

2017-2018



St. Philip's College

REPORT OF THE BOARD OF EXAMINERS

FINAL SCORE

The final score for St. Philip's College (SPC) is 547.8.

KEY THEMES

This report summarizes strengths and opportunities for improvement for St. Philip's College (SPC) as a result of assessment against the 2017-18 Texas Award for Performance Excellence criteria.

SPC scored in Band 5 in the Process Categories (1-6) and Band 3 for the Results Category.

An organization scoring in Band 5 in the Process Categories typically demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. It also demonstrates a fact-based, systematic evaluation and improvement process along with organizational learning, including innovation that result in improving the effectiveness and efficiency of key processes.

An organization scoring in Band 3 for Results demonstrates it addresses areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.

a. The most important strengths or outstanding practices (of potential value to other organizations) are:

Culture: Senior leaders of the organization create a strong culture through the promotion of the Alamo Way, serving as SPC's basis to ground SPC in the Mission, Vision, and Values to leaders, workforce, partners, key suppliers and customers. In addition, SPC cascades the emphasis of the Alamo Way through their various communication methods initiated by senior leaders and then cascaded each week to the workforce and key stakeholders. Senior Leaders meet with the workforce, students, and stakeholders directly using committee meetings, staff meetings, Town Hall meetings, and Convocations to encourage frank, two-way communications. It is also evident that SPC is growing in their effective use of key performance indicators that are aligned to their overall strategic objectives and key action plans. The department goals are established as leading indicators to achieve overall goals for SPC and are populated every 16 weeks into the 4DX system. These efforts are based on the values of the organization and are designed to drive continuous improvement to achieve their overall vision of becoming the best community college in the nation.

Community Engagement: As a historically black community college, SPC is committed to the local community and its constituent's success. From the design of courses offered, to programs, to how SPC models and encourages staff participation in community activities, SPC has both a commitment and the process to consider societal well-being focused on the strengthening of key communities. This is demonstrated through organizational strategy development and in daily operations to focus on environmental, social, and economic needs of the region. SPC collects and analyzes relevant information from community groups and develops information for the strategic planning process that provides basic information to inform challenges and advantages that are critical to long-term sustainability and strive to ensure that each is addressed in action plans across SPC as appropriate. SPC has several approaches to determining educational program and service offerings driven by listening to transfer school customers, employers, high school students, and the community at large. SPC demonstrates systematic, well deployed and effective approaches to engaging workforce which translates to their high-performance work environment expectations. The principles of the Alamo Way - Always Inspire; Always Improve, supports and engages employees around its three critical Priorities: Student Success, Principle Centered Leadership, and Performance Excellence. SPC outlines a streamlined process to determine the need to design or redesign a new educational program, service or work process is often determined during GTG Planning based on data compiled from working sessions held during plan development; Deans Workforce meetings; Curriculum Council; Advisory Committees; employers; faculty, community, or VOC input; technology advances; regulatory and compliance requirements; or process performance results. Having a deep commitment to the community helps meet the mission of being the best in the nation at student success and support the values of student first and respect for all.

b. The most significant concerns, weaknesses, or vulnerabilities are:

Learning and innovation: Senior leaders appear to lack commitment to developing a culture for innovative and intelligent risk-taking by integrating organization learning and its understanding in all workforce segments. Senior leadership have not demonstrated effective communication to unit work groups relating to their engagement in their community and preparing them for selecting innovative practices demonstrating intelligent risk taking. Senior leadership lacks evidence of achieving professional learning from use of performance evaluation to advance their development and improve their own effectiveness as leaders and their action towards accountability including professional learning to improve the leadership environment. There is a lack of evidence of organizational learning and systematic evaluation for identifying strategic opportunities and deciding which intelligent risks to pursue through innovation. SPC fails to demonstrate clear evidence of organizational learning, tracking and refinement based on analysis and sharing of comparative/competitive data. SPC lacks a systematic approach for analysis and evaluation of competitors beyond that of their sister colleges in the ACD. SPC does not use WIGS, 4DX and process improvement for learning or for innovation. The organization lacks evidence of how performance reviews lead to systematic improvement and innovation consistently across the organization.

Resource allocation: SPC lacks a systematic approach for identifying and meeting the needs of market segments. Data for some market segments are in the early stages of evaluation and improvement. Being able to leverage information on market segments may help address the strategic challenges of college readiness of incoming students, quality and effectiveness with decreased funding, and online competition. SPC lacks a systematic process to determine if the college-wide capability and capacity needs of its workforce are fully deployed for unplanned events, workforce growth, and changes in organizational structure. As an example, when asked how leaders prepared the workforce for changing capability and capacity needs, leaders were unable to articulate a systematic process. SPC's cost control processes are in early stages of systematic evaluation, analysis and improvement. Cost control examples were generally isolated and driven primarily by budget cuts and lacked a coordinated approach. A more robust cost control strategy may lead to a deeper understanding of return on investment and more effective operations.

Process for comparative data: SPC fails to demonstrate clear evidence of organizational learning, tracking and refinement based on analysis and sharing of comparative/competitive data. A robust, systematic approach to tracking and learning from comparative/competitive data may better position SPC to determine when to start, accelerate, or discontinue initiatives while aiding in achieving their vision of being the best in the nation in Student Success and Performance Excellence. SPC lacks a systematic approach for analysis and evaluation of competitors beyond that of their sister colleges in the ACD. Competitors are listed in the organizational profile, however tools for analysis of these competitors are absent. SPC demonstrates the capability to acquire benchmarks and limited comparison data through available state websites for highest performing community colleges in the State, but SPC does not acquire national best benchmark data for identified key performance indicators. In addition, the college continues to utilize the averages for both state and Alamo College District performance for setting annual performance goals. Aligning the use of comparisons to high performing community colleges across the state and nation will enhance SPC's ability to drive improvement to achieving its vision of becoming the best community college in the nation.

c. Considering the applicant's key factors, the most significant strengths (data, comparisons, linkages) found in Category 7 are:

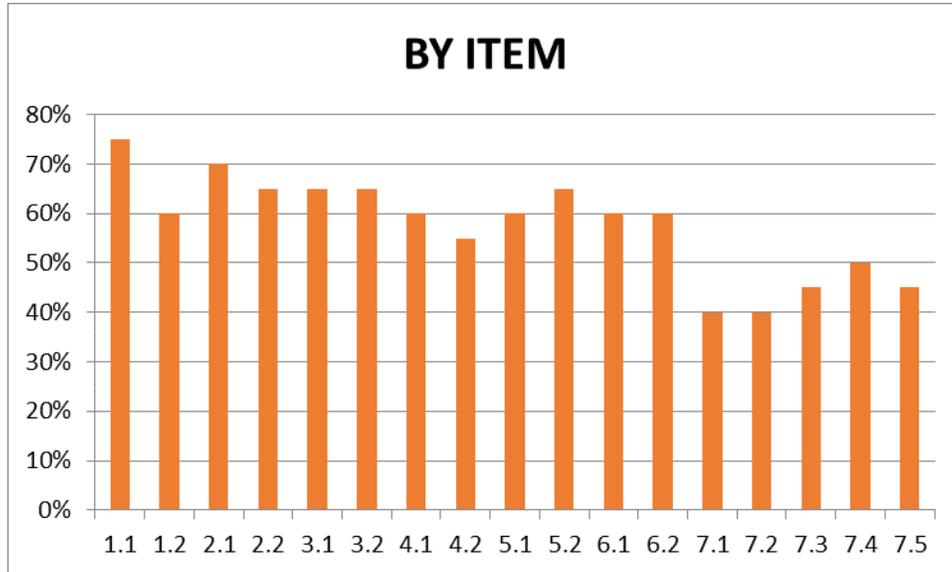
Improving trends of performance in key KPI's: SPC demonstrates favorable trends on several key performance indicators that are reflected in their college scorecards including student learning and process outcome results. For example, Figure 7.1-1 Degrees and certificates awarded show positive trends over 4 academic years. SPC is awarding 32% more critical degrees than their HBCU comparative group and has been increasing year over year for several years. Overall student engagement results reflected in Figures 7.2-13 through 7.2-15 show positive trends/comparisons to the most recent ACD and USA averages. Overall PACE workforce climate results (Figure 7.3-1) reflect good results that surpass the cohort comparison. Many financial indicators show positive trends for the past five years. As an example, revenue has increased from \$40.6 to \$44.3 million from FY13 to FY17. SPC shows excellent results in student scholarships year over year and in comparison, to their comparison group. Market share trends are positive and improving year over year especially in dual credit program. Figures 7.5-9 through 7.5-14 show enrollment and market figures for the past 5 years with each of them improving year over year. Sustained improving results in multiple areas are an indication SPC is effective in executing programs and services that are measurable and in the progress of achieving their vision.

d. Considering the applicant's key factors, the most significant opportunities for improvement, vulnerabilities, and/or gaps (data, comparisons, linkages) found in Category 7 are:

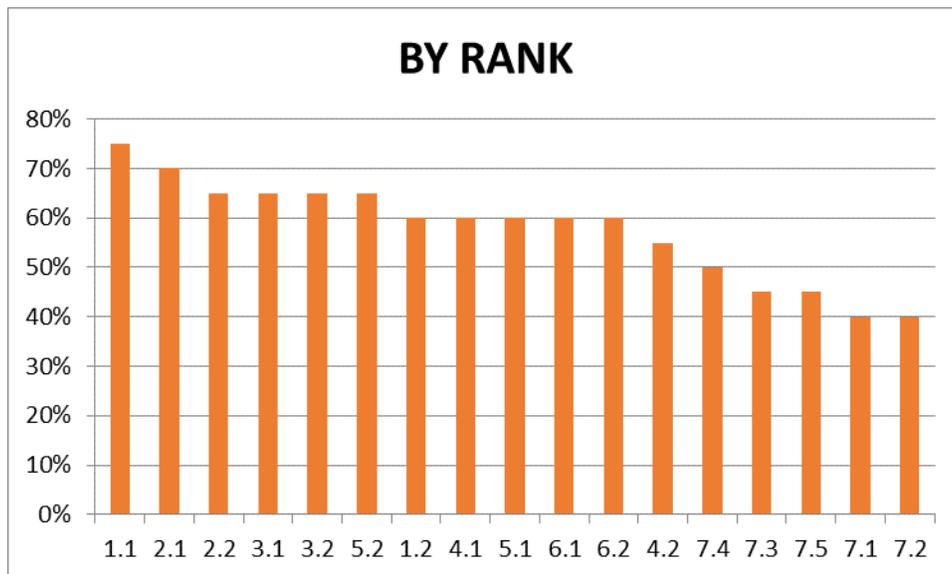
Limited comparison data: SPC has limited ability to collect and report data on relevant local and regional competitors other than the sister colleges in the ACD. Through interviews with leaders it was clear that some competitors are private four-year colleges and are not required to submit data to state sources that would allow the organization to do effective comparisons. In addition, with the growth of the on-line competitors, the organization is not able to garner these comparisons effectively. In addition, the organization lacks satisfaction data for competitors beyond that of their sister colleges in the ACD. Additionally, SPC does not provide performance result comparisons to the industry high performers or consortium college performance results that may provide the organization with a score that can identify their position to state and national averages and to comparison group organizations with similar attributes. Further, SPC does not appear to have market share results for the competitors identified as local public, four-year competitors are TAMU-SA, UTSA and the University of Texas Health Science Center. Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary's University, Trinity University and University of the Incarnate Word. National competitors include for-profit colleges and the military. Without the ability to understand their relative performance outside the ACD system, SPC may be limited in understanding how they are performing relative to those organizations competing for student enrollment, which is the primary purpose of the organization.

Segmentation of data: SPC lacks results for customer engagement over the course of their relationship with students and other customers. Levels and trends for engagement of students, feeder schools, early colleges, and transfer schools over the course of their relationship with SPC are absent. SPC also does not display segmentation for most key student and other customer, market and process requirements for several leadership results, as shown in Figure 7.4-2. Showing segmented trends of results for leader’s effectiveness of communication and engagement by workforce, students, and other customers would allow for targeted corrective actions or improved methods of implementation in the key Students First, Data-Informed, Collaboration and Respect for All.

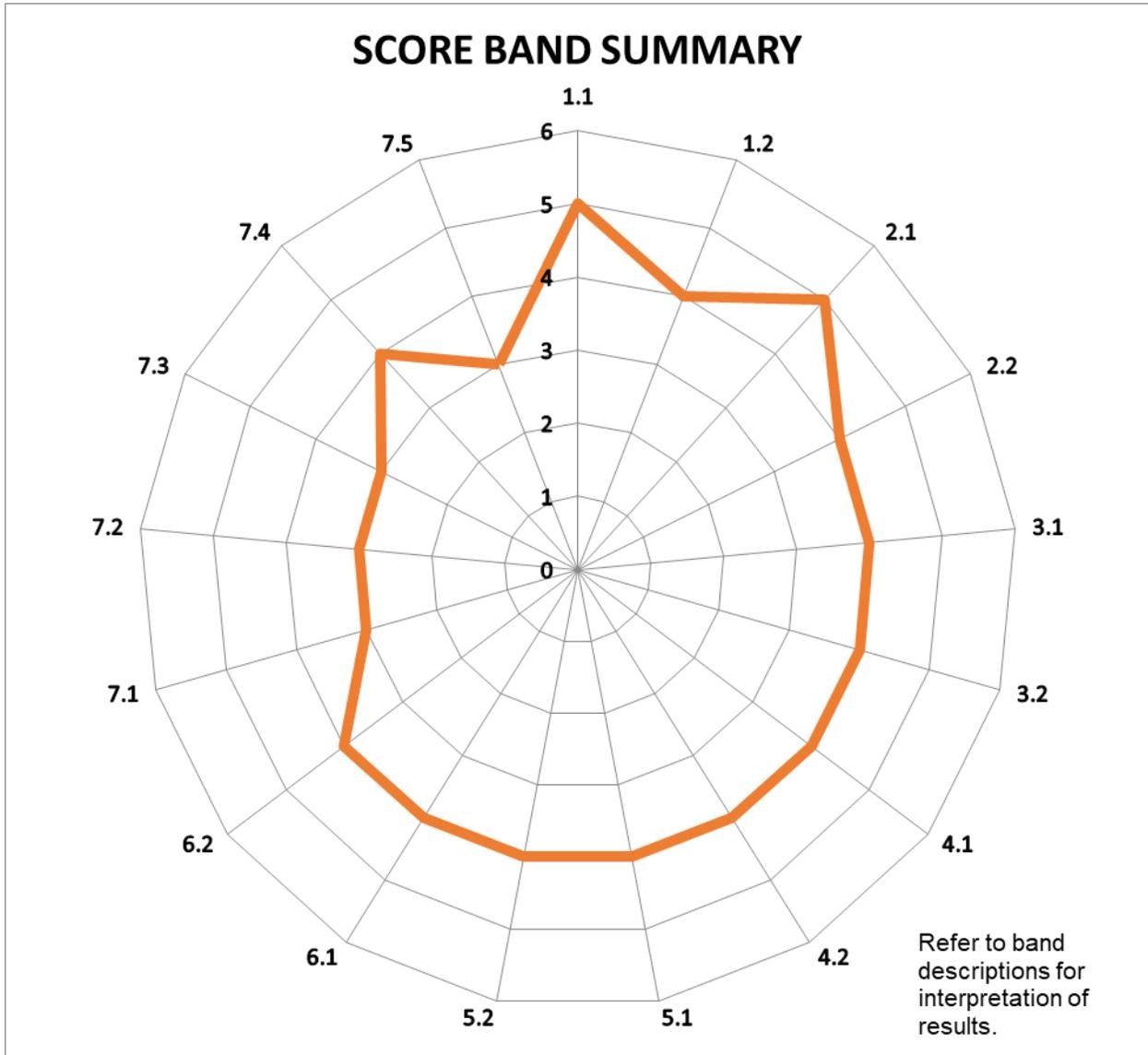
Enter Table 1: Results of Scoring Range by Item by Item. SPC had one item scoring at 75% (1.1), one item at 70% (2.1), four items at 65% (2.2, 3.1, 3.2 and 5.2), five items at 60% (1.2, 4.1, 5.1, 6.1 and 6.2), one item at 55% (4.2), one item at 50% (7.4), two items at 45% (7.3 and 7.5), and finally two items at 40% (7.1 and 7.2).



Enter Table 2: Results of Scoring Range by Item by Rank by Item. SPC had two items at 70-85% (1.2 and 2.1), eleven at 50-65% (2.2, 3.1, 3.2, 5.2, 1.2, 4.1, 5.1, 6.1, 6.2, 4.2, and 7.4) and four at 30-45% (7.3, 7.5, 7.1 and 7.2).



Enter Table 3: Radar Chart Scoring Band Summary. Scoring in Band 5 were 1.1 and 2.1, in Band 4 were 1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 and 7.4, in Band 3 were 7.1, 7.2, 7.3 and 7.5.



DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria Item for the Consensus Stage is in the 70-85% range. A score in this scoring range indicates an effective, systematic approach, responsive to the multiple requirements of the item and the approach is well deployed with no significant gaps. This scoring range also indicates a fact-based, systematic evaluation and improvement and organizational learning, including innovation with key management tools with clear evidence of refinement as a result of organizational-level analysis and sharing. Additionally, the approach is integrated with your current and future organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC effectively demonstrates how senior leadership lead through The Spirit of the Alamo Way, serving as the organization's basis to set and deploy the Mission, Vision, and Values to leaders, the workforce, partners, key suppliers and customers. This continued practice may allow SPC to improve their status in a competitive-cooperative environment, specifically regarding the relationship with their four sister colleges.

Senior leaders in SPC actively demonstrate their commitment to legal and ethical behavior by doing what is right and by personally promoting an environment that fosters, requires, and results in legal and ethical behavior. SPC's commitment to legal and ethical behavior may allow the organization to achieve their mission to empower the diverse student population through effective decision-making practices.

SPC has demonstrated effective use of communication methods by senior leaders to communicate with and to engage workforce, students and other key customers. Senior Leaders meet with the workforce, students, and stakeholders directly using committee meetings, staff meetings, Town Hall meetings and Convocations that encourage frank, two-way communications. Social media, online postings, and print publications keep visitors, stakeholders, and the community abreast of College news. Key decisions and organizational changes to the workforce are communicated through information provided in conjunction with plan deployment and through Call to Conversations and via Cabinet and other senior leaders, who relay and deploy information in division and department level meetings. Workforce, customer and student communication using effective methods may solidify the organization's core competency for community and student engagement.

Senior leaders have created an environment for success now and in the future for SPC through: (1) adoption and deployment of the Alamo Way and the Guide, Sustain, and Communicate Model for achievement of their mission and for organizational agility. (2) promotion of organizational and personal learning through numerous learning and development opportunities, (3) embracing change through empowering staff to generate improvements and innovations, (4) fostering student and other customer engagement through Students First, Respect for All, Community-engaged, Collaboration, and Can-do Spirit. These practices allow SPC to sustain or improve their status in a competitive-cooperative environment in relationship with their four sister colleges.

OPPORTUNITIES FOR IMPROVEMENT

Senior leadership lacks a systematic process that fully integrates Alamo College Wildly Important Goals (WIGs) into the mission, vision and values for deployment to the college workforce that supports student learning, student success and overall customer satisfaction. Ensuring all WIGs are integrated into strategic objectives, college action plans, and measurement system for evaluating and reporting student learning, student success and overall customer satisfaction in all customer segments may strengthen and improve the organizational learning for WIGs and may provide evidence of workforce support through the colleges continuous improvement cycle process.

SPC lacks a systematic approach for the implementation of its succession planning program at the campus level. The existing succession management program is limited to identification of high potential individuals but lacks robust implementation succeeding that identification at the campus. A successful, fully implemented succession plan will better ensure long-term sustainability of effective leadership for SPC.

Scoring Range: 75%

1.2 Governance and Social Responsibilities

Your score in this Criteria Item for the Consensus Stage is in the 50-60% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a process to consider societal well-being and benefit including the strengthening of key communities as a part of the organization strategy and in daily operations to focus on environmental, social, and economic needs of their primary service area. A deep commitment to community engagement is evident through involvement in many community efforts specific to the local community and greater city region. As an example, leaders worked with civic and government agencies over a multi-year period to establish a Good Samaritan Veterans Outreach and Transition Center. Through this process, SPC may continue to achieve their mission to empower the diverse population through effective ethical decision-making practices.

SPC ensures responsible governance and societal responsibility through a nine-member Board of Trustees and five committees including Student Success; Building, Grounds, and Sites Selection; Policy and Long-Range Planning; Audit, Budget and Finance; and Legal Affairs. This structure ensures the organization reviews and achieves accountability for senior leadership actions including strategic planning, fiscal accountability, and transparency in operations. Performance updates are presented to the Board on a quarterly basis and the governance system is reviewed annually by the ACD Board, ACD Chancellor, and College Presidents for modification and improvement at the end of the plan year. Annual SMART goals assessment through the Alamo Talent Performance Management Module, demonstrates an effective use of methods for evaluation of performance of their senior leaders and their governance board. This practice ensures that the college continues to provide services to the local community and region while retaining independent accreditation.

SPC has an effective systematic process that addresses and anticipates legal, regulatory and community concerns with educational programs and services and operations. Through this process, various data collection methods provide information that is analyzed through the GTG Planning protocols for action planning to better serve all customers, stakeholders and education partners to promote and ensure ethical behavior in all interactions. Through this process, SPC may continue to achieve their mission to empower the diverse student population through effective ethical decision-making practices.

OPPORTUNITIES FOR IMPROVEMENT

Senior leadership lacks a systematic process for achieving professional learning from use of performance evaluation to advance their development and improve their own effectiveness as leaders. Senior leadership performance evaluation results lack alignment with results from the Performance Module System for Smart Goals, data from PACE survey, strategic plan measurement results, and district WIG performance is not evident. Strong leadership evaluation process that is data informed may ensure that the campus leadership is able to influence the direction of the college independently from their district governing board.

Scoring Range: 60%

Category 2 Strategy

2.1 Strategy Development

Your score in this Criteria Item for the Consensus Stage is in the 70-85% range. A score in this scoring range indicates an effective, systematic approach, responsive to the multiple requirements of the item and the approach is well deployed with no significant gaps. This scoring range also indicates a fact-based, systematic evaluation and improvement and organizational learning, including innovation with key management tools with clear evidence of refinement as a result of organizational-level analysis and sharing. Additionally, the approach is integrated with your current and future organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a systematic approach to conducting strategic planning to ensure that timely and effective strategy formulation and organizational response to emerging strategic challenges and other priorities takes place. For example, the SPC Good to Great Strategic Planning Process, shown in Figure 2.1-1, and key process steps are identified through four stages: Defining, Formulating, Implementing, and Evaluating. Planning, Budgeting, Assessment (PBA) Cycle (Figure 2.1-1) align with the action plans and address strategic requirements to maintain strategic plan in alignment. Systematic, strategic development processes such as these should assist SPC with long term sustainability.

Collecting and analyzing relevant data for strategic planning purposes is systematic. Through the evaluation of the organization's Strategic Challenges and Advantages, SPC collects and analyzes relevant data and develops information for the strategic planning process that provides the basic information to determine challenges and advantages that are critical to long-term sustainability and strive to ensure that each is addressed in college action plans and Unit Plans across the organization as appropriate.

SPC has defined strategic objectives, three of which are aligned with the parent organization, Alamo College District and the 4th is campus specific relating to Reaffirmation. SPC's key strategic objectives, depicted in figure 2.1-2, are clearly articulated and align with the Alamo Way Leadership Model. SPC has identified their key strategic objectives and a timetable for completing them and monitors progress through the College Scorecard. All strategic objectives identified are to be completed within a three-year timeframe. Through these practices SPC may be able to accomplish their stated mission.

OPPORTUNITIES FOR IMPROVEMENT

SPC fails to demonstrate clear evidence of organizational learning and systematic evaluation for determining future campus Strategic Objectives and department WIGs when Strategic Objectives are achieved, such as Reaffirmation. A systematic, ongoing approach to determining campus specific Strategic Objectives and aligning unit WIGs, beyond a compliance function, may better prepare SPC to address strategic challenges and better leverage core competencies in long-term planning to become the best college in the nation in student success.

There is a lack of clear evidence of organizational learning and systematic evaluation for identifying strategic opportunities and deciding which intelligent risks to pursue through innovation. A robust, systematic approach to innovation at the strategy development level of SPC, with fact-based, systematic evaluation and improvement and organizational learning/refinement may better prepare SPC to stimulate and incorporate innovation during the strategy development process.

Scoring Range: 70%

2.2 Strategy Implementation

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC's approach to action plan deployment to the workforce, and to key suppliers, partners, and collaborators to ensure it achieves key strategic objectives is well deployed and systematic. The implementation of action plans is accomplished through SPC utilizing DARs, OUAP and WEAVE. Action plans are deployed to key suppliers, partners, and collaborators through targeted meetings such as advisory committees, steering committees, grant meetings, and to other constituencies that have direct impact on the results.

SPC demonstrates a systematic approach to ensuring it can obtain completion of the action plans. SPC ensures financial and other resources are available to support the unit plans, sustain daily operations, and meet all other financial obligations. The Board Budget Retreat reviews and approves the budget for the upcoming year. Throughout the year, Resource Allocation Forms can be submitted. These activities ensure capability and capacity can be met to achieve short-term goals throughout the year and will assist in long-term sustainability.

Action plan development is accomplished through several mechanisms as a part of the rhythm of strategic planning. Short-and longer-term action plans are well defined and include CAPs, representing top level strategies and actions to achieve the SOs and are a blend of short- and long term in nature. Unit Plans are vetted through the senior leaders and are presented to the College community in open forums that are designed to allow feedback for improvement. Units review and update plans regularly throughout the academic year and adjust as needed to respond to unexpected variables to ensure they can achieve and sustain the expected outcomes. Action plans are deployed to key suppliers, partners, and collaborators through targeted meetings such as advisory committees, steering committees, grant meetings, and to other constituencies that have direct impact on the results.

OPPORTUNITIES FOR IMPROVEMENT

SPC fails to demonstrate clear evidence of organizational learning, tracking and refinement based on analysis and sharing of comparative/competitive data. A robust, systematic approach to tracking and learning from comparative/competitive data may better prepare SPC to determine when to start, accelerate, or discontinue initiatives and aid in achieving their vision of being the best in the nation in Student Success and Performance Excellence.

Scoring Range: 65%

Category 3 Customer Focus

3.1 Voice of the Customer

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has multiple mechanisms for listening to their customers as depicted in Figure 3.1 which identifies multiple methods for listening to customers and further delineates the phase of relationship, frequency of use and how data is leveraged for process design and feedback. VOC data informs both the environmental scan and SWOT analysis for GTG Planning. Having such an approach helps meet the mission of being the best in the nation at student success and support the values of student first and respect for all.

For immediate and actionable customer data SPC leverages several methods for six customer segments. These include POC surveys, Feed the Tiger database, and face-to-face interactions. Immediate and actionable customer data supports SPCs ability to address their three strategic critical priorities: Student Success, Principle Centered Leadership, and Performance Excellence while empowering their student population through personal educational growth.

SPC determines student satisfaction and engagement through formal and informal mechanisms. Formal methods include the CCSSE and Noel-Levitz. Information and learning related to student satisfaction and engagement assists the organization in becoming the best in the nation in Student Success and Performance Excellence.

The organization has a defined approach to listen to potential customers through several means. Figure 3.1-1 lists Voice of the Customer Methods that include P-16 dialogue, school visits, social media, and recruitment events. Such an approach demonstrates how the organization values data-informed decision making regarding educational and service offerings.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks a systematic approach for analysis and evaluation of competitors beyond that of their sister colleges in the ACD. Several competitors including TAMU-SA, UTSA, Our Lady of Lakes, St. Mary's, Trinity and UIW are listed in the organizational profile, however tools for analysis of these competitors are absent. Data regarding local and other competitors is useful in understanding relative comparisons in the local market as well as improving the quality of educational programs and services.

Approaches to listening to and collecting data for some customer segments are in early stages of evaluation and improvement. Examples of listening were anecdotal with limited/no systemic approaches for determining actionable information on customer requirements. Listening to the voice of these market segments may provide actionable information to strengthen SPC's competitive position within these segments and may lead to new opportunities that exceed customer expectations.

SPC lacks a systematic approach to using student satisfaction, dissatisfaction, and engagement information to exceed student expectations. Satisfaction information is primarily used to identify areas of underperformance. Exceeding student expectations may help SPC further achieve its vision to be the best in the nation in student success and performance excellence and provide innovation opportunities that mitigate the effect of the national economic situation that continues to threaten funding.

Scoring Range: 65%

3.2 Customer Engagement

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has an approach to build and manage relationships with students and other customers, acquire new students and build market share. Figure 3.2-2 identifies methods including College Connection, Upward Bound, Experiential Learning, and personal phone calls. Relationship building helps ensure student success with programs that enrich and support learning and empower personal educational growth.

Engagement is informed by VOC and serves as input to strategic planning and subsequently program development. SPC describes a systematic process that addresses multiple segments of students including DC, ECHS and workforce development. An example of learning as a result of this process was the Curriculum Council determining a need for a Vision Care Program. Using engagement of students and customers and VOC helps address the strategic challenge regarding Public Expectation of high performance and reflects a core competency of community engagement.

SPC manages complaints in multiple ways to enable them to enhance satisfaction and engagement. SPC uses Feed the Tiger, their main website, and the code of conduct process for resolution of complaints. Having a systematic process to manage complaints may reinforce the core competencies of Quality instruction for educational programs, Community engagement and Student engagement.

SPC demonstrates systematic approaches to determining educational program and service offerings for their community. Program and service offerings are driven by transfer school customers, employers, high school students, and transferability needs. Changing requirements are incorporated into the GTG Planning process. A systematic approach to determine program and service offerings helps to provide a strategic advantage in the competitive environment with four sister colleges, local public four-year competitors, local private four-year universities, national competitors, and the military.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks a systematic approach for identifying and meeting the needs of all market segments. Data for some market segments are in the early stages of evaluation and improvement. Being able to leverage information on market segments may help address the strategic challenges of college readiness of incoming students, quality and effectiveness with decreased funding, and online competition.

SPC lacks a systematic approach to build and leverage relationships with underprepared students. The process to strengthen this relationship is in the early stages of development. Establishing and building relationships with this large segment may help address the strategic challenge of college readiness of incoming students and ensure continued growth in enrollment into the future.

Scoring Range: 65%

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC appears to have an approach to projecting future performance. As part of the GTG Planning, three factors are used to project future performance including current performance, anticipated impact of the planned initiatives and updated data that allow the organization to understand if other organizations are making faster or slower progress than we had anticipated in our original projections. Systematic processes to effectively project future performance may help SPC in achieve its vision of being the best in the nation in Student Success and Performance Excellence.

SPC has a systematic approach to reviewing organizational performance which includes the use of department assessment reports, Organization Unit Assessment Reports and college scorecards all of which are aligned to the overall key metrics and strategic objectives of SPC. Systematic approaches to reviewing organizational performance help meet the mission to "empower our diverse student population through educational growth, ethical decision-making, career readiness, and community leadership".

SPC has a demonstrated systematic approach that is well deployed for tracking data on daily operations and overall organizational performance including identified key performance indicators. Systematic, effective and well deployed approaches to tracking daily operations and organizational performance ensure that SPC achieves its mission of empowering the student population through personal educational growth, ethical decision making and career readiness.

SPC demonstrates a well deployed and systematic approach to performance review by the governance board. For instance, The College Scorecards with high level key performance indicators are aligned to 3 of the 4 Strategic Objectives at the ACD level. Organizational key measures are driven by Board Policy (F6.1), which focus on Student Success. Key performance measures include enrollment, productive grade rates, course completion, persistence, graduation and degrees and certifications awarded. Performance review by the governance board ensures the organization can fulfill its mission.

OPPORTUNITIES FOR IMPROVEMENT

SPC has a systematic process for reviews of departmental, division and organizational key performance indicators. However, it appears that the organization uses WIGS, 4DX and process improvement in 16-week cycles and is limited in how this information is used for learning as an organization or for innovation. While information is shared through multiple meetings and is available, the organization lacks evidence of how performance reviews lead to systematic improvement and innovation consistently across the organization. Refining the approaches to identify priorities for continuous improvement and innovation as a key management tool may enhance SPC's ability to address its strategic challenge on public expectation of high performance.

SPC demonstrates the capability to acquire benchmarks and limited comparison data through available state websites for highest performing community colleges in the State but the organization does not acquire national best benchmark data for identified key performance indicators. In addition, the college continues to utilize the averages for both state and Alamo College District performance for setting annual performance goals. Aligning the use of comparisons to high performing community colleges across the state and nation will enhance SPC's ability to drive improvement to achieving its vision of becoming the best community college in the nation.

During the planning process at the campus level, projections for student enrollment and achievement are utilized from the parent organization in collaboration with SPC. However, SPC does not use projection data for most measures outside the top-level results for graduation rates and completion. It was also confirmed that the organization does limited comparisons of actual results to projections. While performance reviews provide opportunities to discuss performance when targets are not met, there is no reconciliation to key action plans or projections. Reconciliation of performance to key action plans may help the organization and aligns with a key value of being data driven and fact based.

Scoring Range: 60%

4.2 Knowledge Management, Information, and Information Technology

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a systematic approach to verify and ensure the quality of organizational data and information as identified in Figure 4.2-1. Approaches include training, vendor monitoring, audit reports, and hardware recycle policies. These approaches ensure data accuracy, validity, integrity and reliability. A systematic approach to verifying and ensuring the quality of organizational data and information enables SPCs efforts towards living out its value of "Data-Informed."

SPC uses several mechanisms for sharing information about 4DX projects and department level WIGS within the organization. For example, two 4DX Summits are held annually at SPC, one in the fall and one in the spring, to highlight departmental activity and successful initiatives that have been put in place in pursuit of the WIGs. On a semi-annual basis, each ACD College selects a team to present a summary to the Board. Additionally, SPC utilizes Alamo Share, which is a SharePoint server, to share data, improvement ideas, and innovations across SPC and ACD. Systematic processes to sharing improvements enhance SPCs efforts towards being the best in the nation in Student Success and Performance Excellence.

SPC has a systematic process for making needed data and information available in a user-friendly format and timely manner to workforce, suppliers, partners, collaborators, students and other customers. For instance, in support of its knowledge management, technology systems are in place to capture and store information, and then permit retrieval by those that need access to it including shared drives, AlamoShare and Banner. Systematic processes for making needed data and information available enhances the organizations ability to demonstrate the performance excellence component of the Alamo Way.

OPPORTUNITIES FOR IMPROVEMENT

Little evidence was presented on how SPC uses the 4DX and process improvement in 16-week cycles for learning as an organization or for innovation. SPC lacks evidence of how high performing units are both identified and recognized as high performing. It was also clear that departments report on completion of WIGS instead of identifying best practices that can be replicated and standardized to improve performance across the organization. Having a systematic and formal process for identifying high performing units and implementing best practices SPC may enhance its prospects of achieving its vision.

The processes through which SPC blends and correlates data from different sources to build new knowledge are limited. For example, while Figure 4.2-2 lists several methods on how SPC interacts with data and information, evidence of a systematic approach deployed to all units for leveraging disparate data from multiple data sources to gain new insights was not evident. Developing processes for deepening inquiry into relationships of key metrics to build new knowledge may help SPC as it works to enhance its values on can-do spirit and being data-Informed.

Scoring Range: 55%

Category 5 Workforce

5.1 Work Environment

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has an effective, systematic approach to recruiting, hiring, placing and retaining new workforce members to ensure the most appropriate skill set for SPC. As an example, SPC utilizes behavioral based interviewing, a screening committee, series of interviews, and demonstration of skills for varied positions. After employees are hired, SPC has various mechanisms to engage with staff to pulse engagement such as 90 Day evaluation, Chat with the Chancellor, New Employee Orientation, and New Faculty Preparation. Accomplishing these mechanisms ensures that SPC can provide quality instruction for their educational programs.

SPC has multiple mechanisms for addressing changes in capability and capacity across the organization. A few noted methods include various means of communication, cross training, development and team work via the ADKAR model. Additionally, SPC integrates capability and capacity needs with budget and enrollment projections. This enables the organization to achieve the goal of the Alamo Way to "Always Inspire and Always Improve."

SPC provides key benefits and services to its workforce as illustrated in Fig 5.1-2 which are guided by HR policies and supported by the ACD Board. As an example, SPC provides employees guidance to make healthy decisions via exercise, ergonomic furniture, wellness fairs, and dedicated breaks. Additionally, the Wellness Committee provides various offerings in addition to many recreational activities open to the entire workforce. A healthy and engaged workforce may enable SPC to achieve its ultimate vision.

SPC has a systematic approach to ensure workplace health, security, and accessibility. As an example, SPC has a Wellness Committee, Employee Assistance Program, and a Health and Fitness Center to support workplace health. In addition, SPC has a 24/7 college police department that addresses workplace security.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks a systematic process to determine if the college-wide capability and capacity needs of its workforce are fully deployed for unplanned events, workforce growth, and changes in organizational offerings. As an example, when asked how leaders prepared the workforce for changing capability and capacity needs, leaders were unable to articulate a systematic process. Outlining and deploying processes to ensure that capability and capacity needs are met may more effectively support SPC's MVV and Core competencies. This may also aid in supporting its ability to meet customer expectations and organizational goals.

There is limited evidence SPC systematically tracks and ensures that the workforce represents the diverse ideas, culture, and thinking of their community and student composition. The examples given, did not exhibit assurance that potential workforce members are consistently and systematically screened and identified to ensure alignment to the overall desired culture to include the values, thinking, community involvement, and core competencies as defined by the college. Ensuring full deployment, refinement and integration of these hiring processes across all departments with no significant gaps may ensure adequate fit for all workforce members, accomplishment of organizational work and ensure support of SPCs Core Values.

Scoring Range: 60%

5.2 Workforce Engagement

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC appears to have a systematic approach for formally assessing workforce engagement. The organization formally assesses workforce engagement annually via the PACE survey for all staff. Other mechanisms include monitoring through performance indicators, regular staff meetings in each unit and through workforce involvement in the community.

SPC appears to have a systematic approach for assessing high performance of the workforce. As an example, the workforce performance management system includes 180-degree feedback, 9-box performance plans (9PP), and staff progress reviews. Having the capability to understand high performance levels internally may allow SPC to drive greater levels of workforce engagement and performance towards achieving their vision and accomplishing their mission.

SPC outlines an approach to assess the effectiveness of their learning and development system as evidenced by the Kirkpatrick's four-level training evaluation model within the academic areas of the workforce. SPC has a learning and development system designed to assess and improve the capability to successfully achieve stated objectives and for each member of the workforce to achieve their full potential.

SPC demonstrates systematic, well deployed and effective approaches to engaging workforce which translate to their expectations for high performance work. The principles of the Alamo Way - Always Inspire; Always Improve, support and engages employees around its three critical Priorities: Student Success, Principle Centered Leadership, and Performance Excellence. The new and innovative Staff Progress Review (SPR) and Faculty 180 are key methods used to support high performance and engagement of the workforce. Career progression is managed through the Alamo Talent Management System (TMS) that is available to the workforce and facilitates career planning and development. This allows the ability to create talent strategies and talent pools based on learning, performance measures, and results.

OPPORTUNITIES FOR IMPROVEMENT

SPC is in the early stages of a systematic approach to determining and assessing key drivers of workforce engagement outside of the PACE Survey. Many leaders assumed that the tool identified the key factors rather than understanding the process to identify and validate the key drivers for the workforce on the St. Phillips and Southwest campuses. Clearer understanding of engagement assessments and verification of reliability of the PACE tool may support an appropriate focus to the priorities related to workforce engagement. Furthermore, ensuring high engagement with all workforce member may aid in fostering high performance and engagement with leaders. In turn, this will further align with the organizations MVV, Core Competencies, and engagement elements.

SPC does not evaluate the effectiveness of the PACE engagement survey after cycles of review. For example, representatives stated that the survey lacks reliability and may not provide data that supports the needs of the organization. Thereby, analyzing PACE results may limit the ability to provide robust and adequate data to address the organizations needs from a workforce standpoint. As an example, the SPC team communicated that they are unable and/or do not assess workforce absenteeism, retention, safety and productivity alignment with engagement results. Action plan analysis regarding the effectiveness and reliability of the engagement survey tool (or alternate tools) may better enhance the overall effectiveness of the process and survey.

Scoring Range: 65%

Category 6 Operations

6.1 Work Processes

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC has a clearly defined approach to assessing key work processes as depicted in Figure 6.1-3. To ensure operational requirements are understood, input is gleaned from key stakeholders and are taken into consideration the organization has deployed a PDM approach to process design. Regulatory and accreditation requirements are also taken into consideration as well. By designing processes systematically, SPC may be able to continue to pursue its vision of becoming the best in the nation.

SPC has a well-defined and systematic approach to improving work processes to increase student learning, improve educational programs and services as well as the performance of the key work processes. Through the 4DX and use of department identified WIGS each semester, SPC may be able to reduce variability and is consistent with the Alamo Way.

SPC promotes a standard of quality and performance which are reviewed weekly at department, division and organization level meetings and demonstrates a consistent approach to understand current levels of performance. In addition, two-way communication between senior leaders and process owners provide an avenue to quickly and effectively address process challenges and identify interventions through the 4DX and FOCUS-PDCA process. The unifying focus is consistent commitment and may lead to ensuring student success.

SPC leverages a streamlined process to determine the need to design or redesign a new educational program, service or work process. This begins during the GTG Planning based on data compiled from working sessions held during plan development incorporating input from the Deans Workforce meetings, Curriculum Council, Advisory Committees, employers, faculty, community, or voice of the customer input. Embracing the input of key constituents allows the organization to align its work and focus on the ultimate achievement of its mission.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks a fact-based systematic process for determining actionable information related to rating risk and when to discontinue an innovation to enhance support of a higher priority opportunity. Stronger evaluation, integration and prioritization of innovation feedback could assist SPC with targeted allocation of resources and more likelihood of a higher ROI.

SPC lacks a systematic approach for evaluating and improving process performance for services provided by their parent organization. SPC receives services from 23 departments of District Support Operations (DSO). Meeting optimal performance levels, from these external departments, can be critical to delivering quality educational programs, services, increasing customer value and may integrate SPCs current and future overall organizational success.

Scoring Range: 60%

6.2 Operational Effectiveness

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. A score in this scoring range indicates an effective, systematic approach, responsive to the overall requirements of the item with the approach being well deployed, although deployment may vary in some areas or work units. It also indicates a fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC demonstrates a systematic approach to preparedness for disasters and emergencies. Over the past several years the organization has provided numerous safety trainings including NIMS, FEMA, Active Shooter and the BAT Team. Business Continuity Planning and a fully redundant disaster recovery planning enables SPC to be readily available to serve their customers and community in times of tragedy or natural disaster.

SPC usage of ERM software for tracking and reporting accident and injury trends help identify areas of greatest need. SPC works with those potential high-risk areas to develop best practice solutions and provide preventative training. Keeping track of safety incidents may help ensure a safer working and learning environment.

The Network Assurance Task Force (NATF) is an effective systematic approach for ensuring the availability of operational and academic data for the organization. Having a tested disaster recovery plan for data ensures availability of critical information in the face of a large-scale emergency.

OPPORTUNITIES FOR IMPROVEMENT

Cost control processes are in early stages of systematic evaluation, analysis and improvement for SPC. While SPC budgets by allocation, SPC is facing funding challenges in the near future. Cost control examples were generally isolated and driven primarily by budget cuts and lacked a coordinated approach. A more robust cost control strategy may lead to a deeper understanding of how to meet the strategic challenge of economic changes and more effective operations.

SPC is in the early stages of improvement on evaluation and improvement of safety. SPC lacks a systematic approach for addressing accident prevention, inspections and root-cause analysis. Having an integrated accident prevention plan can ensure SPCs commitment to the safety of their employees and students. Furthermore, this could help SPC move beyond a compliance orientation to a safety-first commitment.

Scoring Range: 60%

Category 7 Results

7.1 Product and Process Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels are reported, responsive to the basic requirements of the item with some trend data reported, and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

Organizational results demonstrate favorable trends on several student learning and process outcome results. For example, Figure 7.1-1 Degrees and certificates awarded show positive trends over 4 academic years, Figures 7.1-5 and Figure 7.1-6 demonstrate improving performance on degrees and certificates and degrees awarded in critical areas. Favorable trends in student learning and process outcome results provide SPC indications of progress towards achieving its vision of being the best in the nation in student success and performance excellence.

SPC has results that demonstrate good organization performance levels. For example, 26 of the 29 graphs presented have results that indicate sustained good levels of performance over three years; some of these figures are 7.1-2, 3, 5, 6, 8, 21, 26. Good organization performance levels inform the organization of its ability to execute on key metrics aligned with achieving its core business.

A key measure of academic results for the organization is the number of Degrees and certifications awarded. Figure 7.1-2 indicates that SPC is awarding 32% more critical degrees than their HBCU comparative group and has been increasing year over year for several years. Good performance levels with demonstrated improvements over time affirm SPC is making progress towards achieving their vision of becoming the best in nation in student success.

OPPORTUNITIES FOR IMPROVEMENT

SPC has variable levels and trends for performance in several key performance measures that it tracks for providing educational programs as well as other services. Where comparison data is presented, it is usually limited to the sister colleges within the Alamo College District. While some measures have shown improvement over the past several years, there are several measures that have varying levels of performance over the past 5-year period and variable comparisons to those provided. There were no national best data presented and comparisons to ACD, state and USA are to the averages reflecting moderate levels of performance. Improving results compared to relevant local and national comparisons will help SPC achieve its vision of being the best in the nation.

SPC reports several key performance indicators with variable or inconsistent performance. For example, Figures 7.1-5 course completion rates, 7.1-11 Underprepared, and 7.1-16 Licensure pass rate show performance levels changing period over period. Fluctuating performance levels might hinder SPC's efforts to meet its vision of being the best in the nation in Student Success.

Scoring Range: 40%

7.2 Customer-Focused Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels are reported, responsive to the basic requirements of the item with some trend data reported, and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

Overall engagement results reflected in Figures 7.2-13 through 7.2-15 show positive trends and favorable comparisons to the most recent ACD and USA average comparisons. Each of the figures presented show either improving or flat trends for 12 engagement factors administered by Noel-Levitz. This is somewhat consistent with the MVV of the organization and the Alamo Way tenet of always improve.

Figure 7.2-4 represents four measures of satisfaction with Student focus. Each of these elements demonstrate improving performance trends and favorable comparisons to ACD and USA average. These favorable results with student satisfaction indicate that St. Phillips College is living their Value of Students First.

SPC demonstrates favorable trends and comparison levels for student satisfaction. Figures 7.2-5, 7.2-6, and 7.2-7 show improvement and favorable performance compared to ACD and USA average. Having favorable results for student satisfaction indicates progress toward being the best in the nation in Student Success and Performance Excellence.

OPPORTUNITIES FOR IMPROVEMENT

SPC lacks results for customer engagement segmented over the course of their relationship with students and other customers. Levels and trends for engagement of students, feeder schools, early colleges, and transfer schools over the course of their relationship with the college are absent. Results for customer engagement over their relationships may help drive innovations that lead to an improved competitive position.

For 18 figures of Customer-Focused Results presented in Figure 7.2, 10 (56%) showed unfavorable or irregular results with some unfavorable trends for up to four years. Solitary unfavorable results are noted in multiple figures for a single reporting year. Understanding these trends and patterns may help the organization improve consistently over long periods of time.

SPC lacks satisfaction data for competitors beyond that of their sister colleges in the ACD. Having data on and measures for local competitors may provide insight into ways to better meet the Mission of empowering the diverse student population through personal educational growth for SPC's service area.

Scoring Range: 40%

7.3 Workforce-Focused Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels are reported, responsive to the basic requirements of the item with some trend data reported, and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC results on Retention and Vacancy rates outperforms both ACD and the standards set by the BLS. Figure 7.3-6 reflects an improving trend for vacancy rates for the workforce between 2013-2017 that compares favorably to the rest of ACD and the USA averages. The 5% compared to the national average of 33% is noteworthy for addressing the capacity of staff to accomplish its goals.

Overall PACE workforce climate results (Figure 7.3-1) reflect good results that surpass the cohort comparison. As an example, for the past 5 years, the organization has shown significant improvement in overall climate results. These results further support the organizations philosophy of the Alamo Way.

SPC indicates favorable trends in workforce climate measures and indicators including those for workforce security. Figure 7.3-7 show beneficial trends while Figure 7.3-9 Campus Police Security Survey Results shows sustained improvement from 2013 to 2016. These results demonstrate SPC is committed to providing a safe place to work and for students to learn.

Selected perception results for engagement elements and professional development show positive results. Key workforce engagement elements reflected in Figures 7.3-12 and 7.3-13 show a higher mean score for several indicators when segmented by the elements and staff category. The results for professional development and training in Figures 7.3-14 and 7.3-15 reflect positive trends that outperform both ACD and USA averages.

OPPORTUNITIES FOR IMPROVEMENT

Results reported for indicators of workforce capability and capacity are limited or missing. Since some key workforce-focus indicators are missing results or are in the early stages of development, SPC may not have full purview of capability and capacity challenges to understanding potential barriers that may lead to the achievement of current and future organizational goals. Having current and forecasting results for various indicators such as assessment of the appropriate workforce skill sets, training demands, current and future hiring needs may further support organizational goals.

Scoring Range: 45%

7.4 Leadership and Governance Results

Your score in this Criteria Item for the Consensus Stage is in the 50-65% range. Scoring in this range indicates good organizational performance levels are reported, responsive to the overall requirements of the item and beneficial trends are evident in areas of importance to the accomplishment of your organization's mission. It also indicates some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance with organizational performance results reported for most key customer, market, and process requirements. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

SPC provides evidence of leadership and governance data collection, use and evaluation of results that include trend data for fiscal responsibility; legal, regulatory and accreditation; workforce perspectives on ethics and ethical behavior; societal well-being and community support; organizational performance on annual strategy and action plans; and strategy implementation plan performances. Continued collection, evidence of evaluation of the data collection and it's use in strategic planning and through their continuous improvement process may allow SPC to meet two of their three performance improvement system leadership philosophy's of improving principled centered leadership and performance excellence.

SPC evaluates the effectiveness of communication and engagement with the workforce, students, and other customers by senior leaders using four communications-related questions on the PACE survey. Figure 7.4-1 displays the improving trend results in all four areas. Figure 7.4-2 identifies results for key measures or indicators that demonstrates the effectiveness of senior leader efforts to deploy the values based on PACE results. Four questions related directly to Values are used to make this determination with excellent improvement trends and positive comparative performance results. Results such as these are an indication SPC is better positioned to achieve their vision to be the best in the nation in student success and performance excellence.

SPC shows favorable results for strategy implementation. Figure 7.4-17 Strategy Implementation Results indicates favorable change for all long-term strategies identified. This may allow SPC to achieve more strategic objectives long term.

OPPORTUNITIES FOR IMPROVEMENT

Senior leadership lacks college campus specific governance and leadership accountability results that include comparisons that identify how they perform compared high performing colleges. Senior leadership lacks evidence of results for governance accountability. Results that identify trends in performance and comparisons to top performer scores will provide organizational learning and identify opportunities to increase organization performance.

SPC does not display segmentation for most key student and other customer, market and process requirements regarding Leadership Results, as shown in Figure 7.4-2. Showing segmented trends of results for leaders effectiveness of communication and engagement by workforce, students, and other customers would allow for targeted corrective actions or improved methods of implementation in the key Students First, Data-Informed, Collaboration and Respect for All.

Senior leadership lacks legal and regulatory results that include trends that identify how they perform when compared to competitors or to top performing colleges. Although interviews with senior leadership identify a process for determining when legal and regulatory measures are incorporated in their measure scorecard for tracking their compliance, the college lacks evidence of results of regulatory and legal performance. Through results that identify trends in performance will provide organizational learning and top performer scores will provide a clear picture of senior leadership compliance at the district, state and federal legal and regulatory requirements.

Scoring Range: 50%

7.5 Financial and Market Results

Your score in this Criteria Item for the Consensus Stage is in the 30-45% range. This scoring range indicates good organizational performance levels are reported, responsive to the basic requirements of the item with some trend data reported, and a majority of the trends presented are beneficial. It also indicates the early stages of obtaining comparative information with results reported for many areas of importance to the accomplishment of your organization's mission. Bolded comments are very good strengths or significant gaps in addressing the criteria.

STRENGTHS

Many financial indicators show positive trends for the past five years. As an example, revenue has increased from \$40.6 to \$44.3 million from FY13 to FY17. This is correlated to the increase in enrollment over the same period. Ensuring financial profitability and enrollment growth will continue to allow SPC to serve the community at large in support of their mission.

SPC competitive tuition rates compared to their local comparison group. Tuition comparison for SPC is better than the TX CC average and considerably lower than local 4 year competing colleges. As an example, of the 6 surrounding competitors, the organization is the least expensive supporting the organizations strategic advantage of being affordable and a good value.

SPC shows excellent results in student scholarships year over year in comparison to their comparison group as depicted in Figure 7.5-6. These results are favorable and are an indication of the organizations commitment to their local community and the mission of the institution.

Market share trends are all positive and improving year over year especially in dual credit program. Figures 7.5-9 through 7.5-14 show enrollment and market figures for the past five years with each of them improving year over year. The dual credit program has increased its market share to 27% reflecting a strong performance in the market compared to other community colleges.

OPPORTUNITIES FOR IMPROVEMENT

SPC shows unfavorable budgetary and financial results. Figure 7.5-2 Net Revenue shows an unfavorable trend from FY12 to FY16. Figure 7.5-2 shows the net revenue percent and dollars for the past five years which declined three years ago and has been flat for the past two years. The amount of net revenue is important for continued operations to fulfill its Mission and Vision and ensure long term sustainability among the changing economic environment.

SPC does not provide performance result comparisons to the industry high performers or consortium college performance results that may provide the organization with a score that can identify their position to state and national averages and to comparison group organizations with similar attributes. Comparisons to best in the nation would provide a clear picture of progress towards the colleges vision of being the best in the nation.

SPC does not demonstrate market share results for the competitors identified in Organizational Profile as Local public, four-year competitors are TAMU - SA, UTSA and the University of Texas Health Science Center. Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary's University, Trinity University and University of the Incarnate Word. National competitors include for-profit colleges and the military. Comparisons to competitors would allow SPC to more clearly define its position in the market and identify gaps in performance.

Scoring Range: 45%

APPLICATION REVIEW PROCESS

Your application was evaluated against the Quality Texas Award Level criteria of the Texas Award for Performance Excellence. This report, which contains the findings of the Board of Examiners, is based upon the information contained in the written application of the organization and the findings from the site visit. It includes background information on the assessment process, a summary of the scoring for your organization, Key Themes, Scoring Ranges, Score, and a detailed listing of strengths and opportunities for improvement.

The application review process began with the first stage review, in which a team of approximately seven or eight examiners was assigned to each of the applications that met the requirements for evaluation. Assignments were made based on the examiners' areas of expertise while avoiding potential conflicts of interest. Each application was independently evaluated using a scoring system that was developed for the award program, and which was reviewed and put into practice using case studies in examiner preparation courses. Every examiner scored all items.

In the second-stage review, the examination team developed a consensus score for each item and an aggregated list of comments and proposed site visit issues for review. A team leader directed the consensus process to ensure the resolution of any scoring differences.

All award level applicants were scheduled for site visits to provide the opportunity for more extensive feedback for each applicant. The site visit teams prepared for the visits. Site visit issues were translated into specific site visit agendas, with each member of the team given specific assignments. The site visit teams met prior to the visit to finalize all plans. While on the site visit, team members met periodically to review their findings and when necessary, to modify the agenda.

The site visit and subsequent feedback report writing was accomplished January 21-26, 2018. The team consisted of six Examiners and included the following:

- A total of 36 total meetings and 6 hours of walk-around visits to various departments on both campuses from the hours of 8:00 AM to 5:00 PM,
- 33 of the 59 departments were visited and staff were asked generic questions,
- 263 individuals participated in those meetings and approximately 60 staff were contacted for a total of 307 staff or 45% of the organization. There may have been some slight duplication of participants.
- Senior leaders, unit leaders, faculty, non-faculty, and staff were interviewed. No students or contractors were interviewed.
- 60 requests for additional documents were requested yielding 363 total documents reviewed.
- An interview with the highest-ranking official was conducted by the Team Leader.

The Team Leader turns all material and comments over to the CEO for final review before going to the Judges for their review. The CEO reviews each feedback report for duplications, strengths, opportunities for improvements, and scoring. The CEO calls the Team Leader for to ask for clarity on some comments or on the scoring.

After the CEO reviewed the information submitted by the team leader, the Feedback Report was sent to the Judges. The Judges separately considered the applicants in the small business, manufacturing, service, education, health care, for profit, not for profit, and public-sector categories. Each applicant was reviewed and judged on its own merit, as it relates to the Criteria. All applicants are compared to the Criteria and not to each other normally resulting in multiple winners. One Panel of Judge member was assigned to serve as the lead judge for each applicant and presented the findings of the site visit team to the panel. Consideration was also given regarding the applicant's ability to serve as an exemplary role model for other organizations throughout the State of Texas.

Judges followed strict rules involving conflict of interest. Three major types of conflict were considered: (1) direct linkage such as current or recent employment or client relationship; (2) significant ownership; and (3) business competitors of companies for which direct linkages or ownership exists. Judges could vote for Recipient status only when they did not have any of these types of conflict.

The Senior Judge/CEO then prepared a presentation for the Board of Directors on behalf of each applicant. After each applicant was fully discussed, the Senior Judge made a recommendation of the applicant being considered as a Quality Texas Foundation Recipient or not.

After the Senior Judge presentation, the Board of Directors had comments, thoughts, and deliberations. The Board voted on QTF Recipients ultimately making the final decision. The Chair of the Board calls the recipients at the conclusion of the decision.

SCORING GUIDELINES – 2017-18 Texas Award for Performance Excellence

Band Score No. Process

0–150	1	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward- looking.
201–260	3	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370 SPC scored here 351.3	5	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation that result in improving the effectiveness and efficiency of key processes.
371–430	6	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8	The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

Band Score No. Results

0–125	1	A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2	Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization’s mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210 SPC scored here 196.5	3	Results address areas of importance to the basic Criteria requirements and accomplishment of the organization’s mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
256–300	5	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance is reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
301–345	6	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization’s mission, and the organization is an industry* leader in some results areas.
346–390	7	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry* leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.
391–450	8	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.

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Process Scoring Guidelines

SCORE	PROCESS (For use with categories 1–6)
<p>0% or 5%</p>	<p>No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)</p>
<p>10%, 15%, 20%, or 25%</p>	<p>The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)</p>
<p>30%, 35%, 40%, or 45%</p>	<p>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) The APPROACH is in the early stages of ALIGNMENT with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)</p>
<p>50%, 55%, 60%, or 65%</p>	<p>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) The APPROACH is ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)</p>
<p>70%, 75%, 80%, or 85%</p>	<p>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, with no significant gaps. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) The APPROACH is INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)</p>
<p>90%, 95%, or 100%</p>	<p>An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)</p>

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Results Scoring Guidelines

SCORE	RESULTS (For use with category 7)
<p>0% or 5%</p>	<p>There are no organizational PERFORMANCE RESULTS and/or poor RESULTS in areas reported. (Le) TREND data either are not reported or show mainly adverse TRENDS. (T) Comparative information is not reported. (C) RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)</p>
<p>10%, 15%, 20%, or 25%</p>	<p>A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) Some TREND data are reported, with some adverse TRENDS evident. (T) Little or no comparative information is reported. (C) RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)</p>
<p>30%, 35%, 40%, or 45%</p>	<p>Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) Some TREND data are reported, and a majority of the TRENDS presented are beneficial. (T) Early stages of obtaining comparative information are evident. (C) RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)</p>
<p>50%, 55%, 60%, or 65%</p>	<p>Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)</p>
<p>70%, 75%, 80%, or 85%</p>	<p>Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)</p>
<p>90%, 95%, or 100%</p>	<p>Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) Evidence of industry and BENCHMARK leadership is demonstrated in many areas. (C) Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)</p>