

ST. PHILIP'S COLLEGE INSTITUTIONAL EFFECTIVENESS RETREAT

JULY 13, 2016

*GOOD TO GREAT
STRATEGIC PLANNING FOLLOW-UP*



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE



The Nation's Only Historically Black College & Hispanic Serving Institution

Welcome



SPC Strategic Planning

Where do we want to be?

Visioning Statement

Vision

Where are we now?

Environmental Review & Analysis

SWOT Values

How will we get there?

Strategies

Action Plan

How will we know when we are there?

Scorecard

Metrics and Continuous Improvement

Institutional Accomplishments

- ▶ Academic Success
- ▶ Student Success
- ▶ Recognition
- ▶ Community Engagement
- ▶ Institutional Advancement and Sustainability

CLICK 1-3 TO VOTE
1 - DISAGREE 2 - AGREE WITH EDITS 3 - AGREE

Environmental Scan

Environmental Scan

JULY 2016

SOCIAL

definition: Social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

1. Preparedness & Personal Responsibility of incoming students
2. Emergency Preparedness & Campus Safety in light of national/state/local incidents to include Title IX
3. Financial literacy & responsibility
4. Local Education Initiatives (such as grants, community projects and fundraising)
5. Evolution of Social Media/Communication
6. Growth in special populations to include veterans, foster-care, international and first generation students

ECONOMIC

definition: Economic factors include economic growth, interest rates, exchange rates and inflation rates.

1. Resource Constraints (i.e. reduced funding, faculty and staff ratios, decrease in work study students)
2. Property taxes/values stabilization
3. Reduction in revenue yet requirement to serve more students
4. Market and industry demands to retool and reskill students
5. Students lack disposable income to spend on education
6. Impact of Eagle Ford Shale, Eastside Promise Zone, Downtown Revitalization and general growth of economy
7. Student default rate/student loan debt
8. Bond capacity and rating

TECHNOLOGICAL

definition: Technological factors include aspects such as automation, technology incentives and the rate of technological change.

1. Ensure information system-level security
2. Stay abreast on technology trends and standards
3. Training and maintenance of systems
4. Assess technology for accessibility, availability and reliability (for example multisystem integration)
5. Integrated system inefficiencies and issues supporting employees and students
6. Lack of technology assessment and competency training for students

REGULATORY

definition: Regulatory factors include acts of associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance; addressing basically to what degree the government intervenes in the economy.

1. Developmental education basic skills requirements
2. Federal Funds
3. Unfunded mandates. (Early College High School)
4. State Funds: funding by success points for student completion
5. Elimination of low enrollment programs
6. Individual Success Plan and Career Guidance
7. Maintain compliance with regulatory and accrediting agencies such as SACS-COC and THECB
8. Local, state and federal regulatory actions (Department of Education, Title III, Title V and Title IX)
9. Consolidation and systemization- impacting loss of employees, no external hiring, faculty and staff ratios, retirement, Faculty contact hour requirements vs. workload units
10. Shared Governance

Environmental Scan Feedback

Social

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▶ Remember social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Economic

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▶ Remember economic factors include economic growth, interest rates, exchange rates and the inflation rate.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Technological

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▶ Remember technological factors include technological aspects such as automation, technology incentives and the rate of technological change.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Regulatory

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▶ Remember technological factors include technological aspects such as automation, technology incentives and the rate of technological change.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

SWOT Analysis

S

Strengths

- Effective collaboration with educational partners: Early College, Phoenix Program and Dual Credit
- HBCU and HSI designation welcomes cultural diversity and a rich history
- Military Friendly
- Support for Learners through educational support services and financial literacy for all
- Diverse programs of study to include: Workforce, Transfer and Health Professions
- Strong community and industry alliances with various organizations and agencies
- Institutional fundraising that supports scholarships and student engagement

W

Weaknesses

- Increased work expectations while decrease in staffing/faculty levels
- Strengthen written/verbal communication plan and process
- Utilization of technology, resources and training
- System efficiency across the board to include registration and payment
- Capacity to serve early college high school and dual credit

Internal

O

Opportunities

- Collaborate with Eastside Promise Zone, small business and International institutes
- Market unique programs and our special designation (i.e. Eastside Promise Zone)
- Allow employees to be effective managers
- Cultivate a culture of ethical decision-making
- Finalize funding for the Good Samaritan Veterans Outreach and Transition Center

T

Threats

- Decreasing Autonomy (remove uniqueness of each institution)
- Increasing financial/budget constraints
- Increasing competition (i.e. proprietary institutions) Local, state and Federal regulatory actions

External

SWOT Feedback

Strengths

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH

SWOT Feedback

Weaknesses

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH

SWOT Feedback

Opportunities

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH

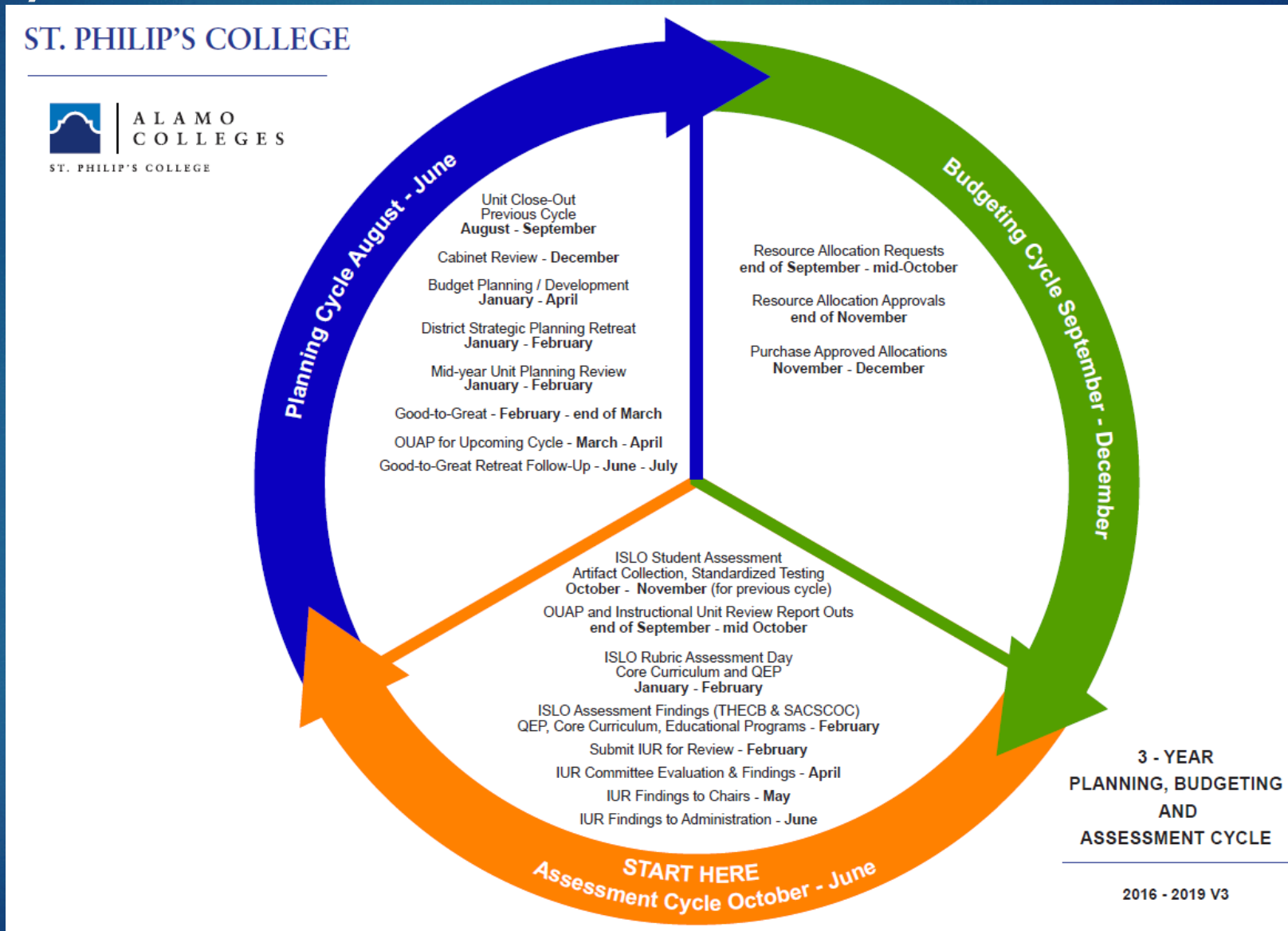
SWOT Feedback

Threats

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

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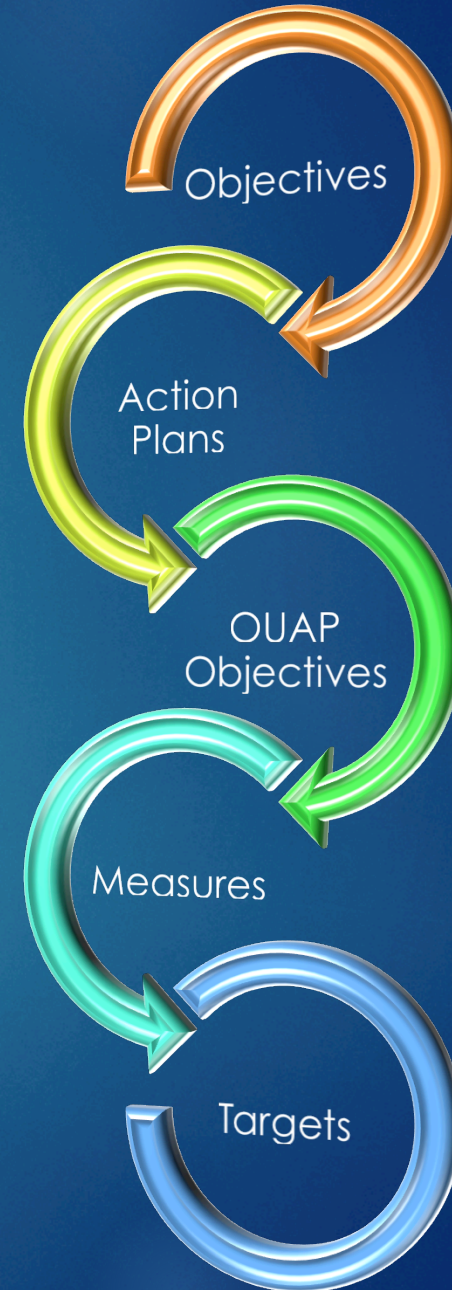
PBA Cycle



Division / Department Strategic Plans

Alignment of Strategic Plans with Operational Unit Plans

- Plans now integrated with 4DX and performance excellence activities



Strategic Plan Alignment

STRATEGIC OBJECTIVES							
	OBJECTIVE	ACTION PLAN FY16-FY19	OUAP OBJECTIVE	MEASURE	Target	Responsible Party	Finding
1	STUDENT SUCCESS Provide academic and student support and align labor market-based pathways to achieve student completion.	<p>a. Leverage and strengthen resources targeted to engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to workforce.</p> <p>b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).</p>	<p>a.1. Promote Center of Excellence events.</p> <p>a.2. Promote Summer Bridge program through increased participation.</p> <p>b.1. Increase Productive Grade Rate (PGR).</p> <p>b.2. Increase Course Completion (Persistence).</p> <p>b.3. Reduce High Risk Courses.</p>	<p>a.1. Participation rates in Center of Excellence events.</p> <p>a.2. Participation rates in Summer Bridge program.</p> <p>b.1. Productive Grade Rate (PGR).</p> <p>b.2. Course Completion Rates.</p> <p>b.3. Number of High Risk courses.</p>	<p>a.1. Increase the number of participants attending Center of Excellence events by 5% by August 31, 2019.</p> <p>a.2. Increase the number of students participating in Summer Bridge program by 20% by August 31, 2019.</p> <p>b.1. Increase Productive Grade Rate (PGR) from 77% to 78% in all Arts and Sciences courses by August 31, 2019.</p> <p>b.2. Increase Course Completion Rate from 92% to 93% by August 31, 2019.</p> <p>b.3. Decrease the number of courses defined as high risk from 11 to 9 by August 31, 2019.</p>	<p>a.1. Centers of Excellence in Science and Math Personnel</p> <p>a.2. Center of Excellence in Math & Math Department Personnel</p> <p>b.1. Arts and Sciences Faculty</p> <p>b.2. Arts and Sciences Faculty</p> <p>b.3. Arts and Sciences Faculty</p>	

NEW SPC Scorecard

SPC College Scorecard FY 2015			Institutional Planning, Research and Effectiveness 09/31/15												
GOAL	MEASURE	BENCHMARK	Supporting Documents Leading Indicators	RESULTS							TARGET				
1. Student Success	Enrollment		<ul style="list-style-type: none"> Latest Final Census Date Weekly Enrollment Report for Current/Upcoming Semester Tuition Advising ARJOS - Success Story in Enrollment Process 	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17			
	Productive Grade Rate	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Non-Lewis 1-16 	10,200	10,200	10,710	10,210	10,200	10,214	10,700	10,200	1	1		
	Course Completion	AC baseline (Fall 2006) = 60.2 % Dual Credit = 98.0% Non-Dual Credit = 93.5%	<ul style="list-style-type: none"> Early Alert/Follow-Up Reports Tutoring Advising Student Engagement and Satisfaction (CCSSE, Non-Lewis, Site of Course) Non-Lewis 43, 4E, 20, 25 	85.2%	85.5%	90.4%	91.7%	92.0%	92.2%	92.0%	1	1			
	Persistence FT FTIC Fall-to-Fall	State & VLCC Best - LoneStar Univ. Park = 71.5% VLCC Average = 62.0%, Statewide = 62.3% AC developmental education = 50.3%	<ul style="list-style-type: none"> Student Selection On-Site Visit Times Student Engagement and Satisfaction (CCSSE, Non-Lewis, Site of Course) Non-Lewis 1-16, 43, 21, 15, 65 CCSSE 40, 4E, 4P, 20 Tutoring Advising Enrollment Early Alert Follow-Up Reports Weekly Degree Audits (45+ Hrs) 	69-69	69-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17			
	Graduation Rate FTIC 4-year	VLCC Best (San Jacinto) = 28.4% VLCC Average = 19.7% State Average = 17.9% State best (West Texas) = 32.1% AC developmental education = 9.1%	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring Weekly Degree Audits (45+ Hrs) 	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort	Fall 14 Cohort	Fall 15 Cohort	Fall 16 Cohort	Fall 17 Cohort			
	Degrees and Certificates Awarded	VLCC Best (Texas) = 10,242 VLCC Average = 1,110 Western (WV) = 25,242	<ul style="list-style-type: none"> Enrollment RRS Weekly Degree Audits (45+ Hrs) Regulatory Compliance Latest Title Catalogs LoneStar Peer Rate Participation in Conferences, Internships and Volunteer Service JTI, TSP CSB 115 Reports 	2008	2009	2010	2011	2012	2013	2014	2015	2016	1	1	
	Employment % within 6 months of graduation	VLCC Best (Texas) = 67.3% VLCC Average = 41.7% State Average = 54.5% State best (Texas) = 82.0%	<ul style="list-style-type: none"> Graduation Rates Retention Enrollment in AS, AA, AOT Weekly Degree Audits (45+ Hrs) 	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17			
	Transfer % FTIC students transferred to another institution in 1st year	VLCC Best (Texas) = 22.1% VLCC Average = 24.7% Statewide = 22.0% State Best (Texas Suburban) = 42.0%	<ul style="list-style-type: none"> RRS Tutoring Participation in Conferences, Internships and Volunteer Service Completion of Field - Experience AAS % of Graduates Promoted % of Graduates Serving on College Committee 	88.1%	92.2%	90.1%	88.1%	89.5%	1	94.0%	94.5%	1			
	Literature Passage	VLCC Average = 85.6% State Average = 85.2%	<ul style="list-style-type: none"> RRS Tutoring Participation in Conferences, Internships and Volunteer Service Completion of Field - Experience AAS % of Graduates Promoted % of Graduates Serving on College Committee 	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17			
	2. Leadership	Employee Leadership Development		<ul style="list-style-type: none"> CCSSE - Leadership Questions Student Participation in Student Orgs Student Government/Association Phi Theta Kappa 						3	20%	35%	1		
3. Performance Excellence	Student Leadership Development		<ul style="list-style-type: none"> CCSSE - Leadership Questions Student Participation in Student Orgs Student Government/Association Phi Theta Kappa 						3	10%	15%	1			
4. Reaffirmation	Best in the Nation		<ul style="list-style-type: none"> Regulatory Compliance College Check (PICS Survey) Student Engagement and Satisfaction (CCSSE, Non-Lewis) Historical, State, Regional, Local Awards Won 						TAPE Band =	TAPE Band =	TAPE Band =	TBD	TBD		
	Reaffirmation Confirmed	5 th Year Report - Recommendations	<ul style="list-style-type: none"> Retain/submit/submit/submit/submit Operational/submit/submit/submit Next Steps on One Top Ten Criteria 												

	CORE COMPETENCIES	MEASURE INSTITUTIONAL PRIORITIES	Supporting Documents Leading Indicators	BENCHMARK	RESULTS					TARGET	TARGET
					Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 2017	
Quality of Educational Programs			<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Non-Lewis 1-16 	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	77.4%	80.5%	80.7%	80.9%	82.0%	82.0%	
				<ul style="list-style-type: none"> On-Site Visit Times Non-Lewis 1-16, 43, 21, 15, 65 CCSSE 40, 4E, 4P, 9B Tutoring/Advising Class Climate 	State & VLCC Best - LoneStar Univ. Park = 68.3% VLCC Average = 60.9%, Statewide = 56.5% AC developmental education = 50.8%	49.8%	49.9%	49.5%	58.6%	53.9%	53.9%
					<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs) 	VLCC Best (NVC) = 27.6% VLCC Average = 17.9% State Average = 19.0% State best (Western Texas) = 34.9% AC developmental education = 9.1%	Fall 12	Fall 13	Fall 14	Fall 11 Cohort	Fall 12 cohort
Student Engagement			<ul style="list-style-type: none"> Rubric Assessment Ethical Decision Making/Personal Responsibility Student Engagement and Satisfaction (CCSSE, Non-Lewis, Class Climate) PSK/DIT-2 Data 	Ethical Decision Making (EDM)/Personal Responsibility Rubric Spring 2015 Average = 84.5%	NL Data Here	CCSSE ACL SE AC SFI SFL	NL Data Here	CCSSE 15 ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	EDM Rubric	EDM Rubric 86.5%	EDM Rubric 88.5%
				Community Engagement		<ul style="list-style-type: none"> Alumni Constituent Survey Employer Surveys Submission of Response Report: 2 Recommendations 3, 4, 4 and 4, 7 BOT Review/Recommendations Action Plans and Sustainability Plans for Submission of the 5th year Report in 2021 	Alumni (EDM) SPC Constituent Survey Spring 2015 Average = 84.5%	TBD	TBD	TBD	84.5%

NEW SPC Scorecard

	CORE COMPETENCIES	MEASURE INSTITUTIONAL PRIORITIES	Supporting Documents Leading Indicators	BENCHMARK	RESULTS				TARGET	TARGET
					Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 2017
Quality of Educational Programs	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Noel Levitz 1-16 	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	77.4%	80.5%	80.7%	80.9%	82.0%	82.0%	
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> On-Site Wait Times Noel Levitz 1-16, 43, 32, 15, 65 CCSSE 4O, 4E, 4P, 9B Tutoring/Advising Class Climate 	State & VLCC Best - Lonestar Univ Park = 68.3% VLCC Average = 60.9%, Statewide = 56.5% AC developmental education = 50.8%	49.8%	49.9%	49.5%	58.6%	53.9%	53.9%	
	Graduation Rate FTIC 4-year	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs) 	VLCC Best (NVC) = 27.6% VLCC Average = 17.9% State Average = 19.0% State best (Western Texas) = 34.9% AC developmental education = 9.1%	Fall 12	Fall 13	Fall 14	Fall 11 Cohort	Fall 12 cohort	Fall 13 cohort	
Student Engagement	Ethical Decision Making (EDM) SACS-COC Reaffirmation	<ul style="list-style-type: none"> Rubric Assessment Ethical Decision Making/Personal Responsibility Student Engagement and Satisfaction (CCSSE, Noel Levitz, Class Climate) PSRI/DIT-2 Data 	Ethical Decision Making (EDM)/Personal Responsibility Rubric Spring 2015 Average = 84.5%	NL Data Here	CCSSE ACL _____ SE _____ AC _____ SFI _____ SFL _____	NL Data Here	EDM Rubric _____ CCSSE 15 ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	EDM Rubric 86.5% NL TARGET	EDM Rubric 88.5% CCSSE TBD	
Community Engagement		<ul style="list-style-type: none"> Alumni Constituent Survey Employer Surveys Submission of Response Report, 2 Recommendations 3.4.4 and 4.7 BOT Review/Recommendations Action Plans and Sustainability Plans for Submission of the 5th year Report in 2021 	Alumni (EDM) SPC Constituent Survey Spring 2015 Average = 84.5% Best in the region (SACS-COC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	TBD	TBD	TBD	84.5%	86.5%	88.5%	

LUNCH

THE

LUNCH

HOUR

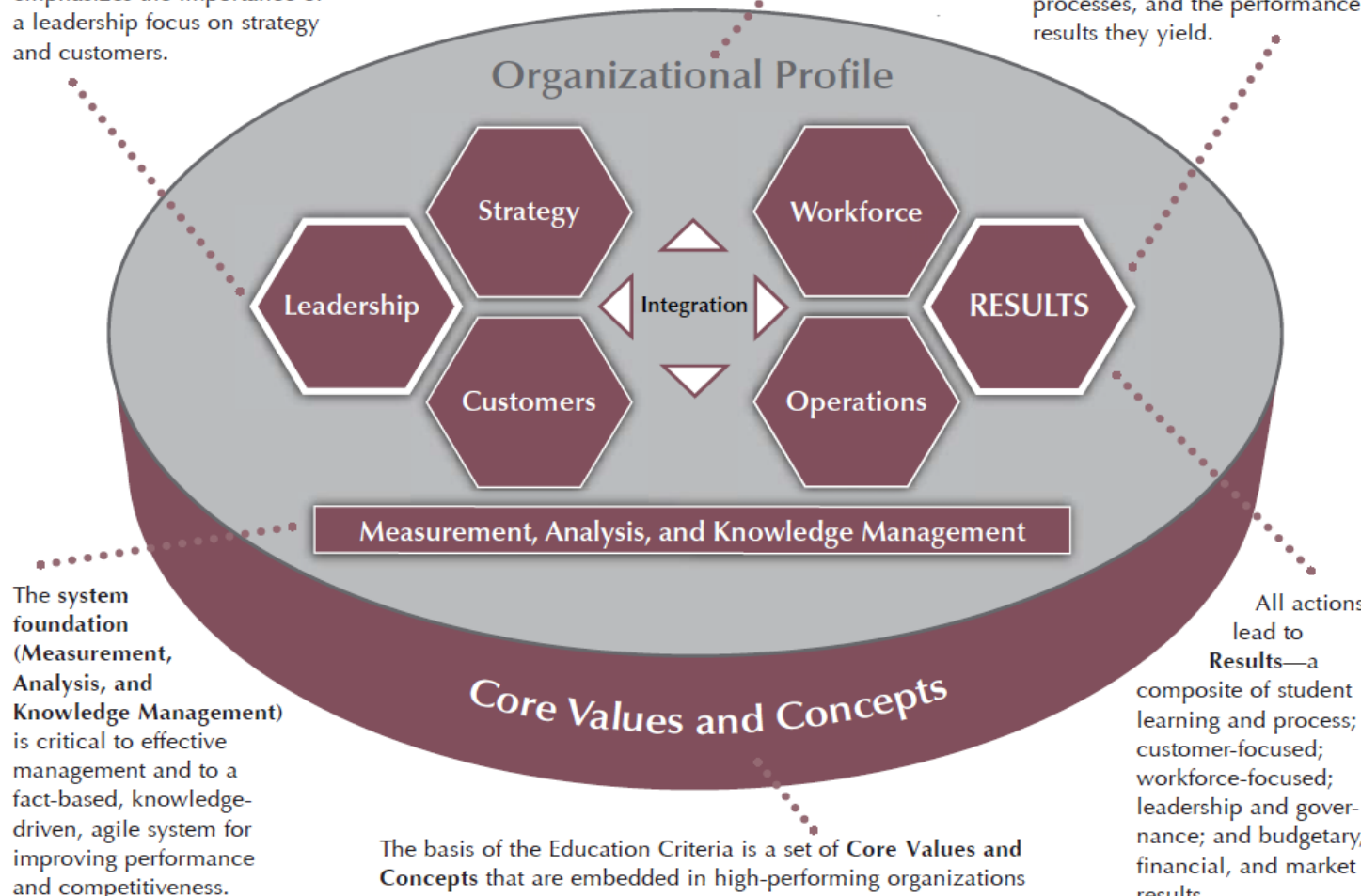


TAPE Overview

The leadership triad (**Leadership, Strategy, and Customers**) emphasizes the importance of a leadership focus on strategy and customers.

The **Organizational Profile** sets the context for your organization. It serves as the background for all you do.

The results triad (**Workforce, Operations, and Results**) includes your workforce-focused processes, your key operational processes, and the performance results they yield.



The system foundation (**Measurement, Analysis, and Knowledge Management**) is critical to effective management and to a fact-based, knowledge-driven, agile system for improving performance and competitiveness.

The basis of the Education Criteria is a set of **Core Values and Concepts** that are embedded in high-performing organizations (see pages 39–43).

All actions lead to **Results**—a composite of student learning and process; customer-focused; workforce-focused; leadership and governance; and budgetary, financial, and market results.

Functional Team Implementation Plans

- ▶ Category 1: Leadership (Cartledge & Dawson)
- ▶ Category 2: Strategy (Schmittou & Brisita)
- ▶ Category 3: Customers (Johnson & Crockett-Ray)
- ▶ Category 4: Measurement, Analysis and Knowledge Management
(Hampton & Orona)
- ▶ Category 5: Workforce (Machen)
- ▶ Category 6: Operations (Beardsall & Spruill)
- ▶ Category 7: Results (Hinojosa & Johnson)

CATEGORY 1 (Leadership): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
1.1 MVV are inconsistently deployed to some customer and stakeholder groups. (Lacking a formal process to communicate MVV to all stakeholders and customers.)	Short Term	Create a standard Agenda form that includes the Mission, Vision, & Values. Take time as meeting is conducted to relate the various topics to the MVV. (During meetings initiate deliberate discussion that shows the correlation of the agenda items to the MVV's of SPC.)	Create July & August Implement August & September
1.1 SPC does not have a systematic process to align action to strategic objectives, improve its performance, enabling innovation and intelligent risk-taking throughout the organization.	Long Term	Identify activities already in place where this could be folded in, such as: President --Cabinet President--President's Leadership Council VPAS -- VPAS Council VPAS -- Deans & Directors VPAS & Deans --Academic Deans Meeting VPAS & Dean & Chairs -- Division/Department Meetings	Implement August for the new Academic Year
1.1 OUAPs are inconsistently deployed throughout the organization. (Lacking a process to align department planning with strategic planning.)	Short Term	Statistical results presented at the OUAP Fall report outs should be aligned to the strategic plan and action items to address improvement or continuing success should also be aligned. Report deployment at the VPAS Council Meeting and President's Leadership Council. Align and deploy department and division OUAP's to align with overall SPC strategic plan.	Implement following Fall 2016 Report Outs
1.1 No formal approach exists to ensure that workforce culture fosters customer engagement.	Short Term & Long Term	When reporting out on Community Engagement at the Cabinet and President's Leadership Council, create subsets under that agenda item to address 4 year university customers, community customers, and employer customers. Provide professional development opportunities that reinforces the concept that employee satisfaction correlates to the individual performance and customer satisfaction.	Implement identifying the subset in July. Provide professional development opportunities in AY 16-17.

CATEGORY 1 (Leadership): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
<p>1.2 No formal, systematic process for meeting and exceeding accreditation and compliance requirements—need to anticipate adverse impacts.</p>	<p>Short term & Long Term</p>	<p>Establish Compliance Sustainability Committee</p>	<p>Establish committee in September</p>
<p>1.2 No means exist for reviewing and managing accreditations, standards, and KPIs—need to establish appropriate external benchmarking for comparative data analysis.</p>	<p>Short term & Long Term</p>	<p>Identify KPIs from the Scorecard to concentrate on as a subset. Bench mark against other Southern Association Schools and other schools that have the same discipline specific accreditations (or that could have if they passed review). This is an area where belonging to the “National Benchmarking Institute” could be put to use and be helpful.</p>	<p>Obtain membership in National Benchmarking Institute in August. Identify institutions for external benchmarking in Fall 2016.</p>
<p>1.2 No systematic process to prioritize organization involvement in key communities.</p>	<p>Short term</p>	<p>Identify team members to assign to prioritizing the involvement in key communities. Prioritize the key communities. Differentiate how the involvement with the top prioritized communities will be different from involvement with the lower prioritized communities. Identify when this will consistently happen and with what frequency.</p>	<p>Establish committee in September</p>

CATEGORY 2 (Strategy): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
2.1 Process to align department planning with Strategic Action Plan	Short Term	<ul style="list-style-type: none"> • Dr. Schmittou and Mr. Brisita will facilitate weekly working sessions to develop, enhance, strengthen, and incorporate the TAPE Response Report with the Feedback Report. • Meet with all TAPE Team to synthesize, align, and bring voice to TAPE narratives. 	August 1, 2016
2.1 OUAP is developed before Good to Great (approach is backward)	Short Term Long Term	<p>Align the Planning Budget & Assessment Cycle (PBA) to reflect district and institutional alignment.</p> <p>Produce a Planning Budget & Assessment Cycle table with hot spots that navigate to the respective page where information can be found for the listed item.</p>	August 1, 2016 October 1, 2016

CATEGORY 2 (Strategy): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
2.2 No systematic deployment of OUAP and implementation	Long Term	<ul style="list-style-type: none"> • Provide training and clear direction for the OUAP and PBA Cycle. • Track success of deployment and implementation. 	Ongoing
2.2 Resource Allocation Request Form (RARF) lacks a formal process	Short Term	<ul style="list-style-type: none"> • Define purpose of the RARF. • Present a formal process. 	August 1, 2016
	Long Term	<ul style="list-style-type: none"> • Provide training for deployment. 	Ongoing
2.2 Utilize benchmarking	Long Term	Utilize benchmarking data to compare with sister-institutions and external high-performing institutions (i.e. intelligent and innovating risk-taking, forecasting obstacles and challenges).	Ongoing

CATEGORY 2 (Strategy): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
2.2 No formal process for meeting or exceeding compliance requirements	Short Term Long Term	Document a formal process that meets and exceeds compliance requirements.	August 5, 2016 Ongoing
1.1 Inconsistently deployed mission, vision, values (MVV)	Long Term	Strategically deploy implementation of the MVV throughout the institution.	Ongoing

CATEGORY 3 (Customer): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
3.1 No systematic process for the use of gathered actionable information/feedback from former and potential students (Student complaint process)	Short – identify the capabilities of Maxient to ensure repository functionality is satisfactory	Non-academic/Academic complaint processes exist, development of an institutional repository - suggest exploration of Maxient to be utilized to integrate a way to capture our complaints <ul style="list-style-type: none"> • SOBI/Title IX/Student Code of Conduct reports are reviewed weekly and routed to the appropriate department 	June 9, 2016
3.1 No process to monitor and report social media data (Utilizing social media venues)	Short – formalize a SPC social media team to enhance communication of college events Long – use local publications to deliver college events, seminars and symposiums to engage surrounding community	Gather all data that we are capable of receiving from social media hosts (Google analytics, Hoot Suite, Social Media venues, Monthly productivity from PR, SPC FB team that monitors the page) Site sister-college best practices to enhance process improvement for SPC	June 2016 Fall 2016

CATEGORY 3 (Customers): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
3.2 Conduct follow-up to students participating in survey	<p>Short – collect the data from departments/ programs that perform student surveys</p> <p>Long - create a process to follow-up on student feedback</p>	<p>Send questions to collect data received from departments and programs:</p> <ul style="list-style-type: none"> • how frequent is the survey administered, • do you have IRB approved instrument, • explain how you changed the process based student feedback from survey conducted • how do departments/programs follow-up with student feedback • how did you inform the college of process improvement 	<p>June 2016</p> <p>December 2016</p>
3.2 No formal, systematic process for non-students and other customers to provide feedback (Community Survey/No formal process for two way communication between suppliers and vendors)	<p>Short - collect the data from departments/ programs that perform non-student and stakeholder surveys</p> <p>Long - create a process to follow-up on non-student and stakeholder feedback</p>	<p>Gather all data from assessment of community events sponsored by the college, e.g., CultureFest, SPC Scholarship Golf Tournament, Celebrating a Saint, SPC Homecoming, Employer Community Survey (Health Sciences), Student Recruitment Survey, Campus Tour Survey.</p>	<p>June 2016</p> <p>December 2016</p>

CATEGORY 4 (Measurement, Analysis and Knowledge Management): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
<p>4.1 Develop and deploy a comment/ feedback web form via SPC quick links and other predetermined web locations to capture the voice of our customers or non-student complaints to support organizational innovation to address continuous improvement.</p>	<p>Short Term</p>	<p>Develop Feedback online form to hear the voice from our customers</p>	<p>May 2016 Present proposed plan to leadership for review and feedback</p> <p>June- July 2016</p> <ul style="list-style-type: none"> • Incorporate feedback changes • finalize the necessary fields on the webpage • Schedule meetings with the various Divisions • College Services develop and deploy a WIG to help market throughout the campus community. <p>August 2016-</p> <ul style="list-style-type: none"> • Digital signage promote and market • Go live on SPC webpage
<p>4.1 Develop and deploy a comment/ feedback web form via SPC quick links and other predetermined web locations to capture the voice of our customers or non-student complaints to support organizational innovation to address continuous improvement.</p>	<p>Long Term</p>	<ul style="list-style-type: none"> • Request quarterly feedback • Manage Feedback, comments, complaints and concerns within an Administrative Management Console by referencing ticket number for closure and reply / comments to customer. 	<ul style="list-style-type: none"> • Trend Analysis for improved processes • Present at Good-To-Great Retreat for PBA cycle consideration.

CATEGORY 4 (Measurement, Analysis and Knowledge Management): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
<p>4.2 Develop and deploy a comment/feedback web form via SPC quick links page to capture and use the knowledge from our suppliers and partners to enhance the outcomes of innovation to improve processes, programs and services.</p>	<p>Short Term</p>	<p>Develop Feedback online form to hear the voice from our suppliers and partners</p>	<p>May 2016 Present proposed plan to leadership for review and feedback</p> <p>June- July 2016</p> <ul style="list-style-type: none"> • Incorporate feedback changes • finalize the necessary fields on the webpage • Schedule meetings with the various Divisions • College Services develop and deploy a WIG to help market throughout the campus community. <p>August 2016-</p> <ul style="list-style-type: none"> • Digital signage promote and market • Go live on SPC webpage
<p>4.2 Develop and deploy a comment/feedback web form via SPC quick links and other predetermined web locations to capture the voice of our customers or non-student complaints to support organizational innovation to address continuous improvement.</p>	<p>Long Term</p>	<ul style="list-style-type: none"> • Request quarterly feedback • Manage Feedback, comments, complaints and concerns within an Administrative Management Console by referencing ticket number for closure and reply / comments to customer. 	<ul style="list-style-type: none"> • Trend Analysis for improved processes – • Present at Good-To-Great Retreat for PBA cycle consideration.

CATEGORY 5 (Workforce): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
5.1 SPC has no formal processes to address environmental factors associated with the workplace.	Long Term	Incorporate our Capital Improvement Program (CIP), Annual Safety Report (ASR), & The Personal Assessment of the College Environment (PACE).	On-going
5.1 No formal process was found to segment appraisal results by employee type.	Long Term	Creating a rating system so that we can better utilize our appraisal Ex. Administrative, professional, and classified.	On-going
5.1 SPC does not have a process to recruit, screen, place, and retain volunteers.		This will be removed because we do not recruit, place and retain volunteers.	
5.2 SPC does not use segmented data on workforce retention, absenteeism, grievance, safety, and productivity to assess and improve workforce engagement.	Long Term	Creating a system that utilize Web Time Entry to its full potential. Ex. Segments data on trends on absenteeism.	On-going

CATEGORY 6 (Operations): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
6.1 No formal, systematic approach to determine key support processes	Short Term	Develop chart illustrating key processes. Include Key Requirements, Outcomes, and KPI's <ul style="list-style-type: none"> • Key processes should be organization-wide and effectively tracked. 	July 9
6.1 Lack of methodology for process improvement	Long Term	<ul style="list-style-type: none"> • Identify tools for performance and process improvement with focus on 4DX and Focus PDCA. • Submit proposed framework that demonstrates integration with Operational Systems by close of August • Provide deployment plan to include provisions for additional 4DX/Process Coaches, training, public awareness and publication/transparency 	August 31 – Proposal Completed
6.2 No formal process for inspections, root-cause analysis of failure or recovery		<ul style="list-style-type: none"> • Enterprise Risk Management does have a process for these areas; we will include verbiage to this effect in narrative. 	

CATEGORY 6 (Operations): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
6.2 No formal process for two-way communication between suppliers and vendors.	Short Term	<p>Currently DSO administers surveys both to suppliers/vendors and college end-users. This information was not captured in the previous application.</p> <p>The Category 4 team has created the Feed the Tiger survey for all customers and stakeholders.</p>	<p>On-going</p> <p>Fall 2016</p>
<p>1.1 Consistent Alignment of Operational Systems and Process Management Framework</p> <p>– Demonstrate how our organizational processes feed into one another and define our operations from the administrative to the division and employee level.</p>	Short Term	<p>Demonstrate alignment and program/process contributions of the following through narrative and visual aids:</p> <ul style="list-style-type: none"> • WEAVE • Good to Great • PBA Cycle • OUAP 	July 31

CATEGORY 7 (Results): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
7.1 Comparative analysis of longitudinal trends against our peers (illustrate some positive trends)	Short/Long Term	Remove all negative trend charts for SPC as identified in the Report of the Board of Examiners 2013-2014	6-1-2016
Comparative analysis utilizing inferential data (T-test, ANOVA, etc.)	Short Term/ Long Term	Utilize comparative analysis to provide data on pinpointing areas for focus	6-15-2016
7.2 No data identifying Customer dissatisfaction key measures	Short Term	Pre/Post student satisfaction Utilize student/customer focused data to show positive trends (CCSSE, NL)	7-1-2016
5.1 No process for examining appraisals	Long Term	Senior Leader Evaluations Quantify qualitative themes in evaluations	7-6-2016

CATEGORY 7 (Results): OFI Implementation Plan

Opportunity for Improvement (OFI)	Priority: Short Term / Long Term	Action Items	Timeline
7.3 Negative comparisons for safety and security.	Long Term	Disaggregating data for security and safety (present SPC true picture) Quantify the weekly “crime report”; meet with VPCS; Director of College Services	7-15-2016
7.2 Lack of data identifying levels of student/stakeholder engagement.	Short Term	Quantifying data for SEG, LSAMP, presidential scholars, etc. Data requests to be submitted through IPRE in order to quantify Data	7-18-2016
7.4 Benchmarking Competitive data analysis against peer and competitor institutions (local and national)	Long Term	Seeking membership with the National Benchmarking Institute; accessing IPEDS and National Clearinghouse Data	7-20-2016

Functional Team Narrative Outline Activity

- ▶ Category 1: Leadership (Cartledge & Dawson)
- ▶ Category 2: Strategy (Schmittou & Brisita)
- ▶ Category 3: Customers (Johnson & Crockett-Ray)
- ▶ Category 4: Measurement, Analysis and Knowledge Management
(Hampton & Orona)
- ▶ Category 5: Workforce (Machen)
- ▶ Category 6: Operations (Beardsall & Spruill)
- ▶ Category 7: Results (Hinojosa & Johnson)

Functional Team Narrative Outline Activity

- ▶ Does the outline answer the criteria questions?
- ▶ Is the answer accurate or true?
- ▶ What is the evidence substantiating your belief?
- ▶ Do you have any suggestions for the category team?

Closing Remarks

