ALAMO
COLLEGES

SWOT Analysis, Priorities, and Competitive Factor Analysis

2014-15 Report

THE **ALAMO** WAY
ALWAYS INSPIRE. ALWAYS IMPROVE.

SWOT Analysis, Priorities, and Competitive Factor Analysis
2014-15 Report

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I. Executive Summary

This SWOT Analysis report presents the results of the Fall 2014 online survey on the Alamo Colleges' strengths, weaknesses, opportunities, and threats. The report includes a list of priorities for the Alamo Colleges identified by survey respondents as well as a list of competitive factors related to area institutions of higher education. This information is provided prior to the Spring 2015 Alamo Colleges stakeholders' strategic planning retreat as a tool for the review, update, and reaffirmation of the strategic plan.

The Survey
The online survey (sample in Appendix A) addressed the following areas:
Strengths: What are the top 3 things that the Alamo Colleges do well?
Weaknesses: What are the top 3 things that the Alamo Colleges should improve?
Opportunities: What opportunities could the Alamo Colleges take advantage of in the next three years?
Threats: What is changing in the environment which could adversely affect the Alamo Colleges?
Priorities 1: What should the Alamo Colleges address immediately?
Priorities 2: What should the Alamo Colleges preserve at all costs?
Priorities 3: What future direction or decision should the Alamo Colleges avoid at all costs?
Competitive Factors 1: What do the Alamo Colleges do better than other institutions of higher education in the area?
Competitive Factors 2: What do other institutions of higher education in the area do better than the Alamo Colleges?

The Respondents
In November 2014, 261 strategic planning contributors (identified by the five colleges and District Support Operations, DSO) were invited to take the online SWOT analysis survey, including questions about priorities and competitive factors.

The rate of response to this survey was 47 percent or 122 of 261 Alamo Colleges stakeholders completing the online survey. The distribution of respondents according to seven stakeholder categories and six campuses was the following:

Stakeholder	SAC	SPC	PAC	NVC	NLC	DSO	Not an employee of Alamo	Total
Adjunct Faculty	4		1	5	4			14
Full-Time Faculty	6	3	1	1	3			14
Vice Chancellor or College President*						4		4
College Staff or Administrator	5	6	6	5	3	1		26
DSO Staff or Administrator		1				43		44
Student	5	4	2	1	3	1		16
Community Member							4	4
Total	20	14	10	12	13	49	4	122

* Presidents' responses were included in the District count to ensure their anonymity.

Methodology
Collected responses to multiple choice questions were tabulated by stakeholder category and campus. Responses to open-ended questions were synthesized, categorized, and tabulated by stakeholder category and campus. The frequency distributions of all responses appear in Appendices B, C, D, E, F, and G. The identified Alamo Colleges strengths, weaknesses, opportunities, threats, priorities, and competitive factors are presented below.

Highlights of Results by Stakeholder Category

1. Top SWOT Results:

Stakeholder	S	W	O	T
Adjunct Faculty	Affordability/value; Instruction quality; Facilities; Programs offerings; Student support services.	Communication (internal, external); Collaboration between district and colleges; Employee support (benefits, development).	Technology (demand for new technologies, distance education, etc.); Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies); Articulation agreements with four-year institutions.	Funding reductions; Student/citizen issues (poor preparation, illiteracy, LEP); Accreditation requirements; High school misalignment with colleges.
Full-Time Faculty	Instruction quality; Affordability/value.	Communication (internal, external); Collaboration between district and colleges; Budgeting/resource allocation.	Articulation agreements with four-year institutions; Annexation leading to increased enrollment and revenue; Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies).	Competition from other higher education institutions; Accreditation requirements; High school misalignment with colleges; Student/citizen issues (poor preparation, illiteracy, LEP).
Vice Chancellor or College President	Student centeredness; Partnerships.	Graduation/completion; Communication (internal, external); Collaboration between district and colleges.	Articulation agreements with four-year institutions; Technology (demand for new technologies, distance education, etc.); Annexation leading to increased enrollment and revenue; Dual credit program revenue increase; Slow economy prompting higher enrollments.	Funding reductions.
College Staff or Administrator	Affordability/value; Instruction quality; Accessibility/recruitment; Student centeredness.	Communication (internal, external); Collaboration between district and colleges; Leadership.	Articulation agreements with four-year institutions; Workforce needs (workforce demands for emerging industries/programs, skilled workers); Technology (demand for new technologies, distance education).	Funding reductions; Competition from other higher education institutions; Student/citizen issues (poor preparation, illiteracy, LEP).
District Staff or Administrator	Affordability/value; Economic and workforce development (training, education, programs, support); Financial management; Instruction quality; Employee support (benefits, development).	Collaboration between district and colleges; Communication (internal, external); Collaboration among colleges.	Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies); Articulation agreements with four-year institutions; Annexation leading to increased enrollment and revenue;	Funding reductions; Competition from other higher education institutions; Student/citizen issues (poor preparation, illiteracy, LEP); Accountability requirements.
Student	Affordability/value; Leadership; Student support services.	Communication (internal, external); Leadership; Financial management; Programs offerings.	Articulation agreements with four-year institutions; Socio-cultural changes; Dual credit program revenue increase.	Accreditation requirements; Funding reductions; Competition from other higher education institutions.
Community Member	Affordability/value; Economic and workforce development (training, education, programs, support); Accessibility/recruitment.	Graduation/completion; Retention strategies.	Articulation agreements with four-year institutions; Workforce needs (workforce demands for emerging industries/programs, skilled workers).	High school misalignment with colleges.

S = Strengths; **W** = Weaknesses; **O** = Opportunities; **T** = Threats

2. Top Priorities and Competitive Factors:

ADDRESS = Priorities 1: What should the Alamo Colleges **address** immediately?
PRESERVE = Priorities 2: What should the Alamo Colleges **preserve** at all costs?
AVOID = Priorities 3: What future direction or decision should the Alamo Colleges **avoid** at all costs?
C1 = Competitor Factors 1: What do the **Alamo Colleges do better** than other institutions of higher education in the area?
C2 = Competitor Factors 2: What do **other institutions of higher education in the area do better** than the Alamo Colleges?

Stakeholder	ADDRESS	PRESERVE	AVOID	C1	C2
Adjunct Faculty	Leadership Issues (inclusiveness, top-down decision making, trust) Personnel Issues (capacity, capability, resources, morale, engagement, hiring); Compensation.	Quality Education; Student-Centered Focus; Affordability.	Weakening Curriculum/Course Content Value/ Standards; Imposing Leadership/Management Concepts; Faculty Issues (reduction, replacement, marginalization).	Affordability; Quality education; Student centeredness; Small class sizes.	Diversity of programs/course offerings; Facilities.
Full-Time Faculty	Leadership Issues (inclusiveness, top-down decision making, trust); Personnel Issues (capacity, capability, resources, morale, engagement, hiring).	Quality Education; Student-Centered Focus.	Excessive Initiatives; Weakening Curriculum/Course Content Value/ Standards; Over-standardization/ -consolidation.	Affordability; Student centeredness; Accessibility; Student support/ services.	Respect for employees/faculty; Marketing; Processes.
Vice Chancellor or College President	Budgeting/Funding.	Quality Education; Student-Centered Focus; Accessibility; Vision/Mission/Values/ Alamo Way.	Excessive Initiatives; District Centeredness.	Affordability; Quality education.	Marketing.
College Staff or Administrator	Leadership Issues (inclusiveness, top-down decision making, trust); New-Initiative Issues.	Quality Education; College Collaboration /Communication; Affordability; College Cultures/Autonomy.	Excessive Initiatives; District Centeredness.	Affordability; Accessibility; Quality education; Student support/ services; Community support.	Completion/graduation; Respect for employees/ faculty; Student support services.
District Staff or Administrator	Leadership Issues (inclusiveness, top-down decision making, trust); Personnel Issues (capacity, capability, resources, morale, engagement, hiring).	Student-Centered Focus; Affordability; Quality Education.	Excessive Initiatives; Limiting Innovation/ Focus; Tuition/Fees Increases; College/Building Expansion.	Affordability; Accessibility.	Marketing; Image/prestige; Processes.
Student	Communication.	Affordability; Image/Integrity.	District Centeredness; Tuition/Fees Increases.	Student centeredness; Affordability; Student support/ services.	Diversity of programs/ course offerings.
Community Member	Completion/Graduation.	Affordability; Quality Education.	Neglect of Developmental Education; Limiting Innovation/Focus; Tuition/Fees Increases.	Affordability; Accessibility; Workforce training; Partnerships with business and industry.	Completion/graduation; Image/prestige.

II. SWOT Analysis

The overall top five Alamo Colleges strengths and weaknesses as well as the overall top five opportunities and threats to the Alamo Colleges appear, along with their relative frequencies, in the following chart.

SWOT Analysis Overall Results (Top 5)

Top 5 Strengths	Top 5 Weaknesses
Affordability/value, 20.9%	Communication (internal; external), 16.9%
Instruction quality, 10.6%	Collaboration between district and colleges, 14.7%
Programs offerings, 6.8%	Leadership, 6.2%
Economic and workforce developm., 6.7%	Graduation/completion, 5.6%
Programs offerings, 5.6%	Employee support (benefits, development), 4.8%
Top 5 Opportunities	**Top 5 Threats**
Articulation agreements with four-year institutions, 19.2%	Funding reductions, 15.9%
Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies), 17.1%	Competition from other higher education institutions, 11.2%
Technology (demand for new technologies; distance education; etc.), 13.5%	Student/citizen issues (poor preparation, illiteracy, LEP), 10.0%
Annexation leading to increased enrollment and revenue, 9.6%	High school misalignment with colleges, 10.6%
Establish/strengthen partnerships, 8.4%	Accreditation requirements, 8.8%

 * Percentages indicate proportion of responses within each cell.

The top SWOT Analysis results are presented by stakeholder category and campus in the following two tables. See Appendices B and C for a complete frequency distribution of all SWOT Analysis results.

SWOT Analysis Top Results by Stakeholder Category

	Top Strength	Top Weakness	Top Opportunity	Top Threat
Adjunct Faculty	Affordability/value.	Communication (internal, external).	Technology (demand for new technologies, distance education, etc.).	Funding reductions.
Full-Time Faculty	Instruction quality.	Communication (internal, external).	Articulation agreements with four-year institutions.	Competition from other higher education institutions; Student/citizen issues (poor preparation, illiteracy, LEP); High school misalignment with colleges.
Vice Chancellor or College President	Student centeredness; Partnerships.	Graduation/ completion.	Articulation agreements with four-year institutions; Technology; Annexation; Dual credit program revenue increase; Slow economy prompting higher enrollments.	Funding reductions.
College Staff or Administrator	Affordability/value.	Communication (internal, external).	Articulation agreements with four-year institutions.	Funding reductions.
District Staff or Administrator	Affordability/value.	Collaboration between district and colleges.	Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies).	Funding reductions.
Student	Affordability/value.	Communication (internal, external).	Articulation agreements with four-year institutions.	Funding reductions.
Community Member	Affordability/value.	Retention strategies.	Articulation agreements with four-year institutions.	High school misalignment with colleges

SWOT Analysis Top Results by Campus

	Top Strength	Top Weakness	Top Opportunity	Top Threat
SAC	Affordability/value; Instruction quality.	Communication (internal; external).	Articulation agreements with four-year institutions.	Funding reductions.
SPC	Affordability/value; Instruction quality.	Communication (internal; external).	Articulation agreements with four-year institutions.	Funding reductions.
PAC	Affordability/value.	Communication (internal; external).	Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/ companies).	Competition from other higher education institutions.
NVC	Affordability/value.	Communication (internal; external).	Articulation agreements with four-year institutions.	Accreditation requirements.
NLC	Affordability/value.	Communication (internal; external).	Articulation agreements with four-year institutions.	Accreditation requirements.
DSO	Affordability/value.	Collaboration between district and colleges.	Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/ companies).	Funding reductions.
Students and Community	Affordability/value.	Graduation/completion.	Articulation agreements with four-year institutions.	High school misalignment with colleges.

III. Alamo Colleges Priorities

The following three tables include the Alamo Colleges priorities and frequency distributions regarding what the institution should address, preserve, and avoid.

1. What should the Alamo Colleges address immediately?

	NUMBER OF RESPONSES	%
Leadership Issues (inclusiveness, top-down decision making, trust)	30	25.0%
Personnel Issues (capacity, capability, resources, morale, engagement, hiring)	19	15.8%
Communication	14	11.7%
Compensation	11	9.2%
Collaboration/Coordination	7	5.8%
Completion/Graduation	7	5.8%
Budgeting/Funding	6	5.0%
New-Initiative Issues	6	5.0%
Process Improvement/Student Support Services	6	5.0%
Accountability	4	3.3%
Retention	2	1.7%
Recruitment/Enrollment	2	1.7%
Technology Issues	2	1.7%
Employee Development	1	0.8%
Single Accreditation	1	0.8%
Innovation	1	0.8%
AlamoINSTITUTES Continuity	1	0.8%
TOTAL	120	100.0%

2. What should the Alamo Colleges preserve at all costs?

	NUMBER OF RESPONSES	%
Quality Education	31	25.6%
Affordability	21	17.4%
Student-Centered Focus	21	17.4%
Accessibility	8	6.6%
College Collaboration/Communication	6	5.0%
Faculty (autonomy, diversity, support)	6	5.0%
Image/Integrity	6	5.0%
College Cultures/Autonomy	5	4.1%
Community Commitment/Outreach	4	3.3%
Employee Development/Benefits	4	3.3%
Leadership Opportunities	3	2.5%
Small Class Sizes	3	2.5%
Program/Course Offerings	1	0.8%
Services	1	0.8%
Vision/Mission/Values/Alamo Way	1	0.8%
TOTAL	**121**	**100.0%**

3. What future direction or decision should the Alamo Colleges avoid at all costs?

	NUMBER OF RESPONSES	%
Excessive Initiatives	30	25.2%
Weakening Curriculum/Course Content Value/Standards	11	9.2%
Limiting Innovation/Focus	10	8.4%
District Centeredness	9	7.6%
Tuition/Fees Increases	9	7.6%
Imposing Leadership/Management Concepts	8	6.7%
College/Building Expansion	7	5.9%
Over-standardization/-consolidation	7	5.9%
Faculty Issues (reduction, replacement, marginalization)	5	4.2%
Single Accreditation	5	4.2%
Neglect of Developmental Education	4	3.4%
Not Serving All Populations	4	3.4%
Staffing/Resource Inefficiencies	4	3.4%
Funding Issues	2	1.7%
Technology Issues	1	0.8%
Large Class Sizes	1	0.8%
Resisting Change	1	0.8%
Failure to Implement Single Accreditation	1	0.8%
TOTAL	**119**	**100.0%**

The top priorities for the Alamo Colleges are divided by stakeholder category and campus in the following two tables.

Top Priorities for the Alamo Colleges by Stakeholder Category

	1. What the Alamo Colleges should <u>address</u> immediately	2. What the Alamo Colleges should <u>preserve</u> at all costs	3. What the Alamo Colleges should <u>avoid</u> at all costs
Adjunct Faculty	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education.	Weakening Curriculum/Course Content Value/Standards.
Full-Time Faculty	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education.	Excessive Initiatives.
Vice Chancellor or College President	Budgeting/Funding.	Quality Education; Student-Centered Focus; Accessibility; Vision/Mission/Values/Alamo Way.	Excessive Initiatives.
College Staff or Administrator	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education	Excessive Initiatives
District Staff or Administrator	Leadership Issues (inclusiveness, top-down decision making, trust).	Student-Centered Focus.	Excessive Initiatives.
Student	Communication.	Affordability.	Tuition/Fees Increases.
Community Member	Completion/Graduation.	Affordability.	Neglect of Developmental Education.

Top Priorities for the Alamo Colleges by Campus

	1. What the Alamo Colleges should <u>address</u> immediately	2. What the Alamo Colleges should <u>preserve</u> at all costs	3. What the Alamo Colleges should <u>avoid</u> at all costs
SAC	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education; Student-Centered Focus.	Excessive Initiatives.
SPC	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education; District Centeredness; Single Accreditation.	Excessive Initiatives.
PAC	Leadership Issues (inclusiveness, top-down decision making, trust).	Affordability.	Excessive Initiatives.
NVC	Leadership Issues (inclusiveness, top-down decision making, trust).	Quality Education.	Excessive Initiatives.
NLC	Leadership Issues (inclusiveness, top-down decision making, trust); Personnel Issues (capacity, capability, resources, morale, hiring); Communication.	Faculty (autonomy, diversity, support); Small Class Sizes.	Faculty Issues (reduction, replacement, marginalization).
DSO	Leadership Issues (inclusiveness, top-down decision making, trust).	Student-Centered Focus.	Excessive Initiatives.
Students and Community	Completion/Graduation.	Affordability.	Neglect of Developmental Education.

IV. Competitive Factor Analysis

The analysis of responses on competitive factors revealed that the Alamo Colleges are stronger than area schools of higher education in offering affordability, student centeredness, accessibility, and high quality of instruction, whereas competing schools in our area have more effective marketing, internal processes (recruitment/enrollment/registration, completion/graduation, record-keeping, transcript processing, etc.), respect for employees and faculty, and completion/ graduation rates.

Overall Competitive Factor Analysis Results

What Alamo Colleges Do Better Than Competitors

	NUMBER OF RESPONSES	%
Affordability	34	28.3%
Student centeredness	13	10.8%
Accessibility	11	9.2%
Quality education	9	7.5%
Student support/services	7	5.8%
Community support	5	4.2%
Small class sizes	5	4.2%
Workforce training	4	3.3%
Marketing	3	2.5%
Partnerships with business and industry	3	2.5%
Continuous improvement	2	1.7%
Innovation	2	1.7%
Program offerings	2	1.7%
Value	2	1.7%
A sense of community	1	0.8%
Academic preparedness.	1	0.8%
Accessibility	1	0.8%
Build bridges and open doors.	1	0.8%
Collaboration	1	0.8%
Communication	1	0.8%
Course availability	1	0.8%
Diversity	1	0.8%
Employee Compensation/Benefits	1	0.8%
Engaged board of trustees	1	0.8%
Hiring the best academically	1	0.8%
Hispanic population support	1	0.8%
Leadership opportunities	1	0.8%
Operational effectiveness	1	0.8%
Staff and faculty support	1	0.8%
Technology	1	0.8%
Uphold high educational standards with at-risk students.	1	0.8%
Vision	1	0.8%
TOTAL	**120**	**100.0%**

What Competitors Do Better Than Alamo Colleges

	NUMBER OF RESPONSES	%
Marketing	13	13.5%
Processes	11	11.5%
Respect for employees/faculty.	10	10.4%
Completion/graduation	9	9.4%
Image/prestige	8	8.3%
Student support services	7	7.3%
Diversity of programs/course offerings	5	5.2%
Student centeredness	5	5.2%
Communication	3	3.1%
Decision making and implementation	3	3.1%
Collaboration	2	2.1%
Customer service	2	2.1%
Facilities	2	2.1%
Fundraising	2	2.1%
Quality instruction	2	2.1%
School spirit and activities	2	2.1%
Student retention	2	2.1%
Better food choices on campus	1	1.0%
Community outreach	1	1.0%
Higher FT-to-PT faculty ratios	1	1.0%
Innovation	1	1.0%
Leadership/administration	1	1.0%
Retirement options	1	1.0%
Study Abroad Opportunities for Fine Arts	1	1.0%
Technology	1	1.0%
TOTAL	96	100.0%

Competitive factor analysis results are presented by stakeholder category and by campus in the following two tables.

Competitive Factor Analysis Top Results by Stakeholder Category

	What Alamo Colleges Do Better Than Competitors	What Competitors Do Better Than Alamo Colleges
Adjunct Faculty	Affordability.	Diversity of programs/course offerings; Facilities.
Full-Time Faculty	Affordability; Student centeredness.	Respect for employees/faculty.
Vice Chancellor or College President	Affordability; Quality education.	Marketing.
College Staff or Administrator	Affordability.	Completion/graduation.
District Staff or Administrator	Affordability.	Marketing. Image/prestige.
Student	Student centeredness.	Diversity of programs/course offerings.
Community Member	Affordability.	Completion/graduation.

Competitive Factor Analysis Top Results by Campus

	What Alamo Colleges Do Better Than Competitors	What Competitors Do Better Than Alamo Colleges
SAC	Affordability.	Processes.
SPC	Affordability; Student centeredness.	Respect for employees/faculty.
PAC	Affordability; Student centeredness.	Completion/graduation; Student support services.
NVC	Affordability.	Marketing.
NLC	Affordability.	Diversity of programs/course offerings.
DSO	Affordability.	Marketing.
Students and Community	Affordability.	Completion/graduation.

V. APPENDICES

Appendix A. Sample of SWOT Analysis Survey

ALAMO COLLEGES

The Alamo Way: Always Inspire, Always Improve

2014-2015 SWOT Analysis Survey

What is a SWOT analysis?

SWOT analysis is the tool we use to evaluate organizational strengths, weaknesses, opportunities, and threats.

The strengths and weaknesses represent internal factors. The strengths refer to competitive advantages or core competencies that give the Alamo Colleges a better position in meeting the needs of students and the community. Weaknesses refer to any limitations the Alamo Colleges might face in developing or implementing a strategy.

Opportunities and threats are external factors that can negatively impact the Alamo Colleges' operation. Opportunities refer to external favorable conditions that could produce positive outcomes for the Alamo Colleges, whereas threats refer to external negative conditions or barriers that may prevent the Alamo Colleges from reaching stated goals and objectives.

Knowing each SWOT element will help us develop suitable strategies to more effectively meet the needs of our students and the community.

Please complete this SWOT analysis survey from your perspective/role as a leader of the Alamo Colleges system (colleges and District Support Operations combined). Your input will help shape the future of the Alamo Colleges. Your responses will be collected along with those from other leaders to produce a summary report, thereby ensuring your anonymity. If you have any questions, contact Dr. Carlos Ayala at (210) 485-0750.

1. Indicate your affiliation.

☐ SAC

☐ SPC

☐ PAC

☐ NVC

☐ NLC

☐ District (District Support Operations)

☐ Not an employee of Alamo Colleges

2. Indicate your occupation category

☐ Full-Time Faculty

☐ Adjunct Faculty

☐ Vice Chancellor or College President

☐ College Staff or Administrator

☐ District Staff or Administrator

☐ Student at one of the Alamo Colleges

☐ Community Member (not an Alamo Colleges employee or student)

3. Alamo Colleges Strengths

What are the top 3 things that the Alamo Colleges do well? Limit: 3 selections.
(Specifically, consider the greatest internal institutional strengths which should be maintained; all aspects that affect the organization's performance and its prospects for the future; services, operations, relationships, facilities, resources, technology, people, etc.; competitive advantages or core competencies)

☐ Accessibility/recruitment

☐ Affordability/value

☐ Budgeting/resource allocation

☐ Collaboration among colleges

☐ Collaboration between district and colleges

☐ Communication (internal, external)

☐ Data-informed decision making

☐ Distance education

☐ Employee support (benefits, development)

☐ Employees' capabilities

☐ Facilities

☐ Financial management

☐ Funding

☐ Fundraising

☐ Graduation/completion

☐ Institutional image/culture/pride

☐ Instruction quality

☐ Leadership

☐ Marketing/promotion program

☐ Partnerships

☐ Planning

☐ Process improvement

☐ Programs offerings

☐ Retention strategies

☐ Student centeredness

☐ Student support services

☐ Technology

☐ Economic and workforce development (training, education, programs, support)

☐ Other (please provide other strengths not listed above):

[   ]

4. Alamo Colleges Weaknesses

What are the top 3 things that the Alamo Colleges should improve? Limit: 3 selections.
(Specifically, consider the greatest internal institutional strengths which should be maintained; all aspects that affect the organization's performance and its prospects for the future; services, operations, relationships, facilities, resources, technology, people, etc.; competitive advantages or core competencies)

☐ Accessibility/recruitment

☐ Affordability/value

☐ Budgeting/resource allocation

☐ Collaboration among colleges

☐ Collaboration between district and colleges

☐ Communication (internal, external)

☐ Data-informed decision making

☐ Distance education

☐ Employee support (benefits, development)

☐ Employees' capabilities

☐ Facilities

☐ Financial management

☐ Funding

☐ Fundraising

☐ Graduation/completion

☐ Institutional image/culture/pride

☐ Instruction quality

☐ Leadership

☐ Marketing/promotion program

☐ Partnerships

☐ Planning

☐ Process improvement

☐ Programs offerings

☐ Retention strategies

☐ Student centeredness

☐ Student support services

☐ Technology

☐ Economic and workforce development (training, education, programs, support)

☐ Other (please provide other weaknesses not listed above):

[ ]

5. Opportunities for the Alamo Colleges

What opportunities could the Alamo Colleges take advantage of in the next three years? Limit: 3 selections.
(Specifically, consider the most important EXTERNAL opportunities; all favorable conditions in the current
and future operating environments, e.g., social, cultural, demographic, economic, political, legal, local,
state, national, global, etc.; the full range of stakeholders)

☐ Annexation leading to increased enrollment and revenue

☐ Articulation agreements with four-year institutions

☐ Demographic changes

☐ Dual credit program revenue increase

☐ Establish/strengthen partnerships

☐ Global initiatives

☐ Political changes

☐ Slow economy prompting higher enrollments

☐ Socio-cultural changes

- [ ] Sustainability trends

- [ ] Technology (demand for new technologies, distance education, etc.)

- [ ] Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies)

- [ ] Other (please provide other external opportunities not listed above):

6. Threats to the Alamo Colleges

What is changing in the environment which could adversely affect the Alamo Colleges? Limit: 3 selections. (Specifically, consider all EXTERNAL threats to the organization; all Alamo Colleges current and likely future operating environments, e.g., social, cultural, demographic, economic, political, legal, local, state, national, global, etc.; all conditions or barriers that may prevent the Alamo Colleges from fulfilling the mission or achieving the vision)

- [ ] Accountability requirements

- [ ] Accreditation requirements

- [ ] Alternative energy issues

- [ ] Community's disengagement/complacency

- [ ] Community's negative image about community colleges

- [ ] Competition from other higher education institutions

- [ ] Demographic changes

- [ ] Economic downturn

- [ ] Funding reductions

- [ ] Globalization

- [ ] High school dropout rates

- [ ] High school misalignment with colleges

- [ ] Inflation/cost of living

- [ ] Lawsuits and bad press

- [ ] Legal/regulatory changes

- [ ] Limited Nursing/Allied Health instructor availability

- [ ] Political changes

- [ ] Population growth

- [ ] Poverty

- [ ] Student/citizen issues (poor preparation, illiteracy, LEP)

☐ Technology changes

☐ Other (please provide other external threats not listed above):
[   ]

7. Alamo Colleges Priorities

A. What should the Alamo Colleges address immediately? Limit: 1 selection.

☐ Accountability

☐ Budgeting/Funding

☐ Collaboration/Coordination

☐ Communication

☐ Compensation

☐ Completion/Graduation

☐ Employee Development

☐ Innovation

☐ Leadership Issues (inclusiveness, top-down decision making, trust)

☐ New-Initiative Issues

☐ Personnel Issues (capacity, capability, resources, morale, hiring)

☐ Process Improvement/Student Support Services

☐ Recruitment/Enrollment

☐ Retention

☐ Technology Issues

☐ Other (please indicate here what must be addressed other than the above choices):
[   ]

Please provide brief details about the selection you made.

[text area]

B. What should the Alamo Colleges preserve at all costs? Limit: 1 selection.

☐ Accessibility

☐ Affordability

☐ College Collaboration/Communication

- [ ] College Cultures/Autonomy

- [ ] Community Commitment/Outreach

- [ ] Employee Development/Benefits

- [ ] Faculty (autonomy, diversity, support)

- [ ] Image/Integrity

- [ ] Leadership Opportunities

- [ ] Program/Course Offerings

- [ ] Quality Education

- [ ] Services

- [ ] Small Class Sizes

- [ ] Student-Centered Focus

- [ ] Vision/Mission/Values/Alamo Way

- [ ] Other (please indicate here what must be preserved other than the above choices):
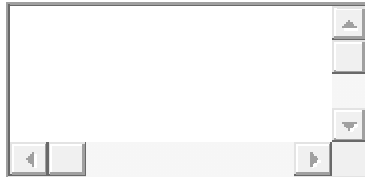
Please provide brief details about the selection you made.

C. What future direction or decision should the Alamo Colleges avoid at all costs? Limit: 1 selection.

- [ ] College/Building Expansion

- [ ] District Centeredness

- [ ] Excessive Initiatives

- [ ] Faculty Issues (reduction, replacement, marginalization)

- [ ] Funding Issues

- [ ] Imposing Leadership/Management Concepts

- [ ] Limiting Innovation/Focus

- [ ] Neglect of Developmental Education

- [ ] Not Serving All Populations

- [ ] Over-standardization/-consolidation

- [ ] Single Accreditation
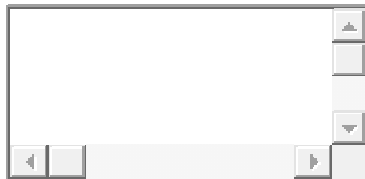
☐ Staffing/Resource Inefficiencies

☐ Technology Issues

☐ Tuition/Fees Increases

☐ Weakening Curriculum/Course Content Value/Standards

☐ Other (please indicate here what must be avoided other than the above choices):

`Please provide brief details about the selection you made.`
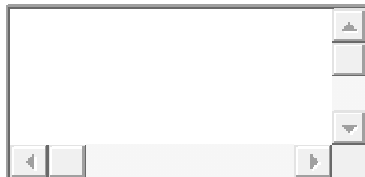
8. Alamo Colleges Competition
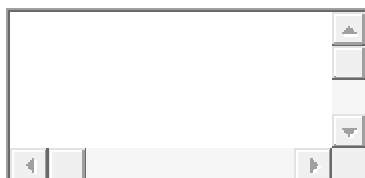
A. What do the Alamo Colleges do better than other institutions of higher education in the area?
Please list.

B. What do other institutions of higher education in the area do better than the Alamo Colleges?
Please list.

9. Other Comments (Optional)

Submit

Appendix B. Frequency Distribution of Responses to SWOT Survey by Stakeholder Category

STRENGTHS	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Affordability/value	10	6	1	16	29	9	4	75	20.9%
Instruction quality	7	10	1	8	9	2	1	38	10.6%
Economic and workforce development (training, education, programs, support)	2	3	0	4	12	0	3	24	6.7%
Programs offerings	3	2	1	4	7	2	1	20	5.6%
Accessibility/recruitment	0	3	1	5	7	1	2	19	5.3%
Student centeredness	2	2	2	5	5	2	0	18	5.0%
Employee support (benefits, development)	2	1	0	4	8	1	0	16	4.5%
Partnerships	2	0	2	2	9	1	0	16	4.5%
Facilities	5	3	0	4	1	2	0	15	4.2%
Technology	1	2	1	3	4	3	0	14	3.9%
Financial management	0	0	1	0	10	1	0	12	3.4%
Student support services	3	1	0	3	0	5	0	12	3.4%
Leadership	0	0	1	1	2	7	0	11	3.1%
Employees' capabilities	1	3	0	4	2	0	0	10	2.8%
Budgeting/resource allocation	0	0	0	1	7	0	0	8	2.2%
Institutional image/culture/pride	0	3	0	1	2	1	1	8	2.2%
Marketing/promotion program	0	1	0	2	2	1	0	6	1.7%
Collaboration among colleges	0	0	0	2	2	1	0	5	1.4%
Communication (internal, external)	1	0	0	0	1	3	0	5	1.4%
Fundraising	0	0	0	1	2	2	0	5	1.4%
Graduation/completion	1	1	0	3	0	0	0	5	1.4%
Data-informed decision making	0	0	1	1	2	0	0	4	1.1%
Distance education	0	0	0	1	1	2	0	4	1.1%
Collaboration between district and colleges	0	0	0	0	2	0	0	2	0.6%
Planning	0	0	0	1	1	0	0	2	0.6%
Process improvement	0	0	0	0	2	0	0	2	0.6%
Retention strategies	0	0	0	0	0	2	0	2	0.6%
	40	41	12	76	129	48	12	358	100.0%

WEAKNESSES	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Communication (internal, external)	6	9	2	15	20	7	1	60	16.9%
Collaboration between district and colleges	5	8	2	11	25	1	0	52	14.7%
Leadership	2	3	0	6	6	5	0	22	6.2%
Graduation/completion	2	1	3	5	5	2	2	20	5.6%
Employee support (benefits, development)	4	3	0	5	5	0	0	17	4.8%
Budgeting/resource allocation	2	4	1	3	6	0	0	16	4.5%
Process improvement	2	3	0	5	5	1	0	16	4.5%
Data-informed decision making	1	0	1	4	5	2	1	14	4.0%
Planning	2	1	0	6	4	1	0	14	4.0%
Collaboration among colleges	0	0	0	1	9	3	0	13	3.7%
Retention strategies	3	2	0	1	4	0	2	12	3.4%
Technology	1	3	0	2	4	1	0	11	3.1%
Student support services	0	1	0	2	5	1	1	10	2.8%
Institutional image/culture/pride	0	1	1	1	4	2	0	9	2.5%
Accessibility/recruitment	2	0	0	2	2	2	1	9	2.5%
Financial management	0	1	0	0	2	4	0	7	2.0%
Programs offerings	1	0	0	1	0	4	0	6	1.7%
Student centeredness	1	0	0	2	1	1	1	6	1.7%
Economic and workforce development (training, education, programs, support)	0	0	0	1	3	2	0	6	1.7%
Distance education	0	1	0	1	2	0	1	5	1.4%
Employees' capabilities	0	0	0	2	3	0	0	5	1.4%
Funding	2	0	0	1	1	1	0	5	1.4%
Affordability/value	0	1	0	0	0	3	0	4	1.1%
Facilities	0	0	0	0	3	0	0	3	0.8%
Instruction quality	0	0	0	0	1	1	1	3	0.8%
Marketing/promotion program	0	0	0	1	2	0	0	3	0.8%
Partnerships	1	0	0	0	0	1	1	3	0.8%
Limited support for adjunct faculty	2	0	0	0	0	0	0	2	0.6%
Fundraising	0	0	1	0	0	0	0	1	0.3%
	39	42	11	78	127	45	12	354	100.0%

OPPORTUNITIES	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Articulation agreements with four-year institutions	6	9	2	17	18	8	4	64	19.2%
Workforce needs (capitalize on workforce demands for eme	8	5	0	15	24	3	2	57	17.1%
Technology (demand for new technologies, distance education, etc.)	9	3	2	11	15	4	1	45	13.5%
Annexation leading to increased enrollment and revenue	1	9	2	3	16	1	0	32	9.6%
Establish/strengthen partnerships	2	3	0	6	12	4	1	28	8.4%
Dual credit program revenue increase	2	2	2	4	5	5	3	23	6.9%
Sustainability trends	3	2	0	5	11	1	0	22	6.6%
Socio-cultural changes	1	2	0	4	2	8	0	17	5.1%
Demographic changes	1	4	1	1	7	2	0	16	4.8%
Political changes	0	1	0	3	3	4	0	11	3.3%
Global initiatives	1	2	0	1	4	2	0	10	3.0%
Slow economy prompting higher enrollments	2	0	2	0	2	3	0	9	2.7%
	36	42	11	70	119	45	11	334	100.0%

THREATS	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Funding reductions	9	3	4	12	20	5	1	54	15.9%
Competition from other higher education institutions	2	5	1	10	16	4	0	38	11.2%
Student/citizen issues (poor preparation, illiteracy, LEP)	8	4	1	8	11	1	1	34	10.0%
Accreditation requirements	4	5	0	4	9	8	0	30	8.8%
High school misalignment with colleges	4	5	1	6	8	1	3	28	8.3%
Community's negative image about community colleges	0	3	0	6	9	3	0	21	6.2%
Accountability requirements	0	3	0	5	11	0	1	20	5.9%
Community's disengagement/complacency	2	1	1	2	7	2	0	15	4.4%
Political changes	1	0	0	2	4	4	0	11	3.2%
Technology changes	1	3	0	2	3	2	0	11	3.2%
Inflation/cost of living	1	0	0	4	2	3	0	10	2.9%
Lawsuits and bad press	1	1	0	4	1	2	1	10	2.9%
Legal/regulatory changes	0	1	0	2	5	1	1	10	2.9%
Economic downturn	3	0	1	1	1	3	0	9	2.7%
High school dropout rates	1	1	0	1	2	2	1	8	2.4%
Limited Nursing/Allied Health instructor availability	0	1	0	1	5	1	0	8	2.4%
Population growth	0	0	0	3	2	2	0	7	2.1%
Poverty	2	0	1	0	3	1	0	7	2.1%
Demographic changes	0	1	0	0	1	1	1	4	1.2%
Emergence of new educational models	0	0	0	0	2	0	0	2	0.6%
Alternative energy issues	0	0	0	0	0	1	0	1	0.3%
Globalization	0	0	0	1	0	0	0	1	0.3%
	39	37	10	74	122	47	10	339	100.0%

Appendix C. Frequency Distribution of Responses to SWOT Survey by Campus

STRENGTHS	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Affordability/value	11	7	6	7	8	32	4	75	20.9%
Instruction quality	11	7	5	2	4	8	1	38	10.6%
Economic and workforce development (training, education, programs, support)	2	4	0	1	1	13	3	24	6.7%
Programs offerings	6	1	1	1	1	9	1	20	5.6%
Accessibility/recruitment	2	2	2	2	1	8	2	19	5.3%
Student centeredness	3	4	2	1	2	6	0	18	5.0%
Employee support (benefits, development)	0	1	1	5	1	8	0	16	4.5%
Partnerships	0	1	2	2	1	10	0	16	4.5%
Facilities	3	0	3	4	4	1	0	15	4.2%
Technology	4	2	1	1	1	5	0	14	3.9%
Financial management	0	0	1	0	0	11	0	12	3.4%
Student support services	5	2	1	2	2	0	0	12	3.4%
Leadership	1	3	2	0	2	3	0	11	3.1%
Employees' capabilities	5	0	1	1	1	2	0	10	2.8%
Budgeting/resource allocation	0	0	0	1	0	7	0	8	2.2%
Institutional image/culture/pride	2	2	0	1	0	2	1	8	2.2%
Marketing/promotion program	0	2	0	0	2	2	0	6	1.7%
Collaboration among colleges	0	1	2	0	1	1	0	5	1.4%
Communication (internal, external)	1	1	0	1	0	2	0	5	1.4%
Fundraising	0	1	0	1	1	2	0	5	1.4%
Graduation/completion	2	0	1	2	0	0	0	5	1.4%
Data-informed decision making	0	0	0	0	1	3	0	4	1.1%
Distance education	0	1	0	1	1	1	0	4	1.1%
Collaboration between district and colleges	0	0	0	0	0	2	0	2	0.6%
Planning	0	0	0	0	1	1	0	2	0.6%
Process improvement	0	0	0	0	0	2	0	2	0.6%
Retention strategies	2	0	0	0	0	0	0	2	0.6%
	60	42	31	36	36	141	12	358	100.0%

WEAKNESSES	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Communication (internal, external)	8	9	5	7	9	21	1	60	16.9%
Collaboration between district and colleges	6	6	3	5	5	27	0	52	14.7%
Leadership	4	7	3	0	1	7	0	22	6.2%
Graduation/completion	2	2	2	3	0	9	2	20	5.6%
Employee support (benefits, development)	5	0	2	3	2	5	0	17	4.8%
Budgeting/resource allocation	4	1	2	0	3	6	0	16	4.5%
Process improvement	4	1	1	3	2	5	0	16	4.5%
Data-informed decision making	2	0	2	0	3	6	1	14	4.0%
Planning	3	1	0	4	1	5	0	14	4.0%
Collaboration among colleges	0	1	1	0	2	9	0	13	3.7%
Retention strategies	2	0	3	0	1	4	2	12	3.4%
Technology	3	1	0	1	1	5	0	11	3.1%
Student support services	0	1	2	0	1	5	1	10	2.8%
Institutional image/culture/pride	1	0	0	0	2	6	0	9	2.5%
Accessibility/recruitment	2	0	2	2	0	2	1	9	2.5%
Financial management	5	0	0	0	0	2	0	7	2.0%
Programs offerings	2	3	0	1	0	0	0	6	1.7%
Student centeredness	2	1	1	0	0	1	1	6	1.7%
Economic and workforce development (training, education, programs, support)	1	0	0	1	1	3	0	6	1.7%
Distance education	0	1	0	1	0	2	1	5	1.4%
Employees' capabilities	0	1	1	0	0	3	0	5	1.4%
Funding	0	0	1	2	1	1	0	5	1.4%
Affordability/value	3	1	0	0	0	0	0	4	1.1%
Facilities	0	0	0	0	0	3	0	3	0.8%
Instruction quality	0	0	0	1	0	1	1	3	0.8%
Marketing/promotion program	1	0	0	0	0	2	0	3	0.8%
Partnerships	0	0	2	0	0	0	1	3	0.8%
Limited support for adjunct faculty	1	0	0	0	1	0	0	2	0.6%
Fundraising	0	0	0	0	0	1	0	1	0.3%
	61	37	33	34	36	141	12	354	100.0%

OPPORTUNITIES	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Articulation agreements with four-year institutions	13	8	3	9	7	20	4	64	19.2%
Workforce needs (capitalize on workforce demands for emerging industry programs, trained/skilled workers by existing and incoming industries/companies)	8	4	7	8	3	25	2	57	17.1%
Technology (demand for new technologies, distance education, etc.)	4	6	6	4	6	18	1	45	13.5%
Annexation leading to increased enrollment and revenue	4	1	4	1	5	17	0	32	9.6%
Establish/strengthen partnerships	6	2	2	2	3	12	1	28	8.4%
Dual credit program revenue increase	5	3	2	2	1	7	3	23	6.9%
Sustainability trends	4	2	1	2	2	11	0	22	6.6%
Socio-cultural changes	8	3	1	0	3	2	0	17	5.1%
Demographic changes	3	1	2	0	2	8	0	16	4.8%
Political changes	2	1	0	3	0	5	0	11	3.3%
Global initiatives	1	2	2	1	0	4	0	10	3.0%
Slow economy prompting higher enrollments	1	2	1	1	0	4	0	9	2.7%
	59	35	31	33	32	133	11	334	100.0%

THREATS	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Funding reductions	11	6	5	4	4	23	1	54	15.9%
Competition from other higher education institutions	9	3	6	2	1	17	0	38	11.2%
Student/citizen issues (poor preparation, illiteracy, LEP)	9	3	3	3	3	12	1	34	10.0%
Accreditation requirements	5	2	1	7	5	10	0	30	8.8%
High school misalignment with colleges	6	1	3	2	4	9	3	28	8.3%
Community's negative image about community colleges	1	2	3	2	4	9	0	21	6.2%
Accountability requirements	0	0	2	3	3	11	1	20	5.9%
Community's disengagement/complacency	0	3	2	1	1	8	0	15	4.4%
Political changes	3	1	0	2	0	5	0	11	3.2%
Technology changes	4	1	0	2	0	4	0	11	3.2%
Inflation/cost of living	1	2	2	0	3	2	0	10	2.9%
Lawsuits and bad press	3	0	1	2	2	1	1	10	2.9%
Legal/regulatory changes	1	1	0	1	0	6	1	10	2.9%
Economic downturn	3	2	0	0	2	2	0	9	2.7%
High school dropout rates	0	2	2	1	0	2	1	8	2.4%
Limited Nursing/Allied Health instructor availability	1	2	0	0	0	5	0	8	2.4%
Population growth	0	1	0	0	3	3	0	7	2.1%
Poverty	0	0	2	1	1	3	0	7	2.1%
Demographic changes	1	0	0	0	1	1	1	4	1.2%
Emergence of new educational models	0	0	0	0	0	2	0	2	0.6%
Alternative energy issues	0	0	0	0	1	0	0	1	0.3%
Globalization	0	0	1	0	0	0	0	1	0.3%
	58	32	33	33	38	135	10	339	100.0%

Appendix D. Frequency Distribution of Responses to Priorities by Stakeholder Category

What should the Alamo Colleges address immediately?

ADDRESS	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Leadership Issues (inclusiveness, top-down decision making, trust)	4	6	1	9	8	2	0	30	25.0%
Personnel Issues (capacity, capability, resources, morale, engagement, hiring)	3	5	1	2	7	1	0	19	15.8%
Communication	1	1	0	1	5	6	0	14	11.7%
Compensation	2	1	0	1	5	2	0	11	9.2%
Collaboration/Coordination	0	0	0	1	5	0	1	7	5.8%
Completion/Graduation	0	0	0	0	2	2	3	7	5.8%
Budgeting/Funding	0	1	2	1	1	1	0	6	5.0%
New-Initiative Issues	1	0	0	5	0	0	0	6	5.0%
Process Improvement/Student Support Services	0	0	0	2	3	1	0	6	5.0%
Accountability	0	0	0	2	2	0	0	4	3.3%
Retention	1	0	0	1	0	0	0	2	1.7%
Recruitment/Enrollment	0	0	0	0	1	1	0	2	1.7%
Technology Issues	0	0	0	1	1	0	0	2	1.7%
Employee Development	1	0	0	0	0	0	0	1	0.8%
Single Accreditation	0	0	0	0	1	0	0	1	0.8%
Innovation	0	0	0	0	1	0	0	1	0.8%
Alamo Institutes Continuity	0	0	0	0	1	0	0	1	0.8%
	13	14	4	26	43	16	4	120	100.0%

What should the Alamo Colleges preserve at all costs?

PRESERVE	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Quality Education	4	8	1	6	9	2	1	31	25.6%
Affordability	2	0	0	3	10	3	3	21	17.4%
Student-Centered Focus	3	3	1	2	11	1	0	21	17.4%
Accessibility	1	0	1	2	3	1	0	8	6.6%
College Collaboration/Communication	0	0	0	4	2	0	0	6	5.0%
Faculty (autonomy, diversity, support)	2	2	0	1	0	1	0	6	5.0%
Image/Integrity	1	1	0	0	1	3	0	6	5.0%
College Cultures/Autonomy	0	0	0	3	1	1	0	5	4.1%
Community Commitment/Outreach	0	0	0	0	4	0	0	4	3.3%
Employee Development/Benefits	0	0	0	2	2	0	0	4	3.3%
Leadership Opportunities	0	0	0	1	0	2	0	3	2.5%
Small Class Sizes	1	0	0	0	0	2	0	3	2.5%
Program/Course Offerings	0	0	0	1	0	0	0	1	0.8%
Services	0	0	0	1	0	0	0	1	0.8%
Vision/Mission/Values/Alamo Way	0	0	1	0	0	0	0	1	0.8%
	14	14	4	26	43	16	4	121	100.0%

What future direction or decision should the Alamo Colleges avoid at all costs?

AVOID	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Excessive Initiatives	0	3	2	11	14	0	0	30	25.2%
Weakening Curriculum/Course Content Value/Standards	5	2	0	1	2	1	0	11	9.2%
Limiting Innovation/Focus	1	1	0	1	5	1	1	10	8.4%
District Centeredness	1	1	1	2	1	3	0	9	7.6%
Tuition/Fees Increases	0	0	0	0	4	4	1	9	7.6%
Imposing Leadership/Management Concepts	2	1	0	1	2	2	0	8	6.7%
College/Building Expansion	0	1	0	1	4	1	0	7	5.9%
Over-standardization/-consolidation	1	2	0	1	2	1	0	7	5.9%
Faculty Issues (reduction, replacement, marginalization)	2	1	0	0	2	0	0	5	4.2%
Single Accreditation	0	1	0	4	0	0	0	5	4.2%
Neglect of Developmental Education	0	0	0	0	2	0	2	4	3.4%
Not Serving All Populations	1	0	1	0	0	2	0	4	3.4%
Staffing/Resource Inefficiencies	0	0	0	2	2	0	0	4	3.4%
Funding Issues	0	0	0	0	1	1	0	2	1.7%
Technology Issues	0	0	0	1	0	0	0	1	0.8%
Large Class Sizes	1	0	0	0	0	0	0	1	0.8%
Resisting Change	0	0	0	0	1	0	0	1	0.8%
Failure to Implement Single Accreditation	0	0	0	0	1	0	0	1	0.8%
	14	13	4	25	43	16	4	119	100.0%

Appendix E. Frequency Distribution of Responses to Priorities by Campus

What should the Alamo Colleges address immediately?

ADDRESS	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Leadership Issues (inclusiveness, top-down decision making, trust)	7	6	3	3	2	9	0	30	25.0%
Personnel Issues (capacity, capability, resources, morale, hiring)	5	1	1	2	2	8	0	19	15.8%
Communication	2	2	2	1	2	5	0	14	11.7%
Compensation	3	1	0	2	1	4	0	11	9.2%
Collaboration/Coordination	0	1	0	0	0	5	1	7	5.8%
Completion/Graduation	0	0	0	0	1	3	3	7	5.8%
Budgeting/Funding	1	1	1	0	1	2	0	6	5.0%
New-Initiative Issues	1	0	2	2	1	0	0	6	5.0%
Process Improvement/Student Support Services	0	2	1	0	0	3	0	6	5.0%
Accountability	0	0	0	1	1	2	0	4	3.3%
Retention	0	0	1	1	0	0	0	2	1.7%
Recruitment/Enrollment	1	0	0	0	0	1	0	2	1.7%
Technology Issues	0	0	0	0	0	2	0	2	1.7%
Employee Development	0	0	0	0	1	0	0	1	0.8%
Single Accreditation	0	0	0	0	0	1	0	1	0.8%
Innovation	0	0	0	0	0	1	0	1	0.8%
Alamo Institutes Continuity	0	0	0	0	0	1	0	1	0.8%
	20	14	11	12	12	47	4	120	100.0%

What should the Alamo Colleges preserve at all costs?

PRESERVE	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Quality Education	5	6	2	5	2	10	1	31	25.6%
Affordability	1	1	4	0	2	10	3	21	17.4%
Student-Centered Focus	5	0	1	2	1	12	0	21	17.4%
Accessibility	1	0	2	2	0	3	0	8	6.6%
College Collaboration/Communication	2	1	0	0	1	2	0	6	5.0%
Faculty (autonomy, diversity, support)	2	0	1	0	3	0	0	6	5.0%
Image/Integrity	2	1	0	1	1	1	0	6	5.0%
College Cultures/Autonomy	1	2	0	1	0	1	0	5	4.1%
Community Commitment/Outreach	0	0	0	0	0	4	0	4	3.3%
Employee Development/Benefits	0	0	1	1	0	2	0	4	3.3%
Leadership Opportunities	0	2	0	0	0	1	0	3	2.5%
Small Class Sizes	0	0	0	0	3	0	0	3	2.5%
Program/Course Offerings	1	0	0	0	0	0	0	1	0.8%
Services	0	0	0	0	0	1	0	1	0.8%
Vision/Mission/Values/Alamo Way	0	0	0	0	0	1	0	1	0.8%
	20	13	11	12	13	48	4	121	100.0%

What future direction or decision should the Alamo Colleges avoid at all costs?

AVOID	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Excessive Initiatives	5	2	4	3	0	16	0	30	25.2%
Weakening Curriculum/Course Content Value/Standards	3	1	3	1	1	2	0	11	9.2%
Limiting Innovation/Focus	2	0	0	1	1	5	1	10	8.4%
District Centeredness	3	2	2	0	1	1	0	9	7.6%
Tuition/Fees Increases	0	1	0	1	1	5	1	9	7.6%
Imposing Leadership/Management Concepts	2	0	1	2	1	2	0	8	6.7%
College/Building Expansion	0	0	0	1	2	4	0	7	5.9%
Over-standardization/-consolidation	2	1	0	1	1	2	0	7	5.9%
Faculty Issues (reduction, replacement, marginalization)	1	1	0	0	2	1	0	5	4.2%
Single Accreditation	1	2	0	1	1	0	0	5	4.2%
Neglect of Developmental Education	0	0	0	0	0	2	2	4	3.4%
Not Serving All Populations	0	1	0	1	1	1	0	4	3.4%
Staffing/Resource Inefficiencies	0	1	1	0	0	2	0	4	3.4%
Funding Issues	0	1	0	0	0	1	0	2	1.7%
Technology Issues	0	0	0	0	0	1	0	1	0.8%
Large class sizes	0	0	0	0	1	0	0	1	0.8%
Resisting change	0	0	0	0	0	1	0	1	0.8%
Failure to implement single accreditation	0	0	0	0	0	1	0	1	0.8%
	19	13	11	12	13	47	4	119	100.0%

Appendix F. Frequency Distribution of Responses to Competitive Factors by Stakeholder Category

WHAT AC DO BETTER THAN COMPETITORS	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Affordability	7	3	2	5	12	3	2	34	28.3%
Student centeredness	2	3		1	1	6		13	10.8%
Accessibility	1	2	1	2	4		1	11	9.2%
Quality education	3	1	2	2	1			9	7.5%
Student support/services	1	2		2		2		7	5.8%
Community support				2	2	1		5	4.2%
Small class sizes	2				2	1		5	4.2%
Workforce training				1	2		1	4	3.3%
Marketing		1		1	1			3	2.5%
Partnerships with business and industry		1			1		1	3	2.5%
Continuous improvement				1	1			2	1.7%
Innovation					2			2	1.7%
Program offerings			1		1			2	1.7%
Value					2			2	1.7%
A sense of community						1		1	0.8%
Academic preparedness.				1				1	0.8%
Acessibility					1			1	0.8%
Build bridges and open doors.	1							1	0.8%
Collaboration		1						1	0.8%
Communication						1		1	0.8%
Course availability					1			1	0.8%
Diversity						1		1	0.8%
Employee Compensation/Benefits					1			1	0.8%
Engaged board of trustees					1			1	0.8%
Hiring the best academically		1						1	0.8%
Hispanic population support					1			1	0.8%
Leadership opportunities						1		1	0.8%
Operational effectiveness					1			1	0.8%
Staff and faculty support					1			1	0.8%
Technology			1					1	0.8%
Uphold high educational standards with at-risk students		1						1	0.8%
Vision				1				1	0.8%
	17	16	7	19	39	17	5	120	100.0%

WHAT COMPETITORS DO BETTER THAN AC	Adjunct Faculty	Full-Time Faculty	Vice Chancellor or College President	College Staff or Administrator	District Staff or Administrator	Student	Community Member	TOTAL	%
Marketing	1	3	2	1	6			13	13.5%
Processes	1	3		1	5	1		11	11.5%
Respect for employees/faculty	1	4		2	2	1		10	10.4%
Completion/graduation			1	3	1	1	3	9	9.4%
Image/prestige					6	1	1	8	8.3%
Student support services	1	2	1	2		1		7	7.3%
Diversity of programs/course offerings	2			1		2		5	5.2%
Student centeredness			1	1	2	1		5	5.2%
Communication	1			1		1		3	3.1%
Decision making and implementation				2	1			3	3.1%
Collaboration				1	1			2	2.1%
Customer service	1			1				2	2.1%
Facilities	2							2	2.1%
Fundraising					2			2	2.1%
Quality instruction				1	1			2	2.1%
School spirit and activities						2		2	2.1%
Student retention	1			1				2	2.1%
Better food choices on campus	1							1	1.0%
Community outreach					1			1	1.0%
Higher FT-to-PT faculty ratios	1							1	1.0%
Innovation					1			1	1.0%
Leadership/administration		1						1	1.0%
Retirement options					1			1	1.0%
Study Abroad Opportunities for Fine Arts	1							1	1.0%
Technology		1						1	1.0%
	14	14	5	18	30	11	4	96	100.0%

Appendix G. Frequency Distribution of Responses to Competitive Factors by Campus

WHAT AC DO BETTER THAN COMPETITORS	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Affordability	6	2	3	3	4	14	2	34	28.3%
Student centeredness	3	2	3		3	2		13	10.8%
Accessibility	2			1	2	5	1	11	9.2%
Quality education	3		1	2		3		9	7.5%
Student support/services	3	1	1	2				7	5.8%
Community support	1		1		1	2		5	4.2%
Small class sizes		1		1	1	2		5	4.2%
Workforce training		1				2	1	4	3.3%
Marketing		1			1	1		3	2.5%
Partnerships with business and industry	1					1	1	3	2.5%
Continuous improvement	1					1		2	1.7%
Innovation						2		2	1.7%
Program offerings			1			1		2	1.7%
Value						2		2	1.7%
A sense of community		1						1	0.8%
Academic preparedness.	1							1	0.8%
Accessibility						1		1	0.8%
Build bridges and open doors.				1				1	0.8%
Collaboration	1							1	0.8%
Communication		1						1	0.8%
Course availability						1		1	0.8%
Diversity				1				1	0.8%
Employee Compensation/Benefits						1		1	0.8%
Engaged board of trustees						1		1	0.8%
Hiring the best academically					1			1	0.8%
Hispanic population support						1		1	0.8%
Leadership opportunities	1							1	0.8%
Operational effectiveness						1		1	0.8%
Staff and faculty support						1		1	0.8%
Technology						1		1	0.8%
Uphold high educational standards with at-risk students.	1							1	0.8%
Vision					1			1	0.8%
	24	10	10	11	14	46	5	120	100.0%

WHAT COMPETITORS DO BETTER THAN AC	SAC	SPC	PAC	NVC	NLC	DSO	Students and Community	TOTAL	%
Marketing	2		1	2	1	7		13	13.5%
Processes	6					5		11	11.5%
Respect for employees/faculty.	3	3	1		1	2		10	10.4%
Completion/graduation	1		2	1		2	3	9	9.4%
Image/prestige			1			6	1	8	8.3%
Student support services	3		2	1		1		7	7.3%
Diversity of programs/course offerings				2	2	1		5	5.2%
Student centeredness	1		1			3		5	5.2%
Communication	1	1	1					3	3.1%
Decision making and implementation	1			1		1		3	3.1%
Collaboration					1	1		2	2.1%
Customer service	1			1				2	2.1%
Facilities	2							2	2.1%
Fundraising						2		2	2.1%
Quality instruction					1	1		2	2.1%
School spirit and activities	1	1						2	2.1%
Student retention			1	1				2	2.1%
Better food choices on campus					1			1	1.0%
Community outreach						1		1	1.0%
Higher FT-to-PT faculty ratios				1				1	1.0%
Innovation						1		1	1.0%
Leadership/administration	1							1	1.0%
Retirement options						1		1	1.0%
Study Abroad Opportunities for Fine Arts		1						1	1.0%
Technology	1							1	1.0%
	24	6	10	10	7	35	4	96	100.0%

Appendix H. Comments Provided by Survey Respondents

Campus	Stakeholder Category	Comments about What to Address
DSO	DSO Staff or Administrator	As I see our low cost as our greatest strength, and funding reductions as our greatest vulnerability, we must carefully manage our resources to preserve our affordability.
PAC	Vice Chancellor or College President	We need to ensure resources are provided directly to the "Frontline"- students and faculty.
DSO	DSO Staff or Administrator	The AlamoINSTITUTES initiative is not finalized. This initiative would greatly improve the ease in which students select degree plans. Current practice requires prospective students to look at each individual institution's degree/certificates to get the broad scope of what the Alamo Colleges offer.
SAC	Full-Time Faculty	Budgeting needs to be linked to college strategic planning and driven by college needs and planning.
SPC	Student	It seems we need more funding in the Byrd center, and funding for iPads in the App area. Some of the models need desperate replacement.
DSO	DSO Staff or Administrator	The collaboration/coordination model is weak and individuals are able to undermine initiatives without thought to the bigger picture. We cannot improve processes effectively because even certain DSO teams will not collaborate to move forward initiatives. Technology issues are pervasive from inventory management (too many big labs on campuses not used), to lack of desktop management for the correct software to support enterprise applications, to lack of consistency in the design of classrooms.
SPC	Full-Time Faculty	The colleges need to be allowed to exercise their autonomy more readily.
SAC	Adjunct Faculty	A disconnect between college/district leaders and faculty/staff/student populations exists. Building a respectable rapport and constructive lines of communication would help boost morale and help resolve many personnel and student concerns.
SPC	Student	Communication is key in any setting and while all of the campuses have a weekly newsletter. It is important to communicate other student needs more effectively such as class cancellations, closure of parking lots, safety issues, and information of events and organizations to allow students chances to socialize with others outside of their classrooms to provide a sense of community.
DSO	DSO Staff or Administrator	Communications experts ought to be part of the discussion before decisions are made and misinformation gets out, Alamo Colleges ought to be proactive rather than reactive - the confusion over the degrees without disciplines is a perfect example of communications being left out of the decision making process, but then required to clean up the mess. It takes twice as much work, and only after damage has been done.
PAC	Student	I choose communication because sometimes the voices of students are not heard by higher officials.
NVC	Student	I chose communication because I have had it happened where I would be sent to multiple places for just one answer to a question that I needed answered.
SAC	Adjunct Faculty	I would recommend looking at ways to make communication more efficient (making sure IT solutions such as Banner, gradesfirst, ACES, etc. can talk to one another). Also, I would recommend looking at how changes are communicated to employees (considering change management principles), from what base of power changes are communicated (French and Ravens 5 forms of power), and how Covey's principle of empathic listening can be more effectively employed between the professionals here at SAC.
PAC	Student	In some cases, decisions are being made without thoroughly considering the thoughts and concerns of students. The Alamo Colleges have made major decisions without thinking things through. Once the decision is made they fail to properly explain themselves or to provide information promptly.
DSO	DSO Staff or Administrator	We need senior leaders to tackle the issues around ineffective communication. Everyone must know how to access the information they need to do their jobs. Key initiatives must be described in full and accessible for all to see and study (and comment on).We must find a way to improve the culture and shift our paradigm that district employees are adversarial to college employees and vice versa.
DSO	DSO Staff or Administrator	Technology area compensation levels have made hiring skilled people next to impossible.
NVC	College Staff or Administrator	We should have merit raises to motivate employees and ensure accountability.
SPC	College Staff or Administrator	Regular 50-60-70 hour workweeks without compensation or even a thank you is reflective of poor leadership. It shows an inability to prioritize tasks and a total disrespect for employees and their families.

DSO	DSO Staff or Administrator	There are employees who do so much for the colleges and are not compensated well for it. Regardless of the education, leadership, there are few opportunities for growth.
NVC	Adjunct Faculty	Low pay for instructors and adjunct faculty.
DSO	DSO Staff or Administrator	Hays study inequitable, not fairly assessed, senior employees penalized for tenure, newcomers come in at higher wages
DSO	DSO Staff or Administrator	There are serious morale issues resulting from the Hays study. The methodology was flawed, the results are flawed, and the execution of raises is flawed.
Community	Community Member	Alamo Colleges needs to be totally committed to helping students exit with some sort of meaningful return on their investment - a certificate or a degree or a successful transfer.
Community	Community Member	Completion/graduation rates not only help fund AC, they also help our community. A more educated community is one of the fuels that our economic engine needs in order to prosper.
DSO	DSO Staff or Administrator	I think it is important to continue supporting District initiatives that focus on graduation/ completion such as AlamoADVISE, AlamoINSTITUTES, and MyMAP.
PAC	College Staff or Administrator	Retention paired with academic success must occur to make completion is possible. All internal and external challenges to Alamo Colleges' success would necessarily be addressed as they impinge upon this primary goal.
NLC	College Staff or Administrator	The country is moving to accountability tied to funding. More students need to complete and move through the pipeline.
SAC	Full-Time Faculty	Employees are overwhelmed with all the new initiatives and all the changes in technology (do we really need a new voicemail system that will take time we don't have to learn?) How about also providing technology that is a complete package instead of only part of what we really need to do our jobs? Decisions appear to be made at the top with little regard for how it impacts the end user and ultimately our students. The leadership issues checked above result in serious morale issues. That connection doesn't appear to be understood. This issue has been discussed at other times in other venues. Is anyone listening?
SPC	College Staff or Administrator	Top-down decision making kills the golden goose, per 7 habits training.
SPC	Student	The colleges should be engaged from the student to the chancellor, not the chancellor to the student.
SAC	Student	There are decisions made that students as well as faculty and staff that are not discussed with the affected group ahead of time. One of the administrators stated that students should not worry about the degree changes and majors being placed on the Degree diploma. Well as a student I pay for my education and it is important to me it is not "just a piece of paper. Stop and think if it were not for that piece of paper hanging on the walls of their office they would not be in the position they are now. Please don't work on something for 4 years and not discuss it with the people that it will affect until the last minute and then tell us, this is the way it is going to be and expect us to accept it without question. Be proactive and keep the student and staff informed. Thank you.
NLC	Student	Help make sure students finish what they started.
Community	Community Member	Increased focus on helping students toward completion of studies.
NLC	College Staff or Administrator	Everyone feels the initiative exhaustion. The district is making great strides in providing wonderful resources to students--let those things take hold, thrive, then continue to build.
SPC	Full-Time Faculty	Generally the personnel at the colleges are tired of all the initiatives that are not thought out before implemented. The end users are not consulted before changes are made.
NVC	College Staff or Administrator	New initiatives are continued to be rolled out from the top down without use of sound planning, stakeholder input or basic change mgmt./project mgmt. principles and continue to not be accepted or fail at the expense of our students and employees and budget
NLC	Adjunct Faculty	There is so many decision made from the top that are decided on that are worthless when it comes to those in front of students. Sometimes means worthless paperwork with no real end.
SAC	Full-Time Faculty	We cannot continue to "add" more initiatives and fail to hire more people. Many of the very best, most loyal people I know from my many years in the District are burned out with so much more work being assigned to them. We are going to have a talent melt down very soon if new hires are not taken more seriously. People will either retire or move on which may be good in some ways but will be very expensive in terms of knowledge base in others.
SAC	College Staff or Administrator	We continue to start too many new initiatives without finishing the ones we have in the pipeline.
NVC	Adjunct Faculty	I think the lack of trust in our relationship with district has a huge negative impact. We should have a constructive partnership and be expecting support and innovation from our relationship with district.
SAC	College Staff or Administrator	Lack of trust is the most hurtful issue we face.

SAC	Full-Time Faculty	Low morale and little to no trust in upper administration are serious issues. Top-down, hasty decision making with minimal or no input from those who actually deal with students causes problems. People will buy into change if they are a part of it from the beginning and their ideas are part of the process.
SAC	College Staff or Administrator	The spate of very bad press last year indicates a true distrust about decision making processes.
SAC	Full-Time Faculty	There seems to be something of an "us versus them" attitude that, when it doesn't prevail, certainly pervades the district with regard to faculty and administration (and goes both ways, certainly), and it has at time been a distraction from what we're really here to do - provide the best possible education to students who might not otherwise have access to it.
DSO	DSO Staff or Administrator	Trust is seriously lacking between the colleges and district. I hear people are tired of programs, initiatives and trendy management approaches, such as Covey. Maybe it is time we "do" effective leadership rather than talk about it.
NVC	College Staff or Administrator	We have phenomenal leaders that, when trusted, being inclusive and are working together can continue to make Alamo the best place to learn and work.
DSO	Vice Chancellor or College President	We need to infuse project management skills into the institution and for all major change strategies allow at least 6 months to include experts throughout the institution in detailed planning and decision-making.
DSO	DSO Staff or Administrator	A cohesive, collaborative, mutually supportive senior leadership team and Board of Trustees would enable positive changes that could be implemented efficiently and consistently.
SPC	Full-Time Faculty	The greatest threat to the Alamo Colleges is the poor leadership of senior leaders.
DSO	DSO Staff or Administrator	Faculty are some of the worst when it comes to technology and this does and will have adverse effect on our students.
DSO	DSO Staff or Administrator	Hold individuals accountable when departments/projects are not successful under their leadership (Financial Aid, etc.)
SAC	Adjunct Faculty	I believe by creating more full-time advancement opportunities for loyal, long-time qualified adjunct faculty, you are increasing the quality of education for students and building the morale of faculty, allowing for more positive role models to remain at SAC. At the very least, offer competitive non-tenure full-time adjunct positions. I also believe that rather than removing vital foundation art courses from the core curriculum, we should maintain those courses in order to continue to build upon the strong critical thinking and basic skills required in various career fields. Listen to what the students are saying about their foundation art courses like Drawing and Design, and recognize the academic mission should be STEAM, not just STEM.
NLC	Adjunct Faculty	Having the best qualified employees who are given opportunities for continuing growth/development will lead to a stronger college environment overall.
DSO	DSO Staff or Administrator	Employee morale, and equity in hiring at all levels.
DSO	DSO Staff or Administrator	Equality and transparency on self-development (position advancement).
SAC	College Staff or Administrator	Being able to fill critically needed positions.
SAC	Adjunct Faculty	Fund all vacant full time faculty positions.
DSO	DSO Staff or Administrator	If we care for our employees; our employees will care for our students. It has a ripple effect. Medical insurance and gasoline prices are consuming our employees' income, leaving little for family welfare.
SAC	Student	I believe there should be a higher employee retention rate amongst students, and higher employment opportunities.
NLC	College Staff or Administrator	We must plan for abundance instead of planning for scarcity.
DSO	DSO Staff or Administrator	5 separate colleges going 5 different directions limits efficiency and ability to be responsive to community in a timely and productive manner.
DSO	DSO Staff or Administrator	Having consistent student interaction processes at all of the colleges would reduce confusion for our students moving between them. It would also allow the District to better serve the colleges.
Community	Community Member	Accelerate course alignment and advising for Alamo students so they can transfer to university enrollment with the least amount of repeating courses to satisfy BA/BS major degree plan requirements.
SPC	College Staff or Administrator	We focus on marketing and recruitment and on advising. We do not focus on student learning and resources to support underprepared students.

Campus	Stakeholder Category	Comments about What to Preserve
PAC	Student	Affordability is the reason why I and many others choose the Alamo Colleges. It gives the Alamo Colleges an advantage over major four year colleges.
Community	Community Member	Affordability! It goes without saying when we have such a low income rates.
PAC	College Staff or Administrator	We are the one best hope for many in San Antonio, one of the largest cities in America with a work force that is one of the least skilled in the nation.
NVC	College Staff or Administrator	We greatly increased number of advisors...great for retention and success....but our immediate problem is admissions and accessibility and low enrollment, which the new advising model does not address.
NVC	Adjunct Faculty	We have to welcome all. Community colleges are about democracy and access for all people. Higher education needs to figure out how to break down barriers of all kinds so more people will seek training and education.
DSO	DSO Staff or Administrator	As I see our low cost as our greatest strength, we must preserve our affordability.
DSO	DSO Staff or Administrator	Community colleges by design should be affordable and student focused toward serving diverse populations. Many of our processes create a barrier toward entry because we are not innovative in the manner in which we implement requirements and comply with mandates.
NLC	Adjunct Faculty	If potential students do not see Alamo Colleges as the most affordable option, then students will make other selections for their educational goals. Many students want the full four year university experience but financial issues is what leads them to Alamo Colleges.
DSO	DSO Staff or Administrator	Our key strength is affordability for students. Our ROI is well above most competitor institutions.
PAC	Student	The Alamo Colleges should preserve affordability so that all people coming from high and low income can achieve an education and improve their future to come.
SAC	Adjunct Faculty	To be competitive enrollment costs should not increase.
Community	Community Member	To increase completion/graduation, students must be able to afford to pursue higher education.
Community	Community Member	We are a poor city and we must ensure that as many people as possible have opportunity through education.
DSO	DSO Staff or Administrator	We are the largest provider of higher education in San Antonio. Our success rates, however, are the lowest. We must continue to be the first choice for so many and keep costs affordable including books and course materials.
SAC	College Staff or Administrator	True college collaboration without excessive top-down decision making is a truly beneficial thing.
SPC	Student	Each college is unique to the community it serves. SPC is over 100 years old, SAC is over 80 years old. PAC- almost 30, NVC almost 20, NLC almost 10. These are distinct differences and should be treated as such.
NVC	College Staff or Administrator	The 5 college cultures and the district culture is what makes Alamo such a special organization. The colleges can all move to a higher level of accomplishment and achievement without giving up the cultures they have created and embrace. If the district leaders could work together with the college leaders to find a way to harness the cultures and embrace the autonomy, while requiring excellence...then we will truly see the Alamo Way flourish.
SAC	Student	Let the faculty teach and do not put barriers or limits on the way they teach. How many times have the administration and decisions made at district visited one of our class rooms or made any contact with the student in the class room? The teacher is the one to pick the text book or books they need to do the job they were hired to do.
NLC	Adjunct Faculty	More full-time faculty across the district & be mindful not to have administration outweigh the other populations within the district
SAC	Full-Time Faculty	Support your faculty and you'll also support most of the other items on this list.
SAC	Adjunct Faculty	Valuing the education of the student means providing the student with the faculty they need to prepare them for the future, providing the student with facilities that will enrich their learning experiences, and ensuring that the student has all the support services they need to succeed.
SPC	Full-Time Faculty	The colleges need to be viewed by our community in the most favorable way to keep students choosing us.
DSO	DSO Staff or Administrator	The most effective and efficient businesses involve communications at all decision making points - to maintain/boost image and for damage control.

SAC	College Staff or Administrator	Be careful not to sunset viable programs.
NVC	Adjunct Faculty	Absolutely great instructors!
SAC	Full-Time Faculty	First and foremost, before any considerations on a campus level, we are here to provide the best possible and highest quality education to our students; regardless of initiatives, I feel this is something that should never lose our primary focus.
SAC	Adjunct Faculty	If a college is affordable but without quality leadership, outreach, and instructors offering quality education, it's not worth its salt. Online and on-campus courses should continue to be evaluated with faculty held accountable for their teaching and students accountable for their learning and performance. We are preparing students for careers and universities, so quality is essential. If high school students come to us unprepared for college, it's our job to show them that college is not the place to dumb down learning - community colleges should not be "easy" but rather strong, quality institutions emphasizing critical thinking and basic skills.
SAC	Adjunct Faculty	In an economy where more than 50% of students who complete their degree are unemployed or under employed post-graduation, it is essential that we help our students be part of the less than 50% that are employed with a livable wage. An accurate understanding of what skills/ knowledge employers say our students are lacking, student perceived needs, as well as student help seeking behavior is essential in this endeavor.
SPC	Student	In today's economy people want more for their money. While tuition costs can be seen as inevitable, it is important to keep the quality of education at the highest possible level to ensure students know what they need to know when they go into their chosen field.
SPC	Full-Time Faculty	One of the greatest misunderstandings of our current leadership is that "value" has only one side: cost. They do not understand that "value" is a function of both cost and quality. At best, their obsession with "affordability" underscores their blindness to the nature of value.
SAC	Full-Time Faculty	Students are here for a quality education. Everything else is secondary.
SPC	College Staff or Administrator	The colleges must maintain a focus on providing a quality education in spite of the constant onslaught of district decisions about programs, curriculum, staffing, faculty status, class size, textbooks, course content and other academic issues that per SACSCOC should be the responsibility of faculty.
NLC	Student	Be able to provide personal one-one teaching is very valuable for the students that are on the borderline between quitting and succeeding.
DSO	DSO Staff or Administrator	Cost of living and education is on the rise; it can be counter with quality education.
SAC	Full-Time Faculty	Everything we do should be driven by the ultimate impact on our students. Everything feeds into that. Every decision, every action, every inaction.
DSO	DSO Staff or Administrator	Faculty are teaching but the quality is suspect. We think it's the faculty that create the student center approach and it is not. The student centered environment has to be a conscious effort in all parts of the organization.
NLC	Student	I like the more of one on one.
DSO	DSO Staff or Administrator	If the Alamo Colleges are not accessible to students then not much else matters. Everything we do should be student centered if it makes good education and business sense.
DSO	DSO Staff or Administrator	If we do not look at ourselves as students, prospective students, the community and partners see us, we will keep making the same mistakes and not attract the stakeholders we need to attract. We seriously lack curb appeal. The first issue is that phones are not answered. I know I do not do business with anyone who does not respond to me promptly and intelligently. There are too many businesses out there that do want my business.
DSO	DSO Staff or Administrator	My belief is that the AC could provide more opportunities for youth to become college ready.
DSO	DSO Staff or Administrator	Our first value is "Students First". How powerful! Focusing on our students, their goals, and the obstacles they face keeps our college culture thriving.
NLC	Adjunct Faculty	Provides for more one on one, real learning.
DSO	DSO Staff or Administrator	Should always keep our number #1 customer - our student in the forefront of every decision that the Alamo Colleges makes.
DSO	DSO Staff or Administrator	Student-Centered focus means program offerings, affordability, and student services.
PAC	Full-Time Faculty	The student-centered focus should be first with ensuring that there is quality education.
SAC	Student	There are various conflicts with people with disabilities having equal access to the buildings and classrooms.

Campus	Stakeholder Category	
SAC	Full-Time Faculty	Things should really always be about the students. With the District trying to do so many new things, helping the students can easily become secondary, both in and out of the classroom. I fear, under the blinding light of "innovation" we are losing sight of the student and our interactions with them.
SAC	College Staff or Administrator	Way too much focus on process, new initiatives, and flavor-of-the-month approach to employee development is taking focus away from the students.
NLC	College Staff or Administrator	We must focus on increasing student engagement in learning.
NLC	College Staff or Administrator	The colleges all have their own culture and rightfully so. However, if we are to be one unified entity (not one college!), then each of the colleges should adhere to a foundational set of standards. Students can have different experiences at each of the colleges based on their culture, but the services they are offered, and the expectations to those services should be the same.
PAC	College Staff or Administrator	Mission/Vision/Values would be the sensible choice, as all things flow from this. However, quality instruction seems more focused and most essential...with the caveat that education is helpful not simply because the instruction is excellent, but because the topic of instruction has value.

Campus	Stakeholder Category	Comments about What to Avoid
NLC	Full-Time Faculty	AC should not invest in a new college campus even if it is affiliated with one of the existing campuses until issues involving the acceptance of transfer hours is resolved legislatively.
DSO	DSO Staff or Administrator	Expansion pressures our affordability & physical plant expansion diverts resources from distance learning and other perceived needed future initiatives.
NVC	College Staff or Administrator	Our enrollment and budget trends do not support more bricks and mortar.
SAC	Student	Allow each college to be autonomous and have more of a decentralized type of administration. Each college has well qualified presidents, deans, and chairman's to do the job of education without district office trying to run everything.
SAC	Full-Time Faculty	District should be in service to the colleges, not the other way around.
PAC	Student	This goes back to my prior concern about district offices making decisions without considering the input of students. Systems should be in place to incorporate change slowly and to provide information that proves the benefits of these changes.
NLC	Adjunct Faculty	Too much is centered on the District, and not much attention on the needs to the providing the real service.
NLC	College Staff or Administrator	Although we should avoid initiative burnout, we should not prohibit ourselves from expanding to a larger audience and utilizing what we have in place to broaden support, services, and technology to students.
DSO	DSO Staff or Administrator	Employees are feeling overwhelmed. Talk centers on "flavor of the month" initiatives. Employees talk about what to drop in order to pick up the latest initiatives.
DSO	DSO Staff or Administrator	I have been with the district for almost 20 years and I feel like recently there are so many new initiatives that it is hard to keep up with them all.
SAC	College Staff or Administrator	Initiative burnout is a very real and serious problem. We need to focus on doing fewer things well, rather than doing too many things ineffectively.
DSO	DSO Staff or Administrator	It is important to focus the district's resources on initiatives that improve student completion and that prove to be successful.
DSO	DSO Staff or Administrator	It is like we are taught in 4DX. If you have too many priorities, you actually have none.
PAC	College Staff or Administrator	Reducing the number of initiatives is critical for this year at this time. There are two risks that seem clear for this moment: One, it is possible, finally, to spend too much time on how to reach a goal and in doing so usurp the time needed to reach the goal. Two, the best take-away from 4DX: the number of goals pursued is inversely proportional to the number of goals attained. The whirlwind is about maintenance, initiatives are about progress; let us not squander, in the optimistic and understandable pursuit of every good idea, the time we have for making progress.
SAC	Full-Time Faculty	Same response as for 7 B. STOP with all the "new stuff". Let us get some things in place and figured out and functioning properly BEFORE putting out any more new directions/initiatives.
DSO	DSO Staff or Administrator	There tends to be a rush to take on the next 'latest and greatest' initiative. Staff are being out in a situation where they have so many initiatives to contend with they can't get anything else done. If staff are so involved with more initiatives when will they have time to truly put students first?

DSO	DSO Staff or Administrator	Too many initiatives become overwhelming.
NVC	College Staff or Administrator	We are fatigued. One initiative such as Refreshers or EDUC 1300 encompasses dozens of initiatives within each. We are a truly an enterprising organization with BIG dreams, but we need to focus on quality and results. As we learned from Jim Collins we need to focus on 1. What are we deeply passionate about? 2. What drives our economic engine? and 3. What can we be best in the world at? Let's stay in the "sweet spot" of where all three answers intersect. Then let's plan before we implement.
SAC	Full-Time Faculty	We have too many things going on at once; thus none are being done well. Follow the Covey principles. Prioritize, pick only the most important goals, and focus on them.
DSO	DSO Staff or Administrator	We need to get good at our basic service. Quality, prompt and correct service to students should be focus one. When we have mastered that, then we move to the next priority. Single accreditation would slow down Alamo Colleges. Benchmark with the other single accredited systems. Flow between the colleges can be achieved through effective leadership.
SAC	Adjunct Faculty	Try not to replace full time positions with adjuncts.
DSO	DSO Staff or Administrator	Reduced funding for positions, not back filling, more work less staff, lack of fair compensation.
PAC	Vice Chancellor or College President	We need to work together to provide resources to the College campuses.
SPC	Full-Time Faculty	The Alamo Colleges should avoid at all costs the future leadership of senior leaders.
NLC	Adjunct Faculty	Large class sizes. Keep student count to 25 and labs or studios to no more than 20 students.
DSO	DSO Staff or Administrator	Collaboration and communication is the name of the game.
SAC	Student	Creativity and focus should always remain a constant in the vision and direction of Alamo Colleges.
DSO	DSO Staff or Administrator	We better get it together in the area of Innovation and Technology -- we will become extinct real soon.
PAC	Student	I believe that if the student is paying for a course then the student should receive a well-structured, well informed class.
SAC	College Staff or Administrator	In a perfect world, colleges are the PROGRAM, district is ANCILLIARY SERVICES. That's the only way to keep the focus on the student.
NLC	Adjunct Faculty	Once students attend Alamo Colleges and see the solid curriculum/valuable course content/high standards, many of them decide that Alamo Colleges is the college to provide them with the tools that they need at this stage of their academic life. We must maintain, if not improve, these expectations to maintain and grow our student attendance rate.
SAC	Adjunct Faculty	Students need to have the skills that make them competitive in the job market.
NLC	College Staff or Administrator	The college would be better served if professional development were more focused on improving the quality of teaching.
DSO	DSO Staff or Administrator	We always need to strive to develop education.
NVC	Adjunct Faculty	I think any organization will die without a vision, the ability to focus on that vision and ways to innovate to reach our goals.
Community	Community Member	Need to get this one right so that people don't spin their wheels or waste their money. All progress is forward.
SPC	Student	Simply put, all populations are not the same; some need more guidance than others. It is important to serve all populations and individuals uniquely and individually to ensure quality service and education to every student.
SAC	College Staff or Administrator	Marketing should be campus/program specific.
NVC	Adjunct Faculty	Preserve classroom autonomy.
SAC	Full-Time Faculty	Standardization hasn't worked well at the elementary and high school levels, and I think it would be a mistake to assume that it will work at the college level.
SPC	College Staff or Administrator	The over-standardization/consolidation by district has resulted in creativity being quashed and academic freedom being thrown to the wayside. Some standardization is good, but the extremes the district has taken it to shows disrespect for and a lack of appreciation for the expertise of college faculty, staff and administrators. It also models for students that what matters is conformity and not creativity or a willingness to step outside the box.
NVC	College Staff or Administrator	Avoid changing the chancellor and additional changes to board members.

Campus	Stakeholder Category	
SAC	College Staff or Administrator	Continue with separate accreditation for the colleges.
SPC	Full-Time Faculty	The individuality of each college is what makes our District work. Single accreditation would remove this as well as funding related to the distinction.
DSO	DSO Staff or Administrator	The college of the future should be smaller, more efficient and technologically oriented.
Community	Community Member	Affordability is paramount to student success
NLC	Student	College used to be reserved for the people who wished to better themselves and now it seems to have shifted to who can ever afford it AND want to further themselves. Ensure that this community college remains for the community.
NVC	Student	The reason why most people come here is because of how cheap the college is.
DSO	DSO Staff or Administrator	We should remain affordable. Not nickeling and diming our students.
Community	Community Member	We are changing rapidly as is our customer. AC needs the ability to turn as the customer and markets turn.
SAC	Adjunct Faculty	Regarding "Weakening Curriculum/Course Content Value /Standards"
PAC	College Staff or Administrator	Without a meaningful, rigorous college-level curriculum, we do not contribute to the welfare of our students, our community, or our nation.
DSO	DSO Staff or Administrator	It took decades to eliminate the image of the community college as a second choice, second rate option for higher education. The quality in instruction is here. Let's protect that along with the quality access, intake, and completion services.
SAC	Adjunct Faculty	Removal of course requirements or reducing rigor in the curricula will ultimately create weak graduates unprepared for the demands of the careers of their choosing.
SAC	Full-Time Faculty	We are sacrificing quality for quantity.

Campus	Stakeholder Category	Final Overall Comments
NLC	Adjunct Faculty	Alamo Colleges is a wonderful educational system that our communities need to insure that our citizens have the opportunity for higher education. We need to have better communication about the SWOT that we see impacting us, as well as strive to make data driven decisions that do not leave out the employees or the students.
DSO	DSO Staff or Administrator	Alamo is a great place to work and many staff and faculty need to realize the opportunities Alamo offers. People need to be thankful for having jobs and students who want to attend the Alamo Colleges.
Community	Community Member	Campaign aggressively to explain to students what it takes to most rapidly earn an AA and which courses are essential to complete first to accelerate their opportunity to transfer to 4-year university.
NLC	College Staff or Administrator	Colleges should not be allowed to monopolize workforce programming. Obviously some workforce programs must be centralized because of high equipment costs. But it is ridiculous that a student must drive 100 miles round trip in some cases to take a welding class. We must build more workforce centers like Quintana Rd. and allow some of the newer colleges to offer courses in avionics and precision manufacturing to name but two.
SAC	Full-Time Faculty	Community College education is the "gateway" for so many who cannot go directly to a university. I want us to do all we can to remain a leader in adult learning/education.
SAC	Student	Graduate school require a B to pass this college requires a C and some programs in Alamo colleges require a 84 or 86 to make a C. Let's be a little fairer.
NVC	Adjunct Faculty	However, this is the nature, and will always be the nature of Junior College.... low cost, low student retention.
DSO	DSO Staff or Administrator	I really hope this year's Strategic Planning Retreat will be more organized. Last year it was terrible (no offense). Lunch lines were long, everything was chaotic... it was not well organized. I was embarrassed to have the new President there and he have to see the event that way.
SPC	Student	If the Alamo colleges plan to be successful and truly be a leader in the education world the students and faculty need to be free to partner for positive collaboration. The upper management need to implement those ideas and the district needs to focus on promoting those idea to the local communities.
SPC	Full-Time Faculty	The Alamo Colleges should avoid keeping any senior leader who is responsible for the poor status and declining prospects of the Alamo Colleges. The students of this district, and the people of this city and county, could all be much better off tomorrow with new leadership. Then, we could actually focus on being a great group of high quality community colleges.

DSO	Vice Chancellor or College President	Keep scale and scope front of mind. 60,000 + students is a huge endeavor.
SAC	Full-Time Faculty	Quit trying to change so much in such a short time. Winning new honors and awards for innovative thinking does 0, zero, nada, if we lose focus of taking care of our students and then of our employees.
DSO	DSO Staff or Administrator	There is not coordination or equitable assistance to market all colleges and all programs by Public Relations.
DSO	DSO Staff or Administrator	We also have too many initiatives to manage them all, but this was not appropriate to list as a very significant vulnerability, merely an observation.
DSO	DSO Staff or Administrator	We need to review the number of positions that we closed since the recession and analyze if we need them back to cope with the number of initiatives that we recommending.
SAC	Adjunct Faculty	I have been teaching at SAC for nearly 15 years and I love the students and the teaching. However, with no career advancement opportunities or pay raise incentives, and impending enrollment decreases in my department due to the recent core curriculum changes, I'm forced to decide whether or not to continue. I see an effort to get adjuncts more involved, but very little effort to value us through salary incentives or competitive career opportunities. Not all adjuncts just want to teach on the side, most of us wish to move on to full-time employment but as more faculty retire, those positions are not being replaced. Instead, more adjuncts are hired and kept at a level of pay that is poverty level for families of four. Please consider building the morale of adjuncts while increasing the quality of education at Alamo Colleges by replacing full-time positions and creating new career advancement opportunities. I would also like to see paid training for adjuncts that teach online. Please address the lack of recruitment and student body of the African-American demographic. This gets skipped over every year at the faculty convocation when the pie charts of student body percentages are shown. We should be increasing the opportunities and retention of these students.
NVC	College Staff or Administrator	I consider it an honor to work for the Alamo Colleges. I have three children that could have gone anywhere for college, yet all three of them chose to come to the Alamo Colleges. My oldest went to UTSA on a full scholarship and is now working on his Master's degree on a full fellowship. My second is now at A & M SA on a full scholarship. My youngest is a Freshman at NVC. My family represents the pride and loyalty that so many people have for the Alamo Colleges - keep up the great work and don't back down from the pursuit of greatness.