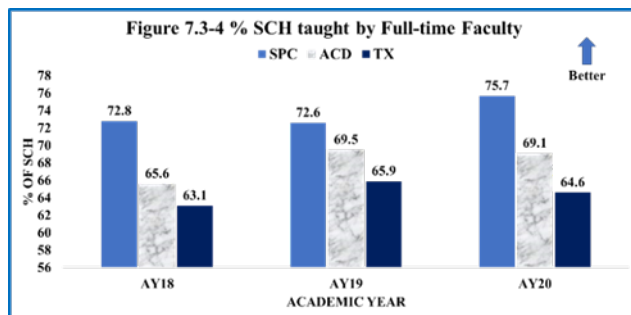
	Institutional Funds	Grant Funds	Total
FY 19	17	-10	7
FY 20	26	20	46
FY21	14	0	14
Figure 7.3-5 New Positions Created (Net)			

Figure 7.3-6a Fall 2018 – Spring 2020 End of Course Survey (Explorance Blue)

Figure 7.3-6b Fall 2020 – Spring 2021 End of Course Survey (Explorance Blue)
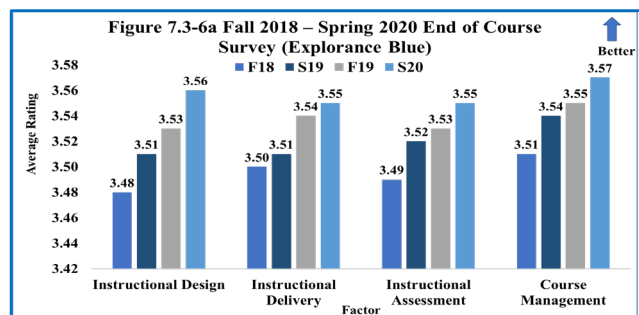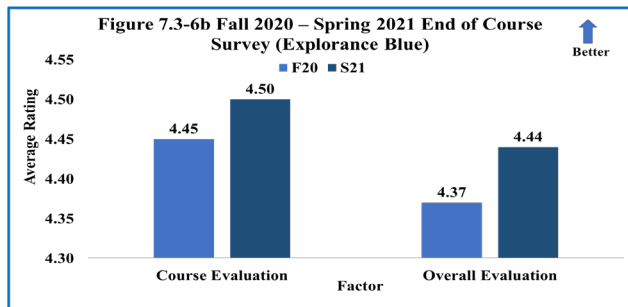
A list of SPC's innovations and best practices are shown in *7.3-7*, providing additional evidence of very high workforce capability. *7.3-8* and *9* show our high retention levels and low vacancy rates, both solid indicators of the dedication, capability, and capacity of the workforce.

SPC Innovations		
Adjunct Faculty Certification	CPS Demand Response	Faculty-Student Mentoring
AlamoAdvise	AlamoInstitutes (Pathways)	SAFE Space (Advocacy Center)
ALAS / Emerging Leaders	BABE SAFE	Tiger PAWS
Centers of Excellence (Math and Science)	Administrative Professionals workshops	S.T.R.E.A.M. Lecture & Performing Arts series
Feed the Tiger	GSVOTC	Resiliency Study
Good to Great (Strategic Planning)	Jessica's Project	Virtual Reality Lab
Master Teacher	Math Immersion	Urban Farming
Microsociety Kids Academy	Frank Bryant Simulation Center	Miss Cipher
PACE-informed improvements	Presidential Scholars / SEG	President's Lecture Series
Future Search	SAYWE	Monster Tech Fest
Figure 7.3-7 SPC Innovations		

Figure 7.3-8 Retention Rate Comparison

Figure 7.3-9 Vacancy Rates
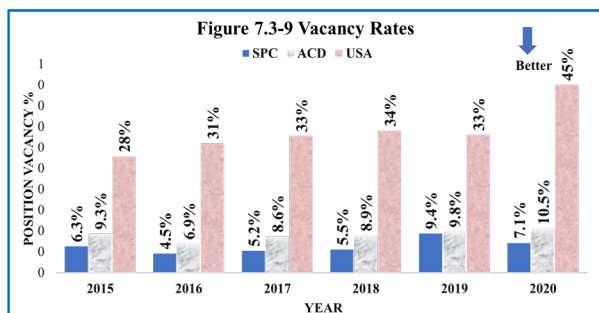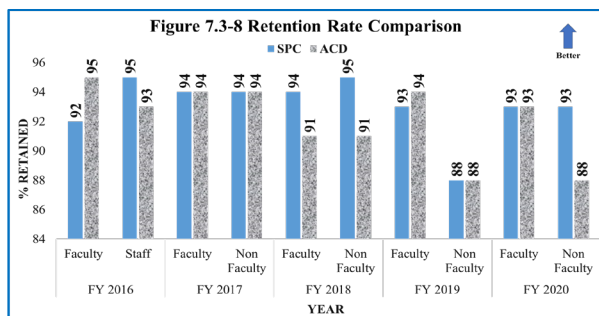
(2) Workforce Climate - *Figures 7.3-10* and *11* show the results of KPIs associated with the workforce climate. Crimes on Campus are at low levels, and an ACD-wide campus police survey provides the workforce perception of the climate from a safety, security, crime prevention, and overall perspective.

Figure 7.3-10 Crimes on Campus

Figure 7.3-11 Campus Police Security Survey Results
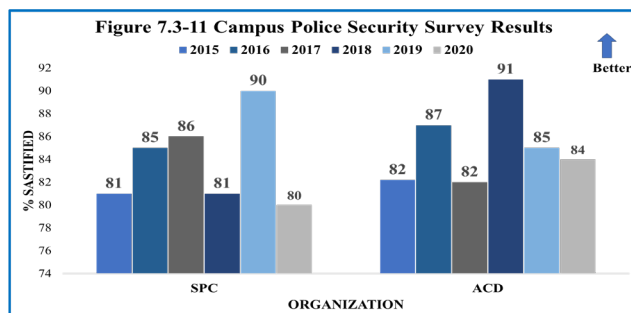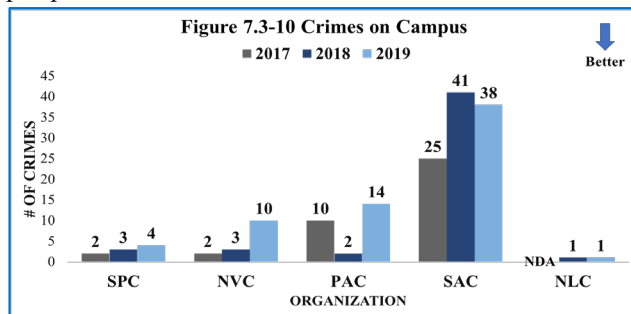
Figure 7.3-11: Displays a major drop in crimes due to pandemic restrictions.

(3) Workforce Engagement - 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. *7.3-12* shows that SPC improved considerably and has achieved the collaborative goal while exceeding the PACE USA benchmark. *7.3-13* displays the climate scores by workforce category with similar results, and *7.3-14* and *15* demonstrate results relative to the drivers of engagement identified in *Area 5.2a(2)*. We exceed the key 4.0 level in two of the four drivers and the USA benchmark in all four.

Figure 7.3-12 PACE Overall Climate Results

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Figure 7.3-13 PACE Mean Climate Scores by Workforce Category
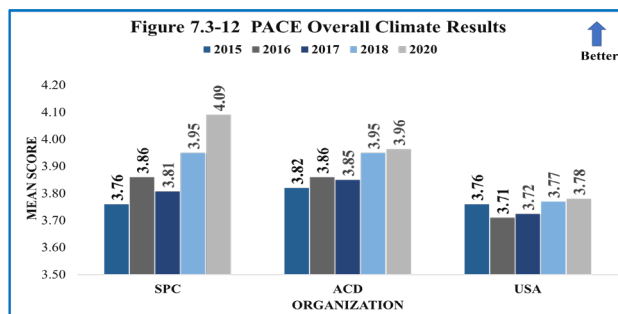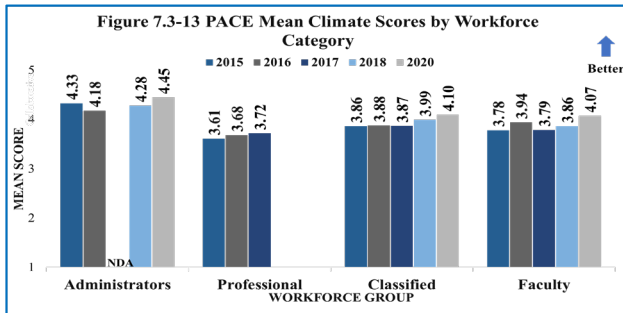
Figure 7.3-13: As of 2018, professional and classified staff results are combined and reflected in classified work group.

Figure 7.3-14 PACE 2020 Workforce Key Engagement Elements

Figure 7.3-15 PACE 2020 Key Engagement by Workforce Category
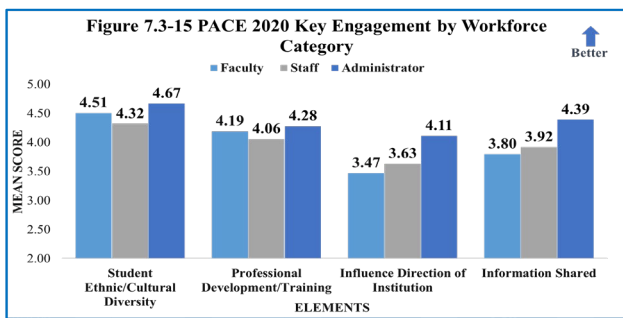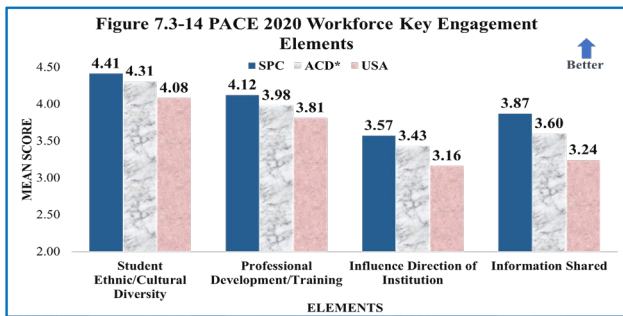
(4) Workforce Development - *7.3-16* and *17* reflect the views of the workforce regarding professional development opportunities. High scores are the norm with the workforce as a whole and all workforce categories exceed the important 4.0 level. Once again, SPC exceeds the USA benchmark. *7.3-18* thru *19* show the level of 4DX engagement; participation and effectiveness of ALAS and Emerging Leaders; and the effectiveness of the Master Teacher Certification initiative *7.3-20*.

7.3-16 PACE Professional Development/Training Opportunities

Figure 7.3-17 PACE Professional Development/Training Opportunities by Workforce Category

Figure 7.3-18 4DX Engagement
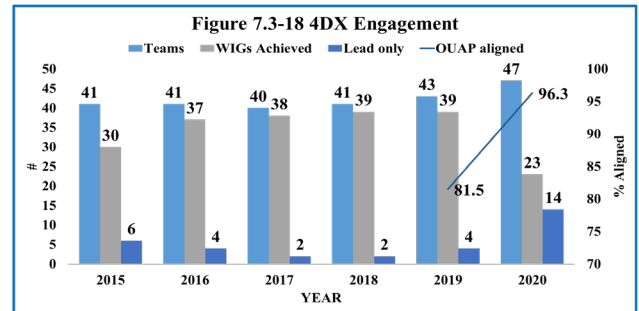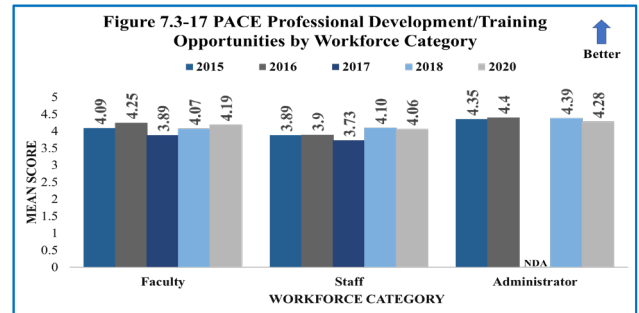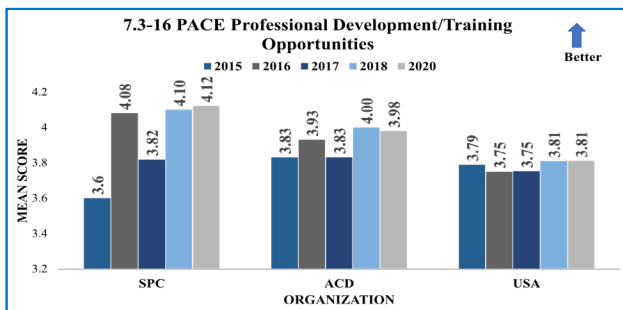
Figure 7.3-18: As a cycle of learning, 4DX alignment with OUAP began in 2019. Due to the pandemic, many teams struggled to meet their WIG goals.

Figure 7.3-19 ALAS and Emerging Leaders Participation

Figure 7.3-20 Master Teacher Effectiveness
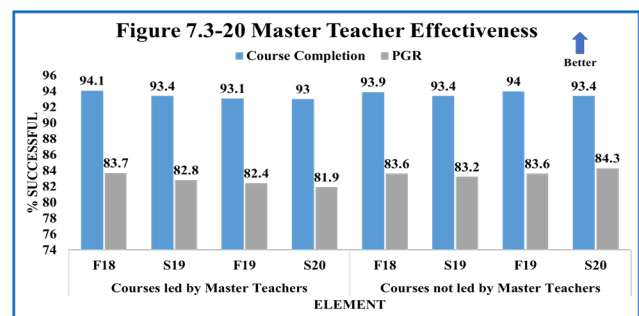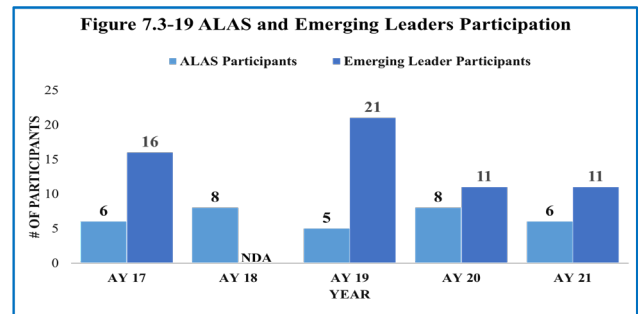
7.4 Leadership and Governance Results

7.4a. Leadership, Governance, and Societal Contribution Results

(1) Leadership - we measure senior leader communications effectiveness using four communications-related questions on the PACE survey. *Figure 7.4-1* provides the strong results in all four areas. *7.4-2* demonstrates the effectiveness of senior leader efforts to deploy the values based on PACE

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results. Four questions related directly to our Values are used to make this determination with excellent improvement trends and positive comparative performance results. SLs constantly make a strong effort to focus the organization on its priorities and *7.4-3* demonstrates the effectiveness of this effort. Understanding our priorities, innovation, technology, and a willingness to recommend SPC are the key considerations. Results are highly positive. Please note that PACE was not administered in 2019.

Figure 7.4-1 PACE Workforce Capability

Figure 7.4-2 PACE Leadership Reinforcement of Values

Figure 7.4-3 PACE SPC Organizational Priorities
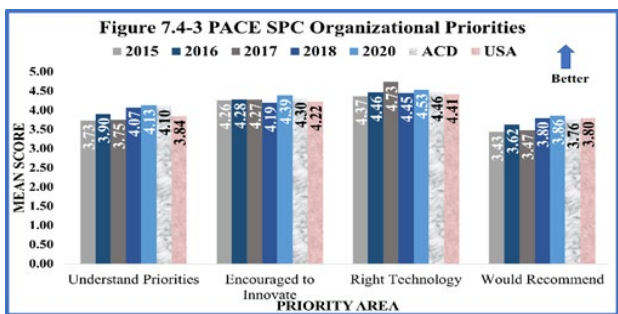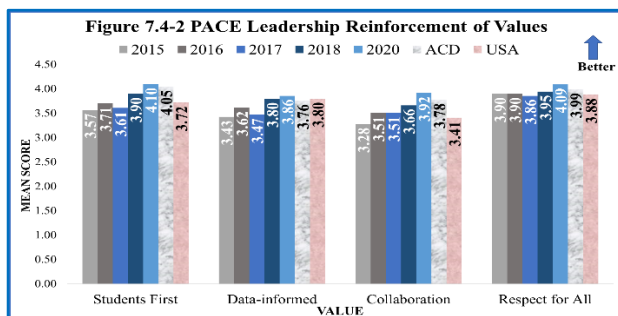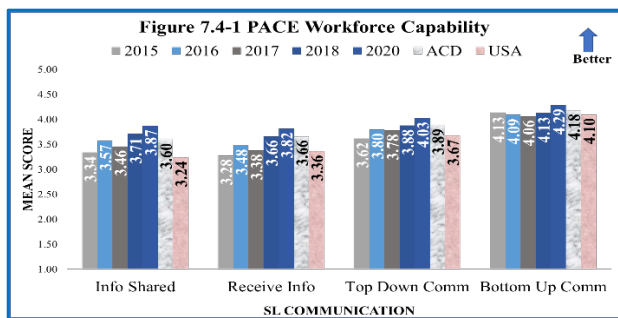
In 2018, we deployed the Orgametrics survey to measure organizational alignment or the degree to which an organization's actions and key performance metrics are connected to and make the Mission, Vision and Strategic plan a reality. The survey identifies nine critical elements of alignment (*7.4-4*); survey results greater than 65% are aligned while results between 64% - 35% are considered semi-aligned. This best practice survey informed senior leaders of their ability to cascade messages and ensure the actions of all employees are connected back to the mission, vision and strategic plan (*7.4-6 and 7*).

Institution / Program	Accrediting Agency	Status	Date of Last Review	Citations
St. Philip's College	SACSCOC	Accredited	December 2017	0
Culinary Arts Baking & Pastry Arts	ACFEFAC	Accredited	July 2015	0
Hotel Management Restaurant Management	ACPHA	Accredited	December 2018	0 0
Early Childhood and Family Studies Child Development Center	NAEYC	Accredited	October 2018 April 2018	0 0
Health Information Technology	CAHIIM	Accredited	December 2019	0
Histologic Technician Medical Laboratory Technician	NAACLS	Accredited	October 2019 October 2019	0 0
Invasive Cardiovascular Technology Surgical Technology Diagnostic Medical Sonography	CAAHEP	Accredited	March 2021 September 2018 May 2019	Pending 0 0
Vocational Nurse LVN to RN Mobility	BON	Accredited	March 2013 April 2019	0 0
Occupational Therapy Assistant	ACOTE	Accredited	February 2018	0
Physical Therapist Assistant	CAPTE	Accredited	October 2019	0
Radiography Technology	JRCERT	Accredited	February 2016	0
Respiratory Care Technology	CoARC	Accredited	March 2017	0
Automotive Technology General Motors ASEP	ASE Education Foundation	Accredited	February 2018	0 0
Aircraft Technology	FAA	Accredited	April 2019	0

Figure7.4-10 Accreditation Timeline

	2019	2020	CC/TC
Mission & Vision	65.1	70.6	68.7
Accountability	59.2	64.6	60.2
Teamwork	49.1	55.1	37.2
Empowerment	47.2	51.1	62.7
Development	44.4	50.3	38.0
Leadership	41.8	47.7	49.3
Communication	41.0	47.3	39.5
Best Practices	39.9	44.3	30.1
Creativity	32.8	40.2	31.0

Figure 7.4-4 Orgametrics Organizational Alignment

Figure 7.4-6 2020 Orgametrics Strategic Direction
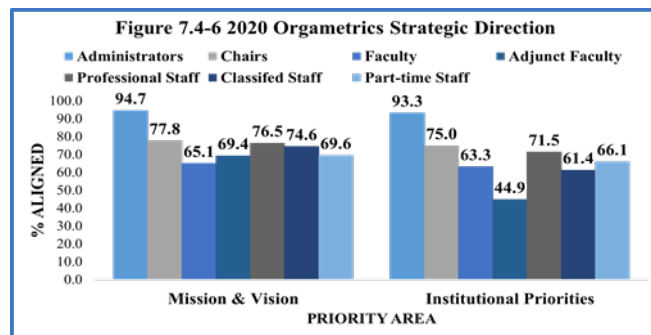
Figures 7.4-6: 2020 Orgametrics breakdown by segment

	Communication		Development		Best Practices		Teamwork		Empowerment	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Administrators	76.7	68.4	60.0	60.5	63.3	76.3	66.7	73.7	40.0	68.4
Chairs	37.5	61.1	33.3	61.1	70.8	61.1	70.8	66.7	45.8	55.6
Faculty	37.0	36.5	40.4	46.7	35.9	42.8	46.0	52.0	34.2	36.2
Adjunct Faculty	29.6	42.5	39.1	51.2	37.1	48.4	40.8	55.6	56.1	67.1
Professional Staff	47.6	48.7	45.5	51.7	38.6	47.8	52.0	52.6	45.5	47.4
Classified Staff	48.9	53.2	55.7	58.7	42.6	49.2	55.1	68.3	53.4	62.7
Part-time Staff	51.7	43.5	50.8	43.5	50.0	53.3	61.0	55.4	62.7	52.2

Figure 7.4-7 Orgametrics Organizational Alignment

(2) Governance – *7.4-8 and 9* 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.

	15	16	17	18	19	20
External Audits	1	1	1	1	1	1
Opinion	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Findings	1	0	0	0	0	0
$ Audited	$133M	$132.2M	$132.8M	$131.7M	$137.8M	$143.8M

Figure 7.4-8 Financial Audit Results

Bond Type	Rating Agency	13	14	15	16	17	18	19	20
General Obligation	S&P	AA+	AA+	AA+	AAA	AAA	AAA	AAA	AAA
	Moody	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa	Aaa
Revenue	S&P	AA-	AA-	AA-	AA-	AA-	AA-	AA-	AA-
	Moody	Aa2	Aa2	Aa2	Aa2	Aa2	Aa2	Aa2	Aa2

Figure 7.4-9 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 *7.4-10*. Other compliance indicators are tracked and these are shown in *7.4-12.*

Factors	2014	2015	2016	2017	2018	2019	2020
Licensure %	100	100	100	100	100	100	100
Compliance Training %	100	100	100	100	100	100	100
Compliance Violations	0	0	0	0	0	0	0
Compliance Terminations	0	0	0	0	0	0	0

Figure 7.4-11 Compliance Results

Figure 7.4-12 PACE Ethical Environment
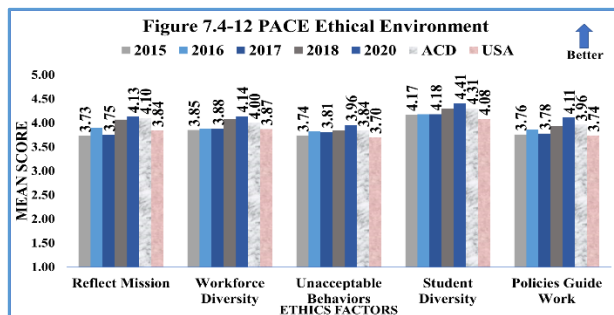
Year	Training	Hotline Calls	Breaches
2014	100%	11	4
2015	100%	7	3
2016	100%	6	1
2017	100%	8	6
2018	100%	10	1
2019	100%	7	4
2020	100%	14	1

Figure 7.4-13 Ethics Results

(5) Society – *7.4-14* thru *20* display some of the results we have produced relative to our responsibility for societal well-being and community support. These include our sustainability program, Centers of Excellence, GSVOTC, SEG, VITA, Employees Give Back, and Pop-up Food Pantries.
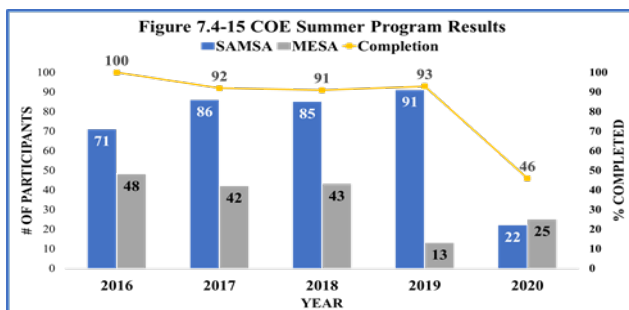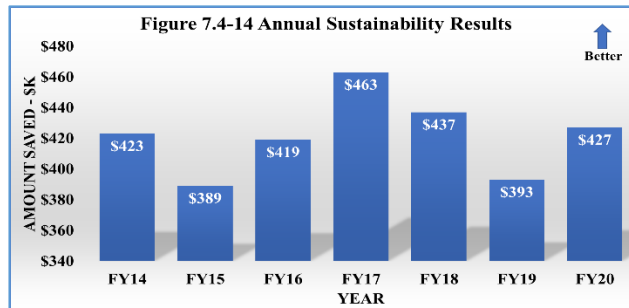

Figure 7.4-14 Annual Sustainability Results

Figure 7.4-15: The Centers experienced a decrease in enrollment as a result of the pandemic.

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Figure 7.4-16 GSVOTC Results
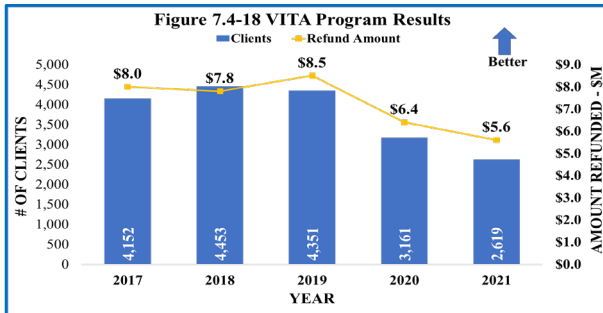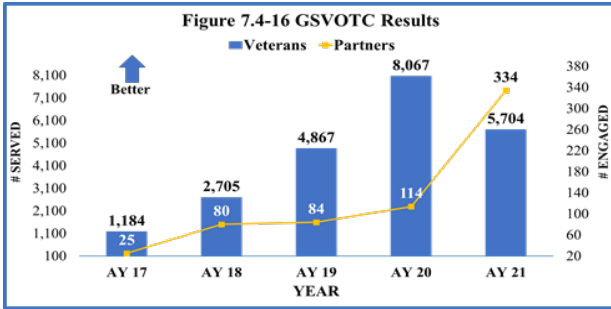

Figure 7.4-18 VITA Program Results

Figure 7.4-18: In 2020 and 2021, SPC provided drive thru services yet the community searched out face-to-face options.

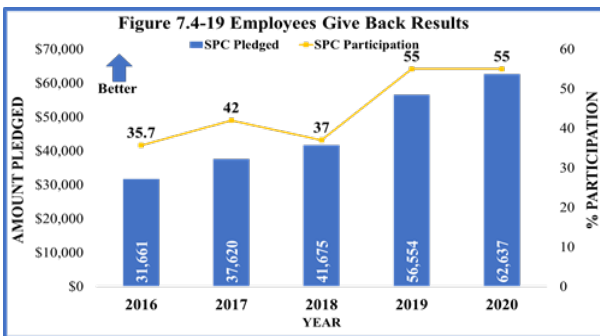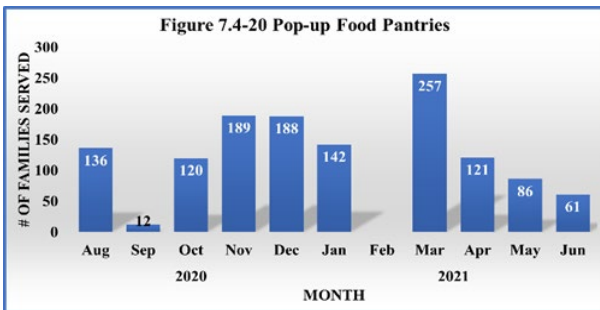**Figure 7.4-19 Employees Give Back Results**

Figure 7.4-19: In 2020, SPC raised the most funds in the district and had the highest average gift amount ($362.06).

Figure 7.4-20 Pop-up Food Pantries

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*), although it dipped due to enrollment, 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 as 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 in attaining high levels of scholarship awards (*7.5-6 and 7*) and assisted military/veterans students and their families receive their benefits (*7.5-8*).

Figure 7.5-1 Total Revenue

Figure 7.5-2 Net Revenue

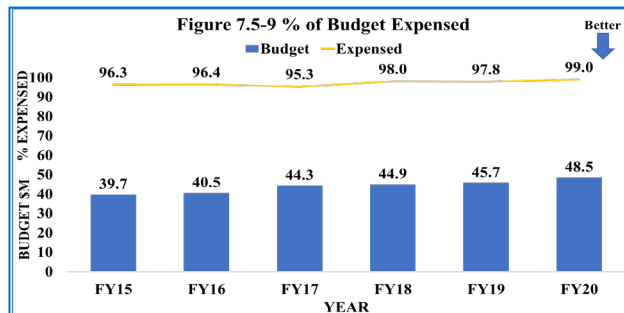**Figure 7.5-3 % of Budget Dedicated to Student Learning and Services**
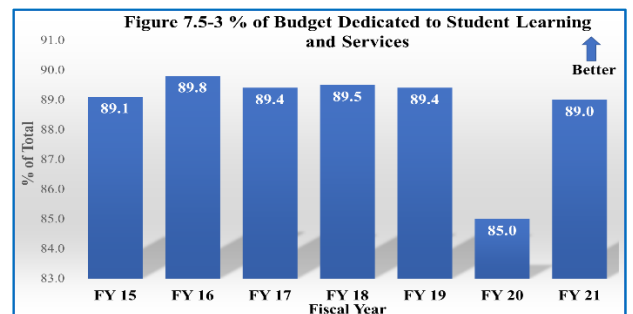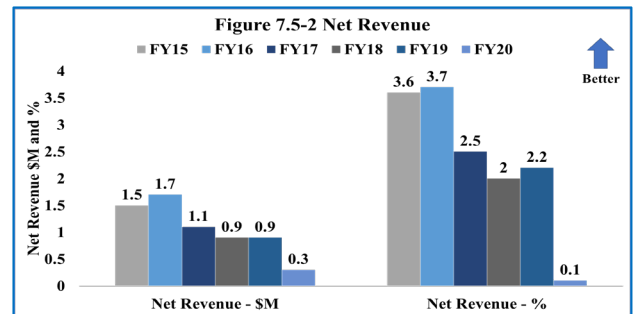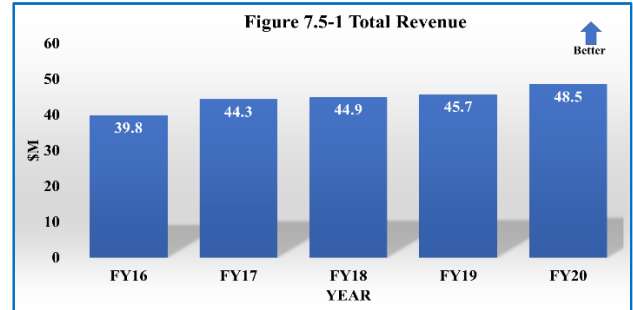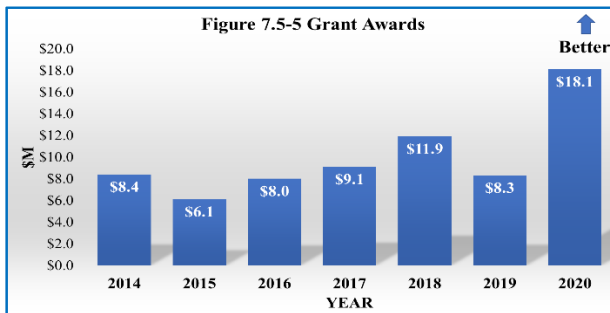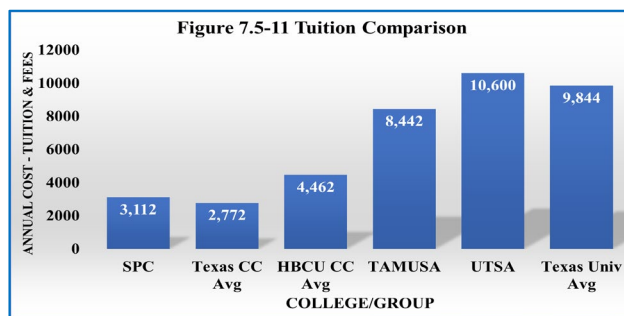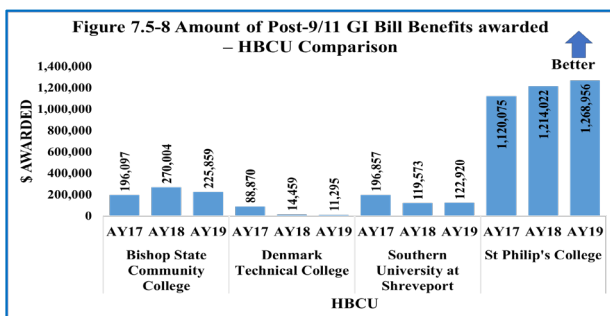

Figure 7.5-3: The decline in FY 20, resulted from an increase of institutional support funds for technology and telecommunications.

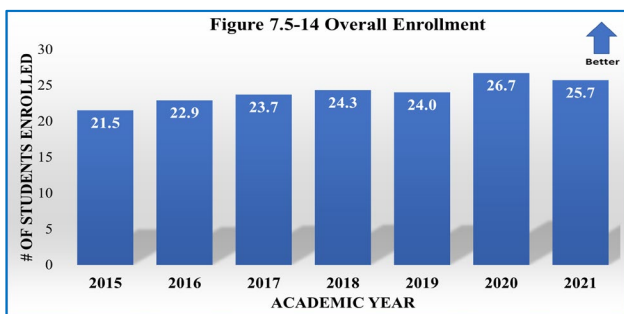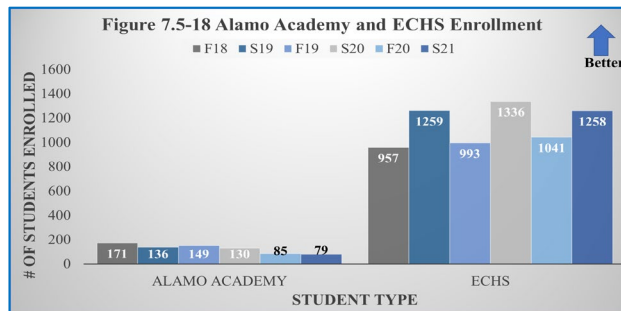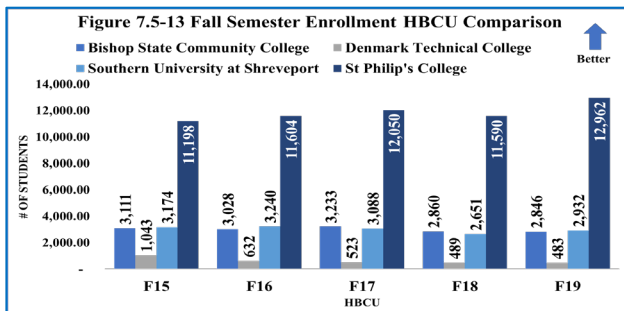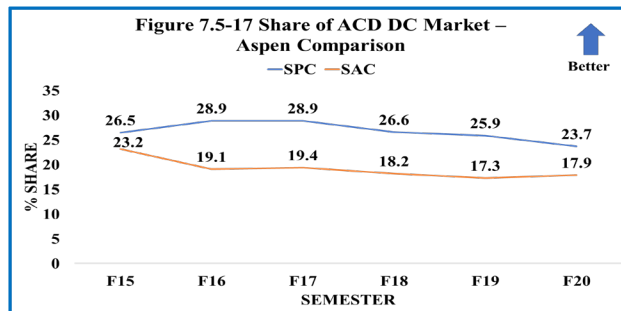**Figure 7.5-4 % of Budget Invested in the Workforce**

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Figure 7.5-5 Grant Awards

Figure 7.5-6 Grant Awards Comparison

Figure 7.5-7 Foundation Scholarship Awards

Figure 7.5-7: SAC and PAC recently received an influx in funds from private donors.

Figure 7.5-8 Amount of Post-9/11 GI Bill Benefits awarded – HBCU Comparison

Due to our efforts to operate with the greatest of efficiency and effectiveness, we have been able to keep our expenditures under budget *(7.5-9)* and maintain lower costs per student FTE than most of our competitors (*7.5-10*). Over the last five years the percentage of the budget expensed ranged from 95.2 to 99.0 over this timeframe.

Figure 7.5-9 % of Budget Expensed

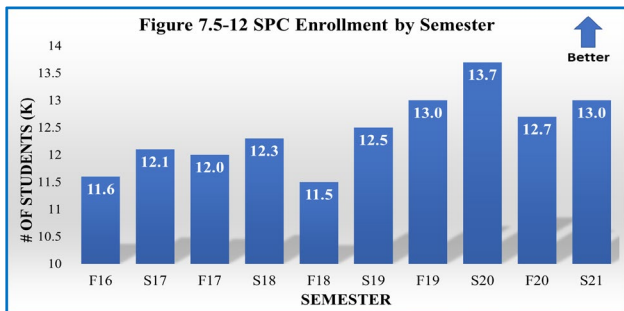
Figure 7.5-10 Expenditures per FTE Student

(2) Market Performance – *Figures 7.5-11* thru *17* reflect our market performance. Our tuition remains considerably less than local public universities and compares favorably to the HBCU average, providing an excellent higher education option for those in our market area and attracting an increasing number of students to SPC (*7.5-11*). Enrollment is a critical factor for us as it impacts financial performance, while we experienced a dip in recent semesters, we are still above the HBCU comparison group. We have also increased our share of the ACD market indicating that we are outpacing our sister colleges in recruiting new students (*7.5-15*). Similarly, our DC initiative continues to grow and its share of the ACD market is also increasing at a significant rate, outpacing our sister college and Aspen comparison (*7.5-16 and 17*). Our Alamo Academies and ECHS initiatives have attracted great interest since their inception and that is expected to continue. (*7.5-18).*

Figure 7.5-11 Tuition Comparison

Figure 7.5-12 SPC Enrollment by Semester

Figure 7.5-13 Fall Semester Enrollment HBCU Comparison

Figure 7.5-14 Overall Enrollment

Figure 7.5-15 SPC Enrollment and Share of ACD Market

Figure 7.5-16 Dual Credit Enrollment

Figure 7.5-17 Share of ACD DC Market – Aspen Comparison

Figure 7.5-18 Alamo Academy and ECHS Enrollment

7.5b. Strategy Implementation Results

Figure 7.5-19 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 except one that fell just short of the baseline; and is a strong indicator of the success of our strategy implementation.
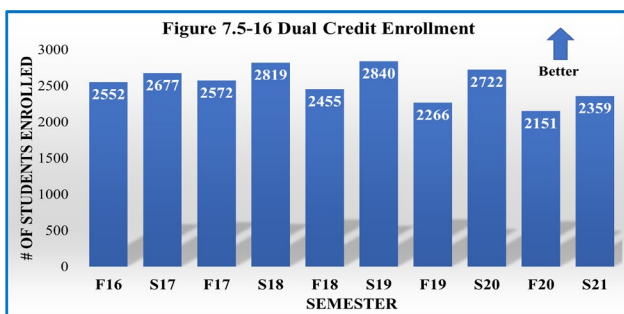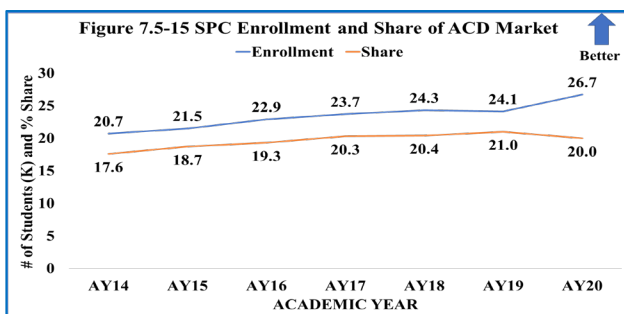
Long-Term Strategy	Baseline	Results 2020	Change	SAC Comp
Increase Degrees/Certificates	1357	2,099	+54.7%	3,726
Improve Course Completion	93%	92.3%	-0.7%	91.5%
Improve PGR	80.5%	83.1%	+2.6%	78.8%
Improve Persistence	49.9%	55.3%	+5.4%	56.9%
Improve 3-Year Grad Rate	10.5%	29.2%	+18.7%	24.5%
Improve 4-Year Grad Rate	10.4%	39.4%	+29.0%	33.3%
Improve Acad Students Employed/Enrolled post-Grad	75%	91.6%	+16.6%	87.1%
Improve Tech Students Employed/Enrolled post-Grad	88.2%	93.0%	+4.8%	89.9%
Reduce High Risk Courses	12	8	-1.5%	11
Increase Noel-Levitz Sat	80%	84.0%	+4.0%	NDA
Increase CCSSE Recommend	93.9%	96.7%	+2.8%	95.8
Increase Overall Climate Score	3.67	4.09	+11.4%	3.84
Increase Ethical Environment	3.18	3.82	+.64%	3.43
Improve Enrollment	20.7K	26.7K	+29.2%	37.9K
Improve Total Revenue	$39.1M	$48.5	+24.1%	$66.2

Figure 7.5-19 Strategy Implementation Results – Aspen Comparison

ALAMO
COLLEGES
DISTRICT

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