

ALAMO COLLEGES DISTRICT BALDRIGE AWARD APPLICATION



ALAMO
COLLEGES
DISTRICT

NORTHEAST LAKEVIEW COLLEGE

NORTHWEST VISTA COLLEGE

PALO ALTO COLLEGE

ST. PHILIP'S COLLEGE

SAN ANTONIO COLLEGE

Alamo Colleges District Baldrige Award Application

alamo.edu/baldrige

Eligibility Submission Date: 03/05/2024 16:37 ET

Eligibility Submitted By: Dr. Mecca Salahuddin

Application Submission Date: 04/11/2024 10:06 ET

Application Submitted By: Dr. Thomas Cleary

Organizational Profile

Note: The information requested in this section will provide context to ensure a deeper understanding of your organization and its environment. The Organizational Profile section will not be evaluated. You will have a limit of 2,000 characters and up to 3 charts, graphs, and/or tables for each question. This section should not include details of your key processes or results.

1 - What are your key products, services, and/or programs?

People recognize the Alamo by its distinctive architectural shape, but it is best remembered for the way it reshaped history—as a mission, as a battle site, as a symbol of freedom. As its namesake, **Alamo Colleges District (ACD)** has had its own inspirational impact on San Antonio and its surrounding area. From our origin as a community college district in 1945, we have fought to make higher education accessible and affordable for all. Highlighted by our cornerstone initiative, **AlamoPROMISE**, we provide tuition-free community college to eligible students in an effort to help end poverty, enhance economic and social mobility, and meet workforce demands. Our colleges fulfill the "Promise" with a vast array of courses and degrees; transfer credits to four-year universities; and workforce development and continuing education programs to help individuals build new careers and meet the needs of the business world. Our objective is to reshape futures.

Five colleges comprise ACD: **St. Philip's College (SPC)**, **San Antonio College (SAC)**, **Palo Alto College (PAC)**, **Northwest Vista College (NVC)**, and **Northeast Lakeview College (NLC)**. **Alamo Colleges Center of Excellence for Student Success (ACCESS)** provides administrative services and support to the colleges. Each College operates with autonomy in accordance with ACD's **Shared Governance** model of collaborative leadership between the Colleges and ACCESS. Based on that autonomy, each College is accredited independently by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** to award Associate degrees and certificates, and select Bachelor's degrees.

Our Colleges are open-door institutions whose students enroll with various goals and levels of preparedness. As indicated in **Figure P-1**, our main program and service offerings are designed to meet the educational goals and service needs of our students. We deliver each of these services through semester, flex, online, weekend, and evening courses using the methods shown.

| Offerings | Importance | Delivery/Methods |
|---|--|---|
| Degree Seeking programs for students seeking an AA, AS, AAT, or AAS degree | 2024 – 54% of students indicated a degree or certificate was their goal | CI; DE; InT; LLC; LC; A&CL |
| Transfer programs for those seeking transfer to a 4-year institution | 2024 – 36% of students indicated transfer as their goal | CI; DE; InT; LLC; LC; A&CL |
| Workforce Development programs a certificate, customized training, or continuing education | 2024 – 9% of students participate in these programs | CI; InT; LLC; A&CL (focus on tech programs) |
| Greater Access to Learning through AlamoPROMISE | Provides advanced education to students who previously had no opportunity | Tuition free access to higher learning |
| Student Success programs and services to enrich and support learning | Supports student completion of all key programs | Advising, Tutoring, Placement, Activities, etc. |
| Administrative and Support Services – Academic Success, Student Success, Financial Aid, HR, IT, Finance, Legal, Security, Facilities, Procurement | Critical ACCESS operational support functions allowing Colleges to focus on students | ACCESS process owners at ACD and representatives deployed to campuses |
| Figure P-1 ACD Educational and Service Offerings <i>CI = Classroom Instruction; DE = Distance Education; InT = Instructional Technologies; LLC = Labs & Learning Centers; LC = Learning Communities; A&CL = Active/Collaborative Learning</i> | | |

Figure P-1 ACD Educational and Service Offerings

2 - What are your mission, vision, and values or guiding principles?

Our mantra, “**Students First**”, reflects our commitment to our key customer and the community we serve. With **AlamoPROMISE** leading the way, we are wholly focused on our students to provide them the opportunity to achieve their goals. This objective is reflected in our Guiding Principles - the **Mission, Vision, and Value (MVV)** statements shown in **Figure P-2**. Characteristics of our culture include the autonomy the Colleges possess to tailor their Mission and Vision statements so as to integrate their own specific objectives while maintaining alignment with ACD; a passion to address the high poverty levels in the area through producing opportunities for upward social mobility; and improving the educational attainment and equity levels of students through greater access to higher education. The MVV help define our culture and encompass the width and breath of ACD’s commitment and objectives.

The ACD commitment to excellence is further evidenced by our focus on the **Baldrige Criteria** (which is codified in Board Policy); deployment of **AlamoPROMISE**; participation in the nationwide **Aspen Institute**, whose focus is on higher education sustainability and equity; participation in the **Achieving the Dream (AtD) as a Leadership College of Distinction** with emphasis to increase the success of community college students, particularly low-income and students of color; and the **Alliance for Innovation and Transformation (AFIT)**, whose goal is to help colleges attain performance excellence through focused learning of successful practices from the business world and applying them to higher education.

| Mission |
|---|
| Empowering our diverse communities for success. |
| Vision |
| The Alamo Colleges will be the best in the nation at Student Success and Performance Excellence. |
| Values |
| <p>The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.</p> <ul style="list-style-type: none"> • Students First • Respect for All • Community-Engaged • Collaboration • Can-Do Spirit • Data-Informed |
| <i>Figure P-2 Mission, Vision, and Values</i> |

Figure P-2 Mission, Vision, and Values

3 - What is your overall organizational leadership and governance structure?

ACD is governed by a ten-member Board of Trustees, each representing one of nine districts in the San Antonio area who are elected by community members of those districts to serve for a term of six years. A tenth member is a student representative. The Board acts as a "Committee of the Whole" and is comprised of seven committees: **Student Success; Building, Grounds, and Sites Selection; Policy and Long-Range Planning; Audit, Budget, and Finance; Legal Affairs; Legislative; and Workforce Development.** Committees provide oversight of operations in their areas of responsibility and issue guidance and direction in the form of **Board Policies** when appropriate. We present performance updates to the Board on a continuous basis while the governance system is reviewed annually by the Board, Chancellor, and College leaders for modification and improvement. **Figure P-3** outlines methods used to review and achieve responsible governance throughout ACD.

| Factor | Review Methods | Achievement Methods |
|---|--|---|
| Strategic Leader Actions and Strategic Plan | Chancellor's Report; SPP; PTP Reviews; CPU Reviews; SLT Meetings | Board Charges; Board Policies, Performance Reviews |
| Fiscal Accountability | Financial reviews at all levels; financial info on website | Annual independent audit; internal audits |
| Transparency in Operations | Board meetings broadcast on TV | Board meetings open to public |
| Selection of Members | Board members accountable to public | Board members elected by community members |
| Independence & Effectiveness of Audits | Independent audit annually | Board reviews audit report and directs action as needed |
| Protection of Stakeholder Interests | Detailed processes to ensure compliance and ethical behavior | Board Policies; KPI and Program Reviews; Audits; Accreditation; Assessments |
| Succession Planning | Track progress of emerging leaders | Success of emerging leaders |
| Policy and Procedures Advisory Council | Stakeholder input to new or revised policies and procedures | Board Charges and Policies |
| Figure P-3 Achievement of Responsible Governance | | |

Figure P-3 Achievement of Responsible Governance

4 - What is your workforce profile, including makeup/important characteristics of your workforce (segments, demographics, the environment [centralized/dispersed, in-office/virtual])?

Our workforce groups include faculty, administrators, staff, and work study (student employees), with segments for location, part-time, full-time, gender, and ethnicity. The profile of our workforce groups and segments are shown in **Figure P-4**. Our workforce closely represents the communities we serve and their student composition, approximating the demographics of the Greater San Antonio area. Teaching faculty are required to meet the certification requirements associated with accreditation set by the SACSCOC; some positions in the administrative segment require professional or doctoral degrees; others require bachelor's or master's degrees with positions on the staff segment requiring at least a high school education. While no bargaining units exist, the Faculty and Staff Senates at each of the Colleges engage in shared governance for local initiatives. These groups are also part of a larger Faculty Senate and Unified Staff Senate to address ACD-wide issues. Special health and safety related requirements exist in areas of recognized hazardous work environments such as welding, electrical, and chemical; compliance with Standards for police officers; and driving safety for vehicle operators.

Key requirements of the workforce are shown in **Figure P-5**, along with requirements for some workforce segments. The key drivers that engage our workforce in accomplishing our mission and shared vision are shown in **Figure P-6**.

Over the last few years a number of changes have occurred prompting us to modify our approach to workforce management. First, high-demand and high-wage professions and programs required us to recruit talent to provide the

education and skills to meet this demand. Also, development of the online capability, largely as a result of the pandemic, presented us the opportunity to provide remote work and learn methods for use by our workforce and students.

| Profile of Workforce Groups and Segments | | | | | | | |
|--|----------|-------|------------------|-----|-------|--------|-------|
| | NLC | NVC | PAC | SAC | SPC | TOTAL | |
| Full-Time Faculty | 73 | 174 | 109 | 238 | 197 | 791 | |
| Adjunct Faculty | 97 | 233 | 121 | 255 | 178 | 884 | |
| | NLC | NVC | PAC | SAC | SPC | ACCESS | TOTAL |
| Administrators | 9 | 8 | 7 | 14 | 12 | 26 | 76 |
| Full-Time Staff | 110 | 167 | 179 | 287 | 216 | 749 | 1708 |
| Part-Time Staff | 67 | 211 | 85 | 224 | 105 | 437 | 1129 |
| Work Study | 66 | 164 | 133 | 311 | 81 | 240 | 995 |
| | FACULTY | | STAFF/ADMIN | | | TOTAL | |
| Overall Full-Time | 791 | | 1784 | | | 2575 | |
| Overall Part-Time | 884 | | 2127 | | | 3011 | |
| | FEMALE | | MALE | | | | |
| Overall Gender | 3291 | | 2293 | | | | |
| | HISPANIC | WHITE | AFRICAN-AMERICAN | | ASIAN | OTHER | |
| Overall Ethnicity | 53.0% | 30.0% | 10.0% | | 3.0% | 4.0% | |
| Figure P-4 Faculty and Staff Groups and Segments | | | | | | | |

Figure P-4 Faculty and Staff Groups and Segments

Figure P-4 Faculty and Staff Groups and Segments

| Group/Segment | Key Requirements |
|-------------------|---|
| All Workforce | <ul style="list-style-type: none"> • Technical Support • Communication • Safe Work Environment • Professional, Job and Leadership Development • Career Progression Opportunity |
| Full-Time Faculty | <ul style="list-style-type: none"> • Academic Freedom • Faculty Leadership |
| Adjunct Faculty | <ul style="list-style-type: none"> • Relationship With Team • Faculty Leadership |
| Part-Time Staff | <ul style="list-style-type: none"> • Inclusion • Relationship with Team |
| ACCESS Staff | <ul style="list-style-type: none"> • Communication and Engagement |

Figure P-5 Workforce Segments and Requirements

Figure P-5 Workforce Segments and Requirements

| Engagement Drivers |
|--|
| Credibility – the extent to which employees view management as credible |
| Respect – the extent to which employees feel respected by management |
| Fairness – the extent to which employees feel that management practices are fair |
| Pride – employees sense of pride in their work by assessing the positive way they regard their jobs, team, or work group, and ACD |
| Camaraderie – employees sense of enjoyment in the workplace by assessing the level of intimacy they experience |
| Figure P-6 Workforce Engagement Drivers |

Figure P-6 Workforce Engagement Drivers

5 - What are your key market segments and/or customer groups? What percentage of business volume/revenue does each comprise?

Texas has defined the ACD service area as the educational Community of Bexar County and the seven surrounding counties. For operational purposes, we divide the service area into three markets segments – San Antonio, Bexar County, and the seven surrounding counties. Within these segments there are seven student customer groups based on the college they attend, and these groups are further segmented so we are able to better understand their needs and requirements and deliver the best possible education and service to all. **Figure P-7** summarizes our market segments key student groups, and stakeholders, as well as relevant educational programs and customers. **Figure P-8** provides the percentage of revenue each of the colleges generated in 2023.

| Market Segments, Student Groups and Stakeholders | Key Educational Requirements |
|---|--|
| Market Segments | |
| <ul style="list-style-type: none"> • San Antonio • Bexar County • Seven Surrounding Counties | <ul style="list-style-type: none"> • Early Connections (EC) • Enrollment (E) • Progress (P) • Completion (C) • Transition (T) |
| Key Student Groups | |
| • All Students | • EC, E, P, C, T |
| • Credential, Degree, Certificate Seeking | • EC, E, P, C, T |
| • Career/Technical Education | • EC, E, P, C, T |
| • Online Learners | • EC, E, P, C, T |
| • High School Students | • EC, E, P, C, T |
| • Transfer Seeking | • C, T |
| • Former Student | • E, P, C, T |
| Other Student Groups | |
| • Students Who Are Parenting | • P, C, T |
| • Developmental Education Students | • EC, E, P, C, T |
| • Continuing Education Students | • E, C |
| • International Students | • EC, C, P, C, T |
| Stakeholders | |
| • Community | • EC, E, P, C, T |
| Figure P-7 Market, Student Groups, Stakeholders | |

Figure P-7 Market Segments, Student Groups, and Stakeholders

| Percent of College Revenue Generated (2023) | |
|--|----------------------|
| St. Philip's College | 19.7% |
| San Antonio College | 29.6% |
| Palo Alto College | 15.0% |
| Northwest Vista College | 23.6% |
| Northeast Lakeview College | 12.1% |
| Total College Revenue Generated | \$132,537,164 |
| Figure P-8 College Revenue | |

Figure P-8 College Revenue

6 - What role do suppliers, partners, and collaborators perform in producing and delivering your key products, services, and/or programs?

Partners, collaborators, and suppliers (**Figure P-9**) are important to ACD for four reasons. First, partners are often directly involved in the delivery of services to students and other customers; second, we devote substantial time and effort working with these groups to achieve short-or long-term objectives to include their participation in our Strategic Planning

Process (SPP), our two-way communications system, and their role in developing and implementing innovations; third, the products and services that we procure can directly impact the quality of education we provide and how effective we deliver it; and fourth, non-labor expenses are a significant component of our costs. Therefore, we have established a number of partnerships and collaborative relationships and identified key suppliers of vital products and services.

Strategic Partners – organizations that we have a strategic alliance with, have a direct role in supporting delivery of education services, and for which there are reciprocating relationships or dual requirements.

Collaborators – advocacy organizations that we work with to achieve short- or long-term objectives or support initiatives that benefit stakeholder or community groups.

Key Suppliers – those organizations from whom we purchase goods and services of significance or who play a role in delivering services directly to our students.

| Partners and Collaborators | Key Requirements and Expectations |
|--|--|
| Feeder Schools | <ul style="list-style-type: none"> • Early connections • Enrollment |
| Dual Credit & Early College High Schools | <ul style="list-style-type: none"> • Early connections • Enrollment |
| Transfer Schools | <ul style="list-style-type: none"> • Completion • Transition |
| Employers and Community Advisory Committees | <ul style="list-style-type: none"> • Employment opportunities • Guidance on needs and requirements |
| Key Suppliers | Key Requirements and Expectations |
| ACCESS to Colleges | <ul style="list-style-type: none"> • Provide key support services as indicated in Figure P-1 |
| Service Providers | <ul style="list-style-type: none"> • Training and Consulting • Provide bookstore, cafeteria, and housekeeping services |
| Technology Providers | <ul style="list-style-type: none"> • Technology solutions • Upgrade and purchase plans |
| Figure P-9 Partners, Collaborators, and Key Suppliers | |

Figure P-9 Partners, Collaborators, and Key Suppliers

7 - What types of competitors do you have, and what differentiates your organization?

San Antonio continues to be among the top ten fastest growing markets in the country. ACD serves the entire market area which is becoming more competitive as other higher education providers enter the market and online options become available to more people. Our primary competitors today are the public universities in our market area, including the University of Texas at San Antonio (UTSA) and Texas A&M University at San Antonio (TAMU-SA). Other competitors include local, private, four-year universities such as Our Lady of the Lake University, St. Mary's University, The University of the Incarnate Word and Trinity University. National competitors include online education providers, for-profit colleges, and the military.

Online education providers from outside our market area continue to grow, which has caused us to enhance our own operational procedures and offerings to meet this challenge and provide greater flexibility for our students. Our online presence has been expanded in recent years to meet this challenge, but our most significant initiative to further meet the needs of the community and prospective students is the implementation of **AlamoPROMISE (Figure P-10)**. Launched in 2019, this one-of-a-kind initiative in our market area has seen enrollment of incoming new students from PROMISE schools growing from a baseline of 2,384 to a total of 9,529 new PROMISE scholars in cohort 4 entering ACD in the fall of

2023. This initiative has been an overwhelming success resulting in higher education access to thousands of students who would not have had an opportunity to attend college without it and is clearly a significant difference maker for the community.

| AlamoPROMISE Structure |
|--|
| Includes all public Bexar County independent school districts and their high schools |
| Open to graduates from 73+ public high schools and programs |
| Includes high school graduates from charter, private, and home schools in Bexar County |
| Students are accepted regardless of income |
| Students are accepted regardless of high school ranking/grade point average |
| Tuition and fees are covered |
| Books are covered |
| Figure P-10 AlamoPROMISE Structure |

Figure P-10 AlamoPROMISE Structure

8 - What are your key communities? What role do these relationships play in supporting your organization and your key communities?

Note: Key communities may include the following:

- Local/geographic (e.g., volunteerism and other activities that benefit your community)
- Professional (e.g., participation and/or leadership of professional societies)
- Industrial (e.g., participation and/or leadership of trade associations)

Bexar County and San Antonio comprise ACD's key communities in which we have important relationships not only as a provider of higher education but also as a good citizen who cares for the overall well-being of the local citizenry. We focus on local environmental, social, and economic needs annually during the SPP and in strategic leadership meetings throughout the year. Senior leaders engage with the community on boards, community leadership teams, and in informal settings and gather data to better understand community needs, where there are good fits for us, and to form partnerships.

From an environmental standpoint, we have established an **ACD Sustainability Program** with a Climate Action Plan and an Environmental Sustainability Policy and Procedure. **Figure P-11** also outlines other areas we provide support to the community. From a social well-being standpoint, we provide community education centers at eight locations that offer college awareness programs and support for adult learners, such as the **Westside Education and Training Center (WETC)**.

From an economic well-being standpoint, we have established the **Alamo Academies**, a national award winning, innovative, STEM-based instructional model providing students with tuition-free career pathways into five high demand technical occupations: Aerospace; Information Technology and Security; Advanced Technology and Manufacturing; Nursing; and Heavy Equipment. The Alamo Academies offer Level 1 and Level 2 certificates that lead high school students into high-skill, high-wage jobs located in the San Antonio area. In addition, we participate in the San Antonio **Ready to Work (RTW)** grant program which is a city initiative promoting careers in high-wage/high-demand jobs. RTW funds those qualified individuals who are seeking to gain new skills or improving on existing skills. Funding includes tuition, fees, housing, transportation, and childcare assistance. ACD is the largest training provider for this program.

| Key Community Support Focus Areas | |
|--|--|
| ACD Sustainability Program | Greenhouse Gas Emissions Energy and Water Conservation Indoor and Outdoor Air Quality New Construction Sustainability Literacy Procurement |
| ACD Community Education Centers | College awareness programs and support for adult learners at eight regional and inner-city locations. |
| SA-Works | ACD and SA Chamber of Commerce partnership to develop a talent pipeline aligned to targeted industries that are critical to the economic development of SA and the region. |
| Ready to Work | Grants provided to qualified individuals seeking to gain new or improved job-related skills. |
| Dual Credit and Early College High School | Programs for high school students to allow for early access to higher education and possible attainment of college credentials. |
| Employees Giving Back | Contributions to The United Way, The FUND (SA Arts and Culture) and the ACD Foundation. |
| Advocacy Centers | Each College has an Advocacy Center providing essential and timely food, clothing, and services to students. |
| Figure P-11 Community Support Initiatives | |

Figure P-11 Community Support Initiatives

9 - What are the strategic challenges, threats, advantages, opportunities, core competencies, or other critical factors that most impact your organization's success and sustainability?

Figure P-12 provides a summary of the ACD **Strategic Challenges, Threats, Advantages, and Opportunities**. These items are reviewed during planning retreats and revised accordingly as warranted. Advantages and Opportunities present us areas that we can build on to enhance our value to our students and other customers, while the Challenges and Threats lead us to actions to overcome potential negative outcomes before they result in us falling short of our goals and expected high performance.

ACD's **Core Competencies** are shown in **Figure P-13** below. Each of these competencies provides us an advantage over our competitors and provides us a great opportunity to achieve student and community success.

| |
|---|
| Strategic Challenges |
| Public expectation of sustained high performance |
| Increased competition for students |
| Strategic Threats |
| K-12 educational preparedness/loss |
| Possibility of an economic recession |
| Strategic Advantages |
| Affordability and value |
| Focus on student success |
| Strong educational partnerships |
| Strategic Opportunities |
| New funding model |
| New programs addressing community growth |
| Technological advancement |
| Figure P-12 Strategic Challenges, Threats, Advantages, and Opportunities |

Figure P-12 Strategic Challenges, Threats, Advantages, and Opportunities

| |
|---|
| ACD Core Competencies |
| 1) Early Access to Higher Education - Includes our dual credit, early college high school, and other methods we have deployed to provide high school students opportunities for early access to college. |
| 2) Fulfilment of the Alamo Promise – Since its inception the “Promise” has resulted in dramatic increases in the higher-education going rate; doubled total enrollment of new students; and created thousands of new jobs. |
| 3) Strategic Partnerships – Provide significant advantages in working closely with other organizations for mutually beneficial outcomes in support of students and other customers. |
| Figure P-13 ACD Core Competencies |

Figure P-13 ACD Core Competencies

10 - What are your key applicable regulations, as well as accreditation, certification, or registration requirements?

ACD operates within the **Texas Education Code** monitored through the **Texas Higher Education Coordinating Board (THECB)**, which regulates contact-hour and performance-based funding, common courses, and the approval of new programs. THECB also compares demographic and financial data and monitors institutional effectiveness. We also must comply with specific FERPA, ADA, OSHA, EPA, and EEOC requirements. ACD operates in accordance with regulatory requirements at the federal, state, and local levels and is accredited by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** to award Associate degrees and certificates, and Bachelor’s degrees. **Figure P-14** displays the types of requirements we must comply with and the regulators who define and monitor these requirements.

| Purpose | Regulator |
|---|--|
| Financial and Controls Regulatory | GASB, IRS, TRS, ERS, PFIA, Single Audit, various federal and state grantor agencies; THECB |
| Student Financial Aid | DOE |
| Federal Human Resources Regulatory Issues | US DOL, EEOC, FCC Fair Credit Reporting, Immigration and Customs Enforcement, Office of Contract Compliance, ADA/504, Title IX |
| Fire Safety | NFPA |
| US Office of Special Counsel (Whistleblower Protection Act) | US Office of Special Counsel |
| Texas Human Resources Regulatory Issues | Texas Workforce Commission, Attorney General, Department of Insurance, Health & Safety Code |
| Environmental (Environmental Quality) | Texas Environmental Quality Commission |
| Local Building Codes | City Code Compliance |
| Curriculum approval; Program approval; State reporting | Texas Higher Education Coordinating Board |
| Accreditation requirements | Southern Association of Colleges and Schools Commission on Colleges |

Figure P-14 Regulatory Bodies and Purpose

Figure P-14 Regulatory Bodies and Purpose

11 - Is there anything you consider unusual about your environment or business model that would aid in understanding your organization?

Many years ago, the ACD Board approved implementation of a new, groundbreaking educational leadership philosophy to create a stronger focus on students and to accelerate our quest to achieve performance excellence. That philosophy, **The AlamoWAY: Always Inspire, Always Improve (Figure P-15)**, took hold, and today remains central to everything we do.

The **AlamoWAY**, codified in Board Policy, produces improvement and innovation through the development and integration of our **Strategic Planning Process** with our **Measurement System, College Planning Processes, Unit Planning Processes, Staff Progress Review, Faculty Evaluation Process, and AlamoPROMISE**. These approaches produce, deploy, and align our Strategic Objectives, Key Strategic Priorities, Action Plans, Key Performance Indicators, and Targets throughout the entire organization. At the process level, a culture of continuous improvement and innovation using **FOCUS PDCA** has been created to inspire change. We complete a Baldrige-based assessment annually, which provides an overall evaluation of the approaches used to lead and manage organizational activities and provides feedback that is integrated into planning across the enterprise. As a result, **ACD** was a recipient of the **Baldrige Award for Performance Excellence** in 2018; three of our colleges, **NVC, PAC, and SPC** along with **ACCESS** are recipients of the **Texas Award for Performance Excellence**; and **SAC** is a recipient of the **Aspen Prize**. **Figure P-16** illustrates our ability to produce major innovative approaches on a continuous basis, enhancing our value to students and the community.

Clearly, the **AlamoWAY** has inspired us all and produced an approach to performance improvement and innovation that has resulted in recognition of ACD as one of the premier community college systems in the nation as evidenced by some of the national and regional recognitions received and listed in **Figure P-17**.



Figure P-15 AlamoWAY

AlamoADVISE 2.0??

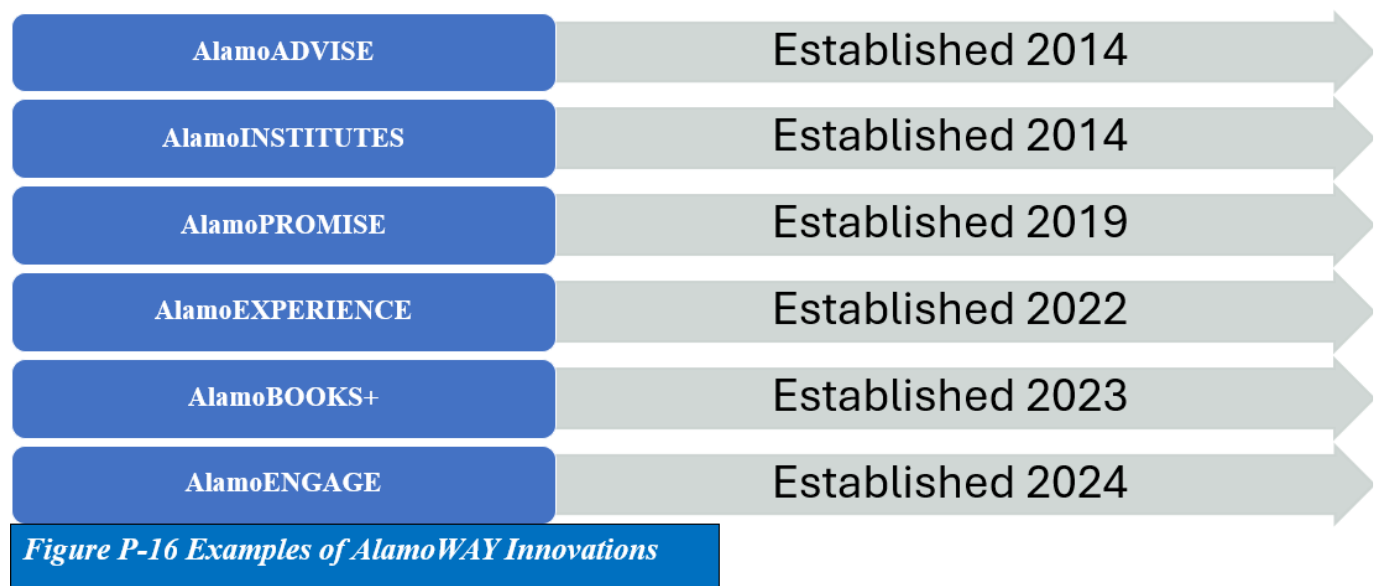


Figure P-16 Examples of AlamoWAY Innovations

| Organization | Award | Award Type | Award Year |
|---|---|-----------------|-------------|
| National Institute of Standards & Technology | Baldrige Award | National | 2018 |
| Texas Award for Performance Excellence: Per Governor | Award for Performance Excellence: ACCESS, NVC, PAC, SPC | Regional | 2007-2020 |
| Moody's | AAA Bond Rating | National | 2018-2024 |
| Standards and Poor's | AAA Bond Rating | National | 2018-2024 |
| Government Finance Officers Association | Certificate of Excellence in Financial Reporting | National | 2018-2024 |
| Government Treasurers' Organization of Texas | Certificate of Distinction Award | Regional | 2018-2024 |
| Achieving the Dream | Leader College | National | 2018-2019 |
| Aspen Institute | Aspen Prize: (PAC) Rising Star Award | National | 2019 |
| Excelencia in Education | Finalist for Excelencia in Education's Inaugural Seal of Excellence | National | 2019 |
| San Antonio Business Journal | Business of the Year Finalist | Regional | 2019 |
| Achieving the Dream | Leader College of Distinction | National | 2020-2024 |
| Achieving the Dream | Leah Meyer Austin Award | National | 2020 |
| Ellucian | Ellucian Impact Award | National | 2020 |
| San Antonio Business Journal | Resiliency Award | Regional | 2020 |
| Aspen Institute | Aspen Prize: (SAC) Top Community College in Nation | National | 2021 |
| Tambellini Group | Innovative Technology Award | National | 2021 |
| Association for Talent Development | Building talent Enterprise Wide and Strategically driving a Talent development culture (BEST) Award | National | 2022-2024 |
| American Association of Community Colleges | Award for Excellence in Student Success | National | 2022 |
| Franklin Covey Company | Franklin Covey Greatness Award | National | 2022 |
| Bellwether College Consortium | Award for Excellence | National | 2023 |
| Achieving the Dream | Network Legend Award | National | 2024 |
| National Association of Foreign Student Advisers | Senator Paul Simon Award for Campus Internalization | National | 2024 |
| Great Place to Work | Great Place to Work Designation | National | 2024 |
| Figure P-17 Alamo Awards of Distinction | | | |

Figure P-17 Alamo Awards of Distinction

Leadership and Governance

1 - Briefly describe and/or depict your leadership and governance processes and/or systems, including processes for succession planning and for two-way communication.

The **AlamoWAY** forms the basis for our leadership approach and defines our top three priorities. **Student Success** is the focus of everything we do to lead students to achieve their goals. **Performance Excellence** is the basis for our approach to performance management to deliver value to students. **Principle-Centered Leadership** forms the belief that there is a leader in every seat and provides opportunities for students and employees to develop as principle-centered leaders.

Figure 1 displays our leadership team structure.

ACD is governed by a ten-member Board of Trustees, each representing one of nine districts in the San Antonio area who are elected by community members of those districts to serve for a term of six years. A tenth member is a student representative. We present performance updates to the Board on a continuous basis and the governance system is reviewed annually by leadership for modification and improvement. **Figure 2** shows methods used to review and achieve responsible ACD governance.

Succession planning is a critical action to ensure the development of future leaders. We identify high potential individuals through performance assessments; involve them in leadership activities; seek nominations and select individuals for promotion; and encourage participation in leadership development initiatives. The **Leadership Academy**, **Effective Managers Training**, and **Aspiring Leaders Training** are key methods to identify those who will lead ACD in the future. Senior Leaders (SLs) recognize the importance of communication and ensure candid, two-way communications with all stakeholders through the **Communicate and Engagement System (CES)** shown in **Figure 3**. The CES begins with the recruiting and hiring process when SLs meet with new hires to establish a relationship and invite them to bring any issue to their attention at any time. SLs have an open-door policy to facilitate engagement, encourage continuous contact, and often visit work centers to encourage discussion.

| Team | Members | Focus |
|---|---|--|
| Strategic Leadership Team (SLT) | Chancellor, College Presidents, Vice Chancellors (VCs) | Student Success, Performance Excellence, and Principle-Centered Leadership |
| Vice Chancellors | VCs and College VPs in Same Areas of Responsibility | Student Success and Performance Excellence |
| Strategic Research Team (SRT) | Chancellor, VCs, Presidents, Directors of Strategic Initiatives, Subject Matter Experts | Student Success and Performance Excellence |
| District Leadership Team (DLT) | Chancellor, VCs, Presidents, Associate VCs, Stakeholder Group Leaders | Student Success, Performance Excellence, and Principle-Centered Leadership |
| ACCESS Operations | Chancellor, VCs, Associate VCs, ACCESS Program Directors | Student Success and Performance Excellence |
| College Leadership Teams | College President, VPs, Deans, Directors, Faculty and Staff Reps | Student Success, Performance Excellence, and Principle-Centered Leadership |
| Figure 1 Leadership Team Structure | | |

Figure 1 Leadership Team Structure

| Factor | Review Methods | Achievement Methods |
|---|---|---|
| Senior Leader (SL) Actions and Strategic Plan | Chancellor's report; SPP, PTP and CPU reviews; SLT meetings | Board charges and policies; annual performance review by Chancellor and Board |
| Fiscal Accountability | Financial reviews at all levels; financial info on website | Annual independent financial audit; internal audits |
| Transparency in Operations | Board meetings broadcast on TV | Board proceedings open to public |
| Selection of Members | Board members accountable to public | Board members elected by community |
| Independence/ Effectiveness of Audits | Independent audits conducted annually | Board reviews audit report and directs actions as needed |
| Protection of Stakeholder Interests | Processes to ensure compliance and ethical behavior | Board policies; KPI and program reviews, audits, accreditation, assessments |
| Succession Planning | Track progress of emerging leaders | ALAS, Emerging Leaders Program, new leadership academy |

Figure 2 Achievement of Responsible Governance

Figure 2 Achievement of Responsible Governance

| Method | What | Who | Frequency |
|---|--|---|--------------------|
| Senior Leadership Team | MVV, strategic direction, critical information | Chancellor, College Presidents and VCs | Weekly |
| Presentations to Board | Program/student highlights, best practices, CPU | College leadership and Board | Quarterly |
| Vice Chancellor Meetings* | Key decisions; critical issues; review performance; address strategic direction; reinforce MVV | Chancellor and VCs | Monthly |
| College Leadership Team Meetings* | Strategic planning, operational planning, important information | President, VPs, Deans, Directors, Faculty, Staff, other key personnel | Weekly |
| Councils and Committees* | Key Decisions, minutes posted on AlamoShare | President, VPs, Deans, Directors, Dept Chairs and Leads, Faculty, Staff, Students | Most Monthly |
| Department/Discipline Meetings* | Progress to plans, news, recognition, best practices, MVV, expectations | Department Chairs, Faculty | Monthly |
| Workforce Performance Evaluations* | Performance and expectations, learning and development opportunities, values, goals | Faculty and Staff | Yearly |
| New Employee Orientation* | MVV, Alamo Way Work Culture, history, ethics, and compliance | College and ACCESS Leaders, Workforce | Ongoing |
| Town Hall Meetings* | CPU, Strategic plan, budget, general information, items of interest | Faculty and Staff | Semi-Annual |
| Strategic Planning Retreats* | ES, SWOT Analysis, MVV, SOs, APs, KPIs | College and ACCESS Leaders | Yearly |
| Convocations* | Annual directions, MVV, recognition, development | Workforce and Students | Semi-annual |
| Employee Development Meeting* | Thematic organizational knowledge, best practices sharing | Faculty, Workforce and Students | Yearly |
| Budget Planning Meetings* | Review of proposed and current budget | Workforce, Budget Team, College Budget Office, Senior Leaders | Ongoing |
| Faculty Senate Meetings* | Organizational knowledge and best practices | Faculty, AVC HR and Chancellor | Monthly |
| Staff Council Meetings* | Organizational knowledge and best practices | Staff, AVC HR and Chancellor | Monthly |
| New Student and ECHS Convocation/Orientation* | Information sharing | Students, Community | Semi-Annual/Yearly |
| Faculty Development Seminars* | Thematic organizational knowledge, best practices sharing for faculty | Deans, Chairs, Leads, Staff, Faculty | Ongoing |
| Policies, Procedures, and Guidelines | Standards, organizational knowledge and learning, best practices | Workforce, Students, Suppliers, Community, Alumni | Ongoing |
| College Catalogs | College resources, general info with emphasis on degree plans | Faculty, Staff, Students, Community | Ongoing |
| Newsletters and Weekly Reports | Campus news, upcoming events, important information, employee spotlight | Workforce, Students, Suppliers, Community, Alumni | Weekly |
| AlamoShare Access Folders | Organizational knowledge | Workforce | Ongoing |
| Website/social media | Organization knowledge, resources, College and ACCESS information | Workforce, Students, Suppliers, Community, Alumni | Ongoing |
| Alamo Institutes Advisory Committees | Deploy career pathways and model information | Students, Faculty & Staff, Advisors, Admissions | Ongoing |
| Figure 3 CES Communicate and Engagement System | | | |
| * Two-way communication identified in bold | | | |

Figure 3 CES Communicate and Engagement System

2 - What are your results for the effectiveness of senior leaders' engagement and communication by key workforce segments (e.g., workforce ratings of leaders)?

ACD uses nationally normed instruments from 3rd-party sources to assess how well its senior leaders communicate and interact with its workforce. Two tools have historically been used, the PACE Climate Survey until 2021 and the Great Place to Work (GPTW) survey since 2022. Both instruments indicate positive trends and high levels of satisfaction with leadership. Moreover, ACD experienced a slight dip in GPTW scores in 2023. Leadership immediately addressed the concerns expressed in the survey results, which resulted in a significant increase in scores the following year. ACD's latest GPTW data showed that 2/3 of the employees were happy with senior leader engagement (**Figure 1-1**). When disaggregated, both faculty and staff segments showed high levels of trust and confidence in leadership (**Figure 1-2**). Additional segmentation data can be reviewed on-site.

| Senior Leader Engagement and Communication With Faculty and Staff | | | | | | | |
|---|------|------|------|--|------|------|------|
| <i>PACE</i> | 2019 | 2020 | 2021 | <i>GPTW</i> | 2022 | 2023 | 2024 |
| Overall | 3.95 | 3.96 | 3.99 | Overall | 64 | 62 | 69 |
| ACD Supervisory Relationships | 3.93 | 3.98 | 4.01 | ACD Engagement and Communication Factors | 60 | 59 | 66 |

Figure 1-1 Engagement and Communication With Faculty and Staff

Figure 1-1 Engagement and Communication With Faculty and Staff

| GPTW Workforce Engagement By Segment | | | | |
|---|-----------------|------------|----------|----------|
| Statement | Adjunct Faculty | FT Faculty | FT Staff | PT Staff |
| Management is honest and ethical in its business practices. | 76 | 68 | 70 | 73 |
| Management is competent at running the business. | 76 | 62 | 68 | 75 |

Figure 1-2 Workforce Perspectives in Key Engagement Indicators

Figure 1-2 Workforce Perspectives in Key Engagement Indicators

3 - What are your results for the effectiveness of senior leaders' engagement and communication by key customer and stakeholder segments?

ACD also utilizes 3rd party nationally normed instruments to measure its senior leadership engagement with our key customer – students. ACD regularly administers the Noel-Levitz Student Satisfaction Inventory (NLSSI). This instrument measures various aspects of student satisfaction in our industry and provides important insights to ACD. ACD consistently surpasses the national average for community colleges on key metrics measured in the NLSSI (**Figure 1-3**). Similarly, ACD surpasses both the state and national average on the key metric measuring student's "educational experience as good or excellent" (**Figure 1-4**).

| Senior Leader Engagement and Communication With Students | | | | | | | | |
|--|------|----------|------|----------|------|----------|------|----------|
| Noel Levitz - SSI (NLSSI) | 2018 | | 2020 | | 2021 | | 2022 | |
| | ACD | National | ACD | National | ACD | National | ACD | National |
| Faculty Care About Me | 5.89 | 5.68 | 5.87 | 5.66 | 5.94 | 5.73 | 6.06 | 5.66 |
| College Shows Concern | 5.83 | 5.56 | 5.85 | 5.53 | 5.89 | 5.61 | 5.98 | 5.53 |
| Enjoyable Experience | 6.17 | 5.88 | 6.14 | 5.85 | 6.18 | 6.02 | 6.29 | 5.93 |
| Faculty Fair and Unbiased | 6.11 | 5.84 | 6.16 | 5.81 | 6.19 | 5.90 | 6.27 | 5.81 |

Figure 1-3 Engagement and Communication With Students

Figure 1-3 Engagement and Communication With Students

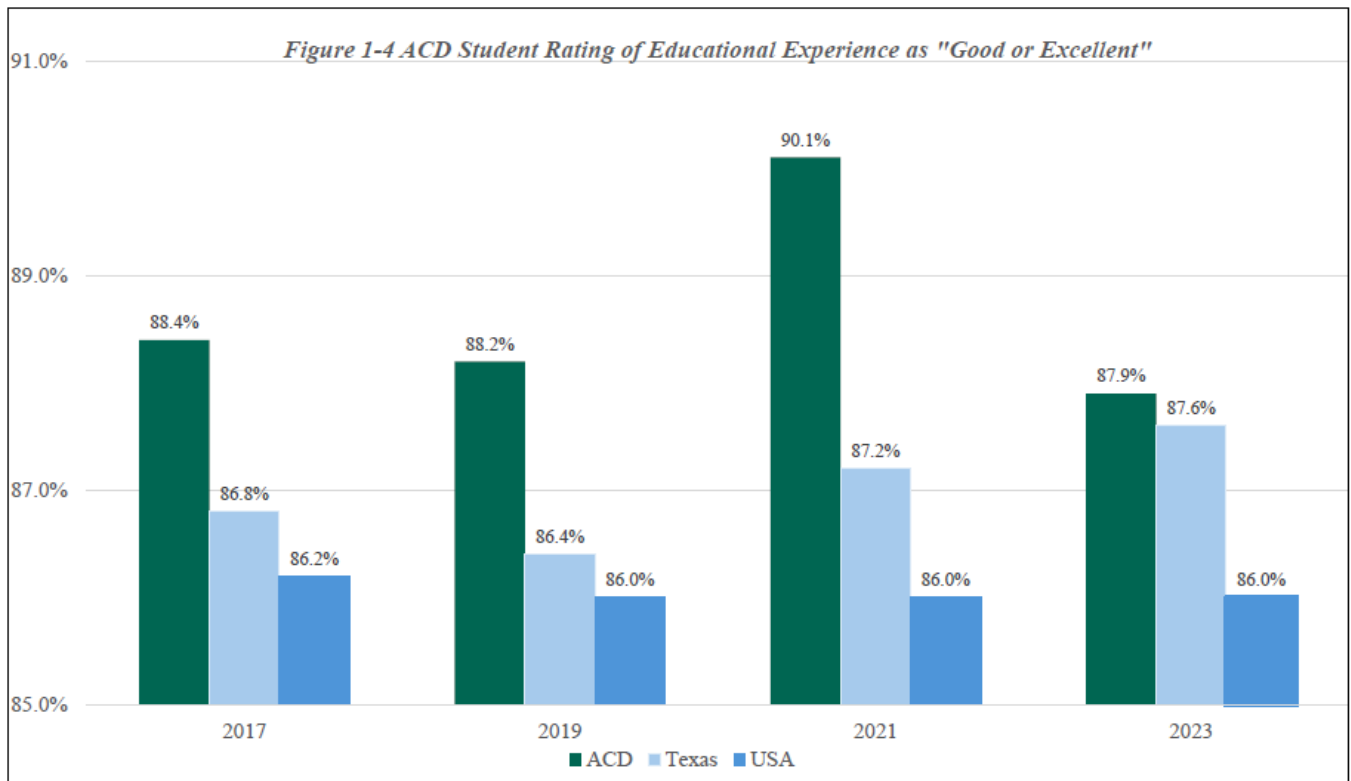


Figure 1-4 ACD Student Rating of Educational Experiences as "Good or Excellent"

4 - What are your results for leadership and governance accountability (e.g., internal and external audits and assessments, certifications, and accreditations)?

Note: Comparisons are not expected for this question.

Accountability is a critical aspect of senior leadership. ACD undergoes annual financial audits via an external audit firm that provides a thorough and detailed review of ACD finances and financial procedures. The opinions and findings are consistently unmodified – the best possible outcome (**Figure 1-5**). In higher education, the gold standard for quality control is receiving regional accreditation. This designation allows students to be able to receive federal financial aid and is one of the most important aspects of institutional accountability. Each ACD college is individually accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and have been fully reaccredited every five years. Program-level accrediting bodies have deemed specific programs at ACD to be in full compliance as well (**Figure 1-6**). Program licensure is required in many programs at ACD. ACD prides itself on extremely high levels of licensure pass rates (**Figure 1-7**).

| <i>External Annual Financial Audit Findings</i> | | | | | |
|--|------------|------------|------------|------------|------------|
| Audits | 2019 | 2020 | 2021 | 2022 | 2023 |
| Opinion | Unmodified | Unmodified | Unmodified | Unmodified | Unmodified |
| Compliance Audit Findings | 0 | 0 | 1 | 0 | 0 |
| Figure 1-5 External Financial Audit Results | | | | | |

Figure 1-5 External Financial Audit Results

| Accrediting Body | Timeline | Results |
|---|-----------------------------|--|
| Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) | 10 Years with 5 Year Review | Full Accreditation – NLC, NVC, PAC, SAC, SPC |
| American Veterinary Medical Association | 6 Years | Full Accreditation Where Required |
| Professional Landcare Network (PLANET) | 7 Years with Annual Review | Full Accreditation Where Required |
| National Association for the Education of Young Children | 5 Years | Full Accreditation Where Required |
| Figure 1-6 Accreditation Results | | |

Figure 1-6 Accreditation Results

| Certifications | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|-------|-------|-------|-------|-------|
| Licensure Pass Rates | 86% | 92% | 85% | 91% | 87% |
| Benchmark | =>85% | =>85% | =>85% | =>85% | =>85% |
| Figure 1-7 Certification Results | | | | | |

Figure 1-7 Certification Results

5 - What are your results for grievances and complaints, including those related to safety, the Equal Employment Opportunity Commission (EEOC), and ethics?

As a complex multi-college district, ACD monitors and assesses grievances and complaints and categorizes these into the following areas: a) Civil Actions; b) EEOC Complaints; and c) Workforce Grievances. ACD is consistently below the national benchmark established by the National Community College Benchmark Project (NCCBP) in workplace grievances (**Figure 1-8**).

| Grievances and Complaints | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|------|------|------|------|------|
| Civil Actions | 0 | 1 | 0 | 0 | 0 |
| EEOC Complaints | 3 | 3 | 3 | 6 | 0 |
| Workforce Grievances | 19 | 7 | 5 | 20 | 10 |
| ACD Grievance Rate | 0.33 | 0.12 | 0.62 | 0.33 | 0.18 |
| NCCBP Grievance Benchmark | 0.29 | 0.24 | 0.71 | 1.29 | NA |
| Figure 1-8 Grievances and Complaints | | | | | |

Figure 1-8 Grievances and Complaints

Strategy

Note: Comparisons not expected for the results in this section.

1 - Briefly describe and/or depict your key processes used in strategic planning, including development, resource allocation, and execution.

We conduct systematic, iterative strategic planning each year to ensure timely and effective strategy formulation and implementation in response to emerging strategic challenges and other considerations. Through the Strategic Planning Process (SPP), **Figure 4**, ACD sets the priorities for the Colleges and ACCESS over a three-year timespan. The SPP consists of four phases.

Resources are allocated to support the plan using a budget process consisting of revenue and expense allocations. The Colleges provide contact hour, enrollment, and non-formula revenue projections and the ACD Budget Office (ABO) coordinates projections for enrollment, revenue, and other key data elements in collaboration with the college budget officers. All units finalize employee position listings and begin preliminary work on the development of detailed budgets based on a review of previous fiscal year budgets, unit needs, educational needs, and College objectives. The ABO and the Colleges prepare initial operating expense budget allocations which are distributed for review. In July, a Board Budget Retreat is held for presentation, review, and approval of the budget for the upcoming year.

Once the plan is approved, it is ready to be executed with various systematic approaches to meet ACD requirements. At PAC, for example, the Unit Planning Process (UPP) requires each Unit Manager to complete an evaluation of progress made on the prior year's plan, assess the new plan, and based on those assessments, identify Unit Goals. Unit Action Plans (UAPs) are then created. Unit performance measures and targets are established and aligned and methods of dissemination are determined. Deployment of APs to individuals is accomplished by Unit Managers through assignments and tasks that align with their job responsibilities. Plans are deployed to partners, collaborators, key suppliers and Executive Team members. Procurement personnel work directly with and provide plan information to those stakeholders.

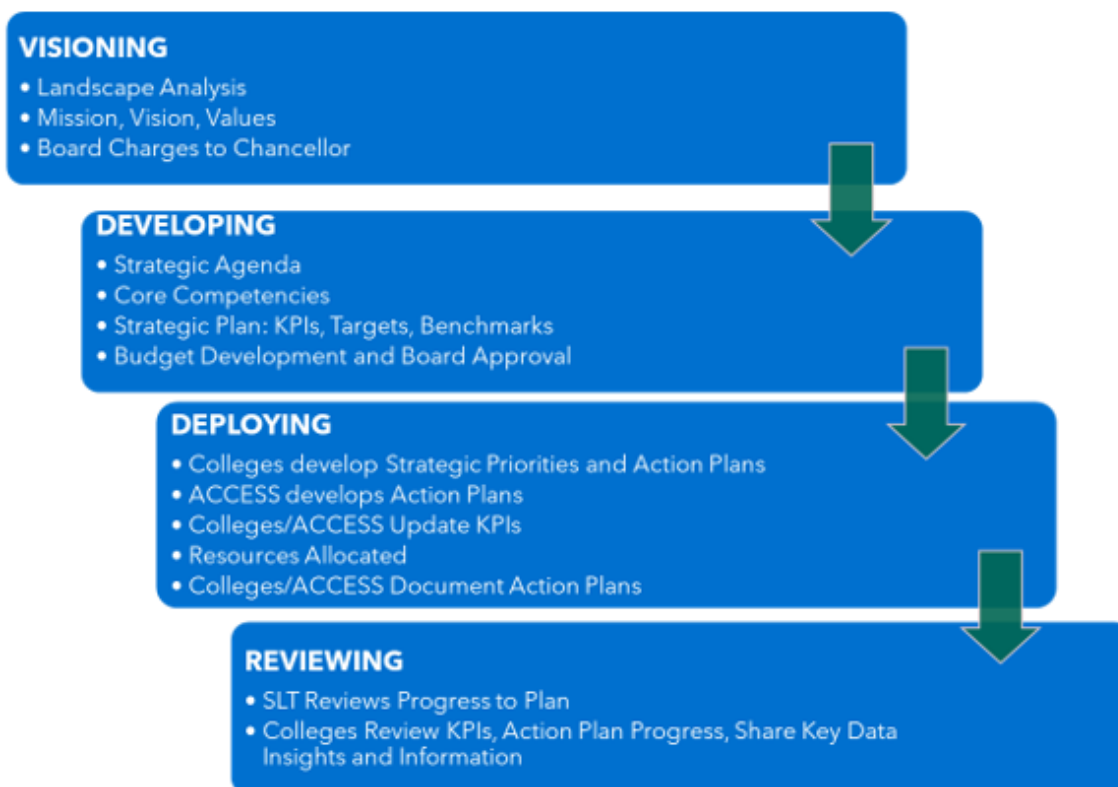


Figure 4 ACD Strategic Planning Process

Figure 4 ACD Strategic Planning Process

2 - What are your results for accomplishment of your action plans?

ACD action plans are developed during the annual SPP and focus on two critical components of higher education: enrolling and graduating students. ACD has shown steady, incredible growth in enrollment, increasing by over 10,000 students from Fall 2018 to Fall 2023 (**Figure 2-1**). A critical initiative aimed at increasing enrollment is the AlamoPROMISE program, which enrolled its first cohort in Fall 2020. While enrollments dipped in 2021 at ACD, and among all colleges across the nation due to the pandemic, ACD data show that enrollments remained strong and rebounded at greater rates than all comparison groups (**Figure 2-2**). Where ACD grew enrollment from 2018 to 2023 by 17%, most peers experienced a decline and trailed ACD by an average of 25%. Not only did ACD enrollment dramatically outperform Texas institutions, ACD outperformed Texas colleges on important completion metrics: 1) the time it takes students to earn a degree and 2) graduates as a % of enrollment (**Figure 2-3**).

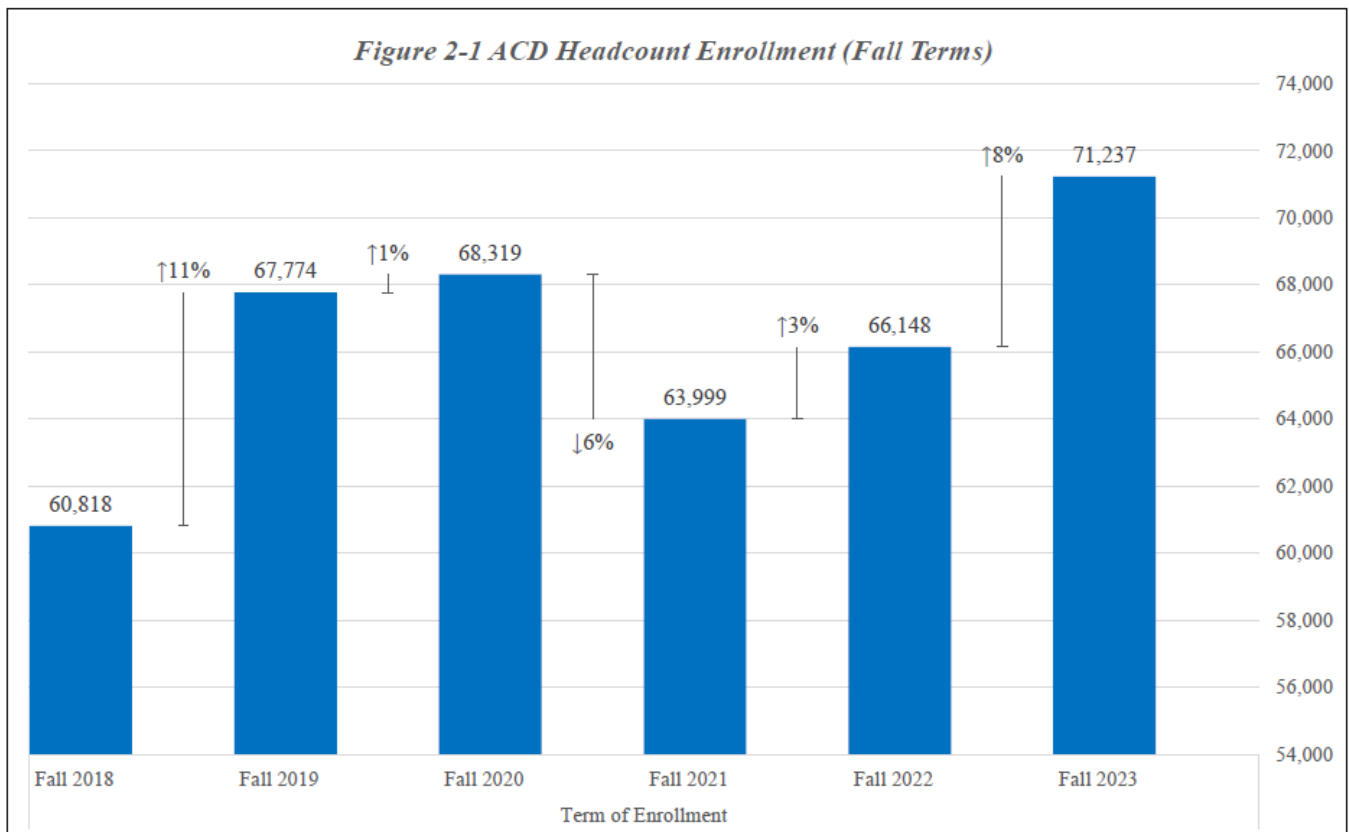


Figure 2-1 ACD Headcount Enrollment (Fall Terms)

| ACD College | Fall 2022 | Fall 2023 | % Gain |
|-------------------------------|----------------|----------------|--------------|
| NLC | 7,399 | 8,265 | 11.7% |
| NVC | 17,222 | 18,808 | 9.2% |
| PAC | 10,641 | 10,908 | 2.5% |
| SAC | 18,233 | 18,975 | 4.1% |
| SPC | 12,653 | 14,281 | 12.9% |
| Texas Peer Group | Fall 2022 | Fall 2023 | % Gain |
| Austin | 32,008 | 32,997 | 3.1% |
| Collin | 33,728 | 36,380 | 7.9% |
| Dallas | 58,771 | 61,541 | 4.7% |
| El Paso | 24,171 | 24,662 | 2.0% |
| Houston | 39,654 | 40,255 | 1.5% |
| Lone Star | 73,538 | 76,672 | 4.3% |
| San Jacinto | 30,593 | 31,255 | 2.2% |
| South Texas | 27,236 | 26,034 | -4.4% |
| Tarrant | 40,131 | 41,727 | 4.0% |
| Texas Peer Group Total | 359,830 | 371,523 | 3.2% |
| All Texas Community Colleges | | | 0.4% |
| All US Community Colleges | | | 2.6% |
| US 4-Year Colleges | | | 1.2% |
| College | Fall 2018 | Fall 2023 | % Gain |
| ACD | 60,818 | 71,237 | 17.1% |
| Austin | 38,362 | 32,997 | -14.0% |
| Collin | 32,846 | 36,380 | 10.8% |
| Dallas | 80,999 | 61,541 | -24.0% |
| El Paso | 30,459 | 24,662 | -19.0% |
| Houston | 48,358 | 40,255 | -16.8% |
| Lone Star | 68,332 | 76,672 | 12.2% |
| San Jacinto | 32,137 | 31,255 | -2.7% |
| South Texas | 31,640 | 26,034 | -17.7% |
| Tarrant | 48,252 | 41,727 | -13.5% |
| Texas Peer Group Total | 411,385 | 371,523 | -9.7% |

Figure 2-2 ACD Enrollment and Comparisons Demonstrating Resilience

| Average Time to Degree | | | | | | |
|---|------|------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Time to Obtain a Degree for ACD Students (in Years) | 4.2 | 4.0 | 3.9 | 3.8 | 3.8 | 3.6 |
| Texas | 4.1 | 3.9 | 3.8 | 3.8 | 3.8 | 3.7 |

Figure 2-3 Time to Degree

* Average time for students to obtain a degree updated to include 2023

Figure 2-3 Time to Degree and Graduates as a % of FTE Enrollment

3 - What are your results for the impact of your organizational strategy?

Note: These are the results demonstrating the impact of accomplishing your strategic goals and/or objectives.

Persistence rates are a leading indicator of graduation and an ACD strategic priority. ACD is a front-runner on this metric, leading the Texas Very Large Community Colleges (VLCC) and Texas Community Colleges (CC) averages since 2018 (**Figure 2-4**). Recent data show that ACD leads the VLCC by 4% and the CC average by 7.5%. Further, our key strategy, AlamoPROMISE, is improving both enrollments and persistence (**Figure 2-5**). AlamoPROMISE students often come from disadvantaged backgrounds and are considered “at-risk” students. Despite hardships, these students have closed persistence rate gaps and surpassed the non-PROMISE students in the most recent cohort. Additionally, ACD has implemented many innovative initiatives through its SPP that are aimed at improving services for students and other customers. These initiatives have served as a foundation for ACD’s continued success (**Figure 2-6**). Detailed information will be provided on site.

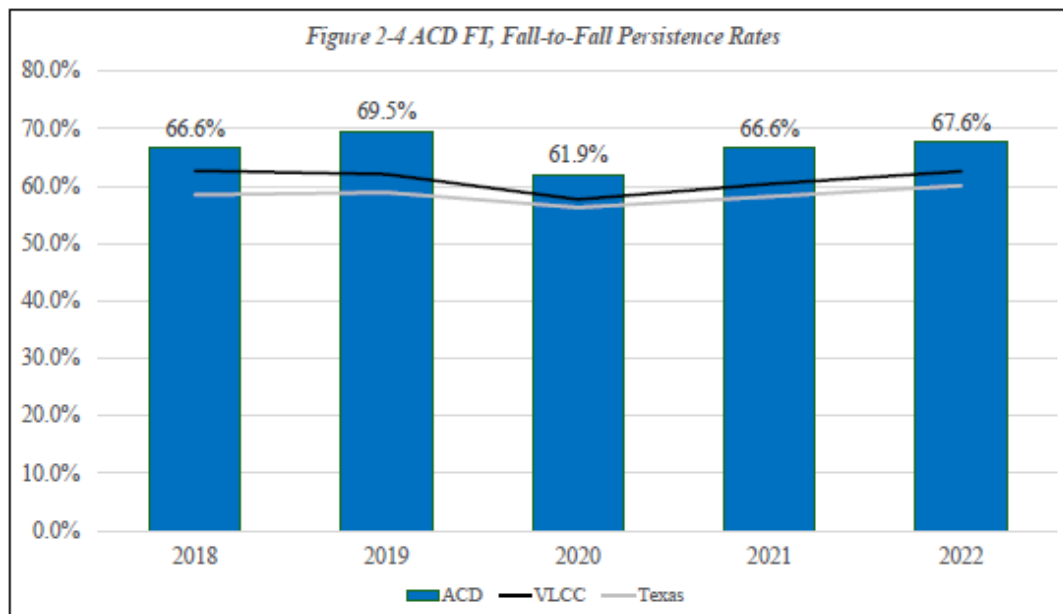


Figure 2-4 ACD FT, Fall-to-Fall Persistence Rates

Figure 2-5 AlamoPromise Enrollment & Persistence

| AlamoPROMISE Growth Success | | | | | | |
|--|-----------|-------------|-----------|-------------|-----------|-------------|
| Year | 2020 | 2021 | 2022 | 2023 | | |
| PROMISE Students Enrolled | 2,958 | 4,146 | 6,553 | 9,529 | | |
| AlamoPROMISE Persistence | | | | | | |
| | Fall 2020 | | Fall 2021 | | Fall 2022 | |
| Terms | PROMISE | Non-PROMISE | PROMISE | Non-PROMISE | PROMISE | Non-PROMISE |
| Fall to Spring | 82.1% | 82.4% | 84.0% | 84.1% | 85.3% | 84.0% |
| Fall to Fall | 67.1% | 67.0% | 70.5% | 66.9% | 67.4% | 64.6% |
| Figure 2-5 AlamoPROMISE Enrollment and Persistence | | | | | | |
| *Updated persistence data for Fall 2022 | | | | | | |

| Innovation Strategy Initiatives | Innovation Strategy Purpose |
|--|--|
| AlamoWAY | ORGANIZATIONAL PHILOSOPHY adopted in Board Policy. Focuses on 1) Student Success; 2) Performance Excellence; and 3) Principle-Centered Leadership |
| AlamoINSTITUTES | Guided pathways model with academic programs supporting students' academic journey |
| AlamoONLINE | Distance education initiative providing access to synchronous and asynchronous student learning opportunities |
| AlamoADVISE | Proactive case management academic advising program where students are assigned to the same academic advisor from entry to completion |
| AlamoPROMISE | Initiative designed to help remove financial barriers to a collegiate education (last dollar scholarship program) |
| AlamoEXPERIENCE | Provides students with workplace-based learning opportunities |
| AlamoENGAGE | Program designed to increase employee collaboration and engagement |
| AlamoTALENT | A Talent Management System (platform) which tracks training, performance, and career planning of employees, and aligns them with strategic goals |
| AlamoNAVIGATE | An online platform that provides a personalized enrollment checklist to assist student registration efforts |
| AlamoWELL | Focuses on employee physical and psychological well-being |
| AlamoGIVESBACK | Alamo's annual Employee Giving Campaign supporting students and local United Way charities |
| AlamoTOGETHER | A forum for the Alamo College District community to convene and discuss organizationally relevant issues |
| AlamoGPS | An easy-to-read web-based degree audit program and an academic advisement tool designed to help students understand the degree requirements of their major |
| AlamoACADEMIES | Provides high school students the opportunity to explore a variety of STEM career paths so they can make educated decisions on their future |
| AlamoSHARE | A repository for data, information, and resources to assist in knowledge management and development |
| AlamoVOTES | Promotes civic engagement among Alamo Colleges staff and community members |
| ALAS (Alamo Leadership Academy for Students) | Provides leadership training and development to students |
| AlamoLEADERSHIPINSTITUTE | Provides leadership development opportunities and succession planning to Alamo employees (at all levels) |
| AlamoANYTIME | Initiative to help students bridge the digital divide via the provision of no- and low-cost access to technology (i.e., laptops and Internet connectivity) |
| AlamoONTHEJOB | Affords students the opportunity to get paid while engaging in the local workforce, professional development, and collaborating with industry mentors. |
| AlamoADVOCACYNETWORK | Allows the District to disseminate Emergency Aid and Food. Each College operates a Student Advocacy and Resource Center (food pantry, clothes closet, housing/utilities assistance, etc.). |
| Figure 2-6 ACD Innovation Strategy Demonstrating Resilience | |

Figure 2-6 ACD Innovation Strategy Demonstrating Resilience

4 - What are your results for achievement of workforce plans, including capability and capacity for strategically important positions?

Workforce initiatives have been strategically implemented to enhance ratios on important positions, ultimately improving services to students. Decreasing our student-to-certified advisor ratio (**Figure 2-7**), a best practice aimed at increasing graduation rates, places ACD in the 25th percentile of comparison colleges in Fall 2022. Our low ratio has resulted in 97% satisfaction with advising in 2023. Nationwide, nursing programs are challenged to fill vacant faculty positions. ACD has reduced these shortages through the implementation of stipends. As ACD has increased the stipend amounts for its nursing program, the number of new hires has increased (**Figure 2-8**). Evidence of ACD's high level of workforce engagement is demonstrated by our recognition as a "Great Place to Work" organization. 73% of ACD employees indicated that ACD is a "great place to work" compared to the typical US based company with an average score of 57% (**Figure 2-9**).

| Certified Advisors to Student Ratios | | | | | |
|--|------------------------------|-------|-------|-------|-------|
| Year | 2020 | 2021 | 2022 | 2023 | 2024 |
| Ratios by AlamoINSTITUTES | 1:350 | 1:350 | 1:350 | 1:300 | 1:300 |
| Ratios by Corequisites Courses | Process Improvement Strategy | | | 1:150 | 1:150 |
| Ratios by High School Program | | | | 1:600 | 1:600 |
| Ratio by Certified Advisor | | | | 1:240 | 1:240 |
| Ratio by Online Advisor | | | | 1:300 | 1:300 |
| Figure 2-7 Capability - Advising by Student Groups | | | | | |

Figure 2-7 Capability - Advising for Student Groups

| High Demand/High Wage Stipends - Nursing Program | | | | | |
|--|---------|----------|----------|----------|----------|
| | FY20 | FY21 | FY22 | FY23 | FY24 |
| # of Vacant Positions | 38 | 41 | 40 | 46 | 28 |
| # of New Hires | 7 | 8 | 8 | 12 | 26 |
| Stipend Amount | \$9,000 | \$15,000 | \$15,000 | \$20,000 | \$21,300 |
| Figure 2-8 Capacity – Increase Nursing Faculty Stipends | | | | | |

Figure 2-8 Capacity - Increase Nursing Faculty Stipends

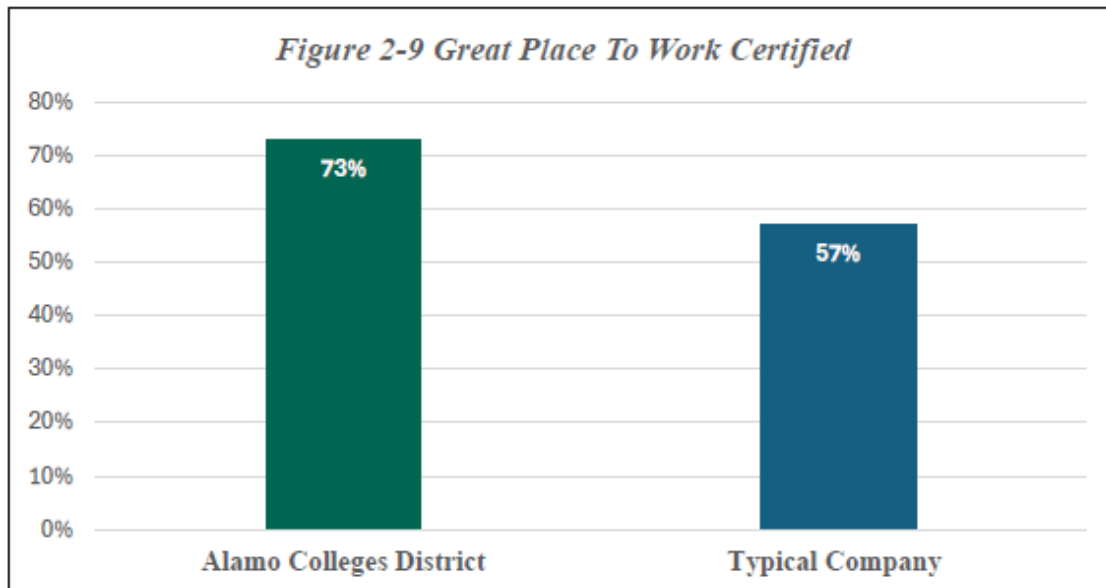


Figure 2-9 Great Place to Work Certified

Operations

1 - Briefly describe and/or depict your key processes used for the following:

1. design and delivery of your products and services,
2. supply network management, and
3. innovation management.

We determine the design and delivery of key programs, services, and processes by collecting data directly from students and other customers using the **Process Design Model (PDM)** (*Figure 5*). Requirements are determined through the **Listening and Learn System** (*Figure 11*) which allows design teams to understand customer-driven requirements through direct contact. In addition, we know there are operational requirements for programs, services, and processes that may have to be established, so we research them as well. The regulatory and accreditation environment is also a driver of program, service, and process requirements and it too is evaluated as a step in the requirements definition process. Once student and other customer needs and expectations are understood, they are translated into process key requirements using a variety of planning tools.

ACD supply network management is governed by Texas State Law, ACD Board Policies and Procedures, and PCA Guidelines. Processes are in place for supplier selection depending on the type of contract, type of service or product, purchase price, and the availability of suppliers. ACD solicits formal or informal quotes from vendors, evaluates bids, and issues a PO. If the dollar amount and purchase type is right, ACD personnel are delegated authority to purchase with a Procurement Card (PCard). Supplier selection decisions are based on the criteria shown below in *Figure 6*.

To manage innovation, we use the **Radical Innovation Process (RIP)**, which provides a methodology for innovation and intelligent risk taking and brings Strategic Opportunities from innovation to deployment. RIP (*Figure 7*) includes three elements. **Discovery**, leading to identification of opportunities; **Incubation**, proposing selected opportunities; and **Acceleration**, determining if an initiative should be institutionalized or discontinued. Innovations such as **AlamoADVISE**, **AlamoINSTITUTES**, and **AlamoPROMISE** were developed using this approach.

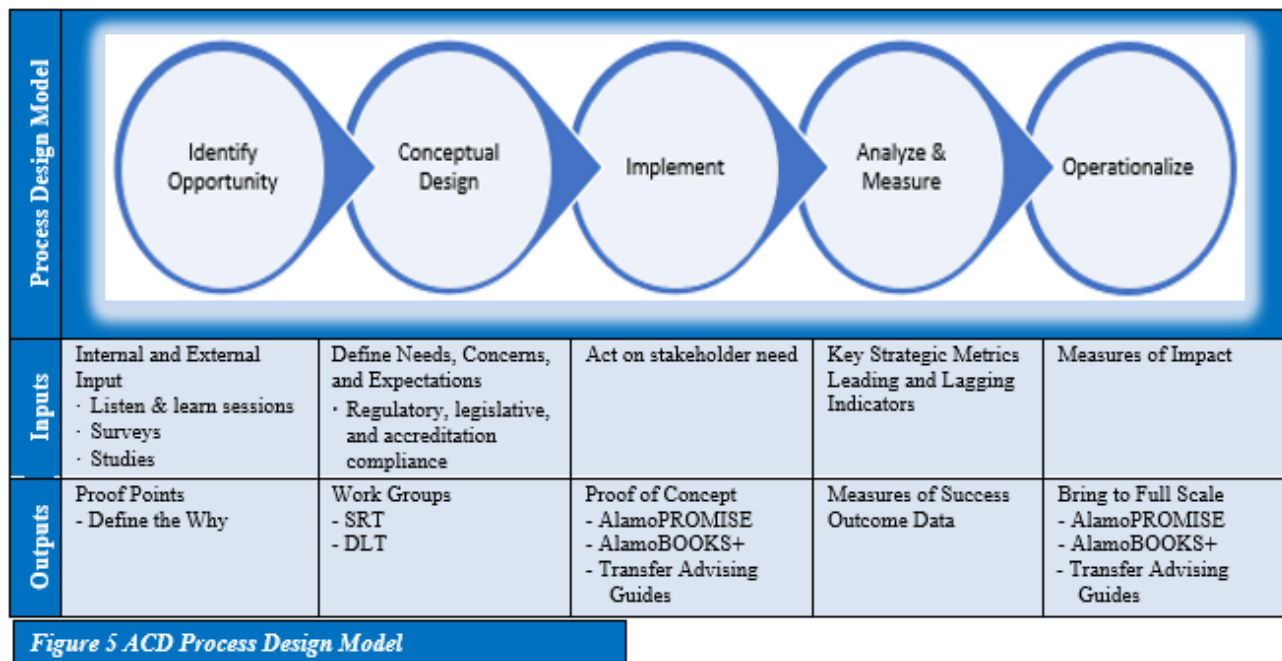


Figure 5 ACD Process Design Model

| Key Supplier Award Determination Criteria |
|--|
| Quality of goods and services provided |
| Purchase price |
| Extent to which vendor meets ACD needs |
| Vendor past relationship with ACD |
| Vendor reputation |
| Long-term cost to ACD |
| Significant supplier presence in Texas |
| <i>Figure 6 Supplier Award Criteria</i> |

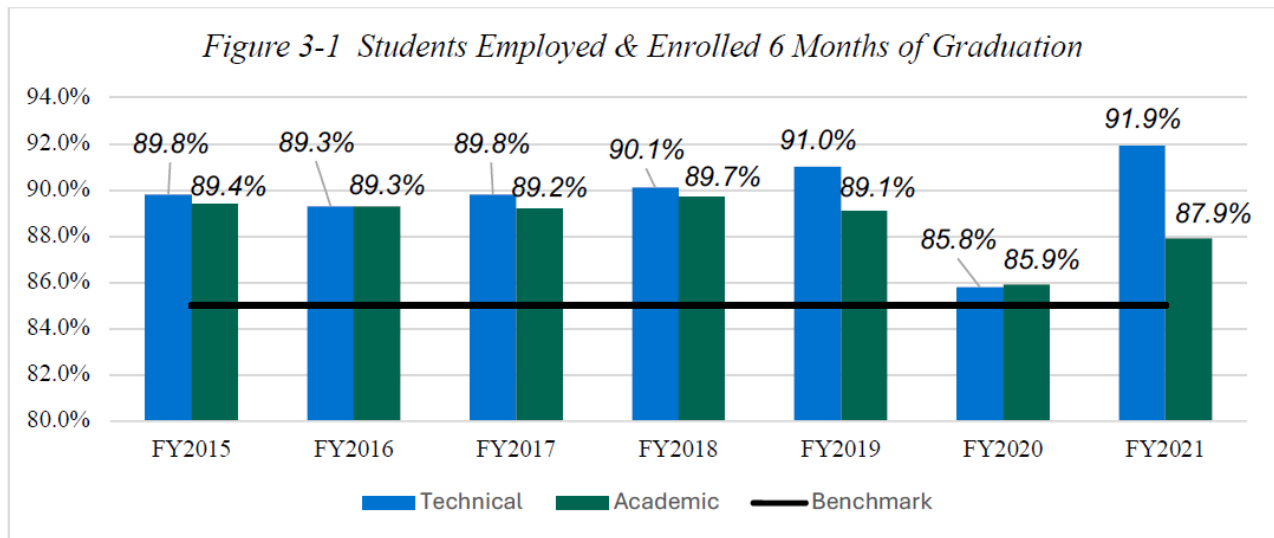
Figure 6 Supplier Award Criteria

| Discovery | Incubation | Acceleration |
|--|--------------------------|-------------------------------------|
| Environmental scans | Proof of concept | Implementation for a defined period |
| SWOT analysis | Pilot model | Evaluation |
| KPI results | Equity lens | Safety assessment |
| Sub-category equity analysis | ROI analysis | Go/no-go decision |
| Safety considerations | Key metrics | |
| Census data | Strategic Plan Alignment | |
| | Sustainability | |
| | Feasibility | |
| Figure 7 Radical Innovation Process Elements | | |

Figure 7 Radical Innovation Process Elements

2 - What are your results for the effectiveness and efficiency of your key processes?

A critical indicator of effectiveness within the higher education industry is the ability for students to graduate and subsequently transfer to a 4-year university or secure employment. The rate of ACD students who are enrolled or employed within 6 months after graduation hovers around 90% for both Academic and Technical students (**Figure 3-1**). Another critical leading indicator that ACD regularly monitors is our course completion rates (% of students that complete a course) and our productive grade rates (% of students that earn a grade of A, B, or C). ACD and each of the colleges achieve completion rates exceeding 90% consistently beating the 85% baseline (**Figure 3-2**). Further, ACD colleges typically achieve productive grade rates approaching or exceeding the 80% mark, also surpassing the 70% benchmark (**Figure 3-3**).

Figure 3-1 ACD Students Employed & Enrolled Within 6 Months**Figure 3-1 ACD Students Employed and Enrolled Within 6 Months of Graduation**

* Updated data for FY2020 & FY2021

**FY2020 especially impacted due to the COVID pandemic

Figure 3-2 ACD Course Completion Rates

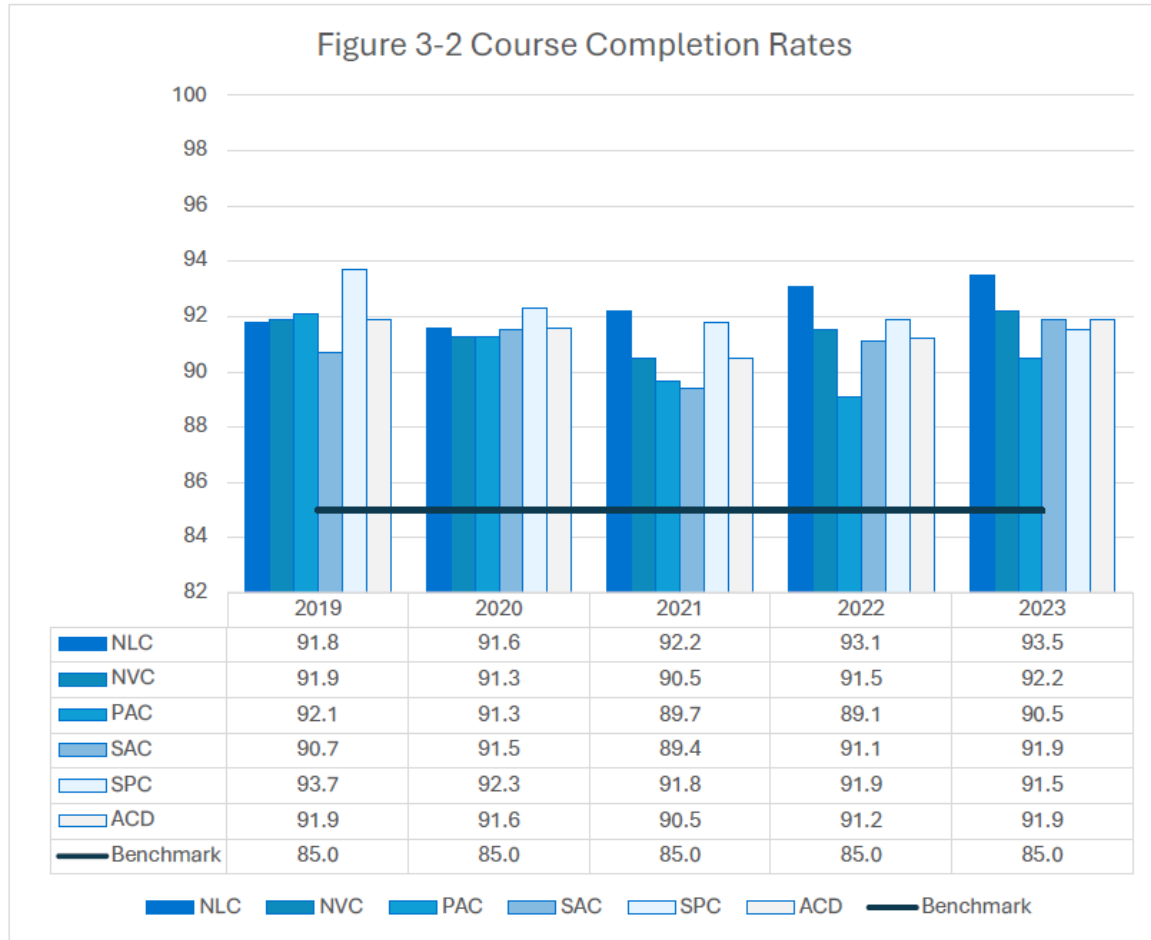
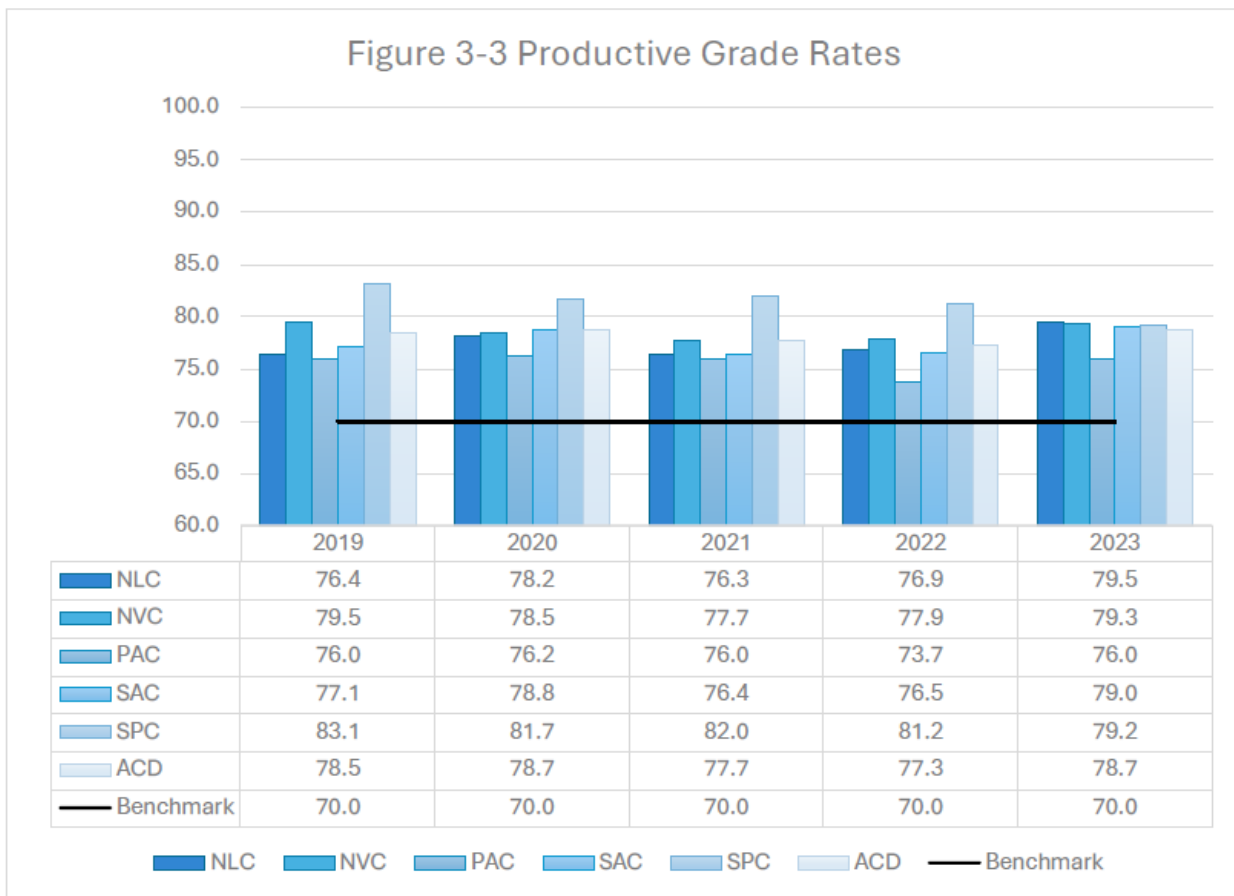


Figure 3-2 ACD Course Completion Rates

* 2023 data updated from preliminary to final

Figure 3-3 ACD Productive Grade Rates**Figure 3-3 ACD Productive Grade Rates**

* ACD aggregate included

**2023 data updated from preliminary to final

3 - What are your results for the performance of your key products, services, and/or programs?

ACD monitors student performance on key metrics against a national comparison group, the Aspen Institute's Community College Excellence Program (AICCEP). Among six national peers, all of whom are in the Aspen top 15% of all community colleges, ACD outperforms these peers in student retention, and graduation and transfer rates for first-time part-time students (**Figure 3-4**). This is laudable as 80% of ACD students attend on a part-time basis and AICCEP's top schools are largely regarded as the best in the nation. Further examination of key metrics include the success rate of those transfers who graduate at their 4-year institution (**Figure 3-5**). Again, ACD exceeds its peer group and the average of all Texas community colleges on this important measure. ACD also leads our peers and Texas institutions on arguably the most important metric - 3-year graduation rates (**Figure 3-6**). ACD also experienced a large increase in graduation rates in its 2020 starting cohort.

Figure 3-4 Student Retention & Graduation Rates Compared to National Peers

| Student Retention and Graduation Rates in Comparison to Our National Peers | | | |
|--|------------|--|-------------------------------------|
| National Peer Colleges | | First-Time Part-Time Student Retention | 3-Year Graduation and Transfer Rate |
| Institution | State | | |
| Broward College | Florida | NA | 57.0% |
| CUNY Borough of Manhattan College | New York | 44.0% | 43.0% |
| Central New Mexico College | New Mexico | 48.0% | 48.0% |
| Ventura College | California | 37.0% | 47.0% |
| CUNY LaGuardia College | New York | 31.0% | 38.0% |
| CUNY Queensborough College | New York | 34.0% | 41.0% |
| Pasadena City College | California | 46.0% | 50.0% |
| Peer Group Average | | 40.0% | 46.3% |
| | | | |
| NLC | Texas | 53.0% | 63.0% |
| NVC | Texas | 52.0% | 58.0% |
| PAC | Texas | 41.0% | 48.0% |
| SAC | Texas | 49.0% | 46.0% |
| SPC | Texas | 45.0% | 47.0% |
| ACD | | 48.0% | 52.4% |

Figure 3-4 Student Retention, Graduation and Transfer Comparisons

* Central New Mexico College was inadvertently left off the original application table

**3-Year Graduation & Transfer Rates were updated since original application

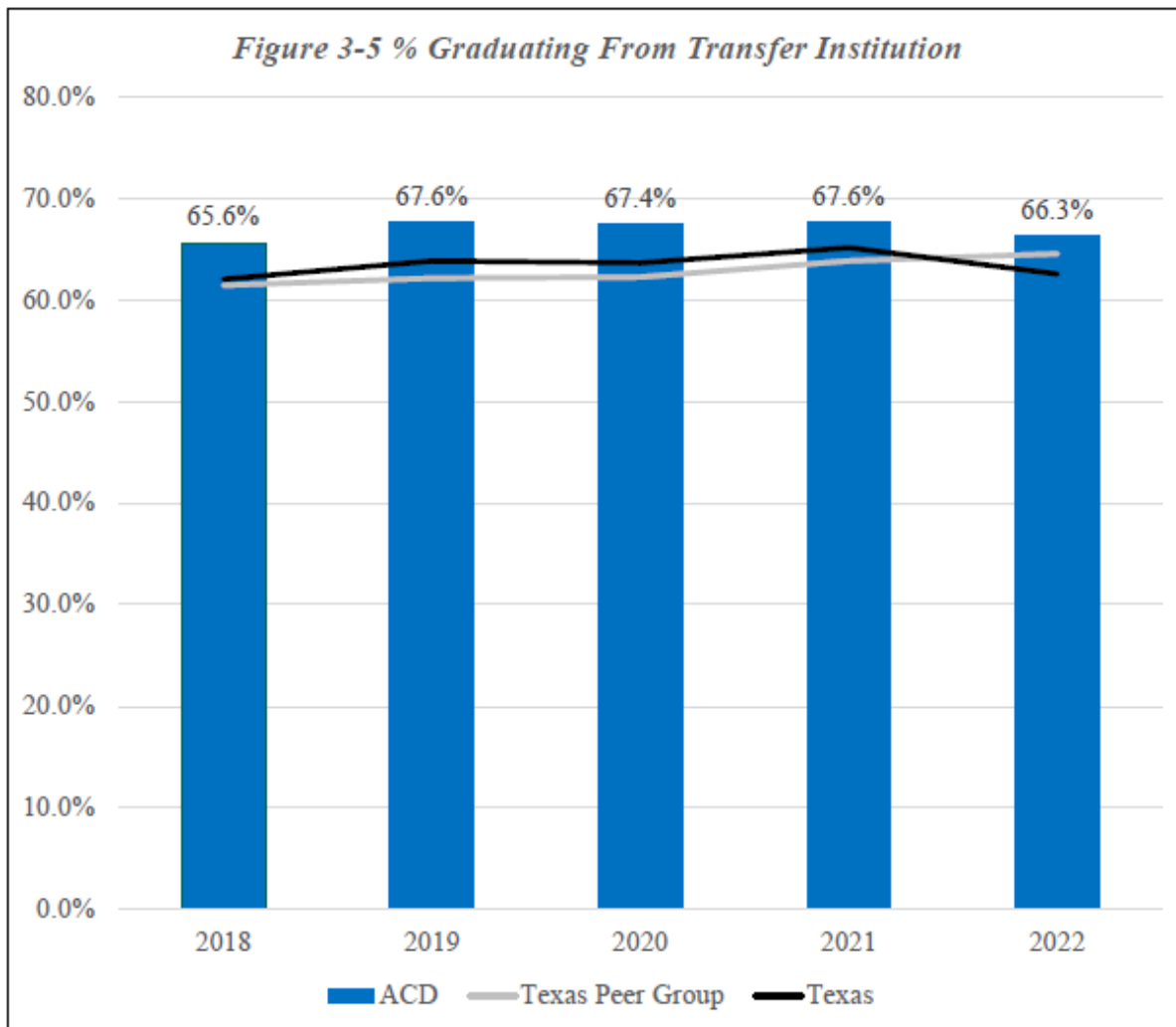
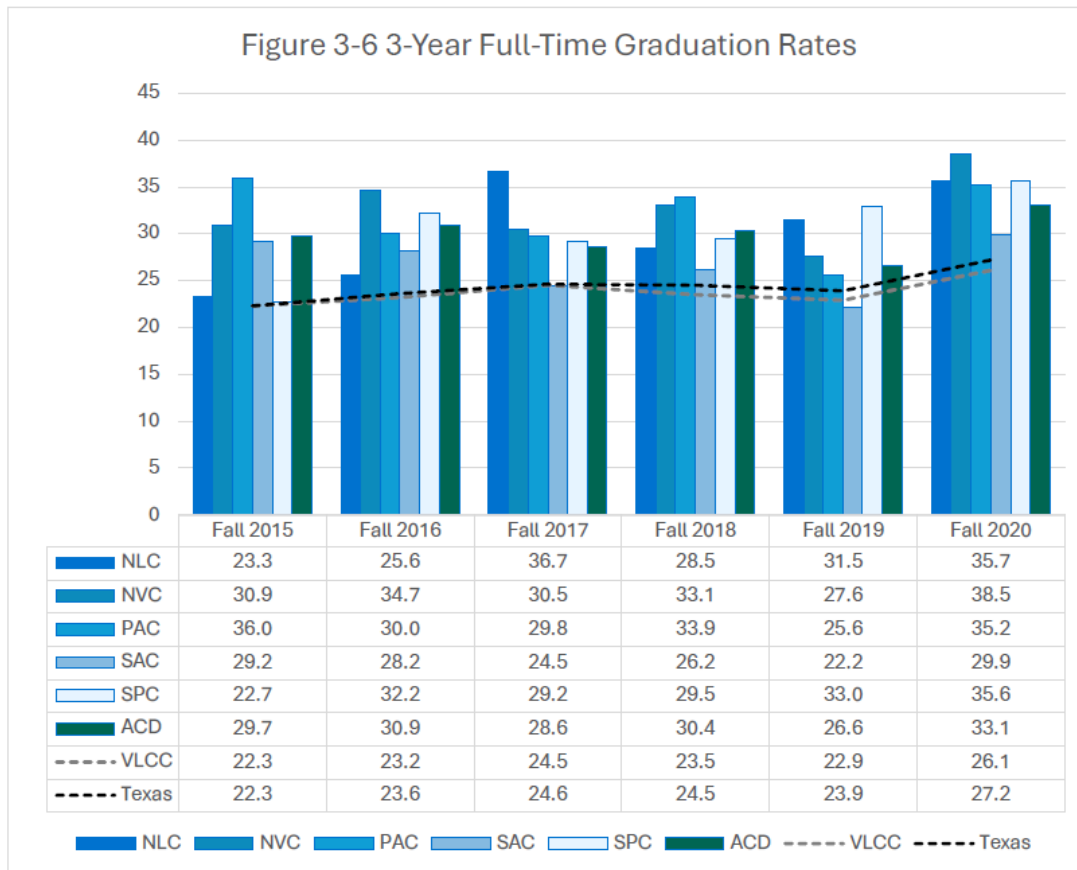


Figure 3-5 % Graduating From Transfer Institutions

Figure 3-6 ACD 3-Year Full-Time Graduation Rates**Figure 3-6 ACD 3-Year Full-Time Graduation Rates**

* Fall 2020 graduation rates updated

4 - What are the results for the performance of key components of your supply network (e.g., on- me delivery, availability of cri cal materials, quality)?

ACD's supply network is a critical function due to the large size of the enterprise. While there are many indicators of success, the following three are deemed among the most important: supply purchase time, disposal cycle, and cost effectiveness. Our supply purchase cycle time has ranged from an impressive 5-7 days over the last five years, which is considerably better than the benchmark level of performance (**Figure 3-7**). Our disposal cycle time has ranged from 13 – 23 days from 2019 to 2023 and is consistently better than the established benchmark (**Figure 3-8**). Cost effectiveness is important to ACD operations. **Figure 3-9** shows a trajectory of costs being reduced consistently from 2019 – 2023.

| <i>Supply Purchase Cycle Time</i> | | | | | | |
|--|------|------|------|------|------|-----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 | Benchmark |
| Supply Purchase Time in Days | 6 | 5 | 6 | 7 | 6 | <=10 days |
| Figure 3-7 Supply Chain Financial Performance | | | | | | |

Figure 3-7 Supply Chain Financial Performance

| Disposal Cycle Time | | | | | | |
|--|------|------|------|------|------|----------------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 | Benchmark |
| Disposal Cycle Time in Days | 15 | 22 | 13 | 21 | 23 | ≤ 30 days |
| Figure 3-8 Disposal Performance | | | | | | |

Figure 3-8 Disposal Performance

| Supply Chain Cost Reductions | | | | | | |
|--|------|------|------|------|------|-----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 | Benchmark |
| Cost Reduction | 4% | 2% | 10% | 3% | 10% | 2-10% |
| Figure 3-9 Supply Chain Financial Performance | | | | | | |

Figure 3-9 Supply Chain Financial Performance

5 - What are your results for cybersecurity effectiveness, including intrusion attempts versus incidents?

Cybersecurity awareness and effectiveness has been gaining momentum throughout ACD in recent years as this threat has become more prevalent. Among initiatives that are underway, the following three areas stand out. First, **Figure 3-10**, which shows that the completion rate of cybersecurity awareness training has reached 95%+ from 2021 to 2023. Second, we have focused on our key cybersecurity processes in an effort to bring them to an enhanced level of maturity. These efforts resulted in positive progress made with our average maturity score moving from 2.3 to 2.9 since 2022 (**Figure 3-11**). Finally, security incidents have been reduced to very low levels with no more than two per year over the last five years and containment levels are consistently at 100% (**Figure 3-12**).

Figure 3-10 Cybersecurity Awareness Training

| Cybersecurity Awareness Training: Employee Completion Rates | | | | |
|---|-------|-------|-------|-------|
| Year | 2021 | 2022 | 2023 | 2024 |
| % Trained | 97.0% | 96.3% | 96.3% | 97.4% |
| Internal Benchmark | 90.0% | 90.0% | 90.0% | 90.0% |
| Figure 3-10 Cybersecurity Awareness Training | | | | |

*Updated 2024 figures

** Minor corrections to 2021 and 2022 figures

Figure 3-11 Security Program Plan Maturity

| Maturity of Cybersecurity Processes | | | |
|-------------------------------------|--------|------|------|
| Maturity Level | 2020 | 2022 | 2024 |
| 5 | 0 | 0 | 1 |
| 4 | 2 | 2 | 5 |
| 3 | 13 | 27 | 30 |
| 2 | 21 | 13 | 6 |
| 1 | 6 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| Average Number | 2.3 | 2.7 | 3.0 |
| Benchmark | => 2.0 | | |

Figure 3-11 Security Program Plan Maturity

*Corrected dates, this process is measured every other year on even years

**Updated 2024 figures

| Security Incidents and Containment Rates | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| # Incidents | 1 | 2 | 2 | 1 | 1 |
| Contained | 100% | 100% | 100% | 100% | 100% |
| <i>Figure 3-12 Security Incidents and Containment Rates</i> | | | | | |

Figure 3-12 Security Incident and Containment Rates

Operational Continuity

1 - Briefly describe and/or depict your key processes used for the following:

1. risk management,
2. continuity of operations, and
3. emergency preparedness.

ACD's **Enterprise Risk Management (ERM)** Department follows a five-step approach to manage risks: **Identify; Analyze; Evaluate and Prioritize; Treat; and Monitor**. Our goal is to avoid the risk if possible, reduce the risk through engineering efforts, retain the risk, or transfer the risk. We classify risks into five categories: **Strategic; Financial; Operational; Compliance/Legal; and Reputational**. ERM is designed to address all types of risk and, by applying our process and mitigation tools, we successfully manage our risk portfolio.

ACD's **Continuity of Operations Plan (COOP)** ensures that essential functions continue to be performed during any disruption to routine operations. It is an overarching plan and serves as the guiding document under which individual College plans live. We are committed to maintain and rapidly restore essential services in the event of an emergency or disaster as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, records, equipment, supplies, vendors, and contracts.

ACD has also adopted the **National Incident Management System (NIMS)** to provide a consistent approach to the management of situations involving natural or man-made disasters. NIMS allows us to integrate our response using standardized organizational structures designed to improve interoperability among all types of organizations. In accordance with our **Emergency Operations Plan (EOP)**, we prepare for three scenarios that could affect our operations: incidents where we need to take a leadership role; incidents affecting our operations such that we may need to suspend some or all activities; and incidents not affecting our operations but we need to render assistance. The EOP consists of seven major elements and addresses emergency actions conducted in five phases of emergency management as shown in **Figure 8**.

| Emergency Management |
|---|
| Prevention – activities designed to prevent human hazard impacts to operations. |
| Mitigation – activities that are an integral part of the program to reduce the loss of life and property by lessening the impact of disasters. |
| Preparedness – activities to develop the response capabilities needed in the event of an emergency: <ul style="list-style-type: none"> • providing emergency equipment and facilities; • emergency planning; • providing training; and • conducting annual drills and exercises to test our plans. |
| Response – addressing emergencies with operations intended to resolve the emergency situation while minimizing casualties and property damage. |
| Recovery – plan for a recovery that involves short-term and long-term efforts. Short-term operations seek to restore vital services and provide for the basic needs of the ACD community. Long-term recovery focuses on restoring the ACD community to its normal state. |
| Figure 8 Emergency Operations Plan |

Figure 8 Emergency Operations Plan

2 - What are the results for the effectiveness of your risk management plan, including the following:

- 1. number of risks identified versus number of risks mitigated,**
- 2. cost of losses, and**
- 3. cost savings of risks averted and risks mitigated?**

ACD carries a healthy level of worker compensation reserves, which have increased over the past 5 years despite the COVID-19 pandemic (**Figure 4-1**). Since the Worker's Compensation Utilization Rate has been relatively low from 2018 to 2022 (**Figure 4-2**), we believe risks in this area are mitigated. ACD was impacted by the COVID-19 pandemic but the impact was reduced due to the development and implementation of our COVID-19 Risk Management Plan that is displayed in **Figure 4-3**. The plan included identification of critical tasks such as a Health Screening Process; Incident Reporting and Contact Tracing; PPE/Disinfecting Supplies; a student "Keep Learning Plan"; and faculty and staff Remote Learning Training. The results of this extraordinary effort led to a 3.7% increase in student persistence and 1,788 members of the faculty being trained to work remote within a two-week timespan.

| Worker Compensation Reserves | | | | | |
|---|------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 | 2022 |
| \$M | 3.2M | 3.1M | 3.1M | 3.1M | 3.3M |
| Figure 4-1 Workers Compensation Reserves | | | | | |

Figure 4-1 Worker Compensation Reserves

| Worker Compensation Reserves | | | | | |
|---|------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 | 2022 |
| \$M | 3.2M | 3.1M | 3.1M | 3.1M | 3.3M |
| Figure 4-1 Workers Compensation Reserves | | | | | |

Figure 4-2 Worker Compensation Utilization Rates

| COVID-19 Risk Management Plan | | | | | |
|---|---------------------------------|--|--|---------------------------------------|--|
| Critical Tasks | Health Screening Onsite Process | Incident Reporting/Contract Tracing Process | PPE/Disinfecting Supplies | Student "Keep Learning Plan" | Faculty and Staff Remote Learning Training |
| Key Processes | Implemented Screening Position | Develop a Standard Incident Reporting Form | Develop Standard Order Tracking Document | No cost testing for student admission | Develop online resources and trainings to access |
| Process Results | | | | Students saved \$32 for testing. | 31 on-demand sessions offered |
| Process Results | | Development of a Contact Tracing Training Plan | | | 78 Remote Ready Boot Camp training in 3.5 days – 3,000 Faculty Completions |
| Overall Results | | | | 3.7% increase in student persistence | 1,788 Faculty trained in 2 weeks to work remote |
| Figure 4-3 Results of Implementing COVID-19 Risk Management Plan | | | | | |

Figure 4-3 Results of Implementing COVID-19 Risk Management Plan

3 - What are the results for the testing of your continuity of operations plan?

ACD has tested components of the Continuity of Operations Plan on multiple occasions. **Figure 4-4** shows the results of IT Disaster Recovery Testing that has been conducted since 2019. Components tested include the VOIP Phone System, the Internet, our Banner Administrative System, and Luminus (ACES) which is a secure portal that provides students, faculty, and staff access to various applications using single sign-on. As shown, all testing since 2019 resulted in 100% positive outcomes. Our Continuity of Operations Plan has been tested in the areas of Planning, Operational Conditions, Infrastructure Systems, and Operational Communication, all with favorable results and positive feedback (**Figures 4-5 and 4-6**).

| IT Disaster Recovery Testing | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| VOIP Phone System | 100% | 100% | 100% | 100% | 100% |
| Internet | 100% | 100% | 100% | 100% | 100% |
| Banner (Administrative) | 100% | 100% | 100% | 100% | 100% |
| Luminus (ACES) | 100% | 100% | 100% | 100% | 100% |
| Total | 100% | 100% | 100% | 100% | 100% |

Figure 4-4 Disaster Recovery Test Rates

Figure 4-4 Disaster Recovery Test Rates

| Continuity of Operations Plan | | | | |
|--|----------|------------------------|------------------------|---------------------------|
| Areas of Capability Tested: | Planning | Operational Conditions | Infrastructure Systems | Operational Communication |
| Testing Performed | Yes | Yes | Yes | Yes |
| Overall Strengths: | | | | |
| 1. Colleges cooperated together in resources and information sharing, and had a unified response led by the district. | | | | |
| 2. Colleges and the District identified and had a plan to implement appropriate preparedness actions during the first modules. | | | | |

Figure 4-5 Results of Testing COOP

Figure 4-5 Results of Testing COOP

| Continuity of Operations Plan Participant Feedback | |
|--|--------------|
| Measure of Implementation | Rating (1-5) |
| The workshop was well-structured and organized. | 4.6 |
| The workshop was appropriate for someone in my position with my level of experience and training. | 4.5 |
| The workshop scenario was plausible and tested all elements of our COOP plan. | 4.3 |
| The workshop increased my understanding and familiarity with the District's COOP plan. | 4.2 |
| The facilitator and evaluators were knowledgeable about the material, kept the workshop on target, and were sensitive to group dynamics. | 4.8 |
| The participants included the right people in terms of level and mix of disciplines. | 4.4 |
| Overall, today's workshop was worthwhile. | 4.7 |
| Figure 4-6 COOP Participant Feedback | |

Figure 4-6 COOP Participant Feedback

4 - What are the results for the testing of your emergency preparedness plans (e.g., time to evacuate your facility, emergency response time, recovery time)?

Testing of our emergency preparedness plans has consisted of numerous emergency drills conducted at various times and locations. **Figure 4-7** shows the large number of drills performed from 2019 to 2023 and **Figure 4-8** shows the success of the drills for those years.

| # of Emergency Drills | | | | | |
|---|------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| # Drills | 43 | * | 18 | 172 | 66 |
| Figure 4-7 Emergency Preparedness *100% Remote Work and Learning | | | | | |

Figure 4-7 Emergency Preparedness

| Duration of Emergency Drills | | | | | |
|--|-------------|------|-------------|-------------|-------------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Length of Time of Drill | 10:15 | * | 10:42 | 10:58 | 9:33 |
| Baseline | <12 minutes | * | <12 minutes | <12 minutes | <12 minutes |
| Figure 4-8 Emergency Drill Duration Times *100% Remote Work and Learning (Pandemic) | | | | | |

Figure 4-8 Emergency Drill Duration Times

Workforce

Note: Results presented below should include discrete data for key workforce segments, where available.

1 - Briefly describe your key processes used for the following:

- 1. workforce engagement,**
- 2. workforce development and job skills training, and**
- 3. ensuring workplace health and safety.**

We recognize that our ability to fully engage our workforce is critical to producing extraordinary outcomes for our students and other customers so we capitalize on our core competencies to ensure that we build organizational resilience, agility, and a business focus in daily operations. Our key drivers of workforce engagement are determined using our multi-tiered approach to employee listening, by analyzing sentiment data collected using various methods, and employee rounding. We use Great Places to Work to define and assess our workforce engagement drivers - **Credibility, Respect, Fairness, Pride** and **Camaraderie**.

Faculty and staff performance development is delivered in a full range of modalities including online, in person, and hybrid approaches. We intentionally schedule our session offerings at various times during the day and evening to support a flexible working environment. We believe that every employee plays a role in support of ACD priorities so we establish performance goals which align to annual Board Charges as part of a yearly progress review cycle. Faculty, staff, and administrators work with their leader to create individual development plans focused on a pre-determined set of competencies based on their job category. Each year, employees document learning and development goals and track their milestones within the **AlamoTalent System**. **Figure 9** summarizes our efforts to develop employees and enhance job skills as measured by Kirkpatrick (Reaction, Learning, Behavior, and Results).

As a **Data-Informed** organization, we assess our processes and procedures to ensure a healthy and secure workplace environment by providing accessibility to all that require it. Our **Wellness Committee** plans health and wellness initiatives and ensures that its a focus for all employees. To understand needs and develop programs, **Wellness Surveys** are sent out to all employees. **Figure 10** outlines the variety of health and safety initiatives available to employees.

| Requirement | Skills and Learning Objectives | |
|--|--|--------------------------|
| <u>Faculty Competency Development</u> <ul style="list-style-type: none">aligned with one or more of the seven objectivescreated by faculty for facultycompetencies promote best practices and pedagogical standards of excellence for optimum learner success | Promoting an Atmosphere of Academic Success & Growth | |
| | Dignity, Respect & Belonging | |
| | Learning Outcomes-Centered Practices | |
| | Professionalism & Scholarship: Teaching, Learning, and Disciplines | |
| | Student Learning Assessment | |
| | Student-Centered Teaching and Learning Strategies | |
| | Technology and System Operations | |
| <u>Staff and Administrator Competency Development</u> <ul style="list-style-type: none">Professional developmentSkills training aligned to the core competencies | Drives Vision and Purpose | Interpersonal Savvy |
| | Plans and Aligns | Builds Effective Teams |
| | Being Resilient | Communicates Effectively |
| | Action-Oriented | Customer Focus |
| | Optimizes Work Processes | Cultivates Innovation |
| | Ensures Accountability | Decision Quality |
| | Drive Results | Values Differ |
| <u>Faculty and Staff Skills Development</u> <ul style="list-style-type: none">Required compliance in accordance with governance and accreditation entities for Higher Education | Alamo Active Shooter Training | |
| | Alamo Drug Free Workplace and Drug-Free Campuses | |
| | Alamo Information Security Awareness | |
| | Civil Rights and Title IX for Employees | |
| | FERPA | |
| | Protecting Youth: Abuse and Neglect Prevention | |
| | Tools for an Ethical Workplace | |
| Workplace Bullying Prevention | | |

Figure 9 Faculty and Staff Skills Development

Figure 9 Faculty and Staff Skills Development

| Health and Safety Services and Benefits |
|--|
| Personal Health Insurance (no cost to employee) |
| Life Insurance with AD&D; Long & Short-term Disability |
| Dental Insurance |
| Tuition Reimbursement Program for employees and dependents |
| Emergency Sick Leave |
| Employment Assistance Program |
| TRS or ORP: 6% required of employee and 100% matching |
| 403b and TaxSaver Retirement Plans |
| Living Wage for hourly employees that exceeds federal minimums |
| Personal, Civic, Bereavement, Military, Developmental Leave; Up to 17 paid holidays including 10-day Winter break and 5-day Spring Break |
| FMLA; staff vacation time (Faculty on <12-month contracts) |
| Tuition discounts for employee child dependents |
| Health and Wellness Center: Weight Room, Fitness Center |
| Ergonomic Furniture and Tools |

Figure 10 Key Services and Benefits

2 - What are your results for turnover, retention, and absenteeism?

Figure 5-1 displays ACD's Workforce Turnover Rates from 2018 through 2022 as compared to the Bureau of Labor Statistics (BLS) standards. In all years shown, turnover for faculty, staff, and the overall ACD workforce is considerably lower than the BLS average. In fact, ACD's turnover rate for 2022 is almost 50% lower than that achieved by BLS institutions. Workforce retention rates for ACD have been historically high as shown in **Figure 5-2**. ACD overall retention

rate consistently beats national benchmarks. **Figure 5-3** displays the percentage of employees absent over the course of each year as well as the average number of employees sick over that same time.

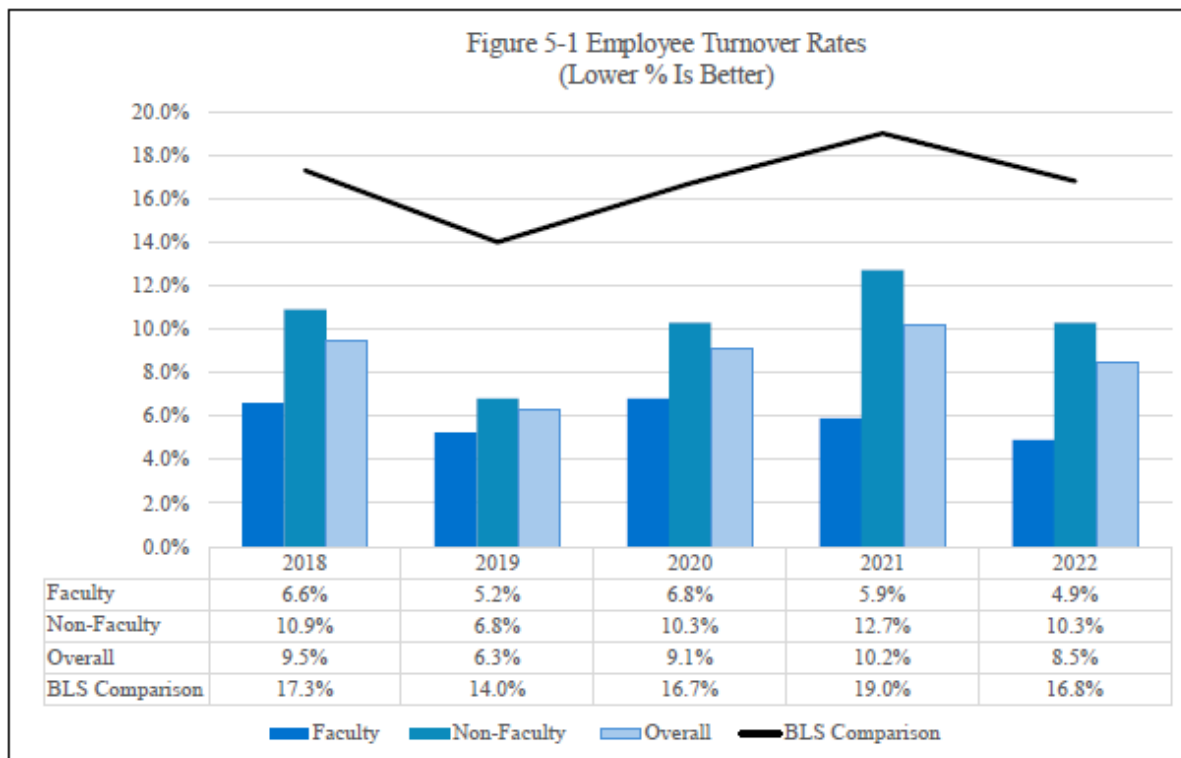


Figure 5-1 Employee Turnover Rates

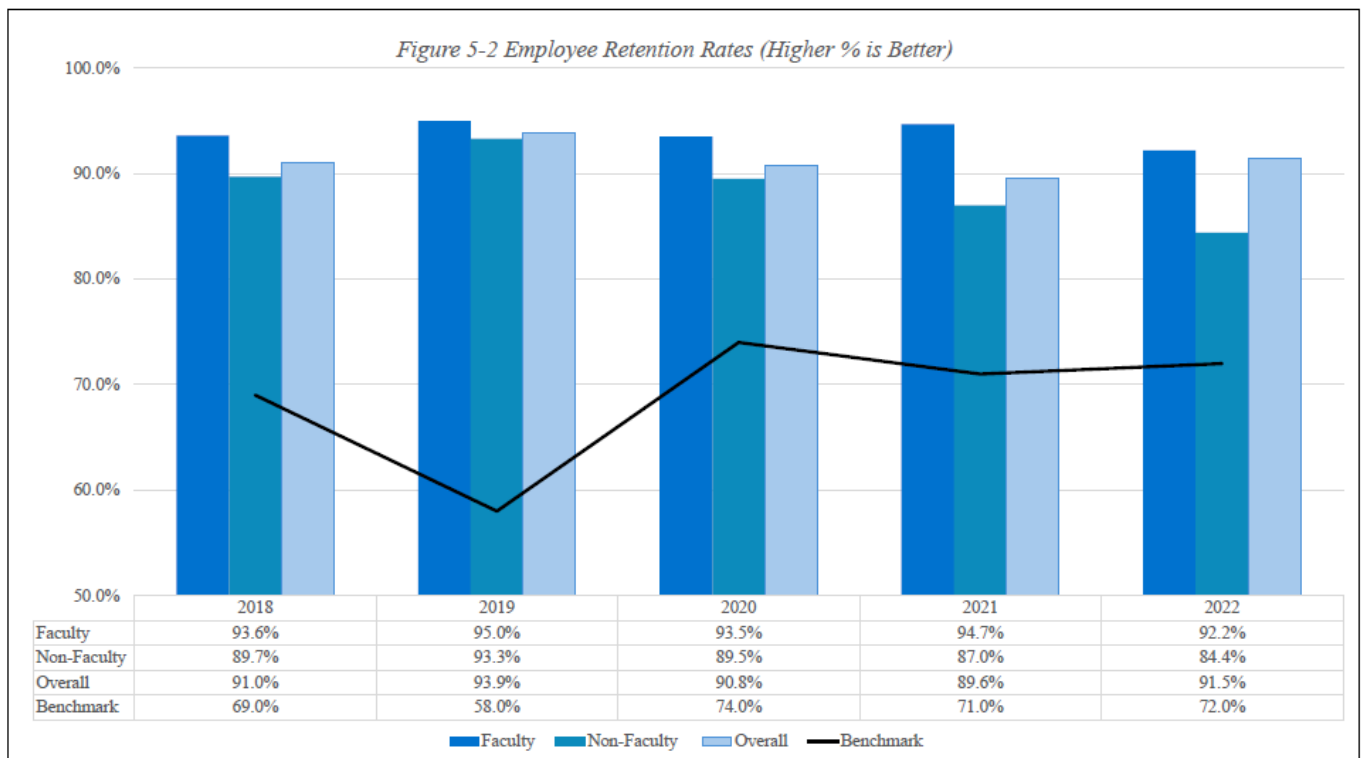


Figure 5-2 Employee Retention Rates

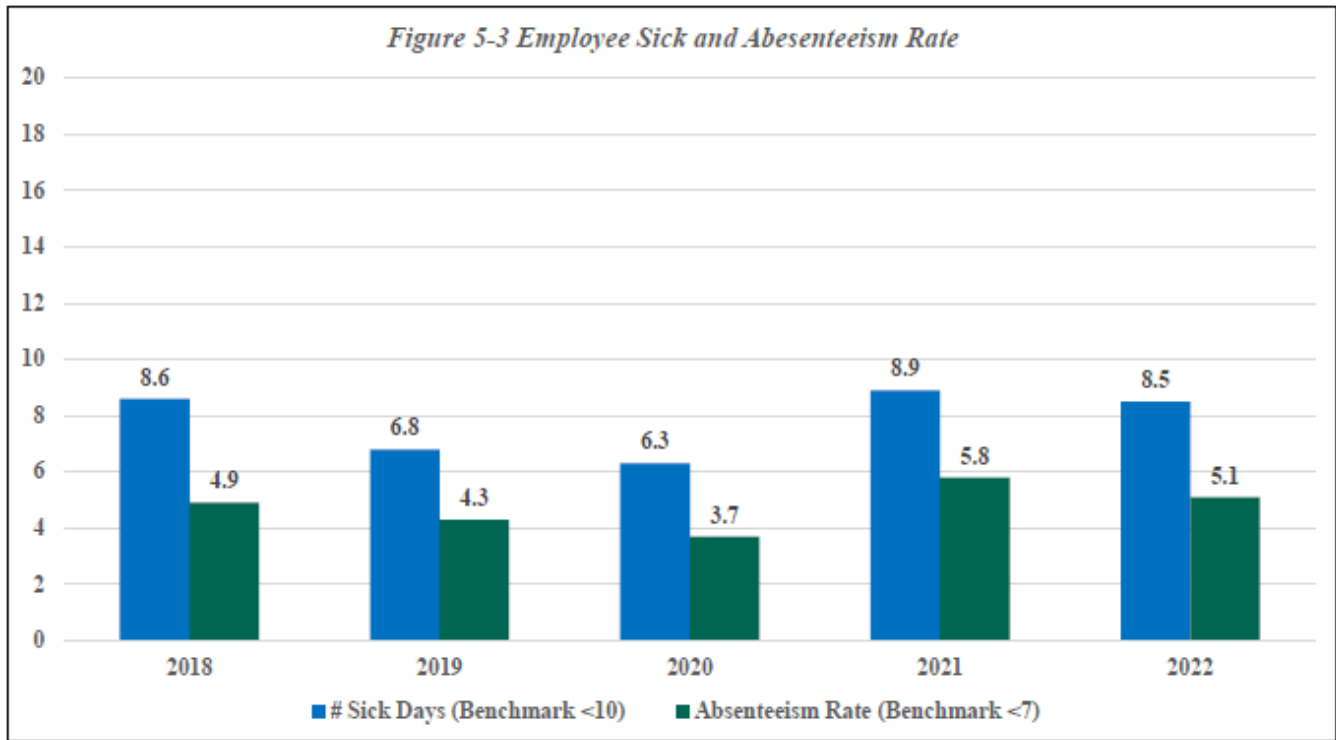


Figure 5-3 Employee Sick and Absenteeism Rates

3 - What are your results for workforce satisfaction and dissatisfaction?

ACD employees demonstrate a high degree of workplace satisfaction as measured by the GPTW survey, which has been conducted annually since 2022. Most recently, ACD received the desirable designation as a “Great Place to Work”. This anonymous, 3rd party, voluntary survey administers and collects results and distributes final scores to ACD. Results include scores for all individual questions and for “Focus Areas” developed by GPTW, which bundle selected questions. These “Focus Areas” are meaningful to ACD and provide evidence of high levels of improvement since 2022 (**Figure 5-4**). **Figures 5-5** and **5-6** highlight the sense of pride, level of satisfaction, and autonomy enjoyed by ACD faculty and staff.

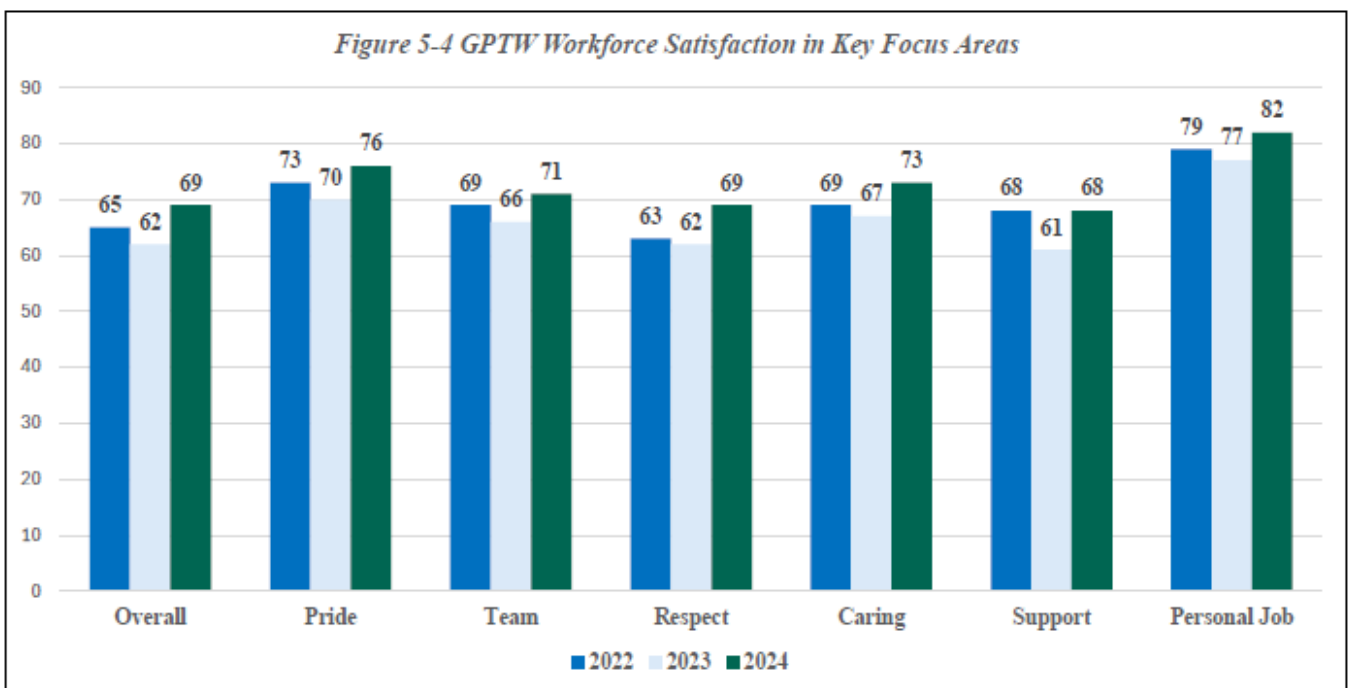


Figure 5-4 GPTW Workforce Satisfaction in Key Focus Areas

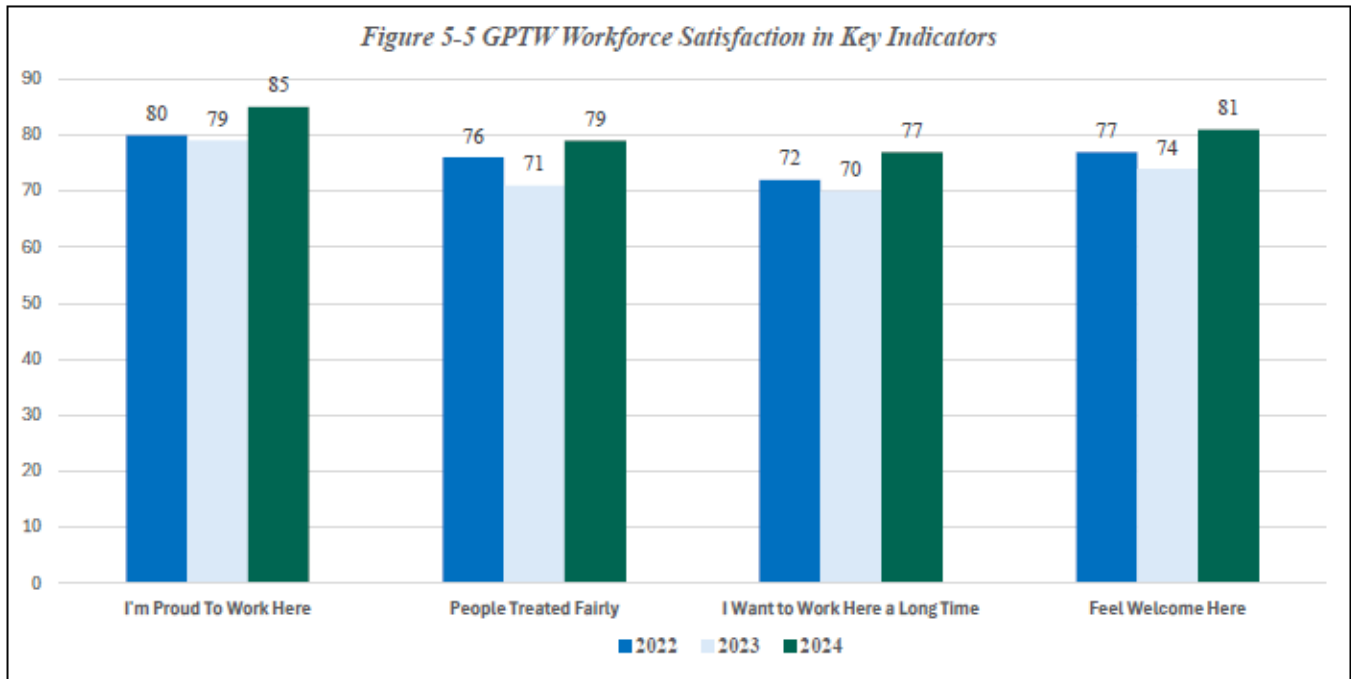


Figure 5-5 GPTW Workforce Satisfaction in Key Indicators

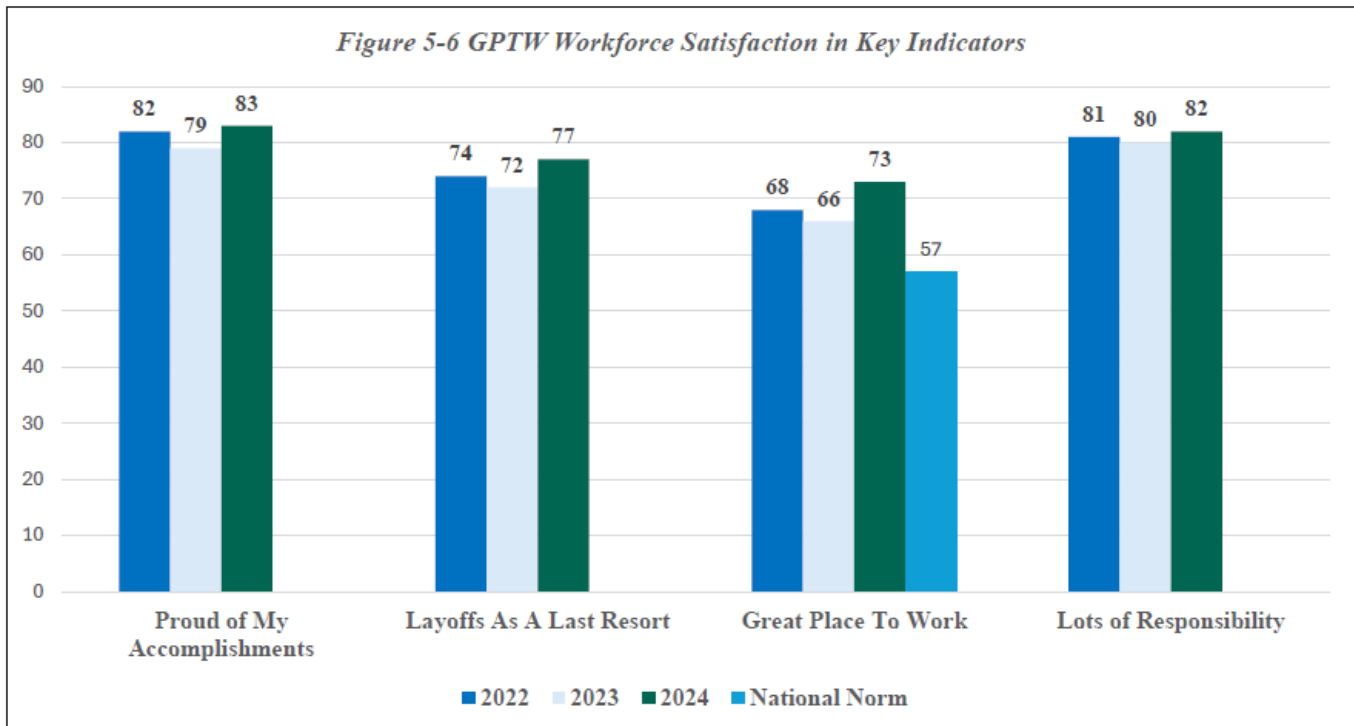


Figure 5-6 GPTW Workforce Satisfaction in Key Indicators

4 - What are your results for workforce engagement?

The level of workforce engagement is also measured by the GPTW survey. Results on four questions related to how “engaged” the workforce is with ACD are included. **Figure 5-7** indicates that the workforce is highly engaged, which is reinforced by what we observe every day. **Figure 5-8** provides data segmented by workforce category and shows that scores are consistently high across all workforce segments. These data mirror prior findings from the PACE Climate Survey, the predecessor to the GPTW Survey where ACD was consistently above the norm for workforce engagement each year. Another indicator of employee engagement is the level of employee giving to the Employees Giving Back campaign, which has increased every year over the last five years (**Figure 7-3**).

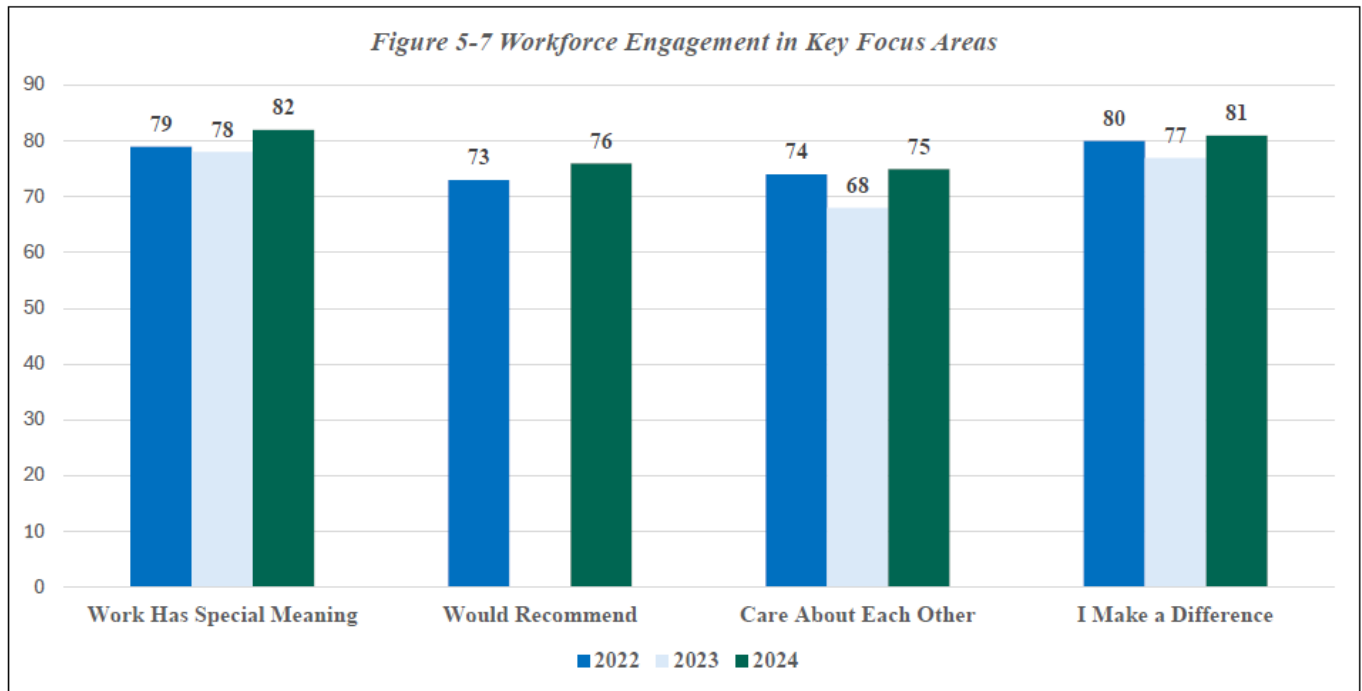


Figure 5-7 Workforce Engagement in Key Focus Areas

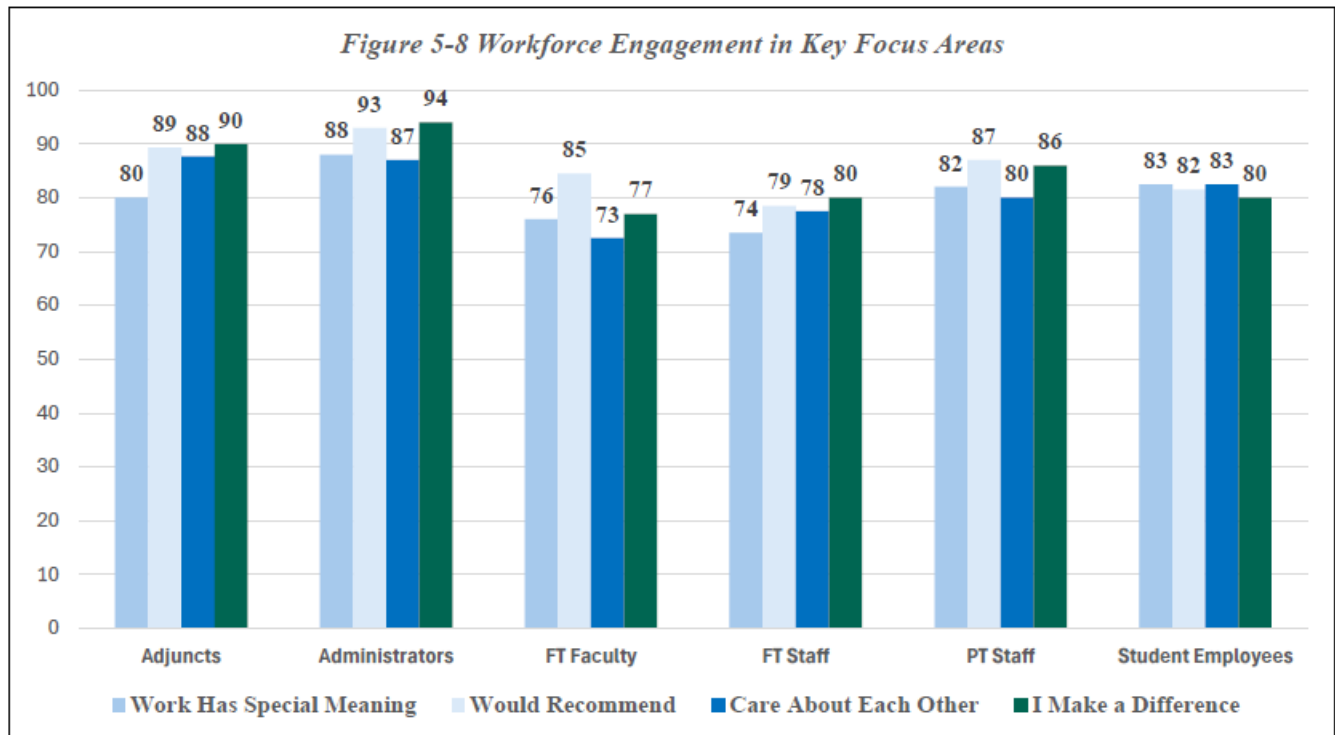


Figure 5-8 Workforce Engagement in Key Focus Areas

| Employees Giving Back Totals | | | | | |
|--|----------|----------|----------|----------|----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Amount | \$275.4K | \$280.9K | \$345.8K | \$355.3K | \$379.2K |
| Target | \$237.0K | * | \$300.0K | \$375.0K | \$375.0K |
| Figure 7-3 Employees Giving Back <i>*Targets not set due to pandemic</i> | | | | | |

Figure 7-3 Employees Giving Back

5 - What are your results for workforce and leadership development, including job skills training?

ACD has a long-standing approach to workforce and leadership development. **Figure 5-9** shows that more than 1,800 employees participated in the “Four Disciplines of Execution” (4DX) initiative in 2022 and participation continues to this day. These results are segmented by each college and ACCESS to demonstrate that this initiative is embraced across the entire organization. ACD offers phenomenal leadership development programs as an opportunity for employee growth and development. Results of these efforts are reflected in **Figure 5-10** and include program participation numbers. ACD also provides programs for faculty members to advance their skills. **Figure 5-11** shows the large number of faculty participating in teaching and learning development programs and their improved course success rates after attendance.

| Employees Participating and Engaged in 4DX | | | | | | | |
|---|--------|-----|-----|-----|-----|-----|-------|
| Year | ACCESS | NLC | NVC | PAC | SAC | SPC | Total |
| 2018 | 285 | 70 | 157 | 275 | 575 | 410 | 1,772 |
| 2019 | 196 | 144 | 94 | 344 | 604 | 420 | 1,802 |
| 2020 | 336 | 141 | 80 | 237 | 650 | 358 | 1,802 |
| 2021 | 176 | 35 | 124 | 305 | 662 | 294 | 1,596 |
| 2022 | 301 | 177 | 71 | 388 | 442 | 428 | 1,807 |
| Figure 5-9 Participation and Engagement in 4DX | | | | | | | |

Figure 5-9 Participation and Engagement in 4DX

| Employees Participating in Leadership Development Programs | | | | | | |
|---|------|-------|------|------|-------|--------|
| | FY19 | FY20 | FY21 | FY22 | FY23 | Target |
| Leadership Participants | 934 | 1,041 | 804 | 792 | 1,028 | >800 |
| Figure 5-10 Employees Participation in Leadership Development Programs | | | | | | |

Figure 5-10 Employees Participation in Leadership Development

| Faculty Participation in Teaching and Learning Development | | | | Change in Rates |
|---|-------------------|---------------------|--------------------|-----------------|
| Year | Number of Faculty | Success Rate Before | Success Rate After | +/- |
| 2019 | 98 | 58% | 61% | +3 |
| 2020 | 190 | 53% | 55% | +2 |
| 2021 | 336 | 59% | 57% | - 2 |
| 2022 | 137 | 60% | 61% | +1 |
| 2023 | 599 | 77% | 79% | +2 |
| Figure 5-11 Faculty Participation in Teaching and Learning | | | | |

Figure 5-11 Faculty Participation in Teaching and Learning

6 - What are your results for significant safety-related incidents, including Occupational Safety and Health Administration (OSHA) reportable incidents?

Results of significant safety-related incidents are documented through the COVID-19 2020-2022 Health and Safety After-Action Assessment (**Figure 5-12**). A companion to the COVID-19 Risk Assessment shown earlier, this initiative, conducted by a 3rd party reviewer, centered on four strategic areas with related focus areas to determine the effectiveness of ACD's pandemic response. In each of the focus areas, strengths and opportunities for improvement were identified. Results indicated that over half of our strengths fell in the health and safety elements of the assessment. This after-action assessment has resulted in significant learning opportunities that better prepare ACD for future health and safety challenges.

| COVID 19 2020-2022 Health and Safety | | | | | |
|---|---|---------------------|-------------|--------|--------|
| Strategic Area | Focus Areas | Number of Strengths | % Strengths | # OFIs | % OFIs |
| Command and Control | Communications and Coordination Finance Policy and Planning Resource Management | 11 | 18% | 11 | 48% |
| Continuity of Instruction | Employee Impact Remote Work Resource Management | 8 | 13% | 1 | 4% |
| Continuity of Student Services | Resource Management Resource Learning | 11 | 18% | 3 | 13% |
| Health and Safety | Resource Management Employee Impact Return to Campus Testing Health and Safety Officers | 32 | 52% | 8 | 35% |
| Percent of Strengths and OFIs | | 55% | | 20% | |
| Figure 5-12 COVID After Action Assessment Approach | | | | | |

Figure 5-12 COVID After Action Assessment Approach

7 - What are your results for additional indicators of workplace health and safety (e.g., results of safety audits, near-miss tracking)?

ACD monitors workplace health and safety through the tracking of injury frequency, use of the Employee Assistance Program (EAP), and through the GPTW survey questions on safety. ACD places a strong focus on workplace health and safety as evidenced by the improved injury frequency rate per 100 employees (**Figure 5-13**). Further, utilization of the EAP typically mirrors or leads the USA benchmark, which indicates that the workforce has awareness of and utilizes this valuable benefit (**Figure 5-14**). Finally, the GPTW survey provides a direct question related to workplace safety: “this is a physically safe place to work.” The GPTW results provide evidence of high levels of employee confidence in the workplace environment (**Figure 5-15**).

| Injury Frequency Per 100 Employees | | | | | |
|---|------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Rate | 1.01 | 1.42 | 0.65 | 0.69 | 0.75 |
| Industry Standard (BLS) | 1.90 | 2.00 | 1.60 | 1.20 | 1.40 |
| Figure 5-13 Injury Frequency Rates | | | | | |

Figure 5-13 Injury Frequency Rates

| Employee Assistance Program Utilization | | | | | |
|---|-------|-------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| ACD Usage | 16.0% | 10.2% | 6.5% | 8.0% | 9.0% |
| USA Benchmark | 8.7% | 7.8% | 7.2% | 6.4% | 6.8% |
| Figure 5-14 Workplace Health and Safety Indicators | | | | | |

Figure 5-14 Workforce Health and Safety Indicators

| GPTW Workplace Safety Results | | | |
|-------------------------------------|------|------|------|
| Year | 2022 | 2023 | 2024 |
| Score | 84% | 82% | 87% |
| Figure 5-15 Workplace Safety | | | |

Figure 5-15 Workplace Safety

Customers and Markets

1 - Briefly describe your key processes used for the following:

1. customer listening,
2. customer engagement, and
3. customer support.

ACD employs multiple student and other customer listening approaches to obtain actionable information to understand customer needs, expectations, and their relative importance so that we are better able to design, improve, and innovate educational programs and services. We accomplish this through the **Listening & Learning System (LLS)**, which is comprised of the data gathering approaches shown in **Figure 11**.

We engage with students and other customers through highly focused interactions via the provision of a variety of personalized and innovative services, and multi-modal communications both in- and out-of-the classroom. **Figure 12** summarizes the wide variety of engagement methods we use to build a more student- and customer-focused organizational culture; manage and enhance our brand; meet students' and other customers' requirements; and exceed their expectations in each stage of their relationship with ACD.

Several processes and systems are integrated to enable students and other customers to seek information and obtain support from ACD. Student access is an important objective and we have established a requirement to minimize the barriers of time, place, cost, and educational preparation levels so that all in the community will have an opportunity to obtain educational programs and services from us. Consequently, we have developed a variety of methods to enable students and other customers to seek information, obtain support, and gain access to our offerings as shown in **Figure 13**.

| Approach | Customer | Freq | Data Use |
|--|-----------------------|------|----------------|
| Direct Communication | | | |
| Ruffalo Noel-Levitz, Student Evals of Instruction | CS | A | SL,S, E, I |
| Great Places to Work | | | |
| ACD Satisfaction Surveys | AC Internal Customers | O | S, E, I |
| Help Desk | CS | O | S, E, I, C |
| POC Surveys | CS | O | S, E, I |
| SLT/VP Meetings | ACD | W | S, E, I |
| Classroom Observation | CS/EC | O | SL, E, I |
| Service Delivery | CS/EC/E/AC | O | S, E, I |
| Advisor Meetings | CS/EC/FS | O | SL, E, I |
| Open Access to Presidents | All | O | SL, S, E, I, C |
| School Visits | K-12/EC/PS | W | SL, S |
| Transfer Articulation MOU | TS | O | SL, S |
| Student Focus Groups/Forum | CS/PS/K-12 | P | SL,S, E, I |
| Community Outreach | C/PS | O | S |
| Community Involvement | CS/EC/C | O | S, I |
| Campus Events | All | O | S |
| Advisory Committees/Groups | E/C | M | SL,S, E, I |
| SPP Participation | All | A | SL,S, E, I |
| Environmental Scan | All | O | SL,S, E, I |
| Meetings and Reviews | CS/EC/C/TS/E/AC | O | S, C |
| Complaint Management | All | O | S, C |
| Ethics Hotline | All | O | S, C |
| Regulatory Bodies | All | O | S, E |
| Cross-College Councils/Teams | ACD | M | S, E, I |
| Print | | | |
| Assessments/Tests | CS/EC | O | SL |
| Newsletters | CS/EC/PS | W | S, E, C |
| Correspondence | All | O | C |
| Technology | | | |
| Website | All | O | S, C |
| Surveys | CS/EC/AC | A | SL,S,E,I |
| Social Media | CS/EC/PS/C/AC | O | C |
| Telephone | All | O | SL,S,E,C |
| Registration in Person and Online | CS /EC | A | SL, E |
| E-mail | All | O | SL,S,E,I, C |
| Customer Relationship Management | All | O | S, E, I, C |
| Figure 11 Listening & Learning System | | | |
| <p>Customer - CS = Current Students; FS = Former Students; PS = Potential Students; K-12 = Feeder Schools; EC = Early College Schools; TS = Transfer Schools; E = Employers; C=Community; AC = Alamo Colleges</p> <p>Frequency - O = Ongoing; P = Periodically; A = Annually; M = Monthly; W = Weekly;</p> <p>Use - SL = Improve Student Learning; S = Improve Service; E = Improve Efficiency/Effectiveness; I = Improve or Innovate; C = Resolve Complaint or Concern</p> | | | |

Figure 11 Listening & Learning System

| Student/Other Customer Engagement | |
|---|--|
| Interactive Learning | |
| Intrusive Interaction | |
| Campus Events | |
| Post cards and calls to impending graduates | |
| FTIC e-mail and phone contacts | |
| Campus programs and activities | |
| First week experience | |
| Campus tours | |
| Campaigning | |
| 4DX Standards | |
| HS Recruiting Visits | |
| POCs in Meetings with HS Counselors | |
| Professional Development | |
| Collaboration | |
| Faculty to Faculty Visits | |
| Advisor Visits | |
| Advisory Boards | |
| Community Outreach | |
| Campus Events | |
| Website and Social Media Tools | |
| Multimodal Communications for Key Enrollment Milestones | |
| Figure 12 Customer Engagement Methods | |

Figure 12 Customer Engagement Methods

| | Obtain Services | Means of Support |
|----|--|--|
| CS | Online Offerings; Course Catalog; Certificate Programs; Flex Scheduling; Campus Events; Transfer Agreements; Transcripts; Financial Aid; Registration Dates & Payment Deadlines; Final Exam Schedule; Scholarships | Student Success Offices; Advising & Counseling; Faculty Office Hours; Email, Phone; Social Media; Webpages; Extended Service Hours; Digital Display Monitors |
| FS | Transcript; Transfer Agreements; Campus Events; Alumni Giving; Community Programs | Student Success Offices; Email, Phone; Webpages; Extended Service Hours |
| PS | General/Intl/Senior Citizen Admit Process; Course Catalog; Online Offerings; Certificate Programs; Flex Scheduling; AA/AS/AAS Degrees; Registration Dates & Payment Deadlines; Campus Tours; Financial Aid; Tuition/Fees; Scholarships | Student Success Offices; College Connections; Email, Phone; Webpages; Parent Information Nights; Campus Tours; Extended Service Hours |
| HS | Recruiter Meetings; MOUs; Scholarships; Campus Events and Tours; Dual Enrollment; Registration Dates & Payment Deadlines; | Webpages; Email, Phone; Recruiter Meetings; College Connections |
| EC | Campus Events; Transfer Agreements; Final Exam Schedules | Social Media; Digital Display Monitors; Advising & Counseling; Email, Phone |
| TS | Course Catalog; Online Course Offerings; Transfer Agreements | Student Success Offices; Email, Phone; Webpages; Extended Service Hours |
| E | Workforce Programs; Campus Events; Reserving a College Facility | CTE Offices; Webpages; Social Media; Email, Phone |
| C | Campus Events; GED/ESL & Other Programs; Reserving a College Facility | Webpages; Social Media; Email, Phone |

Figure 13 Methods for Student and Other Customer Services and Support*Note: Abbreviations align with those in Figure 11*

Figure 13 Methods for Student and Other Customer Services and Support

2 - What are your results for market size and market share, by business unit or product/service, as appropriate?

CCs do not generally focus on market share as we tend to be unique organizations in our service areas. Instead, we compare ourselves to CCs that are like us but reside in other markets. **Figure 6-1** shows changes in college going rates in high schools located in other Texas markets versus ACD. From 2013 to 2021, these markets suffered a decline, including Bexar County (ACD's primary market), but our decline was the least significant. The following year, the rate increased across the board with Bexar County and ACD leading the way. Another meaningful indicator is that ACD is the organization that has conferred the greatest percentage of higher education awards of any institution in our market area over the last five years (**Figure 6-2**). Last, a relevant comparison is related to the cost of attending college in our market area where ACD's low cost to attend dwarfs all other institutions of higher learning (**Figure 6-3**). This enhances our "value proposition" to the community we serve.

| Change in College Going Rates in High Schools from Large Markets | | |
|---|---------------------|---------------------|
| | 2013 to 2021 | 2021 to 2022 |
| Bexar County (Alamo Colleges) | -1.40% | 5.00% |
| Dallas County (Dallas Colleges) | -10.50% | 1.30% |
| Harris County (Houston CC) | -9.00% | 1.90% |
| Travis County (Austin CC) | -13.80% | 2.80% |
| Rio Grande Valley | -6.40% | 2.20% |

Figure 6-1 AlamoPROMISE Effectiveness on HS College Going Rate

Figure 6-1 AlamoPROMISE Effectiveness on HS College Going Rates

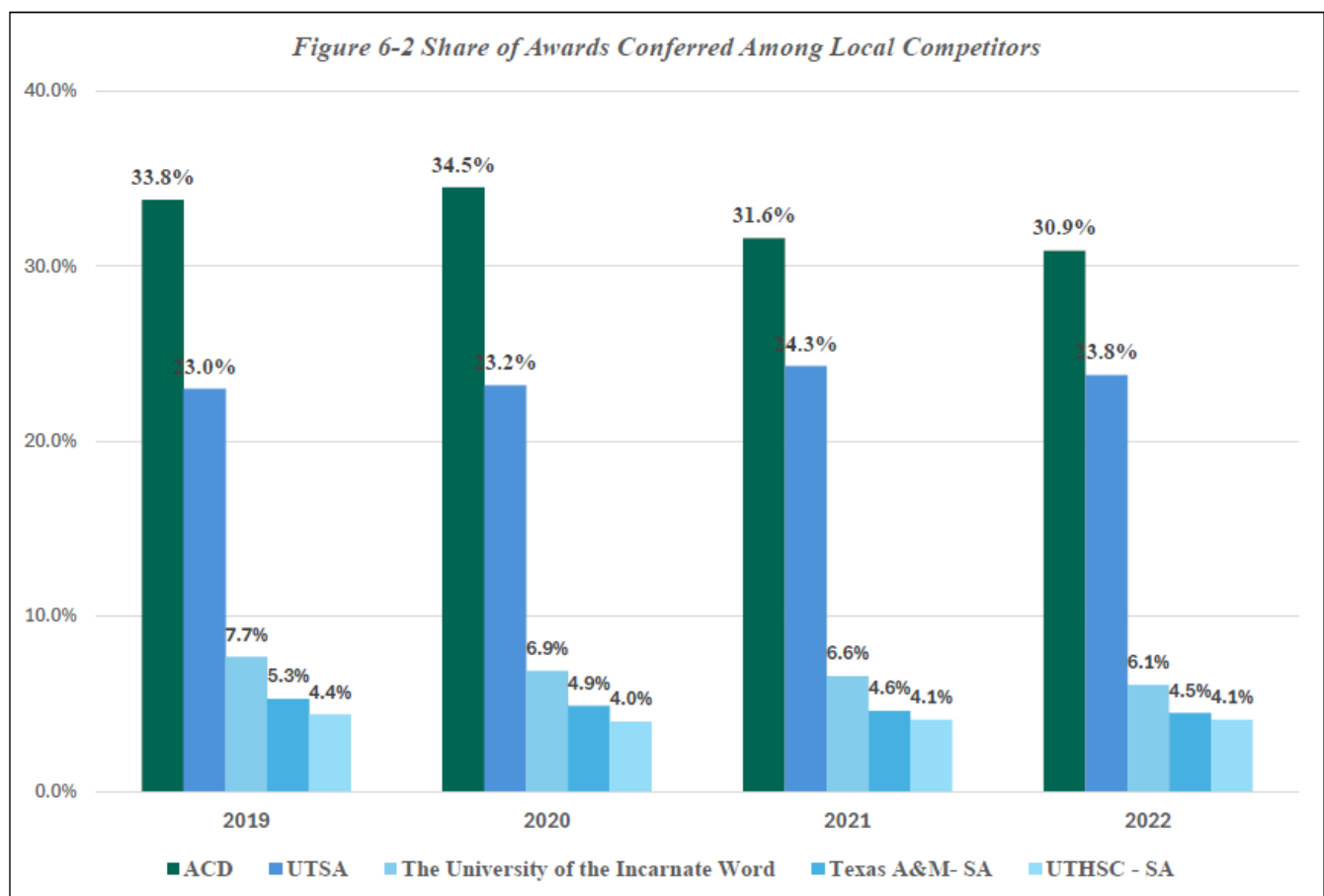


Figure 6-2 Share of Awards Conferred Among Local Competitors

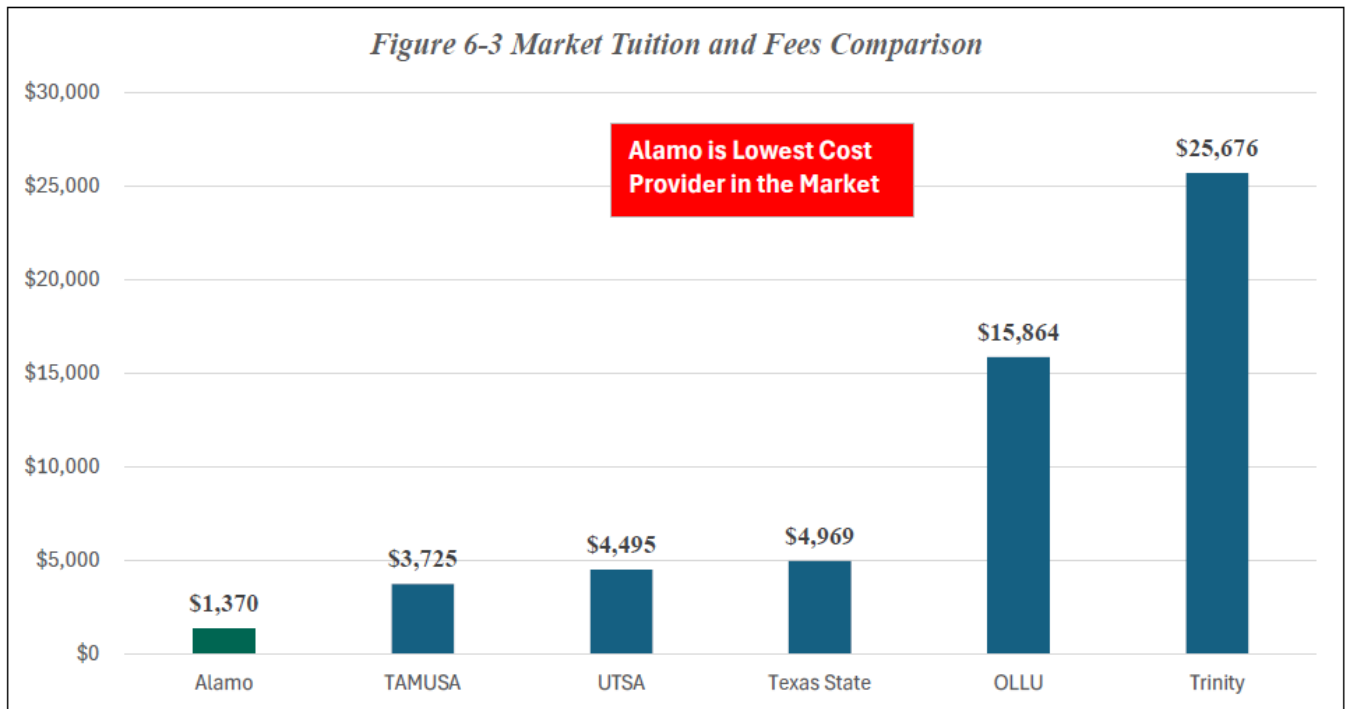


Figure 6-3 Market Tuition and Fees Comparison

3 - What are your results for your customer loyalty, including likelihood to recommend your organization, by key customer segments?

Note: For health care organizations, as appropriate: Include your results for Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) or CAHPS scores.

Student loyalty is measured using a 3rd party nationally normed instrument. **Figures 6-4** and **6-5** focus on survey questions that are the best indicators to determine the level of “loyalty” among our students. The results show that ACD performance in all areas is consistently better than the USA norm base with many exceeding the base by a considerable margin. Further, students were asked if they “would recommend this college” to others. Surveys conducted from 2017 – 2021 all produced extremely high scores that exceeded those of other Texas and US colleges (**Figure 6-6**). Finally, the ultimate loyalty indicator is evidenced by the number of students who return each semester as shown in our persistence rates (**Figure 2-4**).

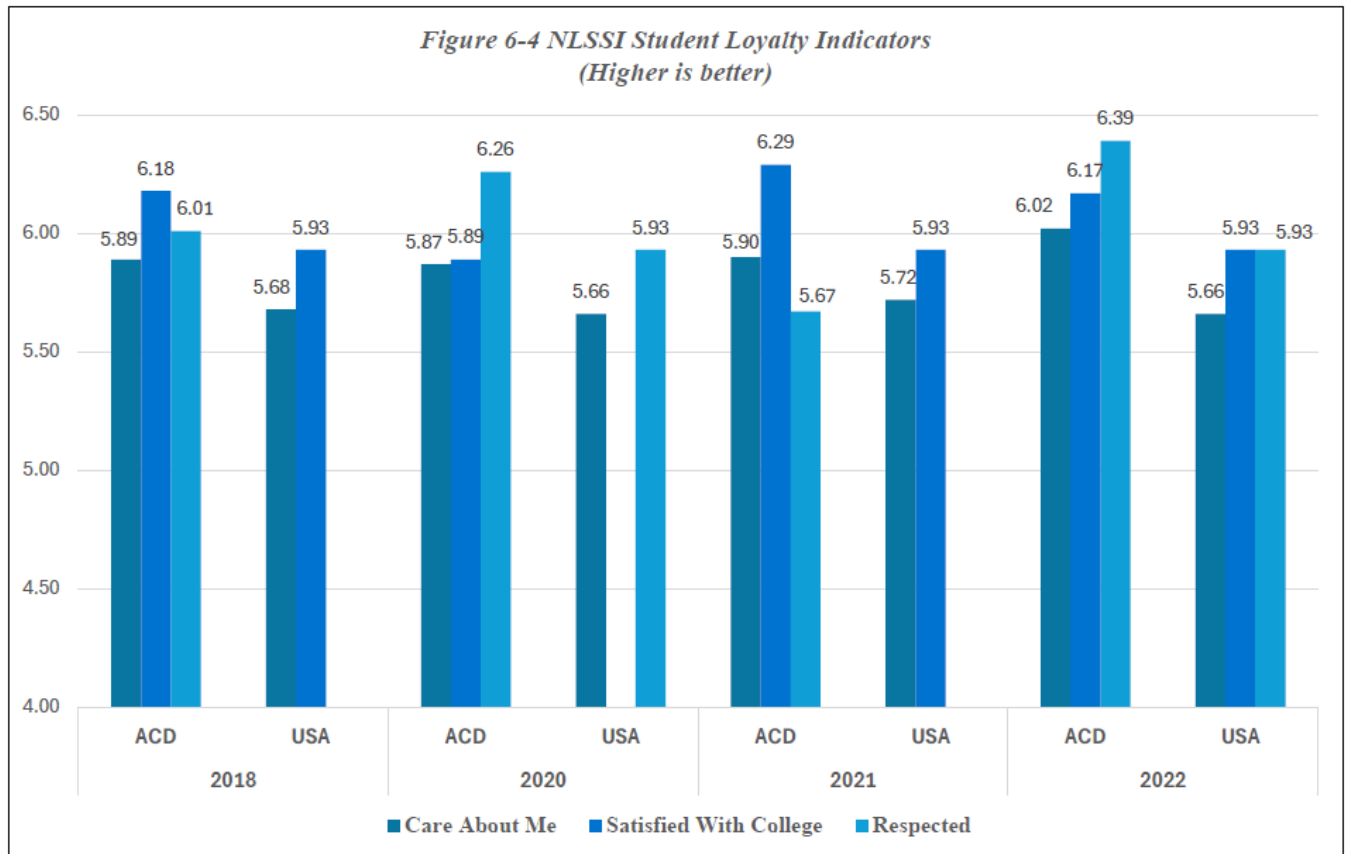


Figure 6-4 NLSSI Student Loyalty Indicators

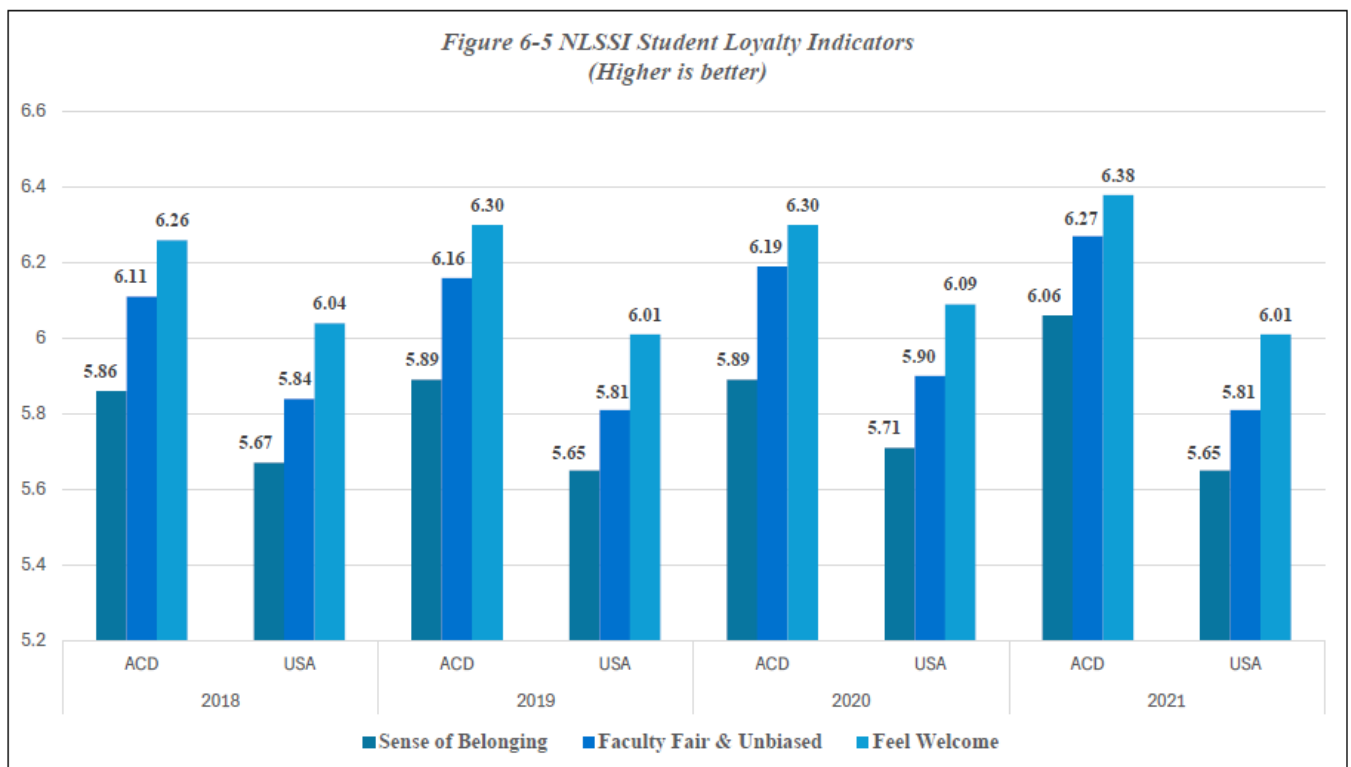


Figure 6-5 NLSSI Student Loyalty Indicators

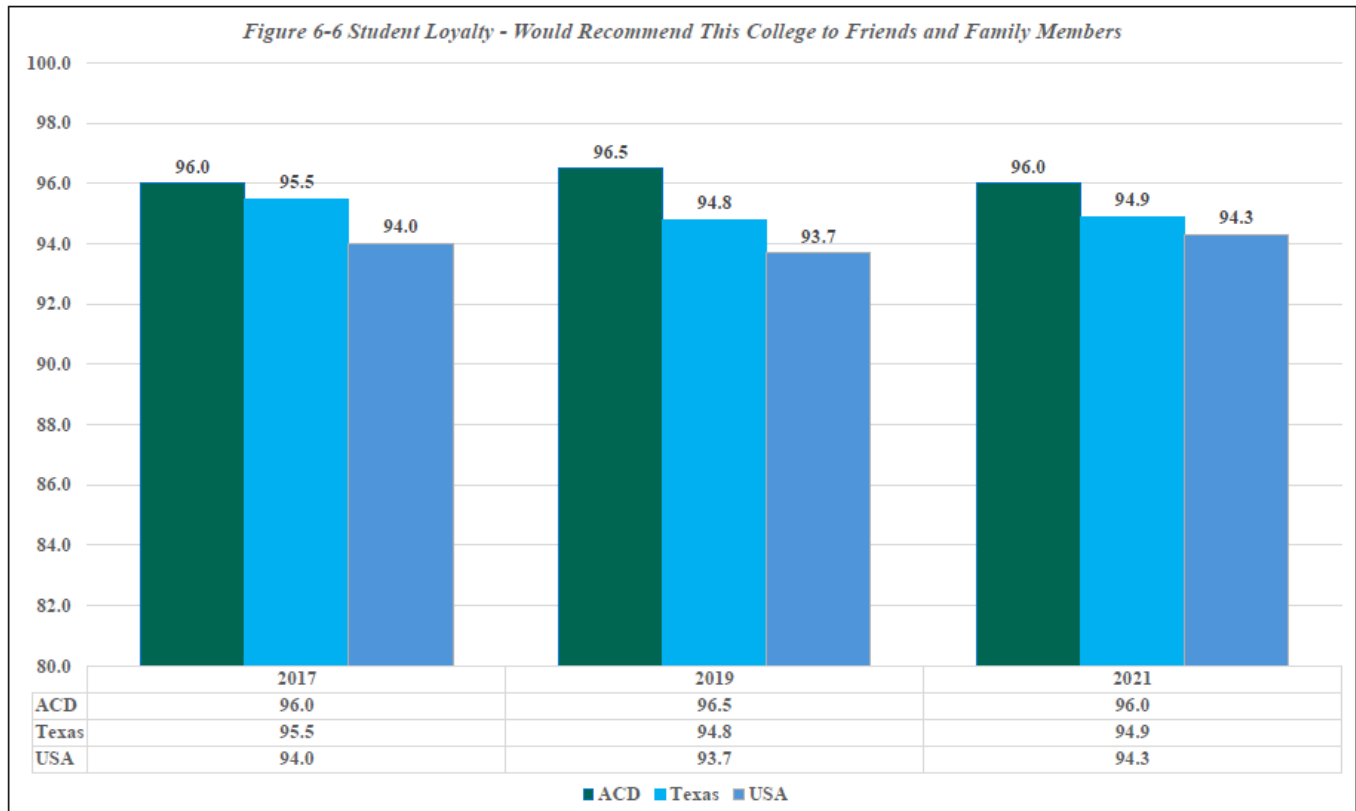


Figure 6-6 Student Loyalty - Would Recommend This College to Friends and Family Members

4 - What are your results for customer complaints, by key customer segments, if available?

Student complaints provide the opportunity to learn more about our students to better meet their needs. ACD provides opportunities for our stakeholders to share concerns, express their opinions, and provide a platform from which continuous improvement initiatives can be launched. Due in part to our highly effective complaint resolution process, the number of student complaints received is extremely low, especially given the size and complexity of ACD (*Figure 6-7*). Our resolution cycle time shown in *Figure 6-8* indicates that we have shown drastic improvement in complaint resolution time and have resolved concerns in less than 30 days on average since 2023. We believe that our ability to welcome, understand, and promptly resolve complaints contributes to our high level of student retention and completion.

| Student Complaints | | | | | |
|--------------------|------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 | 2024 |
| Number | 50 | 36 | 30 | 36 | 24 |
| Baseline | 50 | 50 | 50 | 50 | 50 |

Figure 6-7 Student Complaints

Figure 6-7 Student Complaints

| Complaint Resolution Cycle Time | | | | |
|---------------------------------|---|----------|----------|----------|
| Year | New and improved Complaint Management System introduced in 2022 | 2022 | 2023 | 2024 |
| Number of Days to Resolve | | 87.8 | 25.5 | 24.0 |
| Benchmark | | <30 days | <30 days | <30 days |
| Figure 6-8 Complaint Resolution | | | | |

Figure 6-8 Complaint Resolution

5 - What are your results for customer satisfaction and dissatisfaction, by key customer segments?

ACD experiences high levels of customer satisfaction as demonstrated through survey results. Customer satisfaction with academic services (**Figure 6-9**), campus environment (**Figure 6-10**), and college focus data (**Figure 6-11**) are included. These data demonstrate ACD students experience greater levels of satisfaction compared to the average of students across the US in academic services, campus environment and college focus items, every year. Further, results across almost all areas are trending positively. It is clear from these results that ACD is exceeding customer expectations and providing a top-quality higher education experience to its students.

**Figure 6-9 NLSSI Student Satisfaction With Academic Services
(Higher is better)**

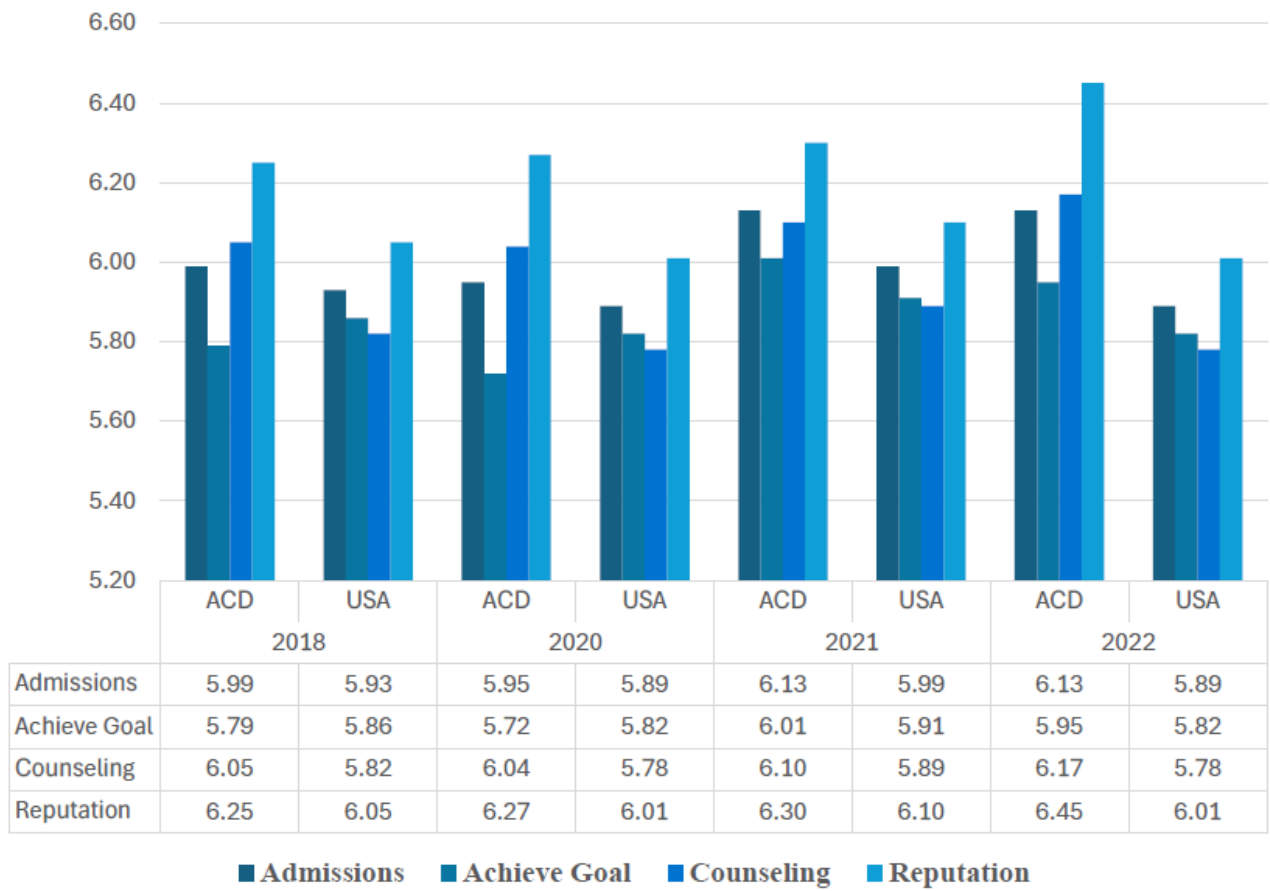


Figure 6-9 NLSSI Student Satisfaction With Academic Services

Figure 6-10 NLSSI Student Satisfaction With Campus Environment
(Higher is better)

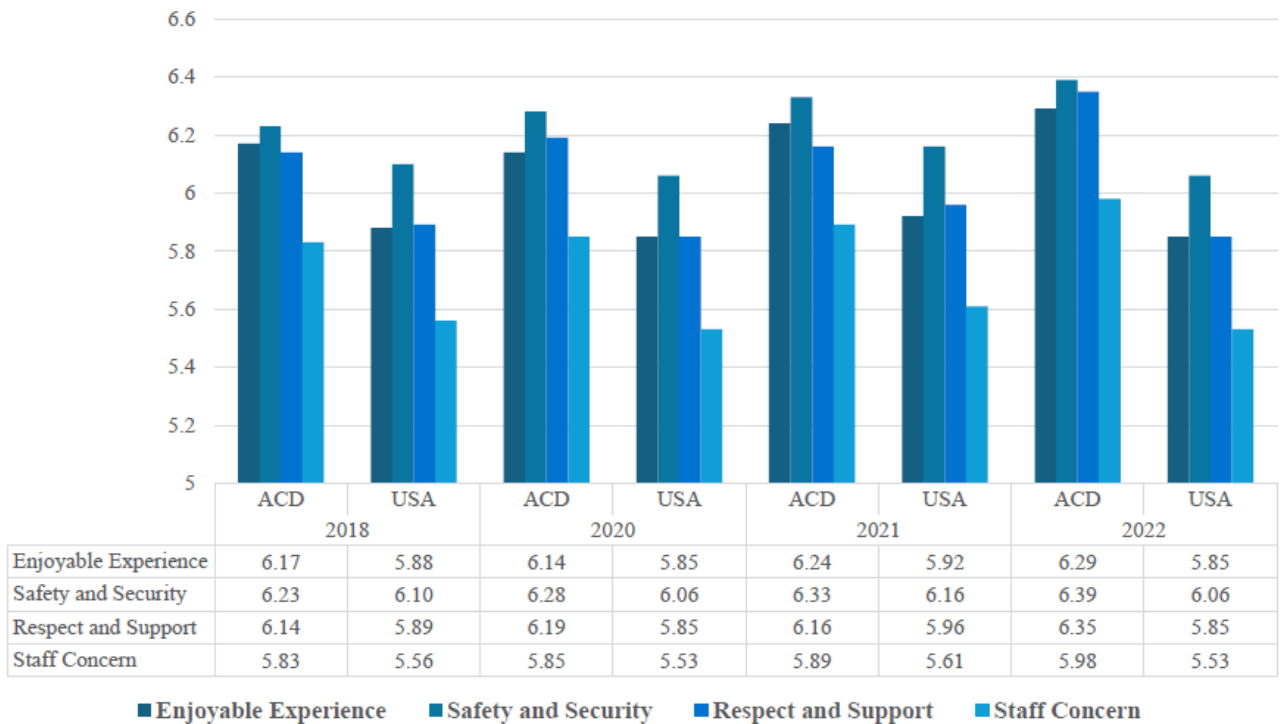


Figure 6-10 NLSSI Student Satisfaction With Campus Environment

Figure 6-11 NLSSI Student Satisfaction With College Focus
(Higher is better)

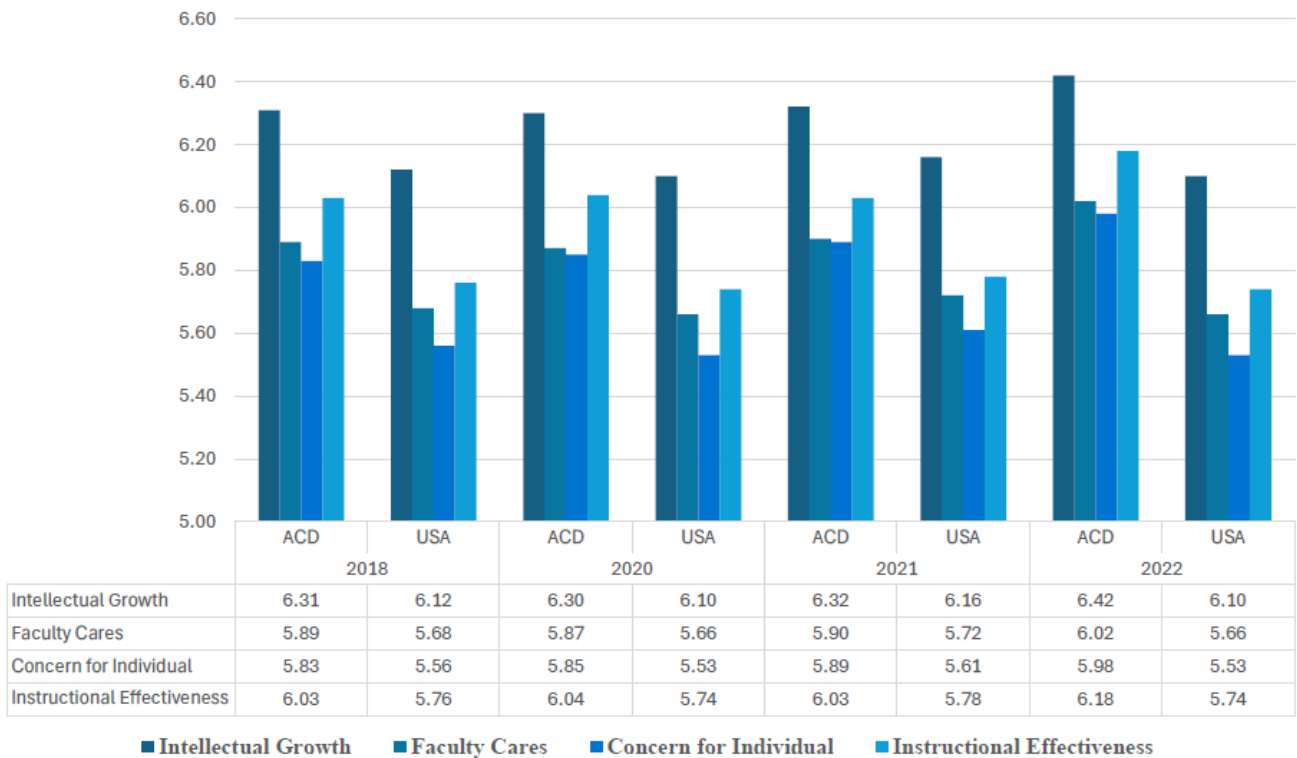


Figure 6-11 NLSSI Student Satisfaction With College Focus

Community Engagement

1 - Briefly describe your key processes for community engagement and societal contributions. Be sure to include your processes for the following:

- 1. listening and engaging with your key communities, and**
- 2. supporting your key communities.**

ACD is an integral part of Bexar County and the San Antonio area, not only as a provider of higher education but also as a good citizen who cares for the overall well-being of the local community. As a result, we focus on **environmental, social, and economic** issues annually during the SPP and in leadership team meetings throughout the year. Senior leaders engage with the community on boards, community leadership teams, and in informal settings to gather data and better understand community needs and to form partnerships. Based upon what we learn, we take action to provide support in the most impactful ways. We are fully committed to our **Community-Engaged** value and are actively involved in a number of programs for community betterment.

Highlights from an environmental standpoint include an **ACD Sustainability Program** with a Climate Action Plan and an Environmental Sustainability Policy and Procedure addressing six focus areas: Greenhouse Gas Emissions and Energy Conservation; Water Conservation; Indoor and Outdoor Air Quality; New Constructions, Additions and Renovations; Sustainability Literacy; and Procurement. From a social well-being standpoint, we provide **Community Education Centers** at eight regional and inner-city locations that offer college awareness programs and support for adult learners. From an economic well-being standpoint, we have formed critical partnerships, including the **San Antonio Ready-to-Work (RTW)** grant program which is a one-of-a-kind in the nation partnership between ACD and the SA Chamber of Commerce creating a regional talent development pipeline that is aligned with targeted industries that are critical to the economic development of SA and the region. **Figure 14** highlights the multitude of our key community engagement methods.

| Community Engagement Initiatives | |
|--|--|
| AlamoPROMISE | Dual Credit Partners |
| Community Education Centers | Early College High School |
| SA Ready-to-Work | ETCs |
| Alamo on the Job | VITA Centers (Volunteer Income Tax Assistance) |
| Peer Student Ambassadors | Core STEM Expos |
| Pop-Up Markets | Summer Camps |
| Employees Giving Back | GED/ESL Programs |
| Financial Aid Workshops | Adult High Schools |
| P Tech | Financial Aid Workshops |
| Sustainability Programs – Greenhouse Gas, Electricity Use, Water Use | College Connections |
| | Advocacy Centers |
| Figure 14 Community Support Methods | |

Figure 14 Community Support Methods

2 - What are your results for engaging and building relationships with your key communities? Be sure to include results for the following:

- 1. the number and type of engagements,**
- 2. the frequency of each engagement type (how often the engagement happens), and**
- 3. the length of time of engagements.**

ACD has a long history of outstanding relationships with the city of San Antonio and the surrounding area. We value, prioritize, and put forth major effort each year to ensure that these relationships remain strong. To illustrate, **Figure 7-1** provides a glimpse of the multitude of activities we are engaged in on a continuous basis to meet our community's needs. Our Foundation plays a major role in supporting those in need with the provision of scholarships in support of students and families throughout the area (**Figure 7-2**). ACD recently raised \$1.2M toward scholarships in a single event, our 2024 Mosaico Gala. This level of outstanding support from our friends and partners is another indicator of ACD's high regard amongst the community we serve.

| Type of Event | Frequency | Length of Time | Average Number of Events | | | | |
|--|-------------------|--------------------|--------------------------|------|------|------|------|
| | | | 2019 | 2020 | 2021 | 2022 | 2023 |
| City and Industry Councils and Advisory Boards | Monthly | More than 5 years | 12 | 12 | 13 | 16 | 16 |
| Festivals/Cultural Community Events | Annually | More than 20 years | 2 | 2 | 2 | 2 | 3 |
| Foundation/Fundraising Events | Monthly/Annually | More than 10 years | 7 | 6 | 3 | 5 | 8 |
| Partnerships with Other Educational Institutions | Monthly/As Needed | More than 10 years | 2 | 4 | 3 | 4 | 4 |
| Podcast/Radio | Monthly | More than 5 years | 6 | 6 | 6 | 6 | 6 |

Figure 7-1 Methods of Community Engagement

Figure 7-1 Methods of Community Engagement

| Foundation Scholarships in Support of Students | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Amount | \$1.9M | \$2.1M | \$1.7M | \$1.7M | \$2.0M |
| Benchmark | => \$1.5M | => \$1.5M | => \$1.5M | => \$1.5M | => \$1.5M |

Figure 7-2 Foundation Scholarship Results

Figure 7-2 Foundation Scholarship Results

3 - What are your results for societal contributions?

Note: See below for some examples of societal contributions:

- reduced energy consumption
- use of renewable energy resources and recycled water
- reduction of your carbon footprint
- waste reduction and utilization
- alternative approaches to conserving resources (e.g., increased virtual meetings)
- global use of enlightened labor practices; and
- donations of goods or services to promote housing, community health, and food security.

ACD is a major contributor to our community through our workforce and their efforts in our Employees Giving Back campaign where employees donate funds toward needed projects in the community as well as scholarship funding. Typically, over \$300K are "given back" to the community each year (**Figure 7-3**). Another significant societal contribution

comes from our Advocacy Centers, located on each of the college campuses, which have an estimated local economic impact of \$2.5M. These centers include Pop-Up Markets and Services to Households. ACD has also distributed 759,889 lbs. of food through a partnership with the San Antonio Food Bank (**Figure 7-4**). Further, ACD takes great steps to be environmentally conscientious and responsible. **Figure 7-5** shows the amount of energy savings produced over the last 21 years. We embrace many “green” initiatives, from construction to utilities, all to lessen our carbon footprint and remain an eco-friendly organization.

| Employees Giving Back Totals | | | | | |
|--|----------|----------|----------|----------|----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Amount | \$275.4K | \$280.9K | \$345.8K | \$355.3K | \$379.2K |
| Target | \$237.0K | * | \$300.0K | \$375.0K | \$375.0K |
| Figure 7-3 Employees Giving Back *Targets not set due to pandemic | | | | | |

Figure 7-3 Employees Giving Back

| ACD Advocacy Centers: Building Relationships | | | |
|--|-------------------------|------------------------------------|---------------|
| Year | 2021 | 2022 | 2023 |
| Advocacy Center Pop Up Markets | 45 | 31 | 27 |
| Advocacy Center Households Served | 6,058 | 16,670 | 14,459 |
| Estimated Local Economic Impact | \$1.1M | \$2.6M | \$2.5M |
| Advocacy Center Persistence (%) | 65.5% v. 61.5% | 74.8% v 67.4% | 71.4% v 65.1% |
| Partnership with San Antonio Food Bank | ACD | 10,657 Students | |
| | | 759,889 Pounds of Food Distributed | |
| | Four Local Universities | 3,553 Students Served | |
| | | 124,348 Pounds of Food Distributed | |
| Figure 7-4 Advocacy Center Effectiveness | | | |

Figure 7-4 Advocacy Center Effectiveness

Figure 7-5 Alamo Colleges District Cumulative Savings

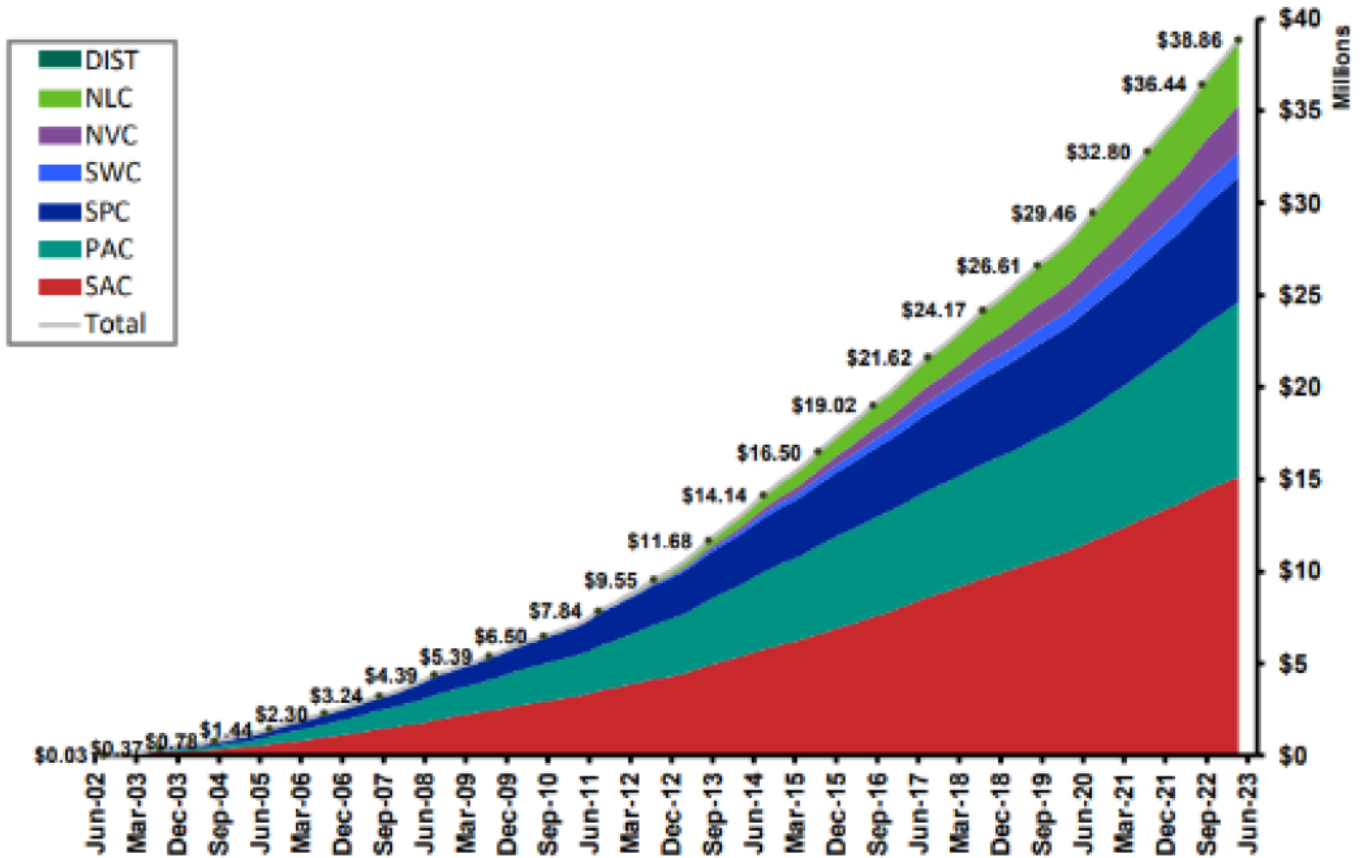


Figure 7-5 Alamo Colleges District Cumulative Savings

Finance

1 - Briefly describe your key processes used for managing your organization's finances to ensure the following:

1. financial viability, and
2. access to capital during disruptions.

To ensure financial viability, the ACD Budget process is conducted annually and consists of the development of revenue and expense allocations using a Funding Model (FM). Significant steps in the annual budget process leading up to the presentations of the Preliminary and Final Budgets to the Board include the following (**Figure 15**).

The Accounting and Finance team regularly report out on our financial condition and run a series of variance reports and ratio analyses so we have continuous visibility into our budgets and overall finances. ACD's Internal Audit department also regularly conducts assessments of our finances and associated controls.

The process of revenue projections functions as the springboard for determining the resources to be distributed for the upcoming fiscal year. In the April/May timeframe Colleges and ACCESS Units finalize employee position listings and develop detailed budgets based on a review of previous fiscal year approved budgets; unit needs; educational needs; approved projects; and College objectives. ABO and the Colleges then prepare initial operating expense budget allocations generated by the FM for distribution. In July, a Board Budget Retreat is held for Trustee review and approval of the budget for the upcoming year. During this retreat, the presentation of the budget priorities, along with documented alignment to the ACD strategic objectives, ensures that budget allocations are aligned with and support the College and ACCESS Strategic Plans.

During the year, ACD utilizes a non-sufficient funds (NSF) process within its ERP system that requires departments to have sufficient budget before requisition and purchase orders can be issued and before invoices can be paid. Access to capital during disruptions is assured through the availability of a contingency fund that can be accessed in the event of unexpected developments or emergencies brought about by unforeseen circumstances.

| ACD Budget Process Preliminary Steps | | |
|---|---|--|
| ACD Budget Office (ABO) | "Special Board Meeting" | Budget Workshops |
| Coordinates preliminary projections for enrollment and revenues | Reviews the legislative agenda and a preliminary look at next year's operating budget | Identify projects or initiatives proposed by the Colleges and ACCESS Units |

Figure 15 Preliminary Steps of the Budget Process

Figure 15 Preliminary Steps of the Budget Process

2 - What are your results for financial viability (e.g., liquidity, days cash on hand/reserves, credit or bond rating)?

ACD is in excellent financial health and enjoys the highest bond ratings available from both Standard and Poor's and Moody's (**Figure 8-1**). ACD is one of only three colleges in Texas, and one of ten in the nation, that has earned the top ratings from both rating houses. In ACD's last bond referendum (2017), ACD's service area citizenry passed our Capital Improvement Program proposal (\$450M) with a 67% favorable vote demonstrating their widespread confidence in, and support of, our strategic agenda. In addition, our Strategic Reserves are substantial. As shown in **Figure 8-2**, these reserves have increased each of the last four years and now sit at an all-time high (\$80M). Finally, ACD's Taxable Assessed Value base continues to grow (**Figure 8-3**). This is important as 50% of our operating revenue is secured from local tax assessments. As our service area expands, the financial security of the ACD continues to be enhanced.

| Bond Ratings | | | | | |
|------------------------------------|------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| S&P | AAA | AAA | AAA | AAA | AAA |
| Moody's | Aaa | Aaa | Aaa | Aaa | Aaa |
| Figure 8-1 ACD Bond Ratings | | | | | |

Figure 8-1 ACD Bond Ratings

| Reserves | | | | | |
|-------------------------------|---------|---------|---------|---------|---------|
| Type of Reserve | 2019 | 2020 | 2021 | 2022 | 2023 |
| Operating Fund Budget Reserve | \$55.0M | \$57.8M | \$58.2M | \$62.6M | \$75.6M |
| Institutional Reserve | \$.9M | .9M | \$.9M | \$1.0M | \$1.1M |
| Worker's Compensation | \$3.2M | \$3.2M | \$3.1M | \$3.1M | \$3.3M |
| Figure 8-2 Reserves | | | | | |

Figure 8-2 Reserves

| Growth in Taxable Assessed Value | | | | | |
|--|----------|----------|----------|----------|----------|
| Year | 2019 | 2020 | 2021 | 2022 | 2023 |
| Value | \$172.5B | \$182.8B | \$193.6B | \$224.9B | \$250.0B |
| Growth | 6.42% | 5.63% | 5.60% | 13.89% | 10.06% |
| Figure 8-3 Growth in Taxable Assessed Value | | | | | |

Figure 8-3 Growth in Taxable Assessed Value

3 - What are your results for financial performance (e.g., revenues, operating margin, performance to budget) by organization units, as appropriate?

ACD's financial performance has been exemplary. As seen in **Figure 8-4**, our Composite Financial Index exceeds the national benchmark by a considerable margin as does our Operating Margin ratio. The District's Changes in Net Position

(**Figure 8-5**) is also trending positively. Since 2019, we have over doubled our available (real dollar) funding total and our percentage of net revenue is correspondingly on the rise. **Figure 8-6** provides evidence of a positive trend in revenues (from all sources) supporting ACD. From 2019 to 2023, additional revenues of \$200M have been realized. ACD has consistently maintained a balanced operating budget and has the appropriate fiscal controls in place to ensure both operational continuity and sustainability in support of our mission and vision. This has been reaffirmed by our outstanding external audit results over the past five annums (**Figure 1-5**).

| Figure 8-4 ACD Composite Financial Index | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| ACD Composite Financial Index | 1.9 | 3.0 | 2.4 | 4.6 | 4.7 |
| Benchmark | >2.0 | >2.0 | >2.0 | >2.0 | >2.0 |
| | | | | | |
| ACD Operating Margin | 0.3% | 3.7% | 1.5% | 10.4% | 8.3% |
| Benchmark | >0% | >0% | >0% | >0% | >0% |
| Figure 8-4 ACD Composite Financial Index | | | | | |

Figure 8-4 ACD Composite Financial Index

| Change in Net Position | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Change in Net Position | \$46.2M | \$35.4M | \$78.9M | \$85.2M | \$96.6M |
| Net Revenue | \$479.8M | \$504.1M | \$563.4M | \$617.5M | \$671.1M |
| % of Net Revenue | 10% | 7% | 14% | 14% | 14% |
| Figure 8-5 ACD Change in Net Position | | | | | |

Figure 8-5 ACD Change in Net Position

| Sources of Revenue | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Revenue Type | 2019 | 2020 | 2021 | 2022 | 2023 |
| Tuition and Fees | \$56.7M | \$53.8M | \$49.7M | \$45.4M | \$44.8M |
| Grants and Contracts | \$119.2M | \$126.9M | \$173.2M | \$229.6M | \$224.9M |
| State Appropriations | \$76.7M | \$84.0M | \$80.0M | \$72.9M | \$76.6M |
| Other Revenues | \$21.0M | \$14.7M | \$18.7M | \$12.1M | \$36.9M |
| Total | \$505.5M | \$526.4M | \$582.9M | \$635.5M | \$701.3M |
| Figure 8-6 ACD Sources of Revenue | | | | | |

Figure 8-6 ACD Sources of Revenue

Glossary of Terms and Acronyms

1 - Provide brief definitions of terms and acronyms used in your responses to the criteria questions. The glossary should be pasted into the text box. Glossaries larger than 20000 characters will need to be uploaded as an image. A maximum of three images is permitted. If uploading an image of your glossary, please enter "n/a" in the text box to activate the image upload icon.

Note: Acceptable examples of a glossary entry are:

PES: Performance Evaluation System

SPP: strategic planning process

NA



ALAMO
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GLOSSARY

| Abbreviation | Definition | Abbreviation | Definition |
|--------------|--|--------------|--|
| 4DX | Four Disciplines of Execution | FM | Funding Model |
| AA | Associate of Arts degree | FMLA | Family Medical Leave Act |
| AAS | Associate of Applied Science degree | FOCUS PDCA | Continuous process improvement methodology steps: Find, Organize, Clarify, Understand, Select, Plan, Do, Check, Act |
| AAT | Associate of Arts in Teaching degree | FPIA | Financial Planners & Insurance Advisers |
| ABO | ACD Budget Office | FTIC | First Time in College |
| AC | Alamo Colleges | GASB | Governmental Accounting Standards Board |
| ACCESS | Alamo Colleges Center of Excellence for Student Success | GED | General Educational Development (GED) subject tests to certify American or Canadian high school-level academic skills. |
| ACD | Alamo Colleges District | GPTW | Great Place to Work |
| ACES | Alamo Colleges Educational Services online portal for student, faculty, & staff services | HR | Human Resources |
| AD&D | Accidental Death & Dismemberment | HS | High School |
| ADA | Americans with Disability Act | Intl | International |
| AFIT | Alliance for Innovation & Transformation | IRS | Internal Revenue Service |
| AICCEP | Aspen Institute's Community College Excellence Program | IT | Information Technology |
| ALAS | Alamo Colleges Leadership Academy for Success | K-12 | Public School System (Kindergarten to 12th Grade) |
| AP | Action Plan | KPI | Key Performance Indicator |
| AS | Associate of Science degree | LLS | Listening & Learning Systems |
| AtD | Achieving the Dream | MOU | Memorandum of Understanding |
| AVC | Associate Vice Chancellor | MVV | Mission, Vision, & Values |
| BLS | Bureau of Labor Statistics | NCCBP | National Community College Benchmark Project |
| C | Completion | NIMS | National Incident Management System |
| CC | Community College | NLC | Northeast Lakeview College |
| CES | Communicate & Engagement System | NLSSI | Noel-Levitz Student Satisfaction Inventory |
| COOP | Continuity of Operations Plan | NSF | Non-Sufficient Funds |
| CPU | College Performance Update | NVC | Northwest Vista College |
| CTE | Career & Technical Education | ORP | Optional Retirement Plan |
| DLT | District Leadership Team | OSHA | Occupational Safety & Health Administration |
| DOE | Department of Education | P | Progress |
| DOL | Department of Labor | PAC | Palo Alto College |
| DPS | Department of Public Safety | PACE | The Personal Assessment of the College Environment |
| E | Enrollment | PCA | Purchasing & Contract Administration unit |
| EAP | Employee Assistance Program | PCard | Procurement/Purchasing Credit Card |
| EC | Early Connections | PDM | Process Design Model |
| ECHS | Early College High School | PFIA | Texas Public Funds Investment Act |
| EEOC | Equal Employment Opportunity Commission | PO | Purchase Order |
| EOP | Emergency Operations Plan | POC | Point of Contact |
| EPA | Environmental Protection Agency | PPE | Personal Protection Equipment |
| ERM | Enterprise Risk Management | P Tech | Pathways in Technology Early College High School |
| ERP | Enterprise Resource Planning | PTP | Progress to Plan |
| ERS | Employees Retirement System | RIP | Radical Innovation Process |
| ES | Environmental Scan | ROI | Return on Investment |
| ESL | English as a Second Language | RTW | Ready to Work |
| ETC | Education & Training Center | SA | San Antonio |
| FCC | Federal Communications Commission | SAC | San Antonio College |
| FERPA | The Family Educational Rights & Privacy Act | SACSCOC | Southern Association of Colleges & Schools Commission on Colleges |



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GLOSSARY

| Abbreviation | Definition |
|--------------|---|
| SL | Senior Leader |
| SLT | Strategic Leadership Team |
| SO | Strategic Objective |
| SPC | St. Philip's College |
| SPP | Strategic Planning Process |
| SRT | Strategic Research Team |
| STEM | Science, Technology, Engineering, & Mathematics |
| SWOT | Strengths, Weaknesses, Opportunities, & Threats |
| T | Transition |
| TAMU-SA | Texas A&M University-San Antonio |
| THECB | Texas Higher Education Coordinating Board |
| TRS | Teacher Retirement System of Texas |
| UAP | Unit Action Plan |
| UPP | Unit Planning Process |
| UTSA | University of Texas at San Antonio |
| VC | Vice Chancellor |
| VITA | Volunteer Income Tax Assistance |
| VOIP | Voice Over Internet Protocol |
| VLCC | Very Large Community College |
| VP | Vice President |
| WETC | Westside Education & Training Center |

Release and Ethics Statements

Release Statement

- ✓ I understand that *
- this application will be reviewed by members of the Board of Examiners.
 - if my organization is selected for a site visit, my organization will host the site visit,
 - facilitate an open and unbiased examination, and
 - pay reasonable costs associated with the award evaluation
- ✓ If selected to receive an award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations. *

Ethics Statement

- ✓ I state and attest that *
- I have reviewed the information provided by my organization in this award application package.
 - To the best of my knowledge, this package contains no untrue statement of a material fact and omits no material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices. This includes but is not limited to sanctions and ethical breaches.
- ✓ I understand that after I submit the application, I will not be able to update it. *

Date: * 4/11/2024 10:06:57 AM ET

Signature: * Dr. Thomas Cleary

Section II.

Site Visit Responses

Pages 73 - 121

Alamo Colleges District Performance Management System

ACD's Performance Management System is the cornerstone of the organization's long-term resiliency. The foundation of this System are three key Board Policies:

1. **Policy B.9.1: Organizational Philosophy: "Always Inspire, Always Improve."** This policy serves as our Business Model and is centered around three key domains:
 - a. Student Success: Achieving the Dream Framework - Best- and promising-practices at two-year colleges.
 - b. Principle-Centered Leadership: "A leader in every seat."
 - c. Performance Excellence: Baldrige Framework.



2. **Policy A.1.3: Mission, Vision, Values, and the Strategic Plan.** ACD's Strategic Plan is comprised of three Strategic Objectives (Student Success, Leadership, and Performance Excellence) which are in perfect alignment with our Business Model (Policy B.9.1 above).
 - a. Student Success: Provide academic and student support and align labor market-based pathways with a focus on Achieving the Dream practices and approaches to achieve student completion.
 - b. Principle-Centered Leadership: Provide opportunities for Alamo College students and employees to develop as principle-centered leaders.
 - c. Performance Excellence: Continuously improve our employee, financial, technological, physical, and other capacities with a focus on effectiveness, efficiency, and agility per the Baldrige model.

3. Policy F.6.1: Student Success. ACD codifies its student success metrics in Board policy in an effort to align the work of the entire organization. These metrics, in aggregate, help define and denote what "student success" looks like at ACD. Each College and the District report out to the community and Board of Trustees its progress on these metrics on an annual basis including the actions it plans to take to achieve continuous improvement. This process ensures both responsibility and accountability for ongoing performance across the enterprise.

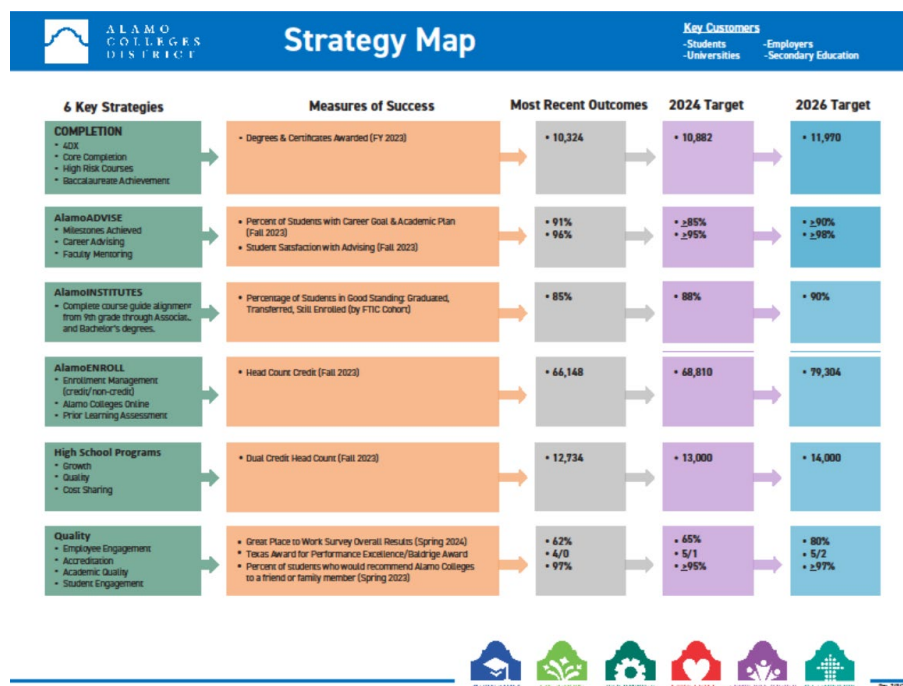


At the beginning of each fiscal year, the Board of Trustees shares a set of Organizational Charges to the Chancellor. These "Chancellor Charges" are then shared widely across the District (even posted on our public-facing website) so the expectations of our governing group are made fully transparent. Action plans are then formulated to respond to these Charges and an end-of-year report is provided to share our collective progress in accomplishing these expectations.

The District also develops a Strategy Map which outlines our key strategies, associated measures of success, historical performance, and one- and three-year targets for each metric. This Strategy Map is aligned with ACD's Strategic Plan and the strategic plan of the Texas Higher Education Coordinating Board (our sponsoring state agency). Once the District model is developed, each College develops a parallel Strategy Map which is customized to its campus but aligned with the District Map. This approach allows us to accommodate the unique needs of each campus but achieve continuity as a system of colleges.

ACD has identified a compendium of key performance metrics (see Policy F.6.1 and the Strategy Map) so that we can continuously track progress on our dual agenda of student success and performance excellence (in 100% alignment with our Vision Statement). At ACD, we are

fanatical about collecting and leveraging data to inform our policy construction, resource allocations and decision making. No presentation is allowed to be shared with the Board without data. We have monthly Strategic Research Team meetings where we take deep dives into processes and programs via the data lens. Each college has a Director of Strategic Initiatives that report directly to the President to make sure we are regularly reviewing and leveraging the use of research and data in our day-to-day activities. One of our organizational values is being "Data Informed" and we live this standard every day. ACD has many institutions visit with us and almost all state how they are "data informed" when they first arrive only to share how "data uninformed" they are post-visit once they experience our data culture.



ACD has a set of state and national peer groups to which we compare our performance. These are in addition to a multitude of other education-based consortiums to which we compare data and student outcomes (i.e., Noel-Levitz Student Success Inventory, Achieving the Dream, Aspen Institute (top 15% of community colleges), Integrated Postsecondary Data System, Texas Higher Education Accountability System, etc.). Texas two-year colleges are also funded 100% based upon performance. The State has identified seventeen (17) performance metrics on which this allocation is based. In the current year, no college or system received more state funding than Alamo - even though we are not the largest District in terms of enrollment. Alamo, by a wide margin, received the most performance-based points and associated funding. Where our state peers received an average increase of 14.6% from the prior year, ACD received an increase of 38.6%. The average increase for all two-year colleges across the state was 22.9%.

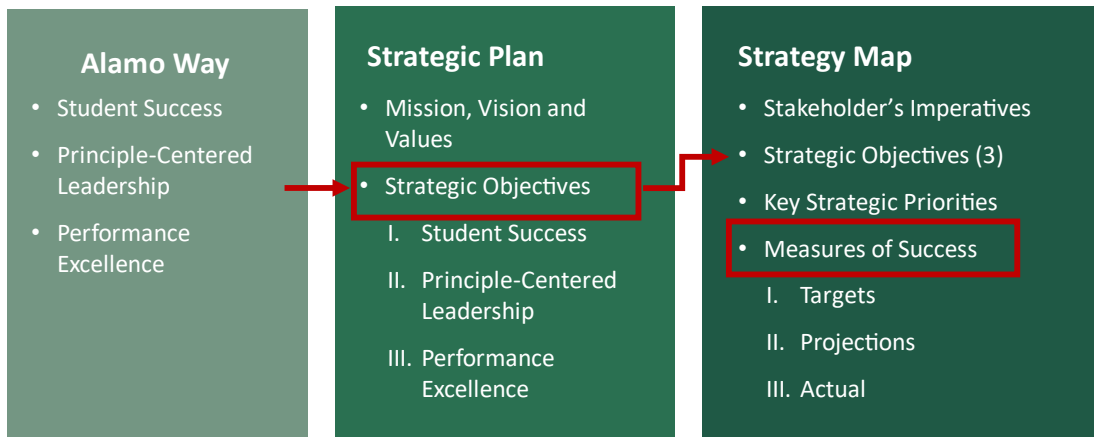
ACD has Institutional Research and Effectiveness Services (IRES) practices at both ACCESS and at all Colleges. The District also maintains a Business Intelligence practice (Tableau is our BI

platform) and we have partnered with several consultant firms to help build an extensive array of dashboards for functional departments across the enterprise. At ACD, we conduct exhaustive research and assessments, highly leverage data, and insist on transparency and accountability. We have a mature level of data democratization and believe strongly in information activism. Over time, this model has allowed us to more quickly achieve cycles of improvement and heighten all areas of operational performance. Where we were once amongst the lowest performers (state-wide and nationally) in terms of student success, we are now amongst the very best.

| <h1>THEN and NOW</h1> <p>Taking a big step forward in student success</p> | | | |
|---|---------------|---------------|------------|
| ALAMO COLLEGES DISTRICT | 2005 - 2006 | 2023 - 2024 | % Increase |
| Enrollment by College of Attendance: Fall Term | 50,166 | 71,237 | 42% |
| Degrees and Certificates Conferred | 3,707 | 10,324 | 179% |
| Fall to Fall Retention Rate | 60% | 65.5% | 9% |
| 3-Year Graduation Rate | 6% | 33.1% | 451.7% |
| Productive Grade Rate | 67% | 78.7% | 17.5% |
| Course Completion Rate | 80% | 91.9% | 14.9% |
| Operating Budget Total Expense | \$208,717,222 | \$503,850,223 | 141.4% |
| Bond Rating: S&P / Moody's | AA / Aa2 | AAA / AAA | ✓ |
| Foundation Total Assets | \$5,202,174 | \$77,365,552 | 1387.2% |

Overall, ACD's Performance Management System is fully integrated across the enterprise. Our Strategic Planning, Budgeting (resource allocation), and Performance Measurement (KPI) efforts are both aligned and coordinated. Codified in Board policy is our organizational philosophy, Business Model, strategic plan, MVV, and key student performance metrics. Our Strategy Maps and Benchmark Reports (longitudinal and comparative student success metrics) allow us to monitor our progress, establish aspirational short- and longer-term goals, and develop interventions for improvement. On an annual basis, each employee also identifies SMART Goals which align with our larger organizational efforts. These are discussed and approved by supervisors and then revisited at the end of the year to ascertain the progress achieved. Each employee identifies competency areas (tied to ACD's values) to improve each annum. From Board expectations (Charges to the Chancellor) to individual employee performance plans/reviews, ACD maintains an integrated and comprehensive system of performance management which drives our continuous improvement agenda.

Putting It Together: Integrated Performance Excellence



ALAMO
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Community Engagement: Engaging Your Key Communities

Overview

The Alamo Colleges District (ACD) is dedicated to engaging with the diverse populations of San Antonio, Bexar County, and seven surrounding counties through a comprehensive and inclusive approach. To effectively serve each area's unique needs, ACD comprises five colleges, eight education and training centers, and various early college high school locations, each strategically positioned to provide accessible and relevant educational opportunities. These institutions and various specialty programs work collaboratively to address the community's academic, vocational, and individual development needs. The ACD District Office, known as Alamo Colleges Center of Excellence for Student Success (ACCESS), supports these efforts and ensures consistency and excellence across all colleges and centers.

Marketing & Communication

The Alamo Colleges District (ACD) has a robust Marketing and Communications campaign designed to engage with the diverse populations it serves through innovative and targeted approaches. The 'Made for You' campaigns, in particular, have significantly impacted the community. Strategic partnerships with Anderson Marketing and MV Culture helped design these campaigns. The initial campaign, 'Made for You 1.0,' effectively reached and resonated with stakeholders across Bexar County and its contiguous counties, as evidenced by the strong positive response from the community. This success was measured through various feedback mechanisms, which also revealed areas for enhancement, prompting the development of 'Made for You 2.0.'

Engaging Key Communities through ACD Signature Program - AlamoPROMISE

The Alamo Colleges District (ACD) identified the community's desire for accessible and affordable higher education options. ACD conducted listening sessions, surveys, and town hall meetings with students, parents, educators, and community leaders to gather insights on the barriers to higher education and the needs of the local population. High school counselors and nonprofit organizations provided valuable input on the financial challenges faced by students and the demand for more accessible and affordable higher education options. Additionally, ACD analyzed data on college enrollment rates, graduation rates, and economic trends in the San Antonio area, highlighting the need for initiatives supporting educational attainment and workforce development. To address the need, ACD began AlamoPROMISE.

To ensure AlamoPROMISE meets the community's needs and is accessible, ACD actively engages the community through a comprehensive approach that includes outreach to high schools, community events, marketing campaigns, and strategic partnerships with local organizations. Representatives conduct presentations, workshops, and information sessions at high schools and community centers to inform students and parents about the program's benefits. The district collaborates with high school counselors and local nonprofits to provide application assistance. They also launch robust social and traditional media campaigns to spread awareness and hold town hall meetings and business partnerships to build broad community support. These engagement efforts increase enrollment from high school graduates, enhance community support, and boost participant retention and graduation rates.

By involving various stakeholders, ACD builds a strong network of support, ensuring the sustainability and success of AlamoPROMISE. This initiative not only makes higher education more accessible and affordable but also contributes to the local economy by creating a more educated and skilled workforce.

Systematic and Repeated Engagement

The Alamo Colleges District (ACD) actively engages its communities through various vibrant events and educational workshops hosted across its campuses and centers, a total of 100+ yearly events. Annual events such as National Night Out, President's Advisory Council meetings, and cultural celebrations like Hispanic Heritage Month and Black History Month are organized to celebrate cultural diversity and foster community spirit. Educational workshops and lectures covering career development, financial aid, and social issues are regularly offered, providing valuable resources to community members.

Signature events raise awareness and funds for student programs, scholarships, and activities while encouraging community participation. Holiday celebrations and large-scale events strengthen community ties by offering fun, family-friendly activities promoting safety and neighborhood unity. Additionally, various college-level speaker series and community-specific events provide platforms for learning and engagement on important social and educational topics. Through these diverse and inclusive efforts, ACD demonstrates its commitment to supporting and empowering the communities it serves.

Deployment to Appropriate Key Stakeholders

Each college and center within the Alamo Colleges District (ACD) employs targeted outreach and engagement strategies to ensure that community engagement initiatives effectively reach critical stakeholders, including students, parents, local businesses, and underserved populations. Collaboration with community leaders provides feedback and support for the college's initiatives. Partnerships with local high schools offer dual credit programs, fostering a college-going culture among high school students. Mentorship programs provide students with role models and support systems for academic and personal growth.

Case management models for student engagement assign enrollment coaches to provide personalized support for various student types. Community centers act as hubs for community engagement, offering educational programs and cultural events. Advocacy services help students meet basic needs and provide mental health support while regularly hosting community events. Active participation in community planning committees and neighborhood associations ensures alignment of initiatives with community needs. Educational programs engage young students in higher education and technical careers. ACD ensures broad community involvement and support for its educational initiatives through these diverse outreach efforts.

Evaluation and Improvement Based on Feedback

Each college and center within the Alamo Colleges District (ACD) employs various feedback mechanisms to continuously gather input from community members and stakeholders. This feedback is crucial for informing and improving engagement strategies, ensuring they remain relevant and practical. Some methods used to collect input are community listening sessions,

surveys, public forums, advisory committees, and symposium feedback. Student focus groups are integral to understanding the unique challenges and aspirations of the student body. This information is used to refine future initiatives, ensuring engagement efforts effectively meet the needs of the communities.

Innovation and Adaptation

Feedback from the community is instrumental in driving innovation and adaptation across the Alamo Colleges District, ensuring that programs meet emerging needs and improve existing initiatives. Community input has led to the continuous expansion and enhancement of programs, better serving local students' educational needs. Workforce training programs are adapted to align with the evolving demands of regional industries. Initiatives evolve based on community feedback, introducing new activities, and improving logistics. Support services, technology access programs, K-12 camps, and workshops are updated to keep pace with advancements and community interests. New partnerships with local businesses and organizations create additional volunteer opportunities and community service projects. ACD demonstrates its commitment to responsive and forward-thinking education and community engagement through these innovations.

Alignment with Organizational Needs and Integration with Related Processes

Community engagement efforts at the Alamo Colleges District (ACD) are strategically aligned with each college's organizational mission and goals, ensuring initiatives support educational equity, economic development, and student success. Dual credit programs, advisory councils, workforce training programs, community events, case management models, community centers, advocacy services, and STEM programs are examples of initiatives that align with ACD's strategic goals. Effective community engagement requires cross-departmental collaboration, ensuring a unified and comprehensive approach. Through these collaborative efforts, ACD effectively meets the needs of its diverse communities while aligning with its overarching strategic goals.

Conclusion

Community engagement at Alamo Colleges District is a systematic, comprehensive, and collaborative effort. ACD effectively engages its key communities through regular and repeated engagement, targeted outreach, continuous feedback, improvement, alignment with organizational needs, and cross-departmental collaboration. Implementing innovative programs and initiatives based on community feedback ensures that their efforts are relevant, impactful, and aligned with their strategic goals. ACD exemplifies how educational institutions can play a pivotal role in supporting and enriching their communities, fostering a culture of learning, and addressing the diverse needs of their stakeholders. By maintaining a “student’s first” approach, ACD ensures that students' needs and success are at the forefront of their community engagement efforts. Through their commitment to community engagement, they contribute to the overall well-being and success of the communities they serve.

Customers: Customer Engagement (Engaging Students)

The Alamo Colleges District (ACD) places its students at the center of all its initiatives, recognizing them as the primary customers of its educational services. ACD is committed to creating a supportive and enriching educational environment through a comprehensive, systematic, and strategic engagement. This approach ensures that student needs and feedback drive continuous improvement in programs and services, aligning with the district's core mission and strategic goals. This comprehensive approach to student engagement reflects ACD's commitment to putting 'Students First,' which is central to its organizational profile and core competencies.

Systematic Engagement

ACD employs a systematic approach to engage students regularly through multiple channels and activities. This includes regular and frequent communications via emails, newsletters, social media, and the district's student portal. These regular updates ensure that students are always informed about their academic programs, support services, and extracurricular opportunities.

Examples:

- **AlamoNAVIGATE:** The student portal provides access to important announcements, class registration, academic progress tracking, and advisor connections. Regular updates and reminders keep students informed and engaged.
- **Career Fairs and Workshops:** Career fairs and job readiness workshops connect students with potential employers and support career development. These events are held regularly and often include resume writing workshops, interview preparation sessions, and networking opportunities with industry professionals.

Deployment to Key Stakeholders

The deployment of engagement initiatives is tailored to reach all key student stakeholders effectively. ACD's case management model assigns enrollment coaches to different student groups, such as dual credit students, early college high school students, and those in specific pathways like nursing. These coaches provide personalized support and meet each student's unique needs. The deployment strategy also includes strategic partnerships with high school counselors to facilitate smooth transitions for incoming students and crucial collaborations with community organizations to support underserved populations, making everyone feel included in the ACD community.

Examples:

- **Educate South Initiative:** This initiative partners with local high schools to offer dual credit programs and early college experiences, fostering a college-going culture in the community. This program also involves parents and community members in informational sessions to ensure a supportive network for students.
- **Specialized Advising:** Specialized advising is provided for students in technical programs, ensuring they receive guidance tailored to their career paths. For example, healthcare program students may receive advice from professionals with experience in the medical field, providing insights into career opportunities and industry expectations.

Evaluation and Improvement

ACD continuously evaluates its engagement strategies through various feedback mechanisms, including surveys like the Noel-Levitz Student Satisfaction Inventory (NLSSI), public forums, and advisory committees. Student focus groups also play a crucial role in gathering detailed insights into student experiences and needs. This feedback is analyzed to identify areas for improvement and implement changes that enhance the student experience.

Examples:

- **NLSSI Surveys:** Feedback from these surveys led to the creation of more study spaces and enhanced campus security, directly addressing student concerns. Additionally, survey results highlighted the need for improved dining options, resulting in the introduction of healthier food choices and extended cafeteria hours.
- **Student Voice:** Our student evaluation and feedback mechanism includes the Student Trustee, Student Government Association (SGA), and student focus groups. The Student Trustee ensures student representation in board meetings, while the SGA gathers input through forums, surveys, and feedback sessions. Focus groups provide detailed insights on new initiatives and student life. This integrated approach ensures diverse and comprehensive feedback to improve college programs and services.

Innovation and Adaptation

Feedback-driven innovation is a cornerstone of ACD's approach to student engagement. The district continuously adapts its programs and services based on student input to address emerging needs. Innovations include the expansion of online learning options, the introduction of new career-focused programs, and enhancements in student advising systems.

Examples:

- **Online Learning Expansion:** In response to the COVID-19 pandemic, ACD expanded its online course offerings and implemented virtual advising services, ensuring students could continue their education and receive support remotely. The district also invested in online learning platforms and tools to enhance the quality of virtual instruction.
- **Virtual Advising:** Implementing virtual advising services allows students to schedule and attend advising sessions online, providing flexibility and convenience. This innovation is particularly beneficial for working students or those with family commitments, enabling them to receive academic guidance without disrupting their schedules.

Alignment with Organizational Needs

ACD's student engagement strategies align with its mission and strategic goals, focusing on educational equity, student success, and community impact. Initiatives like AlamoPROMISE make higher education accessible and support social mobility and economic development. This cohesive approach integrates efforts district-wide to ensure unified student engagement.

Examples:

- **AlamoPROMISE Program:** This program provides last-dollar scholarships to eligible students and includes robust support services such as academic advising, career counseling, and financial aid workshops, ensuring comprehensive support throughout their college journey. This program reduces the financial burden on

students and encourages high school graduates to pursue higher education, contributing to the community's overall educational attainment.

- **Advisory Councils:** Regular meetings with advisory councils comprising students, faculty, and community members help align student engagement efforts with organizational goals and community needs. These councils provide a forum for discussing new initiatives, sharing best practices, and addressing student concerns or challenges.

Comprehensive Support Services

ACD's commitment to student engagement extends beyond academic support to include comprehensive services that address students' holistic needs. This includes strategic partnerships for mental health counseling, financial aid assistance, and wellness programs to support students' well-being.

Examples:

- **Mental Health Counseling:** ACD offers mental health counseling services to help students cope with stress, anxiety, and other mental health issues. These services are available in person and online, ensuring all students can access the support they need.
- **Financial Aid Assistance:** Financial aid workshops and one-on-one counseling sessions help students navigate the complexities of applying for financial aid and scholarships. These services ensure that students receive the financial support they need to continue their education without undue financial stress.

Extracurricular and Co-curricular Activities

Engagement with students also involves providing various extracurricular and co-curricular activities that enrich the college experience and foster a sense of community.

Examples:

- **Cultural Events:** Cultural events and festivals celebrate the diverse backgrounds of the student body and promote inclusivity. These events include performances, exhibitions, and workshops highlighting different cultures and traditions, fostering students' sense of belonging and community.
- **Leadership Programs:** Leadership development programs, such as student government and leadership workshops, empower students to take on leadership roles within the college and the broader community. These programs provide valuable skills and experiences that prepare students for future leadership positions.

Technology and Innovation in Engagement

ACD leverages technology to enhance student engagement and provide innovative solutions to support student success.

Examples:

- **Learning Management Systems:** Advanced learning management systems (LMS) allow for a more interactive and engaging online learning experience. Features such as discussion forums, interactive assignments, and real-time feedback enhance student participation and learning outcomes.
- **Mobile Applications:** Mobile applications give students easy access to critical information, including class schedules, campus maps, and event calendars. These

apps are designed to be user-friendly and accessible, ensuring that students can stay informed and connected on the go.

Conclusion

Customer engagement at Alamo Colleges District is a systematic, comprehensive, and collaborative effort. ACD effectively engages its students through regular and repeated engagement, targeted outreach, continuous feedback, improvement, alignment with organizational needs, and cross-departmental collaboration. Implementing innovative programs and initiatives based on community feedback ensures that their efforts are relevant, impactful, and aligned with their strategic goals. ACD exemplifies how educational institutions can play a pivotal role in supporting and enriching their communities, fostering a culture of learning, and addressing the diverse needs of their students.

Cybersecurity Approach and Processes

In today's digitally driven world, cybersecurity has emerged as a critical priority for organizations and institutions of higher education of all sizes and across all sectors. The escalating frequency and sophistication of cyber threats— ranging from data breaches and ransomware attacks to sophisticated phishing schemes and insider threats—underscore the urgent need for robust cybersecurity measures.

This summary outlines the essential components and strategic initiatives of the Alamo College District's (ACD) cybersecurity program, highlighting our commitment to safeguarding sensitive information, ensuring regulatory compliance, and maintaining the trust of our students, faculty, and staff. It provides an overview of the status of our threat landscape, our proactive approach to managing cybersecurity risks, and the measures we have implemented to protect our data and digital assets.

Our cybersecurity strategy is built on a foundation of continuous improvement, leveraging the latest technologies and best practices to adapt to the ever-evolving threat environment. By fostering a culture of security awareness and resilience, we aim to minimize vulnerabilities and enhance our ability to prevent, detect, respond to, and recover from cyber incidents.

Our multifaceted cybersecurity approach is designed to provide the following:

- 1) **Protection of Sensitive Information:** Alamo Colleges District manages sensitive data that is comprised of five functional domains: Financial, Human Resources, Student Success, Student Financial Aid, and Academic Success.
- 2) **Regulatory Compliance:** Alamo Colleges District is subject to strict regulations regarding data protection and privacy. For this purpose, the cybersecurity team maintains a comprehensive cybersecurity program and plan that adheres to multiple frameworks and regulatory requirements:
 - National Institute of Standards and Technology (NIST)
 - Texas Administrative Code Chapter 202 (TAC 202 Subchapter C)
 - Information Security Standards for Institutions of Higher Education
 - Texas Department of Information Resources (DIR)
 - Security Control Standards Catalog
 - Family Educational Rights and Privacy Act (FERPA),
 - Gramm-Leach-Bliley Act (GLBA)
 - Payment Card Industry Data Security Standard (PCI-DSS)

- Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- Security Technical Implementation Guides

ACD's Cybersecurity team is responsible for the protection of digital assets, systems, and data from cyberthreats. This team performs a variety of functions including the identification of potential security vulnerabilities, implementation of security measures, monitoring for suspicious activities, responding to security incidents, and ensuring compliance with relevant laws and regulations. The team members hold multiple certifications from various certified vendors, such as CompTIA, ISC2, SANS, and Microsoft, which fortify ACD with a team with the necessary skills and competencies to maintain compliance, prevent threats, and mitigate risks.

At Alamo, security processes and practices are employed on a daily/hourly basis. We have adopted tools and solutions which continuously monitor our environment and alert us to any anomalies in our systems. All employees are required to take a Security Awareness Training course every year. We regularly self-phish our employees and engage external penetration firms to attack/assess our environment at least two times every annum. Alamo also regularly engages outside consultant firms to assess our key cybersecurity policies, processes and infrastructure for any vulnerabilities. In the last year alone, we had our firewall reviewed, Sequel databases assessed, Oracle databases reviewed, and Banner (ERP) security protocol audited.

Alamo employs end-point protection tools such as CrowdStrike and Malware Bytes which provide daily visibility into our environment and we receive daily reports from our Security Operations Center (SOC (which is outsourced) and from Splunk (our SIEM). All critical hardware and software assets are tethered to these cyber-protection tools and cyber-dedicated staff at ACCESS and each of the Colleges have complete visibility into all digital transactions in their respective environments.

ACD maintains a comprehensive (confidential) Enterprise ***IT Risk / Cybersecurity Operations Manual*** which serves to orient our cyber-staff on the policies, procedures, and practices employed to secure our environment. This allows our distributed staff to stay current and aligned with the regulations, expectations and protocols of our cyber-practice.

Texas DIR mandates that institutions of higher education develop and maintain a biennial information security program and plan. The security team performs continual reviews and updates to ensure that the security measures are up-to-date and effective against threats. The cybersecurity team works alongside the IT department and with key stakeholders to improve maturity levels to maintain compliance with regulations and effectively manage resources and risks to protect sensitive information.

Alamo Colleges has maintained and continued to improve the *Information Safeguards and Security Program and Plan* maturity objectives, enabling the efficient allocation of resources and ensuring that the right tools, technologies, and personnel are in place.

The Incident Response (IR) Plan is a critical function for Alamo Colleges to be able to manage and mitigate the impact of security incidents effectively. Its importance lies in several key areas:

1. Protection of Assets
2. Minimization of downtime
3. Risk Mitigation
4. Regulatory Compliance
5. Reputation Management

The primary goal of our incident response approach is to quickly identify, contain, and remediate security incidents while minimizing their impact.

Some of the ACD's key Processes related to its Cyber-Security Practice include:

- Required Security Awareness Training (all employees annually)
- Role-Based Security Protocol
- Network Penetration Testing (semi-annually)
- Password Management and Complexity/Timeout Protocols
- Multifactor Authentication Protocols
- Endpoint Management Detection (daily)
- Vulnerability Scanning (continuous)
- Security Monitoring and Logging (continuous)
- Dual Data Centers
- Data Center Physical Security
- Off-Site Data Replication
- On-Site Data Vaulting
- Network-Based Anomaly Detection
- Configuration Management
- Threat Intelligence
- Patch Management (weekly and as needed)
- Phishing Assessment (annually)
- Application Security Reviews (quarterly)
- Security Policy Management
- Incident Response
- Backup and Recovery (daily)
- Data Governance
- Firewall Assessment (annually)
- Vendor Management
- PCI Compliance
- DDOS Prevention
- DNS Filtering

Overall, ACD has a multi-layered Defense in Depth cybersecurity ecosystem which reduces our attack surface and puts the enterprise in the best position to Identify, Protect, Respond and

Recover from any hostile action threatening our environment. Our policies, processes and practices go well beyond what is required by Texas Administrative Code (TAC 303) and NIST standards. These processes are constantly evaluated by the staff as the bad actor community regularly adjust their attack protocols. Alamo has made a serious commitment to building its Cyber-Practice with eleven (11) full-time assets directly employed in Enterprise Cyber-Security and another six (6) full-time cyber-assets in high-risk functional areas (i.e., IT, HR, DPS).

Alamo was recognized by Baldrige in 2018 as having an exemplary cybersecurity practice and, more recently (2023), was awarded the Texas Cyberstar Certificate for demonstrating cybersecurity best practices.

Finance: Financial Viability and Access to Capital During Disruption

At ACD, we are committed to ensuring financial viability for the continued operation and success of our system. To achieve financial viability and to ensure access to capital and needed funds during disruption, our processes are designed to be systematic and aligned with our organizational needs. This process is integral to our continued ability to provide the educational opportunities to our students and community.

Systematic Process

Financial Viability has three main systematic processes:

1. Budget Process: Each year the overall budget process is completed. The ACD Budget process is conducted annually and consists of the development of revenue and expense allocations using a formal Funding Model (FM) followed by a Budget Distribution, which is a detailed organizational account distribution process undertaken at the ACD and College levels. Significant steps in the annual budget process leading up to the presentations of the Preliminary and Final Budgets to the Board include the following:
 - a. In the spring, the ACD Budget Office (ABO) coordinates preliminary projections for revenues and a “Special Board Meeting” is held for reviewing the current legislative agenda and providing a preliminary look at the next year’s operating budget. This “first look” encompasses all revenue projections - state appropriations, ad valorem property tax, tuition, and other departmental & auxiliary revenues – and functions as the springboard for determining the available resources to be distributed for the upcoming fiscal year. Additionally, in alignment with the Strategic Enrollment Management plan and in coordination with each of the five colleges.
 - b. Budget workshops are held in the Spring to identify projects or initiatives proposed by the Colleges and ACCESS units for consideration in determining funding allocations. In the April/May timeframe Colleges and ACCESS Units finalize employee position listings and begin work on the development of detailed budgets based on a review of previous fiscal year approved budgets; unit needs; educational needs; approved projects or initiatives; and College

objectives. ABO and the Colleges then prepare initial operating expense budget allocations generated by the FM which are distributed to each of the Colleges and ACCESS units.

- c. In July, the Board Budget Retreat is held for presentation, review, and approval of the budget for the upcoming year. During this retreat, the presentation of the budget priorities, along with documented alignment to the ACD strategic objectives, ensures that budget allocations are aligned with and support the ACD, College, and ACCESS Unit Strategic Plans. Finally, the Board conducts a budget amendment process at its December meeting during which it determines if any budget modifications are required.
2. Financial Transactions: Throughout the year, as College and ACCESS Units conduct their operations and incur financial expenses, there are mechanisms in place to ensure the proper funding is in place and that expenses are within budget. The two main mechanisms in place include:
 - a. A Purchasing Policy approved by the Board of Trustees which dictates the proper method of purchasing both in alignment with Board policies but also within State Laws. Processes are in place for supplier selection depending on the type of contract, type of service or product, purchase price, and the availability of suppliers. Purchasing and Contract Administrations award contracts to meet needs by soliciting formal or informal quotes from vendors, evaluating bids, and issuing a purchase order
 - b. During the year, ACD utilizes a non-sufficient funds (NSF) process within its finance system that requires departments to have sufficient budget before requisition and purchase orders can be issued and before invoices can be paid. NSF situations have to be resolved before departments can move forward.
3. Audit: The final systematic process is the annual audit of the Alamo Colleges District's Annual Comprehensive Financial Report. External auditors conduct a financial audit of the District as a whole, as well as financial audits and reviews of each of the 5 Colleges. During this audit internal controls are assessed, financial transactions tested, and other

required audit procedures completed. ACD has always received an unmodified audit opinion (the best opinion available) and has earned the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting.

Additionally, ACD employs a staff of Internal Auditors who also complete periodic audits of various processes including those related to budget and finance. These audits provide constructive feedback on processes working well and those that could be improved to result in even better financial stewardship.

Access to Capital During Disruption has one main systematic process and two processes that positively impact the District's ability to access capital.

1. First, the Board of Trustees has a policy to maintain a reserved fund balance of at least 15% which is calculated and ensured during the budget process. Second, the District can access a contingency fund in the event of unexpected developments or emergencies brought about by unforeseen circumstances.
2. Investment policy – the Board of Trustees maintains an investment policy which is reviewed and re-affirmed each year by the Board. This investment policy outlines the type of investment that may be made which takes into account investment risk and state statute. The district maintains a conservative investment portfolio with shorter term/liquid investments should the need for additional cash arise.
3. Cash Management Process – the ACD Treasurer is responsible for the cash management process for the District. In this capacity, the analysis of incoming revenue and timing coupled with the analysis of anticipated expenses is a continual daily and monthly process to ensure the District has the working capital and cash to meet its operational needs. These robust cash management principles ensure liquidity and financial stability.

Deployment to Key Stakeholders

Our process is designed to be inclusive, ensuring that it is deployed to all relevant stakeholders. Inclusivity and Engagement: Both of these concepts are employed in both the budget process and in the daily operational processes.

The budget process is collaborative with stakeholders across the district. The budget workshops provide the opportunity to present projects or initiatives that will increase student success, align with the moonshot to be a partner in our community to end poverty through education, and make ACD a best-in-class institution. The transparent nature of the budgeting process for all stakeholders allows for understanding and awareness of the process and the final budget determinations made.

The financial transactions process is completed by stakeholders across the district daily. These personnel are provided with information, training, and access to systems enabling them to complete their tasks. Training and resources are provided to department heads and managers to effectively manage their budgets and allocated financial resources. Purchasing and Contract Administration work on a daily basis with stakeholders guiding them through the purchasing process and helping them meet their needs for products and services.

Evaluation of the Process

Evaluation is a critical component of our financial viability and access to capital to ensure continued operational success.

- 1. Regular Assessments:** We conduct regular evaluations of our budget development process gathering feedback from stakeholders on the overall process and the impacts on their individual charges in successfully conducting the mission of education and student success. The external and internal audit functions provide an outside review of our financial transactions, processes, and internal controls validating our operational procedures and processes. Using performance metrics to measure financial health, such as liquidity ratios, reserve levels, investment performance coupled with the composite score index and related benchmarks to monitor ACD's financial viability and access to capital.

Continuous Improvement

Use evaluation results to continuously improve our financial policies and practices. The continual improvement includes:

- Documenting changes made based on feedback and evaluation outcomes.
- Introducing innovative solutions to address identified weaknesses or gaps.

- Regularly reviewing and updating financial policies to reflect current best practices and organizational needs.

Alignment with Organizational Needs

To ensure that our financial strategies are aligned with our organizational needs and integrated with related processes we:

- Align financial policies with our strategic goals and workforce requirements. This is a large part of the budgeting process to ensure our budget priorities and allocations meet our overall strategic plan and the related projects and initiatives to meet the goals of the strategic plan.
- Integrate financial planning with other key processes, such as performance management, strategic planning, and resource allocation. This comprehensive approach leads to a better vision and larger chances of success in achieving our overall strategic goals.
- Develop a comprehensive financial plan that supports our long-term sustainability and growth. Being mindful of not only the current year's needs, but future plans and goals, to prepare for the future. This is important to continue to build the strategic reserve to provide access to capital if the District were to enter into a period of disruption and needed to continue operations with interrupted revenue streams.

Leadership and Governance: Communication and Engagement System (CES) Process

Systematic & Deployed to Key Stakeholders.

Alamo Colleges district's value of community engagement is activated through a multitude of activities we engage in on a continuous basis to meet our community's needs. Chief among these initiatives are our AlamoPROMISE program, our Ready to Work partnership with the City of San Antonio, and our Advocacy Centers. Some examples of activities include business and industry councils, partnerships with other education institutions, and our podcast.

Our community engagement activities are ongoing and occur on various cycles, including annual, monthly, or quarterly intervals. We deploy these activities to the community through face-to-face meetings and events, live online engagements, or pre-recorded sessions posted on social media. Our community engagement initiatives are also recurring, taking place monthly, annually, or each semester, and are built into our organizational plans and workflows.

Evaluated & Improved

Our community engagement programs and initiatives begin with gathering information from key stakeholders to create implementation plans that meet community needs. Once implemented, they are evaluated regularly to ensure they continue to meet those needs. We use a range of evaluation tools, including focus groups, surveys, stakeholder feedback sessions, and online two-way communication opportunities. Stakeholder feedback has been a valuable tool in our cycles of continuous improvement. The initiatives are also evaluated using key performance indicators aligned to our organizational goals.

An example of improvements based on evaluation includes our focus on student parents. Nearly 20% of our learners are raising children as they pursue a credential, and we know from community surveys that childcare is a need among our learners. However, the need for quality childcare extends beyond our classrooms to all our service area. The feedback we received from student parent surveys, meetings, and data from community partners led us to open childcare camps at each campus during the most critical months – summer – providing an opportunity for parents to engage in their schoolwork without the burden of unreliable or unattainable childcare and also nurture young learners and introduce them to the concept and campuses of college.

Another example is our business and industry councils. These councils provide valuable insights at least twice a year, and often more frequently, to ensure our programs are meeting business and industry needs and our students are well-prepared for the workforce. Recent meetings with top executives across Bexar County provided key insights into the non-academic and technical skill requirements that will assist in continued improvement of the quality of applicants in the talent pipeline by embedding essential

business skills such as communication and critical thinking into our coursework and providing a badge to students that signifies competency to potential employers.

Aligned with organizational needs and integrated with related processes

Each of our activities and initiatives is aligned with both organizational and community needs and integrated with related processes. We ensure alignment using a variety of methods, including tethering our activities and programs to the Alamo Way, our mission, vision, values, and charges from the Board of Trustees to the organization as well as our strategic plans. We integrate evaluation into this process by incorporating student and organizational feedback and ensuring it contributes positively to key performance indicators.

Leadership and Governance: Succession Planning Process

At ACD, we are dedicated to providing all faculty and staff with opportunities for professional development and career progression through career latticing and/or advancement. Our succession planning process (**Table 1**) is designed to be systematic, inclusive, and aligned with our organizational needs. This process is integral to our Leadership Development Programs, which caters to three key groups:

1. **Leadership Academy** (Deans, Directors, and Department Chairs)
2. **Effective Managers Training** (Managers, Supervisors, and Team Leads)
3. **Aspiring Leaders** (All Faculty and Staff)

Systematic Process

Our succession planning is systematic and consistent, ensuring regular and repeated actions that promote leadership development across all levels.

1. **Leadership Development Programs:** We offer structured programs that include application, selection, and progression through defined levels of leadership. Every fall, we hold employee information sessions when applications open, and our programs launch every spring. This ensures a pipeline of qualified candidates for future leadership roles.
2. **Career Tools:** We use a dedicated career site providing personalized assessment and tools to help individuals identify and pursue their career aspirations. These tools are designed to support employees throughout their entire career journey, regularly updated to reflect current opportunities and organizational needs.

Deployment to Key Stakeholders

Our process is designed to be inclusive, ensuring that it is deployed to all relevant stakeholders.

1. **Inclusivity:** Our commitment to inclusivity means that all faculty and staff have the opportunity to develop their skills and be considered for any position within the organization. We promote our leadership programs through our weekly newsletter,

weekly talent search communications, and a leadership development SharePoint site accessible to all employees.

2. **Engagement:** We actively engage deans, directors, department chairs, managers, supervisors, team leads, and all aspiring leaders in our succession planning initiatives. Our **Communication and Engagement System** ensures that senior leaders are involved in two-way communication, like new employee orientation, welcoming new employees and introducing them to our succession planning opportunities i.e. our leadership development programs. This broad deployment ensures comprehensive stakeholder involvement and support.

Evaluation of the Process

Evaluation is a critical component of our succession planning process to ensure its effectiveness and relevance.

1. **Regular Assessments:** We conduct regular evaluations of our leadership development programs and career tools to measure their impact and effectiveness. For example, we use focus groups to gather feedback from employees about navigating career development at ACD.
2. **Feedback Mechanisms:** Feedback is gathered from participants and stakeholders through surveys, focus groups, and performance metrics. This data is used to identify strengths and areas for improvement. Additionally, we utilize the Kirkpatrick Model of Training Evaluation to systematically assess the outcomes of our training programs across four levels: Reaction, Learning, Behavior, and Results.

Continuous Improvement

Based on the evaluations, we continuously improve our succession planning process to ensure it remains effective and innovative.

1. **Innovative Solutions:** We incorporate innovative solutions based on feedback and evaluations. For instance, we have introduced an immersive new supervisor orientation that complements our leadership development by preparing leaders from their start at

ACD. This was an improvement from our previous version, which primarily consisted of classroom-based sessions. The new approach includes hands-on, interactive experiences to better equip new supervisors with practical skills and knowledge.

2. **Documented Improvements:** We document changes made based on feedback. For example, we digitized our application process, making it easier for employees to apply and for our team to process applications efficiently.

Alignment with Organizational Needs

Our succession planning process is aligned with our organizational needs and integrated with related processes to ensure coherence and effectiveness.

1. **Strategic Alignment:** The process is aligned with the strategic goals and workforce requirements outlined in our Organizational Profile. Our leadership programs are designed to align with the focus areas in our leadership team structure and are tied to our commitment to achieving responsible governance.
2. **Integration with HR Processes:** Our succession planning is seamlessly integrated with other HR processes, such as performance management. All employees are given the opportunity to develop SMART goals that contribute to individual, team, and organizational goals, followed by a development plan aligned to specific competencies that support career development. This culminates in an annual progress review where leaders have conversations with each employee to discuss achievements and areas for future development.

Specific Programs and Tools

Leadership Academy (Deans, Directors, and Department Chairs)

- Programs: Advanced leadership programs focused on enhancing self-awareness, relational intelligence, vision and strategy, change management and sustainable leadership practices within the context of educational administration.
- Tools: Leadership coaching, leadership assessment tools, and team-building workshops.

Effective Managers (Managers, Supervisors, and Team Leads)

- Programs: Management training programs that cover enhancing self-awareness, relational intelligence, vision and strategy, change management and sustainable leadership practices within the context of leading teams.
- Tools: leadership coaching and team-building workshops.

Aspiring Leaders (All Faculty and Staff)

- Programs: Foundational leadership programs that introduce key concepts self-awareness, relational intelligence, vision and strategy, change management and sustainable leadership practices within individual contributors.
- Tools: Leadership workshops.

Continuous Process Enhancement

1. **Systematic Enhancements:** Our organization learning team has a standard operating process for regular evaluation of our core work process, including succession planning initiatives. This ensures that evaluations are conducted consistently and that insights are used to drive improvements.
2. **Stakeholder Engagement:** We have increased transparency and communication about our succession planning process through regular employee newsletters (all employees, supervisors, and faculty) and updates on our Organizational Learning SharePoint site. These channels keep all stakeholders informed and engaged.
3. **Evaluation Metrics:** We have developed specific metrics to measure the success of our leadership development programs, such as self-reported promotion rates and participant satisfaction.
4. **Innovative Practices:** We continuously explore new technologies and methodologies to enhance our development programs. For example, we are using Microsoft 365 as a tool to personalize user feedback and streamline processes, making it easier to collect, analyze, and act on feedback.
5. **Alignment and Integration:** We ensure alignment and integration with broader organizational processes through our district-wide strategic planning process. This

process ensures that our succession planning efforts are aligned with the strategic goals of the district and integrated with other key initiatives.

By applying this process and continuously refining our approach, we ensure that our succession planning process effectively prepares ACD for future leadership needs, fosters professional growth, and supports our strategic objectives.

Table 1. Succession Planning Process

| Step | Description |
|---|--|
| 1. Systematic | |
| Leadership Development Programs | Structured programs with application and selection. |
| Career Tools | Personalized career site with AI assessments. |
| 2. Deployment to Key Stakeholders | |
| Inclusivity | Weekly newsletter, talent search communications, and SharePoint site. |
| Engagement | Senior leaders involved in new employee orientation. |
| 3. Evaluation of Process | |
| Regular Assessments | Focus groups for feedback on career development. |
| Feedback Mechanism | Surveys, focus groups, and performance metrics. |
| 4. Continuous Improvement | |
| Systematic Enhancements | Standard operating process for regular evaluation. |
| Stakeholder Engagement | Employee newsletters and SharePoint site updates. |
| Evaluation Metrics | Metrics like promotion rates and participant satisfaction. |
| Innovative Practices | Using Microsoft 365 for personalized feedback and streamlined processes. |
| Alignment and Integration | District-wide strategic planning process. |
| 5. Alignment with Organizational Needs | |
| Strategic Alignment | Leadership programs align with focus areas and governance goals. |
| Integration with HR Processes | SMART goals, development plans, and annual progress reviews. |
| 6. Specific Programs and Tools | |
| Leadership Academy | Advanced programs for strategic decision-making and self-awareness. |
| Effective Managers Training | Management training for team leadership and collaboration. |
| Aspiring Leaders | Foundational leadership program for communication and self-awareness. |
| 7. Continuous Process Enhancement | |
| Systematic Enhancements | Regular evaluation through a standard operating process. |
| Stakeholder Engagement | Newsletter and SharePoint updates for engagement. |
| Evaluation Metrics | Promotion rates and participant satisfaction metrics. |
| Innovative Practices | Use of Microsoft 365 for feedback and process improvement. |
| Alignment and Integration | Strategic planning process ensuring alignment and integration. |

Operational Continuity: Continuity of Operations Planning Process

At Alamo Colleges District (ACD), ensuring operational continuity is a cornerstone of our strategic framework. We have developed a comprehensive Continuity of Operations Plan (COOP) that encompasses systematic, regular evaluations and updates, effective stakeholder deployment, rigorous evaluations, continuous improvements, alignment with organizational needs, and integration with related processes. This document outlines the key components and innovative strategies of our COOP, demonstrating our commitment to maintaining high-quality education and operational excellence in the face of potential disruptions.

Systematic (Regular, Repeated)

At ACD, we ensure operational continuity through a robust approach. Our Continuity of Operations Plan (COOP) forms a vital part of our strategic framework, reviewed and updated annually to stay current with evolving risks. This process includes several key steps to maintain the plan's effectiveness and relevance, reflecting our commitment to staying ahead of potential disruptions.

1. **Comprehensive Risk Assessments:** We conduct thorough annual risk assessments to identify potential threats. Our experts analyze risk factors such as natural disasters, technological incidents, and other emergencies. The findings inform necessary COOP updates.
2. **Identification of Critical Functions:** We prioritize critical functions essential to our operations with a Recovery Time Objective (RTO) less than 48 hours, including academic delivery, administrative services, IT infrastructure, and student support. This analysis helps us focus resources on maintaining these functions during emergencies.
3. **Regular Testing Through Drills and Exercises:** We conduct regular drills and exercises to test the COOP's effectiveness, simulate various emergency scenarios, and make necessary adjustments. These include full-scale evacuation drills, cybersecurity breach simulations, and pandemic response exercises.
4. **Documentation and Review:** We document all COOP-related activities and review them annually to ensure compliance and alignment with strategic goals. Lessons learned from past incidents and drills are incorporated into the plan.
5. **Stakeholder Involvement:** We regularly consult key stakeholders, including faculty, staff, students, and external partners, to gather feedback, address concerns, and ensure the COOP remains relevant.

Deployed to Appropriate Key Stakeholders

We ensure the effective deployment of the COOP by communicating it clearly and comprehensively to all stakeholders, including faculty, staff, administrators, students, and external partners. The deployment process involves several key steps:

1. **Regular Training Sessions and Workshops:** We conduct training sessions and workshops to familiarize stakeholders with the COOP and their roles during disruptions.

2. Utilizing Multiple Communication Channels: We disseminate the COOP and its updates through emails, intranet postings, and emergency notification systems.
3. Town Hall Meetings and Briefings: We hold town hall meetings and briefings to discuss the COOP, its updates, and gather stakeholder feedback.
4. Stakeholder-Specific Materials: We develop materials specific to different stakeholder groups, such as guidelines for faculty and instructions for administrative staff.
5. Regular Updates and Revisions: We regularly update stakeholders on any revisions to the COOP, ensuring everyone knows the latest protocols and procedures.

Evaluated

We ensure the COOP remains effective through a comprehensive evaluation process that includes:

1. Regular Drills and Exercises: We conduct regular drills and exercises to test the COOP's effectiveness and hold debriefings to discuss improvements.
2. Performance Metrics: We track various performance metrics to evaluate the COOP's effectiveness, such as recovery times and communication effectiveness.
3. Surveys and Feedback Forms: We gather stakeholder feedback through surveys and feedback forms to inform our evaluations.
4. Incident Reviews: We conduct thorough reviews of actual emergencies, analyzing our response and identifying lessons learned.
5. Third-Party Assessments: We periodically engage external experts for independent assessments of our COOP.

Improved Based on Evaluation

We regularly refine the COOP based on evaluations:

1. Enhanced Communication Systems: We implemented a backup power system and upgraded our emergency notification system to maintain effective communication during power outages.
2. Development of Remote Learning Training Program: During the COVID-19 pandemic, we developed a program to support faculty and students transitioning to online education.
3. Cybersecurity Enhancements: We implemented advanced cybersecurity measures, including multi-factor authentication and regular security audits.
4. Improved Emergency Response Protocols: Feedback from drills led to updates in our lockdown procedures and additional training on responding to threats.
5. Regular Updates to the COOP: We regularly update the COOP to reflect new risks, technological changes, and lessons learned.

Aligned with Organizational Needs

The COOP aligns with ACD's mission and strategic goals:

1. Supporting Educational Excellence: The COOP ensures continuous delivery of high-quality education during emergencies.
2. Enhancing Student Success: The COOP includes provisions for supporting students during disruptions, such as maintaining access to academic resources.
3. Ensuring Operational Excellence: The COOP maintains operational integrity, including IT systems, physical assets, and administrative services.
4. Reflecting Organizational Profile: The COOP is tailored to ACD's unique characteristics, such as our diverse student population and multiple campuses.
5. Addressing Strategic Priorities: The COOP addresses strategic priorities like enhancing cybersecurity and improving emergency preparedness.

Integrated with Related Processes

The COOP integrates with our Strategic Planning Process (SPP), Risk Management framework, and Emergency Preparedness Plans:

1. Alignment with Strategic Planning Process (SPP): The COOP is developed in conjunction with the SPP to support strategic goals and allocate resources effectively.
2. Integration with Risk Management Framework: The COOP integrates with our Risk Management framework to proactively identify and mitigate risks.
3. Coordination with Emergency Preparedness Plans: The COOP coordinates with our Emergency Preparedness Plans for a cohesive response to emergencies.
4. Collaboration with External Partners: The COOP involves collaboration with external partners for additional support during emergencies.
5. Regular Reviews and Updates: We regularly review and update the COOP to ensure ongoing integration with related processes.

Example of Innovation

We continuously seek innovative ways to enhance the COOP:

1. Implementation of the National Incident Management System (NIMS): Adopting NIMS has standardized our approach to managing emergencies.
2. Advanced Technology Solutions: We use cloud-based data storage and mobile communication apps for real-time updates during emergencies.
3. Remote Learning Initiatives: We expanded online learning platforms during the COVID-19 pandemic to ensure academic continuity.
4. Cybersecurity Enhancements: We implemented multi-factor authentication, regular security audits, and incident response plans for cyber incidents.

5. Integrated Communication Systems: We developed systems utilizing multiple channels for timely and accurate communication during disruptions.
6. Continuous Improvement Framework: Our framework encourages innovation and adaptation, integrating lessons learned from past incidents.
7. Collaborative Partnerships: We established partnerships with educational institutions and community organizations for shared learning and coordinated responses.
8. Data-Driven Decision-Making: We use data analytics to inform our continuity planning and decision-making processes.
9. Stakeholder Engagement and Communication: We have comprehensive communication strategies to ensure stakeholders are informed and prepared.
10. Scenario-Based Planning: We prepare for various disruptions through scenario-based planning and develop contingency plans.
11. Flexibility and Adaptability: Our COOP is designed to be flexible and adaptable to respond effectively to unexpected challenges.
12. Sustainability and Resilience: We emphasize sustainability and resilience, ensuring long-term operational continuity.

We at Alamo Colleges District (ACD) commit to operational excellence and resilience through our comprehensive Continuity of Operations Plan (COOP). By systematically assessing risks, involving key stakeholders, rigorously testing and evaluating our strategies, and continuously improving based on feedback, we ensure that we are well-prepared for any potential disruptions. Our alignment with organizational goals and integration with related processes further strengthen our ability to maintain high-quality education and essential services. Through innovation and collaboration, we continue to enhance our COOP, reflecting our dedication to the success and well-being of our students, staff, and community.

Operations: Design and Delivery of Products/Services (AlamoPROMISE example)

APPROACH

Identify Opportunity

As the Alamo Colleges was exploring Promise programs across the country as a strategy to eliminate barriers to higher education access, the City of San Antonio was concurrently formulating a report addressing the Status of Poverty in San Antonio. The Status of Poverty report further confirmed and reiterated that education and training is a key strategy to address intergenerational poverty. Through the realization of the report findings and the vision of the Alamo Colleges, the Alamo Colleges' moonshot of partnering to end poverty through education and training in the Greater San Antonio region by offering tuition-free college was born. Accordingly, in response to a community need of paramount significance, a needs analysis was conducted regarding college-going rates and economic status in the primary service area of Bexar County. Through the analysis of trend data in 2017 & 2018, an opportunity was identified to address and support key service areas with historically low college-going rates and a presence of high economically disadvantaged populations.

Conceptual Design

In an effort to increase higher education access and future success, a landscape environmental analysis was conducted in 2018 to inform the conceptual design of an initiative intended to address and change the trend data findings. A collective impact approach was required to address the needs, concerns, and expectations of increasing college-going rates through a Promise program in our region. Specifically, extensive research and site visits were conducted by Alamo Colleges and community partners at state and national program models offering tuition-free college to help spur a college-going environment via increased community awareness and higher education enrollment. Key stakeholders were included in workgroups helping to design a local program model and included participation and input from officials from governmental, business, philanthropic, university, school district, economic development, and non-profit partner organizations.

Implement

Working in tandem with our K-12 school district partners to drive and support college enrollment activity before high school graduation, AlamoPROMISE initially launched in the areas of highest need based on underrepresentation in college access and economic status. The collaborative work and stakeholder input led to the development of targeted outreach, marketing efforts, branding, special programming, data gathering, and communication processes. With the subsequent implementation of the first phase of AlamoPROMISE recruitment in Fall 2019 at 27 high schools and programs, the Alamo Colleges successfully welcomed its first cohort of scholars at each of the five colleges in Fall 2020. Now a mainstay initiative, AlamoPROMISE covers the cost of tuition and required fees for eligible graduating high school seniors in all of Bexar County seeking an academic certificate or associate degree at one of the five Alamo Colleges.

Analyze & Measure

While during the pandemic, the first launch year of AlamoPROMISE served as a proof of concept and allowed for increased monitoring of college-going indicators by ACD college teams, including the status of admissions and financial aid submissions by graduating high school seniors. Weekly cross-college calls were held to identify areas of support needed to help move the needle on leading indicators and enrollment efforts, and additional calls and data exchange took place with school district and non-profit student outreach partners to support college-going of high school students. After initial outreach efforts, the Alamo Colleges conducted focus group with high school seniors, parents, and high school counselors in order to evaluate and improve messaging to better reach and generate interest amongst target audiences.

Operationalize

The proof-of-concept period and ongoing monitoring of leading and lagging success measures led to the strategic phased-in expansion approach of AlamoPROMISE. Alamo Colleges experienced enrollment increases from Promise high schools, thus increasing first-time in college attendance at the Alamo Colleges and increasing college-going rates at those high schools.

HOW IT IS DEPLOYED

Since the program launched in 2019, AlamoPROMISE has been deployed in a strategic phased-in implementation approach. The first phase of the program served 27 high schools and programs starting in 2019 and laid the groundwork for an expanded level of service with a second phase in 2022 where 47 high schools and programs participated in AlamoPROMISE. Most recently in 2023, AlamoPROMISE now serves all of our Bexar County service area with more than 73 high schools and programs, including eligible high school graduates from all public, private, charter, and home schools. AlamoPROMISE has been deployed to appropriate key stakeholders through regular input and feedback from a steering committee workgroup comprised of partners from local institutions of higher education, school districts, non-profit organizations, corporations, as well as the private and public sectors. Working directly with the high schools to promote and assist with the completion of key college-going indicators such as college admissions and financial aid applications. The Alamo Colleges deploys College Connection outreach and recruitment teams to Promise high schools year-round to conduct targeted outreach activities as well as provide postsecondary support services to help students navigate the admission and financial aid process of college.

HOW IT IS EVALUATED & IMPROVED (EXAMPLES OF INNOVATION)

Overall, programmatically, AlamoPROMISE is evaluated based on key factors such as enrollment at the Alamo Colleges, student financial aid submission and completion, key performance indicators for student success, impact on college-going rates, and external funding sources secured. Additionally, market penetration rates by high school and school districts are monitored regularly as a leading indicator of enrollment and are also evaluated to determine where more intrusive outreach and support are needed to drive college access. While AlamoPROMISE student performance is tracked through the Alamo Colleges Key Performance Indicators overall, data dashboards assist with monitoring productive grade rates, persistence rates, and transfer rates of Promise students and allow for comparison with other populations

as needed to inform interventions needed to further support student success. At a macro level, Alamo Colleges also tracks poverty rates longitudinal of the service area overall and by participating high school tracts to gauge the level of impact of the promise of tuition-free college in our service communities.

An early innovation during the launch of the program was the development of an online student inquiry form that enabled early two-way communication between students and college teams to facilitate college-going interest and support. The tool also became an incubator for the launch of a more robust and enhanced enterprise-wide customer relationship management system. As needed, program requirements are adapted to further support continued college access and success and necessitate new, innovative practices. For example, a population of students from the first cohort of AlamoPROMISE Scholars nearing graduation was allowed an additional year of program participation for degree progression and completion as they attended during the pandemic and many experienced hardships.

HOW IT ALIGNS WITH WHAT IS IMPORTANT TO YOUR ORGANIZATION AND HOW IT INTEGRATES OTHER KEY PROCESSES, AS APPROPRIATE

A central commitment of the Alamo Colleges is student success which is exemplified by our “students first” approach to providing greater access to learning opportunities. Now with the Alamo Colleges fully operationalizing AlamoPROMISE, the initiative serves as the mechanism for outreach and recruitment to all graduating high school seniors in Bexar County attending college for the first time. AlamoPROMISE integrates with key processes including outreach and recruitment, targeted communications, admissions and financial aid submission and completion, and enrollment at the Alamo Colleges. The process design approach for AlamoPROMISE is key to the Alamo College’s role as an open-door institution of higher education in the community and further advances the mission of open access for students of all educational goals and preparedness by enabling tuition-free college access for all eligible graduating high school seniors in San Antonio and Bexar County. Furthermore, aligned with ACD Core Competencies, AlamoPROMISE intersects with a wide range of various strategic partners. For example, financial partners include the City of San Antonio, Bexar County, MacKenzie Scott, USAA Corporation, The Charles Butt Foundation, Carlos Alvarez/Impetus Foundation, Harvey E. Najim, Toyota Motor Manufacturing Texas, David and Deborah B. Rogers, USAA Foundation, Nancy Smith Hurd Foundation, JP Morgan Chase Foundation, John L. Santikos Charitable Foundation, The Betty Stieren Kelso Foundation, Holt Family Foundation, Wells Fargo Foundation, Barnes And Nobles, Semmes Foundation, Muriel F. Siebert Foundation, Frost Bank Charitable Foundation, Celso M. Gonzalez, and the Pat & Tom Frost Foundation. Additionally, key operational partners since 2019 include steering committee support from the Education Service Center Region 20, Greater SATX Regional Economic Partnership, Holt Cat, Judson School Independent School District, Northside Independent School District, San Antonio Chamber of Commerce, San Antonio Education Partnership, San Antonio Northside Independent School District, Southwest Northside Independent School District, Texas A&M University, San Antonio, The University of Texas at San Antonio, Toyota Motor Manufacturing Texas, and UP Partnership.

Operations: Design and Delivery of Products/Services (AlamoADVISE example)

Systemic

AlamoADVISE was meticulously developed using the Process Design Model (PDM), ensuring a structured and comprehensive approach to creating an exemplary advising system. This model consists of five key phases: Identify Opportunity, Conceptual Design, Implementation, Analyze & Measure, and Operationalize.

| Process Design Model Phase (PDM) | AlamoADVISE Illustrative Examples of Implementation |
|---|---|
| Identify Opportunity | Process: Recognizing the need for an improved and robust advising system to enhance student engagement and success. Use of LLS (Listening and Learning System) Point of Contact Surveys, Advisor and Faculty Meetings, Student Focus Groups/Forums, Advisory Committees/Groups, and Cross-College Councils and Teams to identify academic advising as a critical area for improvement. |
| Conceptual Design | Process: Developing a comprehensive plan for the new advising system. Collaborated with NACADA (National Academic Advising Association) and used RIP (Radical Innovative Process) to create an innovative advising framework. |
| Implement | Process: Executing the designed advising system. Launched AlamoADVISE with necessary resources and support, ensuring full deployment. |
| Analyze & Measure | Process: Assessing the effectiveness of the implemented advising system. Continuously collected and analyzed data to assess effectiveness and identify improvement areas. |
| Operationalize | Process: Integrating AlamoADVISE into standard operations of the Alamo Colleges. Embedded AlamoADVISE into standard operations, ensuring sustainability and continuous improvement. |

By leveraging the comprehensive Listening and Learning System and partnering with national experts, Alamo Colleges has transformed academic advising into a nationally recognized model of excellence.

AlamoADVISE is fully deployed to all students within the Alamo Colleges through structured, mandatory advising sessions, and consistent application of standards across colleges. The program's visibility and reach are ensured through targeted promotional campaigns, regular communication efforts, campus events, and Listening and Learning Systems that engage the entire student body and academic community. Evidence of the program's success is reflected in

high participation rates, improved student outcomes, and national recognition for its innovative approach to academic advising.

AlamoADVISE Guiding Principle for Achieving Optimal Student Engagement

1. Optimal Advisor-to-Student Ratio – Clarifies the importance of maintaining a manageable advisor-to-student ratio for effective support and engagement.
2. Appreciative and Intentional Case Management – Emphasizes the use of specific strategies for effective advising.
 - a. Certified Advisors will employ appreciative advising techniques and intentional case management strategies to foster positive student interactions and support students in achieving their academic goals.
3. Certification Requirements for New Advisors -Clearly states the certification process and timeframe for new advisors.
 - a. New Advisors are required to complete a three-tiered professional advisor certification program within the first 12 months of employment to attain Certified Advisor status.
4. Ongoing Professional Development – Highlights the necessity for continuous learning and professional growth and development.
 - a. Certified Advisors must meet annual and ongoing professional development requirements to maintain their certification and continue providing high quality advising services.
5. Recognition and Compensation – Specifies the additional compensation for Certified Advisors as a form of acknowledgement of their advanced certification.
 - a. Certified Advisors receive additional annual compensation in recognition of their expertise and commitment to professional advising standards.

Comprehensive Deployment and Awareness of AlamoADVISE

1. Universal Implementation Across All Students
 - a. Alamo-wide (Systemwide) Integration:
 - i. AlamoADVISE Rollout: AlamoADVISE was fully implemented in Fall 2014 at the five Alamo Colleges, ensuring that every student, from first-year enrollees to returning learners, benefit from its services.
 - ii. Consistent Application: The AlamoADVISE standards and processes are uniformly applied across all colleges, ensuring equitable access to high-quality advising services for every student.
 - b. Structured Advising Support:
 - i. Mandatory Advising Touchpoints: Advising Touchpoints are required of all students before their first semester registration, and at 15, 30, and 45 hours, ensuring that every student engages with their assigned Certified Advisor.
 - ii. Transfer Advising Guides (TAGs): TAGs are clearly articulated pathways for students and Certified Advisors to follow to ensure accelerated degree completion (time to degree), efficient degree completion (hours to degree), and efficient transfer to university (transferable and applicable hours to bachelor's degree).

2. Extensive Awareness and Engagement Strategies

- a. Promotional Campaigns:
 - i. Alamo-wide Promotions: AlamoADVISE is promoted through a range of college-wide communication channels, including email, student portal, and digital signage in high traffic areas.
 - ii. Social Media and Web Presence: Dedicated social media campaigns and well-maintained websites provide ongoing updates, success stories, and information about AlamoADVISE.
- b. Student Orientation and Communication:
 - i. Orientation Programs: AlamoADVISE is introduced to new students during orientation sessions where they receive detailed information about the program's benefits and how to access advising services.
 - ii. Advising Events: Periodic sessions and workshops are held to educate students about AlamoADVISE, including how to make the most of their advising sessions.

Evaluation – Evidence of Success

1. Usage Metrics

- a. AlamoADVISE Usage Metrics (Examples):
 - i. Statistics on the number/percentage of students who satisfy the mandatory Advising Touchpoints (15, 30, and 45 hours).
 - ii. Statistics on the number/percent of students who complete a mandatory Individual Success Plan.
 - iii. Statistics on the number/percent of students who complete a mandatory My Mission Statement.
 - iv. Statistics on post-advising session (point of contact) satisfaction survey.
 - v. Statistics on number of advising sessions.
- b. Success Indicators (Examples):
 - i. Increased retention (favorable)
 - ii. Increased graduation rates (favorable)
 - iii. Decreased time to degree (favorable)
 - iv. Decreased hours to degree (favorable)
 - v. Decreased dollars to degree (favorable)
 - vi. Increased household income (favorable – Moonshot)

Improved Based on Evaluation

1. Quality Journey

- a. Continuous cycles of improvement are at the core of our quality journey, ensuring that AlamoADVISE remains responsive to the evolving needs of students and maintains high standards of excellence.
- b. Evaluation methods informed us of the need to reduce our advisor-to-student ratios and create customized ratios based on student populations such as those in developmental education or in High School Prorams. There were also best practices

- that included Peer-to-Peer benefits so in 2022 a ratio of Peer-to Certified Peer Advisor was introduced at 240:1.
- c. Competency Based professional development is constantly being evaluated and improved to remain relevant and cutting-edge.
 - d. Adaptive strategies are developed and deployed to refine advising processes, optimize resource allocation, and enhance student support.

Aligned and Integrated with Organizational Needs

| Alamo Mission Statement | AlamoADVISE Alignment |
|--|---|
| Empowering our diverse communities for success. | <p>Empowering Students: AlamoADVISE offers tailored academic advising and resources to meet the diverse needs of students, supporting their success.</p> <p>Diverse Communities: AlamoADVISE serves students from various backgrounds, ensuring equitable access to advising services and opportunities for all.</p> <p>Success for All: Through personalized guidance and targeted support, AlamoADVISE helps students achieve their academic and career goals.</p> |
| Vision: The Alamo Colleges will be the best in the nation in Student Success and Performance Excellence. | <p>Best in the Nation: AlamoADVISE is designed with national best practices to ensure top tier advising strategies and methodologies.</p> <p>Student Success: AlamoADVISE's personalized advising services, academic planning, and support systems are focused on maximizing student success and achieving high retention and graduation rates.</p> <p>Performance Excellence: AlamoADVISE employs data-informed strategies and continuous improvement process to maintain high standards of performance and effectiveness in advising.</p> |
| Values Mantra – Students First | <p>Student First: AlamoADVISE exemplifies the "Student First" mantra by prioritizing students' needs with personalized advising, accessible resources, and a commitment to their success. Implementing proactive advising strategies to support students' academic progress and goal achievement and ensuring all students, regardless of their background, have access to high-quality advising services. Using student feedback and data to continually refine advising practices for better student outcomes.</p> |

Aligned and Integrated with Other Key Processes

AlamoADVISE is fully integrated with other key processes to include AlamoINSTITUTES and AlamoPROMISE, creating a cohesive and supportive educational environment for all students. The integration with AlamoINSTITUTES ensures that students receive institute-specific advising,

structured academic pathways, and collaborative planning support, while the partnership with AlamoPROMISE provides holistic and goal-oriented advising services for PROMISE scholars. This comprehensive approach leverages data-driven decision-making and continuous improvement practices to enhance student success and maintain high standards of academic support.

Strategic Planning and Execution Process

ACD conducts systematic, iterative strategic planning every year to ensure that timely and effective strategy formulation and organizational response to emerging strategic challenges and other priorities takes place. The ACD Strategic Planning Process (SPP) is the means to accomplish this objective. The SPP sets the priorities for the Colleges and the ACCESS Units over a three-year timespan and consists of four phases, Visioning, Developing, Deploying, and Reviewing.

The Visioning phase takes place at a Stakeholder's Strategic Planning Retreat (SSPR) held annually. This planning kick-off event includes involvement of the Colleges and each of the ACCESS Units, and produces the ACD top level Strategic Objectives (SOs) and Goals that provide guidance to the entire organization. The Developing phase typically takes place over the spring and early summer and includes a series of leadership retreats during which the strategic plan and associated KPIs, Targets, and Benchmarks are updated as needed, and budget development occurs to support the strategic plan as well as College and ACCESS operations. The Deployment phase also takes place in the spring and summer and includes the Colleges implementing their individual planning process to align their SOs and Action Plans (APs) with ACD and develop their individual priorities to address their key challenges and opportunities. Units develop their APs and KPIs to align with the ACD plan during this phase as well. Plans are complete and resources allocated no later than the beginning of the fiscal year on September 1st. The Reviewing phase takes place during the plan year and includes a series of reviews by SLT, College Executive Teams, as well as VC led cross-college teams. Reviewing also includes evaluating and improving the SPP which has resulted in a number of improvements including: development of a Strategy Map to align the SOs, Goals, Board Charges, Measures of Success, Targets, and Benchmarks; the adoption of an enterprise-wide online planning and management software (SPOL – Strategic Planning Online) to align ACD's planning and budgeting efforts; implementation of BI-driven (Tableau) dashboards; and implementation of PDCA and 4DX with scoreboards for goal execution and performance reporting.

Our long-term planning horizon is up to three years, which is addressed by our SOs and their associated Goals, while our short-term planning horizon is one year, which is addressed by Action Plans (APs) developed at the College and ACCESS levels. We develop a three-year long-term strategy at ACD and each of the Colleges, with short-term APs that cover the one-year timeframe with built-in agility to stretch out further as needed and to rapidly respond to opportunities and challenges that arise within the one-year window. The SPP addresses these time horizons by looking out over a three-year period through our Environmental Scan (ES) to help us understand what the challenges and opportunities will be over that period, thereby giving us the necessary information to produce SOs to address them and APs that begin immediately upon plan implementation to achieve them. In addition, the process is cyclical, producing an updated plan each year that builds on the prior year's plan to ensure continuity of purpose, and it is dynamic in that the current year's plan can be modified as issues emerge or progress takes place throughout the year.

The SPP addresses the need for organizational agility and operational flexibility through the cyclical and dynamic nature of the process. ACD sets the three-year and one-year planning horizons to align thinking at the College level and balance organizational needs to focus on the future and remain agile in a dynamic higher education environment and in market conditions which often change. Tracking progress to plan during the plan year and making just-in-time decisions and modifications provides us the ability to be agile in response to changing needs and flexible in how we respond to maximize our effectiveness and enhance our competitiveness in the marketplace. The SLT, Presidents (CPs), and Vice Chancellors (VCs) conduct regular reviews of plan progress at their respective levels to identify where adjustments and modifications need to be made.

Participants in the strategic planning retreat include District personnel (Chancellor, VCs, AVCs, Directors, staff, and other leaders); key personnel from each College, including CPs, VPs, administrative deans and directors, leaders of the faculty and staff senate/councils, and representatives of faculty and staff; student representatives, including leaders of student government; community members such as members of advisory committees and key workforce customers. During the SSPR we review and affirm the MVV; review our Core Competencies; lend our voice and involvement in identifying needs, priorities, and strategies in setting the direction; and define our top priority actions to leverage advantages and address challenges. At the end of each Retreat, participants fill out an evaluation form so that future improvements can be identified and adopted.

With the ACD-wide strategic guidance in hand, the Colleges and ACCESS Units embark upon development of their individual strategic plans. This may include: conducting their own SWOTs by reaching out to their workforce and students through a survey process that replicates that used by ACD; a series of College Executive Team meetings culminating with planning retreats, assessment of the ACD-wide strategic challenges, advantages, and opportunities and modifying them as necessary; assessment of Core Competencies; review and affirmation or modification of their MVV and strategic priorities; and refresh their strategies, goals, KPIs, targets and action plans.

Strategy Implementation

(1) Action Plans – Once the ACD plan is complete and deployed to the Colleges and the ACCESS Units, their respective planning processes begin. The Colleges have the autonomy to design their own strategic planning processes, but their aims are the same – to create components that align with ACD SOs and Goals, and support their own requirements, and then develop supporting APs at the Department/Unit and individual levels. As part of their accreditation requirements, each College must demonstrate how they align their planning and budgeting processes at every level of the institution.

(2) Resource Allocation – The ACD Budget process is conducted annually and consists of the development of revenue and expense allocations using a Funding Model (FM) followed by a Budget Distribution, which is a detailed organizational account distribution process undertaken at the ACD and College levels. Significant steps in the annual budget process leading up to the

presentations of the Preliminary and Final Budgets to the Board include the following. In the fall the ACD Budget Office (ABO) coordinates preliminary projections for revenues and a “Special Board Meeting” is held for the purpose of reviewing the current legislative agenda and providing a preliminary look at the next year’s operating budget situation. The Colleges provide contact hour, enrollment, and non-formula revenue projections and the ABO coordinates projections for enrollment, revenue, and other key data elements in collaboration with the College budget officers.

In the April/May timeframe Colleges and ACCESS Units finalize employee position listings and begin preliminary work on the development of detailed budgets based on a review of previous fiscal year approved budgets; unit needs; educational needs; and College objectives. ABO and the Colleges then prepare initial operating expense budget allocations generated by the FM which are distributed to each of the Colleges and ACCESS units. In July, the Board Budget Retreat is held for presentation, review, and approval of the budget for the upcoming year. During this retreat, the Presidents and Vice Chancellors present their budget priorities along with documented alignment to the ACD SOs and Goals to ensure that budget allocations are aligned with and support the ACD, College, and DSO Unit Strategic Plans. Subsequently, allocations are made to the Colleges and DSO Units, who then apply their individual processes to fund their APs and organizational priorities. Finally, the Board conducts a budget amendment process at its December retreat during which it determines if any budget modifications are required.

(3) Performance Measures – KPIs to track the performance and effectiveness of the SOs, Goals, and APs are always in place so we can measure our progress. These measures are aligned with the ACD plan and documented on the Strategy Map and reflect our projected performance and that of our Benchmarks in these key areas.

Overall, ACD’s Strategic Planning efforts are 100% aligned with the Mission, Vision and Values of the enterprise. In fact, the Strategic Plan is reviewed and adopted as part of Board Policy (Policy A.1.3) to help ensure organizational awareness and alignment of our collective work. A review of this Policy evidences the further alignment with ACD’s Business Model, *The Alamo Way*, as ACD’s Strategic Objectives: 1) Student Success; 2) Principle-Centered Leadership; and 3) Performance Excellence, perfectly mirror the expectations of this guiding framework.

Workforce: Workforce Engagement

At Alamo Colleges District, our commitment to a thriving and resilient workplace is demonstrated through our systematic approach to workforce engagement. This approach, which includes tools like the Great Places to Work Trust Index Survey, Leader Townhalls, and leadership development programs, ensures that stakeholders are well-informed and involved in continuous improvement. By aligning engagement initiatives with organizational needs and integrating them into our strategic processes, we empower leaders and employees to achieve exceptional outcomes, enhancing both individual and organizational performance. The benefits of this approach are clear, as it leads to a more engaged workforce and a stronger, more resilient organization.

Systematic (Regular, Repeated)

Alamo Colleges District employs a comprehensive, systematic process for workforce engagement to ensure that employee feedback is regularly collected and utilized to enhance the work environment. This process is executed through various methods, providing a regular and reliable system for feedback and improvement:

- **Annual Surveys:** The GPTW Trust Index Survey, formerly the PACE Survey, is key to our engagement strategy. Administered annually to all employees, it measures factors like Credibility, Respect, Fairness, Pride, and Camaraderie. Data is disaggregated by various employee segments, including classification, gender, race, title, tenure, business unit, supervisor, and managerial level. Consistent use enables year-over-year comparison and trend analysis, offering valuable insights and measuring progress.
- **Leader Townhalls:** These are conducted annually, where department leaders meet with employee groups to gather sentiments on issues or challenges impacting their work environment. This direct interaction ensures leadership stays attuned to the frontline experiences and concerns.
- **HR Rounding:** Another important aspect of our workforce engagement process is HR Rounding. Our HR Partners contact employees daily to understand their needs and issues that may impact their experience.

Deployed to Appropriate Key Stakeholders

The workforce engagement process ensures all relevant stakeholders, including executive leadership, mid-level leaders, faculty, and staff, are actively involved and well informed. This inclusive approach considers diverse perspectives and effectively communicates feedback across all levels, respecting each stakeholder's contributions.

- **Executive Leadership:** The executive team reviews feedback collected from the engagement activities. Each Strategic Leadership Team member meets with a Great Place to Work consultant to delve into the results for their area, using an action planning template to develop targeted improvements. This ensures top-level commitment and strategic alignment.

- **Mid-Level Leaders:** Briefing sessions are organized for mid-level leaders to understand trends within their campus, department, or division. They participate in development programs where they receive training and tools to improve employee engagement within their teams. For example, mid-level leaders might attend the Leadership Academy, which focuses on self-awareness, relational intelligence, vision & strategy, change management, and sustainable leadership practices.
- **Faculty and Staff:** A well-developed communication plan ensures broad participation in engagement efforts. Employees receive multiple messages leading up to the survey, and results are shared at the campus or departmental level. Forums are held to review results and collect additional context and stakeholder input. This inclusive approach ensures that all voices are heard and considered in decision-making.

Evaluated

Evaluation is a cornerstone of the workforce engagement process at Alamo Colleges District, providing a critical foundation for measuring effectiveness and identifying areas for improvement. We ensure that our engagement strategies remain relevant, impactful, and aligned with our organizational goals through systematic assessments and feedback mechanisms.

- **Regular Assessments:** Workforce engagement processes are evaluated to measure their impact and effectiveness. This involves collecting feedback from participants and stakeholders at various intervals throughout the engagement timeline. For instance, surveys and one-on-one interviews are conducted to gather insights on the engagement activities and their outcomes.
- **Feedback Mechanisms:** At the end of each leadership briefing, participants complete surveys to share how the delivery can be improved for future sessions. This feedback loop ensures continuous improvement and responsiveness to participant needs.

Improved Based on Evaluation

Continuous improvement based on evaluation is a hallmark of Alamo Colleges District's approach to workforce engagement:

- **Transition from PACE Survey to GPTW Trust Index:** In response to feedback, the district replaced the PACE community college climate survey with the more advanced GPTW Trust Index Survey. This innovative tool allows benchmarking against top global organizations and provides an interactive dashboard for customized data analysis and segmentation. This transition has resulted in more robust insights and better alignment with international best practices.
- **Great Place To Work Resource Page:** In response to employee feedback, a new Sharepoint site was created, allowing employees to review ACD GPTW scores for

each key engagement factor. Employees can view the top and bottom scoring survey statements and are provided a list of best practice tips for improving engagement for their team.

Aligned with Organizational Needs and Integrated with Related Processes

The workforce engagement process is strategically aligned with the organizational goals and integrated with related HR processes:

- **Strategic Alignment:** The engagement activities align with the strategic goals outlined in the Organizational Profile, ensuring that they support the broader mission and vision of the Alamo Colleges District. This alignment is reflected in the key behavioral focus areas reinforced within the leadership development programs, including Communication, Relationships, Alignment, Execution, and Capacity.
- **Integration with HR Processes:** Engagement processes integrate with HR functions like leadership development and performance management. Leaders create SMART goals to improve engagement, and development plans align with needed skills. Programs like Aspiring Leaders, Effective Managers, and Leadership Academy prepare future leaders to foster team engagement.

Strategic Partnerships with Consultants

Alamo Colleges District has established strategic partnerships with consultants to develop and deliver high-quality training materials to staff. These partnerships ensure that training programs are informed by best practices and tailored to the organization's specific needs. For example:

- **Great Place to Work Consultants:** These consultants provide detailed analysis of survey results and assist in action planning, ensuring that feedback is effectively translated into practical improvements. They also offer expert feedback and best-practice recommendations based on their experience working with other top-performing organizations.
- **Leadership Development Programs:** Our leadership development programs are facilitated by an expert higher education team, which includes a Baldrige and GPTW award winner who helps design and deliver training programs that enhance leadership capabilities at all levels, from aspiring leaders to senior executives. This ensures the workforce has the necessary skills and knowledge to drive engagement and performance excellence.

Evaluation of Consultants

To ensure the effectiveness of our strategic partnerships, Alamo Colleges District regularly evaluates the performance of consultants:

- **Performance Reviews:** Regular reviews assess the quality and impact of consultant training materials and sessions. Participant feedback is collected

through surveys and interviews to gauge effectiveness and alignment with organizational needs.

- **Feedback Mechanisms:** Consultants are evaluated based on participant feedback gathered during and after training sessions. This feedback identifies areas for improvement and ensures the training remains relevant and impactful.
- **Outcome Measurement:** The training program's impact is measured by analyzing improvements in key engagement metrics (including GPTW) and leadership performance. This data-driven approach ensures consultants' contributions align with organizational goals and values, reinforcing our commitment to being data-informed and maintaining performance excellence.

Examples of Innovations and Results

- **Great Place to Work Certification:** In 2024, Alamo Colleges District achieved Great Place to Work Certification for the first time ever due to its systematic and innovative approach to workforce engagement. Engagement scores increased significantly, with 73% of employees stating that Alamo is a great place to work, compared to 57% at a typical U.S.-based company.
- **Leadership Development Impact:** The introduction of a new leadership development system in 2023 has impacted engagement scores. For example, 87% of participants in the program reported feeling good about how the district contributes to the community, and 81% felt they make a difference in their work. After completing the program, leadership program participants report higher scores in Self-Awareness, Competency, Relational Connectivity, and Developing a Healthy Culture.

Conclusion

At The Alamo Colleges District, our systematic approach to workforce engagement is central to our mission of empowering diverse communities for success and our vision of being the best in the nation at student success and performance excellence. We create a supportive and collaborative work environment by regularly collecting and evaluating employee feedback, involving all key stakeholders, and continuously improving our processes.