



Good 2 Great: Strategic Planning Retreat

Aligning Vision, Strategy, and Student Success
Bowden Alumni Center



ALAMO
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DISTRICT



Morning Agenda

- 7:30 AM – 8:15 AM | Breakfast & Networking
- 8:15 AM – 8:30 AM | Welcome
- 8:30 AM – 9:00 AM | State of the College
- 9:00 AM – 9:50 AM | AlamoFORWARD & Mission, Vision, and Values



Setting the Stage

Building Shared Understanding



Why We're Here

- Create alignment around institutional priorities
- Use data and lived experience to guide planning
- Strengthen collaboration across roles and campuses
- Center student success in every strategic decision



State of the College



ALAMO COLLEGES DISTRICT
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Top Scoring Survey Responses

**Great
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NOV 2025-NOV 2026

USA



- 88% I feel good about the ways we contribute to the community.
- 87% I'm proud to tell others I work here.
- 85% People here are treated fairly, regardless of their sexual orientation.
- 85% I feel I make a difference here.



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2024-2026

Focus Areas that Showed Improvement

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NOV 2025-NOV 2026

USA

- 78% Pride (up 7.4%)
- 75% Camaraderie (up 9.3%)
- 67% Credibility (up 9.25%)



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Learner Profile

Fall 2024

14% (1,857) Full-Time

86% (12,424) Part-Time

57% (8,001) Female

43% (6,280) Male

68% (9,653) Hispanic

11% (1,553) African American

15% (2,244) White

2% (312) Asian

4% (519) Other

18% (3,098) Academically Disadvantaged

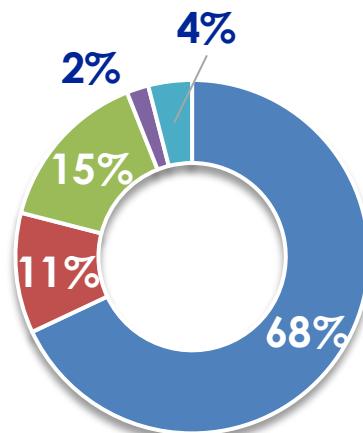
46% (7,967) Economically Disadvantaged

46% (7,906) First Generation Students

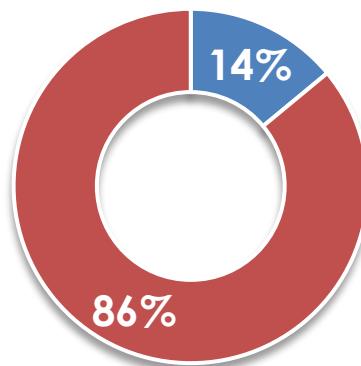
19% (3,214) Parenting Students

Fall 2024 Enrollment: 17,299

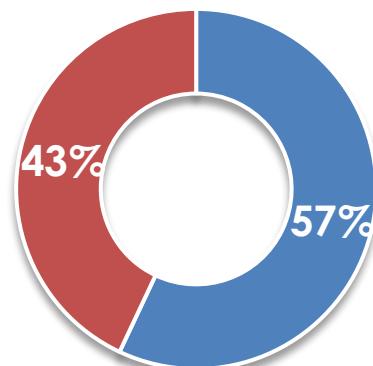
Ethnicity



Enrollment Status



Gender



- Hispanic
- African American
- White
- Asian
- Other

- Full-Time
- Part-Time

- Female
- Male



Learner Profile

Fall 2025

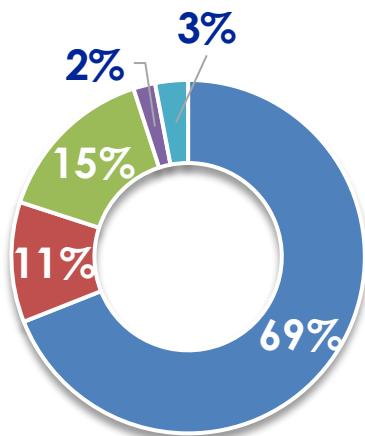
14% (2,827) Full-Time
86% (17,764) Part-Time

58% (11,876) Female
42% (8,715) Male

69% (14,135) Hispanic
11% (2,253) African American
15% (3,115) White
2% (426) Asian
3% (644) Other

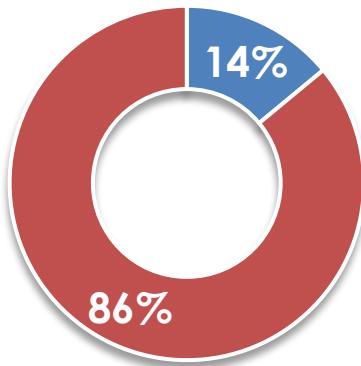
Fall 2025 Enrollment: 20,591

Ethnicity



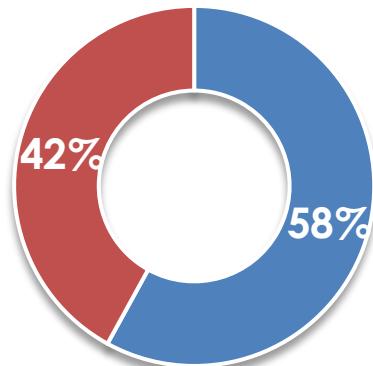
- Hispanic
- African American
- White
- Asian
- Other

Enrollment Status



- Full-Time
- Part-Time

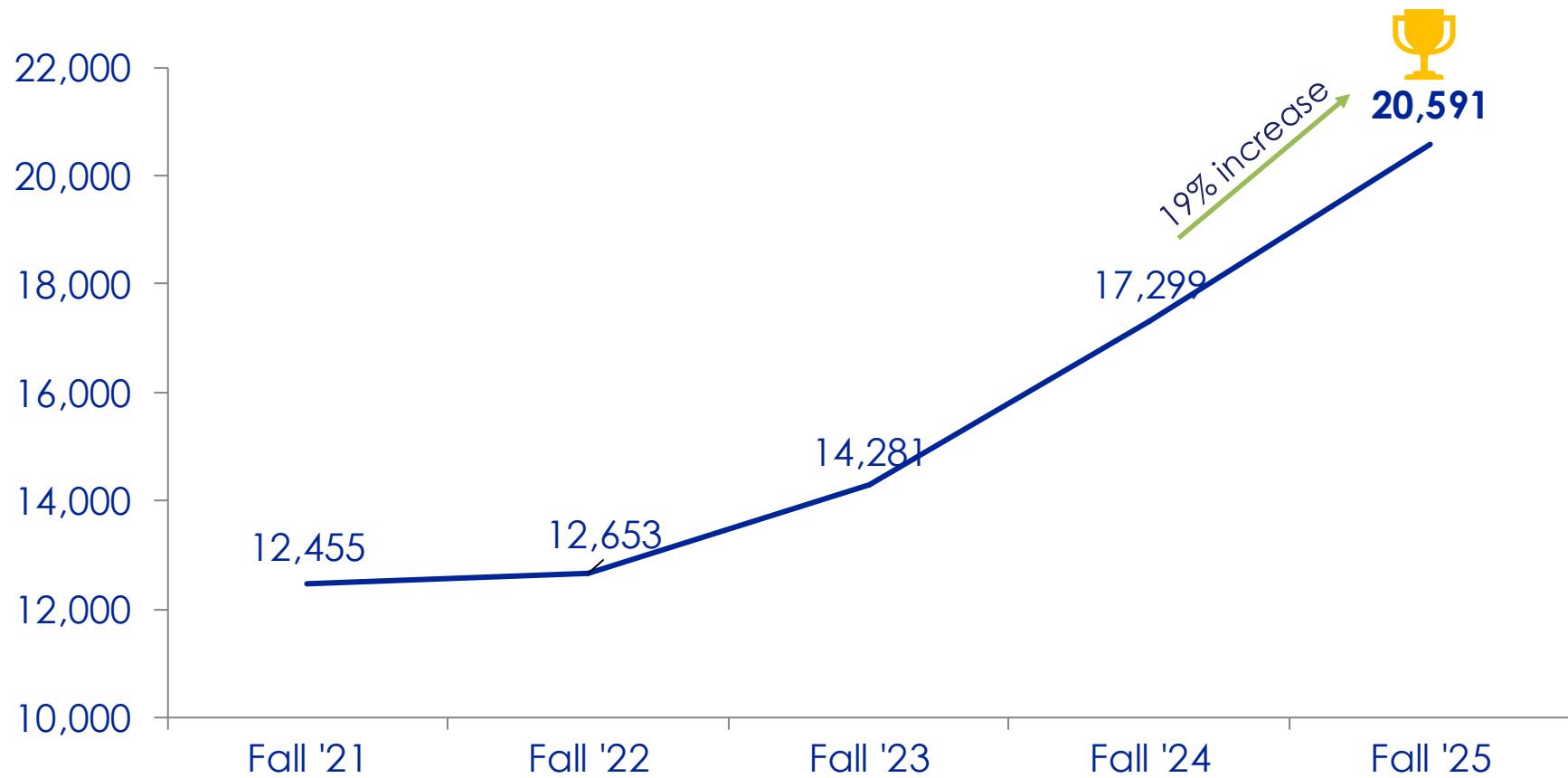
Gender



- Female
- Male



Fall Headcount Enrollment



Enrollment by Student Type (All Parts of Term)

Student Type	Fall 2024	Fall 2025*	% Change
FTIC	3,312	3,853	+16.3%
Transfer	1,410	1,507	+6.9%
Dual Credit	3,415	3,662	+7.2%
Continuing	9,162	11,569	+26.27%
Total	17,299	20,591	+19.03%



*= Preliminary data



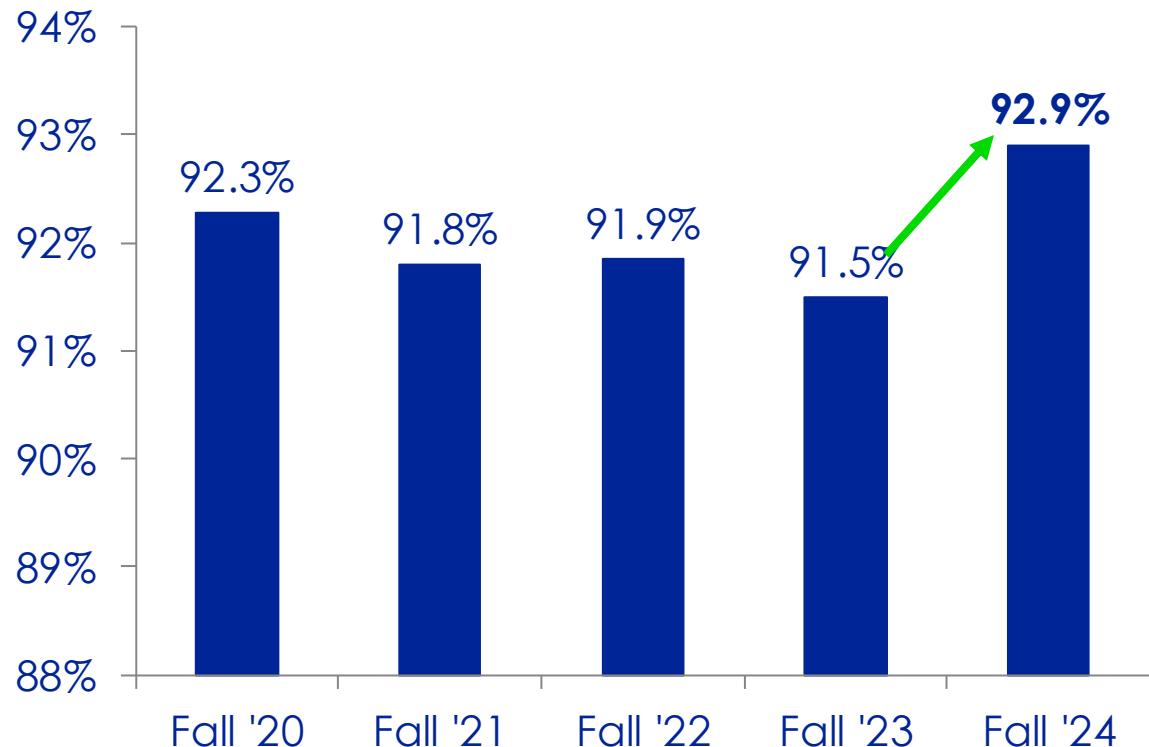
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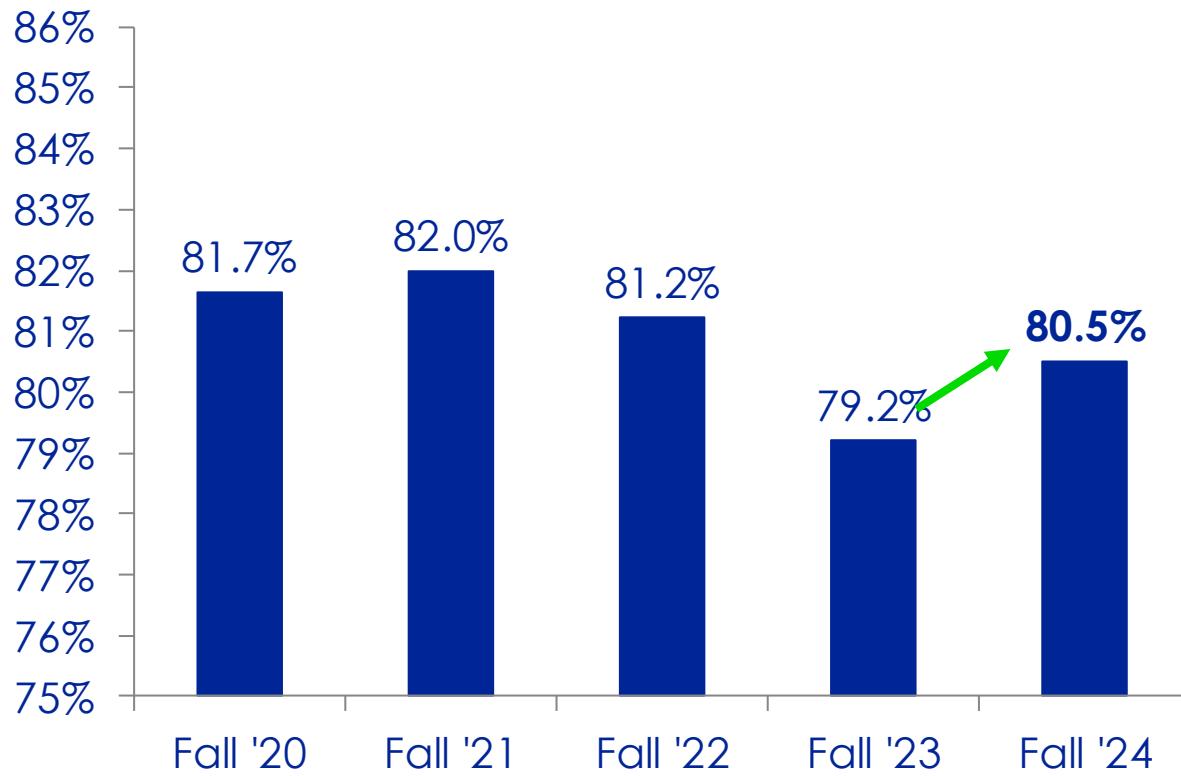
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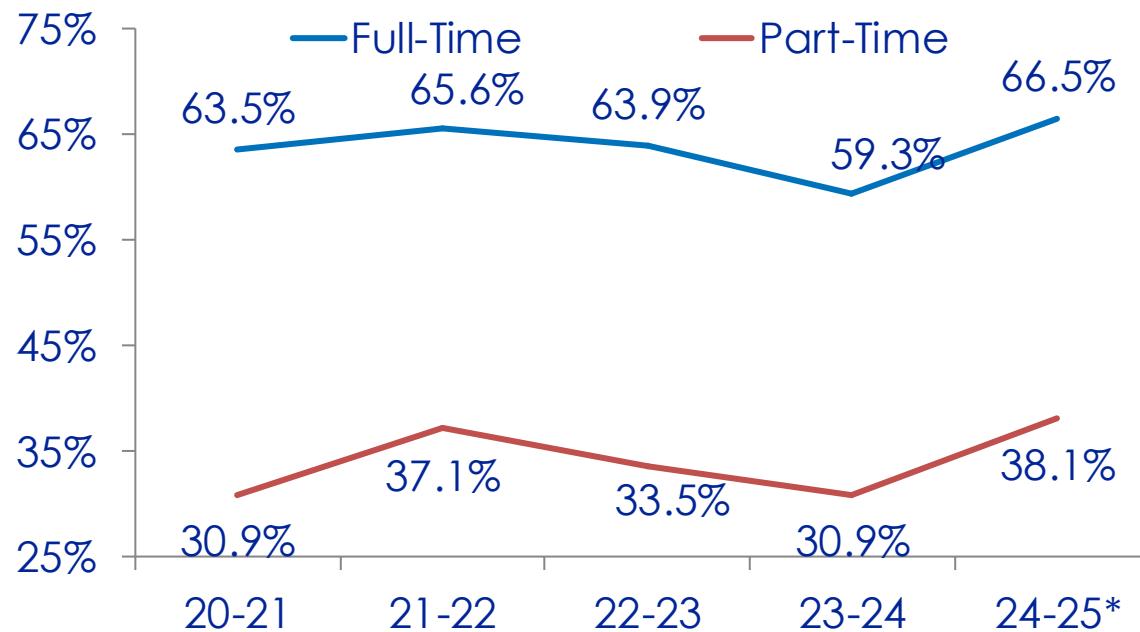
Course Completion Rates: Fall Terms



Productive Grade Rates: Fall Terms



Freshmen Persistence Rates: Fall-to-Fall



	'20-'21		'21-'22		'22-'23		'23-'24		'24-'25*	
	FTIC	Persisted	FTIC	Persisted	FTIC	Persisted	FTIC	Persisted	FTIC	Persisted
FT	356	226	378	248	451	288	594	352	756	454
PT	890	275	1,048	389	1,263	423	1,840	568	1,897	723

* = Preliminary data



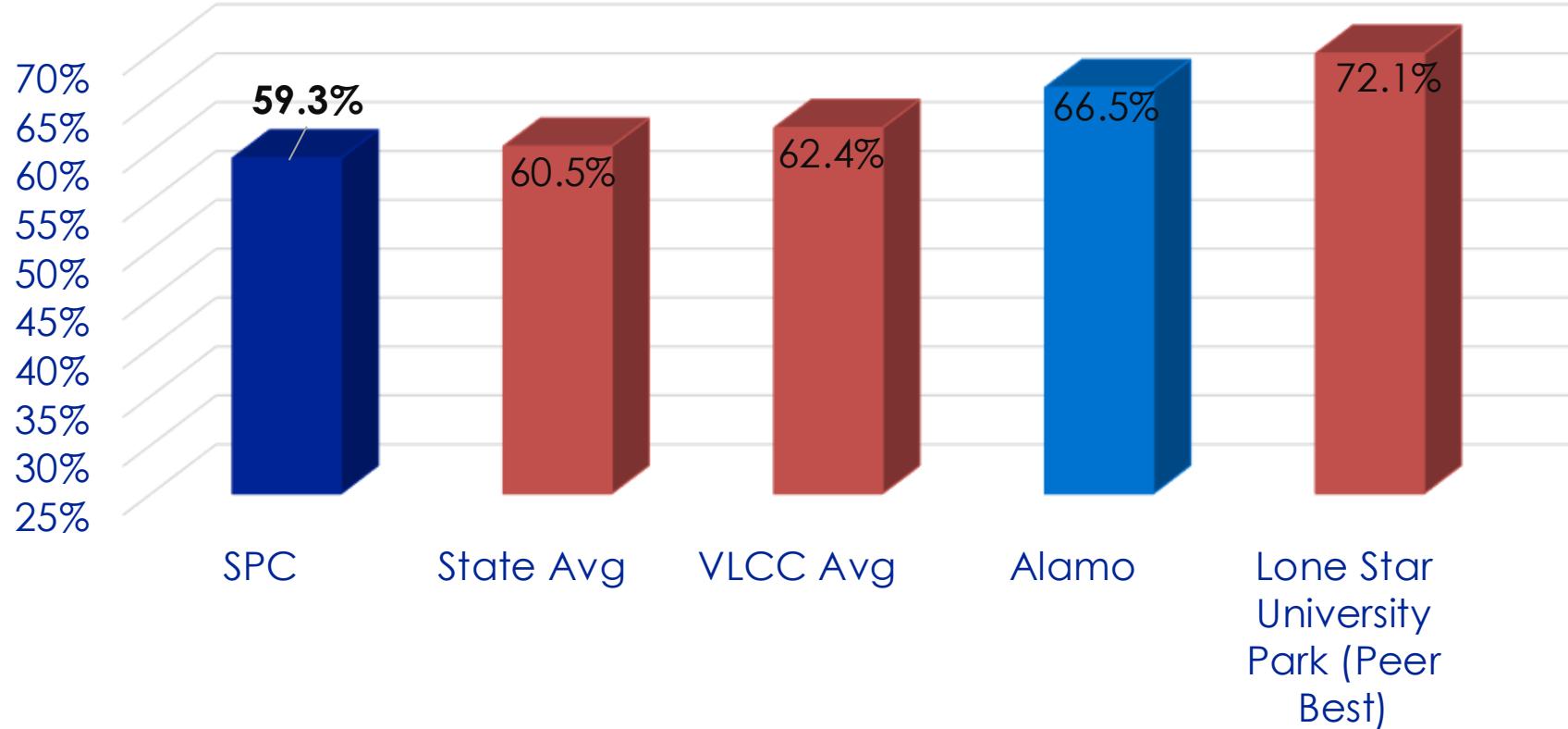
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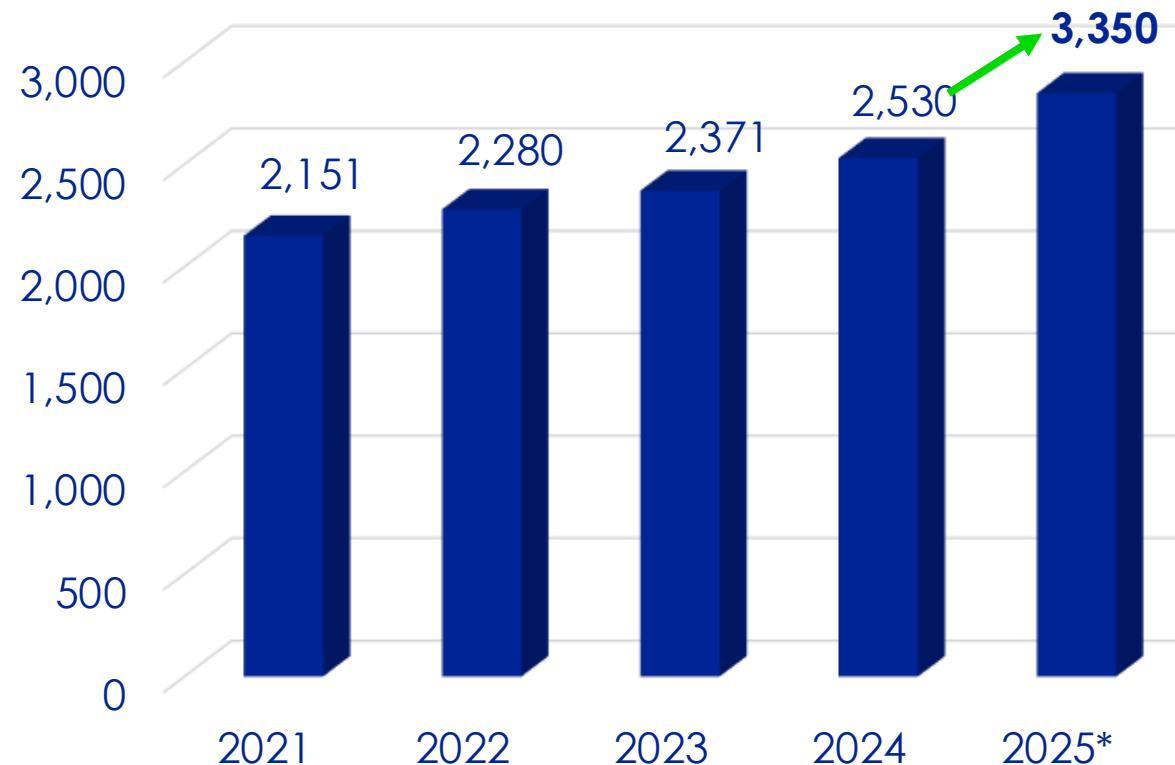
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Full-Time Freshman Comparative Persistence Rates



Degrees and Certificates Awarded



* = Preliminary data



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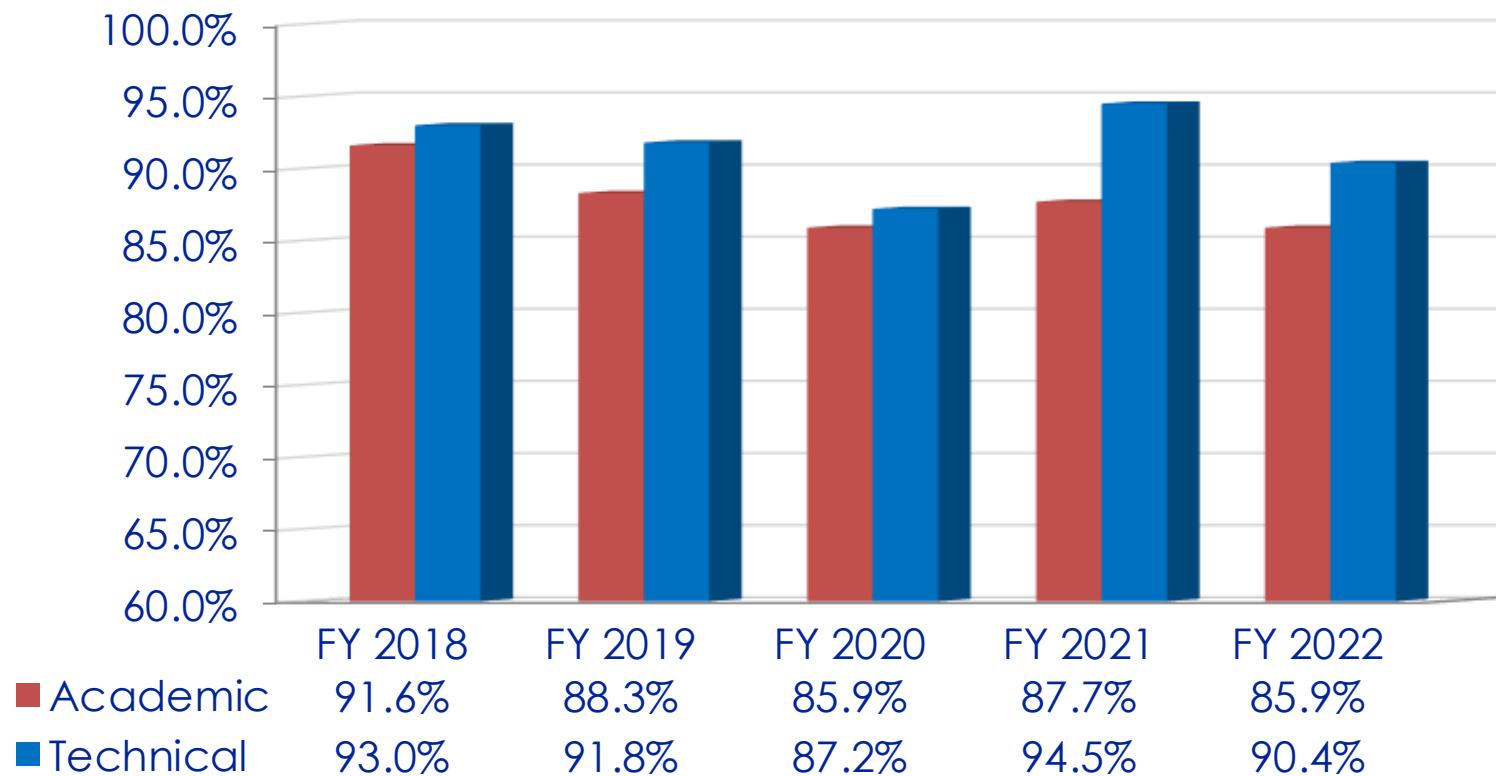
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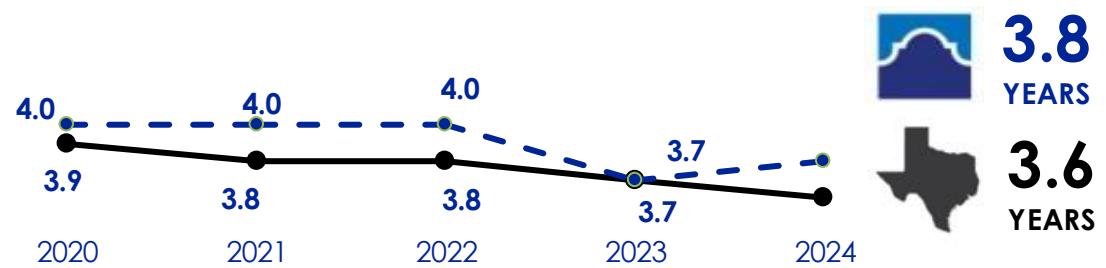
CCSSE Year over Year Comparison

Benchmark	2022 Score	2025 Score	Difference
Active and Collaborative Learning	52.5	52.6	0.1
Student Effort	56.8	44.8	-12.0
Academic Challenge	52.1	48.4	-3.7
Student-Faculty Interaction	48.9	47.8	-1.1
Support for Learners	58.4	53.8	-4.6

Students Employed and/or Enrolled Within 6 Months of Graduation



Average Time to Associate Degree



Average SCH to Associate Degree

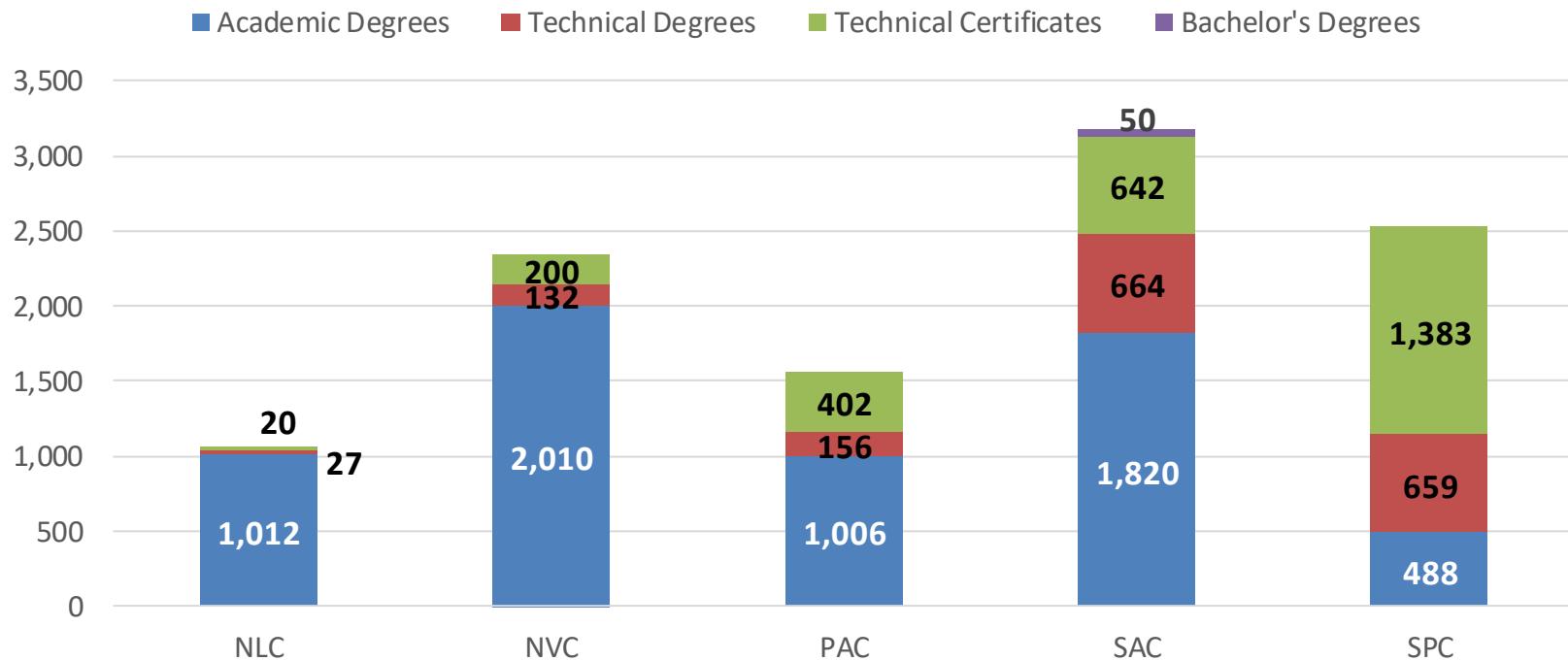
Native Students	2020	2021	2022	2023	2024
	81	80	79	78	78
Native Students	81	79	78	76	75
	64.0	65.0	65.0	64.6	69.9



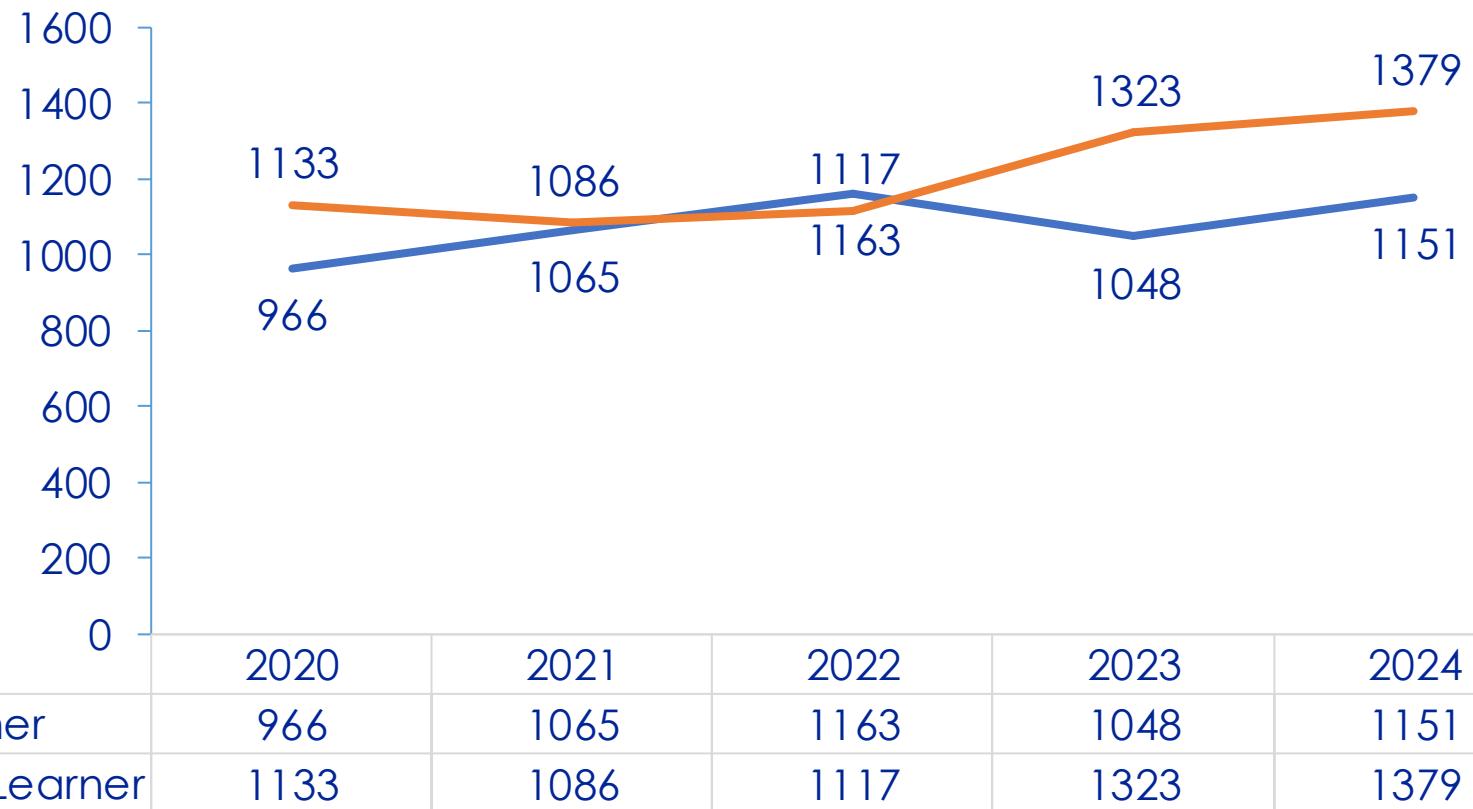
2024
69.9
Average Semester Credit Hours to Associate Degree for St. Philip's College Native Students



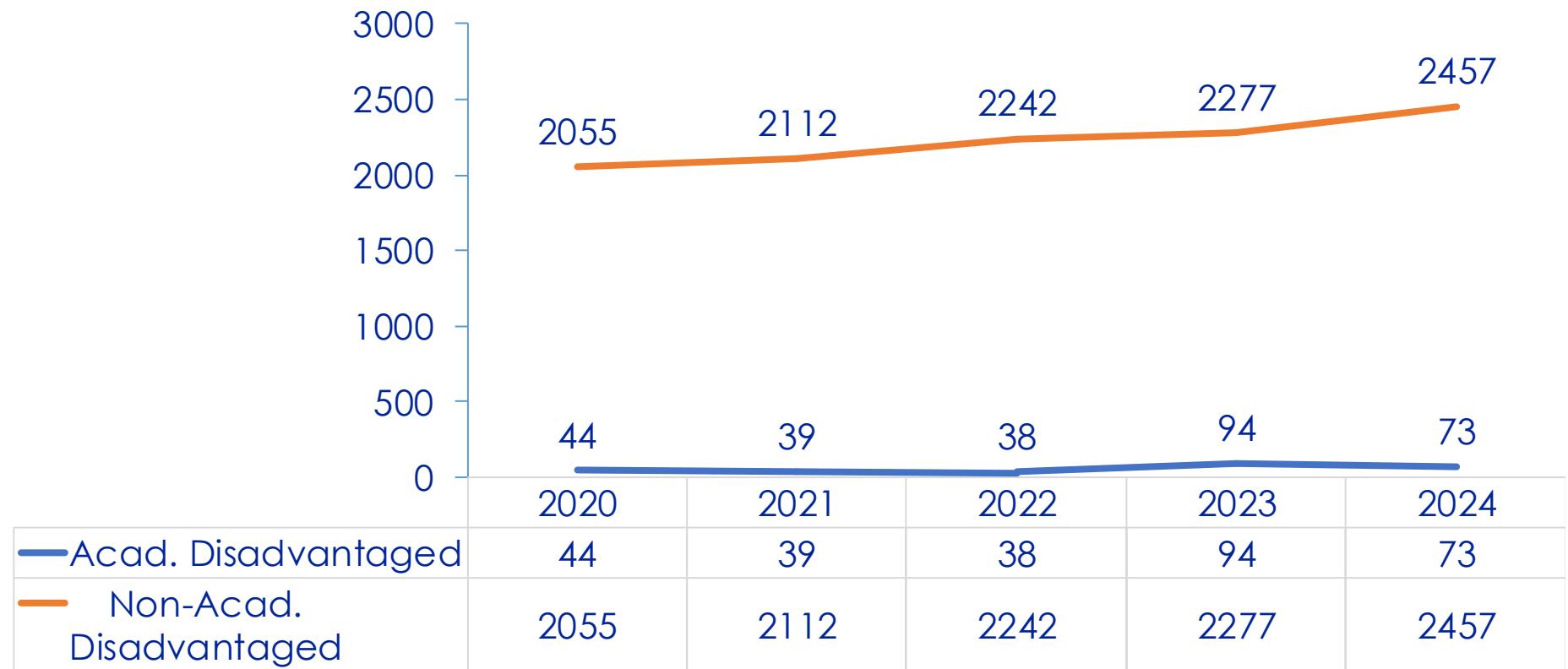
Number of Degrees & Certificates Awarded FY24



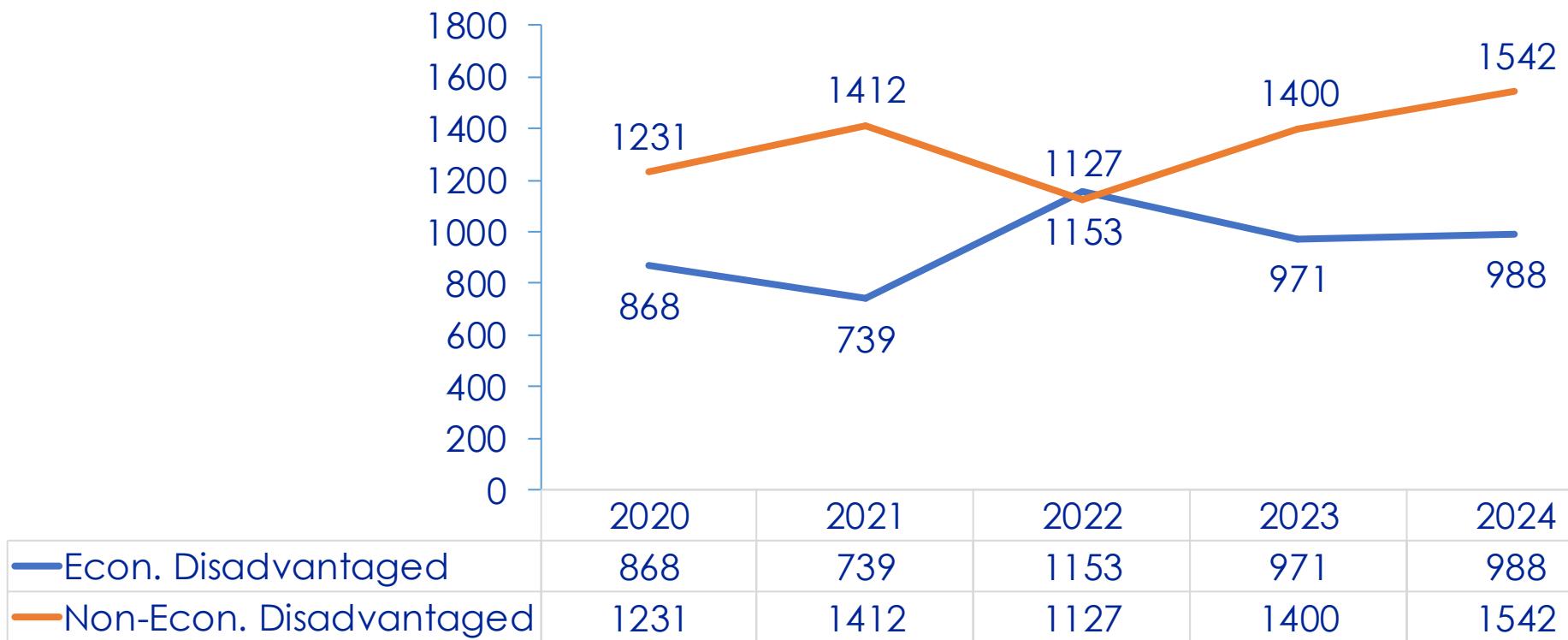
Degrees & Certificates Awarded by Adult Learner Status

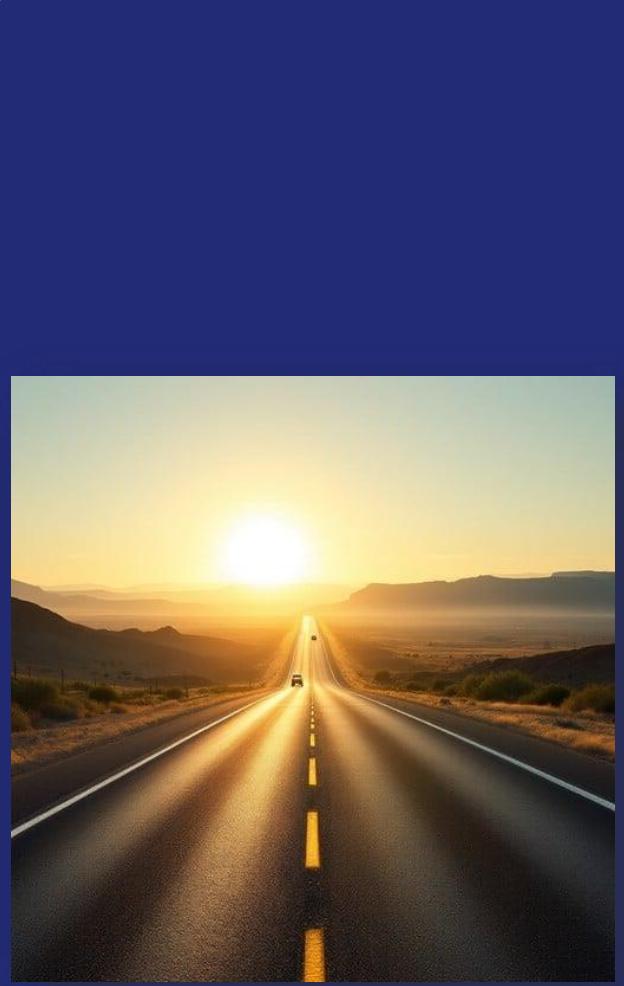


Degrees & Certificates Awarded by Academically Disadvantaged Status



Degrees & Certificates Awarded by Economically Disadvantaged Status





Road to 25,000

- Unlocking Opportunity Initiative with Aspen Institute.
- Opportunity College Initiative with Carnegie & Achieving the Dream.
- Strategic Enrollment Management Initiative with ACD.

Strategic Enrollment Management Reset Goals

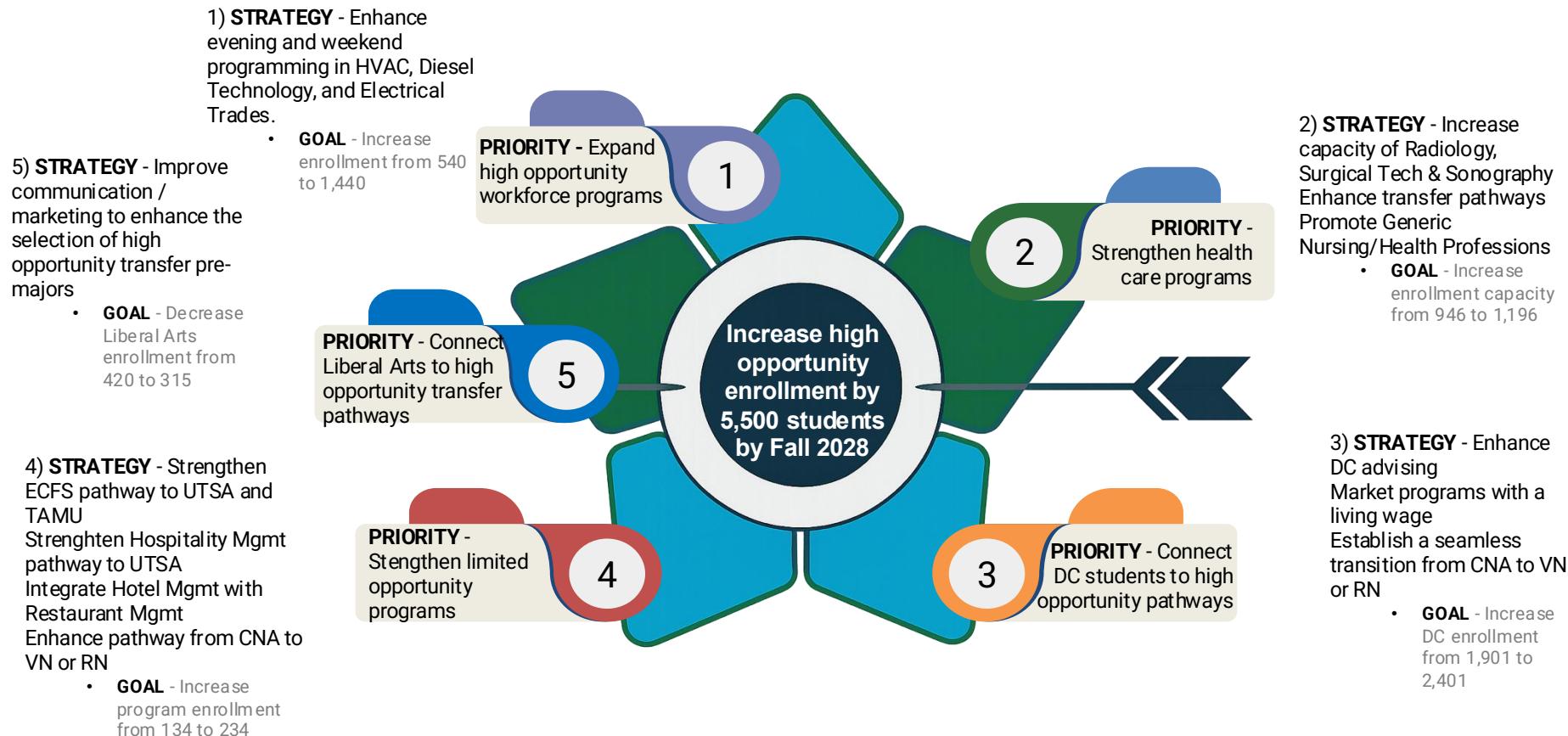
- Improve Academic Scheduling
- Strengthen Student Guided Pathways
- High Impact Practices and Experiential Learning
- Advancing Community, Corporate and Employer Partnerships

Unlocking Opportunity Goals

- Devise strategies to expand/diversify high-opportunity programs
- Strengthen or expand health care programs
- Connect DC students to high opportunity pathways
- Strengthen limited opportunity programs
- Strengthen student pathways & external partnerships



Unlocking Opportunity Priorities, Goals & Strategies



Strategic Priorities for Growth



Streamline Enrollment
& Recruiting



Build a Campus Culture
of Belonging



Enhance Sound
Financial Management



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Board Active Charges to The Chancellor



1. AlamoFUTURE and
2025 Bond



2. Learners Success



3. Credentials of Value
and Program
Alignment



4. Economic and
Workforce
Development



5. AlamoONLINE and
Digital Learning



6. College Access and
Completion



7. High School
Partnerships and
College Readiness



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2024-2025
2024-2025

Board Monitored Charges to The Chancellor



8. Competitive Employee Compensation



9. Institutional Excellence and Continuous Improvement



10. Strategic Communication and Marketing



11. AlamoEXPERIENCE and Workplace-Based Learning



12. AlamoENGAGE and Employee Collaboration



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AlamoFORWARD & Mission, Vision, and Values





Mission Statement

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.



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Mission, Vision and Values

Mission

Empower our diverse student population through educational achievement and career readiness

Vision

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

Our Core Values



Students First



Respect for All



Collaboration



Community Engaged



Can Do Spirit



Data Informed



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AlamoFORWARD

STRATEGIC PLAN 2025-2030



District's Priorities & Goals



Learners

Propelling our learners' success from connection through post-completion

Goal 1: Our learners connect to and enroll in a learning pathway aligned with their aspirations.

Goal 2: Our learners receive quality instruction and career preparation, with the support needed to persist along their educational journey.

Goal 3: Our learners complete their learning pathways, attaining necessary credentials, transferring to a higher education institution, and/or securing a job in a high opportunity field.



Talent

Nurturing a mission-driven workplace that enhances performance, collaboration, and leadership among all our employees

Goal 1: We attract, recruit, and retain exceptional talent to serve our learners and community.

Goal 2: We continuously learn and adapt to better serve our learners and community.

Goal 3: We partner to create a culture and environment where all employees thrive and are valued.



Community

Strengthening our community through collaboration and service

Goal 1: We engage and collaborate with our stakeholders to address the diverse needs of our learners.

Goal 2: We meet the demand for talent in high-opportunity occupations and industries.

Goal 3: We leverage our resources, investments, and services to improve our community's economic and social mobility.



Performance Excellence

Delivering efficient and effective instruction, services, and operations

Goal 1: We practice exemplary stewardship through adept policies and procedures and principled governance.

Goal 2: Our instructional, operational, and financial processes are efficient, effective, and ensure accountability.

Goal 3: Our operations, facilities, and technology are sufficiently resourced to evolve with educational and workforce demands and innovations.



Strategic Objectives

1. STUDENT SUCCESS

Provide academic and student support and align labor market-based pathways to achieve student completion.

- a) Identify, assess and improve academic and workforce programs to promote student completion.
- b) Identify, assess and improve student support services to promote student completion.
- c) Increase performance (retention, engagement, graduation, transfer and job placement) of all students through development and improvement of our student resources and advocacy supports.
- d) Strengthen outreach, onboarding, and support services to eliminate barriers and accelerate students' progress toward their academic and career goals.
- e) Maximize program offerings, course availability and requirements while balancing the needs of students, faculty, and market demands.

2. LEADERSHIP

Provide opportunities for St. Philip's College students and employees to develop as leaders.

- a) Enhance two-way communication with students, employees, and community to build trust and enhance collaboration, teamwork, and partnership.
- b) Develop an agile system to facilitate data-informed and intelligent risks.
- c) Incorporate personal and social responsibility, global citizenship, critical thinking, and lifelong learning as the framework of principle-centered leadership into the culture of St. Philip's College.

3. PERFORMANCE EXCELLENCE

Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

- a) Deploy quality management approaches to include the Baldrige Framework and accreditation standards, building operational research capacity and a culture of assessment to ensure organizational sustainability and alignment with the SPC Mission, Vision and Values.
- b) Ensure sound financial management with emphasis on cost containment to ensure availability of resources.
- c) Improve operational infrastructure by expanding capacity in employee, financial, technological, physical and other resources



AlamoFORWARD & Mission, Vision, and Values Work Group Activity



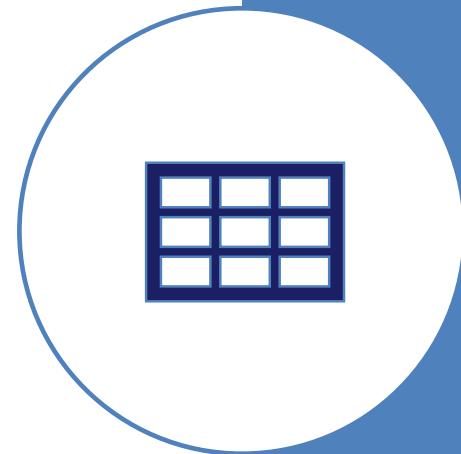
Work Group Activity

Goal: Align SPC's current strategic objectives
with AlamoFORWARD

At your table, review:

Using the template provided for you in your folders,
produce different goals to align SPC with AlamoFORWARD.

- **Learners – Tables 1 – 4**
- **Talent – Tables 5 – 8**
- **Community – Tables 9 – 12**
- **Performance Excellence – Tables 13 – 15**





AlamoFORWARD

STRATEGIC PLAN 2025-2030

SPC's Objectives & Goals



Learners

Propelling our learners' success from connection through post-completion

Goal 1:

Talent

Nurturing a mission-driven workplace that enhances performance, collaboration, and leadership among all our employees

Goal 1:

Goal 2:

Goal 2:

Goal 3:

Goal 3:

Community

Strengthening our community through collaboration and service

Goal 1:

Goal 2:

Goal 3:

Performance Excellence

Delivering efficient and effective instruction, services, and operations

Goal 1:

Goal 2:

Goal 3:



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BREAK



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Morning Agenda

- 10:00 am – 10:45 am | Environmental Scan Update
- 10:45 am – 11:45 am | Competitors/Partners and SWOC Review
- 11:45 am – 12:45 pm | Lunch Break



Where We Are Now

Understanding Our Current Reality

Environmental Scan Update

Environmental Scan

Good to Great 2026



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P

POLITICAL

- Presidential Executive Orders: Reforming Accreditation to Strengthen Higher Education, Transparency Regarding Foreign Influence at American Universities, White House Initiative to Promote Excellence and Innovation at HBCUs, Improving Oversight of Federal Grantmaking
- SB530 relates to the accreditation of certain postsecondary educational institutions or certain programs offered by those institutions
- SB37 relates to the governance of public institutions of higher education, includes the review of curriculum and certain degree and certificate programs, a faculty council or senate, training for members of the governing board, and the establishment, powers, and duties of the Texas Higher Education Coordinating Board Office of the Ombudsman
- SB2972 relates to expressive activities at public institutions of higher education (Free Speech)
- HB149 provides a framework for the regulation of artificial intelligence systems in the state; it requires transparency from companies and government agencies.
- SB1786 states that community colleges will now receive funds when students transfer to a private institution, not just public ones; the definition of credentials of value is now aligned to wage related returns on investment for students and labor market needs.
- SB5615 restricts remote work for higher education employees with some exceptions.

E

ECONOMIC

- The poverty rate in San Antonio is 13%, a 4.5 percentage point reduction from 2024, however we are still above the national poverty rate of 12.1%. 17.5 percent (14.7 percent in Bexar County) which is significantly higher than the national rate of 12.5 percent. The median household income is \$66,176 below which is below the national median of \$83,730.
- In the San Antonio-New Braunfels MSA, 12,100 jobs were added over the year at a 1.0% growth rate. Five major industries showed monthly gains in November 2025: Trade Transportation and Utilities, Government, Private Education and Health Services, Financial Activities, and the Information industry.
- In November 2025, job losses occurred in six major industries: Mining and Logging, Manufacturing, Professional and Business Services, Other Services and Construction. The largest loss occurred in the Leisure and Hospitality industry.
- Industries experiencing monthly job loss achieved positive annual job gains over the year except for the Leisure and Hospitality and Professional and Business Services industries.
- The San Antonio unemployment rate increased to 4.2 percent from 3.9 percent in 2024. The metropolitan unemployment rate is just below the U.S. rate of 4.3 percent and the 4.2 percent for Texas.
- Reduction in available federal grant funding and other budget cuts.

S

SOCIAL

- UT-Austin's Texas Politics Project poll taken December 2025, 15% of Texans polled have a favorable opinion of universities and colleges, 28% have a somewhat favorable opinion.
- National six-year completion rate for community colleges is 44.1% (2019 cohort), a decrease of 0.1% from the previous year (NSC, 2025).
- The six-year completion rate for students in this cohort with prior dual enrollment experience was 57.1% while students without dual enrollment experience was 39.9%.
- At every income level, in every year, students from more affluent neighborhoods had sharply higher completion rates than those from lower income backgrounds. Half of the 2019 starters (50.1%) from the lowest neighborhood income quintile (bottom 20%) completed by year six versus 75.9% of those from the highest neighborhood income quintile (top 20%).
- Enrollment in certificate programs rose by 1.9%, while associate degrees grew by 2.2%, compared to just 0.9% growth in bachelor's programs. Community colleges have been a major driver of this trend, now enrolling 752,000 students in certificate programs, a remarkable 28.3% increase since fall 2021 after four consecutive years of growth.
- Growth in undergraduate enrollment was driven by a 3.0 percent increase in community college enrollment, compared to a 1.4 percent increase at public 4-year colleges.
- Fewer enrolled adults are considering stopping out, but nearly a third have still considered it, largely due to emotional stress, mental health and cost concerns.

T

TECHNOLOGICAL

- Artificial Intelligence (AI) and Machine Learning (ML) helps educational institutions progress with context-based decision-making. One example is intelligent tutoring systems that provide personalized feedback and guidance based on individual learning needs
- Georgia State University used predictive analytics to improve graduation rates for its students by identifying students who were at risk of dropping out and providing those students targeted intervention (advising, tutoring, financial assistance).
- Western Reserve University engages mixed reality to teach anatomy, this immersive learning approach allows students to visualize and interact with anatomical models.
- Arizona State University has implemented personalized learning programs that allow students to progress through courses at their own rate. The program combines adaptive learning technology, data analytics and competency-based curriculum.
- College cybersecurity challenges will require continual culture changes beyond multi-factor authentication as the Cyber Incident Reporting for Critical Infrastructure Act (CIRCA) becomes connected for compliance with Dept of Defense grants and funding.
- Cyber attacks on higher education institutions are increasing.
- Digital divide due to a lack of digital literacy and lower income levels.

L

LEGAL

- Balancing Compliance with Existing Law: Institutions have ongoing legal and regulatory obligations to prohibit harassment and discrimination and provide a safe environment for employees and students (implications for Titles VI, VII, and IX of the Civil Rights Act).
- 8 U.S.C. § 1324 Harboring Liability implications for noncitizen students
- ICE Administrative Subpoenas - the kinds of records sought may implicate serious privacy interests of students or faculty & often obtain more information or assistance than is legally authorized.
- Recent state legislation and demands from the White House, prohibit professors from expressing scholarly viewpoints disfavored by the government, and regulate university educational decisions about curriculum, faculty appointments, and student admissions.
- Students at UT Austin and UT Dallas, filed a lawsuit against the university presidents, chancellors and the UT System Board of Regents over SB2972, which turns every public university into a speech-free zone starting at 10pm.
- The Sex/Gender Executive Order implications for Title IX; interpretations state that gender identity and sexual orientation do not apply to Title IX protections.
- There are state laws changing the legal landscape in the following areas in higher education across the nation: accreditation, free speech protections and limitation, legacy admission bans, regulating AI, LGBTQ+ restrictions, funding models and DEI. (SB 17, SB37, HB8).

Competitors/Partners



Which institutions would you consider to be primary competitors of SPC?

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Which institutions would you consider to be primary partners of SPC?

- ① The Slido app must be installed on every computer you're presenting from

Competitors/Partners Work Group Activity

Work Group Activity

Goal: Based on the Competitors/Partners identified, fill out matrixes provided.

At your table, review:

The partners and competitors identified during today's discussion. As a group, complete the matrices by noting key factors, insights, or considerations we should consider for each.



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Competitors & Partners Feedback



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SWOC Review

SWOC Analysis

Good 2 Great January 2026



Strengths

- Rich history spanning 127 years
- HBCU and HSI status
- Strong industry and community partnerships
- Safe work environment
- Professional development and training opportunities
- Workforce Programs
- Focused on students first
- Student Advocacy and wrap around services
- HEERF and Title III funding enhanced campus capacity
- Affordable
- Fundraising activities
- Brand Image
- Data-informed

Weaknesses

- Recruiting faculty with specialized credentials for high wage/high demand instruction & programs
- Too much DSO oversight – more SPC autonomy wanted
- ACD-wide budget management
- Communication – how information shared within the institution
- Change management – either not enough communication or some are resistant to the change
- Perceptions regarding innovation, collaboration and equity
- Needs assessment – resources to support CTE growth
- Sufficient dining facilities, especially at SWC
- Student persistence rates

Opportunities

- HB8 Formula Funding Model – credentials of value (high demand), transfer and dual credit
- Enhance change management communications plan
- Expand workforce (CTE) programs
- Expand online/remote services
- Operationalize and document procedures and discuss barriers/obstacles that may occur, regardless of where those barriers/obstacles may exist
- Evaluate professional development process: practical application, funding and benefits
- Student housing options to assist housing insecure students

Challenges

- Texas Senate Bill 17 prohibits diversity, equity and inclusion offices, programs and training on public college campuses
- Potential enrollment impact as the COVID relief funds begin to dwindle; projected enrollment cliff of 2025
- Sustaining technology after HEERF dollars are spent
- External limitations (DSO) on program marketing
- Reduced funding, budget, vacancies, inflation
- Duplicated program offerings at sister colleges
- DSO mandates – enrollment increases, holiday staffing schedules, dual credit and high wage, high demand stipend funding
- Competitive for-profit schools





To what extent does the current SWOC analysis accurately capture SPC's strengths, weaknesses, opportunities, and challenges?

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LUNCH BREAK



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Where We Are Going

Designing the Future

Afternoon Agenda

- 12:45 pm – 1:35 pm | Growth Opportunities Discussion
- 1:45 pm – 2:00 pm | Closing Remarks and Next Steps



Growth Opportunities

BREAK



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Wrap-Up

From Conversation to Action

Closing & Next Steps

- Key themes and insights
- Strategic priorities moving forward
- Defined next steps and accountability
- Ongoing engagement beyond the retreat
- Next Good 2 Great March 26th, 2026



Our Shared Commitment

- A unified vision for the college's future
- Decisions grounded in data
- Collaboration across all stakeholder groups
- Sustained focus on student success
- Feedback via surveys throughout the semester



Thank you.



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