



November 8, 2018

Dr. Adena Williams Loston
President
Saint Philip's College
1801 Martin Luther King Drive
San Antonio, TX 78203

Dear Dr. Loston:

Thank you for your letter of June 28, 2018, conveying the prospectus for two off-campus high school sites where more than 50% of credit toward the Associate of Arts (A.A.) will be offered, effective January 2019. A single prospectus that addresses multiple sites is acceptable if each site offers the exact same programs and courses. Although courses at both sites are part of the A.A. degree program, course offerings are not identical.

We will review both sites separately this time only without asking for an additional prospectus. The institution is reminded not to submit combined prospectuses in the future unless offerings are exactly the same at all sites.

This letter will review the following off-campus instructional site:

Robert G. Cole High School (Fort Sam Houston Independent School District)
4001 Winans Road
San Antonio, Texas 78234

Notification of offering 25-49% of credit at the site was accepted in a Commission letter dated January 9, 2018. Expansion at the site supports institutional strategic objectives and meets a state educational mandate. Students meet the same requirements for admissions, curriculum, and graduation as the general population. A Memorandum of Understanding between the institution and the Fort Sam Houston Independent School District addressed areas such as student eligibility, faculty selection, academic advising, and other salient issues. Instruction will be offered face-to-face at the site.

Oversight of the dual credit program is the responsibility of the Dean of Arts and Sciences. The Dean, Director of High School Programs, and the high school's program staff serve as liaisons to provide support for the initiative. The institution uses surveys to assess student satisfaction of support programs and services (Ruffalo Noel-Levitz Student Satisfaction Inventory) and student perception of teaching and learning (Community College Survey of Student Engagement).



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The majority of faculty will be employed as full-time teachers in their respective high school district and, as adjunct faculty for St. Philip's, and will be supervised by the department chair. Adjunct faculty are expected to participate in professional development opportunities and required college and department meetings. The Faculty Roster Form for faculty teaching English, history, and mathematics was provided; faculty qualifications appear appropriate.

Students have access to appropriate learning resources using the College's portal system, and a scan of the library's website noted resources germane to the courses in the A.A. program. Through the library at the high school, students are provided internet access to St. Philip's library as well as electronic databases and resources. Students may use the Ask a Librarian service for 24/7 requests for information and research needs, and a live chat service is also available. Faculty and students can request library instruction training, and library guides are available for subject-specific assistance.

Discussion of student support services was noted, and for off-campus students, services can be accessed online or by phone. Online tutoring assistance is provided through SMARThinking.

The Robert G. Cole site houses classrooms with additional open seating environments for collaborative learning. Technology labs are accessible in campus buildings and in the Media Resource Center, and students have 24-hour access to an individual Chromebook. All math, English, and social studies faculty have access to appropriate instructional materials with designated funds for emerging physical and electronic instructional resources.

The institution receives funding from the state based on contact hour generation. Discussion was noted for the prorated costs for support personnel to deliver the program at the site; other costs are absorbed by various departments as part of their operational budgets.

Procedures for systematic evaluation and assessment of instructional results at the high school site are the same as those for on-campus instruction. An annual review through the Operation Unit and Assessment Planning protocol provides regular data review, including performance indicators such as graduation and transfer rates. Each educational program includes core objectives and competencies promoted by the Texas Higher Education Coordinating Board. A scorecard is used to tie goals, measure, benchmarks, and documentation of results in a consolidated format that also provides trend data.



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The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Robert G. Cole High School off-campus instructional site. It was the decision of the Board to approve the site and include it in the scope of the current accreditation. The site will be reviewed, and may include a site visit, as part of the institution's next fifth-year and/or decennial review.

Keep in mind that all Commission principles and policies apply without exception to dual-enrollment students, programs, and instructional sites.

Enclosed is an invoice for \$500 to help defray the cost of review of the prospectus.

At its meeting in June 2018, the Board of Trustees approved modification of the "*Substantive Change Policy for SACSCOC Accredited Institutions Policy Statement*," for any type of substantive change requiring approval. If an approved substantive change has not been implemented within two years of action by the SACSCOC Board of Trustees, the institution will need to submit a new prospectus for the change or application for a level change.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/MAC:iy

Enclosure

cc: Dr. Maria Hinojosa, Director, Institutional Planning, Research, and Effectiveness ✓
Dr. Patricia L. Donat