ST. PHILIP’S COLLEGE
INSTITUTIONAL EFFECTIVENESS RETREAT

May 20-21, 2015

Good to Great
Strategic Planning

ALAMO COLLEGES
ST. PHILIP’S COLLEGE

The Nation’s Only Historically Black College & Hispanic Serving Institution
2015
7th Annual SPC Scholarship Golf Tournament
Celebrating our One Million Dollars Achievement

ALAMO COLLEGES
ST. PHILIP'S COLLEGE
2015 Good to Great Fundraising Activity

Grand Total $28,527

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Goal</td>
</tr>
<tr>
<td>2014</td>
<td>$5,284</td>
</tr>
<tr>
<td>2013</td>
<td>$11,410</td>
</tr>
<tr>
<td>2012</td>
<td>$4,839</td>
</tr>
<tr>
<td>2011</td>
<td>$4,075</td>
</tr>
<tr>
<td>2010</td>
<td>$1,054</td>
</tr>
<tr>
<td>2009</td>
<td>$945</td>
</tr>
<tr>
<td>2008</td>
<td>$920</td>
</tr>
<tr>
<td>2007</td>
<td>$0</td>
</tr>
</tbody>
</table>
## Student Engagement Grant Success

<table>
<thead>
<tr>
<th>Activity</th>
<th>Impact</th>
<th>Amount</th>
<th>Retention</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 – 2015</td>
<td>21 Projects, 118 Students</td>
<td>$201,000 (allocated)</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Funded Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>21 Projects, 119 Students</td>
<td>$120,000</td>
<td>Fall to Fall</td>
<td>32% SEG/6% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>85% SEG/39% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>22 Projects, 118 Students</td>
<td>$135,000</td>
<td>Fall to Fall</td>
<td>22% SEG/8% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>69% SEG/39% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>13 Projects, 34 Students</td>
<td>$77,000</td>
<td>Fall to Fall</td>
<td>41% SEG/15% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>89% SEG/42% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>9 Projects, 48 Students</td>
<td>$52,500</td>
<td>Fall to Fall</td>
<td>50% SEG/18% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>68% SEG/42% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>9 Projects, 89 Students</td>
<td>$102,750</td>
<td>Fall to Fall</td>
<td>67% SEG/22% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>80% SEG/45% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>5 Projects, 25 Students</td>
<td>$56,000</td>
<td>Fall to Fall</td>
<td>38% SEG/17% Non-SEG</td>
</tr>
<tr>
<td>Completed Projects</td>
<td></td>
<td></td>
<td>76% SEG/47% Non-SEG</td>
<td></td>
</tr>
<tr>
<td>Totals:</td>
<td>97 Projects, 551 Students</td>
<td>$744,250</td>
<td>76% average SEG / 44% average SEG</td>
<td>43% average Non-SEG / 16% average Non-SEG</td>
</tr>
</tbody>
</table>
## Presidential Scholarship Success

### Student Intent 2009-2014

<table>
<thead>
<tr>
<th>Graduate from SPC</th>
<th>Actual</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer to a Texas University</th>
<th>Actual</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention at SPC</th>
<th>Actual</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>10</td>
<td>83%</td>
</tr>
</tbody>
</table>

*The overall retention rate is 92%.

26 students received the Presidential Scholarship (twenty-four scholars successfully completed and two scholars had a personal issue and only completed the fall semester).
2013-2014 Foundation Scholarship Recipients by College

- NLC: 167 (10%)
- NVC: 221 (13%)
- SAC: 486 (29%)
- PAC: 232 (14%)
- SPC: 599 (34%)
With your table team, identify 5 major SPC accomplishments over the last year. Input in form on the laptop.

1.
2.
3.
4.
5.
Table teams discuss internal, external and stakeholder factors that influence the environmental scan. Enter recommendations into the laptop.

### Environmental Scan Feedback

**MAY 2014**

#### Economic
- Economic factors include economic growth, interest rates, exchange rates and the inflation rate.
- Resource Constraints, i.e., less funding, faculty and staff ratios, work studies.
- Property taxes/valuation stabilisation.
- Enrollment – less revenue to serve more students.
- Market demands to retool and reskill students.
- Lack of disposable income to spend on education.
- Impact of Eagle Ford shale and general growth of economy.
- Student Default rate.
- Bond capacity and rating.

#### Technological
- Technological factors include technological aspects such as automation, technology incentives and the rate of technological change.
- System level security.
- Access, Ability, Availability, Communication, Reliability to include Distance Learning and to stay abreast on trend standards.
- Training & Maintenance.
- Alamo Colleges Online.
- MyAlamo, Alamo Enroll & Canvas Training, Alamo GPS.
- Banner is not utilized to its full potential due to not having all modules. IE, Graduation Audits, Portfolios.

#### Regulatory
- Regulatory factors include acts of associated regulations, international and national standards, local government bylaws, and mechanisms to monitor and ensure compliance, addressing basically to what degree the government intervenes in the economy.
- Development education basic skills requirements.
- Federal Funds.
- Standardization of course content.
- Unfunded, unresourced mandates, IE, Alamo advising model.
- Funding by Success Points for student completion.
- Elimination of low enrollment programs.
- Larger average class size.
- Individual Success Plan and Career Guidance.
- Faculty & staff ratios.
- Reaccreditation & implementation of accreditation, SACSC, TACACS, TACACS, Board Policies/Initiatives, Political Elections.
- Consolidation: listed under Regulatory Board Policies.
- AC directives – such as loss of employees, no external hiring, starting ratios, retirement, faculty contact hour requirements (listed under Regulatory Board Policies).
- Systemation.
- Shared Governance.
IT’S BREAK TIME!!!
Table teams discuss internal and external factors to consider in this year’s SWOT analysis. Enter recommendations into the laptop.
# SPC Scorecard

**SPC College Scorecard FY 2015**

### 1. Student Success

<table>
<thead>
<tr>
<th>GOAL</th>
<th>MEASURE</th>
<th>BENCHMARK</th>
<th>RESULTS</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall 15</td>
<td>Fall 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rate</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2. Leadership Development

### 3. Performance Excellence

### 4. Reaffirmation

**SPC Scorecard FY 2015**

**Institutional Planning, Research and Effectiveness 09/30/15**
Productive Grade Rates

- Fall 09: 72.5%
- Fall 10: 71.4%
- Fall 11: 75.2%
- Fall 12: 77.4%
- Fall 13: 79.1%
- Fall 14: 80.5%
- Fall 15: 82.0%

Targets:
- Fall 14: 80.5%
- Fall 15: 82.0%
The rate at which full-time, FTIC degree-seeking students persist from the fall term of entry (at census date) to the fall term of the following year. Full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded. Example: One year certificate students are excluded from this data.
Four-Year FTIC Graduation Rates

- Full-Time:
  - 2005: 15.3%
  - 2006: 14.0%
  - 2007: 14.1%
  - 2008: 13.9%
  - 2009: 14.9%
  - 2010: 12.8%
  - 2011: 10.4%
  - 2012: Targets 20.0%

- Part-Time:
  - 2005: 14.1%
  - 2006: 12.7%
  - 2007: 11.6%
  - 2008: 11.3%
  - 2009: 9.4%
  - 2010: 14.4%
  - 2011: 16.1%
  - 2012: Targets 18.0%
Degrees and Certificates Awarded

700 May anticipated graduates (995 awarded)
160 August anticipated graduates
1490 Degrees and Certificates awarded as of today

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Degrees and Certificates</th>
<th>Certificates</th>
<th>Degrees</th>
<th>WIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1,284</td>
<td>700</td>
<td>584</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>1,415</td>
<td>692</td>
<td>723</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1,433</td>
<td>715</td>
<td>718</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1,434</td>
<td>855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>1,416</td>
<td>662</td>
<td>754</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>1,357</td>
<td>520</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>1,490</td>
<td>606</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2015 THECB Almanac reports that 1% of Technical Students are both employed and enrolled within 6 months (77.3%). Additionally, 8.2% of technical students are enrolled in a 4-yr or 2-yr institution.

** Combined total percentage
6-Year Transfer Rates

Action Plan: New University partnerships and career pathways
Licensure Passage Rates

* preliminary

Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>88.1%</td>
</tr>
<tr>
<td>2010</td>
<td>93.3%</td>
</tr>
<tr>
<td>2011</td>
<td>90.1%</td>
</tr>
<tr>
<td>2012</td>
<td>85.1%</td>
</tr>
<tr>
<td>2013</td>
<td>89.6%</td>
</tr>
<tr>
<td>2014</td>
<td>89.0%*</td>
</tr>
</tbody>
</table>
Discuss alignment with the district’s strategic plan.

Table Teams review strategic plan.
Goal I: Student Success
Strategic Objective:
Provide academic and student support and align labor market-based pathways to achieve student completion.

Goal II: Leadership
Strategic Objective:
Provide opportunities for St. Philip's College student and employees to develop as leaders.

Goal III: Performance Excellence
Strategic Objective:
Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

Goal IV: Reaffirmation
Strategic Objective:
Successful submission of the decennial SACSCOC reaffirmation report.
Strategic Objectives & Action Plans

- Make recommendations for minor edits or additions to strategic objectives
- Make recommendations for additions or edits to action plan
Institutional Priorities

1. Process Improvement
2. SACSCOC Reaffirmation
3. Graduation, Persistence and Productive Grade Rate Improvement
Institutional Priorities

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

- Which, if any priorities should we keep?

- What other potential priorities are evident?

Key responses into the laptop.
LET'S GET PHYSICAL
Mission Statement Discussion

3.1.1
Non-compliance
3.1.1 Mission Statement

3.1.1 The mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution’s constituencies. (Mission)
Off-site Feedback report
Non-Compliance

...the mission statement is only marginally comprehensive and lacks the specificity necessary to effectively guide the strategic directions, decisions, and activities of the College. Additional details in the mission statement such as, information on St. Philip’s unique characteristics, its major educational components, and its primary constituencies, might better communicate the essence of St. Philip’s to its internal and external stakeholders.
Dr. Hoefer comments:

- Off-Site Committee struggled with this mission statement. (Dr. Hoefer suggested highlighting the vision and values; however these are identical to District. Dr. Hoefer suggests providing more evidence and documentation of how the mission statement is comprehensive to the institution. Dr. Hoefer mentioned that the Off-Site Committee tries not to be prescriptive with the mission and also provided that the Off-Site Committee really liked our former mission statement.)
Assessment of compliance document CS 3.1.1
Current SPC Mission Statement
Former SPC Mission Statement
Texas Education Code: Section 130.000 --State Appropriation for Public Junior Colleges
Texas Administrative Code: Title 19, Chapter 9, Sub Chapter C — Role, Mission, and Purpose of the Public Community/Junior and Technical Colleges
SAC Mission Statement — in compliance
St. Philip’s College, founded in 1898, is a comprehensive, public community college whose mission is to provide a quality educational environment, which stimulates leadership, personal growth, and a lifelong appreciation for learning. As a Historically Black College and a Hispanic Serving Institution, St. Philip’s College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip’s college seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip’s College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world. The College fulfills its mission by providing:

- General education courses in arts and sciences
- Transfer education for students desiring to attend a senior institution
- Developmental courses that improve the basic skills of students whose academic foundations need strengthening
- Applied Science and technical programs designed to prepare students for employment or for the updating of skills
- Special occupational training and upgrading programs for business, industry and government
- Continuing education programs for occupational or cultural enrichment
- Counseling and guidance designed to assist students in achieving their educational and professional goals
- Educational support services that include library services, tutoring, open-use computer labs, and a writing center
- Services and appropriate accommodations for special needs individuals
- Quality social, cultural and intellectual enrichment experiences for the community
- Opportunities for participation in community research and economic development

St. Philip’s College empowers our diverse student population through personal and educational growth, career readiness and community leadership.
To empower our community for success by meeting the postsecondary learning needs of a diverse and globally-networked society. To help students achieve their full potential by preparing them to graduate, transfer, or enter the workforce with effective critical thinking skills, communication proficiency, leadership ability, personal and civic responsibility, empirical and quantitative understanding, performance proficiency, and the ability to work effectively in teams.

Purpose

San Antonio College fulfills its mission by offering the following:

- Transfer education designed to provide students with the first two years of the bachelor's degree
- General education courses in the liberal arts and sciences to support all college degree programs
- Career preparation provided through a wide range of programs to prepare students for immediate employment
- Developmental studies for students to bring their basic skills to a level appropriate for college work
- Continuing education, including a variety of enrichment, training, licensure, and professional programs
- Academic and student support services for all students, including those with special needs, that include comprehensive advising and monitoring, high-quality learning resources, assessment, counseling, tutoring, and financial assistance
- Academic co-curricular activities and social and cultural activities and information literacy.

http://www.alamo.edu/mainwide.aspx?id=2148
Proposal Resolution

- Use Good 2 Great Strategic Planning Retreat to adopt an updated longer and more comprehensive College Mission Statement; using the former one as a model
  - Integrate current version into the updated one (see old mission doc)
  - Update the broad activities listed on the former to reflect current strategic direction (group work)
- Focus report team will:
  - Consolidate groups’ broad activities into main themes
  - Submit draft for SPC Administrative, College wide, and Alamo College District Board Approval
  - Complete focus report comprised of narrative to document rational and steps to update mission statement
  - Update support documents to reflect approved mission statement
St. Philip’s College, founded in 1898, is a comprehensive, public community college whose mission is to empower our diverse student population through personal and educational growth, career readiness and community leadership. As a Historically Black College and a Hispanic Serving Institution, St. Philip’s College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip’s college seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access. The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip’s College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world.

The College fulfills its mission by providing:

Using the clickers provided **click A- if you accept the proposed**, **B- if you accept with modifications or C- we need a new statement**
Each table spend 45 min providing updates to broad activities listed below:

- General education courses in arts and sciences
- Transfer education for students desiring to attend a senior institution
- Developmental courses that improve the basic skills of students whose academic foundations need strengthening
- Applied Science and technical programs designed to prepare students for employment or for the updating of skills
- Special occupational training and upgrading programs for business, industry and government
- Continuing education programs for occupational or cultural enrichment
- Counseling and guidance designed to assist students in achieving their educational and professional goals
- Educational support services that include library services, tutoring, open-use computer labs, and a writing center
- Services and appropriate accommodations for special needs individuals
- Quality social, cultural and intellectual enrichment experiences for the community
- Opportunities for participation in community research and economic development
Master Plan Activity
St. Philip’s College Main Campus
Alamo Colleges

Master Plan
Marmon Mok Architecture
1. Culinary Arts/ Hospitality – 40,000 sf
2. *Central Plant – 6,378 sf
3. Watson Fine Arts Addition – 27,000 sf
4. Student Housing 350 Beds – 122,500 sf

*Verify with MEP
Site Plan – New Buildings in context with Master Plan

1. Culinary Arts/ Hospitality – 40,000 sf
2. *Central Plant – 6,378 sf
3. Watson Fine Arts Addition – 27,000 sf
4. Student Housing 350 Beds – 122,500 sf

*Verify with MEP

Enrollment 15,333
FTE 9,200
Existing Parking 2,309
Demo Parking 366
Net Parking 1,943
Min. Parking Req. 2,475
New Parking 532

Note: Latest square footage allocations provided by Facility Programming on July 02, 2010.

Alamo Colleges
St. Philip’s College Main Campus Master Plan

Marmon/Mok Architecture
July 22, 2010
**Assessment of compliance document CS 3.1.1**

**Current SPC Mission Statement**

**Former SPC Mission Statement**

Texas Education Code: Section 130.000 — State Appropriation for Public Junior Colleges

Texas Administrative Code: Title 19, Chapter 9, Sub Chapter C—Role, Mission, and Purpose of the Public Community/Junior and Technical Colleges

SAC Mission Statement—in compliance
St. Philip’s College - Southwest
Alamo Colleges

Master Plan
Marmon Mok Architecture
1. New Materials Management – 3,180 sf
2. New Welding Building – 32,431 sf
3. New Collision Tech. – 37,492 sf
4. *Central Plant – 5,200 sf
5. New Truck Driving Track – 150,000 sf
6. Renovate for Truck Driving Program – 17,000 sf
7. New Entry Drive

*Verify with MEP
Note: Latest square footage allocations provided by Facility Programming on July 02, 2010.

1. New Materials Management - 3,180 sf
2. New Welding Building - 32,431 sf
3. New Collision Tech. - 37,492 sf
4. *Central Plant - 5,200 sf
5. New Truck Driving Track 150,000 sf
6. Renovate for Truck Driving Program 17,000 sf
7. New Entry Drive
   *Verify with MEP

Enrollment 1,208
FTE 737
Existing Parking 731
Demo Parking 219
Net Parking 512
Min. Parking Req. 185
New Parking -327

Note: Latest square footage allocations provided by Facility Programming on July 02, 2010.
1. New Materials Management
2. New Welding Building
3. New Collision Tech
4. Central Plant
5. New Truck Driving
6. Renovate for Truck Driving Program
7. New Entry Drive
8. Future Child Care
9. Future Academic Building
10. New Parking
11. Future Central Plant Additions
12. Future Courtyard
13. Future Tower
Report on Facilities Condition and Deferred Maintenance

Report at the Board Committee Meeting
May 12, 2015
# Master Plan Activity

## St. Philip’s College Renovation Projects

<table>
<thead>
<tr>
<th>Building</th>
<th>Size (GSF)</th>
<th>Year Built</th>
<th>Usage</th>
<th>Facility Condition Index Rating (%)</th>
<th>Estimated Renovation Cost ( Millions )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norris Technical Building</td>
<td>85,829</td>
<td>1972</td>
<td>Academic Building</td>
<td>39.7</td>
<td>$22.0</td>
</tr>
<tr>
<td>Watson Fine Arts Center</td>
<td>50,360</td>
<td>1993</td>
<td>Performing Arts Center</td>
<td>29.0</td>
<td>$10.0</td>
</tr>
<tr>
<td>Bowden Building</td>
<td>20,830</td>
<td>1953</td>
<td>Academic Building</td>
<td>25.7</td>
<td>$7.0</td>
</tr>
<tr>
<td>Maintenance Shop</td>
<td>8,608</td>
<td>1972</td>
<td>Facilities</td>
<td>30.4</td>
<td>$3.6</td>
</tr>
<tr>
<td><strong>SPC – Subtotal</strong></td>
<td><strong>165,627</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$42.5</strong></td>
</tr>
<tr>
<td>SWC Building 3020-</td>
<td>294,113</td>
<td>1940</td>
<td>Academic and Technical Training</td>
<td>14.1</td>
<td></td>
</tr>
<tr>
<td>Welding Shop portion of Building 3020 and Critical Deferred Maintenance Items</td>
<td>30,000</td>
<td></td>
<td>Welding</td>
<td></td>
<td>$9.0</td>
</tr>
<tr>
<td><strong>SPC – Subtotal including Welding Shop</strong></td>
<td><strong>195,627</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$51.5</strong></td>
</tr>
</tbody>
</table>
# Master Plan Activity

Replace Building at Less Cost Than Renovation

<table>
<thead>
<tr>
<th>Building</th>
<th>Size (GSF)</th>
<th>Year Built</th>
<th>Usage</th>
<th>Facility Condition Index Rating (%)</th>
<th>Estimated Replacement Cost (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC – Campus Center (Heritage Room, Book Store, Culinary Arts, Food Service)</td>
<td>20,064</td>
<td>1953</td>
<td>Academic and Student Services</td>
<td>49.9</td>
<td>$20.0</td>
</tr>
<tr>
<td>SPC – Health/Fitness Center</td>
<td>25,833</td>
<td>1942</td>
<td>Academic Building</td>
<td>44.1</td>
<td>$15.0</td>
</tr>
<tr>
<td>SAC – Law Enforcement Center and annex</td>
<td>8,005</td>
<td>1984</td>
<td>Academic Building</td>
<td>47.7</td>
<td>$2.0</td>
</tr>
<tr>
<td>SAC – Child Care Center</td>
<td>21,820</td>
<td>1959</td>
<td>Academic Building</td>
<td>52.9</td>
<td>$15.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>75,722</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$52.0</strong></td>
</tr>
</tbody>
</table>
Bimbo Good Neighborhood Project
Ribbon Cutting
April 22, 2015

Playground at the Child Development Center
Introduce fitness and exercise to children
Expand on children’s physical activity
Aid in facilitating the physical health of the children
An alternative indoor activity room
Enforces gross motor skills when children are not able to go outside
Has the potential to bring children into meaningful contact with the diversity of nature and society.

Gardening is a place of many possibilities:
- Play and inquiry
- Safe risk taking
- The building of relationships
- Deeper understanding of diversity
LET'S GET PHYSICAL
Facilities Overview

- Dinner
2016 QUALITY ENHANCEMENT PLAN

ETHICAL DECISION MAKING
Objectives

1. Deliver an update to the Good to Great Team regarding the progress of the 2016 QEP

2. Provide an overview of our Ethical Decision-Making QEP to include implementation strategies and timeline

3. Discuss the addition of an Ethical Decision-Making Teaching Model
Introductions

- **QEP Project Sponsor**
  - Dr. Maria Hinojosa, Director of Institutional Planning Research & Effectiveness, College Services Division

- **QEP Co-Directors**
  - Dr. Paul Machen, Dean of Student Success; Laura Miele, Faculty Health Sciences; Irene Young, Faculty Arts & Sciences

- **QEP Core Team**
  - Jill Zimmerman, Dr. Christopher Davis, Sean Nighbert, Sonia Valdez, Jill Dehoog, Dr. Srinivasa Reddy, Andrew Hill, Matthew Fuller
<table>
<thead>
<tr>
<th>Team Member</th>
<th>Team Role</th>
<th>College Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis Lopez</td>
<td>Faculty Professional Development Coordinator</td>
<td>Director of Instructional Innovation Center</td>
</tr>
<tr>
<td>George Johnson III</td>
<td>Member</td>
<td>Chair of Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>Sonia Valdez</td>
<td>Assessment and Data Analysis</td>
<td>Coordinator of Measurement &amp; Evaluation/Student Learning Outcomes Assessment</td>
</tr>
<tr>
<td>Diane Hester</td>
<td>Member</td>
<td>Faculty/Arts &amp; Sciences</td>
</tr>
<tr>
<td>Johnny Rodriguez</td>
<td>Digital Media Specialist</td>
<td>Staff/College Services</td>
</tr>
<tr>
<td>Jason Fabianke</td>
<td>Member</td>
<td>Faculty/Arts &amp; Sciences</td>
</tr>
<tr>
<td>Dr. Richard Johnson</td>
<td>New Student Orientation (primary)</td>
<td>Staff/Student Success</td>
</tr>
<tr>
<td>Ken Poff</td>
<td>Member</td>
<td>Faculty/Arts &amp; Sciences</td>
</tr>
<tr>
<td>Kevin Schantz</td>
<td>Focus Group Coordinator (primary)</td>
<td>Staff/Student Success</td>
</tr>
<tr>
<td>John Martin</td>
<td>Focus Group Coordinator (alternate) New Student Orientation (alternate)</td>
<td>Staff/Student Success</td>
</tr>
<tr>
<td>Dr. Angie MacPherson-Williams</td>
<td>New Student Convocation (primary) Special Projects (alternate)</td>
<td>Director of Student Life/Student Success</td>
</tr>
<tr>
<td>Maria Botello</td>
<td>Special Projects Lead</td>
<td>Staff/Student Success</td>
</tr>
<tr>
<td>Kimberly Cleveland</td>
<td>Student Representative</td>
<td>President of Student Government Association</td>
</tr>
<tr>
<td>Paul Borrego</td>
<td>Member</td>
<td>Staff/Budget Office</td>
</tr>
<tr>
<td>Tracy Ross-Garcia</td>
<td>Marketing and Public Relations Lead</td>
<td>Director of Community &amp; Public Relations</td>
</tr>
<tr>
<td>Clarissa Alderete</td>
<td>Student special projects facilitator</td>
<td>Student/President of Phi Theta Kappa</td>
</tr>
<tr>
<td>Christina Cortez</td>
<td>New Student Orientation (alternate)</td>
<td>Director of Advising/Student Success</td>
</tr>
<tr>
<td>Rosalinda Rivas</td>
<td>Member</td>
<td>Staff/Student Success</td>
</tr>
<tr>
<td>Lydia Hannawi</td>
<td>Member</td>
<td>Staff/Student Success</td>
</tr>
</tbody>
</table>
I have read the QEP 100 page proposal posted on the SPC QEP webpage?

A. Yes

B. No
Update on the Progress of the 2016 Quality Enhancement Plan

- The complete 100 page proposal is available on the SPC QEP website for your review and Call to Comment. http://alamo.edu/spc/qep/

- Please share any feedback you have regarding the plan by May 22, 2015. lmiele@alamo.edu &/or iyoung@alamo.edu

- Internal deadline for completion is May 30, 2015. The plan will be submitted to SACSCOC six weeks prior to our upcoming onsite visit by the Commission October 12-15, 2015.
QEP Proposal Documents available for your Review

- Executive Summary (pgs. 5 & 6 of the proposal)
- Detailed Timeline (pgs. 35-39 of the proposal)

- Additional Handouts
  - “What do you do?” scenarios and student responses
  - Ethical Decision-Making Teaching Model
What are the 4 key strategies of the QEP?

A. Ethical decision making choices, actions, consequences and outcomes

B. Professional development, best practice sharing, student engagement and community awareness

C. Student success, leadership, performance excellence and reaffirmation
Examples of each of the Four Key Strategies

- Faculty Professional Development-May 1st and May 6th QEP Faculty & Staff Retreat agendas and evaluation results

- 2. Faculty-Student Best Practice Sharing-Learning Commons Homepage and Tips of the week collected from Division Meeting Roundtables.


- 4. SPC Community-Wide Ethical Decision-Making Awareness-Inclusion of the QEP Logo and Focus Statement in Course Syllabi & long-term QEP Marketing Plan
Key Strategy 1: Faculty & Staff Professional Development

- May 1, 2015 the QEP Team offered a kickoff event: Faculty & Staff Retreat: An Introduction to Ethical Decision-Making at the MLK campus
- May 6, 2015 the QEP Team presented again at SWC
- QEP Retreat Repeat for PDW Fall Semester
Key Strategy 1

Results of the First Two QEP Professional Development Events

- 100% of respondents at SWC reported either “agreed” or “strongly agreed” that the event met the stated objectives, provided useful QEP and EDM information, examples were helpful and satisfaction with the quality of the event
- 16 responses, 38 participants

- respondents at MLK reported either “agreed” or “strongly agreed”
- 98% the event met the stated objectives
- 95% that the event provided useful QEP information
- 99% that the event provided useful EDM information
- 97% examples were helpful
- 98% satisfaction with the quality of the event
- 71 valid responses, 106 participants
Key Strategy 2: Faculty-Student Best Practice Sharing

- Learning Commons Homepage
Division Meeting Roundtables were conducted to garner support and input for the development of the QEP. This will continue throughout the plan for best practice sharing, feedback, and ideas.

For example, representatives from the QEP Team visited each division in March to share a QEP update and collect ideas for the ethical decision-making “tip of the week”. The QEP Implementation Team reviewed all of the tips and were asked to select the best 16 of the tips (one for each week of the semester).
## Key Strategy 2: Faculty-Student Best Practice Practice Sharing

<table>
<thead>
<tr>
<th><strong>Tips of the Week for Digital Signage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;Be more concerned with your character than your reputation&quot; - John Wooden</td>
</tr>
<tr>
<td>2. Actions speak louder than words.</td>
</tr>
<tr>
<td>3. Choose wisely.</td>
</tr>
<tr>
<td>4. Do the right thing, for the right reason.</td>
</tr>
<tr>
<td>5. Evaluate your values.</td>
</tr>
<tr>
<td>6. Excellence is not an act but a habit. We are what we repeatedly do. - Aristotle</td>
</tr>
<tr>
<td>7. Integrity is doing the right thing, even if nobody is watching.</td>
</tr>
<tr>
<td>8. It's not who you are when you fall down, more importantly, it's who you will decide to be when getting up.</td>
</tr>
<tr>
<td>9. MLK Jr. &quot;Life's most persistent and urgent question is &quot;What are you doing for others?&quot;</td>
</tr>
<tr>
<td>10. Notice your part in what happens.</td>
</tr>
<tr>
<td>11. Relativity applies to physics, not ethics.&quot; - Albert Einstein</td>
</tr>
<tr>
<td>12. Think first.</td>
</tr>
<tr>
<td>13. Watch your thoughts: they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character. It becomes your destiny. - Frank Outlaw</td>
</tr>
<tr>
<td>14. What lies behind us and what lies before us are small matters compared to what lies within us. - R. W. Emmerson</td>
</tr>
<tr>
<td>15. You will live with today's decision tomorrow.</td>
</tr>
<tr>
<td>16. Your values echo and affect others.</td>
</tr>
</tbody>
</table>
Student Life is engaging students by sharing a scenario and asking them, “What do you do?”

We will share “SPC Steps of Ethical Decision Making” (in progress)

May 6, 2015 Spirit Day, students were given a scenario (in your handouts)
You sit down to think. If you keep quiet he will be convicted for the murder, and the real murderer will go free. If you give him an alibi, he will go free, but you can’t be sure the real murderer will be found, and it is possible that he paid someone to do it…

What do you do?
What do you do about this situation?
A. Stay out of it. ‘It is not my business.’
B. Testify against him in court for revenge of my daughter
C. Testify in favor of the man, but teach him a lesson
D. Pray
E. Other
108 students participated-4 Refused

Let Him Fry on earth, the real Murderer will fry in hell
Tell Police or take matters into my own hands
It is not my business
Testify against him in court for revenge of my daughter
I would tell the police the truth
Assuming the man was still alive after the assault I would tell the police that I saw him-the evidence will speak for itself
He needs to go to Jail
Testify against him in court for revenge of my daughter

Testify to the truth because he will pay for it anyway
I couldn’t make a judgement unless I know all of the facts 95% and then I pray for both families
I think I would be quiet and at some point life he will get what he deserves
Give him his alibi then wait till you see him again then take care of him
Testify in favor of the man, but teach him a lesson
I would love to see him go to prison
contact the Police
I need more facts
I would pray
I would give him an alibi because I don’t have enough evidence to blame him for what happened to my daughter
Quality Enhancement Plan

- **Ethical Decision-Making**
  - **Goal**: Students engage in specific measurable activities that will provide opportunities to enhance their ethical decision-making skills.
  - **Focus**: Ethical decision-making requires the ability to connect choices, actions and consequences.
  - **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.

**New Student Orientation**

Pre and Post-Test Questionnaire

**QEP Question**

St. Philip’s College has a quality enhancement plan that focuses on which of the following themes?

A. Student Engagement
B. Success through Accountability
C. Ethical Decision Making
D. Faculty and Student Advising
E. All of the above
Key Strategy 4: SPC Community-Wide Ethical Decision-Making Awareness

- We are asking Department Chairs to verify the focus statement is displayed consistently in all SPC Course syllabi beginning Fall 2016.

- We are asking every course instructor to discuss ethical decision-making and academic integrity as it applies to their discipline the first day of class.
Key Terms
Ethics - concept dealing with what is right or wrong, ideals and standards. There is no universally agreed upon set of standards which encompass this term; however, professions and organizations often adopt an agreed upon set of standards or code of ethics.

Morality - manner of “good” behavior, character, or body of principles or standards which may apply to social ethics, company ethics, or professional ethics. Determination of what constitutes morality may derive from culture, religion, or philosophy and varies accordingly.

Ethical decision-making - a cognitive and metacognitive process of evaluating circumstances, considering various perspectives, alternatives and consequences to determine behavior.

Major Theories

Kohlberg’s Stages of Moral Development

Kohlberg’ theory of moral reasoning proposes that people progress through stages as they mature. He explains his concept in three levels with six stages, two stages during each level. Level One: Pre-Conventional Morality contains the first two stages. Individuals at this level reason based primarily on self-interest and punishment avoidance. Level Two: Conventional Morality contains stages three and four during which individuals reason based on being “good” and conforming with the rules. People who mature to Level Three: Post-Conventional Morality operate at stage five where decisions consider society as a whole. Kohlberg suggests that very few humans operate consistently at the highest level of moral reasoning which is Stage Six: Universal Ethical Principle Orientation. This stage of moral reasoning is characterized by actions based on internalized values that consider universally consistent principles regardless of the reactions of others in the situation.
Ethical Decision-Making Teaching Model

Ethical Perspectives

**Utility**-to do the greatest good for the greatest number
**Rights**-to consider the dignity and rights of others
**Justice**- to do what is fair or just
**Common Good**- to do what will best serve the community as a whole
**Virtue**- to do what is consistent with good character or values such as honesty, compassion, responsibility

Process of Ethical Decision-Making

1. Stop and Think - Determine the facts.
2. Identify the options.
3. Consider consequences for yourself and others.
4. Make an ethical choice (and take appropriate action).

Teaching Strategies

Self-reflection, case studies, service learning
Quality Enhancement Plan | Ethical Decision Making (EDM)

Connect choices, actions, and consequences, as it applies to ethical decision-making.

We want this communications plan to facilitate

Awareness  Implementation  Engagement
**Impact | The Intent**

**Strategic Effect | Marketing Goal:**

To successfully introduce the QEP into the curriculum and culture of St. Philip’s College over the next 5 years.

**Strategic Objectives:**

- Roll Out the QEP so that key stakeholders have a thorough understanding of the EDM concept and their role in implementing a successful plan.
- Create campus wide buy-in to incorporate ethical decision-making activities into daily course actions.

- Develop consistent messaging that reinforces doing the right thing and making good decisions/VIP.
- Encourage planned coursework and activities to incorporate a component of QEP.
- Create pride around the outcomes of a successful QEP.
- Collect data (Is it measurable/assess-able?)
**Stakeholders** | Each of these target audiences will be engaged. Participation from each group will impact the success of the marketing goal.

**Students** - become more well rounded, have a stronger connection to their campus and possess improved decision making ability

**Faculty** - engage students beyond the textbook, infusing good values into their students

**Staff** - providing ongoing support for students and faculty

**Community** - benefits from a more responsible, reliable and well rounded citizens and future employees
<table>
<thead>
<tr>
<th>Goal by Year</th>
<th>Theme</th>
<th>Activity or Action</th>
<th>Responsible Party</th>
<th>Medium/Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning year (2013-2014) &amp; Pilot year (2015-2016)</td>
<td>Awareness</td>
<td>Develop/Adopt/introduce logo</td>
<td>PR, QEP committee</td>
<td>Email, social media, postcard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promotional items</td>
<td>PR, QEP committee</td>
<td>Printed material, t-shirts, swag</td>
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<td></td>
<td></td>
<td>FAQ</td>
<td>PR, QEP committee</td>
<td>Print, website</td>
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<tr>
<td></td>
<td></td>
<td>“What would you do?” campaign</td>
<td>Student Life, PR</td>
<td>Face-to-face, social media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tip of the Week</td>
<td>Student Life, PR, QEP committee</td>
<td>SPC Weekly, digital signage, social media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High level EDM intro to campus, community</td>
<td>President, QEP chairs</td>
<td>Face-to-face (PDW, NSC), letter/email</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add logo and statement to Screensavers and syllabi</td>
<td>PR/IT</td>
<td>Computer labs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retreat / Repeat Retreat</td>
<td>QEP committee</td>
<td>Face-to-face</td>
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<tr>
<td></td>
<td></td>
<td>Surveys/focus groups</td>
<td>QEP committee, IR</td>
<td>Email, Face-to-face</td>
</tr>
<tr>
<td>Goal by Year</td>
<td>Theme</td>
<td>Activity or Action</td>
<td>Responsible Party</td>
<td>Medium/Channel</td>
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</tr>
<tr>
<td><strong>Implementation Year 1 &amp; 2 (2016-2017)</strong></td>
<td>Framework/Steps of the Process</td>
<td>“What would you do?”</td>
<td>Student Life, PR</td>
<td>Face-to-face, social media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New tips of the week</td>
<td>PR, QEP committee</td>
<td>SPC Weekly, digital signage, social media</td>
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<tr>
<td></td>
<td></td>
<td>Round tables/Workshops</td>
<td>QEP committee</td>
<td>Face-to-face (division meetings, forums etc)</td>
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<tr>
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<td>Repeat Retreat</td>
<td>QEP committee</td>
<td>Face-to-face</td>
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<tr>
<td></td>
<td></td>
<td>Surveys/focus groups</td>
<td>QEP committee, IR</td>
<td>Email, Face-to-face</td>
</tr>
<tr>
<td><strong>Implementation Year 3 (2017-2018)</strong></td>
<td>Values Ethical Perspectives</td>
<td>“Big Push” EDM Week/Day, Week long event, recommitment celebration</td>
<td>QEP committee, college wide effort</td>
<td>Face-to-face, SPC Weekly, digital signage, social media</td>
</tr>
<tr>
<td>Goal by Year</td>
<td>Theme</td>
<td>Activity or Action</td>
<td>Responsible Party</td>
<td>Medium/Channel</td>
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</tbody>
</table>
| Year 4       | **Values**  
Ethical **Issues**  
**Perspectives** | | | |
| Year 5       | **Moral courage:** applying your EDM framework | | | |
Group Work

Put on your creative hats. Brainstorm ideas or tactics to engage each stakeholder group through the pilot year focusing on AWARENESS of the QEP.

Remember:

- **Messaging/Positioning:** What is said?
- **Audience:** To whom it is said?
- **Media channel:** where it is said?
- **Timing:** when it is said?
- **Action/Tactic:** how the message gets out?
- **Content owner:** who is the responsible party for developing and executing the activities/tactics?
# The Timeline | *Semester Overview Fall 2015*

<table>
<thead>
<tr>
<th>Audience</th>
<th>MONTH 1</th>
<th>MONTH 2</th>
<th>MONTH 3</th>
<th>MONTH 4</th>
<th>MONTH 5</th>
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<tbody>
<tr>
<td>Students</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Staff</td>
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<tr>
<td>Community</td>
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</tbody>
</table>
## The Timeline | Semester Overview Spring 2016

<table>
<thead>
<tr>
<th>Audience</th>
<th>MONTH 1</th>
<th>MONTH 2</th>
<th>MONTH 3</th>
<th>MONTH 4</th>
<th>MONTH 5</th>
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<tr>
<td>Students</td>
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<td>Staff</td>
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<tr>
<td>Community</td>
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</tbody>
</table>
Questions?

Thank You
IT’S BREAK TIME!!!
13 areas reported as non-compliant

Focus Report
- Response Team Leads
- Areas that need the most work
  - 3.3.1.1 Institutional Effectiveness
  - 3.13.4 Distance Learning
## SACSCOC Report – Non-Compliance Teams

<table>
<thead>
<tr>
<th>Standard</th>
<th>Standard Description</th>
<th>Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td>Mission</td>
<td>Lacy Hampton*, Chris Beardsall, Art Hall, Dr. Paul Machen</td>
</tr>
<tr>
<td>3.2.13</td>
<td>Institution-related entities</td>
<td>Dr. Sharon Crocket-Ray*, Paul Borrego, Art Hall</td>
</tr>
<tr>
<td>3.3.1.1</td>
<td>Institutional Effectiveness–Educational Programs</td>
<td>Sean Nighbert*, Rafael Brisita, Randal Dawson, Sonia Valdez</td>
</tr>
<tr>
<td>3.4.5</td>
<td>Academic policies</td>
<td>Jessica Cooper*, Rebecca Barnard, Mary Kunz, Tracy Ross-Garcia, Tracy Shelton, Kathy White</td>
</tr>
<tr>
<td>3.4.11</td>
<td>Academic program coordination</td>
<td>Melissa Arthur*, Gregory Gonzales*, Mary Cottler, Bill Fuller, Dr. Gregory Hudspeth, Renita Mitchell, Dr. Marie-Michelle Saint Hubert</td>
</tr>
<tr>
<td>3.7.1</td>
<td>Faculty competence</td>
<td>John Orona*, Rebecca Barnard, Janie Gonzales, Luis Lopez, Rick Lopez, Jack Nawrocki, Penny Pfeil</td>
</tr>
<tr>
<td>3.7.4</td>
<td>Academic freedom</td>
<td>George Johnson*, Dr. Chris Davis, Art Hall, Ivette Sterling</td>
</tr>
<tr>
<td>3.8.2</td>
<td>Instruction of library use</td>
<td>Kelli Wilder*, Rebecca Barnard, Rita Castro, Betsy Hamilton, Laurie Humberson, Rick Lopez</td>
</tr>
<tr>
<td>3.8.3</td>
<td>Qualified staff</td>
<td>Rebecca Barnard*, Rita Castro, Cynthia Jaime, Joshua Scott</td>
</tr>
<tr>
<td>3.11.3</td>
<td>Physical facilities</td>
<td>Felipa Lopez*, Lacy Hampton, Janie Gonzales, Joe Quiroz, Kim Thompson, Kevin Schantz, Robert Walling, IR Data</td>
</tr>
<tr>
<td>3.13.4</td>
<td>[a] Policy compliance – Distance Learning in Reaffirmation of Accreditation</td>
<td>Luis Lopez*, Erick Akins, Lucy Barlow, Dr. Kariene Fenton, Dr. Yvette Woods</td>
</tr>
<tr>
<td>4.1</td>
<td>Student achievement</td>
<td>Rose Spruill*, Erick Akins, Beauatrice Butler, IR Data</td>
</tr>
<tr>
<td>4.7</td>
<td>Title IV program responsibilities</td>
<td>Grace Zapata*, Rebecca Barnard, Christina Cortez, Dr. Sherrie Lang, Dr. Paul Machen</td>
</tr>
</tbody>
</table>

*Lead, Preliminary Report
Group work at tables:
- Does the narrative make a case for compliance?
- Does the narrative answer all the off-site reviewers' questions?
3.2.13 Institution-Related Entities

- Does the narrative make the case for compliance that the CEO has ultimate control over the institution’s fund-raising activities?
  - Is there sufficient documentation / evidence?

- Does the narrative comply with the off-site teams requests?
3.3.1.1 Institutional Effectiveness – Educational Programs

- Does the narrative make the case for compliance?
  - Is there sufficient documentation / evidence?

- Does the narrative provide direct linkage with program SLOs to assessment, then to improvement?

- Does the narrative address the comparability of distance education programs to SPC campus-based programs or outcomes of courses/programs offered off-campus?
3.4.5 Academic Policies

- Does the narrative make the case for compliance?
  - Is there sufficient documentation / evidence?
  - Is there evidence that our academic policies adhere to educational practices compared to other colleges?

- Does the narrative demonstrate the process of implementing, reviewing, approving and developing academic policy?
3.4.11 Academic Program Coordination

- Does the narrative prove that program directors are qualified to lead programs?
  - Is there sufficient documentation / evidence?
  - Was Dr. Hoefer’s suggestion addressed?
3.7.1 Faculty Competence

- Does the narrative prove that all faculty have the appropriate qualifications to teach assigned courses?
  - Is there sufficient documentation / evidence?
  - Was Dr. Hoefer’s suggestion addressed?
3.4.12 Technology Use

- Does the narrative make the case for compliance?
  - Is there sufficient documentation / evidence regarding student training and usage?

- Were Dr. Hoefer’s comments addressed?
3.7.4 Academic Freedom

- Does the narrative address whether there have been instances involving the concept of academic freedom?

- Were Dr. Hoefer’s comments addressed?
3.8.2 Instruction of Library Use

- Does the narrative make the case for compliance?
  - Is there sufficient documentation/evidence?

- Does the narrative document the number of students and faculty trained in the Information Literacy training?

- Does the narrative address training for off-campus and distance learning students?
3.8.3 Qualified Staff

- Does the narrative make the case for compliance?
  - Is there sufficient documentation/evidence?
- Does the narrative address how SPC determines that the number of staff is sufficient?
3.11.3 Physical Facilities

- Does the narrative make a case that there is sufficient physical resources?
- Does the narrative provide documentation/evidence regarding faculty and staff evaluation of physical facilities?
3.13.4a Reaffirmation of Accreditation – Distance Learning

- Does the narrative make a case for compliance?
  - Is there sufficient documentation/evidence?

- Are all areas of the Distance Education policy addressed?
4.1 Student Achievement

- Does the narrative make a case for compliance?
  - Is there sufficient documentation / evidence?

- Does the narrative provide more threshold data as requested?
4.7 Title IV

- Does the narrative make a case for compliance?
  - Is there sufficient documentation / evidence?
Institutional Priorities

Do our priorities represent the most critical course of action for the college?
Fundraising

- Who will win this year?