Part I Signatures Attesting to Integrity

By signing below, we attest that <u>St. Philip's College</u> has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: *September 13, 2011*

Accreditation Liaison

Name of Accreditation Liaison: Mecca M. Salahuddin
                                                        Director of Planning, Research, and Effectiveness

Signature: *Mecca M. Salahuddin*

Chief Executive Officer

Name of Chief Executive Officer: Dr. Adena Williams Loston
                                                        President

Signature: *Adena Williams Loston*

ALAMO COLLEGES

Office of the President

ST. PHILIP'S COLLEGE

Dr. Michael S. Johnson, Vice President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane, Decatur, GA 30033

September 13, 2011

Dear Dr. Johnson,

It is my pleasure to submit to the Commission the *2011 SACS Fifth Year Interim Report* for St. Philip's College. For the convenience of you and the reviewers, the report materials have been prepared in electronic format. In addition, provided is a hard copy of the report.

The entire St. Philip's College *2011 SACS Fifth Year Interim Report* has been copied to a Thumb Drive for your convenience. This will allow you to access the materials when an Internet connection is not available. Evidence files will be accessible via the Thumb Drive.

Please note, the College is in the process of implementing a new website scheduled to go live October 15, thus access to external web links related to the evidence provided in the report may not be possible at that time. To access the Thumb Drive materials, please follow the instructions below:

Instructions for Accessing the Report via the Thumb Drive
In most cases by inserting the Thumb Drive into a USB port in your computer, it will automatically open to the **Home** page of our submission. In the event that it does not, 1) Open your file explorer function, 2) Browse to the Thumb Drive, and 3) In the root folder look for a file called Index.htm or Index and Click on it. The submission will open.

After you click on the **Submission** tab at the top of the screen, you will find an **Index** to all sections on the left hand side. By clicking on the appropriate standard, you will be taken directly to the narrative, as well as the evidence supporting our response to that standard.

When possible we have converted evidence files to .PDF. These will be best viewed in Adobe 9 or higher. If you do not have the latest version of Adobe viewer, you can access the Adobe website for a free download.

If you have any technical questions or need additional information please call or contact Mecca Salahuddin at 210-486-2897 or msalahuddin1@alamo.edu.

I look forward to your review of the College's report and feedback from the Commission. If you have any question or need any further assistance, please do not hesitate to contact me at 210-486-2900 or aloston@alamo.edu.

Sincerely,

Adena Williams Loston, PhD
President

Cc: Ruth Dalrymple
Vice President of Academic Affairs

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Part II The Institutional Summary Form Prepared for Commission Reviews

II-A EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

    ☑ Diploma or certificate program(s) requiring less than one year beyond Grade 12

    ☑ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12

    ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed to a baccalaureate institution

    ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not desig transfer

    ☐ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or t

    ☐ Professional degree program(s)

    ☐ Master's degree program(s)

    ☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)

    ☐ Doctoral degree program(s)

    ☐ Other (Specify)

2. Types of Undergraduate Programs (Check all that apply)

    ☑ Occupational certificate or diploma program(s)

    ☑ Occupational degree program(s)

    ☑ Two-year programs designed for transfer to a baccalaureate institution

    ☑ Liberal Arts and General

    ☐ Teacher Preparatory

    ☐ Professional

    ☐ Other (Specify)

II-B GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private *(check one)*

    ☐ Independent, not-for-profit

    Name of corporation OR

    Name of religious affiliation and control:

    ☐ Independent, for-profit

    If publicly traded, name of parent company:

☑ Public state *(check one)*

    ☐ Not part of a state system, institution has own independent board

    ☑ Part of a state system, system board serves as governing board

    ☐ Part of a state system, system board is super governing board, local governing board has deleg

    authority

    ☐ Part of a state system, institution has own independent board

PART II- ABBREVIATED INSTITUTIONAL SUMMARY

II-1 History and Characteristics

Provide a brief history of the institution a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any; unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.) If appropriate, indicate those institutions that are considered peers.

Brief History

St. Philip's College, one of the oldest and most diverse community colleges in the nation, is the only college to be federally designated as both a historically Black college and a Hispanic-serving institution. Founded in 1898 through the efforts of Bishop James Steptoe Johnson of St. Philip's Episcopal Church of the West Texas Diocese, the college initially functioned as the St. Philip's Normal and Industrial School, a school designed to educate and train the children and grandchildren of recently emancipated slaves. Eventually the institution grew to become St. Philip's College and was affiliated with the San Antonio Union Junior College District, now known as the Alamo Community College District.

Mission

St. Philip's mission is to *provide a quality educational environment that stimulates leadership, personal growth and a lifelong appreciation for learning*.

Geographic Service Area

St. Philip's College is located in an urban community on the east side of San Antonio, just two miles from downtown. The College's service area is broad and includes the territory within Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties. Additional service areas include Atascosa County, except the territory within the Pleasanton Independent School District, and Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.

Student Population

In fall 2010, St. Philip's College served 10,828 credit students, and over 8,000 continuing education students. Credit students were mostly female, Hispanic and with a mean age of 26.7. Additional demographic information is provided in Table 1 below.

Student Profile

Gender	10,828	100%
Male	4,747	44%
Female	6,081	56%
Race	10,828	100%
Black	1,538	14%
White	4,598	32%
Hispanic	3,840	48%
Other (includes students with two or more races; unknown)	852	7%
Veterans	10,828	100%
Veterans	1,039	10%
Non-Veterans	9,789	90%

Table 1

Unusual and Distinctive Features

St. Philip's consists of two campuses, the Martin Luther King, or MLK Campus, and the Southwest Campus. Both campuses provide comprehensive educational opportunities for students preparing for the workforce and for students transferring to four-year institutions. Southwest Campus however, primarily serves students interested in large scale industrial training such as aircraft and transportation, manufacturing and construction. The Southwest Campus also houses the Centers for Excellence in Math and Science. The Centers opened in 2010 in response to workforce needs for trained workers for high paying careers in science, technology, engineering, and mathematics (STEM) fields.

As a federally designated Historically Black College as well as a Hispanic Serving Institution, St. Philip's is proud of its unique distinction as an institution thriving in its diversity. St. Philip's is an important force in the

local community, responsive to the needs of business and industry in preparing a skilled workforce and also in preparing individuals to further their educational opportunities through transfer to four-year institutions.

Admission Policies

As a comprehensive, public community college, St. Philip's adheres to an open door policy. Goal I of the College's Strategic Plan is Access to Higher Education. St. Philip's is committed to maintain and extend an open door and affordable access to quality higher education for citizens of Bexar County and surrounding service area.

Peer Institutions

St. Philip College is one of four individually accredited colleges within the Alamo Community College District. Accredited peer institutions within the district include San Antonio College, Palo Alto College and Northwest Vista College.

II-2 List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report (January to December). Provide term dates.

St. Philip's College is authorized to grant <u>Associate of Applied Science</u> degrees and certificates as listed in

Table 2 below.

Associate of Applied Science: Programs, Majors, Certificates and Graduates – Fall 2009 through Summer 2010

Program	Major / Certificate	Fall 2009 Graduates	Spring 2010 Graduates	Summer 2010 Graduates	2009-2010 Total Graduates
Air Conditioning	Air Conditioning & Heating	19	17	4	40
Drafting	Computer Aided Drafting (Architectural)	5	2	2	9
Electrical Trades	Electrical Trades	16	9	11	36
Home Building	Home Building Technology	6	3	0	9
Automotive Service Education Program	General Motors Automotive Service Educational Program (ASEP)	0	5	1	6
Automotive Technology	Automotive Technology	21	22	1	44
	Brake & Front End Specialist	10	16	0	26
	Heating & Air Conditioning Specialist	10	15	1	26
	Performance Specialist	6	4	0	10
	Transmission Specialist	12	7	1	20
Accounting Information Systems Tech	Accounting Technician	2	6	0	8
	Payroll Clerk	0	1	0	1
Administrative Computer Tech	Administrative Assistant	3	2	0	5
	Medical Administrative Assistant	2	1	0	3
	Office Assistant	0	1	0	1
Business Management	Construction Business Management	1	1	0	2
	E-Business	3	2	0	5
Computer Science	Computer Science	2	0	1	3
Information Technology	Web Developer	0	2	0	2

Bio-Medical Equipment Tech	Bio-Medical Equipment Tech	0	8	1	
	Computer Maintenance Technology	3	5	0	8
	Network Maintenance Specialist	2	4	0	6
Information Technology	Desktop Support Specialist	2	2	0	4
	Network Administrator	4	4	3	11
Power Generation and Alternative Energy*	Power Generation and Alternative Energy*	N/A	N/A	N/A	N/A
Aircraft Technology	Aircraft Technician (Airframe)	11	7	2	20
	Aircraft Technician (Power Plant)	14	11	2	27
Diesel Technology	Diesel Construction Technology	1	2	0	3
	Diesel – Light to Heavy Truck	3	3	2	8
Auto Body Repair	Collision/Refinishing Technician	2	4	0	6
Manufacturing Engineering Tech	CNC Manufacturing Technician	0	1	0	1
Welding	Welder/Welding Technologist	1	3	0	4
Baking & Pastry Arts	Baking & Pastry Arts	0	1	0	1
Culinary Arts	Culinary Arts	20	11	1	32
Hotel Management	Hotel Management	1	4	1	6
Restaurant Operations	Restaurant Management	5	2	0	7
Hospitality Event Management	Hospitality Event Management	0	1	1	2
Associate Degree Nursing	LVN to AD N Mobility Program	34	2	0	36
Medical Lab Tech	Medical Lab Tech	6	2	1	9
Radiography Tech	Radiography Tech	0	48	1	49
Respiratory Therapy	Respiratory Therapy	1	0	20	21
Sonography	Diagnostic Medical Sonography	0	12	0	12
Early Childhood and Family Studies	Early Childhood Studies	5	17	1	23
Health Information Systems	Health Information Technology	3	9	2	14
Occupational Therapy Assistant	Occupational Therapy Assistant	1	22	0	23
Physical Therapy Assistant	Physical Therapy Assistant	0	22	0	22
Occupational Safety	Safety and Health	N/A	N/A	N/A	N/A

Program	Majors			
and Health Technology*				
Occupational Safety and Health Technology*	Safety Engineering	N/A	N/A	N/A	N/A
Occupational Safety and Health Technology*	Industrial Hygiene	N/A	N/A	N/A	N/A

*Indicates a new program beginning after 2009-2010 Academic Year

Table 2

St. Philip's College is authorized to grant <u>Associate of Arts</u> degrees and certificates as listed in Table 3 below.

Associate of Arts: Programs, Majors, Certificates and Graduates – Fall 2009 through Summer 2010

Program	Majors	Fall 2009 Graduates	Spring 2010 Graduates	Summer 2010 Graduates	2009-2010 Total Graduates
Criminal Justice	Criminal Justice	2	6	2	10
Psychology	Psychology	6	7	0	13
Sociology	Pre-Social Work	1	0	0	1
	Sociology	1	1	0	2
Education	Teacher Education	6	17	7	30
English	English	1	0	0	1
Foreign Languages	Spanish	2	1	0	3
Speech	Speech	1	0	0	1
Liberal Arts	Liberal Arts	41	36	14	91
Art	Digital Media	0	2	0	2
	Drawing and Painting	2	2	0	4
Mathematics	Mathematics	3	0	0	3
	Pre-Engineering	3	0	0	3
Economics	Economics	11	20	3	34
History	History	0	1	0	1
Pre-Law	Pre-Law	1	0	0	1
Kinesiology	Kinesiology	11	7	6	24
Business Administration	Business Administration	13	19	0	32

Table 3

St. Philip's College is authorized to grant <u>Associate of Science </u>degrees and certificates as listed in Table 4 below.

Associate of Science: Programs, Majors, Certificates and Graduates – Fall 2009 through Summer 2010

Program	Majors	Fall 2009 Graduates	Spring 2010 Graduates	Summer 2010 Graduates	2009-2010 Total Graduates
Biology	Biology	8	4	0	13
	General Science	1	1	0	2
	Pre-Dentistry	1	1	0	2
	Pre-Medicine	9	6	1	16
	Pre-Nursing	9	3	5	17
	Pre-Pharmacy	3	1	0	4
	Health Profession	5	4	3	12
Chemistry	Chemistry	1	0	0	1
	Earth Sciences and Natural Resources*	N/A	N/A	N/A	N/A

*Indicates a new program beginning after 2009-2010 Academic Year
Table 4

II-3 Off-Site Locations and Distance and Correspondence Education

<u>Off-Site Locations:</u>
List locations (country, state and city) where course work toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.

St. Philip's is committed to providing education and training opportunities to individuals across the service area.

Table 5 below indicates the various locations where the College provides traditional classroom instruction that

enables students to earn a full degree or certificate, or hours towards a degree or certificate.

LOCATION	COURSES AND PROGRAMS	DEGREE/ CERTIFICATE	LESS THAN 25% of CREDITS TOWARD DEGREE	25-49% OF CREDITS TOWARD DEGREE	50% OF CREDITS TOWARD DEGREE
Southwest Campus (SWC), San Antonio(Bexar County) 78211	General Academic Courses	Air Conditioning, Heating and Refrigeration; Architectural			YES

		Drafting and Design; Electric Trades; Home Building Technology; Plumbing and Pipefitting Trades; Aircraft Technology; Avionics; Diesel Technology; Collision Technology; Machinist/Machine Technology; Welder/Welding Technology			
Central Texas Technology Center, New Braunfels (Comal County) 78130	General Academic and Vocational Courses	Licensed Vocational Nursing			YES
Guadalupe Regional Training Center, Seguin (Guadalupe County) 78155	General Academic, Technical and Vocational Courses	Licensed Vocational Nursing			YES
Wilson Memorial Hospital, Floresville (Wilson County) 78114	Vocational Courses	Licensed Vocational Nursing		YES	
Canyon High School, New Braunfels, Texas (Comal County) 78130	Technical Courses	Computer Maintenance Technology;		YES	
Canyon High School, New Braunfels, Texas (Comal County) 78130	Technical and Vocational Courses	Administrative Computer Technology;	YES		
Seguin High School, Seguin, Texas (Guadalupe County) 78155	Vocational Courses	Network Adminstrator; Licensed Vocational Nursing		YES	
Smithson Valley High School New Braunfels, Texas (Comal County) 78130	Technical and Vocational Courses	Administrative Computer Technology;	YES		
Madison High School San Antonio, Texas (Bexar County) 78247	Technical and Vocational Courses	Administrative Computer Technology;	YES		
Reagan High School , San Antonio, Texas	Technical and Vocational	Administrative Computer	YES		

(Bexar County) 78258	Courses	Technology;			
McArthur High School, San Antonio, Texas (Bexar County) 78217	Technical and Vocational Courses	Administrative Computer Technology;	YES		
Highlands High School, San Antonio, Texas (Bexar County) 78210	Technical and Vocational Courses	Administrative Computer Technology;	YES		
First Baptist Christian Academy	Technical and Vocational Courses	Web Development	YES		
Floresville High School, Floresville, Texas (Wilson County) 78114	Technical Courses	Computer Maintenance Technology, Licensed Vocational Nursing		YES	
Floresville High School, Floresville, Texas (Wilson County) 78114	Technical and Vocational Courses and Programs	Administrative Computer Technology	YES		
New Braunfels High School, New Braunfels, Texas (Comal County) 78130	Technical and Vocational Courses and Programs	Administrative Computer Technology	YES		
Bandera High School, Bandera, Texas (Bandera County) 78003	Technical and Vocational Courses and Programs	Administrative Computer Technology	YES		
Memorial Early College High School, New Braunfels (Comal County) 78130	General Academic Courses	All AA, AS, and AAS degrees		YES	
Lackland Air Force Base, San Antonio, Texas (Bexar County) 78236	General Academic, Technical and Vocational Courses	All AA, AS, and AAS degrees		YES	
Randolph Air Force Base, San Antonio, Texas (Bexar County) 78148	General Academic, Technical and Vocational Courses	All AA, AS, and AAS degrees		YES	

Table 5

Distance and Correspondence Education:

Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50 percent or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program.

St. Philip's College offers credit courses through a variety of delivery modes including fully online, hybrid (partly online), and two-way interactive video broadcast live from one site to another. Table 6 below shows the programs and majors offered through distance learning.

Distance Education Programs with Greater than 50% of Courses On-Line

Program	Degree	Major	100% Online	>50% and <100% Online	Synchronous	Asynchronous	Off-Campus Location
Fine Arts	AA	2D Arts		Yes	Yes		
Fine Arts	AA	3D Arts		Yes	Yes		
Business Administration	AA	Business Administration		Yes	Yes		
Fine Arts	AA	Comic Book Art		Yes	Yes		
Computer Science	AA	Computer Science		Yes	Yes		
Criminal Justice	AA	Criminal Justice		Yes	Yes		
Fine Arts	AA	Design		Yes	Yes		
Fine Arts	AA	Digital Photography		Yes	Yes		
Economics	AA	Economics		Yes	Yes		
English	AA	English		Yes	Yes		
Government	AA	Government		Yes	Yes		
History	AA	History		Yes	Yes		
Humanities	AA	Humanities		Yes	Yes		
Fine Arts	AA	Integrated Arts		Yes	Yes		
Kinesiology	AA	Kinesiology		Yes	Yes		

Mathematics	AA	Mathematics		Yes	Yes		
Sociology	AA	Pre-Social Work		Yes	Yes		
Psychology	AA	Psychology		Yes	Yes		
Sociology	AA	Sociology		Yes	Yes		
Foreign Languages	AA	Spanish		Yes	Yes		
Speech	AA	Speech		Yes	Yes		
Fine Arts	AA	Stage Production Technology		Yes	Yes		
Education	AA	Teacher Education		Yes	Yes		
Fine Arts	AA	Theatre		Yes	Yes		
Accounting	AAS	Accounting Technician		Yes	Yes		
Administrative Computer Technology	AAS	Administrative Assistant		Yes	Yes		
Business Management	AAS	Business Management and Technology	Yes		Yes		
Early Childhood Studies	AAS	Early Childhood and Family Studies	Yes		Yes		
Early Childhood Studies	AAS	Early Childhood and Family Studies-Specialization in Accreditation Leadership		Yes	Yes		
Early Childhood Studies	AAS	Early Childhood and Family Studies-Specialization in Language and Literacy in Preschool		Yes	Yes		
Business Management	AAS	E-Business	Yes		Yes		
Health Information Systems	AAS	Health Information Technology	Yes		Yes		
Administrative Computer Technology	AAS	Legal Administrative Assistant		Yes	Yes		
Administrative Computer Technology	AAS	Medical Administrative Assistant		Yes	Yes		
Information Technology	AAS	Network Administrator		Yes	Yes		
Information Technology	AAS	Network Security Administrator		Yes	Yes		
Information Technology	AAS	Web Developer	Yes		Yes		
Biology	AS	Biology		Yes	Yes		
Biology	AS	Biology/Pre-Dentistry/Pre-Medicine		Yes	Yes		
Chemistry	AS	Chemistry		Yes	Yes		
Biology	AS	Environmental Science		Yes	Yes		
Biology	AS	General Science		Yes	Yes		

Physics	AS	Physics		Yes	Yes		
Biology	AS	Pre-Dentistry		Yes	Yes		
Mathematics	AS	Pre-Engineering		Yes	Yes		
Biology	AS	Pre-Medicine		Yes	Yes		
Biology	AS	Pre-Nursing		Yes	Yes		
Biology	AS	Pre-Optometry		Yes	Yes		
Biology	AS	Pre-Pharmacy		Yes	Yes		
Health Information Systems	UC	Coding Specialist	Yes		Yes		
Accounting Information Systems Technology	UC	Computerized Accounting Tech		Yes	Yes		
Health Information Systems	UC	Documentation Coding Specialist	Yes		Yes		
Early Childhood	UC	Early Childhood and Family Studies	Yes		Yes		
Business Management	UC	Entrepreneurship	Yes		Yes		
Health Information Systems	UC	General Medical Transcriptionist	Yes		Yes		
Information Technology	UC	Information Technology Security		Yes	Yes		
Administrative Computer Technology	UC	Legal Word Processing Specialist		Yes	Yes		
Vocational Nursing	UC	Licensed Vocational Nursing			Yes	Yes	Floresville (dual credit)
Administrative Computer Technology	UC	Medical Office Assistant		Yes	Yes		
Administrative Computer Technology	UC	MOS Office Specialist		Yes	Yes		
Information Technology	UC	Network Professional		Yes	Yes		
Information Technology	UC	Network Professional Network +		Yes	Yes		
Information Technology	UC	Network Professional Server +		Yes	Yes		
Administrative Computer Technology	UC	Office Assistant		Yes	Yes		
Accounting Information Systems Technology	UC	Payroll Clerk		Yes	Yes		
Health Information Systems	UC	Specialty Medical Transcriptionist	Yes		Yes		
Nursing Education	UC	Vocational Nursing Program-Extension			Yes	Yes	New Braunfe

								ls
Information Technology	UC	Web Developer	Yes		Yes			

Table 6

AS = Associate of Science; AAS= Associate of Applied Science; AA= Associate of Arts; UC = Undergraduate Certificate

II-4 Accreditation

List all agencies that currently accredit the institution or any of its programs and the date of the last review for each. Identify the accrediting agency that is the gatekeeper for federal funds if it is not the Commission on Colleges. Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report in regard to your institution.

Currently, there are 14 programs at St. Philip's College accredited through discipline specific agencies.

Table 7 below lists the accredited programs and the date of their last review. None of these accrediting

agencies, other than SACS, is the gatekeeper for federal funds.

In fall 2010, the Texas Board of Nursing took action on the College's Associate Degree Nursing

program for failure to maintain the minimum passage rates for the certification examination. The Texas Board

of Nursing withdrew its approval and removed the program from the list of Board-approved professional

nursing education programs. The negative action was reported to SACS and the College's plan to teach out

the students currently enrolled in the Associate Degree Nursing program was approved.

Program Accreditations and Reviews

Institution/Program	Accrediting Agency	Date of Last Review
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges	June 2005
LVN	Board of Vocational Nurse Examiners for the State of Texas	July, 22, 2010
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	April 1, 2010
Health Information Technology	Commission on Accrediting of Allied Health Education Programs (CAAHEP), in Cooperation with the Committee on Education of the American Health Information Management Association	July 11, 2011
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science (NAACLS) in Cooperation with the	April 1, 2011

	Commission on Accreditation of Allied Health Education Programs and the American Medical Association	
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association	October 28, 2009
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	April 16, 2011
Radiography Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	April 29, 2011
Respiratory Therapy	Health Education Programs (CAAHEP), and Compliance with essentials and standards of the Committee on Accreditation of Respiratory Care (CoARC)	November 12, 2009
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	May 15, 2009
Early Childhood and Family Studies	National Association for the Education of Young Children (NAEYC)	March 31, 2011 submitted
Aircraft Technology	Federal Aviation Administration (FAA)	August 11, 2011
Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission (ACF)	Feb 19, 2008
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)	April 2008
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)	August 2008

Table 7

II-5 Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

St. Philip's has not had any limitations, suspensions, or termination by the U.S. Department of

Education for student financial aid or other financial aid programs during the previous three academic years,

nor was the College on reimbursement or any other exceptional status in regard to federal or state financial

aid. However, the College recently received notice from the Department of Education of reimbursement status

and has addressed the required corrections. This issue is fully addressed in the College's response to Federal

Requirement 4.7 in this document.

Part III Abbreviated Compliance Certification

III-1 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. *(Core Requirement 2.8)*

NARRATIVE

Judgment of Compliance

St. Philip's has an adequate number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Narrative of Compliance

The Mission of St. Philip's College is to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning. To assure the College has adequate numbers of faculty members to support this mission, St. Philip's uses a methodical, cyclical and formal process, *Strategic Planning, Budgeting and Assessment*, to determine faculty staffing levels. This process is grounded in the mission, vision, values and goals of the institution and provides the foundation for determining appropriate faculty staffing. This process requires regular College level and Department level reviews of Key Performance Indicators to include full-time/part-time ratios (currently targeted at 50/50) and student/faculty ratios (15 to 1 for fall 2010). Key Performance Indicators are each aligned with the College mission and goals. Regulatory agency staffing requirements are also considered and departments have the opportunity to make a case for hiring additional faculty by submitting a Resource Allocation Request. This request is also tied to the Strategic Planning, Budgeting and Assessment process and requires evidence and data driven justification for hiring.

What are the institution's definitions of terms such as full-time faculty, regular/permanent faculty, student-faculty ratio?

Definition of Terms

Key definitions of terms as they relate to faculty are as follows:

- Permanent Full-Time Instructional Faculty: Faculty who are contracted as tenured or tenure-track to teach a minimum of 15 credit hours or equivalent per semester.

- Permanent Full-Time Non-Instructional Faculty: Faculty who are contracted as tenured or tenure-track to serve as a professional academic resource and includes librarians and academic counselors.

- Temporary Full-Time Faculty: Instructors who are hired on a semester-by-semester basis for up to two years to teach a minimum of 15 credit hours or equivalent.

- Tenure-Track Faculty: Full-time faculty who are on continuous, probationary contracts for the first six years of their employment.

- Tenured Faculty: Full-time faculty who are on continuous contracts from the beginning of their seventh year, depending upon the satisfactory performance of their professional duties.

- Part-Time Faculty (Adjunct): Instructors who are hired on a semester by semester basis to teach fewer than 12 hours per semester with no limit to the length of employment, depending upon satisfactory performance.

- Student-Faculty Ratio: Number of students per faculty member.   St. Philip's uses IPEDS data to determine the ration. This system calculates student full-time equivalent (FTE) enrollment by taking the number of full-time students and adding one-third the number of part-time students. FTE for instructional staff is similarly calculated. The final ratio calculation is the total number of part-time instructors divided by three and added to the total number of full-time instructors.

How does the mission of the institution determine the number and type of faculty employed?

The Mission of St. Philip's College is to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning. In order to achieve the mission, it is imperative that the College employ an adequate number and type of faculty to serve the needs of each program. Throughout each academic year, the College engages in strategic planning reviews, assessments and activities all focused on the mission, vision, values and goals of the institution. Staffing is a significant component of this process and assessments related to full-time/part-time ratios, faculty/student ratios and regulatory agency staffing requirements are considered through College key performance indicators and through Department Operational and Assessment Unit Planning processes. If the evidence provided by the key performance indicators and assessments demonstrate a need to make adjustments in staffing levels, actions are taken to address the issue and assure that the College is able to meet the goals of its mission.

As part of recent cyclical review of ratios and performance indicators, Fall 2010 data indicates the College is very close to its current 50:50 ratio goal for full-time/part-time faculty with a 53:47 overall ratio. See Table 8 below for ratios by program area. Student:faculty ratios for fall 2010 are favorable as well when compared with sister institutions within the Alamo Colleges as well as peer institutions throughout the state. Table 9 below provides data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). This system calculates student full-time equivalent (FTE) enrollment by taking the number of full-time students and adding one-third the number of part-time students. FTE for instructional staff is similarly calculated. The final ratio calculation is the total number of part-time instructors divided by three and added to the total number of full-time instructors. At 15:1, the College student/faculty ratio is lower than the ratios of peer institutions.

Regulatory agency standards and requirements from some discipline-specific programs require particular faculty-student ratios. For example, the Texas Board of Nursing requires one faculty member per ten students at clinical sites. Ratio of faculty to Students in Clinical Learning Experiences requirements state that: *When a faculty member is in a clinical learning experience involving direct patient care the faculty shall have a total of no more than (10) students* (Texas Board of Nursing rule 3.8.2 Education Guideline 2009).

Fall 2010 Full-time to Part-Time Faculty Ratios

	Location(s)	# of Semester Credit Hour	# Sections Taught by Full-Time Faculty	# Sections Taught by Part-Time Faculty	Total # of Sections	% Sections Taught by Full-Time Faculty	% Sections Taught by Part-Time Faculty
PROGRAM		N	N	N	N	%	
Air Conditioning	SWC	892	18	10	28	64%	36%
Electrical Trades	MLK	524	8	3	11	73%	27%
Home Building	SWC	469	4	2	6	67%	33%
Automotive Technology	MLK	1,104	26	2	28	93%	7%
Accounting	MLK	432	5	0	5	100%	0%
Accounting Information Systems Technology	MLK	252	3	1	4	75%	25%

Administrative Computer Technology	MLK	786	4	16	20	20%	80%
Business Administration	MLK	525	2	4	6	33%	67%
Business Management	MLK	546	2	7	9	22%	78%
Computer Science	MLK	1,054	7	9	16	44%	56%
Information Technology	MLK	1,008	7	7	14	50%	50%
Drafting	SWC	56	4	0	4	100%	0%
Bio-Medical Equipment Technology	MLK	134	2	1	3	67%	33%
Communication Equipment Technology	MLK	591	7	3	10	70%	30%
Computer Maintenance Technician	MLK	658	10	2	12	83%	17%
Information Technology	MLK	1,153	11	4	15	73%	27%
Power Generation and Alternative Energy	SWC	48	1	0	1	100%	0%
Aircraft Technology	SWC	788	45	17	62	73%	27%
Diesel Technology	SWC	652	12	19	31	39%	61%
Auto Body Repair	SWC	1,010	13	17	30	43%	57%
Manufacturing Engineering Technology	SWC	211	1	0	1	100%	0%
Welding	SWC	844	5	7	12	42%	58%
Baking & Pastry	MLK	245	3	5	8	38%	63%
Culinary Arts	MLK	1,136	13	9	22	59%	41%
Dietetic Technician	MLK	687	2	4	6	33%	67%
Hospitality Event Management	MLK	96	3	0	3	100%	0%
Hotel Management	MLK	1,008	4	11	15	27%	73%
Restaurant Operations	MLK	748	3	6	9	33%	67%
Criminal Justice	MLK	495	5	3	8	63%	38%
Philosophy	MLK	1,026	10	6	16	63%	38%
Psychology	MLK	2,898	19	24	43	44%	56%
Sociology	MLK	1,176	10	10	20	50%	50%
Education	MLK	318	5	0	5	100%	0%
English	MLK	7,686	49	56	105	47%	53%
Foreign Languages	MLK	1,992	4	14	18	22%	78%
Reading	MLK	2,235	25	13	38	66%	34%
Speech	MLK	1,824	11	15	26	42%	58%

Arts	MLK	498	23	10	33	70%	30%
Drama	MLK	219	6	1	7	86%	14%
Music	MLK	1,008	16	29	45	36%	64%
Mathematics	MLK	10,043	81	74	155	52%	48%
Biology	MLK	5,667	48	64	112	43%	57%
Chemistry	MLK	1,718	18	20	38	47%	53%
Geology	MLK	299	1	3	4	25%	75%
Physics	MLK	464	5	3	8	63%	38%
Economics	MLK	993	10	1	11	91%	9%
Geography	MLK	171	0	2	2	0%	100%
Government	MLK	2,877	18	19	37	49%	51%
Humanities	MLK	570	5	2	7	71%	29%
History	MLK	4,359	20	25	45	44%	56%
Diagnostic Medical Sonography	MLK	266	7	8	15	47%	53%
Histological Technician	MLK	182	0	7	7	0%	100%
Invasive Cardiovascular Technology	MLK	308	4	7	11	36%	64%
Medical Lab Technician	MLK	291	11	3	14	79%	21%
Radiography	MLK	998	21	22	43	49%	51%
Respiratory Therapy Technician	MLK	463	13	4	17	76%	24%
Surgical Technology	MLK	128	9	2	11	82%	18%
Early Childhood Studies	MLK	535	5	3	8	63%	38%
Health Information Systems	MLK	1,314	15	7	22	68%	32%
Kinesiology	MLK	1,701	10	33	43	23%	77%
Occupational Therapy Assistant	MLK	542	11	8	19	58%	42%
Physical Therapy Assistant	MLK	436	8	2	10	80%	20%
Nursing Education	MLK	459	40	16	56	71%	29%
Vocational Nursing	MLK/CTTC	1,295	72	37	109	66%	34%
Fundamental Leader	MLK	0	7	0	7	100%	0%
Student Development	MLK/SWC	3,872	12	40	52	23%	77%
SPC TOTAL		79,046	859	760	1,619	53%	47%

Table 8

Fall 2009 Student to Faculty Ratio

Institution Name	Full-time equivalent enrollment Fall 2008 [DRVEF2008]	Instruction/ research/ public service FTE staff [DRVEF2008]	# Staff, Primary Instruction/ Full-Time Fall 2009	# Staff, Primary Instruction/ Part-Time: Fall 2009	Total Staff, Primary Instruction: Fall 2009	% Staff, Primary Instruction who are Full-Time: Fall 2009	Student to Faculty Ration [1 to X]
Palo Alto College	4,486	180	135	400	535	25.2%	17 to 1
San Antonio College	12,226	509	451	975	1,425	31.6%	17 to 1
St. Philip's College	5,533	268	231	481	712	32.4%	15 to 1
Northwest Vista College	6,412	256	155	663	818	18.9%	20 to 1
El Paso Community College	15, 201	742	404	936	1,340	30.1%	25 to 1
DCCD-Brookhaven College	5,350	284	123	437	560	22.0%	21 to 1
DCCD-Cedar Valley College	2693	129	64	203	257	24.0%	23 to 1
DCCD-Eastfield College	5,403	222	119	334	453	26.3%	25 to 1
DCCD-El Centro College	3,810	220	137	312	449	30.5%	16 to 1
DCCD-Mountain View College	3,524	165	74	256	330	22.4%	27 to 1
DCCD-North Lake College	5,522	236	109	388	497	21.9%	27 to 1
DCCD-Richland College	8,269	363	148	647	795	18.6%	25 to 1

National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS)
Table 9

How does the institution determine the number of full-time faculty needed to achieve its mission?

St. Philip's is committed to achieving its mission of creating a quality educational environment. Adequate

numbers of full-time faculty are required to be successful. In fall 2010, the College had 209 full-time faculty

distributed across department and program areas. See Table 10 below.

FALL 2010 FACULTY STAFFING BY DISCIPLINE

Discipline	# Faculty	Discipline	# Faculty
Allied Construction Trades	9	Philosophy	2
Automotive Technology	11	Psychology	4
Business Information Solutions	7	Sociology	2
Electronics & Information Technology	7	Arts	2
Multi-Modal Transportation	11	Music	2
Repair & Manufacturing	5	Theatre	1
Tourism, Hospitality & Culinary Arts	8	Counseling and Student Development	4
English	11	Learning Resources	9
Speech	3	Health Information Systems	4
Mathematics	15	Histologic Technician	1
Developmental Math	1	Invasive Cardiovascular Technology	1
Biology	10	Kinesiology	3
Chemistry	3	Medical Laboratory Assistant	2
Physics	1	Occupational Therapy Assistant	3
Reading	4	Physical Therapist Assistant	3
Education	2	Radiography Technology	5
Foreign Languages	1	Respiratory Care	5
Economics	2	Sonograhy	2
Government	4	Surgical Technology	2
History	4	Nursing Education	28
Humanities	2	Early Childhood Development	2
Interdisciplinary Studies	1	**Total**	**209**

Table 10

Both the full-time:part-time faculty ratio (53% to 47%) and the student:faculty ratio (15:1) currently are very positive and do not show a need to make significant changes in overall staffing levels. At the department level, the numbers become more fluid as different programs have different needs and requirements. To address the

faculty numbers for specific departments and educational programs, the Planning, Budgeting, and Assessment Cycle provides the opportunity for departments to analyze data to determine whether additional faculty are needed to maintain their educational programs that are in place to support the mission of the College.   The process requires environmental scanning to include a review of current full-time:part-time ratios, student:faculty ratios, regulatory agency requirements, average class size and advisory board recommendations if applicable. When a department determines additional faculty are needed based upon data-based evidence, a Resource Allocation request is submitted to the College administration.

The resource allocation process requires the department chair to justify the request through the evidence that was collected and analyzed as part of the environmental scan. The College administration reviews the Resource Allocation request evidence in light of overall college staffing levels along with the specific department justification and makes a determination if additional faculty are needed to meet the needs of the educational program and the mission and goals of the institution.

***What is the responsibility of the full-time faculty and do they constitute a sufficient resource for carrying out basic faculty functions? What are the ways in which members of the institution other than full-time faculty carry* out some of these functions?**

Teaching faculty are professional educators who have the primary responsibility of fulfilling the mission of the college by providing a quality education for all students. St. Philip's full-time faculty members are responsible for curriculum development, teaching, student learning outcomes assessment as well as student advisement, professional growth and development, and service to the College, the District, and the community.

Specifically, the Alamo Colleges job description for faculty requires faculty to:

1. Maintain annually updated course syllabi and provide each student with this written statement of course requirements at the beginning of the semester. The syllabus should include required texts, course content and learning outcomes, and assessment measures.

2. Prepare course materials; and use appropriate teaching techniques, which may include but are not limited to delivering lectures, leading discussions, and conducting laboratory demonstrations.

3. Conduct evaluations of student performance and assign grades on the basis of such evaluations.

4. Maintain records of student attendance and grades according to college and state policy.

5. Maintain a posted minimum of ten office hours a week and be available for student conferences and tutoring.

6. Contribute to the development and revision of course content and instructional materials, textbook/equipment selection, and assessment strategies.

7. Administer student surveys in classes as prescribed by district procedure and discuss the results of these surveys with departmental chair.

8. Participate in the development and implementation of articulation agreements and promote student participation in such programs.

9. Provide students with academic and career advisement as needed or requested.

10. Work with students and employers in occupational settings, on-the-job training, practicums, internships, and similar work-related situations as needed.

11. Maintain professional skills and subject expertise through continual study and research in discipline and through involvement in professional organizations.

12. To fulfill the community relations goals of the Alamo Colleges, faculty will, when appropriate, donate academic expertise in the local, state, or national community when appropriate to fulfill the community relations goals of the District.

13. Serve on department, college and district committees as needed to assist in policy development, promotion or tenure review, and other matters to benefit the District.

In addition, St. Philip's College full-time faculty members are required to participate in the development and assessment of student learning outcomes at the course, program, and institutional level. Faculty regularly review student learning outcomes at all levels as part of the Operational Unit and Assessment Planning cycle as well as the Instructional Unit Review cycle to assure student learning outcomes are being met and that assessments align with the Texas Higher Education Coordinating Board's six intellectual competencies, eight core perspectives, and the exemplary objectives specified in *Core Curriculum Assumptions and Defining Characteristics (Revised 1999)*.

Further, faculty are responsible for active participation in the QEP initiative focused on student demonstration of critical thinking skills. Specifically, faculty are expected to commit to at least one of the College's critical thinking student learning outcomes in each identified course, incorporate the identified student learning outcome(s) into course syllabi, participate in the QEP Professional Development workshops, engage students in classroom activities in which they can practice and demonstrate critical thinking skills, provide feedback to students regarding their critical thinking skills, collect student artifacts in the fall semester; participate on the QEP Faculty Assessor Team to evaluate artifacts using the uniform Critical Thinking Assessment Rubric and finally to use findings from QEP assessment cycles to inform instruction.

Full-time faculty are required to participate in professional development activities and are required to attend pre-semester College and department workshops and meetings. Each fall and spring, faculty participate in professional development with the stated goal of learning best practices and keeping abreast of the latest research and trends. Topics have included assessment of student learning outcomes, teaching strategies and technology in the classroom. All new faculty members must complete the Master Teacher Certification program offered through the Instructional Innovation Center. All faculty members teaching in a distance learning format are required to complete an intensive training program in Blackboard Vista. To date, 182 faculty members have received training to develop online and hybrid courses.

The 209 faculty in place are adequate to fulfill all the roles and responsibilities identified above. By maintaining as closely as possible a 50:50 ratio of full-time to part-time faculty, the College is satisfied with the availability of faculty to meet all of their job requirements. This is evidenced by active and substantive contributions of faculty in all facets of the college experience as well as ongoing improvements in student success measures that continue to trend in a positive direction.

Other employees in the institution who contribute to fulfilling some of the full-time faculty duties include academic advisors. St. Philip's is committed to a college-wide advising program, that strengthens the opportunities for students to matriculate through the system efficiently and effectively and that strives to ensure the readiness of students to be successful in their academic course work. Academic advisors are highly skilled and trained personnel focused on assisting the general student population and especially first-time in College students in developing Individual Education Plans and in enrolling in the courses that will help them reach their goals most expeditiously. Though academic advisors are not faculty, they work closely with faculty in the advising process to assure consistency in advisement across the College. Full-time faculty members also provide advising services particularly for departmental and Liberal Arts majors.

What are the institution's policies on employment of part-time or adjunct faculty?

St. Philip's adheres to Alamo Colleges Board Policy D.2.5 Hiring Authority, Status, Assignments and Duties for employment of all personnel. In respect to part-time or adjunct faculty appointments, the policy states: The Chancellor shall hire temporary employees including adjunct faculty. Adjunct faculty may be hired in a full-time or part-time capacity and shall be hired on a semester-by-semester contract basis contingent upon the needs of the College District. Adjunct faculty members accrue no tenure rights and are not guaranteed any employment beyond the semester for which they are employed. The College District shall not hire as adjunct faculty members former College District faculty members who were denied tenure, or whose probationary contracts were not renewed for reasons other than program reduction.

EVIDENCE

Mission Statement
PBA Cycle
KPI-and-Measures-List
Resource Allocation Form NEW
Operational Unit and Assessment Planning Guide
Texas Board of Nursing 3.8.2a Education Guideline
IUR Template
THECB - Core Curriculum_ Assumptions and Defining Characteristics (Rev. 1999

Professional Development Webpage
Master Teacher Certification
Individual Education Plan Form
Hiring Authority, Status, Assignments and Duties
Faculty Staffing by Discipline

III-2 The institution provides ***student support programs***, services, and activities consistent with its mission that promote student learning and enhance the development of its students. *(Core Requirement 2.10)*

NARRATIVE

Judgment of Compliance

St. Philip's provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Narrative of Compliance

St. Philip's College provides an array of student support programs, services, and activities that is consistent with its mission to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning. The College firmly believes effective student support programs and services enhance the educational development of students at all levels. St. Philip's recognizes this important component of student learning and student development and very intentionally aligns student programs and services with the mission of the college. St. Philip's College Mission Statement makes a direct reference to services crucial to student success, including counseling and guidance, educational support services, services for individuals with special needs, and quality social and cultural activities. The College works continuously to strengthen the services, programs, and activities to every student population served including traditional/non-traditional, developmental/college-ready, dual credit, international, and distance education students to assure all students have the opportunity to "walk in their passion."

What are the student support programs and services provided by the institution that serve all levels of students?

The 2010-2011 St. Philip's eCatalog and the Student Services webpage for current students provide detailed information about student support programs and services. Programs fall under the following categories: Academic Counseling, Registration, Academic Assistance, Academic Programs, Financial Aid, Campus Life, and Job, Family, or Personal Concerns.

Student Support Programs and Services

STUDENT SUPPORT PROGRAMS	STUDENT SUPPORT SERVICES
Academic Advising	Advisors in Residence
	First Year Experience Center
	International Student Services
	Pre-Enrollment Services
	Assessment &Testing Center
	Career and Transfer Center
	Veterans' Affairs
Counseling	Counseling Resource Center
	Personal/Crisis Counseling
	Behavioral Interventions
	Interpersonal Relationship Workshops
	Academic Success Workshops
	Referral Services to Community Agencies
	ESW/Scholastic Probation advising
Registration	Admissions Services
	Records and Registration Services
	Assessment & Testing Center
	Assistance with online registration procedures
	ApplyTexas online Admissions Application
Academic Assistance	Computer Labs
	Disability Resource Center
	Center for Learning Resources
	Math World
	Simulation Center
	Tutoring and Technology Services
	Writing Center
Academic Programs	List of Programs:
	Academic Catalog
	Degrees and Certificates
	Distance Learning
	Dual Credit
	Off-Campus Programs
Financial Aid	Federal Grants
	State Grants
	Federal Direct Loans
	Federal College Work-study
	Verification
	Institutional & External Scholarships
Campus Life	Student Organizations
	Student Government

	African-American Male Initiative
	Student Activities
	Extramural Programs
	Intramural Programs
Job, Family or Personal Concerns	Counseling Resource Center
	Referral Services to Community Agencies
	Student Health Center

Table 1

How do the student support programs and services effectively promote the mission of the institution for all types of students?

The Mission of St. Philip's College is to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning. The supporting narrative of the St. Philip's College Mission statement states that the College fulfills its mission in part by providing:

1. Counseling and guidance designed to assist students in achieving their educational and professional goals.

2. Educational support services that include library services, tutoring, open-use computer labs, and a writing center.

3. Services and appropriate accommodations for special needs individuals.

4. Quality social, cultural and intellectual enrichment experiences for the community.

Each category of student support programs and services promotes the mission of the college by addressing one or more of these objectives of the mission as described below.

Student Support Program/Service and College Mission

Student Support Program/Service	Mission Component	Mission Objective
Academic Advising Counseling Registration	Quality educational environment	Counseling and guidance designed to assist students in achieving their educational and professional goals
Academic Assistance Academic Programs Financial Aid	Lifelong appreciation for learning	Educational support services that include library services, tutoring, open-use computer labs, and a writing center

		Services and appropriate accommodations for special needs individuals
Campus Life Job, Family, Personal Concern	Personal growth and leadership	Quality social, cultural and intellectual enrichment experiences for the community

Table 2

How do student support programs and services promote student learning and enhance their development?

St. Philip's focuses on tying student support programs and services to the mission and goals of the institution through the strategic planning process that includes annual action planning and goal setting along with regular and cyclical assessment of all programs and services. This process assures that student learning is strongly promoted and student development enhanced through key student support programs and services. The following narrative describes student learning and development activities in all key student support programs and services.

Academic Counseling

The **Counseling Services** supports student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. The Center assist in the student's adjustment to college life and contribute to their efforts in resolving issues that are vital to healthy emotional development, and necessary for coping with personal difficulties, issues, or crises. Counselors are also available to provide academic advising, support and scholastic intervention as needed. The Center collaborates with the college community to promote the personal, social, and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. The Counseling Resource Center is staffed by two counselors located at the MLK campus, who serve both MLK and SW Campuses. The Noel-Levitz satisfaction results show that students at St. Philip's College both value and are highly satisfied with counseling services and are more satisfied than the national mean of respondents.

The **First Year Experience Center** offers special services and assistance to first year students. The purpose of the program is to retain participating students beyond their critical first year of college where the majority of dropouts occur. Extensive one-on-one student services and academic support help students to adjust to college life and acquire the skills needed to become successful students. Services and programs offered include Academic Advising, Peer Mentoring, Fresh X Summer Bridge, Book Loan, Calculator Loan, Early Alert, New Student Orientation, Student Success Workshops, and referral to community family resources. Through the Early Alert system, faculty and academic advisors identify students at risk of dropping out and contact them to help get them back on track. They assist students in developing an Individual Education Plan (IEP) to promote student retention.

International Student Services provides international students with admission and academic advising, U.S. immigration advising, and other general assistance to ensure compliance with laws and promote internationalization.

Registration

The **Welcome Center** serves as a one-stop center that supports student transition into college. The Center is designed to help students receive assistance in all aspects of the admission & enrollment processes, including advising, assessment, counseling, financial aid, bursar's services, dual credit, and G.E.D testing. The offices of Veterans' Affairs, Records and Registration and Financial Aid are located in the Welcome Center.

The **Veteran's Affairs** office assists students attending the College in accessing benefits under the Department of Veterans Affairs Educational Assistance Programs and assures compliance with all federal requirements relating to students utilizing these benefits.

Academic Assistance

The **Tutoring and Technology (TnT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including key areas of

Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including online and off-campus, are able to access SMARThinking for tutoring assistance. SMARThinking is an online tutoring site available to students 24/7. The TnT Center is home to state-of- the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Student can access Wi-Fi Wireless Internet and use a variety of software applications on as many as 50 Dell computers located throughout the Center.

MathWorld is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab and individuals that can assist with their math homework. Currently, all students enrolled in developmental math are required to enroll in a 1-hour math lab component. MathWorld is also available at the College's Southwest Campus, MathSouth, offering the same tutoring assistance.

Rose R. Thomas Writing Center is a writing lab to assist students progressing through their English and writing courses. The lab offers computerized instruction guided by Instructional Skills Specialists. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

The Reading Lab at St. Philip's College provides students with the opportunity to work on their class work, receive tutoring, and participate in other instructional activities. Lab activities consist of computer and written programs focused on assisting students to gain valuable skills and enhance learning. The table below provides summary data regarding the tutoring efforts at the College.

The Disability Resource Center provides academic support to eligible students. The staff follows best practices to ensure students have access to the latest information and technologies. Students are provided assistance with the registration process, testing accommodations (ex: extended time, quiet room, readers and/or scribes), adaptive technology and equipment, and interpreter services. At St. Philip's College, our goal is to create an accessible and effective learning environment where students with disabilities can complete

their education and training. The Center provides reasonable academic support to eligible students to level the learning field.

Interpreter Services - The College provides interpreters for students who are deaf or hard-of-hearing. Students may qualify for a sign or oral interpreter for classroom lectures, student conferences with instructors and staff, and for campus special events.

Advisors in Residence (AIR) St. Philip's College subscribes to an intrusive, progressive advising model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college; and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include exploration of life goals, exploration of educational/career goals, selection of educational program, selection of coursework, and scheduling of classes. Academic advisors assist students with navigating requirements of their degree program. The academic advisors served over 39,220 duplicated and 13, 408 unduplicated students from fall 2009 to summer 2010. Since Fall 2003, the AIR program has been assisting students with 14 advisors.

Academic Programs

St. Philip's College **Learning Resource Center**s offer library services at the MLK and SWC sites to support an educational environment committed to student learning. Resources are available to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators. Resources are available onsite and online at both libraries.   The library facility at the SWC was recently renovated and enhanced to assure

that students utilizing the campus have access to the same resources and supports as students at the MLK campus. The following resources are available to all students:

- Books and Media
- Articles and Reference
- Online Databases
- e-Journal Locator
- LibGuides
- Library Reference Assistance
- Classroom Instruction (library resources, information literacy, writing strategies and documentation, critical thinking)
- Group and Individual Study Rooms
- Assistive Technology Room
- Audio/Visual Viewing Rooms
- On-line Resources
- Distance Learning Support
- Reference Instruction
- Interlibrary Loan (ILL)
- Computer Labs (over 100 computers available to students)
- Printing and Copying Services
- Ask a Librarian Online Support

St. Philip's College students can request information and research related needs through an online "Ask a Librarian" service. This service is available 24/7 for research assistance within 24 hours. In addition, there is a chat service available. Available to students are Library Guides compiled by librarians to assist students with their research and provide subject-specific assistance and other resourceful information. In the 2009-2010 academic year, the library provided extensive support to students through classroom presentations and workshops as well as through one-on-one reference and consultation support. See Table 3 below.

Library Services Fall 2010

Library Services	FY 2010
Number of presentations	212
Total Attendance at all presentations	4,873
In-person reference information service to individuals	22,145
Virtual reference information services to individuals	184
In-person consultation information services to individuals	2,000
Total information services to individuals	**24,329**

Table 3

The **Center for Distance Learning** provides resources to students currently enrolled or anticipating enrolling in coursework via distance education. To accommodate student needs, the College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, teleconference, clinical, internships, dual credit, and classes taught at remote locations. The myriad of class offerings and delivery modes are available during day, evening and weekend hours to serve all learners. Student support services are also available online, so both local and distance learning students can take care of needs and issues without coming on campus.   Social media such as Facebook and Twitter are used extensively to best communicate with students using technologies they are most familiar using.

Financial Aid

The most important function of Student Financial Services (SFS) is to administer and manage financial assistance programs to benefit eligible students and families who are unable to afford the cost of a college education. The goal of the SFS Office is to help students avail themselves of as many federal, state, and institutional financial aid program opportunities as possible. Financial aid packages may be a combination of grants, scholarships, work-study, or loans. Scholarships and grants do not have to be repaid. Loans must be repaid and are, therefore, not encouraged unless absolutely necessary.

Students may apply for **scholarships** to help financially support their educational endeavors. Scholarships available based on merit or a combination of merit and need. Key St. Philip's scholarships are described below:

- **General Scholarships** provide students of academic merit within specific academic or vocational departments. Awardees must have and maintain a minimum of a 2.0 overall GPA in their academic records at St. Philip's College. The average award for full-time study for an academic year is $1,000, depending upon financial need and the number of hours in

which the student is enrolled for two consecutive terms. Continuing and new students who are full or part-time may apply.

- The **Presidential Scholarship** is a college scholarship available to students with a GPA of 3.5 or higher. Students receiving this scholarship must show a commitment to completing their college degree, as well as a commitment to significant community service. The President interviews the applicants and selected individuals receive a scholarship valued at $3,000.

- The **Student Engagement Grant (SEG)** is based on College initiatives designed to support recruitment efforts and enrollment in targeted programs, and improve student retention through financial support and increased opportunities for student engagement. Students who maintain a 2.5 GPA are eligible to apply for the grant. Financial support consists of $750 in tuition/fee assistance and $500 textbook assistance per term for full-time students. Part-time students receive $500 tuition/fee assistance and $250 textbook assistance per term.

Work-Study Jobs are available to students based on financial need. Positions are available to both full-time and part-time students. Work-study jobs allow students to gain work and career experience. The positions support students through flexible scheduling and limited work hours.

Campus Life

Service Learning at St. Philip's College has a mission to link community needs with student learning objectives. Students participating in service learning meet their course-based learning objectives through participation in meaningful service that helps address community needs. Students are able to apply what they

have learned in the classroom. Service learning emphasizes active and collaborative learning, critical thinking, career exploration, and responsible citizenship. Critical reflection, a core component of Service Learning, challenges students to think about their role and responsibilities as change agents and being civilly engaged.

Student Life department supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in activities, such as student organizations, campus and recreation activities, and social development activities. In addition, the department supports students by providing bus cards, lockers, student laptops, and a student lounge/recreation area.

The Alamo Colleges **Police Department's** mission is to provide a safe environment to support student studying and learning. Services include an emergency telephone number, a 24-hour dispatch service, and a weather line. St. Philip's College MLK and SW campuses each house a police department. In addition, emergency phones are located throughout the campuses to assure student's safety.

Job, Family, or Personal Concerns

Career and **Transfer Center services** provide both current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment as well as with long range educational goals. The Center provides students with comprehensive information on career and transfer opportunities and assists students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. The Career and Transfer Center staff assists students looking to transfer to a four-year institution with information regarding admission criteria, 4 year college transfer, campus housing, tuition, financial aid and scholarship information. Staff facilitate college fairs, graduation audits, and university campus visits.

The Health Center staffed with professionally trained and licensed staff. The Center seeks to inform and educate the campus community in the art of "staying well." The staff is readily available to administer first aid to on-site emergency injuries and illnesses.

St. Philip's College **Child Development Center** provides childcare services to the college community with priority given to faculty, staff, and currently enrolled students. The Center is child-centered and responsive to cultural, ethnic, and socio-economic diversity.

How are the student support programs and services assessed for their effectiveness and adequacy? What is evidence that the programs are effective?

Review of all key student support activities and services occurs on a cyclical basis as described in the College's Planning, Budgeting and Assessment Cycle. The overarching goal of this intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals as well as to identify opportunities for improvement. The Operational Unit and Assessment Planning component of this process is performed annually according to the timeline set forth in the Planning, Budgeting and Assessment Cycle and enables departments the opportunity to regularly review data, including pertinent Key Performance Indicators such as graduation and transfer rates, perform environmental scanning and research best practice. The College's Key Performance Indicators and department Operational Unit Plan activities are directly linked to College goals and the College mission.

An example of how a student support program, Academic Advising, effectively promotes the mission of the college is through an activity called Advising Days. This outreach program allows students to visit with their advisor without having to make an appointment or travel to the Welcome Center or other Student Support Service department location. Instead, Academic Advisors set up shop in key crossroads of the campus (MLK and SWC) and serve students as they are walking by. Students get assistance with academic holds, degree (major) and/or certificate verification, and receive an updated degree plan before the start upcoming semester. This has resulted in an increased number of students completing their degree and certificate requirements; a record 975 during Spring 2011 alone. The program was developed in response to an identified gap/opportunity for improvement discovered in the Operational Unit and Assessment Plan component of the College's Strategic Planning process.

St. Philip's College assesses student satisfaction of student support programs and services using the national Noel-Levitz Student Satisfaction Inventory (SSI). The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The Noel-Levitz aggregates the survey questions and responses under eight scales: Student Centeredness, Instructional Effectiveness, Safety and Security, Academic Advising Effectiveness, Campus Services, Registration Effectiveness, and Campus Climate. Key results from the 2010 Noel-Levitz Student Satisfaction Inventory are provided below. Noel-Levitz results show the St. Philip's student response was comparable to District peers and national respondents as it relates to the importance and satisfaction with academic advising effectiveness, registration effectiveness and admissions and financial aid effectiveness.

Academic Advising Effectiveness Importance and Satisfaction

	SPC	SAC	PAC	NVC	NATIONAL
Importance	6.4	6.5	6.2	6.5	6.3
Satisfaction	5.2	5.0	5.2	5.4	5.3

Source: 2010 Noel-Levitz Satisfaction Survey
Table 4

Registration Effectiveness Importance and Satisfaction

	SPC	SAC	PAC	NVC	NATIONAL
Importance	6.5	6.6	6.3	6.6	6.5
Satisfaction	5.6	5.5	5.5	5.8	5.5

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 5

Admissions and Financial Aid Effectiveness Importance and Satisfaction

	SPC	SAC	PAC	NVC	NATIONAL
Importance	6.3	6.4	6.2	6.4	6.2
Satisfaction	5.3	4.9	5.2	5.6	5.2

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 6

Noel-Levitz results show the St. Philip's student response was comparable to national respondents as it relates to the importance and satisfaction within specific areas of campus services, academic advising effectiveness, registration effectiveness and admissions and financial aid effectiveness.

Campus Services

Scale/Questions:	SPC		NATIONAL	
Campus Services	**Importance**	**Satisfaction**	**Importance**	**Satisfaction**
Counseling services are available if I need them	6.19	5.41	5.94	5.34
Computer labs are adequate and accessible	6.42	5.84	6.33	5.73
The equipment in the lab facilities is kept up to date	6.48	5.49	6.33	5.53
Tutoring services are readily available	6.36	5.67	6.13	5.54
Library resources and services are adequate	6.34	5.88	6.12	5.66
There are adequate services to help me decide upon a career	6.35	5.32	6.23	5.32

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 7

Registration Effectiveness and Campus Services

Scale/Questions:	SPC		NATIONAL	
Registration Effectiveness and Campus Services	**Importance**	**Satisfaction**	**Importance**	**Satisfaction**
Classes are scheduled at times that are convenient for me	6.65	5.60	6.57	5.51
This campus provides online access to services I need	6.51	5.83	6.38	5.85
I am able to take care of college-related business at times that are convenient for me	6.42	5.55	6.36	5.48

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 8

Admission and Financial Aid Effectiveness

Scale/Questions:	SPC		NATIONAL	
Admission and Financial Aid Effectiveness	**Importance**	**Satisfaction**	**Importance**	**Satisfaction**
Financial aid awards are announced in time to be helpful in college planning	6.34	5.23	6.19	5.06

Financial aid counseling is available if I need it	6.35	5.44	6.24	5.32
The institution helps me identify resources to finance my education	6.36	5.18	6.28	5.06

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 9

Noel-Levitz results show the St. Philip's student response was below national respondents as it relates to the importance and satisfaction with safety and security.   This finding was taken very seriously by the college and actions taken to address it. *The College facilitated the dialog necessary to secure additional officers on campus.* Currently, there are four officers securing the two campuses. The Facilities Department has addressed the low satisfaction with *parking lot lighting and safety*. The department repaired light fixtures, cut trees, and repaired emergency phones located throughout the campuses (MLK -22; SW – 7). Upon receiving Noel Levitz results for spring 2012, the College will be able to see if the actions taken are reflected in student satisfaction.

Safety and Security

Scale/Questions:	SPC		NATIONAL	
	Importance	Satisfaction	Importance	Satisfaction
Safety and Security				
Security staff respond quickly to call for assistance	6.23	4.98	6.03	5.12
Parking lots are well-lighted and secure	6.45	4.94	6.15	5.33
The campus is safe and secure for all students	6.62	5.35	6.48	5.77

Source: 2010 Noel-Levitz Student Satisfaction Survey
Table 10

Overall, the results of the 2010 Noel-Levitz Student Satisfaction Survey administered at the College, indicate that students are satisfied with their educational experience, with 67% of those surveyed responding "satisfied" or "very satisfied" compared to the national score of 61%. Further, "when students were asked if they had to

do it over, would they enroll again at SPC [St. Philip's College] . . . 75% of students responded 'Definitely yes'"

or "Probably yes" compared to the national score of 71%.

St. Philip's College also participates in a national survey focusing on student perception of teaching, learning, and retention in community colleges. The Community College Survey of Student Engagement (CCSSE) indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among different groups on campus. Results below for the spring 2009 CCSSE administration shows SPC students compared to the CCSSE benchmark cohort were highly satisfied with academic advising/planning, career counseling, peer or other tutoring, skills labs, financial aid assistance, and the computer labs. In comparison with district peers, SPC findings were comparable. *Source: Alamo Colleges' CCSSE 2009 Student Satisfaction with Services Performance Brief*

Satisfaction with Services

Satisfaction with Services		SAC	SPC	PAC	NVC	Benchmark 2009 CCSSE Cohort
		%	%	%	%	%
Academic advising/planning	Satisfied	72.3	72.1	69.5	69.4	71.9
	Not satisfied	10.0	8.3	10.6	8.6	9.8
	N.A.	17.7	19.6	19.9	22.1	18.3
Career Counseling	Satisfied	55.8	52.2	52.4	47.6	45.4
	Not satisfied	11.6	11.2	13.2	12.2	13.0
	N.A.	32.6	36.6	34.4	40.2	41.6
Job placement assistance	Satisfied	24.2	23.8	22.4	25.4	23.3
	Not satisfied	13.0	15.8	15.3	10.9	13.3
	N.A.	62.8	60.4	62.3	63.7	63.3
Peer or other tutoring	Satisfied	43.7	54.3	49.5	53.2	40.3
	Not satisfied	8.6	8.2	10.6	7.6	9.5
	N.A.	47.6	37.5	40.0	39.2	50.2
Skill labs (writing, math, etc)	Satisfied	55.7	62.6	63.2	65.0	50.9
	Not satisfied	7.6	6.6	7.1	5.8	7.4
	N.A.	36.7	30.8	29.7	29.2	41.7
Financial aid advising	Satisfied	54.9	60.6	66.3	49.7	52.0

	Not satisfied	13.7	11.3	14.7	11.1	12.9
	N.A.	31.5	28.2	19.0	39.3	35.1
Computer labs	Satisfied	71.7	77.1	70.8	78.1	72.4
	Not satisfied	5.3	4.5	6.9	3.5	5.3
	N.A.	23.0	18.4	22.4	18.4	22.3
Student organizations	Satisfied	31.8	29.3	31.9	34.7	29.2
	Not satisfied	9.3	11.4	11.1	10.7	10.3
	N.A.	58.8	59.3	56.9	54.5	60.5
Transfer credit assistance	Satisfied	43.1	42.2	39.8	46.3	38.0
	Not satisfied	11.9	11.5	16.7	8.6	11.3
	N.A.	45.0	46.3	43.5	45.1	50.7
Services to students with disabilities	Satisfied	19.2	18.7	20.4	21.8	17.9
	Not satisfied	6.6	7.6	9.3	7.5	7.6
	N.A.	74.2	73.8	70.3	70.7	74.5

Table 11

EVIDENCE

Mission Statement
Student Services Webpage
Student Support Services - St. Philip?s College - Acalog? ACMS?
List of Programs
List of Degrees & Certificates
Counseling Services
First Year Experience Center
Indiviual Education Plan Form
International Student Services
Veterans Affairs
The Tutoring and Technology Center
Smarthinking
15 Steps to Registration
MathWorld
Rose R. Thomas Writing Center
Reading Labs
Disability Support Services
Interpreter Services - Students Resources
Advisors in Residence
Learning Resource Center Home Page

Ask A Librarian
Home - LibGuides at St. Philip's College
Center for Distance Learning - Student Resources
Student Financial Services
SPC Scholarships
Presidential Scholarship
Student Engagement Grants
College Work Study
Student Life
Public Safety and Police Services
MLK Campus Map - Public Safety Office
SWC Map - Public Safety Office
Career Services
Transfer Center
Child Development Center
PBA Cycle Operational Unit and Assessment
Key Performance Indicators
Noel Levitz Results Spring 2010
Noel Levitz Results Spring 2010 - Reenroll at SPC
Performance Research Brief - CCSSE Satisfaction - 20100315
Operational Unit and Assessment Planning Guide

III-4 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: 3.3.1.1 educational programs, to include student learning outcomes *(Comprehensive Standard 3.3.1)*

NARRATIVE

Judgment of Compliance

The College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results within its educational programs, to include student learning outcomes.

Narrative of Compliance

The St. Philip's mission is to provide a quality educational environment which stimulates leadership, personal growth and a lifelong appreciation for learning. At the heart of this mission is a commitment to foster excellence in academic and technical achievement. The College values the role of creative and critical thought in preparing students to meet the challenges of a rapidly changing world. With this focused intent, the College identified almost six years ago, expected outcomes for educational, administrative and educational support units. The College has made great progress over the past five years in analyzing, designing, developing, implementing and evaluating its performance in all modes of instructional delivery including distance learning. The result is a four pronged, integrated and cyclical approach to performance excellence that includes Strategic Planning, Operational Unit and Assessment Planning, Student Learning Outcomes Assessment and Instructional Unit Review. The Quality Instruction Process is a result of the implementation of this performance excellence approach and is further confirmation of an institution focused upon evidence-based decision-making that leads to continuous improvement and enhancement of student learning. Evidence of the College's successful implementation of this approach can be found in documented improvements in student learning over the last five years.

How are expected outcomes clearly defined in measurable terms for each educational program?

The College ensures quality educational programs through its Quality Instruction Process. The process is overseen by the Vice President of Academic Affairs and implemented by faculty and supporting departments.

Using input from regulatory agencies, business and industry, students, educational institutions, and a scan of best practices, faculty design curriculum and learning environments based on best practices, engage in professional development, develop instructional strategies and assessments, implement the new or enhanced instruction, assess the instruction through formal processes and make improvements based upon the evidence gained from the assessments to ensure quality output. The result of this process is defined as student learning and quality instruction.

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's chose to define its Institutional Student Learning Outcomes (ISLOs) for educational programs by the intellectual competencies specified by the Texas Higher Education Coordinating Board (THECB) in its document: "Core Curriculum: Assumptions and Defining Characteristics" (Rev. 1999). College academic leaders and administration formally adopted these competencies in 2005 to assure alignment with THECB requirements. Definitions for all the competencies (reading, writing, speaking, listening, and computer literacy) are based upon the THECB descriptors with the exception of critical thinking which was defined within the College's QEP.

Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

Critical Thinking: Critical thinking is defined in the College's QEP as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The definition was adopted by the QEP Core Committee and measurements determined as part of the QEP development process. The QEP Core Committee represented faculty from all areas of the college.

All of the competencies described in the ISLOs are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. The College uses the [Educational Testing Service (ETS) Proficiency Profile](#) test to measure ISLOs, except critical thinking. Critical thinking measures are based upon the QEP SLO assessment process that utilize faculty developed rubrics with specific skills identified and assessed.

Each educational program includes these competencies through the core curriculum requirements. This process assures students engage in learning activities that address all of the ISLOs. The College's [general educational curriculum](#), or core curriculum, are also reflected within the six core areas of Communication, Mathematics, Natural Sciences, Humanities & Visual and Performing Arts, Social & Behavioral Sciences and the Institutionally Designated Option, Kinesiology as required by the THECB. Expected core curriculum outcomes within these components align with the College mission and educational purpose and provide common outcomes that are addressed by programs and departments. It is expected that student attainment of these core skills will result in skilled individuals able to learn in a variety of ways and able to apply their skills in future educational and career activities.

Educational program outcomes that are specific to a particular discipline are defined by the faculty in that discipline after careful analysis of regulatory agency requirements and expectations, employer expectations, and discipline specific best practices. These outcomes are clearly articulated in the department syllabus for each course. These outcomes are reassessed on a regular and cyclical basis through the annual the Operational Unit and Assessment Planning and the three year Instructional Unit Review processes. As a result, outcomes are further refined for improvement of the learning process.

What is the evidence of assessment activities for each educational unit?

St. Philip's has substantial evidence of assessment activities in each educational unit as documented in in the Planning, Budgeting and Assessment Cycle and includes formal and ongoing plans, reviews and reports. The College assesses and improves educational programs using the integrated, institution-wide planning processes: *Strategic Planning, Operational Unit and Assessment Planning, Student Learning Outcomes Assessment* and *Instructional Unit Review*. The processes provide the structure for educational units to clearly define expected outcomes, conduct assessment activities, perform periodic reviews, ensure broad-based participation, and use results for improvement. The processes are regularly reviewed for efficiency and effectiveness and for alignment with the College mission. The planning processes are modified based on results and contributor input. All follow the same cyclical pattern: Plan, Implement, Assess, Improve. Specific planning and assessment activities are described below.

Strategic Planning. The Office of Institutional Planning, Research, and Effectiveness (PR&E) monitors the integrated process as outlined in the [Planning, Budgeting, and Assessment (PB&A) Cycle](#). PR&E analyzes institutional data and uses environmental scans in order to provide College leadership with a basis for developing and continually improving the College Strategic Plan. Formalized strategic planning occurs annually. PR&E provides assessment data throughout the year as indicated in the PB&A Cycle document. Strategic objectives are developed after an intensive review of key student success data, student learning outcome assessments, and regulatory and accrediting agency requirements. Objectives are prioritized based

on opportunity for greatest impact and aligned with available resources. The St. Philip's College 2010-2015 Strategic Plan articulates a five-year vision that guides individual instructional units and their educational programs in developing their annual operational and assessment plans. The College goal specific to quality of educational programs is Goal II, Support for Students. Goal II in the Strategic Plan specifically guides the academic direction of the institution to:

- Increase academic support of all students.

- Achieve High Completion Rates

- Maximize P-16 Partnerships

- Achieve the Dream

- Measure and Increase Student Success

- Maximize Employee Accountability for Student Success

- Enable Students to Become Responsible Local and Global Citizens

- Achieve Outstanding Student Learning and Support Programs

Operational Unit and Assessment Planning is tied to College goals which are themselves tied to the College mission. The planning process requires every department to annually assess their success and progress through the academic year in order to make improvements to their actions and processes in all areas including educational programs. The implementation of operational unit and assessment plans provides direction to units and departments and serves as a guide to meeting and measuring College goals and managing resources. Instructional units and departments use the Operational Unit and Assessment Planning Guide to develop two-year plans that are updated annually. Data used in the planning process is made available through PR&E. These plans are revised annually and documentation is maintained by PR&E.

Institutional Student Learning Outcomes Assessment (ISLO) is a key component of the College's Institutional Effectiveness efforts and provides ample evidence of assessment activities and results for each

educational program. ISLO assessment occurs at a variety of levels including faculty assessment in the classroom, department assessment of segmented results, and college assessment of overall student achievement in demonstrating ISLOs. Standardized and customized instruments address the assessment needs of educational programs. Student Learning Outcomes Assessment reports, Operational Unit and Assessment Plan reports and Instructional Unit Review reports provide results from these assessment activities and describe evidence or rationale for improvement strategies.

Instructional Unit Review (IUR) engages instructional units in a comprehensive self-assessment process. The purpose of the process is to evaluate educational program effectiveness. The purpose of the process is to evaluate educational program effectiveness. The goal of the process is to enhance institutional effectiveness by improving the quality of educational programs within instructional units and by staying abreast of discipline and industry-wide changes which affect and impact the quality of instruction. The IUR 2011, IUR 2010, IUR 2009, IUR 2008, and IUR 2007 Reports provide evidence of assessment of educational program activities, results, and improvements for each instructional unit. Some programs were reviewed outside the sequence due to reorganization in some areas and the change from a five- to a three-year cycle. The IUR web site posts the status of the educational program reviewed.

Part of the IUR process is the evaluation of the departmental syllabi. Instructional units are required to post an official syllabus online for all courses offered during a semester. The eSyllabus User's Guide provides guidance and consistency in development of syllabi, which contain common student learning outcomes across sections and performance objectives specific to each course. Student learning assessment methods are documented and used for evaluation of students' attainment of course competencies. Aggregate results in the form of retention and productive grades are reviewed each semester by chair and faculty to determine gains at the course and program level and to assess effectiveness of curriculum in preparing students for progression

in the program sequence. The syllabi web site provides access to each course syllabus. Selected syllabi provide examples.

Assessment and evaluation of student learning occurs using a variety of tools including:

- Educational Testing Service Proficiency Profile (ETS/PP)

- Quality Enhancement Plan (QEP) for critical thinking student learning outcomes (CTSLOs),

- Community College Survey of Student Engagement (CCSSE) Benchmarks.

- Program Specific Accreditation Reports

Descriptors of the specific assess tools follow.

Educational Testing Service Proficiency Profile Exam: Standardized testing is used to measure gains in general education core competencies in educational degree programs. The ETS/PP is used to assess core competency skills in Reading, Writing and Mathematics. Using a random sample of classes from Arts & Sciences, Applied Science & Technology and Health Sciences, the College administered exams in spring 2008 and fall 2008, 2009 and 2010. This cross-sectional assessment allowed students from different areas of study to demonstrate competencies. The students were tested on the proctored and online versions of the exam. The College tracks levels one and two of the exam as appropriate skill levels for first- and second-year college students. The 2008-2010 ETS Results shows cohort comparisons for students tested in spring 2008 through fall 2010. Results indicate that proficiency improved at both first and second year levels for all competencies except writing level two, where students maintained. Progress in core competency skill attainment in Reading, Writing and Mathematics aligns with progress made in students' demonstration of critical thinking skills during comparable periods. Review of the process shows that refining course selection criteria and outreach have improved results.

ETS Proficiency Profile (Levels 1 and 2)
Spring 2008, Fall 2008, Fall 2009 and Fall 2010

Legend: ■ Proficient Sp08 Pilot n=158 ■ Proficient F08 Combined n=216 ■ Proficient F09 Combined n=147 ■ Proficient F10 Combined n=163
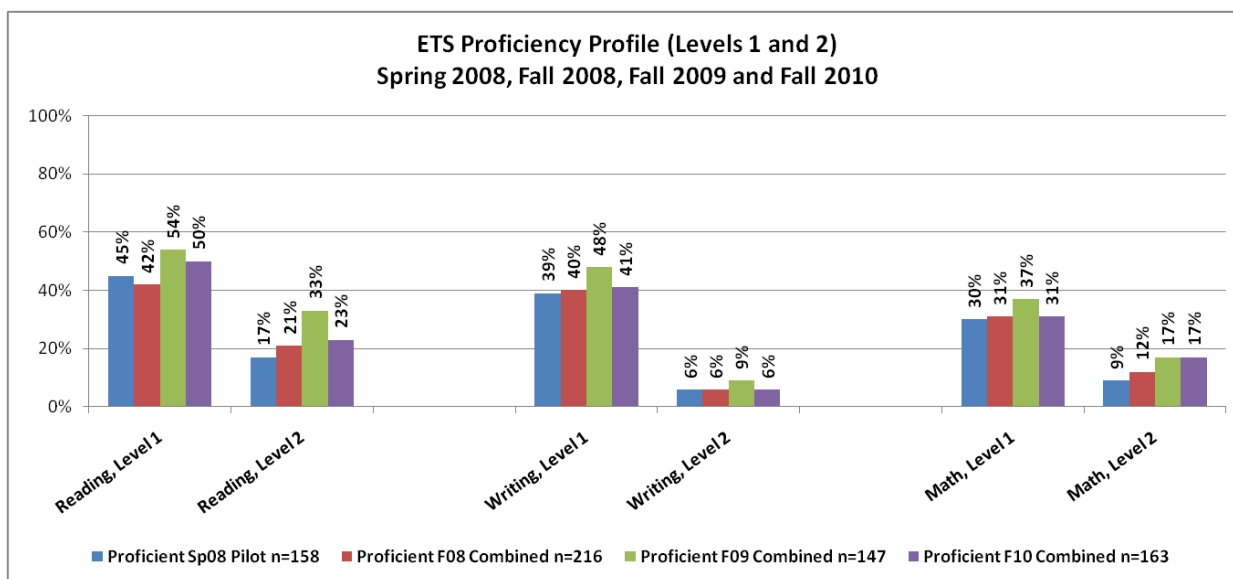
QEP Critical Thinking Student Learning Outcomes: The QEP provides a process to assess student competency in critical thinking skill development across five student learning outcomes, including (1) posing vital questions, (2) gathering relevant information, (3) considering alternative perspectives, (4) developing well-reasoned conclusions and (5) communicating effectively. These are measured using faculty-developed and calibrated assessment rubrics that are used to review student artifacts across all educational program areas. The process for developing and assessing artifacts incorporates faculty training in critical thinking skill development, infusion of critical thinking learning activities in the classroom, and development of assessable artifacts.

A team of faculty assessors evaluates and scores sampled artifacts on a scale of Skillful, Emergent, or Not Demonstrated. The 2007-2010 Critical Thinking Results show that students have significantly improved in their demonstration of critical thinking skills. In fall 2007, 22% of students were assessed as demonstrating critical thinking at the Skillful level. The chart below shows in fall 2010 the number increased to 42% for an increase of 20% over four years. Demonstration of critical thinking at each CTSLO level also increased as follows: (SLO1,

6%; SLO2, 34%; SLO3, 18%; SLO4, 6%; SLO5, 45%). Departments use segmented versions of these data to assess student learning outcomes at the department and unit level. Data indicate the QEP is having an impact on student learning due to process improvements that have led to standardized tracking and evaluation, as well as better alignment between learning activities and assignments.
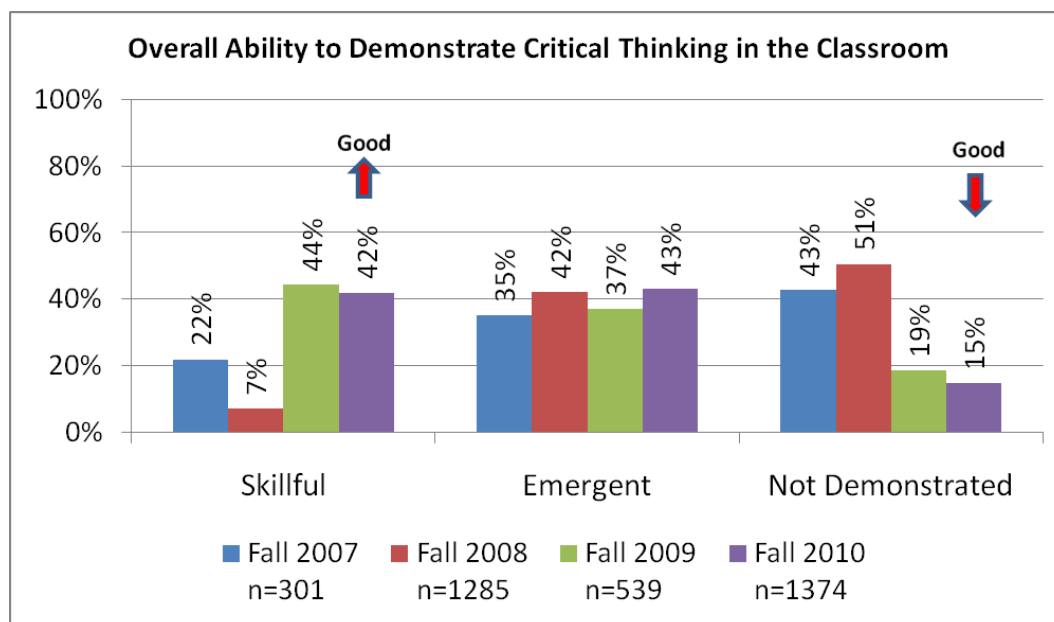
Community College Survey of Student Engagement (CCSSE): In its mission, the College recognizes that a quality educational environment is a critical element in promoting student learning and uses the CCSSE to measure the quality of its educational environment from the students' perspective. The CCSSE uses national benchmarks of effective educational practice focusing on institutional practices and student behaviors that promote student learning. In general, the 2009 CCSSE Benchmarks report indicates that SPC students are outperforming the CCSSE 2009 cohort overall as well as the Achieving the Dream Consortium on all benchmarks. In particular, students perceive SPC as being an academically challenging institution, a measure of quality programs. In addition, the 2009 Alamo Colleges Research Brief, CCSSE shows that student view St. Philip's as contributing substantially to student knowledge, skills, and personal development placing SPC students at a level equal to or above the CCSSE cohort on all items in this category.

Program Specific Accreditation:. External evaluations provide additional opportunity for institutional assessment and continuous improvement of educational programs. A list of the College's accredited programs shows that 14 programs are currently accredited by external agencies and undergo periodic evaluative reviews to maintain accreditation. The reviews are comprehensive and programs make adjustments or improvements as needed following review. These periodic reviews are a measure of student learning and provide faculty and administrators the information needed to make decisions about course content, course sequencing, and other factors to maintain quality programs. Accrediting documents provide evidence of continual assessment of educational programs from outside agencies. .

The College also tracks the assessment, evaluation, and improvement of educational programs using the Educational Program Outcome Assessment Template. For each program, Instructional Units (IUs) indicate overall outcomes addressed, methods for assessment, assessment results, and improvements made based on the results. This template serves as a means of encapsulating the various assessments into one coherent and usable instrument that provides instructional units with a standard format to document their student learning processes, relevant data and information.

What is the evidence for broad-based participation in assessment activities?

The four integrated and cyclical processes for improvement, Strategic Planning, Operational Unit and Assessment Planning, Student Learning Outcomes Assessment and Instructional Unit Review, provide evidence that there is broad-based participation in assessment activities related to educational programs.

Strategic Planning occurs as part of the College's Good to Great initiative and engages all employees who make decisions about human and/or financial resources (approximately 90 employees representing all areas of the institution) as well as Faculty Senate, Staff Council and Student Government representatives. Using these Good to Great sessions two times per year, more if needed, the College practices a cohesive and inclusive approach to college-wide assessment.

Operational Unit and Assessment Planning engages all employees annually in the planning, review and assessment process. The development of operational unit and assessment plans occurs at the department level through department meetings and workshops. Each fall semester, department faculty and staff present their operational unit and assessment plans, to include those of specific educational programs to the President's Cabinet in an open forum where anyone within the SPC community can and does attend.

Student Learning Outcomes (SLO) Assessment processes involve all faculty in the development of teaching strategies and classroom assessment of student critical thinking. Each faculty member is responsible for his or her own classroom instruction of ISLOs. In addition, 40 - 60 faculty engage in the assessment of student critical thinking artifacts each year including distance learning faculty. This past year there were 44 faculty assessors. Professional Development Week and other activities held throughout the year provide all faculty and staff with both mandatory and invitational professional development activities related to best practices in integrating SLOs into the curriculum and assessing results.

Instructional Unit Review requires an in depth review of all educational programs across the College on a three-year cycle. All faculty assigned to an educational program under current review work together to address all components of the standard review process. The IUR Committee provides oversight and includes one faculty representative from each instructional department and six instructional administrators, who can each appoint one at-large faculty member. The Committee's full report and evaluation are forwarded to the department chair, the appropriate dean and the Vice President for Academic Affairs. Recommendations are addressed by the IU in the next planning cycle.

To support high quality assessment practices within the institution, the office of PRE provides workshops for the entire college community to learn how to assess data for their area in order to develop evidence-based decisions that will then be articulated within the four integrated and cyclical processes for improvement, Strategic Planning, Operational Unit and Assessment Planning, Student Learning Outcomes Assessment and Instructional Unit Review. In addition, the **Instructional Innovation Center** provides professional

development opportunities for on-campus and distance education faculty. The Center certifies faculty in the Master Teacher Program as well as in the Distance Learning Program, both of which include a comprehensive module, Assessment of Teaching and Learning with a focus on ISLOs. To promote professional growth, quality instruction, assessment and innovative teaching, the College created the SLO Assessment Office for faculty and staff to participate in quality assessment practices and activities. The most recent Teaching and Assessing Critical Thinking workshops sponsored by the SLO Assessment Office were presented in fall 2010 and spring 2011 and were attended by 148 full-time faculty and 138 part-time faculty comprised of both on-campus and distance learning faculty.

How are periodic reviews in which programmatic outcomes such as retention, graduation rates, employer and alumni satisfaction, and the like assessed, reviewed, and used for improvements?

Using the Strategic Planning, Operational Unit and Assessment Planning, Student Learning Outcomes Assessment and Instructional Unit Review processes, the College cyclically and rigorously assesses the effectiveness of college activities to improve educational programs. All of these processes follow the College's Planning, Budgeting and Assessment cycle requirements.

Strategic Planning sessions are designed to review accomplishments, goals, objectives and strategic actions of all areas of the College. Formal meetings are held each May and September with additional meetings held throughout the year to address specific topics associated with improvement and performance. Participants review key trending data including SPC KPI Targets, Alamo Colleges KPI Executive Performance Report, and the Alamo Colleges KPI Benchmark Report. In the May 2011 Good to Great Strategic Planning Retreat the College reviewed KPIs relating to course completion, retention, productive grade rates, graduation rates, transfer rates and employment rates. See tables below. Based on review of these KPIs along with environmental scans and context mapping, participants determined priorities, set goals, and developed action plans to achieve and set targets for improvements of educational programs.

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

KPI Measure	08-09 Target	09-10 Target	10-11 Target		Performance				
					Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Course completion rate (based on grade distribution). (Source: CBM001,ACCDIR.ExtendedEnrollment,CBM004; Grade Distribution Report)		85.8%		Alamo		80.2%	83.1%	84.8%	86.8%
		82.6%	83.9%	SAC	75.3%	75.7%	79.8%	81.6%	83.4%
		86.3%	87.1%	SPC	81.1%	82.7%	84.7%	84.7%	86.3%
		84.7%	88.1%	PAC	81.3%	78.9%	81.6%	82.7%	88.4%
		90.0%	90.0%	NVC	87.8%	87.5%	88.1%	89.9%	90.1%
		90.8%	90.8%	NLC	81.7%	87.2%	87.9%	89.8%	90.4%
					Fall 2005-Fall 2006	**Fall 2006-Fall 2007**	**Fall 2007-Fall 2008**	**Fall 2008-Fall 2009**	**Fall 2009-Fall 2010**
PT FTIC Fall-to-Fall persistence rate. (Source: CBM001; SAS Program ACPR005a)				Alamo	46.2%	46.3%	49.1%	49.5%	50.1%
	42.5%	43.1%	44.2%	SAC	39.9%	42.5%	42.1%	43.9%	43.5%
	37.1%	46.2%		SPC	36.7%	36.1%	41.6%	38.5%	36.8%
	42.5%	43.0%	44.0%	PAC	45.1%	38.5%	42.0%	42.5%	42.5%
	55.0%	60.0%	55.0%	NVC	52.4%	53.5%	58.1%	55.0%	54.4%
		33.0%	33.0%	NLC			31.0%	31.8%	27.4%
					Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Productive grade rate. (Source: CBM004 and CBM001, Alamo Colleges IR Extended Enrollment File)				Alamo		67.3%	68.2%	69.4%	71.0%
	65.0%	65.0%	67.0%	SAC	62.9%	62.8%	63.3%	64.5%	66.4%
	71.0%	72.2%	73.0%	SPC	67.8%	70.6%	69.9%	71.4%	72.5%
	66.0%	68.1%	70.0%	PAC	68.3%	65.9%	67.3%	67.1%	69.8%
	75.0%	76.0%	77.0%	NVC	75.0%	73.8%	75.7%	76.5%	76.9%
		74.1%	74.1%	NLC	67.5%	74.3%	74.0%	73.1%	73.7%

				Fall 2001 Cohort	Fall 2002 Cohort	**Fall 2003 Cohort**	**Fall 2004 Cohort**	**Fall 2005 Cohort**
FT 3-year FTIC cohort graduation rate. (Source: THECB Accountability System)			Alamo		5.8%	**5.8%**	**5.9%**	**5.1%**
	5.4%	5.6%	SAC	2.6%	2.4%	**2.6%**	**2.7%**	**2.3%**
	8.9%		SPC	10.7%	8.1%	**7.9%**	**8.4%**	**5.7%**
	7.0%	7.8%	PAC	5.3%	7.5%	**6.7%**	**6.5%**	**6.4%**
	11.0%	12.4%	NVC	9.1%	10.0%	**10.8%**	**10.5%**	**10.4%**
	NA	NA	NLC					

				Fall 2000 Cohort	Fall 2001 Cohort	**Fall 2002 Cohort**	**Fall 2003 Cohort**	**Fall 2004 Cohort**
FT 4-year FTIC cohort graduation rate. (Source: THECB Accountability System)			Alamo			**9.2%**	**8.7%**	**9.7%**
	10.0%	10.0%	SAC	4.2%	5.7%	**4.9%**	**5.0%**	**5.1%**
	10.9%	10.0%	SPC	9.7%	13.7%	**12.9%**	**10.9%**	**12.1%**
	11.2%	9.6%	PAC	9.5%	9.0%	**10.1%**	**10.2%**	**12.7%**
	15.0%	17.0%	NVC	11.6%	12.4%	**15.2%**	**14.3%**	**14.7%**
	NA	NA	NLC					

				Fall 2000 Cohort	Fall 2001 Cohort	**Fall 2002 Cohort**	**Fall 2003 Cohort**	**Fall 2004 Cohort**
FT 4-year FTIC cohort graduation rate of non-developmental students. (Source: CBM001, CBM004, TASP)			Alamo	10.0%	10.5%	**14.1%**	**12.2%**	**12.8%**
		9.0%	SAC	5.4%	7.7%	**9.0%**	**6.9%**	**7.0%**
		14.0%	SPC	14.0%	23.7%	**19.0%**	**18.2%**	**12.7%**
		22.2%	PAC	19.4%	10.7%	**15.6%**	**19.7%**	**22.2%**
		18.5%	NVC	12.5%	10.0%	**25.8%**	**12.5%**	**17.7%**
		NA	NLC					

				FY 2004	**FY 2005**	**FY 2006**	**FY 2007**	**FY 2008**
Percentage of academic students enrolled in a Texas senior institution within six months of graduation. (Source: THECB			Alamo	NA	14.0%	13.1%	16.6%	17.0%
17.2%	**21.0%**	**21.0%**	SAC	NA	17.2%	13.8%	19.9%	18.5%

Description				College	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Accountability System)	12.0%	18.9%		SPC	NA	14.4%	10.8%	17.8%	19.0%
	16.0%	16.0%	21.0%	PAC	NA	11.7%	14.0%	14.9%	20.3%
		16.0%	18.0%	NVC	NA	13.6%	12.8%	15.4%	17.5%
		NA	NA	NLC					
Percentage of academic students employed within six months of graduation. (Source: THECB Accountability System)				Alamo	32.1%	35.1%	36.6%	22.3%	45.9%
	34.2%	35.1%	35.1%	SAC	32.6%	34.2%	34.1%	31.3%	38.4%
	33.0%	44.3%		SPC	33.5%	33.0%	44.3%	29.0%	43.8%
		42.0%		PAC	32.7%	40.7%	40.0%	20.7%	56.2%
		32.0%	20.0%	NVC	30.5%	31.2%	31.5%	21.6%	33.8%
			NA	NLC				NA	
Percentage of technical students employed within six months of graduation. (Source: THECB Accountability System)				Alamo	81.4%	84.4%	81.9%	60.9%	78.4%
	84.1%	83.3%	80.0%	SAC	81.9%	84.1%	82.3%	65.8%	78.9%
	85.2%	83.3%	85.0%	SPC	83.8%	85.2%	83.3%	63.7%	79.0%
	88.0%	74.3%		PAC	78.2%	86.0%	72.3%	32.4%	64.9%
	86.0%	76.0%		NVC	50.9%	66.7%	75.7%	58.5%	67.7%
			NA	NLC					

Operational Unit and Assessment Planning provides College-wide and department level evidence that periodic reviews of programmatic outcomes are regularly accomplished and used for improvement. Plans are developed annually and are based upon the directions and initiatives set during the annual Strategic Planning process. Instructional Units and Educational Programs develop two-year action plans that are updated annually and are tied through the Strategic Plan to the College mission, goals and KPIs. Results are reviewed each Fall and are formally reported to the President's Cabinet in an open forum where the college community is invited to participate. Feedback is provided by the College leadership and plans are updated accordingly.

New and revised plans are developed to refine activities and tie to goals and KPIs. They are submitted each February and reviewed again in the spring in preparation for the Good to Great Strategic Planning session in May.   The Annual Operational Unit and Assessment Plan reports stemming from these presentations are archived at PR&E. The Planning, Budgeting, and Assessment Cycle documents the scheduled reporting and assessment requirements.

Student Learning Outcomes Assessment also occurs as part of the St. Philip's College Planning, Budgeting and Assessment cycle. This cycle requires standardized assessments (ETS Proficiency Profile) of core competencies in October and November of each year and also requires QEP SLO assessment of critical thinking each February. Results are shared with departments to determine opportunities for further improvement. An annual QEP Report to the president is submitted each summer and is shared with the cabinet and broader college community for use in Operational Unit and Assessment Planning, Instructional Unit Review, and Student Learning Outcomes Assessment activities for improving educational programs and processes.

Instructional Unit Review is performed by faculty of instructional programs and is accomplished on a three-year rotating schedule that is overseen by a committee of faculty peers. The IUR Manual guides IUs through the steps and timeline of the evaluation cycle and provides an overview of the process. Faculty members conduct the assessment and determine program effectiveness by evaluating outcomes relative to stated purpose. The IUR document template and IUR training provide a standardized framework for assessment, measurement, documentation, and improvement. IUR review teams evaluate submitted reports, reach consensus, and prepare review summaries identifying strengths, areas of concern, and needed improvements. IUs are asked to provide documentation to support conclusions and findings. The process provides departments with the tools and information to guide them toward continuous improvement within their educational programs. These improvement activities are integrated into the department's annual Operational Unit and Assessment Planning process and inform their Student Learning Outcomes Assessment plans. The Committee's full report and evaluation are forwarded to the department chair, the appropriate dean and the

Vice President for Academic Affairs. Recommendations are addressed by the IU through the next planning cycle.

How does the institution's use of assessment results improve educational programs?

Operational Unit and Assessment Planning has as its core purpose the continuous and thoughtful improvement of activities to enable the College to accomplish its goals within the context of its mission and vision, and values. The process uses assessment, including department level environmental scanning, SWOT analysis, student learning outcomes, and KPI findings to improve department and institutional results. KPIs are tracked and trend data is made available to inform decision-making. Departments are able to reflect upon their accomplishments and articulate their opportunities for improvement, making changes in their processes and activities as needed. When a key performance indicator dips in a negative direction, faculty in that educational program are able to quickly recognize the dip, address the needs and incorporate major improvement activities into their Operational Unit Plan. For example, the Occupational Therapy Assistant program was trending with mediocre licensure pass rate in 2007 (75%) and 2008 (76%). Through a thorough review of curriculum and assessments, faculty in the program made improvements that resulted in a marked increase in the 2009 passage rate to 95%.

Student Learning Outcomes Assessment results are shared with the college community annually and are communicated through reports and also are posted online. An annual QEP impact report is submitted to the president of the College each summer and is shared with the college community through an easily accessible link on the College website. Results from these reports are utilized by faculty, staff and administration in determining opportunities for improvement. Examples of improvement strategies in the ISLO Improvements Report include reinforcement of skills through interventions, flexibility and modification of instructional methods in response to student needs, increased use of data to evaluate instructional programs, standardization of assessment instruments, alignment of assessment methods with expected outcomes, and increased discussion among faculty about student expectations and outcomes measurement. Overall, ISLO assessment results indicate that faculty regularly communicate with peers regarding best practices and make timely

adjustments in classroom strategies closing the assessment, evaluation, and improvement loop. The QEP in particular provides a framework to assess and improve both the overall plan for implementing ISLO assessments as well as to assess and improve student demonstration of critical thinking skills. Over the last 5 years, the College has made continuous improvements in streamlining the student artifact assessment process and has also improved professional development and support opportunities for faculty.

Instructional Unit Review provides each educational program with a formal evaluation of their program submission. The evaluation addresses key areas of educational program excellence including mission and goals, instruction and curriculum, enrollment and advisement, faculty, and facilities. Instructional units are rated to determine whether they are meeting standards or need improvement in results and/or improvement in documentation of results. Instructional Units receive feedback in the form of formal recommendations for improvement and that information is posted on the College website. The departments use the information from the Operational Unit and Assessment Planning and Student Learning Outcomes Assessment to address any deficiencies. An example of an improvement resulting from the IU process involves the College's Business Management program. This program's review revealed that it should be discontinued. These were the findings of that program's faculty, which they included in their IUR document. Based on those findings, the program was discontinued, then redeveloped to better meet the needs of students, the community and business and industry and finally re-instituted. Review of the "new and improved" program in 2010 resulted in a recommendation for continuation.

Through the Educational Program Outcome Assessment Template, Instructional Units consolidate student learning outcomes into one document to track and reviewing program student learning activities and improvements. For each program, Instructional Units (IUs) indicate overall outcomes addressed, methods for assessment, assessment results, and improvements made based on the results. The 2010-2011 Educational Program Outcome Assessment reports provides assessment activities and results by educational programs

within the three academic divisions – Applied Science & Technology, Arts & Sciences, and Health Sciences. Representative examples of improvements follow.

Division of Applied Science & Technology. College faculty, along with discipline-specific advisory boards, develop program and course level student learning outcomes as a way to ensure workforce readiness. Faculty embed most assessments in the course content. Programs routinely collect assessment data through the Student Learning Outcome Assessment and the Operational Unit Plan and Assessment Processes. Programs make improvements based on the results of these assessments. For example, the Aircraft Technology assessment of student's ability to *demonstrate skills, techniques, and accepted practices required for aerospace maintenance and determination of air worthiness* using the Student Learning Outcome process showed in 2008-2009 low skillful (5.7%) critical thinking. Based on this result, the program refined the projects to place more emphasis on students participating in research. To allow students to build on their research abilities, faculty revised the courses undergoing the QEP process. In 2009-2010, there was a substantial increase in skillful critical thinking, 85.3%, among students enrolled in the Aircraft Technology program.

The Division of Arts & Sciences: Programs routinely collect assessment data through the Student Learning Outcome Assessment and the Operational Unit Plan and Assessment Processes. Programs make improvements based on the results of these assessments. In 2005, the Department of English set out on a program to test and measure Student Learning Outcomes (SLOs) in English 1302, since that course is a capstone course. After evaluating roughly 200 randomly selected artifacts in English 1302, we determined that the SLOs for that course, and its prerequisite, ENGL 1301 needed more measurable, student-centered outcomes. We adopted the recommended first year outcomes set by the Writing Programs Administrators (WPA), assigning specific outcomes to the appropriate course. As a result, the SLOs for all English courses, from 1301 to sophomore literature were aligned, and emphasized writing and critical thinking. During the same time, we added the SLOs the department had determined for the QEP to each course, as embedded SLOs in

the course. Using the data from the initial years of QEP, we have developed a common artifact to use for the evaluation. In 2010, the department determined to add the use of annotated bibliographies in ENGL 1301, 1302 and all literature classes as a means of capturing and evaluating not only the QEP, but the SLOs of the entire English Program.

The Division of Health Sciences: Programs routinely collect assessment data through the Student Learning Outcome Assessment and the Operational Unit Plan and Assessment Processes. Programs make improvements based on the results of these assessments. For example, in 2005 the Texas Board of Nursing licensure pass rate for the Vocational Nursing Program was 80% and 2006, 82 %. In Nursing, licensure pass rates are benchmarked at 80% a numerical number that must be achieved to maintain accreditation for a nursing program in Texas.

Evaluating the curriculum, student surveys, and program evaluation, the program director and faculty made changes to the curriculum. Student learning outcomes (SLO's) were added to every course including clinical practicums in the nursing program. The SLO's were also embedded into the syllabus, unit and course objectives.

The teaching methodologies in the nursing program shifted to a more student-centered approach with the addition of the SLO's changing a previous teaching philosophy that was teacher centered. Five internet courses were also introduced in Level One to address current trends and technology in nursing. In 2007 the pass rate for the vocational nursing program increased from 82% to 86%, 2008 86%, 2009 92%, and 2010, 95%. The pass rates increased by 15 percentage points in four (4) years which can be directly attributed to the student learning outcomes, and the shift in teaching methodologies among faculty in the nursing program. The nursing program was one of 10 finalists in the Texas Higher Education Coordinating Board "Star Awards" for the state of Texas in 2010.

ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

EVIDENCE

Mission Statement
THECB Core Curriculum Assumptions and Defining Characteristics (Rev. 1999
Core Competiences Definitions
ETS Proficiency Profile Overview
General Education Curriculum
PBA Cycle
2010-2015 Strategic Plan
Operational Unit and Assessment Planning Guide
ISLO Comprehensive Report, 2010-2011 (Rev.6-11)
Operational Unit Plan Reports 2010
Planning, Research, and Effectiveness website
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IUR website
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eSyllabus Users Guide
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Sample Syllabi
ETS 2008-2010
Critical Thinking-2007-2010
Critical Thinking Dept & Division 2008-2011
CCSSE Benchmarks 2009
2009 Alamo Colleges CCSSE Research Brief
Accrediting Agencies Table
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Educational Program Outcome Assessment Template
2011 QEP Assessors
SPC Professional Development Week Program
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Teaching and Assessing Critical Thinking Workshops
Annual QEP Impact Report - 2011
IUR Document Template - 2011
IUR Manual
QEP - online link
EPO Assessment - Applied Science & Technology
EPO Assessment - Aircraft Technology
EPO Assessment - English
Critical Thinking Graph
ETS Results Graph
EPO Assessment - Arts & Sciences

EPO Assessment - Health Sciences
2011 EPO Assessments - Reports
Alamo-Colleges-Benchmarks 2011
KPI Executive Performance Report
ISLO Form
IUR2011
IUR2010
IUR2009
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IUR2007
Performance Research Brief - CCSSE College Contribution to - 20100401

III-3 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. *(Comprehensive Standard 3.2.8)*

NARRATIVE

Judgment of Compliance

Qualified administrative and academic officers with substantial experience, competence, and capacity lead St. Philip's College.

Narrative of Compliance

St. Philip's College has effective leadership to accomplish its mission and employs academic and administrative staff with the credentials and expertise appropriate to the duties and responsibilities associated with their positions. The narrative within this Comprehensive Standard describes the educational qualifications and extensive experience of the senior leaders and administrators of St. Philip's College in relation to the areas and disciplines they serve. Cyclical performance appraisals of all senior leaders and administrators occur each spring to assure that these key employees maintain high standards for performance and effectiveness and keep the institution focused upon its mission.

The President of the College, Dr. Adena Williams Loston, serves as the chief executive officer and reports directly to the Chancellor of the Alamo Community College District who in turn reports to an elected single-member district Board of Trustees. The Board appoints the Chancellor who recommends the appointment of the President, Vice-President, Deans, and Faculty. The appointment of the current Alamo Colleges chancellor, Dr. Bruce Leslie, occurred on November 1, 2006. Prior to assuming the chancellorship, Dr. Leslie served as Chancellor of the Houston Community College System, Chancellor of the Connecticut Community-Technical Colleges, and President of Onondaga Community College in Syracuse, New York. Dr. Leslie earned his bachelor's degree from Baldwin-Wallace College in Ohio, master's degree from Sam Houston State University in Huntsville, Texas. He earned a doctoral degree in Higher Education Administration from the Community College Leadership Program at the University of Texas at Austin. Dr. Leslie recommended, and the Board

approved, Dr. Adena Williams Loston as president and chief executive officer of St. Philip's College. All senior leaders and administrative officers of St. Philip's College were recommended through the President and the Chancellor prior to being appointed by the Board to their current positions.

What evidence exists showing that persons holding key leadership positions in the institution are qualified to carry out their responsibilities?

All members of the St. Philip's College administration are qualified to carry out their responsibilities as key leaders of the institution. The College demonstrates its commitment to effective leadership by employing administrative and academic officers with the credentials and expertise necessary to effectively perform all the duties of their position. The St. Philip's College Organizational Chart identifies the names and titles of the College's administrative and academic officers. A summary of qualifications for College administrators follows and includes links to their summary work profile.

Senior Leadership

President: Dr. Adena Williams Loston serves as the 14th President of St. Philip's College and is the product of a historically black college, Alcorn State University, where she received her Bachelor of Science in 1973. She earned her Master's degree as well as her Doctor of Philosophy in Educational Administration & Supervision from Bowling Green State University in 1974 and 1979 respectively. She also attended the Institute for Educational Management at Harvard University in 1996, the Oxford Roundtable at Oxford University in 2001 and the Wharton School of Business in 2005. Wiley College presented Dr. Loston with an Honorary Doctorate of Science in 2005.

Prior to her presidency at St. Philip's College, Dr. Loston served as the Director of Education and Special Assistant for the National Aeronautics and Space Administration at its Headquarters in Washington, DC. As NASA's senior education official, she was responsible for structuring the Office of Education, providing executive leadership and policy direction. Dr. Loston   was responsible for a $230 million budget and directed policy for $1.3 billion. Before joining NASA, Dr. Loston served as the President of San Jacinto College South

in Houston, Texas for five years and also as the Campus CEO for both the Transmountain and Valle Verde campuses in the El Paso County Community College District.

President Loston is active in many professional organizations and associations receiving numerous awards during her career. Her recognitions include the 2011 Shirley B. Gordon Award of Distinction and the 2008 La Prensa Foundation Outstanding Women in Action Education Award. In 2010, the U.S. Secretary of Education Arne Duncan appointed Dr. Loston to serve on the Historically Black College and Universities (HBCU) Capital Financing Advisory Board. Summary work profile is attached.

Vice President of Academic Affairs: Ms. Ruth Dalrymple serves as Vice President for Academic Affairs. She holds a Masters Degree in Mathematics from Texas A & M University in Kingsville, Texas, and is currently pursuing her Doctorate in Developmental Education in Higher Education Administration from Grambling State University in Louisiana. Ms. Dalrymple began her professional teaching experience in 1988 at Texas A & M University in Kingsville as assistant instructor in the Mathematics and Science department and continued her teaching career in mathematics at various colleges and universities across Texas including St. Philip's College. Ms. Dalrymple was appointed Chairperson of the Mathematics Department at St. Philip's College in 2007. She served as the Interim Vice President for both Academic Affairs and the Interim Vice President for Student Success in 2009 before accepting an appointment as the Vice President for Academic Affairs that same year. Ms. Dalrymple obtained her Lifetime Teacher Certificate from the State of Texas in Secondary Mathematics & Secondary History. Her professional development training includes Master Teacher Certification in 2005 from St. Philip's College; and a Supplemental Instruction Supervisor in 2003 from the University of Missouri in Kansas City. Summary work profile is attached.

Vice President of Student Success: Dr. Sherri Lang is the Vice President of Student Success. She obtained her Doctorate in Educational Administration from Baylor University and a Master in Counseling Education from the University of North Texas graduating with honors as a member of the Kappa Delta Pi Education Honor Society and the Sigma Tau Delta English Honor Society. Dr. Lang began her professional

career in Higher Education at Odessa Community College where she served as a Minority Advisor/Counselor from 1983-1989. Dr. Lang then became the Director of Student Activities for six years at Odessa College, the Director of Testing, Assessment and Student Retention for five years, and finally Executive Director of Housing and Judicial Affairs before joining St. Philip's College as the Vice President of Student Success. Summary work profile is attached.

Vice President of College Services: Mr. Lacy Hampton is the Vice President of College Services at St. Philip's College. Mr. Hampton holds a Master of Arts in Public Administration from Webster University and a Master of Business Administration in Management from St. Mary's University. Mr. Hampton is also a certified contract compliance administrator, earning his certification from the American Contract Compliance Association at Morgan State University. Mr. Hampton has served in a number of management positions including the Supplier Diversity Coordinator with City Public Services in San Antonio, Texas, the Assistant Historically Underutilized Business Coordinator/Procard Compliance Officer at the University of Texas at San Antonio, where he played an instrumental role in leading the HUB Program at UTSA to recognition as a top 25 state agency. From there, Mr. Hampton served as the Small, Minority, and Women Business Enterprises Diversity Administrator for Alamo Colleges. In March of 2011, Hampton accepted the position of Interim Vice President for College Services at St. Philip's and was recently appointed Vice President for College Services. Summary work profile is attached.

Academic Officers

St. Philip's College academic educational programs, offerings, and services divide into five divisions. All divisions aim to provide students with an educational environment that stimulates creativity, critical thinking, personal growth, and a lifelong appreciation of learning.Below is a summary of qualifications for academic officers along with an attached summary work profile.

Dean of Arts and Sciences: Ms. Mary B. Cottier is Dean of the division of Arts and Sciences and is responsible for the departments of Social and Behavioral Sciences, Communications & Learning, Fine Arts,

Mathematics, Natural Sciences, Dual Credit and Developmental Education in Reading, Writing, Math. Dean Cottier received both her Bachelor of Science and Master of Science degree in Computer Science and Mathematics from East Texas State University in 1976 and 1978, respectively. She is currently pursuing a Certificate in College Teaching from the Texas A&M University at College Station. Dean Cottier served as a full-time tenured faculty member of the Mathematics/computer Science and Business Administration Department at St. Philip's College beginning in 1989. Dean Cottier served as the Chairperson for the Mathematics, Computer Science and Business Administration Department at St. Philip's College from 2003 to 2007. In 2008-2009, Dean Cottier served as full-time tenured faculty member of the Mathematics and Natural Sciences Division and was elected Chair of the Mathematics and Computer Science Division at Northeast Lakeview College. In 2009, she returned to St. Philip's and was promoted to Dean of Arts and Sciences. Dean Cottier was awarded the Faculty Teaching Excellence Award for St. Philip's College 2006 and the NISOD Teaching Excellence Award in 1997 and in 2007. Summary work profile is attached.

Dean of Applied Science and Technology and Interim Dean of Workforce and Continuing Education:

Ms. Maureen A. Cartledge serves as Dean, Division of Applied Science and Technology, and is responsible for the departments of Automotive Technology, Electronics, and Information Technology, Business Information Solutions, Tourism/Hospitality and Culinary Arts, Repair and Manufacturing Technology, Multimodal Transportation, Allied Construction. She currently is also serving as Interim Dean of Workforce and Continuing Education with responsibilities for the departments of Workforce Development, Continuing Education, Partnerships and Extended Services, and the Middle College. Dean Cartledge received her Master of Science Degree in Computer Information Systems from St. Mary's University in San Antonio, Texas and also holds a Bachelor of Arts in English from the University of Maryland. She is currently pursuing a Doctorate of Education in Higher Educational Leadership at Texas A & M, Corpus Christi. Dean Cartledge served as Assistant Director of Communications and Education and as Director of Conventions & Meetings for the Mechanical Contractors Association of America, Programmer Analyst for the Sprague Electric Company; Computer

System Designer with the Martin Marietta Data Systems Group, Systems Engineer/Supervisor and Program Manager for Electronic Data Systems with the Government Department of Defense and Health Affairs, and Managing Consultant for the Electronic Data Systems Group. She also served as Program Manager and Program Director for Harcourt Assessment Incorporated before accepting the position of Dean of Applied Science & Technology at St. Philip's College. Dean Cartledge was recognized by NISOD for the Administrative Excellence Award in 2011. Summary work profile is attached.

Dean of Health Sciences: Ms. Rose Spruill is Dean, Division of Health Sciences and is responsible for Diagnostic and Invasive Health Sciences, Nursing Education ADN, Nursing Education LVN, Early Childhood/Physical Health & Clinical Sciences. Dean Spruill holds a dual Master of Science Degree in Nursing and Education from the University of Phoenix, a Bachelor of Science in Nursing from the University of Incarnate Word, an Associate Degree in Nursing from San Antonio College, and a Licensed Vocational Nursing Certificate of Completion from St. Philip's College. She is currently pursuing a Doctorate of Science Degree with emphasis in Adult Higher Education and Nursing Education from Capella University. Dean Spruill served as the Director of Nursing at Southwest General Hospital for four years and also served as the Nurse Administrator Extended Care Cluster of the San Antonio State Hospital. In 2004, she began work as a tenure-track faculty member at St. Philip's College and was promoted to Assistant Professor in 2007. Dean Spruill accepted the position of Program Director/Chair for the Vocational Nursing Department in 2008, and in 2010, she became the Dean of Health Sciences, the position she currently holds. Dean Spruill co-authored a publication, "Fundamentals Nursing Care", Ramont, Niedringhaus, Prentice Hall Publications 2005. A summary work profile is attached.

Dean of Interdisciplinary Programs: Dr. Karen J. Sides is Dean, Division of Interdisciplinary Programs, and has responsibility for the Library and Student Development, Archives, Media Services, Instructional Innovation Center and Professional Development, Center for Distance Learning and the office of Student Learning Outcomes Assessment. Dr. Sides holds a Doctorate of Education in Institutional Management from

Pepperdine University in Malibu, California. She received her Master of Arts in Multidisciplinary Studies in English, Sociology and Religion and a Bachelor of Art in Fine Art from Incarnate Word College in San Antonio, Texas. Dr. Sides served as a Program Manager with AT&T Data Communications, in Los Angeles, California. Dr. Sides also served as Director of Education for the TI-IN Network, a national K-12 satellite-based distance learning company, and was Director of the Academy for Curriculum Leadership and Technology at the University of Montana before coming to St. Philip's College where she served as Instructional Designer, Coordinator of the Instructional Innovation Center, Director of Instructional and Professional Development and Assistant to the President of the College. She accepted the appointment as Dean of Interdisciplinary Programs in 2009. Select publications include *Educating as Moral Responsibility*, essay in <u>Affirmed Action: Essays on the Academic and Social Lives of White Faculty Members at Historically Black Colleges and Universities</u>. Edited by Lenoar Foster, New York: Rowman and Littleton (1999) and articles published in ERIC Clearinghouse on Community Colleges, Techtrends, and National Policy Board for Educational Administration. Summary work profile is attached.

Student Success Officers

St. Philip's College student success programs, offerings and services are divided into two divisions. Both divisions aim to provide students with a supportive environment that stimulates creativity, critical thinking, personal growth, and a lifelong appreciation of learning. Below is a summary of qualifications for student success officers along with an attached summary work profile.

Dean of Student Success: Dr. Paul Machen is Dean, Division of Student Success and is responsible for Student Support and Disability Services, Counseling Services, Career Services, Tutoring, First Year Experience, Service Learning, Advisors in Residence. Dr. Machen holds a Doctorate of Philosophy Degree in Adult Occupational and Continuing Education from Kansas State University in Manhattan Kansas. He also holds a Master of Business Degree in Managerial Leadership from City University in Bellevue Washington. Dr. Machen served as a Course Supervisor and Instructor at the Louis Garland Fire Academy, Training, Evaluation

Program Manager at the U.S. Department of Defense, Faculty Instructor for the University of Phoenix, and in 2007, he served as Senior Academic Advisor at the University of Texas at San Antonio. In 2010, Dr. Machen served as the Assistant to the President at St. Philip's College before accepting the position of Dean of Student Success. Summary work profile is attached.

Enrollment Management: Ms. Ana Lisa Garza is Interim Director, Division of Enrollment Management, and is responsible for Admissions, Records and Registration, Testing Center, International Student Services, Veterans Affairs, Student Recruitment, Southwest Campus – Student Services, and Extended Services for off-campus sites. Ms. Garza holds a Master of Arts Degree in Counseling from The University of Texas at San Antonio and a Bachelors of Arts Degree in Interdisciplinary Studies. Ms. Garza's served as an Admissions Officer at the University of Texas at San Antonio and also worked as a Recruiter/Advisor for St. Philip's College before accepting a position as the Coordinator of Student Recruitment. Ms. Garza's leadership training includes the Alamo Colleges Leadership Academy for Success (ALAS) in 2008. Prior to her current position as Interim Director of Enrollment Management, she served as the Director of Student Services at St. Philip's College. Notable to her years of experience in the college system include three years in Registration, two years in Admissions and eleven years in Recruitment. Summary work profile is attached.

If staff with nontraditional credentials have been appointed, what evidence in their background and experience justifies their employment?

No administrators or senior leaders with non-traditional credentials have been appointed.

What evaluation mechanisms are in place for the periodic review of the institution's academic and administrative officers?

The Alamo Colleges has established a Performance Appraisal program that provides for mandatory annual reviews of full-time and part-time regular Classified, Professional and Administrative employees. The value of performance appraisal is in the process of communication between supervisor and employee and not merely the completion of the form.

St. Philip's College adheres to the Alamo Colleges Board Policy D.7.1 Employee Evaluations that states: *Each supervisor employed by the College District shall conduct periodic performance evaluations of all full-time employees and adjunct faculty under his/her supervision. If an employee disagrees with an evaluation he/she*

may appeal it within the college to the President. Within district services evaluations may be appealed to the respective Vice Chancellor. Performance evaluations apply to the College's academic and administrative officers. Each spring semester, College administrators and officers are evaluated for performance based upon Alamo Colleges district requirements that include key performance indicators and additional measures related to budgeting and finance, communication, team-building and special initiatives. These performance indicators are included in each administrator or academic officer's contract and are referred to as the Executive Performance Protocol. Specific measures include:

1. Course Completion
2. Productive Grade Rates
3. Student Retention
4. Student Satisfaction
5. Success Rates in Developmental Coursework
6. Transfer Rate (to Texas senior institutions)
7. Graduation Rates
8. Student Improvement in High-Risk Courses
9. Average Class Size
10. Fundraising
11. Personnel as a Percentage of Operating Budget
12. Cost-Cutting Strategies
13. Promoting Effective Communication
14. Community Relations
15. Extent to which your E-Team is aware of objectives
16. Achieving the Dream
17. Promoting Sustainability
18. Building a Unified Culture Across the District
19. Promoting Diversity
20. Collegial and Supportive Relations with PVC Colleagues (Presidents and Vice Chancellors)

These protocols are included within the **Alamo Colleges Performance Evaluation and Development Plan for Administrator, Managerial and Professional Personnel.** This plan includes two parts:

Part A. Performance Planning - This is a joint exercise between the employee and the supervisor to define the major job responsibilities to include an understanding of the Executive Performance Protocol expectations. Performance goals and standards are documented and a copy is kept by the employee with the original kept by the supervisor.

Part B. Performance Evaluation - The second part is the process of evaluation.   In this process, a supervisor evaluates the extent to which an employee's work meets the expectations established in the performance plan.

The evaluation includes recommendations from the immediate supervisor to include professional development to further enhance the employee's strengths or to address gaps in performance. The purpose of the evaluation is to develop opportunities for continuous performance improvement. With administrators and academic officers being held accountable for key performance indicators identified in their contract and tracked via the Executive Performance Protocol, they are in a sense evaluated much more often than annually as KPI reports are disseminated several times during the academic year

EVIDENCE

The Alamo Colleges - Chancellor
Office of the President - Organizational Chart
Profile for President, Dr. Adena Williams Loston
Profile for Ruth Dalrymple
Profile for Dr. Sherrie Lang
Profile for Lacy Hampton
Profile for Mary Cottier
Profile for Mareen Cartlege
Profile for Rose Spruill
Profile for Dr. Karen Sides
Profile for Dr. Paul Machen
Profile for Ana Lisa Garza
D.7.1 Policy Employee Evaluations
Executive Performance Protocol Template
Administrator Evaluation Form

III-5 The institution publishes admissions policies that are consistent with its mission. *(Comprehensive*

Standard 3.4.3)

NARRATIVE

Judgment of Compliance

St. Philip's College publishes admission policies that are consistent with the mission of the College and the policy of the Board of Trustees.

Narrative of Compliance

The Alamo Community College District ("Alamo Colleges") Board of Trustees in F.2.1 Policy Student

Enrollments has established an Open Door Admissions Policy to ensure individuals have access to a quality

college education. Within this context, the Alamo Colleges has a Board Policy, A.1.3 for the established

Mission, Vision, Values, and Goals. Goal 1: of the College's Strategic Plan addresses Access to Higher

Education by maintaining an open door and affordable access to quality higher education for citizens of Bexar

County and surrounding service area. St. Philip's consistently applies admission policies to all applicants and

transfers and exceptions are limited and based on specific criteria for waiving admission requirements. The

College's policies conform to widely accepted higher education standards.

What are the admissions policies for the institution and for specific programs and how are they based on widely accepted standards for undergraduate and graduate applicants?

The Alamo Colleges, including St. Philip's College, have an open door admissions policy to ensure that every

person has the opportunity to attain a college education. Admissions policies are found in a section entitled

"Admissions" which not only outlines the college's General Admissions Requirements and Transient Student

Admission Requirements, but also admission requirements by classification such as high school admissions,

GED admissions, home-schooled admissions, early admissions, dual credit admissions, transfer admissions,

military transfer admissions, former student admissions, international student admissions, and senior citizen

admissions. Admissions policies are also outlined in the college's "All College Brochure" whose content

regarding admissions policies is derived from the e-catalog to ensure uniformity.   Basic admissions policies

require students to:

1. Submit the ApplyTexas two (2) year college admission application online

2. Submit an official high school/GED or college transcript from last college attended

3. Meet the placement requirements with official documentation of Texas Success Initiative (TSI) exemption or compliance (test scores or college transcript) or take mandatory placement tests. Exception: Students enrolling in Level One-Certificate Programs that do not identify skill levels are not required to test.

4. Schedule an advising session if attending college for the first time or transferring with less than fifteen (15) semester credit hours

5. Meet additional requirements for some admission types

The College adheres to an open admissions policy by accepting students without regard to age, race, gender,

religion, national origin, color, disability, or the provision of services. St. Philip's College admits students based

on the following classifications:

- High School
- GED
- Home-Schooled
- Early Admit
- Dual Credit
- Transfer
- Military
- Former Student
- International Student
- Senior Citizen
- Audit/Noncredit
- Individual Approval
- Students Enrolling with Previous College Transcripts

While maintaining an open admissions policy to the College, some technical and vocational programs have

specific admission criteria. For admission into these programs, students must meet the general College

requirements based on classification, as well as the academic standards and guidelines set forth by each of

the programs. The St. Philip's College Catalog outlines the admission requirements for the LVN to ADN

Mobility, Vocational Nursing, Radiography Technologist, and Health Information Technology programs.

Admissions policies are based on widely accepted standards for undergraduate applicants such as those

outlined by AACRAO, SACRAO, and TACRAO and are disseminated and made available to students via the

college's e-catalog which is found on the St. Philip's College website.

What evidence exists that admissions policies for the institution and for specific programs are consistent with the stated mission of the institution?

The College's mission statement is to provide a quality educational environment that stimulates leadership,

personal growth and a lifelong appreciation for learning. This mission is articulated within a context of being

"responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity", "commitment

to opportunity and access", and "individual attention to students in a flexible and sensitive environment". An

open door admission policy ensures access to every person who seeks to obtain a higher education.

Regardless of students' backgrounds and varied levels of college-readiness, the college utilizes advising plans

that respect individual academic needs and place students on a path for success. To ensure the admission

policies continue to be consistent with the mission of the College, the policy of the Board, and the goals of the

District, the Division of Academic Affairs, the Division of Student Success, and the academic and vocational

departments periodically review admissions policies. The Vice President of Student Success and Director of

Enrollment Management are responsible for assuring admission policies are consistent to the mission of the

College.

What evidence exists that the standards for admissions to the institution and specific programs are clear, reasonable, and consistently implemented?

The College's mission statement is to provide a quality educational environment that stimulates leadership,

personal growth and a lifelong appreciation for learning. This mission is articulated within a context of being

"responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity", "commitment

to opportunity and access", and "individual attention to students in a flexible and sensitive environment". An open door admission policy ensures access to every person who seeks to obtain a higher education. Regardless of students' backgrounds and varied levels of college-readiness, the college utilizes advising plans that respect individual academic needs and place students on a path for success. To ensure the admission policies continue to be consistent with the mission of the College, the policy of the Board, and the goals of the District, the Division of Academic Affairs, the Division of Student Success, and the academic and vocational departments periodically review admissions policies. The Vice President of Student Success and Director of Enrollment Management are responsible for assuring admission policies are consistent to the mission of the College

How does the institution show that admissions requirements are appropriate to identify qualified students who have the ability to complete a program successfully?

The college demonstrates that admissions requirements are appropriate to identify qualified students who have the ability to complete a program successfully by administering placement exams (Accuplacer and THEA) to assess the academic skills of all entering undergraduate students (unless deemed "exempt") prior to enrollment (Texas Success Initiative). Students who do not meet the minimum passing standards for college-readiness are required to meet with an academic advisor to develop an academic plan for success that includes enrollment in developmental coursework.

How does the institution disseminate admissions policies and are they uniform in all publications?

Current academic calendars, grading policies, and refund policies are made available to students and other constituents via the college's website (Student Services tab), e-catalog, schedule, and Student Development courses (course curriculum includes an overview of these topics) as well as in Alamo Colleges Educational Services (ACES) student portal where students can easily access the information using the supplied links. The St. Philip's College website allows students and the community to view admissions policies located in the *College eCatalog*. The College's eCatalog outlines the admission requirements and guidelines for each classification noted in the above listing. The online ApplyTexas application allows all students, including

distance education students to complete the admission process. Students can visit the College's Welcome

Center to complete their application.

EVIDENCE

F.2.1 Policy Student Enrollment Requirements
A.1.3 Policy Alamo Colleges Vision, Mission, Values, and Goals
General Admission Requirements
2010-2015 Strategic Plan
2010 All College Brochure
LVN to ADN Mobility Admission Guidelines
Vocational Nursing Admission Guidelines
Radiography Technology Admission Guidelines
Health Information Technology Admission Guidelines
Mission Statement
Admission Requirements
ApplyTexas
Welcome Center

III-6 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. *(Comprehensive Standard 3.4.11)*

NARRATIVE

Judgment of Compliance

For each major in a degree program, St. Philip's College assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified (and/or qualified through vocational experience) in the field. In those degree programs for which St. Philip's College does not identify a major, this requirement applies to a curricular area or concentration.

Narrative of Compliance

The academic administration at St. Philip's College places primary responsibility for coordinating programs and developing curriculum at the program level within each academic and vocational department. Academically and/or vocationally qualified in the discipline, program directors and coordinators are responsible for program curricula. All program directors and coordinators meet the employment qualifications of Board Policy D.2.3 Qualifications. The 2010-2011 Table of Department Chairs and Programs Leads (Coordinators or Directors) by the three divisions: Applied Science & Technology, Arts & Sciences, and Health Sciences outline the areas of responsibility and qualifications for each of the program leads. The College depends upon program coordinators/directors to ensure that each program contains essential curricular components, has appropriate content and pedagogy, and maintains currency.

What evidence exists that the coordinator for each major, curricular area, or concentration in an undergraduate or graduate degree program has the qualifications and credentials for leadership in the development and review of the curriculum?

The program Coordinator (a fulltime tenured or tenure track faculty member) reports directly to the Department Chairperson and indirectly to the appropriate Dean and the Vice President of Academic Affairs. He/she has specific responsibility for the operation of the academic and/or occupational program(s), including, but not limited to the content, quality, and effectiveness of the curriculum within the program area, recruiting, and student advisement within and for the program. The position requires both teaching and administrative duties

and serves as an important link between the faculty and the Department Chairperson. The Alamo Colleges program coordinator job description requires minimum job skills in the following areas:

1. Appropriate academic credentials to teach within the program area;

2. Skills in establishing and maintaining effective working relationships with faculty, staff, other departments, students, and the public;

3. Skill in presenting ideas and concepts orally and in writing;

4. Ability to manage multiple projects and inspire others to achieve the objectives;

5. Ability to work within an open and team environment using collaborative approaches;

6. Ability to focus faculty and staff toward student learning;

7. Ability to commit to establishing, maintaining, and assessing collaborative educational and service programs; and,

8. Ability to foster college-wide partnerships to promote quality in education.

The program coordinator/director's responsibility includes not only the delivery of content but also curriculum development and evaluation, development of student evaluation methods and assessment of student learning outcomes. Program coordinators/directors demonstrate expertise and competency in content and pedagogy as evidenced by on-going academic and/or continuing education in the academic field or area of concentration and professional development. Program coordinators/directors are active members of professional organizations within their area or disciplines to maintain current in education, best practices and where appropriate, clinical trends affecting their professions. Program coordinators/directors typically exceed the minimum requirement for teaching experience and where appropriate, clinical experience in their perspective areas of learning.

What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the respective undergraduate or graduate degree programs and for ensuring that the curriculum, as well as the delivery of the curriculum, is educationally sound?

Program coordinators/directors adhere to the Alamo Colleges Program Coordinator Job Description. The position description states the program coordinator is responsible for providing leadership to the program including working closely with faculty members within the program area and the Department Chairperson in the formulation, justification, and revision of courses and curricula; scheduling and leading departmental advisory committee meeting; and, participating in the program review and evaluation process (Instructional Unit Review).

In addition, program coordinators/directors are actively involved in annual Operational Unit Planning and Assessment, as well as department evaluations. Program coordinators/directors lead and guide faculty in student assessments and in formative evaluations of the classroom by reviewing course, student and faculty evaluations. Program coordinators/directors oversee and develop interactive learning/lab activities to facilitate collaborative learning among diverse groups of students. In academic departments they work with four-year institutions to ensure the quality and rigor of programs/courses are relevant, consistent and meet the requisite skills for further learning. Program coordinators/directors in applied sciences or health professions areas meet with advisory councils to discuss program evaluations by student and affiliate evaluation of clinical sites to discuss trends, technology, student retention, program licensure pass rates, and evaluation of the current curriculum. Program coordinators/directors actively engage with the department chairperson to evaluate and present changes to the college and district curriculum committees. Program directors and coordinators provide feedback from faculty and communicate with the responsible Chair, the associated Dean, and the Vice President for Academic Affairs, as well as accrediting bodies.

EVIDENCE

D.2.3 Employment Qualifications
Applied Science and Technology Academic Program Coordinators
Arts and Sciences Academic Program Coordinators
Health Sciences Academic Program Coordinators
Program Coordinator Job Description
IUR Manual
Operational Unit and Assessment Planning Guide
Advisory Committee Handbook

Office of the President - Organizational Chart
D.2.3.2 Procedure Faculty and Department Chair Positions
Alamo Colleges Curriculum Council
Blackboard Vista Training

III-7 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Comprehensive Standard 3.11.3)*

NARRATIVE

Judgment of Compliance

St. Philip's College operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities

Narrative of Compliance

The mission of St. Philip's College is *to provide a quality educational environment that stimulates leadership, personal growth and a lifelong appreciation for learning.* Within this context, St. Philip's is committed to providing and maintaining facilities both on and off campus that serve the needs of its educational programs, support services as well as individual students, faculty, staff and administration.

St. Philip's College MLK campus is located east of downtown San Antonio, Texas with 777,362 square feet of academic, student support, and maintenance space in 30 buildings. The Southwest Campus, located 9 miles from the main campus is situated on 417,305 square feet of academic and student support space in 7 buildings. With 1,194,667 gross square feet, the two campuses include a performing arts center, a four-court tennis center, two libraries, and a gymnasium with a swimming pool. Since 2006, the College has opened five new buildings that support academics and student support: Center for Learning Resources, Center for Health Professions, Welcome Center, Diesel Technology Center, and Diesel Technology Lab. The St. Philip's College Physical Facility profile details the acreage, building gross square feet (.gsf), usage, year built, and year renovated for each structure. The primacy of maintenance, expansion, and upgrade projects are determined by the College President, Vice President for College Services, and the District Facilities Management department, as well as internal and external engineers and experts

Is there a master facility plan in place designed to meet current and future needs of the institution? How is it revised and updated?

St. Philip's College Strategic Plan provided guidance for the 2010 College Master Plan for the MLK and SW campuses. The heart of the plan is based on the mission of the college *to provide a quality educational environment that stimulates leadership, personal growth and a lifelong appreciation for learning.*" The goal of the master planning process is to create a "unique" campus based on the College's Vision, Mission, and College Priorities, which includes physical, environmental, and social elements that define the unique nature and character of St. Philip's College. An interactive and collaborative dialogue with campus stakeholders further enhances the goals of the plan. The plans are reviewed and revised annually during the College's Strategic Planning Retreat, Good to Great. Key stakeholders attending the retreat provide feedback and comments to the plans to assure they will adequately meet the needs of the College, students, and community. Administration takes this information and works closely with architects and consultants under contract to come up with conceptual designs of the buildings that will meet the future needs of the college.

What is the institution's plan for routine and preventative maintenance?

St. Philip's College ensures a high level of continuous care for facilities and installed equipment through the annual preventive maintenance (PM) program. Preventive maintenance includes work required to maintain, repair, restore, replace-in-kind or alter facilities or components thereof, which have deteriorated or require upgrading or modernization, to a condition that the facility or component may be used effectively. Funds allocated for the PM program are utilized for materials, labor, tools, and equipment or contracted work directly relating to and supporting the concept of well-maintained buildings, grounds, utilities, or like items normally associated with physical plant activities.

 In a January 2011 report on select facilities management principles and policies specific to the St. Philip's College, outside consultants, Lockwood, Andrews and Newman, Inc., stated that the St. Philip's College (SPC) Routine or Preventive Maintenance (PM) model has two (2) primary components: 1) The servicing or

maintenance of operable systems to keep them functioning as intended, and 2) The replacement of aged equipment (while still operational) to avoid system failure. Maintenance of operable systems includes tasks such as chiller/boiler inspection, pest control, waxing of floors, replacement of air filters, and many other tasks funded in SPC's annual operating budget. Alternatively, the replacement of aged equipment or systems (near the end of their respective useful life expectancies) is funded for SPC with dedicated PM budget line items. Regular inspection and maintenance is an ongoing part of general operations. Funding is set aside annually for the inspection and pending replacement of appropriate systems. SPC makes every attempt to aggressively maintain systems to extend their design life and plans for system replacement prior to failure.

The PM plan was developed to meet the College's mission to provide a quality educational environment and to meet Goal IV, Capacity to Serve, of the College's Strategic Plan, by developing the human capital and strengthening the financial, technological, and physical capacities of the College for first-rate student and community services.

The following details the Fiscal Year End 2011 PM budget for St. Philip's College. As evidenced in Table 1, St. St. Philip's College has identified facility areas requiring preventive maintenance funding and has allocated funds to proactively maintain these systems as part of a successful Routine and Preventive Maintenance plan.

Table 1 – St. Philip's College Preventive Maintenance Budget FY11

St. Philip's College - PM	
Roof Maintenance	$ 100,000
Structural Maintenance	300,000
Pavement and Grounds	90,000
Mechanical /Elec/Plumbing	300,000
Floor Care	130,000
Pest Control	25,000
Air Quality Testing	170,000
PM Individual Projects	280,000
	$ 1,395,000

St. Philip's is dedicated to making sure facilities are utilized and maintained appropriately and developed a Request for Use of Facilities (RUF) form to better manage facilities to meet the needs of educational programs and student services. In 2010, the College conducted the Noel-Levitz Student Satisfaction Survey. The survey evaluated the importance and satisfaction of campus facilities among students. Overall, St. Philip's College students considered campus facilities very important, 6.46 as compared to the National Group Mean, 6.31. The results also demonstrated that students were generally more satisfied with the facilities, 5.93 compared to the national mean, 5.84.

Scale/Questions:	SPC		NATIONAL	
	Importance	Satisfaction	Importance	Satisfaction
Campus Climate				
On the whole, the campus is well-maintained	6.46	5.93	6.31	5.84

What is the institution's deferred maintenance plan?

Items not addressed under PM policies and procedures are characterized as deferred maintenance and are addressed under a distinct plan and set of guidelines developed by the Alamo Colleges. In a January 2011 report on select facilities management principles and policies specific to the St. Philip□□s Colle consultants, Lockwood, Andrews and Newman, Inc., stated the St. Philip□□s College□□s, deferred maintenance plan is built around comprehensive facility assessments. Pursuing such work on these intervals helps SPC to maintain an accurate deferred maintenance backlog, develop a clear plan of action to maintain and improve facilities over manageable time periods, and ensure facilities are regularly evaluated for compliance with current codes, standards, and guidelines.

SPC facilities were last evaluated in 2005 as part of a District wide assessment, and a new effort is currently underway to update that previous work.

How do the physical facilities support the needs of the institution's educational programs, support services, and other mission-related activities?

St. Philip's College continues to maintain, construct and renovate facilities to meet the needs of the College community. To fully support the academic programs, support services, and all mission-related activities the College is working to improve campus buildings so they operate seamlessly within their environment. In 2009, the College opened a multipurpose academic facility housing three new buildings: Center for Learning Resources, Center for Health Professions, and Welcome Center all funded by a $450 bond package.

The **Center for Learning Resources** provides 69,146 gross square feet of modern academic research, instruction, and services. The Center supports the Mission of the College to "provide an educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning" by meeting the needs of the student, faculty, staff, and administrators. The Center operates the Library, Computer Operations, and Media Services. Resources are available to enhance classroom instruction. A 10,000-square-foot library to support student and faculty needs at the Southwest Campus opened in 2011. A large number of resources are available on and off-campus at both the Main and Southwest campuses.

As well, the **Center for Health Professions** supplies 116, 341 gross square feet of academic space, to include classrooms and labs meant to replicate various departments found throughout healthcare facilities. The classrooms and labs provide hands-on learning experiences in an environment that is realistic, but without risk to real patients. Using full-size electromechanical human patient simulators in environments outfitted as hospital rooms, students will practice assessment, decision-making, and nursing skills in a safe environment. The facility supports career programs such as vocational nursing, surgical technology, radiology and diagnostic imaging, physical therapy, respiratory therapy, occupational therapy, medical assistant, health information systems and medical transcription.

The College's **Welcome Center** with 31,778 gross square feet serves students who are applying, testing, and registering for attendance at the institution. The Welcome Center serves as a one-stop station by housing academic, financial aid advisors, a testing center and business office.

In 2009, the College opened two new buildings, Diesel Technology Center and Lab, at its Southwest Campus location. This center is the most advanced Diesel and heavy machinery maintenance training facility for students and corporations in the San Antonio area. The facility includes 10 instructional Diesel technology bays. Both the Center and Lab will also serve as a regional training center for Diesel technicians from such firms as Cummins, HOLT CAT, and Romco Equipment Company, a Volvo distributor based in San Antonio.

In April 2011, the College celebrated the opening of three new science and math facilities at the Southwest Campus location. The facilities are the Center of Excellence in Science, the Center of Excellence in Mathematics, and the Alternative Energy Laboratory. They were built to increase the flow of two-year college graduates transferring to four-year universities for science and related degrees that lead to high-pay jobs in the green economy. As part of the new centers, students have access to a weather station and the largest non-commercial rooftop solar installation in the city. The new centers have debuted new green degree programs for students with specializations in power generation and bio–energy, along with the installation, repair, maintenance and construction of large alternative energy systems such as solar power.

In 2009, the College opened two new buildings Diesel Technology Center and Lab, at its Southwest Campus location. This center is the most advanced Diesel and heavy machinery maintenance training facility for students and corporations in the San Antonio area. The facility includes 10 instructional Diesel technology bays. Both the Center and Lab will also serve as a regional training center for Diesel technicians from such firms as Cummins, HOLT CAT, and Romco Equipment Company, a Volvo distributor based in San Antonio.

In April 2011, the College celebrated the opening of three new science and math facilities at the Southwest Campus location. The facilities are the Center of Excellence in Science, the Center of Excellence in Mathematics, and the Alternative Energy Laboratory. They were built to increase the flow of two-year college graduates transferring to four-year universities for science and related degrees that lead to high-pay jobs in the green economy. As part of the new centers, students have access to a weather station and the largest non-commercial rooftop solar installation in the city. The new centers have debuted new green degree programs for students with specializations in power generation and bio-energy, along with the installation, repair, maintenance and construction of large alternative energy systems such as solar power.

Currently, St. Philip's College is in the process of renovating the third floor of the Sutton Learning Center (SLC) to accommodate the College's Administration. In addition, renovations are occurring on the second and third floor of the Science Building which will be used for instructional purposes, to include Chemistry and Biology classrooms and lab spaces.

How does the institution provide adequate physical facilities at off-campus sites?

St. Philip's College operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. St. Philip's provides physical facilities that allow faculty, students, and staff to consistently have access to on-site and off-site facilities as necessary; make periodic investment in the improvement of its on-site and off-site facilities in order to expand available resources exceeding the District policies for minimum facilities maintenance expenditures per annum.

The Superintendent of Facilities has 17 years of experience and she manages twenty-two (22) maintenance staff, Thirty-five (35) housekeeping staff, and six (6) person grounds crew. The St. Philip's College Facilities Services Department provides maintenance repair, renovation projects, custodial services, and grounds maintenance. These services include the following: Repairs, Preventive Maintenance, New and Minor

Renovation to Electrical, Plumbing, Structural, and Heating, Ventilation, and Air Conditioning, and Landscape Irrigation Systems. These services include the following:

General maintenance personnel are responsible for the operation and maintenance of building systems, to include heating, ventilation, air conditioning, electrical, plumbing, painting, blacksmithing and carpentry services. They are also responsible for the repair of the structural components of buildings such as walls, floors, and roofs. St. Philip's College uses the MAXIMO computerized maintenance management system to manage on-line work order requests. Work orders result from a call to the Facilities Hotline or submitting an online request for maintenance issues.

Custodial Services: Custodians provide general housekeeping and cleaning for common areas, interior spaces, classrooms, offices and departmental space. This includes trash removal and floor cleaning and dusting, as well as special services such as carpet shampooing, floor stripping and waxing, interior window cleaning and venetian blind cleaning. Custodial Services also coordinates pest control services.

Grounds maintenance maintains the campus (and some off-campus) grounds, lawns, shrubs and other plants and trees, outside trash removal, some outside pest control, litter and leaf removal.

EVIDENCE

Mission Statement
MLK Campus Map
SWC Map
Physical Facility Profile
SPC MLK Campus Master Plan
SWC Master Plan
2010-2015 Strategic Plan
Inventory and Analysis Memo
Request for Use of Facilities
Noel Levitz Student Satisfaction Survey
Online Work Order Requests
PM Budget

III-8 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. *(Federal Requirement 4.1)*

NARRATIVE

Judgment of Compliance

St. Philip's evaluates success with respect to student achievement including consideration of course completion, state licensing examinations, and job placement rates.

Narrative of Compliance

To fulfill its Mission, St. Philip's College evaluates success with respect to student achievement including course completion, state licensing examinations, and job placement rates as part of its ongoing, integrated and institution-wide planning, budgeting and assessment processes. Documentation of educational program success can be found in the Key Performance Indicator Reports, Instructional Unit Review Assessments and in various College reports.   Comprehensive Standard 3.3.1.1 discusses in detail the College's Operational Unit Planning and Assessment and Instructional Unit Review (IUR) processes. These two processes require department leaders to examine various student achievement results on an array of indicators including course completion, licensure rates, and job placement rates.

The Texas Higher Education Coordinating Board's Accountability System tracks the performance of Texas colleges and universities on critical measures. The system has three components: 1) Key Accountability Measures, 2) Contextual/Explanatory Measures, and 3) Institutional Explanations and Description. These measures include course completion, performance on licensure examinations, job placement rates, and a variety of others. The definitions of all accountability measures can be found on the Texas Higher Education Coordinating Board's website.

How does the institution document student success in relation to its mission and its educational programs?

St. Philip's documents student success in relation to the mission of the College and educational programs as part of the Strategic Planning and Operational Unit Planning and Assessment processes. Both of these

processes are tied to the Mission and Goals of the College and both utilize data and evidence garnered through Key Performance Indicators (KPIs). KPIs were developed as a collaborative effort among all of the Alamo Colleges in the district and through the leadership of the district to monitor institutional performance and benchmark against the best colleges in the state. The KPIs address a broad range of student success indicators including course completion, state licensing examinations and job placement rates.

St. Philip's uses the KPIs to help shape the agenda for strategic planning sessions and to determine College-wide Strategic Action Plans and Operational Unit Plan and Assessment activities that are designed to meet the mission of the College by enhancing and improving academic and student support strategies. The student success data is provided in the KPI findings documented on the Alamo Colleges website. KPI reports are generated several times throughout the academic year for review and to set targets for the coming year. Current KPI measures for course completion, state licensing and job placement are provided below.

Course Completion

St. Philip's College determines course completion rates based on grade distribution. Course completion rates are defined as "The rate at which credit courses are completed with a grade of A, B, C, D, F, I, IP, or P. This measure indicates the proportion of courses in which students do not withdraw by the end of the term. Data include dual credit courses and exclude Flex II." Over the last three fall terms, the course completion rate at St. Philip's College has averaged 85% and has shown steady improvement since Fall 2005. See table.

St. Philip's College Course completion rate (based on grade distribution) (KPI 56)						
	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	***Fall 2010**
Alamo		80.2%	83.1%	84.8%	86.8%	86.9%
SAC	75.3%	75.7%	79.8%	81.6%	83.4%	84.2%
SPC	**81.1%**	**82.7%**	**84.7%**	**84.7%**	**86.3%**	**85.8%**
PAC	81.3%	78.9%	81.6%	82.7%	88.4%	86.7%
NVC	87.8%	87.5%	88.1%	89.9%	90.1%	90.4%
NLC	81.7%	87.2%	87.9%	89.8%	90.4%	90.4%
Alamo Colleges KPI Measures and Targets Database 20110804 *Preliminary						

Table 1

State Licensure Examinations

Licensure examinations provide an independent measure of student success. Currently, there are 14 programs at St. Philip's College with external licensing. The Texas Higher Education Coordinating Board publishes the Statewide Annual Licensure Report, which includes the number of students from each institution who took the licensure exam and the number who passed. See tables below for KPI trends and results for overall licensure rates and also for results and trends by program from the last three years.

St. Philip's College Proportion of Students Who Pass Licensure Exams (KPI 107)			
	FY 2008	***FY 2009**	***FY 2010**
Alamo	86.2%	89.0%	88.4%
SAC	87.4%	90.0%	86.4%
SPC	**85.2%**	**88.1%**	**93.3%**
PAC		86.7%	90.0%
NVC		100.0%	90.5%
Alamo Colleges KPI Measures and Targets Database 20110804 *Preliminary			

Table 2

Licensure Exam Pass Rate by Program

Program	*% of Students Passing Licensure Exam*		
	AY '07	*AY '08*	*AY '09*
Airframe Mechanics and Aircraft Maintenance	*80%*	*100%*	*100%*
Aircraft Powerplant Technology/Technician	*87%*	*100%*	*100%*
Occupational Therapy Assistant	*75%*	*76%*	*95%*
Physical Therapy Assistant	*95%*	*93%*	*90%*
Respiratory Care Therapy/Therapist	*60%*	*89%*	*93%*
Radiologic Technology	*72%*	*73%*	*75%*

Clinical/Medical Laboratory Technician	50%	100%	100%
Histologic Technician	N/A	0%	83%
Licensed Practical/Vocational Nursing Training	74%	87%	93%
Registered Nurse Training (RN)	69%	77%	73%
Massage Therapy/Therapeutic Massage (Continuing Education program)	86%	85%	94%

Table 3

Job placement rates

Job placement is one of the Texas Higher Education Coordinating Board's key measures of success and one of the Alamo Colleges Key Performance Indicators. The Coordinating Board's standard for this measure is "85 percent of workforce education program completers are employed or pursuing additional education within one year of graduation." Overall, St. Philip's College workforce programs meet or exceed this standard. In addition, the 2008-2009 Texas Higher Education Coordinating Board Community and Technical Colleges Division Revised Post-Graduation Outcomes for Workforce Education Programs report shows the overall outcomes (job and education) for St. Philip's College workforce education graduates to be 91%.

Using the Automated Student and Adult Learner Follow-Up System, the Texas Higher Education Coordinating Board tracks post-graduation outcomes for workforce education programs to assist colleges in determining compliance with the State standard. Based on the latest available data provided by the Coordinating Board, the percentage of students employed or pursuing additional education within one year of graduation at St. Philip's College is above the standard for total graduates and improved from 2007-08 to 2008-09. The College also uses the reports to track post-graduation outcomes by degree programs. These data are provided in the complete reports cited in the table below.

St. Philip's College Percentage of Students Employed or Pursuing Additional Education Within One Year of Graduation	
THECB Report Cycle	**Total Graduates Successful Outcomes**
Revised Post-Graduation Outcomes for Workforce Education Programs 2007-08	90%
Revised Post-Graduation Outcomes for Workforce Education Programs 2008-09	91%

Table 4

The College also tracks post-graduation outcomes for technical students using the Alamo Colleges KPI

Measures and Targets Database. This measure is used for trending, benchmarking, and improvement. The

table below shows the percentage of technical students employed within six months of graduation tracked for

cohorts FY2005 to FY2009. St. Philip's performs well in comparison to its sister colleges.

St. Philip's College Percentage of Technical Students Employed Within Six Months of Graduation (KPI 115)					
	FY 2005	**FY 2006**	**FY 2007**	**FY 2008**	**FY 2009**
Alamo	81.4%	84.4%	81.9%	60.9%	78.4%
SAC	81.9%	84.1%	82.3%	65.8%	78.9%
SPC	**83.8%**	**85.2%**	**83.3%**	**63.7%**	**79.0%**
PAC	78.2%	86.0%	72.3%	32.4%	64.9%
NVC	50.9%	66.7%	75.7%	58.5%	67.7%
Alamo Colleges KPI Measures and Targets Database 20110804 *Preliminary					

Table 5

Are the three indicators mentioned above appropriate to the mission of the institution? If so, how does

the institution use the findings?

The Mission of St. Philip's College, to provide a quality educational environment that stimulates leadership,

personal growth, and a lifelong appreciation for learning, serves as a guide to determining what performance

indicators provide evidence of the success of the institution. Goal II – Student Support of the College's

Strategic Plan is to increase academic support for all students and Goal III – Workforce Development is to

build a world-class workforce education and training capacity in partnership with business and community

based organizations. Course completion rates, state licensure rates and job placement rates are all critical to

the mission and goals of the institution and data related to these areas are reviewed regularly as part o the

Planning, Budgeting and Assessment Cycle and the Operational Unit Planning and Assessment process.

Strategic Action Plans currently in place address these three critical indicators.

For example, in May of 2010, St. Philip's, as part of the annual strategic planning process, reviewed KPIs and

identified areas to improve. This process led to the development of college level action plans to address the

identified KPIs. KPIs are attached to specific College goals which are aligned with the mission of the

institution. Departments currently are in the process of updating their Operational Unit plans to address the

KPIs identified in the College's Strategic Action Plans. Applicable KPIs will be reviewed cyclically to assure

progress is being made in each area. See table below.

Strategic Action Plans by KPI and Goal

Mission: to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning.		
KPI	Key Action Plan	Goal
Course Completion	Enhance tutoring and the Early Alert System	Goal II: Student Support - Increase academic support for all students
Licensure Rates	Refine curriculum of current programs	Goal III: Workforce Development – build a world-class workforce education and training capacity in partnership with business and community based organizations
Job Placement Rate	Refine curriculum of current programs	Goal III: Workforce Development – build a world-class workforce education and training capacity in partnership with business and community based organizations

.   **Table 6**

EVIDENCE

Mission Statement
Operational Unit and Assessment Planning Guide
IUR Manual
THECB Accountability Measures and Definitions
Planning, Budgeting, and Assessment Cycle
KPI-and-Measures-List
2010-2015 Strategic Plan
2010-2015 Strategic Plan - Goals

Accrediting Agencies Table
2007-2008 Statewide Annual Licensure Report 1
2008-2009 Outcomes
2007-2008 Outcomes
Alamo Colleges Benchmarks 2011 - Course Completion and Success

III-9 The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. *(Federal Requirement 4.2)*

NARRATIVE

Judgment of Compliance

St. Philip's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Narrative of Compliance

To meet its mission, St. Philip's offers educational programs that are appropriate to the type of diplomas, certificates, and degrees awarded. The College's curriculum carries out the goals of the educational programs.

The Texas Education Code, Section 130.0011 - Public Junior Colleges: Role and Mission defines the role and mission of community colleges as two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. In fulfillment of this mission, St. Philip's College awards diplomas, certificates, or degrees that are approved by the Texas Higher Education Coordinating Board (THECB). Specifically, the THECB has authorized the College to award Associate of Arts, Associate of Science, Associate of Arts in Teaching, and Associate of Applied Science degrees as well as certificates of completion; this authorization is documented in the *Texas Higher Education Coordinating Board Rules Currently in Effect* (*Texas Administrative Code, Title 19: Education, Part 1: Texas Higher Education Coordinating Board*) *Chapter 8. Subchapter B. RULE §8.25 - Provisions Applicable to Each Type of District*. In addition, the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) accredit the College to award associate degrees.

The general education curriculum is the core of St. Philip's College academic experience. The core curriculum consists of 45-48 semester credit hours. The core emphasizes the six intellectual core competencies instituted by the THECB in 1999: reading, writing, speaking, listening, critical thinking, and computer literacy. The *Lower-Division Academic Course Guide Manual (ACGM)* published by the THECB list the College's core

curriculum and the general education courses within its discipline-specific concentrations. The *ACGM* is the official list of courses approved for general academic transfer that may be offered by public community and technical colleges in Texas for state funding." A standing committee of representatives from community colleges and universities reviews the appropriateness of the courses in the manual. St. Philip's College maintains compliance with the courses in the *ACGM*. In addition, the Texas Higher Education Coordinating Board published in the ACGM established approved fields of study curricula for Associate of Arts and Associate of Science degrees*.* St. Philip's College has implemented one of these approved fields of study curricula for the Associate of Arts in Music degree.

How are existing programs an outgrowth of the mission and goals of the institution?

The Mission Statement of St. Philip's College is to *provide a quality educational environment that stimulates leadership, personal growth and a lifelong appreciation for learning*. To meet its mission, St. Philip's College offers educational programs that are directly related and appropriate to the purpose and goals of the institution and to the diplomas, certificates, and degrees awarded. Existing programs are an outgrowth of the mission as all programs have undergone an assessment to determine the need for the program as well as whether the program is aligned with the College's Mission and Goals. Goal I is to provide Access to Higher Education and Goal II is Student Support. Goal III is Workforce Development. All three of these goals guide the institution toward meeting its mission as well as support the continued refinement of existing programs. Assessment of educational programs as they relate to the Mission and goals of the institution is repeated annually through the Operational Unit and Assessment Planning process and every three years through the Instructional Unit Review process.

When faculty propose substantive changes to an existing program or request a new program, an intense assessment of proposed offering is undertaken and is always linked to the Mission and Goals of the institution. Specific procedures for course and program development and approval is delineated by the SPC Curriculum

Committee and also undergoes review by the district through the Alamo Colleges Curriculum Council (ACCC). The St. Philip's College Curriculum Committee and the ACCC adhere to the Texas Higher Education Coordinating Board's rules and regulations for course and program approval. The ACCC provides guidelines to faculty for curriculum development in the following ways:

St. Philip's College Curriculum Committee Minutes
St. Philip's Academic Affairs Council
Alamo Colleges Curriculum Council Overview
Alamo Colleges Curriculum Council Program Coordination

What evidence exists that the programs are appropriate to diplomas, certificates, and degrees awarded by the institution?

Programs are appropriate to diplomas, certificates and degrees awarded by St. Philip's College as evidenced by compliance with THECB requirements in each degree and certificate area.

Associate of Arts, Associate of Science, and Associate of Arts in Teaching Degrees. The purpose of the Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees at St. Philip's College is to promote transfer of these degrees into baccalaureate degrees at universities. The College meets this purpose through compliance with the applicable rules and regulations. The *Texas Higher Education Coordinating Board Rules Currently in Effect* (*Texas Administrative Code, Title 19: Education, Part 1: Texas Higher Education Board*) establishes the following requirements for Texas higher education institutions:

- Associate degrees consist of 60-66 semester credit hours;

- A general education core curriculum includes no less than 42 lower-division semester credit hours and no more than 48 credit hours;

- Students must complete the general education core as part of their degree requirements.

(See *Chapter 9, Subchapter J, RULE §9.183-Degree Titles, Program Length, and Program Content* and *Chapter 4 Subchapter B. §4.28-Core Curriculum*)

In keeping with these requirements, associate degrees at St. Philip's College are comprised of 45-48 general education curriculum hours and a minimum of 15 semester credit hours of discipline-specific concentration.

<u>Workforce Programs.</u> The *Guidelines for Instructional Programs in Workforce Education* (*GIPWE*), published by the THECB, establishes the semester credit hour and other degree requirements for workforce associate degrees, Associate of Applied Science (AAS) degrees, and certificates. The GIPWE limits the AAS degree to 60-72 semester credit hours. The AAS degree programs at St. Philip's College comply with this limit and range between 60-72 semester credit hours. In accordance with guidelines identified in GIPWE, Associate of Applied Science degree graduates from St. Philip's College are required to complete a minimum of 15 semester credit hours in general education coursework. These 15 hours must include at least one course in each of the following core curriculum areas: Mathematics, Natural Sciences, Humanities/Literature/Visual-Performing Arts, and Social/Behavioral Sciences. In addition, AAS students must complete a general education course in English Composition and a course that proves computer competency. Each discipline specifies three additional semester credit hours required in general education.

The remaining semester credit hours required in the College's Associate of Applied Science degrees consist of specified workforce courses. Program Advisory Committees are consulted in the design of the curriculum for the workforce programs, thus ensuring that the course competencies align with job skills vital to the business/industry in question and that required licensure or certification standards are incorporated into the curriculum. The *College Catalog's* description of the program list the Program Advisory Committees comprised of community and business representatives within the respective industry. College faculty collaborates with Program Advisory Committees to select courses from the *Workforce Education Course Manual* (*WECM*) to fulfill the workforce component of the AAS degrees. The *WECM*, published by the THECB, is the online inventory of current workforce education courses deemed appropriate for AAS degree programs. The College also follows the new program approval process outlined in *GIPWE* Chapter 5 and required by THECB.

The *GIPWE* also mandates the requirements for workforce certificates. According to *GIPWE* Chapter 3, a Level One Certificate is limited to 15-42 semester credit hours, and a Level Two Certificate is limited to 43-59 semester credit hours. The Level One and Level Two Certificates at St. Philip's College meet these semester hour requirements. As with the workforce component of the College's AAS degrees, faculty and Program Advisory Committees collaborate to select the appropriate workforce courses to be included in the certificate programs.

What evidence exists that the curriculum is appropriate to the programs?

The Instructional Unit Review (IUR), workforce advisory committee recommendations, and regulatory requirements all provide evidence that the curriculum is appropriate to each educational program at St. Philip's College. The IUR is an organized process whereby each instructional unit (IU) examines its individual effectiveness by careful evaluation of stated purposes, educational goals, assessment methods and outcomes. Findings from this review inform the IU of any curricular or other program corrections needing to be implemented. This process receives input from a broad-based representation of the individuals interacting with the IU. This representation includes not only instructional faculty within the IU, but also faculty from other supporting and supported disciplines, enrolled students, graduates, industry benefactors, advisory committee members, other community colleges having similar IUs, licensing/certifying agencies and/or representatives of transfer (four-year) institutions. Through such review, an IU is able to identify its unique role and scope relative to the college's mission, establish educational goals and outcome measures (documenting both qualitative and quantitative outcomes), realign curriculum as needed, and utilize assessment findings to effectively plan educational goals and desired future outcomes.

Advisory boards are utilized in the workforce fields. St. Philip's College follows the procedures as outlined in the Texas Higher Education Coordinating Board's Guidelines for Instructional Programs in Workforce Education (GIPWE). Industry-based advisory committees are formed for each workforce education program

with the role of documenting program needs, such as resources and curriculum, and assisting the college in providing students with skills and knowledge necessary to meet business and industry needs. Per the GIPWE, the following are functions of advisory committees:

1. evaluating the goals and objectives of the program curriculum;

2. establishing workplace competencies for the program occupation(s);

3. suggesting program revisions as needed;

4. evaluating the adequacy of existing college facilities and equipment;

5. advising college personnel on the selection and acquisition of new equipment;

6. identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities;

7. assisting in the professional development of the faculty;

8. assisting in promoting and publicizing the program to the community and to business and industry; and representing the needs of students from special populations.

Regulatory agencies provide required oversight in the delivery of certain workforce education programs and present accreditation standards including curriculum standards for their respective programs. The number of hours is not specifically identified by the accrediting body but rather a required range is specified by the Workforce Education Course Manual. However, the accrediting body does mandate course hours for core curriculum courses leading to an AAS.

EVIDENCE

Texas Education Code, Section 130.0011- Public Junior Colleges: Role and Mission
Chapter 8. Subchapter B. RULE §8.25 - Provisions Applicable to Each Type of District
SACS Reaffirmation Letter - 2006
Lower Division Academic Course Guide Manual (ACGM)
Field of Study Curricular
Mission Statement

St. Philip's College Academic Programs
College Curriculum Committee Meeting Minutes 040811
Division of Academic Affairs
Alamo Colleges Curriculum Council Coordination Overview
Alamo Colleges Curriculum Council Program Coordination
Chapter 9 Subchapter J RULE Â§9.183-Degree Titles Program Length and Program Content
Guidelines for Instructional Programs in Workforce Education (GIPWE)
GIPWE - New Program Approval Process
Workforce Education Course Manual (WECM)
GIPWE - Certificates
IUR Review Template

III-10 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. *(Federal Requirement 4.3)*

NARRATIVE

Judgment of Compliance

St. Philip's College makes readily available to students and the public current academic calendars, grading policies, and refund policies.

Narrative of Compliance

St. Philip's is committed to informing students and the public about current academic calendars, grading policies and refund policies and makes a strong effort to distribute the information as widely as possible. An informed student or potential student will matriculate through the system much more efficiently, a key to good customer service and educational practice.

How does the institution make current academic calendars, grading policies, and refund policies available to students and other constituents?

The College primarily relies upon web-based communication for keeping students and the public informed about current academic calendars, grading policies, and refund policies. By taking advantage of the long reach of the Internet, St. Philip's created a central website for Student Services that enables students and the public to access critical information at any time and from anywhere. The information also is available through Student Development (SDEV) courses where the course curriculum includes an overview of all these topics. In addition, the Alamo Colleges Educational Services (ACES) student portal includes links to easily access the information. Furthermore, the College's Welcome Center and Recruitment Office disseminate the information in the College Catalog and Student Handbook to prospective and current students in person, at events, and during Student Development classes. Online students have access to academic calendars, grading policies, and refund policies through links that are visible on all pages of the College's ecatalog website.

The Student Services tab of the College's website provide access to these specific areas through:

St. Philip's College eCatalog

Alamo Colleges Catalogs and Schedules

Alamo Colleges Registration, Payment, and Academic Calendars

EVIDENCE

SDEV Syllabus - Curriculum Overview
ACES Student Services Access
St. Philip's College - Recruitment Office
Distance Education - St. Philip's College eCatalog
St. Philip's College - eCatalog
The Alamo Colleges - Catalogs_Schedules
The Alamo Colleges - Registration_Payment Calendar
The Alamo Colleges - 2010-2011 Academic Calendar

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

III-11 Program length is appropriate for each of the institution's educational programs.
 (Federal Requirement 4.4)

NARRATIVE

Judgment of Compliance

The length of all St. Philip's College educational degree programs is appropriate for the degree type.

Narrative of Compliance

Faculty determine scope and length based upon the degree being pursued as well as regulatory requirements. Degree programs are of sufficient length to include appropriate course work, and are of sufficient duration to provide for mastery of all aspects of the subject matter.

What criteria does the institution use to determine the appropriateness of program length?

The Criteria utilized to determine the appropriateness of program length at St. Philip's College includes:

- Texas Higher Education Coordinating Board (THECB)
    - Academic Course Guideline Manual (ACGM)
    - Guidelines for Instruction Programs in Workforce Education (GIPWE)
    - Workforce Education Course Manual (WECM)
- District Curriculum Committee (formerly DCC now called the Alamo Colleges Curriculum Council)
- Cross college discipline teams
- SPC College Curriculum Committee
- Instructional Unit Review (IUR) process
- Advisory Committees
- Regulatory agencies/Accrediting bodies
- Licensure Rates
- Job placement rates
- Student Learning Outcome (SLO) assessment

How is the program length sufficient for students to gain mastery of the subject matter?

The faculty of St. Philip's College review the requirements and length of programs and degrees via the

Instructional Unit Review and the Operational Unit & Assessment Plan. Program length is sufficient for

students to gain mastery of the subject matter. Faculty cyclically review student success data as part of both

Instructional Unit Review and Operational Unit and Assessment Planning processes to assure that programs

are meeting the needs of students. The College complies with rules for program length for associate degrees

and certificates as mandated by the Texas Higher Education Coordinating Board (THECB) and the *Texas Education Code*. In addition, the College follows the *Alamo Colleges Program Coordination Guidelines for Reviewing Program Requirements*.

Associate of Arts, Associate of Arts in Teaching, and Associate of Science Degree Program Length

The Texas Higher Education Coordinating Board (THECB) stipulates that academic associate degrees (Associate of Arts, Associate of Arts in Teaching, and Associate of Science degrees) must consist of 60-66 semester credit hours; such requirements are documented in the *Texas Administrative Code, Chapter 9, Subchapter J, §9.183-Degree Titles, Program Length, and Program Content*. The Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.), and Associate of Science (A.S.) degree programs at St. Philip's College comply with this rule as the degrees require between 60 and 66 semester credit hours. Further, the College's A.A., A.A.T., and A.S. degrees, excluding approved fields of study, all require 45-48 hours in general education core curriculum.

Associate of Applied Science Degree and Certificate Program Length

The Guidelines for Instructional Programs in Workforce Education (GIPWE), published by the Texas Higher Education Coordinating Board, specifies the semester credit hour requirements for workforce associate degrees (Associate of Applied Science degrees). *GIPWE, Chapter Three* states that the Associate of Applied Science (A.A.S.) degree is limited to 60-72 semester credit hours. The A.A.S. degree programs at St. Philip's College comply with this standard, as the programs require between 60 and 72 semester credit hours. *The GIPWE* also mandates the semester credit hour requirements for workforce certificates. *GIPWE, Chapter Three* states that a level one certificate is limited to 14-42 semester credit hours, and a level two certificate is limited to 43-59 semester credit hours. Accordingly, St. Philip's College's level one certificates require between 15 and 42 semester credit hours, and its level two certificates require between 43 and 59 semester credit hours.

How is the program length sufficient for students to gain mastery of the subject matter?

EVIDENCE

Alamo Colleges Curriculum Council Program Coordination
Chapter 9 Subchapter J RULE §9.183-Degree Titles Program Length and Program Content
2011-2012 Core Curriculum Selection List - St. Philip's College
GIPWE - Certificates
GIPWE - Degrees

III-12 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(Federal Requirement 4.5)*

Judgment of Compliance

St. Philip's College has adequate procedures for addressing written student complaints and can demonstrate that it follows those procedures when resolving student complaints.

Narrative of Compliance

St. Philip's addresses student complaints in a fair and professional manner, and the policies and procedures governing student complaints are well publicized and provide clear and consistent guidelines for resolution.

What are the policies and procedures governing student complaints?

St. Philip's College believes that student complaints are best handled within the appropriate professional area as this allows a timely response by a competent staff person. Grievance and appeals procedures are found in the academic affairs, college services, and student affairs divisions. Complaints addressed to the Office of the President are routinely directed to the appropriate vice president or office that deals with the issue; the normal appeals or grievance procedure is then followed. Appeals and grievances are addresses in slightly different ways, depending upon the nature of the issue.

Grade Appeals/Changes

Students at St. Philip's College have the right to request a review of a course grade and petition for a grade change up to one year after the course has ended. Grade changes require the approval of the instructor and the department Chair. Because the responsibility for determining all grades and for judging the quality of a student's academic performance in a course rests with the instructor, if a student believes a final grade to be incorrect, he/she should first attempt to resolve the issue through a conference with the instructor. If the

instructor cannot be located in a timely manner, the student may initiate the grade appeal with the department Chair. If the student is not satisfied with the outcome of the conference with the instructor, then he/she may file an academic grievance. As with other procedures affecting students, the process for a grade appeal is published in the Student Handbook and the St. Philip's College Procedures Manual. An example of grade change documentation is provided.

Academic Grievances

St. Philip's College follows Board Policy F.4.6 Academic Grievances when addressing student academic grievances. The process for filing such a grievance can be found in the Student Handbook and the College eCatalog; the process can be summarized as follows:

1. If a student believes he/she has been treated unfairly by an instructor, the student should first schedule a conference with the instructor in an attempt to resolve the issue;

2. If the student believes that the matter is unresolved by this conference, he/she may consult with the department Chair;

3. A Student Academic Grievance Form must be completed and filed with the department Chair;

4. The Chair will consult with the instructor and student individually, and, if necessary, request a meeting with all parties involved;

5. After the meeting(s), the Chair will affirm or deny the grievance;

6. If the student believes the matter is still unresolved, he/she may appeal to the appropriate Dean. The decision of the Dean to affirm or deny is final. Provided is an example of an academic grievance resolved using the College's policies and procedure.

Academic integrity issues are not addressed through the above procedure; rather Board Procedure F.4.2.3 Academic Integrity Disciplinary Process outlines the process for instances of academic dishonesty.

Non-Academic Grievances

To address student complaints that are outside the purview of academics, St. Philip's College follows the Appeal of Disciplinary Action process outlined in the Student Handbook and eCatalog. In the case of grievances involving charges of discrimination, the College follows the Student Discrimination Grievance Procedure. If the student believes he/she has not received a reasonable and fair response from the

supervisor, and then the student may appeal to the second level supervisor; if the student believes the issue is still unresolved, then the student can file an appeal with the next level supervisor and so on. A student can request a disciplinary hearing to discuss the unresolved issue. The Vice President of Student Success is the highest administrator to address a grievance. The decision of the Vice President is final. The evidence involving a disciplinary action against a student suspended from campus shows the College follows the non-academic grievance process.

Sexual Harassment

The College follows Alamo Colleges Board policies and procedures when handling student sexual harassment allegations; these policies include Board Procedure F.4.3.1 Student Sexual Harassment: Complaint Process and Board Procedure D 4.5.1 Harassment. Students can find information about reporting sexual harassment in the Student Handbook. Students who wish to complain of harassment and employees or other students who are aware of an alleged harassment incident may report it to any of the following:

- The Associate Vice Chancellor for Human Resources or designee;

- The employee's supervisor or an Alamo Colleges administrator;

- A College official;

- The Alamo Colleges Title IX coordinator;

- The Alamo Colleges Ethics and Compliance Office;

- The District Ethics Hotline or the Internet reporting site

When an individual receives a report of alleged harassment, he/she must notify the Alamo Colleges Associate Vice Chancellor for Human Resources or the College President. Once notified of the incident, the Human Resources department will help the complainant prepare a written complaint. The department will also coordinate the investigation, which will be conducted by a team appointed by appropriate College and District officials and trained by the Alamo Colleges Office of Legal Affairs. At the conclusion of the investigation, the team will submit a written report to the College President or the Chancellor, who will review the report and determine the appropriate resolution.

How are the policies and procedures governing student complaints disseminated?

The Student Code of Conduct, available online, publishes grievance and appeals policies and procedures. In the student responsibilities session during New Student Orientation, incoming students are informed of the locations of the academic catalogs and Student Handbook, and that they are responsible for reading those documents. The St. Philip's College Student Development (SDEV) course required of all first-time students cover these documents. All students follow the same procedures regardless of location (on- or off-campus) or status.

What is the evidence that the publicized policies and procedures are followed when resolving student complaints?

St. Philip's follows publicized policies and procedures to resolve student complaints to assure that all individuals involved are treated fairly and professionally and the issue is resolved in an appropriate manner. Examples of the College following procedures for resolution of student complaints are available in relation to both Academic Grievance and Non-Academic Grievance

EVIDENCE

F.4.6 Policy Academic Grievances
Student Academic Grievance Form
Student Grievance Example
F.4.2.3.F Form Academic Integrity Report Form
SPC Student Handbook 2011-2012 - Discrimination Grievance
Student Code of Conduct - eCatalog - Appeal to Disciplinary Action
Student Non-Academic Grievance Example
F.4.3.1 Procedure Student Sexual Harassment Complaint Process
D.4.5.1 Procedure Harassment
SPC Student Handbook 2011-2012 - Sexual Harassment
The District Ethics Hotline
The Alamo Colleges Ethics and Compliance Office
EthicsPoint Internet Reporting Site
Student Code of Conduct - eCatalog
SDEV Syllabus

III-13 Recruitment materials and presentations accurately represent the institution's practices and policies. *(Federal Requirement 4.6)*

Judgment of Compliance

St. Philip's College recruitment materials and presentations accurately represent the institution's practices and policies.

Narrative of Compliance

St. Philip's is committed to standing upon its values as articulated in the College's values statement. The first

value of the institution is *Integrity: We have the courage to act ethically, building a culture of trust and respect.*

With this value clearly stated and woven into the strategic planning and operational practices of the institution,

St. Philip's assures that its recruitment materials and presentations are accurately represented and follow the

SACS Guidelines for Advertising, Student Recruitment, and Representation of Accredited Status.

Do recruitment materials and presentations accurately represent the institution's practices, policies,

and academic programs?

Yes, recruitment materials accurately represent the institution's practices, policies and academic programs.

The Recruitment Department provides critical and accurate information to San Antonio, Bexar County, and

surrounding counties. Recruiters distribute registration, financial aid, and program information through avenues

such as presentations at schools and community agencies, Accuracy of these materials is essential to provide

potential students with the tools they need to make good decisions about their educational choices. Key

recruitment documents include the *St. Philip's College - -*All College Brochure and the *St. Philip's College*

Passport.   The Catalog, the Academic Calendar and other informative information for potential students are

online and not distributed in print format. Recruiters direct students to those sites as appropriate.

ST. PHILIP'S COLLEGE

A L A M O
C O L L E G E S

How does the institution ensure that its recruitment materials and presentations accurately represent the institution?

To ensure that content accurately represents the college's practices, policies, and academic programs, the Office of Community and Public Relations, who develop recruitment materials, provides a draft of key recruitment documents to the President's Cabinet (comprised of the college's administrative team including Vice Presidents, Deans, and high level Directors that represent every area of the institution) for review, verification, revisions, and, ultimately, final approval by the President. Vetting the brochure through every area of the college ensures that the recruitment brochure accurately represents the institution including its practices, policies, and academic programs.

EVIDENCE

Mission Statement
2010-2015 Strategic Plan - Value Statement
SACS Policy - Advertising, Publications, and Accredited Status
All College Brochure
SPC All Access Passport
Strategic Vision 2011 Handout - Values

III-14 The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. *(Federal Requirement 4.7)* The institution audits financial aid programs as required by federal and state regulations. *(Comprehensive Standard 3.10.3)*

NARRATIVE

Judgment of Compliance

St. Philip's College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments (Federal Requirement 4.7 Financial Aid Compliance). The College audits financial aid programs as required by federal and state regulations (Comprehensive Standard 3.10.3 Financial Aid Audit). The Board of Directors of the Alamo Community College District appoints an independent audit firm to express an opinion on the fairness of the financial statements, as well as compliance with the A-133 single audit requirements. The results of the single audit are reviewed by the Board of Directors and are published and submitted to the Department of Education as required.

Narrative of Compliance

St. Philip's College provides an effective program of financial aid, consistent with its purpose and reflecting the needs of its students. The College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The College audits financial aid programs as required by federal and state regulations.

Policies

St. Philip's College complies with federal rules and regulations required by the U.S. Department of Education Code of Federal Regulations 600.4 and 600.6. Students are required to meet certain progress standards as discussed in the College's Satisfactory Academic Progress guidelines and prescribed by the U.S. Department of Education.

Financial Aid Process

Application for need-based financial aid requires an analysis of the student's financial circumstances to determine need. The application process used by St. Philip's College to perform the analysis is the Free Application for Federal Student Aid (FAFSA). The various types of financial aid available through the Alamo Colleges and St. Philip's College under Title IV of the 1998 Amendments to the Higher Education Act of 1965 are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), the Academic Competitiveness Grant (ACG), Federal Family Education Loan Program (FFELP) and Federal Work-study (FWS) Programs.

The St. Philip's College Director of Financial Aid is responsible for administering the financial aid program at the institution, which includes evaluating, and developing present programs within federal and College regulations, accounting for fund disbursements, and supervising staff. The St. Philip's College Financial Aid Office operates under the administrative unit of Student Success with the College Financial Aid Director reporting jointly to the St. Philip's College Vice President of Student Success and the Alamo Colleges District Director of Financial Aid.

For public institutions: Did the institution receive an unqualified opinion in the auditor's report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with governmental auditing standards? Have there been findings? If so, have they been resolved? Are findings repeated and unclear?

To comply with federal requirements, in accordance with OMB Circular A-133, Ernst & Young LLP conducted an audit, which is included in the 2009-2010 Comprehensive Annual Financial Report, for all financial aid program funds for St. Philip's College. A-133 audits were also conducted as part of the 2006-2009 audits. During the 2009-2010 Academic/Fiscal Year, the Alamo Community College District distributed $137.7 million in Federal Title IV funds, not including subsidized and unsubsidized student loans. Related to St. Philip's College students, $8,945 of these expenditures were listed as questioned costs in the A-1233 audit findings. After the review of the audit and the findings by the Department of Education, the determination letter required

$6,100 of the expenditures to be returned to federal PELL and federal ACG programs, as well as an additional $715 be returned to an FFEL subsidized lender. These funds were returned as requested.

The summary of the auditor's results in the Comprehensive Annual Financial Report for fiscal year 2010 included an unqualified opinion on the financial statements and an unqualified opinion on the state awards. The federal awards received a qualified opinion on compliance for major programs. Because the dollars at issue were such a small percentage (0.1%) of total Title IV awards, the qualified opinion in the audit focused on procedural and reporting issues rather than financial issues.

The auditors found that SPC was out of compliance with requirements regarding special tests and provisions pertaining to student financial aid programs per OMB Circular A-133 section .510 (a). For populations tested for August 31, 2010, there were four instances of untimely return of funds, being finding 10-3 for verification and finding 10-4 for return of title IV funds. The direct loan program was implemented during fall 2010 and new procedures and controls surrounding this program will contribute to timely return of Title IV loan funds. Finding 10-2 for SPC related to four instances of untimely reporting of student status changes. Corrective action is being taken to prevent similar errors from taking place in the future. The Student Financial Services department continues to be in federal compliance according to the external auditors when it comes to administering financial aid programs.

Is the institution on electronic transfer or has it been placed on direct reimbursement method for federal funds?

St. Philip's College is on electronic transfer. Due to the immaterial amount of questioned costs identified over the years, there is no requirement by the Department of Education for St. Philip's College to be placed on the direct reimbursement method.

Has the institution been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies?

Due to the immaterial amount of questioned costs identified over the years, there is no requirement by the Department of Education for St. Philip's College to post a letter of credit on behalf of the U. S. Department of Education.

4.7   Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments.

What issues exist with Title IV programs for the institution, if any?

St. Philip's has no issues with Title IV programs for the institution.

Has the institution been placed on the reimbursement method?

St. Philip's has not been placed on the reimbursement method. The reimbursement method is usually reserved for those institutions who have material and numerous questioned costs or have an extraordinary number of noncompliance issues regarding eligibility. This is not the situation for St. Philip's College.

Has the institution been required to obtain a letter of credit in favor of the Department of Education?

St. Philip's has not been required to obtain a letter of credit in favor of the Department of Education. Due to the immaterial amount of questioned costs identified over the years, there is no requirement by the Department of Education for St. Philip's College to post a letter of credit on behalf of the U. S. Department of Education.

Have complaints been filed with the Department of Education regarding the institution?

St. Philip's has not had any complaints filed with the Department of Education regarding the institution.

Do the independent audits of the institution's financial aid programs evidence significant noncompliance?

St. Philip's independent audits do not show evidence of significant noncompliance.

Are there significant impending litigation issues with respect to financial aid activities?

St. Philip's has no significant impending litigation issues with respect to financial aid activities.

Are there significant unpaid dollar amounts due back to the U.S. Department of Education?

St. Philip's does not have significant unpaid dollar amounts due back to the U.S. Department of Education.

Has adverse communication been received from the Department of Education? If so, what was the institution's response?

No adverse communication has been received from the Department of Education.

What is the institution's student loan default rate?

The St. Philip's College student loan default rate is 11.7%

Is the institution aware of infractions to regulations which would jeopardize Title IV funding?

The institution has not had any infractions to regulations which would jeopardize Title IV funding.

Financial Audit

To comply with state and federal requirements, Ernst & Young conducted an audit outlined in the 2009-2010 Comprehensive Annual Financial Report for all financial aid program funds for St. Philip's College, state and federal. Also provided here are copies of the 2009, 2008, 2007, and 2006 audits. There were no findings of material weaknesses for state grants and financial aid for the current 2010 fiscal year, as well as the previous four years (2009, 2008, 2007, and 2006).

The auditors did report noncompliance with requirements regarding special tests and provisions pertaining to federal student financial aid programs per OMB Circular A-133 section .510 (a). The table below outlines the number of students and the dollar amount for findings 10-2, 10-3, and 10-4.

Summary of A-133 Single Audit Findings St. Philip's College August 31, 2010			
Finding	**Short Description**	**# of Students**	**Amount**
10-2	Special Tests and Provisions – Student Status Changes[1]	4	N/A
10-3	Special Tests and Provisions – Verification[2]	1	$8, 230.00
10-4	Special Tests and Provisions – Return of Title IV Funds[3]	3	$715.00

[1]*Status changes were processed later than 30 days after the student withdrew or graduated.*
[2]*incomplete complete documentation of the student's untaxed income; did not obtain the student tax form and there was no support for the required variance analysis indicating that the amounts verified*

were within $400 the student's EFC; reported amount of parent taxable income did not agree to the parent tax return; the student tax form was not completed.
[3]*refunds related to students that did not begin attendance were not returned within 30 days after college became aware that the student had not begun attendance; refunds related to students that withdrew after attendance began were not returned within 45 days after college determined that the student withdrew; and, refunds were returned via checks which were still outstanding as of 60 days after college determined that the student withdrew.*

Findings and Corrective Action Plan

Finding 10-2

In this instance, auditors selected 40 students to review. Findings were that 35 of the 40 students had status changes processed later than 30 days after the student withdrew or graduated. St. Philip's College enrolled five of the 40 students. To address Finding 10-2, during Fiscal Year 2011, the Vice Chancellor for Student Success standardized the submission dates for the admissions and financial aid applications for all of the Alamo Colleges to facilitate compliance with required National Student Clearinghouse deadline requirements.

Finding 10-3

In this instance, the auditors conducted verification on 25 students. For four of the 25 students there was incomplete documentation of the student's untaxed income (child support, social security, and/or welfare). St. Philip's College enrolled two of the 25 students. To address Finding 10-3, the Vice Chancellor for Student Success has begun the process of revising the current document tracking to ensure adherence to the procedures for program integrity rules for verification. Additionally, there are enhancements to the procedures and controls in the Banner system. To ensure performance according to the verification policy there has been implementation of additional verification procedures and internal controls.

Finding 10-4

In this instance, auditing occurred on 45 student refunds who withdrew after the start of classes. St. Philip's College enrolled three of the 45 students. To address Finding 10-4, the Vice Chancellor for Student Success, and Vice Chancellor for Planning, Performance, and Information Systems will develop and enhance the reporting of Banner data for student withdrawals. Implementation of additional training will ensure compliance.

To enhance service delivery, it is important to note that the National Association of Student Financial Aid Administrators (NASFAA) conducted an external review of the Alamo Colleges Student Financial Services on February 28-March 3, 2011. The purpose of NASFAA's peer review is to assess the effectiveness of an institution's financial aid program and offer suggestions for improvement toward strengthening and enhancing the program. NASFAA's peer review program examines financial aid operations and delivery of funds to students; compliance with Title IV statutes and regulations; computer systems, automation, and technology usage; human resources and facilities; and customer service issues. The Alamo Community College District is in the process of reviewing the findings from a preliminary report. In FY 2011, enhanced business processes and additional training will improve operational outcomes.

Department of Education Response to Corrective Action Plan

To determine return of all funds to the Department of Education, as indicated in the findings, the Director of Financial Aid for the Alamo Colleges worked with Sheree Porter, Institutional Review Specialist, School Participation Team-SC Dallas, U.S. Education Department (FSA) on findings 10-2, 10-3, and 10-4. Upon completion of this process, the Department of Education provided a report outlining the status of the resolution of the findings for St. Philip's College. On August 29, 2011, funds were returned to the Department of Education for $6,100.

EVIDENCE

USDOE CFR 600.4
USDOE CFR 600.6
Student Academic Progress
The Alamo Colleges - FAFSA
FY 2010 Comprehensive Annual Financial Report - Schedule of Expenditures of Federal Awards
FY 2010 Comprehensive Annual Financial Report
FY 2009 Comprehensive Annual Financial Report
FY 2008 Comprehensive Annual Financial Report
FY 2007 Comprehensive Annual Financial Report
FY 2006 Comprehensive Annual Financial Report
FY 2010 Comprehensive Annual Financial Report - State Award Findings and Questioned Costs
FY 2009 Comprehensive Annual Financial Report - State Award Findings and Questioned Costs

FY 2008 Comprehensive Annual Financial Report - State Award Findings and Questioned Costs
FY 2007 Comprehensive Annual Financial Report - State Award Findings and Questioned Costs
FY 2006 Comprehensive Annual Financial Report - State Award Findings and Questioned Costs
Comprehensive Annual Financial Report - Overall Finding
OMB Circular A-133, .510 Audit findings
Comprehensive Annual Financial Report - 10-2 Finding
Comprehensive Annual Financial Report - 10-3 Finding
Comprehensive Annual Financial Report - 10-4 Finding
FY 2010 Audit Department of Education Determination Letter
Reimbursement Response Letter

Part V The Impact Report of the Quality Enhancement Plan

V-1 The Impact Report of the Quality Enhancement Plan

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St. Philip's College Quality Enhancement Plan

Student Demonstration of Critical Thinking Skills

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Title and Brief Description

Initiated in 2005, the St. Philip's College QEP supports the College mission of preparing students to meet the challenges of a rapidly changing world. The focus of the QEP is *Student Demonstration of Critical Thinking Skills*. It is centered upon development of specific critical thinking skills leading to improved student learning. After a thoughtful review of academic literature, workforce employability studies, accrediting agency requirements, and internal analyses of student learning, the College determined that improving students' ability to demonstrate critical thinking skills would lead to improved student outcomes. Engaging students in learning activities that are both formalized and intentional would lead to a more analytic approach to learning resulting in both a better understanding of concepts and an increased ability to apply those concepts in different contexts.

The QEP consists of two distinct cycles, the process by which students are formally engaged in critical thinking activities and the process that evaluates the impact of these activities on student learning. Assessment of the QEP is a multi-faceted approach that includes both formal and informal assessments. Formal assessments include phased-in critical thinking artifact assessment and standardized testing. Informal assessments include evaluation of contributor input, review of key performance indicators and the Community College Survey of Student Engagement. To achieve highest potential, faculty are trained in critical thinking skill development and integration of these skills into the curriculum.

Initial Goal and Intended Outcomes

The QEP's goal is to improve student demonstration of critical thinking skills and is supported by four objectives.

1. Plan, administer, and evaluate the QEP.

2. Provide faculty professional development to assure successful implementation of the QEP.

3. Implement critical thinking in the classroom.

4. Assess critical thinking student learning outcomes.

The QEP objectives grid delineates strategies for accomplishing each objective. The five-year timeline is the checklist for monitoring progress. Assessment is accomplished by measuring competency across five critical thinking student learning outcomes (CTSLOs):

1. Posing vital questions and identifying problems, formulating them clearly and precisely

2. Gathering relevant information to interpret it effectively

3. Impartially considering alternative systems of thought

4. Developing well-reasoned conclusions and solutions and

5. Communicating effectively with others in determining solutions to complex problems

Adherence to the Plan and assessment of results is reported in the President's Annual Report and shared with internal and external constituencies through leadership groups and the QEP web site. Results are used for continued improvement. After full implementation, the College expects measurable evidence of student demonstration of critical thinking skills and improvement in student learning outcomes. Additional expectations include a campus culture focused on formalized assessment and accountability.

Significant Changes Made to the QEP and the Reasons for Making Those Change

No major changes in QEP goal, objectives or major components have been made. Minor changes have been made in the implementation process in response to three factors including recommendations made by SACS at inception of plan, planned long-term changes to institutionalize the QEP, and changes made in response to contributor and participant input.

All changes were directed toward refinement of the process and improvement of outcomes based on review of results.

In response to SACS Recommendation 1, to more evenly distribute course phase-in cycles, the implementation timeline was changed from 25%-50%-100% to the current 33%-66%-100%. A smooth transition was experienced and Phase IV concluded the cycle at 100% of courses. In response to SACS recommendation 2, to identify resources outside of the QEP, and with the recognition that adequate financial commitments are of the highest importance in achieving desired outcomes, the College now provides a designated QEP budget, managed by the SLO Assessment Office. The budget was created to centralize and document expenditures for QEP activities. These expenditures include personnel and fringe benefits, professional development, consultants, equipment, supplies, substitute pay, instructional materials and other expenses. In response to SACS Recommendation 3, to simplify and clarify the linkages between each assessment measure and the corresponding critical thinking learning outcome, the QEP CTSLO assessment rubric was modified to include both criteria and guidelines for measurement. Training of faculty in development of assignments and learning activities that align with CTSLO measurement further clarifies the process.

In support of the College's efforts to institutionalize QEP processes and incorporate QEP measurement into overall institutional assessment, the SLO Committee was created to replace the original QEP Core Team. The committee is a thirteen-member advisory panel of faculty and professional staff who oversee the implementation and evaluation of the QEP. The committee is tasked with reviewing outcomes and recommending courses of action for improvement. In addition, the SLO Assessment Office was created to monitor progress of the QEP and to align results with overall student learning outcomes. These changes support centralization and provide leadership and resources for the management of the QEP. The SLO Assessment Office provides focus and coherence to student learning outcomes assessment with linkages to QEP outcomes. It promotes broader and more frequent communication about assessment processes and outcomes and provides professional development activities on assessment topics.

To chair the SLO Committee and head the SLO Assessment Office, the position of Coordinator of Measurement and

Evaluation, a newly created professional staff position, was created. This replaced the faculty release time and the intended manager position as provided for in the initial QEP. The duties include QEP day-to-day operations, assessment projects, timeline, focus groups, surveys, official reports, professional development and web site. The position also has primary responsibility for the collection, evaluation and interpretation of all QEP data and the distribution of these data to the SPC community. The position has a lead role in the integration of QEP processes and assessment into the College systems.

Improvements that have taken place as a result of contributor input include simplification of rubrics and improvements in random selection process. Initially, QEP artifacts were assessed using random selection by student. The practice served to provide a smooth transition into the assessment plan and proved efficient due to the smaller number of artifacts assessed. In Phase IV, however, the burden of data collection peaked and random sampling was changed to course-specific as originally outlined in the QEP. Both methods of random selection include stratification by department and division. The College continues to monitor results for substantive deviation from previous cycles which may be attributable to sampling method. The College's flexibility in responding to QEP challenges while remaining true to QEP focus and objectives has served to provide a non-threatening environment in which to conduct assessment and has empowered those affected through increased ownership and participation.

Direct Impact on Student Learning Including the Achievement of Goals and Outcomes and Unanticipated Outcomes

The College values the role of creative and critical thought in preparing its students. As such, it recognizes critical thinking as a necessary component of student learning and promotes the QEP as the tool to promote student demonstration of critical thinking skills. Assessment results for the four QEP objectives provide evidence the QEP has been successfully implemented and that it has had an impact on student learning.

Objective One: Plan, Administer, and Evaluate the QEP

The College has completed all activities for each cycle of the QEP through its fifth year. The phases include the preparation year, the planning year and Phases I-IV. The QEP timeline details responsibilities and deadlines for achieving tasks and for tracking progress. In addition to tracking progress on the timeline, a comprehensive evaluation is conducted annually for each implementation cycle. Although QEP leadership has transferred from faculty release to professional staff, the Plan has guided these transitions successfully and QEP continuity and integrity has been maintained. Responsibility is now centralized in the SLO Assessment Office which supports the dual analysis of critical thinking and the effect of critical thinking on learning. The QEP Annual Report has been prepared and presented to the President each year for administrative review. Results are distributed through governance channels to divisions and units for examination and analysis. Units are encouraged to reflect on practices and results, to identify areas of improvement, to develop strategies, and to share best practices. Information is shared in a variety of ways, including departmental meetings, dean's meetings, Academic Affairs Council and the SLO web page.

The College has successfully implemented Phases I to IV of the QEP. Direct and indirect assessment methods are used to substantiate improvements in both critical thinking and overall student outcomes. Objectives One, Two and Three (process objectives) are evaluated throughout each phase of the implementation cycle. In addition, the Faculty Evaluation Survey confirms department and faculty participation in the various strategies and checks departmental adherence to syllabi and Instructional Unit Review requirements. The qualitative portion of the survey uses an open-ended approach to encourage faculty reflection on results and improvement. Evaluation of Objective Four focuses on the students' ability to demonstrate critical thinking skills based on implementation of the QEP. Student artifact assessment results are the primary quantitative outcomes measure. Results indicate students' ability to demonstrate critical thinking skills has increased. Trend and comparison data are presented and learning gains documented under Objective 4.

Objective Two: Provide Faculty Professional Development

Over the last few years tremendous strides have been made in improving and extending faculty training in critical

thinking. The College has brought consultants to help guide faculty in specific critical thinking strategies. Two major critical thinking assessment activities were conducted at the College during the past academic year. A total of 148 full-time faculty attended the Teaching and Assessing Critical Thinking Workshop in fall 2010 and 138 part-time faculty attended the same workshop presented in spring 2011.

The focus of these workshops was to move to a more systemic approach to critical thinking skill development. Objectives included clarification of concepts across disciplines, application of these concepts to the specific CTSLOs being measured, development of specific strategies and alignment of strategies with assessment. Faculty follow-up and responsibility was emphasized as important to achieve desired results. Open-ended workshop evaluations asked participants to indicate the strengths of the program and recommended improvements. They responded overwhelmingly that they had gained greater insight into learning outcomes assessment. For improvement, they requested smaller venues with special focus on occupational programs and math. These were addressed in spring 2011 when the workshop was repeated and evaluations improved. The College has been successful in providing adjunct faculty with training opportunities to be full participants in the process. Evaluation instruments, such as the QEP Survey, QEP Assessment Day Evaluation, and professional development evaluations show that adjunct and full-time faculty respond similarly about perceived strengths and challenges of the QEP.

Faculty groups also convene on a regular basis to discuss improvement options at Good-to-Great retreats and Unit Planning sessions. Student Development courses and the Master Teacher program are used to fully integrate specific skill development and curriculum. In addition, the SLO Assessment Office provides information and guidelines at division meetings, assessment workshops and Academic Affairs Council. Through these various and regular activities, the College promotes faculty development in QEP and SLO assessment. These efforts are the result of an open and honest review of student learning data as well as dialog across the institution about student learning. The College's willingness to try new strategies and to adopt best practices has impacted overall student learning outcomes.

ST. PHILIP'S COLLEGE

ALAMO COLLEGES

Objective Three: Implement Critical Thinking in the Classroom

Implementation of critical thinking in the classroom is measured using Instructional Unit Review (IUR) and the QEP Faculty Survey. IUR is a comprehensive self-study performed by the faculty of each instructional program on a rotating schedule and overseen by faculty peers. As part of the review, units are specifically asked to check whether or not they have explained the process for implementing QEP and whether or not the unit is on schedule for infusing critical thinking into courses. Of the five units that submitted Evaluations for 2009-2010, 100% of units indicated that the process for implementing QEP was explained. Results show that there is alignment between College efforts and unit efforts and that through sustained efforts, there is potential to realize even greater critical thinking outcomes.

The QEP Faculty Survey is used to gather input regarding chair and faculty achievement of QEP objectives and to gain insight into the impact of the QEP. In September 2010, the survey was administered with a 100% department response rate. Results show that chairs and faculty are fulfilling responsibilities at an above average rate. The greatest potential for improvement is in sharing best practices. Results are provided in Tables 1 and 2.

Table 1: QEP Faculty Survey, Chair Responsibilities

Identified SLO per course	93%
Aligned curriculum with syllabus	89%
Aligned curriculum with CT activities	78%
Aligned curriculum with assessment	81%
Identified actions in Unit Plans	63%

Table 2: QEP Faculty Survey, Faculty Responsibilities

Engaged students in CT activities	100%
Aligned coursework with CT assessment	96%
Provided CT feedback to students	85%
Documented "best practices"	44%

Departments are also asked to review assessment results and indicate actions that need to be taken for improvement. Key opportunities for improvement include continued faculty development for full-time and part-time faculty, discipline-specific critical thinking training, alignment of assessment practices and learning activities, improved critical thinking feedback, improved faculty collaboration and best practice sharing, and dedicated efforts to include critical thinking actions in unit plans. Table 3 shows the positive impact that the QEP has had on implementing effective learning strategies in the classroom.

Table 3: QEP Faculty Survey, Narrative Response Summary

1. Faculty actively engaged students in critical thinking activities.

2. Critical thinking is an important factor in improving student outcomes.

3. Critical thinking is more successful when integrated than in isolated critical thinking activities.

4. There is improved understanding of the learning outcomes assessment process.

5. Emerging thoughts that students are becoming better learners through critical thinking.

6. Critical thinking strategies can accommodate discipline specific learning with varied types of activities.

7. Case studies, role play, questioning, brainstorming, discussions, lab activities, problem-

> solving, journal writing, research, concept mapping, and scenarios played important roles in
>
> learning.

Objective Four: Assess Critical Thinking Student Learning Outcomes

The QEP provides a process to assess student competency in critical thinking skill development across five student learning outcomes including (1) posing vital questions, (2) gathering relevant information, (3) considering alternative perspectives, (4) developing well-reasoned conclusions and (5) communicating effectively. These are measured using faculty-developed and calibrated rubrics. The process for developing and assessing artifacts incorporates faculty training in critical thinking skill development, infusion of critical thinking learning activities in the classroom, and development of assessable artifacts. Sampled artifacts are submitted for evaluation and scored by a team of faculty assessors using a scale of Skillful, Emergent or Not Demonstrated. Artifacts with readability issues or insufficient information are rated as not assessable. Through four cycles, the College has evaluated the process and made adjustment based on results. Rubrics have been validated, the process streamlined by moving sub-criteria to guidelines, and courses in the random selection pool have increased to 100%.

In February 2011, faculty assessed a random sample of critical thinking artifacts extracted from 100% of sections offered in fall 2010. Artifacts were evaluated for student demonstration of the five CTSLOs. After calibrating for inter-rater reliability, each artifact was assessed three times for consensus. Results shown in Figure 1 indicate that students have significantly improved in their demonstration of critical thinking skills. In fall 2007, 22% of students were assessed as demonstrating critical thinking at the Skillful level. In fall 2010, the number increased to 42% for an increase of 20% over four years.

Figure 1: Artifact Assessment Results, 2007-2010
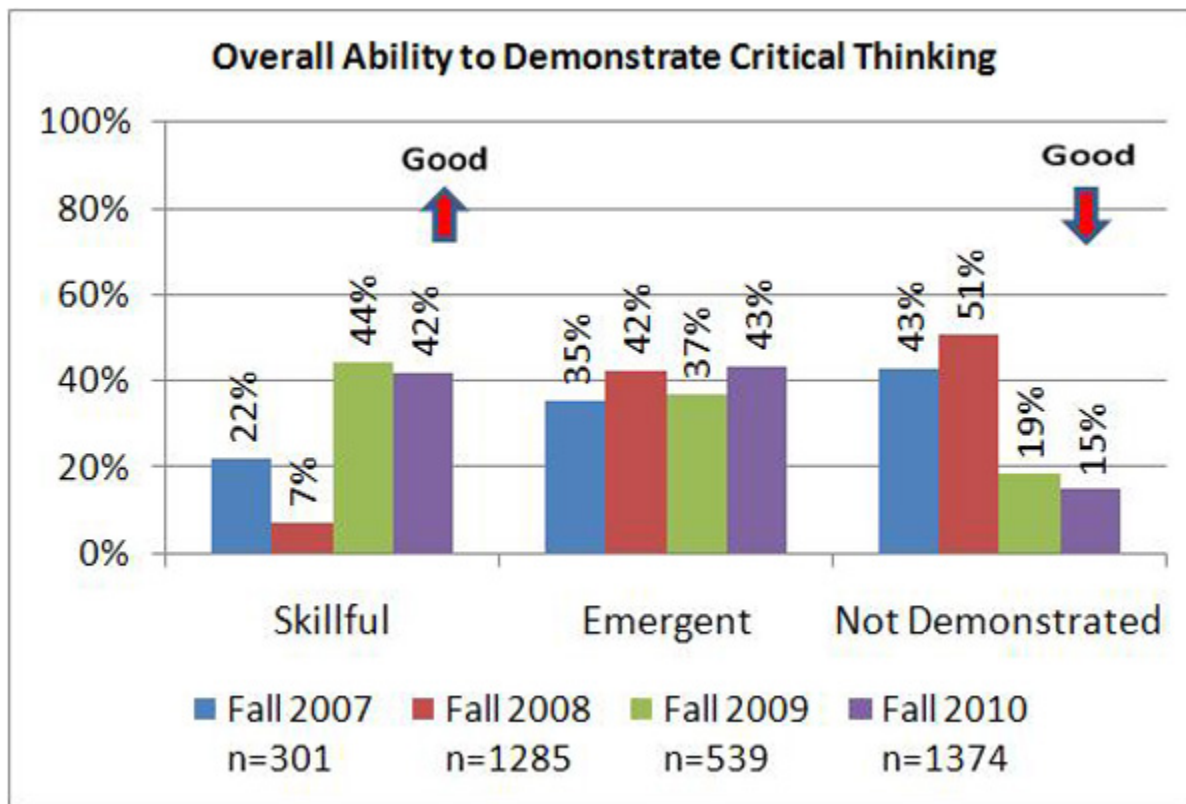
Overall Ability to Demonstrate Critical Thinking

Demonstration of critical thinking at each CTSLO level also increased as follows: (SLO1, 6%; SLO2, 34%; SLO3, 18%; SLO4, 6%; SLO5, 45%). Through process improvements that have led to standardized tracking and evaluation and better alignment between learning activities and assignments, the QEP is having an impact on student learning.

The College uses other direct and indirect assessment methods to determine if improving students' ability to think critically has had a positive impact on overall student learning. The methods include, standardized testing for core curriculum, assessment of key performance indicators (KPIs) and the Community College Survey of Student Engagement (CCSSE). Independently and collectively, results from these assessments show continued progress in overall student development.

Standardized Testing

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Standardized testing is used to measure gains in general education core competencies. In addition to meeting requirements of accrediting and regulatory agencies, testing results serve to create the link between critical thinking skill attainment and student gains in core skills. The Educational Testing Service (ETS) Proficiency Profile exam is used to assess core competency skills in reading, writing and mathematics. Using a random sample of classes from Arts & Sciences, Applied Science & Technology and Health Sciences, the College administered exams in spring 2008 and fall 2008, 2009 and 2010. This cross-sectional assessment allowed students from different areas of study to demonstrate competencies. The students were tested on the proctored and online versions of the exam.

The College tracks level one and two of the exam as appropriate skill levels for first- and second-year college students. Figure 2 shows cohort comparisons for students tested in spring 2008 to fall 2010. Results indicate that proficiency improved at both first and second year levels for all competencies except writing level two, where students maintained. Progress in core competency skill attainment in reading, writing and mathematics aligns with progress made in students' demonstration of critical thinking skills during comparable periods. Improvement in both core competency skills and critical thinking skills provides evidence of improved student learning and the potential for future gains. Review of the process shows that refining course selection criteria and improved outreach have improved results.

Figure 2: Standardized Testing Results, 2008-2010

ALAMO COLLEGES
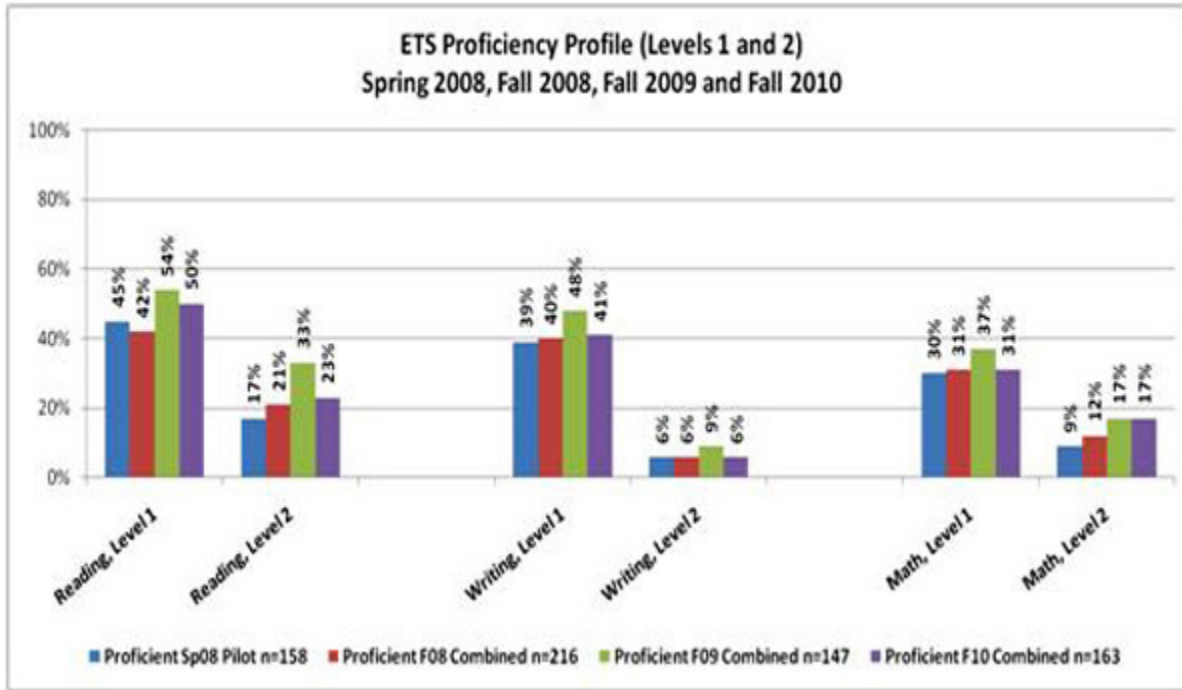
Key Performance Indicators (KPIs)

The College also uses results on KPIs as indirect measures of student performance. The September 2010 Tracking Report shows that from fall 2008 to fall 2009, students improved in productive grade rates by 1.1% and in the full-time 4-year graduation rate by 1.2%. In addition, the March 2010 KPI Executive Report shows student gains over three years. These gains align with progress made on the QEP during comparable periods. Though progress has been positive, it is recognized that sustained efforts are needed. KPI gains are shown in Table 4.

Table 4: KPI Measures 3-Year Gain

Measure	Gain
Within-term retention	0.3%
Fall-to-spring persistence for full-time, first-time-in-college students	1.6%
Fall-to-spring persistence for part-time, first-time-in-college students	5.3%
Fall-to-fall persistence for part-time, first-time-in-college students	2.4%
Two-year fall-to-fall persistence for part-time, first-time-in-college students	2.4%
Six-year graduation rate	2.9%

Community College Survey of Student Engagement (CCSSE)

The CCSSE uses national benchmarks of effective educational practice. CCSSE benchmarks focus on institutional practices and student behaviors that promote student learning. In general, CCSSE 2009 results in Academic Challenge indicate that SPC students are outperforming the 2009 CCSSE cohort. The April 2010 Alamo Colleges Research Brief shows that SPC has contributed considerably to student knowledge, skills, and personal development and is at a level equal to or above the CCSSE cohort on all items. Table 5 shows results.

Table 5: 2009 CCSSE - SPC Contributions to Knowledge, Skills, and Personal Development

*Considerable Contribution to Knowledge, Skills, and Personal Development through Students' College Experience	SPC	CCSSE	% Above CCSSE Cohort	
Acquiring a broad general education	78.0	71.4	**6.6**	

Acquiring job or work-related knowledge and skills	60.2	52.9	**7.3**
Writing clearly and effectively	59.7	59.7	**0.0**
Speaking clearly and effectively	62.1	55.3	**6.8**
Thinking critically and analytically	74.5	68.4	**6.1**
Solving numerical problems	61.3	54.6	**6.7**
Using computing and information technology	64.3	59.7	**4.6**
Working effectively with others	68.0	59.7	**8.3**
Learning effectively on your own	73.8	68.8	**5.0**
Understanding yourself	65.4	53.9	**11.5**
Understanding people of other racial and ethnic backgrounds	58.6	43.3	**15.3**
Developing a personal code of values and ethics	58.2	43.4	**14.8**
Contributing to the welfare of your community	33.3	28.2	**5.1**
Developing clearer career goals	66.3	57.1	**9.2**
Gaining information about career opportunities	64.5	51.7	**12.8**
*Considerable = "Quite a Bit" and "Very Much"			

Unanticipated Outcomes

As stated in the initial goals and outcomes of the QEP, the College expected a campus culture focused on formalized

assessment and accountability and achieved it. However, as a result of shared QEP implementation responsibilities and

widespread communication, the QEP also created a community that fosters and practices openness and collaboration. Departments have learned to rely on the newly formalized assessment community as a resource to discuss and solve challenges together. Faculty and departments more easily share results and collaborate with peers to accomplish tasks, implement improvements and ultimately improve the student experience in the classroom.

Summary

The College has clearly established student learning as a priority and has fully deployed and implemented the QEP as a tool to improve student outcomes. During the past five years, the College has completed the phase-in of assessed courses and used evaluation results and contributor input to improve process and outcomes. The College has become more comprehensive and intentional in its deployment approaches and the students have benefitted through greater participation. The increased dialogue among faculty about the linkages between instructional strategies and student outcomes has resulted in a campus culture focused on assessment and results indicate improvement in both demonstration of critical thinking skills and in student learning outcomes.

Overall, the SPC Quality Enhancement Plan is an industrious endeavor that has withstood the test of time. It is a well-planned and effective tool that has been efficiently and effectively executed. The evidence presented in this report indicates that no major adjustments to the plan are required. By continuing to implement the process, assess outcomes, learn from contributor input, and improve based on results, the College will continue the progress started in the first five years. This evaluation indicates that the QEP has been a forceful instrument in the development of critical thinking skills and has had an overall positive effect on student learning outcomes.

EVIDENCE

QEP - ETS Proficiency Profile Levels 1 and 2
QEP Evaluation Survey Chair Responsibilities
QEP Evaluation Survey Faculty Responsibilities
QEP - Overall Ability to Demonstrate Critical Thinking F2007 to 2010

QEP Trend Analysis By SLO 07-11
CTSLO 1-5 Grading Rubric