ST. PHILIP’S COLLEGE
STRATEGIC PLANNING RETREAT

May 21-22, 2014

Good to Great
- Welcome -
Practicing the 7 Habits

leadership

principles

focus

balance

fulfillment
organize

self awareness
effective

exercise

freedom
expectations
Synergize

renewal

Put first things first

7 habits

Begin with the end in mind

visions prioritize

Seek first to understand then to be understood

imagination

creative energy

communication

self-awareness

choices

Think win win

service

respect

influence

purpose

relationships

interdependence

paradigms

decisions

Begin with the end in mind

Be productive

action

Sharpen the saw

direction

carry your weather

public victory

mission

perspective

planning

accountability

goals

- Loston Welcome video -
When we can no longer change a situation, we are challenged to change ourselves.

- Victor Frankl
Life doesn’t “just happen” – it is carefully designed by us and our choices – we control and direct it.

- [Stone](#)
- [video](#)
Become a “transition person” – break unhealthy, harmful, abusive, or unfortunate learned behaviors and replace them with proactive, helpful, effective behaviors.
• How can we relate the community situation Stone was addressing with our own?

• How do you relate to Stone?
Table Team Feedback
Be Proactive:
Circle of Influence

“What can I do?”
“What can I influence?”

“I have no control”
“I have no choices”

Proactive Focus
Positive Energy enlarges the Circle of Influence

Reactive Focus
Negative Energy reduces the Circle of Influence
4DX – Being Proactive

- Student Success!

- SPC -

- 4DX -
4DX – Being Proactive

**WIG - Persistence**

Center for Distance Learning/Instructional Innovation Center

**Sub-WIG:**
Increase the number of students using distance learning support services by 30% from 54/week to 70/week by 07/24/14

**Lead Measure**
Reach out to 20 students each week to promote distance learning support services

**Total Student Promotions by Week**

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## Nursing Education

### WIG 1

**Our WIG:**
To increase VN student retention rate from 80% to 85% by Fall of 2015

### Scoreboard

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<th>Faculty/Staff</th>
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Nursing Education

WIG 1

Lag:
Increase student/ faculty rapport from 25% to 100% by August, 2014

Lead:
All faculty will introduce themselves to one student per day for 16 weeks
Would you tell me please which way I ought to go from here?

That depends a good deal on where you want to get to, said the cat.

I don’t much care where, said Alice.

Then it doesn’t matter which way you go, said the cat.

– From Alice’s Adventures in Wonderland
Texas Award for Performance Excellence

- Leadership
- Strategic Planning
- Student/Stakeholder Focus
Texas Award for Performance Excellence

STRENGTHS

“Leaders create an organization of open communication and high performance.”

“Good to Great is a well-deployed approach to strategic planning.”

“The informal process to capture and manage innovation helps SPC proactively leverage its core competencies.”

The systematic hiring and orientation process helps SPC meet its mission.”
**Texas Award for Performance Excellence**

**OPPORTUNITIES IMPROVEMENT**

| “Alignment between OUAP (unit planning) and strategic plan and objectives may increase agility in addressing objectives.” | “Development of key, systematic processes may help SPC address its strategic challenges (data analysis, risk assessment, staff appraisal review across employee groups).” |
| “Identification of appropriate measures for all key action plans may help SPC assess its effectiveness.” | “Development of a fully deployed systematic approach for learning may reduce waste and variability, improve student learning, and achieve sustainability.” |
With your table team, identify 5 major SPC accomplishments over the last year. Input in form on the iPad.

1.
2.
3.
4.
5.
With your table team, identify 5 major accomplishments you want SPC to achieve in 2014-2015. Input in form on the iPad.

1.

2.

3.

4.

5.
IT’S BREAK TIME!!!
SACSCOC Mission Statement Guidelines

“The mission statement is comprehensive, addressing all aspects of institutional function and actively guides the institution.”

The mission statement is the foundation for planning and assessment processes. Are we doing what we say we are doing?

The mission statement guides the faculty, administration and board in deliberations and policymaking decisions in order to encourage coherence, consistency, and congruence in institutional direction.
St. Philip’s College provides an educational experience that stimulates leadership, personal growth, and a lifelong appreciation for learning.

**Current Mission Statement**

- Does it address all aspects of institutional function?
- Does it/Can it serve as a foundation for planning and assessment processes?
- Does it/Can it guide the faculty, administration and board in decision-making?
Each table team develops a recommended SPC mission statement and enters it on the Mission Statement form on the iPad.

- **Does it address all aspects of institutional function?**
- **Does it/Can it serve as a foundation for planning and assessment processes?**
- **Does it/Can it guide the faculty, administration and board in decision-making?**
Revised Mission Statement Recommendations

Recommendations captured and to be reviewed Day 2.
Table teams discuss internal and external factors to consider in this year’s context map. Enter recommendations onto iPad.

### Environmental Scan
**MAY 2013**

#### SOCIAL
1. Preparedness of incoming student
2. Campus safety in light of national incidents
3. Distance learning and access
4. Internal Process Improvement
5. Systemization
6. Financial literacy
7. ISP and Career Guidance

#### ECONOMIC
1. Revenue mandates for CE
2. Doing more with far less resources
3. Fewer departments
4. Loss of work studies
5. Larger average class size
6. Budget constraints
7. State and Federal Funding decreases for credit and non-credit
8. Property taxes/values stabilization
9. Enrollment – less revenue to serve more students
10. Market pressure to retool and reskill students
11. Disposable income to spend on education
12. Service Industry / Administrative level jobs
13. Impact of Eagle Ford Shale
14. Increase in Student Default rate
15. Bond capacity and rating
16. Elimination of low-enrollment programs
17. Faculty and Staff ratios

#### TECHNOLOGICAL
1. System level security
2. Access, Ability, Availability
3. Training & Maintenance
4. Alamo Colleges Online
5. MyMap
6. Keeping up with trends in educational technology
7. Prospective student database not completely implemented in Banner
8. Trained Skilled workforce
9. Technology
10. Partnerships & involvement

#### REGULATORY
1. Developmental education basic skills requirements
2. Accountability
3. Pell grants
4. Standardization
5. Local board initiatives
6. Political elections
7. Unfunded, un-resourced mandates
8. Funding by Success Points for student completion
9. Sequestration (military, VA)

### OTHER – FROM MAY 2013 – MOST OF THESE BELONG IN A SWOT ANALYSIS
1. Consolidation
2. AC directives – such as loss of employees, no external hiring, staffing ratios, retirement., Faculty contact hour requirements
3. Lack of effective communication with district regarding impact of financial decisions on the college, employees and students
4. Driving innovation and creativity
5. Need for more transparency
6. District-wide reorganization without college voice
7. Performance reviews without consequences or incentives
Table teams discuss internal and external factors to consider in this year’s SWOT analysis. Enter recommendations onto iPad.
Put First Things First

Savage Chickens
by Doug Savage

LIFE IS GOOD

I WOULDN'T KNOW.
I'M FAR TOO BUSY
AND IMPORTANT
TO HAVE A LIFE

www.savagechickens.com
Things which matter most must never be at the mercy of things which matter least.

– Johann Goethe
The Time Matrix

URGENT

- CRISES
- PRESSING PROBLEMS
- DEADLINE DRIVEN PROJECTS
- MEETINGS
- PREPARATIONS
- INTERRUPTIONS
- SOME CALLS, MEETINGS
- MANY PROXIMATE PRESSING MATTERS
- MANY POPULAR ACTIVITIES

NOT URGENT

- PREPARATIONS
- PRESENTATIONS
- PLANNING
- TRUE RECREATION
- RELATIONSHIP BUILDING
- TRIVIA, BUSYWORK
- JUNK MAIL
- SOME CALLS
- TIME WASTERS
- ESCAPE ACTIVITIES
The Time Matrix

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<td>PREPARATIONS</td>
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<td>PRESSING PROBLEMS</td>
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<td>DEADLINE-DRIVEN PROJECTS</td>
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<td>MANY PROXIMATE PRESSING MATTERS</td>
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<td>TIME WASTERS</td>
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<td>ESCAPE ACTIVITIES</td>
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Which quadrant do you normally fall within?

Individuals make your selection using the clickers.
Review findings.

At your table, make up to 3 recommendations for moving the institution into Quadrant II as much as possible.

Keep in mind that we want to move from . . .
SPURS SPIRIT CONTEST!
Put First Things First

- FY14 Institutional Priorities
  - Financial Literacy
  - Developmental Education (College Prep)
  - Process Improvement
Put First Things First

• FY14 Institutional Priorities
  – Financial Literacy
  – 2013-2014 Academic Year
    • 2247 students utilized the Life Skills modules
    • 19,974 modules completed
    • 29 classroom presentation – 749 students
    • Six game show presentations
    • 84 Students received financial aid exit interviews

Financial Literacy Video
Put First Things First

- FY14 Institutional Priorities
  - Financial Literacy continued
    - USA Funds Webcast
      - St. Philip’s College: Mia Gallegos, Diane Hester, Sherrie Lang
      - Indiana University – Purdue University Indianapolis
        Michele Wedel
  - Results
    - 2010 Student Loan Default Rate: 23.4%
    - 2011 Student Loan Default Rate: 17.2%
    - St. Philip’s College Grant Renewal
      » Awarded $100,000
Put First Things First

• FY14 Institutional Priorities
  – Developmental Education (College Prep)
  Alamo READY and Alamo PREP

Effective Spring 2014:

The structure of Developmental Education changed to a two tier system, Alamo READY and Alamo PREP.

• Alamo READY correlates to our current upper levels of developmental education and Alamo PREP is equivalent to the lower developmental or ABE levels.

• Developmental English and Reading have been integrated into a single course identified as INRW.

• Students close to college level in English and/or Reading will take ENGL 1301+ (one hour lab attached to the course).

• There are “Refresher Courses” for both Math and INRW. The refresher course is mandatory for all FTIC students.
## Developmental Education

### Results

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Put First Things First

FY14 Institutional Priorities

- Process Improvement
  - PBA Cycle – realignment with clearly defined planning, budgeting and assessment cycles
  - College Scorecard – alignment district KPIs, leading indicators identified and reviewed weekly
  - SACSCOC Reaffirmation Charter / Project Management
Put First Things First
FY15 Institutional Priorities

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

1. Which, if any priorities should we keep?
2. What other potential priorities are evident?

Key responses onto iPad. Recommendations captured and to be reviewed Day 2.
What do we live for, if it is not to make life less difficult for each other?

– George Eliot
Think Win-Win

• Contemplate: What does “win-win” mean?

• Discuss
Contemplate: What does “win-win” mean?

Merriam Webster: advantageous or satisfactory to all parties involved

It DOES NOT mean that everyone gets everything that they want, when, where and how they want it.

It does mean that both parties are satisfied with what they are getting and are able to move forward.
Think Win-Win
Think Win-Win
## Think Win-Win

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<tr>
<th>Extreme Win-Win</th>
<th>Win-Lose</th>
<th>Common Win-Win</th>
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<tr>
<td>Ideal, although sometimes unrealistic or unsustainable</td>
<td>Not ideal, results in “burned bridges”</td>
<td>Everyone wins, result of compromise, sustainable</td>
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![Graph showing Extreme Win-Win, Win-Lose, and Common Win-Win](image-url)
What does “win-win” look like between you and:

- Students
- Co-workers
- Subordinates
- Leaders

Table Team Dialog
Think Win-Win

THE GREAT TIE AUCTION!

WHO WINS?

WE ALL WIN!
RELAX

- Take a Break -
Seek First to Understand, then to be Understood

Listen, or your tongue will make you deaf.

– Native American Proverb
Seek First to Understand, then to be Understood

Alamo Colleges-Wide Communication

Keeping in mind what we just heard in the video, each table group needs to enter on their iPad:

1. One example of what we can do as an organization to practice this habit
2. One example of what we can do as individuals to practice this habit
The enemy of the best is the good.
– Voltaire
SPC has undertaken many steps toward greatness this past year as evidenced by:

- Scorecard with leading indicators
- SACSCOC Reaffirmation Project Management process
- Quality Student Experience – synthesis of all student focused initiatives [Initial Planning Stages]
- Instructional Review DRAFT
### SPC Scorecard

#### Goal 1: Access to Higher Education
- **Excellence**
  - Benchmark: AC baseline (Fall 2008) = 67.3%. Dual Credit = 50.0% Non-Dual Credit = 75.3%
  - Results: Fall 09 = 56.5%; Fall 10 = 59.3% Non-Dual Credit = 83.9%
  - Supporting Documents: Labor Market Demand Data, Weekly Enrollment Report for Current Upcoming Semester, SLO Assessment Results (QEP and ETS), Early Alert, Tutoring, Student Engagement (CCSEE Survey)
  - Results: Fall 08 = 56.5%; Fall 09 = 59.8% Non-Dual Credit = 84.3%

#### Goal 2: Success/Completion
- **Course Completion**
  - Benchmark: AC baseline (Fall 2008) = 80.2%. Dual Credit = 56.9% Non-Dual Credit = 33.9%
  - Results: Fall 09 = 72.6% Fall 10 = 71.4% Fall 11 = 75.2% Fall 12 = 77.4% Fall 013 = 79.1%
  - Supporting Documents: On-Site Wall Times, Student Satisfaction, Early Alert, Tutoring, Student Engagement and Satisfaction (CCSEE Non-Level, End of Course)
  - Results: FY08 = 51.2% FY09 = 42.4% FY10 = 41.6% FY11 = 46.8% FY12 = 50.6% FY13 = 55.4%

#### Goal 3: Pathways to Success
- **Graduation Rate**
  - Benchmark: VLCC Best (South) Industry = 21.3%
  - Results: Fall 09 Cohort = 9.2% Fall 10 Cohort = 12.0% Fall 11 Cohort = 12.7% Fall 12 Cohort = 11.3% Fall 13 Cohort = 9.1% Fall 14 Cohort = 12.3%
  - Supporting Documents: Employment Rate, Student Retention, Early Alert, Tutoring, Student Engagement and Satisfaction (CCSEE Non-Level)
  - Results: FY08 = 51.2% FY09 = 42.4% FY10 = 41.6% FY11 = 46.8% FY12 = 50.6% FY13 = 55.4%

#### Goal 4: Performance Excellence
- **Transfer**
  - Benchmark: VLCC Best (NI) Industry = 31.6%
  - Results: Fall 09 = 16.4% Fall 10 = 24.4% Fall 11 = 25.3% Fall 12 = 26.4% Fall 13 = 27.1% Fall 14 = 28.4%
  - Supporting Documents: Statewide Placement, VLCC Best (NI) Industry = 84.4%
  - Results: FY08 = 51.2% FY09 = 42.4% FY10 = 41.6% FY11 = 46.8% FY12 = 50.6% FY13 = 55.4%

#### Goal 5: Organizational Communication
- **Fundraising**
  - Benchmark: 2012/13 AC: SAC 542,207 PAC: 32,330 NLC $1.141 NVC $2,905,244
  - Results: 2012/13 = $3,400,200 2013/14 = $3,929,991 2014/15 = $3,300,000
  - Supporting Documents: Statewide Trends, Golf Tournament Weekly Report
  - Results: FY08 = 51.2% FY09 = 42.4% FY10 = 41.6% FY11 = 46.8% FY12 = 50.6% FY13 = 55.4%
PHASE 2 – Project Management Kickoff
February 4, 2014

SPC SACSCOC Reaffirmation Charter

- Overview of Project
- Scope
- Deliverables
- Boundaries
- Stakeholders
- Key Milestones
- Roles and Responsibilities
- Tracking Mechanisms
23 Issues Logged In:
- 5 completely and satisfactorily resolved
- 5 have a plan for satisfactory resolution
- 13 active issues
  - Of the 13 active issues, 5 are being addressed “in-house” and 8 are being addressed as part of district policy/procedure/practice issues
Synergize

Quality Student Experience

My Map
Alamo Enroll, Alamo Ready, Alamo Prep

Processes

Goal

Quality Student Experience
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>Chairs informed of programs scheduled for review</td>
</tr>
<tr>
<td>September 30</td>
<td>Departments identify faculty for the Instructional Review Committee (IRC). Ratio - one faculty per 4 programs for each department</td>
</tr>
<tr>
<td>October 31</td>
<td>Review materials available in WEAVE</td>
</tr>
<tr>
<td>November 30</td>
<td>VPAS Office convenes initial IRC meeting to elect a chair</td>
</tr>
<tr>
<td>February 28</td>
<td>Instructional programs complete review in WEAVE</td>
</tr>
<tr>
<td>March 31</td>
<td>IRC teams evaluate documents and complete rating forms</td>
</tr>
<tr>
<td>April 30</td>
<td>IRC meets for team findings and vote on recommendations</td>
</tr>
<tr>
<td>May 31</td>
<td>IRC findings are sent to the chairs and deans</td>
</tr>
<tr>
<td>Sept - October</td>
<td>Annual Unit and Instructional Review Report Out</td>
</tr>
</tbody>
</table>
Synergize

How do we keep the momentum going?

By taking care of ourselves and others . . . . . .
A long, healthy and happy life is the result of making contributions, of having meaningful projects that are personally exciting and contribute to and bless the lives of others.

– Hans Selye
Personal Commitment to Sharpen the Saw

What are you doing now to sharpen your saw?

What do you want to do going forward?

Each table enters onto the iPad what they want to share
Video – Happy by Pharrel Williams
THE GREAT TIE AUCTION!

Sharpen the Saw! Synergize!
Happy Video
A learning organization is one that is able to change its behaviors and mind-sets as a result of experience.
Feedback

Parking Lot Issues

To track important items that may not be useful to discuss at this time on the agenda.

Let's review it at the end of the day.
Table Teams review mission statement recommendations from all teams. Develop a new mission statement that meets SACSCOC recommendations and that synthesizes the views of the other tables.

**Does it address all aspects of institutional function?**

**Does it/Can it serve as a foundation for planning and assessment processes?**

**Does it/Can it guide the faculty, administration and board in decision-making?**
NEW Priorities

Table Teams review institutional priorities recommendations from Day 1.

Create a preferred list of 3 priorities and enter onto iPad.

YOU CAN DO ANYTHING, BUT NOT EVERYTHING.

-David Allen
Table Teams review proposed strategic plan that is in alignment with the district strategic plan. Identify strengths and concerns. Make recommendations for additions or minor edits.

Strategic Objective 1: Student Success

Strategic Objective 2: Leadership

Strategic Objective 3: Performance Excellence
let’s do lunch
Show your TIGER spirit!
NEW College Action Plans

Table Teams review proposed college action plans that are in alignment with the district strategic plan. Identify strengths and concerns. Make recommendations for additions or minor edits.

Strategic Objective 1: Student Success
Action Plans a - g

Strategic Objective 2: Leadership
Action Plans a - c

Strategic Objective 3: Performance Excellence
Action Plans a - f
<table>
<thead>
<tr>
<th>Planning Cycle</th>
<th>Budgeting Cycle</th>
<th>Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>November - February</td>
<td>February - May</td>
<td>May - November</td>
</tr>
<tr>
<td>Unit Plan Report Outs</td>
<td>Resource Allocation Requests for</td>
<td>Good to Great Retreat</td>
</tr>
<tr>
<td>October-November</td>
<td>Equipment/Staffing-</td>
<td>May</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Resource Allocation Approvals</td>
<td>Degree Program and Core Student Learning</td>
</tr>
<tr>
<td>December</td>
<td>March</td>
<td>Outcomes</td>
</tr>
<tr>
<td>Budget Planning and</td>
<td>Process Approved Allocations for</td>
<td>June</td>
</tr>
<tr>
<td>Development</td>
<td>upcoming year</td>
<td>Student Learning Outcomes Assessment</td>
</tr>
<tr>
<td>December – January</td>
<td>February - May</td>
<td>Part 1 (Standardized Testing)</td>
</tr>
<tr>
<td>Unit Planning</td>
<td></td>
<td>October - November</td>
</tr>
<tr>
<td>January - February</td>
<td></td>
<td>Student Learning Outcomes Assessment</td>
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<td></td>
<td></td>
<td>Part 2 (Assessment Day for QEP and Core</td>
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<td></td>
<td></td>
<td>Curriculum)</td>
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<td></td>
<td>February</td>
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<tr>
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<td>Unit Plan Report Outs</td>
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<td></td>
<td></td>
<td>October-November</td>
</tr>
</tbody>
</table>
RELAX

- Take a Break -
What is the Quality Student Experience?

How can we communicate the QSE to the broader community?
1. Table teams identify 3 most significant institutional learning experiences over the last year.

2. Table teams identify 3 most significant learning experiences they have engaged in during the course of this retreat.

Enter information onto the iPad.
Reflections

What crucial conversations do you feel are needed in the coming year?

What are your projections of critical issues?
Closing Remarks

leadership

principles 7 habits

exercise organize renewal balance integrity

fulfillment self-awareness effective

focus

vision

creativity energy

communication self-awareness

choices Think win win

service empathy respect

Put first things first

Begin with the end in mind

freedom expectations Synergize

influence purpose

public victory interdependence

Be proactive direction carry your weather

planning accountability goals paradigms decisions

Sharpen the saw
TIME TO GO HOME!!!