ST. PHILIP’S COLLEGE
STRATEGIC PLANNING RETREAT

May 22-23, 2013

Good to Great

ALAMO COLLEGES
ST. PHILIP’S COLLEGE

The Nation’s Only Historically Black College & Hispanic Serving Institution
Special Thank You from the Cabinet
Texas Award for Performance Excellence

Recognition for Excellence:
- Leadership
- Strategic Planning
- Student/Stakeholder Focus
- Workforce Focus

Encouraging and Recognizing Excellence
Thank you
St. Philip’s College Strategic Planning Team!
Fundraising

- Tie Auction

2009

2010

2011

2012
Institutional Accomplishments

1. 2013 Texas Award for Performance Excellence, Achievement Level
7 Habits of Highly Effective People

- Michael Ockey
  - Director, Higher Education
The Stages of the Maturity Continuum

Interdependence
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize

Public Victory
- Habit 4: Think Win-Win

Independence
- Habit 3: Put First Things First

Private Victory
- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind

Dependence

Habit 7: Sharpen the Saw
See-Do-Get Paradigm

See → Do → Get → Results → Behavior → See

Paradigm

See

Get

Do

Results

Behavior
We do not see the world as it is; we see the world as we are. Our head creates our world.
The Time Matrix

URGENT

I
NECESSITY

II
EFFECTIVENESS

NOT URGENT

III
DECEPTION

IV
WASTE AND EXCESS
The Time Matrix

<table>
<thead>
<tr>
<th>URGENT</th>
<th>NOT URGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPORTANT</td>
<td>IMPORTANT</td>
</tr>
<tr>
<td>NOT IMPORTANT</td>
<td>NOT IMPORTANT</td>
</tr>
</tbody>
</table>
Ineffective: I put urgent things first.

Effective: I put important things first.
Lunch

- Tie Auction

Who will win this year?
Habit 1 – Be Proactive
- What does it mean to be proactive?
  - Specific examples

The Story of Stone
- How is Stone an example of proactivity?
- What parallels can be drawn from Stone’s actions and our actions?
Habit 1 | Be Proactive

Maturity Continuum

What does it mean to be proactive?
Life doesn’t “just happen” – it is carefully designed by us and our choices – we control and direct it.

Every moment or situation provides a new choice.

We choose – happiness, sadness, decisiveness, ambivalence, success, failure, fear, next steps, action, inaction.
Reactive v. Proactive

Reactive:
- “I can’t”
- “I must”
- “I am a product of my circumstance”
- “They won’t allow that”
- “There’s nothing we can do”
- “If only”

Proactive:
- “I choose”
- “I prefer”
- “I am a product of my choices”
- “I can create an effective presentation”
- “Let’s look at our alternatives”
- “I will”

Blame others, circumstances, genetics, conditioning, weather...
Take responsibility
Become a “transition person” – break unhealthy, harmful, abusive, or unfortunate learned behaviors and replace them with proactive, helpful, effective behaviors
Institutional Priorities

1. Financial Literacy
2. Developmental Education (College Prep)
3. Process Improvement
ALL SDEV classes incorporate USA Funds Lifeskills learning modules.

Module Topics:
- How Do I Manage My School Life?
- How Do I Live on a Budget While I’m in School?
- What Do I Need to Know Before I Select a Program of Study?
- How Will I Pay for My Higher Education?
RESULTS: 2012-2013:

20 Learning Modules
3,384 Students (duplicate count)
88.97 Average Score on Modules

“I found that I spent more money in a week than I was receiving, so the budgeting exercise really served as a wake-up call for me.”
Developmental Education

Developmental Retention (Completion) Rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>88.0</td>
<td>86.0</td>
<td>88.0</td>
</tr>
<tr>
<td>English</td>
<td>82.0</td>
<td>84.0</td>
<td>82.0</td>
</tr>
<tr>
<td>Reading</td>
<td>84.0</td>
<td>86.0</td>
<td>84.0</td>
</tr>
</tbody>
</table>
Developmental Education

Developmental Productive Grade Rates

Math
English
Reading

Fall 2010
Fall 2011
Fall 2012
DevloPMENTAL MATH
Moving Forward

- Two levels of college prep math (phase in spring 2014 for current students, full scale for all students in fall 2014)
- Mainstream “bubble students” in college level course with require lab (fall 2014)
- Modular math
- Non-16 week course delivery (8 week flex or 4 + 12 week)
Developmental English and Reading are being integrated.

INRW 0403 will be a combination of READ 0302 and the upper half of ENGL 0300.

INRW 0404 will be a combination of READ 0303 and ENGL 0301.

INRW 0305 is a combination of bottom half of ENGL 0300 and READ 0301.

Mainstream “bubble” students into ENGL 1301 with a required one hour lab component.

Non-16 week course delivery (8 week flex or 4 + 12 week) for College Preparatory Refresher and Alamo Prep Refresher.
Process Improvement

- Recognition from the Quality Texas Foundation in the following areas:
  - Senior Leadership
  - Strategic Planning
  - Student/Stakeholder Focus
  - Workforce Focus
SACS Reaffirmation

- Expectations
- Timeline
- QEP
<table>
<thead>
<tr>
<th>Start Readiness Audit Process</th>
<th>Formation and Training of Leadership Team</th>
<th>Start Preparation of Compliance Certification Narrative and Supporting Documentation</th>
<th>Orientation of Leadership Team in Atlanta</th>
<th>Work of Compliance Certification</th>
<th>Continue work on Compliance</th>
<th>Compliance Certification Due</th>
<th>Off-Site Peer Review Conducted</th>
<th>Quality Enhancement Plan and Focused Reports Due</th>
<th>On-Site Peer Review Conducted</th>
<th>Review by the SACSCOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>June/July</td>
<td>Sept-Jan</td>
<td>January</td>
<td>Feb-Dec</td>
<td>Jan-Feb</td>
<td>March</td>
<td>March-May</td>
<td>Six Weeks in Advance of On-Site Visit</td>
<td>Sept-Nov</td>
<td>June</td>
</tr>
<tr>
<td>2013</td>
<td>Three Years Prior to Reaffirmation</td>
<td>2014 Two Years Prior to Reaffirmation</td>
<td>2015 One Year Prior to Reaffirmation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2016 Year of Reaffirmation</td>
</tr>
</tbody>
</table>
Start Readiness Audit

- April through June, 2013
- Purpose:
  - Gain deeper understanding of core requirements and comprehensive standards
June/July 2013

Recommendation:
- President
- SACSCOC Liaison
- Academic Vice President
- Faculty Representative
- Other Key decision makers
- Working leadership (Compliance certification and QEP)

Orientation of Leadership Team
- January 2014, held in Atlanta, GA
Start Preparation of Compliance Certification and Narrative

- September through January 2014
- Purpose:
  - Complete compliance certification team
  - Monitor writing responsibilities and deadlines
  - Collect and label supporting documentation
  - Prepare complete narratives with references to supporting documents
  - Review documents
  - Format documents
  - Conduct final editing
  - Compile final document
Work on Compliance Certification

- February through December 2014
- Purpose:
  - Complete Selection of Compliance Certification Team
  - Assign Writing Responsibilities and Deadlines
  - Plan for Document Version Control
  - Choose Document Format
  - Identify and link Supporting Documentation
  - Internal Review Process
Continue Work on Compliance Certification

- January through February 2015
- Purpose:
  - Internal Review Process
  - External Review Process
March 2015

Purpose:
  - Final documents submitted
March through May 2015

Purpose:
- Off-site review team is responsible for three “peer” institutions
- Team members will review specific Core Requirements, Comprehensive Standards, and Federal Requirements (about two weeks per institution)
6 months prior to On-Site Visit

Purpose:
- At the culmination of the QEP, the Commission on Colleges sends an on-site committee of professional peers to the campus to assess the educational strengths and weaknesses of the institution.
On-Site Peer Review

- September through November 2015
- Preparing for Visit:
  - Create awareness of QEP
  - Make physical arrangements
  - Prepare copies of materials
  - Conduct mock visit
On-Site Visit

- Be responsive — do not be defensive
- “They don’t understand!” YOU didn’t communicate.
- Be flexible
- The team may request material that you already provided
  - ”
June 2016

Completion and After On-Site Visit
- Exit conference
- Institution has opportunity to prepare Response to Visiting Committee Report to address recommendations
- Chair provides the SACSCOC VP his/her assessment of the institution’s response
- On-site Committee Report, institutional response, and Chair’s assessment goes to SACSCOC C&R Committee for review and decision
ST. PHILIP’S COLLEGE

Quality Enhancement Plan (QEP)
2016
The QEP is a central part of the SACSCOC Reaffirmation Process (C.R. 2.12).

As part of this process, the college will develop a Plan that identifies and targets for improvement a key aspect of our students’ educational experience.
The final QEP will

- identify key issues emerging from assessment.
- identify a significant issue focused on improvement of student learning.
- accomplish the College mission.
- show evidence of institutional capability for completing the Plan.
- include broad-based involvement.
- identify goals and assessment of those goals.
12 key issues emerged from a review of best practices and SPC need.

Input was gathered using the QEP Topic Survey.

Student input was gathered through student organizations.

A final focus area to be identified at Good to Great Retreat.
<table>
<thead>
<tr>
<th>QEP Proposed Topics</th>
<th>(Based on Assessment and Best Practices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Writing Across the Curriculum</td>
<td>Numeracy (Quantitative Literacy)</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>Leadership</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Career Pathways</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>Contextualization</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Faculty Advising</td>
</tr>
<tr>
<td>Math Emporium (Modular Math)</td>
<td>Faculty Mentoring</td>
</tr>
</tbody>
</table>
### QEP Survey Results

**Top 3 Topics**  
Weighted Results (Scale 1-5)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Personal Responsibility</td>
<td>4.09</td>
</tr>
<tr>
<td>#2 Communication: Writing Across the Curriculum</td>
<td>4.04</td>
</tr>
<tr>
<td>#3 Empirical and Quantitative Skills</td>
<td>3.78</td>
</tr>
</tbody>
</table>

- Response Item: Rank each proposed QEP Topic from most important (5) to least important (1).
- Survey Participants: 123
- Administrators 6%; Faculty 67%; Professional, 19%; Classified, 8%
Overall, most students felt #2 “Writing Across the Curriculum” was the most important topic.

<table>
<thead>
<tr>
<th>Student Organization</th>
<th>Topic Selection (in order of importance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Leaders</td>
<td>#2</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>#2, #1, #3</td>
</tr>
<tr>
<td>Student Veterans Organization</td>
<td>#2, #1, #3</td>
</tr>
<tr>
<td>Soccer</td>
<td>#3, #2, #1</td>
</tr>
<tr>
<td>African Am. Men on the Move</td>
<td>#1, #3, #2</td>
</tr>
</tbody>
</table>
Which category best describes you?

A. Administrator
B. Faculty
C. Professional Staff
D. Classified Staff
From the Top 3 Topics listed below, please select the most significant topic that SPC can focus on in the next 10 years to target improvement of learning outcomes and/or the learning environment and accomplish the College mission.

<table>
<thead>
<tr>
<th>Top 3 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personal Responsibility</td>
</tr>
<tr>
<td>B. Communication: Writing Across the Curriculum</td>
</tr>
<tr>
<td>C. Empirical and Quantitative Skills</td>
</tr>
<tr>
<td>DATE</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Jan-March 2013</td>
</tr>
<tr>
<td>April 2013</td>
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<td>April 2013</td>
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<td>April-May 2013</td>
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<tr>
<td>May 2013</td>
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<tr>
<td>Summer 2013</td>
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<tr>
<td>August 2013</td>
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<tr>
<td>Fall 2013</td>
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<tr>
<td>October 2013</td>
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<tr>
<td>Fall 2013–Spring 2014</td>
</tr>
<tr>
<td>April 2014</td>
</tr>
<tr>
<td>May 2014</td>
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<tr>
<td>July 2014</td>
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<tr>
<td>August 2014</td>
</tr>
<tr>
<td>Fall 2014 – Spring 2015</td>
</tr>
<tr>
<td>March-May 2015</td>
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<tr>
<td>6 weeks prior to On-Site Visit 2015</td>
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<td>Sept-Nov 2015</td>
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<tr>
<td>June 2016</td>
</tr>
<tr>
<td>Sept 2016</td>
</tr>
<tr>
<td>2020</td>
</tr>
</tbody>
</table>
QEP – Topic Finalists

A. Personal Responsibility

B. Communication: Writing Across the Curriculum

C. Empirical & Quantitative Skills
# College Scorecard Update

## St. Philips' College Scorecard

### 2012-2013/Quarter 3

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Key Action Plans</th>
<th>Measure</th>
<th>Target FY13</th>
<th>YTD</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All prospective students receive information about admissions, enrollment and</td>
<td>Percent students indicating satisfaction (CCSSE)</td>
<td>90%</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>financial aid process</td>
<td>Source: Office of Planning, Research, and Effectiveness</td>
<td></td>
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<tr>
<td></td>
<td>Number of Student Complaints</td>
<td>Source: Office of Vice President for Student Success and ESS</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Implement targeted marketing and recruitment strategies to include</td>
<td>Fall student headcount by college of attendance</td>
<td>10,511</td>
<td>10,313</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>surrounding neighborhoods of the campuses</td>
<td>Source: THECB Accountability System</td>
<td></td>
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<tr>
<td></td>
<td>Spring student headcount by college of attendance (includes Fall Flex III)</td>
<td>Source: THECB Accountability System</td>
<td>12,528</td>
<td>13,143</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Summer student headcount by college of attendance</td>
<td>Source: THECB Accountability System</td>
<td>6,962</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Implement innovative fundraising strategies</td>
<td>Amount of funds raised (includes donations and fundraisers)</td>
<td>$350,000</td>
<td>$397,034</td>
<td>$137,869</td>
<td>$105,850</td>
<td>$153,315</td>
<td></td>
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<tr>
<td></td>
<td>Source: Institutional Advancement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Increase financial literacy and reduce default rate</td>
<td>Number of students who complete a financial literacy program and</td>
<td>Baseline</td>
<td>337</td>
<td>592</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Source: Office of the Vice President for Student Success</td>
<td>demonstrate a greater mastery of the program's material</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Expand access to SPC through distance learning programs</td>
<td>Number of distance learning courses (Internet Only, Hybrid, DC)</td>
<td>271</td>
<td>271</td>
<td>309</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source: Office of Planning, Research, and Effectiveness</td>
<td>Source: Office of Planning, Research, and Effectiveness</td>
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<tr>
<td></td>
<td>Student enrollment (undup) for distance learning courses (Internet Only, Hybrid,</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>DC)</td>
<td>Source: Office of Planning, Research, and Effectiveness</td>
<td>6,769</td>
<td>6,769</td>
<td>7,363</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Key Action Plan</th>
<th>Measure</th>
<th>Target FY13</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus faculty and staff development on student learning outcomes, developmental education, distance learning and best practices</td>
<td>Number of hours of faculty development offered</td>
<td>275</td>
<td>240</td>
<td>122</td>
<td>54.5</td>
<td>63</td>
</tr>
<tr>
<td>Source: Instructional Innovation Center</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Focus faculty and staff development on student learning outcomes, developmental education, distance learning and best practices</td>
<td>Number of faculty participating in prof. dev. (dup. count)</td>
<td>2,150</td>
<td>2,729</td>
<td>1,374</td>
<td>1,046</td>
<td>339</td>
</tr>
<tr>
<td>Source: Instructional Innovation Center</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus faculty and staff development on student learning outcomes, developmental education, distance learning and best practices</td>
<td>Faculty satisfaction with professional development</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: Instructional Innovation Center</td>
<td></td>
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</tbody>
</table>
Fundraising

- Tie Auction

Who will win this year?
Facilities Overview

- Dinner
Welcome Back!
St. Philip’s College SWOT Analysis
Good to Great May 2012

**STRENGTHS**
- Rich history, diversity, HBCU and HSI institution
- Workforce programs geared toward industry standards
- Military friendly
- Positive internal/external reputation
- Investment in infrastructure, well-equipped technology, new buildings, renovation of existing buildings
- Scholarship opportunities for students, strong fundraising efforts
- Strong college leadership
- Excellent customer service
- Graduate more high or at-risk students
- Student Engagement
- Title III Funding

**OPPORTUNITIES**
- Expand partnerships with companies and 4 year Institutions
- Build a productive and sustainable workforce and organization
- Restructure applied science courses to include teaching content in context
- Niche Market – market and advertising programs
- Include realistic and relevant advisement about work/trade requirements and limits (e.g., felony convictions, drug testing)
- Distance education
- Non-traditional students

**WEAKNESSES**
- Low success rates of students progressing through developmental education
- Employee climate

**THREATS**
- Budget uncertainties
- Talent and Knowledge loss
- Competition with for profits and 4 year Institutions
- Communication/collaboration challenges between the colleges & district
- Unpreparedness of students
10 MINUTE BREAK
### SPC Senior Leader
### OFI Assessment and Response

**OFI:** Establish online complaint management process. Establish process to review and integrate results into associated programs. - Fenton

**Approach:** Use Maxient System - create a team to build Maxient Protocol (rules) for sustainability

<table>
<thead>
<tr>
<th>Description</th>
<th>Objectives</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maxient offers a single system providing us with details on all aspects of a student’s conduct and behavior at your institution</td>
<td>Provide centralized reporting and recordkeeping</td>
<td>1. Efficiency</td>
</tr>
<tr>
<td>As well as, Case Management for complaints</td>
<td>Recover our students and stakeholders’ confidence</td>
<td>2. Comprehensive Responsiveness</td>
</tr>
<tr>
<td></td>
<td>Enhance students and stakeholders’ satisfaction and engagement</td>
<td>3. Conflict Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Quantitative Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Qualitative Data</td>
</tr>
</tbody>
</table>
**SPC Senior Leader OFI Assessment and Response**

**OFI: Emergency Preparedness Strategies – Hampton**

**Approach:** Develop and document a formal/executable emergency preparedness plan for both campuses

<table>
<thead>
<tr>
<th>Description</th>
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<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and train Incident Command System (ICS) Teams</td>
<td>Through the deployment of the (EOP) and (SOPs) provide a safe, secure environment for employees and students to work and learn</td>
<td>Train all (ICS) members in the National Incident Management System (NIMS) and Incident Command Systems (ICS)</td>
</tr>
<tr>
<td>Establish an Emergency Operations Plan (EOP) and Standard Operating Procedures (SOPs)</td>
<td>Ensure consistent protective actions, strategies and tactics to safeguard people’s health and safety by effectively evacuating them to designated assembly areas when a crisis arises.</td>
<td>All faculty, staff and students attend emergency evacuation training/ orientation</td>
</tr>
<tr>
<td>Recruit and train Building Action Teams (BAT)</td>
<td></td>
<td>Regularly implement and assess building evacuation drills</td>
</tr>
</tbody>
</table>
### SPC Senior Leader

**OFI Assessment and Response**

OFI: Addressing risks in educational programs. - Dalrymple

**Approach:** Developing and articulating key processes, measures and goals for addressing risks associated with educational programs, services and operations.

<table>
<thead>
<tr>
<th>Description</th>
<th>Objectives</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Plan</td>
<td>Risk Management Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Department review all program areas</td>
<td></td>
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<td></td>
<td>• Review programs/events for potential risks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reduce the number of surprise events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minimize the consequence of adverse events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maximize the results of positive events</td>
<td></td>
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<tr>
<td>Program Review</td>
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<tr>
<td>Risk Identification/</td>
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<tr>
<td>Management</td>
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</tbody>
</table>
Six Step Process

Project Risk Management

- Risk Management Planning
- Risk Identification
- Qualitative Risk Analysis
- Quantitative Risk Analysis
- Risk Response Planning
- Risk Monitoring and Control
**Implementation of Emergency Preparedness**

OFI: When projecting and examining the feasibility of achieving a projection, more emphasis is needed on “how” this is done. - Cartledge

**Approach:** Develop a process for making projections/forecasts

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<tr>
<th>Description</th>
<th>Objectives</th>
<th>Feedback</th>
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</table>
| Develop a standardized, step by step process for how to make a projection or forecast. | 1. Clarify details of the projection  
2. Determine where the primary ability to meet projection lies—academic, student support, or college services/operations.  
3. Identify factors that may influence meeting the projection  
4. Analyze factors to establish confidence level in the projection  
5. Identify immediate, short term, and long term actions that need to be taken to meet projection  
6. Determine if needed resources are available |          |
OFI: Tracking of daily operational data and trends—Machen

Approach: Establish a reporting tool which utilizes leading indicators to ensure that the College’s performance measurement system is able to respond to rapid or unexpected organizational or external changes

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<tr>
<th>Description</th>
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<th>Feedback</th>
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<tbody>
<tr>
<td>Study existing College &amp; District systems, processes and data which contain daily operational data and trends</td>
<td>Develop master system, process and data list</td>
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<tr>
<td>Consider additional systems, processes and data required to track daily operational data and trends</td>
<td>Conduct committee meetings to discuss current and potential system, process and data</td>
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<tr>
<td>Compile recommendations for data, communication medium and methodology for the tracking of daily operational data and trends</td>
<td>Develop performance measurement system—data item list (draft)</td>
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</tbody>
</table>
## SPC Senior Leader OFI Assessment and Response

**OFI:** Incorporate cycle time, productivity, cost control, and other efficiency and effectiveness factors into the design of our key work processes – (already incorporated into Key Work Process management) - Hall

**Approach:** Overall recommended focus on manual/communications, with a few key topics as starting points.

<table>
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</table>
| **Approach 1: Curriculum Development** | Curriculum Development Instructional Manual  
  • To insure all know the internal process  
  • Improve accountable for the internal process  
  • To establish accessibility of information |          |
| **Approach 2: Program Development and Review** | Instructional Unit Review manual needs to be updated and include a cheat sheet with all programs with review dates  
  • Insure information is current  
  • Insure accountability for all review timelines |          |
| **Approach 3: Program Development and Review** | VPAA needs regulatory/accreditation review and timeline for all SPC programs  
  • To insure compliance and preparation timeline are met for program accreditation  
  • To insure VPAA’s office has knowledge of program |          |
Lunch

- Tie Auction

Who will win this year?
Three things we need to pay attention to:

• New Core Curriculum Assessment Structure and Process
• New QEP Design and Planning
• WEAVE Online Implementation

Senior leaders use an effective, systematic process to develop the organization's vision and values on an annual basis through the use of Good to Great strategic planning processes.

Senior leaders encourage strong community connections and local community engagement through their personal participation.
Three things we need to pay attention to:

• New Core Curriculum Assessment Structure and Process
• New QEP Design and Planning
• WEAVE Online Implementation

SPC has a formal process in place to adequately train the workforce. New hires are oriented at the district and college levels with a follow-up with the college president. Employees are offered various training programs, resources and workshops along with internal certifications.

SPC supports and encourages diversity among its staff, faculty, and student body through a variety of initiatives. Key processes foster diversity including the college’s hiring process, academic initiatives and participation in community events.
Three things we need to pay attention to:

• New Core Curriculum Assessment Structure and Process
• New QEP Design and Planning
• WEAVE Online Implementation

SPC is in the early stages of development and deployment of a performance improvement system.

While SPC has a positive employee climate in many respects, it faces two known current challenges: adjunct faculty integration and implementation of Alamo Colleges district mandates.
Although SPC has a systematic process to manage data, information and organizational knowledge, there is no effective process to identify and share best practices across the college.
Three things we need to pay attention to:

• New Core Curriculum Assessment Structure and Process
• New QEP Design and Planning
• WEAVE Online Implementation

SPC does not present results for 24 out of 84 key measures as identified by the College.

SPC competitive comparisons are limited to colleges with the district. Comparative data and targets are necessary to move the organization forward.
Three things we need to pay attention to:

• New Core Curriculum Assessment Structure and Process
• New QEP Design and Planning
• WEAVE Online Implementation

Some trend data indicated adverse trends.

SPC does not include sufficient data points to accurately identify trends in some cases.
FY14 SPC Strategic Plan

- New Goals
- New Objectives
- New Action Plans
- Aligned with District Strategic Plan
FY14 SPC Strategic Plan

- TABLE Exercise
  - Feedback on Possibilities
  - Stakeholders
  - Measures – to provide meaningful data
    - Leading
    - Lagging
1. Review Goal, Strategic Objective and Key Action Plans - Discuss
2. Identify Stakeholders  - Who is impacted by this action?
3. Identify Measure (s)   - How will we know we achieved the objective? What leading indicators will tell us how we are doing? What lagging indicators will tell us how we did?
1. Review Goal, Strategic Objective and Key Action Plans - Discuss
2. Identify Stakeholders - Who is impacted by this action?
3. Identify Measure (s) - How will we know we achieved the objective? What leading indicators will tell us how we are doing? What lagging indicators will tell us how we did?

ROUND 2
- Table 3, 8, 12 Goal 1
- Table 4, 9, 13 Goal 2
- Table 5, 10, 11 Goal 3
- Table 1, 6 Goal 4
- Table 2, 7 Goal 5
What specific actions can you take to help the College achieve the key action plans?

A Leader in Every Chair
Fundraising

Who will win this year?