

St. Philip's College

Good to Great: Strategic Planning Session II

April 19, 2024



ALAMO COLLEGES DISTRICT
St. Philip's College



Malcolm Baldrige
National Quality Award

2018 Award Recipient



Welcome

George Johnson, III, IVP College Services



Morning Session Agenda

- **Review of Strategic Planning Process**
 - Where are we?
 - Environmental Scan (PESTL)
 - SWOC (Strengths, Weaknesses, Opportunities, Challenges)
- **Review Intuitional Priorities**
 - What activities will we engage?
 - What measures will be used to track progress?
- **Generate QEP Themes for Institutional Review**
 - What factors are affecting student success?
 - What are SPC students experiencing?



SPC Strategic Planning



Institutional Scanning

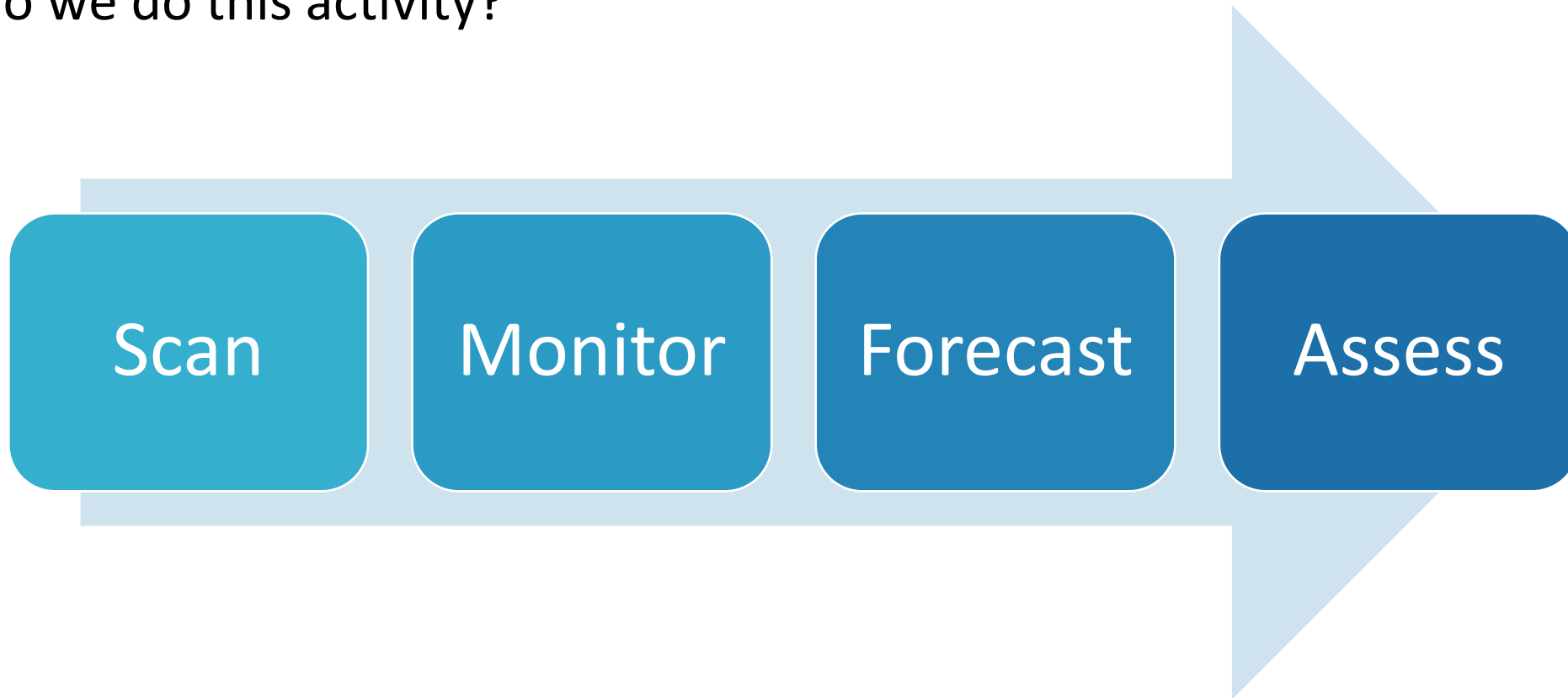
VP Wesley Wells

The background of the slide features a close-up, slightly angled view of an open book. The page is white with black serif text. The word 'strategy' is prominent in the upper left of the text block. Below it, the words 'plan of act' and 'achieve a' are visible. At the bottom, the word 'method' is partially seen. A pair of dark-rimmed glasses rests on the bottom edge of the book. The overall lighting is soft, and the colors are muted, giving it a professional and academic feel.

strategy. noun
plan of act
achieve a
method

Environmental scan

Why do we do this activity?



PESTL discussions should continue during division and department meetings



Environmental Scan

Good to Great 2024



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P

POLITICAL

- HB 8 -- funding model allocates formula funding based on students outcome metrics in credentials of value, transfer to four-year universities and dual credit completion
- SB 17 -- prohibit diversity, equity and inclusion offices, programs and training on public college campuses; Became law on 6/17/2023, Effective 1/1/2024
- SB 18 -- allows local boards and executive leadership to confer tenure or use contracts; defined tenure; all colleges must craft a tenure policy; determined a performance evaluation process and specifies dismissal standards. Became law on 6/17/2023, Effective 9/1/2023
- SB 412 -- protections for students enrolled in public institutions of higher education who are pregnant or are the parent or legal guardian of a child under 18 years of age. Requires each institution to adopt a policy for students on pregnancy and parenting discrimination. Became law on 5/19/2023, Effective 9/1/2023
- SB 4 -- regulates immigration and manages international borders; the U.S. Justice Department has filed a lawsuit against the State of Texas calling it unconstitutional
- The new FAFSA has been difficult for students and families this year, which poses challenges for students hoping to access aid.
- Upcoming national and local elections

E

ECONOMIC

- San Antonio payrolls increased an annualized 2.4 percent from October to November 2023 (2,329 jobs).
 - Construction sector (16.7 percent, or 852 jobs), followed by education and health services (11.1 percent, or 1,580 jobs).
 - Sectors that experienced the largest declines were financial activities (-4.8 percent, or -407 jobs), trade, transportation, and utilities (-3.1 percent, or -551 jobs), and leisure and hospitality.
- The three-month moving average of wages in San Antonio was \$28.52, below both the state average of \$32 and the national average of \$34.
- The rate of inflation exceeded the growth of wages for the first time in April 2021. In February 2024, inflation amounted to 3.2 percent, while wages grew by five percent.
- The San Antonio unemployment rate decrease to 3.6 percent in November. The metro's unemployment rate was lower than the U.S. rate of 3.7 percent and the state's 4.1 percent.
- Texas Politics Poll from UT-Austin (December 2023) noted that 49% of Texans surveyed said the economy is worse compared to last year, although only 36% say the Texas economy is worse off. The economy was the most important problem facing the country (16% inflation and 12% economy).
- In February 2023, rental prices increased in both San Antonio and Texas after declining in the fourth quarter of last year. Average rents rose an annualized 3.6 percent from the prior month in San Antonio and 4.7 percent in the state. Year-over-year rents in San Antonio increased 4.2 percent, down notably from the double-digit growth in 2022.
- The "big three" price index—aggregating three of the largest and least-volatile components of core services: rent, owners' equivalent rent (OER) and the price of dining out—rose at an 8.7 percent annualized rate in February, compared with an annualized 8.4 percent in January. Individually, the annualized increases were 9.5 percent for rent, 8.7 percent for OER and 8.1 percent for dining out (more formally, "other purchased meals").

S

SOCIAL

- UT-Austin's Texas Politics Project poll indicated that since December 2023, 49% of Texans believe the state is on the wrong track; 34% think immigration/border security should be the Legislature's focus. 10% said inflation and rising prices, and 10% said political corruption/leadership.
- Growing numbers of "Disconnected (or Opportunity) Youth": 2.5% of 16-24-year-olds in the United States are either not in school or jobless; In San Antonio 9 zip codes had higher than 15%, 5 zip codes are on the East Side or Southeast side (2021).
- The "Enrollment Cliff" of 2026 has been revised to be the Enrollment Cliff of 2025, with college enrollment projections to drop 15% or more. However, San Antonio is expected to have an 11% GROWTH by 2029 due to immigration.
- Trend in enrollment at public two-year colleges being offset by a rise in the number of dual credit students.
- 36% of the public has confidence in higher education; Chronicle of Higher Education (2023)
- Major competitors for higher education are student poverty, family needs/expectations, the military, and the workforce.
- Mounting tensions regarding the emergence of free speech into harassment or hate speech.

T

TECHNOLOGICAL

- Artificial Intelligence (AI) and products like ChatGPT have had an immediate yet divisive effect on higher education.
- Ferris State University has enrolled AI into college classes so the university can see what AI is like in online classrooms and seeing what a typical student experience is like.
- Big Data being leveraged through data analytics programs to close the gap between immediate needs and future opportunities as well as for performance tracking. The more colleges that take part in Big Data projects like the Postsecondary Data Partnership (PDP) with IPEDS data, the more accurate comparisons can happen.
- College cybersecurity challenges will require continual culture changes beyond multi-factor authentication as the Cyber Incident Reporting for Critical Infrastructure Act (CIRCA) becomes connected for compliance with Dept of Defense grants and funding.
- Colleges across the nation are transforming and redesigning student information systems, cloud-based platforms, and software to respond to shifting technological landscapes.
- 68% of higher education leaders say there is a gap between where their digital strategy is and where it should be to be competitive; Closing the Acceleration Gap survey (2022).
- Hybrid teaching has become a key part of classroom planning include HyFlex and digital platforms.

L

LEGAL

- Artificial Intelligence/ChatGPT will require new review of academic misconduct policies, policies about use of facial recognition technology, and online proctoring policies for students who are neurodivergent, transgender, or have various health conditions that may conflict online proctoring systems.
- HB 8 was recently enacted -- Established new performance funding model for public junior colleges; Became law on 6/9/2023, Effective 9/1/2023 or immediately.
- Supreme court struck down the Student Loan Forgiveness Plan and students have gone back into repayment.
- DACA was deemed unlawful by a federal judge in the Southern District of Texas on September 13, 2023, DACA applications have been halted and cannot be processed.
- Title IX scope and rules are under proposed rulemaking from the Dept of Ed; the notice of proposed rulemaking indicates several significant changes to Title IX to roll-back the 2020 rules: restoring the standard for when sex discrimination is triggered, clarifying Title IX coverage for conduct that occurs off-campus, and returning to a single-investigator model for Title IX reviews, and clarifying whether transgender athletes can participate in men's or women's collegiate sports.
- There are state laws changing the legal landscape in the following areas in higher education across the nation: accreditation, free speech protections and limitation, legacy admission bans, regulating AI, LGBTQ restrictions, funding models and DEI. Some of these laws have affected Texas this past year (SB 17, HB8).

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Please fill in the survey

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SWOC Analysis

Your discussions should continue in division and department meetings.

	Opportunities	Challenges
Strengths	How do you leverage your strengths and benefit from opportunities?	How do you use strengths to minimize the impact of challenges?
Weaknesses	How do you ensure your weaknesses will not stop you from opportunities?	How will you address weaknesses that can compound the impact of challenges?



SWOC Analysis

Good to Great April 2024



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Strengths



- Rich history spanning 126 years
- HBCU and HSI status
- Strong industry and community partnerships
- Safe work environment
- Professional development and training opportunities
- Workforce Programs
- Focused on students first
- Student Advocacy and wrap around services
- HEERF and Title III funding enhanced campus capacity
- Affordable
- Fundraising activities – over \$3.3M raised in FY23
- Brand Image

Weaknesses



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

Opportunities



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

Challenges



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

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Finalizing Institutional Priorities

Dr. Liliana Gutierrez & Ms. Marsha Hall



Current Institutional Priorities

- SACSCOC Compliance
- Institutional Effectiveness and Accessibility
- Graduation, Persistence, Productive Grade Rate Improvement



Process: Developing Institutional Priorities



Results: Top Strategic Goals

- Student Success
 - Strengthen outreach, onboarding, and support services to eliminate barriers and accelerate students' progress toward their academic and career goals.
- Leadership
 - Enhance two-way communication with students, employees, and community to build trust and enhance collaboration, teamwork, and partnership.
- Performance Excellence
 - Ensure sound financial management with emphasis on cost containment to ensure availability of resources.



Institutional Priority Results

- Student Success
 - **Streamline Enrollment and Recruitment Processes**
- Leadership
 - **Build a Campus Culture of Belonging**
- Performance Excellence
 - **Sound Financial Management**



Panel Discussion

Ms. Adrian Jackson, Facilitator



Priority Engagement & Implications

- Student Success
 - **Streamline Enrollment and Recruitment Processes**
- Leadership
 - **Build a Campus Culture of Belonging**
- Performance Excellence
 - **Sound Financial Management**



Group Discussion

How will SPC measure and track the priorities?



How will we measure these priorities?

- Group Discussion
 - What activities can we engage?
 - How can we measure engagement efforts in the 3 priority areas?
 1. Streamline Enrollment and Recruitment Processes
 2. Build a Campus Culture of Belonging
 3. Sound Financial Management
- Identify 1 -2 measures per priority.
 - Measures can be existing or new measures that can be tracked.



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Priority Measures

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Break Time



QEP Topics

IVP Chris Beardsall and IVP George Johnson



How does the QEP support the Reaffirmation Process?

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.



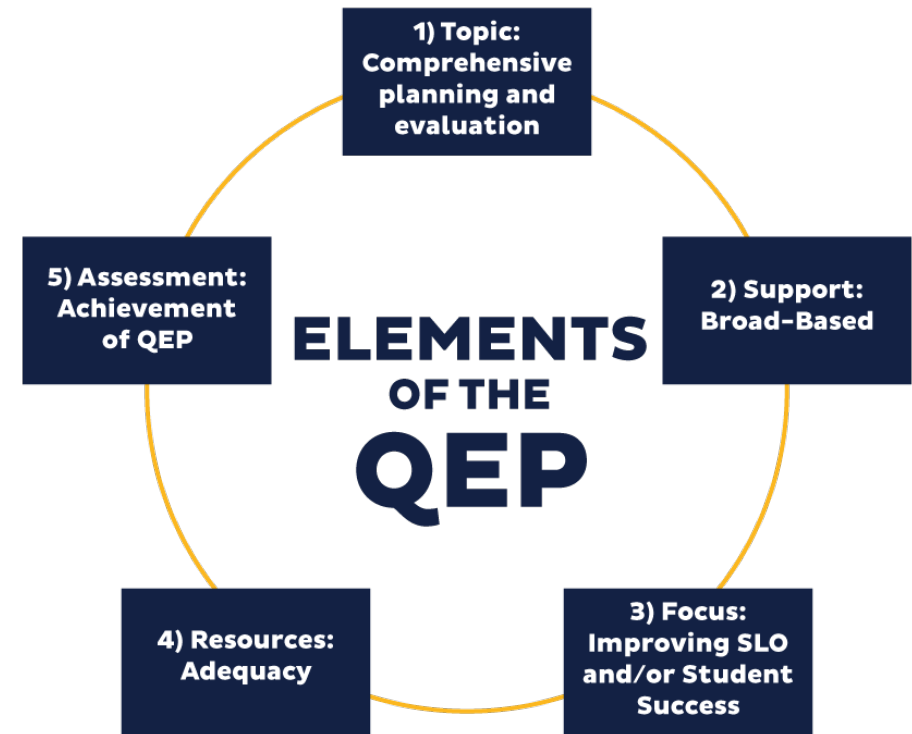
SACSCOC Standard 7.2 - Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or **student success**; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.



QEP Planning & Development

- Seek to improve some aspect of student learning or student learning environment
- Engage the college community in topic selection
- Set clear and measurable goals
- Align goals with institutional objectives, planning and priorities (strategies)
- Identify the QEP committee and chair
- Market the QEP
- Prepare documents for the on-site reaffirmation visit



QEP Topic Selection

- SPC has elected to engage a student success QEP topic.
 - To improve the student learning environment
- The topic will engage the entire campus and the constituency groups.
- The topic will align with the new Institutional Priorities.



Background Information

National and Local



Factors affecting Student Success

Student Performance

- Pre-Entry Factors (Testing Scores, Preparedness, Confidence)
- First Year Behaviors and GPA
- Institutional Resources
 - Interventions (Tutoring, Early Alert, etc.)
 - Library
 - Counseling Services
- Personal & Social Influences

Student Retention

- First Year Students
 - Peer Mentoring, NSO, Campus Activity Engagement
- Underrepresented Populations
 - Social and Cultural Connections with the College
 - Housing, Financial Aid and Scholarship Support
- First Gen Students
 - Connecting with the Social Structure at the College
 - Financial stability



Factors Affecting Student Retention

01

Academic Issues

02

Financial Instability

03

Social Challenges

04

Lack of Accessibility

05

Engagement Issues

06

Unclear Vision

07

Personal Issues

Profile of SPC Students

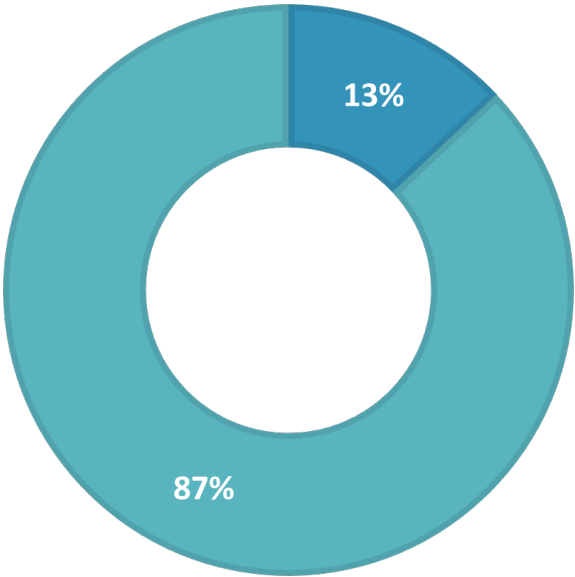
Voice of the Student



SPC Student Profile

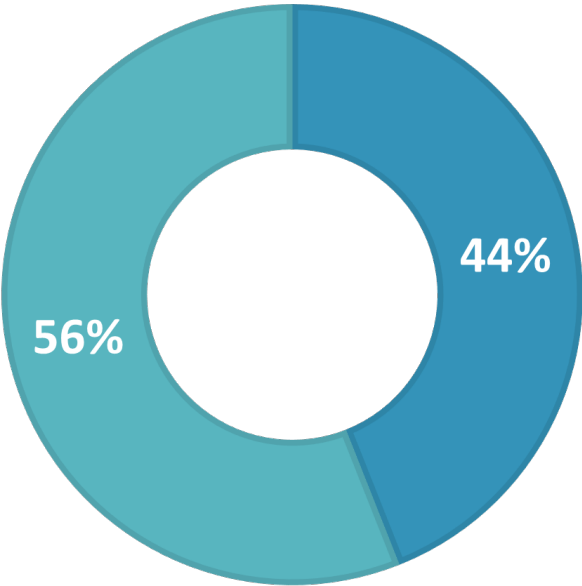
ENROLLMENT STATUS

■ Full-time ■ Part-Time



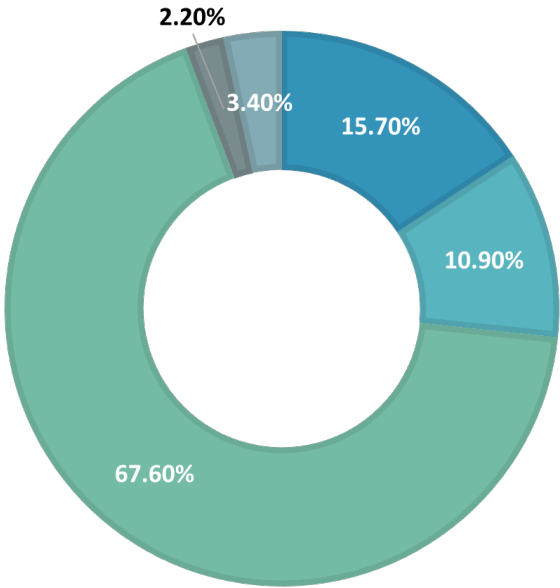
GENDER

■ Male ■ Female



ETHNICITY

■ White ■ African American ■ Hispanic ■ Asian ■ Other



ST PHILIP'S COLLEGE

STUDENT FINANCIAL WELLNESS

SURVEY RESULTS

FALL 2023

Understanding the connection between student finances and student success is essential to supporting the modern learner.

55%

of students **WORRY ABOUT HAVING ENOUGH MONEY** to pay for school.



36%

of students **RAN OUT OF MONEY 6 OR MORE TIMES** in the past year.

65%

of students would have **TROUBLE GETTING \$500 IN CASH OR CREDIT** in an emergency.



27% of students **WOULD NOT BE ABLE TO GET THAT AMOUNT FROM ANY RESOURCE.**

38%

of students indicated **EXPERIENCING GENERALIZED ANXIETY DISORDER.**



45%

of students consider themselves to be **WORKERS ATTENDING SCHOOL**, rather than **STUDENTS WHO WORK.**

52%

of students
**REPORTED BEING
HOUSING INSECURE.**



53%

of students were
FOOD INSECURE.



36%

of students
**IDENTIFIED
AS PARENTS.**



ONLY 6%

of students are able to
**SOLELY RELY ON
PERSONAL SAVINGS AND/OR
CURRENT WAGES TO PAY FOR SCHOOL.**



83%

of students agreed or strongly
agreed **THE COST OF COLLEGE
IS A GOOD INVESTMENT FOR
THEIR FINANCIAL FUTURE.**



2023 CCSSE Results – Lowest Mean Scores

In your experiences at this college during the current academic year, about how often have you done each of the following?	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often
4j. Participated in a community-based project (service-learning activity) as part of a regular course	1.30
4h. Tutored or taught other students (paid or voluntary)	1.36
4e. Come to class without completing readings or assignments	1.58
4p. Worked with instructors on activities other than coursework	1.51
During the current academic year, how much reading and writing have you done at this college?	0 = None, 1 = 1–4, 2 = 5–10, 3 = 11–20, 4 = More than 20
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.39
6c. Number of written papers or reports of any length	1.53



2023 CCSSE Results – Lowest Mean Scores

How often have you used the following services during the current academic year?	
12.1b. Career counseling	0.83
12.1c. Job placement assistance	0.30
12.1d. Peer or other tutoring	0.81
12.1e. Skill labs (writing, math, etc.)	0.97
12.1f. Child care	0.17
12.1g. Financial aid advising	0.95
12.1h. Computer lab	0.78
12.1i. Student organizations	0.49
12.1j. Transfer advising/planning	1.01
12.1k. Library resources and services	1.23
12.1l. Services for students with disabilities	0.23
12.1m. Services for active military and veterans	0.22





Ruffalo Noel Levitz Results

Student Engagement Domain	2020	2022	National Norm
Instructional Effectiveness	6.18	6.26	6.29
Registration Effectiveness	6.14	6.25	6.27
Academic Advising/Counseling	6.18	6.23	6.27
Safety and Security	6.13	6.23	6.18
Academic Services	6.22	6.21	6.18
Concern for the Individual	6.12	6.18	6.21
Admissions and Financial Aid	6.06	6.16	6.20
Student Centeredness	6.17	6.13	6.13
Campus Climate	6.12	6.10	6.12
Service Excellence	6.06	6.08	6.10
Campus Support Services	6.10	5.75	5.72
Responsiveness to Diverse Populations	6.18	N/A	5.69



Group Discussion

What should be the focus of the QEP?



Generate Potential Themes

- In your groups discuss the information that was reviewed.
- Are there any gaps for our students that the QEP could address?
- Where should SPC place intentional focus to improve student success?





What should be the main focus of the QEP? (no more than two response per table)

Refining Institutional Priorities Tasks and Measures

Dr. Liliana Gutierrez & Ms. Marsha Hall



Let's refine the measures



- Which of these measures can we feasibly engage?
- Do any of these priorities and their aligned measures address any gaps for our students?





Priority Refinement

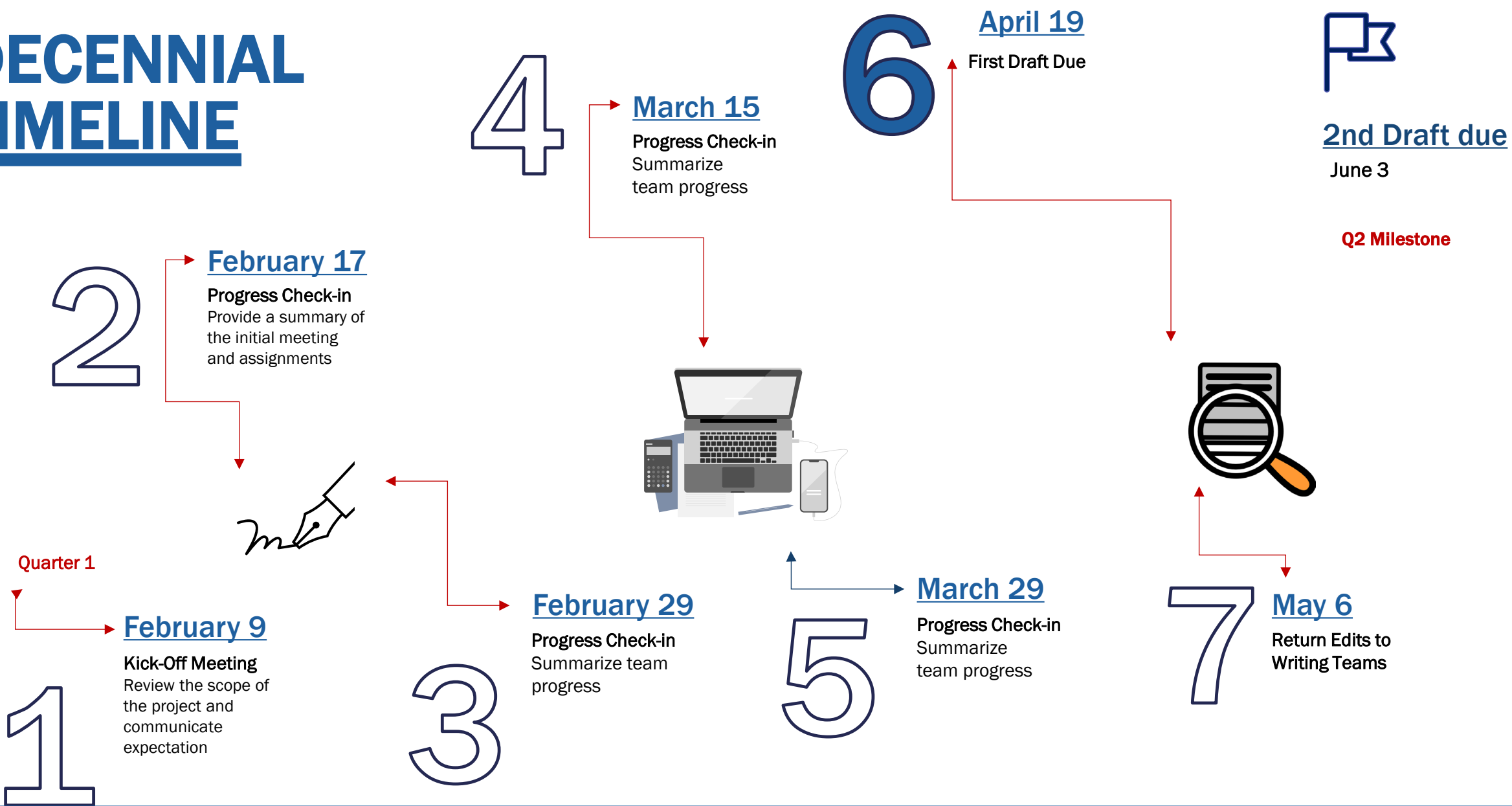
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SACSCOC Reaffirmation Update & Tips

Dr. Liliana Gutierrez & Marsha Hall



DECENNIAL TIMELINE



Resource Manual for the Principles of Accreditation

SECTION 4: Governing Board

- 4.1** The institution has a governing board of at least five members that
- (a) is the legal body with specific authority over the institution.
 - (b) exercises fiduciary oversight of the institution.
 - (c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
 - (d) is not controlled by a minority of board members or by organizations or institutions separate from it.
 - (e) is not presided over by the chief executive officer of the institution.

(Governing board characteristics) [CR]

Rationale and Notes

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

The authority of the board is established in official documentation. The board is aware of its fiduciary responsibilities and carries them out based on accurate information about the operations of the institution. Members of the governing board act with authority only as a collective entity.

To ensure the objectivity of the board's collective interests, care is taken to restrict the potential for conflicts of interest to affect decisions and to ensure that the board's independence is maintained. This is especially important when it comes to the role of the presiding officer of the board. Although a *minority* of Board members may have contractual, employment, personal, or familial financial interests in the institution, direct compensation for board service is prohibited. Board members, including the presiding officer, however, may receive reimbursement for expenses in accordance with board policy. Any member with contractual, employment, personal or familial financial interests in the institution must recuse himself or herself from discussions and votes when appropriate (see Standard 4.2 d.).

We must address each item in order to demonstrate compliance.



Resource Manual for the Principles of Accreditation

Questions to Consider

- What is the structure of the governing board and its committees?
- How are governing board members and the presiding officer elected or appointed?
- How are board members apprised of their responsibilities, including fiduciary responsibilities?
- What evidence is there that the governing board controls the institution?
- How often do the governing board members meet and is their agenda appropriate for their responsibilities?
- What is the process to vet board members for their possible financial interests in the institution? Who keeps track of this information?
- Is there an executive committee? If so, how does the executive committee report to the full board?
- How is a quorum defined?
- What safeguards are in place to prevent control of the board by a minority of members?
- How is the board's presiding officer selected, and who is the presiding officer?
- What is the relationship between the institution's chief executive officer and the institution's governing board?

These questions are used to generate discussion in the narrative

Sample Documentation

- Organizational chart that shows the relationship of the governing board to the institution. This is especially important when board functions do not reside within a single board.
- Bylaws, charter, articles of incorporation, enabling statute, or other documentation to establish the legal authority of the governing board.
- A list of the names of all board members with their occupations, terms of office, and their contractual, employment, personal, or familial financial interests in the institution.
- For private, for-profit institutions, a list of individual stockholders who hold more than 5% of the stock, or the top 20 stockholders.
- Minutes of governing board meetings and executive committee meetings.
- Documents used in ethics training and for conflict-of-interest disclosures of board members.
- Evidence on how board members receive orientation to their duties.



Handbook for Institutions Seeking Reaffirmation

- Documenting compliance (General Examples)
 - Standard publications, such as undergraduate and graduate catalogs, student handbooks, faculty and staff handbooks, departmental policy manuals, organizational charts, bylaws of the governing board, and class schedules.
 - Standard administrative lists and inventories of buildings, equipment, library holdings, faculty resources, etc.
 - Institutional effectiveness policies, calendars, handbooks, and reports.
 - Personnel files containing credentials and evaluations.
 - Contracts, consortial agreements, and other collaborative academic arrangements for providing instruction or sharing services/resources.
 - Financial audits and financial aid audits for the current and recent fiscal years, as well as any other relevant financial statements.



Handbook for Institutions Seeking Reaffirmation

- Evaluating evidence
 - **Reliable.** The evidence can be consistently interpreted.
 - **Current.** The information supports an assessment of the current status of the institution.
 - **Verifiable.** The meaning assigned to the evidence can be corroborated, and the information can be replicated.
 - **Coherent.** The evidence is orderly, logical, and consistent with other patterns of evidence presented.
 - **Objective.** The evidence is based on observable data and information.
 - **Relevant.** The evidence directly addresses the requirement or standard under consideration.
 - **Representative.** Evidence must reflect a larger body of evidence and not an isolated case.



Documentation Years

- When showing trends include three academic years (AY 22, 23, 24).
 - Be prepared to provide five years during the site visit if necessary.
- For current information, use document active in Fall 2024 (contract, handbooks, manuals, audits, etc....)



Next Steps

Marsha Hall



Next Steps

- Submission information will be gathered and codified.
- Common QEP themes will be derived and submitted to the President's Cabinet for Review.
 - Themes will be sent out to the campus community to vote.
- Suggestions for institutional priority measures will be vetted and approved by the President's Cabinet.
 - IPRE will then integrate the measures into the institutional scorecard.
- Division scorecards will be finalized and implemented in Fall 2024.



Thank You for your Participation!



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