Baldrige Award Application

Eligibility Submission Date: 03/05/2024 16:37 ET
Eligibility Submitted By: Dr. Mecca Salahuddin

Application Submission Date: 04/11/2024 10:06 ET
Application Submitted By: Dr. Thomas Cleary

Organizational Profile

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

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

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

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

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

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

Figure P-1 ACD Educational and Service Offerings
CI = Classroom Instruction; DE = Distance Education; InT = Instructional Technologies; LLC = Labs & Learning Centers; LC = Learning Communities; A&CL = Active/Collaborative Learning

Figure P-1 ACD Educational and Service Offerings

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

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

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

Mission
Empowering our diverse communities for success.

Vision
The Alamo Colleges will be the best in the nation at Student Success and Performance Excellence.

Values
The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission. • Students First • Respect for All • Community-Engaged • Collaboration • Can-Do Spirit • Data-Informed

Figure P-2 Mission, Vision, and Values

Figure P-2 Mission, Vision, and Values

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

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

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

Figure P-3 Achievement of Responsible Governance

Figure P-3 Achievement of Responsible Governance

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

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

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

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

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

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

Figure P-4 Faculty and Staff Groups and Segments

Figure P-4 Faculty and Staff Groups and Segments

Group/Segment	Key Requirements
All Workforce	• Technical Support • Communication • Safe Work Environment • Professional, Job and Leadership Development • Career Progression Opportunity
Full-Time Faculty	• Academic Freedom • Faculty Leadership
Adjunct Faculty	• Relationship With Team • Faculty Leadership
Part-Time Staff	• Inclusion • Relationship with Team
ACCESS Staff	• Communication and Engagement

Figure P-5 Workforce Segments and Requirements

Figure P-5 Workforce Segments and Requirements

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

Figure P-6 Workforce Engagement Drivers

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

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

Market Segments, Student Groups and Stakeholders	Key Educational Requirements
Market Segments	
• San Antonio • Bexar County • Seven Surrounding Counties	• Early Connections (EC) • Enrollment (E) • Progress (P) • Completion (C) • Transition (T)
Key Student Groups	
• All Students	• EC, E, P, C, T
• Credential, Degree, Certificate Seeking	• EC, E, P, C, T
• Career/Technical Education	• EC, E, P, C, T
• Online Learners	• EC, E, P, C, T
• High School Students	• EC, E, P, C T
• Transfer Seeking	• C, T
• Former Student	• E, P, C, T
Other Student Groups	
• Students Who Are Parenting	• P, C, T
• Developmental Education Students	• EC, E, P, C, T
• Continuing Education Students	• E, C
• International Students	• EC, C, P, C, T
Stakeholders	
• Community	• EC, E, P, C, T
Figure P-7 Market, Student Groups, Stakeholders	

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

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

Figure P-8 College Revenue

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

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

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

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

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

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

Partners and Collaborators	Key Requirements and Expectations
Feeder Schools	• Early connections • Enrollment
Dual Credit & Early College High Schools	• Early connections • Enrollment
Transfer Schools	• Completion • Transition
Employers and Community Advisory Committees	• Employment opportunities • Guidance on needs and requirements
Key Suppliers	**Key Requirements and Expectations**
ACCESS to Colleges	• Provide key support services as indicated in Figure P-1
Service Providers	• Training and Consulting • Provide bookstore, cafeteria, and housekeeping services
Technology Providers	• Technology solutions • Upgrade and purchase plans

Figure P-9 Partners, Collaborators, and Key Suppliers

Figure P-9 Partners, Collaborators, and Key Suppliers

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

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

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

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

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

Figure P-10 AlamoPROMISE Structure

8 - What are your key communities? What role do these relationships play in supporting your organization and your key communities?
Note: Key communities may include the following:
- Local/geographic (e.g., volunteerism and other activities that benefit your community)
- Professional (e.g., participation and/or leadership of professional societies)
- Industrial (e.g., participation and/or leadership of trade associations)

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

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

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

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

Figure P-11 Community Support Initiatives

Figure P-11 Community Support Initiatives

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

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

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

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

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

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

Figure P-13 ACD Core Competencies

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

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

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

Figure P-14 Regulatory Bodies and Purpose

Figure P-14 Regulatory Bodies and Purpose

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

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

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

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

AlamoWAY: Always Inspire, Always Improve

STUDENT SUCCESS
Students will attain and realize their learning, professional and civic potential.

PERFORMANCE EXCELLENCE
Alamo Colleges will efficiently and effectively meet its mission and achieve its vision.

PRINCIPLE-CENTERED LEADERSHIP
Students and employees will lead.

Figure P-15 AlamoWAY

Figure P-15 AlamoWAY

AlamoADVISE	Established 2014
AlamoINSTITUTES	Established 2014
AlamoPROMISE	Established 2019
AlamoEXPERIENCE	Established 2022
AlamoBOOKS+	Established 2023
AlamoENGAGE	Established 2024

Figure P-16 Examples of AlamoWAY Innovations

Figure P-16 Examples of AlamoWAY Innovations

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

Figure P-17 Alamo Awards of Distinction

Leadership and Governance

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

The **AlamoWAY** forms the basis for our leadership approach and defines our top three priorities. **Student Success** is the focus of everything we do to lead students to achieve their goals. **Performance Excellence** is the basis for our approach to performance management to deliver value to students. **Principle-Centered Leadership** forms the belief that there is a leader in every seat and provides opportunities for students and employees to develop as principle-centered leaders. *Figure 1* displays our leadership team structure.

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

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

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

Figure 1 Leadership Team Structure

Figure 1 Leadership Team Structure

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

Figure 2 Achievement of Responsible Governance

Figure 2 Achievement of Responsible Governance

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

Figure 3 CES Communicate and Engagement System
* Two-way communication identified in bold

Figure 3 CES Communicate and Engagement System

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

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

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

Figure 1-1 Engagement and Communication With Faculty and Staff

Figure 1-1 Engagement and Communication With Faculty and Staff

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

Figure 1-2 Workforce Perspectives in Key Engagement Indicators

Figure 1-2 Workforce Perspectives in Key Engagement Indicators

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

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

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

Figure 1-3 Engagement and Communication With Students

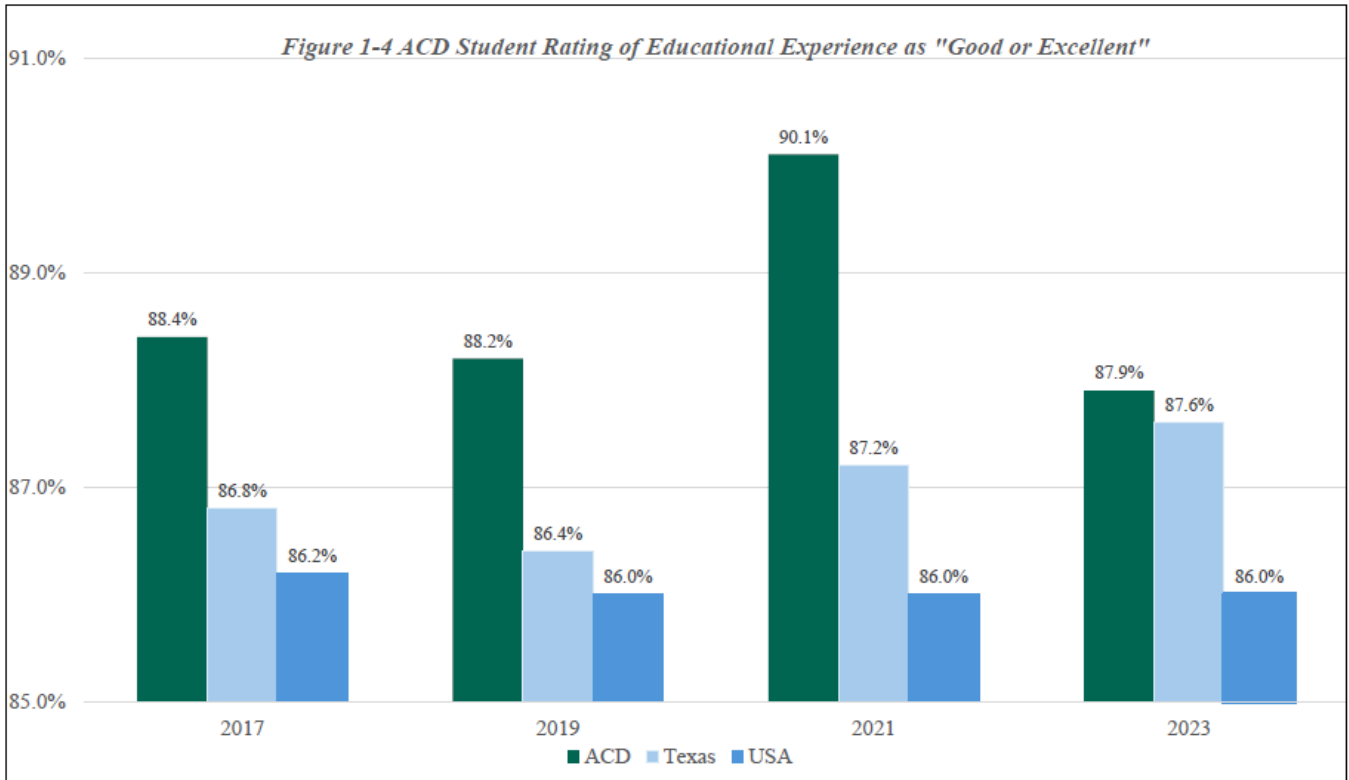Figure 1-3 Engagement and Communication With Students

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

4 - What are your results for leadership and governance accountability (e.g., internal and external audits and assessments, certifications, and accreditations)?
Note: Comparisons are not expected for this question.

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

External Annual Financial Audit Findings					
Audits	**2019**	**2020**	**2021**	**2022**	**2023**
Opinion	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Compliance Audit Findings	0	0	1	0	0
Figure 1-5 External Financial Audit Results					

Figure 1-5 External Financial Audit Results

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

Figure 1-6 Accreditation Results

Figure 1-6 Accreditation Results

Certifications	2019	2020	2021	2022	2023
Licensure Pass Rates	86%	92%	85%	91%	87%
Benchmark	=>85%	=>85%	=>85%	=>85%	=>85%

Figure 1-7 Certification Results

Figure 1-7 Certification Results

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

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

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

Figure 1-8 Grievances and Complaints

Figure 1-8 Grievances and Complaints

Strategy

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

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

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

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

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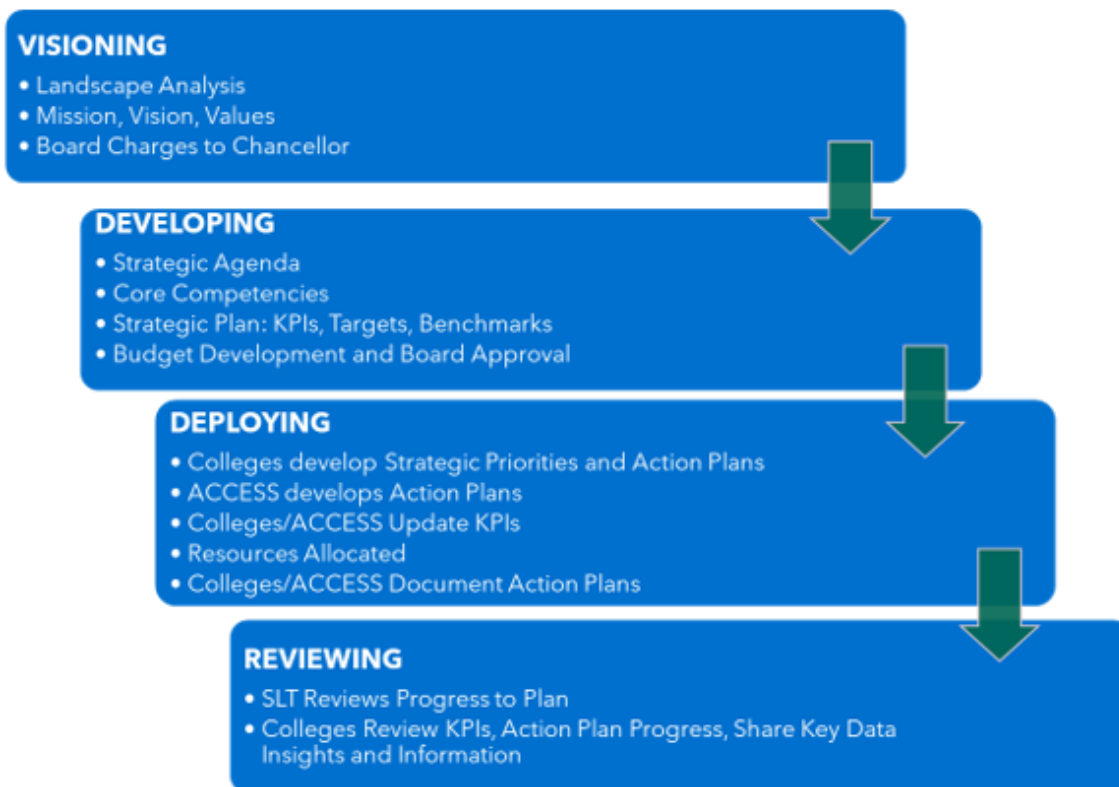

Figure 4 ACD Strategic Planning Process

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

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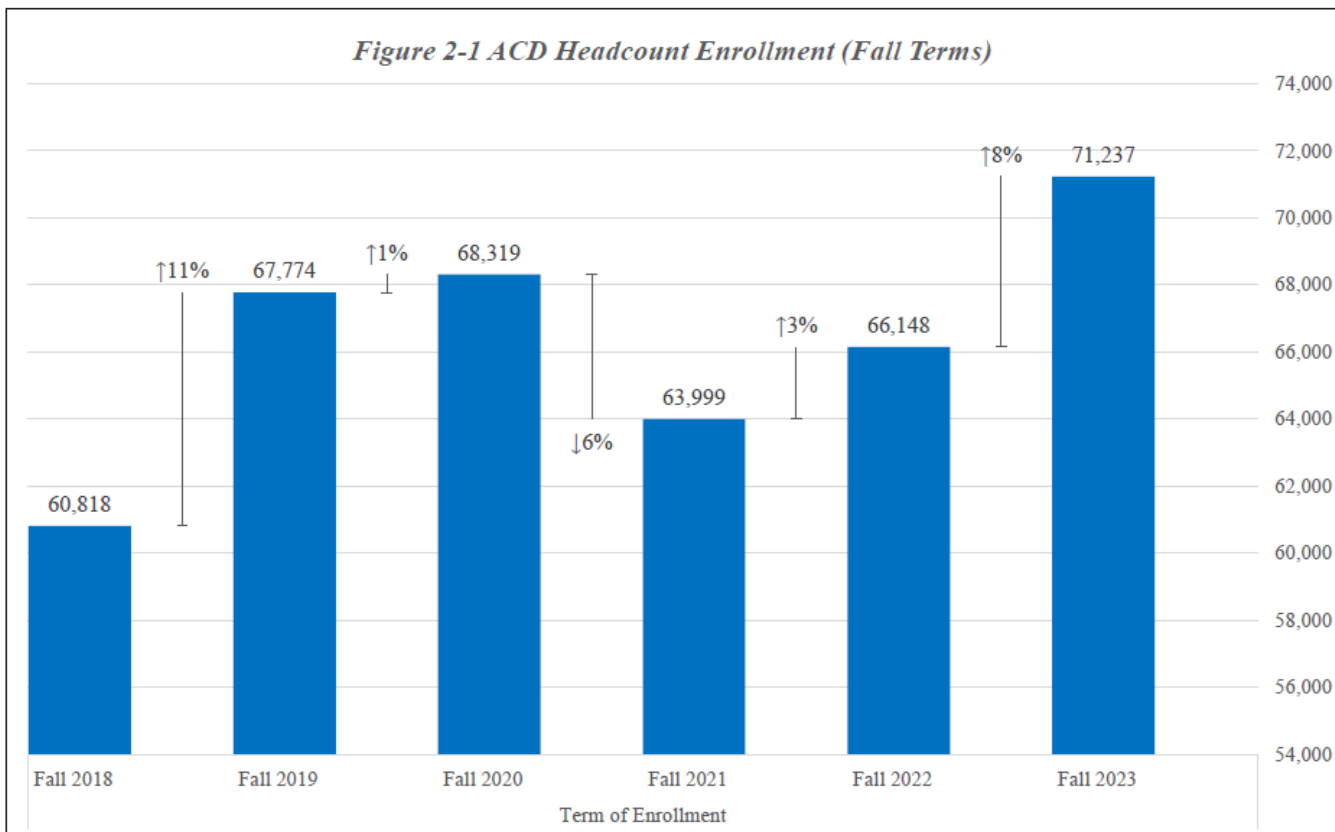

Figure 2-1 ACD Headcount Enrollment (Fall Terms)

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

Figure 2-2 ACD Enrollment and Comparisons Demonstrating Resilience

Average Time for Students to Obtain a Degree					
Year	2018	2019	2020	2021	2022
Time to Obtain a Degree for ACD Students (in Years)	4.2	4.0	3.9	3.8	3.8
Texas	4.1	3.9	3.8	3.8	3.8
Graduates as a % of FTE Enrollment					
ACD	34.7%	38.9%	37.4%	39.1%	40.5%
ACD Peer Group	28.1%	30.3%	30.8%	34.2%	34.9%
Texas Peer Group	30.2%	32.6%	32.2%	36.2%	37.0%
Figure 2-3 Time to Degree and Graduates as a % of FTE Enrollment					

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

3 - What are your results for the impact of your organizational strategy?
Note: These are the results demonstrating the impact of accomplishing your strategic goals and/or objectives.

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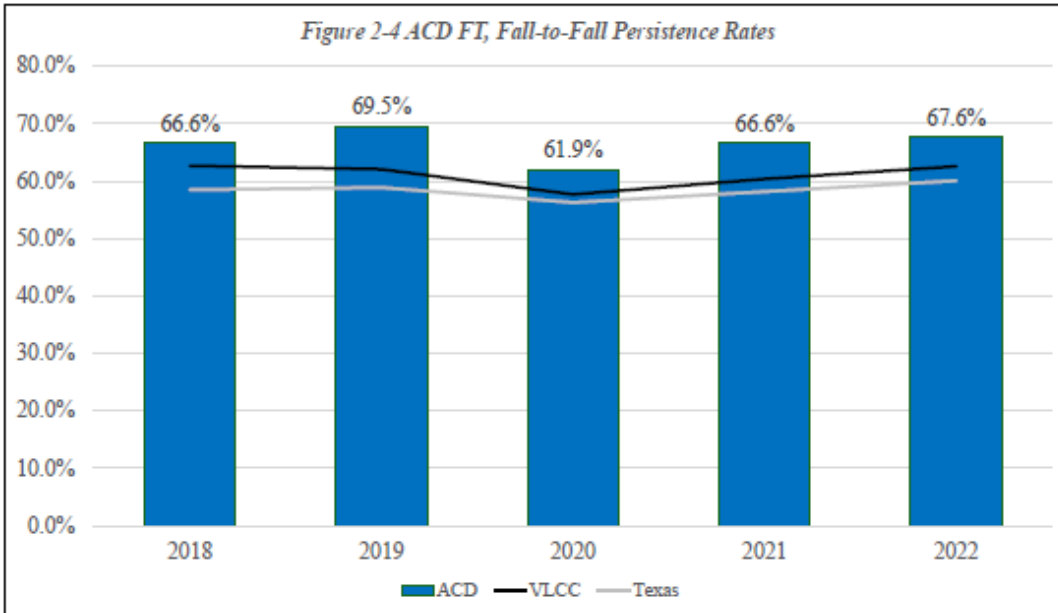
Figure 2-4 ACD FT, Fall-to-Fall Persistence Rates

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

Figure 2-5 AlamoPROMISE Enrollment and Persistence

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

Figure 2-6 ACD Innovation Strategy Demonstrating Resilience

Figure 2-6 ACD Innovation Strategy Demonstrating Resilience

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

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

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

Figure 2-7 Capability - Advising for Student Groups

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

Figure 2-8 Capacity - Increase Nursing Faculty Stipends
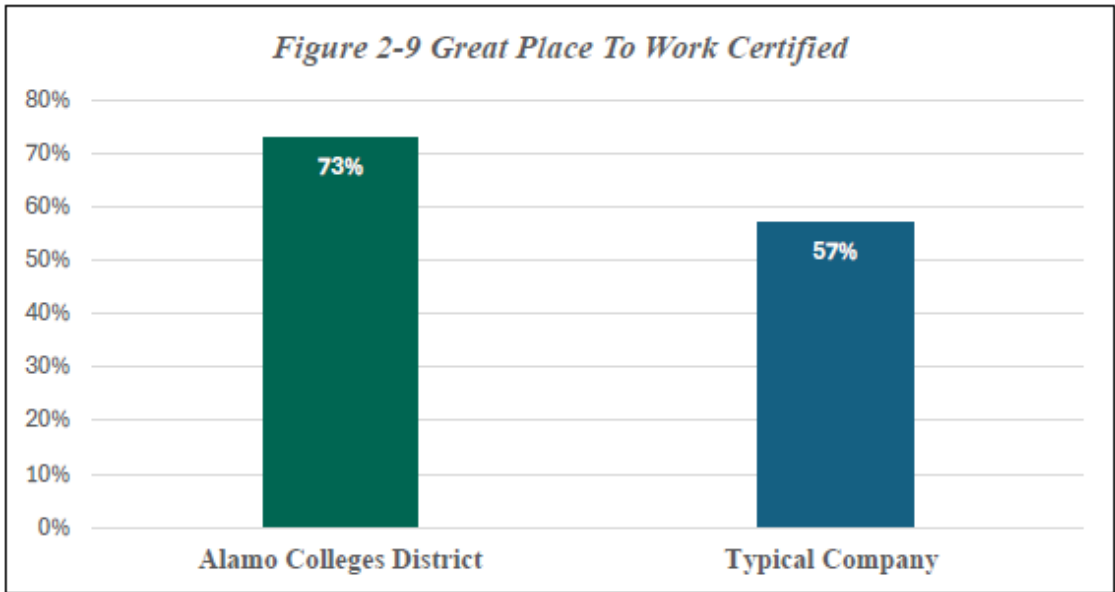

Figure 2-9 Great Place to Work Certified

Operations

1 - Briefly describe and/or depict your key processes used for the following:
    1. design and delivery of your products and services,
    2. supply network management, and
    3. innovation management.

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

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

To manage innovation, we use the **Radical Innovation Process (RIP)**, which provides a methodology for innovation and intelligent risk taking and brings Strategic Opportunities from innovation to deployment. RIP (*Figure 7*) includes three elements. **Discovery**, leading to identification of opportunities; **Incubation**, proposing selected opportunities; and **Acceleration**, determining if an initiative should be institutionalized or discontinued. Innovations such as **AlamoADVISE**, **AlamoINSTITUES**, and **AlamoPROMISE** were developed using this approach.
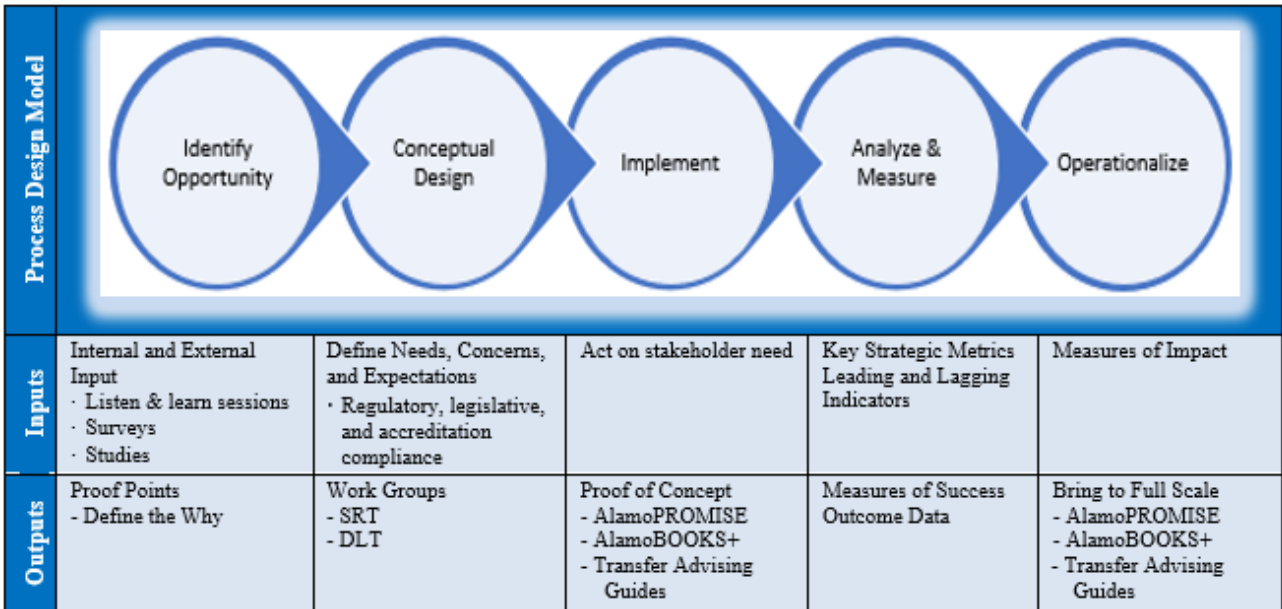
Figure 5 ACD Process Design Model

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

Figure 6 Supplier Award Criteria

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

Figure 7 Radical Innovation Process Elements

Figure 7 Radical Innovation Process Elements

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

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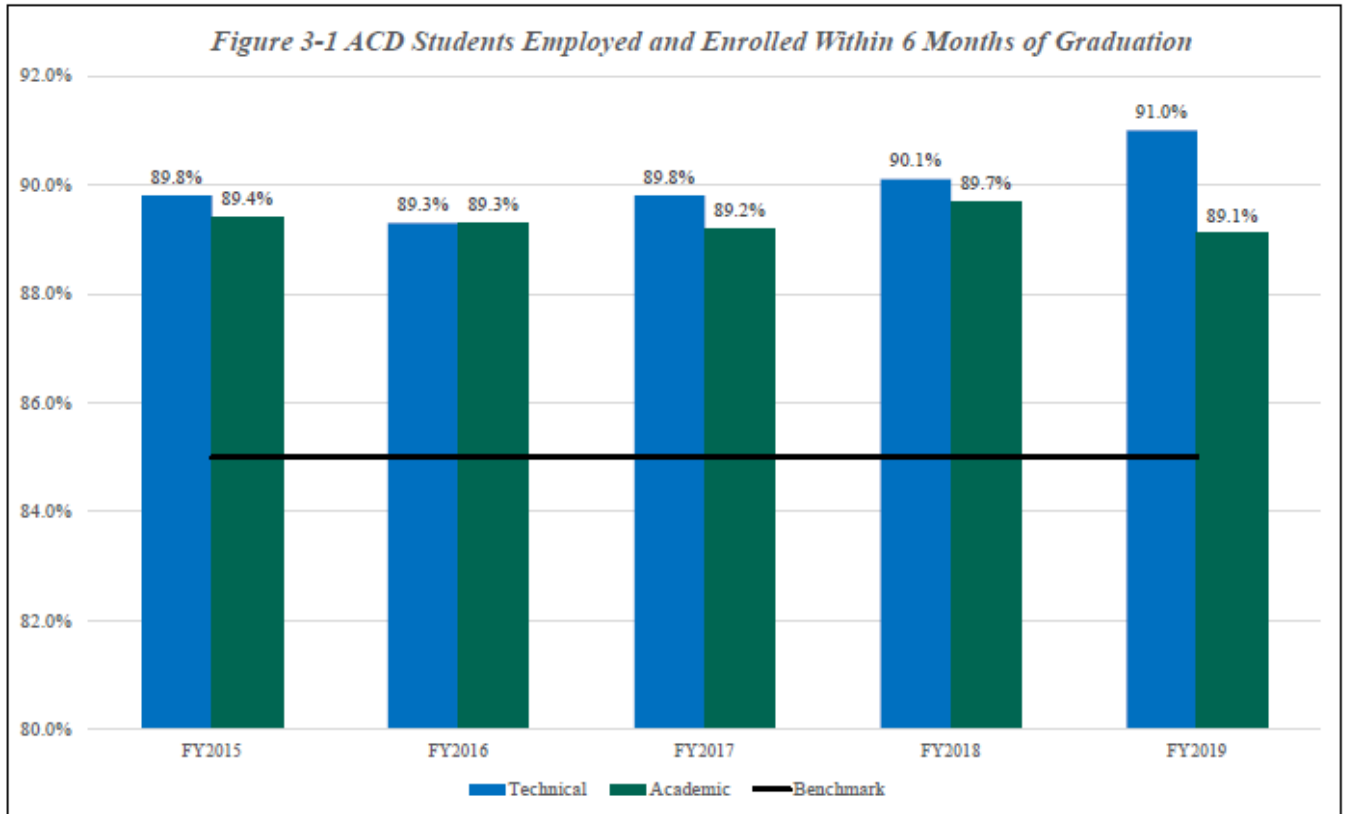
Figure 3-1 ACD Students Employed and Enrolled Within 6 Months of Graduation
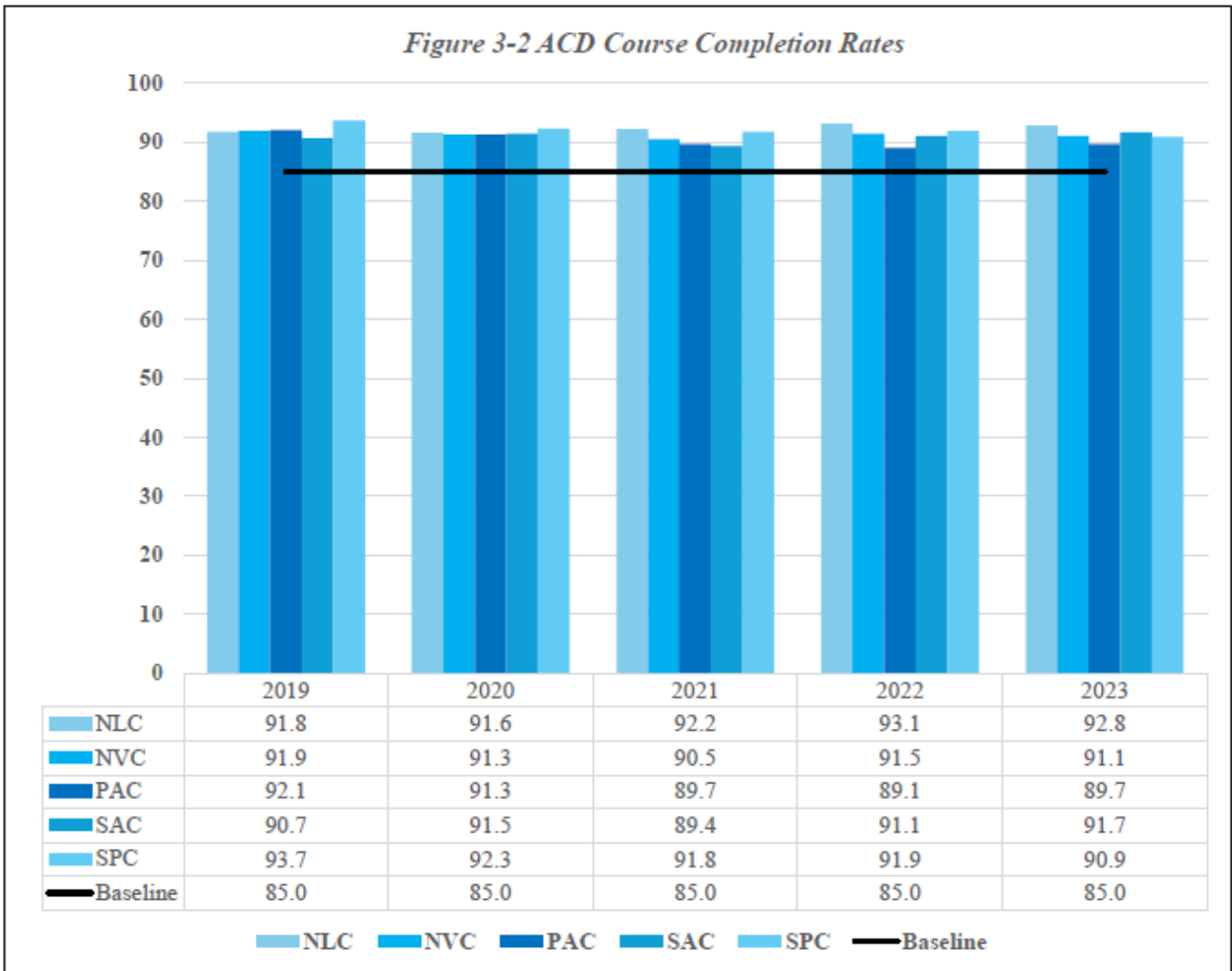
Figure 3-2 ACD Course Completion Rates

	2019	2020	2021	2022	2023
NLC	91.8	91.6	92.2	93.1	92.8
NVC	91.9	91.3	90.5	91.5	91.1
PAC	92.1	91.3	89.7	89.1	89.7
SAC	90.7	91.5	89.4	91.1	91.7
SPC	93.7	92.3	91.8	91.9	90.9
Baseline	85.0	85.0	85.0	85.0	85.0

Figure 3-3 ACD Productive Grade Rates

	NLC	NVC	PAC	SAC	SPC
2019	76.4	79.5	76.0	77.1	83.1
2020	78.2	78.5	76.2	78.8	81.7
2021	76.3	77.7	76.0	76.4	82.0
2022	76.9	77.9	73.7	76.5	81.2
2023	76.3	75.9	74.0	78.2	77.4
Benchmark	70.0	70.0	70.0	70.0	70.0
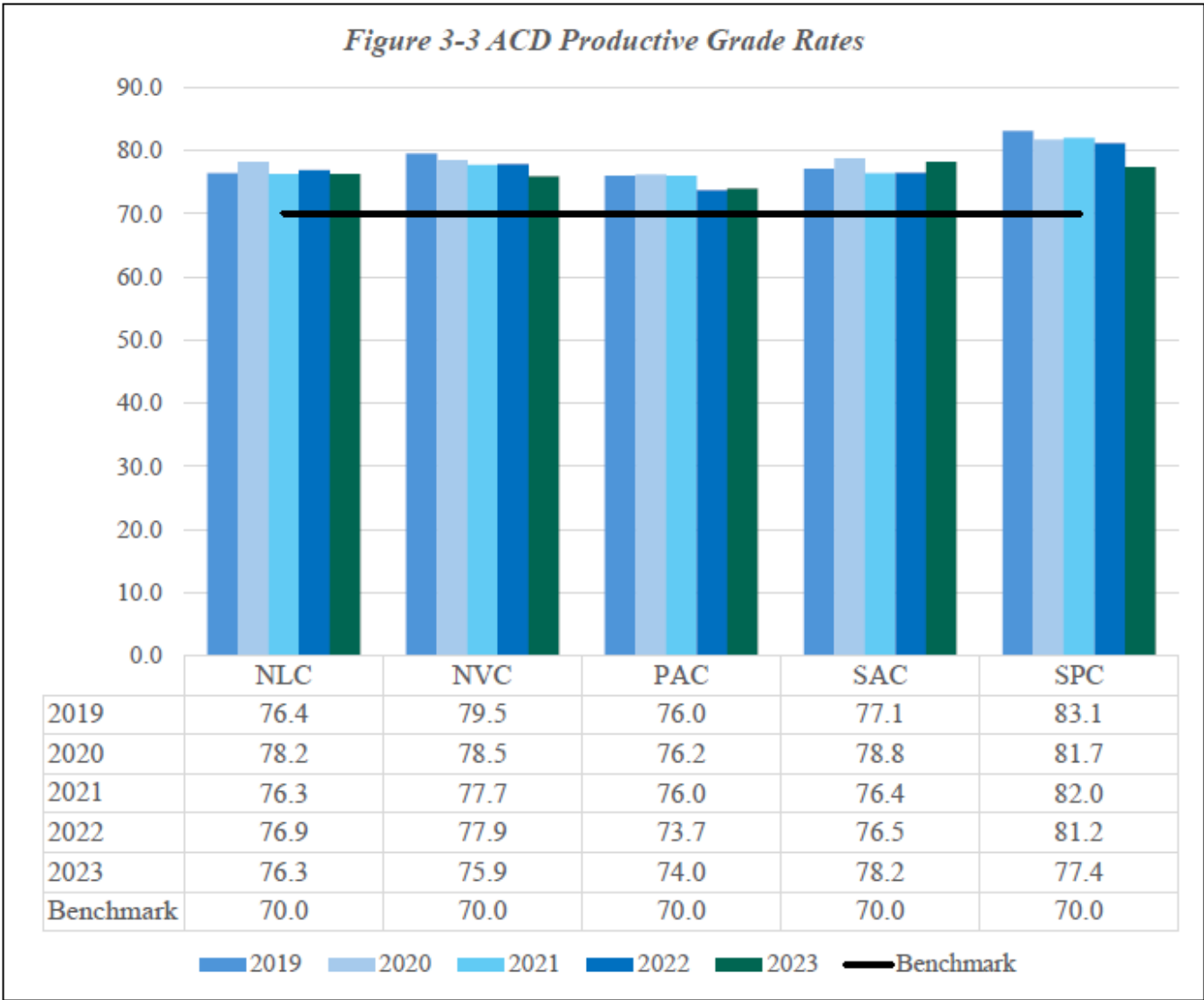
Figure 3-3 ACD Productive Grade Rates

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

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

Student Retention and Graduation Rates in Comparison to Our National Peers			
National Peer Colleges		First-Time Part-Time Student Retention	3-Year Graduation and Transfer Rate
Institution	State		
Broward College	Florida	NA	47.0%
CUNY Borough of Manhattan College	New York	44.0%	38.0%
Ventura College	California	37.0%	45.0%
CUNY LaGuardia College	New York	31.0%	38.0%
CUNY Queensborough College	New York	34.0%	39.0%
Pasadena City College	California	46.0%	47.0%
Peer Group Average		**40.0%**	**42.6%**
NLC	Texas	53.0%	56.0%
NVC	Texas	52.0%	47.0%
PAC	Texas	41.0%	38.0%
SAC	Texas	49.0%	54.0%
SPC	Texas	45.0%	46.0%
ACD		**48.0%**	**48.2%**

Figure 3-4 Student Retention, Graduation and Transfer Comparisons
Note: 80% Of Our Students Are Part-Time

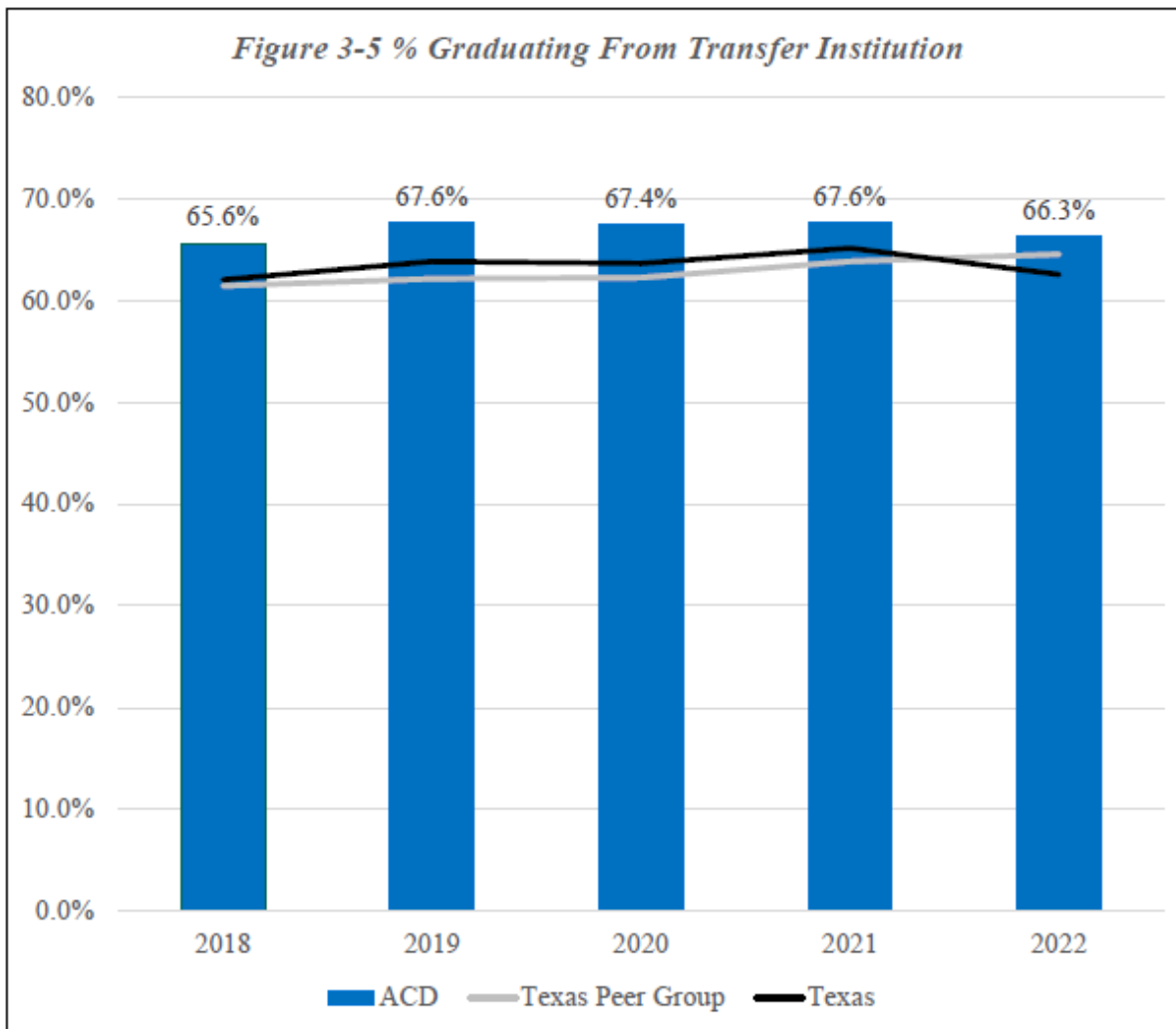Figure 3-4 Student Retention, Graduation and Transfer Comparisons

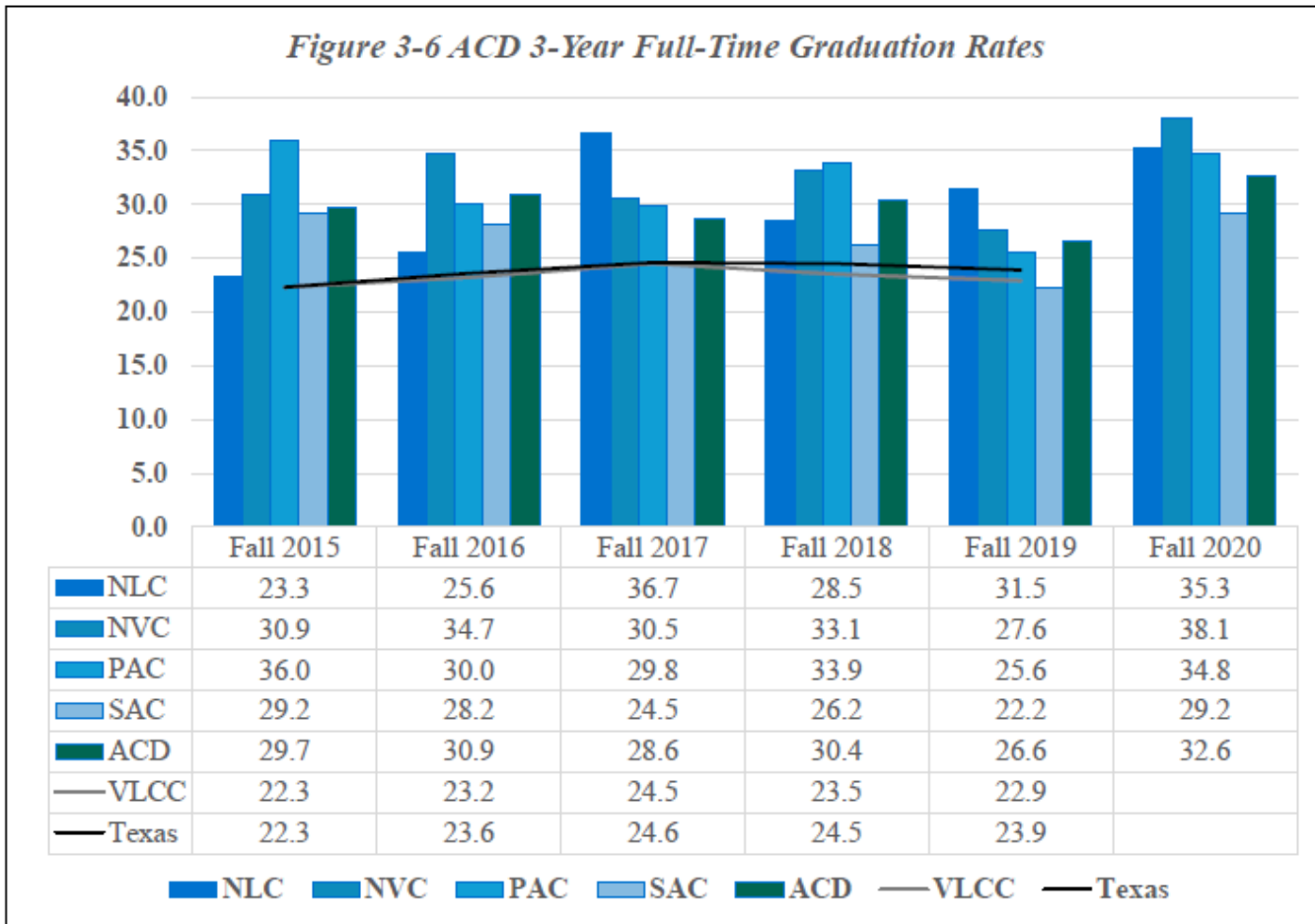Figure 3-5 % Graduating From Transfer Institutions

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

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
NLC	23.3	25.6	36.7	28.5	31.5	35.3
NVC	30.9	34.7	30.5	33.1	27.6	38.1
PAC	36.0	30.0	29.8	33.9	25.6	34.8
SAC	29.2	28.2	24.5	26.2	22.2	29.2
ACD	29.7	30.9	28.6	30.4	26.6	32.6
VLCC	22.3	23.2	24.5	23.5	22.9	
Texas	22.3	23.6	24.6	24.5	23.9	

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

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

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

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

Figure 3-7 Supply Chain Financial Performance

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

Figure 3-8 Disposal Performance

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

Figure 3-9 Supply Chain Financial Performance

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

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

Cybersecurity Awareness Training: Employee Completion Rates			
Year	2021	2022	2023
% Trained	96.3%	96.0%	96.3%
Internal Benchmark	90.0%	90.0%	90.0%
Figure 3-10 Cybersecurity Awareness Training			

Figure 3-10 Cybersecurity Awareness Training

Maturity of Cybersecurity Processes			
Maturity Level	2022	2023	2024
5	0	0	0
4	2	2	3
3	13	27	31
2	21	13	8
Average Number	2.3	2.7	2.9
Benchmark	=> 2.0		
Figure 3-11 Security Program Plan Maturity			

Figure 3-11 Security Program Plan Maturity

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

Figure 3-12 Security Incident and Containment Rates

Operational Continuity

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

    1. risk management,

    2. continuity of operations, and

    3. emergency preparedness.

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

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

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

Emergency Management
Prevention – activities designed to prevent human hazard impacts to operations.
Mitigation – activities that are an integral part of the program to reduce the loss of life and property by lessening the impact of disasters.
Preparedness – activities to develop the response capabilities needed in the event of an emergency: • providing emergency equipment and facilities; • emergency planning; • providing training; and • conducting annual drills and exercises to test our plans.
Response – addressing emergencies with operations intended to resolve the emergency situation while minimizing casualties and property damage.
Recovery – plan for a recovery that involves short-term and long-term efforts. Short-term operations seek to restore vital services and provide for the basic needs of the ACD community. Long-term recovery focuses on restoring the ACD community to its normal state.
Figure 8 Emergency Operations Plan

Figure 8 Emergency Operations Plan

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

    1. number of risks identified versus number of risks mitigated,

    2. cost of losses, and

    3. cost savings of risks averted and risks mitigated?

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

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

Figure 4-1 Worker Compensation Reserves

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

Figure 4-2 Worker Compensation Utilization Rates

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

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

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

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

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

Figure 4-4 Disaster Recovery Test Rates

Figure 4-4 Disaster Recovery Test Rates

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

Figure 4-5 Results of Testing COOP

Figure 4-5 Results of Testing COOP

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

Figure 4-6 COOP Participant Feedback

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

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

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

Figure 4-7 Emergency Preparedness

Duration of Emergency Drills					
Year	2019	2020	2021	2022	2023
Length of Time of Drill	10:15	*	10:42	10:58	9:33
Baseline	<12 minutes	*	<12 minutes	<12 minutes	<12 minutes

Figure 4-8 Emergency Drill Duration Times
100% Remote Work and Learning (Pandemic)

Figure 4-8 Emergency Drill Duration Times

Workforce

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

1 - Briefly describe your key processes used for the following:
    1. workforce engagement,
    2. workforce development and job skills training, and
    3. ensuring workplace health and safety.

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

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

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

Requirement	Skills and Learning Objectives	
Faculty Competency Development • aligned with one or more of the seven objectives • created by faculty for faculty • competencies promote best practices and pedagogical standards of excellence for optimum learner success	Promoting an Atmosphere of Academic Success & Growth	
	Dignity, Respect & Belonging	
	Learning Outcomes-Centered Practices	
	Professionalism & Scholarship: Teaching, Learning, and Disciplines	
	Student Learning Assessment	
	Student-Centered Teaching and Learning Strategies	
	Technology and System Operations	
Staff and Administrator Competency Development • Professional development • Skills training aligned to the core competencies	Drives Vision and Purpose	Interpersonal Savvy
	Plans and Aligns	Builds Effective Teams
	Being Resilient	Communicates Effectively
	Action-Oriented	Customer Focus
	Optimizes Work Processes	Cultivates Innovation
	Ensures Accountability	Decision Quality
	Drive Results	Values Differ
Faculty and Staff Skills Development • Required compliance in accordance with governance and accreditation entities for Higher Education	Alamo Active Shooter Training	
	Alamo Drug Free Workplace and Drug-Free Campuses	
	Alamo Information Security Awareness	
	Civil Rights and Title IX for Employees	
	FERPA	
	Protecting Youth: Abuse and Neglect Prevention	
	Tools for an Ethical Workplace	
	Workplace Bullying Prevention	

Figure 9 Faculty and Staff Skills Development

Figure 9 Faculty and Staff Skills Development

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

Figure 10 Key Services and Benefits

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

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

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

Figure 5-1 Employee Turnover Rates (Lower % Is Better)

	2018	2019	2020	2021	2022
Faculty	6.6%	5.2%	6.8%	5.9%	4.9%
Non-Faculty	10.9%	6.8%	10.3%	12.7%	10.3%
Overall	9.5%	6.3%	9.1%	10.2%	8.5%
BLS Comparison	17.3%	14.0%	16.7%	19.0%	16.8%

Figure 5-1 Employee Turnover Rates

Figure 5-2 Employee Retention Rates (Higher % is Better)

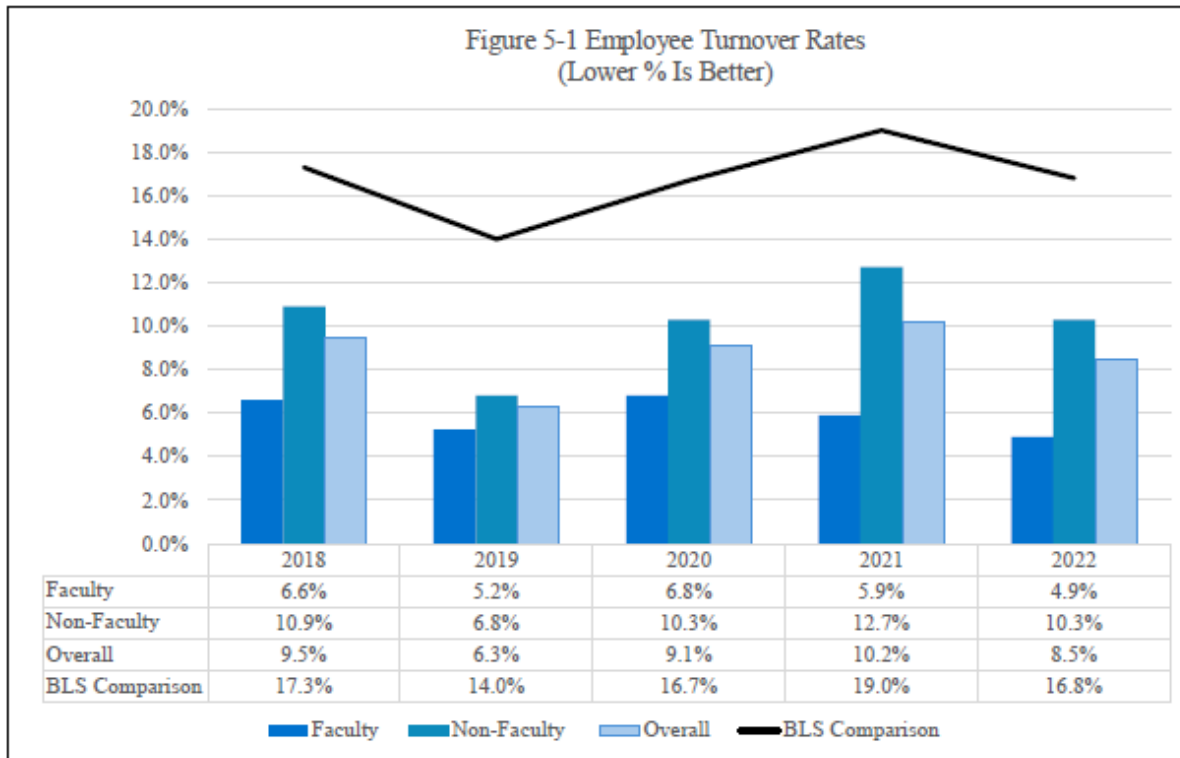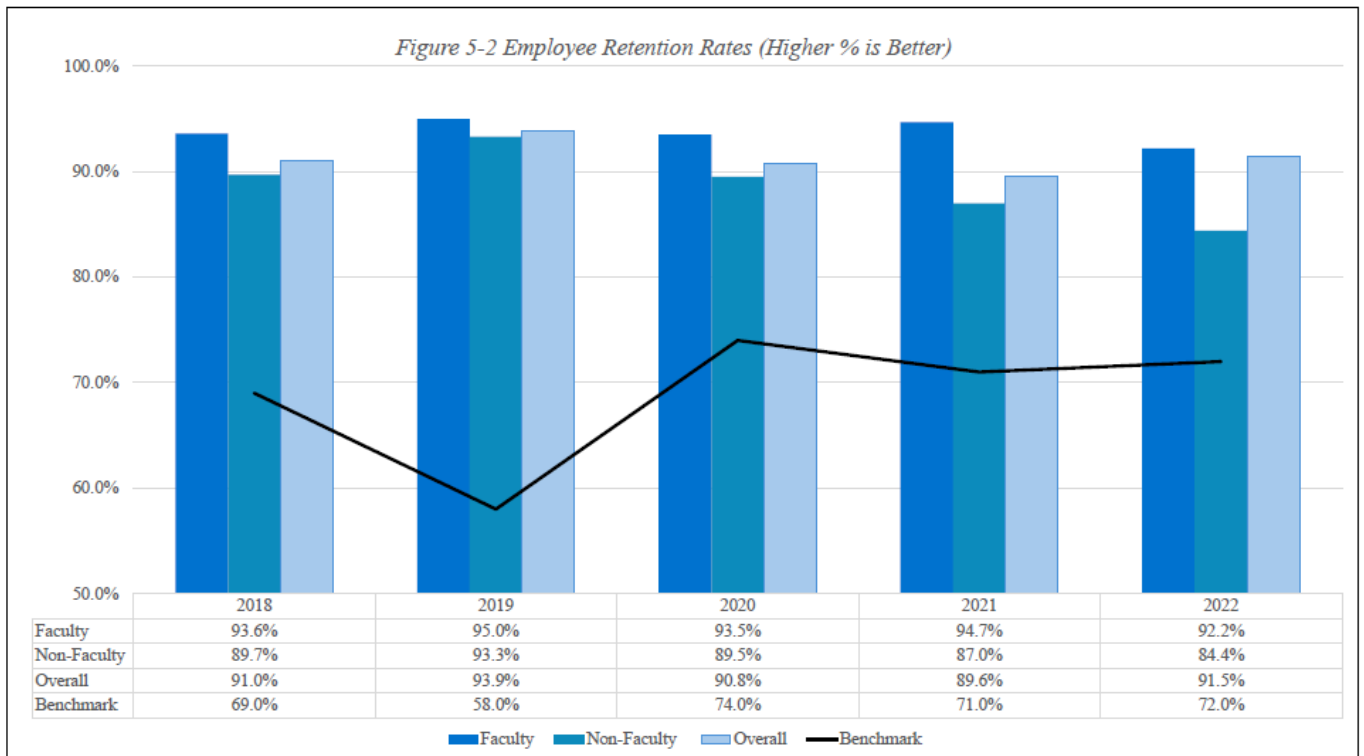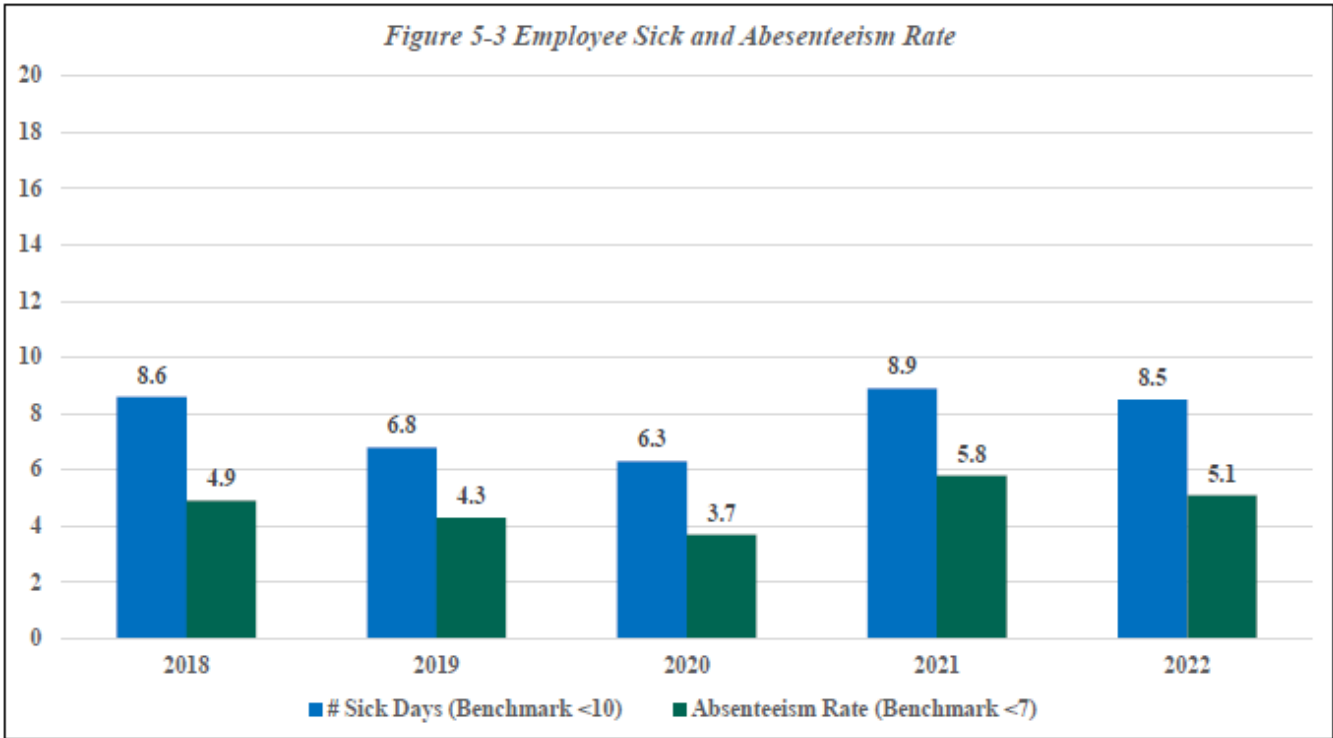|	2018	2019	2020	2021	2022
Faculty	93.6%	95.0%	93.5%	94.7%	92.2%
Non-Faculty	89.7%	93.3%	89.5%	87.0%	84.4%
Overall	91.0%	93.9%	90.8%	89.6%	91.5%
Benchmark	69.0%	58.0%	74.0%	71.0%	72.0%

Figure 5-2 Employee Retention Rates

Figure 5-3 Employee Sick and Absenteeism Rates

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

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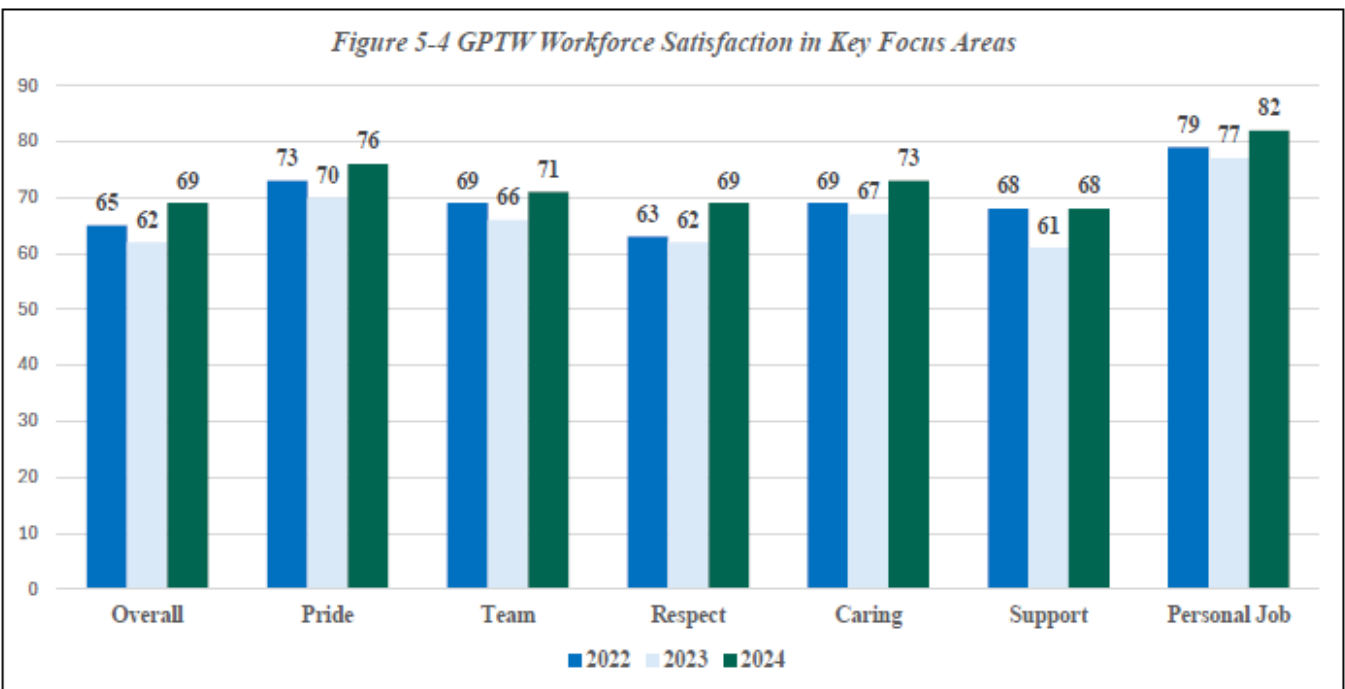

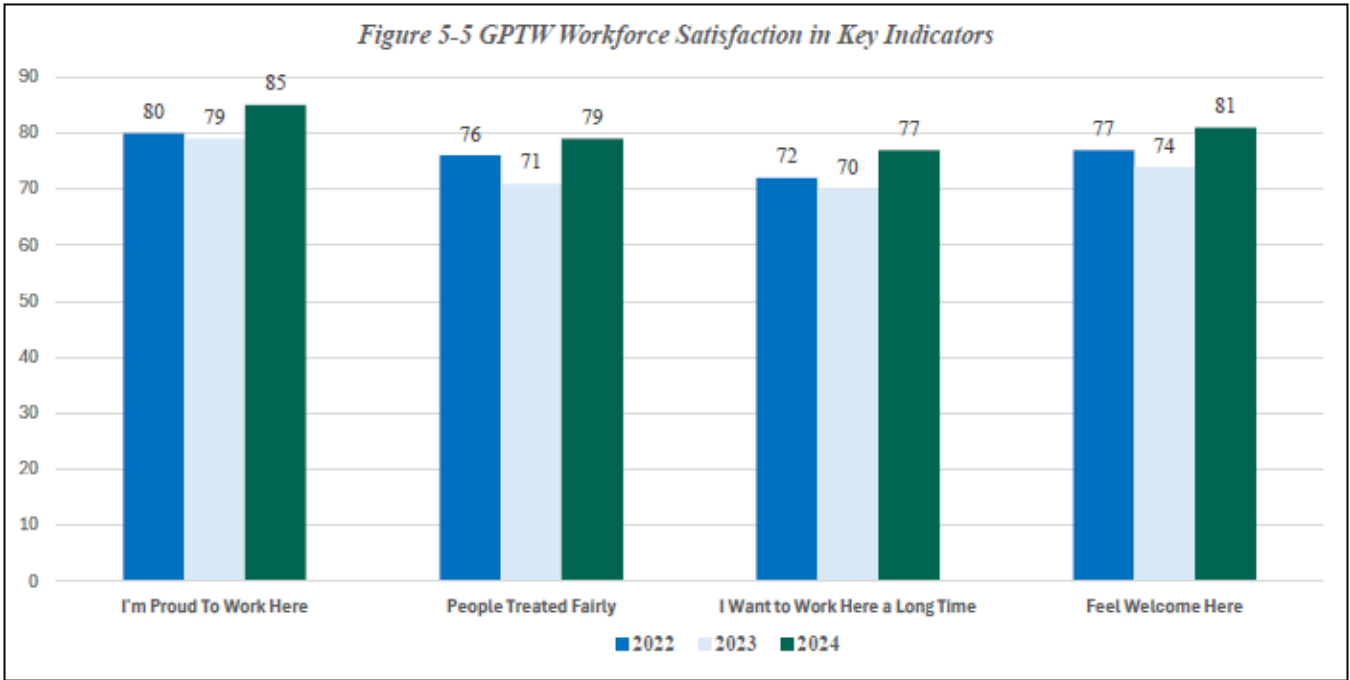Figure 5-4 GPTW Workforce Satisfaction in Key Focus Areas

Figure 5-5 GPTW Workforce Satisfaction in Key Indicators
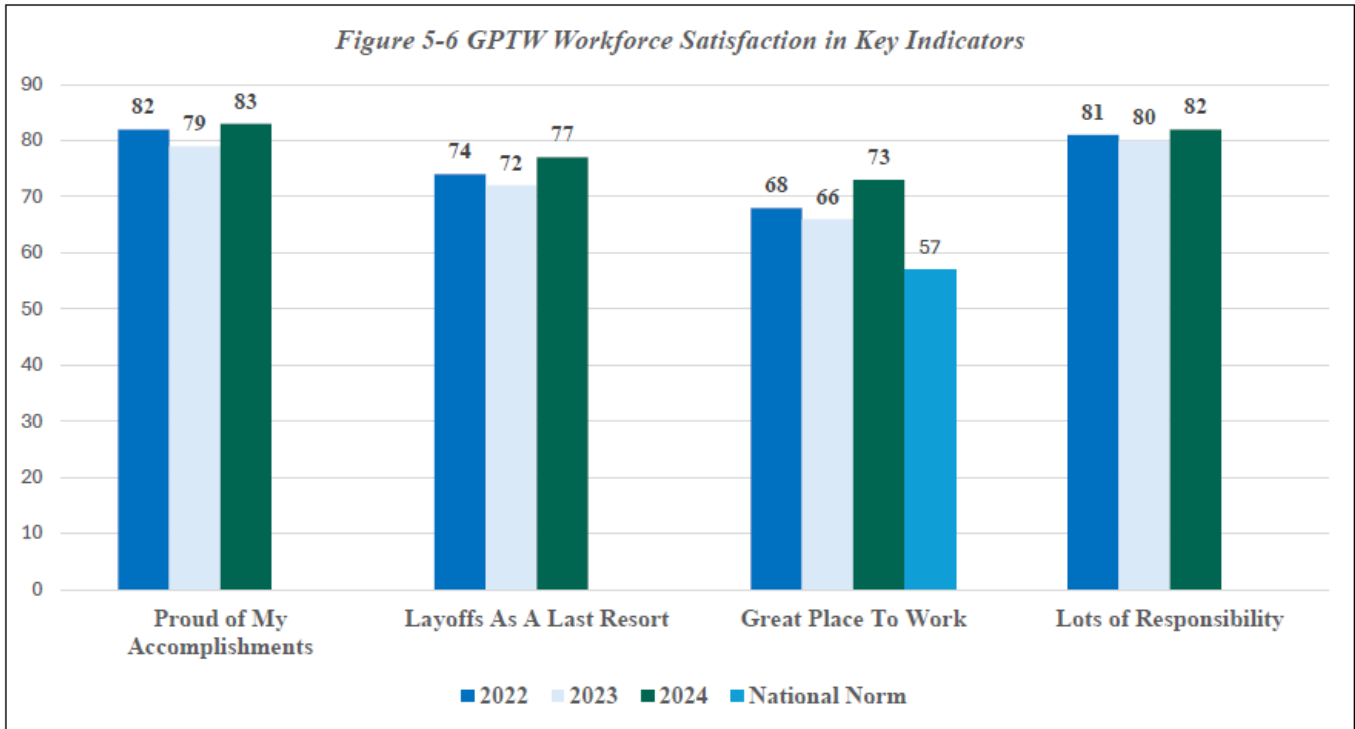
Figure 5-6 GPTW Workforce Satisfaction in Key Indicators

4 - What are your results for workforce engagement?

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

Figure 5-7 Workforce Engagement in Key Focus Areas

Figure 5-8 Workforce Engagement in Key Focus Areas

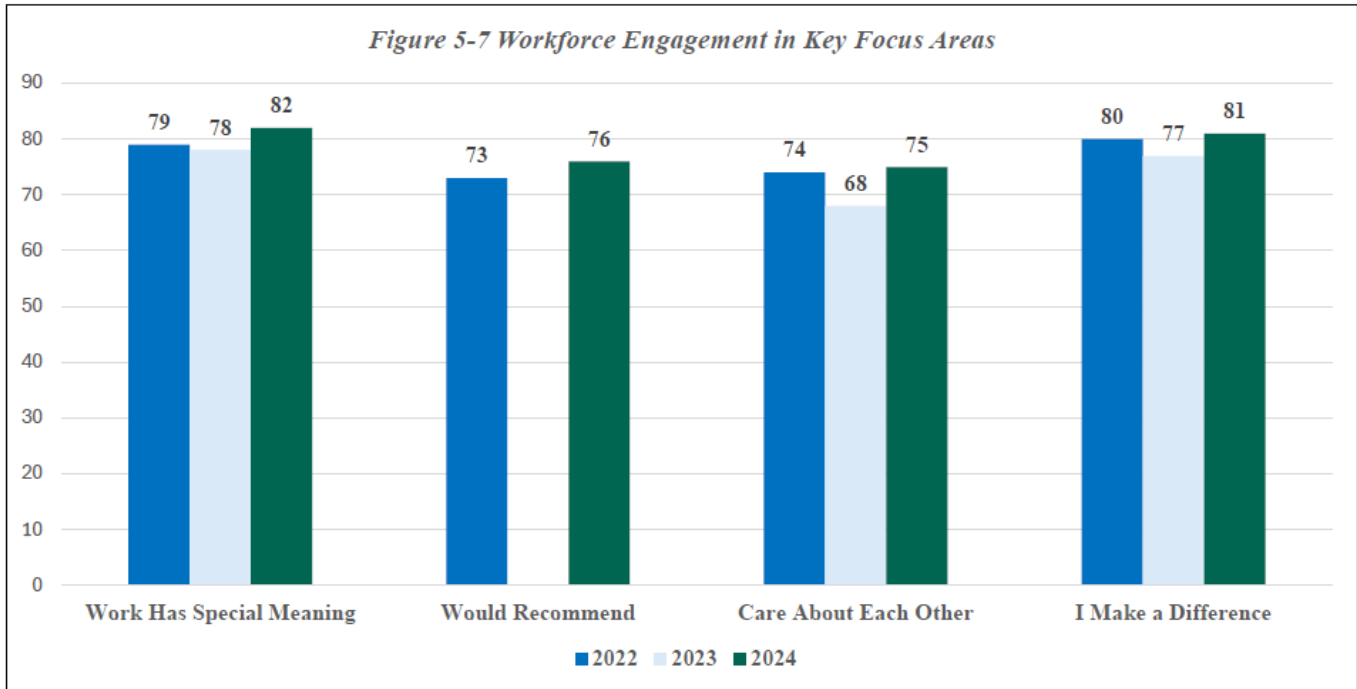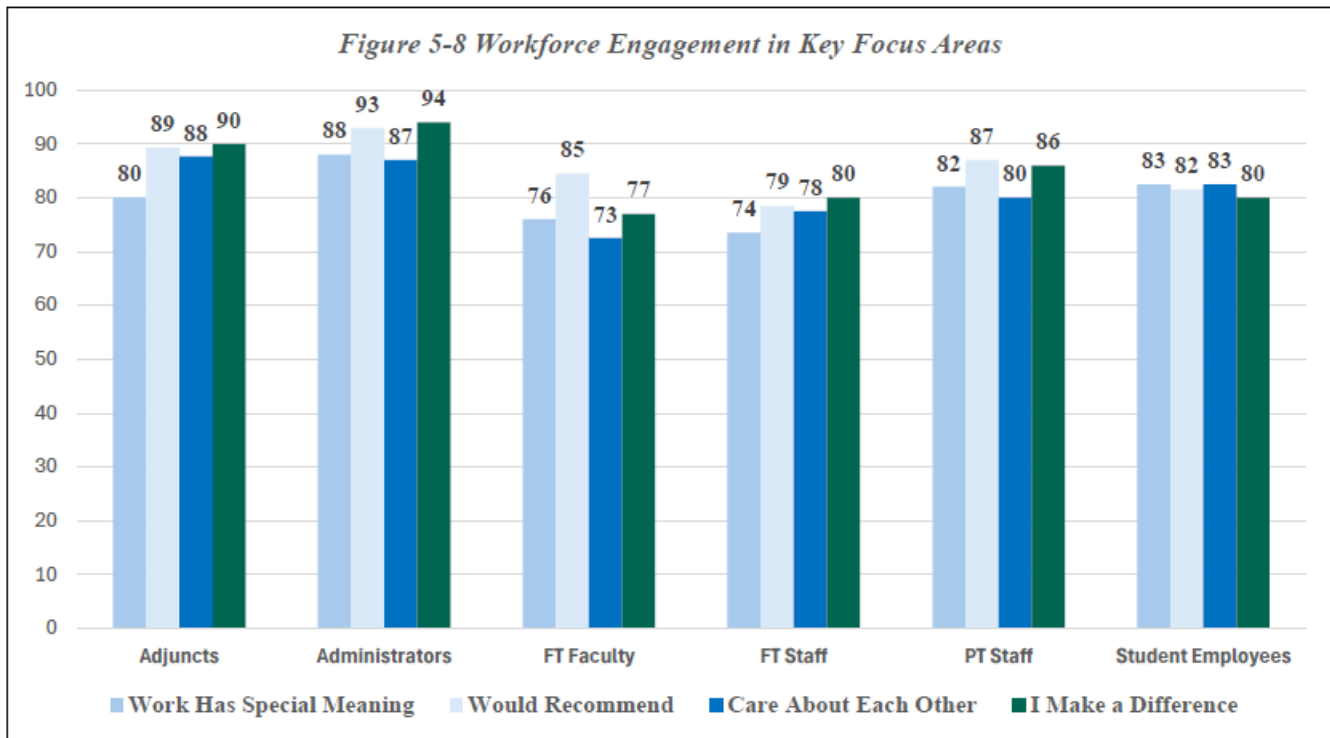| Employees Giving Back Totals					
Year	2019	2020	2021	2022	2023
Amount	$275.4K	$280.9K	$345.8K	$355.3K	$379.2K
Target	$237.0K	*	$300.0K	$375.0K	$375.0K

Figure 7-3 Employees Giving Back
Targets not set due to pandemic

Figure 7-3 Employees Giving Back

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

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

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

Figure 5-9 Participation and Engagement in 4DX

Figure 5-9 Participation and Engagement in 4DX

Employees Participating in Leadership Development Programs						
	FY19	FY20	FY21	FY22	FY23	Target
Leadership Participants	934	1,041	804	792	1,028	>800

Figure 5-10 Employees Participation in Leadership Development Programs

Figure 5-10 Employees Participation in Leadership Development

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

Figure 5-11 Faculty Participation in Teaching and Learning

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

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

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

Figure 5-12 COVID After Action Assessment Approach

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

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

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

Figure 5-13 Injury Frequency Rates

Figure 5-13 Injury Frequency Rates

Employee Assistance Program Utilization					
Year	2019	2020	2021	2022	2023
ACD Usage	16.0%	10.2%	6.5%	8.0%	9.0%
USA Benchmark	8.7%	7.8%	7.2%	6.4%	6.8%

Figure 5-14 Workplace Health and Safety Indicators

Figure 5-14 Workforce Health and Safety Indicators

GPTW Workplace Safety Results		
Year	2022	2023	2024
Score	84%	82%	87%

Figure 5-15 Workplace Safety

Figure 5-15 Workplace Safety

Customers and Markets

1 - Briefly describe your key processes used for the following:
    1. customer listening,
    2. customer engagement, and
    3. customer support.

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

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

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

Approach	Customer	Freq	Data Use
Direct Communication			
Ruffalo Noel-Levitz, Student Evals of Instruction Great Places to Work	CS	A	SL,S, E, I
ACD Satisfaction Surveys	AC Internal Customers	O	S, E, I
Help Desk	CS	O	S, E, I, C
POC Surveys	CS	O	S, E, I
SLT/VP Meetings	ACD	W	S, E, I
Classroom Observation	CS/EC	O	SL, E, I
Service Delivery	CS/EC/E/AC	O	S, E, I
Advisor Meetings	CS/EC/FS	O	SL, E, I
Open Access to Presidents	All	O	SL, S, E, I, C
School Visits	K-12/EC/PS	W	SL, S
Transfer Articulation MOU	TS	O	SL, S
Student Focus Groups/Forum	CS/PS/K-12	P	SL,S, E, I
Community Outreach	C/PS	O	S
Community Involvement	CS/EC/C	O	S, I
Campus Events	All	O	S
Advisory Committees/Groups	E/C	M	SL,S, E, I
SPP Participation	All	A	SL,S, E, I
Environmental Scan	All	O	SL,S, E, I
Meetings and Reviews	CS/EC/C/TS/E/AC	O	S, C
Complaint Management	All	O	S, C
Ethics Hotline	All	O	S, C
Regulatory Bodies	All	O	S, E
Cross-College Councils/Teams	ACD	M	S, E, I
Print			
Assessments/Tests	CS/EC	O	SL
Newsletters	CS/EC/PS	W	S, E, C
Correspondence	All	O	C
Technology			
Website	All	O	S, C
Surveys	CS/EC/AC	A	SL,S,E,I
Social Media	CS/EC/PS/C/AC	O	C
Telephone	All	O	SL,S,E,C
Registration in Person and Online	CS /EC	A	SL, E
E-mail	All	O	SL,S,E,I, C
Customer Relationship Management	All	O	S, E, I, C
Figure 11 Listening & Learning System			

Customer - *CS = Current Students; FS = Former Students; PS = Potential Students; K-12 = Feeder Schools; EC = Early College Schools; TS = Transfer Schools; E = Employers; C=Community; AC = Alamo Colleges*
Frequency - *O = Ongoing; P = Periodically; A = Annually; M = Monthly; W = Weekly;*
Use - *SL = Improve Student Learning; S = Improve Service; E = Improve Efficiency/Effectiveness; I = Improve or Innovate;*
C = Resolve Complaint or Concern

Figure 11 Listening & Learning System

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

Figure 12 Customer Engagement Methods

	Obtain Services	Means of Support
CS	Online Offerings; Course Catalog; Certificate Programs; Flex Scheduling; Campus Events; Transfer Agreements; Transcripts; Financial Aid; Registration Dates & Payment Deadlines; Final Exam Schedule; Scholarships	Student Success Offices; Advising & Counseling; Faculty Office Hours; Email, Phone; Social Media; Webpages; Extended Service Hours; Digital Display Monitors
FS	Transcript; Transfer Agreements; Campus Events; Alumni Giving; Community Programs	Student Success Offices; Email, Phone; Webpages; Extended Service Hours
PS	General/Intl/Senior Citizen Admit Process; Course Catalog; Online Offerings; Certificate Programs; Flex Scheduling; AA/AS/AAS Degrees; Registration Dates & Payment Deadlines; Campus Tours; Financial Aid; Tuition/Fees; Scholarships	Student Success Offices; College Connections; Email, Phone; Webpages; Parent Information Nights; Campus Tours; Extended Service Hours
HS	Recruiter Meetings; MOUs; Scholarships; Campus Events and Tours; Dual Enrollment; Registration Dates & Payment Deadlines;	Webpages; Email, Phone; Recruiter Meetings; College Connections
EC	Campus Events; Transfer Agreements; Final Exam Schedules	Social Media; Digital Display Monitors; Advising & Counseling; Email, Phone
TS	Course Catalog; Online Course Offerings; Transfer Agreements	Student Success Offices; Email, Phone; Webpages; Extended Service Hours
E	Workforce Programs; Campus Events; Reserving a College Facility	CTE Offices; Webpages; Social Media; Email, Phone
C	Campus Events; GED/ESL & Other Programs; Reserving a College Facility	Webpages; Social Media; Email, Phone
Figure 13 Methods for Student and Other Customer Services and Support *Note: Abbreviations align with those in Figure 11*		

Figure 13 Methods for Student and Other Customer Services and Support

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

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

Change in College Going Rates in High Schools from Large Markets		
	2013 to 2021	**2021 to 2022**
Bexar County (Alamo Colleges)	-1.40%	5.00%
Dallas County (Dallas Colleges)	-10.50%	1.30%
Harris County (Houston CC)	-9.00%	1.90%
Travis County (Austin CC)	-13.80%	2.80%
Rio Grande Valley	-6.40%	2.20%
Figure 6-1 AlamoPROMISE Effectiveness on HS College Going Rate		

Figure 6-1 AlamoPROMISE Effectiveness on HS College Going Rates
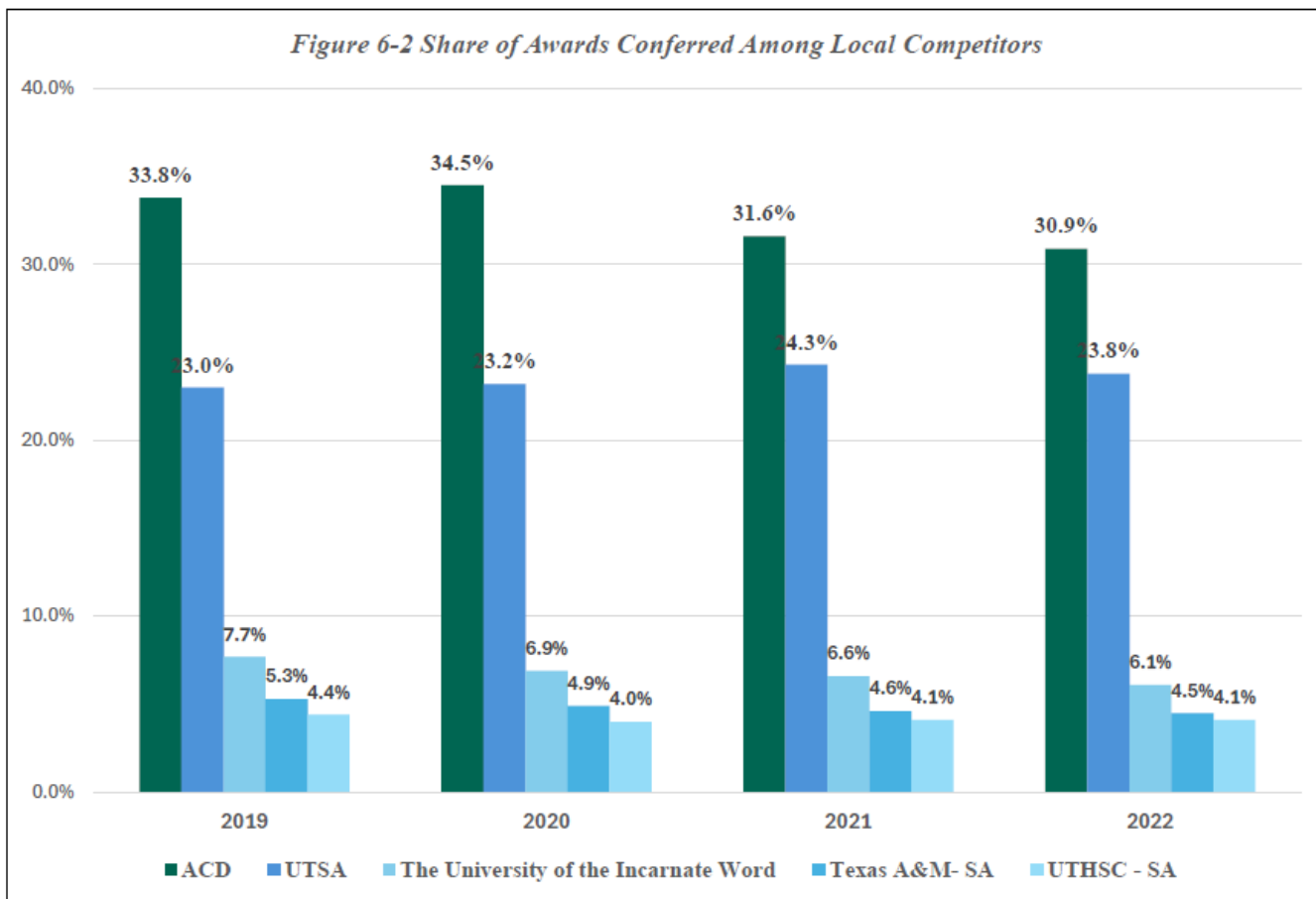
Figure 6-2 Share of Awards Conferred Among Local Competitors
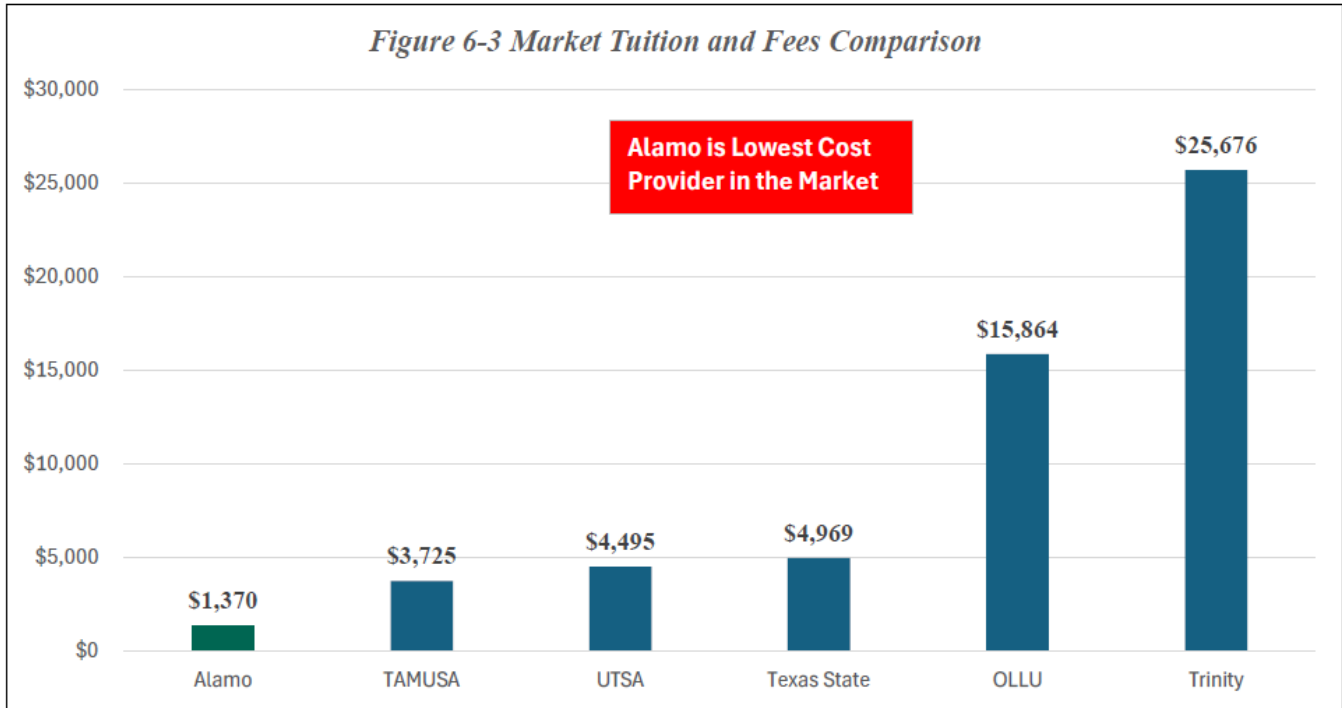
Figure 6-3 Market Tuition and Fees Comparison

3 - What are your results for your customer loyalty, including likelihood to recommend your organization, by key customer segments?
Note: For health care organizations, as appropriate: Include your results for Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) or CAHPS scores.

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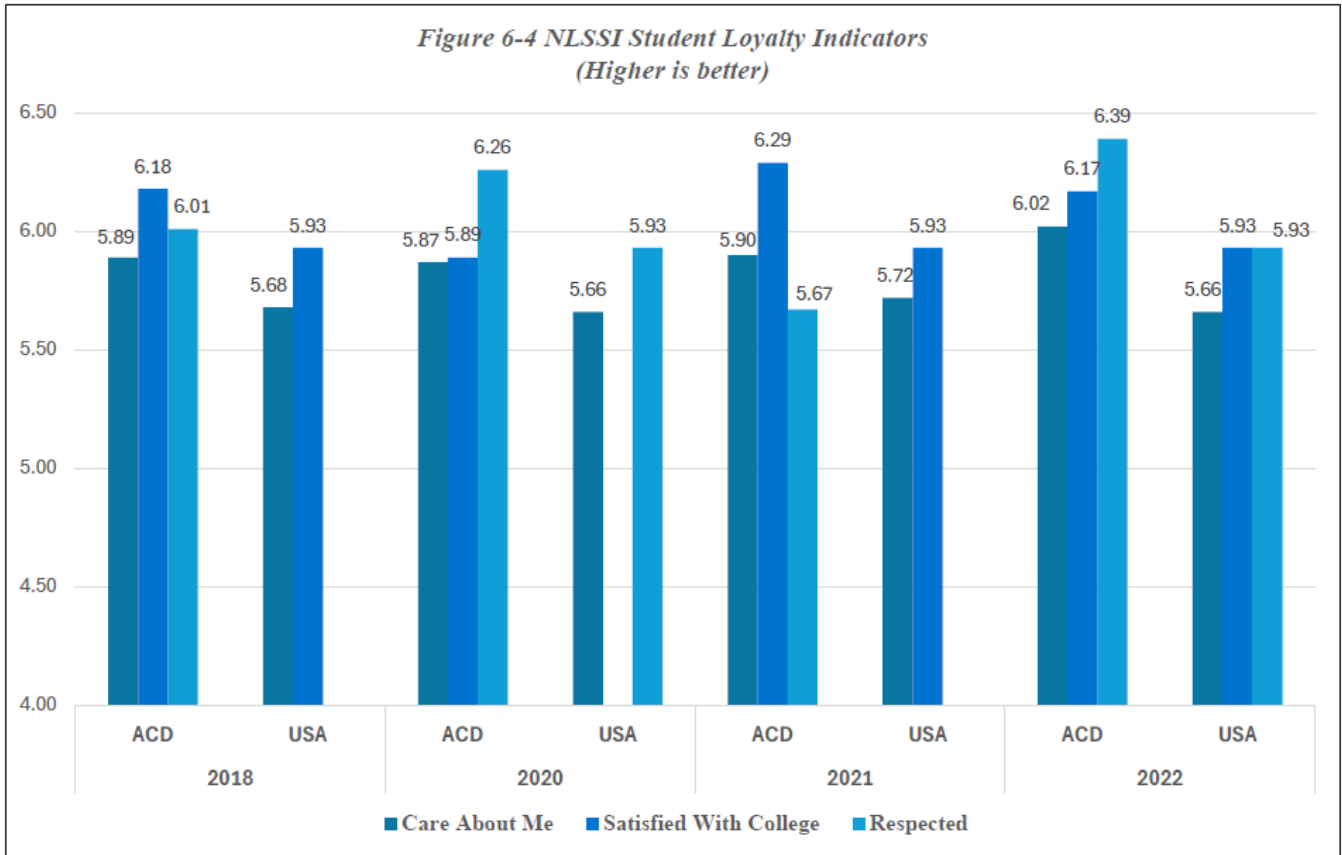
Figure 6-4 NLSSI Student Loyalty Indicators
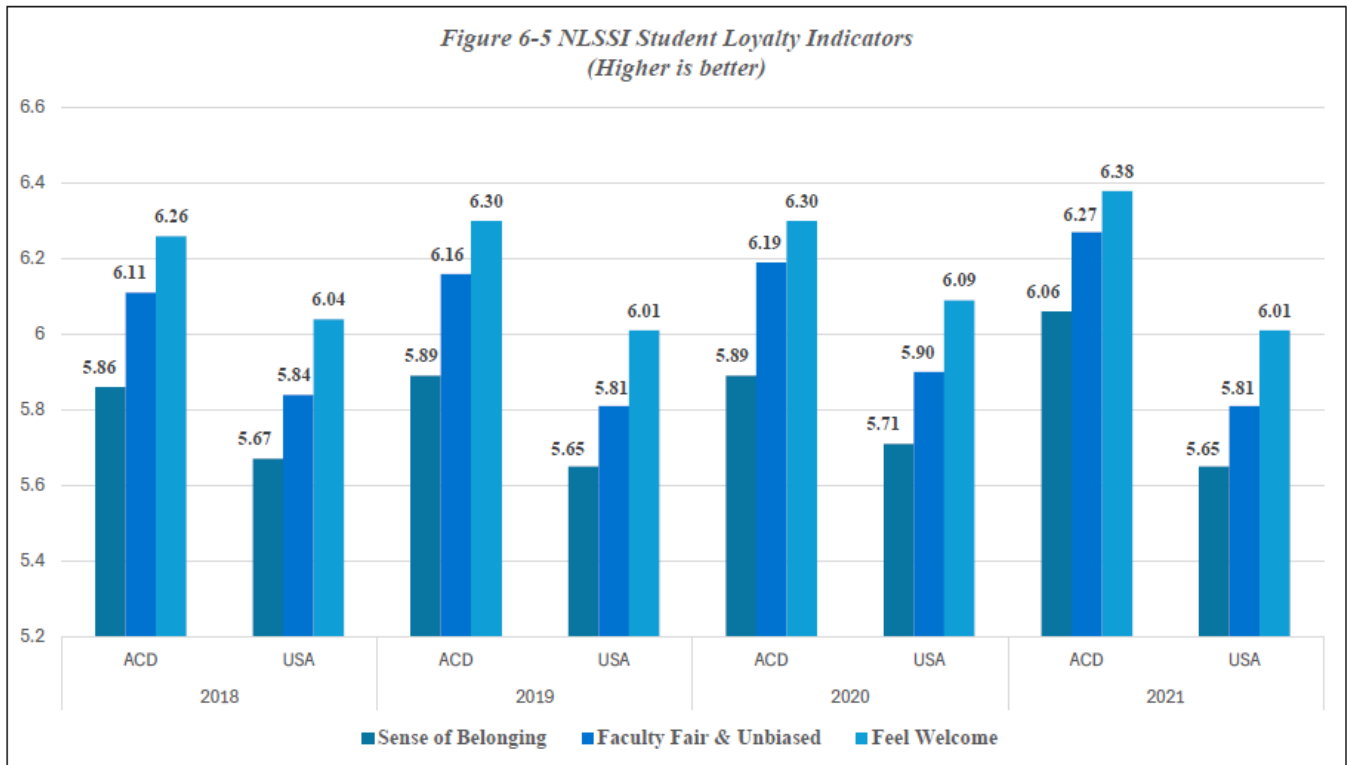
Figure 6-5 NLSSI Student Loyalty Indicators
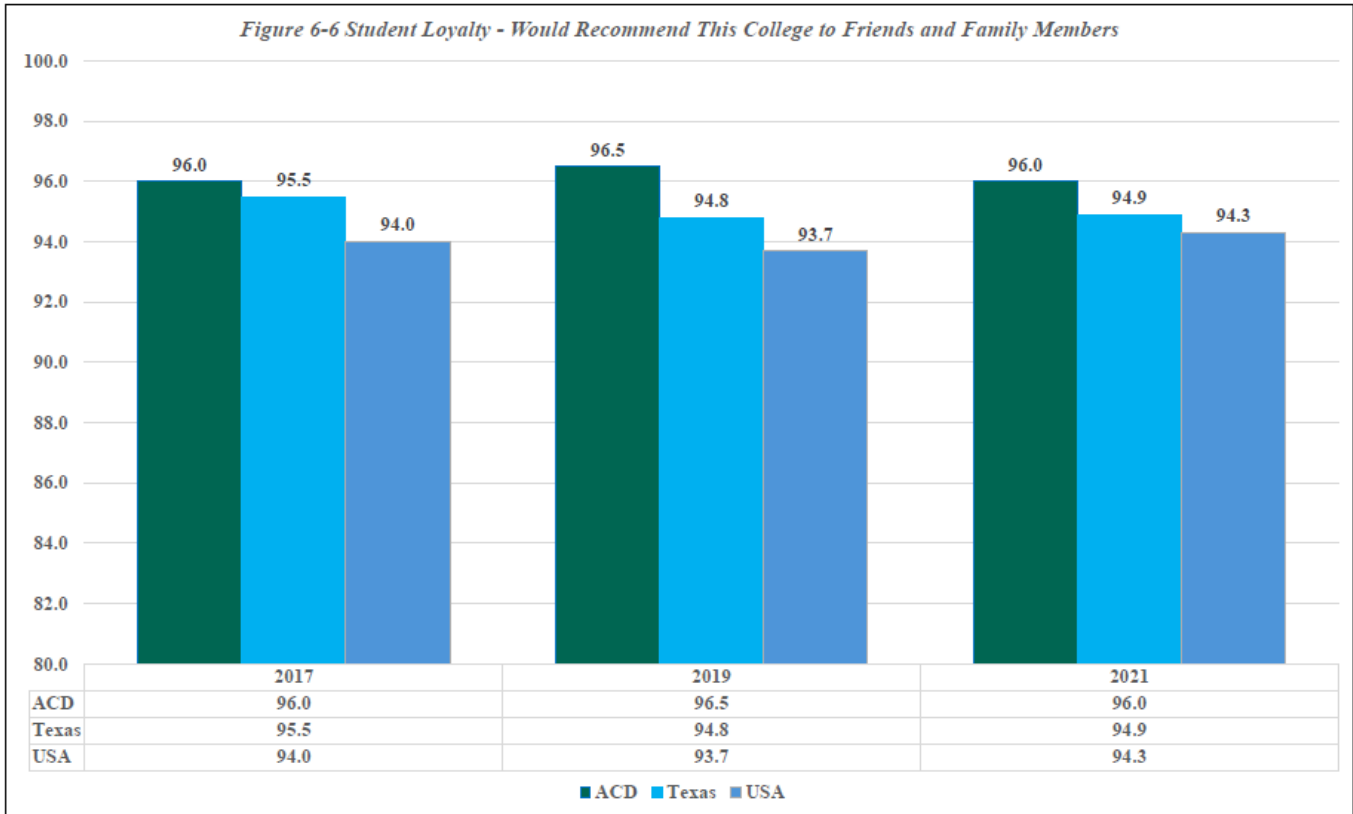
Figure 6-6 Student Loyalty - Would Recommend This College to Friends and Family Members

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

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

Student Complaints					
Year	2020	2021	2022	2023	2024
Number	50	36	30	36	24
Baseline	50	50	50	50	50
Figure 6-7 Student Complaints					

Figure 6-7 Student Complaints

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

Figure 6-8 Complaint Resolution

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

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

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

	ACD	USA	ACD	USA	ACD	USA	ACD	USA
	2018		2020		2021		2022	
Admissions	5.99	5.93	5.95	5.89	6.13	5.99	6.13	5.89
Achieve Goal	5.79	5.86	5.72	5.82	6.01	5.91	5.95	5.82
Counseling	6.05	5.82	6.04	5.78	6.10	5.89	6.17	5.78
Reputation	6.25	6.05	6.27	6.01	6.30	6.10	6.45	6.01

■ Admissions ■ Achieve Goal ■ Counseling ■ Reputation

Figure 6-9 NLSSI Student Satisfaction With Academic Services

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

	ACD	USA	ACD	USA	ACD	USA	ACD	USA
		2018		2020		2021		2022
Enjoyable Experience	6.17	5.88	6.14	5.85	6.24	5.92	6.29	5.85
Safety and Security	6.23	6.10	6.28	6.06	6.33	6.16	6.39	6.06
Respect and Support	6.14	5.89	6.19	5.85	6.16	5.96	6.35	5.85
Staff Concern	5.83	5.56	5.85	5.53	5.89	5.61	5.98	5.53

■ Enjoyable Experience   ■ Safety and Security   ■ Respect and Support   ■ Staff Concern

Figure 6-10 NLSSI Student Satisfaction With Campus Environment

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

	ACD	USA	ACD	USA	ACD	USA	ACD	USA
		2018		2020		2021		2022
Intellectual Growth	6.31	6.12	6.30	6.10	6.32	6.16	6.42	6.10
Faculty Cares	5.89	5.68	5.87	5.66	5.90	5.72	6.02	5.66
Concern for Individual	5.83	5.56	5.85	5.53	5.89	5.61	5.98	5.53
Instructional Effectiveness	6.03	5.76	6.04	5.74	6.03	5.78	6.18	5.74

■ Intellectual Growth   ■ Faculty Cares   ■ Concern for Individual   ■ Instructional Effectiveness

Figure 6-11 NLSSI Student Satisfaction With College Focus

Community Engagement

1 - Briefly describe your key processes for community engagement and societal contributions. Be sure to include your processes for the following:
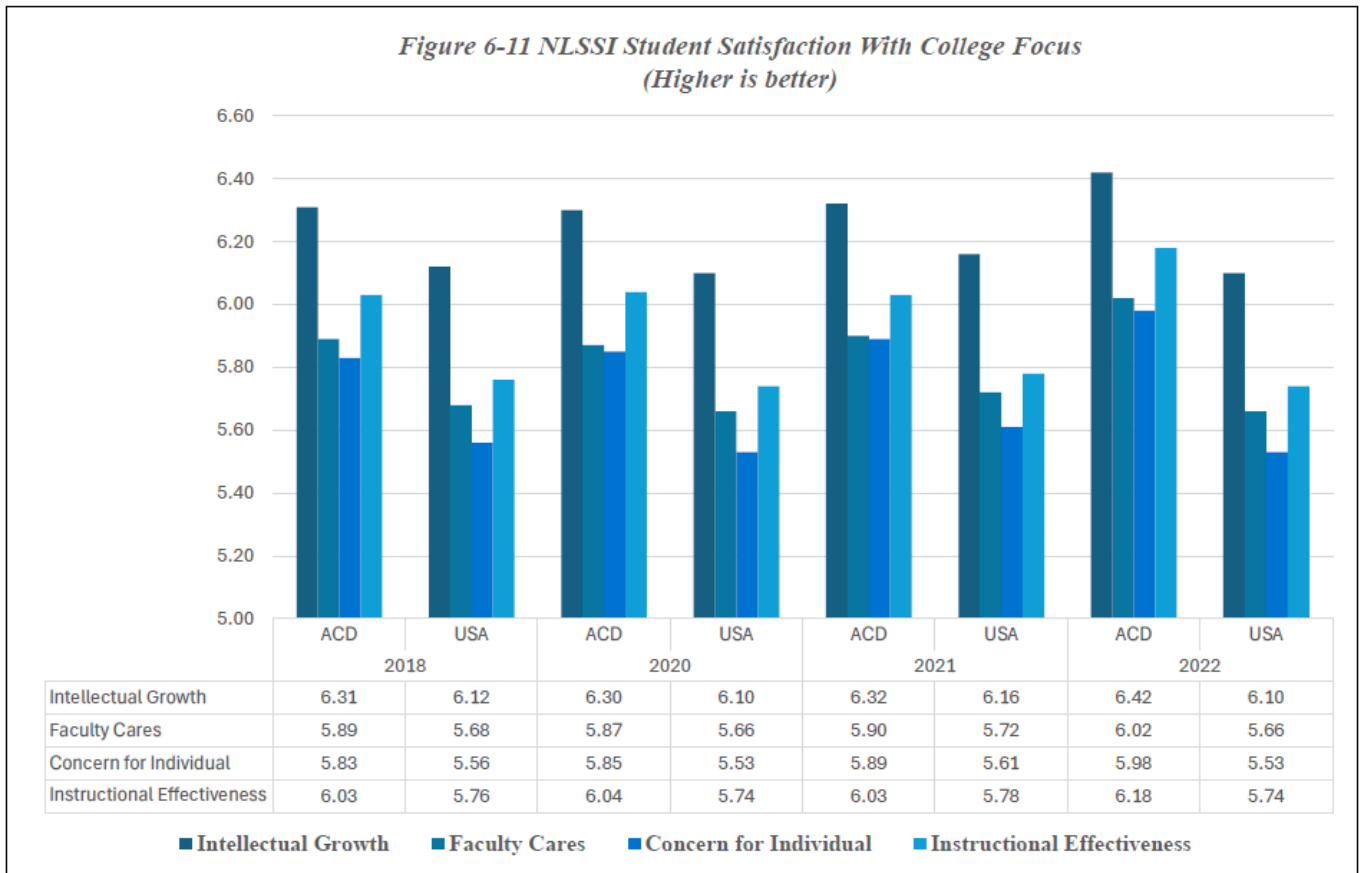 1. **listening and engaging with your key communities, and**
  2. **supporting your key communities.**

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

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

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

Figure 14 Community Support Methods

2 - What are your results for engaging and building relationships with your key communities? Be sure to include results for the following:
  1. **the number and type of engagements,**
  2. **the frequency of each engagement type (how often the engagement happens), and**
  3. **the length of time of engagements.**

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

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

Figure 7-1 Methods of Community Engagement

Figure 7-1 Methods of Community Engagement

Foundation Scholarships in Support of Students

Year	2019	2020	2021	2022	2023
Amount	$1.9M	$2.1M	$1.7M	$1.7M	$2.0M
Benchmark	=> $1.5M	=> $1.5M	=> $1.5M	=> $1.5M	=> $1.5M

Figure 7-2 Foundation Scholarship Results

Figure 7-2 Foundation Scholarship Results

3 - What are your results for societal contributions?
Note: See below for some examples of societal contributions:
- reduced energy consumption
- use of renewable energy resources and recycled water
- reduction of your carbon footprint
- waste reduction and utilization
- alternative approaches to conserving resources (e.g., increased virtual meetings)
- global use of enlightened labor practices; and
- donations of goods or services to promote housing, community health, and food security.

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

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

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

Figure 7-3 Employees Giving Back

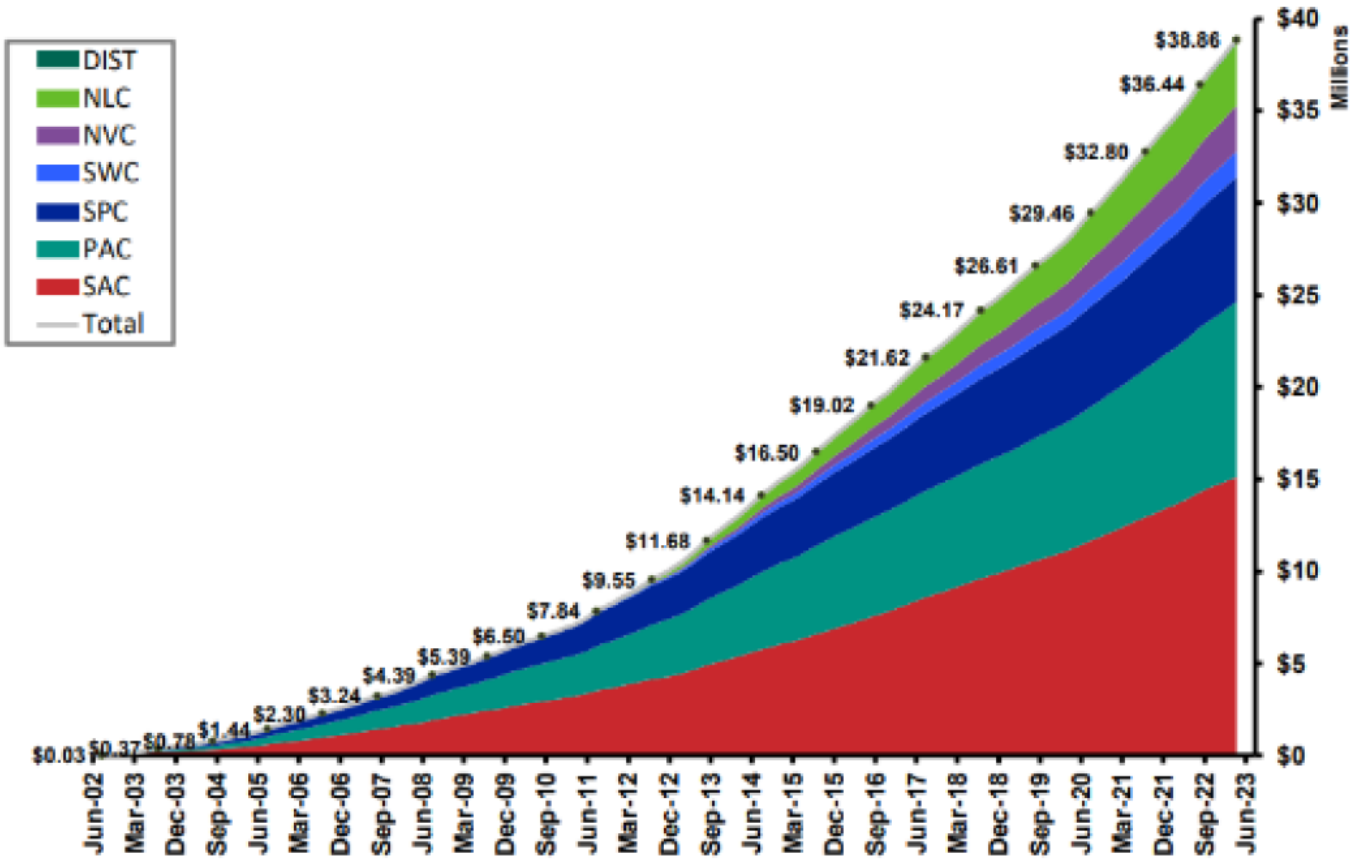| ACD Advocacy Centers: Building Relationships			
Year	2021	2022	2023
Advocacy Center Pop Up Markets	45	31	27
Advocacy Center Households Served	6,058	16,670	14,459
Estimated Local Economic Impact	$1.1M	$2.6M	$2.5M
Advocacy Center Persistence (%)	65.5% v. 61.5%	74.8% v 67.4%	71.4% v 65.1%
Partnership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

Figure 7-4 Advocacy Center Effectiveness

Figure 7-5 Alamo Colleges District Cumulative Savings

Finance

1 - Briefly describe your key processes used for managing your organization's finances to ensure the following:
1. **financial viability, and**
2. **access to capital during disruptions.**

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

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

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

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

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

Figure 15 Preliminary Steps of the Budget Process

Figure 15 Preliminary Steps of the Budget Process

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

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

Bond Ratings

Year	2019	2020	2021	2022	2023
S&P	AAA	AAA	AAA	AAA	AAA
Moodys	Aaa	Aaa	Aaa	Aaa	Aaa

Figure 8-1 ACD Bond Ratings

Figure 8-1 ACD Bond Ratings

Reserves

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

Figure 8-2 Reserves

Figure 8-2 Reserves

Growth in Taxable Assessed Value

Year	2019	2020	2021	2022	2023
Value	$172.5B	$182.8B	$193.6B	$224.9B	$250.0B
Growth	6.42%	5.63%	5.60%	13.89%	10.06%

Figure 8-3 Growth in Taxable Assessed Value

Figure 8-3 Growth in Taxable Assessed Value

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

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

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

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

Figure 8-4 ACD Composite Financial Index

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

Figure 8-5 ACD Change in Net Position

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

Figure 8-6 ACD Sources of Revenue

Glossary of Terms and Acronyms

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

Note: Acceptable examples of a glossary entry are:

PES: Performance Evaluation System

SPP: strategic planning process

NA

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

GLOSSARY

Abbreviation	Definition
4DX	Four Disciplines of Execution
AA	Associate of Arts degree
AAS	Associate of Applied Science degree
AAT	Associate of Arts in Teaching degree
ABO	ACD Budget Office
AC	Alamo Colleges
ACCESS	Alamo Colleges Center of Excellence for Student Success
ACD	Alamo Colleges District
ACES	Alamo Colleges Educational Services online portal for student, faculty, & staff services
AD&D	Accidental Death & Dismemberment
ADA	Americans with Disability Act
AFIT	Alliance for Innovation & Transformation
AICCEP	Aspen Institute's Community College Excellence Program
ALAS	Alamo Colleges Leadership Academy for Success
AP	Action Plan
AS	Associate of Science degree
AtD	Achieving the Dream
AVC	Associate Vice Chancellor
BLS	Bureau of Labor Statistics
C	Completion
CC	Community College
CES	Communicate & Engagement System
COOP	Continuity of Operations Plan
CPU	College Performance Update
CTE	Career & Technical Education
DLT	District Leadership Team
DOE	Department of Education
DOL	Department of Labor
DPS	Department of Public Safety
E	Enrollment
EAP	Employee Assistance Program
EC	Early Connections
ECHS	Early College High School
EEOC	Equal Employment Opportunity Commission
EOP	Emergency Operations Plan
EPA	Environmental Protection Agency
ERM	Enterprise Risk Management
ERP	Enterprise Resource Planning
ERS	Employees Retirement System
ES	Environmental Scan
ESL	English as a Second Language
ETC	Education & Training Center
FCC	Federal Communications Commission
FERPA	The Family Educational Rights & Privacy Act

Abbreviation	Definition
FM	Funding Model
FMLA	Family Medical Leave Act
FOCUS PDCA	Continuous process improvement methodology steps: Find, Organize, Clarify, Understand, Select, Plan, Do, Check, Act
FPIA	Financial Planners & Insurance Advisers
FTIC	First Time in College
GASB	Governmental Accounting Standards Board
GED	General Educational Development (GED) subject tests to certify American or Canadian high school-level academic skills.
GPTW	Great Place to Work
HR	Human Resources
HS	High School
Intl	International
IRS	Internal Revenue Service
IT	Information Technology
K-12	Public School System (Kindergarten to 12th Grade)
KPI	Key Performance Indicator
LLS	Listening & Learning Systems
MOU	Memorandum of Understanding
MVV	Mission, Vision, & Values
NCCBP	National Community College Benchmark Project
NIMS	National Incident Management System
NLC	Northeast Lakeview College
NLSSI	Noel-Levitz Student Satisfaction Inventory
NSF	Non-Sufficient Funds
NVC	Northwest Vista College
ORP	Optional Retirement Plan
OSHA	Occupational Safety & Health Administration
P	Progress
PAC	Palo Alto College
PACE	The Personal Assessment of the College Environment
PCA	Purchasing & Contract Administration unit
PCard	Procurement/Purchasing Credit Card
PDM	Process Design Model
PFIA	Texas Public Funds Investment Act
PO	Purchase Order
POC	Point of Contact
PPE	Personal Protection Equipment
P Tech	Pathways in Technology Early College High School
PTP	Progress to Plan
RIP	Radical Innovation Process
ROI	Return on Investment
RTW	Ready to Work
SA	San Antonio
SAC	San Antonio College
SACSCOC	Southern Association of Colleges & Schools Commission on Colleges

Glossary of Terms and Abbreviations

ALAMO COLLEGES DISTRICT

GLOSSARY

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

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2024 Glossary of Terms and Abbreviations

Release and Ethics Statements

Release Statement

✓ I understand that *
- this application will be reviewed by members of the Board of Examiners.
- if my organization is selected for a site visit, my organization will host the site visit,
- facilitate an open and unbiased examination, and
- pay reasonable costs associated with the award evaluation

✓ If selected to receive an award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations. *

Ethics Statement

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

✓ I understand that after I submit the application, I will not be able to update it. *

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

Signature: * Dr. Thomas Cleary