St. Philip's College institutional effectiveness Retreat

MARCH 6, 2018

GOOD TO GREAT STRATEGIC PLANNING

Welcome

ST. PHILIP'S COLLEGE
1898
2018
120
YEARS
A POINT OF PRIDE ON SAN ANTONIO'S EASTSIDE

Celebrate SPC Accomplishments

- Employee Honors

2017-18 Institutional Accomplishments

With your table team, identify 3 major SPC accomplishments over the last year. Input in form on the laptop.

1.

2.

3.

SPC Strategic Planning

Where do we want to be?	Where are we now?	How will we get there?	How will we know when we are there?
Mission	Environmental Review & Analysis	Strategies	Scorecard
Vision	SWOT Values	Action Plan	Metrics and Continuous Improvement

Reaffirm Mission and Vision

Vision

SPC will be the best in the nation in Student Success and Performance Excellence

Mission

Empower our diverse student population through education achievement and career readiness.

Values

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

Mission, vision, values

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

2018 Good to Great

Where are we now?

- Environmental Review & Analysis
- SWOT
- Values

IT’S BREAK TIME!!!

FUNDRAISER RAFFLE

LUNCH
BREAK

Integrated Postsecondary Education Data System

IPEDS

IPEDS

https://nces.ed.gov/collegenavigator/

https://collegescorecard.ed.gov/

https://fafsa.ed.gov/

https://collegecost.ed.gov/catc/Default.aspx

https://nces.ed.gov/ipeds/use-the-data

https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2017_227854.pdf

Community College Survey of Student Engagement

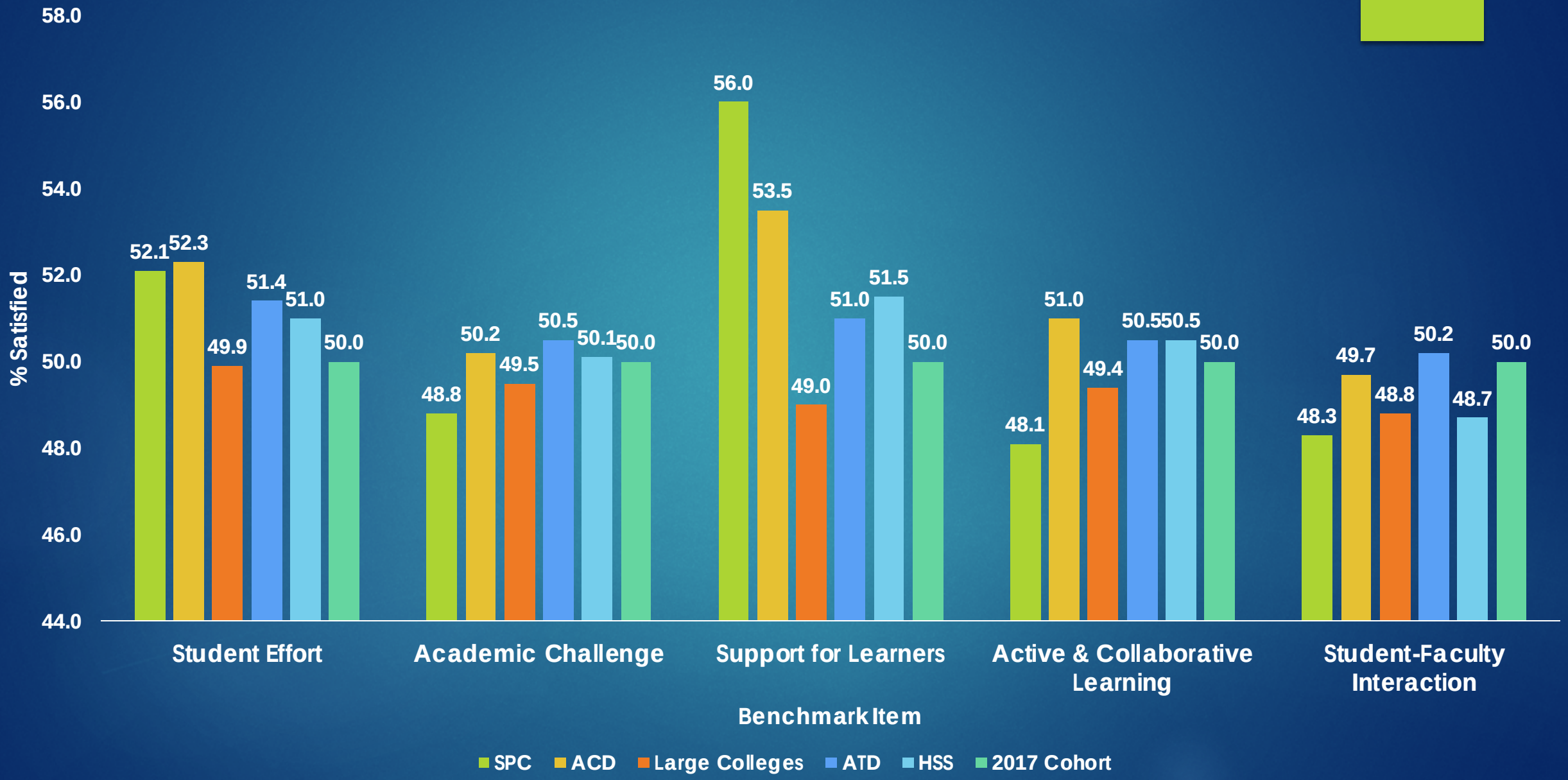
CCSSE

CCSSE at SPC

The Community College Survey of Student Engagement (CCSSE) is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. SPC is participating in the **CCSSE** (student survey) and **CCFSSE** (faculty survey) in March and April. The student survey is a paper survey that will be administered to randomly selected classes, while the faculty survey is an internet-based survey that will assess all faculty members.

Student Engagement Domain	2009	2011	2013	2015	2017	CCSSE Cohort
Active & Collaborative Learning	51.3	48.3	48.6	51.3	48.1	50.0
Student Effort*	52.5	54.4	50.4	49.5*	52.1	50.0
Academic Challenge*	50.3	51.3	49.5	49.0*	48.8	50.0
Student/Faculty Interaction	50.5	48.8	48.4	50.8	48.3	50.0
Support for Learners	54.8	54.8	54.5	53.7	56.0	50.0

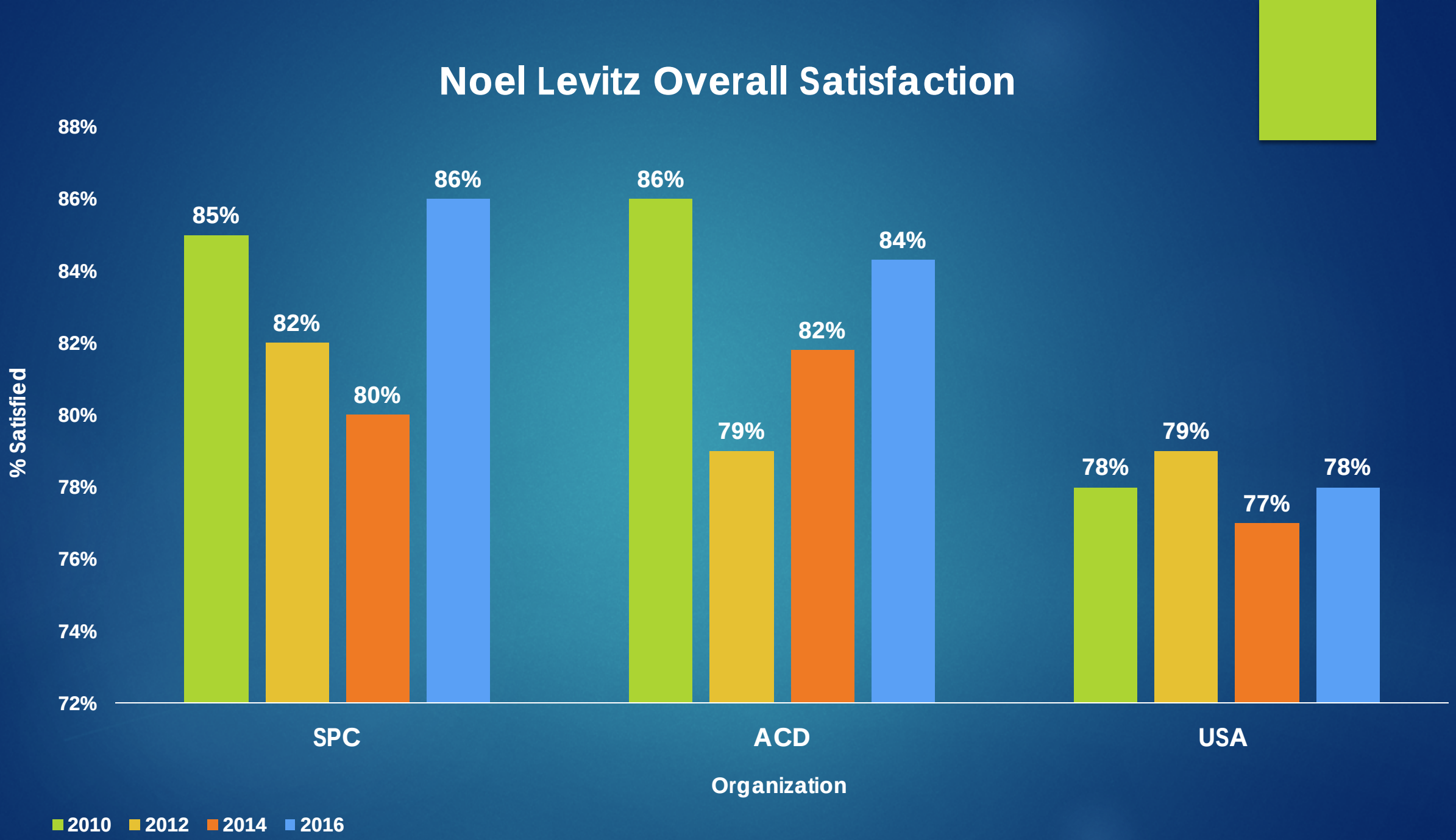
2017 CCSSE Benchmark Scores



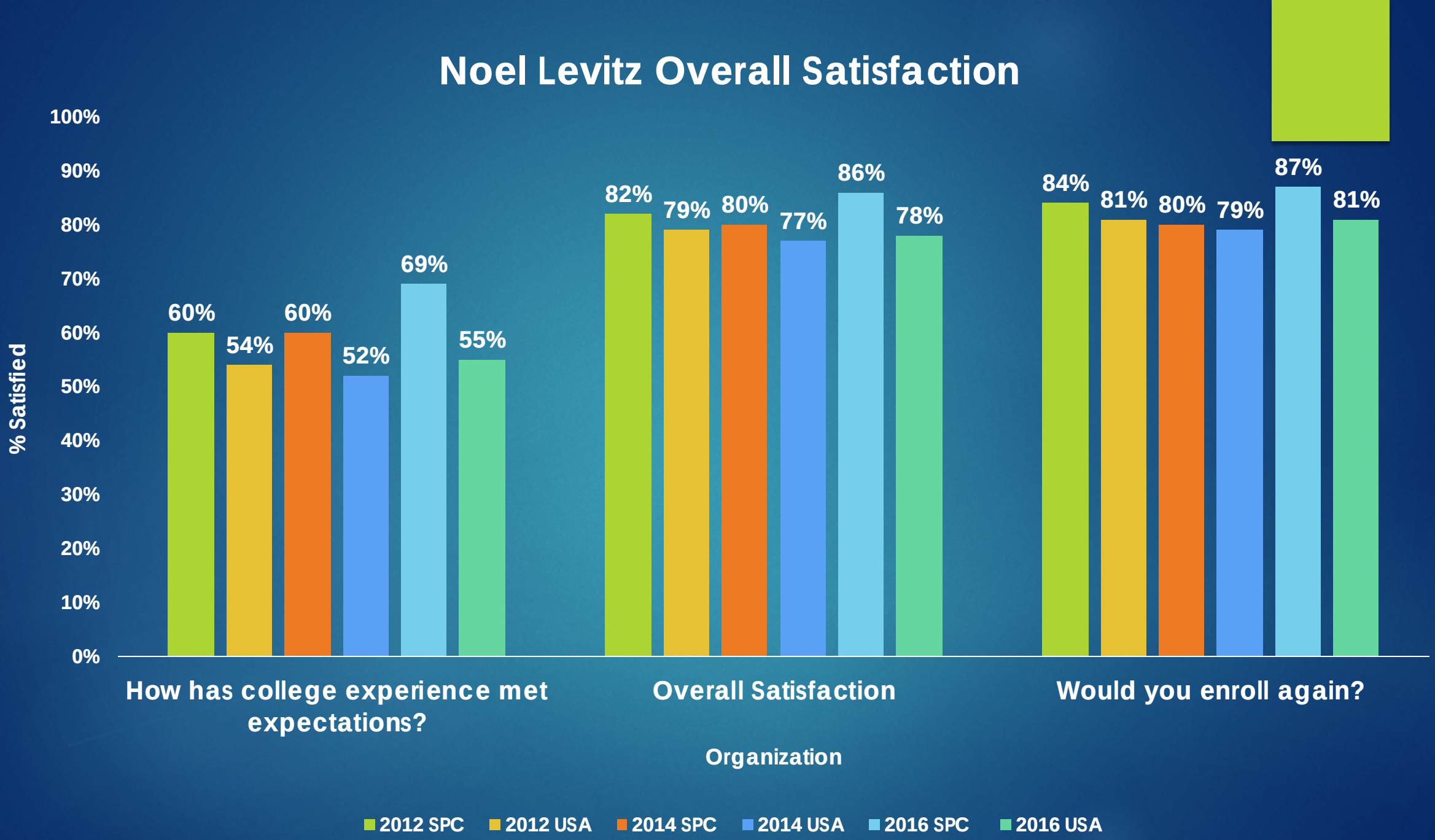
Student Satisfaction Inventory (SSI)

Ruffalo Noel Levitz

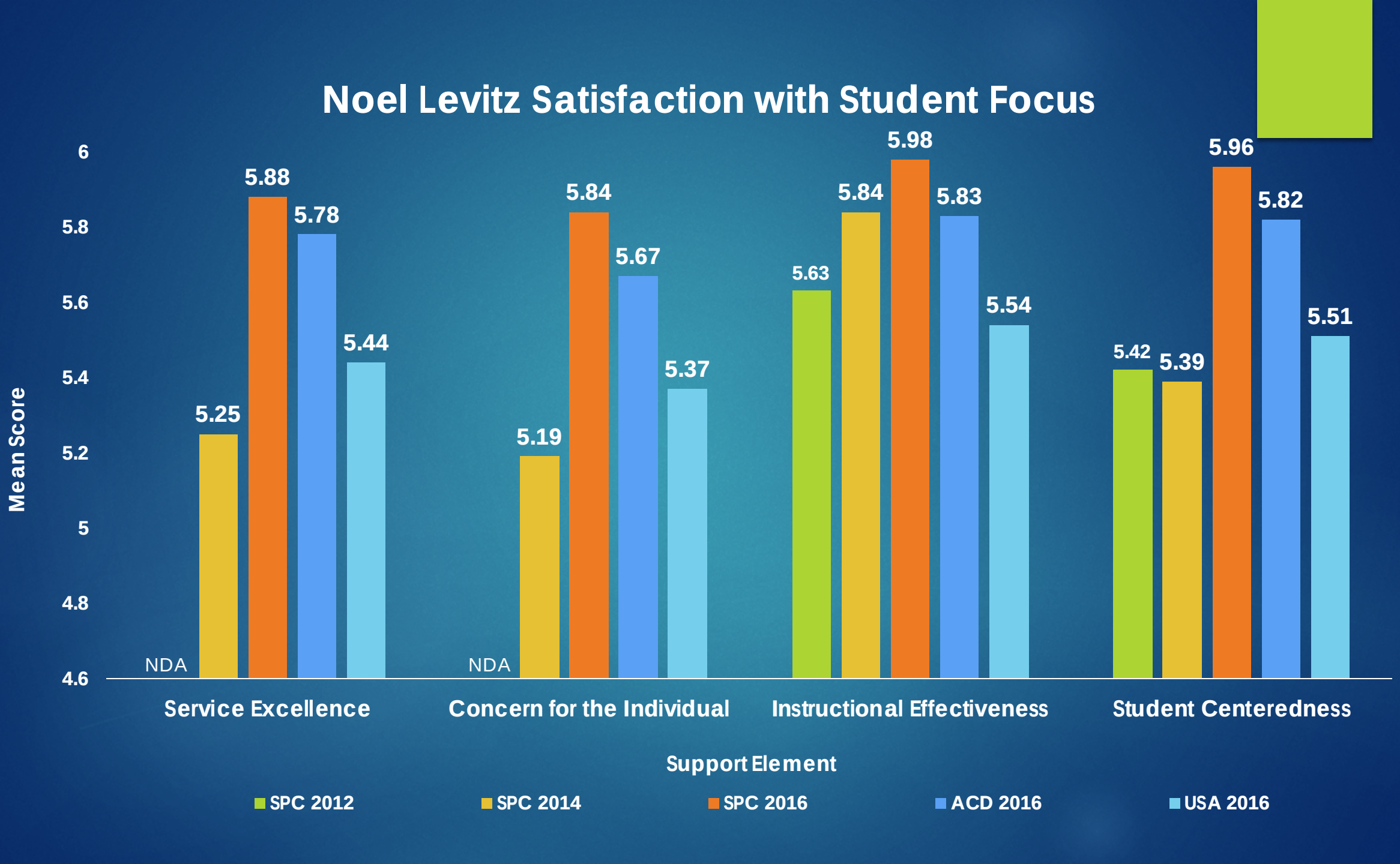
Noel Levitz Overall Satisfaction



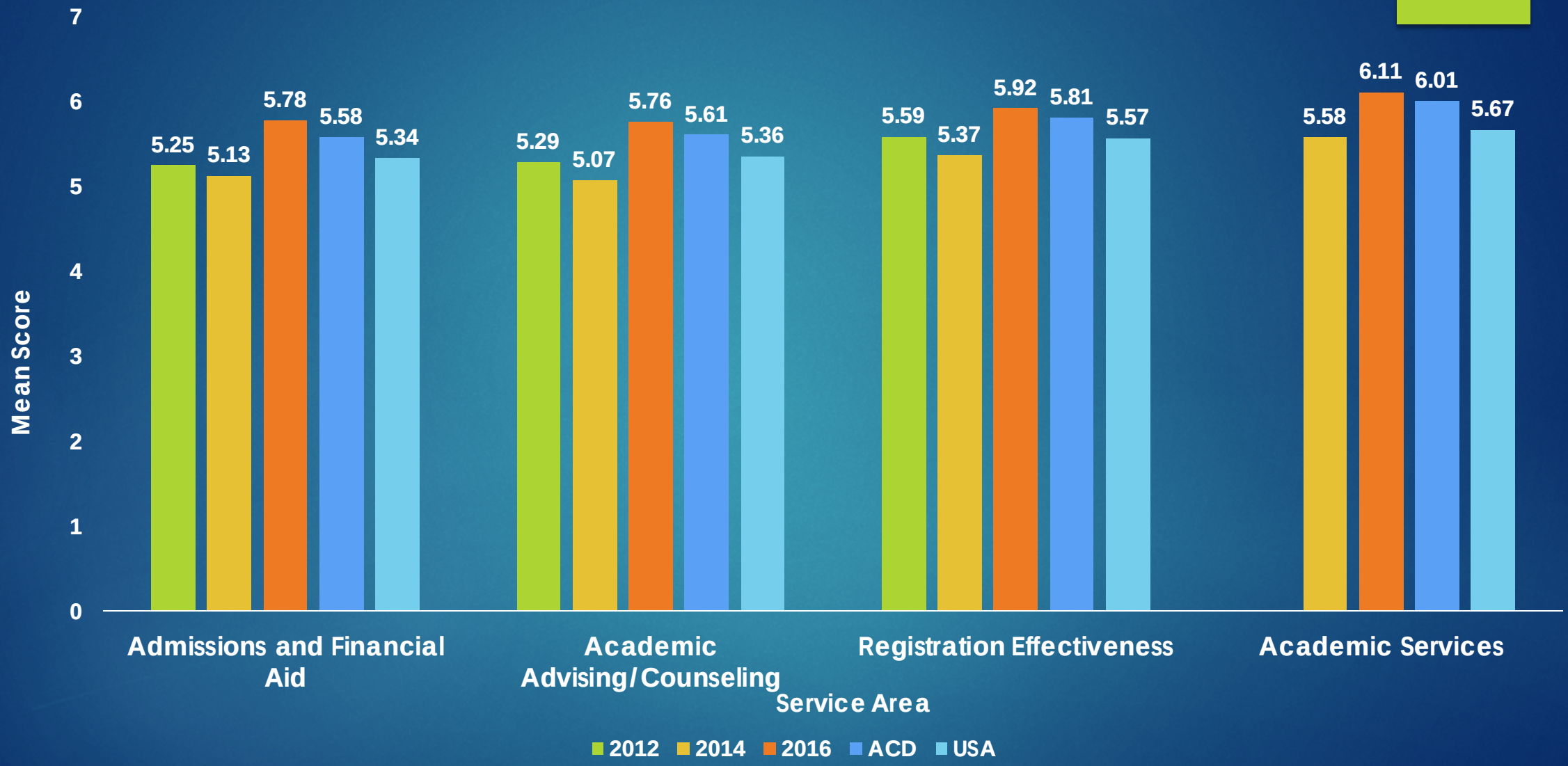
Noel Levitz Overall Satisfaction



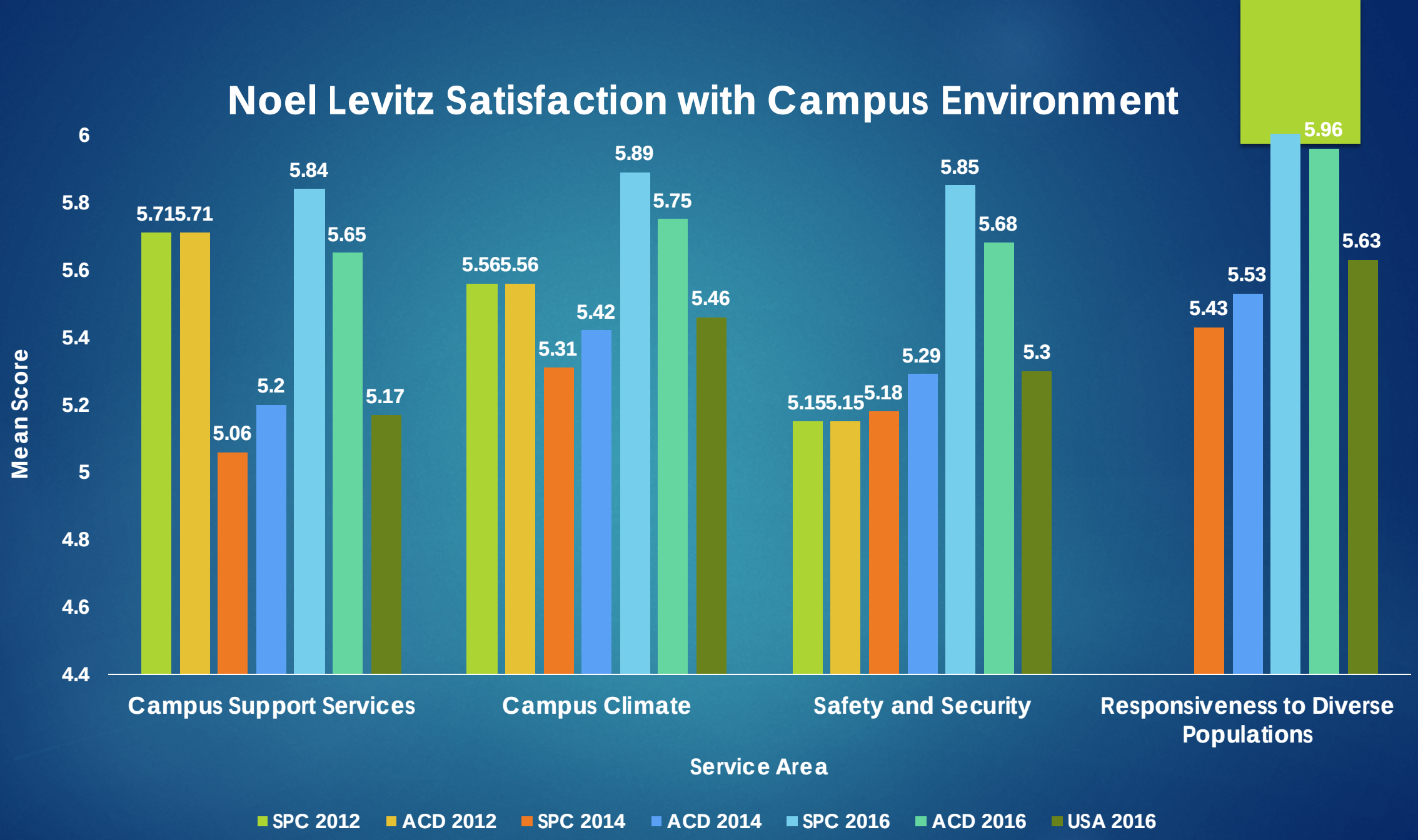
Noel Levitz Satisfaction with Student Focus



Noel Levitz Satisfaction with Academic Services



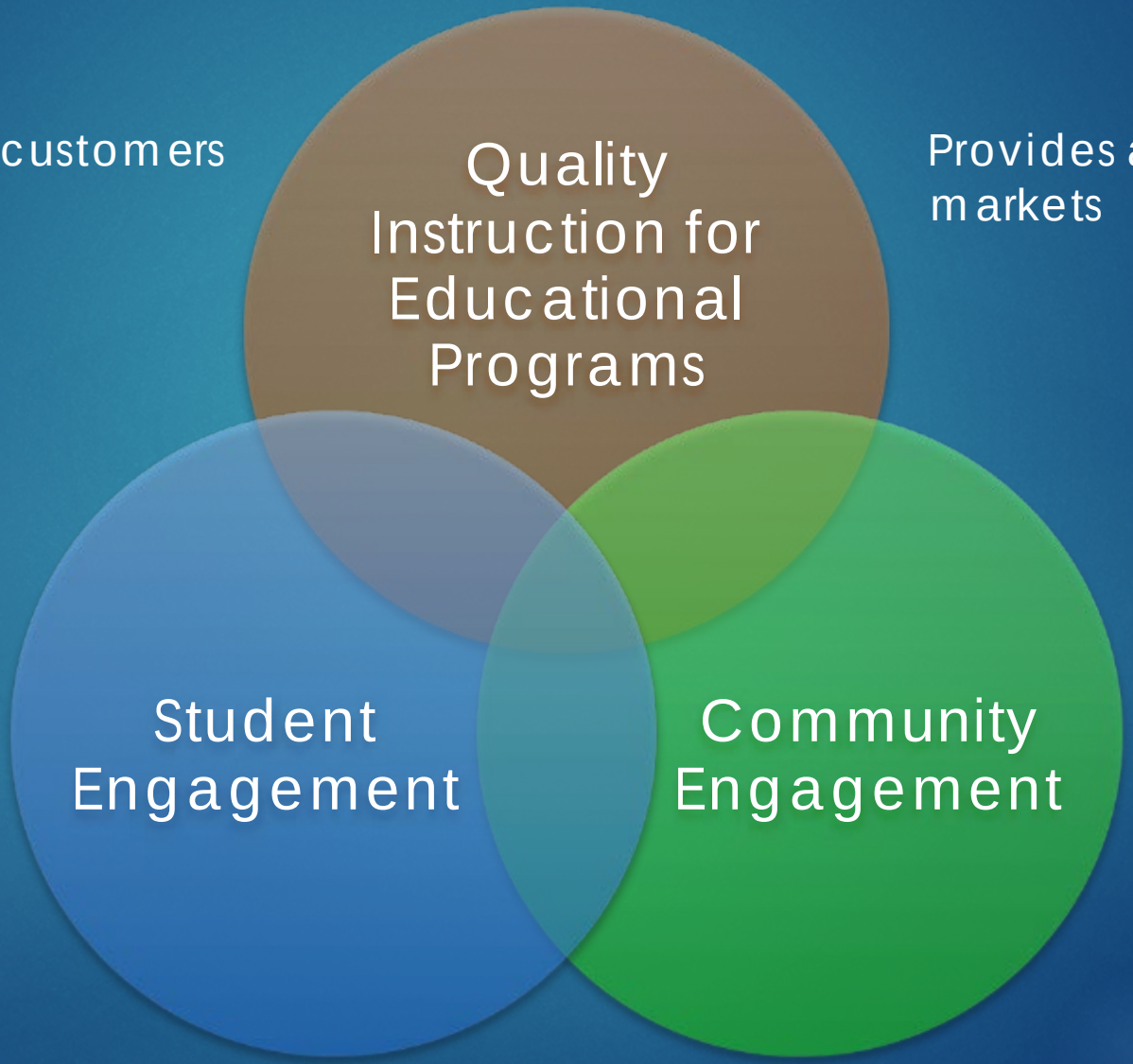
Noel Levitz Satisfaction with Campus Environment



Core Competencies

Provides benefits to our customers

Provides access to a wide variety of markets



Assets that set SPC apart

Roots of our business

Institutional Priorities Discussion

1. SACSCOC Reaffirmation
2. Ethical Decision-Making
3. Graduation, Persistence and Productive Grade Rate Improvement

SPC Strategic Planning

How will we get there?

Strategies

Action Plan

SPC Strategic Plan

- **STUDENT SUCCESS**
  Provide academic and student support and align labor market-based pathways to achieve student completion.
- **LEADERSHIP**
  Provide opportunities for St. Philip's College students and employees to develop as leaders.
- **PERFORMANCE EXCELLENCE**
  Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness
- **REAFFIRMATION**
  Successful submission of the decennial SACSCOC Focused Report and QEP Proposal.

St. Philip's College Scorecard

Scorecard

St. Philip's College Scorecard FY 2017

For a detailed review of SPC Student Achievement Goals: http://www.alamo.edu/mainwide.aspx?id=43716

Results of Mission: Empower our diverse student population through educational achievement and career readiness.
Vision: Best in the nation in Student Success and Performance Excellence.
Values: Students First | Respect For All | Can Do Spirit | Community Engaged | Data Informed | Collaboration
Core Competencies: Quality Instruction of Educational Programs | Student Engagement | Community Engagement

STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
				Fall 14	**Fall 15**	**Fall 16**	**Fall 17**
Student Success	**Productive Grade Rate (PGR)**	• SLO Assessment Results (QEP and ETS) • Early Alert/Follow-Up Reports • Tutoring • Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 • Noel Levitz 1-16	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	80.7%	83.1%	82.6%	84.1%
	Persistence FT FTIC Fall-to-Fall	• On-Site Wait Times • Noel Levitz 1-16, 43,32,15,65 • CCSSE 4O, 4E, 4P, 9B • Tutoring/Advising • Class Climate	State & VLCC Best (San Jacinto South) = 70.7% VLCC Average = 62.8% Statewide = 58.5% AC developmental education 50.8%	49.5%	58.6%	57.2%	57.6%
	Graduation Rate FT FTIC 3-year	• Enrollment • Productive Grade Rate (PGR) • Early Alert Follow-Up Reports • Tutoring/Advising • Weekly Degree Audits (45+ Hrs)	VLCC Best (San Jacinto North) = 28.7% VLCC Average = 15.8%, State Average = 17.6%	**Fall 11 Cohort** 10.5%	**Fall 12 Cohort** 12.0%	**Fall 13 Cohort** 16.2%	**Fall 14 Cohort** 16.7%
Leadership	**Ethical Decision Making (EDM)**	• Rubric Assessment Ethical Decision Making/Personal Responsibility • Student Engagement and Satisfaction (CCSSE, Noel Levitz)	CCSSE every odd year (spring) Target: 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	**14/15**	**15/16**	**16/17**	**17/18**
				CCSSE ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	Assessed Biannually	**CCSSE** ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	**CCSSE** ACL 50.0 SE 52.6 AC 50.0 SFI 50.0 SFL 56.5
				Assessed Biannually	Summary Score NL 5.90	Next Assessment Spring 18	Summary Score 6.4
				EDM planning year	EDM 73%	EDM 74%	EDM 74.5%
Performance Excellence		• College Climate Survey (PACE) • Employee Professional development	PACE every year (Fall) target 3.76	3.68	3.76	3.86	3.91
Reaffirmation	**SACSCOC Reaffirmation**	• Alumni Constituent Survey (ACS) • Submission of Autonomy Report and Response Report • BOT Review/Recommendations Dec.2017 • Action Plans Sustainability Plans for Submission of the 5th year Report in 2021	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	80.1%	84.3%	84.8%

ALAMO COLLEGES DISTRICT
St. Philip's College

St. Philip's College
Quality Enhancement Plan: Ethical Decision-Making

Presented by: ***Dr. Paul Machen, QEP Director***
Dr. Jude Manzo, QEP Director
Alberto Vasquez, QEP Director

Quality Enhancement Plan

- The Quality Enhancement Plan or QEP is a multi-year project to improve an important aspect of student learning through broad-based involvement and is a requirement of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- ***Ethical Decision-Making*** is the topic chosen by St. Philip's College constituents: students, faculty, staff, administrators and external advisory committee members. The logo was chosen by popular vote.
- The goal is to engage students in specific measurable academic activities to enhance their ethical decision making skills.

Ethical Decision-Making

Focus Statement

Ethical Decision-Making is the ability to connect values and choices to actions and consequences.

SPC Process of Ethical Decision-Making

1. Stop and think to determine the facts.
2. Identify options.
3. Consider consequences for yourself and others.
4. Make an ethical choice and take appropriate action.

Ethical Decision-Making

Student Learning Outcomes

1. Values: Students gain skills to assess their own values.
2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
3. Perspectives: Students analyze various ethical perspectives.

➡ Include all 3 SLOs in assignments.

Ethical Decision-Making

- **Strategic Objective 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

Ethical Decision-Making

EDM Strategies

- Professional Development
- Best Practice Sharing
- Student Engagement
- Community Awareness

Ethical Decision-Making: Engagement

EMPLOYEE/COMMUNITY ENGAGEMENT
QEP Retreats
QEP Faculty Workshops
Teaching and Assessing Ethical Decision-Making Trainings
All-College and Division Best Practices Sharing/Case Studies (Faculty, Staff, DC, ECHS)
Advisory Group Presentations
STUDENT ENGAGEMENT
What Would You Do? Scenarios
Freshman Experience--Pre/Post Test Surveys
New Student Orientation—EDM Song “Down with QEP”
Student Focus Groups
Student Projects—Online Videos, App, Poster Presentations, class presentations, play, Ethics Bowl Team

QEP Assessment Plan

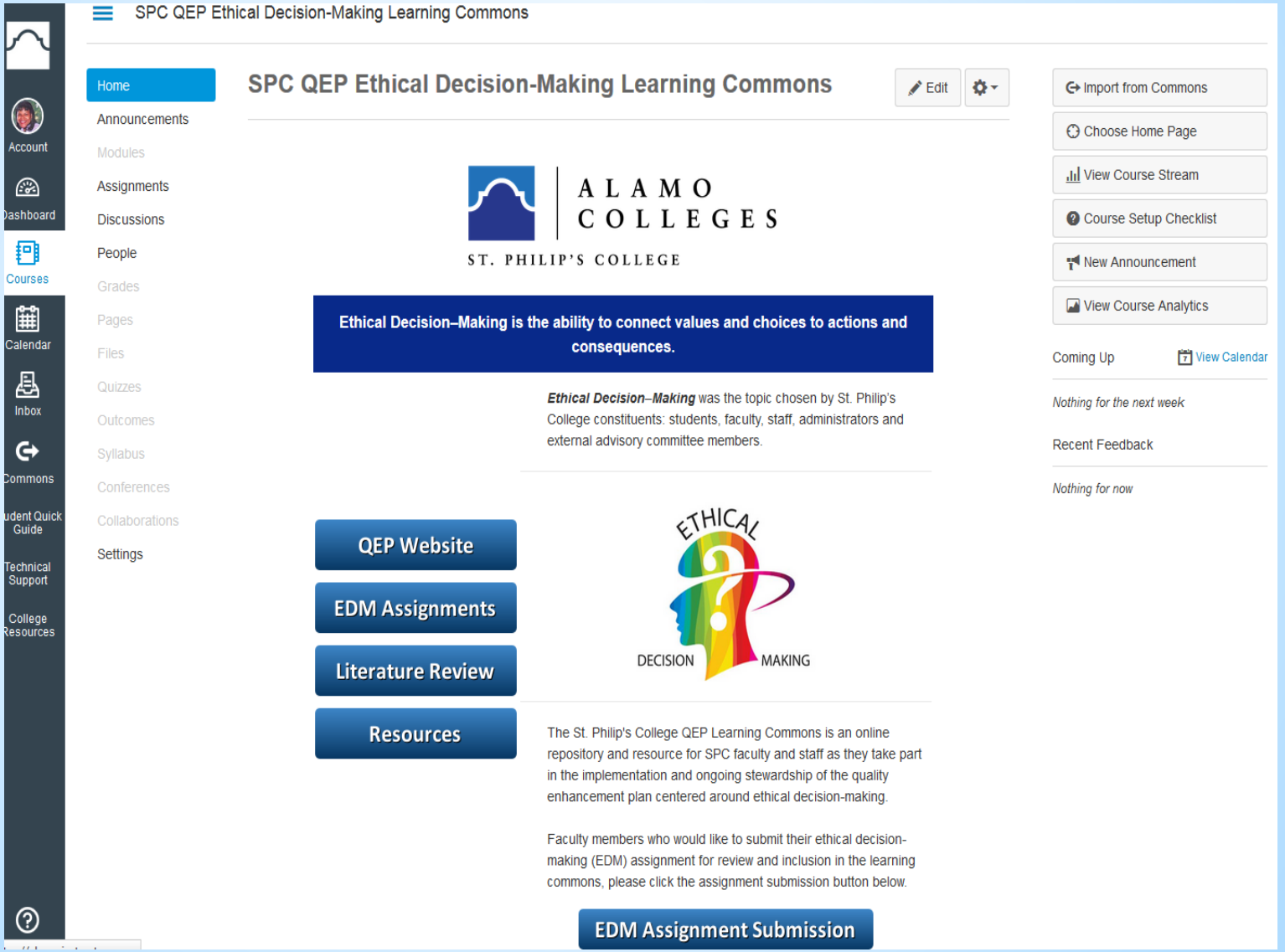
- Institutional Student Learning Outcomes (ISLO) Assessment Instrument
- Personal and Social Responsibility Inventory (PSRI)
- Defining Issues Test, Version 2 (DIT-2)
- Community College Survey of Student Engagement (CCSSE)

Ethical Decision-Making

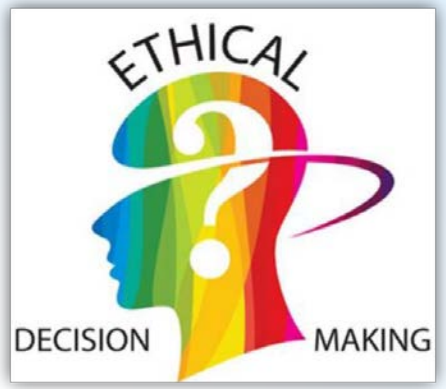
Best Practice Sharing

- CANVAS Learning Commons
- Division Meetings Roundtable Discussion
- Student Feedback

Canvas Learning Commons



Quality Enhancement Plan



QUESTIONS??

THANK YOU!!

CIP Update

CIP Timeline

- Architects & Engineers have been selected and approved by the Board of Trustees in June 2017
- Project Management & Project Managers have been selected and approved by the Board of Trustees in September 2017
- Construction Managers at Risk Services will be selected and approved by the Board of Trustees in February 2018
- Master Plan Update and Wellness Center

SPC Construction Projects Totaling $82 Million

- Culinary Arts Building- $30 Million
  - Projected Start Date -Spring/Early Summer 2018
- Norris Technical Building Renovations- $22 Million
  - Projected Start Date Late 2018/Spring 2019
- SWC- Welding and Auto Body Facility- $20 Million
  - Projected Start Date Late 2018/Spring 2019
- Replacement of Bowden & Campus Center Buildings - $10 Million
  - Projected Start Date 2021

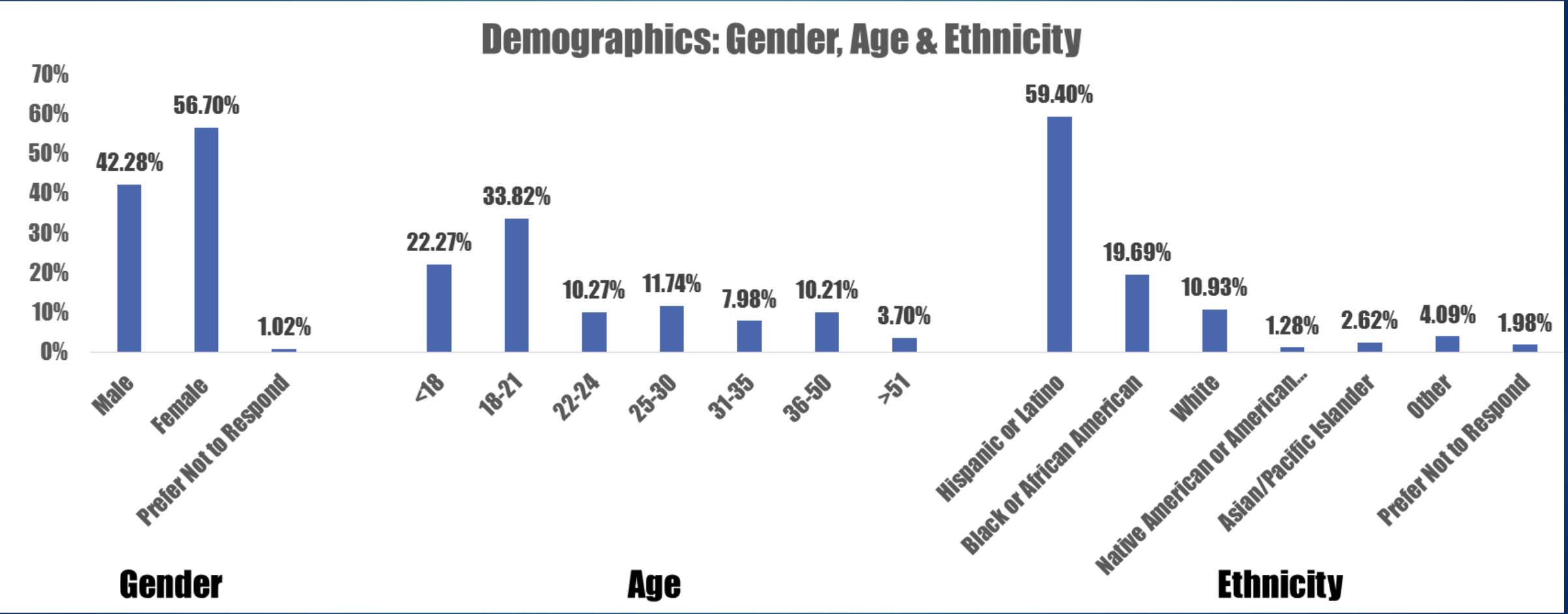
Norris Technical Building

- Projected Start Date Late 2018/Spring 2019
- Planning will begin on tentative moving date(s) and relocation of faculty/staff, classes, computer labs and tutoring lab
- All personnel moves and furniture will be coordinated through College Services in conjunction with your respective VP, Dean and Chair of your department

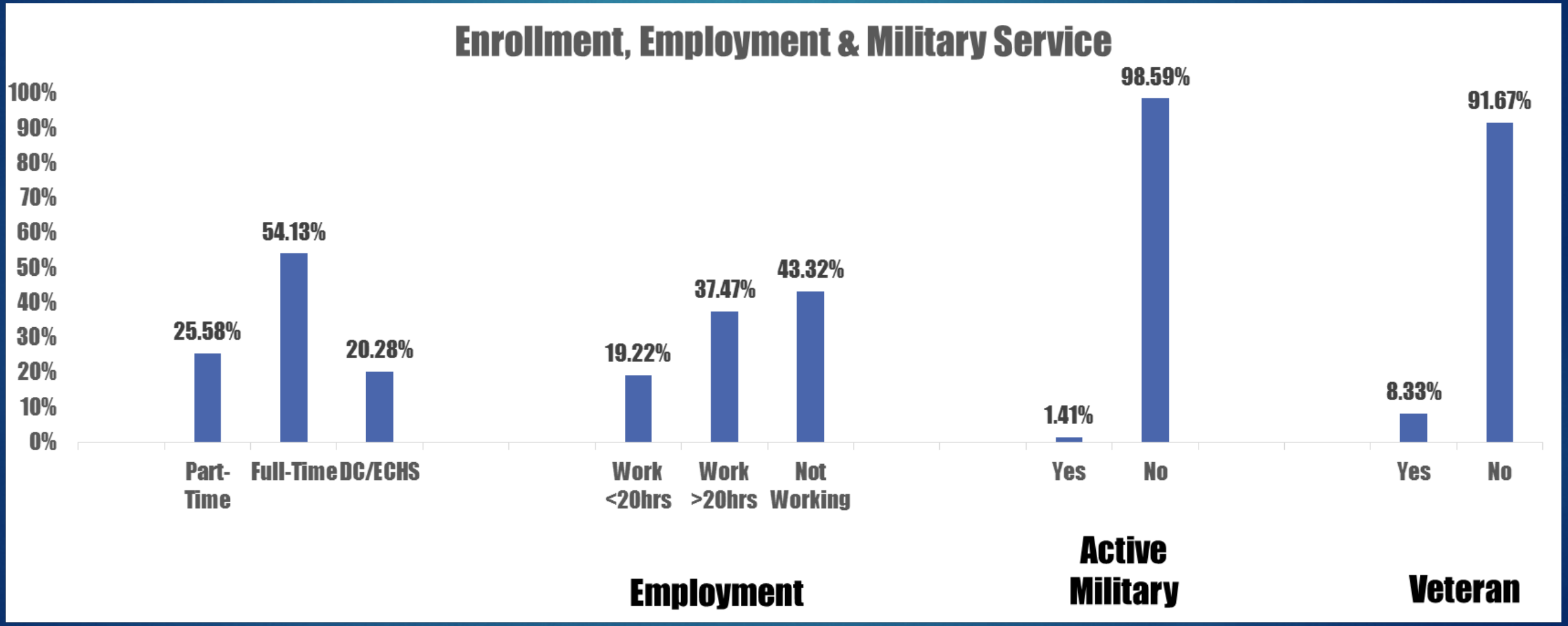
Student Housing Needs Assessment

- SPC developed a quantitative and qualitative survey instrument to collect student responses regarding proposed housing at St. Philip's College.
- An email with the survey link was sent to 13,277 students starting on February 7, 2018, and survey stations were set up at MLK (6 locations including SLC, Math World, CHP, WEC, TSC, and ASB) and SWC (1 Location at BLDG. 1). Total responses: 1,589 students
- Most respondents self-identified as full time (54.13%), SPC Home College (87.42%), associate degree program (69.81%) students.

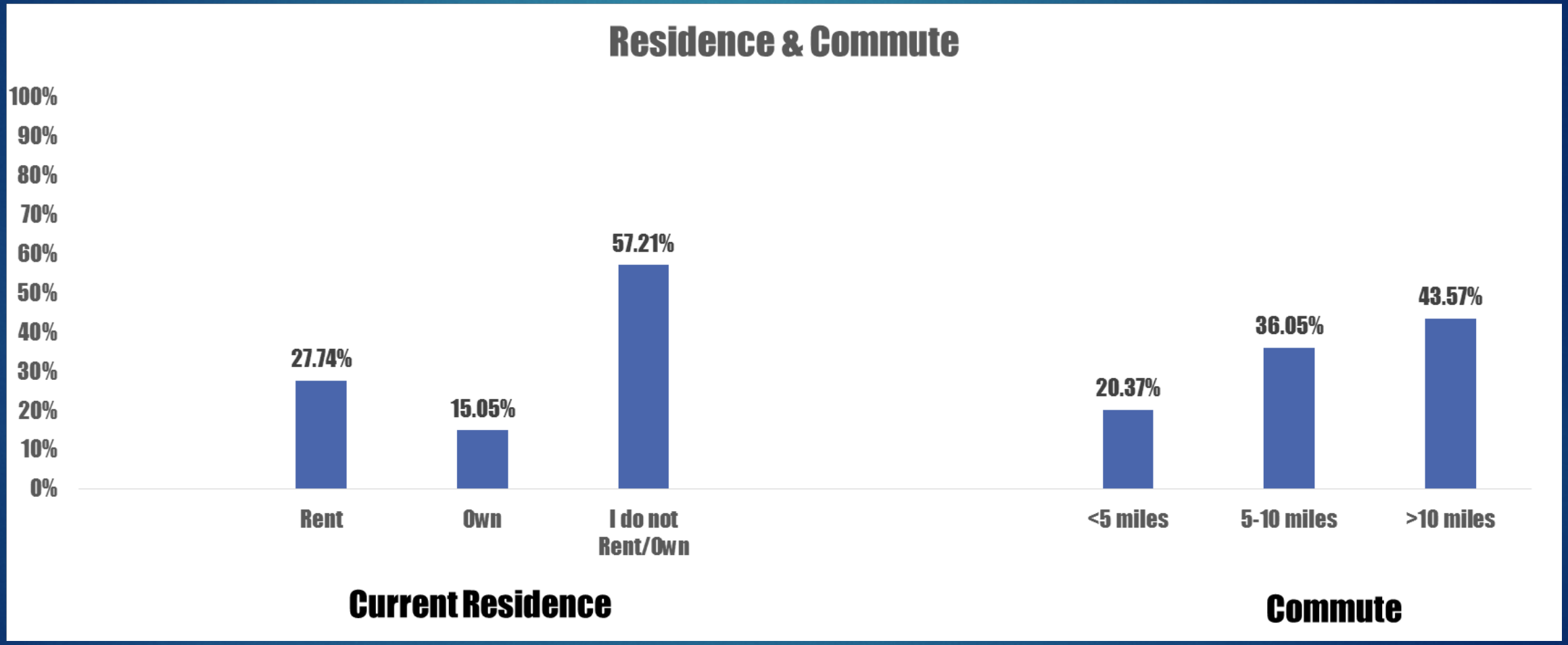
Student Housing Needs Assessment: Student Demographics



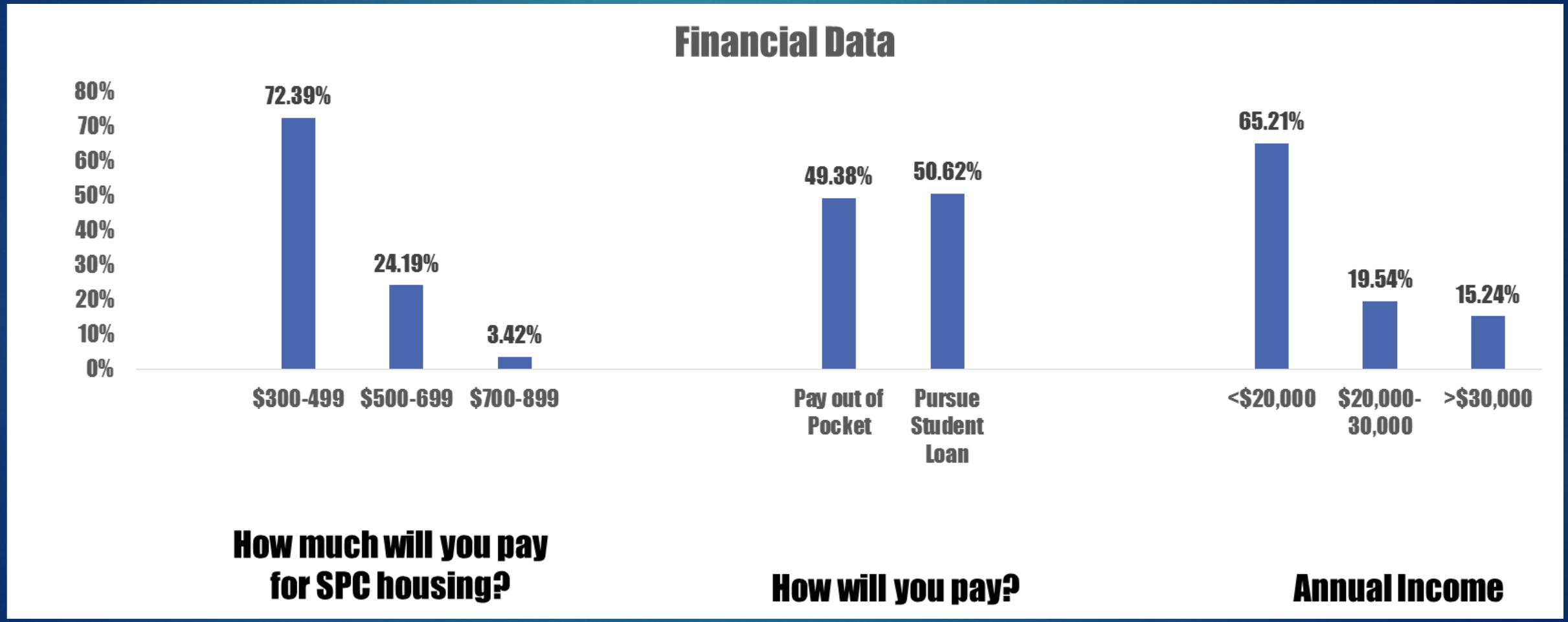
Student Housing Needs Assessment: Student Demographics



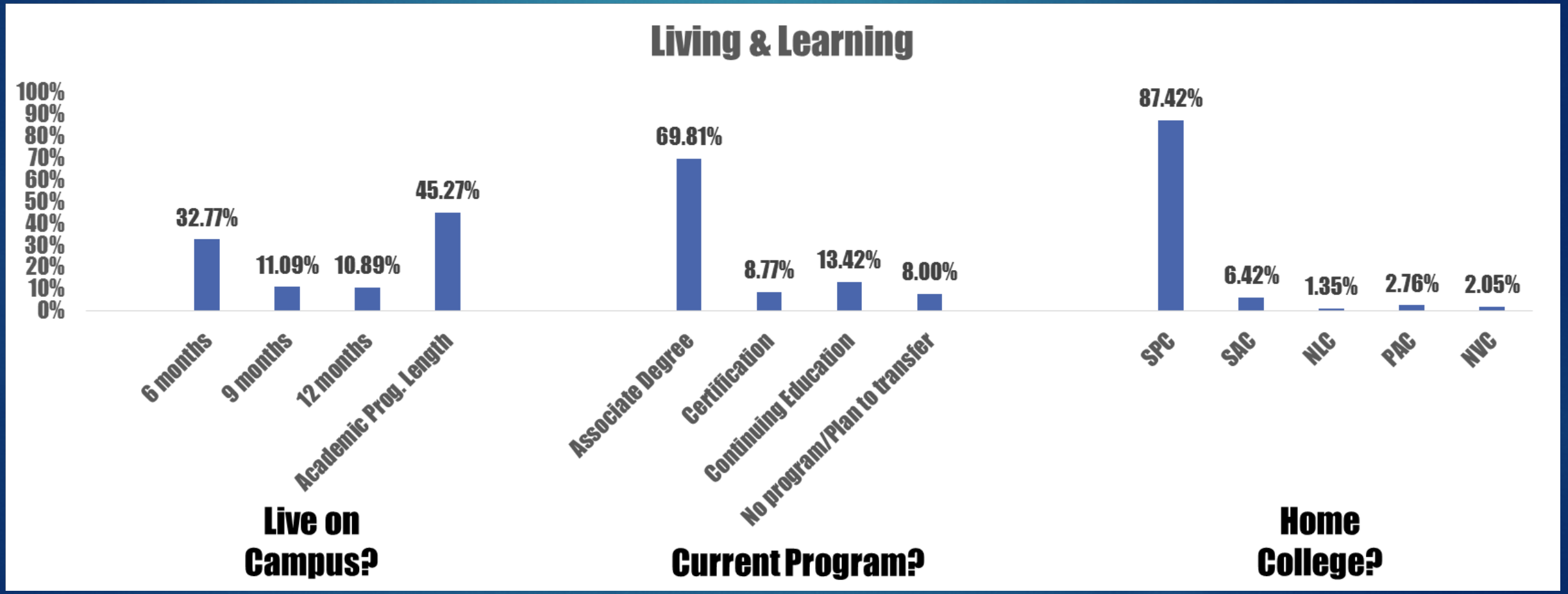
Student Housing Needs Assessment: Student Responses



Student Housing Needs Assessment: Student Responses



Student Housing Needs Assessment: Student Responses



San Antonio Housing Authority(SAHA) Tiny Homes

- Background
- Overview
- Community Center Recommendations
- Criteria and Selection of Residents

St. Philip's College institutional effectiveness Retreat

MARCH 7, 2018

GOOD TO GREAT STRATEGIC PLANNING

Welcome Back /Review Day 1

Southern Association of Colleges and Schools
Commission on Colleges

SACSCOC

SACSCOC

Changes to the *Principles of Accreditation*

GOALS

- Timeline for Approval Process
- Major changes in the *Principles*
- Looking Ahead

Principles Review Committee Timeline

- Had nearly 10 formal meetings and had subcommittees for every major area of concern for in-depth review and discussion, including for the QEP.
- Over 450 persons responded to initial survey on changes to the *Principles*
- 162 persons responded to the first draft of the *Principles*.
- Board of Trustees approved the proposed *Principles* in June and the College Delegate Assembly adopted them in December.

Principles: Major Changes

- Reordering by 14 topic areas
- Remove redundancies
- Complex standards
- Added:
  - Board responsibilities and expectations, Board self-evaluation
  - Expanded cooperative academic arrangements language
  - Student debt information and guidance
  - Federal policies incorporated as standards
- Deleted:
  - CS 3.3.1.4 and .5 – will be in Resource Manual with expectations that broader institutional planning processes will include these as relevant.

14 Topic Areas

2018 Principles of Accreditation: 14 Topic Areas	
Section 1: Principle of Integrity	Section 2: Mission
Section 3: Basic Eligibility Standard	Section 4: Governing Board
Section 5: Administration and Organization	Section 6: Faculty
Section 7: Institutional Planning and Effectiveness	Section 8: Student Achievement
Section 9: Educational Program Structure and Content	Section 10: Educational Policies, Procedures, and Practices
Section 11: Library and Learning/Information Resources	Section 12: Academic and Student Support Services
Section 13: Financial and Physical Resources	Section 14: Transparency and Institutional Representation

New Standards (2)

- 4.2.g: Everyone in the organization is evaluated and review should include the governing board to do a "Self-evaluation" of their operations.

- 12.6: The public and the federal government want everyone to have a role in student debt. This standard asks institutions to document how they inform students about financial literacy.

Eliminated Standards (6)

- CS 3.2.7 (Organizational Structure)
- CS 3.2.14 (Intellectual Property)
- CS 3.3.1.4 (Institutional effectiveness: research)
- CS 3.3.1.5 (Institutional effectiveness: community/public service)
- CS 3.4.2 (Continuing education/service programs)
- CS 3.5.4 (Terminal degrees of faculty)

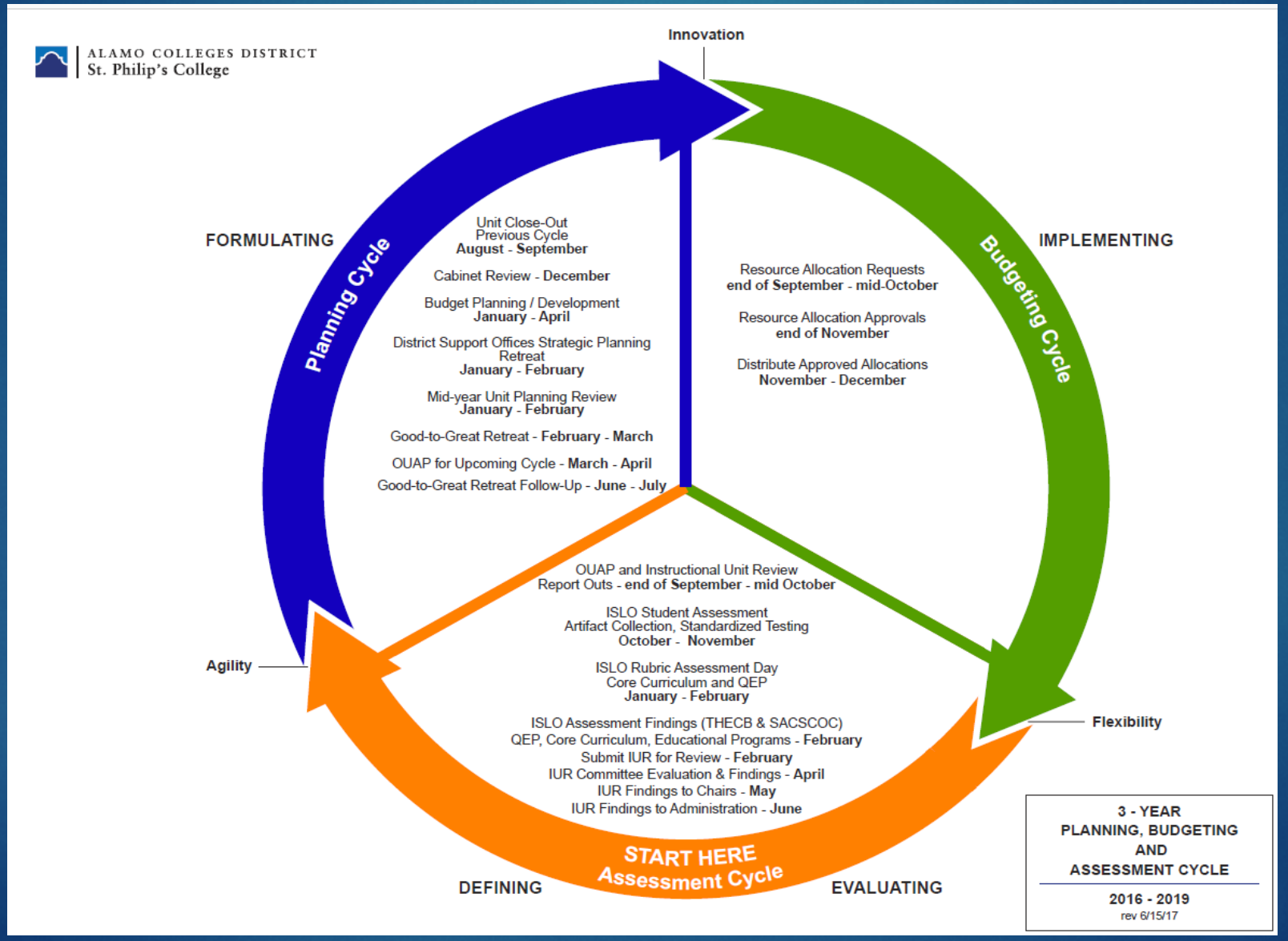
Modified Standards (5)

2012 Edition	2018 Edition
CR 2.5 (Institutional Effectiveness) (IE)	7.1 (Institutional Planning [CR])
CR 2.8 (Faculty)	Emphasis on "each program" moved to 6.2 (not CR)
CS 3.3.1.2 (IE: administrative support services)	7.3 Administrative effectiveness
CS 3.5.1 (General education competencies)	8.2.b (Student outcomes– general education – expectation of seeking improvement
CS 3.11.1 (Control of physical resources)	Consolidated with CR 2.11.2/CS 3.11.3/CS 3.8.1 – 13.7 (not CR)

Operations & Process Improvement Updates

PBA/RESOURCE ALLOCATION, TAPE, 4DX AND SMART GOALS

PBA Cycle / Resource Allocation



Baldrige Criteria for Performance Excellence Framework

Process & Result Principles

Questions for Process Items should be built around verifying or clarifying the references to Approach, Deployment, Learning, and Integration (ADLI)

A-D-L-I

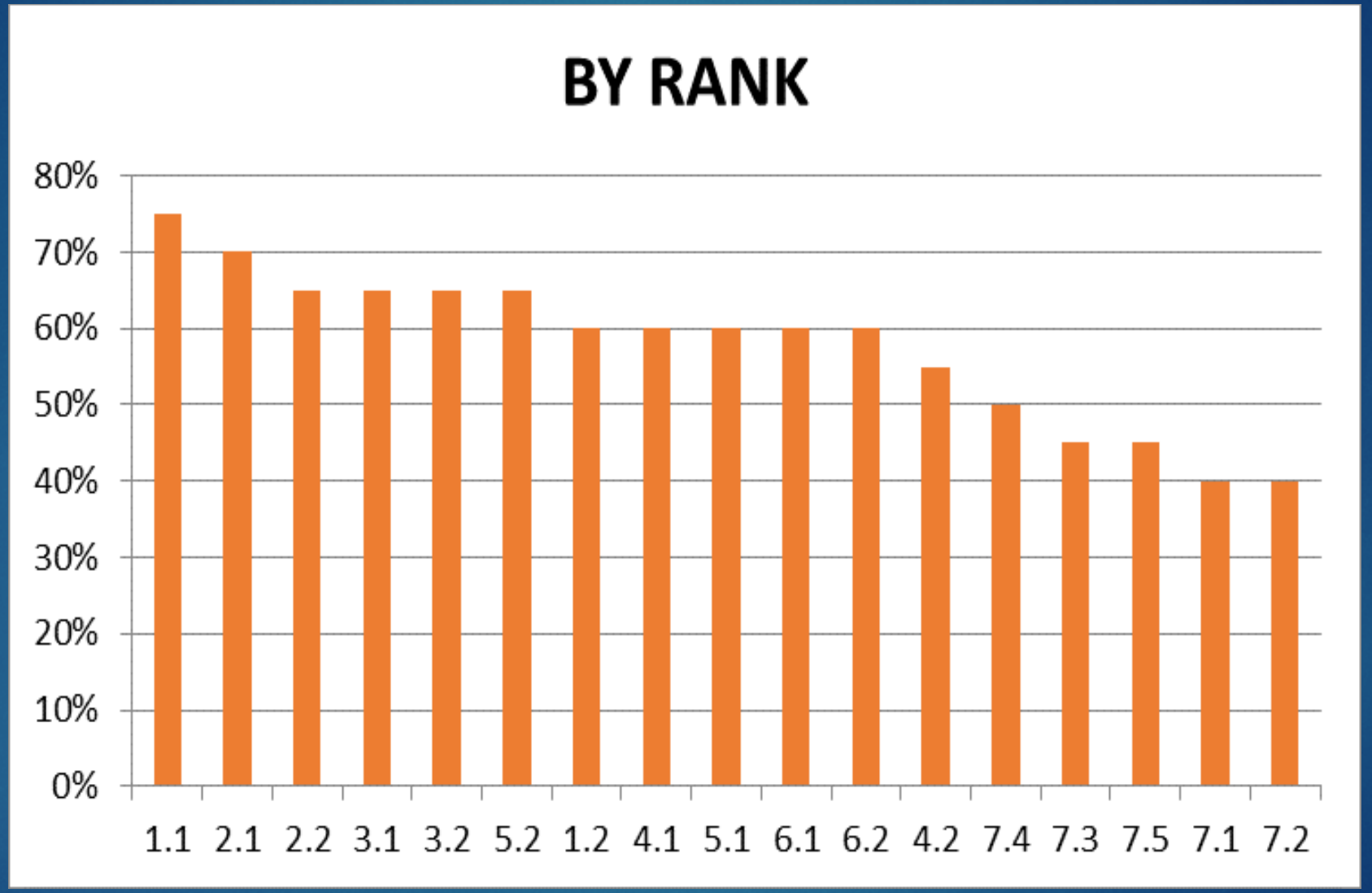
Questions for Results Items should be built around verifying or clarifying the references to Levels, Trends, Comparisons, and Integration (LeTCI)

Le-T-C-I

OVERALL RESULTS

- ✓ The final score for St. Philip's College (SPC) is **547.8.**
- ✓ 17-18 SPC scored in **Band 5** in the Process Categories (1-6) and **Band 3** for the Results Category.
- ✓ 16-17 SPC scored in Band 4 in the Process Categories (1-6) and Band 1 for the Results Category; final score = 432.
- ✓ An organization scoring in ***Band 5*** in the Process Categories typically **demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items**. It also demonstrates a fact-based, systematic evaluation and improvement process along with **organizational learning, including innovation** that result in improving the effectiveness and efficiency of key processes.
- ✓ An organization scoring in ***Band 3*** for Results demonstrates **it addresses areas of importance to the basic Criteria requirements** and accomplishment of the organization's mission, with good performance being achieved. **Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.**

CATEGORY RESULTS



STRENGTHS & OFIs

- **STRENGTHS**
  - ✓ Culture
  - ✓ Community Engagement
  - ✓ Improving trends of performance in key KPI
- **OFIs**
  - ✓ Learning and Innovation
  - ✓ Resource Allocation
  - ✓ Process for Comparative Data
  - ✓ Limited Comparison and Segmentation

IMPORTANT DATES

- ✓ April 6, 2018 (Friday): Panel of Judges Recommendations, Friday, April 6, 2018 in Round Rock TX
- ✓ April 20, 2018 (Friday): Quality Texas Foundation Board of Directors, notifies CEO of Award Status

SPC WIGs

Increase Degrees and Certificates earned by students from 2,023 to 2,188 by August 31, 2018

Arts & Sciences
525

Applied Science & Tech.
1050

Health Sciences
466

High School Programs
147

Increase student full-time (FTIC) Fall to Fall Persistence Rate from 57.2% to 57.6% by August 31, 2018

Persistence: 64%
preliminary

Increase student course-based Success Rate from 82.6% to 84.1% by August 31, 2018

Course-based success: 85%
preliminary

SMART Goals

SMART
Specific
Measurable
Attainable
Relevant
Time Based

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Radical Innovation Process

DR. MIKE FLORES, PRESIDENT
PALO ALTO COLLEGE

Division Strategic Plan &Action Plan

- Discuss integrating:
  - Environmental Scan
  - SWOT
  - 4DX strategies
  - Innovation Model

Closing Remarks