

St. Philip's College institutional effectiveness Retreat

MAY 8, 2018

GOOD TO GREAT FOLLOW-UP



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE



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

Welcome



Celebrate SPC Accomplishments

- ▶ 2017-18 Institutional Accomplishments/Milestones

SPC Strategic Planning

Where do we want to be?

Mission

Vision

Where are we now?

Environmental Review & Analysis

SWOT Values

How will we get there?

Strategies

Action Plan

How will we know when we are there?

Scorecard

Metrics and Continuous Improvement

Reaffirm Mission and Vision



Vision

SPC will be the best
in the nation in
Student Success
and Performance
Excellence



Mission

Empower our
diverse student
population through
education
achievement and
career readiness.



Values

Students First
Respect for All
Collaboration
Community
Engaged
Can Do Spirit
Data Informed

Mission, Vision, Values



- ▶ **Mission:** Empower our diverse student population through educational achievement and career readiness.
- ▶ **Vision:** St. Philip's College will be the best in the nation in Student Success and Performance Excellence.
- ▶ **Values:** Students First, Respect for All, Collaboration, Community Engaged, Can Do Spirit, Data Informed

VALUE STATEMENTS

- ▶ **Students First:** Above all, act in the best interest of the students.
- ▶ **Respect for All:** We value courtesy, responsiveness and appreciation for diversity by treating all people with dignity and kindness.
- ▶ **Community Engaged:** We actively work in partnership with our stakeholders by responding to the needs of the community.
- ▶ **Collaboration:** We work together to achieve student success.
- ▶ **Can-do-Spirit:** We inspire resilience and persistence with a willingness to go above and beyond expectations.
- ▶ **Data-Informed:** We use quantitative and qualitative data to inform decision-making and achieve student success.

SPC Strategic Plan

▶ **STUDENT SUCCESS**

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

▶ **LEADERSHIP**

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

▶ **PERFORMANCE EXCELLENCE**

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

2018 Good to Great

Where are we now?

Environmental Review &
Analysis

SWOT
Values



Environmental Scan

MAY 2018

SOCIAL

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

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

ECONOMIC

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

1. Resource challenges (i.e. funding, childcare, transportation, faculty, and staffing ratios, work study students)
2. Property taxes/values stabilization
3. Reduction in revenue yet the requirement is to serve more students
4. Market and industry demands to re-tool and re-skill students
5. Students lack disposable income to spend on education
6. Impact of Eastside Promise Zone, Downtown Revitalization and general growth of economy
7. Student default rate/student loan debt

TECHNOLOGICAL

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

1. Ensure information system-level security
2. Stay abreast on technology trends and standards
3. Training and maintenance of systems
4. Assess technology for accessibility, availability, and reliability (i.e. multisystem integration)
5. Integrated system inefficiencies and issues supporting employees and students
6. Continue to improve and integrate late-breaking technologies to advance student marketability
7. Increasing demand for online courses

REGULATORY

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

1. Developmental education basic skills requirements
2. Federal Funds
3. Unfunded mandates. (Dual Credit and Early College High School)
4. State Funds: funding by success points for student completion
5. Maintain compliance with regulatory and accrediting agencies such as SACS-COC and THECB (effects new program creation if not reaffirmed or accredited)
6. Local, state, and federal regulatory actions (Department of Education, Title III, Title V and Title IX)
7. Consolidation and systemization- impacting loss of employees, faculty and staff ratios, retirement; faculty contact hour requirements vs. workload units



Strengths

- HBCU and HSI designation welcomes cultural diversity and embodies rich history
- Diverse educational programs of study
- Strong community and industry partnerships with various organizations and agencies
- Institutional fundraising that supports scholarships and encourages student engagement
- Qualified faculty and staff

Weaknesses

- Improve written/verbal communication plan and work process
- Effective utilization of technology, resources and training for faculty, staff, and students
- Enterprise application efficiency, including student information systems across the board
- Capacity to serve increasing numbers of Early College High School and Dual Credit students
- Increase the number of faculty liaisons to collaborate with Early College High Schools and Dual Credit programs

Internal

Opportunities

- Collaborate within Eastpoint Promise Zone, small businesses and International institutes
- Market our unique programs and special designations (i.e. Welding, Automotive Collision, HBCU and HSI etc.)
- Maximize and utilize internal talent for innovation, professional development, and promotions
- Collaborate with area universities and colleges to develop advising guides for curriculum alignment and transfer opportunities
- Collaborate with middle schools and high schools for FTIC students

Threats

- Increasing financial/budget constraints
- Increasing competition (i.e. proprietary institutions)
- Local, State and Federal regulatory actions (i.e. Secretary of Education funding for HBCUs)
- Inability to hire staff as needed
- Political uncertainty

External

Core Competencies



Provides benefits to our customers

Quality
Instruction for
Educational
Programs

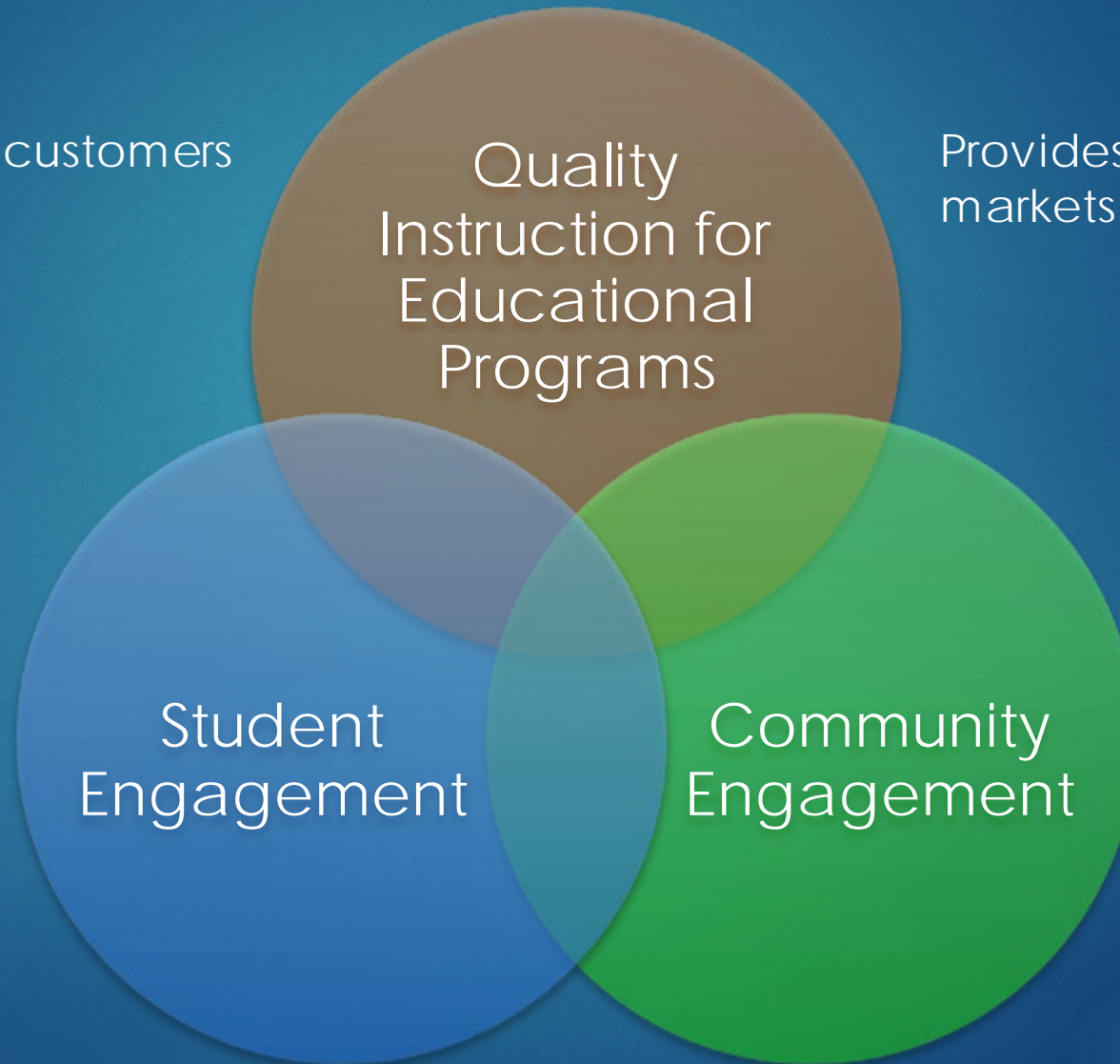
Provides access to a wide variety of
markets

Assets that set SPC apart

Student
Engagement

Community
Engagement

Roots of our business



Institutional Priorities Discussion

1. Ethical Decision-Making
2. Graduation, Persistence and Productive Grade Rate Improvement
3. ?

Active poll

ALAMO COLLEGES DISTRICT
St. Philip's College

Which Institutional Priority do you want to add in place of SACSCOC Reaffirmation? 0 0 0

Pathways
 0%

Core/Curriculum/Completion
 0%

Quality Instruction
 0%

Student-Faculty Engagement
 0%

SACSCOC Compliance and Sustainability
 0%

Join at
slido.com
#G2G2018





St. Philip's College Scorecard

Scorecard

Results of Mission: Empower our diverse student population through educational achievement and career readiness.
 Vision: Best in the nation in Student Success and Performance Excellence.
 Values: Students First | Respect For All | Can Do Spirit | Community Engaged | Data Informed | Collaboration
 Core Competencies: Quality Instruction of Educational Programs | Student Engagement | Community Engagement

STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
				Fall 15	Fall 16	Fall 17	Fall 18
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Noel Levitz 1-16 	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	83.1%	82.6%	82.3%	83.8%
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> On-Site Wait Times Noel Levitz 1-16, 43,32,15,65 CCSSE 4O, 4E, 4P, 9B Tutoring/Advising Class Climate 	State & VLCC Best (NVC) = 71.1% VLCC Average = 62.6% Statewide = 58.4%	58.6%	57.2%	64.0%	64.5%
	Graduation Rate FT FTIC 3-year	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs) 	VLCC Best (San Jacinto North) = 35.4% VLCC Average = 20.1% State Best (Clarendon) = 41.6% State Average = 20.7%	Fall 12 Cohort 12.0%	Fall 13 Cohort 16.2%	Fall 14 Cohort 26.4%	Fall 15 Cohort 26.9%
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> Rubric Assessment Ethical Decision Making/Personal Responsibility Student Engagement and Satisfaction (CCSSE, Noel Levitz) 	CCSSE every odd year (spring) Target: 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	15/16	16/17	17/18	17/18
				Assessed Biannually	CCSSE ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	Assessed Biannually	CCSSE ACL 50.0 SE 52.6 AC 50.0 SFI 50.0 SFL 56.5
				Summary Score NL 5.90	Next Assessment Spring 18	Avail Soon	Summary Score 6.4
Performance Excellence		<ul style="list-style-type: none"> College Climate Survey (PACE) Employee Professional development 	PACE every year (Fall) target 3.76	3.76	3.86	Avail Soon	3.91
Reaffirmation	SACSCOC Reaffirmation	<ul style="list-style-type: none"> Alumni Constituent Survey (ACS) Submission of Autonomy Report and Response Report BOT Review/Recommendations Dec.2017 Action Plans Sustainability Plans for Submission of the 5th year Report in 2021 	Alumni (EDM) SPC Constituent Survey Spring 2016 Average = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations	80.1%	84.3%	88.4%	88.9%



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

Institutional Student Learning Outcomes Assessment Results 2017-2018

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Institutional Student Learning Outcomes (ISLOs)

- ▶ *Critical Thinking*
- ▶ *Communication*
- ▶ *Empirical and Quantitative Skills*
- ▶ *Teamwork*
- ▶ *Social Responsibility*
- ▶ *Personal Responsibility (EDM)*

St. Philip's College
Institutional Student Learning Outcomes
Two-Year Cycle of Assessment By Foundational Component Area

	Cycle I			Cycle II			
Foundational Component Area	Critical Thinking	Communication	Personal Responsibility	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X	X		X		X
Mathematics	X	X		X			
Life & Physical Sciences	X	X		X	X		
Language, Philosophy & Culture	X	X	X			X	X
Creative Arts	X	X			X	X	
American History	X	X	X			X	X
Government / Political Science	X	X	X			X	X
Social and Behavioral Sciences	X	X		X		X	

Core Objectives Assessed 2017-2018 (Cycle I)

- ▶ **Critical Thinking:** Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- ▶ **Communication:** Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- ▶ **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

Assessment Sample Fall 2017

Courses in Random Sample	32
Artifacts Assessed	579
Assessments Conducted	2,044

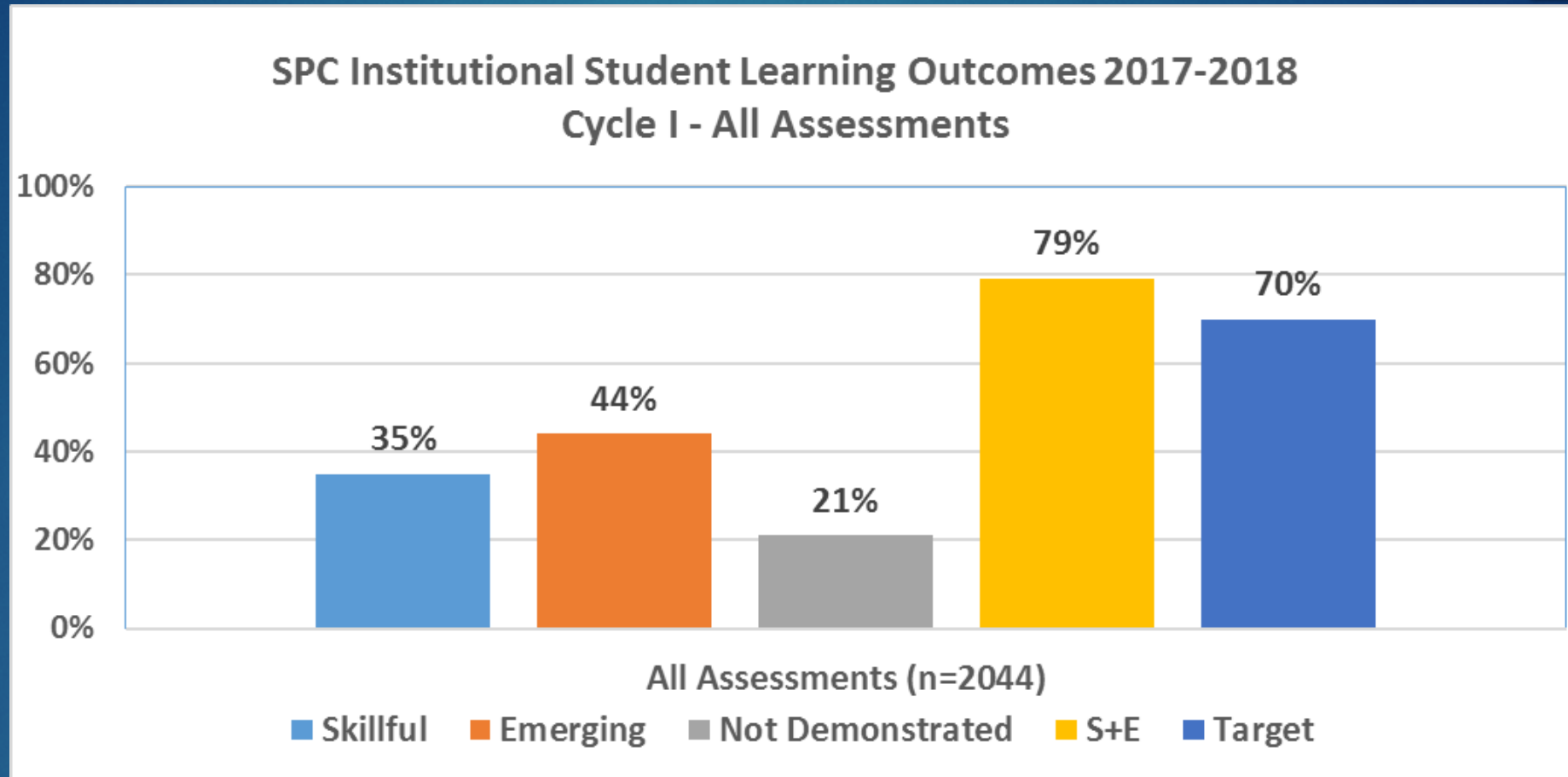


Institutional Student Learning Outcomes

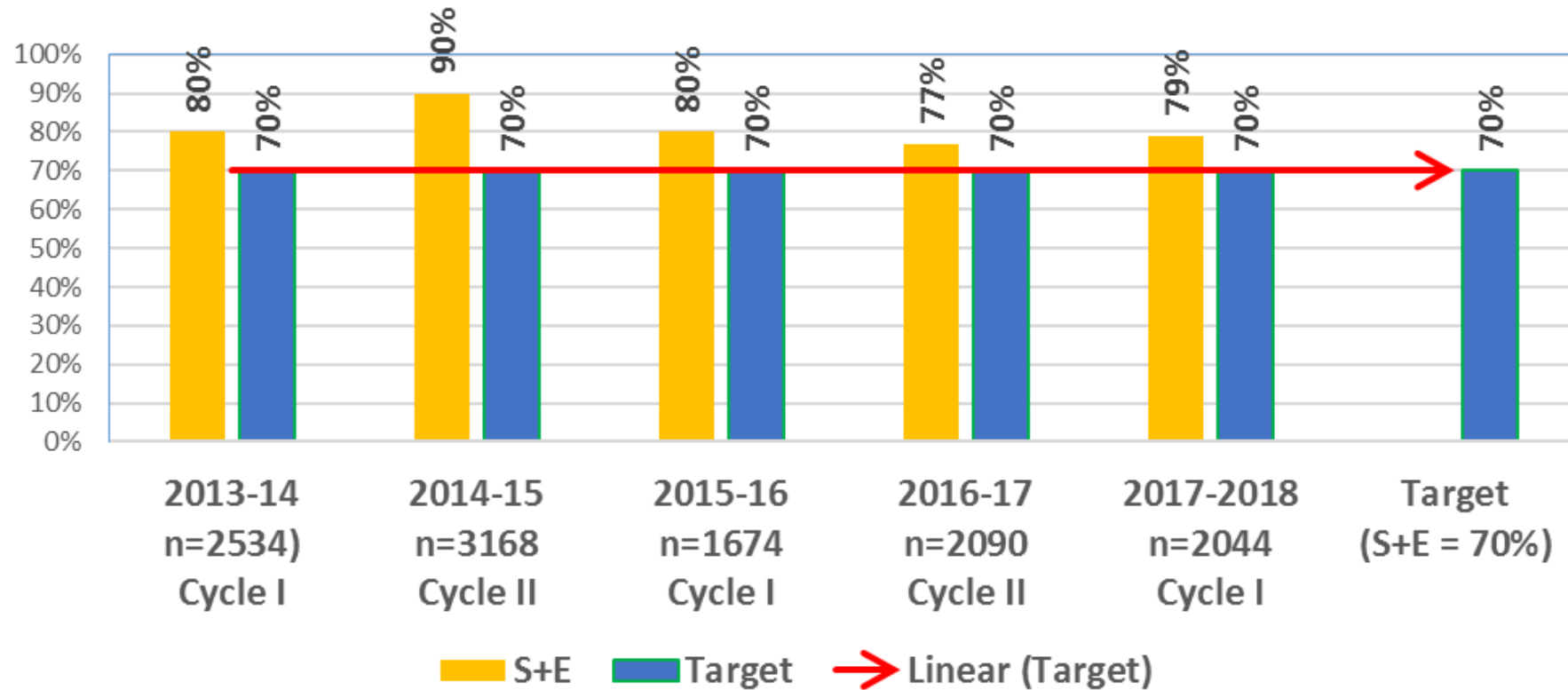
2017-2018 (CYCLE I)

OVERALL RESULTS

SPC Overall - Exceeded Target (Skillful + Emerging) by 9%.



General Education Competency Assessment Institutional Student Learning Outcomes Overall vs. Target By Assessment Cycle



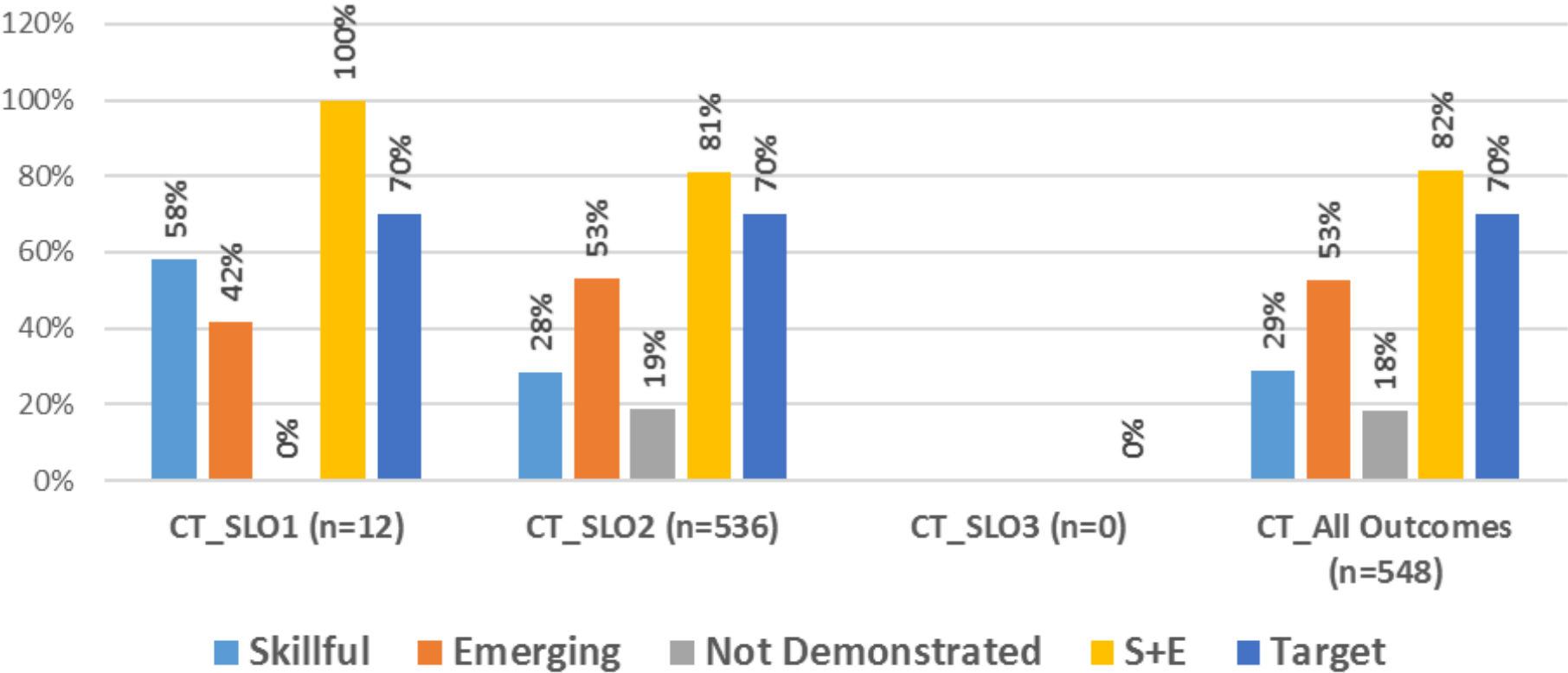


Institutional Student Learning Outcomes

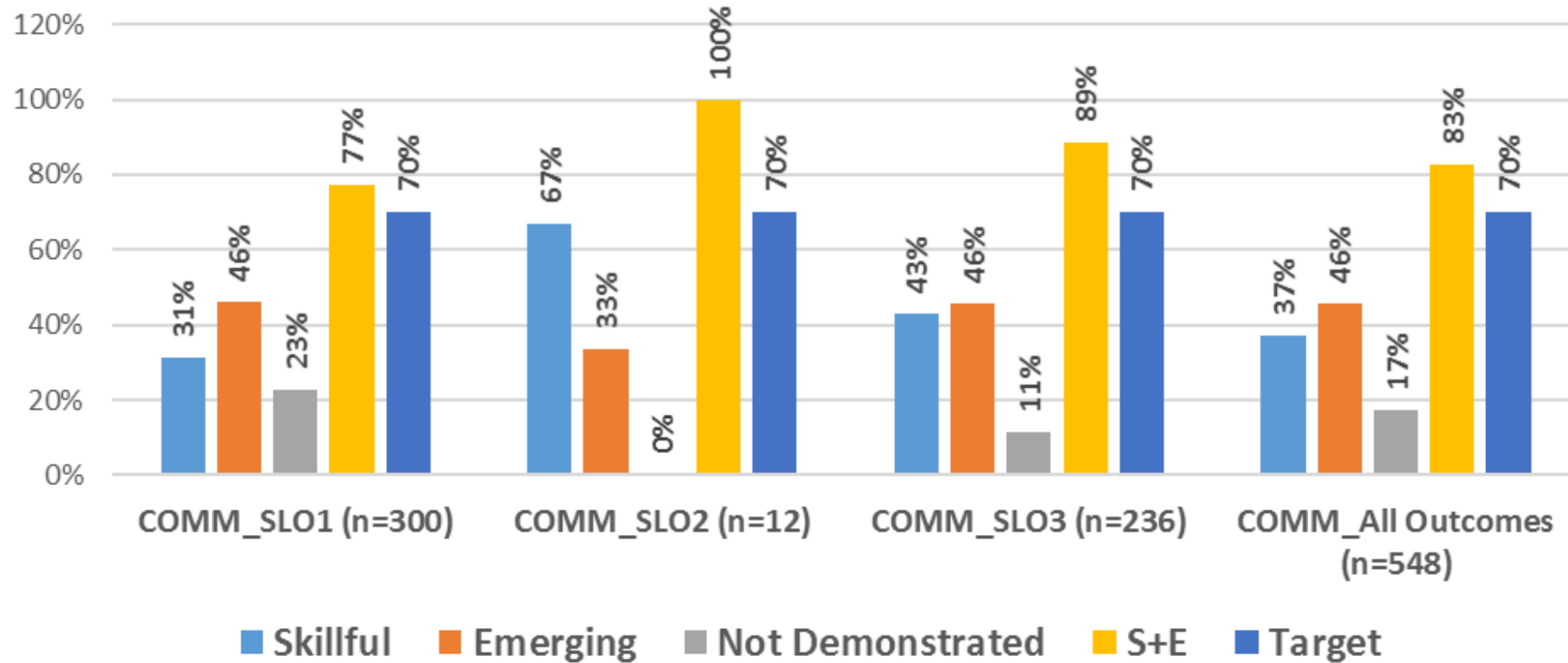
2017-2018 (CYCLE I)

BY SLO

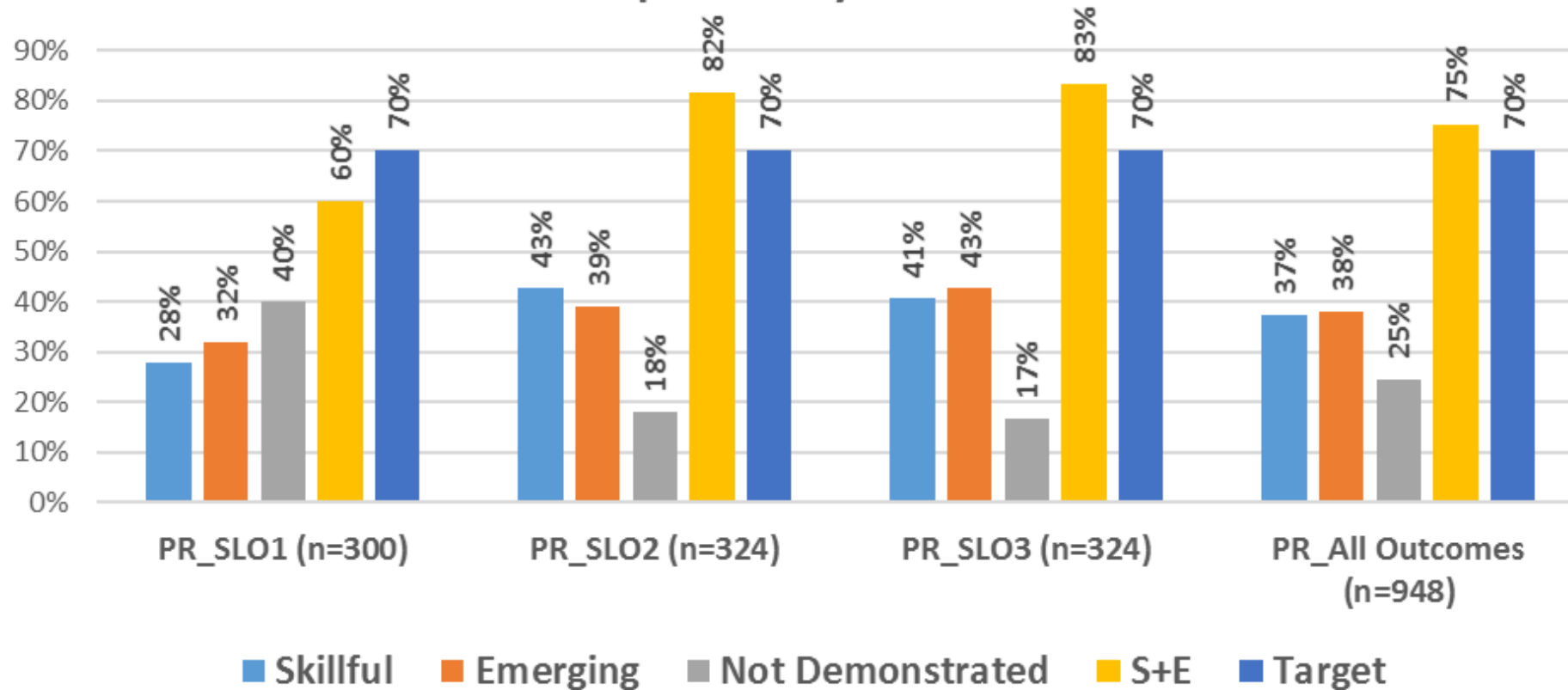
Critical Thinking Results 2017-2018



Communication Results 2017-2018



Personal Responsibility Results 2017-2018





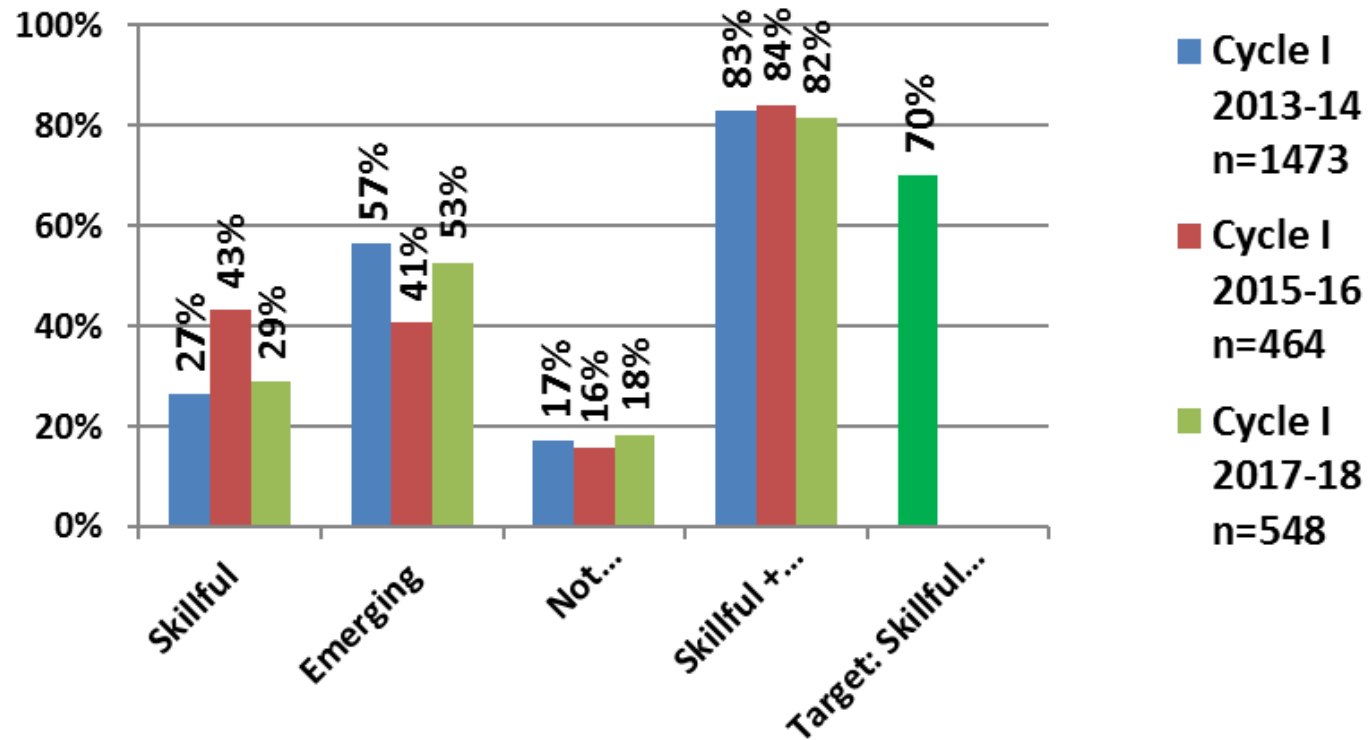
Institutional Student Learning Outcomes

2017-2018 (CYCLE I)

TREND ANALYSIS

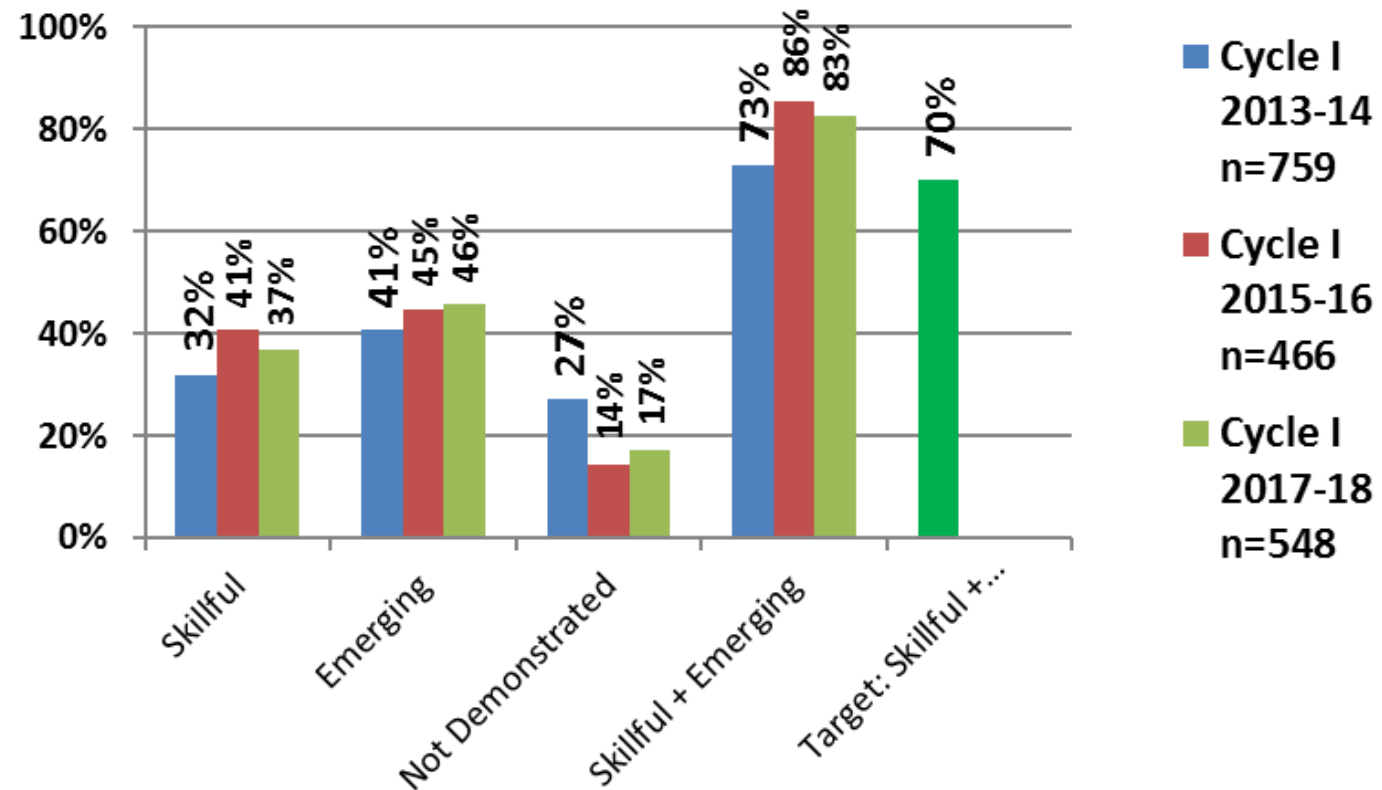
Critical Thinking - Exceeded Target (Skillful + Emerging) by 12%

1. Overall Critical Thinking at SPC Trend Comparison 2013-14/2015-16/2017-18 (Assessed Cycle I Alternate Years)



Communication - Exceeded Target (Skillful + Emerging) by 13%

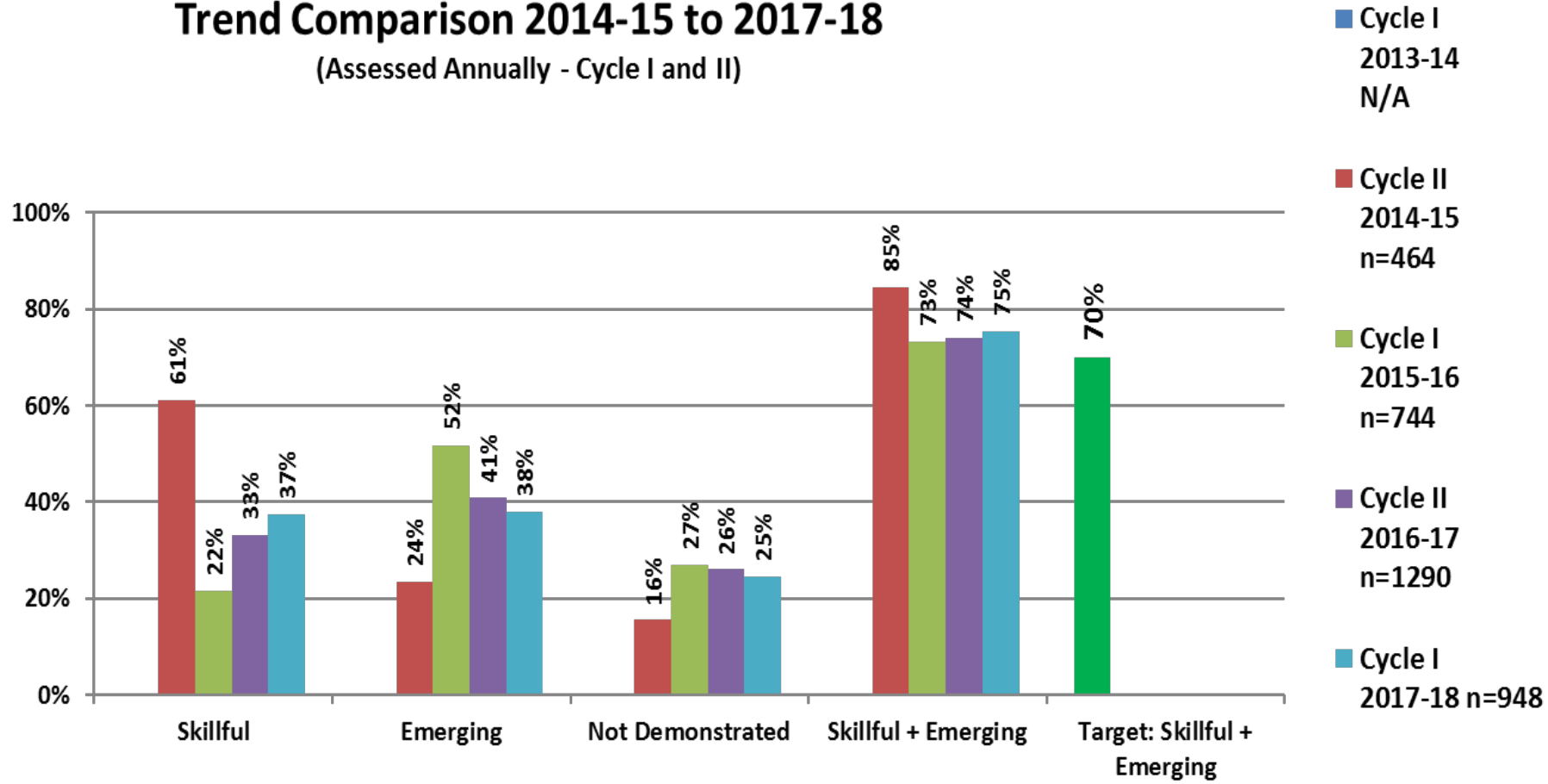
2. Overall Communication at SPC Trend Comparison 2013-14/2015-16/2017-2018 (Assessed Cycle I Alternate Years)



Personal Responsibility - Exceeded Target (Skillful + Emerging) by 5%.

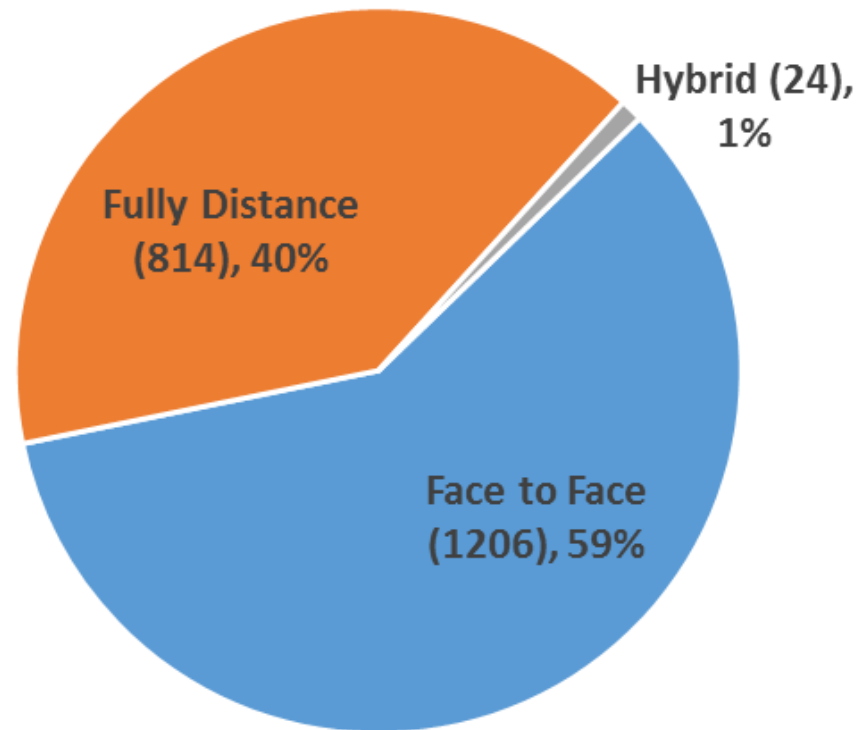
6. Overall Personal Responsibility at SPC Trend Comparison 2014-15 to 2017-18

(Assessed Annually - Cycle I and II)



Instructional Method Comparison

Assessments By Instructional Method 2017-18

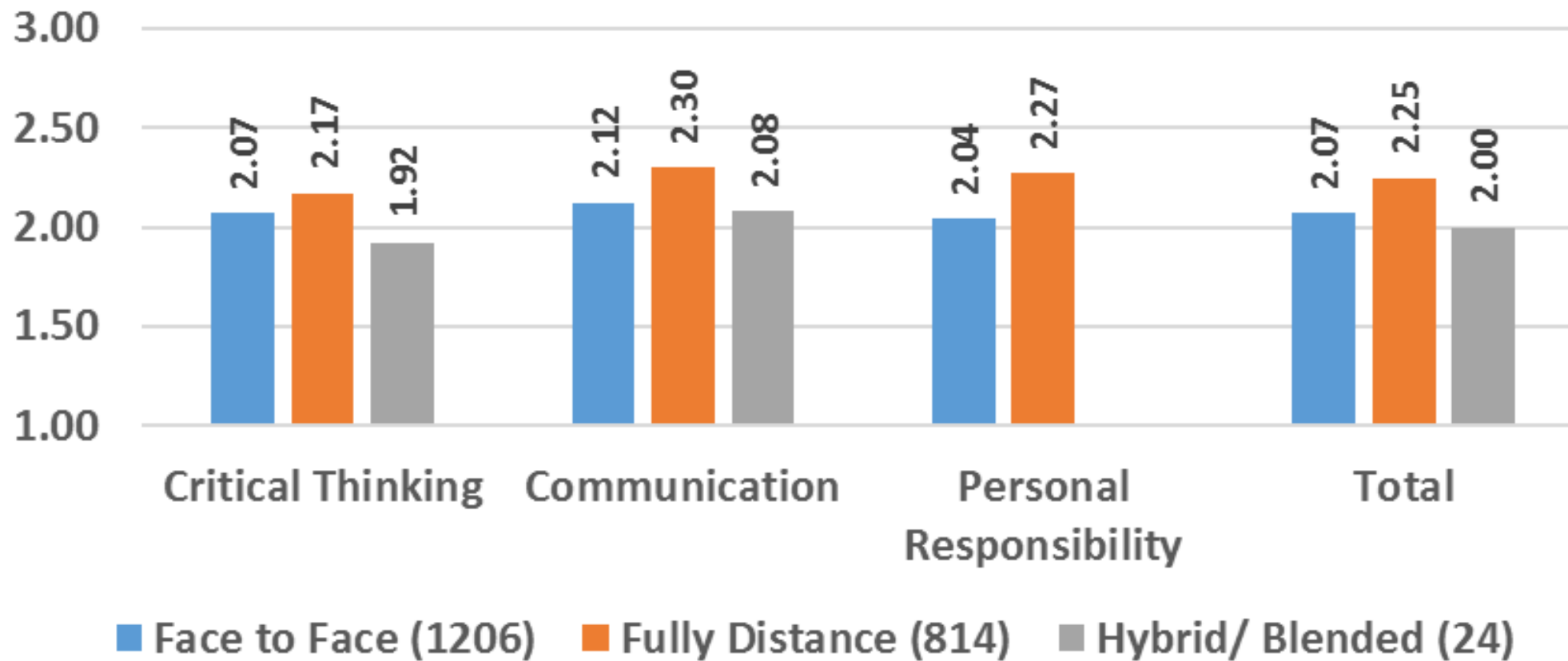


Instructional Method Comparison

Average 2017-2018

Core Objective (ISLO)	Face to Face 59% (1206)	Fully Distance 40% (814)	Hybrid/ Blended 1% (24)
Critical Thinking Total	2.07	2.17	1.92
Communication Total	2.12	2.30	2.08
Personal Responsibility Total	2.04	2.27	
Total Assessments	2.07	2.25	2.00
*Skillful = 3 Emerging = 2 Not Demonstrated = 1			

Instructional Method Comparison Average 2017-2018







TAPE Update

DR. PAUL MACHEN

IMPORTANT DATES

- ✓ June 26, 2018 (Tuesday): Quality Texas Foundation Conference Awards Luncheon, Georgetown, TX

Closing Remarks



Good to Great Retreat Follow-Up 2018

07 - 08 May 2018

Poll results

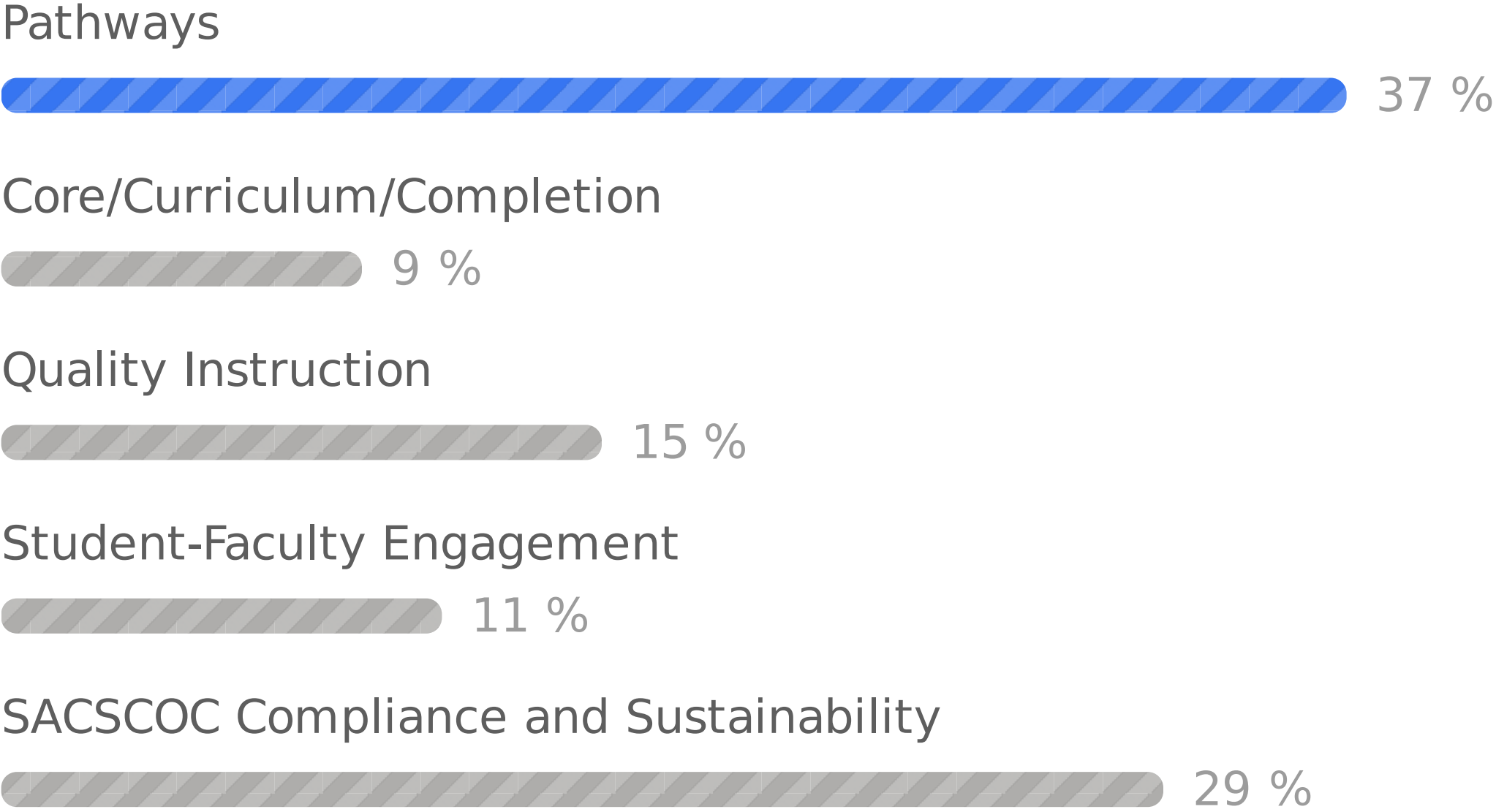


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- Which Institutional Priority do you want to add in place of SACSCOC Reaffirmation version 2?

Which Institutional Priority do you want to add in place of SACSCOC Reaffirmation?

082





Which Institutional Priority do you want to add in place of SACSCOC Reaffirmation version 2?

081

Pathways



Quality Instruction



SACSCOC Compliance and Sustainability

